



MATHS

BOOKS - JNAN PUBLICATION

Concept Of Directed Number And Number Line



1. Let us draw a number line and put the following numbers on the line and name them.

(a) +5, -2,+3, -6-, +2, -5 respecticly name as A-B-

C-D-E-F



2. Let us draw a number line and put the

following numbers on the line and name them.

(b) Let's measure how many units E is from B

3. Let us draw a number line and put the following numbers on the line and name them.(c) How many units A is from B towards right.



4. Let us draw a number line and put the following numbers on the line and name them.

(d) How many units D is from E towards left.



5. Let us draw a number line and put the following numbers on the line and name them.(f) What is the relation between the numbers which are at A & F.



6. Let us draw a number line and put the following numbers on the line and name them.(g) What are the absolute values of the numbers of B & F.



7. What do the following mean- (a) Profit of - 10

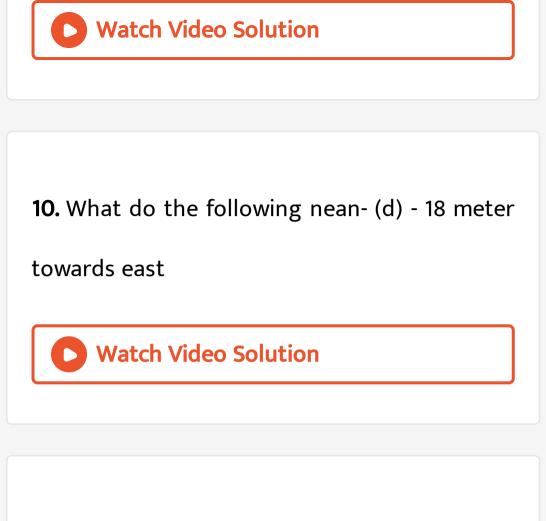
rupees



8. What do the following mean- (b) 15m above



9. What do the following mean- (c) -36g less



11. What do the following nean- (e) saved -23

rupees

12. What do the following nean- (f) - 5 km towards south.
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13. Lets write the absolute values of the

following numbers (a) -12

14. Lets write the absolute values of the following numbers (b) + 13
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15. Lets write the absolute values of the

following numbers (c) -22

16. Lets write the absolute values of the following numbers (d) -61
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17. Lets write the absolute values of the

following numbers (e) +17

18. Let's find the opposite of the following (a)

spent 10 Rs

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19. Let's find the opposite of the following (b)

Climbed up - 15m

20. Let's find the opposite of the following (c)

Profit of 81

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21. Let's find the opposite of the following (d)

move -35m down



22. Let's find the opposite of the following (e)

-24 kg increase in wieght

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23. Let's find the opposite of the following (f)

28 m towards right



24. Let's find the opposite of the following (g)

9 kg decrease of weight.



25. Using number line, put < or > in the blank spaces.(i) 0___5



spaces.(ii) 0____-6

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27. Using number line, put < or > in the blank spaces.(iii) 6___6

spaces.(iv) 2___-10

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29. Using number line, put < or > in the blank

spaces.(v) -1___1

spaces.(vi) 11___15

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31. Using number line, put < or > in the blank

