ASSIGNMENT: CLASS 9TH

SUBJECT: MATHEMATICS

UNIT – 1ST

SESSION: 2024 - 2025

Chapter 1 – Number Systems

Exercise 1.1

1. Is zero a rational number? Can you write it in the form p/q where p and q are integers and q ≠ 0?

Solution: We know that a number is said to be rational if it can be written in the form p/q , where p and q are integers and q ≠ 0.

Taking the case of '0',

Zero can be written in the form 0/1, 0/2, 0/3 …

Since it satisfies the necessary condition, we can conclude that 0 can be written in the p/q form, where p can either be positive or negative number.

Hence, 0 is a rational number.

2. Find six rational numbers between 3 and 4.

Solution:

There are infinite rational numbers between 3 and 4.

As we have to find 6 rational numbers between 3 and 4, we will multiply both the numbers, 3 and 4, with 6+1 = 7 (or any number greater than 6)

i.e., 3 × (7/7) = 21/7

and, 4 × (7/7) = 28/7. The numbers in between 21/7 and 28/7 will be rational and will fall between 3 and 4.

Hence, 22/7, 23/7, 24/7, 25/7, 26/7, 27/7 are the 6 rational numbers between 3 and 4.

3. Find five rational numbers between 3/5 and 4/5.

Solution:

There are infinite rational numbers between 3/5 and 4/5.

To find out 5 rational numbers between 3/5 and 4/5, we will multiply both the numbers 3/5 and 4/5

with 5+1=6 (or any number greater than 5) i.e., (3/5) × (6/6) = 18/30

and, (4/5) × (6/6) = 24/30

The numbers in between18/30 and 24/30 will be rational and will fall between 3/5 and 4/5.

Hence,19/30, 20/30, 21/30, 22/30, 23/30 are the 5 rational numbers between 3/5 and 4/5

4. State whether the following statements are true or false. Give reasons for your answers.

(i) Every natural number is a whole number.

Solution:

True

Natural numbers- Numbers starting from 1 to infinity (without fractions or decimals)

i.e., Natural numbers = 1,2,3,4…

Whole numbers – Numbers starting from 0 to infinity (without fractions or decimals)

i.e., Whole numbers = 0,1,2,3…

Or, we can say that whole numbers have all the elements of natural numbers and zero.

Every natural number is a whole number; however, every whole number is not a natural number.

(ii) Every integer is a whole number.

Solution:

False

Integers- Integers are set of numbers that contain positive, negative and 0; excluding fractional and decimal numbers.

i.e., integers= {…-4,-3,-2,-1,0,1,2,3,4…}

Whole numbers- Numbers starting from 0 to infinity (without fractions or decimals)

i.e., Whole numbers= 0,1,2,3….

Hence, we can say that integers include whole numbers as well as negative numbers.

Every whole number is an integer; however, every integer is not a whole number.

(iii) Every rational number is a whole number.

Solution:

False

Rational numbers- All numbers in the form p/q, where p and q are integers and q≠0.

i.e., Rational numbers = 0, 19/30 , 2, 9/-3, -12/7…

Whole numbers- Numbers starting from 0 to infinity (without fractions or decimals)

i.e., Whole numbers= 0,1,2,3….

Hence, we can say that integers include whole numbers as well as negative numbers.

All whole numbers are rational, however, all rational numbers are not whole numbers.

Exercise 1.2

1. State whether the following statements are true or false. Justify your answers.

(i) Every irrational number is a real number.

Solution:

True

Irrational Numbers – A number is said to be irrational, if it **cannot** be written in the p/q, where p and q are integers and q ≠ 0.

i.e., Irrational numbers = π, e, √3, 5+√2, 6.23146…. , 0.101001001000….

Real numbers – The collection of both rational and irrational numbers are known as real numbers.

i.e., Real numbers = √2, √5, , 0.102…

Every irrational number is a real number, however, every real number is not an irrational number.

(ii) Every point on the number line is of the form √m where m is a natural number.

Solution:

False

The statement is false since as per the rule, a negative number cannot be expressed as square roots.

E.g., √9 =3 is a natural number.

But √2 = 1.414 is not a natural number.

Similarly, we know that there are negative numbers on the number line, but when we take the root of a negative number it becomes a complex number and not a natural number.

E.g., √-7 = 7i, where i = √-1

The statement that every point on the number line is of the form √m, where m is a natural number is false.

(iii) Every real number is an irrational number.

Solution:

False

The statement is false. Real numbers include both irrational and rational numbers. Therefore, every real number cannot be an irrational number.

Real numbers – The collection of both rational and irrational numbers are known as real numbers.

i.e., Real numbers = √2, √5, , 0.102…

Irrational Numbers – A number is said to be irrational, if it **cannot** be written in the p/q, where p and q are integers and q ≠ 0.

i.e., Irrational numbers = π, e, √3, 5+√2, 6.23146…. , 0.101001001000….

Every irrational number is a real number, however, every real number is not irrational.

2. Are the square roots of all positive integers irrational? If not, give an example of the square root of a number that is a rational number.

Solution:

No, the square roots of all positive integers are not irrational.

