Le CENTRE d'ÉDUCATION en
MATHÉMATIQUES et en INFORMATIQUE

Problème de la semaine
Problèmes et solutions
2022 - 2023

(solutions disponibles en anglais seulement)

Problème B (5e/6e année)

Thèmes

(Cliquer sur le nom du thème ci-dessous pour sauter à cette section.)

Sens du nombre (N)
Géométrie et mesure (G)
Algèbre (A)
Gestion des données (D)
Raisonnement informatiques (C)

Les problèmes dans ce livret sont organisés par thème.
Un problème peut apparaître dans plusiers thèmes.

Sens du nombre (N)

AMÈNE-MOI
À LA
COUVERTURE

Problème de la semaine

Problème B

Dans des contrées inconnues

L'acteur canadien William Shatner a voyagé à bord de la fusée Blue Origin en octobre 2021. Il est resté dans la fusée pendant 10 minutes et 17 secondes après le décollage, avant de se poser à nouveau sur le sol du désert au Texas. La fusée a atteint une altitude de 105,9 km.

(a) Si son vol s'est déroulé en ligne droite vers le haut puis vers le bas, quelle était sa vitesse moyenne, au kilomètre par heure près, pendant toute la durée du voyage ?

(b) La route transcanadienne qui traverse le Canada de la côte est à la côte ouest a une longueur de 7821 km. En combien de temps (exprimé en heures et minutes) la fusée pourrait-elle parcourir cette distance si elle voyageait à la vitesse moyenne déterminée dans la partie (a)?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
Into the Wild Blue Yonder!

Problem

Canadian Actor William Shatner travelled on the Blue Origin rocket in October 2021. He was in the rocket for 10 minutes and 17 seconds after liftoff, before landing back on the desert floor in Texas. The rocket rose to an altitude of 105.9 km.

(a) If his flight was straight up and down, what was his mean speed, to the nearest kilometre per hour, over the course of the whole journey?

(b) The length of the Trans-Canada Highway between the east and west coasts of Canada is 7821 km. If the rocket travels a distance of 7821 km at the mean speed found in part (a), approximately how long (in hours and minutes) would that trip take?

Solution

(a) The total distance William Shatner travelled was $105.9 \times 2 = 211.8$ km.

His travel time was 10 minutes and 17 seconds. Since there are 60 seconds in one minute, his travel time was $10 \times 60 + 17 = 617$ seconds. Since there are $60 \times 60 = 3600$ seconds in each hour, his travel time in hours was $617 \div 3600 \approx 0.1714$ hr.

Thus, his mean speed was 211.8 km $\div\ 0.1714$ hr ≈ 1236 km/hr.

(b) Travelling a distance of 7821 km at a mean speed of 1236 km/hr would take the rocket $7821 \div 1236 \approx 6.328$ hr. Since there are 60 minutes in each hour, this is equal to $6.328 \times 60 \approx 380$ minutes, or approximately 6 hours and 20 minutes.

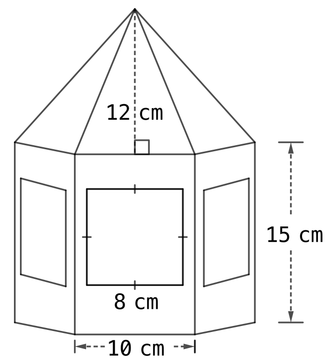
NOTE: Calculations here were carried out with four significant digits. Answers may vary if fewer are used at each stage.

Problème de la semaine

Problème B

Peindre une maison d'oiseaux

Les mangeoires à oiseaux ont de nombreuses formes et tailles. La mangeoire de Meera a une base pentagonale, cinq faces latérales rectangulaires identiques et cinq triangles identiques qui se rejoignent en un sommet de manière à former le toit. Chaque face rectangulaire a une largeur de 10 cm, une hauteur de 15 cm et contient une fenêtre carrée dont les côtés mesurent 8 cm. Chaque triangle a une hauteur de 12 cm et une base alignée avec le côté supérieur de l'une des faces rectangulaires.



(a) Quelle est l'aire totale des cinq fenêtres de la mangeoire ?

(b) Meera a décidé de peindre les faces extérieures des triangles qui forment le toit et les faces extérieurs de la mangeoire, à l'exception des fenêtres et de la base. Quelle est l'aire totale que doit recouvrir la peinture de Meera?

(c) Supposons que l'on peut acheter un pot de peinture de 100 mL pour 3,50 \$ et que cette quantité de peinture peut recouvrir une aire de 10 000 cm^2. Si Meera applique deux couches de peinture sur chaque mangeoire pentagonale, combien de mangeoires pentagonales complètes peut-on peindre avec un de ces pots de peinture?

Thèmes Géométrie et mesure, Sens du nombre

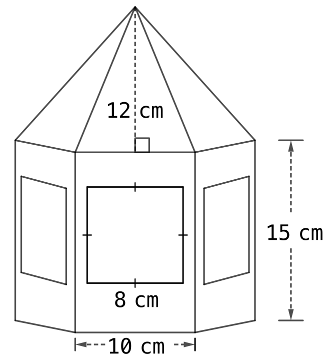
Problem of the Week

Problem B and Solution

Painting a Birdhouse

Problem

Bird feeders come in many shapes and sizes. Meera has one with a pentagonal base, five identical rectangular sides, and five identical triangles that meet at a point forming the roof. Each rectangular side has a width of 10 cm, a height of 15 cm, and a square window of side length 8 cm. Each triangle has a height of 12 cm and its base lines up with the top width of one of the rectangular sides.



(a) What is the total area of the five windows in the feeder?

(b) Meera has decided to paint the outer faces of the triangular roof segments and the outer sides of the feeder (except the windows), but not the base. What is the total surface area of the parts of the feeder Meera intends to paint?

(c) Suppose you can purchase a 100 mL can of paint for \$3.50 which will cover $10\,000\text{ cm}^2$ of surface area. If Meera does two coats of paint on each pentagonal bird feeder, how many complete pentagonal bird feeders can be painted by one of these cans of paint?

Solution

(a) Since each of the five windows is an 8 cm square of area $8 \times 8 = 64\text{ cm}^2$, the total area of the windows is $5 \times 64 = 320\text{ cm}^2$.

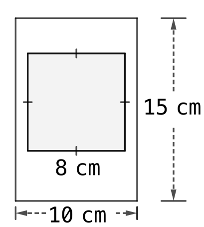
(b) The parts of the feeder to be painted are the five rectangular borders around the windows plus the five triangular roof segments.

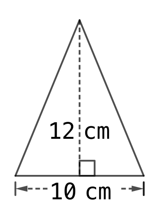
The area of one rectangular border is the area of the outer rectangle minus the area of the square window. Since the area of the outer rectangle is $10 \times 15 = 150\text{ cm}^2$, and the area of the square window is 64 cm^2, the area of one rectangular border is $150 - 64 = 86\text{ cm}^2$.

There are five of these borders and so their total area is $5 \times 86 = 430\text{ cm}^2$.

The area of one triangular roof segment is $\frac{1}{2} \times 10 \times 12 = 60\text{ cm}^2$. There are five of these triangles and so their total area is $5 \times 60 = 300\text{ cm}^2$.

Thus, the total area to be painted is $430+300 = 730\text{ cm}^2$.





(c) Two coats of paint on one feeder will require paint for $2 \times 730 = 1460\text{ cm}^2$. Thus, Meera can paint $10\,000 \div 1460 \approx 6.8$ birdhouses. Therefore, Meera can paint 6 complete birdhouses using one can of paint.

Problème de la semaine

Problème B

Un problème de pierre

Sela fait des travaux d'aménagement paysager et doit paver un espace rectangulaire ayant une superficie de 53,5 m^2. Elle prévoit d'utiliser des dalles mesurant $10\,\text{cm} \times 20\,\text{cm}$, qui ont donc chacune une aire de $200\,\text{cm}^2$. Remarquons que seules des dalles entières seront utilisées.

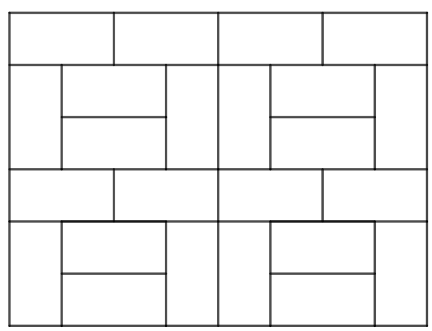
À la quincaillerie, Sela apprend que ces dalles sont vendues par palettes de 1000 dalles et qu'elle doit acheter des palettes complètes à 499 $ chacune.

(a) Combien de dalles lui faudra-t-il pour couvrir la superficie de 53,5 m^2 ?

(b) Combien de palettes devra-t-elle acheter?

(c) Combien de dalles lui restera-t-il sur la dernière palette utilisée?

(d) Si Sela pouvait acheter des palettes partielles, quel montant d'argent économiserait-elle si elle n'achetait que le nombre de dalles dont elle a besoin?



Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week

Problem B and Solution

A Stoney Problem

Problem

Sela is doing some landscaping, and needs to pave a rectangular space with an area of 53.5 m^2. She plans to use paving stones which are 10 cm by 20 cm, and so each has an area of 200 cm^2 each. Note that only whole paving stones will be used.

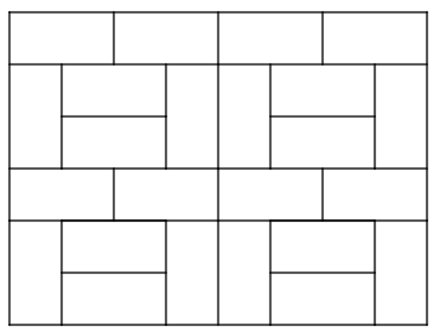
At the Home Shop, Sela learns that these pavers are sold on pallets of 1000 stones, and she must buy complete pallets at $499 each.

(a) How many stones will she need to cover the 53.5 m^2 area?

(b) How many pallets will she need to buy?

(c) How many stones will be left on the last pallet Sela uses?

(d) If Sela is able to buy partial pallets, how much would she save if she only bought the paving stones she needed?



Solution

(a) One square metre is equivalent to $100 \times 100 = 10\,000\,\text{cm}^2$, the area Sela needs to pave has area $53.5 \times 10\,000 = 535\,000\,\text{cm}^2$. Since each paving stone has area $200\,\text{cm}^2$, Sela will need $535\,000 \div 200 = 2675$ stones.

(b) Since each pallet has 1000 paving stones, Sela needs $2675 \div 1000 = 2.675$ pallets. However, she must buy complete pallets, so Sela will need to buy 3 pallets, or 3000 paving stones.

(c) On the last pallet Sela uses, there will be $3000 - 2675 = 325$ paving stones.

(d) Sela would not need to buy the extra 325 paving stones. The 325 paving stones as a fraction of a pallet is $\frac{325}{1000} = 0.325$.
Thus, she would save $0.325 \times \$499 \approx \$162.18$.

Problème de la semaine

Problème B

Joey se prépare à l'hiver

Joey le tamia va bientôt hiberner. Il décide donc d'amasser des glands (sa nourriture préférée) pour les longs mois d'hiver.

Il lui reste quatre glands de la veille et il a amassé des glands au cours des dernières heures, tel que représenté dans le tableau ci-dessous.

Heure	0	1	2	3	4	5
Nombre total de glands	4	20	36	52	68	84

(a) Est-ce que le nombre total de glands est une suite croissante linéaire? Vérifie ta réponse à l'aide d'un graphique.

(b) Supposons que Joey continue à amasser des glands à ce même rythme.

(i) Combien de glands Joey aura-t-il amassé après la 12^{e} heure?

(ii) Combien d'heures lui faudrait-il pour amasser au moins 330 glands?

(iii) Représente le nombre total de glands que Joey aura amassé après n heures à l'aide d'une expression algébrique.

Thèmes Algèbre, Sens du nombre

Problem of the Week

Problem B and Solution

Joey Prepares for Winter

Problem

Joey the chipmunk will soon be hibernating, so he's gathering acorns, his food supply for the long winter months.
Joey has four acorns remaining from the previous day, and has gathered acorns over the last few hours as shown in the following table.

Hour	0	1	2	3	4	5
Total Number of Acorns	4	20	36	52	68	84

(a) Is the total number of acorns a linear growing pattern? Verify your answer by creating a graph.

(b) Suppose Joey continues collecting acorns at this same rate.

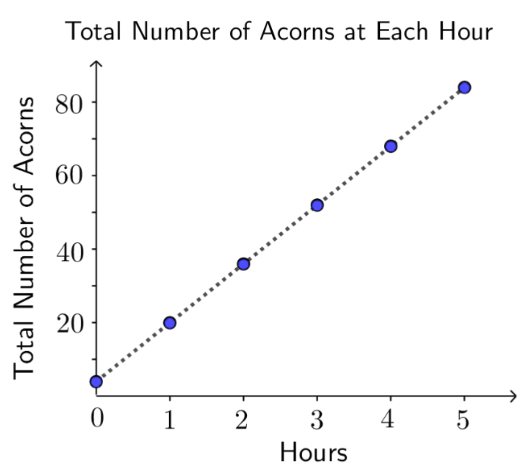
(i) How many acorns would Joey have collected by the end of Hour 12?

(ii) How many hours would it take him to collect at least 330 acorns?

(iii) Write an algebraic expression to represent the total number of acorns Joey would have after collecting for n hours.

Solution

(a) Looking at the data, we see that the number of acorns increases by the same amount each hour; Joey is collecting acorns at a rate of 16 per hour. So we expect that the pattern of the total number of acorns is a growing linear pattern. This is verified by the following graph.



(b) (i) Hour 12 is 7 more hours after Hour 5. Since Joey will collect 16 acorns in each of those hours, he will have $7 \times 16 = 112$ more acorns, giving a total of $84 + 112 = 196$ acorns by the end of Hour 12.

(ii) To collect at least 330 acorns in total, Joey needs $330 - 196 = 134$ more acorns than he has after 12 hours. After 8 more hours, he would have $8 \times 16 = 128$ more acorns. After 9 more hours, he would have $9 \times 16 = 144$ more acorns. Therefore, he will need to collect acorns for 9 more hours to get to at least 330 acorns.
Thus, he will need a total of $12 + 9 = 21$ hours to collect at least 330 acorns.

ALTERNATIVELY: Joey initially has 4 acorns, so to get to 330 acorns, he needs to collect 326 more acorns. Since he collects 16 acorns per hour, this would take him $326 \div 16 = 20\frac{3}{8}$ hours. This means he will have 330 acorns during the 21^{st} hour. That is, he will need to collect for 21 hours to get at least 330 acorns.

(iii) After n hours of collecting 16 acorns each hour, Joey would have $16 \times n$ acorns. Given that he starts with four leftover acorns, Joey would have a total of
$(16 \times n) + 4$ acorns.

Problème de la semaine

Problème B

De l'eau partout

Une très faible partie de l'eau douce de la Terre est accessible à la consommation humaine, en particulier dans les pays secs, ce qui rend nécessaire l'utilisation de sources alternatives.

(a) La consommation quotidienne d'eau par habitant pour neuf pays est indiquée ci-dessous.

$$155\,\text{L},\ 251\,\text{L},\ 200\,\text{L},\ 147\,\text{L},\ 135\,\text{L},\ 235\,\text{L},\ 373\,\text{L},\ 145\,\text{L},\ 380\,\text{L}$$

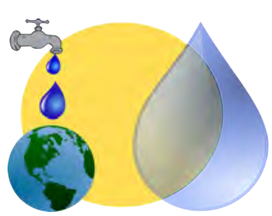
Quelle est la consommation quotidienne moyenne d'eau par habitant pour ces pays? Arrondis ta réponse à l'entier le plus près.

(b) Une petite ville de 110 000 habitants située dans un pays aride (très sec) obtient son eau douce par dessalement de l'eau de mer. Si la consommation par habitant de cette ville est égale à la moyenne de la partie (a), quelle quantité d'eau douce doit être produite chaque jour par l'usine de dessalement de la ville?

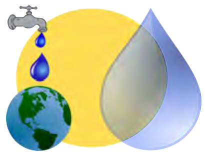
(c) L'eau de mer est composée de 3,5 % de sel et 96,5 % d'eau douce. Donc, si 1000 L d'eau de mer sont dessalés, la quantité d'eau douce produite sera égale à $0{,}965 \times 1000 = 965$ L. De façon générale, on peut utiliser l'équation ci-dessous pour exprimer la relation entre la quantité d'eau de mer et la quantité d'eau douce dans le processus de dessalement:

$$0,965 \times \text{quantité d'eau de mer} = \text{quantité d'eau douce}$$

Utilise cette équation et ta réponse de la partie (b) pour déterminer la quantité d'eau de mer que l'usine de dessalement doit traiter chaque jour afin de répondre aux besoins en eau douce de la ville.



Thèmes Gestion des données, Sens du nombre



Problem of the Week
Problem B and Solution
Water, Water, Everywhere...

Problem

Very little of Earth's fresh water is accessible for human consumption, particularly in dry countries, making alternative sources necessary.

(a) The per capita (per person) daily water consumption for nine different countries is given below.

$$155\,\text{L},\ 251\,\text{L},\ 200\,\text{L},\ 147\,\text{L},\ 135\,\text{L},\ 235\,\text{L},\ 373\,\text{L},\ 145\,\text{L},\ 380\,\text{L}$$

What is the average per capita daily water consumption for these countries? Round your answer to the nearest whole number.

(b) A small city of 110 000 people in an arid (very dry) country obtains its fresh water by desalination of sea water. If the per capita consumption in this city is equal to the average from part (a), how much fresh water must be produced each day by the city's desalination plant?

(c) Sea water is 3.5% salt; the remaining 96.5% is fresh water. Thus, if 1000 L of sea water was desalinated, the amount of fresh water produced would be $0.965 \times 1000 = 965\,\text{L}$. In general, we can use the following equation to show the relationship between the amount of sea water and fresh water in the desalination process.

$$0.965 \times \text{amount of sea water} = \text{amount of fresh water}$$

Use this equation and your answer from part (b) to find the amount of sea water that must be processed by the desalination plant every day in order to fulfill the city's fresh water needs.

Solution

(a) Adding the nine countries' daily consumption figures gives 2021 L. Thus, the average daily consumption per capita is $2021 \div 9 = 224.555... \approx 225\,\text{L}$.

(b) If each of the 110 000 people consumes 225 litres of water per day, then the city's desalination plant must produce $110\,000 \times 225 = 24\,750\,000$ litres of fresh water per day.

(c) Once we substitute our answer from part (b), the equation becomes $0.965 \times \text{amount of sea water} = 24\,750\,000$. We can find the amount of sea water by trial and error, but a more efficient method is to notice that $\text{amount of sea water} = 24\,750\,000 \div 0.965 \approx 25\,647\,668$. Thus the amount of sea water needed each day is approximately 25 647 668 L, or about 25.65 million litres.

Problème de la semaine

Problème B

Un peu de pluie

Les précipitations excessives peuvent survenir lors d'événements météorologiques exceptionnels tels que les ouragans. Dans certaines régions du monde, les précipitations excessives font partie des phénomènes saisonniers.

(a) Pendant l'ouragan Harvey en 2017, il est tombé près de 75 mm de pluie en une heure à Houston. Si la pluie continuait à tomber à ce rythme pendant 24 heures, quelle quantité de pluie tomberait-il? Exprime ta réponse en mètres.

(b) Mawsynram, en Inde, est l'un des endroits les plus humides de la planète avec des précipitations annuelles moyennes de 11 872 mm, dont la plupart tombent pendant la mousson. Si la pluie était répartie uniformément sur toute l'année, quelle quantité de pluie tomberait chaque jour (exprimée en mm)? Arrondis ta réponse au dixième près.

(c) Trouve les précipitations annuelles moyennes de ta région. Combien de fois les précipitations annuelles moyennes de Mawsynram sont-elles supérieures aux précipitations annuelles moyennes de ta communauté? Arrondis ta réponse au dixième près.

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
A Little Rain Must Fall

Problem

Excessive rainfall may occur during weather events such as hurricanes, or in some places, simply as a part of everyday life.

(a) During Hurricane Harvey in 2017, almost 75 mm of rain fell in one hour in Houston. If rain continued to fall at that rate for 24 hours, how much rain would fall? Express your answer in metres.

(b) Mawsynram, India is recognized as one of the wettest places on Earth, with an average annual rainfall of 11 872 mm, most of which falls during the monsoon season. If the rain was spread out evenly over the whole year, how much rain, in mm, would fall each day? Round your answer to one decimal place.

(c) Find the average annual rainfall in your community. How many times more is Mawsynram's average annual rainfall than the average annual rainfall in your community? Round your answer to one decimal place.

Solution

(a) If 75 mm of rain fell in each hour for 24 hours, the total amount of rain would be $75 \times 24 = 1800\,\text{mm}$, or 1.8 metres.

(b) If a total of 11 872 mm of rain was spread out evenly over the whole year, then over 365 days, the daily average would be $11\,872 \div 365 \approx 32.5$ mm.

(c) Answers will vary. The average annual rainfall for the city of Toronto is 831 mm*. Therefore, the average annual rainfall in Mawsynram is $11\,872 \div 831 \approx 14.3$ times more than the average annual rainfall of Toronto.

*Source: https://www.currentresults.com/Weather/Canada/Cities/precipitation-annual-average.php

Problème de la semaine

Problème B

La boulangerie de Sarah

Sarah ouvre sa propre boulangerie et elle a besoin d'aide pour fixer le prix de ses biscuits géants aux pépites de chocolat. Afin de fixer le prix de ses biscuits, elle doit d'abord connaître le coût des ingrédients pour chaque biscuit.

Dans le tableau suivant, on voit la liste des ingrédients utilisés, le coût d'achat des ingrédients et la quantité de chaque ingrédient nécessaire pour un lot de 12 biscuits.

Ingrédient	**Coût de l'ingrédient**	**Montant par lot**	**Coût par lot**
Cassonade	$2,90$ $ pour 5 tasses	1 tasse	
Oeufs	$3,00$ $ pour 12	1	
Pépites de chocolat	$9,48$ $ pour 3 tasses	$\frac{1}{2}$ tasse	
Sucre blanc	$2,48$ $ pour 10 tasses	$\frac{1}{4}$ tasse	
Beurre	$4,98$ $ pour 2 tasses	$\frac{3}{4}$ tasse	
Farine	$9,00$ $ pour 40 tasses	$2\frac{1}{4}$ tasses	

(a) Remplis le tableau en déterminant le coût de chaque ingrédient pour un lot de 12 biscuits géants aux pépites de chocolat. Arrondis tes réponses au cent près.

(b) Quel est le coût des ingrédients pour un biscuit géant aux pépites de chocolat? Exprime ta réponse au cent près.

(c) Quels sont les autres dépenses que Sarah devrait prendre en compte pour fixer le prix de ses biscuits?

Thème Sens du nombre

Problem of the Week
Problem B and Solution
Sarah's Bakery

Problem

Sarah is opening her own bakery, and she needs help pricing her giant chocolate chip cookies. In order to price her cookies, she first needs to know what the ingredient cost is for each cookie.

The following table provides the list of ingredients used, the cost to purchase the ingredients, and the amount of each ingredient required for a batch of 12 cookies.

Ingredient	**Cost of Ingredient**	**Amount per Batch**	**Cost per Batch**
Brown Sugar	\$2.90 for 5 cups	1 cup	
Eggs	\$3.00 for 12	1	
Chocolate Chips	\$9.48 for 3 cups	$\frac{1}{2}$ cup	
White Sugar	\$2.48 for 10 cups	$\frac{1}{4}$ cup	
Butter	\$4.98 for 2 cups	$\frac{3}{4}$ cup	
Flour	\$9.00 for 40 cups	$2\frac{1}{4}$ cup	

(a) Complete the information in the table by finding the cost of each ingredient for one batch of 12 giant chocolate chip cookies. Round your answers to the nearest cent.

(b) Rounded to the nearest cent, what is the cost of the ingredients for one giant chocolate chip cookie?

(c) What are some of the other costs that Sarah needs to take into consideration when pricing her cookies?

Solution

(a) One way to solve this problem is to find the unit rate for each ingredient, and then multiply the unit rate by the amount per batch for the ingredient to find the cost per batch.

The completed table is below. We have added a column to the table to show the unit rate calculation for each item.

Ingredient	**Cost of Ingredient**	**Unit Rate**	**Amount per Batch**	**Cost per Batch**
Brown Sugar	\$2.90 for 5 cups	$\frac{2.90}{5}$ = \$0.58 per cup	1 cup	\$0.58
Eggs	\$3.00 for 12	$\frac{3.00}{12}$ = \$0.25 per egg	1	\$0.25
Chocolate Chips	\$9.48 for 3 cups	$\frac{9.48}{3}$ = \$3.16 per cup	$\frac{1}{2}$ cup	\$1.58
White Sugar	\$2.48 for 10 cups	$\frac{2.48}{10}$ = \$0.248 per cup	$\frac{1}{4}$ cup	\$0.06
Butter	\$4.98 for 2 cups	$\frac{4.98}{2}$ = \$2.49 per cup	$\frac{3}{4}$ cup	\$1.87
Flour	\$9.00 for 40 cups	$\frac{9.00}{40}$ = \$0.225 per cup	$2\frac{1}{4}$ cup	\$0.51

NOTE:

To find the cost per batch for the butter, we can use the fact that $\frac{3}{4}$ is the same as $3 \times \frac{1}{4}$. Therefore, the cost per batch is $\$2.49 \times 3 \times \frac{1}{4} \approx \$1.87$.

To find the cost per batch of the flour, we can use the fact that $2\frac{1}{4}$ is the same as $2 + \frac{1}{4}$. Now, we can find the cost of 2 cups of flour and the cost of $\frac{1}{4}$ cup of flour, and then add these costs together.
The cost of 2 cups of flour is $\$0.225 \times 2 = \$0.45$, and the cost of $\frac{1}{4}$ cup of flour is $\$0.225 \times \frac{1}{4} = \$0.05625$. Therefore, the total cost of the flour, rounded to the nearest cent, is \$0.51.

(b) The cost of the ingredients for one giant chocolate chip cookie is equal to the sum of the costs for one batch of 12 cookies, divided by 12. The total cost for one batch of 12 cookies is

$$\$0.58 + \$0.25 + \$1.58 + \$0.06 + \$1.87 + \$0.51 = \$4.85$$

Thus, the cost of the ingredients for one cookie is $\$4.85 \div 12 \approx \$0.40$.

(c) Some of the other costs that Sarah needs to take into consideration include labour (if she has other employees), rent (or mortgage), utilities, and equipment.

Problème de la semaine

Problème B

Quelle est la bonne mesure ?

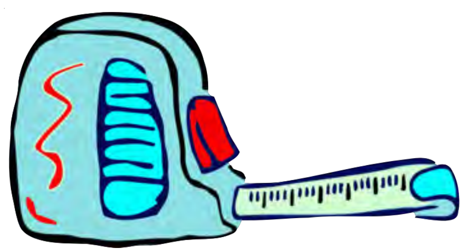
Tu trouveras ci-dessous les mesures de certains articles spécifiques. Cependant, l'unité de mesure n'est peut-être pas celle à laquelle tu es habitué. Convertis les mesures données dans une unité qui te semble plus logique.

