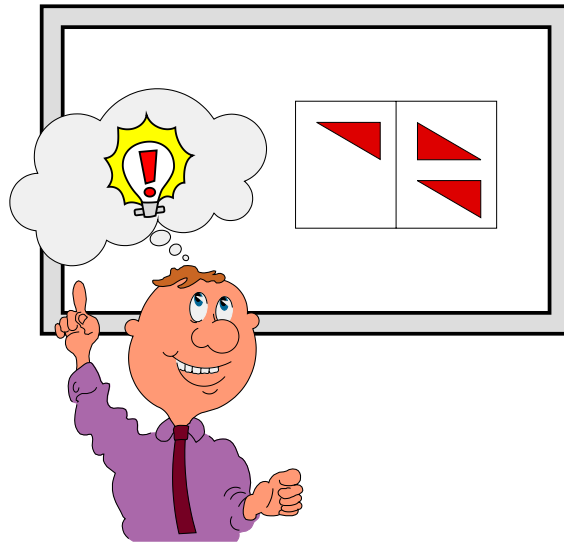


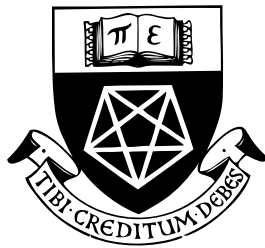
# Problem Pages

Problem Pages



Problem Pages

**A photocopiable book of thought-provoking  
mathematics problems for sixth form and  
upper secondary school students.**



**Edited by  
Charlie Stripp and  
Steve Drape**

**The Mathematical  
Association**

## Introduction

This is a book of over sixty problems, together with suggested solutions. The problems are all accessible to students on A level or Scottish Higher courses, although many can be solved using mathematics covered lower down the school.

The problems are designed to stimulate interest and we hope that anyone in danger of being bored by Mathematics will be fascinated to find surprisingly simple and elegant solutions to what look like involved questions – solutions often so short and neat that they will stick in the memory. All of the problems encourage the development of problem-solving skills and should ‘hook’ students into hunting for a solution, helping them to develop the most important problem-solving skill of all – tenacity. Many of the problems require a degree of lateral thinking and should help to develop a sense of wonder at the power of Mathematics – when you know how! Questions which one cannot see how to do at first, or at all, yield solutions to surprise and delight. Very few solutions require more than a dozen lines and many need only five or six. We would not claim that many of the problems are new, but they make a fine collection for use in a variety of situations.

It is intended that the problems and solutions should be photocopied to allow their use to be as flexible as possible. Permission is given by The Mathematical Association to allow purchasers to make photocopies for use in their institutions.

## Acknowledgements

This book of problems has been produced by the A and A/S level Subcommittee of the Teaching Committee of The Mathematical Association, and has been edited by Stephen Drape and Charlie Stripp.

The members of the Subcommittee who have contributed to the book are:

Barbara Cullingworth	Doug French	Sally Tavemer
Stephen Drape	Christine Lawley	Peter Thomas
Rosemary Emanuel	Jenny Orton	Marion Want
David Forster	Charlie Stripp	

Other publications by this group include:

*PIG and Other Tales*, a book of mathematical readings with questions, suitable for sixth formers.

*Are You Sure? – Learning about Proof*, a book of ideas for teachers of upper secondary school students.

## Using this book

The book can provide a weekly problem over a two year cycle.

The problems can be used in a variety of ways. A method which has been tried successfully is to post up a problem each week in the classroom and invite students to work on it in their own time. Working together and discussing the problems should certainly be encouraged. The suggested solution can be posted up the following week, together with a new problem. Students' solutions can be displayed and alternative correct solutions can be a rich source of discussion. Many of the problems have a link to the standard curriculum, so they can be incorporated as an enhancement of normal teaching. The problems could form the basis of a student competition.

On the contents page each problem is given a level of difficulty ranging from 0, which is accessible to a GCSE level pupil, to 3 which is hard and will require a degree of inspiration. The problems are not presented in order of difficulty and are suitable for use in any order. Any difficulty rating is inevitably subjective and users may well disagree with some of our judgements.

