

SUMMARY SHEET

Learner Previous Knowledge

Recognition of numbers from 1 to 100

Target Knowledge for this Topic

Revise: to perform addition and subtraction of integers with the help of the properties;

Perform multiplication of Integers with or without number-lines and create a rule for multiplying integers.

- One positive, negative number $[(-2) \times (3)]$ - Both negative numbers $[(-2) \times (-3)]$ - Three or more negative numbers $[(-2) \times (-3) \times (-4)]$ - Three or more mixed numbers $[(2) \times (-3) \times (-4)]$

Properties of multiplication of integers- Commutative, associative, multiplicative identity, property of zero, distributive property;

Perform division of Integers with or without number-lines and create a rule for dividing integers.

Properties of division of integers- Closure, commutative, associative, division by itself, property of one, property of zero;

Test and Validate of properties of multiplication of integers in division of integers too; Solving word problems involving integers, operations and vice-versa.

Learning Goals

*More Complex Learning Goal- Students will be able to generalize the relationship between the multiplication and division facts of integers.**Target Learning Goal- Students will be able to perform operations involving integers.**Simpler Learning Goal- Students will be able to describe the properties of multiplication and division of integers.*

Period No.	Lesson Objectives	Teaching Learning Materials Required
1 and 2 <i>Note: this lesson will take 2 periods.</i>	- Recap what integers (positive and negative) are, additive inverse. - Recap to perform addition and subtraction of integers with the help of the properties;	Worksheets 1, 2 and 3 (1 per student)
3 and 4 <i>Note: this lesson will take 2 periods.</i>	- Perform multiplication of Integers with or without number lines and create a rule for multiplying integers. - One positive, negative number $[(-2) \times (+3)]$ - Both negative numbers $[(-2) \times (-3)]$ - Three or more negative numbers $[(-2) \times (-3) \times (-4)]$ - Three or more mixed numbers $[(+2) \times (-3) \times (-4)]$	Worksheet 4, 5 and 6 (1 per student)
5	Understand the properties of multiplication of integers- Commutative, associative, multiplicative identity, property of zero, distributive property;	Worksheet 7
6	Perform Division of Integers with or without number-lines and create a rule for dividing integers.	Worksheet 8

7 and 8

*Note: this
lesson will
take 2
periods*

- Properties of division of integers- Closure, commutative, associative, division by itself, property of one, property of zero;
- Test and Validate of properties of multiplication of integers in division of integers too; Solving word problems involving integers, operations and vice-versa.

- Research: A4 sheet (1 per student of the group); computer lab; computers with internet connection
- Sharing: Chart paper (1 per group); markers (3 per group)

Class: 7	Subject: Math	Topic: Integers
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Period 1 and 2

Lesson Objectives

At the end of this lesson students will be able to:

- Recap what integers (positive and negative integers) are, additive inverse.
- Recap to perform addition and subtraction of integers with the help of the properties;

Teaching Learning Materials required

- **Worksheets 1, 2 and 3** (1 per student)

Details of Teaching Learning Experience

Seating Arrangement: - In groups of 4 to 6

Lesson Beginning <u>Time</u>: 25 mins <u>Purpose</u>: Activate prior knowledge	<u>Worksheets 1</u> • Tell students that this lesson is about the recalling of negative and positive integers, additive inverse and addition and subtraction of integers. • Distribute a pre-assessment to each student and ask them to recall and write what they know about positive and negative integers. • Give them 10 to 15 minutes to discuss and complete the task. <u>Whole Class - Discussion</u> • Project Worksheet 1 • Ask a few students at random to share: ○ What integers are? ○ What can they recall about negative and positive integers? <i>Note: The intent here is to recall the knowledge of integers, which they have built in grade 6. Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i>
Lesson Middle <u>Time</u>: 25 mins <u>Purpose</u>: Develop conceptual understanding	<u>Worksheet 2</u> • Distribute a pre-assessment to each student and tell them to recall and write what they know about positive and negative integers. • Give them 15 minutes to discuss and complete the task. <u>Whole Class - Discussion</u> • Project Worksheet-2 • Ask a few students at random to share the answers of the given questions along with the justification.

