

# J T GOLDEN JUBILEE SCHOOL

Session - (2020 - 2021)

**Class - 4 E.V.S -(Book- Hello Earth)**

## **Assignment 3:**

### **Study Material**

*Follow the instructions given below -*

- 1) Visit and download study material from JTGS school website ( <https://jtgjschool.in/> )*
- 2) Download the PDF of class 4 (HE...4...pdf)*
- 3) Open the Chapter 5 Fun We Have Chapter 6 - Work Around us*
- 4) Read the chapters thoroughly*
- 5) Try to understand new words.*
- 6) Learn all the key words given at the end of each chapter.*

Kriti and her friends are playing in the park. Identify the games they are playing and write them down in the space provided.



### RECREATION

We all like to do things for enjoyment when we are not working. The fun that we have in our free time is known as recreation. It helps us to relax and take a break from our routine work.

All of us like to do different things in our free time. While some of us like to read, others like to play or watch TV. People also like to go shopping, go to a circus, go to a mela or even watch a movie in their free time.

Circuses and melas were very popular in earlier times. Nowadays, even though very few melas and circuses are found in cities, we can still find them in smaller towns and villages.



### Discuss

1. Why do you think it is important to have some free time?
2. What do you like to do in your free time?

## GAMES

We all love to play games. We play different kinds of games every day. Games that we play **inside** the **house** or a building are called **indoor games**. Board games like ludo, snakes and ladders, carom and chess are examples of indoor games. Games that we play **outside** the house are called **outdoor games**. Cricket, volleyball and hockey are examples of outdoor games.



*People playing a game of carom*

We also play many games in **school**. During lunch break we usually play outdoor games like football, basketball, cricket, badminton, hopscotch, hide and seek, seven stones or *pitthoo* and others. We also play on swings and slides. After school, we play with friends in the park. Most colonies in cities also have facilities to play different games like basketball, badminton, table tennis etc.

What kinds of games do you like to play?

Name some games you play with your friends in school.

Name some games you play with friends who live near your house.

### Rules

Every game has its own **rules**. We should know the rules of the game before we play it. It is important to **follow** the **rules** of a **game** to avoid fights and to play in a fair manner. A game can have a **referee** to ensure that the game is played **fairly**. However the referee should be impartial and should be aware of the rules of the game.


### Fair play

We can ensure **fair play** by following certain points:

- We should follow the **rules** of the game.
- We should **not cheat** while playing games.
- We should **not push** or **hurt** anyone while playing.
- We should **not use bad language** while playing.



*Volleyball*

- 
- We should **respect** the **decision** of the **referee**.
  - We need to realize that it is not important to always win a game. We must learn to **take defeat** in the **right spirit**.

## PLAYING WITH ALL

We should **include** all our friends while playing at school or at home. Everyone should be given a **chance** to **participate**. We should not stop playing with children who come from different backgrounds or speak different languages. We should **play together without differentiating** between boys and girls. We should learn to play as a **team**.

## KITE-FLYING

Kite-flying is a popular sport in India. On **Independence Day** and **Makar Sankranti**, **kite-flying competitions** are held in our country. Kites of different shapes, colours and sizes are flown across the sky.



*Kite-flying is very popular in India.*

## PLAYING WITH TOPS

Kriti's father showed her a colourful top. He told her that he loved **spinning tops** when he was a kid. A top is pear-shaped and has a thread wound around its base. When the thread is pulled, the top begins to spin.

### Activity

Make a kite using kite paper, or old newspapers, small sticks from a broom, thread and tape. Cut the kite paper into a square shape. Paste the sticks onto the kite in the shape of a cross and attach a string.

## EXERCISE

Games also help us to **exercise** our body. Exercise is very important to keep our body **healthy** and **fit**. Besides playing sports, we can exercise our body in many ways.



*It is a lot of fun spinning tops.*



Walking, jogging, running, cycling and swimming are also very good forms of exercise. Yoga is also a very important form of exercise.

### AT THE MELA (FAIR)

Big fairs or melas are a type of entertainment events organized in a field or a park. A typical mela has many stalls that sell food items, handicrafts, toys, clothes, etc. We also find different rides and swings at the mela. Melas are also organized on festive occasions such as Diwali, Dussehra, Christmas, etc. Cattle fairs, trade fairs and religious fairs are the different types of fairs that are organized in our country. Some schools also organize melas, which are known as school fetes. It is great fun to go to a mela. Some cities, like Pushkar in Rajasthan and Meerut in Uttar Pradesh have very famous melas that have been popular for many years. Have you ever been to a mela? What did you enjoy doing there?



Yoga helps the body and the mind.



Melas are very popular usually on festive occasions.

### AT THE CIRCUS

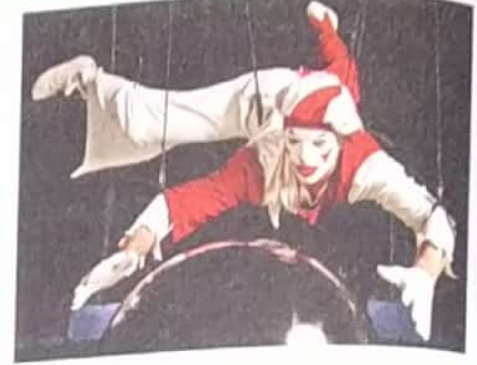
A circus consists of a group of entertainers, sometimes with trained animals, who perform skillful and amusing acts in a show. It is generally organized in a large tent.

When Kartar and his father went to the circus, they had to buy a ticket first. As they walked a little further they saw a colourful tent decorated with lights. The tent was full of excited people waiting for the circus to start. Kartar and his father took their seats in the second row. After a few minutes, the ringmaster walked in and welcomed everyone. He was dressed in bright and shiny clothes. The acrobats, jugglers and clowns followed and entertained the crowd. The acrobats jumped and performed somersaults. The clowns made the people laugh

#### Did you know?

In 1901, Keeleri Kunhikannan started a well-recognized circus school in Chirakkara, a village in Kerala. Kerala thus came to be known as the cradle of Indian circus.

with their funny acts. The jugglers tossed rings and balls in the air. The elephants and the lions were popular among the **audience**. In the final act, all the artists walked around the stage. Kartar was very happy, and he joined the **audience** in **cheering** and **clapping** for the **artists** who performed. Have you ever been to a circus? What did you see there?



*A clown performing in a circus*

## OUR VALUES

We should **follow** the rules and **avoid fighting** while playing. We should include everyone while playing games and ensure **fair play**. We should always **treat animals** in the circus or **fair kindly** and not be cruel to them.

- What would you do if you see animals being treated badly in a circus?

## LET'S REMEMBER

- The fun that we have in our free time is known as recreation.
- We play different kinds of games every day.
- Some games like ludo, carrom and chess are played in the house and are called indoor games.
- Games like cricket and hockey that are played outside the house in the open are called outdoor games.
- We should always follow the rules of the game and play fair.
- Kite-flying is a popular sport in India.
- A mela or a fair has stalls of many kinds that sell food items, handicrafts, toys, clothes, etc.
- A circus consists of a group of entertainers and trained animals who perform skilful and amusing acts in a show.

## KEY WORDS

**Recreation** Connected with activities that people do when they are not working  
**Referee** The official who controls the game in some sports

- Acrobat** An entertainer who performs difficult acts such as balancing on high ropes, especially at a circus
- Juggler** A person who keeps two or more things in the air by throwing or catching them quickly, one at a time
- Audience** A group of people who have gathered to watch or listen to a film, play, musical show, or the television

## EXERCISES

### A. Match the rows.


- |           |                |                |                    |                 |
|-----------|----------------|----------------|--------------------|-----------------|
| 1. Ludo   | 2. Cricket     | 3. Kite-flying | 4. Mela            | 5. Jugglers     |
| a. Circus | b. Many stalls | c. Indoor game | d. Makar Sankranti | e. Outdoor game |

### B. Choose the correct option.

- Which of these are indoor games?
  - Chess
  - Carom
  - Ludo
  - All of these
- Which of these is an outdoor game?
  - Football
  - Carom
  - Snakes and ladders
  - None of these
- Which of these should be kept in mind while playing games?
  - We should fight with each other until we win.
  - We should follow rules only sometimes.
  - We should not cheat.
  - All of these
- Which of these do we find in a mela?
  - Food and game stalls
  - Clowns and acrobats
  - A ringmaster
  - All of these
- Which of these fairs do we find in India?
  - Cattle fair
  - Trade fair
  - Religious fair
  - All of these

### C. Fill in the blanks with the correct words.

- Indoor games are those games that we play ..... our .....  
(**inside/outside**), (**house/garden**).
- Cricket, hockey and football are ..... games. (**indoor/outdoor**)
- While playing games we should always ..... rules. (**follow/avoid**)
- Pushkar in Rajasthan is known for its ..... . (**circus/mela**)
- A ..... is where we find clowns and acrobats performing various acts.  
(**circus/mela**)



#### D. Write true or false.

1. Volleyball and hockey are examples of indoor games.
2. We can sometimes cheat and fight while playing games because rules are not to be followed strictly.
3. We should only play with children who speak the same language as us.
4. In a mela we find different swings and rides.
5. A circus takes place in an enclosed tent, with animals, acrobats, clowns and other people performing different acts.

#### E. Answer the following questions.

1. What is recreation? Mention any three things people like to do in their free time.
2. Differentiate between indoor and outdoor games with examples.
3. How can we play a fair game?
4. How do games help us to stay fit?
5. What is a mela? Name any three things that you would find in a mela.
6. Describe briefly a circus.

### Think and Answer

1. Do you think games like cricket and football should be played by boys only? Why?
2. Do you think it is good to make animals do tricks in a circus? Why?

### CREATIVE CORNER

**Individual activity:** In your scrapbook draw or paste pictures of the different things people and animals do in a circus to entertain people and label them.

**Group activity:** Organize a mela in school. In groups of five, set up stalls of different games or foods of different states. Teachers and students of other classes can be invited to participate in the mela.

**Interdisciplinary activity:** Imagine your parents took you to a circus. Write an essay about the fun you had at the circus and read it out in the class.

**Weblinks:** For more information go to—

<http://indiatoday.intoday.in/education/story/games-in-india/1/475954.html>  
(Accessed on 14 April 2016)

#### TEACHER'S TIP

Ask the students to get board games to class. Divide the class into groups and let them play these games. Explain to them the rules of each of the games and appoint one student in each group as a referee. After the games are played tell them the importance of fair play.



Payal went to the local market with her grandfather and saw people doing different kinds of work. Identify these people and mention one tool used by each.



### DIFFERENT KINDS OF WORK

There are many **people** who **help** us in our **everyday lives**. These people make our lives comfortable and easy. For example, the milkman gets milk to our house, the washerman washes our clothes, the tailor stitches our clothes and the cobbler mends our shoes. People do different jobs to earn a living. Any **job** that a person does to **earn money** is called an **occupation**. Name the different people who help you in your day-to-day life.

A **skill** is an ability to do a task well. While some jobs require **specialized skills** and **expertise**, there are others that do not require any special skill or training. For example, washing and cleaning do not require any special skill, while stitching clothes and building houses require special



*A mason builds houses.*

skills. **Mechanics** repair cycles, scooters, cars, etc., and need to be trained. They generally work in garages.

## HOW SKILLS ARE LEARNT

Some people acquire skills by working as an **apprentice** or trainee. Some skills are learnt by **working with somebody** or **observing** people who are skilled in a **particular craft**. There are some jobs like stitching, embroidering, masonry and pottery that one can learn from one's elders. These are **skills** that usually get **passed** on from **one generation** to **another**.