# Contents

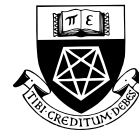
<b>Problem</b>	<b>Title</b>	<b>Level</b>	<b>Mathematics Used</b>
1	Alphabetical Algebra	0	Substitution into an expression
2	Spot the Error	2	Algebra: Factorising, division by zero
3	Who's Left Standing	3	Powers of 2
4	How many primes?	2	Multiples of 9
5	Magical Multiplication	2	Multiplication
6	Replicating Numbers	1	Powers
7	Replicating Numbers – Take Two	2	Powers
8	4 Fours	0	Order of Operations
9	Diagonal Crossings	1	Angles on parallel lines, congruence
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11	Around the world	0	Circumferences
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21	Turn take turnabout (the sequel)	1	Algebra
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26	Painted Cube	2	Algebra
27	Seven Up	2	Algebra
28	Semi-Circles	2	Area of circle
29	A4 Paper	1	Similarity
30	Circuit	2	Probability

31	Adding fractions	3	Algebraic Fractions, Inequalities
32	One More	3	Expanding brackets, square numbers
33	Van Schooten	2	Cosine Rule, Circle Theorems
34	Find the area	3	Similar triangles, scale factors
35	Integration	2	Integration – substitution
36	Mountains	1	Similar Triangles
37	Candles	1	Linear Equations
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40	3D Pythagoras	2	Pythagoras, Algebra
41	Elevenes	2	Algebra
42	A Square and a Circle	2	Similar Triangles, Circle Theorems
43	Arcs	1	Area of circle
44	Find the angle	2	Cosine rule
45	Diagonal	0	Pythagoras
46	Win a car!	2	Probability
47	Build a wall	1	Ratio, Simultaneous Equations
48	Find the missing number	2	Powers
49	Complete the sequence	2	Number
50	Matches	1	Area, perimeter
51	Sums of sequences	1	Sums, algebra
52	Similar rectangles	1	Similarity
53	A diagonal of a pentagon	2	Angles, similarity
54	Happy Birthday!	3	Probability, logs
55	A net of a cone	2	Sector areas
56	The Hands of Time	1	Time
57	Primes	1	Algebra – prime numbers
58	It all adds up	1	Number work
59	Turning	2	Loci, Circle Theorems
60	Sixes	3	Probability, algebra
61	The Truel	1	Game Theory
62	The Quiz Show	2	Probability

*Appendix*



# Problem



## *Alphabetical Algebra*

Suppose that

$$a = 1, b = 2, \dots, z = 26$$

Evaluate the expression below:

$$(n - a)(n - b) \dots (n - z)$$

*Problem 1*



# Solution



## *Alphabetical Algebra*

The expression simplifies to 0.

Any expression which has zero as a factor must equal zero:

$$(n - n)$$

(Did you multiply out?!!)

### ***Problem***

Suppose that

$$a = 1, b = 2, \dots, z = 26$$

Evaluate the expression below:

$$(n - a)(n - b) \dots (n - z)$$

*Solution 1*



# Problem



*How many primes?*

Consider the nine-digit numbers formed by using each of the digits 1 to 9 once and only once.

e.g. 145673928

938267145

How many of these numbers are prime?

*Problem 4*



# Solution



## *How many primes?*

There are no prime numbers.

Add up the digits of each of the numbers and you get a total of 45 – which is divisible by 9.

Any number whose digit sum is divisible by 9 is itself divisible by 9 [can you prove this?].

This means that each of the  $9!$  (362880) nine digit numbers is divisible by 9.

Therefore they are not prime.

### ***Problem***

Consider the nine-digit numbers formed by using each of the digits 1 to 9 once and only once.

e.g.           145673928  
                  938267145

How many of these numbers are prime?

*Solution 4*

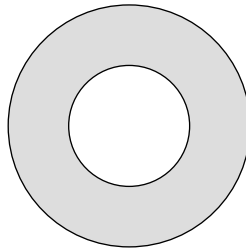


# Problem



*Just one dimension*

Look at the shape below (called an *annulus*).



Find the single measurement from which the area of the annulus can be calculated.

*Problem 13*



# Solution

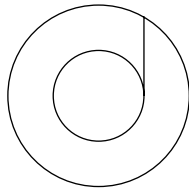


## *Just one dimension*

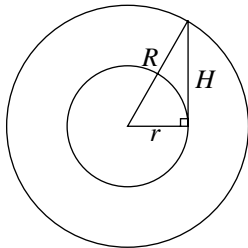
Let the small circle have radius  $r$  and the larger have radius  $R$ .

The shaded area is  $\pi(R^2 - r^2)$ .

How can this be obtained using one measurement?

