



# Navjeevan Term Books

Standard  
**4**

**Teacher's Copy**

**Books - 1 to 4**

- ◆ English Balbharati
- ◆ मराठी सुलभभारती
- ◆ Mathematics
- ◆ Environmental Studies - Part I
- ◆ Environmental Studies - Part II

  
**NAVJEEVAN**

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## Book-1

### English Balbharati (Unit-I)

#### 1. Rain in the Night

##### F.A.

- (a) short (b) hard (c) active (d) clean
- (a) song (b) feet (c) short (d) faces
- Amelia Josephine Burr.

##### S.A.

- (a) channels at the edge of a street that carry off water.  
(b) small plants or their flowers.
- (a) It has been raining all night.  
(b) (1) **kitty** : The rain will make lazy kitty wash his little dirty feet.  
(2) **roses** : The roses will wear diamonds like kings and queens at court.  
(3) **pansies** : The pansies will all get muddy because they are short.  
(c) The child will sail in his boat the next day to wonderful new places.
- When it rains in my surrounding the streets get flooded. We see children playing in the rain. They enjoy themselves getting wet. Very often cars and other vehicles get stuck in the water.

#### 2. Aesop's Fables

##### F.A.

- (a) ugly (b) like (c) uncomfortable (d) softly
- (a) they (b) their (c) we (d) our
- (a) deer (b) she (c) huntress (d) bitch
- (1) The stag said these words to himself.



- (2) The stag said these words to himself.  
 (3) The stag said these words to himself.
7. (a) reflect, on (b) light (c) grace, ace (d) hunt  
 (e) thick (f) grow (g) like (h) noon, after  
 (i) firm (j) up, set
8. (a) happy (b) pretty (c) awful (d) leaped
9. Reflection can be seen in a mirror, glass and water.  
 Wood, wall and paper do not reflect anything.
10. India, Australia, South Africa, United States of  
 America, Egypt, Austria, Russia, Pakistan, China and  
 Japan.
11. Don't count your chickens before they hatch.  
 The early bird catches worm.  
 A cat in gloves catches no mice.

**S. A.**

1. (a) a male deer. (b) very long and thin. (c) grand.  
 (d) thinking sadly for a long time. (e) about to catch  
 him. (f) An area of trees, bushes growing closely  
 together. (g) long open box in which food for farm  
 animals is placed. (h) cut and dried grass used as food  
 for cattle. (i) part of a cattle shed or stable. (j) be  
 unwilling to give.
2. (a) Our efforts sometimes produced moral dilemmas.  
 (b) We've got a pool in the compound of our society.  
 (c) The forest air was cool and damp.  
 (d) She hit the speed dial button.
3. (a) Aesop was the person who first told these fables.  
 He lived in a country called Greece.  
 (b) The stag liked his antlers because he felt they were  
 beautiful, graceful and stately to look at.

- (c) The stag was unhappy about his feet because he  
 felt they were ugly.
- (d) The dog barked loudly at the ox and would not  
 allow the ox to eat his hay. Each time the ox went  
 near the hay, the dog snarled, barked and snapped  
 at the box.
- (e) The first story gives us the message that we must  
 be happy with what we have. The second story tells  
 us that we should not begrudge others, what we  
 don't enjoy ourselves.

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### 3. Recess

**F. A.**

2. (a) noise (b) about (c) wins (d) again
3. (a) cry (b) ends (c) after (d) lose
4. Tiffin time, break.

**S. A.**

1. (a) a break between classes (b) looking calm  
 (c) with all one's strength (d) over
2. (a) Children love to play in the garden.  
 (b) We play different games in school.  
 (c) During recess we play games.  
 (d) Our school is the best school in town.
3. (a) During recess, the children run and jump and  
 laugh and shout. Some children form groups and  
 walk about.  
 (b) The bell rings for the children to return to their  
 classrooms and so they cannot finish their game  
 and therefore no one wins.
4. I begin by eating the tiffin my mother packed for me. I  
 then go and meet my friends and we begin playing  
 games or just stroll around.

#### 4. Your Own Book of Science

F. A.

2. (a) surprising (b) cause harm (c) occasion
3. (a) hail + stone = hailstone (b) ice + cream = ice cream  
(c) rain + drop = raindrop
4. (a) amazing (b) moving (c) touching  
(d) placing (e) surrounding (f) chopping

S. A.

1. (a) pellets of frozen rain falling in showers.  
(b) the ability to notice important details.  
(c) cut something into pieces.  
(d) a scientific procedure carried out to make a discovery.
2. (1) Small balls or pieces of ice that rain down on us are called hailstones.  
(2) Sometimes strong winds in the clouds push little bits of ice upward so they do not fall to the ground. They collect more water particles freeze and form tiny balls. These are called hailstones.
3. (4) Why do we shiver when we have fever?  
(5) Why does the ball that we throw up fall down?  
(6) Why does water from a vessel disappear?  
(7) Why do we sweat a lot in summer?  
(8) Why does it not snow in Mumbai?  
(9) Why is water very necessary to man?  
(10) Why should we not cut trees.

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#### 5. Six Honest Serving-Men

F. A.

2. (a) when (b) view (c) me (d) rest  
(e) men (f) all (g) whys

3. (a) dishonest (b) idle (c) big (d) close
4. (a) Who is our English Teacher?  
(b) How do you come to school?  
(c) What time does our school start?  
(d) Where does the sun rise.  
(e) Why are you late?  
(f) What makes me laugh?

S. A.

1. (a) them  
(b) sends them away to other places to do her work
2. (a) One must always be honest in life.  
(b) The Indian peninsular is surrounded by sea.  
(c) I have lunch at 2 p.m. everyday.  
(d) I cannot sleep if I am hungry.  
(e) My sister has gone abroad for higher studies.  
(f) One must not interfere in other people's affairs.
3. (a) The six honest serving-men have taught the poet all the knew.  
(b) The poet gives them all a rest from nine till five and also during breakfast, lunch and tea.  
(c) The little child keeps ten million serving men.  
(d) The serving men of the small person do not get any rest as she is always asking them questions.

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#### 6. It's Only a Matter of Practice!

F. A.

2. (a) proud (b) boil  
(c) mole (d) might
3. (a) back (b) full  
(c) cry (d) crooked

4.

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

S.A.

- (a) someone who shoots arrows with the help of a bow  
 (b) achievements (c) exactly (d) containers made from dried large fruit with a hard skin (e) said (f) unable to speak
- (a) It is bad manners to show off one's good points.  
 (b) I get annoyed with my brother when he teases me.  
 (c) I have the habit of doubting my brother's good will.  
 (d) If you allow me to study, I shall be happy.  
 (e) There was not a trace of the monsoon rain.  
 (f) My brother boasted that he won the match yesterday.

- (a) Chen Yaozi was a skilled archer. He could perform wonderful feats of archery.  
 (b) He liked to show off his skill, to the admiring crowds that gathered around him.  
 (c) The old man said that everything was matter of practice.  
 (d) The old man could pour oil through the hole of a coin into a gourd placed at a distance. After filling up the gourd, the old man would lift the coin to show that there was not a trace of oil on it.  
 (e) Chen Yaozi told the old man that he had taught him something important which was not to boast about his abilities.
- I would like to play the piano. This is not something easy. In order to develop this skill I will have to practise on the key board. This I will have to do everyday on a regular basis. I will have to put in hours of practice if I wish to become a good pianist.

## 7. Be a writer - 1

F.A.

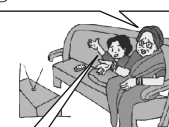
2.

Hurry up, or you'll be late!



I am not feeling well.

Why do you like the programme so much?



It is quite funny.

I think you should tell the teacher about it.

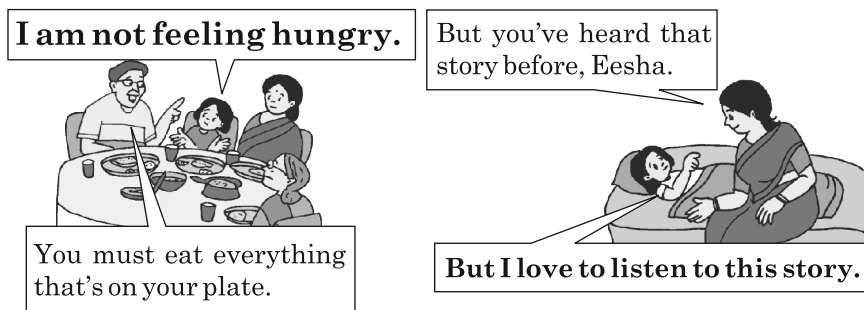


Yes, I will.

That's not the right answer, Nikhil.



Teacher, I know the answer.



### Scene : At the dining table.

**Eesha :** ..... don't like it you know that.

**Father :** ..... good for your health.

**Eesha :** ..... it at all.

**Father :** ..... whether you like it or not.

**Eesha :** ..... us the same thing in the class.

**Father :** ..... minerals and vitamins. .... resist diseases.

3. (1) that is (2) you will (3) you have  
(4) I am (5) do not (6) will not

S.A.

- (a) move or act quickly (b) eat dinner  
(c) a plant with dark green leaves.
- Eesha and her parents sat round the dining table to have their lunch. It was in the afternoon. Vegetables and rice along with curry were served. Eesha did not want to eat. She told her mother that she was not hungry. Her mother told her that good whole some food was necessary. Her father scolded her for liking junk food. Eesha realised that one must eat good food to stay healthy.

## 8. A Great Leader

F. A.

- (a) lovingly (b) fashionable  
(c) womenfolk (d) greatness
- (i) Could he not afford fancy, fashionable clothes?  
(ii) He is remembered for his greatness not only in India but in all parts of the world.
- (a) No (b) No (c) Yes (d) Yes (e) No
- 5.

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

- (1) brave (2) great (3) truthful (4) simple  
(5) nonviolent (6) loving (7) caring
- (1) - (d), (2) - (c), (3) - (a), (4) - (e), (5) - (b)
- (1) Indira Gandhi  
(2) Pandit Jawaharlal Nehru  
(3) Mahatma Gandhi  
(4) Bhagat Singh  
(5) Dr. Radhakrishnan  
(6) Lal Bahadur Shastri

S. A.

1. (a) strong determination.  
(b) a large formal meeting where people discuss important matters.  
(c) worried.  
(d) in a way that costs a lot of money.  
(e) people who were firm and loyal in following him.  
(f) a determined person.  
(g) a piece of cloth worn around the hips.  
(h) not hurting others.
2. I am here to tell you about Lokmanya Bal Gangadhar Tilak. He was born in 1856. Lokmanya Tilak inspired a national spirit among the people. He organised public celebrations of Ganeshotsava and Shivjayanti. He criticised the Government in his papers 'Kesari' and 'Mahratta'. He was arrested by the British Government. We must all be like Lokmanya Tilak and keep our freedom safe.

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## मराठी सुलभभारती

### १. झाड (A tree)

- एका वाक्यात उत्तरे लिहा.
  - (१) घराजवळ एक झाड चिंगीनं लावलं.
  - (२) चिंगी झाडाला म्हणाली, "लवकर वाढ".
  - (३) चिंगी झाडासाठी गाणी गाणार.
- खालील प्रश्नाचे उत्तर लिहा.
  - (१) गाणी ऐकून फुलं फुलतील, फुलपाखरांचे थवे झुलतील, फुलं छान फुलतील पाननूपान हसत राहिल.
- शेवटची अक्षरे जुळणारे कवितेतील शब्द सांगा.
  - (१) फुलतील, झुलतील, छान, पान

### २. मैत्री (Friendship)

- खालील प्रश्नांची उत्तरे लिहा.
  - (१) मुलगा झाडामागे उभा आहे. (२) झाडाला सफरचंद लागलेली आहेत.
  - (३) मुलगा हत्तीला घाबरला.
  - (४) मुलगा हत्तीला घाबरल्यामुळे झाडावर चढला.
  - (५) झाडाखाली हत्ती उभा आहे.
  - (६) मुलाने सफरचंद दिल्यामुळे हत्तीला आनंद झाला.
  - (७) मुलगा झाडावरून खाली उतरला आहे.
- खालील प्रश्नांची उत्तरे लिहा.
  - (१) विद्यार्थ्यांनी स्वतः विचार करा.
  - (२) गोष्टीतील मुलाच्या जागी तुम्ही असता तर तुम्ही काय केले असते ते विद्यार्थ्यांनी स्वतः सांगा.

(३) विद्यार्थ्यांनी स्वतः एखाद्या कथेचा शोध घेऊन मुलांच्या चातुर्याची गोष्ट सांगा.

■ गाळलेले शब्द भरा.

हत्ती जंगलात राहतो. हत्ती हा एक खूप मोठा प्राणी आहे. हत्तीला चार पाय असतात. त्याचे कान सुपासारखे असतात. हत्तीला एक सोंड असते.

### ३. मुलांनी काढलेली चित्रे - १

#### (The pictures drawn by the students - 1)

■ पाहा व बोला. चित्रावरून गोष्ट सांगा.

एका जंगलात एक कासव आणि ससा राहत होते. ससा नेहमी कासवासमोर बढाया मारत असे. त्याच्यासमोर फुशारकी गाजवत असे. एकदा ससा असाच फुशारकी करीत कासवाला म्हणाला, मी सगळ्यात चपळ आहे. माझ्याबरोबर चालण्याची, पळण्याची बरोबरी कोणीच करू शकणार नाही.

कासव म्हणाले, ससेभाऊ, तुझ्या चपळतेचा तुला एवढा गर्व असेल, तर चल माझ्याबरोबर धावण्याची पैज लाव. आपण दोघे एकाच वेळी निघून त्या डोंगरापर्यंत जाऊ. जर माझ्या आधी तू तिथे पोहोचलास, तर मी तुला बक्षीस देईन आणि जर मी आधी पोहोचलो, तर तू मला बक्षीस देशील. बोल आहे कबूल ?

ससाने कासवाची अट मान्य केली. मग दोघेही एकाच वेळी तिथून निघाले. थोड्याच वेळत ससा बराच पुढे निघून गेला. कासव मात्र आपल्या गतीने चालले होते.

कासव खूपच मागे राहिलेले बघून ससाने विचार केला, कासव अजून बरेच मागे आहे. आपणही धावून दमलो आहोत. थोडावेळ या झाडाखाली विश्रांती घ्यावी आणि पुन्हा ताजेतवाने होऊन धावत सुटावे. म्हणजे कासवाच्या आधी आपण डोंगरापर्यंत पोहोचू.

एखादे वेळी कासव थोडे पुढे जरी निघून गेले तरी त्याला गाठण्यास आपल्याला कष्ट पडणार नाहीत. चार उड्यातच आपण त्याच्या पुढे जाऊ, असा विचार करत ससा झोपी गेला. थोड्याच वेळात तो घोरू लागला.

कासव मंद गतीने चालत चालत ससाच्या पुढे निघून गेले आणि थोड्याच वेळात ते डोंगराच्या पायथ्याशी पोहोचले.

जेव्हा सशाला जाग आली तेव्हा संध्याकाळ झाली होती. हळू हळू अंधार पडू लागला होता. त्याला शर्यतीची आठवण झाली आणि तो तुफान वेगाने डोंगराकडे पळत सुटला. परंतु डोंगरावर पोहचून पाहतो तर काय कासव आधीपासूनच उपस्थित होते.

■ चित्रे पाहून प्रश्नांची उत्तरे लिहा.

(१) चित्र क्र.१ मध्ये ससा व कासव हे प्राणी आहेत.

(२) ससा रस्त्याच्या कडेला झोपला आहे. कासव अंतिम ठिकाणी जाऊन पोहोचले आहे.

■ चित्रावरून तुम्हाला काय समजले ते सांगा.

नळामधून येणारे पाणी जमिनीवर पडत आहे. पाणी भरण्यासाठी लावलेली बादली व मडके नळाखाली न ठेवता बाजूला ठेवलेले आहे. त्यामुळे पाणी वाया जात आहे. मुलगी हे पाहत आहे. ती 'पाणी वाचवा जीव वाचवा' असे सांगत आहे. जिवंत रहाण्यासाठी पाणी आवश्यक आहे. म्हणून पाणी अनमोल आहे. 'पाणी वाचवले तर आपण आपले जीवन वाचवू' असे या चित्रातून आपल्याला समजते.

■ चित्रे पाहून प्रश्नांची उत्तरे लिहा.

(३) चित्र क्र.२ मध्ये नळातून एक एक थेंब खाली पडून पाणी साचले आहे. पाणी फुकट जात आहे. बादली व मडके नळाखाली न ठेवता बाजूला ठेवलेले आहे.

(४) चित्र क्र.२ मधील मुलगी 'पाणी वाचवा. जीवन वाचवा' असे सांगत आहे.

(५) आमच्या घरी पाण्याचा वापर जपून केला जातो.

(६) पाणी वाया जाऊ नये म्हणून तोंड धुताना नळ चालू ठेवणार नाही. शॉवरखाली आंघोळ न करता बादलीत पाणी घेऊन आंघोळ करू. वॉटरबॅगमध्ये उरलेले पाणी टाकून न देता ते झाडांना घालू. काम झाले की नळ बंद करू. विनाकारण नळ सुरू ठेवणार नाही.

### ४. चित्रवर्णन (Description of a picture.)

■ विद्यार्थ्यांनी स्वतः करा.



## ५. गाऱ्या गाऱ्या भिंगोऱ्या (Let us play in the rain)

प्रश्न.१.(अ) कविता पावसाबद्दल आहे.

(आ) ही कविता मुले म्हणत असतील.

(इ) विजा चमकतात तेव्हा आम्हांला भीती वाटते.

(ई) मुले गारा वेचण्याचा खेळ खेळतात.

(उ) मुलांना आईची हाक ऐकू येते.

प्रश्न.२.(अ) गारा (आ) मेघ (इ) वीज (ई) मोर (उ) थंडी

प्रश्न.३.साऱ्या, भिंगोऱ्या, गरजती - चमकती, वाजते - येते, साऱ्या - गाऱ्या,  
चमकती - नाचती, पकडुनि - वितळुनि.

प्रश्न.४.छनछन, छमछम, ढमढम, लटलट, रटरट, मटमट, घणघण.

प्रश्न.५. खालील कविता पूर्ण करा.

गड्गड गड्गड मेघ गरजती,

चमचम चमचम विजा चमकती.

थुईथुई थुईथुई मोर नाचती,

गाऱ्या गाऱ्या भिंगोऱ्या.

■ अभिनय करा :

विद्यार्थ्यांनी स्वतः कृती करा.

## ६. फरक ओळखा (Find the difference)

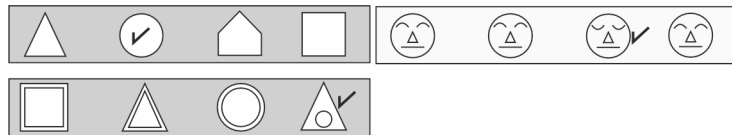
■ विद्यार्थ्यांसाठी सूचना : फरक पाठ्यपुस्तकानुसार दिला आहे.

(१) पहिल्या चित्रात बॉल नाही आहे.

(२) दुसऱ्या चित्रातील जाड्या माणसाच्या पॅटला खिसा नाही आहे.

(३) दुसऱ्या चित्रात उजव्या बाजूला झाड नाही आहे.

■ गटात न बसणारी आकृती ओळखा. त्यावर (✓) अशी खूण करा.



■ पाहा. आकारात कसा फरक पडत गेला ते सांगा.

विद्यार्थ्यांनी स्वतः अक्षरांच्या आकारात कसा फरक पडला ते सांगा.

■ आकारानुसार गटात न बसणारे अक्षर ओळखा. त्या अक्षराखाली रेघ ओढा.

प	ष	फ	ल	क	र	ब	व
र	श	ज	स	ट	ठ	ढ	ण
म	भ	न	ई				

■ खालील चित्रातील फरक ओळखा.

(१) पहिल्या चित्रात झाडाखाली साप नाही.

(२) दुसऱ्या चित्रात दोन फुलपाखरे आहेत.

(३) पहिल्या चित्रात दोन मधमाश्या आहेत.

## ७. अक्षरजाळे (Webword)

■ विद्यार्थ्यांनी स्वतः करा.



## ८. गंमतकोडे (Fun puzzle)

अ	अननस	अडकित्ता	आ	आरसा	आईस्क्रिम
ओ	ओढणी	ओठ	औ	औत	
अं	अंगठी	अंडी	अंजीर		

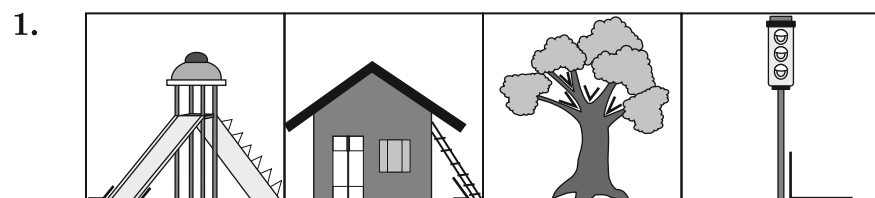
# Mathematics

## Part - I

### 1. Geometrical Figures

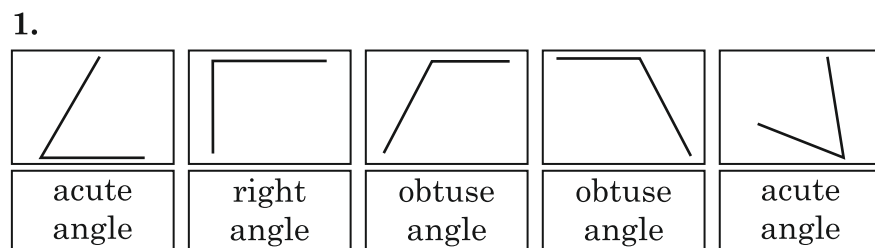
#### Angles

#### F.A. – Activity



Right angle, acute angle, obtuse angle

#### Class Work



2. [To be done by students.]

3. [To be done by students.]

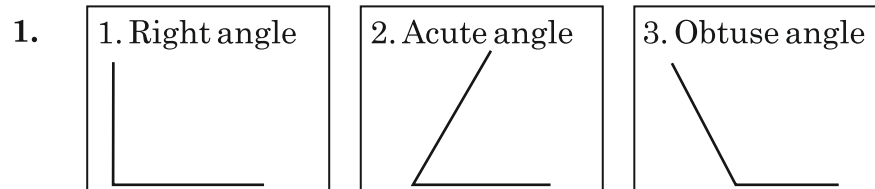
4. [To be done by students.]

#### Oral

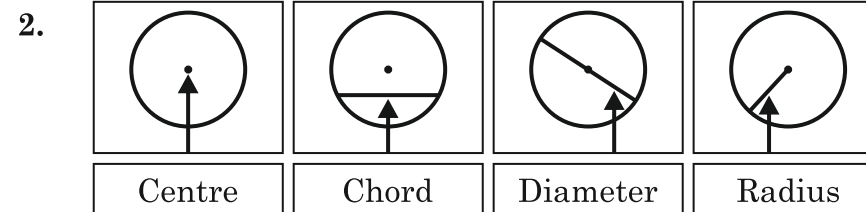
6. (a) True (b) True (c) False (d) False (e) True

7. (a) acute angle (b) obtuse angle (c) two (d) right angle

#### F.A. – Activity



#### Circle



3. (1) C (2) CY and CX (3) MN and BA

4. (1) A (2) CD and XY (3) radii

Geometrical figures : Vertex and side

#### Home Work

1.

Figure			
Name of figure	Rectangle	Square	Triangle
Number of sides	Four	Four	Three
Number of corners	Four	Four	Three

2.

Figure			
Name of sides	Side AB	Side PQ	Side LM
	Side BC	Side SR	Side ON
	Side AC	Side PS	Side LO
		Side QR	Side MN
Name of vertices	A, B, C	P, Q, R, S	L, M, N



## 2. Number Work

### Three – digit numbers : Revision

#### F. A. – Class Work

1. (a) 123, 456, 789, 213, 654, 987, 234, 465, 897, 584
2. (1) 325 - **Three hundred and twenty-five**  
 (2) 549 - **Five hundred and forty-nine**  
 (3) 667 - **Six hundred and sixty-seven**  
 (4) 782 - **Seven hundred and eighty-two**  
 (5) 890 - **Eight hundred and ninety**  
 (6) 401 - **Four hundred and one**
3. (1) Hundred and two 102  
 (2) Three hundred and twenty 320  
 (3) Five hundred and sixty-seven 567  
 (4) Four hundred and forty-five 445  
 (5) Nine hundred and ninety-nine 999  
 (6) Seven hundred and fifty-six 756
4. (1) 399 400, 401, 402  
 (2) 200 201, 202, 203  
 (3) 597 598, 599, 600
5. (1) 597, 598, 599, 600  
 (2) 366, 367, 368, 369  
 (3) 296, 297, 298, 299

## Four – digit numbers

### F. A. – Class Work

1.	Symbol	Number	Read and write
		1000	One thousand
		4000	Four thousand
	●●	2012	Two thousand and twelve
	●●●	2203	Two thousand two hundred and three
		1010	One thousand and ten
	●	1001	One thousand and one
	●●●	2314	Two thousand three hundred and fourteen

2. 1.2112 2.2034 3.5000 4.5300 5.5320 6.5003

### Numbers in words and figures

#### F. A. – Class Work

1.

Number in words	Th	H	T	U
(1) Four thousand and five	4	0	0	5
(2) Five thousand and seventeen	5	0	1	7
(3) Seven thousand three hundred and thirteen	7	3	1	3
(4) Eight thousand	8	0	0	0
(5) Nine thousand nine hundred and ninety-nine	9	9	9	9

## Oral

3. (1) 1235 - One thousand two hundred and thirty-five  
 (2) 2341 - Two thousand three hundred and forty-one  
 (3) 3507 - Three thousand five hundred and seven  
 (4) 4115 - Four thousand one hundred and fifteen  
 (5) 5045 - Five thousand and forty five  
 (6) 6787 - Six thousand seven hundred and eighty seven  
 (7) 7890 - Seven thousand eight hundred and ninety  
 (8) 8888 - Eight thousand eight hundred and eighty-eight  
 (9) 9007 - Nine thousand and seven
4. (a) 1. 2673    2. 2376    3. 3762    4. 6732    5. 7263  
 (b) 1. 5890    2. 9058    3. 8509    4. 9850    5. 5089  
 (c) 1. 1852    2. 2581    3. 5821    4. 8125    5. 1582

5.

Th	H	T	U	Th	H	T	U	Th	H	T	U
3	0	2	5	5	2	0	3	2	0	3	5

Th	H	T	U	Th	H	T	U	Th	H	T	U
1	4	2	6	6	2	4	1	4	6	1	2

Th	H	T	U	Th	H	T	U	Th	H	T	U
7	9	1	4	4	1	9	7	9	4	1	7

## S.A.

1. (1) 3,267 - Three thousand two hundred and sixty-seven  
 (2) 7,059 - Seven thousand and fifty-nine

- (3) 8,888 - Eight thousand eight hundred and eighty-eight

2. (1) 5694    (2) 7500    (3) 9805

3. (1) 8,353    (2) 2719

## Reading and writing five – digit numbers

### F. A. – Class Work

1. (1) 20,000 - Twenty thousand  
 (2) 68,000 - Sixty-eight thousand  
 (3) 79,000 - Seventy-nine thousand  
 (4) 80,000 - Eighty thousand  
 (5) 54,000 - Fifty-four thousand  
 (6) 99,000 - Ninety-nine thousand
2. 2. 50,001 = Fifty thousand and one  
 3. 60,026 = Sixty thousand and twenty six  
 4. 31,000 = Thirty-one thousand
3. (1) 40,000    (2) 50,050    (3) 12,313  
 (4) 45,003    (5) 23,105    (6) 68,005
4. (1) 52,045 - Fifty-two thousand and forty-five  
 (2) 23,409 - Twenty-three thousand four hundred and nine  
 (3) 45,600 - Forty-five thousand six hundred  
 (4) 41,000 - Forty one thousand  
 (5) 99,999 - Ninety-nine thousand nine hundred and ninety-nine  
 (6) 95,768 - Ninety-five thousand seven hundred and sixty-eight  
 (7) 67,261 - Sixty-seven thousand two hundred and sixty-one

- 5.
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 2   | 4  | 3 | 1 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 3   | 2  | 1 | 4 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 4   | 3  | 1 | 1 | 2 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 1   | 1  | 4 | 3 | 2 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 2   | 3  | 1 | 1 | 4 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 3   | 4  | 2 | 1 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 4   | 1  | 1 | 2 | 3 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 1   | 4  | 3 | 1 | 2 |
6. (1) 95,618, (2) 56,189, (3) 61,895,  
(4) 18,956, (5) 89,561, (6) 98,516,

### Reading and writing five – digit numbers

#### F. A. – Class Work

- (1) 76,541
- (1) 34,789; 43,789, (2) 98,743; 87,743
- (1) 60,547, (2) 54,067, (3) 45,607,  
(4) 50,647, (5) 46,507
- (1) 49,351, (2) 93,541, (3) 35,941,  
(4) 54,391, (5) 43,951
- (1) 64,123, (2) 14,765, (3) 94,890,  
(4) 34,369, (5) 74,284
- (1) 10,684, (2) 17,359, (3) 15,2234,  
(4) 13,502

#### S. A. – Class Work

- (1) 69,752 - Sixty-nine thousand seven hundred and fifty-two  
(2) 75,231 - Seventy-five thousand two hundred and thirty-one

- (3) 43,091 - Forty-three thousand ninety-one
- (4) 56,102 - Fifty-six thousand one hundred and two
- (5) 30,759 - Thirty thousand seven hundred and fifty-nine
- (6) 20,089 - Twenty thousand and eighty-nine
- (7) 50,007 - Fifty thousand and seven
- (8) 20,107 - Twenty thousand one hundred and seven
- (9) 35,293 - Thirty-five thousand two hundred and ninety-three

- (1) 63,751 (2) 51,072 (3) 10,005 (4) 77,217  
(5) 3,524 (6) 17,507 (7) 5,609 (8) 15,312

### The expanded form of a number

#### F. A. – Class Work

- (1)  $7,000 + 500 + 40 + 5$   
(2)  $4,000 + 000 + 50 + 0$   
(3)  $60,000 + 5,000 + 100 + 00 + 0$   
(4)  $8,000 + 000 + 00 + 0$   
(5)  $10,000 + 2,000 + 700 + 40 + 5$   
(6)  $70,000 + 8,000 + 900 + 90 + 9$   
(7)  $9,000 + 300 + 90 + 2$   
(8)  $50,000 + 0000 + 100 + 00 + 5$   
(9)  $70,000 + 0000 + 400 + 90 + 5$   
(10)  $80,000 + 2,000 + 700 + 20 + 7$   
(11)  $70,000 + 5,000 + 600 + 90 + 8$   
(12)  $30,000 + 1,000 + 300 + 50 + 4$   
(13)  $70,000 + 0000 + 500 + 80 + 9$
- (1) 3,257 (2) 15,001 (3) 4,513  
(4) 20,345 (5) 7,083 (6) 90,092

3. (1) 52,321 (2) 80,905 (3) 59,027  
(4) 14,350 (5) 78,050 (6) 75,324

### Place value

#### F. A. – Class Work

1. (1) 9 is in the tens (2) 2 is in the thousands  
(3) 0 is in the units (4) 8 is in the hundreds  
(5) 9 is in the units (6) 7 is in the thousands  
(7) 7 is in the hundred (8) 5 is in the ten thousands  
(9) 0 is in the thousands (10) 5 is in the hundreds  
(11) 6 is in the ten thousands  
(12) 1 is in the hundreds

2.

