

J T Golden Jubilee School,  
2020 -2021

Class 5

Subject Hindi

Study Material

Book Rimjhim Part 5 (NCERT)

Assignment 3

Chapter 5

"जहाँ चाह वहाँ राह"

Also click the link for video 📌

<https://youtu.be/PF3TYkI2F2o>

9:13 pm ✓✓



5

## जहाँ चाह वहाँ राह



0521CH01

मलमली धोती का बादामी रंग खिल उठा था। किनारों पर कसूती के टाँकों से पिरोई हुई बेल थी। पल्लू पर भरवाँ टाँके अपना कमाल दिखा रहे थे। सुनहरे-रूपहले बेल-बूटों से जान आ गई थी मलमल में। इन बेल-बूटों को सजाया था इला सचानी ने। इला की हिम्मत की अनूठी मिसाल हैं ये कढ़ाई के नमूने।



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2019-2020



छब्बीस साल की इला गुजरात के सूरत ज़िले में रहती हैं। उनका बचपन अमरेली ज़िले के राजकोट गाँव में अपने नाना के यहाँ बीता।

साँझ होते ही मोहल्ले के बच्चे घरों से बाहर आ जाते। कुछ मिट्टी में आड़ी-तिरछी लकीरें खींचते, कुछ कनेर के पत्तों से पिटपिटी बजाते, कुछ गिट्टे खेलते, कुछ इधर-उधर से टूटे-फूटे घड़ों के ठीकरे बटोरकर पिट्टू खेलते। जब इन खेलों से मन भर जाता तो पेड़ की डालियों पर झूला डालकर ऊँची-ऊँची पेंगे लेते और ऊँचे स्वर में एक साथ गाते-

कच्चे नीम की निंबौरी

सावन जल्दी अइयो रे!

इला गाने में तो उनका साथ देती, पर उनके साथ पेंगे नहीं ले पाती। रस्सी पकड़ने को हाथ बढ़ाती मगर हाथ तो उठते ही नहीं थे। वह चुपचाप एक किनारे बैठ जाती। मन-ही-मन सोचती, "मैं भी ऐसा कुछ क्यों नहीं कर पाती हूँ। बच्चे भी चाहते कि इला किसी-न-किसी तरह तो उनके साथ खेल सके। कभी-कभार वह पकड़म-पकड़ाई और विष-अमृत के खेल में शामिल हो जाती। साथियों के साथ जमकर दौड़ती मगर जब 'धप्पा' करने की बारी आती तो फिर निराश हो जाती। हाथ ही नहीं उठेंगे तो धप्पा कैसे देगी? वह बहुत कोशिश करती पर उसके हाथों ने तो जैसे उसका साथ न देने की ठान रखी हो। इला ने अपने हाथों की इस ज़िद को एक चुनौती माना।

उसने वह सब अपने पैरों से करना सीखा जो हम हाथों से करते हैं। दाल-भात खाना, दूसरों के बाल बनाना, फ़र्श बुहारना, कपड़े धोना, तरकारी काटना यहाँ तक कि तख्ती पर लिखना भी। उसने एक स्कूल में दाखिला ले लिया। दाखिला मिलने में भी उसे परेशानी हुई। कहीं तो उसकी सुरक्षा को लेकर चिंता थी, कहीं उसके काम करने की गति को लेकर। किसी काम को तो वह इतनी फुर्ती से कर जाती कि देखने वाले दंग रह जाते। पर किसी-किसी काम में थोड़ी बहुत परेशानी तो आती ही थी। वह परेशानियों के आगे घुटने टेकने वाली नहीं थी। उसने दसवीं कक्षा तक पढ़ाई की। वह दसवीं की परीक्षा पास नहीं कर पाई। इला को यह मालूम न था कि परीक्षा के लिए उसे अतिरिक्त समय मिल सकता है। उसे ऐसे व्यक्ति की सुविधा भी मिल सकती थी जो परीक्षा में उसके लिए लिखने का काम कर सके। यह जानकारी इला को समय रहते मिल जाती तो कितना



अच्छा रहता। उसे इस बात का दुख है। पर यहाँ आकर सब कुछ खत्म तो नहीं हो जाता न!

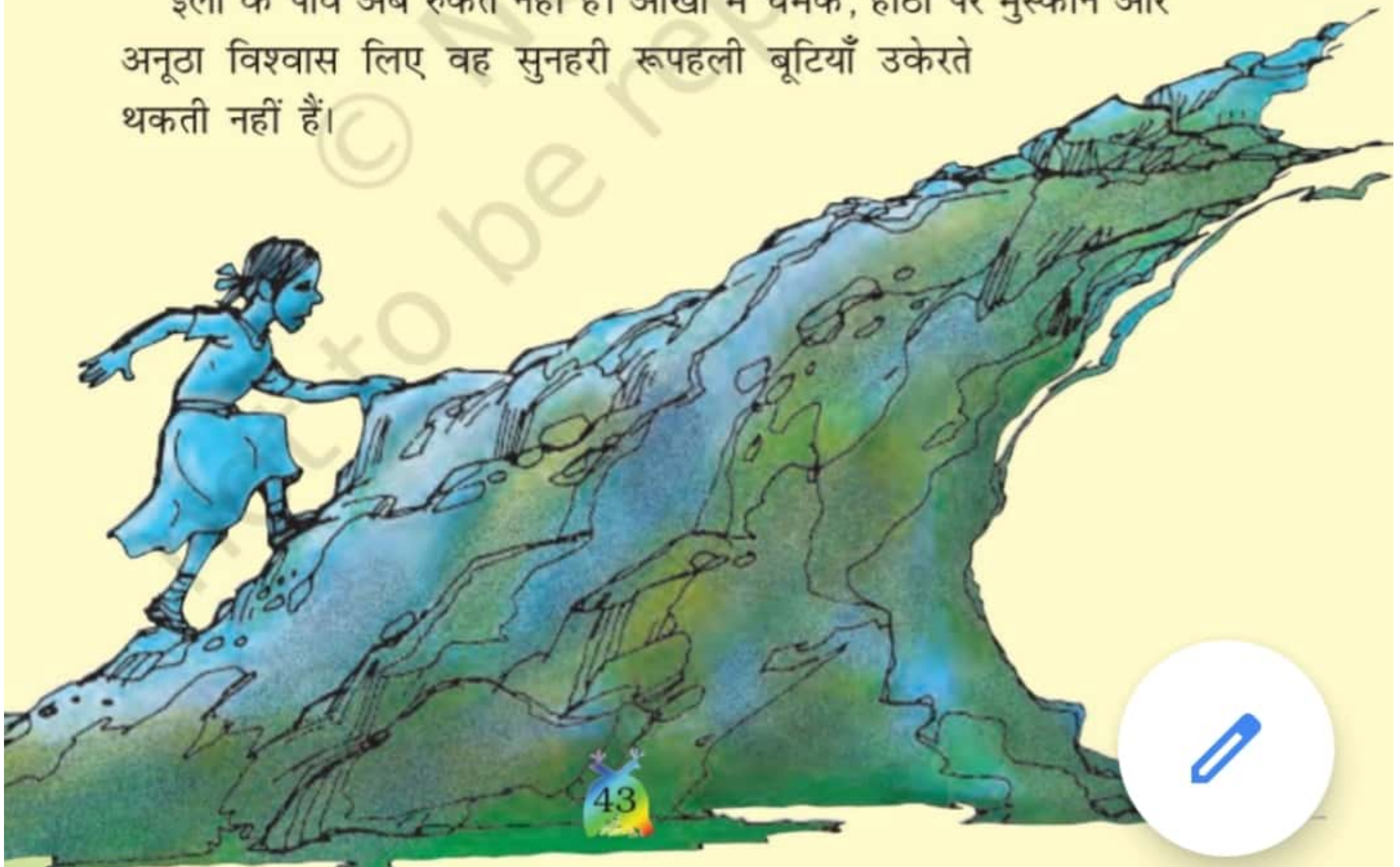
उसकी माँ और दादी कशीदाकारी करती थीं। वह उन्हें सुई में रेशम पिरोने से लेकर बूटियाँ उकेरते हुए देखती। न जाने कब उसने कशीदाकारी करने की ठान ली। यहाँ भी उसने अपने पैर के अँगूठों का सहारा लिया। दोनों अँगूठों के बीच सुई थामकर कच्चा रेशम पिरोना कोई आसान काम नहीं था। पर कहते हैं न, जहाँ चाह वहाँ राह। उसके विश्वास और धैर्य ने कुदरत को भी झुठला दिया।

पंद्रह-सोलह साल की होते-होते इला काठियावाड़ी कशीदाकारी में माहिर हो चुकी थी। किस वस्त्र पर किस तरह के नमूने बनाए जाएँ, कौन-से रंगों से नमूना खिल उठेगा और टाँके कौन-से लगें, यह सब वह समझ गई थी।

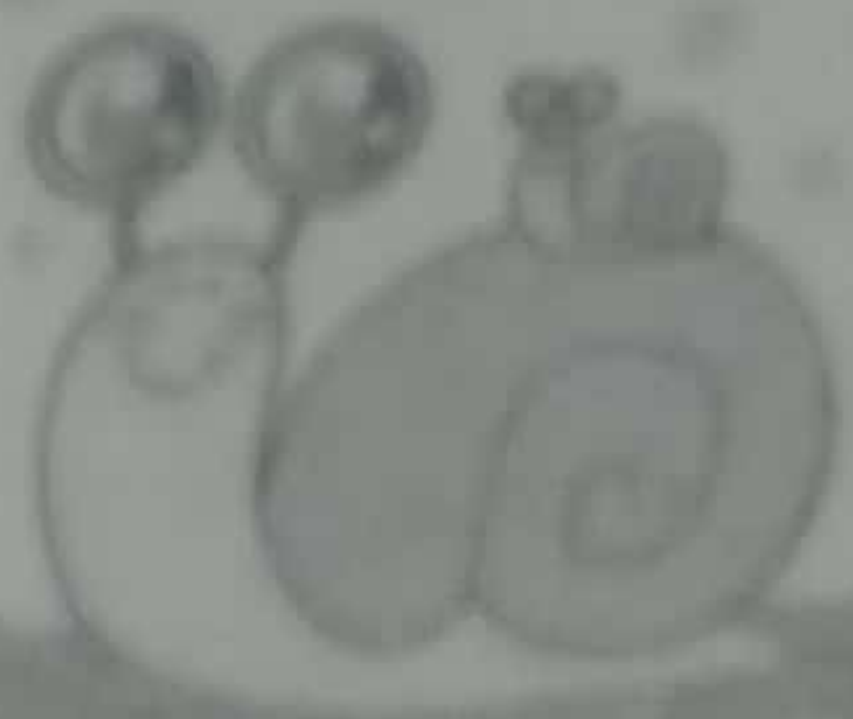
एक समय ऐसा भी आया अब उसके द्वारा काढ़े गए परिधानों की प्रदर्शनी लगी। इन परिधानों में काठियावाड़ के साथ-साथ लखनऊ और बंगाल भी झलक रहा था। इला ने काठियावाड़ी टाँकों के साथ-साथ और कई टाँके भी इस्तेमाल किए थे। पत्तियों को चिकनकारी से सजाया था। डंडियों को कांथा से उभारा था। पशु-पक्षियों की ज्यामितीय आकृतियों को कसूती और जंजीर से उठा रखा था।

पारंपरिक डिजाइनों में यह नवीनता सभी को बहुत भाई।

इला के पाँव अब रुकते नहीं हैं। आँखों में चमक, होंठों पर मुस्कान और अनूठा विश्वास लिए वह सुनहरी रूपहली बूटियाँ उकेरते थकती नहीं हैं।







## राखा की रस्सी

(use pencil to write)

1. निम्नलिखित प्रश्नों के उत्तर दें- (X)

(क) लोनपोंगार कौन थे?

(ख) लोनपोंगार किस बात से चिंतित थे?

(ग) लोनपोंगार किस चीज के लिए मराहूर थे?

(घ) लोनपोंगार ने अपने बेटे को कहाँ भेजा?

2. बताएँ- (X)

(क) मंत्री का लड़का क्यों परेशान था?

