

J.T. Golden Jubilee School

Assignment 4

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 7: Animals in our lives and chapter 8: The world of Plants.
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 7 & 8:

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

Chapter 7 (*Animals in our lives*):

Answer the following questions:

1. In what ways are animals useful to us?
2. Why are some animals in danger of extinction?
3. What are sanctuaries? Why are they needed?
4. Write a note on how some people are dependent on animals.
5. How are animals treated in circuses?

Activity for chapter 7:

1. Paste pictures of any two people who depend on animals for their livelihood in different ways. Write a few lines about them.

Chapter 8 (*The world of Plants*):

Answer the following questions:

1. List the various ways in which plants can multiply.
2. What is germination? List the various factors necessary for germination.
3. Give an example of plants that multiply through their various parts.
4. Where did tea originally come from? How is it grown?

Activity for chapter 8:

1. Take a few kidney beans and soak them in a dish of water. In a glass, put some soaked cotton and the seeds. Now leave the glass on a windowsill to receive enough air and sunlight. Observe the process of germination and draw in your activity sheet.

Class V Study Material:

Video tutorial for the lessons:

Chapter 7 (*Animals in our lives*): Video Link: <https://youtu.be/iCUZKjFklhA>

https://youtu.be/_AXZ_yyZTi4

Chapter 8 (*The world of Plants*): Video Link: <https://youtu.be/KdZ2bIF2CuM>

Spot 10 things we get from animals in the word maze given. Write these in the blanks provided with the name of any one animal that we get it from. One has been done for you.

1. Medicine; Fish

2. _____

3. _____

4. _____

5. _____

6. _____

M	E	D	I	C	I	N	E	I
I	V	O	R	Y	U	P	F	V
L	E	A	T	H	E	R	U	O
K	G	W	O	O	L	O	R	R
I	G	O	B	N	U	I	P	Y
M	E	A	T	E	L	Q	Q	O
S	I	L	K	Y	W	A	S	D

7. _____

8. _____

9. _____

10. _____

WHAT ANIMALS GIVE US

Animals give us many things and help us in many ways.

- Many domestic animals like cows, buffaloes, goats and camels give us milk. People who live in mountainous areas also get milk from yaks. Many food products like ghee, curd, paneer, cheese, etc., are made from milk. They are therefore called milk products.
- Birds like hens, ducks and geese give us eggs to eat.



We get milk from animals like cows, goats and yaks.



Different kinds of milk products

3. We get meat from hens, goats, fish and other water animals like prawns, lobsters, crabs, etc.
4. The skins of animals like cows, buffaloes, goats, crocodiles, snakes and camels are treated and used as **leather** to make belts, shoes, bags, purses, etc.
5. Certain kinds of fish give us oils that have medicinal value.
6. Animal waste is used as manure to make the soil fertile.
7. Earthworms help farmers by turning the soil and making it better suited to grow crops.
8. Many animals like horses, buffaloes, oxen, donkeys, camels and yaks are used to pull carriages and transport people and goods from one place to another, especially in rural areas.



Hens, ducks and geese give us eggs.



Did you know?

Rearing of silkworms for silk is known as sericulture. It began in China and Chinese silk is considered to be one of the finest silks in the world.



ANIMALS IN DANGER

Since early times human beings have depended on animals for food and other needs. Cave paintings created by early humans in places like Lascaux in France and Bhimbetka in Madhya Pradesh show hunting scenes. Hunting was an important activity because it provided food to people.

Even after human beings settled down and took to farming, hunting continued to be practiced as a sport. Some animals like the Tasmanian Tiger, Woolly Mammoth, and Dodo bird have already died out. Some others are in danger of becoming extinct soon.

There are laws to protect animals which are in danger of extinction. However, they continue to be hunted illegally. This practice is known as **poaching**. Poachers kill tigers for their skin and bones. Elephants are poached for their tusks that give us valuable ivory, even though the government has put a ban on ivory trade. The chiru or Tibetan antelope is killed for its fur which is used to make expensive wool called shahtoosh. The one-horned rhinoceros is poached because its horn is used in some traditional Asian medicines for the treatment of several diseases.

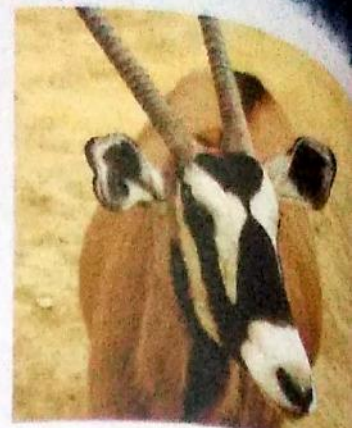


Caves in Bhimbetka have paintings made by early humans.

Conservation efforts

Many people are working hard to save animals which are near extinction. They are known as **conservationists**. The complete disappearance of an animal from the planet is called **extinction**. **Endangered** and **threatened** animals are those whose numbers are reducing and who are close to extinction. These include the tiger, the rhinoceros and the elephant.

In order to protect these animals, the government has set up many wildlife reserves and **sanctuaries**. Hunting of these animals has been banned. Project Tiger was launched by the government in 1973 to save Indian tigers. Write down the names of two Indian wildlife sanctuaries.



The chiru's fur is used to make shahtoosh.



Discuss

Why is it important to protect endangered animals?

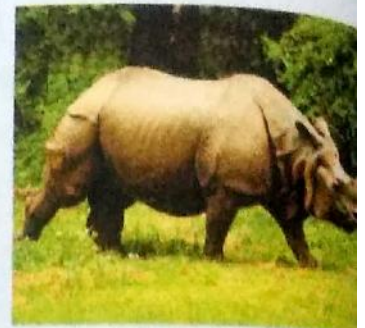
The conservation of the one-horned rhino

The one-horned rhino came very close to extinction. By the year 1975, only 600 animals of this species survived in India and Nepal combined.

Both India and Nepal along with World Wildlife Fund have worked towards the conservation of rhinos. Due to strict conservation efforts, there has been a considerable rise in the rhino population. By 2012, the number of rhinos have risen above 3,000.

Kaziranga National Park in Assam, India is a key wildlife reserve for these rhinos. Almost 90 per cent of the rhinos are found here.

Nepal's Royal Chitwan National Park has the second largest population of rhinos in the world.



PEOPLE WHO DEPEND ON ANIMALS

Human beings also depend on animals for their livelihood in different ways. They may be animal herders, trainers or charmers.

1. Gujjars are cow and buffalo **herders** who live in the forests of the western and central Himalayas. The cows are looked after by the women while the men sell milk and dairy products like butter in the village markets. The cattle are fed special leaves which make their milk rich in fat. Today, the destruction of village pasture for construction has created a problem for these people.

2. *Madaris* are people who catch young animals, such as bears and monkeys, and train them to do tricks and dances to entertain people. However, this can be a cruel practice as the *madaris* remove the teeth and nails of the bear cubs. They also put a rope through the nostrils of the bears which they use to make them dance. This rope can sometimes choke the bear. When these animals get old, they are often abandoned by the *madaris*. Many shelters have been opened now where these animals are taken care of.



Madaris sometimes are cruel to the animals.

3. **Snake charmers** catch snakes and make them dance to entertain people. The snake charmer moves his flute or *been* while playing a tune. The snake **sways** as it follows the movement of the flute. The snake charmers usually remove the fangs and the **poison sac** of the snake. Snakes do not usually attack people unless they sense a threat. Most snake charmers live in poverty and often let the snakes starve to death.
4. **Mahouts** capture young elephants and train them to do their **bidding**. An elephant usually accompanies its mahout for life. Many mahouts have a very close relationship with their elephants. However, some impatient trainers are cruel to their animals.
5. Many animals like lions, tigers, horses, elephants etc., are kept by circus companies and taught tricks to entertain people. Often the circus owners are very cruel to these animals. Tigers and lions have their claws removed. Many times, these animals attack their trainers when they cannot bear the pain any more. What can we do to help these animals?
- We can visit circuses during the day to see how the animals are kept.
 - We can refuse to use products that are made by harming animals.
 - We should talk to snake charmers and *madaris* and help them understand the importance of taking care of their animals.

OUR VALUES

We should not use products which are made by causing harm to animals.

- Can you list five products that are made by causing harm to animals?

Activity

During your school holidays, you can help in an animal shelter near your house. You can walk dogs, clean out water bowls etc.

LET'S REMEMBER

- Animals help us in many ways. We get many useful things from animals like skins and animal products.
- Many animals are close to extinction because of hunting and poaching.
- There are many wildlife sanctuaries and forest reserves that have been set up by the government where wildlife is protected and allowed to live undisturbed.
- Human beings also depend on animals for their livelihood in different ways. However, some of them treat animals with great cruelty.
- We can spread awareness and take action against cruelty to animals.

KEY WORDS

Leather	The skin of an animal that is used to make things like shoes, bags, etc.
Endangered	At risk of becoming extinct
Sanctuary	A large area where wild animals and birds are protected
Herder	A person who looks after a herd of domestic animals and earns his living from this activity
Sway	Move slowly from side to side
Poison sac	A hollow bag-like structure where the snake's poison is stored
Bidding	A command or an order

EXERCISES

A. Match the rows.

- | | | | | |
|---------------|--------------|------------|-------------------|--------------|
| 1. Earthworms | 2. Buffaloes | 3. Gujjars | 4. Mahouts | 5. Flute |
| a. Herders | b. Elephants | c. Farmers | d. Snake charmers | e. Transport |

B. Choose the correct option.

1. Which of these animal skins are used to make leather?
(a) Buffaloes (b) Goats (c) Snakes (d) All of these
2. Which of these places has paintings created by early humans?
(a) Berlin (b) Lascaux (c) Venice (d) Rome

3. What is illegal hunting of animals for their valuable parts called?
 (a) Habitat (b) Endangered (c) Poaching (d) None of these
4. Which of these is a rare antelope whose fur is used to make shahtoosh?
 (a) Silkworm (b) Chiru (c) Rhinoceros (d) None of these
5. Which of these animals can be found in circuses?
 (a) Lions (b) Tigers (c) Elephants (d) All of these

C. Fill in the blanks with the correct word.

1. Domestic animals like and give us milk. (**hen/cow**),
 (**frog/yak**)
2. Certain kinds of fish give us oils which have value. (**agricultural/**
medicinal)
3. People who are working hard to save endangered animals are known as
 (**conservationists/poachers**)
4. was launched by the government in 1973, to save Indian tigers.
 (**Project Tiger/Project Tiger**)
5. An elephant usually accompanies its for life. (**madari/mahout**)

D. Write true or false.

1. People depend on animals only for food.
2. Goats and snakes are used to transport people and goods from one place to another.
3. Tigers are not an endangered species.
4. Madaris depend on snakes for their livelihood.
5. Animals which are at risk of dying out completely are called domestic animals.

E. Answer the following questions.

1. In what ways are animals useful to us?
2. Why are some animals in danger of extinction?
3. What are sanctuaries? Why are they needed?
4. Write a note on how some people are dependent on animals.
5. How are animals treated in circuses?

Think and Answer

Varun throws stones at the stray dogs in his neighbourhood. Is this the right thing to do? Why?

CREATIVE CORNER

Individual activity: Make a project on any endangered animal. Write about why it is in danger and what is being done to protect it. You can paste pictures of the animal in your project report.

Group activity: In groups of five, choose one animal from the following groups of animals and write a report on it.

- | | |
|--------------------------|-----------------------------|
| (i) Poached animals | (ii) Animals that entertain |
| (iii) Endangered animals | (iv) Extinct animals |

The report can include the following information: the problems faced by the animals, the cause for these problems and measures taken by individuals or governments to protect these animals. Present your reports in class.

Weblinks: For more information go to—

- <http://www.worldwildlife.org/species/greater-one-horned-rhino> (Accessed on 22 April 2016)
- <http://animals.nationalgeographic.com/animals/conservation/> (Accessed on 22 April 2016)

TEACHER'S TIP

It is very important for students to understand the importance of animals in human life, their various uses and the way people have used them to earn their livelihood. Special emphasis should be laid on how they are being treated.

Look at the pictures below and answer the questions that follow:

A



B



- (i) What is shown in picture A? Fruits/seeds/roots/stems

- (ii) What is shown in picture B? Sprouting/photosynthesis/respiration

HOW PLANTS MULTIPLY

The process by which living beings multiply and produce new living things of the same kind is called **reproduction**. There are many ways in which plants reproduce and multiply—through their seeds, through spores and through different **vegetative** parts, like roots, stems and leaves.

Reproduction through seeds

Most fruits contain seeds. A seed is the small hard part of a plant from which a new plant grows. Seeds have food stored inside for the new plant. In flowering plants and trees, the flowers change into fruits which have seeds inside them.

When seeds get the right amount of warmth, air and moisture, the process of germination begins. Germination is a process by which a seed begins to sprout and grow into a **seedling**. First a tiny root and then a shoot emerges from the seed at this stage.





The germination process

Seed dispersal

The process of scattering seeds away from the **parent plant** is called **dispersal of seeds**. There are many ways by which seeds disperse. Some plants like dandelion and cotton have seeds which are light and fluffy and can be easily carried away by the wind.

Coconut and lotus seeds are carried from one place to another by water currents. The seeds of some plants have hooks, spines and stiff hair that help them stick to the fur of animals. The seeds of a caltrop plant are good examples of this.

The seeds of some fruit trees like mango, jackfruit, etc., get dispersed when animals and people eat the fruits and throw away the seeds.

Some plants like pea and mustard store their seeds in pods. These pods burst when the fruit is ripe and the seeds get scattered all around.

Activity

Try to observe the process of germination through an experiment. Take a few kidney beans and soak them in a dish of water. They will swell up by the next day. In a glass jar, put some soaked cotton and the seeds. Now leave the jar on a windowsill where it will receive enough air and sunlight. Pour a few drops of water into the cotton if it dries out.

What happens to the seeds?

What factors do you think have helped the seedlings to grow?



Caltrop seeds

Did you know?

The world's largest seed belongs to a palm called the double coconut or Coco de Mer. The mature seeds can weigh as much as 17.6kg, making them the heaviest in the world.



Reproduction through spores

Some plants like mosses, ferns and mushroom do not have flowers. They reproduce through tiny parts called spores. These spores are so tiny that sometimes they are not visible to the naked eye. Each of these spores can grow into a new plant.



Plants like ferns reproduce through tiny spores on their leaves.

Reproduction through parts of the plant

Some plants like carrots, radishes, turnips, sweet potatoes and beetroots can grow into new plants from their roots.

Some plants like the bryophyllum grow new plants on the edges of their leaves. Each new plant falls on the ground and grows on its own. Stem cuttings from plants like sugar cane and rose can be planted to grow new plants. This is known as budding.



New plants growing on the edges of bryophyllum leaves.

Some underground stems like potato and ginger have 'eyes' growing on them. These eye-buds can be removed and planted to form new plants. Garlic and onion plants grow from their bulbs.



Discuss

The different ways by which plants reproduce.

PLANTS FROM FARAWAY PLACES

Not all plants that we see around us are originally from India. Over the years, many plants have travelled far and wide and come to India. Potatoes, chillies and tomatoes were originally from South America, wheat from Egypt, marigolds from Central America and roses from China. Which is your favourite flower? Which region did it come from? Find out.



Go Green!

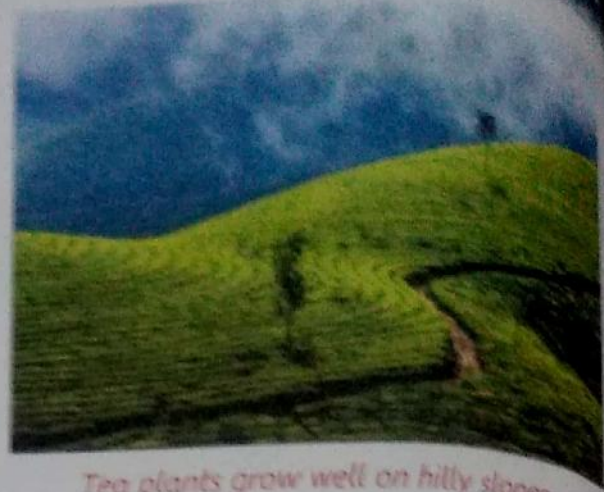
Next time when you eat an orange, do not throw away the pips (seeds). Plant these seeds in used ice cream cups filled with soil. You will see new plants growing.

TEA

Tea comes from a **tropical evergreen** plant. The tea plant needs rainfall, but water should not be allowed to collect around the roots. This is why tea is grown on hilly

slopes in rainy areas. The tender leaves of the plant are plucked and collected. Tea leaves are dried, processed and packed to be sold in shops.

The Chinese started growing tea thousands of years ago. They liked the refreshing effect and the medicinal value of tea. From China, the tea plant was brought to India by the British. It is difficult to think of our lives without it today.



Tea plants grow well on hilly slopes.