### Local craftspeople

Sometimes a **family** may **specialize** in a certain **skill** or **craft**. Sometimes skills are **localized** and the entire **village** or **region** may be famous for a particular art or craft.

**Kashmir** is a state famous for a certain kind of **embroidery**. There are people who are trained in this particular craft. **Bengal** is also famous for a particular kind of embroidery called **kantha work**. There are skilled craftspeople who carry out this work. **Kolhapur** is famous for its **chappals**, while **Jodhpur** in Rajasthan has skilled craftspeople to make a special kind of footwear called jootis. **Pottery** is also a **skilled craft**. Pots are made using the **potter's wheel**.

The crafts that we have read about so far do not require training in a **professional** college or **institute**. However, there are some skills for which people have to get trained in colleges and institutes. These are called **professional skills**.



### Discuss

What would happen if people did not do different jobs?



*A Kashmiri embroidered cloth*



*Kolhapuri shoes*

## Professional skills

People like **doctors, engineers, pilots**, etc., need to be **formally trained** before they can start working. Doctors get trained in a medical college. It is only after studying and getting trained that they start treating patients. A person who is trained to fly a plane is known as a pilot. A pilot has to go through **formal training** at a flying institute before he can fly a plane. Engineers design and **construct** bridges, buildings, etc. An engineer gets trained at an engineering college before carrying out these activities.



### Activity

Make a collage of various types of jobs—ones that require special skills and ones that do not require specialized skills and label them.

## PEOPLE IN UNIFORM

There are some people who wear special clothes called **uniform** to work. Their uniforms can help us **identify** the kind of work they do. Talk about any six people who wear uniform to work.

## GENDER AND WORK

Earlier, most jobs were done only by men. Women, usually, stayed at home and looked after the house and children. However, things have **changed** now. **Women** work as teachers, doctors, nurses, pilots, soldiers, astronauts, politicians, etc. We can even see women working as mechanics, and at petrol pumps. They are doing **all** those **jobs** that were earlier done only by men.



*Sunita Williams is a very famous astronaut.*

## OUR VALUES

**All** kinds of **work** are **important**. We should not discriminate against people on the basis of the work they do or the money they earn. Everyone should be **respected** for the work they do.

- How do you treat people who help you in your day-to-day lives?



### Did you know?

Pratibha Patil was the first woman President of India.

## LET'S REMEMBER

- We see people do many different kinds of work around us. Some jobs require specialized skill while some do not require any specialized skill or training.
- The skills required for jobs like stitching, embroidering, masonry, and pottery are passed on from one generation to another.
- Some skills are localized and the entire village or region may be famous for a particular art or craft.
- Some jobs require training at professional colleges and institutes.
- Some people wear special clothes called uniform to work.
- Women are doing all the jobs that were earlier done by men only.

## KEY WORDS

<b>Skill</b>	Ability to do something well
<b>Apprentice</b>	A person who works for an employer for a fixed period of time in order to learn the particular skills needed in their job
<b>Localized</b>	Within an area
<b>Embroidery</b>	The skill of decorating clothes with the help of needlework
<b>Institute</b>	An organization for promoting a specified activity
<b>Professional</b>	Connected with a job that needs special training or skill, especially one that requires a higher level of education
<b>Formal training</b>	Training given in a college or institute
<b>Construct</b>	To build or make something like road, building or machine

## EXERCISES

### A. Match the rows.

- |                   |             |                    |                              |                         |
|-------------------|-------------|--------------------|------------------------------|-------------------------|
| 1. Washerman      | 2. Chappals | 3. Mechanic        | 4. Potter                    | 5. Pilot                |
| a. Potter's wheel | b. Kolhapur | c. Formal training | d. Repairs cars and scooters | e. No specialized skill |

### B. Choose the correct option.

1. Which of these are skills that get passed on from one generation to another?
  - (i) Pottery
  - (ii) Stitching
  - (iii) Embroidery
  - (iv) All of these
2. Kantha work is carried out in
  - (i) Bengal.
  - (ii) Gujarat.
  - (iii) Tamil Nadu.
  - (iv) None of these
3. Which of these people require formal training?
  - (i) Doctors and engineers
  - (ii) Potters and masons
  - (iii) Milkmen and washermen
  - (iv) Tailors and cobblers
4. An engineer
  - (i) treats patients.
  - (ii) builds roads and bridges.
  - (iii) teaches in a school.
  - (iv) All of these
5. Women work as
  - (i) doctors.
  - (ii) engineers.
  - (iii) teachers.
  - (iv) all of these

### C. Fill in the blanks with the correct words.

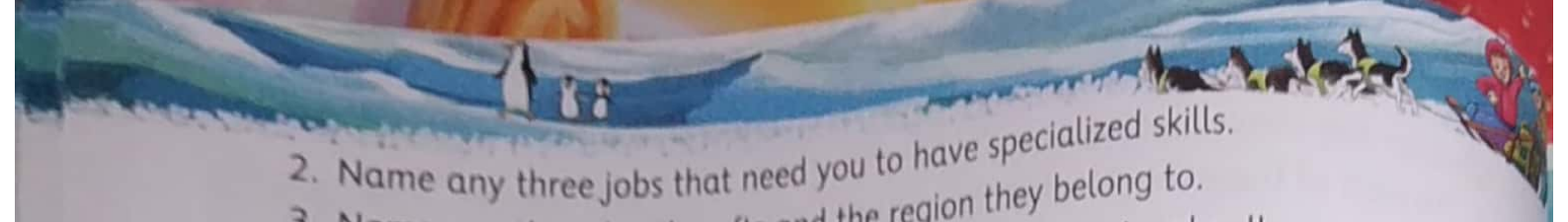
1. Jobs like cleaning and washing do not require any special .....  
(labour/skills)
2. Kashmir is famous for a certain kind of ..... (masonry/embroidery)
3. Pottery is also a/an ..... craft that gets passed on from one  
..... to another (skilled/unskilled), (city/generation).
4. People like ..... and ..... need to be formally trained  
before they can start working. (doctors/potters), (pilots/farmers)
5. .... can help us identify the work people do. (Names/Uniforms)

### D. Write true or false.

1. Any job that people do to earn money is called an occupation.
2. For all kinds of jobs, we require special skills that need to be learnt.
3. A tailor gets trained at a professional institute.
4. A pilot needs to get trained at a flying school before flying a plane.
5. There are some people who wear special clothes called uniforms to work.
6. Women are doing all the jobs that cannot be done by men.

### E. Answer the following questions.

1. List any five jobs that do not require any special skill or training.

- 
2. Name any three jobs that need you to have specialized skills.
  3. Name any three local crafts and the region they belong to.
  4. Name any three jobs that require training in a professional college or institute.
  5. Mention briefly the kind of jobs that women do these days.

### Think and Answer

Why do doctors and engineers need to be formally trained at professional colleges?

### CREATIVE CORNER

**Individual activity:** Interview any family member or someone in the neighbourhood who is trained as a professional. A sample questionnaire could include: (i) What is your profession? (ii) Did you get a formal training for it? (iii) Where did you get trained for it? (iv) How long was the training for? (v) How many hours a day did you spend in getting trained for your job? (vi) Do you wear a uniform to work? (vii) Do you think you could have done your job without receiving the training? Share the information in class.

**Group activity:** In groups of five, interview a local tailor or a cobbler and find out from him/her where he/she learnt his/her skill and how long he/she has been working. Each group has to prepare a report and read it out in the class.

**Weblinks:** For more information go to—

<http://www.culturalindia.net/indian-crafts/carpet-work.html> (Accessed on 14 April 2016)

### TEACHER'S TIP

Let the students list out the different kinds of jobs that people do. Help them sort out skilled, unskilled and semi-skilled work. It is very important for the children to understand the difference between the three.

## **ASSIGNMENT -**

*Do the exercises in your old notebook / School diary / Activity sheets / Any other notebook available at home.*

## **EXERCISES FOR CHAPTER- 5 & 6**

- a) Match the words*
- b.) choose the correct words*
- c) Fill In the blanks with the correct words*
- d). True/False*
- e) Answer the following questions*

*Do 1;2;3 & 4 (Ls -5 & 6)*

## **ACTIVITY**

*1-Make a kite using a old newspaper.small sticks from a broom ;thread and tape.cut the newspaper into a square shape.paste the sticks on to the kite in the shape of a cross and attach a string.*

*2- Make a collage of various types of jobs and label them.*

**Video Link: <https://youtu.be/N1o4oOXLOZc>**

<https://youtu.be/xdm7YajDPY0>

# Jagat Taran Golden Jubilee School

Session 2020 -2021

Class IV

Subject : Computer Science

Assignment : 3

**Lesson 3** - Complete the exercises (Fill in the blanks, State true or false, Multiple Choice questions in book.

**Lesson 3** - Do the Answer the following questions in fair copy.

{Two liner interleave notebook}.

**Activity:** Draw, colour and name - 2 inputs, 2 outputs and 2 storage devices picture in an Activity sheet.

Online link:- <https://www.youtube.com/watch?v=MxEpu3-iosl>



# CHAPTER 3

## MORE ON PAINT 3D

### LEARNING IN THIS CHAPTER

- Adding Stickers to Canvas
- Adding 3D text to Canvas
- Adding effect
- Adding objects from 3D Library

Paint 3D has many inbuilt options that can be used to enhance your art work. One such feature is Stickers in Paint 3D. The Sticker option is used to add realistic texture and icons to your drawings. Stickers can be added to 2D or 3D drawing. Paint 3D stickers are available in various forms like squares, curves, lines, surface gestures, and facial gestures. You can also create your own stickers using other application and add it to Paint 3D canvas.

### ➤ ADDING STICKERS TO CANVAS

Adding stickers into your Paint 3D canvas is a simple and easy task. The Sticker tool is used to insert stickers in your canvas. Following steps can be used to add a sticker in Paint 3D canvas.

- To add a sticker to your canvas, click on the **Stickers** icon  on the top menu.
- The Sticker, panel will appear on the right-hand side of the Paint 3D window.
- You will see three icons on the top of the Stickers panel, i.e., Stickers, Texture, and Add Stickers.
- Click on the **Stickers** option  and you will see all the available stickers in the **Stickers Panel** display.
- Select on the desired sticker, drag, and place it on the canvas.

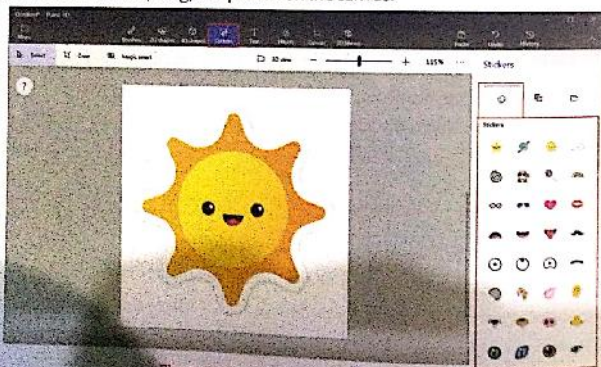



Figure 3.1: Adding Sticker to the Canvas

### SELECTING A STICKER

You can make changes to the sticker that you have inserted in the Paint 3D canvas. You can change the size, position, orientation, and appearance of the sticker. Before you make any significant change to the sticker, it is necessary to select the sticker first. The Select tool placed just below the top menu is used to select a sticker.

Following steps can be used to select a sticker:

- Add the sticker **Sun** to the canvas as shown in Figure 3.1
- Click on the **Select** tool  placed below the top menu.
- Once the object is selected, a rectangle with dotted lines will appear around the sticker as shown in Figure 3.2.

