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## GEOMETRY (CONTINUED)

### Inscribed Right Triangles

If a right triangle is inscribed in a circle and one of its sides is a diameter, then the triangle is a right triangle.  
If a right triangle is inscribed in a circle, then the hypotenuse is a diameter.

**Ex:**

In the semi-circle above,  $AE$  is the diameter. Points  $B$ ,  $C$ , and  $D$  all lie on the semi-circle. Then,  $\angle ABC$ ,  $\angle ACD$ , and  $\angle ADC$  are right angles. The other angles are  $\angle BAC$ ,  $\angle CAD$ , and  $\angle ACD$ .

**Ex:** In the figure on the right, right triangle  $AEC$  is inscribed in a circle. Also,  $AB = 6$  and  $BC = 8$ . Find the length of  $AC$ .

$ABC$  is a right triangle. Recognizing  $6^2 + 8^2 = 10^2$ ,  $AC$  is the hypotenuse. Using the Pythagorean theorem, we find that  $AC = \sqrt{6^2 + 8^2} = \sqrt{100} = 10$ . The radius is 5.

### Inscribed Triangles Inside a Circle

Look at the diagram below. It shows the circle formed by its radius. These inscribed triangles contain key information about relationships between the angles.

**Ex:** In the figure on the left, right triangle  $ABC$  is inscribed in the circle  $O$ . If  $\angle A = 30^\circ$ , then  $\angle B$  is  $60^\circ$ . There are 3 inscribed triangles inside the circle:  $AOB$ ,  $ABC$ , and  $ABO$ .

## WORD PROBLEMS

### The Systematic Approach

David is 10 years old. His age is exactly 3 times Jason's. Their ages combined is 24. How old is Jason?

1. As you read the problem, translate the given statements into equations with carefully chosen variables.

"David's age is exactly 3 times Jason's."

Let  $J$  represent the age of Jason and  $D$  represent David's age.

On paper:  $D = 3J$

"Their ages combined is 24."

On paper:  $D + J = 24$

2. Translate each portion of the problem into an expression or a variable. We see that the variables are consistent with the ones defined in the previous step.

"David's age is exactly 3 times Jason's."

On paper:  $D = 3J$

3. If we follow the systematic approach, the next portion of the problem is to write an equation. This is the part where we need to review the problem. Read the problem again for the given statements and the question, and then solve.

We have:

$$D = 3J \quad (1)$$

We are looking for:  $D - J$ .

Logically, we can substitute for  $D$  and  $J$  individually to get  $D - J$ , but it would be easier to combine the two equations.

**Identifying Simultaneous Linear Equations**  
In word problems, watch for simultaneous linear equations.

**Ex:** In a classroom, the ratio of boys to girls is 2:3. There are 6 more girls than boys. How many girls are there in the class?

Let  $b$  denote the number of boys, and  $g$  denote the number of girls. We have:

$$\begin{aligned} \frac{b}{g} &= \frac{2}{3} & (1) \\ g - b &= 6 & (2) \end{aligned}$$

Cross multiplying equation (1) yields  $3b = 2g$ . We arrange the terms to get:

$$\begin{aligned} 18b - 12g &= 0 \\ g - b &= 6 \end{aligned}$$

Essentially, this problem translates into a system of two linear equations:

## RATE PROBLEMS

### Equations

**Distance = Rate • Time**       $D = RT$

**Time = Distance / Rate**       $T = \frac{D}{R}$

**Rate = Distance / Time**       $R = \frac{D}{T}$

### Tangent of a Circle

In the diagram above,  $Q$  is the center of the circle. Line  $t$  is a tangent line of the circle. Then  $t$  is perpendicular to the radius that is connecting the tangent point with the center of the circle. Always make this connection when you draw a tangent line of a circle.

## ANGLES

$$\begin{array}{ccc} \angle A & & \angle B \\ \text{An angle } A \text{ is } 10^\circ \text{ less than angle } B. & & \end{array} \qquad \qquad \qquad \begin{array}{c} \angle A = \angle B - 10^\circ \end{array}$$

$$\begin{array}{ccc} \angle A & & \angle B \\ \text{An angle } A \text{ is } 10^\circ \text{ less than angle } B. & & \end{array} \qquad \qquad \qquad \begin{array}{c} \angle A = \angle B - 10^\circ \end{array}$$

$t_1$  is parallel to  $t_2$ . Angles with the same name are equal to each other. Also  $\angle a = \angle b = 180^\circ$ .

$$\begin{array}{ccc} \angle A & & \angle B \\ \text{An angle } A \text{ is } 10^\circ \text{ less than angle } B. & & \end{array} \qquad \qquad \qquad \begin{array}{c} \angle A = \angle B - 10^\circ \end{array}$$

In the figure above,  $\angle A = \angle a = \angle b = 180^\circ$ . This is because

$$\begin{array}{ccc} \angle A & & \angle B \\ \text{An angle } A \text{ is } 10^\circ \text{ less than angle } B. & & \end{array} \qquad \qquad \qquad \begin{array}{c} \angle A = \angle B - 10^\circ = \angle a + \angle b = 180^\circ \end{array}$$

Subtracting  $\angle a$  from the left and right sides of the equation yields the desired result.

