

# GED® Math Study Guide 2.15

## Math Terminology

**Number 8, Type 8-01:**

**Natural** all \_\_\_\_\_ also called positive integers or counting numbers, they are the numbers 1, 2, 3, 4, 5, ...

**Whole Number** \_\_\_\_\_ 0 or any positive number without a fractional or decimal part; all natural numbers are whole (the integer) \_\_\_\_\_ 0 or any positive or negative number without a fractional or decimal part; all whole numbers are integers.

**Rational Number** \_\_\_\_\_ a number that can be written as a ratio; means  $\frac{a}{b}$  can be written as a fraction in which both the numerator (the top number) and the denominator (the bottom number) are whole numbers,  $b \neq 0$ . The denominator cannot be 0, but the numerator can be. Example: The number 6 is a rational number because it can be written as the fraction  $\frac{6}{1}$ .

All integers are rational numbers.

**Irrational Number** \_\_\_\_\_ a number that cannot be expressed as a ratio between two integers. It neither is decimal notation, an irrational number would have an infinite number of digits to the right of the decimal point, without repeating. The value of  $\pi$  (3.1415...) and the square root of 2 ( $\sqrt{2}$ ) are examples of irrational numbers.

**Real Number** \_\_\_\_\_ (also called measuring numbers); any rational or irrational number; each of the infinite number of points on the real number line represents a real number. This includes all numbers that can be written as a decimal and fractions is also in decimal form.

**Positive Number** \_\_\_\_\_ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

**Negative Number** \_\_\_\_\_ -1, -2, -3, -4, -5, -6, -7, -8, -9, -10, -11, -12

**Prime Number** \_\_\_\_\_ a whole number  $> 1$  whose only factors are 1 and itself; note that 0 and 1 are not prime numbers.

**Composite Number** \_\_\_\_\_ a whole number that can be divided evenly by numbers other than 1 and itself.

**Absolute Value** \_\_\_\_\_ shown by two parallel vertical lines, absolute value is the magnitude of a real number without regard to its sign. If a number's distance from 0 on the number line. Examples:  $|-5| = 5$

**Place Value** \_\_\_\_\_ in a whole number, it's the position a certain digit occupies. In the GED® Math test ask you, "what is the place value of the 5 in this number 5,500?" the 5 occupies the hundreds place, so that's its place value.

**Value of a digit** \_\_\_\_\_ defined from place value, the position of a digit in a number determines its value. for example, in the number 7,500 the value of 7 is 7 times its place value, or  $7 \times 1,000 = 7,000$ .

**Other test test**

**Operations** \_\_\_\_\_ add, subtract, multiply, divide

**Inverse** \_\_\_\_\_ opposite operations: addition is the opposite of subtraction; division the opposite of multiplication, and so on. Inverse operations are used to solve single algebraic equations.

**Sum, Total, Combined** all mean to add  $2 + 3 =$

**Addends** numbers to be added in  $2+3$ , 2 & 3 are addends  
**Sum** \_\_\_\_\_ the result of adding a series of addends

**Difference** \_\_\_\_\_ subtract  $7 - 3$

**Minuend** \_\_\_\_\_ the top number in subtraction

**Subtrahend** \_\_\_\_\_ the bottom number in subtraction

**Product** \_\_\_\_\_ the result when multiplying two or more #s.

$7 \times 5 = 35$ ; find the product  $4 \times 2 = 8$ ;  $340 \times 12$

**Multiplied** \_\_\_\_\_ the top number in multiplying two #s

**Multiplier** \_\_\_\_\_ the bottom number in multiplying two #s

**Quotient** \_\_\_\_\_ answer to division  $6 \div 2 = 3$   $\frac{1}{\sqrt{2}}$   $\frac{4}{5}$

**Divisor** \_\_\_\_\_ the number outside the house 2 here  $\frac{1}{2}$

**Dividend** \_\_\_\_\_ the number inside the house 4 here  $\frac{4}{2}$

**Solve** \_\_\_\_\_ calculate the problem, get answer

**Percent** \_\_\_\_\_ PART of a whole number %

**Rounding** \_\_\_\_\_ when setting whole numbers

**Fractions** \_\_\_\_\_ PART of a WHOLE number  $\frac{1}{2}$

**Numerator** \_\_\_\_\_ top number - the part

**Denominator** \_\_\_\_\_ bottom number - the whole

**Proper** \_\_\_\_\_ less than 1 whole = num. < denom.

**Improper** \_\_\_\_\_ more than 1 whole = num. > denom.

**Mixed** \_\_\_\_\_ an integer and a proper fraction

**Compare** \_\_\_\_\_  $<$ ,  $=$ ,  $>$  less than, equal, greater than

**LCM** \_\_\_\_\_ Lowest Common Denominator

**Reduce** \_\_\_\_\_ lower the numbers  $\frac{45}{10} = \frac{9}{2}$

**Simplify** \_\_\_\_\_ same as reducing fractions

**Perimeter** \_\_\_\_\_ distance around a flat figure 

(add all sides)

**Area** \_\_\_\_\_ surface inside a flat figure 

(Length X Width)

**Volume** \_\_\_\_\_ area inside a 3D object 

(Length X Width X Height)

**Diameter** \_\_\_\_\_ distance across a circle 

through the center

**Radius** \_\_\_\_\_ distance from center to

or to any edge 

**Circumference** \_\_\_\_\_ distance around a circle

$\pi$  is \_\_\_\_\_ value is 3.14; it's the ratio of a circle's circumference to its diameter. The value is constant; it never

changes, despite the size of the circle. On the GED® Math test, if the instructions say to use  $\pi$  as the value for  $\pi$

instead of 3.14, do so because one of the other numbers in the computation will be a fraction.

**Congruent** \_\_\_\_\_ figures with the same shape 

**Fractioning** \_\_\_\_\_ using a number as a product of two numbers

**GCF** \_\_\_\_\_ Greatest Common Factor; biggest number that evenly divides into two numbers. found by showing the factors of each number and finding the biggest # common to both. Example: find the GCF of 14 and 35. Factors of 14 are: 1 x 14, 2 x 7 and that's it. Factors of 35 are 1 x 35,

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