



CLASS : 7 3rd MID TERM PORTIONS AND PATTERNS

MATHEMATICS

Number System	Percentages and Modeling Simple Interest
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 (2 marks)	5 x 1 = 10
VI. Answer the following (5 marks)	4 x 5 = 20
Total 50 marks	

SCIENCE

Light	Animals in our Daily Life
I. Choose the correct answer	10 x 1 = 10
II. Answer the following (any 7)	7 x 2 = 14
(match the following; true or false; pick out the add one and give reason; analogy questions; assertion and reasoning; spot the error and correct the mistakes; short answers)	
III. Answer the following in brief (any 4)	4 x 4 = 16
IV. Answer the detail	2 x 5 = 10
Total 50 marks	

SOCIAL SCIENCE

HISTORY	GEOGRAPHY	ECONOMICS
New Religious Ideas and Movements	Exploring Continents - North America	Tax and its Importance
I. Choose the correct answer	6 x 1 = 6	
II. Fill in the blanks	5 x 1 = 5	
III. Match the following	10 x ½ = 5	
IV. Answer in one word	5 x 1 = 5	
V. Difference in 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 marks

EXPRESSIONS IN ENGLISH

The Nine Hundred and Ninety Nine Pieces of Gold		An Old House Unroofed by an Autumn Gale		The Little Parsnip-Man	
I.	Write the meanings and opposites of the given words.			6 x ½ = 3	
II.	Write prefixes to make opposites.			6 x ½ = 3	
III.	Read the lines form the poem and answer the questions.			2 x 1 = 2	
IV.	Fill in the blanks with suitable phrasal verbs.			4 x 1 = 4	
V.	Rewrite into indirect speech.			3 x 1 = 3	
VI.	Rewrite into direct speech.			3 x 1 = 3	
VII.	Write a short paragraph on your experiences in a storm.			4 x 1 = 4	
VIII.	Write six movement words.			6 x ½ = 3	
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 marks



Class: 7 KEY ANSWERS TERM : III

Chapter - 1 NUMBER SYSTEM

Page No: 3 and 4

Exercise 1.1

1. a) 8 b) 25 c) 81
d) 189 e) 1051
2. a) 18.4 b) 42.4 c) 62.8
d) 986.1 e) 59.6
3. a) 15.87 b) 73.41 c) 90.93
d) 185.05 e) 84.57
4. a) 0.391 b) 1.408 c) 22.996
d) 09.050 e) 36.564
5. a) 62.98 b) 567.0 c) 39.470

Page No: 7 and 8

Exercise 1.2

1. a) ₹79 b) 1890.296 c) 10.279
d) 13.987 kg
2. a) 4.59 b) 685.96 c) 34.505
d) 775.13 e) 236.91

3. a)

0.7	1.49	1.06
2.15	0.46	0.64
0.4	1.3	1.55

b)

6.9	-	-	-
3.3	3.6	-	-
1.8	1.5	2.1	-
0.5	1.3	0.2	1.9

4. a) 21.9°C b) 1.169 km
5. ₹169.75
6. 11 km 395 m or 11.395 km
7. 18.95 m
8. 46 g
9. 0.6 kg
10. ₹92.25

Multiple choice questions:

1. d 3. a 5. d
2. b 4. c

Page No: 11 and 12

Exercise 1.3

1. a) 110 b) 4 c) 6.05 d) 7
e) 2 f) 6 g) 0.9 h) 0.2
i) 0.07 j) 8
2. a) 3.655 b) 505.025 c) 52.392 d) 27.08
e) 0.324 f) 0.034 g) 101.102 h) 0.35
i) 4272.18 j) 0.6 k) 6.09 l) 0.56
3. 23.61
4. 25.5 kg

5. a) 1124.5 b) 11245 c) 224.9 d) 1012.05
6. ₹45.20
7. no, 7 rolls, 8.32 meter
8. 123.5 km
9. 26.4
10. 18 pairs weight = 2747.7 mg and 1252.3 g of gold will left over.

Multiple choice questions:

1. a 3. b 5. a
2. d 4. c

Page No: 15 and 16

Exercise 1.4

1. a) 10 b) 0.0008625 c) 100
 d) 1.14 e) 48.95 f) 1000
 g) 10000 h) 3526 i) 10000
 j) 0.0474
2. a) 77.15 b) 0.8907 c) 0.0000913
 d) 0.264 e) 0.00156 f) 64.86
 g) 0.0545 h) 0.0307 i) 0.0000068
 j) 0.7408
3. a) 9.02 b) 1.37 c) 0.14
 d) 0.3 e) 0.05 f) 0.91
 g) 15.9 h) 195.4
4. a) 22.4 b) 2 c) 37 d) 31
 e) 2.9 f) 0.156
5. a) 0.73 b) 0.67 c) 112.15
6. a) 1.691 b) 3.156 c) 0.243
7. 9
8. 35 km
9. ₹117.5
10. 60.15
11. 20.386
12. 38

Multiple choice questions:

1. b 2. d 3. c 4. b 5. a

Page No: 17

H.O.T.S

1. 1st line - 0.01
 2nd line - 0.2
 3rd line - 3
 4th line - 0.02

Chapter - 2 PERCENTAGES AND MODELING SIMPLE INTEREST

Page No: 22 to 24

Exercise 2.1

1. a) $\frac{13}{80}$ b) $\frac{1}{3}$
2. 54%
3. a) 62.5% b) $33\frac{1}{3}\%$ c) 75%
- 4.

	Percentage	Fraction	Decimal	Ratio
1	37%	$\frac{37}{100}$	0.37	37:100
2	45%	$\frac{9}{20}$	0.45	9:20
3	25%	$\frac{1}{4}$	0.25	1:4
4	32.5%	$\frac{13}{40}$	0.325	13:40
5	250%	$\frac{250}{100} = \frac{5}{2}$	2.5	5:2
6	8%	$\frac{8}{100} = \frac{2}{25}$	0.08	2:25
7	101%	$\frac{101}{100}$	1.01	101:100
6	1%	$\frac{1}{100}$	0.01	1:100

5. 60%

6. a) Area A: $\frac{1}{4} = 25\%$,

Area B: $\frac{1}{8} = 12.5\%$,

Area C: $\frac{1}{6} = 16\frac{2}{3}\%$,

Area D: $\frac{1}{12} = 8\frac{1}{3}\%$

Percentage of the area that is not shaded:
= 37.5%

b) Area A: $\frac{1}{4} = 25\%$,

Area B: $\frac{1}{8} = 12.5\%$,

Area C: $\frac{1}{16} = 6\frac{1}{4}\% = 6.25\%$,

Area D: $\frac{1}{8} = 12.5\%$

Percentage of the area that is not shaded:
= 43.75%

7. 26%

8. 25% , 6 : 9 : 5

Multiple Choice Questions

1. c 3. a 5. c

2. b 4. d

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Exercise 2.2

1. 8 %

2. ₹470.40

3. ₹2581

4.

	CP(₹)	SP(₹)	Gain/Loss (₹)	Gain%/Loss%
(i)	350	400	Gain 50	Gain $14\frac{2}{7}\%$
(ii)	250	235	Loss 15	Loss 6%
(iii)	300	375	Gain 75	Gain 25%
(iv)	700	637	Loss 63	Loss 9%
(v)	640	736	Gain 96	Gain 15%

5. Selling Price of each bracelet:

₹14, Total Selling Price: ₹(14 × 40) = ₹560

Total Profit: ₹160, Profit %: 40%

6. 20%

7. ₹750

8. ₹45000

Multiple Choice Questions

1. d 3. b 5. c

2. a 4. d

Page No: 36 to 38

Exercise 2.3

1. Interest: ₹11000 Amount: ₹36000

2. Interest: ₹3825 Amount: ₹20825

3. Rate of interest: 12%

4. 3 years

5. ₹12500

6. Rate of interest: 7%

7. Time-period of deposit: 7 years

8. ₹18500

9. ₹42420

10. ₹43557.50

11. 4.5%

12. 2 Yrs

13. 3.5 yrs

14. ₹220000

15. 9%

16. ₹500000

17. 4 yrs

18. ₹89790

19. ₹40000

20. Principal: ₹6400, Rate of Interest: 6.25%

21. 5%

Multiple Choice Questions

1. (c) 2. (d) 3. (a) 4. (d)

Challenge Questions:

- Rate of interest: 6 %
- Time period: 2 years
- Rate of Interest: 20%
 - 10 years
 - 16 years

Chapter - 3 ALGEBRA

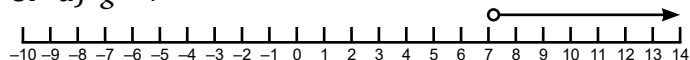
Page No: 49

Exercise 3.1

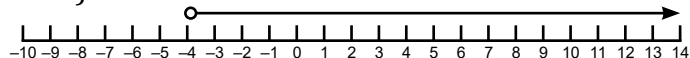
1. a) < b) < c) < d) < e) <

2. A) a B) c

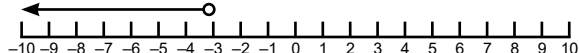
3. a) $g > 7$



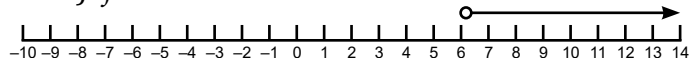
- b) $c > -4$



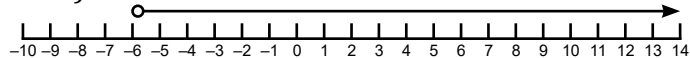
- c) $m < -3$



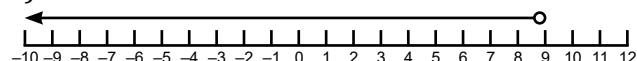
- d) $j \geq 6$



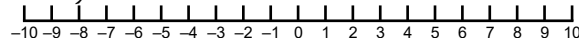
- e) $h > -6$



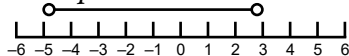
- f) $k \leq 9$



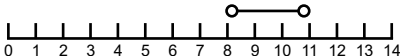
- g) $-2 < y < 4$



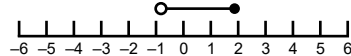
- h) $-5 \leq p \leq 3$



- i) $8 \leq n < 11$



- j) $-1 < t \leq 2$



4. a) $a < 11$ b) $a \leq \frac{11}{5}$ c) $t \geq 7$ d) $m > -7$
 e) $n \geq 7$ f) $p \geq -30$ g) $d \leq 7$

5. 15

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Exercise 3.2

1. a) $m^2 + 12m + 36$

b) $25p^2 + 130pq + 169q^2$

c) $64c^2 - 16c + 1$

d) $81a^2 - \frac{9}{2}a + \frac{1}{16}$

e) $121n^2 - 49p^2$

f) $2.56w^2 - 0.25$

g) $9b^4 - 4a^4$

h) $25q^2 - 30pq + 9p^2$

i) $100x^4 - 80x^2y + 16y^2$

j) $81d^2 - \frac{16}{c^2}$

k) $49g^2 - 25h^2$

l) $\frac{m^2}{16} + \frac{mn^2}{3} + \frac{4n^4}{9}$

2. a) $p^2 + \frac{28}{7}p + \frac{132}{7}$

b) $16a^2b^2c^2 - 12abc - 40$

c) $\frac{4}{9}w^4 - \frac{1}{16}vw^2 + 63v^2$

d) $36r^2s^2t^2 + 90rst + 56$

e) $144g^2 - 63gh + \frac{10}{9}h^2$

f) $h^2 - 1.5gh + 0.54g^2$

g) $100 + 60pq - 91p^2q^2$

h) $10.2cd - 8.16$

3. a) $(a-b)(a+b) + (b-c)(b+c) + (c-a)(c+a)$
 $= a^2 - b^2 + b^2 - c^2 + c^2 - a^2 = 0$
- b) $(4k+11)^2 - 176k = 16k^2 + 88k + 121 - 176k$
 $= 16k^2 - 88k + 121$
 $= (4k-11)^2$
- c) $(3c-5d)^2 + 60cd = 9c^2 - 2(3c)(5d) + 25d^2 + 60cd$
 $= 9c^2 - 30cd + 25d^2 + 60cd$
 $= 9c^2 + 30cd + 25d^2$
 $= (3c+5d)^2$
- d) Given in textbook
4. a) $56ad$
b) $242c^2 + 50d^2$
c) $162m^2 + 288m + 128$
d) $8.4(c^2 + d^2)$
e) $x^2y^2 + y^2z^2$
5. a) 289 b) 337
6. (i) a) 5329 [Expanding $(70+3)^2$]
b) 998001 [Expanding $(1000-1)^2$]
c) 92416
d) 17.64
e) 79.21
- (ii) a) 89271 [Using $(300-27)(300+27) = 300^2 - 27^2$]
b) 882000 [Using $941^2 - 59^2 = (941+59)(941-59) = 1000 \times 882 = 882000$]
c) 320 d) 0.32 e) 359.975
f) 1209.1 g) 367836 h) 997985
i) 2479.55 j) 38024
7. a) $x = 144$
b) $y = 296$
8. a) 18 b) 14 c) 6 d) 35
9. a) 198 b) 9.1104 c) 19.94 d) 47
10. a) $a^4 - 2401$ b) $b^4 - \frac{1}{256}$
c) $(x^2 - 25)^2$ d) $a^4 - 96a^2 + 2500$
e) $p^{16} - q^{16}$

11. a) 9 and 2 b) 10 and 2 c) 14 and 8

12. a) $(4m+11)^2$
b) $(10a-7b)^2$
c) $(6p-b)^2$
d) $(13x+5y)^2$
e) $(3v+7w)(3v-7w)$
f) $(14abc+1)(14abc-1)$
g) $(8a+15b)^2 - 1$
h) $(a-b)^2 - 102$

13. A) c B) a C) b D) b E) c

14. 8280 sq. m

15. 1750 sq. m

H.O.T.S

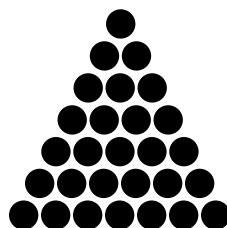
1. 841 sq. m
2. 49 sq. m

Chapter - 4A GEOMETRY

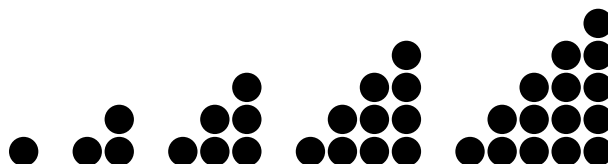
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Exercise 4.1

1.

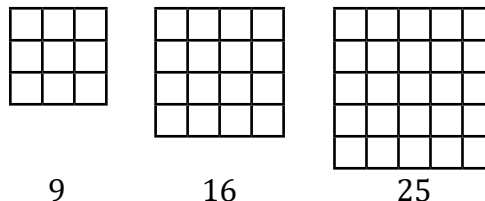


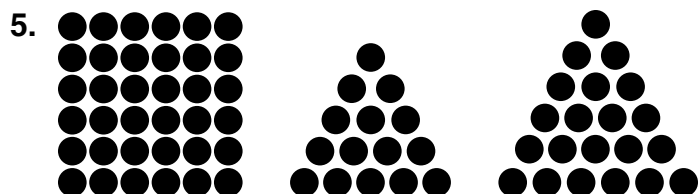
2.



3. $10 + 15 + 35$

4.





6. a) $2n + 5$
b) $4n + 1$
c) $2n - 1$

7. Blue $4n + 2$, white n

8. Blue $\frac{n(n+1)}{2}$, white $\frac{n(n+1)}{2}$, total $= n(n+1)$,

The triangular numbers are 15 and 15.

Adding two identical triangular numbers we get a rectangle of sides n and $n+1$.

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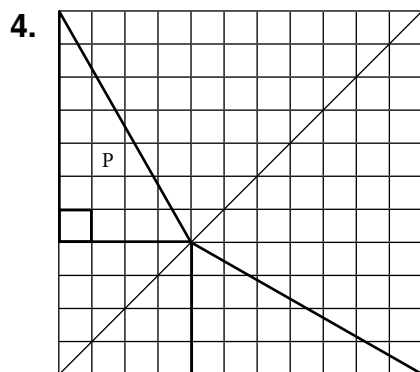
Exercise 4.2

1. Q, R, S

2. i) 72° ($\theta = \frac{360^\circ}{5}$)

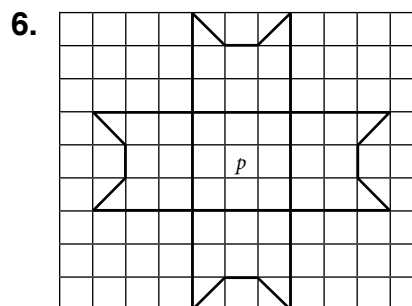
ii) 6 ($60^\circ = \frac{360}{x} \Rightarrow x = \frac{360}{60} = 6$)

3. P, R, S

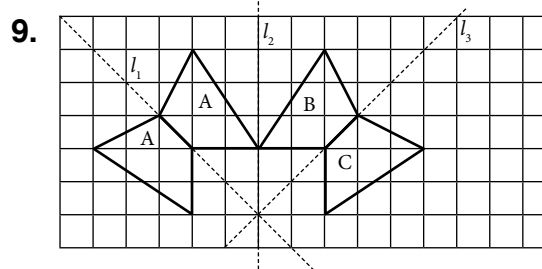
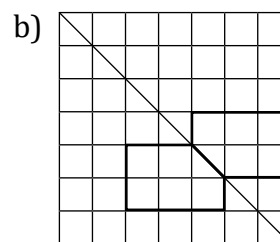
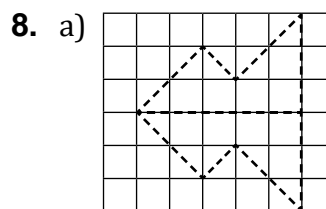


5. Angle of rotation is 90°

Order of rotational symmetry is 4



7. a) 2 b) 4



10. a) reflection in a vertical line
b) rotation 90° anticlockwise
c) translation
d) translation
e) rotation 90° clockwise
f) reflection in a vertical line

c.

