Vision Empower & XRCVC Teacher Instruction KIT Comparing Quantities

Syllabus: Karnataka State Board Subject: Mathematics Grade: 7 Textbook Name: MATHEMATICS - Text cum Workbook (Revised) - Seventh Standard Chapter Number & Name: 8 Comparing Quantities

1. OVERVIEW

1.1 OBJECTIVE & PREREQUISITES

Objective

The students will be able to:

- Understand that ratios that compare two quantities.
- Investigate the relationship between fractions, decimals, ratios and percents.
- Describe the meaning of per cent.
- Represent a number as a decimal, per cent, and fraction.
- Applying percentages to real-world problems.

Prerequisite Concept

• Fractions and Decimals. *TIK_MATH_G7_CH2_Fractions and decimals*

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Kindly Note: Activities marked with * are mandatory

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2. LEARN

2.1 KEY POINTS

- A proportion is just an expression setting two ratios equal to each other, using different absolute numbers in the fractions.
- Percentages are numerators of fractions with denominator 100.
- Percentage of increase = (increase / original number) $\times 100$
- Percentage of decrease = $(\text{decrease / original number}) \times 100$
- $\operatorname{Profit}/\operatorname{gain} = \operatorname{SP} \operatorname{CP}$
- Percentage of profit = (Profit / Cost price) $\times 100$
- Loss = CP SP
- Percentage of loss = $(Loss/Cost price) \times 100$.
- Simple interest = (Principal × Rate of Interest × Time period)/100

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Finding the ratio

Activity 1: Finding the ratio

Materials Required: None Prerequisites:None

Activity Flow Keywords: Ratio, Quantity and Relationship

Ask the following questions to the children:

1. To make a cup of coffee, what are the ingredients we need?

2. How will you make a cup of coffee?

For example, to make a cup of coffee, we need

- 1 glass of milk
- 1 tablespoon of coffee powder
- 1 tablespoon of sugar

Ask the children to make two cups of coffee, how many glasses of milk and how many tablespoons of coffee powder do we need?

- We need 2 glasses of milk and 2 tablespoons of coffee powder
- For 3 cups of coffee, 3 glasses of milk and 3 tablespoons of coffee powder.

Tell the children, ratios are used to compare the quantities

- For example, to make a cup of coffee, you need 1 glass of milk and 1 tablespoon of coffee powder. It can be written as 1:1
- 2:2; (2 glasses of milk to 2 tablespoons of coffee powder)
- 3:3; (3 glasses of milk to 3 tablespoons of coffee powder)

A ratio is a comparison of two or more quantities. It is a relationship between the quantities. A ratio between two or more quantities is a way of measuring their sizes compared to each other.

2.2 CONCEPT INTRODUCTION ACTIVITIES Introduction to a ratio

Activity 1: Introduction to a ratio

Materials Required: Biscuits Prerequisites:

• Fractions

Activity Flow

A ratio is a comparison of quantities. We can write the ratio in three different ways. They are

- 1. fraction
- 2. the word " to"
- 3. a colon " : "

In the above example, we have used the word " to " and a colon to represent the ratio of coffee powder and milk. It can also be represented like a fraction.

• For example, 2:1 can be written as 2/1

Mathematically, both the fraction and ratios are the same but how we use/ refer in a particular context is different.

- Ask students to find a partner.
- Distribute one biscuit to each pair.
- Explain the concept of a ratio.
 - a. Let's say, we have one biscuit for 2 people, we can write it as 1:2. It tells the relationship between the biscuit to the people. we can also write it as $\frac{1}{2}$, here the numerator represents the number of biscuits and the denominator represents the number of people.

i.
$$1:2=1/2$$

b. To compare the people to the biscuit, then it can be written as 2:1

i.
$$2:1=2/1$$

- Ask the children to join with another pair then ask them to write the ratios of biscuits to the people.
- Now ask the pair to share the biscuit between both of them. Ask the representation of the shared part.
 - a. The representation of the shared part is ½. Both the numerator and denominator represent the same thing(i.e biscuit). Here 1/2 represents half of a biscuit.

