



TEACHER  
MANUAL

# Earth Quest

ENVIRONMENTAL SCIENCE

GRADE 4

TEACHER MANUAL



# Welcome

*WELCOME DEAR TEACHER,*

*It is always wonderful to interact with teachers who are directly connected to the development of children in various field of study in their school life.*

*Environmental Science is a subject which gives a peek at the world we live in, to a child. Its interactive story telling and amusing characters bring life to the topics and at the same time enhance the learning process.*

*We, at Greycaps, appreciate the time and effort you are giving to this series and being part of a future in interactive learning.*

A handwritten signature in black ink that reads 'P.ick B. Lin'.

# What's in it?

How will  
this manual  
help?

*This manual is designed to help you, the teacher, to understand:*

- 1. The objective & offerings of the book*
- 2. The content structure and format*
- 3. Teacher inputs that enhance the student experience month-on-month.*
- 4. The benefits to the teacher and student*
- 5. Answers to various exercises*
- 6. The measurable take away*

Honeycomb series

About Earth Quest

Meet Xeno and Lily

Structure & Framework

Features

Objectives of Earth Quest 4

Chapter summaries (incl. exercise answers)

Evaluation

Benefits

The sections  
you will find...

## Honeycomb Series

We, at Greycaps, are proud to present a textbook series with a difference which enhances the teaching and learning experience.

### The Philosophy

The Honeybee is an intriguing creature in the animal kingdom. Its characteristics reflect being adaptable, agile, well-organised, creating synergy and working in harmony. It's sole purpose is to create the honeycomb and strive for perfection in creating each hexagonal cell in the honeycomb. The Queen Bee gathers the efforts of all the Honeybees and motivates them to strive for perfection.

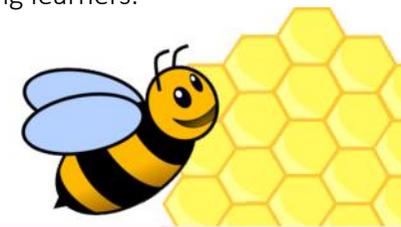
We believe that this life skill can be borrowed from nature and applied into the school classroom.



Every teacher is like the **Queen bee** – focusing on students' different capabilities and striving to attain harmony within the classroom.

Each student is like a **Honeybee** – focusing on better learning and perfection.

This novel philosophy, initiated by Greycaps, is the cornerstone by which we create engaging material for our young learners.



# Honeycomb Series

## OBJECTIVES

### CO-EXISTENCE IS THE KEY

Learning is a collective effort and not an individual effort. Group learning enhances better understanding and decreases dissonance among students.

### INTEGRATION ON LIFE SKILLS INTO TEACHING METHODOLOGIES

Learning takes place in every walk of life – from taking our first baby steps to landing a person on the surface of the Moon. Learning's from life skills is, perhaps, the most essential part of overall student development.

### BRIDGING THE GAP

Students in a classroom learn at different levels, therefore, the need for the teacher to adopt various innovative methods to bridge gaps between the understanding levels of the first child and the last child.



TEACHER  
MANUAL

## About EARTH QUEST



Earth is changing in a big way. To capture the changing environment and equip our children to be conscious of the changes, Earth Quest is a book that takes young learners on a journey to explore the world around them.

Equipped with a storytelling format, it is tailored to be generationally relevant to children of this era. Engaging students through a storyline, Earth Quest is a relaxed, fun way to learn the basics of environmental science and to grow up as responsible inhabitants of Planet Earth.

THE  
**HONEYCOMB**  
SERIES



# Hello!



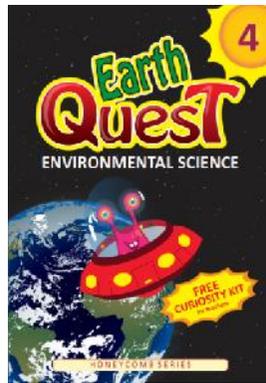
Meet **Xeno**, an alien from outer space who discovers an unusual blue-green planet and descends upon it to explore it. Once he lands on this planet, he meets Lily and learns a lot about Planet Earth.

In grade 4, every child is newly introduced to the world and to different concepts. In essence, each child is like Xeno, discovering and exploring the world for the very first time.



## Structure & Framework

### Student



**TEXTBOOK**  
Equipped with a storytelling format and many other exciting features.



**EVALUATION**  
Assessments sheets provided online for teachers to evaluate students.

### Teacher



**CURIOSITY KIT**  
An aid provided for teachers to reinforce concepts through quizzes and other activities.



**TEACHER MANUAL**  
provided online to act as a guide for teachers

## IN THE TEXTBOOK

# Features



The creation of characters brings concepts to life and enables better learning.

Interactive exercise formats at the end of each chapter, which follows the concept of learning by teaching.



Activity based learning becomes an integral part of overall child development.



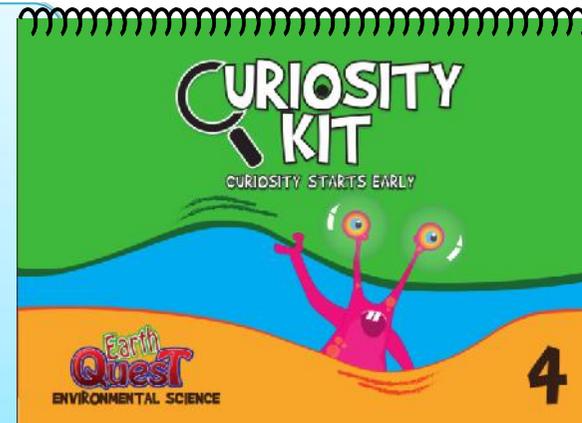
### PEGGY'S CORNER

Interesting trivia based information that enhances knowledge.

## IN THE CURIOSITY KIT

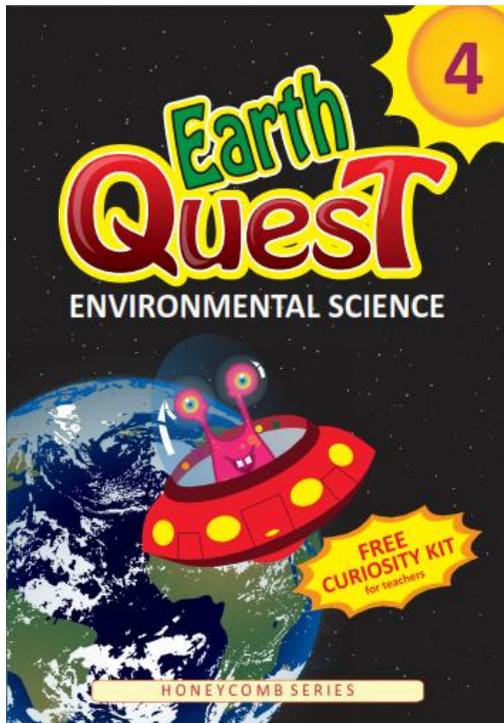
# Features

The **Curiosity Kit** is designed to reinforce teaching material in a fun and innovative way for school students. It is a set of activities and games which will enable teachers to create a fun filled atmosphere in the classroom. It ensures wholesome learning and easier recall of facts related to the subject at hand.



- 🔍 The Earth Quest Grade 4 kit contains 48 cards.
- 🔍 The cards are divided into chapters in tandem with the textbook and are colour coded.
- 🔍 Each chapter contains activities with a set of instructions for the teachers and enumerates how it will be beneficial for the students.

## Objectives of Earth Quest 4



Earth Quest 4 continues with understanding surroundings and how we interact with them. Students will be acquainted with their immediate environment and then progress towards understanding the world at large.

The objectives of Earth Quest 4 are as follows:-

- Sparking curiosity (new topics)
- Enlist the assistance of narrative learning
- Encourage learning by teaching
- Encourage learning through activities

# Chapter Index

## LET'S EXPLORE EARTH

MYBODY

WORK AND PLAY

PLANT AND ANIMAL  
KINGDOM

OUR ENVIRONMENT AND  
RESOURCES

FOOD AND WATER

ME & MY SOCIETY

CLOTHING AND SHELTER

TRAVEL AND  
COMMUNICATION

DIRECTIONS AND MAPS

MY COUNTRY – MY PRIDE



# Chapter Summaries

## MYBODY

1

### Knowing My Body

This chapter teaches the children about the differences between internal and external organs, educates them about the uses of sense organs and how to take care of them and elaborates upon a few vital organs, etc.

2

### Being Safe

The chapter talks all about the importance of safety in our everyday life and lists safety rules that need to be followed in different places. The chapter introduces the concept, need and importance of first aid to the children and most importantly, touches upon the topic of good touch, bad touch, in a sensitive manner.

## MYSELF

( Answers )

### 1 Knowing My Body

**DO THIS** Page 9

Colour of a beautiful dress – Eyes  
A baby's cry – Ears  
A rough pebble – Skin  
The scent of a perfume – Nose  
Taste of a cough syrup - Tongue



Page 13

1) Answer whether the following sentences are True or False.