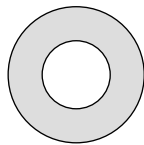


Draw the line shown, which is a tangent to the inner circle, and represent its length by  $H$ .



The triangle is right-angled since the tangent is perpendicular to a radius. So, by Pythagoras,  $H^2 = R^2 - r^2$  and the area is  $\pi H^2$ .

### ***Problem***



Look at the shape alongside (called an annulus). Find the single measurement from which the area of the annulus can be calculated.

*Solution 13*



# Problem



## *Neighbours*

Show that the sum of 3 consecutive numbers in an arithmetic sequence is three times the middle term.

*(An **arithmetic** sequence is one in which each pair of consecutive terms has a common difference.)*

*Problem 17*



# Solution



## *Neighbours*

The 3 numbers can be written as:

$$a \qquad a + d \qquad a + 2d$$

where  $a$  is the first term and  $d$  is the common difference.

The sum is equal to

$$\begin{aligned} & a + (a + d) + (a + 2d) \\ &= 3a + 3d \\ &= 3(a + d) \end{aligned}$$

### ***Problem***

Show that the sum of 3 consecutive numbers in an arithmetic sequence is three times the middle term.

(An ***arithmetic*** sequence is one in which each pair of consecutive terms has a common difference.)

*Solution 17*



# Problem



## *Adding Fractions*

If you add the numerators and denominators of two distinct fractions, then the resulting fraction lies between the two original fractions.

$$\text{e.g. } \frac{1}{2} \text{ and } \frac{1}{3} \text{ give } \frac{1+1}{2+3} = \frac{2}{5}$$

$$\text{and } \frac{2}{5} \text{ lies between } \frac{1}{2} \text{ and } \frac{1}{3}.$$

Prove that, if

$$\frac{a}{b} < \frac{c}{d}, \text{ then } \frac{a}{b} < \frac{a+c}{b+d} < \frac{c}{d}$$

( $a$ ,  $b$ ,  $c$  and  $d$  are positive integers).

*Problem 31*



# Solution



## *Adding Fractions*

Suppose that  $\frac{a}{b} > \frac{a+c}{b+d}$ , then  $a(b+d) > b(a+c)$  and hence  $ad > bc$ .

This is a contradiction, since  $\frac{a}{b} < \frac{c}{d}$  implies that  $ad < bc$ . Hence  $\frac{a}{b} < \frac{a+c}{b+d}$ .

$\frac{a+c}{b+d} < \frac{c}{d}$  can be proved similarly.

### ***Problem***

If you add the numerators and denominators of two distinct fractions, then the resulting fraction lies between the two original fractions.

Prove that, if

$$\frac{a}{b} < \frac{c}{d}, \text{ then } \frac{a}{b} < \frac{a+c}{b+d} < \frac{c}{d}$$

( $a, b, c$  and  $d$  are positive integers).

*Solution 31*



# Problem



## *3D Pythagoras*

Consider using Pythagoras Theorem in 3-dimensions.

For this, we get the general result that

$$a^2 + b^2 + c^2 = d^2.$$

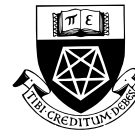
One set of numbers that will satisfy this, is 2, 3, 6, 7  
since  $2^2 + 3^2 + 6^2 = 7^2$ .

Another set is 5, 6, 30, 31 since  $5^2 + 6^2 + 30^2 = 31^2$ .

Show algebraically that, if you choose two consecutive whole numbers and their product they will form the three smallest numbers of such a set of numbers and say what the largest will be.



# Solution



## *3D Pythagoras*

Let the three numbers be  $n$ ,  $n + 1$  and  $n(n + 1)$ .

Squaring and adding gives

$$\begin{aligned}n^2 + (n + 1)^2 + n^2(n + 1)^2 \\&= n^2 + n^2 + 2n + 1 + n^4 + 2n^3 + n^2 \\&= n^4 + 2n^3 + 3n^2 + 2n + 1 \\&= (n^2 + n + 1)^2\end{aligned}$$

so these numbers fit the pattern.

As  $n^2 + n + 1 = n(n + 1) + 1$ , the largest number will always be one more than the product of the two smallest.

### ***Problem***

Consider using Pythagoras Theorem in 3-dimensions.

For this, we get the general result that

$$a^2 + b^2 + c^2 = d^2.$$

One set of numbers that will satisfy this, is 2, 3, 6, 7 since  $2^2 + 3^2 + 6^2 = 7^2$ .