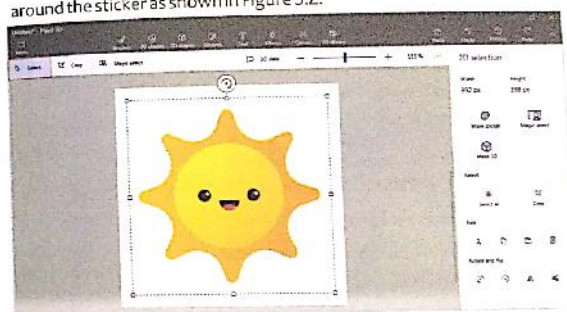




Figure 3.2: Selecting a Sticker

### MOVING A STICKER

After adding the desired sticker, you can always change the position and size of the sticker by dragging its edges.

- Insert the sticker **Sun** into canvas and save the file with name **Sun**.
- Select the sticker using **Select** tool from the top menu.
- Select **Copy**  button under the **Edit** option from the **2D selection** panel.
- Now, click on the **Paste**  button. The new copy of the selected sticker will be placed over the pre-existing sticker.
- Select the inserted sticker, and drag and drop it at the new location as shown in Figure 3.3.

#### Quick View

You can press **Ctrl + R** to add Ruler to line up and measure the picture.

#### Let's Know More

If you want to focus on a particular part of a drawing, you can use Crop tool present in the Image group on the Home tab. By using this tool, you can crop (cut) the image and resize it as required.

#### Let's Know More

There are six 3D shapes that you can use to make your own 3D models. Square, Sphere, Cylinder, capsule, cone, and doughnut. If you have a 3D shape that is not in list, you can draw it yourself with the 3D Pen tool.

- > The new copy will be placed at the desired location on the canvas.

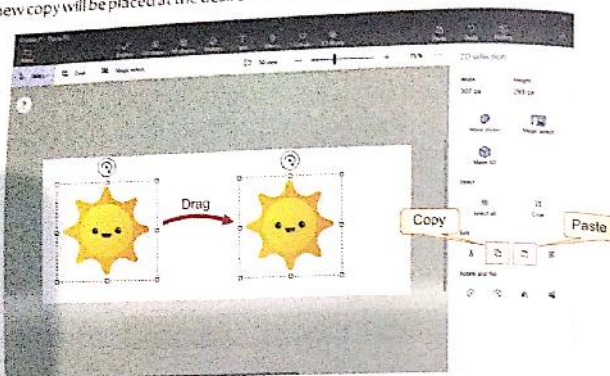



Figure 3.3: Moving a Sticker

#### DELETING A STICKER

Paint 3D provides the facility to erase a sticker. To delete a sticker, you can use the delete option given in the Selection Pane.

- > To delete a sticker, select it using the Select tool from the Top menu.
- > Once a sticker has been selected, you can click on the Delete icon  under the Edit option as shown in Figure 3.4.

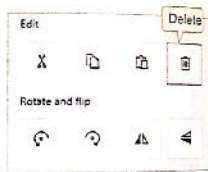




Figure 3.4: Edit Options

#### ➤ ADDING 3D TEXT TO CANVAS

You can also enhance your artwork by adding 3D text to your canvas. The Paint 3D Text tool is an upgrade of Text tool used in MS Paint. With MS Paint program you can only add 2D text to your drawing, on the other hand the Paint 3D program is used to create both 2D and 3D text.

- > Click on the Text tool  on the Top Menu. The pointer changes to a  sign. Click and drag the Text box on the Canvas Area.
- > A dotted rectangular box with options to rotate the text box will appear with a blinking cursor inside it.
- > Type the text as shown in the text box.
- > You can then use the rotation tools (x-axis, y-axis, and, z-axis) to change and convert the text into 3D.

- > Rotate the text using y-axis tool up to a position where it takes its 3D form.

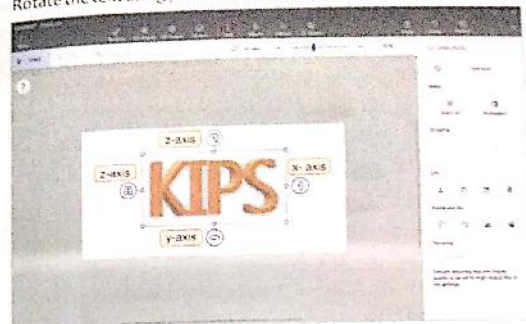





Figure 3.5: Adding 3D Text

#### DELETING 3D TEXT FROM THE CANVAS

- > To delete 3D Text, select the 3D text box using the Select tool from the Top menu.
- > Once the text has been selected, click on the Delete icon  in the 3D selection panel.

Now, you have learnt how to draw 2D and 3D objects in Paint 3D. You can also enhance the look of your art work using colours, textures, and effects.

#### ➤ ADDING EFFECT

- > Open the artwork you have already saved using Paint 3D.
- > Click on the Effects icon  on the Top menu. The Effects panel will appear on the right-hand side.
- > Select a filter of your choice from filters. Click on the Filter to apply the effect.
- > You can enhance or lighten the effect by rotating the Sun icon  on the Effects panel.

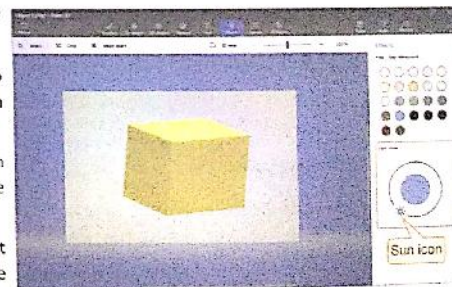


Figure 3.6: Adding Effects

#### Let's Know More

Using texture in Microsoft Paint 3D is similar to using a sticker. You can use different types of textures like brick, water, grass, etc. Once placed, you can easily change its properties like opacity, rotate, flip, etc.


#### Let's Discuss

Effects icon  
Vs  
Sun icon

#### Let's Know More

Using Make 3D option available in Paint 3D you can add your 2D drawing and convert it to 3D model.

## ➤ ADDING OBJECTS FROM 3D LIBRARY

- Click on the 3D Library icon  in the Top menu.
- From the 3D Library Pane, select a 3D model. Once selected, the model will automatically load and will be inserted in to Paint 3D canvas.
- If you do not find a 3D model of your choice in the list, you can also find the 3D model by typing its name in the search box.

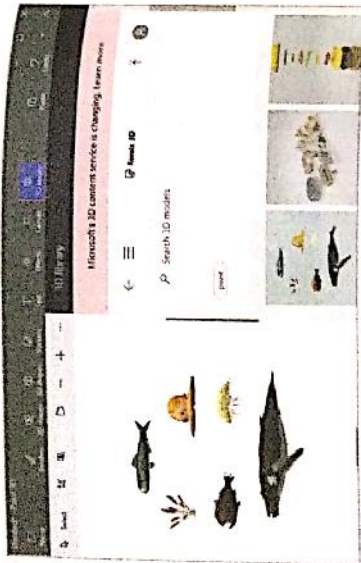



Figure 3.6: 3D Library

## RECAP

- The Stickers option is used to add realistic texture and icons to your drawings.
- To select an object on the canvas, use the Select tool from the top menu.
- You can change the position and size of the sticker by dragging its edges.
- To delete a sticker, you can use the delete option  given in the Selection pane.
- The Paint 3D Text tool is an upgrade of Text tool used in MS Paint.
- The effects options help us to enhance the appearance of the objects.

Let's Know More  
You can share your 3D drawings with other people using Remix 3D option. Remix 3D is a community that allows Paint 3D users to share and view their creation with the other members of the community.



## SECTION - A

### A. Fill in the blanks.

1. The ..... option is used to add realistic texture and icons to your drawings.
2. The Sticker icon is available on the ..... menu.
3. To select an object on the canvas, use ..... tool.
4. To delete a sticker, you can use the ..... icon given in the Selection pane.
5. The Effects panel will appear on the ..... hand side.

### B. State True and False.

1. Stickers can be added to 2D or 3D drawings.
2. There are only two icons on the top of the stickers panel.
3. To make any change in a sticker, it is not necessary to select the sticker first.
4. The Paint 3D Text tool is an upgrade of Text tool used in MS Paint.
5. You can also create your own stickers using Paint 3D application.

### C. Application-based questions.

1. Abhinav wants to create a 3D drawing of an animal sanctuary. His teacher told him that he can use the Paint 3D application for the same. Help Abhinav in selecting the right tools that can be used for creating the drawing.
2. Alisha has drawn a tree in Paint 3D. She wants to add some effects in the background. Which tool can she use to add the background effects?

## SECTION - B

### A. Multiple-choice questions.

1. The ..... option is used to add realistic texture and icons to your drawings.
  - a. Icons
  - b. Stickers
  - c. Labels
2. On which side of the Paint 3D application the Stickers panel is placed?
  - a. Left
  - b. Right
  - c. Center
3. In Paint 3D, the ..... tool is used to select a sticker.
  - a. Sticker
  - b. Select
  - c. Label
4. You can convert 2D drawings and convert them in 3D using ..... option.
  - a. Make 3D
  - b. Update
  - c. Insert
5. You can enhance or lighten the effect by rotating the ..... icon on the Effects panel.
  - a. Sticker
  - b. Arrow
  - c. Sun

### B. Answer the following questions.

1. Name the various forms in which Paint 3D stickers are available.

2. Write the steps to delete a Sticker from the Paint 3D canvas.

3. What is the use of 3D Text tool?

4. How is the 2D Text tool different from the 3D Text tool?

# ACTIVITY SECTION

## MY ACTIVITY

Learning While Playing



Draw the following drawings.

1.



2.



**HINTS** Use 3D Library to add objects like Island, fishes, and boat.

## GROUP DISCUSSION

For Concept Clarity

➤ MS Paint vs Paint 3D



## PROJECT WORK

Using Creativity

Make an attractive invitation card for your friend's birthday.



JAGAT TARAN GOLDEN JUBILEE SCHOOL, PRAYAGRAJ.

Session: 2020-2021

Class IV

Subject: ART

(Study Material)

Dear Parents/Students,

Kindly follow these Instructions:-

- 1.) Draw and colour the poster in your drawing copy
- 2.) Children can use any colours that are available at the home



JAGAT TARAN GOLDEN JUBILEE  
SCHOOL

SESSION : 2020 - 2021

CLASS : 4

SUBJECT : ENGLISH

BOOK : THE ENGLISH CHANNEL

(Published by Indiannica Learning Private  
Limited)

Study Material : Assignment 3

Dear Parents/Students ,

Kindly follow the instructions given  
below :

1. Type the following links :

- a) <https://youtu.be/XiXyDOYhxhg>
- b) <https://youtu.be/xZPIK3ghyAs>
- c) <https://youtu.be/mOQA0VqJBZQ>

2. View the animated videos of the  
following topics :

a) Chapter - The Raindrops :

\* Types Of Sentences

b) Chapter - Elephant Feast :

\* Collective Nouns

\* Abstract/Concrete Nouns

3. Watch the videos carefully.

4. Complete the given assignment in your  
Coursebook and Practice Book.



## Types of sentences

A. Read these sentences. Write **S** for statements, **O** for orders, **R** for requests, **Q** for questions, and **E** for exclamations.

1. What can we do? \_\_\_\_\_
2. Do what I tell you. \_\_\_\_\_
3. I want to help him. \_\_\_\_\_
4. Will you please come with me? \_\_\_\_\_
5. Oh! The rain is here at last! \_\_\_\_\_

- A **statement** gives information. It ends with a **full stop** (.).
- A **question** asks for information. It ends with a **question mark** (?).
- An **order** is when you tell someone to do something.
- A **request** is a polite way of asking someone to do something.



