



CLASS : 6 3rd MID TERM PORTIONS AND PATTERNS

MATHEMATICS		
NUMBER SYSTEM	SYMMETRY	PRACTICAL GEOMETRY
I. Fill in the blanks		5 x 1 = 5
II. Choose the correct answer		5 x 1 = 5
III. Match the following		5 x 1 = 5
IV. True or False		5 x 1 = 5
V. Answer the following		5 x 2 = 10
VI. Answer the following		3 x 5 = 15
VII. Practical Geometry		1 x 5 = 5
		Total = 50

SCIENCE		
MAGNETISM	WATER	ECONOMIC BIOLOGY
I. Choose the correct answer		10 x 1 = 10
II. Answer the following (any 7) (match the following; true or false; pick out the odd one and give reason; analogy questions; assertion and reasoning; spot the error and correct the mistakes; short answers)		7 x 2 = 14
III. Answer the following in brief (any 4)		4 x 4 = 16
IV. Answer the detail		2 x 5 = 10
		Total = 50

SOCIAL SCIENCE		
HISTORY	GEOGRAPHY	CIVICS
SOCIETY AND CULTURE IN THE ANCIENT TAMIL KINGDOMS	EXPLORING CONTINENTS	DEMOCRACY AND WOMEN EMPOWERMENT
I. Choose the correct answer		6 x 1 = 6
II. Fill in the blanks		5 x 1 = 5
III. Match the following		10 x 1/2 = 5
IV. Answer in one word		5 x 1 = 5
V. Differences between		2 x 2 = 4
VI. Answer the following (any 5)		5 x 3 = 15
VII. Answer the detail		2 x 5 = 10
		Total = 50

EXPRESSIONS IN ENGLISH		
AN IDEAL STUDENT	YOU ARE OLD FATHER WILLIAM	MAUI'S KITE
I. Write the meanings and opposites of the given words.		6 x 1/2 = 3
II. Fill in the blanks with words from the lessons.		4 x 1/2 = 2
III. Make sentences using the phrases from the lessons.		3 x 1 = 3
IV. Write two exclamatory sentences of your own.		2 x 1 = 2
V. Fill in the blanks with non- modal auxiliary verbs.		10 x 1/2 = 5
VI. Fill in the blanks with either the past tense or the past continuous tense of the verbs in the brackets.		4 x 1 = 4
VII. Write two sentences of your own using the simple present tense and two sentences using the present continuous tense.		4 x 1 = 4
VIII. Read the lines from the poem and answer the questions.		2 x 1 = 2
IX. Complete the following sentences.		5 x 1 = 5
X. Who said this to whom and why was it said.		5 x 1 = 5
XI. Answer the following.		5 x 3 = 15
		Total = 50





Class: 6 KEY ANSWERS TERM : III

Chapter - 1. NUMBER SYSTEM

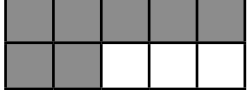
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Exercise: 1.1

1. Express the shaped portion as fraction:

a) $\frac{1}{2}$ b) $\frac{1}{3}$ c) $\frac{3}{8}$ d) $\frac{1}{2}$ e) $\frac{1}{2}$

2. Give a pictorial representation of the following fraction by shading:

a)  $\frac{2}{4}$ b)  $\frac{7}{10}$

3. Classify the following: proper fractions:

(i) Proper fractions:

$\frac{3}{7}, \frac{5}{9}, \frac{3}{4}, \frac{9}{16}, \frac{1}{3}, \frac{11}{19}$

(ii) Improper fractions:

$\frac{7}{5}, \frac{13}{4}, \frac{57}{8}, \frac{12}{7}, \frac{11}{8}$

(iii) Mixed fractions:

$2\frac{4}{9}, 7\frac{4}{11}, 3\frac{9}{16}, 5\frac{3}{4}, 4\frac{1}{5}$

4. Change the following mixed fractions into improper fractions:

a. $3\frac{2}{5} = \frac{3 \times 5 + 2}{5} = \frac{15 + 2}{5} = \frac{17}{5}$

b. $5\frac{4}{7} = \frac{5 \times 7 + 4}{7} = \frac{35 + 4}{7} = \frac{39}{7}$

c. $5\frac{1}{8} = \frac{5 \times 8 + 1}{8} = \frac{40 + 1}{8} = \frac{41}{8}$

d. $3\frac{4}{9} = \frac{3 \times 9 + 4}{9} = \frac{27 + 4}{9} = \frac{31}{9}$

5. Change the following improper fractions into mixed fractions:

a. $\frac{14}{8} = 1\frac{6}{8}$

b. $\frac{5}{3} = 1\frac{2}{3}$

c. $\frac{27}{5} = 5\frac{2}{5}$

d. $\frac{24}{7} = 3\frac{3}{7}$

6. a. $\frac{4}{3} = \frac{8}{6} = \frac{12}{9} = \frac{16}{12} = \frac{20}{15} = \frac{24}{18}$

b. $\frac{9}{5} = \frac{18}{10} = \frac{27}{15} = \frac{36}{20} = \frac{45}{25} = \frac{54}{30}$

c. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$

d. $\frac{5}{6} = \frac{10}{12} = \frac{15}{18} = \frac{20}{24} = \frac{25}{30} = \frac{30}{36}$

7. a. $\frac{100}{120}$ (HCF : 20) $\frac{100 \div 20}{120 \div 20} = \frac{5}{6}$

b. $\frac{160}{200}$ (HCF : 40) $\frac{160 \div 40}{200 \div 40} = \frac{4}{5}$

c. $\frac{48}{90}$ (HCF : 6) $\frac{48 \div 6}{90 \div 6} = \frac{8}{15}$

$$d. \frac{400}{700} (\text{HCF} : 100) \frac{400 \div 100}{700 \div 100} = \frac{4}{7}$$

$$8. a. \frac{5}{8} \times \frac{7}{7} = \frac{35}{56} \quad \frac{35}{56} > \frac{32}{56}$$

$$\frac{4}{7} \times \frac{8}{8} = \frac{32}{56} \quad \therefore \frac{5}{8} > \frac{4}{7}$$

$$b. \frac{3}{7} \times \frac{4}{4} = \frac{12}{28} \quad \frac{12}{28} > \frac{7}{28}$$

$$\frac{1}{4} \times \frac{7}{7} = \frac{7}{28} \quad \therefore \frac{3}{7} > \frac{1}{4}$$

$$c. \frac{1}{3} \times \frac{4}{4} = \frac{4}{12} \quad \frac{5}{12} > \frac{4}{12}$$

$$\frac{5}{12} \quad \therefore \frac{5}{12} > \frac{1}{3}$$

$$d. \frac{9}{10} \times \frac{13}{13} = \frac{117}{130} \quad \frac{117}{130} > \frac{70}{130}$$

$$\frac{7}{13} \times \frac{10}{10} = \frac{70}{130} \quad \therefore \frac{9}{10} > \frac{7}{13}$$

9. a. LCM of 10, 15, 12 is 60.

$$\frac{8}{15} \times \frac{4}{4} = \frac{32}{60}$$

$$\frac{9}{10} \times \frac{6}{6} = \frac{54}{60} \quad \frac{32}{60} < \frac{35}{60} < \frac{54}{60}$$

$$\frac{7}{12} \times \frac{5}{5} = \frac{35}{60} \quad \frac{8}{15} < \frac{7}{12} < \frac{9}{10}$$

b) LCM of 10, 4 and 2 is 20.

$$\frac{9}{10} \times \frac{2}{2} = \frac{18}{20}$$

$$\frac{3}{4} \times \frac{5}{5} = \frac{15}{20} \quad \frac{10}{20} < \frac{15}{20} < \frac{18}{20}$$

$$\frac{1}{2} \times \frac{10}{10} = \frac{10}{20} \quad \frac{1}{2} < \frac{3}{4} < \frac{9}{10}$$

c) LCM of 5, 6 and 15 is 30.

$$\frac{2}{5} \times \frac{6}{6} = \frac{12}{30}$$

$$\frac{5}{6} \times \frac{5}{5} = \frac{25}{30} \quad \frac{12}{30} < \frac{22}{30} < \frac{25}{30}$$

$$\frac{11}{15} \times \frac{2}{2} = \frac{22}{30} \quad \frac{2}{5} < \frac{11}{15} < \frac{5}{6}$$

d) LCM of 15, 25 and 30 is 150

$$\frac{9}{15} \times \frac{10}{10} = \frac{90}{150}$$

$$\frac{19}{25} \times \frac{6}{6} = \frac{114}{150} \quad \frac{85}{150} < \frac{90}{150} < \frac{114}{150}$$

$$\frac{17}{30} \times \frac{5}{5} = \frac{85}{150} \quad \frac{17}{30} < \frac{9}{15} < \frac{19}{25}$$

10. a. Beads used on Monday $\frac{2}{3}$

Beads used on Tuesday $\frac{5}{6}$

Comparing $\frac{2}{3}$ and $\frac{5}{6}$

LCM of 2 and 6 is 6

$$\frac{2}{3} \times \frac{2}{2} = \frac{4}{6} \quad \frac{5}{6} > \frac{4}{6}$$

$$\frac{5}{6} = \frac{5}{6}$$

$\therefore$ On Tuesday the girl used more beads.

b. Ramu read $\frac{30}{150}$ pages.

Mani read $\frac{3}{4}$.

$$\frac{30}{150} = \frac{1}{5}$$

Comparing $\frac{1}{5}$ and $\frac{3}{4}$ LCM of 5 and 4 is 20

$$\frac{1}{5} \times \frac{4}{4} = \frac{4}{20}$$

$$\frac{3}{4} \times \frac{5}{5} = \frac{15}{20}$$

$$\frac{15}{20} > \frac{4}{20}$$

$$\frac{3}{4} > \frac{30}{150}$$

Hence Mani read more pages than Ramu.

c. Meena $\rightarrow \frac{2}{7}$ Rekha $\rightarrow \frac{2}{5}$ Ramesh $\frac{1}{4}$ LCM of 7, 5 and 4 is 140.

$$\frac{2}{7} \times \frac{20}{20} = \frac{40}{140}$$

$$\frac{2}{5} \times \frac{28}{28} = \frac{56}{140} \quad \frac{35}{140} < \frac{40}{140} < \frac{56}{140}$$

$$\frac{1}{4} \times \frac{35}{35} = \frac{35}{140} \quad \frac{1}{4} < \frac{2}{7} < \frac{2}{5}$$

d. Kirthi - $\frac{1}{4}$ Priyanka - $\frac{1}{12}$ Hema - $\frac{1}{6}$

LCM of 4, 12, 6 is 24.

$$\frac{1}{4} \times \frac{6}{6} = \frac{6}{24};$$

$$\frac{1}{12} \times \frac{2}{2} = \frac{2}{24};$$

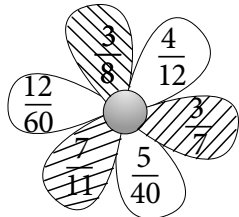
$$\frac{1}{6} \times \frac{4}{4} = \frac{4}{24}; \quad \frac{2}{24} < \frac{4}{24} < \frac{6}{24}$$

Kirthi ate the largest portion.

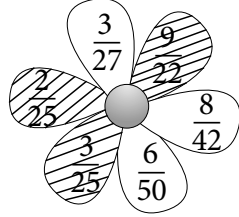
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FUN WITH MATH

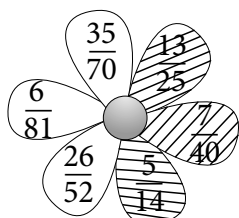
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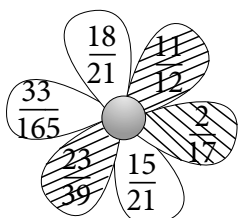
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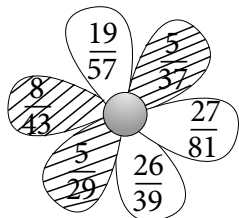
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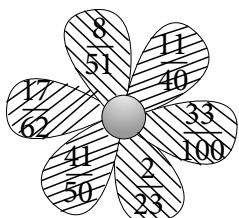
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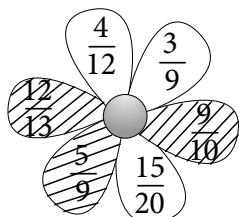
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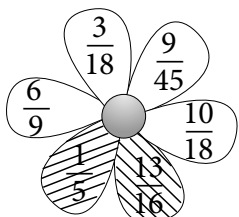
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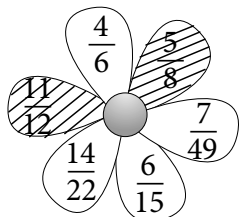
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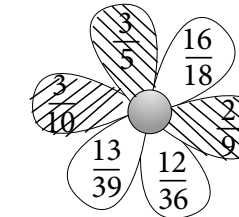
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9.



10.



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Exercise: 1.2

1. a. $\frac{3}{25} + \frac{1}{25} = \frac{3+1}{25} = \frac{4}{25}$
 b. $\frac{4}{13} + \frac{2}{13} + \frac{2}{13} = \frac{4+2+2}{13} = \frac{8}{13}$
 c. $\frac{17}{30} + \frac{7}{30} + \frac{4}{30} = \frac{17+7+4}{30} = \frac{28}{30}$ or $\frac{14}{15}$
 d. $\frac{5}{16} + \frac{3}{16} + \frac{3}{16} = \frac{5+3+3}{16} = \frac{11}{16}$

2. a. $\frac{4}{5} - \frac{1}{5} = \frac{4-1}{5} = \frac{3}{5}$
 b. $\frac{7}{10} - \frac{1}{10} = \frac{6}{10}$ or $\frac{3}{5}$
 c. $\frac{19}{20} - \frac{13}{20} = \frac{19-13}{20} = \frac{6}{20} = \frac{3}{10}$
 d. $\frac{29}{35} - \frac{6}{35} = \frac{29-6}{35} = \frac{23}{35}$

3. a. $\frac{13}{24} + \frac{5}{12} = \frac{13}{24} + \frac{10}{24} = \frac{13+10}{24} = \frac{23}{24}$
 b. $\frac{7}{10} + \frac{11}{12} = \frac{42}{60} + \frac{55}{60} = \frac{42+55}{60} = \frac{97}{60}$
 c. $\frac{7}{10} + \frac{13}{15} = \frac{21}{30} + \frac{26}{30} = \frac{21+26}{30} = \frac{47}{30}$
 d. $\frac{5}{6} + \frac{7}{15} = \frac{25}{30} + \frac{14}{30} = \frac{25+14}{30} = \frac{39}{30}$

4. a. $\frac{4}{5} - \frac{1}{10} = \frac{8}{10} - \frac{1}{10} = \frac{8-1}{10} = \frac{7}{10}$
 b. $\frac{5}{6} - \frac{1}{12} = \frac{10}{12} - \frac{1}{12} = \frac{10-1}{12} = \frac{9}{12} = \frac{3}{4}$
 c. $\frac{1}{6} - \frac{1}{18} = \frac{3}{18} - \frac{1}{18} = \frac{3-1}{18} = \frac{2}{18} = \frac{1}{9}$
 d. $\frac{5}{8} - \frac{7}{24} = \frac{15}{24} - \frac{7}{24} = \frac{15-7}{24} = \frac{8}{24} = \frac{1}{3}$

