9 Right Triangles and Trigonometry

Footbridge *(p. 561)*

Skiing *(p. 551)*

Washington Monument *(p. 545)*

SEE the Big Idea

Rock Wall *(p. 535)*

Fire Escape *(p. 523)*
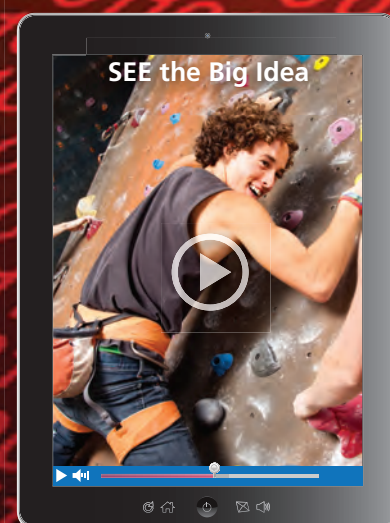
Maintaining Mathematical Proficiency

Using Properties of Radicals

Example 1 Simplify $\sqrt{128}$.

$$\sqrt{128} = \sqrt{64 \cdot 2}$$ Factor using the greatest perfect square factor.

$$= \sqrt{64} \cdot \sqrt{2}$$ Product Property of Square Roots

$$= 8\sqrt{2}$$ Simplify.

Example 2 Simplify $\dfrac{4}{\sqrt{5}}$.

$$\frac{4}{\sqrt{5}} = \frac{4}{\sqrt{5}} \cdot \frac{\sqrt{5}}{\sqrt{5}}$$ Multiply by $\dfrac{\sqrt{5}}{\sqrt{5}}$.

$$= \frac{4\sqrt{5}}{\sqrt{25}}$$ Product Property of Square Roots

$$= \frac{4\sqrt{5}}{5}$$ Simplify.

Simplify the expression.

1. $\sqrt{75}$

2. $\sqrt{270}$

3. $\sqrt{135}$

4. $\dfrac{2}{\sqrt{7}}$

5. $\dfrac{5}{\sqrt{2}}$

6. $\dfrac{12}{\sqrt{6}}$

Solving Proportions

Example 3 Solve $\dfrac{x}{10} = \dfrac{3}{2}$.

$$\frac{x}{10} = \frac{3}{2}$$ Write the proportion.

$$x \cdot 2 = 10 \cdot 3$$ Cross Products Property

$$2x = 30$$ Multiply.

$$\frac{2x}{2} = \frac{30}{2}$$ Divide each side by 2.

$$x = 15$$ Simplify.

Solve the proportion.

7. $\dfrac{x}{12} = \dfrac{3}{4}$

8. $\dfrac{x}{3} = \dfrac{5}{2}$

9. $\dfrac{4}{x} = \dfrac{7}{56}$

10. $\dfrac{10}{23} = \dfrac{4}{x}$

11. $\dfrac{x+1}{2} = \dfrac{21}{14}$

12. $\dfrac{9}{3x-15} = \dfrac{3}{12}$

13. **ABSTRACT REASONING** The Product Property of Square Roots allows you to simplify the square root of a product. Are you able to simplify the square root of a sum? of a difference? Explain.

Mathematical Practices

Mathematically proficient students express numerical answers precisely.

Attending to Precision

Core Concept

Standard Position for a Right Triangle

In *unit circle trigonometry*, a right triangle is in **standard position** when:

1. The hypotenuse is a radius of the circle of radius 1 with center at the origin.

2. One leg of the right triangle lies on the *x*-axis.

3. The other leg of the right triangle is perpendicular to the *x*-axis.
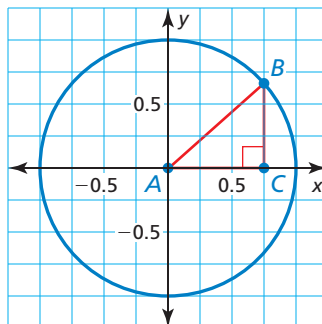
EXAMPLE 1   Drawing an Isosceles Right Triangle in Standard Position

Use dynamic geometry software to construct an isosceles right triangle in standard position. What are the exact coordinates of its vertices?

SOLUTION
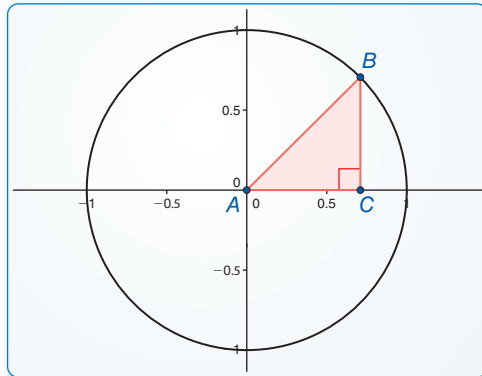
Sample

Points
$A(0, 0)$
$B(0.71, 0.71)$
$C(0.71, 0)$

Segments
$AB = 1$
$BC = 0.71$
$AC = 0.71$

Angle
$m\angle A = 45°$

To determine the exact coordinates of the vertices, label the length of each leg *x*. By the Pythagorean Theorem, which you will study in Section 9.1, $x^2 + x^2 = 1$. Solving this equation yields

$$x = \frac{1}{\sqrt{2}}, \text{ or } \frac{\sqrt{2}}{2}.$$

▶ So, the exact coordinates of the vertices are $A(0, 0)$, $B\left(\dfrac{\sqrt{2}}{2}, \dfrac{\sqrt{2}}{2}\right)$, and $C\left(\dfrac{\sqrt{2}}{2}, 0\right)$.

Monitoring Progress

1. Use dynamic geometry software to construct a right triangle with acute angle measures of 30° and 60° in standard position. What are the exact coordinates of its vertices?

2. Use dynamic geometry software to construct a right triangle with acute angle measures of 20° and 70° in standard position. What are the approximate coordinates of its vertices?
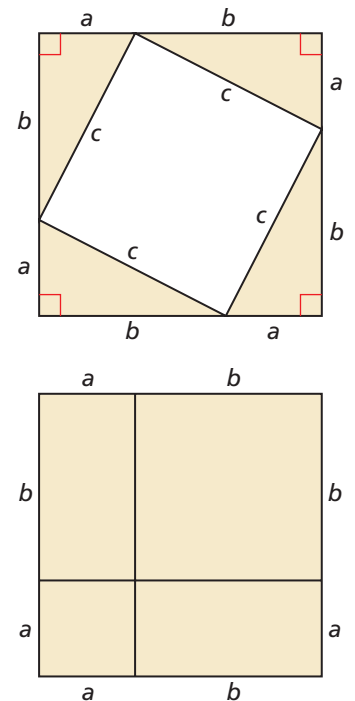
9.1   The Pythagorean Theorem

Essential Question   How can you prove the Pythagorean Theorem?

EXPLORATION 1   **Proving the Pythagorean Theorem without Words**

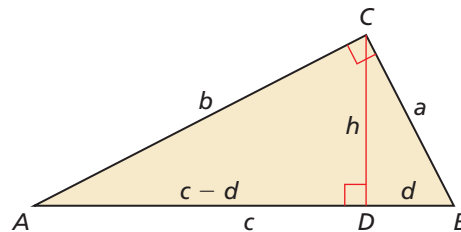**Work with a partner.**

a. Draw and cut out a right triangle with legs a and b, and hypotenuse c.

b. Make three copies of your right triangle. Arrange all four triangles to form a large square, as shown.

c. Find the area of the large square in terms of a, b, and c by summing the areas of the triangles and the small square.

d. Copy the large square. Divide it into two smaller squares and two equally-sized rectangles, as shown.

e. Find the area of the large square in terms of a and b by summing the areas of the rectangles and the smaller squares.

f. Compare your answers to parts (c) and (e). Explain how this proves the Pythagorean Theorem.

EXPLORATION 2   **Proving the Pythagorean Theorem**

Work with a partner.

a. Draw a right triangle with legs a and b, and hypotenuse c, as shown. Draw the altitude from C to $\overline{AB}$. Label the lengths, as shown.

REASONING ABSTRACTLY

To be proficient in math, you need to know and flexibly use different properties of operations and objects.

b. Explain why $\triangle ABC$, $\triangle ACD$, and $\triangle CBD$ are similar.

c. Write a two-column proof using the similar triangles in part (b) to prove that $a^2 + b^2 = c^2$.

Communicate Your Answer

3. How can you prove the Pythagorean Theorem?

4. Use the Internet or some other resource to find a way to prove the Pythagorean Theorem that is different from Explorations 1 and 2.

What You Will Learn

▶ Use the Pythagorean Theorem.

▶ Use the Converse of the Pythagorean Theorem.

▶ Classify triangles.

Core Vocabulary

Pythagorean triple, *p. 518*

Previous
right triangle
legs of a right triangle
hypotenuse

### Using the Pythagorean Theorem

One of the most famous theorems in mathematics is the Pythagorean Theorem, named for the ancient Greek mathematician Pythagoras. This theorem describes the relationship between the side lengths of a right triangle.

⑤ Theorem

Pythagorean Theorem

In a right triangle, the square of the length of the hypotenuse is equal to the sum of the squares of the lengths of the legs.

Proof Explorations 1 and 2, p. 517; Ex. 39, p. 538
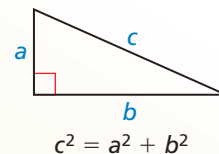
$$c^2 = a^2 + b^2$$

A **Pythagorean triple** is a set of three positive integers a, b, and c that satisfy the equation $c^2 = a^2 + b^2$.

STUDY TIP

You may find it helpful to memorize the basic Pythagorean triples, shown in **bold**, for standardized tests.

⑤ Core Concept

Common Pythagorean Triples and Some of Their Multiples

3, 4, 5	**5, 12, 13**	**8, 15, 17**	**7, 24, 25**
6, 8, 10	10, 24, 26	16, 30, 34	14, 48, 50
9, 12, 15	15, 36, 39	24, 45, 51	21, 72, 75
$3x, 4x, 5x$	$5x, 12x, 13x$	$8x, 15x, 17x$	$7x, 24x, 25x$

The most common Pythagorean triples are in bold. The other triples are the result of multiplying each integer in a bold-faced triple by the same factor.

EXAMPLE 1 **Using the Pythagorean Theorem**

Find the value of x. Then tell whether the side lengths form a Pythagorean triple.
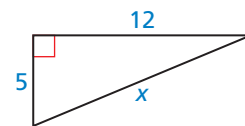
SOLUTION

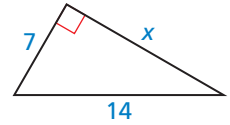|	
$c^2 = a^2 + b^2$	Pythagorean Theorem
$x^2 = 5^2 + 12^2$	Substitute.
$x^2 = 25 + 144$	Multiply.
$x^2 = 169$	Add.
$x = 13$	Find the positive square root.

▶ The value of x is 13. Because the side lengths 5, 12, and 13 are integers that satisfy the equation $c^2 = a^2 + b^2$, they form a Pythagorean triple.

EXAMPLE 2   **Using the Pythagorean Theorem**

Find the value of x. Then tell whether the side lengths
form a Pythagorean triple.

SOLUTION

$c^2 = a^2 + b^2$	Pythagorean Theorem
$14^2 = 7^2 + x^2$	Substitute.
$196 = 49 + x^2$	Multiply.
$147 = x^2$	Subtract 49 from each side.
$\sqrt{147} = x$	Find the positive square root.
$\sqrt{49} \cdot \sqrt{3} = x$	Product Property of Square Roots
$7\sqrt{3} = x$	Simplify.

> The value of x is $7\sqrt{3}$. Because $7\sqrt{3}$ is not an integer, the side lengths do not
> form a Pythagorean triple.

CONNECTIONS TO ALGEBRA

The Product Property of
Square Roots on page 192
states that the square root
of a product equals the
product of the square roots
of the factors.

EXAMPLE 3   **Solving a Real-Life Problem**

The skyscrapers shown are connected by
a skywalk with support beams. Use the
Pythagorean Theorem to approximate
the length of each support beam.

23.26 m

47.57 m   47.57 m

x x
support
beams
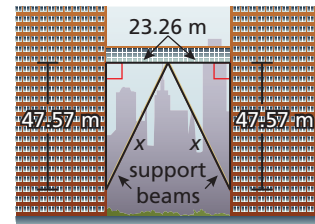
SOLUTION

Each support beam forms the hypotenuse of a right triangle. The right triangles
are congruent, so the support beams are the same length.

$x^2 = (23.26)^2 + (47.57)^2$	Pythagorean Theorem
$x = \sqrt{(23.26)^2 + (47.57)^2}$	Find the positive square root.
$x \approx 52.95$	Use a calculator to approximate.

> The length of each support beam is about 52.95 meters.

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Find the value of x. Then tell whether the side lengths form a Pythagorean triple.

1.

x
4
6

2.

x 3
5
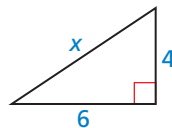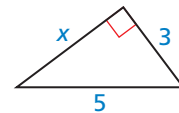
3. An anemometer is a device used to measure wind speed.
The anemometer shown is attached to the top of a pole.
Support wires are attached to the pole 5 feet above the
ground. Each support wire is 6 feet long. How far from
the base of the pole is each wire attached to the ground?

6 ft   5 ft

d
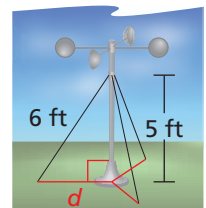
Using the Converse of the Pythagorean Theorem

The converse of the Pythagorean Theorem is also true. You can use it to determine whether a triangle with given side lengths is a right triangle.
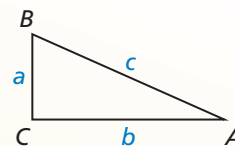
🔁 Theorem

Converse of the Pythagorean Theorem

If the square of the length of the longest side of a triangle is equal to the sum of the squares of the lengths of the other two sides, then the triangle is a right triangle.
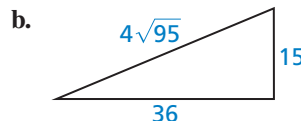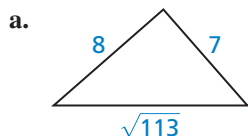
If $c^2 = a^2 + b^2$, then $\triangle ABC$ is a right triangle.

Proof Ex. 39, p. 524

EXAMPLE 4 **Verifying Right Triangles**

Tell whether each triangle is a right triangle.

a.

b.

USING TOOLS STRATEGICALLY

Use a calculator to determine that $\sqrt{113} \approx 10.630$ is the length of the longest side in part (a).

SOLUTION

Let c represent the length of the longest side of the triangle. Check to see whether the side lengths satisfy the equation $c^2 = a^2 + b^2$.

a. $\left(\sqrt{113}\right)^2 \overset{?}{=} 7^2 + 8^2$

$113 \overset{?}{=} 49 + 64$

$113 = 113$ ✔

▶ The triangle is a right triangle.

b. $\left(4\sqrt{95}\right)^2 \overset{?}{=} 15^2 + 36^2$

$4^2 \cdot \left(\sqrt{95}\right)^2 \overset{?}{=} 15^2 + 36^2$

$16 \cdot 95 \overset{?}{=} 225 + 1296$

$1520 \neq 1521$ ✗

▶ The triangle is *not* a right triangle.

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Tell whether the triangle is a right triangle.

4.

5.
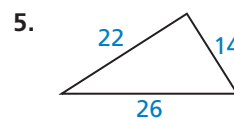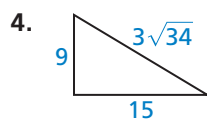
Classifying Triangles

The Converse of the Pythagorean Theorem is used to determine whether a triangle is a right triangle. You can use the theorem below to determine whether a triangle is acute or obtuse.

⟳ Theorem

Pythagorean Inequalities Theorem

For any $\triangle ABC$, where c is the length of the longest side, the following statements are true.

If $c^2 < a^2 + b^2$, then $\triangle ABC$ is acute.   If $c^2 > a^2 + b^2$, then $\triangle ABC$ is obtuse.

$c^2 < a^2 + b^2$ $c^2 > a^2 + b^2$
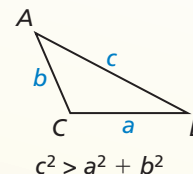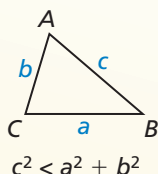
Proof Exs. 42 and 43, p. 524

REMEMBER

The Triangle Inequality Theorem on page 381 states that the sum of the lengths of any two sides of a triangle is greater than the length of the third side.

EXAMPLE 5 Classifying Triangles

Verify that segments with lengths of 4.3 feet, 5.2 feet, and 6.1 feet form a triangle. Is the triangle *acute*, *right*, or *obtuse*?

SOLUTION

Step 1 Use the Triangle Inequality Theorem to verify that the segments form a triangle.

$$4.3 + 5.2 \overset{?}{>} 6.1 \qquad 4.3 + 6.1 \overset{?}{>} 5.2 \qquad 5.2 + 6.1 \overset{?}{>} 4.3$$

$$9.5 > 6.1 \checkmark \qquad 10.4 > 5.2 \checkmark \qquad 11.3 > 4.3 \checkmark$$

▶ The segments with lengths of 4.3 feet, 5.2 feet, and 6.1 feet form a triangle.