(a) Il y a 31 536 000 secondes entre ton 10^{e} et ton 11^{e} anniversaire.

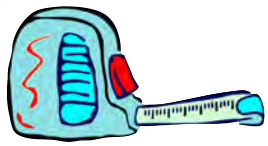
(b) La distance entre Montréal et Toronto est de 54 160 000 centimètres.

(c) La longueur de ma brosse à dents est de 0,00019 kilomètres.

(d) Je verse 0,25 litre de lait sur mes céréales le matin.



Thèmes Géométrie et mesure, Sens du nombre



Problem of the Week

Problem B and Solution

What's in a Measure?

Problem

Listed below are measurements for some specific items. However, the unit of measure may not be what you are used to. Convert the measurements to a unit that makes more sense to you.

(a) The time between your 10th and 11th birthdays is 31 536 000 seconds.

(b) The distance between Montreal and Toronto is 54 160 000 centimetres.

(c) The length of my toothbrush is 0.00019 kilometres.

(d) I pour 0.25 litres of milk on my cereal in the morning.

Solution

(a) The time between your 10th and 11th birthdays is more commonly known as 1 year. (Hopefully, students did not need to do any calculations to determine this!) If you want to do the calculations, divide 31 536 000 by 60 to get 525 600 minutes. Then divide 525 600 by 60 to get 8760 hours. Finally, divide 8760 by 24 to get 365 days, which is equal to 1 year.

(b) A more reasonable unit for the distance between Montreal and Toronto is kilometres. So we will first convert the distance to metres and then to kilometres.

That is, 54 160 000 cm is equal to $54\,160\,000 \div 100 = 541\,600$ m, and $541\,600 \div 1000 = 541.6$ km.

Therefore, the distance between Montreal and Toronto is 541.6 km.

(c) A more reasonable unit for the length of my toothbrush would be centimetres. So we will first convert the length to metres and then to centimetres.

That is, 0.00019 km is equal to $0.00019 \times 1000 = 0.19$ m, and $0.19 \times 100 = 19$ cm.

Therefore, the length of the toothbrush is 19 cm.

(d) A more reasonable unit for the amount of milk is millilitres. Therefore, the amount of milk is $0.25\,\text{L} \times 1000 = 250\,\text{mL}$.

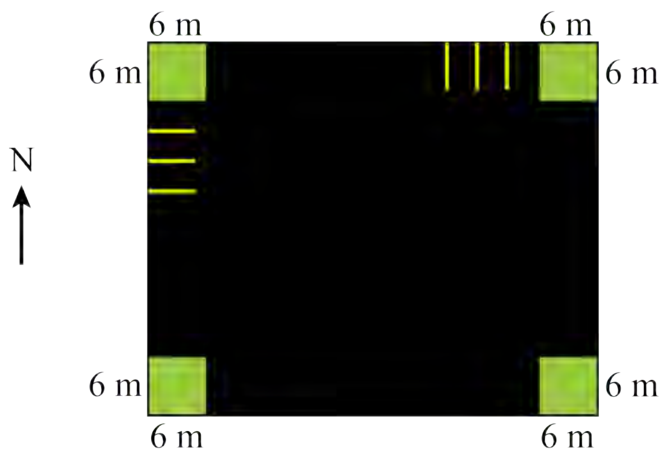
NOTE: The units chosen may vary, since different students may find different units reasonable.

Problème de la semaine

Problème B

Un stationnement bien conçu

KalMart dispose d'un stationnement rectangulaire pavé. Dans chaque coin du stationnement, il y a un jardin mesurant 6 m × 6 m. Il y a des places de stationnement le long des côtés nord et ouest du stationnement. Dans la figure ci-dessous, on voit quelques-unes des places de stationnement situées aux côtés nord et ouest.



Chaque place de stationnement a une largeur de 2,5 m et les lignes séparant les places de stationnement ont une épaisseur de 7,5 cm.

(a) Il y a 25 places de stationnement le long du côté nord du stationnement. Quelle est la longueur, en mètres, du côté nord du stationnement, incluant les jardins?

(b) Il y a 20 places de stationnement le long du côté ouest du stationnement. Quelle est la longueur, en mètres, du côté ouest du stationnement, incluant les jardins?

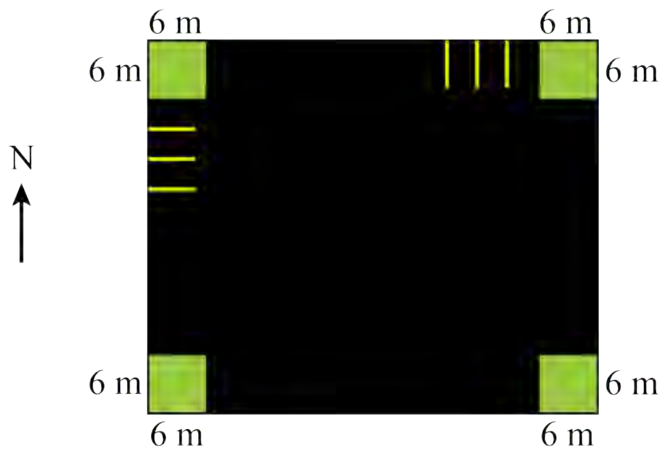
(c) Quelle est l'aire totale de la partie pavée du stationnement (soit l'aire du stationnement qui exclut l'aire des jardins) en mètres carrés?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
Parking by Design

Problem

KalMart has a paved, rectangular parking lot with a 6 m by 6 m curbed garden in each corner. There are parking spots along the north and west sides of the parking lot. Some of the parking spots on the north and west sides are shown in the diagram.



Each parking spot is 2.5 m wide, and the lines separating the parking spots are 7.5 cm thick.

(a) There are 25 parking spots along the north side of the parking lot. What is the length, in metres, of the north side of the parking lot, including the gardens?

(b) There are 20 parking spots along the west side of the parking lot. What is the length, in metres, of the west side of the parking lot, including the gardens?

(c) What is the total area, in square metres, of the paved portion of the parking lot, excluding the gardens?

Solution

(a) There are 25 parking spots on the north side, plus 24 lines between them, since there are no lines at the corners next to the gardens. Since each parking spot is 2.5 m wide, the parking spots occupy a total of $25 \times 2.5 = 62.5$ m. Since each line is 7.5 cm $= 0.075$ m thick, the lines occupy a total of $24 \times 0.075 = 1.8$ m. The corner gardens occupy a total of $2 \times 6 = 12$ m. Thus, the total length of the north side is $62.5 + 1.8 + 12 = 76.3$ m.

(b) Similarly, there are 20 parking spots on the west side, plus 19 lines between them. Since each parking spot is 2.5 m wide, the parking spots occupy a

total of $20 \times 2.5 = 50$ m. Since each line is 7.5 cm $= 0.075$ m thick, the lines occupy a total of $19 \times 0.075 = 1.425$ m. The corner gardens occupy a total of $2 \times 6 = 12$ m. Thus, the total length of the west side is
$50 + 1.425 + 12 = 63.425$ m.

(c) The total area of the parking lot is $76.3 \times 63.425 = 4839.3275$ m^2. Each corner garden has an area of $6 \times 6 = 36$ m^2. The total garden area is then $4 \times 36 = 144$ m^2. Thus, excluding the four gardens, the area of the paved portion of the lot is $4839.3275 - 144 = 4695.3275$ m^2.

Problème de la semaine

Problème B

La course *Yukon Quest*

Parmi les courses d'endurance de chiens, la course Yukon Quest est l'une des plus célèbres au monde. La distance totale de la course est de 1635 km.

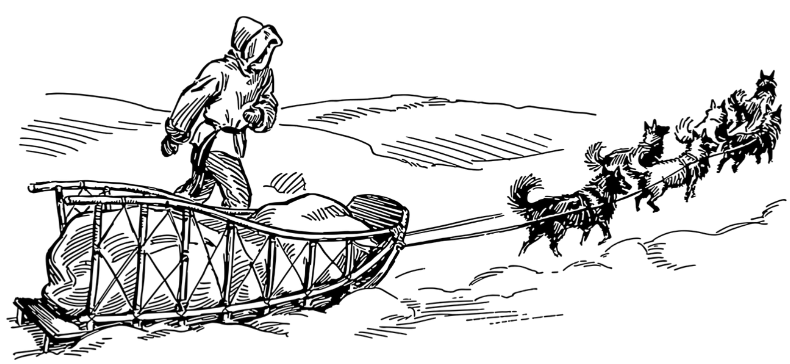
(a) Si chaque équipe parcourt une distance moyenne de 145 km par jour, combien de jours faudra-t-il, en moyenne, à une équipe pour terminer la course Yukon Quest?

(b) Une équipe d'huskies alaskiens se déplace à une vitesse de 15 km par heure et doit se reposer pendant 18 minutes à toutes les trois heures. Une équipe de huskies sibériens se déplace plus rapidement à une vitesse de 20 km par heure mais doit se reposer pendant 30 minutes à toutes les deux heures.

Un jour donné, les deux équipes parcourent 145 km. Crée un diagramme à ligne brisée qui représente la distance parcourue en fonction du temps pour chaque équipe ce jour-là.

Suggestion: Il serait peut-être utile de construire d'abord un tableau pour chaque équipe, en faisant correspondre la distance totale parcourue avec le temps écoulé pour chaque intervalle de déplacement et de repos.

(c) Supposons que le poids de certains équipements supplémentaires ralentisse la vitesse moyenne des huskies sibériens de 5 km par heure. Si l'équipe parcourt tout de même 145 km en une journée, combien de minutes de plus leur faudra-t-il pour parcourir les 145 km ce jour-là?



Thèmes Gestion des données, Sens du nombre

Problem of the Week
Problem B and Solution
Yukon Do It!

Problem

The Yukon Quest is one of the most famous endurance sled dog races in the world. The total distance the race covers is 1635 km.

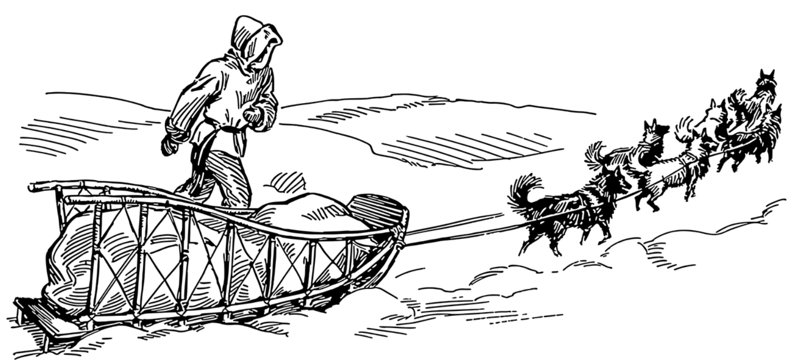
(a) If the average distance travelled per day for each team is 145 km, how many days will it take, on average, for a team to complete the Yukon Quest?

(b) A team of Alaskan huskies travels at 15 km per hour, with an 18 minute rest after every three hours. A team of Siberian huskies runs more quickly at 20 km per hour, but requires a 30 minute rest after every two hours.

On a certain day both teams travel 145 km. Create a broken-line graph of distance versus time for each team for that day.

Suggestion: You may find it helpful to first construct a table for each team, matching the total distance travelled with the elapsed time for each interval of travel and rest.

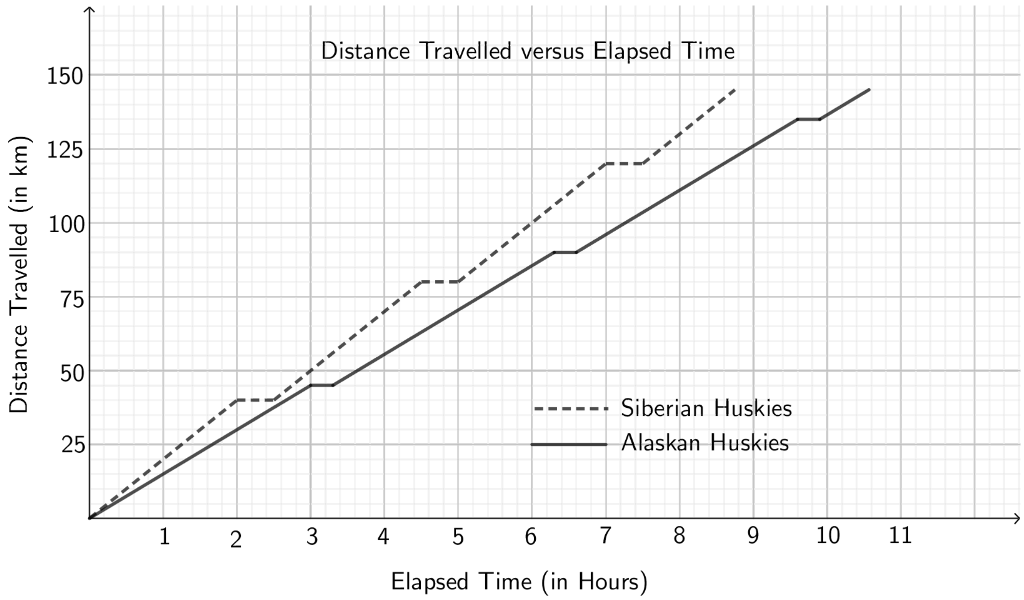
(c) Suppose that the weight of some additional equipment slows the average speed of the Siberian huskies by 5 km per hour. If the team still travels 145 km in a day, by how many minutes will this increase their travel time for the day?



Solution

(a) Since the average (mean) distance traveled each day is 145 km, and the total distance is 1635 km, the number of days to complete the race is $1635 \div 145 \approx 11.276$ days. Thus, on average, the teams would finish on the 12th day.

(b) A broken-line graph of distance versus time for each team is shown below.



Here is the table for the Alaskan husky team.

Interval Type	Start Time	End Time	Interval Distance Travelled (km)	Total Distance Travelled (km)
Travel	0	3 hrs	45	45
Rest	3 hrs	3 hrs 18 min	0	45
Travel	3 hrs 18 min	6 hrs 18 min	45	90
Rest	6 hrs 18 min	6 hrs 36 min	0	90
Travel	6 hrs 36 min	9 hrs 36 min	45	135
Rest	9 hrs 36 min	9 hrs 54 min	0	135
Travel	9 hrs 54 min	10 hrs 34 min	10	145

Here is the table for the Siberian husky team.

Interval Type	Start Time	End Time	Interval Distance Travelled (km)	Total Distance Travelled (km)
Travel	0	2 hrs	40	40
Rest	2 hrs	2 hrs 30 min	0	40
Travel	2 hrs 30 min	4 hrs 30 min	40	80
Rest	4 hrs 30 min	5 hrs	0	80
Travel	5 hrs	7 hrs	40	120
Rest	7 hrs	7 hrs 30 min	0	120
Travel	7 hrs 30 min	8 hrs 45 min	25	145

Note that the Alaskan huskies travel 135 km in three segments of 3 hours and 18 minutes each, plus 10 km in a final segment of 40 minutes. This gives a total time of 10 hours and 34 minutes. The Siberian huskies travel 120 km in three segments of 2 hours and 30 minutes each, plus 25 km in a final segment of 1 hour and 15 minutes. This gives a total time of 8 hours and 45 minutes.

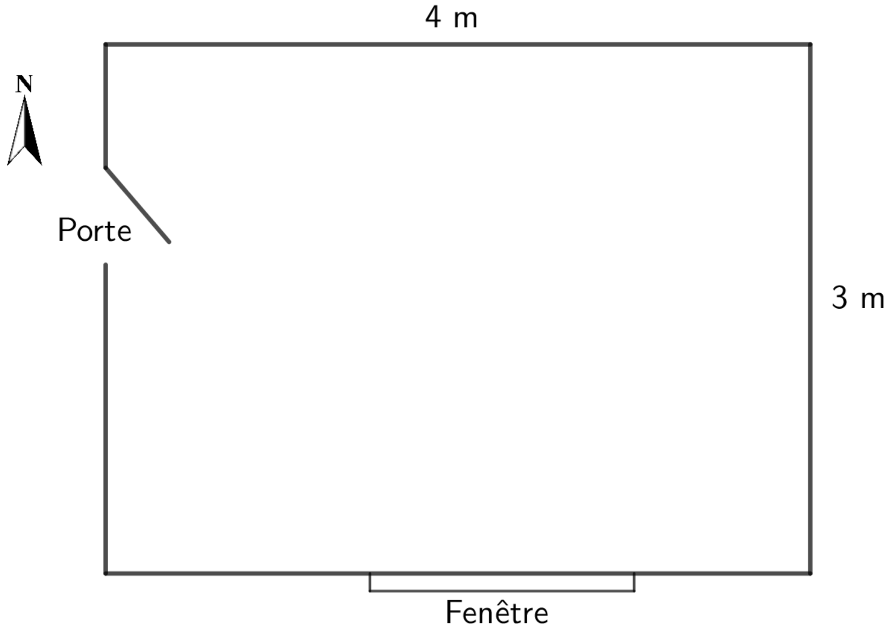
(c) Since the average speed of the Siberian huskies is now only 15 km per hour, they will travel only 30 km in each 2 hour segment. Thus, they will now travel 120 km in four segments of 2 hours and 30 minutes each. That is, they will travel 120 km in 10 hours. They will travel the last 25 km in a final segment of 100 min, or 1 hour and 40 minutes. This gives a total time of 11 hours and 40 minutes. Thus, their time for the day has increased by 2 hours and 55 minutes, or 175 minutes.

Problème de la semaine

Problème B

Redécorer

Nimrat veut redécorer sa chambre. Dans la figure ci-dessous, on voit le plan de sa chambre.



Les murs de la chambre de Nimrat mesurent 2,5 m de hauteur.

(a) Nimrat veut recouvrir le sol de sa chambre avec un tapis. Combien de mètres carrés de tapis devra-t-elle acheter ? Si le tapis qu'elle achète coûte 20 $ le mètre carré, combien le tapis de sa chambre coûtera-t-il au total ?

(b) Le papier peint coûte 8 $ le mètre carré. Quelle est la quantité de papier peint dont elle aura besoin pour recouvrir les murs nord et est ? Combien le papier peint coûtera-t-il au total?

(c) Nimrat décide de peindre les murs sud et ouest. La quantité de peinture nécessaire coûte 75 $. Sachant que son budget total est de 500 $ pour l'achat du tapis, du papier peint et de la peinture, de combien le coût total est-il supérieur ou inférieur à son budget ?

Thèmes Géométrie et mesure, Sens du nombre

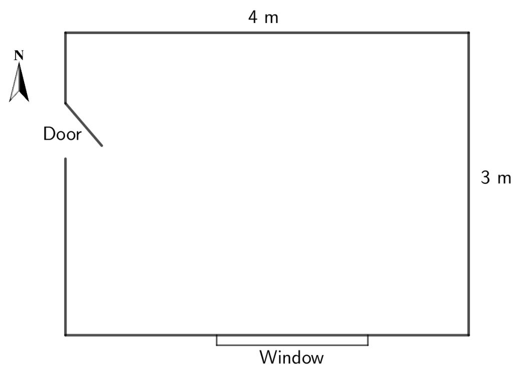
Problem of the Week

Problem B and Solution

Redecoration Station

Problem

Nimrat wants to redecorate her bedroom. The floor plan for her bedroom is shown below.



The walls in Nimrat's bedroom are 2.5 m high.

(a) Nimrat wants nice, plush, wall-to-wall carpet in her bedroom. How many square metres of carpet will she need to buy? If the carpet she buys costs \$20 per square metre, how much will her carpet cost in total?

(b) Wallpaper costs \$8 per square metre. How much wallpaper will she need to cover the north and east walls? How much will it cost for the wallpaper for those two walls?

(c) She decides to paint the south and west walls, and the cost for paint to do so is \$75. If her total budget is \$500 for carpet, wallpaper, and paint, how much over or under her budget is she?

Solution

(a) Since the total floor area of Nimrat's bedroom is $4 \times 3 = 12\,\text{m}^2$, and the carpet costs \$20 per square metre, the cost of her wall-to-wall carpet will be $\$20 \times 12 = \$240$.

(b) Since the north wall is 4 m long and 2.5 m high, its area is $4 \times 2.5 = 10\,\text{m}^2$. Since the east wall is 3 m long and 2.5 m high, its area is $3 \times 2.5 = 7.5\,\text{m}^2$. Thus, the total area to be wallpapered is $10 + 7.5 = 17.5\,\text{m}^2$. Therefore, the cost of the wallpaper at \$8 per square metre will be $17.5 \times \$8 = \$140$.

(c) The total cost of wallpaper, carpet, and paint will be $\$240 + \$140 + \$75 = \$455$. Since her total budget is \$500, she will be $\$500 - \$455 = \$45$ under her budget.

Problème de la semaine

Problème B

En haut et en bas

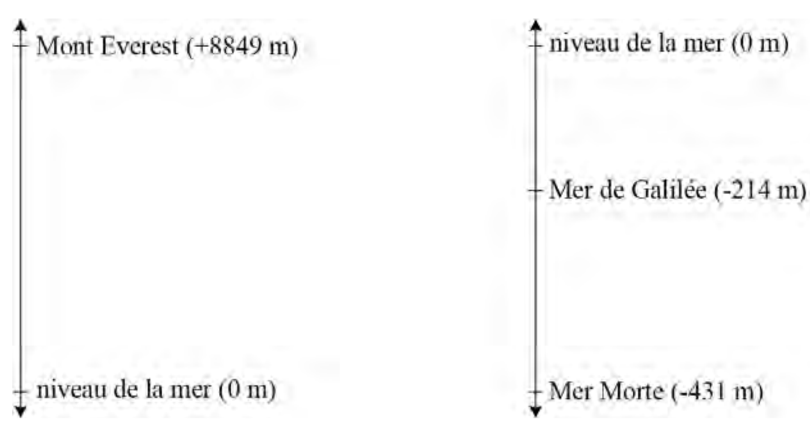
Le niveau de la mer correspond au niveau de la surface de la mer le long d'une côte terrestre. Ce niveau est souvent considéré comme étant le point médian entre les niveaux moyens des marées basses et hautes. L'altitude d'un lieu est mesurée comme la distance verticale au-dessus ou au-dessous du niveau de la mer.

(a) Le tableau ci-dessous présente quelques lieux géographiques ainsi que leur altitude. Classe les lieux en ordre décroissant d'altitude.

Lieu	**Altitude**
La Nouvelle-Orléans, Louisiane, États-Unis	2 m au-dessus du niveau de la mer
Mont Fuji, Japon	3776 m au-dessus du niveau de la mer
La mer Caspienne, Europe de l'Est	28 m au-dessous du niveau de la mer
Bassin de Badwater, Vallée de la Mort, Californie, États-Unis	86 m au-dessous du niveau de la mer
La Lagune du Charbon, Argentine (le point géographique le plus bas de toute l'Amérique)	105 m au-dessous du niveau de la mer
Mont Kilimandjaro, Tanzanie	5895 m au-dessus du niveau de la mer
Entrée du gouffre Veryovkina, Abkhazie (cavité la plus profonde au monde)	2285 m au-dessus du niveau de la mer
Tunnel Ryfast, Norvège	292 m au-dessous du niveau de la mer
Le lac Assal, Djibouti	155 m au-dessous du niveau de la mer
Le Cervin, une montagne des Alpes	4478 m au-dessus du niveau de la mer

(b) Le point le plus élevé sur Terre est le mont Everest, qui se trouve à environ 8849 m au-dessus du niveau de la mer. Le point le plus bas sur Terre est la mer Morte, qui se trouve à 431 m au-dessous du niveau de la mer. La mer de Galilée quant à elle se trouve à 214 m au-dessous du niveau de la mer.

Sur les droites numériques ci-dessous, les altitudes au-dessus du niveau de la mer sont représentées par des nombres positifs (+) tandis que les altitudes au-dessous du niveau de la mer sont représentées par des nombres négatifs (−). Place les lieux du tableau à leur position approximative sur les droites numériques.



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Thème Sens du nombre

Problem of the Week
Problem B and Solution
Up and Down

Problem

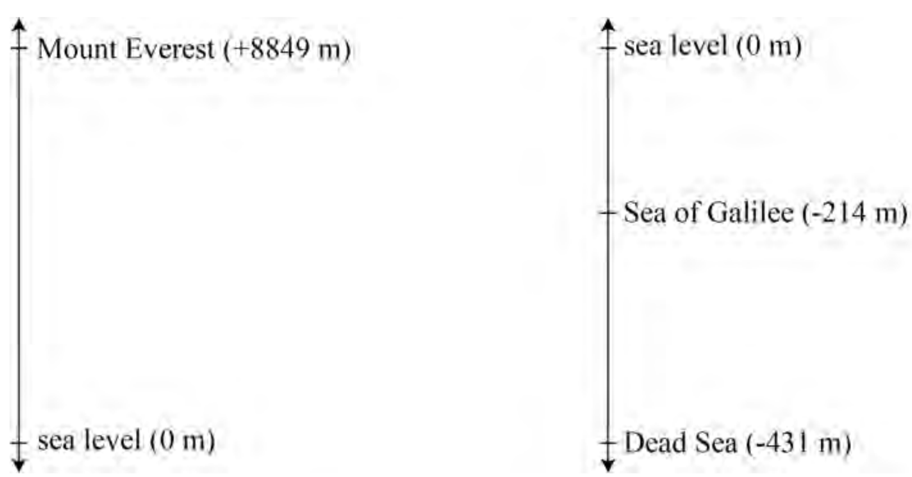
Sea level is the level of the sea's surface along a coast of land; it is often taken as the midpoint between average low and high tide levels. The elevation of a location is measured as its vertical distance above or below sea level.

(a) The table shows some geographical locations as well as their elevation. List the locations in order from highest elevation to lowest elevation.

Location	**Elevation**
New Orleans, Louisiana, USA	2 m above sea level
Mount Fuji, Japan	3776 m above sea level
Caspian Sea, Eastern Europe	28 m below sea level
Badwater Basin, Death Valley, California, USA	86 m below sea level
Laguna del Carbón, Argentina (lowest point in the Americas)	105 m below sea level
Mount Kilimanjaro, Tanzania	5895 m above sea level
Veryovkina Cave entrance, Abkhazia (deepest known cave)	2285 m above sea level
Ryfast Tunnel, Norway	292 m below sea level
Lake Assal, Djibouti	155 m below sea level
The Matterhorn, a mountain in the Alps	4478 m above sea level

(b) The highest point on Earth is Mount Everest, which is approximately 8849 m above sea level. The lowest land point on Earth is the Dead Sea, which is 431 m below sea level. The nearby Sea of Galilee is 214 m below sea level.

In the number lines below, we have written elevations above sea level as positive numbers (+) and elevations below sea level as negative numbers (−). Place the locations from the table in their approximate positions on the number lines.



