ASSIGNMENT FOR SA AND FA

1. Match the following:
   1. Food            dog
   2. Carnivore       energy
   3. Herbivore       plants
   4. Omnivore        camel
   5. Autotrophs      frog

2. Multiple choice questions:
   1. Find the odd one out:
      (a) Crow          (b) Lizard        (c) Honeybee         (d) Bear
   2. Which of the following does not belong to the group of others?
      (a) Fox           (b) Lion          (c) Leopard           (d) Bear
   3. Which of the following provides oil?
      (a) Groundnut     (b) Mustard       (c) Sunflower         (d) All of these
   4. Which of the following is not an animal product?
      (a) Butter        (b) Chapatti      (c) Omlette            (d) None of these
   5. Fruit of which of the following is not used as a spice?
      (a) Coriander     (b) Ginger        (c) Mustard            (d) Chilly
   6. Which of the following is provided by various parts of coconut tree?
      (a) Food          (b) Cloth         (c) Shelter            (d) All of these
   7. Select the plant whose leaves can be used as vegetable:
      (a) Apple         (b) Brinjal       (c) Mustard            (d) Coconut

3. Very short answer questions:
   1. The seeds of _______________ provide oil to us.
   2. The stem of _______________ is used to obtain sugar.
   3. Bees suck _______________ from flowers to make honey.
   4. Raw food is easy to digest. Do you agree?
   5. Close containers protect food from insects and pests. Do you agree?
   6. The starting point of almost all the food chains _______________
   7. A carnivore eats other animals as well as sprouted seeds. Is it true?
   8. A poultry animal _______________

4. Short answer questions:
   1. What are nutrients?
   2. Why are humans not considered autotrophs even when they cook their food themselves?
   3. How does food provide protection against diseases?
   4. Name some beverages and their sources.
   5. What is special about food intake of a snake?
5. **Long answer questions:**
   1. Why is it required/preferred to cook food?
   2. Mention few of the possible reasons for few people not getting enough food to eat.
   3. Mention few points about the importance of food.
   4. How could the wastage of food be checked?

6. **HOTS questions (Higher Order Thinking Skills):**
   1. All animals do not eat the same type of food. Why?
   2. Among all the categories of animals you’ve studied, which is the most important? Why?

**ASSIGNMENT FOR FA**

**A. Classroom activities**

1. You have learned that our everyday food items are made of different ingredients. One ingredient can be used in preparation of different food items. Let us understand this by an activity.
   (i) Make a list of dishes or food items that you and your classmates like to eat.
   (ii) Write down the ingredients of these dishes.
   (iii) Underline one ingredient from the list. Now write the names of some other food items made from this ingredient. One example is given here for your help. Complete the given table:

<table>
<thead>
<tr>
<th>Student</th>
<th>Favourite dish</th>
<th>Ingredients</th>
<th>Some other dish made using the ingredient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You</td>
<td>Kheer</td>
<td>Rice, milk, sugar</td>
<td>Fried rice, idli</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Cereals like rice and pulses form our staple diet. Do you know that there are several varieties of rice and pulses found in our country. To know about this, conduct an activity with your classmates.
   (i) Form a group of 8-10 students.
   (ii) Ask each group to collect names and samples of any one type/variety of rice and pulses. Take help of your mother in this.
   (iii) Collect these samples and paste them on a chart paper along their names.

**B. Conversation activities**

1. There are many people in our country who do not get sufficient food. Discuss with your elders, teachers and classmates about the following:
   (i) Ways to grow sufficient food for all people so that it is enough to fill the demand.
   (ii) Methods to ensure that this food is made easily available to each and everyone.

2. Organise a discussion in the classroom on the topic: ‘The food culture of different regions of India’.
C. **Exploration activities**

1. There are many varieties of food items in different regions of our country. Explore about at least one special dish each from ten different states. Find out about their ingredients and sources from which they are obtained. Collect your information in the following table:

<table>
<thead>
<tr>
<th>State</th>
<th>Special food item</th>
<th>Ingredients</th>
<th>Plant source</th>
<th>Animal source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Honey collection from beehives is not an easy task. Find out about the process of apiculture and how the honey is stored after collection from the hives or apiaries.

D. **Experiments/Projects**

1. Animals are categorised into different categories. In addition, there is one more group called parasites. Find out about at least five parasites. Make a project on it.

2. You enjoy many dairy products everyday in addition to milk. Make a list of such items. Collect information about how they are made from milk. Make an interesting project on it.

