

# Reading Literacy

## Class VI



Under the aegis of  
Department of Education  
U.T. Chandigarh

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**Delhi Public School**  
Sector 40-C, Chandigarh

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**MODULES**  
**CLASS-VI**  
**Honeysuckle**  
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## Module 1

<b>Class VI</b>
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### 1.1(i) Who did Patrick's Homework? (Continuous passage)

#### Learning Competencies:

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

#### Read the given text carefully and answer the questions that follow:

*When it came to maths, Patrick was out of luck...*

**Elf (shrieked):** What are times tables? We elves never need that!

**Patrick:** Oh, So how should I help you to complete my homework?

**Elf:** Get me some books and sit down beside me. You simply must guide me!

**Patrick:** I will get you 2 books per day from the library and we will read them together.

**Elf:** Yes, that sounds great!

1. "When it came to maths, Patrick was out of luck," What does this line indicate?
  - a. The elf's ignorance
  - b. The elf's intelligence
  - c. The elf's smartness
  - d. The elf's kindness

#### Learning Outcomes:

- i. Students will be able to make correct inferences from the text.
- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.

2. "Get me some books and sit down beside me." Who said this and to whom?

#### Learning Outcome:

- i. Students will be able to make correct inferences from the text.

**3. According to the text, who was out of luck and why?****Learning Outcomes:**

- i. **Students will be able to make correct inferences from the text.**
- ii. **Students will be able to communicate more effectively and logically.**

4. If Patrick and Elf read 2 books per day then, how many books did they read in the month of April?

**Learning Outcome:**

- i. Students will be able to apply mathematical thinking to solve a range of problems in everyday situations.

5. In your opinion, why do you think the elf shrieked?

**Learning Outcomes:**

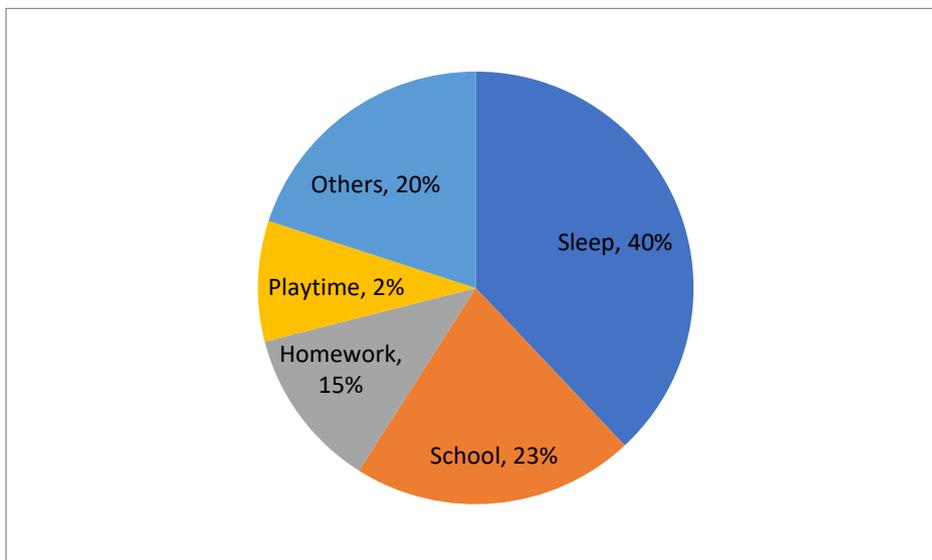
- i. **Students will be able to think critically and logically.**
- ii. **Students will be able to communicate more effectively.**

**1.1(ii) Who did Patrick's Homework? (Non-continuous passage)****Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

**Study the information given below and answer the questions that follow:**

The given pie chart exhibits Ria's routine (the percentage of time spent by Ria on various activities). Study the chart carefully and answer the questions that follow.



a) On which activity did Ria spend the maximum time?

**Learning Outcomes:**

- Students will be able to make correct inferences from the text.**
- Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

b) What percentage of time is spent by Ria at school?

**Learning Outcomes:**

- Students will be able to make correct inferences from the text.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

- c) What is the total percentage of time spent by Ria in playing games and doing her

**Learning Outcome:**

- i. Students will be able to apply mathematical thinking to solve a range of problems in everyday situations.**

- d) What percentage of time is spent by Ria for having her lunch and watching TV?

**Learning Outcomes:**

- i. Students will be able to make correct inferences from the text.**

- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

- e) Do you think the time spent by Ria on playing is sufficient for her physical and mental well-being? Give reasons for your answer.

**Learning Outcomes:**

- i. Students will be able to think critically and logically.**  
**ii. Students will be able to communicate more effectively.**

**1.2 (i) A House, A Home****Concepts Covered:** Speaking**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively and speak more eloquently
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

**Question 1: Recite the poem "A House, A Home". Then, read the given stanza carefully and answer the questions that follow.**

What is a house?  
It's bricks and stones  
and woods that hard.  
Some window glass  
and perhaps a yard.  
It's eaves and chimneys  
and tile floors  
and stucco and roof  
and lots of door!

**1. Which of the following words means the same as 'vent'?**

- a. eaves
- b. chimney
- c. tiles
- d. stucco

**Learning Outcomes:**

- 1. Students will be able to add words to their vocabulary.**
- 2. Students will be able to use synonyms/antonyms appropriately.**

**3. Students will be able to deduce word meanings from clues in context while reading a variety of texts.**

**2. According to the stanza, what things are used to build a house?**

- a. bricks, stone, straw
- b. grass, water , air,
- c. water, bricks, grass
- d. wood, bricks, stone,

**Learning Outcome:**

**1. Students will be able to make inferences from the text.**

**3. There are fifteen houses in a locality. These houses are surrounded by two parks. Each house has 5 members living in it. Mostly all the members use these parks for recreational purposes. How many members altogether live in this locality?**

- a. 15
- b. 60
- c. 20
- d. 65

**Learning Outcomes:**

**i. Students will be able to apply calculation of multiplication in a given real world situation.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

**4. Which of the following terms means the same as "window glass"?**

- a. glass pane
- b. glass plane
- c. glass pain
- d. glass plain

**Learning Outcomes:**

**i. Students will be able to make inferences from the text.**

**ii. Students will be able to use synonyms/antonyms correctly.**

**5. Find out and give a synonym of the word "yard" from the given stanza.**

- a) bathroom
- b) garden
- c) pool
- d) kitchen

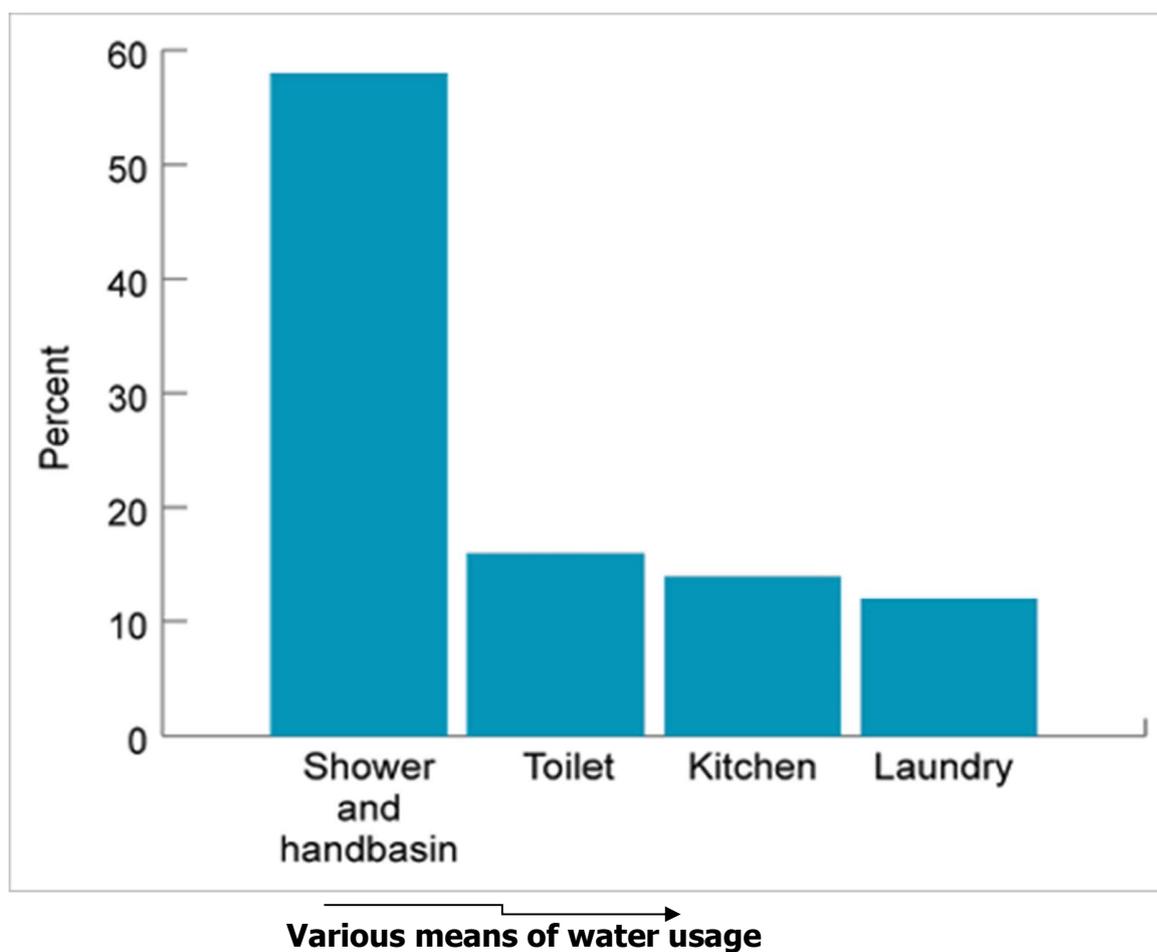
**Learning Outcomes:**

**i. Students will be able to use synonyms/antonyms appropriately.**

**ii. Students will be able to deduce word meanings from clues in context while reading a variety of texts.**

**1.2(ii) A House, A Home (Non- continuous passage)****Concept Covered:** Comprehension**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Make correct inferences from the text/figure
- Apply mathematical thinking to solve a range of problems in everyday situations

**Study the given bar graph carefully and answer the questions that follow:**

1. What percentage of water is used in the kitchen?
  - a. 13%
  - b. 55%
  - c. 35%
  - d. 10%

**Learning Outcomes:**

- i. Students will be able to make inferences from the picture.**
- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

- 2. What is the difference between the percentage of water used in toilet and laundry?**

**Learning Outcomes:**

- i. Students will be able to apply calculation of subtraction in a given real world situation.**
- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

- 3. According to the graph, if 58 % of water is used for shower in a day then, what percentage of water is being consumed in other ways?**

**Learning Outcomes:**

- i. Students will be able to apply mathematical thinking to solve a problem in everyday situation.**
- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

- 4. Which of the following is a method of water conservation?**

- a. Leaving tap running while not in use
- b. Water games
- c. Rainwater harvesting
- d. Dumping waste in water bodies

**Learning Outcome: i. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

- 5. Why is water needed for a healthy ecosystem? Comment.**

**Learning Outcomes:**

- i. Students will be able to apply critical and creative thinking.**

## Module 2

**Class: VI**

### **2.1(i) How the Dog Found Himself a New Master! (Continuous passage)**

#### **Concepts: Facilitate Language Proficiency**

#### **Learning competencies:**

- **Language competencies**
- **Develop reading techniques of Skimming and scanning**
- **Creative thinking, Critical Thinking, Problem Solving**

#### **Read the passage given below.**

DOGS were once their own masters and lived the way wolves do, in freedom, until a dog was born who was ill pleased with this way of life. He was sick and tired of wandering about by himself looking for food and being frightened of those who were stronger than he.

He thought it over and decided that the best thing for him to do was to become the servant of one who was stronger than anyone on earth, and he set out to find such a master.

#### **Answer the following questions by choosing the most appropriate options:**

1. How does the author compare the way of living of dogs with that of wolves?
  - a. Dogs live together for survival like wolves.
  - b. Dogs live freely like wolves.
  - c. Dogs are their own masters like wolves.
  - d. All the above.