For example,

$\sqrt{4} = 2$ is rational.

$\sqrt{9} = 3$ is rational.

Hence, the square roots of positive integers 4 and 9 are not irrational. (2 and 3, respectively).

3. Show how $\sqrt{5}$ can be represented on the number line.

Solution:

Step 1: Let line AB be of 2 unit on a number line.

Step 2: At B, draw a perpendicular line BC of length 1 unit.

Step 3: Join CA

Step 4: Now, ABC is a right angled triangle. Applying Pythagoras theorem,

$AB^2+BC^2 = CA^2$

$2^2+1^2 = CA^2 = 5$

$\Rightarrow CA = \sqrt{5}$. Thus, CA is a line of length $\sqrt{5}$ unit.

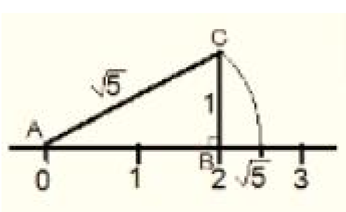
Step 4: Taking CA as a radius and A as a center draw an arc touching

the number line. The point at which number line get intersected by

arc is at $\sqrt{5}$ distance from 0 because it is a radius of the circle

whose center was A.

Thus, $\sqrt{5}$ is represented on the number line as shown in the figure.



4. Classroom activity (Constructing the 'square root spiral') : Take a large sheet of paper and construct the 'square root spiral' in the following fashion. Start with a point O and draw a line segment OP1 of unit length. Draw a line segment P1P2 perpendicular to OP_1 of unit length (see Fig. 1.9). Now draw a line segment P_2P_3 perpendicular to OP_2. Then draw a line segment P_3P_4 perpendicular to OP_3. Continuing in Fig. 1.9 :

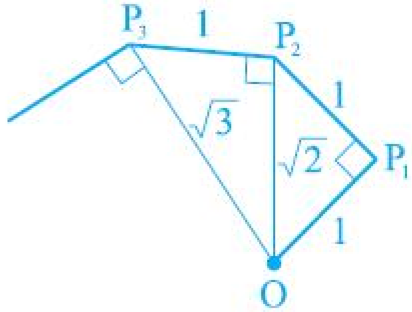
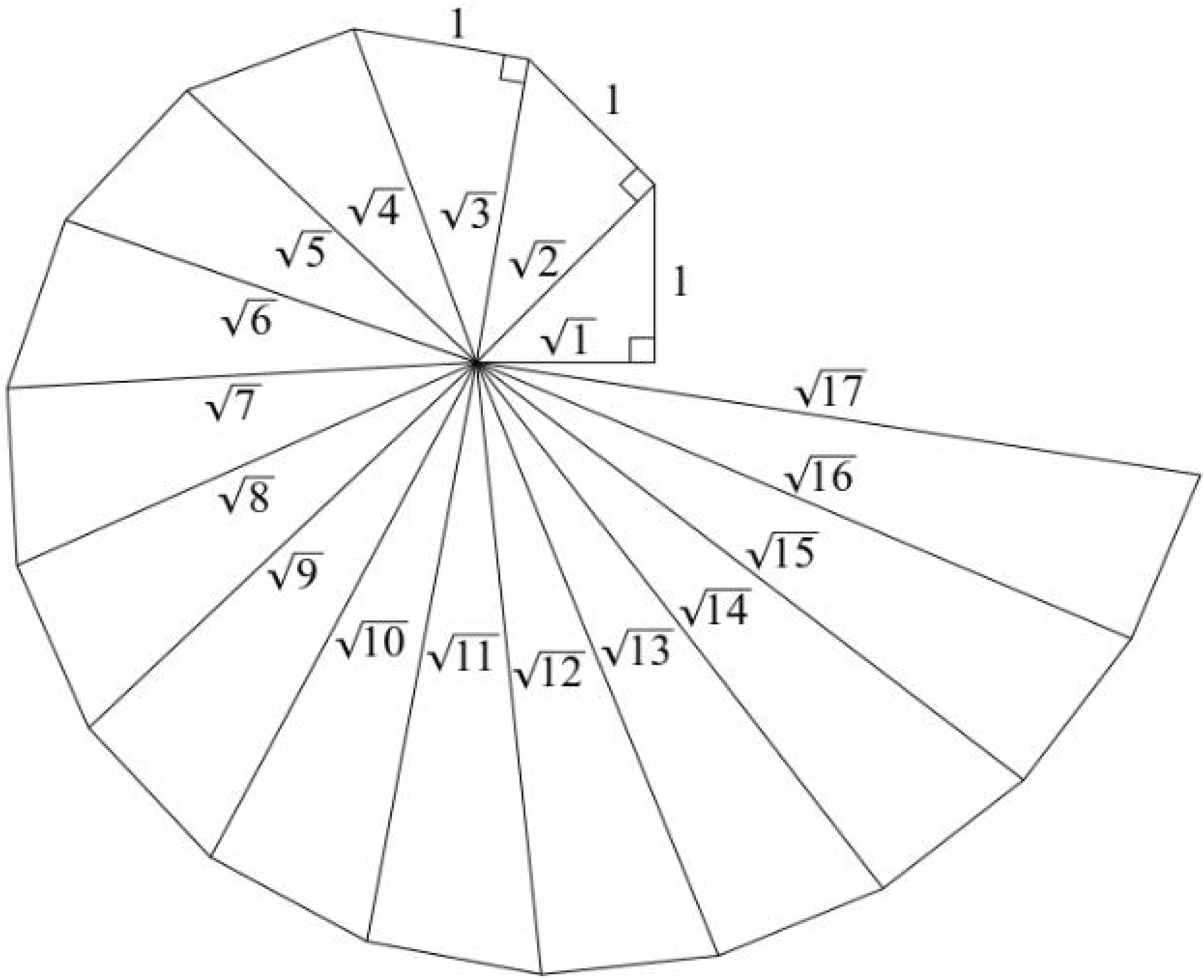