Now read these sentences.

• They have **never** visited us.

• My hard work will **not** go to waste.

The words in colour are called **negative words**. Sentences that have negative words are called **negative sentences**.

**B. Tick (✓) the negative sentences.**

1. It had not rained in a long time.

2. Farmer Seth was very sad.

3. Pit and Pat were friends.

4. Pit and Pat did not wait for anyone else.

5. The wheat could not grow very well.

C. Form questions for these answers. Use do, does, is, or are. One has been done for you.

1. Are the stalks of wheat wilting?

The stalks of wheat are wilting.

2. \_\_\_\_\_

Farmer Seth is worried

3. \_\_\_\_\_

The field needs water.

4. \_\_\_\_\_

It is raining.

5. \_\_\_\_\_

The farmer and his family rejoice.

## Pair work

---

Take turns with your partner to ask and answer these questions. Form your questions by using **wh-** words. One has been done for you.

1. Why was the wheat drying up?

The wheat was drying up because there was no rain.

2. \_\_\_\_\_ did Farmer Seth pray for?

Farmer Seth prayed for rain.

3. \_\_\_\_\_ jumped with Pit?

Pat jumped with Pit.

4. \_\_\_\_\_ raindrop fell on the farmer's nose?

Pit fell on the farmer's nose.

5. \_\_\_\_\_ did Pat land?

Pit landed on a wheat stalk.

6. \_\_\_\_\_ did the other raindrops help?

The other raindrops joined Pit and Pat and fell on the field.

## Collective nouns

B. The story that you read is about a herd of elephants. Fill in the blanks with collective nouns from the box.

bunch

string

clump

fleet

troop

stack

team

pack

school

galaxy

1. a \_\_\_\_\_ of trees
2. a \_\_\_\_\_ of bananas
3. a \_\_\_\_\_ of wolves
4. a \_\_\_\_\_ of stars
5. a \_\_\_\_\_ of books
6. a \_\_\_\_\_ of beads
7. a \_\_\_\_\_ of players
8. a \_\_\_\_\_ of fish
9. a \_\_\_\_\_ of monkeys
10. a \_\_\_\_\_ of cars

A **collective noun** is the name of a collection or group of people, animals, or things.

C. Write these nouns in the correct columns. One has been done for you.

brick  
fear

tree  
happiness

courage  
juice

fish  
children

hope  
wood

joy  
anger

Concrete nouns	Abstract nouns
children	

Take turns to say each sentence followed by the question 'What does this show?'. Your partner will answer it by using a suitable abstract noun from the given list.

courage

honesty

justice

speed

1. The king gave the prisoner a fair judgement.  
This shows his \_\_\_\_\_.
2. Ali gave the purse he found to the teacher.  
This shows his \_\_\_\_\_.
3. Anju covered 100 metres in less than 11 seconds.  
This shows her \_\_\_\_\_.
4. The little girl saved the baby from drowning.  
This shows her \_\_\_\_\_.



# Practice 1



## Expand words



1. **Underline the synonyms in the given group of words. Then write their antonyms in the blanks.**

- |              |        |           |       |
|--------------|--------|-----------|-------|
| a) enormous  | behind | huge      | _____ |
| b) delicious | yummy  | beautiful | _____ |
| c) green     | untidy | messy     | _____ |
| d) happy     | deep   | joyful    | _____ |
| e) tiny      | second | small     | _____ |

2. **Make antonyms by adding the prefixes un- or dis- to these words.**

- |             |       |
|-------------|-------|
| a) like     | _____ |
| b) tie      | _____ |
| c) appear   | _____ |
| d) friendly | _____ |
| e) continue | _____ |

## Grammar



- A **statement** gives information. It ends with a full stop (.).
- A **question** asks for information. It ends with a question mark (?).
- An **order** is a command to do something.
- A **request** is a polite way of asking someone to do something.
- An **exclamation** expresses a strong feeling.

1. Identify the given sentences as statements (S), questions (Q), orders (O), requests (R), or exclamations (E).

- a) Feed the dog. \_\_\_\_\_
- b) Tomorrow is our annual day. \_\_\_\_\_
- c) Please come to the party tonight. \_\_\_\_\_
- d) Ouch! These shoes are too tight! \_\_\_\_\_
- e) Can you play the piano? \_\_\_\_\_

Sentences that have negative words, like not and never, are called **negative sentences**.

2. Change the given sentences into negative sentences. Remember to use not or never.

- a) Rani goes out for walks.  
\_\_\_\_\_
- b) Niraj was sad today.  
\_\_\_\_\_
- c) Tim and Molly are good friends.  
\_\_\_\_\_
- d) This T-shirt is tight.  
\_\_\_\_\_
- e) They walk quietly.  
\_\_\_\_\_

We use the words **is, are, do, or does** at the beginning of statements to form questions in the present tense.



3. Change these statements into questions. Use do, does, is, or are.

a) She is an elegant dancer.

\_\_\_\_\_



b) Ram and Sita are out for a film.

\_\_\_\_\_



c) You like video games.

\_\_\_\_\_



d) Ranjeev likes playing hockey.

\_\_\_\_\_



e) This is Richa's bat.

\_\_\_\_\_



We also use **wh-** words such as **why, what, when, where, which,** and **who,** and **how** to form questions. We use—

- **why** to know the reason for something.
- **what** to know details about someone or something.
- **when** to know the time.
- **where** to know the place.
- **which** to know something from a set.
- **who** to know the identity of someone.
- **how** to know in what way.

Answer to wh- questions is never a yes or a no.

4. Fill in the blanks with the correct question words. One has been done for you.

- a) Who is coming to the party?
- b) Do you know \_\_\_\_\_ Shiny is?
- c) There are two pens. \_\_\_\_\_ one is yours?
- d) \_\_\_\_\_ is the time by your watch?
- e) \_\_\_\_\_ did you wake up today morning?
- f) \_\_\_\_\_ do you like my dress?
- g) \_\_\_\_\_ are you so sad?
- h) \_\_\_\_\_ are you going?
- i) \_\_\_\_\_ is Rama doing?
- j) \_\_\_\_\_ one of the two dresses do you like more?



# Practice 2



## Expand words



1. Form compound words by joining the underlined words in the sentences with the words in the box. Use the compound words formed to complete the sentences. One has been done for you.

chair  
bow

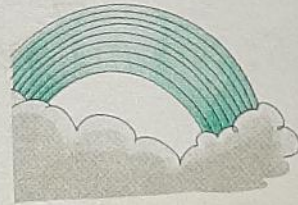
pan  
bottle

pool  
room

- a) There's a new bed in the bedroom.



- b) After the rain, I always hope for a \_\_\_\_\_.



- c) Can you please put water in my \_\_\_\_\_?



- d) The wheel of the \_\_\_\_\_ is stuck in mud.



e) We went swimming in our neighbour's \_\_\_\_\_ yesterday.



f) Sunil has collected dust in the \_\_\_\_\_.  
Now it needs to be emptied.



## 2. What do we call a person who

a) treats ill people \_\_\_\_\_



b) repairs pipes and fittings \_\_\_\_\_



c) bakes breads and cakes \_\_\_\_\_



d) cuts and sells meat \_\_\_\_\_



e) drives a car \_\_\_\_\_





A **common noun** is the common name given to persons, places, animals, or things of the same kind.

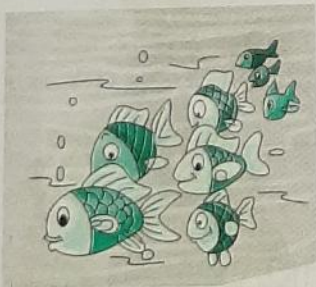
A **proper noun** is the particular name of a person, a place, an animal, or a thing.

1. Read these sentences. Underline the common nouns. Encircle the proper nouns.

- Meera sent sweets to her brother in Agra.
- Sujit drove us to the Taj Mahal in his car.
- Gunjeet collected flowers for her father.
- Grandmother narrated stories about giraffes and zebras to Ranjeet.
- The carpenter from Bengaluru took only an hour to fix the dining table.

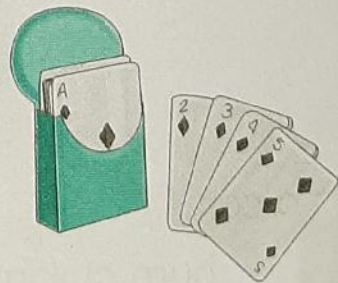
A **collective noun** is the name of a collection or group of people, animals, or things.

2. Rearrange the letters to form collective nouns that match the pictures.



a) sloah

\_\_\_\_\_



b) capk

\_\_\_\_\_



c) etfle

\_\_\_\_\_

d) yrma

\_\_\_\_\_

Common nouns that can be seen and touched are called **concrete nouns**.

Nouns that refer to something, such as a quality, that cannot be seen or touched are called **abstract nouns**.

3. Write these nouns under the correct columns. One has been done for you.

sofa

parent

moon

cold

truth

workers

patience

beauty

generosity

milk

**Concrete nouns**

sofa

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Abstract nouns**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Underline the plural nouns in these sentences. One has been done for you.

- a) Most babies cry when they are bored.
- b) The curry is made of potatoes and spices.
- c) The boy's clothes are in the washing machine.
- d) We bought some paintbrushes, canvases, and oil paints.
- e) We are not allowed to touch Uncle's set of fancy knives.

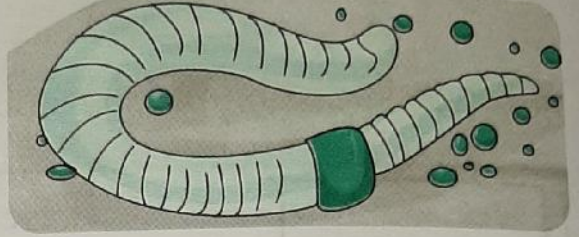


# Read and answer



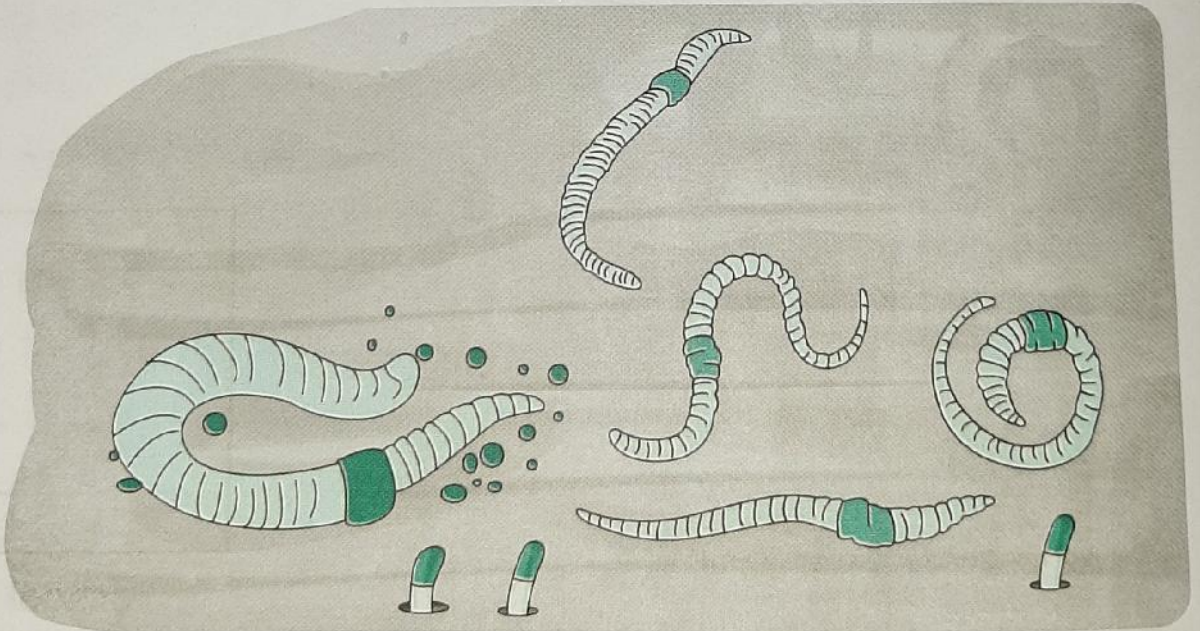
## Friends of the Soil

1. We are some of the smallest animals living under the soil! Can you guess who we are? If you have ever dug around in damp soil, you may have seen one of us. We are reddish-grey coloured common earthworms—a familiar and friendly sight for the farmers, gardeners, and some birds.