Note: Ratios can be written in the form of a fraction. I.e 2:1 can be written as 2/1

Example 2: For example, if a school has 20 teachers and 500 pupils, then the ratio of teachers to students is written as 20:500 (and pronounced as "20 to 500")

Practise:

In a class, there are 40 students, out of that 30 students are girls and 10 students are boys.

- 1. What is the ratio of boys to the girls? Write it's fractional representation.
- 2. What is the ratio of girls to the boys? Write it's fractional representation.
- *3.* What is the ratio of girls to the total number of students? Write it's fractional representation.
- 4. What is the ratio of boys to the total number of students? Write it's fractional representation.

Comparing the quantities

Activity 2: Comparing the quantities

Materials Required: Straws (4cm long, 8 cm long, 12 cm long and 6cm long) and tactile ruler Prerequisites:

Activity Flow

In our daily life, there are many situations where we compare two quantities. Quantity or amount is how much of something there is that can be counted or measured. For example, we compare the height between two people, we compare the speed of the local bus and express bus.

- Divide the children into a group of 4.
- Distribute all sizes of straws to each group.
- Pose the following questions to the group. Let them find out the correct answers then ask them to arrange the straws according to the questions.

To find out the answers they can use the tactile ruler.

The questions are:

- 1. Deepak's straw is 4 cm long. Which one is Deepak's straw?
- 2. Anil's straw is two times as long as Deepak's. Which straw belongs to Anil?
- 3. Arun's straw is three times as long as Anil's. Which straw belongs to Arun?
- 4. Mani's straw is half the length of Arun's. Which straw belongs to Mani?

Ask the length of each person's straw at the end.

Note: students have learnt this concept in grade 6; above activity helps to recall the concept.

Comparing the quantities with different units

Activity 3: Comparing the quantities with different units

Materials Required: None Prerequisites: Fractions

Activity Flow

In this activity, children will learn how to compare two quantities with different units.

For example, find the ratio of 40 mins to 2 hours.

- From the above example, ask the units.
 - The units are minutes and hours.
- Tell the children, to compare two quantities, the units must be the same.
- In the above example, there are two different units.
- First, convert time to the same unit to compare the quantities.
- Here, either we can change the hour to minutes or minutes to hours.

Hours to minutes

- 1 hour = 60 minutes
- \circ 2 hours = 2×60 = 120 minutes

The ratio of 40 minutes to 120 minutes = 40:120

Find equivalent ratios

Activity 4: Find equivalent ratios Materials Required: Prerequisites: TIK_MATH_G7_CH2_Fractions and decimals Fractions Multiplication LCM Comparison of fractions with different denominators

Activity Flow

Note: Students have learned comparison of a fraction with different denominators. Refer to TIK_MATH_G7_CH2_Fractions and decimals, Activity 2

A ratio can be written in fraction format. That is , 2:3 can be written as $2\div 3$

To find the equivalent fraction, the numerator and the denominator are multiplied or divided by the same number. Similarly, equivalent ratios are formed by multiplying or dividing all their terms by the same number.

Explain the following example to the students. If you are making lemonade and you mix one cup of lime juice to four cups of water, then the ratio of lime to water will be 1:4 If you use 2 cups of lime juice, you will use 8 cups of water (2:8)If you use 3 cups of lime juice, you will use 12 cups of water (3:12)If you use 10 cups of lime juice, you will use 40 cups of water (10:40)

These ratios are all equivalent: 1:4=2:8=3:12=10:40Both sides of the ratio can be multiplied or divided by the same number to give an equivalent ratio.

To find an equivalent ratio

Convert the ratio into a fraction.

Multiply/divide the numerator and denominator by the same number.

For example, to find the equivalent ratio of 2:3

 $(2/3) \times (3/3) = 6/9$; the denominator and the numerator multiplied by 3.

 $(2\div3)\times(3\div3)$

2:3=6:9

To compare two ratios to find whether they are equivalent or not.

Convert the ratios into its corresponding fractions.

Compare the fractions.

