

### Teacher's Resources



The book is packaged with:

- ▶ **Comprehensive Teacher's Manual:** It provides teachers with additional resources and instructional guidance in the form of comprehensive lesson plans, answer keys, and additional question banks for each chapter.
- ▶ **Oxford Educate:** It is an exciting digital teaching aid that integrates an e-book with interactive teaching tools and learning materials in a single resource. It includes animations, video clips and QTime for relevant topics. Geometool, an interactive tool that comes with each Oxford Educate has been designed to help teachers visualise, construct and manipulate geometrical shapes.
- ▶ **Test Generator:** It is an effective assessment tool designed to benefit teachers by enabling them to create a variety of test papers as well as worksheets. Answers are provided for efficient and effective evaluation. Teachers can choose questions from a pool of questions given in the book or from outside.



### Authors

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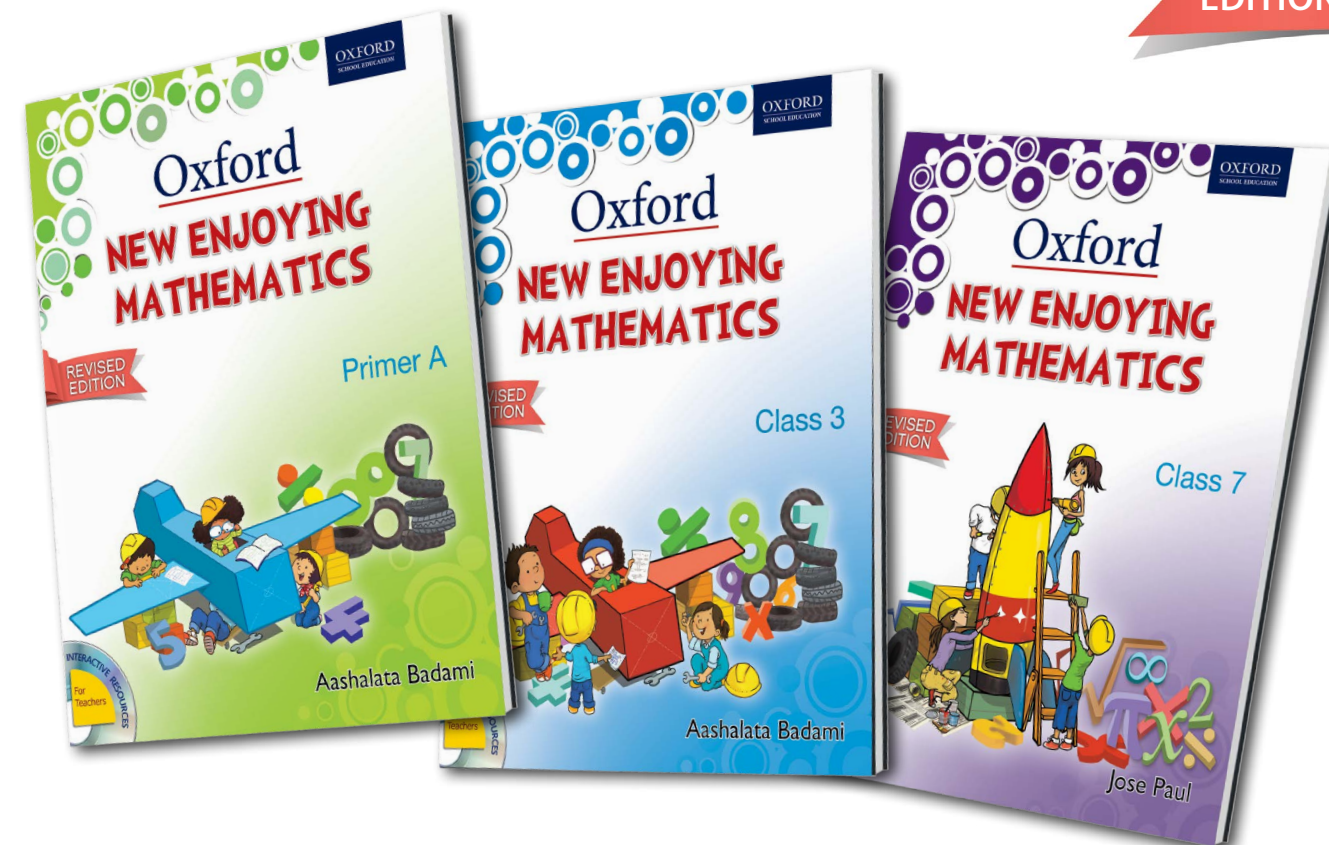
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9780198094333	New Enjoying Mathematics Primer A	₹ 103
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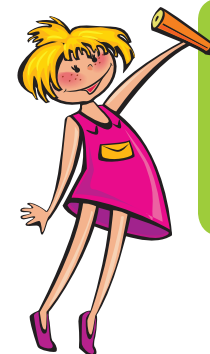
## NEW ENJOYING MATHEMATICS