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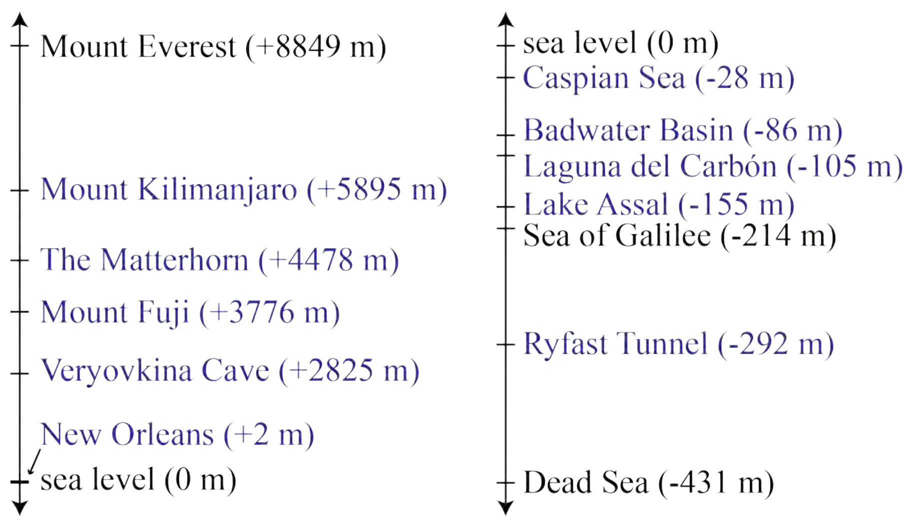
Solution

(a) The locations are listed below in order from highest elevation to lowest elevation. Elevations above sea level are written as positive numbers (+) and elevations below sea level are written as negative numbers (−).

Mount Kilimanjaro (+5895 m), The Matterhorn (+4478 m), Mount Fuji (+3776 m), Veryovkina Cave (+2285 m), New Orleans (+2 m), Caspian Sea (−28 m), Badwater Basin (−86 m), Laguna del Carbón (−105 m), Lake Assal (−155 m), Ryfast Tunnel (−292 m)

(b) The completed number lines are shown below. Note that New Orleans is not distinguishable from sea level on the number line because it is so much closer to sea level than to any of the other locations above sea level.



Extension:

Add scales to the number lines you drew in part (b). You will need to use different scales for each number line because the distance between Mount Everest and sea level is much larger than the distance between sea level and the Dead Sea.

Problème de la semaine

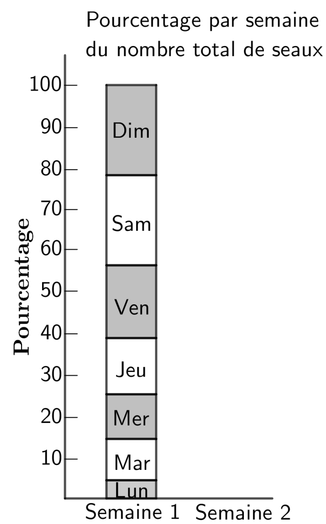
Problème B

Balles de golf

Pour améliorer leurs compétences en matière de golf, les golfeurs s'entraînent sur un terrain d'entraînement où ils frappent des balles de golf.

Annie travaille pour une société qui gère plusieurs terrains d'entraînement. Dans le tableau ci-dessous, on voit le nombre de seaux de balles de golf qu'elle a distribué chaque jour sur une période de deux semaines.

Jour	Semaine 1	Semaine 2
Lundi	11	14
Mardi	25	32
Mercredi	27	34
Jeudi	34	37
Vendredi	44	50
Samedi	57	70
Dimanche	52	63



(a) Dans la figure ci-dessus, on voit un *diagramme à bandes empilées* qui représente les données de la semaine 1. Dans ce diagramme, le nombre de seaux qu'Annie distribue chaque jour est représenté par un pourcentage du nombre total de seaux (250 seaux) qu'elle a distribués pendant la semaine. Par exemple, Annie distribue 11 seaux lundi ce qui représente $\frac{11}{250} = 4{,}4~\%$ du nombre total de seaux qu'elle a distribués pendant la semaine. Mardi, elle distribue 25 seaux, ce qui représente $\frac{25}{250} = 10{,}0~\%$ du nombre total de seaux qu'elle a distribués pendant la semaine.
Vérifie que les blocs restants du diagramme représentent bien les données de la semaine 1 en calculant les pourcentages quotidiens restants.

(b) Calcule les pourcentages quotidiens de la semaine 2 et construis un diagramme à bandes empilées pour la semaine 2. Exprime les pourcentages au dixième près.

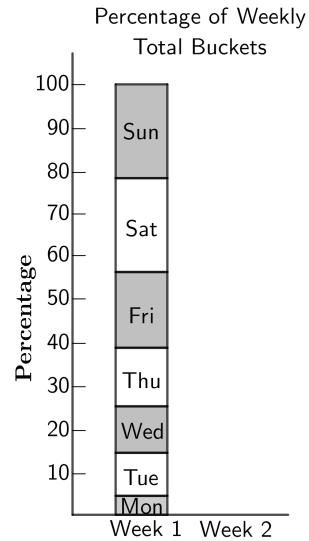
(c) En examinant les diagrammes à bandes empilées, quelles conclusions peux-tu tirer sur le nombre de seaux distribués chaque jour ?

Problem of the Week
Problem B and Solution
Buckets of Golf Balls

Problem

Golfers will practice their golf game at a driving range. At a driving range, they hit practice balls by the bucket.
Annie works at a local driving range. Over a period of two weeks, she records the number of buckets of balls that she hands out each day. The table below displays her data.

Day	Week 1	Week 2
Monday	11	14
Tuesday	25	32
Wednesday	27	34
Thursday	34	37
Friday	44	50
Saturday	57	70
Sunday	52	63



(a) A *stacked bar graph* is given for Week 1, showing the percentage of each day's buckets relative to the total (250 buckets) for that week. For example, on Monday Annie gives out 11 buckets, which is $\frac{11}{250} = 4.4\%$ of the total; on Tuesday she gives out 25 buckets, which is $\frac{25}{250} = 10.0\%$ of the total.
Verify that the remaining blocks of the graph accurately portray the given data for Week 1 by calculating the remaining daily percentages.

(b) Calculate the daily percentages for Week 2, and create a similar stacked bar graph for Week 2. Round percentages to one decimal place.

(c) By examining the bar graphs, what conclusions could you draw about the number of buckets given out each day?

Solution

(a) The remaining days' percentages are:
Wednesday: $\frac{27}{250} = 10.8\%$
Thursday: $\frac{34}{250} = 13.6\%$
Friday: $\frac{44}{250} = 17.6\%$
Saturday: $\frac{57}{250} = 22.8\%$
Sunday: $\frac{52}{250} = 20.8\%$

Note: We can find each percentage by rewriting the fraction as an equivalent fraction with a denominator of 100. We will look at the data for Wednesday and show two ways to do this.

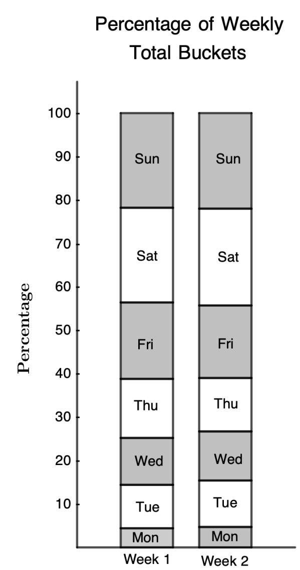
(i) We will get the denominator to be 1000 by multiplying numerator and denominator by 4. Then, we divide each by 10 to get a fraction with a denominator of 100.

$$\frac{27}{250} = \frac{108}{1000} = \frac{10.8}{100} = 10.8\%$$

(ii) Since $250 \div 100 = 2.5$, we can divide both numerator and denominator by 2.5 to get $\frac{10.8}{100} = 10.8\%$.

The heights of the remaining blocks of the graph do portray the given data for Week 1.

(b) During Week 2, Annie handed out a total of 300 buckets. The daily percentages and completed bar graph are below.
Monday: $\frac{14}{300} \approx 4.7\%$
Tuesday: $\frac{32}{300} \approx 10.7\%$
Wednesday: $\frac{34}{300} \approx 11.3\%$
Thursday: $\frac{37}{300} \approx 12.3\%$
Friday: $\frac{50}{300} \approx 16.7\%$
Saturday: $\frac{70}{300} \approx 23.3\%$
Sunday: $\frac{63}{300} = 21.0\%$



(c) The tallest rectangular boxes are for Saturday and Sunday. Therefore, we can say that the most buckets are given out on either Saturday or Sunday. The data in the table shows that it is in fact on Saturday when the most buckets are given out.

The shortest rectangular box is for Monday. Therefore, we can say that the fewest number of buckets are given out on Monday. This is verified by the table.

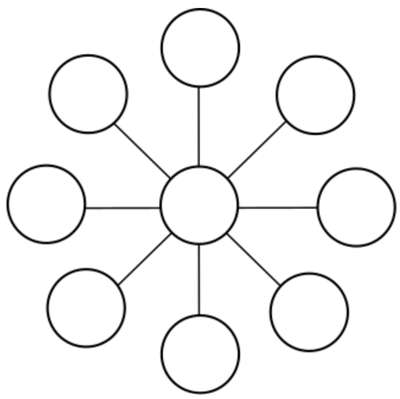
Problème de la semaine

Problème B

Le retour de Monsieur Énigme

Notre super-héros, Monsieur Énigme, est de retour et te demande une fois de plus de l'aide pour résoudre l'énigme numérique suivante.

Place chacun des nombres 2, 3, 4, 5, 6, 7, 8, 9 et 10 dans un cercle différent dans le diagramme de manière que chaque ligne de trois nombres encerclés ait la même somme.



Peux-tu trouver plus d'une possibilité pour le nombre dans le cercle du milieu ?

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Problem of the Week

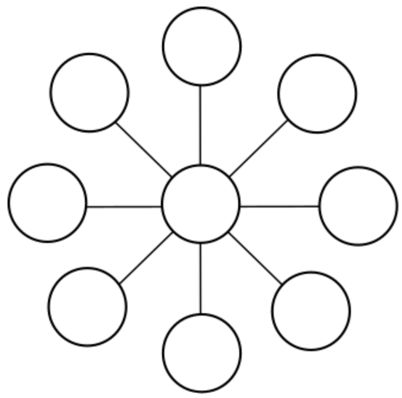
Problem B and Solution

The Puzzler Returns

Problem

Our superhero The Puzzler is back, seeking your help once more to solve the following number puzzle.

Place each of the numbers 2, 3, 4, 5, 6, 7, 8, 9, and 10 in a different circle in the diagram so that each line of three circled numbers has the same sum.



Can you find more than one possibility for the number that can go in the middle circle?

Not printing this page? You can use our interactive worksheet.

Solution

The key discovery for this puzzle is that the middle circle is on every line of three circled numbers. If we were to remove the number in the middle circle from the diagram, then we would be left with four pairs of numbers that each have the same sum. So after choosing the middle number, it must be possible to pair up the remaining eight numbers so that each pair has the same sum.

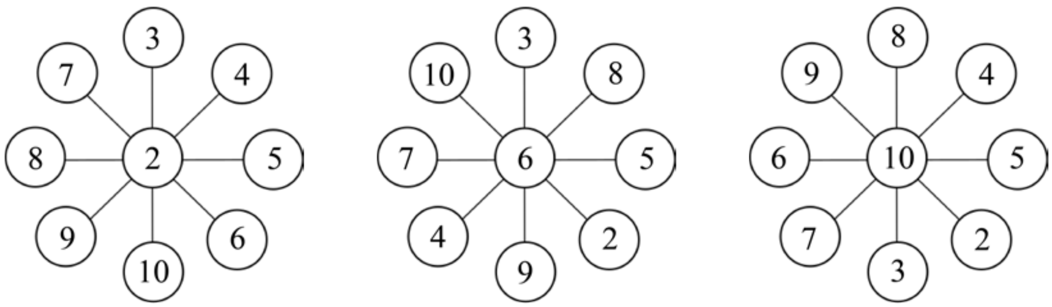
If the middle number is 2, the other numbers can be paired as follows: $3 + 10$, $4 + 9$, $5 + 8$, and $6 + 7$. Each of these sums is 13, so the sum of any line of three circled numbers would be $13 + 2 = 15$.

Similarly, if the middle number is 10, the other numbers can be paired as follows: $2 + 9$, $3 + 8$, $4 + 7$, and $5 + 6$. Each of these sums is 11, so the sum of any line of three circled numbers would be $11 + 10 = 21$.

We can also choose 6 as the middle number. Then the other numbers can be paired as follows: $2 + 10$, $3 + 9$, $4 + 8$, and $5 + 7$. Each of these sums is 12, so the sum of any line of three circled numbers would be $12 + 6 = 18$.

It is not possible to choose any other number as the middle number. In each case, if you try pairing up the remaining numbers, you will find that you cannot do so in a way such that each pair has the same sum.

With middle numbers of 2, 6, or 10, there are many possible ways to place the remaining numbers in the diagram. The only condition is that the pairs of numbers with the same sum must be placed on the same line. Some examples are shown.



Problème de la semaine

Problème B

Des dollars pour l'université

Cassie entre à l'université à l'automne et a décidé de vivre dans un appartement. Ses dépenses mensuelles sont les suivantes:

Loyer avec charges: 800 $
Électricité: 40 $
Téléphone/internet/télévision: 129 $
Épicerie: 300 $

(a) Sachant qu'elle complétera ses études en 18 mois, quel sera le total de ses frais de subsistance?

(b) Elle a appris que les frais de scolarité s'élèveront à un total de 6769 $. Si elle a économisé 10 400 $, quel montant de plus lui faudra-t-il pour payer ses frais de subsistance et les frais de scolarité ?

(c) Au lieu de contracter un prêt pour payer les frais supplémentaires de la partie (b), Cassie a décidé de travailler à temps partiel dans une boulangerie. Si elle gagne 16 $/heure, combien d'heures devra-t-elle travailler pour payer les frais supplémentaires ? Arrondis ta réponse à l'heure près.

(d) Si Cassie travaille chaque semaine pendant ces 18 mois, combien d'heures par semaine devra-t-elle travailler pour payer les frais supplémentaires ? Pour répondre à cette question, suppose qu'il y a quatre semaines par mois. Arrondis ta réponse à l'heure près.

Problem of the Week
Problem B and Solution
Dollars for College

Problem

Cassie starts college in the fall and has decided to live in an apartment. Her monthly living expenses are as follows:

Rent with utilities: \$800
Hydro: \$40
Phone/internet/TV: \$129
Groceries: \$300

(a) If she attends school for 18 months, what will be her total living expenses?

(b) She has learned that her total college fees for the program will be \$6769. If she has \$10 400 saved, how much more money will she need to pay her living expenses plus college fees?

(c) Instead of taking out a loan to pay for her additional costs found in part (b), Cassie has decided to work part-time at the local bakery. If she earns \$16/hr, for how many hours will she need to work to pay for her additional costs? Round your answer to the nearest hour.

(d) If Cassie works every week for the 18 months she attends college, for how many hours per week will she have to work to pay for her additional costs? When answering this question, assume that there are four weeks in each month. Round your answer to the nearest hour.

Solution

(a) Cassie's monthly living expenses total $\$800 + \$40 + \$129 + \$300 = \$1269$. Thus, if she attends school for 18 months, her total living expenses will be $\$1269 \times 18 = \$22\,842$.

(b) Her total cost for college fees and living expenses will be $\$22\,842 + \$6769 = \$29\,611$. Thus, in addition to the \$10 400 she has saved, she will need $\$29\,611 - \$10\,400 = \$19\,211$.

(c) Working part-time at the local bakery at \$16/hr, she will need to put in $19\,211 \div 16 \approx 1201$ hours to pay for her additional costs.

(d) Since she will work a total of $18 \times 4 = 72$ weeks, and needs to put in 1201 hours, she will need to work $1201 \div 72 \approx 17$ hours per week.

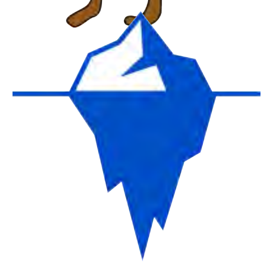
Problème de la semaine

Problème B

Que se cache-t-il sous la surface ?

Dans chaque problème ci-dessous, détermine les masses inconnues à l'aide des renseignements donnés.

(a) Contrairement à ce que tu as pu entendre, les autruches n'enfouissent pas leur tête dans le sable. Supposons que l'une d'entre elles décidait de le faire pour s'amuser et que sa tête de 2000 g représentait 2 % de la masse totale de son corps, quelle serait alors la masse totale de son corps, en kilogrammes ?



(b) En général, environ 90 % de la masse d'un iceberg se trouve sous la surface de l'eau. Si la masse de la partie visible d'un certain iceberg est de 50 000 tonnes, quelle est la masse de l'iceberg entier, en tonnes ?

(c) En général, seule une petite partie des champignons est visible car la plus grande partie se trouve sous le sol. Si 5 % du champignon se trouve au-dessus du sol et que cette partie a une masse de 100 g, quelle est la masse, en kilogrammes, de la partie du champignon qui se trouve sous le sol ?

Problem of the Week

Problem B and Solution

What's Beneath the Surface?

Problem

In each problem below, use the information given about part of the object's mass to determine the unknown mass.

(a) Contrary to what you may have heard, ostriches do not bury their heads in the sand. But, if one decided to do so just for fun, and its 2000 g head was 2% of its total body mass, then what would be the mass of its entire body, in kilograms?

(b) Generally, about 90% of an iceberg's mass is below water level. If the mass of the visible portion of a certain iceberg is 50 000 tonnes, then what is the mass of the whole iceberg, in tonnes?

(c) Only a small portion of a growing mushroom is visible; most of the fungus is below the ground. If 5% of a mushroom is above the ground, and this portion has a mass of 100 g, then what is the mass of the mushroom below the ground, in kilograms?

Solution

(a) We're given that 2% of the ostrich's mass is 2000 g. Since $2\% \times 50 = 100\%$, the total mass of the ostrich must be $2000 \times 50 = 100\,000$ g, or 100 kg.

(b) Given that 90% of an iceberg is hidden, the visible mass must be $100\% - 90\% = 10\%$ of its total mass. Thus, if the visible portion is 50 000 tonnes, and since $10\% \times 10 = 100\%$, the total mass must be $50\,000 \times 10 = 500\,000$ tonnes.

(c) If 5% of the mushroom is above the ground, then $100\% - 5\% = 95\%$ of the mushroom is below the ground. Since $5\% \times 19 = 95\%$, the portion of the mushroom below the ground must have a mass of $100 \times 19 = 1900$ g, or 1.9 kg.

Alternatively, the visible portion of the mushroom has a mass of 100 g, which is 5% of its total mass. Since $5\% \times 20 = 100\%$, the total mass of the mushroom must be $100 \times 20 = 2000$ g. Then the portion of the mushroom below the ground must have a mass of $2000 - 100 = 1900$ g, or 1.9 kg.

Problème de la semaine

Problème B

Saphyr va à un concert

Saphyr et ses amis se rendent à la salle communautaire de leur quartier pour assister au concert de leur chanteur préféré, Tinker Leisurely.

La salle rectangulaire doit être aménagée de manière que les personnes s'assoient en rangées sur des chaises qui font face à la scène.

Chaque rangée doit contenir le même nombre de sièges. Chaque rangée doit contenir au plus 50 sièges. La salle peut contenir au plus 115 rangées. Saphyr a découvert qu'il y aura 4032 sièges pour le public.

(a) En utilisant ce que tu sais de l'aire d'un rectangle et des nombres entiers qui sont des diviseurs de 4032, détermine les configurations possibles des sièges dans la salle.

(b) Si la scène a une largeur de 36 m et que les chaises sont placées à intervalles réguliers de 1 m (d'un centre à l'autre), laquelle de tes réponses à la partie (a) donne, selon toi, les dimensions les plus raisonnables? Pourquoi?

Problem of the Week

Problem B and Solution

Saphyr Goes to a Concert

Problem

Saphyr and her friends are going to their local concert hall to see their favourite singer, Tinker Leisurely.

The rectangular hall is to be set up so that people sit in rows of chairs facing the stage.
Each row will have the same number of seats, with each row having at most 50 seats. The hall has a capacity for at most 115 rows. Saphyr has discovered that there are to be 4032 seats for the audience.

(a) Using what you know about the area of a rectangle and about the whole numbers that divide evenly into 4032, determine the possible configurations of seats in the hall.

(b) If the stage is 36 m wide and the chairs are to be spaced 1 m apart (from centre to centre), which of your answers in part (a) do you think gives the most reasonable dimensions for the seating? Why?

Solution

(a) We are looking for pairs of factors which have product 4032, thinking of the product as the number of seats in each row multiplied by the number of rows. We are given that each row must have at most 50 seats and we also know that there must be no more than 115 rows. Thus, one factor must be less than or equal to 50 and the other factor must be less than or equal to 115. The only possible such pairs with product 4032 are 36×112, 42×96, and 48×84. Therefore, the hall could have 112 rows with 36 chairs in each row, or have 96 rows with 42 chairs in each row, or 84 rows with 48 chairs in each row.

Some students may list all possible products before checking constraints. They are:
1×4032, 2×2016, 3×1344, 4×1008, 6×672, 7×576, 8×504, 9×448, 12×336, 14×288, 16×252, 18×224, 21×192, 24×168, 28×144, 32×126, 36×112, 42×96, 48×84, 56×72, and 63×64.

(b) Answers will vary.

Of the three possible arrangements, 112 rows of 36 seats would optimize the audience view of the stage, since the stage is 36 m wide. On the other hand, 84 rows of 48 seats would minimize the audience's distance from the stage, but give a less optimal viewing angle for those on the outer edges of the seating. Thus, a good compromise with reasonable stage view and distance may be 96 rows of 42 seats.

Extension: If the rows did not have to have the same number of seats, how would your answer to part (b) change?

Problème de la semaine

Problème B

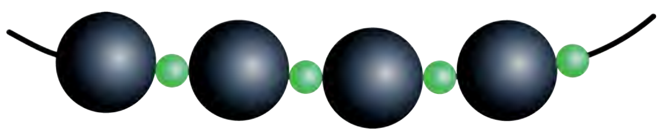
Un collier de perles

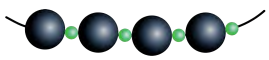
Aurora fabrique un collier de perles en utilisant des perles noires et vertes. Les perles noires ont toutes une largeur de $1,2$ cm et les perles vertes ont toutes une largeur de 4 mm. Aurora fabriquera son collier en alternant les perles noires et les perles vertes.

(a) Si Aurora veut que son collier mesure 80 cm de long, de combien de perles aura-t-elle besoin au total?

(b) Si les perles noires coûtent 0,10 \$ chacune et les perles vertes 0,03 \$ chacune, combien cela coûtera-t-il à Aurora d'acheter toutes les perles dont elle a besoin pour son collier?

(c) Est-ce que cela coûterait plus ou moins cher à Aurore d'acheter les perles si, au lieu d'alterner les perles noires et vertes, elle mettait deux perles vertes après chaque perle noire ? Explique.





Problem of the Week

Problem B and Solution

A String of Beads

Problem

Aurora is making a beaded necklace using black and green beads. The black beads are all 1.2 cm wide and the green beads are all 4 mm wide. Aurora will make her necklace by alternating the black and green beads.

(a) If Aurora wants her necklace to be 80 cm long, how many beads will she need in total?

(b) If the black beads cost \$0.10 each and the green beads cost \$0.03 each, how much will it cost for Aurora to buy all the beads she needs for her necklace?

(c) Would it cost more or less for Aurora to buy the beads if instead of alternating the black and green beads, she put two green beads after each black bead? Explain.

Solution

(a) First we need to write the widths of the beads with the same unit of measurement. If we choose centimetres, then the green beads are $4 \div 10 = 0.4$ cm wide. Since Aurora is alternating black and green beads, the necklace will be made up of pairs of black and green beads. Each pair of black and green beads is $1.2 + 0.4 = 1.6$ cm wide. We need to determine how many pairs of black and green beads will fit on the necklace. Since $80 \div 1.6 = 50$, there will be 50 pairs of black and green beads on the necklace. So Aurora will need 50 black beads and 50 green beads, which is a total of 100 beads.

(b) Aurora needs 50 black beads. Since the black beads cost \$0.10 each, it will cost $50 \times \$0.10 = \$5$ to buy them all. Aurora needs 50 green beads. Since the green beads cost \$0.03 each, it will cost $50 \times \$0.03 = \$1.50$ to buy them all. Therefore, in total, it will cost $\$5 + \$1.50 = \$6.50$ to buy all the beads for the necklace.

(c) If Aurora puts two green beads after each black bead, then the necklace will be made up of groups of one black bead and two green beads. Each of these groups is $1.2 + 0.4 + 0.4 = 2$ cm wide. Since the necklace is 80 cm long, and $80 \div 2 = 40$, it follows that 40 of these groups will fit on the necklace. So the necklace will have 40 black beads and $40 \times 2 = 80$ green beads. Since the black beads cost \$0.10 each, it will cost $40 \times \$0.10 = \$4$ to buy them all. Since the green beads cost \$0.03 each, it will cost $80 \times \$0.03 = \$2.40$ to buy them all. Therefore, in total, it will cost $\$4 + \$2.40 = \$6.40$ to buy all the beads for the necklace. Since $\$6.40 < \$6.50$, it will be cheaper to buy the beads if Aurora puts two green beads after each black bead.

Alternatively, we could have justified this without doing all the calculations. Notice that the width of three green beads is $3 \times 0.4 = 1.2$ cm, which is the width of one black bead. However, the cost of three green beads is $3 \times \$0.03 = \$0.09$, but the cost of one black bead is \$0.10. So three green beads take up the same space as one black bead, but are \$0.01 cheaper to buy. If Aurora puts two green beads after each black bead instead of alternating the black and green beads, then she will end up using more green beads and fewer black beads in her necklace. Every time she replaces one black bead with three green beads she will save \$0.01, so it will be cheaper to buy the beads if Aurora puts two green beads after each black bead.

Problème de la semaine

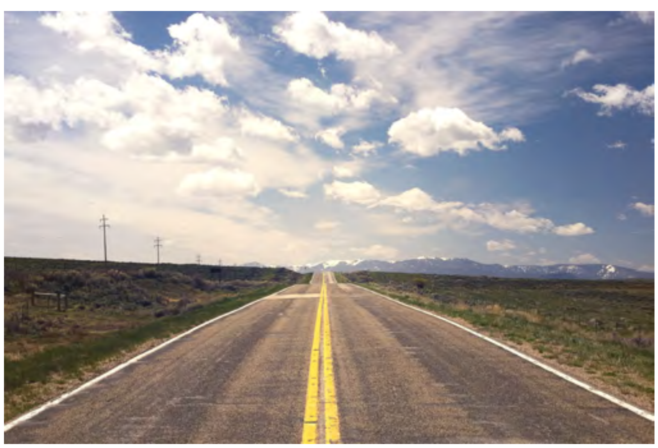
Problème B

De nouveau sur la route!

Ce problème se penche sur les voyages épiques de deux jeunes hommes dont la force d'âme ne connaissait pas de limites.

(a) En 1980, Terry Fox a entrepris de traverser le Canada en courant afin de collecter des fonds pour la recherche contre le cancer, dans le cadre de ce que l'on appelle le Marathon de l'espoir. Il avait prévu de parcourir toute la longueur de la route transcanadienne, qui fait 7821 km de long. Terry Fox a parcouru une moyenne de 42 km par jour, mais a dû s'arrêter après 143 jours et 5373 km. S'il avait pu terminer son voyage et avait continué à courir au même rythme, combien de jours lui aurait-il fallu pour terminer le reste de sa course à travers le Canada ?