For example, to find 2:3 is equivalent to 1:4 or not

2:3=2:3

 $1:4=1\div 4$

To check, 2/3 is equal to 1/4 or not, convert both the fractions with the same denominator. LCM of 3, 4 is 12

so, $2/3 = (2 \times 4)/(3 \times 4) = 8/12$

 $1/4 = (1 \times 3)/(4 \times 3) = 3/12$

8/12 is not equal to 3/12

so, 2:3 is not equal to 1:4

Proportion

Activity 5: Proportion

Materials Required: None *Prerequisites:* TIK_MATH_G6_CH12_Ratios and proportions, Activity 2

Activity Flow

What is the proportion? Ask the question and collect the answers from the children. Explain, a proportion is just an expression setting two ratios equal to each other, using different absolute numbers in the fractions. The equivalent ratios are proportional to each other. Proportions are written like ratios.

For example, a/b = c/d or a:b = c:d

Give the following example,

For every 2 cups of milk, you need to add 1 cup of sugar to make a pancake. For 4 cups of milk how many cups of sugar do you need to add?

- 4:2(4 cups of milk to 2 cups of sugar).
- 6:3(6 cups of milk to 3 cups of sugar)
- In the above example, for every two cups of milk, we are adding 1 cup of sugar.
- 2:1=4:2; both are equivalent ratios and proportional to each other.

Let's solve an example to understand the application of proportions in real life. 10 cups of milk need 5 cups of sugar. How many cups of sugar are needed for 100 cups of milk?

- Let's take 100 cups of milk to x (quantity of sugar), ie 100: x
- 10 cups of milk to 5 cups of sugar, i.e 10:5
- 100: x = 10:5 (proportion to each other).
- 100/x = 10/5
- $100 \times 5 = 10 \times x$ (solving the equation).
- 500 = 10x
- *10x= 500*
- $x = 500 \div 10 = 50$ (divide by 10 to get x).
- x=50
- The answer is 10:5=100:50

Note: Students have learnt to solve similar kinds of problems using the unitary method in class

Percentage - Introduction to PERCENTAGE

Activity 6: Percentage - Introduction to PERCENTAGE

Materials Required: None Prerequisites: TIK MATH G6 CH8 Decimals

- Decimal
- Fraction

Activity Flow

PERCENTAGES

The Latin word centum means a hundred. Some words which include 'cent' have a connection with hundred.

Ask the children to find which of these words have a connection with a hundred.

Words are:

recently, centigrade, century, center, centimeter, bicentenary, cent and centipede

Explain, Latin word per means 'each'. Percent means per hundred or each hundred. Percentages are numerators of fractions with denominator 100. Per cent is represented by the symbol % and means hundredths too.

For example,

Gita scored 90 out of 100 marks in maths subject. It can be written as:

- 90/100*or*
- 90% or
- 0.90

• 90% = 90/100 = 0.90

Ask the following question to recall fractions and decimals.

- 1. A square is divided into 100 parts. Out of 100 parts, one part was shaded. Ask the fractional representation of the shaded part and its decimal representation.
 - \circ 1/100=0.01; in percentage, it can be written as 1%. one Percent means 1 per 100.
 - 50 Percent means 50 per hundred. It also means half.
- 2. Ask the students to convert the following statement into its fractional, decimal and percentage representations
 - 1 out of each 100
 - \circ 5 out of each 100
 - 65 out of each 100

Note: A Percent can also be expressed as a decimal or a fraction.

Percentage - ANOTHER WAY TO COMPARE QUANTITIES

Activity 7: Percentage - ANOTHER WAY TO COMPARE QUANTITIES

Materials Required: None

Prerequisites:

- Equivalent fraction
- Multiplication

Activity Flow

- Ask the students to choose a bigger fraction from 21/25 and 17/20.
- Then ask them to choose a bigger value from 88% and 85%
- Explain to them that comparing percentage values are simple and easy. A percentage is another way to compare quantities.

For example:

Gita scored different marks in different subjects. In English, she scored 21/25. In Maths, she scored 17/20 and in Science, she scored 32/40. Which is the best score? 17/20 or 21/25 or 32/40?

- Converting the marks to percentage is one way to compare them.
- Percentages are numerators of fractions with 100 as the denominator. In Maths, the score is 17/20.
 - find the equivalent fraction with the denominator as 100.
 - *i.e,* $(17 \times 5)/(20 \times 5) = 85/100 = 85\%$

In English, the score is 21/25.

- $21/25 = (21 \times 4)/(25 \times 4)$; multiply by 4, to get the equivalent fraction with the denominator as 100.
- $(21 \times 4)/(25 \times 4) = 88/100 = 88\%$

In Science, the score is 32/40.

