



Arab Republic of Egypt  
Ministry of Education  
& Technical Education  
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# MATHEMATICS

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**2023 - 2024**

خير مصرح يتداول هذا الكتاب خارج  
وزارة التربية والتعليم والتعليم الفني

**For Preparatory Year Two**

**First Term**

**Student's Book**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Dear students:**

It is extremely great pleasure to introduce the mathematics book for second preparatory. We have been specially cautious to make your learning to the mathematics enjoyable and useful since it has many practical applications in real life as well as in the other subjects. This gives you a chance to be aware of the importance of learning mathematics, to determine its value and to appreciate the mathematicians roles.

This book sheds new lights on the activities as a basic objective. Additionally, we have tried to introduce the subject simply and excitingly to help attaining mathematical knowledge as well as gaining the patterns of positive thinking which pave your way to creativity .

This book has been divided into units, each unit contains lessons. Colors and pictures are effectively used to illustrate some mathematical concepts and the properties of figures. Lingual level of previous study has been taken into consideration .

Our great interest here is to help you get the information by your self in order to develop your self-study skills.

Calculators and computer sets are used when there's a need for. Exercises, practices, general exams, portfolios, unit test, general tests, and final term tests attached with model answers have been involved to help you review the curriculum completely.

Eventually, we hope getting the right track for the benefits of our students as well as for our dearest Egypt hoping bright future to our dearest students.

**Authors**

# Contents

## Unit One : Real Numbers

<b>Revision :</b> .....	8
<b>Lesson One :</b> The cube root of a rational number .....	10
<b>Lesson Two :</b> The set of irrational number $Q'$ .....	13
<b>Lesson Three :</b> Finding the approximate value of an irrational number.....	14
<b>Lesson Four :</b> The set of real numbers $R$ .....	18
<b>Lesson Five :</b> Ordering numbers at $R$ .....	20
<b>Lesson Six :</b> Intervals .....	22
<b>Lesson Seven :</b> Operations on the real numbers.....	27
<b>Lesson Eight :</b> Operations on the square roots.....	32
<b>Lesson Nine :</b> Operations on the cube roots.....	36
<b>Lesson Ten :</b> Applications on the real numbers.....	38
<b>Lesson eleven :</b> Solving equations and inequalities of first degree in one variable in $R$ .....	43

## Unit Two : Relation between two Variables

<b>Lesson One :</b> Linear relation of two variables .....	47
<b>Lesson Two :</b> The Slope of a line and real - Life applications .....	51

## Unit Three : Statistics

<b>Lesson One :</b> Collecting and organizing data .....	56
<b>Lesson Two :</b> The Ascending and descending cumulative frequency table and their graphical representation.....	59
<b>Lesson three :</b> Arithmetic Mean, Median and Mode.....	62

## Unit Four: Geometry

<b>Lesson One :</b> The medians of a triangle .....	69
<b>Lesson Two:</b> The Isosceles Triangle .....	73
<b>Lesson Three :</b> The Isosceles Triangle theorems .....	75
<b>Lesson Four :</b> Corollaries of isosceles triangle theorems .....	84

## Unit Five : Inequality

<b>Lesson One :</b> Inequality.....	90
<b>Lesson Two:</b> Comparing the measures of the angles of a triangle .....	94
<b>Lesson Three :</b> Comparing the lengths of sides in a triangle.....	98
<b>Lesson Four :</b> Triangle Inequality.....	102

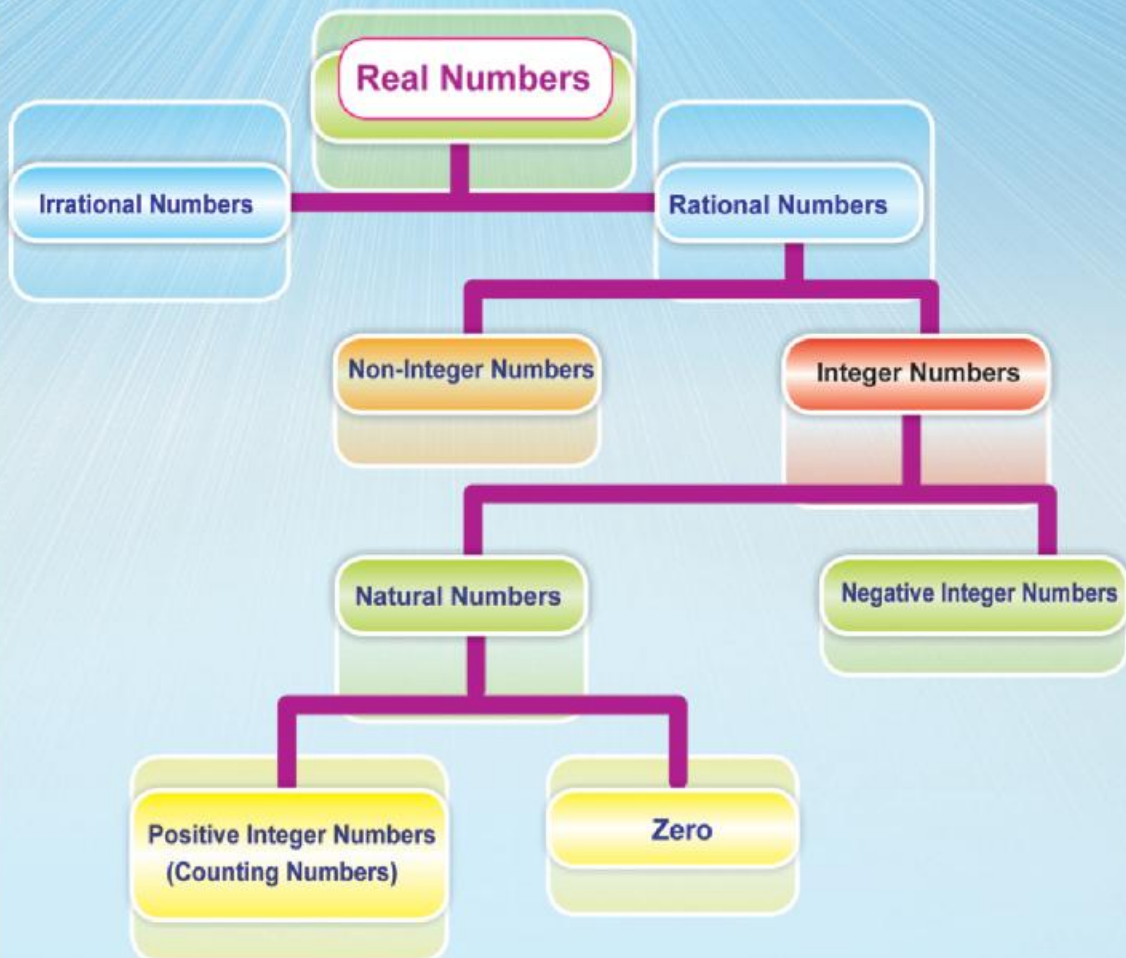
## The used Mathematical Symbols

<b>N</b>	The set of natural numbers	$\perp$	perpendicular to
<b>Z</b>	The set of integer numbers	$//$	parallel to
<b>Q</b>	The set of rational numbers	$\overline{AB}$	Line segment <b>AB</b>
<b>Q'</b>	The set of irrational numbers	$\overrightarrow{AB}$	Ray <b>AB</b>
<b>R</b>	The set of real numbers	$\longleftrightarrow AB$	straight line <b>AB</b>
$\sqrt{a}$	Square root of number a	$m(\angle L)$	measure of angle L
$\sqrt[3]{a}$	Cube root of number a	$\sim$	Similarity
<b>[a , b]</b>	Closed interval	$<$	less than
<b>]a , b[</b>	Open interval	$\leq$	less than or equal to
<b>[a , b[</b>	Half-open (closed) interval	$>$	greater than
<b>]a , b]</b>	Half-open (closed) interval	$\geq$	greater than or equal to
<b>]-∞, a]</b> <b>[a , ∞[</b>	Infinite interval	<b>P(E)</b>	probability of occurring event (E)
$\equiv$	is congruent to		

# UNIT ONE

## 1

# Real Numbers



# Revision

## Think and Discuss

### The sets of numbers

The set of Counting numbers =  $\{1, 2, 3, \dots\}$

The set of Natural numbers :  $\mathbf{N} = \{0, 1, 2, 3, \dots\} = \text{counting numbers} \cup \{0\}$

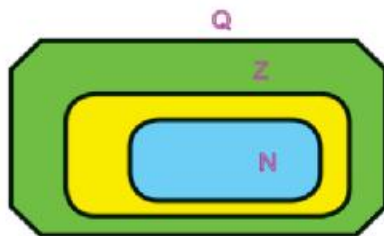
The set of Integers :  $\mathbf{Z} = \{\dots, -3, -2, -1, 0, 1, 2, 3, \dots\}$

The set of Positive integers  $\mathbf{Z}^+ = \{1, 2, 3, \dots\} = \text{Counting numbers}$

The set of Negative integers  $\mathbf{Z}^- = \{-1, -2, -3, \dots\}$

$$\mathbf{Z} = \mathbf{Z}^+ \cup \{0\} \cup \mathbf{Z}^-$$

The set of Rational numbers  $\mathbf{Q} = \left\{ \frac{a}{b} : a, b \in \mathbf{Z}, b \neq 0 \right\}$



$$\mathbf{N} \subset \mathbf{Z} \subset \mathbf{Q}$$

### The absolute value of a rational number:

$$|-7| = 7, |3| = 3, |0| = 0, \quad \left| -\frac{5}{3} \right| = \frac{5}{3}$$

If  $|a| = 5$  then  $a = \pm 5$





### The Standard form of a rational number is :

$$a \times 10^n \text{ where } n \in \mathbb{Z}, 1 \leq |a| < 10$$

**For example:-** The standard form of the number  $25.32 \times 10^4$   
 $= 2.532 \times 10^5$

- The standard form of the number  $0.00053 = 5.3 \times 10^{-4}$

### The perfect square rational number:

It is that positive number which can be written in the form of a square rational number i.e. (rational number)<sup>2</sup>

**Example** 1, 4, 25,  $\frac{9}{16}$ ,  $2\frac{1}{4}$ , ...

### The perfect cube of rational number:

It is that rational number which can be written in the form of a cube rational number. i.e. (rational number)<sup>3</sup>

**Example** 1, 8, -27, -216,  $\frac{8}{125}$ , ...

### The square root of a perfect square rational number

- The square root of the positive rational number a is that number whose square is equal to a.
- ( $\sqrt{\text{zero}} = \text{zero}$ ) the square root of zero is zero.
- Every perfect square rational number a has two square roots each one of them is an additive inverse to the other i.e.  $\sqrt{a}$ ,  $-\sqrt{a}$

**Example**  $\frac{16}{25}$  has two square roots:  $\frac{4}{5}$ ,  $-\frac{4}{5}$

- $\sqrt{9}$  means the positive square root of 9 which is equal to 3

- $\sqrt{\left(\frac{a}{b}\right)^2} = \left|\frac{a}{b}\right|$  i.e.  
 $\sqrt{(-7)^2} = |-7| = 7$



### Practice

Complete the following table

Number	Natural Number	Integer	Rational Number
3	✓	✓	✓
-3			
$\frac{3}{5}$			
$\sqrt{\frac{9}{16}}$			
$ 5 - 7 $			



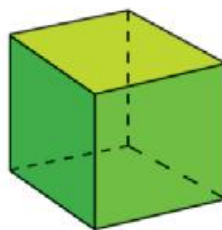
# Unit One

## Lesson One

### The cube root of a rational number

#### Think and Discuss

you have learned that:  
The volume of a cube =  
the length of its side  $\times$  itself  $\times$  itself



#### Complete

The volume of the cube whose side length is equal to 7 cm  
= .....  $\times$  .....  $\times$  ..... = .....  $\text{cm}^3$

#### Let's think

If we have a cube of volume  $125 \text{ cm}^3$ , what is the length of its side?





We search for any three equal numbers of a product equal to 125. Then the number 125 can be factorized into its prime factors

$$125 = 5 \times 5 \times 5$$

$\therefore$  the cube of volume  $125 \text{ cm}^3$  has a side length = 5cm  
Therefore, 5 is called the cube root of 125 and it is written as  $\sqrt[3]{125} = 5$ .

125	5
25	5
5	5
1	






#### you will learn how

-  To find the cube root of a rational number using factorization.
-  To find the cube root of a rational number using the calculator.
-  To solve equations that include finding the cube root.
-  To solve applications on the cube root of a rational number.

#### Key terms

-  Cube root .

**The cube root of the rational number a is that number whose cube is equal to a**

-  The cube root for the rational number a is symbolized by  $\sqrt[3]{a}$
-  The cube root for a positive rational number is also positive  
Ex:  $\sqrt[3]{125} = 5$
-  - The cube root for a negative rational number is also negative. Ex:  $\sqrt[3]{-8} = -2$  why ?
-   $\sqrt[3]{\text{zero}} = \text{zero}$
-   $\sqrt[3]{a^3} = a$



To find the cube root of a perfect cube rational number:

- The number can be factorized into its prime factors..
- A calculator can be used.



**Remark** The perfect cube rational number has one cube root which is also a rational number, why?



**Examples**

- 1 Use factorization to find the value of each  $\sqrt[3]{1000}$ ,  $\sqrt[3]{-216}$ ,  $\sqrt[3]{3\frac{3}{8}}$ ; then check your answer using the calculator.

**Solution**

2	2	1000
	2	500
	2	250
	5	125
	5	25
	5	5
		1

$\sqrt[3]{1000} = 5 \times 2 = 10$

2	2	216
	2	108
	2	54
	3	27
	3	9
	3	3
		1

$\sqrt[3]{-216} = -2 \times 3 = -6$

$3\frac{3}{8} = \frac{27}{8}$

3	27	2	8
	3	9	4
	3	3	2
		1	1

$\sqrt[3]{3\frac{3}{8}} = \sqrt[3]{\frac{27}{8}} = \frac{3}{2}$

Use your calculator to check your answer by pressing on

- 2 Find the length of the radius of a sphere whose volume is equal to  $4851\text{cm}^3$  ( $\pi = \frac{22}{7}$ )

**Solution**

The volume of the sphere =  $\frac{4}{3} \pi r^3$

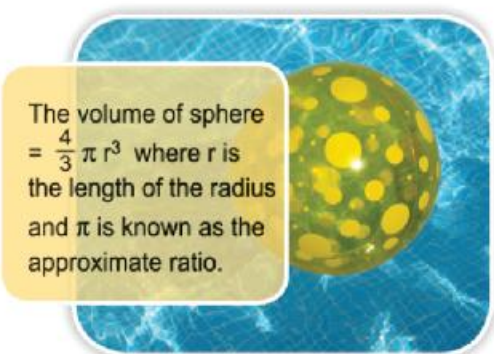
$$4851 = \frac{4}{3} \times \frac{22}{7} r^3$$

$$r^3 = \frac{4851 \times 3 \times 7}{4 \times 22} = \frac{9261}{8}$$

$$\therefore r^3 = \frac{3^3 \times 7^3}{2^3}$$

$$\therefore r = \sqrt[3]{\frac{3^3 \times 7^3}{2^3}}$$

3	9261	
	3	3087
	3	1029
	7	343
	7	49
	7	7
		1



$$r = \frac{3 \times 7}{2} = \frac{21}{2} = 10.5 \text{ cm}$$

we can use the calculator to find  $\sqrt[3]{\frac{9261}{8}}$  directly.

**Practice**

Find the diameter of the sphere whose volume is  $113.04 \text{ cm}^3$  ( $\pi = 3.14$ )

**Example**

Solve each of the following equations in Q.

A  $x^3 = 8$

B  $x^3 + 9 = 8$

C  $(x - 2)^3 = 125$

D  $(2x - 1)^3 - 10 = 54$

**Solution**

A  $x^3 = 8$

$$x = \sqrt[3]{8} = 2$$

$$\therefore \text{Solution set} = \{2\}$$

B  $x^3 + 9 = 8$

$$x^3 = 8 - 9$$

$$x^3 = -1$$

$$x = \sqrt[3]{-1} = -1$$

$$\therefore \text{Solution set} = \{-1\}$$

C  $(x - 2)^3 = 125$

$$x - 2 = \sqrt[3]{125}$$

$$x - 2 = 5$$

$$x = 7$$

$$\therefore \text{Solution set} = \{7\}$$

D  $(2x - 1)^3 - 10 = 54$

$$(2x - 1)^3 = 64$$

$$2x - 1 = \sqrt[3]{64}$$

$$2x - 1 = 4$$

$$2x = 5$$

$$x = \frac{5}{2}$$

$$\therefore \text{Solution set} = \left\{ \frac{5}{2} \right\}$$

**Practice**

Solve the following equations in Q:  $(x + 1)^3 = 27$ ,  $(x + 1)^3 = -27$



Unit One  
Lesson Two

The set of Irrational numbers  $Q'$

Think and Discuss

**you have learned that:** A rational number is that number which can be put in the form:

$$\frac{a}{b}; \text{ where } a, b \in Z, b \neq 0$$

**for example:** when solving the equation  $4x^2 = 25$

$$\text{then } x^2 = \frac{25}{4} \quad \therefore x = \pm \frac{5}{2}$$

**Remark** Each of  $\frac{5}{2}, -\frac{5}{2}$  is a rational number .

However, there are many numbers which can not be put in the form  $\frac{a}{b}$  where  $a, b \in Z, b \neq 0$

**for example :** when solving the equation  $X^2 = 2$ , we can not find any rational number whose square is equal to 2

**you will learn how how**

To define the set of irrational numbers.

**key terms**

Irrational number

**The irrational number**

It is that number which can not be put in the form  $\frac{a}{b}$  where  $a, b \in Z, b \neq 0$

the following are examples to irrational numbers.

**First :** the square roots of the positive numbers which are not perfect squares

**Ex :**  $\sqrt{2}, \sqrt{5}, -\sqrt{6}, \sqrt{7}$

**Second:** the cube roots of those numbers that are not perfect cubes

**Ex :**  $\sqrt[3]{4}, \sqrt[3]{-2}, \sqrt[3]{11}, \dots$

**Third:** the pi  $\pi$  (the approximation ratio)

Where it is impossible to find any exact value for any of the previous number. why?

Those numbers and others form a set which is called the set of irrational numbers which is denoted by the symbol  $Q'$ .



$$Q \cap Q' = \emptyset$$



**Think :** is  $\sqrt[3]{-1}$  an irrational number? why?



# Unit One

## Lesson Three

### Finding the approximate value of an Irrational number

#### Think and discuss

Can you find the two rational numbers which the irrational number  $\sqrt{2}$  is located between them.

**Remark**  $\sqrt{2}$  is between  $\sqrt{1}$ ,  $\sqrt{4}$  i.e  $1 < \sqrt{2} < 2$   
i.e.  $\sqrt{2} = 1 +$  a decimal fraction

To find the approximate value of  $\sqrt{2}$ . We check the values of the following numbers:

$$(1.1)^2 = 1.21, (1.2)^2 = 1.44, (1.3)^2 = 1.69, \\ (1.4)^2 = 1.96, (1.5)^2 = 2.25$$

$$\therefore 1.96 < 2 < 2.25$$

$$\therefore 1.4 < \sqrt{2} < 1.5$$

i.e.  $\sqrt{2} = 1.4 +$  a decimal fraction

$$\text{i.e. } 1.41 < \sqrt{2} < 1.42$$

Use the calculator to check you answer.



#### You will learn how

- ↳ To find the approximate value for an irrational number
- ↳ To represent an irrational number on the number line.
- ↳ To solve equations in  $\mathbb{Q}$

Representing the irrational number on the number line.

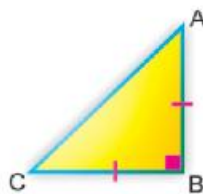
How can the point represents  $\sqrt{2}$  be located on the number line?

If we draw the right triangle ABC at B which is an isosceles triangle also.

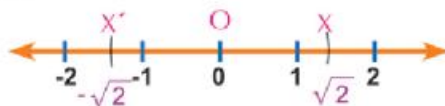
where  $AB = BC =$  one unit of length

$$\text{Then } (AC)^2 = (AB)^2 + (BC)^2 = 1^2 + 1^2 = 2$$

$$\therefore AC = \sqrt{2} \text{ unit of length.}$$



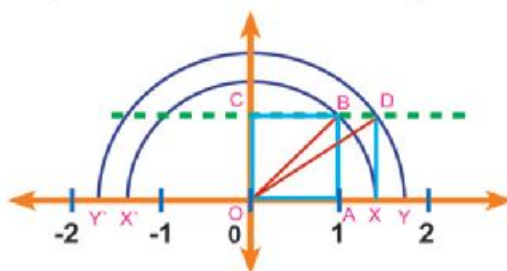
- draw the number line and place the sharp point of the compasses at point O, then adjust the compasses to a length that is equal to  $\overline{AC}$  and draw an arc that intersects the number line on the right of O and at the point X, where that point represents  $\sqrt{2}$
- Using the same length, we can label the point X' which represent  $-\sqrt{2}$  where X' is on the left of the point O.



**Think** : Label the point which represents  $3 + \sqrt{2}$  on the number line.



**Activity** : Draw the square O A B C whose side length is equal to one unit of length.



The length of its diagonal =  $\sqrt{1+1} = \sqrt{2}$  unit of length

$$\therefore OB = \sqrt{2}$$

- Place the sharp point of the compasses at point O and draw a semi-circle whose diameter = the length of  $\overline{OB} = \sqrt{2}$ .
- $\overleftrightarrow{OA} \cap$  the semi-circle = {X, X'} where X represents the number  $\sqrt{2}$ , X' represents the number  $-\sqrt{2}$ .
- Draw  $\overline{XD} \parallel \overline{AB}$  and intersects  $\overleftrightarrow{CB}$  at D  
 $(OD)^2 = (OX)^2 + (XD)^2 = (\sqrt{2})^2 + (1)^2 = 3$   
 $\therefore OD = \sqrt{3}$
- Place the sharp point of the compasses at point O and adjust it to a length which is equal to the length of  $\overline{OD}$ , then draw semi-circle that intersects with  $\overleftrightarrow{OA}$  at points Y, Y'
- $\therefore OY = \sqrt{3}$  i.e. point Y represents  $\sqrt{3}$ , while point Y' represents  $-\sqrt{3}$
- Continue using the same method to represent  $\sqrt{4}, \sqrt{5}, \sqrt{6}, \dots$   
 also  $-\sqrt{4}, -\sqrt{5}, -\sqrt{6}, \dots$



**Practice****1****Find :**

- A Two consecutive integers that  $\sqrt{5}$  lies between them.
- B Two consecutive integers that  $\sqrt{12}$  lies between them.
- C Two consecutive integers that  $\sqrt[3]{10}$  lies between them.
- D Two consecutive integers that  $\sqrt[3]{-20}$  lies between them.

**2****Prove that :**

- A  $\sqrt{3}$  lies between 1.7 , 1.8 .
- B  $\sqrt[3]{15}$  lies between 2.4 , 2.5 .

**3**Find the value of  $\sqrt{11}$  to the nearest hundredth.**4**Find the value of  $\sqrt[3]{2}$  to the nearest tenth.**5**Draw the number line and label the point which represents the irrational number  $\sqrt{3}$  .**6**Draw the number line and label the point which represents the irrational number  $1 + \sqrt{2}$ **Example (1)****Find** the solutions set for each of the following equations in  $Q$  :

A  $x^2 = 2$

B  $x^3 = 5$

C  $\frac{4}{3}x^2 = 1$

D  $0.001 x^3 = -8$

**Solution**

A  $x^2 = 2$

$\therefore x = \pm\sqrt{2}$  Solution set =  $\{-\sqrt{2}, \sqrt{2}\}$

B  $x^3 = 5$

$\therefore x = \sqrt[3]{5}$  Solution set =  $\{\sqrt[3]{5}\}$

C  $\frac{4}{3}x^2 = 1$

$\therefore \frac{3}{4} \times \frac{4}{3}x^2 = \frac{3}{4} \times 1$

$x^2 = \frac{3}{4}$

$\therefore x = \pm\sqrt{\frac{3}{4}} = \pm\frac{\sqrt{3}}{\sqrt{4}} = \pm\frac{\sqrt{3}}{2}$

Solution set =  $\{-\frac{\sqrt{3}}{2}, \frac{\sqrt{3}}{2}\}$





$$\begin{aligned}
 \text{D } 0.001 x^3 &= -8 \\
 x^3 &= -\frac{8}{0.001} = -8000 \\
 \therefore x &= \sqrt[3]{-8000} \\
 &= -20 \in \mathbb{Q}
 \end{aligned}$$

The solution set in  $\mathbb{Q} = \emptyset$



**Example (2)**



**Find** the length of each of the side and the diagonal of a square whose area is  $7\text{cm}^2$ .

**Solution**

Let the length of the side be  $x$  cm,

then the area =  $x \times x = x^2$

Where  $L$  is the square diagonal length

$$x^2 = 7$$

$$\therefore x = \pm\sqrt{7} \text{ cm}$$

$$\therefore x = \sqrt{7} \text{ cm why?}$$

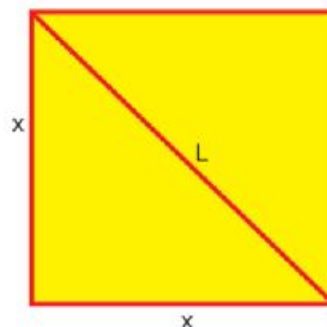
To find the diagonal of the square: use pythagorean theorem

$$L^2 = x^2 + x^2 \text{ Where } L \text{ is the square diagonal length.}$$

$$\therefore L^2 = 14$$

$$\therefore L = \pm\sqrt{14} \text{ cm}$$

$$\therefore L = \sqrt{14} \text{ cm why?}$$



**Example (3)**



**Find** : the circumference of a circle whose area is  $3\pi \text{ cm}^2$

**Solution**

The area of the circle =  $\pi r^2$

$$3\pi = \pi r^2$$

$$\therefore r^2 = 3$$

$$r = \sqrt{3} \text{ cm} \quad \text{or } r = -\sqrt{3} \text{ cm (refused)}$$

$$\text{the circumference} = 2\pi r = 2\pi \times \sqrt{3} = 2\sqrt{3}\pi \text{ cm.}$$



# Unit One

## Lesson

### 4

# The set of the Real numbers R

## Think and Discuss

### You will learn how

- ↪ To define the set of real numbers (R).
- ↪ To define the relation among sets of N, Z, Q, Q', R

### Key terms

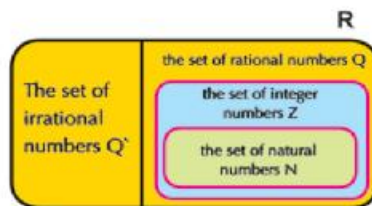
- ↪ A real number.

You have learned the set of rational numbers (Q), you have also found that there are other numbers that form the set of irrational number  $Q'$  such as  $\sqrt{2}$ ,  $\sqrt[3]{2}$ ,  $\pi, \dots$  However, the union of these two sets forms a new set called the set of the real numbers, and it is denoted by the symbol R

$$R = Q \cup Q'$$

Look at the opposite Venn diagram, you find that:

- 1  $R = Q \cup Q'$
- 2 Any natural, integer, rational or irrational number is a real number

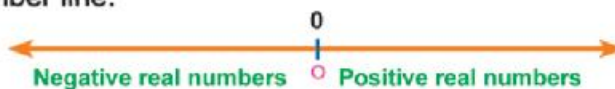


$$N \subset Z \subset Q \subset R \quad \text{and so is } Q' \subset R$$



**Think** Give examples from your own to some real numbers which are rational or irrational numbers.

- 3 Every real number is represented by one point on the number line.




**First:** zero is represented by the origin O.

**Second:** the positive real numbers are represented by all the points on the number line that are located on the right side of O

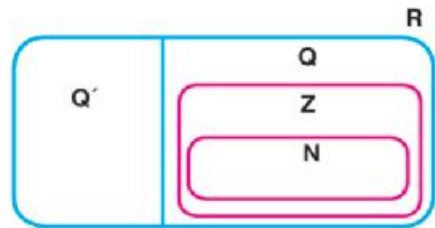
**Third:** the negative real numbers are represented by all the points on the number line that are located on the left side of O




 **Practice**

1  **Put** each of the following numbers in its suitable place on the opposite venn diagram.

$\frac{1}{2}, -4, 9, \sqrt{5}, 0, 6, \frac{7}{9}, \sqrt[3]{-2}, \sqrt{16}, 0, 5$



2  **Label** point A on the number line which represents  $\sqrt[3]{-8}$ , and point B which represents  $\sqrt{9}$ , then find the length of  $\overline{AB}$ .



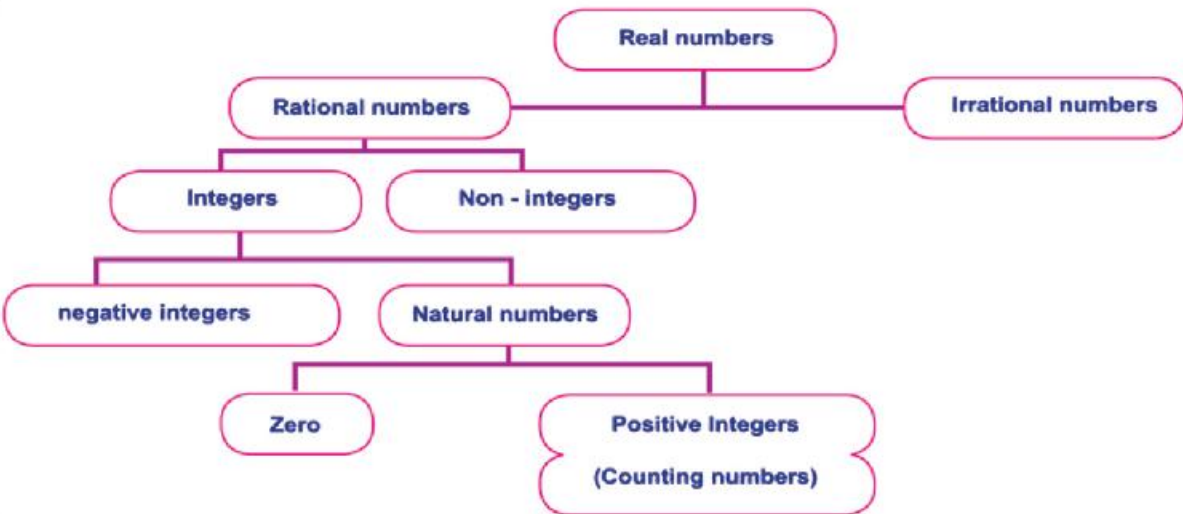
3 **State if each sentence is true or false:**

- A Every natural number is a positive real number.
- B Every integer is a real number.

**Remark**

$\sqrt[3]{-1} = -1$  because  $-1 \times -1 \times -1 = -1$

While  $\sqrt{-1} \notin \mathbb{R}$  because there is no real number If multiplied by it self, the product is  $-1$ .



**Discuss** with your teacher and classmates: Are there any non- Real number?



**Unit One**  
**Lesson Five**

## Ordering numbers at R

### Think and Discuss

If A, B are two points that belong to the straight line L, and we determined a certain direction as shown by the arrow; then we can say that:



- The point B follows the point A. i.e on its right hand side.
- The point A precedes the point B. i.e on its left hand side.

The same applies for all the points on the straight line.

However, If we know that every point on the straight line represent a real number. We can say that :

**the set of real number is an ordered set.:**

#### The properties of order:

- 1 If  $x, y$  are two real numbers represented on the number line by the two points A, B respectively, the ordering relation can be one of the following three cases:

$x = y$  $A \equiv B$	$y \quad x$  $B \quad A$	$x \quad y$  $A \quad B$
<b>A is congruent to B so <math>x = y</math></b>	<b>A follows B so <math>x &gt; y</math></b>	<b>A precedes B so <math>x &lt; y</math></b>

- 2 If  $x$  is a real number represented by the point A on the number line while O is the origin point which represents the zero, then the ordering relation can be one of the following three cases.

$x = 0$  $O \equiv A$	$0 \quad x$  $O \quad A$	$x \quad 0$  $A \quad O$
<b>A is congruent to O</b> $\therefore x = 0$	<b>A is on the right of O</b> $\therefore x > 0$ then $x$ is a positive real number.	<b>A is on the left of O</b> $\therefore x < 0$ then $x$ is a negative real number.

#### You will learn how

- ↳ To define the ordering relation in R.

#### Key terms

- ↳ ordering relation .
- ↳ more than .
- ↳ Less than
- ↳ Equal to
- ↳ Ascending order
- ↳ Descending order .





The set of the positive real numbers:  $R^+ = \{x : x \in R, x > 0\}$

The set of the negative real numbers:  $R^- = \{x : x \in R, x < 0\}$

$$R = R^+ \cup \{0\} \cup R^-$$

**Remark :**

The set of non-negative real numbers =  $R^+ \cup \{0\} = \{x : x \geq 0, x \in R\}$

The set of the non - positive real numbers =  $R^- \cup \{0\} = \{x : x \leq 0, x \in R\}$



**Example:**

Arrange the following numbers ascendingly  $\sqrt{27}, -\sqrt{45}, \sqrt{20}, 6, 0, \sqrt[3]{-1}$

**Solution**

$$6 = \sqrt{36}, \sqrt[3]{-1} = -1 = -\sqrt{1}$$

The ascending order is from the smallest to the greatest.

$$-\sqrt{45}, -\sqrt{1}, 0, \sqrt{20}, \sqrt{27}, \sqrt{36}$$

$$\text{i.e. } -\sqrt{45}, \sqrt[3]{-1}, 0, \sqrt{20}, \sqrt{27}, 6.$$



## Intervals

## Think and Discuss

**Interval** is a subset of the set of real numbers

first: the limited intervals

If  $a, b \in \mathbb{R}$ ,  $a < b$ , then we can define each of:

### The closed interval [a , b]

$$[a, b] = \{ x : a \leq x \leq b, x \in \mathbb{R} \}$$



$[a, b] \subset \mathbb{R}$  in which the elements are  $a$ ,  $b$  and all the real numbers between them.

When we draw that interval, we put a shaded circle at each of the two points  $a$  and  $b$  then, we shade that area between them on the number line.

### The open interval ]a , b[

$$]a, b[ = \{ x : a < x < b, x \in \mathbb{R} \}$$



$]a, b[ \subset \mathbb{R}$  in which the elements are all the real numbers between the two numbers  $a$ ,  $b$

When we draw that interval, we put an unshaded circle at each of the two points which represent the two numbers  $a$  and  $b$  then, we shade that area between them on the number line.

### You will learn how

- ↗ To define limited intervals.
- ↗ To define unlimited intervals.
- ↗ To recognize the operations on intervals .

### key terms

- ↗ Limited interval
- ↗ closed interval
- ↗ open interval
- ↗ half- open interval
- ↗ unlimited interval
- ↗ union
- ↗ intersection
- ↗ difference
- ↗ complement




Write down each of  $[3,5]$ ,  $]3,5[$  using the description method then represent them on the number line.



## Half openor (half closed) intervals

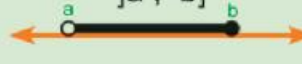
$[a, b[$



$[a, b[ = \{x : a \leq x < b, x \in \mathbb{R}\}$

$[a, b[ \subset \mathbb{R}$  where its elements are the number  $a$  and all the numbers between  $a$  and  $b$ .

$]a, b]$



$]a, b] = \{x : a < x \leq b, x \in \mathbb{R}\}$

$]a, b] \subset \mathbb{R}$  where its elements are the number  $b$  and all the number between  $a$  and  $b$ .

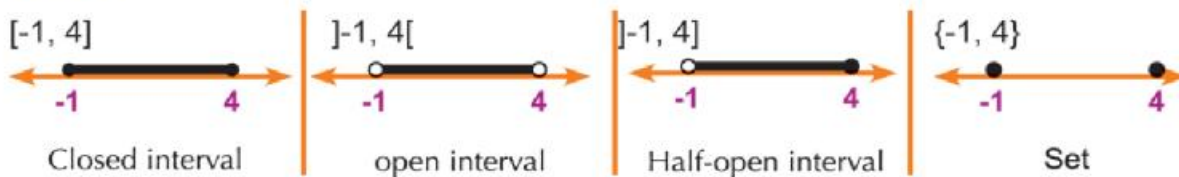
 **Practice**

Write down each of the two intervals:  $[3, 5[$ ,  $]3, 5]$  using the description method, then represent them on the number line.

 **Examples :**

Represent each of the following intervals on the number line:  $[-1, 4]$ ,  $] -1, 4[$ ,  $] -1, 4]$ ,  $\{-1, 4\}$

**Solution**




Discuss with your teacher and your classmates whether the interval is a finite or an infinite set.






 **Practice**

**1**  **Write** down the following sets in the form of intervals, then represent them on the number line:

- A  $X = \{x : 2 < x < 5, x \in \mathbb{R}\}$
- B  $X = \{x : -2 \leq x < 3, x \in \mathbb{R}\}$
- C  $X = \{x : 0 \leq x \leq 4, x \in \mathbb{R}\}$
- D  $X = \{x : -3 < x \leq -1, x \in \mathbb{R}\}$



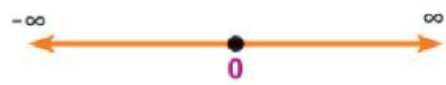
- 2  **Put** The suitable symbol  $\in$  or  $\notin$  to make each sentence true.
- A  $3 \dots\dots [-1, 3[$       B  $-2 \dots\dots ]-1, 3[$       C  $\frac{1}{2} \dots\dots ]0, 1[$   
 D  $\sqrt{2} \dots\dots [1, 2]$       E  $4 \dots\dots [0, 5[$       F  $\sqrt[3]{-8} \dots\dots [-1, 2]$   
 G  $|-5| \dots\dots [4, 6[$       H  $2.3 \times 10^{-5} \dots\dots ]0, 1[$

- 3  **Write** down the interval represented by each of the following figures:
- A       C   
 B       D 

**Second: The unlimited intervals**


**You know that:** If the number line of real numbers is expanded on its two direction, we get more positive real numbers at the right direction and more negative real number at the left direction such all those numbers are located on that line.

- The symbol  $(\infty)$  is read (infinity) and it is more than any imagined real number,  $\infty \notin \mathbb{R}$
- The symbol  $(-\infty)$  is read (negative infinity) and it is less then any imagined real number,  $-\infty \notin \mathbb{R}$
- The two symbols  $\infty, -\infty$  can not be represented by any points on the number line and they are expansions to the number line at its two directions.




**If a is a real number, then we can define the following unlimited intervals:**

The interval  $[a, \infty[$   
 $[a, \infty[ = \{ x : x \geq a, x \in \mathbb{R} \}$




That interval represents the number a and all the real numbers which are more than a

The interval  $] -\infty, a]$   
 $] -\infty, a] = \{ x : x \leq a, x \in \mathbb{R} \}$



That interval represents the number a and all the real number which are less than a.

-  **Write down** each of the following intervals  $[3, \infty[, ]-\infty, 3]$  using the description method, then represent them on the number line.





the interval  $]a, \infty[$

$$]a, \infty[ = \{x : x > a, x \in \mathbb{R}\}$$



That interval represents all the real number which are more than a

the interval  $]-\infty, a[$

$$]-\infty, a[ = \{x : x < a, x \in \mathbb{R}\}$$



that interval represents all the real numbers which are less than a



**Write** down the two intervals  $]3, \infty[$ ,  $]-\infty, 3[$  using the description method, then represent them on the number line

**Remark :**

The set of real numbers ( $\mathbb{R}$ ) can be represented in the form of the interval  $]-\infty, \infty[$

The set of the positive real numbers  $\mathbb{R}^+ = ]0, \infty[$

The set of the negative real numbers  $\mathbb{R}^- = ]-\infty, 0[$

The set of non-negative real numbers  $= [0, \infty[$

The set of non-positive real numbers  $= ]-\infty, 0]$



### Practice

1



**Write** down the following sets in the form of intervals, then represent them on the number line.

- A  $X = \{x : x \geq 2, x \in \mathbb{R}\}$
- B  $X = \{x : x < 3, x \in \mathbb{R}\}$
- C  $X = \{x : x > -7, x \in \mathbb{R}\}$
- D  $X = \{x : x \leq \sqrt[3]{-8}, x \in \mathbb{R}\}$
- E the set of all the real numbers more than  $|-3|$

2



**Put** the suitable symbol  $\in$  or  $\notin$  or  $\subset$  or  $\not\subset$  To make each statement true:

- |   |                    |       |                 |   |           |       |                |
|---|--------------------|-------|-----------------|---|-----------|-------|----------------|
| A | 3                  | ..... | $]-\infty, 4[$  | B | $[1, 2]$  | ..... | $]-1, \infty[$ |
| C | -5                 | ..... | $]-\infty, -6[$ | D | $]0, 2[$  | ..... | $]0, \infty[$  |
| E | $3 \times 10^{10}$ | ..... | $]3, \infty[$   | G | $[-3, 1]$ | ..... | $[2, \infty[$  |



**Operations on intervals**

Since all the intervals are subsets of the set of the real number  $R$ , The operations of union, intersection, difference and complement can be applied on the intervals. The graphical representation to the intervals on the number line contributes to determine and verify the result of any operation. This can be clarified from the following examples:



**Examples**

**1** If  $X = [-2, 3]$ ,  $Y = [1, 5[$ , find the following using the number line:

- A  $X \cap Y$
- B  $X \cup Y$

**Solution**

- A  $X \cap Y = [-2, 3] \cap [1, 5[ = [1, 3]$
- B  $X \cup Y = [-2, 3] \cup [1, 5[ = [-2, 5[$

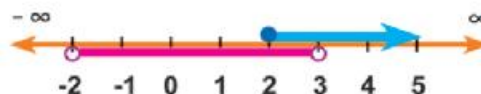


**2** If  $M = [2, \infty[$ ,  $J = ]-2, 3[$ , find the following using the number line:

- A  $M - J$
- B  $M \cap J$
- C  $M \cup J$
- D  $J \cup \{2, 3\}$
- E  $M^c$
- F  $J^c$

**Solution**

- A  $M - J = [2, \infty[ - ]-2, 3[ = [3, \infty[$
- B  $M \cap J = [2, \infty[ \cap ]-2, 3[ = [2, 3[$
- C  $M \cup J = [2, \infty[ \cup ]-2, 3[ = ]-2, \infty[$
- D  $J \cup \{2, 3\} = ]-2, 3[ \cup \{2, 3\} = ]-2, 3]$
- E  $M^c = ]-\infty, 2[$
- F  $J^c = ]-\infty, -2] \cup [3, \infty[$



**Practice**

**Put** (✓) on the true sentence and (x) on the false sentence:

- A  $[-2, 5] - \{2, 5\} = ]-2, 5[$
- B  $]-1, 3] \cup \{-1, 0\} = [-1, 0]$
- C  $[2, 5] - \{5\} = [2, 5[$
- D  $[-1, 3] \cap ]1, 4[ = [1, 3]$
- E  $[-2, 5[ \cup \{1, 5\} = [-2, 5]$
- F  $[5, \infty[ - ]-\infty, 5] = ]5, \infty[$



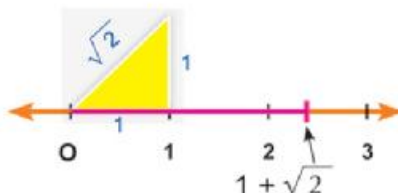
# Operations on the real numbers

## Think and Discuss

### First: The properties of adding the real numbers :

You have determined the location of the point X which represents the number  $1 + \sqrt{2}$  on the number line. Since it represents the sum of the two real numbers 1 and  $\sqrt{2}$  then the sum of every two real numbers is a real number.

i.e, the set of the real numbers R is closed under the operation of addition.



