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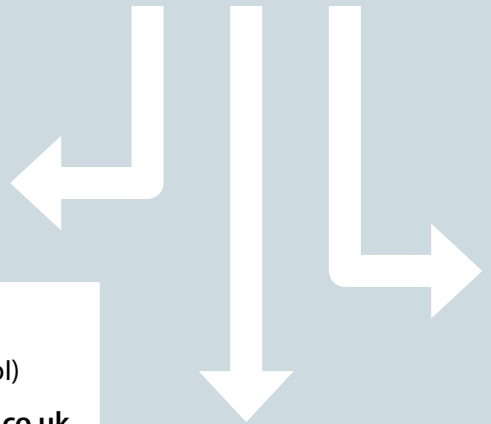
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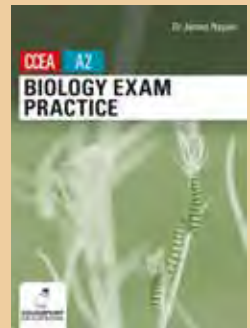


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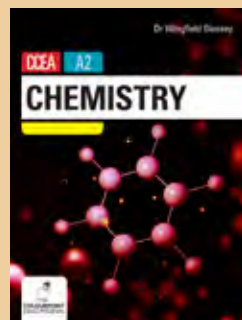
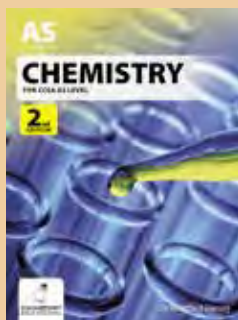
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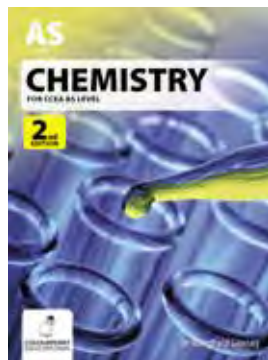
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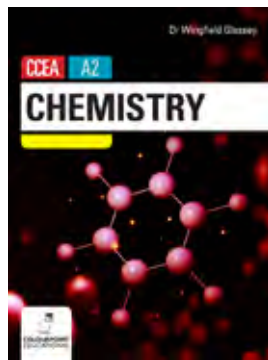
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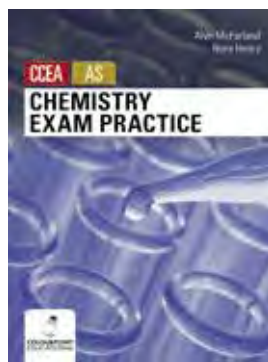
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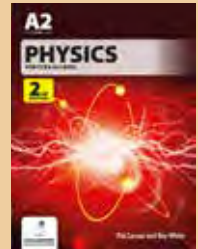
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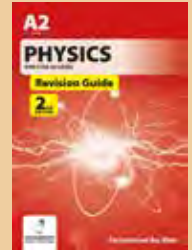
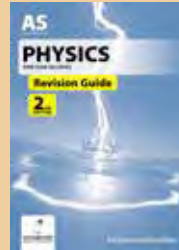
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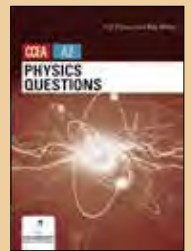
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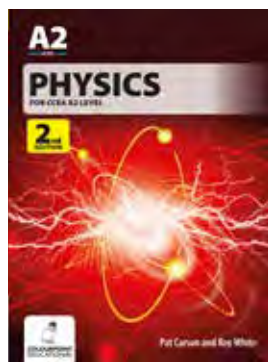
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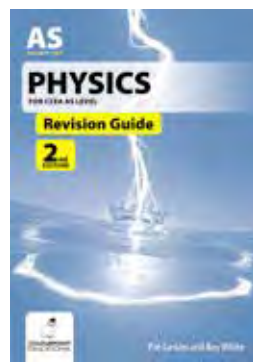
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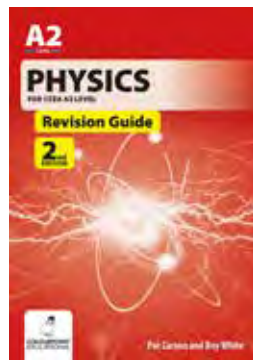
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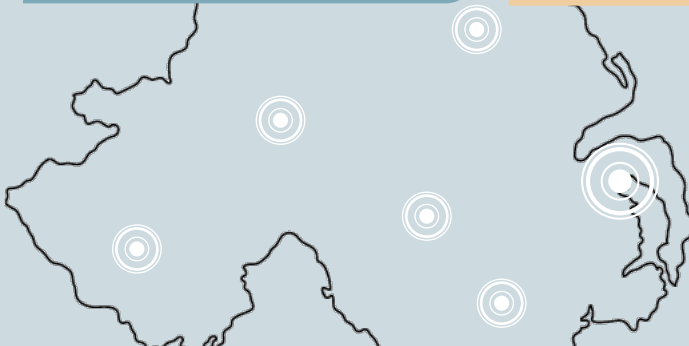
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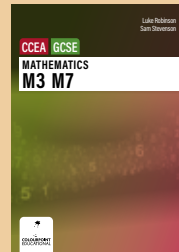
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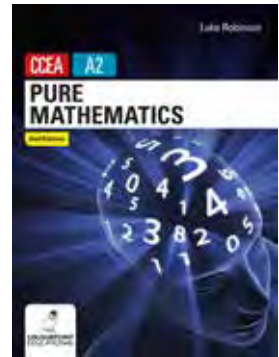
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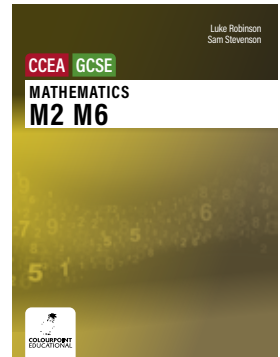
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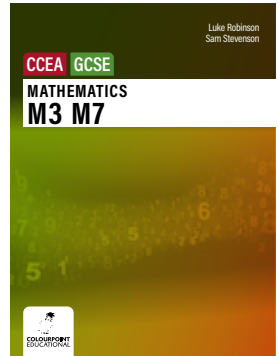
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Chapter 12 Real-Life Linear Graphs

