Military Technological College

BASIC MATHEMATICS

WORKBOOK-1

MODULE CODE: MTCG1016
### Delivery Plan - Year 2023-24 [Term 1]

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**Indicative Reading**

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<tr>
<th>Title/Edition/Author</th>
<th>Publisher</th>
<th>ISBN</th>
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<td><em>College Algebra with Trigonometry</em>, (9th Edition 2010),</td>
<td>McGraw Hill</td>
<td>9780077350109</td>
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<tr>
<td>Raymond A. Barnett, Michael Ziegler and Karl Byleen,</td>
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<tr>
<td>David Sobecki,</td>
<td></td>
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<tr>
<td><em>Basic Engineering Mathematics</em>, (8th Edition 2021),</td>
<td>Routledge</td>
<td>9780367643676</td>
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<tr>
<td>Bird J.</td>
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<tr>
<td>K.A and Booth D.J.</td>
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**Signatures**

- **Mr. Rajendar Palli**
  Module Coordinator
- **Dr. T. Raja Rani**
  Deputy Head FPD(CMP)
- **MQM / Salim Saff Salim Al Shibli**
  Head FPD
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**Note:** All the content in this workbook will be done without the use of electronic Calculators.
(Unit –1) Basic Theory of Numbers and Operations

1.1. Basic Theory of Numbers

Useful Definitions:

Natural Numbers
They are the numbers you usually use for counting and they will continue on into infinity.
\[ N = \{1, 2, 3, 4, \ldots \} \]

Whole Numbers
Whole numbers are all natural numbers including zero (0)
\[ W = \{0, 1, 2, 3, 4, \ldots \} \]

Integers
Integers include all whole numbers and their negative counterparts.
\[ Z = \{0, \pm 1, \pm 2, \pm 3, \ldots \} \]

Rational Numbers
Definition (1):
All whole numbers, integers, and the numbers in the form of \( \frac{p}{q} \), where p and q are integers and \( q \neq 0 \), are rational numbers.

Examples:
\[ \frac{3}{5}, \frac{-2}{7}, 4, -5, 0, \sqrt{4}, \sqrt{25} \ldots \]

Definition (2):
Terminating Decimals are rational numbers.

Examples:
\[ \frac{3}{2} = 1.5, -2.547, \text{ and } 3.1732 \]

Definition (3):
Non-terminating repeating decimals are rational numbers.

Examples:
\[ 0.33333333333333 \ldots \]
\[ 10.272727272727 \ldots \]

Irrational Numbers
Non-terminating and non-repeating decimals are called irrational numbers.

Examples:
\[ \sqrt{3} = 1.73205 08075 68877 \ldots \]
\[ 4.56247943 \ldots \]
\[ \pi = 3.14159 26535 89793 \ldots \]
\[ e = 2.7182818284590 \ldots \]

Real Numbers
Both rational and irrational are real numbers.

Even numbers: These are all the integers that are exactly divisible by 2.

Examples: \( \{0, \pm 2, \pm 4, \pm 6, \pm 8, \ldots \} \)

Odd numbers: These are all the integers which are not exactly divisible by 2.

Examples: \( \{\pm 1, \pm 3, \pm 5, \pm 9, \ldots \} \)

Prime numbers: These numbers have exactly two factors, namely: 1 and the number itself.

Examples: \( \{2, 3, 5, 7, 11, \ldots \} \)

Composite numbers: These are numbers which are not prime or which have more than two factors.

Examples: \( \{4, 6, 8, 9, 10, \ldots \} \)

Note: 1 is neither prime nor composite.

Perfect Squares:
A perfect square is an integer which is the square of another integer, that is, \( n^2 \).

Note: Since a negative times a negative is positive, a perfect square is always positive.

Examples: \( \{1, 4, 9, 16, 25, 36, 49, \ldots \} \)
Perfect Cubes:
A perfect cube is the result of multiplying a number three times by itself.
Such as: \( a \times a \times a = a^3 \).
We can also say that perfect cubes are the numbers that have exact cube roots.

Examples:
\{1, 8, 27, 64, 125, 216, 343, 512, \ldots \}

Square roots:
A square root of a number is a value that can be multiplied by itself to give the original number.

\[
\begin{array}{c}
3 \\
\text{Square}
\end{array}
\quad
\begin{array}{c}
9 \\
\text{Square root}
\end{array}
\]

3 squared is 9, so a square root of 9 is 3

Examples:
\begin{align*}
\sqrt{1} &= 1, \quad \sqrt{4} = 2, \quad \sqrt{16} = 4, \quad \sqrt{25} = 5, \\
\sqrt{36} &= 6
\end{align*}

Cube roots:
The cube root of a number is a special value that when cubed gives the original number.

Examples:
\begin{align*}
\sqrt[3]{1} &= 1, \quad \sqrt[3]{8} = 2, \quad \sqrt[3]{27} = 3, \\
\sqrt[3]{64} &= 4, \quad \sqrt[3]{125} = 5, \quad \sqrt[3]{216} = 6
\end{align*}

Class Activity 1.1
1. Classify all the following numbers as natural, whole, integer, rational, or irrational. Indicate by putting a tick (✓) on all that apply.

<table>
<thead>
<tr>
<th></th>
<th>Natural</th>
<th>Whole</th>
<th>Integers</th>
<th>Rational</th>
<th>Irrational</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>−12.6439</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>−1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.36</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\pi)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.77777...</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.7457217...</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Circle the prime numbers
\[
\begin{array}{cccccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 & 19 & 20 \\
21 & 22 & 23 & 24 & 25 & 26 & 27 & 28 & 29 & 30 \\
31 & 32 & 33 & 34 & 35 & 36 & 37 & 38 & 39 & 40
\end{array}
\]

3. Circle the composite numbers
\[
\begin{array}{cccccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 & 19 & 20 \\
21 & 22 & 23 & 24 & 25 & 26 & 27 & 28 & 29 & 30 \\
31 & 32 & 33 & 34 & 35 & 36 & 37 & 38 & 39 & 40
\end{array}
\]

4. Circle the even numbers
\[
\begin{array}{cccccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 & 19 & 20
\end{array}
\]
### 1.2 Arithmetic Operations and Fundamental Laws of Operations