5. a. $3\frac{1}{6} + 4\frac{7}{12} = \frac{19}{6} + \frac{55}{12} = \frac{38}{12} + \frac{55}{12}$
 $= \frac{38+55}{12} = \frac{93}{12} = \frac{31}{4}$
 $= 7\frac{3}{4}$

$$\begin{aligned} \text{b. } 4\frac{1}{5} + 3\frac{7}{15} &= \frac{21}{5} + \frac{52}{15} \\ &= \frac{63}{15} + \frac{52}{15} \\ &= \frac{63+52}{15} = \frac{115}{15} = \frac{23}{3} \\ &= 7\frac{2}{3} \end{aligned}$$

$$\begin{aligned} \text{c. } 8\frac{3}{20} + 5\frac{7}{15} &= \frac{163}{20} + \frac{82}{15} \\ &= \frac{489}{60} + \frac{328}{60} = \frac{817}{60} \\ &= 13\frac{37}{60} \end{aligned}$$

$$\begin{aligned} \text{d. } 6\frac{5}{8} + 3\frac{17}{24} &= \frac{53}{8} + \frac{89}{24} = \frac{159}{24} + \frac{89}{24} \\ &= \frac{248}{24} = \frac{31}{3} = 10\frac{1}{3} \end{aligned}$$

$$\begin{aligned} \text{6. a. } 5\frac{3}{8} - 2\frac{7}{16} &= \frac{43}{8} - \frac{39}{16} \\ &= \frac{86}{16} - \frac{39}{16} = \frac{47}{16} = 2\frac{15}{16} \end{aligned}$$

$$\begin{aligned} \text{b. } 3\frac{1}{2} - 2\frac{3}{4} &= \frac{7}{2} - \frac{11}{4} \\ &= \frac{14}{4} - \frac{11}{4} = \frac{3}{4} \end{aligned}$$

$$\begin{aligned} \text{c. } 7\frac{7}{10} - 2\frac{4}{15} &= \frac{77}{10} - \frac{34}{15} \\ &= \frac{231}{30} - \frac{68}{30} = \frac{163}{30} = 5\frac{13}{30} \end{aligned}$$

$$\begin{aligned} \text{d. } 6\frac{2}{7} - 1\frac{3}{14} &= \frac{44}{7} - \frac{17}{14} = \frac{88}{14} - \frac{17}{14} = \frac{71}{14} = 5\frac{1}{14} \end{aligned}$$

$$\begin{aligned} \text{7. a. } \frac{2}{3} + \frac{2}{5} - \frac{1}{15} + \frac{5}{6} \\ &= \frac{20}{30} + \frac{12}{30} - \frac{2}{30} + \frac{25}{30} \\ &= \frac{20+12-2+25}{30} \\ &= \frac{55}{30} = \frac{11}{6} \\ &= 1\frac{5}{6} \end{aligned}$$

$$\begin{aligned} \text{b. } \frac{4}{5} + \frac{7}{10} + \frac{3}{5} - \frac{7}{30} \\ &= \frac{24}{30} + \frac{21}{30} + \frac{18}{30} - \frac{7}{30} \\ &= \frac{24+21+18-7}{30} \end{aligned}$$

$$= \frac{56}{30}$$

$$= \frac{28}{15}$$

$$= 1\frac{13}{15}$$

$$\text{c. } \frac{5}{6} + \frac{7}{8} - \frac{3}{24} + \frac{11}{12}$$

$$\frac{5}{6} + \frac{7}{8} - \frac{1}{8} + \frac{11}{12}$$

$$= \frac{20}{24} + \frac{21}{24} - \frac{3}{24} + \frac{22}{24}$$

$$= \frac{20+21-3+22}{24}$$

$$= \frac{60}{24}$$

$$= \frac{5}{2}$$

$$= 2\frac{1}{2}$$

$$\text{d. } \frac{9}{11} + \frac{2}{7} - 1 = \frac{63+22-77}{77} = \frac{8}{77}$$

$$\text{8. a. } 8\frac{3}{5} + 2\frac{7}{10} + 4\frac{1}{5} - 3\frac{7}{30}$$

$$= \frac{43}{5} + \frac{27}{10} + \frac{21}{5} - \frac{97}{30}$$

$$= \frac{258}{30} + \frac{81}{30} + \frac{126}{30} - \frac{97}{30}$$

$$= \frac{258+81+126-97}{30}$$

$$= \frac{368}{30}$$

$$= \frac{184}{15}$$

$$= 12\frac{4}{15}$$

$$\begin{aligned}
 \text{b. } 9\frac{5}{8} + 4\frac{1}{6} - 1\frac{5}{24} + 7\frac{7}{12} \\
 = \frac{77}{8} + \frac{25}{6} - \frac{29}{24} + \frac{91}{12} \\
 = \frac{231}{24} + \frac{100}{24} - \frac{29}{24} + \frac{182}{24} \\
 = \frac{231 + 100 - 29 + 182}{24} \\
 = \frac{484}{24} \\
 = \frac{121}{6} = 20\frac{1}{6}
 \end{aligned}$$

$$\begin{aligned}
 \text{c. } 8\frac{2}{3} + 7\frac{1}{5} - 3\frac{1}{5} + 1\frac{5}{6} \\
 = \frac{26}{3} + \frac{36}{5} - \frac{16}{5} + \frac{11}{6} \\
 = \frac{260}{30} + \frac{216}{30} - \frac{96}{30} + \frac{55}{30} \\
 = \frac{260 + 216 - 96 + 55}{30} \\
 = \frac{435}{30} \\
 = \frac{87}{6} = 14\frac{3}{6}
 \end{aligned}$$

$$\begin{aligned}
 \text{d. } 4\frac{1}{3} + 5\frac{1}{6} - 2\frac{2}{9} &= \frac{13}{3} + \frac{31}{6} - \frac{20}{9} \\
 &= \frac{78 + 93 - 40}{18} \\
 &= \frac{131}{18} = 7\frac{5}{18}
 \end{aligned}$$

9. Portion of cake Divya ate $\frac{1}{5}$

Portion of cake Rosy ate $\frac{2}{7}$

a. LCM of 5, 7 is 35

$$\frac{1}{5} \times \frac{7}{7} = \frac{7}{35};$$

$$\frac{2}{7} \times \frac{5}{5} = \frac{10}{35}; \quad \frac{10}{35} > \frac{7}{35}$$

$\therefore$ Rosy ate more cake.

$$\text{Difference: } \frac{10 - 7}{35} = \frac{3}{35}$$

Rosy ate $\frac{3}{35}$ of cake more than Divya.

$$\begin{aligned}
 \text{b. Part of cake left} &= 1 - \left(\frac{1}{5} + \frac{2}{7}\right) \\
 &= 1 - \left(\frac{7 + 10}{35}\right) \\
 &= 1 - \left(\frac{17}{35}\right) \\
 &= \frac{35 - 17}{35} = \frac{18}{35}
 \end{aligned}$$

10. Property left for son = $\frac{1}{3}$

Property left to charity = $\frac{1}{4}$

Total property given to son and charity.

$$= \frac{1}{3} + \frac{1}{4} = \frac{4 + 3}{12} = \frac{7}{12}$$

a. Part of property wife received,

$$= 1 - \frac{7}{12} = \frac{12 - 7}{12} = \frac{5}{12}$$

b. LCM of 3, 4, 12 = 36

$$\frac{1}{3} \times \frac{12}{12} = \frac{12}{36}$$

$$\frac{1}{4} \times \frac{9}{9} = \frac{9}{36}$$

$$\frac{5}{12} \times \frac{3}{3} = \frac{15}{36}$$

$\frac{15}{36}$ is more. $\therefore$ The wife received more.

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Exercise: 1.3

1. a. $2\frac{3}{10}$

b. $5\frac{203}{1000}$

c. $832\frac{532}{1000}$ or $832\frac{133}{250}$

d. $92\frac{4534}{10000}$ or $92\frac{2267}{5000}$

2. a. $5.7 = 5 + 0.7$
 b. $483.158 = 400 + 80 + 3 + 0.1 + 0.05 + 0.008$
 c. $438.9873 = 400 + 30 + 8 + 0.9 + 0.08 + 0.007 + 0.0003$
 d. $0.87193 = 0.8 + 0.07 + 0.001 + 0.0009 + 0.00003$

3. a. 1.25, 38.70
 b. 48.7253, 2.2000
 c. 0.2500, 0.2525
 d. 154.12000, 28.15845

4. a. $5.325 > 5.235$
 b. $8.435 < 8.489$
 c. $423.485 > 422.485$
 d. $45.432 = 45.432$

5. a. 1.111, 1.11111, 11.1, 11.11, 11.1111
 b. 0.061, 0.6611, 1.6001, 6.001, 16.000
 c. 0.7009, 7.009, 70.09, 700.9
 d. 13.7893, 13.7908, 13.7938, 13.8693, 13.8963

6. a. 24.8142, 24.4182, 24.2184, 24.1842
 b. 88.808, 88.800, 88.088, 88.08
 c. 161.4, 161.04, 160.14, 160.41
 d. 22.258, 22.5, 22.25, 2.25

7. a. $\frac{3}{25} \times \frac{4}{4} = \frac{12}{100} = 0.12$
 b. $\frac{53}{10} = 5.3$
 c. $\frac{2}{5} = 0.4$
 d. $2\frac{17}{20} = \frac{57}{20} = 2.85$

8. a. $0.45 = \frac{45}{100} = \frac{9}{20}$
 b. $0.2 = \frac{2}{10} = \frac{1}{5}$
 c. $1.25 = \frac{125}{100} = \frac{5}{4} = 1\frac{1}{4}$
 d. $11.5 = \frac{115}{10} = \frac{23}{2} = 11\frac{1}{2}$

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Exercise: 1.4

1. a.
$$\begin{array}{r} 10.2 \\ + 0.5 \\ \hline 10.7 \end{array}$$
 b.
$$\begin{array}{r} 0.484 \\ 23.348 \\ + 2.250 \\ \hline 26.082 \end{array}$$

 c.
$$\begin{array}{r} 12.0200 \\ 21.3480 \\ + 5.0379 \\ \hline 38.4059 \end{array}$$
 d.
$$\begin{array}{r} 364.800 \\ 536.940 \\ + 128.432 \\ \hline 1030.172 \end{array}$$

 2. a.
$$\begin{array}{r} 6.3 \\ - 3.2 \\ \hline 3.1 \end{array}$$
 b.
$$\begin{array}{r} 1.936 \\ - 0.521 \\ \hline 1.415 \end{array}$$

 c.
$$\begin{array}{r} 6.37 \\ - 4.00 \\ \hline 2.37 \end{array}$$
 d.
$$\begin{array}{r} 43.001 \\ - 28.348 \\ \hline 14.653 \end{array}$$

 3. a.
$$\begin{array}{r} 48.93 \\ + 10.18 \\ \hline 59.11 \end{array}$$

$$\begin{array}{r} 59.11 \\ - 13.75 \\ \hline 45.36 \end{array}$$

 b.
$$\begin{array}{r} 101.35 \\ - 9.75 \\ \hline 91.60 \end{array}$$

$$\begin{array}{r} 91.60 \\ + 3.002 \\ \hline 94.602 \end{array}$$

 c.
$$\begin{array}{r} 8.32 \\ 3.95 \\ + 15.00 \\ \hline 27.27 \end{array}$$

$$\begin{array}{r} 27.27 \\ - 6.71 \\ \hline 20.56 \end{array}$$

$$\begin{array}{r} \text{d.} \quad 6.85 \\ + \quad 2.704 \\ \hline 9.554 \end{array} \quad \begin{array}{r} 9.554 \\ - \quad 2.57 \\ \hline 6.984 \end{array}$$

$$\begin{array}{r} \text{4.} \quad 9.00 \\ + \quad 4.73 \\ \hline 4.27 \end{array}$$

$$\begin{array}{r} \text{5.} \quad 14.21 \\ + \quad 8.73 \\ \hline 22.94 \end{array} \quad \begin{array}{r} 14.21 \\ - \quad 8.73 \\ \hline 5.48 \end{array} \quad \begin{array}{r} 22.94 \\ - \quad 5.48 \\ \hline 17.46 \end{array}$$

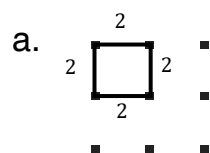
The sum is 17.46 greater than their difference.

Chapter - 2. MEASUREMENTS

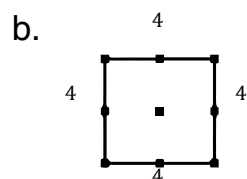
Page No. 43:

Exercise: 2.1

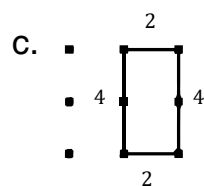
1. Find the perimeter of the following shapes.



$$p = 8 \text{ cm}$$



$$p = 4 + 4 + 4 + 4 = 16 \text{ cm}$$



$$p = 2 + 2 + 4 + 4 = 12 \text{ cm}$$

2. Find the area of the shaded part if each small square represents 1 sq.cm.

1. 4 sq. cm 2. 7 sq. cm 3. 8 sq. cm

3. Find the area of the following figures. Let area of each square be 4 sq. units.

- a. 24 sq. units g. 20 sq. units
b. 24 sq. units h. 8 sq. units
c. 20 sq. units i. 16 sq. units
d. 16 sq. units j. 12 sq. units
e. 20 sq. units k. 12 sq. units
f. 16 sq. units

Page No. 49 and 50:

Exercise: 2.2

1. Find the area of the following figures.

- a. $8 \times 9 = 72 \text{ sq. cm}$
b. $20 \times 1 = 20 \text{ sq. cm}$
c. $5 \times 5 = 25 \text{ sq. cm}$
d. $16 \times 1 = 16 \text{ sq. cm}$

2. Find the perimeter of the following figures.

- a. $22 \times 1 = 22 \text{ cm}$
b. $24 \times 4 = 96 \text{ cm}$
c. $2 + 6 + 1 + 4.5 + 4.5 + 1 + 6 = 25 \text{ cm}$

3. Length of the card = 8 cm

Width of the card = 4 cm

$$\text{Perimeter} = 2(8 + 4)$$

$$p = 2(l + b) \\ = 24 \text{ cm}$$

4. Length of the rectangle = 3 inches

Breadth = 7 inches

$$\text{Area} = \text{length} \times \text{breadth}$$

$$= 3 \times 7$$

$$= 21 \text{ sq. inches}$$

5. Side of the square park = 9 feet
 Area = side $\times$ side
 $= 9 \times 9 = 81$ sq. m
6. Base of right triangle = 20 m
 Height of triangle = 15 m
 Area = $\frac{1}{2} \times 20 \times 15$
 $= 150$ sq. m
7. Length of the window = 6 feet
 Breadth of the window = 4 feet
 Area = $6 \times 4 = 24$ sq. m
8. Perimeter of square = $4 \times$ side
 $4 \times$ Side = 100 cm
 Side = $\frac{100}{4} = 25$ cm
9. Area of rectangular paper = 190 sq. cm
 Width = 10 cm
 Length = Area / Width
 $= \frac{190}{10} = 19$ cm
10. Area of square land = 100 sq. m
 (i.e $10 \times 10 = 100$)
 Side = $\frac{100}{10} = 10$ sq. m
 Perimeter = $4 \times$ side
 $= 4 \times 10$
 $= 40$ m
 40 m fence is needed
11. Area of square carrom board = 4 sq. m
 Side $\times$ Side = 4
 Side = 2 feet
 Perimeter = $4 \times$ side
 $= 4 \times 2 = 8$ feet
12. Length of wire: 16 cm
 Perimeter of square = $4 \times$ side = 16
 Side = $\frac{16}{4} = 4$ cm
13. Perimeter of Rectangle = 586 m
 $2(l + 110) = 586$ m
 $2l = 586 - 220 = 366$
 $l = 183$ m

14. Length of the carpet = 6.5 m
 Breadth = 2 m
 Area of the carpet = 6.5×2
 $= 13$ sq. m
 Length of the floor = 8 m
 Breadth = 3 m
 Area of the floor = $8 \times 3 = 24$ sq. m
 Area of the floor
 which is carpeted = 13 sq. m
 Not carpeted area = Area of the floor -
 Area of carpet (24 -
 13) sq.m
 $= 11$ sq. m
15. Length = 2.3 m
 Breadth = 6.7 m
 Perimeter = $2(l + b)$
 $= 2(2.3 + 6.7)$
 $= 2 \times 9 = 18$ m (1 round)
 4 rounds = 72m
 cost = $72 \times 20 = ₹ 1440$
16. Length of the ground = 350 m
 Breadth = 250 m
 Area = $350 \times 250 = 87500$ sq. cm
 Perimeter = $2(l + b)$
 $2(350 + 250)$
 $= 2 \times 600 = 1200$ m

Page No. 52:

H.O.T.S:

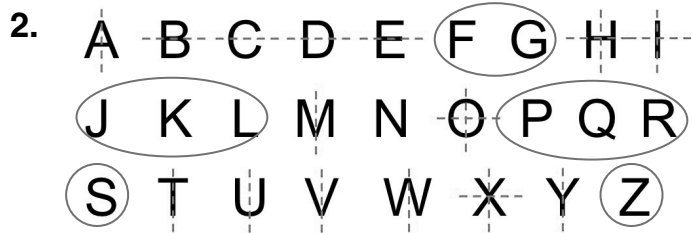
1. Perimeter = $4 \times$ side = 56m
 Side = $\frac{56}{4} = 14$ m
 Area = side $\times$ side = $14 \times 14 = 196$ sq. m
2. Perimeter of house = $5 + 13 + 9 + 5 + 3 + 9 + 3 + 2$
 $+ 6 + 6 + 6 + 6 + 6 + 3 + 5 + 2$
 $3 + 16 + 1 + 2 + 2 + 5 + 2 + 8$
 $+ 5$
 $= 151$ m

Chapter - 3. SYMMETRY

Page No. 58 to 60:

Exercise: 3.1

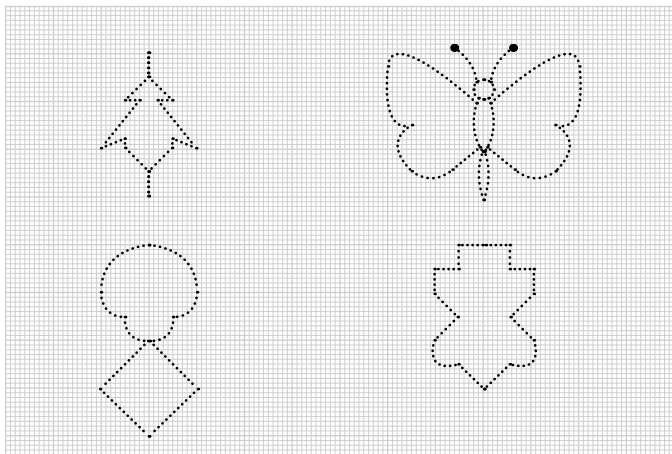
1. To be done by the students. Answers may vary.