- I. a & b
- II. b & c
- III. a & d
- IV. a & c

#### **LEARNING OUTCOMES**

The learners

- I. Read the passage with comprehension
- II. Think critically and compare the ways of living of different animals

2. Why was the dog unhappy with his way of life?
- He was afraid of stronger animals.
  - He found his life boring and unsafe.
  - He was tired of looking for food.
  - All the above

### **LEARNING OUTCOME**

The learners will be able to select relevant information and think critically.

3. After much thought, what solutions does the dog find to his problem?
- He decided to
- contact the wise owl to solve his problem.
  - become the servant of one who was stronger and more powerful than he.
  - leave the forest and go to the city.
  - none of the above

### **LEARNING OUTCOME**

The learner will recognize the main idea in the text and retrieve relevant information.

4. Which of the following word is not a synonym of the word 'wandering'?
- Strolling
  - Roaming
  - Travelling
  - Settled

### **LEARNING OUTCOME**

The learner refers dictionary and thesaurus to find meanings while reading or deduce meaning from the context, and uses synonyms and antonyms appropriately.

5. Which of the following is the meaning of the phrasal verb, 'Set Out' in the sentence, 'He thought it over and decided that the best thing for him to do was to become the servant of one who was stronger than anyone on earth, and he **set out** to find such a master.'
- To work for somebody as servant
  - To start an activity with a particular aim
  - To find a companion
  - None of the above

**LEARNING OUTCOME**

The learners will either deduce meaning from the clues in the text or refer to dictionary to check the meaning.

## 2.1(ii) Non- continuous passage

**Study the information given below and answer the questions:**

The dog found a new master called Sally. She took him home and named him 'Snoopy'. She takes good care of him. She decided to buy a few items for Snoopy, her white haired pet from Pet Products.



**PET PRODUCTS**  
www.petproducts.com

**Chewing Bones**  
Dogs love to chew. These bones have a unique shape and texture specially designed for developing teeth and gums.  
Available in packs of 10



**Milk and Vegetable**  
A wholesome meal, packed with essential nutrients vital to the healthy growth of your pet.  
Available in 1, 5, 10 Kg packs  
Mfg Date: 25.04.2018



**Dog Shampoo**  
Specially formulated for all white and light haired dogs. Contains Aloe Vera & Camomile  
Gentle shampoo  
Keeps coats soft  
Available in 50, 100 ml



**Flea Prevention Powder & Cream**  
Prevents flea eggs from hatching  
Prevents larvae from developing  
Kills fleas, ticks and biting lice  
Available in 50, 100 g packs  
Long term Effect not guaranteed



Refunds will be processed only on production of receipt.

1. Why does Sally want to buy chewing bones?

### LEARNING OUTCOME

Children will learn to read advertisements, select relevant information from advertisements and create meaningful sentences.

2. What does Sally do to keep the coat of her dog soft?

**LEARNING OUTCOME**

Children will learn to skim and scan for specific information.

3. Why is it important to use flea prevention powder and cream periodically?

**LEARNING OUTCOME**

Children will learn to analyze the features of products and develop thinking skills.

4. Sally wants to buy 30 chewing bones for her dog. How many packs of chewing bones will she buy?

**LEARNING OUTCOME**

Children will learn to read the text carefully, develop mathematical and problem solving skills.

5. Sally purchased two packets of milk and vegetables for the healthy growth of her pet, Snoopy. On reaching home she noticed the withdrawal warning on the can and decided to return the products to the store and claim the refund. She can get a refund for the product if:
- a. She shows her purchase slip.
  - b. She returns the milk and vegetables to the store because the manufacturing date was before the withdrawal date.
  - c. Snoopy falls ill after digesting milk and vegetables bought from the store.
  - d. All the above

**LEARNING OUTCOME**

Children will learn to skim and scan the text for relevant information.

**2.2 (i) The Kite (Continuous passage)****Concepts Covered:** Vocabulary and Recitation**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively and speak more eloquently
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

**Recite the poem "The Kite". Then, read the given stanza carefully and answer the questions that follow.**

When (the kite's) string goes slack  
You wind it back  
And run until  
A new breeze blows  
And its wings fill  
And up it goes!

**1. Which of the following words means the same as 'slack'?**

- a. gauge
- b. loose
- c. tight
- d. weak

**Learning Outcomes:**

- i. Students will be able to add words to their vocabulary.**
- ii. Students will be able to use synonyms/antonyms appropriately.**
- iii. Students will be able to deduce word meanings from clues in context while reading a variety of texts.**

**2. According to the stanza, the kite rises as the**

- a. wind flows
- b. wind stops
- c. clouds clear
- d. rain falls

**Learning Outcome:**

**i. Students will be able to make inferences from the text.**

**3. A kite is flying at the height of 200 meters. At this altitude, the wind speed is 30% higher than the wind speed on the ground. If a wind speed of 20 km/h is measured on the ground then, what is the speed of wind that blows into the kite at the height of 200 meters?**

- a. 23 km/h
- b. 24 km/h
- c. 25 km/h
- d. 26 km/h

**Learning Outcomes:**

**i. Students will be able to apply calculation of percentage in a given real world situation.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

**4. Which of the following terms means the same as 'wind it back'?**

- a. pull or move it back
- b. push or move it forward
- c. bring it to the ground
- d. fill its wings

**Learning Outcome:**

**i. Students will be able to comprehend phrasal verbs and make inferences from the text.**

**5. Find out and give a synonym of the word "thread" from the given stanza.**

- a. wind
- b. string
- c. run
- d. slack

**Learning Outcomes:**

- i. Students will be able to use synonyms/antonyms appropriately.**
- ii. Students will be able to deduce word meanings from clues in context while reading a variety of texts.**

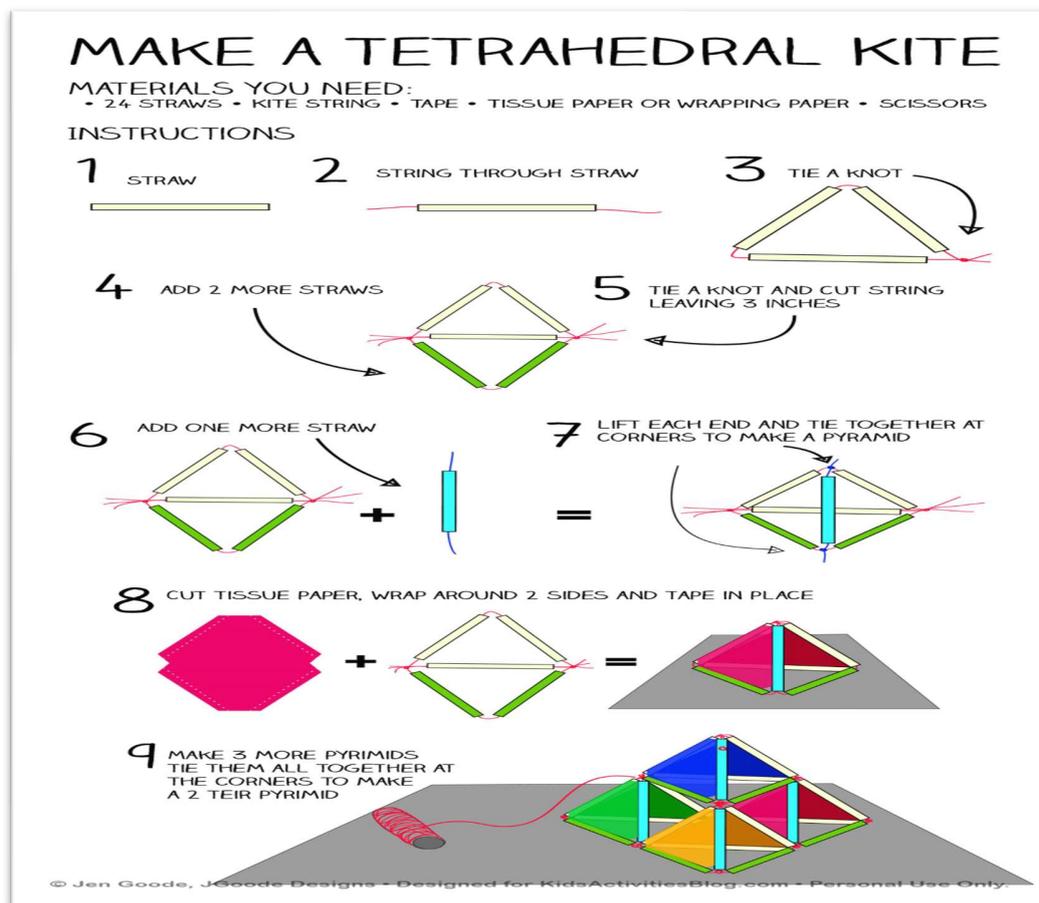
## 2.2(ii –a) The Kite

**Concept Covered:** Vocabulary

**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Make correct inferences from the text/image
- Apply mathematical thinking to solve a range of problems in everyday situations

**Study the given image depicting the process of making a Tetrahedral Kite carefully and answer the questions that follow.**



**1. Which of the following items is not needed for making a tetrahedral kite?**

- a. scissors
- b. straws
- c. scrapbook
- d. string

**Learning Outcomes:**

**i. Students will be able to make inferences from the picture.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

**2. Looking at the final structure of the Tetrahedral Kite (Step 9), what according to you should be the meaning of the word 'Tetra'?**

- a. a combining form meaning 'three'
- b. a combining form meaning 'four'
- c. a combining form meaning 'five'
- d. a combining form meaning 'six'

**Learning Outcomes:**

**i. Students will be able to make inferences from the picture.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

**3. According to the given process, how many straws would have been required if one was to make a kite containing 3 pyramids instead of 4?**

- a. 15
- b. 16
- c. 17
- d. 18

**Learning Outcome:**

**i. Students will be able to make inferences from the picture.**

**4. Which of the following items can be used in place of the tissue paper or wrapping paper?**

- a. a windowpane
- b. a newspaper
- c. a metal sheet
- d. a marble slab

**Learning Outcome:**

**i. Students will be able to apply critical and creative thinking in solving various problems.**

**5. Find out and give an antonym of the word "reduce" from the given image.**

- a. scissors
- b. add
- c. cut
- d. string

**Learning Outcome**

**i. Students will be able to use synonyms/antonyms appropriately.**

**Class: 6**

## **Module 3**

**Class: VI**

### **3.1 (i) Taro's Reward (Continuous passage)**

**Concept Covered:** Exposure to Language

**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

**Read the given text carefully and answer the questions that follow.**

The story of Taro and his magic waterfall reached the Emperor of Japan. He sent for the young woodcutter, and rewarded him with twenty pieces of gold for having been so good and kind. Then he named the most beautiful fountain in the city after Taro. This, said the Emperor was to encourage all children to honour and obey their parents.

