

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIP

**MATHEMATICS SKILLS
MANIPULATION OF VARIABLES**

**AN ACADEMIC SKILLS MANUAL
for**

The Food Preparation Trades

This trade group includes the following trades:

Baker & Cook, and

Retail Meat Cutter

*Workplace Support Services Branch
Ontario Ministry of Training, Colleges and Universities*

Revised 2011

In preparing these Academic Skills Manuals we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

This trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

MATHEMATICS SKILLS

MANIPULATION OF VARIABLES

*An academic skill required for the study of the
Food Preparation Trades*

INTRODUCTION

In your work in the food preparation trades, you have to make many calculations on a daily basis.

Example: As a cook preparing a banquet menu you might have to adjust recipes to feed 250 people. Following that, you must organize ingredients and list amounts to be purchased.

When learning concepts in math and science, you may get a problem that presents a situation, gives some numerical values and asks you to find an answer. You are not told whether to add, subtract, multiply or divide. Instead, you have to decide what operations to do and in what order.

Often solving the problem requires you to use *formula which uses letters, or variables to represent amounts*. To find the answer to a problem like this, you have to know the different steps in problem solving and how to **manipulate** (*move around*) the parts of the formula.

This skills manual looks at the steps involved in problem solving, including problems that require the use of a formula. It covers the following topics:

- ◆ Basic steps in problem solving
- ◆ Deciding how to solve a problem
- ◆ Problems which involve units of measurement
- ◆ Solving problems involving variables, including
 - finding an unknown amount using a scientific formula
- ◆ Manipulating variables in a formula
- ◆ Solving problems when the formula is not given

BASIC STEPS IN PROBLEM SOLVING

Some problems are simple; they require a basic mathematical operation like adding or subtracting in order to solve them. Other more complex problems involve the use of formulas. Although each problem is different, some general steps can help you find the right solution:

1. **Read** through the whole problem carefully.
2. **List** the facts and figures that are given in the question.
3. **Decide what needs to be found** or calculated, rereading the question if necessary.
4. **Decide what methods can be used** to find the answer. Also note what order the steps should be done in.

5. **Use the given information to do the calculations** using the steps decided on. Be aware that some information in the question is not needed to solve the problem.
6. **Write your answer** including any units or dollar signs.
7. **Check to see that your answer seems reasonable** and that it provides the answer (the unknown quantity) to the problem.

Example: In a fresh egg, there are 10 parts out of 100 total parts by weight of fat, 13 parts out of 100 parts of protein and 1 part out of 100 of carbohydrate. The other 70 parts are vitamins, minerals and other nutrients. How many grams of fat are found in a 50 gram large egg?

Step 1. Read the problem.

Steps 2. List what information is provided.

10 parts fat per 100 parts fresh egg
13 parts protein per 100 parts
1 part carbohydrate per 100 parts
each egg weighs 50 grams

Step 3. Decide what needs to be found.

Find the amount of fat in a 50 gram egg.

Step 4. Decide what method to use.

1. Find the amount of fat in 100 grams of egg;
 - change the amount of fat to a decimal part of a gram by dividing 10 by 100.
2. Multiply the decimal number by the number of grams in a 50 gram egg.

Step 5. Do the operations necessary to solve the problem.

1. fat in 100 grams of egg
 $10 \div 100 = .1 \text{ g}$
2. fat in a 50 gram egg
 $.1 \times 50 \text{ g} = 5 \text{ g}$

Step 6. Write the answer including units.

There are 5 grams of fat in a 50 gram large egg.

Step 7. This seems like a **reasonable** answer.

DECIDING HOW TO SOLVE A PROBLEM

You need to be sure about what the question is asking you to find out (Step 3) *and* which operation to use in solving the math problem (Step 4). When you are given a problem, look for information that will help you make your decisions. After reading the problem (Step 1) and

listing the facts and figures (Step 2), it's time to do some detective work. Identify the clues that tell you what to do.

Decide What the Needs to be Found (Step 3)

Remember, each problem gives you the information you need to find a solution. Make sure you are clear about what the question wants you to answer. Once you recognize which words in the question tell you what to do, solving the problem becomes a step by step process. You need to figure out what formula to use and where to find it. Check for clues.

Identifying the Clues

The clues are usually given by words or phrases like these:

- *how much ...*
- *how many ...*
- *find the ...*
- *what is the ...*
- *calculate ...*

Whatever follows those words is what you need to find out. The question could be worded:

Examples:

How many holes do you need to make if ...?

or

Calculate the number of hours it takes to ...

Decide What Method to Use to Find the Answer (Step 4)

Once you are sure what the question is asking, the *next step is to discover how to find the answer*. If you are using a formula to find the answer, the formula will indicate what operations to use. If it is not obvious what math operations to use, ask yourself: "Do I add, subtract, multiply, or divide?"

Remember, the clues as to what operations to use are in the question. Go through the question again, this time to find directions on what operations to use.

