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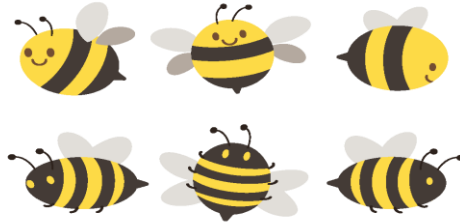
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## Basic Multiplication Worksheet-4

1. Fill the blanks appropriately.



$$\square \times \square = 6$$

2. Multiplication of which two numbers will give us 45 as the product?

- a) 3, 15
- b) 5, 8
- c) 5, 9
- d) 6, 8

3. Multiply 69 by 47:

$$\begin{array}{r} 69 \\ \times 47 \\ \hline \end{array}$$

4. From what 8 should be multiplied to get 96 as the answer?

5. Complete the pattern:

5, 15, 45, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Multiply 589 by 34:

$$\begin{array}{r} 589 \\ \times 34 \\ \hline \end{array}$$

7. If Jenny saves \$20 per day, find her monthly savings?

8. Convert 34 minutes to seconds.
9. If 15 math questions have been given to students every day, find out the number of questions done by a child in a month?
10. Match the following:

1.	$2 \times 17$	a)	$2 \times 9 \times 17$
2.	$17 \times 18$	b)	$3 \times 4 \times 8$
3.	$8 \times 12$	c)	$18 \times 4$
4.	$8 \times 9$	d)	34

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in an interesting way,  
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## Why choose Cuemath?

"Cuemath is a valuable addition to our family. We love solving puzzle cards. My daughter is now visualizing maths and solving problems effectively!"

- Gary Schwartz

"Cuemath is great because my son has a one-on-one interaction with the teacher. The instructor has developed his confidence and I can see progress in his work. One-on-one interaction is perfect and a great bonus."

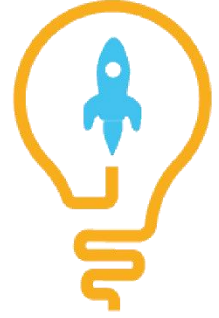
- Kirk Riley

"I appreciate the effort that miss Nitya puts in to help my daughter understand the best methods and to explain why she got a problem incorrect. She is extremely patient and generous with Miranda."

- Barbara Cabrera

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**ANSWERS**

1)	$2 \times 3$ or $3 \times 2$
2)	a) 3, 15    c) 5, 9
3)	3243
4)	12
5)	135, 405, 1215
6)	20026
7)	\$600
8)	2040 seconds
9)	465 questions
10)	1-(d), 2-(a), 3-(b), 4-(c)

## FUN FACT

1. Whenever there is a zero in the multiplication, the product is always 0.
2. Multiplication is the same as repeated addition of the number.
3. William Oughtred (1574–1660), a mathematician, was the first to use the symbol “x” for multiplication.