**1. 'This, said the Emperor was to encourage all children to honour and obey their parents'. What does 'this' refer to?**

- a. the gesture of anger
- b. the gesture of appreciation
- c. the gesture of doubt
- d. the gesture of discontent

**Learning Outcomes:**

**i. Students will be able to deduce word meanings from clues in context.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

**2. What does 'sent for' mean?**

- a. sent
- b. called
- c. presented
- d. punished

**Learning Outcome:****i. Students will be able to comprehend phrasal verbs.**

**3. To buy a luxurious house for his family, Taro decides to sell the gold in the market. If each piece of gold weighs 10 gram then, how much money Taro is likely to get after selling all the pieces of gold? Note that the cost of 10 gram of gold is Rs. 51200.**

- a. Rs. 10, 24, 000
- b. Rs. 10, 20, 000
- c. Rs. 12, 04, 000
- d. Rs. 12, 00, 400

**Learning Outcome:****i. Students will be able to correctly enumerate the product of different numbers.**

**4. Find out and write a synonym of the word 'respect' from the given text.**

- a. good
- b. kind
- c. honour
- d. encourage

**Learning Outcome:****i. Students will be able to use synonyms/antonyms appropriately.**

**5. The Japanese name 'Taro' essentially means 'strong' or 'masculine'. Keeping this in consideration, which one of the following words can possibly be used to describe the name 'Taro'?**

- a. kind
- b. heroic
- c. weak
- d. delicate

**Learning Outcomes:**

**i. Students will be able to deduce word meanings from clues in context.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts.**

**iii. Students will be able to use synonyms/antonyms appropriately.**

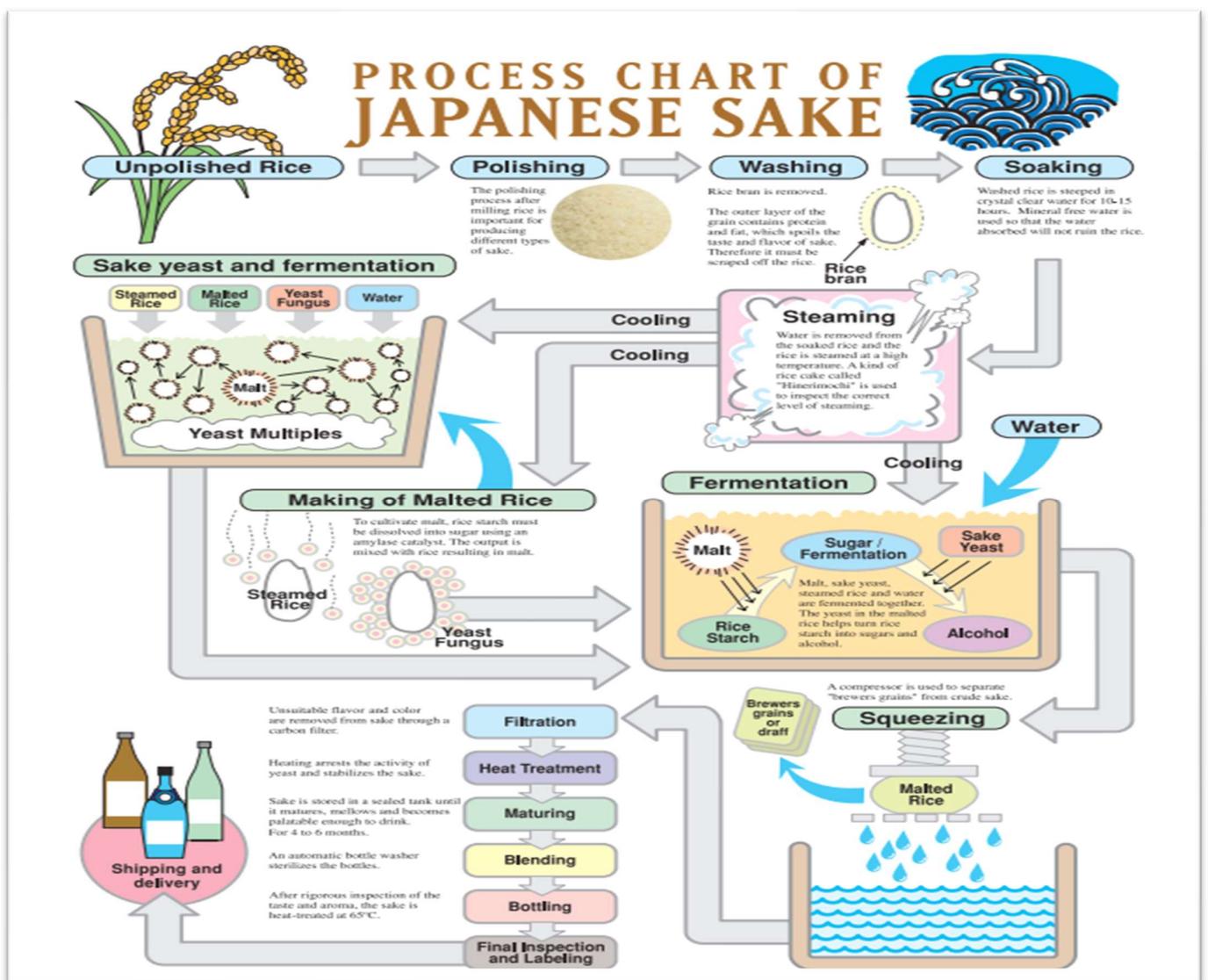
### 3.1(ii) Taro's Reward (Non continuous passage)

**Concept Covered:** Exposure to Language

**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Make correct inferences from the image
- Apply scientific thinking and describe various processes like steaming, polishing, maturing, etc.

The chapter 'Taro's Reward' exhibits a son's desire to buy the expensive Japanese drink, Saké for his poor old father. The son (Taro) is ultimately rewarded by the nature in the form of the magical waterfall. Study the given picture depicting process of making Saké carefully and answer the questions that follow.



**1. When does 'Heat Treatment' take place in the preparation of the Japanese drink, Saké?**

- a. After Blending
- b. Before Squeezing
- c. After Filtration
- d. Before Bottling

**Learning Outcomes:**

**i. Students will be able to make inferences from the picture.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

**2. Sake is stored until it ripens and becomes mellow and drinkable. The given statement describes which of the following steps?**

- a. Cooling
- b. Maturing
- c. Squeezing
- d. Steaming

**Learning Outcomes:**

**i. Students will be able to apply scientific thinking and define various scientific processes.**

**ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

**3. How many processes take place between Filtration and Shipping & Delivery of Saké?**

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

**Learning Outcome:**

**i. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/ images.**

**4. Which of the following items is not added in 'Saké Yeast & Fermentation'?**

- a. Malted Rice
- b. Water
- c. Rice Bran
- d. Yeast Fungus

**Learning Outcome:**

**i. Students will be able to make inferences from the picture.**

**5. Find out and write the synonym of the word "crushing" from the given image.**

- a. steaming
- b. squeezing
- c. heating
- d. washing

**Learning Outcomes:**

**i. Students will be able to use synonyms/antonyms appropriately.**

**ii. Students will be able to deduce word meanings while studying the image.**

**3.2(i) Quarrel (Continuous passage)****LEARNING OUTCOMES:**

- enjoys inputs in the given contexts to understand, infer, interpret and appreciate.
- learns uses of language in different perspectives.
- reads, comprehends and responds to complex texts independently.
- correlates the text with his personal life experience.
- consults/refers to dictionary and books for academic and other purposes.
- identifies and uses the significant literary figurative meaning of words and phrases given in the text to enhance his vocabulary.

**LEARNING COMPETENCIES:**

- **Problem Solving**
- **Critical Thinking**
- **Creative Thinking**

**Recite the poem "Quarrel" from your textbook. Then, read the stanza given below and answer the following questions:**

*We hated one another*

*The afternoon turned black.*

*Then suddenly my brother*

*Thumped me on the back,*

*And said, "Oh, come along!*

*We can't go on all night---*

*I was in the wrong."*

*So he was in the right.*

**Q1. What is the difference between a 'Quarrel' and a 'Fight'?**

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- a. A 'Quarrel' is a verbal dispute and 'Fight' is a physical conflict
  - b. A 'Quarrel' is a physical conflict and a 'Fight' is a verbal dispute
  - c. Both are verbal disputes
  - d. Both are physical conflicts
- 

**Learning Outcome:**

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- i. The learner will use his own personal experience to understand the given terms.
  - ii. The learner will refer to dictionary for vocabulary.)
- 

Q2. How days and nights are formed?

(Learning Outcome:

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- i. Interdisciplinary question. The learner will use his scientific knowledge to answer this question.
  - ii. The learner will integrate his knowledge with other subjects to find the answer of this question i.e. Geography and physics.
- 

**3. In the given stanza above which word means same as 'knocked'?**

(Learning outcome: *Interdisciplinary Question*. The learner will integrate his knowledge with other subjects to find the answer of this question i.e. Geography and physics)

**Q4. Suppose it's your Birthday. There are 30 students in your class. You have 60 pencil boxes, 30 erasers and 300 candies with you to distribute among your classmates on this occasion. How will you divide these articles among students equally?**

---

- a. One pencil box, one candy, one eraser
  - b. Two pencil boxes, one eraser, three candies
  - c. Two pencil boxes, one eraser, five candies
  - d. Two pencil boxes, one eraser, ten candies
-

**(Learning Outcome: *Interdisciplinary and Experiential Based Question.*** The learner will correlate the question with his mathematical knowledge along with his personal life experience.)

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Q5. Find out two words from the given stanza which are antonyms to each other?

**(Learning Outcome: The learner will read the stanza carefully to reach the answer.)**

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### **3.2(ii) THE QUARREL (Non-continuous text)**

#### **1. LEARNING OUTCOMES**

- enjoys inputs in the given contexts to understand, infer, interpret and appreciate.
- learns uses of language in different perspectives.
- reads, comprehends and responds to complex texts independently.
- correlates the text with his personal life experience.
- consults/refers to dictionary and books for academic and other purposes.
- identifies and uses the significant literary figurative meaning of words and phrases given in the text to enhance his vocabulary.

Analyze the given map of India carefully and answer the following questions:



**Q1. What is the name of International border between India and China?**

- (A) LOC
- (B) LAC
- (C) PALK STRAIGHT
- (D) GULF OF MANNAR

**(Learning Outcome: *Interdisciplinary Question*. The learner will read and refer other texts to reach the answer)**

**Q2. When a person is in anger, which stress hormones are released from his human body?**

- (A) CORTISOL
- (B) THYROID
- (C) SEROTONIN
- (D) OXYTOCIN

**(Learning Outcome: The learner will refer other texts and will use his scientific knowledge)**

Q3. Suppose there is a park in front of your house. Find the area of this rectangular park if its perimeter is 48m and its breadth is 6m.

**Q4. Name the city which is the capital of two states in India?**

**(Learning outcome:**

- i. The learner will analyze and read the map carefully and will learn to read for joy.**
- ii. The learner will respond to the variety of questions on familiar and unfamiliar texts.)**

**Q5. Which gas is known as 'laughing gas'?**

**(Learning Outcome:**

- i. The learner will use his scientific knowledge.**
- ii. The learner will go beyond textbook to find the answer.**
- iii. It will create his interest to read a variety of texts.)**

## MODULE 4

**CLASS:VI**

### 4.1(i) An Indian-American Woman in Space: Kalpana Chawla

(Continuous text)

#### 1. **LEARNING OUTCOMES:**

The learner:

- enjoys inputs in the given contexts to understand, infer, interpret and appreciate.
- learns uses of language in different perspectives.
- reads, comprehends and responds to complex texts independently.
- reads stories and literary texts-both fiction and non-fiction with understanding for pleasure and enjoyment.
- correlates the text with his personal life experience.
- consults/refers to dictionary and books for academic and other purposes.
- identifies and uses the significant literary figurative meaning of words and phrases given in the text to enhance his vocabulary.

**Read the passage below and answer the following questions:**

Kalpana's first space mission in the space shuttle, Columbia, was 15 days, 16 hours and 34 minutes long. During this time, she went around the earth 252 times, travelling 10.45 million kilometers! The crew included a Japanese and a Ukrainian astronaut. The crew performed experiments such as pollinating plants to observe food growth in space, and tests for making stronger metals and faster computer chips--- all for a price tag of about 56 million dollars.

**1. What was the name of Space Shuttle used in the Kalpana's first space mission?**

- a. space shuttle
- b. Japanese
- c. Ukrainian
- d. Columbia

(Learning Outcome: The learner will read the text with interest to extract the information

**2. What is the difference between 'Rotation of Earth' and 'Revolution of earth'?**

---

(Learning outcome: *Interdisciplinary Question*. The learner will integrate his knowledge with other subjects to find the answer of this question i.e. Geography and physics)

**Q3. Suppose Kalpana starts from her home to reach at her space center (C) from 'Point A'. After walking on a straight road for 50 meters, she takes a turn at 'point B' towards her right and keeps on walking for more 50 meters to reach her destination 'C'. Now what is the degree of angle Kalpana has formed walking from point A to point C.**

---

- a. 40 degrees
  - b. 60 degrees
  - c. 90 degrees
  - d. none of the above
  - e. all of the above
- 

(Learning Outcome: *Interdisciplinary and Experiential Based Question*. The learner will correlate the question with his mathematical knowledge along with his personal life experience of walking on a road to reach the answer)

**Q4. Choose the correct options to match the following word-meanings.**

**Word - Meanings**

- a) crew - 1. notice**
  - b) Astronaut - 2. A group of people who work on a ship, aircraft etc.**
  - c) Pollinating - 3. A person who is trained to travel in a spacecraft**
  - d) Observe - 4. Process of fertilization in flowers, plants etc.**
- 

- a. a-1, b-2, c-3, d-4
  - b. a-2, b-3, c-1, d-4
  - c. a-2, b-3, c-4, d-1
  - d. all of the above are correct
- 

(Learning outcome: The learner will refer to other texts or a dictionary to find the meanings)

**Q5. India's famous Space satellite center ISRO is located in \_\_\_\_\_  
city of \_\_\_\_\_ state.**

(Learning Outcome: The learner will go beyond the textbook to refer and find answer of this REAL LIFE BASED G.K. Question)

---

**4.1(ii) Non-continuous text****2. LEARNING OUTCOMES:**

The learner:

- enjoys inputs in the given contexts to understand, infer, interpret and appreciate.
- learns uses of language in different perspectives.
- reads, comprehends and responds to complex texts independently.
- reads stories and literary texts-both fiction and non-fiction with understanding for pleasure and enjoyment.
- correlates the text with his personal life experience.
- consults/refers to dictionary and books for academic and other purposes.
- identifies and uses the significant literary figurative meaning of words and phrases given in the text to enhance his vocabulary.