Recognizing the right math operations

The following phrases help to indicate which operation to use:

Use addition when the question uses words like the following:

- *find the sum,*
- *more than,*
- *increased by,*
- *what is the total,*
- *find all.*

Use multiplication with words like these:

- *if each find all,*
- *so many hours at so much per hour,*
- *find the total,*
- *find all.*

Note: Since “what is the total”, “find the total” and “find all” can indicate either addition or multiplication, you will have to decide based on the other facts in the problem.

Use subtraction with words like:

- *the difference between,*
- *how much more, or larger, or greater,*
- *how much less,*
- *how many fewer,*
- *take away,*
- *subtract,*
- *decreased by.*

Use division with words like:

- *how much is each if ...*
- *find the cost or rate per ...*
- *divided by,*
- *divided into.*

Do the Calculations

(Step 5)

This step is straightforward. Just be careful to get the correct answer. If you are using a calculator, do the calculations twice to make sure you didn't make an error when punching in the numbers.

Finish the Problem

(Steps 6 and 7)

Finish the problem by writing out your answer, usually in sentence form, with any needed units or dollar signs (**Step 6**). Then look at your answer once more to make sure it is reasonable and it answers the question asked (**Step 7**).

Here are some examples. We use all seven steps in the examples, but when you become familiar with the process, you will make many of the decisions in your head.

Example: A meat cutter earns \$19.85 per hour for regular hours and \$29.78 for overtime. If she works 40 hours at the regular rate and then works 8 hours of overtime in one week, how much does she make in total?

Step 1 Read the question carefully.

Step 2 List facts and figures given.

Rates of pay and hours worked:
\$19.85 per hour for 40 hours
\$29.78 per hour for 8 overtime hours

Step 3 Decide what the question wants you to find.

The words “How much does she make...” tell you to figure out what she should be paid.

Step 4 Decide what method to use.

The words “per hour” tell you to multiply; the words “and” along with “in total” tell you to add. Multiply to find the two amounts and then add them to find the total amount earned.

Step 5 Do the calculations.

$\$19.85 \times 40 = \794.00
 $\$29.78 \times 8 = \238.24

| | |
|------------|-------|
| \$794.00 | |
| + \$238.24 | |
| \$1032.24 | Total |

Step 6 Write your answer.

The meat cutter makes a total of \$1032.24

Step 7 Does that seem about right? It does.

Note: If the problem deals with money, the answer should show two decimal places (if there are cents) and the \$ sign should be included.

In the following examples, the separate steps used to solve the problem aren’t listed, but all the steps are used (some of the steps can be done in your head).

Example: A hotel kitchen had 18 frozen apple pies in stock. A new shipment arrived with 26 more. During the following weekend, half the pies were consumed. How many pies are still left in the freezer?

Do the steps of this problem in the order in which they are presented. Add the number of new pies to the number already in the freezer. By the end of the week, half of the pies were consumed, so half are still in the freezer. Divide the total number by 2 to get the number of pies left.

$$18 + 26 = 44$$

$$44 \div 2 = 22$$

22 pies are still left.

Example: A caterer bought a van worth \$18,900. She made a down payment of \$4,300 and will pay the rest in 50 monthly installments of \$320 each. How much interest will she be paying?

You probably need to think for a moment about what the question is asking. To find the amount of interest paid, you have to find the difference between the selling price of the van and the total amount paid in down payments and installments.

Amount paid in installments.

$$\$320 \times 50 = \$16,000$$

Total amount paid by the caterer.

$$\$16,000 + \$4,300 = \$20,300$$

Difference between selling price and amount paid.

$$\$20,300 - \$18,900 = \$1400$$

The amount of interest paid is \$1400.

Example: You have to prepare 2.5 liters of an antibacterial cleaning solution at a recommended rate of 1.5 g active ingredient (a.i.) per liter. The concentrated product you are using contains 80% active ingredient. How much concentrated product do you need to use?

To do this question you need to be clear about all of the steps.

Step 2: List the facts and figures given:

amount to prepare = 2.5 liters

recommended a.i. rate= 1.5 g per liter

80% of the product you use is active ingredient, the rest is filler

Step 3: Decide what needs to be found:

How many g of bactericide will be needed to make up to 2.5 liters?

Step 4: Decide on the method:

This is a two part problem.

First find the bactericide concentration (how much of the bactericide you need to make up to 1 liter)

Then use that answer to find the amount of bactericide required to make up to 2.5 liters.