Step 2 Classify the triangle by comparing the square of the length of the longest side with the sum of the squares of the lengths of the other two sides.

c^2	$a^2 + b^2$	Compare c^2 with $a^2 + b^2$.
6.1^2	$4.3^2 + 5.2^2$	Substitute.
37.21	$18.49 + 27.04$	Simplify.
$37.21 \;<\; 45.53$		c^2 is less than $a^2 + b^2$.

▶ The segments with lengths of 4.3 feet, 5.2 feet, and 6.1 feet form an acute triangle.

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6. Verify that segments with lengths of 3, 4, and 6 form a triangle. Is the triangle *acute*, *right*, or *obtuse*?

7. Verify that segments with lengths of 2.1, 2.8, and 3.5 form a triangle. Is the triangle *acute*, *right*, or *obtuse*?

Vocabulary and Core Concept Check

1. **VOCABULARY** What is a Pythagorean triple?

2. **DIFFERENT WORDS, SAME QUESTION** Which is different? Find "both" answers.

   Find the length of the longest side.

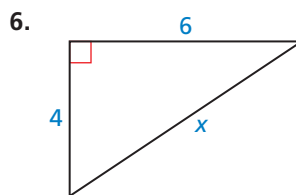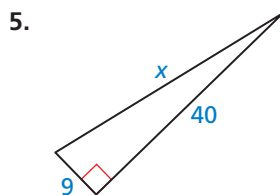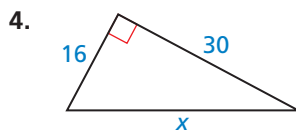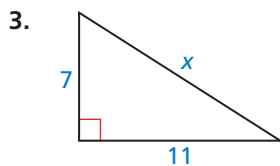   Find the length of the hypotenuse.

   Find the length of the longest leg.

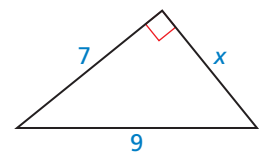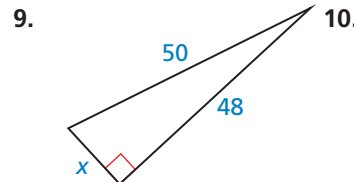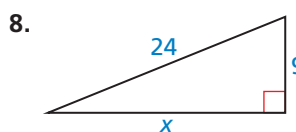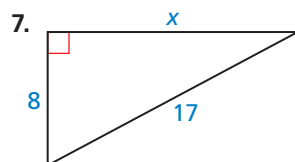   Find the length of the side opposite the right angle.
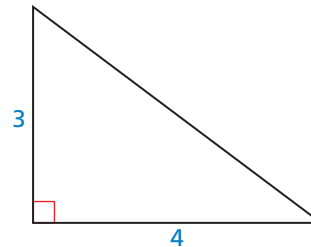
Monitoring Progress and Modeling with Mathematics

In Exercises 3–6, find the value of x. Then tell whether the side lengths form a Pythagorean triple. *(See Example 1.)*

3.

4.

5.

6.

In Exercises 7–10, find the value of x. Then tell whether the side lengths form a Pythagorean triple. *(See Example 2.)*

7.

8.

9.

10.

ERROR ANALYSIS In Exercises 11 and 12, describe and correct the error in using the Pythagorean Theorem.

11.

$$c^2 = a^2 + b^2$$
$$x^2 = 7^2 + 24^2$$
$$x^2 = (7 + 24)^2$$
$$x^2 = 31^2$$
$$x = 31$$

12.

$$c^2 = a^2 + b^2$$
$$x^2 = 10^2 + 26^2$$
$$x^2 = 100 + 676$$
$$x^2 = 776$$
$$x = \sqrt{776}$$
$$x \approx 27.9$$

13. MODELING WITH MATHEMATICS The fire escape forms a right triangle, as shown. Use the Pythagorean Theorem to approximate the distance between the two platforms. *(See Example 3.)*

16.7 ft
x
8.9 ft

14. MODELING WITH MATHEMATICS The backboard of the basketball hoop forms a right triangle with the supporting rods, as shown. Use the Pythagorean Theorem to approximate the distance between the rods where they meet the backboard.

x
13.4 in.
9.8 in.
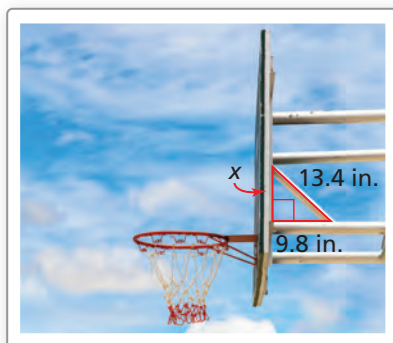
In Exercises 15–20, tell whether the triangle is a right triangle. *(See Example 4.)*

15.
97
65
72

16.
21.2
11.4
23

17.
$4\sqrt{19}$
14
10

18.
$\sqrt{26}$
5
1

19.
2
6
$3\sqrt{5}$

20.
89
80
39

In Exercises 21–28, verify that the segment lengths form a triangle. Is the triangle *acute*, *right*, or *obtuse*? *(See Example 5.)*

21. 10, 11, and 14

22. 6, 8, and 10

23. 12, 16, and 20

24. 15, 20, and 26

25. 5.3, 6.7, and 7.8

26. 4.1, 8.2, and 12.2

27. 24, 30, and $6\sqrt{43}$

28. 10, 15, and $5\sqrt{13}$

29. MODELING WITH MATHEMATICS In baseball, the lengths of the paths between consecutive bases are 90 feet, and the paths form right angles. The player on first base tries to steal second base. How far does the ball need to travel from home plate to second base to get the player out?

30. REASONING You are making a canvas frame for a painting using stretcher bars. The rectangular painting will be 10 inches long and 8 inches wide. Using a ruler, how can you be certain that the corners of the frame are 90°?

In Exercises 31–34, find the area of the isosceles triangle.

31.
17 m   17 m
h
16 m

32.
20 ft   20 ft
h
32 ft

33.
10 cm   10 cm
h
12 cm

34.
50 m   50 m
h
28 m

35. ANALYZING RELATIONSHIPS Justify the Distance Formula using the Pythagorean Theorem.

36. HOW DO YOU SEE IT? How do you know $\angle C$ is a right angle?
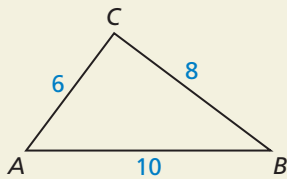
37. PROBLEM SOLVING You are making a kite and need to figure out how much binding to buy. You need the binding for the perimeter of the kite. The binding comes in packages of two yards. How many packages should you buy?

15 in.
12 in.
12 in.
20 in.
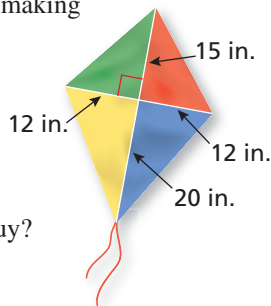
38. PROVING A THEOREM Use the Pythagorean Theorem to prove the Hypotenuse-Leg (HL) Congruence Theorem.
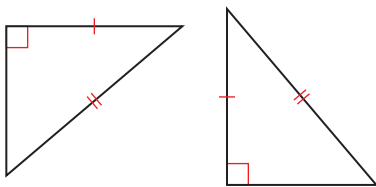
39. PROVING A THEOREM Prove the Converse of the Pythagorean Theorem. (*Hint*: Draw $\triangle ABC$ with side lengths a, b, and c, where c is the length of the longest side. Then draw a right triangle with side lengths a, b, and x, where x is the length of the hypotenuse. Compare lengths c and x.)

40. THOUGHT PROVOKING Consider two positive integers m and n, where $m > n$. Do the following expressions produce a Pythagorean triple? If yes, prove your answer. If no, give a counterexample.

$$2mn, \quad m^2 - n^2, \quad m^2 + n^2$$

41. MAKING AN ARGUMENT Your friend claims 72 and 75 cannot be part of a Pythagorean triple because $72^2 + 75^2$ does not equal a positive integer squared. Is your friend correct? Explain your reasoning.

42. PROVING A THEOREM Copy and complete the proof of the Pythagorean Inequalities Theorem when $c^2 < a^2 + b^2$.

Given In $\triangle ABC$, $c^2 < a^2 + b^2$, where c is the length of the longest side. $\triangle PQR$ has side lengths a, b, and x, where x is the length of the hypotenuse, and $\angle R$ is a right angle.

Prove $\triangle ABC$ is an acute triangle.
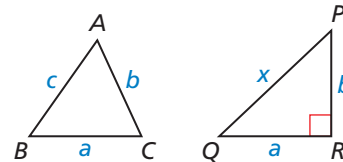
STATEMENTS	REASONS
1. In $\triangle ABC$, $c^2 < a^2 + b^2$, where c is the length of the longest side. $\triangle PQR$ has side lengths a, b, and x, where x is the length of the hypotenuse, and $\angle R$ is a right angle.	1. _____
2. $a^2 + b^2 = x^2$	2. _____
3. $c^2 < x^2$	3. _____
4. $c < x$	4. Take the positive square root of each side.
5. $m\angle R = 90°$	5. _____
6. $m\angle C < m\angle R$	6. Converse of the Hinge Theorem
7. $m\angle C < 90°$	7. _____
8. $\angle C$ is an acute angle.	8. _____
9. $\triangle ABC$ is an acute triangle.	9. _____

43. PROVING A THEOREM Prove the Pythagorean Inequalities Theorem when $c^2 > a^2 + b^2$. (*Hint*: Look back at Exercise 42.)

Maintaining Mathematical Proficiency Reviewing what you learned in previous grades and lessons

Simplify the expression by rationalizing the denominator. *(Section 4.1)*

44. $\dfrac{7}{\sqrt{2}}$

45. $\dfrac{14}{\sqrt{3}}$

46. $\dfrac{8}{\sqrt{2}}$

47. $\dfrac{12}{\sqrt{3}}$

9.2 Special Right Triangles

Essential Question
What is the relationship among the side lengths of 45°-45°-90° triangles? 30°-60°-90° triangles?

EXPLORATION 1   Side Ratios of an Isosceles Right Triangle

Work with a partner.

a. Use dynamic geometry software to construct an isosceles right triangle with a leg length of 4 units.

b. Find the acute angle measures. Explain why this triangle is called a 45°-45°-90° triangle.

ATTENDING TO PRECISION
To be proficient in math, you need to express numerical answers with a degree of precision appropriate for the problem context.

c. Find the exact ratios of the side lengths (using square roots).

$$\frac{AB}{AC} = \boxed{}$$

$$\frac{AB}{BC} = \boxed{}$$

$$\frac{AC}{BC} = \boxed{}$$
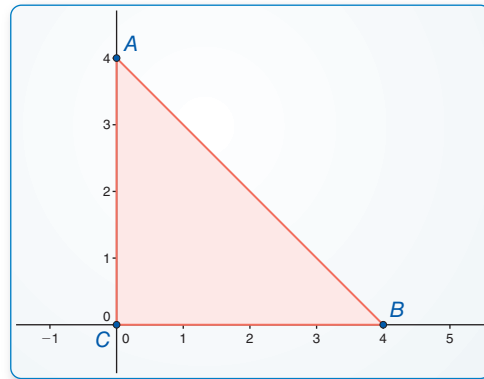
Sample

Points
A(0, 4)
B(4, 0)
C(0, 0)
Segments
AB = 5.66
BC = 4
AC = 4
Angles
m∠A = 45°
m∠B = 45°

d. Repeat parts (a) and (c) for several other isosceles right triangles. Use your results to write a conjecture about the ratios of the side lengths of an isosceles right triangle.

EXPLORATION 2   Side Ratios of a 30°-60°-90° Triangle

Work with a partner.

a. Use dynamic geometry software to construct a right triangle with acute angle measures of 30° and 60° (a 30°-60°-90° triangle), where the shorter leg length is 3 units.

b. Find the exact ratios of the side lengths (using square roots).

$$\frac{AB}{AC} = \boxed{}$$

$$\frac{AB}{BC} = \boxed{}$$

$$\frac{AC}{BC} = \boxed{}$$
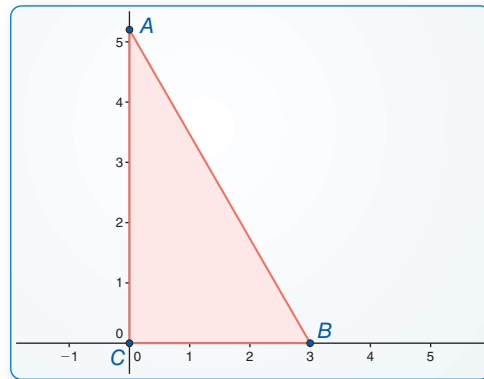
Sample

Points
A(0, 5.20)
B(3, 0)
C(0, 0)
Segments
AB = 6
BC = 3
AC = 5.20
Angles
m∠A = 30°
m∠B = 60°

c. Repeat parts (a) and (b) for several other 30°-60°-90° triangles. Use your results to write a conjecture about the ratios of the side lengths of a 30°-60°-90° triangle.

Communicate Your Answer

3. What is the relationship among the side lengths of 45°-45°-90° triangles? 30°-60°-90° triangles?

What You Will Learn

▶ Find side lengths in special right triangles.

▶ Solve real-life problems involving special right triangles.

Finding Side Lengths in Special Right Triangles

A 45°-45°-90° triangle is an *isosceles right triangle* that can be formed by cutting a square in half diagonally.

REMEMBER

An expression involving a radical with index 2 is in simplest form when no radicands have perfect squares as factors other than 1, no radicands contain fractions, and no radicals appear in the denominator of a fraction.
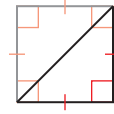
🌀 Theorem

45°-45°-90° Triangle Theorem

In a 45°-45°-90° triangle, the hypotenuse is $\sqrt{2}$ times as long as each leg.
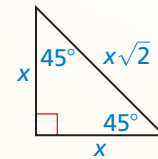
$\text{hypotenuse} = \text{leg} \cdot \sqrt{2}$

Proof Ex. 19, p. 530

EXAMPLE 1 Finding Side Lengths in 45°-45°-90° Triangles

Find the value of x. Write your answer in simplest form.

a.

b.
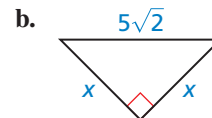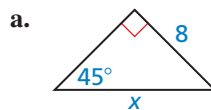
SOLUTION

a. By the Triangle Sum Theorem, the measure of the third angle must be 45°, so the triangle is a 45°-45°-90° triangle.

$\text{hypotenuse} = \text{leg} \cdot \sqrt{2}$ 45°-45°-90° Triangle Theorem

$x = 8 \cdot \sqrt{2}$ Substitute.

$x = 8\sqrt{2}$ Simplify.

▶ The value of x is $8\sqrt{2}$.

b. By the Base Angles Theorem and the Corollary to the Triangle Sum Theorem, the triangle is a 45°-45°-90° triangle.

$\text{hypotenuse} = \text{leg} \cdot \sqrt{2}$ 45°-45°-90° Triangle Theorem

$5\sqrt{2} = x \cdot \sqrt{2}$ Substitute.

$\dfrac{5\sqrt{2}}{\sqrt{2}} = \dfrac{x\sqrt{2}}{\sqrt{2}}$ Divide each side by $\sqrt{2}$.

$5 = x$ Simplify.

▶ The value of x is 5.

🌀 Theorem

30°-60°-90° Triangle Theorem

In a 30°-60°-90° triangle, the hypotenuse is twice as long as the shorter leg, and the longer leg is $\sqrt{3}$ times as long as the shorter leg.
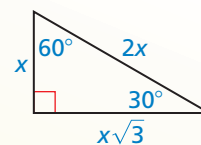
Proof Ex. 21, p. 530

hypotenuse = shorter leg • 2
longer leg = shorter leg • $\sqrt{3}$

EXAMPLE 2 **Finding Side Lengths in a 30°-60°-90° Triangle**

Find the values of x and y. Write your answer in simplest form.

REMEMBER

Because the angle opposite 9 is larger than the angle opposite x, the leg with length 9 is longer than the leg with length x by the Triangle Larger Angle Theorem.
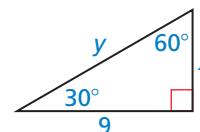
SOLUTION

Step 1 Find the value of x.

longer leg = shorter leg • $\sqrt{3}$	30°-60°-90° Triangle Theorem
$9 = x \cdot \sqrt{3}$	Substitute.
$\dfrac{9}{\sqrt{3}} = x$	Divide each side by $\sqrt{3}$.
$\dfrac{9}{\sqrt{3}} \cdot \dfrac{\sqrt{3}}{\sqrt{3}} = x$	Multiply by $\dfrac{\sqrt{3}}{\sqrt{3}}$.
$\dfrac{9\sqrt{3}}{3} = x$	Multiply fractions.
$3\sqrt{3} = x$	Simplify.

▶ The value of x is $3\sqrt{3}$.

Step 2 Find the value of y.

hypotenuse = shorter leg • 2	30°-60°-90° Triangle Theorem
$y = 3\sqrt{3} \cdot 2$	Substitute.
$y = 6\sqrt{3}$	Simplify.

▶ The value of y is $6\sqrt{3}$.

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Find the value of the variable. Write your answer in simplest form.

1.

2.

3.

