



MATHEMATICS

Part - II
STANDARD X



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on
29.12.2017 and it has been decided to implement it from the educational year 2018-19.

Mathematics

Part II

STANDARD X



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune - 411 004**



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

**First Edition : 2018 © Maharashtra State Bureau of Textbook Production
Third Reprint : 2021 and Curriculum Research, Pune- 411 004.**

Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

Mathematics Subject Committee

Dr. Mangala Narlikar	(Chairman)
Dr. Jayashri Atre	(Member)
Shri. Vinayak Godbole	(Member)
Smt. Prajakti Gokhale	(Member)
Shri. Ramakant Sarode	(Member)
Shri. Sandeep Panchbhai	(Member)
Smt. Pooja Jadhav	(Member)
Smt. Ujjwala Godbole	(Member-Secretary)

Mathematics Study Group (State)

Smt. Jayashree Purandare	Smt. Taruben Popat
Shri. Rajendra Chaudhari	Shri. Pramod Thombare
Shri. Rama Vanyalkar	Dr. Bharati Sahasrabudhe
Shri. Annapa Parit	Shri. Vasant Shewale
Shri. Ansar Shaikh	Shri. Pratap Kashid
Shri. Shripad Deshpande	Shri. Milind Bhakare
Shri. Suresh Date	Shri. Dnyaneshwar Mashalkar
Shri. Umesh Rele	Shri. Ganesh Kolte
Shri. Bansi Havale	Shri. Sandesh Sonawane
Smt. Rohini Shirke	Shri. Sudhir Patil
Shri. Prakash Zende	Shri. Prakash Kapse
Shri. Laxman Davankar	Shri. Ravindra Khandare
Shri. Shrikant Ratnaparakhi	Smt. Swati Dharmadhikari
Shri. Sunil Shreevastav	Shri. Arvindkumar Tiwari
Shri. Ansari Abdul Hamid	Shri. Mallesham Bethi
Smt. Suvarna Deshpande	Smt. Arya Bhide

Co-ordinator

Ujjwala Shrikant Godbole
I/C Special Officer for Mathematics

Cover, Illustrations and Computer Drawings

Shri. Sandip Koli, Artist, Mumbai

Translation : Dr. Chitra Sohani

Smt. Sumedha Bapat
Shri. Hemant Deshpande
Smt. Jayashree Purandare
Smt. Rashmi Sahasrabudhe

Scrutiny : Dr. Mangala Narlikar

Shri. Aditya Gokhale

Production

Sachchitanand Aphale
Chief Production Officer

Sanjay Kamble
Production Officer

Prashant Harne
Asst. Production Officer

Paper

70 GSM Cream wove

Print Order No.

N/PB/2021-22/80,000

Printer

AASHA CREATION, NAGPUR

Publisher

Vivek Uttam Gosavi, Controller
Maharashtra State Textbook Bureau,
Prabhadevi Mumbai- 400 025



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

Welcome to the tenth standard !

This year you will study two text books - Mathematics Part-I and Mathematics Part-II

The main areas in the book Mathematics part-II are Geometry, Trigonometry, Coordinate geometry and Mensuration. All of these topics were introduced in the ninth standard. This year you will study some more details of the same. Their utility will be clear from the given examples. Wherever a new unit, formula or application is introduced, its lucid explanation is given. Each chapter contains illustrative solved examples and sets of questions for practice. Moreover, some questions in practice sets are star-marked, indicating that they are challenging for talented students.

After Tenth standard, some students do not opt for mathematics. They too need the basic concepts and the knowledge necessary for working in other fields. The matter under the head 'For more Information' is useful for those students who wish to study mathematics after tenth standard and achieve proficiency in it. So they are earnestly advised to study this part. Read the book thoroughly at least once and grasp the concepts.

Additional audio visual material regarding each lesson will be available to you by Q.R. Code through 'App'. It will definitely be useful to you for your studies.

Much importance is given to the tenth standard examination. You are advised not to take the stress and study to the best of your ability to achieve expected success.

Best wishes for it !



(Dr. Sunil Magar)
Director

Pune

Date : 18 March 2018, Gudhipadva

Indian Solar Year : 27 Falgun 1939

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

It is expected that students will develop the following competencies after studying Mathematics- Part II syllabus in standard X

Area	Topic	Competency Statements
1. Geometry	1.1 Similar triangles	The students will be able to - <ul style="list-style-type: none"> • solve examples using properties of similar triangles, properties of congruent triangles and Pythagoras theorem. • construct similar triangles. • be able to use properties of chords and tangents. • be able to construct tangents to a circle.
	1.2 Circle	
2. Co-ordinate Geometry	2.1 Co-ordinate geometry	<ul style="list-style-type: none"> • find distance between two points. • find the co-ordinates of a point dividing a segment in given ratio. • find slope of a line.
3. Mensuration	3.1 Surface area and volume	<ul style="list-style-type: none"> • find length of arc of a circle. • find areas of sector of a circle and segment of a circle. • compute surface areas and volumes of some three dimensional objects.
4. Trigonometry	4.1 Trigonometry	<ul style="list-style-type: none"> • solve examples using trigonometric identities • solve problems like measuring height of a tree, width of a river bed etc., using trigonometry.

Instructions for Teachers

Read the book in detail and grasp the content thoroughly. Take the help of activities to explain different topics, to verify the formulae etc.

Practicals is also a means of evaluation. Activities given can be used for this purpose. Encourage the students to think independently. Compliment a student if he solves an example by a different and logically correct method.

Suitable activities, other than those given in the text book, can be planned to understand the statements of the theorems and to develop the skill to solve problems.

List of some practicals (Specimen)

1. Cut out a triangular piece of card-board. Place a lit up candle or a small lamp on a table. Hold the triangle between a wall and the candle/ lamp. Observe the shadow of the triangle. Decide if the triangle and its shadow are similar. (What care will you take so that the triangle and its shadow are similar?)
2. Cut out two identical right angled triangles. Name the vertices of the triangles as A, B, C on both sides. Draw the altitude on the hypotenuse of one of them. Name the foot of the perpendicular as D. Cut the triangle on its altitude and obtain two triangles. State the correspondences by which the three triangles are similar with one another.
3. Draw a circle. Take three points - one on the circle, one in its interior and one in its exterior. Prepare a table, showing rough figures and stating how many tangents can be drawn to the circle through each of the three points.
4. Draw at least five different circles passing through two given distinct points indicating that innumerable circles can be drawn passing through them.
5. Take a geoboard on which nails are suitably fixed to verify properties of a circle. Prepare a figure using rubber bands for any one of the following theorems.
 - (i) Inscribed angle theorem
 - (ii) Tangent secant theorem of angles
 - (iii) Theorem of angles inscribed in opposite arcs of a circle.
6. Prepare a model of a circle and an angle. Show different arcs intercepted by the angle in different situations. Draw the corresponding figures in your note book.
7. Draw an angle and divide it into four equal parts using compass and ruler.
8. Take a beaker. Measure its height and radius of base. Calculate its capacity using the formula. Fill it fully with water. Measure the volume of the water with a measuring cylinder. Compare the two results and draw inference.
9. Take a paper cup of the shape of frustum of a cone. Measure the radii of its base and top and also its height. Using formula, calculate its capacity. Fill it fully with water and then measure the volume of the water. Compare the measured and the calculated volumes and verify the formula.
10. Cut two similar triangles out of a card-board. Decide by actual measurements -
 - (i) Are their areas proportional to the squares of their perimeters ?
 - (ii) Are their areas proportional to the squares of their medians ?

INDEX

Chapters	Pages
1. Similarity	1 to 29
2. Pythagoras Theorem	30 to 46
3. Circle	47 to 90
4. Geometric Constructions	91 to 99
5. Co-ordinate Geometry	100 to 123
6. Trigonometry	124 to 139
7. Mensuration	140 to 163
• Answers	164 to 168

1

Similarity



Let's study.

- Ratio of areas of two triangles
- Basic proportionality theorem
- Converse of basic proportionality theorem
- Tests of similarity of triangles
- Property of an angle bisector of a triangle
- Property of areas of similar triangles
- The ratio of the intercepts made on the transversals by three parallel lines



Let's recall.

We have studied Ratio and Proportion. The statement, 'the numbers a and b are in the ratio $\frac{m}{n}$ ' is also written as, 'the numbers a and b are in proportion $m:n$.'

For this concept we consider positive real numbers. We know that the lengths of line segments and area of any figure are positive real numbers.

We know the formula of area of a triangle.

$$\text{Area of a triangle} = \frac{1}{2} \text{ Base} \times \text{Height}$$



Let's learn.

Ratio of areas of two triangles

Let's find the ratio of areas of any two triangles.

Ex. In $\triangle ABC$, AD is the height and BC is the base.

In $\triangle PQR$, PS is the height and QR is the base

$$\frac{A(\triangle ABC)}{A(\triangle PQR)} = \frac{\frac{1}{2} \times BC \times AD}{\frac{1}{2} \times QR \times PS}$$

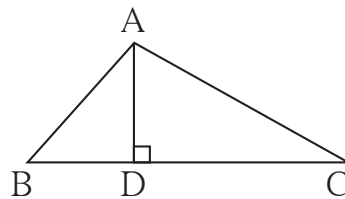


Fig. 1.1

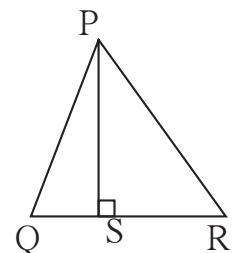


Fig. 1.2

$$\therefore \frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{BC \times AD}{QR \times PS}$$

Hence the ratio of the areas of two triangles is equal to the ratio of the products of their bases and corresponding heights.

Base of a triangle is b_1 and height is h_1 . Base of another triangle is b_2 and height is h_2 . Then the ratio of their areas = $\frac{b_1 \times h_1}{b_2 \times h_2}$

Suppose some conditions are imposed on these two triangles,

Condition 1: If the heights of both triangles are equal then-

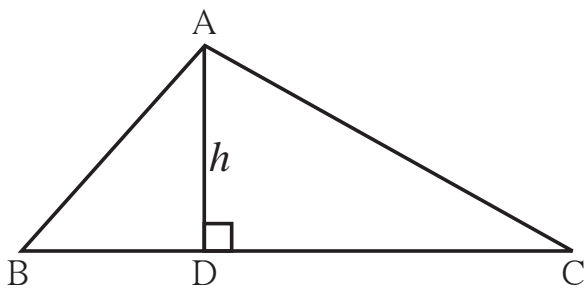


Fig. 1.3

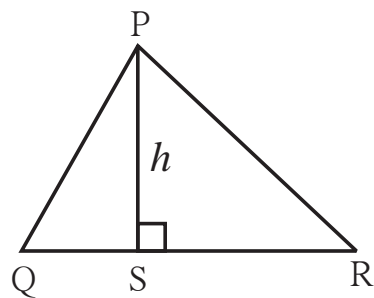


Fig. 1.4

$$\frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{BC \times h}{QR \times h} = \frac{BC}{QR}$$

$$\therefore \frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{b_1}{b_2}$$

Property: The ratio of the areas of two triangles with equal heights is equal to the ratio of their corresponding bases.

Condition 2: If the bases of both triangles are equal then -

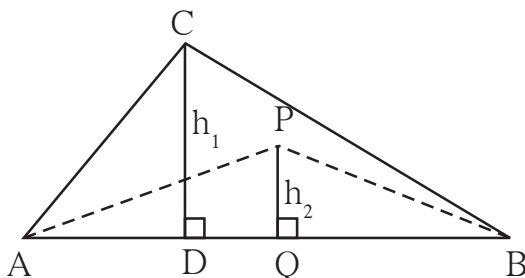


Fig. 1.5

$$\frac{A(\Delta ABC)}{A(\Delta APB)} = \frac{AB \times h_1}{AB \times h_2}$$

$$\frac{A(\Delta ABC)}{A(\Delta APB)} = \frac{h_1}{h_2}$$

Property: The ratio of the areas of two triangles with equal bases is equal to the ratio of their corresponding heights.

Activity :

Fill in the blanks properly.

(i)

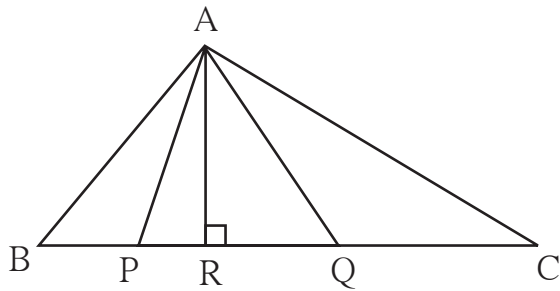


Fig. 1.6

$$\frac{A(\Delta ABC)}{A(\Delta APQ)} = \frac{\square \times \square}{\square \times \square} = \frac{\square}{\square}$$

(ii)

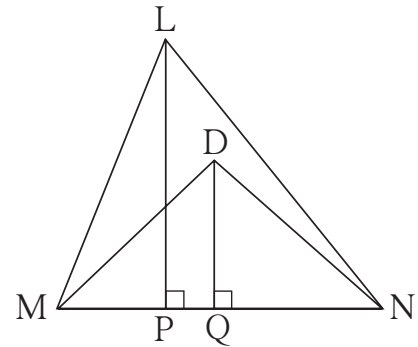


Fig.1.7

$$\frac{A(\Delta LMN)}{A(\Delta DMN)} = \frac{\square \times \square}{\square \times \square} = \frac{\square}{\square}$$

(iii)

M is the midpoint of seg AB and seg CM is a median of ΔABC

$$\begin{aligned} \therefore \frac{A(\Delta AMC)}{A(\Delta BMC)} &= \frac{\square}{\square} \\ &= \frac{\square}{\square} = \square \end{aligned}$$

State the reason.

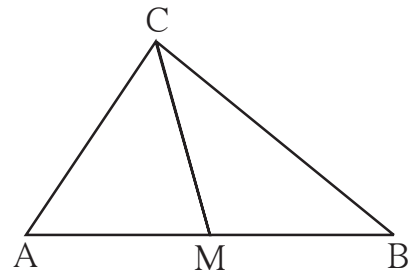


Fig. 1.8

Solved Examples

Ex. (1)

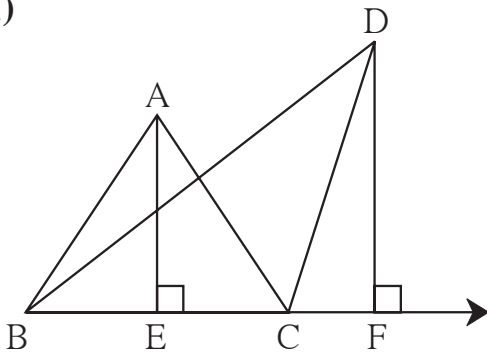


Fig.1.9

In adjoining figure

$AE \perp$ seg BC, seg $DF \perp$ line BC,

$AE = 4$, $DF = 6$, then find $\frac{A(\Delta ABC)}{A(\Delta DBC)}$.

Solution : $\frac{A(\Delta ABC)}{A(\Delta DBC)} = \frac{AE}{DF}$ bases are equal, hence areas proportional to heights.

$$= \frac{4}{6} = \frac{2}{3}$$

Ex. (2) In ΔABC point D on side BC is such that $DC = 6$, $BC = 15$. Find $A(\Delta ABD) : A(\Delta ABC)$ and $A(\Delta ABD) : A(\Delta ADC)$.

Solution : Point A is common vertex of ΔABD , ΔADC and ΔABC and their bases are collinear. Hence, heights of these three triangles are equal

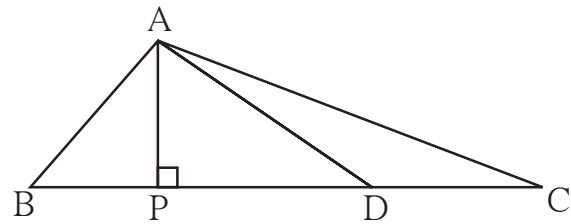


Fig. 1.10

$BC = 15, DC = 6 \therefore BD = BC - DC = 15 - 6 = 9$

$\frac{A(\Delta ABD)}{A(\Delta ABC)} = \frac{BD}{BC}$ heights equal, hence areas proportional to bases.

$= \frac{9}{15} = \frac{3}{5}$

$\frac{A(\Delta ABD)}{A(\Delta ADC)} = \frac{BD}{DC}$ heights equal, hence areas proportional to bases.

$= \frac{9}{6} = \frac{3}{2}$

Ex. (3)

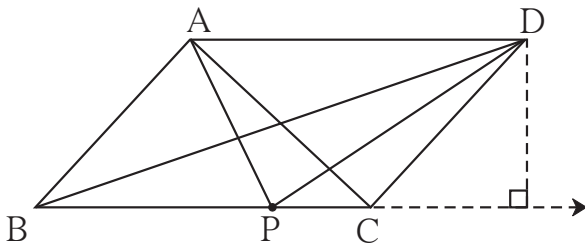


Fig. 1.11

□ ABCD is a parallelogram. P is any point on side BC. Find two pairs of triangles with equal areas.

Solution : □ ABCD is a parallelogram.

$\therefore AD \parallel BC$ and $AB \parallel DC$

Consider ΔABC and ΔBDC .

Both the triangles are drawn in two parallel lines. Hence the distance between the two parallel lines is the height of both triangles.

In ΔABC and ΔBDC , common base is BC and heights are equal.

Hence, $A(\Delta ABC) = A(\Delta BDC)$

In ΔABC and ΔABD , AB is common base and heights are equal.

$\therefore A(\Delta ABC) = A(\Delta ABD)$

Ex.(4)

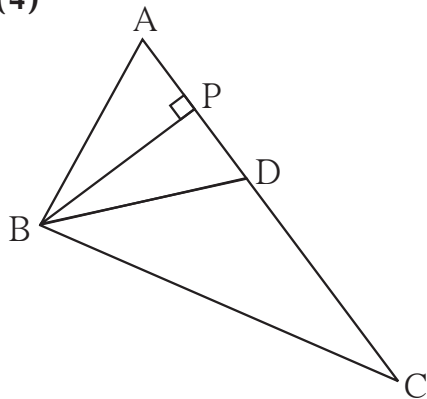


Fig. 1.12

In adjoining figure in ΔABC , point D is on side AC. If $AC = 16$, $DC = 9$ and $BP \perp AC$, then find the following ratios.

- (i) $\frac{A(\Delta ABD)}{A(\Delta ABC)}$ (ii) $\frac{A(\Delta BDC)}{A(\Delta ABC)}$
- (iii) $\frac{A(\Delta ABD)}{A(\Delta BDC)}$

Solution : In ΔABC point P and D are on side AC, hence B is common vertex of ΔABD , ΔBDC , ΔABC and ΔAPB and their sides AD, DC, AC and AP are collinear. Heights of all the triangles are equal. Hence, areas of these triangles are proportional to their bases. $AC = 16$, $DC = 9$

$$\therefore AD = 16 - 9 = 7$$

$$\therefore \frac{A(\Delta ABD)}{A(\Delta ABC)} = \frac{AD}{AC} = \frac{7}{16} \dots\dots\dots \text{triangles having equal heights}$$

$$\frac{A(\Delta BDC)}{A(\Delta ABC)} = \frac{DC}{AC} = \frac{9}{16} \dots\dots\dots \text{triangles having equal heights}$$

$$\frac{A(\Delta ABD)}{A(\Delta BDC)} = \frac{AD}{DC} = \frac{7}{9} \dots\dots\dots \text{triangles having equal heights}$$



Remember this!

- Ratio of areas of two triangles is equal to the ratio of the products of their bases and corresponding heights.
- Areas of triangles with equal heights are proportional to their corresponding bases.
- Areas of triangles with equal bases are proportional to their corresponding heights.

Practice set 1.1

1. Base of a triangle is 9 and height is 5. Base of another triangle is 10 and height is 6. Find the ratio of areas of these triangles.

2. In figure 1.13 $BC \perp AB$, $AD \perp AB$,
 $BC = 4$, $AD = 8$, then find $\frac{A(\Delta ABC)}{A(\Delta ADB)}$.

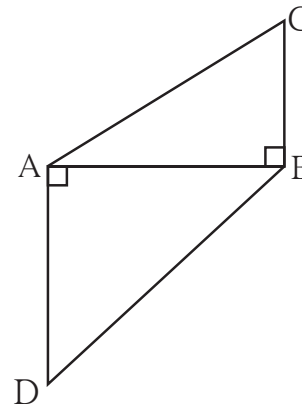


Fig. 1.13

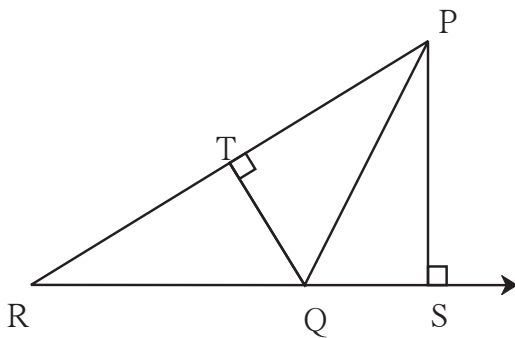


Fig. 1.14

3. In adjoining figure 1.14
 $\text{seg } PS \perp \text{seg } RQ$ $\text{seg } QT \perp \text{seg } PR$.
 If $RQ = 6$, $PS = 6$ and $PR = 12$,
 then find QT .

4. In adjoining figure, $AP \perp BC$,
 $AD \parallel BC$, then find
 $A(\Delta ABC) : A(\Delta BCD)$.

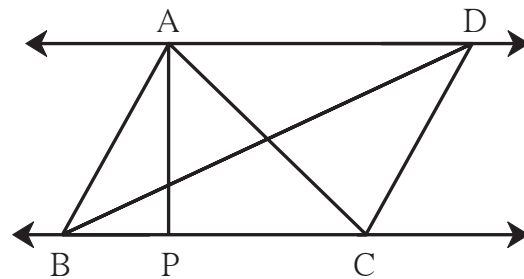


Fig. 1.15

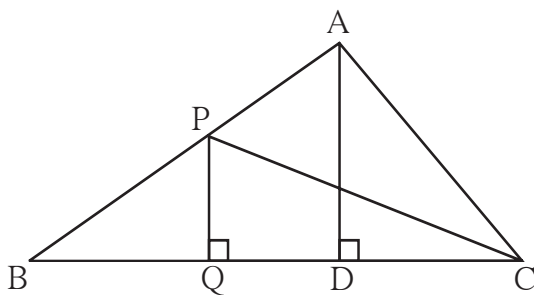


Fig. 1.16

5. In adjoining figure $PQ \perp BC$,
 $AD \perp BC$ then find following ratios.

- (i) $\frac{A(\Delta PQB)}{A(\Delta PBC)}$ (ii) $\frac{A(\Delta PBC)}{A(\Delta ABC)}$
 (iii) $\frac{A(\Delta ABC)}{A(\Delta ADC)}$ (iv) $\frac{A(\Delta ADC)}{A(\Delta PQC)}$



Let's learn.

Basic proportionality theorem

Theorem : If a line parallel to a side of a triangle intersects the remaining sides in two distinct points, then the line divides the sides in the same proportion.

Given : In ΔABC line $l \parallel$ line BC
and line l intersects AB and AC in point P and Q respectively

To prove : $\frac{AP}{PB} = \frac{AQ}{QC}$

Construction: Draw seg PC and seg BQ

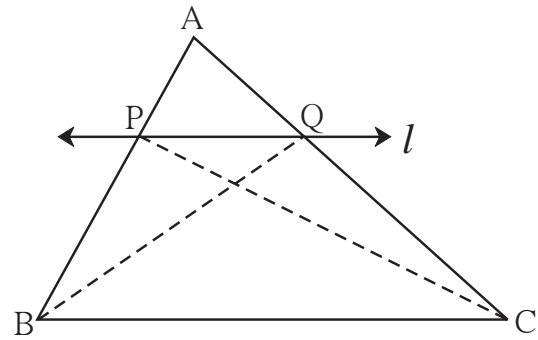


Fig. 1.17

Proof : ΔAPQ and ΔPQB have equal heights.

$$\therefore \frac{A(\Delta APQ)}{A(\Delta PQB)} = \frac{AP}{PB} \quad \dots\dots\dots \text{(I) (areas proportionate to bases)}$$

$$\text{and } \frac{A(\Delta APQ)}{A(\Delta PQC)} = \frac{AQ}{QC} \quad \dots\dots\dots \text{(II) (areas proportionate to bases)}$$

seg PQ is common base of ΔPQB and ΔPQC . $\text{seg } PQ \parallel \text{seg } BC$,
hence ΔPQB and ΔPQC have equal heights.

$$A(\Delta PQB) = A(\Delta PQC) \quad \dots\dots\dots \text{(III)}$$

$$\frac{A(\Delta APQ)}{A(\Delta PQB)} = \frac{A(\Delta APQ)}{A(\Delta PQC)} \quad \dots\dots\dots \text{[from (I), (II) and (III)]}$$

$$\therefore \frac{AP}{PB} = \frac{AQ}{QC} \quad \dots\dots\dots \text{[from (I) and (II)]}$$

Converse of basic proportionality theorem

Theorem : If a line divides any two sides of a triangle in the same ratio, then the line is parallel to the third side.

In figure 1.18, line l intersects the side AB and side AC of ΔABC in the points P and Q respectively and $\frac{AP}{PB} = \frac{AQ}{QC}$, hence line $l \parallel$ seg BC .

This theorem can be proved by indirect method.

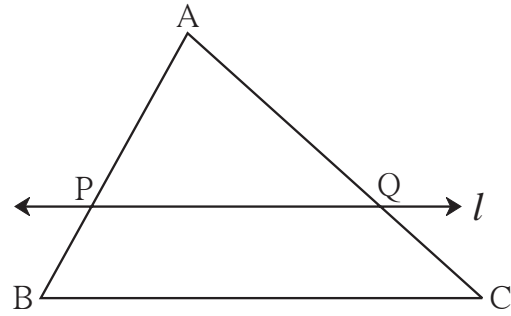


Fig. 1.18

Activity :

- Draw a ΔABC .
- Bisect $\angle B$ and name the point of intersection of AC and the angle bisector as D.

- Measure the sides.

$AB = \square \text{ cm}$ $BC = \square \text{ cm}$

$AD = \square \text{ cm}$ $DC = \square \text{ cm}$

- Find ratios $\frac{AB}{BC}$ and $\frac{AD}{DC}$.
- You will find that both the ratios are almost equal.
- Bisect remaining angles of the triangle and find the ratios as above. You can verify that the ratios are equal.

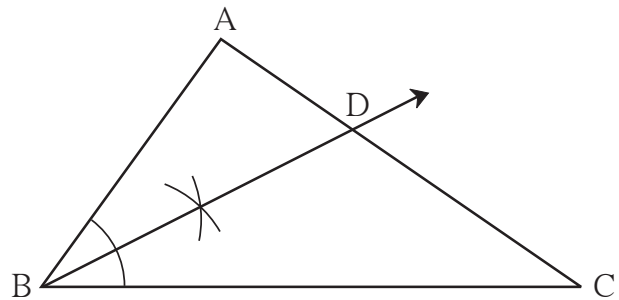


Fig. 1.19



Let's learn.

Property of an angle bisector of a triangle

Theorem : The bisector of an angle of a triangle divides the side opposite to the angle in the ratio of the remaining sides.

Given : In ΔABC , bisector of $\angle C$ intersects seg AB in the point E.

To prove : $\frac{AE}{EB} = \frac{CA}{CB}$

Construction : Draw a line parallel to ray CE, passing through the point B. Extend AC so as to intersect it at point D.

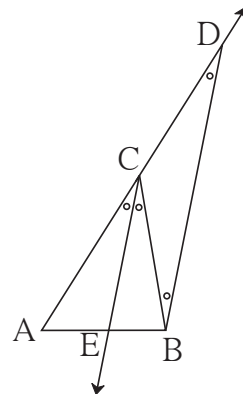


Fig. 1.20

Proof : ray $CE \parallel$ ray BD and AD is transversal,

$$\therefore \angle ACE = \angle CDB \quad \dots\dots\dots \text{(corresponding angles) ... (I)}$$

Now taking BC as transversal

$$\angle ECB = \angle CBD \quad \dots\dots\dots \text{(alternate angle) ... (II)}$$

But $\angle ACE \cong \angle ECB \quad \dots\dots\dots \text{(given) ... (III)}$

$$\therefore \angle CBD \cong \angle CDB \quad \dots\dots\dots \text{[from (I), (II) and (III)]}$$

In ΔCBD , side $CB \cong$ side $CD \quad \dots\dots\dots \text{(sides opposite to congruent angles)}$

$$\therefore CB = CD \quad \dots\dots\dots \text{(IV)}$$

Now in ΔABD , seg $EC \parallel$ seg $BD \quad \dots\dots\dots \text{(construction)}$

$$\therefore \frac{AE}{EB} = \frac{AC}{CD} \quad \dots\dots\dots \text{(Basic proportionality theorem).. (V)}$$

$$\therefore \frac{AE}{EB} = \frac{AC}{CB} \quad \dots\dots\dots \text{[from (IV) and (V)]}$$

For more information :

Write another proof of the theorem yourself.

Draw $DM \perp AB$ and $DN \perp AC$. Use the following properties and write the proof.

- (1) The areas of two triangles of equal heights are proportional to their bases.

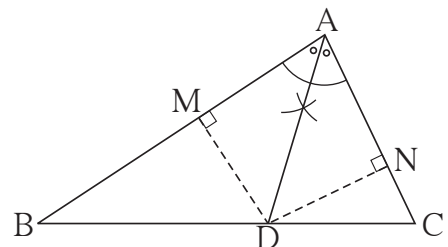


Fig. 1.21

- (2) Every point on the bisector of an angle is equidistant from the sides of the angle.

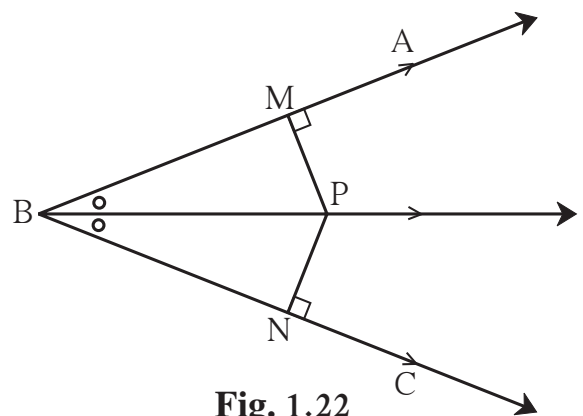


Fig. 1.22



Remember this!

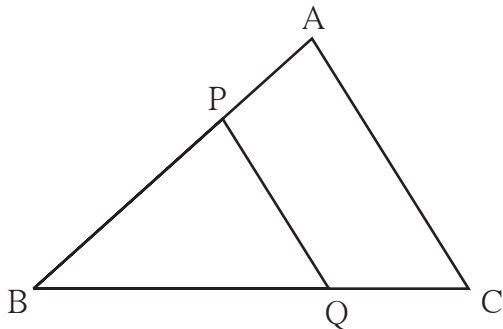


Fig. 1.25

(1) Basic proportionality theorem.

In ΔABC , if $\text{seg } PQ \parallel \text{seg } AC$

$$\text{then } \frac{AP}{BP} = \frac{QC}{BQ}$$

(2) Converse of basic proportionality theorem.

In ΔPQR , if $\frac{PS}{SQ} = \frac{PT}{TR}$

then $\text{seg } ST \parallel \text{seg } QR$.

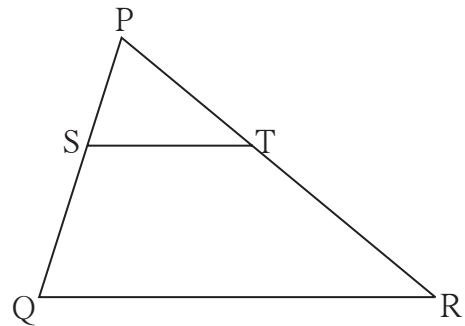


Fig. 1.26

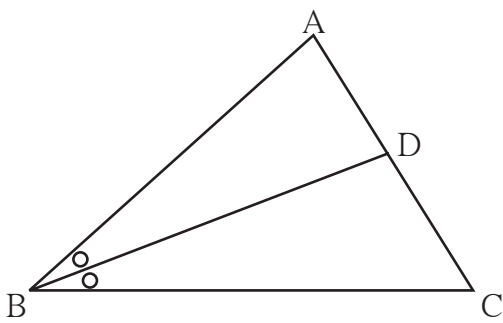


Fig. 1.27

(3) Theorem of bisector of an angle of a triangle.

If in ΔABC , BD is bisector of $\angle ABC$,

$$\text{then } \frac{AB}{BC} = \frac{AD}{DC}$$

(4) Property of three parallel lines and their transversals.

If line $AX \parallel$ line $BY \parallel$ line CZ and line l and line m are their transversals then $\frac{AB}{BC} = \frac{XY}{YZ}$

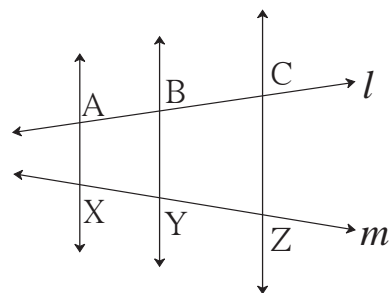


Fig. 1.28

Solved Examples

Ex. (1) In ΔABC , $DE \parallel BC$
 If $DB = 5.4$ cm, $AD = 1.8$ cm
 $EC = 7.2$ cm then find AE .

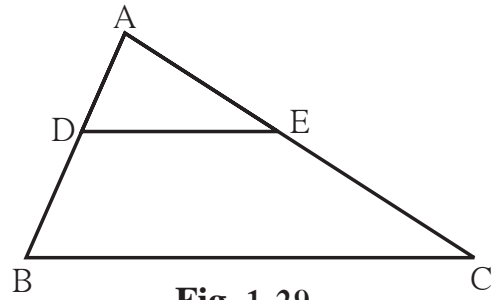


Fig. 1.29

Solution : In ΔABC , $DE \parallel BC$

$$\therefore \frac{AD}{DB} = \frac{AE}{EC} \dots\dots \text{Basic proportionality theorem}$$

$$\therefore \frac{1.8}{5.4} = \frac{AE}{7.2}$$

$$\therefore AE \times 5.4 = 1.8 \times 7.2$$

$$\therefore AE = \frac{1.8 \times 7.2}{5.4} = 2.4$$

$$AE = 2.4 \text{ cm}$$

Ex. (2) In ΔPQR , seg RS bisects $\angle R$.
 If $PR = 15$, $RQ = 20$ $PS = 12$
 then find SQ .

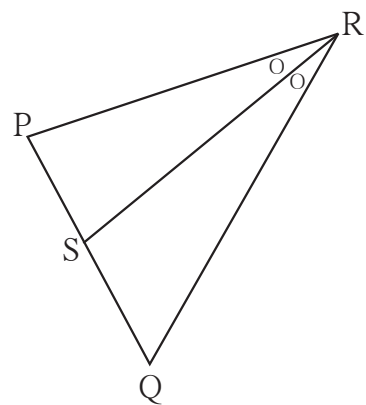


Fig. 1.30

Solution : In ΔPRQ , seg RS bisects $\angle R$.

$$\frac{PR}{RQ} = \frac{PS}{SQ} \dots\dots \text{property of angle bisector}$$

$$\frac{15}{20} = \frac{12}{SQ}$$

$$SQ = \frac{12 \times 20}{15}$$

$$\therefore SQ = 16$$

Activity :

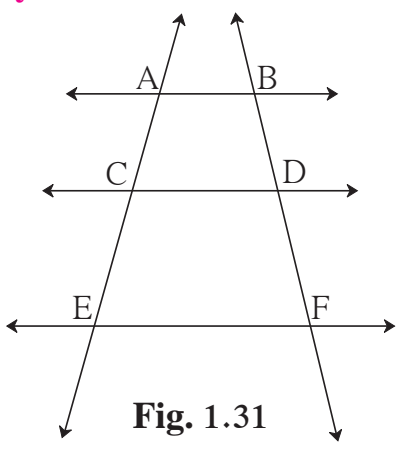


Fig. 1.31

In the figure 1.31, $AB \parallel CD \parallel EF$
 If $AC = 5.4$, $CE = 9$, $BD = 7.5$
 then find DF

Solution : $AB \parallel CD \parallel EF$

$$\frac{AC}{CE} = \frac{BD}{DF} \dots\dots (\quad)$$

$$\frac{5.4}{9} = \frac{7.5}{DF} \quad \therefore DF = \quad$$

Activity :

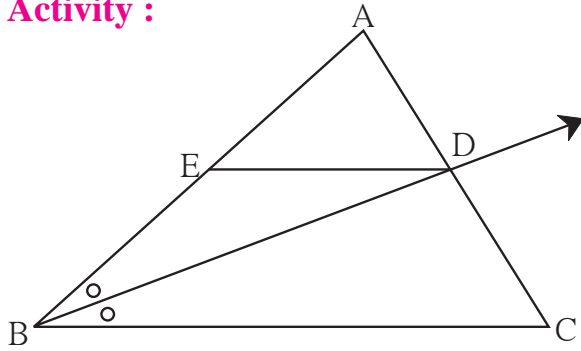


Fig. 1.32

In $\triangle ABC$, ray BD bisects $\angle ABC$.
 $A-D-C$, side $DE \parallel$ side BC , $A-E-B$ then
 prove that, $\frac{AB}{BC} = \frac{AE}{EB}$

Proof : In $\triangle ABC$, ray BD bisects $\angle B$.

$$\therefore \frac{AB}{BC} = \frac{AD}{DC} \dots (I) \text{ (Angle bisector theorem)}$$

In $\triangle ABC$, $DE \parallel BC$

$$\frac{AE}{EB} = \frac{AD}{DC} \dots (II) \text{ (.....)}$$

$$\frac{AB}{\square} = \frac{\square}{EB} \dots \text{ from (I) and (II)}$$

Practice set 1.2

1. Given below are some triangles and lengths of line segments. Identify in which figures, ray PM is the bisector of $\angle QPR$.

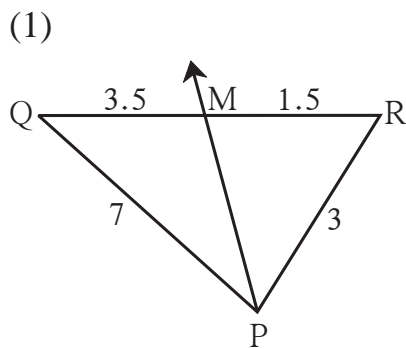


Fig. 1.33

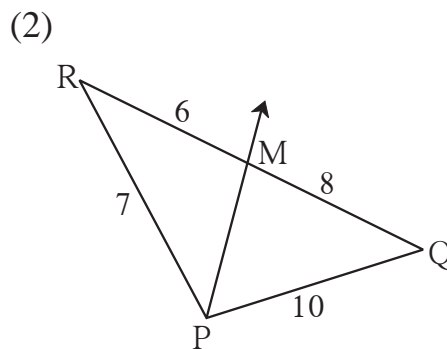


Fig. 1.34

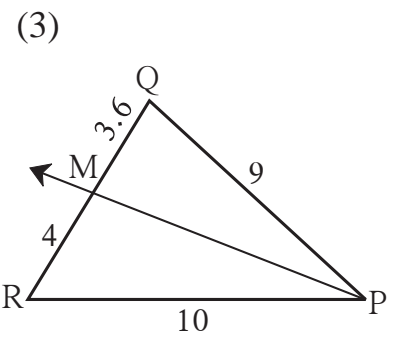


Fig. 1.35

2. In $\triangle PQR$, $PM = 15$, $PQ = 25$
 $PR = 20$, $NR = 8$. State whether line
 NM is parallel to side RQ . Give
 reason.

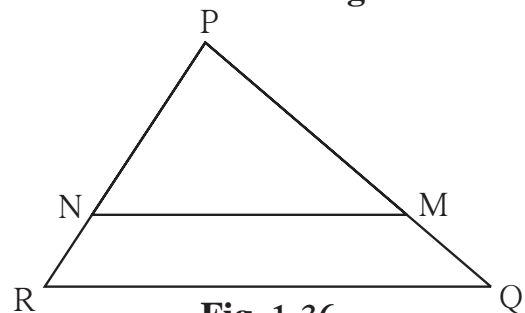


Fig. 1.36

3. In $\triangle MNP$, NQ is a bisector of $\angle N$.
If $MN = 5$, $PN = 7$, $MQ = 2.5$ then
find QP .

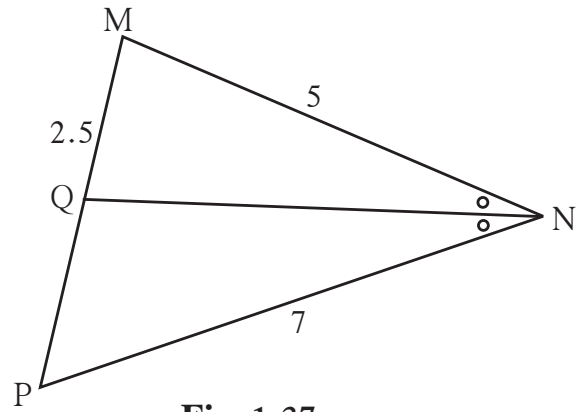


Fig. 1.37

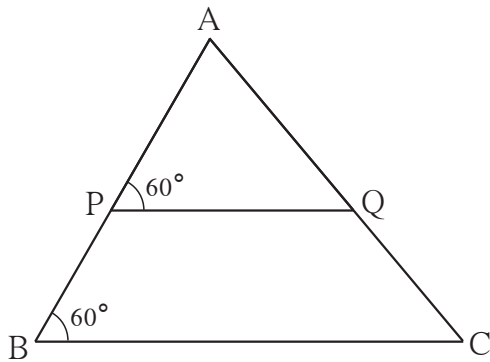


Fig. 1.38

4. Measures of some angles in the figure
are given. Prove that

$$\frac{AP}{PB} = \frac{AQ}{QC}$$

5. In trapezium $ABCD$,
side $AB \parallel$ side $PQ \parallel$ side DC , $AP = 15$,
 $PD = 12$, $QC = 14$, find BQ .

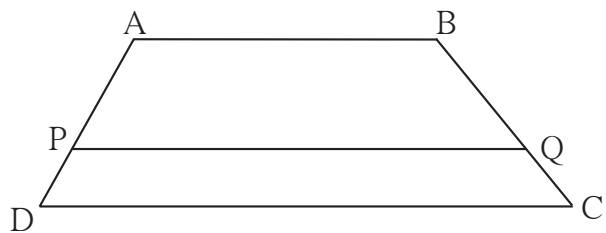


Fig. 1.39

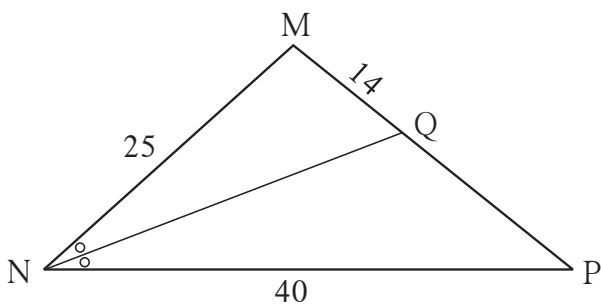


Fig. 1.40

6. Find QP using given information
in the figure.

7. In figure 1.41, if $AB \parallel CD \parallel FE$
then find x and AE .

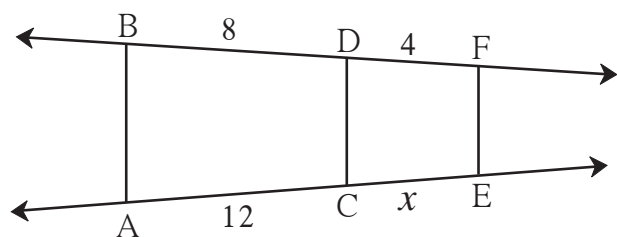


Fig. 1.41

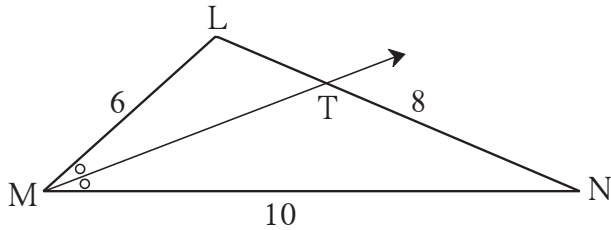


Fig. 1.42

9. In ΔABC , seg BD bisects $\angle ABC$.
 If $AB = x$, $BC = x + 5$,
 $AD = x - 2$, $DC = x + 2$, then find
 the value of x .

8. In ΔLMN , ray MT bisects $\angle LMN$.
 If $LM = 6$, $MN = 10$, $TN = 8$,
 then find LT .

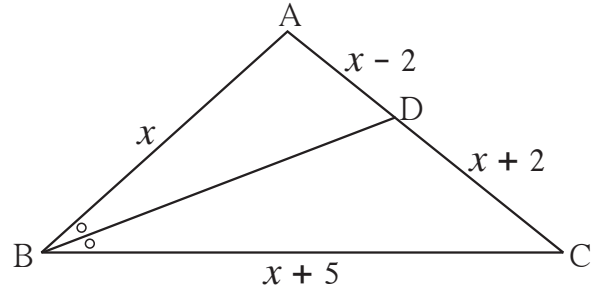


Fig. 1.43

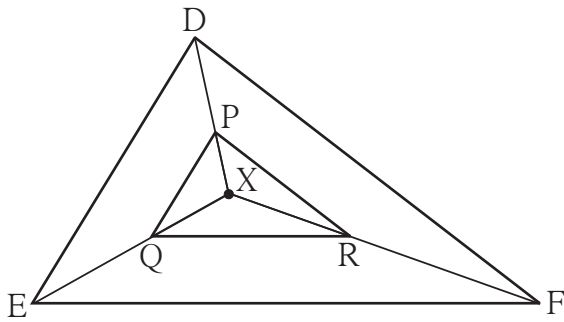


Fig. 1.44

10. In the figure 1.44, X is any point
 in the interior of triangle. Point X is
 joined to vertices of triangle.
 Seg $PQ \parallel$ seg DE , seg $QR \parallel$ seg EF .
 Fill in the blanks to prove that,
 seg $PR \parallel$ seg DF .

Proof : In ΔXDE , $PQ \parallel DE$

$$\therefore \frac{XP}{\square} = \frac{\square}{QE}$$

In ΔXEF , $QR \parallel EF$

$$\therefore \frac{\square}{\square} = \frac{\square}{\square}$$

$$\therefore \frac{\square}{\square} = \frac{\square}{\square}$$

\therefore seg $PR \parallel$ seg DE

.....

..... (I) (Basic proportionality theorem)

.....

.....(II)

..... from (I) and (II)

..... (converse of basic proportionality theorem)

- 11*. In ΔABC , ray BD bisects $\angle ABC$ and ray CE bisects $\angle ACB$.
 If seg $AB \cong$ seg AC then prove that $ED \parallel BC$.