- |          |          |
|----------|----------|
| a. True  | d. False |
| b. False | e. True  |
| c. True  |          |

2) Guess who I am.

- a. Stomach
- b. Tears
- c. Lungs
- d. Enamel
- e. Dentist

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MYBODY

( Answers )

### 1 Knowing My Body



Page  
13 & 14

3) Answer the following questions in your notebook.

a. Sense organs help us to see, hear, smell, touch and taste. The sense organs gather information from our surroundings and take it to the brain, so that the body can act upon it.

We can protect our organs in the following way:

i) Wear sunglasses or wide brimmed hats to protect your eyes from the sun.

- i) Maintain an appropriate viewing distance from your television or computer.
  - ii) Keep the volume low on your car stereo or while wearing headphones.
  - iii) Clean your tongue along with your teeth and avoid eating very hot food.
  - iv) Use mild soaps for bathing.
  - v) Do not insert objects in your ears or nose.
- b. Kidneys filter waste from the blood and purifies it. They keep all the nutrients inside the body and convert all the waste into urine.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MYBODY

( Answers )

### 1 Knowing My Body



Page  
13 & 14

- c. There are four different types of teeth: Incisors, canines, premolars and molars. There are eight incisors and they help in cutting and biting the food. The four canines help in tearing the food. There are eight premolars and 12 molars. Premolars help in cracking and crushing the food, while the molars help in grinding the food.
- d. The differences between milk teeth and permanent teeth are -

Milk teeth	Permanent teeth
These are found in children.	These are found in adults.
A child has 20 milk teeth.	An adult has 32 permanent teeth.
Milk teeth fall and are replaced by permanent teeth.	Permanent teeth cannot be replaced.

- 4) Fill in the blanks from the words given below.
- |            |           |          |
|------------|-----------|----------|
| a. Kidneys | c. Lungs  | e. Brain |
| b. Liver   | d. Tongue | f. Skin  |
|            |           | g. Heart |

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MYBODY

( Answers )

2

### Being Safe

**DO THIS** Page  
**16 & 17**

1. Electrical switchboards and plugs
2. Stove
3. Matchsticks
4. Scissors
5. Kerosene or petrol cans.

- We should not put our head or hands outside the windows.
- In case if there is no seat, we should stand holding the support.
- We should not push or pull others while entering the bus.



TEACH  
XENO

Page  
18

- 1) Help Xeno to organise his First Aid box. Circle only those items required in the box.

Pen   Band Aid   Gauze   Books   Clips  
Antiseptic lotion   Scissors   Thermometer  
 Paper clips   Muscle sprays  
Cotton   Stapler

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MYBODY

( Answers )

2

Being Safe



Page  
18 & 19

2) Tick (✓) the right choice.

- a. should not
- b. should not
- c. should
- d. should not
- e. should not

3) Help Xeno identify these traffic signs.



No Entry



Horn  
Prohibited



One way



No  
Parking

4) Answer the following questions in your notebook.

- a. Skin and brain help us in sensing different types of touch.
- b.
  - i) Make you feel good – a pat on the back, a friendly hug
  - ii) Make you feel uneasy – hitting, pinching

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MYBODY

( Answers )

2

### Being Safe



Page  
18 & 19

- c. Following safety rules prevents accidents in our life.
- d. First Aid is the immediate care given to a person who is injured or to someone who has fallen ill, before the medical help arrives.

5) Choose the correct answer.

- a. Hugged
- b. Patted
- c. Uneasy

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## PLANT AND ANIMAL KINGDOM

### 3 Plant and Trees

A natural progression takes place in the chapter from the previous classes and detailed explanations about root and shoot systems, types of roots, trees, seeds, etc. are provided. The chapter also explains the concept of conservation of plants.

### 4 Animal Life

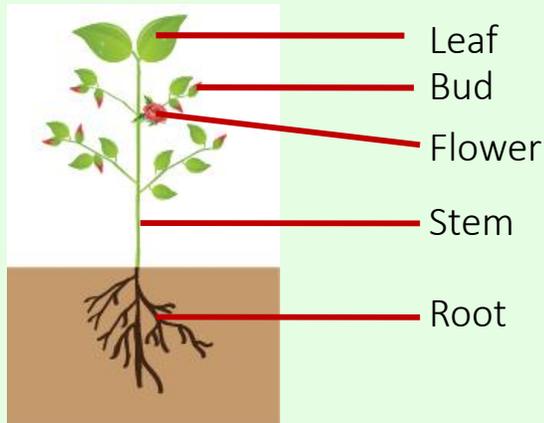
The chapter explores the various habitats that animals live in, their food habits, how they take care of their young ones, etc. The chapter also introduces new terms such as food chains, predators, etc. and special parts that aid animals in eating.

## PLANT AND ANIMAL KINGDOM

### 3 Plants and Trees

### Answers

**DO THIS** Page 21, 22 & 23



Potato

Radish

- Flowers are used as a decorative item during festivals.
- Flowers are used to make perfumes.
- Oil is extracted from flowers and is used for various purposes.

1. Groundnuts
2. Peas
3. Cashewnuts
4. Almonds

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

### 3 Plants and Trees

### [ Answers ]



Page  
24 & 25

1) Answer the following in your notebook.

a. The main functions of the root are:

i) To hold the plant and tree firmly to the ground.

ii) To absorb water and nutrients from the soil and send it to the stem.

iii) To store food prepared by the plants.

b. There are two types of roots:

i) Tap root – They are long, thick roots with fine hair coming out of

the main root. For e.g. Carrot, turnip, dandelion

ii) Fibrous root – They are thin roots that spread out through the soil like underground branches. For e.g. Grass, wheat, rice.

c. Plants cannot make food without chlorophyll. Chlorophyll traps the sunlight needed for making food. Hence, chlorophyll is important for plants.

d. The process by which plants prepare their own food with the help of sunlight, carbon dioxide and chlorophyll is called photosynthesis.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

3

Plants and Trees

[ Answers ]



Page  
24 & 25

- e. We can conserve the forests in the following ways:
- i) By planting more trees
  - ii) Educating people regarding the damage done by cutting down trees.
  - iii) Prohibiting cattle grazing in forest areas.
  - iv) Preventing forest fires.
  - v) Encouraging special programmes like Vanamahotsav.
- 2) Match these with the part of the plant that you eat.

- a. Root – Carrot, Radish
- b. Stem – Sweet potato, Potato, Ginger, Garlic
- c. Leaf – Spinach, Lettuce, cabbage
- d. Seed – Peanuts, Coffee beans
- e. Fruit – Capsicum, Tomato, Cucumber
- f. Flower – Broccoli, Cauliflower

### 3) What am I?

- a. Chlorophyll
- b. Flower
- c. Leaves
- d. Root
- e. Nectar
- f. Stem
- g. Carbon dioxide
- h. Seed

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

3

Plants and Trees

[ Answers ]

TEACH  
XENOPage  
24 & 25

- 4) State whether the following statements are true or false.
- a. True
  - b. False
  - c. False
  - d. True

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

4

Animal Life

( Answers )

**DO** Page  
**THIS** 27, 28 & 32

Land	Water	Air	Land and Water	Trees
Dog	Whale	Vulture	Frog	Squirrel
Tiger	Octopus	Eagle	Toads	Monkey

A colony of ants

A mob/troop of Kangaroos

A parliament of owls

- Macaws/Parakeets
- Vulture/Hawks
- Swans
- Sunbirds/Honeyeaters
- Sparrows

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

4

Animal Life

( Answers )



Page  
33

1) Arrange the animals in the right group.

Terrestrial animals	Aquatic animals	Arboreal animals	Amphibians	Aerial animals
Fox	Dolphin	Monkey	Frog	Hawk
Lion	Shark	Lemur	Newt	Eagle
Dog	Whale	Koala	Lobster	Vulture
Wolf		Squirrel		Bat
Giraffe		Sloth		

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

4

Animal Life

[ Answers ]



Page  
33 & 34

2) Help Xeno put these food chains in the right order and identify the producer, predator and prey.

a. Grass → Grasshopper → Frog

Producer - Grass | Predator - Frog |  
Prey - Grasshopper

b. Grass → Zebra → Lion

Producer - Grass | Predator - Lion |  
Prey - Zebra

c. Grains → Hen → Human

Producer - Grains | Predator - Human  
| Prey - Hen

3) Answer these questions in your notebook.