**Analyze the given pictures carefully and answer the following questions:**

**PICTURE-1**

**PICTURE-2**

© Can Stock Photo.

**PICTURE-3**

**Q1. What is the difference between an airplane and a spaceship?**

---

**(Learning Outcome:**

**i. The learner will use his own experience and will go beyond textbook to find answer.**

**ii. The learner will refer to dictionary for vocabulary)**

**Q2. Recognize the aircraft shown in the picture1 above, and give its name. This aircraft was recently in news in the month of JULY 2020?**

- 
- a. SUKHOI SU-30
  - b. HAL TEJAS
  - c. DASSAULT RAFALE
- 

---

**(Learning Outcome:**

**i. The learner reads a variety of text to identify and relate the given question.**

ii. The learner gains knowledge about the variety of given information inside the question to explore more.

**Q3. The perimeter of a rectangle is 230 cm. If the length of the rectangle is 70 cm, find its breadth and area?**

**(Learning Outcome: Learner will be able to apply mathematical calculation in the given situation)**

**Q4. Make any Five words with the letters used in the word 'AEROPLANE'. One has been done for you. E.g. REPEAL**

**(Learning Outcome:**

**i. The learner will read a variety of texts in English.**

**ii. The learner will refer to dictionary for vocabulary.)**

**Q.5. When you fly a paper airplane, what makes a paper airplane fly the farthest?**

**(Learning Outcome:**

**i. The learner will use his personal experience to answer this 'Experiential Based Question'**

**ii. The learner will read a variety of texts to find the science behind it.**

**iii. The learner will explore his Scientific Knowledge to reach the answer.)**

---

**4.2(i) (Continuous passage)****Title: Beauty****Concepts: Developing reading skills, exposure to language****Learning competencies:**

- **Language competencies**
- **Develop reading techniques of Skimming and scanning**
- **Creative thinking, Critical Thinking, Problem Solving**

**Read the stanza given below:**

*Beauty is seen  
In the sunlight,  
The trees, the birds,  
Corn growing and people working  
Or dancing for their harvest.*

**Answer the following questions by choosing the most appropriate options:**

1. Which of the following has not been mentioned in the stanza
  - a. Trees
  - b. Rives
  - c. Birds
  - d. Sunlight

**LEARNING OUTCOMES**

The learners will form a general understanding of the poem, select relevant information and be able to identify beautiful things in their surroundings.

2. How does the poetess, E- Yeh-Shure exemplify that beauty can be seen in small actions?

**LEARNING OUTCOME**

Children will understand the deeper meaning of the word 'Beauty'. They will also learn to express their opinion.

3. People in the field are dancing with happiness because\_\_\_\_\_
  - a. it is a custom to dance before growing corn
  - b. it is the beginning of spring season
  - c. they reaped a good harvest
  - d. they are celebrating Baisakhi festival

**LEARNING OUTCOME**

Children will learn to interpret the text and develop their thinking skills.

4. Which of the following is not a synonym of the word 'beauty'
- Attractive
  - Charm
  - Gorgeous
  - Ugly

**LEARNING OUTCOME**

The learners will develop the habit of looking up the dictionary/thesaurus for meaning/ synonym.

5. What role do beautiful things play in our life?
- Beautiful things keep us happy
  - Beautiful things provide us good health
  - Beautiful things remove sadness from our lives
  - All the above

**LEARNING OUTCOME**

The learners will reflect on the poem and relate it with their personal life.

**4.2(ii)** (Non-continuous passage)

**Study the information given below and answer the questions that follow:**

# Coorg: A Green Paradise

**TAKE A MESMERIZING JOURNEY  
TO THE 'SCOTLAND OF INDIA'**

Coorg or Kodagu is the land of coffee, cardamom and the Cauvery. Nestled on the slopes of the Western Ghats, Coorg entices you with its undulating hills, lush green forests and a mind-blowing landscape dotted with coffee plantations, vast tea gardens and orange groves. Madikeri is the capital of Coorg district. Coorg offers a spectacular visual treat with its mist-covered peaks, chirping birds and sparkling streams, not to mention the unique, delicious flavours of Kodagu cuisine. Experience Coorg, discover nature in all its splendour!



Reference: KSTDC

1. What is being described as the Scotland of India?
  - a. Karnataka
  - b. Coorg
  - c. Abbey Falls
  - d. Talakaberi

### **LEARNING OUTCOME**

Children will learn retrieve information from the passage.

2. Coorg is a popular destination for tourists ..... .
  - a. for its lush green forests
  - b. for it offers abundant scenic beauty
  - c. for its vast tea gardens and coffee plantations
  - d. All the above

### **LEARNING OUTCOME**

Children will be able to arrive at a reasoned solution.

3. What is the source of brochure?
- Makemytrip.com
  - Lonely Planet Travel Guide
  - KSTDC
  - None of the above

**LEARNING OUTCOME**

Children will learn to select relevant information.

4. Saloni decides to visit Coorg. She decides to drive from Mysore in her car to Coorg. In how many hours will she reach Coorg if she drives at an average speed of 40 Km/ hr.
- 1 hour
  - 2 hours
  - 3 hours
  - 4 hours

**LEARNING OUTCOME**

Children will learn to read the text carefully and develop mathematical skills.

5. Why is the journey to Coorg called a mesmerizing journey?

**LEARNING OUTCOME**

Retrieving relevant information and critical thinking.

## Module 5

**Class: VI**

### 5.1(i) A Different Kind of School

**Concepts Covered:** Sequencing and Grammar

**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Make correct inferences from the text
- Use distributive adjectives correctly
- Sequence the events accurately
- Apply mathematical thinking to solve a range of problems in everyday situations

**Question 1: Read the given text carefully and answer the questions that follow.**

This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term, every child has one blind day, one lame day, one deaf day, one injured day and one dumb day. During the blind day their eyes are bandaged absolutely and they are on their honour not to peep. The bandage is put on overnight so they wake blind. This means that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way – both the blind and the helpers.

**1. "Each term, every child has one blind day, one deaf day, one injured day and one dumb day. "In the given sentence, words like 'each' and 'every' are used to address members of a group as individuals (one at a time). Such words are also called \_\_\_\_\_.**

- a) demonstrative adjectives
- b) distributive pronouns
- c) demonstrative pronouns
- d) distributive adjectives

**Learning Outcome:**

**i. Students will be able to understand various English Grammar concepts.**

**2. The following points have been taken from the given text. Choose the correct sequence of the appearance of these points in the text.**

1. Miss Beam says that a student's eye is bandaged absolutely on his or her blind day.
2. Miss Beam says that each term every child has one blind day, one lame day, one injured day, one dumb day and one deaf day.
3. Miss Beam states that when kids share in misfortune of the blind by bandaging their eyes or by helping other students, they learn a lot.
4. Miss Beam informs the writer that 'making the kids share in misfortune' is a very important part of her school's system.
5. Miss Beam mentions that during blind days, it is on the students' honour not to peep.

- a) 1, 5, 4, 3, 2
- b) 4, 2, 1, 5, 3
- c) 4, 3, 2, 1, 5
- d) 4, 1, 2, 3, 5

**Learning Outcome:**

**i. Students will be able to sequence different points given the text correctly.**

**3. Which of the following words from the text means the same as "look quickly or secretly"?**

- a. honour
- b. overnight
- c. peep
- d. appreciate

**Learning Outcomes:**

- i. Students will be able to deduce word meanings from clues in context.**
- ii. Students will be able to use synonyms/antonyms appropriately.**

**4. The table given below shows the number of students in each class of Miss Beam's school. If the "Lame Day" is assigned only to the students of Grade 5 and 6, the "Deaf Day" is assigned only to the students of Grade 5, 6 and 7, the "Injured Day" is assigned only to students of Grade 4, 5 and 6 and the**

**“Blind Day” is assigned only to the students of Grade 6, 7 and 8 then, how many students partook in the “Injured Day” and the “Lame Day”?**

<b>Class</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>No. of Students</b>	<b>77</b>	<b>68</b>	<b>88</b>	<b>83</b>	<b>90</b>

- a. 240 and 108 students respectively
- b. 265 and 154 students respectively
- c. 233 and 156 students respectively
- d. 233 and 145 students respectively

**Learning Outcomes:**

- i. Students will be able to make correct inferences from the text/table.**
- ii. Students will be able to enumerate the sum of different numbers correctly.**

**5. Which of the following words from the text is the antonym of the word “criticise”?**

- a) peep
- b) appreciate
- c) help
- d) learn

**Learning Outcomes:**

- i. Students will be able to deduce word meanings from clues in context.**
- ii. Students will be able to use synonyms/antonyms appropriately.**

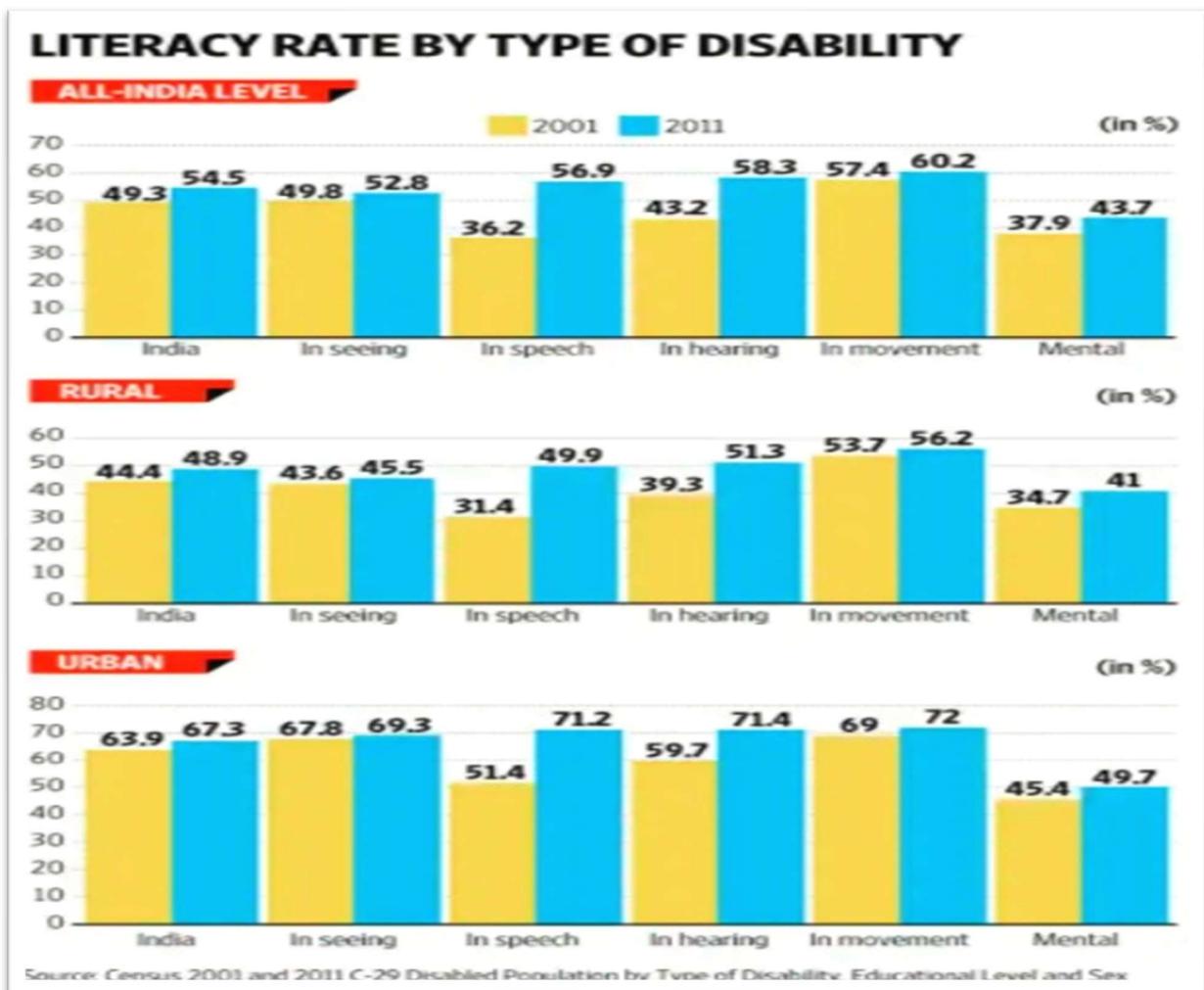
### 5.1(ii) A Different Kind of School (Non- continuous passage)