Fig. 1.9 : Constructing square root spiral

Constructing this manner, you can get the line segment $P_{n-1}Pn$ by square root spiral drawing a line segment of unit length perpendicular to OP_{n-1}. In this manner, you will have created the points P_2, P_3,….,Pn,… ., and joined them to create a beautiful spiral depicting √2, √3, √4, …

Solution:



Step 1: Mark a point O on the paper. Here, O will be the center of the square root spiral.

Step 2: From O, draw a straight line, OA, of 1cm horizontally.

Step 3: From A, draw a perpendicular line, AB, of 1 cm.

Step 4: Join OB. Here, OB will be of $\sqrt{2}$

Step 5: Now, from B, draw a perpendicular line of 1 cm and mark the end point C.

Step 6: Join OC. Here, OC will be of $\sqrt{3}$

Step 7: Repeat the steps to draw $\sqrt{4}$, $\sqrt{5}$, $\sqrt{6}$….

Exercise 1.3

1. Write the following in decimal form and say what kind of decimal expansion each has :

(ii)1/11

Solution:

$$
\begin{array}{r|l}
 & 0.0909\ldots \\
\hline
11 & 1 \\
 & 0 \\
\hline
 & 10 \\
 & \ \ 0 \\
\hline
 & 100 \\
 & \ \ 99 \\
\hline
 & \quad 10 \\
 & \quad\ \ 0 \\
\hline
 & \quad 100 \\
 & \quad\ \ 99 \\
\hline
 & \qquad 1
\end{array}
$$

$= 0.0909\ldots = 0.\overline{09}$ (Non terminating and repeating)

(iii) $\mathbf{4\frac{1}{8}}$

Solution:

$$4\frac{1}{8} = \frac{33}{8}$$

$$
\begin{array}{r|l}
 & 4.125 \\
\hline
8 & 33 \\
 & 32 \\
\hline
 & \ 10 \\
 & \ \ \ 8 \\
\hline
 & \quad 20 \\
 & \quad 16 \\
\hline
 & \qquad 40 \\
 & \qquad 40 \\
\hline
 & \qquad\ 0
\end{array}
$$

= 4.125 (Terminating)

(iv) 3/13

Solution:

```
     0.230769
13 | 30
   | 26
   |  40
   |  39
   |   10
   |    0
   |   100
   |    91
   |     90
   |     78
   |     120
   |     117
   |       3
```

$= 0.230769\ldots = 0.\overline{230769}$

(v) 2/11

Solution:

```
     0.18
11 | 2
   | 0
   | 20
   | 11
   |  90
   |  88
   |   2
```

$= 0.181818181818\ldots = 0.\overline{18}$ (Non terminating and repeating)

(vi) 329/400

Solution:

$$
\begin{array}{r|l}
 & \underline{0.8225} \\
400 & 329 \\
 & \underline{\;\;0} \\
 & 3290 \\
 & \underline{3200} \\
 & \;\;900 \\
 & \underline{\;\;800} \\
 & \;\;1000 \\
 & \underline{\;\;\;800} \\
 & \;\;\;2000 \\
 & \underline{\;\;\;2000} \\
 & \;\;\;\;\;\;0
\end{array}
$$

= 0.8225 (Terminating)

2. You know that 1/7 = 0.142857. Can you predict what the decimal expansions of 2/7, 3/7, 4/7, 5/7, 6/7 are, without actually doing the long division? If so, how?

[Hint: Study the remainders while finding the value of 1/7 carefully.]

Solution:

$$1/7 = 0.\overline{142857}$$

$$\therefore 2\times 1/7 = 2\times 0.\overline{142857} = 0.\overline{285714}$$

$$3\times 1/7 = 3\times 0.\overline{142857} = 0.\overline{428571}$$

$$4\times 1/7 = 4\times 0.\overline{142857} = 0.\overline{571428}$$

$$5\times 1/7 = 5\times 0.\overline{142857} = 0.\overline{714285}$$

$$6\times 1/7 = 6\times 0.\overline{142857} = 0.\overline{857142}$$

3. Express the following in the form p/q, where p and q are integers and q 0.

(i)

$\mathbf{0.\overline{6}}$

Solution

$0.\overline{6} = 0.666\ldots$

Let $x = 0.666\ldots$

Then, $10x = 6.666\ldots$

$10x = 6 + x$

$9x = 6$

$x = 2/3$

(ii) 0.4777777……. DO YOURSELF

(iii) $0.\overline{001}$ DO YOURSELF

4. Express 0.99999…. in the form p/q . Are you surprised by your answer? With your teacher and classmates discuss why the answer makes sense.

