



MATHEMATICS FOR ENGINEERS

Fourth Edition

Anthony Croft and Robert Davison

Mathematics for Engineers

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Mathematics for Engineers

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Anthony Croft

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PEARSON EDUCATION LIMITED

Edinburgh Gate
Harlow CM20 2JE
United Kingdom
Tel: +44(0)1279 623623
Web: www.pearson.com.uk

First published 1998 (print)
Second edition published 2004 (print)
Third edition published 2008 (print)
Fourth edition published 2015 (print and electronic)

© Pearson Education Limited 1998, 2004, 2008, (print)
© Pearson Education Limited 2015 (print and electronic)

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ISBN: 978-1-292-06593-9 (print)
978-1-292-07775-8 (PDF)
978-1-292-07774-1 (eText)

British Library Cataloguing-in-Publication Data

A catalogue record for the print edition is available from the British Library

Library of Congress Cataloging-in-Publication Data

A catalog record for the print edition is available from the Library of Congress

10 9 8 7 6 5 4 3 2 1
19 18 17 16 15

Cover: Dubai Meydan bridge, ALMSAEED/Getty Images

Print edition typeset in 10/12 Times by 73
Printed in Slovakia by Neografia

NOTE THAT ANY PAGE CROSS REFERENCES REFER TO THE PRINT EDITION

To Kate and Harvey (AC)

To Kathy (RD)

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Brief contents

<i>Contents</i>	<i>ix</i>
<i>Publisher's acknowledgements</i>	<i>xv</i>
<i>Preface</i>	<i>xvi</i>
<i>Using mathematical software packages</i>	<i>xx</i>
1 Arithmetic	1
2 Fractions	16
3 Decimal numbers	33
4 Percentage and ratio	43
5 Basic algebra	55
6 Functions and mathematical models	134
7 Polynomial equations, inequalities, partial fractions and proportionality	208
8 Logarithms and exponentials	279
9 Trigonometry	325

10	Further trigonometry	391
11	Complex numbers	440
12	Matrices and determinants	499
13	Using matrices and determinants to solve equations	576
14	Vectors	643
15	Differentiation	710
16	Techniques and applications of differentiation	735
17	Integration	790
18	Applications of integration	859
19	Sequences and series	907
20	Differential equations	937
21	Functions of more than one variable and partial differentiation	1008
22	The Laplace transform	1040
23	Statistics and probability	1073
24	An introduction to Fourier series and the Fourier transform	1157
	<i>Typical examination papers</i>	1178
	<i>Appendix 1: SI units and prefixes</i>	1184
	<i>Index</i>	1185



Contents

<i>Publisher's acknowledgements</i>	xv
<i>Preface</i>	xvi
<i>Using mathematical software packages</i>	xx
1 Arithmetic	1
Block 1 Operations on numbers	3
Block 2 Prime numbers and prime factorisation	10
End of chapter exercises	15
2 Fractions	16
Block 1 Introducing fractions	18
Block 2 Operations on fractions	23
End of chapter exercises	31
3 Decimal numbers	33
Block 1 Introduction to decimal numbers	35
Block 2 Significant figures	40
End of chapter exercises	41
4 Percentage and ratio	43
Block 1 Percentage	45
Block 2 Ratio	49
End of chapter exercises	54

5	Basic algebra	55
	Block 1 Mathematical notation and symbols	57
	Block 2 Indices	70
	Block 3 Simplification by collecting like terms	86
	Block 4 Removing brackets	89
	Block 5 Factorisation	97
	Block 6 Arithmetic of algebraic fractions	104
	Block 7 Formulae and transposition	117
	End of chapter exercises	131
6	Functions and mathematical models	134
	Block 1 Basic concepts of functions	136
	Block 2 The graph of a function	145
	Block 3 Composition of functions	153
	Block 4 One-to-one functions and inverse functions	156
	Block 5 Parametric representation of a function	163
	Block 6 Describing functions	166
	Block 7 The straight line	175
	Block 8 Common engineering functions	189
	End of chapter exercises	205
7	Polynomial equations, inequalities, partial fractions and proportionality	208
	Block 1 Solving linear equations	211
	Block 2 Solving quadratic equations	221
	Block 3 Factorising polynomial expressions and solving polynomial equations	234
	Block 4 Solving simultaneous equations	243
	Block 5 Solution of inequalities	252
	Block 6 Partial fractions	261
	Block 7 Proportionality	272
	End of chapter exercises	276
8	Logarithms and exponentials	279
	Block 1 The exponential function	281
	Block 2 Logarithms and their laws	296
	Block 3 Solving equations involving logarithms and exponentials	306
	Block 4 Applications of logarithms	311
	End of chapter exercises	322
9	Trigonometry	325
	Block 1 Angles	327
	Block 2 The trigonometrical ratios	331
	Block 3 The trigonometrical ratios in all quadrants	342