Amount (in ₹)	Tally Marks	Frequency
3500		4
4000		3
4500		1
5000		1
5500		4
6000		4
6500		0
7000		5
7500		3

The mode is ₹7000

Chapter - 6 INFORMATION PROCESSING

Page No: 103 and 104

Exercise 6.1

1. a) False b) True c) False
d) True e) False

Questions 2, 3 and 4 – Students' work

5. a. i) Start
ii) Accept three numbers N1, N2 AND N3
iii) Compute the average using the formula
$$AVG = \frac{N1 + N2 + N3}{3}$$

iv) Display the result AVG
v) Stop
- b. i) Start
ii) Accept the radius of the circle as R
iii) Compute the area using the formula
$$A = 3.14 \times R^2$$

iv) Display the result A
v) Stop
- c. i) Start
ii) Accept the length of the cuboid L.
iii) Accept the breadth of the cuboid B.
iv) Accept the length of the cuboid H
v) Compute the volume V using the formula $V = L \times B \times H$

vi) Display the result V

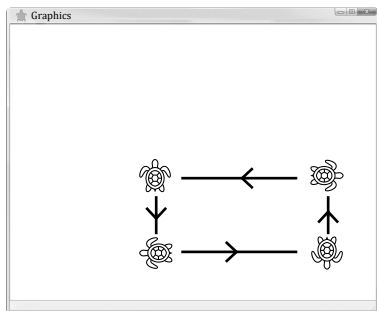
vii) Stop

- d. i) Start
ii) Accept the principal amount P
iii) Accept the number of years N
iv) Accept the rate percent R
v) Compute the simple interest using the formula $SI = (P \times N \times R) \div 100$
vi) Compute the amount using the formula $A = P + SI$
vii) Display the result SI, P
viii) Stop
- e. i) Start
ii) Take the compass using the radius measurement R1 draw a circle with center "O"
iii) Using the same center "O", with different radius measurement R2, draw another circle.
iv) Using the same center "O" with different radius measurement R3, draw another circle.
v) Stop
6. a. i) Start
ii) Move backward 40 steps
iii) Turn left 90°
iv) Move backward 60 steps.
v) Turn left 90°
vi) Move backward 40 steps
vii) Turn left 90°
viii) Move backward 60 steps
ix) Turn left 90°
- b. i) Start
ii) Move forward 40 steps
iii) Turn right 90°
iv) Move forward 80 steps
v) Turn right 90°
vi) Move forward 40 steps
vii) Turn right 90°
viii) Move forward 80 steps
ix) Turn right 90°
x) Stop

- c. i) Start
- ii) Repeat 4 times "Move backward 20 steps and Turn left 90°"
- iii) Stop
- d. i) Start
- ii) Repeat 3 times "Move forward 30 steps and Turn right 120°"
- iii) Stop

7. i) Start
- ii) Move backward 40 steps
 - iii) Turn left 90°
 - vi) Move backward 60 steps.
 - v) Turn left 90°
 - vi) Move backward 40 steps
 - vii) Turn left 90°
 - viii) Move backward 60 steps
 - ix) Turn left 90°

Diagram



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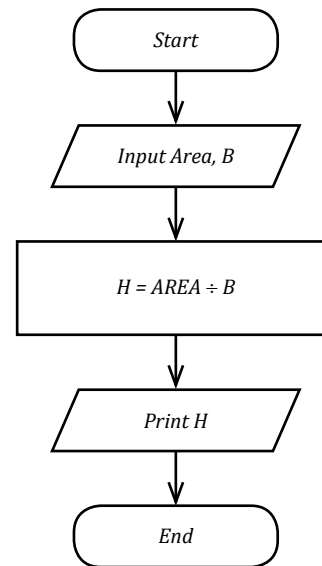
Exercise 6.2

Students' work

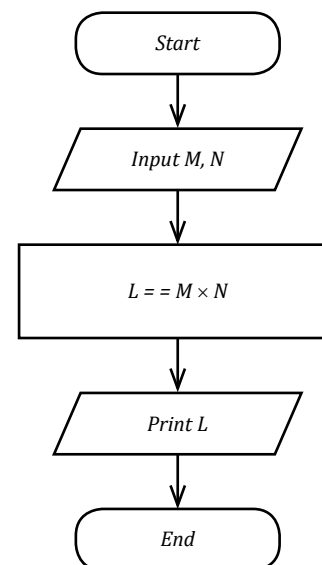
Page No: 114 to 116

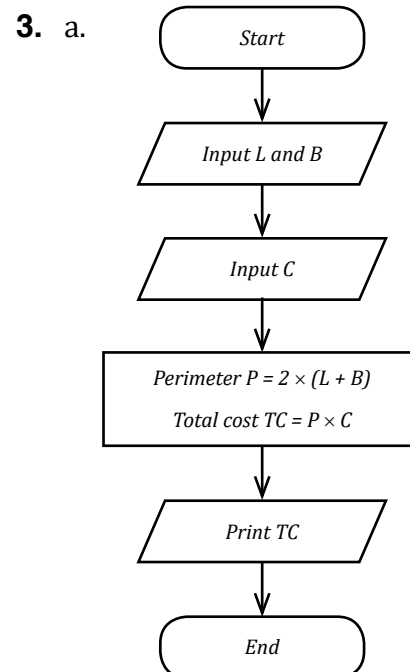
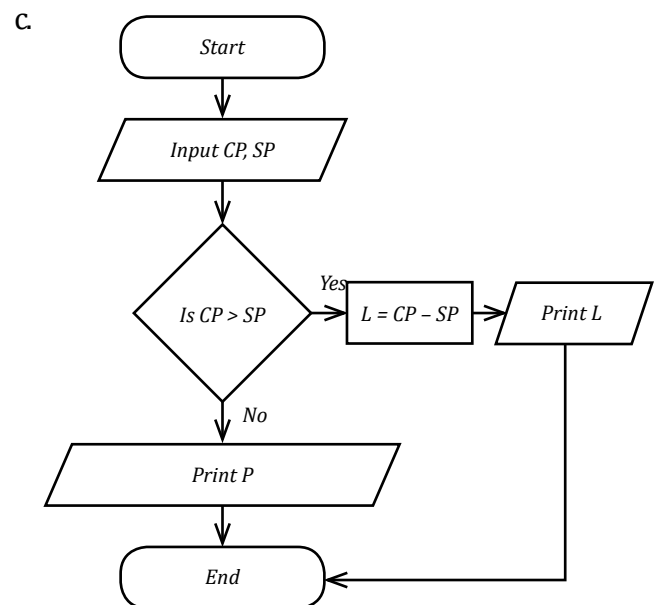
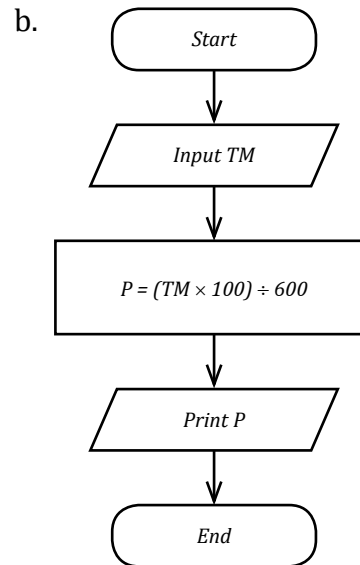
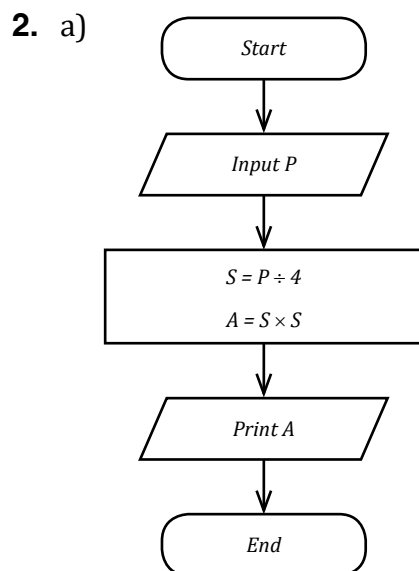
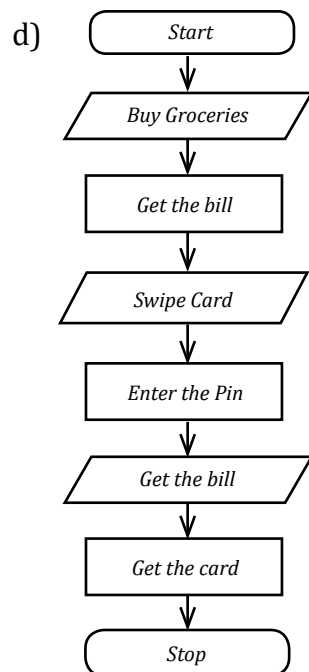
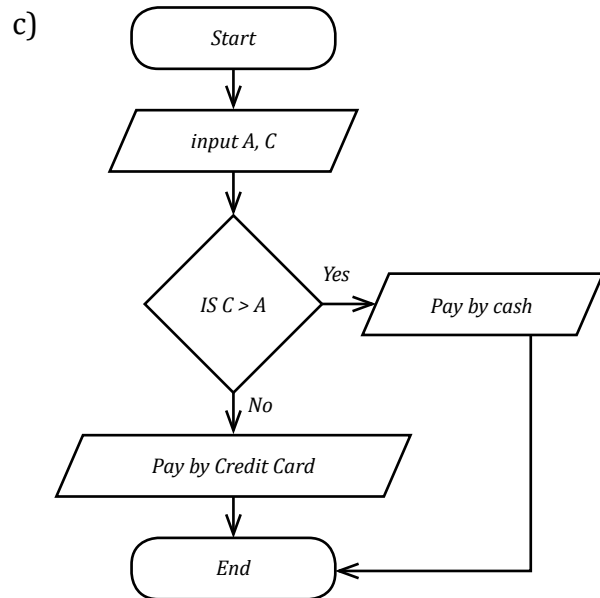
Exercise 6.3

1. a)

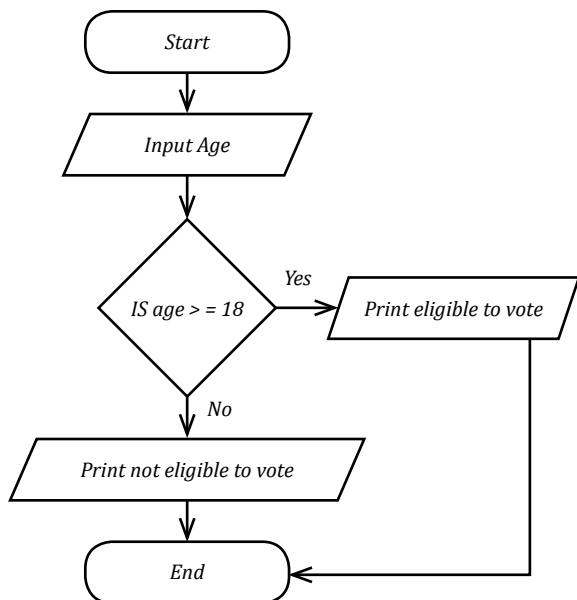


b)



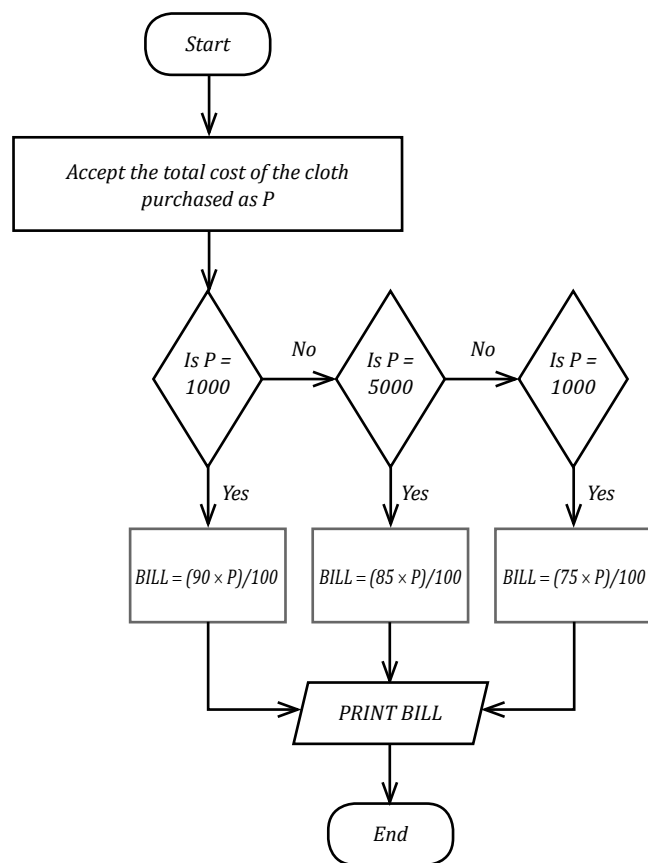


b.



4. a. The flow chart given is to find the Selling price of an item when cost price and profit are given.
- b. The flow chart is given to find out the given year is leap year or not.

5. Challenging sum:





Class: 7 KEY ANSWERS TERM : III

Chapter - 1 LIGHT

Page No. 11 - 14:

Evaluation:

I. Choose the correct answer:

- c) rectilinear propagation, straight line
- b) opaque
- d) specular and diffused
- b) steel spoon, wood
- a) it obeys laws of reflection
- b) virtual, same size and laterally inverted
- a) earth, sun and moon
- b) (i), (ii) and (iii)
- a) perpendicular drawn to that of the reflecting surface.

II. Fill in the blanks with the correct word / phrase:

- virtual, screen
- energy
- reflection
- periscope
- umbra, penumbra

III. Complete the sentences by giving reasons:

- When an opaque object is kept in the path of the light, the object will block the light and forms a shadow.
- The pinhole acts as the lens creating an inverted image.
- The reflecting surface is shinier on a brand new spoon than an old spoon and hence the reflection is clearer.
- Because of formation of shadow when a light hits an opaque object.
- Because when white light passes through a rain drop it will separate into seven colours forming spectrum.

IV. Match the following:

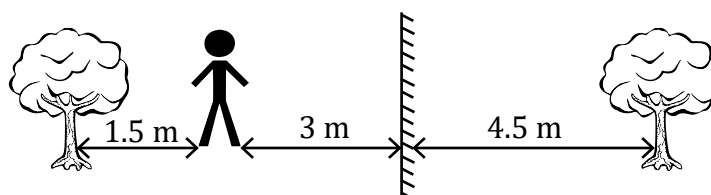
- | | |
|--------------------------------|----------------------|
| 1. f. moon | 4. b. opaque |
| 2. e. fire fly | 5. g. umbra |
| 3. a. splitting of white light | 6. d. $i = r$ |
| | 7. c. form of energy |

V. Answer the following:

- There are two laws of reflection:
 - The angle of incidence and the angle of reflection are equal.
 - The incident ray, reflected ray and the normal at the point of incidence lie on the same plane.
- Differences between natural and artificial sources of light:

Natural Sources	Artificial Sources
Sources that can naturally produce light of their own are called natural sources of light.	Light sources that do not produce their own light, but use artificial means to produce light are called an artificial light sources.
Fireflies, jellyfish, glow worms and certain sea plants are natural sources of light	Candles, Light bulbs, flash lights and neon lights are examples of artificial light sources.

- Distance between the person and the mirror = 3 m
Distance between the person and the tree (object) = 1.5 m
The image formed in the mirror = $3 + 1.5 = 4.5$ m
The distance between the image of the tree and the person = $4.5 + 3 = 7.5$ m



4. Difference between a mirror and a glass plate:

Mirror	Glass Plate
i. A mirror has a one sided polished surface.	i. A glass plate doesn't have a polished surface.
ii. Light rays can be reflected from a mirror.	ii. Light rays will pass through the glass plate.

5. According to the laws of reflection, the angle of incidence and the angle of reflection are equal. Here, the angle of incidence = 300 from the surface.