(ख) लड़की ने लड़के की पहली समस्या का हल कैसे निकाला?



(ग) लड़की ने दूसरी बार समस्या का समाधान कैसे किया?

(घ) मंत्री ने तीसरी बार लड़के को क्या कहकर शहर भेजा?

3. कारण बताइए—(X)

(क) मंत्री लोनपोगार ने लड़की से हार क्यों स्वीकार कर ली?

(ख) पाठ में मंत्री को चालाक और लड़की को समझदार क्यों बताया गया है?

4. निम्नलिखित शब्दों के विलोम लिखें—

(क)	चालाक	मूर्ख	(ख)	बेटा	बेटी
(ग)	शहर	गाँव	(घ)	बड़ा	छोटा
(ङ)	दुखी	सुखी	(च)	खरीदना	बेचना
(छ)	पिछला	अगला	(ज)	मुश्किल	आसान



5. किसने, किससे कहा?

कथन	किसने कहा	किससे कहा
(क) "मेरा बेटा बहुत सीधा-सादा है। मेरे बाद इसका काम कैसे चलेगा!"	लोनपोगार ने	अपने से
(ख) "तुम इन्हें लेकर शहर जाओ। मगर इन्हें मारना या बेचना नहीं।"	लोनपोगार ने	बेटे से
(ग) "क्या बात है तुम इतने दुखी क्यों हो?"	लड़की ने	लड़के से
(घ) "अब तो बिना जौ के सौ बोरों के मेरे पिता मुझे घर में घुसने नहीं देंगे।"	लोनपोगार ने	बेटे से
(ङ) "मैं रस्सी बना तो दूँगी मगर तुम्हारे पिता को वह गले में पहननी होगी।"	लड़की ने	लड़के से

### संज्ञा की परिभाषा

6. किसी व्यक्ति, वस्तु, स्थान अथवा भाव का बोध कराने वाले शब्दों को संज्ञा कहते हैं। संज्ञा के तीन भेद हैं—

(क) व्यक्तिवाचक संज्ञा—सीता, गीता, कृष्ण, रामायण।

(ख) जातिवाचक संज्ञा—किताब, जानवर, पक्षी, नदी।

(ग) भाववाचक संज्ञा—सुंदरता, कड़वाहट, गर्मी, सर्दी।

व नीचे दिए गए गद्यांश में आए संज्ञा शब्दों को रेखांकित कीजिए और प्रत्येक के भेद नीचे खिए—

लोनपोगार तिब्बत के बत्तीसवें राजा सौनगवसैन गांपो के मंत्री थे। वे अपनी चालाकी और हाज़िरजवाबी के लिए दूर-दूर तक मशहूर थे। कोई उनके सामने टिकता न था। चैन से जिंदगी चल रही थी। मगर जब से उनका बेटा बड़ा हुआ था उनके लिए चिंता का विषय बना हुआ था। कारण यह था कि वह बहुत भोला था। होशियारी उसे छूकर भी नहीं गई थी। लोनपोगार ने सोचा, "मेरा बेटा बहुत सीधा-सादा है। मेरे बाद इसका काम कैसे चलेगा।"



व्यक्तिवाचक संज्ञा-

श्रीशंकर, तिस्वत, श्रीमद्भारुचि शंभो

जातिवाचक संज्ञा-

राजा, गेन्नी, बेटा, गणेश, विष्णु

भाववाचक संज्ञा-

चालाकी, हाथीरजवाली, भौला, होशियारी, शीघ्र, सज्ज

7. पाठ के आधार पर बताइए, आपको कौन कैसा लगा?

H.W.

(क) मंत्री

(ख) मंत्री का बेटा

(ग) लड़की

8. इन शब्दों के अंतर को समझते हुए नीचे दिए गए वाक्यों में उचित शब्द लिखिए-

(i) भोला-सीधा-सादा, सरल

(ii) होशियार-समझदार

बुद्ध-बेवकूफ़

चालाक-धूर्त, चतुर

(iii) हल-समाधान, सवाल का जवाब

(iv) दुखी-दुख में पड़ा हुआ व्यक्ति

तरीका-उपाय, काम करने का ढंग

निराश-हताश

(क) राम बहुत भोला लड़का है, लोग उसे बुद्ध बनाकर उसके मन की बात जान लेते हैं।



- (ख) लड़की की होशियारी के आगे मंत्री की चालाकी धरी रह गई।  
 (ग) इस प्रश्न को हल करने का एक ही तरीका है।  
 (घ) अपने बेटे की बुरी आदतों से पिता बहुत दुखी थे। वह उसे समझा-समझाकर निराश हो चुके थे।

9. समझें और बताएँ— (स्वयं करें)

(क) भेड़ के बाल से क्या बनाया जाता है?  
 .....  
 .....

(ख) भेड़ के अलावा किन-किन जानवरों के सिंगों को काम में लाया जाता है?  
 .....  
 .....

10. इन शब्दों के अर्थ लिखें—

(क) चालाकी	<u>चतुराई</u>	(ख) हाज़िरजवाबी	<u>किसी बात का तुरन्त जवाब देना।</u>
(ग) मशहूर	<u>प्रसिद्ध</u>	(घ) होशियारी	<u>समझदारी</u>
(ङ) भोला	<u>शीधा</u>	(च) हल	<u>समाधान</u>
(छ) मुश्किल	<u>कठिन</u>	(ज) विजयी	<u>सफल</u>

'जौ' एक प्रकार का अनाज है जिससे सत्तू, रोटी आदि बनाये जाते हैं। आप किन-किन अनाजों के नाम जानते हैं? किन्हीं छः अनाजों का नाम लिखें।

जौ

चावल

मक्का

दाल

ज्वार

बाजरा



## फ़सलों के त्योहार

(Use pencil to write)

1. रिक्त स्थानों की पूर्ति करें—

- (क) सारा दिन बीरसा के आगे बैठकर हाथ तापते हुए गुजर जाता है।  
 (ख) आज सुबह तो रजाई से निकलने की हिम्मत ही नहीं हो रही थी।  
 (ग) सामने मचिया पर खादी की सफ़ेद साड़ी पहने दादी बैठी थीं।  
 (घ) वैसी खिचड़ी फिर दुबारा खाने को नहीं मिली।  
 (ङ) झारखंड में सरहुल बड़े जोशो-खरोश से मनाया जाता है।

2. सही कथन पर  का चिह्न लगाएँ—

(क) सरहुल का पर्व कितने दिनों तक मनाया जाता है?

(i) तीन दिन

(ii) चार दिन

(iii) दो दिन

(iv) पाँच दिन

(ख) यहाँ 'खिचड़ी' शब्द का क्या तात्पर्य है?

(i) शिवरात्रि

(ii) रामनवमी

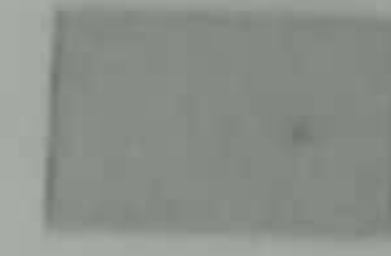
(iii) मकर-संक्रांति

(iv) बैशाखी



(ग) मकर-संक्रांति के दिन लोग पानी में क्या डालकर नहाते हैं?

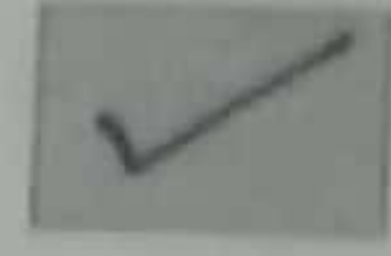
(i) इत्र



(ii) गुलाब जल



(iii) तिल



(iv) दूध

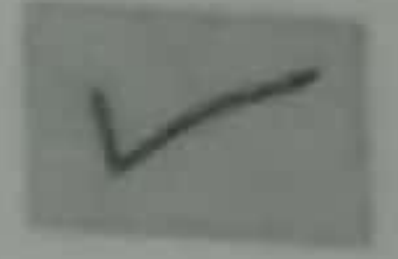


(घ) सरहुल के दिन आदिवासी किसकी पूजा करते हैं?

(i) पीपल



(ii) साल



(iii) वट



(iv) नीम



3. कॉलम 'क' में दिए गए राज्यों को कॉलम 'ख' में वहाँ मनाए जाने वाले फ़सलों से संबंधित त्योहार से मिलाएँ-

कॉलम 'क'

कॉलम 'ख'

(क) बिहार

(i) पोंगल

(घ)

(ख) असम

(ii) लोहड़ी

(ङ)

(ग) केरल

(iii) बिहू

(च)

(घ) तमिलनाडु

(iv) मकर-संक्रांति

(क)

(ङ) पंजाब

(v) ओणम

(ग)

(च) झारखंड

(vi) सरहुल

(घ)

4. निम्नलिखित प्रश्नों के उत्तर दें-

(क) 'खिचड़ी' का क्या तात्पर्य है?

'खिचड़ी' का तात्पर्य मकर संक्रांति से है।

(ख) घर में चहल-पहल क्यों थी?

खिचड़ी का त्योहार होने के कारण घर में चहल-पहल थी।

(ग) दादी के बाल कैसे लग रहे थे?

दादी के बाल शक सफ़ेद, सैमल की रई जैसे हल्के-फुलके लग रहे थे।



(1) 'संसार सब को लगे लगे मरने वालों से भरा हुआ है।' संसार सब को लगे लगे मरने वालों से भरा हुआ है।

2. 'संसार सब को लगे लगे मरने वालों से भरा हुआ है।' संसार सब को लगे लगे मरने वालों से भरा हुआ है।

(क) बच्चा	पिता	(ख) माँ	माँ/पिता
(ग) बच्चा	पिता	(घ) बच्चा	पिता
(ङ) बच्चा	पिता	(च) बच्चा	पिता
(छ) बच्चा	पिता	(ज) बच्चा	पिता
(झ) बच्चा	पिता	(झ) बच्चा	पिता

'संसार सब को लगे लगे मरने वालों से भरा हुआ है।' संसार सब को लगे लगे मरने वालों से भरा हुआ है।

संसार सब को लगे लगे मरने वालों से भरा हुआ है।



(घ) 'सरहुल' में लोग हर घर से किस चीज का चंदा माँगते हैं?

11. नीचे दिए गए शब्दों के अर्थ लिखें-

(क)	बोरसी	अँगीठी	(ख)	आस	उम्मीद, अशा
(ग)	लापता	गायब	(घ)	हाँक लगाना	जोर से पुकारना
(ङ)	फरमाइशी	किसी बात या काम को करने का आग्रह	(च)	इज्जतार	प्रकट करना
(छ)	जोशो-खरोश	अत्यधिक उत्साह	(ज)	जश्न	उत्सव

12. आपके घर में कौन-सा पकवान बराबर बनाया जाता है। अपनी माँ से उस पकवान की विधि पूछकर लिखें। (स्वयं करें)

13. तिल से तेल भी निकलता है और किन-किन चीजों से तेल निकलता है। उनके नाम पता कीजिए और लिखिए। (स्वयं करें)



JAGAT TARAN GOLDEN JUBILEE  
SCHOOL

SESSION • 2020 - 2021

CLASS : 5

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:

**1. Types of Sentences**

**Video Link:**

<https://www.youtube.com/watch?v=r185jxktfms&list=PLzZtnB7snDbTQfGcabsfplCxZzr8RfpOO&index=2&t=38s>

- Declarative Sentences
- Imperative Sentences
- Exclamatory Sentences
- Interrogative Sentences

**2. Change affirmative sentences to negative sentences using not or never:**

**Video Link:** <https://www.youtube.com/watch?v=cOebc IU1M&t=1s>



### 3. Question Tags

#### Video Link:

<https://www.youtube.com/watch?v=N8bYyeRH6xE&list=PLzZtnB7snDbTQfGcabsfplCxZr8RfpOO&index=2>

### 4. Proper Nouns and Common Nouns

#### VideoLink:

[https://www.youtube.com/watch?v=Zb7R\\_qHWHI0&list=PLzZtnB7snDbTQfGcabsfplCxZr8RfpOO&index=3](https://www.youtube.com/watch?v=Zb7R_qHWHI0&list=PLzZtnB7snDbTQfGcabsfplCxZr8RfpOO&index=3)

2. Watch the videos carefully.

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

A. Read these sentences from the story. Match the sentences in column A with their types in column B. Pay attention to the punctuation marks.