**Concepts Covered:** Writing

**Learning Competencies:**

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively and write more compellingly
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

**1. Miss Beam established an effective system to make students understand the misfortune of differently-abled. Given below is a chart showing literacy rates of Special Needs Students in different areas of the country. Study the given chart carefully and answer the questions that follow.**



**1. The literacy rate of rural students with hearing disability (2011) is less than that of the literacy rate of urban students by \_\_\_\_\_.**

- e) 23.4%
- f) 20.1%
- g) 19.8%
- h) 19.6%

**Learning Outcomes:**

- i. Students will be able to make correct inferences from the chart.**
- ii. Students will be able to apply mathematical skills in a given real world problem.**

**2. Students with which of the following disabilities had the least literacy rate at the All-India level in 2001?**

- a. speech
- b. hearing
- c. mental
- d. seeing

**Learning Outcome:**

- i. Students will be able to make correct inferences from the chart.**

**3. Why do you think the literacy rate of Special Needs Students is higher in the urban areas?**

- a) Urban areas are more developed and have better educational facilities for students with special needs.
- b) Rural areas face power shortage too frequently.
- c) People in urban areas are less knowledgeable.
- d) Rural areas have many schools and educational institutions for students with special needs.

**Learning Outcomes:**

- i. Students will be able to apply critical and creative thinking.**
- ii. Students will be able to respond to a variety of questions on familiar and unfamiliar texts/images.**

**4. The Source of the chart states "Census 2001 and 2011". According to you, which of the following groups of words describes the word "census" most clearly?**

- a) an official count of buses in the country
- b) an official count or survey of a population
- c) the financial statements of a company
- d) a statement made by the Prime Minister of India

**Learning Outcome:**

**i. Students will be able to make correct inferences from the chart.**

**5. Which of the following criteria has not been used for preparing the chart?**

- a) Type of Disability
- b) Sex
- c) Educational Level
- d) Mother Tongue

**Learning Outcome:**

**i. Students will be able to make correct inferences from the chart.**

## MODULE 6

### Class VI

#### Module 6.1(i) Who I Am.....

##### Learning Competencies

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

##### Learning Dimensions

- Global
- Social dimensions
- Mathematical

**Read the given text carefully and answer the questions that follow.**

#### WHO I AM.....

Radha: My favourite activity is climbing trees. Just outside our house there is a mango tree which I love to go up. Its branches spread out, so it is simple to climb up the tree, and I can sit comfortably in the fork of two branches. My mother tells me it is not sensible for girls to climb trees, but one afternoon she climbed up too, and both of us sat there talking and eating raw mangoes. When I am high up the tree, I feel like I can rule the whole world.

**i. Which of the following words from the text is the synonym of the word "reasonable"?**

- |            |             |
|------------|-------------|
| a. climbed | b. simple   |
| c. spread  | d. sensible |

(LO: uses synonyms/antonyms appropriately)

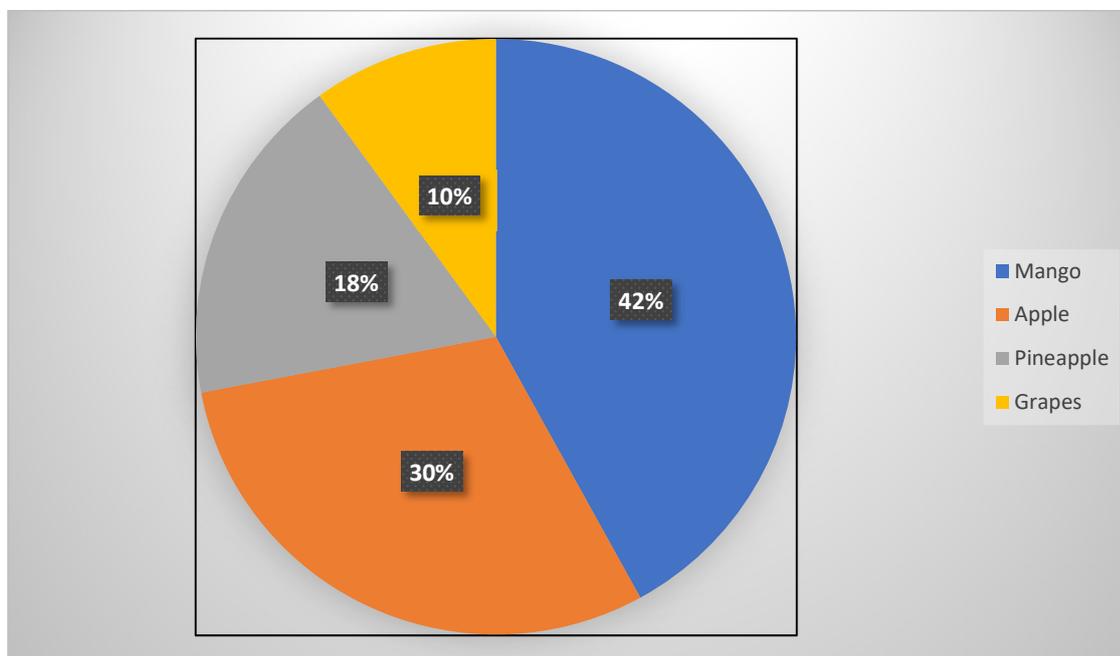
**ii. Radha's favourite activity was to \_\_\_\_\_.**

- |                    |   |
|--------------------|---|
| a. eat raw mangoes | b. eat fresh mangoes                    |
| c. climb trees     | d. talk and eat mangoes with her mother |

(LO: responds to a variety of questions on familiar and unfamiliar texts)



**6.1 (ii) Answer the following questions in relation to the pie chart given below.**



**Figure: The pie chart shows the percentage of fruits liked by children of 12 cities of Mumbai.**

**i. According to the chart, which fruit is most liked by the children?**

- a. Apple
- b. Mango
- c. Pineapple
- d. Grapes

(LO: reads to seek information from the chart)

**ii. Which word from the chart means the same as "portion"?**

- a. percentage
- b. chart
- c. graph
- d. shows

(LO: uses synonyms/antonyms appropriately)

**iii. The above pie chart shows the liking towards fruits by the children of \_\_\_\_\_ cities.**

- a. 10
- b. 18

c. 12

d. 28

(LO: reads to seek information from the chart)

**iv. What is the percentage of children who likes mangoes, grapes and pineapples?**

a. 17, 20, 15

b. 21, 75, 27

c. 42, 10, 18

d. 17, 55, 57

(LOs: reads to seek information from the chart and correctly enumerates the sum of different numbers)

**v. What percentage of children like to eat apples?**

a. 10

b. 20

c. 30

d. 40

(LO: reads to seek information from the chart)



**ii. What can come out clear and true \_\_\_\_\_.**

- a. thoughts
- b. food
- c. water
- d. game

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**iii. If a person matches 30 words in 2 hours, how many words can he match in 4 hours?**

- a. 20
- b. 60
- c. 35
- d. 50

(LOs: applies mathematical skills to solve a range of problems)

**iv. Why the thought needs to be groomed?**

- a. For better understanding
- b. For fun sake
- c. Words need makeup
- d. words are dying

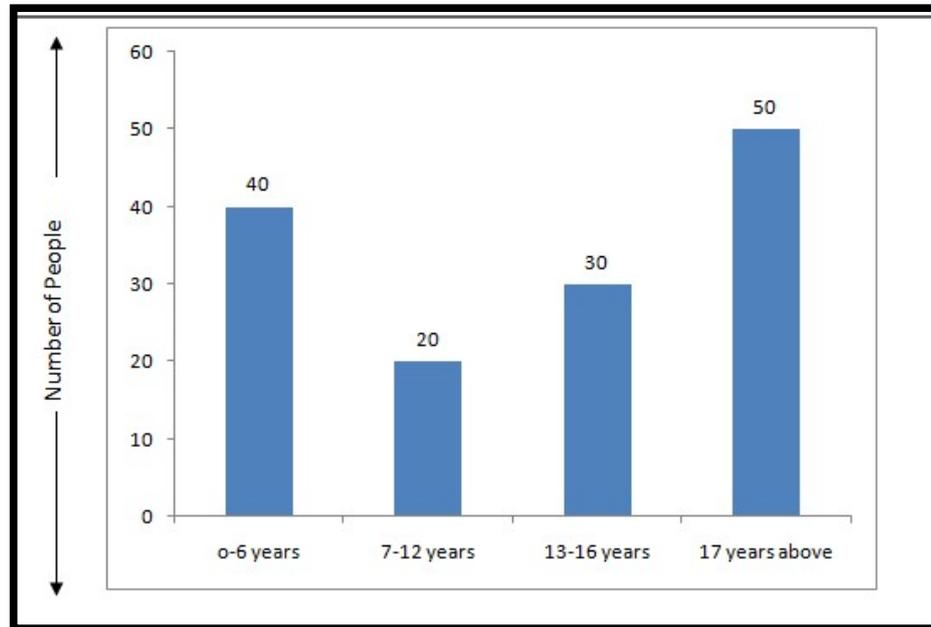
(LO: responds to a variety of questions on familiar and unfamiliar texts)

**v. Which of the following is a wonderful game as per the above stanza?**

- a. Science
- b. Mathematics
- c. English
- d. Hindi

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**6.2 (ii) Here is graph representing different age groups of people using mobile phones. Answer the following questions based on the graph.**



**i.**

**According to the graph, what is the age group of the people who are using mobile phones the most?**

- a. 0-6 years  
b. 7-12 years  
c. 3-16 years  
d. 17 years above

(LO: reads to seek information from the graph)

**ii. What is percentage of the usage of mobile phones used by the people with the age group of 7-12 years?**

- a. 40  
b. 20  
c. 30  
d. 50

(LO: reads to seek information from the graph)

**iii. What is the difference in the percentage between the usage of mobiles being used the most and the least?**

- a. 20  
b. 50  
c. 30  
d. 10

(LOs: applies mathematical skills to solve a range of problems by seeking information from the graph)



## MODULE 7

**Class: VI**

### 7(i) FAIR PLAY

#### Learning Competencies

- Managing and retrieving information
- Creative Thinking
- Critical Thinking
- Problem Solving
- Communication

#### Learning Dimensions

- Global Dimensions
- Mathematical
- Environmental
- Demographic

#### Read the passage below and answer the following questions:

The panchayat was held under the old banyan tree. Algu stood up and said, "The voice of the Panch is the voice of God. Let Sahu nominate the head Panch. I will abide by his decision." Sahu saw his chance and proposed the name of Jumman. Algu's heart sank and he turned pale. But what could he do?

The moment Jumman became head Panch, he realized his responsibility as judge and the dignity of his office. Could he, seated in that high place, have his revenge now? He thought and thought. No, he must not allow his personal feelings to come in the way of speaking the truth and doing justice.