Calculate the product rate using the formula:

$$\text{product rate} = \text{a.i. rate} \times (100 \div \% \text{ of a.i. in the product})$$

To calculate how much formulated product is needed to make up a volume of 2.5 L, use the formula:

$$\text{bactericide required} = \text{volume} \times \text{product rate}$$

Step 5: Do the calculation

$$\begin{aligned} \text{Product rate} &= \text{a.i. rate} \times (100 \div \% \text{ of a.i. in product}) \\ &= 1.5 \text{ g / L} (100 \div 80) \\ &= 1.5 \times 1.25 \\ &= 1.875 \text{ g / L} \end{aligned}$$

$$\begin{aligned} \text{bactericide required} &= \text{volume} \times \text{product rate} \\ &= 2.5 \text{ L} \times 1.875 \text{ g / L} \\ &= 4.69 \text{ g} \end{aligned}$$

You need 4.69 g of formulated bactericide product.

PROBLEMS INVOLVING UNITS OF MEASUREMENT

Many of the previous examples involved quantities with units of measurement such as meters, gallons or dollars. When quantities in a question have units, they must be included in the calculations and the answer. Here are the rules for working with numbers that have units.

Rule 1. *Units* of similar measure, such as length or weight, ***must be the same*** before they can be added, subtracted, multiplied, or divided. If two units of measure are not the same, one unit must be converted so it is the same as the other.

Example: To find the perimeter (distance around) a rectangle, add together 2 times its length and 2 times its width.

$$\text{perimeter} = 2 \text{ lengths} + 2 \text{ widths}$$

If the units for length are in centimeters and the units for width are in meters, you can't add them until they are in the same units. The units for length can be converted to meters or those for width can be converted to centimeters so that all the units are the same.

Example: What is the perimeter in centimeters of a rectangle .15 m long and 10 cm wide?

$$\text{perimeter} = 2 \text{ lengths} + 2 \text{ widths}$$

The measurements given are in different units. Change the meters to centimeters before using the measurements in the formula.

$$.15 \text{ m} = 15 \text{ cm}$$

Now substitute the given numbers for length and width.

$$\begin{aligned} \text{perimeter} &= (2 \times 15 \text{ cm}) + (2 \times 10 \text{ cm}) \\ &= 30 \text{ cm} + 20 \text{ cm} \\ &= 50 \text{ cm} \end{aligned}$$

If you wanted your answer to be in meters, you would change centimeters to meters before using the formula. The answer would be expressed in meters instead of centimeters, but it would still be correct.

Rule 2. If two measurements with the same units are multiplied, the units become squared units. If three measurements with the same units are multiplied together, the units become cubed units.

Example: Find the area of a rectangle if the length is 5 cm and the width is 2 cm.

To find the area of a rectangle, you multiply the length by the width. The formula for area is:

$$\text{Area} = \text{length} \times \text{width}$$

Substitute the given values in the formula.

$$\begin{aligned} \text{Area} &= 5 \text{ cm} \times 2 \text{ cm} \\ &= 10 \text{ cm}^2 \text{ (or sq cm)} \end{aligned}$$

Example: Find the volume of a solid figure that is 5 cm long, 2 cm wide, and 4 cm high.

Volume equals length times width times height. The formula is:

$$\text{Volume} = \text{length} \times \text{width} \times \text{height}$$

Substitute the given values in the formula.

$$\begin{aligned} \text{Volume} &= 5 \text{ cm} \times 2 \text{ cm} \times 4 \text{ cm} \\ \text{Volume} &= 40 \text{ cm}^3 \text{ (or cu cm or cc)} \end{aligned}$$

Rule 3. If the same unit appears above and below a fraction line, they cancel each other out, eliminating the unit. But if there is only one unit, it remains in the answer.

Note: The fraction line is a way of indicating division. $10/5$ is the same as $10 \div 5$. Division in a formula is usually shown as a fraction.

Example:

$$\frac{45 \cancel{\text{ml}}}{15 \cancel{\text{ml}}} = 3 \quad \text{the units cancel}$$

Example:

$$\frac{80 \text{ g}}{40} = 2 \text{ g} \quad \text{the unit remains}$$

Example: If 1 can of concentrated syrup produces 2 liters of fruit drink, how many cans are needed to produce 8 liters?

$$\text{No. of cans} = \frac{8 \cancel{\text{ liters}}}{2 \cancel{\text{ liters}}}$$

$$\text{No. of cans} = 5$$

Since the units liters appear on both sides of the fraction line, they are canceled out.

Example: Find the length of a rectangular piece of cake if the area is 48 cm^2 and the width is 6 cm. The formula for area of a rectangle is:

$$\begin{aligned} \text{Area} &= \text{length} \times \text{width} && \text{rearrange the formula so } \textit{length} \text{ is alone on the left side} \\ \text{length} &= \text{Area} / \text{width} \\ \text{length} &= 48\text{cm}^2 / 6\text{cm} \end{aligned}$$

When a squared unit is divided by the same unit which isn't squared, this unit cancels one of the squared units.

$$\frac{48 \text{ cm} (\cancel{\text{cm}})}{6 \cancel{\text{cm}}} = 8\text{cm}$$

The length of the rectangular piece of cake is 8 centimeters.