A	B
1. A man in Spain wanted to be a knight.	a) exclamatory sentence
2. Get on your donkey and come with me.	b) interrogative sentence
3. Look at those giants!	c) imperative sentence
4. Where can you see the giants?	d) declarative sentence



**B. Change these affirmative sentences into negative sentences using not or never. One has been done for you.**

1. Don's horse was fat.

Don's horse was not fat.

2. The bowl was full of curd.

3. The windmills were harmless.

4. Sancho talked all time.

5. The arms of the windmill moved.

6. He wanted to have an adventure.



✓ C. Change these statements into questions.

1. There are many windmills in Chitradurg.
2. The children want to have a picnic.
3. He finished his homework quickly.
4. Sancho wants to be a ruler.
5. We completed this exercise together.
6. Mother is telling us a story.

Change the verb to its **base form** when using **do, does, or did** to form questions.



---

Take turns to complete the sentences using question tags.

1. She has a pet cat, \_\_\_\_\_?
2. It isn't cold today, \_\_\_\_\_?
3. You are ten years old, \_\_\_\_\_?
4. Dolphins are very playful, \_\_\_\_\_?
5. They haven't left for the airport, \_\_\_\_\_?
6. That boy was given the bravery award, \_\_\_\_\_?

---

Time to liste



1. Identify whether these sentences are declarative (D), imperative (Im), interrogative (In), or exclamatory (E).

- a) The ground is slippery. \_\_\_\_\_
- b) Be careful. \_\_\_\_\_
- c) Ouch! I hurt my toe. \_\_\_\_\_
- d) Did you eat lunch? \_\_\_\_\_
- e) Am I late? \_\_\_\_\_
- f) The food is warm. \_\_\_\_\_
- g) Oh, great! We will see you next week. \_\_\_\_\_
- h) Please leave your footwear outside. \_\_\_\_\_



Match the statements to the correct question tags.



2. Match the statements to the correct question tags.

- a) Tony can't be soft,
- b) We were polite,
- c) He was quite angry,
- d) I shouldn't go out tonight,
- e) Swati and Tarun were rude,
- f) They won't forget our request,
- g) It isn't very cold,
- h) She hasn't brought apples,

- should I?
- weren't they?
- is it?
- wasn't he?
- can he?
- weren't we?
- has she?
- will they?

Change these negative sentences to positive and vice versa.  
The work has been done for you.

I know the answer.

do not know the answer.



1. Identify whether these sentences are declarative (D), imperative (Im), interrogative (In), or exclamatory (E).

- a) The ground is slippery. \_\_\_\_\_
- b) Be careful. \_\_\_\_\_
- c) Ouch! I hurt my toe. \_\_\_\_\_
- d) Did you eat lunch? \_\_\_\_\_
- e) Am I late? \_\_\_\_\_
- f) The food is warm. \_\_\_\_\_
- g) Oh, great! We will see you next week. \_\_\_\_\_
- h) Please leave your footwear outside. \_\_\_\_\_



Match the statements to the correct question tags.



b) She wants to leave now.

c) We are not going out tonight.

d) Sameera is playing the guitar.

e) Ramola did not know Shyam was coming to the party.

f) Our class did not like the picnic spot.

**4. Make questions from the following statements using do, does, or did.**

a) My sister bakes delicious pies.

b) Arif spends a lot of time gardening.

c) Our hockey team won the match last week.

d) I met Aunt Helen yesterday.

e) You come home late every day.



b) She wants to leave now.

---

c) We are not going out tonight.

---

d) Sameera is playing the guitar.

---

e) Ramola did not know Shyam was coming to the party.

---

f) Our class did not like the picnic spot.

---

**4. Make questions from the following statements using do, does, or did.**

a) My sister bakes delicious pies.

---

b) Arif spends a lot of time gardening.

---

c) Our hockey team won the match last week.

---

d) I met Aunt Helen yesterday.

---

e) You come home late every day.

---



**Proper and common nouns**

A. Read this paragraph. Underline the proper nouns and circle the common nouns.

The National Rail Museum in Chanakyapuri, New Delhi, is a favourite place for adults and children. There are many big and small engines to explore. Coaches that were used by the maharajas are also on display. A toy train takes visitors around the outdoor museum. You will also see the first monorail locomotive and coach in working condition. Did you know that one of the first rail engines had solid rubber tyres?

**Collective nouns**

B. Use suitable collective nouns from the help box to complete each phrase.

bunch bundle range regiment school swarm,

1. a \_\_\_\_\_ of mountains
2. a \_\_\_\_\_ of sticks
3. a \_\_\_\_\_ of soldiers
4. a \_\_\_\_\_ of keys
5. a \_\_\_\_\_ of fish
6. a \_\_\_\_\_ of bees



Take turns to ask the questions below. Your partner will answer using an abstract noun from exercise C.

1. What was Birbal famous for?  
Birbal was widely known for his \_\_\_\_\_.
2. What is the moral of the story 'The Boy Who Cried Wolf'?  
No one believes a liar even when he's telling the \_\_\_\_\_.
3. How did Rani Lakshmi Bai fight the British?  
She fought them with great \_\_\_\_\_.
4. Do you believe in me?  
I have complete \_\_\_\_\_ in you.
5. What is your history project about?  
It is about how the Indians got their \_\_\_\_\_ from the British.
6. Why are you smiling so much?  
I have received some good news, which is the reason for my \_\_\_\_\_.



D. Choose the correct nouns from the brackets to complete the sentences.

1. Where are the \_\_\_\_\_ for the sweets? (box/boxes/boxes)
2. Do you want to hear a funny \_\_\_\_\_? (stories/story/stories)
3. Please give the gift to the two \_\_\_\_\_. (boys/boyes/boies)
4. Supriya wears beautiful \_\_\_\_\_. (scarf/scarfs/scarves)
5. The tree that fell was about ten \_\_\_\_\_ tall. (foots/foot/feet)
6. Ask the \_\_\_\_\_ to come and sit here. (childs/children/childrens)

Time to listen





1. Write a proper noun for each of the following common nouns.

- a) your teacher \_\_\_\_\_
- b) your favourite chocolate \_\_\_\_\_
- c) your favourite film \_\_\_\_\_
- d) your favourite city \_\_\_\_\_
- e) your favourite animal \_\_\_\_\_



4. Use the correct form of the nouns to complete the sentences.

- a) I read a story about a shoemaker and some \_\_\_\_\_ (elves / elfs).  
Common nouns
- b) I would like some more \_\_\_\_\_ (sugar / sugars) in my milk.
- c) Uncle Sam prepared some \_\_\_\_\_ (dish / dishes) for dinner.
- d) Priya likes \_\_\_\_\_ (chocolate / chocolates) milkshakes.
- e) The \_\_\_\_\_ (deer / deers) in the park were very friendly.
- f) They cut the apples into \_\_\_\_\_ (half / halves).
- g) We bought three pieces of \_\_\_\_\_ (furniture / furnitures) this weekend.  
Colour the boxes that have
- h) They took some lovely \_\_\_\_\_ (photoes / photos) of everyone at the party.
- i) There are a few \_\_\_\_\_ (slices / slice) of pie left on the plate.
- j) My parents are cooking \_\_\_\_\_ (dinner / dinners) for the guests.



J.T Golden Jubilee

School

Class - 5

Subject - Sanskrit

Assign.3, पाठ 5 "यह कौन है" (पुल्लिंग)

व्याकरण - अयनम्

<https://youtu.be/Bkj-1GCz5rg>

Assign.4, पाठ 6 "यह कौन है (स्त्रीलिंग)"

व्याकरण - सरस्वती वंदना  
(लिखें एवं अर्थ सहित याद करें)

<https://youtu.be/ZBE30GiECXU>



## यह कौन है

(Who is this)

पुँलिङ्ग (Masculine Gender)



वानरः



धावकः



वृद्धः



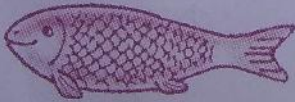
चन्द्रः



पाचकः



वृक्षः



मीनः



मूषकः



काकः



- किसी वस्तु अथवा व्यक्ति को देखकर हमारे मन में जानने की इच्छा होती है— यह कौन है? (Who is this?)। यदि वह वस्तु अथवा व्यक्ति **पुँलिङ्ग एकवचन** में हो, तो संस्कृत में प्रश्न एवं उत्तर ऐसे बनेंगे—

एक हाथी को देखकर—

प्रश्न—एषः कः? उत्तर—एषः गजः।

एक वृद्ध को देखकर—

प्रश्न—एषः कः? उत्तर—एषः वृद्धः।

## शब्द-संग्रह (Word List)

### अकारान्त पुँलिङ्ग शब्दरूप—एकवचन

विद्यालयः = विद्यालय (school)

हस्तः = हाथ (hand)

केशः = बाल (hair)

कर्णः = कान (ear)

हरिणः = हिरन (deer)

खगः = चिड़िया (bird)

छात्रः = छात्र (male student)

नरः = आदमी (man)

पुत्रः/सुतः = पुत्र (son)

चन्द्रः = चाँद (moon)

पवनः = हवा (wind)

मेघः = मेघ (cloud)

तारकः = तारा (star)

कूपः = कूआँ (well)

मण्डूकः = मेढक (frog)

वृद्धः = वृद्ध (old man)

रथः = रथ (chariot)

कृषकः = किसान (farmer)

## अभ्यास

1. चित्रों के नाम संस्कृत में लिखें। (Name the pictures in Sanskrit.)



रथः



मेघः



कृषकः



कूपः



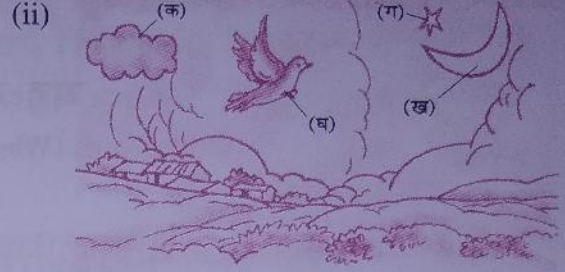
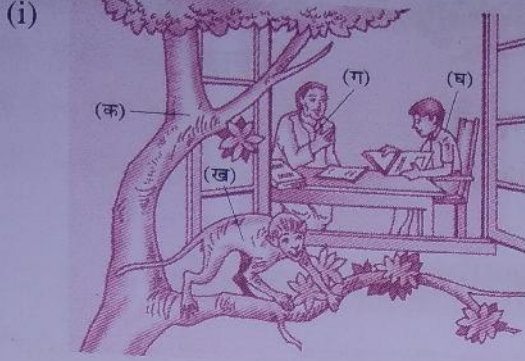
नरः



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2. अंकित संज्ञाओं के नाम संस्कृत में लिखें। (Name the labelled nouns in Sanskrit.)



(क) वृक्षः (ख) वानरः  
(ग) अध्यापकः (घ) छात्रः

(क) मेघः (ख) चन्द्रः  
(ग) तारुः (घ) खरः

3. संस्कृत नाम लिखें। (Write the Sanskrit names.)

(क) रथ (chariot) रथः  
(ख) मेढक (frog) मण्डकः  
(ग) हवा (wind) पवनः

(घ) कान (ear) कर्णः  
(ङ) किसान (farmer) कृषकः  
(च) कुआँ (well) कुपः

4. असम्बद्ध शब्द को पहचानें। (Identify the odd word.)

(क) अध्यापकः, छात्रः, मेघः, विद्यालयः  
(ख) सूर्यः, मीनः, चन्द्रः, आकाशः  
(ग) पर्वतः, पादः, नखः, कर्णः  
(घ) धावकः, पाचकः, मूषकः, शिक्षकः

(क) मेघः  
(ख) मीनः  
(ग) पर्वतः  
(घ) मूषकः

5. शुद्ध रूप लिखें। (Write the correct form.)