Similar triangles

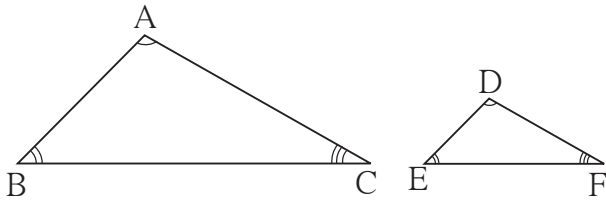


Fig. 1.45

In ΔABC and ΔDEF , if $\angle A \cong \angle D$,
 $\angle B \cong \angle E$, $\angle C \cong \angle F$

and $\frac{AB}{DE} = \frac{BC}{EF} = \frac{AC}{DF}$

then ΔABC and ΔDEF are similar triangles.

‘ ΔABC and ΔDEF are similar’ is expressed as ‘ $\Delta ABC \sim \Delta DEF$ ’



Tests of similarity of triangles

For similarity of two triangles, the necessary conditions are that their corresponding sides are in same proportion and their corresponding angles are congruent. Out of these conditions; when three specific conditions are fulfilled, the remaining conditions are automatically fulfilled. This means for similarity of two triangles, only three specific conditions are sufficient. Similarity of two triangles can be confirmed by testing these three conditions. The groups of such sufficient conditions are called tests of similarity, which we shall use.

AAA test for similarity of triangles

For a given correspondence of vertices, when corresponding angles of two triangles are congruent, then the two triangles are similar.

In ΔABC and ΔPQR , in the correspondence $ABC \leftrightarrow PQR$ if
 $\angle A \cong \angle P$, $\angle B \cong \angle Q$ and $\angle C \cong \angle R$
 then $\Delta ABC \sim \Delta PQR$.

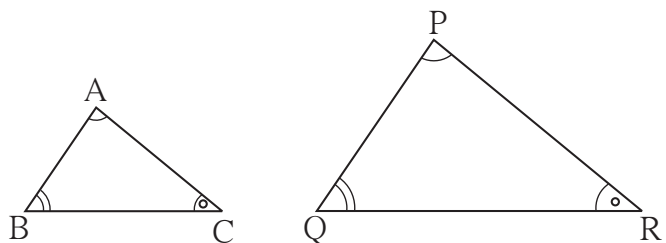


Fig. 1.46

For more information :

Proof of AAA test

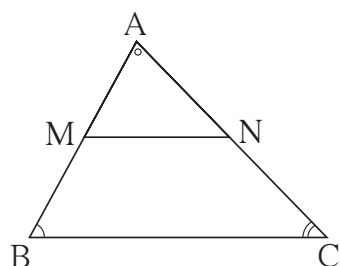
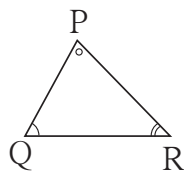


Fig. 1.47



Given : In ΔABC and ΔPQR ,
 $\angle A \cong \angle P$, $\angle B \cong \angle Q$,
 $\angle C \cong \angle R$.

To prove : $\Delta ABC \sim \Delta PQR$

Let us assume that ΔABC is bigger

than ΔPQR . Mark point M on AB, and point N on AC such that $AM = PQ$ and $AN = PR$.

Show that $\Delta AMN \cong \Delta PQR$. Hence show that $MN \parallel BC$.

Now using basic proportionality theorem, $\frac{AM}{MB} = \frac{AN}{NC}$

That is $\frac{MB}{AM} = \frac{NC}{AN}$ (by invertendo)

$\frac{MB+AM}{AM} = \frac{NC+AN}{AN}$ (by componendo)

$\therefore \frac{AB}{AM} = \frac{AC}{AN}$

$\therefore \frac{AB}{PQ} = \frac{AC}{PR}$

Similarly it can be shown that $\frac{AB}{PQ} = \frac{BC}{QR}$

$\therefore \frac{AB}{PQ} = \frac{BC}{QR} = \frac{AC}{PR} \quad \therefore \Delta ABC \sim \Delta PQR$

A A test for similarity of triangles:

We know that for a given correspondence of vertices, when two angles of a triangle are congruent to two corresponding angles of another triangle, then remaining angle of first triangle is congruent to the remaining angle of the second triangle.

This means, when two angles of one triangle are congruent to two corresponding angles of another triangle then this condition is sufficient for similarity of two triangles.

This condition is called AA test of similarity.

SAS test of similarity of triangles

For a given correspondence of vertices of two triangles, if two pairs of corresponding sides are in the same proportion and the angles between them are congruent, then the two triangles are similar.

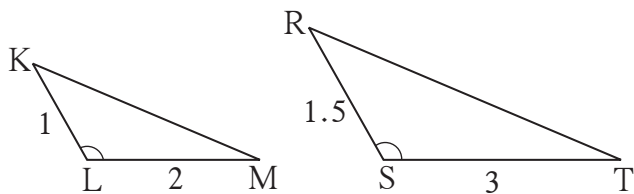


Fig. 1.48

For example, if in ΔKLM and ΔRST ,

$$\angle KLM \cong \angle RST$$

$$\frac{KL}{RS} = \frac{LM}{ST} = \frac{2}{3}$$

Therefore, $\Delta KLM \sim \Delta RST$

SSS test for similarity of triangles

For a given correspondence of vertices of two triangles, when three sides of a triangle are in proportion to corresponding three sides of another triangle, then the two triangles are similar.

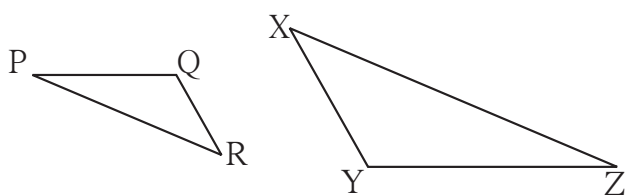


Fig. 1.49

For example, if in ΔPQR and ΔXYZ ,

$$\text{If } \frac{PQ}{YZ} = \frac{QR}{XY} = \frac{PR}{XZ}$$

then $\Delta PQR \sim \Delta ZYX$

Properties of similar triangles :

- (1) $\Delta ABC \sim \Delta ABC$ - Reflexivity
- (2) If $\Delta ABC \sim \Delta DEF$ then $\Delta DEF \sim \Delta ABC$ - Symmetry
- (3) If $\Delta ABC \sim \Delta DEF$ and $\Delta DEF \sim \Delta GHI$, then $\Delta ABC \sim \Delta GHI$ - Transitivity

***** Solved Examples *****

Ex. (1) In ΔXYZ ,
 $\angle Y = 100^\circ$, $\angle Z = 30^\circ$,
 In ΔLMN ,
 $\angle M = 100^\circ$, $\angle N = 30^\circ$,
 Are ΔXYZ and ΔLMN
 similar? If yes, by which test?

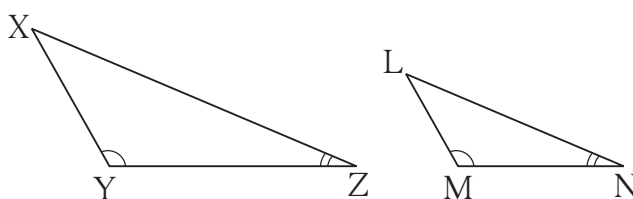


Fig. 1.50

Solution : In $\triangle XYZ$ and $\triangle LMN$,

$$\angle Y = 100^\circ, \angle M = 100^\circ, \therefore \angle Y \cong \angle M$$

$$\angle Z = 30^\circ, \angle N = 30^\circ, \therefore \angle Z \cong \angle N$$

$$\therefore \triangle XYZ \sim \triangle LMN \quad \dots \quad \text{by AA test.}$$

Ex. (2) Are two triangles in figure 1.51 similar, according to the information given? If yes, by which test?

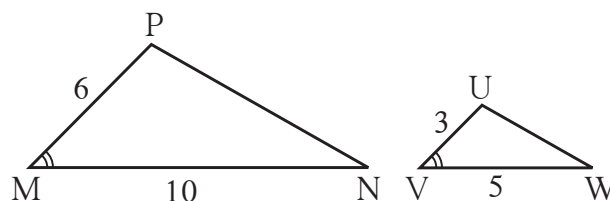


Fig. 1.51

Solution : In $\triangle PMN$ and $\triangle UVW$

$$\frac{PM}{UV} = \frac{6}{3} = \frac{2}{1}, \frac{MN}{VW} = \frac{10}{5} = \frac{2}{1}$$

$$\therefore \frac{PM}{UV} = \frac{MN}{VW}$$

and $\angle M \cong \angle V$ Given

$\triangle PMN \sim \triangle UVW$ SAS test of similarity

Ex. (3) Can we say that the two triangles in figure 1.52 similar, according to information given? If yes, by which test ?

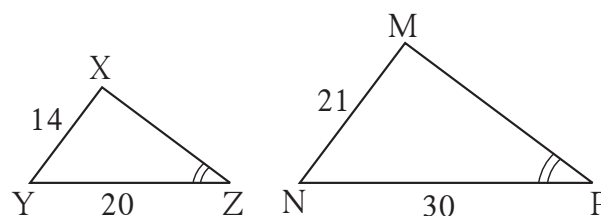


Fig. 1.52

Solution : $\triangle XYZ$ and $\triangle MNP$,

$$\frac{XY}{MN} = \frac{14}{21} = \frac{2}{3},$$

$$\frac{YZ}{NP} = \frac{20}{30} = \frac{2}{3}$$

It is given that $\angle Z \cong \angle P$.

But $\angle Z$ and $\angle P$ are not included angles by sides which are in proportion.

$\therefore \triangle XYZ$ and $\triangle MNP$ can not be said to be similar.

Ex. (4)

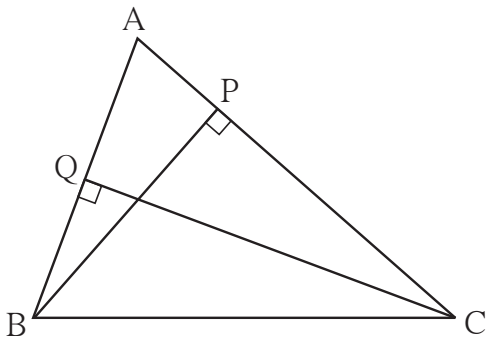


Fig. 1.53

In the adjoining figure $BP \perp AC$, $CQ \perp AB$,
 $A - P - C$, $A - Q - B$, then prove that
 ΔAPB and ΔAQC are similar.

Solution : In ΔAPB and ΔAQC

$$\angle APB = \square^\circ \text{ (I)}$$

$$\angle AQC = \square^\circ \text{ (II)}$$

$$\therefore \angle APB \cong \angle AQC \dots \text{from (I) and (II)}$$

$$\angle PAB \cong \angle QAC \dots (\square)$$

$$\therefore \Delta APB \sim \Delta AQC \dots \text{AA test}$$

Ex. (5) Diagonals of a quadrilateral ABCD intersect in point Q. If $2QA = QC$,
 $2QB = QD$, then prove that $DC = 2AB$.

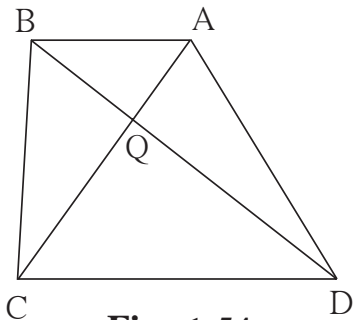


Fig. 1.54

Given : $2QA = QC$

$2QB = QD$

To prove : $CD = 2AB$

Proof : $2QA = QC \therefore \frac{QA}{QC} = \frac{1}{2}$

..... (I)

$$2QB = QD \therefore \frac{QB}{QD} = \frac{1}{2}$$

..... (II)

$$\therefore \frac{QA}{QC} = \frac{QB}{QD}$$

.....from (I) and (II)

In ΔAQB and ΔCQD ,

$$\frac{QA}{QC} = \frac{QB}{QD}$$

..... proved

$$\angle AQB \cong \angle DQC$$

..... opposite angles

$$\therefore \Delta AQB \sim \Delta CQD$$

..... (SAS test of similarity)

$$\therefore \frac{AQ}{CQ} = \frac{QB}{QD} = \frac{AB}{CD}$$

..... corresponding sides are
 proportional

But $\frac{AQ}{CQ} = \frac{1}{2} \therefore \frac{AB}{CD} = \frac{1}{2}$

$$\therefore 2AB = CD$$

Practice set 1.3

1. In figure 1.55, $\angle ABC = 75^\circ$,
 $\angle EDC = 75^\circ$ state which two triangles are similar and by which test? Also write the similarity of these two triangles by a proper one to one correspondence.

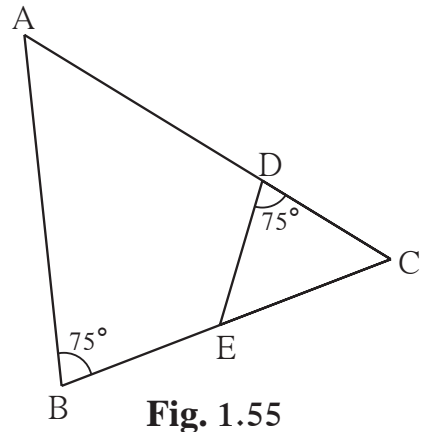


Fig. 1.55

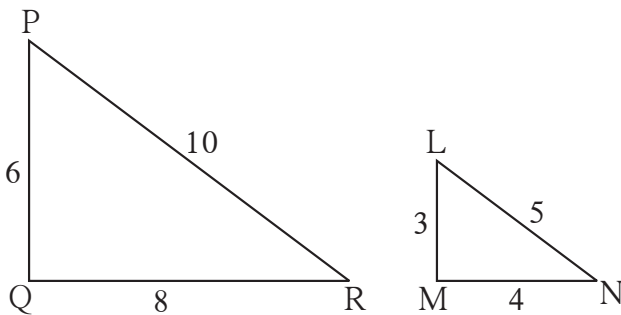


Fig. 1.56

2. Are the triangles in figure 1.56 similar? If yes, by which test ?

3. As shown in figure 1.57, two poles of height 8 m and 4 m are perpendicular to the ground. If the length of shadow of smaller pole due to sunlight is 6 m then how long will be the shadow of the bigger pole at the same time ?

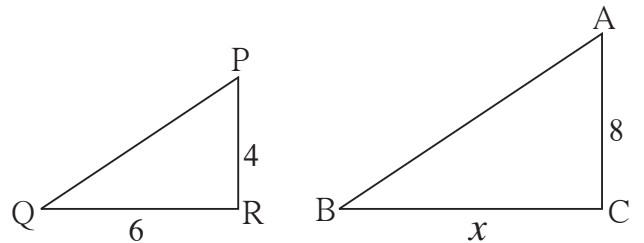


Fig. 1.57

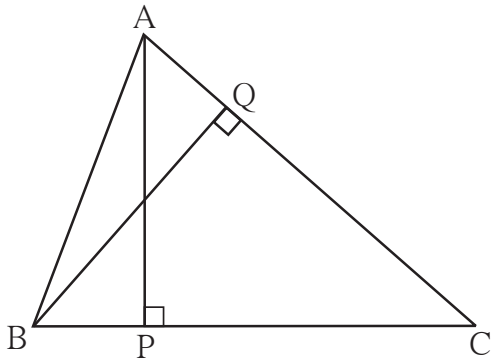


Fig. 1.58

4. In ΔABC , $AP \perp BC$, $BQ \perp AC$
 $B-P-C$, $A-Q-C$ then prove that,
 $\Delta CPA \sim \Delta CQB$.
 If $AP = 7$, $BQ = 8$, $BC = 12$
 then find AC .

5. **Given :** In trapezium PQRS,
side $PQ \parallel$ side SR , $AR = 5AP$,
 $AS = 5AQ$ then prove that,
 $SR = 5PQ$

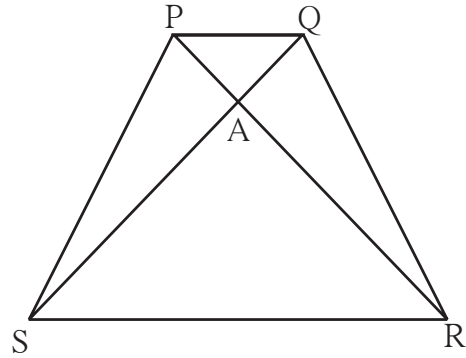


Fig. 1.59

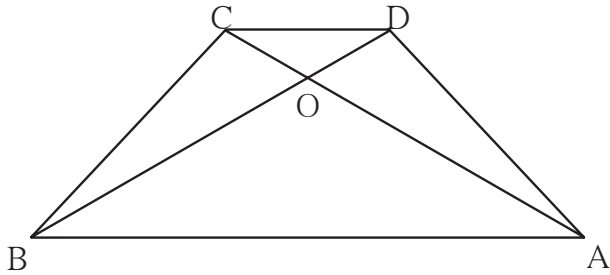


Fig. 1.60

6. In trapezium ABCD, (Figure 1.60) side $AB \parallel$ side DC , diagonals AC and BD intersect in point O . If $AB = 20$, $DC = 6$, $OB = 15$ then find OD .

7. \square ABCD is a parallelogram point E is on side BC . Line DE intersects ray AB in point T . Prove that $DE \times BE = CE \times TE$.

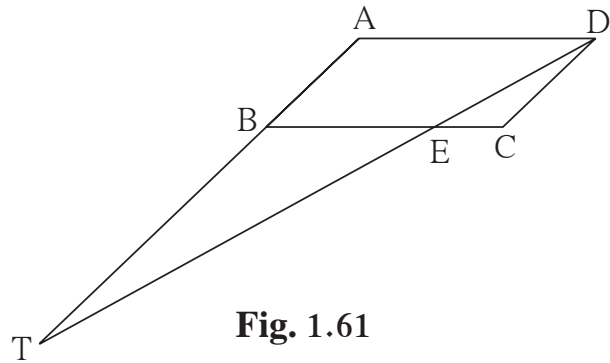


Fig. 1.61

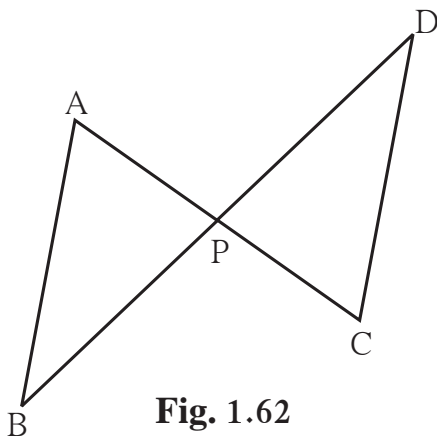


Fig. 1.62

8. In the figure, seg AC and seg BD intersect each other in point P and $\frac{AP}{CP} = \frac{BP}{DP}$. Prove that,
 $\triangle ABP \sim \triangle CDP$

9. In the figure, in $\triangle ABC$, point D on side BC is such that,
 $\angle BAC = \angle ADC$.
Prove that, $CA^2 = CB \times CD$

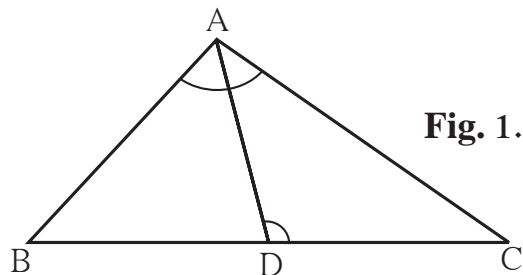


Fig. 1.63



Theorem of areas of similar triangles

Theorem : When two triangles are similar, the ratio of areas of those triangles is equal to the ratio of the squares of their corresponding sides.

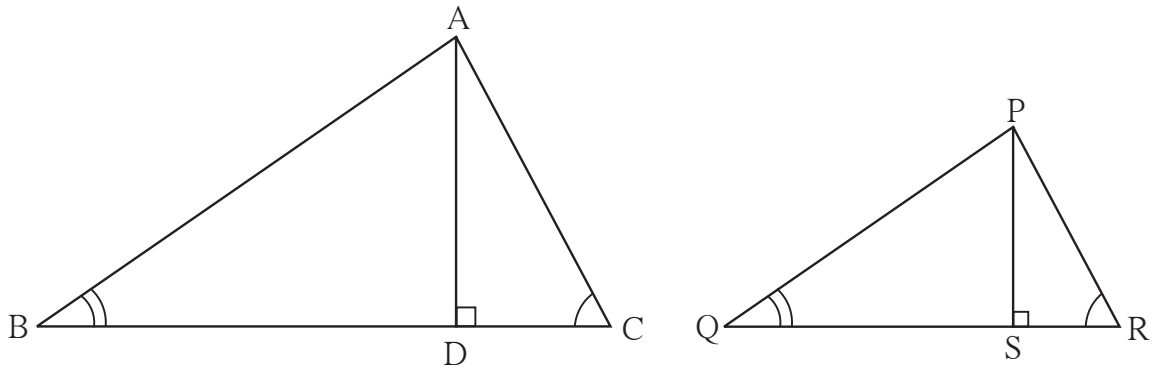


Fig. 1.64

Given : $\Delta ABC \sim \Delta PQR$, $AD \perp BC$, $PS \perp QR$

To prove: $\frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{AB^2}{PQ^2} = \frac{BC^2}{QR^2} = \frac{AC^2}{PR^2}$

Proof : $\frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{BC \times AD}{QR \times PS} = \frac{BC}{QR} \times \frac{AD}{PS}$ (I)

In ΔABD and ΔPQS ,

$\angle B = \angle Q$ given

$\angle ADB = \angle PSQ = 90^\circ$

\therefore According to AA test $\Delta ABD \sim \Delta PQS$

$\therefore \frac{AD}{PS} = \frac{AB}{PQ}$ (II)

But $\Delta ABC \sim \Delta PQR$

$\therefore \frac{AB}{PQ} = \frac{BC}{QR}$ (III)

From (I), (II) and (III)

$$\frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{BC}{QR} \times \frac{AD}{PS} = \frac{BC}{QR} \times \frac{BC}{QR} = \frac{BC^2}{QR^2} = \frac{AB^2}{PQ^2} = \frac{AC^2}{PR^2}$$

Solved Examples

Ex. (1) : $\Delta ABC \sim \Delta PQR$, $A(\Delta ABC) = 16$, $A(\Delta PQR) = 25$, then find the value of ratio $\frac{AB}{PQ}$.

Solution : $\Delta ABC \sim \Delta PQR$

$$\therefore \frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{AB^2}{PQ^2} \quad \dots\dots\dots \text{theorem of areas of similar triangles}$$

$$\therefore \frac{16}{25} = \frac{AB^2}{PQ^2} \quad \therefore \frac{AB}{PQ} = \frac{4}{5} \quad \dots\dots\dots \text{taking square roots}$$

Ex. (2) Ratio of corresponding sides of two similar triangles is 2:5, If the area of the small triangle is 64 sq.cm. then what is the area of the bigger triangle ?

Solution : Assume that $\Delta ABC \sim \Delta PQR$.

ΔABC is smaller and ΔPQR is bigger triangle.

$$\therefore \frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{(2)^2}{(5)^2} = \frac{4}{25} \quad \dots\dots\dots \text{ratio of areas of similar triangles}$$

$$\therefore \frac{64}{A(\Delta PQR)} = \frac{4}{25}$$

$$4 \times A(\Delta PQR) = 64 \times 25$$

$$A(\Delta PQR) = \frac{64 \times 25}{4} = 400$$

\therefore area of bigger triangle = 400 sq.cm.

Ex. (3) In trapezium ABCD, side $AB \parallel$ side CD , diagonal AC and BD intersect each other at point P . Then prove that $\frac{A(\Delta ABP)}{A(\Delta CPD)} = \frac{AB^2}{CD^2}$.

Solution : In trapezium ABCD side $AB \parallel$ side CD

In ΔAPB and ΔCPD

$\angle PAB \cong \angle PCD$ alternate angles

$\angle APB \cong \angle CPD$ opposite angles

$\therefore \Delta APB \sim \Delta CPD$ AA test of similarity

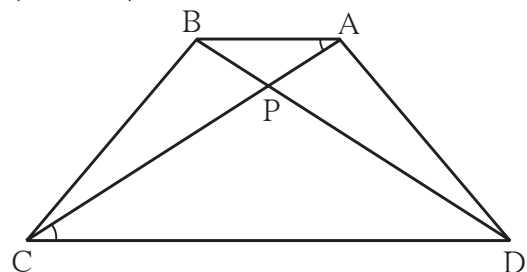


Fig. 1.65

$$\frac{A(\Delta APB)}{A(\Delta CPD)} = \frac{AB^2}{CD^2} \quad \dots\dots\dots \text{theorem of areas of similar triangles}$$

Practice set 1.4

- The ratio of corresponding sides of similar triangles is 3 : 5; then find the ratio of their areas .
- If $\Delta ABC \sim \Delta PQR$ and $AB: PQ = 2:3$, then fill in the blanks.

$$\frac{A(\Delta ABC)}{A(\Delta PQR)} = \frac{AB^2}{\square} = \frac{2^2}{3^2} = \frac{\square}{\square}$$

- If $\Delta ABC \sim \Delta PQR$, $A(\Delta ABC) = 80$, $A(\Delta PQR) = 125$, then fill in the blanks.

$$\frac{A(\Delta ABC)}{A(\Delta \dots)} = \frac{80}{125} \quad \therefore \frac{AB}{PQ} = \frac{\square}{\square}$$

- $\Delta LMN \sim \Delta PQR$, $9 \times A(\Delta PQR) = 16 \times A(\Delta LMN)$. If $QR = 20$ then find MN .
- Areas of two similar triangles are 225 sq.cm. 81 sq.cm. If a side of the smaller triangle is 12 cm, then find corresponding side of the bigger triangle .
- ΔABC and ΔDEF are equilateral triangles. If $A(\Delta ABC) : A(\Delta DEF) = 1 : 2$ and $AB = 4$, find DE .
- In figure 1.66, $seg PQ \parallel seg DE$, $A(\Delta PQF) = 20$ units, $PF = 2 DP$, then find $A(\square DPQE)$ by completing the following activity.

$A(\Delta PQF) = 20$ units, $PF = 2 DP$, Let us assume $DP = x$. $\therefore PF = 2x$

$$DF = DP + \square = \square + \square = 3x$$

In ΔFDE and ΔFPQ ,

$\angle FDE \cong \angle \dots$ corresponding angles

$\angle FED \cong \angle \dots$ corresponding angles

$\therefore \Delta FDE \sim \Delta FPQ \dots$ AA test

$$\therefore \frac{A(\Delta FDE)}{A(\Delta FPQ)} = \frac{\square}{\square} = \frac{(3x)^2}{(2x)^2} = \frac{9}{4}$$

$$A(\Delta FDE) = \frac{9}{4} A(\Delta FPQ) = \frac{9}{4} \times \square = \square$$

$$A(\square DPQE) = A(\Delta FDE) - A(\Delta FPQ)$$

$$= \square - \square$$

$$= \square$$

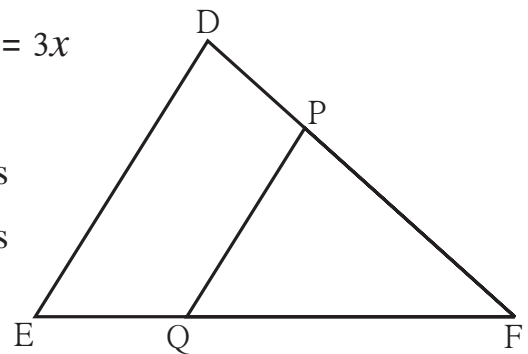


Fig. 1.66

1. Select the appropriate alternative.

(1) In ΔABC and ΔPQR , in a one

to one correspondence

$$\frac{AB}{QR} = \frac{BC}{PR} = \frac{CA}{PQ} \text{ then}$$

- (A) $\Delta PQR \sim \Delta ABC$
- (B) $\Delta PQR \sim \Delta CAB$
- (C) $\Delta CBA \sim \Delta PQR$
- (D) $\Delta BCA \sim \Delta PQR$

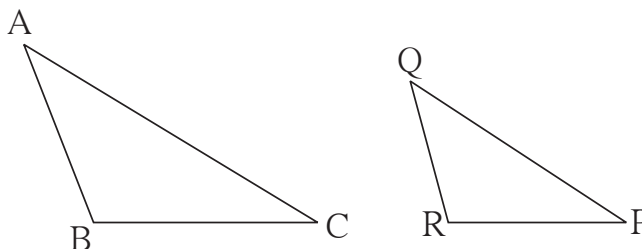


Fig. 1.67

(2) If in ΔDEF and ΔPQR ,

$$\angle D \cong \angle Q, \angle R \cong \angle E$$

then which of the following statements is false ?

- (A) $\frac{EF}{PR} = \frac{DF}{PQ}$
- (B) $\frac{DE}{PQ} = \frac{EF}{RP}$
- (C) $\frac{DE}{QR} = \frac{DF}{PQ}$
- (D) $\frac{EF}{RP} = \frac{DE}{QR}$

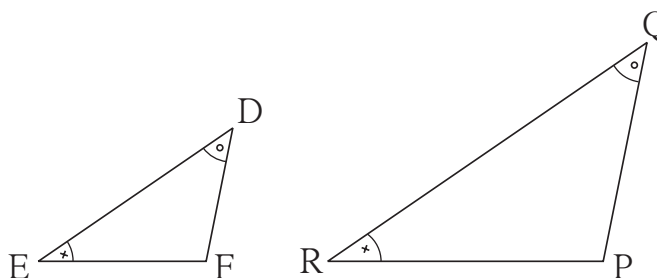


Fig. 1.68

(3) In ΔABC and ΔDEF $\angle B = \angle E$,

$$\angle F = \angle C \text{ and } AB = 3DE \text{ then}$$

which of the statements regarding the two triangles is true ?

- (A) The triangles are not congruent and not similar
- (B) The triangles are similar but not congruent.
- (C) The triangles are congruent and similar.
- (D) None of the statements above is true.

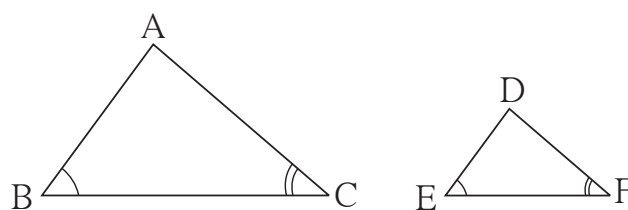


Fig. 1.69

(4) ΔABC and ΔDEF are equilateral triangles, $A(\Delta ABC) : A(\Delta DEF) = 1 : 2$

If $AB = 4$ then what is length of DE ?

- (A) $2\sqrt{2}$
- (B) 4
- (C) 8
- (D) $4\sqrt{2}$

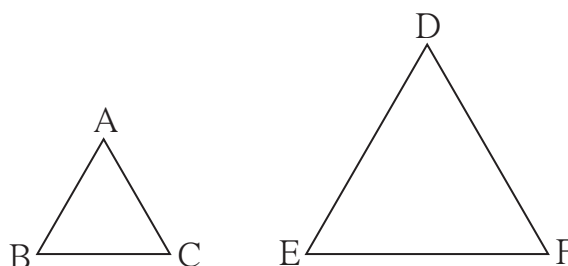


Fig. 1.70

(5) In figure 1.71, seg XY || seg BC, then which of the following statements is true?

- (A) $\frac{AB}{AC} = \frac{AX}{AY}$ (B) $\frac{AX}{XB} = \frac{AY}{AC}$
 (C) $\frac{AX}{YC} = \frac{AY}{XB}$ (D) $\frac{AB}{YC} = \frac{AC}{XB}$

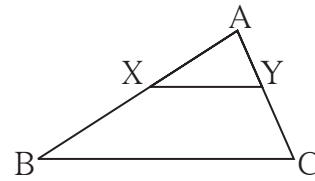


Fig. 1.71

2. In $\triangle ABC$, B - D - C and $BD = 7$,
 $BC = 20$ then find following ratios.

- (1) $\frac{A(\triangle ABD)}{A(\triangle ADC)}$
 (2) $\frac{A(\triangle ABD)}{A(\triangle ABC)}$
 (3) $\frac{A(\triangle ADC)}{A(\triangle ABC)}$

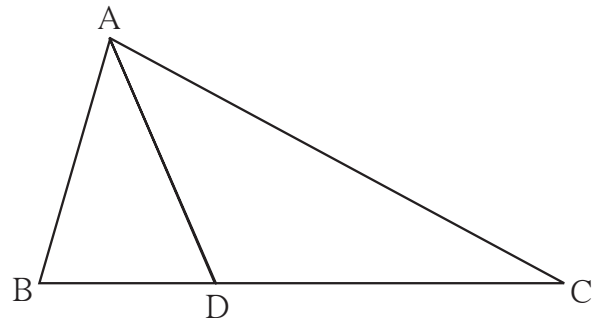


Fig. 1.72

3. Ratio of areas of two triangles with equal heights is 2 : 3. If base of the smaller triangle is 6 cm then what is the corresponding base of the bigger triangle ?

4.

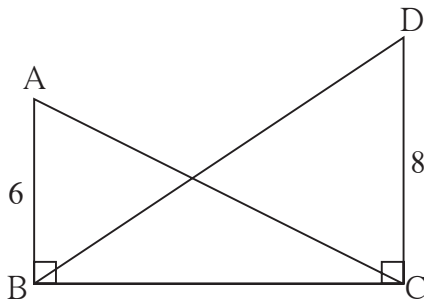


Fig. 1.73

In figure 1.73, $\angle ABC = \angle DCB = 90^\circ$

$AB = 6, DC = 8$

then $\frac{A(\triangle ABC)}{A(\triangle DCB)} = ?$

5. In figure 1.74, $PM = 10$ cm

$A(\triangle PQS) = 100$ sq.cm

$A(\triangle QRS) = 110$ sq.cm

then find NR.

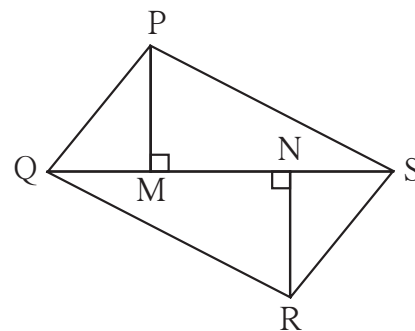


Fig. 1.74

6. $\triangle MNT \sim \triangle QRS$. Length of altitude drawn from point T is 5 and length of altitude drawn from point S is 9. Find the ratio $\frac{A(\triangle MNT)}{A(\triangle QRS)}$.

7. In figure 1.75, A–D–C and B–E–C
 seg DE || side AB If AD = 5,
 DC = 3, BC = 6.4 then find BE.

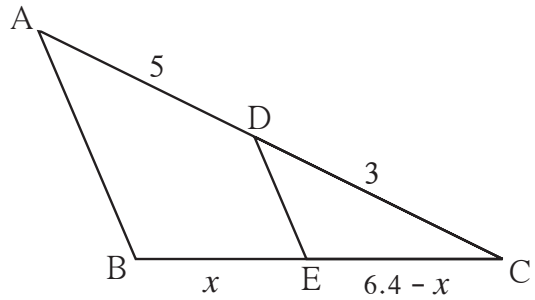


Fig. 1.75

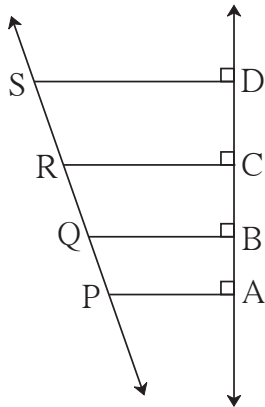


Fig. 1.76

8. In the figure 1.76, seg PA, seg QB,
 seg RC and seg SD are perpendicular
 to line AD.
 AB = 60, BC = 70, CD = 80, PS = 280
 then find PQ, QR and RS.

9. In ΔPQR seg PM is a median. Angle
 bisectors of $\angle PMQ$ and $\angle PMR$ intersect
 side PQ and side PR in points X and Y
 respectively. Prove that $XY \parallel QR$.

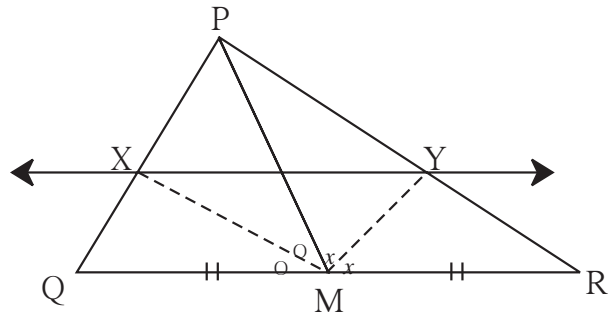


Fig. 1.77

Complete the proof by filling in the boxes.

In ΔPMQ , ray MX is bisector of $\angle PMQ$.

$$\therefore \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}} \dots\dots\dots \text{(I) theorem of angle bisector.}$$

In ΔPMR , ray MY is bisector of $\angle PMR$.

$$\therefore \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}} \dots\dots\dots \text{(II) theorem of angle bisector.}$$

But $\frac{MP}{MQ} = \frac{MP}{MR} \dots\dots\dots$ M is the midpoint QR, hence $MQ = MR$.

$$\therefore \frac{PX}{XQ} = \frac{PY}{YR}$$

$\therefore XY \parallel QR \dots\dots\dots$ converse of basic proportionality theorem.

10. In fig 1.78, bisectors of $\angle B$ and $\angle C$ of ΔABC intersect each other in point X. Line AX intersects side BC in point Y. $AB = 5$, $AC = 4$, $BC = 6$ then find $\frac{AX}{XY}$.

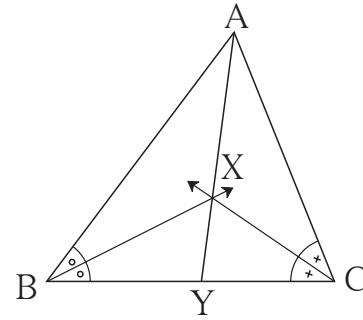


Fig. 1.78

11. In $\square ABCD$, $\text{seg } AD \parallel \text{seg } BC$. Diagonal AC and diagonal BD intersect each other in point P. Then show that $\frac{AP}{PD} = \frac{PC}{BP}$

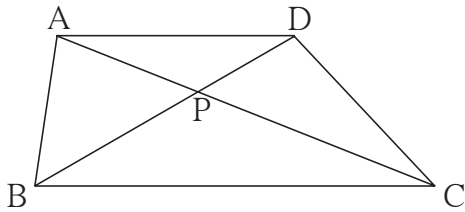


Fig. 1.79

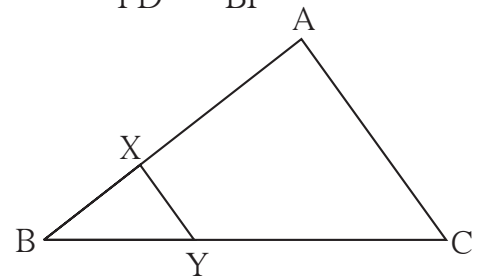


Fig. 1.80

12. In fig 1.80, $XY \parallel \text{seg } AC$. If $2AX = 3BX$ and $XY = 9$. Complete the activity to find the value of AC.

Activity : $2AX = 3BX \therefore \frac{AX}{BX} = \frac{\square}{\square}$

$\frac{AX + BX}{BX} = \frac{\square + \square}{\square}$ by componendo.

$\frac{AB}{BX} = \frac{\square}{\square}$ (I)

$\Delta BCA \sim \Delta BYX$ \square test of similarity.

$\therefore \frac{BA}{BX} = \frac{AC}{XY}$ corresponding sides of similar triangles.

$\therefore \frac{\square}{\square} = \frac{AC}{9} \therefore AC = \square$...from (I)

- 13*. In figure 1.81, the vertices of square DEFG are on the sides of ΔABC . $\angle A = 90^\circ$. Then prove that $DE^2 = BD \times EC$

(Hint : Show that ΔGBD is similar to ΔCFE . Use $GD = FE = DE$.)

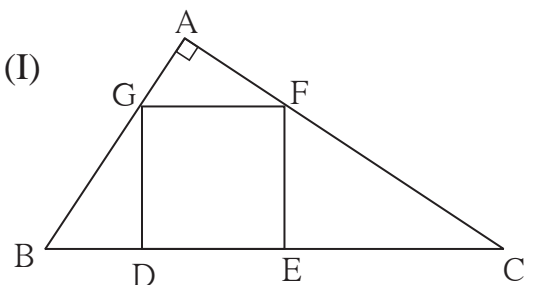


Fig. 1.81



2

Pythagoras Theorem



Let's study.

- Pythagorean triplet
- Theorem of geometric mean
- Application of Pythagoras theorem
- Similarity and right angled triangles
- Pythagoras theorem
- Apollonius theorem



Let's recall.

Pythagoras theorem :

In a right angled triangle, the square of the hypotenuse is equal to the sum of the squares of remaining two sides.

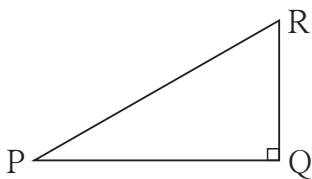


Fig. 2.1

In $\Delta PQR \angle PQR = 90^\circ$

$$l(PR)^2 = l(PQ)^2 + l(QR)^2$$

We will write this as,

$$PR^2 = PQ^2 + QR^2$$

The lengths PQ, QR and PR of ΔPQR can also be shown by letters r, p and q. With this convention, referring to figure 2.1, Pythagoras theorem can also be stated as $q^2 = p^2 + r^2$.

Pythagorean Triplet :

In a triplet of natural numbers, if the square of the largest number is equal to the sum of the squares of the remaining two numbers then the triplet is called Pythagorean triplet.

For Example: In the triplet (11, 60, 61) ,

$$11^2 = 121, \quad 60^2 = 3600, \quad 61^2 = 3721 \quad \text{and} \quad 121 + 3600 = 3721$$

The square of the largest number is equal to the sum of the squares of the other two numbers.

\therefore 11, 60, 61 is a Pythagorean triplet.

Verify that (3, 4, 5), (5, 12, 13), (8, 15, 17), (24, 25, 7) are Pythagorean triplets.

Numbers in Pythagorean triplet can be written in any order.



For more information

Formula for Pythagorean triplet:

If a, b, c are natural numbers and $a > b$, then $[(a^2 + b^2), (a^2 - b^2), (2ab)]$ is Pythagorean triplet.

$\therefore (a^2 + b^2)^2 = a^4 + 2a^2b^2 + b^4$ (I)

$(a^2 - b^2)^2 = a^4 - 2a^2b^2 + b^4$ (II)

$(2ab)^2 = 4a^2b^2$ (III)

\therefore by (I), (II) and (III) , $(a^2 + b^2)^2 = (a^2 - b^2)^2 + (2ab)^2$

$\therefore [(a^2 + b^2), (a^2 - b^2), (2ab)]$ is Pythagorean Triplet.

This formula can be used to get various Pythagorean triplets.

For example, if we take $a = 5$ and $b = 3$,

$a^2 + b^2 = 34, a^2 - b^2 = 16, 2ab = 30$.

Check that (34, 16, 30) is a Pythagorean triplet.

Assign different values to a and b and obtain 5 Pythagorean triplet.

Last year we have studied the properties of right angled triangle with the angles $30^\circ - 60^\circ - 90^\circ$ and $45^\circ - 45^\circ - 90^\circ$.

(I) Property of $30^\circ - 60^\circ - 90^\circ$ triangle.

If acute angles of a right angled triangle are 30° and 60° , then the side opposite 30° angle is half of the hypotenuse and the side opposite to 60° angle is $\frac{\sqrt{3}}{2}$ times the hypotenuse.

See figure 2.2. In ΔLMN , $\angle L = 30^\circ, \angle N = 60^\circ, \angle M = 90^\circ$

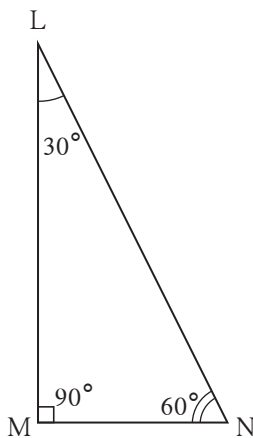


Fig. 2.2

\therefore side opposite 30° angle = $MN = \frac{1}{2} \times LN$

side opposite 60° angle = $LM = \frac{\sqrt{3}}{2} \times LN$

If $LN = 6$ cm, we will find MN and LM .

$MN = \frac{1}{2} \times LN$	$LM = \frac{\sqrt{3}}{2} \times LN$
$= \frac{1}{2} \times 6$	$= \frac{\sqrt{3}}{2} \times 6$
$= 3$ cm	$= 3\sqrt{3}$ cm



(II) Property of $45^\circ - 45^\circ - 90^\circ$

If the acute angles of a right angled triangle are 45° and 45° , then each of the perpendicular sides is $\frac{1}{\sqrt{2}}$ times the hypotenuse.

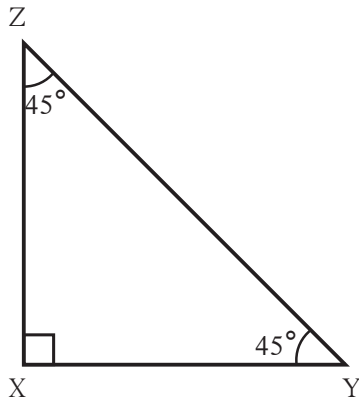


Fig. 2.3

See Figure 2.3. In ΔXYZ ,

$$XY = \frac{1}{\sqrt{2}} \times ZY$$

$$XZ = \frac{1}{\sqrt{2}} \times ZY$$

$$\therefore XY = XZ = \frac{1}{\sqrt{2}} \times ZY$$

If $ZY = 3\sqrt{2}$ cm then we will find XY and XZ

$$XY = XZ = \frac{1}{\sqrt{2}} \times 3\sqrt{2}$$

$$XY = XZ = 3\text{cm}$$

In 7th standard we have studied theorem of Pythagoras using areas of four right angled triangles and a square. We can prove the theorem by an alternative method.

Activity:

Take two congruent right angled triangles. Take another isosceles right angled triangle whose congruent sides are equal to the hypotenuse of the two congruent right angled triangles. Join these triangles to form a trapezium

$$\text{Area of the trapezium} = \frac{1}{2} \times (\text{sum of the lengths of parallel sides}) \times \text{height}$$

Using this formula, equating the area of trapezium with the sum of areas of the three right angled triangles we can prove the theorem of Pythagoras.

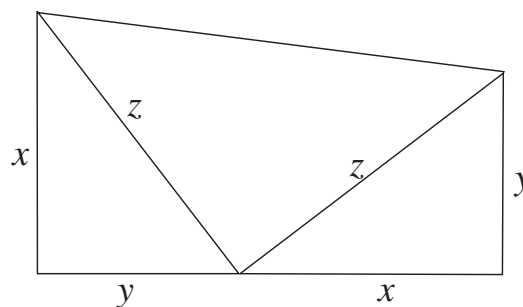


Fig. 2.4



Let's learn.

Now we will give the proof of Pythagoras theorem based on properties of similar triangles. For this, we will study right angled similar triangles.

Similarity and right angled triangle

Theorem : In a right angled triangle, if the altitude is drawn to the hypotenuse, then the two triangles formed are similar to the original triangle and to each other.