Number	TTh	Th	H	T	U
(1) 67,502	6	7	5	0	2
(2) 75,819	7	5	8	1	9
(3) 27,025	2	7	0	2	5
(4) 45,025	4	5	0	2	5

### The different breakups of a number

#### F. A. – Class Work

1. (2) 863 = Eight hundred and sixty-three units  
863 = Eighty six tens, three units  
863 = Eight hundred, six tens, three units  
(3) 6745 = Six thousands, seven hundreds and forty-five units  
6745 = Sixty seven hundreds, four tens and five units

6745 = Six thousands, seventy four tens and five units

6745 = Six thousands, seven hundreds, four tens and five units

- (4) 9856 = Nine thousands, eight hundreds and fifty six units

9856 = Ninety eight hundreds, five tens and six units

9856 = Nine thousands, eighty five tens and six units

9856 = Nine thousands, eight hundreds, fifty tens and six units

- (5) 1027 = One thousand zero hundreds and twenty seven units

1027 = Ten hundreds and twenty seven units

1027 = Ten hundreds, two tens and seven units

1027 = One thousand, zero hundreds, two tens and seven units

#### S. A. – Home Work

1. (1) 452 = Four hundreds and fifty two units

452 = Forty five tens and two units

452 = Four hundreds, five tens and two units

- (2) 2143 = Two thousands, one hundreds and forty three units

2143 = Twenty-one hundreds, four tens and three units

2143 = Two thousands, fourteen tens and three units

2143 = Two thousands, one hundred, four tens and three units

- (3) 9562 = Nine thousands, five hundreds and sixty two units

9562 = Ninety five hundreds, six tens and two units

9562 = Nine thousands, fifty six tens and two units

9562 = Nine thousands, five hundreds, six tens and two units

- (4) 1023 = One thousand, zero hundreds and twenty three units

1023 = Ten hundreds and twenty three units

1023 = Ten hundreds, two tens and three units

1023 = One thousands, zero hundreds, two tens and twenty three units

- (5) 1232 = One thousands, two hundreds and thirty two units

1232 = Twelve hundreds, three tens and two units

1232 = One thousands, twenty-three tens and two units

1232 = One thousand, two hundreds, three tens and two units

- (6) 4563 = Four thousands, five hundreds and sixty three units

4563 = Forty five hundreds, six tens and three units

4563 = Four thousands, fifty six tens and three units

4563 = Four thousands, five hundreds, six tens and three units

## The numbers just before and after a given number

### F. A. – Class Work

1.

Number	The number just before	The number just after
2999	2998	3000
3800	3799	3801
7798	7797	7799
8538	8537	8539
9316	9315	9317
2901	2900	2902

Number	The number just before	The number just after
1000	999	1001
3459	3458	3460
5009	5008	5010
6029	6028	6030
2000	1999	2001
5050	5049	5051

### S. A. – Home Work

1.

The number just before	Number	The number just after
988	989	990
5930	5931	5932
9370	9371	9372
7069	7070	7071
8007	8008	8009
6665	6666	6667

The number just before	Number	The number just after
1252	1253	1254
2255	2256	2257
8230	8231	8232
6135	6136	6137
7531	7532	7533
1258	1259	1260

### Comparing numbers

#### F. A. – Class Work

1.

Numbers	Smaller	Bigger
2123, 1968	1968	2123
2342, 2432	2342	2432
9542, 9549	9542	9549
9999, 999	999	9999
6070, 8079	6070	8079
5978, 7539	5978	7539
3567, 4363	3567	4363

Numbers	Smaller	Bigger
2123, 1968	1968	2123
2342, 2432	2342	2432
9542, 9549	9542	9549
9999, 999	999	9999
6070, 8079	6070	8079
5978, 7539	5978	7539
3567, 4363	3567	4363

### Ascending and descending order

#### F. A. – Class Work

- (1) Ascending – 2345, 2347, 2349  
Descending – 2349, 2347, 2345
- (2) Ascending – 3007, 5070, 6000  
Descending – 6000, 5070, 3007
- (3) Ascending – 2007, 3007, 5007  
Descending – 5007, 3007, 2007
- (4) Ascending – 1009, 1090, 1900  
Descending – 1900, 1090, 1009
- (5) Ascending – 4180, 6180, 7180  
Descending – 7180, 6180, 4180
- (6) Ascending – 1357, 2917, 3456  
Descending – 3456, 2917, 1357

### Ascending and descending order

#### F. A. – Class Work

1. Ascending	Descending
(1) 69, 769, 5300	5300, 769, 69
(2) 4537, 4569, 4597	4597, 4569, 4537
(3) 3507, 6057, 9468	9468, 6057, 3507
(4) 77, 819, 2120	2120, 819, 79
(5) 5577, 5757, 5775	5775, 5757, 5577
(6) 3511, 8411, 9611	9611, 8411, 3511

### Even and odd numbers

#### F. A. – Class Work

- (a) 12, 10, 34, 36, 52, 16, 28  
(b) 11, 23, 27, 25, 39, 41, 45, 17, 19

2. Even – 32, 30, 34, 56, 88      Odd – 35, 67, 43, 51, 79

### International numerals

#### F.A. – Class Work

1.

International numerals	1	2	3	4	5	6	7	8	9	10
Devnagari numerals	१	२	३	४	५	६	७	८	९	१०

2.

Devnagari numerals	४९७	२३५	४३७	५६८	६७२	७९९	८००	९९२	१२८	२२९
International numerals	497	235	437	568	672	799	800	912	128	221

3. (1) 20,504 - Twenty thousand five hundred and four  
 (2) 97,487 - Ninety-seven thousand four hundred and eighty-seven  
 (3) 30,008 - Thirty thousand and eight  
 (4) 4,879 - Four thousand eight hundred and seventy-nine  
 (5) 6,405 - Six thousand four hundred and five  
 (6) 893 - Eight hundred and ninety-three
4. Bus, taxi and rickshaw number plates, Train and air tickets

### 3. Addition

#### F.A. – Class Work

1. (1) 
$$\begin{array}{r} 342 \\ + 123 \\ \hline 465 \end{array}$$
 (2) 
$$\begin{array}{r} 345 \\ + 324 \\ \hline 669 \end{array}$$
 (3) 
$$\begin{array}{r} 170 \\ + 626 \\ \hline 796 \end{array}$$
 (4) 
$$\begin{array}{r} 294 \\ + 105 \\ \hline 399 \end{array}$$
- (5) 
$$\begin{array}{r} 609 \\ + 200 \\ \hline 809 \end{array}$$
 (6) 
$$\begin{array}{r} 742 \\ + 433 \\ \hline 1175 \end{array}$$
 (7) 
$$\begin{array}{r} 442 \\ + 224 \\ \hline 666 \end{array}$$

2. (1) 2301 + 4056 (2) 4017 + 2081

Th	H	T	U
2	3	0	1
+ 4	0	5	6
6	3	5	7

Th	H	T	U
4	0	1	7
+ 2	0	8	1
6	0	9	8

- (3) 4777 + 2001

- (4) 999 + 4000

Th	H	T	U
4	7	7	7
+ 2	0	0	1
6	7	7	8

Th	H	T	U
	9	9	9
+ 4	0	0	0
4	9	9	9

(5)  $2017 + 17060$

TTh	Th	H	T	U
	2	0	1	7
+ 1	7	0	6	0
1	9	0	7	7

(6)  $941 + 99058$

TTh	Th	H	T	U
		9	4	1
+ 9	9	0	5	8
9	9	9	9	9

(7)  $12336 + 50021$

TTh	Th	H	T	U
1	2	3	3	6
+ 5	0	0	2	1
6	2	3	5	7

(8)  $77777 + 2001$

TTh	Th	H	T	U
7	7	7	7	7
+	2	0	0	1
7	9	7	7	8

(9)  $73215 + 352$

TTh	Th	H	T	U
7	3	2	1	5
+		3	5	2
7	3	5	6	7

(10)  $14356 + 62324$

TTh	Th	H	T	U
1	4	3	5	6
+ 6	2	3	2	4
7	6	6	8	0

3. (1) 9,199 (2) 999 (3) 97,689

(4) 55,047 (5) 98,418 (6) 89,599

4. 1. Fourteen (R) thousand plus three hundred

2. Two thousand (B)  $14000 + 300$  (R) 609 (G) plus ninety

3. Five hundred and nine + one hundred (G)  $99000 + 702$  (Y) 2090 (B)

4. Ninety-nine thousand + seven hundred and two (Y)  $2000 + 790$  (B) 14300 (R)

[Teachers note : Colour (R) – red  
(B) – blue  
(G) – green  
(Y) – yellow]

Addition : with carrying over

S. A. – Class Work

1.

Th	H	T	U
1	1	1	
+	5	4	8
	9	5	7
1	5	0	5

Th	H	T	U
1	1		
+	6	5	0
	8	7	9
1	5	2	9

Th	H	T	U
1	1	1	
+	4	8	9
	5	1	1
1	0	0	0

Th	H	T	U
1	1	1	
+	6	3	7
	5	7	4
1	2	1	1



Th	H	T	U
1	1		
+	6	9	0
	9	8	1
1	6	7	1

Th	H	T	U
1	1		
+	5	5	0
	9	6	1
1	5	1	1

Th	H	T	U
1	1	1	
+	7	9	9
	4	5	1
1	2	5	0

Th	H	T	U
1			
+	9	2	3
	6	3	3
1	5	5	6

### Addition of four – digit numbers

#### F.A. – Class Work

1. (1)  $5642 + 4179$

Th	H	T	U
	1	1	
5	6	4	2
+	1	7	9
9	8	2	1

(2)  $4984 + 775$

Th	H	T	U
1	1		
4	9	8	4
+	7	7	5
5	7	5	9

(3)  $7850 + 29$

Th	H	T	U
7	8	5	0
+		2	9
7	8	7	9

(4)  $999 + 4000$

Th	H	T	U
	9	9	9
+	4	0	0
4	9	9	9

(5)  $5689 + 135 + 87$

TTh	Th	H	T	U
		2	2	
	5	6	8	9
+		1	3	5
+			8	7
	5	9	1	1

(6)  $7 + 4895 + 137$

TTh	Th	H	T	U
	1	1	1	
				7
+	4	8	9	5
+		1	3	7
	5	0	3	9

(7)  $239 + 5310 + 30$

TTh	Th	H	T	U
		2	3	9
+	5	3	1	0
+			3	0
	5	5	7	9

2. (1)  $7859 + 8546$

TTh	Th	H	T	U
1	1	1	1	
	7	8	5	9
+	8	5	4	6
1	6	4	0	5

(2)  $8888 + 4576$

TTh	Th	H	T	U
	1	1	1	
	8	8	8	8
+	4	5	7	6
1	3	4	6	4

(3)  $6841 + 7515$

TTh	Th	H	T	U
1	1			
	6	8	4	1
+	7	5	1	5
1	4	3	5	6

(4)  $5709 + 7811$

TTh	Th	H	T	U
1	1		1	
	5	7	0	9
+	7	8	1	1
1	3	5	2	0

(3)  $9786 + 4532$

TTh	Th	H	T	U
1	1	1		
	9	7	8	6
+	4	5	3	2
1	4	3	1	8

(5)  $6854 + 3963$

TTh	Th	H	T	U
1	1	1		
	6	8	5	4
+	3	9	6	3
1	0	8	1	7

(6)  $2847 + 9563$

TTh	Th	H	T	U
1	1	1	1	
	2	8	4	7
+	9	5	6	3
1	2	4	1	0

## Home Work

1. (1)  $8509 + 3658$

TTh	Th	H	T	U
1	1		1	
	8	5	0	9
+	3	6	5	8
1	2	1	6	7

(2)  $9076 + 4953$

TTh	Th	H	T	U
1	1	1		
	9	0	7	6
+	4	9	5	3
1	4	0	2	9

1. (1)  $1719 + 4925$

TTh	Th	H	T	U
	1		1	
	1	7	1	9
+	4	9	2	5
	6	6	4	4

(2)  $1157 + 900$

TTh	Th	H	T	U
	1			
	1	1	5	7
+		9	0	0
	2	0	5	7

(3)  $2709 + 35$

TTh	Th	H	T	U
			1	
	2	7	0	9
+			3	5
	2	7	4	4

(4)  $3752 + 485$

TTh	Th	H	T	U
	1	1		
	3	7	5	2
+		4	8	5
	4	2	3	7

(3)  $51098 + 19803$

TTh	Th	H	T	U
1		1	1	
5	1	0	9	8
+ 1	9	8	0	3
7	0	9	0	1

(4)  $300 + 150 + 70 + 35$

TTh	Th	H	T	U
		1		
		3	0	0
+ —		1	5	0
+ —			7	0
+ —			3	5
		5	5	5

(5)  $8076 + 565$

TTh	Th	H	T	U
		1	1	
	8	0	7	6
+		5	6	5
	8	6	4	1

(6)  $57004 + 3816$

TTh	Th	H	T	U
1			1	
5	7	0	0	4
+	3	8	1	6
6	0	8	2	0

(5)  $49000 + 4200 + 620 + 54$

TTh	Th	H	T	U
1				
4	9	0	0	0
+ —	4	2	0	0
+ —		6	2	0
+ —			5	4
5	3	8	7	4

(6)  $4000 + 1600 + 800 + 80 + 320 + 32$

TTh	Th	H	T	U
	1	1		
	4	0	0	0
+ —	1	6	0	0
+ —		8	0	0
+ —			8	0
+ —		3	2	0
+ —			3	2
+ —	6	8	3	2

### Addition

#### S. A. – Class Work

1. (1)  $88709 + 165$

TTh	Th	H	T	U
			1	
8	8	7	0	9
+		1	6	5
8	8	8	7	4

(2)  $27095 + 4807$

TTh	Th	H	T	U
1		1	1	
2	7	0	9	5
+	4	8	0	7
3	1	9	0	2

(7)  $44513 + 2356$

TTh	Th	H	T	U
4	4	5	1	3
+	2	3	5	6
4	6	8	6	9

(8)  $35856 + 2507$

TTh	Th	H	T	U
	1		1	
3	5	8	5	6
+	2	5	0	7
3	8	3	6	3

(5)  $24,263 + 52,012$

TTh	Th	H	T	U
2	4	2	6	3
+ 5	2	0	1	2
7	6	2	7	5

(6)  $56,723 + 32,103$

TTh	Th	H	T	U
5	6	7	2	3
+ 3	2	1	0	3
8	8	8	2	6

**Home Work**

2. (1)  $6,907$

(2)  $92,438$

(3)  $50,477$

(4)  $87,572$

(5)  $8,530$

(6)  $12,524$

3. (1)  $4,252 + 35$

Th	H	T	U
4	2	5	2
+		3	5
4	2	8	7

(2)  $6,352 + 3,000$

Th	H	T	U
6	3	5	2
+ 3	0	0	0
9	3	5	2

(3)  $3,342 + 2,121$

Th	H	T	U
3	3	4	2
+ 2	1	2	1
5	4	6	3

(4)  $1,732 + 2,152$

Th	H	T	U
1	7	3	2
+ 2	1	5	2
3	8	8	4

(7)  $31,252 + 50,230$

TTh	Th	H	T	U
3	1	2	5	2
+ 5	0	2	3	0
8	1	4	8	2

(8)  $4,000 + 123$

TTh	Th	H	T	U
	4	0	0	0
+		1	2	3
	4	1	2	3

(9)  $54,278 + 23,511$

TTh	Th	H	T	U
5	4	2	7	8
+ 2	3	5	1	1
7	7	7	8	9

(10)  $3,472 + 2,125$

TTh	Th	H	T	U
	3	4	7	2
+	2	1	2	5
	5	5	9	7

**4. Subtraction****F. A. – Class Work**

1. (i)

$$\begin{array}{r} 586 \\ - 425 \\ \hline 161 \end{array}$$

(ii)

$$\begin{array}{r} 315 \\ \cancel{3} \cancel{1} \cancel{5} \\ - 179 \\ \hline 286 \end{array}$$

(iii)

$$\begin{array}{r} 414 \\ \cancel{4} \cancel{1} \cancel{4} \\ - 351 \\ \hline 191 \end{array}$$

(iv)

$$\begin{array}{r} 614 \\ \cancel{6} \cancel{1} \cancel{4} \\ - 287 \\ \hline 467 \end{array}$$

(v) $\begin{array}{r} 4 \ 9 \ 10 \\ \cancel{5} \ \cancel{0} \ 0 \\ - \\ 3 \ 6 \ 5 \\ \hline 1 \ 3 \ 5 \end{array}$	(vi) $\begin{array}{r} 4 \ 9 \ 12 \\ \cancel{5} \ \cancel{0} \ 2 \\ - \\ 3 \ 0 \ 7 \\ \hline 1 \ 9 \ 5 \end{array}$	(vii) $\begin{array}{r} 4 \ 11 \\ \cancel{5} \ \cancel{1} \ 2 \\ - \\ 3 \ 2 \ 0 \\ \hline 1 \ 9 \ 2 \end{array}$
---	--	---

2. 1.  $400 - 200 = 200$       2.  $625 - 425 = 200$

3.  $819 - 619 = 200$

3. 
$$\begin{array}{r} 372 \text{ uniform} \\ - \\ 250 \text{ school bag} \\ \hline 122 \end{array}$$

Rajani spend ₹ 122 more on the uniform.

4. 
$$\begin{array}{r} 8 \ 10 \ 15 \\ \cancel{8} \ \cancel{10} \ \cancel{15} \text{ addition answer} \\ - \\ 4 \ 2 \ 7 \text{ one of the number} \\ \hline 4 \ 8 \ 8 \end{array}$$

The other number is 488.

5. 
$$\begin{array}{r} 915 \text{ addition answer} \\ - \\ 615 \text{ number smaller than 800} \\ \hline 300 \end{array}$$

The other number is 300.

6. Problem : Ramesh had 534 marbles, he gave 252 marbles to Gopal. How many marbles were left with Ramesh.

$$\begin{array}{r} 534 \text{ Marbles with Ramesh} \\ - \\ 252 \text{ Marbles given to Gopal} \\ \hline 282 \text{ Marbles left with Ramesh} \end{array}$$

282 marbles were left with Ramesh

## Subtraction of four-digit numbers without borrowing

### F. A. – Class Work

1.

Th	H	T	U
5	5	4	8
-		4	3
5	1	1	1

Th	H	T	U
5	7	9	5
-		1	8
5	6	1	5

Th	H	T	U
2	5	8	9
-		3	5
1	2	3	5

Th	H	T	U
3	4	7	6
-		2	3
1	2	2	3

2. (1) 3333      (2) 5220      (3) 9154

(4) 3232      (5) 5548      (6) 7836

3. 3000

4.  $6000 - 4000 = 2000$        $3255 - 1255 = 2000$

$8000 - 6000 = 2000$

5. In a village in Mysore there are 4765 people. There are 2142 illiterate people. How many literate people are there in the village.

$$\begin{array}{r} 4765 \text{ people} \\ - \\ 2142 \text{ illiterate} \\ \hline 2623 \text{ literate} \end{array}$$

2623 literate people are there in the village.

6. Kunda is correct. As he is using the right-to-left method of subtraction – meaning subtraction always starts from the units column (place) on the right and then moves further to the left in tens, hundreds and thousands

### Subtraction by borrowing

#### F.A. – Class Work

1.

(1)

Th	H	T	U
3	11	10	15
<del>4</del>	<del>2</del>	<del>1</del>	5
2	6	4	9
1	5	6	6

(2)

Th	H	T	U
6	10	11	13
<del>7</del>	<del>1</del>	<del>2</del>	<del>3</del>
5	7	8	4
1	3	3	9

(3)

Th	H	T	U
2	9	10	14
<del>3</del>	<del>0</del>	<del>1</del>	<del>4</del>
2	5	2	7
0	4	8	7

(4)

Th	H	T	U
5	12	11	15
<del>6</del>	<del>3</del>	<del>2</del>	5
	7	5	8
5	5	6	7

2.

(1)  $3,245 - 1,127$

Th	H	T	U
		3	15
3	2	<del>4</del>	<del>5</del>
1	1	2	7
2	1	1	8

(2)  $6,007 - 2,345$

Th	H	T	U
5	9	10	
<del>6</del>	<del>0</del>	<del>0</del>	7
2	3	4	5
3	6	6	2

(3)  $6,037 - 4,043$

Th	H	T	U
5	9	13	
<del>6</del>	<del>0</del>	<del>3</del>	7
4	0	4	3
1	9	9	4

(4)  $4,752 - 2,384$

Th	H	T	U
	6	14	12
4	<del>7</del>	<del>5</del>	<del>2</del>
2	3	8	4
2	3	6	8

(5)  $4,004 - 3,156$

Th	H	T	U
3	9	9	14
<del>4</del>	<del>0</del>	<del>0</del>	4
3	1	5	6
0	8	4	8

(6)  $8,042 - 3,129$

Th	H	T	U
7	10	3	12
<del>8</del>	<del>0</del>	<del>4</del>	<del>2</del>
3	1	2	9
4	9	1	3

(7)  $6,524 - 2,656$

Th	H	T	U
5	14	11	14
<del>8</del>	<del>5</del>	<del>2</del>	<del>4</del>
2	6	5	6
3	8	6	8

(8)  $5,305 - 2,169$

Th	H	T	U
	2	9	15
5	<del>3</del>	<del>0</del>	<del>5</del>
2	1	6	9
3	1	3	6

(9)  $6,052 - 2,763$

Th	H	T	U
5	9	14	12
<del>8</del>	<del>0</del>	<del>5</del>	<del>2</del>
2	7	6	3
3	2	8	9

(10)  $8,235 - 4,192$

Th	H	T	U
	1	13	
8	<del>2</del>	<del>3</del>	5
4	1	9	2
4	0	4	3

(11)  $4,000 - 3,999$

Th	H	T	U
3	9	9	10
<del>4</del>	<del>0</del>	<del>0</del>	<del>0</del>
3	9	9	9
0	0	0	1

(12)  $8,020 - 5,432$

Th	H	T	U
7	9	11	10
<del>8</del>	<del>0</del>	<del>2</del>	<del>0</del>
5	4	3	2
2	5	8	8

## S.A. – Home Work

(1)  $4,444 - 1,111$

Th	H	T	U
4	4	4	4
1	1	1	1
3	3	3	3

(2)  $5,679 - 2,345$

Th	H	T	U
5	6	7	9
2	3	4	5
3	3	3	4

(3)  $7,950 - 3,720$

Th	H	T	U
7	9	5	0
3	7	2	0
4	2	3	0

(4)  $8,653 - 2,430$

Th	H	T	U
8	6	5	3
2	4	3	0
6	2	2	3

(5)  $6,754 - 3,532$

Th	H	T	U
6	7	5	4
3	5	3	2
3	2	2	2

(6)  $9,777 - 3,222$

Th	H	T	U
9	7	7	7
3	2	2	2
6	5	5	5

## Subtraction of five-digit numbers without borrowing

### F. A. – Class Work

1. (1)

TTh	Th	H	T	U
1	7	4	3	2
1	4	3	2	1
0	3	1	1	1

(2)

TTh	Th	H	T	U
3	4	5	6	7
1	3	2	5	6
2	1	3	1	1

(3)

TTh	Th	H	T	U
5	9	3	2	5
3	7	1	2	4
2	2	2	0	1

(4)

TTh	Th	H	T	U
8	6	5	7	4
7	4	2	5	4
1	2	3	2	0

(5)

TTh	Th	H	T	U
5	6	4	7	8
2	3	2	4	4
3	3	2	3	4

(6)

TTh	Th	H	T	U
3	8	9	7	6
2	7	4	0	5
1	1	5	7	1

## Home Work

2. (1)  $13,908 - 2,705$

TTh	Th	H	T	U
1	3	9	0	8
2	7	0	5	
1	1	2	0	3

(2)  $23,457 - 346$

TTh	Th	H	T	U
2	3	4	5	7
		3	4	6
2	3	1	1	1

(3)  $85,679 - 74,056$

TTh	Th	H	T	U
8	5	6	7	9
7	4	0	5	6
1	1	6	2	3

(4)  $69,876 - 54,321$

TTh	Th	H	T	U
6	9	8	7	6
5	4	3	2	1
1	5	5	5	5

(5)  $79,896 - 34,521$

TTh	Th	H	T	U
7	9	8	9	6
3	4	5	2	1
4	5	3	7	5

(6)  $87,564 - 34,232$

TTh	Th	H	T	U
8	7	5	6	4
3	4	2	3	2
5	3	3	3	2



## Subtraction of five-digit numbers by borrowing

### F. A. – Class Work

1.

(1)

TTh	Th	H	T	U
		6	10	15
4	2	<del>7</del>	<del>12</del>	<del>15</del>
2	1	6	1	8
2	1	0	9	7

(2)

TTh	Th	H	T	U
		7	11	14
5	6	<del>8</del>	<del>12</del>	<del>14</del>
3	2	4	6	5
2	4	3	5	9

(3)

TTh	Th	H	T	U
	7	11	12	15
7	<del>8</del>	<del>12</del>	<del>13</del>	<del>15</del>
4	3	7	5	9
3	4	4	7	6

(4)

TTh	Th	H	T	U
2	14			
<del>2</del>	<del>14</del>	4	2	9
1	5	2	1	9
1	9	2	1	0

(5)

TTh	Th	H	T	U
4	9	16	10	
<del>4</del>	<del>9</del>	<del>17</del>	<del>11</del>	9
3	2	8	1	5
1	7	8	9	4

(6)

TTh	Th	H	T	U
5	16	9	9	10
<del>5</del>	<del>17</del>	<del>10</del>	<del>10</del>	<del>10</del>
3	8	7	6	5
2	8	2	3	5

(7)

TTh	Th	H	T	U
4	10			
<del>4</del>	<del>10</del>	0	0	0
3	5	0	0	0
1	5	0	0	0

(8)

TTh	Th	H	T	U
7	13	14	13	10
<del>7</del>	<del>13</del>	<del>14</del>	<del>13</del>	<del>10</del>
2	4	8	9	9
5	9	6	4	1

(9)

TTh	Th	H	T	U
6	9	9	9	10
<del>6</del>	<del>9</del>	<del>9</del>	<del>9</del>	<del>10</del>
1	9	0	7	5
5	0	9	2	5

### Addition and subtraction : Oral

#### Oral

1. Add – 140, Sub – 40
2. Add – 100, Sub – 30
3. Add – 70, Sub – 24
4. Add – 90, Sub – 58
5. Add – 108, Sub – 32

\*\*\*\*

# Environmental Studies – Part I

## 1. The Life Cycle of Animals

F.A.

1. (a) eggs (b) caterpillar
2. (a) False (b) True (c) False
4. (a) No (b) Yes (c) No

S.A.

1. (a) **hatch** : When a hen sits on her eggs to warm them, she is said to be hatching her eggs.  
(b) **moult** : To shed old skin to make way for new growth.  
(c) **metamorphosis** : As butterflies grow, they pass through four stages. These are egg, larva, pupa and adult. The adult stage is called butterfly.  
(d) **Chrysalis** : The pupa stage of butterfly is called a chrysalis.
2. (a) When a hen is hatching her eggs, she becomes aggressive for fear of their safety. She attacks anyone who tries to go near the eggs.  
(b) The growth seen in the caterpillar is very rapid, it starts eating very fast as soon as it comes out of the egg.
3. (a) Warmth is necessary for the chicks to grow inside the egg, so, after laying them, the hen sits on the eggs.  
(b) The four stages of the life cycle of a butterfly are egg, larva, pupa and adult.  
(c) Important changes take place like its legs grow longer, it gets attractive wings. Its growth is completed inside the chrysalis.