कपः कूपः मण्डकः कर्नः  
हस्थः पूत्रः विद्यालयः  
मिघः वान्दरः तारः





# यह कौन है

(Who is this)

## स्त्रीलिङ्ग (Feminine Gender)



लेखिका



जिह्वा



नासिका



तुला



शिक्षिका



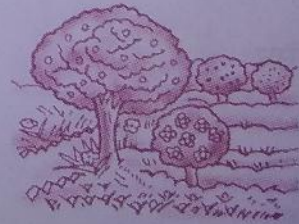
नौका



लता



माला



वाटिका



- कोई वस्तु अथवा व्यक्ति स्त्रीलिङ्ग एकवचन में हो तो उसके सम्बन्ध में जानने के लिए संस्कृत में प्रश्न और उत्तर ऐसे बनेंगे—

एक वृद्धा को देखकर—

प्रश्न—एषा का?

उत्तर—एषा वृद्धा।

एक शिक्षिका को देखकर—

प्रश्न—एषा का?

उत्तर—एषा शिक्षिका।

## शब्द-संग्रह (Word List)

### आकारान्त स्त्रीलिङ्ग शब्दरूप—एकवचन

वृद्धा = वृद्धा (old woman)

सुता = बेटी (daughter)

वादिका = वादिका (lady instrumentalist)

गायिका = गायिका (female singer)

नासिका = नाक (nose)

कलिका = कली (bud)

वाटिका = बगीचा (garden)

माला = माला (garland)

कथा = कहानी (story)

परीक्षा = परीक्षा (examination)

सभा = सभा (assembly)

नौका = नाव (boat)

मुद्रिका = अँगूठी (ring)

भुजा = बाँह (arm)

## अभ्यास

1. चित्रों के नाम संस्कृत में लिखें। (Name the pictures in Sanskrit.)



गायिका



मुद्रिका



वाटिका



नासिका



भुजा



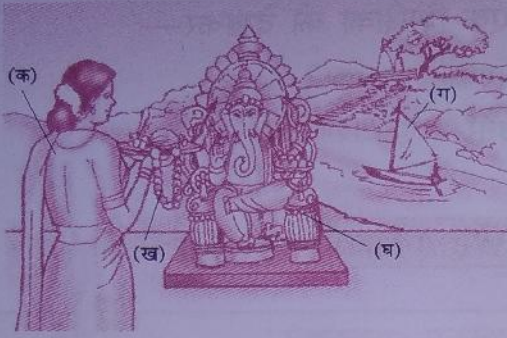
मुद्रिका

2020-6-26 11:51



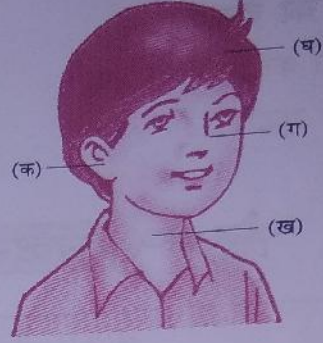
2. अंकित संज्ञाओं के नाम संस्कृत में लिखें। (Name the labelled nouns in Sanskrit.)

(i)



(क) महिला ..... (ख) माला .....  
(ग) वाटिका ..... (घ) गणेश .....

(ii)



(क) कर्ण ..... (ख) ग्रीवा .....  
(ग) नासिका ..... (घ) केशः .....

3. संस्कृत नाम लिखें। (Write the Sanskrit names.)

(क) डाली (creeper) ..... लता .....  
(ख) कहानी (story) ..... कथा .....  
(ग) अँगूठी (ring) ..... मुद्रिका .....

(घ) गरदन (neck) ..... ग्रीवा .....  
(ङ) छात्रा (female student) ..... छात्रा .....  
(च) नाक (nose) ..... नासिका .....

4. असम्बद्ध शब्द को पहचानें। (Identify the odd word.)

(क) शिक्षिका, तुला, कक्षा, बालिका  
(ख) ग्रीवा, अजा, नासिका, जिह्वा  
(ग) सेविका, धाविका, नौका, लेखिका  
(घ) माला, पूजा, महिला, क्रीड़ा

(क) तुला  
(ख) अजा  
(ग) नौका  
(घ) क्रीड़ा

5. शुद्ध रूप लिखें। (Write the correct form.)

पूजा ..... पूजा .....

काथा ..... कथा .....

वादीका ..... वाटिका .....

गृवा ..... ग्रीवा .....

वाटिका ..... वाटिका .....

तूला ..... तुला .....





# Jagat Taran Golden Jubilee School

Session 2020 -2021

Class V

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 the Windows 10 Desktop in an Activity sheet.

Online link:- <http://www.gcflearnfree.org/world2016/table/1/>



# WORKING WITH TABLES

## LEARNING IN THIS CHAPTER

- Creating and Entering data in a table
- Resizing a tables
- Modifying a table
- Formatting a table
- Changing column width
- Splitting and Merging cells
- Applying Borders and Shading
- Converting text to a table
- Inserting picture in a table
- Calculations in a table

Word 2016 offers a flexible feature of presenting information, in a tabular form. A table consists of a number of columns and rows. It is very useful in organising and representing the text information and numeric data in an effective manner.

### ➤ CREATING A TABLE

A **table** is an organised arrangement of text in the form of rows and columns. The intersection of a column and row is called a **cell**. Word provides a variety of ways to create a table. To insert a new table, place the cursor where you want the table to appear.

### USING TABLE GRID

- Click on the **Table** button on the **Insert** tab in the **Tables** group.
- This will open a drop-down menu that contains a grid.
- Drag the mouse pointer over the grid to select the number of rows and columns that you want in the table.
- The table will be inserted on the working area.

### USING INSERT TABLE DIALOG BOX

- Navigate to the **Insert** tab and then click on the **Table** button. Select the **Insert Table** option from the drop-down menu.
- The **Insert Table** dialog box appears.
- Specify the number of columns and rows and click **OK**.

When you insert a table, you will get the **Design** and **Layout** tabs on the Ribbon, under the **Table Tools**.

### ➤ ENTERING DATA IN A TABLE

- Place the insertion point in a table cell where you want to type data.

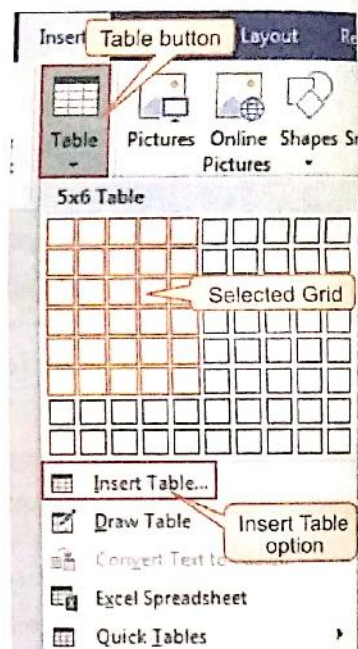


Figure 3.1: Creating a Table Using Table Grid

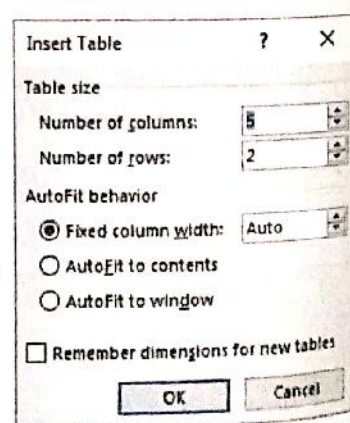


Figure 3.2: Insert Table Dialog Box



- To move to the next adjoining cell, either press the **Tab** key or **Right arrow** key.
- To move to the previous cell, either press the **Shift + Tab** key or **Left arrow** key. Enter the data as given in the table.
- The **Up** and **Down** arrow keys will shift the cursor to the cells above or below the current cell.

Name	English	Hindi	Total
AMIT	65	74	139
SHUBHAM	89	92	181
MANAV	97	88	185
KANIKA	74	81	155
NEHA	83	93	176

Figure 3.3: Entering Data

### Let's Know More

We can also insert a table by clicking on the **Insert** tab and then selecting **Table** button > **Draw Table** option. Drag the pencil on the working area. Draw rows and columns using the dragging method.



To Select	Action	Do Like This
A cell	Triple-click in the cell.	
A row	Move the mouse to the left of the row margin and click on the left mouse button.	
A column	Place the mouse pointer over the top of the column and click on the left mouse button.	
The entire table	Double-click on the Table move handle.	

Figure 3.4: Selecting Different Parts of a Table

### Know the Fact

You can insert a pre-designed table using **Insert > Table > Quick Tables** and click on the desired template.

You can also select the different parts of a table by using the **Select** button in the **Table Tools** on the **Layout** tab.

## ➤ MODIFYING A TABLE

After entering data in a table, you can make changes in the data as needed. You can insert rows, columns, or cells in a table to accommodate new content. Similarly, you can delete unwanted rows, columns, or cells from a table.

### RESIZING TABLES

You can increase or decrease the size of a table manually, by using 'Table Resize Handle', but Word also offers ready-made solutions to resize the table. Resizing of a table can be done by **AutoFit** option that offers flexibility to automatically resize the column width, based on different criteria. You can set the table width based on the window size

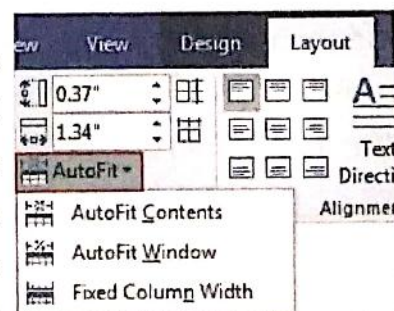


Figure 3.5: Resizing Table Using AutoFit Option





### Let's Discuss

**Draw Table** option  
vs  
**Insert Table** option





or convert it back to use fixed column width.



- Click on the drop-down arrow of the **AutoFit** button in the **Cell Size** group on the **Layout** tab.
- It will display the following three options:
  - **AutoFit Contents:** It adjusts the column width according to the data entered.
  - **AutoFit Window:** Selecting this option will adjust the table according to the margins set on a window.
  - **Fixed Column Width:** The column width gets fixed and the text is wrapped in the same cell.

- When you click on the table, you notice a plus sign  at the upper-left corner. This is called the **Table Move Handle**, which is used to move a table.
- A small hollow square  at the bottom-right corner of the table is called the **Table Resize Handle**. This handle is used to resize a table.

## INSERTING COLUMNS/ROWS IN A TABLE

While creating and making entry in a table, you might need to add columns/rows in between. Word provides the facility to add new columns to right or left of any existing column and insert rows above or below the selected row.

- To add a new column, select the column by clicking on its top border, adjacent to which you want to insert a new column. The **Table Tools** tab appears on the ribbon.
- Click on the **Layout** tab under it. Select either the **Insert Left**  or **Insert Right**  button in the **Rows & Columns** group. An empty column gets inserted in the table as per the chosen option.

Similarly, select a row and then click either on the **Insert Above**  or **Insert Below**  button in the **Rows & Columns** group on the **Layout** tab to insert a new row.

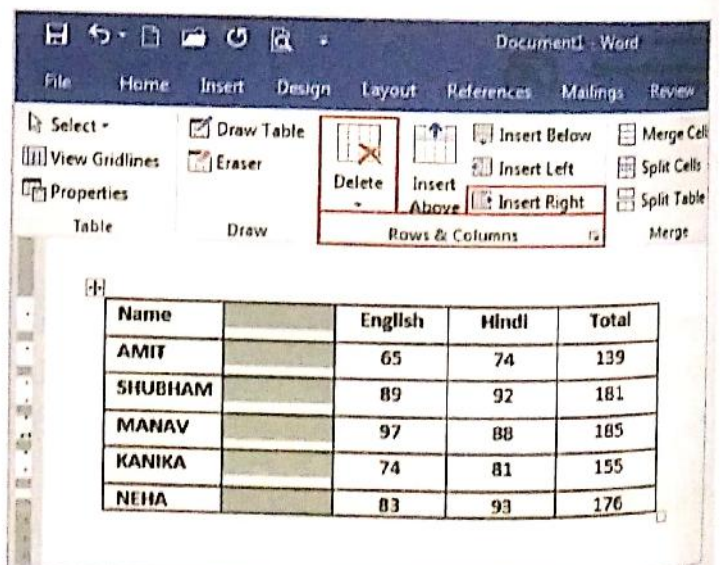


Figure 3.6: Inserting a Column in a Table

### NOTE

Select as many columns or rows as you want to add in a table and then right-click on the selection. Click on the **Insert** tab and choose the desired option from the cascading menu.