Rule 4. When you work with units of different types such as gallons and miles, or distance and time, the units must be carried through the calculations and be shown in the answer. Here are some things to remember:

- Units of different types cannot be added or subtracted. You cannot add miles to gallon or kilometers to seconds.
- The number values of units of different types can be multiplied or divided but the units cannot cancel each other out.

Example:

$$\frac{100 \text{ km}}{2 \text{ liters}} = 50\text{km/l}$$

Example: A truck travels a distance of 100 km in 2 hours. What is its speed?

The formula for speed is:

$$\text{Speed} = \text{distance}/\text{time}$$

Substitute the numerical values with their units for the variables in the formula.

$$\text{Speed} = \frac{100\text{km}}{2 \text{ hr}}$$

When you do the numerical division the units remain, resulting in the unit of km/hr.

$$\begin{aligned}\text{Speed} &= \frac{50\text{km}}{1 \text{ hr}} \\ &= 50 \frac{\text{km}}{\text{hr}} \quad \text{or} \quad 50 \text{ km/hr}\end{aligned}$$

The speed is 50 km/hr.

Example: A car traveling 220 km uses 20 liters of gas. How many kilometers does it travel on 1 liter of gas?

Divide number of kilometers by number of liters.

$$220 \text{ km} \div 20 \text{ L} = 11 \text{ km/L}$$

The car travels 11 kilometers on 1 liter of gas.

The numbers can be divided, but since the units measure different types of quantities, they don't cancel out and both must remain in the answer.

SOLVING PROBLEMS INVOLVING VARIABLES

Formulas

A **formula** (or an **equation**) shows the relationship of two or more quantities by using numbers, variables represented by letters, and operating symbols.

A formula is a mathematical shorthand that uses letters, or **variables** to stand for different quantities. **Variables** are letters which we use to represent amounts we do not know.

We use variables in mathematics for the following reasons

1. We can treat these variables just as if they were numbers; and
2. We can use the numbers we know in an equation to find the value of a variable.

Formulas were used in many of the previous examples that showed how to organize units.

In a formula we use variables and indicate that they are to be added, subtracted, multiplied, or divided with operating symbols.

Addition and subtraction: We show addition and subtraction with the plus sign, +, and the minus sign –.

Multiplication: We show multiplication in several ways:

- by writing the variables side by side,
 - cd means c times d
- by writing a constant in front of a variable,
 - $2c$ means 2 times c
- by writing the constants and variables side by side with brackets.
 - $2(c)$ means 2 times c

Division: We show division by writing the variables and constants as fractions

$2/d$ means $2 \div d$, and

d/c means $d \div c$.

The variables used in a formula represent different, specific quantities.

Example: In the formula, $A = lw$,

A always stands for area,

l stands for length, and

w stands for width.

In a problem using the formula $A = lw$, the actual amount of each quantity represented by a letter could be any amount before we are told what value to assign to it.

In one question, the length can be 5 m and the width 2 m, while the area is unknown. Another time you might be told that the area is 30 sq ft and the width 5 ft; this time the length is unknown.

Using Variables in a Formula

1. Every quantity that is not a **constant** number in a formula can vary.

Example: The formula for the surface area of a cube is $A = 6(lw)$.

- In this formula the values for the length and width of the sides will vary depending on the size of the cube.
- But, the 6 will always be the same; *it is a constant.*

2. Once the amount of any variable in a formula is given in a question, it then has a specific value that doesn't change. *The variable we are not given a value for is called an **unknown**.*

Example: Find the area of a rectangle that is 30 feet in length and 5 feet in width using the formula $A = lw$

- At this point, the values for l and w are the known quantities,
 - The value for the variable A is *the unknown*.
 - The value for A can be determined using the known quantities for l and w .
3. To solve a question using a formula, you are usually given the formula and the amounts of all but one quantity. You are required to find the unknown quantity. ***The value of the unknown can be determined using the known quantities***. By substituting the given quantities for their letters in the formula, you can find the unknown amount.
4. If the unknown variable is isolated (alone) on one side of the equal sign, you can fill in the known quantities and do the calculation to find the value of the unknown quantity.

Example: If you are asked to find the area of a rectangle and are give its length (say 30 cm) and width (say 20 cm), and, you can use the formula $A = lw$ just as it is.

$$\begin{array}{ll} A = l w & \text{substitute 30 cm for } l \text{ and 20 cm for } w \\ A = 30 \text{ cm} \times 20 \text{ cm} & \text{multiply} \\ A = 600 \text{ cm}^2 & \end{array}$$

5. Sometimes you have to ***manipulate*** (move around) the letters of a formula before you substitute the given amounts in the formula. However, you can start by manipulating (rearranging) the variables in the formula to isolate the unknown variable. Then you can replace the known variables with their given quantities and solve the equation.

