

WHAT SHOULD YOU DO IF YOU ARE RAPED OR SEXUALLY ASSAULTED?

1. Go to a safe place where you can get help
2. Tell someone you trust what happened as soon as possible
3. Do not throw away your clothes or wash yourself
4. Put the clothes you were wearing in a paper bag or wrap them in newspaper
5. Go to a hospital as soon as possible
6. It is advisable to report the rape to the police
7. Tell the police if you are threatened by the perpetrator at any time
8. Get treatment and medication within 72 hours to prevent HIV, other sexually transmitted infections and pregnancy

**REMEMBER,
IT'S NEVER THE
FAULT OF THE PERSON
WHO WAS RAPED,
ABUSED, VIOLATED
OR HARASSED!**

GET HELP AND SUPPORT

If you or someone you know is being sexually harassed or abused, get help to stop the abuse. Speak to someone you trust, tell your school, go to your local police station or phone one of the following national numbers:

SAPS Crime Stop:

086 0010 111

SAPS Emergency Number:

10111

Childline:

0800 055 555

Lifeline:

011 781 2337/0861 322 322



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MATHEMATICS IN ENGLISH
GRADE 9 – BOOK 1 • TERMS 1 & 2
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THIS BOOK MAY NOT BE SOLD.
13th Edition

MATHEMATICS IN ENGLISH – Grade 9 Book 1

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Mrs Angie Motshekga,
Minister of
Basic Education



Dr Reginah Mhaule
Deputy Minister of
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



Grade

9

Mathematics

Book 1

- 1 Revision worksheets:
Revision 1 to Revision 16
Key concepts from Grade 8
- 2 Worksheets: 1 to 64

Book 2

- 3 Worksheets: 65 to 144

ENGLISH
Book 1



The structure of a worksheet

Worksheet number
(Revision R1 to R16,
Ordinary 1 to 144)

Worksheet title

Topic introduction
(Text and pictures to help you think about
and discuss the topic of the worksheet.)

Term indicator
(There are forty worksheets per term.)

Questions

Colour code for content area

Content	Side bar colour
Revision	Purple
Number	Turquoise
Patterns and functions (algebra)	Electric blue
Space and shape (geometry)	Orange
Measurement	Green
Data handling	Red

Worksheet 31: Adding by filling the tens

31 Adding by filling the tens

Which sum is easier to add? Why?
8 + 7 = or 10 + 5 =
10 + 4 = or 7 + 7 =
9 + 2 = or 10 + 1 =
10 + 2 = or 7 + 5 =

In one minute, how many combinations can you find that add up to 50?

Term 2

1. Fill up the tens.

3 + 7 = 10	8 + 2 = 10
2 + 8 = 10	9 + 1 = 10
5 + 5 = 10	4 + 6 = 10
1 + 9 = 10	7 + 3 = 10
6 + 4 = 10	0 + 10 = 10

a. 3 + = b. 5 + = c. 2 + =
d. 6 + = e. 1 + = f. 7 + =
g. 8 + = h. 9 + = i. 4 + =

Are there more combinations that will add up to ten?

Example:
37 + 3 = 40
14 + 6 = 20
79 + 1 = 80
56 + 4 = 60
92 + 8 = 100

Find another five combinations that will add up to 100.

90

Language colour code:
Afrikaans (Red), English (Blue)

3. Fill up the hundreds.

Example: 486
486 + 14 = 500

a. 368 b. 371 c. 684
d. 519 e. 225 f. 568
g. 274 h. 479 i. 383

4. Calculate the following:

Example:
Calculate 2 486 + 48
2 486 + 48
= (2 486 + 14) - 14 + 48
= 2 500 + (48 - 14)
= 2 500 + 34
= 2 534

a. 3 526 + 97 = b. 6 537 + 84 = c. 4 833 + 95 =
d. 1 789 + 39 = e. 2 786 + 56 = f. 8 976 + 41 =
g. 4 324 + 98 = h. 8 159 + 62 = i. 6 847 + 73 =

The concert
7 894 people came to see a concert. There were 68 security guards. How many people were in the stadium?

91

Fun/challenge/problem solving activity
(This is an end of worksheet activity that may include fun or challenging activities that can also be shared with parents or brothers and sisters at home.)

Teacher assessment rating,
signature and date



Grade 9

Mathematics

PART

1

Revision

Key concepts from Grade 7

WORKSHEETS
Revision 1 to Revision 16

Name:

ENGLISH
Book 1



R1

Whole numbers and properties of numbers

What does 'arithmetic' mean? Why is it important?

Arithmetic is the oldest and most elementary branch of mathematics and deals with the properties and handling of numbers. It is used by almost everyone for everyday tasks of counting and calculating through to complicated science and business calculations. It involves the study of quantity, especially as the result of combining numbers. Basic arithmetic uses the four operations of addition, subtraction, multiplication and division with integers, rational and real numbers and includes measurement and geometry.

Activities 1to16 are not just revision activities. They also summarise important concepts you need in grade 9.



1. Calculate and then round off your answers to the nearest ten, hundred and thousand.

a.
$$\begin{array}{r} 78\ 438 \\ + 19\ 469 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 83\ 408 \\ - 46\ 753 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 37\ 489 \\ \times \quad 128 \\ \hline \end{array}$$

d.
$$39 \overline{) 87\ 652}$$

2. Draw a flow diagram using the words natural numbers, whole numbers, integers and rational numbers.

ii



4. Complete the following:

a. The **commutative** property of addition and multiplication:

i. $a + b =$

ii. $a \times b =$

b. The **associative** property of addition and multiplication:

i. $(a + b) + c =$

ii. $(a \times b) \times c =$

c. The **distributive** property of multiplication over addition and subtraction:

i. $a(b + c) =$

ii. $a(b - c) =$

d. 0 (zero) is the **identity** element of addition: =

e. 1 (one) is the **identity** element of multiplication: =

5. Calculate the following and state which property (ies) of operations you have used:

Example: $44 + 55 = 55 + 44 = 99$

a. $51 + (19 + 46) =$

b. $4(12 + 9) =$

c. $(9 \times 64) + (9 \times 36) =$

d. If $33 + 99 = 132$, then $132 =$

e. If $20 \times 5 = 100$, then $100 =$

Problem solving

Create a problem using at least three basic operations. This should be an everyday example





R2a

Multiples and factors

Multiples

The result of multiplying a number by an integer, e.g. $3 \times 4 = 12$.
The multiples of 3 are: 3; 6; 9; ...

Factors

Factors are the numbers you multiply together to get a specific result,
e.g. 3 and 4 are factors of 12.
All the factors of 12 are 1; 2; 3; 4; 6; 12.

Prime factors of a number are prime numbers that divide that number exactly.

LCM

Lowest common multiple

Talk about ...**HCF**

Highest common factor

1. Identify the LCM.

Example: Multiples of 3: {3; 6; 9; 12; 15; 18; ...}

Multiples of 4: {4; 8; 12; 16; 20; ...}

LCM = 12

a. Multiples of:

7: {_____}

6: {_____}

LCM: _____

b. Multiples of:

8: {_____}

2: {_____}

LCM: _____

c. Multiples of:

5: {_____}

4: {_____}

LCM: _____

d. Multiples of:

9: {_____}

6: {_____}

LCM: _____

2. Calculate the HCF and LCM using Prime Factorisation:

Example: Factors of 192 and 216

192 2	216 2
96 2	108 2
48 2	54 2
24 2	27 3
12 2	9 3
6 2	3 3
3 3	1
1	

$$192 = (2 \times 2 \times 2) \times 2 \times 2 \times 3$$

$$216 = (2 \times 2 \times 2) \times 3 \times 3 \times 3$$

Common factors are = 2, 2, 2, 3

$$\text{HCF} = 2 \times 2 \times 2 \times 3 = 24$$

OR

$$192 = 2^6 \times 3$$

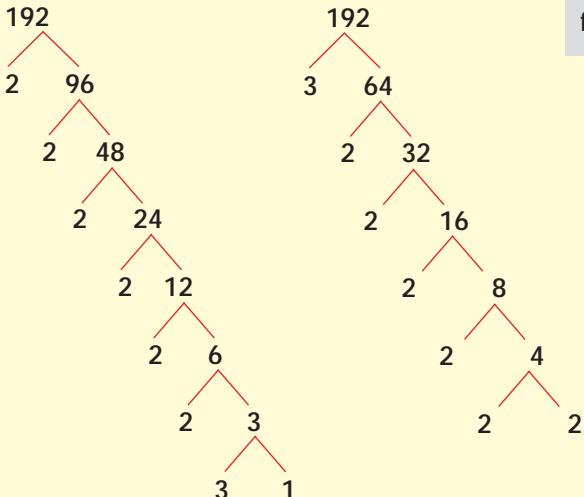
$$216 = 2^3 \times 3^3$$

$$\begin{aligned}\text{HCF} &= 2^3 \times 3 \\ &= 24\end{aligned}$$

Example: Factors of 192 and 216

192 2	216 2
96 2	108 2
48 2	54 2
24 2	27 3
12 2	9 3
6 2	3 3
3 3	1
1	

Factor trees of 192



I know that 192 is divisible by 3 because $1 + 9 + 2 = 12$, and 12 is divisible by 3.

Factor trees are used to break up a number into its prime factors.

a. 204 and 252

204 2	252 2
102 2	106 2
51 3	63 3
17 17	21 3
1	7 7
	1

$$204 = 2 \times 2 \times 3 \times 17$$

$$252 = 2 \times 2 \times 3 \times 3 \times 7$$

$$\text{HCF} = 2 \times 2 \times 3 = 12$$

b. 208 and 234

--

c. 72 and 188

--

d. 275 and 350

--

continued ↗



Sign:

Date:



Multiples and factors continued

e. 456 and 572

f. 205 and 315

3. Calculate the LCM using factorisation or inspection.

Example: Factors of 123 and 141

$$\begin{array}{r|l} 123 & 3 \\ \hline 41 & 41 \\ \hline 1 & \end{array} \qquad \begin{array}{r|l} 141 & 3 \\ \hline 47 & 47 \\ \hline 1 & \end{array}$$

$$123 = 3 \times 41$$

$$141 = 3 \times 47$$

$$\text{LCM} = 3 \times 41 \times 47 = 5\,781$$

a. 243 and 729

b. 200 and 1 000



c. 225 and 675

d. 128 and 256

e. 162 and 486

f. 150 and 700

Problem solving

Explain calculating HCF using factorisation to a family member.

Sign:
Date:



R3a

Exponents

Revise the laws of exponents by completing the following:

$$a^m a^n = \boxed{}$$

$$a^1 = \boxed{}$$

$$a^m \div a^n = \boxed{}$$

$$(a^m)^n = \boxed{}$$

$$a^0 = \boxed{} \text{ and } a \neq 0$$

Why should you study the laws of exponents?



1. Write these numbers in exponential form.

Example: $144 = 12 \times 12 = 12^2$

a. $64 = \boxed{}$

b. $9 = \boxed{}$

2. Write these numbers in exponential form.

Example: $81 = 3 \times 3 \times 3 \times 3 = 3^4$

a. $27 = \boxed{}$

b. $8 = \boxed{}$

3. Write the following in exponential form.

Example: $64 + 8 = 8^2 + 2^3$

a. $125 + 25 = \boxed{}$

b. $64 + 125 = \boxed{}$

4. Write the following in exponential form.

Example: $50 \times 50 \times 50 \times 50 \times 50 \times 50 \times 50 = 50^7$

a. $30 \times 30 \times 30 \times 30 \times 30 = \boxed{}$

b. $40 \times 40 = \boxed{}$

5. Look at the examples and calculate.

Example: $3^1 = 3, 25^1 = 25, m^1 = m, 9^1 = 9$

a. $x^1 = \boxed{}$

b. $a^1 = \boxed{}$

6. Answer positive or negative without calculating.

Example: $(-15)^2$ will be positive
 $(15)^2$ will be positive
 $(-15)^3$ will be negative

a. $(-9)^2 = \boxed{}$

b. $(18)^2 = \boxed{}$

c. $(-5)^3 = \boxed{}$



7. Express the following in exponential form.

Example: $a \times b \times a \times b$
 $= a^2 \times b^2$

$b^2 \times c^2 \times c^2 \times b^2$
 $= b^4 \times c^4$

a. $g \times g \times h \times h \times h =$

b. $a \times a \times b \times b \times a \times a =$

8. Revision: calculate the square root.

Example: $\sqrt{9}$
 $= \sqrt{3^2}$
 $= 3$

a. $\sqrt{64} =$

b. $\sqrt{25} =$

9. Calculate the square root using the example to guide you.

Example:
 $\sqrt{256}$
 $= \sqrt{2 \cdot 2 \cdot 2 \cdot 2 \times 2 \cdot 2 \cdot 2}$
 $= 2 \cdot 2 \cdot 2$
 $= 16$

OR
 $\sqrt{256}$
 $= \sqrt{2^8}$
 $= 2^2$
 $= 16$

2	256	256	2
2	128	128	2
2	64	64	2
2	32	32	2
2	16	16	2
2	8	8	2
2	4	4	2
2	2	2	2
	1	1	

Test your answer: $16 \times 16 = 256$



Remember this is what we call prime factorisation.

How do I know to start dividing by 2?



You should always first try the smallest prime number.

But how will I know the number is divisible by 2 or 3 or 5, etc?



You use the rules of divisibility.

a. $\sqrt{324} =$

b. $\sqrt{1296} =$



continued ➔

ix



R3b

Exponents continued

10. Revise: calculate.

Example: $\sqrt{12 \cdot 12} = 12$

a. $\sqrt{2 \cdot 2} =$

b. $\sqrt{3 \cdot 3} =$

11. Represent the square root in its simplest form.

Example: $\sqrt{2 \cdot 2 \cdot 2} = 2\sqrt{2}$

a. $\sqrt[3]{0} =$

b. $\sqrt[3]{-27} =$

c. $\sqrt[3]{125} =$

12. Use the laws of exponents to solve the following: (leave your answer in exponential form)

Example: $\sqrt[3]{8} = \sqrt[3]{2 \times 2 \times 2} = 2\sqrt[3]{2}$

a. $(3^8)^0 =$

b. $4^3 \times 4^0 =$

c. $(-1)^4 \times (-6)^3 =$

13. Look at the example and complete the following:

Example: $3^2 = 9$ therefore $\sqrt{9} = 3$

a. $5^2 =$

b. $9^2 =$

14. Calculate and test your answer.

Example: $2^3 \times 2^2 = 2^{3+2} = 2^5 = 32$

Test: $2^3 \times 2^2 = 8 \times 4 = 32$

$8^5 \times 8^9 =$

15. Simplify and test your answer.

Example: $x^3 \times x^4 = x^{3+4} = x^7$ Test your answer: $x = 2$
 $= 2^3 \times 2^4 = 8 \times 16 = 128$ $= 2^{3+4} = 2^7 = 128$

$p^7 \times p^3 =$

16. Calculate and test your answer.

Example: $3^5 \div 3^2 = 3^{5-2} = 3^3 = 27$ Test: $3^5 \div 3^2 = 243 \div 9 = 27$

$1^{10} \div 1^{10} =$

x



17. Simplify and test your answer.

Example:

$$\begin{aligned}x^5 \div x^3 &= x^{5-3} \\&= x^2 \\&= 4\end{aligned}$$

Test your answer: $x = 2$

$$\begin{aligned}2^5 \div 2^3 &= 2^{5-3} \\&= 2^2 \\&= 4\end{aligned}$$

$$g^{20} \div g^{15} =$$

Test if $g = 3$

You may use your calculator.

18. Simplify and test your answer:

Example: $(2^3)^2$

$$\begin{aligned}&= 2^{3 \times 2} \\&= 2^6 \\&= 64\end{aligned}$$

Test: $(2^3)^2$

$$\begin{aligned}&= (8)^2 \\&= 64\end{aligned}$$

$$(7^9)^4 =$$

19. Simplify and test your answer:

Example:

$$\begin{aligned}(x^3)^2 &= x^{3 \times 2} \\&= x^6 \\&= 729\end{aligned}$$

Test your answer: $x = 3$

$$\begin{aligned}(3^3)^2 &= (3)^{3 \times 2} \\&= 3^6 \\&= 729\end{aligned}$$

$$(p^2)^6 =$$

Test if $p = 2$

20. Simplify:

Example: $(3x^2)^3$

$$\begin{aligned}&= 3^3(x^{2+3}) \\&= 27x^6\end{aligned}$$

$$(23s^{10})^2 =$$

21. Simplify:

Example: $(a \times t)^n$

$$= a^n \times t^n$$

$$(b \times c)^y =$$

22. Solve using both methods.

Example: $a^4 \div a^4$

$$\begin{aligned}&= \frac{a \cdot a \cdot a \cdot a}{a \cdot a \cdot a \cdot a} \\&= 1\end{aligned}$$

If $a \neq 0$

a^4 means
 $a \times a \times a \times a$
which means
the same as
 $a \cdot a \cdot a \cdot a$

$$= a^{4-4}$$

$$= a^0$$

$$= 1$$

If $a \neq 0$

$$m^3 \div m^3 =$$

Why is exponent 0 = 1? Take the example of 3^0 . Any number divided by itself is 1. We know that $3^2 \div 3^2 = 1$. But $3^2 \div 3^2 = 3^{2-2} = 3^0$. Therefore $3^0 = 1$.

Problem solving

Add the squares of the first 10 natural numbers.

Represent the square root of any four-digit number using prime factorisation.



R4

Integers and patterns

Term 1

Integers include the natural numbers $\{1; 2; 3; \dots\}$, zero $\{0\}$, and the negative of the natural numbers $\{-1; -2; -3; \dots\}$

Commutative property:

$$a + b = b + a$$

$$a \times b = b \times a$$

Associative property:

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

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

What will happen if I make all the "a"s negative?



... make all the "a"s and "b"s negative?

... make all the "a"s, "b"s and "c"s negative?

Distributive property

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

$$= a \times b + a \times c \text{ or } (a \times b) + (a \times c)$$

1. Identify the last term in each pattern. What is the rule?

Example: $-8; -7; -6; -5; -4; -3; -2$. -2 is the 7th term. The rule is $+1$.

$-20; -18; -16; -14; -12; -10; -8$ It is the term.

The rule is

2. Write the following in ascending order:

$-5; 5; 15; 55; 10; -15; -10; -55$

3. Fill in $<$, $>$, or $=$

a. $4 \boxed{} -4$

b. $-18 \boxed{} -8$

c. $-2 \boxed{} 2$

4. Calculate the following:

Example: $(-7) + (5) = -7 + 5 = -2$

a. $(-6) - (8) =$

b. $(-8) + (-4) =$

5. Calculate the following:

Example: $(-5 - 4) \times (6 - 2) = -9 \times 4 = -36$

a. $(-2 - 3) \div (-4 - 1) =$

b. $(5 - 6) \times (8 - 7) =$



6. Calculate the following:

Example: $(-3 + 2) + (5 - 3) \times (8 - 9)$
= $(-1) + (2) \times (-1)$
= $-1 + (-2)$
= $-1 - 2$
= -3

$$(-7 + 5) \times (-2 - 7) + (-5 + 3) =$$

7. Use the example to guide you to calculate the following:

Example: $8 + (-3) = 8 - 3 = 5$
 $8 \times (-3) = 8 \times -3 = -24$

a. $33 + (-14) =$ =

b. $7 \times (-6) =$ =

8. Use subtraction to check addition or vice versa.

Example: $8 + (-3) = 5$ then
 $5 - 8 = -3$ or
 $5 - (-3) = 8$

a. $17 + (-8) =$ = \quad =

b. $9 + (-5) =$ = \quad =

9. Use the example to guide you to calculate the following:

Example: $[(-6) + 4] + (-1) = (-6) + [4 + (-1)] = (-6) + 3 = -3$

a. $[(-3) + 2] + (-4) =$ = =

b. $[(-4) + (-10)] + 5 =$ = =

10. Use division to check or vice versa.

Example: $5 \times (-6) = -30$ then
 $-30 \div 5 = -6$ and
 $-30 \div (-6) = 5$

a. $6 \times (-8) =$

b. $4 \times (-2) =$

11. Complete the pattern.

Example: $(+5) \times (+5) = 25$
 $(-5) \times (-5) = 25$
 $(+5) \times (-5) = -25$
 $(-5) \times (+5) = -25$

$$(+12) \times (+12) =$$

$$(-12) \times (-12) =$$

$$(+12) \times (-12) =$$

$$(-12) \times (+12) =$$

Problem solving

If the answer is 20 and the calculation has three operations, what could the calculation be?

Sign:
Date:



R5

Common fractions

Look at these examples and give five more examples of each.

Proper fraction

$$\frac{3}{4}$$

Improper fraction

$$\frac{8}{3}$$

Mixed number

$$1\frac{1}{2}$$

Improper fraction to mixed number

$$\frac{8}{3} = 2\frac{2}{3}$$

Mixed number to improper fraction

$$1\frac{1}{4} = \frac{5}{4}$$

1. Add and simplify if necessary.

Example:

$$\begin{aligned}\frac{6}{8} + \frac{4}{8} &= \frac{3}{4} + \frac{1}{2} \\ &= \frac{3+2}{4} \\ &= \frac{5}{4} \\ &= 1\frac{1}{4}\end{aligned}$$

a. $\frac{6}{12} + \frac{8}{12} =$

b. $\frac{3}{15} + \frac{7}{15} =$



When we add fractions the denominators should be the same.

2. Calculate and simplify the answer if necessary.

Example:

$$\begin{aligned}\frac{2}{3} + \frac{3}{6} &= \frac{2}{3} + \frac{1}{2} \\ &= \frac{4+3}{6} \\ &= \frac{7}{6} \\ &= 1\frac{1}{6}\end{aligned}$$

a. $\frac{1}{4} - \frac{3}{8} =$

b. $\frac{3}{6} + \frac{7}{18} =$

3. Calculate and simplify the answer if necessary.

Example:

$$\begin{aligned}\frac{2}{3} + \frac{3}{4} &= \frac{8+9}{12} \\ &= \frac{17}{12} \\ &= 1\frac{5}{12}\end{aligned}$$

a. $\frac{6}{5} + \frac{5}{6} =$

b. $\frac{3}{7} + \frac{7}{9} =$



4. Calculate and simplify the answer if necessary.

Example:

$$\begin{aligned}\frac{2}{x} + \frac{3}{x} \\ = \frac{2+3}{x} \\ = \frac{5}{x}\end{aligned}$$

a. $\frac{6}{x} - \frac{5}{x} =$

b. $\frac{1}{x^2} + \frac{4}{x^2} =$

5. Calculate and simplify.

Example:

$$\begin{aligned}\frac{3^1}{4^2} \times \frac{2^1}{3^1} \\ = \frac{1}{2}\end{aligned}$$

a. $\frac{5}{6} \times \frac{4}{7} =$

b. $\frac{6}{12} \times \frac{4}{5} =$

6. Simplify.

Example:

$$\begin{aligned}\frac{3}{x^1} \times \frac{x^1}{4} \\ = \frac{3}{4}\end{aligned}$$

a. $\frac{3}{x} \times \frac{x}{12} =$

b. $\frac{x}{21} \times \frac{14}{x} =$

7. Calculate and simplify the answer.

Example:

$$\begin{aligned}\frac{3}{4} \div \frac{2}{3} \\ = \frac{3}{4} \times \frac{3}{2} \\ = \frac{9}{8} \\ = 1\frac{1}{8}\end{aligned}$$

a. $\frac{4}{7} \div \frac{4}{6} =$

b. $\frac{9}{12} \div \frac{3}{4} =$

Problem solving

Name five fractions that are between two tenths and three tenths.

If the answer is $\frac{33}{99}$, what are the two fractions that have been multiplied? Is there only one answer.

Express the final results of $\frac{5}{8} + \frac{8}{5}$ in its simplest form?

If $\underline{\quad}$ (whole number) $\times \underline{\quad}$ (fraction) = $\frac{32}{40}$, how many possible solutions are there for this sum?

Can two unit fractions give you a unit fraction if you:
• add it?
• multiply it?

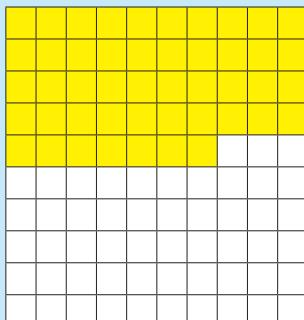
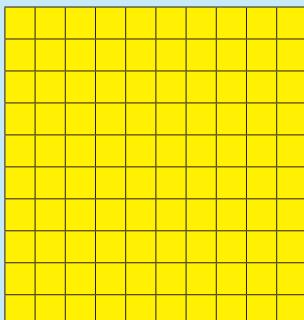
Multiply any two improper fractions and simplify your answer if necessary.

Sign:
Date:



Percentages and decimal fractions

Look at the following. What does it mean?



$$\frac{147}{100} = 1,47 = 147\%$$

When in everyday life do we use:

- Decimal fractions?
- Percentages?

Key: 100 blocks

1. Write each of the following percentages as a fraction and a decimal fraction:

Example: 18% or $\frac{18}{100}$ or 0,18
 $= \frac{9}{50}$

a. 42%

b. 65,5%

2. Calculate.

Example: 25% of R60
 $= \frac{25}{100} \times \frac{R60}{1}$
 $= \frac{R1\,500}{100}$
 $= R15,00$

a. 30% of R150

b. 65% of R125

3. Calculate the percentage increase.

Example:

Calculate the **percentage increase** if the price of a bus ticket of R60 is **increased** to R72.

$$\frac{12}{60} \times \frac{100}{1} \\ = \frac{1200}{60} \\ = 20$$

20% increase

OR

$$\frac{72 - 60}{60} \times 100 \\ = \frac{1200}{60} \\ = 20$$

\therefore 20% increase

We first need to say by how much the price of the bus ticket was increased.

Then to work out the **percentage increase** we need to multiply $\frac{12}{60}$ by 100.

It was increased by R12 ($R72 - R60 = R60$).

The price is increased by $\frac{12}{60}$ or by 20%.

R95 to R125

Price increase: _____



4. Calculate the percentage decrease.

Example:

Calculate the percentage **decrease** if the price of petrol in 1990 went down from 25 cents to 17 cents a litre. Amount decreased was 8 cents.

$$\begin{array}{r} \frac{8}{25} \times \frac{100}{1} \\ = \frac{800}{25} \\ = 32 \end{array}$$

32% decrease

$$\begin{array}{r} = \frac{25 - 17}{25} \times 100 \\ = \frac{800}{25} \\ = 32 \end{array}$$

\therefore % decrease is 32%

We first need to say by how much the price of petrol was decreased by.

Then to work out the **percentage decrease** we need to multiply $\frac{8}{25}$ by 100.

It was decreased by 8c because $17c + 8c$ gives you 25c.

R52 of R46

Price decrease: _____

5. Write the following in expanded notation:

Example: $30,405 = 30 + 0,4 + 0,005$

a. 39,482

b. 458,917

c. 873,002

d. 903,9301

6. Calculate using both methods. Check your answer.

Example 1: $2,37 + 4,53$

$$\begin{aligned} &= (2 + 4) + (0,3 + 0,5) + (0,07 + 0,03) \\ &= 6 + 0,8 + 0,1 \\ &= 6,9 \end{aligned}$$

Example 2:

$$\begin{array}{r} 2,37 \\ + 4,53 \\ \hline 6,90 \end{array}$$

a. $89,879 - 39,999 =$

b. $802,897 + 78,873 =$

continued





R6b

Percentages and decimal fractions continued

7. Calculate the following and check your answers with a calculator.

Example:

$$0,4 \times 0,3 = 0,12$$

$$0,04 \times 0,3 = 0,012$$

$$0,04 \times 0,03 = 0,0012$$

1. Convert to common fraction
2. Solve
3. Write down the answer as decimal fraction

Example:

$$0,4 \times 0,02$$

$$\begin{aligned} &= \frac{4}{10} \times \frac{2}{100} \\ &= \frac{8}{1000} \\ &= 0,008 \end{aligned}$$

(Convert to common fraction)

(Solve)

(Write down the answer as decimal fraction)

a. $0,4 \times 0,5 =$

b. $0,04 \times 0,5 =$

c. $0,04 \times 0,05 =$

d. $0,6 \times 0,3 =$

e. $0,06 \times 0,3 =$

f. $0,06 \times 0,03 =$

g. $0,8 \times 0,7 =$

h. $0,08 \times 0,7 =$

i. $0,08 \times 0,07 =$

8. Calculate the following and check your answers with a calculator.

Example 1: $0,3 \times 0,5 \times 100$

$$= 0,15 \times 100$$

$$= 15$$

Example 2: $0,7 \times 0,4 \times 10$

$$= 0,28 \times 10$$

$$= 2,8$$

a. $0,9 \times 0,4 \times 10 =$

b. $0,7 \times 0,06 \times 10 =$



9. Calculate the following and check your answers with a calculator.
Round off your answers as in the example.

$$\begin{aligned}
 \text{Example: } & 4,387 \times 30 \\
 & = (4 \times 30) + (0,3 \times 30) + (0,08 \times 30) + (0,007 \times 30) \\
 & = 120 + 9 + 2,4 + 0,21 \\
 & = 120 + 9 + 2 + 0,4 + 0,2 + 0,01 \\
 & = 131,421
 \end{aligned}$$

Round off your answers to the:

Nearest unit: 131

Nearest tenth: 131.4

Nearest hundredth: 131.42

a. $16,467 \times 40 =$

b. $298,999 \times 60 =$

10. Calculate the following. Round off your answers to the nearest tenth.

Example: $9.81 \div 9$ 1.09 rounded off to the nearest tenth is 1.1.
 = 1.09

a. $5.25 \div 5 =$

$$6 \cdot 48 = 288$$

--

b. $72.08 \div 8 =$

--

ANSWER

$$d \quad 39\ 97 \div 7 =$$

--

ANSWER

Problem solving

Which number lies exactly between 2,71 and 2,72?

You need twelve equal pieces from 144,12 m of rope. How long will each piece be?

My mother bought
77,12 m of rope. She
has to divide it into
eight pieces. How long
will each piece be?

R7a

Input and output

What does each statement tell you? Give two more examples of each.

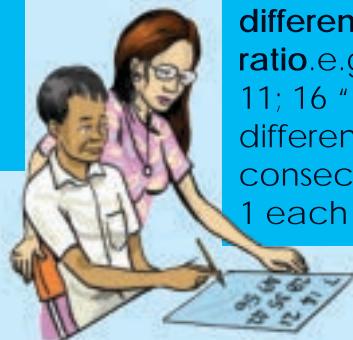
Constant difference

e.g. -3; -7; -11;
-15 "Add -4" or
"Count in -4s" or
"Add -4 to the
previous pattern".

Constant ratio

e.g. -2; -4; -8;
-16; -32 "Multiply
the previous term
by 2."

**Not a constant
difference or a
ratio.** e.g. 1; 2; 4; 7;
11; 16 "Increase the
difference between
consecutive terms by
1 each time."



Term 1

1. What is the constant difference between the consecutive terms?

a. 8; 12; 16; 20.

b. 7; 14; 21; 28.

2. What is the constant ratio between the consecutive terms?

a. 3; 9; 27; 81

b. 9; -27; 81; -243

3. Does this pattern have a constant difference or ratio or neither?

a. 1; 4; 10; 19

b. 2; 4; 8; 16

4. What is the constant difference or ratio between the consecutive terms?

a. 5; -15; 45; -135

b. 6; 24; 96; 384

5. Complete the table and then state the rule.

Example:

Position	1	2	3	4	5	n
Value of the term	5	10	15	20	25	$5n$

Rule?
The term + 5.

a. Complete the table

Position	2	4	6	8	n
Value of the term	4	8		16	

b. State the rule.

c. What will the value of the 20th term be?

xx

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



6. What are the next patterns? Complete the questions.

Hexagonal number pattern:



- a. What will the next pattern be? Draw it using the rule: Increase the length of each side by one match.

- b. Complete this table by using the same rule.

Hexagon	1	2	3	4	5	6		10	n
Number of matches									

7. Complete the following table. Describe it.

Example: 8, 15, 22, 29...

Term	1	2	3	4		18	n
Value of the term	8	15	22	29		127	$7(n) + 1$

- Add 7 to the value of the previous term.
- $7 \times$ the position of the term + 1.
- $7(n) + 1$, where " n " is the position of the term.
- $7(n) + 1$, where " n " is a natural number.

13, 25, 37, 49, ...

Term	1	2	3	4		17	n
Value of the term							



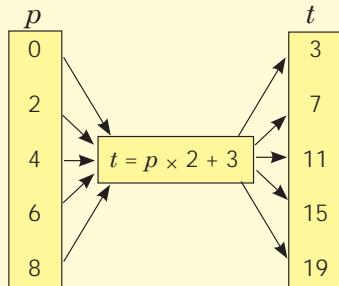
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Input and output continued

8. Complete the following:

Example:



$$t = p \times 2 + 3 \text{ (rule)}$$

$$0 \times 2 + 3 = 3 (t = 3)$$

$$2 \times 2 + 3 = 7 (t = 7)$$

$$4 \times 2 + 3 = 11 (t = 11)$$

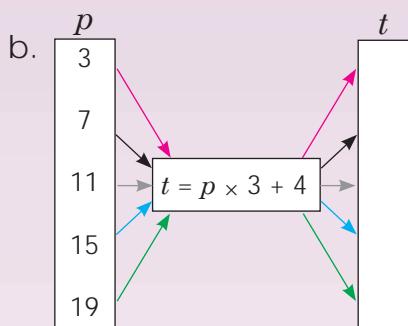
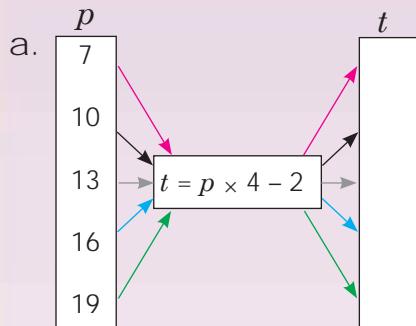
$$6 \times 2 + 3 = 15 (t = 15)$$

$$8 \times 2 + 3 = 19 (t = 19)$$

This is the rule for this flow diagram.