**1. Choose the correct scientific name of the tree under which the panchayat was held?**

- (a) OCIMUM TENUIFLORUM
- (b) FICUS RELIGIOSA
- (c) FICUS BENGHALENSIS
- (d) TINOSPORA CORDIFOLIA

(L.O: reads a variety of texts in English to seek information)

**2. Choose the correct match for the following words/phrases with their corresponding meanings:**

**WORDS/PHRASES MEANINGS**

- |                       |                           |
|-----------------------|---------------------------|
| <b>1. nominate</b>    | - <b>(a) disappointed</b> |
| <b>2. abide</b>       | - <b>(b) propose</b>      |
| <b>3. heart sank</b>  | - <b>(c) nobility</b>     |
| <b>4. turned pale</b> | - <b>(d) wince</b>        |
| <b>5. dignity</b>     | - <b>(e) endure</b>       |

Ans: (A) 1a, 2b, 3c, 4d, 5e

(B) 1b, 2e, 3a, 4c, 5d

(C) 1b, 2e, 3a, 4d, 5c

(D) 1b, 2a, 3e, 4c, 5d

(L.O: responds to a variety of questions on familiar and unfamiliar texts)

**Q3. Create seven different meaningful words using four or more letters came in the word 'REVENGE'. One has been done for you:**

**1. NEVER**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

(L.O: refers to dictionary to check meanings and spellings)

**Q4. Who elects 'Sarpanch' in the Indian Political System?**

(L.O: reads a variety of texts to seek the information)

**Q5. Suppose there were total 600 male-females were residing in Algu's village. In the panchayat meeting, there were 280 males and 150 females were present. What was percentage of the total people present in the panchayat meeting including the Sarpanch and Panchs?**

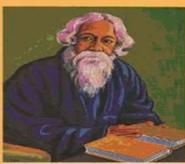
(L.O: responds to a variety of texts on familiar and unfamiliar texts, uses interdisciplinary knowledge and critical thinking to solve the mathematical problem)

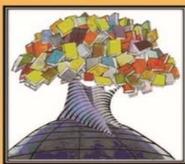
## 7(ii) Non- continuous passage

### Learning Competencies

- Managing and retrieving information
- Creative Thinking
- Critical Thinking
- Problem Solving
- Communication

Read the given Notice below and answer the following questions:





**Visva-Bharati  
Central Library  
(Visva-Bharati Library Network)**

**BOOK EXHIBITION - 2019**

Madam/Sir,

It is our great pleasure to inform you that Visva-Bharati Library Network is going to organize a 'BOOK EXHIBITION-2019' at Visva-Bharati. The exhibition will contain School, College, University, General and Children's books from all over India. Prof. Bidyut Chakrabarty, Hon'ble Vice-Chancellor has kindly consented to inaugurate the said book exhibition on 28 June 2019 (Friday) at 12.00noon.

***Venue : Central Library, Visva-Bharati, Santiniketan  
Days & Time : 28 June – 01 July 2019 (12noon to 8.00pm)***

On behalf of the Organizing Committee I would like to take this opportunity to invite you for the inaugural programme of the event and also in the Book Exhibition.

Your kind presence is highly solicited.

21 June 2019  
Santiniketan

Prof. Nirmalya Banerjee  
Prof.-in-Charge, University Library  
Visva-Bharati

**Q1. Who is organizing the Book-Exhibition in the above notice?**

---

(L.O: read, comprehend, and retrieve the information)

**Q2. Name the person whose picture is displayed on the notice above?**

- (a) MAHATAMA GANDHI
- (b) LALA LAJPAT RAI
- (c) RABINDRANATH TAGORE
- (d) SATYENDRANATH TAGORE

L.O: (reads a variety of text including the given notice to seek information)

**Q3. At which place the exhibition is going to take place?**

---

(L.O: reads to seek information from notice)

**Q4. If there was Monday on 21<sup>st</sup> June, what day will fall on the last day of the exhibition?**

- (a) MONDAY
- (b) TUESDAY
- (c) THURSDAY
- (d) SATURDAY

(L.O: responds to variety of questions on familiar and unfamiliar texts)

**Q5. Create different meaningful words with the word 'EXHIBITION'. One has been done for you.**

1. BITE
- 2.
- 3.
- 4.
- 5.

(L.O: refers to dictionary to check meanings and spellings)

## MODULE 8

### Class VI

#### 8.1(i) A Game of Chance

##### Learning competencies

- Language competencies
- Develop reading techniques of Skimming and scanning
- Creative thinking, Critical Thinking, Problem Solving

##### Learning Dimensions

- Global
- Environmental
- Mathematical
- Social
- Technological

#### 8.1(i)

**Read the passage given below.**

Then a boy, a little older than I, tried his luck. He got a comb worth 25 paise. The shopkeeper looked neither happy nor sad. He bought the comb from the boy for 25 paise. The boy tried his luck again. He now got a fountain-pen worth three rupees. Then he tried a third time and got a wrist watch worth 25 rupees. When he tried again he got a table lamp worth more than 10 rupees. The boy was happy and went away with a smile and a good deal of cash.

**Answer the following questions by choosing the most appropriate options:**

**1. What prize did the boy win when he tried his luck for the first time?**

- Won a comb
- Won a clock
- Won two pencils
- Won a table

(LO: Reads, comprehends and retrieves the relevant information)

**2. What was the shopkeepers reaction when the boy won the prize?**

- a. Happy
- b. Sad
- c. Surprized
- d. None of the above

(LO: Reads, comprehends,thinks critically and draws an inference)

**3. Why did the shopkeeper buy the comb back?**

- a. To set an example of honesty
- b. To show his kindness
- c. To play tricks to tempt people to play the game
- d. None of the above

(LO: Reads, comprehends,thinks critically, draws an inference)

**4. What did the child win in his fourth attempt?**

- a. A bottle of ink
- b. A fountain pen
- c. A table lamp
- d. A school bag

(LO: Reads, comprehends and retrieves the information)

**5. The boy was happy after his fourth attempt because**

---

---

(LO: Reads, comprehends, thinks critically,reflects, and expresses opinion)

**8.1(ii) Read the advertisement about India International Cooperative Trade Fair and answer the questions that follow.**



**IICTF**  
India International Cooperatives Trade Fair

**Cooperatives Transforming Business!**

**Register Early**

IICTF 2019

Incredible Opportunities for Cooperative Trade

11-13 October 2019

Pragati Maidan, New Delhi, India

Supported By





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 Ministry of External Affairs, Economic Diplomacy & States Div, Government of India

- India's first and the largest international cooperatives trade fair: sales promotion, marketing, product display, conferences, buyer-seller-meets, networking, policy advocacy
- To promote cooperative-to-cooperative trade: domestic and international
- Focused on: agriculture and allied sectors complete value chains, cold chain, exports, technology, climate smart agriculture, inputs, commodities, processing, packaging, storage, machinery, brand promotion, marketing, coop-banking, big data analytics, cyber-security, agritech, livestock, dairy, fisheries, handloom, handicrafts, textiles, consumer goods, retail, hospitality, insurance, finance, credit, healthcare, products by women groups, capacity development

**Jointly Organised By**



**NCDC**  
*Assisting Cooperatives. Always!*







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**Prime State Partners**








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**Prime Partners**





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**Knowledge Partners**








**Exhibition Hall**  
**7**

**Exhibition Area**  
**70,000 sq ft.**

**Exhibitors**  
**2000**

**B2B meetings**  
Coop 2 Coop meetings  
Thematic business conferences

Exhibition Dates

11-13 OCTOBER 2019

Visiting Hours

9.00 am - 8.00 pm

Location

Pragati Maidan,  
15 km from IGI Airport



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+91-11-26962478  
Email: IICTF@NCDC.IN  
www.iictf.in  
www.iictf.co.in



**1. Which agencies supported India International Cooperative Trade Fair 2019?**

- a. Department of Commerce
- b. Department of Agriculture
- c. Ministry of External Affairs
- d. All the above

(LO: Reads, comprehends and retrieves the relevant information)

**2. Which activity was not organised during IICTF 2019?**

- a. Thematic Buyer Seller Meets
- b. Interviews of Businessmen
- c. Thematic Business Conferences
- d. Marketing Product Display

(LO: Reads, comprehends, retrieves information and makes inferences)

**3. Which of the following area was not focused on in the trade fair?**

- a. Products by women groups
- b. Education
- c. Cyber security
- d. Agriculture

(LO: Reads, comprehends, retrieves the information and draws an inference)

**4. Why does the Government of India organise IICTF?**

---

(LO: Reads, comprehends, interprets the text, reflects, presents his/her opinion)

**5. Exhibition areas can be booked @ Rs. 500 per square feet per day. Mr. Sharma wants to book an exhibition area in the trade fair with an area of 100 sq. ft to display his products. How much will Mr. Sharma pay for renting the exhibition area for 3 days?**

- a. Rs. 50000
- b. \$ 150000
- c. Rs. 150000
- d. Rs. 250000

(LO: understands statements, thinks critically, and applies mathematical concepts to solve the problem in a real life.)

**8.2(i) Read the passage given below.**

When at four in the afternoon I come back from the school,

I can see through the gate of that house the gardener digging the ground.

He does what he likes with his spade, he soils his clothes with dust, nobody takes him to task, if he gets baked in the sun or gets wet.

I wish I were a gardener digging away at the garden with nobody to stop me from digging.

**Answer the following questions by choosing the most appropriate options:****1. What does the child see through the gate when he returns from the school?**

- a. The gardener watering the plants.
- b. The gardner moving the lawn.
- c. The gardner digging the ground.
- d. All the above

(LO: reads, comprehends and retrieves the relevant information.)

**2. What does the child want to become in the given stanza?**

- a. A hawker
- b. A watchman
- c. A gardner
- d. A teacher

(LO: reads, comprehends and retrieves the relevant information.)

**3. What does the child long for in the phrase "with nobody to stop me from digging"?**

- a. Longs for his old friends
- b. Longs for freedom
- c. Longs for a puppy
- d. None of the above

(LO: reads, comprehends, thinks critically and draws an inference)

**4. The phrase "Take someone to task" means**

- I. To complete a task
- II. To scold
- III. To rebuke
- IV. To criticise somebody for something they have done

- a. I, II, III
- b. II, III, IV
- c. I, III, IV
- d. None of the above

(LO: uses dictionary as a reference or deduces meaning from clues in the text)

**5. The synonym of dig is \_\_\_\_\_**

- a. Plough
- b. Bury
- c. Exit
- d. Cover

(LO: uses dictionary as a reference or deduces meaning from clues in the text)

**8.2(ii) Read the invoice and answer the questions that follow.**

GARDEN ACCESSORIES <a href="http://WWW.GARDENACCESSORIES.COM">WWW.GARDENACCESSORIES.COM</a> 56-76, Industrial Area, Phase IV, Chandigarh 9999888898 (M) GSTIN: DEF8787878JKL				Ms. Savita #47, Sector 2 Chandigarh-160002 GSTIN: ABC9999999XYZ		
		INVOICE 77902 ACCOUNT 26934	DATE 24.04.2016 SALES JAYA	TIME 17:10		
SR. No.	Product Name	Product Number	Quantity	Unit Price (Rs.)	GST (@ 18%)	Total (Rs.)
1.	Garden Rake	54667	3	300	162	1062
2.	Grass Shears	90876	2	400	144	944
3.	Soil Tester (Small)	45219	1	1000	180	1180
4.	Gardening Gloves	97614	2	100	36	236
5.	Hand Axe	45721	4	100	72	472
Net Payable Visa/ Bank Card					594	3894
<p>Terms &amp; conditions:</p> <p>1. Goods once sold will not be taken back or exchangeable.</p> <p>2. Subject to Chandigarh jurisdiction only.</p> <p>Thanking you and assuring you of our best services. Received the goods in Good Condition. For GARDEN ACCESSORIES</p> <p style="text-align: right;">AUTHORIZED SIGNATORY</p>						

1. Who purchased the garden accessories?

\_\_\_\_\_

(LO: Reads, comprehends and retrieves relevant information)

**2. How did Savita pay for her order?**

---

(LO: Reads, comprehends and retrieves relevant information)

**3. What is the product number of the gardening gloves Savita bought?**

---

(LO: Reads, comprehends and retrieves relevant information)

**4. How much did tax component add to the cost of Soil Tester (Small)?**

---

(LO: Reads, comprehends and retrieves relevant information)

**5. The word "Received the goods in Good Condition " are printed on the bottom of the invoice. What could be the possible reason?**

---

(LO: Reads, comprehends, thinks critically, reflects and expresses his opinion)

## MODULE 9

### Class VI

#### 9.1 Desert Animals

##### Learning Competencies

- Apply Creative and Deductive-Logical Thinking
- Communicate more effectively
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

##### Learning Dimensions

- Global
- Demographic
- Geographic
- Mathematical

##### 9.1 (a) Read the given text carefully and answer the questions that follow.

#### DESERT ANIMALS

In the dry, rocky deserts of America lives a rather evil-looking snake with a very bad reputation. Its frightening rattle can be heard as far as thirty meters away, and it can strike with lightning speed. But the rattlesnake, or 'rattler' as it is sometimes called, prefers to avoid people if it possibly can. The rattler itself cannot hear the noise its own tail makes. Like most snakes, it hears things through vibrations in the ground. Rattlesnakes are very common and widespread animals, living right across the American continent from Canada to Argentina.