	<i>Note: The intent here is to recall the knowledge of integers, which they have built in grade 6. Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Make sure to help students to arrive at the fact that: For all numbers a there is a number $-a$, such that $a + (-a) = 0$. The additive inverse of a real number is the opposite of that number on the real number line. For example, the opposite of -3 is 3. A number and its additive inverse have a sum of 0. The sum of any number and its opposite is equal to zero.</i>
Lesson End <u>Time:</u> 30 mins <u>Purpose:</u> Recapitulation	<u>Worksheet 3</u> • Distribute a pre-assessment to each student and tell them to recall and write what they know about positive and negative integer. • Give them 20 minutes to discuss and complete the task. <u>Whole Class - Discussion</u> • Project Worksheet 3 • Ask a few students at random to share the answers of the given questions along with the justification. <i>Note: The intent here is to recall the knowledge of addition and subtraction of integers, which they have built in grade 6. Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Make sure to help students to sum up the following facts related to the properties of addition and subtraction of integers:</i> ○ Addition is commutative for integers. ○ Subtraction is not commutative for integers. ○ Addition is associative for integers. • <u>Home Assignment</u> Tell the students to practice questions on Pg 4 and 9 of Exercise 1.1 and exercise 1.2 of NCERT Textbook.

Name: _____

Worksheet - 1

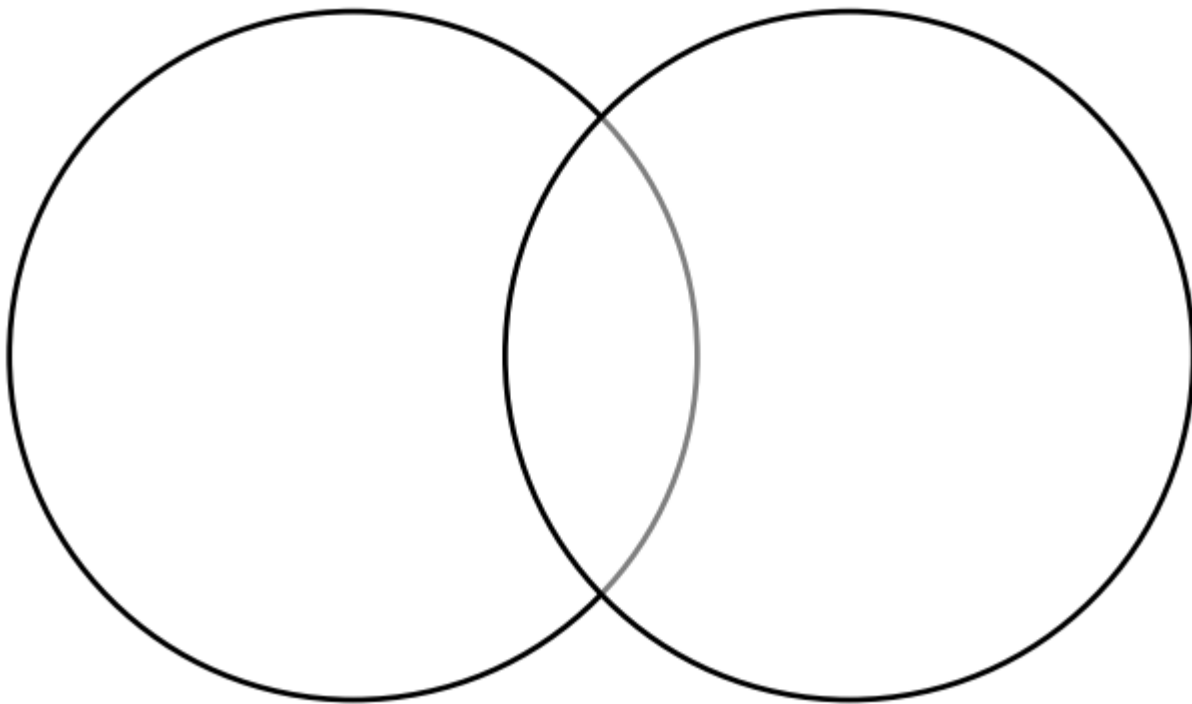
Skill: Problem Solving

Topic: Positive and Negative Numbers Review

Directions: With your partner, use the graphic organizer below to record what you know about positive and negative numbers. Add or remove statements during the whole class discussion.