#### 1.2.1 The Four Basic Operations

<table>
<thead>
<tr>
<th>Sign</th>
<th>Key word</th>
<th>Example</th>
</tr>
</thead>
</table>
| +    | Add      | Add the numbers 2 and 4  
= 2 + 4 |
|      | Addition | Addition of 3 and b  
means: 3 + b |
|      | plus     | x + y refers to: x + y |
|      | Sum      | Sum of 5 and 8 means:  
5 + 8 = 13 |
|      | Total    | The Total of 2, 1 and 6 means:  
2 + 1 + 6 = 9 |
|      | Put together | Put together 1 and 3 means:  
1 + 3 |
|      | Increase | Increase 6 by 3 is the same as:  
6 + 3 |
| −    | Subtract | Subtract 2 from 7 means:  
7 − 2 |
|      | Subtraction | Subtraction of 4 from 6 means:  
6 − 4 |
|      | minus    | 12 minus 4 means: 12 − 4 |
|      | difference | The difference between 7 and  
5 is 7 − 5 = 2 |
|      | take away | 10 take away 3 means : 10 − 3 |
| ×    | Multiply | Multiply the numbers  
2 and 4 = 2 × 4 |
|      | Multiplication | Multiplication of 3 and b  
means: 3 × b |
|      | times    | 7 times 2 refers to : 7 × 2 |
|      | Product  | Product of 5 and 8 is 40  
means: 5 × 8 = 40 |
|      | of       | Half Of 6 means:  
½ × 6 = 3 |
|      | groups of | 2 groups of 3 means: 2 × 3 |
|      | lots of  | 3 lots of 6 books is the same  
as: 3 × 6 = 18 books |
| ÷    | Divide   | Divide 6 by 2 means: 6 ÷ 2 |
| /    | Division | Division of 12 into 3 equal  
parts means: 12/3 = 4 |
|      | Share equally | Share 20 Oman rials  
equally among 5 people  
means: 20 ÷ 5 = 4 Oman  
rials each. |
|      | Over     | 2 over 5 means : 2/5 |

#### Quotient: The answer after we divide one number by another.

#### Remainder: An amount left over after division

Answer the questions as required.

**I. ADDITION**

1) Find the sum of 387 and 45.

2) 4906 + 274 + 38 = __________

**II. SUBTRACTION**

1) 1574 − 698 = __________

2) Find the difference between 9327 and 459.

3) Subtract 385 from 2500.

**III. MULTIPLICATION**

1) Multiply 25 by 421

2) What is the product of 41 and 20?

3) What is 2/3 of 60?

**IV. DIVISION**

1) 72 ÷ 8 = __________

2) Divide 36 by 9:

3) What is the quotient when 20 ÷ 4 ?

4) What is the remainder when 40 ÷ 3 ?
1.2.2 Fundamental Laws of Operations in Mathematics:

1. Commutative Laws (rules):
   i) $a + b = b + a$ (addition)
   ii) $ab = ba$ (multiplication)

   *Order doesn’t matter*

   **Examples:**
   i) $4 + 6 = 6 + 4$
   ii) $3 \times 4 = 4 \times 3$

2. Associative Laws (rules):
   i) $a + (b + c) = (a + b) + c$ (addition)
   ii) $a(bc) = (ab)c$ (multiplication)

   **Examples:**
   i) $2 + (3 + 5) = (2 + 3) + 5$
   ii) $4 \times (5 \times 2) = (4 \times 5) \times 2$

3. Distributive Laws (rules):
   i) $a(b + c) = ab + ac$
   ii) $(b + c)a = ba + ca$

   **Examples:**
   i) $4(5 + 3) = 20 + 12 = 32$
   ii) $(2 + 8)5 = 10 + 40 = 50$

---

**Class Activity 1.2.2**

1. Which of the following shows the Distributive Law/property?
   a) $4 \times (5 \times 2) = (4 \times 5) \times 2$
   b) $4 \times (5 + 2) = 4 \times 5 + 4 \times 2$
   c) $4 + (5 + 2) = (4 + 5) + 2$

2. Name the Law/property used in the following:
   i) $(2 + 1) + 4 = 2 + (1 + 4)$
   ii) $3 + 7 = 7 + 3$
   iii) $3(2 + 5) = 3 \times 2 + 3 \times 5$
   iv) $2 \times 5 = 5 \times 2$
   v) $3 \times (2 \times 5) = (3 \times 2) \times 5$
1.3. Directed numbers and their operations

A directed number is a number which has a + sign (positive) or a – sign (negative) attached to show its direction. Example: -2 and +2

Operations with Directed Numbers:
A number line like the one above can be used to add or subtract directed numbers.

1. Adding & Subtracting numbers

Using a number line perform the following operations:
2 + 2 =
-2 - 2 =
-5 + 3 =
5 - 3 =
-2 + 2 =

2. Multiplication and division of directed numbers

To multiply or divide directed numbers the following rules apply:

Multiply the following directed numbers
(+2)(+5) =
+3 × -4 =
(-4)(+5) =
(-5)(-3) =
(-3)(-2)(+5) =
+2)(-4)(-3)(-10) =

3. Divide the following directed numbers

+15 ÷ +3 =
-20 ÷ +2 =
+16 ÷ -8 =
-20 ÷ -4 =

Class Activity 1.3

Simplify the following:

1) \((-2^3)(-5) + (+3)(-4) - (-10)(2) =

2) \((-2)^2(5) + (+3)(-4) - (10)(-2) =

3) \((-2)(-5) + (+3)(-4) - (10)(-2^2) =

5
1.4. Sequence of Arithmetic Operations

In the following example which is true?

2 + 3 \times 4 = 5 \times 4 = 20

Or

2 + 3 \times 4 = 2 + 12 = 14

The correct answer is

2 + 3 \times 4 = 2 + 12 = 14, why?

BODMAS is the rule used to avoid CONFUSION when dealing with the arithmetic operations!

**BODMAS**

- **B** Brackets
- **O** Orders (Powers)
- **D** Division
- **M** Multiplication
- **A** Addition
- **S** Subtraction

Example 2: Simplify: 2 + 3 \times 4

**Solution:** Follow the steps as follows:

- **B** There are no brackets so go to next step
- **O** No powers or orders go to next step
- **D** No division go to next step
- **M** 2 + 3 \times 4 = 2 + 12
- **A** 2+12= 14
- **S** Not required

Class Activity 1.4

Simplify the following using BODMAS rule:

1. 7 \times 5 - 12 \div 4 + 3

2. 11 \times 2 - 9 \div 3 + 7

3. 2 + 8 \times (3 + 6)

4. 10 \times 4 - 2^2 + 2 \times (15 - 9)
Worksheet 1

For questions 1 to 13 encircle the correct answer:

1. Which number is irrational?
   a) 7.3  
   b) $\frac{3}{2}$  
   c) $\pi$

2. Which number is irrational?
   a) $\sqrt{2}$  
   b) $-\frac{5}{6}$  
   c) 0.1111...

3. Which number is odd?
   a) 2.75  
   b) 1.73205087…  
   c) $\sqrt{9}$

4. Which number is even?
   a) $\sqrt{2}$  
   b) 46  
   c) 0.5555..

5. Which number is prime?
   a) 6  
   b) 21  
   c) 2

6. Which of the following shows distributive property?
   a) $4 + (1 + 2) = (4 + 1) + 2$  
   b) $5 \times (3 + 7) = (5 \times 3) + (5 \times 7)$  
   c) $2 \times 3 = 3 \times 2$