## DELETING ROWS AND COLUMNS

- Select the row or column.
- Click on the **Layout** tab under the **Table Tools** menu.
- Select the **Delete** button in the **Rows & Columns** group. A list of options appears.
- Choose the **Delete Rows** or **Delete Columns** option in the drop-down menu.  
Or  
Right-click on the selected row/column that you wish to delete and select the **Delete Rows/Delete Columns** option from the Shortcut menu.

## ➤ FORMATTING A TABLE

Formatting controls the overall appearance of a table. After creating a table, you can format the entire table by using the **Table Styles** feature. Table Styles is an inbuilt facility to change the appearance, colour, and borders of a table.

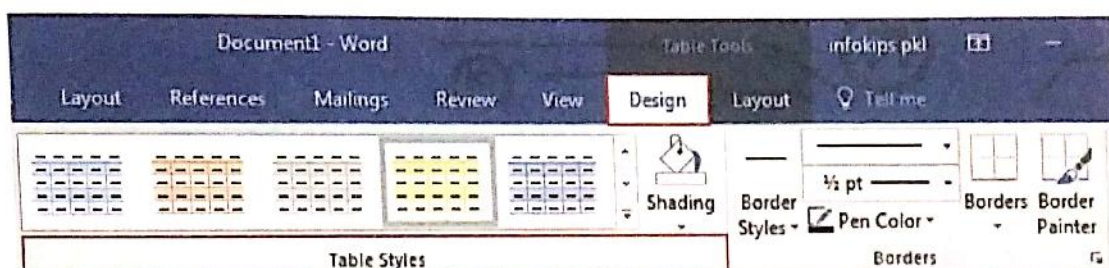


Figure 3.7: Using Table Tools

- Click on the table that you want to format. Under the **Table Tools**, click on the **Design** tab.
- Select the desired style from the **Table Styles** group.

### NOTE

You can also get more style options for your table by clicking on the **More** drop-down arrow of the **Tables Styles** gallery.

## ➤ CHANGING COLUMN WIDTH

You can resize the column width either by using the option available on the **Layout** tab or by using the mouse pointer.

- Select the column whose width you want to change.
- Click on the **Layout** tab.
- Select the **Properties** button in the **Table** group. The **Table Properties**

### Quick View

Press **Shift + Delete** key combination to delete the selected row(s) and column(s) from the table.

### Quick View

To select an entire table, click anywhere inside the table and press **Alt + 5** key on the numeric keypad (with NumLock off).



### Know the Fact

The column width and row height can be quickly changed by placing the mouse pointer on the column or row border and dragging the double-headed arrow. Drag right or left to increase or decrease the column width and up or down to increase or decrease the row height.

### Know the Fact

We can add a row or column in a table by clicking on the **Plus (+)** sign which, appears when we place a mouse pointer over the intersecting line between a row and column.



dialog box appears.

- Click on the **Column** tab.
- Select the **Preferred width** check box. Now, increase or decrease the column width either by using the spin arrows or type in the specific values to set the width. Click **OK**.

Similarly, you can change the row height by selecting the **Row** tab in the **Table Properties** dialog box.

### ➤ SPLITTING CELLS

Splitting a cell means dividing the selected cell into separate cells. To split a cell, follow the given steps:

- Select the cell that you want to split.
- Click on the **Layout** tab.
- Select the **Split Cells** button in the **Merge** group.
- The **Split Cells** dialog box appears.
- Define the number of rows and columns, in the respective spin boxes, into which you wish to split the selected cell. Click **OK**.

### ➤ MERGING CELLS

Sometimes, data is split in numerous segments of a cell and you want to combine it in a single cell, to give it a better look. Merging the cells provides a way to consolidate data in one cell.

- Select the cells that you want to merge. Click on the **Layout** tab.
- Select the **Merge Cells** button in the **Merge** group.
- The data gets merged into a single cell.

### ➤ APPLYING BORDERS AND SHADING

You can enhance the appearance of a table by applying a variety of borders and shading styles. To at borders and shading, follow the given steps:

- Select the entire table by clicking on the **Table Move Handle**.
- Click on the **Design** tab.

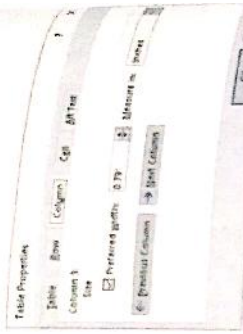


Figure 3.8: Table Properties Dialog Box

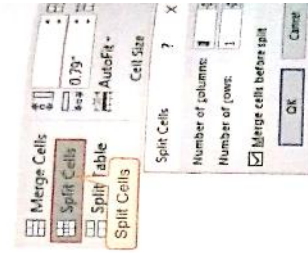


Figure 3.9: Split Cells Dialog Box

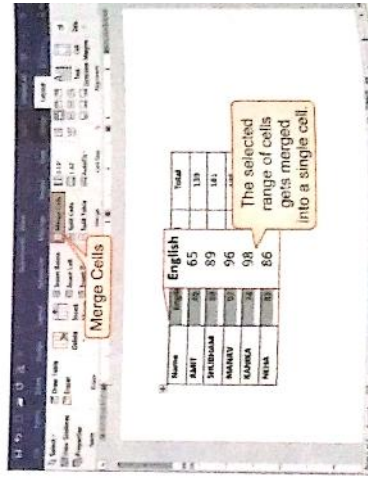


Figure 3.10: Merging Cells



- Change the **Line Style** and **Width** by clicking on the **Line Style** and **Line Weight** options, respectively from the **Borders** group.
- Click on the **Borders** dialog box launcher.
- The **Borders and Shading** dialog box appears.
- Choose the **All** option. Select the colour from the **Color** drop-down menu. Likewise, you can select the desired settings for the border.
- Click on the **Apply to:** Text box and select the **Table** option from the drop-down list.
- To give colour effects to your table, click on the **Shading** tab. Click on the drop-down arrow under the **Fill** section. The colour palette gets displayed. Choose any shade. Click **OK**.
- Notice the change in the appearance of this table.

### ➤ CONVERTING TEXT TO A TABLE

You can also convert existing text to a table:

- Enter the text as shown in Figure 3.12.
- Select the text.
- Click on the **Insert** tab > **Table** button and select the **Convert Text to Table** option from the drop-down menu.
- The **Convert Text to Table** dialog box appears.
- Define the columns and rows under the **Number of columns** and **Number of rows**, respectively.
- Click **OK**. The selected text will appear in a tabular format as shown in Figure 3.12.

#### NOTE

The **Convert Text to Table** option gets highlighted in the **Table** drop-down menu only when the text is selected.

### ➤ INSERTING PICTURE IN A TABLE

Inserting pictures in a table:

- Click on the cell where you want to insert a picture.
- Click on the **Insert** tab. In the **Illustrations** group, select the **Pictures** option.

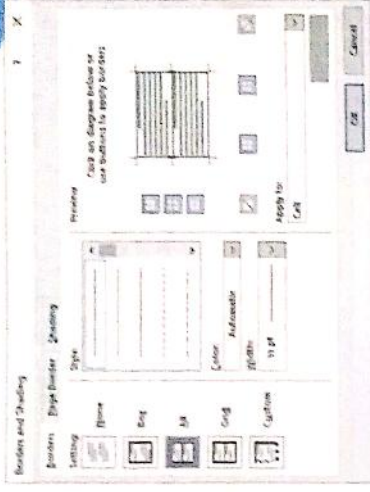


Figure 3.11: The Borders and Shading Dialog Box

To give colour effects to your table, click on the **Shading** tab. Click on the drop-down arrow under the **Fill** section. The colour palette gets displayed. Choose any shade. Click **OK**.

Notice the change in the appearance of this table.

### ➤ CONVERTING TEXT TO A TABLE

You can also convert existing text to a table:

- Enter the text as shown in Figure 3.12.
- Select the text.
- Click on the **Insert** tab > **Table** button and select the **Convert Text to Table** option from the drop-down menu.
- The **Convert Text to Table** dialog box appears.
- Define the columns and rows under the **Number of columns** and **Number of rows**, respectively.
- Click **OK**. The selected text will appear in a tabular format as shown in Figure 3.12.

#### NOTE

The **Convert Text to Table** option gets highlighted in the **Table** drop-down menu only when the text is selected.

### ➤ INSERTING PICTURE IN A TABLE

Inserting pictures in a table:

- Click on the cell where you want to insert a picture.
- Click on the **Insert** tab. In the **Illustrations** group, select the **Pictures** option.

S. No.	Items	Quantity
1	Printer	12
2	Keyboard	50
3	Mouse	20
4	Items	Quantity
1	Printer	12
2	Keyboard	50
3	Mouse	20
4	Barcode Reader	30
5	Monitor	25

Figure 3.12: Text Converted into a Table



- The **Insert Picture** dialog box appears. Browse and select the picture to be inserted.
- Click on the **Insert** button.
- The selected picture will be inserted in the table cell.

**NOTE** You can insert pictures from the Internet through Bing Image Search gallery by selecting the **Online Pictures** option from the **Insert** tab.

S. No.	Items	Quantity	Image
1	Printer	12	
2	Keyboard	50	
3	Mouse	20	
4	Barcode Reader	30	
5	Monitor	25	

Figure 3.13: Adding an Image into a Table

### ➤ CALCULATIONS IN A TABLE

You can perform calculations on the numeric data entered in a table.

- Enter the data in a table.
- Select the **Layout** tab.
- Click in the cell where the result is to be displayed. Select the **Formula** button in the **Data** group.
- The **Formula** dialog box appears.
- Note that the **SUM** formula is already displayed. Click **OK**.
- The result appears in the selected cell.

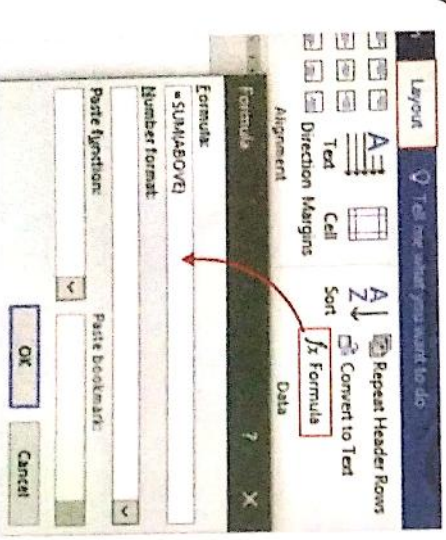


Figure 3.14: Formula Dialog Box






S. No.	Items	Quantity	Image
1	Printer	12	
2	Keyboard	50	
3	Mouse	20	
4	Barcode Reader	30	
5	Monitor	25	
<b>Total Quantity</b>		<b>137</b>	

Figure 3.15: Calculation in a Table

By default, Word 2016 calculates the sum of values in the cells lying in the column above or in the row to the left.



JAGAT TARAN GOLDEN JUBILEE SCHOOL, PRAYAGRAJ.

Session: 2020-2021

Class V

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





# **J.T. Golden Jubilee School**

## **Assignment 3**

Session: (2020-2021)

Class 5: **EVS** (Book- Hello Earth)

### **Study Material:**

Follow the instructions given below:-

1. Visit and download study material from JTGJS school website <https://jtgjschool.in>
2. Download the PDF of class 5 (HE...5...pdf)
3. Open the chapter 5: Work is worship and chapter 6: Animals and their senses.
4. Read the chapters thoroughly.
5. Try to understand new words.
6. Learn all the keywords given at the end of each chapter.

### **Assignment:**

Do the exercises and question answers in any notebook available at home.

### **Exercises for chapter 5 & 6:**

- a. Match the rows.
- b. Choose the correct option.
- c. Fill in the blanks with the correct words.
- d. True/False.