### You will learn how

- ☞ To solve operations on the real numbers .
- ☞ To define the properties of operations on the real numbers .

### key terms

- ☞ Closure property.
- ☞ Commutative property.
- ☞ associative property.
- ☞ Additive neutral.
- ☞ Additive inverse.
- ☞ multiplicative neutral.
- ☞ multiplicative inverse.
- ☞ distribution of multiplication on addition or subtraction.

the closure property

$$\text{If } a \in \mathbb{R}, b \in \mathbb{R} \text{ then } (a + b) \in \mathbb{R}$$

**for example :** each of  $2 + 3$  ,  $1 + \sqrt{2}$  ,  $-2 + \sqrt{5}$  and  $2 + \sqrt[3]{3}$  are real numbers.

The commutative property

$$\text{If } a \in \mathbb{R}, b \in \mathbb{R} \text{ then } a + b = b + a$$

**for example :**  $2 + \sqrt{3} = \sqrt{3} + 2$  ,  $3 - \sqrt{5} = -\sqrt{5} + 3$

The associative property

$$\text{If } a \in \mathbb{R}, b \in \mathbb{R}, c \in \mathbb{R}, \text{ then } (a + b) + c = a + (b + c) = a + b + c$$

**for example :**  $(3 + \sqrt{2}) + 5 = 3 + (\sqrt{2} + 5)$  associative property  
 $= 3 + (5 + \sqrt{2})$  commutative property  
 $= 3 + 5 + \sqrt{2}$  associative property  
 $= 8 + \sqrt{2}$



Zero is the additive neutral element:

If  $a \in \mathbb{R}$  then  $a + 0 = 0 + a = a$

for example :  $\sqrt{5} + 0 = 0 + \sqrt{5} = \sqrt{5}$  ,  $-\sqrt[3]{4} + 0 = 0 + (-\sqrt[3]{4}) = -\sqrt[3]{4}$

Each real number has an additive inverse

For a number  $a \in \mathbb{R}$  there is  $(-a) \in \mathbb{R}$  where  $a + (-a) = (-a) + a = \text{zero}$

for example  $\sqrt{3} \in \mathbb{R}$  , has additive inverse  $(-\sqrt{3}) \in \mathbb{R}$  where  $\sqrt{3} + (-\sqrt{3}) = (-\sqrt{3}) + \sqrt{3} = \text{zero}$ .



### Practice

1



**Complete** the following to have a true sentence:

- A  $\sqrt{2} + 5 = 5 + \dots$
- B  $\sqrt{11} + (-\sqrt{11}) = \dots$
- C  $7 + \sqrt{3} = 5 + (\dots + \dots)$
- D the additive inverse for  $\sqrt[3]{8}$  is  $\dots$
- E the additive inverse for  $(1 - \sqrt{2})$  is  $\dots$
- F  $\sqrt{3} + (-\sqrt{3}) = \dots$
- G  $7 + \sqrt{5} - 3 = \dots$
- H  $(4 + \sqrt{7}) + (3 - \sqrt{7}) = \dots$
- I If  $a \in \mathbb{R}$ ,  $b \in \mathbb{R}$ , then  $a - b$  means the sum of the number  $a$  and  $\dots$  of the number  $b$ .
- J If  $a \in \mathbb{N}$ ,  $b \in \mathbb{Q}$ ,  $c \in \mathbb{R}$ , then  $(a + b + c) \in \dots$

2

**Discuss** the following with your teacher and classmates, then give examples:

- A Is subtraction a commutative operation in  $\mathbb{R}$ ?
- B Is subtraction an associative operation in  $\mathbb{R}$ ?



## Second: The properties of multiplying the real numbers

## The closure property

If  $a \in \mathbb{R}, b \in \mathbb{R}$  then  $a \times b \in \mathbb{R}$ 

the set of real number is closed under the operation of multiplication.

**i.e** the product of multiplying every two real number is a real number.

**for example :**  $5 \times \sqrt{2} = 5\sqrt{2} \in \mathbb{R}, \sqrt{3} \times \sqrt{3} = 3 \in \mathbb{R}$

$$-2 \times \sqrt[3]{5} = -2\sqrt[3]{5} \in \mathbb{R}, \frac{2}{3} \times \pi = \frac{2}{3}\pi \in \mathbb{R}$$

$$2\sqrt{3} \times \sqrt{3} = 6 \in \mathbb{R}, 2\sqrt{3} \times 5 = 10\sqrt{3} \in \mathbb{R}$$

## Commutative property

If  $a \in \mathbb{R}$  and  $b \in \mathbb{R}$ , then  $a \cdot b = b \cdot a$ 

**for example :**  $\sqrt{2} \times 3 = 3 \times \sqrt{2} = 3\sqrt{2}$

## The associative property

If  $a \in \mathbb{R}, b \in \mathbb{R}, c \in \mathbb{R}$ , then :

$$(a \cdot b) \cdot c = a \cdot (b \cdot c) = a \cdot b \cdot c$$

**for example :**  $\sqrt{2} \times (5 \times \sqrt{2}) = (\sqrt{2} \times 5) \times \sqrt{2} = (5 \times \sqrt{2}) \times \sqrt{2}$   
 $= 5 \times \sqrt{2} \times \sqrt{2} = 5 \times 2 = 10$

## One is the multiplicative neutral

If  $a \in \mathbb{R}$ , then  $a \cdot 1 = 1 \cdot a = a$ 

**for example :**  $2\sqrt{5} \times 1 = 1 \times 2\sqrt{5} = 2\sqrt{5}$

Every real number  $\neq 0$  has a multiplicative inverseIf  $a \neq 0$ It exist an real number  $\frac{1}{a}$  such that

$$a \cdot \frac{1}{a} = \frac{1}{a} \cdot a = 1 \text{ (1 is the neutral element of multiplication)}$$

**for example:** the multiplicative inverse for  $\frac{\sqrt{3}}{2}$  is  $\frac{2}{\sqrt{3}}$

$$\text{where } \frac{\sqrt{3}}{2} \times \frac{2}{\sqrt{3}} = \frac{2}{\sqrt{3}} \times \frac{\sqrt{3}}{2} = 1$$

**Remark :**  $\frac{a}{b} = a \times \frac{1}{b}, b \neq 0$

**i.e.**  $\frac{a}{b} = a \times$  the multiplicative inverse of  $b$ .

**Discuss with your teacher: is the division operation commutative in  $\mathbb{R}$ ? Is the division operation associative in  $\mathbb{R}$ ?**





### Examples



**Write** down each of the following numbers  $\frac{6}{\sqrt{2}}$ ,  $-\frac{5}{\sqrt{3}}$ ,  $\frac{15}{2\sqrt{5}}$  where the denominator is an integer.

### Solution

Note that the multiplicative neutral is 1 and it can be written in the form  $\frac{\sqrt{2}}{\sqrt{2}}$  or  $\frac{\sqrt{3}}{\sqrt{3}}$  or  $\frac{\sqrt{5}}{\sqrt{5}}$  or ...

$$\frac{6}{\sqrt{2}} = \frac{6}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} = \frac{6\sqrt{2}}{2} = \frac{3\sqrt{2}}{1} = 3\sqrt{2}$$

$$-\frac{5}{\sqrt{3}} = -\frac{5}{\sqrt{3}} \times \frac{\sqrt{3}}{\sqrt{3}} = -\frac{5\sqrt{3}}{3}$$

$$\frac{15}{2\sqrt{5}} = \frac{15}{2\sqrt{5}} \times \frac{\sqrt{5}}{\sqrt{5}} = \frac{15\sqrt{5}}{2 \times 5} = \frac{3\sqrt{5}}{2}$$



### Practice

1



**Complete** the following to have a true sentence:

A  $\sqrt{2} + \sqrt{2} + \sqrt{2} = \quad \times \sqrt{2} =$

B  $3 \times \sqrt{5} = \sqrt{5} \times$

C  $\sqrt{7} \times \sqrt{7} =$

D  $2\sqrt{5} \times 3\sqrt{5} =$

E The multiplicative neutral in R is the number

F The multiplicative inverse for  $\frac{3}{\sqrt{2}}$  is

2



**Write** each of the following numbers such that the denominator is an integer:

A  $\frac{15}{\sqrt{6}}$

B  $\frac{8}{3\sqrt{2}}$

C  $-\frac{6}{\sqrt{3}}$

D  $\frac{25}{2\sqrt{10}}$

Distribution of multiplication  
on addition

For any three real numbers a, b, c.

$$a \times (b + c) = (a \times b) + (a \times c) = a b + a c$$

$$(a + b) \times c = (a \times c) + (b \times c) = a c + b c$$





## Examples

1 Simplify the following to the simplest form .

A  $2\sqrt{5}(3+\sqrt{5})$

B  $(\sqrt{2}+5)(3+\sqrt{2})$

C  $(2-3\sqrt{5})^2$

## Solution

$$\begin{aligned} \text{A } 2\sqrt{5}(3+\sqrt{5}) &= 2\sqrt{5} \times 3 + 2\sqrt{5} \times \sqrt{5} \\ &= 2 \times 3 \times \sqrt{5} + 2 \times 5 = 6\sqrt{5} + 10 \end{aligned}$$

$$\begin{aligned} \text{B } (\sqrt{2}+5)(3+\sqrt{2}) &= \sqrt{2}(3+\sqrt{2}) + 5(3+\sqrt{2}) \\ &= \sqrt{2} \times 3 + \sqrt{2} \times \sqrt{2} + 5 \times 3 + 5 \times \sqrt{2} \\ &= 3\sqrt{2} + 2 + 15 + 5\sqrt{2} \\ &= 3\sqrt{2} + 17 + 5\sqrt{2} = 8\sqrt{2} + 17 \end{aligned}$$

$$\begin{aligned} \text{C } (2-3\sqrt{5})^2 &= (2)^2 + 2 \times 2 \times -3\sqrt{5} + (-3\sqrt{5})^2 \\ &= 4 - 12\sqrt{5} + 9 \times 5 \\ &= 49 - 12\sqrt{5} \end{aligned}$$

2 Give an estimation to the result of  $(3+\sqrt{5}) \times (1+\sqrt{8})$ , then check your answer using the calculator.

## Solution

**First:** The estimate of  $\sqrt{5}$  is 2  $\therefore (3+\sqrt{5})$  the estimate of  $3+2=5$

the estimate of  $\sqrt{8}$  is 3  $\therefore (1+\sqrt{8})$  the estimate of  $1+3=4$

$\therefore (3+\sqrt{5})(1+\sqrt{8})$  the estimate of  $5 \times 4 = 20$

**Second:** when we use the calculator to find  $(3+\sqrt{5}) \times (1+\sqrt{8})$

We find that the result is 20.0459

Therefore, the estimate is reasonable.



Operations on the square  
roots

## Think and Discuss

If  $a$ ,  $b$  are two non-negative real numbers, then

**First:**  $\sqrt{a} \times \sqrt{b} = \sqrt{ab}$

**For example :**  $\sqrt{2} \times \sqrt{3} = \sqrt{2 \times 3} = \sqrt{6}$

$$\sqrt{2} \times \sqrt{10} = \sqrt{2 \times 10} = \sqrt{20}$$

$$\sqrt{15} \times \sqrt{5} = \sqrt{15 \times 5} = \sqrt{75}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

**For example :**  $\sqrt{20} = \sqrt{4 \times 5} = \sqrt{4} \times \sqrt{5} = 2\sqrt{5}$

$$\sqrt{75} = \sqrt{25 \times 3} = \sqrt{25} \times \sqrt{3} = 5\sqrt{3}$$

**Second:**

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}} \text{ where } b \neq 0$$

**For example :**  $\sqrt{\frac{5}{9}} = \frac{\sqrt{5}}{\sqrt{9}} = \frac{1}{3} \sqrt{5}$

$$\sqrt{\frac{16}{3}} = \frac{\sqrt{16}}{\sqrt{3}} = \frac{4}{\sqrt{3}} \times \frac{\sqrt{3}}{\sqrt{3}} = \frac{4\sqrt{3}}{3}$$

**Third:**

$$\frac{\sqrt{a}}{\sqrt{b}} = \frac{\sqrt{a}}{\sqrt{b}} \times \frac{\sqrt{b}}{\sqrt{b}} = \frac{\sqrt{ab}}{b} \text{ } b \neq 0$$

**For example :**  $\frac{\sqrt{18}}{\sqrt{2}} = \sqrt{\frac{18}{2}} = \sqrt{9} = 3$

$$\frac{\sqrt{84}}{\sqrt{7}} = \sqrt{\frac{84}{7}} = \sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$$

## You will learn how

- ☞ To conduct operations on the square roots.
- ☞ To multiply two conjugates.

## key terms

- ☞ Square root.
- ☞ Two conjugate numbers .







**Examples**

1 Simplify to the simplest form  $\sqrt{32} - \sqrt{72} + 6\sqrt{\frac{1}{2}}$

**Solution**

$$\begin{aligned} \sqrt{32} - \sqrt{72} + 6\sqrt{\frac{1}{2}} &= \sqrt{16 \times 2} - \sqrt{36 \times 2} + 6 \times \frac{\sqrt{1}}{\sqrt{2}} \\ &= \sqrt{16} \times \sqrt{2} - \sqrt{36} \times \sqrt{2} + 6 \times \frac{1}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} \\ &= 4\sqrt{2} - 6\sqrt{2} + 3\sqrt{2} = \sqrt{2} \end{aligned}$$

2 If  $x = 2\sqrt{5} - 1$ ,  $Y = 2 + \sqrt{5}$  find the value of  $x^2 + y^2$

**Solution**

$$\begin{aligned} x^2 &= (2\sqrt{5} - 1)^2 = (2\sqrt{5})^2 - 4\sqrt{5} + 1 \\ &= 4 \times 5 - 4\sqrt{5} + 1 = 21 - 4\sqrt{5} \\ y^2 &= (2 + \sqrt{5})^2 = 4 + 4\sqrt{5} + 5 = 9 + 4\sqrt{5} \\ x^2 + y^2 &= 21 - 4\sqrt{5} + 9 + 4\sqrt{5} = 30 \end{aligned}$$



**Practice**

1 put each of the following in the form of  $a\sqrt{b}$  where a and b are integers, b is the least possible value:

A  $\sqrt{28}$

B  $\sqrt{75}$

C  $\sqrt{54}$

D  $\sqrt{1000}$

E  $2\sqrt{72}$

F  $\frac{1}{3}\sqrt{162}$

2 Simplify to the simplest form:

A  $2\sqrt{18} \times 3\sqrt{2}$

B  $\sqrt{5} \times 2\sqrt{10}$

C  $3\sqrt{7} \times 2\sqrt{28}$

D  $\sqrt{50} + \sqrt{8}$

E  $\sqrt{20} - \sqrt{45}$

F  $\sqrt{27} + 5\sqrt{18} - \sqrt{300}$

3 Find the value of  $X + Y$ ,  $X \times Y$  in each of the following cases:

A  $x = 3 + \sqrt{5}$ ,  $y = 1 - \sqrt{5}$

B  $x = \sqrt{3} - \sqrt{2}$ ,  $y = \sqrt{3} + \sqrt{2}$

C  $x = 5 - 3\sqrt{2}$ ,  $y = 5 - 3\sqrt{2}$



**The two conjugate numbers**

If  $a$  and  $b$  are two positive rational numbers.

Then each of the two number  $(\sqrt{a} + \sqrt{b})$ ,  $(\sqrt{a} - \sqrt{b})$  is a conjugate to the other one.

then, their sum is  $= 2\sqrt{a}$  twice the first term

and their product is  $= (\sqrt{a} + \sqrt{b}) (\sqrt{a} - \sqrt{b}) = (\sqrt{a})^2 - (\sqrt{b})^2 = a - b$

= The square of the first term - The square of the second term

The product of two conjugates is always a rational number

If we have a real number whose denominator is written in the form  $(\sqrt{a} \pm \sqrt{b})$ , we should put it in the simplest form by multiplying both the numerator and denominator by the conjugate of the denominator.

**Practice****Complete**

- A  $\sqrt{5} + \sqrt{2}$  their conjugate ( ..... ) and their product is ( ..... )  
 B  $5 - \sqrt{3}$  their conjugate ( ..... ) and their product is ( ..... )  
 C  $2\sqrt{3} + \sqrt{2}$  their conjugate ( ..... ) and their product is ( ..... )

**Examples**

1 Given  $x = \frac{8}{\sqrt{5} - \sqrt{3}}$ ,  $y = \frac{2 - \sqrt{3}}{2 + \sqrt{3}}$

Write both of X and Y where the denominator is a rational number, then find X + Y

**Solution**

$$x = \frac{8}{\sqrt{5} - \sqrt{3}} = \frac{8}{\sqrt{5} - \sqrt{3}} \times \frac{\sqrt{5} + \sqrt{3}}{\sqrt{5} + \sqrt{3}}$$

$$= \frac{8(\sqrt{5} + \sqrt{3})}{(\sqrt{5})^2 - (\sqrt{3})^2} = \frac{8(\sqrt{5} + \sqrt{3})}{5 - 3} = 4(\sqrt{5} + \sqrt{3})$$



$$y = \frac{2 - \sqrt{3}}{2 + \sqrt{3}} = \frac{2 - \sqrt{3}}{2 + \sqrt{3}} \times \frac{2 - \sqrt{3}}{2 - \sqrt{3}}$$

$$= \frac{(2 - \sqrt{3})^2}{4 - 3} = \frac{4 - 4\sqrt{3} + 3}{1} = 7 - 4\sqrt{3}$$

$$x + y = 4\sqrt{5} + 4\sqrt{3} + 7 - 4\sqrt{3} = 4\sqrt{5} + 7$$

2 Given  $x = \frac{4}{\sqrt{7} - \sqrt{3}}$ ,  $y = \sqrt{7} - \sqrt{3}$ ,



**prove that**  $x$  and  $y$  are conjugates, then find the values of:

$x^2 - 2xy + y^2$ ,  $(x - y)^2$ . What do you observe?

**Solution**

$$x = \frac{4}{\sqrt{7} - \sqrt{3}} \times \frac{\sqrt{7} + \sqrt{3}}{\sqrt{7} + \sqrt{3}} = \frac{4(\sqrt{7} + \sqrt{3})}{7 - 3} = \sqrt{7} + \sqrt{3}$$

$$y = \sqrt{7} - \sqrt{3} \quad \therefore x, y \text{ (two conjugate numbers)}$$

$$x^2 - 2xy + y^2 = (\sqrt{7} + \sqrt{3})^2 - 2(\sqrt{7} + \sqrt{3})(\sqrt{7} - \sqrt{3}) + (\sqrt{7} - \sqrt{3})^2$$

$$= (7 + 2\sqrt{21} + 3) - 2(7 - 3) + (7 - 2\sqrt{21} + 3)$$

$$= 10 + 2\sqrt{21} - 8 + 10 - 2\sqrt{21}$$

$$= 12$$

$$(x - y)^2 = [(\sqrt{7} + \sqrt{3}) - (\sqrt{7} - \sqrt{3})]^2$$

$$= [\sqrt{7} + \sqrt{3} - \sqrt{7} + \sqrt{3}]^2 = (2\sqrt{3})^2$$

$$= 4 \times 3 = 12$$

**Remark :**  $x^2 - 2xy + y^2 = (x - y)^2$



**Practice**

In the previous example, find the value of each of the following:

A  $(x + y)$

B  $(x - y)$

C  $(x + y)(x - y)$

D  $x^2 - y^2$

What do you observe?



# Unit One

## Lesson Nine

# Operations on the cube roots

## Think and Discuss

### You will learn how

- To carry operations on the cube roots.

### key terms

- Cube root.

For any two real numbers  $a, b$  :

1

$$\sqrt[3]{a} \times \sqrt[3]{b} = \sqrt[3]{a \times b}$$

For example :  $\sqrt[3]{5} \times \sqrt[3]{2} = \sqrt[3]{5 \times 2} = \sqrt[3]{10}$

$$\sqrt[3]{3} \times \sqrt[3]{-4} = \sqrt[3]{3 \times -4} = \sqrt[3]{-12}$$

2

$$\sqrt[3]{a \times b} = \sqrt[3]{a} \times \sqrt[3]{b}$$

For example :  $\sqrt[3]{40} = \sqrt[3]{8 \times 5} = \sqrt[3]{8} \times \sqrt[3]{5} = 2\sqrt[3]{5}$

$$\sqrt[3]{-128} = \sqrt[3]{-64 \times 2} = \sqrt[3]{-64} \times \sqrt[3]{2} = -4\sqrt[3]{2}$$

3

$$\frac{\sqrt[3]{a}}{\sqrt[3]{b}} = \sqrt[3]{\frac{a}{b}} \text{ where } b \neq 0, a, b \in \mathbb{R}$$

For example :  $\frac{\sqrt[3]{12}}{\sqrt[3]{3}} = \sqrt[3]{\frac{12}{3}} = \sqrt[3]{4}$

4

$$\sqrt[3]{\frac{a}{b}} = \frac{\sqrt[3]{a}}{\sqrt[3]{b}} \text{ where } b \neq 0, a, b \in \mathbb{R}$$

For example :  $\sqrt[3]{\frac{3}{2}} = \frac{\sqrt[3]{3}}{\sqrt[3]{2}}$



**Think :** If we multiply both the numerator and the denominator by  $\sqrt[3]{4}$ , then find the product in its simplest form



**Examples :****Simplify to the simplest form:**

$$\text{A } \sqrt[3]{54} + 8\sqrt[3]{\frac{-1}{4}} + 5\sqrt[3]{16}$$

$$\text{B } \sqrt[3]{24} - 6\sqrt[3]{13\frac{8}{9}}$$

**Solution**

$$\begin{aligned} \text{A } \sqrt[3]{54} + 8\sqrt[3]{\frac{-1}{4}} + 5\sqrt[3]{16} &= \sqrt[3]{27 \times 2} + 8\sqrt[3]{\frac{-1}{4} \times \frac{2}{2}} + 5\sqrt[3]{8 \times 2} \\ &= \sqrt[3]{27} \times \sqrt[3]{2} + 8\frac{\sqrt[3]{-2}}{\sqrt[3]{8}} + 5 \times \sqrt[3]{8} \times \sqrt[3]{2} \\ &= 3\sqrt[3]{2} + \frac{8 \times (-\sqrt[3]{2})}{2} + 5 \times 2 \times \sqrt[3]{2} \\ &= 3\sqrt[3]{2} - 4\sqrt[3]{2} + 10\sqrt[3]{2} = 9\sqrt[3]{2} \end{aligned}$$

$$\begin{aligned} \text{B } \sqrt[3]{24} - 6\sqrt[3]{13\frac{8}{9}} &= \sqrt[3]{24} - 6\sqrt[3]{\frac{125}{9}} = \sqrt[3]{8 \times 3} - 6 \times \sqrt[3]{\frac{125}{9}} \times \frac{3}{3} \\ &= \sqrt[3]{8} \times \sqrt[3]{3} - 6 \times \frac{5\sqrt[3]{3}}{3} = 2\sqrt[3]{3} - 2\sqrt[3]{10} = -8\sqrt[3]{3} \end{aligned}$$



# Unit One

## Lesson Ten

### Applications on the real numbers

#### Think and Discuss

#### You will learn how

- To solve applications on square and cube roots.

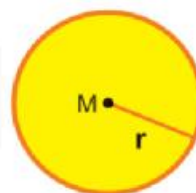
#### key terms

- Circle
- Cuboid
- Cube
- Right circular cylinder
- Sphere

#### The circle:

Circumference of a circle =  $2 \pi r$  length unit

area of a circle =  $\pi r^2$  square unit



where  $r$  is the length of the radius in a circle,  $\pi$  is the (approximate ratio).



#### Examples

1



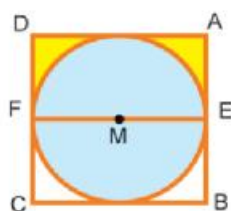
**Find** the circumference of a circle whose area is  $38.5 \text{ cm}^2$  ( $\pi = \frac{22}{7}$ )

#### Solution

The area of the circle =  $\pi r^2$

$$38.5 = \frac{22}{7} r^2 \quad \therefore r^2 = \frac{38.5 \times 7}{22} = \frac{49}{4}$$

$$\therefore r = \sqrt{\frac{49}{4}} = \frac{7}{2} = 3.5 \text{ cm}$$



- 2 In the opposite figure, the circle M is inside the square ABCD. If the area of the yellow sector is  $10 \frac{5}{7} \text{ cm}^2$ , find the perimeter of the sector ( $\pi = \frac{22}{7}$ )

#### Solution

We suppose that the length of the radius in a Circle =  $r$

$\therefore$  The side length of the square =  $2r$



The area of the yellow color = the area of the rectangle AEFD - the area of semi circle

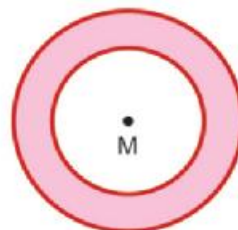
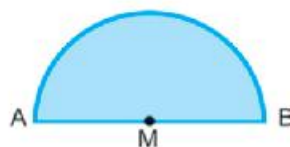
$$\begin{aligned} 10 \frac{5}{7} &= r \times 2r - \frac{1}{2} \times \frac{22}{7} r^2 \\ \frac{75}{7} &= 2r^2 - \frac{11}{7} r^2 = \frac{3}{7} r^2 \end{aligned}$$

$$\therefore r^2 = 25 \quad \therefore r = 5 \text{ cm}$$

The perimeter of the yellow sectors = (AE + AD + DF) +  $\frac{1}{2}$  the circumference of the circle  
 $= (5 + 10 + 5) + \frac{1}{2} \times 2 \times \frac{22}{7} \times 5 = 35 \frac{5}{7} \text{ cm}$



- 1 A circle whose area is  $64 \pi \text{ cm}^2$ . Find the length of its radius, then find its circumference approximating it to the nearest integer ( $\pi = 3.14$ ).
- 2 In the figure opposite:  $\overline{AB}$  is the diameter of a semi circle. If the area of that region is  $12.32 \text{ cm}^2$ . Find the circumference of that figure.
- 3 In the opposite figure: there are two circles have the same center "concentric" of center M. If the lengths of their radii are 3cm and 5cm. Find the area and the circumference of the colored region in the terms of  $\pi$ .



### The cuboid

It is a body whose six faces are of a rectangular shape such that every two opposite faces are congruent.:

If the lengths of its edges were x, y, z, then:

The lateral area = the perimeter of the base  $\times$  the height

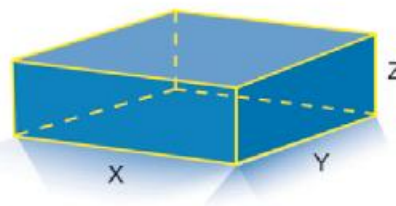
**The lateral area =  $2(x + y) \times z$  square unit**

The lateral area = the lateral area +  $2 \times$  the area of the base

**The total area =  $2(xy + yz + Xz)$  square unit**

The volume of the cuboid = the area of the base  $\times$  the height

**The volume of the cuboid =  $x \times y \times z$  cubic unit**



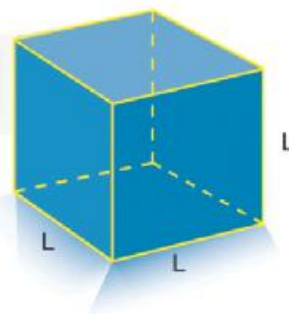
**A special case : the cube**

It is a cuboid whose edges are equal in length. If the length of one edge = L length unit, then:

The area of each face =  $L^2$  square unit

The lateral area of each face =  $4L^2$  square unit

The total area =  $6L^2$  square unit, the volume of the cube =  $L^3$  cubic unit



**Examples**



**Find** the total area of a cube whose volume is  $125 \text{ cm}^3$

**Solution**

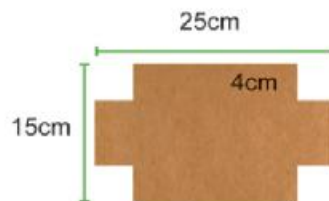
The volume of the cube =  $L^3 \quad \therefore 125 = L^3 \quad \therefore L = \sqrt[3]{125} = 5\text{cm}$

The total area =  $6L^2 = 6 \times (5)^2 = 150 \text{ cm}^2$



**Practice**

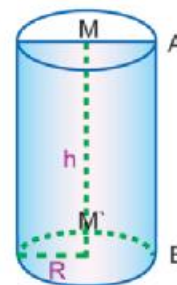
- 1 Find the total area of a cuboid whose volume is  $720\text{cm}^3$  and height  $5\text{cm}$  with a squared shape base.
- 2 Which is more in volume: A cube of  $294 \text{ cm}^2$  area or a cuboid with the following dimensions:  $7\sqrt{2}$ ,  $5\sqrt{2}$ ,  $5 \text{ cm}$ .
- 3 A rectangular hard piece of paper has a length of  $25 \text{ cm}$  and a width of  $15 \text{ cm}$ . A square whose side =  $4 \text{ cm}$  was cut from each of its four corners. Then, the projected parts were folded to form a shape of a cuboid. Find the volume and the total area of that cuboid.



**The right circular cylinder :**

It is a body that has two parallel congruent bases each is a circular shaped surface, while its lateral surface is a curved surface called cylindrical surface.

- If M, M` are the bases of the cylinder, then  $MM'$  is the height of cylinder.







**Let's think** If  $A \in$  the circle  $M$ ,  $B \in$  the circle  $M'$ ,

$$\overline{AB} \parallel \overline{MM'}$$

- Then, if we cut the lateral cylindrical surface at  $AB$  and we stretch that surface, we get the surface of the rectangle  $A B B' A'$

Then,  $AB =$  height of cylinder,  $A A' =$  the perimeter of the base of the cylinder.



The area of the rectangle  $A B B' A' =$  the lateral area of the cylinder

The lateral area of the cylinder = the perimeter of the base  $\times$  height =  $2\pi r h$  (square unit)

the total area of the cylinder = area of lateral surface + sum of the areas of the two bases

$$= 2\pi r h + 2\pi r^2 \quad \text{(square unit)}$$

the volume of the cylinder = base area  $\times$  height =  $\pi r^2 h$  (cubic unit)



**Example**

A piece of paper has shape of a rectangle  $ABCD$  in which  $AB = 10\text{cm}$ ,  $BC = 44\text{cm}$ . It was folded to form a right circular cylinder such that  $\overline{AB}$  is congruent to  $\overline{DC}$ . Find the volume of the resulted cylinder. ( $\pi = \frac{22}{7}$ ).

**Solution**

The perimeter of the cylinder base = 44 cm.

$$2\pi r = 44$$

$$2 \times \frac{22}{7} r = 44$$

$$\therefore r = 7\text{cm}$$

The volume of the cylinder =  $\pi r^2 h$

$$= \frac{22}{7} \times (7)^2 \times 10$$

$$= 1540 \text{ cm}^3$$



**Practice**

- Find the volume and the total area of a right circular cylinder in which the length of base radius = 14 cm and the height is 20 cm .



- 2 Find the total area of a right circular cylinder of volume  $7536 \text{ cm}^3$  and height  $24 \text{ cm}$  ( $\pi = 3.14$ )
- 3 Which is more in volume: a right circular cylinder of radius  $7 \text{ cm}$  and height  $10 \text{ cm}$  or a cube whose edge length is equal to  $11 \text{ cm}$

### The sphere:

It is a body of curved surface in which the points have the same distance ( $r$ ) from a constant point inside it (the center of the sphere)..

If the sphere is cut by a plane passing by its center, then the resulted section is a circle whose center is the center of a sphere where its radius is the radius of a sphere ( $r$ ).



$$\text{Volume of the sphere} = \frac{4}{3} \pi r^3 \quad \text{cubic units.}$$

$$\text{area of the sphere} = 4 \pi r^2 \quad \text{square units.}$$



### Examples

The volume of the sphere is  $562.5 \pi \text{ cm}^3$ . Find its surface area.

#### Solution

$$\text{the volume of sphere} = \frac{4}{3} \pi r^3$$

$$562.5 \pi = \frac{4}{3} \times \pi r^3$$

$$\therefore r^3 = 562.5 \times \frac{3}{4} = 421.875$$

$$r = \sqrt[3]{421.875} = 7.5 \text{ cm}$$

$$\text{the surface area of sphere} = 4 \pi r^2 = 4 \times \pi (7.5)^2 = 225 \pi \text{ cm}^2$$



### Practice

Find the volume and the surface area of a sphere whose diameter is  $4.2 \text{ cm}$  ( $\pi = \frac{22}{7}$ )



# Unit One

## Lesson Eleven

### Solving Equations and Inequalities of first degree in one variable in R

#### Think and Discuss

#### You will learn how

- ↪ To solve equation of first degree in one variable in R.
- ↪ To solve inequalities of first degree in one variable

#### key terms

- ↪ -equation
- ↪ degree of an equation.
- ↪ Inequality
- ↪ degree of an inequality
- ↪ Solution of an equation
- ↪ Solution of an inequality

First: Solving Equations of first degree in one variable in R

**We know that:** The equation  $3X - 2 = 4$  is called an equation of first degree where the exponent of the (unknown) variable X is 1. To solve that equation in R

$$3x - 2 = 4 \quad \text{By adding 2 to the sides of the equation}$$

$$3x = 6 \quad \text{(we can multiply by the multiplicative inverse of the coefficient of X)}$$

$$\frac{1}{3} \times 3x = \frac{1}{3} \times 6$$

$$\therefore x = 2$$

i.e the solution set { 2 }

This solution can be graphed on the number line as shown in the figure opposite .



#### Examples

1



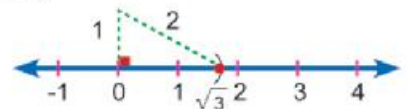
**Find** the solution set of the equation  $\sqrt{3}x - 1 = 2$ , in R, then graph the solution on the number line.

#### Solution

$$\sqrt{3}x - 1 = 2 \quad \therefore \sqrt{3}x = 3$$


$$\therefore x = \frac{3}{\sqrt{3}} \times \frac{\sqrt{3}}{\sqrt{3}} \quad \therefore x = \sqrt{3} \in \mathbb{R}$$

The solution set is  $\{\sqrt{3}\}$



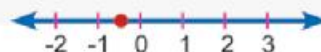
This solution can be graphed on the number line as shown in the figure opposite .



- 2  **Find** The solution set for the equation  $x + \sqrt{2} = 1$ , in  $\mathbb{R}$ , then graph the solution on the number line.


**Solution**

$$x + \sqrt{2} = 1 \quad \therefore x = 1 - \sqrt{2} \in \mathbb{R}$$



This can be graphed on the number as shown in the figure opposite .

 **Practice**

- 1  **Find** the solution set for the following equations in  $\mathbb{R}$ , then graph the solution on the line number.

A  $5x + 6 = 1$

B  $2x + 4 = 3$

C  $2x - 3 = 4$

D  $x + 5 = 0$

E  $\sqrt{2}x - 1 = 1$

F  $x - 1 = \sqrt{5}$


**Second : Solving inequalities of the first degree in one variable in  $\mathbb{R}$ , graphing the solution on the number line.**

The following properties are used to solve the inequality in  $\mathbb{R}$ . The solution set is written in the form of an interval

**If A , B, C were real number where  $A < B$ , then:**

- 1  $A + C < B + C$ . addition property.
- 2 If  $C > 0$  then  $A \times C < B \times C$ . property of multiplication by a positive real number
- 3 If  $C < 0$  then  $A \times C > B \times C$ . property of multiplication by negative real number.

 **Examples**

- 1  **Find** the solution set for the inequality  $2x - 1 \geq 5$  in  $\mathbb{R}$  and represent the solution set graphically.

**Solution**


By adding 1 to the sides of the inequality it becomes  $2x \geq 6$

by multiplying the side of the in equality by  $(\frac{1}{2} > 0)$   $x \geq 3$

$\therefore$  The solution set in  $\mathbb{R}$  is  $[3, \infty[$

and it is graphed by green color ray on the number line.



- 2  **Find** the solution set for the inequality  $5 - 3x > 11$ , in  $\mathbb{R}$ , then represent the solution graphically.


**Solution**

By adding (-5) to the sides of the inequality then  $-3x > 6$   
 by multiplying the sides of the inequality by  $(-\frac{1}{3} < 0)$  we get :  
 $\therefore x < -2$



i.e., the solution set in  $\mathbb{R}$  is est  $]-\infty, -2[$

and it is represented by the green color ray on the number line.

- 3  **Find** the solution set for the in equality  $-3 \leq 2x - 1 < 5$  in  $\mathbb{R}$  and represent the solution graphically.

**Solution**

by adding (1) to the sides of the inequality  $-3 + 1 \leq 2x - 1 + 1 < 5 + 1$   
 Namely,  $-2 \leq 2x < 6$ , and by multiplying the sides of the inequality by  $(\frac{1}{2} > 0)$   $-1 \leq x < 3$   
 $\therefore$  the solution set in  $\mathbb{R}$  is  $[-1, 3[$  and it is graphed  
 on the number line by the green color.



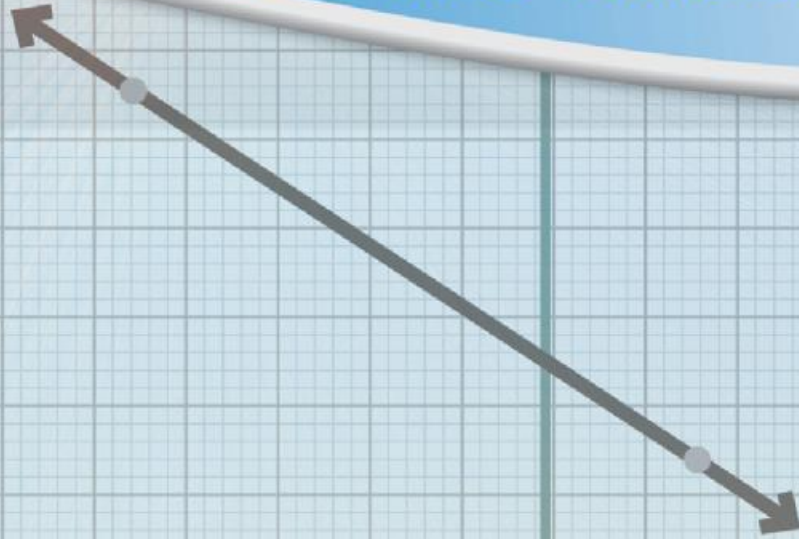
- in example 3 What is the solution set for the inequality in  $\mathbb{N}$ ?  
 What is the solution set for the inequality in  $\mathbb{Z}$ ?



# UNIT TWO

## 2

### Relation Between Two Variables



# Unit TWO

## Lesson One

# Linear Relation of two variables

### Think and Discuss

#### You will learn how

- ↪ The linear Relations of two variables
- ↪ To graph the linear relations of two variables

#### key terms

- ↪ Variable
- ↪ Relation
- ↪ Linear equation

A person has some bills of LE 50 and LE 20. He bought an electrical apparatus for LE 390.

**Think:** How many bills of each type does he give to the seller?

**Suppose :**  $x$  represents the number of fifties bills, then the value of what he has of these bills is L.E  $50x$ ,  $y$  represents the number of Twenties bills, then the value of what he has of these bills is L.E  $20y$ .

**Required is to know:**  $x$  and  $y$  that verify the equation:

$$50x + 20y = 390$$

This relation represents a linear equation in two variables. Dividing both sides over 10 produces the following equivalent equation:

$$5x + 2y = 39$$

$$\therefore y = \frac{39 - 5x}{2}$$

**Note that :**  $x$  and  $y$  are natural numbers. Therefore,  $x$  should be an odd number.

The following table can be created to know the different possibilities of giving bills to the seller: a bill of L.E50 and 17 bills of L.E 20, or 3 bills of L.E 50 and 12 bills of L.E 20, or 5 bills of L.E 50 and 7 bills of L.E 20, or 7 bills of 50 and 2 bills of L.E 20.

x	y	(x , y)
1	17	(1 , 17)
3	12	(3 , 12)
5	7	(5 , 7)
7	2	(7 , 2)
9	negative	refused





- 1 A person has some bills of L.E 5 and some of L.E20. He bought some goods from a shopping center for L.E75. What are the different possibilities of paying this amount in the two types of bills which he has?
- 2 The perimeter of an isosceles triangle is 19cm. What are the different possible lengths of its sides? Side length  $\in \mathbb{Z}_+$

**Remember :** The sum of the lengths of any two sides of a triangle is greater than the length of the third side .

**The Relation of two variables**

**$a x + b y = c$  where  $a \neq 0, b \neq 0$**  is called a linear relation of two variable  $x$  and  $y$  and can be described by a set of ordered pairs  $(x, y)$  verifying this relation.