Block 4	Trigonometrical functions and their graphs	350
Block 5	Trigonometrical identities	362
Block 6	Trigonometrical equations	367
Block 7	Engineering waves	376
	End of chapter exercises	389
10	Further trigonometry	391
Block 1	Pythagoras's theorem and the solution of right-angled triangles	393
Block 2	Solving triangles using the sine rule	403
Block 3	Solving triangles using the cosine rule	409
Block 4	Surveying	414
Block 5	Resolution and resultant of forces	425
	End of chapter exercises	437
11	Complex numbers	440
Block 1	Arithmetic of complex numbers	442
Block 2	The Argand diagram and polar form of a complex number	453
Block 3	The exponential form of a complex number	468
Block 4	De Moivre's theorem	474
Block 5	Solving equations and finding roots of complex numbers	482
Block 6	Phasors	490
	End of chapter exercises	496
12	Matrices and determinants	499
Block 1	Introduction to matrices	501
Block 2	Multiplication of matrices	511
Block 3	Determinants	520
Block 4	The inverse of a matrix	539
Block 5	Computer graphics	548
	End of chapter exercises	571
13	Using matrices and determinants to solve equations	576
Block 1	Cramer's rule	579
Block 2	Using the inverse matrix to solve simultaneous equations	583
Block 3	Gaussian elimination	591
Block 4	Eigenvalues and eigenvectors	604
Block 5	Iterative techniques	620
Block 6	Electrical networks	629
	End of chapter exercises	639
14	Vectors	643
Block 1	Basic concepts of vectors	645
Block 2	Cartesian components of vectors	659

Block 3	The scalar product, or dot product	677
Block 4	The vector product, or cross product	689
Block 5	The vector equation of a line and a plane	700
	End of chapter exercises	708
15	Differentiation	710
Block 1	Interpretation of a derivative	712
Block 2	Using a table of derivatives	721
Block 3	Higher derivatives	730
	End of chapter exercises	733
16	Techniques and applications of differentiation	735
Block 1	The product rule and the quotient rule	737
Block 2	The chain rule	743
Block 3	Implicit differentiation	749
Block 4	Parametric differentiation	755
Block 5	Logarithmic differentiation	759
Block 6	Tangents and normals	763
Block 7	Maximum and minimum values of a function	773
	End of chapter exercises	787
17	Integration	790
Block 1	Integration as differentiation in reverse	792
Block 2	Definite integrals	804
Block 3	The area bounded by a curve	811
Block 4	Computational approaches to integration	821
Block 5	Integration by parts	831
Block 6	Integration by substitution	838
Block 7	Integration using partial fractions	849
Block 8	Integration of trigonometrical functions	852
	End of chapter exercises	856
18	Applications of integration	859
Block 1	Integration as the limit of a sum	861
Block 2	Volumes of revolution	867
Block 3	Calculating centres of mass	874
Block 4	Moment of inertia	887
Block 5	The length of a curve and the area of a surface of revolution	893
Block 6	The mean value and root-mean-square value of a function	899
	End of chapter exercises	906

19	Sequences and series	907
Block 1	Sequences and series	909
Block 2	Sums of whole numbers, their squares and cubes	920
Block 3	Pascal's triangle and the binomial theorem	923
Block 4	Taylor series and Maclaurin series	929
	End of chapter exercises	935
20	Differential equations	937
Block 1	Basic concepts of differential equations	940
Block 2	Separation of variables	955
Block 3	Solving first-order linear equations using an integrating factor	963
Block 4	Computational approaches to differential equations	971
Block 5	Second-order linear constant-coefficient equations I	981
Block 6	Second-order linear constant-coefficient equations II	994
	End of chapter exercises	1006
21	Functions of more than one variable and partial differentiation	1008
Block 1	Functions of two independent variables, and their graphs	1010
Block 2	Partial differentiation	1020
Block 3	Higher-order derivatives	1029
Block 4	Stationary values of a function of two variables	1033
	End of chapter exercises	1038
22	The Laplace transform	1040
Block 1	The Laplace transform	1042
Block 2	The inverse Laplace transform	1051
Block 3	Solving differential equations using the Laplace transform	1060
	End of chapter exercises	1070
23	Statistics and probability	1073
Block 1	Data	1075
Block 2	Data averages	1077
Block 3	Variation of data	1085
Block 4	Elementary probability	1090
Block 5	Laws of probability	1099
Block 6	Probability distributions	1113
Block 7	The binomial distribution	1121
Block 8	The Poisson distribution	1129
Block 9	The normal distribution	1138
	End of chapter exercises	1154