### **Chapter 5 (*Work is worship*):**

**Answer the following questions:**

1. Why do we need different people to do different jobs?
2. Explain the term 'Dignity of labour'.
3. What are menial jobs?

### **Activity for chapter 5:**

1. Paste or draw any five people who help us in our daily lives. Also write two or three lines about them in your notebook.



## **Chapter 6 (*Animals and their senses*):**

### **Answer the following questions:**

1. Why do animals need sense organs?
2. What are antennae? How are they useful?
3. What are nocturnal animals? Give examples.

### **Activity for chapter 6:**

1. What is hibernation and aestivation? Paste or draw some hibernating and some aestivating animals in your notebook.

## **Class V Study Material:**

### **Video tutorial for the lessons:**

**Chapter 5 (*Work is worship*):** Video Link: <https://youtu.be/rr6uDFRzrL8>

**Chapter 6 (*Animals and their senses*):** Video Link: <https://youtu.be/VkSXboNIXzc>

When Pia wakes up in the morning...



...she sees her mother taking milk bottles from Ravi, the milkman.



Pia's mother is helped in her chores by Basanti, the domestic help. Basanti cleans the dirty dishes and sweeps the house.



The gardener, Ram Prasad, looks after the garden outside their house.



Pia sees Nathu, the sweeper, from her window. He sweeps the streets outside her house every morning.



Pia goes to school in a school bus which is driven by Rajesh.



Prakash is the security guard who has been hired by the neighbourhood. He stays up all night making sure that no unknown person can enter the neighbourhood.

Pia's parents have taught her to respect all people who help them out in their daily lives.

No job is too lowly or dirty. Each job is essential for society to work properly. We cannot carry out each and every task by ourselves and therefore, depend on a lot of people to help us. We should always give these people sweets and gifts on festivals to show **gratitude**.

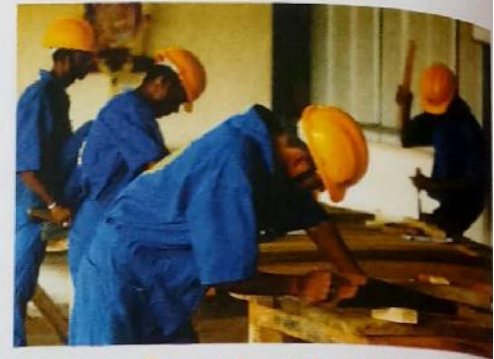


## PEOPLE WHO HELP US

Different people help us in our daily life. Let us take a look at a few of them.

1. The plumber fixes leaking taps, lays pipelines and drainage.
2. An electrician repairs our lights, fans and electrical equipment.
3. A carpenter makes and repairs our doors, windows and furniture.
4. A painter paints our walls, doors, windows, etc.
5. A tailor stitches our clothes.
6. A farmer grows crops and vegetables for us to eat.
7. We go to a mechanic to get our cars, scooters, cycles, etc. repaired.
8. A newspaper vendor supplies newspapers to our doorstep every day.
9. A post man delivers letters, postcards, parcels, etc.
10. We go to a doctor when we are sick. A nurse helps doctors by taking care of patients, giving injections, etc.

Can you think of any two other people who help us in our everyday lives?



*Carpenters at work.*



### Discuss

Imagine a world where no one did difficult jobs like clearing the garbage and cleaning gutters. Discuss what it would be to live in such a world.



### Activity

To teach the importance of doing your own work:

- Put dirty clothes in a basket or hamper.
- Take out garbage.
- Clear your study tables and make your own beds.
- Clean up spills with a dish towel or sponge.

## ALL JOBS ARE DIGNIFIED

In certain places like Europe, people who perform essential services like cleaning public places are treated with respect. In fact, students take up jobs like sweeping, **waitressing**, etc., to earn money and support themselves while



*Students often work to earn money to support themselves while they are studying.*



studying. However, in many countries, some people consider these jobs to be lowly or **menial**.

A job is some work that you do specially to earn some money. A job may require physical or mental efforts. Some jobs may require a person to apply his or her mind—a teacher who teaches in a school or a doctor who treats patients. Some jobs require people to exert themselves physically, especially their hands. This kind of work is called **manual labour**. A farmer who works in the fields to grow crops, a carpenter or a mechanic are all doing manual labour.

It is very important to realize that no job is of less importance and we should respect whatever work one does. This is also known as **dignity of labour**.

### Did you know?

In Mahatma Gandhi's ashram at Sabarmati, all members participated in the household chores. This showed their respect for all kinds of work. The practice is still continued in the ashram.



### Mahatma Gandhi believed In the dignity of labour

'No matter how insignificant the thing you have to do, do it as well as you can, give it as much of your care and attention as you would give to the thing you regard as most important. For it will be by those small things that you shall be judged.'

— Mohandas K. Gandhi, Mahatma

Mahatma Gandhi believed that it is everybody's duty to perform some form of physical labour every day. He called it bread labour. Gandhiji would not eat unless he spun almost 150 yards of khadi on his charkha every day. He is believed to have performed bread labour every day without fail till the time of his death, except during his fasts.

### OUR VALUES

Every job has its own dignity and deserves our respect. Raju is the son of a sweeper. In school, his classmates make fun of him and refuse to sit with him because of his father's job.

- Why do you think they treat Raju in this way?
- What can be done to change their point of view?

### LET'S REMEMBER

- There are different people who help us in our everyday life.
- We are dependent on other people to make our lives easier and more comfortable.



- We should treat people who help us with respect.
- Every job has its own dignity—no job is lowly or unclean.

## KEY WORDS

<b>Chore</b>	A routine task, especially a household one
<b>Gratitude</b>	The quality of being thankful
<b>Waitressing</b>	The action or occupation of working as a waitress
<b>Menial</b>	A job which does not require much skill and lacks honour
<b>Dignity of labour</b>	The belief that every occupation is worthy of honour and respect

## EXERCISES

### A. Match the columns.

- |                     |                              |                                    |                       |
|---------------------|------------------------------|------------------------------------|-----------------------|
| 1. Gardener         | 2. Domestic help             | 3. Sweepers                        | 4. Dignity of Labour  |
| a. Household chores | b. Respects every profession | c. waters plants and removes weeds | d. keep streets clean |

### B. Choose the correct option.

- Who delivers milk bottles to the house?  
 (a) The tailor                      (b) The milkman                      (c) The postman                      (d) None of these
- We give gifts to people who help us to show our  
 (a) thankfulness.                      (b) pride.                      (c) wealth.                      (d) happiness.
- Our parents teach us that those who help us deserve  
 (a) presents.                      (b) money.                      (c) pity.                      (d) respect.
- Some people consider certain jobs like sweeping streets to be  
 (a) attractive.                      (b) important.                      (c) lowly.                      (d) high paying.
- Each job has its own  
 (a) dignity.                      (b) respect.                      (c) importance.                      (d) All of these

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

- The security guard makes sure that no ..... person can enter the neighbourhood. (**known/unknown**)
- No job is too ..... or ..... (**honourable/lowly**), (**respectful/unclean**)
- In Europe, students take up jobs like ..... and ..... (**sweeping/studying**), (**teaching/waitressing**)



4. We should respect whatever ..... one does. (**crime/work**)
5. Jobs that require people to use their hands are called ..... labour. (**skilled/manual**)

**D. Write true or false.**

1. A plumber clears garbage from the neighbourhood.
2. We can do all tasks ourselves and do not need help from others.
3. Each job is essential for society to work properly.
4. Certain jobs are considered lowly or menial by some people.

**E. Answer the following questions.**

1. Name any five people who help us in making our daily lives comfortable. Mention the jobs they do.
2. Why do we need different people to do different jobs?
3. Explain the term 'dignity of labour'?
4. What are menial jobs?
5. What should be our attitude towards different professions?

## Think and Answer

Madhu always talks rudely to the gardener. Do you think her behaviour is correct? Why?

## CREATIVE CORNER

**Individual activity:** Discuss why people in India consider certain jobs to be dirty and unclean. You can discuss whether this view is a result of the caste system that once existed in India.

**Group activity:** In groups of five, Interview your domestic help/security guard/plumber/electrician. Find out why he/she has chosen this profession and whether people respect his/her work. Write and illustrate the interview by cutting and pasting pictures related to the profession.

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

- <http://theviewspaper.net/gandhijis-bread-labor/> (Accessed on 15 April 2016)
- <http://www.parentous.com/2013/03/18/dignity-of-labor-teaching-kids-dignity-of-labour-respecting-others/> (Accessed on 15 April 2016)

### TEACHER'S TIP

Try to remove myths regarding clean and unclean jobs. Talk about pioneers like Mahatma Gandhi who did jobs like cleaning his own toilet. Show how such an attitude gives respect to all jobs.



Look at the pictures below.



- Why are the ants going to the doughnut?  
.....
- Which of the following helps the dog to find the bone?
 

(i) Sense of smell	(ii) Sense of sound
(iii) Sense of touch	(iv) Sense of taste
- Name the five senses.

### SENSES IN ANIMALS

Just like human beings, animals have sense organs that help them to touch, smell, taste, see and feel the world around them.

#### Insects

Small animals with six legs are known as insects. Most insects like bees, flies, butterflies, ants and cockroaches have **antennae** on their heads. These are special sense organs which they also use to find their way. Insects also have special eyes made up of many lenses called **compound eyes** that help them to see things better from far away.



Butterflies use a straw-like organ called proboscis to suck nectar from flowers.



BUTTERFLIES have sense organs in their feet which help them to smell things. They suck nectar from flowers using a **proboscis**. The proboscis acts like a straw.

## Land animals

Most land animals smell through their noses, see with their eyes, taste with their tongues and hear with their ears. Certain senses are sharper in some animals than others.

1. Dogs have a very strong sense of smell. Sniffer dogs are used by the police for tracing criminals.
2. Though rats have poor eyesight, they have sharp senses of taste, smell and sound.
3. Snakes have poor eyesight. They have sharper sense of smell and taste because their hearing is also not very good.
4. **Scavengers** like hawks, vultures, foxes, wolves, etc., depend on their sense of smell to locate dead animals for food.
5. Bats are blind but manage to fly and hunt using their sense of hearing. Bats can even hear sounds of very **high frequency**.
6. Cats have long whiskers that help them detect things around them. All cats also have very strong vision that helps them see things at night.

### Activity

Draw the picture of a dog. Label the different sense organs of the animal and write what they are used for.

## Birds

Birds like eagles, owls and hawks have very strong vision. They can spot their prey from quite a distance. Some birds use their sense of smell to find their way to their nests.

Birds have an excellent sense of hearing even though they do not have external ears. An owl's sense of hearing is ten times stronger than that of a human being. They use their sense of hearing to communicate with their mates, rivals, young ones and flock members, or to locate their prey.



*An eagle can spot its preys from afar.*

## Water animals

Fish have a strong sense of sight which helps them to find food and avoid predators. They have taste buds on their lips, skin and bodies. They have internal ears which can sense the vibrations created by sounds.



1. Sharks use the earth's magnetic field to find their way around. They also have a highly developed sense of smell.
2. Some whales and dolphins give out sounds of very high frequencies that echo back and can be detected by these animals. This helps them to sense their surroundings.

## HOW ANIMALS COMMUNICATE

Animals communicate with each other through sounds, smells, movements and in some other ways. Dogs bark, cats purr, crickets chirp and frogs croak to convey joy, danger, fear, anger and the need to mate.

1. Animals make sounds to warn others of danger. In the jungle, monkeys make howling sounds to warn each other about the approach of a lion or a tiger.
2. Birds use different calls called chirp to communicate with each other.
3. Apes and chimpanzees use a range of sounds to indicate different messages. Chimpanzees touch each other's hands to greet each other.
4. Whales and dolphins communicate using clicks and whistles.
5. Many animals like insects, wolves, deer and skunks release chemicals called **pheromones** to communicate with each other.
6. Cats and golden hamsters have special scent glands on their sides which they rub against objects to communicate.
7. Many animals use their body movements to express themselves. Bees dance when they find nectar. This dance helps other bees to find their way to the source of nectar.
8. The male fiddler crab waves a claw to attract the female.
9. Elephants have a unique way of showing affection by **entwining** their trunks.
10. Fish use electrical impulses as a form of communication in water. Sharks, catfish and paddlefish can sense electrical impulses generated by other animals as well.