4. (a) Different birds take different number of days to hatch stage.  
(b) adult  
(c) The caterpillar begins to nibble and eat the leaf, hence leaves have holes.  
(d) The tiny green living things inside the peapods are larvae or caterpillar of an insect.

---

## 2. The Inter-relationships between Living Things

F.A.

1. (a) rainy season (b) needs  
(c) pesticides (d) paangal
2. Banyan tree
3. (a) used as paan  
(b) to cure health problems of skin, eyes, etc.  
(c) food (d) to cure cough (e) food
4. (a) orange (b) chikoo (c) figs, custard apples  
(d) mango (e) banana
5. Different areas in the country have different climatic conditions which are suitable for certain types of farming.

S.A.

1. (a) **Arboreal** : This word comes from the Latin word 'arbor' which means 'tree'. Arboreal means 'living in trees'.
2. (a) The rainy season is the season for crops to grow hence we do not get good crop if we do not get good rain.  
(b) In the field we find a lot of rats who feed themselves on the things grown in the field, the Indian rat snake eats the rats of the field.

- (c) A tiger lies in wait for its prey among tall grasses. Its prey cannot see it in the grass because of the stripes.
  - (d) Domestic animals become dear to us. We look after them well, we feed them, we take them to a vet if they fall ill, these animals too return our affection.
  - (e) As the buffalo treads on the grass, it frightens the insects, which fly out of the grass. The egret on the buffalo's back makes no mistake in swooping down to catch and eat them up.
3. (a) It may destroy the crops.  
(b) Their coats will be thick.  
(c) The fish will die.  
(d) The tree becomes unstable and it cannot support itself. The tree can fall and cause damage or injury.
  4. She must carry and drink a lot of water, she must wear a cap and also carry an energy drink.
  5. (a) Plants give us abundantly, they satisfy our needs, we get food grains, vegetables, fruits, flowers, cotton, etc., from plants.  
(b) Its time for summer, many trees get new leaves, forest appear copper colour because leaves are reddish and shiny, the colour changes to green as leaves grow bigger.  
(c) Tiger lives in the caves for shelter.  
(d) We get silk from silk worm.  
(e) Monkeys being at a height of trees are able to defend themselves from their enemies. They eat fruits of the trees.  
(f) Trees provide shelter and food for different types of birds. The trees are useful for building their nests.

### 3. Storage of Water

#### F.A.

1. (a) wells (b) rain (c) Maharashtra
3. They all get their water from the rain.

#### S.A.

1. (a) **Wells** : Some rainwater seeps into the ground. Wells are dug to obtain this water.  
(b) **Water tanks in forts** : The forts had reservoirs and tanks dug into the stone.  
(c) **Old reservoirs** : Reservoirs were built using stone and mortar.  
(d) **Dams** : Dams are made to store huge quantities of water.  
(e) **Borewells** : Ground water is used with the help of electric pumps hence borewells are dug.
2. (a) Water is a natural resource, all living things need water, hence we must keep in mind its importance when we use water.
3. (a) If we do not store water, we will not have enough water for our needs.  
(b) Wells, water tanks in forts, draw wells, rivers and bunds, old reservoirs, old tanks.  
(c) A dam is build on a running river.  
(d) Water is a natural resource, all living things need water, we must keep this in mind when we us water.  
(e) When the waste from the factories and homes are dumped in the rivers or sea, it pollutes the water and leads in water pollution.
4. Reservoirs built in areas of low rainfall or in areas without a major river. Most of the reservoirs were build using stone and mortar.

5. (i) We must never waste water while brushing teeth.  
(ii) The tap should be closed when not in use.  
(iii) Avoid shower bath, since you use more water instead use water from buckets to have bath.

#### 4. Water Safe for Drinking

F.A.

1. (a) dissolve (b) solution (c) rehydration  
(d) harm (e) lighter, heavier (f) alum
2. (a) True (b) False (c) True (d) True (e) False
3. (a) The first container in which we have swirl a piece of alum.  
(b) It takes hardly few minutes.  
(c) Almost 30 minutes or even more.

4.	Things	These sink	These float
	Given in the lesson	steel spoon, nail, screw, stones coins, soil	eraser, sharpener, leaves
	Other things	scissors, pen	pencil, spectacles

S.A.

1. (a) **Solution** : When a substance dissolves in water, a mixture of that substance and water is formed. This mixture is called the solution of that substance.  
(b) **Settling** : The process of allowing heavier particles to settle to the bottom of still water is called 'settling'.  
(c) **Filtration** : If we strain muddy water, it helps to make it clean. This process is called filtration.

- (d) **Potable water** : Water that does not endanger our health in any way when we drink it is called safe drinking water or potable water.
- (e) **Micro organism** : a living thing that cannot be seen by the naked eye or even with a magnifying glass.
- (f) **Microscope** : an instrument for looking at very very small things which we cannot see with our eyes or even through a magnifying glass.
2. (a) Sea water is salty to taste because it is nothing but a solution of salt that occurs naturally. We cannot use seawater for drinking.  
(b) The components of different wells are different hence water of different wells may have different tastes.  
(c) The things that float are lighter than water. The things that sink are heavier than water.
3. We can use a strainer to separate rava, use strainer which allow rava to pass.
4. (a) Water, lemon juice, sugar and salt.  
(b) Since it may contain harmful micro-organism it.  
(c) Stir the solution with a spoon.  
(d) Oil floats on water.

#### 5. Water for Every Household

F.A.

1. (a) diesel, electricity (b) Machines (c) Water
2. (a) Wrong (b) Right (c) Right (d) Right
3. (a) - (4), (b) - (1), (c) - (2), (d) - (3)

S.A.

1. (a) **Contamination** : Water when mixed with dust and other rubbish, it makes the water impure, such water is called contamination of water.
2. (a) Water becomes dirtied due to some reason, is the only water not fit to drink but otherwise water does not become stale.  
(b) Brass and copper pots as well as earthen pots were used to store water earlier but now people use plastic or steel for convenience and also because it is less expensive.  
(c) Water tanks are placed at a height so that water can flow easily from a higher level to the lower level through the pipes.
3. (a) Inform the municipality for the same.
4. (a) We need water for drinking, cooking, washing, bathing, etc.  
(b) If we dip our hands in the water to take it out, the dirt on our hands can enter the water, hence we use a dipper to take the water and replace the lid at once, tap on the container becomes easier to take the water and it also prevents contamination.  
(c) (i) While you brush your teeth, don't keep tap running. (ii) Do not throw away the water used for washing vegetables, fruits, etc., use it for watering your plants.  
(d) Large cement or plastic tanks should be installed on the roofs of our house. Water from these tanks can then be piped to the kitchen, bathroom, toilet. When taps are fitted on the pipes, water can be taken or shut off according to the need.

## Environmental Studies – Part II

### 1. Maharashtra Before Shivaji

#### F. A. – Multiple Choice

1. (1) medieval (2) Maharashtra  
(3) Swaraj (4) jagirs
2. 1 - b, 2 - d, 3 - e, 4 - a, 5 - c.

#### Activity

3. (1) jagirs (2) Shivaji Maharaj
4. (1) slavery (2) king

#### S. A. – Open Book/Class Work

1. (1) In Maharashtra there were many Watandars like Deshmukhs and Deshpandes who owned Jagirs.  
(2) Shivaji Maharaj undertook the noble task of establishing Swaraj in Maharashtra which would bring happiness to the people.  
(3) Shivaji Maharaj fought against the powers that oppressed the people.  
(4) 'Hindavi Swaraj' was based on justice, fairplay and equality of all castes and religions.  
(5) (i) Shivaji Maharaj (ii) Moghul Emperor Akbar (iii) Emperor Krishnadevraya

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### 2. Work of the Saints

#### F. A. – Multiple Choice

1. (1) Vitthal (2) Alandi (3) Indrayani  
(4) Hanuman (5) Dnyaneshwar (6) Ramdas
2. 1 - d, 2 - f, 3 - e, 4 - c, 5 - a, 6 - b.

## Orals

3. (1) Nivruttinath, Sopandeo (2) Chakradhar  
 (3) Manache Shlok, Dasbodh  
 (4) Tukaram, Ramdas (5) Muktabai  
 (6) Mahanubhav

## S. A. – Open Book/Class Work/Self Study

- (1) Shri Chakradhar Swami did not believe in any discrimination based on gender or caste.  
 (2) Sant Namdeo instilled among the people the desire to protect their religion.  
 (3) Sant Dnyaneshwar advised the people to give equal treatment to all, help those in trouble and allay their misery.  
 (4) Sant Tukaram relieved many from their loans by drowning all the loan papers into the river Indrayani.  
 (5) Sant Eknath advised the people not to accept any distinction of high and low.  
 (6) Samarth Ramdas gave people lessons in good thought and good conduct.
- (1) In those days, all religious teaching was in Sanskrit which the people did not understand. The language in everyday use was Marathi. So Sant Dnyaneshwar wrote his outstanding book in Marathi.  
 (2) Sant Tukaram gave the message of equality. He preached to the people about the virtues of pity, forgiveness and peace of mind.  
 (3) When Dnyandeo went round the town begging for alms, he had to listen to abusive language instead. Thus, he was deeply hurt and therefore locked himself in the hut to grieve over his lot.

## 3. The Maratha Sardars

### F. A. – Multiple Choice

- (1) Bhonsales (2) Vithoji  
 (3) Malik Amber (4) Nizamshah
- 1 - e, 2 - a, 3 - d, 4 - b.
- (a) Brothers  
 (b) Son in law - Father in law  
 (c) Brothers  
 (d) Father and son

### Activity

4.

				2						4		
				D						S		
				A						H		
										A		5
1	G	H	R	U	S	H	N	E	S	H	W	A
				L						A		T
										J		T
										I		E
6	J	I	J	A	B	A	I					K
				B								H
				A								A
				D								N

### S. A. – Open Book/Class Work

- (1) Maloji Raje Bhonsale restored the Ghrushneshwar temple to its original condition.



- (2) The jagirs of Pune and Supe Parganas were conferred upon Maloji Raje by Nizamshah.
- (3) Malik Amber and Shahaji Raje fought bravely to save Nizamshahi.
- (4) Adilshah honoured Shahaji Raje with the title of 'Sar Lashkar'.
- (5) Shahaji left Adilshahi and returned to Nizamshahi because Nizamshah's mother appealed to him to save the kingdom from Moghul aggression.

#### 4. Shivaji's Childhood

##### F.A. – Activity

1. (1) DADAJI (2) MAVLAS

##### Open Book/Class Work

2. (1) Shivneri (2) Karnatak (3) Shahaji, Jijabai  
(4) Vijayraj (5) Shivaji (6) Pune

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

1. (1) Shivaji and the Mavlas played hide and seek or played with a ball or top.  
(2) The killing of Lakhujirao openly in the court at Nizamshah's instigation made Shahaji furious, so he left Nizamshahi.  
(3) Shivaji felt that on growing up he should also display valour like brave man.
2. (1) Jijabai told Shivaji stories of Rama, Krishna, Bhim and Abhimanyu.  
(2) In order to forestall the Moghul Emperor and Vazir Fattekhān, Shahaji Raje declared the child heir from the Nizam's family as the new Nizamshah.

\* \* \* \*

## English Balbharati (Unit-II)

### 9. Time for Everything

#### F.A.

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

#### S.A.

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

### 10. Be a Craftsman ! (Marbling)

#### F.A.

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

#### S.A.

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

## 2. What you need :

- \* A plastic bucket or a tub
- \* Water
- \* Kerosene or turpentine
- \* Plain sheets of white or coloured drawing paper
- \* Oil paints – blue, red, yellow, green
- \* A paintbrush, clips

## What you do :

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

## 11. In the World of Dictionaries

### F.A.

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

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

### 6.

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

### S.A.

1. (a) unusual  
(b) a book that lists the words of a language.  
(c) an object that represents something.  
(d) words having opposite meaning.  
(e) words having same meaning.  
(f) the way in which a word is pronounced.  
(g) relating to seeing or sight.



- (h) a book giving information on many subjects.
- (i) in the orders of the letters.
- 2. (a) Good manners is a must. I shall explain in this respect.
- (b) I know that actions speak for themselves.
- (c) I love going through magazines.
- 3. (a) Synonyms are words which have similar meanings.
- (b) Meaning of words along with their pronunciation shown on a computer or internet are online dictionaries.

### 12. Why English is so Hard...

#### F.A.

- 2. (a) oxes (b) nice (c) pen (d) beet (e) pan (f) boot (g) hat (h) hose (i) she (j) shim (k) see
- 3. (a) singular (b) woman (c) always (d) feminine
- 4. (a) ox (b) mouse (c) man (d) foot
- 5. (a) boots (b) houses (c) those (d) pans
- 7. oxes, beet, hose, shis, shim
- 8. A word used instead of a noun is called pronoun e.g., I, he, she, it, you, they, we.
- 9. (a) She is my friend.
- (b) This is her notebook
- (c) I want to return it to her.

#### S.A.

- 1. (a) something intended to deceive or outwit someone.
- (b) cut something into pieces with axe or knife.
- (c) scientific procedure carried out to make a discovery.

- 2. (a) Oxen are used to plough the field.
- (b) The mouse ran into its hole.
- (c) My brother wore his boot on the wrong foot.
- (d) One must not use bad language.
- 3. (1) English is a tricky language because the pronunciation of some words do not always match with their spellings.

### 13. Sultan Ghiyasuddin in the Qazi's Court

#### F.A.

- 2. (a) western (b) timely (c) disappear (d) disrespect (e) rejected (f) absent
- 3. (a) sand, hand (b) heat (c) mix
- 4. (a) no (b) yes (c) yes (d) yes (e) yes (f) yes
- 5. (a) The Qazi said to Sultan Ghiyasuddin Azam Shah.
- (b) Sultan Ghiyasuddin said to the Qazi.
- (c) The Qazi said to Sultan Ghiyasuddin.

#### S.A.

- 1. (a) crying and sobbing long and loudly.
- (b) honest.
- (c) to order someone to come.
- (d) a written notice ordering some one to appear in court.
- (e) here its an awkward situation.
- (f) an enclosed space in a court of law.
- (g) crime, a wrong deed.
- (h) a person who has done something wrong or illegal.
- (i) falter, hesitate.
- 2. (a) The man was tried in the courtroom before the judge.

- (b) Shivaji Maharaj was an honest ruler.
  - (c) Today all the palaces are in ruins.
  - (d) One must say a prayer as soon as one wakes up in the morning.
  - (e) In olden days kings fought with swords.
  - (f) My friend was found guilty of cheating.
3. (a) If the Qazi wavered in his judgement the Sultan would behead the Qazi.
- (b) The Qazi would whip the Sultan if he did not obey the law.
- (c) The offence was brought home to the offender.
- (d) For fulfilling their duties without hesitations.

#### 14. My Books

F.A.

2. (a) gnomes (b) small (c) land  
(d) meet (e) adventuring
3. (a) hate (b) tiny (c) enemies  
(d) new (e) cry
4. (a) queens (b) fairies (c) knights (d) wonderland

Activity

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

S.A.

1. (a) unusual or old fashioned and attractive.  
(b) move in or take a twisting course.  
(c) an unusual exciting daring experience.
2. (a) Books are a man's best friend.  
(b) Queens live in royal palaces.  
(c) I love reading stories about fairies.  
(d) 'Alice in wonderland' is my favourite book.

- (e) Mumbai city is very crowded.
  - (f) I sing when I am alone.
3. The child finds homes of queens, fairies, knights and gnomes. He visits wonderful places and meets quaint people.
4. [To be done by students.]

#### 15. A Collage - Sachin Ramesh Tendulkar

F.A.

2. (a) oldest (b) lowest (c) national (d) soft
3. (a) Bharat Ratna (b) Men's ODI  
(c) Test, ODI matches (d) Sachin Tendulkar  
(e) fifty (f) first batsman
4. Arjun Award, Rajiv Gandhi Khel Ratna, Padma Shri, Maharashtra Bhushan, Padma Vibhushan Bharat Ratna.
5. (a) [To be done by students.]  
(b) Teacher pays special attention to each and every one of us. She calls us by name and shows us where we have gone wrong. She explains our difficulties and shows us how to do our work well.  
(c) My aunt has been a great help. Whenever I have a difficulty, I approach her, since my mother is at work. My aunt too is a teacher, she explains everything to me and makes things very easy.

Activity

6. (b) Mother Teresa, Indira Gandhi, J. R. D Tata, Lata, Mangeshkar, A. P. J. Abdul Kalam.  
(c) Milkha Singh – Gold medal in the Asian Games.  
Gold medal in the Commonwealth Games.  
Prakash Padukone – Bronze medal in the Asian Game Gold medal in the commonwealth games.

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

S. A.

1. (a) someone who receives something.  
(b) making you feel deeply about something.  
(c) organisations such as newspapers, television.  
(d) pleased with oneself.  
(e) watching something.  
(f) great.  
(g) something that you do in order to help something to be successful.
2. (a) I broke all records when I stood first in class.  
(b) My brother loves playing cricket.  
(c) My teacher was very happy with my collage making.

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

F. A.

2. (a) seat (b) announcement  
(c) display (d) completion
3. (a) arrive (b) request (c) receive (d) subject
4. (a) false (b) impolite (c) informal (d) begin

S. A.

1. (a) a good time, correct moment.  
(b) producing a desired or intended result.  
(c) suitably.
2. (a) I wrote a letter to my friend yesterday.  
(b) The principal of my school is a kind person.  
(c) One must learn to be polite to all.  
(d) The teacher turns her classroom into a friendly place.

3. (1) It should be written in the upper right corner of the page.  
(2) It should be written near the left margin.  
(3) The subject of the letter should be short and precise.  
(4) The receiver should not be addressed as My Dear Sir / Madam. It should be Dear Sir / Madam.  
(5) Formal letters should be to the point and written in polite language.

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

F. A.

2. (a) tall, long (b) rude (c) dull, dark
3. (1) cement (2) rage

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

4. Mumbai Sikshan School  
Mumbai Central,  
Mumbai - 400 010.  
24th July, 2014.

The Principal,

Mumbai Sikshan School

Mumbai - 400 010.

**Sub.** Request for Assembly Hall

Dear Sir.

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

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

Yours faithfully,  
Std. IV Students

5. Class IV  
Mumbai Sikshan School  
Mumbai - 400 010.  
28th July, 2014.

Dear Madam and Sir Prabhune.

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

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

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

Many thanks once again.

Yours faithfully,  
Students of Std. IV

6. (a) The letter from the Librarian was put on the class notice board - Statement.  
(b) Good bye boredom! Welcome happy hours - Exclamation.  
(c) Do not forget to thank the receiver appropriately - Command.  
(d) What do we do next, teacher? - Question.

S. A.

1. (a) feeling of great enthusiasm.  
(b) very pleased.  
(c) praise given for an achievement.  
(d) ask earnestly.  
(e) a good time for doing something.  
(f) giving out light.
2. (a) We will go for the school party dressed in formal clothes.  
(b) My high marks came to me as a surprise.  
(c) Our teachers instruct us to maintain silence in class.  
(d) I love to sit with my friends in the classroom.  
(e) We must always abide by the rules of the school.  
(f) I was given too short a time to study my speech.
3. (1) Mrs Desai, the English teacher met the principal to tell her about the excitement of the arrival of the new library books.  
(2) The principal praised Mrs Desai for creating and arousing the interest of reading books, in the children's minds.  
(3) The students wanted permission to read the books at home so they wrote a letter of request asking the principal to grant them permission to take the books home.

\* \* \* \*

## मराठी सुलभभारती

### १. वाचूया, गिरवूया (Let us read and form letters)

- विद्यार्थ्यांनी स्वतः करा.

### १०. ओळखा पाहू! (Try to recognise!)

- चित्रे पाहा. नावे सांगा. नावे पूर्ण करा व वाचा.

			
इ <u>मा</u> रत	मा <u>सा</u>	चि <u>म</u> णी	गु <u>ला</u> ब
			
प <u>तं</u> ग	हौ <u>द</u>	रु <u>माल</u>	<u>बै</u> ल
			
घो <u>डा</u>	कु <u>त्रा</u>	फू <u>ल</u>	के <u>ळी</u>

### ११. शब्दपट वाचूया (Let us read the word series.)

- विद्यार्थ्यांनी स्वतः करा.

### १२. शब्दांशी खेळूया (Let us play with words)

- (अ) नागपूर (आ) चिंचवड (इ) चाळीसगाव  
 (ई) कोल्हापूर (उ) मोरगाव (ऊ) बारामती  
 (ए) गडचिरोली (ऐ) बत्तीसशिराळा (ओ) घोडेगाव  
 (औ) आंबेगाव

- खालील शब्दांना 'पूर' शब्द जोडा. गावांची नावे लिहा. वाचा.

खाना पूर सोला पूर विजा पूर राजा पूर

- खालील शब्दांना 'वाडी' शब्द जोडा. गावांची नावे लिहा. वाचा.

पळस वाडी सावंत वाडी कुर्डू वाडी किलोस्कर वाडी

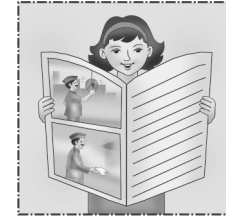
- खालील शब्दांना 'बाद' शब्द जोडा. गावांची नावे लिहा. वाचा.

अहमदा बाद अलाहा बाद औरंगा बाद  
 हैदरा बाद उस्माना बाद फरीदा बाद  
 फैजा बाद फारुख बाद इस्लामा बाद

- खालील शब्दांना 'नगर' शब्द जोडा. गावांची नावे लिहा. वाचा.

अहमद नगर भाव नगर दालमिया नगर  
 श्रीगंगा नगर मोदी नगर मुजफ्फर नगर  
 उल्हास नगर वालचंद नगर

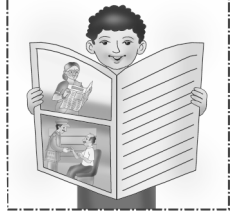
### १३. ओळखूया, सांगूया (Let us recognise and tell.)



मुलगी पेपर वाचत आहे. शिपाई शाळेची घंटा वाजवत आहे.  
 पोस्टमनच्या हातात पत्र दिसत आहे. तो पत्र देण्यासाठी जात आहे.



मुलगी पेपर वाचत आहे. मुली लंगडी खेळत आहेत.  
मुले फुटबॉल खेळत आहेत.



मुलगा पेपर वाचत आहे. आजची चष्मा लावून पेपर वाचत आहे.  
कंडक्टर एका प्रवाश्याला तिकीट देत आहे. त्या दोघांमध्ये  
काही बोलणे सुरू आहे.

## १४. खेळातील स्वयंपाक (Cooking while playing)

- खालील कामांसाठी कवितेत आलेल्या कृती क्रमाने सांगा.
  - (अ) पोळी करणे - पिठामध्ये पाणी घालणे. तिंबून तिंबून कणीक मळणे.  
पोळी लाटणे. पोळी तव्यावर फुगणे.
  - (ब) भाजी करणे - विळीवरती वांगी चिरणे. त्यात गरम मसाला भरणे. कढईत तेल,  
मोहरी फुटणे. तिखट घालून रस्सा करणे.
  - (क) भात करणे - तांदूळ भांड्यात भरणे. पाण्याची वर धार सोडणे. कुकरच्या  
तोंडात शिट्टी कोंबणे.
- खालील कृतींसाठी कोणती साधने लागतात ते सांगा.
  - (अ) तवा, गॅस, उलथणे (ब) सुरी, विळी, ताट
  - (क) तांदूळ, पातेले, पाणी, गॅस, कुकर, चिमटा
- खालील अक्षरांपासून नवीन शब्द बनवा.
  - (अ) काल, पाल, लय, लपा, काय, कापा, पाय
  - (आ) कसा, कप, नाक, साप, नाटक
  - (इ) कर, कस, रवी, रस, रमा, मार, मास, वीर, वीस, सर
  - (ई) मोर, मोह, पार, पाणी, हर, हरी, मोहर, पाहणी

- कसे ते लिहा. (१) तिंबून, तिंबून (२) भरभर भरभर
- चित्र पाहा. वर्णन करा.

गावाकडचे दृश्य आहे. सर्वत्र हिरवेगार झाले आहे. चित्रात झाडे, घरे, गोठा दिसत आहे. आकाशात पक्षी उडताना दिसत आहेत. मुले चेंडूने खेळत आहेत. विहीर दिसत आहे. विहिरीवर मडके आहे. एक बाई व पुरुष शेतीच्या कामासाठी जात आहेत. माणसाच्या हातात नांगर तर स्त्रीच्या हातात टोपली आहे. एका घराबाहेर शेळ्या आहेत. नदी वाहताना दिसत आहे. मन प्रसन्न करणारे चित्र आहे.

- पाठ्यपुस्तकातील चित्राचे वर्णन :

गावाकडील निसर्गरम्य चित्र आहे. पावसाचे वातावरण आहे.  
समोर डोंगर दिसत आहेत. धुके पसरले आहे. नदी वाहत आहे.  
सगळीकडे हिरवेगार गवत व झाडे दिसत आहेत.  
छोटी कौलारू तीन घरे दिसत आहेत. घराकडे जाण्यासाठी छोटी वाट दिसत आहे.

## १५. झाड आपला मित्र (Tree - Our friend)

- चित्र पाहा. झाडाचे उपयोग सांगा.
 

झाडांमुळे ऑक्सिजन मिळतो. झाडे आपल्याला सावली, फळे, फुले देतात. झाडांपासून लाकूड, कागद, शाई, डिंक मिळतो. झाडांच्या मूळ, खोड, बिया, पानांपासून औषधे तयार केली जातात. झाडांवर पक्षी घरटे बांधतात, त्यामुळे झाडे हे त्यांचे निवासस्थान आहे. पशुपक्ष्यांना खाद्य जसे बिया, गवत, चार, पाने झाडांपासून मिळते. झाडांपासून मिळालेले वाळलेले लाकूड इंधन म्हणून वापरले जाते. झाडांमुळे प्रदूषण कमी होऊन हवा शुद्ध रहाते.
- विद्यार्थ्यांनी स्वतः करा.
- पहिला फलक झाडाचे उपयोग कोणकोणते होतात ते सांगतो. दुसरा फलक झाडे तोडू नयेत, झाडे लावा हा संदेश देतो.  
सर्वांनी झाडांची काळजी घ्यावी. झाडांचे महत्त्व समजावे. झाडे जगली तर आपण जगू. हे लक्षात आणून देण्यासाठी झाडाने त्याच्या खोडाला फलक लावले आहेत.
- शब्दपट्ट्या वाचा. वाक्ये तयार करा व सांगा.
 

झाडे फळे देतात. झाड फळ देते. झाडे औषधी देतात. झाड औषधी देते.  
झाड फूल देते. झाडे फुले देतात.



- 'खेळातील स्वयंपाक' या कवितेत आलेले जोडाक्षरयुक्त शब्द पाहून लिहा.  
प्रत्येकाला, स्वयंपाक, शिट्टी, भांड्यात, पाण्याची, त्यात, रस्सा, तव्यावरती, आम्ही.
- खालील शब्दांमध्ये लपलेले शब्द शोधा. सांगा.  
(१) ऊस, पास (२) मुळे, वाद, वाळा, वाळे, मुळा, दवा
- उपक्रम  
विद्यार्थ्यांनी स्वतः करा.

### १६. चतुर कासव (The Clever tortoise)

- या गोष्टीत कोल्हा, कासव हे शब्द वेगवेगळ्या प्रकारे आले आहेत. ते वाचा.  
आता खालील शब्दांची अशीच वेगवेगळी रूपे सांगा.  
(अ) आईने, आईला (आ) झाडाने, झाडाला  
(इ) घोड्याने, घोड्याला
- खालील प्रश्नांची उत्तरे लिहा.  
(१) कासव जंगलाकडे निघाले होते.  
(२) कोल्हा आपल्या दिशेने येत असल्याचे पाहून कासव घाबरले.  
(३) कोल्ह्याने कवच पाहिले.  
(४) कोल्ह्याने कवचाला आपल्या पायांने ओरखडले.  
(५) कोल्हा पुढे निघून गेल्यावर कासवाने हळूच मान बाहेर काढली आणि ते पाण्यात शिरले.
- चित्र पाहा. वर्णन करा.  
निसर्ग चित्र आहे. दगडांमधून वाहणारा ओढा दिसत आहे. झाडे, गवत दिसत आहे.

