

Science

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(Curiosity) (Chapter 9) (Methods of Separation in Everyday Life)

(Class - VI)

Let us enhance our learning

Question 1:

What purpose does handpicking serve in the process of separation?

- (i) Filtration
- (ii) Sorting
- (iii) Evaporation
- (iv) Decantation

Answer 1:

- (ii) Sorting

Question 2:

Which of the following substances are commonly separated using the churning method?

- (i) Oil from water
- (ii) Sand from water
- (iii) Cream from milk
- (iv) Oxygen from air

Answer 2:

- (iii) Cream from milk

Question 3:

Which factor is usually essential for the filtration?

- (i) Apparatus size
- (ii) Presence of air
- (iii) Pore size
- (iv) Temperature of the mixture

Answer 3:

- (iii) Pore size

Question 4:

State with reason(s) whether the following statements are True [T] or False [F]. Also, correct the False statement(s).

- (i) Salt can be separated from salt solution by keeping it under the Sun. []
- (ii) Handpicking should be used only when the quantity of one component is less. []
- (iii) A mixture of puffed rice and rice grains can be separated by threshing. []
- (iv) A mixture of mustard oil and lemon water can be separated by decantation. []
- (v) Sieving is used to separate a mixture of rice flour and water. []

Answer 4:

- (i) Salt can be separated from salt solution by keeping it under the Sun. [T]
- (ii) Handpicking should be used only when the quantity of one component is less. [T]
- (iii) A mixture of puffed rice and rice grains can be separated by threshing. [F]

Corrected Statement: A mixture of puffed rice and rice grains can be separated by winnowing.

- (iv) A mixture of mustard oil and lemon water can be separated by decantation. [T]
- (v) Sieving is used to separate a mixture of rice flour and water. [F]

Corrected Statement: Sieving is used to separate a mixture of different sized solid particles, not for separating solid from liquid.

Answers For Chapter Review 6 Life Science

**Smithsonian Institution, National
Academy of Engineering, National
Science Resources Center of the
National Academy of
Sciences, Institute of Medicine**

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Human Physiology in Space Barbara Frae Lujan, 1994

Calculus for Business, Economics, Life Sciences, and Social Sciences Raymond A. Barnett, Michael R. Ziegler, 1993 This book covers calculus with an emphasis on cross discipline principles and practices Designed to be both reader friendly and accessible it develops a thorough functional understanding of mathematical concepts in preparation for their application in other areas Each chapter concentrates on developing concepts and ideas followed immediately by developing computational skills and problem solving Two part coverage presents a library of elementary functions and calculus For individuals looking for a view of mathematical ideas and processes and an illustration of the relevance of mathematics to the real world

Biology and Political Science Robert Blank, Samuel M. Hines Jr., 2002-03-11 This book demonstrates the increasing interest of some social scientists in the theories research and findings of life sciences in building a more interdisciplinary approach to the study of politics It discusses the development of biopolitics as an academic perspective within political science reviews the growing literature in the field and presents a coherent view of biopolitics as a framework for structuring inquiry across the current subfields of political science

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum

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