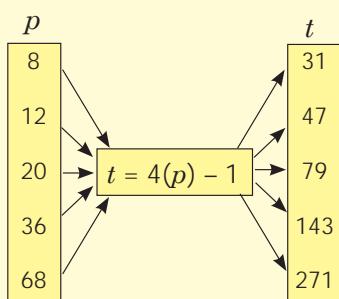


Term 1



9. What is the rule?

Example:



$$31 = 4(8) - 1$$

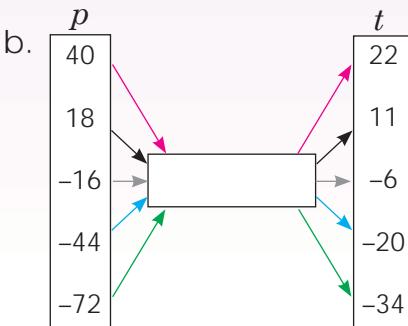
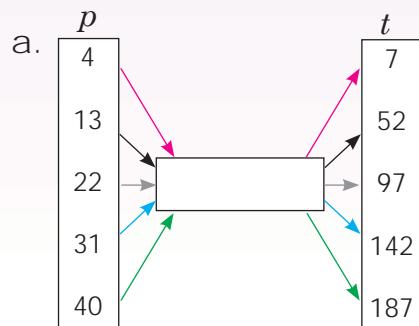
$$47 = 4(12) - 1$$

$$79 = 4(20) - 1$$

$$143 = 4(36) - 1$$

$$271 = 4(68) - 1$$

The rule is: $t = 4(p) - 1$





10. Describe the relationship between the numbers in the top row and the numbers in the bottom row of the table.

Example:

x	0	1	2	20	50	100
y	5	7	9	45	105	205

Rule is $y = 2x + 5$

x	-2	-1	0	1	2	3
y	10	8	6	4	2	0

11. Describe the relationship between the numbers in the top row and those in the bottom row of the table. Write down the values of m and n .

Example:

x	-2	-1	0	m	2	3
y	30	27	n	21	18	15

$$m = 1$$

$$n = 24$$

Rule is $y = -3x + 24$

x	-3	-2	m	0	1	2
y	-1	0	1	2	3	n

$$m = \boxed{}$$

$$n = \boxed{}$$

Rule is $y = \boxed{}$

Problem solving

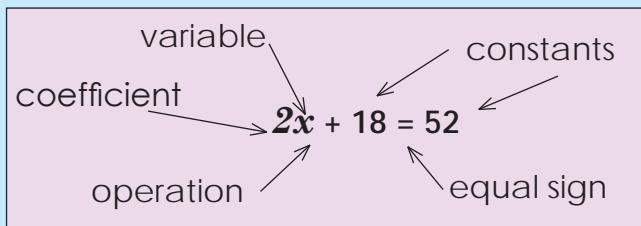
- If the constant ratio is -7 , what could a sequence be?
- If $t = g \times 4 - 9$, where $g = -8$, what is t ?
- $y = -x + (-2)$ is the rule. Show this in a table with $x = -3, -2, -1, 0, 1, 2$.

Sign:

Date:



Revise the following:



Say whether if the following is an:

- expression, or an
 - equation,
- and why.

a) $x + 18 = 52$ b) $x + 18$

1. Calculate the following and also underline the variable in red and the constants in blue:

Example 1: $3a + 4a$

$$= 7a$$

a. $5a + 3a =$

b. $6m - 2m =$

Note:
 $3a^2 + 4a^2$
is not $7a^4$

Example 2: $3a^2 + 4a^2$

$$= 7a^2$$

c. $1a^2 + 2a^2 =$

d. $8r^2 + 5r^2 =$

Example 3: $5x^2 + 4x^2 = 9x^2$

e. $4x^2 + 2x^2 =$

f. $5x^2 + 5x =$

Example 4: $5x + 4x^2 = 5x + 4x^2$

Example 5: $3a^2 \times 4a^2$

$$= (3a^2)(4a^2)$$

$$= 12a^4$$

g. $2a \times 3a =$

h. $2c^2 \times 5c^2 =$

Example 6: $3a^2 \div 4a^2$

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

$$= \frac{3}{4}$$

i. $1a \div 7a =$

j. $3f \div 5f =$



2. Complete.

Example: $4 \times \underline{\quad} = 1$

$$4 \times \frac{1}{4} = 1$$

a. $5 \times \underline{\quad} = 1$

b. $7 \times \underline{\quad} = 1$

3. Solve for x :

Example 1: $2x = 16$

$$\frac{2x}{2} = \frac{16}{2}$$

$$x = 8$$

a. $3x = 27$

b. $5x + x = 18$

Example 2: $x - 2 + 3 = -5$

$$x + 1 = -5$$

$$x + 1 - 1 = -5 - 1$$

$$x = -6$$

c. $x + 3 + 2 = 4$

d. $x + 8 + 7 = -8$

Example 3: $\frac{2x}{3} = 12$

$$\frac{2x}{3} \times 3 = 12 \times 3$$

$$\frac{2x}{2} = \frac{36}{2}$$

$$x = 18$$

e. $\frac{4x}{6} = 12$

f. $\frac{x}{5} = 15$

4. Calculate, if $x = 2$, then:

Example: $2x + 5$

$$= 2(2) + 5$$

$$= 4 + 5$$

$$= 9$$

a. $4x + 8 =$

b. $6 + 3x =$

Example: $x^2 + 5$

$$= (2)^2 + 5$$

$$= 4 + 5$$

$$= 9$$

c. $x^2 + 2 =$

d. $x^2 + 11 =$

e. $x^2 - x =$

f. $3x - x^2 =$

Sign:

Date:

continued ➔

xxv



Algebra continued

5. Solve for x .**Example 1:** $-5x = 10$

$$\frac{-5x}{-5} = \frac{10}{-5}$$
$$x = -2$$

a. $-2x = 10$

b. $-6x = -12$

Example 2: $2x - 6x = 16$

$$-4x = 16$$
$$\frac{-4x}{-4} = \frac{16}{-4}$$
$$x = -4$$

c. $4x - 5x = 8$

d. $8x + 4x = 4$

6. Calculate:

Example 1: $\frac{x^4}{x^2}$
 $= \frac{x \cdot x \cdot x \cdot x}{x \cdot x}$
 $= x \cdot x$
 $= x^2$

This is a monomial – it has only one term.

a. $\frac{x^2}{x}$

b. $\frac{x^3}{x^2}$

Example 2: $\frac{x^4 - x^2}{x^2}$
 $= \frac{x^2(x^2 - 1)}{x^2}$
 $= x^2 - 1$

This is a binomial – it has two terms connected by a plus or minus sign.

c. $\frac{x^6 - x^2}{x^2} =$

d. $\frac{x^9 - x^3}{x^3} =$



Example 3: $\frac{x^4 - 6x^2 - 1}{x^2}$

$$= \frac{x^4}{x^2} - \frac{6x^2}{x^2} - \frac{1}{x^2}$$
$$= x^2 - 6 - \frac{1}{x^2}$$

e. $\frac{x^4 - 2x^2 - 3}{x^2} =$

f. $\frac{x^6 - 2x^3 - 1}{x^3} =$

7. Revision: Simplify the following using the distributive law:

Example 1: $2(3 + 4)$

$$\begin{aligned} &= 2 \times 3 + 2 \times 4 \\ &= (2 \times 3) + (2 \times 4) \\ &= 6 + 8 \\ &= 14 \end{aligned}$$

$$\begin{array}{|c|c|c|} \hline 2 & 3 & 4 \\ \hline & 6 & + 8 \\ \hline \end{array}$$

a. $2(3 + 6) =$

b. $4(8 + 1) =$

Example 2: $2(x + 5)$

$$\begin{aligned} &= (2 \times x) + (2 \times 5) \\ &= 2x + 10 \end{aligned}$$

$$\begin{array}{|c|c|c|} \hline 2 & x & 5 \\ \hline & 2x & + 10 \\ \hline \end{array}$$

c. $2(x + 4) =$

d. $4(x + 7) =$

Example 3: $2(x^2 + x + 3)$

$$\begin{aligned} &= (2 \times x^2) + (2 \times x) + (2 \times 3) \\ &= 2x^2 + 2x + 6 \end{aligned}$$

$$\begin{array}{c} \nearrow \text{red} \quad \searrow \text{green} \\ 2(x^2 + x + 3) \end{array}$$

$$= 2x^2 + 2x + 6$$

$$\begin{array}{|c|c|c|} \hline 2 & x^2 & x & 3 \\ \hline & 2x^2 & + 2x & + 6 \\ \hline \end{array}$$

e. $2(x^2 + x + 4) =$

f. $4(3 + x + x^2) =$

Problem solving

Betty has $8n$ marbles and Peter has $3n$. How many do they have altogether? Write a number sentence.



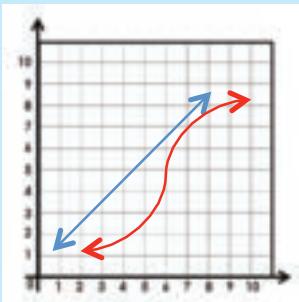


Graphs

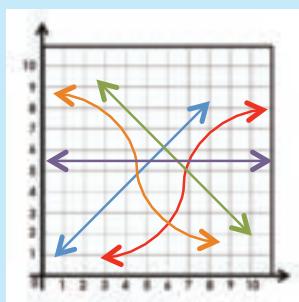
Revision

What do the graphs or words tell us about the concept?

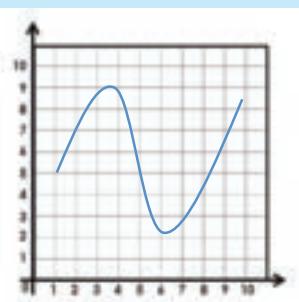
Linear and non-linear



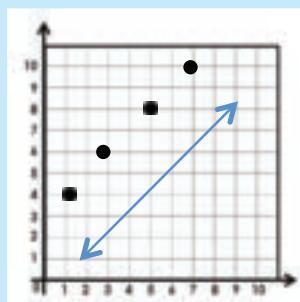
Constant, increasing and decreasing



Maximum or minimum

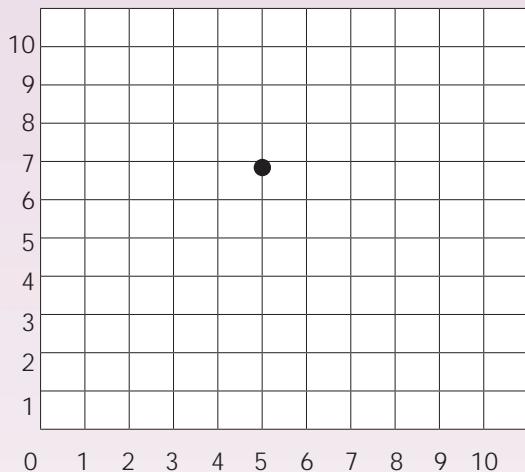


Discrete or continuous



Term 1

1. Plot the following and write it in words.



Example: The point $(5;7)$ is 5 units along, and 7 units up.

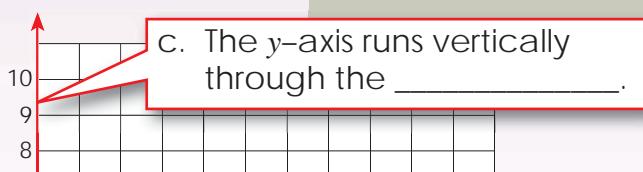
- $(3;7)$ is units along, and units up.
- $(4;8)$ is units along, and units up.
- $(5;9)$ is units along, and units up.
- $(10;2)$ is units along, and units up.
- $(0;6)$ is units along, and 2 units up.

A parabola is a curved line made by a point moving so that it is always at the same distance from a fixed point (the focus) as it is from the perpendicular distance to a fixed straight line (the directrix).

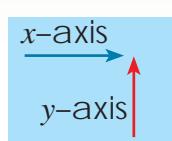
2. Complete the following:

a. The left-right () direction is called the x -axis.

b. The (vertical) direction is called the .



d. Where the x -axis crosses the y -axis is the "_____ point. You measure everything from here."



e. The x -axis runs horizontally through the _____.



3. Complete the ordered pairs for the equations $y = x^2 + 4$ and $y = -x^2 + 4$ and the plot them on the set of axis on the graph.

x	-4	-3	-2	-1	0	1	2	3	4
y	20								

$$\begin{aligned}y &= (-4)^2 + 4 \\&= 16 + 4 \\&= 20\end{aligned}$$

$$\begin{aligned}y &= x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

$$\begin{aligned}y &= x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

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$$\begin{aligned}y &= x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

x	-4	-3	-2	-1	0	1	2	3	4
y	-12								

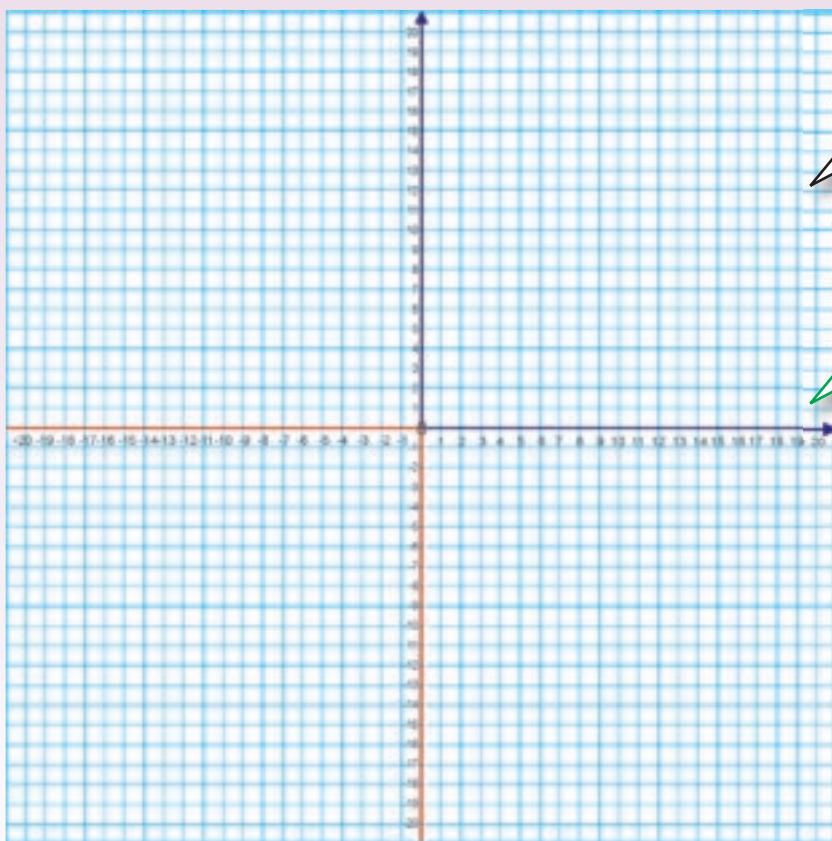
$$\begin{aligned}y &= -(-4)^2 + 4 \\&= -16 + 4 \\&= -12\end{aligned}$$

$$\begin{aligned}y &= -x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

$$\begin{aligned}y &= -x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

$$\begin{aligned}y &= -x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$

$$\begin{aligned}y &= -x^2 + 4 \\&= \quad \quad \quad \\&= \quad \quad \quad\end{aligned}$$



The first parabola has a minimum point (,) and it opens upwards (u-shaped).

The second parabola has a maximum point (,) and it opens downwards (n-shaped).

What happens if you throw a ball into the air?



It will arc up into the air and come down again. The ball follows the path of a parabola.



Sign:
Date:

Problem solving

Describe the graph $y = x^2 + 10$



R10a

Financial mathematics

Can you remember the meaning of the following?



Profit is the surplus remaining after total costs are deducted from total revenue.

Loss is the excess of expenditure over income.

Discount is the amount deducted from the asking price before payment.

Budget is the estimate of cost and revenues over a specified period.

A **loan** is a sum of money that an individual or a company lends to an individual or company with the objective of gaining profits when the money is paid back.

Hire purchase is a system by which a buyer pays for an asset in regular installments, while enjoying the use of it.

During the repayment period, ownership of the item does not pass to the buyer. Upon the full payment of the loan, the ownership passes to the buyer.

Interest is the fee charged by a lender to a borrower for the use of borrowed money, usually expressed as an annual percentage of the amount borrowed, (also called the interest rate).

VAT (Value Added Tax) is the tax payable on all goods and services in South Africa. The current VAT rate is 14%. Some essential foods are exempt – that means they have a 0% VAT rate.

An **exchange rate** is the current market price for which one currency can be exchanged for another.

1. Solve the following financial problems:

- Kabelo receives R120 per week pocket money. He goes ten pin bowling twice (cost R20,00 per session excluding VAT). He has coffee for R5,00 and buys R30,00 of airtime, both with VAT included. How much pocket money can he carry over to the next week?

xxx

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



b. You receive R400 pocket money per month for chores you do around the house. Draw up a budget in the budget column. You had the following expenses last month: Movie R60,00; Taxi R90,00; Ice Cream R5,75; New shirt R65,00; Donation to welfare R50,00; Stationery R45,00; Repairs to your bicycle R150,00. Enter these expenses in the actual amount column. You have saved R375,00. Did you save anything or will you need to use some of your savings?

	Budget	Actual amount	Difference
Income (Pocket money)			
Expenses			
Taxi			
Movies			
Sweets			
Clothes			
Donations			
Savings			
Stationery			
Totals			
Net Income			



continued ➔



R10b

Financial mathematics continued

- c. In 2009 a total of R36 000 was invested in two accounts. One account earned 7% annual interest and the other earned 9%. The total annual interest earned was R2 920. How much was invested in each account?

- d. David buys a new car on hire purchase. The car costs R75 000 (excluding VAT) and he trades in his old car (that is fully paid for) for R9 500. The car registration, documentation and licence fees are R2 000. What will his instalment be if he pays 7% p.a. in simple interest and repays the money he borrows over a period of 54 months?



- e. Lindy has €45. She wants to buy jeans for \$15 CAD and a T-shirt for \$10 CAD. After her purchases, how much money will she have left in ZAR?

Use the exchange rates from 2005 in the table below to help you solve the word problems. Show your work in the space provided.

	ZAR (R)	USD (\$)	GBP (£)	CAD (\$)	EUR (€)	AUD (\$)
ZAR (R)	1,00	6,76	11,06	6,89	9,88	7,17
USD (\$)	0,15	1,00	1,60	0,92	1,46	0,87
GBP (£)	0,09	1,09	1,00	0,58	0,91	0,55
CAD (\$)	0,15	1,09	1,74	1,00	1,59	0,95
EUR (€)	0,10	0,69	1,10	0,63	1,00	0,60
AUD (\$)	0,14	1,15	1,83	1,05	1,67	1,00

Example: 1 ZAR (R) = 0,15 USD (\$)

1 USD (\$) = **6,76** ZAR (R)

(Large empty box for working space)

Problem solving

Make notes of the important financial tips you have learned, and share them with a family member.

(Empty box for notes)

(Empty box for notes)

(Empty box for notes)

(Empty box for notes)

Sign:

Date:

Symbols you need to revise or learn.

Triangle	Angle	Perpendicular	Parallel	Degrees °	Right angles
Line segments	Line	Ray	Congruent	Similar	Therefore

Geometric figures to remember.



A polygon is a geometric figure with three or more straight sides.

Geometric figures		
Triangles	Quadrilaterals	More polygons
Scalene triangle	Parallelogram	Pentagon
Isosceles triangle	Rectangle	Hexagon
Equilateral triangle	Rhombus	Heptagon
	Square	Octagon
	Trapezium	Nonagon
	Kite	Decagon, etc.

These are also polygons

Similar and congruent triangles



How would you calculate the total sum of the interior angles of a polygon?

Similar triangles have the same shape but are not the same size. Each pair of corresponding angles is equal and the ratio of any pair of corresponding sides is the same.

Congruent triangles are triangles that have the same size and shape. This means that the corresponding sides are equal and the corresponding angles are equal.



1. Construct using the protractor; ruler or compass to answer the questions.

a. An angle smaller than 90° .

b. A polygon with more than four sides.

c. A triangle.

i. Name the angle.

i. Calculate the interior angles of the polygon.

i. Draw a triangle that is congruent to the triangle above. Label it.

ii. Construct another angle such that this angle and the angle above, when added together, total 90° . What do you call such a pair of angles?

ii. Where in everyday life will we find objects built with these shapes?

ii. Draw a triangle similar to the triangle above. Label it.



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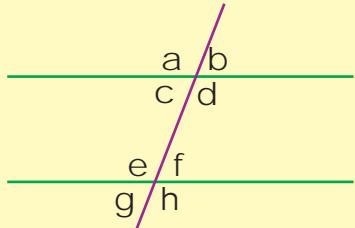
continued

xxxv



Geometric figures continued

2. Describe the constructions using the words below.



Parallel lines

Transversal

Vertical opposite angles

$$\begin{aligned}a &= d; b = c; \\e &= h; f = g\end{aligned}$$

Corresponding angles

$$\begin{aligned}a &= e; b = f; \\c &= g; d = h\end{aligned}$$

Alternate interior angles

$$c = f; d = e$$

Alternate exterior angles

$$a = h; b = g$$

Consecutive interior angles

$$c + e = 180^\circ$$

$$d + f = 180^\circ$$

(also called co-interior angles)

a.





b.

A **diagonal** is a straight line inside a shape that joins one vertex to another but is not an edge of that shape.



3. Can you identify any diagonals? Draw the diagonals

Problem solving

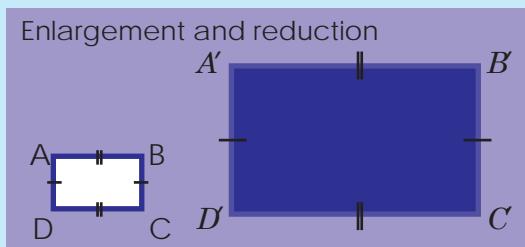
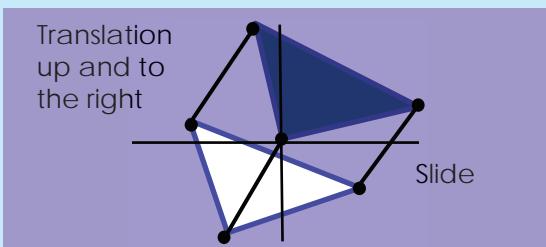
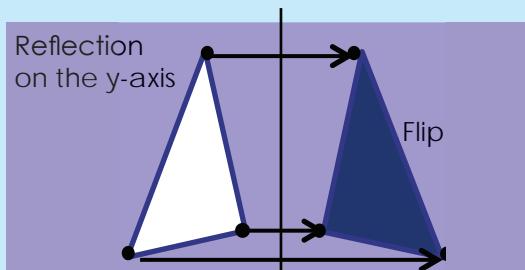
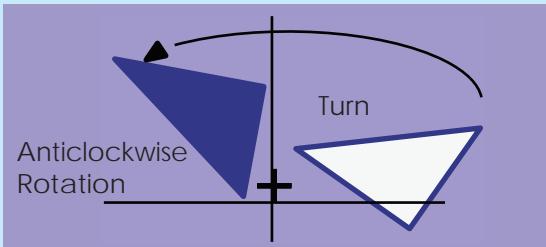
In which job, other than that of an engineer, will people need to calculate angles. Give an example of such a person and say why the person is calculating angles.



Sign:

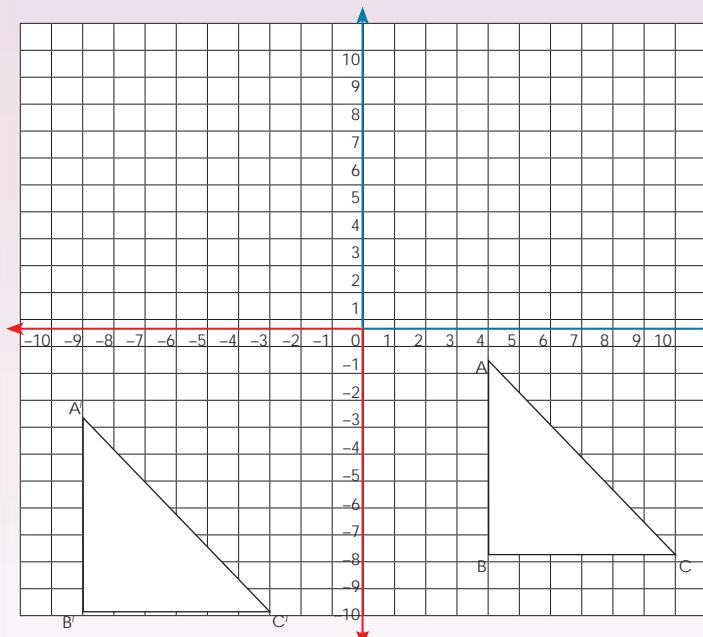
Part 2

Describe these transformations.



Term 1

1. Answer the following questions:



a. The coordinates of ABC are:

b. The coordinates of A' B' C' are:

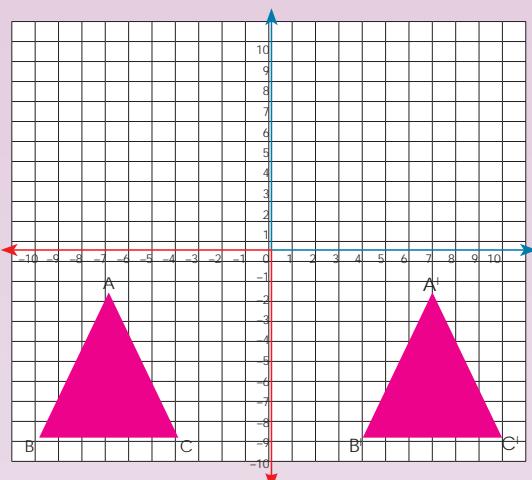
c. The translation vector is:

$$(x - 13, y -)$$

d. Explain the translation vector in words.



2. Answer the following questions:



a. The coordinates of ABC are:

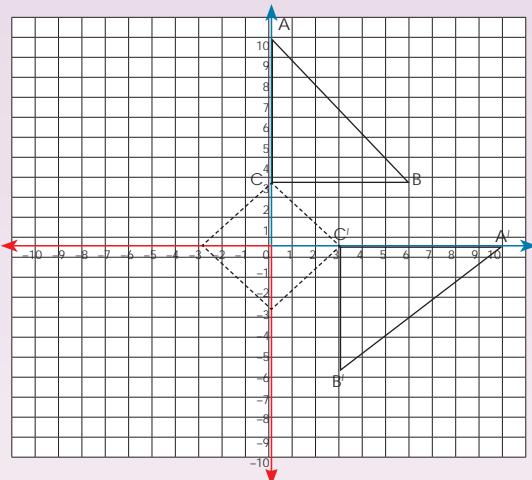
b. The coordinates of A' B' C' are:

c. ABC is reflected over the .

d. Which coordinates remain the same?

e. Which coordinates differ?

3. Answer the following questions:

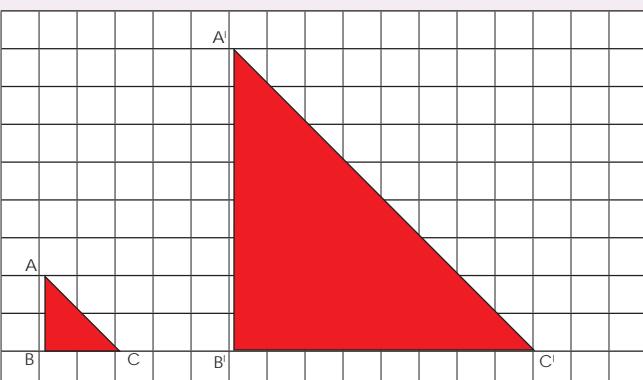


a. The coordinates of ABC are:

b. The coordinates of A' B' C' are:

c. Compare the corresponding vertices.

4. Answer the following questions:



a. $A'B' = \boxed{} \times AB$

b. $B'C' = \boxed{} \times BC$

c. $A'C' = \boxed{} \times AC$

d. Therefore, we say that this transformation is an **enlargement** with **scale factor**

Problem solving

Design a house on grid paper (top view).

Enlarge your plan by a scale factor of 2.

Reflect the house, rotate it clockwise by 90 degrees from the origin and translate it two units up and three units down.

Sign:

Date:



R13

Geometric objects

What do all these geometric objects have in common?

cube



icosahedron



dodecahedron



octahedron



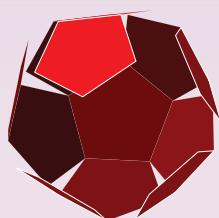
tetrahedron



What do we name this group of geometric objects?

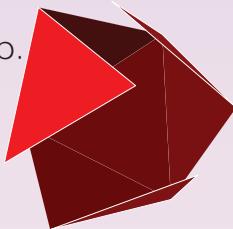
1. Write down the name of the geometric object that each of the nets will form. How many edges, vertices and faces does each have. Complete the table below.

a.

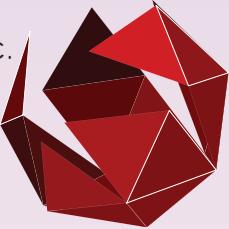


dodecahedron

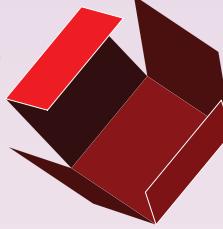
b.



c.



d.



Describe each.

e.

30 edges

20 vertices

12 faces

f.

g.

h.

2. Complete the following:

a. If the sides of a geometric figure are equal in length and the interior angles are equal, the geometric figure is _____.

If the sides are not equal it is _____.

b. What do you notice if you look at a platonic solid's faces?

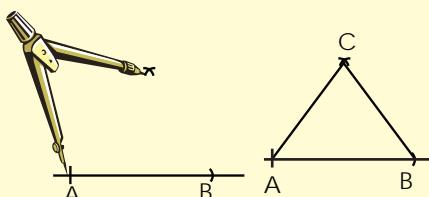
c. What do we name geometric solids if all the faces are congruent?



3. Construct the net for a tetrahedron. We have given you the first two steps.

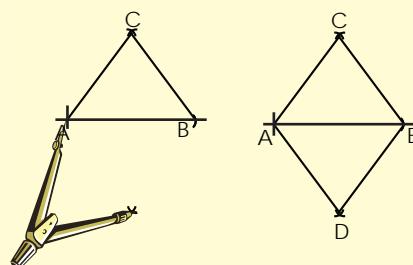
Step 1:

Construct an equilateral triangle. Label it ABC.



Step 2:

Construct another equilateral triangle with one base joined to base AB of the first triangle.



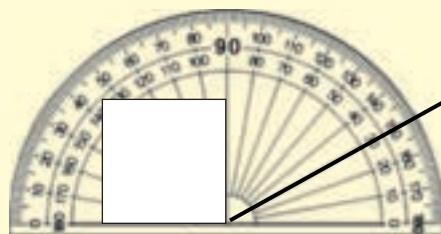
4. Draw a cube using a 30° oblique drawing.

Step 1: Draw a square.



Step 2

Draw a 30° line from the bottom right vertex.



Step 3

Draw the rest of the cube.



Remember that the lines that are parallel in the real three-dimensional object remain parallel in the drawing.



Problem solving

Make skeletons (outlines) of the platonic solids using recycled materials.

Sign:
Date:



R14

Perimeter and area

Revise these formulae:

Perimeter of a rectangle

$$l = 2(l + b)$$

Area of a rectangle: $l \times b$ Perimeter of a square: $4l$ Area of a square: l^2

The area of a triangle is:

$$\frac{1}{2} b \times h$$

Circumference of a circle

$$C = \pi d \text{ or } 2\pi r$$

Area of a circle

$$A = \pi r^2$$

Look at these conversions:

$$1 \text{ cm} = 10 \text{ mm}$$

$$1 \text{ cm}^2 = (1 \text{ cm} \times 1 \text{ cm})$$

$$= 100 \text{ mm}^2 = (10 \text{ mm} \times 10 \text{ mm})$$

$$1 \text{ m} = 1000 \text{ mm}$$

$$1 \text{ m}^2 = (1 \text{ m} \times 1 \text{ m})$$

$$= 1000000 \text{ mm}^2 = (1000 \text{ mm} \times 1000 \text{ mm})$$

$$1 \text{ km} = 1000 \text{ m}$$

$$1 \text{ km}^2 = (1 \text{ km} \times 1 \text{ km})$$

$$= 1000000 \text{ m}^2 = (1000 \text{ m} \times 1000 \text{ m})$$

1. Calculate the perimeter and area of a square. Write your answer in mm.

Example: side 4,5 cm

Perimeter

$$\begin{aligned} P &= 4 \times l \\ &= 4(4,5 \text{ cm}) \\ &= 18 \text{ cm} \end{aligned}$$

Area

$$\begin{aligned} A &= l^2 \\ &= 4,5 \text{ cm} \times 4,5 \text{ cm} \\ &= 20,25 \text{ cm}^2 \end{aligned}$$

Write your answer in mm.

$$\begin{aligned} &= 4(45 \text{ mm}) &= 45 \text{ mm} \times 45 \text{ mm} \\ &= 180 \text{ mm} &= 2025 \text{ mm}^2 \end{aligned}$$

If the area is 2 025 mm² what is the answer in cm²?

$$\begin{aligned} 1 \text{ cm} &= 10 \text{ mm} \\ 1 \text{ cm}^2 &= 1 \text{ cm} \times 1 \text{ cm} \\ 1 \text{ cm}^2 &= 10 \text{ mm} \times 10 \text{ mm} \\ 1 \text{ cm}^2 &= 100 \text{ mm}^2 \end{aligned} \quad \therefore \left(\frac{2025 \text{ mm}^2}{100} \right) \text{ cm}^2 = 20,25 \text{ cm}^2$$

Side 3,5 cm

2. Calculate the area and perimeter of a rectangle. Write your answer in mm.

Example: length 3,8 cm, breadth 2,1 cm

Perimeter

$$\begin{aligned} P &= 2(l + b) \\ &= 2(3,8 \text{ cm} + 2,1 \text{ cm}) \\ &= 2(5,9 \text{ cm}) \\ &= 11,8 \text{ cm} \end{aligned}$$

Area

$$\begin{aligned} A &= l \times b \\ &= 3,8 \text{ cm} \times 2,1 \text{ cm} \\ &= 7,98 \text{ cm}^2 \end{aligned}$$

Length 9,3 cm and breadth 7,2 cm

$$\begin{aligned} 1 \text{ m} &= 100 \text{ cm} \\ 1 \text{ m}^2 &= 100 \text{ cm} \times 100 \text{ cm} \\ 1 \text{ m}^2 &= 10000 \text{ cm}^2 \end{aligned}$$

Write the area answer in mm² and m².

$$\begin{aligned} \text{mm}^2 & \\ &= 7,98 \text{ cm}^2 \\ &= 7,98 \text{ cm}^2 \times 100 \\ &= 798 \text{ mm}^2 \end{aligned}$$

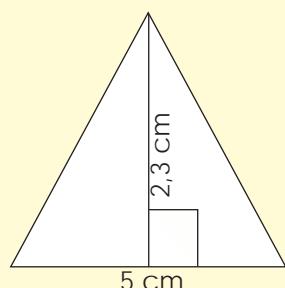
$$\begin{aligned} 1 \text{ cm} &= 10 \text{ mm} \\ 1 \text{ cm}^2 &= 1 \text{ cm} \times 1 \text{ cm} \\ 1 \text{ cm}^2 &= 10 \text{ mm} \times 10 \text{ mm} \\ 1 \text{ cm}^2 &= 100 \text{ mm}^2 \end{aligned}$$

$$\begin{aligned} \text{m}^2 & \\ &= \frac{7,98 \text{ cm}^2}{10000} \\ &= 0,000798 \text{ m}^2 \end{aligned}$$



3. Calculate the area of a triangle. Write your answer in mm.

Example:



Area

$$A = \frac{1}{2} b \times h$$
$$\frac{1}{2} (5 \text{ cm}) \times 2,3 \text{ cm}$$
$$= 2,5 \text{ cm} \times 2,3 \text{ cm}$$
$$= 5,75 \text{ cm}^2$$

Base = 8 cm Height = 2,6 cm

Write your answer in mm².

$$5,75 \text{ cm}^2$$
$$(5,75 \text{ cm}^2 \times 100) \text{ mm}^2$$
$$= 575 \text{ mm}^2$$

Write your answer in m².

$$\left(\frac{5,75 \text{ cm}^2}{10000} \right) \text{ m}^2$$
$$= 0,000575 \text{ m}^2$$

4. Calculate the area of the circles.

Example: Radius is 3 cm.

$$A = \pi r^2$$
$$= (3,14) (3 \text{ cm})^2$$
$$= 28,27 \text{ cm}^2$$

a. Radius is 4 cm

b. Radius is 2,5 cm



Problem solving

If the area of the circle is 314,159 cm². What is the radius?