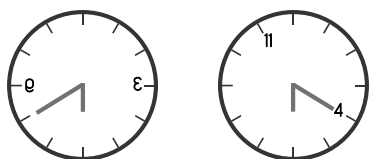
Hence, angle of incidence from the normal
 $= 900 - 300 = 600$

Therefore, angle of reflection = 600 from the laws of reflection.

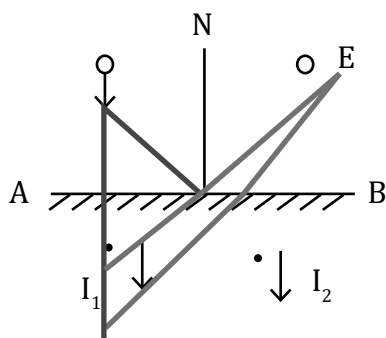
6. a) Ambulance

b) Because the mirror shows a property called "lateral inversion". It is a phenomenon in which when an object is placed in front of the mirror the right side of the object becomes left side of the image and the left side of the object becomes right side of the image. Therefore the already written inverse **AMBULANCE** when viewed through the rear view mirror (having convex mirror which provides a wide view of field) of the vehicle then the driver could easily get to know about the ambulance and give way to it.

7. The images are as follows:



8. a) virtual b) Ray diagram from O to E.

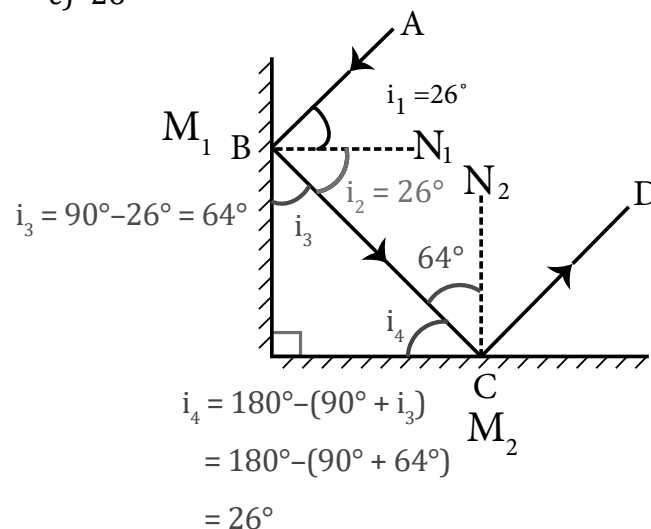


c) image distance

9. a) AB, BC

b) 64°

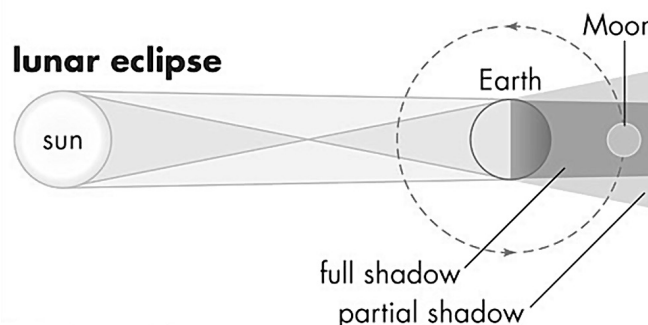
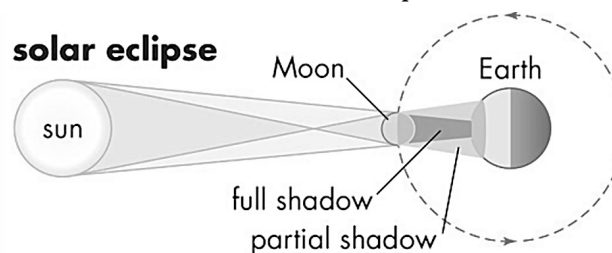
c) 26°



VI. Answer the following in detail:

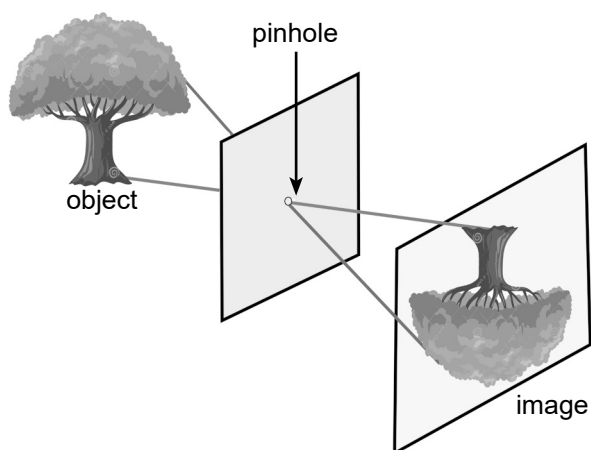
1. Formation of eclipse:

- An eclipse is a naturally occurring example of a shadow.
- When the moon comes between the sun and the earth, the shadow of the moon falls on the earth. So, we are unable to see the sun. This is a solar eclipse.
- When the earth comes between the Sun and the Moon, the shadow of the Earth falls on the moon. Hence, we are unable to see the moon. This is called a lunar eclipse.



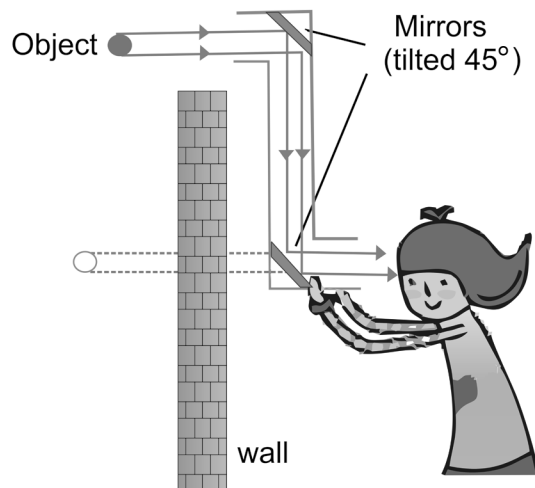
2. a) **Pinhole camera:** A pinhole camera is the simplest camera built on the principle that light travels in a straight line.

- i. A pinhole camera consists of a light-proof box, a light sensitive material/ film at one end and a pinhole at the other end.
- ii. Let us consider taking an image of an object using a pinhole camera. Each point in an object emits light.
- iii. A beam of light from each of these points passes through the pinhole and creates a point on the other side of the wall. Then, an image is formed on the film.
- iv. Now, the pinhole acts as the lens.
- v. The image created is an inverted image. The smaller the pinhole, the sharper is the image obtained.

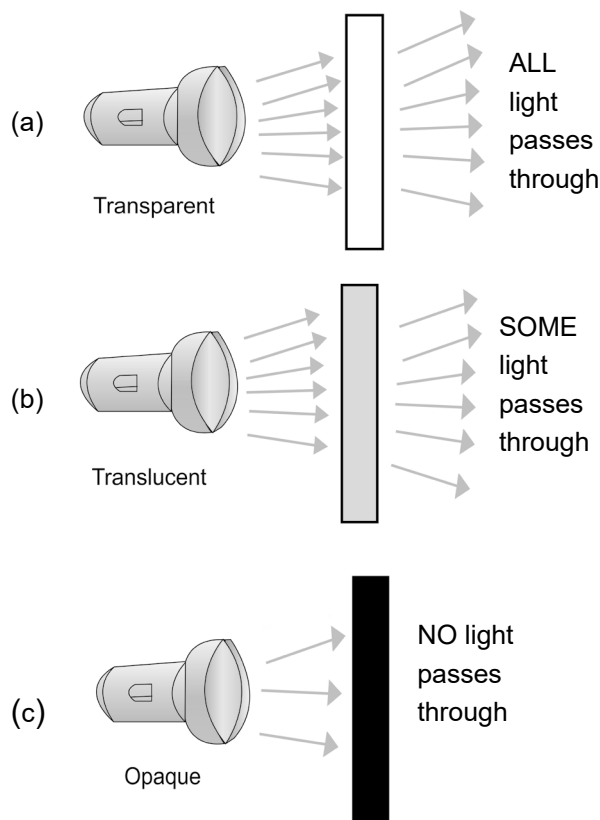


b) **Periscope:** Periscope uses the laws of reflection.

- i. You can use an empty agarbathi box and two plane mirrors to make a periscope.
- ii. As shown in the figure below, two plane mirrors are kept 45 degrees to horizontal.
- iii. As shown the figure aside, the light rays from the distant object enter through the tube at 1, and hit the mirror at 2.
- iv. As the angle of incident must be equal to angle of reflection, the reflected rays flow through the tube downwards.
- v. As the light rays hit the mirror at 3 once again they are reflected. These reflected rays then travel out of the box to our eye.



3. According to the interaction of light with matter, materials can be divided in to three categories.



Transparent materials: A material that allows the light to pass through it is called transparent. Some examples of transparent materials are clear water and plain glass.

Translucent materials: A material that allows light to partially pass through it is called translucent. Here, part of the light coming to the material will pass through it and the rest will be reflected by the material. Examples of

translucent materials are rough glass and thin light coloured polythene.

Opaque material: A material that does not allow the light to pass through it is called opaque. Here, the material will completely block the light that comes toward it. Examples of opaque materials are wood and cardboard.

4. **Incident ray:** The ray of light that falls on the surface of the reflection material.

Reflected ray: The ray of light that emerges out from the point where the incident ray falls on the reflection material.

Normal: The perpendicular line drawn from the point of incidence to the plane of reflecting surface is called normal.

Angle of incidence: The angle formed between the incident ray and the normal ray is angle of incidence.

5. When the tube is bent, we cannot see the source of light. When the tube is held straight we can see the flame. The two pictures infer that light travels in a straight line which is also called rectilinear propagation of light.

Chapter - 2

UNIVERSE AND SPACE

Page No. 30 and 31:

Evaluation:

I. Choose the correct answer:

- | | |
|---------------------|------------------|
| 1. b) 27 | |
| 2. c) helio centric | 4. a) Hubble |
| 3. d) spiral | 5. a) Great Bear |

II. Fill in the blanks:

- waxing, waning
- Ptolemy, Nicolaus Copernicus
- Aryabhata
- 88
- cosmic microwave background radiation

III. Match the following:

- | | |
|------------------------------|------------------|
| 1. c. SLV 3 | 3. e. PSLV C37 |
| 2. d. First Indian Satellite | 4. b. Sputnik |
| | 5. a. Mangalyaan |

IV. Analogy:

- irregular galaxies
- light year

V. Answer the following in brief:

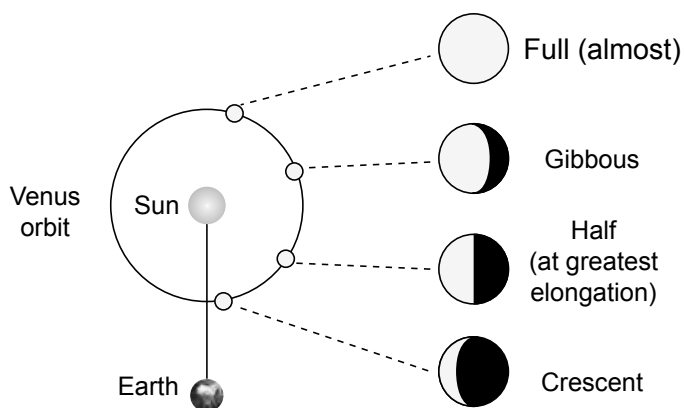
- This happens on full moon night at Triveni Sangamam of Kanyakumari. When we observe a full moon at night, its illuminated face is due to sunlight shining on it - the Earth is between the Sun and the Moon.
- Planets like Mercury, Venus, Mars, Jupiter and Saturn not only go around the Earth but also make retrograde motion on their own are called epicycles.
- Some matter in the space does not interact with electromagnetic radiation such as light. So it is not observable using the existing instruments. Though its influences are detected by various astrophysical instruments, they could not be explained using the existing gravitational laws and theories. Such matter is called dark matter.
- Zodiac belt is a region in which the Sun, the Moon and other visible planets move around the Earth as we observe. There are 12 constellations in this zodiac belt. The Sun, the Moon and the planets move in this belt with these 12 constellations in their background.
- The celestial object that has a fixed path (orbit), in which it moves around the star (the Sun), are known as Planets. Stars have their own light, whereas planets do not have their own light, they reflect the sunlight that falls on the planets.
- This is extensively used by the scientists to observe distant stars, planets of our system and as well as the galaxies beyond our own. This is not placed on Earth to avoid the influences of the Earth's atmosphere. It is placed in space to have an unobstructed view of the universe. It is named after the scientist Edwin Hubble.

7. A constellation is a recognizable pattern of stars in the night sky when viewed from the Earth.
8. Spiral galaxy, Elliptical galaxy, Barred spiral galaxies, Irregular galaxy
9. PSLV – Polar Satellite Launch Vehicle
GSLV – Geosynchronous Satellite Launch Vehicles

VI. Answer in detail:

1. The waxing and waning phases of Venus:

- i. As the Venus went around the epicycle, it would exhibit phases as shown in the figure aside.
- ii. Also at times the planet would be nearer, making the apparent size grow bigger and at times farther making the apparent size smaller.
- iii. If the Venus was going around the Sun, and its orbit is inside that of the Earth, Venus would appear always near the Sun in the sky. It can never be seen in the midnight sky.
- iv. Secondly, when it is near the Earth, it would be brighter and bigger compared to when it is on the other side of the Sun.
- v. Thirdly, only if the Venus is revolving around the Sun, it can exhibit gibbous phase, and the size of the gibbous phase is smaller than the crescent phase.
- vi. If the Venus was revolving around the Earth, we can never see the gibbous phase of the Venus and it would be seen only if it is orbiting around the Sun.



2. The Big Bang Theory:

- i. According to the Big Bang Theory, space and time emerged together around 14 billion years ago.
- ii. Then, the entire universe was condensed in one single point which was thousands of times smaller than a pinhead. That point was unimaginably denser and hotter. Then suddenly it exploded. Time, space and matter began with the Big Bang.
- iii. In a matter of a fraction of a second, the universe grew from smaller than an atom into bigger than a galaxy. Over the next three minutes, the temperature of the universe dropped below 1 billion degrees Celsius.
- iv. After 3,00,000 years, it cooled to about 3000 degrees Celsius. Atomic nuclei were finally able to capture electrons at this stage which led to the formation of atoms and molecules.
- v. At this stage, the universe was covered with giant clouds of Hydrogen and Helium gases. Gradually, these gases were pulled towards where the dark matter was denser and were later formed into the first stars and galaxies.
- vi. As millions of years passed, the denser areas pulled in matter as they had larger gravity. About 100 million years after the Big Bang, the gas that gathered together was hot and dense enough for the first stars to form. Back then during this time, new stars were forming at the rate of at least 10 times higher than the present day universe. Large clusters of stars gathered to form the first galaxies.
- vii. The only evidence we have of this Big Bang is, the faint glow in the space which is called the 'cosmic microwave background radiation'.

3. **Types of galaxies:** A galaxy is a cluster or collection of stars, dust, dark matter, gas, etc. which are held together by gravitational attraction.

Spiral galaxy: This is the most common type of galaxy. It makes up more than two thirds of all observed galaxies so far. A spiral galaxy has a flat disc and a bulging centre. The disc spins at a speed of hundreds of kilometers per second and the bulge is surrounded by spiral

arms. The bulge is brighter than the arms. The spinning motion of the disc causes the matter in the galaxy to take the distinctive spiral shape. It looks like a large cosmic pinwheel. Our Milky Way galaxy is an example for a spiral galaxy.

Elliptical galaxy: These galaxies are generally round but elongated along one axis. The universe's largest known galaxies are elliptical. The star clusters inside of this galaxy moves more randomly than that of the star clusters in a spiral galaxy. These are giant galaxies whose arms sprawl across around 2 million light years. They have mostly older stars with less interstellar matter and dust.

Barred spiral galaxies: These galaxies are nothing but spiral galaxies with a linear bar in the centre which gives a slightly elongated shape to the galaxy but not very long like elliptical galaxies. This also has a brighter bulging centre with not-so-bright arms spiraling around it. The peculiarity about these types of galaxies is they tend to form in the densely populated spaces of the universe. Just like elliptical galaxies, they also have less interstellar matter and dust.

4. Constellations:

- i. A constellation is a recognizable pattern of stars in the night sky when viewed from the Earth.
- ii. International Astronomical Union has classified 88 constellations to cover the entire celestial sphere.
- iii. Many of the old constellations have Greek or Latin names and are often named after mythological characters.
- iv. Ursa Major (Saptha Rishi Mandalam) is a large constellation and it covers a large part of the sky.
- v. The most striking feature of this constellation is a group of seven bright stars known as big dipper (seven Sages in Indian astronomy).
- vi. Ursa Minor in Latin means 'THE LITTLE BEAR' and it lies in the northern sky.
- vii. The Pole star, Polaris (Dhruva) lies within this constellation.
- viii. The main group, 'little dipper', consists of seven stars and is quite similar to that found in Ursa Major.