- 3.
- 1- - Vertical and Horizontal Symmetry
 - 2 - Non-Symmetry
 - 3 - Non-Symmetry
 - 4 - Non-Symmetry
 - 5 - Non-Symmetry
 - 6 - Non-Symmetry
 - 7 - Non-Symmetry
 - 8- - Horizontal Symmetry
 - 9 - Non-Symmetry

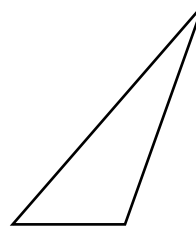
4. a) S b) S c) S d) S
e) S f) X g) S h) S

5.

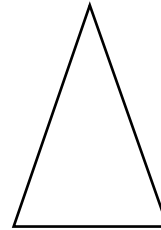


6. Oval - 2
Rectangle - 2
Equilateral triangle - 3

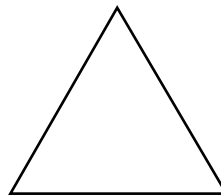
7. a)



b)



c)



8. Students are asked to conclude the answer themselves. Please check the picture in the textbook for hint

Chapter - 4. ALGEBRA

Page No. 62:

Exercise: 4.1

1. Correct the following sentences.

- a. I have deposited ₹ 10000000 in several banks. The variable is several.
- b. The team P has won n matches. The variable is n .
- c. Amal has spent a few days at a hostel in his final year. The unknown quantity is few.
- d. Raju bought a kg of apples, b kg of bananas at a shop S. The unknowns are a, b .
- e. A toy shop T has ' t ' toys. The variable as ' t '.

2. Write the following sentences as equations.

- a. $2X + 3 = 7$ b. $X - 2 = 10$ c. $5X + 1 = 6$

d. $5 + X = 12$ e. $2X - 5 = 8$

3. Find whether the following sentences are equations or not. Justify your answer.

a. 3 birds flew away from a flock of birds

$X - 3 \Rightarrow$ Not an equation

b. Five plus X is greater than 7

$5 + X > 7 \Rightarrow$ Not an equation

c. Seven more than a number

$X + 7 \Rightarrow$ Not an equation

d. The difference of two numbers

$X - Y \Rightarrow$ Not an equation

e. One fifth of a number is greater than half.

$\frac{x}{5} > \frac{1}{2} \Rightarrow$ Not an equation

4. $p = a + b + c$

5. $d = 2r$

6. $A = a^2$

$p = 4a$

7.
$$\begin{array}{cccccc} n & 1 & 2 & 3 & 4 & 5 \\ m & 4 & 7 & 10 & 13 & 16 \end{array}$$

 $m = 3n + 1$

Page No. 66 and 67:

Exercise: 4.2

I. Look and say the answer.

1. $x + 1 = 10$

$x = 9$

6. $x - 6 = 4$

$x = 10$

2. $y + 2 = 10$

$y = 8$

7. $y - 7 = 3$

$y = 10$

3. $a + 3 = 10$

$a = 7$

8. $z - 8 = 2$

$z = 10$

4. $b + 4 = 10$

$b = 6$

9. $t - 9 = 1$

$t = 10$

5. $z + 5 = 10$

$z = 5$

10. $a - 10 = 0$

$a = 10$

11. Condition on a variable which is satisfied for a definite value of the variable is called an equation.

12. The value of the variable which satisfies the equation is called its solutions.

II. Complete the following table.

Expression	$x=1$	$x=3$	$x=5$	$x=10$	$x=50$	$x=25$
$x + 3$	4	6	8	13	53	28
$50 - x$	49	47	45	40	0	25

III. Complete the following table.

Expression	$y=5$	$y=10$	$y=20$	$y=50$	$y=100$	$y=0$
$10 + y$	15	20	30	60	110	10
$100 + y$	105	110	120	150	200	100
$100 - y$	95	90	80	50	0	100

IV. Complete the following table.

Expression	$x = 1$	2	3	-4	-5
$3x$	3	6	9	-12	-15
$2x + 2$	4	6	8	-6	-8

V. Choose the correct values of the unknowns of the following equations.

1. $y + 6 = 16$ (1, 6, 10)

2. $x + 17 = 25$ (18, 8, 7)

3. $y - 20 = 0$ (20, 0, 200)

4. $z - 12 = -12$ (0, 24, -24)

5. $10 + a = 100$ (10, 90, 0)

6. $11 - b = 0$ (0, -11, 11)

7. $200 - n = 20$ (180, 0, 10)

8. $t + 1 = -10$ (-9, -11, 9)

9. $x - 7 = -17$ (10, -10, 0)

10. $5x - \frac{3}{2} = \frac{7}{2}$ (1, $\frac{11}{4}$, $\frac{11}{2}$)

VI. Find the unknown values which satisfy the following equations.

1. $2(x + 2) = 12$

$$x + 2 = \frac{12}{2} = 6$$

$$x = 6 - 2 = 4 \Rightarrow x = 4$$

2. $3x - 1 = 8$

$$3x = 8 + 1 = 9$$

$$x = \frac{9}{3} = 3 \Rightarrow x = 3$$

3. $2x + 3 = 11$

$$2x = 11 - 3 = 8 \Rightarrow x = \frac{8}{2} = 4 \Rightarrow x = 4$$

4. $4x - 4 = 0$

$$4x = 4$$

$$x = \frac{4}{4} = 1 \Rightarrow x = 1$$

5. $7(a - 2) = 0$

$$7a - 14 = 0$$

$$7a = 14 \Rightarrow a = \frac{14}{7} = 2 \Rightarrow a = 2$$

6. $3(8 - y) = 15$

$$24 - 3y = 15$$

$$-3y = 15 - 24 = -9$$

$$y = \frac{-9}{-3} = 3 \Rightarrow y = 3$$

7. $23 - t = 19$

$$-t = 19 - 23 = -4 \Rightarrow t = 4$$

8. $x - \frac{2}{8} + x + \frac{4}{4} = \frac{13}{2}$

$$x - \frac{1}{4} + x + \frac{1}{1} = \frac{13}{2}$$

$$2x = \frac{23}{4}$$

$$2 \times \frac{1}{2} \times x = \frac{23}{4} \times \frac{1}{2} = \frac{23}{8} \Rightarrow x = \frac{23}{8}$$

VII. Write the equations and solve.

1. $t + 3 = 9$

$$t = 9 - 3 = 6$$

I woke up at 6 'o' clock

2. $5 + y = 8$

$$y = 8 - 5 = 3 \Rightarrow y = 3$$

3. $25 + x = 40$

$$x = 40 - 25 = 15$$

15 are girls

4. $2 + n = 5 \text{ km}$

$$n = 5 - 2 \Rightarrow n = 3 \text{ km}$$

5. $2x + 6 = 14$

$$2x = 14 - 6 = 8 \Rightarrow x = \frac{8}{2} = 4$$

My age is 4 years

6. Son's age be x

$$3x + 4 = 49$$

$$3x = 49 - 4 = 45 \Rightarrow x = \frac{45}{3} = 15$$

Son's age = 15 years

Page No. 67:

H.O.T.S:

1. $5x + 20 = 300 - 80$

$$5x = 220 - 20 \Rightarrow 5x = 200 \Rightarrow x = \frac{200}{5} = 40$$

2. $2x + 11 = 59$

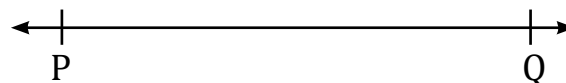
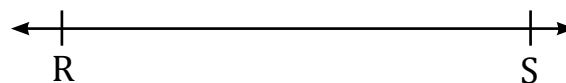
$$2x = 59 - 11 \Rightarrow 2x = 48 \Rightarrow x = \frac{48}{2} = 24$$

Chapter - 5. PRACTICAL GEOMETRY

Page No. 76:

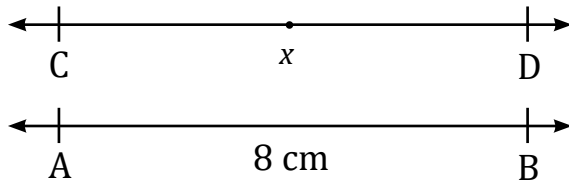
Exercise: 5.1

1.



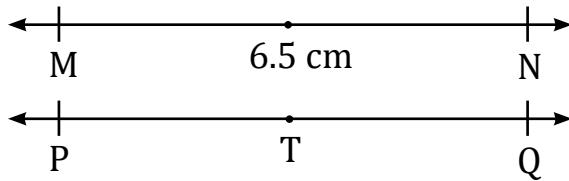
PQ || RS

2.



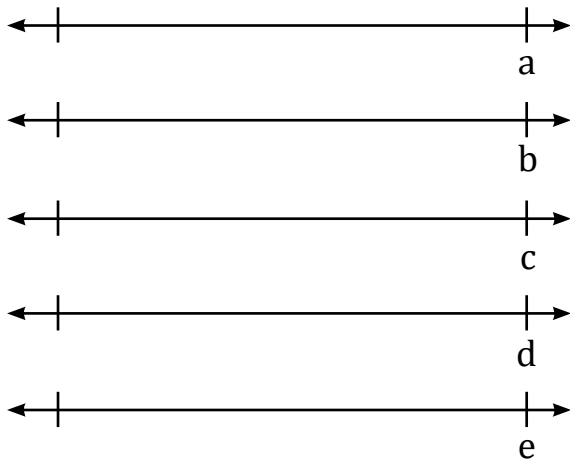
$CD \parallel AB$
X is a point on CD

3.



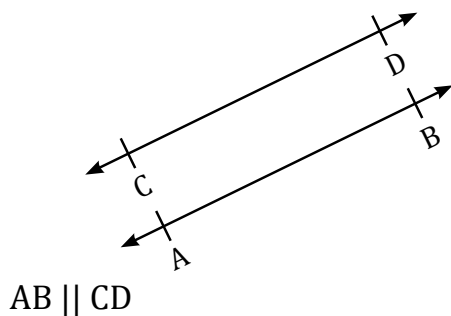
$MN = 6.5 \text{ cm}$
 $PQ \parallel MN$
T lies on PQ

4.



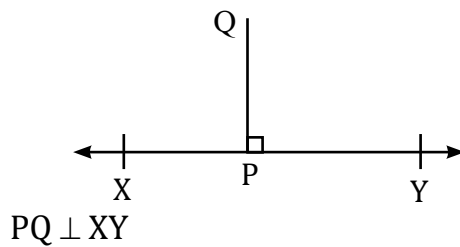
Line a $\parallel$ line b $\parallel$ line c $\parallel$ line d $\parallel$ line e

5.



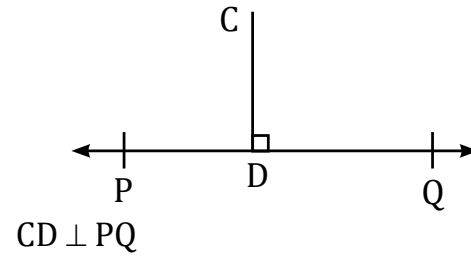
$AB \parallel CD$

6.



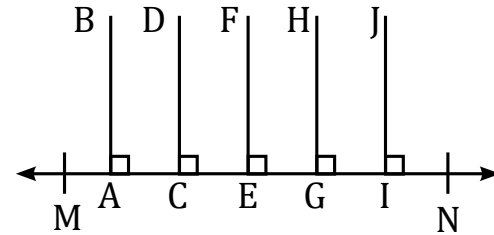
$PQ \perp XY$

7.



$CD \perp PQ$

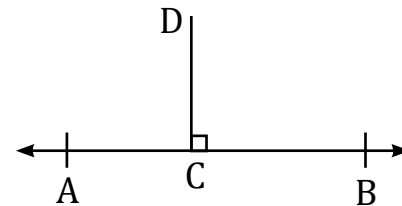
8.



$AB \perp MN$
 $CD \perp MN$
 $EF \perp MN$
 $GH \perp MN$
 $IJ \perp MN$

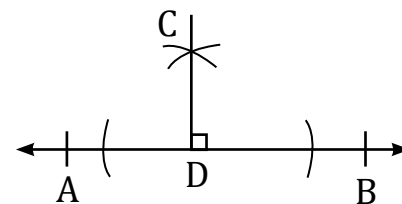
9.

a.



$CD \perp AB$
(Drawn using ruler and protractor)
 $AC = 4 \text{ cm}$
 $AB = 9 \text{ cm}$

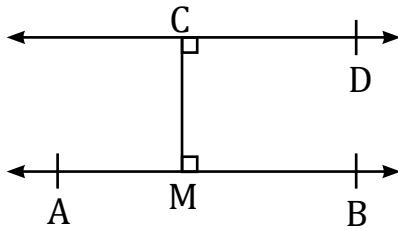
b.



$AB = 9 \text{ cm}$
 $AC = 4 \text{ cm}$
 $CD \perp AB$
(Drawn using ruler and compass)

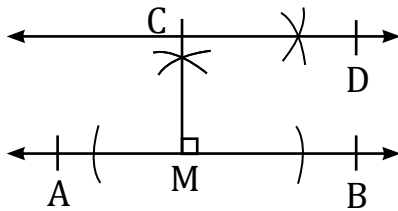
10.

a. Using a ruler or protractor



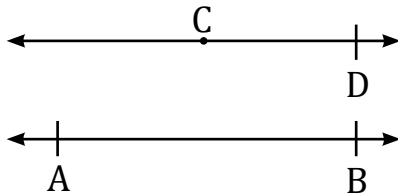
$CM \perp AB$ $CD \perp CM$ $AB \parallel CD$

b. Using a ruler and compass



$CM \perp AB$ $CD \perp CM$ $AB \parallel CD$

c. Using set-squares



$CD \parallel AB$

Chapter - 6. INFORMATION PROCESSING

Page No. 79:

Exercise: 6.1

1. • to add two numbers
 - Input the values of A and B
 - $A + B$
2. 1) Start
 - 2) Accept Number 'a'
 - 3) Accept Number 'b'
 - 4) $C = a + b$
 - 5) Display the result
 - 6) Stop

3. 1) Start
 - 2) Read two numbers a, b
 - 3) Set $n = b$, $d = a$
 - 4) $r = a \% b$ (remainder of $\frac{a}{b}$)
 - 5) If r not equal to 0
 - 5.1) set $n = d$, $d = r$
 - 5.2) $r = n \% d$ (remainder of $\frac{n}{d}$)
 - 6) Set $GCD = d$
 - 7) $LCM = \frac{a \times b}{GCD}$
 - 8) Display LCM
 - 9) Stop

Page No. 80:

Exercise: 6.2

- a. $a = 254$ $b = 32$

$$254 = 32 \times 7 + 30$$

$$32 = 30 \times 1 + 2$$

$$30 = 2 \times 15 + 0$$

$$GCD(254, 32) = 2$$
- b. $a = 7544$ $b = 115$

$$7544 = 115 \times 65 + 69$$

$$115 = 69 \times 1 + 46$$

$$69 = 46 \times 1 + 23$$

$$46 = 23 \times 2 + 0$$

$$GCD(7544, 115) = 23$$
- c. $a = 687$ $b = 24$

$$687 = 24 \times 28 + 15$$

$$24 = 15 \times 1 + 9$$

$$15 = 9 \times 1 + 6$$

$$9 = 6 \times 1 + 3$$

$$6 = 3 \times 2 + 0$$

$$GCD(687, 24) = 3$$
- d. $a = 47$ $b = 11$

$$GCD(47, 11) = 1$$



Class: 6 KEY ANSWERS TERM : III

Chapter - 1. MAGNETISM

Page No. 8 and 9:

EVALUATION:

I. Choose the correct answer:

1. d 2. b 3. d 4. d

II. Match the following:

1. Magnetic material
2. Loss of magnetism
3. Natural magnet
4. Non-magnetic material
5. An alloy

III. Find whether the statement is True or False; correct the statement if it is False:

1. False. They can be of different shapes, like horse shoe magnet, ring magnet, etc.
2. True
3. False. Decreases
4. True
5. False. Aluminium is a non-magnetic material

IV. Supplement suitable words in the following blanks:

1. Self demagnetization
2. Leading stone or lode stone
3. Keepers
4. Horse shoe magnet

V. Circle the odd one and give reason:

1. Rubber band - Non Magnetic material
2. Passing electric current - Magnet is temporary magnet
3. Heat - Not a property of a magnet

VI. Answer the following questions:

1. A magnet is material that produces a magnetic field around it where its attraction is felt by magnetic materials.
2. The region in the magnet where the magnetic field strength is maximum the pole of the magnet. The two poles are north pole and south pole.