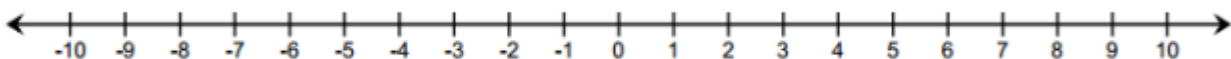
Negative Numbers

Positive Numbers



1. Use the number line below to practice counting up and counting down.

- Counting up corresponds to _____ numbers.
- Counting down corresponds to _____ numbers.

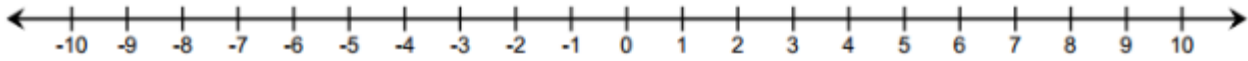
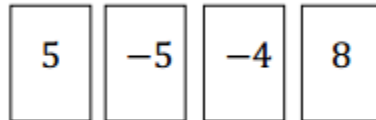


a. Where do you begin when locating a number on the number line?

b. What do you call the distance between a number and 0 on a number line?

c. What is the relationship between 7 and -7 ?

2. What is the sum of the card values shown? Use provided number line to justify your answer.



a. What is the final position on the number line? _____

b. What card or combination of cards would you need to get back to 0?

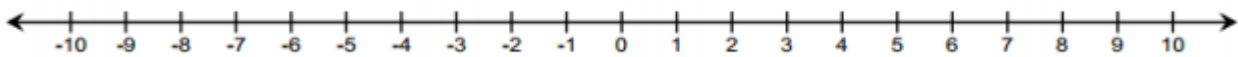
Name: _____

Worksheet - 2

Skill: Procedural Fluency

Topic: The Additive Inverse

1. Use the number line to answer each of the following questions.



a. How far is 7 from 0 and in which direction? _____

b. What is the opposite of 7? _____

c. How far is -7 from 0 and in which direction? _____

d. Thinking back to our previous work, how would you use the counting on method to represent the following? While playing the Integer Game, the first card selected is 7, and the second card selected is -7.

e. What does this tell us about the sum of 7 and its opposite, -7?

f. Look at the curved arrows you drew for 7 and -7 . What relationship exists between these two arrows that would support your claim about the sum of 7 and -7 ?

g. Do you think this will hold true for the sum of any number and its opposite?

Name: _____

Worksheet - 3

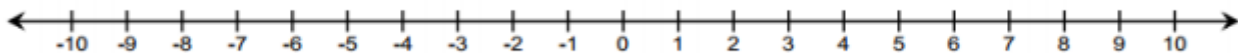
Skill: Problem Solving

Topic: Addition and subtraction of integers

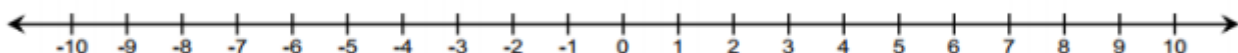
1. Read the following statements and prove them.

On a number line when we

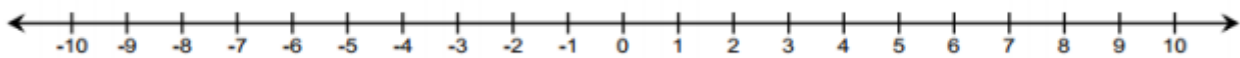
i) add a positive integer, we move to the right.



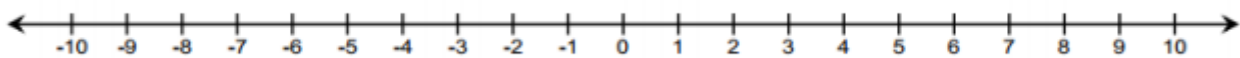
ii) add a negative integer we move to the left.



ii) subtract a positive integer we move to the left.



iv) subtract a negative integer, we move to the right.