Example: If you are given the width (say 30 cm) and area (say 600 cm^2) of a rectangle and asked to find the length, you still use the formula, $A = lw$.

$$\begin{array}{ll} A = l w & \text{isolate } l \\ l = \frac{A}{w} & \text{substitute } 600 \text{ cm}^2 \text{ for } A \text{ and } 20 \text{ cm for } w \\ l = \frac{600^2}{20 \text{ cm}} & \text{divide} \\ l = 30 \text{ cm} & \end{array}$$

This manipulation of letters involves the basic rules of algebra.

Algebra is a way of finding an unknown number or quantity using an ***equation or formula***. An equation or formula usually consists of these parts:

- an unknown quantity (to be found) that is represented by a letter;
- other quantities that are represented by letters or given as numbers;
- a statement called an equation or formula that shows the relationship between all the quantities. It usually includes an equal sign.

Variables and the Letters Representing Them

Some quantities in a formula are represented by letters called variables:

- ◆ The actual value of a variable can be any amount.
- ◆ Its value is not known until it is given in a question, or its value is found using the formula.

Letters representing variables in a formula can be treated exactly as if they were numbers:

1. They follow the same rules for adding, subtracting, multiplying and dividing.
2. They follow the same rules for order of operations.
3. If variables have units attached, the units must be included when the letters representing the variables are manipulated.
4. All the rules you learned for organizing units in problems still apply.

Remember, when you manipulate variables, you also move their units. The units must remain with the variables unless they are canceled out.

Finding an Unknown Amount Using a Scientific Formula

We have been using formula in many of the examples shown so far. Now we will look at how to write and solve some of them.

Example: In the formula we use to convert degrees Fahrenheit to degrees Celsius we subtract 32 from the Fahrenheit degrees and then multiply the answer by 5/9.

In the formula, we use the variables:
°F for degrees Fahrenheit, and
°C for degrees Celsius.

The formula is:
 $^{\circ}\text{C} = 5/9(^{\circ}\text{F} - 32^{\circ})$

Solving an equation

Let's look at the steps in solving an equation when the variable representing the unknown quantity is isolated (alone) on the left.

To find an unknown quantity represented by a variable isolated on the left side of a formula:

1. First write the formula.
2. Substitute the given amounts of the known variables in the formula.
3. Carry out the necessary mathematical operations which are on the right side to arrive at an answer.
4. Make sure the answer has all the required units.

Example: Find the temperature in degrees Celsius of an oven set to roast a 28 lb turkey at 325 degrees Fahrenheit.

$$^{\circ}\text{C} = 5/9(^{\circ}\text{F} - 32^{\circ})$$

Always write the formula first.
The variable for degrees Celsius ($^{\circ}\text{C}$) is already isolated on the left.

$$^{\circ}\text{F} = 325^{\circ}$$

Next, list the value of the known quantity.

$$^{\circ}\text{C} = 5/9 (325^{\circ} - 32^{\circ})$$

Now substitute the known quantities for their letters.

$$= 5/9 (293^{\circ})$$

$$= 163^{\circ}\text{ F}$$

The temperature in degrees Celsius is 163.

MANIPULATING VARIABLES IN A FORMULA

If the letter of the unknown quantity is not by itself on the left side, the situation is more complicated. To solve for the value of an unknown quantity, the letter standing for that quantity must end up by itself on the left. We rearrange, or *manipulate*, the formula so the letter representing the unknown quantity is by itself on the left side. The quantity on the right side of the equation is the answer we are looking for.

Terms in a Formula or Equation

In order to properly manipulate a formula, we need to understand the concept of terms.

All individual letters and numbers, groups of letters, and groups of letters and numbers in an equation which are separated by a plus or minus sign are called terms.

A term can be:

- an individual letter or number such as 9 or V
- several letters and/or numbers combined together as in lwh or $2w$
- letters and/or numbers written as a fraction as in F/A or $d/2$
- one or more letters with one or more numbers attached, as in the term $2\pi r$

We can manipulate terms in an equation so that an unknown term is alone (isolated) on one side of an equation or formula.

Example: If, in the question on temperature conversion, you had been given amount for the temperature in Celsius degrees and been asked to find temperature in Fahrenheit degrees, you would have to manipulate the letters so $^{\circ}\text{F}$ was by itself on the left side.