3.

Magnetic substance	Non-Magnetic substance
Substances that are attracted by a magnet.	Substances that are not attracted by a magnet.
Eg. Iron, nickel and steel	Eg. Wood, paper, plastic etc.
They can be magnetized.	They can not be magnetized.

4. It is magnetite, an oxide of iron.
5. Magnetic materials - a piece of iron, coin made of steel, sewing needle, pant hook made of steel, soft iron. Others are non magnetic.
6. Mariner's compass is used by sailors to find the direction.
7. Refer Text Book Page No. 4; Sec. 1.6



8.

	Ordinary trains	Electromagnetic trains
1.	Run on ordinary metallic track	Run on electromagnetic track
2.	Speed is low	Speed is very high, above 400 km/hrs
3.	Produce greater noise	Noise is very low

9. These stickers contain permanent magnets inside. As wood is a non-magnetic material the sticker doesn't stick. But as the refrigerator door is made of magnetic material, it sticks.

VI. H.O.T.S:

1. Suspend the given magnet freely. Bring another permanent magnet close to the suspended magnet such that north pole is closer. If the end of suspended magnet moves away, then it is north pole and other is south pole.
2. The magnet got demagnetised.

Chapter - 2. WATER

Page No. 21 and 22:

EVALUATION:

I. Choose the most suitable answer:

1. 71
2. 50
3. Glaciers
4. Desalination
5. aquifer
6. Condensation and Evaporation

II. State if the following statements are true or false. Correct the false ones.

1. True
2. False - Lakes from major portion
3. False - Decrease the water level
4. True
5. True
6. False - Can be done-Everywhere

III. Match the following:

1. lakes and rivers
2. aquifer
3. can be harvested
4. salty
5. melt to supply water to rivers

IV. Answer in 1 or 2 sentences:

1. The amount of salt present in water is salinity.
2. Glaciers & icecaps; Rivers; Ground water
3. Rainwater penetrates through the soil and gets collected over the rocky bed to form a reservoir which is called the aquifer.
4. • Industrialization, building huge commercial and residential buildings consumes a lot of water.
• Using deep bore wells for agriculture due to poor rains drains the water table.
• Pollution of water bodies by industrial and domestic waste has reduced our sources.
5. The process by which vapor turns to liquid upon cooling is condensation.

6. Deforestation results in decrease of rainfall and fewer trees in the catchment area causing floods.
7. It is the conversion of saline sea water into pure water suitable for drinking. Desalination plant at Minjur, near Chennai in Tamilnadu is applying this process.
8. Industries and factories must have sewage treatment facilities to avoid pollution as well as recycle the water for other purposes.

V. Answer in detail:

1. Refer textbook Page No. 15 - 17, Section 2.4.1 with diagram.
2. Refer textbook - P. No. 13-15, Section 2.2.
3. • Rainwater must be effectively harvested using the right techniques. Collecting the rainwater falling on rooftops in a trench below the ground or in small tanks in houses is called rainwater harvesting.
 - Collection of water in trenches seeps into the ground replenishing the water table; collection of water in small tanks can be used directly for washing or gardening.
 - Rainwater harvesting also arrests salt water intrusion reduces flooding and improves top soil and plant growth.
4. Refer textbook Page No. 18-19, Section 2.6.1 - any four points.
5. Refer textbook - Page No. 17, Section 2.5.

VI. Higher Order Thinking Skills:

1. Polluted air has smoke, poisonous gas, unwanted dust etc., These mix with water in lake, rivers and contaminate them.

2. At my school rain water from the terrace is collected in an underground covered pit from where it goes through several layers of sand and gets collected in the well.

Chapter-3. CHEMISTRY IN EVERYDAY LIFE

Page No. 36 and 37:

EVALUATION:

I. Match the following:

1. natural plant fibers
2. thermoplastics
3. thermosetting plastics
4. natural animal fibers
5. soda lime glass
6. reinforced cement concrete
7. synthetic fibers

II. Who am I? What am I used for?

- | | |
|-------------|------------------|
| 1. Cement | 4. Soap |
| 2. Concrete | 5. Mirror |
| 3. Glass | 6. Thermoplastic |

III. Give two examples for each of the following:

1. Cotton, jute
2. Nylon, Rayon
3. PVC, Polythene
4. Bakelite, Melamine

IV. Mention two uses for each of the following:

1. Floor tiles, Pipes, Toys
2. Bags, Buckets, Toys
3. Soda bottles, Window glass
4. Beakers, Heating vessels
5. Socks, Bristles, Parachutes
6. Sweaters, Socks, Carpets

7. Fabrics, Seat belts
8. Switches, Combs, Handles

V. Answer in 1 or 2 sentences:

1. Fiber is converted into long threads called yarn by spinning. Yarn is made into fabric by weaving, knitting, knotting or felting.
2. If different fibres are blended together, the fibre will have the combined property of component fibres. It helps in improving the appearance, comfort, performance and durability of fabric.

Examples:

Polyester/cotton blend: Clothes are easy to take care of and are crease-resistant.

Cotton/lycra blend: Jeans are more comfortable, stretchy and fit better than cotton jeans

3. Plastics are a wide variety of synthetic solids, with a general property of being molded or shaped into many things. The raw materials needed to make most plastics are petrochemicals, which come from petroleum and natural gas
4. Mugs, Buckets, Curtains, Containers, Pipes, Taps
5. Thermoplastic can be melted and remoulded.
Thermosetting plastics cannot be remoulded
6. When thrown into soil, they prevent seepage of rain water. When burnt, they produce toxic gases which pollute air.
7. They are separated into recyclable and non recyclable plastics. Recyclable plastics are sent to recycling centres. Non recyclable plastics are crushed into small pieces, used for land filling and road laying.

8. Sand, Sodium carbonate and Lime stone
9. By coating one side of plain glass sheet with silver or mercury.
10. Cement is a mixture of chemical substances such as clay, limestone and gypsum mixed in a particular proportion. Cement when mixed with water followed by drying, sets into a very hard mass.
11. It is a mixture of cement, gravel, water and sand in right proportions along with a frame work of steel rods. It is used for making pillars, beams, roofs etc.,
12. Soap when mixed with water forms lather. Lather has the ability to dissolve the dirt particles and kill germs in your hand and they are removed when you rinse your hand in water.

VI. Answer in detail:

1. Plastics prevent rain water from seeping into the soil.
 - They accumulate in water bodies, killing the animals living there.
 - They are harmful to animals who can choke on plastic when consumed.
 - Marine animals get entangled in plastic nets and die.
 - They block drains and cause flooding during rains.
 - They give out poisonous gases when they are burnt.

2. Natural fibres:

Natural fibres are obtained from plants and animals. They usually have short fibres, with the exception of silk, whose continuous filaments are up to one kilometre in length.

Sources of natural fibres:

Natural fibres from animals

- Wool is used for warm clothing.
- Cashmere, the hair of the Indian cashmere goat, is famous for its softness.

Natural fibres from plants:

- Grass, hemp, coir (coconut fibre) are used in making rope.
- Straw (a dried form of grass) and bamboo are used to make hats.
- Fibres from pulpwood tress, cotton, rice, hemp etc. are used in making paper.
- Cotton, flax, jute, hemp and bamboo fibre are used in clothing.

Synthetic fibres:

Synthetic textiles are man-made, usually from chemical sources.

Sources of synthetic fibres:

- Polyester fibre is used in clothing like rain coats, medical textiles, etc. It is blended with fibres such as cotton for other types of clothing.
- Acrylic is a fibre used to imitate wools.
- Nylon is a fibre used to imitate silk. Thicker nylon fibres are used in rope and outdoor clothing.
- Spandex (also known as Lycra) is used to make tight-fitting clothing like swimsuits, as it doesn't restrict movement.

Fibre blends:

If different fibres are blended together, the fibre will have the combined property of component fibres. It helps in improving the appearance, comfort, performance and durability of fabric. Let us look at some examples.

- Polyester/cotton blend: Clothes are easy to take care of and are crease-resistant.

- Cotton/lycra blend: Jeans are more comfortable, stretchy and fit better than cotton jeans.
- Acrylic/wool blend: less expensive

3. Soaps are cleaning products which effectively remove dirt, soil, germs and other contaminants. They help us stay healthy.

Take 35 ml of water in a beaker and add 10g of sodium hydroxide to it. Dissolve by stirring with a glass rod.

After it dissolves completely, add 50 g of coconut oil very slowly and stir the mixture with the glass rod continuously. Heat the mixture using a low flame on a sand bath, with constant stirring, until it becomes thick like a paste. Fill it up in a match box and let it cool and set. Thus soap is made.

4.

Natural fiber	Synthetic fiber
1. It is obtained from plants and animals.	1. It is man made using chemicals
2. It has natural colour and can be dyed as desired.	2. It is coloured using chemicals.
3. Comfortable to wear and is environment friendly.	3. Uncomfortable to wear and harmful to environment
4. When burnt it turns to ash and does not harm the environment.	4. When burnt gives out toxic substances that pollute environment.

VII. Higher Order Thinking Skills:

1. **Soaps:** Made from vegetable oils or animal fats. They are biodegradable. Soaps cannot be used with hard water as they do not wash away easily and tend to stick on clothes.

Detergents: Made from petrochemicals. Some detergents are non-biodegradable. They can be used with any kind of water.

2. We can avoid using plastics and replace them with degradable material like jute, paper, cloth, recyclable plastics and wood. We should start with our home and control our contribution towards environmental pollution.
- Thermoplastics can be recycled and reused.
- Thermosetting plastics can be broken into coarse powder and used as landfills, fuel in industries and in laying new roads.
- We can also find methods to make degradable plastics.
3. Coloured glass is made by adding specific chemicals to molten glass. For example, copper oxide gives peacock blue colour and manganese oxide gives purple colour.

Chapter - 4. ENVIRONMENTAL SCIENCE - RESOURCE USE AND MANAGEMENT

Page No. 50:

EVALUATION:

I. Fill in the blanks:

- | | |
|--------------------|-----------------|
| 1. biotic, abiotic | 5. recycled |
| 2. biomes | 6. earthworms |
| 3. food web | 7. human beings |
| 4. first | 8. Oil spills |

II. Match the following:

1. green plants
2. herbivores
3. carnivores and omnivores
4. top predators
5. bacteria

6. soil and water

III. Pick out the biodegradable waste from the following items found in a garbage bin:

straw, egg shells, groundnut shells, old clothes (cotton), rotten fruits, cardboard cartons, old books, fruit peels, tea leaves

IV. Answer the following questions in one or two lines:

1. Plants are called primary producers because they produce food for themselves by utilizing abiotic components through the process of photosynthesis. Primary consumers, such as herbivores, then eat the plants that contain energy.
2. A food chain is the linear sequence through which matter and energy pass on from one living organism to another. Arrows indicate the direction in which energy is transferred & increasing order of trophic levels.
3. Merit: The ash obtained can be used as manure. Demerit: Toxic gases released cause air pollution and respiratory diseases.
4. Industrial waste let out into water bodies will contaminate water. Oil spills contaminate water and endanger marine life.

V. Answer the following questions:

1. The poisonous gases let out by industries, vehicles using petroleum-based fuels (man-made cause of air pollution), forest fires and volcanic eruptions are natural causes of pollution. If the air we breathe is contaminated, it results in various health problems like allergies, cough and lung diseases.
2. A land fill is the most common method of waste disposal in which waste is filled into low-lying areas or unused pits.

Clay generates foul smell and affects our health. Some toxic substances like battery acid may leak into the ground and contaminate soil and water.

3. When small ecosystems are put together they form vast geographical areas which are characterized by their own climate, rainfall, soil, water sources, flora and fauna. Such vast geographical areas are called biomes.
4. We need to reduce the amount of waste generated in homes and schools. In this way fewer amounts go to the landfill. Avoid using disposable plates, cups etc. Carry your shopping bag with you instead of taking a plastic bag from the store. By printing on both sides of paper you also reduce paper wastage.

Chapter - 5. ECONOMIC BIOLOGY

Page No. 63 and 64:

EVALUATION:

I. Fill in the blanks:

1. Botany
2. herbs
3. Cotton, jute, (or any two)
4. Cardamom, clove (or any two)
5. Timber

II. Choose the correct answer from the given options:

- | | | |
|----------|------------|----------|
| 1. Neem | 3. Potato | 5. Wheat |
| 2. Clove | 4. Jasmine | |

III. Match the following:

- | | |
|-----------|-------------|
| 1. spice | 4. medicine |
| 2. timber | 5. fibre |
| 3. food | |

IV. Say true or false. If false correct the statement:

1. False - Commercial purpose for making furnitures
2. True
3. True
4. False - Ecology

V. Analogy:

1. Root 2. Malaria 3. Fiber

VI. Answer the following questions in one or two lines:

1. Potato, carrot, wheat, rice, apple are some of the food yielding plants.

//Note to the teachers: this answer may be varied- the teacher will have to decide//

2. Cotton, jute, flax, hemp, coconut are fibre yielding plants.

3. Clove, cinnamon, cardamom, pepper, cumin are some of the examples of spices.

//Note to the teachers: this answer may be varied- the teacher will have to decide//

4.
 - Animals help plants to disperse their seeds.
 - Insects like bees and butterflies help to pollinate flowers.
 - Small animals and earth worms aerate the soil, providing the roots of plants with oxygen.
 - When animals respire they release carbon dioxide into the air which is used by plants to prepare their food.
 - When animals die their bodies decompose and become natural fertilizer that enriches the soil for plants and trees to grow in.

//Note to the teachers: students can mention any 1 from the above//

VII. Answer in detail:

1. Plants are useful to us in numerous ways. Some of the uses of plants are:
 - Plants give out oxygen which we breathe
 - Plants provide us food to eat and be healthy eg. rice, wheat, potato, banana
 - They provide us medicines to treat illness eg. basil, eucalyptus
 - They give us fibre for making clothes eg. cotton, jute
 - They yield timber which is used to make furniture and houses. Eg. teak, ebony
 - They are also used for making perfumes and cosmetics
 - They protect our environment by preventing soil erosion and maintaining water cycle.
2. Plants form an important part of earth's ecosystem, called producers, and thereby help in maintaining ecological balance. Trees prevent soil erosion. Plants help in maintaining the water cycle.
3. Plants are grown for their beauty. An area of land in which both flowering and non-flowering plants are grown in an organised manner, is called a garden. The art of beautifying land with plants and trees is called landscaping. Plants that are used for gardening purposes are called ornamental plants. Examples of ornamental -flowering plants are rose, lily, jasmine, chrysanthemum, tulips, shoe-flower, and non-flowering plants such as asparagus, and money plant. Even water lily and lotus are used as ornamental plants, in small man-made ponds.
4. Plants are an important source of food for humans, animals and other living organisms. They release oxygen into the air which is important for animals to respire. Plants provide many animals with shade, shelter and homes. In forests, trees, plants and grass help protect the animals from their predators.