(b) En 1985, Rick Hansen, l'homme en mouvement, a fait le tour du monde en fauteuil roulant afin de sensibiliser les gens à l'importance d'un monde sans barrières pour les personnes handicapées. Du 21 mars 1985 au 22 mai 1987, il a traversé 34 pays et a parcouru un total de 40 075 km. En moyenne, combien de kilomètres a-t-il parcourus chaque jour ?



Problem of the Week
Problem B and Solution
On the Road Again!

Problem

This problem looks at the epic journeys of two young men whose fortitude knew no bounds.

(a) In 1980, Terry Fox set out to run across Canada in order to raise money for cancer research, in what is called the Marathon of Hope. He planned to run the entire length of the Trans-Canada Highway, which is 7821 km. Terry Fox ran an average of 42 km every day, but had to stop after 143 days and 5373 km. If he had been able to complete his journey and had continued at the same pace, how many days would it have taken him to complete the remainder of his run across Canada?

(b) In 1985, Rick Hansen, the Man in Motion, wheeled around the world in his wheelchair in order to help people understand the importance of a world without barriers for people with disabilities. Starting on March 21, 1985, and finishing on May 22, 1987, he went through 34 countries and travelled a total of 40 075 km. On average, how many kilometres did he travel on each day of his world tour?

Solution

(a) The Trans-Canada Highway is 7821 km long and Terry Fox completed 5373 km. Thus, $7821 - 5373 = 2448$ km remain. If Terry Fox travelled at 42 km per day, then since $2448 \div 42 \approx 58.286$, it would have taken him 59 days to complete his run across Canada.

(b) To calculate the number of days between March 21, 1985 and May 22, 1987, we will first calculate the number of days between March 21, 1985 and March 20, 1987, inclusive, and then calculate the number of days between March 21, 1987 and May 22, 1987, inclusive.

- Since neither 1986 nor 1987 were leap years, the number of days between March 21, 1985 and March 20, 1987 is $2 \times 365 = 730$.
- To calculate the number of days between March 21, 1987 and May 22, 1987, we will look at the number of days in each month. There are 11 days from March 21 to March 31. April has 30 days, and there are 22 days from May 1 to May 22. This is a total of $11 + 30 + 22 = 63$ days.

Thus, in total, Rick Hansen travelled for $730 + 63 = 793$ days. Since he travelled 40 075 km in total, this means he travelled on average $40\,075 \div 793 \approx 50.5$ km per day.

Problème de la semaine

Problème B

Des champs de fleurs

Sadie a des plates-bandes surélevées qui mesurent 11 m $\times$ 14 m. Elle veut cultiver des tournesols géants dans l'une de ses plates-bandes et des tournesols nains dans une autre.

(a) Sadie plante les graines de tournesol géant à 50 cm les unes des autres, dans des rangées qui sont à 50 cm les unes des autres, en laissant une bordure de 100 cm sur tous les côtés de la plate-bande. Combien de graines de tournesol géant peut-elle planter dans cette plate-bande ?

(b) Dans une autre plate-bande, Sadie plante des graines de tournesol nain. Elle plante les graines de tournesol nain à 25 cm les unes des autres, dans des rangées qui sont à 25 cm les unes des autres, en laissant une bordure de 100 cm sur tous les côtés de la plate-bande. Combien de graines de tournesol nain peut-elle planter dans cette plate-bande ?

(c) Tous les tournesols de Sadie ont germé et sont arrivés à maturité. Cependant, lors d'une gelée précoce, elle perd 20 % des tournesols géants et 10 % des tournesols nains. Si Sadie vend tous les tournesols restants au prix de 5,00 $ l'unité pour les tournesols géants et 3,00 $ l'unité pour les tournesols nains, laquelle de ses plates-bandes lui aura rapporté le plus d'argent ?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week

Problem B and Solution

Fields of Flowers

Problem

Sadie has garden beds that are 11 m by 14 m. She wants to grow giant sunflowers in one of her garden beds and dwarf sunflowers in another garden bed.

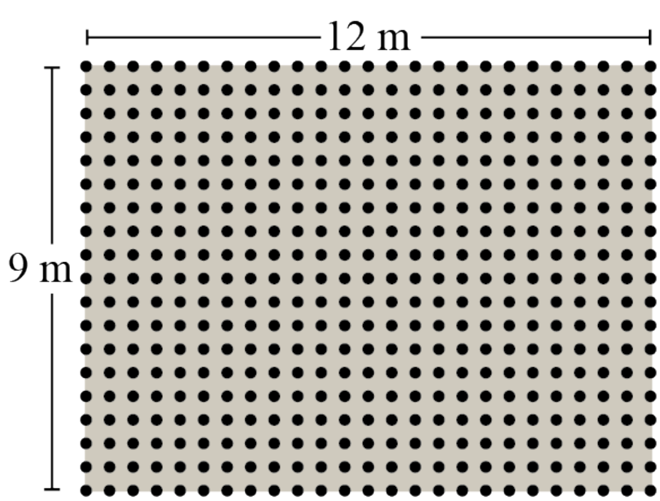
(a) Sadie spaces the giant sunflower seeds 50 cm apart, in rows that are 50 cm apart, leaving a 100 cm border on all sides of the garden bed. How many giant sunflower seeds can she plant in one garden bed?

(b) In another garden bed, Sadie plants dwarf sunflower seeds. She spaces the seeds 25 cm apart, in rows that are 25 cm apart, leaving a 100 cm border on all sides of the garden bed. How many dwarf sunflowers can she plant in this garden bed?

(c) All of Sadie's sunflowers have germinated and matured, but then in a cold early frost one evening, she loses 20% of the giant sunflowers and 10% of the dwarf sunflowers. If Sadie sells all the surviving sunflowers at $5.00 each for the giants and $3.00 each for the dwarfs, which crop will provide the greater income?

Solution

(a) Since 100 cm is equal to 1 m, the border around Sadie's garden bed is 1 m on each side. That means the planting area inside the garden is 9 m by 12 m. If she plants rows of seeds starting right on the edge of the planting area, and plants them 50 cm (or $\frac{1}{2}$ m) apart, then in each row she can plant 2 seeds per metre, plus 1 more seed at the end of the row. So, along the 9 m width she can plant $9 \times 2 + 1 = 18 + 1 = 19$ seeds. Along the 12 m length she can plant $12 \times 2 + 1 = 24 + 1 = 25$ seeds. Thus, Sadie can plant a total of $19 \times 25 = 475$ giant sunflower seeds in one garden bed, as shown.



(b) As in part (a), we can conclude that the planting area inside this garden bed is also 9 m by 12 m. If Sadie plants rows of seeds starting right on the edge of the planting area, and plants them 25 cm (or $\frac{1}{4}$ m) apart, then in each row she can plant 4 seeds per metre, plus 1 more seed at the end of the row. So, along the 9 m width she can plant $9 \times 4 + 1 = 36 + 1 = 37$ seeds. Along the 12 m length she can plant $12 \times 4 + 1 = 48 + 1 = 49$ seeds. Thus, Sadie can plant a total of $37 \times 49 = 1813$ dwarf sunflower seeds in this garden bed.

(c) After the loss of 20% of the giant sunflowers, Sadie will have 80% of 475, or $0.8 \times 475 = 380$ flowers left. These giant sunflowers will provide an income of $380 \times \$5.00 = \$1900$.

After the loss of 10% of the dwarf sunflowers, Sadie will have 90% of 1813, or $0.9 \times 1813 \approx 1632$ flowers left. These dwarf sunflowers will provide an income of $1632 \times \$3.00 = \$4896$. Thus, the income from the dwarf sunflowers is more than double that of the giant sunflowers.

Géométrie et mesure (G)

AMÈNE-MOI À LA COUVERTURE

Problème de la semaine

Problème B

Dans des contrées inconnues

L'acteur canadien William Shatner a voyagé à bord de la fusée Blue Origin en octobre 2021. Il est resté dans la fusée pendant 10 minutes et 17 secondes après le décollage, avant de se poser à nouveau sur le sol du désert au Texas. La fusée a atteint une altitude de 105,9 km.

(a) Si son vol s'est déroulé en ligne droite vers le haut puis vers le bas, quelle était sa vitesse moyenne, au kilomètre par heure près, pendant toute la durée du voyage ?

(b) La route transcanadienne qui traverse le Canada de la côte est à la côte ouest a une longueur de 7821 km. En combien de temps (exprimé en heures et minutes) la fusée pourrait-elle parcourir cette distance si elle voyageait à la vitesse moyenne déterminée dans la partie (a)?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week

Problem B and Solution

Into the Wild Blue Yonder!

Problem

Canadian Actor William Shatner travelled on the Blue Origin rocket in October 2021. He was in the rocket for 10 minutes and 17 seconds after liftoff, before landing back on the desert floor in Texas. The rocket rose to an altitude of 105.9 km.

(a) If his flight was straight up and down, what was his mean speed, to the nearest kilometre per hour, over the course of the whole journey?

(b) The length of the Trans-Canada Highway between the east and west coasts of Canada is 7821 km. If the rocket travels a distance of 7821 km at the mean speed found in part (a), approximately how long (in hours and minutes) would that trip take?

Solution

(a) The total distance William Shatner travelled was $105.9 \times 2 = 211.8\,\text{km}$.

His travel time was 10 minutes and 17 seconds. Since there are 60 seconds in one minute, his travel time was $10 \times 60 + 17 = 617$ seconds. Since there are $60 \times 60 = 3600$ seconds in each hour, his travel time in hours was $617 \div 3600 \approx 0.1714$ hr.

Thus, his mean speed was 211.8 km $\div\ 0.1714$ hr ≈ 1236 km/hr.

(b) Travelling a distance of 7821 km at a mean speed of 1236 km/hr would take the rocket $7821 \div 1236 \approx 6.328$ hr. Since there are 60 minutes in each hour, this is equal to $6.328 \times 60 \approx 380$ minutes, or approximately 6 hours and 20 minutes.

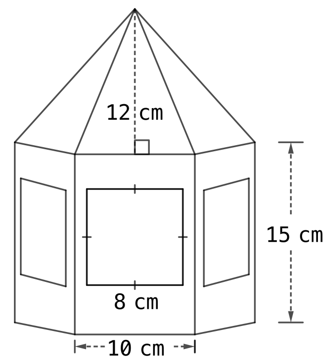
Note: Calculations here were carried out with four significant digits. Answers may vary if fewer are used at each stage.

Problème de la semaine

Problème B

Peindre une maison d'oiseaux

Les mangeoires à oiseaux ont de nombreuses formes et tailles. La mangeoire de Meera a une base pentagonale, cinq faces latérales rectangulaires identiques et cinq triangles identiques qui se rejoignent en un sommet de manière à former le toit. Chaque face rectangulaire a une largeur de 10 cm, une hauteur de 15 cm et contient une fenêtre carrée dont les côtés mesurent 8 cm. Chaque triangle a une hauteur de 12 cm et une base alignée avec le côté supérieur de l'une des faces rectangulaires.



(a) Quelle est l'aire totale des cinq fenêtres de la mangeoire ?

(b) Meera a décidé de peindre les faces extérieures des triangles qui forment le toit et les faces extérieurs de la mangeoire, à l'exception des fenêtres et de la base. Quelle est l'aire totale que doit recouvrir la peinture de Meera?

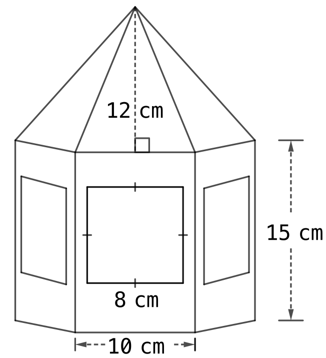
(c) Supposons que l'on peut acheter un pot de peinture de 100 mL pour 3,50 $ et que cette quantité de peinture peut recouvrir une aire de 10 000 cm^2. Si Meera applique deux couches de peinture sur chaque mangeoire pentagonale, combien de mangeoires pentagonales complètes peut-on peindre avec un de ces pots de peinture?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
Painting a Birdhouse

Problem

Bird feeders come in many shapes and sizes. Meera has one with a pentagonal base, five identical rectangular sides, and five identical triangles that meet at a point forming the roof. Each rectangular side has a width of 10 cm, a height of 15 cm, and a square window of side length 8 cm. Each triangle has a height of 12 cm and its base lines up with the top width of one of the rectangular sides.



(a) What is the total area of the five windows in the feeder?

(b) Meera has decided to paint the outer faces of the triangular roof segments and the outer sides of the feeder (except the windows), but not the base. What is the total surface area of the parts of the feeder Meera intends to paint?

(c) Suppose you can purchase a 100 mL can of paint for \$3.50 which will cover 10 000 cm^2 of surface area. If Meera does two coats of paint on each pentagonal bird feeder, how many complete pentagonal bird feeders can be painted by one of these cans of paint?

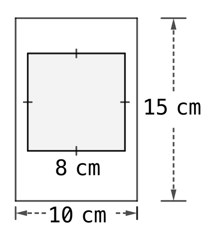
Solution

(a) Since each of the five windows is an 8 cm square of area $8 \times 8 = 64\,cm^2$, the total area of the windows is $5 \times 64 = 320\,cm^2$.

(b) The parts of the feeder to be painted are the five rectangular borders around the windows plus the five triangular roof segments.

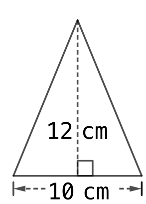
The area of one rectangular border is the area of the outer rectangle minus the area of the square window. Since the area of the outer rectangle is $10 \times 15 = 150\,cm^2$, and the area of the square window is $64\,cm^2$, the area of one rectangular border is $150 - 64 = 86\,cm^2$.

There are five of these borders and so their total area is $5 \times 86 = 430\,cm^2$.



The area of one triangular roof segment is $\frac{1}{2} \times 10 \times 12 = 60\,cm^2$. There are five of these triangles and so their total area is $5 \times 60 = 300\,cm^2$.

Thus, the total area to be painted is $430 + 300 = 730\,cm^2$.



(c) Two coats of paint on one feeder will require paint for $2 \times 730 = 1460\,cm^2$. Thus, Meera can paint $10\,000 \div 1460 \approx 6.8$ birdhouses. Therefore, Meera can paint 6 complete birdhouses using one can of paint.

Problème de la semaine

Problème B

Un problème de pierre

Sela fait des travaux d'aménagement paysager et doit paver un espace rectangulaire ayant une superficie de 53,5 m^2. Elle prévoit d'utiliser des dalles mesurant $10\,\text{cm} \times 20\,\text{cm}$, qui ont donc chacune une aire de $200\,\text{cm}^2$. Remarquons que seules des dalles entières seront utilisées.

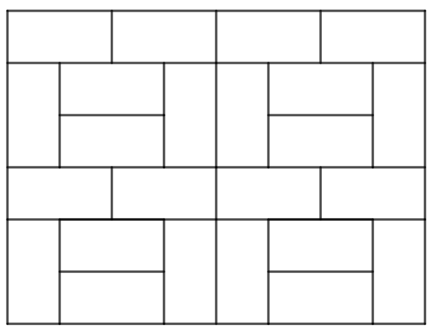
À la quincaillerie, Sela apprend que ces dalles sont vendues par palettes de 1000 dalles et qu'elle doit acheter des palettes complètes à 499 $ chacune.

(a) Combien de dalles lui faudra-t-il pour couvrir la superficie de 53,5 m^2 ?

(b) Combien de palettes devra-t-elle acheter?

(c) Combien de dalles lui restera-t-il sur la dernière palette utilisée?

(d) Si Sela pouvait acheter des palettes partielles, quel montant d'argent économiserait-elle si elle n'achetait que le nombre de dalles dont elle a besoin?



Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
A Stoney Problem

Problem

Sela is doing some landscaping, and needs to pave a rectangular space with an area of 53.5 m^2. She plans to use paving stones which are 10 cm by 20 cm, and so each has an area of 200 cm^2 each. Note that only whole paving stones will be used.

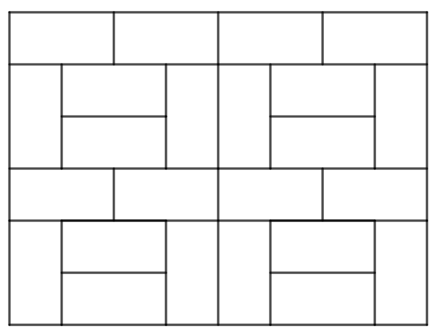
At the Home Shop, Sela learns that these pavers are sold on pallets of 1000 stones, and she must buy complete pallets at $499 each.

(a) How many stones will she need to cover the 53.5 m^2 area?

(b) How many pallets will she need to buy?

(c) How many stones will be left on the last pallet Sela uses?

(d) If Sela is able to buy partial pallets, how much would she save if she only bought the paving stones she needed?



Solution

(a) One square metre is equivalent to $100 \times 100 = 10\,000\,\text{cm}^2$, the area Sela needs to pave has area $53.5 \times 10\,000 = 535\,000\,\text{cm}^2$. Since each paving stone has area $200\,\text{cm}^2$, Sela will need $535\,000 \div 200 = 2675$ stones.

(b) Since each pallet has 1000 paving stones, Sela needs $2675 \div 1000 = 2.675$ pallets. However, she must buy complete pallets, so Sela will need to buy 3 pallets, or 3000 paving stones.

(c) On the last pallet Sela uses, there will be $3000 - 2675 = 325$ paving stones.

(d) Sela would not need to buy the extra 325 paving stones. The 325 paving stones as a fraction of a pallet is $\frac{325}{1000} = 0.325$.
Thus, she would save $0.325 \times \$499 \approx \$162.18$.

Problème de la semaine

Problème B

Un peu de pluie

Les précipitations excessives peuvent survenir lors d'événements météorologiques exceptionnels tels que les ouragans. Dans certaines régions du monde, les précipitations excessives font partie des phénomènes saisonniers.

(a) Pendant l'ouragan Harvey en 2017, il est tombé près de 75 mm de pluie en une heure à Houston. Si la pluie continuait à tomber à ce rythme pendant 24 heures, quelle quantité de pluie tomberait-il? Exprime ta réponse en mètres.

(b) Mawsynram, en Inde, est l'un des endroits les plus humides de la planète avec des précipitations annuelles moyennes de 11 872 mm, dont la plupart tombent pendant la mousson. Si la pluie était répartie uniformément sur toute l'année, quelle quantité de pluie tomberait chaque jour (exprimée en mm)? Arrondis ta réponse au dixième près.

(c) Trouve les précipitations annuelles moyennes de ta région. Combien de fois les précipitations annuelles moyennes de Mawsynram sont-elles supérieures aux précipitations annuelles moyennes de ta communauté? Arrondis ta réponse au dixième près.

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
A Little Rain Must Fall

Problem

Excessive rainfall may occur during weather events such as hurricanes, or in some places, simply as a part of everyday life.

(a) During Hurricane Harvey in 2017, almost 75 mm of rain fell in one hour in Houston. If rain continued to fall at that rate for 24 hours, how much rain would fall? Express your answer in metres.

(b) Mawsynram, India is recognized as one of the wettest places on Earth, with an average annual rainfall of 11 872 mm, most of which falls during the monsoon season. If the rain was spread out evenly over the whole year, how much rain, in mm, would fall each day? Round your answer to one decimal place.

(c) Find the average annual rainfall in your community. How many times more is Mawsynram's average annual rainfall than the average annual rainfall in your community? Round your answer to one decimal place.

Solution

(a) If 75 mm of rain fell in each hour for 24 hours, the total amount of rain would be $75 \times 24 = 1800$ mm, or 1.8 metres.

(b) If a total of 11 872 mm of rain was spread out evenly over the whole year, then over 365 days, the daily average would be $11\,872 \div 365 \approx 32.5$ mm.

(c) Answers will vary. The average annual rainfall for the city of Toronto is 831 mm*. Therefore, the average annual rainfall in Mawsynram is $11\,872 \div 831 \approx 14.3$ times more than the average annual rainfall of Toronto.
*Source: https://www.currentresults.com/Weather/Canada/Cities/precipitation-annual-average.php

Problème de la semaine

Problème B

Dessine-moi!

En utilisant un rapporteur et une règle, suis les instructions ci-dessous pour dessiner trois formes différentes.

(a) Étapes à suivre pour dessiner la forme 1:

- Trace un segment de droite horizontal AB de longueur 4 cm.
- À partir de B, trace un segment de droite BC de longueur 8 cm à un angle de 32° par rapport à AB.
- Trace un segment de droite reliant C et A.

Quelle est la mesure de l'angle ACB dans la forme que tu as dessiné?

Quel genre de triangle as-tu dessiné?

(b) Étapes à suivre pour dessiner la forme 2:

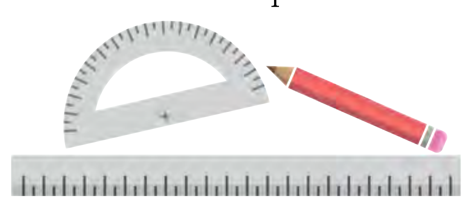
- Trace un segment de droite horizontal AB de longueur 6 cm.
- À partir de B, trace un segment de droite BC de longueur 7 cm à un angle de 135° par rapport à AB.
- À partir de C, trace un segment de droite CD de longueur 6 cm à un angle de 45° par rapport à BC.
- Trace un segment de droite reliant D et A.

Quelle forme as-tu dessiné?

(c) Étapes à suivre pour dessiner la forme 3:

- Trace un segment de droite vertical AB de longueur 5 cm.
- À partir de B, trace un segment de droite BC de longueur 5 cm à un angle de 90° par rapport à AB.
- Trace un segment de droite AD de longueur 7 cm de manière qu'il soit parallèle à BC.
- Trace un segment de droite reliant D et C.

Quelle forme as-tu dessiné?



Problem of the Week
Problem B and Solution
Draw Me!

Problem

Using a protractor and a ruler, follow the instructions below to draw three different shapes.

(a) Steps for drawing Shape 1:

- Draw a horizontal line segment AB of length 4 cm.
- From B, draw line segment BC of length 8 cm at an angle of 32° to AB.
- Draw a line segment connecting C and A.

What is the measure of angle ACB in your shape?

What kind of triangle did you draw?

(b) Steps for drawing Shape 2:

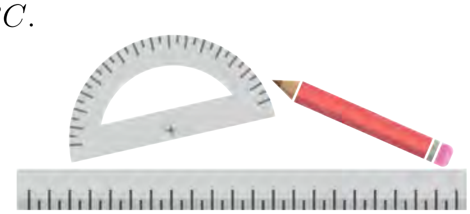
- Draw a horizontal line segment AB of length 6 cm.
- From B, draw line segment BC of length 7 cm at an angle of 135° to AB.
- From C, draw line segment CD of length 6 cm at an angle of 45° to BC, parallel to AB.
- Draw a line segment connecting D and A.

What shape did you draw?

(c) Steps for drawing Shape 3:

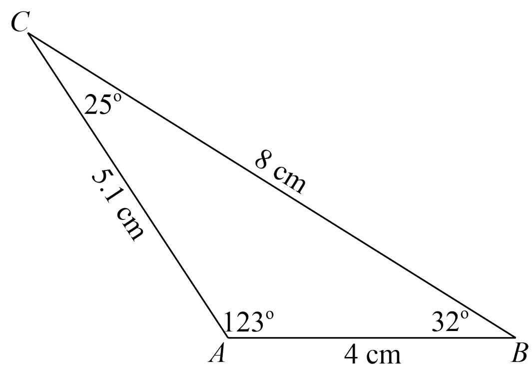
- Draw a vertical line segment AB of length 5 cm.
- From B, draw line segment BC of length 5 cm at an angle of 90° to AB.
- Draw line segment AD of length 7 cm, parallel to BC.
- Draw a line segment connecting D and C.

What shape did you draw?

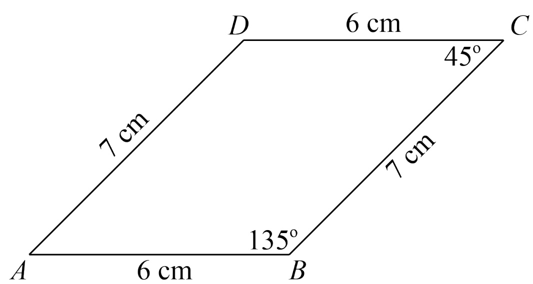


Solution

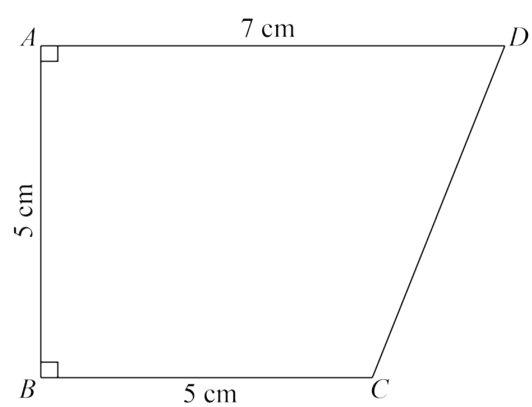
(a) Following the steps for Shape 1 creates a scalene triangle. The measure of angle ACB is 25°.



(b) Following the steps for Shape 2 creates a parallelogram, which is a quadrilateral with two pairs of parallel sides.



(c) Following the steps for Shape 3 creates a trapezoid, which is a quadrilateral with one pair of parallel sides. (Note : The shape could also be called a right trapezoid, which is a trapezoid with two right angles.)

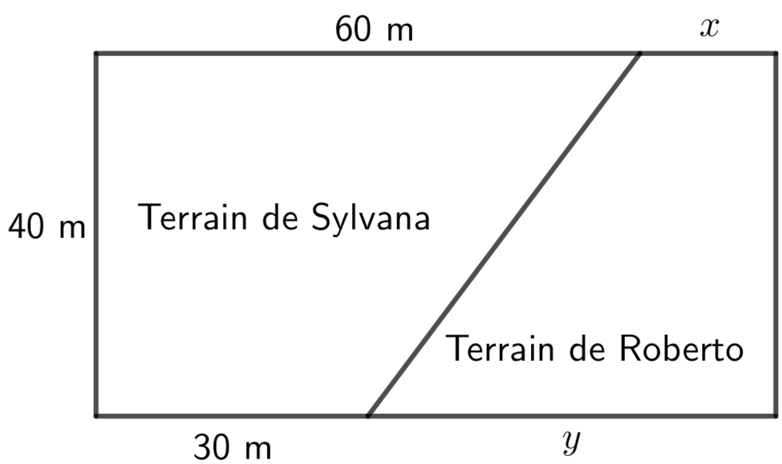


Problème de la semaine

Problème B

À la recherche de l'inconnu

Sylvana et Roberto divisent un grand terrain rectangulaire de 40 m × 75 m en deux terrains, comme dans la figure ci-dessous.



Le terrain de Roberto représente 40 % de l'aire totale des deux terrains.

(a) Quelles sont les valeurs de x et y, soit les dimensions du terrain de Roberto?