- a. A place where plants and animals live and fulfill their basic needs of food, water and shelter is called a habitat.
- b. An adaptation is a change or modification in the animal's body or behaviour that helps it to survive.
- c.
  - i) Arboreal animals have strong arms and legs to climb trees.
  - ii) They have strong claws to cling on to the branches slightly.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

4

Animal Life

( Answers )



Page  
33 & 34

- iii) Some animals like monkeys have long tails so that they can hold on to their branches and balance on trees.
  - d. Some animals live in groups for the following reasons:
    - i) Living together gives them better protection from predators.
    - ii) It is easy to raise young ones in a group.
    - iii) It helps them in hunting and also searching for food.
  - e. The herbivorous animals have strong grinding teeth at the back that helps them in chewing the food.
- 4) Help Xeno correct these false statements.
- a. Plants are called producers or Animals are called consumers.
  - b. Aquatic animals breathe through their gills.
  - c. Carnivores hunt for their food.
  - d. Kangaroos carry their young ones in their pouch.
  - e. Aerial animals have wings instead of forelimbs.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## PLANT AND ANIMAL KINGDOM

4

Animal Life

( Answers )



Page  
35

5. Help Xeno solve the crossword puzzle with the help of the clues given below.



5. Guess the name of the bird with the help of the clues given.

- a. PEACOCK
- a. OSIRICH
- b. HUMMING BIRD
- d. CUCKOO
- d. PARROT
- e. PENGUIN
- f. DUCK

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## FOOD AND WATER

### 5 Food We Eat

The chapter reinforces the importance of food in the children's minds and teaches them concepts such as food sources, nutrients in food, the process of farming, healthy cooking practices and hygienic storage of food.

### 6 Water – Nature's Precious gift

This chapter is an in-depth explanation of everything related to water. The chapter covers aspects such as surface water, types of rivers, groundwater, etc. It also explains to the kids the concept of ice and glaciers, what constitutes safe drinking water and why we need to conserve water.

## FOOD AND WATER

5

Food We Eat

( Answers )

**DO** Page  
**THIS** 38, 39 & 41

	Food	Source
Breakfast	Egg	Animal Source
Lunch	Chapati, Dal	Plant source
Dinner	Fish, rice	Animal source, plant source
<i>*Note: Answers will differ among students.</i>		

1. Potato chips
2. Jam
3. Ketchup
4. Fruit juices



1. Milk
2. Almonds
3. Carrots
4. Orange juice

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

5

Food We Eat

( Answers )



Page  
43 & 44

1) Fill up the blanks.

- |                       |                           |
|-----------------------|---------------------------|
| a. Plants and animals | f. Carbohydrates and fats |
| b. Beverages          | g. Proteins               |
| c. Nutrients          | h. Farmers                |
| d. Calcium            |                           |
| e. Cooking            |                           |

2) Put these sentences in the correct order by placing the correct number beside each sentence.

- a. Fresh fruits are available for sale in the fruit shop. (7)

- b. Fruits are ripe for picking. (3)
- c. People buy fruits from the fruit shop. (8)
- d. The farmer plants seeds. (1)
- e. Fruits are picked and put into baskets. (4)
- f. Fruit plants are growing. (2)
- g. Local fruit sellers buy the fruits from the wholesale market. (6)
- h. All the fruits are on the truck, to be sold at the wholesale market. (5)

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

( Answers )



Page  
43 & 44

5

### Food We Eat

3) Answer the following in your notebook.

a. The different food groups are:

- i) Cereals – rice, wheat
- ii) Pulses – peas, beans
- iii) Oilseeds – sunflower seeds, groundnuts
- iv) Spices – clove, cardamom
- v) Beverages – tea, coffee
- vi) Fruits – apple, orange
- vii) Vegetables – carrot, potato
- viii) Dairy products – milk, milk products like ghee, curd, butter
- ix) Poultry products – egg, meat

- x) Animal products – meat, honey
- b. Milk, milk products like ghee, butter, curd, cheese, paneer, meat, and honey are some of the food products obtained from animals.
- c. Vitamins and minerals are called protective foods. Vitamins help our body in fighting diseases. Minerals are necessary for strong bones and teeth and also to convert food into energy.
- d. Water is an essential constituent of a balanced diet. Water performs different functions in our body, which include:

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

Answers

5

Food We Eat



Page  
43 & 44

- i) Elimination of waste from the body.
- ii) Regulating the body temperature.
- iii) Transportation of nutrients.
- e. Food processing is any change that occurs in the food before it is packed to be eaten. Processing can be drying or freezing the food or improving a food item with nutrients like fibre, vitamins, minerals, etc.
- f. A diet that has a balance of proteins, carbohydrates, vitamins, minerals, water and fats, for growth and development, is called a balanced diet.
- g. While cooking, the nutrients of vegetables can be retained by washing them before cutting.
- h. The food can be stored at home in the following ways -
  - i) Checking for dents or leaks before buying packed foods.
  - ii) Perishable foods like milk and meat should be refrigerated.
  - iii) Raw food and cooked food should be kept separately, to avoid cross contamination.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

5

### Food We Eat

( Answers )



Page  
43 & 44

- iv) Food should be kept covered in air tight containers.
- v) The storage areas should be clean and free of insects and rodents.
- vi) Healthy cooking and healthy eating habits should be followed.
- vii) Xeno needs to shop for the products mentioned below. Help him go to the right section of the supermarket.

- |               |                                  |
|---------------|----------------------------------|
| a. Cereals    | Wheat, ragi, rice                |
| b. Pulses     | Black gram, dry peas, green gram |
| c. Spices     | Coriander seeds, clove           |
| d. Beverages  | Tea powder                       |
| e. Fruits     | Oranges, apples                  |
| f. Vegetables | Carrots                          |
| g. Dairy      | Cheese, paneer                   |
| h. Poultry    | Chicken, egg                     |

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

Water – Nature's  
Precious Gift

Answers

**DO** Page  
**THIS** 46

1. Agra
2. Ahmedabad
3. Madurai



Page  
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1) Help Xeno unscramble the words to fill up the blanks.

- a. Pond
- b. Rain
- c. Reservoir

- d. Rivers
- e. Glaciers
- f. Seas and Oceans
- g. Groundwater
- h. Sea
- i. Potable
- j. Perennial

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

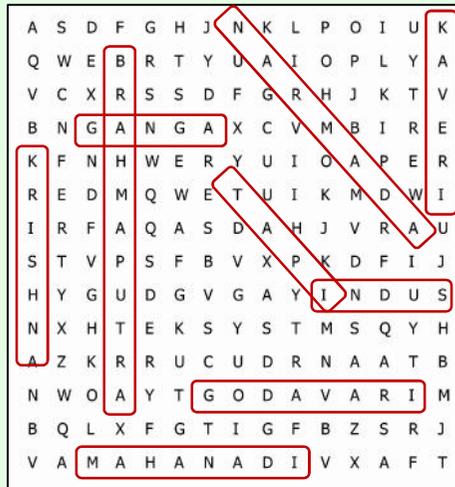
### Water – Nature's Precious Gift

Answers



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49 & 50

2) Help Xeno search 9 Indian rivers that are hidden in the word grid.



3) Answer the following in your notebook.

- a. The five uses of water are:
  - i) Water is the important source for agriculture. It is used to grow crops and plants.
  - ii) Water is essential for having bath, cleaning homes, utensils and washing clothes.
  - iii) It is also used to wash fruits and vegetables and to cook food.
  - iv) In industries, water is used for various purposes like

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

### Water – Nature's Precious Gift

Answers



Page  
49 & 50

manufacturing products or waste treatment.

- v) We need to drink water for our body to function properly.
- b. i) Surface water and groundwater

Surface water	Groundwater
Water available on the surface of the Earth is called surface water.	When it rains, water seeps down into the ground and is stored in the form of groundwater.

Ponds, lakes, rivers, reservoirs, ice caps and glaciers are examples of surface water.

Groundwater is stored below huge rocks called aquifers.

Surface water might easily get contaminated due to pollution.

Groundwater remains clean as it goes through various levels of filtration.

Surface water can be directly obtained for use.

Groundwater can be obtained by digging wells or through hand pumps or tube wells.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

Water – Nature's  
Precious Gift

Answers



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49 & 50

ii) Lake and Pond

Lake	Pond
A lake is a large body of still water surrounded by land.	A pond is a body of still water, smaller than lake and is surrounded by land.

iii) Perennial rivers and non-perennial rivers

Perennial rivers	Non-perennial rivers
Perennial rivers get water from the melting snow of the Himalayan mountains.	Non-perennial rivers are dependent on rainfall.
They do not dry up in summer as they are fed by the mountain snow.	These rivers usually dry up in summer.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

### Water – Nature's Precious Gift

( Answers )



Page  
49 & 50

Himalayan rivers like Ganga, Brahmaputra and Indus are perennial rivers.

Peninsular rivers like Narmada, Tapi, Godavari, Krishna, Kaveri and Mahanadi are non-perennial rivers.

c. Rivers provide water for irrigation, transportation, power generation and recreation. They also provide livelihood for large number of people throughout the country. Most of the civilisations of the world have also developed on the banks of the river.