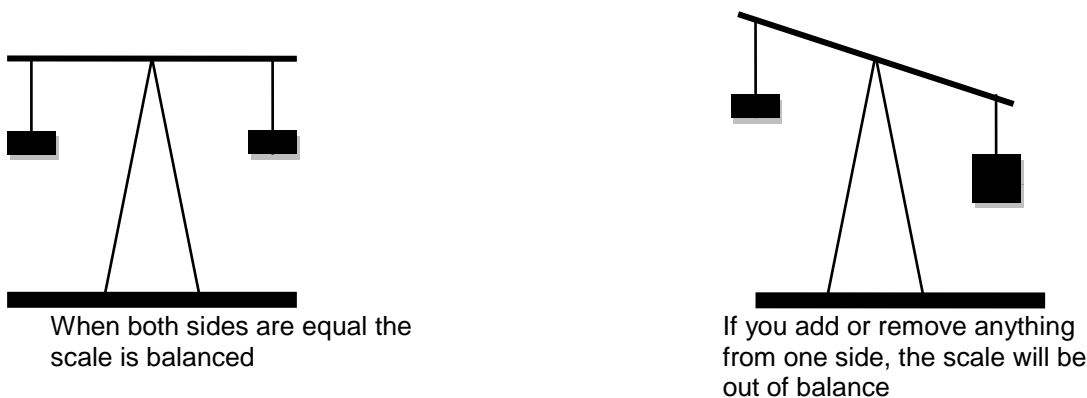
There are rules for manipulating variables in an equation.

The most important rule for manipulating an algebraic equation is as follows: ***If we carry out any mathematical operation on one term in an equation, we must do the same operation to all the terms on both sides.***

Because there is an equal sign separating the two sides of an equation, both the left and the right sides must have the same numerical value. They are equal. *If you perform any operation (add, subtract, multiply, or divide) so that you change the value of the numbers on one side of the equal sign, you must do exactly the same thing on the other side of the equal sign.* This will keep the two sides of the equation equal to each other.

Think of an equation as a balanced scale. If you make a change to anything on one side of it, you must make the same change to the other side or the scale will be out of balance.

In the same way, if you carry out a mathematical operation on one side of an equal sign in an equation, you must do exactly the same operation on the other side. If you don't, the two sides will not be equal; the equation will not be correct.



To keep the scale balanced, whatever you do to one side you must also do to the other side

FIGURE 1: An Equation Is Like A Balanced Scale

Example: $20 \times 4 - 60 = 20$ **True.**

Now add 10 to only the left side of the equation.

$$20 \times 4 - 60 + 10 = 20$$

$$30 \neq 20$$

Not true.

The two sides of the equation are not equal.

Add 10 to both sides.

$$20 \times 4 - 60 + 10 = 20 + 10$$

$$30 = 30$$

True

The two sides of the equation are equal.

Reversing and Inverting Equations

The most important ways of manipulating equations involve adding, multiplying and dividing terms. However, before looking at these ways of rearranging equations, we will mention two other methods used to isolate the unknown variable on the left side.

1. We can reverse an equation without changing its value.

$$V = IR$$

is the same equation as

$$IR = V.$$

2. We can invert an equation (turn it upside down) without changing its value.
The equation $3/5 = 6/x$ can be inverted.

$$3/5 = 6/x$$
$$5/3 = x/6$$

Now we will look at how to rearrange equations. By adding, subtracting, multiplying and dividing terms we can isolate the letter representing the unknown quantity on the left side.

Manipulating Terms by Adding and Subtracting

- *To move a term from one side of an equation to the other, we can add its opposite term to both sides.* The result is that the term disappears from the one side and reappears *as its opposite* on the other.
- *The opposite of a positive term like $6x$ is its negative version, $-6x$. The opposite of a negative term like $-7n$ is its positive version, $7n$. (Negative terms always show the $-$ sign but positive terms don't usually show the $+$ sign. If no sign is showing, the number is assumed to be positive.)*
- *If any term is added to its opposite, the answer is 0.* That is why you can remove a term from where it is unwanted by adding it to its opposite. If you add the opposite of $6x$ (which is $-6x$) to $6x$, you get 0.

$$6x - 6x = 0$$

- *Of course, whatever you do to one side of an equation, you have to do to the other.* So if you add the opposite of a term to one side, you must add that opposite to the other.

Example: Solve the following equation by isolating the variable, x , on the left side of the equation.

$$x + 6 = 24$$

$$x + 6 - 6 = 24 - 6$$
$$x = 18$$

Add the opposite of 6, which is - 6, to both sides.

Example: Solve the following equation.

$$4n - 7 = 3n + 14$$

$$4n - 7 + 7 = 3n + 14 + 7$$
 First, isolate $4n$ by adding 7 to each side.

$$4n = 3n + 21$$

$$4n - 3n = 3n - 3n + 21$$
 Now, move the $3n$ by adding $-3n$ to each side.

$$n = 21$$

Manipulating Terms by Multiplying or Dividing

First we will look at some general information on multiplying. Then we will look at using multiplication to manipulate terms in an equation. We will do the same with division.

*When we multiply or divide one term by a letter or number, we must multiply or divide **every term in the equation** by that same letter or number.* (Remember, a term is any letter or number or joined groups of letters and/or numbers separated by a + or – sign.)

Multiplying terms

- Usually the times sign (x) is not written to indicate multiplication in a formula. When two letters are to be multiplied, they are often written right beside each other, as in IR, which means the same as $I \times R$.
- Brackets are also used to indicate multiplication. $5(P)$ indicates that 5 and P are to be multiplied.
- The brackets after the 6 in the expression $6(3s + 45)$ indicates that both terms inside the brackets are each to be multiplied by 6. So $6(3s + 45)$ is the same as $6 \times 3s + 6 \times 45$, which can be multiplied to get $18s + 270$.