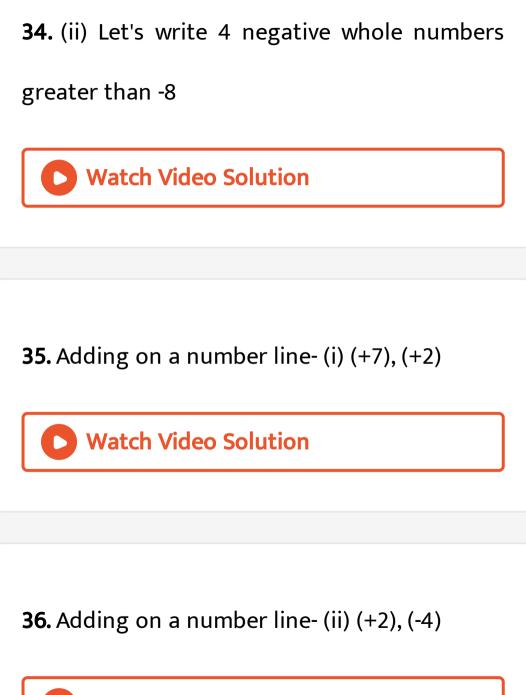
spaces.(vii) -10___2

spaces.(viii) -10___-5

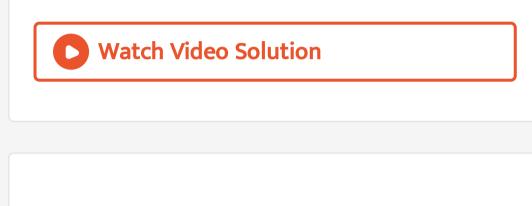
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33. (i) Let's write 4 negative whole numbers

less than - 12







38. Adding on a number line- (iv) (-5), (-7)

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39. Adding on a number line- (v) (+8), (-8)

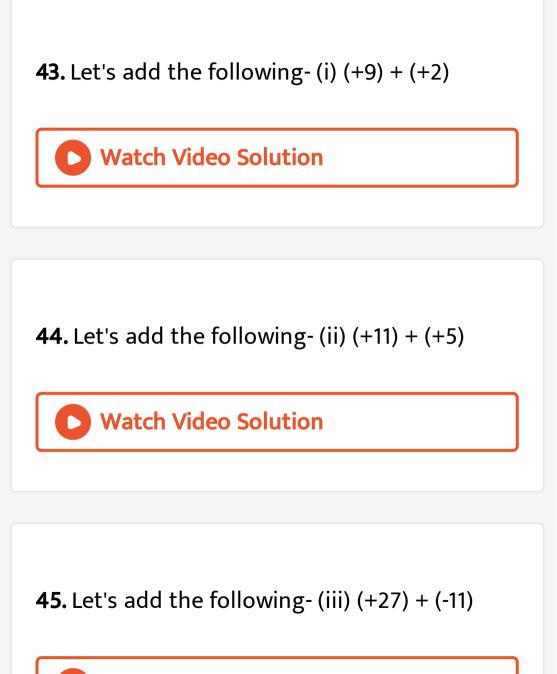


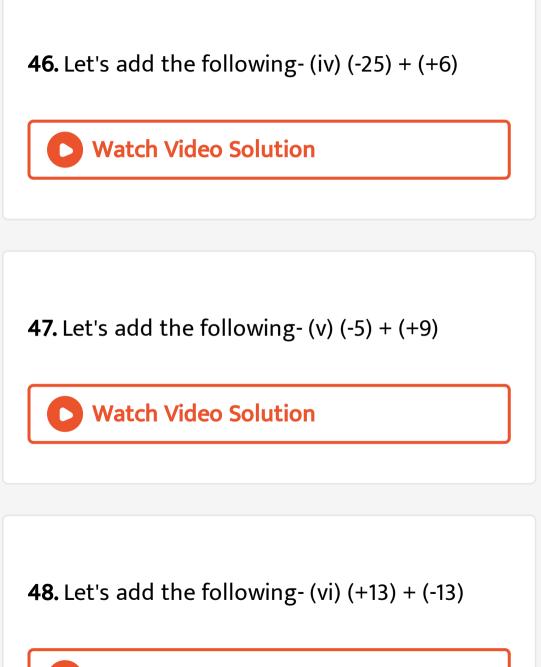


41. Adding on a number line- (vii) (+9), (-17)

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42. Adding on a number line- (viii) (-11), (-9)



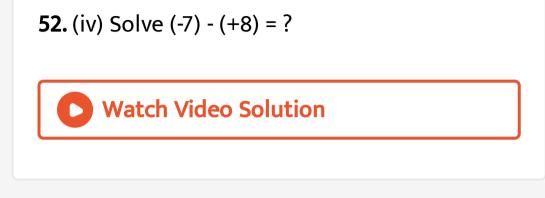


50. (ii) Solve (-12) - (+12) = ?