E. **Crossword**

Solve the following crossword with the help of clues given below:

**Across:**
1. They make their own food.
2. It makes the food tasty.
3. Eat both plants and animals.

**Down:**
1. They make their own food.
2. Eat other animals.
3. Cannot make their food.
4. It is used to prepare food.
Chapter 2
Components of Food

ASSIGNMENT FOR SA AND FA

1. Match the following:
   1. PEM  iodoine deficiency
   2. Goitre  bowel movement
   3. Iodine Test  kwashiorkor
   4. Cellulose  starch
   5. Roughage  plant cell wall

2. Multiple choice questions:
   1. Bent bones in a person may occur due to the deficiency of:
      (a) proteins  (b) calcium  (c) fats  (d) none of these
   2. Which of the following foods will turn blue-black on iodine test?
      (a) Groundnut  (b) Raw potato  (c) Milk  (d) None of these
   3. Which of the following is a source of vitamin A?
      (a) Milk  (b) Egg  (c) Spinach  (d) Gram seeds
   4. Which of the following does not belong to the group of others?
      (a) Meat  (b) Butter  (c) Soyabean  (d) Pea
   5. Which of the following may result due to deficiency of calcium?
      (a) Tooth decay  (b) Bleeding of gums  (c) Night blindness  (d) Weak muscles
   6. Which of the following is not energy-giving food item?
      (a) Apple  (b) Almond  (c) Raw potato  (d) None of these

3. Very short answer questions:
   1. Cornflakes are rich in ________________.
   2. Kwashiorkor is caused due to ________________ deficiency in a child’s body.
   3. Milk is a whole food. Do you agree?
   4. Fried food is best for health. Do you agree?
   5. Overeating can lead to obesity. Is it true?
   6. Poor health caused due to lack of food or essential nutrients is called ________________.
   7. Bones contain ________________.
   8. One method which destroys vitamin C ________________
   9. Disease characterised by bow legs and pigeon chest ________________

4. Short answer questions:
   1. What do you understand by deficiency diseases? Name some of them.
   2. How does the deficiency of carbohydrates affect our body?
   3. Why are carbohydrates said to form our staple diet?
   4. What is the importance of food in our body?
   5. Mention few of the sources of carbohydrates.
   6. Why are fats also called ‘energy banks’ of our body?
   7. State few of the dietary sources of water.
5. **Long answer questions:**
   1. Write a note on different food groups.
   2. What is the difference between oils and fats?
   3. Differentiate between marasmus and kwashiorkor.
   4. Write a short note on the requirement of carbohydrates for human beings.
   5. Tabulate some important minerals, their sources and important functions.

6. **HOTS questions (Higher Order Thinking Skills):**
   1. Do you think, like humans, animals too need a balanced diet?
   2. How do sweets and fried foods make people obese?

**ASSIGNMENT FOR FA**

**A. Classroom activities**

1. You understand that a balanced diet contains adequate amount of different components of food required for the healthy functioning of our body. But how many of us strictly follow the balanced diet schedule? We generally prefer to eat our favourite dishes without knowing their nutritional value. Let us prepare a balanced diet chart including some food items of your choice.
   (i) Form groups of 4-5 students each. Discuss the breakfast items of your preference.
   (ii) Similarly, think about lunch items that have nutritional value.
   (iii) Snacks are also a part of our daily diet. We often like to munch something between our meals. Make a list of healthy snacks also.
   (iv) At the end of day, the dinner is an important meal. Select food items that are light and easily digestible.
   (v) Tabulate these items in a chart form to make a balanced diet chart.

Show this chart to your mother, and suggest her to provide you food that you like, but also has nutritional value.

2. In the absence of balanced diet for long time, a person can suffer from several deficiency diseases. Organise a class survey to find out if anybody has ever suffered or is suffering from any deficiency diseases. Divide your class in groups and assign them one deficiency disease each from the list. Find out the causes, symptoms, prevention and treatment measures of that particular disease.

**B. Conversation activities**

1. Vitamins are essential for the normal functioning of our body. A list of some vitamins is given below. Make a PowerPoint presentation on their sources, functions, deficiency diseases and their symptoms.

   Vitamin A, Vitamin C, Vitamin D, Vitamin K

2. Most food items are rich in one particular nutrient. For example, rice contains more carbohydrates than other nutrients. So, we can say rice is a carbohydrate-rich food source. Now consider food items, like burger, pizza, sandwich, fruits, sprouts, samosa, chicken, eggs, paneer, chips, etc. Find out which nutrient is more in these items. Organise a discussion on this in the class. (This will also help you in making a balanced diet chart for yourself.)