24	An introduction to Fourier series and the Fourier transform	1157
	Block 1 Periodic waveforms and their Fourier representation	1159
	Block 2 Introducing the Fourier transform	1169
	End of chapter exercises	1176
	<i>Typical examination papers</i>	1178
	<i>Appendix 1: SI units and prefixes</i>	1184
	<i>Index</i>	1185

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Lecturer Resources

For password-protected online resources tailored to support the use of this textbook in teaching, please visit www.pearsoned.co.uk/croft



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Preface

Audience

This book has been written to serve the mathematical needs of students engaged in a first course in engineering or technology at degree level. Students of a very wide range of these programmes will find that the book contains the mathematical methods they will meet in a first-year course in most UK universities. So the book will satisfy the needs of students of aeronautical, automotive, chemical, civil, electronic and electrical, systems, mechanical, manufacturing, and production engineering, and other technological fields. Care has been taken to include illustrative examples from these disciplines where appropriate.

Aims

There are two main aims of this book.

Firstly, we wish to provide a readable, accessible and student-friendly introduction to mathematics for engineers and technologists at degree level. Great care has been taken with explanations of difficult concepts, and wherever possible statements are made in everyday language, as well as symbolically. It is the use of symbolic notation that seems to cause many students problems, and we hope that we have gone a long way to alleviate such problems.

Secondly, we wish to develop in the reader the confidence and competence to handle mathematical methods relevant to engineering and technology through an interactive approach to learning. You will find that the book encourages you to take an active part in the learning process – this is an essential ingredient in the learning of mathematics.

The structure of this book

The book has been divided into 24 chapters. Each chapter is subdivided into a unit called a **block**. A block is intended to be a self-contained unit of study. Each block has a brief introduction to the material in it, followed by explanations, examples and applications. Important results and key points are highlighted. Many of the examples require you to participate in the problem-solving process, and so you will need to have pens or pencils, scrap paper and a scientific calculator to hand. We say more about this aspect below. Solutions to these examples are all given alongside.

Each block also contains a number of practice exercises, and the solutions to these are placed immediately afterwards. This avoids the need for searching at the back of the book for solutions. A further set of exercises appears at the end of each block.

At the end of each chapter you will find end of chapter exercises, which are designed to consolidate and draw together techniques from all the blocks within the chapter.

Some sections contain computer or calculator exercises. These are denoted by the computer icon. It is not essential that these are attempted, but those of you with access to graphical calculators or computer software can see how these modern technologies can be used to speed up long and complicated calculations.



Learning mathematics

In mathematics almost all early building blocks are required in advanced work. New ideas are usually built upon existing ones. This means that, if some early topics are not adequately mastered, difficulties are almost certain to arise later on. For example, if you have not mastered the arithmetic of fractions, then you will find some aspects of algebra confusing. Without a firm grasp of algebra you will not be able to perform the techniques of calculus, and so on. It is therefore essential to try to master the full range of topics in your mathematics course and to remedy deficiencies in your prior knowledge.

Learning mathematics requires you to participate actively in the learning process. This means that in order to get a sound understanding of any mathematical topic it is essential that you actually perform the calculations yourself. You can't learn mathematics by being a spectator. *You* must use *your* brain to solve the problem, and *you* must write out the solution. These are essential parts of the learning process. It is not sufficient to watch someone else solve a similar problem, or to read a solution in a book, although these things of course can help. The test of real understanding and skill is whether or not you can do the necessary work on your own.

How to use this book

This book contains hundreds of fully worked examples. When studying such an example, read it through carefully and ensure you understand each stage of the calculation.

A central feature of the book is the use of interactive examples that require the reader to participate actively in the learning process. These examples are indicated



by the pencil icon. Make sure you have to hand scrap paper, pens or pencils and a calculator. Interactive examples contain ‘empty boxes’ and ‘completed boxes’. An empty box indicates that a calculation needs to be performed by you. The corresponding completed box on the right of the page contains the calculation you should have performed. When working through an interactive example, cover up the completed boxes, perform a calculation when prompted by an empty box, and then compare your work with that contained in the completed box. Continue in this way through the entire example. Interactive examples provide some help and structure while also allowing you to test your understanding.

Sets of exercises are provided regularly throughout most blocks. Try these exercises, always remembering to check your answers with those provided. Practice enhances understanding, reinforces the techniques, and aids memory. Carrying out a large number of exercises allows you to experience a greater variety of problems, thus building your expertise and developing confidence.