7. Which of the following shows commutative property?
   a) $6 \times (9 \times 5) = (6 \times 9) \times 5$  
   b) $8 \times (9 + 5) = (8 \times 9) + (8 \times 5)$  
   c) $3 \times 2 = 2 \times 3$

8. Which of the following shows associative property?
   a) $7 \times (9 \times 4) = (7 \times 9) \times 4$  
   b) $5 \times 9 = 9 \times 5$  
   c) $5 \times (9 + 4) = (5 \times 9) + (5 \times 4)$

9. Which property is used in $8 + (9 + 5) = (8 + 9) + 5$?
   a) Commutative  
   b) Associative  
   c) Distributive

10. Which property is used in $5 + 9 = 9 + 5$?
    a) Commutative  
    b) Associative  
    c) Distributive

11. Which property is used in $5 \times (3 - 7) = (5 \times 3) - (5 \times 7)$?
    a) Commutative  
    b) Associative  
    c) Distributive

12. Simplify: $2 \times 5 - 16 \div 4 + 7 =$
    a) 5.5  
    b) 13  
    c) -2

13. Simplify: $5 \times 4 \div 2 - 3^2 + 2 \times (15 - 9)$
    a) 13  
    b) 22  
    c) 36
14. Classify each of the following numbers as either **natural, rational or irrational**, by ticking (✓) all that apply:

<table>
<thead>
<tr>
<th></th>
<th>Natural</th>
<th>Rational</th>
<th>Irrational</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>0.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>0.666 ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv)</td>
<td>2.645 ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Showing all steps in your working, simplify:

i) \[ 2\left[ 15 - \left( \frac{52}{13 \times 2} \right) - (9 - 6)^2 \right] + 8 \]

**Solution:**

\[ \frac{4^2 - (3-5) \times 2}{4^2 - 6} \]

**Solution:**
A **Set** is a well-defined collection of objects with a common property or characteristic.

**Sets** are often denoted by capital letters.

**Example:** The set of natural numbers is denoted as \( N = \{1, 2, 3, 4 \ldots\} \)

**Null Set:** The set containing no elements is called the **empty set (null set)** and denoted by \{ \} or \( \emptyset \).

Each object in a set is called an **element** or a **member** of the set. Elements of sets are denoted by lowercase letters.

**Belongs (\( \in \)):** \( a \in A \) means "\( a \) belongs to set \( A \)" or "\( a \) is an element of set \( A \)."

**Example:** \( 2 \in \{1, 2, 3, 4\} \)

\( a \notin A \) means "\( a \) does not belong to set \( A \)" or it means "\( a \) is not an element of set \( A \)."

**Example:** \( 5 \notin \{1, 2, 3, 4\} \)

Sets are designated using the following four methods:

1) **Word description (Sentence):**

**Example 1:** \( A \) is the set of positive even numbers less than 10.

2) **Listing method:**

**Example 2:** \( A = \{2, 4, 6, 8\} \)

3) **Set-builder notation method:**

**Example 3:**

\( A = \{x \mid x \text{ is a positive even number less than } 10\} \) or

\( A = \{x \mid 0 < x < 10, x \text{ is even}\} \)

4) **Venn diagrams:**

![Venn Diagram](image)

**Class Activity 2.1.1**

Write each set using the listing method.

1) \( \{x \mid x \text{ is a natural number between } 3 \text{ and } 8\} \)

Ans:

2) \( \{x \mid -3 < x < 6, x \text{ is an even number}\} \)

Ans:

3) \( \{x \mid x \text{ is a month starting with } B\} \)

Ans:

4) \( \{x \mid x \text{ is a letter in “MATHEMATICS”}\} \)

Ans:

**Cardinality:** The number of elements in a set is called the **cardinal number**, or **cardinality** of the set.

The symbol \( n(A) \), read "number of elements of \( A \)," represents cardinality of set \( A \).

**Class Activity 2.1.2**

Find the cardinal number of each set.

1) \( K = \{a, l, g, e, b, r\} \)

Ans:

2) \( A \) is the set of positive integers less than 6.

Ans:

3) \( \emptyset \)

Ans:

4) \( B = \{x \mid x \text{ is a letter in “STATISTICS”}\} \)

Ans:
**Finite Set:** If the number of elements in a set is finite (can be counted or listed definitely) then the set is called a finite set.

**Example:** The set of odd numbers from 1 to 10: is \{1, 3, 5, 7, 9\}.

**Infinite Set:** If the number of elements in a set is not finite (cannot be counted or not listed definitely) then the set is called an infinite set.

**Example:**

The set of odd numbers \{1, 3, 5, 7, 9 \ldots\} is an infinite set.

**Equality of Sets:** Two sets are equal if they contain the same elements in whatever order they are listed.

1) \(A = \{9, 2, 7, -3\}\), and \(B = \{7, 9, -3, 2\}\)

   **In this case:** \(A = B\)

2) \(A = \{\text{dog, cat, horse}\}, \ B = \{\text{cat, horse, squirrel, dog}\}\)

   **In this case:** \(A \neq B\)

**Subset:** \(A \subset B\) read as “A is a subset of B”.

\(A \subset B\) if each element of set A is also an element of set B.

\[ B \quad \subset \quad A \]

**Note**

1: \(A \subset A\) (Any set is a subset of itself)

2: \(\emptyset \subset A\) (Empty set is a subset of any set)

**Examples:**

1) If \(A = \{3, 9\}, B = \{5, 9, 1, 3\}\), then \(A \subset B\)

2) If \(A = \{\}, B = \{2, 3, 4\}\), then \(A \subset B\)

3) If \(A = \{1, 3\}, B = \{3, 1\}\), then \(A \subset B\) or \(A \subseteq B\)

4) \(A = \{2, 3, 5\}, B = \{5, 9, 1, 3\}\), then \(A \not\subset B\)

**Note:**

\(A \subseteq B\): Subset: A has some (or all) elements of B e.g. If \(A = \{2, 3\}, B = \{3, 2\}\), then \(A \subseteq B\)

\(A \subset B\): Proper Subset: A has some elements of B e.g. If \(A = \{2, 3\}, B = \{2, 3, 4, 5\}\) then, \(A \subset B\)

**Class Activity 2.1.3**

1) State whether the sets in each pair are equal or not.
   i) \(A = \{a, b, c, d\}\) and \(B = \{a, c, d, b\}\)

   \(ii)\ P = \{2, 4, 6\}\ and \ Q = \{x \mid x\ is \ an\ even\ natural\ number\ less\ than\ 10\}\)

2) List all the subsets of each of the following sets

   a) \{1, 2\}

   b) List the elements of the subset of the set

   \(A = \{-5, 1, \sqrt{2}, 3, \frac{10}{3}, 7\}\) consisting of Natural numbers.