4.
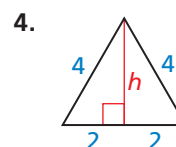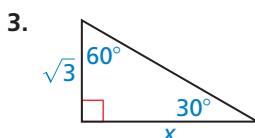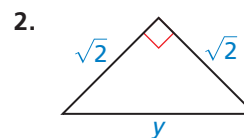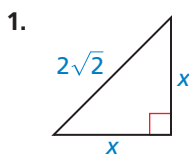
Solving Real-Life Problems

EXAMPLE 3 **Modeling with Mathematics**

The road sign is shaped like an equilateral triangle.
Estimate the area of the sign by finding the area of the
equilateral triangle.

SOLUTION

First find the height h of the triangle by dividing it into
two 30°-60°-90° triangles. The length of the longer leg
of one of these triangles is h. The length of the shorter leg
is 18 inches.

$$h = 18 \cdot \sqrt{3} = 18\sqrt{3} \qquad \text{30°-60°-90° Triangle Theorem}$$

Use $h = 18\sqrt{3}$ to find the area of the equilateral triangle.

$$\text{Area} = \tfrac{1}{2}bh = \tfrac{1}{2}(36)(18\sqrt{3}) \approx 561.18$$

▶ The area of the sign is about 561 square inches.
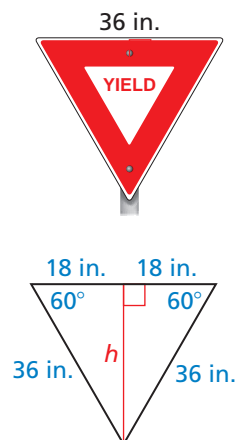
EXAMPLE 4 **Finding the Height of a Ramp**

A tipping platform is a ramp used to unload trucks. How high is the end of an
80-foot ramp when the tipping angle is 30°? 45°?
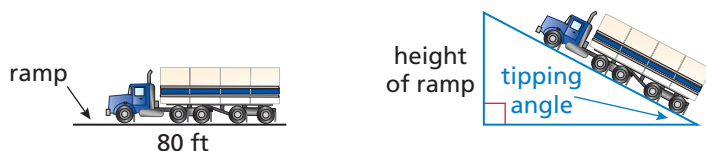
SOLUTION

When the tipping angle is 30°, the height h of the ramp is the length of the shorter leg
of a 30°-60°-90° triangle. The length of the hypotenuse is 80 feet.

$$80 = 2h \qquad \text{30°-60°-90° Triangle Theorem}$$

$$40 = h \qquad \text{Divide each side by 2.}$$

When the tipping angle is 45°, the height h of the ramp is the length of a leg of a
45°-45°-90° triangle. The length of the hypotenuse is 80 feet.

$$80 = h \cdot \sqrt{2} \qquad \text{45°-45°-90° Triangle Theorem}$$

$$\frac{80}{\sqrt{2}} = h \qquad \text{Divide each side by } \sqrt{2}.$$

$$56.6 \approx h \qquad \text{Use a calculator.}$$

▶ When the tipping angle is 30°, the ramp height is 40 feet. When the tipping angle
is 45°, the ramp height is about 56 feet 7 inches.

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5. The logo on a recycling bin resembles an equilateral triangle with side lengths of
6 centimeters. Approximate the area of the logo.

6. The body of a dump truck is raised to empty a load of sand. How high is the
14-foot-long body from the frame when it is tipped upward by a 60° angle?
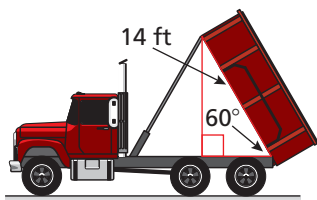
Vocabulary and Core Concept Check

1. **VOCABULARY** Name two special right triangles by their angle measures.

2. **WRITING** Explain why the acute angles in an isosceles right triangle always measure 45°.

Monitoring Progress and Modeling with Mathematics

In Exercises 3–6, find the value of x. Write your answer in simplest form. *(See Example 1.)*
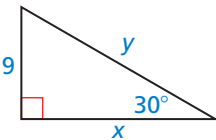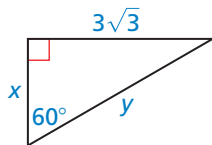
3.

4.

5.

6.
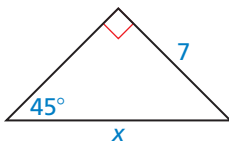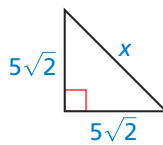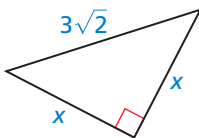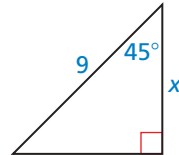
In Exercises 7–10, find the values of x and y. Write your answers in simplest form. *(See Example 2.)*

7.

8.

9.

10.
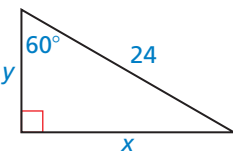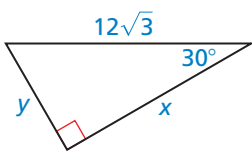
ERROR ANALYSIS In Exercises 11 and 12, describe and correct the error in finding the length of the hypotenuse.

11.
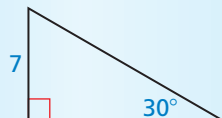
By the Triangle Sum Theorem, the measure of the third angle must be 60°. So, the triangle is a 30°-60°-90° triangle.

hypotenuse = shorter leg • $\sqrt{3}$ = $7\sqrt{3}$

So, the length of the hypotenuse is $7\sqrt{3}$ units.

12.
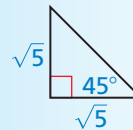
By the Triangle Sum Theorem, the measure of the third angle must be 45°. So, the triangle is a 45°-45°-90° triangle.

hypotenuse = leg • leg • $\sqrt{2}$ = $5\sqrt{2}$

So, the length of the hypotenuse is $5\sqrt{2}$ units.

In Exercises 13 and 14, sketch the figure that is described. Find the indicated length. Round decimal answers to the nearest tenth.

13. The side length of an equilateral triangle is 5 centimeters. Find the length of an altitude.

14. The perimeter of a square is 36 inches. Find the length of a diagonal.

In Exercises 15 and 16, find the area of the figure. Round decimal answers to the nearest tenth. *(See Example 3.)*

15.

16.
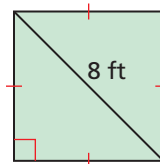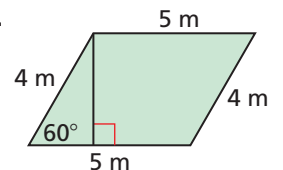
17. **PROBLEM SOLVING** Each half of the drawbridge is about 284 feet long. How high does the drawbridge rise when x is 30°? 45°? 60°? *(See Example 4.)*
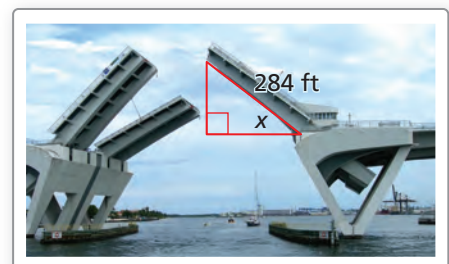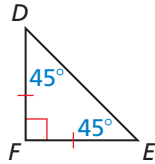
18. MODELING WITH MATHEMATICS A nut is shaped like a regular hexagon with side lengths of 1 centimeter. Find the value of x. (*Hint*: A regular hexagon can be divided into six congruent triangles.)
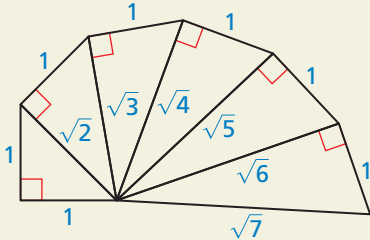
1 cm

x
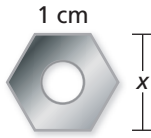
19. PROVING A THEOREM Write a paragraph proof of the 45°-45°-90° Triangle Theorem.

Given $\triangle DEF$ is a 45°-45°-90° triangle.

Prove The hypotenuse is $\sqrt{2}$ times as long as each leg.

D
45°
45°
F E

The diagram shows part of the *Wheel of Theodorus*.

1   1
1
$\sqrt{3}$ $\sqrt{4}$
1
$\sqrt{2}$ $\sqrt{5}$
1
$\sqrt{6}$ 1
1
$\sqrt{7}$

a. Which triangles, if any, are 45°-45°-90° triangles?

b. Which triangles, if any, are 30°-60°-90° triangles?

21. PROVING A THEOREM Write a paragraph proof of the 30°-60°-90° Triangle Theorem. (*Hint*: Construct $\triangle JML$ congruent to $\triangle JKL$.)

Given $\triangle JKL$ is a 30°-60°-90° triangle.

Prove The hypotenuse is twice as long as the shorter leg, and the longer leg is $\sqrt{3}$ times as long as the shorter leg.

K
60°
x
30°
J L
x
M
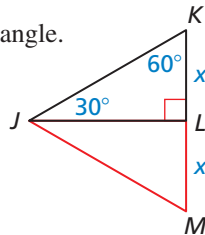
22. THOUGHT PROVOKING The diagram below is called the *Ailles rectangle*. Each triangle in the diagram has rational angle measures and each side length contains at most one square root. Label the sides and angles in the diagram. Describe the triangles.

2
2
60°
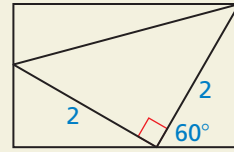
23. WRITING Describe two ways to show that all isosceles right triangles are similar to each other.

24. MAKING AN ARGUMENT Each triangle in the diagram is a 45°-45°-90° triangle. At Stage 0, the legs of the triangle are each 1 unit long. Your brother claims the lengths of the legs of the triangles added are halved at each stage. So, the length of a leg of a triangle added in Stage 8 will be $\frac{1}{256}$ unit. Is your brother correct? Explain your reasoning.

1
1

Stage 0   Stage 1   Stage 2

Stage 3   Stage 4
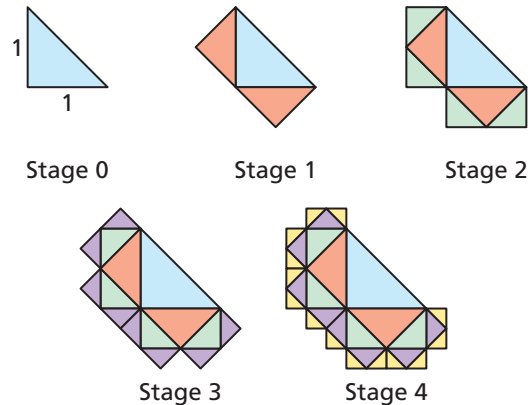
25. USING STRUCTURE $\triangle TUV$ is a 30°-60°-90° triangle, where two vertices are $U(3, -1)$ and $V(-3, -1)$, $\overline{UV}$ is the hypotenuse, and point T is in Quadrant I. Find the coordinates of T.

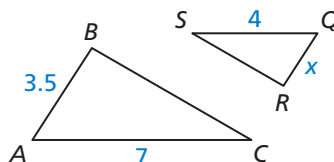**Maintaining Mathematical Proficiency** Reviewing what you learned in previous grades and lessons

Find the value of x. *(Section 8.3)*

26. $\triangle DEF \sim \triangle LMN$

N 30 L
E
x
12
M
D 20 F

27. $\triangle ABC \sim \triangle QRS$

S 4 Q
B
x
3.5
R
A 7 C
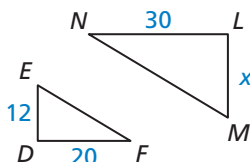
Essential Question How are altitudes and geometric means of right triangles related?

Writing a Conjecture

Work with a partner.

a. Use dynamic geometry software to construct right $\triangle ABC$, as shown. Draw $\overline{CD}$ so that it is an altitude from the right angle to the hypotenuse of $\triangle ABC$.
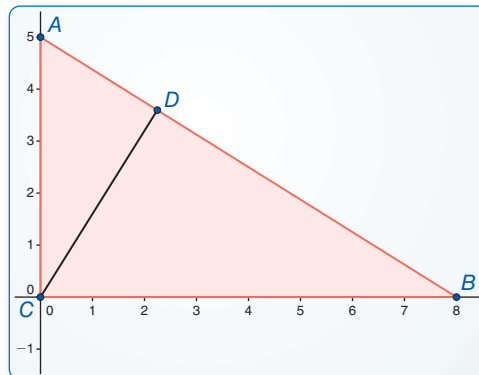
Points
$A(0, 5)$
$B(8, 0)$
$C(0, 0)$
$D(2.25, 3.6)$
Segments
$AB = 9.43$
$BC = 8$
$AC = 5$

CONSTRUCTING VIABLE ARGUMENTS

To be proficient in math, you need to understand and use stated assumptions, definitions, and previously established results in constructing arguments.

b. The **geometric mean** of two positive numbers a and b is the positive number x that satisfies

$$\frac{a}{x} = \frac{x}{b}.$$ *x is the geometric mean of a and b.*

Write a proportion involving the side lengths of $\triangle CBD$ and $\triangle ACD$ so that CD is the geometric mean of two of the other side lengths. Use similar triangles to justify your steps.

c. Use the proportion you wrote in part (b) to find CD.

d. Generalize the proportion you wrote in part (b). Then write a conjecture about how the geometric mean is related to the altitude from the right angle to the hypotenuse of a right triangle.

Comparing Geometric and Arithmetic Means

Work with a partner. Use a spreadsheet to find the arithmetic mean and the geometric mean of several pairs of positive numbers. Compare the two means. What do you notice?

	A	B	C	D
1	a	b	Arithmetic Mean	Geometric Mean
2	3	4	3.5	3.464
3	4	5		
4	6	7		
5	0.5	0.5		
6	0.4	0.8		
7	2	5		
8	1	4		
9	9	16		
10	10	100		
11				

Communicate Your Answer

3. How are altitudes and geometric means of right triangles related?

What You Will Learn

▶ Identify similar triangles.

▶ Solve real-life problems involving similar triangles.

▶ Use geometric means.

Identifying Similar Triangles

When the altitude is drawn to the hypotenuse of a right triangle, the two smaller triangles are similar to the original triangle and to each other.

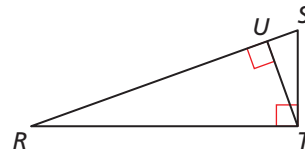### 🔄 Theorem

Right Triangle Similarity Theorem

If the altitude is drawn to the hypotenuse of a right triangle, then the two triangles formed are similar to the original triangle and to each other.

$\triangle CBD \sim \triangle ABC$, $\triangle ACD \sim \triangle ABC$, and $\triangle CBD \sim \triangle ACD$.

Proof Ex. 45, p. 538
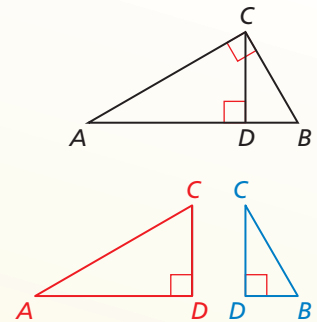
EXAMPLE 1 **Identifying Similar Triangles**

Identify the similar triangles in the diagram.

SOLUTION

Sketch the three similar right triangles so that the corresponding angles and sides have the same orientation.
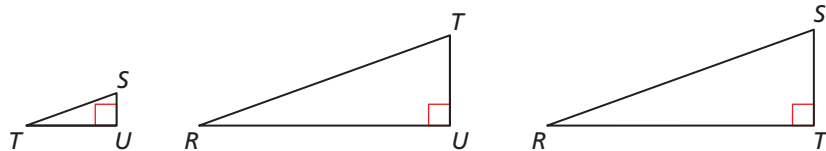
▶ $\triangle TSU \sim \triangle RTU \sim \triangle RST$

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Identify the similar triangles.

1.

2.
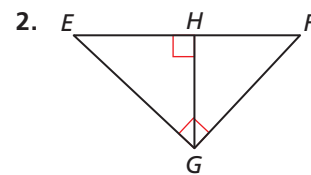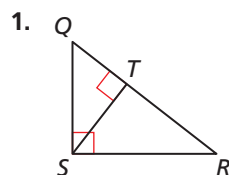
Solving Real-Life Problems

EXAMPLE 2 **Modeling with Mathematics**

A roof has a cross section that is a right triangle. The diagram shows the approximate dimensions of this cross section. Find the height h of the roof.
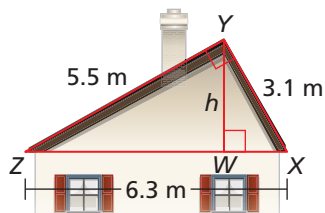
SOLUTION

1. **Understand the Problem** You are given the side lengths of a right triangle. You need to find the height of the roof, which is the altitude drawn to the hypotenuse.

2. **Make a Plan** Identify any similar triangles. Then use the similar triangles to write a proportion involving the height and solve for h.

3. **Solve the Problem** Identify the similar triangles and sketch them.

$$\triangle XYW \sim \triangle YZW \sim \triangle XZY$$

COMMON ERROR

Notice that if you tried to write a proportion using $\triangle XYW$ and $\triangle YZW$, then there would be two unknowns, so you would not be able to solve for h.
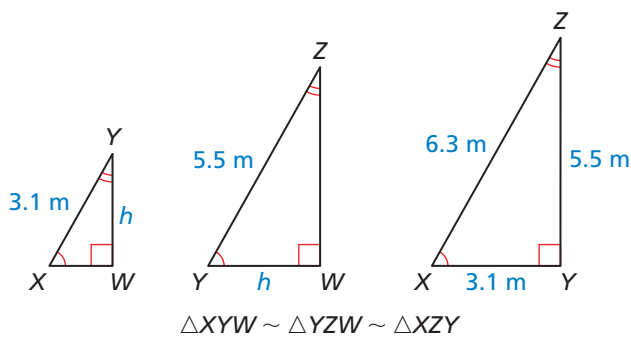
Because $\triangle XYW \sim \triangle XZY$, you can write a proportion.

$$\frac{YW}{ZY} = \frac{XY}{XZ}$$ Corresponding side lengths of similar triangles are proportional.

$$\frac{h}{5.5} = \frac{3.1}{6.3}$$ Substitute.

$$h \approx 2.7$$ Multiply each side by 5.5.