Content

The content of the book reflects that taught to first-year engineering and technology students in the majority of UK universities. However, particular care has been taken to develop algebraic skills from first principles and to give students plenty of opportunity to practise using these. It is our firm belief, based on recent experience of teaching engineering undergraduates, that many will benefit from this material because they have had insufficient opportunity in their previous mathematical education to develop such skills fully. Inevitably the choice of contents is a compromise, but the topics covered were chosen after wide consultation coupled with many years of teaching experience. Given the constraint of space we believe our choice is optimal.

Use of modern IT aids

One of the main developments in the teaching of engineering mathematics in recent years has been the widespread availability of sophisticated computer software and its adoption by many educational institutions. Once a firm foundation of techniques has been built, we would encourage its use, and so we have made general references at several points in the text. In addition, in some blocks we focus specifically on two common packages (Matlab and Maple), and these are introduced in the ‘Using mathematical software packages’ section on page xx. Many features available in software packages can also be found in graphical calculators.

Addition for the fourth edition


We have been delighted with the positive response to *Mathematics for Engineers* since it was first published in 1998. In writing this fourth edition we have been guided and helped by the numerous comments from both staff and students. For these comments, we express our thanks. Our special thanks go to Patrick Bond and Rufus Curnow for the opportunity to write this edition.

This fourth edition has been enhanced by the addition of over 20 extra worked examples from the various fields of engineering. Applicability lies at the heart of engineering mathematics. We believe these additional examples serve to reinforce the crucial role that mathematics plays in engineering. We hope that you agree.

We wish you enjoyment and good luck.

Anthony Croft and Robert Davison

February 2015



Using mathematical software packages

One of the main developments influencing the learning and teaching of engineering mathematics in recent years has been the widespread availability of sophisticated computer software and its adoption by many educational institutions.

As engineering students, you will meet a range of software in your studies. It is also highly likely that you will have access to specialist mathematical software. Two software packages that are particularly useful for engineering mathematics, and which are referred to on occasions throughout this book, are Matlab and Maple. There are others, and you should enquire about the packages that have been made available for your use. A number of these packages come with specialist tools for subjects such as control theory and signal processing, so that you will find them useful in other subjects that you study.

Common features of all these packages include:

- the facility to plot two- and three-dimensional graphs;
- the facility to perform calculations with symbols (e.g. a^2 , $x + y$, as opposed to just numbers) including the solution of equations.

In addition, some packages allow you to write computer programs of your own that build upon existing functionality, and enable the experienced user to create powerful tools for the solution of engineering problems.

The facility to work with symbols, as opposed to just numbers, means that these packages are often referred to as **computer algebra systems** or **symbolic processors**. You will be able to enter mathematical expressions, such as $(x + 2)(x - 3)$ or $\frac{t - 6}{t^2 + 2t + 1}$, and subject them to all of the common mathematical operations: simplification, factorisation, differentiation, integration, and much more. You will be able to perform calculations with vectors and matrices. With experience you will find that lengthy, laborious work can be performed at the click of a button.

The particular form in which a mathematical problem is entered – that is, the syntax – varies from package to package. Raising to a power is usually performed using the symbol \wedge . Some packages are menu driven, meaning that you can often select symbols from a menu or toolbar. At various places in the text we have provided examples of this for illustrative purposes. This textbook is not intended to be a manual for any of the packages described. For thorough details you will need to refer to the manual provided with your software or its on-line help.

At first sight you might be tempted to think that the availability of such a package removes the need for you to become fluent in algebraic manipulation and other mathematical techniques. We believe that the converse of this is true. These packages are sophisticated, professional tools, and as such require the user to have a good understanding of the functions they perform, and particularly their limitations. Furthermore, the results provided by the packages can be presented in a variety of forms (as you will see later in the book), and only with a thorough understanding of the mathematics will you be able to appreciate different, yet correct, equivalent forms, and distinguish these from incorrect output.

Figure 1 shows a screenshot from Maple in which we have defined the function $f(x) = x^2 + 3x - 2$ and plotted part of its graph. Note that Maple requires the following particular syntax to define the function: $f := x \rightarrow x^2 + 3x - 2$. The quantity x^2 is input as $x^{\wedge}2$.

Finally, Figure 2 shows a screenshot from the package Matlab. Here the package is being used to obtain a three-dimensional plot of the surface $z = \sin(x^2 + y^2)$ as described in Chapter 21. Observe the requirement of Matlab to input x^2 as $x \cdot \wedge 2$.

Figure 1

A screenshot from Maple showing the package being used to define the function $f(x) = x^2 + 3x - 2$ and plot its graph.