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51. (iii)Solve, (+11) - (+3) =?

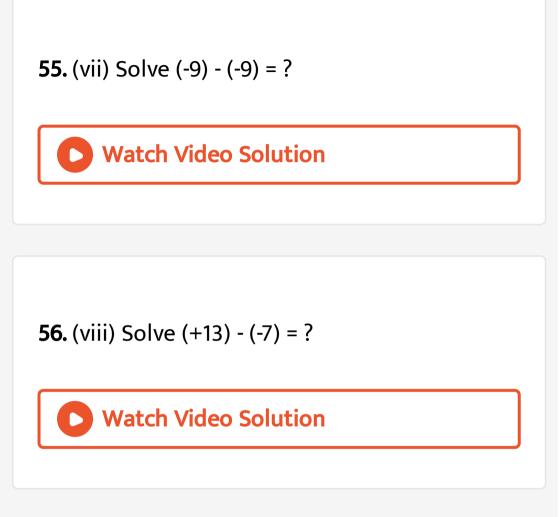




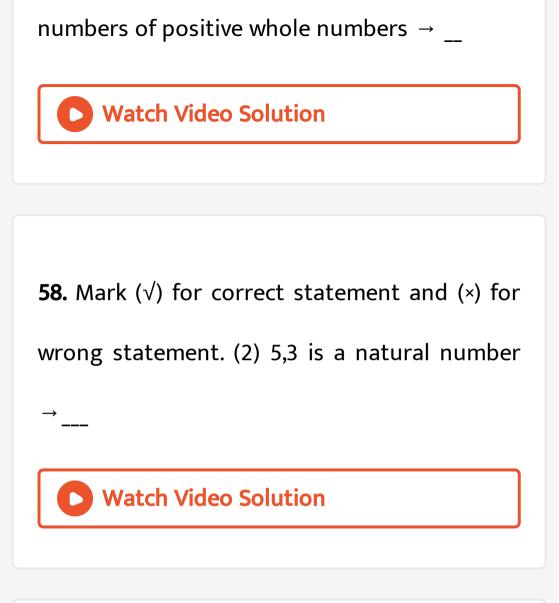
53. (v) Solve (+20) - (-7) =?

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54. (vi)Solve (-18) - (-8) = ?



57. Mark (\checkmark) for correct statement and (×) for wrong statement. (1) There are definite



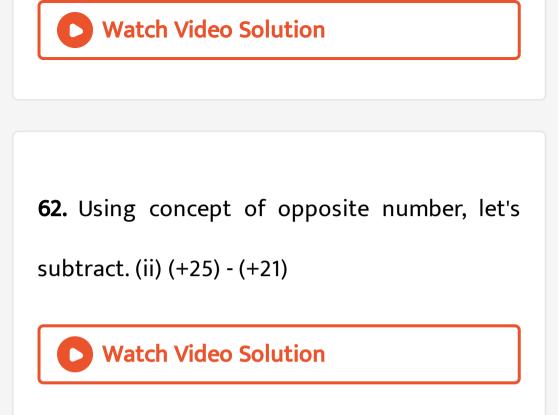
59. Mark ($\sqrt{}$) for correct statement and (×) for wrong statement. (3) -2.1 is a natural number



60. Mark (\checkmark) for correct statement and (\times) for wrong statement. (4) There is no existance of biggest whole number \rightarrow

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61. Using concept of opposite number, let's subtract. (i) (+14) - (+16)



63. Using concept of opposite number, let's

subtract. (iii) (+34) - (-19)

64. Using concept of opposite number, let's subtract. (iv) (-15) - (-27)
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65. Using concept of opposite number, let's subtract. (v) (-25) - (+13)

66. Using concept of opposite number, let's

subtract. (vi) (-16) - (-10)

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67. Using concept of opposite number, let's subtract. (vii) (+31) - (-12)

68. Using concept of opposite number, let's

subtract. (viii) (-31) - (-45)

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69. Using concept of opposite number, let's subtract. (ix) (-21) - (+21)