Given : In ΔABC , $\angle ABC = 90^\circ$,
seg $BD \perp$ seg AC , A-D-C

To prove: $\Delta ADB \sim \Delta ABC$
 $\Delta BDC \sim \Delta ABC$
 $\Delta ADB \sim \Delta BDC$

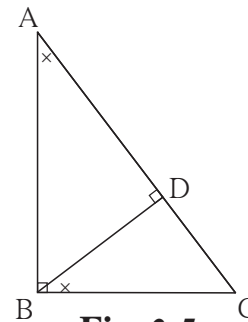


Fig. 2.5

Proof : In ΔADB and ΔABC

$\angle DAB \cong \angle BAC$... (common angle)
 $\angle ADB \cong \angle ABC$... (each 90°)
 $\Delta ADB \sim \Delta ABC$... (AA test)... (I)

In ΔBDC and ΔABC

$\angle BCD \cong \angle ACB$ (common angle)
 $\angle BDC \cong \angle ABC$ (each 90°)
 $\Delta BDC \sim \Delta ABC$ (AA test) ... (II)

$\therefore \Delta ADB \sim \Delta BDC$ from (I) and (II)(III)

\therefore from (I), (II) and (III), $\Delta ADB \sim \Delta BDC \sim \Delta ABC$ (transitivity)

Theorem of geometric mean

In a right angled triangle, the perpendicular segment to the hypotenuse from the opposite vertex, is the geometric mean of the segments into which the hypotenuse is divided.

Proof : In right angled triangle PQR, seg $QS \perp$ hypotenuse PR

$\Delta QSR \sim \Delta PSQ$ (similarity of right triangles)

$$\frac{QS}{PS} = \frac{SR}{SQ}$$

$$\frac{QS}{PS} = \frac{SR}{QS}$$

$$QS^2 = PS \times SR$$

\therefore seg QS is the 'geometric mean' of seg PS and SR.

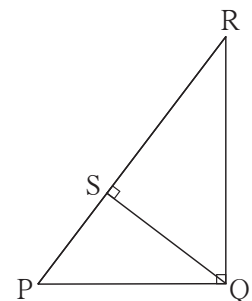


Fig. 2.6

Pythagoras Theorem

In a right angled triangle, the square of the hypotenuse is equal to the sum of the squares of remaining two sides.

Given : In ΔABC , $\angle ABC = 90^\circ$

To prove : $AC^2 = AB^2 + BC^2$

Construction : Draw perpendicular seg BD on side AC.

A-D-C.

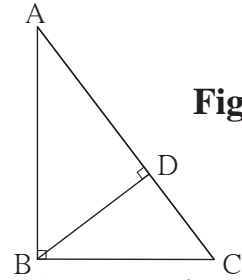


Fig. 2.7

Proof : In right angled ΔABC , seg $BD \perp$ hypotenuse AC (construction)

$\therefore \Delta ABC \sim \Delta ADB \sim \Delta BDC$ (similarity of right angled triangles)

$\Delta ABC \sim \Delta ADB$

$$\frac{AB}{AD} = \frac{BC}{DB} = \frac{AC}{AB} \text{ - corresponding sides}$$

$$\frac{AB}{AD} = \frac{AC}{AB}$$

$$AB^2 = AD \times AC \text{ (I)}$$

Similarly, $\Delta ABC \sim \Delta BDC$

$$\frac{AB}{BD} = \frac{BC}{DC} = \frac{AC}{BC} \text{ -corresponding sides}$$

$$\frac{BC}{DC} = \frac{AC}{BC}$$

$$BC^2 = DC \times AC \text{ (II)}$$

Adding (I) and (II)

$$\begin{aligned} AB^2 + BC^2 &= AD \times AC + DC \times AC \\ &= AC (AD + DC) \\ &= AC \times AC \text{ (A-D-C)} \end{aligned}$$

$$\therefore AB^2 + BC^2 = AC^2$$

$$\therefore AC^2 = AB^2 + BC^2$$

Converse of Pythagoras theorem

In a triangle if the square of one side is equal to the sum of the squares of the remaining two sides, then the triangle is a right angled triangle.

Given : In ΔABC , $AC^2 = AB^2 + BC^2$

To prove : $\angle ABC = 90^\circ$

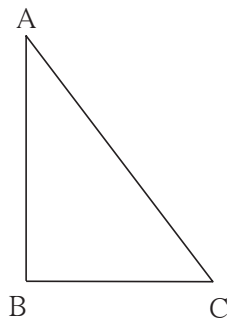


Fig. 2.8

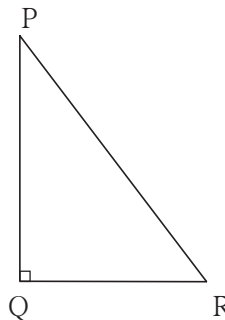


Fig. 2.9

Construction : Draw ΔPQR such that, $AB = PQ, BC = QR, \angle PQR = 90^\circ$.

Proof :
 In $\Delta PQR, \angle Q = 90^\circ$
 $PR^2 = PQ^2 + QR^2$ (Pythagoras theorem)
 $= AB^2 + BC^2$ (construction)(I)
 $= AC^2$ (given)(II)
 $\therefore PR^2 = AC^2$
 $\therefore PR = AC$ (III)
 $\therefore \Delta ABC \cong \Delta PQR$ (SSS test)
 $\therefore \angle ABC = \angle PQR = 90^\circ$



(1) (a) Similarity and right angled triangle

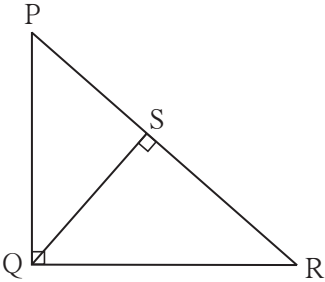


Fig. 2.10

In $\Delta PQR \angle Q = 90^\circ$, $seg QS \perp seg PR$,
 $\Delta PQR \sim \Delta PSQ \sim \Delta QSR$. Thus all the
 right angled triangles in the figure are
 similar to one another.

(b) Theorem of geometric mean

In the above figure, $\Delta PSQ \sim \Delta QSR$
 $\therefore QS^2 = PS \times SR$
 $\therefore seg QS$ is the geometric mean of $seg PS$ and $seg SR$

(2) Pythagoras Theorem:

In a right angled triangle, the square of the hypotenuse is equal to the sum of the squares of remaining two sides.

(3) Converse of Pythagoras Theorem:

In a triangle, if the square of one side is equal to the sum of the squares of the remaining two sides, then the triangle is a right angled triangle

(4) Let us remember one more very useful property.

In a right angled triangle, if one side is half of the hypotenuse then the angle opposite to that side is 30° .

This property is the converse of $30^\circ-60^\circ-90^\circ$ theorem.

Solved Examples

Ex. (1) See fig 2.11. In $\triangle ABC$, $\angle B = 90^\circ$, $\angle A = 30^\circ$, $AC = 14$, then find AB and BC

Solution :

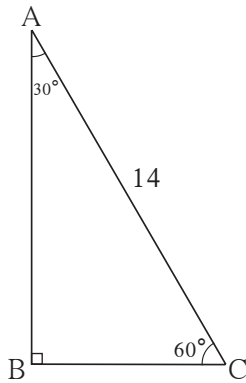


Fig. 2.11

In $\triangle ABC$,

$$\angle B = 90^\circ, \angle A = 30^\circ, \therefore \angle C = 60^\circ$$

By $30^\circ - 60^\circ - 90^\circ$ theorem,

$$BC = \frac{1}{2} \times AC$$

$$BC = \frac{1}{2} \times 14$$

$$BC = 7$$

$$AB = \frac{\sqrt{3}}{2} \times AC$$

$$AB = \frac{\sqrt{3}}{2} \times 14$$

$$AB = 7\sqrt{3}$$

Ex. (2) See fig 2.12, In $\triangle ABC$, seg $AD \perp$ seg BC , $\angle C = 45^\circ$, $BD = 5$ and $AC = 8\sqrt{2}$ then find AD and BC .

Solution : In $\triangle ADC$

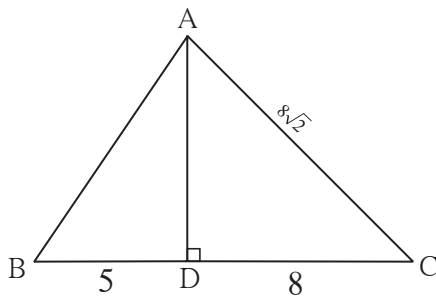


Fig. 2.12

$$\angle ADC = 90^\circ, \angle C = 45^\circ, \therefore \angle DAC = 45^\circ$$

$$AD = DC = \frac{1}{\sqrt{2}} \times 8\sqrt{2} \dots \text{by } 45^\circ - 45^\circ - 90^\circ \text{ theorem}$$

$$DC = 8 \quad \therefore AD = 8$$

$$BC = BD + DC$$

$$= 5 + 8$$

$$BC = 13$$

Ex. (3) In fig 2.13, $\angle PQR = 90^\circ$, seg $QN \perp$ seg PR , $PN = 9$, $NR = 16$. Find QN .

Solution : In $\triangle PQR$, seg $QN \perp$ seg PR

$$NQ^2 = PN \times NR \dots \text{theorem of geometric mean}$$

$$\therefore NQ = \sqrt{PN \times NR}$$

$$= \sqrt{9 \times 16}$$

$$= 3 \times 4$$

$$= 12$$

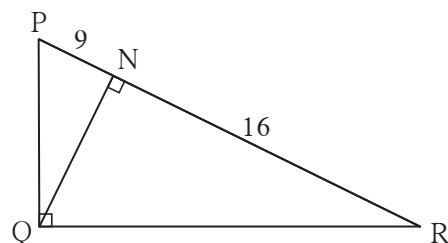


Fig. 2.13

Ex. (4) See figure 2.14. In ΔPQR , $\angle PQR = 90^\circ$, seg $QS \perp$ seg PR then find x, y, z .

Solution : In ΔPQR , $\angle PQR = 90^\circ$, seg $QS \perp$ seg PR

$$\begin{aligned} QS &= \sqrt{PS \times SR} \dots\dots\dots \text{(theorem of geometric mean)} \\ &= \sqrt{10 \times 8} \\ &= \sqrt{5 \times 2 \times 8} \\ &= \sqrt{5 \times 16} \\ &= 4\sqrt{5} \\ \therefore x &= 4\sqrt{5} \end{aligned}$$

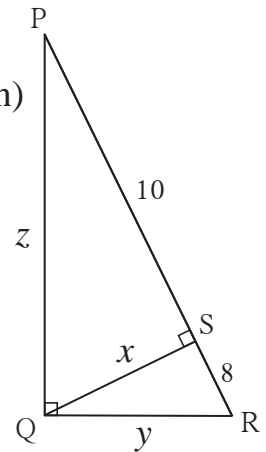


Fig. 2.14

In ΔQSR , by Pythagoras theorem

$$\begin{aligned} QR^2 &= QS^2 + SR^2 \\ &= (4\sqrt{5})^2 + 8^2 \\ &= 16 \times 5 + 64 \\ &= 80 + 64 \\ &= 144 \end{aligned}$$

$$\therefore QR = 12$$

Hence $x = 4\sqrt{5}$, $y = 12$, $z = 6\sqrt{5}$

In ΔPSQ , by Pythagoras theorem

$$\begin{aligned} PQ^2 &= QS^2 + PS^2 \\ &= (4\sqrt{5})^2 + 10^2 \\ &= 16 \times 5 + 100 \\ &= 80 + 100 \\ &= 180 \\ &= 36 \times 5 \end{aligned}$$

$$\therefore PQ = 6\sqrt{5}$$

Ex. (5) In the right angled triangle, sides making right angle are 9 cm and 12 cm. Find the length of the hypotenuse

Solution: In ΔPQR , $\angle Q = 90^\circ$

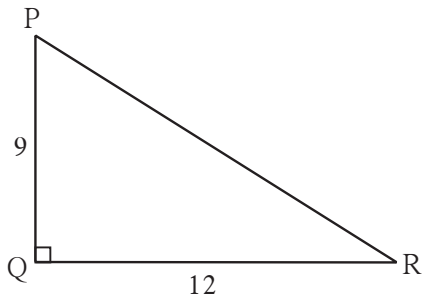


Fig. 2.15

$$PR^2 = PQ^2 + QR^2 \text{ (Pythagoras theorem)}$$

$$\begin{aligned} &= 9^2 + 12^2 \\ &= 81 + 144 \end{aligned}$$

$$PR^2 = 225$$

$$PR = 15$$

$$\text{Hypotenuse} = 15 \text{ cm}$$

Ex. (6) In $\triangle LMN$, $l = 5$, $m = 13$, $n = 12$. State whether $\triangle LMN$ is a right angled triangle or not.

Solution : $l = 5$, $m = 13$, $n = 12$
 $l^2 = 25$, $m^2 = 169$, $n^2 = 144$
 $\therefore m^2 = l^2 + n^2$
 \therefore by converse of Pythagoras theorem $\triangle LMN$ is a right angled triangle.

Ex. (7) See fig 2.16. In $\triangle ABC$, seg $AD \perp$ seg BC . Prove that:
 $AB^2 + CD^2 = BD^2 + AC^2$

Solution : According to Pythagoras theorem, in $\triangle ADC$

$$AC^2 = AD^2 + CD^2$$

$$\therefore AD^2 = AC^2 - CD^2 \dots (I)$$

In $\triangle ADB$

$$AB^2 = AD^2 + BD^2$$

$$\therefore AD^2 = AB^2 - BD^2 \dots (II)$$

$$\therefore AB^2 - BD^2 = AC^2 - CD^2 \dots \dots \dots \text{from I and II}$$

$$\therefore AB^2 + CD^2 = AC^2 + BD^2$$

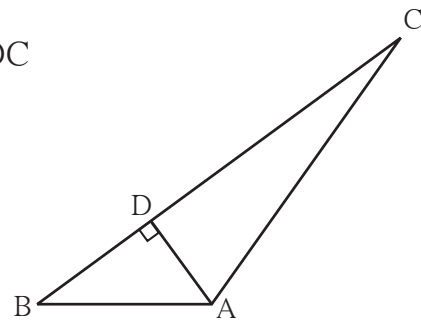


Fig. 2.16

Practice set 2.1

1. Identify, with reason, which of the following are Pythagorean triplets.

- (i) (3, 5, 4) (ii) (4, 9, 12) (iii) (5, 12, 13)
 (iv) (24, 70, 74) (v) (10, 24, 27) (vi) (11, 60, 61)

2. In figure 2.17, $\angle MNP = 90^\circ$,
 seg $NQ \perp$ seg MP , $MQ = 9$,
 $QP = 4$, find NQ .

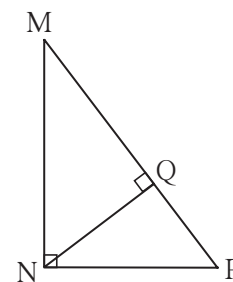


Fig. 2.17

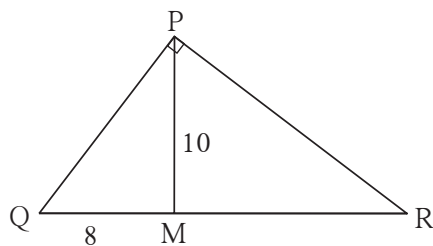


Fig. 2.18

3. In figure 2.18, $\angle QPR = 90^\circ$,
 seg $PM \perp$ seg QR and $Q-M-R$,
 $PM = 10$, $QM = 8$, find QR .



Let's learn.

Application of Pythagoras theorem

In Pythagoras theorem, the relation between hypotenuse and sides making right angle i.e. the relation between side opposite to right angle and the remaining two sides is given.

In a triangle, relation between the side opposite to acute angle and remaining two sides and relation of the side opposite to obtuse angle with remaining two sides can be determined with the help of Pythagoras theorem. Study these relations from the following examples.

Ex. (1) In ΔABC , $\angle C$ is an acute angle, seg $AD \perp$ seg BC . Prove that:

$$AB^2 = BC^2 + AC^2 - 2BC \times DC$$

In the given figure let $AB = c$, $AC = b$, $AD = p$, $BC = a$, $DC = x$,

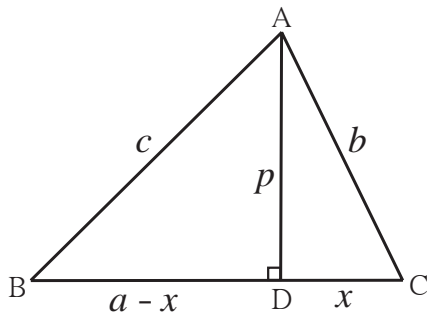


Fig. 2.23

$$\therefore BD = a - x$$

In ΔADB , by Pythagoras theorem

$$c^2 = (a-x)^2 + \square$$

$$c^2 = a^2 - 2ax + x^2 + \square \dots\dots\dots (I)$$

In ΔADC , by Pythagoras theorem

$$b^2 = p^2 + \square$$

$$p^2 = b^2 - \square \dots\dots\dots (II)$$

Substituting value of p^2 from (II) in (I),

$$c^2 = a^2 - 2ax + x^2 + b^2 - x^2$$

$$\therefore c^2 = a^2 + b^2 - 2ax$$

$$\therefore AB^2 = BC^2 + AC^2 - 2BC \times DC$$

Ex. (2) In ΔABC , $\angle ACB$ is obtuse angle, seg $AD \perp$ seg BC . Prove that:

$$AB^2 = BC^2 + AC^2 + 2BC \times CD$$

In the figure seg $AD \perp$ seg BC

Let $AD = p$, $AC = b$, $AB = c$,

$BC = a$ and $DC = x$.

$$DB = a + x$$

In ΔADB , by Pythagoras theorem,

$$c^2 = (a + x)^2 + p^2$$

$$c^2 = a^2 + 2ax + x^2 + p^2 \dots\dots\dots (I)$$

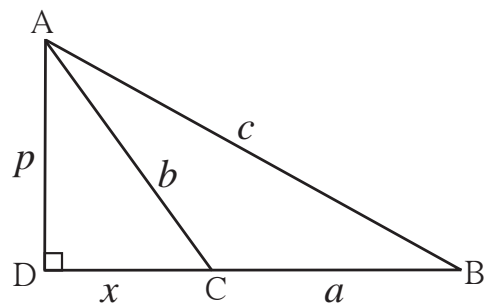


Fig. 2.24

Similarly, in ΔADC

$$b^2 = x^2 + p^2$$

$$\therefore p^2 = b^2 - x^2 \quad \dots\dots\dots (II)$$

\therefore substituting the value of p^2 from (II) in (I)

$$\therefore c^2 = a^2 + 2ax + b^2$$

$$\therefore AB^2 = BC^2 + AC^2 + 2BC \times CD$$

Apollonius theorem

In ΔABC , if M is the midpoint of side BC, then $AB^2 + AC^2 = 2AM^2 + 2BM^2$

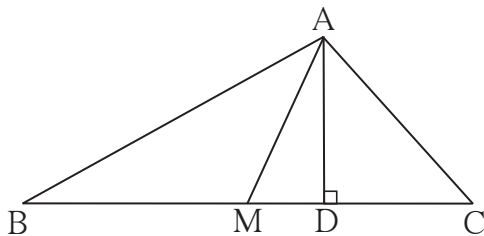


Fig. 2.25

Given : In ΔABC , M is the midpoint of side BC.

To prove : $AB^2 + AC^2 = 2AM^2 + 2BM^2$

Construction: Draw seg $AD \perp$ seg BC

Proof : If seg AM is not perpendicular to seg BC then out of $\angle AMB$ and $\angle AMC$ one is obtuse angle and the other is acute angle

In the figure, $\angle AMB$ is obtuse angle and $\angle AMC$ is acute angle.

From examples (1) and (2) above,

$$AB^2 = AM^2 + MB^2 + 2BM \times MD \quad \dots\dots (I)$$

$$\text{and } AC^2 = AM^2 + MC^2 - 2MC \times MD$$

$$\therefore AC^2 = AM^2 + MB^2 - 2BM \times MD \quad (\because BM = MC) \quad \dots\dots\dots (II)$$

\therefore adding (I) and (II)

$$AB^2 + AC^2 = 2AM^2 + 2BM^2$$

Write the proof yourself if seg $AM \perp$ seg BC.

From this example we can see the relation among the sides and medians of a triangle.

This is known as Apollonius theorem.

Solved Examples

Ex. (1) In the figure 2.26, seg PM is a median of ΔPQR . $PM = 9$ and $PQ^2 + PR^2 = 290$, then find QR.

Solution : In ΔPQR , seg PM is a median.

M is the midpoint of seg QR.

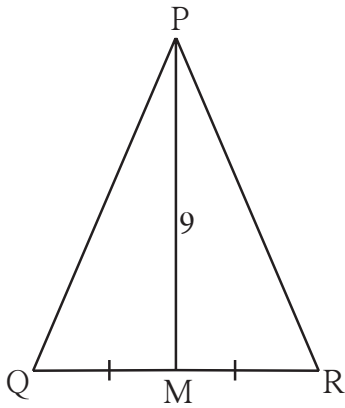


Fig. 2.26

$$QM = MR = \frac{1}{2} QR$$

$$PQ^2 + PR^2 = 2PM^2 + 2QM^2 \text{ (by Apollonius theorem)}$$

$$290 = 2 \times 9^2 + 2QM^2$$

$$290 = 2 \times 81 + 2QM^2$$

$$290 = 162 + 2QM^2$$

$$2QM^2 = 290 - 162$$

$$2QM^2 = 128$$

$$QM^2 = 64$$

$$QM = 8$$

$$\therefore QR = 2 \times QM$$

$$= 2 \times 8$$

$$= 16$$

Ex. (2) Prove that, the sum of the squares of the diagonals of a rhombus is equal to the sum of the squares of the sides.

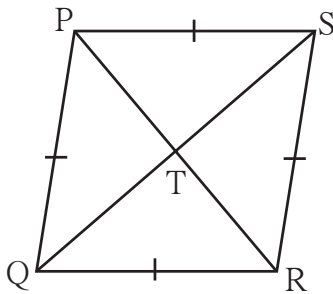


Fig. 2.27

Given : \square PQRS is a rhombus. Diagonals PR and SQ intersect each other at point T

To prove : $PS^2 + SR^2 + QR^2 + PQ^2 = PR^2 + QS^2$

Proof : Diagonals of a rhombus bisect each other .

\therefore by Apollonius' theorem,

$$PQ^2 + PS^2 = 2PT^2 + 2QT^2 \dots\dots\dots (I)$$

$$QR^2 + SR^2 = 2RT^2 + 2QT^2 \dots\dots\dots (II)$$

\therefore adding (I) and (II) ,

$$PQ^2 + PS^2 + QR^2 + SR^2 = 2(PT^2 + RT^2) + 4QT^2$$

$$= 2(PT^2 + PT^2) + 4QT^2 \dots\dots\dots (RT = PT)$$

$$= 4PT^2 + 4QT^2$$

$$= (2PT)^2 + (2QT)^2$$

$$= PR^2 + QS^2$$

(The above proof can be written using Pythagoras theorem also.)

Practice set 2.2

- In ΔPQR , point S is the midpoint of side QR. If $PQ = 11, PR = 17, PS = 13$, find QR.
- In ΔABC , $AB = 10, AC = 7, BC = 9$ then find the length of the median drawn from point C to side AB
- In the figure 2.28 seg PS is the median of ΔPQR and $PT \perp QR$.

Prove that,

$$(i) PR^2 = PS^2 + QR \times ST + \left(\frac{QR}{2}\right)^2$$

$$(ii) PQ^2 = PS^2 - QR \times ST + \left(\frac{QR}{2}\right)^2$$

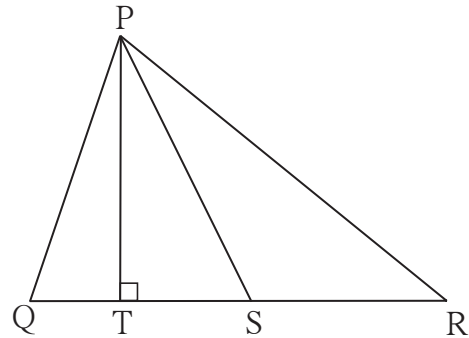


Fig. 2.28

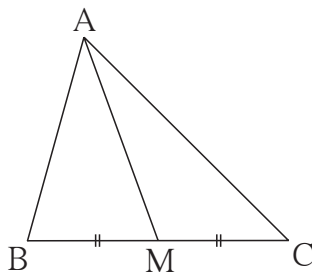


Fig. 2.29

- In ΔABC , point M is the midpoint of side BC.

$$\text{If, } AB^2 + AC^2 = 290 \text{ cm}^2,$$

$$AM = 8 \text{ cm, find BC.}$$

- In figure 2.30, point T is in the interior of rectangle PQRS,

Prove that, $TS^2 + TQ^2 = TP^2 + TR^2$

(As shown in the figure, draw seg AB \parallel side SR and A-T-B)

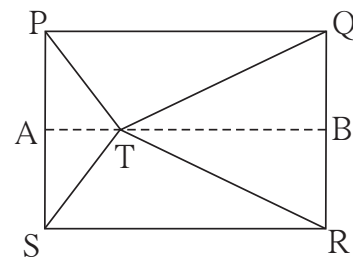


Fig. 2.30

Problem set 2

- Some questions and their alternative answers are given. Select the correct alternative.

(1) Out of the following which is the Pythagorean triplet?

(A) (1, 5, 10) (B) (3, 4, 5) (C) (2, 2, 2) (D) (5, 5, 2)

(2) In a right angled triangle, if sum of the squares of the sides making right angle is 169 then what is the length of the hypotenuse?

(A) 15 (B) 13 (C) 5 (D) 12

- (3) Out of the dates given below which date constitutes a Pythagorean triplet ?
(A) 15/08/17 (B) 16/08/16 (C) 3/5/17 (D) 4/9/15
- (4) If a , b , c are sides of a triangle and $a^2 + b^2 = c^2$, name the type of triangle.
(A) Obtuse angled triangle (B) Acute angled triangle
(C) Right angled triangle (D) Equilateral triangle
- (5) Find perimeter of a square if its diagonal is $10\sqrt{2}$ cm.
(A) 10 cm (B) $40\sqrt{2}$ cm (C) 20 cm (D) 40 cm
- (6) Altitude on the hypotenuse of a right angled triangle divides it in two parts of lengths 4 cm and 9 cm. Find the length of the altitude.
(A) 9 cm (B) 4 cm (C) 6 cm (D) $2\sqrt{6}$ cm
- (7) Height and base of a right angled triangle are 24 cm and 18 cm find the length of its hypotenuse
(A) 24 cm (B) 30 cm (C) 15 cm (D) 18 cm
- (8) In ΔABC , $AB = 6\sqrt{3}$ cm, $AC = 12$ cm, $BC = 6$ cm. Find measure of $\angle A$.
(A) 30° (B) 60° (C) 90° (D) 45°

2. Solve the following examples.

- (1) Find the height of an equilateral triangle having side $2a$.
- (2) Do sides 7 cm , 24 cm, 25 cm form a right angled triangle ? Give reason.
- (3) Find the length a diagonal of a rectangle having sides 11 cm and 60cm.
- (4) Find the length of the hypotenuse of a right angled triangle if remaining sides are 9 cm and 12 cm.
- (5) A side of an isosceles right angled triangle is x . Find its hypotenuse.
- (6) In ΔPQR ; $PQ = \sqrt{8}$, $QR = \sqrt{5}$, $PR = \sqrt{3}$. Is ΔPQR a right angled triangle ?
If yes, which angle is of 90° ?

3. In ΔRST , $\angle S = 90^\circ$, $\angle T = 30^\circ$, $RT = 12$ cm then find RS and ST .

4. Find the diagonal of a rectangle whose length is 16 cm and area is 192 sq.cm.

5* Find the length of the side and perimeter of an equilateral triangle whose height is $\sqrt{3}$ cm.

6. In ΔABC seg AP is a median. If $BC = 18$, $AB^2 + AC^2 = 260$ Find AP .



15. In a trapezium ABCD,
 seg AB \parallel seg DC
 seg BD \perp seg AD,
 seg AC \perp seg BC,
 If AD = 15, BC = 15
 and AB = 25. Find A(\square ABCD)

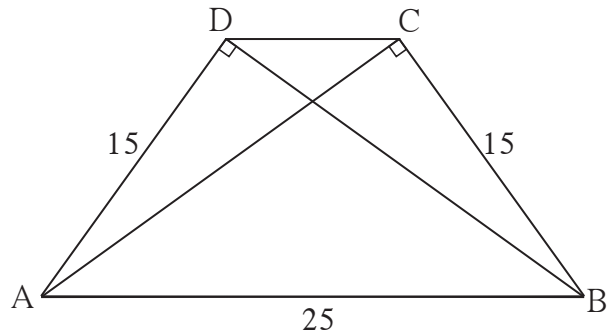


Fig. 2.34

- 16*. In the figure 2.35, \triangle PQR is an equilateral triangle. Point S is on seg QR such that $QS = \frac{1}{3} QR$.
 Prove that : $9 PS^2 = 7 PQ^2$

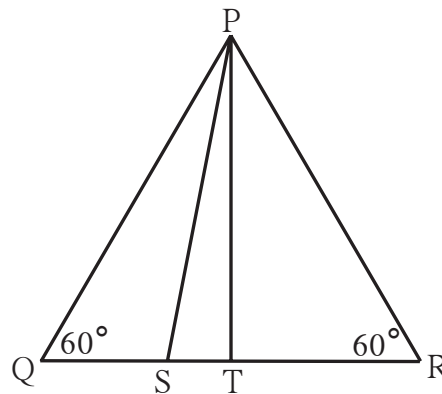


Fig. 2.35

- 17*. Seg PM is a median of \triangle PQR. If PQ = 40, PR = 42 and PM = 29, find QR.
 18. Seg AM is a median of \triangle ABC. If AB = 22, AC = 34, BC = 24, find AM



ICT Tools or Links

Obtain information on ‘the life of Pythagoras’ from the internet. Prepare a slide show.

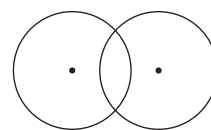
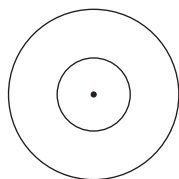
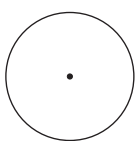
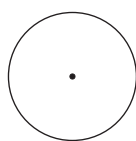


**Let's study.**

- Circles passing through one, two, three points
- Circles touching each other
- Inscribed angle and intercepted arc
- Secant tangent angle theorem
- Secant and tangent
- Arc of a circle
- Cyclic quadrilateral
- Theorem of intersecting chords

**Let's recall.**

You are familiar with the concepts regarding circle, like - centre, radius, diameter, chord, interior and exterior of a circle. Also recall the meanings of - congruent circles, concentric circles and intersecting circles.



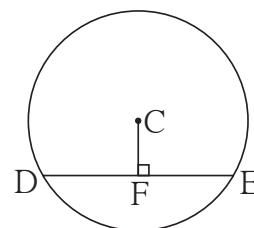
congruent circles

concentric circles

intersecting circles

Recall the properties of chord studied in previous standard and perform the activity below.

Activity I : In the adjoining figure, seg DE is a chord of a circle with centre C. seg $CF \perp$ seg DE. If diameter of the circle is 20 cm, DE = 16 cm find CF.

**Fig. 3.1**

Recall and write theorems and properties which are useful to find the solution of the above problem.

- (1) The perpendicular drawn from centre to a chord _____
- (2) _____
- (3) _____

Using these properties, solve the above problem.



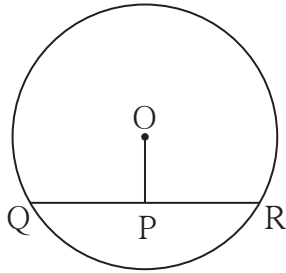


Fig. 3.2

Activity II : In the adjoining figure, seg QR is a chord of the circle with centre O. P is the midpoint of the chord QR. If $QR = 24$, $OP = 10$, find radius of the circle.

To find solution of the problem, write the theorems that are useful.

- (1) _____
 (2) _____

Using these theorems solve the problems.

Activity III : In the adjoining figure, M is the centre of the circle and seg AB is a diameter.
 seg $MS \perp$ chord AD
 seg $MT \perp$ chord AC
 $\angle DAB \cong \angle CAB$.

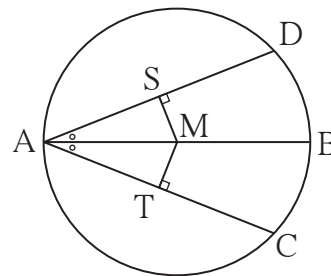


Fig. 3.3

Prove that : chord $AD \cong$ chord AC .

To solve this problem which of the following theorems will you use ?

- (1) The chords which are equidistant from the centre are equal in length.
 (2) Congruent chords of a circle are equidistant from the centre.

Which of the following tests of congruence of triangles will be useful?

- (1) SAS, (2) ASA, (3) SSS, (4) AAS, (5) hypotenuse-side test.

Using appropriate test and theorem write the proof of the above example.



Circles passing through one, two, three points

In the adjoining figure, point A lies in a plane. All the three circles with centres P, Q, R pass through point A. How many more such circles may pass through point A?

If your answer is many or innumerable, it is correct.

Infinite number of circles pass through a point.

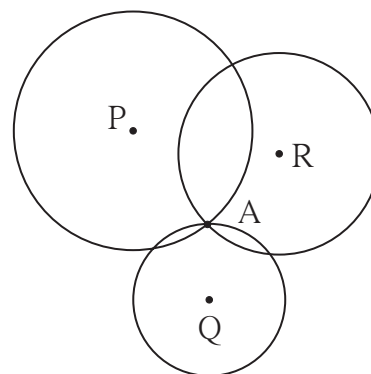


Fig. 3.4

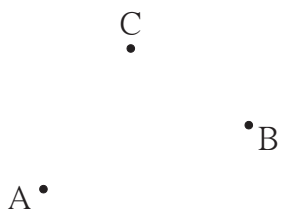


Fig. 3.5

In the adjoining figure, how many circles pass through points A and B?

How many circles contain all the three points A, B, C?

Perform the activity given below and try to find the answer.

Activity I: Draw segment AB. Draw perpendicular bisector l of the segment AB. Take point P on the line l as centre, PA as radius and draw a circle. Observe that the circle passes through point B also. Find the reason. (Recall the property of perpendicular bisector of a segment.)

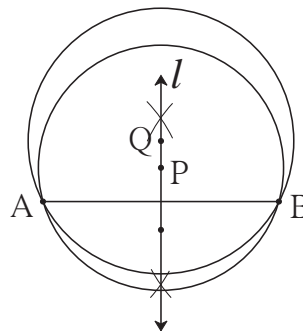


Fig. 3.6

Taking any other point Q on the line l , if a circle is drawn with centre Q and radius QA, will it pass through B ? Think.

How many such circles can be drawn, passing through A and B ? Where will their centres lie ?

Activity II : Take any three non-collinear points. What should be done to draw a circle passing through all these points ? Draw a circle passing through these points. Is it possible to draw one more circle passing through these three points ? Think of it.

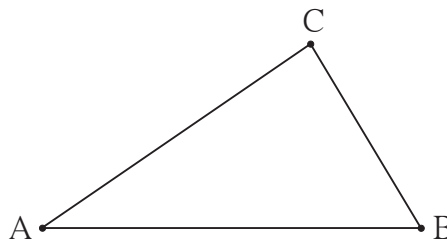


Fig. 3.7

Activity III : Take 3 collinear points D, E, F. Try to draw a circle passing through these points. If you are not able to draw a circle, think of the reason.



Let's recall.

- (1) Infinite circles pass through one point.
- (2) Infinite circles pass through two distinct points.
- (3) There is a unique circle passing through three non-collinear points.
- (4) No circle can pass through 3 collinear points.



Secant and tangent

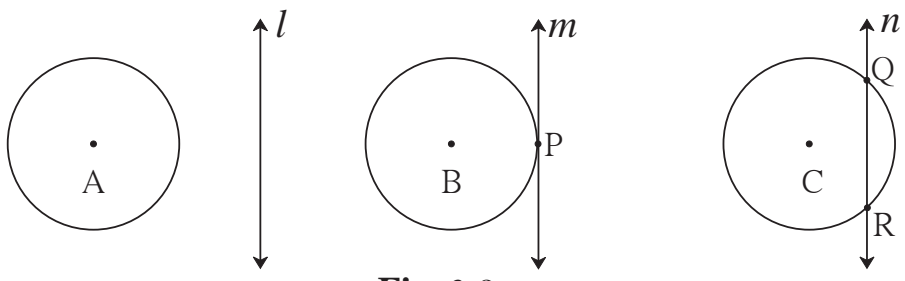


Fig. 3.8

In the figure above, not a single point is common in line l and circle with centre A. Point P is common to both, line m and circle with centre B. Here, line m is called a *tangent* of the circle and point P is called the point of contact.

Two points Q and R are common to both, the line n and the circle with centre C.

Q and R are intersecting points of line n and the circle. Line n is called a *secant* of the circle .

Let us understand an important property of a tangent from the following activity.

Activity :

Draw a sufficiently large circle with centre O. Draw radius OP. Draw a line $AB \perp$ seg OP. It intersects the circle at points A, B. Imagine the line slides towards point P such that all the time it remains parallel to its original position. Obviously, while the line slides, points A and B approach each other along the circle. At the end, they get merged in point P, but the angle between the radius OP and line AB will remain a right angle.

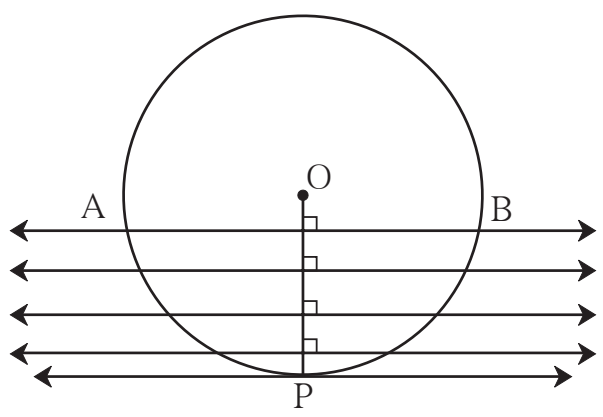


Fig. 3.9

At this stage the line AB becomes a tangent of the circle at P.

So it is clear that, the tangent at any point of a circle is perpendicular to the radius at that point.

This property is known as ‘tangent theorem’.

Tangent theorem

Theorem : A tangent at any point of a circle is perpendicular to the radius at the point of contact.

There is an indirect proof of this theorem.

For more information

Given : Line l is a tangent to the circle with centre O at the point of contact A .

To prove : line $l \perp$ radius OA .

Proof : Assume that, line l is not perpendicular to seg OA .

Suppose, seg OB is drawn perpendicular to line l .

Of course B is not same as A .

Now take a point C on line l such that $A-B-C$ and $BA = BC$.

Now in, $\triangle OBC$ and $\triangle OBA$

seg $BC \cong$ seg BA (construction)

$\angle OBC \cong \angle OBA$ (each right angle)

seg $OB \cong$ seg OB

$\therefore \triangle OBC \cong \triangle OBA$ (SAS test)

$\therefore OC = OA$

But seg OA is a radius.

\therefore seg OC must also be radius.

$\therefore C$ lies on the circle.

That means line l intersects the circle in two distinct points A and C .

But line l is a tangent. (given)

\therefore it intersects the circle in only one point.

Our assumption that line l is not perpendicular to radius OA is wrong.

\therefore line $l \perp$ radius OA .

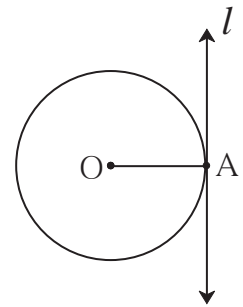


Fig. 3.10

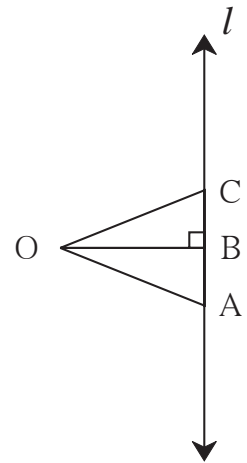


Fig. 3.11



Which theorems do we use in proving that hypotenuse is the longest side of a right angled triangle?

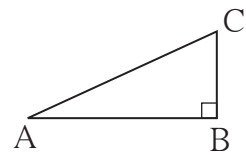


Fig. 3.12



Converse of tangent theorem

Theorem: A line perpendicular to a radius at its point on the circle is a tangent to the circle.

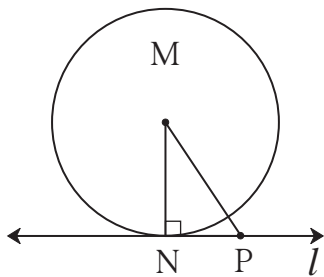


Fig. 3.13

Given : M is the centre of a circle
seg MN is a radius.

Line $l \perp$ seg MN at N.

To prove : Line l is a tangent to the circle.

Proof : Take any point P, other than N, on the line l . Draw seg MP.

Now in ΔMNP , $\angle N$ is a right angle.

\therefore seg MP is the hypotenuse.

\therefore seg MP $>$ seg MN.

As seg MN is radius, point P can't be on the circle.

\therefore no other point, except point N, of line l is on the circle.

\therefore line l intersects the circle in only one point N.

\therefore line l is a tangent to the circle.



In figure 3.14 , B is a point on the circle with centre A. The tangent of the circle passing through B is to be drawn. There are infinite lines passing through the point B. Which of them will be the tangent ? Can the number of tangents through B be more than one ?

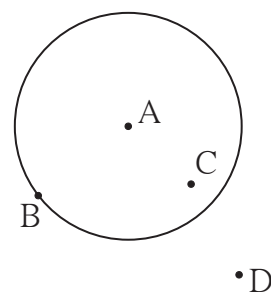


Fig. 3.14

Point C lies in the interior of the circle. Can you draw tangents to the circle through C ?

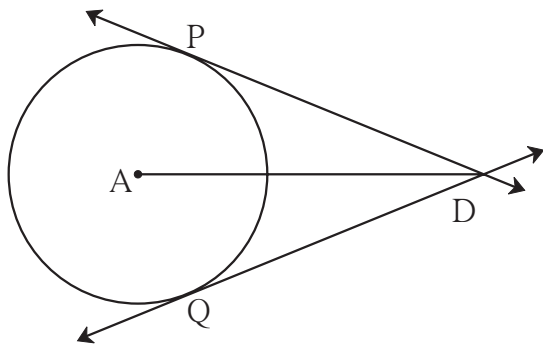


Fig. 3.15

Point D is in the exterior of the circle. Can you draw a tangent to the circle through D? If yes, how many such tangents are possible? From the discussion you must have understood that two tangents can be drawn to a circle from the point outside the circle as shown in the figure.

In the adjoining figure line DP and line DQ, touch the circle at points P and Q. Seg DP and seg DQ are called tangent segments.

Tangent segment theorem

Theorem : Tangent segments drawn from an external point to a circle are congruent.

Observe the adjoining figure. Write ‘given’ and ‘to prove.’

Draw radius AP and radius AQ and complete the following proof of the theorem.

Proof : In $\triangle PAD$ and $\triangle QAD$,
 seg PA \cong _____ radii of the same circle.
 seg AD \cong seg AD _____
 $\angle APD = \angle AQP = 90^\circ$ tangent theorem
 $\therefore \triangle PAD \cong \triangle QAD$ _____
 \therefore seg DP \cong seg DQ _____

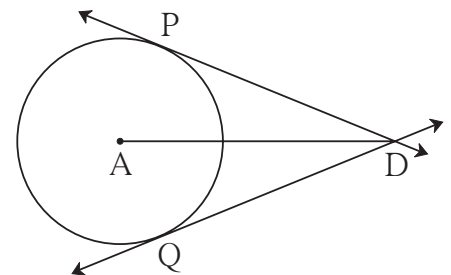


Fig. 3.16

Solved Examples

Ex. (1) In the adjoining figure circle with centre D touches the sides of $\angle ACB$ at A and B. If $\angle ACB = 52^\circ$, find measure of $\angle ADB$.

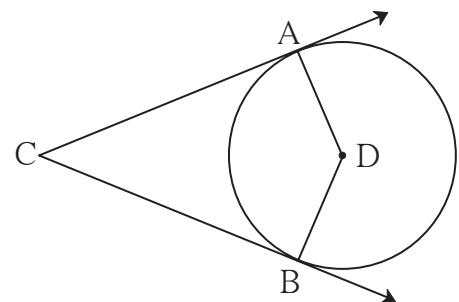


Fig. 3.17

Solution : The sum of all angles of a quadrilateral is 360° .
 $\therefore \angle ACB + \angle CAD + \angle CBD + \angle ADB = 360^\circ$
 $\therefore 52^\circ + 90^\circ + 90^\circ + \angle ADB = 360^\circ$ Tangent theorem
 $\therefore \angle ADB + 232^\circ = 360^\circ$
 $\therefore \angle ADB = 360^\circ - 232^\circ = 128^\circ$

Fig. (2) Point O is the centre of a circle. Line a and line b are parallel tangents to the circle at P and Q . Prove that segment PQ is a diameter of the circle.

Solution : Draw a line c through O which is parallel to line a . Draw radii OQ and OP .

Now, $\angle OPT = 90^\circ$ Tangent theorem

$\therefore \angle SOP = 90^\circ$... Int. angle property ... (I)

line $a \parallel$ line c construction

line $a \parallel$ line b given

\therefore line $b \parallel$ line c

$\therefore \angle SOQ = 90^\circ$... Int. angle property ... (II)

\therefore From (I) and (II),

$$\angle SOP + \angle SOQ = 90^\circ + 90^\circ = 180^\circ$$

\therefore ray OP and ray OQ are opposite rays.

$\therefore P, O, Q$ are collinear points.

\therefore seg PQ is a diameter of the circle.

When a motor cycle runs on a wet road in rainy season, you may have seen water splashing from its wheels. Those splashes are like tangents of the circle of the wheel. Find out the reason from your science teacher.

Observe the splinters escaping from a splintering wheel in Diwali fire works and while sharpening a knife. Do they also look like tangents ?

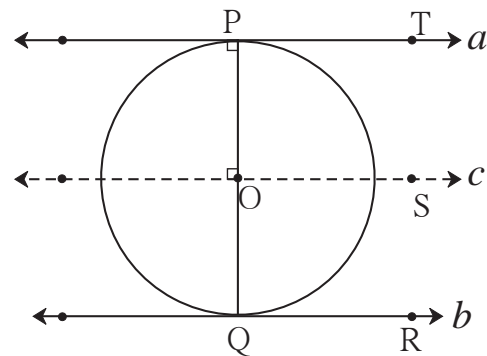
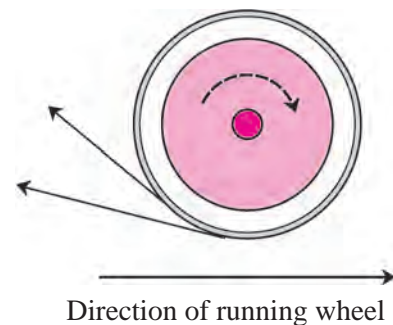


Fig. 3.18



Remember this!

- (1) Tangent theorem : The tangent at any point of a circle is perpendicular to the radius through the point of contact.
- (2) A line perpendicular to a radius at its point on the circle, is a tangent to the circle.
- (3) Tangent segments drawn from an external point to a circle are congruent.

Practice set 3.1

1. In the adjoining figure the radius of a circle with centre C is 6 cm, line AB is a tangent at A. Answer the following questions.

- (1) What is the measure of $\angle CAB$? Why ?
- (2) What is the distance of point C from line AB? Why ?
- (3) $d(A,B) = 6$ cm, find $d(B,C)$.
- (4) What is the measure of $\angle ABC$? Why ?