Class: 6 KEY ANSWERS TERM : III

HISTORY

Chapter - 1.

SOCIETY AND CULTURE IN THE ANCIENT TAMIL KINGDOMS

Page No. 80:

I. Fill in the blanks:

1. South of India
2. Pandyas
3. Chera
4. Muziri

II. Match the following:

1. Chola - Brihadeswara Temple
2. Chera - Vanchi
3. Pandya - Fish

III. Write a short notes on:

1. During the Sangam age, the region known as Tamilakam (the Tamil country) extended from Tirupati in the north to Kanyakumari in the south
2. The word 'sangam' means 'association' and refers to the assembly of poets who were patronised by successive generations of Pandya kings. Sangam literature provides evidence about the Chola, Chera and Pandya kingdoms in the south, and hence this period is called the Sangam Age.

IV. Answer the following:

1. The Cheras, Cholas and the Pandyas, collectively known as the Muvendaras (the

three crowned kings in Tamil). Together they ruled over this land with a unique culture and language, contributing to the growth of some of the oldest extant literature in the world.

2. The major specialities of :

Chera: The Cheras were known for its trade with West Asia, Greece and Rome.

Chola: The Cholas were the longest ruling dynasty in the Southern India. They were great patrons of the arts, literature and poetry. During their period, Grand anaicut or Kallanai and Brihadeeswara temples were built.

Pandya: They were the earliest of the Muvendaras. The legendary Sangams were held under their patronage.

3. They had two Centres of power: one inland city (the Capital city) - to promote art and literature. One coastal city (port city)- to promote trade.
4. The Kalabharas, possibly Jain in origin. They invade Tamilakam during the period of Muvendaras.

V. Answer the following in detail:

1. Impact of contact with foreign land:

- Trade was flourished.
- Goods were exchanged
- The major ports were established.
- Important harbour towns such as Puhar had light houses, warehouses for goods and custom houses were developed.



- Exports were increased.
 - A wide variety of goods were bought and sold.
 - Many of these goods were brought in India for trade and export.
 - Archaeological findings have confirmed trading relations between the Tamil country and places such as
 - Rome, Greece, Egypt, China, Sri Lanka and parts of Southeast Asia.
2. Women were treated on an equal status with men. Sons and daughters had an equal share in property. Education was not prohibited to women, and there were many wise and learned women, as is shown by the poetical works of over forty women poets. While *karpū* (chastity) was considered a womanly ideal, the decision to marry was a personal choice
 3. Inscriptions in the archaeological site help us to understand the Sangam age.

Examples:

Ashoka (273 – 232 BCE) of the Mauryan dynasty made reference to the three kingdoms in his 2nd and 13th rock edict.

- a. The Hathigumpha inscription of the Kalinga king Kharavela around 150 BCE refers to a Pandyan king, and also talks about the Tamil kingdoms that were present 113 years before him.
- b. The Mangulam cave inscriptions, near Madurai.
- c. References to the Chera dynasty are found on rocks in Edakal Hill in Wyanad in present-day Kerala.
- d. Another set of inscriptions from the 2nd century CE, found at Pugalur village near Karur, document the construction of a rock shelter by a Chera king of the Irumporai line for a Jain monk.

Inscriptions on pottery, burial urns (jars), beds carved into the rock in caves, seals and rings written in the Tamil-Brahmi script (a variation of Ashokan Brahmi) have been found from various archaeological sites in Tamil Nadu, as well as in places as distant as present-day Andhra, Sri Lanka, Thailand and the Egyptian Red Sea coast.

The Tamilakam sites include Jambai, Mangulam, Kodumanal, Puhar, Samanarmalai, Uraiyur and, most recently and significantly, Keezhadi, which we read about earlier.

Chapter - 2.

POST-MAURYAN INDIA

Page No. 88:

I. Fill in the blanks:

1. Pataliputra
2. Telangana, Maharashtra and Andhra Pradesh
3. Northwest China
4. Statues of Buddha
5. King Vasudeva

II. Answer the following questions:

1. Assassination is the killing of a prominent person, either for political or religious reasons for payment.

Example in Modern History: The assassination of Rajiv Gandhi, former Prime Minister of India, occurred as a result of a suicide bombing in Sriperumbudur.

2. The major Contributions of the Kushan Empire are: They spread Buddhism across his empire. They also constructed many monuments of Buddhism. The Gandhara school of arts was flourished during this time.

3. The disciples of Buddha are Buddhists. Some kings considered Buddhism as an Un-islamic religion and some believed them to be a danger to the Vedic way of Life. Hence they started persecuting Buddhism.
4. Many tribes from central Asia invaded north and north-western India. Many of them were able to establish their own territories. When Alexander, the king of Macedonia, attacked and conquered parts of north-western India, he left behind the administration of these areas to provincial governors. Later, these provinces, especially Bactria and Parthia in particular, started attacking more kingdoms to expand their territory during the post-Mauryan period, and this led to the formation of many Indo-Greek colonies. Thus Indo-Greek became part of India.
5. The Chinese began trading in silk and the route that was used to transport silk from China through Central Asia, Afghanistan and west Asia is known as the Silk Route. This route created a platform in helping the exchange of Chinese and western countries.
6. A stupa is a mound-like or hemispherical structure containing relics that is used as a place of meditation. The stupas preserve Buddha's remains, relics of the Buddha as well as valuable Buddhist antiques.

III. State if the following statements are true or false:

- | | | |
|----------|----------|----------|
| 1. False | 3. False | 5. True |
| 2. False | 4. True | 6. False |
| 7. False | | |

Chapter - 3. GUPTA EMPIRE

Page No. 97:

I. Fill in the blanks:

1. Kumara Gupta I
2. Veena
3. Ratnavali, Priyadarshika and Nagananda
4. Playwright
5. Banabhatta

II. Answer the following questions:

1. They kept northern India politically united for more than 200 art, literature and sciences flourishing under the patronage of the Gupta kings. Hence the Gupta period is often referred to as the Golden Age of India.
2. Navratna sere group of nine accomplished poets and artists in the court of Chandragupta II. Navaratna (the nine gems) were in his court at Ujjain. They were Kalidasa, Ghatakarpara, Kshapanaka, Vararuchi, Varahamihira, Vetalbhatta, Dhanvantari, Amarasimha and Sanku.

3. Contributions of the Gupta Empire:

ART AND ARCHITECTURE:

Art, music and poetry flourished during the rule of Samudragupta. He was a great patron of art and an accomplished poet and musician as well. Gold coins issued during his rule depict him playing the veena.

Kalidasa, the great playwright who wrote plays such as Shakuntala.

Chandragupta II was the patron of a group of nine accomplished poets and artists known as the Navaratna (the nine gems) in his court at Ujjain.

EDUCATION:

The Gupta period was also one of great learning and advancement in science and medicine. Famous scholars in this period include Varahamihira and Aryabhata, the famous mathematician-astronomer who is believed to be the first to come up with the concept of zero.

Aryabhata is also believed to have suggested the theory that the Earth moves round the Sun, and studied solar and lunar eclipses.

The concept of surgeries first became popular during the Gupta period. Doctors developed surgical instruments for the first time in human history while the Sushruta Samhita, the first written work on Ayurveda and concepts of surgery, dates to the Gupta Period.

4. Decline of the Gupta Empire:

The successors of Chandragupta II were weak and could not face invasions from Central Asia and neither could they quell internal rebellions.

There are many reasons for the fall of the Gupta Empire.

Constant fighting arose within the imperial family, weak administrative structure of the empire, decline of trade with other countries, growing practice of donating land for religious purposes etc. contributed towards the disintegration of the Gupta Empire by the end of 5th century CE. The decline of the Gupta Empire also saw the rise of another power in the subcontinent.

5. A formal agreement establishing based on marriage is known as matrimonial alliance. Chandragupta II extended the limits of the empire by marriage alliances and conquests. He married princess Kubera of the Naga family.

The Nagas were a powerful ruling clan and this matrimonial alliance helped the Gupta ruler in expanding his empire.

6. Fall of Harsha's Empire:

Harsha died in 647 AD, and the empire died with him. It is believed that he was married to Durgavati and had two sons named Vagavardhana and Kalyanavardhana who were supposedly killed by a minister in his court, even before the death of Harsha himself. Therefore, Harsha died without any heir. As a result, Arjuna, one of the chief ministers, took up the throne. Later in 648 CE, Arjuna was captured and held prisoner in an attack by the Tibetians. This is the last documented ruler of the Vardhana Empire.

III. State if the following statements are true or false:

- | | | |
|----------|----------|----------|
| 1. True | 3. False | 5. False |
| 2. False | 4. False | 6. False |
| 7. False | | |

Chapter - 4.

PALLAVAS CHALUKYAS RASHTRAKUTA DYNASTY

Page No. 112:

I. Fill in the blanks:

- | | |
|----------------|---------------|
| 1. Simhavishnu | 4. Ghatika |
| 2. Hieun Tsang | 5. Dantidurga |
| 3. Aparajita I | |

II. Match the following:

1. Founder of Pallava kingdom
2. Rajamalla
3. Vaikunta Perumal temple

4. Konkan Coast

5. Ruled for 13 years

III. Answer the following:

1. NarasimhaVarman I was known as Vatapikonda. Because he avenged the Chalukyas for the defeat of his father, and killed Pulakesin II in the year 642 CE and captured the capital Vatapi.

2. Decline of Chalukyas:

Kirtivarman II was the last king of the Chalukyas of Badami and was defeated by the Rashtrakutas in 753 AD.

Vijayaditya VII was the last king to rule the Eastern Chalukyas and lost his kingdom to a Chedi king in 1073 AD.

Somesvara IV was the last king to rule the Western Chalukyas and he was attacked by the Hoysalas and Yadavas, and with this defeat the Chalukyas dynasty came to an end in about 1189 AD.

3. The three phases of Chalukyan temples are:

Cave temples - Eg: Durga temple, Naganatha temple, Jambulingeswara temple

Structural temples - UNESCO world heritage site at Pattadakal

4. Simhavishnu, Mahendravarman I, Narasimhavarman I, Mahendravarman II, Parameswaravarman I, Narasimhavarman II are the kings of Middle pallavan dynasty

5. Dantidurga established the Rastrakuta Dynasty by overthrowing Kirtivarman II. He had his capital in Gulabarg.

IV. Answer in detail:

1. Pallavan Architecture:

The Pallava architecture is symbolic of the typical Dravidian art form. It mainly features the following sub-divisions

A. The 'Mahendra' group of monuments consisted of

a. Cave temples made entirely out of rocks.

b. Pillared halls cut out from mountains. These monuments were based on the Jain temples built during that period. Some of the famous examples are the cave temples at Mandagapattu, Pallavaram, Thalavanur and Tiruchirapalli.

B. The 'Mamalla' group of monuments consisted of individual and monolithic (made out of single stone) shrines that were called 'Rathas'.

These Rathas were built along huge pillared halls. These monuments also housed open-air galleries with miniature sculptures. Examples of these types of monuments are Panchapandavar Rathas, Arjuna's Penace, Mahishasuramardini mandapam, Thirumoorthimandapam and Varahamandapam.

C. The 'Rajasimha' group of monuments consisted of individual shrines constructed using stone blocks. Some examples are the Shore temple at Mahabalipuram and the Kanchipuram Kailasanathar temple.

D. The 'Nandivarman' group of monuments also consisted of structural temples that proved to be great models for some of the

other monuments built later on by the Cholas. The Vaikunta Perumal temple at Kanchipuram is an example of this type of monument.

2. Language and literature:

The Rashtrakuta used both Kannada and Sanskrit in their empires. Kannada was increasingly the court language but Sanskrit was also taught extensively. All the recordings and inscriptions were in Kannada. Kavirajamarga by Amoghavarsha I is a guide to poets attempting to standardise the different style of Kannada language.

Adikavi Pampa was another celebrated poet who was famous for his works on Adipurana (life of the first Jain thirtankara Rishabhadeva) and Vikramarjuna Vijaya (a different rendition of Mahabharatha). Not only literary works but even science and maths flourished in the Rashtrakuta period. Ganitasarasangraha, a treatise of mathematics, was postulated by Mahaviracharya who was patronized by Amoghavarsha I.

3. I consider Mahendravarman-I (son of Simhavishnu) as a great king.

Mahendravarman-I ruled the Pallava kingdom between 600 CE and 630 CE. He was a follower of Jain principles but was converted to Saivism by the saint Appar (thirunavakarasar). He extended his kingdom all the way to the Kaveri delta.

He was a great patron of arts and it was in his period that Thirunavakarasar composed many songs that form a collection of Tevaram. He himself wrote plays in his style referred to as the 'Mahendra Style'. Mattavilasa Prahasana is one of his famous plays.

Mahendravarman-I was also a visionary builder. He initiated the construction of the cave temple in Mahabalipuram. He was a pioneer of rock cut temples, and an inscription Mandagapattu rock-cut temple hails him as Vichitrachitta.

GEOGRAPHY

Chapter - 1.

EXPLORING CONTINENTS

Page No. 142 to 145:

I. Choose the correct answer:

1. Belgium
2. Russia
3. Caspian Sea
4. Alps
5. Hwang Ho

II. Answer in a word:

1. Sobriquets
2. A Strait
3. An Isthmus
4. Peninsula
5. Indented Coastline
6. Autumn
7. An Archipelago
8. Continental climate
9. Maritime Climate
10. Bio-diversity

III. Give the sobriquets for the following:

1. The playground of Europe
2. Peninsula of Peninsulas
3. Emerald Island

4. Land of the Midnight Sun
5. Land of the Rising Sun
6. Pearl of the Indian Ocean
7. Land of the Golden Pagoda
8. Forbidden City
9. Lighthouse of Mediterranean
10. Land of Thousand Lakes
11. Netherlands
12. Netherlands
13. Finland

IV. Study the following map and answer the questions:

A. a. Choose the statement most appropriate:

- ii. Only Europe lies entirely in the northern hemisphere.

b.

- i. The Arctic circle runs through both continents.

B. Choose the statement that it false:

- iii. Asia and Europe have the International Date line running through them

C. Fill in the blanks:

- i. Singapore
- ii. Moscow
- iii. Madrid
- iv. Madrid

V. Find the names of six climatic and vegetation types mentioned in the chapter from the grid given below:

f	h	s	i	a	b	q	r	l	m	n	t	p
q	r	t	m	u	u	w	k	j	a	e	c	b
a	h	e	s	o	o	t	i	v	r	x	n	a
b	p	p	e	r	m	a	f	r	o	s	t	w
r	r	p	y	k	e	i	a	d	f	g	u	p
s	o	e	v	e	r	g	r	e	e	n	n	s
z	f	g	m	y	t	a	u	j	t	t	d	e
r	a	d	e	c	i	d	u	o	u	s	r	o
m	e	d	i	t	e	r	r	a	n	e	a	n

VI. Answer the following briefly:

1. The broken coast of Europe gives it a lot of peninsulas. While Europe itself is a peninsula, it has many smaller peninsulas in it. For example the Scandinavian Peninsula, Iberian Peninsula and the Balkan Peninsula. It is therefore rightly called 'a peninsula of peninsulas.'
2. Asia is bounded by the following oceans: Caspian Sea and the Black Sea in the west, the Arctic Ocean in the north, the Indian Ocean in the south and the Pacific Ocean in the east.

Europe is bound by the Arctic Ocean in the north, the Atlantic Ocean in the west and the Mediterranean Sea in the south.
3. The Himalayas, Tien Shan, Karakoram, Hindu Kush and Zagros are the mountains of Asia. The mountain ranges of Europe are the Carpathians, the Caucasus, the Scandinavian mountains, Alps, Apennines.
4. River Volga – Longest river of Asia
Hwang ho – Longest river of Europe
5. Europe is far from the tropics, it is entirely in the zone of the cool climate.

We call this the 'temperate zone'. The climate of the Europe is cool in most of its areas and through most of the year. Hence we say that Europe lies entirely in the temperate zone.