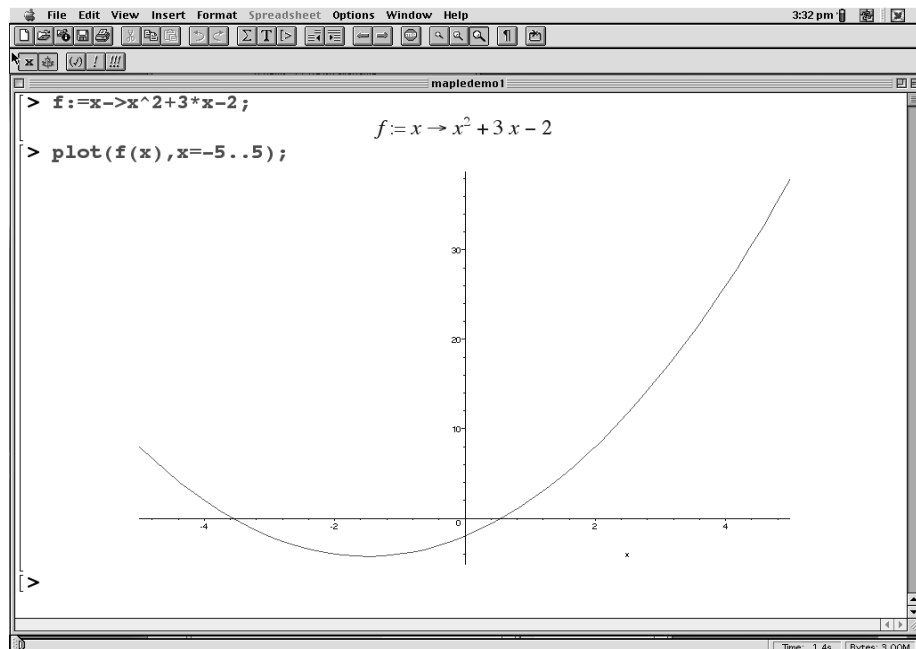
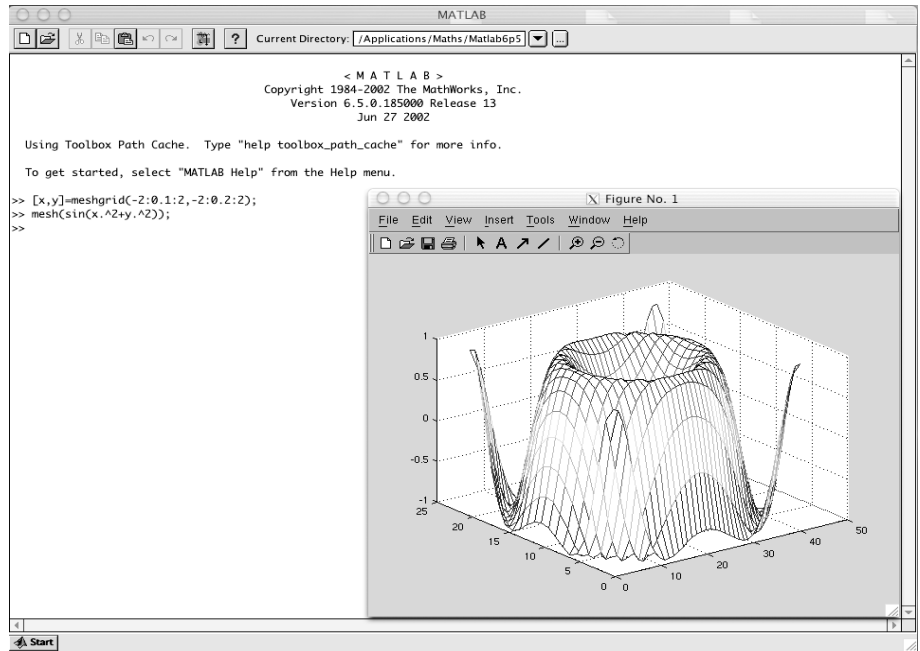


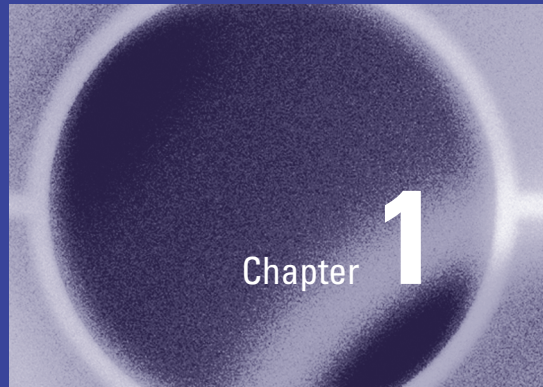
Figure 2

A screenshot from Matlab showing the package being used to plot a three-dimensional graph.