**Example:**

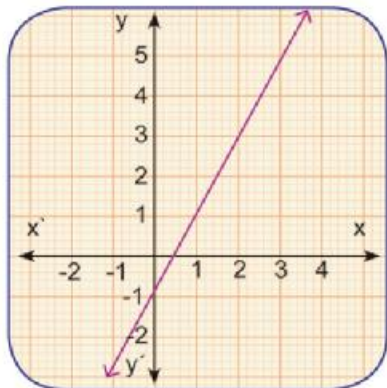
Refer to the relation  $2x - y = 1$

- |                                |                       |                        |
|--------------------------------|-----------------------|------------------------|
| If $x = 1, \therefore y = 1$   | $\therefore (1, 1)$   | satisfies the relation |
| If $x = 0, \therefore y = -1$  | $\therefore (0, -1)$  | satisfies the relation |
| If $x = 3, \therefore y = 5$   | $\therefore (3, 5)$   | satisfies the relation |
| If $x = -1, \therefore y = -3$ | $\therefore (-1, -3)$ | satisfies the relation |

Thus, there are an infinite number of ordered pairs satisfying the relation.

**Note that:**

- 1 The linear relation  $2x - y = 1$ , can be represented graphically by using any of the ordered pairs obtained before.
- 2 Each point  $\in$  the straight line (in red) is represented by an ordered pair whose elements satisfy the linear relation  $2x - y = 1$ .







**Practice**

1 Find four ordered pairs satisfy each linear relation and represent it graphically:

A  $x + y = 3$

B  $x - 2y = 5$

C  $y = 2$

D  $x = 1$

2 Find the value of  $b$ , where  $(-3, 2)$  satisfies the relation  $3x + b y = 1$ .

3 Find the value of  $k$ , where  $(k, 2k)$  satisfies the relation  $x + y = 15$ .

**Graphing the Relation of two Variables**

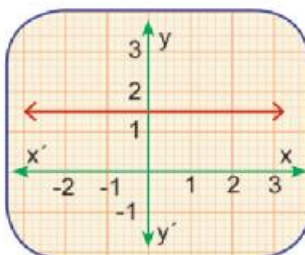
The relation  $ax + by = c$  where  $a$  and  $b$  or both are not equal zero. is called a linear relation of two variables  $x$  and  $y$  and can be represented graphically by a straight line.

for  $a = 0$

The relation is represented by a straight line parallel to  $x$ -axis.

**Example :**  $2y = 3$

**i.e. :**  $y = \frac{3}{2}$  is represented by the red line which passes through the point  $(0, \frac{3}{2})$  and is parallel to  $x$ -axis.



**Special case:**

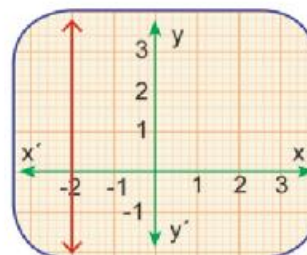
the relation  $y = 0$  represents the  $x$ -axis

for  $b = 0$

The relation is represented by a straight line parallel to  $y$ -axis.

**Example :**  $x = -2$

is represented by the red line which passes through the point  $(-2, 0)$  and is parallel to  $y$ -axis.



**Special case:**

the relation  $x = 0$  represents the  $y$ -axis.



**Practice**

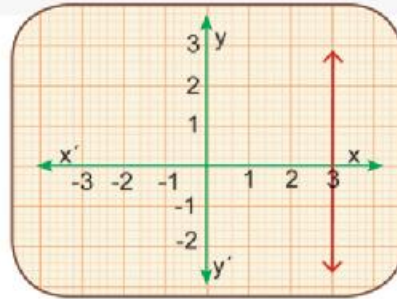
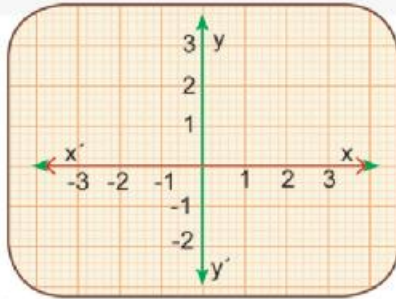
1 Graph each relation of the following:

A  $2x = 5$

B  $y + 1 = 0$



2 Find the relation that is represented by the red line in each figure below:



**Example :**

Graph the relation:  $x + 2y = 3$

**Solution**

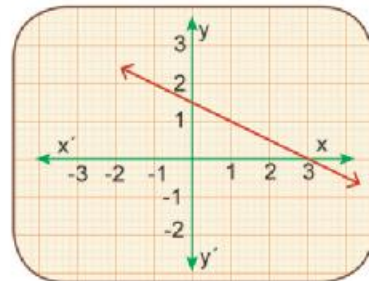
Choose some ordered pairs that satisfy the relation:

**Example :** For  $y = 2$   $\therefore x = -1$   $(-1, 2)$   
 $y = 0$   $\therefore x = 3$   $(3, 0)$   
 $y = -1$   $\therefore x = 5$   $(5, -1)$

satisfies the relation  
 satisfies the relation  
 satisfies the relation  
 and so on .....

The following table lists these data:

x	-1	3	5	0
y	2	0	-1	$\frac{3}{2}$



The red line represents this relation.

**Discuss with your teacher:**

- 1 What happens to the value of  $y$  when increasing the value of  $x$ ?
- 2 When does the line representing the relation  $ax + by = c$  pass through the origin 0?



# Unit TWO

## Lesson Two

# The Slope of a line and real-life Applications

### Think and Discuss

#### You will learn how

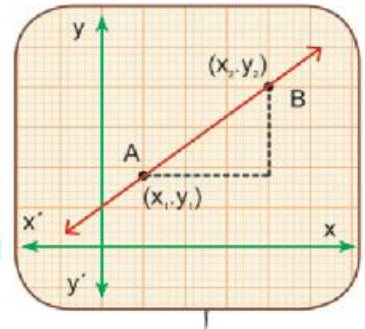
- ☞ The slope of a line .
- ☞ Real-life applications on the slope of a line.

#### key terms

- ☞ Slope.
- ☞ Positive slope.
- ☞ Negative slope.
- ☞ Zero-slope.
- ☞ Undefined slope.

When observing the motion of a point on a straight line from the location A  $(x_1, y_1)$  to the location B  $(x_2, y_2)$ , where  $x_2 > x_1$  and A, B  $\in$  line, then:

- 1 the change in x-coordinate =  $x_2 - x_1$ , and is called the horizontal change.
- 2 the change in y-coordinate =  $y_2 - y_1$  is called **the vertical change** and may be positive, negative or zero.



The slope of a line =  $\frac{\text{change in y-coordinate}}{\text{change in x-coordinate}} = \frac{\text{vertical change}}{\text{horizontal change}}$

$$S = \frac{y_2 - y_1}{x_2 - x_1} \quad \text{where } x_2 \neq x_1$$

In the following examples you will learn different cases of the vertical change  $(y_2 - y_1)$  :

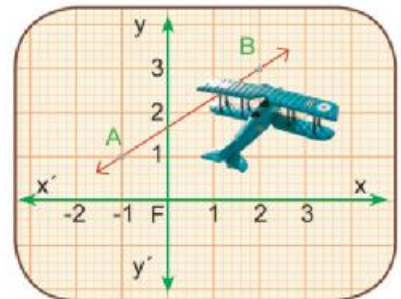


#### Example (1)

If: A  $(-1, 1)$  and B  $(2, 3)$ ,

then: the slope of  $\overleftrightarrow{AB}$

$$= \frac{3-1}{2-(-1)} = \frac{2}{3}$$



**Note that :**

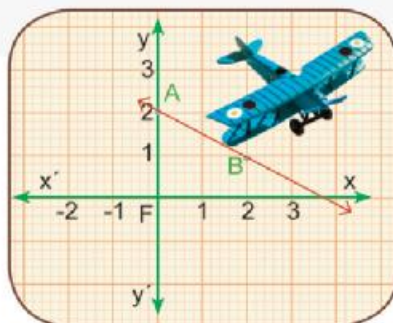
- 1 The point A moves on the line upwards to the point B.
- 2  $y_2 > y_1$
- 3 The slope of the line is positive.



**Example (2) :**

If: A (0, 2), B (2, 1);

then: the slope of  $\overleftrightarrow{AB} = \frac{1-2}{2-0} = -\frac{1}{2}$



**Not that :**

The point A moves on the line downwards to the point B

- 2  $y_2 < y_1$
- 3 The slope of the line is negative.

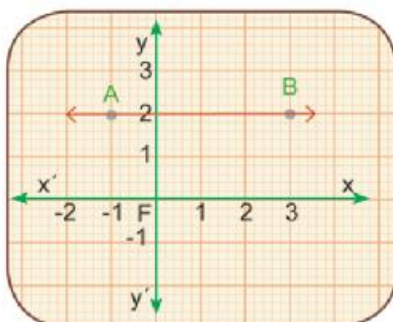


**Example (3) :**

If: A (-1, 2) and B (3, 2),

then: the slope of the line

$$\overleftrightarrow{AB} = \frac{2-2}{3-(-1)} = \frac{0}{4} = 0$$



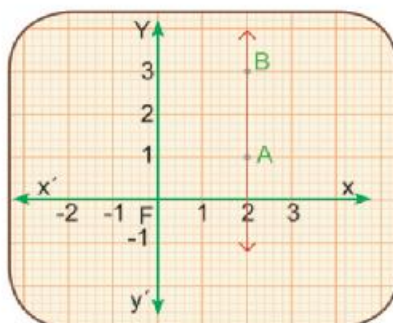
**Not that :**

- 1 The point A moves horizontally to point B.
- 2  $y_2 = y_1$
- 3 The slope of the line = zero



**Example (4) :**

If: A = (2, 1) and B(2, 3) then: we can not calculate the slope. Because the definition of the slope is conditioned to have a change in the x-coordinate i.e.  $x_2 - x_1 \neq 0$



**Not that :**

- 1 The point A moves vertically to point B.
- 2  $x_2 = x_1$
- 3 The slope of the line is an underfined number.





**Practice :**

- 1 Find the slope of the straight line  $\overleftrightarrow{AB}$  in each of the following cases:
- A  $A(1, 2), B(5, 0)$ .      B  $A(2, -1), B(4, -1)$ .
- C  $A(-1, 3), B(2, 1)$ .      D  $A(3, -1), B(3, 2)$ .
- 2 Find the slope of  $\overleftrightarrow{AB}$ ,  $\overleftrightarrow{BC}$  and  $\overleftrightarrow{AC}$ , where  $A(2, -1), B(3, 2)$ , and  $C(4, 5)$  and represent each line graphically. What do you observe?

3 Choose the true answer:

**First:** The following table shows the relation between  $x$  and  $y$  as follows:

x	1	2	3	4	5
y	1	3	5	7	9

( $y = x + 4$  or  $y = x + 1$  or  $y = 2x - 1$  or  $y = 3x - 2$ )

**Second:** If  $(2, -5)$  satisfies the relation  $3x - y + c = 0$ , then  $c =$  (1, -1, 11, -11)

**Third:**  $(3, 2)$  does not satisfy the relation ( $y + x = 5, 3y - x = 3, y + x = 7, y - x = 1$ )

**Fourth:** An irrigation machine consumes 2.47Litres of diesels to work for 3 hours. If the machine works for 10 hours, it consumes.... litres. (7.2, 8, 8.4, 9.6)

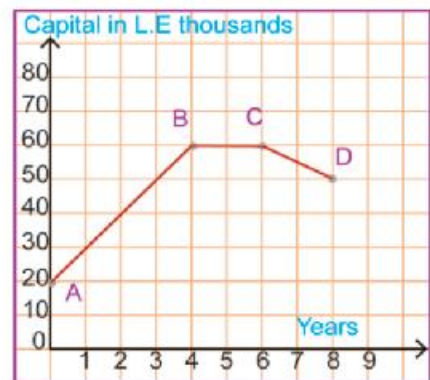
- 4 Find the slope of the line  $\overleftrightarrow{AB}$ , where  $A(-1, 3)$  and  $B(2, 5)$ .  
Is the point  $c(8, 1) \in \overleftrightarrow{AB}$ ?

**Real-life Applications on the slope of a line.**

**Application (1) :**

The opposite figure shows capital change of a company during 8 years.

- A Find the slope of  $\overleftrightarrow{AB}$ ,  $\overleftrightarrow{BC}$  and  $\overleftrightarrow{CD}$   
What is the meaning of each?
- B Find the starting capital of the company.



**Solution**

$A(0, 20), B(4, 60), C(6, 60), D(8, 50)$



**First:** The slope of  $\overrightarrow{AB} = \frac{60 - 20}{4 - 0} = 10$ , shows the increasing of the capital during the first four years with a rate of 10 thousand pound.

The slope of  $\overrightarrow{BC} = \frac{60 - 60}{6 - 4} = 0$ , means that the capital was constant during the fifth and sixth years.

The slope of  $\overrightarrow{CD} = \frac{50 - 60}{8 - 6} = -5$  shows the decreasing of the capital during the last two years with a rate of 5 Thousand pound.

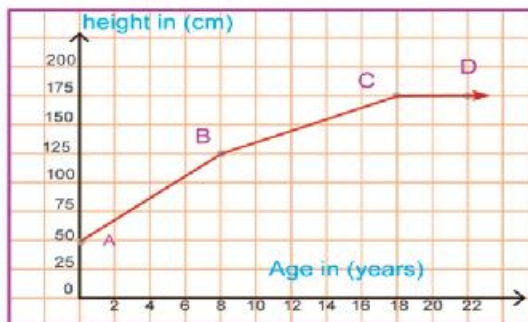
**Second:** Starting Capital = the y-coordinate of the point A = LE 20,000



**Practice:**

The opposite figure shows the relation between the height of a person (in cm) and his age (in years).

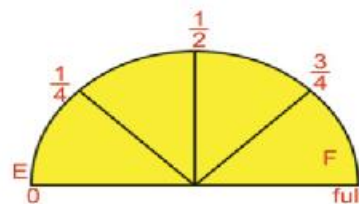
**First:** Find the slope of  $\overrightarrow{AB}$ ,  $\overrightarrow{BC}$  and  $\overrightarrow{CD}$   
What is the meaning of each?



**Second:** Calculate the difference between the height of this person as he was 8 years old and his height as he was 30 years old.

**Application (2) :**

Hazem filled up the 40 Litres tank of his car. As covering a distance of 120 km, the fuel gage shows the rest of fuel is  $\frac{3}{4}$  of the tank. Draw a diagram to show the relation between the amount of fuel in the tank and covered distance ( This relation is linear). Calculate the covered distance as the tank is totally getting empty.



**Solution**

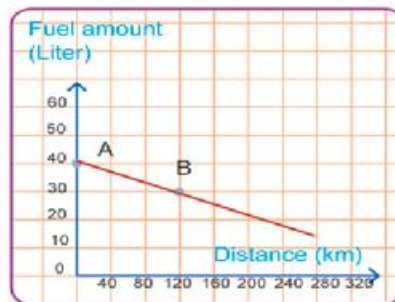
**On the starting point: A (0, 40)**



After covering 120 km B = ( 120, 30)

The slope of  $\overrightarrow{AB} = \frac{30 - 40}{120 - 0} = \frac{-1}{12}$

This slope means the fuel amount decreases with a rate of 1L per 12 km, which means 1L is enough to cover a distance of 12 km.



$$\begin{aligned} \text{The covered distance that make the tank empty} &= \frac{\text{Fuel Amount}}{\text{Decreasing Rate}} = \frac{40}{\frac{1}{12}} \\ &= 40 \times \frac{12}{1} = 480\text{km.} \end{aligned}$$



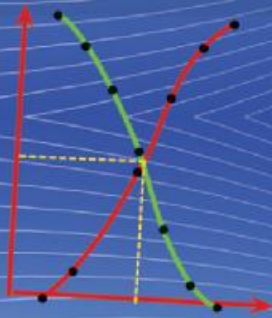
**Note that :**  $\overrightarrow{AB}$  intersects the distance-axis in the point (480, 0) which gives the required distance.



UNIT THREE

3

# Statistics



# UNIT THREE

## Lesson One

### Collecting and Organizing data

#### Think and Discuss

##### You will learn how

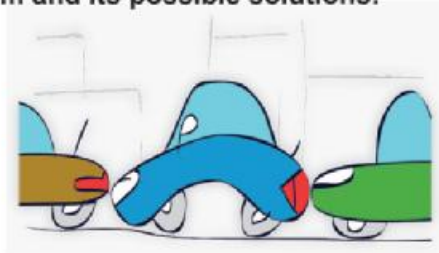
- ✎ To collect and organize data
- ✎ Using frequency tables with sets

##### key terms

- ✎ Collecting data
- ✎ Organizing data.
- ✎ Frequency table with sets

If you study the traffic jam problem and its possible solutions:

- 🎤 What are the sources of your data?
- 🎤 How can you collect data about such a problem?
- 🎤 What are the statistical methods you will use to analyze the data?
- 🎤 Can you explain the results you collected?
- 🎤 What do you suggest to solve that problem and improve traffic fluidity?



#### Collecting data

**Let's work together** Cooperate with your classmates on collecting data from their sources through distribution of roles:

- A Group 1:** Collects primary data about the problem under discussion through a survey that asks about (the means of transportation - Roads conditions - time of traffic jam - Existence of traffic signs - existence of security).
- B Group 2:** Collects secondary data about the problem under discussion from the traffic reports - the internet - the mass media).
- C Group 3:** Observes the crowdest roads, the drivers' behavior and their obedience to traffic rules the pedestrians' commitment to the virtues to the road as well as crossing the roads at safe places.





Organizing and Analyzing data

Cooperate with your classmates on making a frequency table that represents the means of transportation used by your classmates..

Means of transportation	Subway	bus	Private Car	Taxi	bicycle	on foot	total
Frequency	.....	.....	.....	.....	.....	.....	.....

Determine the most used means of transportation (The mode)

- 1 Is that means suitable? does it help solving the traffic jam problem? why?
- 2 What do you suggest to solve this problem according to the results you have collected?

Organizing data and representing them in frequency tables



Example

Below are the scores of 30 students in an examination

7	10	7	4	5	8	6	7	13	12
2	9	11	12	11	9	15	12	13	9
5	14	19	3	9	14	3	13	8	17

**Required:** forming a frequency table with sets that represents that data .

Solution

To form a frequency table with sets, follow the following steps:

**First:** find the highest and the lowest values of the collected data?

let the previous collected data be X

**then:**  $X = \{x : 2 \leq x \leq 19\}$

**i.e:** X values begins with 2 and ends in 19

**i.e:** the range = the highest value - the lowest value =  $19 - 2 = 17$

**Second:** divide set X into a number of separate subsets each of them is equal in range.

let them be 6 sets.  $\therefore$  The range of the set =  $\frac{17}{6}$  i.e approximated to 3



**Third:** the subsets are as follow.

The first set	2 –	the third set	8 –	and so on
The second set	5 –	The Fourth set	11 –	

**Remark :** 2- means the set of data greater than or equal to 2 and less than 5 and so on.

**Fourth:** Record the data in the following table:

Set	tally	frequency
2 –	////	4
5 –	//// /	6
8 –	//// //	7
11 –	//// ///	8
14 –	///	3
17 –	//	2
<b>Total</b>		<b>30</b>

**Fifth:** Delete the tally column from the table to get the frequency table with sets. It can be written either vertically or horizontally. The following is the horizontal form of the table:

Sets	2 –	5 –	8 –	11 –	14 –	17 –	total
Frequency	4	6	7	8	3	2	30



# UNIT THREE

## Lesson Two

### The Ascending and Descending Cumulative Frequency Table and Their Graphical Representation

#### Think and Discuss

##### You will learn how

- ☞ To Form both ascending and descending cumulative frequency tables.
- ☞ To represent both ascending and descending cumulative frequency tables graphically.

##### key terms

- ☞ The frequency distribution.
- ☞ The frequency table.
- ☞ The ascending cumulative frequency table.
- ☞ The descending cumulative frequency table.
- ☞ The ascending cumulative frequency curve.
- ☞ The descending cumulative frequency curve.

**First: Ascending cumulative frequency table and its graphical representation.**



#### Examples

The following table shows the frequency distribution for the heights of 100 students in a school in centimeters.

Tall (sets) in c.m	115–	120–	125–	130–	135–	140–	145–	Total
Number of students (frequency)	8	12	19	23	18	13	7	100

- 1 How many students are with height less than 115cm?
- 2 How many students are with height less than 135cm?
- 3 How many students are with height less than 145cm?

**Form the ascending cumulative frequency table for these data and represent them graphically.**

##### Solution

- Are there students with height less than 115c.m? **No**
- Are there students with height less than 135c.m? How many? **yes, 62 student.**
- How can you calculate the number of students with height less than 145 cm? **Add the number of students in the sets of height less than the set 145.**

Now, to answer the previous questions in an easier way, form an ascending cumulative frequency table as follows:



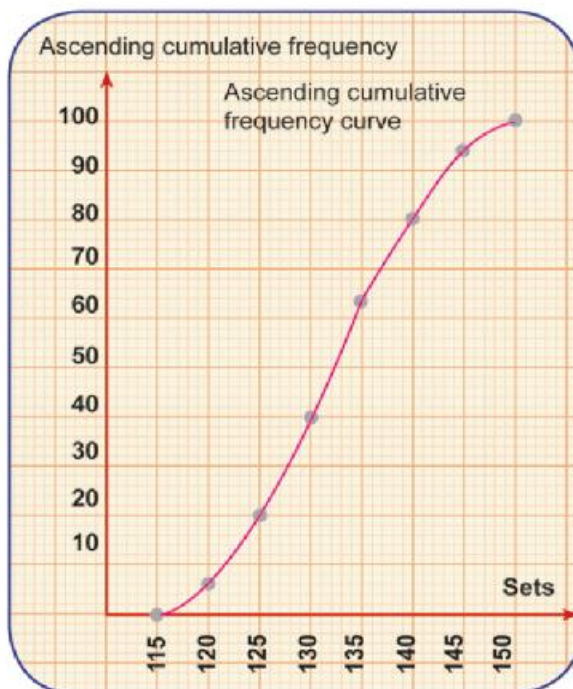
Upper boundaries of sets	Ascending cumulative frequency
Less than 115	0
Less than 120	0 + 8 = 8
Less than 125	8 + 12 = 20
Less than 130	20 + 19 = 39
Less than 135	39 + 23 = 62
Less than 140	62 + 18 = 80
Less than 145	80 + 13 = 93
Less than 150	93 + 7 = 100

i.e.

ascending cumulative frequency table	
Upper boundaries of sets	Ascending cumulative frequency
Less than 115	zero
Less than 120	8
Less than 125	20
Less than 130	39
Less than 135	62
Less than 140	80
Less than 145	93
Less than 150	100

To represent the ascending cumulative frequency table graphically:

- 1 Specify the horizontal axis to the sets and the vertical axis to the ascending cumulative frequency
- 2 Choose a drawing scale to draw the vertical axis such that the ascending cumulative frequency axis can hold the number of elements in a set
- 3 Represent the ascending cumulative frequency for each set and draw its line graph successively.



**Second: The descending cumulative frequency table and its graphical representation. :**

Of the previous frequency distribution which shows the heights of 100 students in a school in centimeters.

**Find:** The number of students with heights of 150cm and more..

The number of students with heights of 140cm and more..

The number of students with heights of 125cm and more..

Form the descending cumulative frequency table and represent it graphically..

**Solution** There are no students with heights of 150cm and more .

The number of students with heights of 140cm and more is  $7 + 13 = 20$  students.

The number of students with heights of 125cm and more is

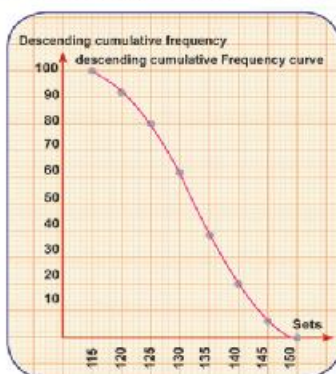
**complete:**  $19 + \dots + \dots + \dots + \dots = \dots$

To answer these questions in an easier way, form the descending cumulative frequency table as follows :

Descending cumulative frequency table	
Lower limits of sets	Ascending cumulative frequency
115 and more	100
120 and more	92
125 and more	80
130 and more	61
135 and more	38
140 and more	20
145 and more	7
150 and more	zero

Lower limits of sets	descending cumulative frequency
115 and more	$92 + 8 = 100$
120 and more	$80 + 12 = 92$
125 and more	$61 + 19 = 80$
130 and more	$38 + 23 = 61$
135 and more	$20 + 18 = 38$
140 and more	$7 + 13 = 20$
145 and more	$0 + 7 = 7$
150 and more	0

To represent this table graphically, follow the steps of representing the ascending cumulative frequency to get the following graphical representation:



Arithmetic Mean, Median and  
Mode

## Think and Discuss

**First: the mean**

You have learned to find the mean for a set of values and learned that:

$$\text{The arithmetic mean} = \frac{\text{The sum of values}}{\text{Number of values}}$$

**Example:** If the ages of 5 students are 13, 15, 16, 14, and 17 years old, then

$$\begin{aligned} \text{The mean of their ages} &= \frac{13 + 15 + 16 + 14 + 17}{5} \\ &= \frac{75}{5} = 15 \text{ years} \end{aligned}$$

**Remark:**  $15 \times 5 = 13 + 15 + 16 + 14 + 17$

**The mean:** is the simplest and most commonly used type of averages, It's that value given to each item in a set, then the total of these new values is the same total of the original values. It can be calculated by adding up all values, then divide the sum by the number of values.

**Finding the mean of data from the frequency table with sets:**

How can you find the mean of the following frequency distribution:

Sets	10 -	20 -	30 -	40 -	50 -	Total
Frequency	10	20	25	30	15	100

**Remark:** To find the mean for a frequency distribution with sets, follow the following steps:

**You will learn how**

- ↪ To find the mean from a frequency table with sets.
- ↪ To calculate the median from a frequency table.
- ↪ To calculate the mode from a frequency table with sets.

**key terms**

- ↪ Mean.
- ↪ Median.
- ↪ Frequency histogram.
- ↪ Mode.



**1 Determine the centers of sets:**

The center of the first set =  $\frac{20 + 10}{2} = 15$  . The center of the second set =  $\frac{30 + 20}{2} = 25$  ... and so on

Since the ranges of the subsets are equal and each = 10

We consider the upper limit of the last set = 60 and then :

$$\text{its center} = \frac{50 + 60}{2} = 55$$

**2 Form the following vertical table:**

Sets	Centre of the sets (X)	Frequency	Centre of the sets X × frequency F
10 -	15	10	150
20 -	25	20	500
30 -	35	25	875
40 -	45	30	1350
50 -	55	15	825
<b>Total</b>		<b>100</b>	<b>3700</b>

**3 The mean =**  $\frac{\text{The total of (F × X)}}{\text{the total of F}}$

$$= \frac{3700}{100} = 37$$

 **Practice**

- 1 If the mean of the scores of a student during the first 5 months is 23.8. What is the score of the 6<sup>th</sup> month If the mean of his scores is 24 marks?
- 2 The following table shows the frequency distribution of the weights of 30 children in kg.

Weight in (kg)	6-	10-	14-	18-	22-	26-	30-	Total
frequency	2	3	....	8	6	4	2	30

Complete the table, then find the mean of such a distribution.



**Second: the median**

The median is the middle value in a set of values after arranging it ascendingly or descendingly such that the number of values which are less than it is equal to the number of values which are greater than it.

**Finding the median of a frequency distribution with sets graphically:**

- 1 Draw the ascending or descending cumulative frequency table, then draw the cumulative frequency curve of it .
- 2 Determine the order of the median =  $\frac{\text{The total of frequency}}{2}$  .
- 3 Determine point A on the vertical axis (frequency) which represents the order of the median.
- 4 Draw a horizontal straight line from point A to intersect the curve at a point. From this point, draw a vertical straight line on the horizontal axis to intersect it at a point that represents the median.

**Example (1)**

The following table shows the frequency distribution for the scores of 60 students in an exam.

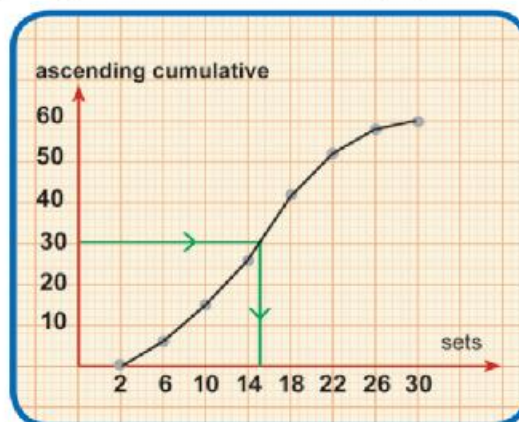
Sets	2-	6-	10-	14-	18-	22-	26-	Total
Frequency	6	9	12	15	10	5	3	60

Find the median of the distribution using the ascending cumulative frequency table.

**Solution**

- 1 Draw an ascending cumulative frequency table.
- 2 Find the order of the median =  $\frac{60}{2} = 30$
- 3 Draw the ascending cumulative frequency curve, and get the median from the graph.

The upper limits of the sets	The ascending cumulative frequency
Less than 2	0
Less than 6	6
Less than 10	15
Less than 14	27
Less than 18	42
Less than 22	52
Less than 26	57
Less than 30	60



From the graph, the median = 14.8 mark







**Think up** Can you find the median using the descending cumulative frequency table? Is the value of the median different in such a case?.



**Example (2)**

The following table shows the daily wages of 100 workers in a factory..

daily wages in LE (sets)	15–	20–	25–	30–	35–	40–	Total
Number of workers (frequency)	10	15	22	25	20	8	100

**Required:**

- 1 Graph the ascending and descending cumulative frequency curves on one figure.
- 2 Can you find the median wage from this curve?

**Solution**

Upper boundaries of sets	Cumulative frequency	Lower boundaries of sets	Cumulative frequency
Less than 15	zero	15 and more	100
Less than 20	10	15 and more	90
Less than 25	25	15 and more	75
Less than 30	47	15 and more	53
Less than 35	72	15 and more	28
Less than 40	92	15 and more	8
Less than 45	100	15 and more	zero

**Remark:**

The ascending cumulative frequency curve intersects with the descending cumulative frequency curve at one point which is  $m$  .



The y-coordinate for the point M = 50  
 $= \frac{100}{2}$

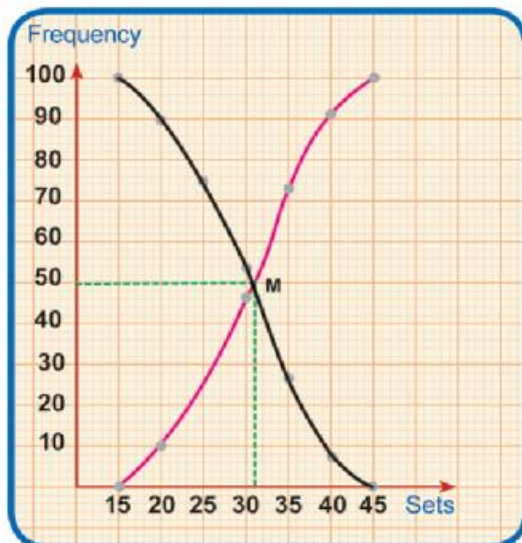
= the order of the median

∴ **The X-coordinate of the point M determines the median**

every 10 mm of the x coordinate represents L.E 5

**Complete: 2 mm represents .....**

**The median wage =  $30 + \frac{2 \times 5}{10} = \text{LE } 31$  .**



 **Draw the descending cumulative**

**frequency curve for the following frequency distribution, then find the value of the median.**

Sets	5 –	10 –	15 –	20 –	25 –	30 –	total
Frequency	4	6	10	17	10	3	50

**Third: the mode**

The mode is the most common value in the set or in other words, it is the value which is repeated more than any other values.



The following table shows the frequency distribution for the scores of 40 students in an examination.

Sets	2–	6–	10–	14–	18–	22–	26–
Frequency	3	5	8	10	7	5	2

Find the mode of this distribution graphically

**Solution**

You can find the mode of this distribution graphically using the histogram as follows:

**First: draw a histogram.**

- 1 Draw two perpendicular axes: one horizontal to represent sets and the other vertical to represent the frequency of each set.

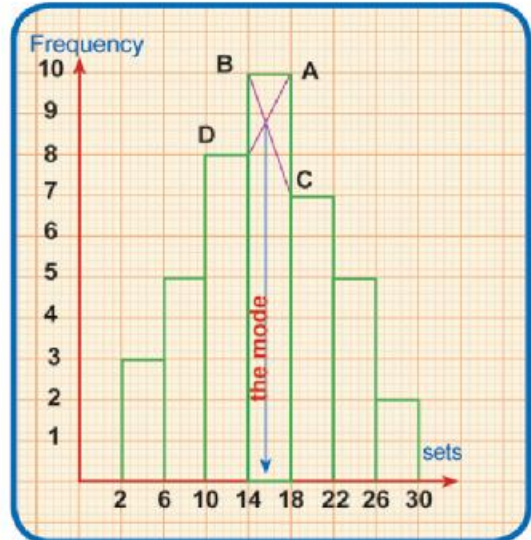


- 2 Divide the horizontal axis into a number of equal parts using a suitable drawing scale to represent sets.
- 3 Divide the vertical axis into a number of equal parts using a suitable drawing scale such that the greatest frequency among sets can be represented..
- 4 Draw a rectangle whose base is set (2-) and height is equal to the frequency (3).
- 5 Draw another rectangle adjacent to the first one whose base is set (6-) and height is equal to the frequency (5).
- 6 Repeat drawing the rest of adjacent rectangles till the last set (26-).

**Second: Finding the mode from the histogram,** to find the mode from the histogram, we observe that: the most repeated set is (14-), and it is called the mode set, why?

Define the intersection point of  $\overline{AD}$  ,  $\overline{BC}$  from the graph, and from this point, drop a vertical line on the horizontal axis to define the sequential value within that distribution.

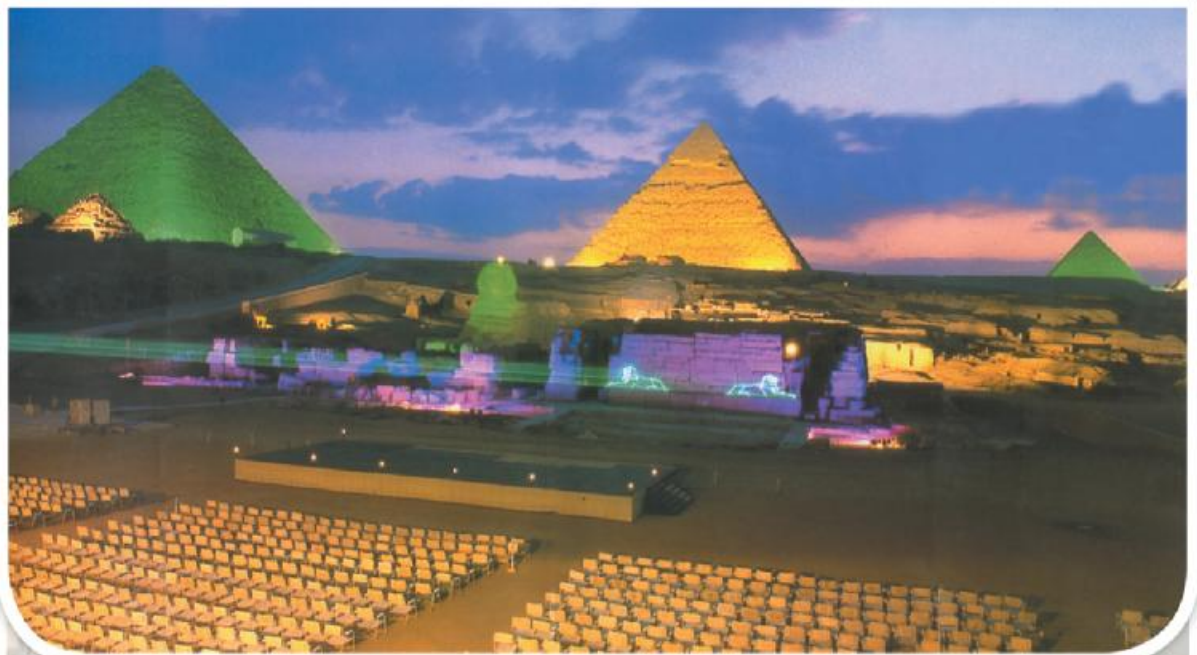
From the graph, what's the mode value?



**UNIT FOUR**

**4**

**Geometry**



# UNIT FOUR

## Lesson One

# The Medians Of Triangle

### Think and Discuss

#### You will learn how

- ↪ Medians of the triangle.
- ↪ A  $30^\circ - 60^\circ - 90^\circ$  triangle.

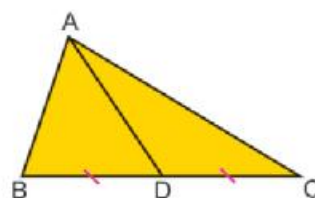
#### key terms

- ↪ Median of the triangle.
- ↪ A  $30^\circ - 60^\circ - 90^\circ$  triangle.
- ↪ Point of Concurrence

The medians of a triangle is the line segment drawn from the triangle vertex to the middle of the opposite side of this vertex.

ABC is a triangle where the point D bisects  $\overline{BC}$ .

So  $\overline{AD}$  is a triangle Median.



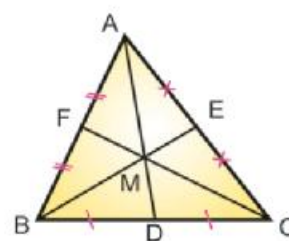
- How many medians does the triangle have?
- Draw the medians in each triangle.



#### Theorem 1

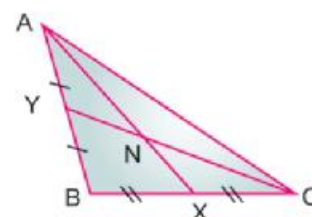
The medians of a triangle are concurrent

ABC is a triangle where point D bisects  $\overline{BC}$ , point E bisects  $\overline{AC}$ , point F bisects  $\overline{AB}$ , then  $\overline{AD}$ ,  $\overline{BE}$  and  $\overline{CF}$  all intersect in one point (M)



#### Practice

**In the Figure opposite:** ABC is a triangle where point x bisects  $\overline{BC}$ , point y bisects  $\overline{AB}$ , and  $\overline{AX} \cap \overline{CY} = \{N\}$ .



1 Draw  $\overrightarrow{BN}$  to intersect  $\overline{AC}$  at point Z, then find the lengths of  $\overline{AZ}$  and  $\overline{CZ}$  is  $AZ = CZ$ ? Reason your answer.

2 Measure, then complete.

$$\frac{NX}{NA} = \frac{\dots}{\dots} = \frac{\dots}{\dots}, \quad \frac{NY}{NC} = \frac{\dots}{\dots} = \frac{\dots}{\dots} = \frac{NZ}{NB} = \frac{\dots}{\dots} = \frac{\dots}{\dots}$$

- If your measurements are accurate, then  $\frac{NX}{NA} = \frac{1}{2}$ ,  $\frac{NY}{NC} = \frac{1}{2}$  and  $\frac{NZ}{NB} = \frac{1}{2}$



**Theorem 2**

The point of concurrence of the medians of the triangle divides each median in the ratio of 1:2 from its base

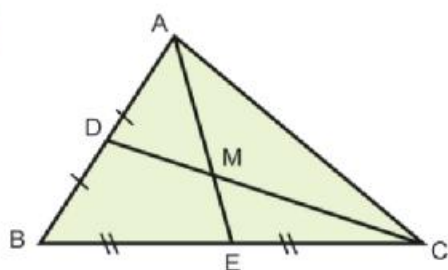


**Practice**



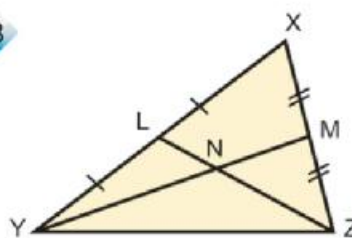
**Complete**

A



$ME = 3\text{cm}$ ,  $MC = 8\text{cm}$   
 $MA = \dots\dots\dots$ ,  $MD = \dots\dots\dots$   
 $ME = \dots\dots\dots AE$ ,  $MC = \dots\dots\dots CD$

B



$LZ = 15\text{cm}$ ,  $YM = 18\text{cm}$ ,  $XY = 20\text{cm}$   
 $NL = \dots\dots\dots$ ,  $NY = \dots\dots\dots$ ,  
 Perimeter of  $\triangle NLY = \dots\dots\dots$

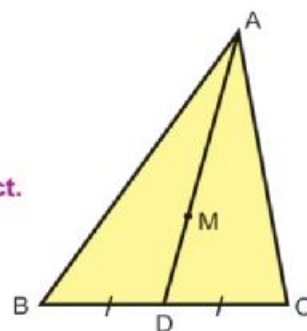
**Fact**

$\overline{AD}$  is a median in  $\triangle ABC$ ,  $M \in \overline{AD}$

if  $AM = 2 MD$ ,

then

then **M is the point where the medians of the triangle intersect.**



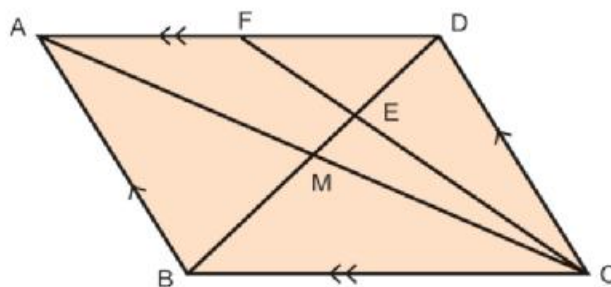


**Example (1)**

In the figure opposite: ABCD is a parallelogram where its two diagonals intersect at point M, point  $E \in \overline{DM}$  and  $DE = 2 EM$ .