Another animal which lives in the desert is the camel. Camels were first domesticated by people many thousands of years ago. In the wild, camels usually live in small groups of up to thirty animals. Camels have long, shaggy winter coats to keep warm and shorter, tidier coats in the summer to keep cool. A thirsty camel can drink as much as thirty gallons of water – that's about five hundred full glasses – in just ten minutes. Normally, however, it gets all the moisture it needs from desert plants and can survive for up to ten months without drinking any water at all. There are two different kinds of camel – Dromedary and Bactrian. The Dromedary has only a single hump while the other has two humps. The humps help the animal to survive in the desert by acting as storage containers.

##### i. Which of the following words from the text is the synonym of the word "stony"?

- |           |           |
|-----------|-----------|
| a. rattle | b. rocky  |
| c. strike | d. ground |

(LO: uses synonyms/antonyms appropriately)

**ii. One is most likely to find rattlesnakes in \_\_\_\_\_.**

- |                             |                                      |
|-----------------------------|--------------------------------------|
| a. Alice Springs, Australia | b. Southern British Columbia, Canada |
| c. Pretoria, South Africa   | d. London, England                   |

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**iii. If 1 gallon is equal to 3.79 liters then, how many liters of water can a thirsty camel drink in ten minutes?**

- |                 |                 |
|-----------------|-----------------|
| a. 101.3 litres | b. 111.1 litres |
| c. 121.5 litres | d. 113.7 litres |

(LO: correctly enumerates the product of different numbers)

**iv. Which of the following has two humps?**

- |                             |                               |
|-----------------------------|-------------------------------|
| a. One-humped Arabian Camel | b. African Dromedary Camel    |
| c. Mongolian Bactrian Camel | d. Single-humped Somali Camel |

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**v. "Desert Animals" brilliantly apprises students of the various animals that live in the dry regions. It highlights the essential characteristics of these animals and further informs readers of how they adapt to the harsh desert environment. Sadly, wild animals are being poached on a massive scale. Poaching has ruinous consequences for wildlife. In some instances, it is the chief cause of the extinction of a species.**

**In light of the foregoing, write and give a speech on the "Importance of Wildlife Conservation" in 100 – 120 words.**

LOs:

- uses meaningful sentences to describe/ narrate factual/ imaginary situations in speech and writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.

**9.1 (ii) The given chart shows the Population Distribution of Camels as marked by the OIE (World Organization for Animal Health). Study the chart carefully and answer the questions that follow.**

Country	Camel population (OIE, 2016)	Camel density (OIE, 2016) (Animals per square kilometre)
<b>Africa</b>		
Algeria	354 565 (OIE, 2014)	0.15 (OIE, 2014)
Burkina Faso	19 097	0.07
Djibouti	50 000	2.17
Egypt	66 233	0.07
Eritrea	385 283	3.18
Ethiopia	1 200 000	1.06
Kenya	2 986 057	5.12
Libya	110 000	0.06
Mali	1 028 700	0.83
Mauritania	1 379 417 (OIE, 2013)	1.34 (OIE, 2013)
Morocco	197 550 (OIE, 2014)	0.44 (OIE, 2014)
Niger	1 698 110 (OIE, 2013)	1.34 (OIE, 2013)
Nigeria	279 397	0.3
Sudan	4 830 000	1.93
Somalia	7 100 000	11.13
Chad	6 400 000	4.98
Tunisia	56 021	0.34
<b>Middle East/Central Asia<sup>a</sup></b>		
Afghanistan	175 270	0.21
India <sup>b</sup>	400 000 (OIE, 2015)	0.12 (OIE, 2015)
Iran <sup>b</sup>	171 500	0.10
Iraq	81 205	0.19
Jordan	10 872 (OIE, 2014)	0.12 (OIE, 2014)
Kazakhstan <sup>b</sup>	170 513	0.06
Kuwait	80 790	4.53
Oman	257 713	1.21
Pakistan <sup>b</sup>	1 000 000	1.24
Qatar	77 417 (OIE, 2014)	6.77 (OIE, 2014)
Saudi Arabia	481 138	0.25
Syria	45 610	0.25
Turkmenistan <sup>b</sup>	122 900	0.25
Uzbekistan <sup>b</sup>	14 800	0.03
Yemen	459 366	0.87

**i. According to the chart, the population of camels exceeds 40 lakhs in \_\_\_\_\_ countries.**

<sup>a</sup>Excluding China and Mongolia because the large majority of camel population are Bactrian camels.

<sup>b</sup>Camel population exists of both dromedary and Bactrian camels[66].

a. 2

b. 3

d. 5

(LO: reads to seek information from the chart)

**ii. Which word from the chart means the same as "ignoring" or "omitting"?**

a. majority

b. exists

c. excluding

d. Bactrian

(LO: uses synonyms/antonyms appropriately)

**iii. The chart shows the population of camels in \_\_\_\_\_ African countries.**

- a. 15
- b. 16
- c. 17
- d. 18

(LO: reads to seek information from the chart)

**iv. The number of camels in India, Afghanistan and Pakistan is \_\_\_\_\_.**

- a. 17, 57, 270
- b. 15, 75, 270
- c. 15, 55, 725
- d. 17, 55, 527

(LOs: reads to seek information from the chart and correctly enumerates the sum of different numbers)

**v. How many African countries have less than 60, 000 camels?**

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

(LO: reads to seek information from the chart)

## 9.2 (i) What if

### Learning Competencies

- Apply Creative and Deductive-Logical Thinking
- Make correct inferences from the text
- Apply mathematical thinking to solve a range of problems in everyday situations

### Learning Dimensions

- Mathematical
- Social

**Read the given stanza carefully and answer the questions that follow.**

Last night, while I lay thinking here,  
Some Whatifs crawled inside my ear  
And pranced and partied all night long  
And sang their same old Whatif song:  
Whatif I'm dumb in school?  
Whatif they've closed the swimming pool?  
Whatif I get beat up?  
Whatif there's poison in my cup?  
Whatif I start to cry?

**i. Which of the following words from the stanza is the synonym of the word "dragged"?**

- |            |            |
|------------|------------|
| a. pranced | b. crawled |
| c. partied | d. sang    |

(LO: uses synonyms/antonyms appropriately)

**ii. The 'Whatifs' are most likely to crawl inside a person's ear \_\_\_\_\_.**

- |                   |                   |
|-------------------|-------------------|
| a. at night       | b. in the morning |
| c. in the evening | d. at noon        |

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**iii. The poem lists a total of 20 'Whatifs' that arise in the poet's mind at night. The given stanza includes and shows \_\_\_\_\_ percent of these doubts.**

- a. 20
- b. 25
- c. 35
- d. 50

(LOs: applies mathematical skills to solve a range of problems and responds to a variety of questions on familiar and unfamiliar texts)

**iv. Which of the following can be a cause of negative thinking?**

- a. depressing life incidents
- b. motivating counselling sessions
- c. moments of victory
- d. graduation

(LO: responds to a variety of questions on familiar and unfamiliar texts)

**v. Which of the following doubts has not been included in the stanza?**

- a. Whatif there's poison in my cup?
- b. Whatif I'm dumb in school?
- c. Whatif I start to cry?
- d. Whatif I never learn to sing?

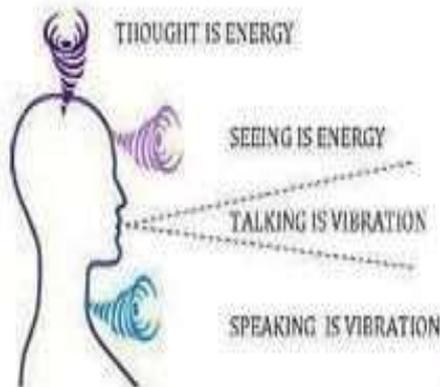
(LO: responds to a variety of questions on familiar and unfamiliar texts)

**9.2 (ii) The given image shows how one's voice along with thoughts commands one's mind, body and spirit. Study the image carefully and answer the questions that follow.**

## YOUR VOICE COMMANDS YOUR MIND, BODY & SPIRIT

Learn the true meaning of each word, the root and the original intention. Find the cousins to each word, say it, feel it, which one will move you forward in your own life?

**ENERGY + VIBRATION = MATTER**



**THOUGHTS + VOICE = REALITY**

Help the self by Walking the Absolute Truth of your own life, Meditate & Pray...Keep thoughts, actions & words positive...Be self empowered and use the tools presented in a good way

Made with unconditional love.  
Barbara M. Moreau, Angel who dances on the Clouds.  
Frank J. Austin, Masterclasses (Teacher)

[www.ancientwisdomtrail.com](http://www.ancientwisdomtrail.com)

**I can't**  
**I won't**  
**It's hard**  
**I Don't Believe** =  
**I'm a skeptic**  
**I don't like it**

- Will literally stop growth
- Will literally put a block in your way
- Can not is a command to self
- Will literally stop you from achieving anything in your life
- Is a taught behavior that is a conditional to hold a person back
- Stops a person from learning
- Stops a person from gaining intellect (IQ)

**Try**  
**Trying**  
**I can try**  
**I'm trying** =  
**I will try**  
**I will attempt**

- Try and you will do it over and over and over never get to the end
- Puts a block in your way
- Try is a command to self
- Try and trying is a taught behavior that is a condition to hold a person back
- It has very little or no results
- It is like running a race with no end
- It is never ending
- It is repetitious

**I can**  
**I am**  
**I believe** =  
**It is done**  
**I can do it**  
**I can do anything**

- Literally promotes growth
- Can is a command to self
- Allows your wants, needs and desire to come true
- Is a behavior of using good words
- It is unconditional and moves a person forward in life
- When you know inside you can do it your body needs to hear it
- Your body reacts to key words

*"Fake it till you make it" ~Grandma Rosalie Austin*

**i. According to the image, "Fake it till you make it" is an inspirational quote from \_\_\_\_\_.**

- |                        |                           |
|------------------------|---------------------------|
| a. Grandma Mary Jane   | b. Grandma Rosalie Austin |
| c. Grandma Mary Austin | d. Grandma Rose Jane      |

(LO: reads to seek information from the image)

**ii. Compose a poem on "Positivity" using the bold words given in the boxes (I am, I can, etc.).**

LOs:

- uses meaningful sentences to describe/ narrate factual/ imaginary situations in speech and writing
- Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.

**iii. Which of the following will literally stop growth?**

- |              |                    |
|--------------|--------------------|
| a. It's hard | b. I don't like it |
| c. I can't   | d. I don't believe |

(LO: reads to seek information from the image)

**iv. Which of the following words means the same as "boosts"?**

- |             |          |
|-------------|----------|
| a. promotes | b. stops |
| c. commands | d. holds |

(LO: uses synonyms/antonyms appropriately)

**v. Thoughts + \_\_\_\_\_ = Reality**

- |               |              |
|---------------|--------------|
| a. Positivity | b. Vibration |
| c. Voice      | d. Energy    |

(LO: reads to seek information from the image)

## MODULE 10

### Class VI

#### 10(i) The Banyan Tree

##### Learning Competencies

- Managing and retrieving information
- Creative Thinking
- Critical Thinking
- Problem Solving
- Communication

##### Learning Dimensions

- Global Dimensions
- Mathematical
- Environmental
- Demographic
- Social Dimension

**Read the given passages below and answer the following questions accordingly:**

##### **Passage1:**

Its spreading branches, which hung to the ground and took root again, forming a number of twisting passages, gave me endless pleasure. Among them were squirrels and snails and butterflies. The tree was older than the house, older than Grandfather, as old as Dehradun itself. I could hide myself in its branches, behind thick green leaves, and spy on the world below.