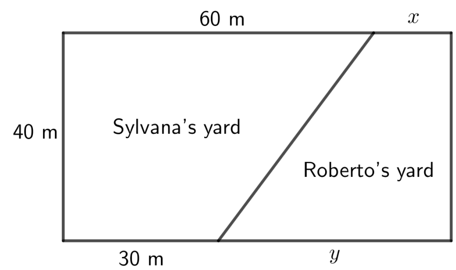
(b) Quelle est l'aire de chaque terrain?

Thèmes Algèbre, Géométrie et mesure

Problem of the Week
Problem B and Solution
Seeking Parts Unknown...

Problem

Sylvana and Roberto divide a 40 m by 75 m rectangular lot to form two yards, as shown in the diagram below.



The area of Roberto's yard is 40% of the total area of the two properties.

(a) What are the values of x and y, the missing dimensions of Roberto's yard?

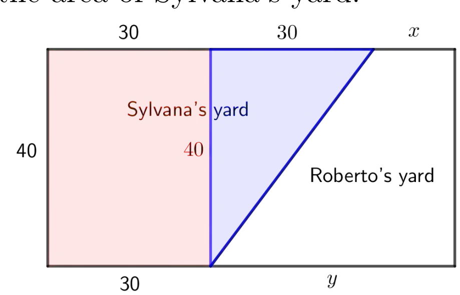
(b) What is the area of each yard?

Solution

(a) From the two sides of the rectangle of length 75 m, we must have $60\,\text{m} + x = 75$ m and $30\,\text{m} + y = 75$ m. Thus, the missing dimensions of Roberto's yard are $x = 75 - 60 = 15$ m and $y = 75 - 30 = 45$ m.

(b) The total area of the two yards is $40\,\text{m} \times 75\,\text{m} = 3000\ \text{m}^2$. The area of each yard can be found in a variety of ways:

- The area of Roberto's yard is 40% of the total area. Thus, the area of Roberto's yard is 40% of 3000, or $0.4 \times 3000 = 1200\ \text{m}^2$, and the area of Sylvana's yard is $3000 - 1200 = 1800\ \text{m}^2$.
- Alternatively, since the area of Roberto's yard is 40% of the total area, the area of Sylvana's yard must be $100\% - 40\% = 60\%$ of the total area. Thus, the area of Sylvana's yard is $0.6 \times 3000 = 1800\ \text{m}^2$, and the area of Roberto's yard is $3000 - 1800 = 1200\ \text{m}^2$.
- We can find the area of one of the yards, and subtract that from the total area to find the area of the other yard. We will show how to find the area of Sylvana's yard.
  Notice that Sylvana's yard is shaped like a trapezoid. We can calculate the area of Sylvana's yard by dividing the trapezoid into a 40 m by 30 m rectangle (shown in red) and a triangle with a base of 30 m and a height of 40 m (shown in blue).

  The area of the rectangle is $40 \times 30 = 1200\ \text{m}^2$ and the area of the triangle is $\frac{40 \times 30}{2} = 600\ \text{m}^2$.
  Thus, the total area of Sylvana's yard is $1200 + 600 = 1800\ \text{m}^2$, and so the total area of Roberto's yard is $3000 - 1800 = 1200\ \text{m}^2$.

Problème de la semaine

Problème B

Quelle est la bonne mesure ?

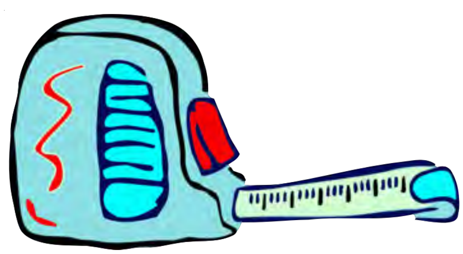
Tu trouveras ci-dessous les mesures de certains articles spécifiques. Cependant, l'unité de mesure n'est peut-être pas celle à laquelle tu es habitué. Convertis les mesures données dans une unité qui te semble plus logique.

(a) Il y a 31 536 000 secondes entre ton 10^{e} et ton 11^{e} anniversaire.

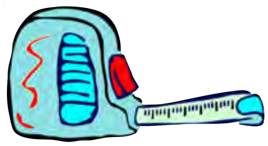
(b) La distance entre Montréal et Toronto est de 54 160 000 centimètres.

(c) La longueur de ma brosse à dents est de 0,00019 kilomètres.

(d) Je verse 0,25 litre de lait sur mes céréales le matin.



Thèmes Géométrie et mesure, Sens du nombre



Problem of the Week
Problem B and Solution
What's in a Measure?

Problem

Listed below are measurements for some specific items. However, the unit of measure may not be what you are used to. Convert the measurements to a unit that makes more sense to you.

(a) The time between your 10th and 11th birthdays is 31 536 000 seconds.

(b) The distance between Montreal and Toronto is 54 160 000 centimetres.

(c) The length of my toothbrush is 0.00019 kilometres.

(d) I pour 0.25 litres of milk on my cereal in the morning.

Solution

(a) The time between your 10th and 11th birthdays is more commonly known as 1 year. (Hopefully, students did not need to do any calculations to determine this!) If you want to do the calculations, divide 31 536 000 by 60 to get 525 600 minutes. Then divide 525 600 by 60 to get 8760 hours. Finally, divide 8760 by 24 to get 365 days, which is equal to 1 year.

(b) A more reasonable unit for the distance between Montreal and Toronto is kilometres. So we will first convert the distance to metres and then to kilometres.

That is, 54 160 000 cm is equal to $54\,160\,000 \div 100 = 541\,600$ m, and $541\,600 \div 1000 = 541.6$ km.

Therefore, the distance between Montreal and Toronto is 541.6 km.

(c) A more reasonable unit for the length of my toothbrush would be centimetres. So we will first convert the length to metres and then to centimetres.

That is, 0.00019 km is equal to $0.00019 \times 1000 = 0.19$ m, and $0.19 \times 100 = 19$ cm.

Therefore, the length of the toothbrush is 19 cm.

(d) A more reasonable unit for the amount of milk is millilitres. Therefore, the amount of milk is $0.25\,\text{L} \times 1000 = 250\,\text{mL}$.

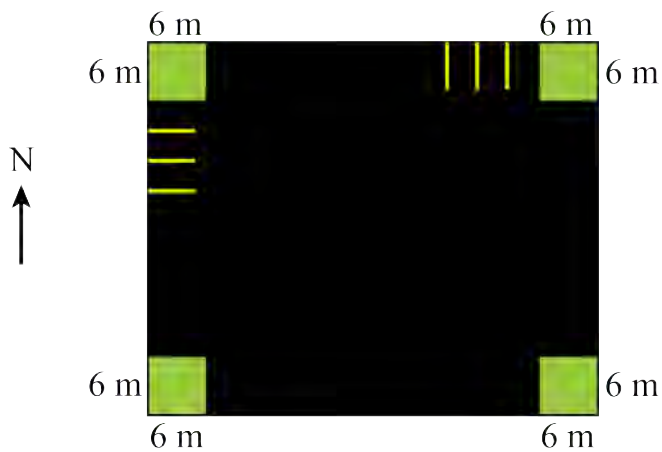
Note: The units chosen may vary, since different students may find different units reasonable.

Problème de la semaine

Problème B

Un stationnement bien conçu

KalMart dispose d'un stationnement rectangulaire pavé. Dans chaque coin du stationnement, il y a un jardin mesurant 6 m × 6 m. Il y a des places de stationnement le long des côtés nord et ouest du stationnement. Dans la figure ci-dessous, on voit quelques-unes des places de stationnement situées aux côtés nord et ouest.



Chaque place de stationnement a une largeur de 2,5 m et les lignes séparant les places de stationnement ont une épaisseur de 7,5 cm.

(a) Il y a 25 places de stationnement le long du côté nord du stationnement. Quelle est la longueur, en mètres, du côté nord du stationnement, incluant les jardins?

(b) Il y a 20 places de stationnement le long du côté ouest du stationnement. Quelle est la longueur, en mètres, du côté ouest du stationnement, incluant les jardins?

(c) Quelle est l'aire totale de la partie pavée du stationnement (soit l'aire du stationnement qui exclut l'aire des jardins) en mètres carrés?

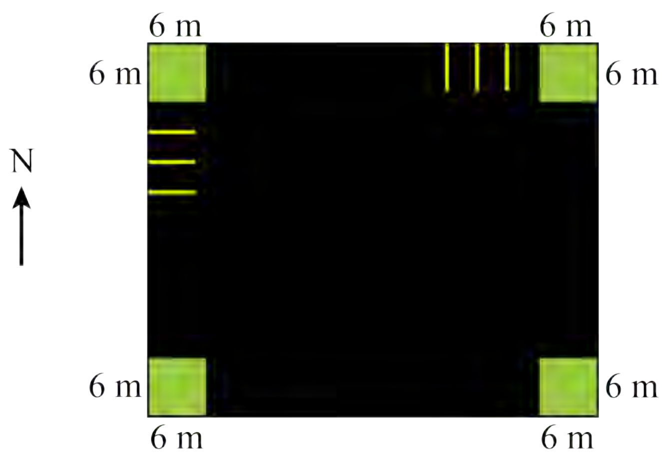
Problem of the Week

Problem B and Solution

Parking by Design

Problem

KalMart has a paved, rectangular parking lot with a 6 m by 6 m curbed garden in each corner. There are parking spots along the north and west sides of the parking lot. Some of the parking spots on the north and west sides are shown in the diagram.



Each parking spot is 2.5 m wide, and the lines separating the parking spots are 7.5 cm thick.

(a) There are 25 parking spots along the north side of the parking lot. What is the length, in metres, of the north side of the parking lot, including the gardens?

(b) There are 20 parking spots along the west side of the parking lot. What is the length, in metres, of the west side of the parking lot, including the gardens?

(c) What is the total area, in square metres, of the paved portion of the parking lot, excluding the gardens?

Solution

(a) There are 25 parking spots on the north side, plus 24 lines between them, since there are no lines at the corners next to the gardens. Since each parking spot is 2.5 m wide, the parking spots occupy a total of $25 \times 2.5 = 62.5$ m. Since each line is 7.5 cm $= 0.075$ m thick, the lines occupy a total of $24 \times 0.075 = 1.8$ m. The corner gardens occupy a total of $2 \times 6 = 12$ m. Thus, the total length of the north side is $62.5 + 1.8 + 12 = 76.3$ m.

(b) Similarly, there are 20 parking spots on the west side, plus 19 lines between them. Since each parking spot is 2.5 m wide, the parking spots occupy a total of $20 \times 2.5 = 50$ m. Since each line is 7.5 cm $= 0.075$ m thick, the lines occupy a total of $19 \times 0.075 = 1.425$ m. The corner gardens occupy a total of $2 \times 6 = 12$ m. Thus, the total length of the west side is $50 + 1.425 + 12 = 63.425$ m.

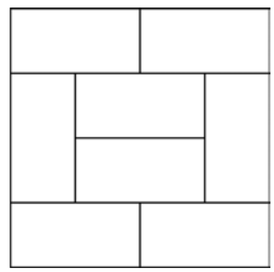
(c) The total area of the parking lot is $76.3 \times 63.425 = 4839.3275$ m^2. Each corner garden has an area of $6 \times 6 = 36$ m^2. The total garden area is then $4 \times 36 = 144$ m^2. Thus, excluding the four gardens, the area of the paved portion of the lot is $4839.3275 - 144 = 4695.3275$ m^2.

Problème de la semaine

Problème B

Des dimensions mystères

Huit rectangles congruents sont disposés de manière à former un plus grand rectangle, comme on le voit dans la figure ci-dessous.



(a) Si chacun des rectangles congruents a une longueur de 6 cm et une largeur de 3 cm, quel est le périmètre du plus grand rectangle ?

(b) Pour chacun des rectangles congruents, supposons que le côté le plus long mesure L cm et que le côté le plus court mesure 4 cm. Supposons également que le plus grand rectangle ait un périmètre de 64 cm.

(i) Quelle est la valeur de L?

(ii) Quelle est l'aire de l'un des huit rectangles congruents?

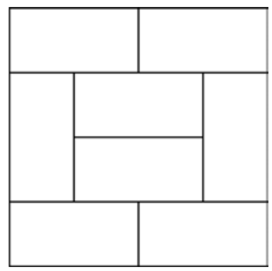
Extension: Peux-tu résoudre la partie (b) sans savoir que le côté le plus court de chaque rectangle mesure 4 cm? Si oui, comment?

Thèmes Algèbre, Géométrie et mesure

Problem of the Week
Problem B and Solution
Mystery Dimensions

Problem

Eight congruent rectangles are arranged to form a larger rectangle as shown.



(a) If the congruent rectangles each have a length of 6 cm and a width of 3 cm, what is the perimeter of the larger rectangle?

(b) Suppose that the congruent rectangles each have a longer side of length L cm and a shorter side of length 4 cm. Suppose also that the perimeter of the larger rectangle is 64 cm.

(i) What is the value of L?

(ii) What is the area of one of the eight congruent rectangles?

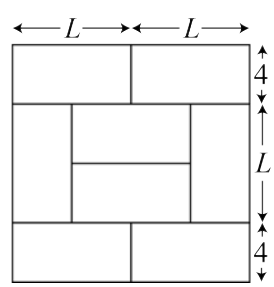
Extension: Can you solve part (b) without knowing that the length of the shorter side of each rectangle is 4 cm? If so, how?

Solution

(a) Since each rectangle has a length of 6 cm and a width of 3 cm, the larger rectangle must have sides of lengths $6 + 6 = 12$ cm and $3 + 6 + 3 = 12$ cm. Thus, the perimeter of the larger rectangle is $12 + 12 + 12 + 12 = 48$ cm.

(b)

(i) Since each rectangle has a longer side of length L cm and shorter side of length 4 cm, we can label our diagram to find the dimensions of the larger rectangle. Using this, we determine that the lengths of the sides of the larger rectangle are $L + L = 2L$ and $4 + L + 4 = L + 8$. Since we know the perimeter of the larger rectangle is 64 cm, we can write the following equation.



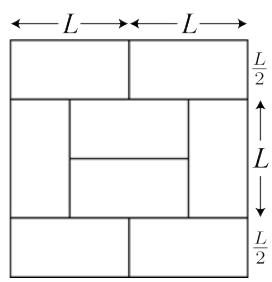
$$\begin{aligned} 2L + 2L + (L+8) + (L+8) &= 64 \\ 6L + 16 &= 64 \\ 6L &= 64 - 16 \\ 6L &= 48 \end{aligned}$$

Since $6 \times 8 = 48$, it follows that $L = 8$ cm.

(ii) The area of a rectangle is equal to its length times its width. Thus, the area of each congruent rectangle is $8 \times 4 = 32\text{ cm}^2$.

Extension Solution:

If we ignore the two rectangles on the top and the two rectangles on the bottom, we can see that two rectangles placed on top of each other horizontally have a height of L. Therefore, the shorter side of each rectangle equals half its longer side, or $\frac{L}{2}$. We can label our diagram to find the dimensions of the larger rectangle.



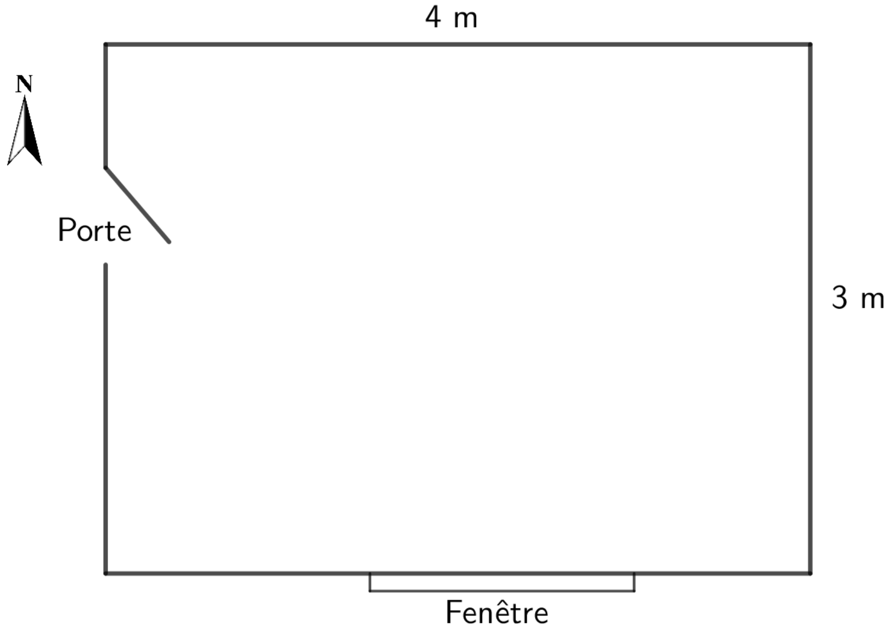
Using this, we determine that the larger rectangle has sides of length $L + L = 2L$ and $\frac{L}{2} + L + \frac{L}{2} = 2L$. So the larger rectangle is actually a square with side length $2L$. Since we know its perimeter is 64 cm, it follows that $2L + 2L + 2L + 2L = 64$, or $8L = 64$. Since $8 \times 8 = 64$, it follows that $L = 8$ cm. So, we can solve this problem without knowing the width of each rectangle.

Problème de la semaine

Problème B

Redécorer

Nimrat veut redécorer sa chambre. Dans la figure ci-dessous, on voit le plan de sa chambre.



Les murs de la chambre de Nimrat mesurent 2,5 m de hauteur.

(a) Nimrat veut recouvrir le sol de sa chambre avec un tapis. Combien de mètres carrés de tapis devra-t-elle acheter ? Si le tapis qu'elle achète coûte 20 $ le mètre carré, combien le tapis de sa chambre coûtera-t-il au total ?

(b) Le papier peint coûte 8 $ le mètre carré. Quelle est la quantité de papier peint dont elle aura besoin pour recouvrir les murs nord et est ? Combien le papier peint coûtera-t-il au total?

(c) Nimrat décide de peindre les murs sud et ouest. La quantité de peinture nécessaire coûte 75 $. Sachant que son budget total est de 500 $ pour l'achat du tapis, du papier peint et de la peinture, de combien le coût total est-il supérieur ou inférieur à son budget ?

Thèmes Géométrie et mesure, Sens du nombre

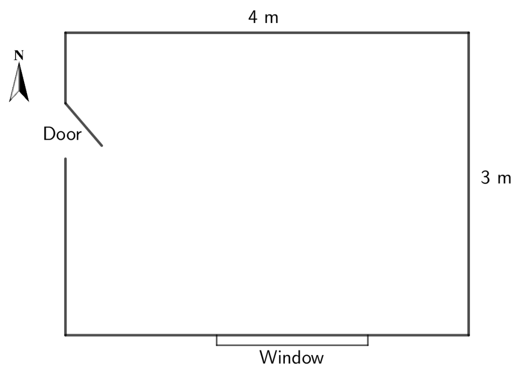
Problem of the Week

Problem B and Solution

Redecoration Station

Problem

Nimrat wants to redecorate her bedroom. The floor plan for her bedroom is shown below.



The walls in Nimrat's bedroom are 2.5 m high.

(a) Nimrat wants nice, plush, wall-to-wall carpet in her bedroom. How many square metres of carpet will she need to buy? If the carpet she buys costs $20 per square metre, how much will her carpet cost in total?

(b) Wallpaper costs $8 per square metre. How much wallpaper will she need to cover the north and east walls? How much will it cost for the wallpaper for those two walls?

(c) She decides to paint the south and west walls, and the cost for paint to do so is $75. If her total budget is $500 for carpet, wallpaper, and paint, how much over or under her budget is she?

Solution

(a) Since the total floor area of Nimrat's bedroom is $4 \times 3 = 12\,\text{m}^2$, and the carpet costs $20 per square metre, the cost of her wall-to-wall carpet will be $\$20 \times 12 = \$240$.

(b) Since the north wall is 4 m long and 2.5 m high, its area is $4 \times 2.5 = 10\,\text{m}^2$. Since the east wall is 3 m long and 2.5 m high, its area is $3 \times 2.5 = 7.5\,\text{m}^2$. Thus, the total area to be wallpapered is $10 + 7.5 = 17.5\,\text{m}^2$. Therefore, the cost of the wallpaper at $8 per square metre will be $17.5 \times \$8 = \$140$.

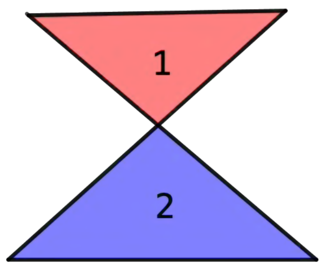
(c) The total cost of wallpaper, carpet, and paint will be $\$240 + \$140 + \$75 = \$455$. Since her total budget is $500, she will be $\$500 - \$455 = \$45$ under her budget.

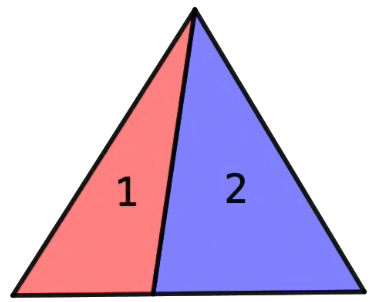
Problème de la semaine

Problème B

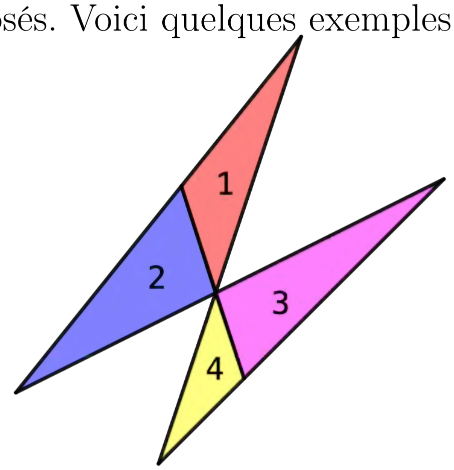
Triangles

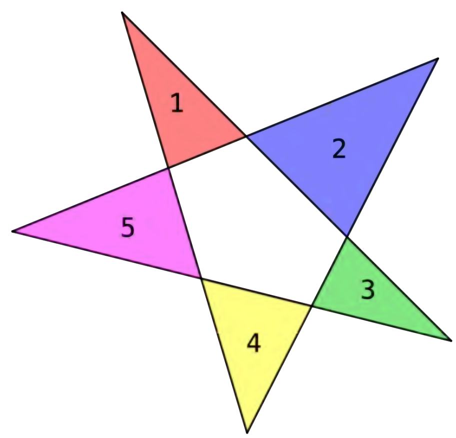
À l'aide de quatre segments de droites, on peut construire au plus deux triangles non superposés. Voici quelques exemples:





À l'aide de cinq segments de droite, on peut construire au plus cinq triangles non superposés. Voici quelques exemples:





Remarque que la première figure comporte quatre triangles non superposés et que la deuxième comporte cinq triangles non superposés. Remarque également que la figure qui comporte cinq triangles non superposés comporte également un pentagone.

(a) Combien de triangles non superposés peut-on créer en utilisant six segments de droites?

(b) Combien de triangles non superposés peut-on créer en utilisant sept segments de droites?

Échange tes idées avec tes camarades de classe.

Thème Géométrie et mesure

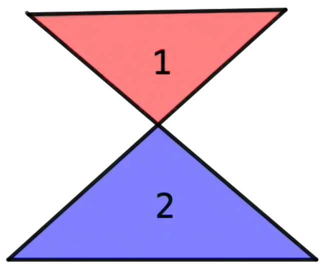
Problem of the Week

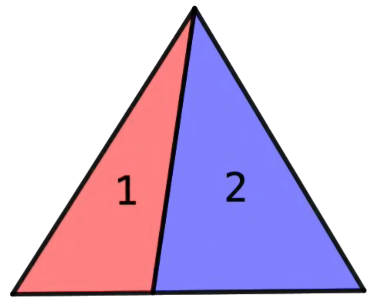
Problem B and Solution

"Try"angles

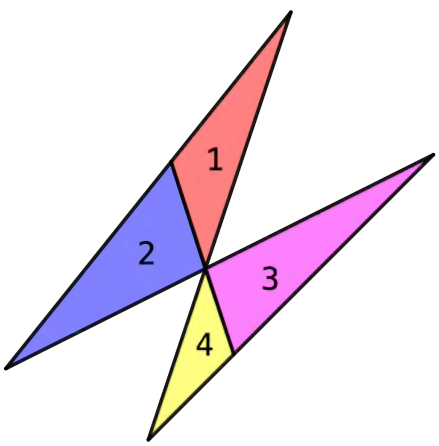
Problem

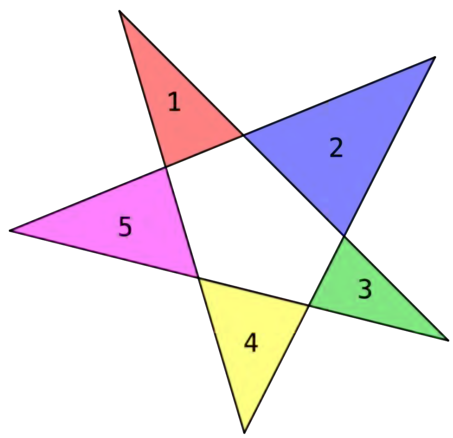
Using four straight lines, it is only possible to construct up to two non-overlapping triangles. Here are some examples:





Using five straight lines, it is only possible to construct up to five non-overlapping triangles. Here are some examples:





Notice that the first diagram has four non-overlapping triangles and the second diagram has five non-overlapping triangles. Notice also that the diagram with five non-overlapping triangles also has a pentagon which is not counted.

(a) How many non-overlapping triangles can you make using six straight lines?

(b) How many non-overlapping triangles can you make using seven straight lines?

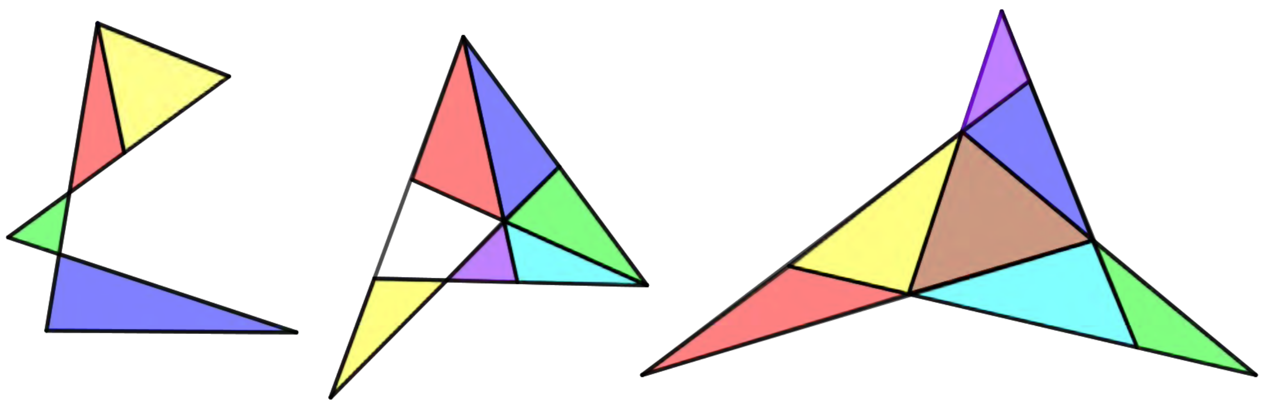
Trade ideas with a classmate.