Solution:

Assume that $x = 0.9999$…..Eq (a)

Multiplying both sides by 10,

$10x = 9.9999$…. Eq. (b)

Eq.(b) – Eq.(a), we get

$10x = 9.9999$

$-x = -0.9999\ldots$

____

$9x = 9$

$x = 1$

The difference between 1 and 0.999999 is 0.000001 which is negligible.

Hence, we can conclude that, 0.999 is too much near 1, therefore, 1 as the answer can be justified.

5. What can the maximum number of digits be in the repeating block of digits in the decimal expansion of 1/17 ? Perform the division to check your answer.

Solution:

1/17

Dividing 1 by 17:

```
      0.0588235294117647
   ____________________
17 | 100
     85
     ___
     150
     136
     ___
      140
      136
      ___
        40
        34
        ___
         60
         51
         ___
          90
          85
          ___
           50
           34
           ___
           160
           153
           ___
             70
             68
             ___
              20
              17
              ___
               30
               17
               ___
               130
               119
               ___
                110
                102
                ___
                  80
                  68
                  ___
                  120
                  119
                  ___
                    100
```

$$\frac{1}{17} = 0.\overline{0588235294117647}$$

There are 16 digits in the repeating block of the decimal expansion of 1/17.

6. Look at several examples of rational numbers in the form p/q (q ≠ 0), where p and q are integers with no common factors other than 1 and having terminating decimal representations (expansions). Can you guess what property q must satisfy?

Solution:

We observe that when q is 2, 4, 5, 8, 10… Then the decimal expansion is terminating. For example:

$1/2 = 0.5$, denominator $q = 2^1$

$7/8 = 0.875$, denominator $q = 2^3$

$4/5 = 0.8$, denominator $q = 5^1$

We can observe that the terminating decimal may be obtained in the situation where prime factorization of the denominator of the given fractions has the power of only 2 or only 5 or both.

7. Write three numbers whose decimal expansions are non-terminating non-recurring.

Solution:

We know that all irrational numbers are non-terminating non-recurring. three numbers with decimal expansions that are non-terminating non-recurring are:

1. $\sqrt{3} = 1.732050807568$
2. $\sqrt{26} = 5.099019513592$
3. $\sqrt{101} = 10.04987562112$

8. Find three different irrational numbers between the rational numbers 5/7 and 9/11.

Solution:

$$\frac{5}{7} = 0.\overline{714285}$$

$$\frac{9}{11} = 0.\overline{81}$$

Three different irrational numbers are:

1. 0.73073007300073000073…
2. 0.75075007300075000075…
3. 0.76076007600076000076…

9. Classify the following numbers as rational or irrational according to their type:

(i) $\sqrt{23}$

Solution:

$\sqrt{23} = 4.79583152331\ldots$

Since the number is non-terminating and non-recurring therefore, it is an irrational number.

(ii)$\sqrt{225}$

Solution:

$\sqrt{225} = 15 = 15/1$

Since the number can be represented in p/q form, it is a rational number.

(iii) 0.3796

Solution:

Since the number,0.3796, is terminating, it is a rational number.

(iv) 7.478478

Solution:

The number,7.478478, is non-terminating but recurring, it is a rational number.

(v) 1.101001000100001…

Solution:

Since the number,1.101001000100001…, is non-terminating non-repeating (non-recurring), it is an irrational number.

Exercise 1.5

1. Classify the following numbers as rational or irrational:

(i) $2 -\sqrt{5}$

Solution:

We know that, $\sqrt{5} = 2.2360679…$

Here, 2.2360679…is non-terminating and non-recurring.

Now, substituting the value of $\sqrt{5}$ in $2 -\sqrt{5}$, we get,

$2-\sqrt{5} = 2-2.2360679… = -0.2360679$

Since the number, – 0.2360679…, is non-terminating non-recurring, $2 -\sqrt{5}$ is an irrational number.

(ii) $(3+\sqrt{23})-\sqrt{23}$

Solution:

$(3+\sqrt{23})-\sqrt{23} = 3+\sqrt{23}-\sqrt{23}$

$= 3$

$= 3/1$

Since the number 3/1 is in p/q form, **$(3+\sqrt{23})-\sqrt{23}$** is rational.

(iii) $2\sqrt{7}/7\sqrt{7}$

Solution:

$2\sqrt{7}/7\sqrt{7} = (2/7)\times(\sqrt{7}/\sqrt{7})$

We know that $(\sqrt{7}/\sqrt{7}) = 1$

Hence, $(2/7)\times(\sqrt{7}/\sqrt{7}) = (2/7)\times 1 = 2/7$

Since the number, 2/7 is in p/q form, $2\sqrt{7}/7\sqrt{7}$ is rational.