**C. Exploration activities**

1. Calcium is an important mineral that helps in strengthening of bones and teeth. It also helps in clotting of blood. Explore about the names of diseases caused by its deficiency in children and adults.

2. We know that eating excess fats causes obesity. But what about other nutrients? Find out diet related problems due to excessive consumption of other nutrients, such as carbohydrates, proteins, vitamins and minerals.
D. Experiments/Projects

1. You are now well acquainted that our food items contain nutrients like carbohydrates, proteins, fats, etc. You have also learned the methods for testing these nutrients. You can also use these tests to check the presence of these nutrients in various food items.

Make a list of some food items in the following table. Take help of the experiments given in your book and test the presence of the nutrient rich in them. Mark (√) for presence.

<table>
<thead>
<tr>
<th>Food items</th>
<th>Carbohydrates</th>
<th>Proteins</th>
<th>Fats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Milk</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2. Cooked rice</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>3. Egg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mid-day meal scheme is launched by Government of India for school going children under which they are provided free food in the school. There lies an interesting story behind the launch of this scheme. Find out about this and make a project on it.

E. Fun activity

Given below are some words in jumbled form. You have studied these words in the chapter. Unscramble them to find the correct word:

1. U R T E N T I N —
2. A G E R U G O H —
3. R A A S M M U S —
4. O E N R I P T —
5. A R L N E I M —
Chapter 3

Fibre to Fabric

ASSIGNMENT FOR SA AND FA

1. Match the following:
   1. Knitting  stem
   2. Weaving  saree
   3. Stitching  fruit
   4. Jute fibre  pullover
   5. Cotton fibre  shirt

2. Multiple choice questions:
   1. Which of the following does not belong to the group?
      (a) Wool  (b) Cotton  (c) Silk  (d) Nylon
   2. Complete the pair – Silk : Silkworm cocoon, wool:
      (a) hair of rabbit  (b) hair of silkworm  (c) fleece of sheep  (d) fleece of cat
   3. Separation of seeds from cotton bolls is done by the method of:
      (a) ginning  (b) spinning  (c) threading  (d) winnowing
   4. Which of the following is made of coconut fibres?
      (a) Sarees  (b) Parachutes  (c) Mattresses  (d) None of these
   5. Synthetic fibres are obtained from:
      (a) plants  (b) animals  (c) chemicals  (d) both (a) and (c)

3. Very short answer questions:
   1. ____________ fabrics are made by knitting.
   2. The material used to make clothes is called _____________.
   3. Flax fibre is obtained from the ____________ of the plant.
   4. Jute is basically the outer covering of coconut. True or false?
   5. Terylene is a synthetic fibre. Do you agree?
   6. Arranging two sets of yarn together to make a fabric is called weaving. True or false?
   7. What do we call the thread made by spinning fibres? _______________
   8. The method by which a yarn is converted into fabric _______________
   9. Machine used for weaving cloth from yarn _______________

4. Short answer questions:
   1. Why do we need to wear clothes?
   2. Name the two main processes of making fabrics.
   3. Why are cotton clothes preferable in summer season?
   4. Why are synthetic fabrics not preferable in hot weather?
   5. Name three states of India where cotton is grown.
   6. Why is black soil suitable to grow cotton?
5. Long answer questions:
   1. Describe the process of obtaining jute fibre from jute plant.
   2. How are weaving and knitting different from each other?
   3. What are the differences between wool and silk fibres?
   4. Explain the method of obtaining woollen fabrics.
   5. Mention some uses of jute.

6. HOTS questions (Higher Order Thinking Skills):
   1. How do clothes enhance our personality?
   2. Do clothes undergo a change over a period of time?
   3. Is it advisable to grow cotton plants in Kerala?
   4. Why do animal rights activists oppose the use of silk?

ASSIGNMENT FOR FA

A. Conversation activity
   Discuss with your classmates about the history of cotton, how it attracted the East India Company to India and how they made fortune from cotton.

B. Exploration activity
   Take a cotton ball, pinch out a fibre from it. Carefully, keep on pulling it out while gently twisting it continuously. Do you get a cotton thread?

C. Experiment/Project
   Stick samples of different fabrics made from natural and synthetic sources in your scrapbook. Also mention their use in daily life.