Solution

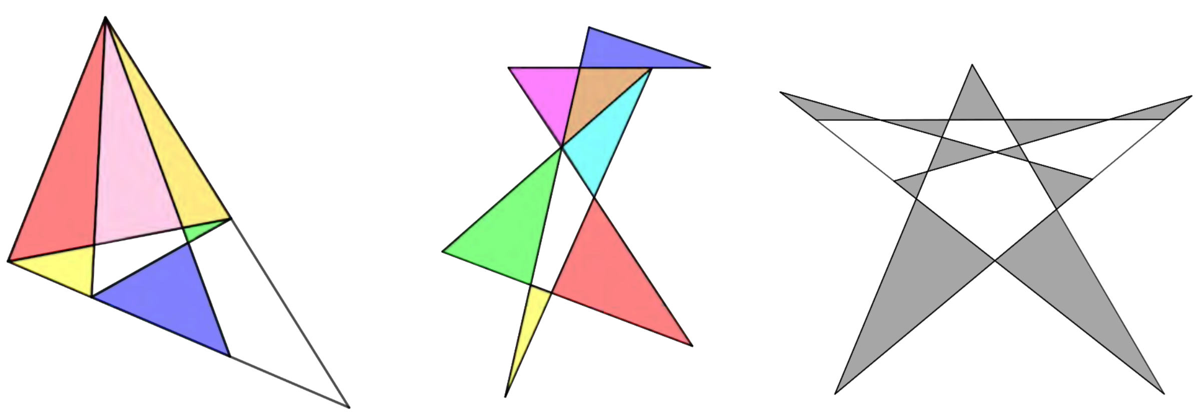
This geometry problem of finding non-overlapping triangles with sides lying on a specified number of straight lines is known as the *Kobon triangle problem*. Note: the Kobon triangle problem is not fully solved!

Here are some sample solutions. Students will likely find many others.

(a) It is known that seven triangles is the maximum possible number of non-overlapping triangles that can be formed using six lines. Here are some solutions for six lines, showing four, six, and seven non-overlapping triangles.



(b) It is known that eleven triangles is the maximum possible number of non-overlapping triangles that can be formed using seven lines. Here are some solutions for seven lines, showing six, seven, and eleven non-overlapping triangles.



Problème de la semaine

Problème B

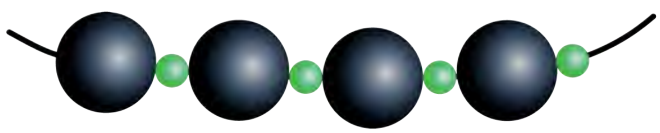
Un collier de perles

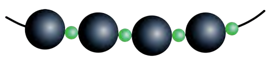
Aurora fabrique un collier de perles en utilisant des perles noires et vertes. Les perles noires ont toutes une largeur de $1,2$ cm et les perles vertes ont toutes une largeur de 4 mm. Aurora fabriquera son collier en alternant les perles noires et les perles vertes.

(a) Si Aurora veut que son collier mesure 80 cm de long, de combien de perles aura-t-elle besoin au total?

(b) Si les perles noires coûtent 0,10 $ chacune et les perles vertes 0,03 $ chacune, combien cela coûtera-t-il à Aurora d'acheter toutes les perles dont elle a besoin pour son collier?

(c) Est-ce que cela coûterait plus ou moins cher à Aurore d'acheter les perles si, au lieu d'alterner les perles noires et vertes, elle mettait deux perles vertes après chaque perle noire ? Explique.





Problem of the Week

Problem B and Solution

A String of Beads

Problem

Aurora is making a beaded necklace using black and green beads. The black beads are all 1.2 cm wide and the green beads are all 4 mm wide. Aurora will make her necklace by alternating the black and green beads.

(a) If Aurora wants her necklace to be 80 cm long, how many beads will she need in total?

(b) If the black beads cost \$0.10 each and the green beads cost \$0.03 each, how much will it cost for Aurora to buy all the beads she needs for her necklace?

(c) Would it cost more or less for Aurora to buy the beads if instead of alternating the black and green beads, she put two green beads after each black bead? Explain.

Solution

(a) First we need to write the widths of the beads with the same unit of measurement. If we choose centimetres, then the green beads are $4 \div 10 = 0.4$ cm wide. Since Aurora is alternating black and green beads, the necklace will be made up of pairs of black and green beads. Each pair of black and green beads is $1.2 + 0.4 = 1.6$ cm wide. We need to determine how many pairs of black and green beads will fit on the necklace. Since $80 \div 1.6 = 50$, there will be 50 pairs of black and green beads on the necklace. So Aurora will need 50 black beads and 50 green beads, which is a total of 100 beads.

(b) Aurora needs 50 black beads. Since the black beads cost \$0.10 each, it will cost $50 \times \$0.10 = \$5$ to buy them all. Aurora needs 50 green beads. Since the green beads cost \$0.03 each, it will cost $50 \times \$0.03 = \$1.50$ to buy them all. Therefore, in total, it will cost $\$5 + \$1.50 = \$6.50$ to buy all the beads for the necklace.

(c) If Aurora puts two green beads after each black bead, then the necklace will be made up of groups of one black bead and two green beads. Each of these groups is $1.2 + 0.4 + 0.4 = 2$ cm wide. Since the necklace is 80 cm long, and $80 \div 2 = 40$, it follows that 40 of these groups will fit on the necklace. So the necklace will have 40 black beads and $40 \times 2 = 80$ green beads. Since the black beads cost \$0.10 each, it will cost $40 \times \$0.10 = \$4$ to buy them all. Since the green beads cost \$0.03 each, it will cost $80 \times \$0.03 = \$2.40$ to buy them all. Therefore, in total, it will cost $\$4 + \$2.40 = \$6.40$ to buy all the beads for the necklace. Since $\$6.40 < \$6.50$, it will be cheaper to buy the beads if Aurora puts two green beads after each black bead.

Alternatively, we could have justified this without doing all the calculations. Notice that the width of three green beads is $3 \times 0.4 = 1.2$ cm, which is the width of one black bead. However, the cost of three green beads is $3 \times \$0.03 = \$0.09$, but the cost of one black bead is \$0.10. So three green beads take up the same space as one black bead, but are \$0.01 cheaper to buy. If Aurora puts two green beads after each black bead instead of alternating the black and green beads, then she will end up using more green beads and fewer black beads in her necklace. Every time she replaces one black bead with three green beads she will save \$0.01, so it will be cheaper to buy the beads if Aurora puts two green beads after each black bead.

Problème de la semaine

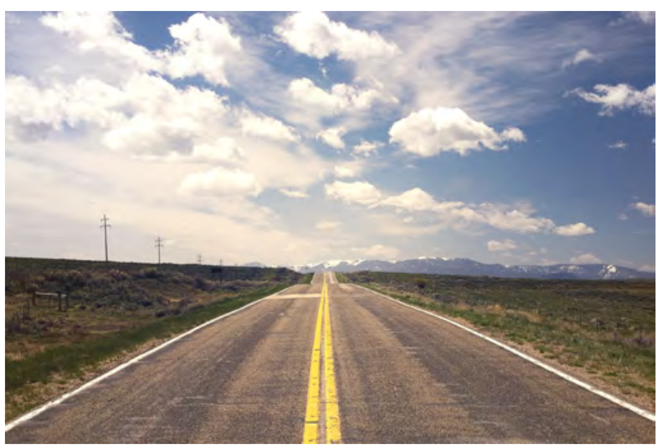
Problème B

De nouveau sur la route!

Ce problème se penche sur les voyages épiques de deux jeunes hommes dont la force d'âme ne connaissait pas de limites.

(a) En 1980, Terry Fox a entrepris de traverser le Canada en courant afin de collecter des fonds pour la recherche contre le cancer, dans le cadre de ce que l'on appelle le Marathon de l'espoir. Il avait prévu de parcourir toute la longueur de la route transcanadienne, qui fait 7821 km de long. Terry Fox a parcouru une moyenne de 42 km par jour, mais a dû s'arrêter après 143 jours et 5373 km. S'il avait pu terminer son voyage et avait continué à courir au même rythme, combien de jours lui aurait-il fallu pour terminer le reste de sa course à travers le Canada ?

(b) En 1985, Rick Hansen, l'homme en mouvement, a fait le tour du monde en fauteuil roulant afin de sensibiliser les gens à l'importance d'un monde sans barrières pour les personnes handicapées. Du 21 mars 1985 au 22 mai 1987, il a traversé 34 pays et a parcouru un total de 40 075 km. En moyenne, combien de kilomètres a-t-il parcourus chaque jour ?



Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
On the Road Again!

Problem

This problem looks at the epic journeys of two young men whose fortitude knew no bounds.

(a) In 1980, Terry Fox set out to run across Canada in order to raise money for cancer research, in what is called the Marathon of Hope. He planned to run the entire length of the Trans-Canada Highway, which is 7821 km. Terry Fox ran an average of 42 km every day, but had to stop after 143 days and 5373 km. If he had been able to complete his journey and had continued at the same pace, how many days would it have taken him to complete the remainder of his run across Canada?

(b) In 1985, Rick Hansen, the Man in Motion, wheeled around the world in his wheelchair in order to help people understand the importance of a world without barriers for people with disabilities. Starting on March 21, 1985, and finishing on May 22, 1987, he went through 34 countries and travelled a total of 40 075 km. On average, how many kilometres did he travel on each day of his world tour?

Solution

(a) The Trans-Canada Highway is 7821 km long and Terry Fox completed 5373 km. Thus, $7821 - 5373 = 2448$ km remain. If Terry Fox travelled at 42 km per day, then since $2448 \div 42 \approx 58.286$, it would have taken him 59 days to complete his run across Canada.

(b) To calculate the number of days between March 21, 1985 and May 22, 1987, we will first calculate the number of days between March 21, 1985 and March 20, 1987, inclusive, and then calculate the number of days between March 21, 1987 and May 22, 1987, inclusive.

- Since neither 1986 nor 1987 were leap years, the number of days between March 21, 1985 and March 20, 1987 is $2 \times 365 = 730$.
- To calculate the number of days between March 21, 1987 and May 22, 1987, we will look at the number of days in each month. There are 11 days from March 21 to March 31. April has 30 days, and there are 22 days from May 1 to May 22. This is a total of $11 + 30 + 22 = 63$ days.

Thus, in total, Rick Hansen travelled for $730 + 63 = 793$ days. Since he travelled 40 075 km in total, this means he travelled on average $40\,075 \div 793 \approx 50.5$ km per day.

Problème de la semaine

Problème B

Des champs de fleurs

Sadie a des plates-bandes surélevées qui mesurent 11 m × 14 m. Elle veut cultiver des tournesols géants dans l'une de ses plates-bandes et des tournesols nains dans une autre.

(a) Sadie plante les graines de tournesol géant à 50 cm les unes des autres, dans des rangées qui sont à 50 cm les unes des autres, en laissant une bordure de 100 cm sur tous les côtés de la plate-bande. Combien de graines de tournesol géant peut-elle planter dans cette plate-bande ?

(b) Dans une autre plate-bande, Sadie plante des graines de tournesol nain. Elle plante les graines de tournesol nain à 25 cm les unes des autres, dans des rangées qui sont à 25 cm les unes des autres, en laissant une bordure de 100 cm sur tous les côtés de la plate-bande. Combien de graines de tournesol nain peut-elle planter dans cette plate-bande ?

(c) Tous les tournesols de Sadie ont germé et sont arrivés à maturité. Cependant, lors d'une gelée précoce, elle perd 20 % des tournesols géants et 10 % des tournesols nains. Si Sadie vend tous les tournesols restants au prix de 5,00 $ l'unité pour les tournesols géants et 3,00 $ l'unité pour les tournesols nains, laquelle de ses plates-bandes lui aura rapporté le plus d'argent ?

Thèmes Géométrie et mesure, Sens du nombre

Problem of the Week
Problem B and Solution
Fields of Flowers

Problem

Sadie has garden beds that are 11 m by 14 m. She wants to grow giant sunflowers in one of her garden beds and dwarf sunflowers in another garden bed.

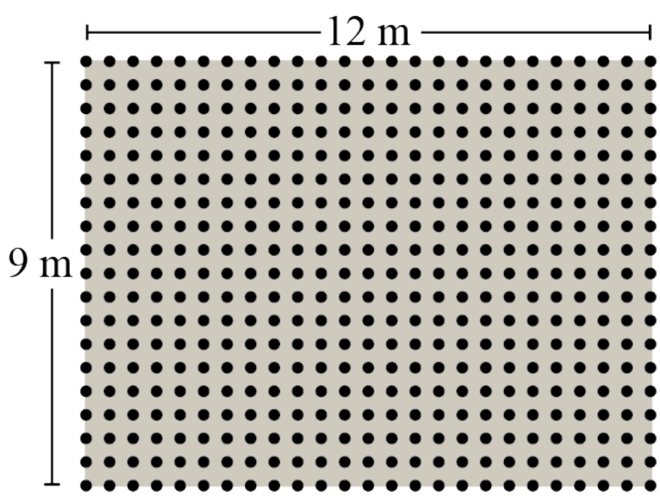
(a) Sadie spaces the giant sunflower seeds 50 cm apart, in rows that are 50 cm apart, leaving a 100 cm border on all sides of the garden bed. How many giant sunflower seeds can she plant in one garden bed?

(b) In another garden bed, Sadie plants dwarf sunflower seeds. She spaces the seeds 25 cm apart, in rows that are 25 cm apart, leaving a 100 cm border on all sides of the garden bed. How many dwarf sunflowers can she plant in this garden bed?

(c) All of Sadie's sunflowers have germinated and matured, but then in a cold early frost one evening, she loses 20% of the giant sunflowers and 10% of the dwarf sunflowers. If Sadie sells all the surviving sunflowers at \$5.00 each for the giants and \$3.00 each for the dwarfs, which crop will provide the greater income?

Solution

(a) Since 100 cm is equal to 1 m, the border around Sadie's garden bed is 1 m on each side. That means the planting area inside the garden is 9 m by 12 m. If she plants rows of seeds starting right on the edge of the planting area, and plants them 50 cm (or $\frac{1}{2}$ m) apart, then in each row she can plant 2 seeds per metre, plus 1 more seed at the end of the row. So, along the 9 m width she can plant $9 \times 2 + 1 = 18 + 1 = 19$ seeds. Along the 12 m length she can plant $12 \times 2 + 1 = 24 + 1 = 25$ seeds. Thus, Sadie can plant a total of $19 \times 25 = 475$ giant sunflower seeds in one garden bed, as shown.



(b) As in part (a), we can conclude that the planting area inside this garden bed is also 9 m by 12 m. If Sadie plants rows of seeds starting right on the edge of the planting area, and plants them 25 cm (or $\frac{1}{4}$ m) apart, then in each row she can plant 4 seeds per metre, plus 1 more seed at the end of the row. So, along the 9 m width she can plant $9 \times 4 + 1 = 36 + 1 = 37$ seeds. Along the 12 m length she can plant $12 \times 4 + 1 = 48 + 1 = 49$ seeds. Thus, Sadie can plant a total of $37 \times 49 = 1813$ dwarf sunflower seeds in this garden bed.

(c) After the loss of 20% of the giant sunflowers, Sadie will have 80% of 475, or $0.8 \times 475 = 380$ flowers left. These giant sunflowers will provide an income of $380 \times \$5.00 = \$1900$.

After the loss of 10% of the dwarf sunflowers, Sadie will have 90% of 1813, or $0.9 \times 1813 \approx 1632$ flowers left. These dwarf sunflowers will provide an income of $1632 \times \$3.00 = \$4896$. Thus, the income from the dwarf sunflowers is more than double that of the giant sunflowers.

Algèbre (A)

AMÈNE-MOI
À LA
COUVERTURE

Problème de la semaine

Problème B

Joey se prépare à l'hiver

Joey le tamia va bientôt hiberner. Il décide donc d'amasser des glands (sa nourriture préférée) pour les longs mois d'hiver.

Il lui reste quatre glands de la veille et il a amassé des glands au cours des dernières heures, tel que représenté dans le tableau ci-dessous.

Heure	0	1	2	3	4	5
Nombre total de glands	4	20	36	52	68	84

(a) Est-ce que le nombre total de glands est une suite croissante linéaire? Vérifie ta réponse à l'aide d'un graphique.

(b) Supposons que Joey continue à amasser des glands à ce même rythme.

(i) Combien de glands Joey aura-t-il amassé après la 12^{e} heure?

(ii) Combien d'heures lui faudrait-il pour amasser au moins 330 glands?

(iii) Représente le nombre total de glands que Joey aura amassé après n heures à l'aide d'une expression algébrique.

Problem of the Week

Problem B and Solution

Joey Prepares for Winter

Problem

Joey the chipmunk will soon be hibernating, so he's gathering acorns, his food supply for the long winter months.
Joey has four acorns remaining from the previous day, and has gathered acorns over the last few hours as shown in the following table.

Hour	0	1	2	3	4	5
Total Number of Acorns	4	20	36	52	68	84

(a) Is the total number of acorns a linear growing pattern? Verify your answer by creating a graph.

(b) Suppose Joey continues collecting acorns at this same rate.

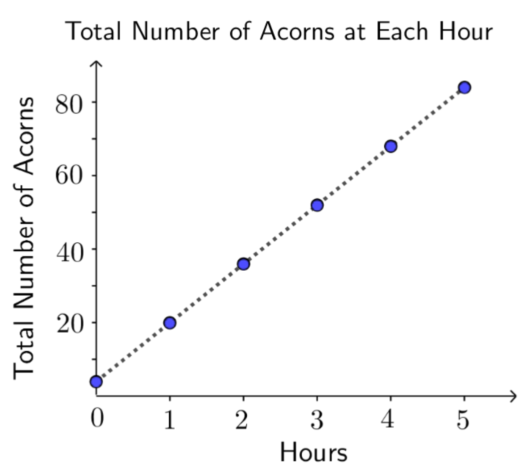
(i) How many acorns would Joey have collected by the end of Hour 12?

(ii) How many hours would it take him to collect at least 330 acorns?

(iii) Write an algebraic expression to represent the total number of acorns Joey would have after collecting for n hours.

Solution

(a) Looking at the data, we see that the number of acorns increases by the same amount each hour; Joey is collecting acorns at a rate of 16 per hour. So we expect that the pattern of the total number of acorns is a growing linear pattern. This is verified by the following graph.



(b) (i) Hour 12 is 7 more hours after Hour 5. Since Joey will collect 16 acorns in each of those hours, he will have $7 \times 16 = 112$ more acorns, giving a total of $84 + 112 = 196$ acorns by the end of Hour 12.

(ii) To collect at least 330 acorns in total, Joey needs $330 - 196 = 134$ more acorns than he has after 12 hours. After 8 more hours, he would have $8 \times 16 = 128$ more acorns. After 9 more hours, he would have $9 \times 16 = 144$ more acorns. Therefore, he will need to collect acorns for 9 more hours to get to at least 330 acorns.
Thus, he will need a total of $12 + 9 = 21$ hours to collect at least 330 acorns.

ALTERNATIVELY: Joey initially has 4 acorns, so to get to 330 acorns, he needs to collect 326 more acorns. Since he collects 16 acorns per hour, this would take him $326 \div 16 = 20\frac{3}{8}$ hours. This means he will have 330 acorns during the 21^{st} hour. That is, he will need to collect for 21 hours to get at least 330 acorns.

(iii) After n hours of collecting 16 acorns each hour, Joey would have $16 \times n$ acorns. Given that he starts with four leftover acorns, Joey would have a total of
$(16 \times n) + 4$ acorns.

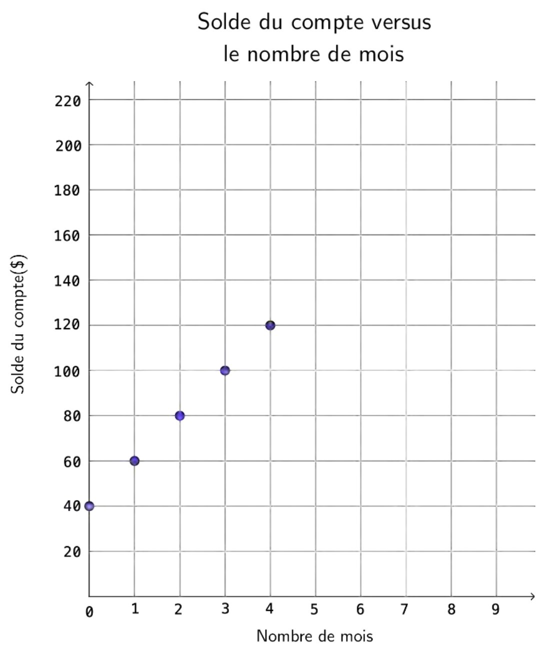
Problème de la semaine

Problème B

L'épargne d'Amir

La tante d'Amir veut l'aider à épargner afin qu'il puisse aller à une école de musique pour apprendre à jouer de la batterie. Il a ouvert un compte bancaire épargne-études dans lequel il a initialement déposé 40 \$. Par la suite, il dépose 20 \$ chaque mois.

Le graphique ci-dessous montre l'évolution du compte bancaire au fil du temps (sans intérêt).



(a) À l'aide d'une table de valeurs, énumére les couples de coordonnées des cinq points représentés dans le graphique.

(b) Quelle est la règle de la régularité pour le solde mensuel du compte? Utilise cette règle pour ajouter autant de points que possible au graphique.

(c) Combien d'argent Amir aura-t-il dans son compte après 6 mois? Montre comment tu as obtenu ta réponse à l'aide du graphique.

(d) Après combien de mois Amir aura-t-il 220 \$ dans son compte? Montre comment tu as obtenu ta réponse à l'aide du graphique.

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Thèmes Algèbre, Gestion des données

Problem of the Week

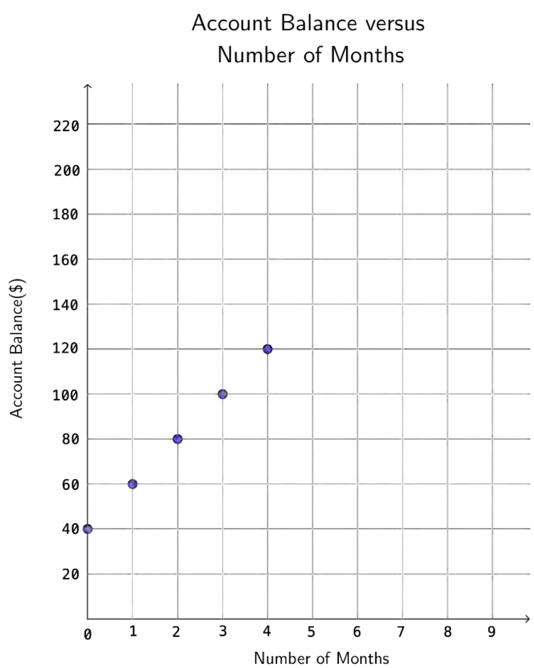
Problem B and Solution

Banking on Amir

Problem

Amir's aunt wants to help him develop an education fund so that he can go to drumming school. He started a bank account with \$40, and each month thereafter a \$20 deposit is to be made.

The graph below shows how the bank account grows over time (with no interest).



(a) Create a table of values, listing the five ordered pairs of coordinates from the graph, as indicated by the dots.

(b) What is the pattern rule for the monthly account balance? Use your rule to add as many points to the graph as possible.

(c) How much will Amir have in his account after 6 months? Show on the graph how you got your answer.

(d) After how many months will Amir have \$220 in his account? Show on the graph how you got your answer.

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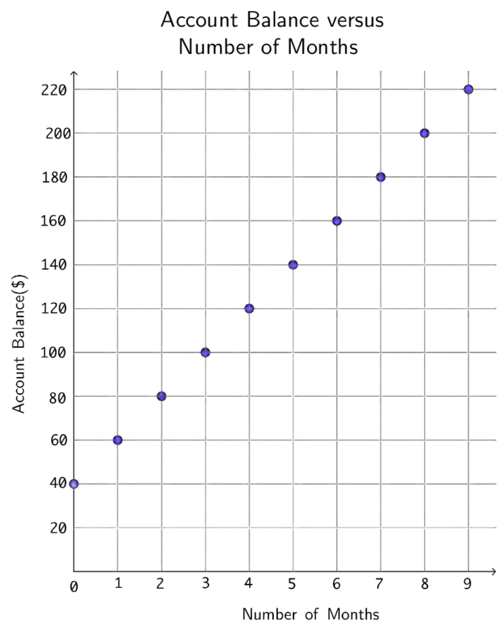
Solution

(a) A table of values, listing the five ordered pairs of coordinates from the graph, is below.

Number of Months	Account Balance ($)
0	40
1	60
2	80
3	100
4	120

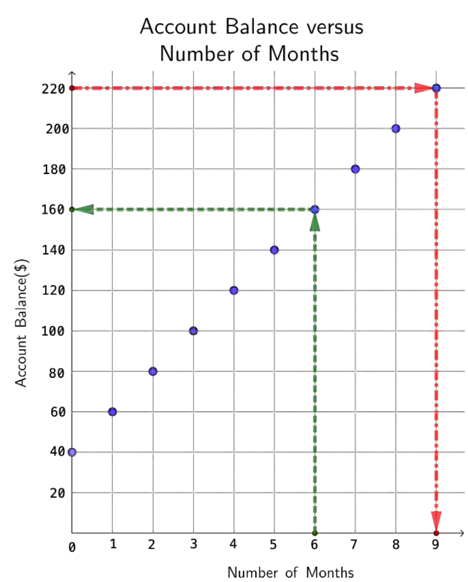
(b) The pattern rule for the monthly account balance is "Start at 40 and add 20 each month". Using this pattern rule, we can complete the graph up to 9 months, as shown below.



(c),(d)

For part (c), we start at $(6, 0)$ on the x-axis and move up to the (blue) dot, then left to the y-axis, which indicates \$160, as shown by the green arrows (dashed lines) on the graph. Thus, Amir will have \$160 in his account after 6 months.

For part (d), we start at $(220, 0)$ on the y-axis, and move to the right, reaching the (blue) dot, and then down to the x-axis, which indicates 9 months, as shown by the red arrows (dashed-dotted lines) on the graph. Thus, after 9 months, Amir will have \$220 in his account.

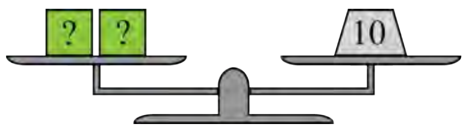


Problème de la semaine

Problème B

L'art de garder l'équilibre

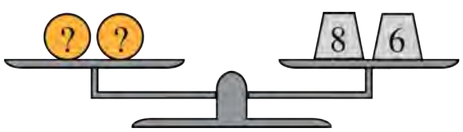
Lorsqu'une balance est équilibrée, la masse totale de chaque côté de la balance est la même. Considérons la balance équilibrée suivante. Le nombre noté sur l'objet représente sa masse en grammes et les deux objets identiques marqués d'un point d'interrogation ont la même masse inconnue.