3) If \(X = \{1, 3, 5\}\) and \(Y = \{2, 3, 4, 5, 6\}\)

   Is \(X \subset Y\) ?
2.2. Union and intersection of sets

**Union** (\( \cup \)): For sets \( A \) and \( B \), their *union* \( A \cup B \) is the set containing all elements that are either in \( A \), or \( B \) (or in both). This can be expressed as \( \{ x: x \in A \text{ or } x \in B \} \)

The shaded portion in the Venn diagram shows \( A \cup B \)

**Examples:**
1) If \( A = \{ 2, 4, 6 \} \) and \( B = \{ 3, 5, 7 \} \), then find \( A \cup B \).

**Answer:** \( A \cup B = \{ 2, 3, 4, 5, 6, 7 \} \)

2) If \( A = \{-1, 0, 1\} \) and \( B = \{ 0, 1, 2, 3 \} \), then find \( A \cup B \).

**Answer:** \( A \cup B = \{-1, 0, 1, 2, 3\} \)

**Note:** \( A \cup B \) contains all elements of set \( A \) and all elements of set \( B \) but those which are common or found in both sets are written only once.

**Intersecton** (\( \cap \))

For sets \( A \) and \( B \), their *intersection* \( A \cap B \) is the set containing all elements that are common in \( A \) and in \( B \) or \( \{ x: x \in A \text{ and } x \in B \} \)

The shaded portion in the Venn diagram shows \( A \cap B \)

**Examples:**
(i) If \( A = \{ 2, 4, 6 \} \) and \( B = \{ 3, 4, 5 \} \), find \( A \cap B \).

**Answer:** \( A \cap B = \{ 4 \} \)

(ii) If \( A = \{-1, 0, 1\} \), \( B = \{ 0, 1, 2, 3\} \), then find \( \{ x: x \in A \text{ and } x \in B \} \).

**Answer:** \( \{ 0, 1 \} \)

(iii) \( \{ a, b, c \} \cap \{ 2, 3 \} = \emptyset \)

---

**Class Activity 2.2**

1. If \( A = \{ 2, 5, 9 \} \), \( B = \{ 1, 3, 4, 6 \} \), list elements of 

i) \( A \cup B = \)

ii) \( A \cap B = \)

2. If \( X = \{ 1, 3, 5 \} \), \( Y = \{ 2, 3, 4, 5, 6 \} \), Draw a Venn Diagram to show sets \( X \) and \( Y \).

3. If \( A = \{ 3, 6, 9 \} \), \( B = \{ 1, 3, 4, 6, 9 \} \), draw a Venn Diagram to show sets \( A \) and \( B \).

---

**Universal Set** (\( U \)): This is the Set of all possible value of interest to us.

**Example:** Universal Set can be \( U = \{ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 \} \), with \( A = \{ 2, 4, 6, 8 \} \), \( B = \{ 1, 3 \} \).

A Venn diagram showing the relationship between universal set \( U \) and sets \( A \) and \( B \) is shown below:
**Complement of a Set**

$A'$ or $A^c$ read as “set $A$ complement” or “complement of set $A$”, refers to elements not in set $A$ but part of the universal set ($U$).

![Venn Diagram](image1)

The shaded portion above shows $A'$

**Example:**
If $U = \{1,2,3,4,5,6,7,8,9,10\}$, with 

$A = \{2,4,6,8\}, \quad B = \{1,3,6\}$.  

then $A' = \{1,3,5,7,9,10\}$

**Set difference:** This refers to elements in one set but not in the other.

![Venn Diagram](image2)

The shaded portion above shows set $B - A$

**Example:** If $A = \{2,4,6,8\}, \quad B = \{1,3,6\}$.  

then $A - B = \{2,4,8\}$  

The shaded region in the Venn diagram below shows $A - B$.

**2.3 Application of Set theory.**

**Example 1:** In a group of 60 people, 27 like cold drinks and 42 like hot drinks and each person likes at least one of the two drinks. How many like both hot and cold drinks?

**Solution:**
Let $A = \text{Set of people who like cold drinks}$ 

$B = \text{Set of people who like hot drinks}$

Let $x$ be the number of people who like both.

Using the Venn diagram below

![Venn Diagram](image3)

Therefore $(27 - x)$ like cold drinks only, $(42 - x)$ like hot drinks only.

The total is 60, hence:

$(27 - x) + (42 - x) + x = 60$  

$69 - x = 60$  

$x = 9$

Therefore, 9 people like both hot and cold drinks.

**Example 2:** Given that $n(P \cup Q \cup T) = 77$, $n(P \cap Q \cap T) = 11$, $n(P \cap Q) = 24$, $n(P \cap T) = 21$, $n(Q \cap T) = 19$, $n(P) = 56$, $n(Q) = 38$, and $n(T) = 36$. Find $n(P' \cap Q \cap T)$.

**Solution:** A Venn diagram can help us.

We start in the middle with common elements for all 3 sets:

$n(P \cap Q \cap T) = 11$

We then fill-in the rest of the subdivided intersection spaces by subtracting the 11 from

$n(P \cap Q) = 24$, $n(P \cap T) = 21$, and $n(Q \cap T) = 19$.

The number of elements outside the intersections are the last ones to be filled in checking the total number of elements for each set.

$\therefore n(P' \cap Q \cap T) = 8$
1) If the universal set $U$, with subsets $M$ and $N$ are described as follows:
$U = \{x: 0 \leq x \leq 15, \ x \text{ is natural}\}$
$M = \{x|x \text{ is an odd number less than 15}\}$
$N = \{x|x \text{ is a prime number less than 15}\}$

i) List the elements of set $U$ and state $n(U)$

ii) List the elements of set $M$.

iii) List the elements of set $M'$

iv) List the elements of set $M \cup N$.

v) List the elements of set $M \cap N$.

vi) List the elements of set $M - N$.

vii) Draw a Venn diagram to show the relationship between sets $U, M$ and $N$

2) In a group of 100 persons, 72 people can speak English and 43 can speak Arabic.

i) How many can speak both English and Arabic?

ii) How many can speak English only?