$\overrightarrow{CE}$  is drawn and intersected  $\overline{AD}$  at point F.

**Prove that:**  $AF = FD$



**Proof:** In the parallelogram ABCD

$\therefore \overline{AC} \cap \overline{BD} = \{M\}$

$\therefore M$  bisects  $\overline{AC}$

the triangle  $\triangle DAC$

$\therefore M$  bisects  $\overline{AC}$

$\therefore \overline{DM}$  is a median of the triangle.

$\therefore E \in \overline{DM}$ ,  $DE = 2 EM$ .

$\therefore E$  is the intersecting point of the triangle's medians.

$\therefore E \in \overline{CF}$

$\therefore \overline{CF}$  is a median of the triangle and point F bisects  $\overline{AD}$



**Theorem 3**

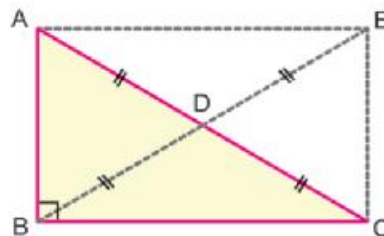
In the right - angled triangle, the length of the median from the vertex of the right angle equals half the length of the hypotenuse.

**Given data:** ABC is a triangle where  $m(\angle B) = 90^\circ$ ,

$\overline{BD}$  is a median in  $\triangle ABC$ .

**Required :** Prove that:  $BD = \frac{1}{2} AC$ .

**Construction :** Draw  $\overrightarrow{BD}$ , let point  $E \in \overrightarrow{BD}$  where  $BD = DE$ .



**Proof :**

$\therefore$  in the Figure ABCE,  $\overline{AC}$  ,  $\overline{BE}$  bisect each other.



∴ the Figure ABCE is a parallelogram.

∴  $m(\angle B) = 90^\circ$

∴ ABCE is a rectangle.

∴  $BE = AC$ .

∴  $BD = \frac{1}{2} BE$

∴  $BD = \frac{1}{2} AC$

Q.E.D.



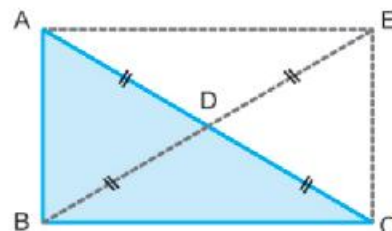
**The converse of the theorem 3**

If the length of the median drawn from a vertex of a triangle equals half the length of the opposite side to this vertex, then the angle at this vertex is right.

**Given:** ABC is a triangle where  $\overline{BD}$  is a median,  
 $BD = DA = DC$

**Required:** Prove that:  $m(\angle ABC) = 90^\circ$ .

**Construction :** Draw  $\overrightarrow{BD}$  and let point  $E \in \overrightarrow{BD}$   
 where  $BD = DE$ .



**Proof:** ∴  $BD = \frac{1}{2} BE = \frac{1}{2} AC$ .  
 ∴  $BE = AC$ .

In the Figure ABCE, AC and BE are equal in length and bisect each other.

∴ the Figure ABCE is a rectangle.

∴  $m(\angle ABC) = 90^\circ$

Q.E.D.



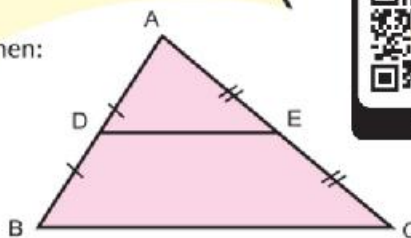
**Corollary**

The length of the side opposite to the angle of measure  $30^\circ$  in the right - angled triangle equals half the length of the hypotenuse.

**Remember:**

If the point D bisects  $\overline{AB}$  and the point E bisects  $\overline{AC}$ , Then:

- 1  $DE = \frac{1}{2} BC$
- 2  $DE \parallel BC$





# UNIT FOUR

## Lesson Two

# The Isosceles Triangle

### Think and Discuss

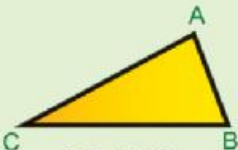
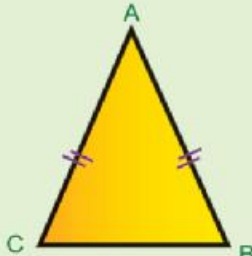
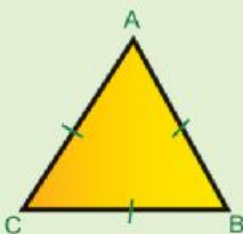
#### You will learn how

- ↪ To define the properties of the isosceles triangle.
- ↪ To define the classifications of the isosceles triangle..

#### key terms

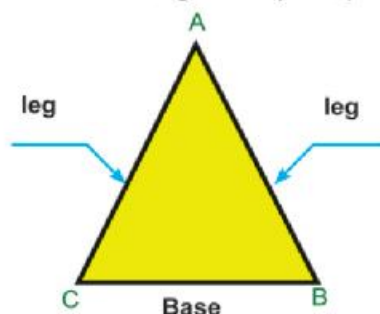
- ↪ The isosceles triangle.
- ↪ The equilateral triangle.
- ↪ The scalene triangle.

You have learnt that triangles are classified according to the lengths of their sides into three types:

The scalene triangle	The isosceles triangle (two sides are congruent)	The equilateral triangle (three sides are congruent)
 <p><math>AB \neq BC</math> <math>AB \neq AC</math> <math>BC \neq AC</math></p>	 <p><math>AB = AC</math></p>	 <p><math>AB = AC = BC</math></p>

In the figure opposite :

**Remark :** the two sides  $\overline{AB}$ ,  $\overline{AC}$  are congruent (of equal lengths), so the triangle ABC is called isosceles triangle while the point A is called the vertex.  $\overline{BC}$  is the base, and the two angles B and C are the base angles of the triangle.



### The properties of isosceles triangle

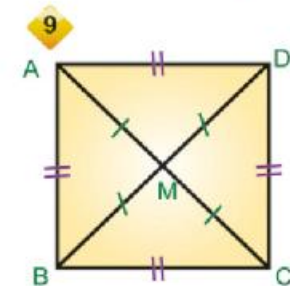
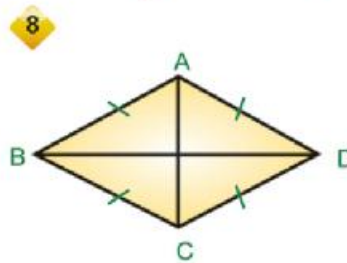
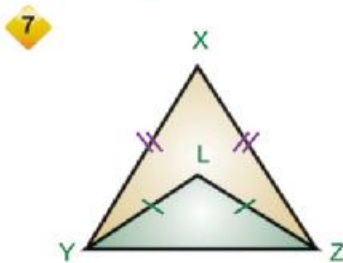
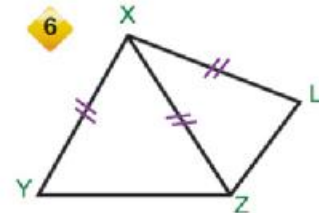
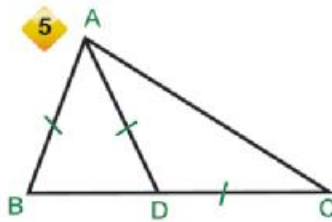
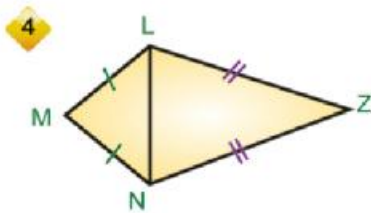
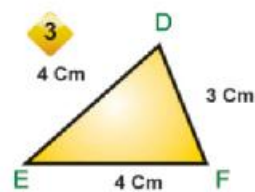
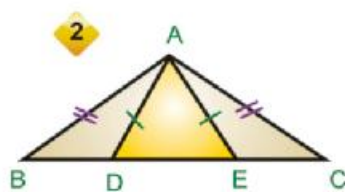
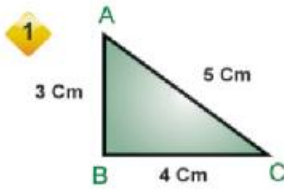
In any isosceles triangle

- What is the type of the base angles? (acute - right - obtuse)
- What is the type of the vertex angle?



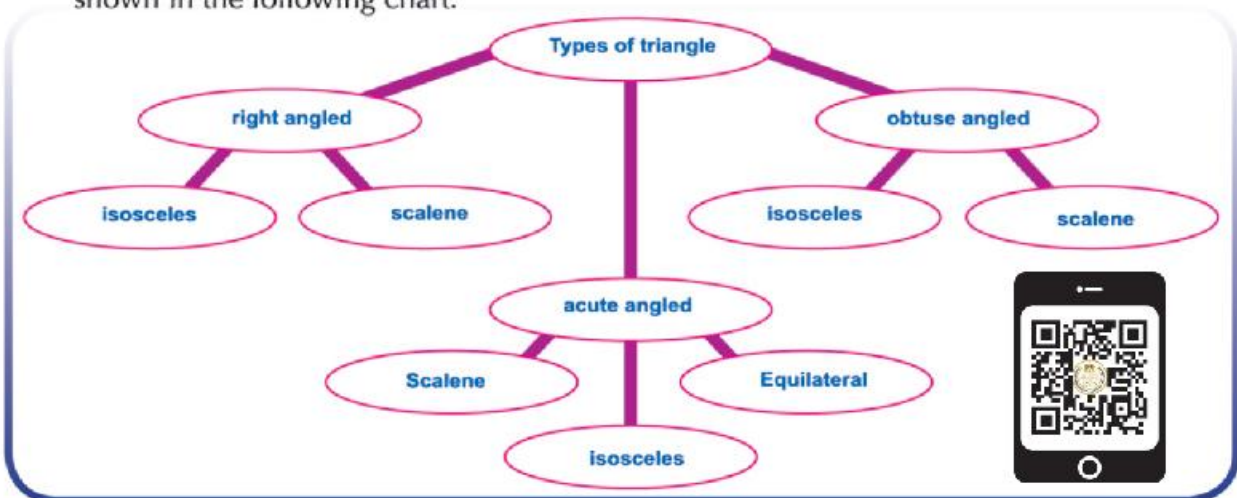
 **Practice**

In each of the following figures, state the isosceles triangles and define their bases, then notice the type of the two base angles and the vertex angle.



**Remark :**

- 1 Both of the base angles in the isosceles triangle are acute.
- 2 The vertex angle in the isosceles triangle can be either acute, right or obtuse. So, the isosceles triangle can be either obtuse, right or acute angled triangle as shown in the following chart:



UNIT FOUR

Lesson Three

The Isosceles Triangle Theorems

Think and Discuss

You will learn how

- ✦ To define the relation between the base angles in the isosceles triangle.
- ✦ To define the relation among the measures of the angles in the equilateral triangle.
- ✦ To define the relation between two sides opposite to two equal angles in a triangle.
- ✦ To know that if the angles in a triangle are congruent, then the triangle is equilateral.

key terms

- ✦ The isosceles triangle.
- ✦ The base angles.

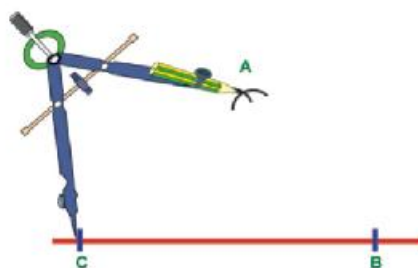
Is there a relation among the measures of the two base angles in the isosceles triangle?

to know that, let's conduct the next activity:

Activity

Using the compass

- 1 Draw several isosceles triangles as shown in the opposite figure Where  $AB = AC$ .



- 2 Find using a protractor, the measure of the two base angles  $\angle ABC$  and  $\angle ACB$
- 3 Write down the data you got in a table as follows, then compare the measures in each case.

Number of the triangle	m $\angle ABC$	m $\angle ACB$
1		
2		
3		

- 4 Keep your activity in the portfolio.



Theorem 1

(the isosceles triangle theorem) the base angles of the isosceles triangle are congruent.

Given: ABC is triangle in which  $\overline{AB} = \overline{AC}$

R.T.P:  $\angle B = \angle C$



**Construction :** draw  $\overline{AD} \perp \overline{BC}$

**Proof :** The two triangles  $\triangle ADB$  and  $\triangle ADC$  are right angled in which.

$$\begin{cases} \overline{AB} = \overline{AC} \\ \overline{AD} \end{cases}$$

$$\therefore \triangle ADB \cong \triangle ADC$$

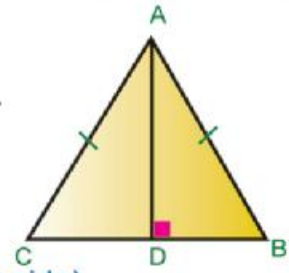
from the congruency , we deduce that

$$\angle B \cong \angle C$$

(a given)

(a common side)

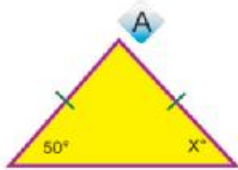
(a hypotenuse and a side)



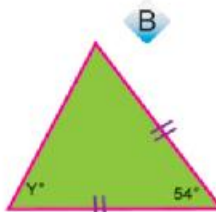
Q.E.D.



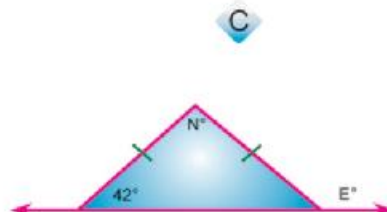
**1** In each of the following figures, find the value of the symbol that is used to measure the angle:



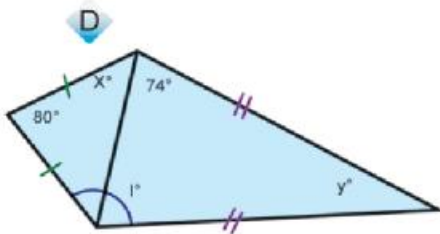
$$x = \dots\dots$$



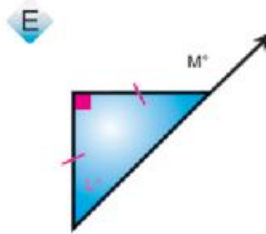
$$y = \dots\dots$$



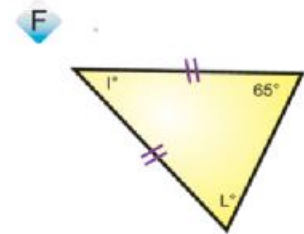
$$N = \dots\dots \quad E = \dots\dots$$



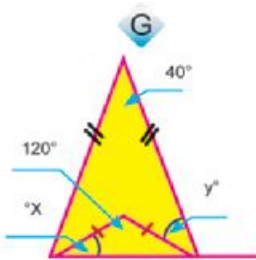
$$x = \dots\dots, y = \dots\dots, l = \dots\dots$$



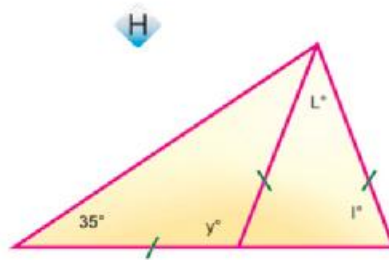
$$L = \dots\dots, M = \dots\dots$$



$$L = \dots\dots, l = \dots\dots$$



$$x = \dots\dots, y = \dots\dots$$

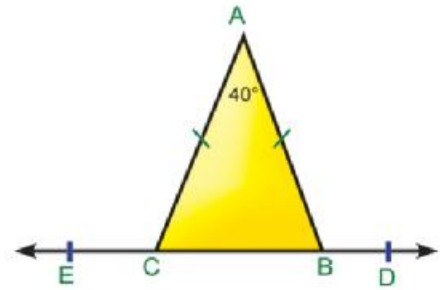


$$y = \dots\dots, L = \dots\dots, l = \dots\dots$$



2 In the figure opposite, ABC is an isosceles triangle in which  $AB = AC$

$m(\angle A) = 40^\circ, D \in \overrightarrow{CB}, E \in \overrightarrow{BC}$ .



First: Find  $m(\angle ABC)$

Second: Prove that  $\angle ABD \cong \angle ACE$

Think: Are the supplementary angles to congruent angles congruent?



**Corollary**

If the triangle is equilateral, then it is equiangular where each angle measure  $60^\circ$ .



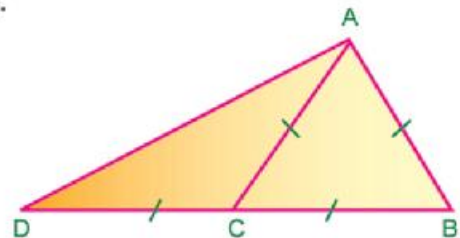
**Example (1)**

In the figure opposite: ABC is an equilateral triangle.  $D \in \overrightarrow{BC}$  such that  $BC = CD$

prove that  $\overline{AB} \cong \overline{AD}$

Given:  $AB = BC = CA = CD, D \in \overrightarrow{BC}$

R.T.P: Prove that  $\overline{BA} \cong \overline{AD}$



Proof :  $\because \Delta ABC$  is an equilateral triangle.

$\therefore m(\angle ACB) = m(\angle BAC) = m(\angle B) = 60^\circ$  (corollary)

$\because D \in \overrightarrow{BC}$

$\therefore \angle BCA$  is an exterior angle of the  $\Delta ACD$

$m(\angle BCA) = m(\angle CAD) + m(\angle CDA) = 60^\circ$  (1)

In  $\Delta ACD$

$\because CA = CD \quad \therefore m(\angle CAD) = m(\angle CDA)$  (2)

from (1), (2) we deduce that:  $m(\angle CAD) = m(\angle CDA) = 30^\circ$



$$\therefore m(\angle BAD) = m(\angle BAC) + m(\angle CAD)$$

$$\therefore m(\angle BAD) = 60^\circ + 30^\circ = 90^\circ$$

$$\therefore \overline{BA} \perp \overline{AD} \quad \text{Q.E.D}$$

**Remark:**

**The measure of an exterior angle of a triangle is equal to the sum of the measures of the two non - adjacent interior angles.**

**Example (2)**

**2** In the figure opposite:  $AB = AD$ ,  $BC = CD$

**Prove that**  $\angle ABC \cong \angle ADC$

**Given:**  $AB = AD$ ,  $BC = CD$

**R.T.P:** **prove that**  $\angle ABC \cong \angle ADC$

**Proof :** In  $\triangle ABD$

$$\therefore AB = AD$$

$$\therefore m(\angle ABD) = m(\angle ADB) \quad (1)$$

in  $\triangle CBD$

$$\therefore CB = CD$$

$$\therefore m(\angle CBD) = m(\angle CDB) \quad (2)$$

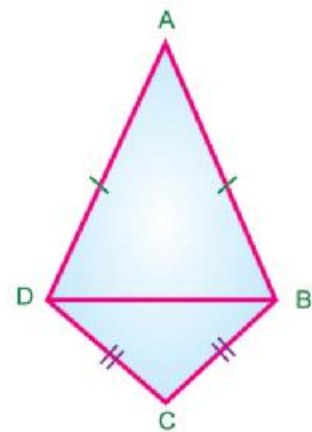
By adding (1) and (2) we deduce that

$$m(\angle ABD) + m(\angle CBD) = m(\angle ADB) + m(\angle CDB)$$

$$\therefore m(\angle ABC) = m(\angle ADC)$$

$$\angle ABC \cong \angle ADC$$

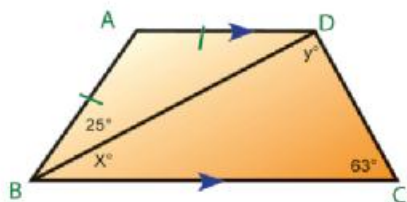
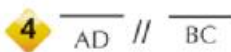
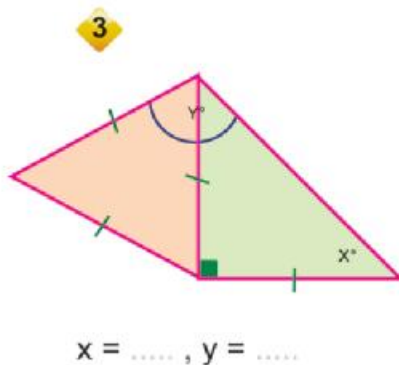
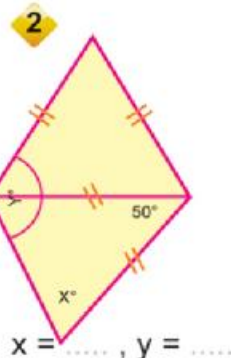
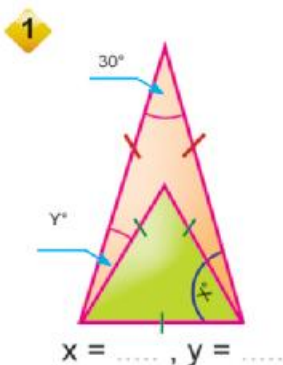
**Q.E.D.**



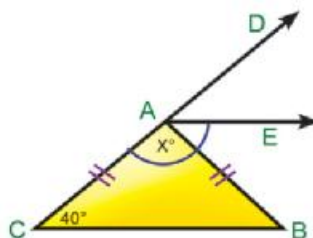


**practice**

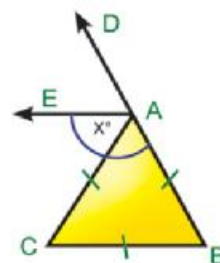
In each of the following figures, find the value of the symbol that is used to measure the angle:



$x = \dots, y = \dots$



$x = \dots$



$x = \dots$



**Activity**

Draw the triangle  $\triangle ABC$  in which  $BC = 7$  cm,  $m(\angle B) = m(\angle C) = 50^\circ$ , then measure the lengths of both  $\overline{AB}$  and  $\overline{AC}$ . Repeat the activity using other measures for the length of  $\overline{BC}$  and the measures of angles B and C, then fill in the table:

Number of the triangle	BC	$m(\angle B)$	$m(\angle C)$	AB	AC
1	7cm	$50^\circ$	$50^\circ$		
2					
3					
4					

**1** Are  $\overline{AB}$  and  $\overline{AC}$  equal in length?

**2** Is  $\overline{AB} \cong \overline{AC}$ ?

**3** How can you explain such corollaries geometrically?





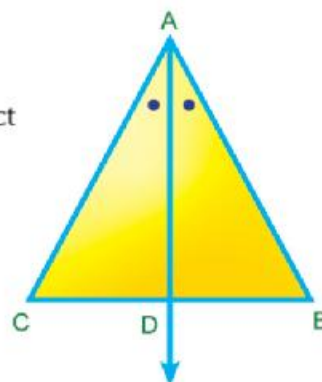
**Theorem (2)**

If two angles of a triangle are congruent, then the two sides opposite to these two angles are congruent and the triangle is isosceles.

$$\Delta ABC, \angle B \cong \angle C$$

**R.T.P: Prove that:**  $\overline{AB} \cong \overline{AC}$

**Construction :** bisect  $\angle BAC$  with the bisector  $\overrightarrow{AD}$  to intersect  $\overline{BC}$  at D



**Proof :**  $\because \angle B \cong \angle C$

$$\therefore m(\angle B) = m(\angle C)$$

$\because \overrightarrow{AD}$  bisects  $\angle BAC$

$$\therefore m(\angle BAD) = m(\angle CAD)$$

$\because$  the sum of the measures of interior angles of a triangle is  $= 180^\circ$

$$\therefore m(\angle ADB) = m(\angle ADC)$$

$\therefore$  In the two triangles ADB, ADC

- $\overline{AD}$  is a common side
  - $m(\angle BAD) = m(\angle CAD)$
  - $m(\angle ADB) = m(\angle ADC)$
- $\therefore \Delta ADB \cong \Delta ADC$

Form the congruency, we deduce that  $\overline{AB} \cong \overline{AC}$

Therefore,  $\Delta ABC$  is an isosceles triangle



**Corollary**

If the angles of a triangle are congruent, then the triangle is equilateral.

**In the figure opposite** ABC is an isosceles triangle in which:

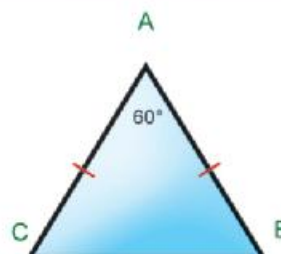
$$AB = AC, m(\angle BAC) = 60^\circ$$



**Complete**  $m(\angle ABC) = m(\angle ACB) = \dots\dots\dots$

**i.e:**  $\angle \dots\dots \cong \angle \dots\dots \cong \angle \dots\dots$

$\therefore \Delta ABC$  is  $\dots\dots\dots$  triangle





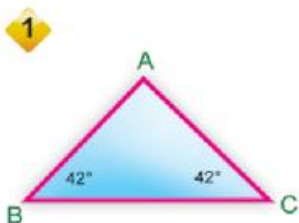
**Remark:**

In an isosceles triangle, If any angle has a measure of  $60^\circ$ , then the triangle is an equilateral triangle.

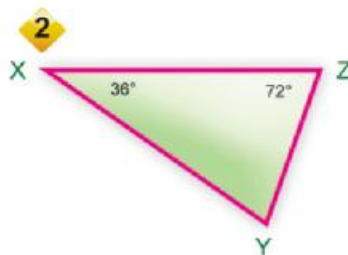


**practice**

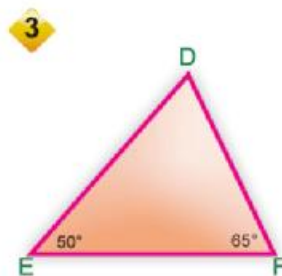
In each of the following figures, define the triangle's sides that are equal in length as shown in example 1 :



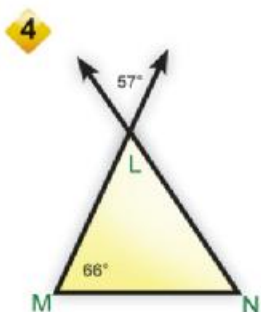
$AB = AC$



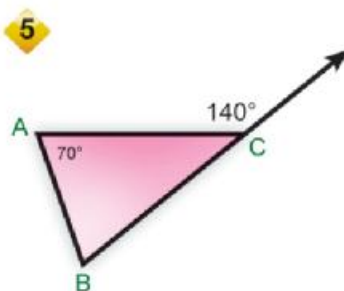
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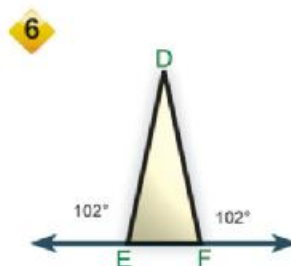
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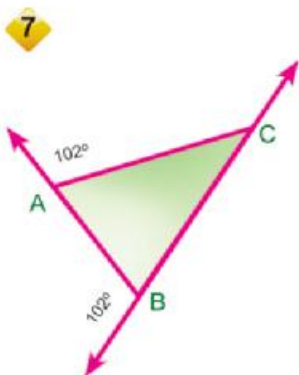
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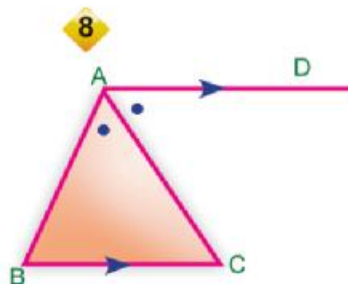
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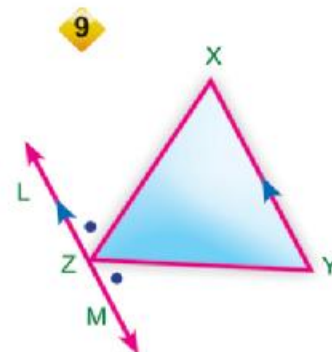
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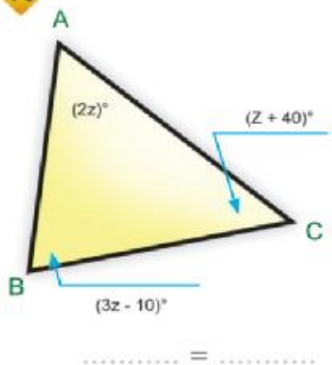
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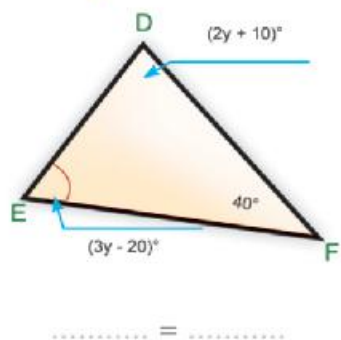
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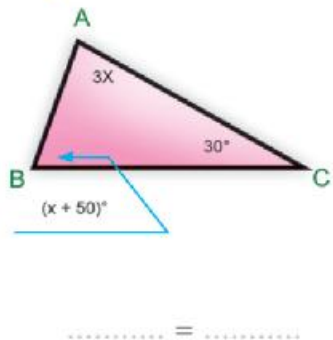
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11



12



**Examples**

1 In the figure opposite: ABC is a triangle in which  $AB = AC$ ,  $\overline{XY} \parallel \overline{BC}$

**prove that**  $\triangle AXY$  is an isosceles triangle

**Given:**  $AB = CA$ ,  $\overline{XY} \parallel \overline{BC}$ .

**Required:** prove that  $AX = AY$

**Proof:** In  $\triangle ABC$   $\therefore AB = AC$

$\therefore m(\angle ABC) = m(\angle ACB)$  (1)

$\because \overline{XY} \parallel \overline{BC}$ ,  $\overleftrightarrow{AB}$  a transversal

$\therefore m(\angle AXY) = m(\angle ABC)$  correspondingly (2)

The same  $\overline{XY} \parallel \overline{BC}$ ,  $\overleftrightarrow{AC}$  a transversal

$\therefore m(\angle AYX) = m(\angle ACB)$  correspondingly (3)

from (1), (2), (3) we deduce that :

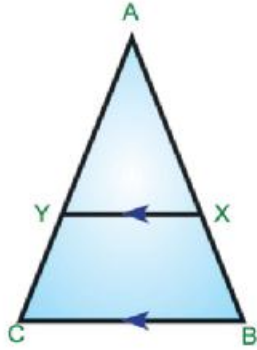
$m(\angle AXY) = m(\angle AYX)$

In  $\triangle AXY$

$\therefore m(\angle AXY) = m(\angle AYX)$

$\therefore AX = AY$

i.e. the triangle  $AXY$  is an isosceles triangle **Q.E.D**



**Think :** Can we deduce that  $XB = YC$  ? Explain your answer,

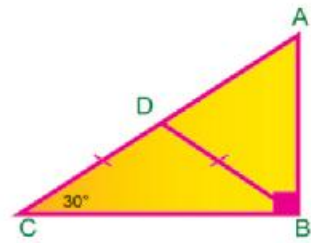


2 In the figure opposite :

ABC is a right angled triangle at B,  $m(\angle C) = 30^\circ$ ,  
 $D \in \overline{AC}$  where  $DB = DC$



**prove that**  $\triangle ABD$  is an equilateral triangle.



**Given:**  $m(\angle ABC) = 90^\circ$ ,  $m(\angle C) = 30^\circ$ ,  $DB = DC$

**R.T.P:** prove that  $AB = BD = AD$

**proof:** In  $\triangle DBC \because DB = DC$

$$\therefore m(\angle DBC) = m(\angle C) = 30^\circ$$

$$\text{in } \triangle ABC \because m(\angle ABC) = 90^\circ, m(\angle DBC) = 30^\circ$$

$$\therefore m(\angle BAD) = 90 - 30 = 60^\circ \quad (1)$$

$\because \angle ADB$  is an exterior angle of  $\triangle BDC$

$$\therefore m(\angle ADB) = m(\angle DBC) + m(\angle DCB)$$

$$m(\angle ADB) = 30^\circ + 30^\circ = 60^\circ \quad (2)$$

In  $\triangle ABD \because$  the sum of the measures of the interior angles of a triangle =  $180^\circ$

$$\therefore m(\angle ABD) = 180^\circ - (60^\circ + 60^\circ) = 60^\circ \quad (3)$$

$$\text{from (1), (2), (3)} \quad \therefore m(\angle ABD) = m(\angle ADB) = m(\angle A)$$

$$\text{i.e. } \angle ABD \cong \angle ADB \cong \angle A$$

$\therefore$  the triangle  $ABD$  is equilateral i.e.  $AB = BD = AD$



# UNIT FOUR

## Lesson Four

### Corollaries of isosceles triangle theorems

#### Think and Discuss

#### You will learn how

- The corollaries on the theorems of isosceles triangles.

#### key terms

- The isosceles triangle
- The bisector of a vertex angle
- The bisector of a triangle base.
- The axis of symmetry for a line segment..



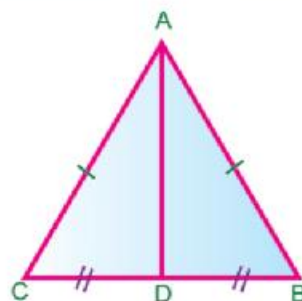
#### Corollary (1)

The median of an isosceles triangle from the vertex angle bisects it and is perpendicular to the base.

In the figure opposite:

In  $\triangle ABC$ ,  $AB = AC$ ,  $\overline{AD}$  is a median

then:  $\overrightarrow{AD}$  bisects  $\angle BAC$ .  $\overline{AD} \perp \overline{BC}$



**Remark:**  $\triangle ADB \cong \triangle ADC$ . Why?



#### Corollary (2)

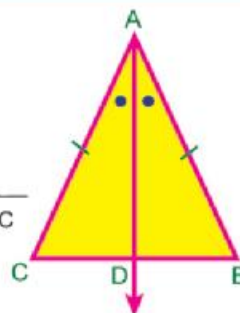
The bisector of the vertex angle of an isosceles triangle bisects the base and is perpendicular to it.

In the figure opposite:

In  $\triangle ABC$ ,  $AB = AC$ ,

$\overrightarrow{AD}$  bisects  $\angle BAC$

then D is a midpoint of  $\overline{BC}$  and  $\overline{AD} \perp \overline{BC}$



**Remark:**  $\triangle ADB \cong \triangle ADC$ . why?





**Corollary (3)**

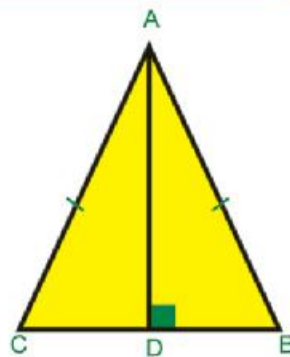
The straight line drawn passing through the vertex angle of an isosceles triangle perpendicular to the base bisects each of the base and the vertex angle.

In the figure opposite :

In  $\triangle ABC$ ,  $AB = AC$ ,  $\overline{AD} \perp \overline{BC}$

then D bisects  $\overline{BC}$ ,  $m(\angle BAD) = m(\angle CAD)$

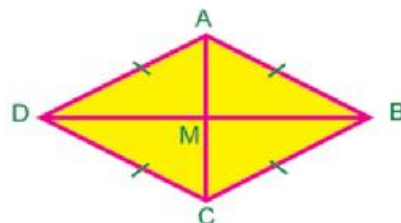
**Remark :**  $\triangle ADB \cong \triangle ADC$ . why?



**Think**

In the figure opposite :

ABCD is a quadrilateral in which all sides are equal in length, this figure is called rhombus, its diagonals are  $\overline{AC}$  and  $\overline{BD}$ . they intersect at point M



**Remark :**  $\triangle ABD \cong \triangle CBD$ . why?

$\therefore m(\angle ABD) = m(\angle CBD)$

in  $\triangle ABC$ ,  $AB = BC$ ,  $\overline{BM}$  bisects  $\angle ABC$

$\therefore \overline{BM} \perp \dots\dots\dots$ , M is the midpoint of  $\overline{AC}$

in  $\triangle BAD$ ,  $AB = AD$ ,  $\overline{AM} \perp \overline{BD}$

$\therefore \overline{AM}$  bisects  $\angle \dots\dots\dots$ , M is the midpoint of  $\overline{BD}$

Are the two diagonals of the rhombus perpendicular?

Do the two diagonals of the rhombus bisect each other?

Does the diagonal of the rhombus bisect the vertex angles which it connects?

Write down your answer.



**Axes of symmetry**

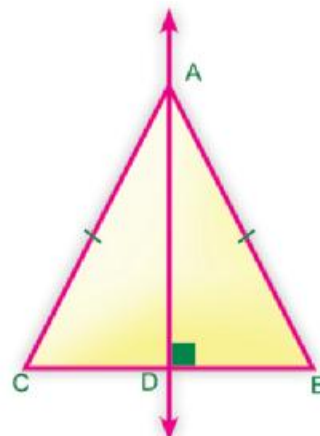
**First: axes of symmetry in the isosceles triangle:**

The axis of symmetry of the isosceles triangle is the straight line drawn from the vertex angle perpendicular to its base.

In the figure opposite:

$\triangle ABC$  in which  $AB = AC$ ,  $AD \perp BC$

then  $\overleftrightarrow{AD}$  is the axis of symmetry in the isosceles triangle  $ABC$ .



**Discuss:**

Does the isosceles triangle has more than one axis of symmetry?

- How many axes of symmetry are there in the equilateral triangle?
- Are there any axes of symmetry in the scalene triangle?

**Second: Axis of symmetry of a line segment :**

The straight line perpendicular to a line segment at its middle is called the axis of symmetry for that line segment in brief it is known as the axis of a line segment.

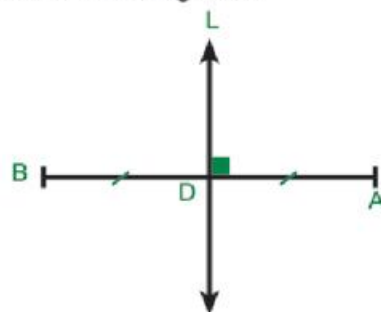
In the figure opposite:

If D the midpoint of  $\overline{AB}$  and

The straight line  $L \perp AB$

Where  $D \in L$ , then the straight line L

Is the axis of  $\overline{AB}$

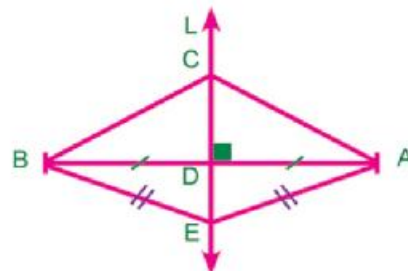


**Important property**

Any point at the axis of symmetry of a line segment is at equal distances from its end points.

**Remark:**

- 1 If  $C \in L$  then  $AC = BC$
- 2 If  $EA = EB$  then  $E \in L$ . why?