REVISED EDITION



### Description

*New Enjoying Mathematics - Revised Edition* conforms to the vision of the National Curriculum Framework (2005). It is designed to help teachers understand and effectively use the Continuous and Comprehensive Evaluation.



### Course Components

- ▶ Primers and Classes 1 to 8
- ▶ Oxford Educate with Geometool and Test Generator
- ▶ Teacher's Manual



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This revised edition promotes the approach of teaching mathematics by linking school knowledge with the child's everyday experiences. It places emphasis on developing thinking and reasoning skills among students, by connecting the mathematics curriculum with real-life situations. It sets out to first build concepts thoroughly before moving onto the essential drill and practice.

### New Features

- ▶ **Multiple Choice Questions** at the end of every chapter.
- ▶ **Assessment** worksheets after every unit for formative assessment.
- ▶ **Comprehensive Assessments** used as summative assessment to evaluate child's understanding.
- ▶ **Value Based Questions**, a requirement and necessity in today's world.
- ▶ **Problem Solving Assessment** to assess the child's problem-solving abilities.



### Key Features

#### Looking Back

0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are called digits. We use digits and place value to write numbers.

ten ones → one ten (10)      ten tens → one hundred (100)

1. Match the following.

**Looking Back** refreshes the concepts learnt earlier.

#### Chapter Check-Up

1. Fill in the correct order of numbers.

(a) 3702, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 3707  
 (b) 8098, \_\_\_\_\_, 8100, \_\_\_\_\_, 8101, \_\_\_\_\_

2. Fill in the boxes with the correct value of numbers.

(a) 

7	3	1	8
→	→	→	→

      (b) 

→	→	→	→
→	→	→	→
→	→	→	→

**Chapter Check-Up** at the end of each chapter helps in recapitulation.

**Project** helps students to connect the topics with everyday life.

**Worksheets** provide an interactive and motivating form of practice.

**Keeping in Touch** enables students to revisit the previously learnt concepts.

**Maths Lab Activity** helps build concepts through different activities.

**Challenge** section has questions that help to build thinking skills.

#### Mental Maths

**Learn**  
Use your double facts to find the answer.  
You know  $7 + 7 = 14$ . So,  $7 + 8 = 1$  more than  $14$ .  
So,  $7 + 8 = 15$ .

**Practice**

(a)  $8 + 8 =$       (b)  $5 + 5 =$       (c)  $9 + 9 =$       (d)  $6 + 6 =$   
 $8 + 9 =$        $5 + 6 =$        $9 + 10 =$        $6 + 7 =$   
 $8 + 7 =$        $5 + 4 =$        $9 + 8 =$        $6 + 5 =$

**Use**

- Round 75 to the nearest 10.
- 10 tens is the same as \_\_\_\_\_.
- What is the sum of 20 and 20?
- $8000 + 50 =$  \_\_\_\_\_.
- What is the product of 10 and 100?
- How many bangles in 12 pairs?
- Value of 3 in 3984.