- 32/40 = 8/10; divide by 4
- $8/10 = (8 \times 10)/(10 \times 10)$; multiply by 10, to get an equivalent fraction with the denominator as 100.
- $(8 \times 10) / (10 \times 10) = 80 / 100 = 80\%$

She has 88 per cent in English. The best mark is 21/25.

Another method to convert the fraction into a percentage is

- Out of 20, Gita scored 17
 - I,e 17 / 20
- To convert a fraction into a percentage, multiply and divide the fraction by 100 to make it into an equivalent fraction with the denominator as 100. This denominator value takes the form of %.
 - \circ *i,e* $(17/20) \times (100/100) = 85/100 = 85\%$
- Ask the children to find the percentage of boys and girls in their class.

Converting Decimals to Percentage

Activity 8: Converting Decimals to Percentage

Materials Required: None Prerequisites: Decimal multiplication place value of decimal numbers

Activity Flow

To convert a decimal into a percentage, we have to multiply the decimal number by 100/100.

For example, to convert 0.77 into a percentage. $0.77 \times (100/100)$

 $0.77 \times (100/100) = 77/100 = 77\%$

We can also multiply the decimal number by 100%. 100% is equal to $100/100\,$

For example, $0.77 \times 100\% = 77\%$; multiply 0.77 by 100 then write the answer with %.

(The place value of 0.77 is 77/100which is nothing but 77%) Note: Refer to TIK_MATH_G7_CH2_ fractions and Decimals and TIK_MATH_G6_CH8_Decimals for multiplying the decimal number with the power of tens and for the place value.

Percentages in real life

Activity 9: Percentages in real life Materials Required: None

Prerequisites: Decimal Multiplication Division Fraction

Activity Flow Discuss the applications of percentages with the children.

For example:

For any electronic items, we have to pay General Service Tax (GST). Tax is the extra amount that will be added to the original prize. The amount we pay in tax is a fixed percentage of that price.

Let's take an example, Geeta brought a new mobile phone. It cost 20,000 rupees. The GST is 8 % of the original price of the mobile phone. How much she paid for the GST. To calculate 8% of 20000

 $20000 \times 8 / 100 = 1600$ rupees

GST is 1600 rupees for her mobile phone.

Things to remember: To find " how many" or " how much" write a percentage or ratios in its fraction form. multiply the fraction with the total amount or number of people.

Learning to calculate a percentage is important because we calculate percentages in many situations. For example, if you buy any t-shirts on discounts then you need to calculate the amount of discount from the original cost.

Percent to ratios

Activity 10: Percent to ratios

Materials Required: None Prerequisites: Multiplication, Fraction division, Conversion of fractions into percentages

Activity Flow

To make idlis, you must take two parts of rice and one part urad dal. What percentage of such a mixture would be rice and what percentage would be urad dal?

We know that the ratio is 2:1

2+1 is the total of all parts. Out of 3 parts, 2 parts are rice and 1 part is urad dal.

The fractional representation of rice is 2/3.

The fractional representation of urad dal is 1/3.

We have learnt how to convert the fraction into a percentage.

Ask the children to calculate the percentage of rice and urad dal.

percentage of rice = (2/3) * 100% = 66.67%

Percentage of urad dal = (1/3)*100% = 33.33%

Things to remember:

First, convert ratios into fractions.

Then, convert the fraction into percentage.

Increase or Decrease as percent

Activity 11: Increase or Decrease as percent

Materials Required: None Prerequisites: Decimal Multiplication, Fraction division

Activity Flow

In certain places, we need to calculate the percentage of increase or decrease. Examples:

In India, the literacy rate in 2018 was 74.37%, 5.07% increase from 2011.

India's COVID-19 fatality rate drops to 2.43% from 3.36% in three days, says Health Ministry.

In the news, we can see many instances where they use percentage because it's an easy way to compare the quantities.

Let's calculate the percentage of increase or decrease using an example. Give the following example to the children.

Last year, there were 505 students in our school. This year, the student strength is 606. From the above data itself, we can say that there is an increase in the student's strength. What is the percentage of increase?