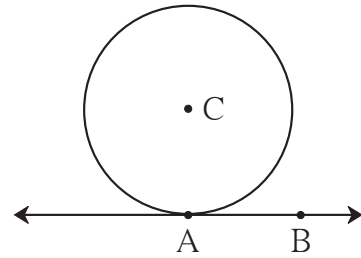


Fig. 3.19

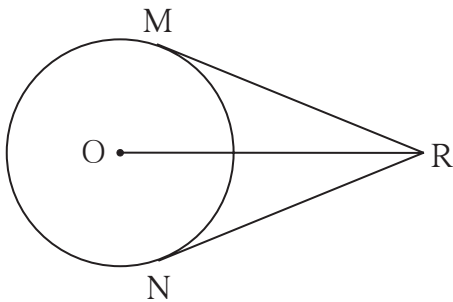


Fig. 3.20

2. In the adjoining figure, O is the centre of the circle. From point R, seg RM and seg RN are tangent segments touching the circle at M and N. If $(OR) = 10$ cm and radius of the circle = 5 cm, then

- (1) What is the length of each tangent segment ?
- (2) What is the measure of $\angle MRO$?
- (3) What is the measure of $\angle MRN$?

3. Seg RM and seg RN are tangent segments of a circle with centre O. Prove that seg OR bisects $\angle MRN$ as well as $\angle MON$.

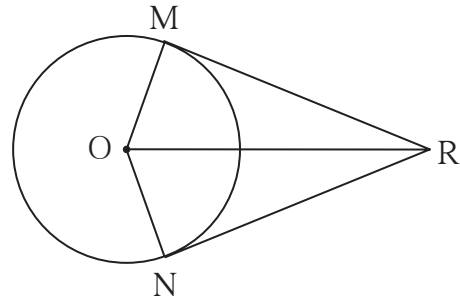


Fig. 3.21

4. What is the distance between two parallel tangents of a circle having radius 4.5 cm ? Justify your answer.



ICT Tools or Links

With the help of Geogebra software, draw a circle and its tangents from a point in its exterior. Check that the tangent segments are congruent.



Let's learn.

Touching circles

Activity I :

Take three collinear points X - Y - Z as shown in figure 3.22. Draw a circle with centre X and radius XY .

Draw another circle with centre Z and radius YZ .

Note that both the circles intersect each other at the single point Y .

Draw a line through point Y and perpendicular to seg XZ .

Note that this line is a common tangent of the two circles.

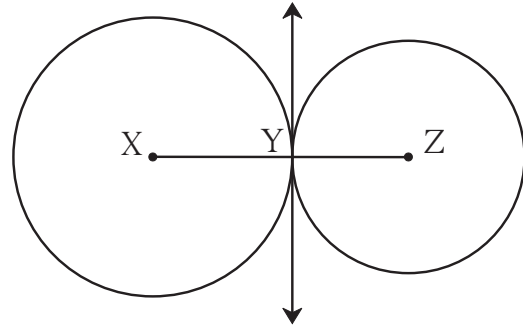


Fig. 3.22

Activity II :

Take points Y - X - Z as shown in the figure 3.23.

Draw a circle with centre Z and radius ZY .

Also draw a circle with centre X and radius XY .

Note that both the circles intersect each other at the point Y .

Draw a line perpendicular to seg YZ through point Y , that is the common tangent for the circles.

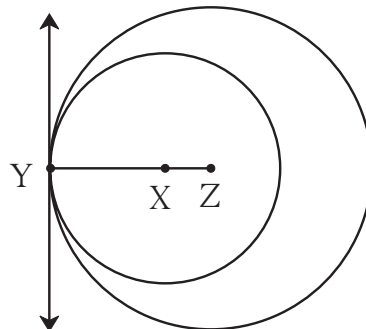


Fig. 3.23

You must have understood, the circles in both the figures are coplaner and intersect at one point only. Such circles are said to be circles touching each other.

Touching circles can be defined as follows.

If two circles in the same plane intersect with a line in the plain in only one point, they are said to be touching circles and the line is their common tangent. The point common to the circles and the line is called their common point of contact.



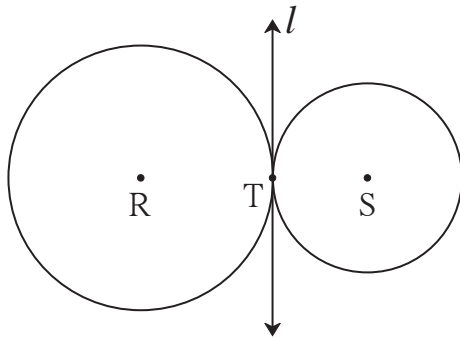


Fig. 3.24

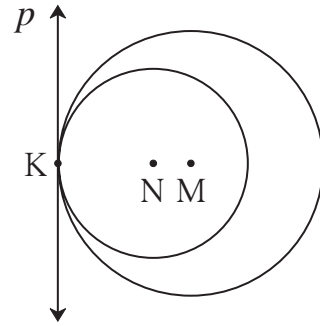


Fig. 3.25

In figure 3.24, the circles with centres R and S touch the line l in point T. So they are two touching circles with l as common tangent. They are touching externally.

In figure 3.25 the circles with centres M, N touch each other internally and line p is their common tangent.



Let's think.

- (1) The circles shown in figure 3.24 are called externally touching circles. why ?
- (2) The circles shown in figure 3.25 are called internally touching circles. why ?
- (3) In figure 3.26, the radii of the circles with centers A and B are 3 cm and 4 cm respectively. Find -
 - (i) $d(A,B)$ in figure 3.26 (a)
 - (ii) $d(A,B)$ in figure 3.26 (b)

Theorem of touching circles

Theorem : If two circles touch each other, their point of contact lies on the line joining their centres.

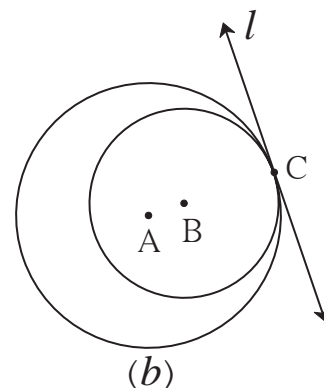
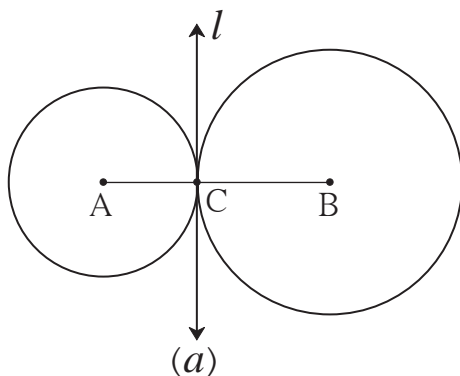


Fig. 3.26

Given : C is the point of contact of the two circles with centers A, B.

To prove : Point C lies on the line AB.

Proof : Let line l be the common tangent passing through C, of the two touching circles. $\text{line } l \perp \text{seg } AC, \text{line } l \perp \text{seg } BC. \therefore \text{seg } AC \perp \text{line } l \text{ and seg } BC \perp \text{line } l.$
Through C, only one line perpendicular to line l can be drawn.
 \therefore points C, A, B are collinear.



Remember this!

- (1) The point of contact of the touching circles lies on the line joining their centres.
- (2) If the circles touch each other externally, distance between their centres is equal to the sum of their radii.
- (3) The distance between the centres of the circles touching internally is equal to the difference of their radii.

Practice set 3.2

1. Two circles having radii 3.5 cm and 4.8 cm touch each other internally. Find the distance between their centres.
2. Two circles of radii 5.5 cm and 4.2 cm touch each other externally. Find the distance between their centres.
3. If radii of two circles are 4 cm and 2.8 cm. Draw figure of these circles touching each other - (i) externally (ii) internally.

4. In fig 3.27, the circles with centres P and Q touch each other at R. A line passing through R meets the circles at A and B respectively. Prove that -

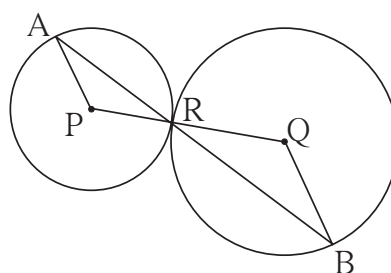


Fig. 3.27

- (1) $\text{seg } AP \parallel \text{seg } BQ,$
- (2) $\Delta APR \sim \Delta RQB,$ and
- (3) Find $\angle RQB$ if $\angle PAR = 35^\circ$

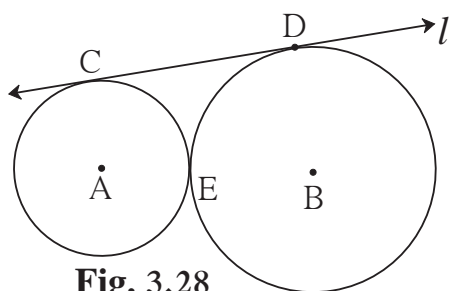


Fig. 3.28

5*. In fig 3.28 the circles with centres A and B touch each other at E. Line l is a common tangent which touches the circles at C and D respectively. Find the length of seg CD if the radii of the circles are 4 cm, 6 cm.



Let's recall.

Arc of a circle

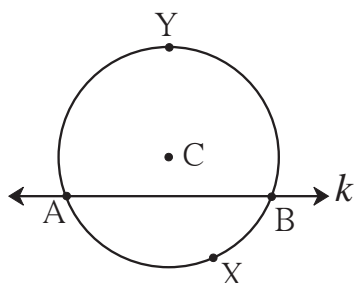


Fig. 3.29

A secant divides a circle in two parts. Any one of these two parts and the common points of the circle and the secant constitute an **arc of the circle**.

The points of intersection of circle and secant are called the end points of the arcs.

In figure 3.29, due to secant k we get two arcs of the circle with centre C —arc AYB , arc AXB .

If the centre of a circle is on one side of the secant then the arc on the side of the centre is called '**major arc**' and the arc which is on the other side of the centre is called '**minor arc**'. In the figure 3.29 arc AYB is a major arc and arc AXB is a minor arc. If there is no confusion then the name of a minor arc is written using its end points only. For example, the arc AXB in figure 3.29, is written as arc AB .

Here after, we are going to use the same convention for writing the names of arcs.

Central angle

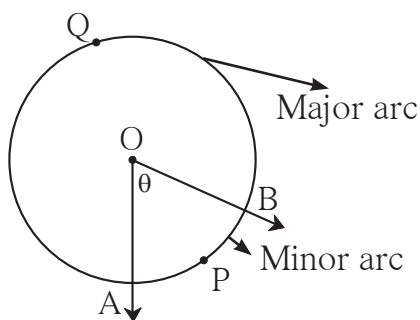


Fig. 3.30

When the vertex of an angle is the centre of a circle, it is called a central angle. In the figure 3.30, O is the centre of a circle and $\angle AOB$ is a central angle.

Like secant, a central angle also divides a circle into two arcs.

Measure of an arc

To compare two arcs, we need to know their measures. Measure of an arc is defined as follows.

- (1) Measure of a minor arc is equal to the measure of its corresponding central angle. In figure 3.30 measure of central $\angle AOB$ is θ .
 \therefore measure of minor arc APB is also θ .
- (2) Measure of major arc = 360° - measure of corresponding minor arc.
 In figure 3.30 measure of major arc AQB = 360° - measure of minor arc APB
 $= 360^\circ - \theta$
- (3) Measure of a semi circular arc, that is of a semi circle is 180° .
- (4) Measure of a complete circle is 360° .



Congruence of arcs

When two coplanar figures coincide with each other, they are called congruent figures. We know that two angles of equal measure are congruent.

Similarly, are two arcs of the same measure congruent ?

Find the answer of the question by doing the following activity.

Activity :

Draw two circles with centre C, as shown in the figure. Draw $\angle DCE$, $\angle FCG$ of the same measure and $\angle ICJ$ of different measure.

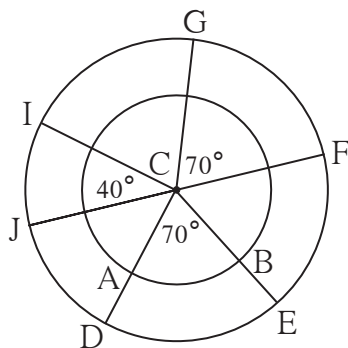


Fig. 3.31

Arms of $\angle DCE$ intersect inner circle at A and B.

Do you notice that the measures of arcs AB and DE are the same ? Do they coincide ? No, definitely not.

Now cut and separate the sectors C-DE; C-FG and C-IJ. Check whether

the arc DE, arc FG and arc IJ coincide with each other.

Did you notice that equality of measures of two arcs is not enough to make the two arcs congruent ? Which additional condition do you think is necessary to make the two arcs congruent ?

From the above activity -

Two arcs are congruent if their measures and radii are equal.

'Arc DE and arc GF are congruent' is written in symbol as $\text{arc DE} \cong \text{arc GF}$.

Property of sum of measures of arcs

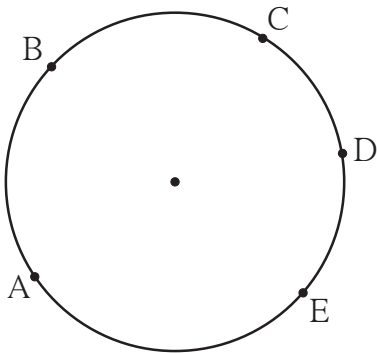


Fig. 3.32

In figure 3.32, the points A, B, C, D, E are concyclic. With these points many arcs are formed. There is one and only one common point C to arc ABC and arc CDE. So measure of arc ACE is the sum of measures of arc ABC and arc CDE.
 $m(\text{arc ABC}) + m(\text{arc CDE}) = m(\text{arc ACE})$

But arc ABC and arc BCE have many points in common. [All points on arc BC.]
 So $m(\text{arc ABE}) \neq m(\text{arc ABC}) + m(\text{arc BCE})$.

Theorem: The chords corresponding to congruent arcs of a circle (or congruent circles) are congruent.

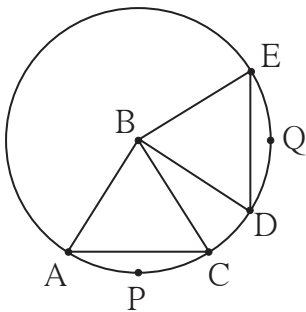


Fig. 3.33

Given : In a circle with centre B arc $APC \cong \text{arc DQE}$

To Prove : Chord $AC \cong \text{chord DE}$

Proof : (Fill in the blanks and complete the proof.)

In ΔABC and ΔDBE ,
 side $AB \cong \text{side DB}$ (.....)
 side \cong side (.....)
 $\angle ABC \cong \angle DBE$ measures of congruent arcs

$\therefore \Delta ABC \cong \Delta DBE$ (.....)

$\therefore \text{chord AC} \cong \text{chord DE}$ (.....)

Theorem: Corresponding arcs of congruent chords of a circle (or congruent circles) are congruent.

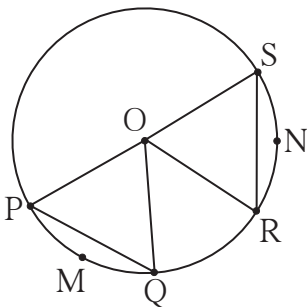


Fig. 3.34

Given : O is the centre of a circle
 chord $PQ \cong \text{chord RS}$.

To prove : Arc $PMQ \cong \text{arc RNS}$

Proof : Consider the following statements and write the proof.

Two arcs are congruent if their measures and radii are equal. Arc PMQ and arc RNS are arcs of the same circle, hence have equal radii.

Their measures are same as the measures of their central angles. To obtain central angles we have to draw radii OP, OQ, OR, OS.

Can you show that ΔOPQ and ΔORS are congruent ?

Prove the above two theorems for congruent circles.



Let's think.

- While proving the first theorem of the two, we assume that the minor arc APC and minor arc DQE are congruent. Can you prove the same theorem by assuming that corresponding major arcs congruent ?
- In the second theorem, are the major arcs corresponding to congruent chords congruent ? Is the theorem true, when the chord PQ and chord RS are diameters of the circle ?

Decorative separator: Solved Examples

Ex. (1) A, B, C are any points on the circle with centre O.

(i) Write the names of all arcs formed due to these points.

(ii) If $m \text{ arc } (BC) = 110^\circ$ and $m \text{ arc } (AB) = 125^\circ$, find measures of all remaining arcs.

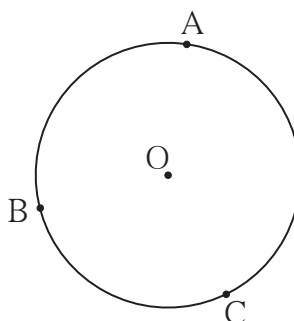


Fig. 3.35

Solution : (i) Names of arcs -

arc AB, arc BC, arc AC, arc ABC, arc ACB, arc BAC

(ii) $m(\text{arc } ABC) = m(\text{arc } AB) + m(\text{arc } BC)$

$$= 125^\circ + 110^\circ = 235^\circ$$

$$m(\text{arc } AC) = 360^\circ - m(\text{arc } ACB)$$

$$= 360^\circ - 235^\circ = 125^\circ$$

$$\text{Similarly, } m(\text{arc } ACB) = 360^\circ - 125^\circ = 235^\circ$$

$$\text{and } m(\text{arc } BAC) = 360^\circ - 110^\circ = 250^\circ$$

Ex. (2) In the figure 3.36 a rectangle PQRS is inscribed in a circle with centre T. Prove that, (i) arc PQ \cong arc SR

(ii) arc SPQ \cong arc PQR

Solution : (i) \square PQRS in a rectangle.

\therefore chord PQ \cong chord SR opposite sides of a rectangle

\therefore arc PQ \cong arc SR arcs corresponding to congruent chords.

(ii) chord PS \cong chord QR Opposite sides of a rectangle

\therefore arc SP \cong arc QR arcs corresponding to congruent chords.

\therefore measures of arcs SP and QR are equal

Now, $m(\text{arc SP}) + m(\text{arc PQ}) = m(\text{arc PQ}) + m(\text{arc QR})$

$\therefore m(\text{arc SPQ}) = m(\text{arc PQR})$

\therefore arc SPQ \cong arc PQR

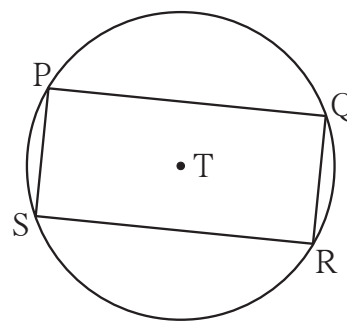


Fig. 3.36



Remember this!

- (1) An angle whose vertex is the centre of a circle is called a central angle.
- (2) Definition of measure of an arc - (i) The measure of a minor arc is the measure of its central angle. (ii) Measure of a major arc = 360° - measure of its corresponding minor arc. (iii) measure of a semicircle is 180° .
- (3) When two arcs are of the same radius and same measure, they are congruent.
- (4) When only one point C is common to arc ABC, and arc CDE of the same circle, $m(\text{arc ABC}) + m(\text{arc CDE}) = m(\text{arc ACE})$
- (5) Chords of the same or congruent circles are equal if the related arcs are congruent.
- (6) Arcs of the same or congruent circles are equal if the related chords are congruent.

Practice set 3.3

1. In figure 3.37, points G, D, E, F are concyclic points of a circle with centre C.

$\angle ECF = 70^\circ$, $m(\text{arc DGF}) = 200^\circ$

find $m(\text{arc DE})$ and $m(\text{arc DEF})$.

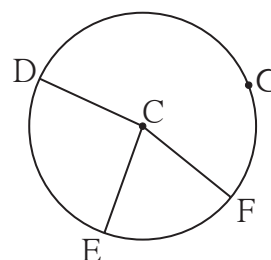


Fig. 3.37

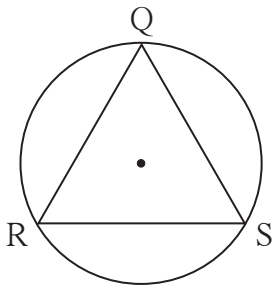


Fig. 3.38

2*. In fig 3.38 ΔQRS is an equilateral triangle. Prove that,

(1) $\text{arc } RS \cong \text{arc } QS \cong \text{arc } QR$

(2) $m(\text{arc } QRS) = 240^\circ$.

3. In fig 3.39 chord $AB \cong \text{chord } CD$,
Prove that,
 $\text{arc } AC \cong \text{arc } BD$

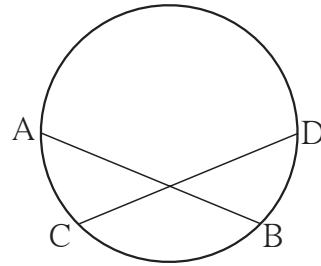


Fig. 3.39



We have learnt some properties relating to a circle and points as well as lines (tangents). Now let us learn some properties regarding circle and angles with the help of some activities.

Activity I :

Draw a sufficiently large circle of any radius as shown in the figure 3.40. Draw

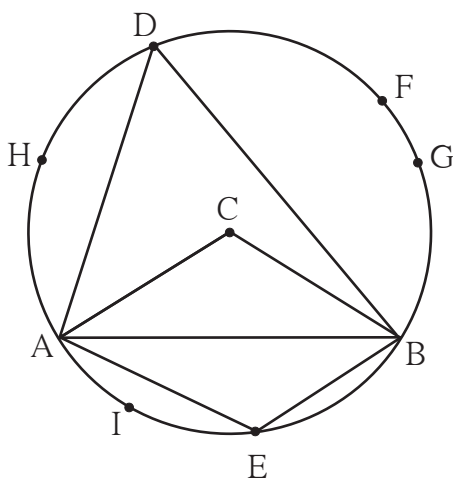


Fig. 3.40

a chord AB and central $\angle ACB$. Take any point D on the major arc and point E on the minor arc.

(1) Measure $\angle ADB$ and $\angle ACB$ and compare the measures.

(2) Measure $\angle ADB$ and $\angle AEB$. Add the measures.



- (3) Take points F, G, H on the arc ADB. Measure $\angle AFB$, $\angle AGB$, $\angle AHB$. Compare these measures with each other as well as with measure of $\angle ADB$.
- (4) Take any point I on the arc AEB. Measure $\angle AIB$ and compare it with $\angle AEB$.

From the activity you must have noticed-

- (1) The measure $\angle ACB$ is twice the measure of $\angle ADB$.
- (2) The sum of the measures of $\angle ADB$ and $\angle AEB$ is 180° .
- (3) The angles $\angle AHB$, $\angle ADB$, $\angle AFB$ and $\angle AGB$ are of equal measure.
- (4) The measure of $\angle AEB$ and $\angle AIB$ are equal.

Activity II :

Draw a sufficiently large circle with centre C as shown in the figure 3.41. Draw any diameter PQ. Now take points R,S,T on both the semicircles. Measure $\angle PRQ$, $\angle PSQ$, $\angle PTQ$. Note that each is a right angle.

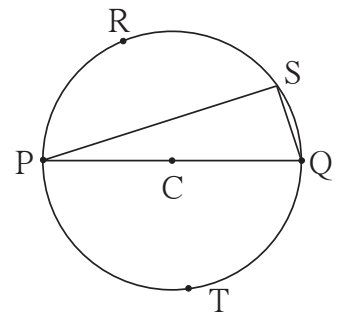


Fig. 3.41

The properties you saw in the above activities are theorems that give relations between circle and angles.

Let us learn some definitions required to prove the theorems.

Inscribed angle

In figure 3.42, C is the centre of a circle. The vertex D, of $\angle PDQ$ lies on the circle. The arms of $\angle PDQ$ intersect the circle at A and B. Such an angle is called an angle inscribed in the circle or in the arc.

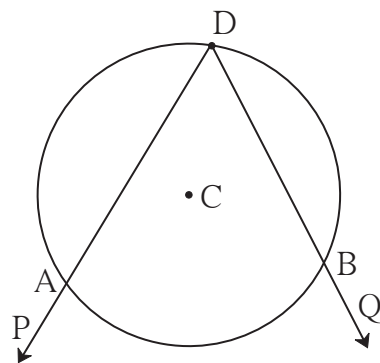


Fig. 3.42

In figure 3.42, $\angle ADB$ is inscribed in the arc ADB.

Intercepted arc

Observe all figures (i) to (vi) in the following figure 3.43.

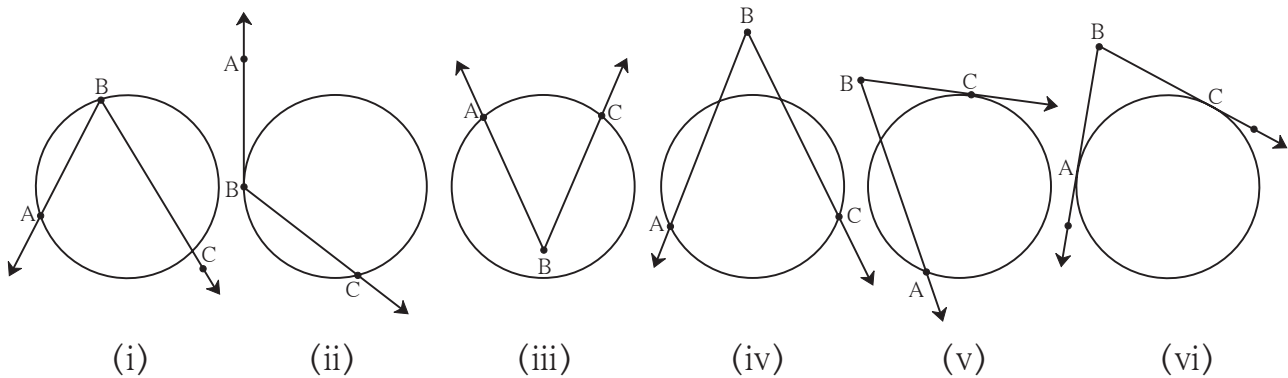


Fig. 3.43

In each figure, the arc of a circle that lies in the interior of the $\angle ABC$ is an arc intercepted by the $\angle ABC$. The points of intersection of the circle and the angle are end points of that intercepted arc. Each side of the angle has to contain an end point of the arc.

In figures 3.43 (i), (ii) and (iii) only one arc is intercepted by that angle; and in (iv), (v) and (vi), two arcs are intercepted by the angle.

Also note that, only one side of the angle touches the circle in (ii) and (v), but in (vi) both sides of the angle touch the circle.

In figure 3.44, the arc is not intercepted arc, as arm BC does not contain any end point of the arc.

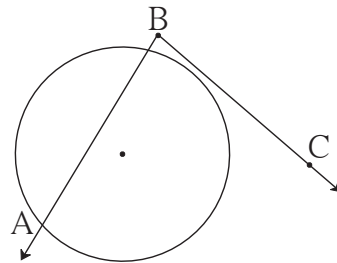


Fig. 3.44

Inscribed angle theorem

The measure of an inscribed angle is half of the measure of the arc intercepted by it.

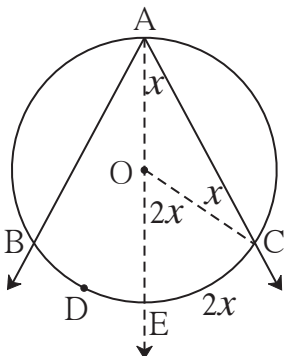


Fig. 3.45

Given : In a circle with centre O, $\angle BAC$ is inscribed in arc BAC. Arc BDC is intercepted by the angle.

To prove: $\angle BAC = \frac{1}{2} m(\text{arc BDC})$

Construction : Draw ray AO. It intersects the circle at E. Draw radius OC.

Proof : In $\triangle AOC$,

side $OA \cong$ side OC radii of the same circle.

$\therefore \angle OAC = \angle OCA$ theorem of isosceles triangle.

Let $\angle OAC = \angle OCA = x$ (I)

Now, $\angle EOC = \angle OAC + \angle OCA$ exterior angle theorem of a triangle.

$$= x^\circ + x^\circ = 2x^\circ$$

But $\angle EOC$ is a central angle.

$\therefore m(\text{arc } EC) = 2x^\circ$ definition of measure of an arc (II)

\therefore from (I) and (II).

$$\angle OAC = \angle EAC = \frac{1}{2} m(\text{arc } EC) \text{ (III)}$$

Similarly, drawing seg OB , we can prove $\angle EAB = \frac{1}{2} m(\text{arc } BE)$ (IV)

$\therefore \angle EAC + \angle EAB = \frac{1}{2} m(\text{arc } EC) + \frac{1}{2} m(\text{arc } BE)$ from (III) and (IV)

$\therefore \angle BAC = \frac{1}{2} [m(\text{arc } EC) + m(\text{arc } BE)]$

$$= \frac{1}{2} [m(\text{arc } BEC)] = \frac{1}{2} [m(\text{arc } BDC)] \text{ (V)}$$

Note that we have to consider three cases regarding the position of the centre of the circle and the inscribed angle. The centre of the circle lies (i) on one of the arms of the angle (ii) in the interior of the angle (iii) in the exterior of the angle. Out of these, first two are proved in (III) and (V). We will prove now the third one.

In figure 3.46,

$$\begin{aligned}\angle BAC &= \angle BAE - \angle CAE \\ &= \frac{1}{2} m(\text{arc } BCE) - \frac{1}{2} m(\text{arc } CE) \\ &\text{..... from (III)}\end{aligned}$$

$$= \frac{1}{2} [m(\text{arc } BCE) - m(\text{arc } CE)]$$

$$= \frac{1}{2} [m(\text{arc } BC)] \text{ (VI)}$$

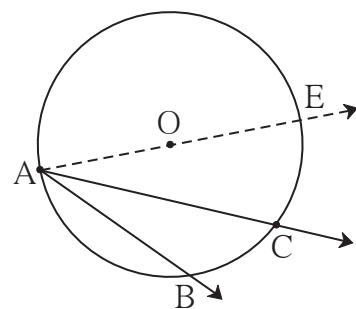


Fig. 3.46

The above theorem can also be stated as follows.

The measure of an angle subtended by an arc at a point on the circle is half of the measure of the angle subtended by the arc at the centre.

The corollaries of the above theorem can also be stated in similar language.

Corollaries of inscribed angle theorem

1. Angles inscribed in the same arc are congruent.

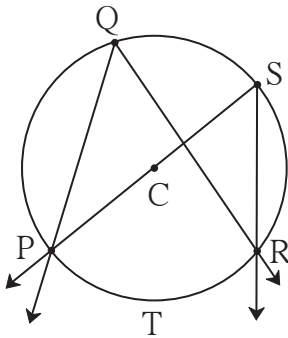


Fig. 3.47

Write ‘given’ and ‘to prove’ with the help of the figure 3.47.

Think of the answers of the following questions and write the proof.

- (1) Which arc is intercepted by $\angle PQR$?
- (2) Which arc is intercepted by $\angle PSR$?
- (3) What is the relation between an inscribed angle and the arc intercepted by it ?

2. Angle inscribed in a semicircle is a right angle.

With the help of figure 3.48 write ‘given’, ‘to prove’ and ‘the proof’.

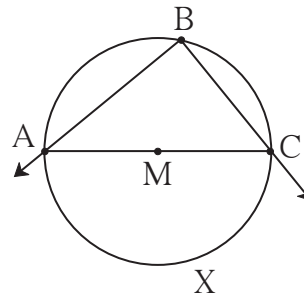


Fig. 3.48

Cyclic quadrilateral

If all vertices of a quadrilateral lie on the same circle then it is called a cyclic quadrilateral.

Theorem of cyclic quadrilateral

Theorem: Opposite angles of a cyclic quadrilateral are supplementary.

Fill in the blanks and complete the following proof.

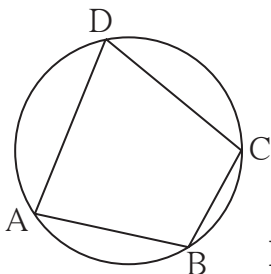


Fig. 3.49

Given : \square is cyclic.

To prove: $\angle B + \angle D =$
 + $\angle C = 180^\circ$

Proof : Arc ABC is intercepted by the inscribed angle $\angle ADC$.

$\therefore \angle ADC = \frac{1}{2}$ (I)

Similarly, is an inscribed angle. It intercepts arc ADC.

Theorem : If two points on a given line subtend equal angles at two distinct points which lie on the same side of the line, then the four points are concyclic.

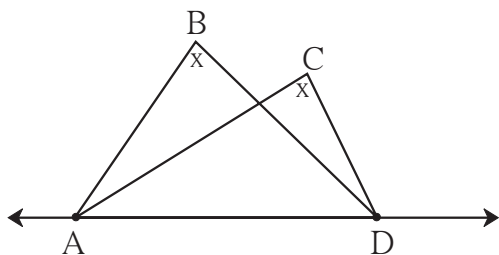


Fig. 3.50

Given : Points B and C lie on the same side of the line AD. $\angle ABD \cong \angle ACD$

To prove: Points A, B, C, D are concyclic.
(That is, $\square ABCD$ is cyclic.)

This theorem can be proved by 'indirect method'.



Let's think.

The above theorem is converse of a certain theorem. State it.

Solved Examples

Ex. (1) In figure 3.51, chord $LM \cong$ chord LN

$\angle L = 35^\circ$ find

(i) $m(\text{arc } MN)$

(ii) $m(\text{arc } LN)$

Solution : (i) $\angle L = \frac{1}{2} m(\text{arc } MN)$ inscribed angle theorem.

$$\therefore 35 = \frac{1}{2} m(\text{arc } MN)$$

$$\therefore 2 \times 35 = m(\text{arc } MN) = 70^\circ$$

(ii) $m(\text{arc } MLN) = 360^\circ - m(\text{arc } MN)$ definition of measure of arc
 $= 360^\circ - 70^\circ = 290^\circ$

Now, chord $LM \cong$ chord LN

$\therefore \text{arc } LM \cong \text{arc } LN$

but $m(\text{arc } LM) + m(\text{arc } LN) = m(\text{arc } MLN) = 290^\circ$ arc addition property

$$m(\text{arc } LM) = m(\text{arc } LN) = \frac{290^\circ}{2} = 145^\circ$$

or, (ii) chord $LM \cong$ chord LN

$\therefore \angle M = \angle N$ isosceles triangle theorem.

$$\therefore 2 \angle M = 180^\circ - 35^\circ = 145^\circ$$

$$\therefore \angle M = \frac{145^\circ}{2}$$

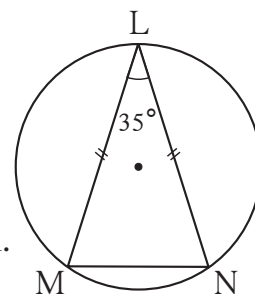


Fig. 3.51

$$\begin{aligned} \text{Now, } m(\text{arc LN}) &= 2 \times \angle M \\ &= 2 \times \frac{145^\circ}{2} = 145^\circ \end{aligned}$$

Ex. (2) In figure 3.52, chords PQ and RS intersect at T.

(i) Find $m(\text{arc SQ})$ if $m\angle \text{STQ} = 58^\circ$, $m\angle \text{PSR} = 24^\circ$.

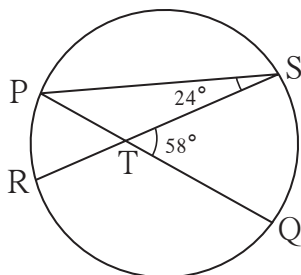


Fig. 3.52

(ii) Verify,

$$\angle \text{STQ} = \frac{1}{2} [m(\text{arc PR}) + m(\text{arc SQ})]$$

(iii) Prove that :

$$\begin{aligned} \angle \text{STQ} &= \frac{1}{2} [m(\text{arc PR}) + m(\text{arc SQ})] \\ &\text{for any measure of } \angle \text{STQ}. \end{aligned}$$

(iv) Write in words the property in (iii).

Solution : (i) $\angle \text{SPQ} = \angle \text{SPT} = 58^\circ - 24^\circ = 34^\circ$ exterior angle theorem.

$$m(\text{arc QS}) = 2 \angle \text{SPQ} = 2 \times 34^\circ = 68^\circ$$

(ii) $m(\text{arc PR}) = 2 \angle \text{PSR} = 2 \times 24^\circ = 48^\circ$

$$\begin{aligned} \text{Now, } \frac{1}{2} [m(\text{arc PR}) + m(\text{arc SQ})] &= \frac{1}{2} [48 + 68] \\ &= \frac{1}{2} \times 116 = 58^\circ \\ &= \angle \text{STQ} \end{aligned}$$

(iii) Fill in the blanks and complete the proof of the above property.

$$\begin{aligned} \angle \text{STQ} &= \angle \text{SPQ} + \boxed{} \text{ exterior angle theorem of a triangle} \\ &= \frac{1}{2} m(\text{arc SQ}) + \boxed{} \text{ inscribed angle theorem} \\ &= \frac{1}{2} [\boxed{} + \boxed{}] \end{aligned}$$

(iv) If two chords of a circle intersect each other in the interior of a circle then the measure of the angle between them is half the sum of measures of arcs intercepted by the angle and its opposite angle.

Ex. (3) Prove that, if two lines containing chords of a circle intersect each other outside the circle, then the measure of angle between them is half the difference in measures of the arcs intercepted by the angle.

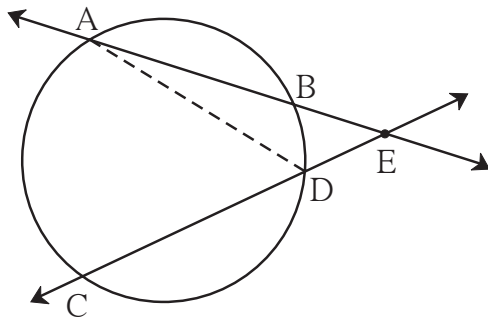


Fig. 3.53

Given : Chords AB and CD intersect at E in the exterior of the circle.

To prove: $\angle AEC = \frac{1}{2} [m(\text{arc } AC) - m(\text{arc } BD)]$

Construction: Draw seg AD.

Consider angles of $\triangle AED$ and its exterior angle and write the proof.



Remember this!

- (1) The measure of an inscribed angle is half the measure of the arc intercepted by it.
- (2) Angles inscribed in the same arc are congruent.
- (3) Angle inscribed in a semicircle is a right angle.
- (4) If all vertices of a quadrilateral lie on the same circle then the quadrilateral is called a cyclic quadrilateral.
- (5) Opposite angles of a cyclic quadrilateral are supplementary.
- (6) An exterior angle of a cyclic quadrilateral is congruent to the angle opposite to its adjacent interior angle.
- (7) If a pair of opposite angles of a quadrilateral is supplementary, then the quadrilateral is cyclic.
- (8) If two points on a given line subtend equal angles at two different points which lie on the same side of the line, then those four points are concyclic.

(9) In figure 3.54,

(i) $\angle AEC = \frac{1}{2} [m(\text{arc } AC) + m(\text{arc } DB)]$

(ii) $\angle CEB = \frac{1}{2} [m(\text{arc } AD) + m(\text{arc } CB)]$

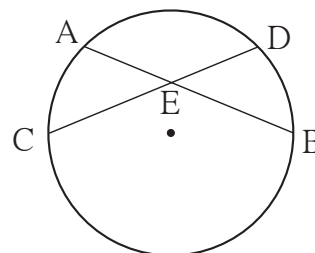


Fig. 3.54

(10) In figure 3.55,

$$\angle BED = \frac{1}{2} [m(\text{arc } BD) - m(\text{arc } AC)]$$

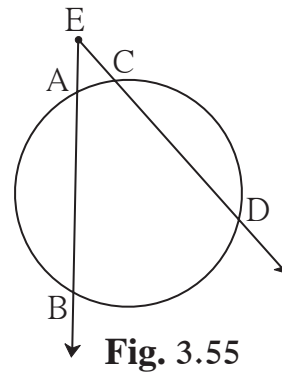


Fig. 3.55

Practice set 3.4

1. In figure 3.56, in a circle with centre O, length of chord AB is equal to the radius of the circle. Find measure of each of the following.

- (1) $\angle AOB$ (2) $\angle ACB$
 (3) arc AB (4) arc ACB.

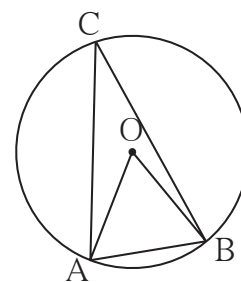


Fig. 3.56

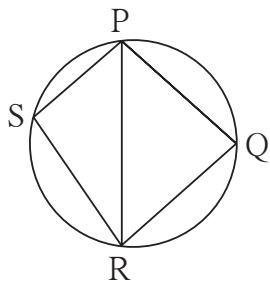


Fig. 3.57

2. In figure 3.57, $\square PQRS$ is cyclic. side $PQ \cong$ side RQ . $\angle PSR = 110^\circ$, Find-
- (1) measure of $\angle PQR$
 (2) $m(\text{arc } PQR)$
 (3) $m(\text{arc } QR)$
 (4) measure of $\angle PRQ$

3. $\square MRPN$ is cyclic, $\angle R = (5x - 13)^\circ$, $\angle N = (4x + 4)^\circ$. Find measures of $\angle R$ and $\angle N$.

4. In figure 3.58, seg RS is a diameter of the circle with centre O. Point T lies in the exterior of the circle. Prove that $\angle RTS$ is an acute angle.

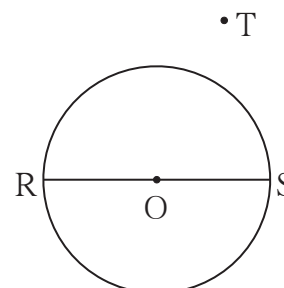


Fig. 3.58

5. Prove that, any rectangle is a cyclic quadrilateral.

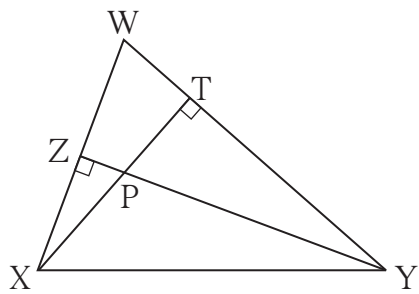


Fig. 3.59

6. In figure 3.59, altitudes YZ and XT of ΔWXY intersect at P. Prove that,
- (1) $\square WZPT$ is cyclic.
 - (2) Points X, Z, T, Y are concyclic.

7. In figure 3.60, $m(\text{arc NS}) = 125^\circ$,
 $m(\text{arc EF}) = 37^\circ$, find the measure $\angle NMS$.

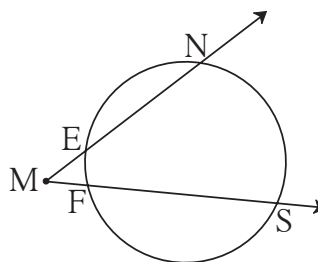


Fig. 3.60

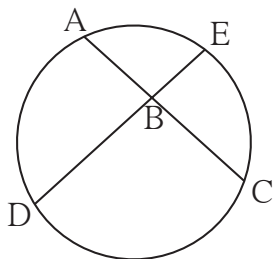


Fig. 3.61

8. In figure 3.61, chords AC and DE intersect at B. If $\angle ABE = 108^\circ$,
 $m(\text{arc AE}) = 95^\circ$, find $m(\text{arc DC})$.



Activity :

Draw a circle as shown in figure 3.62. Draw a chord AC. Take any point B on the circle. Draw inscribed $\angle ABC$, measure it and note the measure.

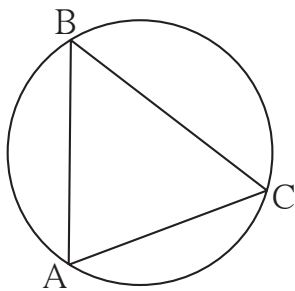


Fig. 3.62

Now as shown in figure 3.63, draw a tangent CD of the same circle, measure angle $\angle ACD$ and note the measure.

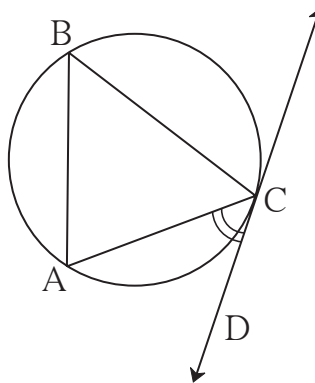


Fig. 3.63



You will find that $\angle ACD = \angle ABC$.

You know that $\angle ABC = \frac{1}{2} m(\text{arc AC})$

From this we get $\angle ACD = \frac{1}{2} m(\text{arc AC})$.

Now we will prove this property.

Theorem of angle between tangent and secant

If an angle has its vertex on the circle, its one side touches the circle and the other intersects the circle in one more point, then the measure of the angle is half the measure of its intercepted arc.

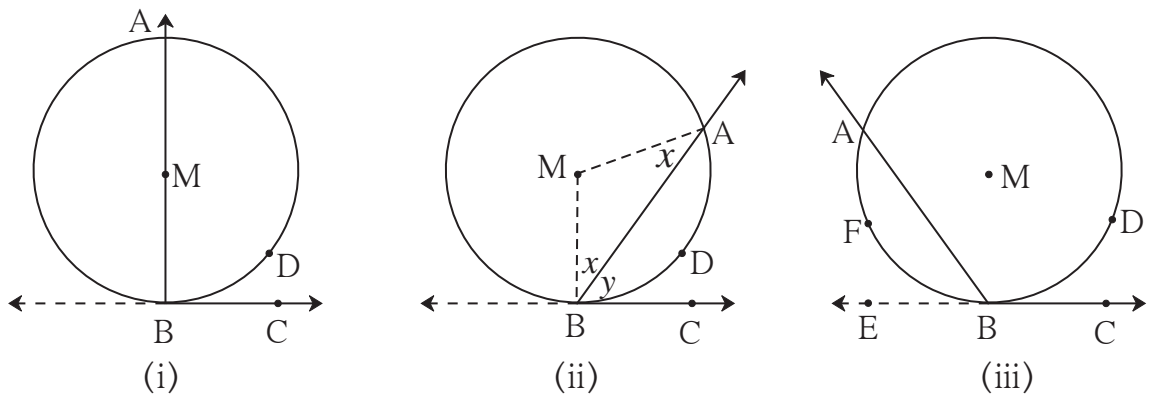


Fig. 3.64

Given : Let $\angle ABC$ be an angle, where vertex B lies on a circle with centre M.

Its side BC touches the circle at B and side BA intersects the circle at A. Arc ADB is intercepted by $\angle ABC$.

To prove: $\angle ABC = \frac{1}{2} m(\text{arc ADB})$

Proof : Consider three cases.

(1) In figure 3.64 (i), the centre M lies on the arm BA of $\angle ABC$,

$\angle ABC = \angle MBC = 90^\circ$ tangent theorem (I)

arc ADB is a semicircle.

$\therefore m(\text{arc ADB}) = 180^\circ$ definition of measure of arc (II)

From (I) and (II)

$$\angle ABC = \frac{1}{2} m(\text{arc ADB})$$

(2) In figure 3.64 (ii) centre M lies in the exterior of $\angle ABC$,

Draw radii MA and MB.