R15a

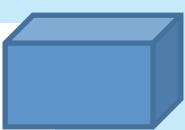
Volume and surface area

Revise the following formulae:

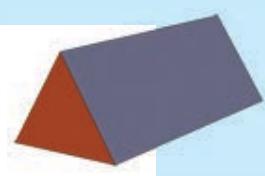
The volume of a cube
 $v = l^3$



The volume of a rectangular prism
 $v = l \times b \times h$



The volume of a triangular prism
 $v = \frac{1}{2}(b \times h) \times l$



Surface area of a prism

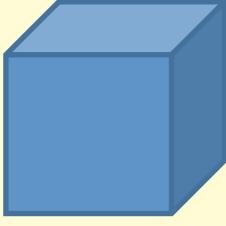
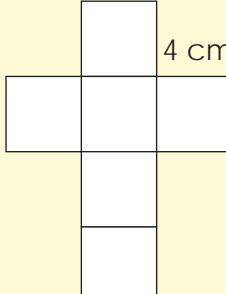
$A =$ the sum of the area of all the faces

Revise the following:

- if $1 \text{ cm} = 10 \text{ mm}$ then $1 \text{ cm}^3 = 1000 \text{ mm}^3$
- if $1 \text{ m} = 100 \text{ cm}$ then $1 \text{ m}^3 = 1000000 \text{ cm}^3$
- An object with a volume of 1 cm^3 will displace exactly 1 ml of water.
- An object with a volume of 1 m^3 will displace exactly 1 kl of water.

1. Calculate the volume, capacity and surface area of a cube.

Example:

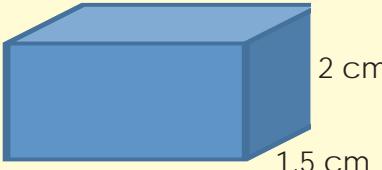
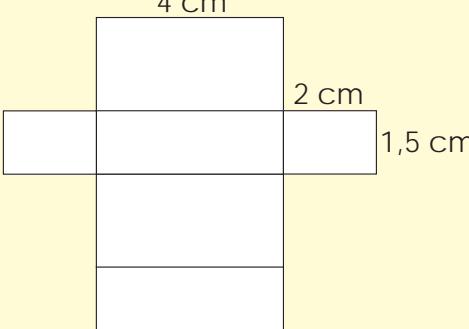
Volume	Capacity	Surface area												
 $v = l^3$ $v = (4 \text{ cm})^3$ $v = 64 \text{ cm}^3$	<p>Note: An object with a volume of 1 cm^3 will displace 1 ml of water. Therefore an object that is 64 cm^3 will displace 64 ml water or $0,064 \text{ l}$.</p>	<p>Net of the cube. How many faces (flat surfaces) are there?</p> 												
<p>Cubic mm Cubic cm Cubic m Litre</p> <table border="1"> <tr> <td>1 000 000 000</td> <td>1 000 000</td> <td>1</td> <td>1 000</td> </tr> <tr> <td>1 000 000</td> <td>1 000</td> <td>0,001</td> <td>1</td> </tr> <tr> <td>1 000</td> <td>1</td> <td>0,000001</td> <td>0,001</td> </tr> </table>			1 000 000 000	1 000 000	1	1 000	1 000 000	1 000	0,001	1	1 000	1	0,000001	0,001
1 000 000 000	1 000 000	1	1 000											
1 000 000	1 000	0,001	1											
1 000	1	0,000001	0,001											
<p>Surface area = sum of the area of all the faces. $= 6 (\text{area of a face})$ $= 6 (4 \text{ cm})^2$ $= 6 \times 16 \text{ cm}^2$ $= 96 \text{ cm}^2$</p>														



The side (length) of the cube is 2,5 cm.

Volume	Capacity	Surface area

2. Calculate the volume, capacity and surface area of a rectangular prism.

Example:			
Volume	Capacity	Surface area	
 $v = l \times b \times h$ $v = 4 \text{ cm} \times 1,5 \text{ cm} \times 2 \text{ cm}$ $v = 12 \text{ cm}^3$	Note: An object with a volume of 1 cm^3 will displace 1 ml of water. \therefore an object that is 12 cm^3 will displace 12 ml.	Net of the rectangle. How many faces (flat surfaces) are there? 	$\begin{aligned} A &= 2lb + 2lh + 2bh \\ &= 2(4 \text{ cm} \times 1,5 \text{ cm}) + 2(4 \text{ cm} \times 2 \text{ cm}) \\ &\quad + 2(1,5 \text{ cm} \times 2 \text{ cm}) \\ &= 12 \text{ cm}^2 + 16 \text{ cm}^2 + 6 \text{ cm}^2 \\ &= 34 \text{ cm}^2 \end{aligned}$
Cubic mm	Cubic cm	Cubic m	Litre
1 000 000 000	1 000 000	1	1 000
1 000 000	1 000	0,001	1
1 000	1	0,000001	0,001

continued



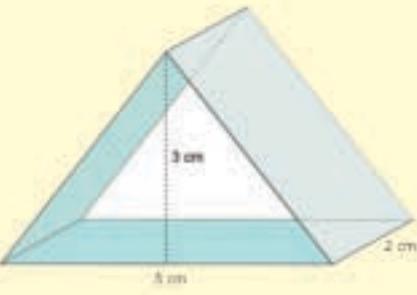
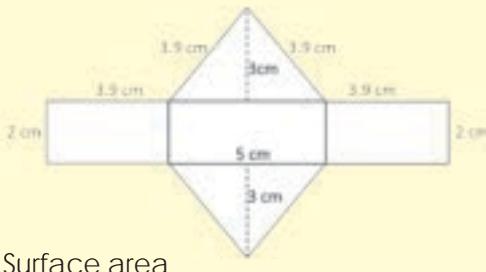
Volume and surface area continued

The rectangular prism's dimensions are: length = 4,5 cm; breadth = 3,5 cm and height 4 cm.

Volume	Capacity	Surface area

Term 1

3. Calculate the volume, capacity and surface area of a triangular prism.

Example:		
Volume	Capacity	Surface area
 $V = \frac{1}{2} b \times h \times l$ $V = \frac{1}{2}(5 \text{ cm}) \times 3 \text{ cm} \times 2 \text{ cm}$ $V = 2,5 \text{ cm} \times 3 \text{ cm} \times 2 \text{ cm}$ $V = 15 \text{ cm}^3$	<p>Note: An object with a volume of 1 cm³ will displace 1 ml of water. \therefore an object that is 15 cm³ will displace 15 ml of water.</p>	<p>Net of the triangular prism. How many faces (flat surfaces) are there?</p> <p>Use Pythagoras to calculate this.</p>  <p>Surface area</p> $A = 2(\text{area of triangle}) + \text{area of 3 rectangles}$ $= 2\left(\frac{1}{2}(5 \text{ cm}) \times 3 \text{ cm}\right) + 2(3,9 \text{ cm} \times 2 \text{ cm}) + 1(5 \text{ cm} \times 2 \text{ cm})$ $= 15 \text{ cm}^2 + 15,6 \text{ cm}^2 + 10 \text{ cm}^2$ $= 40,6 \text{ cm}^2$



The triangular prism's dimensions are: base of triangle 4 cm, height of triangle 2,5 cm, length of prism 5 cm, other two sides of triangle 3,2 cm each.

Volume	Capacity	Surface area

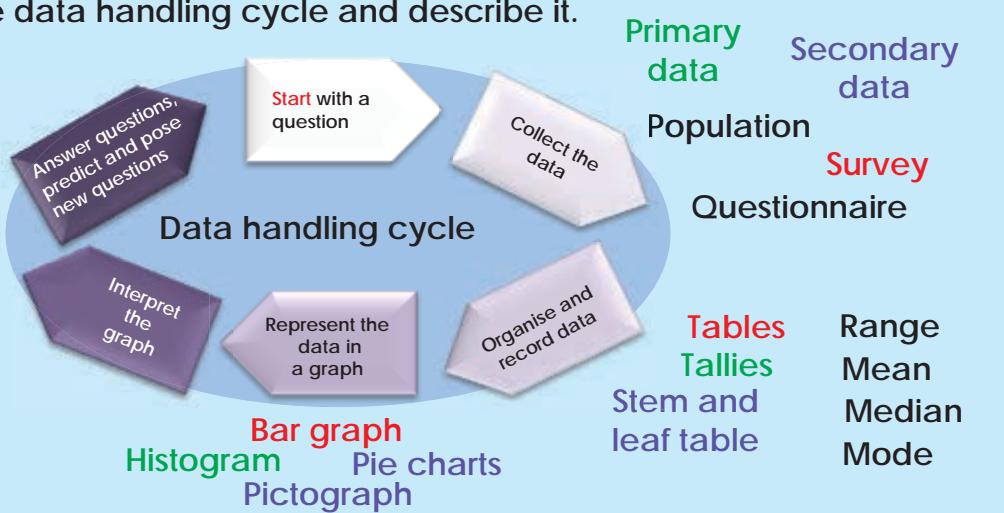
Problem solving

- If the volume of a cube is $10\ 648 \text{ cm}^3$, what are its dimensions in mm and m?
- Give everyday examples of where we will use the volume, capacity and the surface area of:
 - cubes
 - rectangular prisms
 - triangular prisms

Sign:

Date:

Revise: Look at the data handling cycle and describe it.



Term 1

Hypothesis: grade 9 girls do better in mathematics and science than grade 9 boys.

A **hypothesis** is a statement or prediction for which sound evidence of its truth has to be found.

Here are some examples of hypotheses:

- Everybody in grade 9 owns a cell phone.
- All grade 9 learners like junk food.

1. Form your research team.

Names of your research team:



2. What is the aim of your research?



3. What is your hypothesis?

Primary data	Population
Secondary data	Survey
Sample	Questionnaire

4. Questions that might help you to plan:

a. What data do you need?

b. Who will you get it from?

c. How will you collect it?

d. How will you record it?

e. How will you make sure the data is reliable?

f. Why? Give reasons for the choices you made.

continued

xlix



R16b

Data continued

7. Use the data you collected and recorded to:

a. Organise your data in a frequency table.

b. Calculate the mean, median and mode.

c. Calculate the data range.

d. Draw a stem-and-leaf display.

1

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



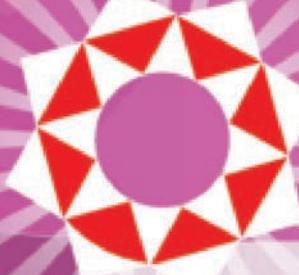
- e. Represent your data in a graph. You may use more than one type of graph.

Problem solving

Interpret your graphs and tables and write a report, using the following headings:

1. Aim
2. Hypothesis
3. Plan
4. Data collection
5. Analysis
6. Conclusions
7. Appendices
8. References

Sign: _____
Date: _____



Notes



Revision





Grade 9

Mathematics

PART

2

WORKSHEETS

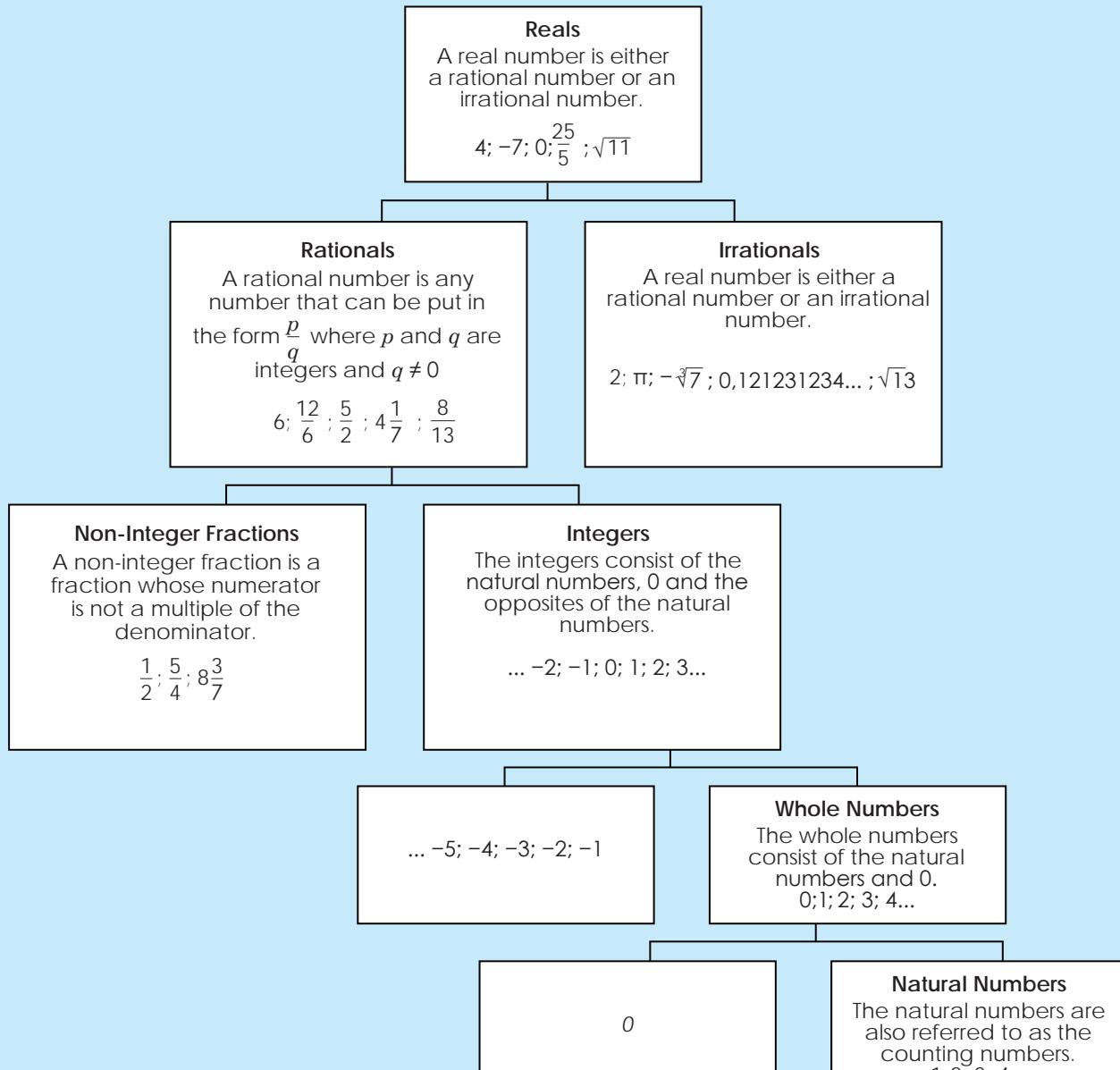
1 to 64

ENGLISH
Book 1



Real numbers, rational numbers and irrational numbers

Sets of numbers in the Real Number System



$$\mathbb{N} \subset \mathbb{Z} \subset \mathbb{Q} \subset \mathbb{A}_R \subset \mathbb{R}$$

(\subset = subset of)



1. Study these definitions of numbers:

Natural N for Natural

Natural numbers are counting numbers (1, 2, 3, ...) (\mathbf{N}_1) and the positive integers of the whole numbers (0, 1, 2, 3, ...) (\mathbf{N}_0). Mathematicians use the term "natural" in both cases.

Whole numbers

The natural numbers are also referred to as the counting numbers (1, 2, 3, ...).

Integer (Z for Zahlen ('numbers' in German))

Integers are the natural or whole numbers and their negatives (... -3, -2, -1, 0, 1, 2, 3, ...).

Rational (Q for Quotient)

Rational numbers are numbers that can be expressed as a fraction of an integer (that is a ratio of an integer). Rational numbers can be added, subtracted, multiplied and divided. Eg. $\frac{1}{2} = 0,5$ or $\frac{1}{3} = 0,333 \dots$ Rational decimal expansions end or repeat.

Irrational

These numbers cannot be written as fractions of whole numbers. Irrational decimal expansions neither end nor repeat.

Real (R for Real)

Real numbers are all the numbers (all the points) on the continuous, infinitely long number line with no gaps. It is a collection of every possible infinite decimal expansion. Real numbers may be rational or **irrational**, and algebraic or non-algebraic (**transcendental**). The numbers $\pi = 3.14159 \dots$ and $e = 2.71828 \dots$ are transcendental. A transcendental number can never be written as an exact fraction of a whole number, it requires an infinite series of terms.



continued ➔



Real numbers, rational numbers and irrational numbers continued

2. Match these descriptions with the correct number line. Start at 'Integer, Z'.

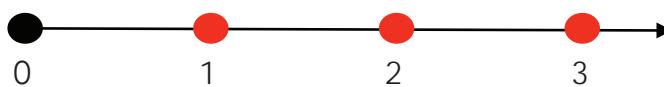
A number that can be expressed as a fraction of an integer

All the numbers

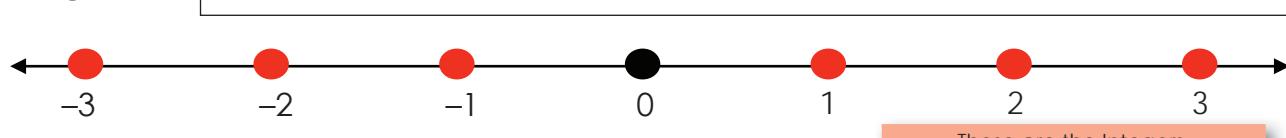
Natural numbers and their negatives

Rational or irrational numbers

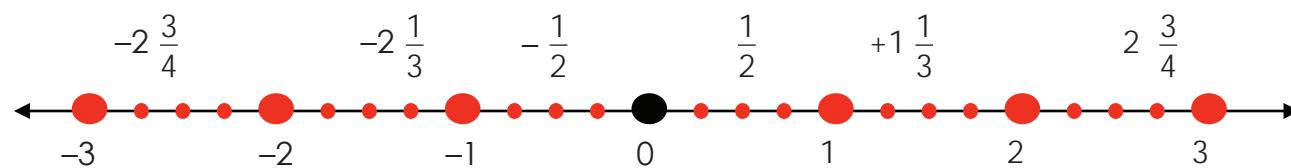
Natural, N



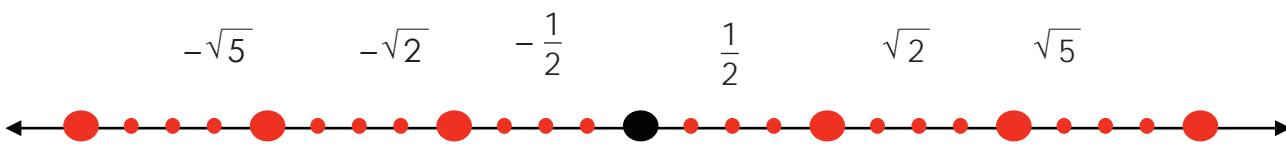
Integer, Z



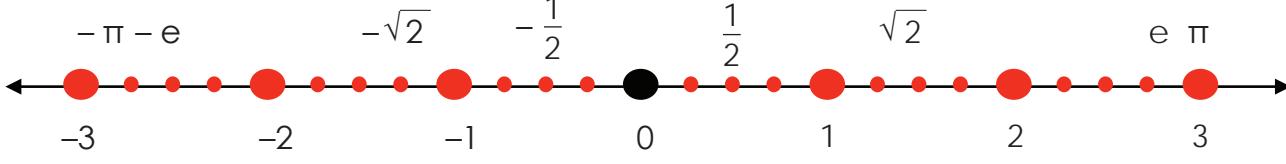
Rational, Q



Irrational, A_R



Real, R





3. What do the intervals between the integers on these number lines on the previous page mean?

i. Rational

ii. Real algebraic

iii. Real

4. Complete the table by putting ticks (\checkmark) in the appropriate columns.

		N	N_0	Z	Q	Q^1
a	$\frac{2}{3}$					
b	1,25					
c	$\sqrt{16}$					
d	-5					
e	π					
f	$\sqrt{18}$					
g	0					
h	0,548					
i	$\frac{25}{5}$					

Problem solving



The number **e** (Euler's Number) is a famous irrational number. Why?

Sign:
Date:



Factorisation

Study these methods of factorisation:

Method 1:

Ladder method.

$$\begin{array}{r} 12 \\ | \\ 6 \\ | \\ 3 \\ | \\ 1 \end{array}$$

In this example every factor is a prime number.

We can write it as:

$$2 \times 2 \times 3 = 12$$

or $2^2 \times 3 = 12$

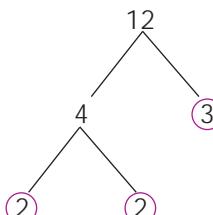
Method 2:

What are the prime factors of 12?
Break 12 into 4×3 .

The prime factors of 4 are 2 and 2.
The prime factor of 3 is 3.

So the prime factors of 12 are 2; 2; 3.

We can write it as $2 \times 2 \times 3 = 12$
or
 $2^2 \times 3 = 12$

Method 3:

Remember it is important to know your divisibility rules when working with prime numbers.

**1. a. Factorise 15.**

Method 1:	Method 2:	Method 3:

b. Factorise 72.

Method 1:	Method 2:	Method 3:

Before carrying on with questions c and d say which method you like the most and why.



c. Factorise 95.

Method 1:	Method 2:	Method 3:

d. Factorise 100.

Method 1:	Method 2:	Method 3:

2. Prime factorisation is finding which prime numbers multiply together to make the original number. Knowing prime factorisation will help you a lot as you carry on with maths. Why? Read the comic strip. Each time a character says 'let me try', try and do it yourself.

a.	<p>The importance of prime numbers is that any integer can be decomposed into a product of primes.</p>  	<p>Give me an example.</p>  
b.	<p>You might want to know how many different pairs of numbers can be multiplied to get 360. You can start by trying to write them down.</p>  	<p>Let me try.</p>  

C.	<p>I hope you didn't miss any. Now write 360 as a product of prime factors.</p>  	<p>Let me try.</p>  
----	---	--

Problem solving

Prime numbers are numbers that can be divided only by one and themselves. Write all the prime numbers between 100 and 120.

Sign:
Date:



Ratio, proportion and speed

Problems about the distance travelled in a given time can be solved using formulae.

To find distance:

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$d = s \times t$$

To find time:

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

$$t = \frac{d}{s}$$

To find rate (speed):

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$s = \frac{d}{t}$$

When we solve problems using these formulae use ratio and proportion.

A ratio is a way of comparing the sizes of two or more quantities. So 4:7 and 8:14 are ratios.

A proportion is a statement that two ratios are equivalent. So 4:7 is proportional to 8:14 (meaning that 4 is to 7 as 8 is to 14).

A proportion can be written in two ways:

- as two equal fractions: $\frac{4}{7} = \frac{8}{14}$ or
- $4 : 7 = 8 : 14$

When two ratios are equal, the cross-products of the ratios are equal. So for the proportion $a:b::c:d$ you can multiply, $a \times d = b \times c$, as in this example:

$$\frac{4}{7} = \frac{8}{14} \text{ so } 4 \times 14 = 56 \text{ and } 7 \times 8 = 56$$

Example: My family travelled 300 km at a speed of 60 km per hour. For how long did they travel?

The speed (rate) "km per hour" gives distance travelled per unit of time.



What do we want to find out? The time.

Use 'cross' products.

We can use a formula or work with ratios and proportion.

Formula to find time:

$$\text{Time} = \frac{\text{Distance}}{\text{Speed (Rate)}}$$

$$\text{Time} = \frac{300}{60} = 5 \text{ hours}$$

Working with ratio and proportion.

$$\frac{60 \text{ km}}{1 \text{ h}} = \frac{300 \text{ km}}{t}$$

$$60 \times t = 300 \times 1$$

$$60t = 300$$

$$\frac{60t}{60} = \frac{300}{60}$$

$$t = 5 \text{ h}$$



1. Complete the table.

	Speed (Rate)	Time	Distance	Formula
a.	90 km/h	?	11 700 km	
b.	50 km/h	8 hours	?	
c.	120 km/h	?	61 200 km	
d.	500 km/h	2 hours 30 minutes	?	
e.	1 000 km/h	?	20 000 m	

2. A car travels 60 km in 36 minutes. At the same average speed, how far will it travel in 1 hour 12 minutes?

3. A train travelling at an average speed of 100 km/h covers a certain distance in 3 hours 36 minutes. At what average speed must the train travel to cover the same distance in 2 hours 30 minutes?

Problem solving

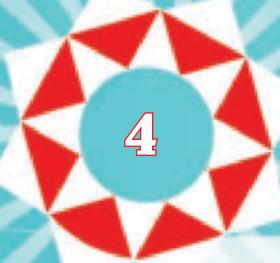
Write a problem using a example from your day-to-day life on speed, distance and time. Ask a family member to help you.



Sign:

Date:

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

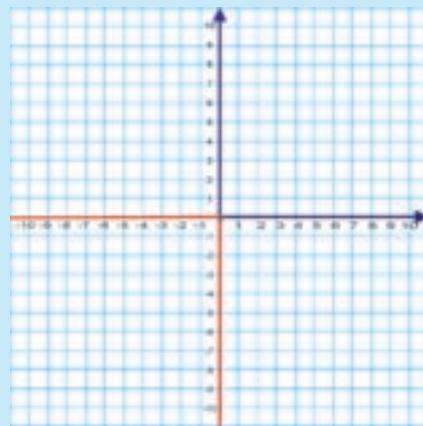


What is direct proportion?

Term 1

Direct proportion

As one value increases (or decreases), so does the other. How do you think this will look on a graph?



While you are busy with this worksheet think about what **inverse proportion** could mean. We will deal with it in the next worksheet.



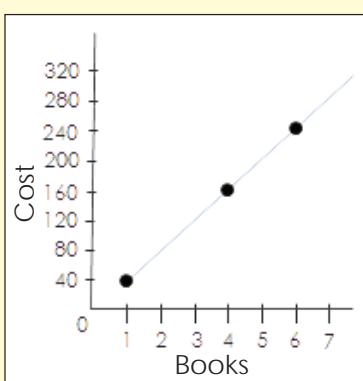
Using different methods to solve proportion problems

Example: 4 books cost R150. How much do 7 books cost?

Method 1: Unitary	Method 2: Cross-multiply	Method 3: Rule of three														
<p>Find the value of 1 unit and multiply to find the value of the required number of units</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <th>Books</th> <th>Rands</th> </tr> <tr> <td>4</td> <td>R150</td> </tr> <tr> <td>1</td> <td>$\frac{R150}{4} = R37,50$</td> </tr> <tr> <td>7</td> <td>$7 \times R37,50 = R262,50$</td> </tr> </table> 	Books	Rands	4	R150	1	$\frac{R150}{4} = R37,50$	7	$7 \times R37,50 = R262,50$	<p>Cross-multiply</p> $4 : 150 = 7 : x$ $(1^{\text{st}} : 2^{\text{nd}} = 3^{\text{rd}} : 4^{\text{th}})$ $4 \times x = 7 \times R150$ $(1^{\text{st}} \times 4^{\text{th}} = 2^{\text{nd}} \times 3^{\text{rd}})$ $\frac{4}{7} = \frac{R150}{x}$ $\frac{4x}{4} = \frac{R1\,050}{4}$ $x = R262,50$	<p>Align terms in correct columns; multiply 3rd term by 2ndd; then divide by 1st.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <th>Books</th> <th>Rand</th> </tr> <tr> <td>4</td> <td>R150</td> </tr> <tr> <td>7</td> <td>x</td> </tr> </table> $4 : 150 = 7 : x$ $(1^{\text{st}} : 2^{\text{nd}} = 3^{\text{rd}} : 4^{\text{th}})$ $x = (7 \times R150) \div 4$ $(x = 3^{\text{rd}} \times 2^{\text{nd}} \div 1^{\text{st}})$ $x = \frac{7 \times 150}{4}$ $x = R262,50$	Books	Rand	4	R150	7	x
Books	Rands															
4	R150															
1	$\frac{R150}{4} = R37,50$															
7	$7 \times R37,50 = R262,50$															
Books	Rand															
4	R150															
7	x															

\therefore 7 Books cost R262,50

Draw a graph.



How does this graph show direct proportion?



10

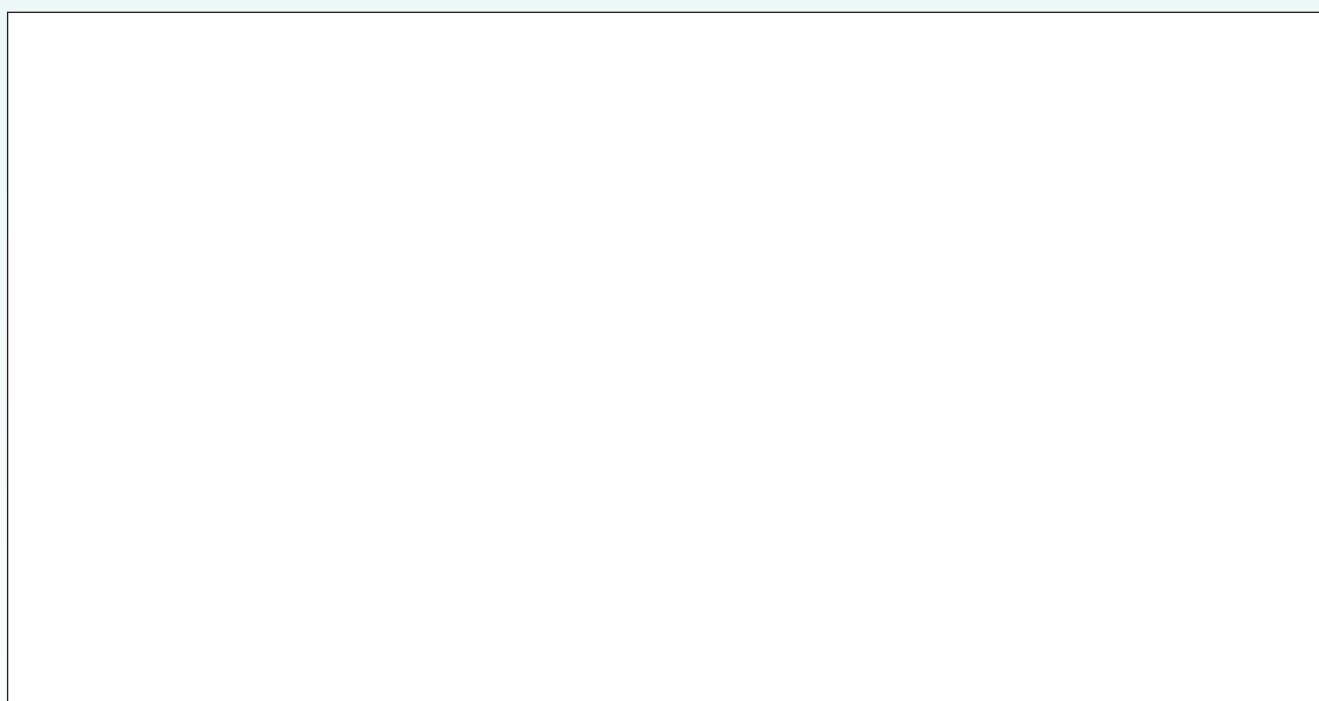
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



1. Use the 3 methods to solve this problem and draw a graph.
5 T-shirts cost R120. How much will 9 cost?

Method 1:	Method 2:	Method 3:

Draw a graph to show this.



Problem solving

Where in your day to day life will you use direct proportion. Draw it on a graph?

Sign:
Date:

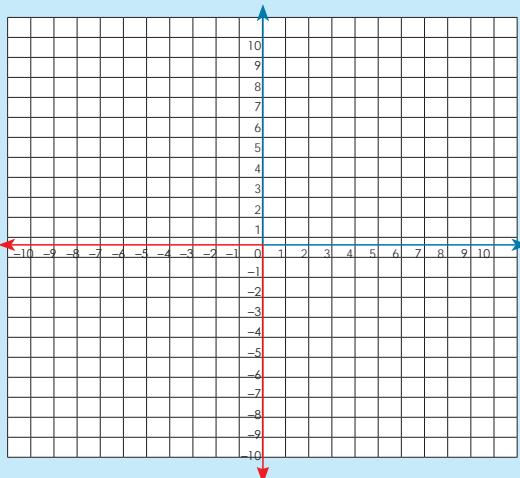
15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



Inverse proportion

Inverse proportion

As one value increases, the other value shows a matching decrease.



Term 1

1. Solve using all the methods and draw a graph.

Example: Ten people take 4 days to dig a hole, how long will it take 8 men?

Method 1: Unitary	Method 2: Vedic	Method 3: Rule of three																				
Method 1: Unitary Find the value of 1 unit and multiply to find the value of the required number of units. <table> <tr> <th>People</th> <th>Days</th> </tr> <tr> <td>10</td> <td>take 4</td> </tr> <tr> <td>1</td> <td>takes $10 \times 4 = 40$</td> </tr> <tr> <td>8</td> <td>take $\frac{40}{8} = 5$</td> </tr> </table> \therefore 8 people will take 5 days Note: Fewer people more time 	People	Days	10	take 4	1	takes $10 \times 4 = 40$	8	take $\frac{40}{8} = 5$	Method 2: Vedic Align terms in correct columns; multiply 1 st term by 2 nd and 3 rd by 4 th . <table> <tr> <th>People</th> <th>Days</th> </tr> <tr> <td>10</td> <td>4</td> </tr> <tr> <td>8</td> <td>x</td> </tr> </table> $10 : 4 = 8 : x$ $(1^{\text{st}} : 2^{\text{nd}} = 3^{\text{rd}} : 4^{\text{th}})$ $10 \times 4 = 8 \times x$ $(1^{\text{st}} \times 2^{\text{nd}} = 3^{\text{rd}} \times 4^{\text{th}})$ $40 = 8x$ $\frac{8x}{8} = \frac{40}{8}$ $x = 5$ \therefore 8 people will take 5 days	People	Days	10	4	8	x	Method 3: Rule of three Align terms in correct columns; multiply 1 st term by 2 nd term then divide by 3 rd . <table> <tr> <th>People</th> <th>Days</th> </tr> <tr> <td>10</td> <td>4</td> </tr> <tr> <td>8</td> <td>x</td> </tr> </table> $10 : 4 = 8 : x$ $(1^{\text{st}} : 2^{\text{nd}} = 3^{\text{rd}} : 4^{\text{th}})$ $x = 10 \times 4 \div 8$ $(x = 1^{\text{st}} \times 2^{\text{nd}} \div 3^{\text{rd}})$ $x = \frac{10 \times 4}{8}$ $x = 5$ \therefore 8 people will take 5 days	People	Days	10	4	8	x
People	Days																					
10	take 4																					
1	takes $10 \times 4 = 40$																					
8	take $\frac{40}{8} = 5$																					
People	Days																					
10	4																					
8	x																					
People	Days																					
10	4																					
8	x																					

12



- a. If it takes 3 people to make 21 T-shirts per day, how long will it take 12 people?