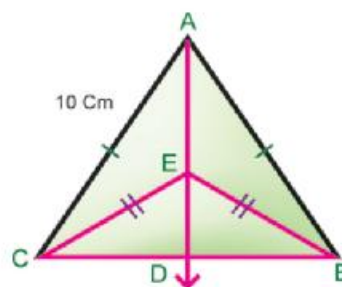
**Examples**

**1** In the figure opposite

$AB = AC = 10 \text{ cm}, EB = EC$

$\overrightarrow{AE} \cap \overline{BC} = \{D\}$

If  $BC = 6 \text{ cm}$ , find the length of  $\overline{CD}$  and  $\overline{AD}$



**Given :**  $AB = AC, EB = EC$

**R.T.P :** Find CD and AD

**Proof :**  $\because AB = AC \quad \therefore A$  is on the axis of  $\overline{BC}$   
 $\because EB = EC \quad \therefore E$  is on the axis of  $\overline{BC}$   
 $\therefore \overleftrightarrow{AE}$  is the axis of  $\overline{BC}$   
 $D$  is the midpoint of  $\overline{BC}$ ,  $AD \perp \overline{BC}$   
 $\because D$  is the midpoint of  $\overline{BC}$ ,  $BC = 6 \text{ cm} \quad \therefore CD = 3 \text{ cm}$   
 $\because AD \perp \overline{BC}$   
 $\therefore$  In  $\Delta ADC$  that is right angled triangle at  $D$   
 $(AD)^2 = (AC)^2 - (CD)^2$   
 $(AD)^2 = 100 - 9$   
 $\therefore AD = \sqrt{91} \text{ cm}$

**2** In the figure opposite

$ABC$  is a triangle in which  $AB = AC$ ,

$AD \perp BC$ ,  $m(\angle BAD) = 25^\circ$ ,

$BC = 4 \text{ cm}$ . Find:

**A**  $m(\angle DAC)$

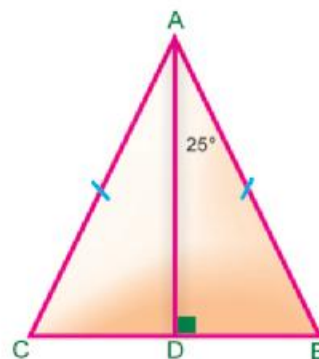
**B** the length of  $\overline{DC}$

**Solution**

**Given:**  $AB = AC$ ,

$AD \perp BC$ ,  $m(\angle BAD) = 25^\circ$ ,  $BC = 4 \text{ cm}$

**R.T.P:**  $m(\angle DAC)$ , and the length of  $\overline{DC}$ .



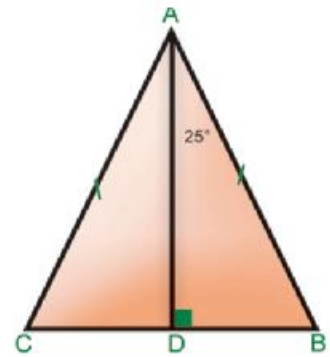
**Proof** : in  $\triangle ABC$

$$\therefore AB = AC, \overline{AD} \perp \overline{BC}$$

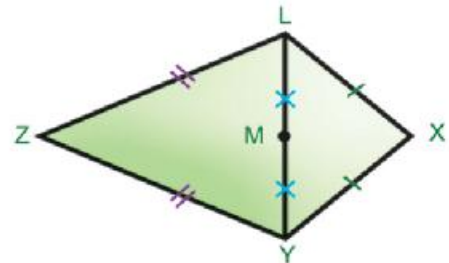
$\therefore \overrightarrow{AD}$  bisects both of the base  $\overline{BC}$  and  $\angle BAC$

$$\therefore m(\angle DAC) = m(\angle DAB) = 25^\circ,$$

$$DC = \frac{1}{2} BC = \frac{4}{2} = 2 \text{ cm.}$$



- 1** In the figure opposite  
 $x y = x L, Zy = Z L, LM = Y M$



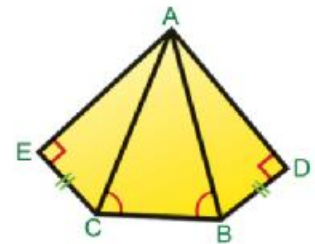
- Prove that** X, M and Z are on the same straight line

- 2** In the figure opposite:  
 $BD = CE$

$$m(\angle ABC) = m(\angle ACB)$$

$$m(\angle D) = m(\angle E) = 90^\circ$$

**Prove that** :  $m(\angle DAB) = m(\angle CAE)$



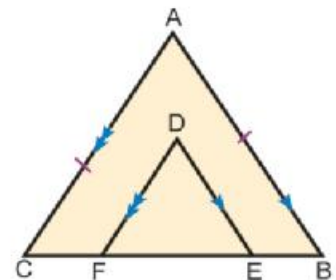
- 3** In the figure opposite:

$$AB = AC, \overline{DE} \parallel \overline{AB}$$

$$\overline{DF} \parallel \overline{AC}$$

**Prove that:**  $DE = DF$

**Second:**  $m(\angle BAC) = m(\angle EDF)$

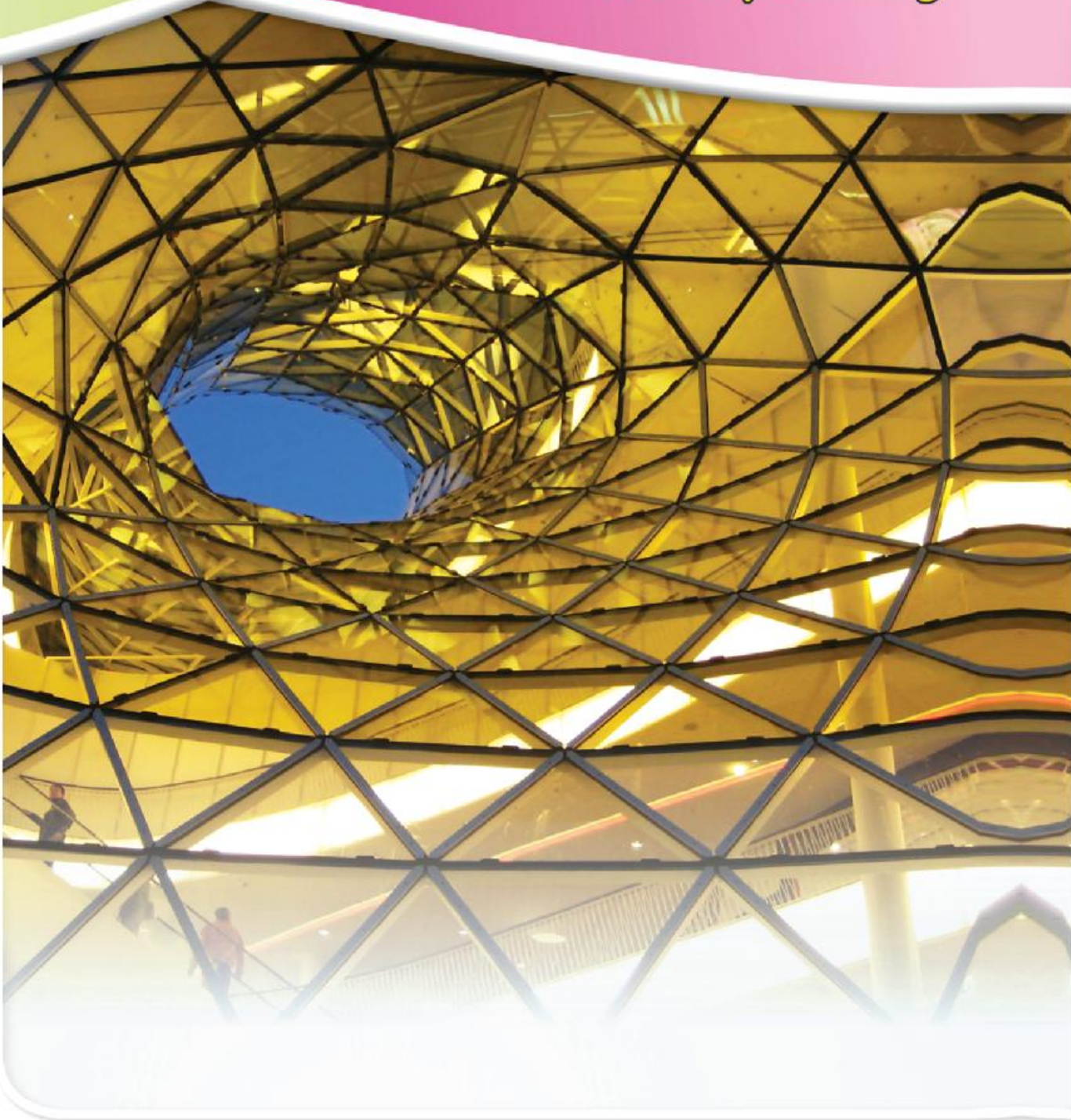




**UNIT FIVE**

**5**

**Inequality**



# UNIT FIVE

## Lesson One

# Inequality

### Think and Discuss

#### You will learn how

- ☞ To define the concept of inequality.
- ☞ To define axioms of inequality.

#### key terms

- ☞ Inequality.
- ☞ axioms.
- ☞ greater than  $>$ .
- ☞ Less than  $<$ .
- ☞ equal to

#### The concept of inequality:

- 1 Do all the students in your class have the same height?
- 2 Are there any differences among the measures of acute, right and obtuse angles?

#### What does this difference mean?

#### Remark :

An Inequality means that there is a difference in the heights of the students and in the measures of the angles. This difference is represented by the relation of inequality which is used to compare two different numbers.



#### Examples

1 If:  $\angle ABC$  is an acute angle then:  $m(\angle ABC) < 90^\circ$ .

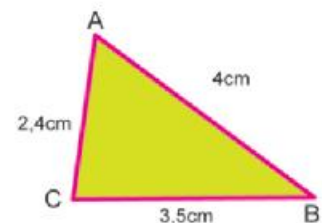
2 In the figure opposite,  $ABC$  is a triangle in which:

$AB = 4\text{cm}$ ,  $BC = 3.5\text{cm}$ ,

$AC = 2.4\text{cm}$

then:  $AB > BC$ ,  $BC > AC$

i.e  $AB > BC > AC$

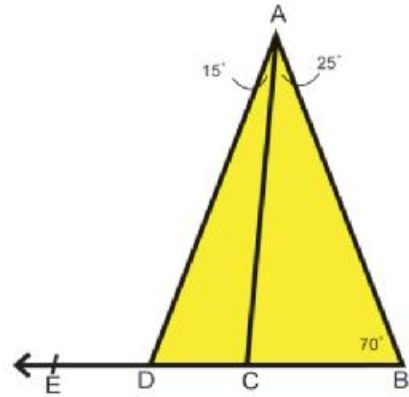




**practice:**

In the figure opposite, find:  $m(\angle ACB)$ ,  $m(\angle ACD)$  and  $m(\angle ADE)$  then complete by using  $>$  or  $<$ :

- $m(\angle ADE)$  .....  $m(\angle CAD)$
- $m(\angle ADC)$  .....  $m(\angle ACB)$
- $m(\angle ACD)$  .....  $m(\angle ABC)$
- $m(\angle ACD)$  .....  $m(\angle ADE)$

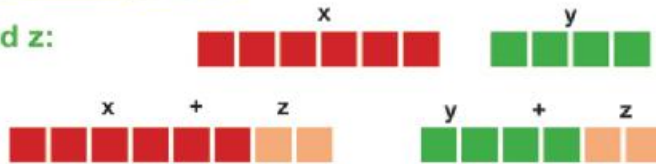


**Remark :** All the previous relations are called inequalities.

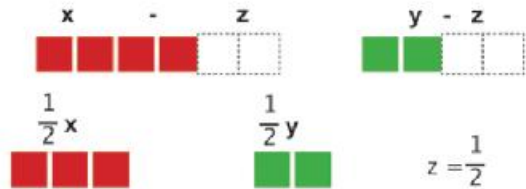
### Axioms of inequality

For any given three numbers  $x$ ,  $y$  and  $z$ :

**1** If:  $x > y$   
then:  $x + z > y + z$



**2** If:  $x > y$   
then:  $x - z > y - z$



**3** If:  $x > y$ ,  $z$  is a positive number  
then:  $xz > yz$



**4** If:  $x > y, y > z$   
then:  $x > z$



**5** If:  $x > y, A > B$   
then:  $x + A > y + B$



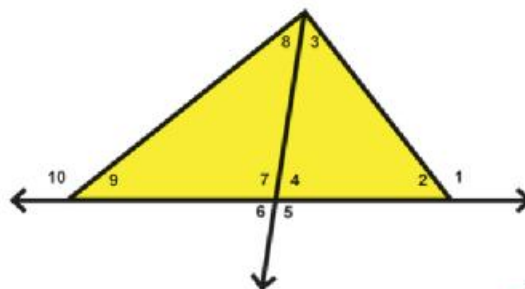
**Remember:**

The measure of any exterior angle of a triangle is greater than the measure of any interior angle except for the adjacent angle.



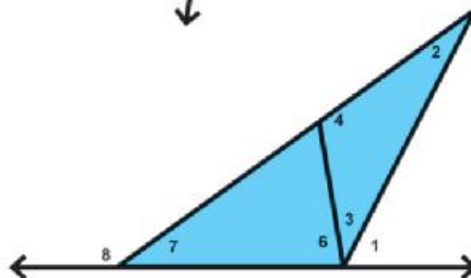
1 In the figure opposite: which of the following angles has the greatest measure?

- A  $\angle 1$  ,  $\angle 3$  ,  $\angle 4$
- B  $\angle 4$  ,  $\angle 8$  ,  $\angle 9$
- C  $\angle 2$  ,  $\angle 3$  ,  $\angle 7$
- D  $\angle 7$  ,  $\angle 8$  ,  $\angle 10$

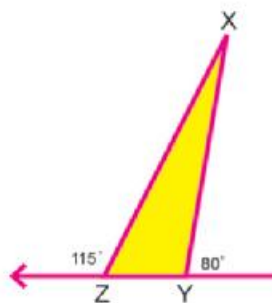
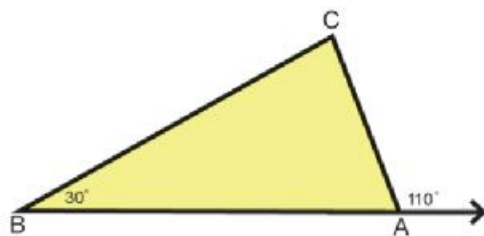


2 In the figure opposite, find:

- A All angles of measures less than  $m(\angle 1)$
- B All angles of measures greater than  $m(\angle 6)$
- C All angles of measures less than  $m(\angle 4)$



3 Order the measures of the angles in the triangle ABC in an ascending order and the measures of the angles in the triangle XYZ in a descending order.



$m(\angle \dots) < m(\angle \dots) < m(\angle \dots)$

$m(\angle \dots) > m(\angle \dots) > m(\angle \dots)$

4 In the figure opposite:  $C \in \overleftrightarrow{AB}$  ,  $D \in \overleftrightarrow{AB}$

If:  $AB > CD$

then:  $AC \dots BD$





**Example**

In the figure opposite :

$m(\angle ACB) > m(\angle ABC)$ ,  $DB = DC$

**Prove that :**  $m(\angle ACD) > m(\angle ABD)$

**Given:**  $m(\angle ACB) > m(\angle ABC)$ ,  $DB = DC$

**Required to prove:**  $m(\angle ACD) > m(\angle ABD)$

**R.T.P:**  $\therefore DB = DC$

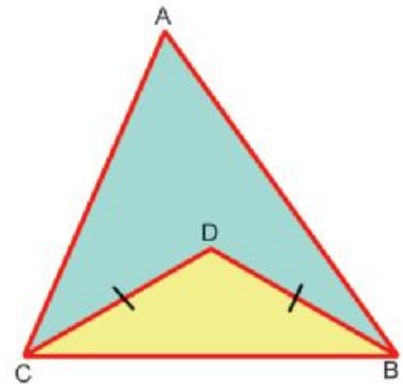
$$\therefore m(\angle DCB) = m(\angle DBC) \quad (1)$$

$$\therefore m(\angle ACB) > m(\angle ABC) \quad (2)$$

$\therefore$  By subtracting (1) from (2), we get:

$$m(\angle ACB) - m(\angle DCB) > m(\angle ABC) - m(\angle DBC)$$

$$\therefore m(\angle ACD) > m(\angle ABD) \quad \text{Q.E.D}$$



# UNIT FIVE

## Lesson Two

### Comparing the measures of the angles of a triangle

#### Think and Discuss

#### You will learn how

- To compare the measures of angles in a triangle.

#### key terms

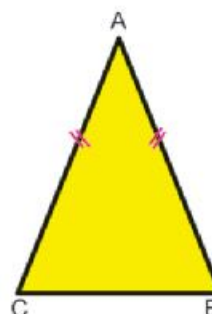
- Angle.
- Measure of an angle.
- The greatest angle in a triangle.
- The smallest angle in a triangle.
- The largest side of a triangle.
- The smallest side of a triangle...



#### Activity

**1** In the figure opposite: ABC is an isosceles triangle in which  $AB = AC$

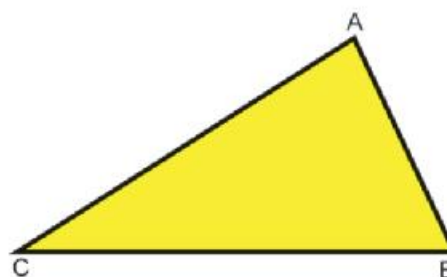
- Fold the triangle to make the vertex B congruent to vertex C. What do you observe regarding to the measures of the angles B, C which are opposite to the two equal sides AC, AB?



- Fold the triangle to make the vertices A, C congruent. what do you observe regarding to the measures of the two angles opposite to the two unequal sides BC, AB?

- Does the difference in the lengths of the two sides in a triangle lead to a difference in the measures of their two opposite angles?

**2** Draw the scalene triangle. ABC Flip the triangle to make the vertex A coincide the vertex B. What do you observe regarding to the measures of the two angles A, and B that are opposite to the two unequal sides, BC, AC.



- Repeat the previous steps to make the vertex B coincide vertex C. what do you observe?



Are there any equal angles in measures in that triangle?

**Notice that :** In a triangle, if the sides are unequal in length, the measures of the opposite angles are unequal.

 **Activity**

Draw the scalene triangle ABC, then measure the lengths of its 3 sides and the measures of the opposite angles, then complete the following table::

Lengths of sides	Measures of the opposite angles
AB = ..... cm	$m(\hat{C}) = \dots\dots\dots^\circ$
BC = ..... cm	$m(\hat{A}) = \dots\dots\dots^\circ$
CA = ..... cm	$m(\hat{B}) = \dots\dots\dots^\circ$

What do you observe?



**Theorem (3)**

**(Angle - Comparison Theorem)**

In a triangle, if two sides have unequal lengths, then the longer is opposite to the angle of the greater measure.

**Given:** ABC in which  $AB > AC$   
**R.T.P:**  $m(\hat{ACB}) > m(\hat{ABC})$   
**Construction:** take  $D \in AB$  where  $AD = AC$   
**proof:** in  $\triangle ACD$ ,  $AD = AC$

$$\therefore m(\hat{ACD}) = m(\hat{ADC}) \quad (1)$$

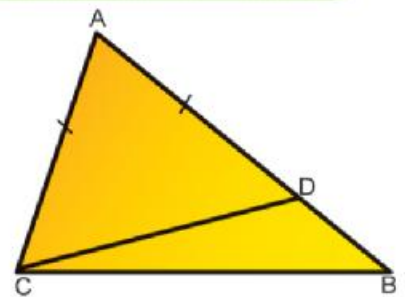
ADC is an exterior angle of  $\triangle BDC$   
 $m(\hat{ADC}) > m(\hat{B}) \quad (2)$

from (1), (2)

$$m(\hat{ACD}) > m(\hat{B})$$

$$m(\hat{ACB}) > m(\hat{ACD})$$

$$m(\hat{ACB}) > m(\hat{ABC}) \quad \text{Q.E.D}$$

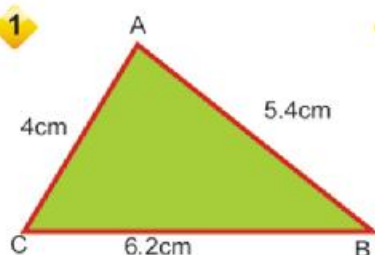




**Practice**

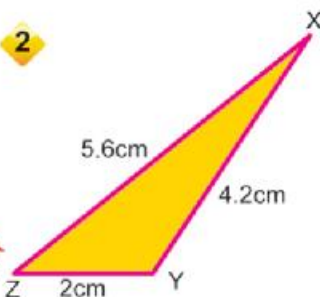
In each of the following figures, complete using ( $>$ ,  $<$ )

1



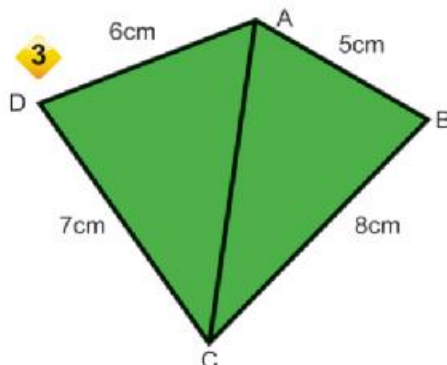
$m(\angle A)$     $m(\angle B)$   
 $m(\angle A)$     $m(\angle C)$   
 $m(\angle B)$     $m(\angle C)$

2



$m(\angle z)$     $m(\angle y)$   
 $m(\angle x)$     $m(\angle y)$   
 $m(\angle z)$     $m(\angle x)$

3



$m(\angle BAC)$     $m(\angle BCA)$   
 $m(\angle DAC)$     $m(\angle DCA)$   
 $m(\angle BAD)$     $m(\angle BCD)$

**Remark :**

The measure of the greatest angle in the triangle  $> 60^\circ$

The measure of the smallest angle in the triangle is  $< 60^\circ$  why?



**Example**

In the figure opposite :

ABC is a triangle in which  $AB > BC > CA$

Prove that:  $m(\angle C) > m(\angle A) > m(\angle B)$

**Given:**  $AB > BC > CA$

**R.T.P:**  $m(\angle C) > m(\angle A) > m(\angle B)$

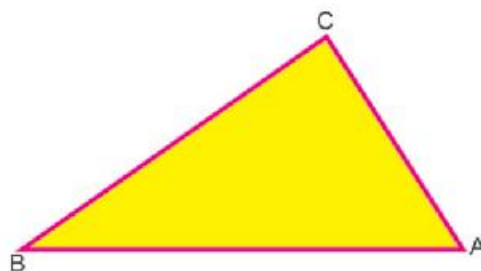
**Proof:** In  $\triangle ABC$

$\therefore AB > BC \quad \therefore m(\angle C) > m(\angle A) \quad (1)$

$\therefore BC > CA \quad \therefore m(\angle A) > m(\angle B) \quad (2)$

from (1), (2) and using the axioms of inequality :

$m(\angle C) > m(\angle A) > m(\angle B)$





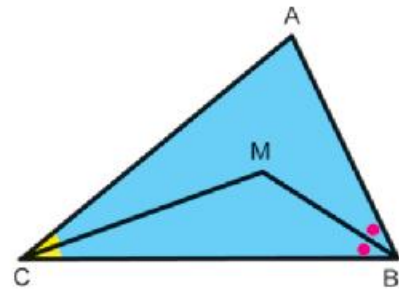
**Remember :** In a triangle, the longest side in length is opposite to the greatest angle in measure while the shortest side in length is opposite to the smallest angle in measure.



**Example**

**In the figure opposite :**

ABC is a triangle where  $\overrightarrow{BM}$  bisects  $\angle ABC$ , and  $\overrightarrow{CM}$  bisects  $\angle ACB$  If:  $MC > MB$



**Prove that:**  $m(\angle ABC) > m(\angle ACB)$

**Given :**  $\overrightarrow{BM}$  bisects  $\angle ABC$ ,  $\overrightarrow{CM}$  bisects  $\angle ACB$ ,  $MC > MB$ .

**R.T.P:** Prove that  $m(\angle ABC) > m(\angle ACB)$

**Proof:** in  $\triangle MBC$

$$\because MC > MB \quad \therefore m(\angle MBC) > m(\angle MCB) \quad (1)$$

In  $\triangle ABC$

$$\because \overrightarrow{BM} \text{ bisects } \angle ABC \quad \therefore m(\angle MBC) = \frac{1}{2} m(\angle ABC) \quad (2)$$

$$\because \overrightarrow{CM} \text{ bisects } \angle ACB \quad \therefore m(\angle MCB) = \frac{1}{2} m(\angle ACB) \quad (3)$$

$\therefore$  from (1), (2), (3) :  $\frac{1}{2} m(\angle ABC) > \frac{1}{2} m(\angle ACB)$  Using the axioms of inequality

$$\therefore m(\angle ABC) > m(\angle ACB) \quad \text{Q.E.D}$$

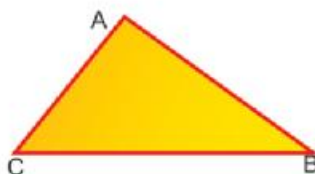


# Comparing the lengths of sides of a triangle

## Think and Discuss

**Activity 1** The figure opposite: ABC is a triangle of unequal measures of angles.

- ✎ Fold the triangle to make the vertex A coincide vertex B what do you observe regarding to the lengths of the two sides  $\overline{BC}$  and  $\overline{AC}$ , which are opposite to the two unequal angles A and B?



- ✎ Repeat the same previous steps to make vertex B congruent to vertex C. What do you observe?
- ✎ When vertex C is coincide to vertex A, what do you observe?
- ✎ Are there any equal sides in lengths in that triangle?

**Remark :** If the measures of the angles in a triangle are unequal, then the lengths of its sides which are opposite to the angles are unequal.

**Activity 2** Draw the triangle ABC where its angles are unequal in measure then measure the lengths of opposite sides to the angles and complete the following table:

the measures of the angles	the lengths of the opposite sides
$m(\angle A) = \dots^\circ$	$BC = \dots \text{ cm}$
$m(\angle B) = \dots^\circ$	$CA = \dots \text{ cm}$
$m(\angle C) = \dots^\circ$	$AB = \dots \text{ cm}$

**What do you observe?**

- ✎ Is the greatest angle in measure opposite to the longest side in length? Is the smallest angle in measure opposite to the shortest side in length?
- ✎ Is it possible to order the lengths of the sides in the triangle in an ascending or descending order in terms of the measures of the opposite angles?

### You will learn how

- ✎ To compare the measures of sides in a triangle..

### key terms

- ✎ The longest side of a triangle.
- ✎ The shortest side of a triangle.
- ✎ the greatest angle of a triangle.
- ✎ the smallest angle of a triangle.
- ✎ The perpendicular line segment.



**Theorem (4)**



**(Side - Comparison Theorem)**

In a triangle, if two angles are unequal in measure, then the greater angle in measure is opposite to a side greater in length than that opposite to the other angle.

**Given :** In  $\triangle ABC$   $m(\angle C) > m(\angle B)$

**R. T. P :**  $AB > AC$

**Proof :**  $\therefore \overline{AB}, \overline{AC}$  are line segments

$\therefore$  one of the following cases should be verified:

- (1)  $AB < AC$       (2)  $AB = AC$       (3)  $AB > AC$

If not  $AB > AC$

Either  $AB = AC$     or     $AB < AC$

if  $AB = AC$ , then  $m(\angle C) = m(\angle B)$

Again this contradicts the given where  $m(\angle C) > m(\angle B)$

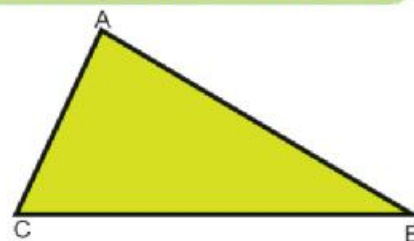
and if  $AB < AC$ , then  $m(\angle C) < m(\angle B)$ . According to the theorem above.

Again this contradicts the given, where

$m(\angle C) > m(\angle B)$

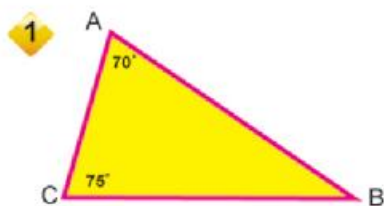
$\therefore AB > AC$

**Q.E.D**

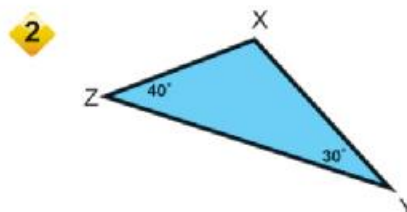


**practice**

In the following figures , complete using  $>$  ,  $<$  or  $=$ :



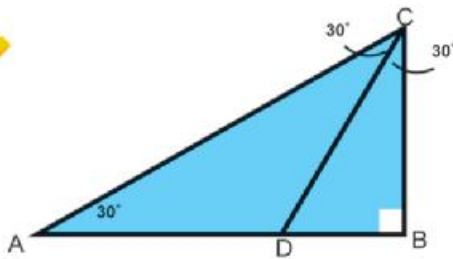
- $AB$  .....  $AC$   
 $AB$  .....  $BC$   
 $AC$  .....  $BC$



- $XY$  .....  $XZ$   
 $YZ$  .....  $XY$   
 $YZ$  .....  $XZ$

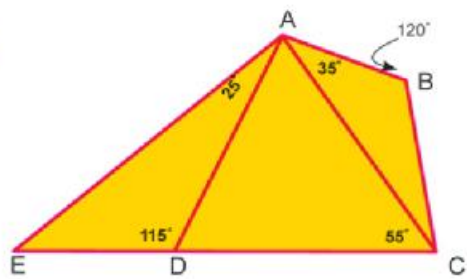


3



- AC ..... BC
- BC ..... DB
- AC ..... BD
- CD ..... AC

4



- BC ..... AB
- CD ..... CA
- AD ..... AE
- CD ..... AD

Corollaries :

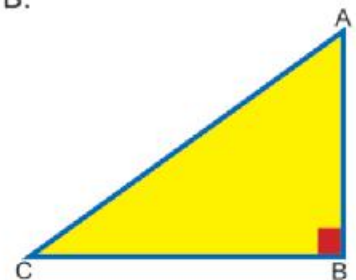


Corollary (1)

In the right - angled trinagle, the hypotenuse is the longest side.

In the figure opposite  $\Delta ABC$  is a right - angled triangle at B.

- $\because \angle A$  acute  $\therefore m(\angle B) > m(\angle A)$   
 $AC > BC$
- $\because \angle C$  acute  $\therefore m(\angle B) > m(\angle C)$   
 $AC > AB$
- $\therefore \overline{AC}$  is the longest side Q.E.D.



Remark :

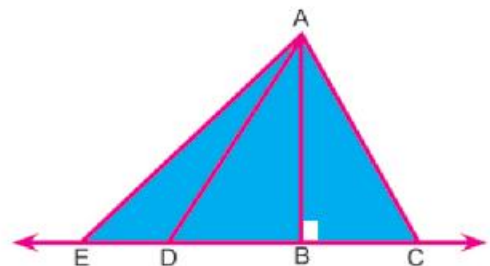
In the obtuse angled triangle, the side opposite to the obtuse angle is the longest side in the triangle .



Let's think

- AC > AB. Why?
- AD > AB. Why?
- AE > AB. Why?

Is the length of the right leg in the right angled-triangle is shorter than the length of the hypotenuse? Why?





**Corollary (2)**

The length of the perpendicular line segment drawn from a point outside a straight line to this line is shorter than any line segment drawn from this point to the given straight line.

**Definition :**

The distance between any point and a given straight line is the length of the perpendicular line segment drawn from the point to the given line.



**Example**

**in the figure opposite:**  $ABC$  is a triangle,  $E \in \overrightarrow{BA}$   
 $\overrightarrow{AD} \parallel \overrightarrow{BC}$ ,  $m(\angle CAD) = 35^\circ$

$m(\angle DAE) = 75^\circ$

**Prove that :**  $AC > AB$

**Given that:**  $\overrightarrow{AD} \parallel \overrightarrow{BC}$ ,  $m(\angle EAD) = 75^\circ$ ,  $m(\angle DAC) = 35^\circ$

**R.T.P:**  $AC > AB$

**Proof:**  $\because \overrightarrow{AD} \parallel \overrightarrow{BC}$ ,  $AB$  is a transversal

$\therefore m(\angle B) = m(\angle EAD) = 75^\circ$

$\because \overrightarrow{AD} \parallel \overrightarrow{BC}$ ,  $AC$  is a transversal

$\therefore m(\angle ACB) = m(\angle DAC) = 35^\circ$

From (1) and (2) :

in  $\triangle ABC$

$m(\angle ABC) = 75^\circ$ ,  $m(\angle ACB) = 35^\circ$

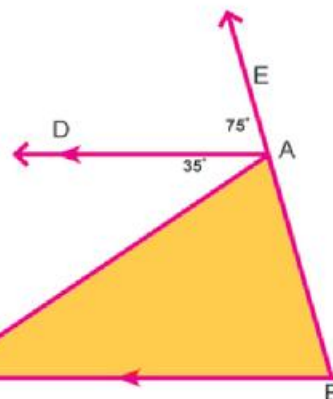
**i.e.**  $m(\angle ABC) > m(\angle ACB)$

$\therefore AC > AB$

**Corresponding angles (1)**

**alternate angles (2)**

**Q.E.D**



# Triangle inequality

## Think and Discuss



### Activity

By using your ruler and compass, try to draw the triangle ABC where :

- 1  $AB = 4 \text{ cm}$  ,  $BC = 5 \text{ cm}$  ,  $AC = 6 \text{ cm}$
- 2  $AB = 6 \text{ cm}$  ,  $BC = 3 \text{ cm}$  ,  $AC = 2 \text{ cm}$
- 3  $AB = 9 \text{ cm}$  ,  $BC = 4 \text{ cm}$  ,  $AC = 3 \text{ cm}$
- 4  $AB = 8 \text{ cm}$  ,  $BC = 3 \text{ cm}$  ,  $AC = 5 \text{ cm}$

In which of the previous cases were you able to draw the triangle? What do you conclude?

**Fact :**

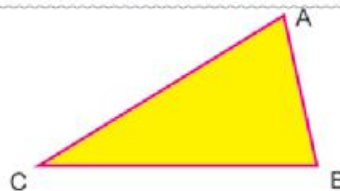
For any triangle, the sum of the lengths of any two sides is greater than the length of the third side.

**i.e. :** In any triangle ABC :

$$AB + BC > AC$$

$$BC + CA > AB$$

$$AB + AC > BC$$



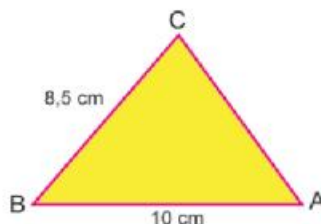
**for example:** the numbers 5, 3 and 9 are not valid to be the lengths of a triangle because the sum of the smallest two numbers =  $3 + 5 = 8$  ,  $8 < 9$ . Therefore, the inequality of the triangle is not verified.



### Examples

ABC is a triangle , If  $AB = 10 \text{ cm}$  ,  
 $BC = 8.5 \text{ cm}$

Find the interval which the length of side  $\overline{AC}$  belongs to.



**You will learn how**

To define the triangle inequality .

**key terms**

inequality .

triangle inequality.



**Solution**

$$AC < AB + BC$$

$$AC < 18.5 \quad (1)$$

However,  $AC + BC > AB$

**triangle inequality**

$$AC > AB - BC$$

$$AC > 1.5 \quad (2)$$

From (1), (2)  $18.5 > AC > 1.5$

$$AC \in ]1.5, 18.5[$$



**Practice**

Find the interval which the third side belongs to in each of the following triangles.

If the lengths of the other two sides were as follows:

- A 6 cm, 9 cm  
 B 5 cm, 12 cm  
 C 7 cm, 15 cm  
 D 2.9 cm, 3.2 cm







# Second Term

# Contents

## Unit One: Factorization

Lesson One: Factorizing Triomials .....	108
Lesson Two: Factorizing the Perfect-Square Trinomials .....	112
Lesson three: Factorizing the Difference of two Squares .....	115
Lesson Four: Factorizing the Sum and Difference of two Cubes.....	116
Lesson Five: Factorizing by Grouping .....	118
Lesson Six: Factorizing by Completing the square .....	120
Lesson Seven: Solving Quadratic Equations in one Variable.....	122

## Unit Two: Non-Negative and negative integer Powers in $\mathbb{R}$ and the Operation on them

Lesson One: Non-Negative and negative integer powers in $\mathbb{R}$ .....	126
Lesson Two: Rules of non-negative integer powers in $\mathbb{R}$ .....	129
Lesson three: Rules for negative integer powers in $\mathbb{R}$ .....	131
Lesson Four: Operations on integer powers in $\mathbb{R}$ .....	133

## Unit Three: Propability

Lesson One: Propability .....	137
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### **Unit Four: Areas**

Lesson One: Equality of the Areas of Two Parallelograms.....	145
Lesson Two: Equality of the Areas of Two Triangles .....	152
Lesson three: Areas of Some geometric figures .....	158

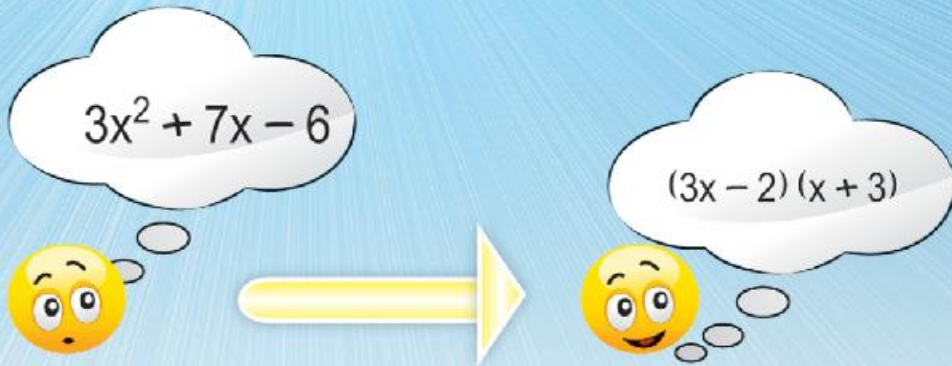
### **Unit Five: similarity and Projextions**

Lesson On: Similarity .....	163
Lesson Two: Converse of Pythagoras Theorem .....	166
Lesson Three: Projection .....	167
Lesson Four : Euclidean Theorem.....	171
Lesson Five: Classifying of Triangles accarding to their Angles .....	173

# UNIT ONE

## 1

# FACTORIZATION



$\begin{array}{cc} 3x & 1 \\ x & -6 \end{array}$	$\begin{array}{cc} 3x & -1 \\ x & 6 \end{array}$	$\begin{array}{cc} 3x & 2 \\ x & -3 \end{array}$	$\begin{array}{cc} 3x & -2 \\ x & 3 \end{array}$
$= -17x$	$= 17x$	$= -7x$	$= 7x$
$\neq$	$\neq$	$\neq$	$=$
$7x$	$7x$	$7x$	$7x$

**Unit One**  
**Lesson One**

# Factorizing Trinomials

## Think and Discuss

### You will learn

- ↪ The meaning of factorizing an algebraic expression
- ↪ factorizing a trinomial

### Key-Terms

- ↪ Factorizing.
- ↪ An algebraic expression
- ↪ A trinomial

You have learned that :

**Factorizing an integer means to write it as a product of two or more factors.**

**For example:**

$$12 = 3 \times 4, 12 = -3 \times -4 \text{ or } 12 = 2 \times 6 \text{ or.....}$$

**We have learned before to factorize by taking out the highest common factor H.C.F:**

**For example:**

$$6x^2y^2 - 9x^3y = 3x^2y(2y - 3x)$$



### Practice

**Factorize using H.C.F for all the following terms:**

- 1  $2 \times (m + 3) - 4y(m + 3)$       2  $a(a-b) - b(b-a)$

**You know that:**

$$\begin{aligned} (x + 3)(x + 4) &= x(x + 4) + 3(x + 4) \\ &= x^2 + 4x + 3x + 3 \times 4 \\ &= x^2 + (4 + 3)x + 12 \\ &= x^2 + 7x + 12 \end{aligned}$$

The algebraic expression  $(x^2 + 7x + 12)$  is often called a trinomial.

By using the previous multiplication properties. Can you factorize the expression  $(x^2 + 7x + 12)$  into two factors?

**First:** Factorize  $x^2$  into  $x \times x$

Product	sum
$1 \times 12$	13
$-12 \times -1$	-13
$2 \times 6$	8
$-2 \times -6$	-8
$3 \times 4$	7
$-3 \times -4$	-7



**Second:** Guess and check two numbers whose product is 12 and whose sum is 7.  
They are 3 and 4. Thus,  $x^2 + 7x + 12 = (x + 3)(x + 4)$



**Practice**

- 1 Find two numbers whose product is 20 and whose sum is 9
- 2 Find two numbers whose product is 12 and whose sum is -8
- 3 Find two numbers whose product is -24 and whose sum is 5
- 4 Find two numbers whose product is -15 and whose sum is -14

**First: Factorizing Quadratic Trinomials in the form  $x^2 + bx + c$**

**Factorize this expression into two linear factors:**

- the first term in each factor is x.
- the last two terms are two numbers whose product is C and whose sum is b.



**Examples :**

1 **Factorize the expression:**  $x^2 - 5x + 6$

2 **Factorize the expression:**  $x^2 - 5x - 6$

Look for two numbers whose product is 6 and whose sum is -5.  
They are -2 and -3.

Thus,  $x^2 - 5x + 6 = (x - 2)(x - 3)$

Look for two numbers whose product is -6 and whose sum is -5. They are 1 and -6.

Thus,  $x^2 - 5x - 6 = (x + 1)(x - 6)$

3 **Factorize the expression:**  $3y^2 - 48 + 18y$

1 The expression should be ordered according to the descending exponents of y.  
The expression will be:  $3y^2 + 18y - 48$

2 Note that H.C.F for all of the terms then take out H.C.F which is 3.  
The expression will be:  $3(y^2 + 6y - 16)$

3 Look for two numbers whose product is -16 and whose sum is 6.  
They are -2 and 8.

$\therefore$  The expression =  $3(y - 2)(y + 8)$



4 Factorize the expression:  $m^4 - 6m^2n + 5n^2$

**Solution**

- 1  $m^4$  is factorized as  $m^2 \times m^2$
- 2 Look for two numbers whose product is  $(5n^2)$  and whose sum is  $(-6n)$ . They are  $-n$  and  $-5n$ .

Thus, the expression =  $(m^2 - n)(m^2 - 5n)$



**Practice**

Factorize each expression of the following:

- |                        |                        |                       |
|------------------------|------------------------|-----------------------|
| 1 $x^2 + 11x + 10$     | 2 $x^2 - 7x + 10$      | 3 $x^2 - 3x - 10$     |
| 4 $x^2 - 7x + 12$      | 5 $x^2 + 4x - 12$      | 6 $x^2 - x - 12$      |
| 7 $x^2 - 8x + 12$      | 8 $y^2 - 20y + 51$     | 9 $y^2 - 50y - 51$    |
| 10 $5x^2 - 10x - 15$   | 11 $x^4 - 9x^2 + 20$   | 12 $x^3 - 3x^2 - 28x$ |
| 13 $x^2 - 5xy - 24y^2$ | 14 $b^2 + 3bc - 10c^2$ | 15 $-x^2 + 2x + 63$   |

**Seconed:** Factorizing Quadratic Trinomials of the form  $ax^2 + bx + c$ , where  $a \neq \pm 1$

You know that:

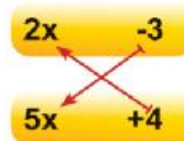
$$(2x - 3)(5x + 4) = \underbrace{10x^2}_{2x \times 5x} + \underbrace{(8x + (-15x))}_{\text{Product of inner terms} + \text{product of outer terms}} + \underbrace{(-12)}_{-3 \times 4}$$

i.e.  $(2x - 3)(5x + 4) = 10x^2 - 7x - 12$

Reverse the process to factorize the quadratic trinomial  $10x^2 - 7x - 12$  let's do some trials. The opposite diagram will help you to factorize the expression.

$$\begin{aligned} \text{Middle Term} &= (2x)(4) + (-3)(5x) \\ &= -7x \end{aligned}$$

$$\therefore 10x^2 - 7x - 12 = (2x - 3)(5x + 4)$$





**Example (1)**

Factorize the expression  $3x^2 + 7x - 6$

**Solution**

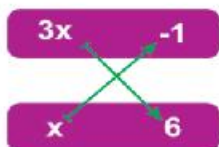
**Note that**  $3x^2 = (3x) (x)$  while  $-6$  is factorized as follows

$1 \times -6, -1 \times 6, 2 \times -3$  or  $-2 \times 3$ . Observe the following trials to get a true answer:



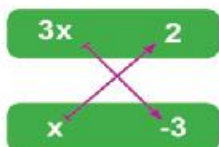
**Fig. (1)**

In fig. (1):  $3x \times -6 + x \times 1 = -17x \neq$  Middle Term (False).



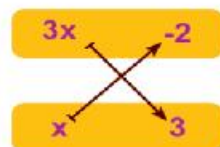
**Fig. (2)**

In fig.(2):  $3x \times 6 + x \times -1 = 17x \neq$  Middle Term (False).