- d. Water in rivers and lakes cannot be consumed directly as they are contaminated. Towns and cities have water purification plants.
- i) Water from various sources are brought here for filtration. Water is passed through layers of sand, gravel and charcoal that helps to remove small particles.
- ii) After it is filtered, small amounts of chlorine or other disinfectants are added to kill any bacteria or microorganisms present in water.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

6

### Water – Nature's Precious Gift

Answers



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- iii) The water is placed in a closed tank or reservoir for the disinfection to take place. The purified water is then supplied to houses and offices in towns and cities.
- e. Rainwater Harvesting (RWH) means collecting rainwater and storing it underground for later use. This water can be used for flushing toilets, washing cars and the floor, watering plants and construction activities.
- f. Water can be conserved in the following ways -
  - i) Rainwater harvesting helps in conserving water.
  - ii) In areas of scanty rainfall, reservoirs, dams and tanks are built to collect and store rainwater.
  - iii) We should check for leaking taps or pipes and repair them immediately.
  - iv) We should not let tap water run while brushing our teeth.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## FOOD AND WATER

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### Water – Nature's Precious Gift

Answers



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- v) We should use a bucket of water instead of water pipes while washing vehicles.
- vi) We can use the water that has been used to wash vegetables and fruits to water the plants.
- g. The five major oceans of the world are: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Southern Ocean.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## CLOTHING AND SHELTER

### 7 Clothes We Wear

Clothes are an essential part of our everyday lives. It is only logical for children to understand where these clothes come from. The chapter details the various methods of making cloths, what are the sources for making clothes and how we can take care of our clothes.

### 8 Home Sweet Home

The chapter explores the various kinds of houses around the world, types of house built according to weather and geographical conditions, temporary and permanent houses etc. The chapter also speaks about eco-friendly homes and what are the requirements of a good house.

## CLOTHING AND SHELTER

7

Clothes We Wear

Answers

**DO  
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1. Wedding in the family – grand sarees, kurta pyjama, gown, etc.
2. Trekking – jackets, boots, jeans, etc.
3. Job interview - Formal trousers, shirt, tie, belt, salwar kameez, saree, formal suit
4. Festival – grand sarees, churidhars, skirts and tops, etc.
5. School - uniform
6. Exercising – track pants, t-shirts, etc.



TEACH  
XENO

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**55**

- 1) Help Xeno identify these people based on the clothes they are wearing.



Sailor



Pilot



Chef

## CLOTHING AND SHELTER

7

Clothes We Wear

Answers



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Policeman



Priest



Nurse

2) Help Xeno sort out these clothes according to the seasons.

Clothes for summer	Clothes for winter	Clothes for rains
T-Shirt	Sweater	Raincoat

Shorts	Muffler	Waterproof jackets
Cotton frock	Gloves	Nylon dress
Capris	Scarf	Linen pants
Salwar Kameez	Woolen socks	Synthetic clothes

3) Help Xeno give the correct order of the processes involved in making cotton cloth.

- Preparation
- Spinning
- Weaving
- Designing
- Finishing and stitching

## CLOTHING AND SHELTER

7

Clothes We Wear

( Answers )



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- 4) Give one word for the following.
- |                                  |              |
|----------------------------------|--------------|
| a. Linen                         | e. Silk worm |
| b. Cotton boll                   | f. Jute      |
| c. Kimono                        |              |
| d. Online shopping or E-shopping |              |
- 5) Answer the following in your notebook.
- a. We wear clothes for the following reasons –
- To protect our body from heat, cold, dust, wind and snow.
  - To cover our body.
  - To look good.

- b. Fibres are single hair like substances that are joined and twisted together to make yarn or thread. There are two types of fibres -
- Natural fibres
  - Artificial fibres
- c. Natural fibres and synthetic fibres

Natural fibres	Artificial fibres
Natural fibres are fibres obtained from plants and animals.	Artificial fibres are man-made fibres made in factories.
E.g. Cotton, wool, linen, silk, jute	E.g. Nylon, polyester, rayon

## CLOTHING AND SHELTER

7

Clothes We Wear

Answers



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- d. We wear clothes according to the condition of the weather. We wear cotton clothes in summer as it helps in absorbing sweat. In winter season, we wear woollen clothes to prevent the body heat from escaping. During rainy season, we wear clothes that dry quickly.
- e. The three main process in making the cotton cloth are –
- i) Preparation - This step involves the process of growing the cotton plant and separating the cotton from its seeds.
  - ii) Spinning – It is the process of making yarns or threads by twisting the cotton fibres into thin strands.
  - iii) Weaving – In this process, two sets of yarns or threads are interlocked at right angles to form the cotton fabric.
- f. Special care needs to be taken for silk and woollen clothes, while ironing. They need to be stored properly. They can be kept in boxes with moth balls or neem leaves. They need to be taken out once in a while and kept out in the sun.

## CLOTHING AND SHELTER

### 8 Home Sweet Home

### Answers



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1) Help Xeno to name these shelters.

- a. Igloos
- b. Tents
- c. Caravan
- d. Tree houses
- e. Houseboats

2) Give reasons for the following.

- a. This helps water to drain easily and prevents seepage into the house.
- b. This prevents the rainwater from entering the house.
- c. Light materials cause less damage

when the structure collapses due to earthquake.

- d. Due to overpopulation, leading to shortage of space.
- e. The thick mud walls keep the house cool during summer and warm during winter.

f. Match the following.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. Wooden houses | _____ | Japan           |
| b. Stilt houses  | _____ | Assam           |
| c. Igloos        | _____ | Canada          |
| d. Yurt          | _____ | Mongolia        |
| e. Houseboats    | _____ | Jammu & Kashmir |

## CLOTHING AND SHELTER

8

Home Sweet Home

Answers



- f. Tharavad houses — Kerala
- g. Kutcha houses — Villages
- h. Slums — Cities

4) Answer the following in your notebook.

- a. A shelter is a place that protects us from extreme heat, cold, rain, snow and wind. It also provides safety from insects, pests or thieves.
- b. Early man made his shelters using animal hides, stones, straw, hay or wood. The modern man, today, uses materials like cement, steel, glass, bricks and wood to build houses. Today's houses are much stronger than the houses built by early man.
- c. Eco-friendly homes are homes designed to conserve energy and water and using environment friendly materials. Such homes have rainwater harvesting, uses energy efficient appliances, solar panels, recycled products, glazed windows, gardens, waste recycling, etc.
- d. Many people move to the cities in search of jobs. If they find it difficult

## CLOTHING AND SHELTER

8

Home Sweet Home

( Answers )



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to find good housing facilities, they are forced to live in temporary shacks. These houses are made of bamboo, straw, low quality wood, torn metal pieces and plastic sheets. Such houses lack pure drinking water and toilet facilities that lead to the spread of many diseases.

- e. The qualities of a good home are:
- i) Ventilation – Doors, windows and balconies provide good ventilation to the house.
  - ii) Sunlight – There should be enough

sunlight coming into the house as it kills germs and keeps the residents healthy.

- iii) Sanitation - A good sanitation system helps in maintaining cleanliness, reduces occurrence of diseases and prevents pests and harmful insects.
- iv) Safety - A house should have good locking system and the doors and windows should have proper latches.
- f. Tents are temporary homes and can be easily carried and set up. They are made of fabric or canvas which is supported by poles with ropes and pegs.

# Chapter Summary

## DIRECTIONS AND MAPS

9

### Directions and Maps

As children grow older; they need to be acquainted with aspects of our environment such as directions. The chapter is dedicated towards introducing the concept of directions and explaining to the children how directions help us, what are maps and why do we need maps. The chapter also explores the various kinds of maps in existence and teaches how to read maps.

## DIRECTIONS AND MAPS

9

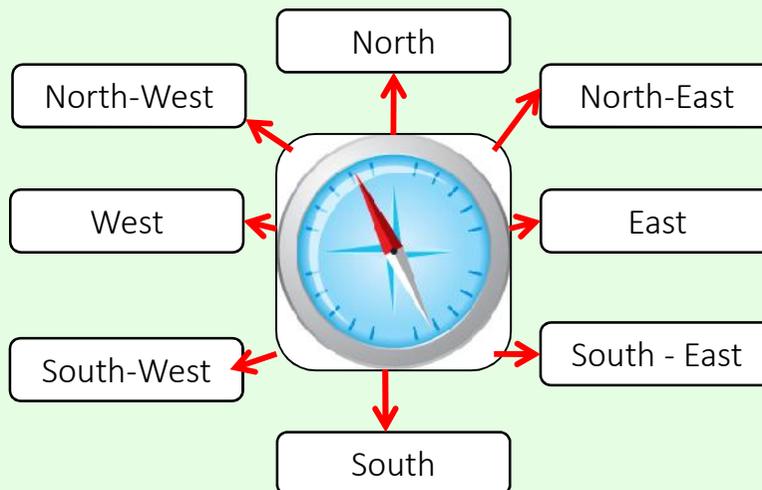
Directions and Maps

Answers



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- 1) Label the compass with cardinal and intermediate directions.