2. State whether the following statements are correct or incorrect. Give reasons as well. Correct those which are wrong with example.

i) When two positive integers are added we get a positive integer.

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ii) When two negative integers are added we get a positive integer.

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iii) when a positive integer and a negative integer are added, we always get a negative integer.

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iv) for subtraction we add the additive inverse of the integer that is being subtracted to the other integer.

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3. What happens when we subtract an integer from another integer? Explain with example

4. You know that $3+5 = 5+3$. That is the whole numbers can be added in any order. Can you say the same for integers also?

Work out with the given integers to find out the answer.

i) $5 + (-6)$ and $(-6) + 5$

ii) $(-8) + (-9)$ and $(-9) + (-8)$

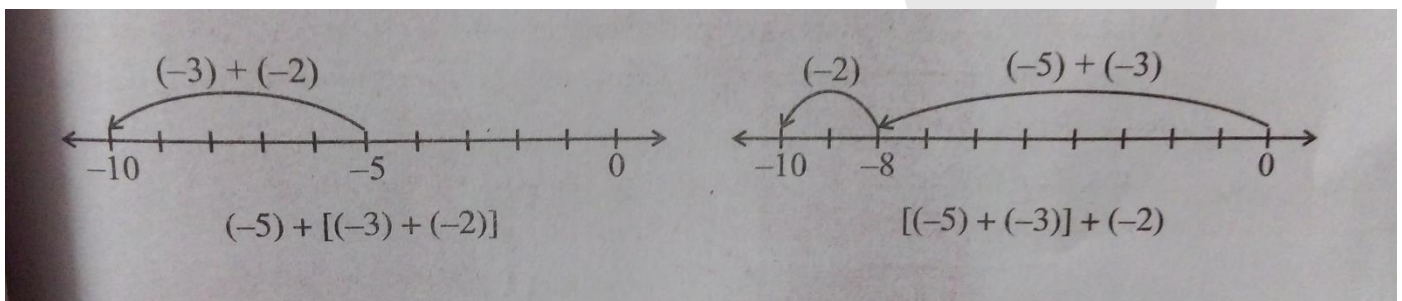
What did you find out?

5. Find out whether this works for subtraction of integers as well or not.

i) $5 - (-3)$ and $(-3) - 5$

What did you find out?

6. Observe the given solution and write your observations.



What can you conclude with that?

Period 3 and 4

Lesson Objectives

At the end of this lesson students will be able to:

- Perform Multiplication of Integers with or without number lines and create a rule for multiplying integers.
- One positive, negative number $[(-2) \times (3)]$
- Both negative numbers $[(-2) \times (-3)]$
- Three or more negative numbers $[(-2) \times (-3) \times (-4)]$
- Three or more mixed numbers $[(2) \times (-3) \times (-4)]$

Teaching Learning Materials required

- Worksheets 4, 5 and 6 (1 per student)

Details of Teaching Learning Experience

Seating Arrangement: in groups of 4 to 6

Lesson Beginning <u>Time:</u> 25 mins <u>Purpose:</u> Generate interest in topic Activate prior knowledge Develop conceptual understanding	<u>Worksheet/groups</u> • Tell students that this class is about learning more about integers by using their previous knowledge of repeated addition. • Let them guess what they will need to do in today's class. • Then, distribute Worksheet 4 to each student of the group. • Ask students to follow instructions on worksheet and solve the given questions. • Also write their conclusions. • Give them 15 mins to discuss and complete the sheet. <u>Discussion/Whole class</u> • Project Worksheet-4. • Ask students: ○ What can you say about repeated addition of whole numbers?
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	○ How did you use the same for integers to find out the product - 15? ○ What all positive and negative integers did you use to find the product -15 and why? <i>Note: Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Also the intent here is to make them deduce the rule of multiplication of positive integer with negative integer and vice versa. Also, the rule that while multiplying a positive integer and a negative integer, we can multiply them as whole numbers and put a minus sign before the product. we thus get a negative integer.</i>
Lesson Middle <u>Time:</u> 25 mins <u>Purpose:</u> Develop conceptual understanding	<u>Worksheet/groups</u> • Now, distribute Worksheet 5 to each student of the group. • Ask students to follow instructions on worksheet and solve the given questions. • Also write their conclusions. • Give them 10 mins to discuss and complete the sheet. <u>Discussion/Whole class</u> • Project Worksheet 5. • Ask students: ○ What pattern did they observe? ○ How the product changes in the pattern? ○ What can they conclude with this exercise? <i>Note: Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors. Also the intent here is to make them deduce the rule of multiplication of two negative integers. The rule is that the product of two negative integers is a positive integer. We multiply the two negative integers as whole numbers and put the positive sign before the product.</i>