**Fig. (3)**

In fig.(3):  $3x \times -3 + x \times 2 = -7x \neq$  Middle Term (False).



**Fig. (4)**

In fig. (4):  $3x \times 3 + x \times -2 = 7x =$  Middle Term (True).

$$\therefore 3x^2 + 7x - 6 = (3x - 2)(x + 3)$$



**Example (2)**

Factorize the expression  $15x^4 - 21z^2 - 6x^2z$

**Solution**

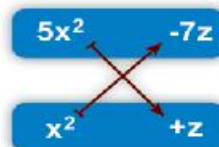
**1** The expression after the order is :  $15x^4 - 6x^2z - 21z^2$  . Note that H.C.F = 3 :

the expression =  $3(5x^4 - 2x^2z - 7z^2)$

**2** ∴ The third term is negative

∴ The Factors of  $-7z^2$  have opposite signs.

∴ The expression =  $3(5x^2 - 7z)(x^2 + z)$



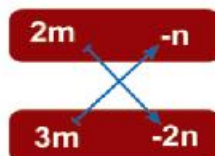
**Example (3)**

Factorize the expression  $6m^2 + n(2n - 7m)$

**Solution**

The given Expression =  $6m^2 + 2n^2 - 7nm$

$$= 6m^2 - 7nm + 2n^2 = (2m - n)(3m - 2n)$$



**Note that:** You can check your answer by testing multiplication visually to get the original expression, before the factorize.





**Unit One**  
**Lesson**  
**Two**

**Factorizing**  
**the Perfect-Square Trinomials**

**Think and Discuss**

**You have learned before:**

$$(2x - 3)^2 = 4x^2 - 12x + 9$$

$$(5y + 7x)^2 = 25y^2 + 70xy + 49x^2$$

$$(L^2 - 5m)^2 = L^4 - 10L^2m + 25m^2$$

Trinomials like  $4x^2 - 12x + 9$ ,  $25y^2 + 70xy + 49x^2$ ,  $L^4 - 10L^2m + 25m^2$  are called **perfect-squares**.

**You will learn**

To factorize perfect-square trinomials

**Key-Terms**

a perfect-square.

**Note that**

- Each of the first and third terms are perfect squares.
- The middle term =  $\pm 2 \times$  square root of first term  $\times$  square root of third term.

The factorization of a perfect-square trinomial is written in the form:

**Perfect-Square Trinomial =**

$$\left( \sqrt{\text{First term}} \quad \pm \quad \sqrt{\text{Third term}} \right)^2$$

the sign of the middle term

**Ex.**  $9x^2 - 30x + 25 = (\sqrt{9x^2} - \sqrt{25})^2 = (3x - 5)^2$

$L^4 + 14L^2m + 49m^2 = (\sqrt{L^4} + \sqrt{49m^2})^2 = (L^2 + 7m)^2$

**Note that**

- Take out H.C.F, if existed.
- To order the terms descendingly according to the exponent of one variable.





**Exemple (1)**

Determine which of the following trinomial expressions is a perfect-square, then factorize it in the form of a perfect-square:

**A**  $25x^2 - 30x + 9$

**B**  $m^2 + 4m - 4$

**C**  $49a^2 + 70ab^2 + 25b^4$

**Solution**

**A**  $25x^2 = (5x)^2$  and  $9 = (3)^2$  the first and third terms are perfect-squares  
The Middle Term =  $2 (5x) (3) = 30x$ .

$\therefore$  The expression  $25x^2 - 30x + 9$  is a perfect square and the expression  
 $= (5x - 3)^2$

**B**  $m^2 + 4m - 4$  is not a perfect-square, where the third term is negative.

**C** The first term  $49a^2 = (7a)^2$  is a perfect-square and the third term  
 $= 25b^4 = (5b^2)^2$  is a perfect-square and the middle term =  $2 (7a)(5b^2) = 70ab^2 =$   
Middle Term.

$\therefore$  The expression  $49a^2 + 70ab^2 + 25b^4$  is a perfect-square trinomial and the  
expression =  $(7a + 5b^2)^2$



**Exemple (2)**

Complete the missing term to make a perfect-square in each of the following expressions then factorize each expression.

**A**  $4y^2 \pm \dots + 121$

**B**  $25a^2 - 30ab \dots$

**Solution**

**A** The middle term =  $\pm 2 (\sqrt{\text{first term}} \times \sqrt{\text{third term}}) = \pm 2 (2y)(11) = \pm 44y$

$\therefore$  The perfect-square trinomial of the expression =  $4y^2 \pm 44y + 121$  and the expression  
 $= (2y \pm 11)^2$

$25a^2 = (5a)^2$

**B** The middle term =  $-30ab = 2 (5a) \times$  square root of the third term

The square root of the third term =  $\frac{-30ab}{2 \times 5a} = -3b$

The third term =  $(-3b)^2 = 9b^2$

$\therefore$  The perfect-square trinomial =  $25a^2 - 30ab + 9b^2$ , the expression =  $(5a - 3b)^2$



**Practice**

Complete the missing term in the expression  $\dots + 12x^2 + 36$  to make a perfect-square trinomial, then factorize it:

**Exemple (3)**

**Use factorization to evaluate:**  $(7.3)^2 + 2 \times 7.3 \times 2.7 + (2.7)^2$

**Solution**

We notice that the numerical expression is in the form of a perfect-square trinomial, so it can be written in the form  $(a+b)^2 = a^2 + 2ab + b^2$ . The expression,  $= (7.3 + 2.7)^2 = (10)^2 = 100$

**Practice**

**Use factorization to evaluate:**  $(574)^2 - 2 \times 574 \times 573 + (573)^2$

**Exemple (4)**

**Factorize each of the following expressions:**

**A**  $5x^3 + 50x^2 + 125x$

**B**  $40a^2b - 50a^4 - 8b^2$

**Solution**

**A** Take out H.C.F:

$$\therefore \text{The expression} = 5x(x^2 + 10x + 25) = 5x(x + 5)^2$$

**B** The expression  $= 2(20a^2b - 25a^4 - 4b^2)$  descending order according to the exponent of a:

$$= -2(25a^4 - 20a^2b + 4b^2)$$

$$= -2(5a^2 - 2b)^2$$



# Factorizing the Difference of two Squares

## Unit One Lesson Three

### Think and Discuss

You have learned before:

$$(x + y)(x - y) = x^2 - y^2$$

The algebraic expression  $x^2 - y^2$  is called the difference of two squares.

The difference of two square quantities = the sum of the two quantities  $\times$  the difference of the two quantities.

$$x^2 - y^2 = (x + y)(x - y)$$



#### Example (1)

Factorize each of the following expressions:

**A**  $49x^2 - 25$

**B**  $(2y - 3)^2 - 1$

**C**  $27m^3 - 48mn^6$

**D**  $(x + y)^2 - (x - y)^2$

**Solution**

**A**  $49x^2 - 25 = (7x + 5)(7x - 5)$

**B**  $(2y - 3)^2 - 1 = [(2y - 3) + 1][(2y - 3) - 1]$   
 $= (2y - 2)(2y - 4)$   
 $= 2(y - 1) \times 2(y - 2) = 4(y - 1)(y - 2)$

**C**  $27m^3 - 48mn^6 = 3m(9m^2 - 16n^6)$   
 $= 3m(3m + 4n^3)(3m - 4n^3)$

**D**  $(x + y)^2 - (x - y)^2 = [(x + y) + (x - y)][(x + y) - (x - y)]$   
 $= 2x \times 2y = 4xy$



#### Examples

**2** Use factorization to evaluate the value of each of the following:

**A**  $(763)^2 - (237)^2$

**B**  $(999)^2 - 1$

**Solution**

**A** The algebraic expression =  $(763 + 237)(763 - 237) = 1000 \times 526 = 526000$

**B** The algebraic expression =  $(999 + 1)(999 - 1) = 1000 \times 998 = 998000$

**3** Factorize the expression  $81x^4 - 16y^4$

**Solution**

$$81x^4 - 16y^4 = (9x^2 + 4y^2)(9x^2 - 4y^2)$$

$$= (9x^2 + 4y^2)(3x + 2y)(3x - 2y)$$





$$125 a^3 - b^6 = (5a)^3 - (b^2)^3$$

$$= (5a - b^2)(25a^2 + 5 ab^2 + b^4)$$



**Examples :**

**1 Factorize each of the following expressions:**

**A**  $x^3 + 343y^3$

**B**  $40a^3 + 135 b^3$

**C**  $(x + z)^3 - x^3$

**D**  $x^6 - 64 y^6$

**Solution**

**A**  $x^3 + 343 y^3 = (x)^3 + (7y)^3$   
 $= (x + 7y)(x^2 - 7 xy + 49 y^2)$

**B**  $40 a^3 + 135 b^3 = 5 (8a^3 + 27 b^3) = 5 [(2a)^3 + (3 b)^3]$   
 $= 5 (2a + 3b) (4 a^2 - 6 ab + 9 b^2)$

**C**  $(x + z)^3 - x^3 = [(x + z) - x][(x + z)^2 + x(x + z) + x^2]$   
 $= z (x^2 + 2 xz + z^2 + x^2 + xz + x^2)$   
 $= z (3x^2 + 3 xz + z^2)$

**D**  $x^6 - 64 y^6$

**Note that** The algebraic expression  $x^6 - 64y^6$  can be factorized as a difference between two cubes and as a difference between two squares as well. You must start factorizing it first as a difference between two square, then factorize the resulting factors.

$$x^6 - 64y^6 = (x^3 + 8y^3)(x^3 - 8y^3)$$

$$= (x + 2y)(x^2 - 2xy + 4 y^2)(x - 2y)(x^2 + 2xy + 4 y^2)$$

**2** Si  $x^2 - y^2 = 20$ ,  $x - y = 2$  et  $x^2 - xy + y^2 = 28$ , **Find the value of  $x^3 + y^3$**

**Solution**

$x^2 - y^2 = 20$   $\therefore (x - y)(x + y) = 20$

$x - y = 2$   $\therefore 2(x + y) = 20$   $\therefore x + y = 10$

$x^3 + y^3 = (x + y)(x^2 - xy + y^2)$   
 $= 10 \times 28 = 280$



## Unit One

Lesson  
Five

## Factorizing by Grouping

## Think and Discuss

## You will learn

To factorize by grouping.

## Key-Terms

To factorize by grouping.

To factorize an algebraic expression made up of more than three terms like:

$$2ax + ay + 2bx + by$$

We notice that there is no H.C.F and it doesn't have any of the previous forms that, we have learned before. Therefore, we try to make groups having an **H.C.F.**

$$\begin{aligned} \text{The expression} &= 2ax + ay + 2bx + by && \text{divide into two groups} \\ &= a(2x + y) + b(2x + y) && \text{H.C.F of each group} \\ &= (2x + y)(a + b), (2x+y) \text{ is an H.C.F of the two groups} \end{aligned}$$

## Note that:

There is another way to regroup the expression:

$$\begin{aligned} \text{The expression} &= 2ax + 2bx + ay + by && \text{commutative property} \\ &= 2x(a + b) + y(a + b) \\ &= (a + b)(2x + y) \end{aligned}$$



## Example

Factorize each of the following expressions:

**A**  $x^3 + 2x^2 - x - 2$

**B**  $16x^2 - a^2 + 6ab - 9b^2$

**C**  $1 - x^2 - 4xy - 4y^2$

## Solution

**A** The expression  $= x^3 + 2x^2 + (-x - 2)$   
 $= x^2(x + 2) - (x + 2)$



$$= (x + 2) (x^2 - 1)$$

$$= (x + 2) (x + 1) (x - 1)$$

- B** We notice that there is no relation between the first term and all other terms.  
Therefore, it can be grouped this way:

$$= 16x^2 - (a^2 - 6ab + 9b^2)$$

$$= 16x^2 - (a - 3b)^2$$

$$= [4x + (a - 3b)][4x - (a - 3b)] = (4x + a - 3b) (4x - a + 3b)$$

- C** The expression =  $(1) - (x^2 + 4xy + 4y^2)$

$$= 1 - (x + 2y)^2$$

$$= (1 - x - 2y) (1 + x + 2y)$$





# Unit One

## Lesson Six

# Factorizing by completing the square

## Think and Discuss

### You will learn

- To factorize by completing the square.

### Key-Terms

Completing the square.

**You have learned before:**

A perfect square has the form  $a^2 \pm 2 a b + b^2$  and can be factorized in the form  $(a \pm b)^2$ .

There are many algebraic expression which are not in the form of a perfect square, but can be completed to have the form of a perfect square.



### Exemple 1

**Factorize the expression:**  $x^4 + 4y^4$

#### Solution

This expression can not be factorized according to what you have learned previously.

To factorize it, the term  $2 \times \sqrt{x^4} \times \sqrt{4y^4} = 4x^2y^2$  is needed to have the form of a perfect square.

$$\begin{aligned} \text{Thus} &= x^4 + 4x^2y^2 + 4y^4 - 4x^2y^2 \\ &= (x^2 + 2y^2)^2 - 4x^2y^2 \\ &= [(x^2 + 2y^2) - 2x y] [(x^2 + 2y^2) + 2 x y] \\ &= (x^2 - 2x y + 2y^2) (x^2 + 2 x y + 2 y^2) \end{aligned}$$



### Exemple 2

**Factorize the expression:**  $9a^4 - 13a^2b^2 + 4b^4$

#### Solution

The expression =  $(3 a^2)^2 - 13 a^2 b^2 + (2b^2)^2$  To be, in the form of a perfect square it should be as follows:

The middle term should be =  $\pm 2 \times 3a^2 \times 2b^2 = \pm 12 a^2 b^2$



**The expression**  $= (3a^2)^2 - 12 a^2b^2 + (2b^2)^2 - a^2b^2$   
 $= (3a^2 - 2b^2)^2 - a^2b^2$   
 $= (3a^2 - 2b^2 - ab)(3 a^2 - 2b^2 + ab)$   
 $= (3a^2 - ab - 2 b^2)(3 a^2 +ab - 2 b^2)$   
 $= (3a + 2b) (a -b )(3a - 2 b) (a+ b)$

**Autre solution**

The expression  $9a^4 - 13a^2b^2 + 4b^4$  can be factorized as a trinomial.

**The expression**  $= (9a^2 - 4b^2) (a^2 - b^2)$   
 $= (3a + 2b) (3a - 2b) (a + b) (a - b)$

Using the commutative property, you get the same answer.



# Unit One

## Lesson Seven

# Solving Quadratic Equations in one Variable

## Think and Discuss

### You will learn

☞ To solve a quadratic equation in one variable.

### Key-Terms

☞ a quadratic equation in one variable .

☞ Real roots of a quadratic equation.

☞ Solution of a quadratic equation.

### You have learned before:

For any real numbers a and b, if  $ab = 0$ , then  $a = 0$  or  $b = 0$ .

**Example** If  $(x - 5)(x + 2) = 0$  (1)  
then:  $x - 5 = 0$  or  $x + 2 = 0$   
 $\therefore x = 5$  or  $x = -2$

### Note that:

- 1 Each of 5 and -2 is called a root of the equation (1)
- 2 The solution set is  $\{5, -2\}$



### Example 1

Find in  $\mathbb{R}$ , the solution set of  $2x^2 - 5x - 3 = 0$

### Solution

By factorizing the left hand side, the equation will be in the following form.

$$(2x + 1)(x - 3) = 0$$

$$2x + 1 = 0 \quad \text{or} \quad x - 3 = 0$$

$$2x = -1 \quad \text{or} \quad x - 3 = 0$$

$$x = \frac{-1}{2} \quad \text{or} \quad x = 3$$

$$\therefore \text{The solution set } \left\{ \frac{-1}{2}, 3 \right\}$$



**Note that:**

You can check your answer by substituting the value of  $x$  in the given equation:

<p><b>For <math>x = \frac{-1}{2}</math>, L.H.S</b></p>	$= 2 \left(\frac{-1}{2}\right)^2 - 5 \left(\frac{-1}{2}\right) - 3$ $= 2 \times \frac{1}{4} + \frac{5}{2} - 3 = 3 - 3 = 0 = \text{R.H.S.}$
<p><b>For <math>x = 3</math> L.H.S</b></p>	$= 2 (3)^2 - 5 (3) - 3$ $= 18 - 15 - 3 = 0 = \text{R.H.S.}$

∴ This means each of  $\frac{-1}{2}$ , and  $3$  verify the equation



**Example 2**

Find in  $\mathbb{R}$  the solution set of  $2x^3 = 18x$

**Solution**

Rewrite the equation in the form

$$2x^3 - 18x = 0, \text{ then factorize.}$$

$$2x(x^2 - 9) = 0 \quad \text{or} \quad 2x(x - 3)(x + 3) = 0$$

$$\therefore 2x = 0 \quad \text{or} \quad x - 3 = 0 \quad \text{or} \quad x + 3 = 0$$

$$\therefore x = 0 \quad \text{or} \quad x = 3 \quad \text{or} \quad x = -3$$

∴ **S. S. = {0, 3, -3}**, check your answer.



**Example 3**

Find the real number whose double is increased by 1 than its multiplicative inverse.

**Solution**

Let the number be  $= x$   $(x \neq 0)$

The double of the number  $= 2x$

The multiplicative inverse  $= \frac{1}{x}$

∴ The double of the number is increased by 1 than its multiplicative inverse

$$\therefore 2x - \frac{1}{x} = 1$$



Multiply the both sides of the equation by x

$$2x^2 - 1 = x$$

$$2x^2 - x - 1 = 0$$

$$(2x + 1)(x - 1) = 0$$

$$2x + 1 = 0 \quad \text{or} \quad x - 1 = 0$$

$$2x = -1$$

$$x = -\frac{1}{2} \quad \text{or} \quad x = 1$$

**Verification:**

The double of the number = -1

The multiplicative inverse = -2

**Verification:**

The double of the number = 2

The multiplicative inverse = 1

In both cases, it is clear that the double of the number is 1 more than the multiplicative inverse.



### Exemple 4

Find the dimensions of a rectangle whose length is 4cm more than its width and whose area is  $21\text{cm}^2$ .

#### Solution

Let the width of the rectangle = x cm

∴ The length of the rectangle = (x + 4) cm

$$\therefore x(x + 4) = 21$$

$$\therefore x^2 + 4x - 21 = 0$$

$$\therefore (x - 3)(x + 7) = 0$$

$$x - 3 = 0 \quad \text{or} \quad x + 7 = 0$$

$$x = 3 \quad \text{or} \quad x = -7 \quad (\text{refused because it is a negative number})$$

∴ The width of the rectangle = 3cm, and the length of the rectangle = 3 + 4 = 7cm

**Verification:** area of the rectangle =  $3 \times 7 = 21\text{cm}^2$



Algebra

Unit 1: **Non-Negative and negative Integer Powers in  $\mathbb{R}$  and the Operations on them**

**lesson 1** : Non- Negative and negative integer powers in  $\mathbb{R}$ .

**lesson 2** : Rules of non-negative integer powers in  $\mathbb{R}$ .

**lesson 3** : Rules for negative integer powers in  $\mathbb{R}$ .

**lesson 4** : Operations on integer powers.



# Unit TWO

## Lesson One

# Non - Negative and negative Integer Powers in R

### Think and Discuss

#### First: Non-negative integer powers:

You have previously learned the integer powers in the set of rational numbers Q :

Complete :

①  $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = (\dots\dots\dots)$

②  $\frac{-2}{3} \times \frac{-2}{3} \times \frac{-2}{3} \times \frac{-2}{3} = (\dots\dots\dots)$

**if**  $a \in \mathbb{R}, n \in \mathbb{Z}^+$  **then**  $a^n = a \times a \times a \times \dots \times a$

where  $a$  is repeated as a factor  $n$  times



#### What you'll learn

- ☆ Non-negative and negative integer powers

#### Example

①  $\sqrt{2} \times \sqrt{2} \times \sqrt{2} \times \sqrt{2} \times \sqrt{2} = (\sqrt{2})^5 = 4\sqrt{2}$ .

②  $-\sqrt{2} \times -\sqrt{2} \times -\sqrt{2} \times -\sqrt{2} = (-\sqrt{2})^4 = 4$

③  $-\sqrt{5} \times -\sqrt{5} \times -\sqrt{5} = (-\sqrt{5})^3 = -5\sqrt{5}$

#### Key terms

- ☆  $\mathbb{R}^*$  the set of real numbers except zero
- ☆ Non-negative integer powers in R
- ☆ Negative integer powers in R
- ☆ Exponential equation in R

**if**  $a \in \mathbb{R}^*$  **then**  $a^{\text{zero}} = 1$

for example:  $(\sqrt{7})^{\text{zero}} = 1$  ,  $(\frac{-1}{\sqrt{11}})^{\text{zero}} = 1$

#### Second: Negative integer powers

#### Think and Discuss

You know that  $5^3 \times 5^{-3} = 5^{3-3} = 5^0 = 1$

Complete:

$x^m \times \dots = 1$  where  $x \neq 0$  ,  $m \neq 0$



**If**  $a \in \mathbb{R}^+$  ,  $n \in \mathbb{Z}^+$   
**then**  $a^{-n} = \frac{1}{a^n}$  ,  $a^n = \frac{1}{a^{-n}}$

for example:  $(\sqrt{3})^{-4} = \frac{1}{(\sqrt{3})^4} = \frac{1}{9}$  ,  $\frac{1}{(-\sqrt{3})^{-3}} = (-\sqrt{3})^3 = -3\sqrt{3}$



If  $x = 3$  ,  $y = \sqrt{2}$ , then find each of the following in the simplest form:

- 1  $x^{-2} y^{-4}$                       2  $(x^{-2} \times y^4)^{-2}$                       3  $\left(\frac{x}{y}\right)^{-3}$



1 If  $x = \frac{\sqrt{3}}{2}$  ,  $y = \frac{1}{\sqrt{3}}$  and  $z = \frac{\sqrt{2}}{2}$ . then find the value of:  $x^2 + (x z)^2 \times y^2$



The expression =  $x^2 + x^2 z^2 y^2 = x^2 (1 + z^2 y^2)$

$$= \left(\frac{\sqrt{3}}{2}\right)^2 \times \left[1 + \left(\frac{\sqrt{2}}{2}\right)^2 \times \left(\frac{1}{\sqrt{3}}\right)^2\right] = \frac{3}{4} \times \left[1 + \frac{2}{4} \times \frac{1}{3}\right] = \frac{3}{4} \times \frac{7}{6} = \frac{7}{8}$$

**Important Rule :**

**If**  $a^m = a^n$  **then**  $m = n$  where  $a \in \mathbb{R} - \{0, 1, -1\}$

For example: If  $(\sqrt{2})^x = 2\sqrt{2}$  then  $(\sqrt{2})^x = (\sqrt{2})^3$   $\therefore x = 3$

**If**  $a^n = b^n$  **then**  $a = b$  where  $n \in \{1, 3, 5, \dots\}$   
 $|a| = |b|$  where  $n \in \{2, 4, 6, \dots\}$

For example:  $x^5 = \frac{1}{32}$  then  $x^5 = \left(\frac{1}{2}\right)^5$   $\therefore x = \frac{1}{2}$

2 Find the solution set for each of the following equations in  $\mathbb{R}$  :

- A  $\left(\frac{3}{5}\right)^{x+2} = \frac{125}{27}$                       B  $(3)^{x-3} = (\sqrt{3})^{x+5}$





**Solution**

**A**  $\left(\frac{3}{5}\right)^{x+2} = \frac{125}{27}$   
 $\therefore x + 2 = -3$

$\therefore \left(\frac{3}{5}\right)^{x+2} = \left(\frac{5}{3}\right)^3$   
 $\therefore x = -2 - 3$

$\therefore \left(\frac{3}{5}\right)^{x+2} = \left(\frac{3}{5}\right)^{-3}$   
 $\therefore x = -5$

The Solution Set is  $\{-5\}$

**B**  $\therefore [(\sqrt{3})^2]^{(x-3)} = (\sqrt{3})^{(x+5)}$   
 $\therefore 2x - 6 = x + 5$

$\therefore (\sqrt{3})^{2x-6} = (\sqrt{3})^{x+5}$   
 $\therefore x = 11$

The Solution Set is  $\{11\}$



**Drill** *Mental math*

Solve by inspection  $\frac{1}{(x+9)^4} = 0.0001$

What do you notice?



**Unit TWO**  
Lesson  
**TWO**

**Rules of non - negative integer powers in R**

**Think and Discuss**

**First:**

**Complete:**  $(\sqrt{3})^2 \times (\sqrt{3})^4 = (\dots\dots\dots)$  **What do you notice?**

**If  $a \in R^*$ ,  $m, n$  are two non-negative integer numbers,**  
**then:**  $a^m \times a^n = a^{m+n}$

**Generalization:**

**If  $a \in R^*$ ,  $m, n, \dots\dots\dots, \ell$  are non-negative integer numbers**

**then:**  $a^m \times a^n \times \dots\dots\dots \times a^\ell = a^{m+n+\dots\dots\dots+\ell}$

**From the previous rule, we find that:**  $(\sqrt{3})^2 \times (\sqrt{3})^4 = (\sqrt{3})^{2+4} = (\sqrt{3})^6 = 27$

**Second**

**Complete :**  $(\sqrt{5})^7 \div (\sqrt{5})^3 = (\dots\dots\dots)$  **What do you notice?**

**If  $a \in R^*$ , and  $m, n$  are two non-negative integer numbers**  
 **$m \geq n$  then  $a^m \div a^n = a^{m-n}$**

**From the previous rule we find that:**  $(\sqrt{5})^7 \div (\sqrt{5})^3 = (\sqrt{5})^{7-3} = (\sqrt{5})^4 = 25$

**Third :**


**Complete:**  $(\sqrt{2} \times \sqrt{3})^2 = (\sqrt{2})^{\dots\dots\dots} \times (\dots\dots\dots)^{\dots\dots\dots} = \dots\dots \times \dots\dots = \dots\dots$

**If  $a$  and  $b \in R^*$ ,  $n$  is a non-negative integer numbers**  
**then:**  $(ab)^n = a^n \times b^n$

**Generalization:**

**If  $a, b, c, \dots\dots\dots, k \in R^*$ ,  $n$  is a non-negative integer number then:**

$$(a \times b \times c \times \dots \times k)^n = a^n \times b^n \times c^n \times \dots \times k^n$$



**What you'll learn**

- ☆ Rules of non-negative integer in R
- ☆ Solving problems on non-negative integer powers in R.

**Key terms**

- ☆ Non-negative integer powers.
- ☆ Set of real numbers.



**Fourth:**

**Complete :**  $\left(\frac{\sqrt{3}}{\sqrt{5}}\right)^4 = \frac{(\dots\dots\dots)^{\dots\dots\dots}}{(\dots\dots\dots)^{\dots\dots\dots}} = \dots\dots\dots$

**If  $a, b \in \mathbb{R}^*$ , then  $\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$ ,  $n$  is a non-negative integer  
where  $b \neq 0, a \neq 0$**

**Generalization :** If  $a, b, c, \dots\dots\dots, k \in \mathbb{R}$  and  $n$  is a non-negative integer then:

$$\left(\frac{a \ b \ e \times \dots\dots\dots \times \ell}{c \ d \ f \times \dots\dots\dots \times k}\right)^n = \frac{a^n \ b^n \ e^n \ \dots\dots\dots \ \ell^n}{c^n \ d^n \ f^n \ \dots\dots\dots \ k^n}$$

where any of the factors of the denominator  $\neq$  zero

**Fifth:**

**Complete :**  $(2^2)^3 = (\dots\dots\dots)^{\dots\dots\dots} \times (\dots\dots\dots)^{\dots\dots\dots} \times (\dots\dots\dots)^{\dots\dots\dots} = (\dots\dots\dots)^{\dots\dots\dots}$  **What do you notice?**

**If  $a, b \in \mathbb{R}^*$ ,  $m, n$  are two non-negative integers then  $(a^m)^n = a^{mn}$**

**Generalization:** If  $a, b$  and  $c, \dots\dots\dots, k \in \mathbb{R}$  and  $n$  is a non-negative integer, then :

$$\left(\frac{b^m \ e^{\ell} \ \dots\dots\dots}{k \ x \ f \ d \ \dots\dots\dots}\right)^n = \frac{b^{nm} \ e^{n\ell} \ \dots\dots\dots}{f^{nk} \ d^{nx} \ \dots\dots\dots}$$

Where any of the factors of the denominator  $\neq 0$



**Simplify each of the following to the simplest form:**

- 1  $\sqrt{2} \times (\sqrt{2})^2 \times (\sqrt{2})^3$
- 2  $((\sqrt{2})^3 \times (-\sqrt{2})^2)^2$
- 3  $\frac{(\sqrt{3})^5 \times (\sqrt{3})^3}{(\sqrt{3})^4}$

**Solution**

- 1  $\sqrt{2} \times (\sqrt{2})^2 \times (\sqrt{2})^3 = (\sqrt{2})^{1+2+3} = (\sqrt{2})^6 = 8$
- 2  $((\sqrt{2})^3 \times (-\sqrt{2})^2)^2 = (\sqrt{2})^{3 \times 2} \times (-\sqrt{2})^{2 \times 2} = (\sqrt{2})^6 \times (-\sqrt{2})^4 = 8 \times 4 = 32$
- 3  $\frac{(\sqrt{3})^5 \times (\sqrt{3})^3}{(\sqrt{3})^4} = (\sqrt{3})^{5+3-4} = (\sqrt{3})^4 = 9$



# Unit TWO

## Lesson Therr

# Rules for negative integer powers in R

### Think and Discuss



#### What you'll learn

- ★ Generalization of the laws for non-negative and negative powers in R.

#### Key Terms

- ★ Negative integer powers
- ★ Set of real number R.

#### Generalization the laws of exponents

If  $a$ , and  $b \in \mathbb{R}^*$ ,  $m$ , and  $n \in \mathbb{Z}$  then:

- ➔  $a^m \times a^n = a^{m+n}$
- ➔  $a^m \div a^n = a^{m-n}$
- ➔  $(a b)^n = a^n \times b^n$
- ➔  $\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$
- ➔  $(a^m)^n = a^{m \cdot n}$

#### Remarks:

- 1 If  $a \in \mathbb{R}^*$ ,  $n \in \mathbb{Z}^+$  then  $a^n$ ,  $a^{-n}$  each is a multiplicative inverse for the other, then,  $a^n \times a^{-n} = 1$  **for example:**  $(\sqrt{3})^5 \times (\sqrt{3})^{-5} = 1$
- 2 If  $a, b \in \mathbb{R}^*$ ,  $n \in \mathbb{Z}^+$  then  $\left(\frac{a}{b}\right)^n = \left(\frac{b}{a}\right)^{-n}$

**Example:**  $\left(\frac{\sqrt{2}}{\sqrt{3}}\right)^5 = \left(\frac{\sqrt{3}}{\sqrt{2}}\right)^{-5}$ , where:  $\left(\frac{\sqrt{2}}{\sqrt{3}}\right)^5 \times \left(\frac{\sqrt{2}}{\sqrt{3}}\right)^{-5} = 1$



#### Example

- 1 Find in the simplest form :

A  $5(\sqrt{5})^{-1}$

B  $\left(\frac{\sqrt{3}}{\sqrt{2}}\right)^{-4}$

C  $\frac{2^{-1} \times 4}{3^{-1}}$

#### Solution

A  $5(\sqrt{5})^{-1} = \frac{5}{\sqrt{5}} = \frac{5}{5\sqrt{5}} \times \frac{\sqrt{5}}{\sqrt{5}} = \frac{5\sqrt{5}}{5} = \sqrt{5}$

B  $\left(\frac{\sqrt{3}}{\sqrt{2}}\right)^{-4} = \left(\frac{\sqrt{2}}{\sqrt{3}}\right)^{+4} = \frac{4}{9}$

C  $\frac{2^{-1} \times 4}{3^{-1}} = \frac{3 \times 4}{2} = 6$



2 Find in the simplest form

$$\frac{(15)^{-2} \times (\sqrt{5})^3 \times (3)^3}{9 \times (\sqrt{5})^{-3}}$$

**Solution**

$$\begin{aligned} \text{Expression} &= \frac{(3)^{-2} \times (5)^{-2} \times (\sqrt{5})^3 \times (3)^3}{(3)^2 \times (\sqrt{5})^{-3}} = (3)^{-2+3-2} \times (5)^{-2} \times (\sqrt{5})^{3+3} \\ &= (3)^{-1} \times (5)^{-2} \times (\sqrt{5})^6 = \frac{1}{3} \times (5)^{-2} \times (5)^3 = \frac{1}{3} \times (5)^1 = \frac{5}{3} \end{aligned}$$

3 If  $\frac{49^n \times 25^{2n} \times 3^{4n}}{7^{-n} \times 15^{4n}} = 343$ ,

Then calculate the value of  $6^{2n}$

**Solution**

$$\therefore \frac{49^n \times 25^{2n} \times 3^{4n}}{7^{-n} \times 15^{4n}} = 343$$

$$\therefore 7^{2n+n} = 343$$

$$\therefore 3n = 3$$

$$\therefore \frac{7^{2n} \times 5^{4n} \times 3^{4n}}{7^{-n} \times 5^{4n} \times 3^{4n}} = 343$$

$$\therefore 7^{3n} = 7^3$$

$$\therefore n = 1$$

$$\therefore 6^{2n} = 6^{2 \times 1} = 36$$



# Unit TWO

## Lesson Four

# Operations on Integer Powers in R

### Think and Discuss

**First:** Find each of the following in the simplest form:

$$1 \quad \frac{1}{(\sqrt{3})^5} \div 9\sqrt{3} \qquad \frac{3\sqrt{2}}{\sqrt{3}} - \frac{(\sqrt{3})^3}{2\sqrt{2}}$$

**We have previously learned that :**

$$\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd} \qquad \text{(where } a \text{ and } b, d \neq 0)$$

$$\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc} \qquad \text{(where } b \text{ and } c, d \neq 0)$$

$$\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd} \qquad \text{(where } b, d \neq 0)$$


$$\frac{a}{b} - \frac{c}{d} = \frac{ad-bc}{bd} \qquad \text{(where } b, d \neq 0)$$

**Second:** Use mental math to find:  $3 \times 2^2 - 6 \div 3 \times 5 + 4$ .

Check your answer using the calculator to do the operation above.

### Ordering operations :

- 1 Do the operations in the interior parenthesis, then the exterior parenthesis if found.
  - 2 Calculate the powers of numbers.
  - 3 Do multiplication or division from left to right.
  - 4 Do addition or subtraction from left to right.
- This order is followed in calculators.**



**What you'll learn**

- ★ Do operation (+, -, ×, ÷) on integer powers.

**Key terms**

- ★ Non-negative integer powers.
- ★ Negative integer powers
- Ordering operation.





**Example**

**1** Find the result of each of the following in the simplest form:

**A**  $2^{-3} \times 3^{-2} \div 6^{-4}$

**B**  $(\sqrt{5})^5 \div 5\sqrt{5} + 2\sqrt{3} \times \sqrt{3}$



**Solution**

$$\begin{aligned} \text{A } 2^{-3} \times 3^{-2} \div 6^{-4} &= 2^{-3} \times 3^{-2} \times 6^4 \\ &= 2^{-3} \times 3^{-2} \times 2^4 \times 3^4 = 2^{-3+4} \times 3^{-2+4} \\ &= 2^1 \times 3^2 = 2 \times 9 = 18 \end{aligned}$$

Calculators are used to check the previous operations as follows :

**Start**  $\rightarrow$  2 **[x<sup>■</sup>]** 3 **[(-)]** 3 **[x]** 3 **[x<sup>■</sup>]** 2 **[(-)]** 6 **[x<sup>■</sup>]** 4 **[(-)]** 4 **[=]**

$$\begin{aligned} \text{B } (\sqrt{5})^5 \div 5\sqrt{5} + 2\sqrt{3} \times \sqrt{3} &= (\sqrt{5})^5 \div (\sqrt{5})^3 + 2(\sqrt{3})^2 \\ &= (\sqrt{5})^{5-3} + 2 \times 3 = (\sqrt{5})^2 + 6 = 5 + 6 = 11 \end{aligned}$$

**2** If  $\frac{3^x \times 8^x}{12^{x+1}} = \frac{1}{3}$  Find the value of x

**Solution**

$$\begin{aligned} \frac{3^x \times 2^{3x}}{(2^2 \times 3)^{x+1}} &= \frac{1}{3} \\ \frac{3^x \times 2^{3x}}{3^{x+1} \times 2^{2x+2}} &= \frac{1}{3} \\ 3^{x-x-1} \times 2^{3x-2x-2} &= \frac{1}{3} \\ 3^{-1} \times 2^{x-2} &= \frac{1}{3} \\ \frac{1}{3} \times 2^{x-2} &= \frac{1}{3} \\ 2^{x-2} &= 1 \\ 2^{x-2} &= 2^0 \rightarrow x - 2 = 0 \rightarrow x = 2 \end{aligned}$$



3 If  $a = \sqrt{2}$ ,  $b = \sqrt{3}$ . Find the numerical value of:

A  $\frac{b^4 - a^4}{b^2 + a^2}$

B  $\frac{a^3 + b^3}{a + b}$

**Solution**

A  $\frac{b^4 - a^4}{b^2 + a^2} = \frac{(b^2 + a^2)(b^2 - a^2)}{b^2 + a^2}$

$= b^2 - a^2 = (\sqrt{3})^2 - (\sqrt{2})^2 = 3 - 2 = 1$

B  $\frac{a^3 + b^3}{a + b} = \frac{(a + b)(a^2 - ab + b^2)}{a + b} = a^2 - ab + b^2 \quad (a \neq -b)$

$= (\sqrt{2})^2 - \sqrt{2} \times \sqrt{3} + (\sqrt{3})^2 = 2 - \sqrt{6} + 3 = 5 - \sqrt{6}$



1 If  $\frac{6^{2n} \times 2^{2n}}{4^{2n} \times 3^{2n+4}} = 9^{-x}$  Find the value of  $x$

2 **Connecting with commercial business.**

If  $c = m(1 + r)^n$  where  $(c)$  is the total sum  $m$  in pounds,  $(r)$  is the profit per pound yearly and  $n$  is the number of years, then calculate  $(c)$  to the nearest pound If  $m = 2.5 \times 10^4$ ,  $r = 9.8 \times 10^{-2}$ ,  $n = 12$ .





UNIT THREE

3

# Probability



# Unit THREE

## Lesson One

# Probability

## Think and Discuss

### You will learn

- ↳ The meaning of inferential statistics.
- ↳ The concept of a sample.
- ↳ Random experiment.
- ↳ Sample space.
- ↳ Event.
- ↳ The concept of probability.
- ↳ Prediction.

### Key-Terms

- ↳ Sample.
- ↳ Random experiment.
- ↳ Sample space.
- ↳ Event.
- ↳ Probability.
- ↳ Prediction.

You have learned before some statistical ways and procedures used in collecting and organizing data, to display data in tables and graphs and to use frequency tables or grouped frequency tables (ascending and descending). You have learned also to organize data sets by using bar graphs, line graph, histograms. frequency tables.....

You have learned also how to express data in brief forms by finding mean, median, and mode used to estimate and make decisions.

### Statistical inference:



### Let's think

A feasibility study is always needed before starting build a factory or any investment project.

The quality assurance of production of a factory shows that 2% of the production of a certain machine is defective. What is meant by this?

A feasibility study is considered predictional way about the success of the project and achieving its objectives.

So It is necessary to start first with formulating hypotheses about the location of the project, operating supplies, employments



and marketing procedures, then testing and checking these hypotheses to make a decision to start the project.

2% of the production of machines is a defective production this does not mean that each produced 100 units, you will find 2 units out of order.

Therefore, the percentage 2% means the average of defective units when examining a large number of production sets, each set consists of 100 units. Therefore the probability of producing a defective unit is 0.02.

### Therefore:

Statistical inference depends on the process of producing accurate statistics and requires careful planning and selecting a representative sample of the population.

Probability is used to support conclusions made from results of a survey in many samples.



### Think

What are samples and types of samples? how can a random sample be chosen? How can a regular sample be chosen? Why are samples used?

### The concept of a sample

**A sample** is any part of a population. To obtain information about a large group, or population, smaller parts or samples are studied. A sampling method is a procedure for selecting a sample to represent the population and to provide a reasonable representation of a population situations.

Probabilities are used in making decisions from a set of available decisions concerning with studying of a certain phenomenon in case of uncertainty or encountering the imperfect data .

### Probability:

You have learned before the theoretical and experimental probability. Experimental probability depends on experiments and results of a survey.

Anyway, the probability of an event is described by the ratio:

$$\text{The probability of an event} = \frac{\text{number of outcomes in the event}}{\text{number of all possible outcomes in the sample space}}$$



As the number of trials in an experiment increases, the approximation of the experimental Probability improves and becomes closer to the theoretical probability.

Therefore, The expected number of outcomes in an event = the probability of its occurrence X number of all possible outcomes.

Theoretical probability is based on the assumption that all outcomes in the sample space occur randomly, which means all possible outcomes are equally likely. For example:

- 1 Tossing a regular coin. There are 2 possible ways the coin can land; heads (H) or tails (T). Each way has the same chance of happening. The chances of heads and tails are equally likely.
- 2 Rolling a regular die and observing the number on the upper face. Each number has the same chance of occurring. The chances of all numbers are equally likely.
- 3 Drawing a colored marble from a bag containing similar colored marbles with the same volume and the same number of each color. The chances of all outcomes are equally likely.
- 4 Drawing a card from a set of similar cards and recording what is written on it .....etc.



A random experiment

is an experiment, where its all possible outcomes are known before simulating it but we can't determine the actual outcome.

Sample spaces

is the set of all possible outcomes of a random experiment. The number of its elements is denoted by  $n(S)$

An event

is a subset of the sample space. If  $A$  is an event in  $S$ , then  $A \subset S$ , and the number of elements in  $A$  is denoted by  $n(A)$  and  $n$  is the number of outcomes in the event  $A$ .