Now, $\angle MBA = \angle MAB$ isosceles triangle theorem

$\angle MBC = 90^\circ$ tangent theorem..... (I)

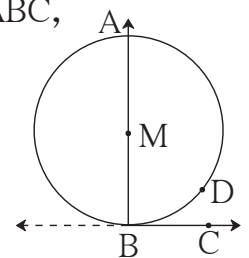


Fig. 3.64(i)

let $\angle MBA = \angle MAB = x$ and $\angle ABC = y$.

$$\angle AMB = 180 - (x + x) = 180 - 2x$$

$$\angle MBC = \angle MBA + \angle ABC = x + y$$

$$\therefore x + y = 90^\circ \quad \therefore 2x + 2y = 180^\circ$$

$$\text{In } \triangle AMB, 2x + \angle AMB = 180^\circ$$

$$\therefore 2x + 2y = 2x + \angle AMB$$

$$\therefore 2y = \angle AMB$$

$$\therefore y = \angle ABC = \frac{1}{2} \angle AMB = \frac{1}{2} m(\text{arc ADB})$$

(3) With the help of fig 3.64 (iii),

Fill in the blanks and write proof.

Ray is the opposite ray of ray BC.

Now, $\angle ABE = \frac{1}{2} m(\quad)$ proved in (ii).

$$\begin{aligned} \therefore 180 - \text{input} &= \frac{1}{2} m(\text{arc AFB}) \dots \text{linear pair} \\ &= \frac{1}{2} [360 - m(\text{input})] \end{aligned}$$

$$\therefore 180 - \angle ABC = 180 - \frac{1}{2} m(\text{arc ADB})$$

$$\therefore -\angle ABC = -\frac{1}{2} m(\text{input})$$

$$\therefore \angle ABC = \frac{1}{2} m(\text{arc ADB})$$

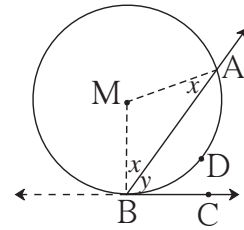


Fig. 3.64(ii)

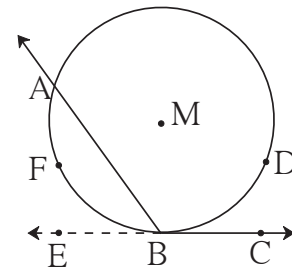


Fig. 3.64(iii)

Alternative statement of the above theorem.

In the figure 3.65, line AB is a secant and line BC is a tangent. The arc ADB is intercepted by $\angle ABC$. Chord AB divides the circle in two parts. These are opposite

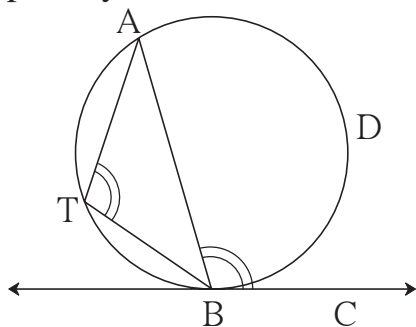


Fig. 3.65

arcs of each other.

Now take any point T on the arc opposite to arc ADB .

From the above theorem,

$$\angle ABC = \frac{1}{2} m(\text{arc ADB}) = \angle ATB.$$

\therefore the angle between a tangent of a circle and a chord drawn from the point of contact is congruent to the angle inscribed in the arc opposite to the arc intercepted by that angle.

Converse of theorem of the angle between tangent and secant

A line is drawn from one end point of a chord of a circle and if the angle between the chord and the line is half the measure of the arc intercepted by that angle then that line is a tangent to the circle.

In figure 3.66,

$$\text{If } \angle PQR = \frac{1}{2} m(\text{arc PSQ}),$$

$$[\text{or } \angle PQT = \frac{1}{2} m(\text{arc PUQ})]$$

then line TR is a tangent to the circle.

This property is used in constructing a tangent to the given circle.

An indirect proof of this converse can be given.

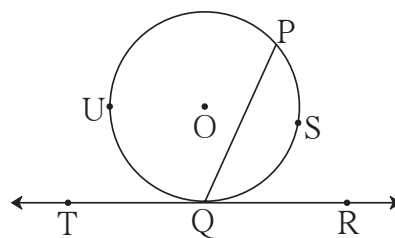


Fig. 3.66

Theorem of internal division of chords

Suppose two chords of a circle intersect each other in the interior of the circle, then the product of the lengths of the two segments of one chord is equal to the product of the lengths of the two segments of the other chord.

Given : Chords AB and CD of a circle with centre P intersect at point E.

To prove: $AE \times EB = CE \times ED$

Construction : Draw seg AC and seg DB.

Proof : In $\triangle CAE$ and $\triangle BDE$,

$$\angle AEC \cong \angle DEB \quad \dots \text{opposite angles}$$

$$\angle CAE \cong \angle BDE \quad \dots \text{angles inscribed in the same arc}$$

$$\therefore \triangle CAE \sim \triangle BDE \quad \dots \text{AA test}$$

$$\therefore \frac{AE}{DE} = \frac{CE}{BE} \quad \dots \text{corresponding sides of similar triangles}$$

$$\therefore AE \times EB = CE \times ED$$

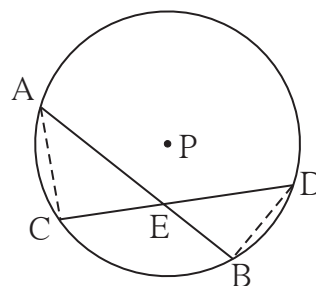


Fig. 3.67



Let's think.

We proved the theorem by drawing seg AC and seg DB in figure 3.67, Can the theorem be proved by drawing seg AD and seg CB, instead of seg AC and seg DB?

For more information

In figure 3.67 point E divides the chord AB into segments AE and EB. $AE \times EB$ is the area of a rectangle having sides AE and EB. Similarly E divides CD into segments CE and ED. $CE \times ED$ is the area of a rectangle of sides CE and ED. We have proved that $AE \times EB = CE \times ED$.

So the above theorem can be stated as, ‘If two chords of a circle intersect in the interior of a circle then the area of the rectangle formed by the segments of one chord is equal to the area of similar rectangle formed by the other chord.’

Theorem of external division of chords

If secants containing chords AB and CD of a circle intersect outside the circle in point E, then $AE \times EB = CE \times ED$.

Write ‘given’ and ‘to prove’ with the help of the statement of the theorem and figure 3.68.

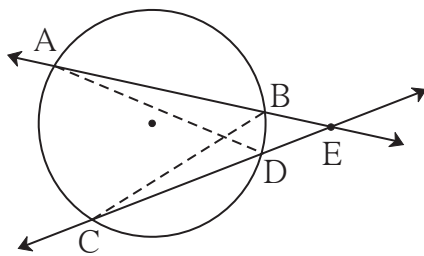


Fig. 3.68

Construction : Draw seg AD and seg BC.

Fill in the blanks and complete the proof.

Proof : In ΔADE and ΔCBE ,

$\angle AED \cong$ common angle

$\angle DAE \cong \angle BCE$ ()

$\therefore \Delta ADE \sim$ ()

$\therefore \frac{(AE)}{\text{input type="text"}} = \frac{\text{input type="text"}}{\text{input type="text"}}$ corresponding sides of similar triangles

$\therefore \text{input type="text"} = CE \times ED$

Tangent secant segments theorem

Point E is in the exterior of a circle. A secant through E intersects the circle at points A and B, and a tangent through E touches the circle at point T, then $EA \times EB = ET^2$.

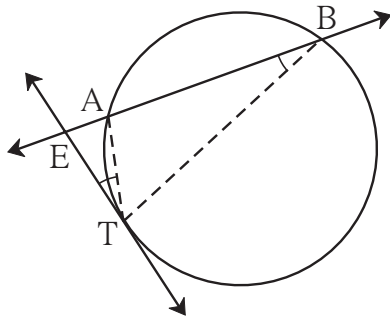


Fig. 3.69

Write 'given' and 'to prove' with reference to the statement of the theorem.

Construction : Draw seg TA and seg TB.

Proof : In $\triangle EAT$ and $\triangle ETB$,

$\angle AET \cong \angle TEB$ common angle

$\angle ETA \cong \angle EBT$... tangent secant theorem

$\therefore \triangle EAT \sim \triangle ETB$ AA similarity

$\therefore \frac{ET}{EB} = \frac{EA}{ET}$ corresponding sides

$\therefore EA \times EB = ET^2$



Remember this!

- (1) In figure 3.70,
 $AE \times EB = CE \times ED$
 This property is known as theorem of chords intersecting inside the circle.

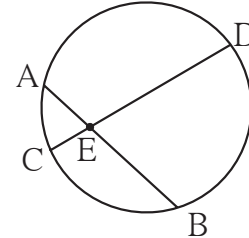


Fig. 3.70

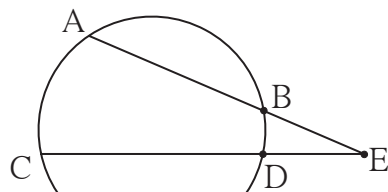


Fig. 3.71

- (2) In figure 3.71,
 $AE \times EB = CE \times ED$
 This property is known as theorem of chords intersecting outside the circle.

- (3) In figure 3.72,
 $EA \times EB = ET^2$
 This property is known as tangent secant segments theorem.

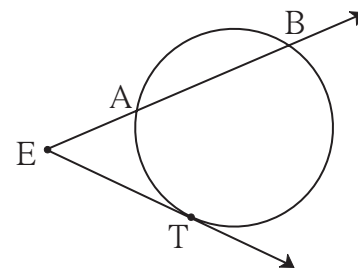


Fig. 3.72

***** Solved Examples *****

Ex. (1) In figure 3.73, seg PS is a tangent segment.
 Line PR is a secant.
 If PQ = 3.6,
 QR = 6.4, find PS.

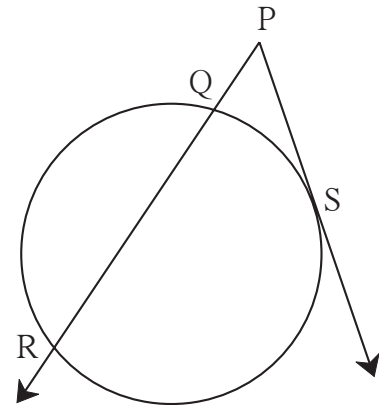


Fig. 3.73

Solution : $PS^2 = PQ \times PR$ tangent secant segments theorem

$$\begin{aligned} &= PQ \times (PQ + QR) \\ &= 3.6 \times [3.6 + 6.4] \\ &= 3.6 \times 10 \\ &= 36 \\ \therefore PS &= 6 \end{aligned}$$

Ex. (2)

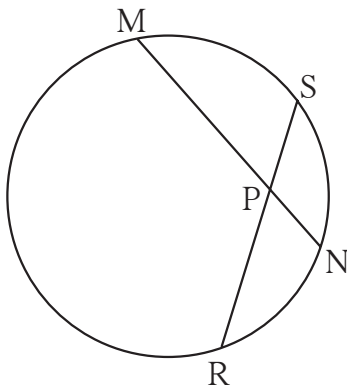


Fig. 3.74

In figure 3.74, chord MN and chord RS intersect each other at point P.
 If PR = 6, PS = 4, MN = 11
 find PN.

Solution : By theorem on intersecting chords,

$$PN \times PM = PR \times PS \dots (I)$$

$$\text{let } PN = x. \therefore PM = 11 - x$$

substituting the values in (I),

$$x(11 - x) = 6 \times 4$$

$$\therefore 11x - x^2 - 24 = 0$$

$$\therefore x^2 - 11x + 24 = 0$$

$$\therefore (x - 3)(x - 8) = 0$$

$$\therefore x - 3 = 0 \text{ or } x - 8 = 0$$

$$\therefore x = 3 \text{ or } x = 8$$

$$\therefore PN = 3 \text{ or } PN = 8$$

Ex. (3) In figure 3.75, two circles intersect each other in points X and Y. Tangents drawn from a point M on line XY touch the circles at P and Q.
 Prove that, $\text{seg } PM \cong \text{seg } QM$.

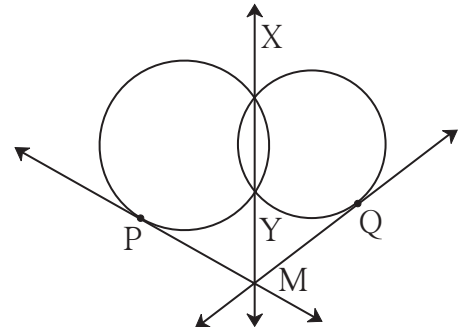


Fig. 3.75

Solution : Fill in the blanks and write proof.

Line MX is a common of the two circles.

$$\therefore PM^2 = MY \times MX \dots (I)$$

Similarly = \times , tangent secant segment theorem(II)

$$\therefore \text{From (I) and (II) } \dots = QM^2$$

$$\therefore PM = QM$$

$$\text{seg } PM \cong \text{seg } QM$$

Ex. (4)

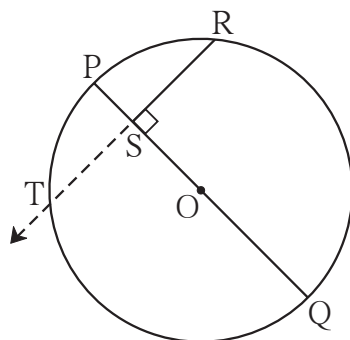


Fig. 3.76

In figure 3.76, seg PQ is a diameter of a circle with centre O. R is any point on the circle.

seg RS \perp seg PQ.

Prove that, SR is the geometric mean of PS and SQ.

[That is, $SR^2 = PS \times SQ$]

Solution : Write the proof with the help of the following steps.

- (1) Draw ray RS. It intersects the circle at T.
- (2) Show that RS = TS.
- (3) Write a result using theorem of intersection of chords inside the circle.
- (4) Using RS = TS complete the proof.



- (1) In figure 3.76, if seg PR and seg RQ are drawn, what is the nature of ΔPRQ ?
- (2) Have you previously proved the property proved in example (4) ?

Practice set 3.5

1. In figure 3.77, ray PQ touches the circle at point Q. $PQ = 12$, $PR = 8$, find PS and RS.

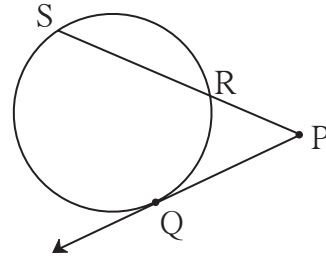


Fig. 3.77

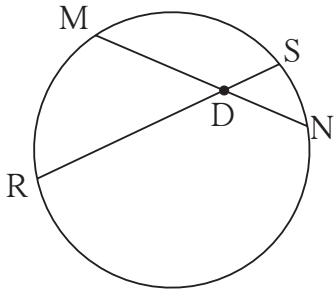


Fig. 3.78

2. In figure 3.78, chord MN and chord RS intersect at point D.
 (1) If $RD = 15$, $DS = 4$, $MD = 8$ find DN
 (2) If $RS = 18$, $MD = 9$, $DN = 8$ find DS

3. In figure 3.79, O is the centre of the circle and B is a point of contact. $seg\ OE \perp seg\ AD$, $AB = 12$, $AC = 8$, find
 (1) AD (2) DC (3) DE.

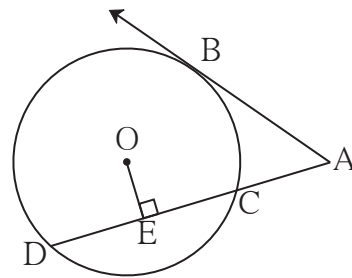


Fig. 3.79

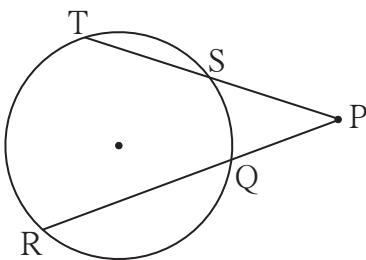


Fig. 3.80

4. In figure 3.80, if $PQ = 6$, $QR = 10$, $PS = 8$ find TS.

5. In figure 3.81, seg EF is a diameter and seg DF is a tangent segment. The radius of the circle is r . Prove that, $DE \times GE = 4r^2$

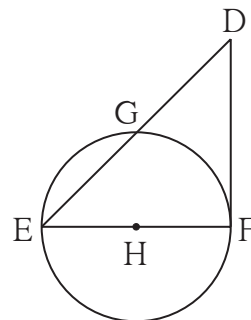


Fig. 3.81

Problem set 3

1. Four alternative answers for each of the following questions are given. Choose the correct alternative.

(1) Two circles of radii 5.5 cm and 3.3 cm respectively touch each other. What is the distance between their centers ?

- (A) 4.4 cm (B) 8.8 cm (C) 2.2 cm (D) 8.8 or 2.2 cm

(2) Two circles intersect each other such that each circle passes through the centre of the other. If the distance between their centres is 12, what is the radius of each circle ?

- (A) 6 cm (B) 12 cm (C) 24 cm (D) can't say

(3) A circle touches all sides of a parallelogram. So the parallelogram must be a,

- (A) rectangle (B) rhombus (C) square (D) trapezium

(4) Length of a tangent segment drawn from a point which is at a distance 12.5 cm from the centre of a circle is 12 cm, find the diameter of the circle.

- (A) 25 cm (B) 24 cm (C) 7 cm (D) 14 cm

(5) If two circles are touching externally, how many common tangents of them can be drawn?

- (A) One (B) Two (C) Three (D) Four

(6) $\angle ACB$ is inscribed in arc ACB of a circle with centre O. If $\angle ACB = 65^\circ$, find $m(\text{arc ACB})$.

- (A) 65° (B) 130° (C) 295° (D) 230°

(7) Chords AB and CD of a circle intersect inside the circle at point E. If $AE = 5.6$, $EB = 10$, $CE = 8$, find ED.

- (A) 7 (B) 8 (C) 11.2 (D) 9

(8) In a cyclic $\square ABCD$, twice the measure of $\angle A$ is thrice the measure of $\angle C$. Find the measure of $\angle C$?

- (A) 36 (B) 72 (C) 90 (D) 108

9)* Points A, B, C are on a circle, such that $m(\text{arc AB}) = m(\text{arc BC}) = 120^\circ$. No point, except point B, is common to the arcs. Which is the type of ΔABC ?

- (A) Equilateral triangle (B) Scalene triangle
(C) Right angled triangle (D) Isosceles triangle

(10) Seg XZ is a diameter of a circle. Point Y lies in its interior. How many of the following statements are true ?

- (i) It is not possible that $\angle XYZ$ is an acute angle.
- (ii) $\angle XYZ$ can't be a right angle.
- (iii) $\angle XYZ$ is an obtuse angle.
- (iv) Can't make a definite statement for measure of $\angle XYZ$.

(A) Only one (B) Only two (C) Only three (D) All

2. Line l touches a circle with centre O at point P . If radius of the circle is 9 cm, answer the following.

- (1) What is $d(O, P) = ?$ Why ?
- (2) If $d(O, Q) = 8$ cm, where does the point Q lie ?
- (3) If $d(PQ) = 15$ cm, How many locations of point R are line on line l ? At what distance will each of them be from point P ?

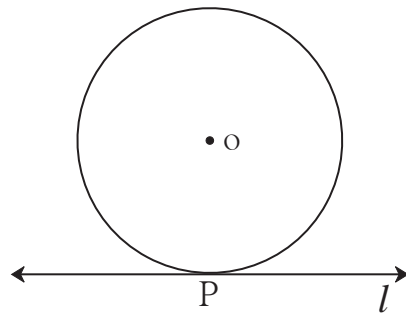


Fig. 3.82

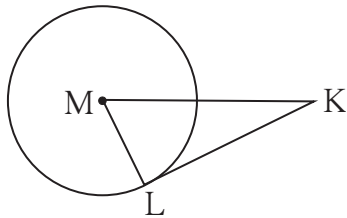


Fig. 3.83

3. In figure 3.83, M is the centre of the circle and seg KL is a tangent segment.

If $MK = 12$, $KL = 6\sqrt{3}$ then find -

- (1) Radius of the circle.
- (2) Measures of $\angle K$ and $\angle M$.

4. In figure 3.84, O is the centre of the circle. Seg AB , seg AC are tangent segments. Radius of the circle is r and $l(AB) = r$, Prove that, $\square ABOC$ is a square.

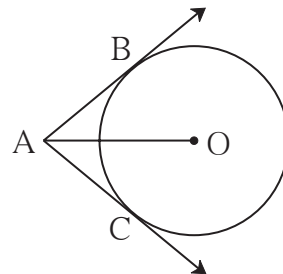


Fig. 3.84

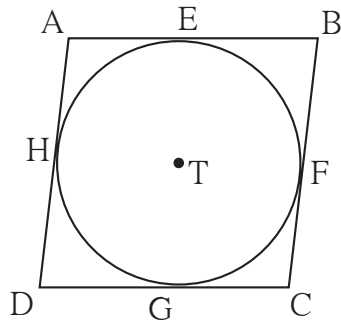


Fig. 3.85

5. In figure 3.85, $\square ABCD$ is a parallelogram. It circumscribes the circle with centre T. Point E, F, G, H are touching points. If $AE = 4.5$, $EB = 5.5$, find AD.

6. In figure 3.86, circle with centre M touches the circle with centre N at point T. Radius RM touches the smaller circle at S. Radii of circles are 9 cm and 2.5 cm. Find the answers to the following questions hence find the ratio MS:SR.

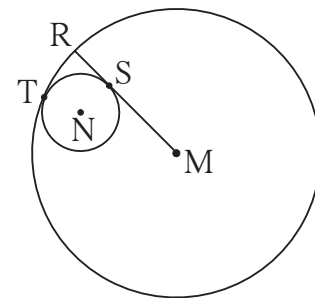


Fig. 3.86

- (1) Find the length of segment MT
- (2) Find the length of seg MN
- (3) Find the measure of $\angle NSM$.

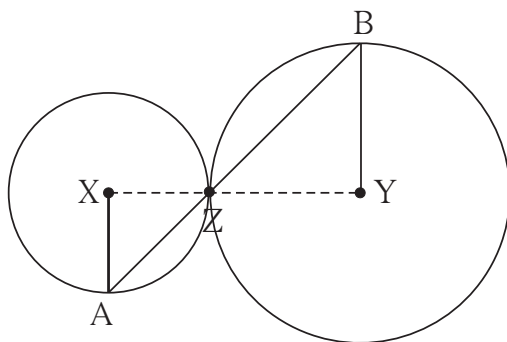


Fig. 3.87

7. In the adjoining figure circles with centres X and Y touch each other at point Z. A secant passing through Z intersects the circles at points A and B respectively. Prove that, radius $XA \parallel$ radius YB .
Fill in the blanks and complete the proof.

Construction : Draw segments XZ and

Proof : By theorem of touching circles, points X, Z, Y are

$$\therefore \angle XZA \cong \dots\dots\dots \text{ opposite angles}$$

$$\text{Let } \angle XZA = \angle BZY = a \quad \dots\dots \text{ (I)}$$

$$\text{Now, seg } XA \cong \text{ seg } XZ \quad \dots\dots \text{ (.....)}$$

$$\therefore \angle XAZ = \dots\dots\dots = a \quad \dots\dots \text{ (isosceles triangle theorem) (II)}$$

$$\text{similarly, seg } YB \cong \dots\dots\dots \quad \dots\dots \text{ (.....)}$$

$$\therefore \angle BZY = \dots\dots\dots = a \quad \dots\dots \text{ (.....) (III)}$$

\therefore from (I), (II), (III),
 $\angle XAZ = \dots\dots\dots$
 \therefore radius $XA \parallel$ radius $YB \dots\dots\dots$ ($\dots\dots\dots$)

8. In figure 3.88, circles with centres X and Y touch internally at point Z. Seg BZ is a chord of bigger circle and it intersects smaller circle at point A.

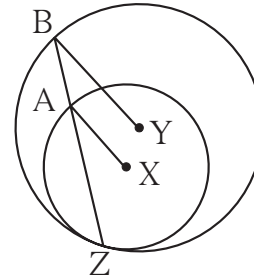


Fig. 3.88

Prove that, seg $AX \parallel$ seg BY .

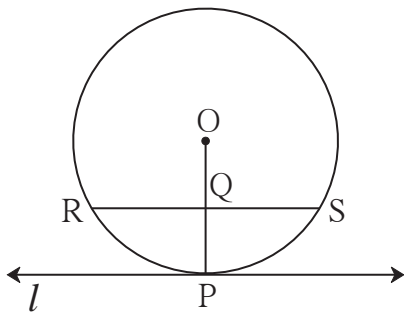


Fig. 3.89

9. In figure 3.89, line l touches the circle with centre O at point P. Q is the mid point of radius OP. RS is a chord through Q such that chords $RS \parallel$ line l . If $RS = 12$ find the radius of the circle.

10* In figure 3.90, seg AB is a diameter of a circle with centre C. Line PQ is a tangent, which touches the circle at point T.

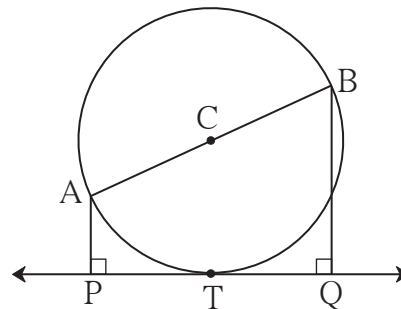


Fig. 3.90

seg $AP \perp$ line PQ and seg $BQ \perp$ line PQ .
 Prove that, seg $CP \cong$ seg CQ .

11* Draw circles with centres A, B and C each of radius 3 cm, such that each circle touches the other two circles.

12* Prove that any three points on a circle cannot be collinear.

16. In figure 3.94,
 (1) $m(\text{arc CE}) = 54^\circ$,
 $m(\text{arc BD}) = 23^\circ$, find measure of $\angle \text{CAE}$.
 (2) If $AB = 4.2$, $BC = 5.4$,
 $AE = 12.0$, find AD
 (3) If $AB = 3.6$, $AC = 9.0$,
 $AD = 5.4$, find AE

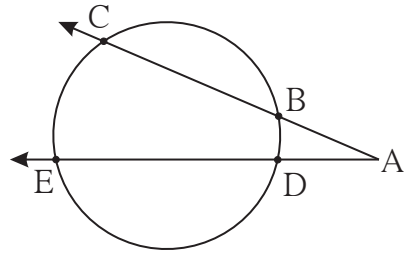


Fig. 3.94

17. In figure 3.95, chord $EF \parallel$ chord GH . Prove that, chord $EG \cong$ chord FH .
 Fill in the blanks and write the proof.

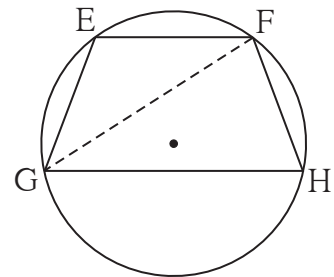


Fig. 3.95

Proof : Draw seg GF .
 $\angle EFG = \angle FGH$ (I)
 $\angle EFG =$ inscribed angle theorem (II)
 $\angle FGH =$ inscribed angle theorem (III)
 $\therefore m(\text{arc EG}) =$ from (I), (II), (III).
 chord $EG \cong$ chord FH

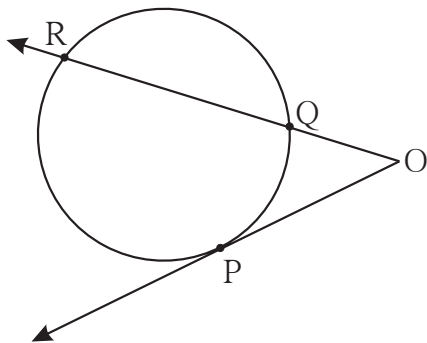


Fig. 3.96

18. In figure 3.96 P is the point of contact.
 (1) If $m(\text{arc PR}) = 140^\circ$,
 $\angle \text{POR} = 36^\circ$,
 find $m(\text{arc PQ})$
 (2) If $OP = 7.2$, $OQ = 3.2$,
 find OR and QR
 (3) If $OP = 7.2$, $OR = 16.2$,
 find QR .

19. In figure 3.97, circles with centres C and D touch internally at point E . D lies on the inner circle. Chord EB of the outer circle intersects inner circle at point A . Prove that, seg $EA \cong$ seg AB .

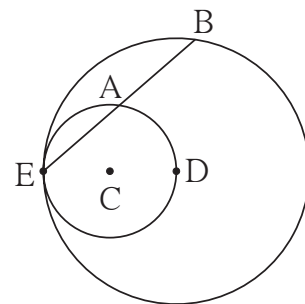


Fig. 3.97

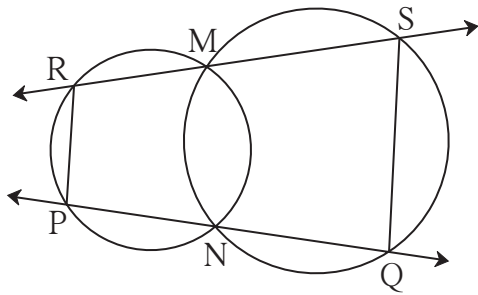


Fig. 3.101

24*. In figure 3.102, two circles intersect each other at points A and E. Their common secant through E intersects the circles at points B and D. The tangents of the circles at points B and D intersect each other at point C. Prove that $\square ABCD$ is cyclic.

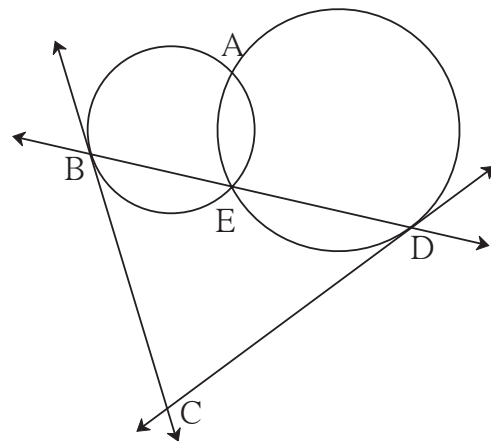


Fig. 3.102

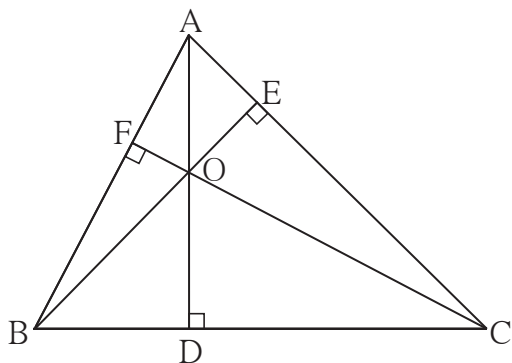


Fig. 3.103

23*. In figure 3.101, two circles intersect at points M and N. Secants drawn through M and N intersect the circles at points R, S and P, Q respectively. Prove that : $\text{seg } SQ \parallel \text{seg } RP$.

25*. In figure 3.103, $\text{seg } AD \perp \text{side } BC$, $\text{seg } BE \perp \text{side } AC$, $\text{seg } CF \perp \text{side } AB$. Point O is the orthocentre. Prove that , point O is the incentre of $\triangle DEF$.

ICT Tools or Links

Use the geogebra to verify the properties of chords and tangents of a circle.



**Let's study.**

- Construction of a triangle similar to the given triangle
 - * To construct a triangle, similar to the given triangle, bearing the given ratio with the sides of the given triangle.
 - (i) When vertices are distinct
 - (ii) When one vertex is common
- Construction of a tangent to a circle.
 - * To construct a tangent at a point on the circle.
 - (i) Using centre of the circle.
 - (ii) Without using the centre of the circle.
 - * To construct tangents to the given circle from a point outside the circle.

**Let's recall.**

In the previous standard you have learnt the following constructions. Let us recall those constructions.

- To construct a line parallel to a given line and passing through a given point outside the line.
- To construct the perpendicular bisector of a given line segment.
- To construct a triangle whose sides are given.
- To divide a given line segment into given number of equal parts
- To divide a line segment in the given ratio.
- To construct an angle congruent to the given angle.

In the ninth standard you have carried out the activity of preparing a map of surroundings of your school. Before constructing a building we make its plan. The surroundings of a school and its map, the building and its plan are similar to each other. We need to draw similar figures in Geography, architecture, machine drawing etc. A triangle is the simplest closed figure. We shall learn how to construct a triangle similar to the given triangle.





Let's learn.

Construction of Similar Triangle

To construct a triangle similar to the given triangle, satisfying the condition of given ratio of corresponding sides.

The corresponding sides of similar triangles are in the same proportion and the corresponding angles of these triangles are equal. Using this property, a triangle which is similar to the given triangle can be constructed.

Ex. (1) $\Delta ABC \sim \Delta PQR$, in ΔABC , $AB = 5.4$ cm, $BC = 4.2$ cm, $AC = 6.0$ cm.
 $AB : PQ = 3 : 2$. Construct ΔABC and ΔPQR .

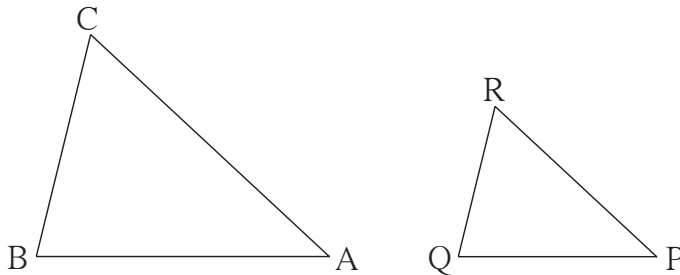


Fig. 4.1
Rough Figure

Construct ΔABC of given measure.

ΔABC and ΔPQR are similar.

\therefore their corresponding sides are proportional.

$$\frac{AB}{PQ} = \frac{BC}{QR} = \frac{AC}{PR} = \frac{3}{2} \dots\dots\dots (I)$$

As the sides AB , BC , AC are known, we can find the lengths of sides PQ , QR , PR .

Using equation [I]

$$\frac{5.4}{PQ} = \frac{4.2}{QR} = \frac{6.0}{PR} = \frac{3}{2}$$

$\therefore PQ = 3.6$ cm, $QR = 2.8$ cm and $PR = 4.0$ cm

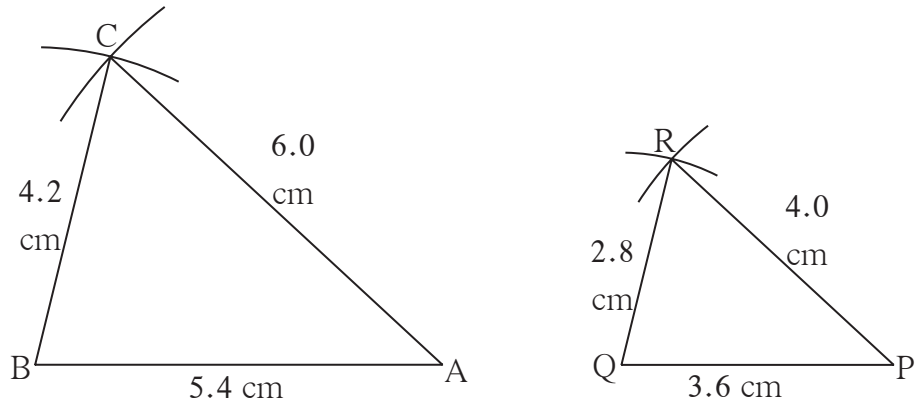


Fig. 4.2

For More Information

While drawing the triangle similar to the given triangle, sometimes the lengths of the sides we obtain by calculation are not easily measurable by a scale. In such a situation we can use the construction ‘To divide the given segment in the given number of equal parts’.

For example, if length of side AB is $\frac{11.6}{3}$ cm, then by dividing the line segment of length 11.6 cm in three equal parts, we can draw segment AB.

If we know the lengths of all sides of ΔPQR , we can construct ΔPQR .

In the above example (1) there was no common vertex in the given triangle and the triangle to be constructed. If there is a common vertex, it is convenient to follow the method in the following example.

Ex.(2) Construct any ΔABC . Construct $\Delta A'BC'$ such that $AB : A'B = 5:3$ and $\Delta ABC \sim \Delta A'BC'$

Analysis : As shown in fig 4.3 , let the points B, A, A' and B, C, C' be collinear.

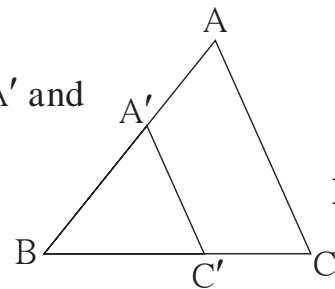


Fig. 4.3

Rough Figure

$$\Delta ABC \sim \Delta A'BC' \therefore \angle ABC = \angle A'BC'$$

$$\frac{AB}{A'B} = \frac{BC}{BC'} = \frac{AC}{A'C'} = \frac{5}{3}$$

\therefore sides of ΔABC are longer than corresponding sides of $\Delta A'BC'$.

\therefore the length of side BC' will be equal to 3 parts out of 5 equal parts of side BC. So if we construct ΔABC , point C' will be on the side BC, at a distance equal to 3 parts from B. Now A' is the point of intersection of AB and a line through C' , parallel to CA.

$$\frac{BA'}{BA} = \frac{BC'}{BC} = \frac{3}{5} \text{ i.e., } \frac{BA}{BA'} = \frac{BC}{BC'} = \frac{5}{3} \text{ Taking inverse}$$

Steps of construction :

- (1) Construct any ΔABC .
- (2) Divide segment BC in 5 equal parts.
- (3) Name the end point of third part of seg BC as $C' \therefore BC' = \frac{3}{5} BC$
- (4) Now draw a line parallel to AC through C' . Name the point where the parallel line intersects AB as A' .
- (5) $\Delta A'BC'$ is the required triangle similar to ΔABC

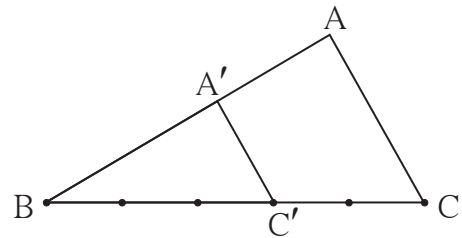


Fig. 4.4

Note : To divide segment BC, in five equal parts, it is convenient to draw a ray from B, on the side of line BC in which point A does not lie.

Take points T_1, T_2, T_3, T_4, T_5 on the ray such that $BT_1 = T_1T_2 = T_2T_3 = T_3T_4 = T_4T_5$
Join T_5C and draw lines parallel to T_5C through T_1, T_2, T_3, T_4 .

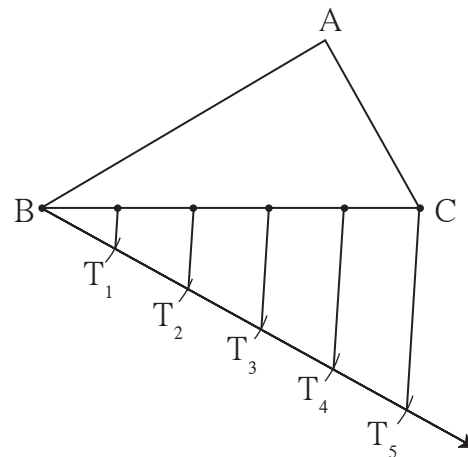


Fig. 4.5



Let's think

$\Delta A'BC'$ can also be constructed as shown in the adjoining figure.

What changes do we have to make in steps of construction in that case ?

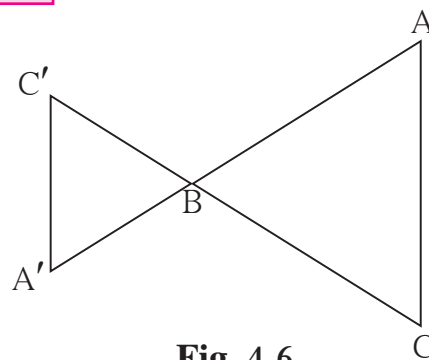


Fig. 4.6

Ex. (3) Construct $\Delta A'BC'$ similar to ΔABC such that $AB:A'B = 5:7$

Analysis : Let points B, A, A' as well as points B, C, C' be collinear.

$$\Delta ABC \sim \Delta A'BC' \text{ and } AB : A'B = 5:7$$

\therefore sides of ΔABC are smaller than sides of $\Delta A'BC'$

$$\text{and } \angle ABC \cong \angle A'BC'$$

Let us draw a rough figure with these

considerations. Now $\frac{BC}{BC'} = \frac{5}{7}$

\therefore If seg BC is divided into 5 equal parts, then seg BC' will be 7 times each part of seg BC.

\therefore let us divide side BC of ΔABC in 5 equal parts and locate point C' at a distance equal to 7 such parts from B on ray BC. A line through point C' parallel to seg AC is drawn it will intersect ray BA at point A'. According to the basic proportionality theorem we will get $\Delta A'BC'$ as described.

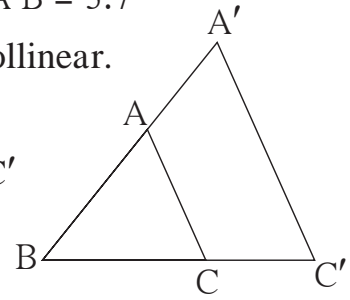


Fig. 4.7
Rough Figure

Steps of construction :

- (1) Construct any ΔABC .
- (2) Divide segment BC into 5 five equal parts. Fix point C' on ray BC such that length of BC' is seven times of each equal part of seg BC
- (3) Draw a line parallel to side AC, through C'. Name the point of intersection of the line and ray BA as A'.

We get the required $\Delta A'BC'$ similar to ΔABC .

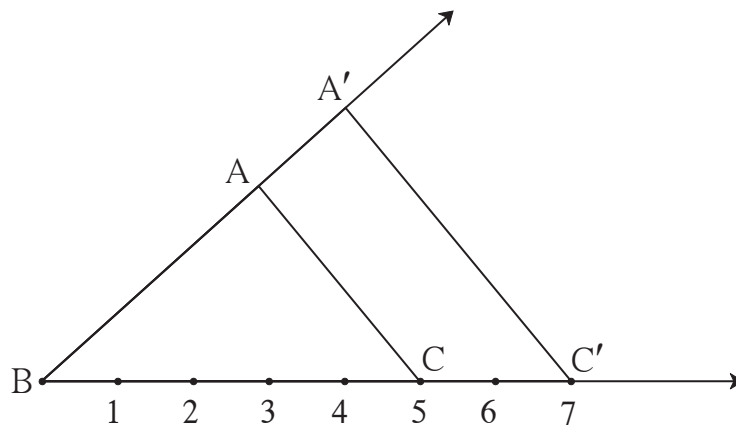


Fig. 4.8

Practice set 4.1

1. $\triangle ABC \sim \triangle LMN$. In $\triangle ABC$, $AB = 5.5$ cm, $BC = 6$ cm, $CA = 4.5$ cm.
Construct $\triangle ABC$ and $\triangle LMN$ such that $\frac{BC}{MN} = \frac{5}{4}$.
2. $\triangle PQR \sim \triangle LTR$. In $\triangle PQR$, $PQ = 4.2$ cm, $QR = 5.4$ cm, $PR = 4.8$ cm.
Construct $\triangle PQR$ and $\triangle LTR$, such that $\frac{PQ}{LT} = \frac{3}{4}$.
3. $\triangle RST \sim \triangle XYZ$. In $\triangle RST$, $RS = 4.5$ cm, $\angle RST = 40^\circ$, $ST = 5.7$ cm.
Construct $\triangle RST$ and $\triangle XYZ$, such that $\frac{RS}{XY} = \frac{3}{5}$.
4. $\triangle AMT \sim \triangle AHE$. In $\triangle AMT$, $AM = 6.3$ cm, $\angle TAM = 50^\circ$, $AT = 5.6$ cm.
 $\frac{AM}{AH} = \frac{7}{5}$. Construct $\triangle AHE$.

Construction of a tangent to a circle at a point on the circle

(i) Using the centre of the circle.

Analysis :

Suppose we want to construct a tangent l passing through a point P on the circle with centre C . We shall use the property that a line perpendicular to the radius at its outer end is a tangent to the circle. If CP is a radius with point P on the circle, line l through P and perpendicular to CP is the tangent at P . For this we will use the construction of drawing a perpendicular to a line through a point on it.

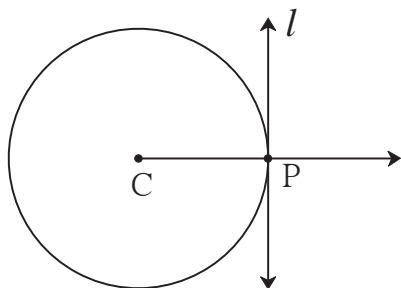


Fig. 4.9

For convenience we shall draw ray CP

Steps of construction

- (1) Draw a circle with centre C .
Take any point P on the circle.
- (2) Draw ray CP .
- (3) Draw line l perpendicular to ray CX through point P .
Line l is the required tangent to the circle at point 'P'.

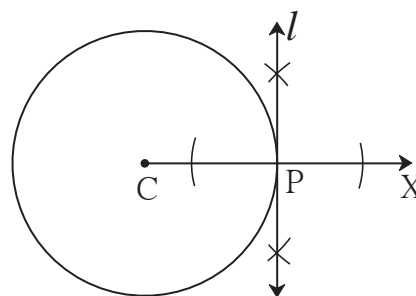


Fig. 4.10

ii) Without using the centre of the circle.

Example: Construct a circle of any radius. Take any point C on it. Construct a tangent to the circle without using centre of the circle.

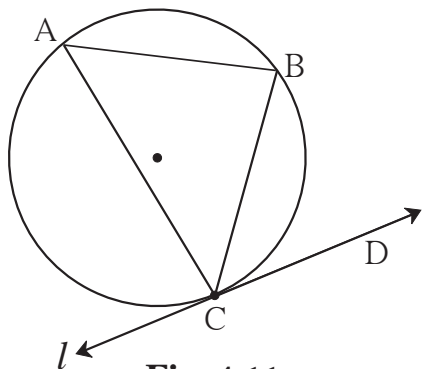


Fig. 4.11

Analysis :

As shown in the figure, let line l be the tangent to the circle at point C. Line CB is a chord and $\angle CAB$ is an inscribed angle. Now by tangent- secant angle theorem, $\angle CAB \cong \angle BCD$.

By converse of tangent- secant theorem, if we draw the line CD such that, $\angle CAB \cong \angle BCD$, then it will be the required tangent.

Steps of Construction :

- (1) Draw a circle of a suitable radius. Take any point C on it.
- (2) Draw chord CB and an inscribed $\angle CAB$.
- (3) With the centre A and any convenient radius draw an arc intersecting the sides of $\angle BAC$ in points M and N.
- (4) Using the same radius and centre C, draw an arc intersecting the chord CB at point R.
- (5) Taking the radius equal to $d(MN)$ and centre R, draw an arc intersecting the arc drawn in the previous step. Let D be the point of intersection of these arcs. Draw line CD. Line CD is the required tangent to the circle.

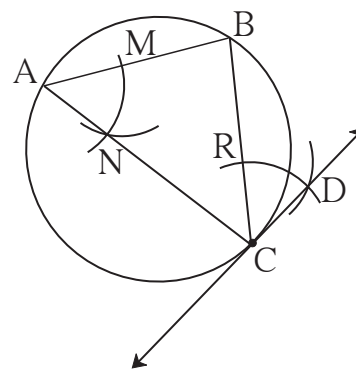


Fig. 4.12

Note that $\angle MAN$ and $\angle BCD$ in the above figure are congruent. If we draw seg MN and seg RD, then ΔMAN and ΔRCD are congruent by SSS test.

$$\therefore \angle MAN \cong \angle BCD$$

To construct tangents to a circle from a point outside the circle.