Method 1:	Method 2:	Method 3:

- b. Draw a graph.

- c. How does this graph show inverse proportion?

Problem solving

When in your day-to-day life would you use inverse proportion? Draw this on a graph.



Sign: _____
Date: _____



Finances – Budget, Loans and Interest

Can you still remember what a **budget** is?

Budget is the estimate of cost and revenues over a specified period.



What are **loans** and **interest**?

A **loan** is sum of money that an individual or a company lends to an individual or company with the objective of gaining profits when the money is paid back.

Interest is the fee charged by a lender to a borrower for the use of borrowed money. The rate of interest is usually expressed as an annual percentage of the amount borrowed (the principal amount).

Term 1

Example of compound interest

- An amount of R100 is invested for two years with interest of 10 % compounded (added) yearly.
- The interest at the end of the first year would be: $R100 \times 10\% = R10$
- In the second year the interest rate of 10 % would apply not only to the R100, but also to the R10 interest of the first year.
- In the second year the interest would be: $R110 \times 10\% = R11$
- Total interest earned over the two years will be: $R10$ (year 1) + $R11$ (year 2) = $R21$
- Total investment after two years: $R100$ (principal amount) + $R21$ (interest) = $R121$
- Using the formula:
Total future amount = $R100 (1 + 0,10)^2$
= $R100 (1,1)^2$
= $R100 (1,21)$
= $R121$

Do you know what the difference is between **simple** and **compound** interest?

Interest can be calculated in two ways:

- Simple Interest**

The formula for simple interest is:

Principal amount × rate of interest (%) × number of periods

100

OR $SI = Pni$ for $i = \frac{Pnr}{100}$

- Compound Interest**

Compound interest means that the interest will include interest calculated on interest.

- The formula for calculating the Total future amount owed is:

$$\text{Principal amount} \times (1 + \frac{\text{Rate of interest} (\%)}{100})^{\text{Number of periods}}$$

$$A = P (1 + \frac{r}{100})^n$$
$$A = P (1 + i)^n$$



- Palesa needs to earn R500 in interest so she will have enough to buy a used bicycle. She puts R2 000 into an account that earns 5 % per year simple interest. How long will she need to leave her money in the account to have enough money for the bicycle?

- Thabo has R500 that he invests in an account that pays 8 % interest compounded yearly. How much money does Thabo have at the end of 3 years?

- Susan has R1 000 that she invests in an account that pays 7.5 % interest compounded yearly. How much money does Susan have at the end of 5 years?

- You saved R4 750 during the last year. You decide that it will be the best to invest the money. At your local bank they have two investment options:
Option 1: A 5 Year fixed deposit with 3,25 % simple interest per year.
Option 2: A 5 Year fixed deposit with 3,10 % compound interest per year.
Which 5 year investment will be the best?

Problem solving

Suppose that you want to have R100 000 in thirty-six months' time when planning to enrol at a university. You want to invest in a plan yielding 3,5% interest per year, compounded monthly. How much should you invest?

Sign:

Date:



Finances – Hire Purchase

Can you still remember the meaning of **hire purchase**?



Hire purchase is a system by which a buyer pays for an asset in regular installments, while enjoying the use of it.

During the repayment period, ownership of the item does not pass to the buyer. Upon the full payment of the loan, the title passes to the buyer.



Many organisations enter into hire purchase or leasing agreements to pay for and use equipment over a period of time rather than pay the full cost up front.

The repayment period is normally the same as the production life of the machine. For example: a farmer buys a tractor and pays it off over 5 years. After 5 years he typically has to replace the tractor.

Term 1

1. The hire purchase price of a refrigerator is R6 500. The deposit of R500 is made and the remainder is paid in equal monthly payments of R250.
 - a. Calculate the number of monthly payments that must be made.
 - b. If the cash price is R4 000, express as a percentage of the cash price, the extra cost of buying on hire purchase.
 - c. What is the interest rate (simple interest) charged on this transaction?

16

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



2. A new TV costs R6 900 cash. It is available on hire purchase with a deposit of 15% followed by 12 instalments of R558,50. Find the total hire purchase price and the extra amount that you would pay (on top of the cash price) using hire purchase.

(Handwriting practice area)

3. The cash price of a bike is R220. The hire purchase price is R300. If the deposit is 10% followed by 10 equal monthly instalments, find the amount you will pay each month.

(Handwriting practice area)

Problem solving

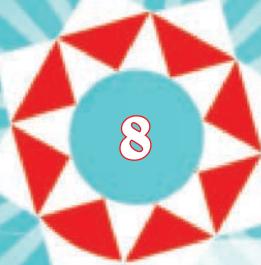
A DVD player costs R240 cash. It is available on hire purchase by paying a deposit of 20% followed by 12 instalments of R18,50. Find the extra amount paid by hire purchase.

If you save R18,50 per month at 12% interest per year compounded monthly. How long must you save to buy the DVD in cash?
How much will you save?



Remember interest is compounded monthly.
Draw a table to help you.

Sign:
Date:



Finances – Exchange rates

Do you know what exchange rate means?



An **exchange rate** is the current market price for which one currency can be exchanged for another.



The **Rand** (sign: R; code: ZAR) is the currency of South Africa.

In modern China, people use **Renminbi** as their money. In Chinese, "Renminbi" means "people's money". A unit of this currency is called the **Yuan**.

The symbol for the Yuan looks like this: ¥ (code: CNY)

The **Canadian Dollar** (sign: \$; code: CAD) is the currency of Canada.

Use the exchange rates from 2005 in the table to help you solve the word problems. Show your work in the space provided.

	ZAR (R)	USD (\$)	GBP (£)	CAD (\$)	EUR (€)	AUD (\$)
ZAR	1,00	6,76	11,06	6,89	9,88	7,17
USD	0,15	1,00	1,60	0,92	1,46	0,87
GBP	0,09	1,09	1,00	0,58	0,91	0,55
CAD	0,15	1,09	1,74	1,00	1,59	0,95
EUR	0,10	0,69	1,10	0,63	1,00	0,60
AUD	0,14	1,15	1,83	1,05	1,67	1,00

1. Teboho wants to order a new CD from Germany. He has R250 in his savings account. The CD costs €5. Once he has bought the CD, how much money will he have left in ZAR?

If he can order the same CD from Canada for \$7, where must he order it from for the best price provided the shipment cost is the same.

Work space for solving the word problems.



2. Lerato lives in Worcester, South Africa. Her uncle lives in Sydney, Australia. For her birthday, Reinette received \$50 from her uncle. How many South African Rands (ZAR) can she buy with her birthday money?

3. Lerato takes the money she received from her uncle and orders a new computer programme from America. After she has bought the programme, she will still have R150 left. How much does the programme cost in US\$?

4. Lerato wants to order another programme from England. The programme costs £15. Will Reinette have enough money to buy this programme?

Problem solving

Which currency in the table has the highest valued currency unit?

Sign:
Date:



Finances – Commissions and Rentals

Term 1

Do you know what commission means?
What are rentals?



Commission is the fee charged by a broker or an agent for his/her service to facilitate a transaction, such as the buying or selling of goods.

Rental is when an item is leased out for a specific period of time.



Many employees are paid salaries based on the number of hours they have worked over a given period of time plus a commission.



1. Andrew lives in Johannesburg. His parents are planning a vacation to Cape Town. They decide to fly to Cape Town and then rent a car. The car rental company charge R200 per day (including 200 km free) and R1,80 per km. The insurance will be 7,5% of the daily rental amount and the GPS an additional R45 per day.

What will the total cost be for the car rental if they spent 6 days in Cape Town and travelled 1650 km in total?

2. A truck rental agency charges a daily fee plus a kilometre fee. Aashi was charged R460 for two days and 100 kilometres and Christina was charged R 1 050 for three days and 400 kilometres. What is the agency's daily fee and what is the kilometre fee?



3. Hertz has a processing fee of R115,00 and charges R210 per day for car rental. Avis Car Rental has a processing fee of R255,00 and charges R190 per day for a car. When will the cost of the rentals be equal?

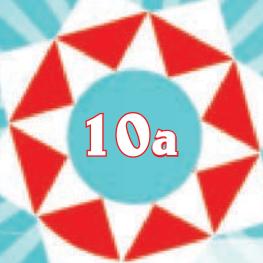
4. Tara is a sales representative for a cosmetic company. She is paid R5,15 per hour each week plus a commission of 10% on the amount of sales over R5 000. She works 40 hours one week, and she sells R7 260 worth of cosmetics during that week. She has been offered a job at another cosmetic company that pays R5,00 per hour for a 40 hour work week plus a commission of 4% on total sales. Which job would pay more? Should she change jobs?

5. Two furniture salesmen are comparing their salaries. Gert is paid R25,00 per hour plus a 15% commission on his total sales. Ben is paid R29,00 per hour plus a 10% commission on his total sales. Suppose each has sold R5 000 worth of furniture, compare their income over various periods of time to find out when they will earn the same. What will happen after that point? Who would have earned more before that point?

Problem solving

A real estate agent received a 6% commission on the selling price of a house. If his commission was R8 650, what was the selling price of the house?

Sign:
Date:



Properties of numbers

Revise: give an example of each property. Write a rule for each.

Commutative

Associative

Distributive

Zero (0) as an identity element
of addition

One (1) as an identity element of
multiplication

1. Use the commutative property to show that the equations are equal.

Examples:

- $a + b = b + a$
- $a^2 + b^2 = b^2 + a^2$
- $a \times b^2 = b^2 \times a$
- $2a + b = b + 2a$
- $2a \times 2b = 2b \times 2a$

But:

- $a \div b \neq b \div a$
and
- $a - b \neq b - a$

a. $y^2 + x = \boxed{x + y^2}$

b. $3x + y^2 = \boxed{\quad}$

c. $3x^2 + 5y^2 = \boxed{\quad}$

d. $2x + y = \boxed{\quad}$

e. $5y + x^2 = \boxed{\quad}$

If $x = 2$ and $y = -3$, solve each of the equations in a to e.

f.

g.

h.

$$\begin{array}{ll} y^2 + x & \text{and} \\ = (-3)^2 + 2 & x + y^2 \\ = 9 + 2 & = 2 + (-3)^2 \\ = 11 & = 2 + 9 \\ & = 11 \end{array}$$

i.

j.



2. Use the associative property to show that the equations are equal.

Examples:

- $(a + b) + c = a + (b + c)$
- $(a^2 + b^2) + c^2 = a^2 + (b^2 + c^2)$
- $(a \times b) \times c = a \times (b \times c)$
- $(a^2 \times b) \times c = a^2 \times (b \times c)$

But:

- $(a - b) - c \neq a - (b - c)$
and
- $(a \div b) \div c \neq a \div (b \div c)$

a. $(3m + n) + p^2 =$

b. $(n^2 + p^3) + 4m^2 =$

c. $(m \times p) \times n^3 =$

d. $(p^2 \times n^3) \times m^3 =$

e. $(n \times p^2) \times m^3 =$

Test both sides of your equations in a to e if $m = -4$ and $n = 6$.

f.

g.

h.

i.

j.



Sign: _____
Date: _____

continued ↗

23



Properties of numbers continued

3. Use the distributive property to show that the equations are equal.

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

$$a(b^2 + c^2) = a \times b^2 + a \times c^2$$

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

$$a(b^2 - c^2) = a \times b^2 - a \times c^2$$

Term 1

a. $(b^2 + c^3)d =$

b. $c(b + d^2) =$

c. $(b^2 + d^2) \times c^3 =$

d. $d \times (c + b^2) =$

e. $(d^2 \times b^3) + (d^2 \times c^3) =$



Now test both sides of each equation in a to e if $b = 1$, $c = 3$ and $d = 4$.

f.

g.

h.

i.

j.

4. Use the identity property / element of addition or multiplication to make the equations true.

Example:

$$a \underline{\quad} = a$$
$$a + 0 = a \text{ or } a \times 1 = a$$

a. $b \underline{\quad} = b$

b. $m^3 p^2 \underline{\quad} = m^3 p^2$

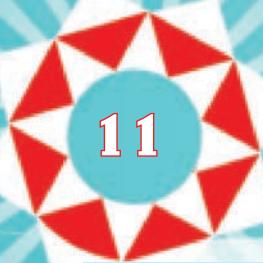
c. $xx \underline{\quad} = x^2$

Problem solving

Use values a , b and c as well as the distributive property to write an equation and then solve it using the following: $a = 2$, $b = 3$, $c = -1$

Sign:

Date:



Addition and subtraction of fractions

Before starting this worksheet make sure you know what the following mean.
Give an example of each.

Factors

HCF

Multiples

LCM

Improper fraction
to mixed number

Mixed
number to
improper
fraction

To simplify
a fraction

1. Show why these fractions are equivalent.

Example: $\frac{3}{9} = \frac{1}{3}$

Factors of 3 = {1; 3}
Factors of 9 = {1; 3; 9}
HCF = 3

$$\therefore \frac{3}{9} \div \frac{3}{3} = \frac{1}{3}$$

HCF stands for highest common factor.



a. $\frac{4}{28} = \frac{1}{7}$

b. $\frac{24}{60} = \frac{2}{5}$

c. $\frac{25}{125} = \frac{1}{5}$

2. Calculate and simplify fractions that are multiples of each other.

Example:
$$\begin{aligned} & \frac{1}{2} + \frac{3}{4} \\ &= \frac{1}{2} \times \frac{2}{2} + \frac{3}{4} \\ &= \frac{2}{4} + \frac{3}{4} \text{ or } \frac{2+3}{4} \\ &= \frac{5}{4} \\ &= 1\frac{1}{4} \end{aligned}$$

Why did we multiply
 $\frac{1}{2} \times \frac{2}{2}$?

Can we add fractions
with different
denominators?



Yes, if we make
the denominators
the same.

a. $\frac{2}{4} + \frac{7}{8} - \frac{1}{6} =$

b. $\frac{9}{10} - \frac{3-2}{5} + \frac{7}{8} =$

c. $\frac{2}{6} + \frac{5+1}{12} =$



$$d. \frac{8}{10} + \frac{2}{6} - \frac{9}{12} =$$

$$e. \frac{13}{15} - \frac{8}{10} + \frac{1}{5} =$$

$$f. \frac{3}{4} - \frac{5-3}{6} + \frac{7}{8} =$$

3. Calculate and simplify fractions that are not multiples of each other.

Example: $2\frac{1}{5} + \frac{3}{6}$
= $\frac{11}{5} + \frac{3}{6}$

Multiples of 5 = {5; 10; 15; 20; 25; 30; 35}

Multiples of 6 = {6; 12; 18; 24; 30; 36}

LCM = 30

$$\begin{aligned} &= \frac{11}{5} \times \frac{30}{30} + \frac{3}{6} \times \frac{30}{30} \\ &= \frac{11}{1} \times \frac{6}{30} + \frac{3}{1} \times \frac{5}{30} \\ &= \frac{66}{30} + \frac{15}{30} \\ &= \frac{21}{30} \\ &= 2\frac{7}{10} \end{aligned}$$



LCM stands for
lowest common
multiple.

$$a. 3\frac{7}{10} - 1\frac{8}{9} =$$

$$b. -2\frac{2}{10} + 1\frac{6}{7} =$$

$$c. 8\frac{3}{4} - 6\frac{5}{6} + \frac{1}{2} =$$

$$d. 5\frac{4}{10} - 8\frac{4}{5} =$$

$$e. 3\frac{1}{2} + 2\frac{3}{9} + \frac{3}{8} =$$

$$f. 9\frac{7}{8} - 7\frac{3}{7} =$$

Problem solving

If the answer to a sum is $\frac{3}{4}$, what could the sum be? Create some of your own word sums like this.



Sign:

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Addition and subtraction of fractions that include squares, cubes, square roots and cube roots

Before starting this worksheet make sure you know what the following mean.
Give an example of each.

Calculate a square number

Calculate a square root

Calculate a cube number

Calculate a cube root

1. Calculate the following fractions, using the example to guide you.

Example 1: $\frac{2^2}{2^3} + \frac{3^2}{4^2}$

$$\begin{aligned}&= \frac{4}{8} + \frac{9}{16} \\&= \frac{8}{16} + \frac{9}{16} \\&= \frac{17}{16} \\&= 1\frac{1}{16}\end{aligned}$$



Look at example 2:
Why is it important
to understand LCM
and HCF when we
calculate fractions?

Example 2: $\frac{1^3}{3^2} - \frac{2^3}{4^2}$

$$\begin{aligned}&= -\frac{1}{9} - \frac{8}{16} \\&= -\frac{16}{144} - \frac{72}{144} \\&= -\frac{88}{144} \\&= -\frac{11}{18}\end{aligned}$$

LCM: $3 \times 3 \times 2 \times 2 \times 2 \times 2 = 144$

9	3	16	2
3	3	2	2
1		2	2
		2	2

HCF = 8
 $88 \div 8 = 11$
 $144 \div 8 = 18$

88	2	144	2
44	2	72	2
22	2	36	2
11	11	18	2
1		9	3
		3	3
		1	

HCF: $2 \times 2 \times 2 = 8$

a. $\frac{8^2}{8^3} - \frac{10^2}{10^3} =$

b. $\frac{2^2}{2^3} + \frac{7^2}{7^3} =$

c. $\frac{4^2}{4^3} + \frac{4^2}{4^3} =$

d. $\frac{5^2}{5^3} - \frac{3^2}{3^3} =$

e. $\frac{1^2}{1^3} - \frac{9^2}{9^3} + \frac{11^2}{11^3} =$

f. $\frac{4^2}{4^3} + \frac{15^2}{15^3} =$



2. Calculate.

Example: $\frac{\sqrt{9}}{\sqrt{16}} + \frac{\sqrt[3]{8}}{\sqrt[3]{27}}$

$$\begin{aligned} &= \frac{3}{4} + \frac{2}{3} \\ &= \frac{9}{12} + \frac{8}{12} \text{ or } \frac{9+8}{12} \\ &= \frac{17}{12} \\ &= 1\frac{5}{12} \end{aligned}$$

a. $\frac{\sqrt{25}}{\sqrt{100}} + \frac{\sqrt[3]{1331}}{\sqrt{144}} =$

b. $\frac{\sqrt{36}}{\sqrt[3]{1000}} - \frac{\sqrt[3]{64}}{\sqrt{25}} =$

c. $\frac{\sqrt{1}}{\sqrt{9}} + \frac{\sqrt[3]{8}}{\sqrt{16}} =$

d. $\frac{\sqrt{1}}{\sqrt[3]{1000}} - \frac{\sqrt[3]{64}}{\sqrt{25}} =$

e. $\frac{\sqrt[3]{1331}}{\sqrt[3]{8}} + \frac{\sqrt{169}}{\sqrt{144}} =$

f. $\frac{\sqrt{81}}{\sqrt[3]{1000}} - \frac{\sqrt[3]{27}}{\sqrt[3]{64}} =$

Problem solving

Create your own word sums using cubes and cube roots.

Sign:
Date:



Multiplication of fractions

What is the reciprocal of a number?

To get the reciprocal of a number divide 1 by the number.

The reciprocal of 2 is $\frac{1}{2}$

If you multiply a number by its reciprocal you get 1.

... such as $3 \times \frac{1}{3} = 1$

Did you know that every number has a reciprocal except 0?

... because $\frac{1}{0}$ is undefined.

A reciprocal is also called the multiplicative inverse.

1. Calculate and simplify.

Example:

$$\begin{aligned} & 6 \times \frac{1}{2} \\ &= \frac{6}{1} \times \frac{1}{2} \\ &= \frac{6}{2} \\ &= 3 \end{aligned}$$

a. $8 \times \frac{1}{2} =$

b. $9 \times \frac{1}{3} =$

c. $7 \times \frac{1}{14} =$

d. $5 \times \frac{2}{15} =$

e. $4 \times \frac{2}{12} =$

f. $9 \times \frac{1}{27} =$

2. Simplify.

You can simplify by finding the highest common factor (HCF) – if you cannot find the HCF straight away, keep on simplifying using smaller common factors.

Example: $\frac{4}{8} \times \frac{7}{6}$
 $\frac{4 \times 7}{8 \times 6} = \frac{28}{48}$

Simplify if needed:

$$\begin{aligned} & \frac{28}{48} \div \frac{4}{4} \\ &= \frac{7}{12} \end{aligned}$$

How did I know to simplify by dividing by 4?

Factors of 28 = {1; 2; 4; 7; 14; 28}

Factors of 48 = {1; 2; 4; 6; 8; 12; 16; 24; 48} or

Factorisation:

Option 1 Option 2

48	2	28	2
24	2	14	2
12	2	7	7
6	2	1	
3	3		
1			

$$\begin{aligned} 48 &= 2 \times 2 \times 2 \times 2 \times 3 \\ 28 &= 2 \times 2 \times 7 \end{aligned}$$

$$\text{HCF} = 2 \times 2 = 4$$



a. $\frac{1}{6} \times \frac{2}{4} =$

b. $\frac{3}{4} \times \frac{2}{5} =$

c. $\frac{2}{7} \times \frac{1}{2} =$

3. Simplify.

Example:

$$\begin{aligned} & -\frac{8}{9} \times \frac{7}{10} & & -\frac{8 \times 7}{9 \times 10} \\ & = -\frac{8}{9} \times \frac{7}{10} & \text{or} & = -\frac{56}{90} \\ & = -\frac{28}{45} & & = -\frac{56 \div 2}{90 \div 2} = \frac{28}{45} \\ & & & = -\frac{28}{45} \end{aligned}$$

90	2	56	2
45	3	28	2
15	3	14	2
5	5	7	7
1		1	

$$\begin{aligned} 90 &= 2 \times 3 \times 3 \times 5 \\ 90 &= 2 \times 3^2 \times 5 \\ 56 &= 2^2 \times 7 \\ \text{HCF} &= 2 \end{aligned}$$

a. $\frac{2}{10} \times \frac{6}{8} =$

b. $\frac{2}{6} \times -\frac{3}{7} =$

c. $\frac{4}{8} \times \frac{2}{2} =$

continued ↗



Multiplication of fractions continued

4. Simplify.

Example:

$$\begin{aligned} & \frac{12}{14} \times \frac{7}{8} \\ &= \frac{12}{14} \times \frac{7}{8} \\ &= \frac{3 \times 1}{2 \times 2} \\ &= \frac{3}{4} \end{aligned}$$

or

$$\begin{aligned} & \frac{12 \times 7}{14 \times 8} \\ &= \frac{84 \div 28}{112 \div 28} \\ &= \frac{3}{4} \end{aligned}$$

112	2	84	2
56	2	42	2
28	2	21	7
14	2	3	3
7	7	1	
1			

$$\begin{array}{l} 2 \times 2 \times 2 \times 2 \times 7 \\ 2 \times 2 \times \quad \quad \quad 3 \times 7 \end{array}$$

LCM = 28

HCF = 7

Simplify by finding the highest common factor (HCF). If you cannot straight away find the HCF, keep on simplifying



Term 1

a. $\frac{3}{4} \times \frac{4}{7} =$

b. $\frac{2}{9} \times \frac{3}{10} =$

c. $\frac{4}{8} \times \frac{1}{6} =$

5. Simplify and write your answers as mixed numbers (use a calculator if needed):

Example:

REVISION

$$\begin{aligned} & 4 \frac{5}{6} \times 3 \frac{2}{3} \\ &= \frac{29}{6} \times \frac{11}{3} \\ &= \frac{29 \times 11}{6 \times 3} \\ &= \frac{319}{18} \\ &= 17 \frac{13}{18} \end{aligned}$$

To convert mixed numbers to improper fractions:

$4 \frac{5}{6}$ (multiply 4 by 6 and add 5 = $\frac{29}{6}$ to get the numerator).

$3 \frac{2}{3}$ (multiply 3 by 3 and add 2 to get the numerator = $\frac{11}{3}$).

To change an improper fraction to a mixed number:

$\frac{319}{18}$ (ask how many times 18 goes into 319 ($319 \div 18 = 17$ remainder 13) = $17 \frac{13}{18}$).

Use a calculator if necessary.



a. $2 \frac{1}{3} \times \frac{1}{4} =$

b. $\frac{1}{2} \times 2 =$

c. $3 \frac{4}{5} \times 4 \frac{2}{20} =$

6. Simplify.

Example:

$$\begin{aligned}-5 \frac{1}{2} \times \frac{4}{10} \\= -\frac{11}{2} \times \frac{4}{10} \\= -\frac{11 \times 4}{2 \times 10} \\= -\frac{44}{20} \\= -2 \frac{4}{20} \\= -2 \frac{1}{5}\end{aligned}$$

REVISION

Do you still remember?

Multiply two numbers with equal signs the result is positive.

(positive number) \times (positive number) = positive number

(negative number) \times (negative number) = positive number

Multiply two numbers with different signs the result is negative.

(positive number) \times (negative number) = negative number

(negative number) \times (positive number) = negative number

a. $\frac{8}{9} \times \left(-\frac{3}{4}\right) =$

b. $-3 \frac{3}{8} \times \frac{1}{2} =$

c. $-\frac{1}{4} \times \left(-1 \frac{1}{4}\right) =$

Problem solving

A train has nine passenger wagons. Each passenger wagon has a seating capacity of 30. If these passenger wagons are replaced with wagons that have half the seating capacity, how many wagons will the train have to have to accommodate the same number of passengers?

Sign:
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Division of fractions

Term 1

Revision: what does reciprocal mean?

Number Reciprocal

8

$\frac{1}{8}$

Compare what happens if you divide and multiply $\frac{3}{4}$ and $\frac{1}{4}$.

Multiply

$$\frac{3}{4} \times \frac{1}{4}$$

=

Divide

$$\frac{3}{4} \div \frac{1}{4}$$

=

What do you notice?

1. Simplify.

Example:

$$\begin{aligned} & \frac{7}{9} \div \frac{4}{12} \\ &= \frac{7}{9} \times \frac{12}{4} \\ &= \frac{28}{12} \\ &= \frac{14}{6} \\ &= \frac{7}{3} \\ &= 2\frac{1}{3} \end{aligned}$$

- Turn the second fraction upside-down (this is its reciprocal)
- Multiply the first fraction by that reciprocal.
- Simplify the fraction if necessary.

How do I divide a fraction by another fraction?



a. $\frac{8}{10} \div 3 =$

b. $\frac{2}{6} + \left(-\frac{8}{12}\right) =$

c. $\frac{1}{4} \div 1\frac{1}{12} =$



2. Simplify.

Example:

$$\begin{aligned}-\frac{1}{9} \div 3\frac{1}{10} \\ = -\frac{1}{9} \div \frac{31}{10} \\ = -\frac{1}{9} \times \frac{10}{31} \\ = -\frac{10}{279}\end{aligned}$$

Is it possible
to simplify this
expression?

$$-9\frac{1}{3} \div 8\frac{3}{4} =$$

a. $-3\frac{1}{16} \div 1\frac{1}{8} =$

b. $-7\frac{2}{5} \div 5\frac{1}{10} =$

c. $-9\frac{1}{3} \div \left(-8\frac{3}{4}\right) =$

3. Simplify.

Example:

$$\begin{aligned}4\frac{1}{16} \div \frac{2}{4} \\ = \frac{65}{16} \times \frac{4}{2} \\ = \frac{65}{8} \\ = 8\frac{1}{8}\end{aligned}$$

Both examples use
different methods of
working out the answer.
They are following the
procedures.



a. $2\frac{1}{4} \div 2 =$

b. $4\frac{3}{4} \div 2\frac{2}{3} =$

c. $\frac{7}{4} \div \frac{1}{4} =$

Problem solving

Ask one of your family members if they know how to divide fractions. If they don't know or can't remember, show them how to do it.



Sign:
Date:



Percentages

What is 20% of R140?

$$20\% \times R140$$

$$= \frac{20}{100} \times R140$$

$$= \frac{20}{100} \times \frac{R140}{1}$$

$$= \frac{R2\ 800}{100}$$

$$= R28$$

What does 'of' mean in mathematics?

What does 20 % mean?

How can I write R140 as a fraction?

Why can I also say?
 $0,2 \times R140 = R28$



1. Calculate the following:

a. What is 10% of R1 000?

b. What is 20% of R250?

c. What is 15% of R600?



2. Complete the following:

Example: What percentage is R1,40 **of** R10,00?

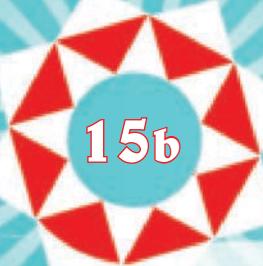
$$\begin{aligned} & \frac{\text{R1,40}}{\text{R10,00}} \text{ of } 100\% \\ &= \frac{\text{R1,40}}{\text{R10}_1} \times \frac{100}{1} \% \\ &= 14 \% \end{aligned}$$

'of' tells me it is a multiplication.

a. What percentage is R10,00 of R200,00?

b. What percentage is 20c of R1,95?

continued ↗



Percentages continued

3. Calculate the percentage increases. Round off your answers to the nearest hundredth.

Example: Calculate the percentage increase in the price of petrol if it increases from R9,15 per litre to R9,50 per litre.

$$R9,50 - R9,15 = R0,35$$

$$\begin{aligned} & \frac{R\,0,35}{R\,9,15} \times \frac{100}{1} \% \\ &= \frac{35}{915} \% \\ &= 3,83 \% \end{aligned}$$

Before you answer a and b, explain this example in your own words.



- a. Calculate the percentage increase in the price of a computer game if it increases from R450,00 to R699,00.

- b. Calculate the percentage increase in the price of milk if it increases from R8,50 per litre to R9,25 per litre.



4. Calculate these percentage decreases. Round your answers off to the nearest hundredth.

Example: Calculate the percentage decrease in the price of maize if it decreases from R1 280 per ton to R1 275 per ton.

$$R1\ 280 - R1\ 275 = R5$$

$$\frac{R\ 5}{R\ 1\ 280} \times \frac{100}{1} \%$$

$$= \frac{500}{1\ 280} \%$$

$$= 0,39 \%$$

Before you answer a and b, explain this example in your own words.



- a. Calculate the percentage decrease in the price of a laptop computer if it drops from R4 599 to R4 299.

- b. Coffee goes on special at the supermarket. The price drops from R52,99 per tin to R38,99 per tin. What is the percentage decrease in price?

Problem solving

Find out what the last increase or decrease in petrol was. Calculate the percentage increase or decrease. Why do you think the price of petrol regularly increases or decreases?

Sign:
Date:



Common fractions, decimal fractions and percentages

What do you need to multiply the following numbers by to make them 100? How fast can you do this?

2	4	5	8	10	20	25	70
x 50 = 100							

1. Write these fractions as percentages.

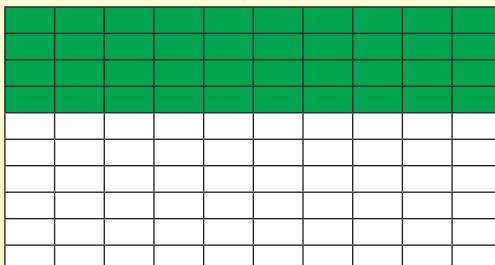
Example 1:

$$\begin{aligned} & \frac{2}{5} \\ &= \frac{2}{5} \times \frac{20}{20} \\ &= \frac{40}{100} \\ &= 40\% \end{aligned}$$

Example 2:

$$\begin{aligned} & \frac{6}{8} \\ &= \frac{6}{8} \times \frac{125}{125} \\ &= \frac{750}{1000} \\ &= 75\% \end{aligned}$$

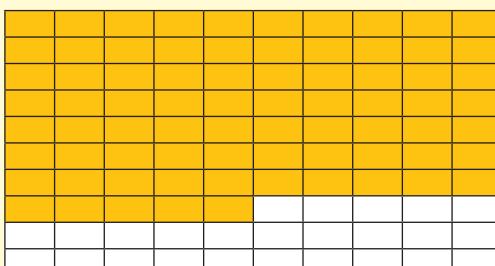
Note: $= \frac{40}{100} = 0,4 = 40\%$



We can multiply 5 by 20 to get 100, so you multiply the top (numerator) and bottom (denominator) by 20.

We can multiply 8 by 125 to get 1 000, so you multiply the numerator (top) and denominator (bottom) by 125. Why did we make the denominator 1 000 and not 100?

Note: $= \frac{75}{100} = 0,75 = 75\%$



a. $\frac{3}{4}$

b. $\frac{2}{3}$

c. $\frac{6}{7}$

d. $\frac{1}{2}$

e. $\frac{5}{7}$

f. $\frac{1}{8}$

**Example 3:**

There is another method for converting a fraction into a percentage. This is useful when the denominator cannot easily be multiplied by a number to get 100 or 1 000.

$$\frac{5}{23}$$

$$\begin{aligned} & \frac{5}{23} \times 100\% \\ &= \frac{500}{23}\% \\ &= 21,74\% \end{aligned}$$

5 0 0 ÷ 2 3 Use a calculator for this.

g. $\frac{4}{8}$

h. $\frac{5}{25}$

i. $\frac{15}{15}$

j. $\frac{18}{20}$

k. $\frac{3}{9}$

l. $\frac{4}{36}$

2. Write as a percentage and as a common fraction.

a. 0,6

b. 0,25

c. 0,75

d. 0,1

e. 0,530

f. 0,36

3. Write as a percentage and as a common fraction.

a. 0,325

b. 0,205

c. 0,723

d. 0,825

e. 0,125

f. 0,065

Problem solving

Write 35,4% as a common fraction and as a decimal fraction.



Sign:

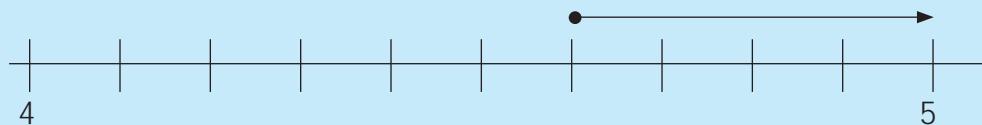
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Addition, subtraction and rounding of decimal fractions

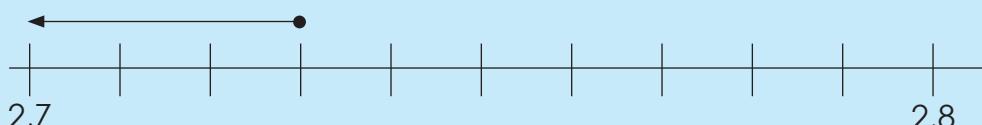
Revise:

Round off to the nearest unit. Round off 4,6 to 5.