**Then:** probability of occurring an event  $A \subset S$ , is denoted by  $P(A)$ ,

**where:**

$$P(A) = \frac{\text{number of outcomes in the event } A}{\text{number of all possible outcomes in the sample space}} = \frac{n(A)}{n(S)}$$

$$\therefore n(A) \leq n(S) \quad \therefore \frac{n(A)}{n(S)} \leq 1$$

$$\therefore n(A) \in \mathbb{N}, n(S) \in \mathbb{Z}^+ \quad \therefore \frac{n(A)}{n(S)} \geq 0$$

$$\therefore 0 \leq \frac{n(A)}{n(S)} \leq 1 \quad \text{i. e } 0 \leq p(A) \leq 1$$





**Example (1) :**

A numbered card is selected randomly from a set of similar cards numbered from 1 to 24 Find the probability of getting a card carries:

- A** a multiple of 4
- B** a multiple of 6
- C** a multiple of 4 and 6 together.
- D** a multiple of 4 or 6
- E** a number divisible by 25
- F** a positive integer less than 25

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

**Solution**

Sample Spaces = { 1, 2, 3, ..., 24}  
 $n(S) = 24$

<p><b>A</b> Let A be the event of getting a multiple of 4</p> <p><math>\therefore A = \{4, 8, 12, 16, 20, 24\}</math></p> <p><math>n(A) = 6</math></p> <p><math>P(A) = \frac{n(A)}{n(S)} = \frac{6}{24} = \frac{1}{4}</math></p>	<p><b>B</b> Let B be the event of getting a multiple of 6</p> <p><math>B = \{6, 12, 18, 24\}, n(B) = 4</math></p> <p><math>P(B) = \frac{n(B)}{n(S)} = \frac{4}{24} = \frac{1}{6}</math></p>
<p><b>C</b> Let C be the event of getting a multiple of 4 and 6 together.</p> <p><math>C = \{12, 24\}, n(C) = 2</math></p> <p><math>P(C) = \frac{n(C)}{n(S)} = \frac{2}{24} = \frac{1}{12}</math></p>	<p><b>D</b> Let D be the event of getting a multiple of 6 or a multiple of 4</p> <p><math>D = \{4, 8, 12, 16, 20, 24, 6, 18\}</math></p> <p><math>n(D) = 8</math></p> <p><math>P(D) = \frac{n(D)}{n(S)} = \frac{8}{24} = \frac{1}{3}</math></p>
<p><b>E</b> Let E be the event of getting a number divisible by 25. This event is impossible. Why?</p> <p><math>E = \emptyset, n(S) = 0</math></p> <p><math>\therefore P(E) = \text{zéro}</math></p>	<p><b>F</b> Let X be the event of getting a positive integer less than 25. This event is certain. Why?</p> <p><math>X = \{1, 2, 3, \dots, 24\}</math></p> <p><math>\therefore n(X) = 24 = n(S)</math></p> <p><math>P(X) = \frac{n(X)}{n(S)} = \frac{n(S)}{n(S)} = 1</math></p>

**Refer to the given example:**

- 1** Impossible event ( $\emptyset$ ): an event can not be occurred.  
**The probability of an impossible event = zero**
- 2** Certain event (S): an event whose outcomes are all possible outcomes  
**The probability of a certain event = 1**



As illustrated in the opposite figure, where  $P(A) \in [0, 1]$

It is possible to write the probability as a fraction, decimal or percentage.



1 Selecting randomly a card out of 40 similar cards in a box numbered from 1 to 40. Find the probability of getting a card carries:

- A an even number.
- B a number is divisible by 3.
- C a number is not divisible by 10.
- D an even number is divisible by 3.
- E a prime number is less than 20.

2 Drawing randomly a colored marble out of a box containing 12 red marbles, 18 white marbles and 20 blue marbles.

Find the probability of selecting:

- A a white marble.
- B a red marble.
- C a yellow marble.
- D a non - red marble.
- E a red or blue marble.



In a survey of favorite weight of a package of wash powder. The manufacturing company asked a group of 300 Ladies using this product. The following table lists the results:

Weight (in gm)	125	250	375	500	Sum
Number of ladies	120	45	96	39	300

I: Selecting randomly a lady, what is the probability to choose:

- A 125 gm
- B 250 gm
- C 375 gm
- D 500 gm

II: What is your advice to the manager of this company according to the result of this survey?



**Solution**

First:

- A The probability of choosing 125 gm =  $\frac{120}{300} = \frac{40}{100} = \frac{2}{5} = 0.4 = 40\%$
- B The probability of choosing 250 gm =  $\frac{45}{300} = \frac{15}{100} = \frac{3}{20} = 0.15 = 15\%$
- C The probability of choosing 375 gm =  $\frac{96}{300} = \frac{32}{100} = \frac{8}{25} = 0.32 = 32\%$
- D The probability of choosing 500 gm =  $\frac{39}{300} = \frac{13}{100} = 0.13 = 13\%$

**Note that:**

- 1 It is possible to write the probability in the form of a fraction, a decimal or a percent. For instance, if the probability =  $\frac{3}{20}$  then the probability =  $\frac{3}{20} \times (100)\% = 15\%$

**Second:** Write down your advices to the manager of the company, discuss it with your classmates and keep the report in your portfolio file.



**Practice**

The following table shows the results of a survey of favorite transportation means to go to school.

Transportation means	Bus	Private car	Bicycle	on foot
Number of students	3	12	24	66

Selecting randomly a student. Find the probability in percent of choosing:

- A a bus user
- B a bicycle user.
- C a private car user.
- D on foot walker.



**Exemple (3)**

A life insurance company has found in a sample of 10000 men, between 40 and 50 years old, 67 are dead in one year.

- A What is the probability of a man to die between 40 and 50 years old in one year?
- B Why are these results important for life insurance companies?



- C If the company signed life-insurance contract with 50000 men between 40 and 50 years old, then how many death-benefits should be paid in one year.

**Solution**

- A Death probability =  $\frac{67}{10000} = 0.0067$
- B Life-insurance companies are interested in experimental probability to find the insurance- rate ( instalment).
- C The estimated number of death-cases in one year = death probability  $\times$  number of insured persons =  $50000 \times 0.0067 = 335$



**Practice**

**In producing 300 electric lamps, 18 units found defective.**

- A What is the probability of a unit to be a defective unit?
- B What is the probability of a functional unit?
- C Is it possible for a unit to be a functional unit and out of order unit in the same time?
- D Find the sum of the probability of a defective unit and the probability of a functional unit. What do you observe?
- E If a daily production of this factory was 1600 electric lamps. Find the number of the functional units in that day.

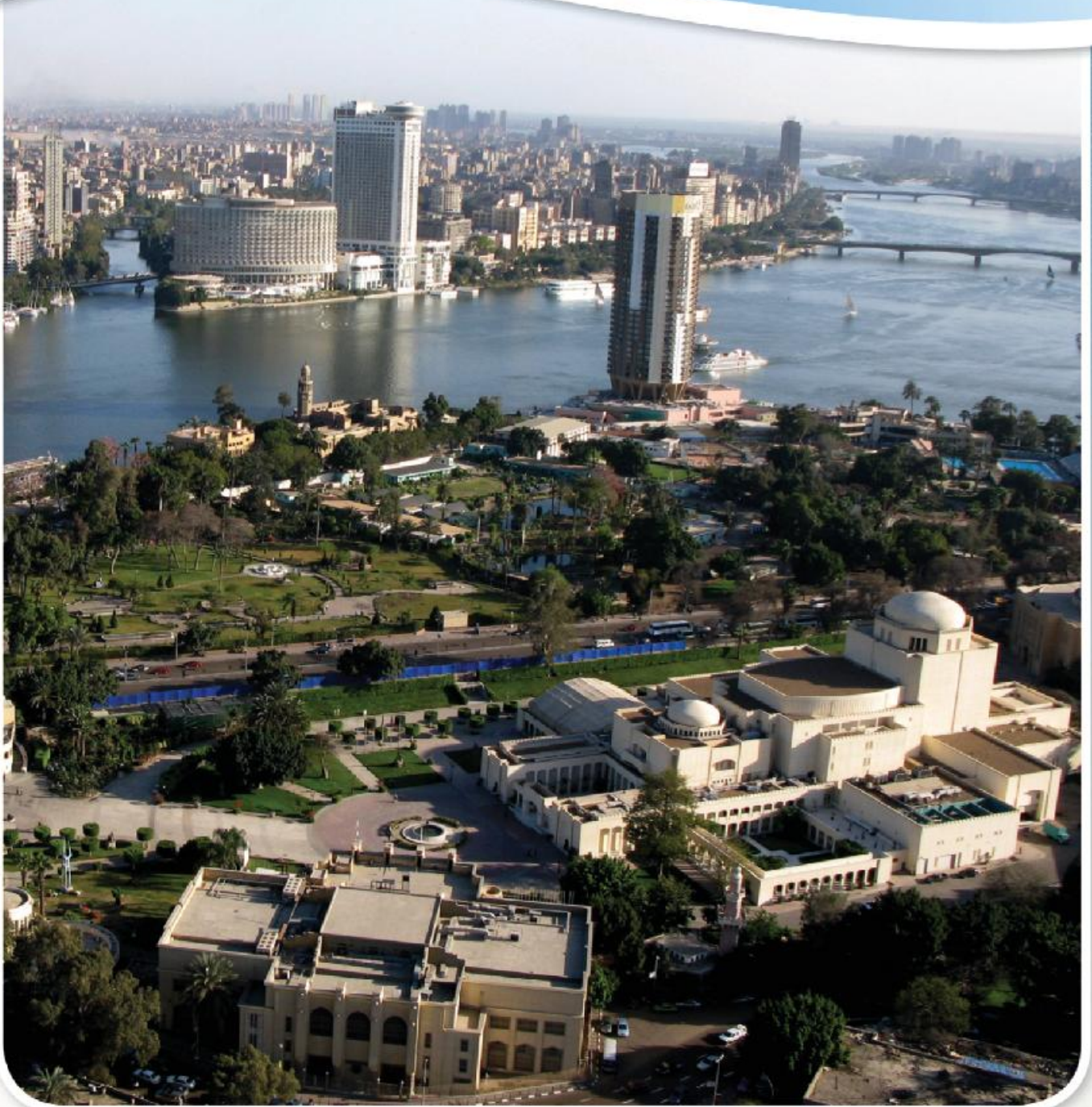




# UNIT FOUR

# 4

# Areas



**Unit FOUR**  
**Lesson One**

# Equality of The Areas of Two Parallelograms

## Think and Discuss

### You will learn

- ☞ Relation between areas of two parallelograms.
- ☞ Relation between area of a parallelogram and area of a rectangle.
- ☞ To calculate area of a parallelogram.
- ☞ Relations between a parallelogram and a triangle with common base and drawn between two parallel lines
- ☞ To calculate the area of a triangle.

### Key-Terms

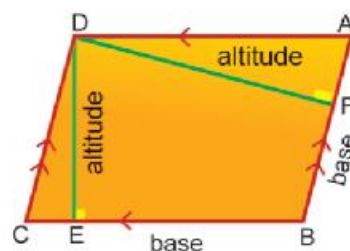
- ☞ Area .
- ☞ Parallelogram.
- ☞ Rectangle .
- ☞ Triangle .
- ☞ Base.
- ☞ Altitude .
- ☞ Two Parallel lines.

Use what you have learned before to find answers of the following questions:

- ☞ What is the definition of a parallelogram?
- ☞ What are the properties of a parallelogram?
- ☞ Is the distance between two parallel lines constant? Explain and give examples of real-life situations.
- ☞ Are rectangles, rhombuses and squares special cases of parallelograms? Why?

### The altitude of a parallelogram:

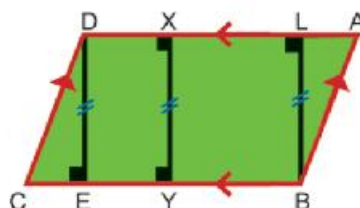
In the opposite figure:  $ABCD$  is a parallelogram. If we consider  $\overline{BC}$  as a base and if  $\overline{DE} \perp \overline{BC}$ , then the length of  $\overline{DE}$  is the corresponding altitude of the base  $\overline{BC}$ .



If we consider  $\overline{AB}$  as a base of the parallelogram and if  $\overline{DF} \perp \overline{AB}$  then the length of  $\overline{DF}$  is the corresponding altitude of the base  $\overline{AB}$ .

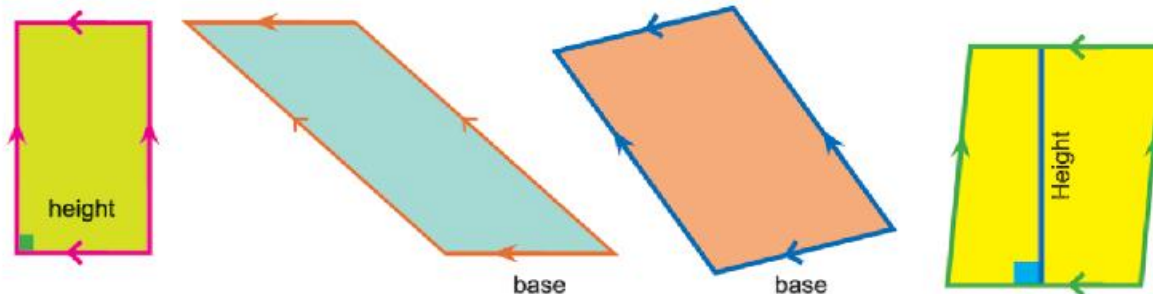
**Note that:** The altitude of the parallelogram corresponding to the base  $\overline{BC}$  is congruent to  $\overline{DE}$  where:

$DE = xy = BL$  why?



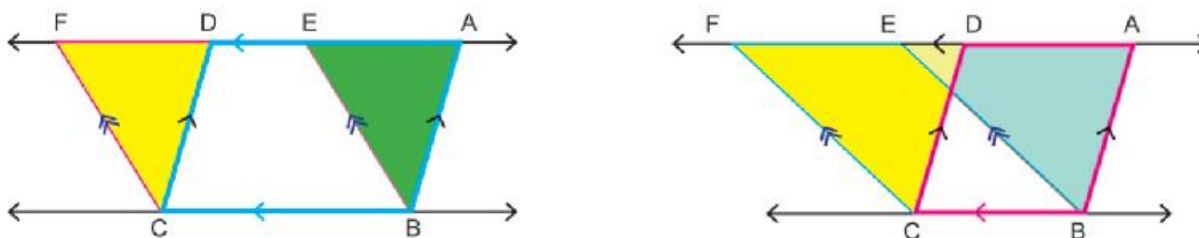


Determine a base and the corresponding altitude in each case of the following parallelograms:



**Theorem 1**

Surfaces of two parallelograms with common base and between two parallel straight lines, one carrying the base, are equal in area.



**Given:**  $\square ABCD$  and  $\square EBCF$  are two parallelograms with a common base  $\overline{BC}$  and  $BC \parallel AF$

**R.T.P.:**  $\text{area } \square ABCD = \text{area } \square EBCF$

**Proof:**  $\because \triangle DCF$  is the image of  $\triangle ABE$  Translation of magnitude

$BC$  in the direction of  $\overrightarrow{BC}$

$\therefore \triangle DCF \cong \triangle ABE$  Translation is isometry

$\therefore \text{area of figure } ABCF - \text{area of } \triangle DCF =$

$\text{area of figure } ABCF - \text{area of } \triangle ABE$

$\therefore \text{area of } \square ABCD = \text{area of } \square EBCF$

(Q.E.D.)





**Let's think**

In the opposite figure:

$\square ABCD$ ,  $\overline{AE} \perp \overline{BC}$

If  $\overline{DF} \perp \overline{BC}$ , then  $\triangle DCF$  is the image of  $\triangle ABE$  by translation with magnitude.....  
in the direction of .....



**What is the relation between area  $\square ABCD$  and area of rectangle Aefd?**

**Corollaries**

**Corollary 1**



Parallelogram and rectangle with common base and between two parallel straight lines are equal in area.

**Note that:**

area of rectangle = length  $\times$  Width

area of rectangle Aefd = EF  $\times$  AE = BC  $\times$  AE why?

Thus, area of  $\square ABCD$  = BC  $\times$  AE

**Corollary 2**



Area of the Parallelogram = length of the base  $\times$  Corresponding height

**Note that:**

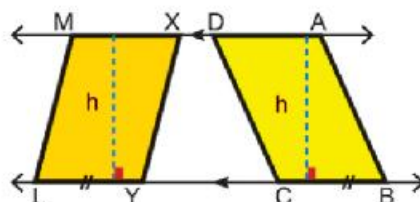
The distance between two parallel lines is always constant.

If BC = YL, then

area  $\square ABCD$  = BC  $\times$  .....

area  $\square XYLM$  = YL  $\times$  .....

**What can you conclude?**

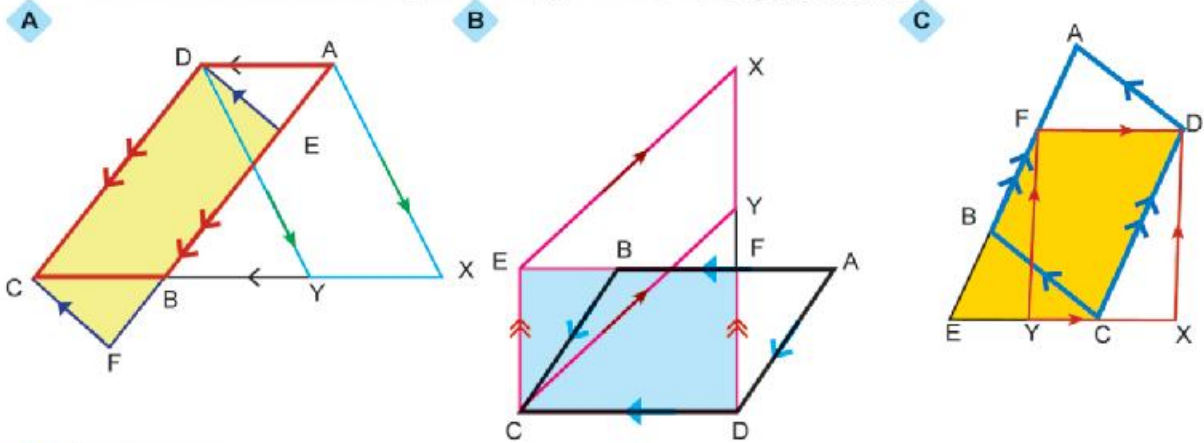


Corollary 3

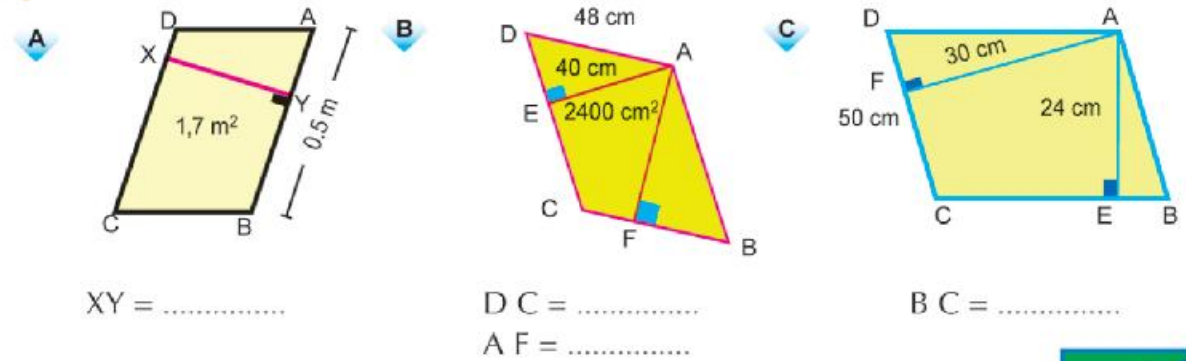
Parallelograms with bases equal in length and lying on a straight line, while the opposite sides to these bases are on another straight line are equal in area.

Practice

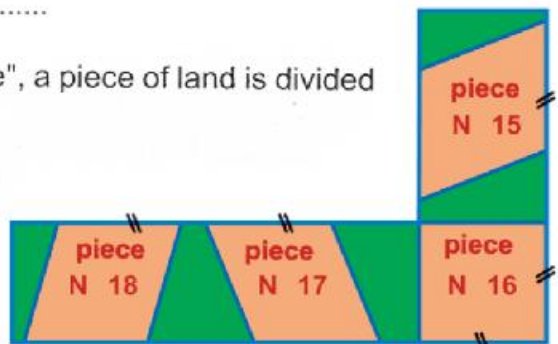
1 In the following figures:  
Show that all the three parallelograms have equal areas.



2 Complete



3 In the national project "Build up your home", a piece of land is divided as illustrated in the opposite figure:  
Is the area of piece number 15 = the area of the pieces number 16?  
State the number of piece of equal areas. Explain your answer.

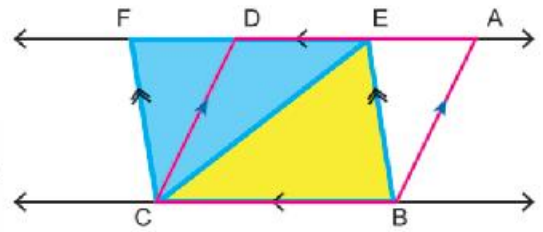




**Let's think**

In the opposite figure:  $\overleftrightarrow{BC} \parallel \overleftrightarrow{AF}$ ,  
 $ABCD$ , and  $EBCF$  are two Parallelograms  
 $\overline{EC}$  is a diagonal in Parallelogram  $EBCF$

- $\therefore$  area  $\triangle EBC = \dots\dots$  area of Parallelogram  $EBCF$
- $\therefore$  area Parallelogram  $EBCF =$  area  $\dots\dots$
- $\therefore$  area  $\triangle EBC = \dots\dots$  area of Parallelogram  $ABCD$



**Corollary 4**

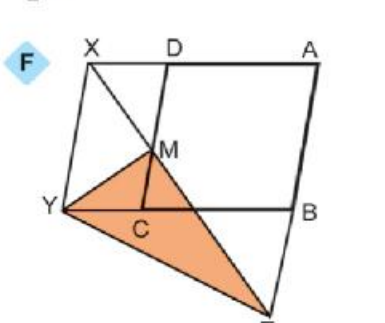
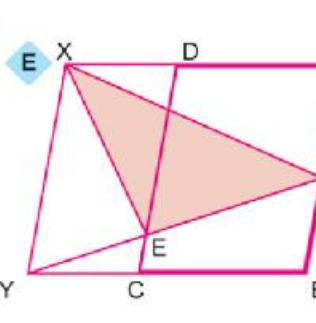
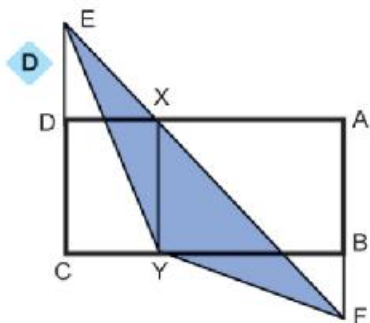
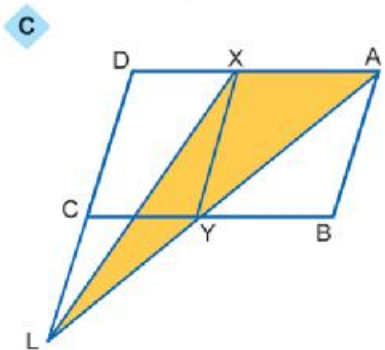
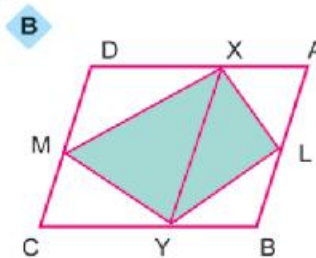
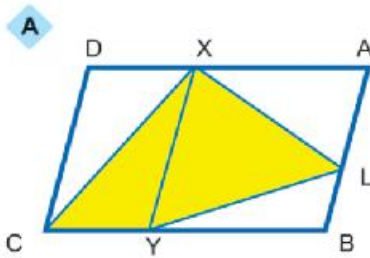
Area of a triangle is equal to half of area of a parallelogram if they have a common base lying on one of two parallel straight lines including them



**Practice**

In the following figures  $\overline{XY} \parallel \overline{AB}$ :

Show that the shaded area is equal to the half of the area of Parallelogram  $ABCD$



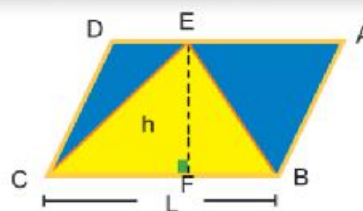
 **Let's think**

**In the opposite figure:**

ABCD is a Parallelogram

area of triangle EBC = area of Parallelogram ABCD

= ..... × ..... × .....



**Corollary :**

Area of the Triangle =  $\frac{1}{2}$  of the length of the base × its Height

**Note that:**

- 1 The height of a triangle is the length of the perpendicular line segment drawn from a vertex to the opposite side.
- 2 All perpendicular line segments of a triangle intersect in one point.

 **Practice**

1 **In the opposite figure:**  $\triangle ABC$  is a right angled triangle at A,  
 $AD \perp BC$

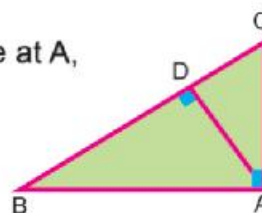
**Complete:**

area of the triangle ABC =  $\frac{1}{2} AB \times \dots\dots\dots$

area of the triangle ABC =  $\frac{1}{2} BC \times \dots\dots\dots$

$\therefore AB \times \dots\dots\dots = BC \times \dots\dots\dots$

Let AB = 4cm and AC = 3cm. What is the length of  $\overline{AD}$  ?



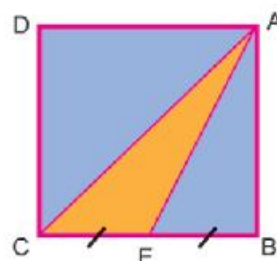
2 **In the opposite figure:** ABCD is a square with perimeter = 24cm,

E is the midpoint of  $\overline{BC}$

**Complete:**

AB = cm, CE = cm

area of the triangle AEC = cm<sup>2</sup>

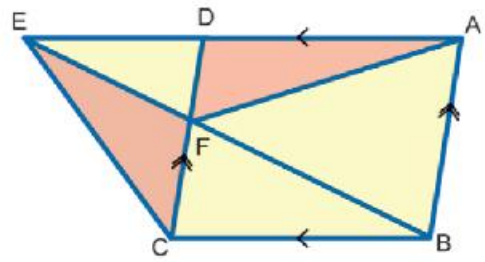




**Example**

In the opposite figure:

$ABCD$  is a parallelogram,  $E \in \overrightarrow{AD}$ ,  
 $\overline{BE} \cap \overline{CD} = \{F\}$



Prove that: area of the triangle  $AFD$  = area of the triangle  $EFC$

**Solution**

**Given:**  $\square ABCD$ ,  $\overline{BE} \cap \overline{CD} = \{F\}$

**R.T.P :** area of  $\triangle AFD$  = area of  $\triangle EFC$

**Proof :**  $\because$  area of  $\triangle AFB = \frac{1}{2}$  area of  $\square ABCD$  (corollary)

$\therefore$  area of  $\triangle AFD +$  area of  $\triangle BFC = \frac{1}{2}$  area of  $\square ABCD$  **(1)**

$\because$  area of  $\triangle EBC = \frac{1}{2}$  area of  $\square ABCD$  (corollary)

$\therefore$  area of  $\triangle EFC +$  area of  $\triangle BFC = \frac{1}{2}$  area of  $\square ABCD$  **(2)**

from **(1)** and **(2)**, we have:

area of  $\triangle AFD$  = area of  $\triangle EFC$  (Q.E.D.)

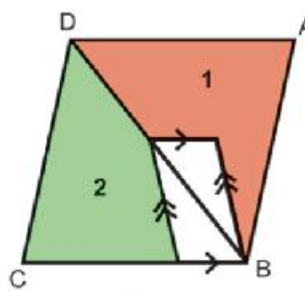


**Let's think**

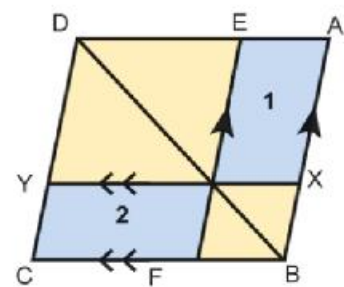
In both figures **A** and **B** :

$ABCD$  is a parallelogram.

Why is area of Fig.(1) = area of Fig. (2) ?



(A)



(B)





**Lesson  
TWO**

# Equality of the Areas of Two Triangles

## Think and Discuss

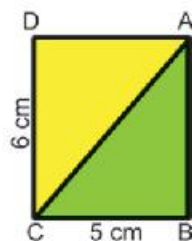
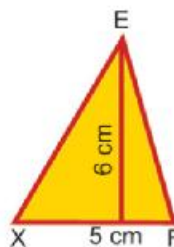
**You will learn**

Relation between the areas of two triangles.

**Key-Terms**

Area of a Triangle

When two triangles are congruent, can you say that they have equal areas?  
When two triangles have equal areas, can you say that they are congruent?

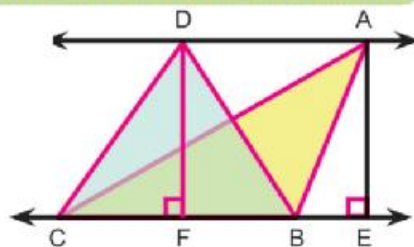


**Theorem 2**

Two triangles which have the same base and the vertices opposite to this base on a straight line parallel to the base have the same area.

**Given:**  $AD \parallel BC$ ,  $\triangle ABC$  and  $\triangle DBC$  have the common base  $BC$ .

**R.T.P :** area of  $\triangle ABC$  = area of  $\triangle DBC$



**Construction:** Draw  $AE \perp BC$  and  $DF \perp BC$

**Proof:**  $\because AD \parallel BC$ ,  $AE \perp BC$  and  $DF \perp BC$

$\therefore AEF D$  is a rectangle,  $AE = DF$

$\therefore$  area of  $\triangle ABC = \frac{1}{2} BC \times AE$  (1)

area of  $\triangle DBC = \frac{1}{2} BC \times DF = \frac{1}{2} BC \times AE$  (2)

From (1) and (2), we have

$\therefore$  area of  $\triangle ABC =$  area of  $\triangle DBC$

(Q.E.D.)



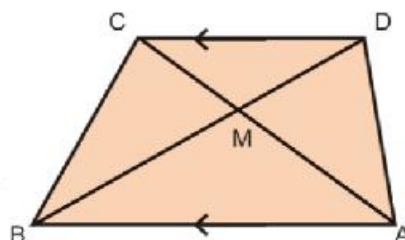


1 In the opposite figure:

$$\overleftrightarrow{AB} \parallel \overleftrightarrow{DC}, \overline{AC} \cap \overline{BD} = \{M\}$$

Complete and justify each step of your answer:

- A area of  $\triangle ADB =$  area because
- B area of  $\triangle DAC =$  area because
- C area of  $\triangle DAM =$  area because

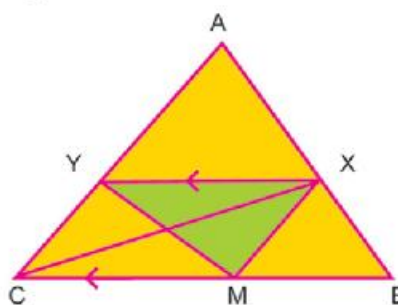


2 In the opposite figure:

$$\triangle ABC, X \in \overline{AB}, Y \in \overline{AC},$$

$$\overline{XY} \parallel \overline{BC}, M \in \overline{BC}$$

Complete: area of  $\triangle XMY =$  area  
 area of figure  $AXMY =$  area Why?



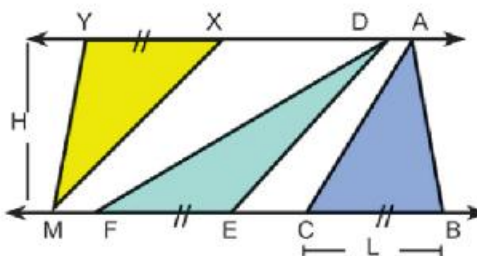
**Corollaries:**

1 Triangles of bases equal in length and lying between two parallel straight lines are equal in area.

**Note that:**

$$\overleftrightarrow{AY} \parallel \overleftrightarrow{BC}, BC = EF = xy$$

$$\therefore \text{area of } \triangle ABC = \text{area of } \triangle DEF = \text{area of } \triangle XYM = \frac{1}{2} L.H$$

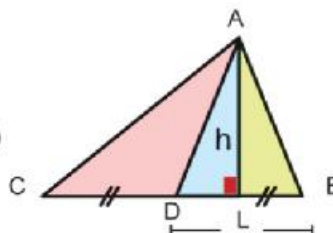


2 The median of a triangle divides its surface into two triangular surfaces equal in area.

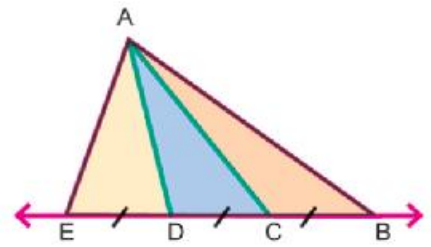
**Note that:**

$\overline{AD}$  is a median of  $\triangle ABC$  ( $BD = DC = L$ )

$$\therefore \text{area of } \triangle ABD = \text{area of } \triangle ADC = \frac{1}{2} L \times h$$



- 3 Triangles with congruent bases on one straight line and have a common vertex are equal in area.  
 area of  $\triangle ABC = \text{area of } \triangle ACD = \text{area of } \triangle ADE$

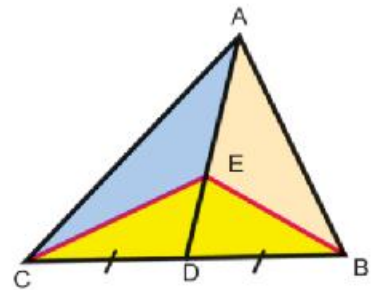


**Practice**

$\triangle ABC$  with a median  $\overline{AD}$ ,  $E \in \overline{AD}$ , draw  $\overline{BE}$  and  $\overline{CE}$   
 Prove that : area of  $\triangle ABE = \text{area of } \triangle ACE$

**Complete**

- $\therefore \overline{AD}$  is a median in the triangle ..... (1)
  - $\therefore \text{area of } \triangle ABD = \text{area of } \triangle ACD$  .....
  - $\therefore \overline{BE}$  is a median in  $\triangle EBC$  .....
  - $\therefore \text{area of } \triangle EBD = \text{area of } \triangle EDC$  ..... (2)
- subtracting (2) from (1), then  
 area of  $\triangle ABE = \text{area of } \triangle ACE$  .....



**Exemple :**

**In the opposite figure:**

$\overline{AD} \parallel \overline{BC}$ ,  $E \in \overline{BC}$ ,  $F \in \overline{BC}$  where  
 $BE = CF$ ,  $\overline{AF} \cap \overline{ED} = \{M\}$

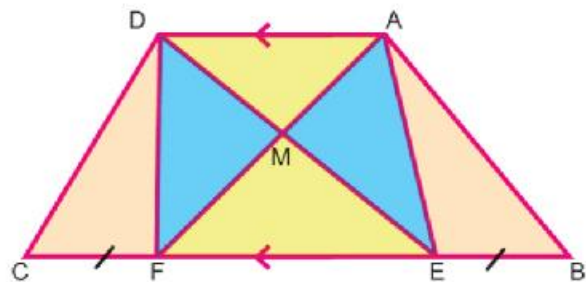
prove that :

**first:** area of  $\triangle AME = \text{area of } \triangle DMF$

**Second:** area of the figure  $ABEM = \text{area of the figure } DCFM$

**Proof:**

- $\therefore \overline{AD} \parallel \overline{EF}$ , and  $\triangle AEF$  and  $\triangle DEF$  have a common base  $\overline{EF}$
- $\therefore \text{area of } \triangle AEF = \text{area of } \triangle DEF$
- subtracting area of  $\triangle MEF$  from both sides, then  
 area of  $\triangle AEM = \text{area of } \triangle DFM$



(1) (I.Q.E.D)



$$\therefore BE = CF, \overline{AD} \parallel \overline{BC}$$

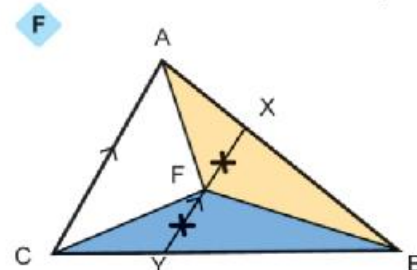
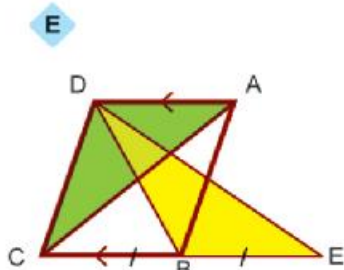
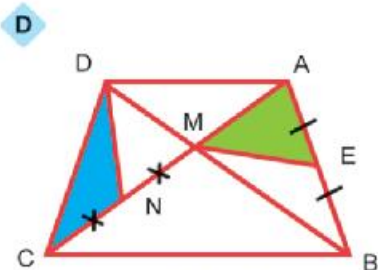
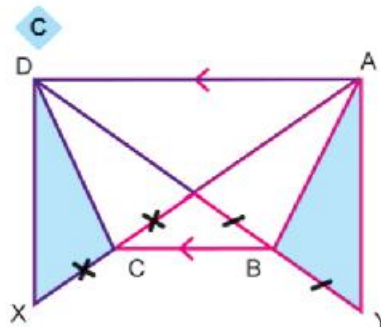
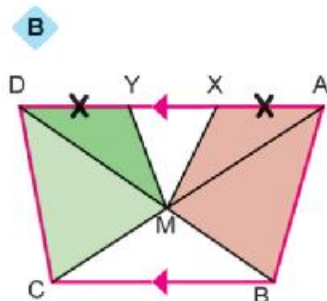
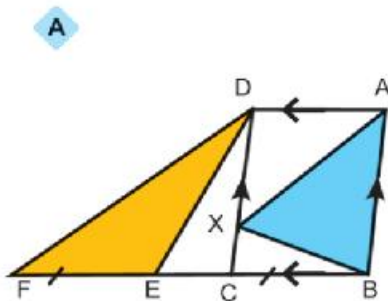
$$\therefore \text{area of } \triangle ABE = \text{area of } \triangle DCF \quad (2)$$

Adding (1) and (2) we have:

$$\text{area of the figure ABEM} = \text{area of figure DCFM} \quad (\text{Q.E.D})$$



Show that all the shaded figures have equal areas ( Use given information):



**Theorem 3**

If two triangles are equal in area and drawn on the same base and in one side of it, then their vertices lie on a straight line parallel to this base.

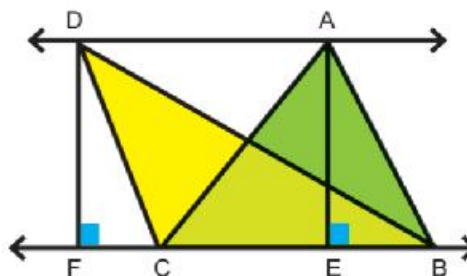
**Given:** area of  $\triangle ABC = \text{area of } \triangle DBC$ .

$\overline{BC}$  is a common base

**R.T.P:**  $\overline{AD} \parallel \overline{BC}$

**Construction:**

Draw  $\overline{AE} \perp \overline{BC}$ ,  $\overline{DF} \perp \overline{BC}$



**Proof:**  $\because$  area of  $\triangle ABC =$  area of  $\triangle DBC$

$$\therefore \frac{1}{2} BC \times AE = \frac{1}{2} BC \times DF$$

$$\therefore AE = DF$$

$$\because \overline{AE} \perp \overline{BC}, \overline{DF} \perp \overline{BC}$$

$$\therefore AE \parallel DF$$

$\therefore$  Figure AEFD is a rectangle

Thus:  $\overline{AD} \parallel \overline{BC}$

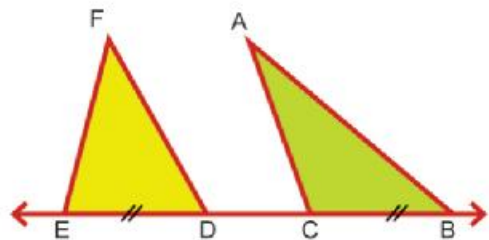


**Let's think**

**1** In the opposite figure:

B, C, D, and E are collinear, where  
 $BC = DE$

If area of  $\triangle ABC =$  area of  $\triangle FDE$ . What  
 can you conclude? Explain your answer.



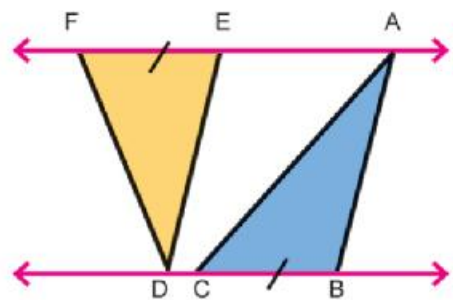
**2** In the opposite figure:  $D \in \overline{BC}, A \in \overline{FE}$

$$BC = EF$$

If:

$$\text{area of } \triangle ABC = \text{area of } \triangle DEF$$

What can you conclude? Explain your answer.



**Note that:**  $\overline{AF} \parallel \overline{BC}$ . Why?



**Exemple**

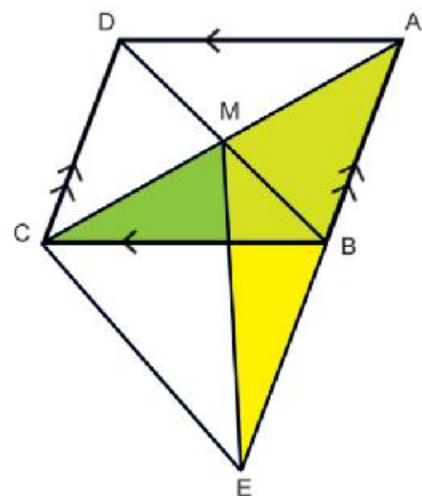
ABCD is a parallelogram,  $\overline{AC} \cap \overline{BD} = \{M\}$   
 $E \in \overline{AB}$  where area of  $\triangle AME =$  area of  $\triangle ABC$   
 Prove that: The figure BECD is a parallelogram.