**Mental Maths** in classes 1 to 5 includes worksheets focusing on special strategies followed by exercises for fast calculation.

#### Exercise 4.1

1. Shankar built the 7 times table using straws and counting the place where they crossed.

Complete the table by drawing lines in your notebook like this.

3 × 7 = 21.

2. Complete.  
(a) 8 weeks = \_\_\_\_\_ days.      (b) 9 weeks = \_\_\_\_\_ days.

3. Compare using >, < or =.  
(a)  $7 \times 7$  ○ 50      (b)  $7 \times 7$  ○  $7 \times 2$       (c)  $0 \times 7$  ○ 7  
(d)  $7 + 7$  ○  $7 \times 7$       (e)  $7 \times 1$  ○ 7

4. Multiply.  
(a)  $\begin{array}{r} 29 \\ \times 7 \\ \hline \end{array}$       (b)  $\begin{array}{r} 98 \\ \times 7 \\ \hline \end{array}$       (c)  $\begin{array}{r} 47 \\ \times 7 \\ \hline \end{array}$

5. \_\_\_\_\_ are needed to make \_\_\_\_\_.  
\_\_\_\_\_ (needed to make 8 jugs of lime juice). How many limes are there in 7 packets?  
There are 24 buttons in a packet. \_\_\_\_\_ buttons are there in 7 packets?

#### Journal

What is so special about number 7?  
There are 7 days in a week and 7 colours in the rainbow. What else is connected to number 7? Are you 7 years old? Does your birthday fall in the 7th month of the year? Write what is so special about the number 7 in your own words.

**Journal** in classes 1 to 5 helps the students to express what they have learnt in class in their own words.

**Objectives** in the beginning of every chapter helps to identify the important concepts covered.

#### Looking Beyond

**Enrichment Time**  
Some had a number system using letters. Long ago, the people of Rome used numbers in books, etc. The Roman system used letters to build other numbers. We see these Roman numerals as clocks, watches, chapter numbers, etc. The Roman numeral I for 1 means that it had to be added. The Roman numeral X meant that it had to be subtracted. No letter could be repeated more than three times.

Complete the following table.

**Enrichment Time and Activity Bag** helps in exploring the subject and think creatively.

#### Test Your Skills

(For Chapters 1, 2 and 3)

1. Fill in the blanks.  
(a) 8397 \_\_\_\_\_, 8400, \_\_\_\_\_, \_\_\_\_\_  
(b) 10 more than 4306 is \_\_\_\_\_  
(c) 100 less than 5943 is \_\_\_\_\_  
(d) 83 rounded to the nearest 10 is \_\_\_\_\_  
(e) \_\_\_\_\_ is the largest number that can be made using the digits 8, 3, 9 and 6.

2. Fill in the boxes with the correct value of numbers.

(a) 

6	4	0	3
→	→	→	→

      (b) 

→	→	→	→
→	→	→	→
→	→	→	→

**Test your skills** after every three chapters helps to revise the previously learnt concepts.

**Higher Order Thinking Skills** in classes 6 to 8 includes questions to build thinking skills.

#### Integers

**Objectives**  
After studying this chapter, you will be able to:  
• Revise the concept of integers.  
• Revise the operations of addition and subtraction on integers.  
• Multiply and divide integers.  
• State and identify the properties of integers.

**Integers**  
You have learnt about integers in class VI. Let us revise the main concepts again.  
A number line showing integers is given in Fig. 1.1. As shown in the number line, there are infinite numbers on the left side of zero on the number line, which have a negative sign. All these numbers are less than zero and are called **negative numbers**. The set of negative numbers along with the set of whole numbers and zero is called the set of **integers**. For every negative integer on the left of zero, there is the same integer on the right of zero at the same distance with a positive sign. Thus, the quantitative values of the same number with positive and negative signs are the same but the directions are opposite.  
(c) These reflections are called **opposites** or **additive inverse** of each other (See Fig. 1.1). For example, additive inverse of -2 is 2 or we can also say that -2 is the opposite of 2. Note