## Mathematics

### Part - I

#### 5. Multiplication : Part 1

##### F. A. – Class Work

1. (1)  $53 \times 8$

×	50	3	
8	400	24	$\begin{array}{r} 400 \\ + 24 \\ \hline 424 \end{array}$

(2)  $25 \times 9$

×	20	5	
9	180	45	$\begin{array}{r} 180 \\ + 45 \\ \hline 225 \end{array}$

(3)  $86 \times 5$

×	80	6	
5	400	30	$\begin{array}{r} 400 \\ + 30 \\ \hline 430 \end{array}$

(4)  $75 \times 11$

×	70	5	
10	700	50	
1	70	5	

$700 + 50 + 70 + 5 = 825$

(5)  $41 \times 14$

×	40	1	
10	400	10	
4	160	4	

$400 + 10 + 160 + 4 = 574$

(6)  $68 \times 12$

×	60	8	
10	600	80	
2	120	16	

$600 + 80 + 120 + 16 = 816$

(7)  $60 \times 25$

×	60	0	
20	1200	0	
5	300	0	

$1200 + 0 + 300 + 0 = 1500$

(8)  $78 \times 16$

×	70	8	
10	700	80	
6	420	48	

$700 + 80 + 420 + 48 = 1248$

(9)  $45 \times 5$

$\times$	40	5
5	200	

$$\begin{array}{r} 200 \\ + 25 \\ \hline 225 \end{array}$$

(10)  $65 \times 8$

$\times$	60	5
8	480	40

$$\begin{array}{r} 480 \\ + 40 \\ \hline 520 \end{array}$$

### Multiplying a three-digit number

#### F. A. – Class Work

- 4 H  $\times$  5 = **2,000**
  - 20  $\times$  3 H = **6,000**
  - 40  $\times$  500 = **20,000**
  - 800  $\times$  60 = **48,000**
  - 35  $\times$  200 = **7,000**
  - 1 H**  $\times$  70 = **7,000**
  - 7 H  $\times$  2 = **1,400**
  - 20  $\times$  300 = **6,000**
  - 600  $\times$  30 = **18,000**
  - 900  $\times$  20 = **18,000**
  - 600  $\times$  42 = **25,200**
  - 15  $\times$  **200 H** = **30,000**
  - 200  $\times$  20 = **4,000**
  - 80  $\times$  7 = **560**
  - 800  $\times$  80 = **64,000**
  - 10  $\times$  **70** = **700**

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

#### F. A. – Class Work

- $124 \times 3 =$  **372**
  - $367 \times 5 =$  **1835**
  - $408 \times 9 =$  **3672**
  - $627 \times 8 =$  **5016**
  - $840 \times 4 =$  **3360**
  - $716 \times 7 =$  **5012**
  - $193 \times 5 =$  **965**
  - $227 \times 3 =$  **681**
  - $352 \times 2 =$  **704**
  - $444 \times 3 =$  **1332**
  - $122 \times 6 =$  **732**
  - $100 \times 9 =$  **900**
  - $215 \times 4 =$  **860**
  - $123 \times 5 =$  **615**
  - $207 \times 2 =$  **414**

2.

$\times$	600	50	0
4	2400	200	0

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

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

3.

$\times$	800	20	5
5	4000	100	25

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

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

4.

$\times$	80	0
4	320	0

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

Therefore, there are 320 trees in 80 rows.



5.

×	90	0
3	270	0

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

Therefore, there are 270 students in 3 rows.

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

#### F. A. – Class Work

1. (1)

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

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

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

(2)

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

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

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

(3)

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

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

(4)

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

$$\begin{array}{r}
 24,000 \\
 + \quad 400 \\
 + \quad 3,000 \\
 + \quad 50 \\
 + \quad 0 \\
 \hline
 27,450
 \end{array}$$

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

(5)

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

$$\begin{array}{r}
 20,000 \\
 + \quad 0 \\
 + \quad 350 \\
 + \quad 2,000 \\
 + \quad 0 \\
 + \quad 35 \\
 \hline
 22,385
 \end{array}$$

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

(6)

×	700	80	1
90	63,000	7,200	90
0	0	0	0

$$\begin{array}{r}
 63,000 \\
 + \quad 7,200 \\
 + \quad 90 \\
 + \quad 0 \\
 + \quad 0 \\
 + \quad 0 \\
 \hline
 70,290
 \end{array}$$

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

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

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

### Class Work

1. (1)

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

$$\begin{array}{r}
 6,000 \\
 + 800 \\
 + 40 \\
 + 900 \\
 + 120 \\
 + 6 \\
 \hline
 7,866
 \end{array}$$

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

(2)

×	800	20	1
20	16,000	400	20
0	0	0	0

$$\begin{array}{r}
 16,000 \\
 + 400 \\
 + 20 \\
 \hline
 16,420
 \end{array}$$

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

(3)

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

$$\begin{array}{r}
 49,000 \\
 + 0 \\
 + 630 \\
 + 4,200 \\
 + 0 \\
 + 54 \\
 \hline
 53,884
 \end{array}$$

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

(4)

×	500	00	0
30	15,000	0	0
0	0	0	0

$$\begin{array}{r}
 15,000 \\
 + 0 \\
 + 0 \\
 + 0 \\
 + 0 \\
 + 0 \\
 \hline
 15,000
 \end{array}$$

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

(5)

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

$$\begin{array}{r}
 8,000 \\
 + 400 \\
 + 40 \\
 + 3,200 \\
 + 160 \\
 + 16 \\
 \hline
 11,816
 \end{array}$$

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

(6)

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

$$\begin{array}{r}
 6,000 \\
 + 300 \\
 + 0 \\
 + 1,200 \\
 + 60 \\
 + 0 \\
 \hline
 7,560
 \end{array}$$

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

2. 1.

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

$$\begin{array}{r}
 3,000 \\
 + 2,100 \\
 + 150 \\
 + 100 \\
 + 70 \\
 + 5 \\
 \hline
 5,425
 \end{array}$$

The teacher collected ₹ 5,425.

2.

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

$$\begin{array}{r}
 8,000 \\
 + 0 \\
 + 200 \\
 + 1,600 \\
 + 0 \\
 + 40 \\
 \hline
 9,840
 \end{array}$$

There are 9,840 mangoes in the van.

(3)	×	100	50	4	1,000
	10	1,000	500	40	+ 500
	7	700	350	28	+ 40
					+ 700
					+ 350
					+ 28
					<u>2,618</u>

The cost of the articles is ₹ 2,618.

(4)	×	70	2	+ 700
	10	700	20	+ 20
	0	0	2	<u>720</u>

The cost of pencils is ₹ 720.

## 6. Division : Part 1

### F.A. – Class Work

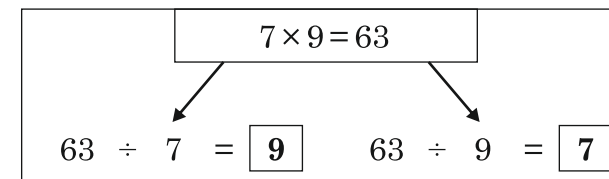
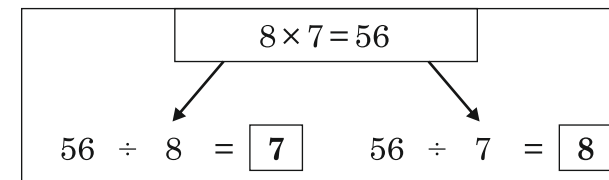
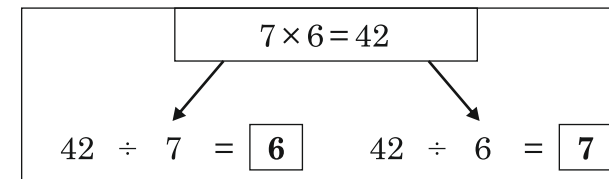
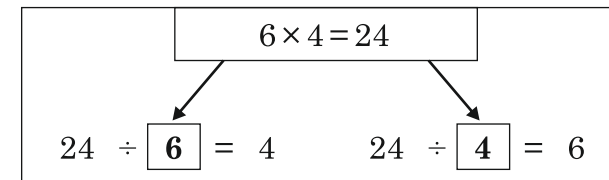
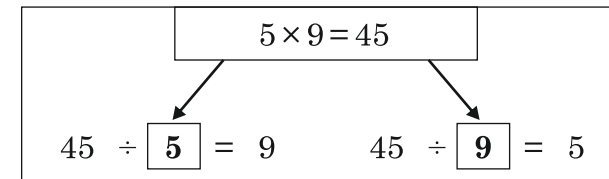
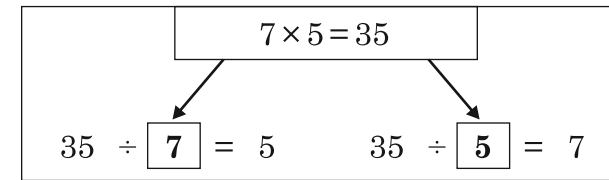
1.

(1) $8 \div 2$	(2) $16 \div 4$	(3) $18 \div 6$
$\begin{array}{r} 4 \\ 2 \overline{) 8} \\ \underline{- 8} \\ 0 \end{array}$	$\begin{array}{r} 4 \\ 4 \overline{) 16} \\ \underline{- 16} \\ 00 \end{array}$	$\begin{array}{r} 3 \\ 6 \overline{) 18} \\ \underline{- 18} \\ 00 \end{array}$
(4) $24 \div 8$	(5) $40 \div 5$	
$\begin{array}{r} 3 \\ 8 \overline{) 24} \\ \underline{- 24} \\ 00 \end{array}$	$\begin{array}{r} 8 \\ 5 \overline{) 40} \\ \underline{- 40} \\ 00 \end{array}$	

## The inter-relationship between division and multiplication

### F.A. – Oral

1.



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

### F. A. – Class Work

1.

$$\begin{array}{r} 15 \\ (1) \ 5 \overline{) 75} \\ \underline{- 5 \downarrow} \\ 25 \\ \underline{- 25} \\ 00 \end{array}$$

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

$$\begin{array}{r} 13 \\ (2) \ 4 \overline{) 52} \\ \underline{- 4 \downarrow} \\ 12 \\ \underline{- 12} \\ 00 \end{array}$$

Dividend = 52  
Divisor = 4  
Quotient = 13  
Remainder = 0

$$\begin{array}{r} 14 \\ (3) \ 3 \overline{) 44} \\ \underline{- 3 \downarrow} \\ 14 \\ \underline{- 12} \\ 02 \end{array}$$

Dividend = 44  
Divisor = 3  
Quotient = 14  
Remainder = 2

$$\begin{array}{r} 11 \\ (4) \ 8 \overline{) 92} \\ \underline{- 8 \downarrow} \\ 12 \\ \underline{- 8} \\ 4 \end{array}$$

Dividend = 92  
Divisor = 8  
Quotient = 11  
Remainder = 4

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

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

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

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

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

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

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

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

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

### Class Work

1.

(1)  $33 \div 5$

$$\begin{array}{r} 6 \\ 5 \overline{) 33} \\ \underline{- 30} \\ 3 \end{array}$$

(2)  $41 \div 8$

$$\begin{array}{r} 5 \\ 8 \overline{) 41} \\ \underline{- 40} \\ 1 \end{array}$$

(3)  $51 \div 7$

$$\begin{array}{r} 7 \\ 7 \overline{) 51} \\ \underline{- 49} \\ 2 \end{array}$$

(4)  $80 \div 9$

$$\begin{array}{r} 8 \\ 9 \overline{) 80} \\ \underline{- 72} \\ 8 \end{array}$$

<b>(5) <math>90 \div 2</math></b> $\begin{array}{r} 45 \\ 2 \overline{) 90} \\ \underline{-8\downarrow} \\ 10 \\ \underline{-10} \\ 00 \end{array}$	<b>(6) <math>79 \div 3</math></b> $\begin{array}{r} 26 \\ 3 \overline{) 79} \\ \underline{-6\downarrow} \\ 19 \\ \underline{-18} \\ 01 \end{array}$	<b>(7) <math>93 \div 2</math></b> $\begin{array}{r} 46 \\ 2 \overline{) 93} \\ \underline{-8\downarrow} \\ 13 \\ \underline{-12} \\ 01 \end{array}$	<b>(8) <math>48 \div 4</math></b> $\begin{array}{r} 12 \\ 4 \overline{) 48} \\ \underline{-4\downarrow} \\ 08 \\ \underline{-8} \\ 0 \end{array}$
<b>(9) <math>33 \div 3</math></b> $\begin{array}{r} 11 \\ 3 \overline{) 33} \\ \underline{-3\downarrow} \\ 03 \\ \underline{-3} \\ 0 \end{array}$	<b>(10) <math>64 \div 2</math></b> $\begin{array}{r} 32 \\ 2 \overline{) 64} \\ \underline{-6\downarrow} \\ 04 \\ \underline{-4} \\ 0 \end{array}$	<b>(11) <math>55 \div 4</math></b> $\begin{array}{r} 13 \\ 4 \overline{) 55} \\ \underline{-4\downarrow} \\ 15 \\ \underline{-12} \\ 03 \end{array}$	<b>(12) <math>49 \div 3</math></b> $\begin{array}{r} 16 \\ 3 \overline{) 49} \\ \underline{-3\downarrow} \\ 19 \\ \underline{-18} \\ 01 \end{array}$

### Dividing zero by a non-zero number

#### S. A. – Class Work


<b>1. (1) <math>50 \div 5</math></b> $\begin{array}{r} 10 \\ 5 \overline{) 50} \\ \underline{-5\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$	<b>(2) <math>90 \div 9</math></b> $\begin{array}{r} 10 \\ 9 \overline{) 90} \\ \underline{-9\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$	<b>(3) <math>60 \div 3</math></b> $\begin{array}{r} 20 \\ 3 \overline{) 60} \\ \underline{-6\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$	<b>(4) <math>40 \div 2</math></b> $\begin{array}{r} 20 \\ 2 \overline{) 40} \\ \underline{-4\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$
<b>(5) <math>0 \div 2</math></b> $\begin{array}{r} 0 \\ 2 \overline{) 0} \\ \underline{-0} \\ 0 \end{array}$	<b>(6) <math>30 \div 3</math></b> $\begin{array}{r} 10 \\ 3 \overline{) 30} \\ \underline{-3\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$	<b>(7) <math>50 \div 5</math></b> $\begin{array}{r} 10 \\ 5 \overline{) 50} \\ \underline{-5\downarrow} \\ 00 \\ \underline{-0} \\ 00 \end{array}$	<b>(8) <math>0 \div 7</math></b> $\begin{array}{r} 0 \\ 7 \overline{) 0} \\ \underline{-0} \\ 0 \end{array}$

## 7. Coins and Notes

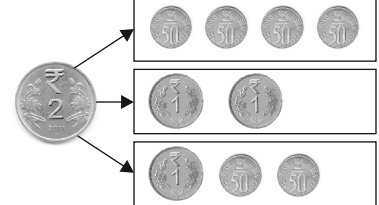
### Exchanging big coins and notes for smaller ones

#### F. A. – Class Work

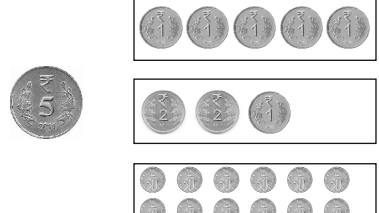
1. The change for 1 rupee is


2 coins of 50 paise

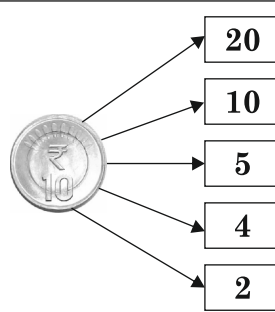
2. The change for 2 rupee is


4 50 paise coins  
 OR  
2 1 - rupee coins  
 OR  
1 1 - rupee coin and 2 50 paise coins


3. The change for a 5-rupee coin is


5 one-rupee coins OR  
2 2 - rupee coins and 1 1 - rupee coins  
 OR  
10 50 paise coins

4. The change for a 10-rupee coin is


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

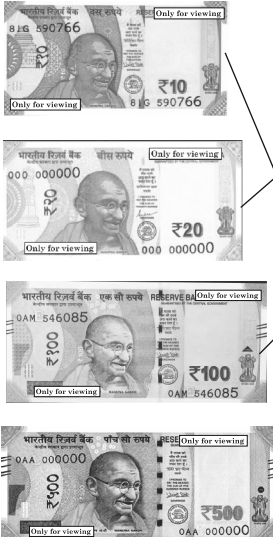
## 5. The change for a 2000- rupee note is



100	20-rupee coins
40	50-rupee coins
20	100-rupee coins
4	500-rupee coins

Small notes and coins can also be exchanged for a single bigger note or coin.

## S. A. – Home Work

1. 

$10 + 10$
$20 + 20 + 20 + 20 + 20$
$100 + 100 + 100 + 100 + 100$
$2 + 2 + 2 + 2 + 2$

## S. A. – Home Work

1. 

10	5-rupee notes	→	one ₹ 50 note
5	10-rupee notes	→	
5	2-rupee coins and	→	
2	20-rupee notes	→	

2. 

20	5-rupee notes	→	one ₹ 100 note
4	10-rupee notes and	→	
3	20-rupee notes	→	
5	20-rupee notes	→	
2	50-rupee notes	→	

3. 

200	10-rupee notes	→	one ₹ 2000 note
100	20-rupee notes	→	
40	50-rupee notes	→	
20	100-rupee notes	→	
4	500-rupee notes	→	

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

4. Ajay has	5. Swati has
₹ 200 – 1 notes	₹ 100 – 2 notes
₹ 100 – 1 notes	₹ 50 – 4 notes
₹ 50 – 2 notes	₹ 20 – 5 notes
₹ 20 – 5 notes	
₹ 500 – 9 notes	

6. Nandu has

₹ 200 – 4 notes	7. Salma has
₹ 100 – 2 notes	₹ 100 – 9 notes
	₹ 50 – 2 notes

8. The value of a 100-rupee note is 10 times that of a 10-rupee note.

The value of a 100-rupee note is 2 times that of a 50-rupee note.

9. The value of a 500-rupee note is **5** times that of a 100-rupee note.

The value of a 500-rupee note is **10** times that of a 50-rupee note.

10. The value of a 2000-rupee note is **4** times that of a 500-rupee note.

The value of a 2000-rupee note is **20** times that of a 100-rupee note.

## 8. Measuring Time

### F.A. – Class Work

1.



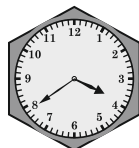
45 minutes past 1



35 minutes past 2



15 minutes past 10



40 minutes past 3



10 minutes past 7



55 minutes past 2



40 minutes past 10



25 minutes past 12

2.



10 minutes past 5



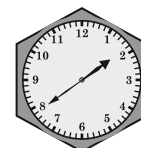
15 minutes past 12



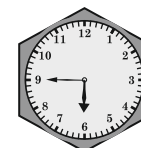
35 minutes past 8



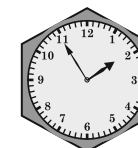
25 minutes past 4



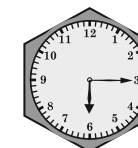
40 minutes past 2



45 minutes past 6



55 minutes past 2



15 minutes past 6

Using the terms ‘a quarter past’, ‘half past’ and ‘a quarter to’

### S.A. – Class Work

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

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

(3) Quarter past 5 = **15** minutes past **5**

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

(5) Quarter to 10 = **15** minutes past **10**

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

2.

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

## The Calendar : Revision

### F. A. – Class Work

1. 1. 31 days      2. 3<sup>rd</sup> Week      3. 4 Monday  
4. 7, 14, 21, 28      5. Sunday, Friday and Saturday  
6. 7 days
2. 1. 10 days      2. 20 days      3. 6 days      4. 31 days

### F. A. – Class Work

1. (1) November      (2) 2014  
(3) 5 Sundays      (4) 1, 8, 15, 22, 29  
(5) It is a Wednesday      (6) Sunday and Saturday  
(7) 2 Fridays occur after 19<sup>th</sup>      (8) 11  
(9) 24      (10) 30 days
2. (1) 28 or 29      (2) 365      (3) 366
3. (1) 28 days      (2) 28 days      (3) 29 days      (4) 29 days
4. [To be done by students.]

\* \* \* \*

## Environmental Studies – Part I

### 6. Variety in Food

#### F. A.

1. (a) staple (b) Agriculture (c) diet
2. (a) Mango, since it is a fruit and can be eaten raw.  
(b) Paratha, since it is the only food item made of wheat.  
(c) Mysore pak, is a sweet dish not made of wheat.
3. (a) Grain - Parathas, Makki ki Roti, Soup  
(b) Vegetable - Gravy vegetable / Sambhar  
(c) Vegetable - Normal vegetable
4. (a) Rajasthan is famous for its food specially its dalbati.  
(b) Bangalore - homemade chocolates.
5. (a) Banana (b) Mango (c) Mango  
(d) Winter (e) Summer
6. (a) Rice (b) Wheat (c) Rice  
(d) Rice needs a lot water for its growth, since due to coastal area in southern part of India. Rice is grown on a large scale.

District / State	Food item	Main ingredient
Karnataka	Fish, rice, idli, dosa	Rice
Jalgaon	Brinjal, Bhareet	Bajra, brinjal
Maharashtra	Rice bhakari, Nachani, bhakari	Rice, nachani



8.	Summer	Rainy	Winter
	Mango	Jamun	Apple
	Watermelon	Custard apple	Kiwi
		Litchi	Strawberries

S. A.

- Every region is famous for a particular crop, since it is grown there more, hence there is one staple food in every region.
  - Each region differs in matter of climate, soil, hence there is diversity in the crops growth, hence staple food of people vary according to region.
  - Since the rainfall in southern part of India is high, rice is grown on large scale.
- Chapatis, Parathas, Puri, halwa
  - Soyabean, rice bran oil, sunflower oil.
  - [To be done by students.]
- Agriculture** : is the main occupation in all parts of our country. It is mainly dependent on rainfall. In regions of high rainfall crops such as rice, coconut, ragi, are grown. Wheat, toor, soyabean are grown in regions of moderate rainfall. Jowar, bajra and moth beans are grown in regions of low rainfall.

## 7. Food and Nutrition

F. A.

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

- Sesame, peanut
- egg, chicken, meat
- mango, tamarind, bitter gourd, chilli
- Raddish, cucumber

- sweet
  - salty
  - sour
  - bitter
  - sour
- Steps** : Semi warm milk should be taken in the bowl, add a spoon of curd to it, leave it for 5 to 6 hours, after that you will see the entire bowl of milk is now curd for you.
  - Steps** : Soak moth beans in semi warm water for entire night, next day tie all the moth beans in a piece of clean cloth and make a bag, tie it tight after 6 to 8 hours moth beans are sprouted.

S. A.

- taste buds** : The tiny peaks on the tongue, they are called taste buds.
- While preparing food items, some of the constituents in the food stuffs can get destroyed.
  - So that we can do all our work with a lot of energy.
  - Since food will taste well even in the absence of garlic.
  - Since the lemon juice is sour when it is added to rice and dal, it becomes more tasty.
- Monikatai told that there are tiny peaks on the tongue. They are called taste buds. These taste buds tell us the different taste.
  - Fruits contain a lot of vitamins and minerals also.
  - Tamarind, lemon, etc., contain sour element.
  - There are wide variety in our foodstuffs we use different foodstuffs for different purposes, hence there are variations in our diet.

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

## 8. The Value of Food

### F.A.

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

### S.A.

- (a) We get food after the efforts of many people, and there are many poor people who don't have food to eat, hence food shouldn't be wasted.
- (a) The field is ploughed and then crush the lumps of soil, finally the farmer would level the field to make it ready for sowing.  
(b) The grain is transported by means of trucks or goods trains.  
(c) First sort out any stones or rubbish to clean the grain, they get it milled into flour, the flour is kneaded into lumps and then flattened into a bhakari and roasted.  
(d) Saltpans  
(e) potato, onions, garlic, ginger, sweet potato, etc.  
(f) *Kanagi* (Kothi) is store house of grains. Farmers use it to store their food grains e.g. *Bazra*, *Jawar*, etc.  
(g) '*Tiphan*' is used as seed drills for sowing.

## 9. Air

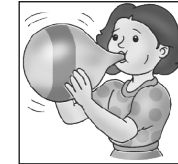
### F.A.

- (a) 50 (b) rare (c) to one of the (d) air (e) more
- (i) Smoke from the factories is a source of air pollution.  
(ii) Smoke from vehicles are also a source of air pollution. (iii) Crackers burnt during celebration and festivals are cause air pollution.

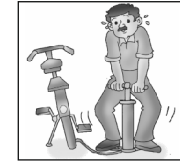
### 4.



The man is putting air in the tyre.



The girl is blowing the balloon.



The man is pumping air in the tyre of the bicycle.

### S.A.

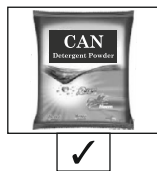
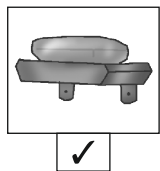
- (a) To remove the air present in the syringe.
- (a) (i) in the car tyres. (ii) in the tyres of the bicycle. (iii) to blow balloons etc.  
(b) The smoke gets mixed with the air when wood or coal burns.  
(c) Steam get mixed with air, when water boils.
- (a) **The atmosphere** : The earth on which we live is round in shape like a ball. There is air all around the earth. If we go higher above the earth, we find that there is air till a height of almost 50 km.

## 10. Clothes

### F.A.

- (a) cloth (b) Cloth (c) Nylon, rayon  
(d) Handlooms, powerlooms
- (a) - (3) - (ii), (b) - (1) - (iii), (c) - (2) - (i)

3.



5. Boharin

6. (c) ✓

7. (a) Cotton, nylon, rayon, wool, jute, etc.  
 (b) Soap bars, detergent powder, liquid soap, etc.  
 (c) Soap nuts, washing soda, hinganbet, limestone, etc.

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

S. A.

1. (a) There is diversity in clothing due to cultural and geographical differences.  
 (b) Clothes get dirty on being used. Due to dust and sweat.  
 (c) We must always wear clean clothes in order to remain healthy and look neat and tidy.  
 (d) Even if clothes become old, they can still be used hence clothes are durable.
2. (a) (i) In rainy season, we use umbrellas and rain coats and wear nylon or rayon clothes. (ii) In summer season, we wear loose cotton clothes. (iii) In winter season we wear woollen clothes.  
 (b) We get silk from silk worm.
3. (a) **Swadeshi goods** : In order to win independence for our country, Mahatma Gandhi started a people's movement. He called upon them to use only those things that were produced in our country. For this purpose, he began to use a charakha or a spinning wheel to make thread.

Charakha Mandals were then established nationwide which gave the message of using only 'Swadeshi' goods.

## 11. A Look inside the Body

F. A.

1. (a) the mouth and the stomach (b) two  
 (c) contraction (d) aware (e) complex
2. (a) True (b) True (c) True (d) True
3. (a) - (2), (b) - (4), (c) - (1), (d) - (3).

S. A.

1. (a) **Internal organ** : an organ that is situated inside the body. It cannot be seen from the outside.  
 (b) **Contraction** : becoming smaller  
 (c) **Relaxation** : becoming larger again
2. (a) When we run too fast the breathing takes place very fast and our heart beat is also fast, it makes us pant.  
 (b) The body is structured in such a way that the internal organs remain safe within the cavities inside the head and the torso.  
 (c) A network of blood vessels is spread throughout the body, blood flows through them continuously, the air we breathe in is carried to all parts of the body through the blood.  
 (d) The brain is situated in the cranial cavity, it is a very important internal organ. It controls all that we do. Injury to the brain can make one disabled for life. It can even cause death.  
 (e) When we breathe in, the lungs expand a little, that is why our chest swells up when we breathe in.

3. (a) The biscuits in the pack were not broken into pieces.
4. (a) An organ that is situated inside the body. It cannot be seen from the outside.  
(b) Abdominal cavity and pelvic cavity.  
(c) Heart and lungs.  
(d) Injury to the brain can make one disabled for life. It can even cause death hence, the brain need to be totally protected.  
(e) Organs on the outside of our body are called our external organs. For eg. ears, nose, arms and legs.  
(f) The flexible walls of the oesophagus makes it possible to carry the food from the throat to the stomach easily.

## 12. Home Remedies for Simple Illnesses

F.A.

1. (a) yellow (b) snake (c) dabbed dry
2. **Get cured quickly Do not get cured quickly**

(1) Cold	(2) Chikungunya
(4) Bruising	(3) Malaria
(5) Stomach upset	(6) Typhoid
(8) Sprained ankle	(7) Scorched fingers

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

S.A.

1. (a) Because he must have broken his bone.
2. (a) Extract of vasaka leaves used for treatment of bronchitis, asthma, fever, dysentery, cough and breathlessness.  
(b) The sore throat, difficulty in swallowing are the signs, which tell us that the person is suffering from cold.  
(c) If there is sprain in the body, balm is applied, sometimes even for headache.  
(d) A clinical thermometer is used to measure temperature of the human body.
3. (a) Since she ate an ice-cream.  
(b) The doctor advised her to take complete rest for three weeks.  
(c) If we have a cold we can inhale steam at bed-time or take hot fomentations on the chest.  
(d) Without a doctor's advice, one should never take any medicine that must be swallowed.
4. (a) **Home remedies** : If an illness is one that gets cured readily, one can try a home remedy. For e.g. gargle throat with warm water if you get cough. Elderly, experienced people on the family sometimes suggest such cures.

\* \* \* \*

# Environmental Studies – Part II

## 5. Shivaji's Education

### F. A. – Class Work

1. (1) True (2) False (3) True  
(4) False (5) False (6) False

### Activity

2. (1) DADAJI (2) LAL MAHAL (3) SAIBAI

### Multiple Choice

3. (1) Sanskrit (2) Mavlas (3) Lal Mahal  
(4) Karnataka (5) Shahaji

### S. A. – Class Work/Open Book

1. (1) Shahaji Raje appointed teachers for Shivaji at Bangalore.  
(2) The appointed teachers taught Shivaji many sciences, branches of learning and languages.  
(3) To encourage the peasants to till their lands, Dadaji gave the peasants concession in the land tax.
2. (1) Pune was completely destroyed by the enemies of Shahaji Raje. The frightened people had fled from the villages because properties, houses, temples were damaged and fields had become barren. Thus Pune was totally in shambles.  
(2) After the murder of her father, Lakhuji, in the open court at the instigation of Nizamshah, she had resolved that her son Shivaji would never be engaged in the service of others. He would establish Swaraj.