▶ The height of the roof is about 2.7 meters.

4. **Look Back** Because the height of the roof is a leg of right $\triangle YZW$ and right $\triangle XYW$, it should be shorter than each of their hypotenuses. The lengths of the two hypotenuses are $YZ = 5.5$ and $XY = 3.1$. Because $2.7 < 3.1$, the answer seems reasonable.

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Find the value of x.

3.

4.
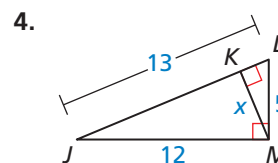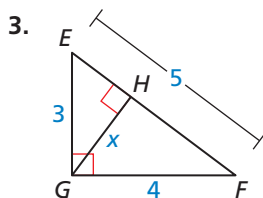
Using a Geometric Mean

⑤ Core Concept

Geometric Mean

The **geometric mean** of two positive numbers a and b is the positive number x that satisfies $\dfrac{a}{x} = \dfrac{x}{b}$. So, $x^2 = ab$ and $x = \sqrt{ab}$.

EXAMPLE 3   **Finding a Geometric Mean**

Find the geometric mean of 24 and 48.

SOLUTION

$x^2 = ab$	Definition of geometric mean
$x^2 = 24 \cdot 48$	Substitute 24 for a and 48 for b.
$x = \sqrt{24 \cdot 48}$	Take the positive square root of each side.
$x = \sqrt{24 \cdot 24 \cdot 2}$	Factor.
$x = 24\sqrt{2}$	Simplify.

▶ The geometric mean of 24 and 48 is $24\sqrt{2} \approx 33.9$.
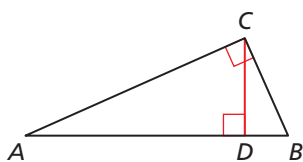
In right $\triangle ABC$, altitude $\overline{CD}$ is drawn to the hypotenuse, forming two smaller right triangles that are similar to $\triangle ABC$. From the Right Triangle Similarity Theorem, you know that $\triangle CBD \sim \triangle ACD \sim \triangle ABC$. Because the triangles are similar, you can write and simplify the following proportions involving geometric means.

$$\frac{CD}{AD} = \frac{BD}{CD} \qquad \frac{CB}{DB} = \frac{AB}{CB} \qquad \frac{AC}{AD} = \frac{AB}{AC}$$

$$CD^2 = AD \cdot BD \qquad CB^2 = DB \cdot AB \qquad AC^2 = AD \cdot AB$$
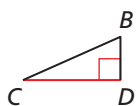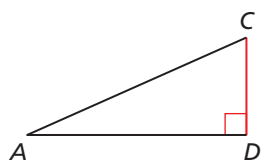
⑤ Theorems

Geometric Mean (Altitude) Theorem

In a right triangle, the altitude from the right angle to the hypotenuse divides the hypotenuse into two segments.

The length of the altitude is the geometric mean of the lengths of the two segments of the hypotenuse.

$CD^2 = AD \cdot BD$

Proof Ex. 41, p. 538
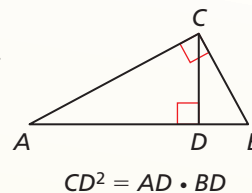
Geometric Mean (Leg) Theorem

In a right triangle, the altitude from the right angle to the hypotenuse divides the hypotenuse into two segments.

The length of each leg of the right triangle is the geometric mean of the lengths of the hypotenuse and the segment of the hypotenuse that is adjacent to the leg.

$CB^2 = DB \cdot AB$
$AC^2 = AD \cdot AB$

Proof Ex. 42, p. 538
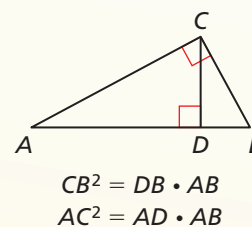
EXAMPLE 4 Using a Geometric Mean

Find the value of each variable.
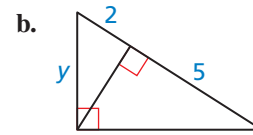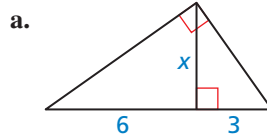
a.

b.

SOLUTION

a. Apply the Geometric Mean (Altitude) Theorem.

$$x^2 = 6 \cdot 3$$
$$x^2 = 18$$
$$x = \sqrt{18}$$
$$x = \sqrt{9} \cdot \sqrt{2}$$
$$x = 3\sqrt{2}$$

▶ The value of x is $3\sqrt{2}$.

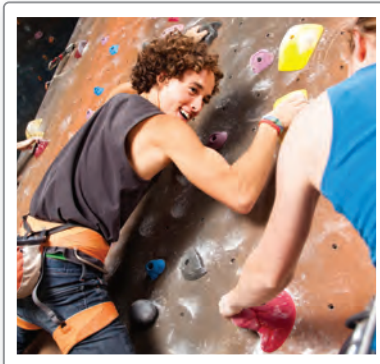b. Apply the Geometric Mean (Leg) Theorem.

$$y^2 = 2 \cdot (5 + 2)$$
$$y^2 = 2 \cdot 7$$
$$y^2 = 14$$
$$y = \sqrt{14}$$

▶ The value of y is $\sqrt{14}$.

EXAMPLE 5 Using Indirect Measurement

To find the cost of installing a rock wall in your school gymnasium, you need to find the height of the gym wall. You use a cardboard square to line up the top and bottom of the gym wall. Your friend measures the vertical distance from the ground to your eye and the horizontal distance from you to the gym wall. Approximate the height of the gym wall.
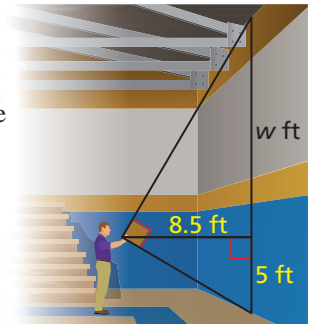
SOLUTION

By the Geometric Mean (Altitude) Theorem, you know that 8.5 is the geometric mean of w and 5.

$8.5^2 = w \cdot 5$	Geometric Mean (Altitude) Theorem
$72.25 = 5w$	Square 8.5.
$14.45 = w$	Divide each side by 5.

▶ The height of the wall is $5 + w = 5 + 14.45 = 19.45$ feet.

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Find the geometric mean of the two numbers.

5. 12 and 27   **6.** 18 and 54   **7.** 16 and 18

8. Find the value of x in the triangle at the left.
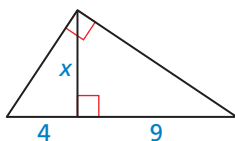
9. WHAT IF? In Example 5, the vertical distance from the ground to your eye is 5.5 feet and the distance from you to the gym wall is 9 feet. Approximate the height of the gym wall.

Vocabulary and Core Concept Check

1. **COMPLETE THE SENTENCE** If the altitude is drawn to the hypotenuse of a right triangle, then the two triangles formed are similar to the original triangle and _____.

2. **WRITING** In your own words, explain *geometric mean*.

Monitoring Progress and Modeling with Mathematics

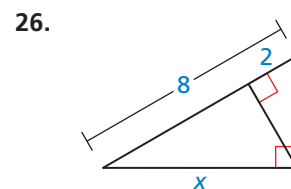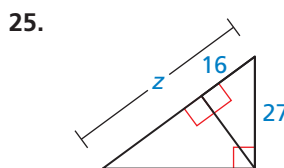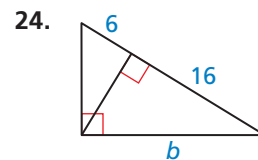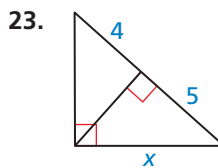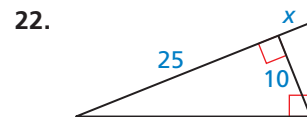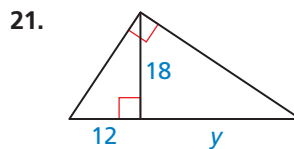**In Exercises 3 and 4, identify the similar triangles.** *(See Example 1.)*

3.

4.
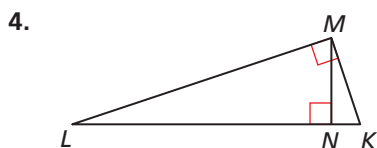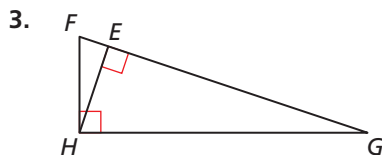
In Exercises 5–10, find the value of x. *(See Example 2.)*

5.

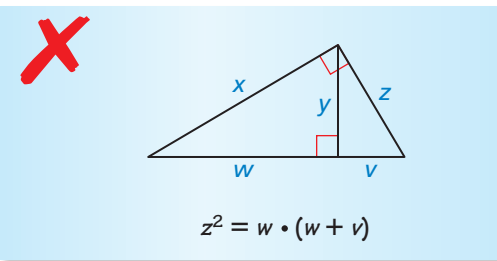6.

7.

8.

9.

10.
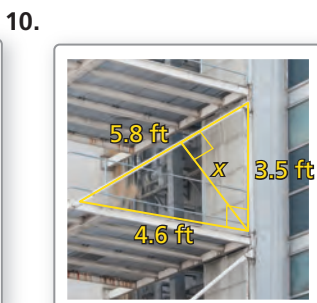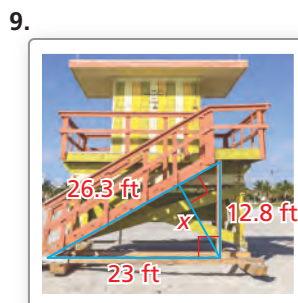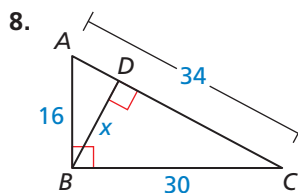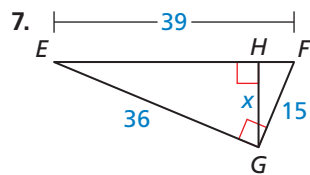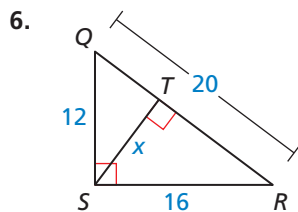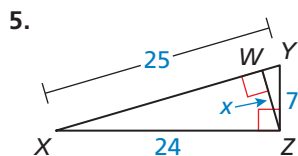
In Exercises 11–18, find the geometric mean of the two numbers. *(See Example 3.)*

11. 8 and 32

12. 9 and 16

13. 14 and 20

14. 25 and 35

15. 16 and 25

16. 8 and 28

17. 17 and 36

18. 24 and 45
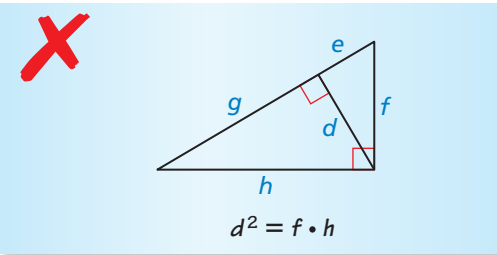
In Exercises 19–26, find the value of the variable. *(See Example 4.)*

19.

20.

21.

22.

23.

24.

25.

26.
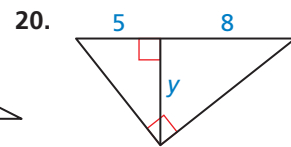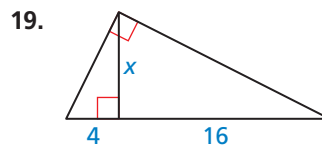
ERROR ANALYSIS In Exercises 27 and 28, describe and correct the error in writing an equation for the given diagram.
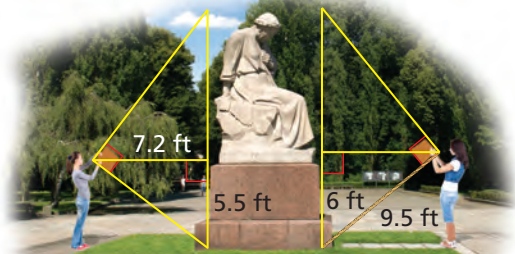
27.

$$z^2 = w \cdot (w + v)$$

28.

$$d^2 = f \cdot h$$

MODELING WITH MATHEMATICS In Exercises 29 and 30, use the diagram. *(See Example 5.)*



Ex. 29   Ex. 30

29. You want to determine the height of a monument at a local park. You use a cardboard square to line up the top and bottom of the monument, as shown at the above left. Your friend measures the vertical distance from the ground to your eye and the horizontal distance from you to the monument. Approximate the height of the monument.

30. Your classmate is standing on the other side of the monument. She has a piece of rope staked at the base of the monument. She extends the rope to the cardboard square she is holding lined up to the top and bottom of the monument. Use the information in the diagram above to approximate the height of the monument. Do you get the same answer as in Exercise 29? Explain your reasoning.

**MATHEMATICAL CONNECTIONS** In Exercises 31–34, find the value(s) of the variable(s).

31.

32.

33.

34.
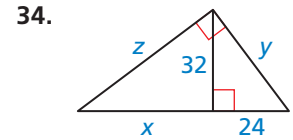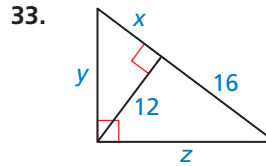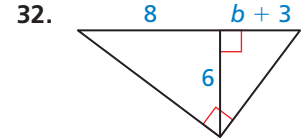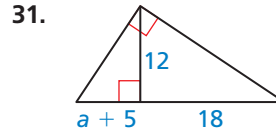
**35. REASONING** Use the diagram. Decide which proportions are true. Select all that apply.
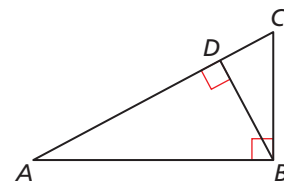
Ⓐ $\dfrac{DB}{DC} = \dfrac{DA}{DB}$ Ⓑ $\dfrac{BA}{CB} = \dfrac{CB}{BD}$

Ⓒ $\dfrac{CA}{BA} = \dfrac{BA}{CA}$ Ⓓ $\dfrac{DB}{BC} = \dfrac{DA}{BA}$

36. ANALYZING RELATIONSHIPS You are designing a diamond-shaped kite. You know that $AD = 44.8$ centimeters, $DC = 72$ centimeters, and $AC = 84.8$ centimeters. You want to use a straight crossbar $\overline{BD}$. About how long should it be? Explain your reasoning.
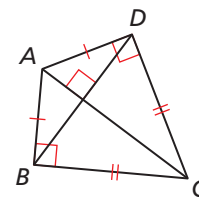
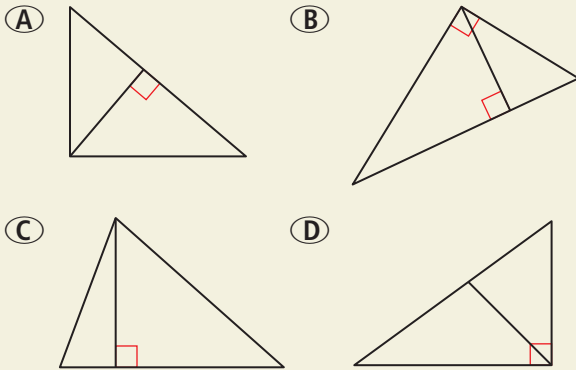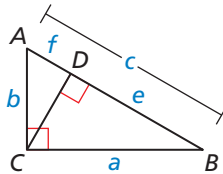**37. ANALYZING RELATIONSHIPS** Use both of the Geometric Mean Theorems to find AC and BD.
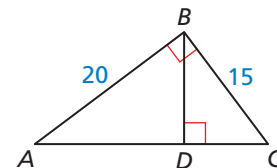
38. HOW DO YOU SEE IT? In which of the following triangles does the Geometric Mean (Altitude) Theorem apply?

Ⓐ
Ⓑ
Ⓒ
Ⓓ

39. PROVING A THEOREM Use the diagram of $\triangle ABC$. Copy and complete the proof of the Pythagorean Theorem.

Given In $\triangle ABC$, $\angle BCA$ is a right angle.

Prove $c^2 = a^2 + b^2$

STATEMENTS	REASONS
1. In $\triangle ABC$, $\angle BCA$ is a right angle.	**1.** _____
2. Draw a perpendicular segment (altitude) from C to $\overline{AB}$.	**2.** Perpendicular Postulate
3. $ce = a^2$ and $cf = b^2$	**3.** _____
4. $ce + b^2 = $ ____ $+ b^2$	**4.** Addition Property of Equality
5. $ce + cf = a^2 + b^2$	**5.** _____
6. $c(e + f) = a^2 + b^2$	**6.** _____
7. $e + f = $ ____	**7.** Segment Addition Postulate
8. $c \cdot c = a^2 + b^2$	**8.** _____
9. $c^2 = a^2 + b^2$	**9.** Simplify.