12.1 Introduction

Linear graphs, or straight-line graphs, are a common way to represent data in the real world. They can be used to show how things change over time, or to compare two different quantities. In the previous chapter you learnt how to plot a straight-line graph from its equation, for example $y = 2x + 1$.

In this chapter, you will learn how to use linear graphs to model and solve real-world situations, such as the growth of a population or the distance travelled by a car on a certain amount of petrol.

In the previous chapter you also learnt how to calculate the gradient of a linear graph. In the work on real-life graphs in this chapter, you will learn how to interpret the gradient in the context of the question.

Key words

- **Linear graph:** A straight-line graph.
- **Gradient:** A measure of the steepness of the line.

Before you start you should know how to:

- Plot a straight-line graph.
- Calculate the gradient of a straight-line graph.

In this chapter you will learn how to:

- Use linear graphs to model and solve real-world situations.
- Calculate the gradient of a real-life linear graph and how to interpret the gradient in the context of the question.

Exercise 12A (Revision)

1. (a) Copy and complete the table of values, using the equation $y = -\frac{1}{2}x + 3$

x	-4	-2	0	2	4	6
y	5			1		

(b) Draw coordinate axes, using values -4 to 6 on the x -axis and 0 to 6 on the y -axis. Using the values in your table, plot the line $y = -\frac{1}{2}x + 3$.

(c) Using two points on your straight line, calculate the line's gradient.

2. Without plotting the points on a graph, calculate the gradient of the straight line between each pair of points.

(a) (8, 6) and (4, 4) (b) (-4, -1) and (4, 1) (c) (18, 4) and (26, 2) (d) (-0.5, 2) and (3.5, 6)

12.2 Modelling Using Linear Graphs

We can often use a straight-line graph to represent a real-life situation. When we do this, we say we are **modelling** that situation. Here are some examples of how linear graphs can be used to model real-world situations:

- To show the relationship between the price of a product and the number of items bought.
- To calculate the distance travelled by a car using different amounts of petrol.
- To show how the population of a city changes over time.

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M2 M6 MATHEMATICS

Example 1

A car can travel 40 miles on one gallon of petrol.

(a) Copy and complete the table below.

Gallons of petrol used	1	2	4	5	7.5	10
Miles travelled	40					400

(b) Draw coordinate axes, using values 0 to 10 on the horizontal axis and from 0 to 400 in steps of 50 on the vertical axis. Draw a straight-line graph of the number of miles travelled on the vertical axis against the number of gallons of petrol used on the horizontal axis.

(c) Use your graph to estimate the number of miles travelled if 3 gallons of petrol are used.

(d) Use your graph to estimate the number of gallons of petrol used for a journey of 250 miles.

(e) A car is going on a long journey of 1000 miles. How could you use your graph to estimate the amount of petrol used?

(a) **Gallons of petrol used**

Gallons of petrol used	1	2	4	5	7.5	10
Miles travelled	40	80	160	200	300	400

(b) The points are plotted in red on the graph below and the straight-line graph is drawn between the points.

(c) From the dashed construction lines on the graph, when 3 gallons of petrol are used, a journey of roughly 120 miles can be completed.

(d) From the grey construction lines on the graph, when 250 miles are travelled, the petrol consumption is about 6.2 gallons.

(e) There are many different methods that you could use to answer this question. For example, from the graph we can see that a journey of 100 miles uses about 2.5 gallons of petrol. Multiplying by 10, a journey of 1000 miles uses about 25 gallons of petrol.