70. Let's put >, < or = is respective blank spaces

: (a) (+13) + (-8) 🗌 (+3) - (-2)

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71. Let's put >, < or = is respective blank spaces

: (b) (-12) - (-10) 🗌 (-9) + (+3)

72. Let's put >, < or = is respective blank spaces

: (c) (+35) - (-5) 🗌 (-24) - (-64)

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73. Let's put >, < or = is respective blank spaces

: (d) (-18) - (+6) 🗌 (-18) - (-6)

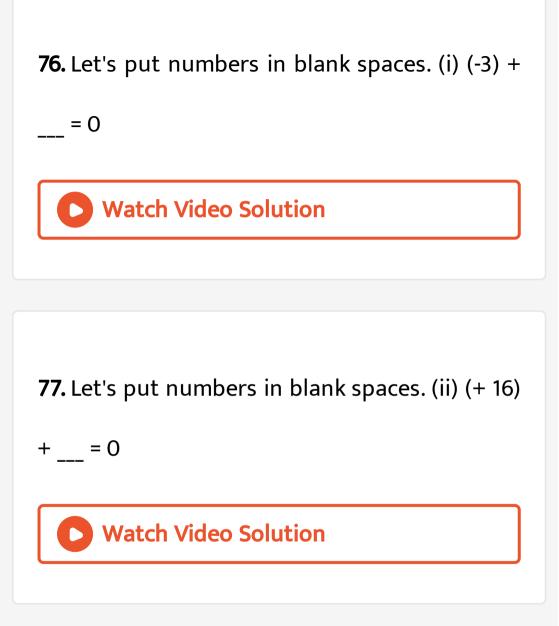
74. Let's put >, < or = is respective blank spaces

: (e) (-45) - (-52) 🗌 (-52) - (-45)

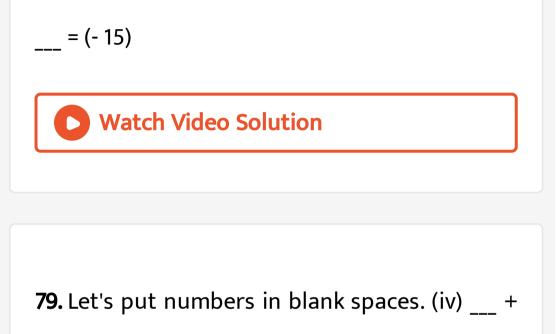
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75. Let's put >, < or = is respective blank spaces

: (f) (+25) - (-19) 🗌 (-25) - (+19)



78. Let's put numbers in blank spaces. (iii) (-9) +



(-7) = (-10)

80. Let's simplify (a) (- 5) + (opposite number

of - 7) - 5

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81. Let's simplify (b) 12 - (- 3) + (opposite

number of + 6)

82. Let's simplify (c) 15 - (+ 4) + (opposite

number of + 9)

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83. Let's simplify (d) (opposite number of + 20)

- (opposite number of - 7) - (- 8)

to get second. (i) -7, - 12

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85. Let's find, what must be added to the first

to get second. (ii) 24, -32

to get second. (iii) -17, 12

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87. Let's find, what must be added to the first

to get second. (iv) 16, 0

to get second. (v) 25, - 42

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89. Let's find, what must be added to the first

to get the second. (i) (+7), (+2)



to get the second. (ii) (+7), (-2)

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91. Let's find, what must be added to the first

to get the second. (iii) (-7), (+2)

to get the second. (iv) (-7), (-2)

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93. Let's add the following on number line- (i) (+5), (+3)



94. Let's add the following on number line- (ii)

(+5), (-3)

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95. Let's add the following on number line- (iii) (-5), (+3)



96. Let's add the following on number line- (iv)

(-5), (-3)

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97. Let's verify associative property of addition

for the following. (i) (+5), (+3), (+2)

98. Let's verify associative property of addition

for the following. (ii) (+5), (-3), (+2)

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99. Let's verify associative property of addition

for the following. (iii) (-5), (-3), (+2)

100. Let's verify associative property of addition for the following. (iv) (-5), (-3), (-2)