Analysis :

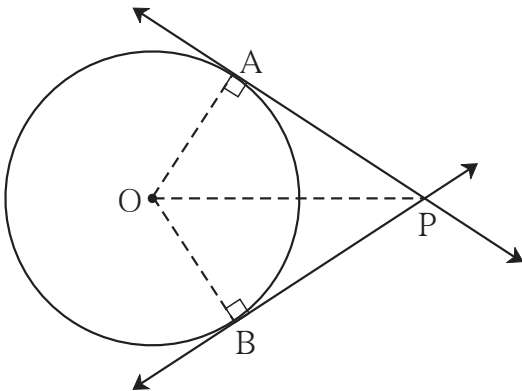


Fig. 4.13

As shown in the figure let P be a point in the exterior of the circle. Let PA and PB be the tangents to the circle with the centre O, touching the circle in points A and B respectively. So if we find points A and B on the circle, we can construct the tangents PA and PB. If OA and OB are the radii of the circle, then $OA \perp$ line PA and $OB \perp$ line PB.

Δ OAP and OBP are right angled triangles and seg OP is their common hypotenuse. If we draw a circle with diameter OP, then the points where it intersects the circle with centre O, will be the positions of points A and B respectively, because angle inscribed in a semicircle is a right angle.

Steps of Construction

- (1) Construct a circle of any radius with centre O.
- (2) Take any point P in the exterior of the circle.
- (3) Draw segment OP. Draw perpendicular bisector of seg OP to get its midpoint M.
- (4) Draw a circle with radius OM and centre M
- (5) Name the points of intersection of the two circles as A and B.
- (6) Draw line PA and line PB.

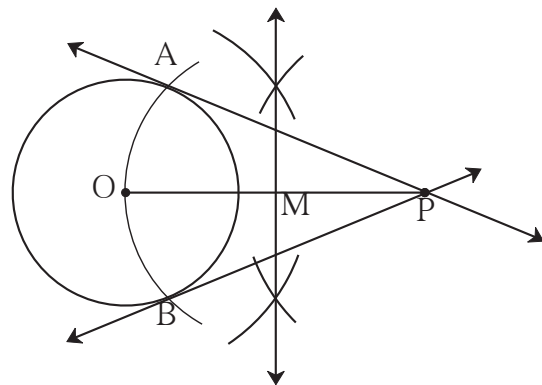


Fig. 4.14

Practice set 4.2

1. Construct a tangent to a circle with centre P and radius 3.2 cm at any point M on it.
2. Draw a circle of radius 2.7 cm. Draw a tangent to the circle at any point on it.
3. Draw a circle of radius 3.6 cm. Draw a tangent to the circle at any point on it without using the centre.
4. Draw a circle of radius 3.3 cm Draw a chord PQ of length 6.6 cm. Draw tangents to the circle at points P and Q. Write your observation about the tangents.

5

Co-ordinate Geometry



Let's study.

- Distance formula
- Section formula
- Slope of a line



Let's recall.

We know how to find the distance between any two points on a number line. If co-ordinates of points P, Q and R are -1, -5 and 4 respectively then find the length of seg PQ, seg QR.

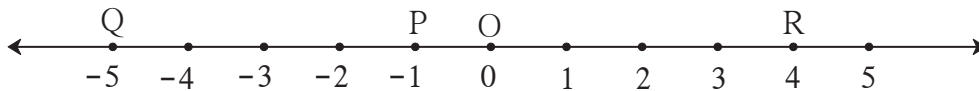


Fig. 5.1

If x_1 and x_2 are the co-ordinates of points A and B and $x_2 > x_1$ then length of seg AB = $d(A, B) = x_2 - x_1$

As shown in the figure, co-ordinates of points P, Q and R are -1, -5 and 4 respectively.

$$\therefore d(P, Q) = (-1) - (-5) = -1 + 5 = 4$$

$$\text{and } d(Q, R) = 4 - (-5) = 4 + 5 = 9$$

Using the same concept we can find the distance between two points on the same axis in XY-plane.



Let's learn.

(1) To find distance between any two points on an axis .

Two points on an axis are like two points on the number line. Note that points on the X-axis have co-ordinates such as $(2, 0)$, $(\frac{-5}{2}, 0)$, $(8, 0)$. Similarly points on the Y-axis have co-ordinates such as $(0, 1)$, $(0, \frac{17}{2})$, $(0, -3)$. Part of the X-axis which shows negative co-ordinates is OX' and part of the Y-axis which shows negative co-ordinates is OY' .

Activity:

In the figure, seg AB \parallel Y-axis and seg CB \parallel X-axis. Co-ordinates of points A and C are given.

To find AC, fill in the boxes given below.

ΔABC is a right angled triangle.

According to Pythagoras theorem,

$$(AB)^2 + (BC)^2 = \square$$

We will find co-ordinates of point B to find the lengths AB and BC,

$$CB \parallel X\text{-axis} \therefore y \text{ co-ordinate of B} = \square$$

$$BA \parallel Y\text{-axis} \therefore x \text{ co-ordinate of B} = \square$$

$$AB = \square - \square = \square$$

$$BC = \square - \square = \square$$

$$\therefore AC^2 = \square + \square = \square$$

$$\therefore AC = \square$$

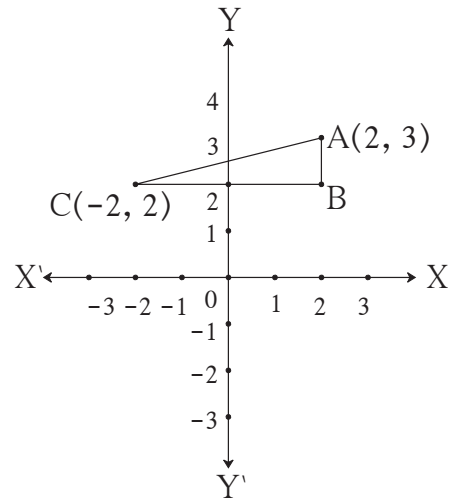


Fig. 5.6



Distance formula

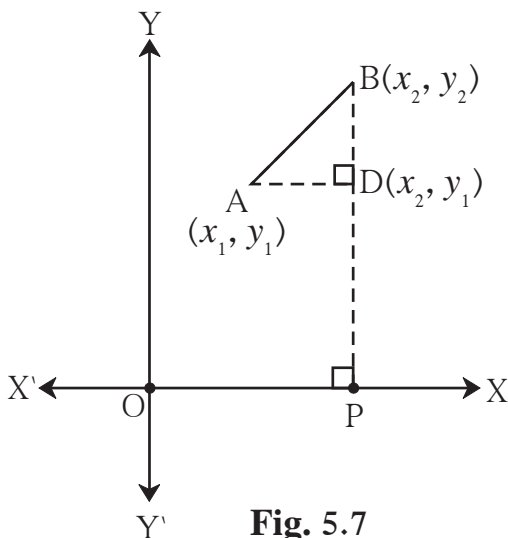


Fig. 5.7

In right angled triangle ΔABD ,

In the figure 5.7, $A(x_1, y_1)$ and $B(x_2, y_2)$ are any two points in the XY plane.

From point B draw perpendicular BP on X-axis. Similarly from point A draw perpendicular AD on seg BP.

seg BP is parallel to Y-axis.

\therefore the x co-ordinate of point D is x_2 .

seg AD is parallel to X-axis.

\therefore the y co-ordinate of point D is y_1 .

$\therefore AD = d(A, D) = x_2 - x_1$; $BD = d(B, D) = y_2 - y_1$

$$AB^2 = AD^2 + BD^2$$

$$= (x_2 - x_1)^2 + (y_2 - y_1)^2$$

$$\therefore AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

This is known as distance formula.

Note that, $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} = \sqrt{(x_1 - x_2)^2 + (y_1 - y_2)^2}$

In the previous activity, we found the lengths of seg AB and seg AC and then used Pythagoras theorem to find the length of seg AC.

Now we will use distance formula to find AC.

A(2, 3) and C(-2, 2) is given

Let A(x_1, y_1) and C(x_2, y_2).

$x_1 = 2, y_1 = 3, x_2 = -2, y_2 = 2$

$$\begin{aligned} AC &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{(-2 - 2)^2 + (2 - 3)^2} \\ &= \sqrt{(-4)^2 + (-1)^2} \\ &= \sqrt{16 + 1} \\ &= \sqrt{17} \end{aligned}$$

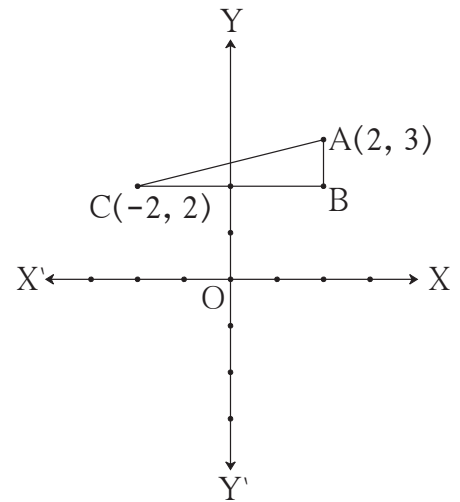


Fig. 5.8

seg AB || Y-axis and seg BC || X-axis.

∴ co-ordinates of point B are (2, 2).

∴ $AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} = \sqrt{(2 - 2)^2 + (2 - 3)^2} = \sqrt{0 + 1} = 1$

$BC = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} = \sqrt{(-2 - 2)^2 + (2 - 2)^2} = \sqrt{(-4)^2 + 0} = 4$

In the Figure 5.1, distance between points P and Q is found as $(-1) - (-5) = 4$. In XY- plane co-ordinates of these points are $(-1, 0)$ and $(-5, 0)$. Verify that, using the distance formula we get the same answer.



Remember this!

- Co-ordinates of origin are (0, 0). Hence if co-ordinates of point P are (x, y) then $d(O, P) = \sqrt{x^2 + y^2}$.
- If points P(x_1, y_1), Q(x_2, y_2) lie on the XY plane then
 $d(P, Q) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
 that is, $PQ^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$

Solved Examples

Ex. (1) Find the distance between the points P(-1, 1) and Q (5, -7) .

Solution : Suppose co-ordinates of point P are (x_1, y_1) and of point Q are (x_2, y_2) .

$$x_1 = -1, \quad y_1 = 1, \quad x_2 = 5, \quad y_2 = -7$$

$$\begin{aligned} \text{According to distance formula, } d(P, Q) &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{[5 - (-1)]^2 + [(-7) - 1]^2} \\ &= \sqrt{(6)^2 + (-8)^2} \\ &= \sqrt{36 + 64} \\ d(P, Q) &= \sqrt{100} = 10 \end{aligned}$$

\therefore distance between points P and Q is 10.

Ex. (2) Show that points A(-3, 2), B(1, -2) and C(9, -10) are collinear.

Solution : If the sum of any two distances out of $d(A, B)$, $d(B, C)$ and $d(A, C)$ is equal to the third, then the three points A, B and C are collinear.

\therefore we will find $d(A, B)$, $d(B, C)$ and $d(A, C)$.

Co-ordinates of A	Co-ordinates of B	Distance formula
(-3, 2)	(1, -2)	$d(A, B) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
(x_1, y_1)	(x_2, y_2)	

$$\begin{aligned} \therefore d(A, B) &= \sqrt{[1 - (-3)]^2 + [(-2) - 2]^2} \dots\dots\dots \text{from distance formula} \\ &= \sqrt{(1+3)^2 + (-4)^2} \\ &= \sqrt{16+16} \\ &= \sqrt{32} = 4\sqrt{2} \dots\dots\dots\text{(I)} \end{aligned}$$

$$\begin{aligned} d(B, C) &= \sqrt{(9-1)^2 + (-10+2)^2} \\ &= \sqrt{64+64} = 8\sqrt{2} \dots\dots\dots\text{(II)} \end{aligned}$$

$$\begin{aligned} \text{and } d(A, C) &= \sqrt{(9+3)^2 + (-10-2)^2} \\ &= \sqrt{144+144} = 12\sqrt{2} \dots\dots\dots\text{(III)} \end{aligned}$$

$$\therefore \text{from(I), (II) and (III)} \quad 4\sqrt{2} + 8\sqrt{2} = 12\sqrt{2}$$

$$\therefore d(A, B) + d(B, C) = d(A, C)$$

\therefore Points A, B, C are collinear.

Ex. (7) If point (x, y) is equidistant from points $(7, 1)$ and $(3, 5)$, show that $y = x - 2$.

Solution : Let point $P(x, y)$ be equidistant from points $A(7, 1)$ and $B(3, 5)$

$$\therefore AP = BP$$

$$\therefore AP^2 = BP^2$$

$$\therefore (x - 7)^2 + (y - 1)^2 = (x - 3)^2 + (y - 5)^2$$

$$\therefore x^2 - 14x + 49 + y^2 - 2y + 1 = x^2 - 6x + 9 + y^2 - 10y + 25$$

$$\therefore -8x + 8y = -16$$

$$\therefore x - y = 2$$

$$\therefore y = x - 2$$

Ex. (8) Find the value of y if distance between points $A(2, -2)$ and $B(-1, y)$ is 5.

Solution : $AB^2 = [(-1) - 2]^2 + [y - (-2)]^2$ by distance formula

$$\therefore 5^2 = (-3)^2 + (y + 2)^2$$

$$\therefore 25 = 9 + (y + 2)^2$$

$$\therefore 16 = (y + 2)^2$$

$$\therefore y + 2 = \pm\sqrt{16}$$

$$\therefore y + 2 = \pm 4$$

$$\therefore y = 4 - 2 \text{ or } y = -4 - 2$$

$$\therefore y = 2 \text{ or } y = -6$$

$$\therefore \text{value of } y \text{ is } 2 \text{ or } -6.$$

Practice set 5.1

1. Find the distance between each of the following pairs of points.

(1) $A(2, 3), B(4, 1)$ (2) $P(-5, 7), Q(-1, 3)$ (3) $R(0, -3), S(0, \frac{5}{2})$

(4) $L(5, -8), M(-7, -3)$ (5) $T(-3, 6), R(9, -10)$ (6) $W(\frac{-7}{2}, 4), X(11, 4)$

2. Determine whether the points are collinear.

(1) $A(1, -3), B(2, -5), C(-4, 7)$ (2) $L(-2, 3), M(1, -3), N(5, 4)$

(3) $R(0, 3), D(2, 1), S(3, -1)$ (4) $P(-2, 3), Q(1, 2), R(4, 1)$

3. Find the point on the X-axis which is equidistant from $A(-3, 4)$ and $B(1, -4)$.

4. Verify that points $P(-2, 2), Q(2, 2)$ and $R(2, 7)$ are vertices of a right angled triangle.



Let's learn.

Section formula

In the figure 5.13, point P on the seg AB in XY plane, divides seg AB in the ratio $m : n$.

Assume $A(x_1, y_1)$ $B(x_2, y_2)$ and $P(x, y)$

Draw seg AC, seg PQ and seg BD perpendicular to X-axis.

$$\therefore C(x_1, 0); Q(x, 0)$$

and $D(x_2, 0)$.

$$\left. \begin{aligned} \therefore CQ &= x - x_1 \\ \text{and } QD &= x_2 - x \end{aligned} \right\} \dots\dots\dots (I)$$

seg AC \parallel seg PQ \parallel seg BD.

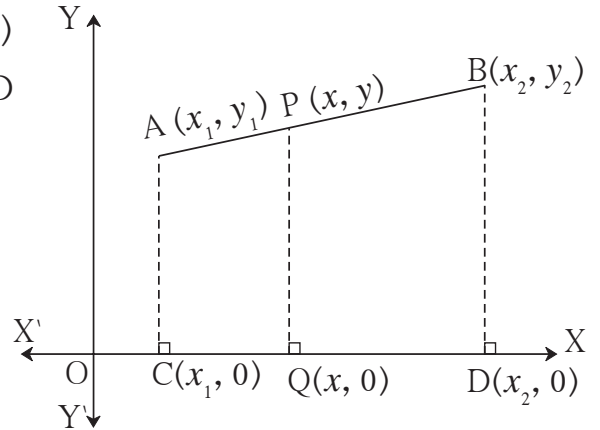


Fig. 5.13

\therefore By the property of intercepts of three parallel lines, $\frac{AP}{PB} = \frac{CQ}{QD} = \frac{m}{n}$

Now $CQ = x - x_1$ and $QD = x_2 - x$ from (I)

$$\therefore \frac{x - x_1}{x_2 - x} = \frac{m}{n}$$

$$\therefore n(x - x_1) = m(x_2 - x)$$

$$\therefore nx - nx_1 = mx_2 - mx$$

$$\therefore mx + nx = mx_2 + nx_1$$

$$\therefore x(m + n) = mx_2 + nx_1$$

$$\therefore x = \frac{mx_2 + nx_1}{m + n}$$

Similarly drawing perpendiculars from points A, P and B to Y-axis,

we get, $y = \frac{my_2 + ny_1}{m + n}$.

\therefore co-ordinates of the point, which divides the line segment joining the

points $A(x_1, y_1)$ and $B(x_2, y_2)$ in the ratio $m : n$ are given by

$$\left(\frac{mx_2 + nx_1}{m + n}, \frac{my_2 + ny_1}{m + n} \right).$$

Co-ordinates of the midpoint of a segment

If $A(x_1, y_1)$ and $B(x_2, y_2)$ are two points and $P(x, y)$ is the midpoint of seg AB then $m = n$.

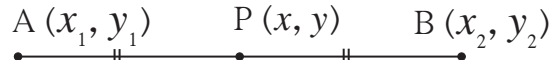


Fig. 5.14

\therefore values of x and y can be written as

$x = \frac{mx_2 + nx_1}{m + n}$ $= \frac{mx_2 + mx_1}{m + m} \quad \because m = n$ $= \frac{m(x_1 + x_2)}{2m}$ $= \frac{x_1 + x_2}{2}$	<div style="border-left: 1px dashed red; height: 100%;"></div>	$y = \frac{my_2 + ny_1}{m + n}$ $= \frac{my_2 + my_1}{m + m} \quad \because m = n$ $= \frac{m(y_1 + y_2)}{2m}$ $= \frac{y_1 + y_2}{2}$
--	--	--

\therefore co-ordinates of midpoint P are $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$

This is called as **midpoint formula**.

In the previous standard we have shown that $\frac{a + b}{2}$ is the midpoint of the segment joining two points indicating rational numbers a and b on a number line. Note that it is a special case of the above midpoint formula.

***** Solved Examples *****

Ex. (1) If $A(3,5)$, $B(7,9)$ and point Q divides seg AB in the ratio $2:3$ then find co-ordinates of point Q .

Solution : In the given example let $(x_1, y_1) = (3, 5)$

and $(x_2, y_2) = (7, 9)$.

$$m : n = 2 : 3$$

According to section formula,

$$x = \frac{mx_2 + nx_1}{m + n} = \frac{2 \times 7 + 3 \times 3}{2 + 3} = \frac{23}{5} \qquad y = \frac{my_2 + ny_1}{m + n} = \frac{2 \times 9 + 3 \times 5}{2 + 3} = \frac{33}{5}$$

\therefore Co-ordinates of Q are $\left(\frac{23}{5}, \frac{33}{5}\right)$

Ex. (2) Find the co-ordinates of point P if P is the midpoint of a line segment AB with A(-4,2) and B(6,2).

Solution : In the given example, suppose

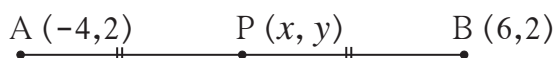


Fig. 5.15

$(-4, 2) = (x_1, y_1)$; $(6, 2) = (x_2, y_2)$ and co-ordinates of P are (x, y)

\therefore according to midpoint theorem,

$$x = \frac{x_1 + x_2}{2} = \frac{-4 + 6}{2} = \frac{2}{2} = 1$$

$$y = \frac{y_1 + y_2}{2} = \frac{2 + 2}{2} = \frac{4}{2} = 2$$

\therefore co-ordinates of midpoint P are $(1, 2)$.



Let's recall.

We know that, medians of a triangle are concurrent .

The point of concurrence (centroid) divides the median in the ratio 2:1.



Let's learn.

Centroid formula

Suppose the co-ordinates of vertices of a triangle are given. Then we will find the co-ordinates of the centroid of the triangle.

In $\triangle ABC$, $A(x_1, y_1)$, $B(x_2, y_2)$, $C(x_3, y_3)$ are the vertices. Seg AD is a median and

$G(x, y)$ is the centroid.

D is the mid point of line segment BC.

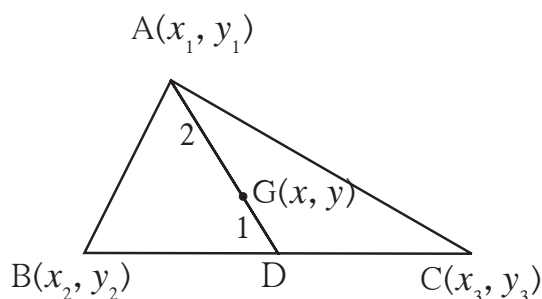


Fig. 5.16

∴ co-ordinates of point D are $x = \frac{x_2 + x_3}{2}$, $y = \frac{y_2 + y_3}{2}$ midpoint theorem

Point G(x, y) is centroid of triangle ΔABC . ∴ AG : GD = 2 : 1

∴ according to section formula,

$$x = \frac{2\left(\frac{x_2 + x_3}{2}\right) + 1 \times x_1}{2 + 1} = \frac{x_2 + x_3 + x_1}{3} = \frac{x_1 + x_2 + x_3}{3}$$

$$y = \frac{2\left(\frac{y_2 + y_3}{2}\right) + 1 \times y_1}{2 + 1} = \frac{y_2 + y_3 + y_1}{3} = \frac{y_1 + y_2 + y_3}{3}$$

Thus if (x_1, y_1) , (x_2, y_2) and (x_3, y_3) are the vertices of a triangle then the co-ordinates of the centroid are $\left(\frac{x_1 + x_2 + x_3}{3}, \frac{y_1 + y_2 + y_3}{3}\right)$.

This is called the **centroid formula**.



Remember this!

- Section formula

The co-ordinates of a point which divides the line segment joined by two distinct points (x_1, y_1) and (x_2, y_2) in the ratio $m : n$ are $\left(\frac{mx_2 + nx_1}{m + n}, \frac{my_2 + ny_1}{m + n}\right)$.

- Midpoint formula

The co-ordinates of midpoint of a line segment joining two distinct points (x_1, y_1) and (x_2, y_2) are $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$.

- Centroid formula

If (x_1, y_1) , (x_2, y_2) and (x_3, y_3) are the vertices of a triangle then co-ordinates of the centroid are $\left(\frac{x_1 + x_2 + x_3}{3}, \frac{y_1 + y_2 + y_3}{3}\right)$.

***** Solved Examples *****

Ex. (1) If point T divides the segment AB with A(-7,4) and B(-6,-5) in the ratio 7:2, find the co-ordinates of T.

Solution : Let the co-ordinates of T be (x, y).

∴ by the section formula,

$$x = \frac{mx_2 + nx_1}{m+n} = \frac{7 \times (-6) + 2 \times (-7)}{7+2}$$

$$= \frac{-42 - 14}{9} = \frac{-56}{9}$$

$$y = \frac{my_2 + ny_1}{m+n} = \frac{7 \times (-5) + 2 \times (4)}{7+2}$$

$$= \frac{-35 + 8}{9} = \frac{-27}{9} = -3$$

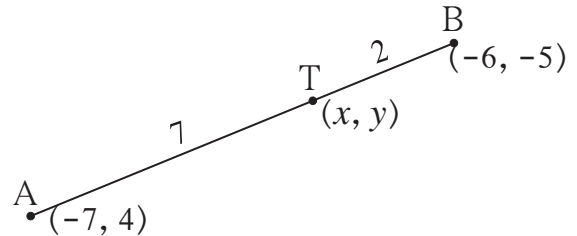


Fig. 5.17

∴ co-ordinates of point T are $\left(\frac{-56}{9}, -3\right)$.

Ex. (2) If point P(-4, 6) divides the line segment AB with A(-6, 10) and B(r, s) in the ratio 2:1, find the co-ordinates of B.

Solution : By section formula

$-4 = \frac{2 \times r + 1 \times (-6)}{2 + 1}$ $\therefore -4 = \frac{2r - 6}{3}$ $\therefore -12 = 2r - 6$ $\therefore 2r = -6$ $\therefore r = -3$	<div style="border-left: 1px dashed red; height: 100%;"></div>	$6 = \frac{2 \times s + 1 \times 10}{2 + 1}$ $\therefore 6 = \frac{2s + 10}{3}$ $\therefore 18 = 2s + 10$ $\therefore 2s = 8$ $\therefore s = 4$
---	--	--

∴ co-ordinates of point B are (-3, 4).

Ex. (3) A(15,5), B(9,20) and A-P-B. Find the ratio in which point P(11,15) divides segment AB.

Solution : Suppose, point P(11,15) divides segment AB in the ratio $m : n$

∴ by section formula,

$$x = \frac{mx_2 + nx_1}{m+n}$$

$$\therefore 11 = \frac{9m+15n}{m+n}$$

$$\therefore 11m + 11n = 9m + 15n$$

$$\therefore 2m = 4n$$

$$\therefore \frac{m}{n} = \frac{4}{2} = \frac{2}{1}$$

$$\therefore \text{The required ratio is } 2 : 1.$$

Similarly, find the ratio using y co-ordinates. Write the conclusion.

Ex. (4) Find the co-ordinates of the points of trisection of the segment joining the points A (2,-2) and B(-7,4) .

(The two points that divide the line segment in three equal parts are called as points of trisection of the segment.)

Solution : Let points P and Q be the points of trisection of the line segment joining the points A and B.

Point P and Q divide line segment AB into three parts.

$$AP = PQ = QB \dots\dots\dots (I)$$

$$\frac{AP}{PB} = \frac{AP}{PQ+QB} = \frac{AP}{AP+AP} = \frac{AP}{2AP} = \frac{1}{2} \dots\dots\dots \text{From (I)}$$

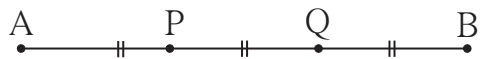


Fig. 5.18

Point P divides seg AB in the ratio 1:2.

$$x \text{ co-ordinate of point P} = \frac{1 \times (-7) + 2 \times 2}{1+2} = \frac{-7+4}{3} = \frac{-3}{3} = -1$$

$$y \text{ co-ordinate of point P} = \frac{1 \times 4 + 2 \times (-2)}{1+2} = \frac{4-4}{3} = \frac{0}{3} = 0$$

$$\text{Point Q divides seg AB in the ratio 2:1. } \therefore \frac{AQ}{QB} = \frac{2}{1}$$

$$x \text{ co-ordinate of point Q} = \frac{2 \times (-7) + 1 \times 2}{2+1} = \frac{-14+2}{3} = \frac{-12}{3} = -4$$

$$y \text{ co-ordinate of point Q} = \frac{2 \times 4 + 1 \times (-2)}{2+1} = \frac{8-2}{3} = \frac{6}{3} = 2$$

\therefore co-ordinates of points of trisection are (-1, 0) and (-4, 2).

For more information :

See how the external division of the line segment joining points A and B takes place.

Let us see how the co-ordinates of point P can be found out if P divides the line segment joining points A(-4, 6) and B(5, 10) in the ratio 3:1 externally.

$$\frac{AP}{PB} = \frac{3}{1} \text{ that is AP is larger than PB and A-B-P.}$$

$$\frac{AP}{PB} = \frac{3}{1} \text{ that is AP} = 3k, \text{BP} = k, \text{then AB} = 2k$$

$$\therefore \frac{AB}{BP} = \frac{2}{1}$$

Now point B divides seg AP in the ratio 2 : 1.

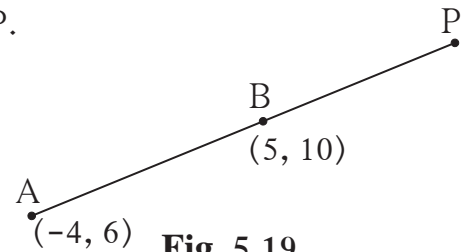


Fig. 5.19

We have learnt to find the coordinates of point P if co-ordinates of points A and B are known.

Practice set 5.2

1. Find the coordinates of point P if P divides the line segment joining the points A(-1,7) and B(4,-3) in the ratio 2 : 3.
2. In each of the following examples find the co-ordinates of point A which divides segment PQ in the ratio $a : b$.
 - (1) P(-3, 7), Q(1, -4), $a : b = 2 : 1$
 - (2) P(-2, -5), Q(4, 3), $a : b = 3 : 4$
 - (3) P(2, 6), Q(-4, 1), $a : b = 1 : 2$
3. Find the ratio in which point T(-1, 6) divides the line segment joining the points P(-3, 10) and Q(6, -8).
4. Point P is the centre of the circle and AB is a diameter . Find the coordinates of point B if coordinates of point A and P are (2, -3) and (-2, 0) respectively.
5. Find the ratio in which point P(k, 7) divides the segment joining A(8, 9) and B(1, 2). Also find k .
6. Find the coordinates of midpoint of the segment joining the points (22, 20) and (0, 16).
7. Find the centroids of the triangles whose vertices are given below.
 - (1) (-7, 6), (2, -2), (8, 5)
 - (2) (3, -5), (4, 3), (11, -4)
 - (3) (4, 7), (8, 4), (7, 11)

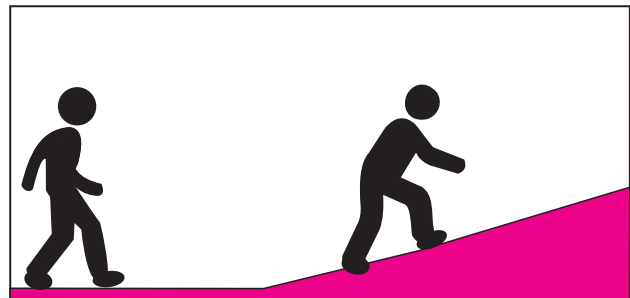
8. In $\triangle ABC$, $G(-4, -7)$ is the centroid. If $A(-14, -19)$ and $B(3, 5)$ then find the co-ordinates of C .
9. $A(h, -6)$, $B(2, 3)$ and $C(-6, k)$ are the co-ordinates of vertices of a triangle whose centroid is $G(1, 5)$. Find h and k .
10. Find the co-ordinates of the points of trisection of the line segment AB with $A(2, 7)$ and $B(-4, -8)$.
11. If $A(-14, -10)$, $B(6, -2)$ is given, find the coordinates of the points which divide segment AB into four equal parts.
12. If $A(20, 10)$, $B(0, 20)$ are given, find the coordinates of the points which divide segment AB into five congruent parts.



Let's learn.

Slope of a line

When we walk on a plane road we need not exert much effort but while climbing up a slope we need more effort. In science, we have studied that while climbing up a slope we have to work against gravitational force.



In co-ordinate geometry, slope of a line is an important concept. We will learn it through the following activity.

Activity I :

In the figure points $A(-2, -5)$, $B(0, -2)$, $C(2, 1)$, $D(4, 4)$, $E(6, 7)$ lie on line l . Observe the table which is made with the help of coordinates of these points on line l .

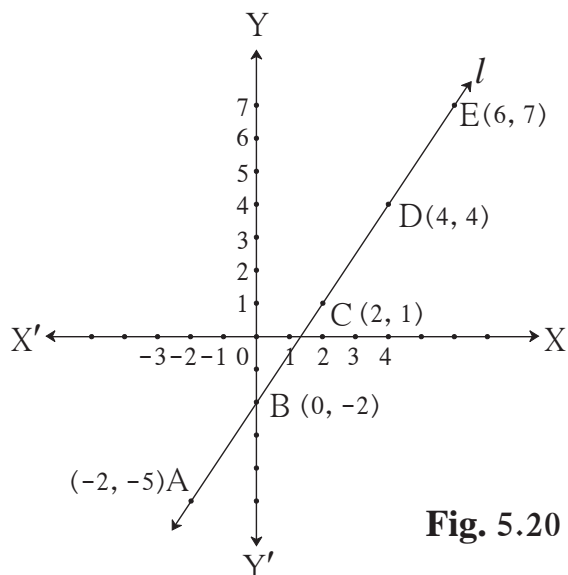


Fig. 5.20

Here $\theta = 45^\circ$.

Use slope, $m = \tan\theta$ and verify that slopes of parallel lines are equal.

Similarly taking $\theta = 30^\circ$, $\theta = 60^\circ$ verify that slopes of parallel lines are equal.



Remember this!

The slope of X- axis and of any line parallel to X- axis is zero.

The slope of Y- axis and of any line parallel to Y- axis cannot be determined.

Solved Examples

EX. (1) Find the slope of the line passing through the points A (-3, 5), and B (4, -1)

Solution : Let, $x_1 = -3$, $x_2 = 4$, $y_1 = 5$, $y_2 = -1$

$$\therefore \text{Slope of line AB} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{-1 - 5}{4 - (-3)} = \frac{-6}{7}$$

EX. (2) Show that points P(-2, 3), Q(1, 2), R(4, 1) are collinear.

Solution : P(-2, 3), Q(1, 2) and R(4, 1) are given points

$$\text{slope of line PQ} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{2 - 3}{1 - (-2)} = -\frac{1}{3}$$

$$\text{Slope of line QR} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{1 - 2}{4 - 1} = -\frac{1}{3}$$

Slope of line PQ and line QR is equal.

But point Q lies on both the lines.

\therefore Point P, Q, R are collinear.

EX. (3) If slope of the line joining points P(k, 0) and Q(-3, -2) is $\frac{2}{7}$ then find k.

Solution : P(k, 0) and Q(-3, -2)

$$\text{Slope of line PQ} = \frac{-2 - 0}{-3 - k} = \frac{-2}{-3 - k}$$

But slope of line PQ is given to be $\frac{2}{7}$.

$$\therefore \frac{-2}{-3 - k} = \frac{2}{7} \quad \therefore k = 4$$

EX. (4) If A (6, 1), B (8, 2), C (9, 4) and D (7, 3) are the vertices of \square ABCD , show that \square ABCD is a parallelogram.

Solution : You know that Slope of line = $\frac{y_2 - y_1}{x_2 - x_1}$

$$\text{Slope of line AB} = \frac{2-1}{8-6} = \frac{1}{2} \dots\dots\dots \text{(I)}$$

$$\text{Slope of line BC} = \frac{4-2}{9-8} = 2 \dots\dots\dots \text{(II)}$$

$$\text{Slope of line CD} = \frac{3-4}{7-9} = \frac{1}{2} \dots\dots\dots \text{(III)}$$

$$\text{Slope of line DA} = \frac{3-1}{7-6} = 2 \dots\dots\dots \text{(IV)}$$

Slope of line AB = Slope of line CD From (I) and (III)

\therefore line AB \parallel line CD

Slope of line BC = Slope of line DA From (II) and (IV)

\therefore line BC \parallel line DA

Both the pairs of opposite sides of the quadrilateral are parallel

\therefore \square ABCD is a parallelogram.

Practice set 5.3

1. Angles made by the line with the positive direction of X-axis are given. Find the slope of these lines.
 (1) 45° (2) 60° (3) 90°
2. Find the slopes of the lines passing through the given points.
 (1) A (2, 3) , B (4, 7) (2) P (-3, 1) , Q (5, -2)
 (3) C (5, -2) , D (7, 3) (4) L (-2, -3) , M (-6, -8)
 (5) E(-4, -2) , F (6, 3) (6) T (0, -3) , S (0, 4)
3. Determine whether the following points are collinear.
 (1) A(-1, -1), B(0, 1), C(1, 3) (2) D(-2, -3), E(1, 0), F(2, 1)
 (3) L(2, 5), M(3, 3), N(5, 1) (4) P(2, -5), Q(1, -3), R(-2, 3)
 (5) R(1, -4), S(-2, 2), T(-3, 4) (6) A(-4, 4), K(-2, $\frac{5}{2}$), N(4, -2)
4. If A (1, -1), B (0, 4), C (-5, 3) are vertices of a triangle then find the slope of each side.
5. Show that A (-4, -7), B (-1, 2), C (8, 5) and D (5, -4) are the vertices of a parallelogram.

6. Find k , if $R(1, -1)$, $S(-2, k)$ and slope of line RS is -2 .
7. Find k , if $B(k, -5)$, $C(1, 2)$ and slope of the line is 7 .
8. Find k , if $PQ \parallel RS$ and $P(2, 4)$, $Q(3, 6)$, $R(3, 1)$, $S(5, k)$.

Problem set 5

1. Fill in the blanks using correct alternatives.

(1) Seg AB is parallel to Y -axis and coordinates of point A are $(1, 3)$ then co-ordinates of point B can be

- (A) $(3, 1)$ (B) $(5, 3)$ (C) $(3, 0)$ (D) $(1, -3)$

(2) Out of the following, point lies to the right of the origin on X - axis.

- (A) $(-2, 0)$ (B) $(0, 2)$ (C) $(2, 3)$ (D) $(2, 0)$

(3) Distance of point $(-3, 4)$ from the origin is

- (A) 7 (B) 1 (C) 5 (D) -5

(4) A line makes an angle of 30° with the positive direction of X - axis. So the slope of the line is

- (A) $\frac{1}{2}$ (B) $\frac{\sqrt{3}}{2}$ (C) $\frac{1}{\sqrt{3}}$ (D) $\sqrt{3}$

2. Determine whether the given points are collinear.

(1) $A(0, 2)$, $B(1, -0.5)$, $C(2, -3)$

(2) $P(1, 2)$, $Q(2, \frac{8}{5})$, $R(3, \frac{6}{5})$

(3) $L(1, 2)$, $M(5, 3)$, $N(8, 6)$

3. Find the coordinates of the midpoint of the line segment joining $P(0, 6)$ and $Q(12, 20)$.

4. Find the ratio in which the line segment joining the points $A(3, 8)$ and $B(-9, 3)$ is divided by the Y - axis.

5. Find the point on X -axis which is equidistant from $P(2, -5)$ and $Q(-2, 9)$.

6. Find the distances between the following points.

- (i) $A(a, 0)$, $B(0, a)$ (ii) $P(-6, -3)$, $Q(-1, 9)$ (iii) $R(-3a, a)$, $S(a, -2a)$

7. Find the coordinates of the circumcentre of a triangle whose vertices are $(-3, 1)$, $(0, -2)$ and $(1, 3)$

8. In the following examples, can the segment joining the given points form a triangle ? If triangle is formed, state the type of the triangle considering sides of the triangle.

(1) $L(6,4)$, $M(-5,-3)$, $N(-6,8)$

(2) $P(-2,-6)$, $Q(-4,-2)$, $R(-5,0)$

(3) $A(\sqrt{2} , \sqrt{2})$, $B(-\sqrt{2} , -\sqrt{2})$, $C(-\sqrt{6} , \sqrt{6})$

9. Find k if the line passing through points $P(-12,-3)$ and $Q(4, k)$ has slope $\frac{1}{2}$.

10. Show that the line joining the points $A(4, 8)$ and $B(5, 5)$ is parallel to the line joining the points $C(2,4)$ and $D(1,7)$.

11. Show that points $P(1,-2)$, $Q(5,2)$, $R(3,-1)$, $S(-1,-5)$ are the vertices of a parallelogram

12. Show that the \square PQRS formed by $P(2,1)$, $Q(-1,3)$, $R(-5,-3)$ and $S(-2,-5)$ is a rectangle

13. Find the lengths of the medians of a triangle whose vertices are $A(-1, 1)$, $B(5, -3)$ and $C(3, 5)$.

14*. Find the coordinates of centroid of the triangles if points $D(-7, 6)$, $E(8, 5)$ and $F(2, -2)$ are the mid points of the sides of that triangle.

15. Show that $A(4, -1)$, $B(6, 0)$, $C(7, -2)$ and $D(5, -3)$ are vertices of a square.

16. Find the coordinates of circumcentre and radius of circumcircle of ΔABC if $A(7, 1)$, $B(3, 5)$ and $C(2, 0)$ are given.

17. Given $A(4,-3)$, $B(8,5)$. Find the coordinates of the point that divides segment AB in the ratio $3:1$.

18*. Find the type of the quadrilateral if points $A(-4, -2)$, $B(-3, -7)$ $C(3, -2)$ and $D(2, 3)$ are joined serially.

19*. The line segment AB is divided into five congruent parts at P , Q , R and S such that $A-P-Q-R-S-B$. If point $Q(12, 14)$ and $S(4, 18)$ are given find the coordinates of A , P , R , B .

20. Find the coordinates of the centre of the circle passing through the points $P(6,-6)$, $Q(3,-7)$ and $R(3,3)$.

21*. Find the possible pairs of coordinates of the fourth vertex D of the parallelogram, if three of its vertices are $A(5,6)$, $B(1,-2)$ and $C(3,-2)$.

22. Find the slope of the diagonals of a quadrilateral with vertices $A(1,7)$, $B(6,3)$, $C(0,-3)$ and $D(-3,3)$.



6

Trigonometry



Let's study.

- Trigonometric ratios
- Trigonometric identities
- Angle of elevation and angle of depression
- Problems based on heights and distances



Let's recall.

1. Fill in the blanks with reference to figure 6.1 .

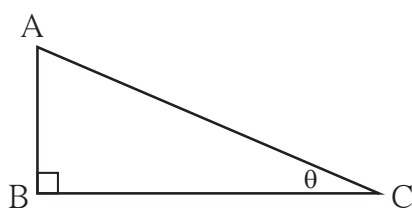


Fig. 6.1

$$\sin \theta = \frac{\boxed{}}{\boxed{}}, \quad \cos \theta = \frac{\boxed{}}{\boxed{}},$$

$$\tan \theta = \frac{\boxed{}}{\boxed{}}$$

2. Complete the relations in ratios given below .

(i) $\frac{\sin \theta}{\cos \theta} = \boxed{}$

(ii) $\sin \theta = \cos (90 - \boxed{})$

(iii) $\cos \theta = \sin (90 - \boxed{})$

(iv) $\tan \theta \times \tan (90 - \theta) = \boxed{}$

3. Complete the equation.

$\sin^2 \theta + \cos^2 \theta = \boxed{}$

4. Write the values of the following trigonometric ratios.

(i) $\sin 30^\circ = \frac{1}{\boxed{}}$ (ii) $\cos 30^\circ = \frac{\boxed{}}{\boxed{}}$ (iii) $\tan 30^\circ = \frac{\boxed{}}{\boxed{}}$

(iv) $\sin 60^\circ = \frac{\boxed{}}{\boxed{}}$ (v) $\cos 45^\circ = \frac{\boxed{}}{\boxed{}}$ (vi) $\tan 45^\circ = \boxed{}$

In std IX, we have studied some trigonometric ratios of some acute angles.

Now we are going to study some more trigonometric ratios of acute angles.



Let's learn.

cosec, sec and cot ratios

Multiplicative inverse or the reciprocal of sine ratio is called cosecant ratio. It is written in brief as cosec. $\therefore \text{cosec}\theta = \frac{1}{\sin\theta}$

Similarly, multiplicative inverses or reciprocals of cosine and tangent ratios are called “secant” and “cotangent” ratios respectively. They are written in brief as sec and cot.

$$\therefore \text{sec}\theta = \frac{1}{\cos\theta} \text{ and } \text{cot}\theta = \frac{1}{\tan\theta}$$

In figure 6.2,

$$\sin\theta = \frac{AB}{AC}$$

$$\therefore \text{cosec}\theta = \frac{1}{\sin\theta}$$

$$= \frac{1}{\frac{AB}{AC}}$$
$$= \frac{AC}{AB}$$

It means,

$$\text{cosec}\theta = \frac{\text{hypotenuse}}{\text{opposite side}}$$

$$\tan\theta = \frac{AB}{BC}$$

$$\therefore \text{cot}\theta = \frac{1}{\tan\theta}$$

$$= \frac{1}{\frac{AB}{BC}}$$

$$\text{cot}\theta = \frac{BC}{AB} = \frac{\text{adjacent side}}{\text{opposite side}}$$

$$\cos\theta = \frac{BC}{AC}$$

$$\text{sec}\theta = \frac{1}{\cos\theta}$$

$$= \frac{1}{\frac{BC}{AC}}$$
$$= \frac{AC}{BC}$$

It means,

$$\text{sec}\theta = \frac{\text{hypotenuse}}{\text{adjacent side}}$$

You know that,

$$\tan\theta = \frac{\sin\theta}{\cos\theta}$$

$$\therefore \text{cot}\theta = \frac{1}{\tan\theta}$$

$$= \frac{1}{\frac{\sin\theta}{\cos\theta}}$$

$$= \frac{\cos\theta}{\sin\theta}$$

$$\therefore \text{cot}\theta = \frac{\cos\theta}{\sin\theta}$$

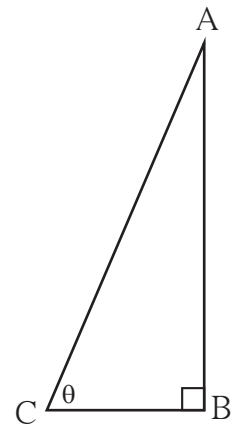


Fig. 6.2



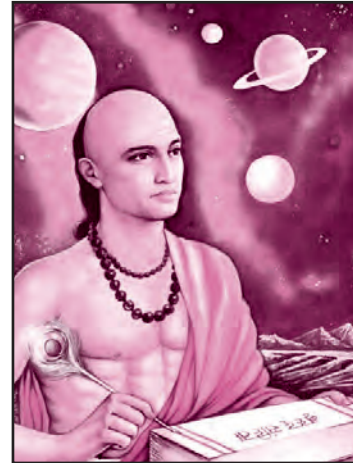
Remember this!

The relation between the trigonometric ratios, according to the definitions of cosec, sec and cot ratios

- $\frac{1}{\sin \theta} = \operatorname{cosec} \theta \quad \therefore \sin \theta \times \operatorname{cosec} \theta = 1$
- $\frac{1}{\cos \theta} = \sec \theta \quad \therefore \cos \theta \times \sec \theta = 1$
- $\frac{1}{\tan \theta} = \cot \theta \quad \therefore \tan \theta \times \cot \theta = 1$

For more information :

The great Indian mathematician Aryabhata was born in 476 A.D. in Kusumpur which was near Patna in Bihar. He has done important work in Arithmetic, Algebra and Geometry. In the book 'Aryabhatiya' he has written many mathematical formulae. For example,



- (1) In an Arithmetic Progression, formulae for n^{th} term and the sum of first n terms.
- (2) The formula to approximate $\sqrt{2}$
- (3) The correct value of π upto four decimals, $\pi = 3.1416$.

In the study of Astronomy he used trigonometry and the sine ratio of an angle for the first time.

Comparing with the mathematics in the rest of the world at that time, his work was great and was studied all over India and was carried to Europe through Middle East.

Most observers at that time believed that the earth is immovable and the Sun, the Moon and stars move around the earth. But Aryabhata noted that when we travel in a boat on the river, objects like trees, houses on the bank appear to move in the opposite direction. 'Similarly', he said 'the Sun, Moon and the stars are observed by people on the earth to be moving in the opposite direction while in reality the Earth moves !'

On 19 April 1975, India sent the first satellite in the space and it was named 'Aryabhata' to commemorate the great Mathematician of India.