2. Over 1,800 kinds of earthworms share the planet earth. We live in all but the driest and coldest parts of the earth. We are often called miniature or tiny ploughmen or tillers of the soil. Though not attractive to look at, we are very valuable to earth's ecosystem.

3. As we eat and digest manure, soil, and decaying vegetation, we produce a waste called worm castings. Worm castings are rich sources of plant food. We also help air enter the soil. We turn the





soil as we burrow. This helps it to soak water better, thus making it more fertile.

4. In addition, many harmful bacteria, found in rotting manure and vegetation, are destroyed as they pass through our bodies. We clean the soil as we feed. Our bodies work like a recycling machine—we live on waste which we change into nutritious plant food.
5. The slimy surface of our skin, which may be disgusting, actually allows us to breathe. Our skin soaks oxygen from the air or from water while releasing carbon dioxide. But this can only happen if our skin is moist. If we dry out, we will slowly die. On the other hand, if there is too much water in our burrows, we can die. So we quickly move to the surface.
6. So the next time you see an earthworm on the ground, remember we are friends of the soil, and your friends too.

**1. Mark the following statements as true (T) or false (F).**

- a) Earthworms can be found in deserts. \_\_\_\_\_
- b) They make a farmer's work easier. \_\_\_\_\_
- c) Worm castings are not good for plants. \_\_\_\_\_
- d) Worms breathe through their skin. \_\_\_\_\_
- e) There are just 100 kinds of earthworms. \_\_\_\_\_
- f) They clean the soil as they feed. \_\_\_\_\_

**2. Match these subheadings to the paragraphs. Write the correct paragraph number in each blank.**

- a) Small and modest \_\_\_\_\_
- b) Invisible cleaners \_\_\_\_\_

c) Plant food factory \_\_\_\_\_

d) Ploughmen or tillers \_\_\_\_\_

3. Write five difficult words from the passage. Use a dictionary to find their meanings.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

4. Are earthworms important for the farmers and gardeners? Write two or three reasons to support your answer.

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J T Golden Jubilee School,2020 -2021

Class 5

Subject Hindi



Study Material

Book Rimjhim Part 4 (NCERT)

Assignment 3

Chapter 5

"दोस्त की पोशाक "

  
 **5 दोस्त की पोशाक**


एक बार नसीरुद्दीन अपने बहुत पुराने दोस्त जमाल साहब से मिले। अपने पुराने दोस्त से मिलकर वे बड़े खुश हुए। कुछ देर गप्पचप करने के बाद उन्होंने कहा, "चलो दोस्त, मोहल्ले में घूम आएँ।"

जमाल साहब ने जाने से मना कर दिया और कहा, "अपनी इस मामूली सी पोशाक में मैं लोगों से नहीं मिल सकता।"

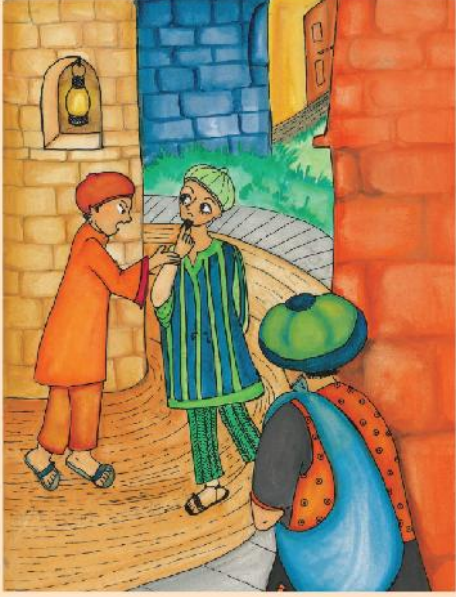
नसीरुद्दीन ने कहा, "बस इतनी सी बात!"

नसीरुद्दीन तुम्हें उनके लिए अपनी एक भड़कीली अचकन निकाल कर लाए और कहा, "इसे पहन लो। इसमें तुम खूब अच्छे लगोगे। सब देखते रह जाएँगे।" बनटन कर दोनों भूमने निकले। दोस्त को लेकर नसीरुद्दीन पड़ोसी के घर गए। नसीरुद्दीन ने पड़ोसी से कहा, "ये हैं मेरे खास दोस्त, जमाल साहब। आज कई सालों बाद इनसे मुलाकात हुई है। जैसे जो अचकन इन्होंने पहन रखी है, वह मेरी है।"

यह सुनकर जमाल साहब पर तो मानो घड़ों पानी पड़ गया। बाहर निकलते ही मुँह बनाकर उन्होंने नसीरुद्दीन से कहा, "तुम्हारी कैसी अकल है! क्या यह बताना जरूरी था कि यह अचकन तुम्हारी है? तुम्हारा पड़ोसी सोच रहा होगा कि मेरे पास अपने कपड़े हैं ही नहीं।"



35



नसीरुद्दीन ने माफ़ी माँगते हुए कहा, "गलती हो गई। अब ऐसा नहीं करूँगा।"

अब नसीरुद्दीन उन्हें हुसैन साहब से मिलवाने ले गए। हुसैन साहब ने गर्मजोशी से उनका स्वागत सत्कार किया। जब जमाल साहब के बारे में पूछा तो नसीरुद्दीन ने कहा, "जमाल साहब मेरे पुराने दोस्त हैं और इन्होंने जो अचकन पहनी है वह इनकी अपनी ही है।"

जमाल साहब फिर नाराज़ हो गए। बाहर आकर बोले, "झूठ बोलने को किसने कहा था तुमसे?"

"क्यों?" नसीरुद्दीन ने कहा, "तुमने जैसा चाहा, मैंने वैसा ही तो कहा।"

"पोशाक की बात कहे बिना काम नहीं चलता क्या? उसके बारे में न कहना ही अच्छा है", जमाल साहब ने समझाया।

जमाल साहब को लेकर नसीरुद्दीन आगे बढ़े। तभी एक अन्य पड़ोसी मिल गए। नसीरुद्दीन ने जमाल साहब का परिचय उनसे करवाया, "मैं आपका परिचय अपने पुराने दोस्त से करवा दूँ। यह हैं जमाल साहब और इन्होंने जो अचकन पहनी है उसके बारे में मैं चुप ही रहूँ तो अच्छा है।"





5

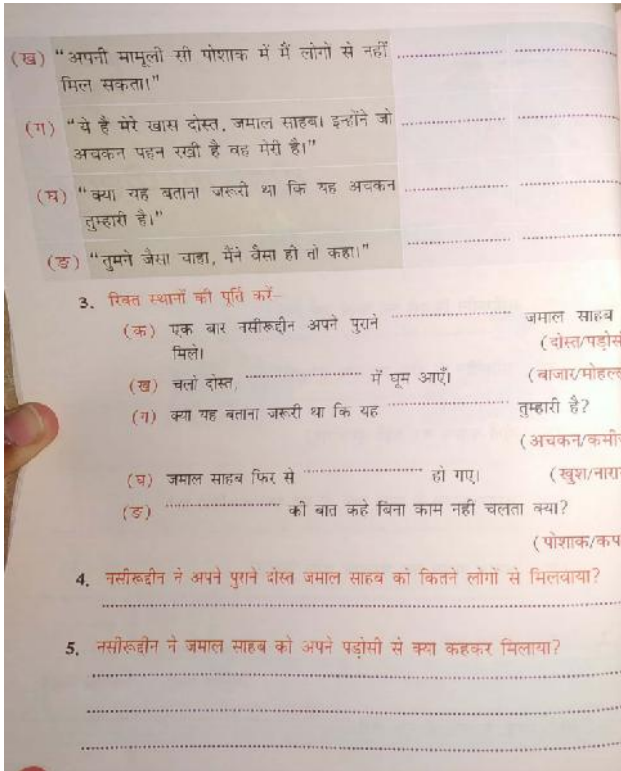
दोस्त की पोशाक

1. निम्नलिखित प्रश्नों के उत्तर दे-

- (क) नसीरुद्दीन किससे कई सालों बाद मिले?  
.....
- (ख) नसीरुद्दीन के दोस्त का क्या नाम था?  
.....
- (ग) दोनों बनटन कर कहाँ घूमने गए?  
.....
- (घ) जमाल साहब ने घूमने जाने से क्यों मना कर दिया था?  
.....
- (ङ) जमाल साहब क्या पहनकर घूमने निकले?  
.....

2. किसने, किससे कहा?

	कथन	किसने कहा	किससे कहा
क)	"चलो दोस्त, मुहल्ले में घूम आरौं!"	.....	.....



- (ख) "अपनी मामूली सी पोशाक में मैं लोगों से नहीं मिल सकता!"
- (ग) "ये है मेरे खास दोस्त, जमाल साहब। इन्होंने जो अचकन पहन रखी है वह मेरी है।"
- (घ) "क्या यह बताना जरूरी था कि यह अचकन तुम्हारी है।"
- (ङ) "तुमने जैसा चाहा, मैंने वैसा ही तो कहा।"

3. रिक्त स्थानों की पूर्ति करें-

- (क) एक बार नसीरुद्दीन अपने पुराने ..... जमाल साहब ने  
मिले। (दोस्त/पड़ोसी)
- (ख) चलो दोस्त, ..... में घूम आरौं। (बाजार/मुहल्ले)
- (ग) क्या यह बताना जरूरी था कि यह ..... तुम्हारी है?  
(अचकन/कमीज)
- (घ) जमाल साहब फिर से ..... हो गए। (खुश/नाराज)
- (ङ) ..... की बात कहे बिना काम नहीं चलता क्या?  
(पोशाक/कपड़े)

4. नसीरुद्दीन ने अपने पुराने दोस्त जमाल साहब को कितने लोगों से मिलवाया?

5. नसीरुद्दीन ने जमाल साहब को अपने पड़ोसी से क्या कहकर मिलाया?

6. पड़ोसी के यहाँ से बाहर निकलते ही जमाल साहब ने नाराज होते हुए क्या कहा?