- (3) After coming to Pune, Jijabai reassured (encouraged) the people of their safety. People started cultivating their lands, damaged temples were repaired and people started settling back in Pune.
- (4) Shivaji acquired the knowledge of excellent administration, war tactics, fort architecture. Selection of horses and elephants, ways of escaping from difficult enemy territories and many other things.

## 6. The Oath of Swaraj

### F. A. – Class Work

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

### Orals

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

### S. A. – Orals / Class Work

1. (1) The temple echoed the words of Shivaji Maharaj that “God thinks that this Kingdom should take shape as Hindavi Swaraj. We shall see that God’s wish is fulfilled.”  
(2) Overjoyed, Jijabai thought with satisfaction that Shivaji Maharaj would accomplish her dream of Swaraj.  
(3) After his detailed survey, Shivaji Maharaj came to know of the secret pathways, underground routes, ammunition dumps and cellars.



- (4) There were constant quarrels between Deshmukhs guarding their individual 'Watans' leading to useless waste of money and manpower. So Shivaji Maharaj decided to put an end to it.
2. (1) Shivaji Maharaj's ideal was 'Hindavi Swaraj'. They would not be slaves to anyone, anymore and would work hard to attain their ideal.
- (2) Along with the Mavlas, Shivaji Maharaj started knowing the surrounding hilly area, swordsmanship, riding and exploring secret paths in the hills.
- (3) In those days the royal seals were cast in Persian. However Shivaji Maharaj's royal seal was in Sanskrit because he felt that there would be no Swaraj without your own language and your religion.

### 7. Swaraj : First Conquest

#### F. A. – Open Book

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

#### Class Work

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

#### Reasoning

3. 3, 2, 4, 1, 5

#### S. A. – Orals

1. (1) In those days, Maharashtra was governed by the Moghul Emperor of Delhi, Sultan Adilshah of Bijapur, the Portuguese of Goa and the Siddi of Janjira.
- (2) Shivaji Maharaj appointed officers such as a

Maratha Killedar, a Brahmin Sabnis and a Prabhu Karkhanis on the fort of Torana.

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

#### Class Work

2. (1) Fort Torana was a strong hill fort neglected by Adilshah. It also did not have enough troops nor ammunition for defence. Hence Shivaji Maharaj decided to capture this fort and lay the foundation of Swaraj.
- (2) The workers felt that the pots of mohurs were a gift to Shivaji Maharaj from Goddess Bhavani for his efforts. Therefore, they returned the wealth to Shivaji Maharaj.

### 8. Defeat of Internal Enemies

#### F. A. – Class Work

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

#### Multiple Choice

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

#### Orals

3. (1) Yeshwantrao rudely replied to Shivaji Maharaj.  
(2) Shivaji Maharaj stiffly replied to Yeshwantrao.  
(3) Shivaji Maharaj replied Yeshwantrao.
4. (1) False (2) True (3) False
5. Wrong pair – (3) Supe - Jadhav  
Right pair – Supe - Sambhaji Mohita

## S. A. – Class Work

1. (1) Sardars like the Nimbalkars, the Ghorpades, the Moreys opposed Shivaji Maharaj's efforts to establish Swaraj.
- (2) The conquest of Javali was a very important landmark because it doubled the boundaries of Swaraj and the strong Rairi fort came under Shivaji Maharaj's control.
- (3) The title Chandrarao was conferred by Adilshah upon the Moreys of Javali.

## Open Book

2. (1) Morey's Javali was covered with very thick forest full of wild life. Tigers, wolves and bears roamed freely in this forest. No one, therefore, crossed Morey's path.
- (2) Shivaji Maharaj sent a stiff note to Yeshwantrao asking him to give up Javali and accept him as his master. He also warned him that if he refused to do so, he may have to risk his life.

\* \* \* \*

## Book-3

## English Balbharati (Unit-III)

### 18. Growing up

#### F. A.

1. (a) tail (b) tell (c) frog (d) poke (e) asleep
2. Little Tommy Tadpole  
began to weep and wail,  
For little Tommy Tadpole  
had lost his little tail.

3. C. J. Dennis

#### S. A.

1. (a) covered with soft, fine hair that sticks up.  
(b) a stage in the life cycle of a butterfly.  
(c) a stage in the life of a frog.  
(d) formed a curved or spiral shape.
2. (a) Tadpole means the first stage in the life of a frog. It has a long tail but no arms or legs.  
(b) Fuzzy little caterpillar had made a chrysalis and had curled herself upon a leaf and fallen asleep.  
(c) She dreamt that she could fly.
3. Fact - Tadpole (Tommy) has lost his little tail, he turned into a frog.  
Imaginary - Little Tommy Tadpole wept and wailed.

---

### 19. The Ugly Duckling

#### F. A.

2. (a) ugliness (b) lonelier, miserable  
(c) snow (d) welcomed

3. (a) duckling - feeling (d) matter - later  
 (b) bigger - stronger (e) graceful - beautiful  
 (c) winter - shelter (f) brothers - sisters
4. (a) - (3), (b) - (6), (c) - (10), (d) - (1), (e) - (9), (f) - (4),  
 (g) - (8), (h) - (2), (i) - (11), (j) - (5), (k) - (7).

### Activity

5. (a) Things can change for the better. We must not be too sad when things are not good in our lives. Some time later, things could be very good for us.  
 (b) Grown up are happier than young children.  
 (c) We just believe that things will change for the better in the future.

### S.A.

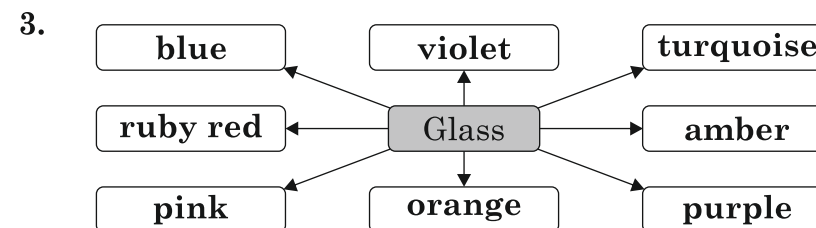
1. (a) soft  
 (b) walked with short steps and swaying motion  
 (c) rim  
 (d) sweet smelling  
 (e) most unhappy  
 (f) trim and slim
2. (a) The ugly duckling was lonely and sad so he decided to leave the lake.  
 (b) The duckling felt he was ugly so he was afraid to look at his own reflection.  
 (c) The duckling was ridiculed by smaller birds, animals and humans.  
 (d) He met a flock of graceful white swans in the beautiful garden.  
 (e) The ugly duckling was happy. "I never dreamed of such happiness as this, while I was an ugly duckling".

3. A swan is a beautiful white bird. It has a long neck. It is very graceful. It has a slender neck and its feathers are downy and soft.

## 20. All About Glass

### F.A.

1. (a) plates (b) jar (c) cups  
 (d) vase (e) saucers (f) bottles
2. (a) man-made (b) white sand, soda, lime  
 (c) window panes (d) recyclable



### S.A.

1. (a) something that breaks fast  
 (b) melted over heat  
 (c) not allowing any liquids to pass through  
 (d) convert to reusable material  
 (e) join together for a purpose  
 (f) something through which light can pass  
 (g) give, explain
2. (a) Glass is made by heating a mixture of clean white sand and chemicals like soda and lime.  
 (b) Hot glass is like a liquid – you can pour it, mould it, roll it, press it or even blow it to make a variety of shape.



- (c) Coloured glass is used to make beautiful pictures, especially in windowpanes. Such windows are known as stained glass windows.
- (d) Glass can be recycled by melting the used glass.
- (e) Glass is transparent, it is strong and hard, it does not allow water or other liquids to pass through it and doesn't get soggy or stained and it doesn't impart a smell or taste.
- (f) It is possible to make ordinary glass into coloured and transparent glass by using different combination of chemicals in the glass making process.

## 21. Flint

F.A.

2. (a) brass (b) fire (c) curd (d) glint (e) tyre

Assignment

3. Christina Russetti  
4. (a) hell (b) dim (c) undesire (d) throw

S.A.

1. (a) the sky.  
(b) very hard grey stone used to produce fire.  
(c) everyone in the world has a strong wish to own it.  
(d) like fire, very bright.  
(e) very bright.
2. (a) Emerald, sapphire, diamond and opal are the precious stones that are mentioned.  
(b) A flint lies in the mud.  
(c) A flint is not attractive or colourful.  
(d) A sapphire shines as blue as heaven.

- (e) A flint lies in the mud.
- (f) A flint can produce light and fire.

3. (i) As green as grass. (ii) As red as blood. (iii) As blue as heaven.

## 22. The Champa Flower

F.A.

1. (a) low (b) innocently (c) foul smell  
(d) good (e) deliberately (f) huge
2. (a) free (b) might (c) highly  
(d) seal (e) shower

Assignment

3. Rabindranath Tagore
4. I would like to be queen Sheba and have all my maids paying homage to me. As queen Sheba, I would like to go on horse rides and even go to fight wars.  
I would love to have wild animals in my courtyard and I would love to have pets.

S.A.

1. (a) in a knowing, secret manner.  
(b) throw  
(c) very small  
(d) distinctive smell, especially a pleasant one  
(e) bloomed
2. (a) The poet's mother spreads her wet hair on her shoulders and walks through the shadow of the champa tree after her bath.  
(b) The poet's mother sits at the window and reads her Ramayana after the mid-day meal.

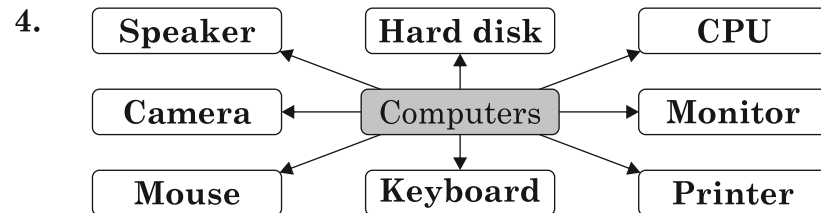
- (c) The champa flower wants to shake in the wind with laughter and dance upon the newly budded leaves.

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### 23. Computers

F.A.

- (a) simple      (b) question      (c) usage  
(d) rectify      (e) complicated, difficult
- (a) (ii) There are some mistakes.  
(b) (ii) A modern computer cannot do a few things.
- The most common mistake while doing my calculations is forgetting to count the carry. My teacher once told me to always write down the carry. This I shall never forget. Now I get my calculations correct.



S.A.

- (a) needing a lot of effort or skill to do or understand.  
(b) something said in reaction to a question.  
(c) the arrangement of people or things according to sequence.  
(d) a thing that is incorrect.  
(e) a large number.
- (a) Today computers are necessary in everyone's life.  
(b) We must pay attention to accuracy when we are doing calculations.  
(c) Maths require a lot of calculations.

- (d) Sachin is an amazing cricket player.

- (a) A computer is an electronic machine that solves problems and calculates numbers.  
(b) A computer solves problems, carries out the most difficult calculations with amazing speed and accuracy.  
(c) We do mistakes in our calculations. We rectify our mistakes and see to it that we don't make the same mistakes again.  
(d) We either write it down in our diary or store it in our computer.

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### 24. The Laughing King

F.A.

- (a) slowly      (b) dull      (c) politely  
(d) praise      (e) start      (f) crying
- (a) Leonard      (b) palace      (c) complaint
- (a) Such a beautiful dress!  
(b) What a lovely voice she has!  
(c) What a piece of work man is!  
(d) Such difficult problems!

S.A.

- (a) put up with      (b) scrambled  
(c) frowned      (d) looking for
- (a) The Queen got annoyed when the King kept laughing for no reason. He laughed at serious complaints and urgent matters.  
(b) Witch Grieselda sat under a tree to wipe off the mud from her body.

- (c) The King wanted to stop laughing because his laughter was hurting the sentiments of his loved ones.
- (d) Witch Grieselda fell in a puddle. This made the King laugh at her.
- (e) Grieselda was walking in a hurry because she wanted to meet the King.
- (f) King Ferdinand was angry with King Leonard because he had come to complain about the stolen fruits from his orchard. The King laughed at his complaint so he threatened.
- (g) The King could not stop laughing due to Grieselda's magic spell.
- (h) Princess Cynthia consoled her mother by helping her pick the broken pieces of the plate and trying to mend it.
- (i) King Ferdinand was the ruler of the neighbouring kingdom. His complaint was that the thieves from King Leonard's kingdom were stealing fruits from his orchard.
- (j) Witch Grieselda felt sorry for the King and so decided to help him. She made the King promise that he should never laugh at anyone ever after.

### 25. Little Words

F.A.

- (a) herd (b) pot (c) darted (d) mended (e) do
- (a) "Yes, you did, too." "I did not."  
(b) "I am sorry." "So am I."
- (a) When two people do not agree on a certain point, a quarrel starts. Each one wants the other to listen to him. No one wants to say that he or she has been

wrong. People must learn how to accept someone else's views.

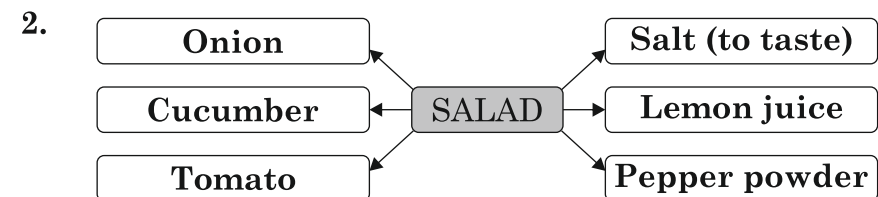
- (b) Sometimes people want the same thing that they see. No one wants to give into the other. Let your friend take what he wants. You will get your needs later.

S.A.

- (a) close friends (b) separated (c) joined  
(d) repaired (e) an angry argument
- The two friends in the poem had their little misunderstandings and arguments. They resolved their problems, forgave each other and became good friend.

### 26. Be a Chef!

F.A.



S.A.

- (a) tap quickly and gently with the flat of your hand.  
(b) not sweet.  
(c) scatter over an object or surface.  
(d) each of four equal parts of something.  
(e) an irregularly shaped piece of something.
- (a) The vegetables are cleaned and washed well. They are then dried with a clean napkin. Carrots and cucumbers are grated. Some times carrots and cucumbers are cut into their slices. Take cabbage

and grate it. Mix the cabbage, carrot and cucumber. Sprinkle a little salt and pepper and pinch of sugar. Add juice of half lemon and toss in the bowl.

**(b) [To be done by students.]**

**(c)** Peanuts well roasted, half a bowl of jaggery, a little ghee. Peanuts must be kneaded and mixed with jaggery.

## 27. The Dreadful Guest

**F.A.**

1. **(a)** tiny                      **(b)** polite                      **(c)** unintelligent  
**(d)** innocent / good    **(e)** disagree                      **(f)** polite
2. **(a)** "What a rude, impolite creature you are!"  
**(b)** "Of course," said Ivan.  
**(c)** "Are you ready?"
3. **(a)** spoil, sport            **(b)** kill, joy            **(c)** every, one  
**(d)** mean, while    **(e)** drag, on
4. **(i)** as broad as a house **(ii)** teeth like spikes **(iii)** claws like knives
5. **(a)** - (2), **(b)** - (1), **(c)** - (6), **(d)** - (5), **(e)** - (4), **(f)** - (3).

**S.A.**

1. **(a)** not afraid.  
**(b)** large meal marking a special occasion.  
**(c)** cover someone or something with something thick.  
**(d)** move suddenly upwards or forwards.  
**(e)** eating hurriedly and noisily.  
**(f)** not having good manners.  
**(g)** a large flat serving dish.

- (h)** a person who spoils the pleasure of other people.
2. **(a)** The dragon threatened to burn Ivan, smother him with fumes, tear him up with his knife like claws or eat him up with his spike like teeth.  
**(b)** This story took place in Russia.  
**(c)** A horrible looking dragon burst into the banquet hall.  
**(d)** Ivan the brave warrior was not afraid of dragons.  
**(e)** Ivan knew that dragons were dreadful but not intelligent.  
**(f)** Ivan cut off the dragon's head with his sword and thus killed the dragon.
3. **(a) The feast :** The feast was held in the banquet hall. The servants placed several platters of food on the long table.  
**(b) The dragon :** The dragon had teeth like spikes and claws like knives. His skin was hard and scaly and his eyes red. He was mean and a spoilsport.  
**(c) Ivan :** Ivan was a brave warrior. He was not afraid of dragons. He cleverly killed the dragon who had entered the banquet hall.

\* \* \* \*

## मराठी सुलभभारती

### १७. पाहा, पण ..... (Watch, but .....)

#### ■ प्रश्न. १. खालील प्रश्नांची उत्तरे लिहा.

- (अ) मिनू टीव्ही पाहत होती.  
(आ) मिनूच्या डोळ्यांना त्रास व्हायला लागला. तिच्या डोळ्यांतून पाणी यायला लागले म्हणून तिने आईला हाक मारली.  
(इ) टीव्ही पाहताना जवळ बसून आणि टक लावून टीव्ही पाहू नये. दूर बसून टीव्ही पहावा.  
(ई) इतक्या जवळ बसून आणि एकसारखं टक लावून टीव्ही पाहू नकोस डोळे दुखतील असे आईने मिनूला सांगितले होते.

#### ■ प्रश्न. २. तुम्हांला टीव्हीवरील कोणते कार्यक्रम आवडतात? ते का आवडतात ते सांगा व लिहा.

विद्यार्थ्यांनी स्वतः करा.

### १८. माझा अनुभव - १ (My Experience - 1)

#### ■ प्रश्न. १. कोण म्हणाले, ते लिहा.

- (अ) सुमा म्हणाली. (आ) रेहाना म्हणाली.  
(इ) चंदन म्हणाला. (ई) रेहाना म्हणाली.

#### ■ प्रश्न. २. खालील प्रश्नांची उत्तरे लिहा.

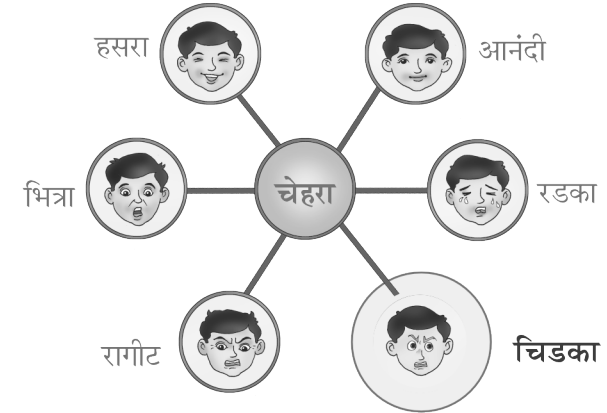
- (अ) रेहाना व सुमन आजारी चंदनला भेटायला त्याच्या घरी गेल्या त्यामुळे चंदनला आनंद झाला.  
(आ) 'मी' हा शब्द रेहानासाठी आला आहे.  
(इ) 'आम्ही' हा शब्द रेहाना व सुमासाठी आला आहे.

#### ■ प्रश्न. ३. विद्यार्थ्यांनी स्वतः करा.

#### ■ प्रश्न. ४. घटनाक्रमानुसार खालील वाक्यांचा क्रम लावा. वाक्यासमोर क्रमांक लिहा.

- (अ) (५) (आ) (६) (इ) (४)  
(ई) (३) (उ) (१) (ऊ) (२)

#### ■ पाहा. वाचा. रिकाम्या चेहऱ्यावरचा भाव दाखवा व लिहा.



### १९. आगगाडी (A train)

#### ■ प्रश्न. १. खालील प्रश्नांची उत्तरे सांगा. (लिहा.)

- (अ) आगगाडीचे अनेक डबे एकमेकांना जोडलेले असतात. प्रत्येक डबा घरासारखा असतो. माळेमध्ये मणी एकामागोमाग एक जसे ओवले जातात. त्याप्रमाणे आगगाडी असते म्हणून तिला घरांची माळ म्हटले आहे.  
(आ) आगगाडी गावोगाव जाते.  
(इ) आगगाडी पाऊस, वारा, वादळ, यांना भीत नाही.  
(ई) आगगाडीला नदी, पहाड कोणी अडवू शकत नाही.  
(उ) प्रत्येक झाड आगगाडीला टाटा करते.  
(ऊ) सर्वांना घरी आगगाडी पोचवते.

#### ■ प्रश्न. २. विद्यार्थ्यांनी स्वतः करा.

■ प्रश्न. ३. आगगाडी प्रवासाचा तुमचा अनुभव सांगा.

मी मुंबईत रहाते. माझ्या मावशीकडे रत्नागिरीत आम्ही एकदा गणपतीसाठी रेल्वेने जात होतो. आम्ही कोकण रेल्वेने पहाटेच निघालो. आम्ही मुलांनी खिडकीच्या शेजारी जागा घेतली. आमचे सर्व लक्ष खिडकीबाहेरच होते. पाऊस पडत होता. सगळीकडे लाल माती, हिरवे डोंगर दिसत होते. खाली हिरवीगार शेते होती. नद्या, धबधबेसुद्धा खूप दिसत होते. गाडी मध्ये मध्ये बोगद्यातून जात होती. त्यामुळे आगगाडीत भीती पण वाटायची. आम्हा मुलांची खाण्यापिण्याची चंगळच होती. हा प्रवास कधी संपू नये असेच वाटत होते.

■ प्रश्न. ४. वेगवेगळ्या वाहनासंबंधी कविता गोळा करा. संग्रह करा.

विद्यार्थ्यांनी स्वतः करा.

■ प्रश्न. ५. खालील रिकाम्या जागी योग्य शब्द लिहा.

- (१) अजब (२) हुंदडत (३) पाऊस, वाऱ्याची  
(४) झाडान्झाड (५) छंद, उद्योग

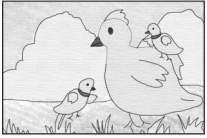
२०. मुलांनी काढलेली चित्रे - २

(The pictures drawn by the students - 2)

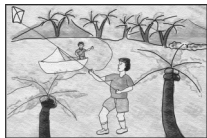
■ पाहा व बोला.



- (१) वेगवेगळ्या आकाराची मडकी आहेत.  
(२) एक मुलगी मडकी पाहत आहे.



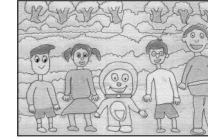
- (१) चित्रात तीन कोंबड्या दिसत आहे. त्यातील दोन कोंबडीची पिल्ले आहेत.  
(२) एक पिल्लू कोंबडीच्या पाठीवर बसले आहे. एक पुढे आहे.



- (१) समुद्रकिनारी नारळाची झाडे आहेत. एक मुलगा होडीत बसला आहे. एक मुलगा पतंग उडवत आहे.  
(२) समुद्रकिनारी एक मुलगा पतंग उडवत आहे.



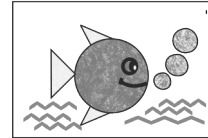
- (१) चित्रात बाग दिसत आहे. बागेत फुले आहेत.  
(२) एक मुलगी डोरेमॉनसोबत खेळत आहे.



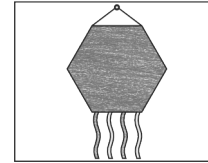
- (१) बागेत मुले आहेत. बागेत खूप झाडे आणि गवत दिसत आहे.  
(२) मुलांबरोबर डोरेमॉन आहे. कदाचित मुले त्याच्याबरोबर फोटो काढत आहे.



- (१) आईस्क्रीमचे दुकान आहे. मुलगी आईस्क्रीमवाल्याकडे मँगो आईस्क्रीम मागत आहे.  
(२) दुकानाच्या शेजारी एक मुलगा आंबे विकत आहे.



- (१) पाण्यामध्ये गोल आणि त्रिकोण या आकारांचा वापर करून मासा काढलेला आहे.  
(२) पाण्यातील बुडबुडे दिसत आहे.



- (१) आकाश कंदील आहे.  
(२) त्याच्यामध्ये लाल रंग भरला आहे. कंदिलाला चार शेपट्या असून त्यांचा रंग पिवळा व हिरवा आहे.

■ चित्र काढा. - विद्यार्थ्यांनी स्वतः करा.

२१. बसस्थानक (Bus station)

■ वरील चित्राचे वर्णन करा.

हे बसस्थानकाचे चित्र आहे. बसस्थानकात अनेक बस थांबलेल्या आहेत. बसस्थानकात आरक्षण कक्ष चौकशी कक्ष तसेच फळांचे दुकान, पुस्तकांचे दुकान व उपाहारगृह आहे. फेरीवाले काही खाद्यपदार्थ घेऊन जात आहेत. आरक्षण कक्षासमोर तिकीट आरक्षणासाठी रांग लागलेली आहे. उपाहारगृह व पुस्तकांच्या दुकानातसुद्धा अनेक माणसे खरेदी करताना दिसत आहेत. चौकशीकक्षाबाहेर प्रवाशांना सूचना ऐकू जावी म्हणून ध्वनिकक्षेपक बसवले आहेत. चौकशीकक्षाशेजारी सूचना फलक आहे. त्याखाली 'आपले शहर स्वच्छ ठेवा'. असा संदेश लिहिला आहे.

गाडी चालवणारा चालक व तिकिट देणारा वाहक मुलांना माहीत व्हावे म्हणून त्यांचीही चित्रे दिली आहेत.



## २२. स्वच्छ घर – स्वच्छ परिसर (Clean home - Clean surroundings)

### ■ पाहा व बोला.

- (२) दुसऱ्या चित्रातील मुलगी कचरा काढत आहे.
- (३) तिसऱ्या चित्रात ओला कचरा, सुका कचरा अशा वेगवेगळ्या बांदल्या दाखवल्या आहेत.
- (४) तिसऱ्या चित्रातील माणूस ओला कचरा 'ओला कचरा' लिहिलेल्या बांदलीत टाकत आहे.
- (५) चौथ्या चित्रातील महिला ओला कचरा गोळा करणाऱ्या माणसाजवळ देत आहे.
- (६) चौथ्या चित्रात कचऱ्याची गाडी दाखवली आहे.

### ■ खालील प्रश्नांची उत्तरे एका शब्दात लिहा.

- (१) कचरा (२) समुद्रात राहणाऱ्या
- (३) प्लॅस्टिकचा (४) कागदी किंवा कापडी पिशव्या

## २३. माझा अनुभव – २ (My experience - 2)

### ■ प्रश्न. १. एका शब्दात उत्तरे लिहा.

- (अ) आई (आ) मुलगा (इ) मुलगा (ई) डॉक्टर

### ■ प्रश्न. २. खालील प्रश्नांची उत्तरे लिहा.

- (१) आईला खूप ताप आला होता म्हणून आई झोपली होती.
- (२) डॉक्टरांनी आईला तपासले व औषधे लिहून दिली.

### ■ प्रश्न. ३. थोडक्यात उत्तरे लिहा.

- (१) मुलाने थंड पाणी घेतले. स्वच्छ रुमाल घेतला. तो थंड पाण्यात बुडवून आईच्या कपाळावर रुमालाच्या घड्या ठेवल्या. आईला चहा करून दिला. आईला झोप लागल्यावर मुलाने घर आवरले. घर स्वच्छ झाडून घेतले.
- (२) आईला झोप लागल्यावर मुलाने घर आवरले. घर स्वच्छ झाडून घेतले.

### ■ प्रश्न. ५. मी घरी खालील कामे करतो.

- (१) आईला वाटाणे सोलायला मदत करतो.
- (२) कपड्यांच्या घड्या घालतो.
- (३) जेवायला बसायच्या आधी ताट, वाटी, पिण्याचे पाणी आणून ठेवतो.
- (४) झाडांना पाणी घालतो.
- (५) घरातल्या कोणी काही वस्तू मागितली तर आणून देतो.
- (६) आज – आजोबांना मोबाईलमध्ये काही गोष्टी लक्षात आल्या नाही तर समजावून सांगतो.

### ■ प्रश्न. ६. थोडा-थोडासा यासारखे खालील शब्द लिहा.

- (अ) लहानसा (आ) छानसा (इ) काहीसा (ई) नाहीसा  
(उ) बारीकसा (ऊ) अल्पसा (ए) जरासा

### ■ प्रश्न. ७. जोड्या जुळवा.

- (आ) ग (इ) क (ई) ख (उ) घ

## २४. ईद (Eid)

### ■ प्रश्न. १. खालील प्रश्नांची उत्तरे लिहा.

- (अ) उस्मानच्या घरी जॉन, सुरभी, अजय गेले.
- (आ) उस्मानच्या घरी रमजान ईद हा सण होता.
- (इ) आज रमजान ईद होती म्हणून उस्मानच्या आईने शीरखुर्मा खायला सगळ्यांना घरी बोलावले होते.

### ■ प्रश्न. २. कोण कोणाला म्हणाले, ते लिहा.

- (अ) उस्मान सर्वांना म्हणाला.
- (आ) जॉन उस्मानच्या आईला म्हणाला.
- (इ) अजय उस्मानला म्हणाला.
- (ई) सर्वजण उस्मान व उस्मानच्या अम्मीला म्हणाले.
- (उ) उस्मानची अम्मी सर्वांना म्हणाली.

- विद्यार्थ्यांनी स्वतः चर्चा करा.
- चित्रांवरून सणांची नावे सांगा.



रक्षाबंधन



गुढीपाडवा



ख्रिसमस



ईद



दसरा



दिवाळी

- आपले राष्ट्रीय सण कोणते ? त्यांची नावे सांगा.