To find the percentage of increase

First, find the difference between the two numbers that we are comparing.

increase = new number - original number

Then divide the increase by the original number and multiply the answer by 100.

percentage of increase = (increase / original number)*100

increase = 606 - 505 = 101

% of increase = (101 / 505) * 100 = 20 percentage

In this example, the number of students increased is 101. It is easy to say that this year we have 101 students more than last year. The government handles huge data, to calculate the literacy rate, so they use percentages to compare the rate of increase.

To find percentage of decrease: decrease = original number - new number % of decrease = (decrease / original number)*100

Prices related to an item or buying and selling

Activity 12: Prices related to an item or buying and selling

Materials Required: None Prerequisites: None

Activity Flow

Discuss the following questions with the students, to get an idea of selling, buying, profit and loss.

The questions are

Geeta bought a cycle for 1500 rupees. Last week she sold the bicycle for 800 rupees. Is it profit or loss for her?

Yesterday, Arun bought a laptop for 50000 rupees. Is it possible to sell for higher than 50000 rupees?

Mani is a shopkeeper, he bought vegetables for 1000 rupees. How can he make a profit out of it?

A cycle bought for rupees 800 is sold for rupees 940. What is the profit amount for the seller?

Prices related to an item cost price (CP)- the buying price of any item. selling price(SP) - the selling price of an item. Ask the children to think of an example related to buying and selling. Example: A T-shirt bought for rupees 120 is sold at rupees 100. What is the cost price and selling price of the T-shirt? Explain the concept of profit and loss. If SP is greater than CP, that means you made a profit. to find the profit, profit/gain = SP - CP If CP is greater than SP, you have a loss to find the loss, loss = CP - SP

Profit or loss as a percentage

Activity 13: Profit or loss as a percentage Materials Required: None Prerequisites: Division

Activity Flow We know how to calculate profit and loss. profit/gain = selling price - cost price loss = cost price - selling price To find its percentage the formula is

Profit or gain percent = (profit/costprice)×100 Loss percent = (loss / cost price)×100

For example, A shopkeeper bought a chair for rupees 375 and sold it for 400 rupees. Find the gain per cent? Tell the students that the selling price is greater than the cost price. It means there is a profit. Ask the students to calculate the amount of profit from the given information. Known values: SP = 400 rupees CP = 375 rupees Gain = selling price - cost price = 400 - 375 = 25 rupees Gain percentage = (profit / cost price)*100 = (25/375)*100 = 6.66%or For 375 rupees, the profit is 25 rupees. Ie 25/375For 100, profit is (25/375)*100 = 6.66% Similarly, we can find the loss percentage.

Calculating a loss Activity 14: Calculating a loss Materials Required: None Prerequisites: Division, Multiplication

Activity Flow

Ask the following example to the students. An item was sold for rupees 540 at a loss of 5%. What was its cost price? Ask the children to find the difference between this question and the last question. Discuss the difference.

Given data: selling price = 540 rupees. loss = 5 % 5 percentage can be written as 5/100; 5 Percentage of 540 is 540 * (5/100) = 540 * 0.05 = 27 rupees; loss = 27 rupees; To find the cost price. loss = cost price - selling price; 27 = CP - 540 CP = 27 + 540; to get CP, transpose - 540 to other side of an equality sign; CP = 567;

Formulae Loss = cost price - selling price; therefore CP = loss + selling price; SP = CP - lossProfit = selling price - cost price; therefore, CP = selling price - profit SP = CP + profitUsing these formulas we can directly apply to find the selling price and cost price.

Simple Interest

Activity 15: Simple Interest

Materials Required: None Prerequisites: Decimal multiplication, Fraction

Activity Flow Ask the following question: Have you heard the word interest? What does it mean? Why do we have banks? What is the use of saving money in a bank? What is the use of getting a loan from the bank? What is an interest rate? In the gold loan advertisement have you heard the word low-interest rate?

Interest: Interest is the rate at which money is borrowed.

Let's take an example, assume that we want to buy a car but we don't have enough money in hand. What can we do in that situation? Get replies from the children, build a concept of loan, interest and time-period.

Explain that in the above scenario, either we will lend money from someone or else you will apply for a loan. In both cases, we have to borrow some amount of money from outside.

The borrowed amount is called the principal. The borrower can use the money for a while then they have to pay back the original amount plus extra money. The extra money is called interest.