- 2) Fill in the blanks.

- Atlas
- 'Mappa', napkin or paper
- Cartography.
- Blue
- North
- Thematic

- 3) Answer the following in your notebook.

- A map is an important tool used for researchers, geographers, travellers, sailors and students to examine, understand and locate

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## DIRECTIONS AND MAPS

9

### Directions and Maps

### Answers



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places on the Earth's surface. Maps help us to travel from one place to the other.

b. Landmarks are prominent places which are easily recognised and serve as a guide to our destination. For e.g. A park, a school, a bank, etc.

c. The different types of maps are -

- i) Physical maps
- ii) Political maps
- iii) Climatic maps
- iv) Economic or resource map
- v) Road map
- vi) Thematic map

d. The different components used to read a map are -

- i) Direction
- ii) Colour
- iii) Symbol
- iv) Key or legend
- v) Scale

e. The four direction used in map are -

- i) North
- ii) South
- iii) West
- iv) East

f. Sun rises in the east and always sets in the west. If we face the rising sun in the east and spread our hands on either sides, our right hand will point to the south and our left hand will point to the north. Our back will face the west.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## DIRECTIONS AND MAPS

### 9 Directions and Maps

### Answers



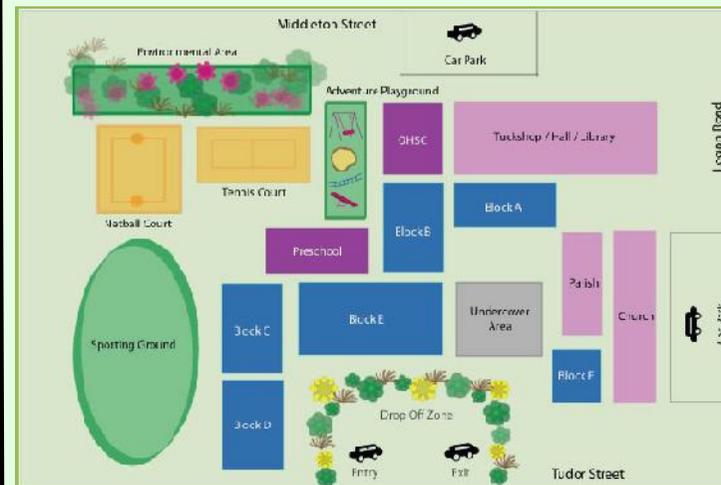
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g. Political and physical maps.

Political maps	Physical maps
It shows the state and national boundaries of a country.	It shows the physical features of a place, like mountains, rivers, lakes, grasslands, etc.

h. A key explains the symbols and colours which helps in reading the maps.

4. Study the map given below and fill in the blanks using directions. The first one is done for you.



\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## DIRECTIONS AND MAPS

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Directions and Maps

Answers



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- a. The tennis court is to the north of Block C.
- b. The sporting ground is to the west of Block C.
- c. The sporting ground is to the south of netball court.
- d. Block D is to the west of the drop off zone.
- e. The church is to the east of Block E.
- f. The environmental area is to the west of the adventure playground.
- g. Brigade road is to the north-east of the church.
- h. Block D is to the south-west of Block E.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## WORK AND PLAY

### 10 Games We Play

The chapter explores the key difference between indoor and outdoor games, while citing a few examples. The chapter also sheds light upon traditional Indian games that not many may know about.

### 11 Work We Do

Children see people in various occupations around them and as they grow in age, they need to have clarity about the roles and functions of each of these professions, which they see in their everyday life. The chapter also discusses the role of women in work, the issue of child labour and the meaning of dignity of labour.

## WORK AND PLAY

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Games We Play

Answers



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1) Fill in the blanks.

- |                     |                     |
|---------------------|---------------------|
| a. Indoors          | e. Card             |
| b. Indian billiards | f. Makar Sankranthi |
| c. Pachisi          | g. Ganjifa          |
| d. 52               | h. Chess            |

2) Answer the following in your notebook.

- a. Playing is as important as studying or working. We need to play games and sports because it relaxes and refreshes our mind and body. It also keeps us healthy.
- b. The advantages of playing games and sports are:

- i) Instill confidence and discipline in the player.
- ii) Develop imagination, creativity and problem solving abilities.
- iii) Help build patience, team spirit and sportsmanship.
- iv) Makes a person happy and keeps him/her physically fit and active.
- v) Helps to maintain overall health of a person.
- c. An indoor game can be played all year round as bad weather cannot interrupt the game.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## WORK AND PLAY

10

Games We Play

(Answers)



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3) Identify the games from the equipments required to play them.

- |                 |                 |
|-----------------|-----------------|
| a. Cricket      | e. Yubee-Lakpee |
| b. Badminton    | f. Carrom       |
| c. Gili Danda   | g. Billiards    |
| d. Spinning top | h. Table Tennis |

4) Identify the sport from the equipments.



Baseball

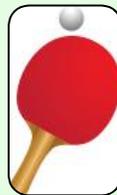
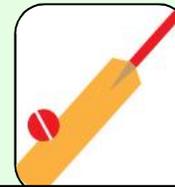


Table Tennis



Cricket



Golf



Tennis

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## WORK AND PLAY

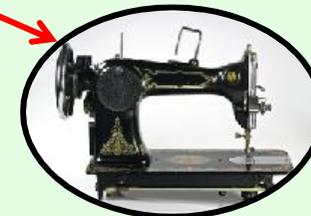
### 11 Work We Do

( Answers )



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1) Match the tools with the people who use them.



\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## WORK AND PLAY

### 11 Work We Do

### Answers



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- 2) Answer the following in your notebook.
- a. People need to work to help each other. They also need to work to earn money. Money is required to provide the necessities of life like food, clothing and shelter.
  - b. When people do any work to earn money, it is called an occupation. For e.g. tailor, bicycle mechanic, bus driver, cobbler, etc.
  - c. Any work that requires a lot of training and specialised knowledge

- d. Children are employed in some factories as they can be paid low wages and made to work long hours. Poverty and lack of education has also forced many children to work in factories.
- e. Every working person contributes towards the betterment of the community. The work of a sweeper or garbage collector is as important as a doctor. The sweeper and the garbage collector help in keeping the

is called a profession. For e.g. doctors, engineers, scientists, etc.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## WORK AND PLAY

## 11 Work We Do

Answers

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surroundings clean and prevent diseases. No work is superior or inferior than the other. Hence, every work is equal and important.

- f. Skills to be an embroider are: ability to choose right cloth, picking up right needle and thread, knowledge of different techniques of design, sewing techniques.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## OUR ENVIRONMENT AND RESOURCES

### 12 Natural Resources

This chapter explains to the children, the importance of natural resources and how they can be used for generating sustainable forms of energy. It also elaborates upon non-renewable forms of energy and resources, how to use them wisely and how to conserve all the natural resources.

### 13 Pollution – Is there a Solution?

The chapter discusses the various forms of pollution that exist and also elaborates upon the ways to prevent or reduce each one of them. Further, the chapter also sheds light on a very important topic- the Chipko Movement.

### 14 Waste Disposal

The chapter discusses the types of wastes and their sources and how they can be correctly segregated. Then, the chapter elaborates upon various methods of waste disposal and stresses upon the importance of reducing, reusing and recycling.

## OUR ENVIRONMENT AND RESOURCES

Answers

### 12 Natural Resources



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1) Fill in the blanks.

- |               |                 |
|---------------|-----------------|
| a. Renewable  | e. Shimla       |
| b. Sunlight   | f. Saudi Arabia |
| c. Wind       | g. Mining       |
| d. Hydropower | h. Copper       |

2) State any two uses of the following resources.

- Sunlight - used to generate electricity, heat water, cook food
- Air - sailing boats, hot air balloons.