Chapter - 3

THE CHEMISTRY OF POLYMERS

Page No. 48 and 49:

Evaluation:

I. Fill in the blanks with the correct word/phrase:

1. artificial silk
2. cellulose or chitin
3. amorphous
4. 500 years
5. Non-biodegradable

II. Choose the correct answer:

1. d) all of the above
2. d) Rayon
3. b) bakelite
4. d) landfill
5. a) PYREX

III. Match the following:

1. c. fibre
2. a. thermoplastic
3. b. thermosetting plastic
4. e. nonstick cookwares
5. d. wood pulp

IV. Answer the following questions:

1. Proteins, carbohydrates, cellulose, chitin, rubber, lignin.
2. **Characteristics of synthetic fibres:**
 - i. Do not wrinkle easily.
 - ii. Dries quickly and durable.
 - iii. Easy to maintain, lightweight.
 - iv. Less expensive, readily available and resists oils and chemicals.

3. Differences between thermoplastics and thermosetting plastics:

Thermoplastics	Thermosetting Plastics
Long, straight chained polymers form thermoplastics.	Cross-linked polymers form thermosetting plastics.
They change their shape upon heating and cooling.	Once formed they do not undergo shape conversion upon heating and cooling.
Expensive	Cheap
Recyclable	Not recyclable
Eg., polyethene, PVC, PET bottles	Eg., bakelite and melamine

Note: Any two of the above differences can be given excluding the examples.

- Silica sand and boric oxide are the two raw-materials.
- Flammable materials, plastics, paints, electronics, and batteries are some of the house-hold hazardous wastes.

V. Answer in detail:

1. The stages of processing wool:

Step 1:

Shearing: The hair of the animal is usually removed in hot weather by a machine or a large razor. This will not hurt the animal as the uppermost layer of the skin is dead.

Step 2:

Scouring: The sheared hair is washed vigorously with soapy water to remove the oils, dirt and dust.

Step 3:

Sorting: The cleaned hair is sent to the factories and separated as fibres of different thickness/textures.

Step 4:

Dyeing: Thus collected fibres are coloured as the natural fleece of these animals is black, brown or white.

Step 5:

The wool thus obtained is smoothened, washed, combed and spins into yarn used for making sweaters and others are spun and woven into other wooldn cloths.

- Plastics are non-biodegradable and once introduced into the environment it takes several years to decompose. On burning plastic, it releases poisonous gases which are harmful to the living beings. The plastics even choke the respiratory tract of animals like cows when consumed leading to death. Hence, the usage of plastic should be avoided.

3. Differences between bio-degradable and non-biodegradable plastics:

Biodegradable Plastics	Non-biodegradable Plastics
These can be broken down into simple, non-poisonous substances by the action of microorganisms in nature.	These cannot be broken down into simple, non-poisonous substances by the action of microorganisms in nature.
They can be recycled naturally and do not pollute the environment.	They cannot be recycled naturally and causes environmental pollution.
They persist for small time intervals in the environment.	They persist for longer time intervals in the environment.
Examples – PLA (Polyactide Acid), PHA (Polyhydroxyalkanoate)	Examples – Glass objects, polythene bags

VI. Give Reasons:

- As they are not softened on heating.
- As they are very strong in nature and are stronger than the steel wires.

Chapter - 4

CHEMISTRY IN DAILY LIFE

Page No. 65 and 66:

Evaluation:

I. Fill in the blanks:

1. Analgesics
 2. Oral Rehydration Solution
 3. 12.683
 4. Acidity
 5. Ampicillin, amoxicillin and penicillin G
 6. Antiseptics
 7. Ignition temperature
 8. Combustion
 9. Exothermic
 10. Calorific value
- \\(*Correction in textbook: remove last sentences)

II. Match the following:

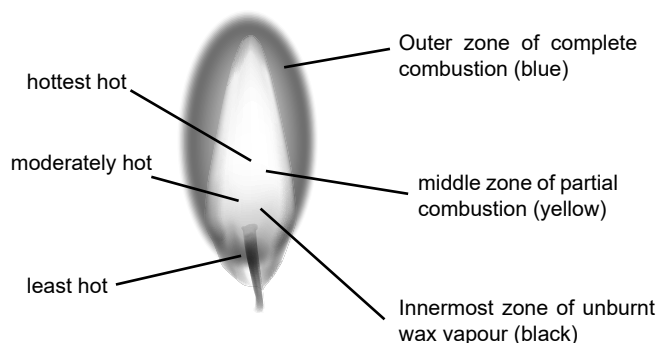
1. b. reduce body temperature
2. a. reduce pain
3. d. ORS solution
4. c. spontaneous combustion
5. e. leads to respiratory problem

III. Answer the following in 1 or 2 sentences:

1. Some microorganisms and plants synthesize chemicals which are toxic in nature to protect them from invading organisms. The biosynthesized chemicals isolated from the plants/microorganisms and used as medicines against infectious diseases. These substances were called as antibiotics.
2. The reaction in which heat and light is emitted in the form of energy is called exothermic reaction. Ex: burning candle
3. The chemical process in which a substance reacts with oxygen to produce heat is called combustion.

4. The term analgesic means a medication that provides relief from pain without putting one to sleep or making one lose consciousness.
5. It is used to replace fluids and minerals (such as sodium, potassium) lost due to diarrhea and vomiting. It helps prevent or treat the loss of too much body water (dehydration).
6. There are five types of combustion namely – complete combustion, incomplete combustion, rapid combustion, spontaneous combustion and explosive combustion.

7. Parts of flame:



8. Antacids are a class of medicines that help neutralize the acid in the stomach. They are made of ingredients such as aluminium, calcium, magnesium, or sodium bicarbonate which act as bases (alkalis) to counteract the stomach acid.
9. Cumin, witch hazel, ashwaganda, pineapple, coptis, chrysanthemum, sheabutter are some of the non-inflammatory herbs.

10. The story of discovery of Penicillin:

- i. When people were suffering from deadly diseases like pneumonia; sour throat etc. caused by bacterium *Staphylococcus aureus*, in 1928, the **Scottish bacteriologist Dr. Alexander Fleming** was taking a lot of interest to find an effective medicine to kill these bacteria.
- ii. One day, he left the petri dishes containing the bacterium ***Staphylococcus aureus***, without storing it properly and when he returned he noticed that the petri dishes containing the bacterium *Staphylococcus aureus* had been contaminated with a mould because of his carelessness.

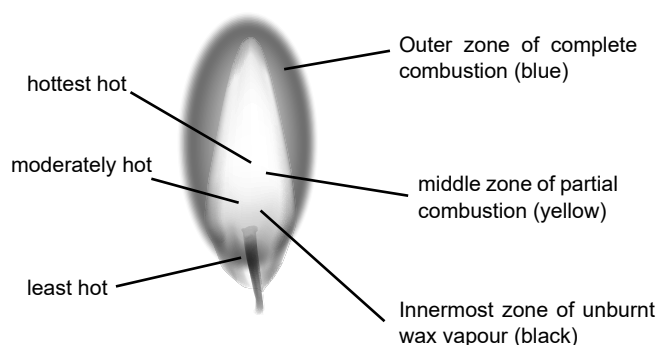
- iii. He took time to examine the growth of the mould (*Penicillium Notatum*) under his microscope. He observed that the mould had created a germ-free zone in which the bacteria did not grow any further.
- iv. He concluded that the mould must be producing an antibacterial agent, which not only inhibited the growth of the bacteria but, more importantly, it might also be harnessed to combat infectious diseases.
- v. Thus, Penicillin was accidentally discovered and he received the Noble Prize for this discovery.

IV. Answer in detail:

1. Preparation Of ORS at home:

- i. One can make ORS at home using salt, sugar and water.
- ii. Take 4 cups of clean drinking water.
- iii. Mix $\frac{1}{2}$ small spoon of salt.
- iv. Add 6 small spoons of sugar.
- v. Mix it thoroughly.
- vi. Drink this homemade ORS several times a day until you recover from dehydration and diarrhea.

2. Structure of the flame:



The flame has three distinct colours in it namely, inner part, middle part and outer part.

Inner Part: It is the least hot part of the flame. This is the black part of the flames that contains unburnt vapour of the fuel of the carbon from the wick i.e. unburnt fuel.

Middle Part: This is the biggest part of the

flame. The colours in this are varying shades of yellow and orange. This is the luminous flame because it emits light. This part is also not extremely hot. This is because this part gets a limited supply of oxygen that results in incomplete combustion.

Outer Part: This is the hottest part of the flame. As this is the outer most part of the flame, it has a high supply of oxygen. As a result, complete combustion takes place at this part, hence the highest temperature of all the three parts. Also, this part of the flame burns with a blue colour. It is non-luminous, which means it does not emit any light.

3. **Types of combustion:** There are five types of combustion namely – complete combustion, incomplete combustion, rapid combustion, spontaneous combustion and explosive combustion.

Complete Combustion: Complete or clean combustion occurs when there is an unlimited supply of air, oxygen in particular. Here the hydrocarbon will burn out completely with the oxygen and leave only two by-products, water, and carbon dioxide. E.g.: Combustion of propane gas.

Incomplete Combustion: Incomplete or dirty combustion takes place when the air is in limited supply. Due to lack of oxygen, the fuel will not react with the oxidizing agent completely. As a result this type of combustion produces carbon monoxide and soot. E.g.: Burning of paper and coal.

Rapid Combustion: It needs external heat energy for the reaction to start. This combustion produces a large amount of heat and light energy rapidly. It will last as long as the fuel is available. E.g.: Burning of LPG in a gas stove, Kerosene fueled stove.

Spontaneous Combustion: It happens on its own and requires no external energy for the combustion to start. A substance with low-ignition temperatures gets heated. E.g.: Phosphorous and sulphur burn instantaneously at room temperature.

Explosive Combustion: Explosive Combustion happens when the combustion reaction occurs very rapidly. The reaction

occurs when something ignites to produce heat, light and sound energy. E.g.: Firecrackers

4. Fire extinguishers are used to cut off the supply of air or to bring down the temperature of the burning fuel or both and then put out the fire or control it.

Types of fire extinguisher:

The most common types of fire extinguishers are:

1. Air pressurized water extinguishers
2. Carbon-di-oxide extinguishers.
3. Dry chemical powder extinguishers.

Fire extinguishers are further broadly classified into five types:

- | | |
|----------------|----------------------|
| 1. Water, | 4. CO ₂ , |
| 2. Foam, | 5. Wet Chemical |
| 3. Dry Powder, | |

The classes of fire: There are five classes of fire: Class A, Class B, Class C, Class D, and Class E.

Class A fires – **Combustible materials:** caused by flammable solids, such as wood, paper, and fabric

Class B fires – **Flammable liquids:** such as petrol, turpentine or paint

Class C fires – **Flammable gases:** like hydrogen, butane or methane

Class D fires – **Combustible metals:** chemicals such as magnesium, aluminum or potassium

Class E fires – Typically a chip-pan fire

Electrical fires – **Electrical equipment:** once the electrical item is removed, the fire changes class

5. **a. Antacids:** Antacids are a class of medicines that help neutralize the acid in the stomach. They are made of ingredients such as aluminium, calcium, magnesium, or sodium bicarbonate which act as bases (alkalis) to counteract the stomach acid. As we know, mixing a base with an acid or vice versa will reduce the pH level of acid and make it neutral.

Some of the common symptoms of acidity are burning sensation in the chest or throat area, bitter taste in the mouth, persistent dry cough, pain when lying down and regurgitation.

Commonly used antacids that help treat acidity are Sodium Bicarbonate (NaHCO₃), Calcium Carbonate (CaCO₃), Magnesium Hydroxide (Mg (OH)₂), Magnesium Carbonate (MgCO₃), Aluminium Hydroxide Al(OH)₃

b. Antibiotics: Antibiotics (antibacterial) are medications that destroy or reduce the growth of bacteria. They are powerful medicines that have the ability to fight certain infections. Some microorganisms and some plants synthesise certain toxic chemicals to protect from other invading microbes. This toxic chemical can be productively extracted and used to support the human immune system in fighting against pathogens.

E.g: Ampicillin, amoxicillin, and penicillin are some penicillin-based antibiotics. Chloramphenicol, tetracyclines, cephalosporins, streptomycin are some antibiotics.

c. Antiseptics: Antiseptics are against pus formation. Antiseptics are substances that are applied on the body's surface only, to prevent or slow down the growth of microorganisms. They are predominantly used in hospitals and other medical settings such as clinics and laboratories to reduce the risk of infection during surgery and other procedures.

Antiseptics are very effective against bacteria, viruses, fungi and other harmful microorganisms. There are plants with antiseptic properties like aloe vera, ginger and turmeric.

d. Antihistamines: An allergy is an immune response, or reaction by our body, to substances (allergens) that are usually not harmful.

For someone with allergies, the immune response is oversensitive. When the body recognizes an allergen, the immune system launches a response releasing chemicals such as histamines. These chemicals cause allergy symptoms.

For example: A person who is allergic to strong scent develops head ache or begins to sneeze when exposed to strong perfumes. Here perfume smell is the allergen which is not harmful but the body senses it and produces

histamine which causes symptoms like headaches or sneezing.

Some of the allergy symptoms that are treated using antihistamines are:

- Congestion, runny nose, sneezing or itching
- Swelling of the nasal passages
- Hives and other skin rashes
- Itchy, runny eyes

Properties of antihistamines are present in some plants, vegetables and fruits too.

Chapter - 5

ANIMALS IN OUR DAILY LIFE

Page No. 83 and 84:

Evaluation:

I. Fill in the blanks:

- | | |
|------------------|-------------------|
| 1. Vanamahotsava | 4. Aspergillosis |
| 2. Queen bee | 5. Apis mellifera |
| 3. Apiculture | 6. Protein |

II. State whether the following sentences are True or False. Correct the statement if false:

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

III. Match the following:

- | | |
|------------|-------------|
| 1. Wool | b. sheep |
| 2. Eggs | a. hen |
| 3. Silk | d. silkworm |
| 4. Leather | e. goat |
| 5. Pearl | c. oysters |

IV. Choose the correct answer from the following:

- | | |
|----------------|----------------|
| 1. Silk | 4. Apis florae |
| 2. Angora wool | 5. Jute |
| 3. Sterile | |

V. Analogy:

1. Silver revolution
2. caused by bacteria
3. sericulture
4. Types of silk

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

1. The process of shaving the fleece of the sheep along with a thin layer of skin is called shearing.
2. Hens sit on the eggs to give them warmth for hatching. This is known as incubation.
3. Organisations involved in wild life conservation are World Wide Fund for nature (WWF), International Union for Conservation of Nature (IUCN) and Blue cross is an animal welfare society. (*Note: students can mention any one.*)
4. The silk thread is taken out from the cocoon, by a process called reeling.

VI. Answer the following questions:

1. The uses of silk are as follows:

- Silk has natural beauty and elegance and is used in the manufacture of beautiful sarees, classical and high fashion clothes and other modern day dresses.
- Silk is used to make draperies, curtains, rugs and carpets that we use in our homes, as well as wall hangings.
- Silk fibre is used to make ribbons for typewriters and computers.
- Silk is used as an insulator in space vessels, and in making parachutes.
- It is used in the manufacture of surgical threads for sutures.

2. Ahimsa means 'non violence'. Kusuma Rajaiah a Government officer from Andhra Pradesh, with many years of experience in the silk industry, in 1972, proposed a new, humane way of producing silk, with no killing or no cruelty to the worms. The silk is also known as 'Peace silk', because not a single silkworm is killed during the entire process of manufacturing the fabric.

The process involves allowing the worms to stay inside the cocoons till they are mature enough to pierce the cocoon and fly away as moths. Only then are the vacant cocoons used to produce silk. As in traditional methods, there is no boiling of the cocoons and sorting of fibres, which are later used to produce silk. Several people and animal welfare groups interested in caring for animals have been supporting the manufacture of this type of silk. Ahimsa silk has all the properties of regular silk, but it is less lustrous.

3. Domestic animals live with us, and help us in various activities. They can be taken care of in the following ways.
 - Providing them good food and clean water to stay healthy.
 - Providing them clean and ventilated shelters with proper lighting.
 - Preventing diseases by regular check-ups, and timely vaccinations.

4. Sorter's disease or anthrax is a disease contacted by the sorters who have a very risky job. They can get infected with anthrax bacterium (*Bacillus Anthracis*) while handling contaminated animal fleece and from direct contact with the animals, while processing the fleece. This leads to this fatal blood disease - Sorter's disease. The symptoms include a cough and shortness of breath along with a fever which is similar to those seen in pneumonia. At times, it can also cause nausea and diarrhoea. The most effective medicine for the treatment of anthrax is penicillin or ciprofloxacin. Animals are vaccinated to control the spread of the disease. Other measures to control the spread include burning and burial of the carcasses of infected animals.