Where appropriate we would encourage you to explore the use of packages such as these. Through them you will find that whole new areas of engineering mathematics become accessible to you, and you will develop skills that will help you to solve engineering problems that you meet in other areas of study and in the workplace.

Arithmetic



This chapter reminds the reader of the arithmetic of whole numbers. Arithmetic is the study of numbers. A mastery of numbers and the ways in which we manipulate and operate on them is essential. This mastery forms the bedrock for further study in the field of algebra.

Block 1 introduces some essential terminology and explains rules that determine the order in which operations must be performed. Block 2 focuses on prime numbers. These are numbers that cannot be expressed as the product of two smaller numbers.

Chapter 1 contents

Block 1 Operations on numbers

Block 2 Prime numbers and prime factorisation

End of chapter exercises

1.1 Introduction

Whole numbers are the numbers $\dots -3, -2, -1, 0, 1, 2, 3 \dots$. Whole numbers are also referred to as **integers**. The **positive integers** are $1, 2, 3, 4, \dots$. The **negative integers** are $\dots, -4, -3, -2, -1$. The \dots indicates that the sequence of numbers continues indefinitely. The number 0 is an integer but it is neither positive nor negative.

Given two or more whole numbers it is possible to perform an **operation** on them. The four arithmetic operations are addition (+), subtraction (−), multiplication (\times) and division (\div).

Addition (+)

We say that $4 + 5$ is the **sum** of 4 and 5. Note that $4 + 5$ is equal to $5 + 4$ so that the order in which we write down the numbers does not matter when we are adding them. Because the order does not matter, addition is said to be **commutative**. When more than two numbers are added, as in $4 + 8 + 9$, it makes no difference whether we add the 4 and 8 first to get $12 + 9$, or whether we add the 8 and 9 first to get $4 + 17$. Whichever way we work we shall obtain the same result, 21. This property of addition is called **associativity**.

Subtraction (−)

We say that $8 - 3$ is the **difference** of 8 and 3. Note that $8 - 3$ is not the same as $3 - 8$ and so the order in which we write down the numbers is important when we are subtracting them. Subtraction is not commutative. Adding a negative number is equivalent to subtracting a positive number; thus $5 + (-2) = 5 - 2 = 3$. Subtracting a negative number is equivalent to adding a positive number: thus $7 - (-3) = 7 + 3 = 10$.

Key point

Adding a negative number is equivalent to subtracting a positive number.
Subtracting a negative number is equivalent to adding a positive number.

Multiplication (\times)

The instruction to multiply the numbers 6 and 7 is written 6×7 . This is known as the **product** of 6 and 7. Sometimes the multiplication sign is missed out altogether and we write (6)(7). An alternative and acceptable notation is to use a dot to represent multiplication and so we could write $6 \cdot 7$, although if we do this care must be taken not to confuse this multiplication dot with a decimal point.

Note that $(6)(7)$ is the same as $(7)(6)$ so multiplication of numbers is commutative. If we are multiplying three numbers, as in $2 \times 3 \times 4$, we obtain the same result if we multiply the 2 and the 3 first to get 6×4 , as if we multiply the 3 and the 4 first to get 2×12 . Either way the result is 24. This property of multiplication is known as **associativity**.

Recall that when multiplying positive and negative numbers the sign of the result is given by the following rules:

Key point

$(\text{positive}) \times (\text{positive}) = \text{positive}$
 $(\text{positive}) \times (\text{negative}) = \text{negative}$
 $(\text{negative}) \times (\text{positive}) = \text{negative}$
 $(\text{negative}) \times (\text{negative}) = \text{positive}$

For example, $(-4) \times 5 = -20$ and $(-3) \times (-6) = 18$.

Division (\div)

The quantity $8 \div 4$ means 8 divided by 4. This is also written as $8/4$ or $\frac{8}{4}$ and is known as the **quotient** of 8 and 4. We refer to a number of the form p/q when p and q are whole numbers as a **fraction**. In the fraction $\frac{8}{4}$ the top line is called the **numerator** and the bottom line is called the **denominator**. Note that $8/4$ is not the same as $4/8$ and so the order in which we write down the numbers is important. Division is not commutative. Division by 0 is never allowed: that is, the denominator of a fraction must never be 0. When dividing positive and negative numbers recall the following rules for determining the sign of the result:

Key point

$\frac{\text{positive}}{\text{positive}} = \text{positive}$
 $\frac{\text{positive}}{\text{negative}} = \text{negative}$
 $\frac{\text{negative}}{\text{positive}} = \text{negative}$
 $\frac{\text{negative}}{\text{negative}} = \text{positive}$