- Water - used in generating hydro-electricity, irrigation, domestic and industrial use.
- Coal - used for cooking, heating, electricity generation, steel production, cement manufacturing.
- Copper - used to make tools, utensils, wires
- Iron - used in construction of buildings, factories, etc.
- Petroleum - used to make cosmetics, detergents, pesticides, paint, plastic, synthetic, etc.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

### 12 Natural Resources

### Answers



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- 3) State TRUE or FALSE and correct the false statements.
- a. **False.** Renewable resources consist of both living and non-living things.
  - b. True
  - c. True
  - d. **False.** Non-renewable resources are limited and can deplete easily.
  - e. **False.** Fossil fuels exist in solid, liquid or gaseous form.
  - f. True
- f. **False.** Compact fluorescent light bulbs (CFL) consume less electricity. OR Incandescent bulbs consume more electricity.
- h. **False.** Copper was one of the first metals used by human beings.
- 4) Answer the following in your notebook.
- a. Natural resources are materials available in nature that are necessary for our survival and to make our lives better. The two types of natural resources are:

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 12 Natural Resources



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- i) Renewable resources
  - ii) Non-renewable resources
- b. The two types of natural resources are -
- i) Renewable resources – Resources that can be generated naturally or through human assisted actions in a short period of time is called renewable resources. Sunlight, wind, plants, animals, water, soil, forests, etc. are renewable resources.
  - ii) Non-renewable resources - Resources that cannot be regenerated as fast as their consumption are called non-renewable resources. These resources are limited and reduce in quantity once they are used. Minerals, fossil fuels like coal, petroleum and natural gas, are non-renewable resources.
  - c. A wind farm is a large collection of wind turbines that generate electricity.
  - d. Fossil fuels are the remains of the dead plants and animals that have

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

### 12 Natural Resources

(Answers)



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been buried deep inside the Earth for millions of years. They can exist in either solid, liquid or gaseous form. Coal, oil, petroleum and natural gas are fossil fuels. Fossil fuel is a non-renewable resource and can run out if they are overused. Burning fossil fuels can also cause air pollution. Hence, it is important to conserve them.

- 5) As a student, we can conserve natural resources in the following ways -
- i) We should not waste paper. We should write on both the sides of the paper.
  - ii) We should save electricity as much as possible. We should switch off the lights and fans in the classrooms when not needed.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

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1. Walking or using bicycles to travel short distances.
2. Reusing plastic and paper covers instead of burning them.
3. Using public transport instead of

### 13 Pollution – Is there a Solution

private vehicle.

1. The remaining water after cooking food can be used to water plants.
2. Not throwing waste in water bodies.
3. Avoid washing clothes or vessels near lakes, rivers, etc.



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- 1) Given below are some sources of environmental pollution. Write down the category of pollution they fall under.

- |                    |                   |
|--------------------|-------------------|
| a. Air pollution   | g Water pollution |
| b. Noise pollution | h. Soil pollution |
| c. Water pollution | i. Air pollution  |
| d. Air pollution   | J Noise pollution |
| e. Soil pollution  | k. Air pollution  |
| f. Noise pollution |                   |

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 13 Pollution – Is there a Solution



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- 2) Given below are the effects of pollution on the environment and people. Put them in the right column.

Effects on the environment	Effects on people
Acid rain	Asthma
Soil erosion	Headache
Global warming	Deafness

	Diarrhoea
	High Blood pressure

- 3) Answer the following in your notebook.
- a. The land, air and water is contaminated by release of harmful substances. This is called pollution. The different forms of pollution are -
- i) Air pollution      iii) Soil pollution  
ii) Water pollution    iv) Noise pollution

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

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### 13 Pollution – Is there a Solution



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- b. Air pollution is one of the most dangerous forms of pollution. Certain human activities have led to increase of air pollution. This has led to increase in the temperature of the Earth causing global warming. The gases emitted by vehicles and factories mix with water vapour in the air to form acid rains.
- c. The causes of water pollution are -

- i) Domestic, industrial and agricultural practices produce waste water that is dumped into lakes, rivers and other water bodies.
- ii) Some industries illegally dump industrial waste directly into the water bodies without treating it.
- iii) Excessive use of chemical fertilisers and pesticides contaminates groundwater.
- iv) Oil spills and leaks from ships and oil-drilling cause water pollution in seas and ocean.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 13 Pollution – Is there a Solution



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- c. The effects of water pollution are -
- i) Contamination of water in the water bodies leads to spread of water borne diseases like cholera, diarrhoea, typhoid, etc.
  - ii) The toxic chemicals in the wastes, which are dumped into water bodies causes allergies, respiratory problems and digestive problems. Aquatic plants and animals are also affected.
- iii) Excess use of pesticides and fertilisers contaminate groundwater, which cannot be consumed.
  - iv) The oil spills stay on the surface of the seas and oceans and do not dissolve. This harms the marine life. It suffocates the fish. The oil sticks to the feathers of marine birds, which prevents them from flying, leading to sickness and death.
- d. Pollution affects health in different ways:
- i) Air pollution causes allergies and

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## OUR ENVIRONMENT AND RESOURCES

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### 13 Pollution – Is there a Solution



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respiratory problems like asthma, bronchitis, etc. It has also lead to global warming, which has resulted in acid rains, skin cancer, etc.

- ii) Water pollution causes water-borne diseases like cholera, typhoid, etc.
- iii) Soil pollution has reduced the fertility of soil. The crops grown on the polluted land are poisonous and lead to various diseases, when consumed.

- iv) Constant exposure to high levels of noise can cause hearing impairments, headaches, disturbed sleep and other health problems like high blood pressure.
- e. As a student, we can control pollution in the following way -
  - i) The water that we use to wash hands and mouth can be recycled and used to water the plants in the school.
  - ii) We can either walk, use bicycles or public transport to travel to school as this reduces air pollution.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

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AND RESOURCES

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## 13 Pollution – Is there a Solution

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- 4) Answer the following in one word.
- Pollutant
  - Decibels
  - Deforestation
  - Atmosphere
  - Environment
  - Noise pollution
  - Soil erosion
  - Acid rain

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 14 Waste Disposal

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1. Organic waste – fruit peels, used tea or coffee powder, animal dung
2. Recyclable waste – broken glass, plastic pipes, metal scraps
3. Hazardous waste - empty cans of deodorants, medicines, used bandages
4. E-waste – computer, DVD players, CDs

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

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### 14 Waste Disposal



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1. Segregate the waste into the correct bins.

Potato peels    Cotton cloth  
Animal bones    Twigs    Wooden scale  
Orange peel    Dry flowers    Paper  
Egg shells    Stale food    Woollen shawl  
Dry leaves    Pencil shavings

Biodegradable bin

Plastic mug  
Broken tube light  
Broken CD  
Glass bottle  
Pepsi can

Non-biodegradable bin

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## OUR ENVIRONMENT AND RESOURCES

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### 14 Waste Disposal



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2. Fill in the blanks.

- Waste
- Municipal waste
- Electronic waste or e-waste
- Composting
- Air pollution
- Reuse

3. Match the following.

- |                                   |   |                  |
|-----------------------------------|---|------------------|
| a. Biodegradable waste            | → | Recycling unit   |
| b. Non-biodegradable waste        | → | Earthworms       |
| c. Vermicomposting                | → | Hazardous waste  |
| d. Incinerators                   | → | Composting       |
| e. Paints, perfumes and medicines | → | Infectious waste |

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 14 Waste Disposal



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- 4) Answer the following in your notebook.
- The waste from electronic goods and devices are called electronic waste or e-waste. Computers, laptops, television sets, CDs, DVD players, music systems which cannot be thrown away are called e-waste.
  - In some cities, large scale waste is disposed by burning the solid waste in large furnaces called

- incinerators. The recyclable material are segregated and remaining waste is burnt.
- c. The four R's of waste management are:
- Reduce – We can reduce the amount of waste by carrying cloth bags instead of plastic bags, using proper plates instead of paper plates, etc.
  - Reuse – Some things can be used many times before they are discarded.
  - Recycle – Items made of plastic and

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 14 Waste Disposal



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paper can be recycled to make new products.

- iv) Refuse – by refusing to buy things that are not necessary for us, we can contribute towards waste management.
- d. i)

Biodegradable waste	Non-biodegradable waste
<p>Waste that can be easily broken down and absorbed by the soil is called biodegradable waste.</p> <p>They do not cause threat to the environment.</p>	<p>When waste cannot be broken down and absorbed by the soil, it is called non-biodegradable waste.</p> <p>They are a threat to the environment.</p>

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 14 Waste Disposal



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All food waste, leaves, flowers, animal dung, human waste, sewage, paper, pencil shavings are biodegradable waste.

Plastic bags, bottles, glass, metal cans, etc. are non-biodegradable waste.

ii)

Municipal waste	Medical waste
The waste generated from houses and commercial complexes are municipal waste. E.g. food waste, glass, tins, cans, etc.	The waste generated from hospitals, clinics, diagnostic centres, research laboratory, etc. E.g. needles, syringes, soiled bandages, etc.

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## OUR ENVIRONMENT AND RESOURCES

( Answers )

### 14 Waste Disposal



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iii)	Composting	Vermicomposting
	In this method, a pit is dug and all the organic waste is dumped in it every day. Each time waste is added to the pit, it should be covered with a layer of soil or dry leaves. Over a period of time, it is converted into manure.	In this method, earthworms are added to the compost pit, which helps to break the waste and make the compost rich in nutrients.
iv)	Landfill	Sanitary landfill
	A pit is dug in the ground and the garbage is dumped directly into the pit and covered with a layer of soil. This contaminates the soil and underground water.	A pit is dug and lined with materials like plastic and clay to prevent soil and water contamination.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summaries

## ME AND MY SOCIETY

### 15 Public Property

This chapter explains to the students the difference between public and private property, why it is important to take care of public property, what constitutes public property, etc. It teaches children character, and the importance of preserving public property and monuments.

