

> Learner's Book

answers

Unit 1 Getting started

- 1 **a** 144 **b** 9
c 125 **d** 4
- 2 **a** 512 **b** 128
- 3 **a** 15° **b** 15°
- 4 **a** 4 and 3000 and $\sqrt{225}$
b All of them.
- 5 10°

Exercise 1.1

- 1 **a** integer 3 **b** irrational
c irrational **d** integer 7
e irrational
- 2 **a** $\sqrt{1}$, $7\frac{3}{12}$, -38 and $-\sqrt{225}$ are rational.
b $\sqrt{200}$ is the only irrational number.
- 3 **a** integer **b** surd **c** surd
d integer **e** integer **f** surd
- 4 **a** irrational because $\sqrt{2}$ is irrational
b rational because it is equal to $\sqrt{4} = 2$
c irrational because $\sqrt[3]{4}$ is irrational
d rational because it is equal to $\sqrt[3]{8} = 2$
- 5 **a** Learner's own answer. For example: $\sqrt{2}$ and $-\sqrt{2}$.
b Learner's own answer. For example: $\sqrt{2}$ and $2 - \sqrt{2}$
- 6 **a** **i** 4 **ii** 6
iii 10 **iv** 6
b They are all positive integers.
c Learner's own answer.
d Learner's own answer.
- 7 **a** $7^2 = 49$ and $8^2 = 64$
b $4^2 = 64$ and $5^2 = 125$

- 8 **a** The square root of any integer between 16 and 25 is a possible answer.
b The square root of any integer between 144 and 169 is a possible answer.
- 9 **a** 14
b 6
- 10 **a** **i** 1 **ii** 2 **iii** 3
b $(\sqrt{5} + 1) \times (\sqrt{5} - 1) = 4$, and so on
c $(\sqrt{N} + 1) \times (\sqrt{N} - 1) = N - 1$
d Learner's own answer.
- 11 **a** No. It is not a repeating pattern.
b Learner's own answer.

Reflection:

- a** **i** true **ii** true **iii** false
b No. It might be a repeating pattern or it might not.

Exercise 1.2

- 1 **a** 3×10^6 **b** 3.2×10^6
c 3.28×10^6 **d** 3.2871×10^6
- 2 **a** 6.3×10^7 **b** 4.88×10^7
c 3.04×10^8 **d** 5.2×10^8
- 3 **a** 5400 **b** 1410 000
c 23 370 000 000 **d** 87 250 000
- 4 Mercury 5.79×10^7 km; Mars 2.279×10^8 ;
Uranus 2.87×10^9
- 5 **a** Russia **b** Indonesia
c The largest country is approximately 9 times larger than the smallest country.
- 6 **a** 7×10^{-4} **b** 8.12×10^{-4}
c 6.691×10^{-4} **d** 2.05×10^{-4}

Mathematics Course 2 Answers Pearson

**K.R. Choubey, Ravikant Choubey,
Chandrakant Choubey**



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Mathematics, 2008 Miscellaneous Topic for Higher Mathematics: Course in Mathematics for the IIT-JEE and Other Engineering Entrance Examinations K.R. Choubey, Ravikant Choubey, Chandrakant Choubey, **The Pearson Guide to Complete Mathematics for AIEEE** Khattar Dinesh, 2007-02 The second edition of The Pearson Guide to Complete Mathematics for AIEEE retains the basic structure and coverage of the previous edition while adding to it solved question papers of AIEEE 2005 and 2006 Spread over thirty two systematic and well written chapters this book covers the AIEEE syllabus completely and will also prove a useful guide for students appearing for state level engineering tests PETs Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce's triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer's series on the History of Mathematics

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