१५ ऑगस्ट, २६ जानेवारी व गांधी जयंती हे आपले राष्ट्रीय सण आहेत. १५ ऑगस्ट या दिवशी स्वातंत्र्य दिन व २६ जानेवारी या दिवशी प्रजासत्ताक दिन साजरा केला जातो. २ ऑक्टोबर हा महात्मा गांधी यांचा जन्मदिवस गांधी जयंती म्हणून साजरा केला जातो.

\*\*\*\*

# Mathematics

## Part - II

### 9. Word Problems : Addition and Subtraction

#### F.A. – Class Work

1. 1.

		Method
What information is given?	Trees planted	Sweet lime trees 143 Chikoo trees 156
What is asked?	Total number of trees	143 + 156 299
What method should be used?	Addition	
Baburao planted 299 trees in all.		

2.

		Method
What information is given?	The cost of books	Cost of book ₹ 245 Cost of note book ₹ 178
What is asked?	Total cost	245 + 178 423
What method should be used?	Addition	
Priyanka spent ₹ 423 in all.		



3.

		Method
What information is given?	Book in the library	Story books 1230 Poetry books 150
What is asked?	Total number of books	1230 + 150 1380
What method should be used?	Addition	
There are 1380 books in all.		

4.

		Method
What information is given?	People came to watch the circus	Children 1310 Women 1505 Men 790
What is asked?	Total number of people	1310 + 1505 790 3605
What method should be used?	Addition	
3605 people came in all to watch the circus.		

5.

		Method
What information is given?	Money deposited in the banks	1 <sup>st</sup> Bank ₹ 18,000 2 <sup>nd</sup> Bank ₹ 15,000
What is asked?	Total amount deposited	18,000 + 15,000 33,000
What method should be used?	Addition	
Ajay deposited ₹ 33,000 deposited in the banks.		

6.

		Method
What information is given?	Amount to pay the shopkeeper	Refrigerator ₹ 13,750 Cupboard ₹ 8,999
What is asked?	Total amount paid	13,750 + 8,999 22,749
What method should be used?	Addition	
We must pay ₹ 22,749 to the shopkeeper.		

**F. A. – Class Work**

1. 1.

		Method
What information is given?	Abdul had 720 beads Sold 648 beads	6 11 10 <del>7</del> <del>2</del> <del>0</del>
What is asked?	How many beads left with Abdul	– 6 4 8 0 7 2
What method should be used?	Subtraction	
There are 72 beads left with Abdul.		

2.

		Method
What information is given?	Tables worth ₹ 6350 Chairs worth ₹ 3800	5 13 <del>8</del> <del>8</del> 5 0
What is asked?	How much more does the table cost?	– 3 8 0 0 2 5 5 0
What method should be used?	Subtraction	
The fertilizer cost ₹ 1068 than the seeds.		

3.

		Method
What information is given?	Seeds worth ₹ 3587 Chairs worth ₹ 4655	$  \begin{array}{r}  5\ 14\ 15 \\  4\ \cancel{8}\ \cancel{8}\ \cancel{8} \\  -\ 3\ 5\ 8\ 7 \\  \hline  1\ 0\ 6\ 8  \end{array}  $
What is asked?	How much does the fertilizers cost than the seeds	
What method should be used?	Subtraction	
The fertilizer cost ₹ 1068 than the seeds.		

4.

		Method
What information is given?	Electricity units on 1 <sup>st</sup> June 03452 Units on 1 <sup>st</sup> July 03531	$  \begin{array}{r}  4\ 12\ 11 \\  0\ 3\ \cancel{8}\ \cancel{8}\ \cancel{8} \\  -\ 0\ 3\ 4\ 5\ 2 \\  \hline  0\ 0\ 0\ 7\ 9  \end{array}  $
What is asked?	How many units used in June?	
What method should be used?	Subtraction	
Units used in June is 79.		

5.

		Method
What information is given?	In 2001 population 62,947 2011 population 74,405	$  \begin{array}{r}  3\ 13\ 9\ 15 \\  7\ \cancel{4}\ \cancel{4}\ \cancel{0}\ \cancel{5} \\  -\ 6\ 2\ 9\ 4\ 7 \\  \hline  1\ 1\ 4\ 5\ 8  \end{array}  $
What is asked?	How much population increased?	
What method should be used?	Subtraction	
The population increased by 11,458.		

6.

		Method
What information is given?	Seating capacity in a stadium 20,750 Spectators attended 19,500	$  \begin{array}{r}  1\ 10 \\  \cancel{2}\ \cancel{0}\ 7\ 5\ 0 \\  -\ 1\ 9\ 5\ 0\ 0 \\  \hline  1\ 2\ 5\ 0  \end{array}  $
What is asked?	How many seats vacant	
What method should be used?	Subtraction	
1,250 seats remained vacant.		

## Addition and Subtraction : Mixed Problems

### F.A. – Class Work

1.

		Method
What is asked?	Spend on packing and transport	
What information is given?	Spent total ₹ 47,000 Computer ₹ 27,658 Printer & Scanner ₹ 16,478	$  \begin{array}{r}  1\ 1\ 1\ 1 \\  2\ 7\ 6\ 5\ 8 \\  +\ 1\ 6\ 4\ 7\ 8 \\  \hline  4\ 4\ 1\ 3\ 6 \\  \\  6\ 9\ 9\ 10 \\  4\ \cancel{7}\ \cancel{0}\ \cancel{0}\ \cancel{0} \\  -\ 4\ 4\ 1\ 3\ 6 \\  \hline  2\ 8\ 6\ 4  \end{array}  $
What will you do first?	Add computer and printer & scanner cost	
What will you do next?	Subtract this sum from the total amount spent	
Rohan spent ₹ 2,864 on packing and transport.		

2.

		Method
What is asked?	The number of other saplings	
What information is given?	Total saplings 32,140 Mango saplings 12,789 Teak saplings 10,423	$  \begin{array}{r}  1\ 1\ 1 \\  1\ 2\ 7\ 8\ 9 \\  +\ 1\ 0\ 4\ 2\ 3 \\  \hline  2\ 3\ 2\ 1\ 2 \\  \\  2\ 11\ 11\ 3\ 10 \\  \cancel{2}\ \cancel{2}\ \cancel{1}\ \cancel{1}\ \cancel{0} \\  -\ 2\ 3\ 2\ 1\ 2 \\  \hline  8\ 9\ 2\ 8  \end{array}  $
What will you do first?	Add Mango and Teak saplings	
What will you do next?	Subtract this sum from the total number of saplings	
There were 8,928 other saplings.		

3.

		Method
What is asked?	The number of seats remained vacant	
What information is given?	Total seating capacity 20,750 Women 8,500 Men 11,200	$  \begin{array}{r}  8\ 5\ 0\ 0 \\  +\ 1\ 1\ 2\ 0\ 0 \\  \hline  1\ 9\ 7\ 0\ 0 \\  \\  1\ 10 \\  \cancel{2}\ \cancel{0}\ 7\ 5\ 0 \\  -\ 1\ 9\ 7\ 0\ 0 \\  \hline  1\ 0\ 5\ 0  \end{array}  $
What will you do first?	Add women and men	
What will you do next?	Subtract this sum from the total seating capacity	
1,050 seats remained vacant.		

4.

		Method
What is asked?	How much money did Rambhau have left	
What information is given?	Rambhau had ₹ 15,000 Fodder worth ₹ 8,570 Animal feed ₹ 4,950	$  \begin{array}{r}  1\ 1\ 1 \\  8\ 5\ 7\ 0 \\  +\ 4\ 9\ 5\ 0 \\  \hline  1\ 3\ 5\ 2\ 0 \\  \\  4\ 9\ 10 \\  1\ \cancel{8}\ \cancel{0}\ \cancel{0}\ 0 \\  -\ 1\ 3\ 5\ 2\ 0 \\  \hline  1\ 4\ 8\ 0  \end{array}  $
What will you do first?	Add fodder and Animal feed	
What will you do next?	Subtract this sum from the total money Rambhau had	
Rambhau had ₹ 1,480 left.		

5.

		Method
What is asked?	Money still remains	1
What information is given?	Donated to a hospital ₹ 75,000 Equipments ₹ 47,500 Medicines ₹ 18,240	$  \begin{array}{r}  4\ 7\ 5\ 0\ 0 \\  +\ 1\ 8\ 2\ 4\ 0 \\  \hline  6\ 5\ 7\ 4\ 0  \end{array}  $
What will you do first?	Add equipments and medicines	$  \begin{array}{r}  6\ 14\ 9\ 10 \\  \cancel{7}\ \cancel{5}\ \cancel{0}\ \cancel{0} \\  -\ 6\ 5\ 7\ 4\ 0 \\  \hline  9\ 2\ 6\ 0  \end{array}  $
What will you do next?	Subtract this sum from the donated amount	
₹ 9,250 money still remains.		

### Making problems based on the given information and solving them

#### F.A. – Class Work

1. 1.

	Method
‘A’ company’s washing machine costs ₹ 19,999 and ‘B’ company’s washing machine costs ₹ 21,550. Which company’s washing machine is more expensive	$  \begin{array}{r}  1\ 10\ 14\ 14\ 10 \\  \cancel{2}\ \cancel{1}\ \cancel{9}\ \cancel{9}\ \cancel{9} \\  -\ 1\ 9\ 9\ 9\ 9 \\  \hline  1\ 5\ 5\ 1  \end{array}  $
‘B’ company’s washing machine costs ₹ 1,551 more.	

2.

	Method
Shayam got ₹ 3,900 worth of folder and ₹ 2,570 worth of other animal feed. Total how much did Shayam spent?	$  \begin{array}{r}  1 \\  3\ 9\ 0\ 0\ \text{folder} \\  +\ 2\ 5\ 7\ 0\ \text{animal feed} \\  \hline  6\ 4\ 7\ 0  \end{array}  $
Shayam spent ₹ 6,470 in all.	

3.

	Method
The population of town ‘Y’ is 76,560 and the population of town ‘Z’ is 57,940. Which town had more population and by how much?	$  \begin{array}{r}  6\ 15\ 15 \\  \cancel{7}\ \cancel{6}\ \cancel{5}\ 6\ 0\ \text{Town 'Y'} \\  -\ 5\ 7\ 9\ 4\ 0\ \text{Town 'Z'} \\  \hline  1\ 8\ 6\ 2\ 0  \end{array}  $
The population of town ‘Y’ is more by 18,620.	

4.

	Method
Sita got flight ticket from Mumbai to Tokyo, ₹ 35,840 and she got another ticket from Tokyo to Los Angeles ₹ 38,760. How much did Sita spent in all?	$  \begin{array}{r}  1\ 1\ 1 \\  3\ 5\ 8\ 4\ 0\ \text{Mumbai to Tokyo} \\  +\ 3\ 8\ 7\ 6\ 0\ \text{Tokyo to Los Angeles} \\  \hline  7\ 4\ 6\ 0\ 0  \end{array}  $
Sita spent ₹ 74, 600 in all for the flight tickets.	

5.

	Method
Cost of a new motorcycle, is ₹ 46,530 and cost of an old motorcycle is ₹ 8,500. What is the difference of cost between both the motorcycle.	$  \begin{array}{r}  316 \\  \cancel{4} \cancel{6} 530 \text{ New} \\  - 8500 \text{ Old} \\  \hline  38030  \end{array}  $
The difference of cost is ₹ 38,030.	

### Making problems based on the given information and solving them

#### F. A. – Class Work

1. 1.

	Method
A School order 17,500 maths books and 13,250 science books. How many books did the school have in all.	$  \begin{array}{r}  1 \\  17500 \text{ Maths Books} \\  + 13250 \text{ Science Books} \\  \hline  30750  \end{array}  $
School had 30,750 books in all.	

2.

	Method
The distance from Pune to Mumbai is 192 kilometres and the distance from Pune to Kolhapur is 235 kilometres. What is the total distance from Kolhapur to Mumbai.	$  \begin{array}{r}  1 \\  192 \text{ Pune to Mumbai} \\  + 235 \text{ Pune to Kolhapur} \\  \hline  427  \end{array}  $
Distance from Kolhapur to Mumbai is 427 kilometres.	

3.

	Method
The capacity of water tank 'B' is 38,500 litres and the capacity of water tank 'C' is 22,750 litres. Which tank has more water and by how much?	$  \begin{array}{r}  71410 \\  38500 \text{ 'B' tank} \\  - 22750 \text{ 'C' tank} \\  \hline  15750  \end{array}  $
The water in 'B' tank is more by 15,750 litres.	

4.

	Method
Rambhau bought hay worth ₹ 2,750 and animal feed worth ₹ 3,900. How many rupees did he spend altogether?	$  \begin{array}{r}  1 \\  2750 \text{ Hay} \\  + 3900 \text{ Animal feed} \\  \hline  6650  \end{array}  $
Rambhau spend ₹ 6,650 altogether.	

5.

	Method
Roshni bought a T.V. worth ₹ 15,750 and a dish antenna worth ₹ 3,575. How much did Roshni spend altogether?	$  \begin{array}{r}  11 \\  15750 \text{ T.V.} \\  + 3575 \text{ Dish antenna} \\  \hline  19325  \end{array}  $
Roshini spend ₹ 19,325 altogether.	

6.

	Method
What is the difference between the biggest five-digit number and the biggest four-digit number?	$  \begin{array}{r}  99999 \\  - 9999 \\  \hline  90000  \end{array}  $
The difference is 90,000.	

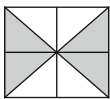

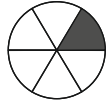
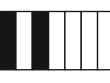
## 10. Fractions

### F. A. – Class Work


1.

Fractions	Addition	Multiplication	How many times
$\frac{3}{4}$	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$	$\frac{1}{4} \times 3$	3 times $\frac{1}{4}$
$\frac{3}{7}$	$\frac{1}{7} + \frac{1}{7} + \frac{1}{7}$	$\frac{1}{7} \times 3$	3 times $\frac{1}{7}$
$\frac{5}{6}$	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$	$\frac{1}{6} \times 5$	5 times $\frac{1}{6}$

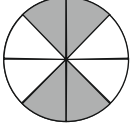
2.

Shape	Shaded fraction	Read as	Unshaded fraction	Read as
	$\frac{4}{8}$	Four upon eight	$\frac{4}{8}$	Four upon eight
	$\frac{2}{5}$	Two upon five	$\frac{3}{5}$	Three upon five
	$\frac{1}{6}$	One upon six	$\frac{5}{6}$	Five upon six
	$\frac{2}{7}$	Two upon seven	$\frac{5}{7}$	Five upon seven

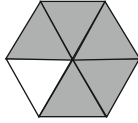
3.

1. 

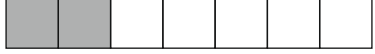
Two thirds  $\frac{2}{3}$

2. 

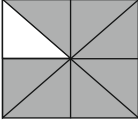
Four upon eight  $\frac{4}{8}$

3. 

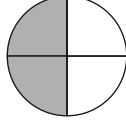
Five sixths  $\frac{5}{6}$

4. 

Two upon seven  $\frac{2}{7}$

5. 

Seven upon eight  $\frac{7}{8}$

6. 

Two upon four  $\frac{2}{4}$

4.  $\frac{3}{7}$ , 3 is the numerator  
7 is the denominator

$\frac{8}{11}$ , 8 is the numerator  
11 is the denominator

$\frac{4}{5}$ , 4 is the numerator  
5 is the denominator

$\frac{7}{13}$ , 7 is the numerator  
13 is the denominator

$\frac{2}{9}$ , 2 is the numerator  
9 is the denominator

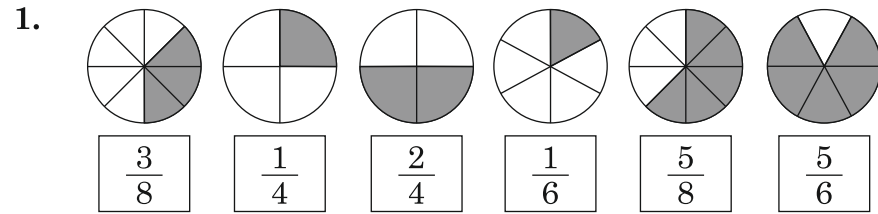
$\frac{5}{8}$ , 5 is the numerator  
8 is the denominator

$\frac{4}{7}$ , 4 is the numerator  
7 is the denominator

$\frac{13}{16}$ , 13 is the numerator  
16 is the denominator

- 5.
- Two and three quarters
  - Three and a quarter
  - Eleven and a half
  - Five and three quarters
  - Nine and a half
  - Eight and a quarter

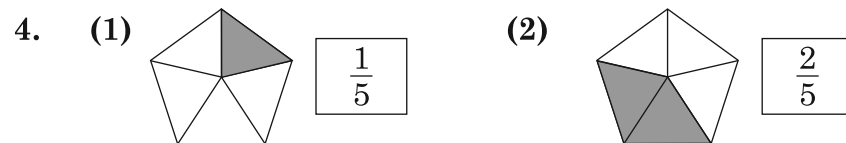
## F. A. – Class Work



2.

Fractions with equal denominators		Fractions with different denominators	
(1) $\frac{2}{5}, \frac{3}{5}$	(2) $\frac{5}{7}, \frac{4}{7}$	(3) $\frac{7}{9}, \frac{7}{11}$	(4) $\frac{13}{16}, \frac{9}{17}$
(6) $\frac{11}{19}, \frac{9}{19}$	(7) $\frac{1}{22}, \frac{5}{22}$	(5) $\frac{6}{15}, \frac{15}{17}$	
(8) $\frac{9}{64}, \frac{11}{64}$			

3. (1)  $\frac{3}{7}, \frac{4}{7}, \frac{5}{7}$    (2)  $\frac{4}{8}, \frac{5}{8}, \frac{6}{8}$    (3)  $\frac{6}{11}, \frac{7}{11}, \frac{8}{11}$
- (4)  $\frac{10}{17}, \frac{11}{17}, \frac{12}{17}$    (5)  $\frac{13}{19}, \frac{14}{19}, \frac{15}{19}$



$\frac{2}{5} > \frac{1}{5}$  since  $2 > 1$  and the denominators are equal.

## F. A. – Class Work

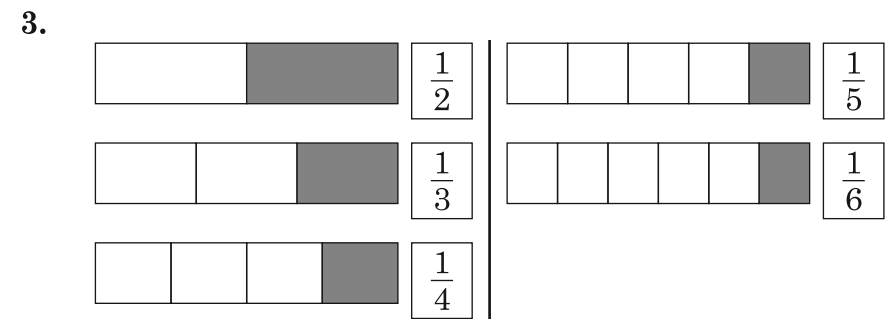
1. 1. Four and three quarters  $4 \frac{3}{4}$
2. Ten and a half  $10 \frac{1}{2}$
3. Fourteen and three quarters  $14 \frac{3}{4}$

4. Seven and one quarter  $7 \frac{1}{4}$
5. Eighteen and a half  $18 \frac{1}{2}$
6. Nine and one quarter  $9 \frac{1}{4}$
7. Seven and a half  $7 \frac{1}{2}$
8. Five and three quarters  $5 \frac{3}{4}$

2. (1) Five and seven upon fifteen. =  $5 \frac{7}{15}$
- (2) Nine and three upon five. =  $9 \frac{3}{5}$
- (3) Thirteen and nine upon thirteen. =  $13 \frac{9}{13}$
- (4) One and two upon five. =  $1 \frac{2}{5}$

## Comparing fractions

### Home Work



4. 1.  $\frac{1}{3}$    2.  $\frac{1}{6}$    3.  $\frac{1}{5}$

5.  $\frac{1}{3} < \frac{1}{2}$ ;  $\frac{1}{3} > \frac{1}{4}$ ;  $\frac{1}{5} < \frac{1}{3}$ ;  $\frac{1}{2} > \frac{1}{3} > \frac{1}{4} > \frac{1}{5} > \frac{1}{6}$

6. Value of the fraction decreases.

7.  $\frac{1}{9}$  is smaller since  $9 > 6$ .







8.  $\frac{1}{8} > \frac{1}{10}$ ,  $\frac{1}{5} < \frac{1}{3}$ ,  $\frac{1}{4} < \frac{1}{2}$ ,  $\frac{1}{3} = \frac{1}{3}$ ,  
 $\frac{1}{15} > \frac{1}{20}$ ,  $\frac{1}{20} < \frac{1}{15}$ ,  $\frac{1}{200} < \frac{1}{100}$

9.  $\frac{1}{2}$  is half of the fruit,  $\frac{1}{4}$  is quarter of the fruit (half of the half)


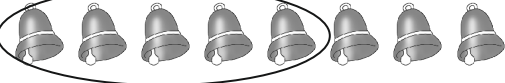



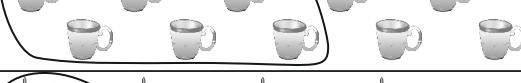


### Fractions related to sets

#### F. A. – Class Work

1.

Fractions	Set
$\frac{1}{2}$	
$\frac{2}{3}$	
$\frac{3}{4}$	
$\frac{2}{4}$	
$\frac{1}{5}$	
$\frac{3}{5}$	

2.

Fractions	Set
$\frac{3}{7}$	
$\frac{5}{8}$	
$\frac{1}{3}$	
$\frac{2}{5}$	
$\frac{5}{6}$	
$\frac{3}{5}$	
$\frac{1}{4}$	
$\frac{2}{3}$	

### 11. Measurement

#### F. A. – Class Work

- [To be done by students.]
- [To be done by students.]
- [To be done by students.]
- (1) 50 mm (2) 1 cm (3) 70 mm  
(4) 13 cm (5) 80 mm (6) 9 cm



**S. A.**

1. (2)  $10 \text{ mm} = 1 \text{ cm}$   
 $\therefore 100 \div 10 = 10$   
 $\therefore 100 \text{ m} = 10 \text{ cm}$
- (3)  $10 \text{ mm} = 1 \text{ cm}$   
 $\therefore 70 \div 10 = 7$   
 $\therefore 70 \text{ mm} = 7 \text{ cm}$
- (4)  $10 \text{ mm} = 1 \text{ cm}$   
 $\therefore 30 \div 10 = 3$   
 $\therefore 30 \text{ mm} = 3 \text{ cm}$
- (5)  $10 \text{ mm} = 1 \text{ cm}$   
 $\therefore 40 \div 10 = 4$   
 $\therefore 40 \text{ mm} = 4 \text{ cm}$
- (6)  $10 \text{ mm} = 1 \text{ cm}$   
 $\therefore 80 \div 10 = 8$   
 $\therefore 80 \text{ mm} = 8 \text{ cm}$
2. (2)  $1 \text{ cm} = 10 \text{ mm}$   
 $13 \times 10 = 130$   
 $13 \text{ cm} = 130 \text{ mm}$
- (3)  $1 \text{ cm} = 10 \text{ mm}$   
 $21 \times 10 = 210$   
 $21 \text{ cm} = 210 \text{ mm}$
- (4)  $1 \text{ cm} = 10 \text{ mm}$   
 $8 \times 10 = 80$   
 $8 \text{ cm} = 80 \text{ mm}$
- (5)  $1 \text{ cm} = 10 \text{ mm}$   
 $15 \times 10 = 150$   
 $15 \text{ cm} = 150 \text{ mm}$
- (6)  $1 \text{ cm} = 10 \text{ mm}$   
 $22 \times 10 = 220$   
 $22 \text{ cm} = 220 \text{ mm}$

### Introducing 'kilometre'

**F. A. – Class Work**

1. 1. Wardha 2. 24 kms 3. 47 kms 4. 62 kms
2. (i) (1) 50 cm (2) 750 m (3) 25 cm  
 (4) 250 m (5) 500 m (6) 75 cm

- (ii) (1) 300 centimetres (2) 3000 metres  
 (3) 250 centimetres (4) 40 millimetres  
 (5) 4000 metres (6) 20 millimetres

**S. A.**

1. (1) 300 (2) 8 (3) 2 (4) 600 (5) 1600 (6) 3

2. (2)  $1000 \text{ m} = 1 \text{ km}$   
 $20000 \div 1000 = 20$   
 $20000 \text{ m} = 20 \text{ km}$
- (3)  $1000 \text{ m} = 1 \text{ km}$   
 $1000 \div 1000 = 1$   
 $1000 \text{ m} = 1 \text{ km}$
- (4)  $1000 \text{ m} = 1 \text{ km}$   
 $5000 \div 1000 = 5$   
 $5000 \text{ m} = 5 \text{ km}$

**F. A. – Class Work**

1. 1. 1 metre = 100 cm  
 7 metre =  $100 \times 7 \text{ cm}$   
 = 700 cm
2. 1 kilometre = 1000 m  
 8 km =  $1000 \times 8 \text{ m}$   
 = 8000 metres
3. 1 centimetre = 10 millimetres  
 9 centimetre =  $10 \times 6 \text{ millimetres}$   
 = 60 millimetres
4.  $5 \frac{1}{2} \text{ metres} = 5 \text{ m} + \frac{1}{2} \text{ m}$   
 = 500 cm + 50 cm  
 = 550 cm

$$\begin{aligned}
 5. \quad 1 \text{ km} &= 1000 \text{ m} \\
 11 \text{ km} &= 1000 \times 11 \text{ m} \\
 &= 11000 \text{ m}
 \end{aligned}$$

$$\begin{aligned}
 6. \quad 1 \text{ centimetre} &= 10 \text{ millimetres} \\
 4 \text{ centimetre} &= 10 \times 4 \text{ millimetres} \\
 &= 40 \text{ millimetres}
 \end{aligned}$$

$$\begin{aligned}
 7. \quad 1 \text{ metre} &= 100 \text{ cm} \\
 8 \text{ metre} &= 100 \times 8 \text{ cm} \\
 &= 800 \text{ cm}
 \end{aligned}$$

$$\begin{aligned}
 8. \quad 1 \text{ km} &= 1000 \text{ m} \\
 8 \text{ km} &= 1000 \times 8 \text{ m} \\
 &= 8000 \text{ m}
 \end{aligned}$$

2. (1) 2000 m (2) 50 mm (3) 800 cm  
(4) 110 mm (5) 900 cm (6) 12000 m

3. 1. 530 centimetres =  m  centimetres  
 2. 1240 metres =  km  metres  
 3. 845 centimetres =  m  centimetres  
 4. 1250 centimetres =  m  centimetres  
 5. 2275 metres =  km  metres  
 6. 4090 metres =  km  metres

### Mass (Weight)

1. 1. 3000 grams 2. 1500 grams  
 3. 1250 grams 4. 3750 grams  
 5. The shopkeeper will use three 1 kg and one 500 grams in order to weight three and a half kilograms of wheat.

### Mass (Weight)

#### F.A. – Class Work

1. 1.  weights of 100 grams is 1000 grams.  
 2.  weights of 200 grams is 1000 grams.  
 3.  weights of 500 grams is 1000 grams.  
 2. [To be done by students.]

### Volume and capacity

1. a. 1 litre =  millilitres.  
 b. 2 litres =  $2 \times 1000 =$   millilitres.  
 c. 4 litres =  millilitres.  
 d. 15 litres =  millilitres.  
 2. 3750 millilitres  
 3. 1500 millilitres  
 4. 1250 millilitres  
 5. Will use three times 1 litre measure and one time 500 ml measure.

Measure	200 ml	50 ml	100 ml	500 ml
How many times	5	20	10	2

#### S.A.

1. 

(2) 1 l = 1000 ml $8 \times 1000 = 8000$ 8 l = 8000 ml	(3) 1 l = 1000 ml $9 \times 1000 = 9000$ 9 l = 9000 ml
(4) 1 l = 1000 ml $15 \times 1000 = 15000$ 15 l = 15000 ml	

2.	<p>(2) <math>1000\text{ ml} = 1\text{ l}</math>  <math>7000 \div 1000 = 7</math>  <math>7000\text{ ml} = 7\text{ l}</math></p>	<p>(3) <math>1000\text{ ml} = 1\text{ l}</math>  <math>13000 \div 1000 = 13</math>  <math>13000\text{ ml} = 13\text{ l}</math></p>
	<p>(4) <math>1000\text{ ml} = 1\text{ l}</math>  <math>40000 \div 1000 = 40</math>  <math>40000\text{ ml} = 40\text{ l}</math></p>	

### Measurement : Word problems

#### F. A. – Class Work

1. 1.  $250$  metres one round  
 $\times 4$  times walk the path  
1000

Ajit's grandfather walks 1000 metres that in 1 km.

2. 1 metre = 100 cms  
4 and a half metres = 450  
 $450 \div 5 = 90$   
Each friend got 90 cms of cloth

3. 1 litre of petrol = ₹ 70  
2 and a half litre  $\times$  ₹ 70  
 $2.5 \times 70 = ₹ 175$

4. 1  
250 grams *barfi*  
500 grams *chivda*  
250 grams *shev*  
+ 750 grams *jalebi*  
1750

The total weight of purchase is 1 kilogram and three quarter grams.

5. Total time = End time – Start time – Break time  
= Half past 5 – Quarter past twelve – half an hour  
= 7:30 – 12:15 – 00:30  
= 4:45 = 4 hours 45 minutes

Therefore, the children spent 4 hours 45 minutes in the classroom.