### 16 Local Self Government

The chapter explains in brief, the government system of the country. It also highlights topics such as Panchayats, municipalities and their roles and functions.

## ME AND MY SOCIETY (Answers)

### 15 Public Property



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- 1) The government is planning to build a residential layout. List out any five essential services that need to be provided for the residents.
  - a. Good roads
  - b. Public parks
  - c. Public transport
- 2) Answer the following in your notebook.
  - a. Private properties are things owned by an individual or a group of individuals. E.g. clothes, shoes, books, cars, etc.
  - b. Services and facilities provided by the government for the convenience of public is called public property. E.g. schools, colleges, parks, healthcare, etc.
  - c. The government creates and maintains public property from the money that we pay as taxes.
  - d. Any damage to public properties like buses, trains, parks or libraries is a loss for the public. This is because public properties are maintained from the money that we pay as taxes.

## ME AND MY SOCIETY

( Answers )

### 15 Public Property



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- e. The following are certain steps for children to take care of school property -
- i) Do not write or scribble on the walls.
  - ii) Do not write or tear pages from the library books.
  - iii) Use sports equipments provided by the school carefully.
  - iv) Do not damage lights and fans of the classroom.
  - v) Close the taps in the washroom after use.
- f. The public transport system can be protected in the following way -
- i) Do not damage bus or trains by scribbling, tearing the seats, stealing taps, fans and bulbs.
  - ii) Do not throw garbage on the sides of the roads or throw stones at streetlights and do not break the bulbs.
- 3) Fill in the blanks.
- a. Government
  - b. Taxes
  - c. Public transport
  - d. Historical monuments
  - e. Parks and zoos

## ME AND MY SOCIETY

( Answers )

### 16 Local Self Government



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1) Fill in the blanks.

- a. Lord Ripon
- b. Assembly of five members
- c. Five
- d. Sarpanch
- e. Municipal commissioner
- f. Municipal councillors
- g. Chennai

2) Match the following.

- |                       |   |  |
|-----------------------|---|--|
| a. Mayor              | → | Heads Municipal committee              |
| b. Chairman           | → | Head of the Panchayat                  |
| c. Commissioner       | → | Local self-government                  |
| d. Sarpanch           | → | Administrative officer of municipality |
| e. Villages and towns | → | Heads municipal corporation            |

## ME AND MY SOCIETY

Answers

### 16 Local Self Government



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3) Answer the following in your notebook.

- a. In a local self-government, the administration and management of the local affairs of a village or town are entrusted to the leaders who are elected by the people of that particular village or town. The central government alone cannot govern or look after the needs of a vast population. Hence, local self-government are set up to look after the needs of people in

particular areas.

- b. The members of the Gram Panchayat are elected by the people of the village. The elections for the Panchayat are held once in five years. The head of the Panchayat is a Sarpanch. The Sarpanch, along with the other five members is responsible for managing the affairs of the village.
- c. The sources of income for the Gram Panchayat are -
- i) Taxes collected by the Panchayat from shops, market, fairs, etc.

## ME AND MY SOCIETY

( Answers )

### 16 Local Self Government



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- ii) Grants provided by central and state governments.
  - d. The functions of municipal corporations are -
    - i) They are responsible for construction and maintenance of public streets, sewers and all other public properties.
    - ii) Providing housing facilities for the poor.
    - iii) Construction and maintenance of public properties like gardens, libraries, parks, etc.
    - iv) Maintenance and development of public hospitals, roads and bridges.
    - v) Naming streets and numbering houses, registration of births and deaths, providing transport facilities, improvement of slums, garbage collection and disposal, etc.
  - e. The Urban Local Bodies (ULB) are responsible for looking after the welfare of all the people of towns and cities. They provide all the necessary basic facilities to the people.
- The Non-Governmental Organisation

## ME AND MY SOCIETY

( Answers )

### 16 Local Self Government



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(NGO) work for the welfare of the people in the community. They are voluntary organisations who work for a particular cause and set up old age homes, orphanages, etc.

- 4) State whether the following statements are true or false.
- a. False
  - b. True
  - c. False
  - d. False
  - e. False

# Chapter Summaries

## TRAVEL AND COMMUNICATION

- 17 Means of Transport**

The chapter details the various modes and forms of transport available on land, air and water. It also introduces some new terms such as highways and expressways to the children.
- 18 Means of Communication**

The chapter details the means of communication that are available to us in the modern world, the various forms of mass communication and their meanings, the internet, etc.

## TRAVEL AND COMMUNICATION

( Answers )

### 17 Means of Transport

**DO** Page  
**THIS 111, 112, 113 & 114**

1. 544 – Valayar to Edapally (Kerala)
  2. 1A – Leh – Kargil - Srinagar – Pattan – Baramulla – Uri (Jammu & Kashmir)
  3. 306 – Assam and Mizoram
- 
1. Joyride – Darjeeling, West Bengal
  2. Jungle Safari – Siliguri, Assam

The bowl shaped boat is called the **Indian Coracles.**

1. New Delhi
2. Mumbai
3. Hyderabad
4. Kolkata
5. Bangalore

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## TRAVEL AND COMMUNICATION

( Answers )

### 17 Means of Transport



Page  
114 & 115

1) Fill in the blanks.

- |                           |                         |
|---------------------------|-------------------------|
| a. Wheel and Steam engine | f. NH                   |
| b. Camel                  | g. The Grand Trunk Road |
| c. Beasts of burden       | h. Indian railways      |
| d. Roadways and Railways  | i. Metro trains         |
| e. Expressways            | j. State                |

2) Name the following.

- Camels, Yaks
- Shatabdi express, Rajdhani express
- Chennai, Bangalore

- Mumbai, Mangalore
- AirIndia, IndiGo
- Kolkata, Delhi

3) Answer the following in your notebook.

- The way in which people and goods are carried from one place to another is called transport. The three means of transport are:
  - Land transport
  - Water transport
  - Air transport
- Camels are used to cross the desert, while the elephants are used in forests to transport logs. Donkeys, mules and

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## TRAVEL AND COMMUNICATION

### 17 Means of Transport

### ( Answers )



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114 & 115

ponies are used to transport heavy loads. In cold regions, reindeers and special breed of dogs are used to pull sledges. Horses and tongas are used to drive carts.

- c. Expressways are the roads which have 4 or 6 lanes. Most of the expressways are toll roads. On the toll roads, a fee is collected from all vehicles.
- d. Unlike railways, tracks need not be laid for road transport. Any road transport can pick up passengers on the way but passengers have to

come to the railway station to get into the train. Road transport can pass through narrow lanes and bridges in remote areas and mountainous region, which is not possible in case of rail transport.

- d. Metro trains carry people from place to place within the city. Regular trains carry people from one city to another or between two towns.
- e. Air transport are used in natural calamities such as floods, droughts and earthquakes to drop food, medicines and carry out rescue operations.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# TRAVEL AND COMMUNICATION

( Answers )

## 18 Means of Communication

**DO  
THIS**

**Page  
117 & 118**

1. New Delhi – 011
2. France - +33
3. England - +44
4. Chennai – 044
5. Bangalore – 080
6. USA – +1
7. Kolkata- 033
8. Mumbai – 022
9. Australia – +61
10. Brazil - +55

1. Micromax, Nokia, Karbonn, Xiaomi, Motorola, etc.
  2. BSNL, Airtel, Aircel, Reliance, Tata Docomo, Vodafone, etc.
- 
1. The Hindu, Deccan Herald, Times of India, Telegraph or any other
  2. Re.1 to Rs. 5

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## TRAVEL AND COMMUNICATION

Answers

### 18 Means of Communication



Page  
119 & 120

- 1) Classify the following means of communication as electronic or print media.

#### Print Media

Newspaper  
Magazine  
Journal  
Books  
Newsletter

#### Electronic Media

Television E-mail  
Mobile SMS  
Phone Internet  
Radio MMS

- 2) Fill in the blanks.  
a. Communication

- b. Personal communication  
c. Alexander Graham Bell  
d. Mass communication  
e. The Bengal Gazette

- 3) Match the following.

- |                            |   |                          |
|----------------------------|---|--------------------------|
| a. Letters                 | → | Mobile phone             |
| b. STD service             | → | Post office              |
| c. ISD service             | → | Email                    |
| d. Books                   | → | Calls within the country |
| e. Internet                | → | Print Media              |
| f. Short Messaging Service | → | International calls      |

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## TRAVEL AND COMMUNICATION

( Answers )

### 18 Means of Communication



Page  
119 & 120

4) Answer the following in your notebook.

- a. The process through which people exchange messages and information or express their thoughts and feelings is called communication.
- b. Mass communication refers to communicating with a large number of people at the same time. Print media and electronic media are the two means of mass communication. Print media includes newspapers,

tabloids, journals and newsletters, while electronic media includes television, radio and internet.