**Passage2:**

1. The banyan (*Ficus benghalensis*) is one of more than 750 species of fig trees, each of which is pollinated only by its own species of tiny wasps that breed only inside the figs of their partner trees.
2. Banyans are strangler figs. They grow from seeds that land on other trees. The roots they send down smother their hosts and grow into stout, branch-supporting pillars that resemble new tree trunks.
3. Banyans are the world's biggest trees in terms of the area they cover. The biggest one alive today is in the Indian state of Andhra Pradesh. It covers 1.9 hectares (4.7 acres) and can shelter 20,000 people.
4. Banyans are ecological linchpins. They produce vast crops of figs that sustain many species of birds, fruit bats, primates and other creatures, which in turn disperse the seeds of hundreds of other plant species.
5. The first Europeans to encounter banyan trees were Alexander the Great and his army, who reached India in 326 BCE. The notes they took back to Greece informed Theophrastus, the founder of modern botany, and — ultimately — led 17th-century English poet John Milton to write in *Paradise Lost* that Adam and Eve made the first clothes from banyan leaves.
6. Hindus say a banyan tree at Jyotisar is the one Krishna stood beneath when he delivered the sermon of the Bhagavad Gita.
7. For thousands of years, people have used banyans as sources of medicines. Today in Nepal, people use banyan leaves, bark and roots to treat more than twenty disorders.
8. Hindu texts written more than 2500 years ago describe a cosmic 'world tree', a banyan growing upside-down with its roots in the heavens. Its trunk and branches extend to Earth to bring blessings to humanity.
9. During India's struggle for independence from Britain, the British hanged hundreds of rebels to their deaths from banyan trees. Independent India made the banyan its national tree.
10. Hawaii's banyans are not native. People who have planted them there include Franklin D. Roosevelt, Richard Nixon, Amelia Earhart and Louis Armstrong.

Source

**Q1. Name the place described in the above passage number-1?**

- (a) Delhi
- (b) Chandigarh
- (c) Goa
- (d) Dehradun

(L.O: Reads, comprehends, identify the information and responds)

**Q2. \_\_\_\_\_ is 'summer capital' and \_\_\_\_\_ is 'winter capital' of Uttarakhand state.**

- (a) Chamoli, Dehradun
- (b) Haridwar, Dehradun
- (c) Gairsain, Dehradun
- (d) Almora, Dehradun

(L.O.: Reads a variety of text to identify the main idea)

**Q3. What is the scientific name of Banyan tree?**

(L.O: reads, comprehend, retrieves the interdisciplinary information)

**Q 4. A rectangular field is 90m by 70m. Aman walks round it at the rate 4km per hour. What time will he take in making 5 rounds?**

(L.O: responds to a variety of interdisciplinary questions)

**Q5. \_\_\_\_\_ is the National Tree of India.**

(L.O: Reads a variety of text to identify the main idea, correlates with his other subjects too)

## 10(ii) The Banyan Tree

### Learning Competencies

- Managing and retrieving information
- Creative Thinking
- Critical Thinking
- Problem Solving
- Communication

### Learning Dimensions

- Global Dimensions
- Mathematical
- Environmental
- Demographic

**Analyze the given pictures below and answer the following questions accordingly:**

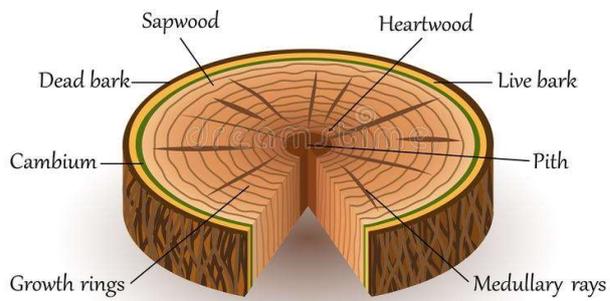


**PICTURE-1**



**PICTURE-2**

### TREE TRUNK STRUCTURE



**PICTURE-3**

**Q1. Which part of the tree is shown above in picture-1?**

- (a) Branch
- (b) Root
- (c) Trunk
- (d) Stem

(L.O: analyze, retrieve the information)

**Q2. What do you mean by Radiocarbon dating or Carbon-14 dating?**

(L.O: read other interdisciplinary texts to respond)

**Q3. An angle of 90 degrees is known as a \_\_\_\_\_ angle.**

(L.O: uses mathematical knowledge, learns to correlate with other subjects to respond)

**Q4. Give two different meanings for the word 'BARK'.**

(L.O: reads a variety of text in English, refers to dictionary)

**Q5. The outermost part of a tree trunk is called \_\_\_\_\_.**

- (a) Pith
- (b) Sapwood
- (c) Live bark
- (d) Dead bark

(L.O: reads a variety of texts to respond, correlates with other subject knowledge)

## **Answer key class 6**

### **1.1 (i)**

**Answer: a. The elf's ignorance**

**Answer: The elf said this to Patrick**

**Answer: According to the text, Patrick was out of luck as the elf was bad at Mathematics. He did not even know the times tables.**

**Answer: 60 books**

**Answer: Answers may vary.**

### **1.1(ii)**

**Answer: Sleep**

**Answer: 23%**

**Answer: 17%**

**Answer: 20%**

**Answer: Answers may vary.**

### **1.2 (i)**

**Answer: b) chimney**

**Answer: d) bricks, stone, wood**

**Answer: d) 65**

**Answer: a) glass pane**

**Answer: b) garden**

### **1.2 (ii)**

**Answer: a) 13%**

**Answer: 4-7%**

**Answer: 42% of water**

**Answer: c. Rainwater harvesting**

**Answer: Answers may vary**

**2.1(i)**

1. Option II : b & c
2. Option d: All the above
3. Option b: Become the servant of one who was more strong and powerful
4. Option d: Settled
5. Option b: To start an activity with a particular aim

**2.1(ii)**

6. Dogs love to chew bones.
7. She purchases a shampoo that contains aloe vera and chamomile. / She purchases a bottle of shampoo.
8. Because long term effects are not guaranteed.
9. 3 packs
10. Option A: She shows her purchase slip.

**2.2(i)****Answer: b) loose****Answer: a) wind flows****Answer: d) 26 km/h****Answer: a) pull or move it back****Answer: b) string****2.2(ii)****Answer: c) scrapbook****Answer: b) a combining form meaning 'four'****Answer: d) 18****Answer: b) a newspaper****Answer: b) add****3.1(i)****Answer: b) the gesture of appreciation****Answer: b) called****Answer: a) Rs. 10, 24, 000**

**Answer: c) honour**

**Answer: b) heroic**

**3.1(ii)**

**Answer: c) After Filtration**

**Answer: b) Maturing**

**Answer: d) 5**

**Answer: c) Rice Bran**

**Answer: b) squeezing**

---

**ANSWER KEY: 3.2(i)**

**1. (A)**

**2. Due to rotation of earth on its axis day and night are formed.**

**3. Thumped**

**4. (D) Two pencil boxes, one eraser and ten candies**

**5. wrong-right**

**ANSWER KEY: 3.2(ii)**

**1. LAC (Line of Actual Control)**

**2. CORTISOL**

**3. 108M2 (108 M Square)**

**4. Chandigarh City, States: Haryana and Punjab**

**5. DINITROGEN MONOXIDE**

**ANSWER KEY: (Module-4.1(i))**

1. Columbia

2. *Rotation of Earth:* When Earth rotates on its own axis , this movement is called rotation of earth.

*Revolution of Earth:* The movement of Earth around the Sun is called Revolution of Earth.

3. 90 degrees

4. a-2, b-3, c-4, d-1

5. Bengaluru, Karnataka

**ANSWER KEY: (MODULE-4.2(ii))**

1. An airplane is a powered flying vehicle with fixed wings and is heavier than the air it displaces. A spaceship is a vehicle or machine designed to fly in outer space.

2. DASSAULT RAFALE

3. 35.19m<sup>2</sup> (35.19m square), 24m

4. RELOAN, REPLAN, OPENER, ALONE, ELOPE

5. The lift comes when the air below the airplane wing is pushing up harder than the air above it is pushing down. It is this difference in pressure which enables the plane to fly. The wings of a plane are curved so that the air moves more quickly over the top of the wing, resulting in an upward push, or lift, on the wing.

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### **MODULE IV (POEM): ANSWER KEY 4.2 (i)**

**Answer the following questions by choosing the most appropriate options:**

1. Option b: River
2. According to the poetess, beauty can also be seen in small actions like growing corn, farmers working in the fields or people dancing for their harvest.
3. Option c: they reaped a good harvest.
4. Option d: Ugly
5. Option d: All the above

#### **4.2 (ii)**

1. Coorg
2. All the above
3. Option C: KTDC
4. 3 hours
5. Offers panoramic views of mist covered peaks, chirping birds, sparkling steams and delicious flavours of Kodagu cuisine.

#### **5.1(i)**

**Answer: d) distributive adjectives**

**Answer: b) 4, 2, 1, 5, 3**

**Answer: c) peep**

**Answer: c) 233 and 156 students respectively**

**Answer: b) appreciate**

#### **5.1(ii)**

**Answer: b) 20.1%**

**Answer: a) speech**

**Answer: a) Urban areas are more developed and have better educational facilities for students with special needs.**

**Answer: b) an official count or survey of a population**

**Answer: d) Mother Tongue**

**Module 6.1****6.1 (i)**

- i. Option d (sensible)
- ii. Option c (climb trees)
- iii. Option d (13, 10, and 8)
- iv. Option b (in the fork of two branches)
- v. Answers may vary.

**6.1 (ii)**

- i. Option b (mango)
- ii. Option a (percentage)
- iii. Option c (12)
- iv. Option c (42, 10, and 18)
- v. Option c (30)

**Module 6.2****6.2 (i)**

- i. Option a (groomed)
- ii. Option b (thoughts)
- iii. Option b (60)
- iv. Option a (for better understanding)
- v. Option c (English)

**6.2 (ii)**

- i. Option d (17 years and above)
- ii. Option d (50)
- iii. Option c (30)
- iv. Option a (group)
- v. Answers may vary.

**Module 7(i):**

1. C (FICUS BENGHALENSIS)
2. C
3. Green, even, ever, genre, verge, reeve, venge, or any other meaningful word with the given letters only will be correct.
4. Gram Sabha
5. 72.67%

**Module7 (ii):**

1. The Incharge, University Library, Visva-Bharati
2. Rabindranath Tagore
3. Central Library, Visva Bharati, Shantiniketan
4. C (THURSDAY)
5. Inbox, bone, tone, bent, both, exit, thin, then, or any other meaningful words with the given letters only.

**Module VIII****8.1 (i)**

1. a. Won a comb for 25 paise
2. b. None of the above
3. c. To play tricks to temp people to play the game
4. c. A table lamp
5. he won a table lamp worth more than ten ruppees. It was a good deal of cash.

**8.1 (ii)**

1. d. All the above
2. b. Interviews of Businessmen
3. b. Education
4. Promote domestic and international coop to coop trade/ promote coop sales & marketing/ any other relevant answer
5. Rs. 150000

**8.2 (i)**

1. c. The gardner digging the ground
2. c. A gardner
3. b. Longs for freedom
4. b. II, III, IV
5. c. Plough

**8.2 (ii)**

1. Savita
2. Visa/ Bank Card
3. 97614
4. Rs. 180
5. The buyer is accepting that the goods were checked and found in good condition at the time of purchase. This will avoid possible conflict of interest between the shopkeeper and buyer that the goods received were damaged/ not in working condition etc.

**Module 9.1****9.1 (i)**

- i. Option b (rocky)
- ii. Option b (Southern British Columbia, Canada)
- iii. Option d (113.7 litres)
- iv. Option c (Mongolian Bactrian Camel)
- v. Answers may vary.

**9.1 (ii)**

- i. Option b (3)
- ii. Option c (excluding)
- iii. Option c (17)
- iv. Option b (15, 75, 270)
- v. Option c (3)

**Module 9.2****9.2 (i)**

- i. Option b (crawled)
- ii. Option a (at night)
- iii. Option b (25)
- iv. Option a (depressing life incidents)
- v. Option d (Whatif I never learn to sing?)

**9.2 (ii)**

- i. Option b (Grandma Rosalie Austin)
- ii. Answers may vary.
- iii. Option c (I can't)
- iv. Option a (promotes)
- v. Option c (Voice)

**Module10 (i):**

1. DEHRADUN
2. GAIRSAIN (summer), DEHRADUN (winter)
3. FICUS BENGHALENSIS
4. 24 minutes
5. Banyan Tree (Ficus Benghalensis)

**Module 10(ii):**

1. Trunk
2. Radio Carbon Dating is a method of determining the age of an object containing organic material by using the properties of radio carbon, a radioactive isotope of carbon.
3. Right Angle
4. (i) cry of cat or dog  
(ii) part of a tree
5. Dead Bark

**GROUP MEMBERS: 1. POONAM SHARMA**

**2. PIYUSHA SHARMA**

**3. LALITA NANDEL**

**4. PRABHJOT KAUR**