(iv) $1/\sqrt{2}$

Solution:

Multiplying and dividing numerator and denominator by $\sqrt{2}$ we get,

$(1/\sqrt{2})\times(\sqrt{2}/\sqrt{2}) = \sqrt{2}/2$ (since $\sqrt{2}\times\sqrt{2} = 2$)

We know that, $\sqrt{2} = 1.4142\ldots$

Then, $\sqrt{2}/2 = 1.4142/2 = 0.7071..$

Since the number , 0.7071..is non-terminating non-recurring, $1/\sqrt{2}$ is an irrational number.

(v) 2π

Solution:

We know that, the value of = 3.1415

Hence, 2 = 2×3.1415.. = 6.2830…

Since the number, 6.2830…, is non-terminating non-recurring, 2 is an irrational number.

2. Simplify each of the following expressions:

(i) $(3+\sqrt{3})(2+\sqrt{2})$

Solution:

$(3+\sqrt{3})(2+\sqrt{2})$

Opening the brackets, we get, $(3\times2)+(3\times\sqrt{2})+(\sqrt{3}\times2)+(\sqrt{3}\times\sqrt{2})$

$= 6+3\sqrt{2}+2\sqrt{3}+\sqrt{6}$

(ii) $(3+\sqrt{3})(3-\sqrt{3})$

Solution:

$(3+\sqrt{3})(3-\sqrt{3}) = 3^2-(\sqrt{3})^2 = 9-3$

$= 6$

(iii) $(\sqrt{5}+\sqrt{2})^2$

Solution:

$(\sqrt{5}+\sqrt{2})^2 = \sqrt{5}^2+(2\times\sqrt{5}\times\sqrt{2})+ \sqrt{2}^2$

$= 5+2\times\sqrt{10}+2 = 7+2\sqrt{10}$

(iv) $(\sqrt{5}-\sqrt{2})(\sqrt{5}+\sqrt{2})$

Solution:

$(\sqrt{5}-\sqrt{2})(\sqrt{5}+\sqrt{2}) = (\sqrt{5}^2-\sqrt{2}^2) = 5-2 = 3$

3. Recall, π is defined as the ratio of the circumference (say c) of a circle to its diameter, (say d). That is, π =c/d. This seems to contradict the fact that π is irrational. How will you resolve this contradiction?

Solution:There is no contradiction. When we measure a value with a scale, we only obtain an approximate value. We never obtain an exact value. Therefore, we may not realize whether c or d is irrational. The value of π is almost equal to 22/7 or 3.142857…

4. Represent $(\sqrt{9.3})$ on the number line.

Solution:

Step 1: Draw a 9.3 units long line segment, AB. Extend AB to C such that BC=1 unit.

Step 2: Now, AC = 10.3 units. Let the centre of AC be O.

Step 3: Draw a semi-circle of radius OC with centre O.

Step 4: Draw a BD perpendicular to AC at point B intersecting the semicircle at D. Join OD.

Step 5: OBD, obtained, is a right angled triangle.

Here, OD 10.3/2 (radius of semi-circle), OC = 10.3/2 , BC = 1

OB = OC – BC

$\Longrightarrow (10.3/2)-1 = 8.3/2$

Using Pythagoras theorem,

We get,

$OD^2=BD^2+OB^2$

$\Longrightarrow (10.3/2)^2 = BD^2+(8.3/2)^2$

$\Longrightarrow BD^2 = (10.3/2)^2-(8.3/2)^2$

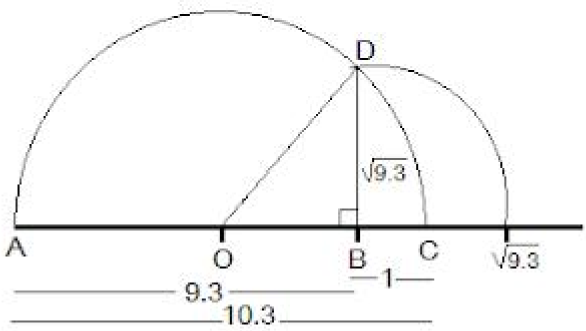
$\Longrightarrow (BD)^2 = (10.3/2)-(8.3/2)(10.3/2)+(8.3/2)$

$\Longrightarrow BD^2 = 9.3$

$\Longrightarrow BD = \sqrt{9.3}$

Thus, the length of BD is $\sqrt{9.3}$.

Step 6: Taking BD as radius and B as centre draw an arc which touches the line segment. The point where it touches the line segment is at a distance of $\sqrt{9.3}$ from O as shown in the figure.