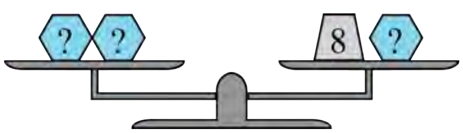
Puisque la masse du côté droit est de 10 g, alors les deux carrés doivent également avoir une masse totale de 10 g. Puisque les objets carrés sont identiques, ils doivent avoir chacun une masse de $10 \div 2 = 5$ g.

(a) Détermine la masse de la forme indiquée dans chacune des trois balances équilibrées.

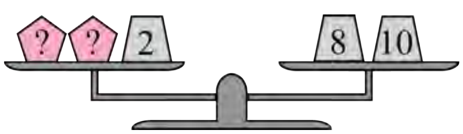
(i)



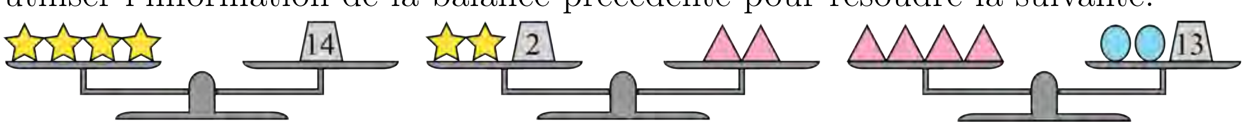
(ii)



(iii)



(b) En utilisant la même idée que dans la partie (a), détermine la masse de chaque symbole dans les balances équilibrées ci-dessous. Remarque qu'il faut utiliser l'information de la balance précédente pour résoudre la suivante.

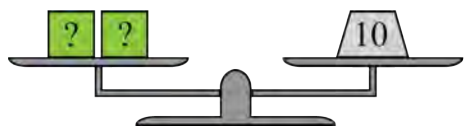


Thème Algèbre

Problem of the Week
Problem B and Solution
A Balancing Act

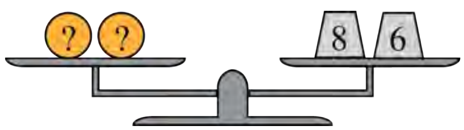
Problem

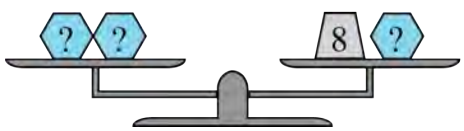
If a scale is balanced, then the total mass on each side of the scale is the same. Consider the following balanced scale, where the number on an object represents its mass, in grams, and two identical objects with question marks on them have the same unknown mass.

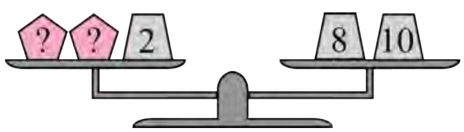


Since the right side has a mass of 10 g, it follows that the two squares must also have a total mass of 10 g. Since the square objects are identical, they must each have a mass of $10 \div 2 = 5$ g.

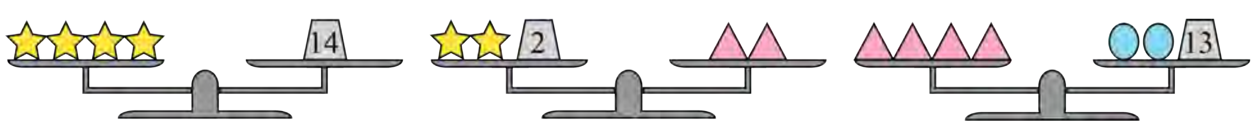
(a) Find the mass of the indicated shape for each of the three balanced scales.

(i) 

(ii) 

(iii) 

(b) Using the same idea as in part (a), determine the mass of each symbol in the balanced scales shown. Note that here, the information from the previous scale is used in solving the next one.



Solution

(a) (i) Since 2 circles have a mass of $8 + 6 = 14$ g, it follows that one circle has a mass of $14 \div 2 = 7$ g.

(ii) If we remove one hexagon from each side of the scale, the scale will remain balanced because the hexagons have equal mass. Then we see that one hexagon has a mass of 8 g.

(iii) If we remove 2 g from each side of the scale, then it follows that 2 pentagons have a mass of $8 + 10 - 2 = 16$ g. Then one pentagon has a mass of $16 \div 2 = 8$ g.

(b) From the first scale, we see that 4 stars have a mass of 14 g, so it follows that one star has a mass of $14 \div 4 = 7 \div 2 = 3\frac{1}{2}$ g.

In the second scale there are two stars and an object with a mass of 2 g on the left side. These have a total mass of $3\frac{1}{2} + 3\frac{1}{2} + 2 = 9$ g. Then, two triangles have a mass of 9 g, so one triangle has a mass of $9 \div 2 = 4\frac{1}{2}$ g.

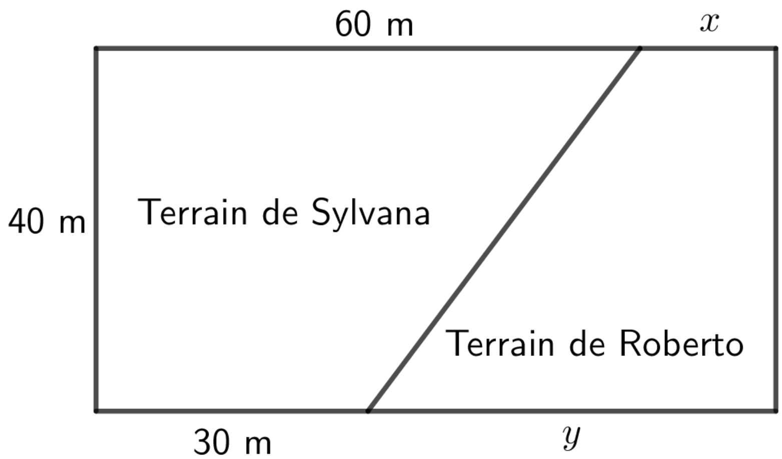
In the third scale there are four triangles on the left side. These have a total mass of $4 \times 4\frac{1}{2} = 18$ g. If we subtract 13 g from each side of this scale, then each side will have a mass of $18 - 13 = 5$ g. Thus, 2 ovals have a mass of 5 g, so one oval has a mass of $5 \div 2 = 2\frac{1}{2}$ g.

Problème de la semaine

Problème B

À la recherche de l'inconnu

Sylvana et Roberto divisent un grand terrain rectangulaire de 40 m × 75 m en deux terrains, comme dans la figure ci-dessous.



Le terrain de Roberto représente 40 % de l'aire totale des deux terrains.

(a) Quelles sont les valeurs de x et y, soit les dimensions du terrain de Roberto?

(b) Quelle est l'aire de chaque terrain?

Thèmes Algèbre, Géométrie et mesure

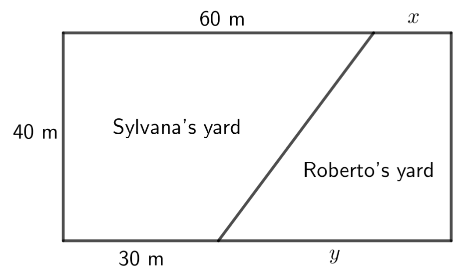
Problem of the Week

Problem B and Solution

Seeking Parts Unknown...

Problem

Sylvana and Roberto divide a 40 m by 75 m rectangular lot to form two yards, as shown in the diagram below.



The area of Roberto's yard is 40% of the total area of the two properties.

(a) What are the values of x and y, the missing dimensions of Roberto's yard?

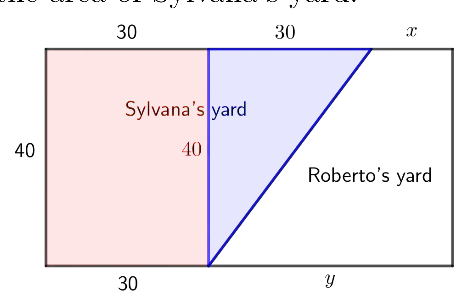
(b) What is the area of each yard?

Solution

(a) From the two sides of the rectangle of length 75 m, we must have $60\,\text{m} + x = 75$ m and $30\,\text{m} + y = 75$ m. Thus, the missing dimensions of Roberto's yard are $x = 75 - 60 = 15$ m and $y = 75 - 30 = 45$ m.

(b) The total area of the two yards is $40\,\text{m} \times 75\,\text{m} = 3000$ m^2. The area of each yard can be found in a variety of ways:

- The area of Roberto's yard is 40% of the total area. Thus, the area of Roberto's yard is 40% of 3000, or $0.4 \times 3000 = 1200$ m^2, and the area of Sylvana's yard is $3000 - 1200 = 1800$ m^2.
- Alternatively, since the area of Roberto's yard is 40% of the total area, the area of Sylvana's yard must be $100\% - 40\% = 60\%$ of the total area. Thus, the area of Sylvana's yard is $0.6 \times 3000 = 1800$ m^2, and the area of Roberto's yard is $3000 - 1800 = 1200$ m^2.
- We can find the area of one of the yards, and subtract that from the total area to find the area of the other yard. We will show how to find the area of Sylvana's yard.
  Notice that Sylvana's yard is shaped like a trapezoid. We can calculate the area of Sylvana's yard by dividing the trapezoid into a 40 m by 30 m rectangle (shown in red) and a triangle with a base of 30 m and a height of 40 m (shown in blue).
  The area of the rectangle is $40 \times 30 = 1200$ m^2 and the area of the triangle is $\frac{40\times30}{2} = 600$ m^2.

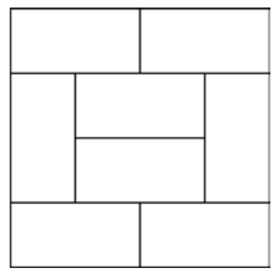
  Thus, the total area of Sylvana's yard is $1200 + 600 = 1800$ m^2, and so the total area of Roberto's yard is $3000 - 1800 = 1200$ m^2.

Problème de la semaine

Problème B

Des dimensions mystères

Huit rectangles congruents sont disposés de manière à former un plus grand rectangle, comme on le voit dans la figure ci-dessous.



(a) Si chacun des rectangles congruents a une longueur de 6 cm et une largeur de 3 cm, quel est le périmètre du plus grand rectangle ?

(b) Pour chacun des rectangles congruents, supposons que le côté le plus long mesure L cm et que le côté le plus court mesure 4 cm. Supposons également que le plus grand rectangle ait un périmètre de 64 cm.

(i) Quelle est la valeur de L?

(ii) Quelle est l'aire de l'un des huit rectangles congruents?

Extension: Peux-tu résoudre la partie (b) sans savoir que le côté le plus court de chaque rectangle mesure 4 cm? Si oui, comment?

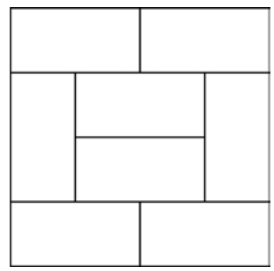
Problem of the Week

Problem B and Solution

Mystery Dimensions

Problem

Eight congruent rectangles are arranged to form a larger rectangle as shown.



(a) If the congruent rectangles each have a length of 6 cm and a width of 3 cm, what is the perimeter of the larger rectangle?

(b) Suppose that the congruent rectangles each have a longer side of length L cm and a shorter side of length 4 cm. Suppose also that the perimeter of the larger rectangle is 64 cm.

(i) What is the value of L?

(ii) What is the area of one of the eight congruent rectangles?

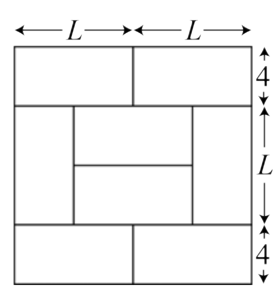
Extension: Can you solve part (b) without knowing that the length of the shorter side of each rectangle is 4 cm? If so, how?

Solution

(a) Since each rectangle has a length of 6 cm and a width of 3 cm, the larger rectangle must have sides of lengths $6 + 6 = 12$ cm and $3 + 6 + 3 = 12$ cm. Thus, the perimeter of the larger rectangle is $12 + 12 + 12 + 12 = 48$ cm.

(b)

(i) Since each rectangle has a longer side of length L cm and shorter side of length 4 cm, we can label our diagram to find the dimensions of the larger rectangle. Using this, we determine that the lengths of the sides of the larger rectangle are $L + L = 2L$ and $4 + L + 4 = L + 8$. Since we know the perimeter of the larger rectangle is 64 cm, we can write the following equation.



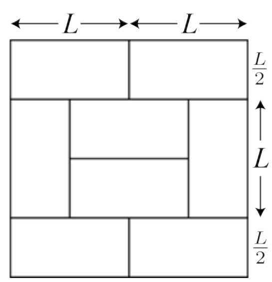
$$\begin{aligned} 2L + 2L + (L+8) + (L+8) &= 64 \\ 6L + 16 &= 64 \\ 6L &= 64 - 16 \\ 6L &= 48 \end{aligned}$$

Since $6 \times 8 = 48$, it follows that $L = 8$ cm.

(ii) The area of a rectangle is equal to its length times its width. Thus, the area of each congruent rectangle is $8 \times 4 = 32$ cm^2.

Extension Solution:

If we ignore the two rectangles on the top and the two rectangles on the bottom, we can see that two rectangles placed on top of each other horizontally have a height of L. Therefore, the shorter side of each rectangle equals half its longer side, or $\frac{L}{2}$. We can label our diagram to find the dimensions of the larger rectangle.



Using this, we determine that the larger rectangle has sides of length $L + L = 2L$ and $\frac{L}{2} + L + \frac{L}{2} = 2L$. So the larger rectangle is actually a square with side length $2L$. Since we know its perimeter is 64 cm, it follows that $2L + 2L + 2L + 2L = 64$, or $8L = 64$. Since $8 \times 8 = 64$, it follows that $L = 8$ cm. So, we can solve this problem without knowing the width of each rectangle.

Gestion des données (D)

AMÈNE-MOI
À LA
COUVERTURE

Problème de la semaine

Problème B

De l'eau partout

Une très faible partie de l'eau douce de la Terre est accessible à la consommation humaine, en particulier dans les pays secs, ce qui rend nécessaire l'utilisation de sources alternatives.

(a) La consommation quotidienne d'eau par habitant pour neuf pays est indiquée ci-dessous.

$$155\,\text{L},\ 251\,\text{L},\ 200\,\text{L},\ 147\,\text{L},\ 135\,\text{L},\ 235\,\text{L},\ 373\,\text{L},\ 145\,\text{L},\ 380\,\text{L}$$

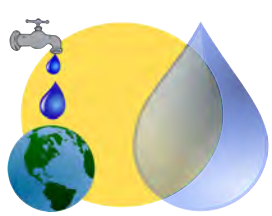
Quelle est la consommation quotidienne moyenne d'eau par habitant pour ces pays? Arrondis ta réponse à l'entier le plus près.

(b) Une petite ville de 110 000 habitants située dans un pays aride (très sec) obtient son eau douce par dessalement de l'eau de mer. Si la consommation par habitant de cette ville est égale à la moyenne de la partie (a), quelle quantité d'eau douce doit être produite chaque jour par l'usine de dessalement de la ville?

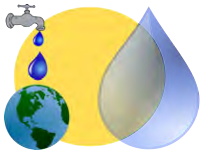
(c) L'eau de mer est composée de 3,5 % de sel et 96,5 % d'eau douce. Donc, si 1000 L d'eau de mer sont dessalés, la quantité d'eau douce produite sera égale à $0{,}965 \times 1000 = 965$ L. De façon générale, on peut utiliser l'équation ci-dessous pour exprimer la relation entre la quantité d'eau de mer et la quantité d'eau douce dans le processus de dessalement:

$$0,965 \times \text{quantité d'eau de mer} = \text{quantité d'eau douce}$$

Utilise cette équation et ta réponse de la partie (b) pour déterminer la quantité d'eau de mer que l'usine de dessalement doit traiter chaque jour afin de répondre aux besoins en eau douce de la ville.



Thèmes Gestion des données, Sens du nombre



Problem of the Week
Problem B and Solution
Water, Water, Everywhere...

Problem

Very little of Earth's fresh water is accessible for human consumption, particularly in dry countries, making alternative sources necessary.

(a) The per capita (per person) daily water consumption for nine different countries is given below.

$$155\,\text{L},\ 251\,\text{L},\ 200\,\text{L},\ 147\,\text{L},\ 135\,\text{L},\ 235\,\text{L},\ 373\,\text{L},\ 145\,\text{L},\ 380\,\text{L}$$

What is the average per capita daily water consumption for these countries? Round your answer to the nearest whole number.

(b) A small city of 110 000 people in an arid (very dry) country obtains its fresh water by desalination of sea water. If the per capita consumption in this city is equal to the average from part (a), how much fresh water must be produced each day by the city's desalination plant?

(c) Sea water is 3.5% salt; the remaining 96.5% is fresh water. Thus, if 1000 L of sea water was desalinated, the amount of fresh water produced would be $0.965 \times 1000 = 965$ L. In general, we can use the following equation to show the relationship between the amount of sea water and fresh water in the desalination process.

$$0.965 \times \text{amount of sea water} = \text{amount of fresh water}$$

Use this equation and your answer from part (b) to find the amount of sea water that must be processed by the desalination plant every day in order to fulfill the city's fresh water needs.

Solution

(a) Adding the nine countries' daily consumption figures gives 2021 L. Thus, the average daily consumption per capita is $2021 \div 9 = 224.555... \approx 225$ L.

(b) If each of the 110 000 people consumes 225 litres of water per day, then the city's desalination plant must produce $110\,000 \times 225 = 24\,750\,000$ litres of fresh water per day.

(c) Once we substitute our answer from part (b), the equation becomes $0.965 \times \text{amount of sea water} = 24\,750\,000$. We can find the amount of sea water by trial and error, but a more efficient method is to notice that $\text{amount of sea water} = 24\,750\,000 \div 0.965 \approx 25\,647\,668$. Thus the amount of sea water needed each day is approximately 25 647 668 L, or about 25.65 million litres.

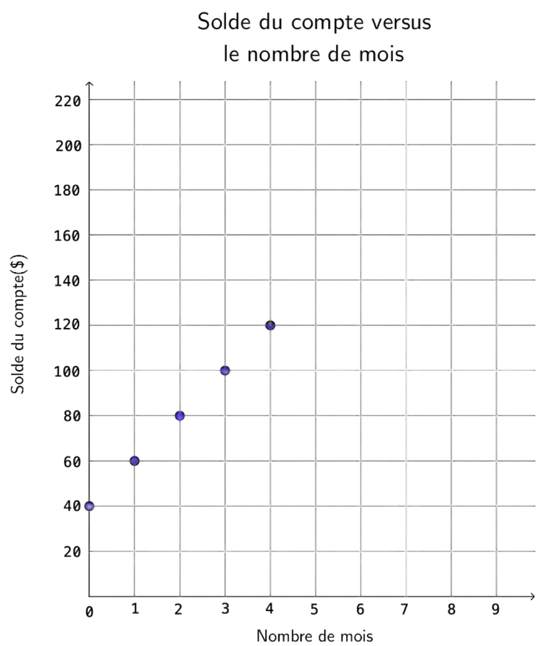
Problème de la semaine

Problème B

L'épargne d'Amir

La tante d'Amir veut l'aider à épargner afin qu'il puisse aller à une école de musique pour apprendre à jouer de la batterie. Il a ouvert un compte bancaire épargne-études dans lequel il a initialement déposé 40 \$. Par la suite, il dépose 20 \$ chaque mois.

Le graphique ci-dessous montre l'évolution du compte bancaire au fil du temps (sans intérêt).



(a) À l'aide d'une table de valeurs, énumére les couples de coordonnées des cinq points représentés dans le graphique.

(b) Quelle est la règle de la régularité pour le solde mensuel du compte? Utilise cette règle pour ajouter autant de points que possible au graphique.

(c) Combien d'argent Amir aura-t-il dans son compte après 6 mois? Montre comment tu as obtenu ta réponse à l'aide du graphique.

(d) Après combien de mois Amir aura-t-il 220 \$ dans son compte? Montre comment tu as obtenu ta réponse à l'aide du graphique.

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THÈMES ALGÈBRE, GESTION DES DONNÉES

Problem of the Week

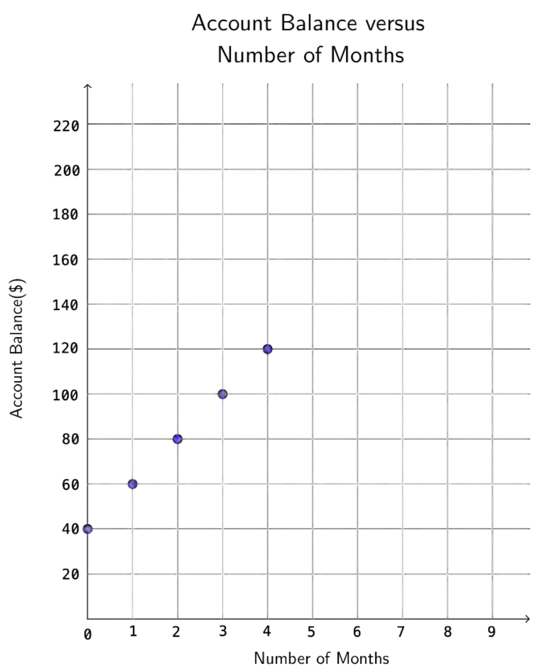
Problem B and Solution

Banking on Amir

Problem

Amir's aunt wants to help him develop an education fund so that he can go to drumming school. He started a bank account with \$40, and each month thereafter a \$20 deposit is to be made.

The graph below shows how the bank account grows over time (with no interest).



(a) Create a table of values, listing the five ordered pairs of coordinates from the graph, as indicated by the dots.

(b) What is the pattern rule for the monthly account balance? Use your rule to add as many points to the graph as possible.

(c) How much will Amir have in his account after 6 months? Show on the graph how you got your answer.

(d) After how many months will Amir have \$220 in his account? Show on the graph how you got your answer.

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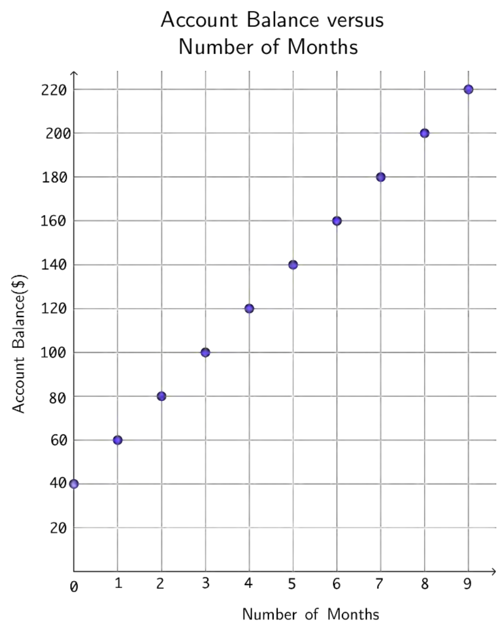
Solution

(a) A table of values, listing the five ordered pairs of coordinates from the graph, is below.

Number of Months	Account Balance ($)
0	40
1	60
2	80
3	100
4	120

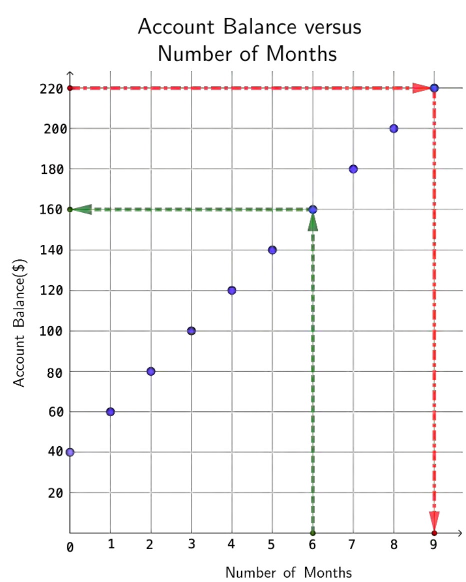
(b) The pattern rule for the monthly account balance is "Start at 40 and add 20 each month". Using this pattern rule, we can complete the graph up to 9 months, as shown below.



(c),(d)

For part (c), we start at $(6, 0)$ on the x-axis and move up to the (blue) dot, then left to the y-axis, which indicates \$160, as shown by the green arrows (dashed lines) on the graph. Thus, Amir will have \$160 in his account after 6 months.

For part (d), we start at $(220, 0)$ on the y-axis, and move to the right, reaching the (blue) dot, and then down to the x-axis, which indicates 9 months, as shown by the red arrows (dashed-dotted lines) on the graph. Thus, after 9 months, Amir will have \$220 in his account.



Problème de la semaine

Problème B

Les poches pleines

Dakarai a quelques pièces de monnaie canadiennes dans sa poche: une pièce de 5 cents (valant 0,05 $), une pièce de 10 cents (valant 0,10 $), une pièce de 25 cents (valant 0,25 $), un dollar (valant 1,00 $) et une pièce de 2 dollars (valant 2,00 $).

(a) Supposons qu'il fouille dans sa poche et en sorte une pièce au hasard.

(i) Quelle est la probabilité pour qu'il en sorte
— une pièce de cinq cents?
— une pièce de 25 cents?
— une pièce de 2 dollars?

(ii) Quelle est la probabilité pour que la valeur totale des pièces restant dans sa poche soit
— inférieure à 1,00 $?
— supérieure à 1,35 $?
— inférieure à 2,00 $?

(b) Supposons que Dakarai fouille dans sa poche et en sorte deux pièces au hasard. Qu'est-ce qui est le plus probable: que les pièces dans sa main aient une valeur de 0,35 $, ou que les pièces dans sa main aient une valeur de 3,00 $?

Problem of the Week

Problem B and Solution

A Pocketful of Coins

Problem

Dakarai has a some Canadian coins in his pocket: one nickel (worth \$0.05), one dime (worth \$0.10), one quarter (worth \$0.25), one loonie (worth \$1.00), and one toonie (worth \$2.00).

(a) Suppose he reaches into his pocket and pulls out one coin at random.

(i) What is the probability that he will pull out

- a nickel?
- a quarter?
- a toonie?

(ii) What is the probability that the total value of the coins remaining in his pocket is

- less than \$1.00?
- greater than \$1.35?
- less than \$2.00?

(b) Suppose Dakarai reaches into his pocket and pulls out two coins at random. Which is greater, the probability that the coins in his hand have a value of \$0.35, or the probability that the coins in his hand have a value of \$3.00?

Solution

(a) Dakarai is selecting one of the five coins 'at random'.

(i) Since his selection is 'at random', there is an equal chance he will pull out any one of the coins, so the probability for each of these is equal to $\frac{1}{5} = 0.2$, or 20%.

(ii)
- There is no combination of any four of the coins that has a total value less than \$1.00. Therefore, this probability is equal to 0.
- If Dakarai draws the coin of greatest value (the toonie), the total value of the remaining coins will be $\$(1.00 + 0.25 + 0.10 + 0.05) = \$1.40$, which is greater than \$1.35. So the total value of the remaining coins will always be greater than \$1.35, regardless of which coin he chooses. Therefore, this probability is equal to 1, or 100%.
- If Dakarai picks only one coin, the only way the remaining coins could have total value less than \$2.00 is if he pulls out the toonie. Thus, the probability is $\frac{1}{5} = 0.2$, or 20%.