7. शब्दों को उनके सही अर्थ से मिलाएँ-

- |              |                   |
|--------------|-------------------|
| (क) गपशप     | (i) साधारण        |
| (ख) मामूली   | (ii) सज्जजन कर    |
| (ग) भड़कीली  | (iii) ज्ञान       |
| (घ) बगठा कर  | (iv) बातचीत       |
| (ङ) गर्मजोशी | (v) उत्साह        |
| (च) अकल      | (vi) चमक-दमक वाला |

8. वाक्यों को मिलाएँ और जंझकर नीचे लिखें-

- |                                 |                                    |
|---------------------------------|------------------------------------|
| क) अग्नी इस मामूली-सी पोशाक     | (i) अपने पुराने दोस्त से करवा दूँ। |
| ख) दोस्त को लेकर नसीरुद्दीन     | (ii) ही तो किया।                   |
| ग) क्या यह बताना जरूरी था कि यह | (iii) मैं लोगों से नहीं मिल सकता।  |
| घ) एमने जैसा चाहा, मने वैसा     | (iv) पड़ोसी के घर गए।              |
| ङ) मैं आपका परिचय               | (v) अचकन तुम्हारी है?              |

(क)

(ख)

(ग)

(घ)

(ङ)

9. निम्नलिखित शब्दों से वाक्य बनाएँ-

(क) घड़ों पानी पड़ना

(ख) मुँह बनाना

(ग) गर्मजोशी

(घ) पड़कीली

(ङ) परिचय

10. आओ कुछ जानें-

जो शब्द किसी के बारे में कुछ विशेष या खास बताते हैं उन्हें विशेषण कहते हैं जैसे- काला कुत्ता।

आप भी कुछ विशेषण शब्द इनके साथ लिखें।

(क)	.....	पोशाक	(ख)	.....	अचकन
(ग)	.....	दोस्त	(घ)	.....	कपड़े
(ङ)	.....	फल	(च)	.....	टोपी
(छ)	.....	पेंसिलें	(ज)	.....	बच्चे
(झ)	.....	हाथी	(ञ)	.....	जंगल

11. नीचे लिखे शब्दों के दो अलग-अलग अर्थ स्पष्ट करते हुए वाक्य बनाएँ-

जैसे- आम- आम फलों का राजा है।

आम- यह रास्ता आम लोगों के लिए है।

(क) अंबर-

.....

अंबर-

.....

(ख) फल-

.....

फल-

.....

(ग) हार-

.....

हार-

.....

(घ) पत्र-


.....

पत्र-

.....

(ङ) मत-

.....



# 4

## पापा जब बच्चे थे

1. निम्नलिखित प्रश्नों के उत्तर दें-

(क) छोटे बच्चों से अक्सर क्या सवाल पूछे जाते हैं?

.....

(ख) पापा शुरू-शुरू में बड़े-होकर क्या बनना चाहते थे?

.....

(ग) पापा चौकोदार क्यों बनना चाहते थे?

.....

(घ) फिर पापा ने आइसक्रीम वाला बनना क्यों सोचा?

.....

(ङ) पापा आइसक्रीम बतला बनते तो बच्चों के लिए क्या करते?

.....



2. निम्न स्थानों की पूर्ति करें-

- (क) शुरू-शुरू में पापा ..... बनना चाहते थे।  
 (ख) छोटे बच्चों को तो मैं ..... में आइसक्रीम खिलाऊँगा।  
 (ग) मैं तो रेलगाड़ी के डिब्बों को ..... करूँगा।  
 (घ) आइसक्रीम के टेलों को मैं ..... के पास खड़ा रखूँगा।  
 (ङ) उसी समय एक अजनबी ..... अफ़सर उधर से निकला।  
 (च) मैं एक अच्छा ..... बनना चाहता हूँ।

3. दिए गए अनुच्छेद को पढ़कर निम्न प्रश्नों के उत्तर दें-

सभी कुछ तय हो गया, लेकिन एक दिन पापा को वायुयान चालक बनने की सूझी। इसके बाद उन्होंने अभिनेता बनने की सोची। इसके अलावा वह जहाजी भी बनना चाहते थे। कम-से-कम वह चरवाहा बनकर लाठी हिलाते हुए गाओं के पीछे घूमते हुए अपने दिन बिताना तो चाहते ही थे।

- (क) सब कुछ तय होने के बाद एक दिन पापा को क्या बनने की सूझी?  
 .....
- (ख) इसके बाद वह लाठी लेकर किसके पीछे घूमते हुए दिन बिताना चाहते थे?  
 .....
- (ग) इनके अलावा पापा और दो क्या बनना चाहते थे?  
 .....
- (घ) नीचे लिखे शब्दों के विलोम (विपरीत) शब्द लिखें-  
 वायुयान .....  
 अभिनेता .....

4. सही कथन पर ✓ का एवं गलत पर ✗ का निशान लगाएँ।

- (क) पापा ने सोचा, मैं एक आइसक्रीम बेचूँगा तो एक खुद खाऊँगा।  
 (ख) पापा बस के डिब्बों को शॉटिंग करना चाहते थे।  
 (ग) अंत में उन्होंने तय किया कि वे कृता बनना चाहते हैं।  
 (घ) वहाँ से एक बैंक अफ़सर जा रहा था।  
 (ङ) मैं अब सिर्फ एक अच्छा इंसान बनना चाहता हूँ।

5. कॉलम 'क' के शब्दों को कॉलम 'ख' के सही शब्दों से मिलाएँ-

- | 'क'          | 'ख'                                |
|--------------|------------------------------------|
| (क) पायलट    | (i) गाँवों को चराता है।            |
| (ख) अभिनेता  | (ii) गाड़ी चलाता है।               |
| (ग) चौकीदार  | (iii) इंजन और हथियार लगे होते हैं। |
| (घ) ड्राइवर  | (iv) वायुयान उड़ाता है।            |
| (ङ) चरवाहा   | (v) अभिनय करता है।                 |
| (च) रेलगाड़ी | (vi) पहरेदारों करता है।            |

6. बताइए-

- (क) शॉटिंग किसे कहते हैं?  
 .....
- (ख) पापा आइसक्रीम वाला, शॉटिंग करने वाला और चौकीदार बनकर तीनों का एक साथ कैसे करते?  
 .....

(ग) वह एक काम कौन था जो पापा सीख नहीं पाए?

.....

(घ) सबसे जरूरी क्या बनना है और क्यों?

.....

7. पापा को देखकर सब हँस पड़े। अगर आपको अब सुनकर कोई हँस पड़ता है तो आपको कैसा लगता है? आपका मन तभी क्या करता है?

.....

.....

.....

8. दिए गए नामों पर पैरा लगाएँ। इनमें से किन्हीं को कहते हैं?

- |                      |                  |
|----------------------|------------------|
| (क) पापा को माँ      | मामी, दादी, बुआ  |
| (ख) पापा के पापा     | नाना, मौसा, दादा |
| (ग) पापा को बहन      | मौसी, बुआ, चाची  |
| (घ) पापा के बड़े भाई | चाचा, मौसा, ताऊ  |
| (ङ) माँ के पापा      | दादा, नाना, ताऊ  |

9. 'कि' लगाकर वाक्यों को जोड़ें।

जैसे- पापा को यह सोचना अच्छा लगता था। जब सारा शहर सोता है, चौकीदार जागता है।

पापा को यह सोचना अच्छा लगता था कि जब सारा शहर सोता है, चौकीदार जागता है।

10. 'तो' लगाकर वाक्यों को जोड़ें-

जैसे- जब पापा छोटे थे। उनसे क्या सवाल पूछा जाता था?  
जब पापा छोटे थे तो उनसे क्या सवाल पूछा जाता था?

(क) तुम मेरी हँसी उड़ाओगे? मैं चौकीदार भी बन जाऊँगा।

(ख) मैं एक आइसक्रीम बेचूँगा, एक खूब खाऊँगा।

(ग) जब हर कोई सो जाएगा। वह खूब शोर मचाएँगा।

11. निम्न शब्दों से वाक्य बनाओ-

(क) चौकीदार

(ख) इंसान

24

विद्यार्थी अक्षय - पुणेकर (भा.प.)

Scanned with CamScanner

(ग) अजनबी

(घ) इंसान

12. पाठ में से पाँच मंज़ और पाँच सर्वनाम शब्द वाक्य लिखकर रेखांकित करें-

जैसे-पापा को फटा चल गया वह क्या बनेंगे।

13. इनके विलोम शब्द लिखें-

(क) जवान

(ख) क्रय

(ग) सीया

(घ) अजनबी

(ङ) असली

(च) बेचना



# JAGAT TARAN GOLDEN JUBILEE SCHOOL

Session 2020-21

Class- IV

Subject: Hindi

## Video Link

Chapter 5

Follow the Instructions given below:-

To access the video tap the following link:

**Visit link:** <https://youtu.be/-skLeFXemsM>

Jagat Taran Golden Jubilee School

Session ÷ 2020 - 2021

Class - IV

Subject - Maths

Assignment - 3

Test paper of Chapter 1 and 2



## CHAPTER TEST

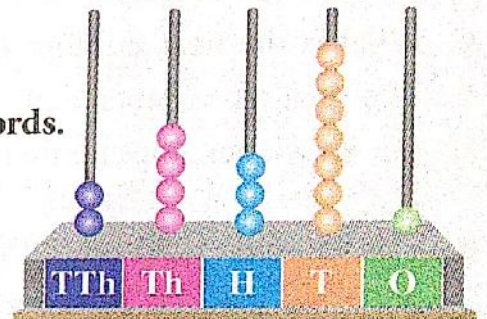
### 1. Fill in the blanks.

- (a) In 89,507, the digit \_\_\_\_\_ is in the thousands place.
- (b)  $3,00,000 + 5,000 + 70 =$  \_\_\_\_\_
- (c) 7,80,495 is \_\_\_\_\_ more than 5,80,495.
- (d) The estimated sum of 7,835 and 8,219 by rounding each number to the nearest thousand is \_\_\_\_\_.
- (e) Write the missing digit to make the inequality true.  
 $5,37,918 < 5,37, \_ 91$

### 2. Write the number shown in the abacus both in figures and words.

Numeral \_\_\_\_\_

Number name \_\_\_\_\_



3. Compare the given numbers. Write  $>$ ,  $<$  or  $=$  in each .

(a) 29,765  29,870

(b) Four lakh seven  4,00,007

(c) XX  VIII

(d) IX  XI

4. Write the following numbers in descending order.

6,27,900; 90,895; 9,06,789; 79,987

Tick ( $\checkmark$ ) the correct answer in questions 5 to 7.

5. The successor of the greatest 5-digit number is

(a) 1,00,000

(b) 10,000

(c) 10,00,000

(d) 9,99,999

6. Which of 100000, 99000, 99909 and 99999 is the smallest?

(a) 1,00,000

(b) 99,000

(c) 99,909

(d) 99,999

7. The number 67,846 rounded off to the nearest thousand is

(a) 60,000

(b) 70,000

(c) 68,000

(d) 67,000

8. Match the following.

(a) 9,09,999

(i) greatest 5-digit number

(b) 29,584

(ii) the digit in the thousands place is 9

(c) 99,999

(iii)  $9,00,000 + 0 + 9000 + 900 + 90 + 9$

9. The area of Rajasthan is "three lakh forty-two thousand two hundred thirty-six" square km. Write the number in standard form and expanded form. Also round off the given area to the nearest 100.

10. The area of Kerala is "Thirty-eight thousand eight hundred sixty-three" square km and that of Bihar is "Ninety-four thousand one hundred sixty-three" square km. Write these numbers in the standard form. Which of the states has the larger area?