5. Rationalize the denominators of the following:

(i) 1/√7

Solution:

Multiply and divide 1/√7 by √7

(1×√7)/(√7×√7) = √7/7

(ii) 1/(√7-√6)

Solution:

Multiply and divide 1/(√7-√6) by (√7+√6)

[1/(√7-√6)]×(√7+√6)/(√7+√6) = (√7+√6)/(√7-√6)(√7+√6)

= (√7+√6)/√7^2-√6^2 [denominator is obtained by the property, (a+b)(a-b) = a^2-b^2]

= (√7+√6)/(7-6)

= (√7+√6)/1

= √7+√6

(iii) 1/(√5+√2)

Solution:

Multiply and divide 1/(√5+√2) by (√5-√2)

[1/(√5+√2)]×(√5-√2)/(√5-√2) = (√5-√2)/(√5+√2)(√5-√2)

= (√5-√2)/(√5^2-√2^2) [denominator is obtained by the property, (a+b)(a-b) = a^2-b^2]

$= (\sqrt{5}-\sqrt{2})/(5-2)$

$= (\sqrt{5}-\sqrt{2})/3$

(iv) $1/(\sqrt{7}-2)$

Solution:

Multiply and divide $1/(\sqrt{7}-2)$ by $(\sqrt{7}+2)$

$1/(\sqrt{7}-2)\times(\sqrt{7}+2)/(\sqrt{7}+2) = (\sqrt{7}+2)/(\sqrt{7}-2)(\sqrt{7}+2)$

$= (\sqrt{7}+2)/(\sqrt{7}^2-2^2)$ [denominator is obtained by the property, $(a+b)(a-b) = a^2-b^2$]

$= (\sqrt{7}+2)/(7-4)$

$= (\sqrt{7}+2)/3$

Exercise 1.6

1. Find:

(i) $64^{1/2}$

Solution:

$64^{1/2} = (8\times8)^{1/2}$

$= (8^2)^{1/2}$

$= 8^1$ [$\because 2\times1/2 = 2/2 = 1$]

$= 8$

(ii) $32^{1/5}$

Solution:

$32^{1/5} = (2^5)^{1/5}$

$= (2^5)^{1/5}$

$= 2^1$ [$\because 5\times1/5 = 1$]

$= 2$

(iii)$125^{1/3}$

Solution:

$(125)^{1/3} = (5\times5\times5)^{1/3}$

$= (5^3)^{1/3}$

$= 5^1$ $(3\times1/3 = 3/3 = 1)$

$= 5$

2. Find:

(i) $9^{3/2}$

Solution:

$9^{3/2} = (3\times3)^{3/2}$

$= (3^2)^{3/2}$

$= 3^3$ $[\because 2\times3/2 = 3]$

$=27$

(ii) $32^{2/5}$

Solution:

$32^{2/5} = (2\times2\times2\times2\times2)^{2/5}$

$= (2^5)^{2/5}$

$= 2^2$ $[\because 5\times2/5= 2]$

$= 4$

(iii)$16^{3/4}$

Solution:

$16^{3/4} = (2\times2\times2\times2)^{3/4}$

$= (2^4)^{3/4}$

$= 2^3$ [$\because 4\times3/4 = 3$]

$= 8$

(iv) $125^{-1/3}$

$125^{-1/3} = (5\times5\times5)^{-1/3}$

$= (5^3)^{-1/3}$

$= 5^{-1}$ [$\because 3\times-1/3 = -1$]

$= 1/5$

3. Simplify:

(i) $2^{2/3}\times2^{1/5}$

Solution:

$2^{2/3}\times2^{1/5} = 2^{(2/3)+(1/5)}$ [$\because$Since, $a^m\times a^n=a^{m+n}$____ Laws of exponents]

$= 2^{13/15}$ [$\because 2/3 + 1/5 = (2\times5+3\times1)/(3\times5) = 13/15$]

(ii) $(1/3^3)^7$

Solution:

$(1/3^3)^7 = (3^{-3})^7$ [$\because$Since,$(a^m)^n = a^{m\times n}$____ Laws of exponents]

$= 3^{-21}$

(iii) $11^{1/2}/11^{1/4}$

Solution:

$11^{1/2}/11^{1/4} = 11^{(1/2)-(1/4)}$

$= 11^{1/4}$ [$\because(1/2) – (1/4) = (1\times4-2\times1)/(2\times4) = 4-2)/8 = 2/8 = ¼$]

(iv) $7^{1/2}\times8^{1/2}$

Solution:

$7^{1/2}\times8^{1/2} = (7\times8)^{1/2}$ [$\because$Since, $(a^m\times b^m = (a\times b)^m$ ____ Laws of exponents]

$= 56^{1/2}$

Chapter 3 – Linear Equations in Two Variables

Exercise 3.1

1. The cost of a notebook is twice the cost of a pen. Write a linear equation in two variables to represent this statement.

(Take the cost of a notebook to be ₹ x and that of a pen to be ₹ y)

Solution:

Let the cost of a notebook be = ₹ x

Let the cost of a pen be = ₹ y

According to the question,

The cost of a notebook is twice the cost of a pen.

i.e., cost of a notebook = 2×cost of a pen

$x = 2 \times y$

$x = 2y$

$x-2y = 0$

$x-2y = 0$ is the linear equation in two variables to represent the statement, 'The cost of a notebook is twice the cost of a pen.'

2. Express the following linear equations in the form ax + by + c = 0 and indicate the values of a, b and c in each case.