The sum of the interior angles of a polygon is  $(n - 2)180^\circ$  where  $n$  is the number of vertices.

## MEASUREMENTS

### Rectangle

**Area = Length • Height**       $A = LH$   
**Perimeter**       $P = 2(L + W) = 2L + 2W$

### Parallelogram

**Area = (Average base)height**       $A = \frac{1}{2}(b_1 + b_2)h$

### Trapezoid

**Area = (Average base)height**       $A = \frac{1}{2}(b_1 + b_2)h = \frac{1}{2}Bh = \frac{1}{2}(BC - AB)h$

### Circle

**Area =  $\pi \cdot (\text{radius})^2$**        $A = \pi r^2$   
**Perimeter**       $P = 2\pi \cdot \text{radius} = 2\pi r$

### Rectangular Solid

**Surface Area =  $2(lw + lh + wh)$**   
**Volume = (Base area) • height**       $V = whl$

### Cylinder

**Surface Area =  $2\pi rh + 2\pi r^2$**   
**Volume = (Base area) • height**       $V = \pi r^2 h$

Let  $R_1$  and  $R_2$  denote the rates of car  $A$  and car  $B$  respectively.  $R_1$  and  $R_2$  denote the distance the car and car  $B$  traveled respectively. From the problem, we have the following:

$$\begin{array}{ccc} R_1 & = & R_2 \\ \text{Work} & = & \text{Work} \\ \text{Rate} \times \text{Time} & = & \text{Rate} \times \text{Time} \\ R_1T & = & R_2T \\ R_1 & = & R_2 \end{array}$$

Let  $D_1$  and  $D_2$  denote the distance traveled, and  $R_1$  denotes the relative rate. We have the following three relations:

$$\begin{array}{ccc} D_1 & = & R_1 T \\ D_2 & = & R_2 T \\ D_1 & = & R_2 T \end{array}$$

Car  $A$  and Car  $B$  are traveling in the same direction along the same road. Car  $A$  is traveling at a constant rate of  $60$  miles/hour and in the same direction as car  $B$ , which is traveling at a constant rate of  $80$  miles/hour. How many hours would it take for car  $A$  to be only  $20$  miles behind?

Let  $T$  denote the time taken by car  $A$  and car  $B$  respectively. From the problem, we have the following:

$$\begin{array}{ccc} R_1 & = & R_2 \\ \text{Rate} & = & \text{Rate} \\ D_1 & = & D_2 \\ D_1 & = & D_2 \end{array}$$

It would take car  $A$  4 hours to be  $20$  miles behind car  $B$ . Given the identical setup, if the question asks how many hours would it take for car  $A$  to overtake car  $B$  by  $20$  miles, the only change needed would be  $D_1 = 100 - 10 = 110$ .

**Two Objects Traveling in Opposite Directions**  
Time = Total Distance / Relative Rate

where the total distance is the sum of the distance the two objects traveled, and total time is the sum of the two rates.

Let  $D_1$  and  $D_2$  denote the total distance traveled by car  $A$  and car  $B$ , respectively, and let  $R_1$  and  $R_2$  denote the total rate.

We have the following three relations:

$$\begin{array}{ccc} D_1 & = & R_1 T \\ D_2 & = & R_2 T \\ D_1 & = & D_2 \end{array}$$

It would take 1 hour for car  $A$  and car  $B$  to meet. Given the identical setup, if the question asks how many hours would it take for car  $A$  and car  $B$  to be  $20$  miles apart, the only change needed would be  $D_1 = 100 - 10 = 90$ .

**Two Objects Traveling in Opposite Directions**  
Time = Total Distance / (Rate of object A + Rate of object B)

where the total distance is the sum of the distance the two objects traveled, and total time is the sum of the two rates.

Let  $D_1$  and  $D_2$  denote the total distance traveled by car  $A$  and car  $B$ , respectively, and let  $R_1$  and  $R_2$  denote the total rate.

We have the following three relations:

$$\begin{array}{ccc} D_1 & = & R_1 T \\ D_2 & = & R_2 T \\ D_1 & = & D_2 \end{array}$$

It would take 1 hour for car  $A$  and car  $B$  to meet. Given the identical setup, if the question asks how many hours would it take for car  $A$  and car  $B$  to be  $20$  miles apart, the only change needed would be  $D_1 = 100 - 10 = 90$ .

We get the same answer but with easier calculations.



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and avoid confusion. Two radios (the radius plural) match the diameter, so  $2r = d$ . You could be asking, is it worth the time to memorize all these fuses? And my answer is absolutely. If you write down well GRE Quant is your goal (as it is for many GRE receptors), memorizing common GRE math formulas gives you a big advantageTest day. If he does, he may not finish the test and, therefore, obtain a more low score. If you cannot remember a specific group, there is a great possibility that you cannot solve the problem without it. The fuses are just the beginning of a long way to a good quantitative score. score.

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