Lesson End <u>Time:</u> 30 mins <u>Purpose:</u> Introduce the topic Develop conceptual understanding	<u>Worksheet/groups</u> - Now, distribute Worksheet 6 to each student of the group. - Ask students to follow instructions on worksheet and solve the given questions. - Also write their conclusions. - Give them 15 mins to discuss and complete the sheet. <u>Whole Class - Discussion</u> - Project Worksheet 6. - Ask a few students at random to share their observation related to multiplication of more than 3 negative integers. - Build a class consensus on the rule of multiplication of more than 3 negative integers together and related to odd and even number patterns. <i>Note: Students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i> <u>Home Assignment</u> Tell students to practice questions 1, 4 and 9- Exercise 1.3 on Pg 21 of NCERT Textbook.
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Name: _____

Worksheet 4

Skill: Procedural Fluency

Topic: Multiplication of integers

You know that multiplication of whole numbers is repeated addition. For example,

$$5 + 5 + 5 = 3 \times 5 = 15$$

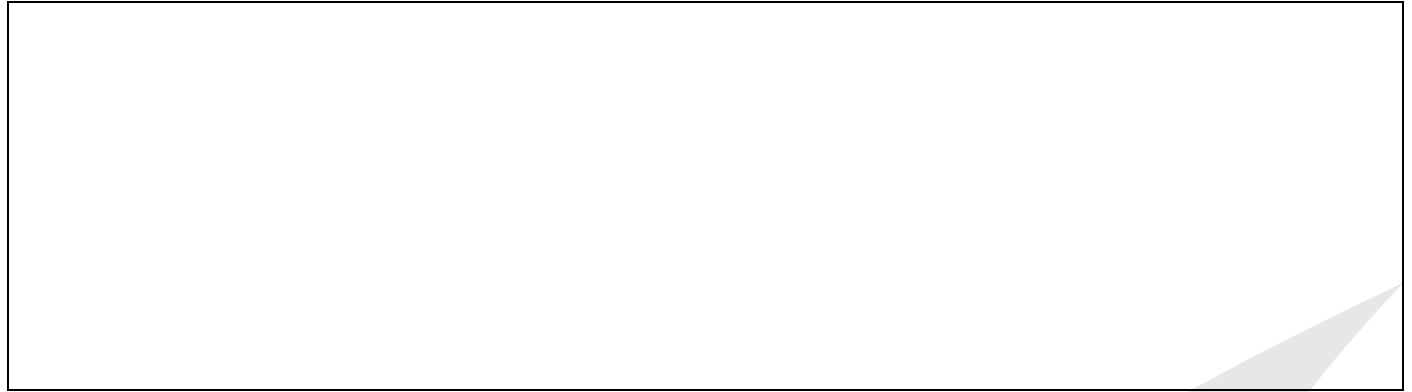
Can you represent repeated addition of negative integers in the same way to find the product -15?

Try doing that with the above given statements. You can take the help of a number line.

Class: 7

Subject: Math

Topic: Integers



What did you find out with the above working?

Can you multiply -3 and 5. That is a negative integer with positive integer? Try doing that.



What conclusions can you draw?

Now what relation can you build when you multiplied the following?