(i) 2x+3y = $9.3\overline{5}$

Solution:

$2x+3y = 9.3\overline{5}$

Re-arranging the equation, we get,

$2x+3y-9.3\overline{5}= 0$

The equation $2x + 3y - 9.3\overline{5}= 0$can be written as,

$2x + 3y + (-9.3\overline{5}) = 0$

Now comparing $2x + 3y + (-9.3\overline{5}) = 0$ with $ax + by + c = 0$

We get,

$a = 2$

$b = 3$

$c = -9.3\overline{5}$

(ii) x –(y/5)–10 = 0

Solution:

The equation x –(y/5)-10 = 0 can be written as,

1x+(-1/5)y +(–10) = 0

Now comparing x+(-1/5)y+(–10) = 0 with ax+by+c = 0

We get,

a = 1

b = -(1/5)

c = -10

(iii) –2x+3y = 6

Solution:

–2x+3y = 6

Re-arranging the equation, we get,

–2x+3y–6 = 0

The equation $–2x+3y–6 = 0$ can be written as,

$(–2)x+3y+(– 6) = 0$

Now, comparing $(–2)x+3y+(–6) = 0$ with $ax+by+c = 0$

We get, $a = –2$

$b = 3$

$c =-6$

(iv) x = 3y

Solution:

$x = 3y$

Re-arranging the equation, we get,

$x-3y = 0$

The equation $x-3y=0$ can be written as,

$1x+(-3)y+(0)c = 0$

Now comparing $1x+(-3)y+(0)c = 0$ with $ax+by+c = 0$

We get $a = 1$

$b = -3$

$c =0$

(v) 2x = –5y

Solution:

$2x = –5y$

Re-arranging the equation, we get,

$2x+5y = 0$

The equation 2x+5y = 0 can be written as,

2x+5y+0 = 0

Now, comparing 2x+5y+0= 0 with ax+by+c = 0

We get a = 2

b = 5

c = 0

(vi) 3x+2 = 0

Solution:

3x+2 = 0

The equation 3x+2 = 0 can be written as,

3x+0y+2 = 0

Now comparing 3x+0+2= 0 with ax+by+c = 0

We get a = 3

b = 0

c = 2

(vii) y–2 = 0

Solution:

y–2 = 0

The equation y–2 = 0 can be written as,

0x+1y+(–2) = 0

Now comparing 0x+1y+(–2) = 0with ax+by+c = 0

We get a = 0

b = 1

c = –2

(viii) 5 = 2x

Solution:

5 = 2x

Re-arranging the equation, we get,

2x = 5

i.e., 2x–5 = 0

The equation 2x–5 = 0 can be written as,

2x+0y–5 = 0

Now comparing 2x+0y–5 = 0 with ax+by+c = 0

We get a = 2

b = 0

c = -5

Exercise 3.2

1. Which one of the following options is true, and why?

y = 3x+5 has

1. **A unique solution**
2. **Only two solutions**
3. **Infinitely many solutions**

Solution:

Let us substitute different values for x in the linear equation y = 3x+5

x	0	1	2	….	100
y, where y=3x+5	5	8	11	….	305

From the table, it is clear that x can have infinite values, and for all the infinite values of x, there are infinite values of y as well.

Hence, (iii) infinitely many solutions is the only option true.

2. Write four solutions for each of the following equations:

(i) 2x+y = 7

Solution:

To find the four solutions of 2x+y =7, we substitute different values for x and y.

Let x = 0

Then,

2x+y = 7

(2×0)+y = 7

y = 7

(0,7)

Let x = 1

Then,

2x+y = 7

(2×1)+y = 7

2+y = 7

y = 7-2

$y = 5$

(1,5)

Let $y = 1$

Then,

$2x+y = 7$

$(2x)+1 = 7$

$2x = 7-1$

$2x = 6$

$x = 6/2$

$x = 3$

(3,1)

Let $x = 2$

Then,

$2x+y = 7$

$(2\times2)+y = 7$

$4+y = 7$

$y =7-4$

$y = 3$

(2,3)

The solutions are (0, 7), (1,5), (3,1), (2,3)

(ii) $\pi x+y = 9$

Solution:

To find the four solutions of $\pi x+y = 9$, we substitute different values for x and y.

Let $x = 0$

Then,

$\pi x+y = 9$

$(\pi\times 0)+y = 9$

$y = 9$

$(0,9)$

Let $x = 1$

Then,

$\pi x +y = 9$

$(\pi\times 1)+y = 9$

$\pi+y = 9$

$y = 9-\pi$

$(1, 9-\pi)$

Let $y = 0$

Then,

$\pi x+y = 9$

$\pi x+0 = 9$

$\pi x = 9$

$x = 9/\pi$

$(9/\pi,0)$

Let $x = -1$

Then,

$\pi x + y = 9$

$(\pi\times-1) + y = 9$

$-\pi+y = 9$

$y = 9+\pi$

$(-1,9+\pi)$

The solutions are (0,9), $(1,9-\pi)$, $(9/\pi,0)$, $(-1,9+\pi)$

(iii) x = 4y

Solution:

To find the four solutions of x = 4y, we substitute different values for x and y.