VII. Assertion and Reason Questions:

1. a. Assertion is correct, Reasoning is correct
2. b. Assertion is correct, Reasoning is incorrect



Class: 7 KEY ANSWERS TERM : III

HISTORY

Chapter - 1

NEW RELIGIOUS IDEAS AND MOVEMENTS

Page No. 97 and 98:

Evaluation:

I. Choose the correct answer:

- | | |
|-----------------|-----------------------|
| 1. d. Shiva | 4. a. Divyaprabhandam |
| 2. c. Rajasthan | 5. b. Sekkizhar |
| 3. d. Andal | |

II. Fill in the blanks:

- | | |
|------------------|------------|
| 1. ba-shara | 3. Vijayak |
| 2. Bhai Maradana | 4. Angad |

III. Match the following:

- | | |
|----------------------|--------------------------|
| 1. Doha | d. Kabir |
| 2. Nirguna | e. Nameless and formless |
| 3. Tevaram | a. Nayanmars |
| 4. Visishtadvaita | b. Ramanujar |
| 5. Guru Granth Sahib | c. Sikhism |

IV. Assertion and Reason questions:

1. b) R is the correct explanation of A

V. Identify the wrong pair:

1. Nanak - Ramananda

VI. Find the odd one out:

Tasawwuf

VII. Consider the following statements and find out which is/are correct:

- b) 1 and 2 are correct.

VIII. True or False:

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

IX. Write about the following in one or two sentences:

1. Tirumurai is the saiva hymns compiled by Nambiyandar nambi into a series of eleven volumes. It contains the biographies of the sixty three nayanmars.

2. In the 10th century, under orders of Rajaraja Chola I he compiled the Tirumurai into a series of eleven volumes.

3. Andal was a woman alvar who composed Tiruppavai.

She was born in the garden of Perialvar in Srivilliputhur.

She saw Ranganatha of Srirangam temple as her spouse and is believed to have merged with him.

4. Visishtadvaita is religious philosophy of Ramanuja. According to Ramanuja, god is not the impersonal brahman but had a name form. That is Vishnu.

5. Both ill-treated Kabir. Subsequently, he was forced to leave Benaras and spend his last days wandering.

X. Answer in detail:

1. • The Bhakti poets emphasised direct contact with one's personal god.
• They used the local language instead of Sanskrit, which were the norm till then.
• Music was an integral part of Bhakti poetry, which was meant to be sung either at temples or at home.
• The Bhakti poets did away with holy books, rituals, ceremonies and priests as intermediaries between themselves and God.
2. The Bhakti poets of the Tamil region sparked a movement of devotional worship throughout the Indian subcontinent that was active for



about a millennium. They composed beautiful poetry that was at once both passionate and philosophical. They established a new religious tradition of intensely emotional bhakti, whose impact is still felt in India. The Bhakti saints did not seek to overthrow the caste social order but they opened a window to the 'lower' castes to assert their religious preferences. The Bhakti movements produced enormous poetic literature and enriched the regional and local languages. They continue to influence Indians' religious behavior.

Chapter - 2

ART AND ARCHITECTURE OF TAMIL NADU

Page No. 106 - 108:

Evaluation:

I. Choose the correct answer:

1. b) Pandya
2. a) Brihadeeswara
3. b) Narasimhavarman I
4. b) Nataraja
5. d) Darasuram

II. Fill in the blanks:

- | | |
|-----------------|-----------|
| 1. Mamallapuram | 4. Nagara |
| 2. Pandya | 5. Vimana |
| 3. garbagriha | |

III. Match the following:

1. e. Mamallapuram
2. d. Kanchipuram
3. b. Passage
4. a. Finial
5. c. Wall painting/mural

IV. True or False:

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

V. Consider the following statements. Tick the appropriate answer:

1. a) R is the correct explanation of A.
2. b) II is correct
3. Find the odd one out:
Thanjavur temple
4. Find the wrong pair:
Krishna cave temple – pallavaram
5. Arrange the dynasties in chronological order:
Pallavas, Cholas, laterPandyas,
Vijayanagar rulers, Nayakas

VI. Write brief notes on:

1. The cave temple at Mandagapattu (Vizhuppuram district) is the earliest surviving Pallava stone shrine in Tamil Nadu, excavated by king Mahendravarman I (600-630 CE) for Shiva, Vishnu and Brahma.
2. The temple is built along very similar lines as the one in Thanjavur. Because of its delicate appearance and gentle curve, it is often called the feminine version of the one of the Thanjavur temple.
3. Kailasanatha temple is a Shivan temple in Kanchipuram. The characteristic feature of this temples is the high vimana diminishing in size like a pyramid.
4. It is Mamallapuram. The Krishna Mandapa has a panel called govardhanadhari, portraying Krishna holding up the mythical Govardhan hill to protect the people of his village from torrential rains.

VII. Answer in detail:

1. The Rajarajeswara (or Brihadeswara) Temple in Thanjavur built by RajarajaChola in 1010 CE is the largest and highest of Chola temples.
 - A huge stone dome weighing about 80 tons crowns the vimanam.
 - The garbhagriha houses an enormous monolithic Shivalinga.
 - The temple from the top of the base is covered with exquisite sculptures.
 - The gopuram is decorated with beautiful sculptures.

RajarajaChola I (985-1014 AD) took about 6 years to build the temple. It was originally called the Peruvudaiyar Temple.

- More than a century later, Rajaraja II (1143 – 1173 CE) built the Airavateshwara Temple in Darasuram (near Kumbakonam).

The architecture is more complicated. Inside the temple, a series of pillared mandapams lead to the garbhagriha. Episodes from Hindu mythology - like the wedding of Shiva and Parvati, the birth of their son Subramanya - are carved on the pillars of the mandapams. It is designated as a UNESCO heritage site.

Chapter - 3

JAINISM, BUDDHISM AND AJIVAKA PHILOSOPHY IN TAMIL NADU

Page No. 116 - 118:

Evaluation:

I. Choose the correct answer:

- c) Agamas
- b) Buddhism
- a) livelihood
- b) Nagapatnam
- b) Ilango Adikal

II. Fill in the blanks:

- Sittanavasal
- 3rd
- Sky-clad
- Vardhamana
- The enlightened one

III. Match the correct pairs:

- d. Kanchi
- c. Female Jain ascetic
- e. Thoothukkuddi
- b. Aritapatti
- a. Ajivakam

IV. Answer the following:

- Find the odd one out:
Kaveripoompatnam
- a) A is correct and R is the right explanation of A
- Identify the correct statements:
d) I and IV are correct
- Identify the wrong pair:
Valayapathi – Jain text

V. True or False:

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

VI. Write about the following briefly:

- Buddha's teachings were written down in 1st century BCE and are called tripitakas (three baskets). The core of the Buddha's teaching is that the nature of life is suffering.
Desire is the root cause of suffering.
Suffering (or pain) can be overcome by following the eight-fold path of right action, right speech, right livelihood, right thought etc.
- They believed in 'absolute determinism' or the absence of free will. According to this philosophy, everything is pre-determined by cosmic principles. Human beings can do nothing to change their environment or destiny. They also did not believe in the existence of god. They promoted leading a simple life without worrying about moksha.
- Scores of stone statues of the Buddha have been discovered at Thyaganur and Perambalur recently. This has led historians to declare that Buddhism was not confined to the coastal town of Tamil Nadu.
- While dismantling the chudamanivihara in mid-19th century, discovered five exquisitely carved Buddha statues in a brick chamber under a tree near the structure. This discovery resulted in major archaeological excavations at the site, and by the 1930s around 350 bronze statues of the Buddha and the Bodhisattvas were unearthed from various parts of Nagapattinam.

VII. Write about the following in detail:

1. Kazhugumalai (Thoothukudi district) has a large gallery of sculptures of Jain tirthankars carved between the 8th and 12th centuries CE. Some panels illustrate stories of Jain yakshas and yakshis (protector gods and goddesses).

It also has the largest collection of Jain inscriptions in Tamil Nadu. They provide information on the donors who had commissioned the sculptures, the panels of the tirthankaras and kurathars and kurathis (male and female teachers and ascetics). Thus it serves as a Jain centre.

2. Jain contribution to Tamil literature:

The Jains of Tamil Nadu wrote in Tamil and Pali. Silappadikaram and Jivakachintamani, two of the five great Tamil epics are works of Jains.

Silappadikaram is the earliest epic poem in Tamil written in 5th – 6th century CE by the Chera prince IlankoAdikal, who was a Jain monk.

Jivakachintamani was written by Thiruthakkathevar in 9th/10th century CE, a Madurai based Jain ascetic. Many of the pathinenkeezhkanakku works – eg. naladiyar, yapperungalam – have Jain authors. Tirukkural is considered to be highly influenced by Jain philosophy. Many of the Jain works are on ethics and morality (eg. nannul by Pavananthi).

3. Buddhism in Kanchipuram:

Kanchipuram had been a major Buddhist centre in 6th and 7th centuries CE. According to Hieun-Tsang, who visited Kanchi in 637 CE, there were hundreds of Buddhist viharas and thousands of Buddhist monks living in and visiting Kanchi. The Mahayana form of Buddhism was popular in Kanchipuram. Even though there is not a single Buddhist vihara in Kanchi now, hundreds of Buddha and Bodhisatva statues can be seen in the Vishnu and Shiva temples in Kanchipuram.

GEOGRAPHY

Chapter - 1A EXPLORING CONTINENTS – NORTH AMERICA

Page No. 133 - 134:

Evaluation:

I. Choose the correct answer:

1. c. Hudson
2. d. The Tropic of Cancer and Arctic Circle pass through North America
3. a. Great Slave Lake
4. b. Appalachian Mountain

II. Match the following natural vegetation types with their special names:

1. b. Tundra
2. c. Boreal
3. d. Prairie
4. e. Chaparral
5. a. Evergreen

III. Fill in the blanks:

1. Breadbasket of the world
2. enormous hydro power.
3. Hurricane
4. Yellowstone
5. Eskimos

IV. Match the animals with their names and their biome/natural vegetation given:

- | | |
|----------------|-------------------|
| 1. brown bear | 4. rattlesnake |
| 2. Arctic wolf | 5. American bison |
| 3. alligator | |

V. Answer briefly:

1. The Physiographic divisions of North America are Western Cordillera, The Great Plains, the Canadian Shield, the eastern region, the Caribbean region.
2. The cordilleras has different chains of mountains enclose within them areas of low rainfall forming deserts. It has many volcanoes. Hence it has arid and semi-arid regions within.
3. The Great Lakes-St. Lawrence Seaway is a deep draft waterway extending 3,700 km (2,340 miles) from the Atlantic Ocean to the head of the Great Lakes, in the heart of North America
4. The Innuits are people of the far north (they used to be called the Eskimos). These original inhabitants have become modernised can hardly be recognised in their original appearances. Apart from the Native Americans and Europeans, there are people from Africa.
5. This region grows plenty of grains to feed a large part of the world. Hence it is called the 'Breadbasket of the world'.

VI. Reasoning:

1. c. The warm Gulf Stream brings stormy weather
2. a. Statement I is correct

VII. Answer in detail:

1. Most industries are concentrated in the eastern plains for the following reasons:
 - The rich mineral region provides a raw material base.
 - Close at hand are also the agricultural regions that provide agricultural raw materials.
 - The Plains provide easy movement of goods and people by various modes of transport.
 - The numerous rivers that tumble down the steep cliffs of the Appalachians along the Fall Line provide enormous amounts of hydro power
 - The climate is not hot or severely cold.
 - The Atlantic Ocean provides direct access to Europe and the rest of the world.
 - On account of all these, many people tend to choose to live here and therefore manpower is readily available.

- The numerous towns that have sprung up support one another in the industrial chain like those between Boston, New York and Washington.

Examples:

Iron and steel industries - Pittsburgh, Chicago, Birmingham in the US and Hamilton in Canada.

The important heavy Engineering Industrial Centres are Detroit, Chicago, Buffalo,

Indiana Polis, Los Angeles, Philadelphia, Saint Louis, New York, Baltimore and Atlanta. Canada is the largest producer and exporter of all types of papers in the world.

The US (Texas) one of the largest producer of cotton textiles. North America is the second largest producer of synthetic fibres.

Chicago, Kansas City, Saint Louis in the US and Winnipeg and Calgary in Canada are the important meat-packing centres.

Chapter - 1B EXPLORING CONTINENTS – SOUTH AMERICA

Page No. 145 - 147:

Evaluation:

I. Choose the correct answer:

1. a. Western Hemisphere
2. c. Temperate grasslands
3. b. North westerlies
4. c. Amazon

II. Match the following:

1. d. tropical rainforests
2. e. tropical grasslands
3. b. interior dry scrub vegetation
4. a. high altitude region
5. c. temperate grasslands

III. Fill in the blanks:

1. The rhea
2. Andean condor
3. capy bara
4. Angel falls
5. Lake Titicaca

IV. Answer briefly:

1. Chimbarazo and Cotopaxi are two active volcanoes of the Andes.
2. Falkland current and Peruvian current are the two cool/cold currents that flow along the coast of South America.
3. The Roaring Forties, Furious Fifties and Stormy Sixties are the westerlies of the southern hemisphere.
4. There are two deserts—the Atacama on the west coast and the Patagonia on the east.
5. Galapagos Islands off Ecuador is the island off the western coast of the continent in which Charles Darwin spent much of his time as a naturalist in the nineteenth century.

V. Reason out the following given as Assertion Statements and their Reasoning:

1. iii. Assertions and reasons are correct.
2. i. Assertions and reasons are correct.

VI. Answer the following in a paragraph:

1. The mighty Amazon is another very outstanding physiographic feature of South America. Along with all its tributaries, it occupies a drainage basin of about 7 million square kilometres or 40% of South America, which is nearly three times the size of India. It carries about 20% of all the river waters of the world. The river gets wider as it flows through the plains, and during the rainy season it can be as wide as 100 km.
2. The continent is influenced by three oceans greatly. The warm Brazilian current flowing down the east coast along with the trade winds shed heavy rain in the Amazon plain and the east coast. The cold Falkland Current brings cold weather and fog. The Peruvian current keeps the west coast cool and dry.
3. South America is rich in natural resources. The plains that are drained by numerous rivers have fertile soils. More than half of the people of South America practice farming.

Agriculture:

Corn, soy, sugarcane and Wheat are grown. The major wheat producers are Argentina, Brazil, Paraguay, Uruguay and Chile. Quinoa, a kind of millet, barley and potatoes are grown in the

mountain slopes. Coffee is grown in Colombian and Brazilian Highlands. Dairy farming is carried on in the cool and moist Chuquicamata in Chile has the largest open pit copper mine in the world.

Cattle are raised for their meat extensively in Argentina and Brazil. Brazil is the largest producer of sugar in South America. The forests of South America produce hard wood for timber used for various construction purposes and soft wood from coniferous trees for the pulp and paper industry.

Minerals:

The continent is rich in mineral resources. Brazil is one of the leading producers of iron ore and manganese. Copper, Petroleum, tin, lead and zinc are more.

4. The continent has been populated for thousands of years. Different civilisations have developed and faded away in different parts of the continent. The most famous of them, are the Inca, a group of people who lived for many centuries on the Andes Mountains. The Spanish, Italians and Portuguese conquered different parts of South America and colonised them, earning from the continent along with their neighbours in Central America and the Caribbean the name 'Latin America'. The descendants of the original inhabitants mixed with the European settlers and adopted and merged their culture and religion. Migrant labourers from Africa and Asia were used as slaves and their descendants now live here too. Modern world trade and tourism have opened up the continent to world culture and tourism.

VII. Answer in detail.

1. The climate of the continent of South America is influenced by the latitude:

- Latitudinal location: The area from 12° N to the Tropic of Capricorn gives the continent a tropical climate.
- The region from northern countries to 10° S has an equatorial climate. So it is very hot and wet throughout the year.
- The equatorial region receives convectional rainfall, which is called 4 o'clock rain. It is called so because this convectional rain occurs every day in the afternoon generally around 4 p.m.

- With the equator running through the continent, the mountain slopes facing these winds receive heavy rainfall as winds rise up their slopes, condense and shed heavy rain.
- A little south of this is the tropical region where it is still warm throughout the year
- On the western side is the hot desert of Atacama.
- The regions between the Tropic of Capricorn and 40°S latitude experience subtropical climate. Here the summers are warm and winters are cool. Rain is not heavy and mostly occur only in winter. Central Chile experiences this climate.
- From 40 to 50° S, the land has a temperate climate. The continent narrows down and the region is open to winds from the Pacific and the Atlantic. The Southern Ocean is not too far either. It is rainy and cold.

2. Characteristics of Equatorial forest:

Climate: Hot and wet throughout the year

Region: Amazon Basin, North East Brazil, and Columbia Coast

Flora: Rubber, Mahogany, Ebony, Brazil nut

Fauna: Anaconda, Armadillo, Piranha, Snake, Monkey, Crocodile

Chapter - 2 MAP READING

Page No. 156 and 157:

Evaluation:

I. Fill in the blanks suitably from the choice given:

1. d. Compass Rose 3. b. Large scale maps
2. b. Legend 4. a. Ratio
5. d. Large area with less details

II. Consider the following:

- a. All statements are true

III. Match the following:

1. c. Population 4. b. Meteorology
2. e. Mountains 5. d. Education
3. a. States and capitals

IV. Distinguish between:

1.