1. Positive integer $\times$ negative integer

2. Negative integer $\times$ positive integer

Name: _____

Worksheet - 5

Skill: Logical Reasoning

Topic: Multiplication of integers

Observe the following:

$$-3 \times 4 = -12$$

$$-3 \times 3 = -9 = -12 - (-3)$$

$$-3 \times 2 = -6 = -9 - (-3)$$

$$-3 \times 1 = -3 = -6 - (-3)$$

$$-3 \times 0 = 0 = -3 - (-3)$$

$$-3 \times -1 = 0 - (-3) = 0 + 3 = 3$$

$$-3 \times -2 = 3 - (-3) = 3 + 3 = 6$$

Class: 7	Subject: Math	Topic: Integers
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Do you see any pattern? _____

What is the pattern you see? Observe how the product gets change.

Based on your observation complete the following

$$-3 \times -3 = \underline{\hspace{2cm}} \quad -3 \times -4 = \underline{\hspace{2cm}}$$

Now observe these products and fill in the blanks.

$$-4 \times 4 = -16$$

$$-4 \times 3 = -12 = -16 + 4$$

$$-4 \times 2 = \underline{\hspace{2cm}} = -12 + 4$$

$$-4 \times 1 = \underline{\hspace{2cm}}$$

$$-4 \times 0 = \underline{\hspace{2cm}}$$

$$-4 \times (-1) = \underline{\hspace{2cm}}$$

$$-4 \times (-2) = \underline{\hspace{2cm}}$$

From these patterns you observe that



Name: _____

Worksheet 6

Skill: Problem Solving

Topic: Multiplication of integers

You got to know that the product of 2 negative integers is a positive integer.

What will be the product of three or four negative integers?

Let's observe the following examples:

a) $(-4) \times (-3) = 12$

b) $(-4) \times (-3) \times (-2) = [(-4) \times (-3)] \times (-2) = 12 \times (-2) = -24$

c) $(-4) \times (-3) \times (-2) \times (-1) = [(-4) \times (-3) \times (-2)] \times (-1) = (-24) \times (-1)$

d) $(-5) \times [(-4) \times (-3) \times (-2) \times (-1)] = (-5) \times 24 = -120$

From the above products what can you conclude?

Class: 7	Subject: Math	Topic: Integers
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Period 5

Lesson Objectives

At the end of this lesson students will be able to:

- Understand the properties of multiplication of integers- Commutative, associative, multiplicative identity, property of zero, distributive property;

Teaching Learning Materials required

- **Worksheet - 7** (1 per student)

Details of Teaching Learning Experience

Seating Arrangement: - In groups of 4 to 6

Lesson Beginning <u>Time:</u> 20 mins <u>Purpose:</u> Generate interest to the topic Activate prior knowledge Introduce the topic	<u>Worksheet/groups</u> • Tell students that in this class student will learn more about the properties of multiplication of integers. • Let them guess what all properties they will be able to know. • Write their guess along with the shared example. • Then, distribute the Worksheet 7 to each student of the group. • Ask students to observe the given examples of integers related to multiplication operation and write their observations related to those examples. • Give them 15 to 20 mins to discuss and complete the sheet.
Lesson Middle <u>Time:</u> 15 mins	<u>Whole Class – Discussion</u> • Project Worksheet 7 • Ask a few students at random to share their observations related to the given examples.

Class: 7	Subject: Math	Topic: Integers
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<u>Purpose:</u> - Develop conceptual understanding.	- Build a class consensus on different properties of multiplication of integers. <i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i> - Ask them to exchange their sheets and peer-check their answers once again.
Lesson End <u>Time:</u> 5 mins <u>Purpose:</u> - Finish up	<u>Home Assignment:</u> Tell students to Practice Questions- 2, 3 and 5 of Exercise 1.3 on Pg 21 of NCERT Textbook.

Name: _____

Worksheet -7

Skill: Procedural Fluency

1.A Observe the given examples:

(i) $4 \times 3 = 12$ (ii) $8 \times (-5) = -40$ (iii) $(-7) \times (-5) = 35$, which is an integer.

What can you say about these integers and examples?