6. The influence of the Sea is felt in most parts of Europe particularly in the west and north. Warm winds blow from the Mediterranean and Africa. Wet winds blow from the Atlantic and the north sea while cold winds blow from the Arctic. These winds meet in parts of Europe making the weather very uncertain.
7. The variety of plants and animals wildlife of Asia. There is great variety in Asia as the continent is very large. Animals, plants, birds, insects and other living creatures of every kind about in Asia like in no other.
8. Tropical climates: Ex: South Asian countries of india, Srilanka , Malaysia and Indonesia.
Subtropical climates: Ex: Southern China, Iran, Iraq, Southern Japan.
Temperate climates: Ex: Northern China, Northern Japan, Mongolia, Southern Russia, Kyrgyzstan and Armenia.
Polar climates: Ex: Northern Russia.
Highland climates: Ex: Tibet, Mongolia, Himalayas, Karakoram, Tien Shan, Zagros, Iran are some highland areas.

VII. Answer in detail:

1. Agriculture is the main occupation in Asia.

Reason:

All the long rivers of Asia have water throughout the year and other rivers are fed by the monsoons. Rice is the staple food crop in Asia.

Examples:

China	Leading producers of rice
Thailand	Rice bowl of South East Asia
India, Srilanka	Tea and Coffee
Plantains, pineapples and dates	Tropical region

2. Germany, Britain, France, Belgium, Sweden, Switzerland, United Kingdom and Italy.

Germany, Britain, France, Belgium, Sweden	Steel
Germany	Automobiles and electronic goods
United Kingdom	Cotton textiles
France and Italy	Food
Switzerland	Dairy products

CIVICS

Chapter - 1.

DEMOCRACY AND WOMEN EMPOWERMENT

Page No. 165:

I. Choose the correct answer:

1. b. Democracy
2. a. 6
3. d. 17
4. c. 27%
5. b. Polygamy

II. Say True or False:

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

III. Answer the following in one or two lines:

1. Democracy has been defined as "A Government of the people, for the people and by the people."
2. Untouchability is the practice of socially rejecting a minority group by segregating them from the mainstream by social custom or legal mandate. The 1950 national constitution of India legally abolished the practice of untouchability and provided measures for positive discrimination.
3. Page No. 160 – Section: 1.3 //Note to the teachers: students can refer to the text and mention any two features//
4. The 6 Fundamental Rights are:
 - Right to equality
 - Right to freedom
 - Right against exploitation
 - Right to freedom of religion
 - Cultural and educational rights
 - Right to constitutional remedies

IV. Answer the following questions:

1. The two main forms of Democracy are Direct Democracy and Representative Democracy.

Direct Democracy:

In a Direct Democracy, the people vote on all important decisions and have the power to make laws. Any changes must be approved by the people. This type of Democracy is possible in countries with a small population of people. Athens, in Greece, was one of the first direct democracies in the world. One country that has a successful history of Direct Democracy is Switzerland.

Representative Democracy:

In a Representative Democracy, the people of the country elect representatives to run the Government, on a daily basis. These representatives, make all the laws and take all the decisions on behalf of the people. Elections are held to select these representatives, and those who gain the maximum votes are given the posts. India, USA and the United Kingdom.

2. Socially and educationally backward classes are categorized as 'OBC'. Article 340 directs the Government to promote the welfare of the OBCs and Article 340(1) empowers the President to appoint a commission to review the condition of the OBCs.

27% of Government jobs are reserved for OBCs.

Other schemes, launched for their upliftment, are free coaching centres to prepare OBC candidates for various competitive exams, interest - free loans, scholarships, etc for higher education.

3. Dr. Muthulakshmi Reddy (30 July 1886 – 22 July 1968, Madras) was an eminent medical practitioner, social reformer and Padma Bhushan awardee in India.

Muthulakshmi Reddy was appointed to the Madras Legislative Council, in 1927. For her, this nomination marked the beginning of her lifelong effort, to 'correct the balance' for women, by removing social abuses and working for equality in moral standards.

She was one of the female pioneers who stood for the cause of liberating India from the British. She was a women activist and a social reformer too.

She was the first female student to be admitted into a Men's College, the first female House Surgeon in the Government Maternity and Ophthalmic Hospital, the first female legislator in British India, the first Chairperson of the State Social Welfare Advisory Board, and the first female Deputy President of the Legislative Council and the first Alderwoman of the Madras

4. A SHG is a small, economically homogeneous affinity group, of the rural poor, voluntarily coming together to save small amounts regularly.

SHG is a medium for the development of saving habits among women. It enhances the equality of the status of women as participants, decision-makers and beneficiaries in the democratic, economic, social and cultural spheres of life.

Chapter - 2.

THE LOCAL GOVERNMENT

Page No. 174:

I. Choose the correct answer:

1. a. Zila Parishad 3. c. Wards
2. d. Women 4. c. 6

II. Match the columns:

1. Elects Gram Panchayat members
2. Commissioner
3. Speedy justice
4. Chairperson

III. Answer the following in one or two lines:

1. At the block level, there is a team of experts, to help the entire block in each

and every field, such as agriculture, medicine, veterinary medicine, industries, education, etc.,

2. The Gram Panchayat gets income from:

- Taxes on property and cattle
- Grants from State Government

3. The population in urban areas has increased rapidly. To meet the demands of the urban population and to provide them with proper civic amenities, we need Local Government in urban areas

4. An aldermen is a member of a municipal assembly or council in many jurisdictions founded upon English law. Nathaniel Higginson was the first Mayor, and he appointed representatives from the English, Scottish, French, Portuguese and Indian mercantile communities as Aldermen.

IV. Answer the following questions:

1. ZilaParishad:

This is the highest body in the system of the Panchayati Raj. It coordinates the working of Block samitis in the districts.

Functions:

The main functions of the ZilaParishad are:

- Preparing plans for the development of the district.
- Guiding and supporting the Gram Panchayats and Block Samitis.
- Constructing and running secondary and vocational schools in districts.
- Distributing funds received from the Government among the Panchayat Samitis.
- Improvement in agricultural production, health and sanitation, maintenance of roads.

- Overseeing the implementation of the Community Development Programme.

Sources of Income:

The main sources of income are State Government grants, taxes on water, pilgrimage and markets and rents from shops and houses that its own.

2. The Nyaya Panchayat settles minor disputes and provides speedy justice. There is one Nyaya Panchayat, provided for a group of 4 or 5 villages. It can pass judgement on civil and criminal cases. However, it can only impose fines and cannot send people to prison.
3. Elections to the Municipality are based on Universal Adult Franchise. To stand for elections, the candidate should be 21 years of age or above. The number of members in a Municipality depends upon the population of the town or city. The entire town / city is divided into a number of wards. Each ward elects its representative or ward member. Seats are reserved for Scheduled Castes and Scheduled Tribes, and 1/3rd of the seats are reserved for women. MLAs and MPs elected from that area, are also a part of the Municipal Committee or Municipal Council. This committee is elected for a term of 5 years.
4. **Some of the main functions of the municipal bodies are:**
 - Public health (maintaining dispensaries and hospitals, arranging for vaccinations,

preventing adulteration of food stuff)

- Garbage disposal
- Provision of fresh and clean drinking water
 - Street lighting
 - Provision and maintenance of public conveniences like fruit and vegetable markets, food grain markets, etc.
 - Registration of births and deaths
 - Maintenance of public places like parks, museums and zoos
 - Maintenance of roads and bridges within corporation limits
 - Education
 - Maintenance of graveyards and crematoriums

5. Sources of Income:

Some of the sources from which the Municipal Corporation gets funds are:

- Taxes on property
- Taxes on occupations
- Water tax
- Motor vehicle tax
- Toll tax
- Fees for issuance of birth and death certificates
- Education tax Apart from some of the above-mentioned taxes, they receive grants from the State Government and also borrow money from the State Government, if approved.





CLASS : 6 KEY ANSWERS TERM : III

Lesson 1. AN IDEAL STUDENT

Page No. 2:

Warm up

Read the lines from the poem, Casabianca. Tick the sentences that are true.

1. The boy was on a ship that was on fire.
3. He was waiting for his father's permission to move from there.
5. The father did not answer the boy because he was unconscious.
6. The boy did not move from his post because his father had asked him not to move until further instructions.
8. The poem is about obedience.

Page No. 7:

Reading

A. Explain with reference to context.

1. These words were spoken by sage AyodhDhaumya to Aruni, his young pupil. The sage said this when he was worried that the untimely rains would destroy his crops. So, he asked Aruni to run to the fields and check if the boundaries are still intact. Without boundaries, all the crops would be ruined. The sage had noticed some breaks, so he instructed Aruni to mend the boundary and ensure that the water does not enter the field or ruin the crops.
2. Aruni inspected the boundary and found a breach in the wall. He knew that this would cause the water to enter the fields and destroy the crops. He tried to fix it with

mud and stones, but it only made it worse. Then Aruni decided that the only way to prevent the water from entering the field was by blocking the hole with his body. So, he decided lie down there to stop the water. While doing so, he did not stop to think how cold or clammy the wet earth was.

3. Aruni tried to fix the breach with mud and sticks, but it only got bigger and bigger. He realised that it was a hopeless task to fix the breach with the rain pouring relentlessly, but he could not give up as honouring his guru was much more important to him than his own safety or comfort.
4. These words were spoken by Aruni to sage Ayodh. When the sage asked Aruni what he was doing all day in the fields, Aruni explained that he was covering the hole in the wall with his body. He was acting as a human wall between the water and the crops. He said that since he could not find any other way to mend the breach, he decided to block it with his own body. So, he said these words: This was the only thing I could think of doing do to save the fields.
5. The sage said these words to Aruni. He was pleased with Aruni's loyalty and obedience towards him. Aruni risked his life to save the crops and this act of sincerity pleased the sage. He decided to name him Uddalak, which means one who rises from the boundary.

B. Why did Aruni do the following?

1. Aruni rushed out to the fields on the orders of sage Ayodh, who asked him to run to the field to check if the boundaries are still intact.

2. Aruni just lay there quietly because honouring his Guru's wishes and saving the crops was more important to him than his safety or comfort.
3. He bowed down and touched his Guru's feet when sage Ayodh named him Uddalak to honour him for his sincerity and obedience.

C. Answer the following in one or two sentences.

1. Sage AyodhDhaumya was a great scholar. Many students from distant lands came to stay in his Gurukul and to learn from him.
2. In the olden days, the sages lived a very simple life. They had no servants. The students helped them in their chores which included getting firewood from the forest, fetching water from the river, taking care of the gardens, crops and domestic animals.
3. The sage was worried that the untimely rains would enter the fields through the breaks in the wall and ruin the crops which were almost ready for harvest.
4. Aruni went unnoticed in the dark night as he was lying there covered in mud and water. He was also frozen and cold.
5. Aruni was stuttering with cold. As he was blocking the water with his body, he was frozen and stuttering.

D. Answer the following questions.

1. The students learnt the scriptures and different life skills such as wielding weapons and different arts along with the daily chores.
2. Aruni faced many challenges in the field. He tried to fix the breach with mud and sticks, but the heavy rains washed it all away.
3. Aruni became a 'human wall' because that was the only way to save the crops. He decided to lay down and block the water with his bare body.

4. The Guru was touched by Aruni's loyalty and obedience as Aruni spent the entire day blocking the hole with his body, with the only aim of honouring his guru's wishes.
5. The sage was pleased with Aruni's loyalty, obedience and sincerity, so he named him Uddalak, which means to rise from the boundary.

Page No. 7 and 8:

Vocabulary

A. Fill in the blanks with the words in the box.

- | | |
|-----------------|----------------|
| 1. relentlessly | 5. breach |
| 2. untimely | 6. amiss |
| 3. dawdling | 7. frantically |
| 4. wielded | 8. clammy |

B. Make sentences with the following words and phrases.

1. Mira called out anxiously to her mother when she broke her arm.
2. The mountain looked bigger and bigger as we drove towards it.
3. The teacher was amazed at the little boy's brilliance.
4. Raju came home drenched in sweat after his cricket match.
5. The little boy stuttered in fear when he was caught stealing apples.

C. Match the following describing words with the object they describe.

- | | | |
|-------------------------|---|-----------|
| 1. red and hot | - | fire |
| 2. golden and sweet | - | honey |
| 3. hard and transparent | - | glass |
| 4. stretchy and sticky | - | bubblegum |
| 5. soft and silky | - | hair |

Page No. 8 and 9:

Language in daily use

A. Read the situations below and come up with creative and appropriate exclamatory sentences.

1. Congratulations! 3. Good luck!
2. That's great! 4. Hurray!
5. Oh no!

B. Come up with a few more exclamatory sentences of your own:

1. How silly! 4. Thank goodness!
2. Thank God! 5. How kind of you!
3. Oh My!

C. Match the sentence with the purpose for which it is used.

1. Hurrah! We won the match! - Showing strong emotion
2. Who was declared 'Man of the match'? - Asking a question
3. The captain was declared 'Man of the match'. - Giving information
4. Please record the match - Giving instructions

Page No. 11 - 14:

Grammar

Modal Auxiliary Verbs

A. Fill in the blanks with modal auxiliary verbs.

1. Could 6. might
2. Would 7. Shall
3. would 8. should
4. can
5. could

Tenses

A. Answer the following questions about yourself. Write in complete sentences.

1. I was born in 2009.
2. I wake up at 6 'o clock in the morning.
3. I was doing my homework at 4 pm last evening.
4. I am reading a book right now.

B. Read the answers that you wrote in Activity 1. Identify the tenses in the sentences.

1. Simple past 3. Past continuous
2. Simple present 4. Present continuous

C. Fill in the blanks with the present or the present continuous form of the verb.

1. allows, makes 4. is throwing
2. are going 5. is watering
3. dissolves, doesn't 6. is leaving

D. Complete the story with the past or past continuous form of the verb.

was lying, rang, peeped, seemed, was, was standing, glared, was pouring, tried, was blocking

Page No. 14:

Listening

Listen to a poem and answer the questions. Add two questions of your own and ask your partner to answer them.

1. The characters in the poem: the child, the parent and the teacher.
2. The three things that a mother will do for her child are:
 - Bathe his hands
 - Comb his hair
 - Prepare him to be good always

3. The child learns in school to:
 - to be gentle and kind.
 - to train and direct his little mind.
 - to learn to live by every rule.
4. The blessed task in the poem is to love and train the child forever.
5. Use one word to describe the mother and the teacher. (Answer: mother – loving/ teacher – kind)
6. What can you infer about the speaker from the questions he/she asked? (Answer – the speaker is curious)

Page No. 15:

Writing

Add a few lines and write your own inference about the character of the boy.

From the actions of the boy, we can infer that he was a very obedient son. He took his father's words seriously and lived by his rules. He would not betray his father or go against his wishes. The boy is a great example of loyalty and obedience.

Lesson 2.

YOU ARE OLD, FATHER WILLIAM

Page No. 16:

Warm up

People like Fauji Singh and Chandro Tomar have achieved great things in life by sheer perseverance and hard work. They are also self-motivated and determined to achieve their goals. The first step to success is to have a goal in mind. Once the goal is set, you have to work hard towards achieving it. Older people like them are able to achieve their goals as they've chosen to stay fit. They have achieved a great feat in the world of sports, and that can be done only when

one is physically fit and healthy. If everyone works on their fitness and makes an attempt to stay fit by exercising regularly, they can also achieve great things in their old age.

Old people lose their strength and hence are unable to do many tasks. But those who achieve in physical activities, train from the time they are young. It requires a lot of hard work and dedication to achieve anything. It also requires us to have great mental strength and a focused plan of action. Most geriatric achievers have trained for a long time.

Page No. 18 and 19:

Reading

A. How do you know the following about Father William?

1. He is old as his hair has become white.
2. He is agile because he can stand on his head and also do a back somersault.
3. He is physically fit as he kept his limbs supple in his youth.
4. He is sharp witted as he can joke and come up with clever responses to the questions.
5. The answer given by the old man reveals his sense of humour. He stands on his head and fools around; he can do a somersault even at this age. He jokes when he says that he has no brain now in his old age. He also jokes about arguing with his wife.
6. He seems to have had many arguments with his wife. He jokes that he had to fight like a lawyer to win battles with her.

B. Read the lines and answer the following questions.

1.
 - a. The question was "Do you think, at your age, it is right?" The speaker is asking Father William if he thinks it's right to

stand on his head at this age.

- b. Father William is being funny.
- c. Father William feared that standing on his head would injure his brain, in his youth.

2.

- a. The youth is fascinated about Father William's strong jaws.
- b. Father William managed to eat the goose with the bones and the back.
- c. He was able to do that as he had argued with his wife in his youth. This gave muscular strength to his jaw which has lasted even in his old age.