40. MAKING AN ARGUMENT Your friend claims the geometric mean of 4 and 9 is 6, and then labels the triangle, as shown. Is your friend correct? Explain your reasoning.
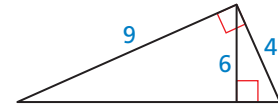
In Exercises 41 and 42, use the given statements to prove the theorem.

Given $\triangle ABC$ is a right triangle.
Altitude $\overline{CD}$ is drawn to hypotenuse $\overline{AB}$.

41. PROVING A THEOREM Prove the Geometric Mean (Altitude) Theorem by showing that $CD^2 = AD \cdot BD$.

42. PROVING A THEOREM Prove the Geometric Mean (Leg) Theorem by showing that $CB^2 = DB \cdot AB$ and $AC^2 = AD \cdot AB$.

43. CRITICAL THINKING Draw a right isosceles triangle and label the two leg lengths x. Then draw the altitude to the hypotenuse and label its length y. Now, use the Right Triangle Similarity Theorem to draw the three similar triangles from the image and label any side length that is equal to either x or y. What can you conclude about the relationship between the two smaller triangles? Explain your reasoning.

44. THOUGHT PROVOKING The arithmetic mean and geometric mean of two nonnegative numbers x and y are shown.

$$\text{arithmetic mean} = \frac{x + y}{2}$$
$$\text{geometric mean} = \sqrt{xy}$$

Write an inequality that relates these two means. Justify your answer.

45. PROVING A THEOREM Prove the Right Triangle Similarity Theorem by proving three similarity statements.

Given $\triangle ABC$ is a right triangle.
Altitude $\overline{CD}$ is drawn to hypotenuse $\overline{AB}$.

Prove $\triangle CBD \sim \triangle ABC$, $\triangle ACD \sim \triangle ABC$, $\triangle CBD \sim \triangle ACD$

Maintaining Mathematical Proficiency
Reviewing what you learned in previous grades and lessons

Solve the equation for x. *(Skills Review Handbook)*

46. $13 = \dfrac{x}{5}$

47. $29 = \dfrac{x}{4}$

48. $9 = \dfrac{78}{x}$

49. $30 = \dfrac{115}{x}$

Core Vocabulary

Pythagorean triple, *p. 518*   geometric mean, *p. 534*

Core Concepts

Section 9.1

Pythagorean Theorem, *p. 518*
Common Pythagorean Triples and Some of Their Multiples, *p. 518*
Converse of the Pythagorean Theorem, *p. 520*
Pythagorean Inequalities Theorem, *p. 521*

Section 9.2

45°-45°-90° Triangle Theorem, *p. 526*
30°-60°-90° Triangle Theorem, *p. 527*

Section 9.3

Right Triangle Similarity Theorem, *p. 532*
Geometric Mean (Altitude) Theorem, *p. 534*
Geometric Mean (Leg) Theorem, *p. 534*

Mathematical Practices

1. In Exercise 31 on page 523, describe the steps you took to find the area of the triangle.

2. In Exercise 23 on page 530, can one of the ways be used to show that all 30°-60°-90° triangles are similar? Explain.

3. Explain why the Geometric Mean (Altitude) Theorem does not apply to three of the triangles in Exercise 38 on page 538.

Form a Weekly Study Group, Set Up Rules

Consider using the following rules.
- Members must attend regularly, be on time, and participate.
- The sessions will focus on the key math concepts, not on the needs of one student.
- Students who skip classes will not be allowed to participate in the study group.
- Students who keep the group from being productive will be asked to leave the group.

STUDY SKILLS

Find the value of x. Tell whether the side lengths form a Pythagorean triple.
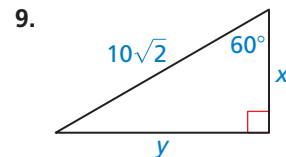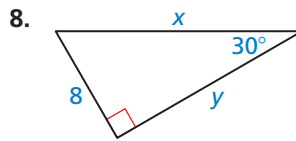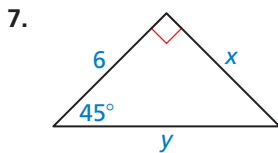*(Section 9.1)*

1.

2.

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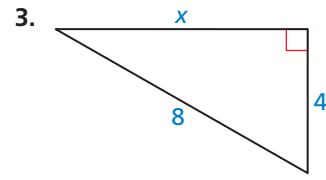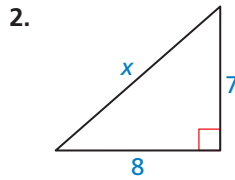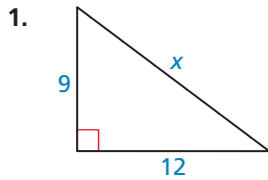
Verify that the segment lengths form a triangle. Is the triangle *acute*, *right*, or *obtuse*?
(Section 9.1)

4. 24, 32, and 40

5. 7, 9, and 13

6. 12, 15, and $10\sqrt{3}$

Find the values of x and y. Write your answers in simplest form. *(Section 9.2)*
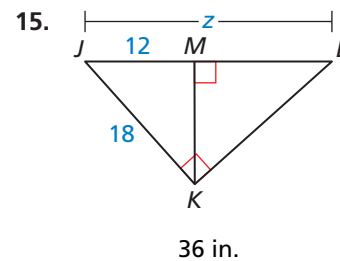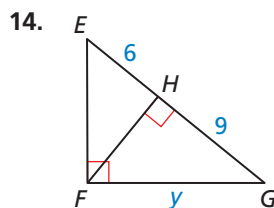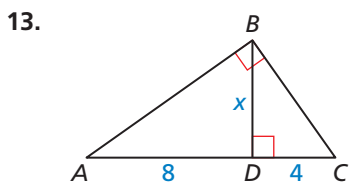
7.

8.

9.

**Find the geometric mean of the two numbers.** *(Section 9.3)*

10. 6 and 12

11. 15 and 20

12. 18 and 26

Identify the similar right triangles. Then find the value of the variable. *(Section 9.3)*

13.

14.

15.

16. Television sizes are measured by the length of their diagonal. You want to purchase a television that is at least 40 inches. Should you purchase the television shown? Explain your reasoning. *(Section 9.1)*

36 in.

20.25 in.
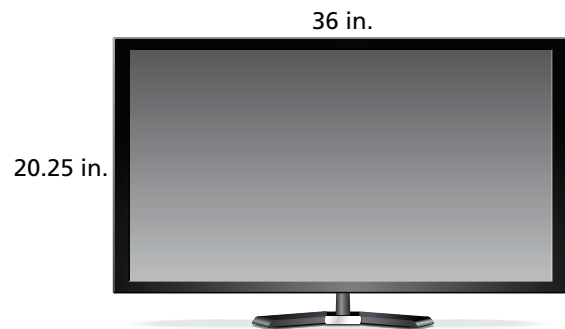
17. Each triangle shown below is a right triangle. *(Sections 9.1–9.3)*

    a. Are any of the triangles special right triangles? Explain your reasoning.

    b. List all similar triangles, if any.

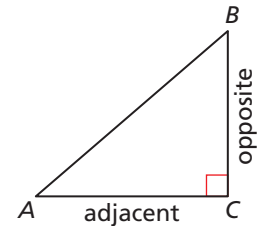   c. Find the lengths of the altitudes of triangles *B* and *C*.
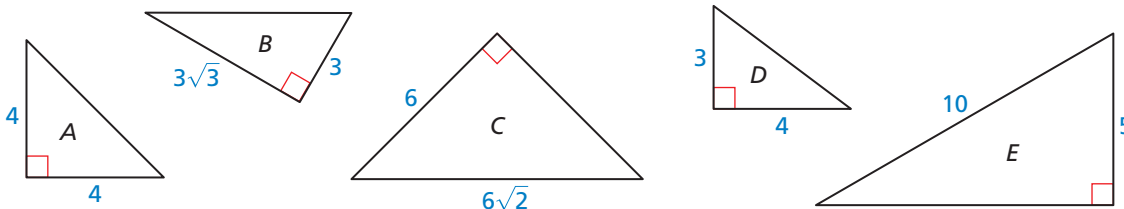
9.4 The Tangent Ratio

Essential Question How is a right triangle used to find the tangent of an acute angle? Is there a unique right triangle that must be used?

Let △ABC be a right triangle with acute ∠A.
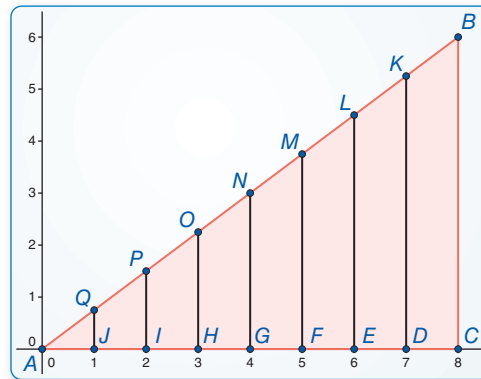The *tangent* of ∠A (written as tan A) is defined
as follows.

$$\tan A = \frac{\text{length of leg opposite } \angle A}{\text{length of leg adjacent to } \angle A} = \frac{BC}{AC}$$

EXPLORATION 1 Calculating a Tangent Ratio

Work with a partner. Use dynamic geometry software.

a. Construct △ABC, as shown. Construct segments perpendicular to $\overline{AC}$ to form right triangles that share vertex A and are similar to △ABC with vertices, as shown.

Sample
Points
A(0, 0)
B(8, 6)
C(8, 0)
Angle
m∠BAC = 36.87°

b. Calculate each given ratio to complete the table for the decimal value of tan A for each right triangle. What can you conclude?

Ratio	$\frac{BC}{AC}$	$\frac{KD}{AD}$	$\frac{LE}{AE}$	$\frac{MF}{AF}$	$\frac{NG}{AG}$	$\frac{OH}{AH}$	$\frac{PI}{AI}$	$\frac{QJ}{AJ}$
tan A								

**ATTENDING
TO PRECISION**

To be proficient in math,
you need to express
numerical answers with
a degree of precision
appropriate for the
problem context.

EXPLORATION 2 Using a Calculator

Work with a partner. Use a calculator that has a tangent key to calculate the tangent of 36.87°. Do you get the same result as in Exploration 1? Explain.

Communicate Your Answer

3. Repeat Exploration 1 for △ABC with vertices A(0, 0), B(8, 5), and C(8, 0). Construct the seven perpendicular segments so that not all of them intersect $\overline{AC}$ at integer values of x. Discuss your results.

4. How is a right triangle used to find the tangent of an acute angle? Is there a unique right triangle that must be used?

What You Will Learn

▶ Use the tangent ratio.

▶ Solve real-life problems involving the tangent ratio.

Using the Tangent Ratio

A **trigonometric ratio** is a ratio of the lengths of two sides in a right triangle. All right triangles with a given acute angle are similar by the AA Similarity Theorem. So, $\triangle JKL \sim \triangle XYZ$, and you can write $\dfrac{KL}{YZ} = \dfrac{JL}{XZ}$. This can be rewritten as $\dfrac{KL}{JL} = \dfrac{YZ}{XZ}$, which is a trigonometric ratio. So, trigonometric ratios are constant for a given angle measure.
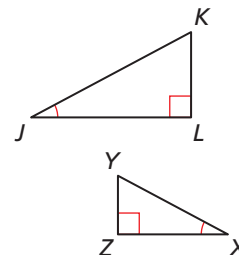
The **tangent** ratio is a trigonometric ratio for acute angles that involves the lengths of the legs of a right triangle.
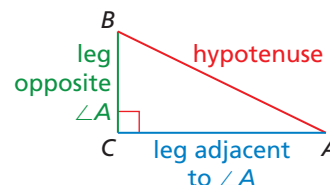
READING

Remember the following abbreviations.

tangent → tan
opposite → opp.
adjacent → adj.

🅖 Core Concept

Tangent Ratio

Let $\triangle ABC$ be a right triangle with acute $\angle A$.

The tangent of $\angle A$ (written as tan A) is defined as follows.

$$\tan A = \frac{\text{length of leg opposite } \angle A}{\text{length of leg adjacent to } \angle A} = \frac{BC}{AC}$$

In the right triangle above, $\angle A$ and $\angle B$ are complementary. So, $\angle B$ is acute. You can use the same diagram to find the tangent of $\angle B$. Notice that the leg adjacent to $\angle A$ is the leg *opposite* $\angle B$ and the leg opposite $\angle A$ is the leg *adjacent* to $\angle B$.

ATTENDING TO PRECISION

Unless told otherwise, you should round the values of trigonometric ratios to four decimal places and round lengths to the nearest tenth.

EXAMPLE 1   Finding Tangent Ratios

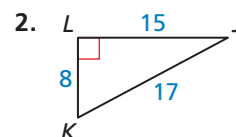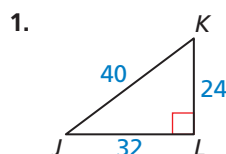Find tan S and tan R. Write each answer as a fraction and as a decimal rounded to four places.
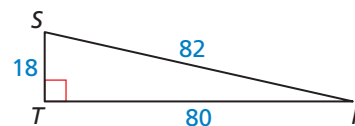
SOLUTION

$$\tan S = \frac{\text{opp. } \angle S}{\text{adj. to } \angle S} = \frac{RT}{ST} = \frac{80}{18} = \frac{40}{9} \approx 4.4444$$

$$\tan R = \frac{\text{opp. } \angle R}{\text{adj. to } \angle R} = \frac{ST}{RT} = \frac{18}{80} = \frac{9}{40} = 0.2250$$
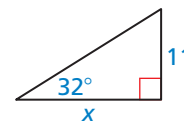
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Find tan *J* and tan *K*. Write each answer as a fraction and as a decimal rounded to four places.

1.

2.

EXAMPLE 2 Finding a Leg Length

Find the value of x. Round your answer to the nearest tenth.

SOLUTION

Use the tangent of an acute angle to find a leg length.

$$\tan 32° = \frac{\text{opp.}}{\text{adj.}} \qquad \text{Write ratio for tangent of 32°.}$$

$$\tan 32° = \frac{11}{x} \qquad \text{Substitute.}$$

$$x \cdot \tan 32° = 11 \qquad \text{Multiply each side by } x.$$

$$x = \frac{11}{\tan 32°} \qquad \text{Divide each side by tan 32°.}$$

$$x \approx 17.6 \qquad \text{Use a calculator.}$$

▶ The value of x is about 17.6.

You can find the tangent of an acute angle measuring 30°, 45°, or 60° by applying what you know about special right triangles.

EXAMPLE 3 Using a Special Right Triangle to Find a Tangent

Use a special right triangle to find the tangent of a 60° angle.

SOLUTION

Step 1 Because all 30°-60°-90° triangles are similar, you can simplify your calculations by choosing 1 as the length of the shorter leg. Use the 30°-60°-90° Triangle Theorem to find the length of the longer leg.
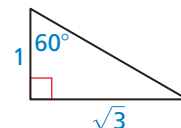
$$\text{longer leg} = \text{shorter leg} \cdot \sqrt{3} \qquad \text{30°-60°-90° Triangle Theorem}$$

$$= 1 \cdot \sqrt{3} \qquad \text{Substitute.}$$

$$= \sqrt{3} \qquad \text{Simplify.}$$

STUDY TIP

The tangents of all 60° angles are the same constant ratio. Any right triangle with a 60° angle can be used to determine this value.

Step 2 Find tan 60°.

$$\tan 60° = \frac{\text{opp.}}{\text{adj.}} \qquad \text{Write ratio for tangent of 60°.}$$

$$\tan 60° = \frac{\sqrt{3}}{1} \qquad \text{Substitute.}$$

$$\tan 60° = \sqrt{3} \qquad \text{Simplify.}$$
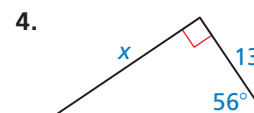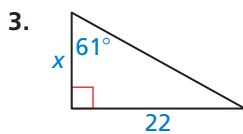
▶ The tangent of any 60° angle is $\sqrt{3} \approx 1.7321$.

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Find the value of x. Round your answer to the nearest tenth.

3.

4.

5. **WHAT IF?** In Example 3, the length of the shorter leg is 5 instead of 1. Show that the tangent of 60° is still equal to $\sqrt{3}$.

Solving Real-Life Problems

The angle that an upward line of sight makes with a horizontal line is called the **angle of elevation**.

EXAMPLE 4   **Modeling with Mathematics**

You are measuring the height of a spruce tree. You stand 45 feet from the base of the tree. You measure the angle of elevation from the ground to the top of the tree to be 59°. Find the height h of the tree to the nearest foot.

h ft

59°
45 ft
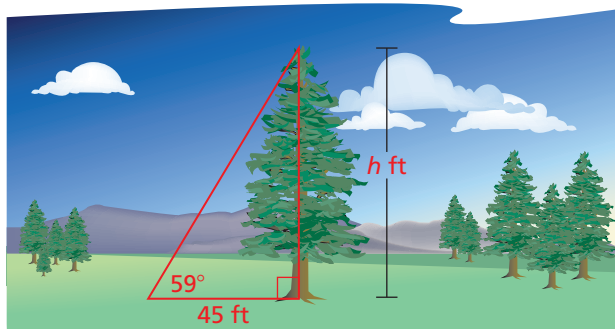
SOLUTION

1. **Understand the Problem** You are given the angle of elevation and the distance from the tree. You need to find the height of the tree to the nearest foot.