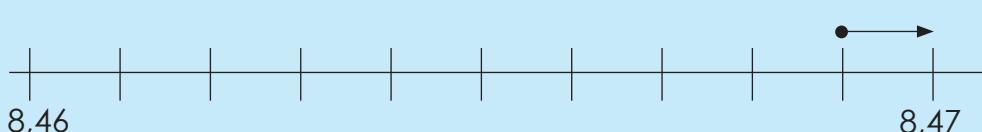
What is 4,4 rounded off to the nearest unit?

Round off to the nearest tenth. Round off 2,73 to 2,7



What is 2,76 rounded off to the nearest tenth?

Round off to the nearest hundredth. Round off 8,469 to 8,47



What is 8,469 rounded off to the nearest hundredth?

1. Round off to the nearest unit, tenth and hundredth.

Example:

Round off 5,9 to the nearest unit: 6

Round off 5,91 to the nearest tenth: 5,9

Round off 5,905 to the nearest hundredth: 5,91

a. 0,75

Unit:

Tenth:

Hundredth:

b. 0,123

Unit:

Tenth:

Hundredth:

c. 0,825

Unit:

Tenth:

Hundredth:

d. 0,795

Unit:

Tenth:

Hundredth:

e. 0,952

Unit:

Tenth:

Hundredth:

f. 0,468

Unit:

Tenth:

Hundredth:



2. Calculate the following, using the expanded notation method and then the column method. Then test your answer. Round off your answer to the nearest unit, tenth and hundredth. (Use your own paper if necessary.)

Example: expanded notation method:

$$\begin{aligned}3,765 + 2,143 \\= 3 + 2 + 0,7 + 0,1 + 0,06 + 0,04 + 0,005 + 0,003 \\= 5 + 0,8 + 0,1 + 0,008 \\= 5,908\end{aligned}$$

Column method:

$$\begin{array}{r}3,765 \\+ 2,143 \\\hline 5,908\end{array}$$

Test your answer:

$$\begin{array}{r}5,908 \\- 2,143 \\\hline 3,765\end{array}$$

3,765 rounded off to the nearest
Unit: 4
Tenth: 3,8
Hundredth: 3,77

a. $2,354 + 7,265 =$

Expanded notation	Column method	Testing	Rounded off to the nearest: Unit: Tenth: Hundredth:
-------------------	---------------	---------	--

b. $2,686 + 1,325 =$

Expanded notation	Column method	Testing	Rounded off to the nearest: Unit: Tenth: Hundredth:
-------------------	---------------	---------	--

c. $8,940 - 2,355 =$

Expanded notation	Column method	Testing	Rounded off to the nearest: Unit: Tenth: Hundredth:
-------------------	---------------	---------	--

d. $6,725 - 4,025 =$

Expanded notation	Column method	Testing	Rounded off to the nearest: Unit: Tenth: Hundredth:
-------------------	---------------	---------	--

Problem solving

Why do we round off? Find ten examples in real life when we need to round off decimal fractions in daily life.



Sign:

Date:

43

Multiple operations with decimals

18

Complete the following table?

$2 \times 0,3$	$0,2 \times 0,3$	$0,2 \times 0,03$	$0,002 \times 0,03$	$0,002 \times 0,003$
$=$	$=$	$=$	$=$	$=$
$1000 \div 5$	$100 \div 5$	$10 \div 5$	$0,1 \div 5$	$0,001 \div 5$
$=$	$=$	$=$	$=$	$=$

1. Calculate the following:

$$\begin{aligned} \text{Example: } & (6 + 0,3) \times (7 + 0,5) \\ & = (6 + 0,3) \times 7 + (6 + 0,3) \times 0,5 \\ & = 6 \times 7 + 0,3 \times 7 + 6 \times 0,5 + 0,3 \times 0,5 \\ & = 42 + 2,1 + 3,0 + 0,15 \\ & = 47,25 \end{aligned}$$

a. $(3,5 + 4,3) \times (1,2 - 0,9) =$

b. $1,2 \times (1,3 + 8,6) =$

c. $(8,2 - 6,4) \times (5,8 - 6,2) =$

4. Calculate the following. Check your answer with a calculator.

$$\begin{aligned} \text{Example 1: } & 2,576 \div 0,28 \\ & = \frac{2,576}{1\,000} \div \frac{28}{100} \\ & = \frac{2,576}{1\,000} \times \frac{100}{28} \\ & = \frac{2,576}{280} \div \frac{7}{7} \\ & = \frac{368}{40} \div \frac{4}{4} \\ & = \frac{92}{10} \\ & = 9,2 \end{aligned}$$

$$\begin{aligned} \text{Example 2: } & 3,150 \div 0,24 \\ & = \frac{3,150}{1\,000} \div \frac{24}{100} \\ & = \frac{3,150}{1\,000} \times \frac{100}{24} \\ & = \frac{315}{240} \div \frac{24}{24} \\ & = \frac{1575}{120} \div \frac{24}{24} \\ & = \frac{315}{24} \\ & = 13,125 \end{aligned}$$

a. $1,715 \div 0,35 =$

b. $2,756 \div 0,32 =$

2. Calculate the following:

$$\text{Example: } 7,3 \times 8,4$$

$$\begin{array}{r} 8,4 \\ \times 7,3 \\ \hline 2,52 \\ + 58,80 \\ \hline 61,32 \end{array}$$

a. $6,2 \times 3,8 =$

b. $2,6 \times 4,9 =$

c. $9,5 \times 3,9 =$

3. Calculate the following:

$$\text{Example: } \begin{array}{r} 1,7 \\ 8 \overline{) 13,6} \\ 8 \\ \hline 56 \\ 56 \\ \hline 0 \end{array}$$

$$\begin{array}{r} \text{a. } 7 \overline{) 12,6} = \boxed{} \\ \text{b. } 9 \overline{) 29,7} = \boxed{} \\ \text{c. } 6 \overline{) 52,8} = \boxed{} \end{array}$$

Problem solving

Choose one sum from question 1 and write a word sum for it.

Calculate squares, square roots, cubes and cube roots

19a

Can you use a scientific calculator to calculate exponents such as 3^5 ?

Press 3 What does \wedge mean when you write exponents?
 Press x^y
 Press 5
 Press =

\wedge means "raised to the power of".



Oh 30^3 is the same as $3 \times 3 \times 3 \times 3$.



1. Estimate these squares and then calculate with a calculator. Then show all the steps of your calculation.

Example: If $5^2 = 25$, what is 5.5^2 ?

- $5^2 = 25$ then 5.5^2 should be bigger than 25. Why?
- $6^2 = 36$ then 5.5^2 should be smaller than 36. Why?

Calculator

Press 5.5
 Press x^y
 Press 2
 Press =

Remember that different types and models of calculator may use different steps.
 $= 5.5 \times 5.5$
 Use the distributive property of number.

$(5 + 0.5)(5 + 0.5)$
 $= 25 + 2.5 + 2.5 + 0.25$
 $= 30.25$

On some calculators you don't need to press the = button.

a. If $3^2 = 9$, what is 3.5^2 ?

b. If $4^2 = 16$, what is 4.5^2 ?

c. If $9^2 = 81$, what is 9.5^2 ?

d. If $6^2 = 36$, what is 6.5^2 ?

2. Estimate these cubes and then calculate with a calculator. Then show all the steps of your calculation..

Example: If $4^3 = 64$ what is 4.5^3 ?

Estimate

$4^3 = 64$
 $5^3 = 125$
 so the answer must be between 64 and 125

Calculator
 Press 4.5
 Press x^y
 Press 3
 Press =

$= 90.125$

a. If $2^3 = 8$, what is 2.5^3 ?

Calculator
 Press 4.5
 Press x^y
 Press 3
 Press =

b. If $8^3 = 512$, what is 8.5^3 ?

Calculator
 Press 4.5
 Press x^y
 Press 3
 Press =

Calculate squares, square roots, cubes and cube roots continued

19b

3. Estimate these square roots and then calculate with a calculator. Then show all the steps of your calculation.

Example: If $\sqrt{16} = 4$ what is $\sqrt{18}$

Estimate
 $\sqrt{16} = 4$
 $\sqrt{25} = 5$
So $\sqrt{18}$ should be between 4 and 5.

Calculator
Press 18
Press $\sqrt{}$
Press =
= 4.24 (4.2426406871193)

a. If $\sqrt{9} = 3$ what is $\sqrt{12}$?

Term 1

4. Estimate these cube roots and then calculate with a calculator. Then show all the steps of your calculation.

Example: If $\sqrt[3]{27} = 3$ what is $\sqrt[3]{50}$

Estimate
 $\sqrt[3]{27} = 3$
 $\sqrt[3]{64} = 4$
So $\sqrt[3]{50}$ should be between 3 and 4.
Calculator
Press 50
Press $\sqrt[3]{}$
Press =
= 3.68 (3.684031499)

a. If $\sqrt[3]{64} = 4$ what is $\sqrt[3]{68}$?

b. If $\sqrt[3]{27} = 3$ what is $\sqrt[3]{20}$?

c. If $\sqrt[3]{276} = 6$ what is $\sqrt[3]{222}$?

3. Estimate these square roots and then calculate with a calculator. Then show all the steps of your calculation.

Example: If $\sqrt{16} = 4$ what is $\sqrt{18}$

Note that different types and models of calculator may require different steps.

Calculator
Press 18
Press $\sqrt{}$
Press =
= 4.24 (4.2426406871193)

a. If $\sqrt{9} = 3$ what is $\sqrt{12}$?

Term 1

Example: If $\sqrt[3]{27} = 3$ what is $\sqrt[3]{50}$

Estimate
 $\sqrt[3]{27} = 3$
 $\sqrt[3]{64} = 4$
So $\sqrt[3]{50}$ should be between 3 and 4.
Calculator
Press 50
Press $\sqrt[3]{}$
Press =
= 3.68 (3.684031499)

a. If $\sqrt[3]{64} = 4$ what is $\sqrt[3]{68}$?

b. If $\sqrt[3]{27} = 3$ what is $\sqrt[3]{20}$?



Date:

Problem solving

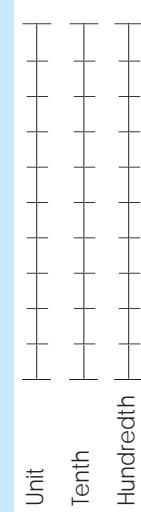
Give the steps you wrote down for question 1 a to c to a friend to go through and check.

Calculate more squares, square roots, cubes and cube roots

20a

You need to know and revise the following:

How to calculate square roots using a calculator.
How to round off a decimal to the nearest unit, tenth or hundredth using the number lines below.
Give an example of each.



1. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $\sqrt{6} + \sqrt{12}$
 $= 2,449 + 3,464$
 $= 5,913$

a. $\sqrt{7} + \sqrt{24} =$

2. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $2,5^2 + 2,5^3$
 $= 6,25 + 15,625$
 $= 21,875$

a. $2,9^2 + 1,4^3 =$

3. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $(\sqrt{6}) (\sqrt{12})$
 $= (2,449) (3,464)$
 $= 8,483$

a. $(\sqrt{13}) (\sqrt{7})$

4. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $(2,5^2) (2,5^3)$
 $= 6,25 \times 15,625$
 $= 97,656$

a. $(3,5)^2 (3,5)$

d. $(6,7)^2 (6,7)^3$

5. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $\sqrt{6} + (\sqrt{12} + \sqrt{20})$
 $= 2,449 + 3,464 + 4,472$
 $= 10,385$

$\sqrt{6} + (\sqrt{12} + \sqrt[3]{9})$
 $= 2,449 + 3,464 + 2,08$
 $= 7,993$

a. $\sqrt{79} - (\sqrt{13} + \sqrt{59})$

b. $\sqrt[3]{18} - (\sqrt[3]{500} - \sqrt[3]{210})$

20b

Calculate more squares, square roots, cubes and cube roots continued

6. Calculate and round off to the nearest unit, tenth and hundredth.

Example:

$$\begin{aligned} 2.5^2 (1.5^2 + 1.2^2) &= (2.5^2 \times 1.5^2) (2.5^2 \times 1.2^2) \\ &= (6.25 \times 2.25) + (6.25 \times 1.44) \\ &= 14.0625 + 9 \\ &= 23.1625 \end{aligned}$$

a. $3.2^2 (11.6^2 + 7.8^3)$

b. $4.4^3 (2.8^3 + 3.1^2)$

7. Calculate and round off to the nearest unit, tenth and hundredth.

Example: $\sqrt{6} (\sqrt{12} + \sqrt{20})$

$$\begin{aligned} &= (\sqrt{6} \times \sqrt{12}) + (\sqrt{6} \times \sqrt{20}) \\ &\approx (2.449 \times 3.464) + (2.449 \times 4.472) \\ &= 8.483 + 10.952 \\ &= 19.435 \end{aligned}$$

a. $\sqrt{26} (\sqrt[3]{15} + \sqrt[3]{629})$

b. $\sqrt{21} (\sqrt[3]{162} + \sqrt[3]{164})$

c. $11.2^2 (4.2^3 + 5.6^2)$

d. $8.1^3 (3.9^3 + 7.4^3)$

e. $9.6^2 (8.2^3 + 10.3^2)$



Problem solving

Choose any sum you did in this lesson and make a word sum of it. This will need some careful thinking.

Exponential form

21

Term 1

You need to revise the following:

Can you remember what scientific notation is?

7 842,5

$7,8425 \times 10^3$

Scientific notation is a mathematical expression used to represent a decimal number between 1 and 10 multiplied by ten

How do we write

$4,5 \times 10^3$?



Ten to the power of three

\downarrow

7 842,5

$=$

$7,8425 \times 1\ 000$

$=$

$7,8425 \times 10^3$

\downarrow

exponent

x^a

base

\downarrow

Now I remember

$4,5 \times 1 = 4,5$

\downarrow

How do we write

$4,5 \times 10^3$?

1. Revision: Compare the two numbers.

Example: $(-2)^2 = (-2)(-2) = 4$

$(-2)^2 = - (2)(2) = -4$

a. $-(4)^2; (-4)^2$

b. $-(6)^3; (-6)^3$

c. $(-3)^3; -(3)^3$

_____ < _____

_____ < _____

_____ < _____

_____ < _____

_____ < _____

_____ < _____

2. Revision: Fill in $<$, $>$ or $=$.

Example: $(-2)^2 > (-2)^2$

$(-2)^2 > -(3)^2$

$(-2)^3 = -(2)^3$

_____ < _____

_____ < _____

_____ < _____

_____ < _____

_____ < _____

_____ < _____

3. Convert an ordinary number to scientific notation, or scientific notation to an ordinary number.

Example: $8\ 740\ 000 = 8,74 \times 10^6 = 8\ 740\ 000$

a. 256 000

b. 790 000 000

c. 5×10^{-6}

Sign:

Date:

55

54

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

2019/01/26 09:22

Laws of exponents: $a^m \times a^n = a^{m+n}$

22

Revise the laws of exponents and give four examples of each using numbers.

$$a^m \times a^n = a^{m+n}$$

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$$\frac{a^m}{a^n} = a^{m-n}$$

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

1. Use the laws of exponents to simplify the following:

Example: $s^2 \times s^4 = s^{2+4} = s^6$

a. $a^3 \times a^4 =$

b. $b^2 \times b^5 =$

3. Use the laws of exponents to simplify the following:

Example: $y^a \times y^b = y^{a+b}$

c. $2^8 \times 2^9 =$

d. $f^8 \times f^3 =$

b. $a^e \times a^f =$

a. $a^m \times a^n =$

c. $v^g \times v^h =$

d. $e^j \times e^k =$

e. $x^r \times x^s =$

f. $b^p \times b^q =$

2. Calculate the following:

Example: $8^3 \times 8^2 = 8^{3+2} = 8^5 = 32 768$

a. $2^6 \times 2^2 =$

b. $5^2 \times 5^3 =$

c. $3^4 \times 3^2 =$

d. $7^3 \times 7^1 =$

Problem solving

You need to explain to a friend who was absent from class how to do the following: multiply 5^9 by 5^7 using a calculator. What will you say?

Date:

Laws of exponents: $a^m \cdot a^n = a^{m+n}$



Revise the laws of exponents and give four examples of each using variables (letters).

$$a^m \times a^n = a^{m+n}$$

$$\frac{a^m}{a^n} = a^{m-n}$$

Term 1

1. Use the laws of exponents to simplify the following:

$$\frac{a^5 \div a^3}{a^5} =$$

$$\frac{(r^9)^2}{r^8} =$$

$$\frac{b^8}{b^2} \times b^3 =$$

$$\frac{(x^5)^3 \div x^2}{(x^2)^3} =$$

$$\frac{(e^2)^2 \times e}{e^4} =$$

$$\frac{h^7 \div h^3}{(h^2)^2} =$$

3. Write as a fraction and then use the laws of exponents to simplify the following:

$$a. (a^4)^2 \div (a^3 \times a) =$$

$$b. (d^6 \div d^5)(d^2)^3 =$$

$$c. g^{-2}(g^6 \div g^4) =$$

$$d. f^9 \div (f^6)^2 \times f^6 =$$

$$e. (c^8 \div c^{-2}) \times c^3 =$$

$$f. (f^{-12} \div f^{10}) \times f^{20} =$$

4. Use the laws of exponents to simplify the following:

$$a. \frac{6^2 \times 6^3}{6^0 \times 6^4} =$$

$$b. \frac{4^2 \times (4^3)^2}{4^3 \times 4} =$$

$$c. \frac{2^4 \times 2^5}{(2^2)^3} =$$

$$d. 10^3 \div 10^2 =$$

$$e. (4^3 \div 4^2) \times 4^6 \times 4^{-4} =$$

$$f. (2^5 \div 2^4) \times \frac{2^6}{2^3} =$$

2. Calculate the following:

$$a. \frac{2^3}{(2^2)^3} \times 2^5 =$$

$$b. (4^4 \div 4^2) \times 4^5 =$$

Problem solving

You need to explain to your friend who was absent how to do this: $5^5 \div 5^1$ without using a calculator.
How will you explain it?

Laws of exponents: $a^m \cdot a^n = a^{m+n}$ if $m < n$



Revise: give an example using numbers and and example using variables.

$$a^m \times a^n = a^{m+n}$$

$$\frac{a^m}{a^n} = a^{m-n}$$

$$(a^m)^n = a^{mn}$$

1. Use the laws of exponents to calculate the following:

Example: $w^4 \div w^6 = \frac{w^4}{w^6} = \frac{w \cdot w \cdot w \cdot w}{w \cdot w \cdot w \cdot w \cdot w \cdot w} = \frac{1}{w^2} = w^{-2}$ or using the laws of exponents:

$$a. \frac{x^2 \cdot x^3}{x^4} = b. \frac{e^7}{e^9} \times e = c. \frac{f^3}{f^7} \times (f^2)^2 =$$

$$d. \frac{k^4}{k^6} \times k^2 \times k^{-1} = e. \frac{a^8}{a^{10}} \times q^{-2} = f. a^6 \div d^{11} \times a^5 =$$

Term 1

2. Calculate the following:

$$\text{Example: } \frac{2^4}{2^5} = 2^4 \div 2^5 = 2^{4-5} = 2^{-1} = \frac{1}{2}$$

$$a. \frac{2^3}{2^4} \times 2^2 = b. 5^{10} \div 5^{12} \times 5^{-1} = c. 7^6 \div 7^8 \times 7^2 =$$

$$d. \frac{10^8}{10^{10}} \times \frac{10^{-1}}{10^2} = e. 11^9 \div 11^{11} \times (11^2)^3 = f. \frac{8^6}{8^9} \times \frac{8^9}{8^4} =$$

3. Use the laws of exponents to simplify the following:

$$\text{Example: } x^m \div x^n = \frac{x^m}{x^n} = x^{m-n}$$

$$a. a^m \div a^n \times a^7 = b. d^f \div d^9 \times d^{f+9} = c. \frac{m^a}{m^b} \times (m^2)^a =$$

Problem solving

- a. What is the difference between $x^2 \div x^3$ and $x^3 \div x^2$?
- b. Solve: $(12^4)^2$

$$d. f^x \div f^y \times f^{-x} \div f^{-y} =$$

$$e. \frac{e^k}{e^l} \times e^{-2k+3x} =$$

$$f. \frac{d^t}{d^u} \times d^5 \times d^{-5} \times d^u =$$

4. Use the following laws of exponents to simplify the following:

$$\text{Example: } (g^2)^3 = (g^{2 \times 3}) = g^6$$

$$a. \frac{(n^4)^2}{n^6} =$$

$$b. \left(\frac{(r^3)}{r}\right)^9 \times r^{-8} =$$

$$c. \frac{(z^5)^8}{y^{10}} \times \left(\frac{z}{y}\right)^{-39} =$$

$$d. \left(\frac{(s^7)}{p}\right)^8 \times \left(\frac{p}{s^5}\right)^{-9} =$$

$$e. \left(\frac{(k^5)}{p}\right)^7 \times \frac{k^{-3}}{p^6} =$$

$$f. \left(\frac{m}{n}\right)^3 \times \frac{m^{-5}}{n} =$$

5. Calculate the following

$$\text{Example: } (3^2)^3 = (3^6) = 729$$

$$d. \left(\frac{2^3}{3^3}\right)^3 \times \left(\frac{3}{2}\right)^{-8} =$$

$$b. \frac{(8^3)^3 \times 8^{-6}}{8} =$$

$$c. \frac{(4^3)^2 \times 4^3 \times 5^2}{4 \times 5^2} =$$

$$d. \frac{(2^9)^7 \times 3^{-5} \times 3^{14}}{(2^9)^3} =$$

$$e. \frac{(3^4)^8 \times 5^{-4} \times 5^5}{(3^5)^5} =$$

$$f. \frac{(3^5)^5 \times 6^{10} \times (3^{-2})^{12}}{(6^2)^5 \times 6^4} =$$

Date:

25 Laws of exponents:

$a^0 = 1$ and $(a \times t)^n = a^n t^n$



Substitute numbers for the variables and exponents in each of these examples.

$a^m \times a^n = a^{m+n}$	$(xy)^n = x^n y^n$
$\frac{a^m}{a^n} = a^{m-n}$	$x^1 = x$
$\frac{a^n}{a^m} = a^{m-n}$ if $m < n$	$x^0 = 1$
$(a^m)^n = a^{mn}$	$a^{-n} = \frac{1}{a^n}$

1. Simplify:

a. $(b \times c)^5 =$	b. $(r \times s)^5 =$	c. $(c \times d)^3 =$
d. $(t \times s)^9 =$	e. $(f \times a)^4 =$	f. $(k \times n)^6 =$

2. Calculate the following:

a. $(2 \times 3)^2 =$	b. $(6 \times 7)^2 =$	c. $(2 \times 10)^2 =$
d. $(4 \times 3)^3 =$	e. $(2 \times 8)^4 =$	f. $(11 \times 3)^3 =$

3. Use the laws of exponents to simplify the following:

a. $(a \times c)^b =$	b. $(y \times b)^c =$	c. $(m \times p)^n =$
d. $(z \times t)^q =$	e. $(d \times f)^e =$	f. $(q \times t)^x =$

4. Use the law of exponents to simplify the following:

Example: $a^0 = 1$ and $a^1 = a$

a. $a^0 =$	b. $c^0 =$	c. $d^0 =$
d. $j^{-} =$	e. $h^{-} =$	f. $g^1^{-} =$

5. Calculate the following:

Example: $12^0 = 1$ and $12^1 = 12$

a. $4^0 =$	b. $3^1 =$	c. $10^0 =$
d. $5^1^{-} =$	e. $8^0^{-} =$	f. $11^1^{-} =$

6. Use the law of exponents to simplify the following:

Example: $5^{-3} = \frac{1}{5^3}$

a. $a^{-2} =$	b. $e^{-7} =$	c. $d^{-10} =$
d. $x^{-3} =$	e. $b^{-8} =$	f. $g^{-7} =$

7. Calculate the following:

Example: $5^{-3} = \frac{1}{5^3} = \frac{1}{125}$

a. $3^{-2} =$	b. $2^{-1} =$	c. $7^{-2} =$
d. $2^{-4} =$	e. $4^{-2} =$	f. $3^{-1} =$

8. Use the law of exponents to simplify the following:

Example: $a^{-n} = \frac{1}{a^n}$

a. $a^{-n} =$	b. $d^{-1} =$	c. $k^{-c} =$
d. $n^{-x} =$	e. $b^{-n} =$	f. $r^{-b} =$

Form a group of 4 to 6 friends and explain the laws of exponents to each other. Help each other.

Application of the law of exponents

26a

Revise these laws.

$a^1 = a$	$a^0 = 1$	$a^{-1} = \frac{1}{a}$	$a^{-n} = \frac{1}{a^n}$
$a^m \times a^n = a^{m+n}$	$\frac{a^m}{a^n} = a^{m-n}$	$(a^m)^n = a^{mn}$	$(ab)^n = a^n b^n$
$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$	$\frac{a^n}{a^n} = a^{n-n}$ if $m < n$	Remember the sequence of operations	

1. Use the laws of exponents to simplify the following:

a. $(a^3 \times a^4) + (a^4 \div a^3) =$

b. $x^3 \times x^4 \div x^4 =$

c. $y^7 \div y^5 + y^2 =$

d. $c^1 \times c^3 \div c^2 =$

e. $(e^3 \times e^5) =$

f. $(5^2 \times 5^3) \div 5^5 =$

Term 1

4. Revision: simplify.

Example: $2x^2 \cdot 2 \times x^2 = 2 \times x^2 = \frac{1}{x^2} = \frac{2}{x^2}$

a. $3x^2 =$

b. $9x^3 =$

c. $7x^3 =$

d. $4x^3 =$

e. $5x^2 =$

f. $8x^{-5} =$

5. Revision: simplify.

Example: $4^n = (4)^n = (2 \times 2)^n$
 $= (2^2)^n$
 $= 2^{2n}$

a. $64^n =$

b. $16^x =$

c. $100^x =$

d. $121^n =$

e. $4^x =$

f. $144^n =$

3. Use the laws of exponents to calculate the following:

a. $3a \times 9a^4 =$

b. $14c \times 7c^5 =$

c. $2e^5 \div 4e^3 =$

d. $8z^4 \div 2z^3 =$

e. $125x^3 \div 25x^5 =$

f. $32d^3 \div 422d =$



Application of the law of exponents

continued



6. Revision: simplify.

Example: $9^n \cdot 2^{n+1}$
 $= (3^2)^n \cdot 2^{n+1}$
 $= 3^{2n} \cdot 2^{n+1}$

a. $16^x \cdot 3^{x+1} =$ []

b. $36^x \cdot 3^{x+2} =$ []

c. $121^x \cdot 2^{x+1} =$ []

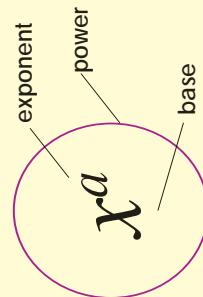
d. $9^x \cdot 4^{x+2} =$ []

e. $25^x \cdot 5^{x+1} =$ []

f. $100^x \cdot 3^{x+4} =$ []

7. Simplify.

Example: $\frac{9^m \cdot 2^{n+1}}{4^n}$
 $= \frac{3^{2n} \cdot 2^{n+1}}{3^{2n} \cdot 2^{n+1} \cdot n}$
 $= \frac{2^{2n} \cdot n}{3^{2n} \cdot 2^{n+1}}$
 $= \frac{2^n}{3^n}$
 $= \frac{2^{3n-2}}{3^{3n}}$



Term 1

8. Factorise.

Example: $12^n = (12)^n = (2 \times 2 \times 3)^n = (2^2 \times 3)^n$
 $= 2^{2n} \times 3^n$
 $= 2^{2n} \cdot 3^n$

a. $20^n =$ []

b. $24^{n-1} =$ []

c. $54^n =$ []

16^{n-1} \cdot 18^n
 $\frac{16^{n-1} \cdot 18^n}{4^{n+1} \cdot 36^n}$

9. Simplify.

Example: $\frac{9^{n-1} \cdot 12^n}{4^{n+1} \cdot 27^n}$
Try to get exponents with the same base.
 $(3^2)^{n-1} \cdot (2^2 \cdot 3)^n$
 $(2^2)^{n+1} \cdot (3^3)^n$
 $= \frac{3^{2n-2} \cdot 2^{n+2} \cdot 3^n}{2^{2n+2} \cdot 3^{3n}}$

Now we can simplify by multiplying the exponents with the same base. Use the laws of exponents to do this.

$$\begin{aligned} &= \frac{(3^{2n-2} \cdot 3^1) \cdot 2^{2n}}{2^{2n+2} \cdot 3^{3n}} \\ &= \frac{3^{2n-2} \cdot 2^{n+2} \cdot 3^n \cdot 2^{2n}}{3^{2n+2} \cdot 2^n \cdot 3^{3n}} \\ &= \frac{3^{3n-2} \cdot 2^{2n+2}}{3^{3n} \cdot 2^{2n+2}} \end{aligned}$$

Now let us divide the exponents with the same base.

$$\begin{aligned} &= \frac{3^{3n-2-3n} \cdot 2^{2n+2-2n}}{3^{3n-3n} \cdot 2^{2n+2-2n}} \\ &= \frac{3^{-2} \cdot 2^0}{3^0 \cdot 2^2} \\ &= \frac{3^{-2} \cdot 1}{3^0 \cdot 4} \\ &= \frac{1 \cdot 1}{4} \\ &= \frac{1}{4} \\ &= \frac{1}{36} \end{aligned}$$

Problem solving

Write down all the laws of exponents that you used today.
Create your own sum using all these laws and solve it.

Sequences

27

Revision: What does each statement tell you? Give two more examples of each.



1. Describe the pattern by giving the rule and then extend it with three more terms.

Term
1

a. 2; 4; 6; 8; 10
Add 2 to the previous term.
12; 14; 16

b. 1; 5; 9; 13; 17
Add 4 to the previous term.

c. -6; -8; -10; -12
Add 2 to the previous term.

d. -30; -20; -10; 0; 10
Add 10 to the previous term.

e. -1; 5; 11; 17
Add 6 to the previous term.

f. 15; 12; 9; 6; 3
Add 3 to the previous term.

2. Describe the pattern by giving the rule and then extend it by three terms.

a. 2; 4; 8; 16; 32; 64
Double the previous term.

b. 5; -20; 80; -320; 1 280
Multiply by -4.

c. 25; 5; 1; 0,2; 0,04
Divide by 5.

d. 729; 81; 9; 1; $\frac{1}{9}$; $\frac{1}{81}$
Divide by 9.

e. 1; 5; 13; 29; 61; 125
Add 4 to the previous term.

f. 16; 19; 23; 28; 34
Add 3 to the previous term.

3. Describe the pattern by giving the rule and then extend it by three terms.

a. 2; 4; 12; 48; 240
Multiply by 6.

b. 1; 5; 13; 29; 61; 125
Add 8 to the previous term.

c. 1; -5; 2; -6; 3; -7
Add 1 to the previous term.

d. 1; 19; 23; 28; 34
Add 4 to the previous term.

4. Complete the table:

	Position in sequence	1	2	3	4	10	n
a. Term	Term	2	5	10	17	?	?
b. Position in sequence	Term	-10	-8	-6	-4		
c. Position in sequence	Term	-14	-12	-10	-8		
d. Position in sequence	Term	-15	-12	-9	-6		

5. Determine the 10th and nth position of the term using a table and number sentences.

	Position in sequence	1	2	3	4	5	7	10	n
a. Term	Term	1	9	25	49				
b. Position in sequence	Term	1	4	16	64				
c. Position in sequence	Term	6	18	38	66				
d. Position in sequence	Term	27	64	125	216				
e. Position in sequence	Term	-126	-1	124	3374				
f. Position in sequence	Term	26	124	342	728				

Problem solving

Create your own sequences as follows:

- Constant difference between the consecutive terms
- Constant ratio between the consecutive terms
- Neither a constant difference nor a constant ratio

Geometric and numeric patterns

28

Revision: Talk about this.

	1 st term	2 nd term	3 rd term	4 th term	5 th term
Position	1	2	3	4	5
Value of the term	16	24	32	40	n

Read the top row.

The position: 1st term, 2nd term, 3rd term, 4th term, 5th term
If the 2nd term position is 2 and its value is 16 the rule is $2 \times 8 = 16$.
What is the value of the 1st term?

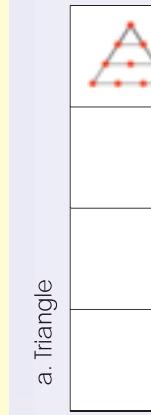
1. Create and complete the following geometric patterns.

- Draw the first four terms in each of the following geometric patterns.

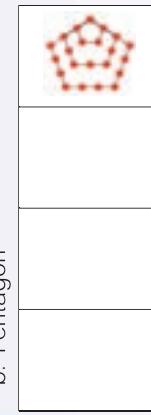
- Write them in a table determining the 1st, 2nd, 3rd, 4th and nth terms where applicable.

Example: Square

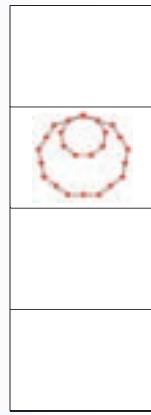
	1 st	2 nd	3 rd	4 th	n th
Position	1	4	9	16	n^2
Value	1	4	9	16	n^2



b. Pentagon



c. Nonagon



2. Use the rule to complete each table.

Example: Rule is $2x + 1$

x	-2	-1	0	1	2	5	10
y	-3	-1	1	3	5	11	21

a. Rule: $y = 3x - 1$

x	-2	-1	0	1	2	10	50
y							

b. Rule: $y = \frac{1}{2}x + 2$

x	0	2	3	50	100
y					

c. Rule: $y = x - 5$

x	-3	-2	-1	0	1	13	25
y							

d. Rule: $y = 5x - 4$

x	1	3	5	7	27	47
y						

3. Use the rule to complete each table.

a. Rule: $y = x \times -2$

x	-2	-1	0	1	2	5
y						

b. Rule: $y = 10(x + 2)$

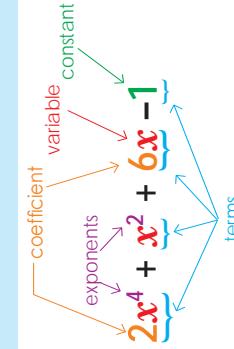
x	-3	5	13	21	29	37
y						

Problem solving

Make your own rule and give a table to a friend to solve.

Addition & subtraction of like terms

Look at and discuss.