Large scale map	Small scale map
Maps drawn to a large scale such as 1 cm represents 1 km show many details and represent a small area.	Maps drawn to small scale such as 1cm represents 100 kms or more, show countries or continents and represent a large area.

2.

Physical map	Thematic map
Relief or Physical Maps show the physical features of a region. It maybe of a country, continent, the world or smaller regions like a district. The chief aim of these maps is to show major landforms like mountains, plateaus, plains, deserts, rivers and smaller features like important mountain peaks, waterfalls etc.	These are maps that are drawn to depict a topic or a theme. They are different from general purpose maps that may show physical features, towns and cities, political divisions, transport lines etc.

3.

Map	Atlas
A map is a visual representation of the spherical surface of the earth's or a part of it drawn to scale on a flat surface like a paper. The function of a map is to show by illustration, a specific, detailed or general information of an area of the world or whole world.	An atlas is a collection of maps. Atlas maps are drawn to small scale. It is used for educational purpose. School atlas, Special atlas, Regional atlas are the types of atlases.

V. Answer in brief:

1. Large scale and small scale are the different scales used in Map.
2. The basic elements of a map are title, direction, scale, key (or) legend, sign and symbols.
3. An atlas is a collection of maps. Atlas maps are drawn to small scale. It is used for educational purpose. School atlas, Special atlas, Regional atlas are the types of atlases.
4. Cartography is the science and art of map-making. 'Carte' means 'map' and graphic means drawing.
A cartographer is a person who draws maps.

5. Types of Maps:

Special maps: Satellite maps, Weather maps, Google Maps

Based on content: Physical maps, Thematic maps

Based on scale: Large scale maps, Small scale maps

6. Google maps can be viewed through mobiles or computers by clicking a button. They are also satellite images on which the names of places and roads along with some others details are marked.
7. To be done by the students (Refer page: 155)

VI. Answer in detail:

1. Maps help us understand locations of places.
 - They help us calculate distances correctly
 - We can find our way while travelling, especially with Google Maps
 - The army, navy and air force need maps to guard our country
 - Weather maps are useful for weather forecast.Atlas is used for educational purpose
Physical map shows the natural resources.
Political map shows the administrative divisions of a country.

- Satellite maps are images that the man-made satellites pick up go around the earth.

2.

Map	Globe
• It represents the details of the earth in two divisions. • Easy to carry. • It gives more details about an area. • It represents small or large areas.	• It is three dimensional model of the earth. • Cannot carry easily. • It gives less information about our area. • It is a true model of the earth.

3. Based on content:

Physical maps show natural features such as mountains, plateaus, plains, deserts and vegetation. They usually include major rivers and their tributaries.

Thematic maps are also small scale maps. They show a selected theme or topic. They show forest or only rivers or lakes, population distribution, agricultural crops of different regions, minerals and industries, tourism.

- Soil maps show the distribution of different types of soil.
- Political maps show administrative divisions of a country, state or district. They help government in planning and management.

Chapter - 3 NATURAL HAZARDS – UNDERSTANDING OF DISASTER MANAGEMENT PRACTICE

Page No. 168 and 169:

Evaluation:

I. Choose the correct answer:

1. c. Disastrous
2. b. a disaster can always be predicted

3. c. Industrial disaster
4. d. building house for the affected

II. Match the following locations in A with the type of disaster they must be prepared for in B:

- | | |
|------------------|---------------------------|
| 1. d. fire | 4. e. industrial disaster |
| 2. c. landslides | |
| 3. a. floods | 5. b. tsunamis |

III. Pick the odd one out in terms of the phases of disaster management. One of them is not part of a particular phase. Identify the phase to which all of them belong except one:

Giving short term loans

PHASE: POST DISASTER PHASE

IV. Distinguish between:

1.

A risk	A disaster
They cause several types of risks like slipping and falling, accidents, electric short circuits, lightning strikes, landslides in hilly areas, etc. During heavy or very heavy rains, we may not go out unless essential. Schools declare holidays for this purpose.	The actual event of electrocution causing death or damage due to faulty wiring; death or damage due to flooding after heavy rain.

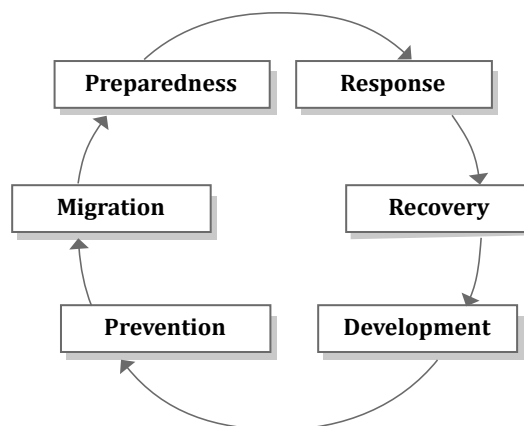
2.

Preparedness	Recovery Phase
Keeping first aid kits, ambulances, fire tenders, doctors, nurses, etc. ready and on call always is one way of being prepared to face disasters. Training people, keeping a list of helpers and volunteers, emergency numbers of agencies that can help is another way of being prepared.	It refers to how quickly the affected people can overcome the ill-effects of the disaster and get back to normal life. Help must be rendered in terms of money, material and emotional support.

V. Answer in brief:

1. **Hazard:** A faulty connection is a hazard particularly during rains as it is likely to cause damage in terms of electrocution.
2. **Disaster:** The actual event of electrocution causing death or damage due to faulty wiring; death or damage due to faulty wiring; death or damage due to flooding.

3. Disaster management cycle:



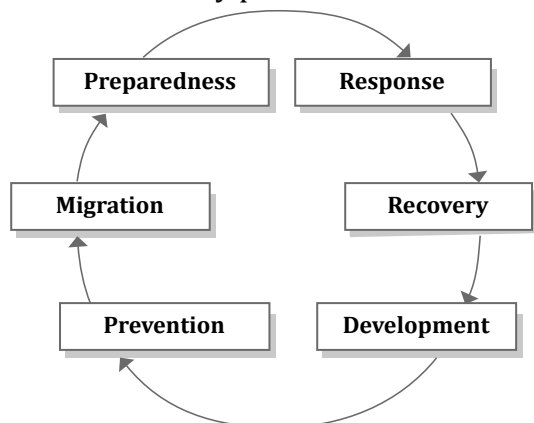
4. The India Meteorological Department (IMD), Department of Science and Technology, Department of Space, the laboratories of The Council for Scientific and Industrial Research (CSRI) have set up systems for early warning of disasters.

VI. Answer in detail:

1. Learn emergency relief measures and first aid in training sessions.
 - Practice quickness and alertness
 - Be alert to emergency calls and keep help line numbers handy or memorise them
 - Stay under a table or chair during an earthquake.
 - Sit near a sturdy wall on the floor.
 - Listen to the local radio stations / watch local news channels.
 - Follow the rule: Don't run. Stop, Drop and Roll in case clothes are on fire.
2. After a disaster strikes the initial phases of disaster management must be undertaken, that is, we must be prepared for response

and relief during the next disaster. This is known as disaster management cycle. Nobody wants a disaster but it is good to be prepared; prevention is better than cure; it is better to be safe than sorry. The concept of disaster management has six phases.

They come under pre-disaster risk reduction and post disaster recovery phase.



3. There are special types of constructions that can prevent buildings from collapsing due to earthquakes.
 - Implementation of earthquake resistant building codes
 - Generators or power systems to be kept ready
 - Check yourself and others for injuries. ...
 - Check water, gas, and electric lines for damage.
 - Turn on the radio. ...
 - Stay out of damaged buildings.
 - Be careful around broken glass and debris. ...
 - Be careful of chimneys.
 - Stay away from beaches. ...
 - Stay away from damaged areas.

VII. Name two central and two state agencies responsible for disaster management.

Central agencies:

The National Disaster Management Authority was set up under the ministry of Home affairs called NMDA DM Act, 2005.

NIDM – National disaster response force

State Agencies:

TNSDMA – Tamil Nadu State Disaster Management Authority

The District Disaster Management authority works at the district level.

IX. Assertion and Reasoning questions:

1. i. A and R are correct
2. iv. A is correct but R is incorrect

CIVICS

Chapter - 1 WOMEN EMPOWERMENT

Page No. 179:

Evaluation:

I. Fill in the blanks:

1. Savitribai Phule
2. Gender
3. Feminism
4. Lord William Bentinck

II. State True or False:

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

III. Match the columns:

1. d. Arundhati Roy
2. e. The custom of polygamy as illegal.
3. a. Financial assistance of ₹15,000/-
4. c. Junko Tabai
5. b. 1961

IV. Answer the following in one or two lines:

1. What is essential to ensure the sustainable development of the country?
- 2.

Sex	Gender
Physical or physiological differences between males and females.	A term that refers to social or cultural distinctions associated with being male or female.

3. The factors responsible for women empowerment are education, elimination of gender discrimination and elimination of discrimination based on caste, creed, etc.
4. According to the United Nations Inter-Agency Project on Human Trafficking, poverty and illiteracy are the two factors responsible for making women the most vulnerable to trafficking. This can only be eradicated by providing young girls with fundamental skills, work and other opportunities.

V. Answer the following questions:

1. The meaning of gender is fluid means that it is not fixed; it may or may not depend upon biological traits. Ideally, it describes how society determines and manages sex categories. It is the cultural meaning attached to the roles played by both men and women. It is how individuals understand their identities. These socially determined differences can change or vary over time and even within a given society. Gender includes, but is not limited to, being a man, woman, transgender or any other gender position. Gender involves certain social norms or standards, attitudes and activities that society believes are more appropriate for one sex over another. It is also determined by what an individual feels and what he does.
2. When you look at the two phases of Indian society on one hand, women have left their indelible mark in the fields of government, social welfare, medicine, and so on, and on the other hand, we still have instances of girls being married off against their wishes, dowry deaths, female infanticide, and discrimination in the family and at work. This is called 'gender inequality'. In many societies, women are given an inferior status. Specific roles are assigned to men and women. A man is supposed to provide food and shelter for the family. Women are supposed to be docile and take care of the family. Although biologically there are differences between men and women, society has exploited these differences to place women in a lower position.
3. One of the most important methods of empowering women with knowledge, skills, and the self-confidence necessary to participate totally in the development process is education. Education gives one the ability to think wisely and take thoughtful decisions. This was mentioned over 40 years ago, by the Universal Declaration of Human Rights which stated clearly that 'everyone has the right to education'.

It all begins with educating the girl child. This leads to educated mothers who, in turn, will educate their children, take care of their families and provide their children with both care and support. Every girl child should be educated so that she can acquire knowledge and the skills required to advance her status in life, for social interactions as well as self-improvement.

4. Some of the factors responsible for poor female literacy rate are as follows:
 - Gender based inequality
 - Low enrolment of girls in schools
 - Low school retention rate of girls
 - High dropout rate of the girl child from schools
 - Social discrimination and economic exploitation
 - Occupation of the girl child in domestic chores

VI. Assertion and Reason questions:

1. a. A is correct and R explains A
2. b. A is correct and R does not explain A

Chapter - 2 MARKET AND CONSUMER PROTECTION

Page No. 190 and 191:

Evaluation:

I. Choose the correct answer:

1. Batch number of the commodity
2. Unfair trade practices
3. Decision on purchase of goods
4. Three tier system
5. Adulteration

II. Fill in the blanks:

1. Exchange
2. Government rules
3. Monopoly
4. COPRA

III. Match the following:

1. d. 1986
2. c. 2009
3. b. 1986
4. a. 1955

IV. Assertion and Reason questions:

1. b. Both A and R are true but R is not the correct explanation of A.

V. Assertion and Reason questions:

1. A market is a place where two parties can gather to facilitate the exchange of goods and services.
2. Consumer protection is a set of laws enacted to protect the interest of consumers, fair trade, competition and accurate information in the market place.
3. Right to safety
Right to information
Right to choose
Right to seek redressal
Right to be heard
Right to consumer education
4. Consumer protection councils are established at the national, State and District levels to increase the consumer awareness.

Under consumer protection, every district has at least one consumer court called DCRDF – District Consumer Disputes redressal forum. Claims upto ₹ 20 lakh should be file with the district forum.

SCDRC – State Consumer disputes redressal Commission established by the state

government. Claims less than one crore to be filed with State Commission

At the top is the NCDRC – National Consumer Disputes Commission in New Delhi. Claims of more than one crore are dealt directly with the National Commission.

The court allows consumers to file their complaints with the court from anywhere. Besides, the Act also enables the consumer to seek a hearing through video conferencing, saving him both money and time.

5. Tpes of market and its functions:

Refer Text Book Page No.: 183 to 185 –
Section : 2.4.1, 2.4.2, 2.4.3 and 2.4.7 (any two)

ECONOMICS

Chapter - 1 TAX AND ITS IMPORTANCE

Page No. 201 and 202:

Evaluation:

I. Choose the correct answer:

1. Compulsory
2. Canon of economy
3. Regressive
4. Direct tax
5. Service

II. Fill in the blanks:

1. Taxation
2. Proportional
3. Gift tax
4. Direct tax
5. More elastic

III. Match the correct pairs

1. Adam Smith
2. Direct Tax
3. Indirect Tax
4. Goods and Service Tax
5. Less elastic

IV. Find the odd one out:

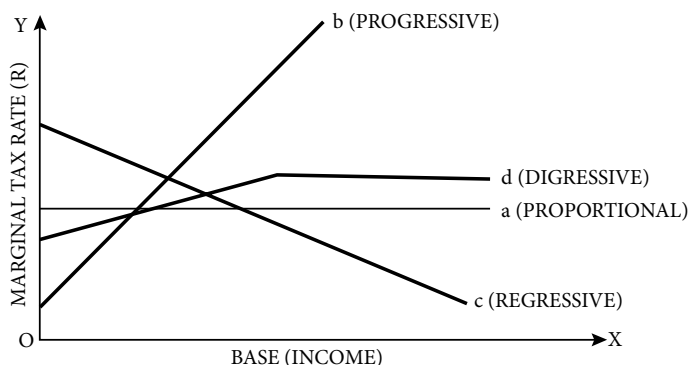
1. c) Estate duty

V. Pick the correct one:

1. b) Wealth tax

VI. Give short answers:

1. According to Saleemi N A (1981), tax is a compulsory contribution imposed by a public authority, irrespective of the exact amount of the service rendered to the taxpayer in return.
2. Everybody is obliged by law to pay taxes. Taxes are the largest source of income for the government. This money is deployed for various purposes and projects for the development of the nation.
3. Taxation types:
There are four types of taxation.
 1. Proportional tax
 2. Progressive tax
 3. Regressive tax and
 4. Degressive tax



4.
 1. Health
 2. Education
 3. Governance
5. In modern times tax are classified into two types.
 1. Direct tax
 2. Indirect tax
6. Gift tax is paid to the Government by the recipient of gift depending on value of gift.
7. Service tax is raised on provision of service. This tax is collected from the service recipients and paid to the Central Government.
8. Refer Page No. 200 - Section - 1.8.1 Difference between Direct tax and Indirect tax

VII. Give brief answers:

1. Principles of taxation:

Canon of equality: Tax payers must be asked to pay taxes according to their ability. This ensures the burden on every person is fair and just.

Canon of certainty: Taxpayers must be certain and clear about when to pay, to whom to pay and how much to pay before they are asked to pay taxes. There should be no doubt about any of this.

Canon of convenience: The time and manner of payment must be convenient for the tax payer so that he is able to pay taxes in due time without any problem.

Canon of Economy: Collecting tax from the tax payers must be as cheap as possible. It should not involve high administrative expenses.

2. Explain the taxation types:

Refer Page No. 195 - Section - 1.6 - Types of taxation

3. Importance of tax:

Taxes are the largest source of income for the government. This money is deployed for various purposes and projects for the development of the nation.

Health: The government gives money for hospitals, medical research and other health services. This contribution to the health sector from the government will not be possible without the revenue from taxes.

Education: An active education sectors very important to train students for jobs. Government puts a lot of importance to the human capital and education is central in this development.

Governance: Governance is crucial component in the smooth running of country's affairs. Good governance ensures that the money collected is utilised in a manner that benefits citizens of the country.

Apart from social projects, governments also use money collected from taxes to fund sectors that are crucial for the well being of the citizens such as security, scientific research, environmental protection etc.

Some of the money is also channelled to fund projects such as pensions, unemployment benefits, child care etc.

4. **Direct tax:**

1. A direct tax is a tax whose burden is directly borne by the person on whom it is imposed, i.e., its burden cannot be shifted to others.
2. It is deducted at source from the income of the person who is taxed.
3. Income tax is a direct tax because the person, whose income is taxed, is liable to pay the tax directly to the government and bear the burden of tax himself. For example: corporation tax, wealth tax, gift tax etc.