2. **Make a Plan** Write a trigonometric ratio for the tangent of the angle of elevation involving the height h. Then solve for h.

3. **Solve the Problem**

$$\tan 59° = \frac{\text{opp.}}{\text{adj.}} \qquad \color{red}{\text{Write ratio for tangent of 59°.}}$$

$$\tan 59° = \frac{h}{45} \qquad \color{red}{\text{Substitute.}}$$

$$45 \cdot \tan 59° = h \qquad \color{red}{\text{Multiply each side by 45.}}$$

$$74.9 \approx h \qquad \color{red}{\text{Use a calculator.}}$$

▶ The tree is about 75 feet tall.
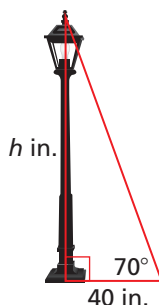
4. **Look Back** Check your answer. Because 59° is close to 60°, the value of h should be close to the length of the longer leg of a 30°-60°-90° triangle, where the length of the shorter leg is 45 feet.

$$\text{longer leg} = \text{shorter leg} \cdot \sqrt{3} \qquad \color{red}{\text{30°-60°-90° Triangle Theorem}}$$

$$= 45 \cdot \sqrt{3} \qquad \color{red}{\text{Substitute.}}$$

$$\approx 77.9 \qquad \color{red}{\text{Use a calculator.}}$$

The value of 77.9 feet is close to the value of h. ✓

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6. You are measuring the height of a lamppost. You stand 40 inches from the base of the lamppost. You measure the angle of elevation from the ground to the top of the lamppost to be 70°. Find the height h of the lamppost to the nearest inch.


h in.

70°
40 in.

Vocabulary and Core Concept Check

1. **COMPLETE THE SENTENCE** The tangent ratio compares the length of _____ to the length of _____.

2. **WRITING** Explain how you know the tangent ratio is constant for a given angle measure.
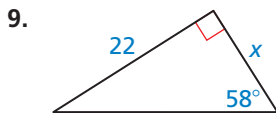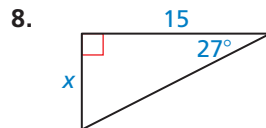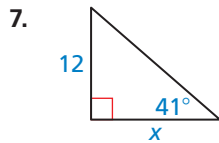
Monitoring Progress and Modeling with Mathematics

In Exercises 3–6, find the tangents of the acute angles in the right triangle. Write each answer as a fraction and as a decimal rounded to four decimal places. *(See Example 1.)*
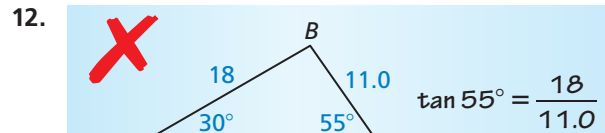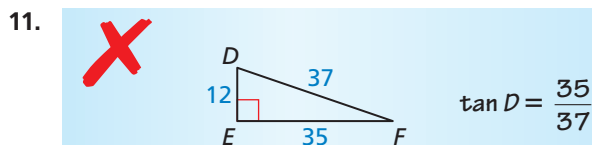
3.

4.

5.

6.
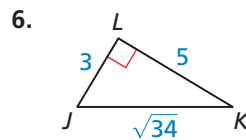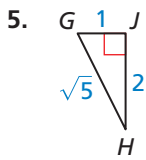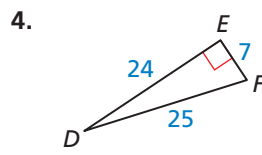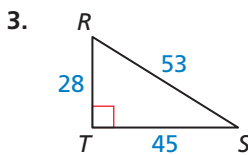
In Exercises 7–10, find the value of *x*. Round your answer to the nearest tenth. *(See Example 2.)*

7.

8.

9.

10.
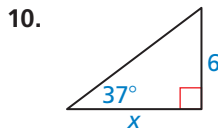
ERROR ANALYSIS In Exercises 11 and 12, describe the error in the statement of the tangent ratio. Correct the error if possible. Otherwise, write not possible.

11.

$$\tan D = \frac{35}{37}$$

12.

$$\tan 55° = \frac{18}{11.0}$$

In Exercises 13 and 14, use a special right triangle to find the tangent of the given angle measure. *(See Example 3.)*

13. 45°

14. 30°

15. **MODELING WITH MATHEMATICS** A surveyor is standing 118 feet from the base of the Washington Monument. The surveyor measures the angle of elevation from the ground to the top of the monument to be 78°. Find the height *h* of the Washington Monument to the nearest foot. *(See Example 4.)*

16. **MODELING WITH MATHEMATICS** Scientists can measure the depths of craters on the moon by looking at photos of shadows. The length of the shadow cast by the edge of a crater is 500 meters. The angle of elevation of the rays of the Sun is 55°. Estimate the depth *d* of the crater.
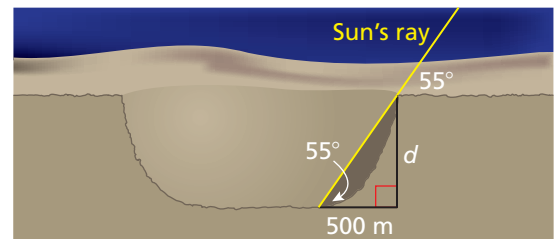
17. **USING STRUCTURE** Find the tangent of the smaller acute angle in a right triangle with side lengths 5, 12, and 13.

18. USING STRUCTURE Find the tangent of the larger acute angle in a right triangle with side lengths 3, 4, and 5.

19. REASONING How does the tangent of an acute angle in a right triangle change as the angle measure increases? Justify your answer.

20. CRITICAL THINKING For what angle measure(s) is the tangent of an acute angle in a right triangle equal to 1? greater than 1? less than 1? Justify your answer.

21. MAKING AN ARGUMENT Your family room has a sliding-glass door. You want to buy an awning for the door that will be just long enough to keep the Sun out when it is at its highest point in the sky. The angle of elevation of the rays of the Sun at this point is 70°, and the height of the door is 8 feet. Your sister claims you can determine how far the overhang should extend by multiplying 8 by tan 70°. Is your sister correct? Explain.
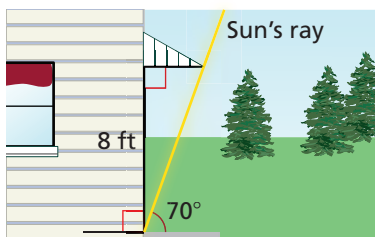

22. HOW DO YOU SEE IT? Write expressions for the tangent of each acute angle in the right triangle. Explain how the tangent of one acute angle is related to the tangent of the other acute angle. What kind of angle pair is ∠A and ∠B?
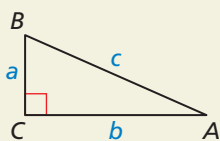

23. REASONING Explain why it is not possible to find the tangent of a right angle or an obtuse angle.

**24. THOUGHT PROVOKING** To create the diagram below, you begin with an isosceles right triangle with legs 1 unit long. Then the hypotenuse of the first triangle becomes the leg of a second triangle, whose remaining leg is 1 unit long. Continue the diagram until you have constructed an angle whose tangent is $\dfrac{1}{\sqrt{6}}$. Approximate the measure of this angle.
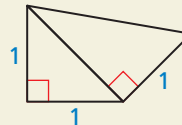
25. PROBLEM SOLVING Your class is having a class picture taken on the lawn. The photographer is positioned 14 feet away from the center of the class. The photographer turns 50° to look at either end of the class.
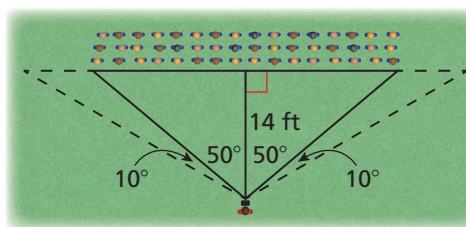
a. What is the distance between the ends of the class?

b. The photographer turns another 10° either way to see the end of the camera range. If each student needs 2 feet of space, about how many more students can fit at the end of each row? Explain.

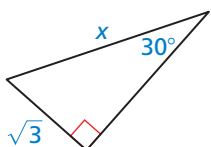**26. PROBLEM SOLVING** Find the perimeter of the figure, where $AC = 26$, $AD = BF$, and D is the midpoint of $\overline{AC}$.
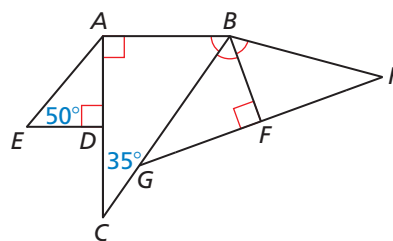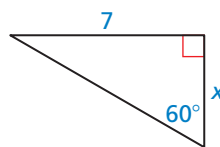

Maintaining Mathematical Proficiency   Reviewing what you learned in previous grades and lessons

Find the value of x. *(Section 9.2)*
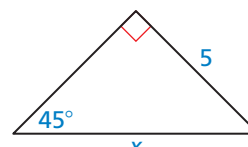
27.

28.

29.

The Sine and Cosine Ratios

Essential Question
How is a right triangle used to find the sine and cosine of an acute angle? Is there a unique right triangle that must be used?

Let $\triangle ABC$ be a right triangle with acute $\angle A$. The *sine* of $\angle A$ and *cosine* of $\angle A$ (written as sin A and cos A, respectively) are defined as follows.

$$\sin A = \frac{\text{length of leg opposite } \angle A}{\text{length of hypotenuse}} = \frac{BC}{AB}$$
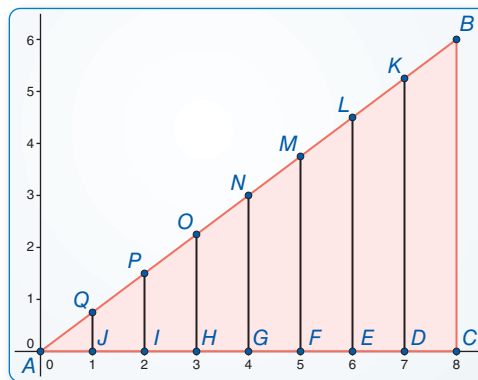
$$\cos A = \frac{\text{length of leg adjacent to } \angle A}{\text{length of hypotenuse}} = \frac{AC}{AB}$$
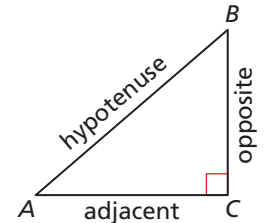
EXPLORATION 1   Calculating Sine and Cosine Ratios

Work with a partner. Use dynamic geometry software.

a. Construct $\triangle ABC$, as shown. Construct segments perpendicular to $\overline{AC}$ to form right triangles that share vertex A and are similar to $\triangle ABC$ with vertices, as shown.

Sample
Points
$A(0, 0)$
$B(8, 6)$
$C(8, 0)$
Angle
$m\angle BAC = 36.87°$

b. Calculate each given ratio to complete the table for the decimal values of sin A and cos A for each right triangle. What can you conclude?

Sine ratio	$\frac{BC}{AB}$	$\frac{KD}{AK}$	$\frac{LE}{AL}$	$\frac{MF}{AM}$	$\frac{NG}{AN}$	$\frac{OH}{AO}$	$\frac{PI}{AP}$	$\frac{QJ}{AQ}$
sin A								
Cosine ratio	$\frac{AC}{AB}$	$\frac{AD}{AK}$	$\frac{AE}{AL}$	$\frac{AF}{AM}$	$\frac{AG}{AN}$	$\frac{AH}{AO}$	$\frac{AI}{AP}$	$\frac{AJ}{AQ}$
cos A								

LOOKING FOR STRUCTURE

To be proficient in math, you need to look closely to discern a pattern or structure.

Communicate Your Answer

2. How is a right triangle used to find the sine and cosine of an acute angle? Is there a unique right triangle that must be used?

3. In Exploration 1, what is the relationship between $\angle A$ and $\angle B$ in terms of their measures? Find sin B and cos B. How are these two values related to sin A and cos A? Explain why these relationships exist.

What You Will Learn

▶ Use the sine and cosine ratios.

▶ Find the sine and cosine of angle measures in special right triangles.

▶ Solve real-life problems involving sine and cosine ratios.

▶ Use a trigonometric identity.

Using the Sine and Cosine Ratios

The **sine** and **cosine** ratios are trigonometric ratios for acute angles that involve the lengths of a leg and the hypotenuse of a right triangle.
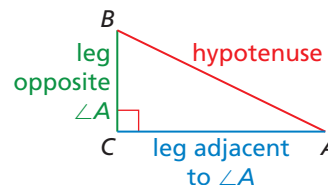
Core Concept

READING

Remember the following abbreviations.

sine → sin
cosine → cos
hypotenuse → hyp.

Sine and Cosine Ratios

Let $\triangle ABC$ be a right triangle with acute $\angle A$. The sine of $\angle A$ and cosine of $\angle A$ (written as $\sin A$ and $\cos A$) are defined as follows.

$$\sin A = \frac{\text{length of leg opposite } \angle A}{\text{length of hypotenuse}} = \frac{BC}{AB}$$

$$\cos A = \frac{\text{length of leg adjacent to } \angle A}{\text{length of hypotenuse}} = \frac{AC}{AB}$$
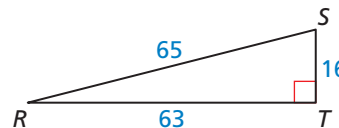

EXAMPLE 1 Finding Sine and Cosine Ratios

Find $\sin S$, $\sin R$, $\cos S$, and $\cos R$. Write each answer as a fraction and as a decimal rounded to four places.

SOLUTION

$$\sin S = \frac{\text{opp. } \angle S}{\text{hyp.}} = \frac{RT}{SR} = \frac{63}{65} \approx 0.9692 \qquad \sin R = \frac{\text{opp. } \angle R}{\text{hyp.}} = \frac{ST}{SR} = \frac{16}{65} \approx 0.2462$$

$$\cos S = \frac{\text{adj. to } \angle S}{\text{hyp.}} = \frac{ST}{SR} = \frac{16}{65} \approx 0.2462 \qquad \cos R = \frac{\text{adj. to } \angle R}{\text{hyp.}} = \frac{RT}{SR} = \frac{63}{65} \approx 0.9692$$

In Example 1, notice that $\sin S = \cos R$ and $\sin R = \cos S$. This is true because the side opposite $\angle S$ is adjacent to $\angle R$ and the side opposite $\angle R$ is adjacent to $\angle S$. The relationship between the sine and cosine of $\angle S$ and $\angle R$ is true for all complementary angles.

Core Concept

Sine and Cosine of Complementary Angles

The sine of an acute angle is equal to the cosine of its complement. The cosine of an acute angle is equal to the sine of its complement.

Let A and B be complementary angles. Then the following statements are true.

$$\sin A = \cos(90° − A) = \cos B \qquad \sin B = \cos(90° − B) = \cos A$$

$$\cos A = \sin(90° − A) = \sin B \qquad \cos B = \sin(90° − B) = \sin A$$

EXAMPLE 2   Rewriting Trigonometric Expressions

Write sin 56° in terms of cosine.

SOLUTION

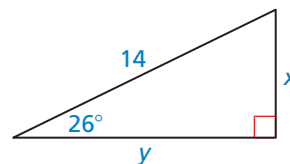Use the fact that the sine of an acute angle is equal to the cosine of its complement.

$$\sin 56° = \cos(90° - 56°) = \cos 34°$$

▶ The sine of 56° is the same as the cosine of 34°.

You can use the sine and cosine ratios to find unknown measures in right triangles.

EXAMPLE 3   Finding Leg Lengths

Find the values of x and y using sine and cosine. Round your answers to the nearest tenth.

SOLUTION

Step 1 Use a sine ratio to find the value of x.

$$\sin 26° = \frac{\text{opp.}}{\text{hyp.}}$$ Write ratio for sine of 26°.

$$\sin 26° = \frac{x}{14}$$ Substitute.

$$14 \cdot \sin 26° = x$$ Multiply each side by 14.

$$6.1 \approx x$$ Use a calculator.

▶ The value of x is about 6.1.

Step 2 Use a cosine ratio to find the value of y.

$$\cos 26° = \frac{\text{adj.}}{\text{hyp.}}$$ Write ratio for cosine of 26°.

$$\cos 26° = \frac{y}{14}$$ Substitute.

$$14 \cdot \cos 26° = y$$ Multiply each side by 14.

$$12.6 \approx y$$ Use a calculator.

▶ The value of y is about 12.6.

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1. Find sin D, sin F, cos D, and cos F. Write each answer as a fraction and as a decimal rounded to four places.
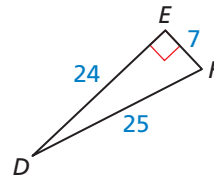
2. Write cos 23° in terms of sine.

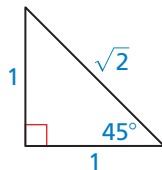3. Find the values of u and t using sine and cosine. Round your answers to the nearest tenth.
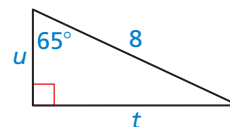
Finding Sine and Cosine in Special Right Triangles

EXAMPLE 4   **Finding the Sine and Cosine of 45°**

Find the sine and cosine of a 45° angle.