(b) There are exactly two coins with total value \$0.35, namely the dime and the quarter. Similarly, there are exactly two coins with total value \$3.00, namely the loonie and the toonie. Since the coins are drawn 'at random', the probabilities of these events must be equal.

NOTE: The actual probability of each event is 0.1 or 10%. This can be illustrated by constructing a tree diagram, or by the following argument. The probability of drawing the dime first is $\frac{1}{5}$. Then there are only four coins in his pocket, so the probability of drawing the quarter next is $\frac{1}{4}$. Thus, the probability of drawing the dime and then the quarter is $\frac{1}{5} \times \frac{1}{4} = \frac{1}{20} = 0.05$, or 5%. Similarly, the probability of drawing the quarter and then the dime is $\frac{1}{5} \times \frac{1}{4} = \frac{1}{20} = 0.05$, or 5%. Thus, the total probability of drawing the dime and quarter is $0.05 + 0.05 = 0.1$, or 10%. A similar analysis can be used to show that the total probability of drawing the loonie and toonie is also 0.1, or 10%.

Problème de la semaine

Problème B

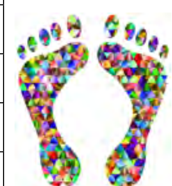
Mesurer les pieds - un exploit!

En lisant un article du magazine Teen Feat, Sundip a appris que la longueur moyenne du pied d'un enfant de 11 ans est de $22,9\,\text{cm}$. Il s'est demandé combien de ses amis de 11 ans avaient des pieds « moyens » Voici les données des longueurs des pieds, en cm, qu'il a recueillies concernant ses propres pieds et ceux de 11 de ses amis:

$$19,1;\ 23,3;\ 21,7;\ 24,3;\ 22,1;\ 22,4;\ 20,7;\ 21,9;\ 22,5;\ 24,1;\ 26,4;\ 24,7$$

(a) Complète le tableau de fréquences ci-dessous pour indiquer le nombre d'élèves dont la longueur du pied se situe dans chaque intervalle.

Longueur du pied	Effectif	Fréquence	Fréquence relative
$18,0$ - $19,9$			
$20,0$ - $21,9$			
$22,0$ - $23,9$			
$24,0$ - $25,9$			
$26,0$ - $27,9$			



(b) Quelle est la longueur moyenne des pieds de Sundip et de ses amis? Comment se compare-t-elle à la moyenne des enfants de 11 ans?

(c) Les informations contenues dans le tableau révèlent-elles des similitudes ou des différences entre les élèves en ce qui concerne la longueur des pieds?

(d) L'article de Sundip indique également qu'il y a cinquante ans, la longueur moyenne des pieds d'un enfant de 11 ans était d'environ $21,9\,\text{cm}$. Comment la taille des pieds de ses amis se compare-t-elle à celle d'il y a cinquante ans?

Problem of the Week

Problem B and Solution

Measuring Feet - A Great Feat!

Problem

While reading an article in Teen Feat Magazine, Sundip learned that the mean (average) length of an 11-year-old's foot is 22.9 cm. He wondered how many of his 11-year-old friends had "average" feet. Here is the information of the foot lengths, in cm, that he gathered from himself and 11 of his friends:

19.1, 23.3, 21.7, 24.3, 22.1, 22.4, 20.7, 21.9, 22.5, 24.1, 26.4, 24.7

(a) Complete the frequency table below to reveal the number of students with foot lengths within each interval.

Foot Length	Tally	Frequency	Relative Frequency
18.0 - 19.9			
20.0 - 21.9			
22.0 - 23.9			
24.0 - 25.9			
26.0 - 27.9			

(b) What is the mean (average) foot length for Sundip and his friends? How does it compare to the average for 11-year-olds?

(c) Does the information in the table reveal any similarities or differences among the students as to foot length?

(d) Sundip's article also stated that fifty years ago, the average foot length an 11-year-old was about 21.9 cm. How do his friends' sizes compare to those of fifty years ago?

Solution

(a) Here is the completed frequency table.

<table>
<tr><th>Foot Length</th><th>Tally</th><th>Frequency</th><th>Relative Frequency</th></tr>
<tr><td>18.0 - 19.9</td><td>|</td><td>1</td><td>$\frac{1}{12} \approx 8.3\%$</td></tr>
<tr><td>20.0 - 21.9</td><td>|||</td><td>3</td><td>$\frac{3}{12} = 25\%$</td></tr>
<tr><td>22.0 - 23.9</td><td>||||</td><td>4</td><td>$\frac{4}{12} \approx 33.3\%$</td></tr>
<tr><td>24.0 - 25.9</td><td>|||</td><td>3</td><td>$\frac{3}{12} = 25\%$</td></tr>
<tr><td>26.0 - 27.9</td><td>|</td><td>1</td><td>$\frac{1}{12} \approx 8.3\%$</td></tr>
</table>

(b) To find the mean foot length for Sundip and his friends, we add up all the foot lengths and divide by 12. The sum of the foot lengths is 273.2 cm, and so the average is $\frac{273.2}{12} \approx 22.8$ cm. The average for Sundip and his friends is slightly lower than the average of 22.9 cm for 11-year-olds.

(c) The table reveals that the foot lengths of Sundip and his friends are concentrated in their middle range, with only one person at each end of the possible lengths.

(d) The average foot length of Sundip and his friends is about 1 cm longer than the average of 50 years ago.

Problème de la semaine

Problème B

La course *Yukon Quest*

Parmi les courses d'endurance de chiens, la course Yukon Quest est l'une des plus célèbres au monde. La distance totale de la course est de 1635 km.

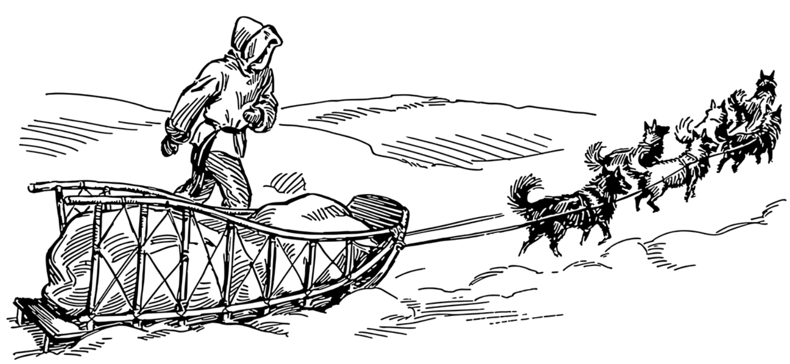
(a) Si chaque équipe parcourt une distance moyenne de 145 km par jour, combien de jours faudra-t-il, en moyenne, à une équipe pour terminer la course Yukon Quest?

(b) Une équipe d'huskies alaskiens se déplace à une vitesse de 15 km par heure et doit se reposer pendant 18 minutes à toutes les trois heures. Une équipe de huskies sibériens se déplace plus rapidement à une vitesse de 20 km par heure mais doit se reposer pendant 30 minutes à toutes les deux heures.

Un jour donné, les deux équipes parcourent 145 km. Crée un diagramme à ligne brisée qui représente la distance parcourue en fonction du temps pour chaque équipe ce jour-là.

Suggestion: Il serait peut-être utile de construire d'abord un tableau pour chaque équipe, en faisant correspondre la distance totale parcourue avec le temps écoulé pour chaque intervalle de déplacement et de repos.

(c) Supposons que le poids de certains équipements supplémentaires ralentisse la vitesse moyenne des huskies sibériens de 5 km par heure. Si l'équipe parcourt tout de même 145 km en une journée, combien de minutes de plus leur faudra-t-il pour parcourir les 145 km ce jour-là?



Thèmes Gestion des données, Sens du nombre

Problem of the Week
Problem B and Solution
Yukon Do It!

Problem

The Yukon Quest is one of the most famous endurance sled dog races in the world. The total distance the race covers is 1635 km.

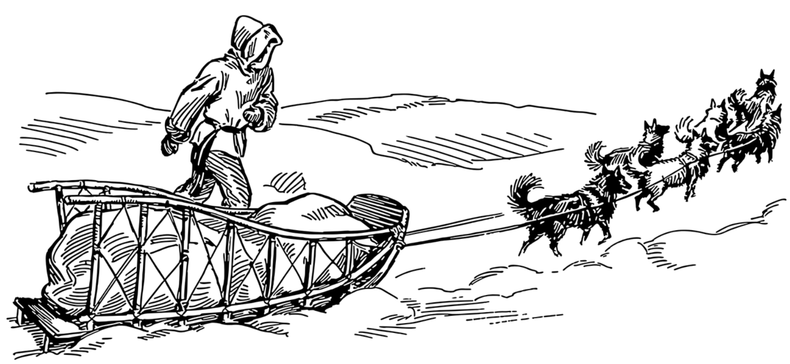
(a) If the average distance travelled per day for each team is 145 km, how many days will it take, on average, for a team to complete the Yukon Quest?

(b) A team of Alaskan huskies travels at 15 km per hour, with an 18 minute rest after every three hours. A team of Siberian huskies runs more quickly at 20 km per hour, but requires a 30 minute rest after every two hours.

On a certain day both teams travel 145 km. Create a broken-line graph of distance versus time for each team for that day.

Suggestion: You may find it helpful to first construct a table for each team, matching the total distance travelled with the elapsed time for each interval of travel and rest.

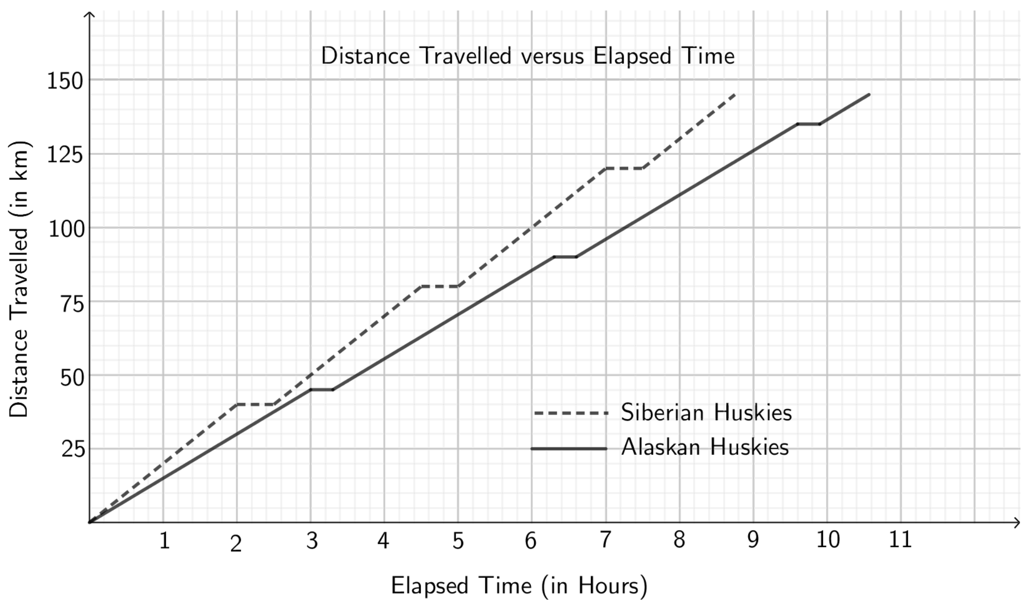
(c) Suppose that the weight of some additional equipment slows the average speed of the Siberian huskies by 5 km per hour. If the team still travels 145 km in a day, by how many minutes will this increase their travel time for the day?



Solution

(a) Since the average (mean) distance traveled each day is 145 km, and the total distance is 1635 km, the number of days to complete the race is $1635 \div 145 \approx 11.276$ days. Thus, on average, the teams would finish on the 12th day.

(b) A broken-line graph of distance versus time for each team is shown below.



Here is the table for the Alaskan husky team.

Interval Type	Start Time	End Time	Interval Distance Travelled (km)	Total Distance Travelled (km)
Travel	0	3 hrs	45	45
Rest	3 hrs	3 hrs 18 min	0	45
Travel	3 hrs 18 min	6 hrs 18 min	45	90
Rest	6 hrs 18 min	6 hrs 36 min	0	90
Travel	6 hrs 36 min	9 hrs 36 min	45	135
Rest	9 hrs 36 min	9 hrs 54 min	0	135
Travel	9 hrs 54 min	10 hrs 34 min	10	145

Here is the table for the Siberian husky team.

Interval Type	Start Time	End Time	Interval Distance Travelled (km)	Total Distance Travelled (km)
Travel	0	2 hrs	40	40
Rest	2 hrs	2 hrs 30 min	0	40
Travel	2 hrs 30 min	4 hrs 30 min	40	80
Rest	4 hrs 30 min	5 hrs	0	80
Travel	5 hrs	7 hrs	40	120
Rest	7 hrs	7 hrs 30 min	0	120
Travel	7 hrs 30 min	8 hrs 45 min	25	145

Note that the Alaskan huskies travel 135 km in three segments of 3 hours and 18 minutes each, plus 10 km in a final segment of 40 minutes. This gives a total time of 10 hours and 34 minutes. The Siberian huskies travel 120 km in three segments of 2 hours and 30 minutes each, plus 25 km in a final segment of 1 hour and 15 minutes. This gives a total time of 8 hours and 45 minutes.

(c) Since the average speed of the Siberian huskies is now only 15 km per hour, they will travel only 30 km in each 2 hour segment. Thus, they will now travel 120 km in four segments of 2 hours and 30 minutes each. That is, they will travel 120 km in 10 hours. They will travel the last 25 km in a final segment of 100 min, or 1 hour and 40 minutes. This gives a total time of 11 hours and 40 minutes. Thus, their time for the day has increased by 2 hours and 55 minutes, or 175 minutes.

Problème de la semaine

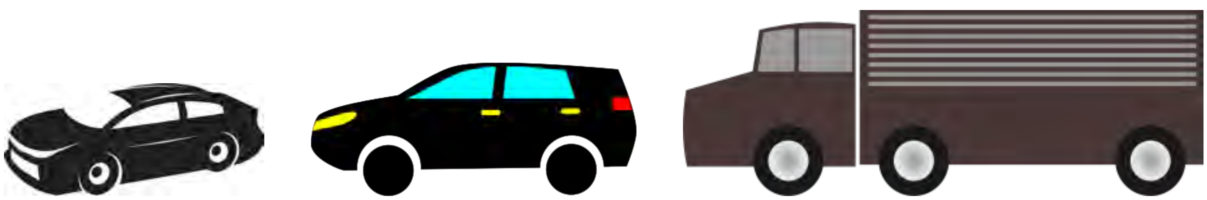
Problème B

Les véhicules d'Ingrid

En attendant dans un stationnement, Ingrid commence à compter les véhicules qui y sont stationnés. En tout, elle a compté 22 voitures, 16 VUS et 3 camions.

(a) Crée un pictogramme, un diagramme à ligne brisée et un diagramme à bandes pour représenter ces données.

(b) Selon toi, lequel des diagrammes représente le mieux les données? Pourquoi?



Problem of the Week

Problem B and Solution

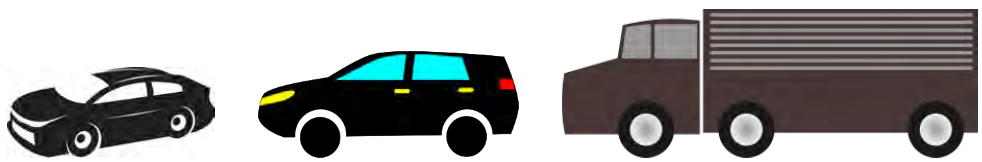
Ingrid's Vehicles

Problem

While waiting in a parking lot, Ingrid began counting vehicles. She discovered that there were 22 cars, 16 SUVs, and 3 trucks.

(a) Create a pictograph, a broken line graph, and a bar graph to represent this data.

(b) To best communicate this distribution, which graph do you prefer? Why?



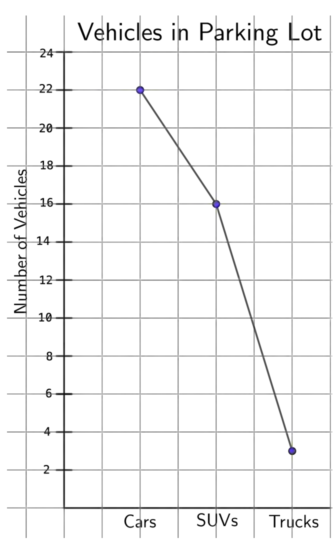
Solution

(a) A pictograph, a broken line graph, and a bar graph are below.

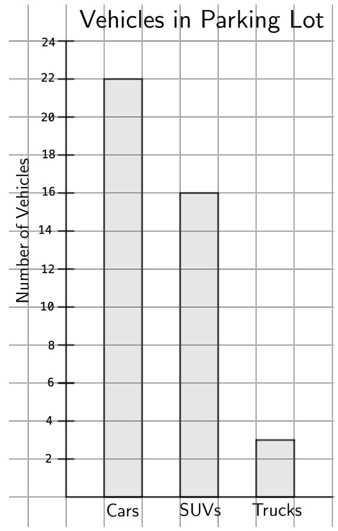
Pictograph:

Note: The pictograph could be condensed by *unitizing*. For example, each image could be used to represent to two vehicles.

Broken line graph:



Bar graph:



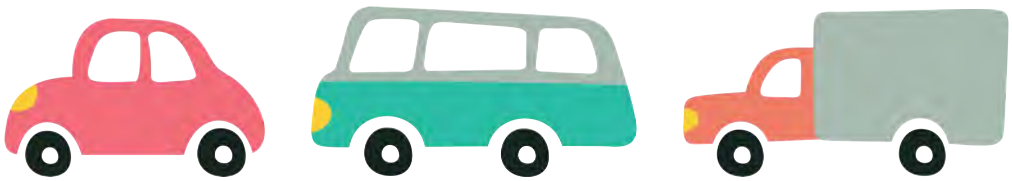
(b) Answers may vary. The bar graph best communicates this distribution as it compares the numbers of vehicles most clearly and concisely.

Problème de la semaine

Problème B

Prévisions de trafic

Petr était à l'arrêt de bus à l'heure de pointe et s'est mis à compter les véhicules qui passaient. Au cours des cinq premières minutes d'attente, il a compté 20 voitures, 25 camionnettes et 15 camions.



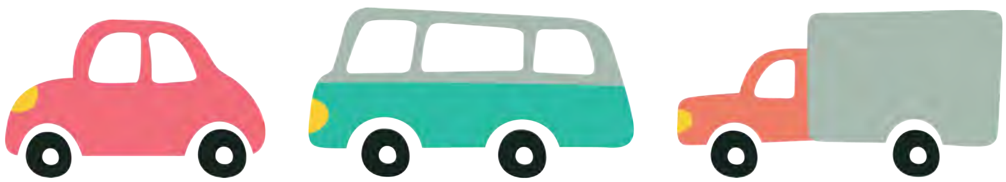
(a) D'après les données de l'échantillon de Petr, quelle est la probabilité théorique que le véhicule suivant soit un camion ?

(b) Petr a compté les véhicules pendant cinq minutes additionnelles et a constaté que la probabilité expérimentale qu'un véhicule soit une voiture était égale dans ses deux échantillons. Si Petr a compté 84 véhicules en tout dans son second échantillon, combien de ces véhicules étaient des voitures ?

Problem of the Week
Problem B and Solution
Traffic Predictions

Problem

Petr was standing at the bus stop during rush hour and started counting the passing vehicles. In the first five minutes he waited, he counted 20 cars, 25 vans and 15 trucks.



(a) Based on Petr's sample data, what is the theoretical probability that the next vehicle will be a truck?

(b) Petr counted vehicles for another five minutes and discovered that the experimental probability of a vehicle being a car was the same for his first and second samples. If Petr counted a total of 84 vehicles in his second sample, how many of those vehicles were cars?

Solution

(a) Petr's sample had a total of $20 + 25 + 15 = 60$ vehicles. Since 15 of these were trucks, the theoretical probability that the next vehicle will be a truck is $\frac{15}{60} = \frac{1}{4}$. Notice that the probability is equal to the fraction of trucks in the sample.

(b) Petr's first sample included 20 cars which is $\frac{20}{60} = \frac{1}{3}$ of the vehicles. Thus, the experimental probability of a vehicle in the first sample being a car is $\frac{1}{3}$. If this experimental probability is the same for the second sample, then $\frac{1}{3}$ of the cars in the second sample must have been cars. Since his second sample had a total of 84 vehicles, and $\frac{1}{3}$ of 84 is $\frac{1}{3} \times 84 = 28$, it follows that 28 of the vehicles in the second sample were cars.

Note: You cannot predict the individual numbers of vans or trucks in the second sample, because you don't know the experimental probabilities of a vehicle being a van or a truck for the second sample.

Extension: If Petr had determined that the probability of a vehicle being a car was the same for his first and second samples, would it have been possible for him to have observed 85 vehicles in the second sample?

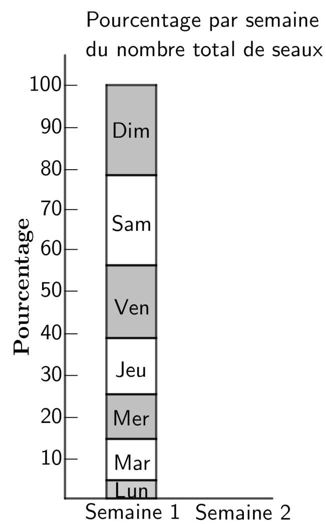
Problème de la semaine

Problème B

Balles de golf

Pour améliorer leurs compétences en matière de golf, les golfeurs s'entraînent sur un terrain d'entraînement où ils frappent des balles de golf.
Annie travaille pour une société qui gère plusieurs terrains d'entraînement. Dans le tableau ci-dessous, on voit le nombre de seaux de balles de golf qu'elle a distribué chaque jour sur une période de deux semaines.

Jour	Semaine 1	Semaine 2
Lundi	11	14
Mardi	25	32
Mercredi	27	34
Jeudi	34	37
Vendredi	44	50
Samedi	57	70
Dimanche	52	63



(a) Dans la figure ci-dessus, on voit un *diagramme à bandes empilées* qui représente les données de la semaine 1. Dans ce diagramme, le nombre de seaux qu'Annie distribue chaque jour est représenté par un pourcentage du nombre total de seaux (250 seaux) qu'elle a distribués pendant la semaine. Par exemple, Annie distribue 11 seaux lundi ce qui représente $\frac{11}{250} = 4{,}4\ \%$ du nombre total de seaux qu'elle a distribués pendant la semaine. Mardi, elle distribue 25 seaux, ce qui représente $\frac{25}{250} = 10{,}0\ \%$ du nombre total de seaux qu'elle a distribués pendant la semaine.
Vérifie que les blocs restants du diagramme représentent bien les données de la semaine 1 en calculant les pourcentages quotidiens restants.

(b) Calcule les pourcentages quotidiens de la semaine 2 et construis un diagramme à bandes empilées pour la semaine 2. Exprime les pourcentages au dixième près.

(c) En examinant les diagrammes à bandes empilées, quelles conclusions peux-tu tirer sur le nombre de seaux distribués chaque jour ?

Problem of the Week

Problem B and Solution

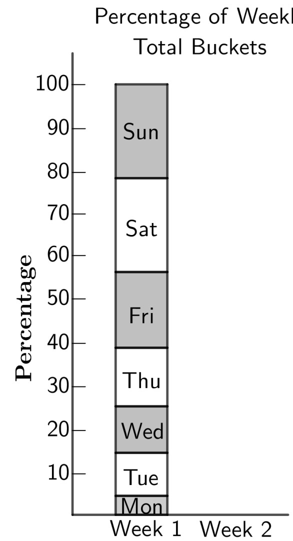
Buckets of Golf Balls

Problem

Golfers will practice their golf game at a driving range. At a driving range, they hit practice balls by the bucket.

Annie works at a local driving range. Over a period of two weeks, she records the number of buckets of balls that she hands out each day. The table below displays her data.

Day	Week 1	Week 2
Monday	11	14
Tuesday	25	32
Wednesday	27	34
Thursday	34	37
Friday	44	50
Saturday	57	70
Sunday	52	63



(a) A *stacked bar graph* is given for Week 1, showing the percentage of each day's buckets relative to the total (250 buckets) for that week. For example, on Monday Annie gives out 11 buckets, which is $\frac{11}{250} = 4.4\%$ of the total; on Tuesday she gives out 25 buckets, which is $\frac{25}{250} = 10.0\%$ of the total.
Verify that the remaining blocks of the graph accurately portray the given data for Week 1 by calculating the remaining daily percentages.

(b) Calculate the daily percentages for Week 2, and create a similar stacked bar graph for Week 2. Round percentages to one decimal place.

(c) By examining the bar graphs, what conclusions could you draw about the number of buckets given out each day?

Solution

(a) The remaining days' percentages are:
Wednesday: $\frac{27}{250} = 10.8\%$
Thursday: $\frac{34}{250} = 13.6\%$
Friday: $\frac{44}{250} = 17.6\%$
Saturday: $\frac{57}{250} = 22.8\%$
Sunday: $\frac{52}{250} = 20.8\%$

Note: We can find each percentage by rewriting the fraction as an equivalent fraction with a denominator of 100. We will look at the data for Wednesday and show two ways to do this.

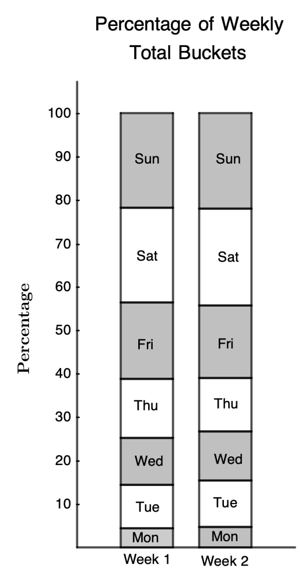
(i) We will get the denominator to be 1000 by multiplying numerator and denominator by 4. Then, we divide each by 10 to get a fraction with a denominator of 100.

$$\frac{27}{250} = \frac{108}{1000} = \frac{10.8}{100} = 10.8\%$$

(ii) Since $250 \div 100 = 2.5$, we can divide both numerator and denominator by 2.5 to get $\frac{10.8}{100} = 10.8\%$.

The heights of the remaining blocks of the graph do portray the given data for Week 1.

(b) During Week 2, Annie handed out a total of 300 buckets. The daily percentages and completed bar graph are below.
Monday: $\frac{14}{300} \approx 4.7\%$
Tuesday: $\frac{32}{300} \approx 10.7\%$
Wednesday: $\frac{34}{300} \approx 11.3\%$
Thursday: $\frac{37}{300} \approx 12.3\%$
Friday: $\frac{50}{300} \approx 16.7\%$
Saturday: $\frac{70}{300} \approx 23.3\%$
Sunday: $\frac{63}{300} = 21.0\%$



(c) The tallest rectangular boxes are for Saturday and Sunday. Therefore, we can say that the most buckets are given out on either Saturday or Sunday. The data in the table shows that it is in fact on Saturday when the most buckets are given out.

The shortest rectangular box is for Monday. Therefore, we can say that the fewest number of buckets are given out on Monday. This is verified by the table.