Indirect tax:

1. On the other hand when liability to pay a tax is on one person and the burden of that tax shifts on some other person, this type of tax is called as indirect tax.
2. Indirect tax is a tax whose burden can be shifted to others. For example: service tax, sales tax, entertainment tax etc.

5. The levying of taxes aims to raise revenue to fund governing or to alter prices in order to affect demand.

Some of these include expenditures on economic infrastructures like transportation, sanitation, public safety, education, health care systems etc., military, scientific research, culture and the arts, public works, public insurance etc. and the operation of government itself.

When expenditure exceeds tax revenue, a government accumulates debt. A portion of taxes may be used to service past debt.

Governments also use taxes to fund welfare and public services. These services can include education systems, pensions for the elderly, unemployment benefits and public transportation.

Energy, water and waste management systems are also common public utilities.

It creates a safe and stable environment in which people can live. It ensures everyone in the community enjoys the services provided by the government.



1. THE NINE HUNDRED AND NINETY NINE PIECES OF GOLD

Page No. 1

Warm up

Browse the internet to find out what the following Islamic titles mean.

1. Khoja - follower of the Islamic leader Sadr-al-Din
2. Effendi - a title of respect in Turkey
3. Caliph - a chief or a ruler
4. Imam - one who leads a prayer in a mosque
5. Muezzin - a man who calls muslims to prayer
6. Ayatollah - a muslim religious and political leader

Page No. 5 and 6

Reading

A. Choose the best answer from the options given below.

1. c. he wanted to tease the Khoja who was poor.
2. c. he had guessed the truth, but did not want to return the money.
3. d. he was pretending to hesitate in order to fool the money lender.
4. b. he wanted to teach his hosts a lesson.

B. Who said this to who? When and why did they say this?

1. The money lender said this to himself because he heard what the Khoja said about rejecting a gift of a thousand gold coins from God in case it was less by even one coin.

2. When the Khoja refused to return the gold coins that the money lender had dropped down his chimney, the angry money lender asked him to come with him to the Cadi Effendi to settle the dispute.
3. Khoja said this to the money lender in front of the Cadi Effendi. Although the coat did not belong to Khoja, as he was wearing it, no one would think that it would be the money lender's. He said this purposely to make the money lender appear greedy and untruthful.
4. The Khoja said this to his expensive fur pelisse just to attract the attention of those who were in charge of the wedding. He said this to show them that they did not pay heed to humans but only to their wealth and status.

C. Answer the following questions in a short paragraph.

1. The Khoja was very poor and wished for a piece of gold. As he was making the wish, he thought that he might as well wish for a thousand pieces rather than a single piece of gold. So he said a loud prayer saying that he wanted a thousand pieces of gold and would not accept a single coin less than that.
2. At first, the Khoja did not know that the money lender had thrown the money. He believed that the coins were an answer to his prayers. He thought that it would be foolish to reject his good fortune just because it was one coin less than what he had asked for.
3. The money lender was shocked to see that the Khoja had taken the gold coins for himself. He asked him to return them saying that he had been playing a joke on the Khoja. But the Khoja refused to return the coins saying that he did not believe the money lender's claim.
4. The Khoja guessed that the money lender was telling the truth about the coins. But he did not

wish to return them. So he pretended to borrow the money lender's fur pelisse and his mule in order to meet the Khoja. In the court he denied the claim of the money lender and further said that money lender was so greedy that he would say that the Khoja's clothes and mule were his own. When the money lender said that they indeed were his clothes and mule, he appeared to be grabbing and greedy to everyone. This way the Khoja tricked the money lender.

5. People at the wedding were impressed by those who wore rich clothes. As the Khoja was wearing his old worn out clothes, they ignored him.

Page No. 6 and 7

Vocabulary

A. Replace the highlighted words in the sentence with the correct synonyms given in brackets.

- | | |
|----------------------|------------|
| 1. serenecountenance | 4. jest |
| 2. oversight | 5. restore |
| 3. prostrate | 6. attired |

B. Match the words with their opposites

- | | | |
|--------------|---|-----------|
| 1. fidgety | × | still |
| 2. desperate | × | hopeful |
| 3. deny | × | accept |
| 4. bountiful | × | scarce |
| 5. dispenser | × | collector |
| 6. courteous | × | rude |

C. & D. Phrasal verbs and their meanings

- | | | |
|----------------------|---|--|
| 1. put out | – | extinguish |
| 2. put down | – | insult |
| 3. put forward | – | express |
| 4. put up | – | hang |
| 5. puts on an accent | – | pretend to speak with a different accent |

Other phrases

- | | |
|-----------------|--------------|
| 1. put across | 4. put by |
| 2. put together | 5. put aside |
| 3. put up with | |

Page No. 10 and 11

Grammar

B. Change the following statements into indirect speech.

1. The mother said that she never scolded her children.
2. My son said to me that they went for a run in the park early in the morning.
3. He thought he would cheat everyone and take the money.
4. She screams birthday wishes every time someone celebrates a birthday.
5. Walter told his friends that they could finish their homework before he left.
6. The news report said that the people in Europe were facing an economic issue.

C. Change the following sentences into direct speech.

1. The students said, "We enjoyed the story."
2. The money lender thought to himself, "The Khoja will stick to his word."
3. The money said to the Khoja, "My act was done in jest."
4. Being desperate, the money lender threatened, "I will see a magistrate about the case."
5. On seeing the Khoja the servants said, "Welcome, sir!"
6. The Khoja spoke to his pelisse, declaring, "You are most gracious and glorious."

Listening

Refer to the listening text on page 59

Writing

Rewrite the story in the present tense.

A grandmother goes to spend Thanksgiving Day with her children and grandchildren. She sits down in Mamma's big rocking-chair, and calls them to her. She has a present for each one of them in her brown bag, but they have to guess what they are. Isabel and Jack and Jamie watch her with wondering eyes as she opens the bag and takes out a bundle. She says that Jamie's present is red on the outside, white on the inside and there is something dark brown in the middle. So Jamie guesses a ball, and a flower and a piece of candy and everything else he can think of; but he cannot guess what is in the bundle till Grandma lets him smell it. Then he knows that it is an apple. The next bundle is for Jack. Grandma shakes it up and down, and something rattles inside. Jack guesses that they are marbles, and then when he listens again, he guesses they are nuts. Isabel tells her grandma that she wants to ask her some questions. She asked her grandma what colour her gift is and where it comes from. When her grandmother tells her it is white in colour and comes from the hen's basket, she guesses correctly that it is an egg.

2. AN OLD ROOF UNROOFED BY AN AUTUMN GALE

Warm up

Pictures of earth quake, mud slide, fire, tree fall

Vocabulary

A. Tick the words to which 'less' can be suffixed.

fearless, smokeless, restless, hopeless, endless, useless, pointless.

B. Match the movement words with their meanings.

1. scurry – move hurriedly in short quick steps
2. whirl – rotate continuously
3. stride – take long steps towards some goal
4. wander – walk aimlessly
5. prowl – walk stealthily like a thief
6. trudge – walk slowly with heavy steps because of tiredness
7. patrol – walk around an area regularly to watch over it
8. amble – walk in a slow, relaxed pace

C. Look at the dictionary and find the meanings of these words that indicate physical discomfort.

1. parched – very thirsty or very dry
2. winded – breathless
3. soaked – completely wet
4. starved – very hungry
5. drained – have no energy, physical, mental or emotional
6. dizzy – feeling faint
7. fatigued – tired
8. soreness – body ache
9. nausea – feel like vomiting

Reading

A. What objects do these adjectives in the poem describe?

1. Waddled – the quilt
2. Stiff and dry – the old man's tongue
3. Worn and hard – the old man's bed

4. Drifting and stormy – the sky
5. Fair and bright – the room he wanted

B. Find the lines which show the following:

1. The old man was poor – his only shelter was a wadded quilt
2. The wind was powerful – by the hurricane hurled
3. The village urchins were naughty – the rogues begin to steal things and then run away and grin
4. The old man is afraid – dark clouds affright
5. The old man is kind – to shelter all the poor

C. Answer the following

1. The wind blew the roof of the old man's house away and he was without a shelter.
2. The wind carried the roof across the river and as it took the roof higher, the roof got partly caught by the branches of the trees, while some parts of it fell over a pond and some other parts of it fell on the trenches dug in land.
3. The boys teased the old man for being too weak to chase after them. They carried things away from his home right under his nose and laughed at him.
4. The old man's lips are parched, and his tongue is stiff and dry. He feels that all his strength has drained away and when he tries to lie down, his body is in pain.
5. The old man dreams of a delightful mansion with a million bright rooms that would house all the poor people so that they would be happy and peaceful.

Page No. 18

Writing

It all began two days before the flood when the schools declared a holiday due to incessant rain. My sister and I watched the rain as we did our homework and listened to the updates on television. The news showed how the dam protecting the city was almost full and that

experts were thinking of how to divert the water away from the city.

We also saw water flooding homes in small villages. But never did we imagine that the same thing would happen to us.

"Come here everyone!" yelled my mother. "The news says the dam broke and water has entered the city," she said. We ran to look at the television when the electricity got cut. It was around six in the evening, and there still was light. Just then water rushed into our homes through the open door. I quickly ran for my school bag, as did my sister. My mother picked up her lap top and climbed a chair. She kept her lap top in the attic. My father handed his lap top to her and my sister and I too gave our school bags to her. By then a lot of water had rushed in and we were knee deep in water.

My father kept picking up important things like bags with documents and handing them to mother and she deposited them in the attic. He disconnected all electronic devices from their plug points. He then pointed us out to his scooter through the window. It was mostly submerged.

My father collected all the food and took us upstairs. An elderly couple lived on our first floor. They very kindly took us into their home, while my father returned down to help my mother as the flood waters rose in our home. The rain continued to beat on us. This continued for three days. We rationed the water and the food. On the third day, there was no water to drink. But the rain had stopped and the water level had gone down. We continued to stay with our neighbours.

Volunteers brought us food and water. It took my parents almost a month to clean the house after the flood waters had damaged it. I can never forget how scared we were all through those days.

Read for Pleasure

The Mirror

Answers:

1. The speaker does not like the face in the mirror. He does not recognize it as his own.
2. The speaker slim and youthful thirty years ago.

3. The mirror is fine and is not responsible for how the aging person looks.
4. Rhyming words: appear/clear fat/at
5. This poem is not a serious one. It is comical and fun to read.

3. THE LITTLE PARSNIP MAN

Page No. 19

Warm up

A. Match these popular Non-human Characters and their description.

1. Casper – a friendly ghost
2. Winne the Pooh – a bear who lives in the 100 acre forest
3. Hobbes – a tiger who talks to a six-year-old boy
4. Peter Rabbit – one wears a blue coat and steals vegetables
5. The Hungry Caterpillar – comes out of an egg and later starts to fly

B. The Creature from My Dreams (Answers will vary)

The creature from my dreams lives in a forest. Its body is made up of thick, black air. It can fly along the forest. It watches me with its large, solemn eyes and comes before me unexpectedly. Initially I used to be scared of it. But now I am just curious to know what it wants. It does not talk to me, but listens to me when I talk. The thing I like about it is how its black hair is like a three pointed crown on its head.

Page No. 28

Vocabulary

A. Meanings of the words found in the lesson

1. still – unmoving
2. address – place of residence
3. seal – gum that is used to paste a cover
4. arms – hands
5. fairly – more or less

B. Words with prefixes and suffixes and their meanings

1. fast – quickly fasten – tie something up
2. close – near/shut disclose – reveal
3. strain – stress restrain – control
4. hard – difficult hardly – just a little
5. came – arrived overcame – succeed after defeating a person

C. Words that indicate movement

twitched, scampered, vaulted, rustled, groped, twirled, seized, stooped

Page No. 28 and 29

Reading

A. Describe the following in a paragraph.

1. The cosy evening in Peter's kitchen

The winter evening was cold, but a fire was crackling in the hearth. Peter's mother had a saucepan on the fire. It was making a pleasant sound. Peter's mother was also singing to herself. All the sounds and familiar sights made the evening feel very cosy.

2. Peter's entry into the deserted home

It was almost pitch dark by the old house. The Parsnip-man whistled and Peter heard a sound like "Bst! bst!" He looked all round, but could see nothing. At this moment the Parsnip-man pointed upwards to a hole in the wall of the old house. Peter heard a rustling noise and saw that a ladder of ropes was being let down from above.

The Parsnip-man asked Peter to climb on to his shoulders, stooping as he spoke. Peter did so, and held fast by the little man's neck, who climbed nimbly up the rope-ladder to the opening in the wall above; and there Peter got down.

3. The large hall

It was a large hall illuminated with dazzling lustres of crystal, with thousands and thousands of wax tapers, which hung from the roof. The flames from the tapers were reflected from the

mirrors suspended round the room. Strange music shook the walls, and to the time of this music hundreds and hundreds of little Parsnip-men twirled and danced.

4. The dining hall

The dining hall was very large and looked like a garden because tall foreign-looking trees were planted there. Flowers of gorgeous colours and strange shapes hung from the walls, and birds of many hues flitted around them. There was a long table covered with a white table-cloth, and laid out with gold and silver plates of all sorts. Hundreds of chairs were placed round the table, and in every place was a little silver knife and a plate.

B. Answer the following questions.

1. Peter's mother was taking care of her son all by herself because his father was dead. This was why she was sad. When she got three pounds, she knew that she could get Peter a good coat. So she was happy.
2. It seemed to Peter that the little parsnip man was smiling at him; but with a very ugly kind of smile. Suddenly the stove gave such a loud crack, that Peter let the parsnip fall out of his hands with a start. He blamed the grin he saw and the noise from the stove for the way he dropped the parsnip.
3. The Parsnip-man pulled out a little whistle and blew on it. Immediately there was a rustling under the bed, and then two mice peeped out. In a moment the Parsnip-man caught one, and vaulted on to its back. He asked Peter to get on the other. Peter doubted if it was big enough to carry him. But Peter had grown smaller and the mouse was a perfect fit. The two of them travelled on the mice to the deserted house.
4. Peter admired the beauty of the bright large, hall and the throne. He changed into royal clothes and went with his playmate Mary, who was also dressed as a Queen to a large dining hall. He ate all the delicious food and enjoyed himself a lot.
5. Mary was a Queen in Peter's dream and she somehow looked bigger and unfamiliar to him. Further, although she had played with him

the day before, she said that she had been the Queen for many years. All this confused Peter.

C. Two qualities about each of the characters.

1. Peter's mother worked hard to provide for her son. She is also a very sensible woman. When Peter told her about his trip in the middle of the night, she explained to him that it must have been a dream.
2. Peter is very imaginative. He imagines that the Parsnip-man was grinning at him. He is also a very affectionate son. He decides to take fruits for his mother in his dream.
3. Mary is a little girl and Peter's playmate. In real life, she plays with dolls. In the dream, she is a Queen who behaves like an adult, and is kind to Peter.

Page No. 29 and 30

Grammar

A. Change Direct speech into Indirect Speech.

(Note: All sentences are 'yes/no' questions)

1. Peter requested Mary if he might takes some cakes to his mother.
2. Mother asked Peter if the Parsnip-man could smile.
3. Peter asked the parsnip man if he had gone to the party.
4. Peter asked Mary if she had been a Queen a long time.
5. You asked me if I was lying to you.

B. Change Direct speech into Indirect Speech.

(Note: All sentences are 'wh' questions)

1. Peter asked his mother why that parsnip looked like a man.
2. The teacher asked the student where the dusters were.
3. I asked him why he was late.
4. The post man asked me what my parcel contained.

5. The master asked his maid where her family lived.

C. Change Direct speech into Indirect Speech.

(Note: All sentences include requests or orders)

1. He instructed her to come along with him quickly. He said that they must be off and instructed her to wrap up well for it was cold.
2. The little man asked him not to be frightened for it would be light again in a minute or two.
3. The Parsnip-man ordered Peter to climb on to his shoulders, stooping as he spoke.
4. Mary asked Peter not to be afraid of emptying the dish. There was plenty more fruit if they wanted it.
5. Mother ordered Peter to put on his clothes and come into the warm kitchen and began to pour out some coffee for Peter

Page No. 30

Listening

Listen to a passage and read the questions. Now listen to the teacher read the passage again before you answer the questions.

1. Alice wished that the Tiger-Lily could talk.
2. Alice was so astonished to hear a flower speak that she could not speak for a minute.
3. The Rose felt that it wasn't good manner to speak first, without being spoken to.
4. Alice wondered if the flowers were not afraid to be planted where nobody would care for them.
5. It is possible that Alice heard the flowers speaker either in a dream or in her imagination.

Speaking

Discuss the following questions with your friend. Ask your friend:

1. Do you remember what happens in your dreams?
2. Do you sometimes day dream, as in when you are awake?

3. What is your favourite day dream or fantasy?
4. Which cartoon animal or bird is your favourite?
5. What would you like to say to your favourite cartoon animal or bird?