1. Revision: simplify.

Examples

monomial (1 term)

$$8x^4$$

($a + b$)

binomial (2 terms)

$$3x^2 + 4$$

$a + b$

trinomial (3 terms)

$$4x^2 + x^2 + 3$$

Polynomial: an algebraic expression containing 1 or more terms with non negative integer exponents. $4x^2 + 2y^2$

5. Simplify.

Example: $2x^3 + 4x + 5x^2 + 8 + 6 + 5x^3$

$$= 7x^3 + 5x^2 + 4x + 14$$

a. $4x^3 + 2x^2 + 8 - 5x^3 - 4x^2 =$

a. $8w^3 + 7w^3 =$

6. Simplify.

b. $5b^2 - 6b + 7b + 2b^2 =$

a. $4x^2 + 2y^3 + 2y^2 + 3x^2 + 3y^3 =$

b. $8a^3 + 8a^2 - a^3 - 8b^3 + b^3 =$

7. Simplify.

Example: $3ab + 4ab^2 + 2ab + ab^2 + ab$

$$= 5ab^2 + 6ab$$

a. $3xy^2 + 5xy + 4xy^2 + 8xy + 6xy =$

8. Simplify.

Example: $4uv^2 - 5uv + 4uv^2 -$

c. $3a^2 + 2a - 5 + 4a^2 - 6a + 6 =$

d. $4uw + 3uw^2 - 5uw + 4uw^2 -$

e. $7ab^2 + 3ab + 3ab^2 + 2ab =$

2. Match column A with column B.

A B

Monomial $3xy^2 + 2x + 4x - 5$

Binomial $3xy^2 + 2x$

Trinomial $3xy^2$

Polynomial $3xy^2 + 2x + 5$

3. Circle the following in each algebraic expression.

Example: A monomial: $\underline{3ab} + 4ab + 6b - 8$

a. A binomial: $8xy^2 + 5xy + 2x + 7xy^2$

b. A polynomial: $5ab^2 + 6ab + 7a + 6ab^2$

c. A trinomial: $7cd^2 + 8cd + 8cd^2 + 8cd$

d. A monomial: $9ef^3 + 4ef^2 + 5ef^2 + 5ef^3$

Problem solving

a. Create an algebraic expression with three different **like terms** and simplify it.

b. Write a polynomial with five terms, where two pairs are like terms. Simplify your answer.

c. If the answer is $5x^2 + 7y^2 + 9z^2$, and the original sum had seven terms, what could the original sum be?

The product of a monomial and binomial or trinomial

30a

Revise.

Remember to multiply the monomial with every term of the binomial.

$5x(2x^2 + 3x - 4)$

$$\begin{array}{r} 5x \\ \times \begin{array}{|c|c|c|} \hline 2x^2 & 3x & -4 \\ \hline \end{array} \\ \hline 10x^3 & 15x^2 & -20x \\ \hline \end{array}$$

1. Revision: simplify.

Example $2(3 + 4)$
 $= (2 \times 3) + (2 \times 4)$
 $= 6 + 8$
 $= 14$

2. Revision: simplify.

Example $a(b + c)$
 $= a \times b + a \times c$
 $= ab + ac$

3. Revision: simplify.

Example $3(a + b)$
 $= (3 \times a) + (3 \times b)$
 $= 3a + 3b$

4. Revision: simplify.

Example $x(2 + 4)$
 $= (x \times 2) + (x \times 4)$
 $= 2x + 4x$
 $= 6x$

5. Simplify.

Example: Method 1

$$\begin{aligned} 2x(3x^2 - 4x + 5) \\ = 6x^{1+2} - 8x^{1+1} + 10x \\ = 6x^3 - 8x^2 + 10x \end{aligned}$$

a. $4x(x^2 - 2x + 2) =$

b. $7x(2x^2 - 4x + 10) =$

Method 2

$$\begin{array}{r} 2x(3x^2 - 4x + 5) \\ \hline 2x \quad | \quad 3x^2 \quad -4x \quad 5 \\ \hline 6x^3 \quad -8x^2 \quad +10x \end{array}$$

a. $4x(x^2 - 2x + 2) =$

b. $7x(2x^2 - 4x + 10) =$

6. Simplify using both methods.

Example: Method 1

$$\begin{aligned} 2x(3x^2 - 4x + 5) \\ = 6x^3 - 8x^2 + 10x \\ = (2x \cdot 3x^2) + (2x \cdot -4x) + (2x \cdot 5) \\ = 6x^{1+2} - 8x^{1+1} + 10x \\ = 6x^3 - 8x^2 + 10x \end{aligned}$$

a. $-x(2x^2 + 3x + 2) =$

b. $-4x(-3x^2 - 5x - 4) =$

Method 2

$$\begin{array}{r} 2x(3x^2 - 4x + 5) \\ \hline 2x \quad | \quad 3x^2 \quad -4x \quad 5 \\ \hline 6x^3 \quad -8x^2 \quad +10x \end{array}$$

a. $-x(2x^2 + 3x + 2) =$

b. $-4x(-3x^2 - 5x - 4) =$

continued

75

30b The product of a monomial & binomial or trinomial continued



Term 1

d. Now try it with a , b and c with $x = -3$

$$c. -3x^2 - 2x + 3 =$$

$$d. -2x(3x^2 + 7x + 1) =$$

8. Simplify and then evaluate if $x = -2$.

$$e. -5x(2x^2 - 4x - 8) =$$

$$f. -6x(-3x^2 - 6x + 3) =$$

$$g. 2x(6x^2 + 3x + 5) =$$

$$h. -3x(2x^2 + 6x + 9) =$$

7. If $x = 3$, evaluate:

$$a. 4x^2 + 3x + 2 =$$

$$b. 5x^2 - 6x + 8 =$$

Make sure you multiply the monomial with all the terms of the trinomial.

$$c. 4x(3x^2 - 2x - 2) =$$

Problem solving

The ***a*** × (times) can be "distributed" across the $2 + 4$ into an $a \times 2$ plus an $a \times 4$. What did the original sum look like?

Create your own monomial multiplied by a trinomial, simplify it through substitution.
Using the same monomial multiplied by a trinomial, simplify it through substitution.

The product of two binomials



FoIL:

- First ("first" terms of each binomial are multiplied together)
 - Outer ("outside" terms are multiplied - that is, the term of the first binomial and the second term of the second)
 - Inner ("inside" terms are multiplied - second term of the first binomial and first term of the second)
 - Last ("last" terms of each binomial are multiplied)
- The general form is:

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

First outside inside last

1. Simplify the following:

F	O	I	L	a	b
$(x+3)(x+5) = (x \times x) + (x \times 5) + (3 \times x) + (3 \times 5)$				$(a+b)^2 = \text{add all areas}$	
$= x^2 + (x \times 5) + (2 \times x) + 15$				$= a^2 + ab + ab + b^2$	
$= x^2 + 5x + 3x + 15$				$= x^2 + 5x + 3x + 15$	
$= x^2 + 8x + 15$				$= a^2 + 2ab + b^2$	

Term 1

2. Simplify.

Example $(x-2)(x-3)$

$$\begin{aligned}
 &= (\cancel{x-2})(\cancel{x-3}) \\
 &= (\cancel{x} \times \cancel{x}) + (\cancel{x} \times -3) + (-2 \times \cancel{x}) + (-2 \times -3) \\
 &= x^{1+1} - 3x - 2x + 6 \\
 &= x^2 - 5x + 6
 \end{aligned}$$

a. $(x-5)(x-2) =$

b. $(a-10)(a-3) =$

c. $(x-7)(x-6) =$

3. Multiply:

Example $(x+2)(x-3)$

$$\begin{aligned}
 &= (\cancel{x+2})(\cancel{x-3}) \\
 &= (\cancel{x} \times \cancel{x}) + (\cancel{x} \times -3) + (2 \times \cancel{x}) + (2 \times -3) \\
 &= x^{1+1} - 3x + 2x - 6 \\
 &= x^2 - x - 6
 \end{aligned}$$

a. $(x+1)(x-4) =$

b. $(4a+3)(a-8) =$

c. $(2x+3)(x-2) =$

78

79

continued

The product of two binomials

continued



4. Multiply.

Example $(x - 2)(x + 3)$

$$\begin{aligned}
 &= (x - 2)(x + 3) \\
 &= (x \times x) + (x \times 3) + (-2 \times x) + (-2 \times -3) \\
 &= x^2 + 3x - 2x + 6 \\
 &= x^2 + x - 6
 \end{aligned}$$

a. $(x - 3)(x + 4) =$

b. $(2a - 3)(a + 1) =$

c. $(x - 5)(x + 1) =$

6. Simplify.

Example $2(x - 3)^2$

$$\begin{aligned}
 &= 2[(x - 3)(x - 3)] \\
 &= 2[x^2 - 3x - 3x + 9] \\
 &= 2[x^2 - 6x + 9] \\
 &= 2x^2 - 12x + 18
 \end{aligned}$$

a. $2(x + 2)^2 =$

7. Simplify.

a. $2(x - 3)^2 - 3(x + 1)(2x - 5) =$

5. Multiply.

Example $(x + 2)^2$

$$\begin{aligned}
 &= (x + 2)(x + 2) \\
 &= x^2 + 2x + 2x + 4 \\
 &= x^2 + 4x + 4x \\
 &= x^2 + 8x + 4
 \end{aligned}$$

a. $(x \pm 1)^2 =$

$(x + 1)^2$	$(x - 1)^2$	$(a + 6)^2$	$(a - 6)^2$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Term 1

Create and solve two binomials multiplied. Use the +/- operation and coefficients.

Create and solve two binomials multiplied. Use the +/- operations.

Create and solve two binomials multiplied. Use integers.

Create and solve two binomials multiplied.

Date: _____

More on the product of two binomials

32

Can you remember what a factor is?



Factors are numbers you multiply together to get another number.

What are the factors of $x^2 + 7x + 12$? You should ask which two binomials, when multiplied together, will give you this trinomial.

- Write two brackets () ().
- Factorise $x^2 = (x)(x)$.
- Factorise 12 = (3)(4) and make sure that the sum of these two factors gives you 7.
- Fill in your operators $(x + 3)(x + 4)$.

1. Factorise.



The product of the two factors gives me 6 but when added they give me 5.

Example $x^2 + 5x + 6$

$$= x^2 + 5x + 6 \\ = (x + 3)(x + 2)$$

- a. $x^2 + 5x + 6 =$
 b. $x^2 + 6x + 8 =$
 c. $x^2 + 9x + 14 =$
 d. $x^2 + 11x + 10 =$
 e. $x^2 + 15x + 54 =$
 f. $x^2 + 12x + 27 =$

2. Factorise.

Example $x^2 - 5x + 6$

$$= x^2 - 5x + 6 \\ = x^2 - 5x + 6 \\ = (x - 3)(x - 2)$$



The product of the two factors gives me 6 but when added they give me -5.

a. $x^2 + x - 6 =$

b. $x^2 + 3x - 54 =$

c. $x^2 + 4x - 60 =$

d. $x^2 + 5x - 14 =$

e. $x^2 - x - 56 =$

f. $x^2 + 7x - 8 =$

3. Factorise.

Example $x^2 - 7x + 12$

$$= (x - 4)(x - 3)$$

a. $x^2 - 7x + 12 =$

b. $x^2 - 13x + 42 =$

c. $x^2 - 11x + 30 =$

d. $x^2 - 9x + 20 =$

e. $x^2 - 15x + 56 =$

f. $x^2 - 8x + 15 =$

Problem solving

Find the factors of $x^2 + 11x + 24$

Divide monomials and binomials



Revise.

Law of exponents
• with variables

$$\frac{a^m}{a^n} = a^{m-n}$$

• with constants

$$\frac{2^3}{2^2} = 2^{3-2}$$

Complete the following table:

$\frac{16}{8} =$	2	$\frac{20}{4} =$	$\frac{12}{3} =$	$\frac{21}{7} =$
$\frac{25}{5} =$	$\frac{30}{3} =$	$\frac{9}{3} =$	$\frac{15}{5} =$	

2. Simplify.

Example: using laws of exponents

$$\begin{aligned} \frac{6x^3 \cdot 8x^2}{2x} &= \frac{6x^3}{2x} + \frac{8x^2}{2x} \\ &= 3x^{3-1} + 4x^{2-1} \\ &= 3x^2 + 4x \end{aligned}$$

$$a. \frac{6x^3 + 9x^2}{3x} =$$

Term 1

1. Simplify.

Example: using laws of exponents

$$\begin{aligned} \frac{6x^3}{2x} &= \frac{6 \cdot x \cdot x \cdot x}{2 \cdot x} \\ &= \frac{2 \cdot 3 \cdot x \cdot x \cdot x}{2 \cdot x} \\ &= \frac{2 \cdot 3x^2}{2} \\ &= 3x^3 - 1 \\ &= 3x^2 \end{aligned}$$

$$b. \frac{16x^2}{8x} =$$

a. $\frac{8x^3}{2x} =$

$$c. \frac{12x^4}{3x} =$$

$$d. \frac{24x^4 - 12x^3}{6x} =$$

$$e. \frac{8x^5 + 10x^3}{2x} =$$

$$f. \frac{30x^5 - 9x^4}{3x^2} =$$

$$g. \frac{18x^5}{9x^4} =$$

$$h. \frac{21x^5}{7x^2} =$$

Problem solving

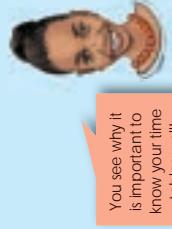
Create five of your own examples of binomials divided by a monomial.

Substitution

34

Do you remember what substitution is? How can you use substitution to evaluate the following if $x = -5$?

$x + 0,2$	x^2	$5x$	$2x^2 + x$
-----------	-------	------	------------



You see why it is important to know your times tables well!

1. Revision: If $x = 2$, evaluate:

a. $x + 9 =$

b. $-x \times 2 =$

c. $6 + 5x - 4x^2 =$

d. $7 + 2x^2 - 5x =$

e. $-2x^2 - x + 5 =$

f. $8 - x^2 - 5x =$

Term 1

a. $x + 9 =$

b. $-x \times 2 =$

c. $6 + 5x - 4x^2 =$

d. $7 + 2x^2 - 5x =$

e. $-2x^2 - x + 5 =$

f. $8 - x^2 - 5x =$

2. If $x = 2$, evaluate:

a. $x^2 + 6x + 5 =$

b. $2x^2 + 9x + 1 =$

c. $x^2 + 9x + 6 =$

d. $5x^2 + 3x + 2 =$

e. $8x + x^2 - 5 =$

f. $8 - x^2 - 5x =$

3. Evaluate the expression if $x = -3$, and if $x = \frac{1}{3}$:

Example: $-x^2 + 3x + 4$
If $x = -3$, then \quad If $x = \frac{1}{3}$, then:
 $= -(3)^2 + 3(-3) + 4 \quad - (\frac{1}{3})^2 + 3(\frac{1}{3}) + 4$
 $= -9 - 9 + 4 \quad = -\frac{1}{9} + 1 + 4$
 $= -18 + 4 \quad = -\frac{1}{9} + 5$
 $= -14 \quad = 4\frac{8}{9}$

b. $-x^2 + 5x + 3 =$

a. $-x^2 + 4x + 2 =$

d. $7 + 2x^2 - 5x =$

c. $6 + 5x - 4x^2 =$

e. $-2x^2 - x + 5 =$

f. $-3 - 5x^2 + 5 =$

Problem solving

Write down the possible trinomial of which when you substitute $x=2$, then your answer is 15.

Date:

Factorise algebraic expressions

35a

Factorise the following:

Example: $3 - 27 = 3(1 - 9)$

$$4x + 16 = \boxed{}$$

$$7x + 56y = \boxed{}$$

$$5x^2 - 25x = \boxed{}$$

$$9x^2y + 99x = \boxed{}$$

$$48x - 6x^2 = \boxed{}$$

1. Factorise.

a. Example: $2x(a + b) + 3(a + b) = (a + b)(2x + 3)$

$$4x(c + d) + 2(c + d) = \boxed{}$$

3. Factorise.

b. Example: $2x(a - b) - 5(a - b) = 4x(a - b) - 5(a - b) = \boxed{}$

c. Example: $(3a + b)(x) + (3a + b)(y) = (3a + b)x + (3a + b)y = \boxed{}$

d. Example: $(3a + b)(p - 2t) + (2a + b)(p + 3t) = \boxed{}$



3 is the common factor.

Factorise using common factor:
• Find the HCF for each
• Devide each term by HCF

Example: $ax - bx = x(a - b)$

C. $cx + dx = \boxed{}$

D. $mx + nx = \boxed{}$

Example: $ax - bx + 2a - 2b = x(a - b) + 2(a - b)$
 $= (a - b)(x + 2)$

E. $ax + bx + 4a + 4b = \boxed{}$

F. $2m - 2n + 3m + 3n = \boxed{}$

G. $x - 2y = \boxed{}$

H. $2y - x = \boxed{}$

Example 1: $a - 4b = 1(a - 4b)$

Example 2: $4b - a = -1(a - 4b)$

Example: $3a^2 - 27 = 3(a^2 - 9) = \boxed{}$

I. $2a^2 - 18 = \boxed{}$

J. $5a^2 + 30 = \boxed{}$

B. $d^8 + d^4 = \boxed{}$

C. $6b^4 - 3b^2 = \boxed{}$

D. $8a^6 - 6a^4 = \boxed{}$

Example: $a^4 - a^2 = a^2[\frac{a^2}{a^2} - \frac{a^2}{a^2}] = a^2[a^2 - 1] = a^2[d^2 - 1]$
Or
 $a^4 - a^2 = (a.a.a.a) - (a.a) = a.a(a.a) - (a.a) = a^2(a.a - 1) = a^2(a^2 - 1)$

Example: $6a^4 - 4a^2 = 2a^2(3a^2 - 2)$
Or
 $6a^4 - 4a^2 = 2a^2(\frac{a^2}{2a^2} - \frac{4a^2}{2a^2}) = 2a^2 - (3a^{4+2} - 4a^{2+2}) = 2a^2(3a^2 - 2a^2) = 2a(3a^2 - 2)$

b. $(3x + y)(a + b) - (3x + y)(a - b) = \boxed{}$

continued

Factorise algebraic expressions

continued



4. Factorise.

Example $(a+b)^2$
 $= (a+b)(a+b)$

a. $(a+b)^3 =$

b. $(x+y)^2 =$

Example $x^2 - 16$
 $= (x+4)(x-4)$

c. $16x^2 - 9 =$

d. $25x^2 - 49 =$

Example $(a+b)^2 - 5(a+b)$
 $= (a+b)(a+b) - 5(a+b)$
 $= (a+b)[(a+b) - 5]$
 $= (a+b)(a+b - 5)$

c. $(x+y)^2 - 6(x+y) =$

d. $(d+e)^2 - 2(d+e) =$

5. Factorise.

Example $25a^2$
 $= (5a)^2$

a. $16a^2 =$

b. $64a^2 =$

Note that:
 $1 = 1^2 = 1 \times 1$

c. $9x^2 - 4y =$

d. $\frac{5x-5y}{10x+10y} =$

6. Revision: use the example to guide your factorisation

Example $a^2 + b^2$
 $= (a)^2 + (b)^2$

a. $x^2 + y^2 =$

b. $c^2 + d^2 =$

Example: $25a^2 - 1$
 $= (5a)^2 - 1$

a. $x^2 - y^2 =$

b. $c^2 - d^2 =$



Example: $a^4 - b^4$
 $= (a^2 - b^2)(a^2 + b^2)$
 $= (a - b)(a + b)(a^2 + b^2)$

a. $x^2 - y^2 =$

b. $c^2 - d^2 =$

Problem solving

Create an algebraic expression where the common expression is:

- a. $4a + b$
- b. $(x^2 + y^2)$
- c. $(x + y)^2$

Sign: _____

Date: _____

91

Linear equations that contain fractions

37a

Look at the three examples. Discuss.

$$\begin{aligned} 4a + 5 &= 17 & 3x = 6 & 3(x - 2) = x + 1 \\ 4a = 17 - 5 && \frac{3x}{3} = \frac{6}{3} & 3x - 6 = x + 1 \quad (\text{Apply the algebraic transformation if they exist}) \\ 4a = 12 && x = 2 & 3x - x - 1 + 6 \quad (\text{Group the like terms in each member of the equation and reduce like term}) \\ \frac{4a}{4} = \frac{12}{4} && \frac{2x}{2} = \frac{7}{2} & (isolate the variable) \\ a = 3 && x = \frac{7}{2} & (\text{calculate the value of the variable}) \\ && x = 3\frac{1}{2} & \end{aligned}$$

1. Solve the linear equation.

$$\begin{aligned} \text{Example: } 4x &= 2 & \text{a. } 6a = 3 & \text{b. } 9b = 10 \\ \frac{4x}{4} &= \frac{2}{4} & & \\ x &= \frac{1}{2} & & \end{aligned}$$

2. Solve for x .

$$\begin{aligned} \text{Example: } 7 &= \frac{3}{x} & \text{a. } 8 = \frac{4}{x} & \text{b. } 9 = \frac{3}{x} \\ \frac{7}{1} \times \frac{x}{1} &= \frac{3}{x} \times \frac{x}{1} & 7x &= 3 \\ 7x &= 3 & \frac{7x}{7} &= \frac{3}{7} \\ x &= \frac{3}{7} & x &= \frac{3}{7} \end{aligned}$$

3. Solve for x .

$$\text{a. } \frac{8}{x+2} = \frac{4}{x}$$

$$\text{b. } \frac{5}{x-3} = \frac{2}{x}$$

$$\begin{aligned} \text{Example: } \frac{7}{x-2} &= \frac{3}{x} & 7 &= \frac{3}{x} \times \frac{x-2}{1} \\ \frac{7}{x-2} \times \frac{x-2}{1} &= \frac{3}{x} \times \frac{x-2}{1} & 7 &= \frac{3}{x} \\ 7 &= \frac{3}{x} \times \frac{x-2}{1} & \text{or} & 7 = \frac{3(x-2)}{x} \\ 7 \times \frac{x}{1} &= \frac{3}{x} \times \frac{x}{1} \times \frac{x-2}{1} & 7 \times \frac{x}{1} &= \frac{3(x-2)}{x} \times \frac{x}{1} \\ 7x &= 3(x-2) & 7x &= 3(x-2) \\ 7x &= 3x - 6 & 7x - 3x &= 3x - 3x - 6 \\ 4x &= -6 & 4x &= -6 \\ && \frac{4x}{4} &= \frac{-6}{4} \\ && x &= -\frac{3}{2} \end{aligned}$$

4. Solve linear equations containing fractions.

$$\begin{aligned} \text{Example: } \frac{x}{3} &= 1 & \frac{x}{3} \times \frac{3}{1} &= 1 \times \frac{3}{1} \\ x &= 3 & x &= 3 \end{aligned}$$

$$\begin{aligned} \text{a. } \frac{x}{2} &= 1 & \text{b. } \frac{x}{5} &= 1 \\ && & \end{aligned}$$



A linear (or first degree) equation with one variable is an equation in which the greatest degree of the variable is 1, this equation must be reduced to the form:
 $ax - b = 0$ ($a, b \in \mathbb{R}, a \neq 0$)

Solve equations of the form: a product of factors equals zero

38

Revise the following:

A Trinomial of the form $x^2 + px + q$ can be decomposed into the product of two factors like $(x + a)(x + b)$ whenever we can find two numbers "a" and "b" whose algebraic sum is "p" and whose product is "q" and we have that $x^2 + px + q = (x + a)(x + b)$ with $a + b = p$ and $ab = q$.

Example:

$$\begin{array}{ccc} x^2 + 6x + 8 & & \\ \cancel{x} \swarrow \cancel{4} & \rightarrow a & \\ \cancel{x} \searrow \cancel{2} & \rightarrow b & \\ 2x + 4x = 6x & & \\ 2x + 6x + 8 = (x + 4)(x + 2) & & \end{array}$$

1. Factorise.

Example: $x^2 + 5x + 6 = (x + 2)(x + 3)$

2. Factorise.

Example: $\frac{xx - 3x}{x(x - 3)} = x(x - 3)$

7. Solve for x.

Example: $x^2 - 3x = 0$

Example: $x^2 - 25 = 0$

5. Factorise.

Example: $x^2 - 25 = (x - 5)(x + 5)$

a. $x^2 - 36 =$

b. $x^2 - 16 =$

6. Calculate the square root and use the example to show positive and negative numbers.

Example: $\sqrt{25} = 5$

a. $\sqrt{36} =$

b. $\sqrt{16} =$

a. $x^2 - x - 6 =$

b. $x^2 + 9x + 14 =$

3. Solve for x.

Example: $(x + 2)(x + 3) = 0$

Example: $x + 3 = 0$

Example: $x + 3 - 3 = 0 - 3$

Example: $x = -3$

4. Solve for x.

Example: $(x + 1)(x + 3) = 0$

Example: $x + 1 = 0$

Example: $x + 1 - 1 = 0 - 1$

Example: $x = -1$

Why is it so important to know how to factorise a polynomial?

4. Solve for x.

Example: $x^2 - 3x = 0$

Example: $x(x - 3) = 0$

Example: $x = 0$ Or $x - 3 = 0$

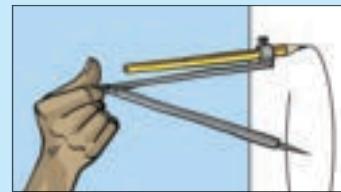
Example: $x = 0$ Or $x = 3$

Using a pair of compasses

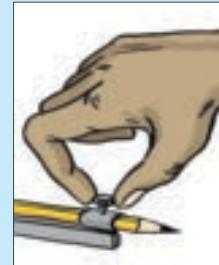
40a

Revision

To draw a circle accurately, use a compass.



Tighten the hold for the pencil so that it does not slip.



Align the pencil lead with the compass point.



Make sure that the hinge at the top of the compass is tightened so that it does not slip.



Press down the compass point and turn the knob at the top of the compass to draw a circle.



Set the compass to the radius of the circle. The radius is the distance between the centre and the circumference; it is half the diameter.



1. Draw a circle. Give an everyday example of a circle this size.

a. with a radius of 1,8 cm.	b. with a diameter of 3,2 cm.	c. with a radius of 16 mm.
Everyday example:	Everyday example:	Everyday example:

2. Revision: Construct a perpendicular line to bisect a given line. Use the guidelines to help you.

Step 1

Draw a line and mark points A and B on it. Put the compass point on A and open its so that the pencil touches point B. (So you have "measured" the length of AB with the pair of compasses.)

Step 2

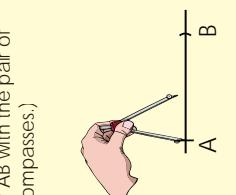
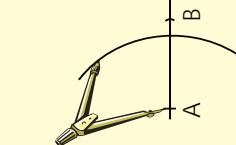
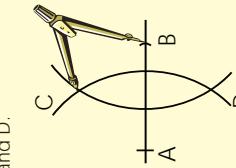
Leaving the compass point on A, draw an arc with the compass approximately two thirds of the line length.

Step 3

With the compass width the same, move the compass point to B and draw another arc which crosses the first arc at two points. Label these points C and D.

Step 4

Draw a line through points C and D bisecting the line AB at E.



continued

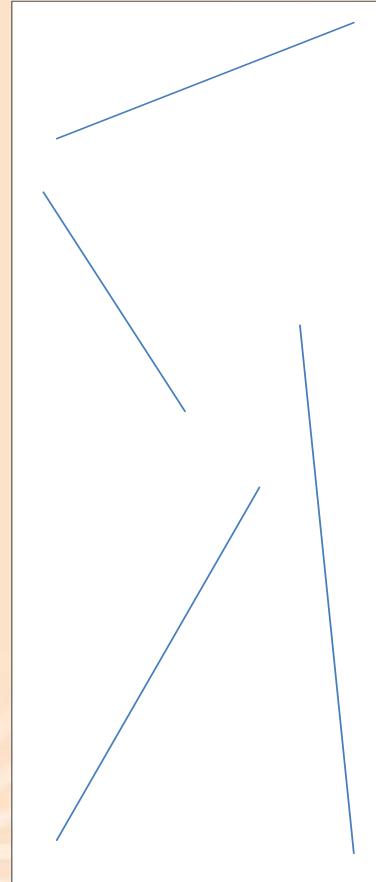
102

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Using a pair of compasses continued

40b

Draw lines perpendicular to these using a protractor.



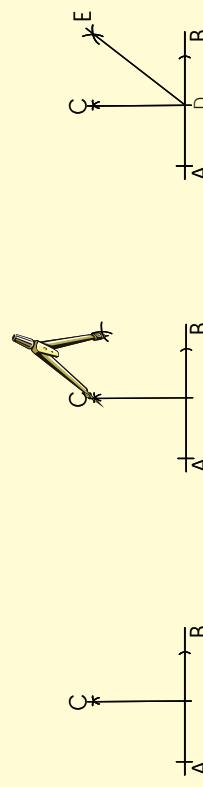
4. Use your knowledge of how to construct a 45° angle to help you construct these angles.

a. 22.5° angle	b. 112.5° angle
c. 135° angle	d. 112.5° angle

3. Revision: construct a 45° angle on a separate piece of paper.

- Step 1**
Follow the steps for drawing a perpendicular line.

- Step 2**
Leaving the compass point on C, draw an arc with the compass roughly halfway between C and B.
Step 3
Place it on B and draw an arc crossing the first one.



Term 2

Problem solving

Show in 4 steps how to draw a 225° angle.

Constructing triangles

41a

Who constructs triangles in everyday life? Use some of the guidance below.



The right triangle is one of the most important geometrical figures and has been used in many applications for thousands of years.

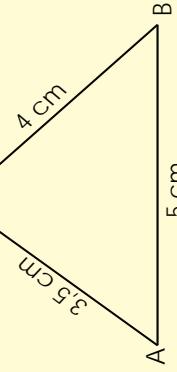


A triangle is a very strong structure. The triangle is used in structural designs to reinforce and support weight.

1. Construct $\triangle ABC$ in which $AB = 5 \text{ cm}$, $AC = 3.5 \text{ cm}$ and $BC = 4 \text{ cm}$. Follow the steps.

How to construct a triangle when three sides are given (SSS).

Step 1: Draw $AB = 5 \text{ cm}$.
Step 2: With A as centre and radius 3.5 cm, draw an arc.



Step 3: With B as centre and radius 4 cm draw another arc intersecting the arc of C.
Step 4: Join AC and BC.

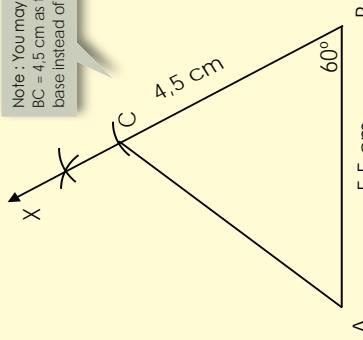
3. Construct $\triangle ABC$ in which $AB = 5.5 \text{ cm}$, $BC = 4.5 \text{ cm}$ and $\angle ABC = 60^\circ$.

How to construct a triangle when two sides and the included angle is given (SAS).

Note : You may take $BC = 4.5 \text{ cm}$ as the base instead of AB .

Step 1: Draw $AB = 5.5 \text{ cm}$.
Step 2: At B, construct an angle $ABX = 60^\circ$.

Step 3: With B as centre and radius 4.5 cm draw an arc cutting BX at C.
Step 4: Join AC. Then $\triangle ABC$ is the required triangle.



Practise.

Practise.

Practise.

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continued

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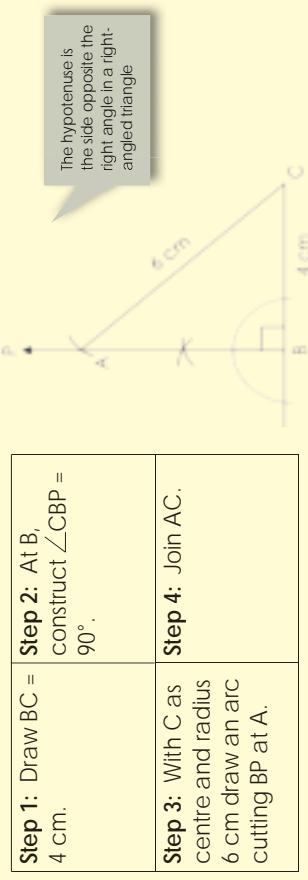
Constructing triangles continued

41b

7. Construct a right triangle ABC, right-angled at B, side BC = 4 cm and hypotenuse AC = 6 cm.

4. Construct $\triangle DEF$ in which $DE = 3.7\text{cm}$, $EF = 4.1\text{ mm}$ and $\angle DEF = 55^\circ$.

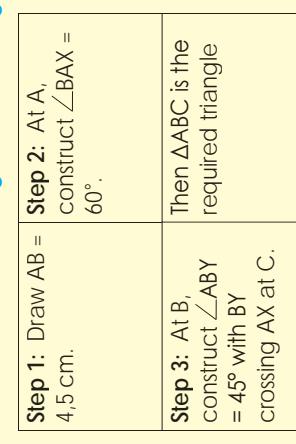
How to construct a right triangle when its hypotenuse and a side are given.



Practise.

5. Construct $\triangle ABC$ in which $\angle A = 60^\circ$, $\angle B = 45^\circ$ and $AB = 4.5\text{ cm}$.

How to construct a triangle when two angles and the included side are given (ASA).

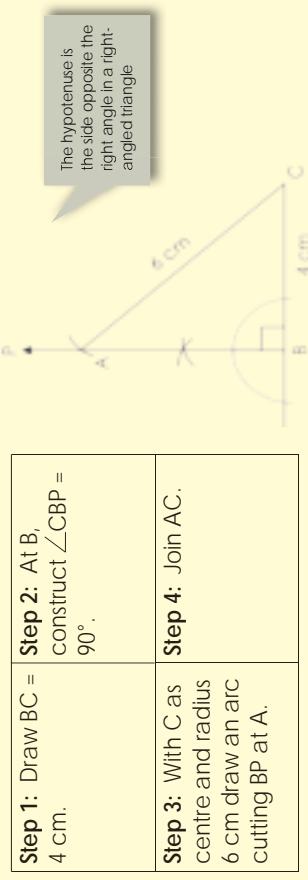


6. Construct a $\triangle KLM$ in which $\angle K = 48^\circ$, $\angle L = 48^\circ$ and side $KL = 3.9\text{ cm}$.

Practise.

7. Construct a right triangle ABC, right-angled at B, side BC = 4 cm and hypotenuse AC = 6 cm.

How to construct a right triangle when its hypotenuse and a side are given.



Practise.

8. Construct a right triangle XYZ, right-angled at Y, side $YZ = 5\text{ cm}$ and hypotenuse $XZ = 7\text{ cm}$

Problem solving

Construct a kite.

Constructing quadrilaterals

42a

2. Construct a rectangle KLMN in which $KL = 3,6\text{ cm}$ and $KM = 4,5\text{ cm}$.

How did the designers of these rooms use quadrilaterals?



