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Exercise 8.1

1. Find the ratio of the following:

- (a) Speed of a cycle 15 km per hour to the speed of scooter 30 km per hour.
 (b) 5 m to 10 km
 (c) 50 paise to Rs. 5

Solution

(a) Speed of cycle = 15 km/hr

Speed of scooter = 30 km/hr

Hence ratio of speed of cycle to that of scooter = $15 : 30 = 15/30 = 1/2 = 1 : 2$ (b) $\because 1 \text{ km} = 1000 \text{ m}$ $\therefore 10 \text{ km} = 10 \times 1000 = 10000 \text{ m}$ $\therefore \text{Ratio} = 5\text{m}/10000\text{m} = 1/2000 = 1 : 2000$ (c) $\because \text{Rs } 1 = 100 \text{ paise}$ $\therefore \text{Rs } 5 = 5 \times 100 = 500 \text{ paise}$ Hence Ratio = $50 \text{ paise} / 500 \text{ paise} = 1/10 = 1 : 10$

2. Convert the following ratios to percentages:

(a) 3 : 4

(b) 2 : 3

Solution(a) Percentage of 3 : 4 = $3/4 \times 100 \% = 75\%$ (b) Percentage of 2 : 3 = $2/3 \times 100\% = 66.2/3\%$

3. 72% of 25 students are good in mathematics. How many are not good in mathematics?

Solution

Total number of students = 25

Number of good students in mathematics = 72% of 25 = $72/100 \times 25 = 18$ Number of students not good in mathematics = $25 - 18 = 7$ Hence percentage of students not good in mathematics = $7/25 \times 100 = 28\%$

4. A football team won 10 matches out of the total number of matches they played.

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Davies



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Te Math Advantage 98 Gr 6 Vol 1 Harcourt Brace Publishing,1997-10-10 **Bulletin of the National Association of Secondary-School Principals** ,1967 Children's Books in Print R R Bowker Publishing,Bowker,1999-12 **Time** ,2007 Discovery in Mathematics Robert Benjamin Davis,1964 This book and the accompanying guide contain a first course in mathematics consisting mainly of fundamental concepts of algebra arithmetic and co ordinate geometry The lessons within were developed as part of extensive experimental teaching conducted by the Syracuse University Webster College Madison Project It is intended as a supplementary resource to enrich spark curiosity and build readiness for advanced mathematics It attempts to excite children s natural intellectual curiosity with an attractive intellectual challenge abstract mathematics It hopes to allow children to feel at ease with mathematical ideas symbols and techniques

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