6.  $\begin{array}{r} 2911 \\ 19\cancel{8}\cancel{8}\cancel{8} \\ - 19235 \\ \hline 00066 \end{array}$  kilometres reached  
kilometres started  
Sharad travelled 66 kilometres

### 12. Perimeter and Area

#### F. A. – Class Work

1. 1.10 2.12 3.12 4.18 5.14  
2.  $150 + 120 + 150 + 120 = 540\text{ m}$   
The perimeter of the field is 540 m  
3.  $65\text{ m} + 40\text{ m} + 65\text{ m} + 40\text{ m} = 210\text{ m}$   
The perimeter of the play ground is 210 m

#### Activity

4. [To be done by students.]

#### S. A. – Class Work

1. (1) 24 (2) 36 (3) 26 (4) 60 (5) 26  
2. (1)  $6 + 6 + 6 + 6 = 24$  Perimeter = **24 cm**  
(2)  $10 + 10 + 10 + 10 = 40$  Perimeter = **40 m**  
(3)  $9 + 9 + 9 + 9 = 36$  Perimeter = **36 m**  
(4)  $13 + 13 + 13 + 13 = 52$  Perimeter = **52 cm**

3. (1)  $9 + 6 + 4 = 19$   
Perimeter = **19 cm**  
(3)  $5 + 3 + 4 = 12$   
Perimeter = **12 m**
- (2)  $11 + 13 + 14 = 38$   
Perimeter = **38 cm**  
(4)  $13 + 15 + 17 = 45$   
Perimeter = **45 cm**
4.  $30 + 30 + 30 + 30 = 120$   
 $120 \times 3 = 360$   
The total length of wire required is 360 m
5.  $25 + 18 + 30 = 73$   
The length of the wire to be fenced is 73 m

\* \* \* \*









## Environmental Studies – Part I

### 13. Directions and Maps

#### F.A.

1. (a) East and West (b) South  
(c) North, South, East, West

2.

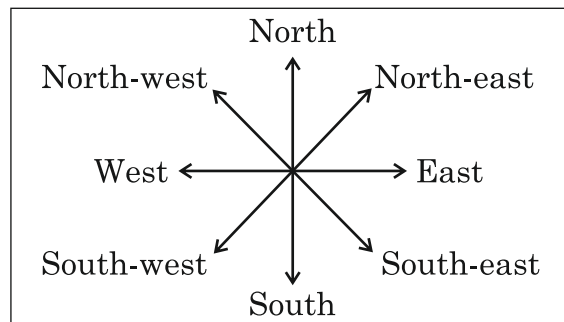
Picture	Direction	Picture	Direction
	North		South
	North-West		East
	West		North-East
	South-West		South-East

3.

Picture	Main Directions
Well	South and West
Street Lamp	South and East
Fort	North and East

4. **Directions :** North, East, South, West  
**Sub directions :** North-East, South-East, South-West, North-West

6.



7. (b) [To be done by students.]

(c) [To be done by students.]

S. A.

1. (a) **Directions** : North, South, East, West are called directions.  
 (b) **Sub-directions** : Many things lie between two main directions. To determine the direction in which they lie, we use sub-directions.  
 (c) **Compose rose** : Draw the diagram showing the direction and sub-directions on a small card. It is known as the compass rose.
2. (a) Directions are always parallel to the ground. That is why a map must always be aligned to the local directions.  
 (b) Directions and sub-directions have been determined by man on the basis of the rising and setting of the sun. Thus, Nature can be our guide.
3. (a) We use compass rose.  
 (b) Maps are comparatively quite small. Therefore, the distance between these places has to be shown in a very limited space on a map. The scale used on the map helps to calculate the actual distance or area.

## 14. Maps and Symbols





F. A.

1.	Natural	Man-made
	a river, trees, mountain, a hill, grass, birds	a house, a road, a dam, a school, a water tower, bridge

2. Hospital, school, coconut trees, banyan tree, market, temple, church, park, railway station, etc.
3. [To be done by students.]
4. (a) Raigad, Sindhudurg, Ratnagiri, Kolhapur, Nashik, Pune, Gadchiroli, Akola, Amravati, Nanded, Latur, Beed, Osmanabad, Aurangabad, Satara and Sangli.  
 (b) Jalgaon, Yavatmal, Ratnagiri, Thane.  
 (c) Raigad, Pune, Nashik, Aurangabad, Jalna, Nagpur, Latur.  
 (d) Mumbai City, Thane, Ratnagiri, Sindhudurg, Raigad.  
 (e) **Man-made objects** : District Head quarters, Major places / stations, Forts, Air Transport centres, Port, National Highway, Railways.  
**Natural objects** : Hot water spring, Caves  
 (f) National Highway  
 (g) Arjuni Morgaon, Desai Gand, Brahmapuri, Mul
5. (A)

S. A.

1. (a) **Natural things** : The things which are provided by nature is called natural things.  
 (b) **Man-made things** : Man made objects are made from natural resources.

- (c) **A sketch** : Pictures of the place, certain symbols are drawn, symbols represent is also mentioned against each of them, such a picture is called a sketch.
2. (a) Man made objects are made from natural resource.  
 (b) Realistic pictures of trees and buildings are not shown in it, in their place, certain symbols are drawn.  
 (c) Certain symbols are used to show elements of the environment on a map, like  house,  tree,  fort,  port, etc.

### 15. My District, My State

#### F.A.

- (a) hamlets, settlements (b) Mumbai  
(c) Arabian (d) pesticides, fertilisers
- (a) - (3), (b) - (4), (c) - (1), (d) - (2)
- (a) **[To be done by students.]**
- [To be done by students.]**
- (a) **Kharif season** : Rice, Wheat, Tur.  
**Rabi season** : Jowar, Bajra, Moth, Beans.  
(c) The production of crops depends on the climate, soil and availability of water.
- [To be done by students.]**
- (a) Satpuda mountain (b) Western ghats  
(c) Arabian Sea (d) Western ghats  
(e) Sahyadri mountain (f) Godavari  
(g) River Bhima, River Nira, River Tapi  
(h) River Vaitarna, River Ulhas  
(i) Satmala Range, Harishchandra Balaghat Range, Mahadeo Range

- (j) Vaitarna, Jayakwadi, Koyna  
 (k) Vaitarna, Godavari, Koyna  
 (l) Thal Ghat, Bor Ghat, Tamhini Ghat, Varandha Ghat, Kumbharli Ghat, Amba Ghat, Phonda Ghat, Amboli Ghat.
8. **[To be done by students.]**
9. (a) Nashik, Jalgaon, Satara, Sangli, Aurangabad  
 (b) Nandurbar, Dhule, Jalgaon, Buldhana, Akola, Amravati, Wardha, Nagpur, Chandrapur, Yavatmal, Beed, Aurangabad, Washim.  
 (c) Mango, Chikoo, Vegetables, Banana, Coconut.  
 (d) Akola, Amravati, Wardha, Nagpur, Yavatmal.  
 (e) Raigad, Ratnagiri and Sindhudurg.

#### 10. **[To be done by students.]**

#### S.A.

- (a) Akola, Amravati, Wardha, Nagpur and Yavatmal are the districts where oranges grow.  
(b) Raigad, Ratnagiri and Sindhudurg.  
(c) Malvani and Konkani  
(d) River Vainganga  
(e) Dhule, Nashik, Aurangabad, Ahmadnagar, Pune, Solapur, Satara and Sangli.  
(f) The Bombay Reorganisation Act came into effect on 1<sup>st</sup> May 1960 (formation of the State) hence, 1<sup>st</sup> of May is celebrated as Maharashtra Day.

### 16. Day and Night

#### F.A.

- (a) 24 (b) day (c) night (d) June 21
- (a) True (b) True (c) True (d) True

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

S. A.

1. (a) **Day** : The part of earth which receives sunlight is called day.  
(b) **Night** : The part of earth where sunlight does not reach, it is night.  
(c) **Rotation of the earth** : The spinning of the earth around itself is called the rotation of the earth.
2. (a) The earth turns around itself that is why we have day and night on the earth.  
(b) On the day of new moon, the moon rises when the sun rises. It sets when the sun sets. It crosses the sky with the sun during the day. That's why we can't see the new moon in the sky.  
(c) Since the days are shorten and nights are longer in winter.  
(d) The days are longer and nights are shorter, it is summer when the nights are longer and the days are shorter it is winter.
3. (a) The earth gets light from the sun.  
(b) The earth's shape is like that of a very large ball.  
(c) We say that it is day in the half that gets light.  
(d) The other half where sunlight does not reach, it is night.
4. (a) **The spinning of the earth** : around itself is called the rotation of the earth.  
(b) **The cycle of day and night** : The earth turns around itself. That is why we have day and night on the earth.

### 17. My Upbringing

F. A.

1. (a) good (b) upbringing
2. (b) Skating, karate, cooking, etc.
3. (a) Pratap (b) didi (c) Heena
4. (i) Brushing teeth, (ii) Riding a bicycle (iii) Listening to stories - Good manners (iv) Cooking (v) Bathing a buffalo.

S. A.

1. (a) We learn many different things while we are growing up, they lead to the development of certain habits, likes and dislikes.  
(b) If people from another place happen to be our neighbours, we naturally get to know about their food and festivals which may be different from ours, this is how we become familiar with diversity.
2. A lion cub is not able to hunt as soon as it is born, it is taught how to hunt by its mother and other lionesses in the pride. A cub is pampered by all of them until it is three months old. Then, it begins to learn how to hunt. It takes two to three years for a cub to become adept at hunting.
3. (i) We develop good habits. (ii) We learn to carry out tasks ourselves. (iii) They appreciate it when we can do all these things properly.
4. (a) **Baba Amte** : Spent his entire life in social service. His lifelong goal was to serve people suffering from leprosy and also other handicapped people, and to help them stand on their own feet. In this mission, he was helped immensely by his wife, Sadhanatai. His work is being carried on by his sons and his daughters-in-law.



## 18. Changes in the family and neighbourhood

### F.A.

1. (a) migration (b) diversity
3. [To be done by students.]
4. (a) Cell phones (b) Internet (c) SMS
5. Due to the help we give each other, our relations with our neighbours become friendly.
6. We exchange food, our joys and sorrows and help to solve various common problems.

### S.A.

1. (a) **migration** : Moving from one place to another in order to live there is called 'migration'.  
(b) **means of communication** : The things used to communicate with friends and relatives far away are called means of communication.  
(c) **big family** : A lot of people are required to do the work needed in agriculture, many relations stayed together and formed a big family.  
(d) **small family** : People began to migrate to places where they could find work, big families were scattered into many small families.
2. (a) **Big families are scattered** : into many small families, because people began to migrate to places where they could find work.  
(b) **Relations with neighbours become friendly** : due to the help we get from each other, our relations with our neighbours become friendly.  
(c) **Birds also migrate** : in search of food and shelter.
3. (a) As the family grew, it became impossible to feed everyone through farming alone. Trade and other new occupations developed.  
(b) People migrate for jobs, occupations or education, as we migrate we see the diversity in our country.

## Environmental Studies – Part II

### 9. Pratapgad Makes History

#### F.A. – Class Work

1. (1) Wai (2) Pratapgad (3) Raigad  
(4) Jiva (5) Bada Sayyad

#### Multiple Choice

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

#### Orals

3. (1) Afzalkhan said to Shivaji Maharaj.  
(2) Pantaji Gopinath said to Afzalkhan.  
(3) Badi Saheba asked the Sardars.  
(4) Shivaji Maharaj replied to Afzalkhan.

#### Class Work

4. (1) True (2) False (3) True (4) True (5) True
5. (1) Pratapgad (2) Shivaji (3) Afzalkhan

#### S.A. – Open Book / Orals

1. (1) Afzalkhan accepted the challenge of marching against Shivaji Maharaj and putting an end to his rebellion.  
(2) Afzalkhan wrote a friendly note to Shivaji Maharaj saying that he was like a son to him and asking him to give up the forts and promised to make Shivaji Maharaj a Sardar at the Bijapur court.

#### Class Work

2. (1) Pratapgad fort was surrounded by thick forests and high hills. There was no proper approach road

to the fort and so heavy artillery could not be moved to the fort. Thus Shivaji Maharaj's idea of shifting to Pratapgad angered Afzalkhan greatly because he knew all the difficulties in going to Pratapgad.

- (2) The Maratha troops had completely destroyed the whole of the Khan's powerful army and Shivaji Maharaj had put an end to the life of the most powerful Sardar of the Bijapur court. Therefore, gloom spread over the whole of Bijapur.
3. (1) Shivaji Maharaj knew that the Khan was full of stratagem and had a huge army with him. Shivaji Maharaj's kingdom was very small in comparison and so was his army. He could see that he could never hold his own in open battle against the Khan. So his only hope was in some strategic move that would take the Khan by surprise.
- (2) Before going to meet the Khan, Shivaji Maharaj requested his Sardars to carry out their duties towards Swaraj. He asked them to install Sambhaji on the 'gadi' and follow the advice of Maasaheb in case he was killed, Shivaji Maharaj told them to extend the boundaries of Swaraj and keep the subjects happy.

### 10. Baji Prabhu and the Memorable Battle of Ghodkhind

#### F. A. – Class Work

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

#### Reasoning

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

#### Activity

4. (1) B A J I P R A B H U (2) P A N H A L G A D  
(3) F A Z A L K H A N (4) V I S H A L G A D

#### Orals

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

#### S. A. – Open Book / Class Work

1. (1) Shivaji Maharaj, a brave young hairdresser in Shivaji Maharaj's service, who resembled in looks, undertook the task of impersonating Shivaji Maharaj in order to help him escape from the siege.  
(2) When Siddi Jauhar learnt that Shivaji Maharaj had given him the slip, he was livid with rage.  
(3) While leaving for Vishalgad fort, Shivaji Maharaj asked Baji Prabhu to abandon the Ghodkhind Pass as soon as the guns from Vishalgad were fired signalling Shivaji Maharaj's safe arrival.  
(4) Shivaji Maharaj sent a message to Siddi Jauhar to the effect that he would shortly surrender the fort.
2. (1) Shivaji Maharaj conquered the Panhala fort from the Bijapur garrison, at a time when the Bijapur court had still not got over the death of Afzalkhan and the route of his army. Thus, Adilshah was greatly annoyed with Shivaji Maharaj.

- (2) It was because of the sacrifice made by men like Baji Prabhu that Swaraj was won. Ghodkhind therefore, became immortal in history as Pavan Khind.
- (3) Shivaji sacrifice his own life in the cause of Shivaji and Swaraj. Thus became immortal.
3. (1) In the plan to escape, two palanquins were kept ready-one for Shivaji Maharaj to escape and the other to be occupied by a person disguised as Shivaji Maharaj. The palanquin leaving from 'Raj-dindi' would be spotted and captured by the enemy and in the meanwhile Shivaji Maharaj would escape from the difficult route.
- (2) Baji Prabhu took a sword in his hand and stood at the entrance of the pass. He divided his company of soldier into small groups and posted them at suitable points. The Mavlas took their positions and collected huge boulders and stones to be used as weapons.

### 11. The Discomfiture of Shaistakhan

#### F.A. – Multiple Choice

1. (1) – (c), (2) – (e), (3) – (a), (4) – (b).
2. (1) Shaista Khan to Shivaji Maharaj  
(2) Shivaji Maharaj and his men raised the cry.

#### Class Work

3. (1) Purandar (2) Lal Mahal (3) Bengal
4. (1) True (2) False (3) False (4) True
5. c, b, d, a

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

1. (1) On the way to Pune, Shaistakhan captured the towns of Shirval, Shivapur and Saswad.

- (2) Tired of the continuous harassment caused by the guerilla warfare of the Marathas, Shaistakhan at last raised the siege of Purandar.
- (3) Shaistakhan was afraid that if Shivaji Maharaj could cut off his three fingers in the first attack, then he might lose his head in the second.
2. (1) Shivaji Maharaj carried out raids in the Moghul territory. Thus, this enraged Aurangzeb and sent his uncle, Shaistakhan to deal with Shivaji Maharaj.
- (2) Shaistakhan has seen Shivaji Maharaj in his chamber with sword seeing him, Shaistakhan tried to escape through the window.

### 12. The Siege of Purandar and the Treaty with the Moghul Emperor

#### F.A. – Class Work

1. (1) Surat (2) Murarbaji (3) 1665  
(4) Dilerkhan (5) Shahaji
2. (1) True (2) False (3) True

#### Multiple Choice

3. (1) – ©, (2) – (a), (3) – (d), (4) – (b).
4. (1) Mavalas shouted their war cry.  
(2) Dilerkhan to Moghul troops.  
(3) Shivaji Maharaj to Jaising.
5. (a) Aurangzeb (b) Purandar © Murarbaji  
(d) Dilerkhan (e) Jaising

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

1. (1) Shivaji Maharaj carried out a raid on Surat, the centre of trade and a rich city in the Moghul empire, to bring the Emperor to his senses.  
(2) Dilerkhan knew that so long as the fort of Purandar was in possession of Shivaji Maharaj, it was very difficult to defeat him. So he laid siege to this powerful fort.  
(3) Shivaji Maharaj did not want to sacrifice the lives of any more men, so he signed a peace treaty and temporary withdrawal from the fight.  
(4) According to the treaty of Purander, twenty-three forts and a territory with a revenue of four lakh Hons were to be handed over to the Emperor.
2. (a) On seeing Murarabaji's valour, Dilerkhan said "Until now he had not seen a swords man like him. You come over to his side. He promise him complete safety and the Emperor will make him a sardar and reward him with a Jagir."  
(b) Murarabaji said in return, "We are the loyal servants of Shivaji Maharaj. Who wants to buy safety from you? Why should we come over to your side? And who wants your Emperor's Jagir?"

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### 13. Shivaji gives the slip to the Emperor

#### F. A. – Class Work

1. (1) fiftieth (2) Mathura (3) Aurangzeb  
(4) Jaswantsing (5) 1666

#### Orals

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

#### Reasoning

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

#### S. A. – Orals

1. (1) Shivaji Maharaj handed over the administration of Swaraj to his mother, Jijabai before leaving for Agra.  
(2) The only persons left with Shivaji Maharaj in Agra were Sambhaji and the two servants, Hiroji Farjand and Madari Mehetar.  
(3) Shivaji Maharaj pretended to be ill and started sending out huge baskets of sweets to sadhus and maulavis for his quick recovery.

#### Class Work

2. (1) At the darbar, the Sardars stood in front of the Emperor rankwise according to their status. Shivaji Maharaj being the king was deliberately placed in one of the back rows. Jaswantsing Rathod, whom the Marathas had put to flight on several occasions was a rank ahead of Shivaji Maharaj. Shivaji Maharaj felt insulted and left the court angrily.  
(2) Shivaji Maharaj pretended to be ill and complained of severe pain in the stomach. Shivaji Maharaj started sending out huge baskets of sweets to Sadhus and Maulavis for his quick recover. As the guard stopped examining the basket, Shivaji Maharaj and Sambhaji Raje hid themselves in two of the many basket and escaped from Agra.

\* \* \* \*

## English Balbharati (Unit-IV)

### 28. The Elf Singing

F.A.

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

S.A.

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

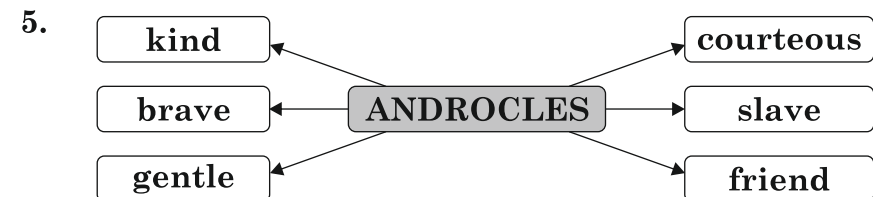
- seize and bind him
- it lifted him into the air
- fell down into a hole, by a mole

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

### 29. Androcles and the Lion

F.A.

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





## Activity

6.

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

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

### S.A.

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

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

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

## 30. Young Scientist

### F.A.

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

### S.A.

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

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

[ To be done by students.]

### 32. The Noble Monkey

F.A.

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

S.A.

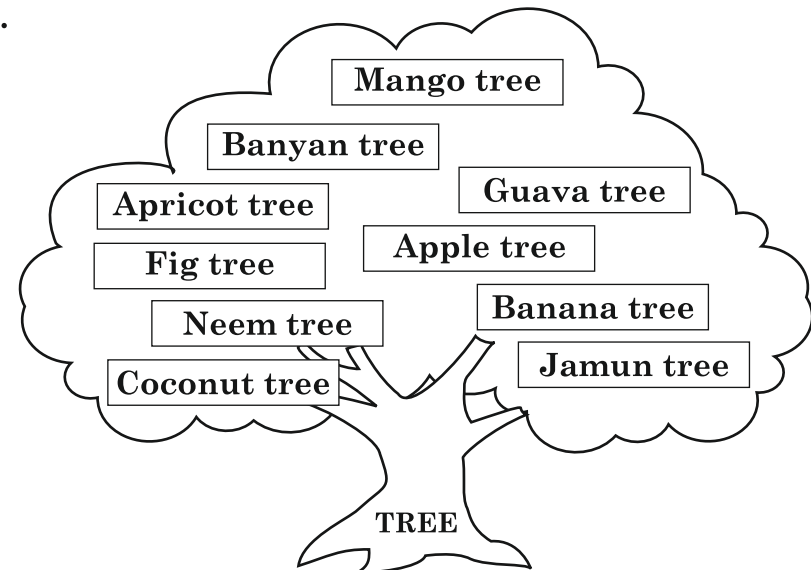
1. (a) This year we got delicious mangoes.  
(b) We must eat ripe fruits.  
(c) In my dream, I saw the wizard slowly vanishing.  
(d) My brother injured his foot while play football.  
(e) Army men are noted for their bravery.  
(f) Our nation inspires us to sacrifice ourselves for our motherland.
2.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

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

### 33. On Planting a Tree

F.A.

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





S.A.

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

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

F.A.

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

3.

(1→)	(1↓)	(2↓)	w	(4↓)	s
e	n	c	h	a	n
n	(2→)	i	(3↓)	a	t
t	p	a	r	c	h
e		i	r	e	d
r		w	u		
p		i	c		
r		n	i		
i		d	b		
s			l		
e			e		

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

S.A.

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

(c) rays

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

(e) a warm piece of clothing

(f) forgive-ness for a mistake

(g) moving quickly

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

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

F.A.

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

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

S.A.

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

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### 36. A Farewell to the Teacher

F.A.

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

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

S.A.

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

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### 37. Ryokan and the Starfish

F.A.

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

S. A.

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

\* \* \* \*

## मराठी सुलभभारती

### २५. संगणक (Computer)

- प्रश्न. १. एका वाक्यात उत्तरे लिहा.  
(अ) कवीच्या घरी संगणक आणणार आहेत.  
(आ) कवी देश-विदेशांतले मित्र जोडणार आहे.
- प्रश्न. २. थोडक्यात उत्तरे लिहा.  
(अ) आम्ही संगणकावर चित्र बनवतो. खेळ खेळतो. कार्टून बघतो. गोष्टी बघतो. कविता गाणी ऐकतो.  
(आ) कवी संगणकाद्वारे संवाद साधणार, दूरच्या व्यक्तीचा चेहरा बघणार, घरी बसून जग बघणार, सर्व व्यवहार झटपट करणार.
- प्रश्न. ३. शेवटचे अक्षर समान असणारे कवितेतील शब्द लिहा.  
चित्र-मित्र, साधणार-बघणार, बघणार-करणार, काढणार - जोडणार.
- प्रश्न. ४. खालील शब्द लिहा. असे आणखी शब्द शोधा व लिहा.  
पुत्र - चरित्र, पात्र, छात्र, छत्र, सूत्र, यंत्र, गोत्र  
झटपट, रटरट, झटझट, चटचट, लटपट पोहरा
- प्रश्न. ४. नवीन शब्द बनवा व लिहा.  
अचूक, असत्य, अविचार, अमाप, अगणित
- प्रश्न. ५. काय ते सांगा.  
(१) संगणक (२) गणित (३) चित्र काढणार  
(४) संवाद साधणार (५) चेहरा बघणार (६) जग बघणार  
(७) व्यवहार
- प्रश्न. ६. संगणकाच्या विविध भागांची चित्रे काढा.  
विद्यार्थ्यांनी स्वतः करा.

## २६. आमचे चुकले (We made a mistake)

### ■ प्रश्न. १. एका वाक्यात उत्तरे लिहा.

(अ) प्रवासी शेंगा, संत्री खात होते.

(आ) प्रवाशांचे खाणे झाल्यानंतर गुरुजींनी टरफले, साली गोळा केल्या. कागदात बांधून ठेवल्या.

(इ) सार्वजनिक ठिकाणी कचरा टाकू नये, थुंकू नये. कोणी तो परिसर अस्वच्छ करत असेल तर त्याला देखील आपण तसे करू नये म्हणून सांगावे.

(ई) गाडीत बसलेल्या प्रवाशाने सानेगुरुजींना पाहताच त्यांना वाकून नमस्कार केला.

### ■ प्रश्न. २. तर काय झाले असते ?

(अ) तर रेल्वेतील प्रवाश्यांना स्वच्छतेचे महत्त्व समजले नसते.

(आ) तर रेल्वेतील प्रवाश्यांनी कचरा उचलला नसता आणि त्यांना आपण केलेल्या कृतीचा पश्चात्तापही झाला नसता.

### ■ प्रश्न. ३. कोण म्हणाले ते लिहा.

(१) शेंगा खाणारे प्रवासी सानेगुरुजींना म्हणाले.

(२) सानेगुरुजी

### ■ प्रश्न. ४. सार्वजनिक ठिकाणी कचरा करणारे लोक पाहिल्यास तुम्ही त्यांना काय सांगाल ?

सार्वजनिक ठिकाणे स्वच्छ ठेवणं ही आपली सर्व नागरिकांची जबाबदारी आहे. परिसर अस्वच्छ ठेवण्यामुळे होणाऱ्या दुष्परिणामांना आपल्याला सामोरे जावे लागणार हे त्यांना सांगू.

### ■ प्रश्न. ५. आपला वर्ग व शाळेचा परिसर स्वच्छ ठेवण्यासाठी तुम्ही काय काय कराल ?

सर्व विद्यार्थ्यांना स्वच्छतेचे महत्त्व पटवून देऊ. वर्गामध्ये तसेच शाळेच्या प्रत्येक मजल्यावर ठिकठिकाणी कचऱ्याचे डबे ठेवू. शाळेच्या परिसरात कचरा असेल तर सर्व मिळून स्वच्छ करू. झाडे लावू.

### ■ उपक्रम -

(१) स्वच्छता असे जेथे आरोग्य वसे तेथे !

(२) साफसफाई करूया रोगराई हटवूया !

(३) स्वच्छ शहर आनंदी शहर

(४) स्वच्छ सुंदर परिसर,  
आरोग्य नांदेल निरंतर !

(५) कचरा कुंडीचा वापर करू,  
सुंदर परिसर निर्माण करू !

## २७. धाडसी झुगी (Courageous Jhugi)

### ■ प्रश्न. १. एका वाक्यात उत्तरे लिहा.

(अ) झुगी, लांडगा, कोकरू, झुगीचे आई-बाबा, सरपंच, शाळेतील शिक्षक, मुख्याध्यापक ही या पाठातील पात्रे आहेत.

(आ) झुगी शेतातील झोपडीत राहत होती.

(इ) झुगीला कोकराचा बँडबँड ओरडण्याचा आवाज आला.

(ई) लांडगा कोकरावर झडप घालणार होता.

(उ) झुगीच्या धाडसाचे कौतुक सरपंचांनी, शिक्षकांनी आणि मुख्याध्यापकांनी केले.

(ऊ) हुशार, प्रसंगावधानी, धाडसी

### ■ प्रश्न. २. का ते सांगा.

(अ) झोपडीबाहेर कोकरू बांधले होते. कोकराचा बँडबँड ओरडण्याचा आवाज आला. म्हणून झुगी धावत झोपडीबाहेर आली.

(आ) झोपडीबाहेर बांधलेल्या कोकराकडे एक लांडगा येताना दिसला. म्हणून झुगी झोपडीत गेली. चुलीतील जळते लाकूड हातात घेतले.

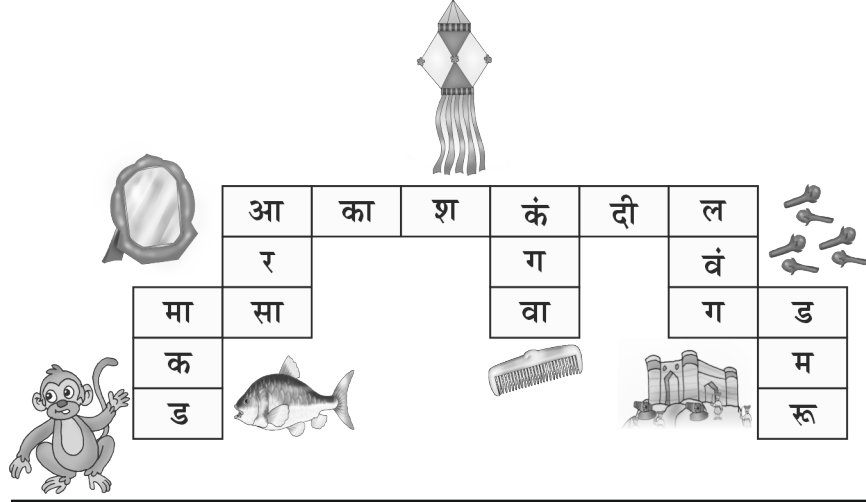
(इ) झुगी चुलीतील जळते लाकूड घेऊन बाहेर आली. लांडगा कोकरावर झडप घालणार तेवढ्यात झुगीने जळते लाकूड लांडगाच्या दिशेने फेकले म्हणून लांडगा घाबरला.