The total amount to be paid is = principal + interest Amount = principal + interest Interest is generally given in per cent for one year. It is written as say 10% per year/per annum or in short as 10% p.a. (per annum).

For example, suppose the bank has given a loan of 60000 rupees to Gita to purchase a laptop. After a year Gita returns the loan along with 10% interest charged by the bank.

Principal = 60,000 rupees; Rate of Interest (R) = 10% per annum;

If you borrowed 100 rupees means the interest is 10 rupees for a year. For 60,000, the interest is 60,000*(10/100)

Interest for one year = 60000 * (10/100) = 60000 * 0.1 = 6000 rupees

Amount to be paid at the end of one year = 60000+6000=66000

Formula to calculate the interest

The interest paid for one year is (P * R)/100.

Therefore, interest paid for T years would be, (P * R * T)/100;

We can calculate the interest using the above formula, (P * R)/100 = 60000*(10/100) = 60000*0.1 = 6000 rupees

Interest calculation for multiple years *Give the following example to the children.* The bank has given a loan of 60000 rupees to Gita to purchase a laptop. After three years Gita returns the loan along with 10% interest charged by the bank. Ask the given data from the above example. Rate of interest (R)= 10 %; Number of years (T) = 3*Principal (P)= 60,000;* Ask the children to calculate the interest using the formula *I.e,* Formula to calculate interest is (P * T * R)/100=(60000*3*10)/100=1800000/100= 18000 rupees Amount to be paid at the end of three years = Principal + interest = 60000 + 18000= 78,000 rupees

Ask the children to calculate the interest for 6 years and 9 years. Ask them to identify the pattern.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Percentages are the easy way to compare quantities. In daily life, we may come across many situations to use percentages. Mostly, the shopkeepers display a discount tag on a product. Usually, the discount is in percentages. " 50 % OFF", " 10 % OFF". Converting the percentage to money helps us to know how much to pay for a selected item after subtracting the discount from the cost price.

Discuss the following questions with the children: Did you buy any products on discount? Why does the shopkeeper give a discount? How will it help them to make a profit? What is the clearance sale? What is the use of a loan? What are the loans available in the market? Will the interest rate be the same for all the loans?

4. EXERCISES & REINFORCEMENT

4.1 EXERCISES & REINFORCEMENT

Practice and Recall

Activity 1: Recall and Practice

Materials Required: None Prerequisites: None

Activity Flow

- 1. Convert the following to per cents:
 - a. 0.05
 - *b.* 8/100
 - *c.* 12/16
 - *d.* 2/2
- 2. Out of 32 students, 8 are absent. What percent of the students are absent?
- 3. A shop has 500 items, out of which 5 are defective. What percent is defective?
- 4. If 65% of students in a class have a bicycle, what percent of the students do not have bicycles?
- 5. Find
 - *a.* 50% of 164
 - *b.* 75 % of 12
- 6. 8% of children in a class of 25 like getting wet in the rain. How many children like getting wet in the rain.
- 7. Convert given percents to decimal fractions and to fractions in simplest forms:
 - *a.* 5%
 - *b.* 20%
 - *c.* 25%
- 8. Tell what is the profit or loss in the following transactions. Also, find profit per cent or loss per cent in each case.

- a. A skirt bought for rupees 250 and sold at rupees 150.
- b. A refrigerator bought for rupees 12,000 and sold at rupees 13,500.
- 9. Convert each part of the ratio to a percentage:
 - *a.* 3:1
 - *b.* 1:2:5
- 10. The population of a city decreased from 25,000 to 24,500. Find the percentage decrease.
- 11. Arun bought a car for rupees 3,50,000. The next year, the price went up to rupees 3,70,000. What was the percentage of the price increase?
- 12. Find the amount to be paid at the end of 3 years in each case:
 - a. Principal = ₹1,200 at 12% p.a.
 - b. Principal = ₹ 7,500 at 5% p.a.
- 13. Find the ratio of:
 - a. 9 m to 27 cm
 - b. 30 days to 36 hours
- 14. In a computer lab, there are 3 computers for every 6 students. How many computers will be needed for 24 students?

4.2 IMPORTANT GUIDELINES*

Exercise Reading

It is very important that the children practice their learning as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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