3) Some students were asked which sports they enjoy from Football, Hockey and Rugby. Their responses were represented on a Venn diagram below.

i) How many students enjoy all three sports?

ii) How many students enjoy football and rugby?

iii) How many students were asked altogether?

iv) How many students enjoy hockey and rugby but not football?
1. Determine if each statement is True or False. Underline your answer.
   i) $4 \in \{3, 4, 6\}$ (True / False)
   ii) $3 \notin \{3, 4, 6\}$ (True / False)
   iii) $\{1, 2\} \subseteq \{1, 3, 6\}$ (True / False)
   iv) $\{6, 3, 5\} = \{3, 5, 6\}$ (True / False)

2. Which of the Venn diagrams below correctly shows $A' \cap B'$
   a) [Diagram A]
   b) [Diagram B]
   c) [Diagram C]

3. Write down all subsets of $A = \{1, 2, 3\}$

4. Using the listing method, list the elements of the following sets and state their cardinal numbers, $n(S)$.
   i) $S = \{x / x is an even integer between -5 and 5\}$
   ii) $S = \{x / x is a month starting with 'J'\}$

5. If $A = \{1, 2, 3, 5, 10\}$ and $B = \{-3, 2, 3, 5, 15, 20\}$
   i) Find $A \cup B$
   ii) Find $A \cap B$
   iii) Is $A \subseteq B$? (Yes / No)

   iv) Draw a Venn diagram to show the relationship between set A and set B.

6. The elements of each set are shown in Venn diagram given below.

   State the cardinal number of each set:
   i) $n(A) =$
   ii) $n(U) =$
   iii) $n(B') =$
   iv) $n(A \cup B)' =$
   v) $n(A \cap B)' =$
   vi) $n[U - (A \cup B)] =$
7. In a class of 50 students, each of the students passed either in mathematics or in science or in both. 10 students passed in both and 28 passed in science. Find how many students passed in mathematics only?

8. Stephen asked 100 coffee drinkers whether they like cream or sugar in their coffee. According to the Venn diagram below, how many like

- i) Cream?
- ii) Sugar but not cream?
- iii) Cream and sugar?
- iv) Cream or sugar?

9. In a town, 800 people are selected by random types of sampling methods. 280 go to work by car only, 220 go to work by bicycle only and 140 use both ways then

- i) How many people use at least one of both transportation types?
- ii) How many people go by neither car nor bicycle?

10. In a tennis tournament, 100 players took part in the singles only, 31 players took part in the doubles only. The number of players that took part in the singles were equal to twice the number of players who took part in the doubles. How many players took part in both the singles and the doubles? *(You may use a Venn diagram to help you).*

11. Given, \( n(U) = 60 \), \( n(A) = 34 \), \( n(B) = 22 \), and \( n(A \cap B) = 8 \). Find \( n(A \cup B)' \). *(You can use a Venn diagram).*

12. A total of 20 trucks were tested at a checkpoint. 6 trucks failed the test for brakes \((B)\) 7 trucks failed the test for lights \((L)\) 9 trucks passed the tests for both brakes and lights. How many trucks failed both tests for brakes and lights? *(You can use Venn diagrams to find the answer.)*
(Unit-3) Basic Arithmetic

3.1 Factors and Multiples of a number

**Factor:** A factor is a whole number which divides exactly another whole number, leaving no remainder or remainder zero(0).

**Example:**
Factors of 24 are 1, 2, 3, 4, 6, 8, 12, 24

**Prime number:** A number that has only two (2) factors, namely: 1 and itself.

**Examples of prime numbers** are 2, 3, 5, 7, ...

How do you express or write 24 as a product of its prime factors only?

We use the factor tree method as shown below:

\[
\begin{array}{c}
24 \\
6 \\
2 \\
\end{array}
\quad \begin{array}{c}
4 \\
2 \\
\end{array}
\quad \begin{array}{c}
2 \\
\end{array}
\quad \begin{array}{c}
3 \\
\end{array}
\]

\[\therefore 24 = 2 \times 2 \times 2 \times 3,\]

as a product of its prime factors arranged in ascending order.

**Multiples of a number**
Multiples of a number are numbers that can be divided into by the number a certain number of times exactly without leaving a remainder.

**Examples**

1) 3, 6, 9, 12, 15, 30, ... are multiples of 3
2) 5, 10, 15, 20, 25, ... are multiples of 5

**Class Activity 3.1**

1. Which one is a multiple of 4 but not a factor of 32?
   a) 8  
   b) 16  
   c) 20

2. Which one is a factor of 48 but not a multiple of 4?
   a) 8  
   b) 6  
   c) 16

3. Mohammed thinks of a number between 1 and 20 which has exactly 5 factors. What is the number that Mohammed thinks?
   a) 10  
   b) 16  
   c) 8

4. Write down the following as products of their prime factors using the FACTOR TREE method
   i) 56  
   ii) 105
3.1.1 Highest Common Factor (HCF)

The H.C.F. of a set of numbers is the highest number which is a common factor of each of the numbers.

Example: Find the HCF of 18 and 30.

Factors of 18 are 1, 2, 3, 6, 9, 18
Factors of 30 are 1, 2, 3, 5, 6, 10, 15, 30
The highest common factor (HCF) on both lists is 6.

So the HCF of 18 and 30 is 6.

For large or group of numbers we can use prime factors (factor trees) to find HCF.

Example 1: Find the HCF of 24, 54 and 42

Step 1: Find their prime factors in index form

24 = \(2 \times 2 \times 2 \times 3 = 2^3 \times 3^1\)
54 = \(2 \times 3 \times 3 \times 3 = 2^1 \times 3^3\)
42 = \(2 \times 3 \times 7 = 2^1 \times 3^1 \times 7^1\)

Step 2: Find the product of common factors with lowest powers to get the HCF

It is noted that the factors 2 and 3 are common in all the numbers and their product with lowest powers is: \(2^1 \times 3^1 = 6\) is called the Highest Common Factor (HCF) of the numbers 24, 54 and 42

Example 2: Find the HCF of 36, 60, 108 and 240

Step 1) The prime factors of above numbers are:

36 = \(2 \times 2 \times 3 \times 3 = 2^2 \times 3^2\)
60 = \(2 \times 2 \times 3 \times 5 = 2^2 \times 3^1 \times 5^1\)
108 = \(2 \times 2 \times 3 \times 3 \times 3 = 2^2 \times 3^3\)
240 = \(2 \times 2 \times 3 \times 2 \times 2 \times 5 = 2^4 \times 3^1 \times 5^1\)

Step 2) \(HCF = 2^2 \times 3^1 = 12\)

Check that 36, 60, 108 and 240 are exactly divisible by 12.

Class Activity 3.1.1

Find the H.C.F of the following set of numbers:

1) 24 and 36

2) 10, 40 and 60

3) Find the number which divides 168 and 96 leaving 6 as remainder?

3.1.2 Lowest Common Multiple (LCM)

The LCM of a set of numbers is the lowest or smallest number which is a common multiple of each of the numbers.

Example: The lowest common multiple (LCM) of 3 and 4 is the lowest number which is in both multiples of 3 and 4.

Multiples of 3 are: 3, 6, 9, 12, 15, ...
Multiples of 4 are: 4, 8, 12, 16, ...

The first number which comes in both is 12
So 12 is the LCM of 3 and 4.
For large numbers or group of numbers the LCM can be found by using prime factors (factor tree).