### Discuss

Why do animals need to communicate with each other?



*Some fish such as the catfish use electrical impulses to communicate in water.*



## ANIMALS SLEEP

Just like us, even animals need time to rest and sleep. Some animals need more time to sleep than humans do. While an adult human needs eight hours of sleep, a tiger needs 16 hours. Animals sleep in different ways. Horses sleep upright while cows sleep with their eyes open. Fish reduce movement to rest, while migratory birds sleep while flying at night!

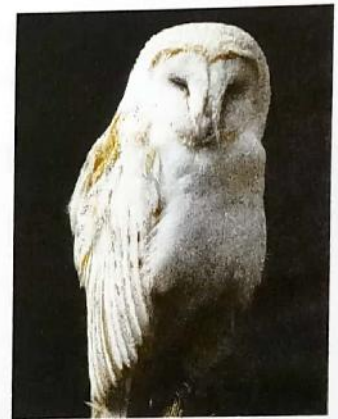
Some animals escape unfavourable climatic conditions such as severe cold by sleeping for long durations of time. This sleep like state can last an entire season. This winter sleep is called **hibernation**. Animals like bears, bats, snakes, bees and skunks hibernate. These animals resume their activities when weather becomes more favourable.

Some animals like snails, earthworm, salamander, lizards, desert tortoises and even crocodiles sleep through hot summer months to escape the heat. This summer sleep is called **aestivation**.

Some animals like owl, bat, and rat are inactive during the day and are very active at night. Such animals are called **nocturnal animals**.

### Did you know?

The puffer fish is a special fish that has a unique way of dealing with its enemies. When threatened, it can puff up to about double its size, by swallowing water or air.



*An owl sleeping during the day—animals that are active during the night usually sleep during the day.*

## OUR VALUES

Communication is as important among animals as it is among humans.

- Do you think animals can communicate with human beings?

## LET'S REMEMBER

- Animals have sense organs that help them to see, smell, hear, taste and touch.
- Some animals have special sense organs like antennae which are very useful to them.
- Animals communicate in different ways—through sound, smells and body movements.
- Fish use electrical impulses as a form of communication in water.
- Some animals need more time than humans to sleep and some animals also sleep through winter or summer months



## KEY WORDS

<b>Antennae</b>	Two long, thin and tube-like structures on the heads of some insects used for feeling things
<b>Proboscis</b>	A long tube-like and flexible structure near the mouth for feeding
<b>Scavenger</b>	An animal that eats dead animals, plant material or waste
<b>High frequency</b>	A sound that is so high that the human ear cannot hear it, only some animals like a bat can hear it
<b>Pheromone</b>	A chemical substance produced and released into the environment by an animal
<b>Entwine</b>	Wind or twist together
<b>Hibernation</b>	A state like deep sleep in which some animals spend the winter
<b>Aestivation</b>	A state like deep sleep in which some animals spend the summer
<b>Nocturnal</b>	Animals that are active at night

## EXERCISES

### A. Match the rows.

- |              |             |          |              |            |
|--------------|-------------|----------|--------------|------------|
| 1. Bats      | 2. Snakes   | 3. Rats  | 4. Dogs      | 5. Insects |
| a. Nocturnal | b. Antennae | c. Smell | d. Hibernate | e. Blind   |

### B. Choose the correct option.

- Which of these is not an insect?  
(a) Butterfly                      (b) Ant                              (c) Rat                              (d) Bee
- Which of these animals use whiskers to detect things around them?  
(a) Whales                          (b) Bees                              (c) Cats                              (d) Sharks
- Which of these birds have very strong vision?  
(a) Eagle                              (b) Owl                              (c) Hawk                              (d) All of these
- Which of these animals use clicks and whistles to communicate with each other?  
(a) Whales and dolphins      (b) Cats and skunks      (c) Insects                          (d) All of these
- Which of these animals sleep while flying at night?  
(a) Bats                                  (b) Horses                              (c) Doves                              (d) Migratory birds

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

- Small animals with six legs are known as ..... (**insects/fish**)
- Scavengers like ..... and ..... depend on their sense of smell to locate dead animals for food. (**hawks/hens**), (**wolves/butterflies**)
- Birds like ..... , ..... and ..... have a very strong sense of vision. (**eagles/crows**), (**owls/hens**), (**cranes/hawks**)



4. Some animals like ..... give out sounds of very high frequencies. (**bats/ snakes**)
5. .... sleep upright while ..... sleep with their eyes open. (**Horses/Cows**), (**cows/horses**)

#### D. Write true or false.

1. Only a few animals have sense organs.
2. All animals have a very weak sense of hearing.
3. Snakes have a very strong sense of sight which helps them to hunt their prey.
4. Bats have a great sense of sight.
5. Animals use their body movements to express themselves.

#### E. Answer the following questions.

1. Why do animals need sense organs?
2. What are antennae? How are they useful?
3. With the help of an example, describe how animals use body movements to communicate.
4. What is the difference between hibernation and aestivation?
5. What are nocturnal animals? Give examples

### Think and Answer

Why do you think a snake sways when a snake charmer plays a tune, even though it cannot hear the tune?

### CREATIVE CORNER

**Individual activity:** Choose a particular animal and give a small talk in class about its sense organs and how it communicates with others.

**Group activity:** In groups of five, collect information on any five animals and make a PowerPoint presentation with information on:  
(i) Their senses (ii) How they communicate (iii) Their sleep habits

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

- <http://www.livescience.com/22474-animal-languages-communication.html> (Accessed on 22 April 2016)
- <http://www.majordifferences.com/2013/10/difference-between-aestivation-and.html#.VxnMT0x97IU> (Accessed on 22 April 2016)

#### TEACHER'S TIP

This chapter aims at making the children realize how animals communicate with each other. It is important to lay stress on how communication helps them in vital life processes like reproduction and finding food.





# Factors and Multiples



## Warm Up

Tinki and Pinky are trying to recall what they know about factors and multiples from the previous class, but are unable to do so. Help them.

1. Factors of 16 are 1, 2, 4, 8 and 16. The prime factor is \_\_\_\_\_.

2. Three sets of numbers are given below which are either factors or multiples of another number. Below each set write whether it is a set of multiples, factors or prime factors and also identify the number.

6, 12, 18,  
24, 30

1, 2, 5  
7

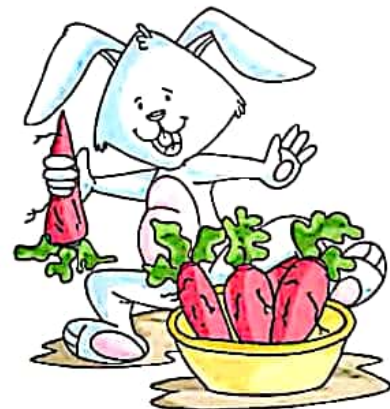
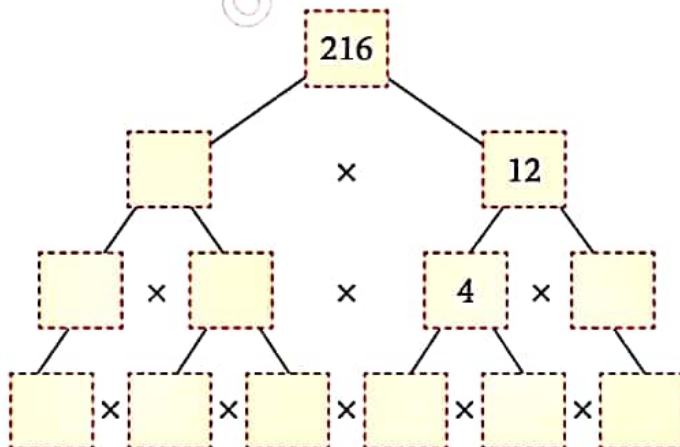
1, 2, 3, 4,  
6, 12, 24

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Complete the factor tree.







## WHAT IS A FACTOR?

1. A factor of a number is a counting number that divides number completely (without remainder).

**Example:**  $48 \div 6 = 8$  and  $48 \div 8 = 6$ , so 6 and 8 are factors of 48.

2. (a) Every number has at least two factors — 1 and the number itself.

For example,  $13 = 1 \times 13$ .

- (b) All the factors of a number are less than or equal to the number, not greater than it.

For example, factors of 10 are 1, 2, 5, 10.

- (c) A **prime number** is a natural number which has exactly two factors, 1 and itself.

For example,  $11 = 1 \times 11$ ,  $7 = 1 \times 7$ ,  $23 = 1 \times 23$ .

- (d) Every natural number except 1 that has more than two different factors is called a **composite number**.

For example, the number 6 has four factors — 1, 2, 3 and 6, hence 6 is a composite number.



### Activity

You can find all the prime numbers between 1 and 100 by the following method.

**Step 1:** Write all the numbers from 1 to 100 on a chart paper as shown alongside.

**Step 2:** Cross out 1 as it is not a prime number.

**Step 3:** Circle 2 and cross out multiples of 2.

**Step 4:** Circle 3 and cross out multiples of 3.

**Step 5:** Circle 5 and cross out multiples of 5.

**Step 6:** Circle 7 and cross out multiples of 7.

Circle all the numbers that are not crossed out. The circled numbers are all the prime numbers between 1 and 100.

✕	②	③	4	⑤	6	⑦	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How many prime numbers have you found between 1 and 100?

- Notes:**
- The method you just followed for finding prime numbers between 1 to 100 was devised by a Greek mathematician Eratosthenes. The sieve obtained is called 'The Sieve of Eratosthenes'.
  - Number 1 is neither prime nor composite as it has only one factor 1, itself.







**Twin primes:** Prime numbers that differ by 2 are called twin primes.

For example, 3 and 5, 5 and 7, 11 and 13, etc. are twin primes.

**Co-primes:** Two natural numbers are said to be co-primes if they have only 1 as a common factor. For example, 2 and 3, 5 and 7, 3 and 4, 4 and 9, etc are co-primes.

**Note:** Co-primes are not necessarily primes.



### Class Work

- List the factors of 54.
- (a) Cross out all prime numbers from the given list:  
4, 7, 9, 11, 23, 25, 31, 36, 37, 42, 43, 51.  
(b) From the above list make 5 pairs of co-primes.

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### PRIME FACTORIZATION

Any composite number can be written as a product of prime numbers. An expression written as a product of prime factors is called the prime factorization of the number.

Let us find the prime factorization of 90.

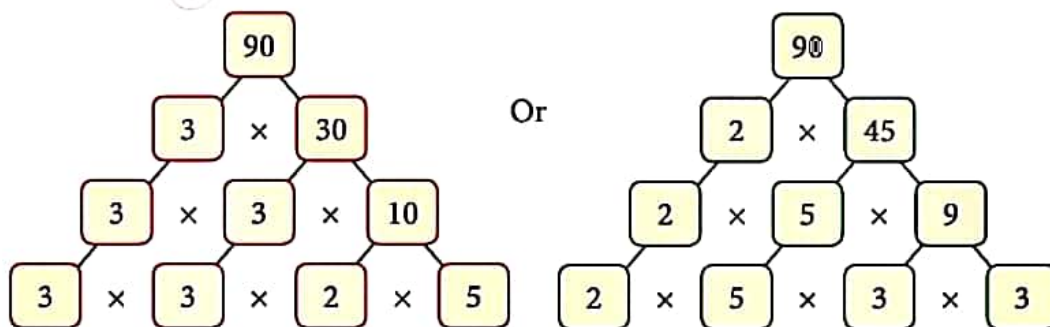
**Method 1: Using a factor tree**

**Step 1:** Write the number to be factorized at the top.

**Step 2:** Choose any pair of factors as branches. If either of these factors is composite, factorize again.

**Step 3:** Choose a pair of factors of each composite number: Continue the branches for prime factor(s).

**Step 4:** Keep factorizing till you have a row of prime factors.



Conventionally the prime factors are written in increasing order.

$$\therefore 90 = 2 \times 3 \times 3 \times 5.$$





You can have more factor trees for the number 90. Try! But at the end, the prime factors will be the same.

