



CHAPTER-10 [RATIO, PROPORTION AND UNITARY METHOD]

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TOPIC: How to compare ratios?

* e.g. which ratio is larger? 5:12 or 17:30

First we write ratio as a fraction.

$$5:12 = \frac{5}{12} \text{ and } 17:30 = \frac{17}{30}$$

Now find LCM of 12 and 30.

$$= 2 \times 2 \times 3 \times 5 = 60$$

$$\begin{array}{r} 2 \overline{) 12, 30} \\ 2 \overline{) 6, 15} \\ 3 \overline{) 3, 15} \\ 5 \overline{) 1, 5} \end{array}$$

$$\Rightarrow \frac{5}{12} = \frac{5 \times 5}{12 \times 5} = \frac{25}{60} \text{ and } \frac{17}{30} = \frac{17 \times 2}{30 \times 2} = \frac{34}{60}$$

Clearly $\frac{34}{60} > \frac{25}{60}$, hence 17:30 is larger.

* We know that by multiplying or dividing the numerator and denominator, we get equivalent fractions or ratios.

e.g. $\frac{24}{60} = \frac{2}{5} = \frac{12}{30}$

$$\begin{array}{l} \because 60 \div 12 = 5 \\ \Rightarrow 24 \div 12 = 2 \end{array} \quad \begin{array}{l} \because 2 \times 6 = 12 \\ \Rightarrow 5 \times 6 = 30 \end{array}$$

* One more example: - The ratio of income to saving of a family is 11:2. Find the expenditure if saving is ₹ 1520

Solution: Let Income = ₹ 11x and Saving = ₹ 2x

A.T.Q. $2x = 1520 \Rightarrow x = 1520 \div 2 = 760$

$$\Rightarrow \text{Income} = ₹ 11x = ₹ 11 \times 760 = ₹ 8360$$

$$\therefore \text{Expenditure} = ₹ (8360 - 1520) = ₹ 6840$$

Note:- Study the examples carefully and solve the given questions in your notebook.

Q1 The ratio of income to expenditure of a family is 7:6.

Find the saving if the income is ₹ 14000

Q2 Which ratio is larger?

(i) (3:4) or (9:16) (ii) (3:7) or 4:9

(iii) (1:2) or (13:27)

Q3 Fill in the place holders:

(i) $\frac{24}{40} = \frac{\square}{5} = \frac{12}{\square}$ (ii) $\frac{36}{63} = \frac{4}{\square} = \frac{\square}{21}$ (iii) $\frac{5}{7} = \frac{\square}{28} = \frac{35}{\square}$

Chapter- Body movements

Various organs of the skeletal system

Skull-

The bony part of our head is called skull. The skull is made of 22 bony plates joined together. Our brain is inside the skull in its upper part. The skull has two main parts.

- (1) **Cranium-** the cranium provides a cover and protection to the brain .the bones of the cranium are flat and are held firmly in a zipper like manner.
- (2) **Facial bones-** The facials bones consist of the upper and lower jaws and a few other bones.

Main functions of the skull

- 1 Skull protects the brain.
- 2 It protects the sense organs of the face like (eyes ears and nose).
- 3 It gives shapes to our head.

Endoskeleton-

The skeleton that is inside the body and made of bones is called endoskeleton.

Exoskeleton-

The skeleton that is outside the body and not made of bones is called exoskeleton.

Learn and write in fair notebook.

ENGLISH H.W

L&W

Q5. How did Enola know the strange item in the bouquet was asparagus?

Ans. Enola Holmes was the famous detective. She was very clever. Her mother was a botanist. She studied about asparagus. Thus Enola knew the strange item in the bouquet was asparagus.

Q6. Identify four words in the last two paragraphs that are unpleasant and frightening and seem to indicate ill intent?

Ans. Four words in the last two paragraphs that are unpleasant and frightening and seem to indicate ill intent are convoluted, stealthy, entangling and ominous.

(C) Answer these questions in detail.

Q (i) What was grown with the hawthorn? What was peculiar about it?