What do you think Indians drank before the coming of tea? Find out.

OUR VALUES

Plants are an important part of our world and we should help them grow well.

- Why should we plant more trees?

LET'S REMEMBER

- Plants reproduce in many ways— through their seeds, spores and through their parts like roots, stems, and leaves.
- There are many ways by which plants disperse their seeds. When a seed gets the right amount of warmth, air and moisture, the process of germination starts.
- Not all plants which are a part of our lives are originally from India.

KEY WORDS

Vegetative	Parts of a plant that can multiply new plants
Seedling	A very young plant that has grown from a seed
Parent plant	The plant from where the seeds have come
Tropical	From the tropics which are the hottest parts of the world
Evergreen	A tree or plant which has leaves all through the year

EXERCISE

A. Match the rows.

- | | | | | |
|----------|----------------|-----------|-----------|----------|
| 1. Seeds | 2. Bryophyllum | 3. Spores | 4. Peas | 5. Tea |
| a. Pods | b. China | c. Leaves | d. Fruits | e. Ferns |

B. Choose the correct option.

- Which of the following help plants to multiply?
(a) Seeds (b) Vegetative Parts (c) Spores (d) All of these
- What do seeds need to start germinating?
(a) Warmth (b) Air (c) Moisture (d) All of these
- Which of these plant seeds stick to the fur of animals?
(a) Cotton (b) Sugar cane (c) Bryophyllum (d) Caltrop
- Where were marigolds originally grown?
(a) Europe (b) Australia (c) China (d) Central America
- Which of these plants originated in China?
(a) Tea (b) Roses (c) Both of these (d) None of these

C. Fill in the blanks with the correct word.

- The process by which living beings multiply is called (respiration/reproduction)
- Germination is a process by which a seed begins to sprout and grow into a (spore/seedling)
- Some underground stems like and have 'eyes' growing on them. (potato/onion), (garlic/ginger)
- and cotton seeds are carried by the wind. (Caltrop/Dandelion)
- Tomatoes originated in while wheat came from (South America/Egypt), (Egypt/Central America)

D. Write true or false.

- Plants can reproduce only through seeds.
- When a seed gets too much warmth it starts the process of germination.
- Carrots and beetroots multiply through their roots.
- All seeds are dispersed by the wind.
- All plants that we see around us are originally from India.

E. Answer the following questions.

1. List the various ways in which plants can multiply.
2. What is germination? List the various factors necessary for germination.
3. Give an example of plants that multiply through their various parts.
4. Describe with examples the different ways in which seeds get dispersed.
5. Where did tea originally come from? How is it grown?

Think and Answer

Why is tea grown in Assam and Darjiling?

CREATIVE CORNER

Individual activity: Invite your school gardener to class and discuss with him/her the different things which can be done to help young plants grow well.

Group activity: In groups of five, make a seed book by collecting different kinds of seeds and pasting them. You could also write how the seeds are dispersed away from the parent plant.

Weblinks: For more information go to—

- http://www.biology4kids.com/files/plants_reproduction.html (Accessed on 22 April 2016)
- <http://easyscienceforkids.com/all-about-germination/> (Accessed on 22 April 2016)

TEACHER'S TIP

Make the children aware of the different plants in our daily lives which have their origins in faraway places. This will help them appreciate how different parts of the world have contributed to our lives.

Jagat Taran Golden Jubilee School

Class V– Computer Science

Assignment -4

1. Lesson 4 - Complete the exercises in book and Answer the following Questions in fair copy {Two liner interleave notebook}.

2. Online link:-

<https://drive.google.com/file/d/1om3QmlKRalmKCBJ2OcZXbeHaOeLLUh6W/view?usp=sharing>

3. Answer the following Questions in your notebook.

1. What is Mail Merge?

Ans. A mail merge is a feature of Word 2016. It is used to combine a data source, which contains all the address with the main document. It saves our time and energy to send letters at multiple addresses.

2. Name the documents that are combined while using Mail Merge feature?

Ans: a) Main document

b) Data Source

3. What do you mean by the term Data Source?

Ans: The data source consists of mailing list. The data source is a spreadsheet or database that contains personalized information such as names, addresses, and phone numbers. The data is organized in tabular form along with the field names.

4. What is the use of Merge Field?

Ans: Merge field is a data item such as NAME, ADDRESS, CITY, PIN etc., which instructs Word 2016 about where to insert the data source information in the main document.

5. What Is the Main Document?

Ans: Main Document contains the text that we wish to send to all the recipients.

USING MAIL MERGE

LEARNING IN THIS CHAPTER

- Mail Merge feature in Word 2016
- Creating a Mail Merge document
- Creating Recipient List and Inserting Merge Fields
- Viewing the Merged Data and Printing the Letters

In business as well as official matters, we often need to send letters with similar information to different people. The letters require the name and address of each recipient to be printed on them. So, changing the address each time becomes a very long process and a wastage of time and effort.

The Mail Merge feature of Word 2016 is used to combine a data source, which contains all the addresses, with the main document. It saves our time and energy to send letters at multiple addresses.

DATA SOURCE

Data source consists of a mailing list. For example, name, address, city, PIN, telephone number, etc. The data is organised in tabular form along with the field names. The data source is associated with the main document, so that its field names can be used in the main document, and it becomes easy to merge addresses with the main document.

NAME	ADDRESS	CITY	PIN	TEL
Kabir	#605, Sector 2	Panchkula	134109	257
Ridhima	#105, Sector 20	Panchkula	134109	258
Anika	#24, Sector 35	Chandigarh	160035	4611
Manas	#645, Phase 11	Mohali	120145	226

MAIN DOCUMENT

It contains the text that we wish to send to all the recipients.

MERGE FIELD

It is a data item, such as NAME, ADDRESS, CITY, PIN, etc., which instructs Word 2016 about where to insert the data source (names, addresses) information in the main document.

Mail Merge involves three basic steps:

- Creating a main document
- Specifying a data source
- Merging the data source with the main document

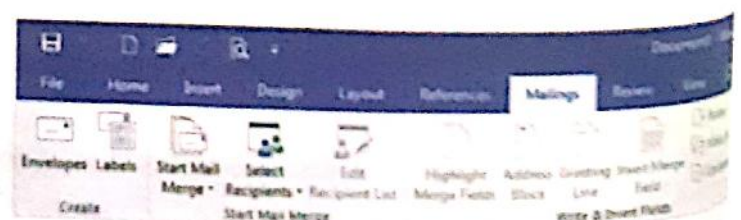


Figure 4.1: Selecting the Mailings Tab

CREATING A MAIL MERGE DOCUMENT

To create a main document, follow the given steps:

- ▶ Create a new document and type a letter, or open an existing letter in Microsoft Word that you want to send to different people at their addresses.
- ▶ Click on the **Mailings** tab. In the **Start Mail Merge** group, click on the **Start Mail Merge** drop-down arrow and select the **Step-by-Step Mail Merge Wizard** option.

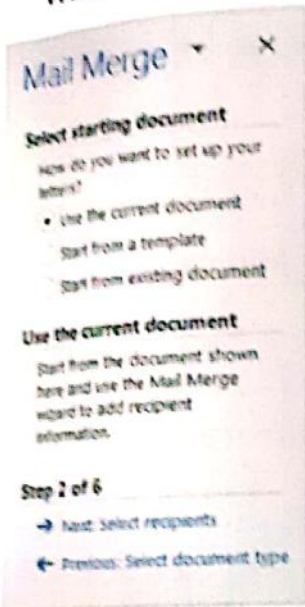


Figure 4.3: Selecting Starting Document

- ▶ The **Mail Merge** task pane appears on the right side of the application window.
- ▶ Now select the **Letters** radio button under 'Select document type' section.
- ▶ Click on the **Next: Starting document** (wizard step) under 'Step 1 of 6' section at the bottom of the task pane.
- ▶ Choose the type of set up for your letters.
- ▶ Click on **Use the current document** radio button under the **Select starting document** section.
- ▶ Click on the **Next: Select recipients** under 'Step 2 of 6' section.

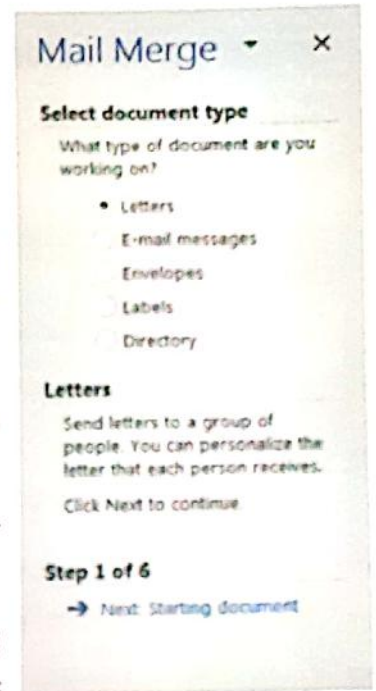


Figure 4.2: Selecting Document Type

CREATING RECIPIENT LIST

- ▶ To create a new mailing list, select the **Type a new list** radio button under **Select recipients** section in the Mail Merge task pane. Click on the **Create** option.
- ▶ The **New Address List** dialog box appears on the screen as shown in Figure 4.5. Click on the **Customize Columns** button to add or remove fields.

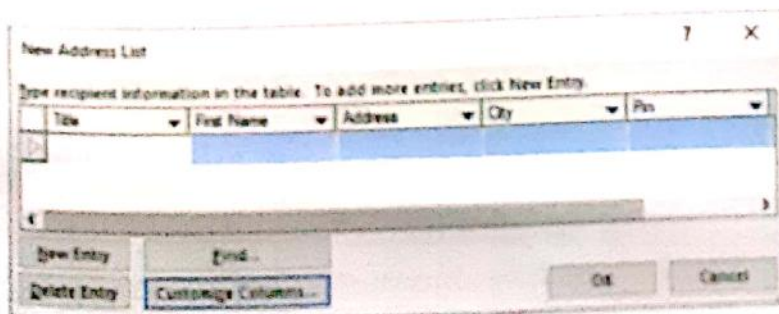


Figure 4.5: New Address List Dialog Box



Figure 4.4: Selecting Type a New List

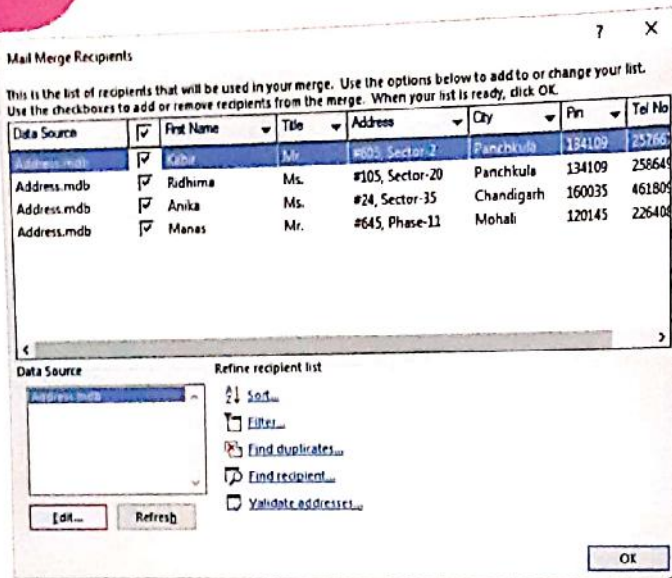


Figure 4.6: Mail Merge Recipients Dialog Box

- Enter data in the respective fields, and the **New Entry** button located at the bottom of the dialog box.
 - Enter three records of your friends and record. Click **OK**.
 - You will get the **Save Address List** dialog box.
 - Specify a name in the **File name: Text** field and click on the **Save** button.
- The **Mail Merge Recipients** dialog box will appear as shown in Figure 4.6. This dialog box displays the details of all the records added by you.
 - To change any detail, you can select the data source and click on the **Edit** button located under the Data Source box. When you are through, click on **OK**.
 - Note that by default tick marks are placed on the check boxes next to the **Data Source** field. It gives an indication that the records are selected.
 - If you do not want to send the letter to a particular address, just click on that specific check box to deselect it. Click **OK**.
 - Now, click on the **Next: Write your letter** (wizard step) under 'Step 3 of 6' section in the Mail Merge task pane.

➤ INSERTING MERGE FIELDS

- Place the cursor at the position where you want to insert the record fields.
- On the **Mailings** tab, click on the **Insert Merge Field** button in the **Write & Insert Fields** group.
- The **Insert Merge Field** dialog box appears with a list of field names you have created.
- Click on the field name that you intend to add and then click on the **Insert** button. Similarly, insert other fields into the document. Click on the **Close** button.

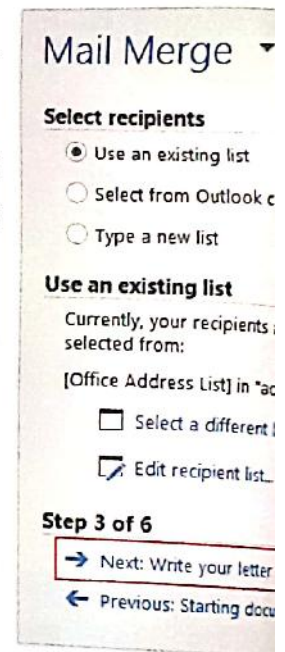


Figure 4.7: Selecting Next: Write your Letter

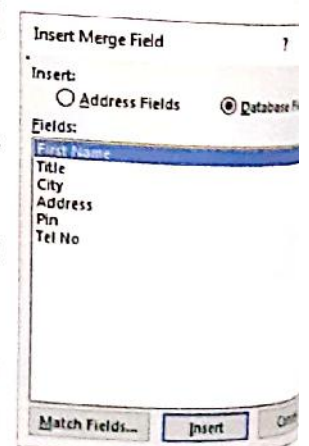


Figure 4.8: Insert Merge Field Dialog Box

- ▶ You will notice that the selected field names will appear in your document one after another, horizontally. Separate the field names by pressing the Enter key.

```
<<First_Name>> <<Last Name>>
<<Address_Line_1>>
<<City>>

Dear <<Title>><<Last_Name>>
In collaboration with the National Sports Association (NSA), the Sacred Heart Convent School has invited schools nationwide to celebrate its 49th Annual Sports Meet on November 14.
We invite you to attend the function and encourage your children.
```

Figure 4.9: Inserting Merge Fields

Let's Know More


Field is a column in a data source that contains the type of information. (e.g. Name, Address, City etc.)

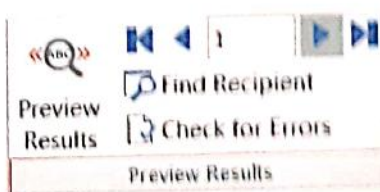
Let's Know More


Record is a row of a database. Number of fields make one record.

➤ VIEWING THE MERGED DATA

You can check whether Microsoft Word has picked up the data source according to the merged fields or not, by viewing it on the screen.

- ▶ Click on the **Preview Results** button  in the **Preview Results** group on the **Mailings** tab, or click the **Next: Preview your letters** (wizard step) under 'Step 4 of 6' section.



- ▶ The first record will be displayed. Click on the **Next Record** button  in the **Preview Results** group to view the next record of the data source.

```
Mona Thakur
#12, Sector-5
Chandigarh

Dear Mrs Thakur
In collaboration with the National Sports Association (NSA), the Sacred Heart Convent School has invited schools nationwide to celebrate its 49th Annual Sports Meet on November 14, 2016.
We invite you to attend the function and encourage your children.
```

Figure 4.10: Previewing Result



Quick View

Press Tab key to move between fields, while typing the information.

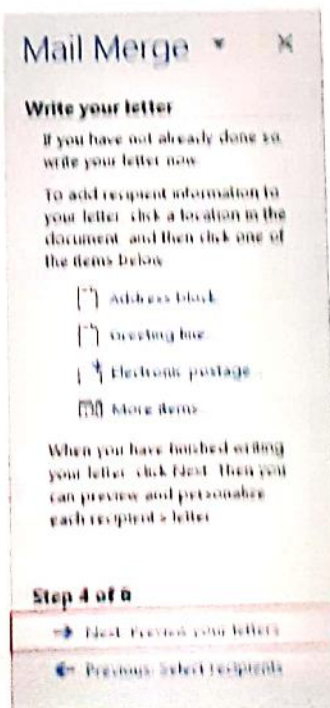



Figure 4.11: Selecting Preview Your Letters


Let's Know More

The data source can be created in Word 2010 database file, or it can be created in another application like Excel 2010 or Access 2010.

➤ PRINTING THE LETTERS

You can take the printouts of your letter with the merged data of your data source. In order to print letters, follow the given steps:

- Click on the **Finish & Merge** button  in the **Finish** group on the **Mailings** tab. Select the **Print Documents** option from the drop-down menu. Or

Click on the **Next: Complete the merge** (wizard step) under 'Step 5 of 6' section in the task pane and then click on the **Print** option  under **Merge** section.

- The **Merge to Printer** dialog box will appear. Define the desired print settings and click **OK**.
- The selected records will be printed separately along with the letter.

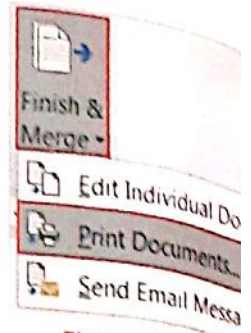


Figure 4.12: Select Documents Or

Word 2013

Word 2013 provides similar options to create a Mail Merge document by selecting the **Start** option from the **MAILINGS** tab.

RECAP

- The Mail Merge feature is used to send letters with similar information to a number of different addresses.
- A Mail Merge feature combines two documents—one Main Document and the other Data Source.
- Main document contains the text you wish to send to all the recipients.
- Merge Field is a data item which instructs Word 2016 about where to insert the data information in the main document.
- Data Source consists of a mailing list. For example, name, address, city, PIN, telephone number.





SECTION - A

A. Fill in the blanks.

1. The Main document contains the text that we send to all the recipients.
2. The Tab key helps us to move between fields while typing the data.
3. The data is organised in a tabular form along with the Fields names.
4. A Tick mark gives an indication that a record is selected.
5. The data is organised in a tabular form along with field names in Data Source.

HINTS

- Main document
- Field
- Data Source
- Tick
- Tab

B. State True or False.

1. The Main document consists of a mailing list. **F**
2. Field is a column in a data source that contains one type of information. **T**
3. Merge field is the feature that is used to combine a recipient list with a main document. **T**
4. Preview Results option on Mailings tab displays the first record from the data source. **T**
5. The two main components required during a Mail Merge process are the Main document and the Merge field. **F**

C. Application-based questions.

1. Radhika has purchased a brand new luxury car. She wants to celebrate her happiness with her friends and relatives. She wants to extend personal invitation to each one of them without typing their names and addresses again and again. Which method can she use to fulfill the requirement?

2. Suchitra is an office assistant and handles all the correspondence work of the company. This month her company made five new clients. Where will she add the contact details of the new clients while using the Mail Merge feature?

A. Multiple-choice questions.

1. _____ is a row on a datasheet, which consists of a number of fields,
 a. Field b. Record c. Database
2. _____ is the data item, which instructs Microsoft Word where to insert the data information in the main document.
 a. Data Source b. Merge Field c. Main Document
3. To create a new Recipients list, select the _____ radio button under the Select section.
 a. Use an existing list b. Select from contact c. Type a new list
4. Which of the following documents does not require the use of Mail Merge feature?
 a. Envelopes b. Pamphlets c. Letters
5. 'Use an Existing list' option allows you to pick data source from _____
 a. Spreadsheet b. A Presentation c. An Image

B. Answer in one word or one sentence.

1. In Mail Merge, where do we organise data in tabular form along with the field names?

 Data Source
2. Which tab do you select to execute the Mail Merge option?

 Mailing tab
3. Which option is used to print a Mail Merge document?

 Print Document
4. Which part of the datasheet displays one type of information?

 Field
5. Which option is used to preview the final Mail Merge document?

 Preview Result button in the Preview result group

C. Answer the following questions.

1. What is Mail Merge?

2. Name the documents that are combined while using Mail Merge feature.

3. What do you mean by the term Data Source?

4. What is the use of a Merge field?

5. What is the Main Document?

6. How can you view the merged data?

7. How will you create a Recipient list for the main document?

ACTIVITY SECTION

LAB SESSION

Perfection Through Practice

Your school is organising an Inter School Computer Quiz. You are a member of the school's computer club. Your teacher asked you to create an invitation letter to seek participation of various schools in the quiz.

Dated

To

The Principal

<<SchoolName>>

<<Address>>

<<City>>

Dear <<Title>>

Our school, in association with KIPS, is organising an **INTER SCHOOL COMPUTER QUIZ** as part of our 100th **JUBILEE CELEBRATIONS**. The quiz will be conducted in two categories: **Group A** for students of classes V-VII and **Group B** for students of classes VIII-X.

We extend our invitation to your school to participate in the **INTER SCHOOL COMPUTER QUIZ**. Kindly confirm the participation of your school latest by **16th November** and send us the annexed registration form to be filled.

We are annexing the curriculum, rules and regulations, and details about the conduction of the Quiz with this letter. Looking forward to your positive response.

Thanking You

With Warm Regards

Yours Sincerely

(NAME)

- Type the letter in the Main document, but do not type the Merge fields. Save the letter by clicking the **File** tab > **Save** option and specify a name to it.
- Click on the **Mailings** tab. Click on the **Start Mail Merge** button and select **Step by Step Mail Merge Wizard** from the drop-down menu. The 'Mail Merge' task pane will appear.
- Choose **Letters** option under **Select document type** section. Click on the **Next: Starting document** under 'Step 1 of 6' wizard step.
- In the next step, Choose the type of setup for your letter. Select 'Use the current document' radio button. Click on the **Next: Select recipients** under 'Step 2 of 6'.
- Select the **Type a new list** radio button and click on the **Create** option. Click the **Customize Columns** button to add or remove fields.

- Make the list with the field name: School Name, Address, City, and Title. Click on **OK** button.
- Now, enter the records of ten participating schools and click **OK**.
- You will get a **Save Address List** dialog box. Specify a name in the **File name:** Text box and click the **Save** button.
- You will get a list of all the entered records in **Mail Merge Recipients** dialog box.
- Click on the check box that you want to deselect.
- Click the **OK** button to get back to wizard. Click on the **Next: Write your letter** under 'Step 3 of 6'.
- Now, place the cursor at the position where you want to display the record fields in the letter. Select the **Mailings** tab and click on the **Insert Merge Field** button in the **Write & Insert Field** group.
- Choose a field that you want to display and click on the **Insert** button.
- Similarly, insert other fields and then click on the **Close** button. Separate the field names by pressing the **Enter** key as needed.
- To view the merged records, click on the **Preview Results** button in the **Preview Results** group on the **Mailings** tab.
- Click on the **Finish & Merge** button and select the **Print Documents** option from the drop-down menu.
- Click on the **Next : Complete the Merge** option under 'Step 5 of 6' section and click on the **Print** option.
- A **Merge to Printer** dialog box will appear. Give desired details to print and click **OK**.
- Now a **Print** dialog box will appear, define the print settings and click on the **Print** button.
- This is how Mail Merge is used for sending the same letter at different addresses.

PROJECT WORK

Using Creativity

Prepare a list (Data Source) of your friends. Using Mail Merge feature, create an invitation letter and invite them for your **Brother's marriage**.



ONLINE LINK

Looking For More

To know more about Word 2016, visit the following website:

- <https://www.laptopmag.com/articles/mail-merge-microsoft-office>



JAGAT TARAN GOLDEN JUBLIEE SCHOOL

SESSION 2020-2021

CLASS:5

SUBJECT: ENGLISH

BOOK: THE ENGLISH CHANNEL

(Published by Indiannica Learning Private Limited)

Study Material: Assignment 4

Dear Parents/Students,

Kindly follow the instructions given below:

1.Type the following links:

MCB Lesson 3 Grammar

1.Adjectives and its types

Video Link:

https://www.youtube.com/watch?v=ly0nKk7dk_o

2.Degrees of Comparison

Video Link:

<https://www.youtube.com/watch?v=Z5ISJUxKOPk>

3.Using some, any, much, many

Video Link

<https://www.youtube.com/watch?v=c3XJNhuOTbc>

MCB Lesson 4(Language)

1.Pronouns and its types (Possessive and demonstrative)

Video Link

<https://www.youtube.com/watch?v=4fLr-OANoZo>

2.Contractions

<https://www.youtube.com/watch?v=gubPH3WEurg>

MCB Lesson 4(Literature)

Install the ILP app and watch the videos of the following chapters

App Link

<https://play.google.com/store/apps/details?id=com.indiannica>

The half built house

Literature Assignment

Hard words:

Exciting

Meadow

Adventure

Jokingly

Criminals

Dangerous

Headquarters

Accompanied

Approached

Stormed

Make Sentences

Holidays

Careful

Built

Word Meaning

1. Meadow->an open field of grass

2. Grove->a small group of trees

3. arrived->reached

Question Answers

Q1. Why was grandma's farm an exciting place?

Ans. Grandma's farm was an exciting place because the children always had plenty to do outdoors in the open meadow.

Q2. Who was the leader of the group? How did he show this?

Ans. Atharva was the leader of the group because he was the oldest, so he decided what everyone would do.

Q3. How did the youngest child feel about himself?

Ans. Dev the youngest was just eight felt that he could look after himself.

Q4. Why did the two older children take a long time at the house?

Ans. The two older children took a long time at the house because they saw the criminals there and hid themselves behind the two empty drums.

Language Assignment

Worksheet 3 and 4:

A. Complete these sentences with suitable adjectives from the box. Identify and write down their types.

intelligent whose my some this thirteen

1. There are _____ bananas in the basket.
2. _____ park is the best one I've seen.
3. Your children are very _____.
4. _____ clothes are those drying there?
5. This cake has _____ honey in it.
6. Have you seen _____ new car?

Demonstrative pronouns and demonstrative adjectives

Read these sentences.

- **This** book is mine.
- **This** is the book I was looking for.

In the first sentence, this modifies the noun book. It is a **demonstrative adjective**. In the second sentence, this is used as a pronoun since it takes the place of the **demonstrative pronoun**.

The words this, these, that, and those can be used as demonstrative adjectives or as demonstrative pronouns.

B. Read these sentences. Underline the demonstrative adjectives and demonstrative pronouns.

1. That is the car I like. DP
2. That car belongs to my uncle. DA
3. These flowers smell sweet. DA
4. These are the flowers I want. DP
5. This dog always plays with me. DA
6. This is the dog I was talking about. DP

Degrees of comparison

For most one-syllable adjectives and some two-syllable adjectives, we add **-er** and **-est** to the positive form to make the comparative and superlative forms. For most adjectives with more than two syllables, we add **more/most/less/least** before the positive form to make the comparative and superlative forms.

D. Fill in the missing adjectives to complete the table.

	Positive	Comparative	Superlative
1.			tallest
2.		colder	
3.		happier	
4.			largest
5.	big		
6.	thin		

E. Choose suitable adjectives from the box to fill in the blanks. Use the correct forms of the adjectives. There is one extra word.

delicious excellent small good funny expensive silky

1. I think swimming is _____ than walking.
2. This kitten's coat is _____ than my hair.
3. Thank you. That was the _____ meal!

4. This coat is the _____ one I bought from that shop.
5. The Mishras have a _____ farmhouse close by.
6. That joke was _____ the joke he said.

Much is used with uncountable nouns. **Many** is used with countable nouns.

F. Fill in the blanks with some, any, much, or many.

1. How _____ people are coming for the picnic?
2. How _____ sugar do you want in your tea?
3. They don't have _____ children.
4. I got _____ presents for my birthday.
5. _____ animals are endangered.
6. I have _____ good news for you.

Time to listen



Here are the meanings of six words from the story. Scan the text to find the words and complete them.

1. The directions on what is to be done
2. A flash of light you see in the sky
3. To be interested in knowing something
4. Something that can be harmful
5. To travel around a new place to learn about it
6. The time spent away from work for rest and pleasure

_ _ t _ _ t _ _

_ _ g _ _ n _ _

_ _ r _ o _ _

_ _ _ g _ _ _ u _ _

_ _ p _ _ _ e

_ _ l _ _ a _ _

IV Assignment

A. Underline the pronouns in these sentences.

'Let us go and explore the bamboo grove after tea today. It will be nice and cool in the evening,' said Atharva, who was eleven years old. He was the oldest, so he decided what everyone would do. Dev, the youngest, was just eight, but he always said, 'I can look after myself.'

✓ B. Complete these sentences with possessive pronouns and possessive adjectives.

1. Rahul and I will share the pizza. This is _____ share and this is _____
2. This is _____ house. My cousins live nearby. That house is _____
3. I've got a new bicycle. This old one is not _____.
4. She'll bring _____ toys. You could bring _____ too.
5. 'Is this _____ seat?' 'Yes, it's _____.'

✓ Take turns to make a sentence using a possessive adjective. Your partner say the same sentence by using a possessive pronoun related to it.

A Isn't that your book?

B Isn't that book _____

B These are my sketch pens.

A These sketch pens are _____

A Was it our fault?

Aren't those his clothes?

Isn't this their red car?

B Was the fault _____

A Aren't those clothes _____

B Isn't this red car _____

are far.

C. Fill in the blanks with suitable demonstrative pronouns.

1. _____ are the sweets you bought last week.
2. Do you like the shirt I'm wearing? I got _____ on my birthday.
3. Did you like the shirt I wore yesterday? I got _____ on my birthday.
4. Look over there. _____ is the school I went to till I was in Class 3.
5. I've brought some chocolates. Take and distribute _____ among the children.
6. Here is an encyclopedia for you. _____ will help you with your project.

✓ D. Rewrite these sentences using contractions wherever necessary

1. I do not like people who lie.
2. Atharva has got a new bicycle.
3. Do not make so much noise here!
4. She could have informed us about the changes.
5. There has been no news about the missing donkey.
6. He thinks that we should have talked to the teacher first.

Time

hw

2. Certain words are used to indicate the frequency of events.
Use these words in sentences of your own.

- a) monthly
- b) biweekly
- c) annually
- d) fortnightly
- e) biannually
- f) bimonthly

Grammar



Types of adjective	Examples
quality	large / small / old / beautiful / strong / intelligent
quantity	some / all / none / many
number	one / thirteen / forty / hundred
possessive	my / your / his / her / its / our
demonstrative	this / that / these / those
interrogative	whose / which / what

1. Read the passage. Underline the adjectives in the passage. Then identify and write their type.

My grandmother is a lovely person. She knows many stories. She cooks delicious food and tends a beautiful garden. She is also a good chess player. Last year, she got first place in the local chess championship. She has written some wonderful books for children too.

Adjective	Type
lovely	Quality
many	Quantity
delicious	Quality
beautiful	Quality
good	Quality
first	Order
wonderful	Quality

The words **this**, **these**, **that**, and **those** can be used both as **demonstrative adjectives** as well as **demonstrative pronouns**.

2. Read these sentences. Identify whether the underlined words have been used as demonstrative pronouns (DP) or demonstrative adjectives (DA).

- a) This is the book I was talking about. _____
- b) That bike belongs to Raj. _____
- c) I see that woman every day. _____
- d) This is the prettiest tree here. _____
- e) You must wear this dress tonight. _____

When we use two or more adjectives in a sentence, we follow the order shown in the table below.

1	2	3	4	5	6	7
Quality	Size	Age	Shape	Colour	Origin	Material
brave	enormous	young	round	blue	Chinese	wooden
expensive	tiny	new	oval	crimson	French	cotton

3. Rearrange the adjectives in brackets to form sentences using the correct order of adjectives. One has been done for you.

- a) The woman is wearing a (pink / long) dress.
The woman is wearing a long pink dress.
- b) My aunt's factory makes (stationery / excellent) products.

- c) Please wear that (cotton / yellow / pretty) sari tomorrow.

- d) Can I please have a (blueberry / large) milkshake?

- e) The bungalow has a (old / huge / scary) room.

- f) Our dog is a (German / black / big) shepherd.

- g) We packed our clothes in a (red / strong / plastic) suitcase.

- h) Reema met a (little / cute / Chinese) girl in the park.

Fill in the missing adjectives to complete the table.

Positive degree	Comparative degree	Superlative degree
dull	duller	dullest
	fuller	fullest
	emptier	emptiest
large	larger	largest
big	bigger	biggest
short	shorter	shortest

Complete the sentences with the correct degrees of adjectives given in brackets.

- My uncle has the _____ (interesting) job in the world.
- This was one of the _____ (good) movies I have ever seen!
- I had the _____ (bad) day today! I lost my wallet.
- This exercise is _____ (difficult) than the previous one.
- The days are _____ (long) in summer than during winter.

Fill in the blanks with some, any, much, or many.

- I have _____ (much / many) friends.
- I didn't have _____ (some / any) new toys. My mother bought _____ (some / any) toys for me yesterday.
- There are _____ (many / much) trees in the park.
- Durga forgot to bring _____ (some / any) books today. We should share ours with her.
- How _____ (many / much) water do you want?

1. Read this paragraph and underline the pronouns.

When one thinks of memories, one thinks of photographs. When I think of the past, some photographs which are close to my heart come to my mind. One such picture is that of my grandfather and me. The picture was taken at a time when I had gone to visit him. He was not keeping well at that time. Despite being ill, he sat up on his bed and chatted with me for some time. Then suddenly, he asked my father to take a picture of us together. That was a special moment for me. That picture will always remain close to my heart. Though he is no more, that picture of us together always reminds me of him and makes me feel close to him. Such is the magic of photographs. They refresh your memories and evoke many emotions.



A **possessive pronoun** shows that something belongs to somebody.

2. Underline the personal pronouns in these sentences, wherever applicable. Then fill in the blanks with possessive pronouns.

- a) This is Shanti's poem. It is _____.
- b) You can choose any gift you like. The choice is _____.
- c) The paintbox belongs to him. It is _____.
- d) My sister and I have two pet kittens. They are _____.



- e) This computer belongs to me. Since it is _____, I will do whatever I like with it.

The words this, these, that, and those point out nouns and are called **demonstrative pronouns**.

3. Fill in the blanks using demonstrative pronouns.

- a) _____ are the names of the students chosen for the drama: Sylvia, Pratha, Ziuziu, and Asif.
- b) Do you see the books over there? _____ are my father's.
- c) Here, _____ is the white shirt you wanted me to bring for you.
- d) Do you see the house over there? _____ is mine.
- e) Look at the book Rohan is reading. _____ is the one you must read.

4. Fill in the blanks with suitable possessive adjectives and possessive pronouns.

- a) I have lost _____ pen. Can I have one of _____?
- b) Anil has lost _____ eraser. Ask Maya if she can lend him _____.
- c) We've had _____ breakfast. Have they had _____?
- d) You have forgotten to bring _____ book; you can have _____, if you please.
- e) They have lost _____ bicycle; they can use _____, if they like.

Contractions are words formed by shortening and combining two words by leaving out one or more letters and adding an **apostrophe** (') in place of the missing letters.

A contraction may be formed by combining—

- a noun, a pronoun, or an adverb with am / is / are / has / have / had / will / would.
 - **'It'll** be nice and cool in the evening,' said Atharva.
 - **She's** waiting for you at the house.
 - **They're** playing hide-and-seek.
- would / should / could / might / must with **have**.
 - The children **would've** played hide-and-seek.
 - They **should've** been careful.
- is / are / was / were / do / does / did / have / has / had or a modal with **not**.
 - The children **didn't** feel scared.
 - The crooks **haven't** been seen since then.

5. Rewrite the given sentences using contractions.

a) I will go out to watch a movie today.

b) I do not think Ram should represent all of us.

c) The teacher suggested that we should have used multiplication to solve the problem.

d) There has been no news about the results.

e) I have not been going to school lately

19W21

A. Complete these sentences with suitable adjectives from the box. Identify and write down their types.

intelligent whose my some this thirteen

1. There are _____ bananas in the basket.
2. _____ park is the best one I've seen.
3. Your children are very _____.
4. _____ clothes are those drying there?
5. This cake has _____ honey in it.
6. Have you seen _____ new car?

Demonstrative pronouns and demonstrative adjectives

Read these sentences.

- **This** book is mine.
- **This** is the book I was looking for.

In the first sentence, this modifies the noun book. It is a **demonstrative adjective**. In the second sentence, this is used as a pronoun since it takes the place of the **demonstrative pronoun**.

The words this, these, that, and those can be used as demonstrative adjectives or as demonstrative pronouns.

B. Read these sentences. Underline the demonstrative adjectives and demonstrative pronouns.

1. That is the car I like. That
2. That car belongs to my uncle. That
3. These flowers smell sweet. These
4. These are the flowers I want. These
5. This dog always plays with me. This
6. This is the dog I was talking about. This

J T Golden Jubilee School

Class 5. (2020 -21)

Subject – Hindi

Study Material

Book – रिमझिम भाग – 5

Published by NCERT

ASSIGNMENT --- 4

Lesson --6, चिट्ठी का सफर

Lesson—7, डाकिए की कहानी

कवरसिंह की जुबानी।



6

चिट्ठी का सफ़र



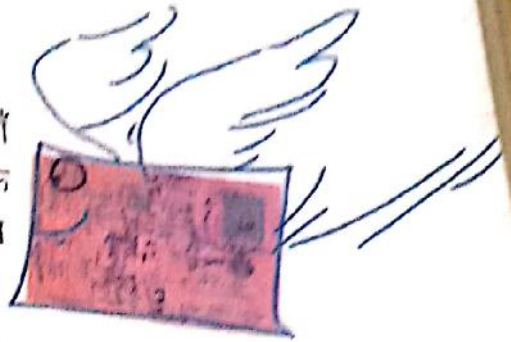
अपनी दस-बारह साल की ज़िंदगी में तुमने कुछ पत्र तो लिखे ही होंगे। वे पत्र आप सही पते और समय पर किस तरह पहुँचे होंगे— यह बहुत-सी बातों पर निर्भर करता है। जैसे कि, चिट्ठी किस स्थान से किस स्थान पर भेजी जा रही है, संदेश पहुँचाने की कितनी जल्दी है, तुमने पूरा और ठीक पता लिखा है कि नहीं, तुमने उस पर डाकटिकट लगाया है कि नहीं, आदि। अब प्रश्न यह उठते हैं कि

- आखिर चिट्ठी पर डाकटिकट लगाया ही क्यों जाए?
पूरे और ठीक पते से क्या मतलब है?
ज़रूरत पड़ने पर संदेश को जल्दी कैसे पहुँचाया जाए?
स्थान बदलने से चिट्ठी के पहुँचने पर क्या असर पड़ता है?
इनमें से कुछ सवालों के जवाब शायद तुम्हारे पास हों— खासकर तुममें से उनमें से पास जो डाकटिकटें इकट्ठा करने का शौक रखते हैं।

इन सवालों के जवाबों के लिए ज़रा नीचे दिए गए लिफ़ाफ़ों को गौर से देखो। दोनों पतों को दी गई जगह में लिखो।



पते को किस तरह से भिन्न हैं? गांधीजी को भेजे गए पते में पते की जगह पर लिखा है - "महात्मा गांधी, जहाँ हो वहाँ" जबकि लिफाफे पर इमारत या संस्थान से लेकर शहर तक का नाम लिखा हुआ है। पते में सबसे छोटी भौगोलिक इकाई से शुरू करके बड़ी की ओर बढ़े हैं। छोटी से बड़ी भौगोलिक इकाई का मतलब यह हुआ कि घर के नंबर के बाद गली-मोहल्ले का नाम, फिर गाँव, कस्बे, शहर के जिस हिस्से में है उसका नाम, फिर गाँव या शहर का नाम। शहर के नाम के बाद लिखे अंक को पिनकोड कहते हैं। हर जगह को एक पिनकोड दिया गया है। यह सोचने लायक बात है कि आखिर पिनकोड की ज़रूरत क्या है? हमारे देश में अनेक ऐसे कस्बे/गाँव/शहर हैं जिनके नाम एक जैसे हैं। पते के बाद पिन कोड लिखने से गंतव्य स्थान का पता लगाने में डाक छाँटने वाले कर्मचारियों को मदद मिलती है और पत्र जल्दी बाँटे जा सकते हैं।



पिनकोड की शुरुआत 15 अगस्त 1972 को डाक तार विभाग ने पोस्टल नंबर योजना के नाम से की। ज़ाहिर है कि गांधीजी को मिले इस पत्र पर और उन्हें मिले किसी भी पत्र पर पिनकोड

पिन शब्द पोस्टल इंडेक्स नंबर (Postal Index Number) का छोटा रूप है। किसी भी जगह का पिनकोड 6 अंकों का होता है। हर अंक का एक खास स्थानीय अर्थ है।

उदाहरण के लिए एन.सी.ई.आर.टी. को भेजे गए लिफाफे पर लिखा अंक है - 110016

इसमें पहले स्थान पर दिया गया अंक यह बताता है कि यह पिनकोड दिल्ली, हरियाणा, हिमाचल प्रदेश, पंजाब या जम्मू-कश्मीर का है। अगले दो अंक यानी 10 यह तय करते हैं कि यह दिल्ली (राष्ट्रीय राजधानी क्षेत्र) के उपक्षेत्र दिल्ली का कोड है। अगले तीन अंक यानी 016 दिल्ली उपक्षेत्र के ऐसे डाकघर का कोड है जहाँ से डाक बाँटी जाती है।

• अब तुम्हारा स्कूल जहाँ पर है उस इलाके का पिनकोड पता करो।

• अपने घर के इलाके का पिनकोड नंबर भी पता करो।

पिनकोड की जानकारी डाकघर से प्राप्त की जा सकती है। डाकघरों में टेलीफोन डाइरेक्टरी की तरह पिनकोड डाइरेक्टरी भी मिलती है। तुम्हारे इलाके का पिनकोड तो तुम्हारे मोहल्ले में लगे लैटर बॉक्स पर ही लिखा होगा।

• प्रमुख जगहों/शहरों के पिनकोड नंबर तुम्हें कहाँ-कहाँ मिल सकते हैं?

विज्ञान मंडल बहुमूल्य ज्ञानों को लोकप्रिय
 हो और-और इन्ध विज्ञान-मंडल के अलावा
 डाक में उड़ान और उड़ान से होने शामिल
 हो गई है। इसको डाक का विज्ञान कहना
 गलत नहीं होगा। क्या तुम जानते हो इस
 विज्ञान का क्या नाम दिया गया है? पता
 करो और बता लिये।



का इस्तेमाल नहीं किया गया था। फ़र्क सिर्फ़ पिनकोड का ही नहीं है। समय के साथ डाक सेवाओं में निरंतर बदलाव और विकास होता रहा है।

बहुत पुराने समय में कबूतरों के द्वारा संदेश भेजे जाते थे। जब संदेशवाहक कबूतरों की बात हो रही है तो उन इंसानों की बात कैसे न हो जो ऐसे समय से डाक पहुँचाने का काम करते रहे, जब संचार और परिवहन के साधन बेहद सीमित थे! बात हो रही है उन हरकारों की जो पैदल ही आम आदमी तक चिट्ठी-पत्री पहुँचाने का काम करते रहे। राजा, महाराजाओं के पास घुड़सवार हरकारे हुआ करते थे। हरकारों को न सिर्फ़ हर तरह की जगहों पर पहुँचना होता था, बल्कि डाक की रक्षा भी करनी होती थी। डाकू, लुटेरों या जंगली जानवरों की चपेट में आने का डर हमेशा बना रहता था। आज भी भारतीय डाक सेवा दुर्गम व पहाड़ी इलाकों तक डाक पहुँचाने के लिए हरकारों पर निर्भर करती है। जम्मू-कश्मीर के लद्दाख खंड में पदम (ज़ंस्कार) जैसी कई जगह हैं जहाँ हरकारे डाक पहुँचाते हैं।



आजकल तो संदेश भेजने के नए-नए और तेज़ साधन आसानी से उपलब्ध हो गए हैं। डाक बाँटने में हवाई जहाज़, पानी के जहाज़ और जाने कौन-कौन से साधन इस्तेमाल किए जा रहे हैं। डाक-विभाग भी पत्र, मनीआर्डर के साथ-साथ ई-मेल, बधाई कार्ड आदि लोगों तक पहुँचा रहा है।

कबूतरों की उड़ान से लेकर हवाई डाक सेवाओं तक का सफ़र दिलचस्प करने वाला है। यह

सोचकर आश्चर्य होता है कि कबूतर
जैसा पक्षी संदेशवाहक भी हो सकता
है। कबूतर की कई प्रजातियाँ होती हैं
और ये सभी संदेश लाने, ले जाने का
काम नहीं कर सकतीं। गिरहबाज़ या
हूमर वह प्रजाति है जिसे प्रशिक्षित
करके डाक संदेश भेजने के काम में
लाया जाता है। आखिर कबूतर अपना
रास्ता ढूँढ़ कैसे लेता है? उन प्रवासी
पक्षियों के बारे में सोचो और पता करो
कि वे कैसे सैकड़ों मील का रास्ता
और सही जगह तय कर पाते हैं।



उड़ीसा पुलिस खास तौर पर हूमर कबूतरों का
इस्तेमाल राज्य के कई दुर्गम इलाकों में संदेश
पहुँचाने के लिए कर रही है। कानून-व्यवस्था,
संकट और अन्य मौकों पर संदेश के लिए ये
कबूतर बहुत ही उपयोगी साबित हुए। कबूतरों
की संदेश सेवा बहुत सस्ती है और उन पर खास
खर्च नहीं आता है। इन कबूतरों का जीवन
15-20 साल होता है और 8-10 साल तक वे
बहुत अच्छा काम करते हैं। स्वस्थ कबूतर एक
दिन में एक हजार किलोमीटर तक का सफ़र कर
सकता है। यदि कोई महत्वपूर्ण संदेश पहुँचाना
हो तो दो कबूतरों को भेजा जाता है ताकि बाज़
के हमले जैसी अनहोनी स्थिति में भी दूसरा
कबूतर संदेश पहुँचा दे।

शायद यह पढ़कर तुम एक ऐसे कबूतर की
कहानी पढ़ना चाहो जो दूसरे विश्व युद्ध में
संदेश पहुँचाता था। इस कबूतर की कहानी नेशनल
बुक ट्रस्ट से अँग्रेज़ी में छपी एक किताब में दी
गई है। किताब का नाम है 'ग्रे-नेक', जो कि इस
किताब के हीरो का भी नाम है। अगर तुम हिंदी
में पढ़ना चाहते हो तो क्यों न नेशनल बुक ट्रस्ट
को पत्र लिखो कि वे इस किताब को हिंदी में
भी छापें। यह रहा उनका पता- नेहरू भवन, 5
इंस्टीट्यूशनल एरिया फ़ेज़ -11, वसंत कुंज, नई
दिल्ली - 110070



शिमला की माल रोड पर जनरल पोस्ट ऑफिस है। उसी पोस्ट ऑफिस के एक कमरे में डाक छाँटने का काम चल रहा है। सुबह के 11:30 बजे हैं, खिड़की से गुनगुनी धूप छनकर आ रही है। इस धूप का मजा लेते हुए दो पैकर और तीन महिला डाकिया फटाफट डाक छाँटने का काम कर रहे हैं। वहीं पर मैंने सरकार से पुरस्कार पाने वाले डाकिया कैवरसिंह जी से बात की। यही बातचीत आगे दी जा रही है।

• आपका शुभ नाम?

मेरा नाम कैवरसिंह है। मैं हिमाचल प्रदेश के शिमला जिले के नेरवा गाँव का निवासी हूँ। मेरी उम्र पैंतालीस साल है।

आपके परिवार में कौन-कौन हैं? उनके बारे में कुछ बताइए।
मेरे चार बच्चे हैं। तीन लड़कियाँ और एक लड़का। दो लड़कियों की शादी हो चुकी है। मेरा एक और बेटा भी था। वह मेरे गाँव में एक पहाड़ी से लकड़ियाँ लाते हुए गिर गया जिससे उसकी मौत हो गई।

आपके बेटे के साथ जो हुआ, उसका हमें बहुत दुख है। आपके इलाके में इस तरह की घटनाएँ क्या अक्सर होती हैं?

जी, ऐसी घटनाओं का होना असाधारण नहीं है। यहाँ हर साल तिरछी ढलानों या ढाँकों से घास काटते हुए कई औरतें गिरकर मर जाती हैं। फिर भी यहाँ ऐसे ही रास्तों से चलना पड़ता है क्योंकि दूसरे कोई रास्ते होते ही नहीं। हमारे गाँव में अभी तक बस नहीं पहुँच पाती है। हिमाचल में हज़ारों ऐसे गाँव हैं जहाँ पैदल चलकर ही पहुँच सकते हैं।

फिर आपके बच्चे पढ़ने कैसे जाते होंगे?

मेरे बच्चे गाँव के स्कूल में पढ़ने जाते हैं। स्कूल लगभग पाँच किलोमीटर दूर है। मेरी एक लड़की दसवीं तक पढ़ी है, दूसरी बारहवीं तक। तीसरी लड़की बारहवीं कक्षा में पढ़ रही है। बेटा दसवीं में पढ़ता है।

वहाँ काम करते हैं वहाँ आपके अलावा और
कौन हैं? क्या आपको डाकिया ही कहकर
कहते हैं?

भारतीय डाक सेवा में ग्रामीण डाक सेवक था। अब
न बन गया है। पर है वही नीली वर्दी वाला डाक



डाक सेवक को करना क्या-क्या होता है?

मुझे बहुत कुछ करना होता है। चिट्ठियाँ, रजिस्ट्री पत्र,
पसल, बिल, बूढ़े लोगों की पेंशन आदि छोड़ने गाँव-गाँव जाता हूँ।

क्या यह सब अभी भी करना पड़ता है? क्योंकि अब तो सूचना और
संदेश देने के बहुत-से नए तरीके आ गए हैं।

शहरों में भले ही आज संदेश देने के कई साधन आ गए हैं, जैसे फ़ोन, मोबाइल,
ई-मेल वगैरह, लेकिन गाँव में तो आज भी संदेश पहुँचाने का सबसे बड़ा
ज़रिया डाक ही है। इसलिए गाँव में लोग डाकिए का बड़ा आदर और सम्मान
करते हैं। अपनी चिट्ठी आदि पाने के लिए डाकिए का इंतज़ार करते हैं।

हमने सुना है कि हमारी डाक सेवा दुनिया की सबसे बड़ी डाक सेवा है,
यह भला कैसे?

सुना तो आपने बिल्कुल ठीक है। हमारे देश की डाक सेवा आज भी दुनिया
की सबसे बड़ी डाक सेवा है और सबसे सस्ती भी। केवल पाँच रुपए में देश
के किसी भी कोने में हम चिट्ठी भेज सकते हैं। पोस्टकार्ड तो केवल पचास पैसे
का ही है। यानी पचास पैसे में भी हम देश के हर कोने में अपना संदेश भेज
सकते हैं।

आपको अपनी नौकरी में मज़ा तो बहुत आता होगा।

मुझे अपनी नौकरी बहुत अच्छी लगती है। जब मैं दूर नौकरी करने वाले सिपाही
का मनीऑर्डर लेकर उसके घर पहुँचाता हूँ तो उसके बूढ़े माँ-बाप का खुशी भरा
चेहरा देखते ही बनता है। ऐसे ही जब किसी का रजिस्ट्री पत्र पहुँचाता हूँ जिसमें
कभी रिज़ल्ट, कभी नियुक्ति पत्र होता है तो लोग बहुत खुश होते हैं। बूढ़े दादा
और बूढ़ी नानी तो पेंशन के पैसे मिलने पर बहुत ही खुश होते हैं। छह महीनों
तक वे मेरा इसके लिए इंतज़ार करते हैं। हिमाचल में बूढ़े लोगों को पेंशन हर
छह महीनों के बाद इकट्ठी ही दी जाती है।

- आप क्या शुरू से इसी डाकघर में काम कर रहे हैं?
शुरू में तो मैंने लाहौल स्पीति जिले के किब्बर गाँव में तीन साल तक नौकरी की है। यह हिमाचल का सबसे ऊँचा गाँव है। इसके बाद पाँच साल तक इसी जिले के कास्ता में और पाँच साल तक किन्नौर जिले में नौकरी की है। उस वक़्त इन गाँव में टेलीफोन नहीं थे। बसों भी सिर्फ़ मुख्यालयों तक ही जाती थी। अभी भी कई ऐसे गाँव हैं जहाँ न तो बस जाती है और न ही वहाँ टेलीफोन है। ऐसी जगह में ग्रामीण डाकसेवक का बहुत मान किया जाता है।
- आप पहाड़ी इलाके में रहते हैं। जाहिर है डाक पहुँचाना आसान काम तो नहीं होगा।
हाँ, मुश्किलें तो आती ही हैं। जब मैं किन्नौर जिले के मुख्यालय रिकांगपिओ में नौकरी करता था तो सुबह छह बजे मेरी ड्यूटी शुरू हो जाती थी। मैं छह बजे सुबह शिमला जाने वाली बस में डाक का बोरा रखता था और रात को आठ बजे शिमला से आने वाली बस से डाक का बोरा उतारता था। पैकर को ये सब काम करने पड़ते हैं। किन्नौर और लाहौल स्पीति हिमाचल प्रदेश के बहुत ठंडे तथा ऊँचे जिले हैं। इन जिलों में अप्रैल महीने में भी बर्फ़बारी हो जाती है। बर्फ़ में चलते हुए पैरों को ठंड से बचाना पड़ता है। वरना स्नोबाइट हो जाते हैं जिससे पैर नीले पड़ जाते हैं और उनमें गैंगरीन हो जाती है जिससे उँगलियाँ झड़ सकती हैं। इन जिलों में मुझे एक घर से दूसरे घर तक डाक पहुँचाने के लिए लगभग 26 किलोमीटर रोज़ाना चलना पड़ता था। हिमाचल में एक गाँव से दूसरे गाँव की दूरी लगभग चार या पाँच किलोमीटर तक होती है। हिमाचल के गाँव छोटे-छोटे होते हैं। एक गाँव में बस आठ से दस या कभी-कभी छह-सात घर ही होते हैं। इसीलिए चलना काफ़ी पड़ता है। चलना तो खैर हमारी आदत में ही शामिल हो चुका है ग्रामीण डाकिए की जिंदगी में तो चलना ही चलना है।
- आपने बताया था कि पहले आप डाक सेवक थे, अब पैकर हैं, इसके आगे भी कोई प्रमोशन है क्या?
पैकर के बाद डाकिया बन सकते हैं बस एक इम्तिहान पास करना पड़ता है। अभी तो काम के हिसाब से हमारा वेतन काफ़ी कम रहता है। सारा दिन कुर्सी पर बैठकर काम करने वाले बाबू का वेतन कहीं ज़्यादा होता है। पैकर का वेतन बाबू के जितना ही हो जाता है। अब तो डाकिए की नौकरी में लगना भी बहुत

हा चुका है। हममें से जितने डाकिए
हा चुके हैं उनकी जगह नए डाकियों को
या जा रहा है। इससे पुराने डाकियों पर काम
दिन-प्रतिदिन बढ़ता ही जा रहा है। न
आने वाला समय कैसा होगा?
काम के दौरान कभी कोई बहुत खास बात
हुई हो?

एक घटना आपको सुनाता हूँ। मेरा तबादला
शिमला के जनरल पोस्ट ऑफिस में हो गया था।
वहाँ मुझे रात के समय रैस्ट हाउस और पोस्ट ऑफिस चौकीदारी का काम
दिया गया था। यह 1998 की बात है। 29 जनवरी को रात लगभग साढ़े दस
बजे का समय था। बाहर से किसी ने पोस्ट ऑफिस का दरवाज़ा खटखटाया।
मैंने पूछा 'कौन है?' जबाव आया 'दरवाज़ा खोलो तुम से बात करनी है'। मैंने
दरवाज़ा खोला तो अचानक पाँच-छह लोग अंदर घुसे और मुझे पीटना शुरू
कर दिया। मैंने पूछा क्यों पीट रहे हैं तो उन्होंने कोई जबाव नहीं दिया। सारे
ऑफिस की लाइटें बंद कर दीं। इससे पहले कि मैं कुछ समझ पाता मेरे सिर
पर किसी भारी चीज़ से कई बार मारा जिससे मेरा सिर फट गया। मैं लगातार
चिल्लाता रहा। उसके बाद मैं बेहोश हो गया और मुझे कुछ भी पता न चला।
अगले दिन जब मुझे होश आया तो मैं शिमला के इंदिरा गांधी मेडिकल कॉलेज
के अस्पताल में दाखिल था। सिर में भयंकर दर्द हो रहा था। उन दिनों मेरा
7 साल का बेटा मेरे साथ ही रहता था। उसी से पता चला कि मेरे चिल्लाने
की आवाज़ सुनकर लड़का और ऑफिस के दूसरे लोग जो नज़दीक ही रहते
थे, दरवाज़ों के शीशे तोड़कर अंदर आए और मुझे अस्पताल पहुँचाया। मेरे सिर
पर कई टाँके लगे थे। उसकी वजह से आज भी मेरी एक आँख से दिखाई
नहीं देता।

सरकार ने मुझे जान पर खेलकर डाक की चीज़ें बचाने के लिए 'बैस्ट पोस्टमैन'
का इनाम दिया। यह इनाम 2004 में मिला। इस इनाम में 500 रुपये और प्रशस्ति
त्र दिया जाता है। मैं और मेरा परिवार बहुत खुश हुए। आज भी मैं गर्व से कहता
हूँ - "मैं बेस्ट पोस्ट मैन हूँ।"

प्रतिमा शर्मा

6

चिट्ठी का सफ़र



निम्नलिखित प्रश्नों का उत्तर दीं।

(क) चिट्ठी कोड का क्या मतलब है?

(ख) चिट्ठीकोड लिखने से क्या लाभ होता है?

(ग) चिट्ठीकोड की सुरक्षा काब कैसे हुई?

(घ) चिट्ठीकोड का लिखने से क्या क्या सम्बन्ध है?

(ङ) चिट्ठीकोड की जानकारी क्यों से जान की जा सकती है?

(च) डाकघर का क्या काम होता था? डाकघरों को किस बात का डर क्या होता था?



2. रिक्त स्थानों की पूर्ति कर वाक्य पूरे करें-
- (क) पते में सबसे छोटी भौगोलिक इकाई से शुरू करके पिनकोड तरफ बढ़ते हैं।
- (ख) पते में शहर के नाम के बाद लिखे अंक को पिनकोड कहते हैं।
- (ग) पिन शब्द पोस्टल इंडेक्स नंबर का छोटा रूप है।
- (घ) पिनकोड की जानकारी डाकघर से प्राप्त की जा सकती है।
- (ङ) बहुत पुराने समय में कबूतरों के द्वारा संदेश भेजे जाते थे।

3. निम्नलिखित शब्दों के मिलते-जुलते अर्थ वाले शब्द लिखें-

(क) इकट्ठा	<u>एकत्रित</u>	(ख) इमारत	<u>महल</u>
(ग) चिट्ठी	<u>पत्र</u>	(घ) स्कूल	<u>विद्यालय</u>
(ङ) गंतव्य	<u>मंजिल</u>	(च) हरकारा	<u>डाकिया</u>
(छ) निर्भर	<u>आश्रित</u>	(ज) संदेश	<u>संभाषण</u>

4. सही विकल्प पर का चिह्न लगाएँ-

(क) हर जगह को वाला एक पिनकोड दिया गया है।

(i) शब्दों वाला (ii) अंकों वाला

(iii) चित्रों वाला (iv) तीनों

(ख) पिनकोड की शुरुआत कब हुई?

(i) 15 अगस्त, 1972 (ii) 15 अगस्त, 1947

(iii) 15 अगस्त, 1950 (iv) 15 अगस्त, 1948

(ग) पिनकोड कितने अंकों का होता है।

(i) पाँच अंकों का (ii) आठ अंकों का

(iii) छः अंकों का (iv) चार अंकों का

(घ) पुराने समय में किस पक्षी द्वारा संदेश भेजे जाते थे?

(i) तोता



(ii) कबूतर



(iii) हंस



(iv) कौए



निम्नलिखित शब्द के लिंग बदलिए-

(क) आदमी

औरत

(ख) कबूतर

कबूतरी

(ग) राजा

रानी

(घ) घोड़ा

घोड़ी

(ङ) युवक

युवती

(च) पत्र

पत्रिका

महात्मा गाँधी के पत्र बिना किसी निश्चित पते के उन तक कैसे पहुँच जाते थे?

आजकल संदेश भेजने के अनेक नए-नए साधन उपलब्ध हैं, जैसे-ई-मेल। ऐसे कुछ साधनों के नाम सोचकर लिखें। (स्वयं करें)

निम्नलिखित शब्दों के विलोम शब्द लिखें-

(क) दुर्गम

सुगम

(ख) सवाल

जवाब

(ग) पास

दूर

(घ) जल्दी

धीरे

(ङ) शुरू

श्वत्म

(च) गाँव

शहर

(छ) अंक

शून्य

(ज) इंसान

हवान

पिपकोट में छः अर्थ होते हैं, जैसे - 1. (10078) इमारतें विना गया (अर्थ) -
रखीला है।

इन शब्दों को उनके अर्थ से मिलाओ-

(क) संदेश

घ (i) संदेशवाहक, डाकिया, दूत

(ख) गंतव्य

क (ii) संवाद

(ग) कस्बा

ख (iii) जहाँ जाना हो

(घ) हरकारे

ग (iv) छोटा शहर

पढ़िए, समझिए और वाक्यों में प्रयोग कीजिए-

ऐसे शब्द जिनके एक से अधिक अर्थ हों, **अनेकार्थी शब्द** कहलाते हैं।

जैसे- (i) पत्र (चिट्ठी) - मेरे दोस्त का **पत्र** आया था।

(ii) पत्र (पत्ता) - इस पेड़ में कितने नए **पत्र** आ गए हैं।

(क) पूर्व- (पहले) -

पूर्व- (दिशा) -

(ख) पर- (पंख) -

पर- (किन्तु) -

(ग) कर- (हाथ) -

कर- (टैक्स) -

(घ) साल- (वर्ष) -

साल- (वृक्ष) -



7

डाकिए की कहानी, कँवरसिंह की जुबानी

4.) निम्नलिखित प्रश्नों के उत्तर दें-

(क) कँवरसिंह कहाँ के रहने वाले हैं?

.....

(ख) कँवरसिंह क्या काम करते हैं?

.....

(ग) डाकसेवक को क्या-क्या काम करने पड़ते हैं?

.....

(घ) डाकिया बनने के लिए क्या करना पड़ता है?

.....

(ङ) हिमाचल में बूढ़े लोगों को पेंशन कितने दिनों बाद दी जाती है?

.....

(च) डाकियों पर काम का बोझ क्यों बढ़ता जा रहा है?

.....

.....

112) सही विकल्प पर का चिह्न लगाएँ-

(क) कैवरसिंह किस डाकघर में काम कर रहे हैं?

(i) मध्य प्रदेश

(ii) हिमाचल प्रदेश

(iii) अरुणाचल प्रदेश

(iv) उत्तर प्रदेश

(ख) कैवरसिंह डाकघर के किस पद पर अभी कार्य कर रहे हैं?

(i) डाक प्रधान

(ii) डाकिया

(iii) पैकर

(iv) तीनों

(ग) पहाड़ी गाँवों में अभी भी संदेश पहुँचाने का मुख्य जरिया है-

(i) फैक्स

(ii) मोबाइल

(iii) डाक

(iv) इंटरनेट

(घ) हमारी डाक सेवा दुनिया की सबसे डाक सेवा है।

(i) बड़ी

(ii) छोटी

(iii) मध्यम

(iv) तीनों

(ङ) हिमाचल में बूढ़े लोगों को पेंशन हर महीने बाद दी जाती है।

(i) पाँच महीने

(ii) छः महीने

(iii) चार महीने

(iv) तीन महीने

113) नीचे लिखे पुल्लिंग शब्दों से स्त्रीलिंग शब्द बनाएँ-

(क) बेटा

बेटी

(ख) विद्वान

विदुषी

(ग) नौकर

नौकरानी

(घ) डाक सेवक

डाक सेविका

(ङ) पुरुष

स्त्री

(च) मालिक

मालिकीन

(छ) अध्यापक

अध्यापिका

(ज) शिष्य

शिष्या

4. पहाड़ी इलाकों में डाक पहुँचाने में क्या-क्या परेशानियाँ आती हैं?

5. हमारी डाक सेवा दुनिया की सबसे बड़ी और सस्ती डाक सेवा है--कैसे?

कँवरसिंह को अपनी नौकरी में क्यों मज़ा आता है?

कँवरसिंह को सरकार से 'बेस्ट पोस्टमैन' का पुरस्कार मिला। यह इनाम उन्हें कब और क्यों मिला?

'बारहवीं कक्षा' में बारहवीं शब्द कक्षा की विशेषता बता रहा है। नीचे दिए गए शब्दों के लिए एक-एक विशेषण लगाएँ-

(क) शुनसान	इलाका	(ख) गुनगुनी	धूप
(ग) प्रधान	डाक सेवक	(घ) ग्रामीण	डाकिया

- (ड) ...समाचार... पत्र (च) ...अच्छी... नानी
 (छ) ...मेहनती... औरतें (ज) ...भारतीय... डाक सेवा

10. पहाड़ी इलाके में कँवरसिंह को पैदल ही डाक बाँटने का काम करना पड़ा। आपके यहाँ डाकिया डाक देने कैसे आता है?

.....

10. पाठ में आपने पढ़ा कँवरसिंह नीली-वर्दी पहनकर डाक बाँटते हैं। आपके यहाँ डाकिया कैसी वर्दी पहनता है?

.....

lang. 11. "भारतीय डाक सेवा" पर पाँच संक्षिप्त में पंक्तियाँ लिखें।

.....

12. निम्नलिखित शब्द के एक-एक समानार्थी शब्द लिखें—
 या पर्यायवाची

(क) दिन	दिवस, दिवा	(ख) बेटा	पुत्र, सुत
(ग) स्कूल	विद्यालय, पाठशाला	(घ) चिट्ठी	पत्र, श्वेत
(ङ) संदेश	समाचार, हाल	(च) आदर	सम्मान, वन्दना

6. अधोत्ती के कुछ शब्द ऐसे हैं जिनका प्रयोग हिंदी में ज्यों का त्यों किया जाता है। पाठ में प्रयोग किए गए ऐसे शब्द को चुनकर लिखें।

4. निम्नलिखित शब्दों के विलोम शब्द लिखिए।

(क) सम्मान	असम्मान	(ख) ग्रामीण	शहरी
(ग) धूप	छाँव	(घ) बेटा	बेटी
(ङ) उतार	चढ़ाव	(च) सेवक	मालिक

5. निम्न शब्दों से वाक्य बनाएँ - (उक्त शब्दों में से चुनें)

(क) सुबह

(ख) इम्तिहान

(ग) वंतन

(घ) डाक सेवा

(ङ) ग्रामीण

Chithhi Ka Safar / चिट्ठी का सफ़र

यह कार्यक्रम कक्षा 05 के लिए हिन्दी की
पाठ्यपुस्तक रिमझिम के अध्याय 06 की एक क...
www.youtube.com

<https://youtu.be/cpApzkaCG6U>

12:57 pm ✓✓



YouTube

डाकिया की कहानी , कुँवर सिंह की जुबानी पाठ 7
हिंदी **class 5th**
www.youtube.com

<https://youtu.be/syw4PgY8p28>

1:00 pm ✓✓

J.T.Golden Jubilee School 2020-21

Class-5

Subject-Maths

Study Material

Book-Maths Wiz

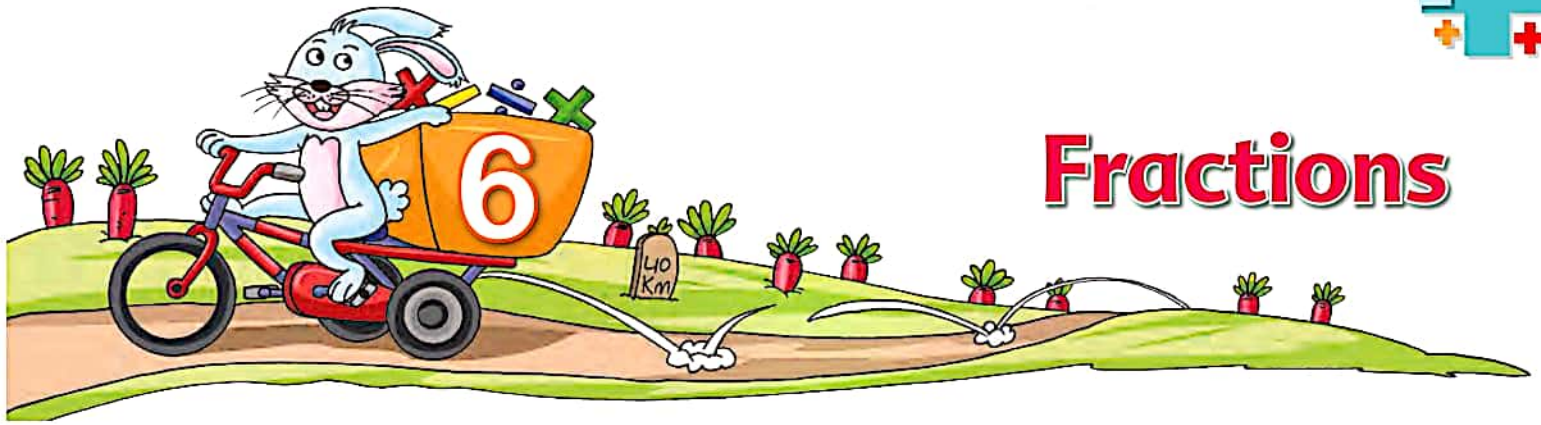
Assignment-4

Chapter-6 Fractions

Exercise - 6A,6B,6C,6D



Fractions



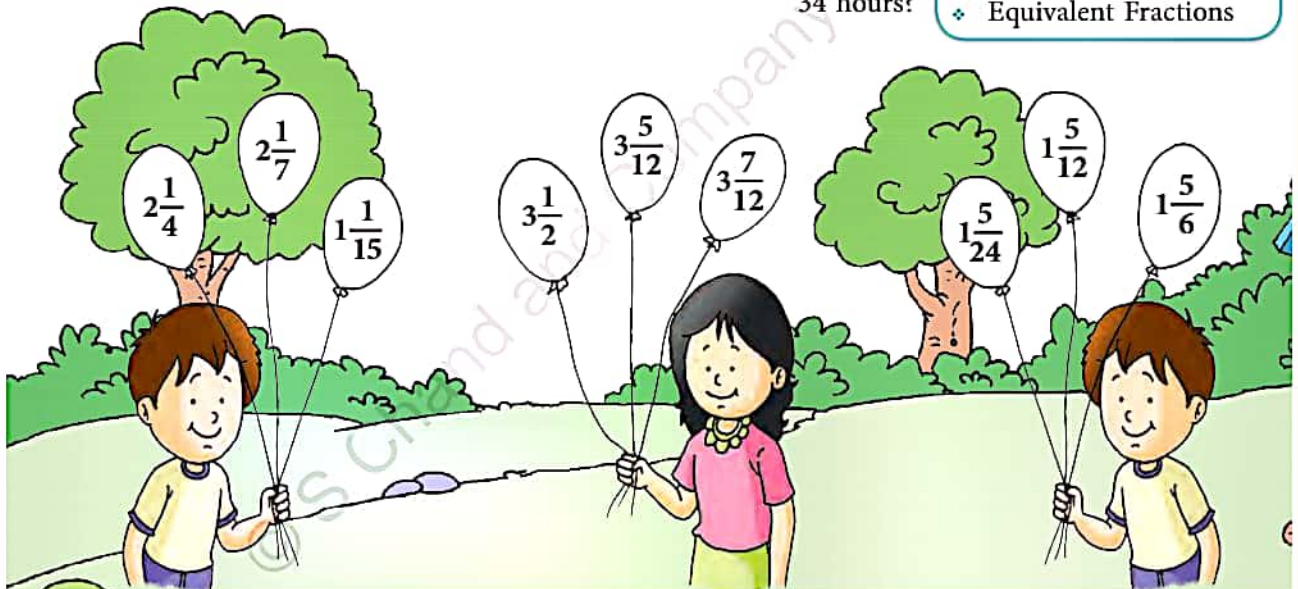
Warm Up

1. Colour the balloon with the correct answer in blue.

(a) How many weeks
in 15 days?

(b) How many dozen
in 43 eggs?

(c) How many
days in
34 hours?



2. Which of the following is not an example of $\frac{9}{16}$ written as a sum of smaller fractions?

(a) $\frac{4}{16} + \frac{3}{16} + \frac{2}{16}$

(b) $\frac{1}{16} + \frac{1}{16} + \frac{2}{16} + \frac{5}{16}$

(c) $\frac{7}{16} + \frac{1}{16} + \frac{1}{16}$

(d) $\frac{6}{16} + \frac{2}{16} + \frac{1}{16} + \frac{1}{16}$

3. A school is working hard to get a recycling programme going. On one day there were $\frac{2}{14}$ flattened cardboard boxes, $\frac{4}{14}$ newspapers, $\frac{5}{14}$ used notebook papers, $\frac{2}{14}$ cans and $\frac{1}{14}$ bottles. How much more are the recycling paper products than the other products?



Vocabulary

- ❖ Numerator
- ❖ Denominator
- ❖ Proper Fractions
- ❖ Improper Fractions
- ❖ Equivalent Fractions



WHAT IS A FRACTION?

A fraction is a part of a whole. If a whole thing is divided into equal parts, each part is a fraction.

A fraction is made up of two parts: **numerator** and **denominator**.

The **denominator** tells us how many equal parts are there in the whole. $\frac{1}{4}$ The **numerator** tells us how many of the equal parts have been taken.

Fraction of a cake



Fractions can be used to

- name a part of a single thing.

1 part out of 4 equal parts.

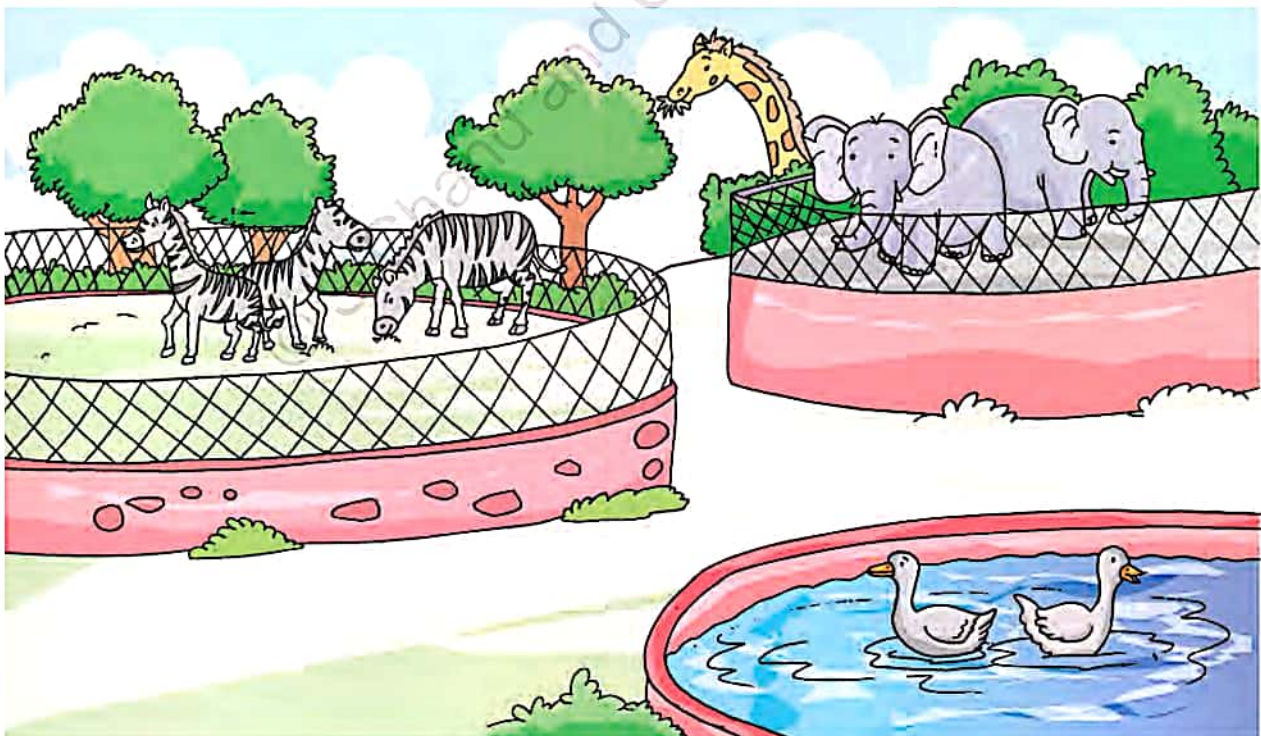


4 equal parts



$\frac{1}{4}$ of the pizza has mushroom topping.

- name a part of a group of things.

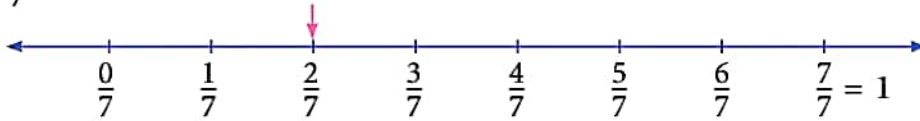


In the above mini zoo, you have 8 animals, out of which 3 are zebras. So, we say $\frac{3}{8}$ of the animals are zebras.



REPRESENTATION OF A FRACTION ON A NUMBER LINE

The fraction $\frac{2}{7}$ is shown on the number line as under:



$\frac{2}{7} < 1$ so we draw the number line from 0 to 1 and divide it into 7 equal parts

(\because denominator = 7). The arrow shows the fraction $\frac{2}{7}$.

TYPES OF FRACTIONS

Proper fractions

The fractions in which the numerator is less than the denominator are called **proper fractions**. For example, $\frac{0}{2}$, $\frac{1}{4}$, $\frac{2}{5}$, $\frac{3}{7}$, $\frac{81}{100}$, etc. are all proper fractions. The value of all the proper fractions is less than 1.

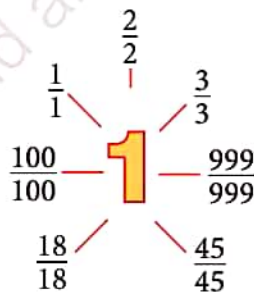
Improper fractions

The fractions in which the numerator is greater than or equal to the denominator are called **improper fractions**. For example, $\frac{6}{6}$, $\frac{7}{4}$, $\frac{21}{20}$, $\frac{121}{100}$, etc. are all improper fractions.

The value of all the improper fractions is greater than or equal to 1.

There is no end to the fractions you can make that are equal to 1.

Look at the example.



Mixed numbers

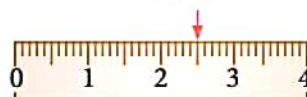
A **mixed number** has a whole number (except 0) mixed with a fraction. For example, $2\frac{1}{2}$, $3\frac{1}{4}$, $6\frac{1}{3}$, $4\frac{1}{100}$ are all mixed numbers.

$$2\frac{1}{2} = 2 + \frac{1}{2}$$

Whole number \leftarrow (2) (1/2) \rightarrow Proper fraction



$2\frac{1}{2}$ glasses of orange juice



$2\frac{1}{2}$ cm



$2\frac{1}{2}$ sheets of chart paper





We can write an improper fraction as a mixed number and a mixed number as an improper fraction.

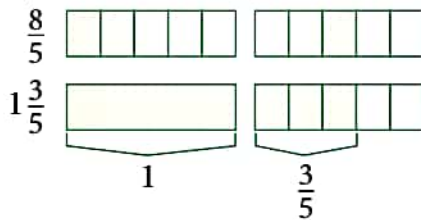
Study the following examples.

Example 1: Write $\frac{8}{5}$ as a mixed number.

Solution:

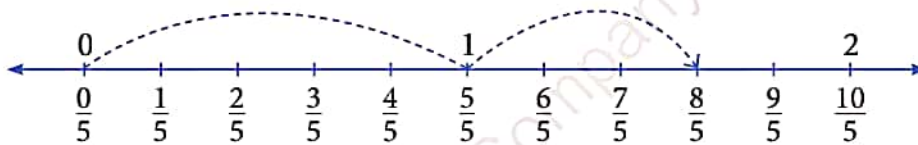
Method 1

Pictorially, it can be shown as:



$\therefore \frac{8}{5} = 1\frac{3}{5}$. Note that $1\frac{3}{5}$ means $1 + \frac{3}{5}$.

It can also be shown on the number line as:



Jump five-fifths to land on 1. Jump 3 more fifths to land on $\frac{8}{5}$. This is the same as jumping by 1 and then by another $\frac{3}{5}$. So, $\frac{8}{5} = 1\frac{3}{5}$.

Method 2

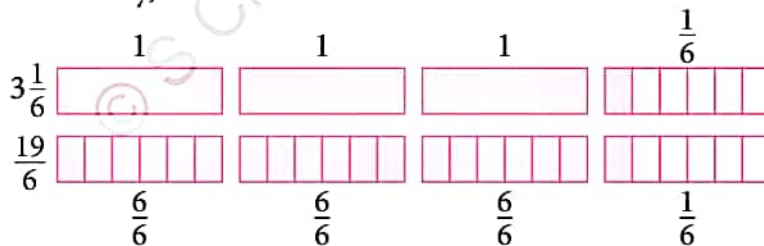
$$\begin{array}{r} \text{Divisor (D)} \rightarrow 5 \overline{) 8} \\ \underline{-5} \\ 3 \end{array} \begin{array}{l} \leftarrow \text{Quotient (Q)} \\ \leftarrow \text{Remainder (R)} \end{array}$$

$\therefore \frac{8}{5} = 1\frac{3}{5} = Q\frac{R}{D}$

Example 2: Write $3\frac{1}{6}$ as an improper fraction.

Solution:

Pictorially, it can be shown as:



Therefore, $3\frac{1}{6} = 3 + \frac{1}{6} = \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{1}{6} = \frac{19}{6}$

Alternatively,

$$3\frac{1}{6} = \frac{3 \times 6 + 1}{6} = \frac{18 + 1}{6} = \frac{19}{6}$$

From the above discussion, we have the following rule.

Rule: To convert a mixed fraction to an improper fraction, multiply the whole number part by the denominator and add the numerator to the product. Keep the denominator as it is.





Class Work

Convert each mixed number as an improper fraction and each improper fraction as a mixed number.

1. $6\frac{2}{5}$

2. $11\frac{4}{7}$

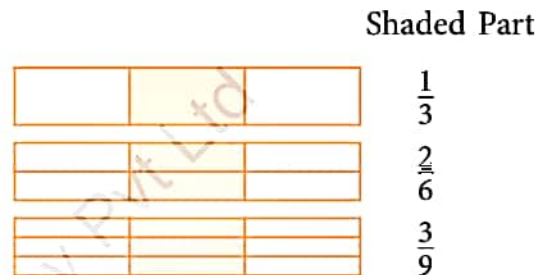
3. $\frac{24}{5}$

4. $\frac{42}{11}$

EQUIVALENT FRACTIONS

Consider the figures given alongside carefully.

You can observe that the same part of the rectangle is shaded, that is $\frac{1}{3}$ of the big rectangle is shaded. Thus, the fractions $\frac{1}{3}$, $\frac{2}{6}$ and $\frac{3}{9}$ name the same amount. Fractions that name the same part of the whole are called **equivalent fractions**.



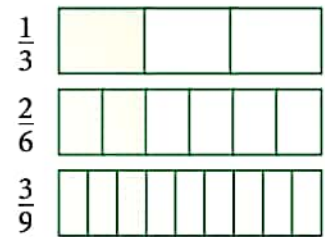
Therefore, $\frac{1}{3}$, $\frac{2}{6}$ and $\frac{3}{9}$ are equivalent fractions and we write $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$.

Note that: $\frac{1}{3} = \frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$

or $\frac{2}{6} = \frac{2 \div 2}{6 \div 2} = \frac{1}{3}$

$\frac{1}{3} = \frac{1}{3} \times \frac{3}{3} = \frac{3}{9}$

or $\frac{3}{9} = \frac{3 \div 3}{9 \div 3} = \frac{1}{3}$



Thus, to find equivalent fractions, we either multiply or divide the numerator and denominator by the same number.

Study the given examples.

Example 3: Fill in the missing numbers.

(a) $\frac{3}{5} = \frac{15}{\bigcirc}$

(b) $\frac{2}{3} = \frac{\bigcirc}{18}$

(c) $\frac{20}{50} = \frac{2}{\bigcirc}$

(d) $\frac{21}{33} = \frac{\bigcirc}{11}$

Solution:

(a) $\frac{3}{5} = \frac{15}{\bigcirc}$ So, $\frac{3}{5} = \frac{3 \times 5}{5 \times 5} = \frac{15}{25}$

(b) $\frac{2}{3} = \frac{\bigcirc}{18}$ So, $\frac{2}{3} = \frac{2 \times 6}{3 \times 6} = \frac{12}{18}$

(c) $\frac{20}{50} = \frac{2}{\bigcirc}$ So, $\frac{20}{50} = \frac{20 \div 10}{50 \div 10} = \frac{2}{5}$

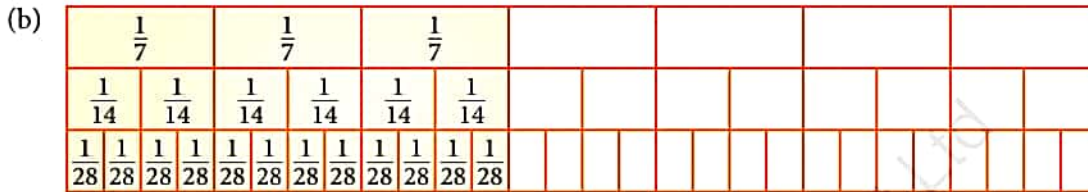
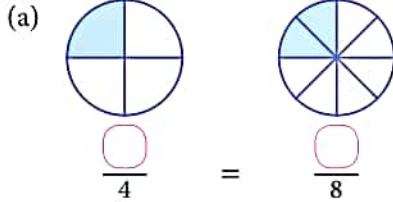
(d) $\frac{21}{33} = \frac{\bigcirc}{11}$ So, $\frac{21}{33} = \frac{21 \div 3}{33 \div 3} = \frac{7}{11}$





Class Work

1. Look at the figures and write the equivalent fractions.



$$\frac{3}{7} = \frac{\bigcirc}{\bigcirc} = \frac{\bigcirc}{\bigcirc}$$

2. Fill in the circles.

(a) $\frac{2}{5} = \frac{\bigcirc}{10} = \frac{\bigcirc}{15} = \frac{\bigcirc}{20}$

(b) $\frac{5}{8} = \frac{\bigcirc}{16} = \frac{15}{\bigcirc} = \frac{\bigcirc}{32}$

FRACTION IN THE SIMPLEST FORM

A fraction is in its simplest form when its numerator and denominator have no common factors other than 1.

Fractions such as $\frac{1}{2}$, $\frac{2}{5}$, $\frac{3}{8}$ are in their simplest form. In $\frac{1}{2}$, there is no common factor of 1 and 2 except 1. Likewise, the only common factor of 2 and 5 in $\frac{2}{5}$ is 1 and of 3 and 8 in $\frac{3}{8}$ is 1.

The fraction $\frac{10}{15}$ is not in its simplest form because 5 is a common factor of both 10 and 15.

Similarly, $\frac{6}{21}$ is not a fraction in its lowest form because 3 is a common factor of both 6 and 21.

Expressing a fraction in the simplest form

To reduce a fraction to its simplest form, keep dividing by common factors until the only common factor is 1.

Example 4: Express the following fractions in their simplest form.

(a) $\frac{18}{30}$

(b) $\frac{210}{330}$





Solution: (a) $\frac{18}{30} = \frac{18 \div 2}{30 \div 2} = \frac{9}{15}$. (2 is a common factor of 18 and 30.)
 $\frac{9}{15} = \frac{9 \div 3}{15 \div 3} = \frac{3}{5}$. (3 is a common factor of 9 and 15.)
 Hence, $\frac{18}{30}$ in its simplest form = $\frac{3}{5}$ because 3 and 5 have no common factor except 1.

Alternative Method

$$\frac{18}{30} = \frac{\overset{3}{\cancel{18}}}{\underset{5}{\cancel{30}}} = \frac{3}{5}$$

(Cancelling indicates dividing)

(b) $\frac{210}{330} = \frac{\overset{35}{\cancel{210}}}{\underset{11}{\cancel{330}}} = \frac{7}{11}$

Explanation
 Start dividing by the least common factor. First divide by 2, then by 3 and lastly by 5.



Class Work

Reduce the following fractions to their lowest terms.

1. $\frac{16}{18} = \square$

2. $\frac{60}{105} = \square$

3. $\frac{84}{98} = \square$

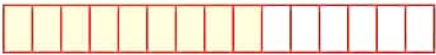

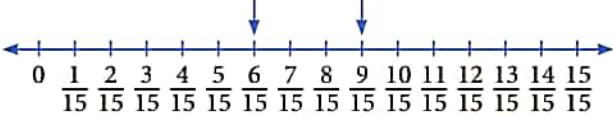
4. $\frac{55}{70} = \square$

COMPARING FRACTIONS

Comparing fractions with like denominators

Example 5: For a birthday party, $\frac{6}{15}$ of the children are girls and $\frac{9}{15}$ are boys. Whose number is greater in the party, boys or girls?

Solution: To answer this question, we have to compare $\frac{6}{15}$ and $\frac{9}{15}$.
 We can use two ways for comparing the given fractions and then state a general rule.

I. Using Models	II. Using Number Line
Boys $\frac{9}{15}$  Girls $\frac{6}{15}$ 	
On comparing the shaded parts you can see that $\frac{9}{15} > \frac{6}{15}$. So, the number of boys is greater.	$\frac{9}{15}$ is to the right of $\frac{6}{15}$. So, $\frac{9}{15} > \frac{6}{15}$.



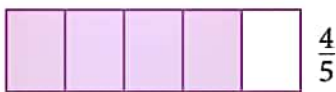
Thus, we have the following general rule:

If two or more fractions have the same denominator, the fraction with the greater numerator is greater.

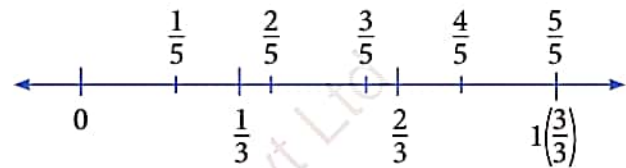
Comparing fractions with unlike denominators

Which is greater: $\frac{2}{3}$ or $\frac{4}{5}$?

Pictorially, $\frac{2}{3}$ and $\frac{4}{5}$ can be compared as:



On comparing the shaded parts, you can see that $\frac{4}{5} > \frac{2}{3}$.



On the number line, $\frac{4}{5}$ is to the right of $\frac{2}{3}$. Therefore, $\frac{4}{5} > \frac{2}{3}$.

Comparing fractions by finding equivalent fractions using LCM

To compare $\frac{2}{3}$ and $\frac{4}{5}$, we convert them to equivalent fractions both having the same denominator using LCM.

The common denominator in this case will be taken as the LCM of 3 and 5.

LCM of 3 and 5 = $3 \times 5 = 15$.

Now, $\frac{2}{3} = \frac{2 \times 5}{3 \times 5} = \frac{10}{15}$; $\frac{4}{5} = \frac{4 \times 3}{5 \times 3} = \frac{12}{15}$.

Since, $\frac{12}{15} > \frac{10}{15}$, therefore, $\frac{4}{5} > \frac{2}{3}$.

Note: This is the most commonly used method for comparing and ordering unlike fractions.

Ordering fractions

Now that you know, how to compare fractions, you can order them in any order, increasing or decreasing.

Example 6: Arrange the fractions $\frac{5}{8}$, $\frac{7}{12}$, $\frac{11}{16}$ in ascending order.

Solution: **Step 1:** Find the LCM of the denominators 8, 12 and 16.

2	8, 12, 16
2	4, 6, 8
2	2, 3, 4
	1, 3, 2

So, LCM of 8, 12 and 16 = $2 \times 2 \times 2 \times 3 \times 2 = 48$





Step 2: Find the equivalent fractions with denominator 48.

$$\frac{5}{8} = \frac{5 \times 6}{8 \times 6} = \frac{30}{48}, \quad \frac{7}{12} = \frac{7 \times 4}{12 \times 4} = \frac{28}{48}, \quad \frac{11}{16} = \frac{11 \times 3}{16 \times 3} = \frac{33}{48}$$

Step 3: Compare the equivalent fractions $\frac{30}{48}$, $\frac{28}{48}$ and $\frac{33}{48}$.

In increasing order, $\frac{28}{48} < \frac{30}{48} < \frac{33}{48}$, that is $\frac{7}{12} < \frac{5}{8} < \frac{11}{16}$

Hence, fractions in ascending order are $\frac{7}{12}$, $\frac{5}{8}$, $\frac{11}{16}$.

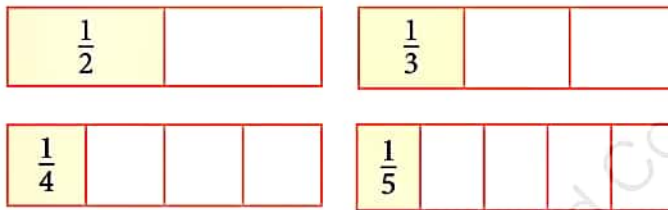
You can write the same fractions in decreasing order as $\frac{11}{16}$, $\frac{5}{8}$, $\frac{7}{12}$.

Ordering unit fractions

A unit fraction has 1 as its numerator, but the denominator can vary.

$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ are examples of unit fractions.

Study the diagrams given below. What conclusion do you draw from the following diagrams?



It can be clearly seen that $\frac{1}{2} > \frac{1}{3} > \frac{1}{4} > \frac{1}{5}$.

Thus, if the numerator is same, the fraction with the least denominator is the greatest.



EXERCISE 6A

1. Compare and fill in the boxes by inserting $<$, $>$.

(a) $\frac{4}{9} \bigcirc \frac{7}{9}$

(b) $\frac{1}{8} \bigcirc \frac{1}{21}$

(c) $\frac{6}{7} \bigcirc 1$

(d) $\frac{1}{4} \bigcirc \frac{1}{5}$

(e) $\frac{5}{7} \bigcirc \frac{3}{14}$

(f) $\frac{1}{10} \bigcirc \frac{4}{5}$

(g) $\frac{2}{3} \bigcirc \frac{1}{2}$

(h) $\frac{9}{10} \bigcirc \frac{5}{6}$

2. Order the fractions $\frac{1}{2}$, $\frac{2}{5}$ and $\frac{3}{4}$ from the greatest to the least.

3. Arrange the following in ascending order.

(a) $\frac{13}{28}$, $\frac{11}{14}$, $\frac{9}{14}$, $\frac{2}{7}$

(b) $\frac{5}{12}$, $\frac{3}{4}$, $\frac{9}{16}$, $\frac{7}{8}$

4. Pamela has three recipes for a cake each of which needs different amounts of flour. Recipe A needs $\frac{3}{4}$ cups of flour, Recipe B needs $\frac{2}{3}$ cups of flour and Recipe C needs $\frac{4}{5}$ cups of flour. Which recipe needs most of the flour and which needs the least?





ADDITION AND SUBTRACTION OF FRACTIONS

To add or subtract like fractions (fractions with the same denominator)

When we add or subtract fractions with the same denominator, we just add or subtract the numerators and keep the denominator same.

Examples: (a) $\frac{3}{7} + \frac{2}{7} = \frac{3+2}{7} = \frac{5}{7}$

Add the numerators.
Keep the denominator same.

(b) $\frac{8}{11} - \frac{5}{11} = \frac{8-5}{11} = \frac{3}{11}$

Subtract the numerators.
Keep the denominator same.



Class Work

Add or subtract and express the result in the simplest form.

1. $\frac{5}{21} + \frac{2}{21} =$

2. $\frac{2}{11} + \frac{5}{11} + \frac{4}{11} =$

3. $\frac{11}{30} - \frac{5}{30} =$

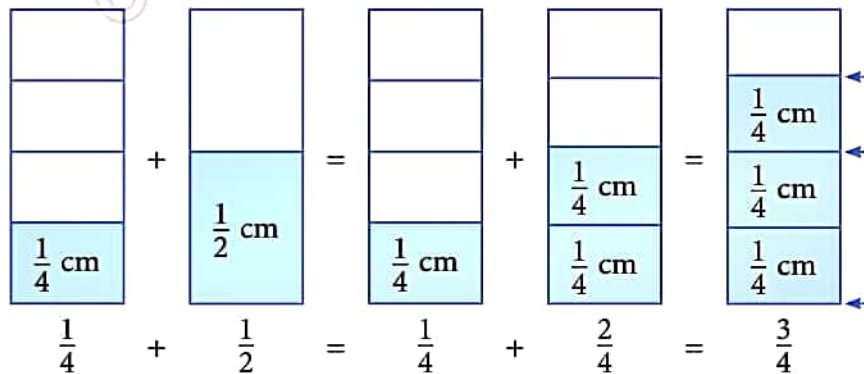
4. $\frac{19}{25} - \frac{6}{25} - \frac{3}{25} =$

To add or subtract fractions with different denominators

Example 7: Ravi recorded the hourly rainfall on a certain day. The first hour, $\frac{1}{4}$ cm of rain fell whereas in the second hour $\frac{1}{2}$ cm of rain fell. How much rain fell during the two hours altogether?

Solution: Total rain fell = $\frac{1}{4}$ cm + $\frac{1}{2}$ cm.

To be able to add these, we first change one or both of the fractions to fractions having **common denominator**.



Therefore, $\frac{3}{4}$ cm of rain fell during the two hours.



$$1 \text{ fourth} + 1 \text{ half} = 1 \text{ fourth} + 2 \text{ fourths} = 3 \text{ fourths}$$

When we add fractions with different denominators, we change the fractions to fractions having the same denominator. This common denominator is the least common denominator of the given fractions.

What do we mean by least common denominator?

Study the two rows of fractions given below:

$$\frac{1}{6} = \frac{2}{12} = \frac{3}{18} = \frac{4}{24} = \frac{5}{30} = \frac{6}{36} = \frac{7}{42} = \frac{8}{48} = \frac{9}{54} = \frac{10}{60}$$

$$\frac{3}{4} = \frac{6}{8} = \frac{9}{12} = \frac{12}{16} = \frac{15}{20} = \frac{18}{24} = \frac{21}{28} = \frac{24}{32} = \frac{27}{36} = \frac{30}{40}$$

The numbers 12, 24 and 36 are some of the common denominators of $\frac{1}{6}$ and $\frac{3}{4}$. Of these, 12 is the **least common denominator**. Also we can see that 12 is the LCM of 6 and 4. Thus, **the least common denominator of two fractions is the same as the least common multiple of their denominators.**

Therefore, to add or subtract unlike fractions, write the given fractions as equivalent fractions with the least common denominator (LCM of the denominators) and then add or subtract like fractions.

Example 8: Add: (a) $\frac{2}{3} + \frac{3}{4}$ (b) $\frac{5}{6} + \frac{1}{10}$.

Solution: (a) LCM of 3 and 4 = $3 \times 4 = 12$

Now, $\left(\frac{2}{3}\right) + \left(\frac{3}{4}\right) = \frac{2 \times 4}{3 \times 4} + \frac{3 \times 3}{4 \times 3}$

$$= \frac{8}{12} + \frac{9}{12} = \frac{17}{12} = 1\frac{5}{12}$$

(Changing $\frac{2}{3}$ and $\frac{3}{4}$ to equivalent fractions having the same denominator 12.)

(If the sum is an improper fraction, change to mixed number.)

You may also set your work as under:

$$\begin{aligned} \frac{2}{3} + \frac{3}{4} &= \frac{4 \times 2 + 3 \times 3}{12} \\ &= \frac{8 + 9}{12} \\ &= \frac{17}{12} \\ &= 1\frac{5}{12} \end{aligned}$$

Method

Step 1: LCM of 3 and 4 = 12

Step 2: Divide 12 by the denominator of the first fraction.
 $12 \div 3 = 4$

Multiply quotient 4 by numerator 2 and write 4×2 .

Step 3: Divide 12 by the denominator of the second fraction.
 $12 \div 4 = 3$

Multiply quotient 3 by numerator 3 and write 3×3 .
Now, complete as shown.





(b) **Method 1**

LCM of 6 and 10 = $2 \times 3 \times 5 = 30$

2	6, 10
	3, 5

Changing $\frac{5}{6}$ and $\frac{1}{10}$ to equivalent fractions having the same denominator 30,

$$\begin{aligned} \text{we have, } \left(\frac{5}{6}\right) + \left(\frac{1}{10}\right) &= \left(\frac{5 \times 5}{6 \times 5}\right) + \left(\frac{1 \times 3}{10 \times 3}\right) \\ &= \frac{25}{30} + \frac{3}{30} = \frac{28}{30} = \frac{14}{15} \end{aligned}$$

Method 2

$$\begin{aligned} \frac{5}{6} + \frac{1}{10} &= \frac{5 \times 5 + 1 \times 3}{30} \\ &= \frac{25 + 3}{30} = \frac{28}{30} = \frac{14}{15} \end{aligned}$$

Example 9: Subtract: (a) $\frac{3}{4} - \frac{5}{8}$

(b) $\frac{4}{7} - \frac{5}{11}$

Solution: (a) **Method 1**

LCM of 8 and 4 = 8

Now, $\frac{5}{8} = \frac{5}{8}$ and $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$

$$\begin{aligned} \text{So, } \frac{3}{4} - \frac{5}{8} &= \frac{6}{8} - \frac{5}{8} \\ &= \frac{6-5}{8} = \frac{1}{8} \end{aligned}$$

Method 2

$$\begin{aligned} \frac{3}{4} - \frac{5}{8} &= \frac{2 \times 3 - 1 \times 5}{8} \\ &= \frac{6-5}{8} \\ &= \frac{1}{8} \end{aligned}$$

(b) **Method 1**

LCM of 7 and 11 is 77.

Now,

$$\begin{aligned} \left(\frac{4}{7}\right) - \left(\frac{5}{11}\right) &= \left(\frac{4 \times 11}{7 \times 11}\right) - \left(\frac{5 \times 7}{11 \times 7}\right) \\ &= \frac{44}{77} - \frac{35}{77} \\ &= \frac{44-35}{77} = \frac{9}{77} \end{aligned}$$

Method 2

$$\begin{aligned} \frac{4}{7} - \frac{5}{11} &= \frac{11 \times 4 - 7 \times 5}{77} \\ &= \frac{44-35}{77} = \frac{9}{77} \end{aligned}$$



Class Work

Evaluate and give the answer in the simplest form.

1. $\frac{1}{2} + \frac{1}{6}$

2. $\frac{7}{12} - \frac{4}{9}$





EXERCISE 6B

1. Add and give your answer in the simplest form.

(a) $\frac{2}{5} + \frac{1}{10}$

(b) $\frac{2}{3} + \frac{1}{6}$

(c) $\frac{5}{9} + \frac{1}{3}$

(d) $\frac{5}{12} + \frac{1}{2}$

(e) $\frac{5}{16} + \frac{7}{18}$

(f) $\frac{1}{3} + \frac{1}{2} + \frac{1}{12}$

(g) $\frac{3}{5} + \frac{7}{10} + \frac{1}{2}$

(h) $\frac{2}{5} + \frac{4}{15} + \frac{3}{10}$

(i) $\frac{2}{3} + \frac{3}{4} + \frac{9}{12}$

(j) $\frac{5}{14} + \frac{19}{21} + \frac{47}{84}$

2. Subtract and give your answer in the simplest form.

(a) $\frac{1}{3} - \frac{1}{4}$

(b) $\frac{7}{8} - \frac{5}{12}$

(c) $\frac{9}{10} - \frac{11}{20}$

(d) $\frac{11}{12} - \frac{5}{8}$

(e) $\frac{5}{12} - \frac{3}{16}$

(f) $\frac{3}{14} - \frac{4}{21}$

(g) $\frac{17}{24} - \frac{19}{36}$

(h) $\frac{9}{10} - \frac{1}{5} - \frac{1}{2}$

(i) $\frac{5}{9} - \frac{1}{3} - \frac{1}{6}$

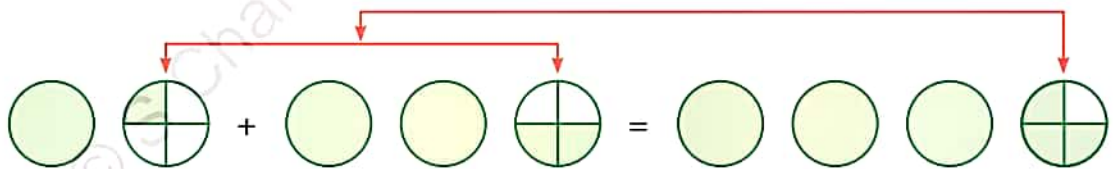
(j) $\frac{11}{15} - \frac{2}{5} - \frac{1}{3}$

ADDITION OF MIXED NUMBERS

Type 1: Adding mixed numbers with same denominators

Example 10: When released, a gas balloon first rose by $1\frac{1}{4}$ m and then again by $2\frac{2}{4}$ m. What is the total height by which the gas balloon rose?

Solution: Pictorially, the problem can be represented as:



or $1 + \frac{1}{4} + 2 + \frac{2}{4} = 3 + \frac{3}{4}$

that is $1\frac{1}{4} + 2\frac{2}{4} = 3\frac{3}{4}$

Thus, we can add mixed numbers by first adding whole numbers and then proper fractions. Therefore, the above work can be set as:

$$1\frac{1}{4} + 2\frac{2}{4} = (1 + 2) + \left(\frac{1}{4} + \frac{2}{4}\right) = 3 + \frac{3}{4} = 3\frac{3}{4}$$

So, the gas balloon rose to a height of $3\frac{3}{4}$ m.





Example 11: Mr Verma bought $3\frac{5}{6}$ litres of petrol in the morning and $4\frac{3}{6}$ litres in the evening. How much petrol did he buy that day?

Solution: Method 1

Total quantity of petrol bought by Mr Verma = $3\frac{5}{6}$ L + $4\frac{3}{6}$ L

$$\begin{aligned} \text{Now, } 3\frac{5}{6} + 4\frac{3}{6} &= \frac{23}{6} + \frac{27}{6} = \frac{23+27}{6} = \frac{50}{6} = \frac{25}{3} \\ &= 8\frac{1}{3}. \end{aligned}$$

So, Mr Verma bought $8\frac{1}{3}$ L of petrol in all.



Method 2

$$\begin{aligned} 3\frac{5}{6} + 4\frac{3}{6} &= \left[3 + 4 + \left(\frac{5}{6} + \frac{3}{6} \right) \right] \\ &= \left[7 + \frac{8}{6} \right] = \left[7 + \frac{4}{3} \right] = \left[7 + 1\frac{1}{3} \right] \\ &= \left[7 + 1 + \frac{1}{3} \right] = 8\frac{1}{3}. \end{aligned}$$



Class Work

Add:

1. $1\frac{1}{3} + 3\frac{1}{3} =$

2. $3\frac{3}{4} + 2\frac{3}{4} =$

Type 2: Adding mixed numbers with different denominators

Example 12: Add: $3\frac{1}{4} + 4\frac{1}{2}$.

Solution: Method 1

$$\begin{aligned} 3\frac{1}{4} + 4\frac{1}{2} &= 3 + 4 + \left(\frac{1}{4} + \frac{1}{2} \right) \\ &= 7 + \left(\frac{1}{4} + \frac{2}{4} \right) && \text{(LCM of 2 and 4 = 4)} \\ &= 7 + \frac{3}{4} \\ &= 7\frac{3}{4}. \end{aligned}$$

Method 2: By changing into improper fractions

$$3\frac{1}{4} + 4\frac{1}{2} = \frac{13}{4} + \frac{9}{2} = \frac{13 \times 1 + 9 \times 2}{4} = \frac{13 + 18}{4} = \frac{31}{4} = 7\frac{3}{4}.$$





Example 13: Add: $\frac{3}{4} + 5\frac{1}{6} + 2\frac{1}{12}$.

Solution: Method 1

$$\begin{aligned} \frac{3}{4} + 5\frac{1}{6} + 2\frac{1}{12} &= 5 + 2 + \left(\frac{3}{4} + \frac{1}{6} + \frac{1}{12}\right) \\ &= 7 + \frac{9}{12} + \frac{2}{12} + \frac{1}{12} \quad (\text{LCM of 4, 6, 12} = 12) \\ &= 7 + \frac{9 + 2 + 1}{12} \\ &= 7 + \frac{12}{12} = 7 + 1 = 8. \end{aligned}$$

Method 2

$$\begin{aligned} \frac{3}{4} + 5\frac{1}{6} + 2\frac{1}{12} &= \frac{3}{4} + \frac{31}{6} + \frac{25}{12} \\ &= \frac{3 \times 3 + 31 \times 2 + 25 \times 1}{12} \\ &= \frac{9 + 62 + 25}{12} = \frac{96}{12} = 8. \end{aligned}$$

Remark

Method 1 is particularly useful when the whole number parts of given fractions are large numbers such as in $219\frac{3}{8} + 56\frac{1}{8}$.



Class Work

Add:

1. $2\frac{1}{2} + 1\frac{1}{3} =$

2. $5\frac{3}{4} + 3\frac{5}{6} =$



EXERCISE 6C

Add and give your answer in the simplest form.

1. $3\frac{1}{2} + 4\frac{1}{2}$

2. $1\frac{1}{4} + 5\frac{3}{4}$

3. $9\frac{3}{8} + 10\frac{5}{8}$

4. $105\frac{7}{15} + 220\frac{2}{15}$

5. $6\frac{1}{19} + 7\frac{3}{19} + 10\frac{9}{19}$

6. $4\frac{1}{3} + 2\frac{1}{6}$

7. $1\frac{7}{8} + 4\frac{5}{6}$

8. $1\frac{3}{10} + 2\frac{7}{100}$

9. $4\frac{4}{5} + 5\frac{1}{8}$

10. $1\frac{1}{6} + 2\frac{4}{9}$

SUBTRACTION OF MIXED NUMBERS

Type 1: Subtracting mixed numbers with same denominators

Example 14: Solve $6\frac{7}{8} - 4\frac{3}{8}$.

Solution: $6\frac{7}{8} - 4\frac{3}{8} = (6 - 4) + \left(\frac{7}{8} - \frac{3}{8}\right)$
 $= 2 + \frac{4}{8} = 2 + \frac{1}{2} = 2\frac{1}{2}$.

(Subtracting the whole numbers and proper fractions)



Type 2: Subtracting mixed numbers with different denominators

Example 15: Subtract $3\frac{1}{4}$ from $9\frac{5}{12}$.

Solution: Method 1

$$\begin{aligned} 9\frac{5}{12} - 3\frac{1}{4} &= (9 - 3) + \left(\frac{5}{12} - \frac{1}{4}\right) \\ &= 6 + \left(\frac{5}{12} - \frac{3}{12}\right) \\ &= 6 + \frac{2}{12} = 6 + \frac{1}{6} = 6\frac{1}{6}. \end{aligned}$$

Step 1: Subtract the whole numbers.

Step 2: Subtract the fractions by changing them to equivalent fractions by finding their LCM.

Method 2: By converting to improper fractions

$$9\frac{5}{12} - 3\frac{1}{4} = \frac{113}{12} - \frac{13}{4} = \frac{113 \times 1 - 13 \times 3}{12} = \frac{113 - 39}{12} = \frac{74}{12} = \frac{37}{6} = 6\frac{1}{6}.$$

Example 16: Subtract $9\frac{7}{8}$ from $11\frac{1}{6}$.

Solution: Method 1

$$\begin{aligned} 11\frac{1}{6} - 9\frac{7}{8} &= (11 - 9) + \left(\frac{1}{6} - \frac{7}{8}\right) \\ &= 2 + \frac{4}{24} - \frac{21}{24} = 2 + \frac{4 - 21}{24} \quad (\text{LCM of 6 and 8 is 24.}) \end{aligned}$$

You cannot subtract 21 from 4 so work out as under:

$$\begin{aligned} 11\frac{1}{6} - 9\frac{7}{8} &= (10 + 1) + \frac{1}{6} - 9\frac{7}{8} \\ &= \left(10 + \frac{6}{6} + \frac{1}{6}\right) - 9\frac{7}{8} \\ &= 10 + \frac{7}{6} - 9\frac{7}{8} \\ &= (10 - 9) + \left(\frac{7}{6} - \frac{7}{8}\right) \\ &= 1 + \frac{28}{24} - \frac{21}{24} = 1 + \frac{28 - 21}{24} = 1\frac{7}{24}. \end{aligned}$$

Remark

It is easier and more convenient to use Method 2 to solve problems as given above.

Method 2

$$11\frac{1}{6} - 9\frac{7}{8} = \frac{67}{6} - \frac{79}{8} = \frac{4 \times 67 - 3 \times 79}{24} = \frac{268 - 237}{24} = \frac{31}{24} = 1\frac{7}{24}.$$

SUBTRACTING FROM WHOLE NUMBERS

Example 17: From a jug containing 1 litre of pineapple juice, I emptied $\frac{5}{8}$ litre into glasses. How much do I still have in the jug?

Solution: Quantity of juice remaining in the jug = $\left(1 - \frac{5}{8}\right)L = \left(\frac{8}{8} - \frac{5}{8}\right)L = \left(\frac{8-5}{8}\right)L = \frac{3}{8}L$.





Or

$$\left(1 - \frac{5}{8}\right)L = \left(\frac{1}{1} - \frac{5}{8}\right)L = \left(\frac{1 \times 8 - 5 \times 1}{8}\right)L = \left(\frac{8 - 5}{8}\right)L = \frac{3}{8}L.$$

So, I still have $\frac{3}{8}$ litre of pineapple juice in the jug.

Example 18: Ajit jumped 5 metres in a broad jump. Shyam jumped $\frac{6}{7}$ metre less than Ajit. How long was Shyam's jump?

Solution: Shyam's jump = $\left(5 - \frac{6}{7}\right)m = \left(\frac{5}{1} - \frac{6}{7}\right)m = \left(\frac{5 \times 7 - 6 \times 1}{7}\right)m$
 $= \left(\frac{35 - 6}{7}\right)m = \frac{29}{7}m = 4\frac{1}{7}m.$

So, Shyam's jump = $4\frac{1}{7}$ metres.

Example 19: Solve $8 - 3\frac{2}{5}$.

Solution: $8 - 3\frac{2}{5} = \frac{8}{1} - \frac{17}{5} = \frac{8 \times 5 - 17 \times 1}{5}$
 $= \frac{40 - 17}{5} = \frac{23}{5} = 4\frac{3}{5}.$

After practice you can do all the above steps (given in the box) mentally.

Note: You may think of 8 as $7\frac{5}{5}$ and work out as under:
 $8 - 3\frac{2}{5} = 7\frac{5}{5} - 3\frac{2}{5} = (7 - 3) + \left(\frac{5}{5} - \frac{2}{5}\right)$
 $= 4 + \frac{3}{5} = 4\frac{3}{5}.$



Class Work

Subtract:

1. $12\frac{8}{13} - 9\frac{5}{13} = \boxed{}$

2. $5\frac{1}{3} - 2\frac{1}{4} = \boxed{}$

3. $1 - \frac{2}{5} = \boxed{}$

4. $3 - \frac{4}{7} = \boxed{}$

5. $9 - 2\frac{3}{8} = \boxed{}$



EXERCISE 6D

1. Subtract the mixed numbers. Express your answer in the simplest form.

(a) $4\frac{3}{7} - 1\frac{1}{7}$

(b) $3\frac{1}{2} - 2\frac{1}{4}$

(c) $6\frac{3}{5} - 2\frac{3}{10}$

(d) $5\frac{4}{5} - 1\frac{3}{4}$

2. Subtract:

(a) $1 - \frac{8}{21}$

(b) $5 - \frac{7}{8}$

(c) $6 - \frac{1}{3}$

(d) $3 - 1\frac{7}{10}$

(e) $11 - 8\frac{4}{5}$

(f) $7 - 3\frac{6}{13}$

(g) $16 - 10\frac{12}{13}$

(h) $17 - 16\frac{5}{8}$

PROPERTIES OF ADDITION OF FRACTIONS

1. Commutative property of addition of fractions

Changing the order of two addends does not change the sum.



To access the videos go through these given links-



<https://youtu.be/NxND6AZYzdo>

<https://youtu.be/1thX9QmlOKs>

<https://youtu.be/BiCUCqiWOlo>

<https://youtu.be/QjaF8xZLBjQ>