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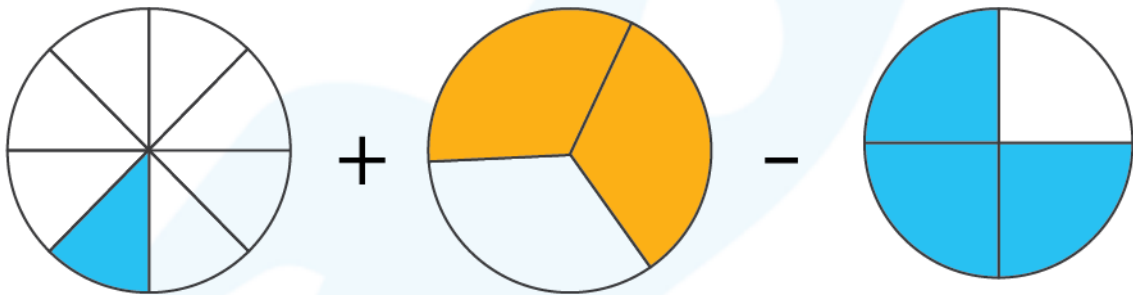
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ADDING AND SUBTRACTING FRACTIONS WITH UNLIKE DENOMINATOR-IV

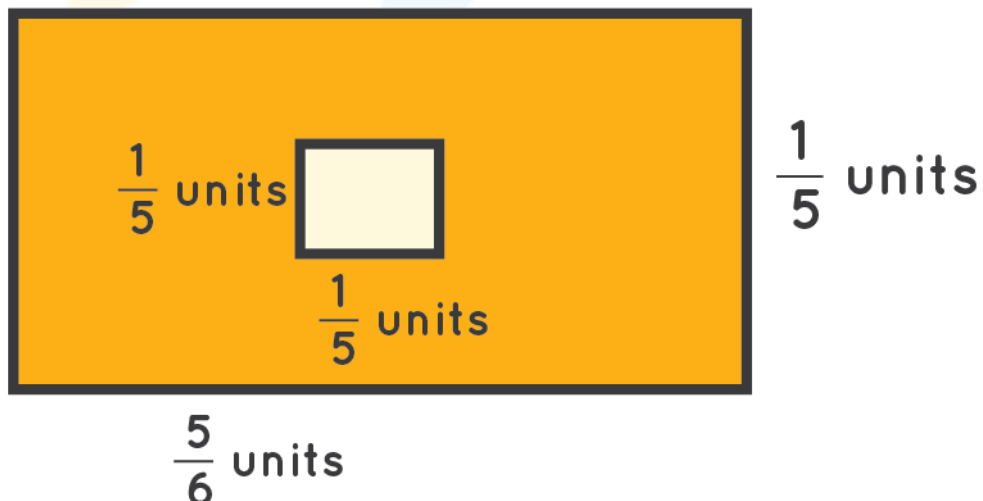
- 1) Add the difference between $\frac{4}{5}$ and $\frac{4}{7}$ to 9.
- 2) Find the perimeter of the triangle whose side lengths are $\frac{1}{3}$ units, $\frac{3}{4}$ units and $\frac{5}{6}$ units respectively.
- 3) Solve and find the answer: $\frac{1}{2} - \frac{1}{3} + \frac{1}{4}$.
- 4) Solve the expression indicated by the shaded portion in the following figure:



- 5) Solve the following expression on the number line given below: $\frac{4}{9} + \frac{1}{2} - \frac{1}{6}$.



- 6) Find the area of the shaded region.



- 7) In a school bus if there are $\frac{3}{8}$ 4th-grade students and $\frac{5}{9}$ 5th-grade students, find out the fraction of combined students of the other grades?



- 8) Solve the following expression on the number line given below: $\frac{2}{7} - \frac{2}{14}$



- 9) Find the missing term:

$$\frac{3}{11} + \frac{89}{121} - 1 = \frac{?}{121}$$

- 10) Fill in the blanks:

$$\frac{7}{19} + \text{---} - \frac{2}{5} = 1$$

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"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."

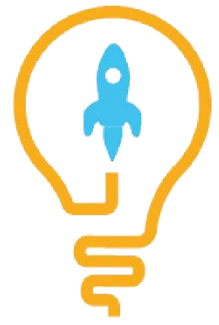
- Kirk Riley

"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."

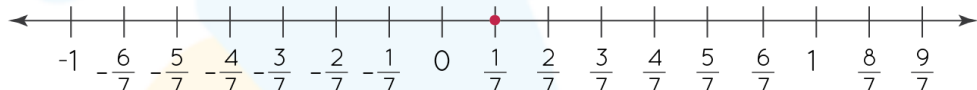
- Barbara Cabrera

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ANSWERS

1)	$9\frac{8}{35}$
2)	$1\frac{11}{12}$
3)	$\frac{5}{12}$
4)	$\frac{1}{24}$
5)	$\frac{7}{9}$
6)	$\frac{19}{150}$ square units
7)	$\frac{5}{72}$
8)	 $\frac{1}{7}$
9)	1
10)	$1\frac{3}{95}$

FUN FACT

1. The early applications of fractions included the division of food, supplies and the absence of a bullion currency.
2. The word [fraction](#) has its origin from the Latin word "fractio", meaning "to break".
3. If you have a common denominator for the terms while adding or subtracting fractions, then you can simply perform the operations on the [numerators](#) and leave the [denominators](#)