3.

- a. i. Don't act smart.
- b. The line that tells us Father William has had enough is "I have answered three questions, and that is enough."
- c. He threatened to kick the speaker down the stairs.

C. Answer the following questions.

1. The central theme of the poem is the age difference or the generation gap between the speaker and Father William, and the difference it brings. It also conveys the idea that old age is not a stage for people to give up doing the things they like doing. Old people can also be strong, supple, and alive.
2. The three questions that Father William was asked were:
 - Do you think, at your age, it is right?" (Asked about standing on his head)
 - Pray, what is the reason of that?" (Asked about doing a somersault)
 - Pray, how did you manage to do it?" (asked about strong jaws - and how he managed to eat the goose)
3. The answers to these questions were:
 - Father William worried that standing on his head would injure his brain when he

was younger. Now that he knows he has no brains; he can do it as many times as he likes.

- Father William is agile and fit as he kept his limbs supple in his youth.
 - Father William can manage to eat the whole goose as he has developed muscular strength in his jaws from all the arguing he did with his wife, in his youth.
4. The remarkable things that Father William can do at his age are:
 - Stand on his head
 - Do a back somersault
 - Eat a goose with the bones and back

Page No. 19 and 20:

Vocabulary

A. Write the antonyms for the following words.

1. uncommonly – commonly
2. muscular – weak/feeble
3. incessantly – intermittent/occasionally
4. allow – forbid
5. strength – weakness

B. Circle the words that mean supple and underline the words that mean the opposite.

Circle these words

- nimble, agile, deft, lithe, pliant

Underline these words

- stiff, unyielding, rigid, unfit, unpliant

C. Write five ways that you can throw your body forward or backward.

1. somersault
2. cartwheel
3. tumbling
4. handspring
5. gymnastic roll
6. diving

Page No. 20:

Activity

A.

Some people are fit in their old age because they have made an attempt to be physically fit and healthy. If you spend all your childhood and youth eating healthy foods and exercising regularly, then as you age and grow older, your body will stay fit and strong. Fitness is not a one-time thing. It has to be gradually achieved by hard work and training. One should refrain from eating unhealthy or junk food often. Instead, plan on eating a nutritious diet, that includes fresh fruits and vegetables. Apart from a balanced diet, you can also exercise every day. You can start with something as simple as walking, skipping or running. Then move on to other forms of training such as strength or muscle training. The key to fitness is consistency. You have to discipline yourself to follow a routine diligently. Some people are fit while others are not because some work hard to stay fit and others don't put in the desired effort. Along with physical fitness, one should also focus on mental and emotional fitness. As you train your body to stay healthy and fit, similarly, also focus on training your mind to be strong. You can do this by practising positive thinking at all times. Whenever you feel negative or pessimistic, you have to train your mind to look for positive aspects in every situation.

Lesson 3.

MAUI'S KITE

Page No. 21:

Warm up

**How much do you know about Hawaii?
Take this quiz!**

1. In the Hawaiian language, Aloha is commonly used as a greeting or a farewell,

which means to say hello or goodbye. It is also the Hawaiian word for love, affection, peace, compassion and mercy.

2. President Barack H. Obama was born in Hawaii.
3. The Hawaiian traditional welcome is the practice of giving a lei. A lei is a garland or a wreath, made out of flowers, bird feathers, seeds, shells, ivory or hair. It is a symbol of Hawaii. It is worn on the top of the head or around the neck.
4. In the Hawaiian language, Moana means an ocean, a large body of water or a deep sea.
5. Waikiki is a district in the city of Honolulu, in Hawaii. It is also one of the famous beaches in Hawaii. In the Hawaiian language, Waikiki means 'sprouting water'.

Page No.27 and 28:

Reading

A. Write a sentence or two on the following.

1. The Keeper of the Winds controlled the winds. She was a wise old woman who lived in the Cave of the Winds.
2. The Cave of the Winds had all the gourds which contained the winds. The Keeper of the Winds lived in this cave.
3. Soft Wind of Hilo was the gentle breeze/wind in the gourd of Ipu Iki.
4. Ipu Iki is a small gourd that holds the gentle breezes.
5. Ipu Nui is the gourd of the Four Great Winds.

B. Explain with reference to context.

1. These words were spoken by Maui. He made a kite which was a work of art. He wanted the right amount of wind to fly it. With little wind, the kite won't fly; with too much wind, it will blow away. So, Maui wanted a

special wind to fly his kite. He decided to go to the Keeper of the Winds. So, he said these words.

2. Maui did not pay heed to the words of the Keeper of the Winds. He summoned the Four Great Winds from the Ipu Nui. The great winds roared and howled and dragged the kite along with it. When Maui called out to the winds to return to Ipu Nui, they were out of his control. The four howling winds raged stronger and stronger until the cord attached to the kite snapped with a mighty crack. The force of the winds made Maui fall backwards.
3. These words were spoken by the Keeper of the Winds to Maui. Maui used the gentle breezes to see how high his kite would fly. He wanted more but the Keeper of the Winds said that they had enough. She also said that they should respect the winds if they want it to respect them.
4. When the people wanted nothing to do with Maui, he made another kite, much smaller than the first one. He tied the knot to a rock and studied the movements of the kite in the sky. This way, he learnt to predict the weather. He knew when the weather would be fine or when it would be stormy. One day, he noticed some men going off to the field. He told them that it would rain today. He told them that tomorrow would be a better day to work in the fields.
5. When Maui requested the Keeper of the Winds to let him have the special wind to fly the kite, she brought the Ipu Nui to let the gentle breezes out. The gentle winds made the kite fly high in the sky. Everyone cheered as the kite flew higher. The kite soared like a great bird out over the sea.

C. Answer the following questions in one or two sentences.

1. Maui's kite was a 'work of art' as it was different from the other kites. He used

the largest, strongest piece of cloth given by his mother. He used bamboo sticks as crosspieces and cut branches from the Olona shrub to make a strong rope. Once it was ready, he wanted a special wind to fly his kite.

2. Maui visited the Cave of the Winds to meet the Keeper of the Winds. He wanted a special wind to fly his kite, so he went to the cave to request the Keeper of the Winds to let him have the gentle winds from the Ipu Iki.
3. Ipu Iki was the gourd of gentle breezes. The Soft wind of Hilo was in the Ipu Iki.
4. Maui went back to the Keeper of the Winds as he was not content with the gentle winds. He wanted to see how high his kite could fly. So, he went to ask for stronger winds.
5. When the Four Great Winds were let out, they roared and howled endlessly. They dragged the kite along till the cord snapped with a mighty crack. They refused to get into the court and kept howling. The winds also caused a storm and heavy rains which made the people run in all directions.
6. The message learnt from this story is that one listen to the words of the wise. They know much more experience. We can learn from the wisdom and the experience of our elders and forefathers. The philosophy of 'neither too little nor too much' is a great lesson to learn. Everything done in moderation, yields good results.

D. Class Discussion

1. People began calling Maui 'He Who Brought the Great Storm' because of the kite incident. Maui wanted a special wind to fly his kite. The Keeper of the Wind allowed him to fly his kite with the help of the gentle winds. But Maui was not satisfied with that. He wanted to see how high his kite could fly. So, he summoned the Four Great Winds

from the Ipu Nui. The great winds roared and brought a storm along which dragged the kite from Maui's hands, and it flew far away from sight. The winds continued howling and a big storm screamed and howled over the entire island. Then came the heavy rains that sent people scurrying in all direction. After this incident, the people started calling him 'He Who Brought the Storm'.

2. When the people of the village did not want anything to do with Maui after the storm, he kept to himself. He made another kite but was not able to fly it very high. He tied the kite to a rock and spent the day studying the movements of the kite. Soon, he was able to predict the weather based on the kite's movements. Once he warned the men that it was not a good day to go out into the fields as it would rain. They didn't pay heed to his words but later they came running back in amazement as it did rain. Later, he predicted a storm which also came true. As he was able to predict the weather, the people of the village started calling him 'The Teacher of the Weather'.

Page No. 28 and 29:

Vocabulary

A. Find synonyms for the following words in the lesson.

1. rushing – hurrying
2. scream – howl, yell
3. blowing hard – gust
4. walk briskly – walk fast, swiftly
5. powerful – mighty
6. approached – talked

B. Give antonyms for the following words in the lesson.

1. dipped – soared
2. undecided – decided

3. harshly – gently
4. forward – backward
5. displeasure – pleasure
6. following – unfollowing, preceding

C. Write eight words that mean yelling aloud.

- | | |
|------------|-----------|
| 1. scream | 5. shriek |
| 2. screech | 6. wail |
| 3. howl | 7. yelp |
| 4. squeal | 8. yowl |

D. Read the following sentences and underline the syllable that needs to be stressed.

1. What is that object on the desk?
2. I object to the way you are speaking to me.
3. I got a certificate for good conduct.
4. We must conduct ourselves well when we are in public.
5. The factory produces laptops.
6. This is fresh produce from our farm.

Page No. 30:

Language in daily use

A. Fill in the blanks with the right seeing words.

1. peeped
2. examined
3. focus
4. spotted
5. eyed

B. Write a paragraph using the following 'seeing' words. Write about an incident or an experience.

As I was enjoying a cup of coffee at my favourite café, I glanced at the little boy sitting at the next table. I observed that he

was reading the latest Harry Potter book. I tried not to stare too much, but I couldn't help it. Harry Potter is one of my favourite books by my favourite author, J.K. Rowling. I had not read the latest book in the series yet, so I was very curious to know the ending. I gazed at the book longingly.

The little boy caught me peering and asked, "Are you a Harry Potter fan too?" I shook my head excitedly. To my surprise, he asked if I wanted to take a look at the book. I jumped with joy and grabbed the book. As the book came into view, I couldn't contain my happiness. We spent the next hour reading and discussing the latest book. It was indeed a joy meeting a fellow Harry Potter fan.

Page No. 30 and 31:

Listening

A. What do the following words mean?

1. Kami Tobi – paper hawk
2. Sumi – black ink
3. Washi – hand-made paper
4. Hamamatsu – kite festival
5. Tako-Kichi – kite crazy

Write a short paragraph on what you have understood about Japanese kites.

A Japanese word for kite was first recorded in 981 AD. Japanese used the Kami Tobi or the paper hawk as a character for the kite. This leads us to believe that their first kites were shaped as a bird. Later, they painted the kites with bright colours such as Sumi (black ink) and made it using washi (hand-made paper) and bamboo.

Tako is the popular name for a Japanese kite. Tokyo is very popular for its kites. The Japanese use the word Tako-Kichi, meaning 'kite crazy' to describe the fascination with kites.

Kites were flown on religious festivals, public holidays and new year. It was a part of their celebrations. In the harvest festival, kites were flown with stalks of rice as a symbolic offering of gratitude for a good harvest. Sometimes the kites are also decorated with the faces of demons as a talisman against evil. The most famous kite festival, known as Hamamatsu, is widely celebrated with over 2,000,000 spectators.

Page No. 31:

Speaking

1. The philosophy of 'neither too little nor too much' can be applied to everything that we do in life. It can relate to eating habits, TV viewing, work, play, or sleep. Anything done, must be done in moderation and to the right degree possible. Doing too little, we become lazy and lethargic and do not put in our best effort. By doing too much, we may strain ourselves and harm ourselves. Most things in life require a balance. This is the same in the case of acquiring a skill. For example, if you want to master the art of swimming, you have to practice it with utmost balance. If you hold your breath 'too little or too much' you will not master the skill. This is the same rule with most other skills.
2. This philosophy can be applied to certain things in life. For example, if you want to do your favourite activity, you can't do it for too less or too much time. Doing it for lesser time will not help you improve, doing it for prolonged period of time will make you feel bored and lose interest in the activity. In such cases, a balance is always necessary. However, this does not apply in the case of hard work. One can work hard in excess and it will always bring forth favourable results.

Writing - Sample

1. Once upon a time, when I was a little girl, I went to the beach with my parents. My parents told me to stay with them and not go away from their sight. I was holding my father's hand at that time. Suddenly, I saw a very colourful toy. I was very fascinated by it. I forgot what my parents had told and started following the man selling the toys. Soon, I realised that I had left my parents behind. I was lost in the beach with all strangers around me.
2. I was very scared as I could not spot my parents anywhere. I started crying. Some people saw me crying and asked me what happened. I explained what happened to them. Then one kind lady asked me if I remembered my father or mother's phone number. I was happy to remember their numbers. The kind lady called my father and told him where he could find me. Soon, my parents came running and I was happy to be reunited with them.
3. The lesson I learnt from this experience is to obey my parents. I also learnt why rules are important and why we should follow them. It is important to follow rules as they keep us safe.

Page No. 31 and 32:

Activity

1. Raincoats or umbrella
2. Thursday
3. Wednesday
4. Humidity makes you feel warm, which causes perspiration. It is also an indicator of rain.
5. Outdoor games, sports, trekking with protective head gear against the hot sun.

Lesson 4.

UNCLE PODGER HANGS A PICTURE

Page No. 33:

Warm up

Read the following poem and narrate it as a funny incident.

6-year old Minu went to a party. There, a little girl fell off her chair and sat in a fix, wondering what to do. Seeing the girl fall, all the children in the party started laughing. Minu, did not laugh at her. She just sat still and blinked. The poor girl who fell, felt so bad to see everyone laughing at her. Minu told this story to her mother.

Her mother was proud of Minu for not laughing. She asked her why she didn't laugh. Then Minu replied, "Oh mother, how could I? As I was the one who fell!"

Page No. 39 and 40:

Reading

A. Write the sequence of events in their correct order by numbering the lines.

1. He sent his boys on errands.
2. He tried to hang the picture frame but dropped it while trying to save the glass.
3. He cut his finger.
4. He wasted everybody's time searching for his handkerchief and coat.
5. He dropped the nail.
6. He lost the hammer.
7. He lost sight of the mark where the nail was to go in.
8. He tried to overreach for the wall marking.
9. He fell on the piano.

10. He smashed his thumb.
11. He struck the nail finally with such a blow that his nose was flattened.
12. The picture was hung by midnight.

B. Answer the following questions.

1. Mr. Podger asked Jim to fetch the ladder from Mr. Goggles, his good peer, and he asked Tom to bring the rule, or the ruler, as we say it these days.
2. Mr. Podger sends the girl out again to get some picture chord.
3. Mr. Podger's finger gets nicked when he drops the picture and breaks the glass of the frame.
4. Mr. Podger called his wife smart when she found the nail that he had accidentally dropped.
5. Mr. Podger swears and curses everyone when he falls off the ladder and lands on the piano.

C. Explain with reference to context.

1. These words were said by Mr. Podger. When Mr. Podger climbs up the ladder to hammer the nail, he asks two of them to hold the ladder. The hired girl asks him what she should do. At that point, Mr. Podger drops the nail accidentally and then utters these words.
2. Mr. Podger said these words to Maria. When Mr. Podger falls off the ladder and lands on the piano, he hurls curses and abuses at everyone. Maria tells him to keep his curses away from the children's hearing. So Mr. Podger tells her to stop saying 'told-you-so' and help him get up.
3. Maria said these words to Mr. Podger. After all the fuss that Mr. Podger made while hanging the picture on the wall, Maria is fed up and tells him that the next time they hammer a nail to the wall, she will spend a

week with her mother while he entertains himself with his antics.

4. These words were spoken by Maria. When Jim tells them that the picture looks crooked and has to be re-plastered, Maria tells him that it can't be re-plastered by his father, after the fuss he made to hang it up in the first try.
5. These words were said by Mr. Podger. When Mr. Podger misses the mark on the wall, he asks the others to climb on the chair and spot the mark. Everyone shouts out different places, so Mr. Podger gets annoyed and tells that he will find the mark himself.

D. Answer in a paragraph.

1. The task of hanging a picture took an entire day at the Podger household because Mr. Podger made a fuss about every little thing. He started by sending out the boys and the girl to fetch the things he needed: a ladder, a ruler and some nails. When he lifted the picture to hang it up, he accidentally dropped it and broke the glass. He cut his finger with the broken glass. He then assigned everyone the task of finding his handkerchief and his coat.

Then, he climbed the ladder to hammer the nail on the wall. He dropped the nail and asked everyone to search for the nail. Once the nail was found, the hammer went missing. When the nail and the hammer was ready, Mr. Podger lost sight of the mark on the wall. He asked everyone to help him find the mark. Everyone shouted out different places which annoyed Mr. podger further. He said that he would find the mark himself and reached out for it, but lost balance and fell off the ladder and landed on the piano.