### Method 2: Continuous Division

2	90
3	45
3	15
5	5
	1

Start dividing by the smallest prime factor until you cannot divide any more. Then continue dividing by the next higher prime factor. Repeat the process till you get 1.

The prime factorization of 90 is  $2 \times 3 \times 3 \times 5$ .



### Class Work

Find the prime factorization of 120 by both factor tree method and continuous division method.

Try to make 2 factor trees.

Method 1

Method 2

## HIGHEST COMMON FACTOR (HCF)

If a number is a factor of two or more whole numbers, it is called a **common factor** of these numbers.

For example,  $3 \times 7 = 21$  and  $3 \times 2 = 6$ . So, 3 is a common factor of 6 and 21.

The **Highest Common Factor (HCF)** of two or more numbers is the greatest of these common factors.

### Finding HCF of two or more numbers

**Method 1: By listing factors**

Let us find the HCF of 8 and 40.

Factors of 8: 1, 2, 4 and 8

Factors of 40: 1, 2, 4, 5, 8, 10, 20 and 40.

The common factors are 1, 2, 4 and 8.

Out of these common factors, 8 is the largest.

Therefore, the HCF of 8 and 40 is 8.

**Step 1:** List all the factors of each number.

**Step 2:** Identify the common factors.

**Step 3:** Identify the largest number in the list of common factors.

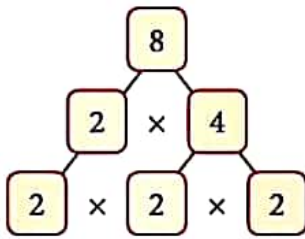






**Method 2: By prime factorization**

You can get the prime factorization by making factor trees or by continuous division.



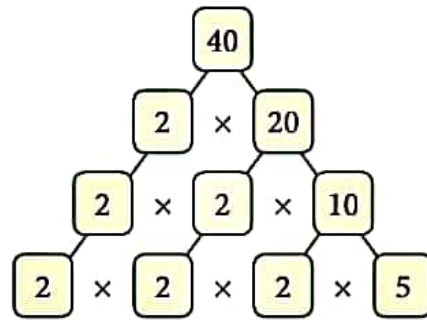
Or

2	8
2	4
2	2
	1

$$8 = 2 \times 2 \times 2$$

$$40 = 2 \times 2 \times 2 \times 5$$

$$\therefore \text{HCF} = 2 \times 2 \times 2 = 8$$



Or

2	40
2	20
2	10
5	5
	1



**Method 3: Finding HCF by common division method**

Let us find the HCF of 12, 18 and 42.

2	12, 18, 42
3	6, 9, 21
	2, 3, 7

**Step 1:** Divide the numbers by common factors only.

**Step 2:** Stop dividing when there are no more common factors except 1.

**Step 3:** Find the product of common factors.

2, 3 and 7 do not have any common factor except 1, so stop dividing.

$$\therefore \text{HCF} = 2 \times 3 = 6.$$

**Note:** You can use any of the three methods listed above to find the HCF of two or more numbers.



**Class Work**

Find the HCF of the following.

- 20 and 28 (By listing factors)
- 12 and 30 (By factor tree method)
- 27 and 45 (By prime factorization)
- 18, 42 and 48 (By continuous division method)



## HCF OF LARGE NUMBERS

It is easier to find the HCF of large numbers by division method. We proceed as per the following steps.

**Step 1:** Divide the greater number by the smaller number.

**Step 2:** Make the remainder the new divisor and the original divisor the new dividend. Repeat the process until you get 0 as the remainder.

**Step 3:** The last divisor is the required HCF.

**Example 1:** Find the HCF of 144 and 252.

**Solution:**

$$\begin{array}{r}
 144 \overline{)252} (1 \\
 \underline{-144} \\
 108 \overline{)144} (1 \\
 \underline{-108} \\
 36 \overline{)108} (3 \\
 \underline{-108} \\
 0
 \end{array}$$

Last divisor  $\rightarrow$  36

So, the HCF of 144 and 252 is 36.

**Example 2:** Find the HCF of 275, 525 and 830.

**Solution:** In case of three numbers, first find the HCF of any two numbers. Then take that HCF and the remaining number and find their HCF.

First, we take 275 and 525 and find their HCF.

$$\begin{array}{r}
 275 \overline{)525} (1 \\
 \underline{-275} \\
 250 \overline{)275} (1 \\
 \underline{-250} \\
 25 \overline{)250} (10 \\
 \underline{-250} \\
 0
 \end{array}$$

The HCF of 275 and 525 is 25.

Now, we find the HCF of 25 and 830.

$$\begin{array}{r}
 25 \overline{)830} (33 \\
 \underline{-75} \\
 80 \\
 \underline{-75} \\
 5 \overline{)25} (5 \\
 \underline{-25} \\
 0
 \end{array}$$

So, the HCF of 275, 525 and 830 is 5.



### Class Work

Find the HCF of the following in your notebook.

1. 217 and 686

2. 320 and 736

3. 450, 675 and 825







## MULTIPLES

A **multiple** of a whole number is the product of the number and any counting number. We can state some multiples of 3 and 12 as:

$\left. \begin{array}{l} 1 \times 3 = 3 \\ 2 \times 3 = 6 \\ 3 \times 3 = 9 \\ 4 \times 3 = 12 \\ 5 \times 3 = 15 \end{array} \right\}$	First five multiples of 3	$\left. \begin{array}{l} 1 \times 12 = 12 \\ 2 \times 12 = 24 \\ 3 \times 12 = 36 \\ 4 \times 12 = 48 \\ 5 \times 12 = 60 \end{array} \right\}$	First five multiples of 12
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### Properties of multiples

1. Zero is a multiple of every number.
2. The smallest multiple of any number (other than zero) is the number itself.
3. Every non-zero multiple of a non-zero number is greater than or equal to the number.
4. The number of multiples of a given number is infinite.

### LEAST COMMON MULTIPLE (LCM)

If a number is a multiple of two or more numbers, it is called a **common multiple** of the numbers.

We have:  $2 \times 9 = 18$ , so, 18 is a common multiple of 2 and 9.

The smallest number (other than zero) that is a multiple of two or more counting numbers is the **least common multiple (LCM)** of the numbers.

There are different ways to find the LCM of two or more numbers.

#### Method 1: By listing the multiples

**Step 1:** List some multiples of each number.

**Step 2:** Identify common multiples.

**Step 3:** Pick up the least common multiple from the list of common multiples.

Let us find the LCM of 6, 8 and 12.

The multiples of 6 are 6, 12, 18, 24, 30, 36, 42, 48, ...

The multiples of 8 are 8, 16, 24, 32, 40, 48, ....

The multiples of 12 are 12, 24, 36, 48, ....

Some common multiples are 24, 48, ....

Out of these common multiples, 24 is the least, so the LCM of 6, 8 and 12 is 24.





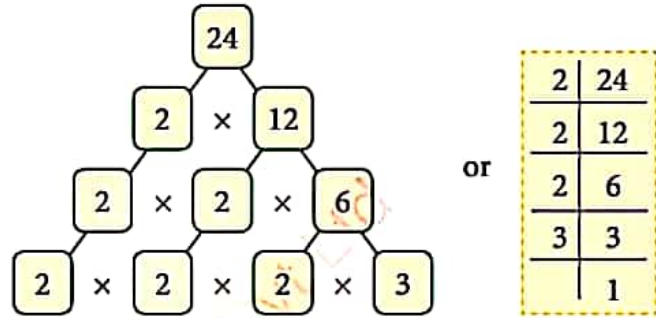
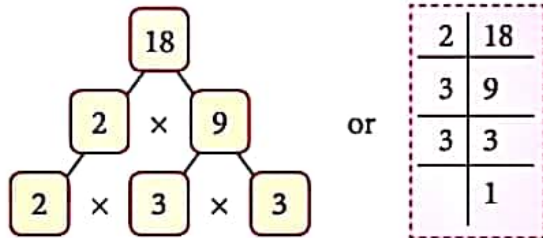
**Method 2: By prime factorization**

**Step 1:** Find the prime factorization of each number.

**Step 2:** Identify the common factors.

**Step 3:** Multiply the common factors once and the extra factors. The product is the LCM.

Let us find the LCM of 18 and 24.



$$18 = 2 \times 3 \times 3$$

$$24 = 2 \times 2 \times 2 \times 3$$

$$\text{LCM} = 2 \times 3 \times 3 \times 2 \times 2 = 72.$$

Common factors
Extra factors

So, the LCM of the 18 and 24 is 72.

**Method 3: By division method**

**Step 1:** Divide the numbers by a prime factor common to at least 2 of the given numbers. Bring down the number as such if it is not completely divisible by the prime factor.

**Step 2:** Stop dividing when there is no further common factor except 1.

**Step 3:** Find the product of the numbers in the left column and the last remainders to get the LCM of the given numbers.

Let us find the LCM of 16, 28 and 40.

2	16, 28, 40
2	8, 14, 20
2	4, 7, 10
	2, 7, 5



So, the LCM of 16, 28 and 40 = 2 × 2 × 2 × 2 × 5 × 7 = 560.





## Class Work

Find the LCM of the following.

1. 9 and 12 (By listing multiples)
2. 15 and 48 (By prime factorization)
3. 18, 42 and 48 (By division method)
4. 15, 25 and 30 (By division method)

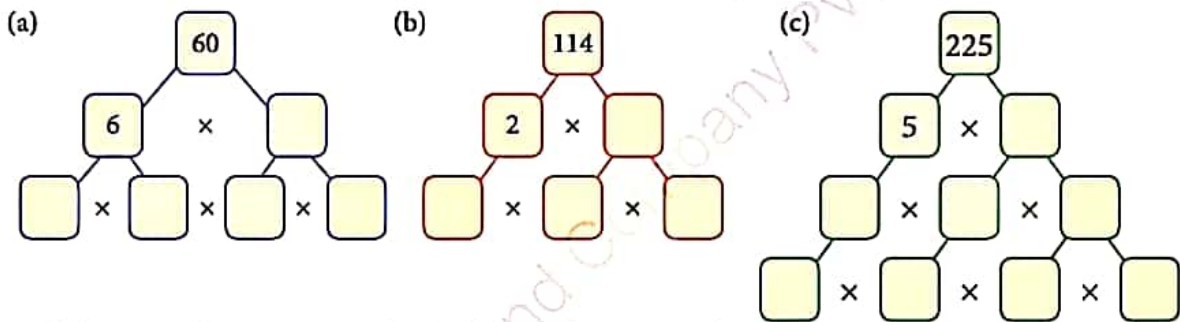


## EXERCISE 5A

1. Write all the factors of each of the following numbers and then tell whether it is a prime number or a composite number.

(a) 11                      (b) 32                      (c) 40                      (d) 19                      (e) 18                      (f) 41

2. Complete the factor tree. Then write the prime factorization.



3. Find the prime factorization of each of the following numbers.
 

(a) 216                      (b) 150                      (c) 84                      (d) 1080
4. List the common factors of each of the following sets of numbers. Find their HCF.
 

(a) 15, 35                      (b) 16, 27                      (c) 30, 42                      (d) 18, 32, 48
5. Find the HCF of the following by prime factorization method.
 

(a) 36, 60                      (b) 18, 24, 42                      (c) 36, 48, 60                      (d) 28, 42, 56
6. Find the HCF of the following by long division method.
 

(a) 128 and 192                      (b) 145 and 325                      (c) 495 and 945
7. Find the LCM of the following by prime factorization method.
 

(a) 24 and 32                      (b) 56 and 32                      (c) 25 and 40
8. Find the LCM of the following by division method.
 

(a) 4, 12 and 20                      (b) 16, 28 and 44                      (c) 39, 45 and 54                      (d) 25, 40, and 120

## DIVISIBILITY RULES

One natural number is said to be divisible by another natural number, if on dividing, you get a remainder equal to zero. There are some rules or patterns that make it easier to tell whether a given number is divisible by another given number or not. Let us see what those rules are:

