

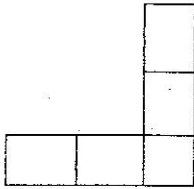
The above activity is a

- (1) post-content activity (2) wastage of time
(3) pre-content activity (4) content activity.

40. A suitable approach for explaining that a remainder is always less than the divisor to class IV students can be

- (1) explain verbally to the students, several times
(2) represent division sums as mixed fractions and explain that the numerator of the fraction part is the remainder (3) grouping of objects in multiples of divisor and showing that the number of objects, not in the group, are less than the divisor (4) perform lots of division sums on the black-board and show that every time the remainder is less than the divisor

41. The figure consists of five squares of the same size. The area of the figure is 180 square centimetres. The perimeter (in cm) of the figure will be



- (1) 48 (2) 72 (3) 36 (4) 45

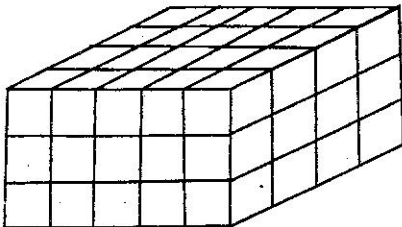
42. While teaching the addition of fractions, it was observed by Mr. Singh that the following type of error is very common :

$$\frac{2}{3} + \frac{2}{5} = \frac{4}{10}$$

Mr. Singh should take the following remedial action :

- (1) Give pictorial representation to clear the concept of addition of unlike fractions, followed by drill of same type of problems (2) Advise the students to work hard and practise the problems of fraction addition (3) Explain the concept of LCM of denominator (4) Give more practice of same type of problems

43. The solid as shown in the figure is made up of cubical blocks each of side 1 cm. The number of blocks is



- (1) 60 (2) 72 (3) 48 (4) 52

44. The NCF (2005) considers that Mathematics involves 'a certain way of thinking and reasoning'. The vision can be realized by

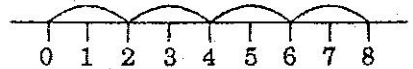
- (1) adopting exploratory approach, use of manipulatives, connecting concepts to real life, involving students in discussions (2) rewriting all textbooks of Mathematics (3) giving lots of problem worksheets to students (4) giving special coaching to students

45. Rizul is a kinesthetic learner. His teacher Ms. Neha understood his style of learning. Which of the following strategies should she choose to clear his concept of multiplication ?

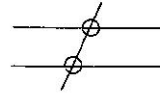
- (1) Forcing him to memorize all tables
(2) Use strings and beads of two different colours to get the multiples of 2, 3, etc.



- (3) Skip counting



- (4) Counting the points of intersection on criss-cross lines



$$2 \times 1 = 2$$

46. Use of Abacus in Class II does *not* help the students to

- (1) read the numbers without error (2) write the numeral equivalent of numbers given in words (3) attain perfection in counting (4) understand the significance of place value

47. In which of the following divisions, will the remainder be more than the remainder you get when you divide 176 by 3 ?

- (1) $175 \div 3$ (2) $176 \div 2$ (3) $173 \div 5$ (4) $174 \div 4$

48. $500 \text{ cm} + 50 \text{ m} + 5 \text{ km} =$

- (1) 555 m (2) 5055 m (3) 55 m (4) 500 m

49. 'Recognition of patterns and their completion' is an essential part of Mathematics curriculum at primary stage as it

- (1) prepares students to take up competitive examinations (2) helps the students in solving 'Sudoku' puzzles (3) promotes creativity amongst students and helps them to understand properties of numbers and operations (4) develops creativity and artistic attributes in students

50. Sum of place values of 6 in 63606 is

- (1) 6606 (2) 6066 (3) 18 (4) 60606