Example 1.1

Evaluate

- the sum of 9 and 4
- the sum of 9 and -4
- the difference of 6 and 3

- (d) the difference of 6 and -3
- (e) the product of 9 and 3
- (f) the product of -9 and 3
- (g) the product of -9 and -3
- (h) the quotient of 10 and 2
- (i) the quotient of 10 and -2
- (j) the quotient of -10 and -2

Solution

- (a) $9 + 4 = 13$
- (b) $9 + (-4) = 9 - 4 = 5$
- (c) $6 - 3 = 3$
- (d) $6 - (-3) = 6 + 3 = 9$
- (e) $9 \times 3 = 27$
- (f) $(-9) \times 3 = -27$
- (g) $(-9) \times (-3) = 27$
- (h) $\frac{10}{2} = 5$
- (i) $\frac{10}{-2} = -5$
- (j) $\frac{-10}{-2} = 5$

Example 1.2 Reliability Engineering – Time between breakdowns

Reliability engineering is concerned with managing the risks associated with breakdown of equipment and machinery, particularly when such a breakdown is life-critical or when it can have an adverse effect on business. In Chapter 23 we will discuss the Poisson probability distribution which is used to model the number of breakdowns occurring in a specific time interval. Of interest to the reliability engineer is both the average number of breakdowns in a particular time period and the average time between breakdowns. The **breakdown rate** is the number of breakdowns per unit time.

Suppose a reliability engineer monitors a piece of equipment for a 48-hour period and records the number of times that a safety switch trips. Suppose the engineer found that there were three trips in the 48-hour period.

- (a) Assuming that the machine can be restarted instantly, calculate the average time between trips. This is often referred to as the **inter-breakdown** or **inter-arrival time**.
- (b) Calculate the breakdown rate per hour.

Solution

- (a) With three trips in 48 hours, on average, there will be one trip every 16 hours. Assuming that the machine can be restarted instantly, the average time between trips is 16 hours. This is the inter-breakdown time.
- (b) In 16 hours there is one trip. This is equivalent to saying that the breakdown rate is $\frac{1}{16}$ of a trip per hour.
More generally,

$$\text{the breakdown rate} = \frac{1}{\text{the inter-breakdown time}}$$

Exercises

- 1 Find the sum of -9 and 11 .
- 2 Find the product of 13 and 9 .
- 3 Find the difference of 11 and 4 .
- 4 Find the quotient of 100 and 5 .
- 5 **Manufacturing Engineering – Production of components.** A production line works 14 hours

per day and produces 60 electrical components every hour. Find the number of components produced during a working week of 5 days.

- 6 **Computer Networking – Routing of data.** Computer network traffic can be routed along any of four routes. If a total of 1680 Mbit/s are distributed equally along the four routes, calculate the data rate on each. If one of the routes is disabled, calculate the data rate on each of the three remaining routes.

Solutions to exercises

- | | | | |
|---|-----|---|------------------------|
| 1 | 2 | 4 | 20 |
| 2 | 117 | 5 | 4200 |
| 3 | 7 | 6 | 420 Mbit/s, 560 Mbit/s |

1.2 Order of operations

The order in which the four operations are carried out is important but may not be obvious when looking at an expression. Consider the following case. Suppose we wish to evaluate $2 \times 3 + 4$. If we carry out the multiplication first the result is $2 \times 3 + 4 = 6 + 4 = 10$. However, if we carry out the addition first the result is $2 \times 3 + 4 = 2 \times 7 = 14$. Clearly we need some rules that specify the order in which the various operations are performed. Fortunately there are rules, called **precedence rules**, that tell us the priority of the various operations – in other words, the order in which they are carried out.

Knowing the order in which operations will be carried out becomes particularly important when programming using software such as Maple, Matlab and Excel if you are to avoid unexpected and erroneous results.

To remind us of the order in which to carry out these operations we can make use of the BODMAS rule. BODMAS stands for:

Key point

Brackets, ()	first priority
Of, \times	} second priority
Division, \div	
Multiplication, \times	
Addition, $+$	} third priority
Subtraction, $-$	

Here ‘of’ means the same as multiply, as in ‘a half of 6’ means $\frac{1}{2} \times 6$.

Later in Chapter 5 we meet a further operation called **exponentiation**. We shall see that exponentiation should be carried out once brackets have been dealt with.