SOLUTION

Begin by sketching a 45°-45°-90° triangle. Because all such triangles are similar, you can simplify your calculations by choosing 1 as the length of each leg. Using the 45°-45°-90° Triangle Theorem, the length of the hypotenuse is $\sqrt{2}$.

$$\sin 45° = \frac{\text{opp.}}{\text{hyp.}} \qquad\qquad \cos 45° = \frac{\text{adj.}}{\text{hyp.}}$$

$$= \frac{1}{\sqrt{2}} \qquad\qquad\qquad\qquad = \frac{1}{\sqrt{2}}$$

$$= \frac{\sqrt{2}}{2} \qquad\qquad\qquad\qquad = \frac{\sqrt{2}}{2}$$

$$\approx 0.7071 \qquad\qquad\qquad\qquad \approx 0.7071$$

EXAMPLE 5   **Finding the Sine and Cosine of 30°**

Find the sine and cosine of a 30° angle.

SOLUTION

Begin by sketching a 30°-60°-90° triangle. Because all such triangles are similar, you can simplify your calculations by choosing 1 as the length of the shorter leg. Using the 30°-60°-90° Triangle Theorem, the length of the longer leg is $\sqrt{3}$ and the length of the hypotenuse is 2.
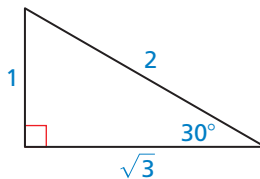
$$\sin 30° = \frac{\text{opp.}}{\text{hyp.}} \qquad\qquad \cos 30° = \frac{\text{adj.}}{\text{hyp.}}$$

$$= \frac{1}{2} \qquad\qquad\qquad\qquad = \frac{\sqrt{3}}{2}$$

$$= 0.5000 \qquad\qquad\qquad\qquad \approx 0.8660$$

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4. Find the sine and cosine of a 60° angle.

Solving Real-Life Problems

Recall from the previous lesson that the angle an upward line of sight makes with a horizontal line is called the *angle of elevation*. The angle that a downward line of sight makes with a horizontal line is called the **angle of depression**.

EXAMPLE 6 Modeling with Mathematics

You are skiing on a mountain with an altitude of 1200 feet. The angle of depression is 21°. Find the distance x you ski down the mountain to the nearest foot.

21°

x ft

1200 ft

Not drawn to scale
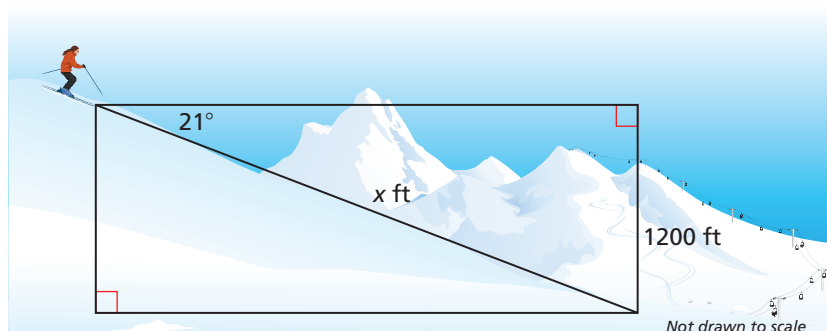
SOLUTION

1. **Understand the Problem** You are given the angle of depression and the altitude of the mountain. You need to find the distance that you ski down the mountain.

2. **Make a Plan** Write a trigonometric ratio for the sine of the angle of depression involving the distance x. Then solve for x.

3. **Solve the Problem**

   $\sin 21° = \dfrac{\text{opp.}}{\text{hyp.}}$ Write ratio for sine of 21°.

   $\sin 21° = \dfrac{1200}{x}$ Substitute.

   $x \cdot \sin 21° = 1200$ Multiply each side by x.

   $x = \dfrac{1200}{\sin 21°}$ Divide each side by sin 21°.

   $x \approx 3348.5$ Use a calculator.

   ▶ You ski about 3349 feet down the mountain.

4. **Look Back** Check your answer. The value of sin 21° is about 0.3584. Substitute for x in the sine ratio and compare the values.

   $\dfrac{1200}{x} \approx \dfrac{1200}{3348.5}$

   ≈ 0.3584

   This value is approximately the same as the value of sin 21°. ✔

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5. **WHAT IF?** In Example 6, the angle of depression is 28°. Find the distance x you ski down the mountain to the nearest foot.
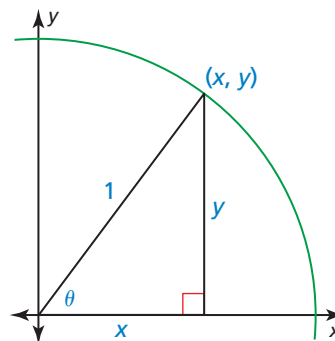
Using a Trigonometric Identity

In the figure, the point (x, y) is on a circle of radius 1 with center at the origin. Consider an angle θ (the Greek letter *theta*) with its vertex at the origin. You know that $x = \cos \theta$ and $y = \sin \theta$. By the Pythagorean Theorem,

$$x^2 + y^2 = 1.$$

So,

$$\cos^2 \theta + \sin^2 \theta = 1.$$

STUDY TIP

Note that $\sin^2 \theta$ represents $(\sin \theta)^2$ and $\cos^2 \theta$ represents $(\cos \theta)^2$.

The equation $\cos^2 \theta + \sin^2 \theta = 1$ is true for any value of θ. In this section, θ will always be an acute angle. A trigonometric equation that is true for all values of the variable for which both sides of the equation are defined is called a *trigonometric identity*. Because of its derivation above, $\cos^2 \theta + \sin^2 \theta = 1$ is also referred to as a *Pythagorean identity*.

EXAMPLE 7 **Finding Trigonometric Values**

Given that $\cos \theta = \dfrac{3}{5}$, find $\sin \theta$ and $\tan \theta$.

SOLUTION

Step 1 Find $\sin \theta$.

$\sin^2 \theta + \cos^2 \theta = 1$	Write Pythagorean identity.
$\sin^2 \theta + \left(\dfrac{3}{5}\right)^2 = 1$	Substitute $\dfrac{3}{5}$ for $\cos \theta$.
$\sin^2 \theta + \dfrac{9}{25} = 1$	Evaluate power.
$\sin^2 \theta = 1 - \dfrac{9}{25}$	Subtract $\dfrac{9}{25}$ from each side.
$\sin^2 \theta = \dfrac{16}{25}$	Subtract.
$\sin \theta = \dfrac{4}{5}$	Take the positive square root of each side.

STUDY TIP

Using the diagram above, you can write

$$\tan \theta = \frac{y}{x} = \frac{\sin \theta}{\cos \theta}.$$

Step 2 Find $\tan \theta$ using $\sin \theta$ and $\cos \theta$.

$$\tan \theta = \frac{\sin \theta}{\cos \theta} = \frac{\dfrac{4}{5}}{\dfrac{3}{5}} = \frac{4}{3}$$

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6. Given that $\sin \theta = \dfrac{5}{13}$, find $\cos \theta$ and $\tan \theta$.

Vocabulary and Core Concept Check

1. **VOCABULARY** The sine ratio compares the length of _____ to the length of _____.

2. **VOCABULARY** The _____ ratio compares the length of the adjacent leg to the length of the hypotenuse.

3. **WRITING** How are angles of elevation and angles of depression similar? How are they different?

4. **WHICH ONE DOESN'T BELONG?** Which ratio does *not* belong with the other three? Explain your reasoning.
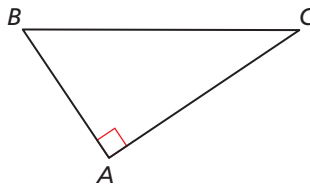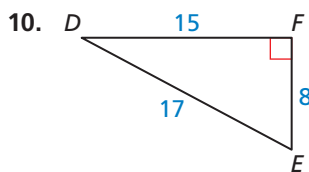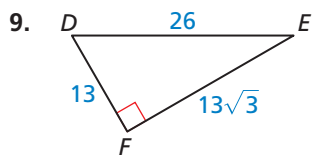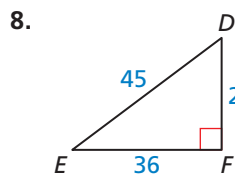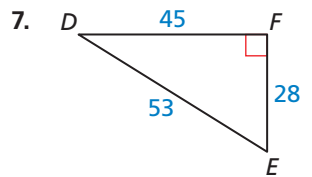

$\sin B$	$\cos C$	$\tan B$	$\dfrac{AC}{BC}$

Monitoring Progress and Modeling with Mathematics

In Exercises 5–10, find sin *D*, sin *E*, cos *D*, and cos *E*. Write each answer as a fraction and as a decimal rounded to four places. *(See Example 1.)*

5.

6.

7.

8.

9.

10.
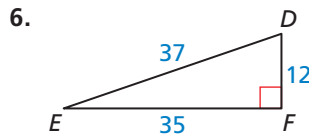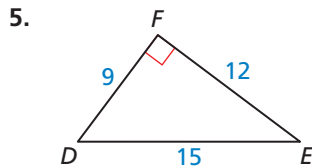
In Exercises 11–14, write the expression in terms of cosine. *(See Example 2.)*

11. $\sin 37°$

12. $\sin 81°$

13. $\sin 29°$

14. $\sin 64°$

In Exercises 15–18, write the expression in terms of sine.

15. $\cos 59°$

16. $\cos 42°$

17. $\cos 73°$

18. $\cos 18°$

In Exercises 19–24, find the value of each variable using sine and cosine. Round your answers to the nearest tenth. *(See Example 3.)*
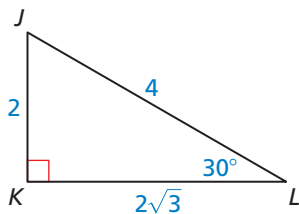
19.

20.

21.

22.

23.

24.
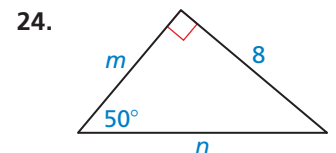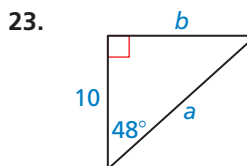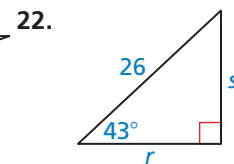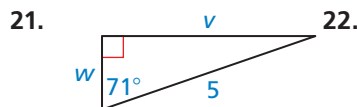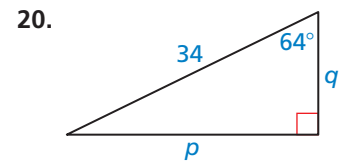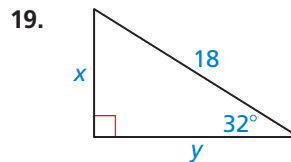
25. REASONING Which ratios are equal? Select all that apply. *(See Example 4.)*

sin X	cos X
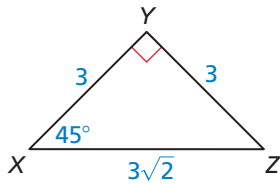
sin Z	cos Z

26. REASONING Which ratios are equal to $\frac{1}{2}$? Select all that apply. *(See Example 5.)*

sin L	cos L

sin J	cos J

27. REASONING Write the trigonometric ratios that have a value of $\frac{\sqrt{3}}{2}$.
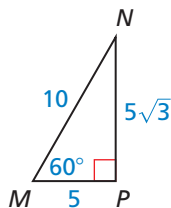
**28. REASONING** Write the trigonometric ratios that have a value of $\frac{1}{2}$.
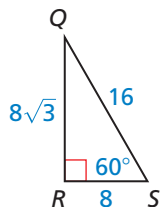
29. WRITING Explain how to tell which side of a right triangle is adjacent to an angle and which side is the hypotenuse.
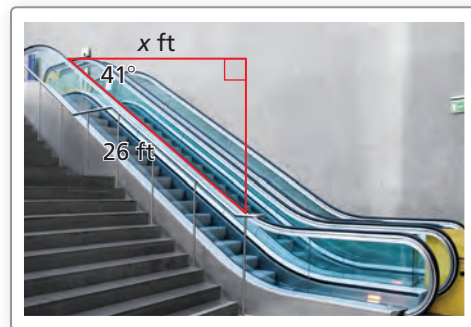
30. ERROR ANALYSIS Describe and correct the error in finding sin A.

$$\sin A = \frac{5}{13}$$
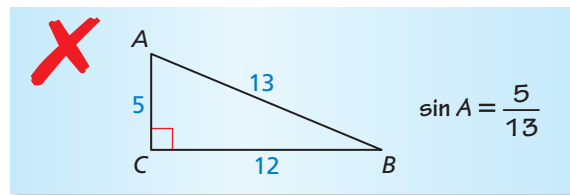
31. MODELING WITH MATHEMATICS The top of the slide is 12 feet from the ground and has an angle of depression of 53°. What is the length of the slide? *(See Example 6.)*
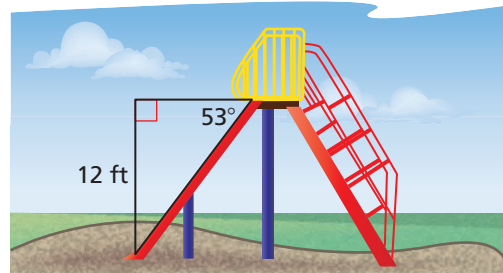
32. MODELING WITH MATHEMATICS Find the horizontal distance x the escalator covers.

In Exercises 33–38, find sin θ and tan θ. *(See Example 7.)*

33. $\cos \theta = \frac{2}{5}$ **34.** $\cos \theta = \frac{3}{7}$

35. $\cos \theta = \frac{5}{9}$ **36.** $\cos \theta = \frac{8}{11}$

37. $\cos \theta = \frac{7}{8}$ **38.** $\cos \theta = \frac{9}{10}$

In Exercises 39–44, find cos θ and tan θ.

39. $\sin \theta = \frac{1}{2}$ **40.** $\sin \theta = \frac{2}{3}$

41. $\sin \theta = \frac{5}{8}$ **42.** $\sin \theta = \frac{7}{10}$

43. $\sin \theta = \frac{2}{9}$ **44.** $\sin \theta = \frac{6}{7}$

45. ERROR ANALYSIS Describe and correct the error in finding $\cos\theta$ when $\sin\theta = \frac{8}{9}$.

✗

$$\cos^2\theta - \sin^2\theta = 1$$
$$\cos^2\theta - \left(\frac{8}{9}\right)^2 = 1$$
$$\cos^2\theta - \frac{64}{81} = 1$$
$$\cos^2\theta = 1 + \frac{64}{81}$$
$$\cos^2\theta = \frac{145}{81}$$
$$\cos\theta = \frac{\sqrt{145}}{9}$$

46. ERROR ANALYSIS Describe and correct the error in finding $\sin\theta$ when $\cos\theta = \frac{18}{25}$.

✗

$$\sin^2\theta + \cos^2\theta = 1$$
$$\sin^2\theta + \frac{18}{25} = 1$$
$$\sin^2\theta = 1 - \frac{18}{25}$$
$$\sin^2\theta = \frac{7}{25}$$
$$\sin\theta = \frac{\sqrt{7}}{5}$$

**47. PROBLEM SOLVING** You are flying a kite with 20 feet of string extended. The angle of elevation from the spool of string to the kite is 67°.

a. Draw and label a diagram that represents the situation.

b. How far off the ground is the kite if you hold the spool 5 feet off the ground? Describe how the height where you hold the spool affects the height of the kite.

48. MAKING AN ARGUMENT Your friend uses the equation $\sin 49° = \frac{x}{16}$ to find BC. Your cousin uses the equation $\cos 41° = \frac{x}{16}$ to find BC. Who is correct? Explain your reasoning.
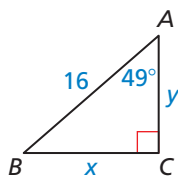
49. MODELING WITH MATHEMATICS Planes that fly at high speeds and low elevations have radar systems that can determine the range of an obstacle and the angle of elevation to the top of the obstacle. The radar of a plane flying at an altitude of 20,000 feet detects a tower that is 25,000 feet away, with an angle of elevation of 1°.
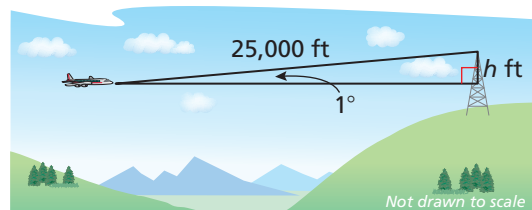

a. How many feet must the plane rise to pass over the tower?

b. Planes cannot come closer than 1000 feet vertically to any object. At what altitude must the plane fly in order to pass over the tower?

50. WRITING Describe what you must know about a triangle in order to use the sine ratio and what you must know about a triangle in order to use the cosine ratio.

51. MATHEMATICAL CONNECTIONS If $\triangle EQU$ is equilateral and $\triangle RGT$ is a right triangle with $RG = 2$, $RT = 1$, and $m\angle T = 90°$, show that $\sin E = \cos G$.