11. Write the following in Hindu-Arabic numerals.

(a) XXIX

(b) XXXVIII



## Mental Maths

1. What is the place value of 8 in 58,170?

2. What is the successor of 15,999?

3. What is the next number in the set of numbers 2500, 3000, 3500, 4000?

4. The greatest number that can be formed using the digits 1,0,3,2,5 is \_\_\_\_\_.

5. On an abacus, the numbers 3, 30, 300, 3000 and 30,000 are represented by the same number of beads. True or False?

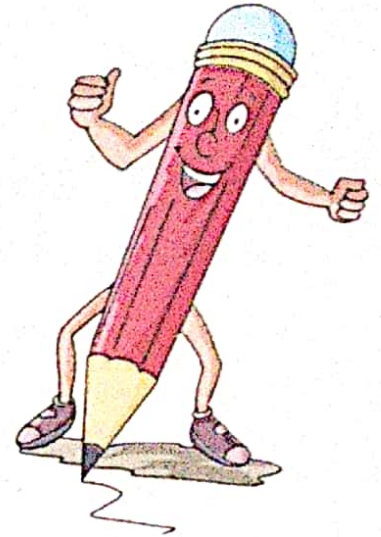
6. The number 1000 more than 349000 is \_\_\_\_\_.

7. 2180 rounded off to the nearest 100 is \_\_\_\_\_.





## CHAPTER TEST



1. Solve:

$$\begin{array}{r} (a) \quad 4 \quad 8 \quad 9 \quad 3 \quad 5 \\ \quad \quad 2 \quad 6 \quad 5 \quad 4 \quad 5 \\ + \quad 1 \quad 3 \quad 8 \quad 2 \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} (b) \quad \quad 7 \quad 0 \quad 8 \quad 9 \quad 5 \\ \quad \quad 1 \quad 8 \quad 3 \quad 5 \quad 6 \quad 9 \\ + \quad 2 \quad 0 \quad 7 \quad 6 \quad 2 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} (c) \quad 6 \quad 2 \quad 1 \quad 0 \quad 3 \\ \quad \quad - \quad 5 \quad 9 \quad 3 \quad 4 \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} (d) \quad 3 \quad 7 \quad 9 \quad 0 \quad 1 \quad 7 \\ \quad \quad - \quad 1 \quad 3 \quad 6 \quad 8 \quad 0 \quad 9 \\ \hline \\ \hline \end{array}$$

- In an examination, 89,576 students passed. If the number of failures was 8,617, find the number of students who appeared in the examination rounded off to the nearest hundred.
- A number when added to 8111 gives 25,000 as result. What is the number rounded off to the nearest hundred?
- The deepest point in the Pacific Ocean is the Mariana Trench at a depth of about 11,033 metres whereas the Java Trench is the deepest point in the Indian Ocean at a depth of about 7,725 meters. By how many metres is the Mariana Trench deeper than the Java Trench?
- Write the missing addends. Name each property.

(a)  $(517 + 209) + 180 = 517 + (209 + \underline{\hspace{2cm}})$

\_\_\_\_\_

(b)  $398 + 702 = 702 + \underline{\hspace{2cm}}$

\_\_\_\_\_

(c)  $5963 + \underline{\hspace{2cm}} = 5963$

\_\_\_\_\_



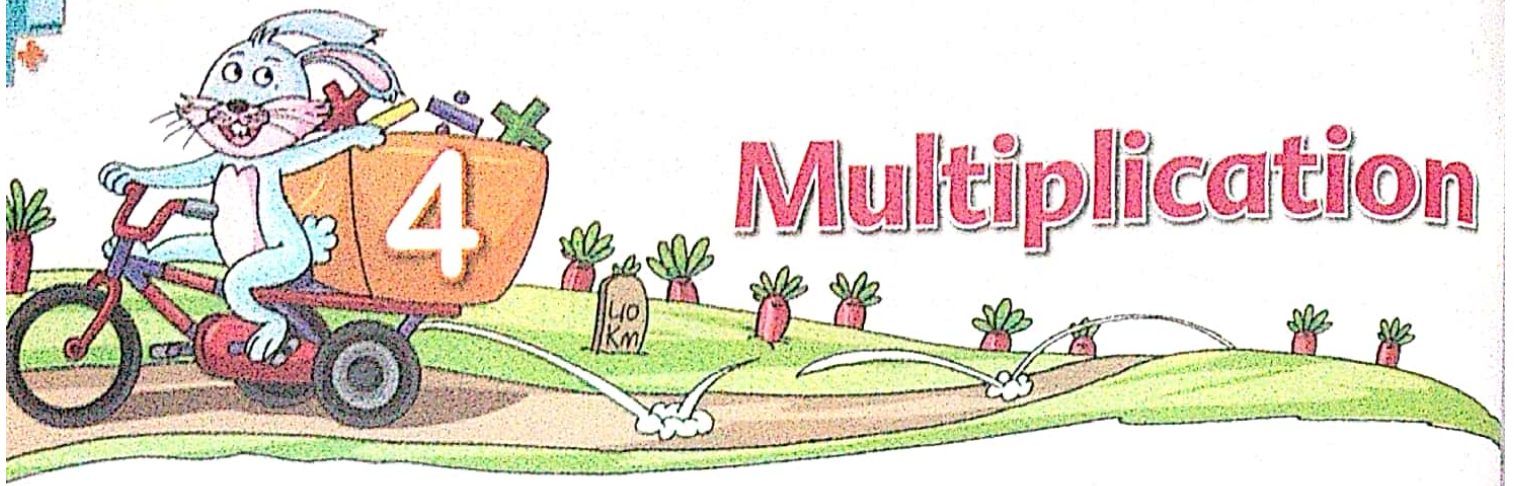
Tick (✓) the correct answer.

6. I set out for a journey with ₹ 32,700 in my pocket. On the first day, I spent ₹ 12,350, on the second day ₹ 5,980, and on the third day ₹ 10,798. How much money do I have now?
- (a) ₹ 3500       (b) ₹ 3672       (c) ₹ 3572       (d) 4672
7. 3,15,760 people watched the match on Sunday. How much is it less than 3,50,000?
- (a) 43,240       (b) 34,240       (c) 2,46,360       (d) 32,440
8. A plane flying at 12,728 metres drops 3,956 metres. What is the best estimate of the height of the plane now?
- (a) 8000 m       (b) 9000 m       (c) 16000 m       (d) 20000 m



## Mental Maths

1. What is the sum of the smallest 6-digit and the greatest 5-digit numbers?
2. What number comes next in the following? 1900, 1700, 1500, 1300, . . .
3. What is 3 more than 99,997?
4. What is the estimated sum of 215 and 479?
5. Alka took ₹ 5000 to the market. She bought groceries worth ₹ 3894. Estimate the money left with her.



# Multiplication



## Warm Up

To celebrate their grandfather's eightieth birthday, Vikram and Nandini planned a surprise birthday party for him in which they invited some of his old friends besides the family. They decided to buy certain eatables, and gifts for grandfather's friends from the market. The number of each item and the cost per item is as given below:

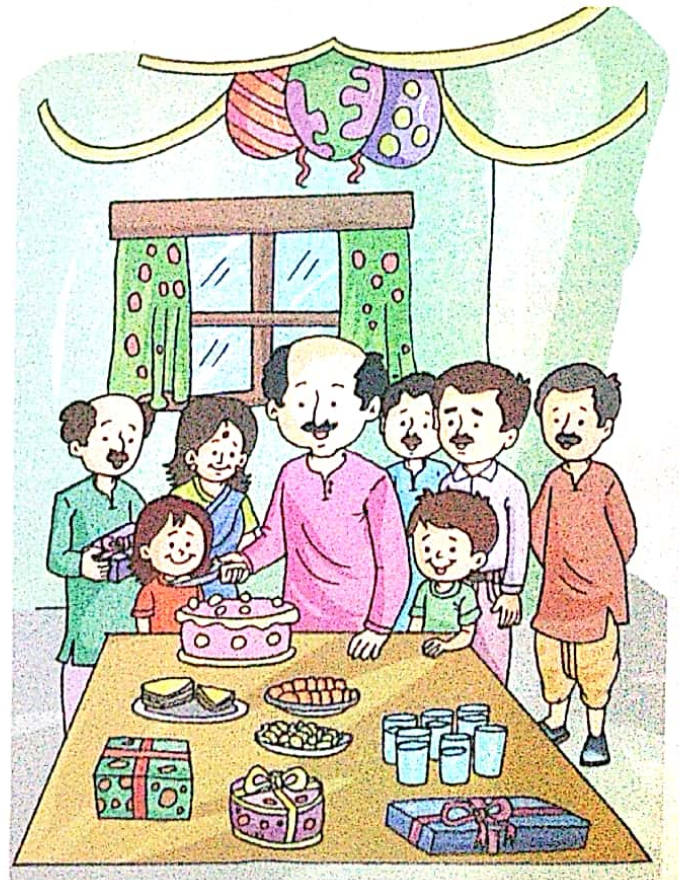


## Vocabulary

- ❖ Multiplicand
- ❖ Multiplier
- ❖ Product
- ❖ Factor
- ❖ Multiple
- ❖ Estimation

Item	Number	Cost
Orange juice	8 packs	₹65 each
Potato wafers	10 packs	₹25 each
Aloo chaat	16 plates	₹45 each
Vegetable patties	20	₹18 each
Cakes	2	₹378 each
Gifts	14	₹155 each

They had saved ₹ 5000 for the party from their pocket money over a period of 6 months. Will the amount be enough?



## Multiplication is repeated addition

The short way of finding the sum when all the addends are the same is called **multiplication**.

$$\begin{array}{ccccccccc} \text{🍓} & & \text{🍓} & & \text{🍓} & & \text{🍓} & & \text{🍓} \\ 2 & + & 2 & + & 2 & + & 2 & + & 2 & = & 10. \end{array}$$

Here, 2 has been added 5 times. When we write '2' five times, we get 10 as the sum. In short form, we write it as  $5 \times 2 = 10$  and read 5 times 2 is 10.

We also say, '5 twos are 10.'

In the multiplication fact,  $5 \times 2 = 10$ , each of the numbers 5 and 2 is called a **factor** and the number 10 is called the **product**.

$$\begin{array}{r} 5 \times 2 = 10 \\ \swarrow \quad \searrow \\ \text{Factors} \quad \text{Product} \end{array}$$

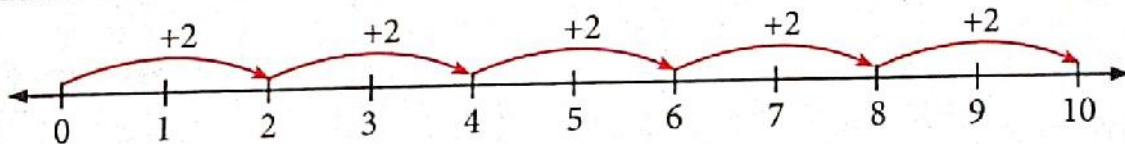
We can also arrange this multiplication fact as

5	←	Multiplicand	
×	2	←	Multiplier
<hr/>			
10	←	Product	

5 is called the **multiplicand** (the number to be multiplied), 2 is called the **multiplier** (the number by which you multiply), and 10 is called the **product**.

## MULTIPLICATION ON THE NUMBER LINE

Multiplication fact  $5 \times 2 = 10$  can be shown on a number line as follows.



## PROPERTIES OF MULTIPLICATION

**Property 1: Order property of multiplication.** If the order of the factors is changed, the product does not change.

**Example:**

$$\begin{array}{l} 4 \times 5 = 4 \text{ fives} = 5 + 5 + 5 + 5 \\ = 20 \end{array}$$



$$\begin{array}{l} 5 \times 4 = 5 \text{ fours} = 4 + 4 + 4 + 4 + 4 \\ = 20 \end{array}$$



Thus,  $4 \times 5 = 5 \times 4$

**Property 2: Grouping or associative property of multiplication.** If the grouping of the factors is changed, the product does not change.