* The table of the values of trigonometric ratios of angles $0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° .

Trigonometric ratio	Angle (θ)				
	0°	30°	45°	60°	90°
$\sin \theta$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$\cos \theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$\tan \theta$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Not defined
$\operatorname{cosec} \theta$ $= \frac{1}{\sin \theta}$	Not defined	2	$\sqrt{2}$	$\frac{2}{\sqrt{3}}$	1
$\sec \theta$ $= \frac{1}{\cos \theta}$	1	$\frac{2}{\sqrt{3}}$	$\sqrt{2}$	2	Not defined
$\cot \theta$ $= \frac{1}{\tan \theta}$	Not defined	$\sqrt{3}$	1	$\frac{1}{\sqrt{3}}$	0



Let's learn.

Trigonometric identities

In the figure 6.3, ΔABC is a right angled triangle, $\angle B = 90^\circ$

(i) $\sin \theta = \frac{BC}{AC}$

(ii) $\cos \theta = \frac{AB}{AC}$

(iii) $\tan \theta = \frac{BC}{AB}$

(iv) $\operatorname{cosec} \theta = \frac{AC}{BC}$

(v) $\sec \theta = \frac{AC}{AB}$

(vi) $\cot \theta = \frac{AB}{BC}$

By Pythagoras theorem,

$$BC^2 + AB^2 = AC^2 \dots\dots(I)$$

Dividing both the sides of (1) by AC^2

$$\frac{BC^2 + AB^2}{AC^2} = \frac{AC^2}{AC^2}$$

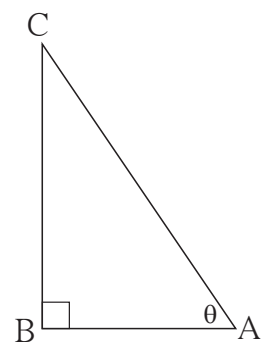


Fig. 6.3

$$\therefore \frac{BC^2}{AC^2} + \frac{AB^2}{AC^2} = 1$$

$$\therefore \left(\frac{BC}{AC}\right)^2 + \left(\frac{AB}{AC}\right)^2 = 1$$

$\therefore (\sin\theta)^2 + (\cos\theta)^2 = 1$ [(sinθ)² is written as sin²θ and (cosθ)² is written as cos²θ.]

$$\sin^2\theta + \cos^2\theta = 1 \dots\dots\dots (II)$$

Now dividing both the sides of equation (II) by sin²θ

$$\frac{\sin^2\theta}{\sin^2\theta} + \frac{\cos^2\theta}{\sin^2\theta} = \frac{1}{\sin^2\theta}$$

$$1 + \cot^2\theta = \operatorname{cosec}^2\theta \dots\dots\dots (III)$$

Dividing both the sides of equation (II) by cos²θ

$$\frac{\sin^2\theta}{\cos^2\theta} + \frac{\cos^2\theta}{\cos^2\theta} = \frac{1}{\cos^2\theta}$$

$$\tan^2\theta + 1 = \sec^2\theta$$

$$1 + \tan^2\theta = \sec^2\theta \dots\dots\dots (IV)$$

Relations (II),(III), and (IV) are fundamental trigonometric identities.

Solved Examples

Ex. (1) If $\sin\theta = \frac{20}{29}$ then find $\cos\theta$

Solution : **Method I**

We have

$$\sin^2\theta + \cos^2\theta = 1$$

$$\left(\frac{20}{29}\right)^2 + \cos^2\theta = 1$$

$$\frac{400}{841} + \cos^2\theta = 1$$

$$\cos^2\theta = 1 - \frac{400}{841}$$

$$= \frac{441}{841}$$

Taking square root of both sides.

$$\cos\theta = \frac{21}{29}$$

Method II

$$\sin\theta = \frac{20}{29}$$

from figure, $\sin\theta = \frac{AB}{AC}$

$$\therefore AB = 20k \text{ and } AC = 29k$$

Let $BC = x$.

According to Pythagoras theorem,

$$AB^2 + BC^2 = AC^2$$

$$(20k)^2 + x^2 = (29k)^2$$

$$400k^2 + x^2 = 841k^2$$

$$x^2 = 841k^2 - 400k^2$$

$$= 441k^2$$

$$\therefore x = 21k$$

$$\therefore \cos\theta = \frac{BC}{AC} = \frac{21k}{29k} = \frac{21}{29}$$

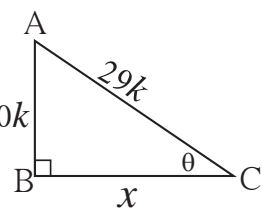


Fig. 6.4

Ex. (4) $\cos\theta = \frac{\sqrt{3}}{2}$ then find the value of $\frac{1-\sec\theta}{1+\operatorname{cosec}\theta}$.

Solution : Method I

$$\cos\theta = \frac{\sqrt{3}}{2} \quad \therefore \sec\theta = \frac{2}{\sqrt{3}}$$

$$\sin^2\theta + \cos^2\theta = 1$$

$$\therefore \sin^2\theta + \left(\frac{\sqrt{3}}{2}\right)^2 = 1$$

$$\therefore \sin^2\theta = 1 - \frac{3}{4} = \frac{1}{4}$$

$$\therefore \sin\theta = \frac{1}{2} \quad \therefore \operatorname{cosec}\theta = 2$$

$$\begin{aligned} \therefore \frac{1-\sec\theta}{1+\operatorname{cosec}\theta} &= \frac{1-\frac{2}{\sqrt{3}}}{1+2} \\ &= \frac{\sqrt{3}-2}{\sqrt{3}} \\ &= \frac{\sqrt{3}-2}{3\sqrt{3}} \end{aligned}$$

Method II

$$\cos\theta = \frac{\sqrt{3}}{2}$$

we know that, $\cos 30^\circ = \frac{\sqrt{3}}{2}$.

$$\therefore \theta = 30^\circ$$

$$\therefore \sec\theta = \sec 30^\circ = \frac{2}{\sqrt{3}}$$

$$\operatorname{cosec}\theta = \operatorname{cosec} 30^\circ = 2$$

$$\begin{aligned} \therefore \frac{1-\sec\theta}{1+\operatorname{cosec}\theta} &= \frac{1-\frac{2}{\sqrt{3}}}{1+2} \\ &= \frac{\sqrt{3}-2}{\sqrt{3}} \\ &= \frac{\sqrt{3}-2}{3\sqrt{3}} \end{aligned}$$

Ex. (5) Show that $\sec x + \tan x = \sqrt{\frac{1+\sin x}{1-\sin x}}$

Solution : $\sec x + \tan x = \frac{1}{\cos x} + \frac{\sin x}{\cos x}$

$$= \frac{1+\sin x}{\cos x}$$

$$= \sqrt{\frac{(1+\sin x)^2}{\cos^2 x}}$$

$$= \sqrt{\frac{(1+\sin x)(1+\sin x)}{1-\sin^2 x}}$$

$$= \sqrt{\frac{(1+\sin x)(1+\sin x)}{(1-\sin x)(1+\sin x)}}$$

$$= \sqrt{\frac{1+\sin x}{1-\sin x}}$$



Ex. (6) Eliminate θ from given equations.

$$x = a \cot \theta - b \operatorname{cosec} \theta$$

$$y = a \cot \theta + b \operatorname{cosec} \theta$$

Solution : $x = a \cot \theta - b \operatorname{cosec} \theta$ (I)

$$y = a \cot \theta + b \operatorname{cosec} \theta$$
 (II)

Adding equations (I) and (II).

$$x + y = 2a \cot \theta$$

$$\therefore \cot \theta = \frac{x + y}{2a}$$
 (III)

Subtracting equation (II) from (I) ,

$$y - x = 2b \operatorname{cosec} \theta$$

$$\therefore \operatorname{cosec} \theta = \frac{y - x}{2b}$$
 (IV)

$$\text{Now, } \operatorname{cosec}^2 \theta - \cot^2 \theta = 1$$

$$\therefore \left(\frac{y - x}{2b} \right)^2 - \left(\frac{y + x}{2a} \right)^2 = 1$$

$$\therefore \frac{(y - x)^2}{4b^2} - \frac{(y + x)^2}{4a^2} = 1$$

$$\text{or } \left(\frac{y - x}{b} \right)^2 - \left(\frac{y + x}{a} \right)^2 = 4$$

Practice set 6.1

1. If $\sin \theta = \frac{7}{25}$, find the values of $\cos \theta$ and $\tan \theta$.
2. If $\tan \theta = \frac{3}{4}$, find the values of $\sec \theta$ and $\cos \theta$.
3. If $\cot \theta = \frac{40}{9}$, find the values of $\operatorname{cosec} \theta$ and $\sin \theta$.
4. If $5 \sec \theta - 12 \operatorname{cosec} \theta = 0$, find the values of $\sec \theta$, $\cos \theta$ and $\sin \theta$.
5. If $\tan \theta = 1$ then, find the values of $\frac{\sin \theta + \cos \theta}{\sec \theta + \operatorname{cosec} \theta}$.
6. Prove that:
 - (1) $\frac{\sin^2 \theta}{\cos \theta} + \cos \theta = \sec \theta$
 - (2) $\cos^2 \theta (1 + \tan^2 \theta) = 1$

$$(3) \sqrt{\frac{1-\sin\theta}{1+\sin\theta}} = \sec\theta - \tan\theta$$

$$(4) (\sec\theta - \cos\theta)(\cot\theta + \tan\theta) = \tan\theta \sec\theta$$

$$(5) \cot\theta + \tan\theta = \operatorname{cosec}\theta \sec\theta$$

$$(6) \frac{1}{\sec\theta - \tan\theta} = \sec\theta + \tan\theta$$

$$(7) \sin^4\theta - \cos^4\theta = 1 - 2\cos^2\theta$$

$$(8) \sec\theta + \tan\theta = \frac{\cos\theta}{1-\sin\theta}$$

$$(9) \text{ If } \tan\theta + \frac{1}{\tan\theta} = 2, \text{ then show that } \tan^2\theta + \frac{1}{\tan^2\theta} = 2$$

$$(10) \frac{\tan A}{(1+\tan^2 A)^2} + \frac{\cot A}{(1+\cot^2 A)^2} = \sin A \cos A$$

$$(11) \sec^4 A (1 - \sin^4 A) - 2\tan^2 A = 1$$

$$(12) \frac{\tan\theta}{\sec\theta - 1} = \frac{\tan\theta + \sec\theta + 1}{\tan\theta + \sec\theta - 1}$$



Let's learn.

Application of trigonometry

Many times we need to know the height of a tower, building, tree or distance of a ship from the lighthouse or width of a river etc.

We cannot measure them actually but we can find them with the help of trigonometric ratios.

For the purpose of computation, we draw a rough sketch to show the given information. 'Trees', 'hills' or 'towers' are vertical objects, so we shall represent them in the figure by segments which are perpendicular to the ground. We will not consider height of the observer and we shall normally regard observer's line of vision to be parallel to the horizontal level.

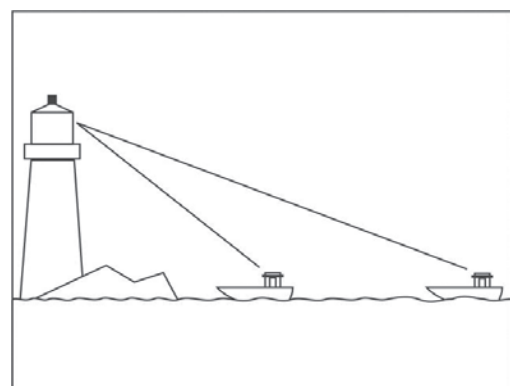


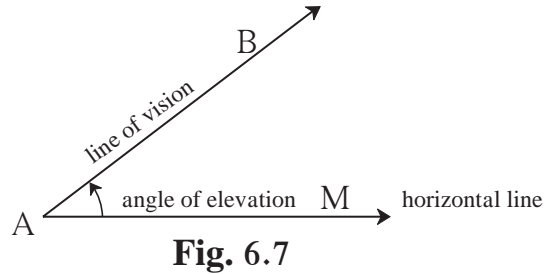
Fig. 6.6

Let us study a few related terms.

(i) **Line of vision** : If the observer is standing at the location 'A', looking at an object 'B' then the line AB is called line of the vision.

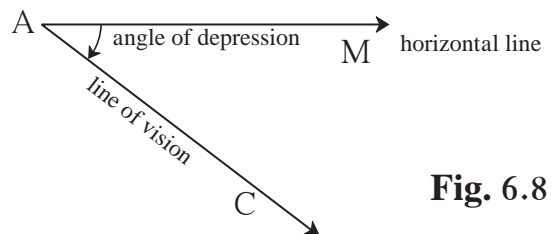
(ii) **Angle of elevation** :

If an observer at A, observes the point B which is at a level higher than A and AM is the horizontal line, then $\angle BAM$ is called the angle of elevation.



(iii) **Angle of depression** :

If an observer at A, observes the point C which is at a level lower than A and AM is the horizontal line, the $\angle MAC$ is called the angle of depression.



When we see above the horizontal line, the angle formed is the angle of elevation. When we see below the horizontal line, the angle formed is the angle of depression.

Solved Examples

Ex. (1) An observer at a distance of 10 m from a tree looks at the top of the tree, the angle of elevation is 60° . What is the height of the tree ? ($\sqrt{3} = 1.73$)

Solution : In figure 6.9, $AB = h =$ height of the tree.

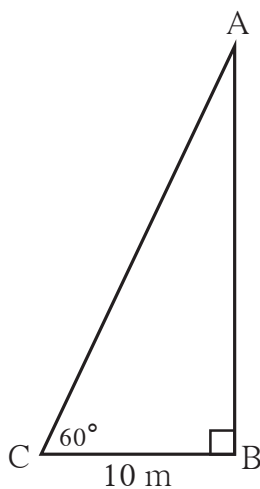


Fig. 6.9

$BC = 10$ m, distance of the observer from the tree .

Angle of elevation (θ) = $\angle BCA = 60^\circ$

from figure, $\tan\theta = \frac{AB}{BC}$ (I)

$\tan 60^\circ = \sqrt{3}$ (II)

$\therefore \frac{AB}{BC} = \sqrt{3}$ from equation (I) and (II)

$\therefore AB = BC \sqrt{3} = 10\sqrt{3}$

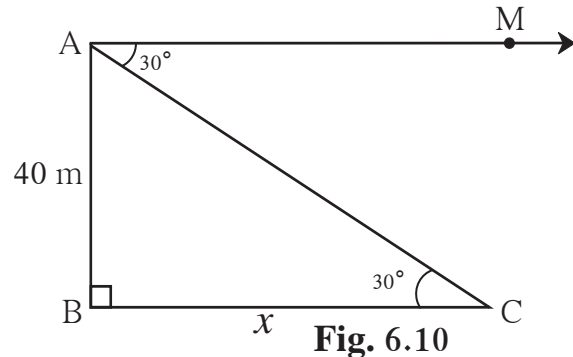
$\therefore AB = 10 \times 1.73 = 17.3$ m

\therefore height of the tree is 17.3m.

Ex. (2) From the top of a building, an observer is looking at a scooter parked at some distance away, makes an angle of depression of 30° . If the height of the building is 40m, find how far the scooter is from the building. ($\sqrt{3} = 1.73$)

Solution: In the figure 6.10, AB is the building. A scooter is at C which is 'x' m away from the building.

In figure, 'A' is the position of the observer.



AM is the horizontal line and $\angle MAC$ is the angle of depression.

$\angle MAC$ and $\angle ACB$ are alternate angles.

$$\text{from fig, } \tan 30^\circ = \frac{AB}{BC}$$

$$\therefore \frac{1}{\sqrt{3}} = \frac{40}{x}$$

$$\begin{aligned} \therefore x &= 40\sqrt{3} \\ &= 40 \times 1.73 \\ &= 69.20 \text{ m.} \end{aligned}$$

\therefore the scooter is 69.20 m. away from the building.

Ex. (3) To find the width of the river, a man observes the top of a tower on the opposite bank making an angle of elevation of 61° . When he moves 50m backward from bank and observes the same top of the tower, his line of vision makes an angle of elevation of 35° . Find the height of the tower and width of the river. ($\tan 61^\circ = 1.8$, $\tan 35^\circ = 0.7$)

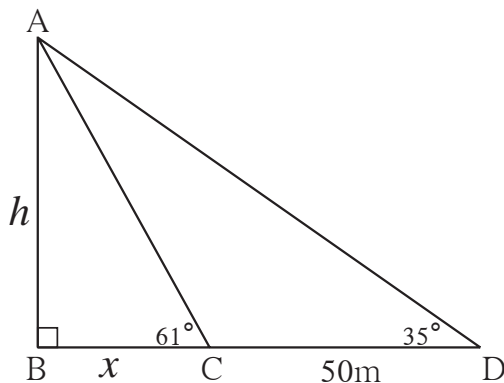


Fig. 6.11

Solution : seg AB shows the tower on the opposite bank. 'A' is the top of the tower and seg BC shows the width of the river. Let 'h' be the height of the tower and 'x' be the width of the river.

$$\text{from figure, } \tan 61^\circ = \frac{h}{x}$$

$$\therefore 1.8 = \frac{h}{x}$$

$$h = 1.8 \times x$$

$$10h = 18x \dots\dots\dots \text{(I)} \dots\dots \text{multiplying by 10}$$

In right angled ΔABD ,

$$\tan 35 = \frac{h}{x + 50}$$

$$0.7 = \frac{h}{x + 50}$$

$$\therefore h = 0.7(x + 50)$$

$$\therefore 10h = 7(x + 50) \dots\dots\dots \text{(II)}$$

\therefore from equations (I) and (II) ,

$$18x = 7(x + 50)$$

$$\therefore 18x = 7x + 350$$

$$\therefore 11x = 350$$

$$\therefore x = \frac{350}{11} = 31.82$$

$$\text{Now, } h = 1.8x = 1.8 \times 31.82$$

$$= 57.28 \text{ m.}$$

\therefore width of the river = 31.82 m and height of tower = 57.28 m

Ex. (4) Roshani saw an eagle on the top of a tree at an angle of elevation of 61° , while she was standing at the door of her house. She went on the terrace of the house so that she could see it clearly. The terrace was at a height of 4m. While observing the eagle from there the angle of elevation was 52° . At what height from the ground was the eagle ?
(Find the answer correct upto nearest integer)

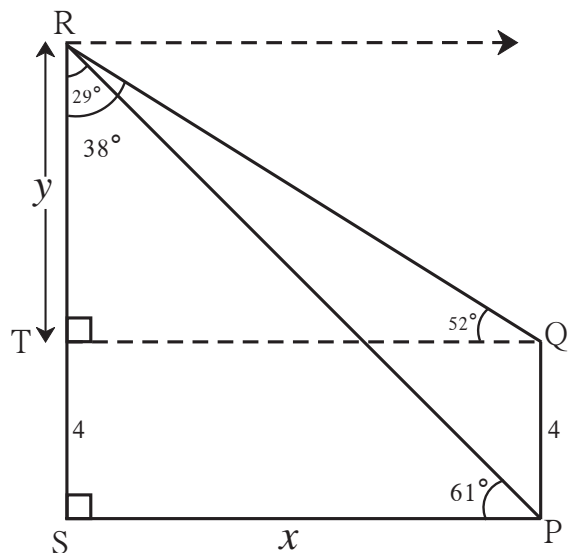


Fig. 6.12

$$(\tan 61^\circ = 1.80, \tan 52^\circ = 1.28, \tan 29^\circ = 0.55, \tan 38^\circ = 0.78)$$

Solution : In figure 6.12, PQ is the house and SR is the tree. The eagle is at R.

Draw seg QT \perp seg RS.

\therefore \square TSPQ is a rectangle.

Let SP = x and TR = y

Now in Δ RSP, \angle PRS = $90^\circ - 61^\circ = 29^\circ$

and in Δ RTQ, \angle QRT = $90^\circ - 52^\circ = 38^\circ$

$$\therefore \tan \angle PRS = \tan 29^\circ = \frac{SP}{RS}$$

$$\therefore 0.55 = \frac{x}{y+4}$$

$$\therefore x = 0.55(y + 4) \dots\dots\dots (I)$$

Similarly, $\tan \angle QRT = \frac{TQ}{RT}$

$$\therefore \tan 38^\circ = \frac{x}{y} \dots\dots\dots [\because SP = TQ = x]$$

$$\therefore 0.78 = \frac{x}{y}$$

$$\therefore x = 0.78y \dots\dots\dots (II)$$

$$\therefore 0.78y = 0.55(y + 4) \dots\dots\dots \text{from (I) and (II)}$$

$$\therefore 78y = 55(y + 4)$$

$$\therefore 78y = 55y + 220$$

$$\therefore 23y = 220$$

$$\therefore y = 9.565 = 10 \text{ (upto nearest integer)}$$

$$\therefore RS = y + 4 = 10 + 4 = 14$$

\therefore the eagle was at a height of 14 metre from the ground.

Ex. (5) A tree was broken due to storm. Its broken upper part was so inclined that its top touched the ground making an angle of 30° with the ground. The distance from the foot of the tree and the point where the top touched the ground was 10 metre. What was the height of the tree.

Solution: As shown in figure 6.13, suppose AB is the tree. It was broken at 'C' and its top touched at 'D'.

$\angle CDB = 30^\circ$, $BD = 10$ m, $BC = x$ m

$CA = CD = y$ m

In right angled $\triangle CDB$,

$$\tan 30^\circ = \frac{BC}{BD}$$

$$\frac{1}{\sqrt{3}} = \frac{x}{10}$$

$$x = \frac{10}{\sqrt{3}}$$

$$y = \frac{20}{\sqrt{3}}$$

$$x + y = \frac{10}{\sqrt{3}} + \frac{20}{\sqrt{3}}$$

$$= \frac{30}{\sqrt{3}}$$

$$x + y = 10\sqrt{3}$$

\therefore height of the tree was $10\sqrt{3}$ m.

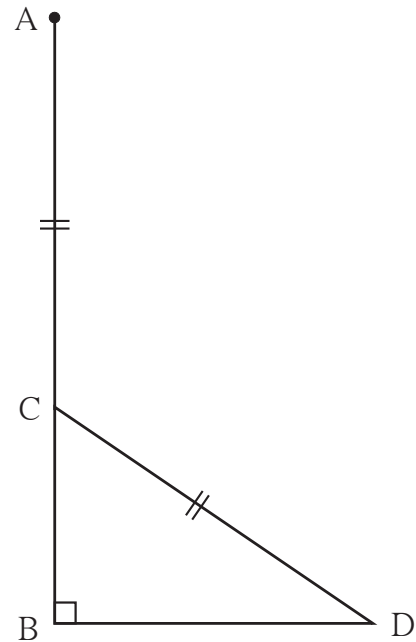


Fig. 6.13

Practice set 6.2

1. A person is standing at a distance of 80m from a church looking at its top. The angle of elevation is of 45° . Find the height of the church.
2. From the top of a lighthouse, an observer looking at a ship makes angle of depression of 60° . If the height of the lighthouse is 90 metre, then find how far the ship is from the lighthouse. ($\sqrt{3} = 1.73$)
3. Two buildings are facing each other on a road of width 12 metre. From the top of the first building, which is 10 metre high, the angle of elevation of the top of the second is found to be 60° . What is the height of the second building?
4. Two poles of heights 18 metre and 7 metre are erected on a ground. The length of the wire fastened at their tops is 22 metre. Find the angle made by the wire with the horizontal.
5. A storm broke a tree and the treetop rested 20 m from the base of the tree, making an angle of 60° with the horizontal. Find the height of the tree.
6. A kite is flying at a height of 60 m above the ground. The string attached to the kite is tied at the ground. It makes an angle of 60° with the ground. Assuming that the string is straight, find the length of the string. ($\sqrt{3} = 1.73$)

Problem set 6

1. Choose the correct alternative answer for the following questions.

(1) $\sin\theta \operatorname{cosec}\theta = ?$

- (A) 1 (B) 0 (C) $\frac{1}{2}$ (D) $\sqrt{2}$

(2) $\operatorname{cosec}45^\circ = ?$

- (A) $\frac{1}{\sqrt{2}}$ (B) $\sqrt{2}$ (C) $\frac{\sqrt{3}}{2}$ (D) $\frac{2}{\sqrt{3}}$

(3) $1 + \tan^2\theta = ?$

- (A) $\cot^2\theta$ (B) $\operatorname{cosec}^2\theta$ (C) $\sec^2\theta$ (D) $\tan^2\theta$

(4) When we see at a higher level , from the horizontal line, angle formed is.....

- (A) angle of elevation. (B) angle of depression.
(C) 0 (D) straight angle.

2. If $\sin\theta = \frac{11}{61}$, find the values of $\cos\theta$ using trigonometric identity.

3. If $\tan\theta = 2$, find the values of other trigonometric ratios.

4. If $\sec\theta = \frac{13}{12}$, find the values of other trigonometric ratios.

5. Prove the following.

(1) $\sec\theta (1 - \sin\theta) (\sec\theta + \tan\theta) = 1$

(2) $(\sec\theta + \tan\theta) (1 - \sin\theta) = \cos\theta$

(3) $\sec^2\theta + \operatorname{cosec}^2\theta = \sec^2\theta \times \operatorname{cosec}^2\theta$

(4) $\cot^2\theta - \tan^2\theta = \operatorname{cosec}^2\theta - \sec^2\theta$

(5) $\tan^4\theta + \tan^2\theta = \sec^4\theta - \sec^2\theta$

(6) $\frac{1}{1-\sin\theta} + \frac{1}{1+\sin\theta} = 2 \sec^2\theta$

(7) $\sec^6x - \tan^6x = 1 + 3\sec^2x \times \tan^2x$

(8) $\frac{\tan\theta}{\sec\theta+1} = \frac{\sec\theta-1}{\tan\theta}$

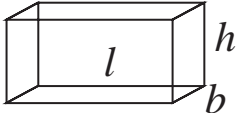
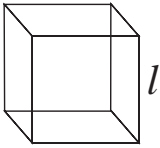
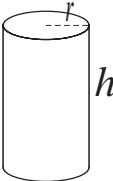
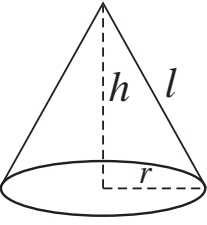
(9) $\frac{\tan^3\theta-1}{\tan\theta-1} = \sec^2\theta + \tan\theta$

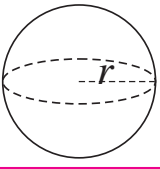
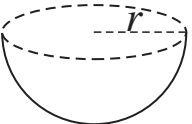
**Let's study.**

- Mixed examples on surface area and volume of different solid figures
- Arc of circle - length of arc
- Area of a sector
- Area of segment of a circle

**Let's recall.**

Last year we have studied surface area and volume of some three dimensional figures. Let us recall the formulae to find the surface areas and volumes.

No.	Three dimensional figure	Formulae
1 .	Cuboid 	Lateral surface area = $2h(l + b)$ Total surface area = $2(lb + bh + hl)$ Volume = lbh
2 .	Cube 	Lateral surface area = $4l^2$ Total surface area = $6l^2$ Volume = l^3
3 .	Cylinder 	Curved surface area = $2\pi rh$ Total surface area = $2\pi r(r + h)$ Volume = $\pi r^2 h$
4 .	Cone 	Slant height (l) = $\sqrt{h^2 + r^2}$ Curved surface area = πrl Total surface area = $\pi r(r + l)$ Volume = $\frac{1}{3} \times \pi r^2 h$

No.	Three dimensional figure	Formulae
5.	Sphere 	Surface area = $4\pi r^2$ Volume = $\frac{4}{3}\pi r^3$
6.	Hemisphere 	Curved surface area = $2\pi r^2$ Total surface area of a solid hemisphere = $3\pi r^2$ Volume = $\frac{2}{3}\pi r^3$

Solve the following examples

Ex. (1)

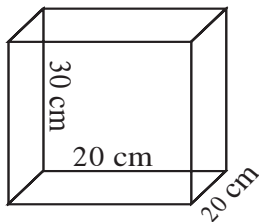


Fig 7.1

The length, breadth and height of an oil can are 20 cm, 20 cm and 30 cm respectively as shown in the adjacent figure.

How much oil will it contain ?

(1 litre = 1000 cm³)

Ex. (2)

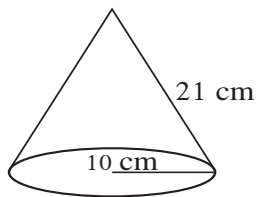


Fig 7.2

The adjoining figure shows the measures of a Joker's cap. How much cloth is needed to make such a cap ?



Let's think.

As shown in the adjacent figure, a sphere is placed in a cylinder. It touches the top, bottom and the curved surface of the cylinder. If radius of the base of the cylinder is 'r',

- (1) What is the ratio of the radii of the sphere and the cylinder ?
- (2) What is the ratio of the curved surface area of the cylinder and the surface area of the sphere ?
- (3) What is the ratio of the volumes of the cylinder and the sphere ?

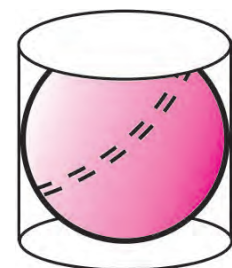


Fig. 7.3

Activity :

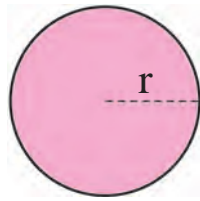


Fig. 7.4

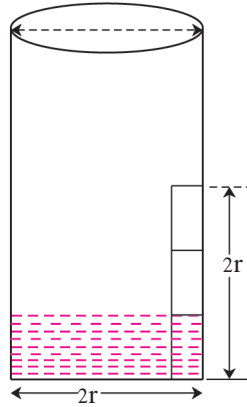


Fig. 7.5

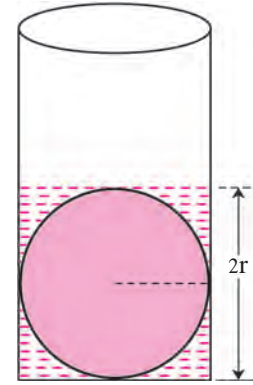


Fig. 7.6

As shown in the above figures, take a ball and a beaker of the same radius as that of the ball. Cut a strip of paper of length equal to the diameter of the beaker. Draw two lines on the strip dividing it into three equal parts. Stick it on the beaker straight up from the bottom. Fill water in the beaker upto the first mark of the strip from the bottom. Push the ball in the beaker slowly so that it touches its bottom. Observe how much the water level rises.

You will notice that the water level has risen exactly upto the total height of the strip. Try to understand how we get the formula for the volume of a the sphere. The shape of the beaker is cylindrical.

Therefore, the volume of the part of the beaker upto height $2r$ can be obtained by the formula of volume of a cylinder. Let us assume that the volume is V .

$$\therefore V = \pi r^2 h = \pi \times r^2 \times 2r = 2\pi r^3 \quad (\because h = 2r)$$

But $V =$ volume of the ball + volume of the water which was already in the beaker.

$$= \text{volume of the ball} + \frac{1}{3} \times 2\pi r^3$$

$$\therefore \text{volume of the ball} = V - \frac{1}{3} \times 2\pi r^3$$

$$= 2\pi r^3 - \frac{2}{3} \pi r^3$$

$$= \frac{6\pi r^3 - 2\pi r^3}{3} = \frac{4\pi r^3}{3}$$

Hence we get the formula of the volume of a sphere as $V = \frac{4}{3} \pi r^3$

(Now you can find the answer of the question number 3 relating to figure 7.3)

Solved Examples

Ex. (1) The radius and height of a cylindrical water reservoir is 2.8 m and 3.5 m respectively. How much maximum water can the tank hold ? A person needs 70 litre of water per day. For how many persons is the water sufficient for a day ? ($\pi = \frac{22}{7}$)

Solution : (r) = 2.8 m, (h) = 3.5 m, $\pi = \frac{22}{7}$

$$\begin{aligned} \text{Capacity of the water reservoir} &= \text{Volume of the cylindrical reservoir} \\ &= \pi r^2 h \\ &= \frac{22}{7} \times 2.8 \times 2.8 \times 3.5 \\ &= 86.24 \text{ m}^3 \\ &= 86.24 \times 1000 \quad (\because 1 \text{ m}^3 = 1000 \text{ litre}) \\ &= 86240.00 \text{ litre.} \end{aligned}$$

\therefore the reservoir can hold 86240 litre of water.

The daily requirement of water of a person is 70 litre.

\therefore water in the tank is sufficient for $\frac{86240}{70} = 1232$ persons.

Ex. (2) How many solid cylinders of radius 10 cm and height 6 cm can be made by melting a solid sphere of radius 30 cm ?

Solution : Radius of a sphere, r = 30 cm

Radius of the cylinder, R = 10 cm

Height of the cylinder, H = 6 cm

Let the number of cylinders be n.

Volume of the sphere = n \times volume of a cylinder

$$\begin{aligned} \therefore n &= \frac{\text{Volume of the sphere}}{\text{Volume of a cylinder}} \\ &= \frac{\frac{4}{3}\pi(r)^3}{\pi(R)^2 H} \\ &= \frac{\frac{4}{3} \times (30)^3}{10^2 \times 6} = \frac{\frac{4}{3} \times 30 \times 30 \times 30}{10 \times 10 \times 6} = 60 \end{aligned}$$

\therefore 60 cylinders can be made .

Ex. (3) A tent of a circus is such that its lower part is cylindrical and upper part is conical. The diameter of the base of the tent is 48 m and the height of the cylindrical part is 15 m. Total height of the tent is 33 m. Find area of canvas required to make the tent. Also find volume of air in the tent.

Solution : Total height of the tent = 33 m.

Let height of the cylindrical part be H

$$\therefore H = 15 \text{ m.}$$

Let the height of the conical part be h

$$\therefore h = (33 - 15) = 18 \text{ m.}$$

$$\begin{aligned} \text{Slant height of cone, } l &= \sqrt{r^2 + (h)^2} \\ &= \sqrt{24^2 + 18^2} \\ &= \sqrt{576 + 324} \\ &= \sqrt{900} \\ &= 30 \text{ m.} \end{aligned}$$

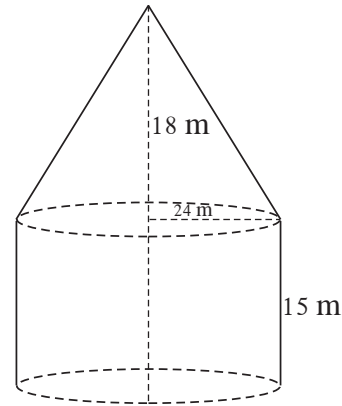


Fig 7.7

Canvas required for tent = Curved surface area of the cylindrical part +
Curved surface area of conical part

$$\begin{aligned} &= 2\pi rH + \pi r l \\ &= \pi r (2H + l) \\ &= \frac{22}{7} \times 24 (2 \times 15 + 30) \\ &= \frac{22}{7} \times 24 \times 60 \\ &= 4525.71 \text{ m}^2 \end{aligned}$$

Volume of air in the tent = volume of cylinder + volume of cone

$$\begin{aligned} &= \pi r^2 H + \frac{1}{3} \pi r^2 h \\ &= \pi r^2 \left(H + \frac{1}{3} h \right) \\ &= \frac{22}{7} \times 24^2 \left(15 + \frac{1}{3} \times 18 \right) \\ &= \frac{22}{7} \times 576 \times 21 \\ &= 38,016 \text{ m}^3 \end{aligned}$$

$$\therefore \text{canvas required for the tent} = 4525.71 \text{ m}^2$$

$$\therefore \text{volume of air in the tent} = 38,016 \text{ m}^3.$$

Practice set 7.1

- Find the volume of a cone if the radius of its base is 1.5 cm and its perpendicular height is 5 cm.
- Find the volume of a sphere of diameter 6 cm.
- Find the total surface area of a cylinder if the radius of its base is 5 cm and height is 40 cm.
- Find the surface area of a sphere of radius 7 cm.
- The dimensions of a cuboid are 44 cm, 21 cm, 12 cm. It is melted and a cone of height 24 cm is made. Find the radius of its base.
-

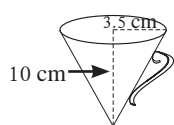


Fig 7.8
conical water jug

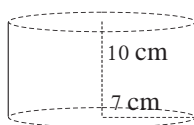


Fig 7.9
cylindrical water pot

Observe the measures of pots in figure 7.8 and 7.9. How many jugs of water can the cylindrical pot hold ?

- A cylinder and a cone have equal bases. The height of the cylinder is 3 cm and the area of its base is 100 cm^2 . The cone is placed upon the cylinder. Volume of the solid figure so formed is 500 cm^3 . Find the total height of the figure.

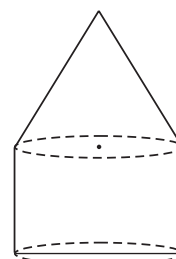


Fig 7.10

- In figure 7.11, a toy made from a hemisphere, a cylinder and a cone is shown. Find the total area of the toy.

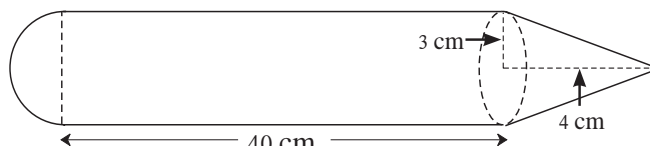


Fig. 7.11

- In the figure 7.12, a cylindrical wrapper of flat tablets is shown. The radius of a tablet is 7 mm and its thickness is 5 mm. How many such tablets are wrapped in the wrapper ?



Fig. 7.12

- Figure 7.13 shows a toy. Its lower part is a hemisphere and the upper part is a cone. Find the volume and the surface area of the toy from the measures shown in the figure. ($\pi = 3.14$)

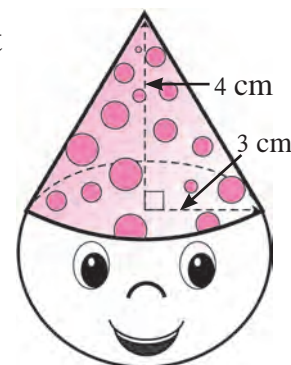


Fig. 7.13

11. Find the surface area and the volume of a beach ball shown in the figure.

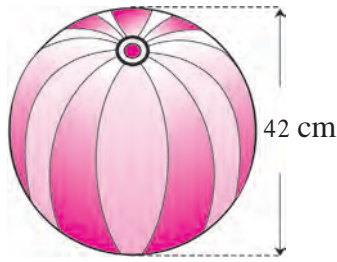


Fig. 7.14

12. As shown in the figure, a cylindrical glass contains water. A metal sphere of diameter 2 cm is immersed in it. Find the volume of the water.

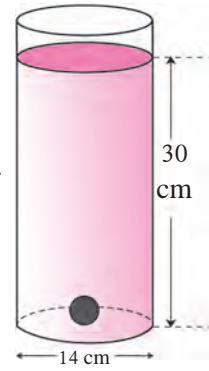


Fig. 7.15

 **Let's learn.**

Frustum of a cone

The shape of glass used to drink water as well as the shape of water it contains, are examples of frustum of a cone.

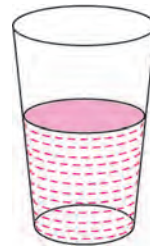


Fig. 7.16

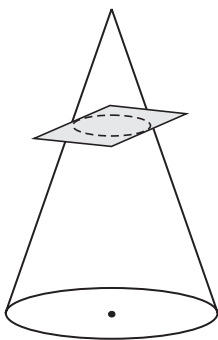


Fig. 7.17

A cone being cut

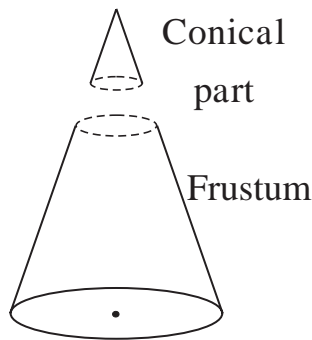


Fig. 7.18

Two parts of the cone

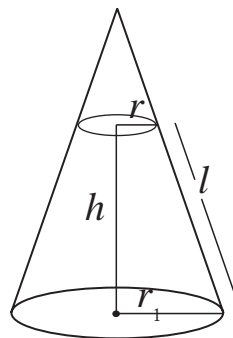


Fig. 7.19

Frustum

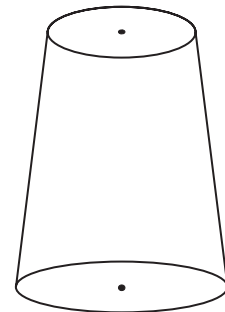


Fig. 7.20

A glass placed upside down

When a cone is cut parallel to its base we get two figures; one is a cone and the other is a frustum.

Volume and surface area of a frustum can be calculated by the formulae given below.



Remember this!

- h = height of a frustum, l = slant height of a frustum,
- r_1 and r_2 = radii of circular faces of a frustum ($r_1 > r_2$)
- Slant height of a frustum $= l = \sqrt{h^2 + (r_1 - r_2)^2}$
- Curved surface area of a frustum $= \pi l (r_1 + r_2)$
- Total surface area of a frustum $= \pi l (r_1 + r_2) + \pi r_1^2 + \pi r_2^2$
- Volume of a frustum $= \frac{1}{3} \pi h (r_1^2 + r_2^2 + r_1 \times r_2)$

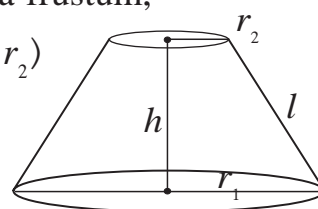


Fig. 7.21

Solved Examples

Ex. (1) A bucket is frustum shaped. Its height is 28 cm. Radii of circular faces are 12 cm and 15 cm. Find the capacity of the bucket. ($\pi = \frac{22}{7}$)

Solution : $r_1 = 15$ cm, $r_2 = 12$ cm, $h = 28$ cm

Capacity of the bucket = Volume of frustum

$$\begin{aligned}
 &= \frac{1}{3} \pi h (r_1^2 + r_2^2 + r_1 \times r_2) \\
 &= \frac{1}{3} \times \frac{22}{7} \times 28 (15^2 + 12^2 + 15 \times 12) \\
 &= \frac{22 \times 4}{3} \times (225 + 144 + 180) \\
 &= \frac{22 \times 4}{3} \times 549 \\
 &= 88 \times 183 \\
 &= 16104 \text{ cm}^3 = 16.104 \text{ litre}
 \end{aligned}$$

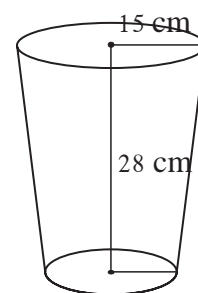


Fig. 7.22

\therefore capacity of the bucket is 16.104 litre.

Ex. (2) Radii of the top and the base of a frustum are 14 cm, 8 cm respectively. Its height is 8 cm. Find its

- i) curved surface area ii) total surface area iii) volume.

Solution : $r_1 = 14$ cm, $r_2 = 8$ cm, $h = 8$ cm

$$\begin{aligned}
 \text{Slant height of the frustum} = l &= \sqrt{h^2 + (r_1 - r_2)^2} \\
 &= \sqrt{8^2 + (14 - 8)^2} \\
 &= \sqrt{64 + 36} = 10 \text{ cm}
 \end{aligned}$$

$$\begin{aligned} \text{Curved surface area of the frustum} &= \pi(r_1 + r_2) l \\ &= 3.14 \times (14 + 8) \times 10 \\ &= 690.8 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Total surface area of frustum} &= \pi l (r_1 + r_2) + \pi r_1^2 + \pi r_2^2 \\ &= 3.14 \times 10 (14 + 8) + 3.14 \times 14^2 + 3.14 \times 8^2 \\ &= 690.8 + 615.44 + 200.96 \\ &= 690.8 + 816.4 \\ &= 1507.2 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Volume of the frustum} &= \frac{1}{3} \pi h (r_1^2 + r_2^2 + r_1 \times r_2) \\ &= \frac{1}{3} \times 3.14 \times 8 (14^2 + 8^2 + 14 \times 8) \\ &= 3114.88 \text{ cm}^3 \end{aligned}$$

Practice set 7.2

1. The radii of two circular ends of frustum shape bucket are 14 cm and 7 cm. Height of the bucket is 30 cm. How many liters of water it can hold ?
(1 litre = 1000 cm³)
2. The radii of ends of a frustum are 14 cm and 6 cm respectively and its height is 6 cm. Find its
i) curved surface area ii) total surface area. iii) volume ($\pi = 3.14$)
3. The circumferences of circular faces of a frustum are 132 cm and 88 cm and its height is 24 cm. To find the curved surface area of the frustum complete the following activity. ($\pi = \frac{22}{7}$).

$$\text{circumference}_1 = 2\pi r_1 = 132$$

$$r_1 = \frac{132}{2\pi} = \boxed{}$$

$$\text{circumference}_2 = 2\pi r_2 = 88$$

$$r_2 = \frac{88}{2\pi} = \boxed{}$$

$$\text{slant height of frustum, } l = \sqrt{h^2 + (r_1 - r_2)^2}$$

$$= \sqrt{\boxed{}^2 + \boxed{}^2}$$

$$= \boxed{} \text{ cm}$$

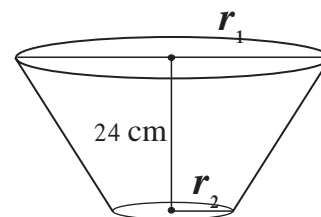


Fig. 7.23

$$\begin{aligned} \text{curved surface area of the frustum} &= \pi(r_1 + r_2)l \\ &= \pi \times \boxed{} \times \boxed{} \\ &= \boxed{} \text{ sq.cm.} \end{aligned}$$



Complete the following table with the help of figure 7.24.

Type of arc	Name of the arc	Measure of the arc
Minor arc	arc AXB
.....	arc AYB

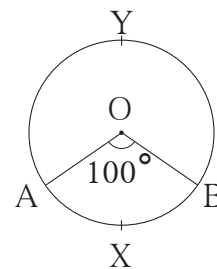


Fig. 7.24



Sector of a circle

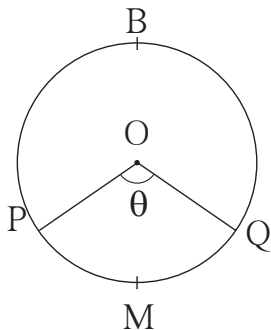


Fig. 7.25

In the adjacent figure, the central angle divides the circular region in two parts. Each of the parts is called a sector of the circle. Sector of a circle is the part enclosed by two radii of the circle and the arc joining their end points.

In the figure 7.25, O-PMQ and O-PBQ are two sectors of the circle.

Minor Sector :

Sector of a circle enclosed by two radii and their corresponding minor arc is called a 'minor sector'.

In the above figure O-PMQ is a minor sector.

Major Sector :

Sector of a circle that is enclosed by two radii and their corresponding major arc is called a 'major sector'.

In the above figure, O-PBQ is a major sector.

Area of a sector

Observe the figures below. Radii of all circles are equal. Observe the areas of the shaded regions and complete the following table.