1. Construct a rectangle ABCD in which $AB = 4\text{ cm}$ and $AC = 5\text{ cm}$.

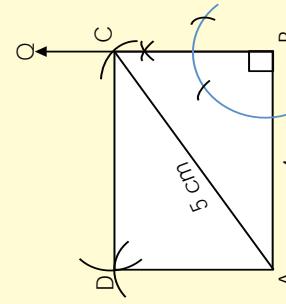
How to construct a rectangle when one of its diagonals and a side are given.

Step 1: Draw $AB = 4\text{ cm}$.
Step 2: At B, draw $\angle ABQ = 90^\circ$.

Step 3: With A as centre and radius 5 cm, draw an arc cutting BQ at C.
Step 4: With C as centre and radius 4 cm, draw an arc cutting AB at D.

Step 5: With A as centre and radius $= BC$, draw an arc cutting the arc drawn in Step 4 at D.
Step 6: Join DC and AD.

Remember that in a rectangle each angle is 90° .



3. Construct a rectangle ABCD in which $AB = 4,5\text{ cm}$.

How to construct a square when its side is given.

Step 1: Draw $AB = 4,5\text{ cm}$.	Step 2: Construct $\angle ABQ = 90^\circ$ at B.
Step 3: From BQ cut off $BC = 4,5\text{ cm}$.	Step 4: From A and C, draw two arcs of radii 4,5 cm each to cut each other at D.
	Step 5: Join AD and CD.

Practise.

Term 2

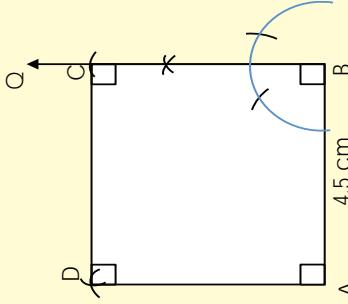
110

continued

111

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

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Date:

Constructing quadrilaterals continued

42b

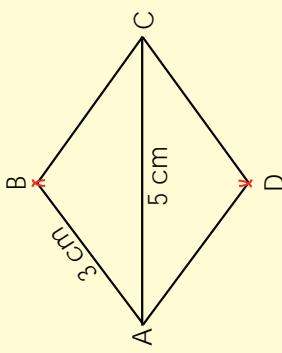
4. Construct a square GHJ in which $GH = 32$ mm.

6. Construct a parallelogram in which the adjacent sides are 6 cm and 3 cm and the included angle is 60° .

7. Construct a rhombus with one of its diagonals is 5 cm and the side is 3 cm.

How to construct a rhombus when one diagonal and side are given.

Step 1: Draw $AC = 5$ cm.



Step 2: With A as centre and radius 3 cm, draw two arcs - one above AC and the other below AC.

Step 3: With C as centre and radius 3 cm draw two arcs - one above AC and the other below AC intersecting the arcs of Step 2 in B and D respectively.

Practise.

8. Construct a rhombus, when one of its diagonals is 4 cm and the side is 3 cm.

Practise.

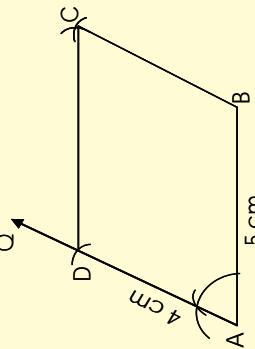
6. Construct a parallelogram in which the adjacent sides are 6 cm and 3 cm and the included angle is 60° .

5. Construct a parallelogram in which the adjacent sides are 5 cm and 3 cm and the included angle is 60° .

How to construct a parallelogram when two adjacent sides and the included angle are given.

Step 1: Draw $AB = 5$ cm.

Step 2: At A, construct $\angle BAO = 60^\circ$.



Step 4: With B and D as centres and radii equal to 4 cm and 5 cm respectively, draw two arcs cutting each other at C.

Step 5: Join CD and BC.

Practise.

Regular and irregular polygons

43

Draw three examples each of regular and irregular polygons. Remember to name your polygons.

If all the angles are equal and all sides are equal it is a **regular** polygon.

If the angles and sides are not equal then it is an **irregular** polygon.

1. Complete the table.

Polygon	Total number of sides	Angle sizes	Total:
Regular triangle	3	$60^\circ + 60^\circ + 60^\circ$	180°
Irregular triangle			
Regular quadrilateral			
Irregular quadrilateral			
Regular pentagon			
Irregular pentagon			
Regular hexagon			
Irregular hexagon			
Regular heptagon			
Irregular octagon			
Regular nonagon			
Irregular nonagon			
Regular decagon			
Irregular decagon			

2. What is this? What polygon(s) can you identify? Describe the polygons.



4. What type of art is this? Identify two geometric figures. Describe each.



3. Look at the giraffe. Identify two irregular polygons. Describe them.



Problem solving
Construct an irregular hexagon. Measure all the angles.

114

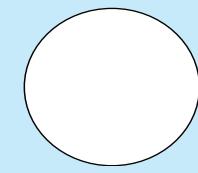
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Construct a hexagon

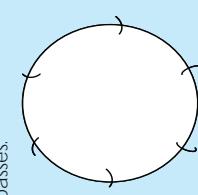
44

Revise the following:

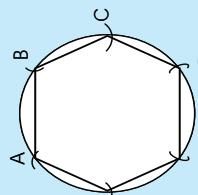
Step 1: Draw a circle. Keep the pair of compasses at the same radius.



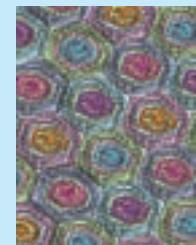
Step 2: Make markings the same distance apart on the circumference, using the pair of compasses.



Step 3: Label and join the points.



Identify the hexagons and explain how each one is used.



Term 2

- c. What is the size of the angles? How will you determine it (i) without a protractor and (ii) with a protractor?

- d. What is the distance from AD, FC, or BE? What is this of the circle?

- e. What is the ratio between AD and AB?

2. Construct a regular hexagon with the sides equal to 3.2 cm.

1. Construct a hexagon and label the vertices A to F.

- a. Is this a regular or irregular hexagon? Why?

- b. What is the length of the sides? How will you measure them?

Problem solving
Construct a dodecagon using a similar method to that used in this worksheet.

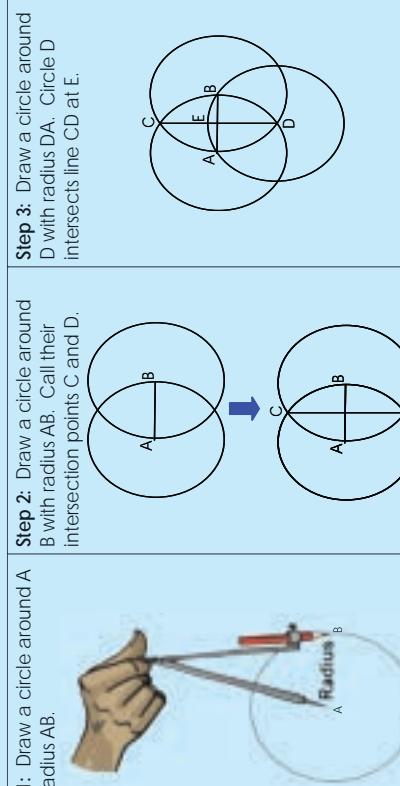
116

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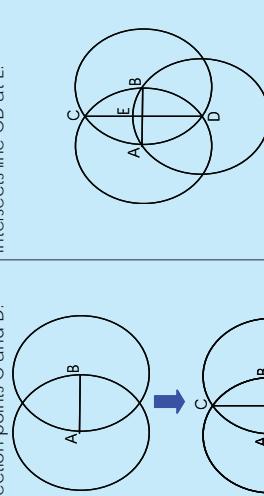
Constructing a pentagon

45

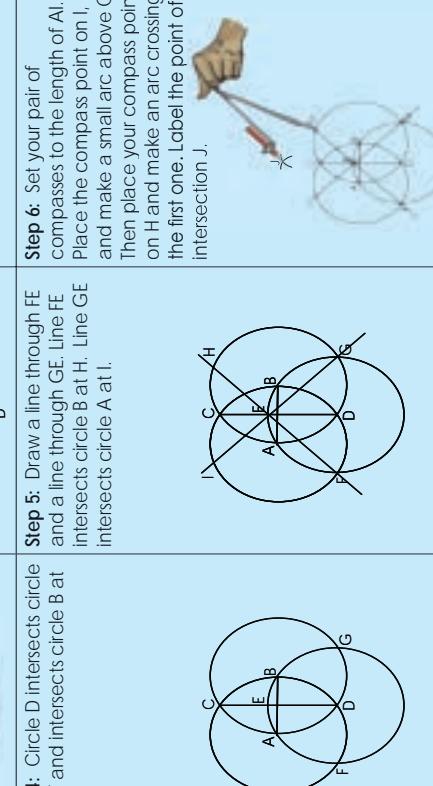
1. Construct a pentagon and label its vertices A, B, H, J and I



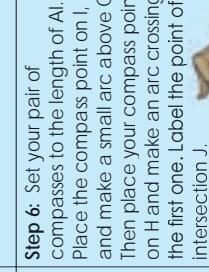
Step 1: Draw a circle around A with radius AB.



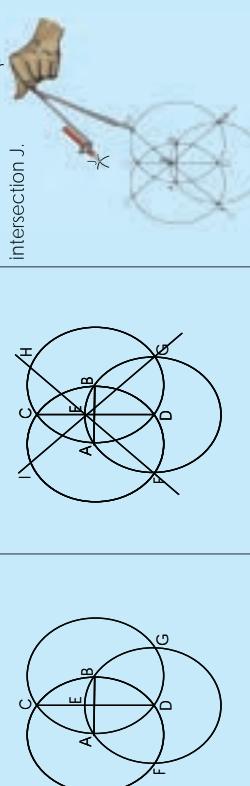
Step 2: Draw a circle around B with radius AB. Call their intersection points C and D.



Step 4: Circle D intersects circle A at F and intersects circle C at G.



Step 5: Draw a line through FE and a line through GF. Line FE intersects circle B at H. Line GF intersects circle A at I.



Step 6: Set your pair of compasses to the length of AI. Place the compass point on I, and make a small arc above C. Then place your compass point on H and make an arc crossing the first one. Label the point of intersection J.

Step 7: All the points A, B, H, J and I are points of the pentagon. Join them.

Where will you find this pentagonal-shaped castle?



Term 2

2. Answer the following:

a. Complete the following: $JH = \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

b. Is the pentagon regular or irregular? Why?

c. Describe AB, DA and DB.

3. Draw a regular pentagon with sides equal to 2.3 cm.

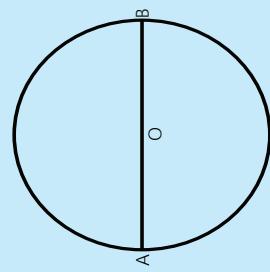
Problem solving

Write down step by step how you would construct a pentagon using a protractor.

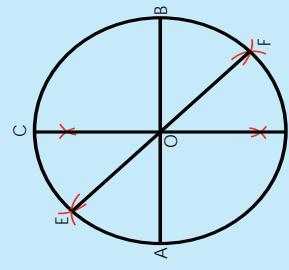
Constructing an octagon

1. Now construct an octagon by yourself.

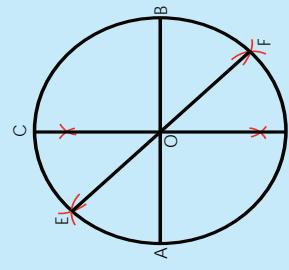
Step 1: Draw a circle with centre O and diameter AOB.



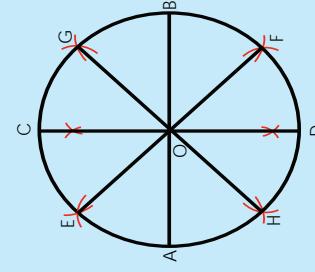
Step 2: Draw another diameter COD, perpendicular to AOB.



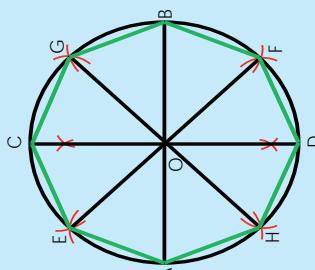
Step 3: Bisect the right angle AOC and the right angle BOD.



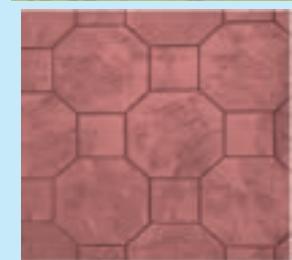
Step 5: Join all the intersection points on the circumference of the circle with straight lines to make the octagon.



Step 4: Bisect the right angle COB and AOD.



How are octagons used?



Term 2

121
Problem solving

Write down step by step how you will construct an octagon using a protractor.



Date:

Interior angles of a triangle

47

Revise: There are special names for triangles according to:

Angles

Equilateral		Acute: all angles are less than 90° .
Isosceles		Right: has a right angle (90°).
Scalene		Obtuse: has an angle more than 90° .

Naming of Angles

A	B	C	$\angle ABD$ or \hat{A} $\angle DBC$ or \hat{B}
1	2	3	$\angle DBE$ or \hat{E} $\angle CBE$ or \hat{B}_2
D	4	E	$\angle BDE$ or \hat{D} $\angle BED$ or \hat{D}_4
	5		$\angle BED$ or \hat{E}_5

1. Read the following and label the triangle.

To prove: $\angle A + \angle B + \angle C = 180^\circ$

Construction: through A, draw a line DAE parallel to BC.

Proof: Since DE is parallel to BC, and AB is a transversal

$\therefore \angle B = \angle DAB$ (pair of alternate angles)

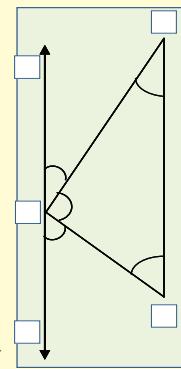
Similarly $\angle C = \angle EAC$ (pair of alternate angles)

$\therefore \angle B + \angle C = \angle DAB + \angle EAC$ (two pairs of alternate angles)

Now $\angle A + \angle DAB + \angle EAC = 180^\circ$ (straight line)

and because $\angle DAB + \angle EAC = \angle B + \angle C$

$\therefore \angle A + \angle B + \angle C = 180^\circ$



Term 2

3. Calculate and construct these triangles. Classify the triangle.

Note that your answers and constructions could be different from those of your fellow classmates.

a. $\angle A + \angle B + 90^\circ = 180^\circ$

b. $\angle A + 45^\circ + \angle C = 180^\circ$

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Problem solving

If one angle of a triangle equals 45° , what could the sizes of the other angles be? Give five different possibilities.

122

123

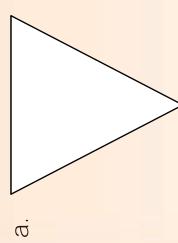
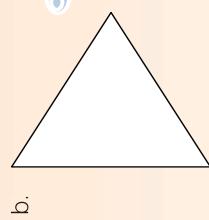
Triangles

48a

Symbols in geometry. Identify the symbols we will use when we work with triangles. Give a reason for each.

Triangle	Angle	Perpendicular	Parallel	Degrees	Right angles
\triangle	\angle	\perp	\parallel	$^{\circ}$	\square
Line segments	Line	Ray	Congruent	Similar	Therefore
\overline{AB}	$\leftrightarrow AB$	$\rightarrow AB$	$\equiv \equiv$	$\cong \cong$	• •

1. Measure the sides of the triangles. Label the triangles and describe them.



2. What do these symbols mean?

ΔABC	$\overline{AB} = \overline{AC}$
$\overline{AB} = \overline{AC}$	$\angle ABC = \angle ACB$

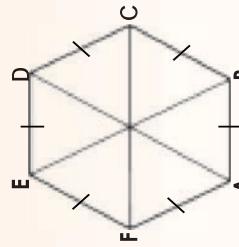
3. Draw an isosceles triangle and show how you would change it to be an equilateral triangle. Label your drawings with the appropriate geometric symbols.

4. What do these symbols mean?

ΔABC	$\overline{AB} \neq \overline{BC}$
$\angle ABC \neq \angle ACB \neq \angle BAC$	\square

5. a. Construct and label a right angled triangle.
-
- b. Change the irregular triangle you drew in 6a into a regular triangle.
-

6. Look at the diagram and answer the questions.



- a. Classify the polygon ABCDEF

continued

125

124

30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

Triangles continued

48b

9. Choose the correct answer and put a tick (✓) next to it:

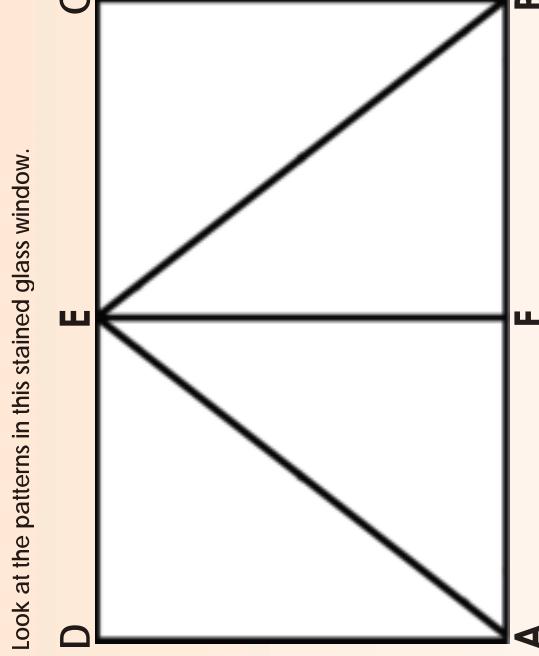
- a. Which of the following could be the angles of a triangle?
 - i. 65° , 45° and 80°
 - ii. 90° , 30° and 61°
 - iii. 60° , 60° and 59°
 - iv. 60° , 60° and 60°

- b. The hypotenuse of a triangle is:
 - i. The side opposite the right angle in a right-angled triangle.
 - ii. The side next to the right angle in a right-angled triangle.
 - iii. The angle of a right-angled triangle.
 - iv. All three sides of a right-angled triangle.

- c. An equilateral triangle has:
 - i. Two sides that are equal.
 - ii. All the sides are equal but not the angles.
 - iii. All the sides and the interior angles are equal.
 - iv. All the angles are equal but not the sides.

- d. An isosceles triangle has:
 - i. All the sides equal.
 - ii. At least two sides that are equal and its base angles are equal.
 - iii. At least two sides that are equal but no angles are equal.
 - iv. Two angles that are equal but no sides are equal.

- e. A right-angled triangle has:
 - i. No angles that are right angles.
 - ii. All angles that are 60° .
 - iii. Two angles that are 90° .
 - iv. One angle that is a right angle.



8. Look at the patterns in this stained glass window.

Term 2

Do you see any triangles? Do you see any irregular geometric shapes?

Problem solving

Create your own stained glass pattern. You should use as many irregular triangles as you can.

126

127

30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

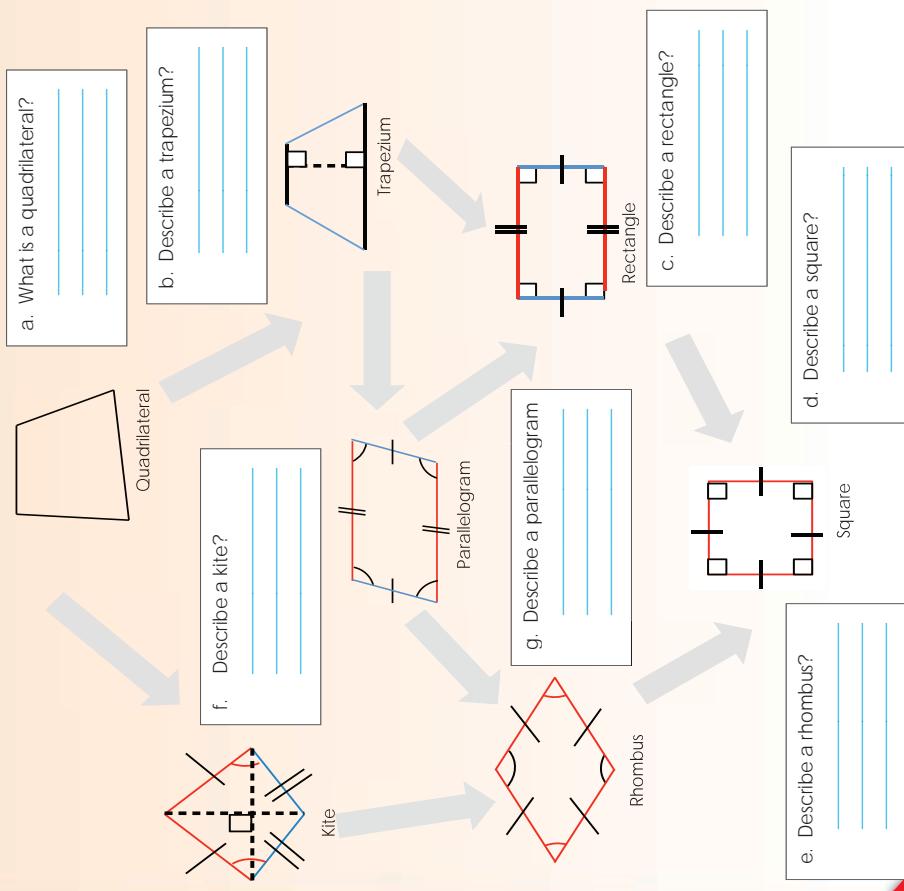
Polygons

49

Examples of regular and irregular polygons.



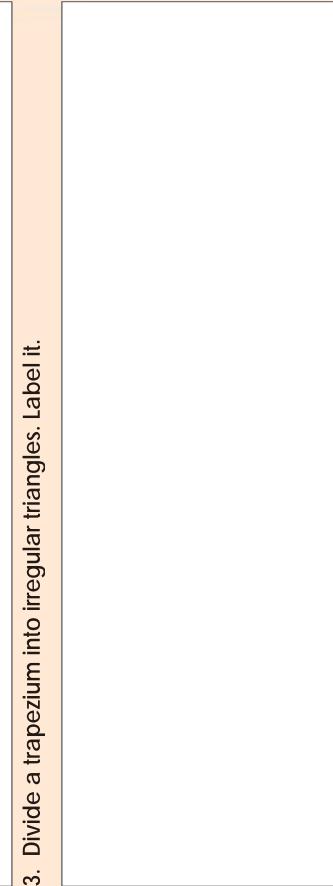
1. Use the symbols and colours to answer the questions. Paste or draw everyday example pictures next to each or on a separate piece of paper.



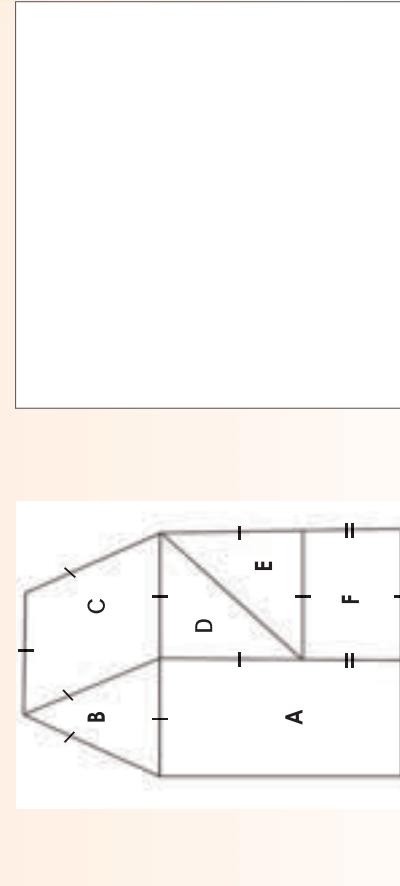
2. Construct a kite, label it and divide it into two triangles. Are these triangles regular or irregular?



3. Divide a trapezium into irregular triangles. Label it.



4. Identify and then name the irregular polygons in this figure.



Problem solving

Make a mosaic (you can use old paper pieces) using different types of polygons.

129

128

More on polygons

50a

What is a tangram?

The tangram is a dissection puzzle consisting of seven flat shapes, called tans, which are put together to form shapes. The objective of the puzzle is to form a specific shape using all seven pieces, which may not overlap. It was originally invented in China.

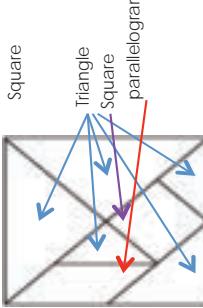


1. Make geometric shapes with all the pieces from the tangram from Cut-out 1.

Draw a sketch of each in the appropriate answer block and say whether it is a regular or irregular shape. Label the shapes of its component parts. We have **done the first one**.

- a. Make a large square.

Square



- b. Make a rectangle.

d. Make a trapezium.

e. Make any other quadrilateral.

c. Make a parallelogram.

Term 2

2. Complete the table (ABCD is a square);

Geometric figure	What fraction of the square is it?	Name the shape	Is the shape regular or irregular
a. AOD			
b. ADB			
c. OGF			

continued ↗

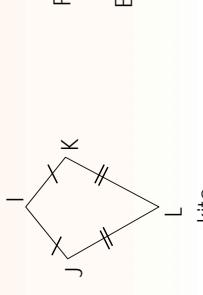
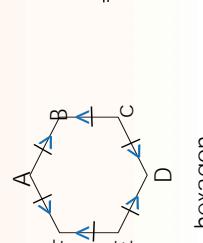
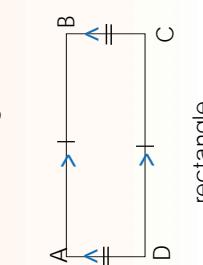
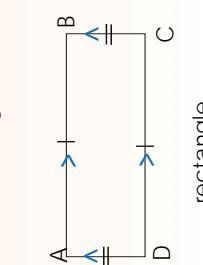
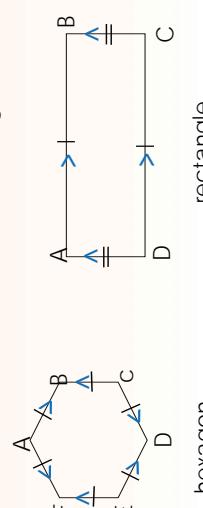
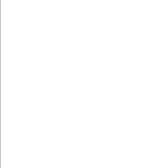
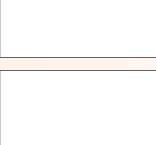
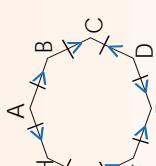
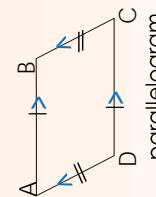
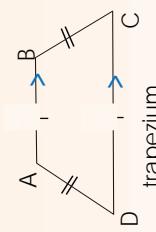
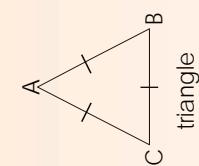
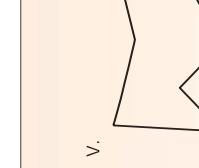
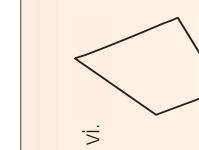
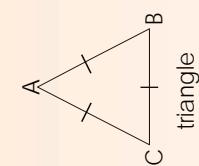
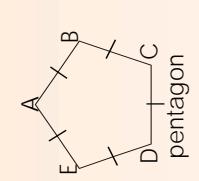
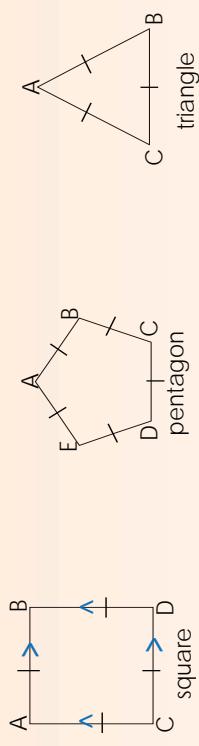
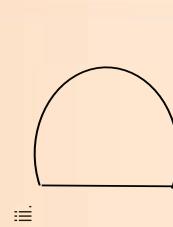
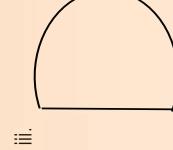
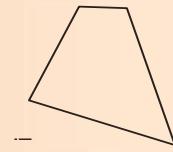
130

More on polygons continued

50b

3. Look at the shapes below. What are the differences and similarities between the polygons?

4. Are the following shapes polygons? If they are, are they regular or irregular?
Give reasons for your answers.



132

133

Create any other polygon using all seven tangram pieces. Draw and describe it.

Problem solving

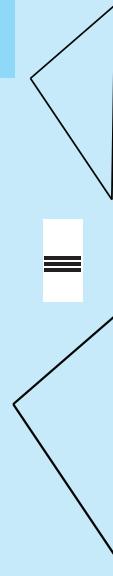
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Similar triangles

51a

What is similarity?
Similar triangles have the following properties:

These triangles are similar:



- Each corresponding pair of angles is equal.
- The ratio of any pair of corresponding sides is the same.
- They have the same shape but not the same size.

We can tell whether two triangles are similar without testing all the sides and all the angles of the two triangles.

As long as one of the rules is true, it is sufficient to prove that the two triangles are similar.

Term 2

Solution:

Step 1: The triangles are similar because of the _____ rule.

Step 2: The ratios of the lengths are equal. $\frac{6}{2} = \frac{9}{a}$

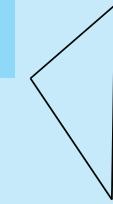
Step 3: Make use of cross multiplication to simplify.

Here is an example of cross multiplication:

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

$$2x = 12$$

$$x = 6$$

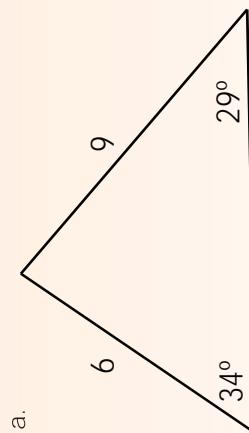


There are 4 rules to check for similar triangles. We will concentrate only on the two AA rule and RAR rules.

1. Given the following triangles, find the length of a.

AA rule

If two angles of one triangle are equal to two angles of another triangle, then the triangles are similar.

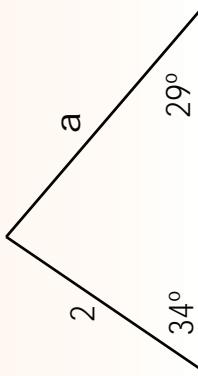


Solution:

Step 1: The triangles are similar because of the _____ rule.

Step 2: The ratios of the lengths are equal.

Step 3: The length of a is



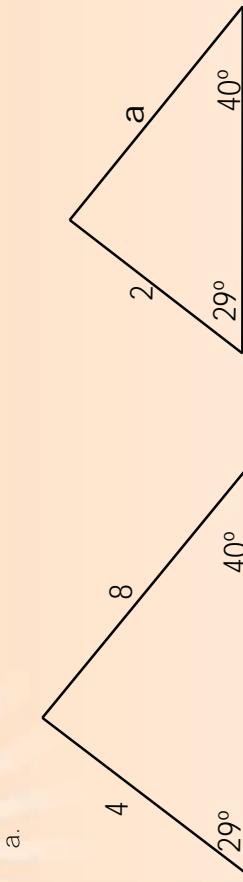
Date: _____

continued

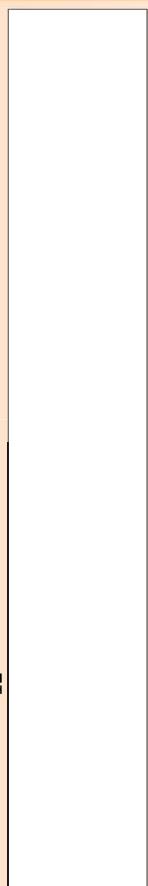
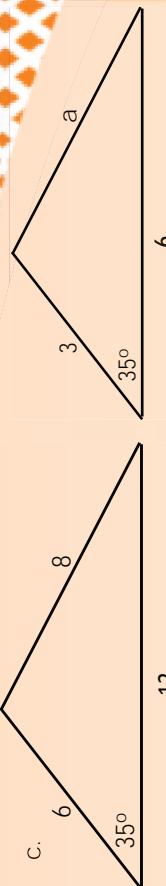
51b

Similar triangles continued

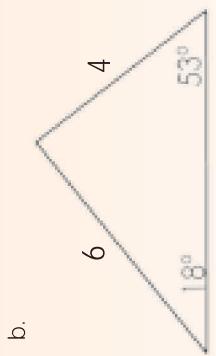
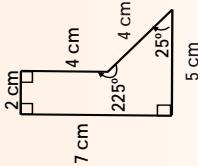
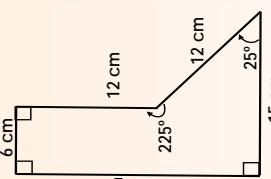
2. Find the length of a . State the rule you are using.



Term 2



3. Are these similar figures? Why or why not?



136

137

Problem solving

Find two figures in everyday life that are similar. Construct it.

Congruent triangles

52a

Congruent triangles are triangles that have the same size and shape. This means that the corresponding sides are equal and the corresponding angles are equal.

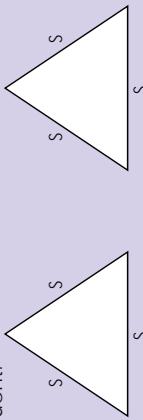


- The corresponding sides are: AB and DE, AC and DF and BC and EF
- The corresponding angles are: x and r, y and s, z and t.
- There are 4 rules to check for similar triangles.
- These are the rules: **SSS, SAS, ASA, AAS** and **RHS**.

1. Discuss the following and draw examples:

SSS rule (Side – Side – Side)

If three sides of one triangle are equal to three sides of another triangle then the triangles are congruent.

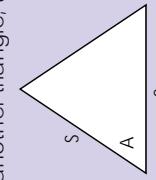


- a. Draw congruent triangles using the SSS rule. Indicate the length of the sides of the triangles.



SAS rule (Side – Angle – Side)

If two sides and the included angle of one triangle are equal to two sides and the included angle of another triangle, then the triangles are congruent.

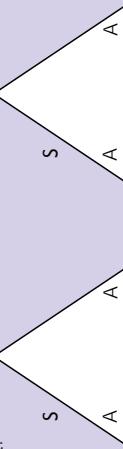


- a. Draw congruent triangles using the SAS rule. Indicate the length of the sides of the triangles.



AAS rule (Angle – Angle – Side)

If two angles and a non-included side of one triangle are equal to the corresponding two angles and a non-included side of another triangle, then the triangles are congruent.



- d. Draw congruent triangles using the AAS rule. Indicate the length of the sides of the triangles.



- b. Draw congruent triangles using the SAS rule. Indicate the length of the sides of the triangles.