**Proof:**  $\because$  area of  $\triangle AME =$  area of  $\triangle ABC$

Subtracting area of  $\triangle ABM$  from both sides

$$\therefore \text{area of } \triangle BME = \text{area of } \triangle BMC$$

and both triangles have the common base  
 $\overline{BM}$  and in one side of the base  $\overline{BM}$ .



$$\therefore \overline{CE} \parallel \overline{BM} \quad (1)$$

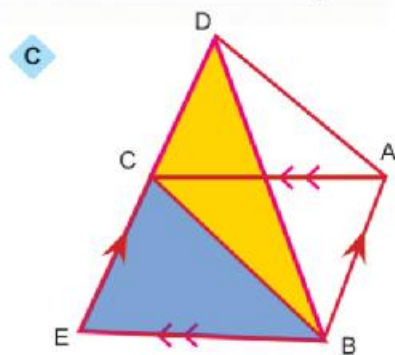
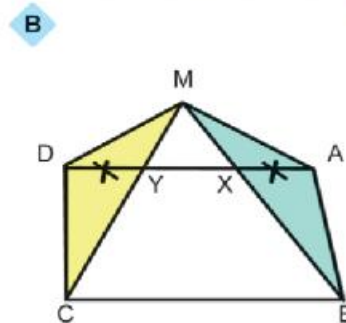
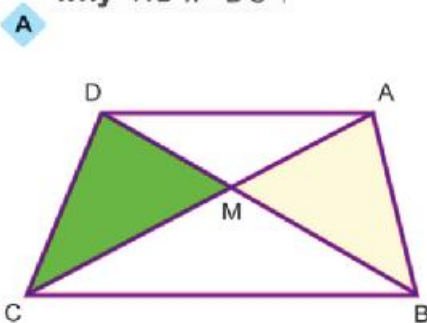
$\therefore$  The figure  $A B C D$  is a parallelogram

$$\therefore \overline{BE} \parallel \overline{DC} \quad (2)$$

from (1) and (2) the figure  $DBEC$  is parallelogram



**1** In the following figures all the colored triangles have the same area . Explain why  $\overline{AD} \parallel \overline{BC}$  .



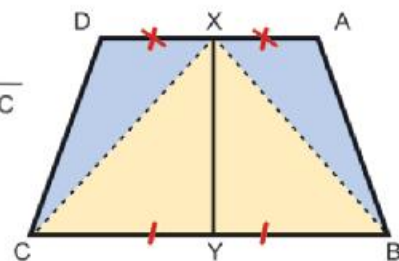
**2** In the opposite figure:

$A B C D$  is a quadrilateral, where

$X$  is the midpoint of  $\overline{AD}$  and  $Y$  is the midpoint of  $\overline{BC}$

area of the figure  $ABYX =$  area of the figure  $DCYX$

**Prove that:**  $\overline{AD} \parallel \overline{BC}$



**Problem solving Tip**

Draw  $\overline{BX}$  ,  $\overline{CX}$

In  $\triangle XBC$ ,  $\overline{XY}$  is a median, what can you conclude?

area of  $\triangle AXB =$  area ..... why?

$\overline{AD} \parallel \overline{BC}$  Why?



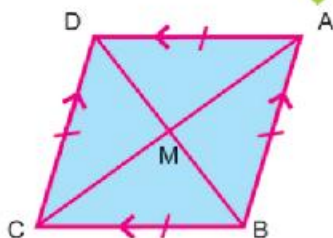
# Areas of Some geometric Figures

## Lesson Three

### Think and Discuss

You have learned before that the rhombus is a parallelogram whose sides are equal in length.

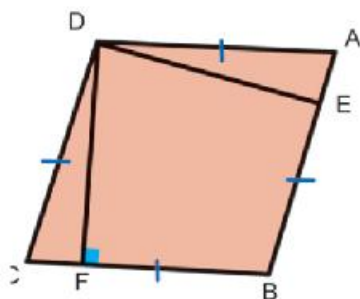
- 🕒 What is the Relation between the diagonals of the rhombus?
- 🕒 How can you calculate the area of the rhombus?



#### Area of the rhombus:

① If the side length of a rhombus is  $b$  and its height is  $h$ , then  
 Area of Rhombus =  $b \times h$   
 i.e:

**area of the rhombus**  
 = **base length**  $\times$  **height**



#### You will learn

- 👉 To find the area of a rhombus.
- 👉 To find the area of a square in terms of its diagonal.
- 👉 To find the area of a Trapezium.

#### Key - terms

- 👉 Square.
- 👉 Rhombus.
- 👉 Trapezium
- 👉 Area.

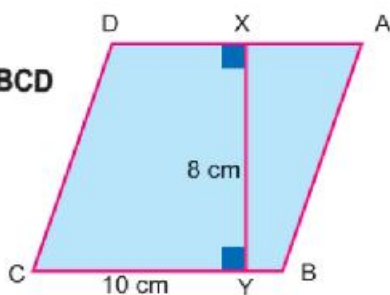
#### Let's think

is  $DE = DF$ ? Explain.

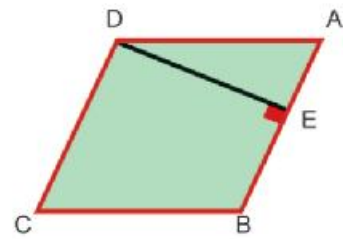
#### Practice

1 find the area of the rhombus ABCD

📐 area = .....



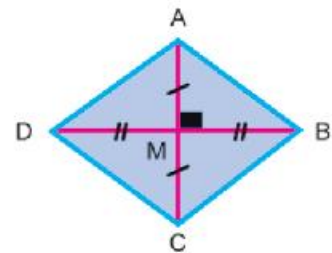
- B** Perimeter of rhombus  $A B C D = 24\text{cm}$ ,  $D E = 5\text{cm}$   
 area =



**2 You know:**

The diagonals of the rhombus are perpendicular and bisecting each other. Refres to the opposite figure, complete:

$$\begin{aligned} \text{area of rhombus } A B C D &= 2 \text{ area } \triangle A B D \\ &= 2 \times \frac{1}{2} B D \times \dots \\ &= \frac{1}{2} \times B D \times 2 \\ &= \frac{1}{2} B D \times \dots \end{aligned}$$



**Area of the rhombus = half of the product of the lengths of its diagonals.**

**a The Square is a rhombus whose diagonals are equal in length.**

**Area of the square =  $\frac{1}{2}$  of the square of the length of its diagonal**



**Find the area of the following figures:**

- 1** A rhombus whose side length is 12cm and whose height is 8cm.
- 2** A rhombus whose diagonals length are 8cm and 10cm.
- 3** A square whose diagonal length is 8cm.
- 4** A rhombus whose perimeter is 52cm and the length of one of its diagonal is 10cm.
- 5** A rhombus whose perimeter is 60cm and the measure of one of its angles is  $60^\circ$ .

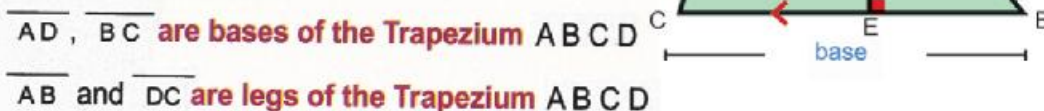




Trapezium

A Trapezium is a quadrilateral whose two opposite sides are parallel. The two opposite sides are called bases and the other two sides are called legs.

In the opposite figure:



A Trapezium has only one height which is the perpendicular distance between its bases



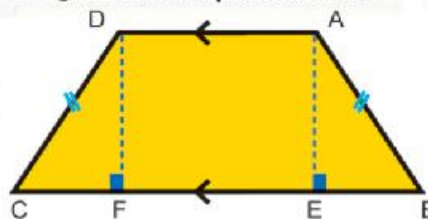
Let's think

Does the diagonal of a trapezium divide it into two triangles with equal areas?

If  $ABCD$  is an isosceles Trapezium, in  $\overline{AB}$ ,  $\overline{DC}$   
 : is  $m(\angle B) = m(\angle C)$ ?

Draw  $\overline{AE} \perp \overline{BC}$  and  $\overline{DF} \perp \overline{BC}$

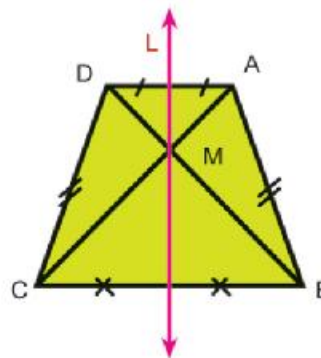
Explain your answer.



Isosceles Trapezium:

If:  $ABCD$  is a Trapezium with  $AB = CD$ , then

- 1 The base angles are equal in measure.  
 $m(\angle B) = m(\angle C)$ ,  $m(\angle A) = m(\angle D)$
- 2 The diagonals are equal in length  $AC = BD$   
 $\overline{AC} \cap \overline{BD} = \{M\}$   
 $\therefore AM = DM$ ,  $BM = CM$



- 3 The isosceles trapezium has only one axis of symmetry (L) which is the perpendicular bisector of its bases.



### Right Trapezium

A right Trapezium is a Trapezium whose one of its legs is perpendicular to its two parallel bases



In the opposite figure:  $\overline{DC} \perp \overline{BC}$  and  $\overline{CD} \perp \overline{AD}$ ,

$\therefore$  The height of Trapezium = The length of  $\overline{CD}$

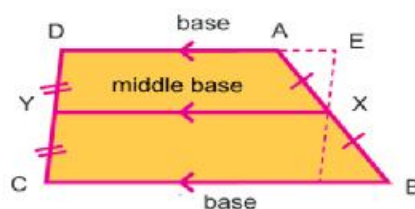
### Middle base of Trapezium

A middle base of a trapezium is a segment  $\overline{XY}$  whose endpoints are the midpoints of the non-parallel sides of Trapezium ABCD

Note that:

$$\overline{XY} \parallel \overline{BC} \parallel \overline{AD}$$

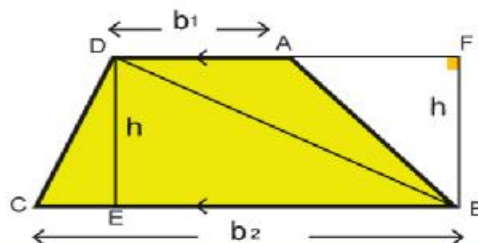
$$\text{The length of } \overline{XY} = \frac{1}{2} (AD + BC)$$



Find the length of the middle base of a trapezium whose two bases lengths are 7cm and 13cm.

### Area of trapezium:

$$\begin{aligned} \text{Area of trapezium } ABCD &= \text{area } \triangle ABD + \text{area } \triangle DBC \\ &= \frac{1}{2} AD \times BF + \frac{1}{2} BC \times DE \\ &= \frac{1}{2} b_1 h + \frac{1}{2} b_2 \times h \\ &= \frac{1}{2} (b_1 + b_2) h \end{aligned}$$



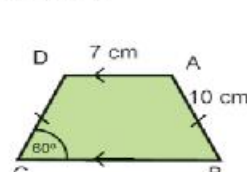
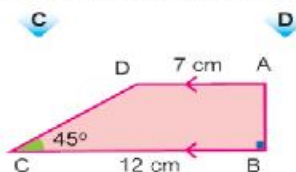
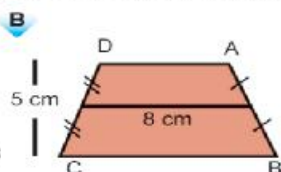
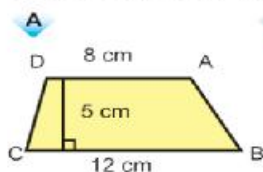
Area of a Trapezium = half of the sum of lengths of the two parallel bases  $\times$  height.

Note that: The middle base of the trapezium is parallel to the two bases and its length is equal to half of the sum of their lengths.

Area of a Trapezium = the length of the middle base  $\times$  its Height.



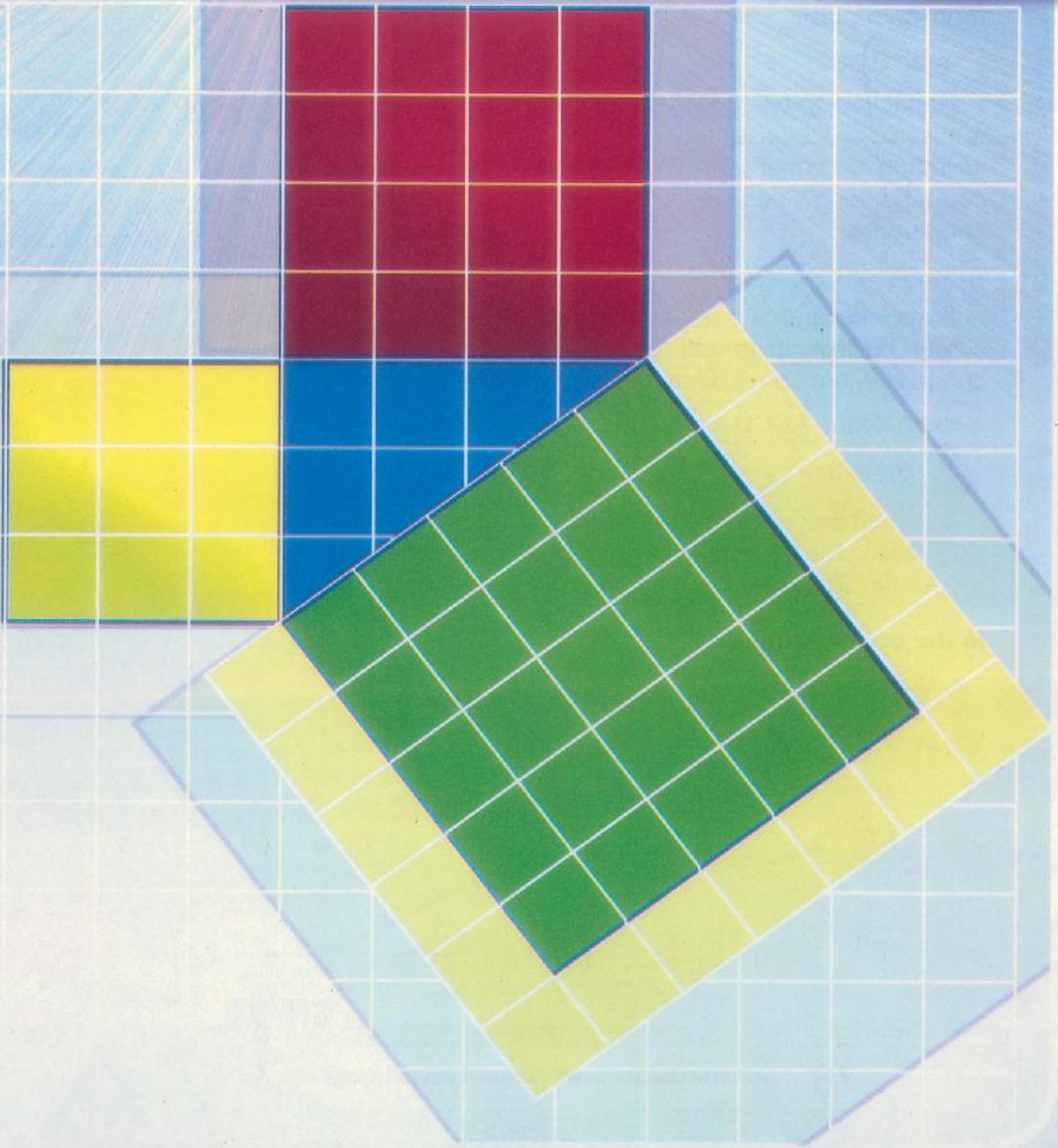
Find the area of each of the following figures by using the given data :



UNIT FIVE

5

Similarity and Projections



# Similarity

## Lesson One

### Think and Discuss

During displaying examples and applications in the multimedia lab.

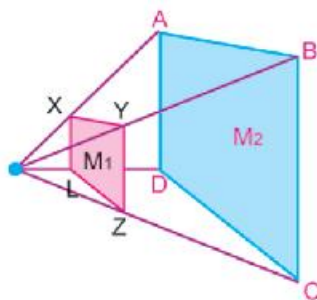
**Usama Said:**

Reflection, translation and rotation are isometry, because the figure and its image are congruent. This means corresponding sides and angles are congruent.

**Ahmed Said:**

Exercises figures displayed on the screen are similar to real figures. Corresponding angles are congruent, but corresponding sides are proportional.

Is the Polygon ABCD similar to the polygon XYZL? Why?



#### You will learn

- ☞ The concept of similarity.
- ☞ Similar of Polygons.
- ☞ Similar of triangles.

#### Key-Terms

- ☞ Similar.
- ☞ Proportional sides.
- ☞ corresponding angles.

#### Definition

Two polygons are similar if:

- The corresponding angles are congruent
- The corresponding sides are proportional.

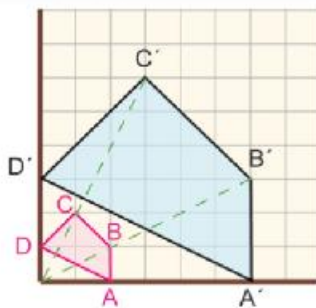
In the opposite figure



**Example :**

$$\frac{A'B'}{AB} = \frac{B'C'}{BC} = \frac{C'D'}{CD} =$$

$$\frac{A'D'}{AD} = \frac{3}{1}$$



$$m(\angle A') = m(\angle A), m(\angle B') = m(\angle B),$$

$$m(\angle C') = m(\angle C), m(\angle D') = m(\angle D)$$

The polygon ABCD is similar to the polygon A'B'C'D'.

**Note that:**

- 1 The order of corresponding vertices should be kept in giving names of similar polygons, Similarity is denoted by the sign ( $\sim$ ). Fig. A'B'C'D' ( $\sim$ ) Fig. ABCD means two similar figures.
- 2 The proportional ratio between corresponding sides is called the ratio of enlargement or drawing scale.  
**Notice:** If the proportional ratio = 1, then the two polygons are congruent.
- 3 All the regular polygon that have the same number of sides are similar. why?
- 4 If two polygons are similar, then the corresponding angles are congruent and the corresponding sides are proportional as well.



**Think:** The square and the rectangle are not similar although the corresponding angles are congruent . Why?

The corresponding sides of a square and a rhombus are proportional but they are not similar.



**Practice**

1 Which of the following pairs of polygons are similar and why? write the similar polygons following the same orders of corresponding vertices.

**A** **B**

**C** **D**



### Similarity of two triangles

#### definition

Two triangles are similar if there exists one of the following conditions :

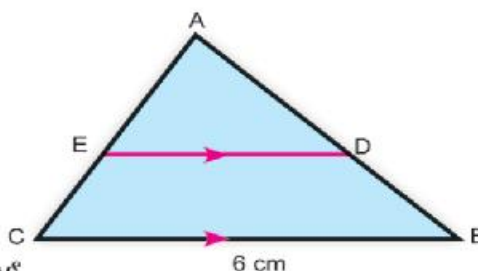
- The corresponding angles are congruent.
- the corresponding sides are proportional.



#### Example :

In the opposite figure: ABC is a triangle in which  $AB = 5\text{cm}$ ,  $BC = 6\text{cm}$ ,  $AC = 4\text{cm}$ , and  $D \in \overline{AB}$  where  $AD = 3\text{cm}$ ,  
 $\overline{DE} \parallel \overline{BC} \cap \overline{AC} = \{E\}$ .

- A** Prove that  $\triangle ADE \sim \triangle ABC$ .
- B** Find the length of  $\overline{DE}$  and  $\overline{AE}$



#### Solution

$\therefore \overline{DE} \parallel \overline{BC}$   
 $\therefore m(\angle ADE) = m(\angle B)$ ,  $m(\angle AED) = m(\angle C)$  Why?  
 $\therefore \angle A$  is common in  $\triangle ADE$  and  $\triangle ABC$  .  
 $\therefore \triangle ADE \sim \triangle ABC$  corresponding angles are congruent, So:

$$\frac{AD}{AB} = \frac{DE}{BC} = \frac{AE}{AC} \therefore \frac{3}{5} = \frac{DE}{6} = \frac{AE}{4}$$

$$\therefore DE = \frac{3 \times 6}{5} = 3.6\text{cm} \text{ and } AE = \frac{3 \times 4}{5} = 2.4\text{cm}$$



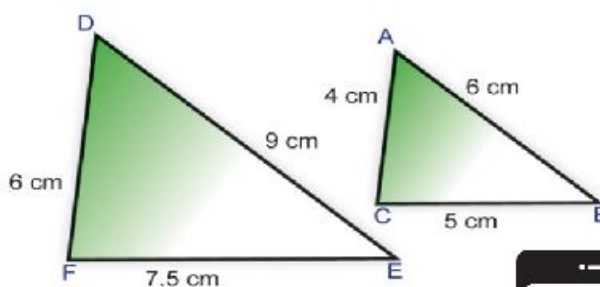
#### Practice

Using the given in the opposite figures.



#### Prove that

- A**  $\triangle DEF \sim \triangle ABC$
- B**  $\frac{\text{Perimeter of } \triangle DEF}{\text{Perimeter of } \triangle ABC} = \text{the ratio of the similarity}$



#### Note that :

the ratio between the perimeters of two similar triangles  
 = the ratio between any two of corresponding sides



# Converse of Pythagoras Theorem

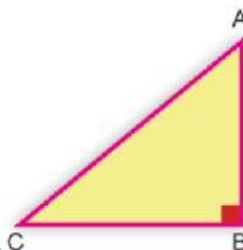
## Lesson Two

### Think and Discuss

You know from Pythagoras Theorem that if  $\triangle ABC$  is a right angled triangle at B, then

$$(AC)^2 = (AB)^2 + (BC)^2$$

Now, we will learn the converse of the pythagorean Theorem.



#### You will learn

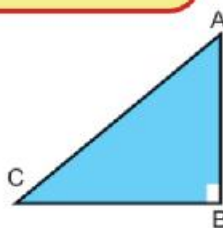
- ↪ Converse of pythagoras theorem.
- ↪ Using pythagoras theorem on solving problems.

#### Converse of Pythagoras Theorem:

In a triangle if the sum of the areas of two squares on two sides is equal to the area of the square on the third side, then the angle opposite to this side is a right angle.

i.e. in  $\triangle ABC$ , if  $(AB)^2 + (BC)^2 = (AC)^2$

then:  $m(\angle B) = 90^\circ$  and  $\triangle ABC$  is a right angled triangle at B.



The converse of Pythagoras Theorem can be rewritten as:

In a triangle if the square of the length of a side is equal to the sum of the squares of the lengths of the other two sides, then the angle opposite to this side is a right angle.

#### Corollary:

In the triangle ABC, if  $\overline{AC}$  is the longest side and  $(AB)^2 + (BC)^2 \neq (AC)^2$ ,

then  $\triangle ABC$  is not a right triangle



# Lesson Three

# Projections

## Think and Discuss

### You will learn

- ↳ To find the projection of a point on a line.
- ↳ To find the projection of a line segment on a line.
- ↳ To find the projection of a ray on a line.
- ↳ To find the projection of a line on a line.

### Key-Terms

- ↳ Projection.
- ↳ Point.
- ↳ Line segment.
- ↳ Ray.
- ↳ Straight line.

**A piece of chalk falls down on the earth:**

Does it fall down vertically (perpendicular to the earth)?  
Does it leave a mark on the earth?

### Projection of a point on a straight line

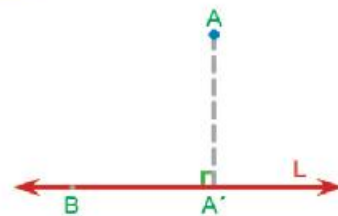
**In the opposite figure:**

$L$  is a straight line,  $A$  and  $B$  are two points, where  $A \notin L$  and  $B \in L$ .

Draw  $\overline{AA'} \perp L$ , where  $A' \in L$ .

The point  $A'$  (the point of intersection of  $\overline{AA'}$  and  $L$ ) is called the **projection of  $A$  on  $L$** .

$\therefore B \in L \quad \therefore$  The projection of  $B$  on  $L$  is itself.



**Note that:**

*Handwritten:* Projection of a point on a straight line is that the point of intersection of the perpendicular segment from this point and the straight line.

*Handwritten:* If the point lies on the straight line, its projection on it is the same point.



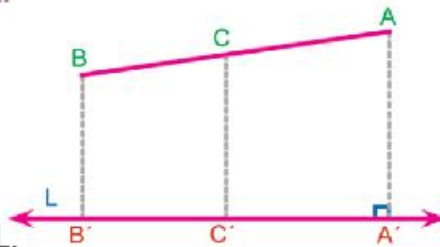


The Projection of a line Segment on a given straight line

Finding the projection of line segment  $\overline{AB}$  on a line  $L$ .

If:  $A'$  is the projection of  $A$  on the straight line  $L$   
and  $B'$  is the projection of  $B$  on the straight line  $L$ ,

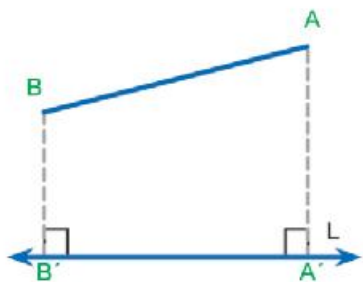
then  $\overline{A'B'}$  is the projection of  $\overline{AB}$  on  $L$ .



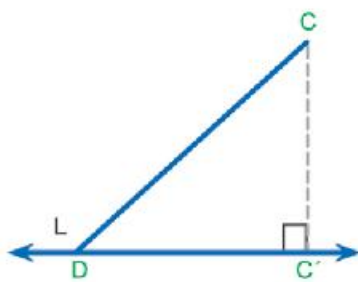
**Note that** If  $C \in \overline{AB}$  and  $C'$  is its projection on  $L$ ,  
then  $C' \in \overline{A'B'}$



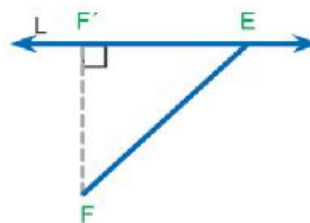
The following figures illustrate segments in different locations. Complete by writing down the projection of each one as shown in the first example:



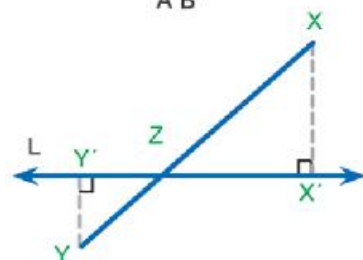
The projection of  $\overline{AB}$  on  $L$  is  $\overline{A'B'}$



The projection of  $\overline{CD}$  on  $L$  is .....



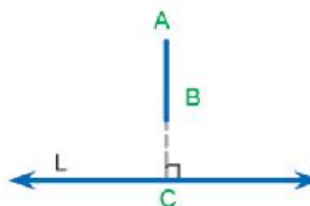
The projection of  $\overline{EF}$  on  $L$  is .....



The projection of  $\overline{XY}$  on  $L$  is .....



The projection of  $\overline{MN}$  on  $L$  is .....



The projection of  $\overline{AB}$  on  $L$  is .....



**Note and Discuss:**

- A** The length of the projection of a line segment on a given line is less than or equal to the length of the segment itself.
- B** When is the length of the projection of a line segment on a given line equal to the length of the segment itself?
- C** When is the length of the projection of a segment on a given line equal to zero?

**The Projection of a Ray on a straight line**

Finding the projection of  $\overrightarrow{AB}$  on  $L$ .

**Note that**

$A'$  is the projection of  $A$  on  $L$

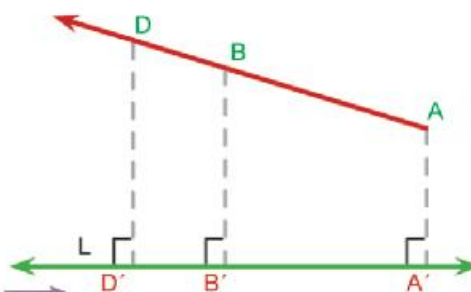
$B'$  is the projection of  $B$  on  $L$ .

**If**  $D \in \overrightarrow{AB}$  ,  $D \notin \overrightarrow{AB}$

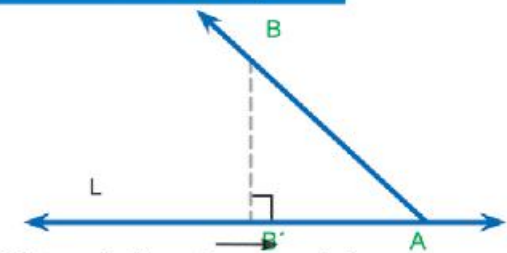
**and**  $D'$  is the projection of  $D$  on  $L$ ,

**then**  $D' \in \overrightarrow{A'B'}$

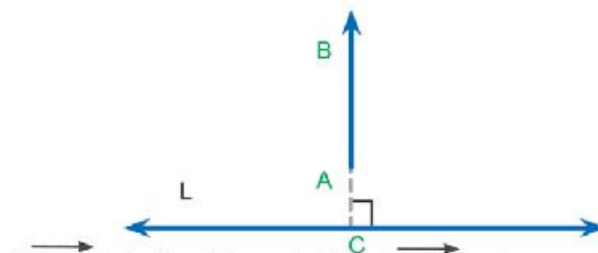
$\therefore$  The projection of  $\overrightarrow{AB}$  on  $L$  is  $\overrightarrow{A'B'}$  :



**Observe and complete:**



The projection of  $\overrightarrow{AB}$  on  $L$  is.....



If  $\overrightarrow{AB} \perp L$ , then The projection of  $\overrightarrow{AB}$  on  $L$  is .....



**Let's think**

- A** What is the projection of a line on a given line?
- B** Can the projection of a line on a given line be a point?
- C** Explain your answers by drawing different figures of a projection of a line on a given line and keep it in your portfolio file.



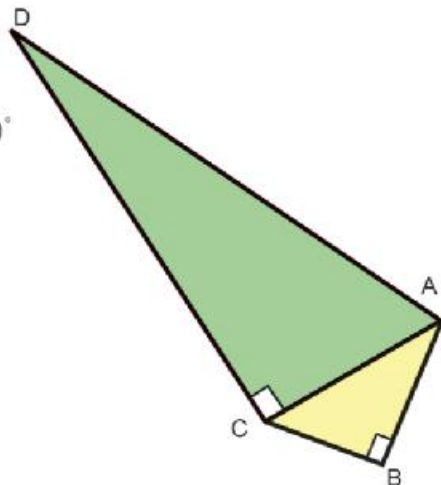


**Practice:(1)**

In the opposite figure:  $m(\angle B) = m(\angle ACD) = 90^\circ$

Complete:

- A The projection of  $\overline{AD}$  on  $\overleftrightarrow{CD}$  is .....
- B The projection of  $\overline{AC}$  on  $\overleftrightarrow{CD}$  is .....
- C The projection of  $\overline{AC}$  on  $\overleftrightarrow{AB}$  is .....



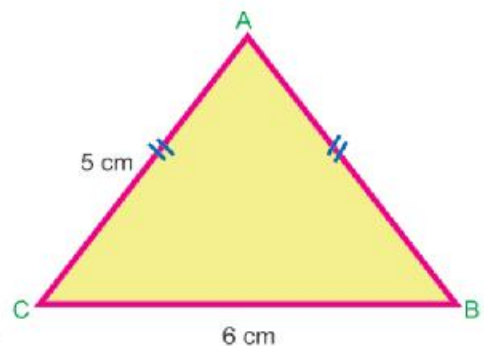
**Practice:(2)**

In the opposite figure:

ABC is a triangle, with  $AB = AC = 5\text{cm}$ ,  
and  $BC = 6\text{cm}$ .

Find:

- A The length of the projection of  $\overline{AB}$  on  $\overleftrightarrow{BC}$ .
- B The area of the triangle ABC.



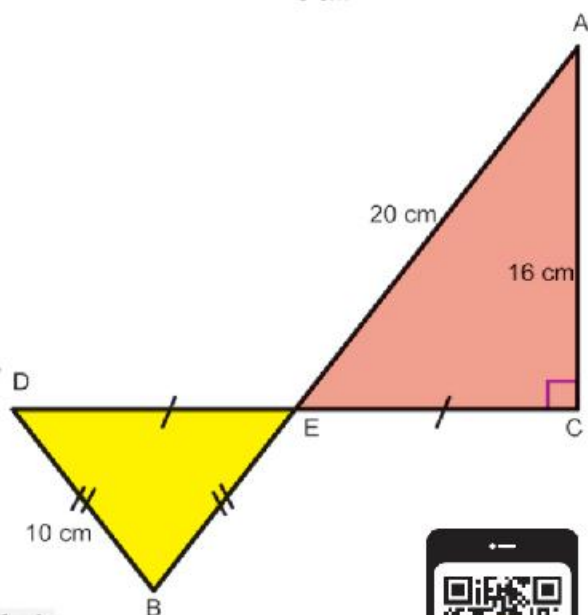
**Practice:(3)**

In the opposite figure:

$\overline{AB} \cap \overline{CD} = \{E\}$ , E is the midpoint of  $\overline{CD}$ ,

$AC = 16\text{cm}$ ,  $AE = 20\text{cm}$ ,

$BD = BE = 10\text{cm}$ .



Find:

- A The length of the projection of  $\overline{BD}$  on  $\overleftrightarrow{CD}$
- B The length of the projection of  $\overline{AB}$  on  $\overleftrightarrow{CD}$ .



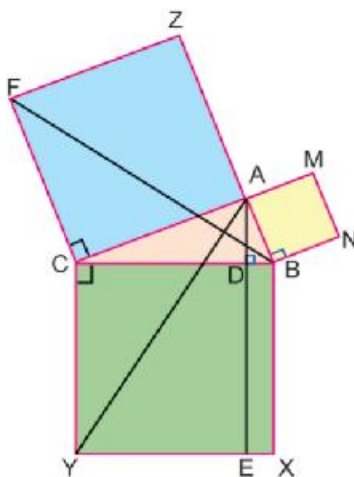
# Euclidean Theorem

## Lesson Four

### Think and Discuss

In the opposite figure:

- 1 ABC is a right angled triangle at A. ABNM, ACFZ and BXYC are squares drawn on the sides of the triangle ABC.
- 2 Draw  $\overrightarrow{AD} \perp \overline{BC}$  and intersects it at D and intersects  $\overline{XY}$  at E. Draw  $\overline{BF}$  and  $\overline{AY}$  as shown in the opposite figure.



#### You will learn

- Euclidean Theorem.
- Applications on Euclidean theorem.

#### Note that:

$$m(\angle BCF) = m(\angle YCA)$$

$$\triangle BCF \cong \triangle YCA$$

Why? ?

$$\text{area of } \triangle BCF = \frac{1}{2} \text{ the area of the square ACFZ}$$

Why?

$$\text{area of } \triangle YCA = \frac{1}{2} \text{ the area of the rectangle EYCD}$$

Why?

Thus: the area of the square ACFZ = the area of the rectangle EYCD

$$AC^2 = CD \times CY$$

Why?

$$\therefore AC^2 = CD \times CB$$

= The length of the projection of  $\overline{AC}$   $\times$  The length of the hypotenuse  $\overline{BC}$



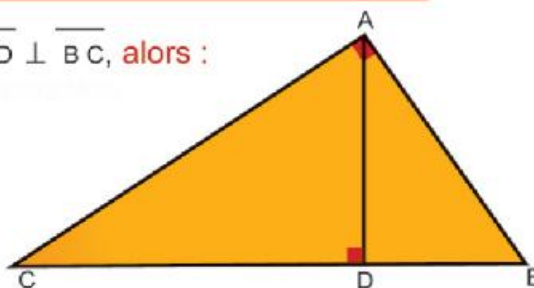
**Euclidean Theory:**

In the right-angled triangle, the area of the square on a side of the right angle is equal to the area of the rectangle which its dimensions are the length of the projection of this side on the hypotenuse and the length of the hypotenuse

i.e. ABC is a right angled triangle at A and  $\overline{AD} \perp \overline{BC}$ , alors :

$$BA^2 = BD \times BC$$

$$CA^2 = CD \times CB$$



**Corollary:**

$$(AD)^2 = DB \times DC$$



**In the opposite figure:**

$\triangle DEF$  is a right angled triangle at D,  $\overline{DN} \perp \overline{EF}$ ,

EN = 9cm and NF = 16cm

**Complete:**

$$(DE)^2 = EN \times EF \quad (\text{Euclidean Theorem})$$

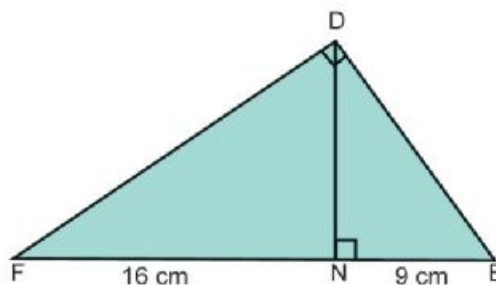
$$= \dots \times \dots \quad \therefore DE = \dots \text{cm}$$

$$(DF)^2 = FN \times \dots \quad (\text{Euclidean Theorem})$$

$$= \dots \times \dots \quad \therefore DF = \dots \text{cm}$$

$$(DN)^2 = NE \times NF. \quad (\dots)$$

$$= \dots \times \dots \quad \therefore DN = \dots \text{cm}$$



Is  $DN \times EF = DE \times DF$  ? Why?



# Lesson Five

## Classifying of Triangles according to their Angles

### Think and Discuss

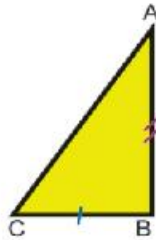


Fig. (1)

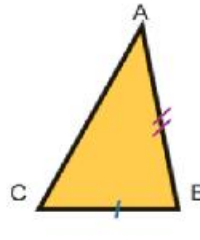


Fig. (2)

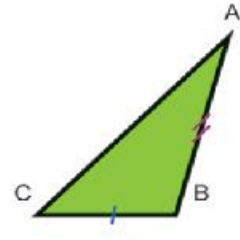


Fig. (3)

$\angle B$  is a right angle     $\angle B$  is an acute angle     $\angle B$  is an obtuse angle

**Note that:** The length of  $\overline{AB}$ , does not change in all figures. The length of  $\overline{BC}$ , does not change in all figures, Does it mean the length of  $\overline{AC}$  changes according to the opposite angle?

Complete by writing  $>$ , or  $=$  or  $<$  :

in Fig. (1)  $\therefore m(\angle B) = 90^\circ \therefore (AB)^2 + (BC)^2 \dots\dots\dots (AC)^2$

in Fig. (2)  $\therefore m(\angle B) < 90^\circ \therefore (AB)^2 + (BC)^2 \dots\dots\dots (AC)^2$

in Fig. (3)  $\therefore m(\angle B) > 90^\circ \therefore (AB)^2 + (BC)^2 \dots\dots\dots (AC)^2$

when is  $m(\angle B) = 90^\circ$ ?:

**Determining the type of triangle according to its angles, in case of knowing the lengths of its three sides.**

**We compare the square length of the longest side of the triangle and the sum of squares of the other two sides**

**You will learn**  
 to determine the type of a triangle according to its angles

**Key-Terms**  
 A right angled triangle.  
 An acute angled triangle  
 An obtuse angled triangle.

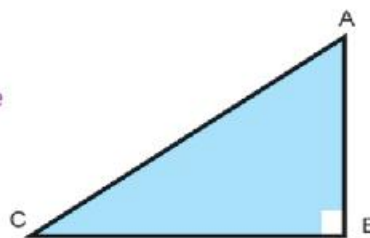


**I: If the**

square length of the longest side is equal to the sum of the squares lengths of the other two sides, then the triangle is a right angled triangle.

In  $\triangle ABC$ :  $(AC)^2 = (AB)^2 + (BC)^2$

$\therefore \angle B$  is a right angle.

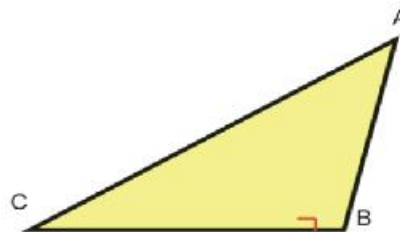


**II: If the**

square length of the longest side  $>$  sum of squares lengths of the other two sides, then the triangle is an obtuse angled triangle.

In  $\triangle ABC$ :  $(AC)^2 > (AB)^2 + (BC)^2$

$\therefore \angle B$  is an obtuse angle.

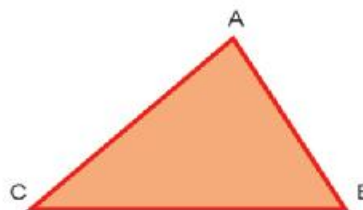


**III: If the**

square length of the longest side  $<$  the sum of squares lengths of the two other sides, then the triangle is an acute triangle.

In  $\triangle ABC$ :  $(AC)^2 < (AB)^2 + (BC)^2$

$\therefore \angle B$  is an acute angle why?



**Exemple :**

Determine the type of the angle which has the greatest measure in  $\triangle ABC$ , where  $AB = 8\text{cm}$ ,  $BC = 10\text{cm}$  and  $CA = 7\text{cm}$   
What is the type of the triangle according to its angles?

**Solution**

$\therefore$  The greatest angle is opposite to the longest side.

$\therefore \angle A$  is the greatest angle in  $\triangle ABC$ , since  $BC$  is the longest side.  $(BC)^2 = (10)^2 = 100$

$$AB^2 + AC^2 = (8)^2 + (7)^2 = 64 + 49 = 113$$

$\therefore (BC)^2 < (AB)^2 + (AC)^2 \quad \therefore \angle A$  is an acute angle

$\therefore \angle A$  is the greatest angle

$\therefore \triangle ABC$  is an acute angled triangle



## المواصفات الفنية:

٢٠/٢/٣٣/١٥/٧/١١٠٩	رقم الكتاب:
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