Let x = 0

Then,

$x = 4y$

$0 = 4y$

$4y= 0$

$y = 0/4$

$y = 0$

(0,0)

Let x = 1

Then,

$x = 4y$

$1 = 4y$

$4y = 1$

$y = 1/4$

$(1,1/4)$

Let $y = 4$

Then,

$x = 4y$

$x = 4 \times 4$

$x = 16$

$(16,4)$

Let $y = 1$

Then,

$x = 4y$

$x = 4 \times 1$

$x = 4$

$(4,1)$

The solutions are $(0,0)$, $(1,1/4)$, $(16,4)$, $(4,1)$

3. Check which of the following are solutions of the equation $x–2y = 4$ and which are not:

(i) $(0, 2)$

(ii) $(2, 0)$

(iii) $(4, 0)$

(iv) $(\sqrt{2}, 4\sqrt{2})$

(v) (1, 1)

Solutions:

(i) (0, 2)

(x,y) = (0,2)

Here, x=0 and y=2

Substituting the values of x and y in the equation x–2y = 4, we get,

x–2y = 4

$\Longrightarrow$ 0 – (2×2) = 4

But, -4 ≠ 4

(0, 2) is **not** a solution of the equation x–2y = 4

(ii) (2, 0)

(x,y) = (2, 0)

Here, x = 2 and y = 0

Substituting the values of x and y in the equation x -2y = 4, we get,

x -2y = 4

$\Longrightarrow$ 2-(2×0) = 4

$\Longrightarrow$ 2 -0 = 4

But, 2 ≠ 4

(2, 0) is **not** a solution of the equation x-2y = 4

(iii) (4, 0)

Solution:

(x,y) = (4, 0)

Here, x= 4 and y=0

Substituting the values of x and y in the equation x -2y = 4, we get,

$x–2y = 4$

$\implies 4 – 2\times0 = 4$

$\implies 4-0 = 4$

$\implies 4 = 4$

(4, 0) is a solution of the equation $x–2y = 4$

(iv) (√2,4√2)

Solution:

$(x,y) = (\sqrt{2},4\sqrt{2})$

Here, $x = \sqrt{2}$ and $y = 4\sqrt{2}$

Substituting the values of x and y in the equation x–2y = 4, we get,

$x –2y = 4$

$\implies \sqrt{2}-(2\times4\sqrt{2}) = 4$

$\sqrt{2}-8\sqrt{2} = 4$

But, $-7\sqrt{2} \neq 4$

$(\sqrt{2},4\sqrt{2})$ is **not** a solution of the equation $x–2y = 4$

(v) (1, 1)

Solution:

$(x,y) = (1, 1)$

Here, x= 1 and y= 1

Substituting the values of x and y in the equation x–2y = 4, we get,

$x - 2y = 4$

$\implies 1 - (2\times1) = 4$

$\implies 1-2 = 4$

But, $-1 \neq 4$

(1, 1) is **not** a solution of the equation $x-2y = 4$

4. Find the value of k, if x = 2, y = 1 is a solution of the equation 2x+3y = k.

Solution:

The given equation is

$2x+3y = k$

According to the question, $x = 2$ and $y = 1$

Now, substituting the values of x and y in the equation$2x+3y = k$,

We get,

$(2\times2)+(3\times1) = k$

$\implies 4+3 = k$

$\implies 7 = k$

$k = 7$

The value of k, if $x = 2$, $y = 1$ is a solution of the equation $2x+3y = k$, is 7.

Exercise 3.3

2. Give the equations of two lines passing through (2, 14). How many more such lines are there, and why?

Solution:

We know that an infinite number of lines pass through a point.

The equation of 2 lines passing through (2,14) should be in such a way that it satisfies the point.

Let the equation be $7x = y$

$7x – y = 0$

When $x = 2$ and $y = 14$

$(7 \times 2) - 14 = 0$

$14 – 14 = 0$

$0 = 0$

L.H.S. = R.H.S.

Let another equation be $4x = y - 6$

$4x - y + 6 = 0$

When $x = 2$ and $y = 14$

$(4 \times 2 – 14 + 6 = 0$

$8 – 14 + 6 = 0$

$0 = 0$

L.H.S. = R.H.S.

Since both the equations satisfy the point (2,14), then we can say that the equations of two lines passing through (2, 14) are $7x = y$ and $4x = y - 6$

We know that an infinite number of line passes through one specific point. Since there is only one point (2,14) here, there can be infinite lines that pass through the point.

3. If the point (3, 4) lies on the graph of the equation $3y = ax+7$, find the value of a.

Solution:

The given equation is

$3y = ax+7$

According to the question, $x = 3$ and $y = 4$

Now, substituting the values of x and y in the equation $3y = ax+7$,

We get,

$(3\times4) = (a\times3)+7$

$\Longrightarrow 12 = 3a+7$

$\Longrightarrow 3a = 12-7$

$\Longrightarrow 3a = 5$

$\Longrightarrow a = 5/3$

The value of a, if the point (3,4) lies on the graph of the equation $3y = ax+7$ is 5/3.