Another set is 5, 6, 30, 31 since  $5^2 + 6^2 + 30^2 = 31^2$ .

Show algebraically that, if you choose two consecutive whole numbers and their product they will form the three smallest numbers of such a set of numbers and say what the largest will be.

*Solution 40*



# Problem



## *Build a wall*

To build a certain wall, a supervisor knows that these builders work at the following rates:

- a) Ali & Bill take 12 days
- b) Ali & Charlie take 15 days
- c) Bill & Charlie take 20 days

Assuming that the rates at which builders work are not affected by their companion:

1. How long would it take each of them working alone to build the wall?
2. How long would it take to build the wall if they all worked together?

*Problem 47*



# Solution



## *Build a wall*

Let  $a$  be the number of days it takes Ali to build the wall, so Ali builds  $1/a$  of the wall each day.

Similarly, Bill builds  $1/b$  and Charlie builds  $1/c$  each day.

a) Since Ali and Bill build  $1/12$  of the wall each day  $1/a + 1/b = 1/12$ .

Similarly,  $1/a + 1/c = 1/15$

and  $1/b + 1/c = 1/20$ .

Solving these three equations gives:  $a = 20, b = 30, c = 60$ .

b) Suppose that, working together, Ali, Bill & Charlie take  $x$  days, then

$$1/x = 1/20 + 1/30 + 1/60$$

$$1/x = 3/60 + 2/60 + 1/60 = 6/60$$

$$x = 10$$

So if they all work together they will take 10 days to build the wall.

## *Problem*

To build a certain wall, a supervisor knows that these builders work at the following rates:

a) Ali & Bill take 12 days

b) Ali & Charlie take 15 days

c) Bill & Charlie take 20 days

Assuming that the rates at which builders work are not affected by their companion:

1. How long would it take each of them working alone to build the wall?
2. How long would it take to build the wall if they all worked together?

*Solution 47*



# Problem



## *Sums of Sequences*

Consider the formulas:

$$\sum_{i=1}^n i = \frac{n(n+1)}{2}$$

and

$$\sum_{i=1}^n i^2 = \frac{n(n+1)(2n+1)}{6}$$

Explain why the results of these are always integers.

*Problem 51*



# Solution



## *Sums of Sequences*

The first result is trivial. If  $n$  is odd then  $n + 1$  is even and divides exactly by 2 and, if  $n$  is even, it divides exactly by 2 so, in either case the product divides by 2 and there is no remainder.

The second result will always divide by 2 for the same reason so it needs to be shown that it also divides by 3.

If  $n$  is a multiple of 3 or if  $n + 1$  is a multiple of 3 then the whole product divides by 3.

If neither  $n$  nor  $n + 1$  divide by three then  $n - 1$  must.

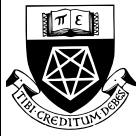
But  $2n + 1 = 2(n - 1) + 3$ , both parts of which are divisible by three so the product is again divisible by 3.

### *Problem*

$$\sum_{i=1}^n i = \frac{n(n+1)}{2} \quad \text{and} \quad \sum_{i=1}^n i^2 = \frac{n(n+1)(2n+1)}{6}$$

Explain why the results of these are always integers.

*Solution 51*



# Problem



## *Primes*

A *prime* number is a number which only has 2 factors.

Show that all prime numbers (except 2 and 3) can be written in the form

$$6n \pm 1.$$

*Problem 57*



# Solution



## *Primes*

Let  $p$  be a number ( $p > 3$ ) and  $n$  be an appropriate integer.

Case 1: If  $p = 6n$ , then  $p$  would have a factor of 6 and so  $p$  could not be prime.

Case 2: If  $p = 6n + 2$ , then  $p$  would have a factor of 2 and so  $p$  could not be prime.

Case 3: If  $p = 6n + 3$  then  $p$  would have a factor of 3 and so  $p$  could not be prime.

Case 4: If  $p = 6n - 2$  then, as with Case 2,  $p$  would have a factor of 2 and so it could not be prime.

Hence,  $p$  could be prime only if it was of the form

$$6n + 1 \text{ or } 6n - 1.$$

(Note: the converse is *not* true,  $25 = 6 \times 4 + 1$  is not prime.)

This is an example of *proof by exhaustion* – all the possible cases have been considered.

### ***Problem***

A *prime* number is a number which only has 2 factors.  
Show that all prime numbers (except 2 and 3) can be written in the form  $6n \pm 1$ .

*Solution 57*