1.B Observe the given examples:

(i) $7 \times (-3) = -(7 \times 3) = -21$ **and** $(-3) \times 7 = -(3 \times 7) = -21$

Therefore, $7 \times (-3) = (-3) \times 7$

(ii) $(-5) \times (-8) = 5 \times 8 = 40$ and $(-8) \times (-5) = 8 \times 5 = 40$

Therefore, $(-5) \times (-8) = (-8) \times (-5)$.

What can you say about these integers and examples?

1.C. Observe the given examples:

(i) $(-3) \times \{4 \times (-5)\} = (-3) \times (-20) = 3 \times 20 = 60$

and, $\{(-3) \times 4\} \times (-5) = (-12) \times (-5) = 12 \times 5 = 60$

Therefore, $(-3) \times \{4 \times (-5)\} = \{(-3) \times 4\} \times (-5)$

(ii) $(-2) \times \{(-3) \times (-5)\} = (-2) \times 15 = -(2 \times 15) = -30$

and, $\{(-2) \times (-3)\} \times (-5) = 6 \times (-5) = -(6 \times 5) = -30$

Therefore, $(-2) \times \{(-3) \times (-5)\} = \{(-2) \times (-3)\} \times (-5)$

What can you say about these integers and examples?

1.D. Observe the given examples:

(i) $(-3) \times \{(-5) + 2\} = (-3) \times (-3) = 3 \times 3 = 9$

and, $(-3) \times (-5) + (-3) \times 2 = (3 \times 5) - (3 \times 2) = 15 - 6 = 9$

Class: 7	Subject: Math	Topic: Integers
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Therefore, $(-3) \times \{(-5) + 2\} = (-3) \times (-5) + (-3) \times 2$.

(ii) $(-4) \times \{(-2) + (-3)\} = (-4) \times (-5) = 4 \times 5 = 20$

and, $(-4) \times (-2) + (-4) \times (-3) = (4 \times 2) + (4 \times 3) = 8 + 12 = 20$

Therefore, $(-4) \times \{(-2) + (-3)\} = (-4) \times (-2) + (-4) \times (-3)$.

What can you say about these integers and examples?

1.E. Observe the given examples:

- $a \times 1 = a = 1 \times a$
- $a \times 0 = 0 = 0 \times a$

What can you say about these integers and examples?

Class: 7	Subject: Math	Topic: Integers
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Period- 6

Lesson Objectives

At the end of this lesson students will be able to:

- Perform Division of Integers with or without number-lines and create a rule for dividing integers.

Teaching Learning Materials required

- **Worksheet-8** (1 per student)

Details of Teaching Learning Experience

Seating Arrangement: – In groups of 4 to 6

Lesson Beginning Time: 20 mins Purpose: Generate interest to the topic Activate prior knowledge Introduce the topic	<u>Worksheet/groups</u> • Tell students that in this class you will be able to know about the division and multiplication facts related to integers. • Let them guess what all can they get to know in this class. • Write their guess along with the shared example. • Then, distribute the Worksheet 8 to each student of the group. • Ask students to observe the given examples of the division and multiplication facts related to whole numbers. • Instruct them to complete the worksheet by reading the given instructions and conclude their understanding. • Give them 15 to 20 mins to discuss and complete the sheet.
Lesson Middle Time: 15 mins. Purpose: - Develop conceptual understanding.	<u>Whole Class – Discussion</u> • Project Worksheet 8 • Ask a few students at random to share the division statements. • Collate the correct answers on the board. • Build a class consensus on different division statements and its relationship with the multiplication statements of integers and make sure students will deduce the following rules while doing the work in the sheet.

Class: 7	Subject: Math	Topic: Integers
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	○ When we divide the negative integer by a positive integer, we divide them as whole numbers and then put a minus sign (-) before the quotient. We get a negative integer. ○ When we divide the positive integer by a negative integer, we first divide them as whole numbers and then put a minus sign before the quotient. We get a negative integer. ○ When we divide a negative integer by another negative integer, we first divide them as whole numbers and then put a plus sign. We get a positive integer. <i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i> • Ask them to exchange their sheets and peer-check their answers once again.
Lesson End <u>Time:</u> 5 mins <u>Purpose:</u> - Finish up	<u>Home Assignment:</u> • Tell students to practice questions on Pg 26- Q1, 3 of Exercise 1.4 of NCERT Textbook.