**Example:**

$$(2 \times 4) \times 3 = 8 \times 3 = 24,$$

$$2 \times (4 \times 3) = 2 \times 12 = 24$$

$$(2 \times 4) \times 3 = 2 \times (4 \times 3)$$

**Property 3: Property of 0 in multiplication.** If 0 is one of the factors, the product is 0.

**Example:**

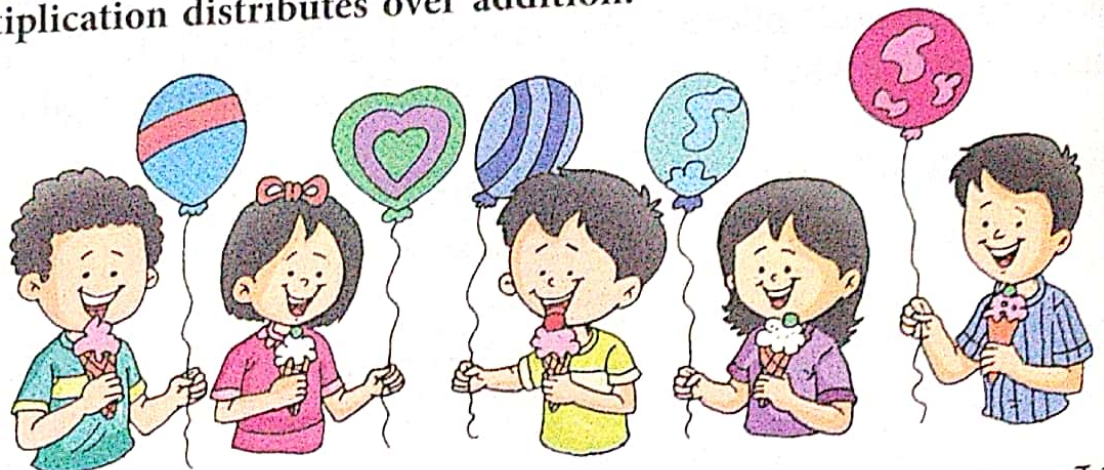
$$0 \times 4 = 0, 7 \times 0 = 0, 2 \times 3 \times 4 \times 0 = 0.$$

**Property 4: Property of 1 in multiplication.** If a number is multiplied by 1, the product is the number itself.

**Example:**

$$8 \times 1 = 8, 1 \times 6 = 6, 27 \times 1 = 27, 105 \times 1 = 105$$

**Property 5: Multiplication distributes over addition.**



Each of the five children buys a softy and a balloon. A softy costs ₹ 10 and a balloon costs ₹ 2. How much money did they spend altogether?

Each child pays ₹ 12 or ₹ (10 + 2). We can express the problem as

$$5 \times 12 = \boxed{\phantom{000}} \quad \text{or} \quad 5 \times (10 + 2) = \boxed{\phantom{000}}$$

Each child pays 10 rupees for a softy so they spend  $5 \times 10$  rupees for softies. Each child pays 2 rupees for a balloon so they spend  $5 \times 2$  rupees for balloons. The children spend  $(5 \times 10) + (5 \times 2)$  rupees altogether.

Is the same amount of money spent in each case? (Yes)

$$5 \times 12 = 5 \times (10 + 2) = (5 \times 10) + (5 \times 2) = 50 + 10 = 60$$

This idea is called the **distributive property of multiplication over addition**. We say that multiplication distributes over addition.

## MULTIPLYING BY A MULTIPLE OF 10 AND 100

Look at the following.

Non-zero factors

$$\begin{aligned} 387 \times 20 &= \overbrace{387 \times 2}^{\text{Non-zero factors}} \times 10 &= (387 \times 2) \times 10 &= 774 \times 10 &= 7,740 \\ 609 \times 50 &= 609 \times 5 \times 10 &= (609 \times 5) \times 10 &= 3045 \times 10 &= 30,450 \\ 321 \times 800 &= 321 \times 8 \times 100 &= (321 \times 8) \times 100 &= 2568 \times 100 &= 2,56,800 \\ 150 \times 900 &= 15 \times 10 \times 9 \times 100 &= (15 \times 9) \times (10 \times 100) &= 135 \times 1000 &= 1,35,000 \end{aligned}$$

**Rule:** To multiply a number by multiples of 10 and 100 that is 20, 30, 200, 400, ..., multiply, the non-zero factors. Put as many zeros at the end of the product as the number of zeros at the end of the factors.



### Class Work

Find the products.

1.  $3 \times 10 =$

2.  $7 \times 100 =$

3.  $8 \times 1000 =$

4.  $673 \times 100 =$

5.  $807 \times 1000 =$

6.  $396 \times 10,000 =$

7.  $900 \times 100 =$

8.  $290 \times 200 =$

9.  $496 \times 20 =$    $\times$    $\times$    $=$

10.  $503 \times 30 =$    $\times$    $\times$    $=$





## EXERCISE 4A

1. Write a multiplication sentence for each of the following additions.

(a)  $2 + 2 + 2$       (b)  $3 + 3 + 3 + 3$       (c)  $1 + 1 + 1 + 1 + 1$       (d)  $7 + 7 + 7$

2. Write the addition sentence and product for each of the following.

(a)  $2 \times 4$       (b)  $4 \times 2$       (c)  $3 \times 5$       (d)  $6 \times 8$

3. Using order property of multiplication, complete each sentence.

(a)  $6 \times 4 = 4 \times 6$       (b)  $9 \times 7 = \quad \times \quad$

(c)  $15 \times 27 = \quad \times \quad$       (d)  $56 \times 309 = \quad \times \quad$

4. Find the product.

(a)  $27 \times 0 = 0$

(b)  $2317 \times 1 = \quad$

(c)  $609 \times 0 = \quad$

(d)  $1 \times 329 = \quad$

5. Are the following sentences true? Write T for true and F for false. Name the property used.

(a)  $(2 \times 4) \times 5 = 2 \times (4 \times 5)$

(b)  $3 \times 15 = 15 \times 3$

(c)  $5815 \times 1 = 5815$

(d)  $(44 \times 15) = 44 \times (10 + 5)$

6. Diya and Manoj bought 2 candies and 1 chocolate bar each. Write the multiplication sentence to find out the total number of candies and chocolate bars bought by them. Which property of multiplication is shown here?

7. Find the product.

(a)  $50 \times 70$       (b)  $40 \times 80$       (c)  $60 \times 90$       (d)  $600 \times 300$

(e)  $170 \times 300$       (f)  $290 \times 500$       (g)  $1200 \times 90$       (h)  $170 \times 900$

8. If you jog 20 kilometres a week and you have been jogging for 90 weeks, how many kilometres have you jogged altogether?

9. One bale of cloth costs ₹ 3,000. Find the cost of 270 bales.

10. Fill  with  $<$ ,  $=$ , or  $>$ .

(a)  $4 \times 6 > 8 \times 2$

(b)  $9 \times 5 \quad 8 \times 6$

(c)  $1 \times 7 \quad 0 \times 8$

(d)  $7 + 8 \quad 8 \times 7$

(e)  $2 \times 8 \quad 4 \times 4$

(f)  $9 \times 0 \quad 24 \times 0$

(g)  $7 \times 1 \quad 1 \times 8$

(h)  $5 + 5 + 5 + 5 + 5 + 5 \quad 6 \times 5$



## MULTIPLYING BY A 1-DIGIT MULTIPLIER

To multiply a number by a 1-digit multiplier, arrange the numbers as shown below:

$$\begin{array}{r}
 \overset{3}{5} \overset{2}{8} \overset{1}{7} 3 \\
 \times 4 \\
 \hline
 23492
 \end{array}$$

### Steps

1. Multiply the ones, regroup and carry.
2. Multiply the tens, regroup and carry.
3. Multiply the hundreds, regroup and carry.
4. Multiply the thousands.

### Working form

$$\begin{array}{r}
 5873 \\
 \times 4 \\
 \hline
 23492
 \end{array}$$

## MULTIPLYING BY A 2-DIGIT MULTIPLIER

**Example 1:** Find  $157 \times 39$ .

**Solution:**  $157 \times 39 = 157 \times (30 + 9) = 157 \times 30 + 157 \times 9$

$$\begin{array}{r}
 157 \\
 \times 39 \\
 \hline
 1413 \\
 4710 \\
 \hline
 6123
 \end{array}$$

### Steps

1. Multiply by 9 ones,  $157 \times 9$ .
2. Multiply by 3 tens,  $157 \times 30$ .
3. Add,  $1413 + 4710$ .

### Working form

$$\begin{array}{r}
 157 \\
 \times 39 \\
 \hline
 1413 \\
 4710 \leftarrow \\
 \hline
 6123
 \end{array}$$

In actual practice, you may omit this zero and leave a blank space. It is understood that there is a '0' here.

**Example 2:** Find  $2598 \times 67$ .

**Solution:**  $2598 \times 67 = 2598 \times (60 + 7)$

$$\begin{array}{r}
 2598 \\
 \times 67 \\
 \hline
 (2598 \times 7) \rightarrow 18186 \\
 (2598 \times 60) \rightarrow 155880 \\
 \hline
 174066
 \end{array}$$

You may omit this zero and write as shown on the right.

### Working form

$$\begin{array}{r}
 2598 \\
 \times 67 \\
 \hline
 18186 \\
 15588 \\
 \hline
 174066
 \end{array}$$

Zero is omitted.



## Class Work

Multiply:

1.  $6159 \times 4$

2.  $79675 \times 9$

3.  $358 \times 76$

# WORD PROBLEMS

**Example 3:** 97 persons contributed ₹ 105 each for a party.

Find the total amount collected.

**Solution:** Contribution of 1 person = ₹ 105  
 Contribution of 97 persons = ₹ 105 × 97  
 = ₹ 10,185.

So, total contribution is ₹ 10,185.

Working form				
1	0	5		
	×	9	7	
<hr/>				
		7	3	5
	9	4	5	
<hr/>				
1	0	1	8	5

**Example 4:** Priya's monthly salary is ₹ 13,495. What is her annual income?

**Solution:** Priya's salary for 1 month = ₹ 13,495  
 There are 12 months in a year,  
 so, her annual income = ₹ 13,495 × 12  
 = ₹ 1,61,940.

So, Priya's annual income is ₹ 1,61,940.

Working form					
1	3	4	9	5	
			×	1	2
<hr/>					
		2	6	9	9
	1	3	4	9	5
<hr/>					
1	6	1	9	4	0



## EXERCISE 4B

1. Multiply:

(a) 
$$\begin{array}{r} 1838 \\ \times 4 \\ \hline \end{array}$$

(b) 
$$\begin{array}{r} 7598 \\ \times 3 \\ \hline \end{array}$$

(c) 
$$\begin{array}{r} 5009 \\ \times 8 \\ \hline \end{array}$$

(d) 
$$\begin{array}{r} 58799 \\ \times 8 \\ \hline \end{array}$$

(e) 
$$\begin{array}{r} 345 \\ \times 55 \\ \hline \end{array}$$

(f) 
$$\begin{array}{r} 708 \\ \times 29 \\ \hline \end{array}$$

(g) 
$$\begin{array}{r} 2059 \\ \times 76 \\ \hline \end{array}$$

(h) 
$$\begin{array}{r} 8795 \\ \times 64 \\ \hline \end{array}$$

2. Solve the following.

(a) If you are awake 15 hours each day, how many hours are you awake in 1 year if it is a leap year? [Hint. 1 leap year = 366 days]

(b) 215 men and 396 women attended a charity concert. If each ticket costs ₹ 35, how much money was collected in all?





# JAGAT TARAN GOLDEN JUBILEE SCHOOL

Session 2020-21

Class- IV

Subject: Maths

## Video Link

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