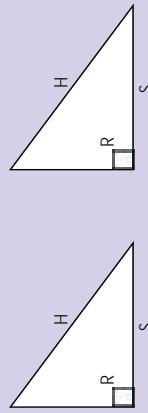


Congruent triangles continued

52b

RHS rule (Right angle - Hypotenuse - Side)

If in a right angle triangle the hypotenuse and one other side are equal to the hypotenuse and corresponding side in another triangle, then both triangles are congruent.



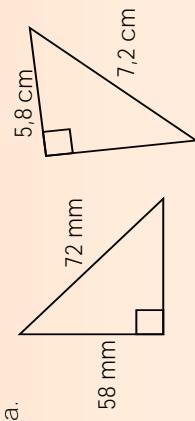
e. Draw congruent triangles using the RHS rule. Indicate the length of the hypotenuse if the two other sides are 3 cm and 4 cm long.



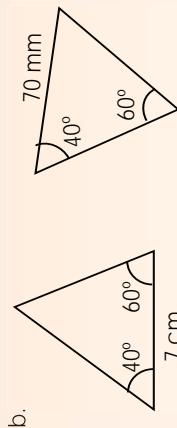
c. $c=f$, $y=t$, $b=e$

d. $a=e$, $y=t$, $z=s$

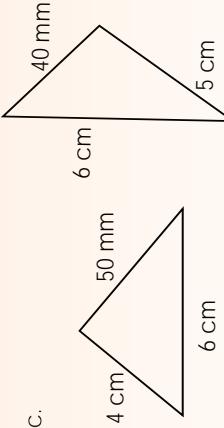
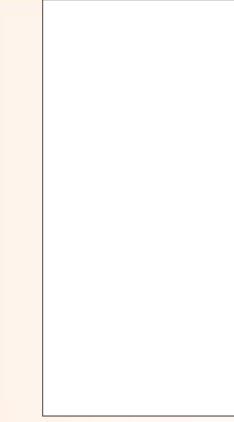
3. State whether the following pairs of triangles are congruent.
If they are, give a reason for your answer using the SSS, ASA, SAS, SAA or RHS rules.



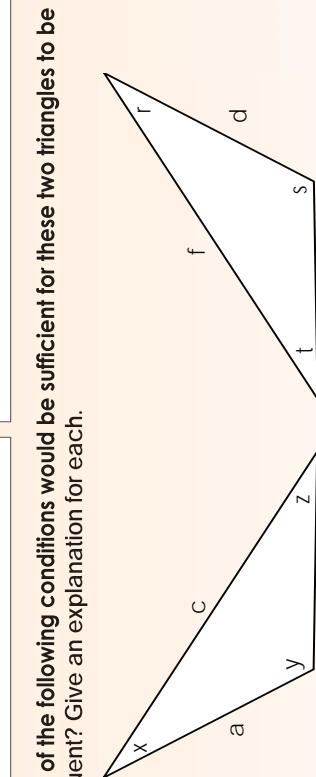
a.



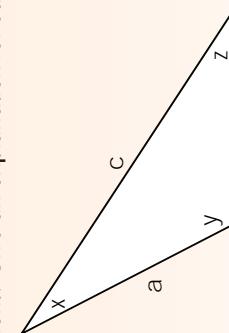
b.



c.



2. Which of the following conditions would be sufficient for these two triangles to be congruent? Give an explanation for each.



a. $a=d$, $x=r$, $b=e$

b. $a=d$, $y=s$, $z=t$

Problem solving

Find any congruent shapes in a nature and make a drawing of them.

Lines and angles

55

Look at the picture below, identify and label all the lines and angles



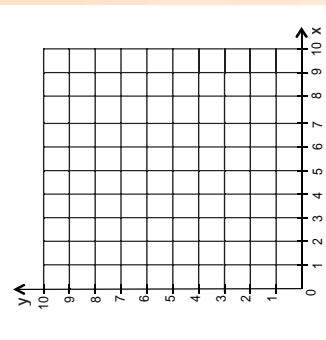
- Line
- Line segment
- Ray
- Perpendicular lines
- Parallel lines
- Angle
- Acute angle
- Right angle
- Obtuse angle
- Straight line
- Reflex angle

1. Name these symbols that you use when you work with angles and lines.

Δ	\angle	\perp	\parallel	\circ	L
\overline{AB}	\overleftrightarrow{AB}	\overrightarrow{AB}	\equiv	\equiv	\therefore

a. Say why you will use these:

3. Use the graph to answer the questions.
- a. Why is line $x = 4$ a vertical line?
- b. Show it on the graph.
- c. Why is line $y = 3$ a horizontal line?
- d. Show it on the graph.
- e. Give the coordinates where these two lines will be perpendicular to each other?



- f. Draw a line parallel to the line in a. ($x = 4$) and then one parallel to the line in c. ($y = 3$). Describe it.

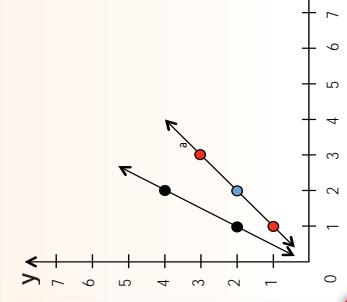
4. What is another name for a 180° angle?
5. Give a description of each of the following words: acute, obtuse, right and reflex. Where in everyday life do we find these angles. Which one is most commonly used?

Term 2

Draw the following lines.
Give the coordinates for any other point on this line.

- a. (1;1) and (3;3) (2;2)
- b. (2;7) and (5;5)
- c. (6;5) and (7;6)
- d. (4;1) and (7;3)
- e. (1;4) and (3;4)

2. What helped us to draw this line?



Problem solving

Be creative and write a paragraph on what the world would be without lines and angles.

142

143

54 Complementary and supplementary angles

Term 2



Two angles are complementary if they add up to 90 degrees.



1. Draw the following angles and say if they are complementary or supplementary angles. Determine the size of the angle of unknown size.

a. $\angle 1 + 30^\circ = 90^\circ$

b. $48^\circ + \angle 2 = 180^\circ$

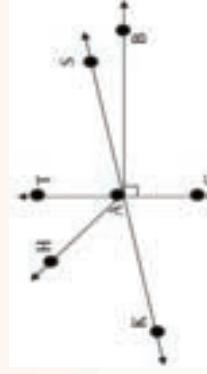
c. $\angle 1 + \angle 2 = 90^\circ$

d. $\angle 1 + 100^\circ = 180^\circ$

e. $36^\circ + \angle 2 = 90^\circ$

f. $\angle 1 + \angle 2 = 180^\circ$

2. Look at this picture of girders and identify and label the complementary and supplementary angles.



3. Draw three different pairs of complementary angles and label them.

4. Draw three different pairs of supplementary angles and label them.

5. Find any complementary and supplementary angles in your everyday environment. Draw and label them.

Problem solving

Can two obtuse angles be complementary? Explain.

144

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

145

Transversals

55a

Transversals are straight lines that cut across other (usually parallel) straight lines. Why are many angles the same in this drawing of a transversal crossing two parallel lines?

Parallel lines

Transversal

Vertically opposite angles:

$$a = d; b = c; e = h; f = g$$

Corresponding angles:

$$a = e; b = f; c = g; d = h$$

Alternate interior angles

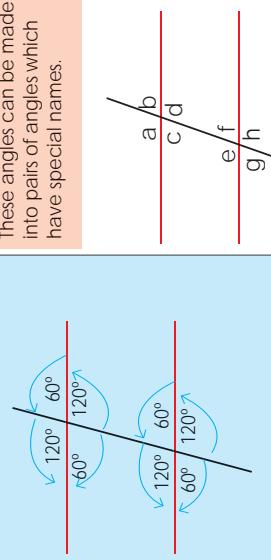
$$c = f; d = e$$

Alternate exterior angles

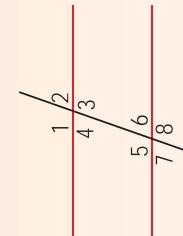
$$a = h; b = g$$

Consecutive interior angles
(also known as co-interior angles)

$$c + e = 180^\circ \text{ and } d + f = 180^\circ$$



1. Measure each angle.



$$\begin{aligned} \angle 1 &= \underline{\hspace{2cm}} & \angle 2 &= \underline{\hspace{2cm}} & \angle 3 &= \underline{\hspace{2cm}} \\ \angle 4 &= \underline{\hspace{2cm}} & \angle 5 &= \underline{\hspace{2cm}} & \angle 6 &= \underline{\hspace{2cm}} \\ \angle 7 &= \underline{\hspace{2cm}} & \angle 8 &= \underline{\hspace{2cm}} \end{aligned}$$

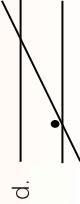
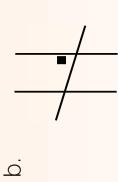
$\angle 1 + \angle 2 = \underline{\hspace{2cm}}$ and are called angles.

That will be the same for .

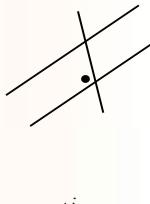
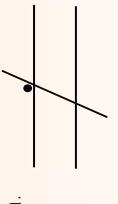
d. Find the co-interior angles. Write them down.

e. Why are angles 2 and 7 equal?

2. Identify and mark the vertically opposite angles.



3. Identify and mark the corresponding angles.



a. Find all the vertically opposite angles. Write them down.

b. Find all the corresponding angles. Write them down.

c. Find all the alternate angles. Write them down.

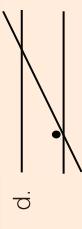
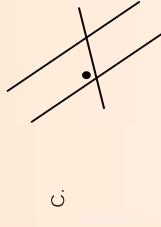
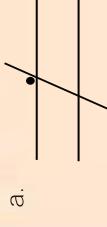
continued

147

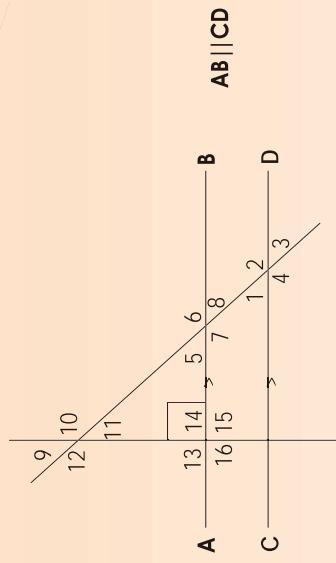
Transversals continued

55b

4. Identify and mark the alternate angles.

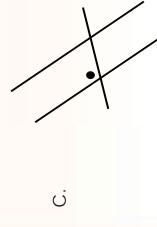
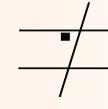
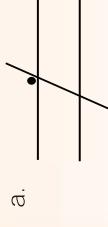


6. How would you work out each angle, if angle 1 was given?



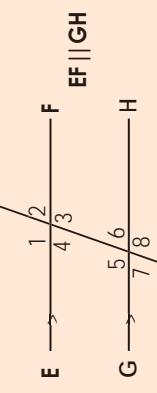
Term 2

5. Identify all the angles that will be equal to the one shown.



Problem solving

If $\angle 1 = 105^\circ$, what could the sizes of $\angle 2$ to $\angle 8$ be?



148

Pairs of angles



Look at this photograph and discuss it.



2. Make a similar 'roller coaster problem'. Try to use all the concepts that you have learnt so far. Construct and draw or paste your picture here.

Concepts to be used when creating your problems:

- Parallel lines
- Transversal
- Vertically opposite angles
- Corresponding angles
- Alternate exterior angles
- Consecutive interior angles

1. Use the knowledge learnt in previous worksheets to work out angles $\angle BCD$, $\angle CDB$, $\angle ABC$, $\angle ABD$, $\angle BDE$ and $\angle BAE$. You can work out the angles in any order you like.
Triangle BCD is an equiangular triangle. Angle AED is a right angle.

Solve your own created problem (Question 2) with a family member.

Application of geometric figures and lines

57a

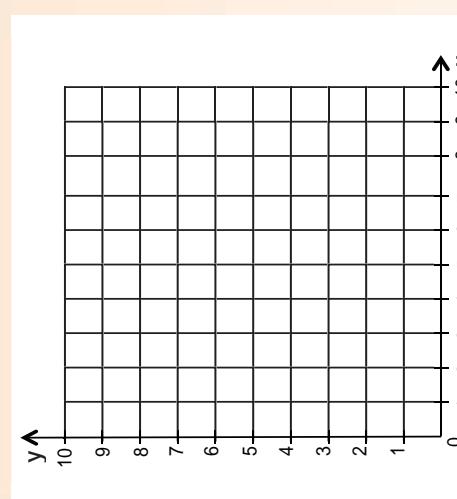
To be able to answer this worksheet you need to know the following concepts.
Revise your knowledge of them by writing a definition for each.

Here you need to think back what you did in grade 8.



Congruency	Translation
A line	Rotation
To plot	Reflection

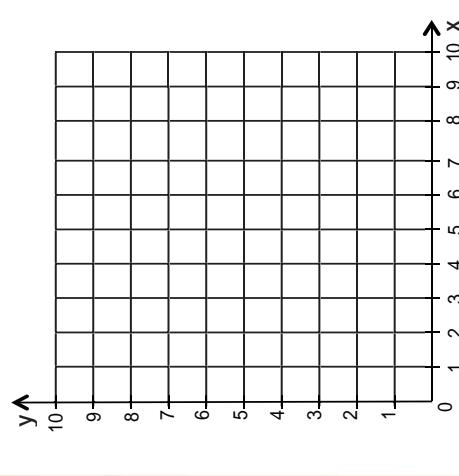
1. Complete the following



Term 2

- f. What are the sizes of the angles?
g. Are the two figures congruent to each other and why?

2. Complete the following



- a. Plot (1;9), (9;9) and (5;5). Join them up and label the vertices. What geometric figure does it form?
b. Plot (1;1). Can you form another geometric figure that is congruent to the shape in Question a, using the existing points?
c. Plot (5;1) and (3;3). Use those points to draw a figure similar to the ones in Questions a and b.



Application of geometric figures and lines continued

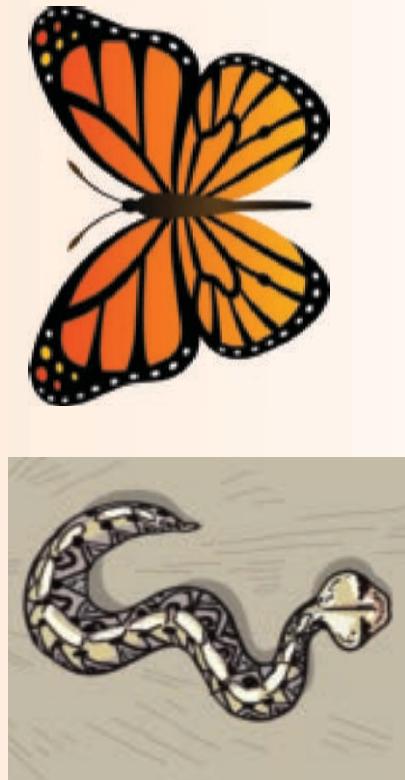
57b

- e. Plot (7;7) and (7;3). Draw lines from (7;7) to (7;3), from (7;3) to (5;1) and from (7;3) to (5;5). What geometric figures do these form? Are these geometric figures congruent to any other shapes?

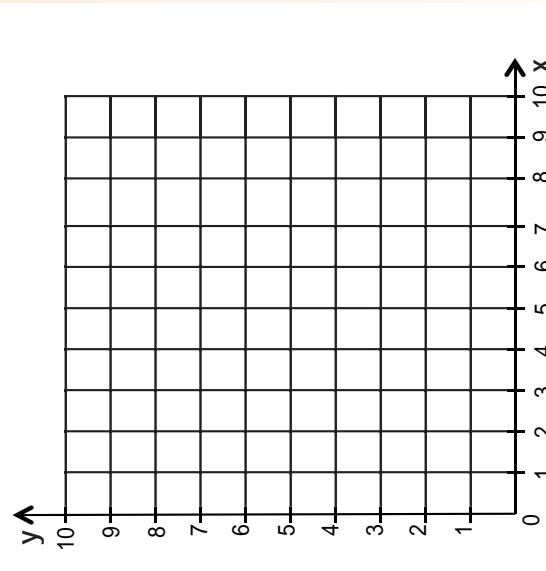
- f. Plot (9;5). Draw a line from (7;3) to (9;5). How would you create a parallelogram?

- b. Look at the photo of the butterfly. Identify the congruent shapes. What do you notice about the shapes if you compare them to the shapes on the snake?

3. In nature we often find congruent geometric figures. Identify such shapes in the pictures below.



4. Draw congruent figures on this graph. Use the colours indicated for each figure:
Translation (black), reflection (blue) and rotation (red).



Problem solving

Discuss Question 3 with a family member.

- a. Write down in your own words what translation means.

154

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

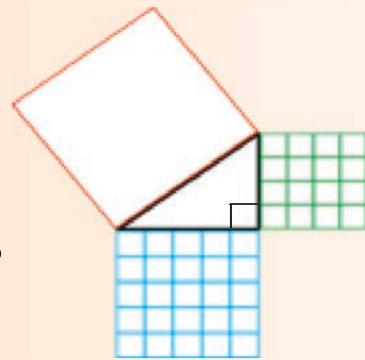
Pythagorean theorem

58a

Revise the Pythagoras's theorem. About 2 500 years ago, a man named Pythagoras discovered an amazing fact about triangles. Can you still remember it?



1. Write an equation for the following and solve it.



2. Here are the lengths of the sides of some right-angled triangles.
Make drawings to show that the area of the square drawn on the longest side of each right-angled triangle is equal to the total area of the squares drawn on the other two sides. This will require some clever thinking. You will need extra paper.

	Side	Side	Side
a.	6	8	10
b.	15	25	20
c.	45	36	27
d.	20	12	16
e.	9	15	12

3. Write an equation for the following and calculate the unknown side

Example

$$\begin{aligned}x^2 &= 4^2 + 3^2 \\x^2 &= 16 + 9 \\x^2 &= 25 \\\therefore x^2 &= \sqrt{25} \\\therefore x &= 5\end{aligned}$$



Date: _____

continued

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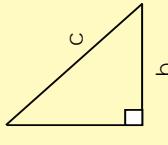
Pythagorean theorem continued

58b

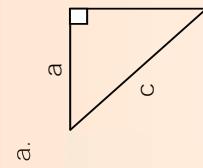
4. Write an equation for each of the following:

Example

$$a^2 + b^2 = c^2$$



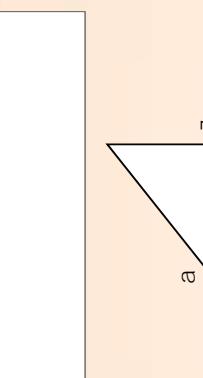
- a.



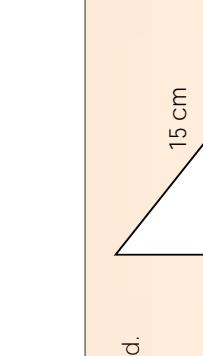
- b.



- c.



- d.



Term 2

5. Find the lengths of the unknown sides in the following right-angled triangles.
You may use a calculator.

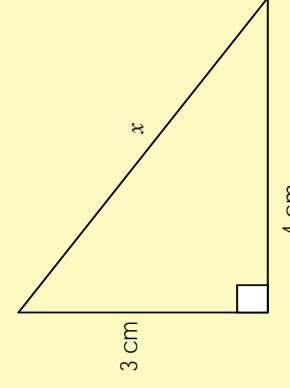
Example

$$x^2 = (3 \text{ cm})^2 + (4 \text{ cm})^2$$

$$x^2 = 9 \text{ cm}^2 + 16 \text{ cm}^2$$

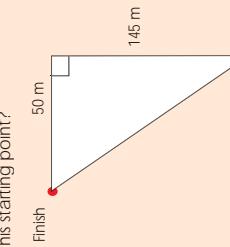
$$\sqrt{x^2} = \sqrt{25 \text{ cm}^2}$$

$$x = 5 \text{ cm}$$



Problem solving

- a. Give two examples of where we can use Pythagoras in everyday life.
b. Themba walks as shown in the diagram. He moves 145 m north and 50 m west from his starting point. How far is Themba from his starting point?



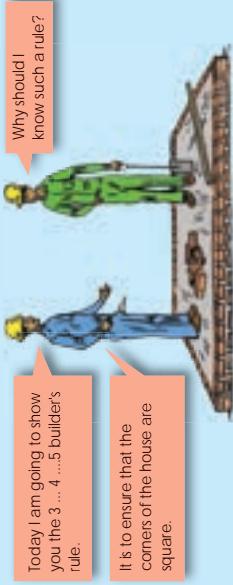
158

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More on the theorem of Pythagoras

59a

Read the conversation between these two builders.

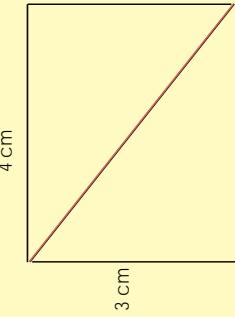


Why should
I know such a rule?

It is to ensure that the
corners of the house are
square.

1. Find the lengths of the diagonals of the rectangle.

Example

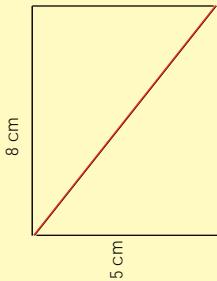


$$\begin{aligned}x^2 &= (3 \text{ cm})^2 + (4 \text{ cm})^2 \\x^2 &= 9 \text{ cm}^2 + 16 \text{ cm}^2 \\x &= \sqrt{25 \text{ cm}^2}\end{aligned}$$

$$x = 5 \text{ cm}$$

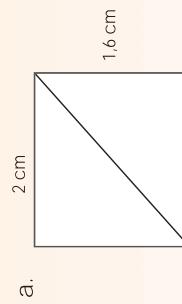
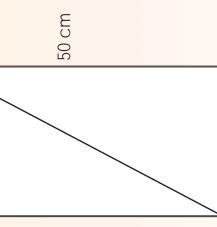
2. Find the length of the diagonal of the rectangle.

Example

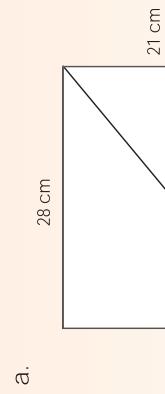
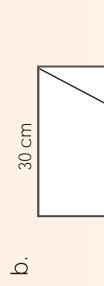


$$\begin{aligned}x^2 &= (5 \text{ cm})^2 + (8 \text{ cm})^2 \\x^2 &= 25 \text{ cm}^2 + 64 \text{ cm}^2 \\x &= \sqrt{89 \text{ cm}^2} \\x &= 9.40 \text{ cm}\end{aligned}$$

a.



b.



a.

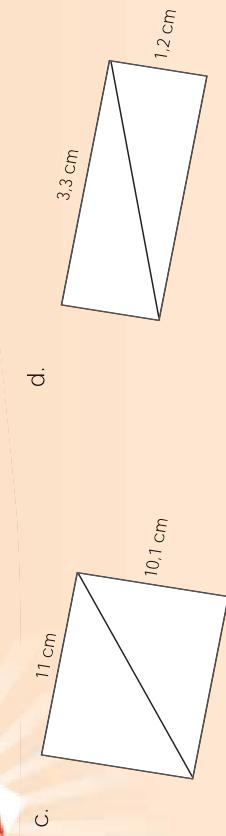
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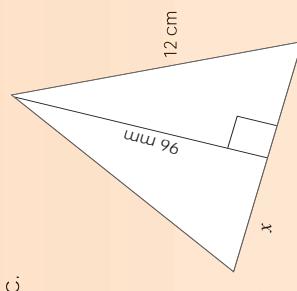
More on the theorem of Pythagoras

continued

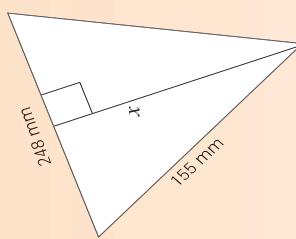
59b



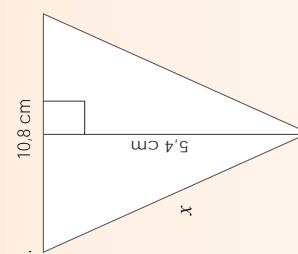
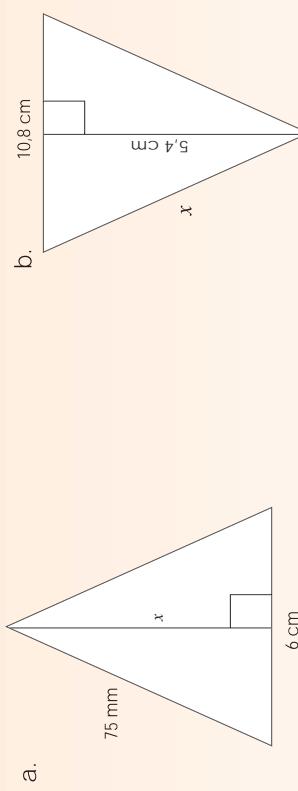
d.



d.

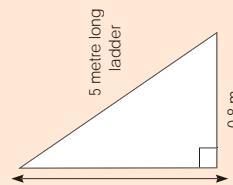


3. Find the unknown side on each of these isosceles triangles.



Problem solving

a. Lindiwe has put her ladder against the wall. How far up the wall does the ladder reach?



b. A triangular area is being tiled. The sides of the area are 8 cm, 12 cm and 18 cm. Is this a right-angled triangle? Explain your answer.

162

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Perimeter of a square and rectangle Area of a square and rectangle



1. Complete the table. Give your answers in mm and cm.

Figure	What formula will you use to calculate the:		
	Perimeter	Area	
A	Formula: $P = \text{mm} = \text{cm}$	Formula: $A = \text{mm}^2 = \text{cm}^2$	
B	Formula: $P = \text{mm} = \text{cm}$	Formula: $A = \text{mm}^2 = \text{cm}^2$	
C	Formula: $P = \text{mm} = \text{cm}$	Formula: $A = \text{mm}^2 = \text{cm}^2$	
D	Formula: $P = \text{mm} = \text{cm}$	Formula: $A = \text{mm}^2 = \text{cm}^2$	

Term 2

b. Square ABCD where AB = 3,9 cm.

Figure	Perimeter	Area	
a. Rectangle ABCD where AB = 2,4 cm and BC = 1,6 cm.	$P = 2(l + b)$ or $P = 2l + 2b$	$A = l^2$	
b. Square ABCD where AB = 3,9 cm.	$P = 4S$	$A = l \times b$	

What do these formulae mean? Link it with the words on the right.

perimeter of square
perimeter of rectangle
area of square
area of rectangle

2. Construct and calculate the area and the perimeter of the following:

a. Rectangle ABCD where AB = 2,4 cm and BC = 1,6 cm.

c. Rectangle ABCD and square BEFC, where the rectangle and square share the same side BC, and side EF = 2,7 m and side AB = 4,1 m.

Problem solving

If the perimeter of a square is 24 cm, what is the length of each side?

The perimeter of a rectangular plot of land is 29,5 m. If the length is increased by 2 m and the breadth is reduced by 1 m, the area of the plot remains unchanged. Show if this is true or false.

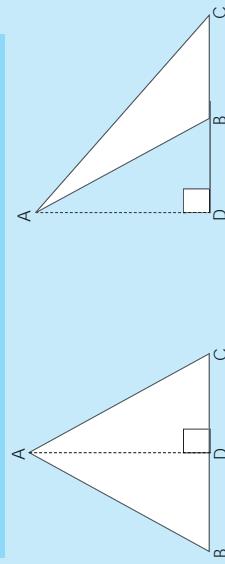
Area of a triangle



Revise the formulas :

$$A = \frac{1}{2} (b \times h)$$

Area of a triangle = $\frac{1}{2}$ (base \times perpendicular height)



Every triangle has three bases (or sides), each with a related height or altitude. This height of a triangle is a line segment drawn from any vertex perpendicular to the opposite side.

1. What is the formula for calculating the area of a triangle?

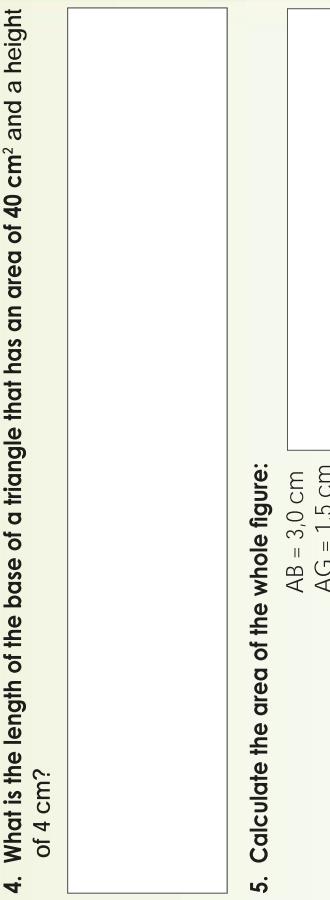
Term 2

c. A scalene triangle.

3. What is the area of a triangle that has a:
- a. Base of 4 cm and a height of 2,3 cm?
 - b. Base of 2,8 cm and a height of 3,6 cm?
 - c. Base of 34 mm and a height of 4,2 cm?

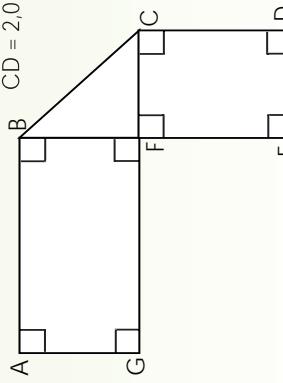


4. What is the length of the base of a triangle that has an area of 40 cm² and a height of 4 cm?



5. Calculate the area of the whole figure:

AB = 3,0 cm
AG = 1,5 cm
AG = ED
CD = 2,0 cm



Problem solving

If the area of a triangle is 5,635 cm² what could the height be if the base is 2,5 cm?

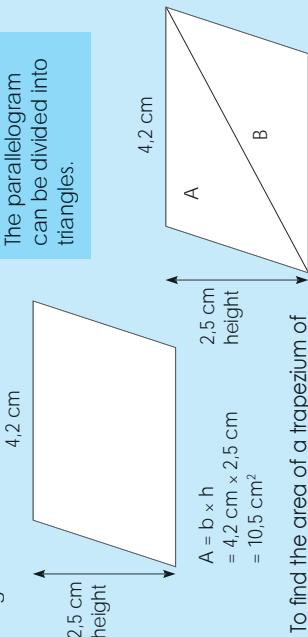
Area of parallelograms and trapeziums

62

Revise:

$$\begin{aligned} A &= l \times b \\ A &= \frac{1}{2} (b \times h) \end{aligned}$$

To find the area of a parallelogram, we can use a similar formula to that used for the area of a rectangle, multiplying the length of the base (length) by the perpendicular height.



To find the area of a trapezium of which the length of the parallel sides are a units and b units, and the perpendicular distance between them is h units, use this formula:

$$A = \frac{1}{2} (a+b)h$$

$$\begin{aligned} A &= b \times h \\ &= 4.2 \text{ cm} \times 2.5 \text{ cm} \\ &= 10.5 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Area of } \Delta A &= \frac{1}{2} bh \\ &= \frac{1}{2} \times 4.2 \text{ cm} \times 2.5 \text{ cm} \\ &= 5.25 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Area of } \Delta B &= \frac{1}{2} bh \\ &= \frac{1}{2} \times 4.2 \text{ cm} \times 2.5 \text{ cm} \\ &= 5.25 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Total area} &= 5.25 \text{ cm}^2 + 5.25 \text{ cm}^2 \\ &= 10.5 \text{ cm}^2 \end{aligned}$$

- 2. Find the area of a parallelogram with base 6.4 cm and height 3.8 cm.**
- 3. Find the area of a trapezium of which the parallel sides are 10.5 cm and 8.2 cm, and the perpendicular distance between the sides is 4 cm.**

1. What is the formula for calculating the:
a. Area of a parallelogram.

b. Area of a trapezium.



Date: _____
If the area of the trapezium is 39 cm², what could the height be if the sum of the bases is 15 cm?

Problem solving

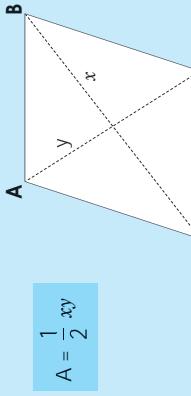
169

Area of a rhombus and a kite



Area of a rhombus

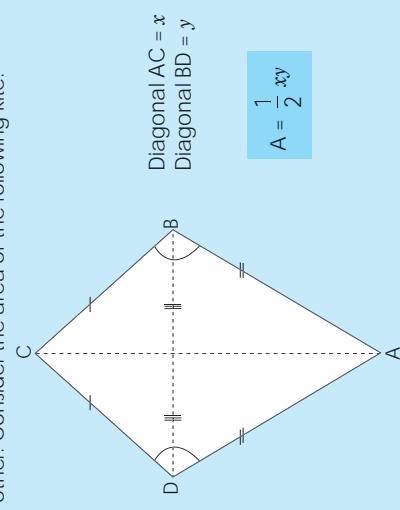
A rhombus is a special kind of parallelogram and its area can be found with the same formula ($A = b \times h$) or with this formula where the area is half the two diagonals multiplied together.



$$A = \frac{1}{2} xy$$

Area of a kite

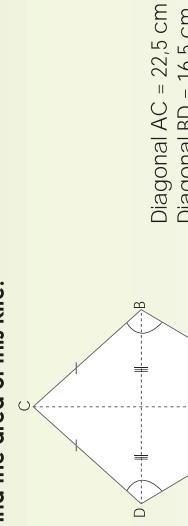
A kite has two pairs of adjacent sides that are equal and one pair of opposite angles that are equal. Diagonals intersect at right angles. One diagonal is bisected by the other. Consider the area of the following kite.



$$A = \frac{1}{2} xy$$

2. Find the area of a rhombus with diagonals measuring 12,5 cm and 18,5 cm.

3. Find the area of this kite:



Diagonal AC = 22,5 cm
Diagonal BD = 16,5 cm

- a. Using the formula.

1. What is the formula for calculating the:

- a. Area of a rhombus

- b. Area of a kite

Problem solving

If the area of the kite is 112 cm², and the length of its diagonal is 14 cm; find the length of the other diagonal

Area of a circle



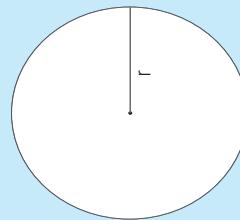
Revise the formulae for all polygons learnt so far. Is a circle a polygon or not? Why?

Area of a circle

The area of a circle is given by a formula:

$\text{Area} = \pi r^2$ where $\pi = 3.14159$ and r is the radius.

Note: the value of π is a decimal that goes on forever but we usually take it to 3 decimal places: 3.142



1. What is the formula for calculating the area of a circle?

Term 2

2. Construct, label and calculate the area of circles with the following diameters:

a. 14 cm

c. 78 cm

b. 10.4 cm



Date: _____

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Problem solving

If the area of the circle is 154 cm^2 , what will the radius be?

30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0



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15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