Name: _____

Worksheet - 8

Skill: Problem Solving

Topic: Division of integers

You know that division is an inverse operation of multiplication. Let's see an example of whole numbers.

Since $3 \times 5 = 15$

So, $15 \div 5 = 3$ and $15 \div 3 = 5$

Similarly, $4 \times 3 = 12$ gives $12 \div 4 = 3$ and $12 \div 3 = 4$

We can say that for each multiplication statement of whole numbers there are two division statements.

1.a) Can you write multiplication statement and its correspondence division statement for integers? Try doing that and complete the table:

Multiplication statement	Corresponding division statement
$2 \times (-6) = (-12)$	
$(-4) \times 5 = (-20)$	
$(-8) \times (-9) = 72$	
$(-3) \times (-7) = \underline{\hspace{2cm}}$	
$(-8) \times 4 = \underline{\hspace{2cm}}$	

b) Were you able to find 2 division statements for integer multiplication statements?

c) What did you observe in the division statements while dividing and negative integer by a positive integer and vice versa?

d) What happens when you divide a negative integer with another negative integer?

Class: 7	Subject: Math	Topic: Integers
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Period 7 and 8

Lesson Objectives

At the end of this lesson students will be able to:

- Properties of division of integers- Closure, commutative, associative, division by itself, property of one, property of zero;
- Test and Validate of properties of multiplication of integers in division of integers too; Solving word problems involving integers, operations and vice-versa.

Teaching Learning Materials required

- **Research:** A4 sheet (1 per student of the group); Library
- **Sharing:** Chart paper (1 per group); markers (3 per group)

Details of Teaching Learning Experience

Seating Arrangement: – In groups of 4 to 6

Lesson Beginning Time: 20 mins Purpose: Generate interest to the topic Introduce the topic	<u>Research/Groups</u> • Divide students in groups of 4. • Ask do they remember the properties of multiplication of integers? • List down the properties of multiplication on the board with examples given by students. • Ask the following questions: ○ Do they think there are properties related to the division of integers? ○ If yes then, are they same as the properties of multiplication of integers or not? • Instruct each group to go to the library and use different books/Encyclopedia to find out the properties of division of integers. • Ask them to collect the examples related to each property and write down on the A4 sheet. • Then after 10 mins they will have to assemble in the class for the sharing. <i>Note: though students will be recording responses individually, they will be working in groups to research and find information.</i>
Lesson Middle Time: 30 mins	<u>Sharing/Groups</u> • Give a chart paper to each group.

Class: 7	Subject: Math	Topic: Integers
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<u>Purpose:</u> - Develop conceptual understanding.	• Tell them to write down each property on the chart paper along with the examples. ○ They will have to discuss each property within their groups and take a consensus from all the members whether they understood the property or not. ○ Tell them to notice the difference and similarities between the properties of multiplication and division as well. • Give them 15 to 20 mins for this task. • Then randomly call different groups to share the properties collected by them with others and give justification for their work done. • Other groups can ask questions if they have any doubt and query. <i>Note:</i> ○ <i>To build consensus - ask others if they agree or not.</i> ○ <i>If they disagree, ask the group that disagrees to add more information and justify the disagreement.</i> • Encourage groups to add more information related to the addition of integers.
Lesson End <u>Time:</u> 25 mins <u>Purpose:</u> - Introduce the topic Develop conceptual understanding Summarize students learning	<u>Practice exercise/groups</u> • Tell the students to solve Pg 26 - Q2, 4 of Exercise 1.4 of NCERT Textbook discussing with their respective group members. • Give them 15 mins to complete the task and then hold a discussion. <i>Note: students may come up with incorrect answers. In this case, ask other students who may have the correct answers to explain and justify. It is important to build consensus on all answers – this will help eradicate any errors.</i> <u>Home assignment</u> • Tell them to practice questions on pg 21- Q6 to 9- Exercise 1.3 and Pg 26- Q5 to 7- exercise 1.4 of NCERT Textbook.