(ई) 'पळाऽ पळा, लांडगाऽ पळाऽ', असे झुगी ओरडू लागली. कोणीतरी मदतीला यावे या कारणाने झुगी जोरजोरात ओरडू लागली.

(उ) झुगीने दाखवलेल्या धाडसामुळे लांडग्यापासून कोकराचा जीव वाचल्याची बातमी गावात पसरली.

■ प्रश्न.३. विद्यार्थ्यांनी स्वतः करा.

■ चित्र बघून कोडे पूर्ण करा.



## २८. प्रश्न (A question)

■ प्रश्न.१. खालील प्रश्नांची उत्तरे लिहा.

(अ) पशुपक्ष्यांना जगण्याची कला अवगत असते.

(आ) पशुपक्षी आनंदाने कसलीही चिंता न करता जगतात. माणसांच्या मनात मात्र विचारांचा गुंता असतो.

(इ) माणसाच्या मनात विचारांचा गुंता असतो.

■ प्रश्न.२. खालील पशुपक्ष्यांना कोणते प्रश्न पडत नाहीत ?

(अ) मिळेल का मला चारा ? (आ) मीच का राबू ?

(इ) मीच का भित्रा ? (ई) काळा का माझा रंग ?

(उ) वापरू कोणता साबू ? (ऊ) मोरासारखा पिसारा का नाही मला ?

(ए) वाघोबासारखा शूरपणा माझ्याकडे का नाही ?

■ प्रश्न.३. कोण ते सांगा.

(अ) मोर (आ) कोकिळ (इ) ससा

(ई) वाघोबा (उ) माणूस (ऊ) पशुपक्षी

■ प्रश्न.४. असे घडले तर काय होईल, ते सांगा.

(अ) आकाराने छोट्या असलेल्या चिमणीला पिसाऱ्याच्या वजनाने उभेदेखील राहता येणार नाही तर उडता येणे शक्यच नाही.

(आ) शेतकऱ्याला बैलाला नांगराला जुंपता येणार नाही त्यामुळे पीक येणार नाही व आपल्याला अन्न मिळणार नाही. माणसालाच सर्व शेतीची कामे करावी लागतील.

(इ) तर ससा वाघोबा बनेल.

■ प्रश्न.५. शेवटची अक्षरे जुळणारे शब्द लिहा.

चिंता-गुंता, भित्रा-कुत्रा पिसारा-चारा रंग-दंग

राबू-साबू अवगत - जमत

■ प्रश्न.६. कवितेच्या ओळी पूर्ण करा.

(अ) चिमणी कधी म्हणत नाही (आ) वाघोबाचा शूरपणा हवा मोरासारखा पिसारा. मागत नाही कुत्रा.

(इ) जो तो जगतो आनंदाने (ई) कोकीळ कधी म्हणत नाही नाही कसली चिंता. काळा का माझा रंग ?

(उ) ससा कधी म्हणत नाही मीच का भित्रा ?

■ प्रश्न.७. खालील शब्दांत लपलेले शब्द शोधा व लिहा.

(अ) कावळा - काळा, वळा

(आ) पिसारा - सारा

(इ) विचारतो - चार, रवि

## २९. मी सगळ्या भाज्या खाणार!

(I will eat all kinds of vegetables!)

### ■ प्रश्न. १. एका शब्दात उत्तरे लिहा.

- (अ) तेजसला कारल्याची भाजी आवडत नव्हती.  
 (आ) मंडईत भाजीची दुकाने सजलेली होती.  
 (इ) टमाटा खाल्ल्यावर गाल लाल होतात.  
 (ई) मुलांसाठी टमाट्याचे खास सूप व सॉस बनवले जातात.  
 (उ) डोळ्यांना ताकद मुळा आणि गाजरामुळे मिळते.  
 (ऊ) आपल्याला पोषक घटक मेथी, चुका, चाकवत, माठ व पालकामधून मिळतात.  
 (ए) सशक्त होण्यासाठी काकडी खावी.  
 (ऐ) कारल्यात औषधी गुण असल्यामुळे कधी आजारपण येत नाही.  
 (ओ) बटाटा भाजून, उकडून, तळून खाता येतो. त्याचा उपयोग वजन वाढण्यासाठी होतो.  
 (औ) टोमॅटोची कोशिंबीर, भाजी, सूप, सार करतात.

### ■ प्रश्न. २. कोण म्हणाले. ते लिहा.

- (अ) तेजस म्हणाला. (आ) टमाटा म्हणाला.  
 (इ) मुळा व गाजर म्हणाले.  
 (ई) मेथी, चुका, चाकवत, माठ, व पालक म्हणाले.  
 (उ) कारले म्हणाले.  
 (ऊ) मेथी, चुका, चाकवत, माठ व पालक म्हणाले.  
 (ए) काकडी म्हणाली. (ऐ) कारले म्हणाले.

### ■ प्रश्न. ३. शेवटचे अक्षर सारखे असणारे पाठातील शब्द लिहा.

उकडून - तळून खाणार - लागणार हसू - रुसू  
 घटक - चटक मिळणार - लागणार सशक्त - फक्त  
 खाणार - राहणार रंगाचे - अंगाचे औषधी - कधी

### ■ प्रश्न. ४. उपयोग लिहा.

- (१) वजन वाढण्यासाठी होतो.  
 (२) सूप व सॉस बनवण्यासाठी होतो.  
 (३) मुळा, गाजरामुळे डोळ्यांना ताकद मिळते. डोळे सुंदर राहतात.  
 (४) पोषक घटक मिळतात.  
 (५) औषधी कारल्यामुळे कधी आजारपण येत नाही.

## ३०. खुर्ची आणि स्टूल (A chair and a stool)

### ■ प्रश्न. १. कोण कोणास म्हणाले ते लिहा.

- (अ) खुर्ची स्टूलाला म्हणाली.  
 (आ) स्टूल खुर्चीला म्हणाले.

### ■ प्रश्न. २. खालील प्रश्नांची उत्तरे लिहा.

- (१) खुर्ची स्टूलाला म्हणाली “अरे स्टूल, केव्हा येणार चालायला तुला?”  
 (२) स्टूल खुर्चीला म्हणाले “त्याच वेळी जेव्हा हाताने वाजवशील टाळी!”  
 (३) पंखा पाय नसून फिरत बसला.

### ■ प्रश्न. ३. विद्यार्थ्यांनी स्वतः करा.

### ■ प्रश्न. ४. खालील शब्द सारणीत योग्य ठिकाणी लिहा.

तो	ती	ते
पंखा	खुर्ची	स्टूल
फळा	वही	झाड
दरवाजा	खिडकी	फूल

उदा.

## ३१. आपलं वाचनालय (Our Library)

### ■ प्रश्न. १. एका वाक्यात उत्तरे लिहा.

- (१) अतुल सुहासला खेळण्यासाठी बोलवत होता.
- (२) वर्तमानपत्रात पशुपक्ष्यांची माहिती येते.
- (३) सुहास रद्दीतील कवितांची, गोष्टींची चांगली पुस्तके बाजूला काढतो.
- (४) सर्वजण रविवारी भेटून वाचणार, खेळणार, अभ्यास करणार आहेत.
- (५) सुहासच्या वाचनालयाचे नाव 'आपलं वाचनालय'.
- (६) एक-एक पुस्तक गोळा करून सुहासचे वाचनालय तयार झाले.

### ■ प्रश्न. २. सांगा.

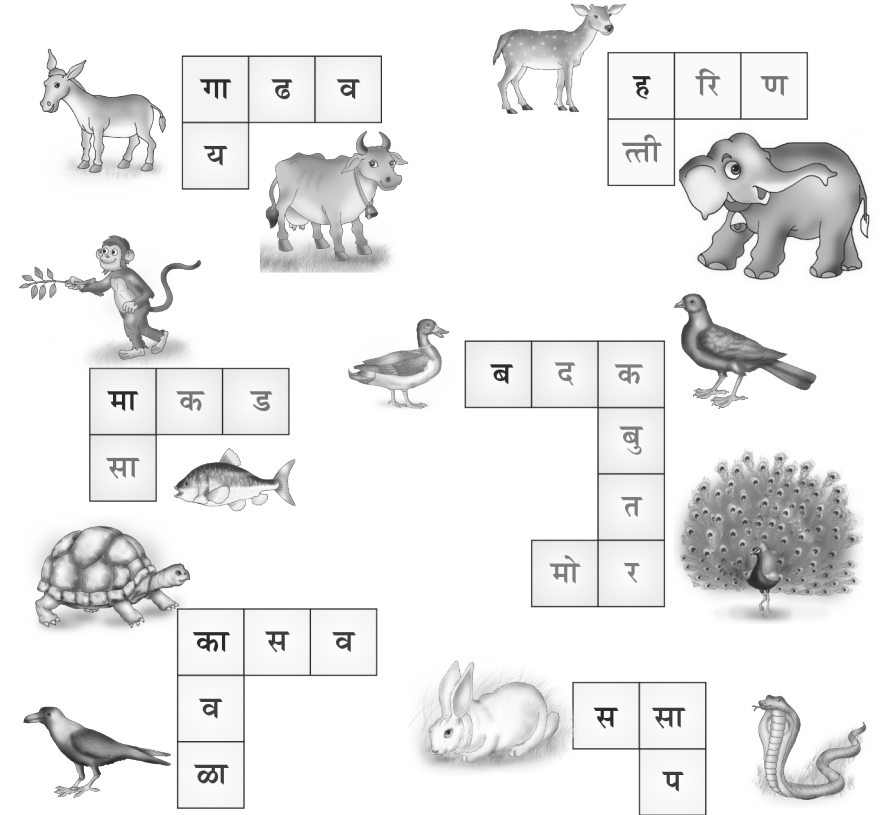
- (१) सुहास कात्रणाने कापून वहीत चिकटवतो.
- (२) सुहास रद्दीतील पुस्तके बाजूला काढून ठेवतो.
- (३) एक-एक पुस्तक गोळा करून वाचनालय तयार झाल्यामुळे सुहासने वाचनालयाला 'आपलं वाचनालय' नाव दिले.

### ■ पाठात दिल्याप्रमाणे तुम्ही वाक्य तयार करा व लिहा.

- ताई माझा अभ्यास घेते.
- आई शाळेत सोडायला येते.
- आजी रोज सकाळी पूजा करते.
- आजोबा संध्याकाळी शुभंकरोति म्हणायला सांगतात.
- आम्ही सर्वजण मिळून सगळे सण आनंदाने साजरे करतो.
- कधी कधी माझे मामा मामी घरी येतात.
- आजी आजोबा माझे खूप लाड करतात.
- शाळेतून आल्यावर मी थोडा वेळ टी.व्ही. पाहतो.
- माझा भाऊ मला संगणकावर बऱ्याच छान छान गोष्टी दाखवत असतो.

- आमच्या घरी शिलाई यंत्र आहे.
- शिलाई यंत्रावर आई मोकळ्या वेळेत काम करते.
- आमचे किराणा मालाचे दुकान आहे.
- माझा मोठा भाऊ बाबांना दुकानाच्या कामात वेळ असेल तेव्हा मदत करतो.
- माझे काका, काकीसुद्धा आमच्याबरोबरच राहतात.
- आजी रोज रात्री आम्हाला गोष्ट सांगते.

### ■ कोडी सोडवा.





# Mathematics

## Part - II

### 13. Multiplication : Part 2

#### F.A. – Class Work

1. 1.

Th	H	T	U
	2	1	
	7	4	3
	×		5
3	7	1	5

2.

Th	H	T	U
		3	
	4	0	9
	×		4
1	6	3	6

3.

Th	H	T	U
	4	3	
	3	5	4
	×		9
3	1	8	6

2. 1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

3. 1.

Th	H	T	U
	2	2	3
	×		3
	6	6	9

2.

Th	H	T	U
	2	5	
	1	2	7
	×		8
1	0	1	6

3.

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

4.

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

5.

Th	H	T	U
		6	
		1	
		6	7
		9	2
	1	3	4
+ 6	0	3	
6	1	6	4

6.

Th	H	T	U
	1	3	
	2	2	5
	×		7
1	5	7	5

4. 1.

2	1		
4	9	5	
×		3	
1	4	8	5

cost of a shirt  
shirts

The cost of 3 shirts is ₹ 1485.

2.

1	3		
3	2	5	
×		6	
1	9	5	0

cost of apples per crates  
crates of apples

The cost of 6 crates of apples ₹ 1950.

3.

	1		
	1		
	4	5	
×		3	2
		9	0
+	1	3	5
	1	4	4
		0	

rows  
trees in row

₹ 1440 mango trees in the grove.

4.

8	0		
×	2	5	
	4	0	0
1	6	0	
2	0	0	0

cost of a book  
books

The cost of ₹ 25 books is ₹ 2000.

5.

1	1		
6	9	5	
×		2	
1	3	9	0

cost of a dress  
Dresses

Seema paid ₹ 1390 in all.

### S. A. – Home Work

1. 1.

	2		
	5	3	
×		1	9
	4	7	7
+	5	3	
1	0	0	7

kilogram of wheat in a sack  
sacks

19 sacks of a wheat weighs 1007 kilograms.

2.

	1		
	3		
×	1	6	
	3	5	
	8	0	
+	4	8	
	5	6	0

km in one litre  
litres

560 km the car will travel.

5	4		
3	6	5	trees on 1 hectare
×		8	hectares
<div style="display: flex; justify-content: space-between; width: 100%;"> <span style="text-align: right; padding-right: 10px;">2</span> <span style="text-align: right; padding-right: 10px;">9</span> <span style="text-align: right; padding-right: 10px;">2</span> <span style="text-align: right; padding-right: 10px;">0</span> </div>			

2920 trees can be planted.

	1	2	5
	×	5	2
	2	5	0
6	2	5	
6	5	0	0

		2	3	4
		×	6	5
	1	1	7	0
1	4	0	4	
1	5	2	1	0

			5	9	8
			×	5	1
			5	9	8
2	9	9	0		
3	0	4	9	8	

		3	7	5
		×	4	0
		0	0	0
1	5	0	0	
1	5	0	0	0

		6	5	0
		×	2	8
	5	2	0	0
1	3	0	0	
1	8	2	0	0

		4	4	7
		×	5	9
	4	0	2	3
2	2	3	5	
2	6	3	7	3

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

		7	0	9
		×	4	2
	1	4	1	8
2	8	3	6	
2	9	7	7	8

	1	0	5		weight of sacks
×		1	8		sacks
	8	4	0		
+	1	0	5		
	1	8	9	0	
Total weight is 1890 kilogram.					

		7	5	0	one chair
×		2	4		chairs
		3	0	0	0
+	1	5	0	0	
	1	8	0	0	0
Cost of 24 chairs is ₹ 18,000.					

### S.A. – Home Work

<b>2   3</b>	
2   3   5   0	cost of one sack
×                      1   7	sacks
1   6   4   5   0	
+ 2   3   5   0	
3   9   9   5   0	

The cost of 17 sacks is ₹ 39,950.

	5	8	8	
	7	5	8	9
×				9
	6	8	3	0
	1			

cost of air travel ticket

tickets

The cost of 9 tickets is ₹ 68,301.

3.

	9	5	0	cost of one bag	
×		1	9	bags	
	8	5	5	0	
+	9	5	0		
	1	8	0	5	0

The cost of 19 bags is ₹ 18,050.

4.

	7	8	3	5	cost of one refrigerator
×			1	2	refrigerators
	1	5	6	7	0
+	7	8	3	5	
	9	4	0	2	0

The cost of 12 refrigerators is ₹ 94,020.

5.

	6	7	2	5	cost of one cupboard	
×			8	2	cupboards	
	1	3	4	5	0	
+	5	3	8	0	0	
	5	5	1	4	5	0

The cost of 82 cupboards is ₹ 5,51,450.

6.

	3	8	4	5	cost of one ceiling fan	
×			3	8	ceiling fans	
	3	0	7	6	0	
+	1	1	5	3	5	
	1	4	6	1	1	0

The cost of 38 ceiling fans is ₹ 1,46,110.

## 14. Division : Part 2

### F. A. – Class Work

1. 1.

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

The cost of one compass box is ₹ 30.

2.

$$\begin{array}{r} 23 \\ 4 \overline{) 92} \\ \underline{- 80} \\ 12 \\ \underline{- 12} \\ 00 \end{array}$$

The cost of one kg wheat is ₹ 23.

3.

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

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

4.

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

7 row will be made.

5.

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

8 children in each row.

6.

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

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

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

1. 1. 
$$\begin{array}{r} 121 \\ 4 \overline{) 484} \\ \underline{-4\downarrow} \\ 08 \\ \underline{-8\downarrow} \\ 04 \\ \underline{-4} \\ 0 \end{array}$$

2. 
$$\begin{array}{r} 132 \\ 3 \overline{) 396} \\ \underline{-3\downarrow} \\ 09 \\ \underline{-9\downarrow} \\ 06 \\ \underline{-6} \\ 0 \end{array}$$

3. 
$$\begin{array}{r} 112 \\ 4 \overline{) 448} \\ \underline{-4\downarrow} \\ 04 \\ \underline{-4\downarrow} \\ 08 \\ \underline{-8} \\ 0 \end{array}$$

4. 
$$\begin{array}{r} 234 \\ 2 \overline{) 468} \\ \underline{-4\downarrow} \\ 06 \\ \underline{-6\downarrow} \\ 08 \\ \underline{-8} \\ 0 \end{array}$$

5. 
$$\begin{array}{r} 123 \\ 3 \overline{) 369} \\ \underline{-3\downarrow} \\ 06 \\ \underline{-6\downarrow} \\ 09 \\ \underline{-9} \\ 0 \end{array}$$

2. 1. 
$$\begin{array}{r} 123 \\ 4 \overline{) 494} \\ \underline{-4\downarrow} \\ 09 \\ \underline{-8\downarrow} \\ 14 \\ \underline{-12} \\ 02 \end{array}$$

2. 
$$\begin{array}{r} 407 \\ 2 \overline{) 815} \\ \underline{-8\downarrow\downarrow} \\ 015 \\ \underline{-14} \\ 01 \end{array}$$

3. 
$$\begin{array}{r} 80 \\ 3 \overline{) 242} \\ \underline{-24\downarrow} \\ 002 \end{array}$$

4. 
$$\begin{array}{r} 91 \\ 5 \overline{) 455} \\ \underline{-45\downarrow} \\ 005 \\ \underline{-5} \\ 0 \end{array}$$

5. 
$$\begin{array}{r} 96 \\ 6 \overline{) 578} \\ \underline{-54\downarrow} \\ 038 \\ \underline{-36} \\ 02 \end{array}$$

6. 
$$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ \underline{-8\downarrow} \\ 14 \\ \underline{-8\downarrow} \\ 65 \\ \underline{-64} \\ 01 \end{array}$$

7. 
$$\begin{array}{r} 92 \\ 7 \overline{) 647} \\ \underline{-63\downarrow} \\ 017 \\ \underline{-14} \\ 03 \end{array}$$

8. 
$$\begin{array}{r} 227 \\ 4 \overline{) 908} \\ \underline{-8\downarrow} \\ 10 \\ \underline{-8\downarrow} \\ 28 \\ \underline{-28} \\ 0 \end{array}$$

9. 
$$\begin{array}{r} 209 \\ 3 \overline{) 629} \\ \underline{-6\downarrow\downarrow} \\ 029 \\ \underline{-27} \\ 02 \end{array}$$

10. 
$$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ \underline{-8\downarrow} \\ 14 \\ \underline{-8\downarrow} \\ 65 \\ \underline{-64} \\ 01 \end{array}$$

3. 1. 100 2. 150 3. 30

## Word Problems

### F.A. – Class Work

1. 1. Each child will get 14 peppermint sweets.

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

2. 141 seedlings are planted in each row.

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

3. Students are staying in 44 rooms.

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

4. 42 bouquets with 8 flowers in each bouquets.  
4 flowers are left.

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

5. 100 packets of biscuits.

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

6. There are 77 books on each shelf.

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

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

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

## 15. Pictographs

### F. A. – Class Work

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

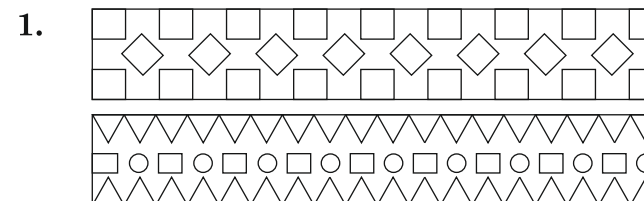
### F. A. – Class Work

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

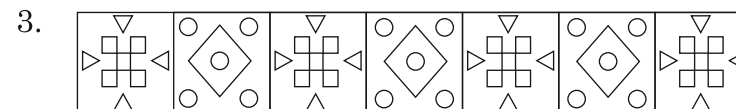
## 16. Patterns

### Geometric patterns

### F. A. – Class Work



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



### Patterns in multiplication tables

1. The units place goes 9, 8, 7, 6 ... this descending order. The tens place goes 1, 2, 3, 4... this is ascending order.
2. The units place goes 5, 0, 5, 0, 5,... and tens place goes 0, 1, 1, 2, 2, 3.
3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. The units place in always zero.
4. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 28, 30. The units place goes, 2, 4, 6, 8, 0, 2, 4, 8, 0, it repeats.
5.  $6 \times 100 = 600$   $6 \times 10,000 = 60,000$   
 $7 \times 1000 = 7,000$   $7 \times 10,000 = 70,000$

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

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

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

# Environmental Studies – Part I

## 19. My Delightful School

F.A.

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

S.A.

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

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## 20. I'll be Responsible and Sensitive

F.A.

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

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

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

S.A.

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

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## 21. Management of Community Life

F.A.

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



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

S.A.

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

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

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## 22. Transport and Communication

F.A.

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

S.A.

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

## 23. Natural Disasters

F.A.

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

4.



Flood



Earthquake

S.A.

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

## 24. Are we Endangering Our Environment?

F.A.

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

S.A.

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

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

\* \* \* \*

## Environmental Studies – Part II

### 14. The Fort is Captured but Lion is Dead

#### F.A. – Activity

1. (1) Shelarmama (2) Tanaji (3) Raiba  
(4) Suryaji (5) Jijabai (6) Udaybhan

#### Orals / Open Book / Class Work

2. (1) Tanaji said to Suryaji.  
(2) Jijamata to Shivaji Maharaj.  
(3) Shivaji Maharaj to Shelarmama.  
(4) Tanaji said to Shivaji Maharaj.

#### Orals

3. (1) his son Raiba's wedding  
(2) Udaybhan (3) Umrathe
4. (1) True (2) False (3) False
5. (1) Mahad (2) Kondana (3) Suryaji

#### S.A. – Class Work

1. (1) The strong Kondana fort was under the control of the Moghuls.  
(2) Jijamata advised Shivaji Maharaj that it was not safe to leave Kondana in enemy hands and that he must recapture it.  
(3) Tanaji took charge of the campaign of Kondana.
2. (1) Shivaji said, "Shelarmama, you go back and celebrate the wedding. I am sorry I shall be unable to attend. I have decided to lead to campaign for the recapture of Kondana."  
(2) Don't you see that your father is lying dead here on

the battlefield? Are you not ashamed to run away like a bunch of cowards? Turn back and fight, for I have blocked your retreat by cutting off the rope by which you climbed up. The only choice before you is either to jump to your death over the precipice or to turn back and fight to destroy the enemy.

### 15. A Memorable Ceremony

#### F. A. – Class Work / Multiple Choice / Orals

1. (1) Raigad (2) 1674
2. (1) False (2) True (3) True (4) False
3. (1) Gagabhatt to all present in ceremony.

#### Activity

4. (1) Raigad (2) Jijamata (3) Gagabhatt

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

1. (1) Shivaji Maharaj decided to have himself crowned so that everyone would come to know that swaraj was firmly established.  
(2) A golden vessel was filled with the waters of the seven rivers, Ganga, Sindhu, Yamuna, Godavari, Krishna, Narmada and Kaveri.  
(3) After being crowned Shivaji Maharaj started the coronation calendar.
2. (1) Shivaji Maharaj decided to have himself crowned to have his kingdom recognised by all other princes and to let everyone know that Swaraj was firmly established.  
(2) Shivaji Maharaj selected Raigad as the capital of his kingdom because it was a strong hill fort from

where it was easy to administer the kingdom and also keep a watch on the enemy.

- (3) Jijamata's eyes were filled with tears of joy because her thirty years effort had at last borne fruit. The dream she had nursed even before Shivaji Maharaj's birth had at last come true.

### 16. Campaign in the South

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

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

#### Multiple Choice

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

#### Reasoning

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

#### S. A. – Oral / Class Work

1. (1) Shivaji Maharaj wanted to meet Vyankoji in order to end his dispute with him over the Tanjavur jagir.  
(2) Shivaji Maharaj made an appeal to Vyankoji Raje to help him in the work of Swaraj.  
(3) In his letter to Vyankoji, Shivaji Maharaj advised him to follow the path of valour and not to trust the enemies.
2. (1) Shivaji Maharaj wanted to create a powerful base in the south in order to resist the blows of Aurangzeb. Also, he wanted to resolve his dispute with Vyankoji. With these two objectives in mind, Shivaji Maharaj planned the campaign for the south.

- (2) Shivaji Maharaj wrote to Vyankoji and tried to persuade him to change his ways because Vyankoji returned to Tanjavur without taking his leave and also attacked Shivaji Maharaj's forces from Tanjavur.

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### 17. Management of Forts and the Navy

#### F. A. – Open Book / Class Work

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

#### Oral / Class Work

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

#### Home Assignment

1. (1) Bahirji Naik was the chief of army intelligence and espionage.  
(2) The defence strategy helped Shivaji Maharaj in guerrilla warfare.  
(3) He had strictly warned his soldiers not to drink alcohol, not to trouble his subjects and not to extort money from them.

- (4) The associates of Shivaji Maharaj - Kanhoji Jedhe, Veer Baji Pasalkar, Firangoji Narsala, Prataprao Gujar, Sidhoji Nimbalkar and Siddi Hilal.  
(5) Shivaji Maharaj built three types of forts - forest forts, hill forts and sea forts.  
(6) Ramchandrapant Amatya wrote the book Aadhyapatra.

#### Activity

1. [To be done by students.]

#### S. A.

1. (a) Shivaji Maharaj raised an independent and strong navy, Shivaji Maharaj defined his territorial waters and established domination over the coastal area. He safeguarded his sea-coast. This navy was the first of its kind in medieval India. That is why he is rightly regarded as the 'Father of the Indian Navy'.  
(b) (1) The management skills of Shivaji Maharaj are seen at all times in the battles he fought all his life and also in his overall administration.  
(2) He realized the importance of forts in the establishment of Swaraj. He therefore maintained, repaired and built about 300 forts.  
(3) Shivaji Maharaj made definite arrangement for protection of forts by appointing the officers Killedar, Sabnis and Karkhanis.  
(4) He had a well-organized and very efficient system of army intelligence and espionage.  
(5) He safeguarded the sea-coast by building a strong navy.  
(6) Shivaji Maharaj also managed a very disciplined army.



2. Shivaji Maharaj had many excellent administration skills. The one I liked the most was the bravery and fearless attitude. Although the Moguls were very strong and many in numbers but this fact could not deviate Shivaji Maharaj from his objective achieving Swaraj. He had excellent leadership skills that could unite people for a noble cause and even motivate them to sacrifice themselves for Swaraj.

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

### 18. Management of the Welfare State of Swaraj

#### F.A. – Class Work

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

(4) [To be done by students.]

	Name of the Minister	Designation	Department
1.	Moro Trimbak Pingle	<b>Pradhan</b>	Administration (Political)
2.	<b>Ramchandra Nilkanth Muzumdar</b>	Amatya	Revenue and Accounts of the State

3.	Hambirrao Mohite	Senapati	<b>Defence</b>
4.	Moreswar Panditrao	<b>Panditrao</b>	Religious Matters
5.	<b>Niraji Rawaji</b>	Nyayadhish	<b>Justice</b>
6.	Annaji Datto	<b>Sachiv</b>	<b>Government Orders</b>
7.	<b>Dattaji Trimbak Waknis</b>	<b>Mantri</b>	Correspondence
8.	Ramchandra Trimbak Dabir	Sumant	<b>Foreign Relations</b>

#### S.A.

1. (1) An independent Hindavi Swaraj was created because :  
(i) Hindavi Swaraj was a dream of Shivaji Maharaj.  
(ii) Anyone who lived in Hindustan, no matter to what religion or community they belonged, was a 'Hindavi'. Their raj was 'Hindavi Swaraj'.
- (2) Shivaji Maharaj gave various facilities to drought-affected peasants.  
(i) He used to waive taxes.  
(ii) Shivaji Maharaj freely distributed the grain stored in the State granaries to the people.  
(iii) He also undertook repairs of various forts and construction of dams, bunds and canals during drought years. In this way, people could earn

their daily living and did not feel the severity of drought.

- (3) (i) Mallamma Desai, was a brave woman from Beawadi in Karnataka.
- (ii) She fought a great battle in defence of the fortress.
- (iii) When Shivaji Maharaj came to know about her courage, he called her his younger sister.
- (iv) He also returned her fortress and villages to her with honour and gave her the title 'Savitri'.

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

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

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

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