- c. i) Newspaper – Newspaper is one of the most common means of mass communication. They contain news and information from all over the world. The Bengal Gazette was the first newspaper in India, published in 1870. Dainik Jagran, Hindustan Times, Times of India, The Hindu, etc. are some of the popular Indian newspapers.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## TRAVEL AND COMMUNICATION

( Answers )

### 18 Means of Communication



Page  
119 & 120

- ii) Radio – Radio is one of the popular means of communication. It has an advantage over newspapers as even those who cannot read or write can listen to and understand the programmes, news and debates. People can listen to all these programmes on radio but not able to see them, as in a television.
- iii) Television – Television is one of the most popular means of mass communication. It is an audio-visual

- medium and is more effective than newspapers and radio. There are separate channels or news and entertainment on television. Important events and games can be watched live on television through direct telecast.
- d. The mobile phone is the most convenient means of communication. Unlike the telephone, a mobile phone is portable and can be carried around everywhere. They can also be used for texting or Short Message Service

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

TRAVEL AND  
COMMUNICATION

[ Answers ]

## 18 Means of Communication

Page  
119 & 120

(SMS). They also allow us to make a conference call, video chat, etc.

- e. The internet is a worldwide system of interconnected computer networks that can be used by many people throughout the world. It offers a wide range of information, resources and services. Messages can be sent from one part of the world to another quickly with the help of internet.

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

# Chapter Summary

## MY COUNTRY - MY PRIDE

### 19 My Country, India

A child needs to learn, first and foremost, about his or her own country, before he steps out into the world. The chapter gives the physical and political description of our country and explains both of these concepts in detail.

## MY COUNTRY – MY PRIDE

19

My Country, India

[ Answers ]

**DO THIS** Page  
**122, 124 & 125**

- |              |               |
|--------------|---------------|
| 1. Pakistan  | 4. Bangladesh |
| 2. Nepal     | 5. China      |
| 3. Sri Lanka | 6. Myanmar    |

1. Jammu & Kashmir, Uttar Pradesh
2. Karnataka, Tamil Nadu
3. Madhya Pradesh, Chhattisgarh

Andhra Pradesh	<b>Note: Amaravati is the new capital</b>
Arunachal Pradesh	Itanagar
Assam	Dispur
Bihar	Patna
Chhattisgarh	Raipur

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MY COUNTRY – MY PRIDE

19

My Country, India

( Answers )

**DO  
THIS**

Page  
**125 & 126**

Goa	Panaji
Gujarat	Gandhinagar
Haryana	Chandigarh
Himachal Pradesh	Shimla
Jammu & Kashmir	Srinagar (summer), Jammu (winter)
Jharkhand	Ranchi
Karnataka	Bengaluru (Bangalore)
Kerala	Thiruvananthapuram
Madhya Pradesh	Bhopal
Maharashtra	Mumbai

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MY COUNTRY – MY PRIDE

19

My Country, India

( Answers )

**DO  
THIS**

**Page  
125 & 126**

Manipur	Imphal
Meghalaya	Shillong
Mizoram	Aizawl
Nagaland	Kohima
Odisha	Bhubaneswar
Punjab	Chandigarh
Rajasthan	Jaipur
Sikkim	Gangtok
Tamil Nadu	Chennai
Telangana	Hyderabad

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MY COUNTRY – MY PRIDE

19

My Country, India

[ Answers ]

**DO  
THIS**

**Page  
125 & 126**

Tripura	Agartala
Uttar Pradesh	Lucknow
Uttarakhand	Dehradun
West Bengal	Kolkata
<b>Union Territories</b>	
Andaman & Nicobar Islands	Port Blair
Chandigarh	Chandigarh
Dadra & Nagar Haveli	Silvassa

\* These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

## MY COUNTRY – MY PRIDE

19

My Country, India

( Answers )

**DO  
THIS**

**Page  
125 & 126**

Daman & Diu	Daman
Lakshadweep Islands	Kavaratti
National Capital Territory of Delhi	New Delhi
Puducherry	Puducherry city



**Page  
127 & 128**

- 1) Unscramble the jumbled words and fill in the blanks.
- |              |                      |              |
|--------------|----------------------|--------------|
| a. Asia      | d. Union Territories | g. New Delhi |
| b. China     | e. Chandigarh        |              |
| c. Peninsula | f. States            |              |

## MY COUNTRY – MY PRIDE

19

My Country, India

( Answers )



Page  
127 & 128

- 2) Look at the pictures and identify these landforms of India.

Mountains

Desert

Peninsula

Island

- 3) Answer the following in your notebook.

- a. India is surrounded by Arabian sea in the West, Bay of Bengal in the East and Indian ocean in the south. Since, India is surrounded by water on three sides, it is called a peninsula.

- b. In India, there is great diversity in every aspect, from language to food habits, clothing and mannerisms. Each and every region of our country portrays different customs and traditions. In spite of all these differences, we live in harmony as citizens of India. Hence, India is called a land of unity in diversity.

- c. The six physical divisions of India are -
- i) The Northern Mountains
  - ii) The Northern Plains
  - iii) The Great Indian Desert
  - iv) The Peninsular Plateau

## MY COUNTRY – MY PRIDE

19

My Country, India

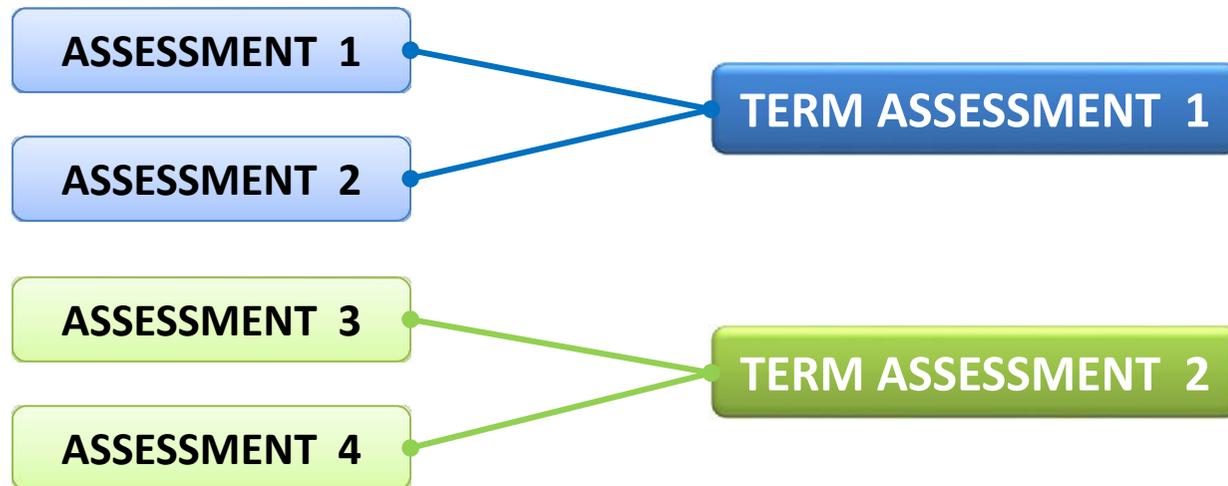
[ Answers ]

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- v) The Coastal Plains
- vi) The Island Groups
- d. The central government looks after the affairs of the country and the state governments look after the affairs of the respective states. Union territories are directly ruled by the Union or Central Government.
- e. New Delhi and Puducherry have their own elected government unlike other Union Territories, which are ruled under Union or Central government.

# Evaluation

The evaluation sheets are divided into four assessment papers and two term papers, to be given during the academic year.



*These assessment sheets can be accessed on the 'Downloads' link on the Greycaps website [[www.greycaps.com](http://www.greycaps.com)]*

### 'DOWNLOADS' Link

This link provides access to assessment sheets and this teacher manual, to all teachers subscribed to Earth Quest.



Each assessment sheet is downloadable in a PDF format and is accompanied with the answer keys.

Each PDF file is password protected for the teachers' benefit.  
The password is 'teacher'.

# Evaluation

The Units covered for each assessment sheet is as follows :-

ASSESSMENT 1	Knowing my body   Being safe   Plant & trees   Animal life   Food we eat	TERM ASSESSMENT 1
ASSESSMENT 2	Water- Nature's precious gift   Clothes we wear   Home sweet home   Directions and maps	
ASSESSMENT 3	Games we play   Work we do   Natural resources   Pollution – is there a solution?   Waste disposal	TERM ASSESSMENT 2
ASSESSMENT 4	Public property   Local self- government   Means of transport   Means of communication   My country India	

## Benefits

- Easy to recall, longer retention
- Fun, team based and experiential
- Makes the child THINK & QUESTION (No Rote)
- Reduce the gap between the first child and last child (i.e, Honeycomb Philosophy)



We thank you for being a teacher.



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