**Example:** Determine the L.C.M of the following set of numbers; 24, 54 and 42.

**Step 1:** Express each of them as a product of its prime factors

\[
\begin{align*}
24 & = 2 \times 2 \times 2 \times 3 = 2^3 \times 3^1 \\
54 & = 2 \times 3 \times 3 \times 3 = 2^1 \times 3^3 \\
42 & = 2 \times 3 \times 7 = 2^1 \times 3^1 \times 7^1
\end{align*}
\]

**Step 2:** Find the product of each different prime factor, from all the numbers, with the highest power that occur in any number to get the LCM.

\[
\text{L.C.M} = 2^3 \times 3^3 \times 7^1 \text{ or } 8 \times 27 \times 7 = 1512
\]

**Class Activity 3.1.2**

1) Find the LCM of 20 and 35.

2) Find the LCM of the following set of numbers: 10, 15 and 40

**3.1.3 Application of LCM and HCF**

**a) The relationship between LCM and HCF of any two numbers.**

For any two numbers:

\[
\text{HCF} \times \text{LCM} = \text{First number} \times \text{Second number}
\]

**Example:** LCM of 16 and 24 is 48;

\[
\text{HCF of 16 and 24 is } 8;
\]

\[
\therefore \text{LCM} \times \text{HCF} = 48 \times 8 = 384
\]

Product of the numbers = 16 \times 24 = 384

**b) We use HCF method in following ways:**

i) To split things into smaller sections.

ii) To equally distribute any number of sets of items into their largest grouping.

iii) To arrange something into rows or groups.

**Example (1):** A teacher has two classes of 42 and 56 students each. He wants to create small workgroups of equal numbers in each class. If no students should be left over, how many students should be put in each group?

**Solution:** Since he must consider the numbers 42 and 56 at the same time, HCF will help.

\[
\begin{align*}
42 & = 2 \times 3 \times 7 \\
56 & = 2 \times 2 \times 2 \times 7
\end{align*}
\]

HCF = 2 \times 7 = 14

**Hence in each class, each group should have 14 students.**

**Example (2):** Ahmed has two pieces of ribbon of lengths 18 cm and 24 cm respectively. He wants to cut both pieces into smaller pieces of equal length that are as long as possible. What would be the length of each smaller piece?

**Solution:** HCF of 18 and 24 is 6. Therefore, the length of each smaller piece is 6 cm.

**c) We use LCM method in following ways:**

i) In an event that is or will be repeating over and over.

ii) To get multiple items in order to have enough.

iii) To analyse when something will happen again at the same time.

**Example:** Ahmed exercises every 12 days and Said every 18 days. Ahmed and said both exercised today. After how many days they exercise together again?

**Solution:** We need to find the LCM of 12 and 18

\[
\begin{align*}
12 & = 2^2 \times 3^1 \\
18 & = 2^1 \times 3^2 \\
\text{Hence LCM} & = 2^2 \times 3^2 = 36
\end{align*}
\]

So Ahmed and Said will exercise together again after 36 days.
Class Activity 3.1.3

1) The highest common factor and lowest common multiple of two numbers are 6 and 36 respectively. One number is 12, find the other.

2) A bell rings every 18 seconds, another every 60 seconds. At 5.00 pm the two ring simultaneously. At what time will the bells ring again at the same time?

3) A salesman goes to Salala every 15 days for one day and another every 24 days, also for one day. Today, both are in Salala. After how many days both salesman will be again in Salala on same day?

4) Ibrahim has two metal rods of 45m and 60m respectively. He wants to cut both rods into short lengths of equal measurement. How long should each short piece be?
3.2 Reducing Fractions to Simple form

A fraction is written in this form:

\[
\frac{a}{b} \rightarrow \text{Numerator} \over \text{Denominator}
\]

Proper Fraction

Eg. \(\frac{3}{5}\)

Improper or top heavy fraction

Eg. \(\frac{7}{2}\)

Mixed fraction

Eg. \(2\frac{1}{2}\)

Conversion of mixed fraction to improper fraction:

\[
\frac{a}{b} = \frac{c \times a + b}{c}
\]

Example:

\[
2\frac{1}{3} = \frac{3 \times 2 + 1}{3} = \frac{7}{3}
\]

Conversion of improper fraction to mixed fraction:

\[
\frac{\text{Dividend}}{\text{Divisor}} = \text{Quotient} \over \text{Remainder} \over \text{Divisor}
\]

Example:

\[
\frac{7}{2} = 3 \frac{1}{2}
\]

Equivalent Fractions:

\[
\frac{a}{b} = \frac{ka}{kb}
\]

Example:

\[
\frac{1}{2} = \frac{5 \times 1}{5 \times 2} = \frac{5}{10}
\]

Reducing a fraction to simplest form:

Do factorization in both the numerator and the denominator, then cancel out common factors.

Example 1:

\[
\frac{15}{35} = \frac{3 \times 5}{7 \times 5} = \frac{3}{7}
\]

Example 2:

\[
\frac{24}{36} = \frac{2 \times 2 \times 2 \times 3}{2 \times 2 \times 3 \times 3} = \frac{2}{3}
\]

Note: A fraction is in simplest form if its numerator and denominator have no common factors.

Class Activity 3.2

1. Convert the mixed fractions to improper form:
   i) \(1\frac{1}{2} = \)
   ii) \(3\frac{1}{3} = \)
   iii) \(5\frac{2}{5} = \)

2. Convert the improper fractions to mixed fractions:
   i) \(\frac{7}{2} = \)
   ii) \(\frac{30}{7} = \)

3. Reduce the following fractions to their simplest form:
   i) \(\frac{4}{12} = \)
   ii) \(\frac{6}{39} = \)

4. Write two equivalent fractions of the following:
   i) \(\frac{2}{5} = \)
   ii) \(\frac{3}{7} = \)
3.3 Addition and Subtraction of fractions

**Rules and Steps for adding or subtracting fractions**

**Rule 1:** If the fractions are mixed convert them to improper fractions.

**Rule 2:** If all the fractions have the same denominators (like/similar fractions), then just add or subtract the numerators and copy the common denominator.