Ans. A useless prickle-bush was grown with the hawthorn. It grew everywhere in the countryside. Its jagged branches were wound round with tendrils of a delicate vine whose white flowers had already wilted. A sort of wild trumpet-flower bindweed would be as common as sparrows in country hedgerows come summertime. But like the hawthorn, this early in the year, it must have been forced indoors.

HINDI H.W

L&W

पाठ 4 अंधेर नगरी

RAJDHANI
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प्रश्न 1. आपके विचार से अंधेर नगरी में रहना उचित था या नहीं?

उत्तर- नहीं।

प्रश्न 2. भिक्षा माँगने कौन-कौन गए थे?

उत्तर- गोवर्धन दास और नारायण दास।

प्रश्न 3. नारायण दास और गोवर्धन दास के स्वभाव में क्या अंतर था?

उत्तर- नारायण दास विद्वान और सम्यक थे जबकि गोवर्धन दास लालची थे।

प्रश्न 4. आप बताइए कि गुरु की बात नहीं मानने का क्या परिणाम होता है?

उत्तर- गुरु की बात नहीं मानने पर बाद में पश्ताना पड़ता है।

प्रश्न 5. अंधेर नगरी की क्या विशेषता थी?

उत्तर- अंधेर नगरी की यह विशेषता थी कि वहाँ सब्जी, मिठाई आदि सभी वस्तुएँ टके सेर के भाव ही मिलती थी।

Read passage carefully and try to do find answers of following questions.

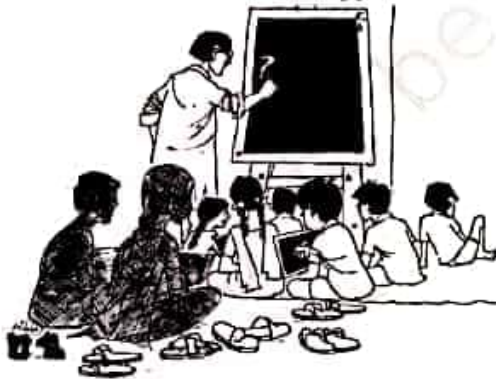
Diversity and Discrimination / 19

Dalit is a term that people belonging to so-called lower castes use to address themselves. They prefer this word to 'untouchable'. Dalit means those who have been 'broken'. This word according to Dalits shows how social prejudices and discrimination have 'broken' the Dalit people. The government refers to this group of people as Scheduled Castes (SC).

caste and saw themselves as superior. The groups who were placed at the bottom of the ladder were seen as unworthy and called "untouchables".

Caste rules were set which did not allow the so-called "untouchables"

to take on work, other than what they were meant to do. For example, some groups were forced to pick garbage and remove dead animals from the village. But they were not allowed to enter the homes of the upper castes or take water from the village well, or even enter temples. Their children could not sit next to children of other castes in school. Thus upper castes



Being made to sit separately in the classroom because of one's background is a form of discrimination.

What is the difference between discrimination and stereotypes?

How do you think a person who is discriminated against might feel?

acted in ways, which did not give the so-called "untouchables" the same rights as they enjoyed.

Dr Bhimrao Ambedkar, one of the greatest leaders of India, shares his first experience of caste-based discrimination, which took place in 1901 when he was just nine years old. He had gone with his brothers and cousins to meet his father in Koregaon which is now in Maharashtra.

Long did we wait, but no one turned up. An hour elapsed and the station-master came to enquire. He asked us for our tickets. We showed them to him. He asked us why we tarried. We told him that we were bound for Koregaon and that we were waiting for father or his servant to come, but that neither had turned up and that we did not know how to reach Koregaon.

We were well-dressed children. From our dress or talk no one could make out that we were children of the untouchables. Indeed the station-master was quite sure we were Brahmin children and was extremely touched at the plight in which he found us. As is usual among the Hindus, the stationmaster asked us who we were. Without a moment's thought I blurted out that we were Mahars. (Mahar is one of the communities which were treated as untouchables in the Bombay Presidency.) He was stunned. His face