Multiply to remove a denominator

When a term in an equation is in a fraction form, we usually multiply to remove the denominator, the bottom number of the fraction.

Any fraction can become a whole number if you multiply it by its denominator. If we multiply the fraction $4/7$ by 7, we get the whole number 4.

$$4/7 \times 7 = 4$$

We have eliminated the denominator.

If we multiply the variable $6/A$ by A, we eliminate the A.

$$6/A \times A = 6$$

Of course, in an equation, *if we multiply one variable by a number to remove the denominator, we have to multiply all the other **terms** in the equation by that number.*

Example: Find the value of d (distance) in the formula:

$$\text{speed} = d/t$$

when speed equals 100 km/hr and t (time) equals 5 hours.

First reverse the equation.

$$d/t = s$$

Now, remove the denominator t so d is isolated on the left side. Multiply each term in the equation by t .

$$\begin{array}{l} d/t(t) = st \\ d = st \end{array} \quad \begin{array}{l} d/t \times t = d \\ \end{array} \quad \begin{array}{l} t \text{ is canceled on the left side and } s \text{ times } t = st \\ t \text{ is now on the right hand side and } d \text{ is isolated on the left} \end{array}$$

To finish solving for d , substitute the values for s and t and multiply them together.

$$\begin{array}{l} d = st \\ d = 100 \text{ km/hr} \times 5 \text{ hr} \quad 100 \times 5 = 500 \end{array}$$

The units hr, on opposite sides of the fraction line, cancel out, leaving the unit km.

$$\begin{array}{l} d = 100 \text{ km/hr} \times 5 \text{ hr} \\ d = 500 \text{ km} \end{array}$$

Dividing terms

The division sign is seldom used in a formula to indicate division. Instead, *the fraction form is used to show division*, as in

$$\frac{a}{2} \text{ (read } a \text{ over } 2 \text{ or } a \text{ divided by } 2)$$

or

$$p/A \text{ (read } p \text{ divided by } A)$$

When one number or variable is written under another number or variable separated by a fraction line (as in $10n/5$) it indicates that you are to divide. $10n/5$ tells us to divide the numerator (the top number) $10n$ by the denominator, 5.

If we divide $3v$ by 3, we are left with v . The 3 is eliminated.

$$\begin{array}{l} 3v \div 3 = v \\ \text{or} \\ \frac{3v}{3} = v \end{array}$$

If we wish to eliminate a number or variable from a term in an equation, we can divide by that number or variable. For example, to eliminate the l in the term lw , we divide by l .

$$\frac{lw}{l} = w$$

Remember, if we divide a term in an equation by a letter or number, we have to divide *every other term in the equation by that letter or number*.

In the following examples, we isolate the letter representing the unknown variable before substituting the known quantities. There are times, however, when you might prefer to substitute the given quantities first and then isolate the unknown variable. Either method will get the correct answer.

Example: Find the width if A equals 200 m^2 and l equals 20 m .

First reverse the equation.

$$A = lw$$

to

$$lw = A$$

To isolate w on the left side, we want to remove the l from that side. We divide by l in order to eliminate it, but we must also divide any other terms by l .

$$\frac{lw}{l} = \frac{A}{l} \quad lw \div l = w$$

The l is removed from the left side.

$$w = \frac{A}{l}$$

To complete finding the value of w , we substitute the values of A and l in the formula and divide.

$$\begin{aligned} w &= A / l \\ &= 200 \text{ m}^2 / 20 \text{ m} \\ &= \frac{200 \cancel{\text{m}}(\text{m})}{20 \cancel{\text{m}}} \\ &= 10 \text{ m} \quad \text{m}^2 \text{ divided by m} = \text{m} \end{aligned}$$

SOLVING PROBLEMS WHEN THE FORMULA IS NOT GIVEN

When solving problems in class, you are usually given the formula and the known quantities. On the job, you might have to decide yourself what formula to use to find an unknown quantity. The steps are the same except that you have to know where to find the formula.

1. *Decide what quantities you know and what you are required to find.*
2. *Decide what formula is needed to solve the problem, looking it up if necessary in a textbook or manual. Write it down.*
3. *Rearrange the formula if necessary so the letter representing the quantity you are looking for is by itself on the left.*
4. *Fill in the known quantities and their units.*
5. *Solve the equation to find the required quantity, including the units needed in the answer.*

Example: Find the volume of a compost cylinder 10 cm high with a radius of 5 cm. ($\pi = 3.14$)

1. The formula for volume of a cylinder is not given.
2. You will have to find the formula, $V = \pi r^2 h$.
3. V is already isolated on the left, so it is not necessary to rearrange the formula
4. Substitute given values in the formula:

$$V = 3.14 \times (5 \text{ cm})^2 \times 10 \text{ cm}$$

5. $V = 785 \text{ cm}^3$
The volume of the cylinder is 785 cm^3 .