**Rule 3:** If the denominators of the fractions are different, do the following steps:

**Step 1:** Find the Least Common Denominator (LCD) which is the Least Common Multiple (LCM) of all the denominators.

**Step 2:** Using the LCD, convert the fractions to become similar fractions.

**Step 3:** Combine the fractions into one fraction.

**Step 4:** Express the fraction in simplest form.

**Examples:** Simplify the following:

1) \( \frac{2}{5} + \frac{1}{5} \)

Solution:

Since denominators are the same, add numerators \( \frac{2+1}{5} = \frac{3}{5} \)

2) \( \frac{5}{7} - \frac{2}{7} \)

Solution:

\( \frac{5-2}{7} = \frac{3}{7} \)

3) \( \frac{5}{7} - \frac{1}{5} \)

Solution:

LCM of denominators 7 and 5 is 35

\[
\frac{5}{7} - \frac{1}{5} = \frac{5 \times 5}{7 \times 5} - \frac{1 \times 7}{5 \times 7} = \frac{5 \times 5 - 7 \times 1}{35} = \frac{25 - 7}{35} = \frac{18}{35}
\]

4) \( \frac{2}{3} + \frac{1}{4} - \frac{1}{2} \)

Solution:

LCM of denominators 3, 4 and 2 is 12

\[
\frac{2}{3} + \frac{1}{4} - \frac{1}{2} = \frac{4 \times 2 + 3 \times 1 - 6 \times 1}{12} = \frac{8 + 3 - 6}{12} = \frac{5}{12}
\]

5) \( 1\frac{2}{3} + 2\frac{1}{2} \)

Solution:

\[
1\frac{2}{3} + 2\frac{1}{2} = \frac{3 \times 1 + 2}{3} + \frac{2 \times 2 + 1}{2} = \frac{5 + 5}{2}
\]

LCM of denominators 2 and 3 is 6

\[
\frac{5}{3} + \frac{5}{2} = \frac{2 \times 5 + 3 \times 5}{6} = \frac{25}{6} \text{ or } 4\frac{1}{6}
\]
1. Simplify: $\frac{1}{2} + \frac{5}{8}$

2. Simplify: $\frac{7}{10} - \frac{2}{5}$

3. Simplify: $\frac{5}{3} + \frac{2}{5} - \frac{1}{2}$

4. Simplify: $\frac{1}{4} - \frac{3}{8} + \frac{1}{2}$

5. An electrician has three and seven-sixteenths cm of wire. He needs only two and five-eighths cm of wire for a job. How much wire is remaining?
3.4 Multiplication and Division of Fractions:

Multiply the numerators on their own and multiply the denominators on their own and then simplify.

**Note:** The cancellation method may also be used.

**Example 1:** Simplify \( \frac{5}{8} \times \frac{3}{7} \)

**Solution:**

\[
\frac{5}{8} \times \frac{3}{7} = \frac{5 \times 3}{8 \times 7} = \frac{15}{56}
\]

**Example 2)** Simplify \( \frac{2}{3} \times \frac{7}{8} \)

**Solution:**

\[
\frac{2}{3} \times \frac{7}{8} = \frac{2 \times 7}{3 \times 8} = \frac{14}{24} = \frac{7}{12}
\]

A shorter way would have involved cancellation method as shown below:

\[
\frac{7}{12} \times \frac{15}{5} = \frac{1 \times 5}{1 \times 4} = \frac{5}{4} = 1 \frac{1}{4}
\]

**Division:**

Given that \( a \) and \( b \) are integers different from zero, then \( \frac{a}{b} \div \frac{c}{d} = \frac{a \times d}{b \times c} \)

In general \( \frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c} \)

where \( \frac{d}{c} \) is called the reciprocal of \( \frac{c}{d} \)

**Example 1:** \( 6 \div 2 = \frac{6}{2} = \frac{6}{1} \times \frac{1}{2} \)

**Example 2:** Simplify \( \frac{3}{5} \div \frac{2}{7} \)

**Solution:**

\[
\frac{3}{5} \div \frac{2}{7} = \frac{3 \times 7}{5 \times 2} = \frac{21}{10} = 2 \frac{1}{10}
\]

**Class Activity 3.4**

Simplify the following.

1) \( \frac{2}{3} \times \frac{6}{5} \)

2) \( 1 \frac{2}{5} \times 3 \frac{1}{2} \)

3) \( 1 \frac{2}{9} \times 1 \frac{4}{5} \div \frac{6}{5} \)

4) \( \frac{1}{2} + \frac{2}{4} \times 3 \frac{1}{3} \)

5) \( \frac{4}{5} \div \frac{1}{3} \)

6) \( 1 \frac{3}{7} \div 5 \)

7) \( \frac{1}{2} + 26 \div 3 \frac{1}{4} \)

8) Osama put in his car tank \( \frac{5}{8} \) of a 24 litre container of fuel. Khalil put \( \frac{1}{3} \) as much fuel as Osama did. How many litres of fuel did Khalil use?
3.5 Estimation/Rounding off

3.5.1 Estimation/Rounding off (Decimal places)

Rule 1: If the digit to be dropped is 5 or more, then the digit at its left is increased by 1.

Rule 2: If the digit to be dropped is less than 5, then discard the digits on the right and retain the digits on the left without changing the last digit.

Example 1: Round off: 85.7684 correct to i) 1 decimal place.
       ii) 3 decimal places.

Solution:
   i) 85.7684 = 85.8, to 1 decimal place.  (Rule 1 applies)
   ii) 85.7684 = 85.768, to 3 decimal places.  (Rule 2 applies)

Example 2: Round off: 0.007362 correct to i) 2 decimals.
           ii) 3 decimals

Solution:
   i) 0.007362 = 0.01 correct to 2 decimals.
   ii) 0.007362 = 0.007 correct to 3 decimals.

Class Activity 3.5.1

1. When 53.6492 is rounded off correct to 3 decimal places, the answer is …….
   a) 53.6
   b) 53.649
   c) 53.650

2. When 0.547 is rounded off correct to 2 decimal places, the answer is …….
   a) 0.55
   b) 0.54
   c) 0.50

3. When 72.95 is rounded off correct to 1 decimal place, the answer is …….
   a) 72.9
   b) 80.0
   c) 73.0

4. Round off 0.6791 to 2 decimal places.

5. Round off 23.521 to 1 decimal place.

6. Round off 64.796 to 2 decimal places.

3.5.2. Estimation/Rounding off (Significant Figures or Digits)

Instead of using the number of decimal places to express the accuracy of an answer, significant figures can be used.

The number 39.38 is written in 2 decimal places or in 4 significant figures since the number contains four figures.

The number 39.38 is correct to 2 decimal places but it is also correct to 4 significant figures since the number contains four figures.

The rules regarding significant figures are as follows:

Rule 1: Non-zero digits are always significant.

Examples:
   i) 25 has two significant figures.
   ii) 25000 has two significant figures (zeros in bold are not considered)
   iii) 25.58 has four significant figures.
   iv) 8.1925 = 8.193 correct to 4 significant figures. (Here last digit is increased by 1)
   v) 8.1925 = 8.19 correct to 3 significant figures.
Rule 2: Any zeros between two non-zero digits are significant.

Examples:

i) 506 has 3 significant figures.

ii) 12007 has 5 significant figures.

iii) 20.07 has 4 significant figures.

(Though 2 decimal places)

iv) 60 256 = 60 000 to 2 significant figures.