Note: This method of multiplying can only be used when the straight-line graph passes through the point (0, 0).

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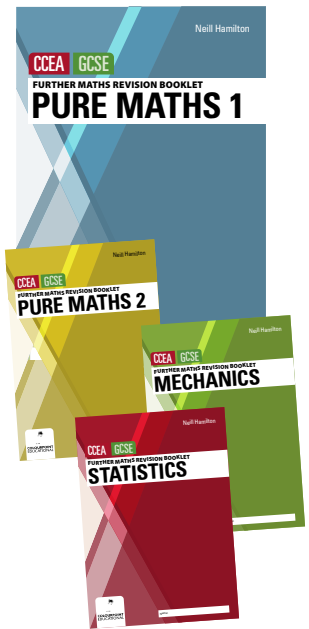


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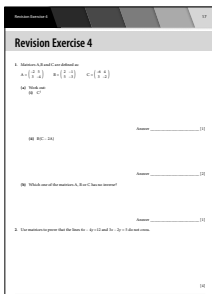
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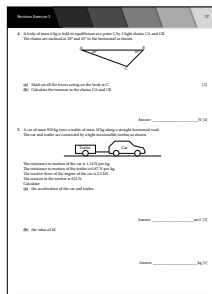
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Sample pages

M2

Revision Exercise 5 31

Revision Exercise 5

1. (a) P and Q have coordinates $(-3, 1)$ and $(5, 5)$ respectively. Calculate:
 (i) the midpoint of PQ Answer _____
 (ii) the length of the line PQ correct to 3 significant figures. Answer _____

(b) 

ABC is a tile in a child's mosaic. It is a right angled triangle.
 $AB = 2.4$ cm and $BC = 6.2$ cm.
 Calculate:
 (i) the area of ABC. Answer _____ cm²
 (ii) the length of AC. Answer _____ cm

2. (a) Write the number 60 as a product of its prime factors. Answer _____

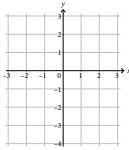
(b) Find the LCM (lowest common multiple) of 60 and 42. Answer _____

(c) Find the HCF (highest common factor) of 60 and 42. Answer _____

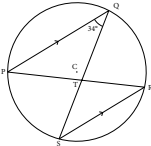
M4

Revision Exercise 1 6

6. ABC is a triangle. $A(2, -4)$, $B(3, 2)$, $C(-3, 3)$. Prove that ABC is a right-angled triangle.



7. C is the centre of the circle shown below: PQ is parallel to SR. $\angle PQS = 34^\circ$

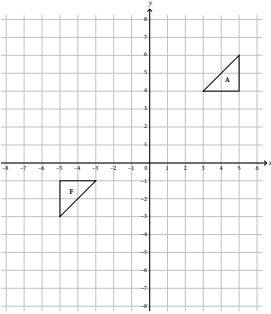


Find the size of the angle:
 (a) $\angle PRS$ Answer _____ °
 (b) $\angle QSR$ Answer _____ °
 (c) $\angle PTQ$ Answer _____ °
 (d) $\angle PTS$ Answer _____ °

M6

Revision Exercise 2B 22

3. Two triangles, A and F, are shown on the grid below:



(a) Translate triangle A 2 to the left and 2 up.
 Label the new triangle B. [1]

(b) Reflect triangle A in the y-axis.
 Label this reflection C. [1]

(c) Reflect triangle A in the line $y = -1$.
 Label this reflection D. [2]

(d) Rotate triangle D 90° clockwise about the origin.
 Label this image E. [3]

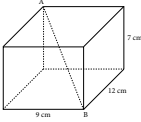
(e) Describe the transformation that maps triangle E onto triangle F.
 Answer _____ [2]

M8

Revision Exercise 2A 17

8. The inverse square law states that the force of attraction, F newtons, on an object is inversely proportional to the square of the distance, x cm, from the object.
 When $F = 20$, $x = 8$
 (a) Express F in terms of x . Answer $F =$ _____ [3]

(b) What happens to F when the value of x is doubled?
 Answer _____ [2]

9. 

A cuboid has dimensions 12 cm by 9 cm by 7 cm as shown in the diagram above.
 (a) Calculate the length of the space diagonal AB. Answer _____ cm [4]

(b) Find the angle that AB makes with the base of the cuboid.
 Answer _____ ° [2]



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Geography

History

Government and Politics

French

Irish

Learning for Life & Work

Home Economics

Physical Education

Just contact **Denise Martin** our **Marketing Manager**, to request a copy of the catalogue.

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NORTHERN IRELAND

HUMANITIES

- 3 Religious Studies
- 19 Geography
- 24 History
- 36 Government and Politics
- 37 French
- 40 Irish
- 45 Learning for Life & Work
- 51 Home Economics
- 54 Physical Education
- 59 Ordering Information

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