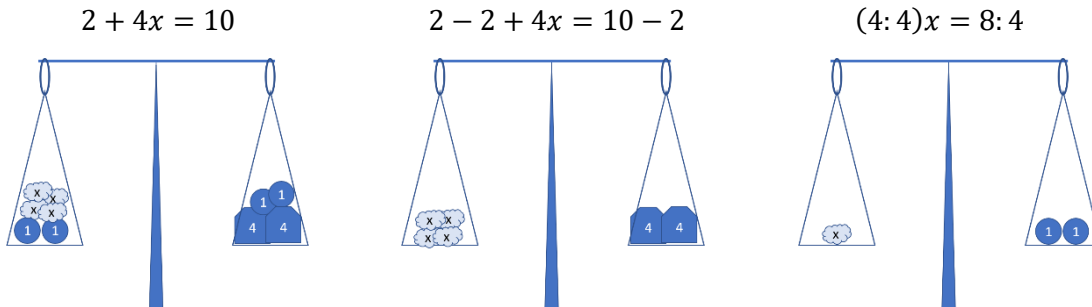


1. Equation.

What can we do with equations to solve them? Let's take the last one.

$2 + 4x = 10$. We can add and subtract the same quantity to (from) both sides of an equation, the balance will be in place. Also, we can multiply and divide both side by the same amount, kipping the balance.



$$2 + 4x = 10$$

$$4x = 10 - 2 = 8$$

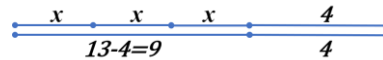
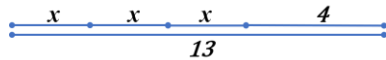
$$x = 8 : 4 = 2$$

The process of the solving equation can be visualized in a different way. Let solve another equation:

$$3x + 4 = 13$$

$$3x = 13 - 4 = 9$$

$$x = 9 : 3 = 3$$



Substitution.

Let's take a look at the very simple equation,

$$|x| = 10$$

The solution of this equation is a number absolute value of which is 10. There are two such numbers, 10 and (-10). Thus, this equation has two roots. (The word "root" can be used as the synonym for solution.)

$$|x| + 5 = 10$$

To make the equation a little simpler, we can substitute $|x|$ with m ($|x| = m$) and solve for m .

$$m + 5 = 10$$

$$m + 5 - 5 = 10 - 5$$

$$m = 5.$$

But the initial variable is x , not m . $|x| = m$, or, as we know, $|x| = 5$. There are two roots, 5 and (-5).

Equations are very useful to solve word problems. In each word problem there is an unknown quantity, and known parameters. The equation can be created with combinations of unknowns and known parameters. For example, let's take a look on the following problem:

There are 27 pencils in two boxes altogether. There are 5 more pencils In one box then in the other. How many pencils are there in each box?

There are two unknown quantities in this problem, the number of pencils in the first box and the number of pencils in the second box. But these two quantities are not independent, one is 5 less than the other. If the number of pencils in one box is denoted as x , number of pencils in the second box will be $x + 5$. And we also know that the total number is 27.

$$x + x + 5 = 27$$

$$2x = 27 - 5 = 22$$

$$x = 22:2 = 11$$

Answer: there are 11 pencils in one box, and 16 in the other.

There are candies in box. If each kid will take 4 candies, 19 candies will be left in the box. If each kid will take 5 candies, there will be lacking 2 candies. How many candies are there in the box?

In this problem there are also two unknown quantities, the number of kids, and number of candies in the box. If the number of kids is denoted as x , the number of candies can be calculated in to ways:

First, $5 \cdot x - 2 =$ number of candies in the box

Second, $4 \cdot x + 19 =$ number of candies in the box, so

$$5 \cdot x - 2 = 4 \cdot x + 19$$

$$5x - 4x = 19 + 2$$

$$x = 21$$

The number of kids is 21. The number of candies can be calculated from either expression:

$$5 \cdot 21 - 2 = 4 \cdot 21 + 19 = 103$$

Answer: there are 103 candies in the box.

There were 624 books in two boxes altogether. When $\frac{1}{3}$ of the books from one box and $\frac{3}{7}$ of the books from another box were sold to the customers, the number of books in each box became equal. How many books there were in each box at the beginning?

In this problem there are two unknown variables, number of books in each box. Let's denote the number of books in the first box as x , and the number of books in the second box as y . Together $x + y = 624$. But we know also that

$$\frac{2}{3}x = \frac{4}{7}y$$

$$x = \frac{4}{7}y : \frac{2}{3} = \frac{4}{7}y \cdot \frac{3}{2} = \frac{4 \cdot 3}{7 \cdot 2}y = \frac{6}{7}y$$

We can now substitute x in the equation $x + y = 624$ with $\frac{6}{7}y$.

$$\frac{6}{7}y + y = 624$$

$$\frac{13}{7}y = 624$$

$$y = 624 : \frac{13}{7} = 624 \cdot \frac{7}{13} = 48 \cdot 7 = 336$$

$$x = \frac{6}{7} \cdot 336 = 288$$

Answer: 288 books, and 336 books.

On the lawn grew 35 yellow and white dandelions. After eight whites flew away, and two yellows turned white, there were twice as many yellow dandelions as white ones. How many whites and how many yellow dandelions grew on the lawn at the beginning?