Note: Here 3 zeros (0) are added after the first two digits to maintain the number in thousands similar to the original number.

Rule 3: A final zero or trailing zeros in the decimal portion ONLY are significant.

Examples:

i) \(0.00070\) has 2 significant figures (zeros in bold are not considered)

(Though 5 decimal places)

ii) \(0.03040\) has 4 significant figures (zeros in bold are not considered)

(Though 5 decimal places)

iii) 1.0050 has 5 significant figures.

(Though 4 decimal places)

Note: The same rounding cut off rules used in decimal rounding also apply to significant figure rounding off, that is:

If the figure (digit) to be discarded is 5 or more, then the previous figure is increased by 1, otherwise the last digit is not increased.

Examples:

1) \(0.40561 = 0.406\) if rounded off to 3 significant figures.

2) \(7.236 = 7.2\) if written in 2 significant figures.

Class Activity 3.5.2

Put a circle around the correct answer for questions 1 to 5, indicate how many significant figures there are in each of the numbers.

1. 0.00340
   a) 3
   b) 5
   c) 2

2. 14.600
   a) 2
   b) 3
   c) 5

3. 700000
   a) 1
   b) 6
   c) 4

4. 350.670
   a) 3
   b) 4
   c) 6

5. When \(42.456\) is rounded off correct to 2 significant figures, the answer is …
   a) 42
   b) 43
   c) 42.46

6. When \(5621\) is rounded off correct to 3 significant figures, the answer is …
   a) 5600
   b) 5620
   c) 5630

7. Round off \(25.271\) to 3-significant figures.
3.6 Scientific Notation

**Standard form of a scientific number**
The expression $a \times 10^n$ is a scientific notation, where $a$ is a number between 1 and 10 and $n$ is an integer.

**Example 1:** Distance from earth to sun
$= 93,000,000$ miles $= 9.3 \times 10^7$ miles

**Example 2:** Diameter of atom of gold
$= 0.000000342$ m $= 3.42 \times 10^{-7}$ m

### 3.6.1 Conversion of conventional number to scientific number

**Rule 1:** When the decimal point is moved ‘$n$’ places to the left then power of 10 is positive ‘$n$’.

**Example 3:** Express these numbers in scientific notation
i) $33,600,000$
Ans) $3.36 \times 10^7$

ii) $502.15$
Ans) $5.0215 \times 10^2$

**Rule 2:** When the decimal point is moved ‘$n$’ places to the right then power of 10 is negative ‘$n$’.

**Example 4:** Express these numbers in scientific notation
i) $0.0045$
Ans) $4.5 \times 10^{-3}$

   ii) $0.000506$
   Ans) $5.06 \times 10^{-4}$

### Class Activity 3.6.1

Express these numbers in scientific notation
1) $2056$
2) $0.00000377$
3) $49980000000$
4) $0.034$

### 3.6.2 Conversion of Scientific numbers to conventional (ordinary) numbers

**Rule 1:** If the power of 10 is positive ‘$n$’ then move the decimal point ‘$n$’ places to the right (fill the vacant places with zero).

**Example 5:** Express these numbers given in scientific notation in conventional form.
i) $5.0215 \times 10^2$
Ans) $502.15$

   ii) $3.36 \times 10^6$
   Ans) $3,360,000$

**Rule 2:** If the power of 10 is negative ‘$n$’ then move the decimal point ‘$n$’ places to the left (fill the vacant places with zero).

**Example 6:** Express each number given in scientific notation in conventional form.
i) $4.5 \times 10^{-3}$
Ans) $0.0045$

   ii) $5.06 \times 10^{-4}$
   Ans) $0.000506$

### Class Activity 3.6.2

Express these numbers in conventional form
1) $4.36 \times 10^6$

2) $5.3 \times 10^{-4}$

3) $9.66 \times 10^{-5}$

4) $8.50 \times 10^2$
1. Azan pays OMR 12 for 2 magazines. Given that the cost of each magazine is a multiple of 4. What are the possible prices for each of the magazines?
   a) OMR 6 and OMR 2
   b) OMR 8 and OMR 4
   c) OMR 3 and OMR 4

2. The lowest common multiple of 6 and 4 is smaller than the highest common factor of 30 and 45?
   a) False
   b) True
   c) None of the above

3. By first expressing each of the following numbers as products of their prime factors 42, 90, and 108; Find the
   i) HCF
   ii) LCM

4. The HCF of two numbers is 3 and their LCM is 54. If one of the numbers is 27, find the other number.

5. Find the greatest number which divides 305 to leave a remainder of 5 and which also divides 299 to leave a remainder of 5?

6. Find the least length of a rope which can be cut into whole number of pieces of lengths 45 cm, 75 cm and 81 cm?

7. A cinema runs its movies in two different halls 24/7. One movie runs for 90 minutes and the second one runs for 60 minutes. Both movies start at 1.00 p.m. When will the movies begin again at the same time?

8. Simplify \( \frac{3}{8} - \frac{1}{2} + \frac{3}{4} \)

9. Simplify \( 2 \frac{1}{3} + 1 \frac{1}{4} \times 2 \frac{3}{4} \)
10. Simplify $10 \times \frac{3}{5}$

11. Simplify $2 \frac{3}{11} \div \frac{1}{11}$

12. Simplify $(6 \frac{3}{2}) \times \frac{2}{9}$

13. Simplify $\frac{2}{3} \times \left(5 \div \frac{1}{6}\right)$

14. Salim had a box of chocolates, of which he gave $\frac{1}{2}$ to his friend Abdullah. Abdullah gave $\frac{3}{4}$ of his share to his friend Khalid. What fractional part of the original box of chocolates did Khalid get?

15. A painter had a trough with 22 litres of paint. If each bucket holds $2 \frac{3}{4}$ litres, then how many buckets of paint can be poured from the trough?

16. Indicate how many significant figures there are in each of the following numbers.
   (i) 246.32
       a) 3
       b) 5
       c) 2
   (ii) 100.3
       a) 1
       b) 3
       c) 4
   (iii) 0.678
       a) 4
       b) 3
       c) 1

17. Round-off the following numbers:
   i) 1.2562 (to 2-significant figures)
      =
   ii) 0.1125 (to 2-significant figures)
      =
   iii) 50257 (to 2-significant figures)
      =

18. Round-off the following numbers:
   i) 49.3915 (to 2-decimal places)
      =
   ii) 0.006365 (to 2-decimal places)
      =

19. The number 0.0000413 can be written as
   a) $413 \times 10^{-7}$
   b) $0.413 \times 10^{-7}$
   c) $4.13 \times 10^{-7}$

20. Express in scientific notation 49900000000

21. Express these numbers in conventional form.
   i) $5.73 \times 10^6 =$
   ii) $8.66 \times 10^{-5} =$
References