He then smashed his thumb while hammering the nail and dropped the hammer on someone's toes. After all this chaos, the picture is finally hung around midnight.

This is why the task of hanging a picture took an entire day at the Podger household.

2. Mr. Podger comes across as a man with a funny trait. He does not intentionally make others laugh. His actions unintentionally create the comic effect which makes the readers laugh. He can be described as being clumsy. He often drops things. He first dropped the frame, then the nail and the hammer. He is also forgetful as he forgets where he had kept his handkerchief and coat. He is also a scatter-brain. A scatter-brain is someone who forgets things and misplaces them. This is seen throughout the lesson. He also comes across as a butter-fingered person as he keeps dropping something or the other.

He could also be seen as a boaster. He keeps boasting about his picture-hanging skills, but we see through the lesson how he fails miserably at it.

He can also be seen as someone who takes on jobs without much knowledge about the task. He appears to be overconfident, which is displayed in the way he spoke about doing a good job of hanging the picture. With the many instances of chaos and confusion, we can also say that he lacks the basic skills to do a job. He is also insensitive as he keeps hurling abuses at the others and blames them for his own mistakes. To conclude, we can say that Mr. Podger is a man with many flaws. We cannot feel sympathy for him as he refuses to acknowledge his flaws. In the end, he is reduced to a mere laughing figure by his actions.

Page No. 40 - 42:

Vocabulary

A. Give synonyms and the antonyms for the following words.

1. concerned– worried - unconcerned
2. ridiculous– hilarious - sensible

3. wee– little - big
4. irregular– uneven - regular
5. tremendous– enormous - small
6. irresponsible – careless/reckless - responsible
7. crooked– bent - straight
8. found–discover – lost

B. Complete the following sentences using the appropriate phrase.

1. spring cleaning
2. spring into life
3. springs to the mind
4. spring fever
5. sprang into action

C. Write down new words of your own for the following prefixes and suffixes.

1. independent
2. ex-president
3. rebuild
4. hourly
5. comfortable
6. deaccelerate
7. malpractice
8. mouthful
9. certainty
10. accidental

D. Write down the meanings of the following words and make sentences for the both the meanings.

words	Meaning 1	Meaning 2
lead	to control or guide a group or people, a situation, a country	a winning position or to be in front of everyone
	The students were led by their teacher to the event.	The girls were in the lead at the end of the competition.
bow	to bend your head or body forward, especially to show respect or to express thanks	a knot with two curved parts, used as a decoration or to tie shoes
	The devotees bowed their heads in prayer.	Mira wrapped the ribbon around her present in a pretty bow.
tear	a hole in something	a drop of liquid from the eye, as a result of strong emotion – a tear drop
	There was a tear in the new saree.	The boy had tears in his eyes when he lost the game.
object	a thing	to disagree, dislike or disapprove of something
	Rahul has a collection of antique objects under his bed.	Everyone expected Mohan to object to the new policy.
wind	the air moving around, one that is felt	to turn or cause something to turn
	A strong gust of wind snapped the cord of the kite.	Hira wound the key in the lock, but it did not open the door.

E. Group Activity.

The **stem** of this plant is very narrow.

The problem **stems** from his lack of focus.

The old **branch** of the mango tree has many nests on it.

The bank has opened a new **branch** in my area.

The man tugged at the **root** of the tree relentlessly.

Alcohol is the **root** cause of all his problems.

The **leaves** of this plant are yellow.

Ramu was fired as he took too many **leaves** from work.

The elephant's **trunk** is huge.

We hid the gifts in the **trunk** of our car.

Refer to a dictionary and write the names of three other homographs that have not been mentioned in this activity.

watch, desert, bat

Page No. 42 and 43:

Language in daily use

Think of situations where you can use each of the above sentences in a dialogue.

- I would like to be included too, please. – can be used while playing a game or a sport
- May I join the game? – can be used while playing a game
- How can I be a part of the event? – can be used in a competition or any programme
- Is there any way that I can help? – can be

used when one would like to offer their help – for example- a project

- I can offer my skills in this area. – can be used in a project, assignment or experiment
- Can you find a spot for me here? - can be used to reserve places in an auditorium or canteen

Page No. 43 - 45:

Grammar

A. Fill in the blanks in the conversation between a doctor and her patient.

Should I take these pills every day?

Doctor: Yes, you must. And please exercise regularly. Only if you are regular will the medicine have effect.

Patient: I, generally misplace all my things. I should remember where I left my pills.

Doctor: Keep this bottle carefully under your pillow. You can find it easily.

Patient: Thank you very much. You are always kind.

B. Group Activity

Form five groups. Each group takes a kind of adverb and makes a sentence each with all the adverbs listed as examples.

Examples:

Adverb of Time

1. I will meet you later.
2. This needs to be done immediately.

Adverb of Place

1. The mango is right above your head. You can reach for it.
2. Do need beat around the bush. Come to the point.

Adverb of Manner

1. She handled the job, ably.
2. Mother was angry because Anish spoke to her, defiantly.

Adverb of Frequency

1. I visit my grandparents regularly.
2. I generally ate a good breakfast before I leave for school.

Adverb of Degree

1. The car very nearly collided with the cyclist.
2. Please eat your lunch, completely.

C. Complete the following sentences by writing question tags.

1. is it?
2. isn't he?
3. wasn't it?
4. is he?
5. have you?

D. Write down the meanings of the following words and make sentences for the both the meanings.

Affirmative	Negative	interrogative
She is a nurse.	She is not a nurse.	Is she a nurse?
The actor has performed some marvellous stunts	The actor has not performed some marvellous stunts	Has the actor performed some marvellous stunts?
He does disturb the students.	He does not disturb the students.	Does he disturb the students?
The baker has whipped the cream.	The baker has not whipped the cream.	Has the baker whipped the cream?
They understand the concepts.	They do not understand the concepts.	Do they understand the concepts?

Listening

1. Humour provides amusement and provokes laughter.
2. People who laugh, smile and respond to humour are considered to have a sense of humour.
3. How each person perceives humour depending on their geographical location, culture, maturity, education, intelligence and context.
4. Sophisticated forms of humour appeal to mature audience as it requires an understanding of social meaning and context.
5. Humour can be used to take away the awkward, uneasy or uncomfortable feeling of social interactions.

Speaking

Engage in a lively conversation of bargaining and arguing for wares.

Customer: How much does 1 kg of tomatoes cost?

Vendor: It costs Rs. 30, Sir.

Customer: Wow! That is too expensive. Why don't you give it to me for Rs. 25?

Vendor: I am sorry, sir. I can't reduce the price as that would be a loss for me.

Customer: But it's just a difference of Rs. 5. I am sure you can let it go.

Vendor: I'm afraid not sir. Why don't you see if you like some other vegetables? Then maybe we can work out a discount.

Customer: hmmm, okay. How about ½ kg of carrot and beans? How much will that be?

Vendor: That would be Rs. 25 altogether, Sir.

Customer: hmmm. So, if I buy all these together, would you give me a discount.

Vendor: Let me see. So, 1 kg of tomatoes, ½ kg each of carrots and beans?

Customer: Yes, that's right.

Vendor: I can give it to you for Rs. 50, Sir. I will give you a discount of Rs. 5 on the bill.

Customer: That's not much of a discount, but okay.

Vendor: Great! Would you like anything else, sir?

Customer: No, thank you. That will be all.

Vendor: Here you go. Have a good day, sir.

Customer: Thank you and good day to you too.

Writing

Write a dialogue that would take possibly place between your parents and you.

Me: Hi mom and dad. I would like some help with my science assignment.

Mom: Sure, son. What would you like us to help you with?

Me: Could you please write the answers to these questions? The assignment is due tomorrow!

Dad: What? Why would you leave it to the last minute to finish? You should have completed this by now.

Me: I know, I am sorry dad. I forgot about it completely.

Mom: That is very irresponsible of you. How could you forget your assignment?

Me: I promise I will not repeat this mom. Please help me.

Dad: No, this is your punishment. You've to stay up late to finish your work.

Me: Please dad.

Mom: No arguments, please.

Me: Please mom.

Dad: Why don't you start working on it right away? If you have any doubts, we can help you.

Mom: Yes, that sounds like a good idea.

Me: Okay, I will do that. Thanks mom and dad.

Lesson 5.

THE HEIGHT OF THE RIDICULOUS

Page No. 47:

Warm up

Class Discussion

1. Yes, I have made a new year resolution to eat healthy foods and to avoid junk foods. I am trying to fulfil them.
2. I would choose nature and joy.
3. Once, my family and I were sitting on the dining table and having dinner. Suddenly the power went off. We were all so tired and hungry, so we just ate in darkness. My brother suddenly told me to go and turn on the fan. I replied back asking him to go and do it as he was being very lazy. We both quarrelled about it, but we stopped when we heard our parents laughing. We asked them what happened, and they reminded us that the power was not there for us to turn on the fan. We had a hearty laugh that day.

Page No. 49:

Reading

A. Class Discussion

1. I find the lines about the servant bursting his buttons off the most hilarious.
2. The poet was concerned on seeing the servant's plight.
3. When we laugh at others when they slip or fall, it may seem funny at that moment, but it ends up hurting the person who has fallen down.
4. Yes, the poem is highly exaggerated. The purpose is to entertain the readers with exaggeration and humour.

B. Answer the questions.

1. The poet decided to write some funny lines as he was in a good mood, a 'wondrous merry mood'.
2. 'They' refers to the funny lines written by the poet.
3. The queer lines made the poet laugh in such a way that he thought he would die of laughter.
4. The strange ways in which the servant was affected on reading the poem are as follows:
 - The first line brought a grin on his face.
 - The second line made the grin broader, from ear to ear.
 - The third line made him chuckle.
 - The fourth line made him break into a roar.
 - The fifth line split his waistband.
 - The sixth line made him burst five buttons off his shirt and tumble in a fit.
5. The lines that reveal the compassionate side of the poet are:

Ten days and nights, with sleepless eye
I watched the wretched man,
And since I never dare to write
As funny as I can.
6. The central idea of the poem is humour. The poet's intention is not to hurt anyone by his words, but to simply entertain them with humour. The poet wishes to spread joy and make people laugh with his humorous lines.

Page No. 49 and 50:

Vocabulary

A. Answer the following questions.

1. to evoke sheer fun, joy and laughter
2. servant, poet, servant, poet

B. Write 10 words starting with 'q'.

- | | |
|----------|--------------|
| 1. quiet | 6. quit |
| 2. queue | 7. quick |
| 3. queen | 8. quiver |
| 4. quiz | 9. quality |
| 5. quote | 10. quantity |

**C. Your teacher will read the poem aloud.
Look out for**

- hyperboles - exaggerated statements
I laughed as I should die
The fourth; he broke into a roar,
The fifth; his waistband split,
The sixth; he burst five buttons off,
And tumbled in a fit.
- repetition - words repeated for poetic effect
They were so queer, so very queer
And shot from ear to ear,
- onomatopoeia - words that convey a sense of sound
chuckling
roar

D. The height of the ridiculous suggests something extremely funny, too absurd for words. Is the title of the poem apt? Justify your answer giving reasons.

Yes, the title is apt for the poem as the poem is indeed funny. It exaggerates to the point of being ridiculous. The poet has used humour and sarcasm to entertain the readers. While the lines may seem far-fetched and highly exaggerated, the purpose is to make the readers laugh and enjoy the poem.

Page No. 50:

Activity

A. Write a dialogue between the servant and the poet after the servant recovers from humour induced trauma.

Servant: Aye, sir. What a hearty laugh I had. I can't stop laughing.

Poet: Well, that is the magical effect of my poem.

Servant: I agree, sir. My stomach hurts after laughing so much.

Poet: Let me write the next set of lines. You can read it and tell me what you think of them.

Servant: Oh no! I cannot have another laughing fit when I am still recovering from the first one! Please spare me.

Poet: Oh, you poor thing! I cannot possibly put you through another fit. Okay, for your sake I will stop here.

Servant: Aye, sir. What a kind man you are!

Lesson 6.

PAINTING THE FENCE

Page No. 47:

Warm up

Recall the story of Aruni, the ideal student. Write five words that you would use to describe him.

1. obedient
2. loyal
3. hardworking
4. sincere
5. trustworthy

What do the following words mean?

- clever – quick to understand, learn and apply
- skillful – having or showing skills
- smart – clever, sensible
- resourceful – the ability to find quick, clever solutions to problem
- cunning – sly
- aggressive – ready to attack or confront
- cheerful – happy, optimistic

Write three other character traits.

1. resourceful
2. clever
3. smart

Page No. 56:

Reading

A. Complete the following sentences.

1. Saturday morning Tom surveyed the fence and all gladness left him and a deep melancholy settled down upon his spirit.
2. Ben Rogers came in sight - the very boy, of all boys, whose ridicule he had been dreading.
3. Jim put down his paint bucket and bent over the toe with great interest while the bandage was being unwound.
4. Tom managed to get from Johnny Miller a dead rat and a string to swing it with.
5. Tom ran out of whitewash so the other boys from the village were saved from being bankrupted.

B. Answer the following questions.

1. Aunt Polly asked Tom to whitewash the fence.

2. The thought of whitewashing the fence, which was thirty yards and nine feet long, made Tom unhappy on a Saturday morning.
3. Tom tricked Ben into thinking that the task of whitewashing the fence was actually very enjoyable and fun. He made it look like it was not considered as work by saying, "Does a boy get a chance to whitewash a fence every day?".
4. Tom was happy in the end as he tricked Ben into finishing the task of white washing the fence. He also tricked the other boys into giving him their things in return for a chance to whitewash the fence.
5. Tom collected the following by evening: twelve marbles, a piece of blue bottle-glass to look through, a key that wouldn't unlock anything, a fragment of chalk, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar, the handle of a knife, and four pieces of orange-peel.

Page No. 56 and 57:

Vocabulary

A. List the words from the lesson that describe Tom Sawyer's mood.

gladness, tranquilly, vigour, melancholy, sighing, sorrows, dreading, hateful, hopeless, reluctance

B. Read the list of words and write them in the correct columns.

American

British

- | | |
|---------------|---------------|
| 1. apartment | 1. flat |
| 2. windshield | 2. windscreen |
| 3. gasoline | 3. petrol |
| 4. cookie | 4. biscuit |
| 5. drug store | 5. chemist |

C. There are many other such words. Refer to a dictionary and locate 5 other words used in America and Britain.

American	British
1. starter	1. appetizer
2. cell phone	2. mobile phone
3. candy	3. sweets
4. chips	4. crisps
5. pants	5. trousers

D. There is a difference in the way some words are spelt in American and British English.

American – labor, center, dialog, defense, recognize

British – labour, centre, dialogue, defence, recognise

E. Find five other words which are spelt differently in American and British English.

American – color, fiber, license, apologize, neighbor

British – colour, fibre, licence, apologise, neighbour

Page No. 57 and 58:

Language in daily use

Read the following phrases that we can use to suggest and persuade:

1. How about we read rather than write.
2. Why don't you shut the door. It's noisy outside.
3. May I suggest that finish the cooking first.
4. Maybe we should call for a cab right now.
5. Have you thought about enrolling for cricket coaching.
6. Let me tell you what I would do if I were in your shoes.

7. Can I persuade you to call him right away and apologize.
8. How can I convince to do what is right.
9. This is definitely proven that a good breakfast can see you through the morning.

Page No. 57 and 58:

Speaking

Speak a few lines on helping with the chores at home.

1. I help my parents at home by keeping the house clean. I also try to keep my room neat and tidy and put everything in its right place.
2. I like washing the car with my father as it is fun when we do it together.
3. I don't like folding clothes as I find it very boring.

Speaking

I did not want to whitewash the fence. Aunt Polly made me do it. My friends would laugh at me if they knew I was forced to do a chore. So, I came up with an idea. I pretended to enjoy the job. When I saw Ben Rogers pass by, I started pretending. I acted as if I was having fun while painting the fence. He was confused looking at me.

He asked me if he could have a go at painting the fence. I wanted to jump and grab the opportunity, but that would give me away. So, I pretended to think about it. Initially, I said, "No" as if I was having too much fun doing it on my own. Later, I told him he could do it in exchange for his apple. So, this is how I tricked him. While he painted the fence in the hot sun, I enjoyed the apple under the shade.