Solve the following problems. Some will involve the use of the formula in the box. Others will require you to look back in the skills manual to find the formula. **Answers are on the last page.**

| | | | |
|------------------|---------------|--|-----------|
| Formulas: | $p = 2l + 2w$ | Speed = d/t | $V = lwh$ |
| | $A = lw$ | $^{\circ}\text{C} = \frac{5}{9}(\text{^{\circ}\text{F}} - 32^{\circ})$ | |

1. Find the area of a banquet hall that is 35 meters by 22 meters.
2. Your catering van can do a 180 km delivery route in 3 hours. What is the average speed of the van?
3. If each cell of a 6 cell storage battery gives a voltage reading of 1.95 volts, what is the total voltage of the battery?
4. There are approximately 72 chocolate chips in each dozen cookies. How chocolate chips are there in 5 dozen cookies?
5. A wooden picket fence is around the outside edge of an outdoor café patio which measures 12.8 meters long and 4.5 meters wide. How many meters of fence will be required to surround the patio?
6. You know that pork must reach an internal temperature of 170 °F in order to be safely eaten. What would the temperature be on a thermometer that is in degrees celsius?
7. A lawnmower is used for 5 hours. It covers a distance of 30 kilometers. What is its average speed?

-
8. Find the area (A) of a rectangular piece of metal that is 1.2 meters long (l) and 20 cm wide (w). (Make sure your units are the same.)

 9. Find the volume of a meat freezer that is 1.6 m high, 1.1m wide and 80 centimeters long.

 10. The temperature of a pizza oven is to be set at 450° F. If the thermostat only has ° C, what should the thermostat setting be?

 11. If one third the cost of your catering invoice is for food supplies and two thirds is for labour, how much will you charge for labour on a bill of \$326.97? How much will you charge for food supplies?

 12. You are buying for a banquet of 200 people. You are assuming that 1 dozen dinner rolls will be eaten for every 10 people.
The wholesale baker charges 1.49 per dozen. How much will the rolls cost?

 13. You are cleaning out the deep fryer with an alkali solution; it will take 1.5 liters of solution. the recommended rate for the solution is of 1.9 g active ingredient per liter. The formulated product contains 60% active ingredient. How many grams of the product do you need to clean the whole fryer?

You will need to do this problem in two steps, using the following formulas:

product rate = a.i. rate \times (100 \div % of a.i. in product)

alkali required = volume \times product rate

ANSWER PAGE

1. $A = l \times w = 35 \times 22 = 770 \text{ m}^2$

2. $\text{Speed} = d/t$
 $= 180 \text{ km} \div 3 \text{ h} = 60 \text{ km / h}$

3. $1.95 \text{ v} \times 6 = 11.7 \text{ v}$

4. $72 \times 5 = 360$ chocolate chips

5. $p = 2(l + w)$
 $= 2(12.8 + 4.5)$
 $= 34.6 \text{ m}$

6. $^{\circ}\text{C} = 5/9(^{\circ}\text{F} - 32^{\circ})$
 $= 5/9(170^{\circ}\text{F} - 32^{\circ})$
 $= 5/9(138^{\circ})$
 $= 77^{\circ}\text{C}$

7. $\text{Speed} = d/t$
 $= 30 \text{ km}/5 \text{ hr}$
 $= 6 \text{ km/hr}$

8. If you change both units to cm,
 $A = l \times w$
 $= 120 \text{ cm} \times 20 \text{ cm}$
 $= 2400 \text{ cm}^2$
If you change both units to meters,
 $A = 1.2 \text{ m} \times .2 \text{ m} = .24 \text{ m}^2$

9. Change 80 cm to .8 m
 $V = lwh$
 $= 1.6\text{m} \times 1.1\text{m} \times .8\text{m}$
 $= 1.408 \text{ m}^3$

10. $^{\circ}\text{C} = 5/9(^{\circ}\text{F} - 32^{\circ})$
 $= 5/9(450^{\circ}\text{F} - 32^{\circ})$
 $= 5/9(418^{\circ}\text{F})$
 $= 232^{\circ}\text{C}$

11. Multiply: $2/3 \times \$326.97 = \217.98
Subtract: $\$326.97 - \$217.98 = \$108.99$

Cost of labour is \$217.98
Cost of food supplies is \$108.99

12. $200 \div 10 = 20$ dozen
 $20 \times \$1.49 = \29.80

13. product rate = a.i. rate \times (100 \div % of a.i. in product)
 $= 1.9 (100 \div 60)$
 $= 3.16$ rounded up to 3.2
Alkali required = volume \times product rate
 $= 2.6 \times 3.2 = 8.32$ g