Again, there are two unknown amounts in the problem: number of yellow and number of white dandelions at the beginning, the sum of these two numbers is 35. We can use y and w as variable names for convenience.

$$y + w = 35$$

Which gives us the following relationship:

$$w = 35 - y$$

Also, we know that

$$2 \cdot (w - 8 + 2) = y - 2$$

$$2(w - 6) = y - 2$$

(eight whites are gone and two yellows are now white, and number of yellows now twice as big as number of whites). Using the substitution $w = 35 - y$, the last equation can be rewritten as

$$2(35 - y - 6) = y - 2$$

$$2(29 - y) = y - 2$$

$$58 - 2y = y - 2$$

$$58 + 2 = y + 2y$$

$$3y = 60$$

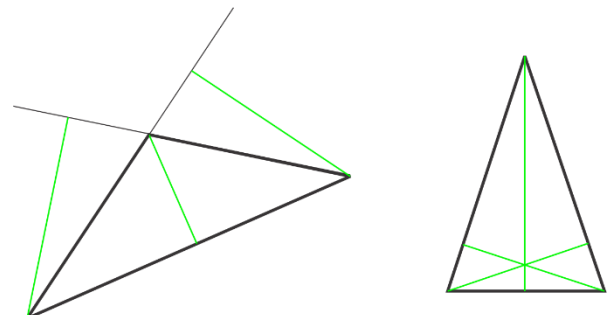
$$y = 20, \quad w = 35 - 20 = 15$$

Answer: at the beginning there were 15 white and 20 yellow dandelions.

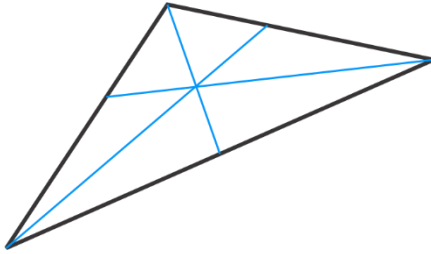
Special segments of a triangle.

From each vertex of a triangle to the opposite side 3 special segments can be constructed.

An **altitude** of a triangle is a straight line through a vertex and perpendicular to (i.e. forming a right angle with) the opposite side.

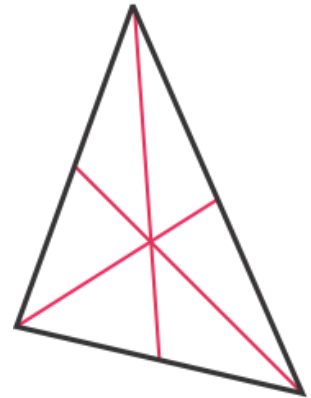


This opposite side is called the *base* of the altitude, and the point where the altitude intersects the base (or its extension) is called the *foot* of the altitude.



An **angle bisector** of a triangle is a straight line through a vertex which cuts the corresponding angle in half.

A **median** of a triangle is a straight line through a vertex and the midpoint of the opposite side, and divides the triangle into two equal areas.



Exercises:

- Write the following as mathematical expression. If this expression is an equation, solve it.
 - Sum of the number x and 15 equals to 20.
 - Product of y and 10.
 - Difference between three times z and 4 is equal to 12.
 - Half of the number b is equal to 1.5
 - Product of the numbers of 5 and x is less than 12.
- Solve the equations:
 - $5y + 3 = 10y - 12$
 - $3(2x + 3) = 27$
 - $5z - 20 = \frac{1}{3}(6x + 12)$
- The sum of three consecutive odd numbers is 135. What is the smallest of the three numbers?

4. Mary bought 5 apples and 2 pears for \$4.60. Eva bought 8 apples and 6 pears for \$6.24. Veronica bought 3 apples and 3 pears. How much change did she get back from \$5.00?
5. The apple floats on the water so that $\frac{1}{5}$ of the apple is above the water and $\frac{4}{5}$ is under the water. Under the water, a fish begins to eat the apple at a speed of 120 g / min., at the same time over the water, a bird begins to eat the apple at a speed of 60 g / min. What part of the apple will fish get?
6. Put +, -, ·, ÷ or parenthesis to make the following statement true.

Example: $1\ 1\ 1\ 1 - 1\ 1\ 1 = 1000$

- a) $1\ 1\ 1\ 1\ 1\ 1\ 1 = 1000$;
- b) $3\ 3\ 3\ 3\ 3\ 3 = 1000$;
- c) $5\ 5\ 5\ 5\ 5\ 5\ 5 = 1000$;
- d) $7\ 7\ 7\ 7\ 7\ 7\ 7\ 7 = 1000$;
- e) $9\ 9\ 9\ 9\ 9 = 1000$.
7. There are singers and dancers in our class. $\frac{1}{5}$ of all singers also dance and $\frac{1}{4}$ of all dancers also sing. Are there more singers or dancers in our class?
8. Evaluate:

a. $1 - \frac{1}{1 + \frac{1}{2}}$;

b. $1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{2}}}$;

c. $\frac{4 + \frac{1}{\frac{1}{2} - \frac{1}{3}}}{4 - \frac{1}{\frac{1}{2} - \frac{1}{3}}}$