Writing

Develop the hints given below into a story.

The Smart Dog

Atul called his pet dog and gave it a bag, which contained a hundred rupees. The dog, being a very smart one, went to the baker, who took the money and filled the bag with snacks and cakes. All the people in the bakery and on the road watched the dog as it carried the food home.

Once it reached home, the dog began to scratch the door. The neighbour who noticed this asked Atul why he had not trained the dog to ring the calling bell. Atul replied that the dog knew when he left home that there was no electricity. That is why he chose to scratch the door rather than ring the bell.

Conclusion: Do not underestimate the smartness of dogs.

4. FOOD AROUND THE WORLD

Page No. 31

Warm up

Write the name of the cuisine that the dish represents.

1. Spanakopita - Greek
2. Fish and chips - British
3. Dumplings - Chinese
4. Pasta - Italian
5. Sushi - Japanese
6. Burrito - Mexican
7. Tandoori naan - Punjabi
8. Au gratin - Continental

Reading

A. Choose the best answer from the options given below.

1. since invaders and traders popularized it in our country.
2. Koreans wanted to preserve vegetables for cold, barren winters.
3. prevent it from decaying.
4. plenty of fresh fish is available there
5. she adapted Portuguese cooking to Thai food using local ingredients.

B. Rewrite these false statements with true ones.

1. Mumtaz Mahal recommended that his soldiers be given Biryani to maintain good health.
2. 2. Vegetables are pickled in Korea in autumn.
3. 3. Sushi was originally made in China before it became popular in Japan.
4. 4. Thai cuisine uses spices that were imported from India
5. 5. Thin crust pizza is popular in Rome.

C. Answer the questions given below in a paragraph.

1. The Hyderabadi Biryani is prepared in fifty different ways with different kinds of fish and meat. The Mughlai Biryani is enriched with almonds reflecting the wealth of Mughal rulers, the Calcutta Biryani contains brown, fried potatoes. The Sindhi Biryani is made with cream while in some south Indian states Biryani is cooked in coconut milk.
2. During autumn men and women of the community would come together to prepare Kimchi. They would ferment the vegetables with salt and cover it with a spicy sauce. This was one way for all people of the community to assemble outdoors, share duties like cleaning large quantities of the vegetables and mixing the spices together. The members of the community chatted about their lives and

formed bonds of friendship as they worked together to prepare large quantities of Kimchi for the cold winter. Thus Kimchi preparation has become a part of Korean culture.

3. In the beginning of the nineteenth century, cooks began preparing sushi with compressed rice balls and fresh fish. This dish became popular in riverside restaurants, where there was plenty of fresh fish available. In modern times Sushi is covered with sea weed and cooked in pressure cookers with fish, sea weed, wasabi and pickled ginger.
4. Thai food cooking includes aromatic herbs, spices such as cardamom and coriander from India and a lot of coconut milk. As this cooking combines disparate elements that are sweet, salty, sour and spicy it is said to create a harmonious blend.
5. A pizza maker created it in honour of Queen Margherita in 1853 and decorated it with the colours of the Italian flag; the green basil leaves topped the white cheese along with red tomatoes.

Vocabulary

A. Write the names of the actions done during cooking.

- | | |
|------------|-------------|
| 1. sauté | 6. grate |
| 2. whisk | 7. peel |
| 3. roast | 8. marinate |
| 4. slice | 9. deep-fry |
| 5. ferment | 10. simmer |

B. Match these words with their antonyms.

- | | | |
|---------------|---|-------------|
| 1. assemble | × | dismantle |
| 2. preserved | × | decayed |
| 3. compressed | × | enlarged |
| 4. similar | × | dissimilar |
| 5. harmonious | × | cacophonous |

C. Name these objects used in the kitchen.

Top Left to right: whisk cleaver ladle strainer

Down left to right: spatula cutlery crockery

Page No. 39 and 40

Grammar

A. Fill in the blanks with the correct determiners.

- | | |
|-------------|-----------|
| 1. a little | 5. A few |
| 2. A little | 6. Little |
| 3. A little | 7. A few |
| 4. Little | 8. Few |

B. Begin these questions with 'How much' or 'How many'

1. How much
2. How many
3. How many
4. How much
5. How much
6. How many

C. Choose one of the determiners

- | | |
|----------|-------------|
| 1. any | 4. some |
| 2. many | 5. much |
| 3. a few | 6. a little |

D. Change the following sentences in indirect speech.

1. The patient asked the doctor what he wanted him to do.
2. The doctor asked the patient whether he took his tablets on time.
3. The manager told Aron that that was a bad idea.
4. Father instructed me not to come late that day and to complete my homework.
5. The monk told the king that he did not care if he were the richest man in the world.

6. The master pointed out east and said that that was the way they would take."

7. The volunteers at the old age home said that that was the least they could do.

Page No. 41

Writing

Write the recipe of your favourite dish here. Remember to use the cooking vocabulary that you learned. (Answers will vary)

Include the following details.

List of ingredients:

- Bread – 8 slices
- Sugar – 1 ½ spoons
- Egg – 1
- Salt – 1 pinch
- Milk – 30 ml
- Butter – 1 spoon

Preparation before cooking:

Break the egg into a bowl and add, salt sugar and milk to it. Whisk the mixture till it is a paste. Heat a pan on the fire.

How to cook it:

Once the pan is hot, add a little butter and dip the bread in the paste and quickly place it on the pan. Let it roast in medium flame. Once is fried, turn it and let the other side get cooked.

How to decorate your dish

You can decorate your dish by sprinkling a little sauce, syrup or powdered sugar on top.

5. JAMES AND THE SHOULDER OF MUTTON

Page No. 42

Warm up

Discuss the meaning of the following food related idioms.

- a piece of cake – some task that is easy to do
- a sweet tooth – being very fond of sweets

- sugar coat – say something negative in a nice way
- finger in every pie – be a part of everything
- pinch of salt – listen without believing completely
- in a nutshell – to summarize

Page No. 44 and 45

Reading

A. Tick the answer from the options given. What is the tone used by the speaker of these lines?

- | | |
|------------------|--------------|
| 1. impatiently | 4. sadly |
| 2. cautiously | 5. seriously |
| 3. sarcastically | |

B. Who said this to whom and when?

1. Jem said this to his servant Sue, just after he returned from school, feeling very hungry.
2. Sue said this to Jem when he demanded his dinner right after coming home from school.
3. Jem said this to the baker when the baker warned him that the food was too hot and heavy for him to carry.
4. Jem said this to himself when his pudding was washed away by the stream and he decided to save the shoulder of mutton from being carried away by the stream.
5. Jem said this to himself after he lost most of his dinner because he could not wait for it to cool.

C. Answer the following questions. (Answers 4 & 5 can vary)

1. The baker warned Jem that the dinner was too hot and heavy for him to carry.
2. Jem was running home and turned quickly when his finger touched the hot food and he dropped it all into a stream.
3. Jem thought that something was better than nothing and saved the mutton from drowning.
4. Rhyming pairs: done, run/ hot, not/ turned, burned/ meat, street/ fall, all/
5. It is not easy to admit that I was wrong and some one else was right. Especially, if that person is my younger sister or brother. It is easier when that someone is older like a teacher or a senior.

Page No. 45 and 46

Vocabulary

A. Find out what two words have been combined to form these words.

- | | | |
|----------------|---|---------------------------|
| 1. brunch | – | breakfast + lunch |
| 2. interpol | – | international + police |
| 3. jeggings | – | jeans + leggings |
| 4. camcorder | – | camera + recorder |
| 5. cosplay | – | costume + play |
| 6. smog | – | smoke + fog |
| 7. netizen | – | internet + citizen |
| 8. edutainment | – | education + entertainment |

B. Jem tells Sue to hold her tongue, by which he means he wants her to stop talking. Read these idioms that are similar to it, and use them to fill in the blanks.

1. tongue in the cheek
2. tongues wagging
3. on the tip of one's tongue
4. keep a civil tongue
5. tongue tied
6. bite your tongue

C. Find the opposites of these words in the poem.

- | | | |
|---------------|---|-----------|
| 1. carelessly | × | prudently |
| 2. slow | × | swift |
| 3. proud | × | ashamed |
| 4. released | × | seized |
| 5. lost | × | gained |

Page No. 47

Grammar

Change the following sentences into direct speech.

1. "Give me dinner." said Jem to the maid.
2. "It's too early now." said the maid to Jem.

3. The baker said in reply, "I am done."
4. Jem said, "How clever you are, Sue!"
5. "How impatient have I been!" said Jem.
6. The teacher said to the students, "What is the moral of the story?"

Page No. 47

Listening

1. The tomato, by reason of its being naturally acidic, can be preserved easily in glass or tin.
2. The tomato, sweet corn and peas. are the three most canned vegetables.
3. Western nations manufacture tomato paste in large quantities.
4. The Italians dry tomatoes extensively in the sun, slicing the fruits, and later flavour them to taste for various winter uses.
5. Malic and citric acid acid are present in tomatoes.

Page No. 47

Speaking

Answers:

You wish to convince your mother that she should take you out for an ice-cream. (Answers can vary)

- You: Mother, I would like to have ice-cream this evening.
- Mother: Oh no! It is very chill today, and you were sneezing a few times this morning.
- You: But you promised to take me for an ice-cream after the exams.
- Mother: So did you. You promised to complete your homework the day after the exams.
- You: I did start doing it, but there were too many distractions.
- Mother: I am tired of your excuses
- You: Please, you have to take me for an ice cream today.

Mother: Tell me one reason why you deserve an ice cream.

You: Well! Ice cream contains protein and fat and that is good for the neurons in my brain. I can do my homework better if you get me ice cream.

Page No. 48

Group Work

Example of a limerick (Answers will vary)

The longest tale that I have heard
Of a black tailed buffalo herd
Of the grass they feed,
The water they need,
Every day, every month and year.

6. THE STUBBORN OLD COUPLE

Page No. 49

Warm up

Discuss the meanings of the following animal idioms. Use them in sentences of your own.

1. the elephant in the room – a difficult issue nobody wants to talk about
As the politician made many promises to the poor fisherman, no one dared to bring up the elephant in the room: the fact that he had not kept promises that he had made before.
2. a one trick pony – a person who is good at only one thing and not in many others
I cannot entertain guests. I am a one trick pony who can make good tea and offer it to them.
3. hold your horses – wait a moment
Hey, hold your horses. We have not yet received the payment, and you have already started spending that money.
4. pig-headed – stubborn and stupid
Don't be pig-headed. You cannot support the criminal just because he is related to you.
5. wild goose chase – a search with no clue or idea
The police ran started to search for the thieves in the woods. This turned out to be a wild goose chase.

6. fish out of water – feel out of place
The new student sat alone at her desk like a fish out of water.

Page No. 53 and 54

Reading

A. Answer in a sentence. What happens in the story after the incidents given below.

1. The man used to go out every morning with a clean vessel in his hand. The he would return home with rice enough for the day's meal, and thus they lived on in extreme poverty
2. During the feast the beggar and his wife had their fill of dosa. They were so pleased with them, that the woman was extremely anxious to prepare some dosa in her own house, and began to save a little rice every day from what her husband brought home.
3. The woman soon turned the rice she had been saving, and the black pulse she had from her neighbour into a paste, and mixing it well with a little salt, green chillies, fenugreek seed and curds, set it in a pan on the fire; and with her mouth-watering all the while, prepared five dosas.
4. The watchmen jumped into the house, and to their horror found the beggar and his wife stretched on opposite verandahs like two corpses. They opened the door, and the whole village rushed in.
5. The couple stirred with gasps, not expecting this onslaught of water.

"I shall be satisfied with two dosas!" said the man.

Immediately the woman's voice replied, "I have gained the day; let me have the three!"

B. The bold man stayed back and questioned the beggar and his wife. Write down five questions that he asked and the answers given by the beggar and his wife. (Answers can vary)

Questions:

1. Are you feeling alright?
2. Why were you lying without movement then?

3. Did you not hear us when we rushed into your house?
4. Were you unconscious when we poured water on you?
5. For how long have you fought over a single dosa?

C. This story is a tale written a hundred and fifty years ago. Can this story take place in your city today?

Let us compare life in those times to life in modern times. Write from your own observation. (Answers can vary)

1. In cities, dosa has become part of the daily food. We do eat dosas on festive occasions, but we have a variety of north Indian, continental, Asian and American foods to choose from when we celebrate a special occasion.
2. We are all very busy with our own lives. We do not observe the people on the street. We would not notice if any one, let alone a beggar, went missing.
3. We may perhaps call the police or ambulance before we touch a dead body. Even the police would prefer that we do not cremate a body without investigation.

Page No. 54 - 56

Vocabulary

A. 'Greyheads' and 'greybeards' are idioms which refer to wise, elderly people. Fill in the blanks with the colour idioms given below.

- | | |
|----------------------|------------------------|
| 1. white lie | 4. true colours |
| 2. caught red handed | 5. rose tinted glasses |
| 3. green thumb | 6. black mark |

B. 'Perish' is another word for 'die.' Match the highlighted words with the correct set of synonyms. Note, that each row has a set of four words which mean the same.

1. inmates - residents, occupants, inhabitants, lodgers

2. dole - allowance, allocation, hand out, give out
3. charitable - generous, altruistic, considerate, benevolent
4. deserted - abandoned, isolated, vacant, uninhabited
5. suddenly - abruptly, unexpectedly, unanticipatedly, with no warning
6. expense - cost, charge, payment, price
7. desire - wish, want, need, crave
8. amazed - surprised, astonished, astounded, stunned
9. extreme - greatest, maximum, utmost, limitless
10. poverty - scarcity, penury, deprivation, insufficiency

C. Look at the dictionary and find the meanings of these words that are often confused.

1. thorough – complete in every detail / through – moving in on one side and coming out from the other
2. thought – past tense of think / taught – past tense of teach
3. accept – receive or agree / except – other than the thing mentioned after it
4. access – get a chance to reach or use / assess – find the value of something
5. principle – the basic idea or thought / principal – the head of a group

Page No. 56 and 57

Grammar

A. Change the following sentences into indirect speech.

1. The husband told his wife to shut her eyes and stretch herself as if in sleep.
2. The villagers wondered what had become of the beggar and his wife.

3. One man asked another if his house was locked on the outside.
4. Some greybeards of the village exclaimed that must have been very loving to have died together like that.
5. The beggar said that he would be satisfied with two dosas.
6. A grey beard advised the beggar not to beg and to do some work.

B. Complete the sentences with an expansion of the thought after the semicolon.

1. Some colleges offer scholarships; others support students by giving them part time jobs.
2. There are many shops selling organic food; but not all of them are authentic.
3. Some children need a lot of encouragement; others are self motivated.
4. Choose your bag yourself; after all you are the going to use it.
5. I am exhausted; I am going to shower and go to bed.

C. Inverted commas are not required in some of these sentences. They are used correctly in others. Check if they are used suitably and write 'correct' or 'incorrect', in the space given next to each sentence.

- | | |
|--------------|--------------|
| 1. Correct | 5. Correct |
| 2. Incorrect | 6. Incorrect |
| 3. Incorrect | 7. Incorrect |
| 4. Correct | 8. Incorrect |

D. Underline the short forms in the paragraph below. Write their full form in the space given below. One has been done for you.

1. we're – we + are
2. couldn't – could + not
3. I'll – I + will
4. I'm – I + am
5. You're – You + are

Page No. 58

Listening

Listen to this news report and frame five questions. Choose a fellow classmate to ask a question. Take turns in asking and answering questions. (Answers can vary)

1. Is it a crime to beg in India?
2. In what ways is begging bad for our country?
3. What has the government done for the beggars on streets?
4. Where are the shelters to be built?
5. Is giving money to beggars a good idea?

Page No. 58

Speaking

There is a new student in your class. Enquire about his/her old school.

- You: Hi, You are the new student in 7C, aren't you?
- New student: Yes, I am. I am Ananya. What is your name?
- You: I am Mehak. Which school are you from?
- New student: I am from National Public School, Hyderabad.
- You: Is your old school very different from this one?
- New student: Yes, My old school was very small with only one or two sections per class.

You: Tell me about the games you used to play there.

New student: I used to play badminton and kabaddi.

You: Do you miss your old school and friends?

New student: Yes, I miss them a lot. But I am excited about the new school too. Also a little bit worried if I can do well here.

Page No. 58

Writing

Write a paragraph about why beggars should not be given money. The paragraph should begin with your main idea. Then you must give two reasons to support your main idea. You must give an example from real life. Conclude your paragraph with a line supporting your main idea.

I believe that beggars should not be given money whenever they ask for it. Most beggars are physically capable of working for their living. They have given up hope of a decent life or may be suffering from mental disorders. Giving them money would not help them with these problems. The second reason is that if we give them money once, it encourages them to ask you everyday. For example, you can see that when people give money to beggars in front of temples or churches, a large number of them start asking for more. So beggars start surrounding anyone who wants to help and become a public nuisance. For these reasons, I think we should not give money to beggars.