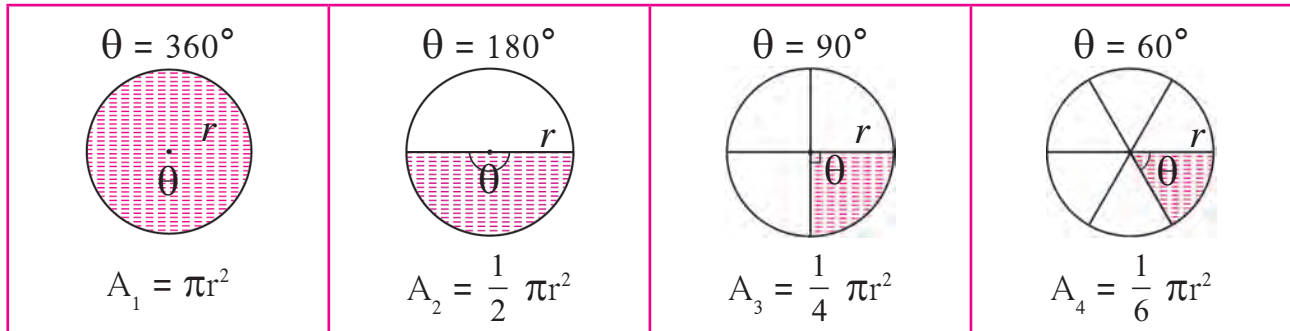


Fig. 7.26

Central angle of a circle is $= 360^\circ =$ complete angle

Central angle of a circle is $= 360^\circ$, Area of a circle $= \pi r^2$			
Sector of circle	Measure of arc of the sector	$\frac{\theta}{360}$	Area of the sector A
A_1	360°	$\frac{360}{360} = 1$	$1 \times \pi r^2$
A_2	180°	$\frac{1}{2}$	$\frac{1}{2} \times \pi r^2$
A_3	90°	$\frac{1}{4}$	$\frac{1}{4} \times \pi r^2$
A_4	60°
A	θ	$\frac{\theta}{360}$	$\frac{\theta}{360} \times \pi r^2$

From the above table we see that, if measure of an arc of a circle is θ , then the area of its corresponding sector is obtained by multiplying area of the circle by $\frac{\theta}{360}$.

$$\text{Area of sector (A)} = \frac{\theta}{360} \times \pi r^2$$

From the formula,

$$\frac{A}{\pi r^2} = \frac{\theta}{360} ; \text{ that is } \frac{\text{Area of sector}}{\text{Area of circle}} = \frac{\theta}{360}$$

Length of an arc

In the following figures, radii of all circles are equal. Observe the length of arc in each figure and complete the table.

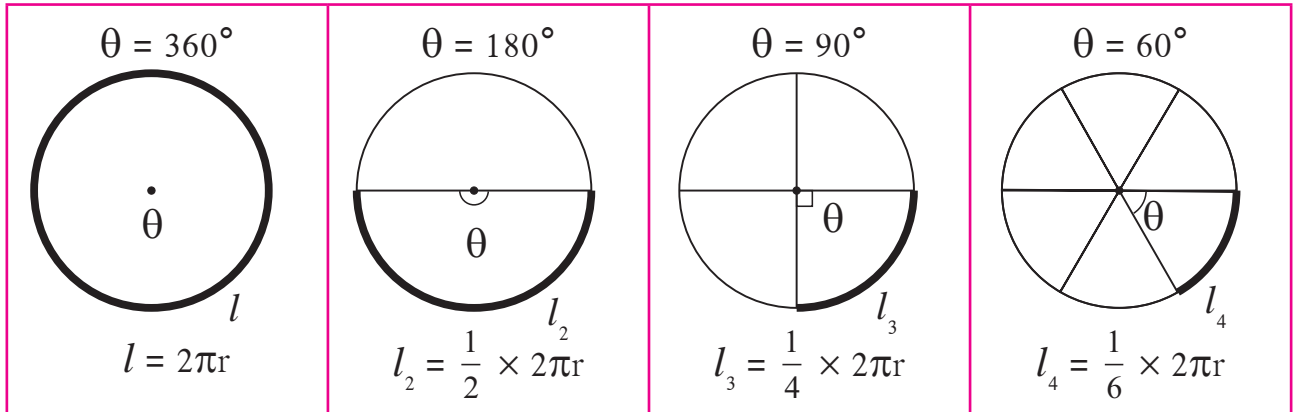


Fig. 7.27

Circumference of a circle = $2\pi r$			
Length of the arc	Measure of the arc (θ)	$\frac{\theta}{360}$	Length of the arc (l)
l_1	360°	$\frac{360}{360} = 1$	$1 \times 2\pi r$
l_2	180°	$\frac{180}{360} = \frac{1}{2}$	$\frac{1}{2} \times 2\pi r$
l_3	90°	$\frac{90}{360} = \frac{1}{4}$	$\frac{1}{4} \times 2\pi r$
l_4	60°
l	θ	$\frac{\theta}{360}$	$\frac{\theta}{360} \times 2\pi r$

The pattern in the above table shows that, if measure of an arc of a circle is θ , then its length is obtained by multiplying the circumference of the circle by $\frac{\theta}{360}$.

$$\text{Length of an arc } (l) = \frac{\theta}{360} \times 2\pi r$$

$$\text{From the formula, } \frac{l}{2\pi r} = \frac{\theta}{360}$$

$$\text{that is, } \frac{\text{Length of an arc}}{\text{Circumference}} = \frac{\theta}{360}$$

A relation between length of an arc and area of the sector

$$\text{Area of a sector, (A)} = \frac{\theta}{360} \times \pi r^2 \dots\dots\dots \text{I}$$

$$\text{Length of an arc, (l)} = \frac{\theta}{360} \times 2\pi r$$

$$\therefore \frac{\theta}{360} = \frac{l}{2\pi r} \dots\dots\dots \text{II}$$

$$\therefore A = \frac{l}{2\pi r} \times \pi r^2 \dots\dots\dots \text{From I and II}$$

$$A = \frac{1}{2} lr = \frac{lr}{2}$$

$$\therefore \text{Area of a sector} = \frac{\text{Length of the arc} \times \text{Radius}}{2}$$

$$\text{Similarly, } \frac{A}{\pi r^2} = \frac{l}{2\pi r} = \frac{\theta}{360}$$

~~~~~ Solved Examples ~~~~~

Ex. (1) The measure of a central angle of a circle is 150° and radius of the circle is 21 cm. Find the length of the arc and area of the sector associated with the central angle.

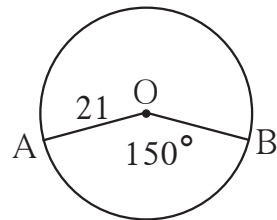


Fig. 7.28

Solution : $r = 21$ cm, $\theta = 150$, $\pi = \frac{22}{7}$

$$\begin{aligned} \text{Area of the sector, A} &= \frac{\theta}{360} \times \pi r^2 \\ &= \frac{150}{360} \times \frac{22}{7} \times 21 \times 21 \\ &= \frac{1155}{2} = 577.5 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Length of the arc, l} &= \frac{\theta}{360} \times 2\pi r \\ &= \frac{150}{360} \times 2 \times \frac{22}{7} \times 21 \\ &= 55 \text{ cm} \end{aligned}$$

ex. (2) In figure 7.29, P is the centre of the circle of radius 6 cm. Seg QR is a tangent at Q. If PR = 12, find the area of the shaded region.

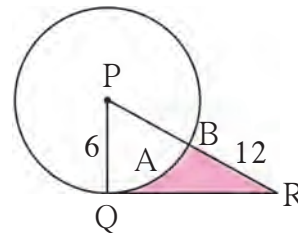


Fig. 7.29

$$(\sqrt{3} = 1.73)$$

Solution Radius joining point of contact of the tangent is perpendicular to the tangent.

$$\therefore \text{in } \Delta PQR, \angle PQR = 90^\circ, \quad PQ = 6 \text{ cm}, PR = 12 \text{ cm} \quad \therefore PQ = \frac{PR}{2}$$

If one side of a right angled triangle is half the hypotenuse then angle opposite to, that side is of 30° measure

$$\therefore \angle R = 30^\circ \text{ and } \angle P = 60^\circ$$

$$\therefore \text{by } 30^\circ\text{-}60^\circ\text{-}90^\circ \text{ theorem, } QR = \frac{\sqrt{3}}{2} \times PR = \frac{\sqrt{3}}{2} \times 12 = 6\sqrt{3}$$

$$\therefore QR = 6\sqrt{3} \text{ cm}$$

$$\therefore A(\Delta PQR) = \frac{1}{2} QR \times PQ$$

$$= \frac{1}{2} \times 6\sqrt{3} \times 6$$

$$= 18\sqrt{3} = 18 \times 1.73$$

$$= 31.14 \text{ cm}^2$$

$$\text{Area of a sector} = \frac{\theta}{360} \times \pi r^2$$

$$A(P\text{-}QAB) = \frac{60}{360} \times 3.14 \times 6^2$$

$$= \frac{1}{6} \times 3.14 \times 6 \times 6 = 3.14 \times 6$$

$$= 18.84 \text{ cm}^2$$

$$\text{Area of shaded region} = A(PQR) - A(P\text{-}QAB)$$

$$= 31.14 - 18.84$$

$$= 12.30 \text{ cm}^2$$

$$\text{Area of the shaded region} = 12.30 \text{ cm}^2$$

Activity In figure 7.30, side of square ABCD is 7 cm. With centre D and radius DA, sector D - AXC is drawn. Fill in the following boxes properly and find out the area of the shaded region.

Solution : Area of a square = (Formula)
 =
 = 49 cm²

Area of sector (D- AXC) = (Formula)
 = × $\frac{22}{7}$ ×
 = 38.5 cm²

A (shaded region) = A - A
 = cm² - cm²
 = cm²

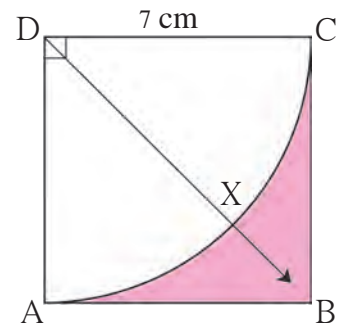


Fig. 7.30

Practice set 7.3

1. Radius of a circle is 10 cm. Measure of an arc of the circle is 54°. Find the area of the sector associated with the arc. ($\pi = 3.14$)
2. Measure of an arc of a circle is 80 cm and its radius is 18 cm. Find the length of the arc. ($\pi = 3.14$)
3. Radius of a sector of a circle is 3.5 cm and length of its arc is 2.2 cm. Find the area of the sector.
4. Radius of a circle is 10 cm. Area of a sector of the circle is 100 cm². Find the area of its corresponding major sector. ($\pi = 3.14$)
5. Area of a sector of a circle of radius 15 cm is 30 cm². Find the length of the arc of the sector.

6. In the figure 7.31, radius of the circle is 7 cm and $m(\text{arc MBN}) = 60^\circ$, find (1) Area of the circle .

- (2) A(O - MBN) .
- (3) A(O - MCN) .

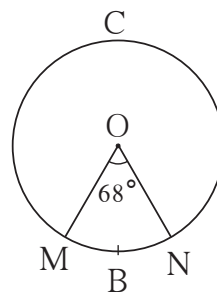


Fig. 7.31

7. In figure 7.32, radius of circle is 3.4 cm and perimeter of sector P-ABC is 12.8 cm. Find $A(P-ABC)$.

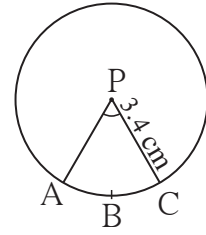


Fig. 7.32

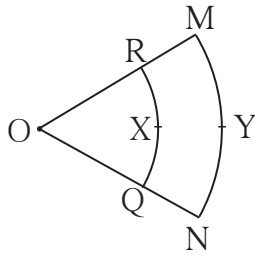


Fig. 7.33

8. In figure 7.33 O is the centre of the sector. $\angle ROQ = \angle MON = 60^\circ$. $OR = 7$ cm, and $OM = 21$ cm. Find the lengths of arc RXQ and arc MYN. ($\pi = \frac{22}{7}$)

9. In figure 7.34, if $A(P-ABC) = 154$ cm² radius of the circle is 14 cm, find (1) $\angle APC$.
(2) $l(\text{arc } ABC)$.

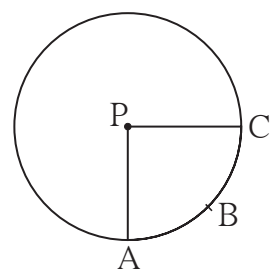


Fig. 7.34

10. Radius of a sector of a circle is 7 cm. If measure of arc of the sector is -
(1) 30° (2) 210° (3) three right angles;
find the area of the sector in each case.
11. The area of a minor sector of a circle is 3.85 cm² and the measure of its central angle is 36° . Find the radius of the circle.

12. In figure 7.35, $\square PQRS$ is a rectangle. If $PQ = 14$ cm, $QR = 21$ cm, find the areas of the parts x , y and z .

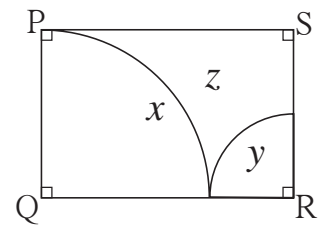


Fig. 7.35

13. ΔLMN is an equilateral triangle. $LM = 14$ cm. As shown in figure, three sectors are drawn with vertices as centres and radius 7 cm. Find,
(1) $A(\Delta LMN)$
(2) Area of any one of the sectors.
(3) Total area of all the three sectors.
(4) Area of the shaded region.

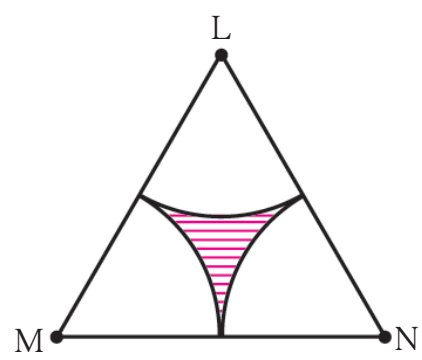


Fig. 7.36



Segment of a circle

Segment of a circle is the region bounded by a chord and its corresponding arc of the circle.

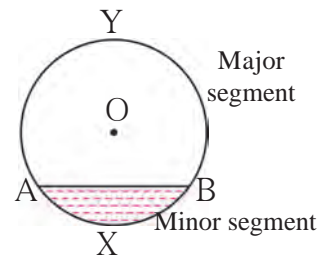


Fig. 7.37

Minor segment : The area enclosed by a chord and its corresponding minor arc is called a minor segment. In the figure, segment AXB is a minor segment.

Major segment : The area enclosed by a chord and its corresponding major arc is called a major segment. In the figure, seg AYB is a major segment.

Semicircular segment : A segment formed by a diameter of a circle is called a semicircular segment.

Area of a Segment

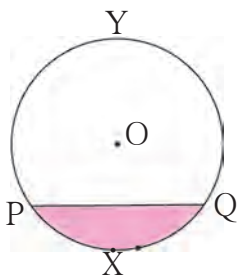


Fig. 7.38

In figure 7.38, PXQ is a minor segment and PYQ is a major segment.

How can we calculate the area of a minor segment?

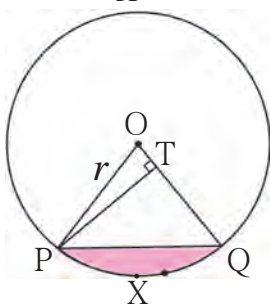


Fig. 7.39

In figure 7.39, draw radii OP and OQ. You know how to find the area of sector O-PXQ and Δ OPQ. We can get area of segment PXQ by subtracting area of the triangle from the area of the sector.

$$\begin{aligned}
 A(\text{segment } PXQ) &= A(O - PXQ) - A(\Delta OPQ) \\
 &= \frac{\theta}{360} \times \pi r^2 - A(\Delta OPQ) \dots\dots\dots (I)
 \end{aligned}$$

In the figure, seg PT \perp radius OQ.

Now, in Δ OTP $\sin \theta = \frac{PT}{OP}$

\therefore PT = OP sin θ

$$PT = r \times \sin\theta \quad (\because OP = r)$$

$$\begin{aligned} A(\Delta OPQ) &= \frac{1}{2} \times \text{base} \times \text{height} \\ &= \frac{1}{2} \times OQ \times PT \\ &= \frac{1}{2} \times r \times r \sin\theta \\ &= \frac{1}{2} \times r^2 \sin\theta \dots\dots\dots (II) \end{aligned}$$

From (I) and (II) ,

$$\begin{aligned} A(\text{segment PXQ}) &= \frac{\theta}{360} \times \pi r^2 - \frac{1}{2} r^2 \times \sin\theta \\ &= r^2 \left[\frac{\pi\theta}{360} - \frac{\sin\theta}{2} \right] \end{aligned}$$

(Note that, we have studied the sine ratios of acute angles only. So we can use the above formula when $\theta \leq 90^\circ$.)

Solved Examples

Ex. (1) In the figure 7.40, $\angle AOB = 30^\circ$,
 $OA = 12$ cm . Find the area of
the segment. ($\pi = 3.14$)

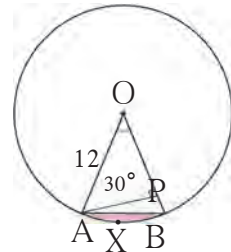


Fig. 7.40

Method I

$$\begin{aligned} r &= 12, \quad \theta = 30^\circ, \quad \pi = 3.14 \\ A(O-AXB) &= \frac{\theta}{360} \times \pi r^2 \\ &= \frac{30}{360} \times 3.14 \times 12^2 \\ &= 3.14 \times 12 \\ &= 37.68 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} A(\Delta OAB) &= \frac{1}{2} r^2 \times \sin\theta \\ &= \frac{1}{2} \times 12^2 \times \sin 30 \\ &= \frac{1}{2} \times 144 \times \frac{1}{2} \\ &\dots\dots(\because \sin 30^\circ = \frac{1}{2}) \\ &= 36 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} A(\text{segment AXB}) &= A(\text{O-AXB}) - A(\Delta \text{OAB}) \\ &= 37.68 - 36 \\ &= 1.68 \text{ cm}^2 \end{aligned}$$

Method II

$$\begin{aligned} A(\text{segment AXB}) &= r^2 \left[\frac{\pi\theta}{360} - \frac{\sin\theta}{2} \right] \\ &= 12^2 \left[\frac{3.14 \times 30}{360} - \frac{\sin 30}{2} \right] \\ &= 144 \left[\frac{3.14}{12} - \frac{1}{2 \times 2} \right] \\ &= \frac{144}{4} \left[\frac{3.14}{3} - 1 \right] \\ &= 36 \left[\frac{3.14 - 3}{3} \right] \\ &= \frac{36}{3} \times 0.14 \\ &= 12 \times 0.14 \\ &= 1.68 \text{ cm}^2. \end{aligned}$$

Ex. (2) The radius of a circle with centre P is 10 cm. If chord AB of the circle subtends a right angle at P, find areas of the minor segment and the major segment. ($\pi = 3.14$)

Solution : $r = 10 \text{ cm}$, $\theta = 90$, $\pi = 3.14$

$$\begin{aligned} A(\text{P-AXB}) &= \frac{\theta}{360} \times \pi r^2 \\ &= \frac{90}{360} \times 3.14 \times 10^2 \\ &= \frac{1}{4} \times 314 \\ &= 78.5 \text{ cm}^2 \\ A(\Delta \text{APB}) &= \frac{1}{2} \text{ base} \times \text{height} \\ &= \frac{1}{2} \times 10 \times 10 \\ &= 50 \text{ cm}^2 \end{aligned}$$

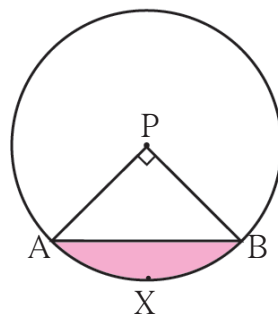


Fig. 7.41

$$\begin{aligned} A(\text{minor segment}) &= A(\text{P-AXB}) - A(\Delta \text{PAB}) \\ &= 78.5 - 50 \\ &= 28.5 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned}
 A(\text{major segment}) &= A(\text{circle}) - A(\text{minor segment}) \\
 &= 3.14 \times 10^2 - 28.5 \\
 &= 314 - 28.5 \\
 &= 285.5 \text{ cm}^2
 \end{aligned}$$

Ex. (3) A regular hexagon is inscribed in a circle of radius 14 cm. Find the area of the region between the circle and the hexagon. $(\pi = \frac{22}{7}, \sqrt{3} = 1.732)$

Solution : side of the hexagon = 14 cm

$$\begin{aligned}
 A(\text{hexagon}) &= 6 \times \frac{\sqrt{3}}{4} \times (\text{side})^2 \\
 &= 6 \times \frac{\sqrt{3}}{4} \times 14^2 \\
 &= 509.208 \text{ cm}^2
 \end{aligned}$$

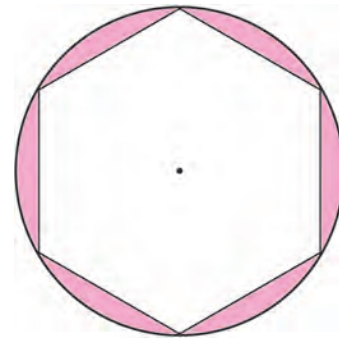


Fig. 7.42

$$\begin{aligned}
 A(\text{circle}) &= \pi r^2 \\
 &= \frac{22}{7} \times 14 \times 14 \\
 &= 616 \text{ cm}^2
 \end{aligned}$$

The area of the region between the circle and the hexagon

$$\begin{aligned}
 &= A(\text{circle}) - A(\text{hexagon}) \\
 &= 616 - 509.208 \\
 &= 106.792 \text{ cm}^2
 \end{aligned}$$

Practice set 7.4

1. In figure 7.43, A is the centre of the circle. $\angle ABC = 45^\circ$ and $AC = 7\sqrt{2}$ cm. Find the area of segment BXC.

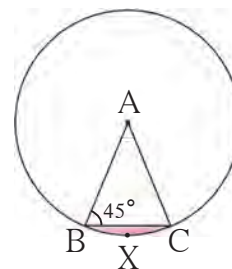


Fig. 7.43

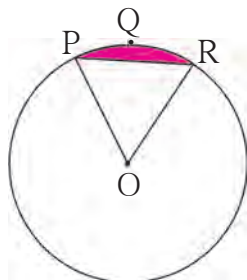


Fig. 7.44

2. In the figure 7.44, O is the centre of the circle. $m(\text{arc PQR}) = 60^\circ$ $OP = 10$ cm. Find the area of the shaded region. $(\pi = 3.14, \sqrt{3} = 1.73)$

3. In the figure 7.45, if A is the centre of the circle. $\angle PAR = 30^\circ$, $AP = 7.5$, find the area of the segment PQR

$(\pi = 3.14)$

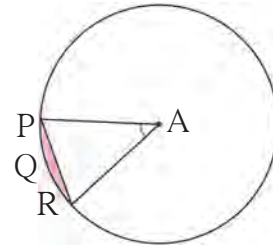


Fig. 7.45

- 4.

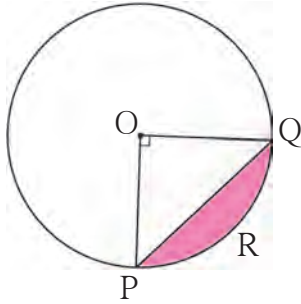


Fig. 7.46

In the figure 7.46, if O is the centre of the circle, PQ is a chord. $\angle POQ = 90^\circ$, area of shaded region is 114 cm^2 , find the radius of the circle. $(\pi = 3.14)$

5. A chord PQ of a circle with radius 15 cm subtends an angle of 60° with the centre of the circle. Find the area of the minor as well as the major segment.

$(\pi = 3.14, \sqrt{3} = 1.73)$

Problem set 7

1. Choose the correct alternative answer for each of the following questions.
 - (1) The ratio of circumference and area of a circle is 2:7. Find its circumference.
 (A) 14π (B) $\frac{7}{\pi}$ (C) 7π (D) $\frac{14}{\pi}$
 - (2) If measure of an arc of a circle is 160° and its length is 44 cm, find the circumference of the circle.
 (A) 66 cm (B) 44 cm (C) 160 cm (D) 99 cm
 - (3) Find the perimeter of a sector of a circle if its measure is 90° and radius is 7 cm.
 (A) 44 cm (B) 25 cm (C) 36 cm (D) 56 cm
 - (4) Find the curved surface area of a cone of radius 7 cm and height 24 cm.
 (A) 440 cm^2 (B) 550 cm^2 (C) 330 cm^2 (D) 110 cm^2
 - (5) The curved surface area of a cylinder is 440 cm^2 and its radius is 5 cm. Find its height.
 (A) $\frac{44}{\pi} \text{ cm}$ (B) $22\pi \text{ cm}$ (C) $44\pi \text{ cm}$ (D) $\frac{22}{\pi} \text{ cm}$
 - (6) A cone was melted and cast into a cylinder of the same radius as that of the base of the cone. If the height of the cylinder is 5 cm, find the height of the cone.
 (A) 15 cm (B) 10 cm (C) 18 cm (D) 5 cm

(7) Find the volume of a cube of side 0.01 cm.

- (A) 1 cm^3 (B) 0.001 cm^3 (C) 0.0001 cm^3 (D) 0.000001 cm^3

(8) Find the side of a cube of volume 1 m^3 .

- (A) 1 cm (B) 10 cm (C) 100 cm (D) 1000 cm

2. A washing tub in the shape of a frustum of a cone has height 21 cm. The radii of the circular top and bottom are 20 cm and 15 cm respectively. What is the capacity of the tub ? ($\pi = \frac{22}{7}$)
- 3 *. Some plastic balls of radius 1 cm were melted and cast into a tube. The thickness, length and outer radius of the tube were 2 cm, 90 cm and 30 cm respectively. How many balls were melted to make the tube ?
4. A metal parallelopiped of measures $16 \text{ cm} \times 11 \text{ cm} \times 10 \text{ cm}$ was melted to make coins. How many coins were made if the thickness and diameter of each coin was 2 mm and 2 cm respectively ?
5. The diameter and length of a roller is 120 cm and 84 cm respectively. To level the ground, 200 rotations of the roller are required. Find the expenditure to level the ground at the rate of Rs. 10 per sq.m.
6. The diameter and thickness of a hollow metals sphere are 12 cm and 0.01 m respectively. The density of the metal is 8.88 gm per cm^3 . Find the outer surface area and mass of the sphere.
7. A cylindrical bucket of diameter 28 cm and height 20 cm was full of sand. When the sand in the bucket was poured on the ground, the sand got converted into a shape of a cone. If the height of the cone was 14 cm, what was the base area of the cone ?
8. The radius of a metallic sphere is 9 cm. It was melted to make a wire of diameter 4 mm. Find the length of the wire.
9. The area of a sector of a circle of 6 cm radius is $15\pi \text{ sq.cm}$. Find the measure of the arc and length of the arc corresponding to the sector.

10.

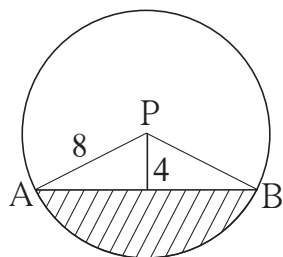


Fig.7.47

In the figure 7.47, seg AB is a chord of a circle with centre P. If $PA = 8 \text{ cm}$ and distance of chord AB from the centre P is 4 cm, find the area of the shaded portion.

($\pi = 3.14, \sqrt{3} = 1.73$)

11. In the figure 7.48, square ABCD is inscribed in the sector A-PCQ. The radius of sector C-BXD is 20 cm. Complete the following activity to find the area of shaded region.

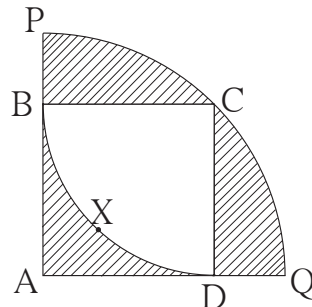


Fig. 7.48

Solution : Side of square ABCD = radius of sector C - BXD = cm

$$\text{Area of square} = (\text{side})^2 = \text{}^2 = \text{} \dots\dots \text{(I)}$$

Area of shaded region inside the square

$$= \text{Area of square ABCD} - \text{Area of sector C - BXD}$$

$$= \text{} - \frac{\theta}{360} \times \pi r^2$$

$$= \text{} - \frac{90}{360} \times \frac{3.14}{1} \times \frac{400}{1}$$

$$= \text{} - 314$$

$$= \text{}$$

$$\begin{aligned} \text{Radius of bigger sector} &= \text{Length of diagonal of square ABCD} \\ &= 20\sqrt{2} \end{aligned}$$

Area of the shaded regions outside the square

$$= \text{Area of sector A - PCQ} - \text{Area of square ABCD}$$

$$= A(\text{A - PCQ}) - A(\square \text{ABCD})$$

$$= \left(\frac{\theta}{360} \times \pi \times r^2 \right) - \text{}^2$$

$$= \frac{90}{360} \times 3.14 (20\sqrt{2})^2 - (20)^2$$

$$= \text{} - \text{}$$

$$= \text{}$$

$$\therefore \text{total area of the shaded region} = 86 + 228 = 314 \text{ sq.cm.}$$

ANSWERS

Chapter 1 Similarity

Practice set 1.1

1. $\frac{3}{4}$ 2. $\frac{1}{2}$ 3. 3 4. 1:1 5. (1) $\frac{BQ}{BC}$, (2) $\frac{PQ}{AD}$, (3) $\frac{BC}{DC}$, (4) $\frac{DC \times AD}{QC \times PQ}$

Practice set 1.2

1. (1) is a bisector. (2) is not a bisector. (3) is a bisector.
 2. $\frac{PN}{NR} = \frac{PM}{MQ} = \frac{3}{2}$, therefore line NM \parallel side RQ 3. QP = 3.5 5. BQ = 17.5
 6. QP = 22.4 7. $x = 6$; AE = 18 8. LT = 4.8 9. $x = 10$
 10. Given, XQ, PD, Given, $\frac{\boxed{XR}}{\boxed{RF}} = \frac{\boxed{XQ}}{\boxed{QE}}$, Basic proportionality theorem, $\frac{\boxed{XP}}{\boxed{PD}} = \frac{\boxed{XR}}{\boxed{RF}}$

Practice set 1.3

1. $\Delta ABC \sim \Delta EDC$, AA test 2. $\Delta PQR \sim \Delta LMN$; SSS test of similarity
 3. 12 metre 4. AC = 10.5 6. OD = 4.5

Practice set 1.4

1. Ratio of areas = 9 : 25 2. $\boxed{PQ^2}$, $\frac{\boxed{4}}{\boxed{9}}$ 3. $\boxed{A(\Delta PQR)}$, $\frac{16}{25}$, $\frac{4}{5}$
 4. MN = 15 5. 20 cm 6. $4\sqrt{2}$
 7. \boxed{PF} ; $\boxed{x} + \boxed{2x}$; $\boxed{\angle FPQ}$; $\boxed{\angle FQP}$; $\frac{\boxed{DF^2}}{\boxed{PF^2}}$; $\boxed{20}$; $\boxed{45}$; $\boxed{45} - \boxed{20}$; $\boxed{25 \text{ sq. unit}}$

Problem set 1

1. (1) (B), (2) (B), (3) (B), (4) (D), (5) (A)
 2. $\frac{7}{13}$, $\frac{7}{20}$, $\frac{13}{20}$ 3. 9 cm 4. $\frac{3}{4}$ 5. 11 cm 6. $\frac{25}{81}$ 7. 4
 8. PQ = 80, QR = $\frac{280}{3}$, RS = $\frac{320}{3}$ 9. $\frac{\boxed{PM}}{\boxed{MQ}} = \frac{\boxed{PX}}{\boxed{XQ}}$, $\frac{\boxed{PM}}{\boxed{MR}} = \frac{\boxed{PY}}{\boxed{YR}}$,
 10. $\frac{AX}{XY} = \frac{3}{2}$ 12. $\frac{\boxed{3}}{\boxed{2}}$, $\frac{\boxed{3} + \boxed{2}}{\boxed{2}}$, $\frac{\boxed{5}}{\boxed{3}}$, \boxed{AA} , $\frac{\boxed{5}}{\boxed{3}}$, $\boxed{15}$

Chapter 2 Pythagoras Theorem

Practice set 2.1

1. Pythagorean triplets ; (1), (3), (4), (6) 2. NQ = 6 3. QR = 20.5

4. $RP = 12, PS = 6\sqrt{3}$

5. $\boxed{\text{Given}}$, $\boxed{45^\circ}$, $\boxed{\frac{1}{\sqrt{2}}}$, $\boxed{\frac{1}{\sqrt{2}}}$, $\boxed{\frac{1}{\sqrt{2}}}$, $\boxed{2}$

6. side = $5\sqrt{2}$ cm, perimeter = $20\sqrt{2}$ cm 7. (1) 18 (2) $4\sqrt{13}$ (3) $6\sqrt{13}$ 8. 37 cm
10. 8.2 metre.

Practice set 2.2

1. 12 2. $2\sqrt{10}$ 4. 18 cm

Problem set 2

1. (1) (B), (2) (B), (3) (A), (4) (C), (5) (D), (6) (C), (7) (B), (8) (A).
2. (1) $a\sqrt{3}$, (2) form a right angled triangle. (3) 61 cm, (4) 15 cm,
(5) $x\sqrt{2}$, (6) $\angle PRQ$.
3. $RS = 6$ cm, $ST = 6\sqrt{3}$ cm 4. 20 cm 5. side = 2 cm, perimeter = 6 cm
6. 7 7. $AP = 2\sqrt{7}$ cm 10. 7.5 km / hr 12. 8 cm 14. 8 cm
15. 192 sq.unit 17. 58 18. 26

Chapter 3 Circle

Practice set 3.1

1. (1) 90° , tangent-radius theorem (2) 6 cm ; perpendicular distance
(3) $6\sqrt{2}$ cm (4) 45°
2. (1) $5\sqrt{3}$ cm (2) 30° (3) 60° 4. 9 cm

Practice set 3.2

1. 1.3 cm 2. 9.7 cm 4. (3) 110° 5. $4\sqrt{6}$ cm

Practice set 3.3

1. $m(\text{arc DE}) = 90^\circ, m(\text{arc DEF}) = 160^\circ$

Practice set 3.4

1. (1) 60° (2) 30° (3) 60° (4) 300° 2. (1) 70° (2) 220° (3) 110° (4) 55°
3. $\angle R = 92^\circ; \angle N = 88^\circ$ 7. 44° 8. 121°

Practice set 3.5

1. $PS = 18; RS = 10,$ 2. (1) 7.5 (2) 12 or 6
3. (1) 18 (2) 10 (3) 5 4. 4

Problem set 3

1. (1) D (2) B (3) B (4) C (5) B (6) D (7) A (8) B (9) A (10) C.
2. (1) 9 cm (2) in the interior of the circle (3) 2 locations, 12 cm
3. (1) 6 (2) $\angle K = 30^\circ; \angle M = 60^\circ$ 5. 10 6. (1) 9 cm (2) 6.5 cm

- (3) 90° ; MS : SR = 2 : 1 **9.** $4\sqrt{3}$ cm
- 13.** (1) 180° (2) $\angle AQP \cong \angle ASQ \cong \angle ATQ$
 (3) $\angle QTS \cong \angle SQR \cong \angle SAQ$ (4) $65^\circ, 130^\circ$ (5) 100° **14.** (1) 70°
 (2) 130° (3) 210° **15.** (1) 56° (2) 6 (3) 16 or 9 **16.** (1) 15.5°
 (2) 3.36 (3) 6 **18.** (1) 68° (2) OR = 16.2, QR = 13 (3) 13 **21.** 13

Chapter 4 Geometric Constructions

Problem set 4

- 1.** (1) C (2) A (3) A

Chapter 5 Co-ordinate Geometry

Practice set 5.1

- 1.** (1) $2\sqrt{2}$ (2) $4\sqrt{2}$ (3) $\frac{11}{2}$ (4) 13 (5) 20 (6) $\frac{29}{2}$
- 2.** (1) are collinear. (2) are not collinear. (3) are not collinear. (4) are collinear.
- 3.** (-1, 0) **7.** 7 or -5

Practice set 5.2

- 1.** (1, 3) **2.** (1) $\left(-\frac{1}{3}, -\frac{1}{3}\right)$ (2) $\left(\frac{4}{7}, -\frac{11}{7}\right)$ (3) $\left(0, \frac{13}{3}\right)$ **3.** 2:7 **4.** (-6, 3)
- 5.** 2:5, $k = 6$ **6.** (11, 18) **7.** (1) (1, 3) (2) (6, -2) (3) $\left(\frac{19}{3}, \frac{22}{3}\right)$
- 8.** (-1, -7) **9.** $h = 7, k = 18$ **10.** (0, 2) ; (-2, -3)
- 11.** (-9, -8), (-4, -6), (1, -4) **12.** (16, 12), (12, 14), (8, 16), (4, 18)

Practice set 5.3

- 1.** (1) 1 (2) $\sqrt{3}$ (3) slope cannot be determined.
- 2.** (1) 2 (2) $-\frac{3}{8}$ (3) $\frac{5}{2}$ (4) $\frac{5}{4}$ (5) $\frac{1}{2}$ (6) slope cannot be determined.
- 3.** (1) are collinear. (2) are collinear. (3) are not collinear. (4) are collinear.
 (5) are collinear. (6) are collinear.
- 4.** $-5; \frac{1}{5}; -\frac{2}{3}$ **6.** $k = 5$ **7.** $k = 0$ **8.** $k = 5$

Problem set 5

- 1.** (1) D (2) D (3) C (4) C
- 2.** (1) are collinear. (2) are collinear. (3) are not collinear. **3.** (6, 13) **4.** 3:1

5. $(-7, 0)$ 6. (1) $a\sqrt{2}$ (2) 13 (3) $5a$ 7. $\left(-\frac{1}{3}, \frac{2}{3}\right)$
 8. (1) Yes, scalene triangle (2) No. (3) Yes, equilateral triangle 9. $k = 5$
 13. $5, 2\sqrt{13}, \sqrt{37}$ 14. $(1, 3)$ 16. $\left(\frac{25}{6}, \frac{13}{6}\right)$, radius = $\frac{13\sqrt{2}}{6}$ 17. $(7, 3)$
 18. Parallelogram 19. $A(20, 10), P(16, 12), R(8, 16), B(0, 20)$. 20. $(3, -2)$
 21. $(7, 6)$ and $(3, 6)$ 22. 10 and 0

Chapter 6 Trigonometry

Practice set 6.1

1. $\cos\theta = \frac{24}{25}$; $\tan\theta = \frac{7}{24}$ 2. $\sec\theta = \frac{5}{4}$; $\cos\theta = \frac{4}{5}$
 3. $\operatorname{cosec}\theta = \frac{41}{9}$; $\sin\theta = \frac{9}{41}$ 4. $\sec\theta = \frac{13}{5}$; $\cos\theta = \frac{5}{13}$; $\sin\theta = \frac{12}{13}$
 5. $\frac{\sin\theta + \cos\theta}{\sec\theta + \operatorname{cosec}\theta} = \frac{1}{2}$

Practice set 6.2

1. Height of the church is 80 metre.
2. The ship is 51.90 metre away from the lighthouse.
3. Height of the second building is $(10 + 12\sqrt{3})$ metre.
4. Angle made by the wire with the horizontal line is 30° .
5. Height of the tree is $(40 + 20\sqrt{3})$ metre.
6. The length of the string is 69.20 metre.

Problem set 6

1. (1) A (2) B (3) C (4) A
 2. $\cos\theta = \frac{60}{61}$ 3. $\sin\theta = \frac{2}{\sqrt{5}}$; $\cos\theta = \frac{1}{\sqrt{5}}$; $\operatorname{cosec}\theta = \frac{\sqrt{5}}{2}$; $\sec\theta = \sqrt{5}$; $\cot\theta = \frac{1}{2}$
 4. $\sin\theta = \frac{5}{13}$; $\cos\theta = \frac{12}{13}$; $\operatorname{cosec}\theta = \frac{13}{5}$; $\tan\theta = \frac{5}{12}$; $\cot\theta = \frac{12}{5}$
 6. Height of the building is $16\sqrt{3}$ metre.
 7. The ship is $100\sqrt{3}$ metre away from the lighthouse.
 8. Height of the second building is $(12 + 15\sqrt{3})$ metre.
 9. The maximum height that ladder can reach is 20.80 metre.

10. the plane was 1026 metre high at the time of landing.

Chapter 7 Mensuration

Practice set 7.1

1. 11.79 cm^3
2. 113.04 cm^3
3. 1413 sq.cm (by taking $\pi = 3.14$)
4. 616 sq.cm
5. 21 cm
6. 12 jugs
7. 9 cm
8. $273\pi \text{ sq.cm}$
9. 20 tablets
10. 94.20 cm^3 , 103.62 sq.cm
11. 5538.96 sq.cm , 38772.72 cm^3
12. $1468.67\pi \text{ cm}^3$

Practice set 7.2

1. 10.780 litre
2. (1) 628 sq.cm (2) 1356.48 sq.cm (3) 1984.48 cm^3

Practice set 7.3

1. 47.1 sq.cm
2. 25.12 cm
3. 3.85 sq.cm
4. 214 sq.cm
5. 4 cm
6. (1) 154 sq.cm (2) 25.7 sq.cm (3) 128.3 sq.cm 7. 10.2 sq.cm
8. 7.3 cm ; 22 cm
9. (1) 90° (2) 22 cm
10. (1) 12.83 sq.cm (2) 89.83 sq.cm (3) 115.5 sq.cm 11. 3.5 cm
12. $x = 154 \text{ sq.cm}$; $y = 38.5 \text{ sq.cm}$; $z = 101.5 \text{ sq.cm}$
13. (1) 84.87 sq.cm (2) 25.67 sq.cm (3) 77.01 sq.cm (4) 7.86 sq.cm

Practice set 7.4

1. 3.92 sq.cm
2. 9.08 sq.cm
3. 0.65625 sq.unit
4. 20 cm
5. 20.43 sq.cm ; 686.07 sq.cm

Problem set 7

1. (1) A, (2) D, (3) B, (4) B, (5) A, (6) A, (7) D, (8) C.
2. 20.35 litre
3. 7830 balls
4. 2800 coins (by taking $\pi = \frac{22}{7}$)
5. Rs. 6336
6. 452.16 sq.cm ; 3385.94 gm
7. 2640 sq.cm
8. 243 metre
9. 150° ; $5\pi \text{ cm}$
10. 39.28 sq.cm

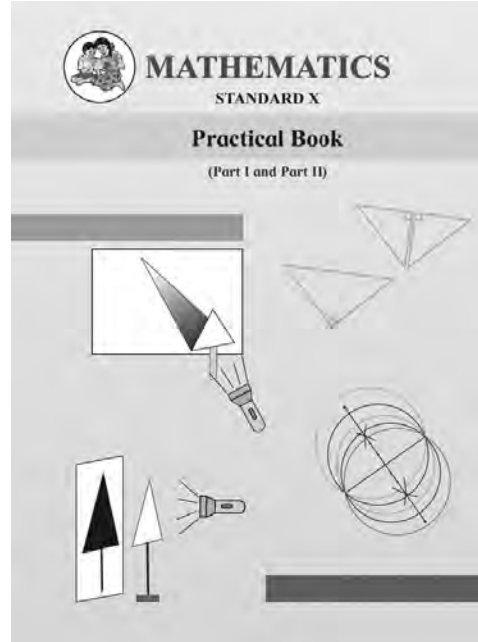


Practical Notebook for Standard X

Practical Notebook Cum Journal - Mathematics

English
Medium

Price
₹ 54.00



- Based on Government approved syllabus and textbook
- Inclusion of practicals based on all chapters as per Evaluation scheme.
- With full of various activities, pictures, figures/ diagrams, etc.
- Inclusion of objective/multiple choice questions
- Inclusion of useful questions for oral examination
- More questions for practice and separate space for writing answers

Practical notebooks are available for sale in the regional depots of the Textbook Bureau.

(1) Maharashtra State Textbook Stores and Distribution Centre, Senapati Bapat Marg, Pune 411004 ☎ 25659465
(2) Maharashtra State Textbook Stores and Distribution Centre, P-41, Industrial Estate, Mumbai - Bengaluru Highway, Opposite Sakal Office, Kolhapur 416122 ☎ 2468576 (3) Maharashtra State Textbook Stores and Distribution Centre, 10, Udyognagar, S. V. Road, Goregaon (West), Mumbai 400062 ☎ 28771842
(4) Maharashtra State Textbook Stores and Distribution Centre, CIDCO, Plot no. 14, W-Sector 12, Wavanja Road, New Panvel, Dist. Rajgad, Panvel 410206 ☎ 274626465 (5) Maharashtra State Textbook Stores and Distribution Centre, Near Lekhanagar, Plot no. 24, 'MAGH' Sector, CIDCO, New Mumbai-Agra Road, Nashik 422009 ☎ 2391511 (6) Maharashtra State Textbook Stores and Distribution Centre, M.I.D.C. Shed no. 2 and 3, Near Railway Station, Aurangabad 431001 ☎ 2332171 (7) Maharashtra State Textbook Stores and Distribution Centre, Opposite Rabindranath Tagore Science College, Maharaj Baug Road, Nagpur 440001 ☎ 2547716/2523078 (8) Maharashtra State Textbook Stores and Distribution Centre, Plot no. F-91, M.I.D.C., Latur 413531 ☎ 220930 (9) Maharashtra State Textbook Stores and Distribution Centre, Shakuntal Colony, Behind V.M.V. College, Amravati 444604 ☎ 2530965

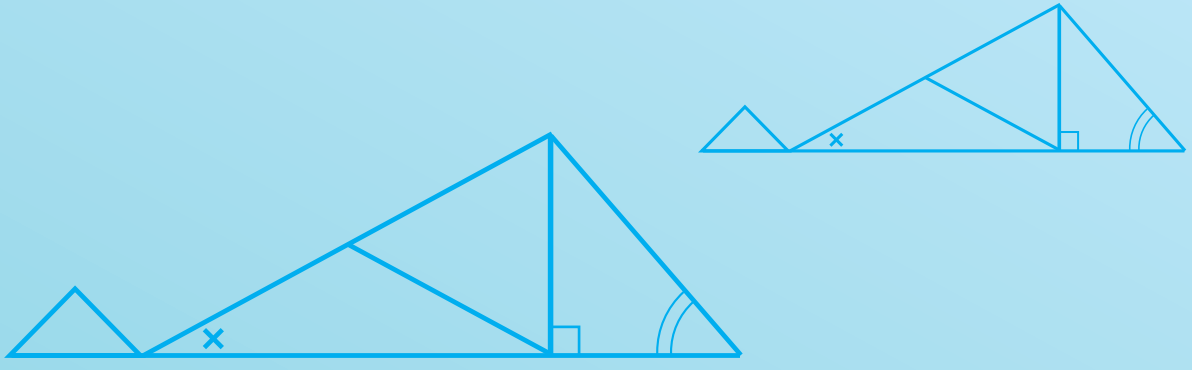


ebalbharati

E-learning material (Audio-Visual) for Standards One to Twelve is available through Textbook Bureau, Balbharati...

- Register your demand by scanning the Q.R. Code given alongside.
 - Register your demand for E-learning material by using Google play store and downloading ebalbharati app.
- www.ebalbharati.in, www.balbharati.in





Maharashtra State Bureau of Textbook
Production and Curriculum Research,
Pune.

इंग्रजी गणित इ. १० वी भाग-२ ₹ 77.00