Example 1.3

Evaluate

- (a) $2 \times 3 + 4$
- (b) $6 \div 2 - 1$
- (c) $2 \times (3 + 4)$
- (d) $6 \div (2 - 1)$

Solution

- (a) There are two operations in the expression: multiplication and addition. Multiplication has a higher priority than addition and so is carried out first.

$$\begin{aligned} 2 \times 3 + 4 &= 6 + 4 \\ &= 10 \end{aligned}$$

- (b) There are two operations: division and subtraction. Division is carried out first.

$$\begin{aligned} 6 \div 2 - 1 &= 3 - 1 \\ &= 2 \end{aligned}$$

- (c) The bracketed expression, $(3 + 4)$, is evaluated first, even though the addition has a lower priority than multiplication.

$$\begin{aligned} 2 \times (3 + 4) &= 2 \times 7 \\ &= 14 \end{aligned}$$

- (d) The bracketed expression is evaluated first.

$$\begin{aligned} 6 \div (2 - 1) &= 6 \div 1 \\ &= 6 \end{aligned}$$

This example illustrates the crucial difference that brackets can make to the value of an expression.

When all the operations in an expression have the same priority, then we simply work from left to right.

Example 1.4

Evaluate

- (a) $9 + 3 - 6 + 2 - 4$
- (b) $12 \times 2 \div 4 \times 3$

Solution

- (a) Noting that the operations addition and subtraction have the same priority we work from left to right thus:

$$\begin{aligned} 9 + 3 - 6 + 2 - 4 &= 12 - 6 + 2 - 4 \\ &= 6 + 2 - 4 \\ &= 8 - 4 \\ &= 4 \end{aligned}$$

(b) Since multiplication and division have equal priority we work from left to right.

$$\begin{aligned} 12 \times 2 \div 4 \times 3 &= 24 \div 4 \times 3 \\ &= 6 \times 3 \\ &= 18 \end{aligned}$$



Example 1.5

Evaluate

(a) $27 \div (7 - 4) + 3 \times 4$

(b) $[(6 \times 2) \div (1 + 2)] \div [3 + 5 - 7 + 3]$

Solution

(a) Evaluation of the expression in brackets is performed first to give

$$27 \div 3 + 3 \times 4$$

The resulting expression contains the operations of division, multiplication and addition. Division and multiplication have higher priority than addition and so are performed first, from left to right. This produces

$$9 + 12$$

Hence the result is 21.

(b) Evaluating the innermost bracketed expressions gives:

$$[12 \div 3] \div [3 + 5 - 7 + 3]$$

Evaluating each of the two remaining bracketed expressions results in

$$4 \div 4$$

and so the final result is 1.

Often a division line replaces bracketed quantities. For example, in the expression

$$\frac{7 + 9}{3 + 1}$$

there is an implied bracketing of the numerator and denominator, meaning

$$\frac{(7 + 9)}{(3 + 1)}$$

The bracketed quantities would be evaluated first, resulting in $\frac{16}{4}$, which simplifies to 4.

Exercises

1 Evaluate the following arithmetic expressions using the rules for priority of operations:

(a) $12 \div 2 \times 6$

(b) $12 \times 6 \div 2$

(c) $12 \div (2 \times 6)$

(d) $(12 \div 2) \times 6$

(e) $12 + 6 \div 2$

(f) $12 \div 6 + 2$

(g) $\frac{8 - 2}{2 + 1}$

(h) $\frac{-10 \div 2}{-6 + 1}$

- 2 Insert an appropriate mathematical operation as indicated in order to make the given expression correct:

(a) $11 - (5 ? 3) \times 2 = 7$

(b) $12 \times (15 ? 5) + 9 = 45$

(c) $\frac{5 + (14 ? 2)}{4} = 3$

Solutions to exercises

- 1 (a) 36 (b) 36 (c) 1 (d) 36 (e) 15
(f) 4 (g) 2 (h) 1

- 2 (a) $-$ (b) \div (c) \div

End of block exercises

- 1 Find
(a) the product of 11 and 4
(b) the sum of -16 and 3
(c) the difference of 12 and 9
(d) the quotient of 12 and -2

- 2 Evaluate the following arithmetical expressions:

- (a) $10 - 5 + 2$
(b) $10 - (5 + 2)$
(c) $10 \div 5 + 2$
(d) $10 \times 5 + 2$
(e) $10 \times (5 + 2)$

- 3 Evaluate the following expressions:

- (a) $6 - 4 \times 2 + 3$
(b) $6 - 4 \div 2 + 3$
(c) $(6 - 4) \times 2 + 3$
(d) $(6 - 4) \times (2 + 3)$
(e) $(6 - 4 \div 2) + 3$

- 4 Evaluate

$$\frac{9 + 3 \times 3}{10 - 3 \div 3}$$

Solutions to exercises

- 1 (a) 44 (b) -13 (c) 3 (d) -6

- 2 (a) 7 (b) 3 (c) 4 (d) 52 (e) 70

- 3 (a) 1 (b) 7 (c) 7 (d) 10 (e) 7

- 4 2