52. MODELING WITH MATHEMATICS Submarines use sonar systems, which are similar to radar systems, to detect obstacles. Sonar systems use sound to detect objects under water.
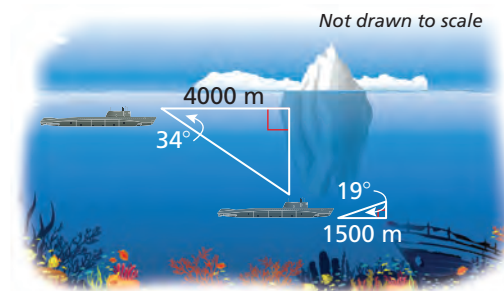
a. You are traveling underwater in a submarine. The sonar system detects an iceberg 4000 meters ahead, with an angle of depression of 34° to the bottom of the iceberg. How many meters must the submarine lower to pass under the iceberg?

b. The sonar system then detects a sunken ship 1500 meters ahead, with an angle of elevation of 19° to the highest part of the sunken ship. How many meters must the submarine rise to pass over the sunken ship?

53. REASONING Use $\sin A = \dfrac{\text{opp.}}{\text{hyp.}}$ and $\cos A = \dfrac{\text{adj.}}{\text{hyp.}}$ to show that $\tan A = \dfrac{\sin A}{\cos A}$.

54. HOW DO YOU SEE IT? Using only the given information, would you use a sine ratio or a cosine ratio to find the length of the hypotenuse? Explain your reasoning.
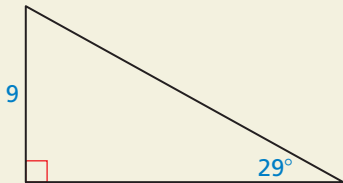

55. MULTIPLE REPRESENTATIONS You are standing on a cliff above an ocean. You see a sailboat from your vantage point 30 feet above the ocean.

    a. Draw and label a diagram of the situation.

    b. Make a table showing the angle of depression and the length of your line of sight. Use the angles 40°, 50°, 60°, 70°, and 80°.

    c. Graph the values you found in part (b), with the angle measures on the x-axis.

    d. Predict the length of the line of sight when the angle of depression is 30°.

56. THOUGHT PROVOKING One of the following infinite series represents $\sin x$ and the other one represents $\cos x$ (where x is measured in radians). Which is which? Justify your answer. Then use each series to approximate the sine and cosine of $\dfrac{\pi}{6}$. (*Hints*: $\pi = 180°$; $5! = 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1$; Find the values that the sine and cosine ratios approach as the angle measure approaches zero.)

    a. $x - \dfrac{x^3}{3!} + \dfrac{x^5}{5!} - \dfrac{x^7}{7!} + \cdots$

   **b.** $1 - \dfrac{x^2}{2!} + \dfrac{x^4}{4!} - \dfrac{x^6}{6!} + \cdots$

57. ABSTRACT REASONING Make a conjecture about how you could use trigonometric ratios to find angle measures in a triangle.

58. CRITICAL THINKING Explain why the area of $\triangle ABC$ in the diagram can be found using the formula Area $= \frac{1}{2}ab \sin C$. Then calculate the area when $a = 4$, $b = 7$, and $m\angle C = 40°$.
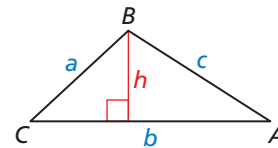
Maintaining Mathematical Proficiency
Reviewing what you learned in previous grades and lessons

Find the value of x. Tell whether the side lengths form a Pythagorean triple. *(Section 9.1)*

59.

60.

61.

62.
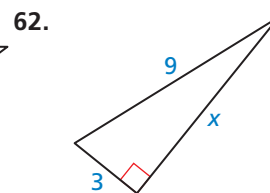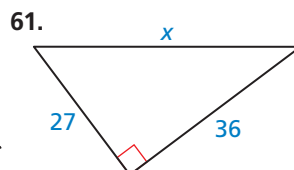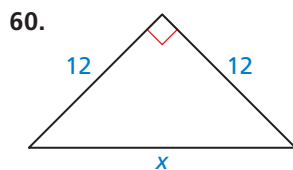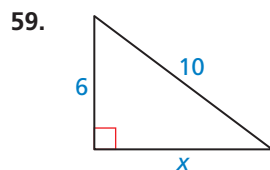
63. Use the two-way table to create a two-way table that shows the joint and marginal relative frequencies. *(Section 5.3)*

|		Gender		
		Male	Female	Total
Class	**Sophomore**	26	54	80
	Junior	32	48	80
	Senior	50	55	105
	Total	108	157	265

9.6 Solving Right Triangles

Essential Question
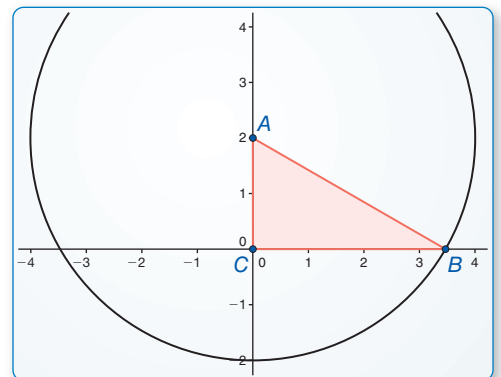When you know the lengths of the sides of a right triangle, how can you find the measures of the two acute angles?

EXPLORATION 1   Solving Special Right Triangles

Work with a partner. Use the figures to find the values of the sine and cosine of ∠A and ∠B. Use these values to find the measures of ∠A and ∠B. Use dynamic geometry software to verify your answers.
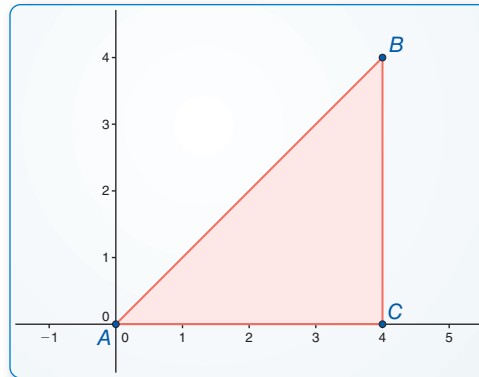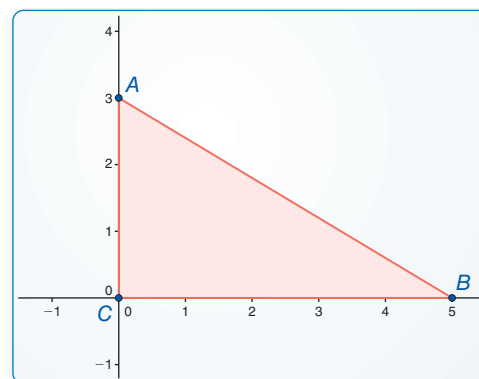
a.

b.

EXPLORATION 2   Solving Right Triangles

Work with a partner. You can use a calculator to find the measure of an angle when you know the value of the sine, cosine, or tangent of the angle. Use the inverse sine, inverse cosine, or inverse tangent feature of your calculator to approximate the measures of ∠A and ∠B to the nearest tenth of a degree. Then use dynamic geometry software to verify your answers.
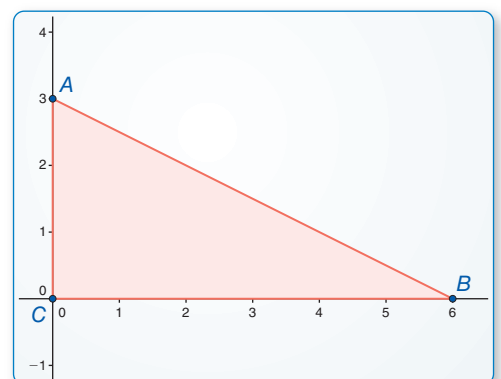
a.

b.

Communicate Your Answer

3. When you know the lengths of the sides of a right triangle, how can you find the measures of the two acute angles?

4. A ladder leaning against a building forms a right triangle with the building and the ground. The legs of the right triangle (in meters) form a 5-12-13 Pythagorean triple. Find the measures of the two acute angles to the nearest tenth of a degree.
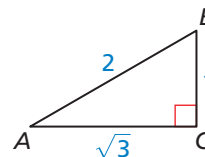
What You Will Learn

▶ Use inverse trigonometric ratios.

▶ Solve right triangles.

Using Inverse Trigonometric Ratios

EXAMPLE 1 **Identifying Angles from Trigonometric Ratios**

Determine which of the two acute angles has a cosine of 0.5.

SOLUTION

Find the cosine of each acute angle.

$$\cos A = \frac{\text{adj. to } \angle A}{\text{hyp.}} = \frac{\sqrt{3}}{2} \approx 0.8660 \qquad \cos B = \frac{\text{adj. to } \angle B}{\text{hyp.}} = \frac{1}{2} = 0.5$$

▶ The acute angle that has a cosine of 0.5 is $\angle B$.

If the measure of an acute angle is 60°, then its cosine is 0.5. The converse is also true. If the cosine of an acute angle is 0.5, then the measure of the angle is 60°. So, in Example 1, the measure of $\angle B$ must be 60° because its cosine is 0.5.

Core Concept

READING

The expression "$\tan^{-1} x$" is read as "the inverse tangent of x."

Inverse Trigonometric Ratios

Let $\angle A$ be an acute angle.
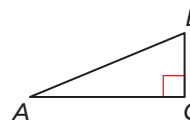
Inverse Tangent If $\tan A = x$, then $\tan^{-1} x = m\angle A$. $\tan^{-1} \dfrac{BC}{AC} = m\angle A$

Inverse Sine If $\sin A = y$, then $\sin^{-1} y = m\angle A$. $\sin^{-1} \dfrac{BC}{AB} = m\angle A$

Inverse Cosine If $\cos A = z$, then $\cos^{-1} z = m\angle A$. $\cos^{-1} \dfrac{AC}{AB} = m\angle A$

ANOTHER WAY

You can use the Table of Trigonometric Ratios available at *BigIdeasMath.com* to approximate $\tan^{-1} 0.75$ to the nearest degree. Find the number closest to 0.75 in the tangent column and read the angle measure at the left.

EXAMPLE 2 **Finding Angle Measures**

Let $\angle A$, $\angle B$, and $\angle C$ be acute angles. Use a calculator to approximate the measures of $\angle A$, $\angle B$, and $\angle C$ to the nearest tenth of a degree.

a. $\tan A = 0.75$ **b.** $\sin B = 0.87$ **c.** $\cos C = 0.15$

SOLUTION

a. $m\angle A = \tan^{-1} 0.75 \approx 36.9°$

b. $m\angle B = \sin^{-1} 0.87 \approx 60.5°$
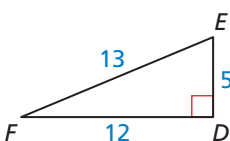
c. $m\angle C = \cos^{-1} 0.15 \approx 81.4°$

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Determine which of the two acute angles has the given trigonometric ratio.

1. The sine of the angle is $\frac{12}{13}$.

2. The tangent of the angle is $\frac{5}{12}$.

Let $\angle G$, $\angle H$, and $\angle K$ be acute angles. Use a calculator to approximate the measures of $\angle G$, $\angle H$, and $\angle K$ to the nearest tenth of a degree.

3. $\tan G = 0.43$ **4.** $\sin H = 0.68$ **5.** $\cos K = 0.94$

Solving Right Triangles
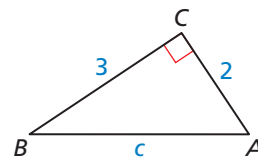
🔄 Core Concept

Solving a Right Triangle

To **solve a right triangle** means to find all unknown side lengths and angle measures. You can solve a right triangle when you know either of the following.

* two side lengths
* one side length and the measure of one acute angle

EXAMPLE 3   **Solving a Right Triangle**

Solve the right triangle. Round decimal answers to the nearest tenth.

SOLUTION

Step 1 Use the Pythagorean Theorem to find the length of the hypotenuse.

$c^2 = a^2 + b^2$	Pythagorean Theorem
$c^2 = 3^2 + 2^2$	Substitute.
$c^2 = 13$	Simplify.
$c = \sqrt{13}$	Find the positive square root.
$c \approx 3.6$	Use a calculator.

ANOTHER WAY

You could also have found $m\angle A$ first by finding $\tan^{-1}\frac{3}{2} \approx 56.3°$.

Step 2 Find $m\angle B$.

$m\angle B = \tan^{-1}\frac{2}{3} \approx 33.7°$ Use a calculator.

Step 3 Find $m\angle A$.

Because $\angle A$ and $\angle B$ are complements, you can write

$m\angle A = 90° - m\angle B$

$\approx 90° - 33.7°$

$= 56.3°$.

▶ In $\triangle ABC$, $c \approx 3.6$, $m\angle B \approx 33.7°$, and $m\angle A \approx 56.3°$.

Solve the right triangle. Round decimal answers to the nearest tenth.

6.

7.
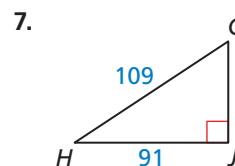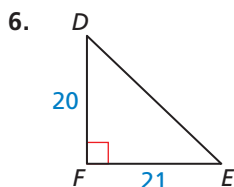
EXAMPLE 4 **Solving a Right Triangle**

Solve the right triangle. Round decimal answers to the nearest tenth.
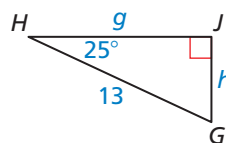
SOLUTION

Use trigonometric ratios to find the values of g and h.

$$\sin H = \frac{\text{opp.}}{\text{hyp.}} \qquad\qquad \cos H = \frac{\text{adj.}}{\text{hyp.}}$$

$$\sin 25° = \frac{h}{13} \qquad\qquad \cos 25° = \frac{g}{13}$$

$$13 \cdot \sin 25° = h \qquad\qquad 13 \cdot \cos 25° = g$$

$$5.5 \approx h \qquad\qquad\qquad 11.8 \approx g$$

Because $\angle H$ and $\angle G$ are complements, you can write

$$m\angle G = 90° - m\angle H = 90° - 25° = 65°.$$

▶ In $\triangle GHJ$, $h \approx 5.5$, $g \approx 11.8$, and $m\angle G = 65°$.

READING

A *raked stage* slants upward from front to back to give the audience a better view.

EXAMPLE 5 **Solving a Real-Life Problem**

Your school is building a *raked stage*. The stage will be 30 feet long from front to back, with a total rise of 2 feet. You want the rake (angle of elevation) to be 5° or less for safety. Is the raked stage within your desired range?
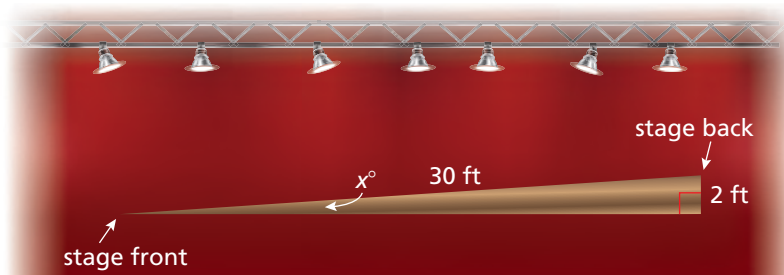
SOLUTION

Use the inverse sine ratio to find the degree measure x of the rake.

$$x \approx \sin^{-1}\frac{2}{30} \approx 3.8$$

▶ The rake is about 3.8°, so it is within your desired range of 5° or less.

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8. Solve the right triangle. Round decimal answers to the nearest tenth.

9. **WHAT IF?** In Example 5, suppose another raked stage is 20 feet long from front to back with a total rise of 2 feet. Is the raked stage within your desired range?
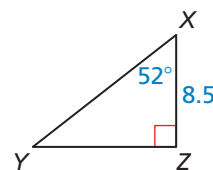
Vocabulary and Core Concept Check

1. **COMPLETE THE SENTENCE** To solve a right triangle means to find the measures of all its _____ and _____.

2. **WRITING** Explain when you can use a trigonometric ratio to find a side length of a right triangle and when you can use the Pythagorean Theorem.

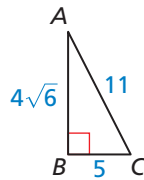## Monitoring Progress and Modeling with Mathematics

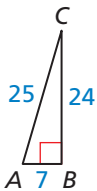In Exercises 3–6, determine which of the two acute angles has the given trigonometric ratio. *(See Example 1.)*

3. The cosine of the angle is $\frac{4}{5}$.
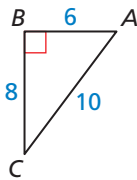
4. The sine of the angle is $\frac{5}{11}$.

5. The sine of the angle is 0.96.
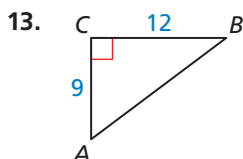

6. The tangent of the angle is 1.5.
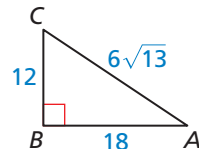
In Exercises 7–12, let $\angle D$ be an acute angle. Use a calculator to approximate the measure of $\angle D$ to the nearest tenth of a degree. *(See Example 2.)*
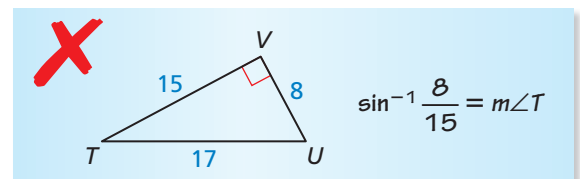
7. $\sin D = 0.75$

8. $\sin D = 0.19$

9. $\cos D = 0.33$

10. $\cos D = 0.64$

11. $\tan D = 0.28$

12. $\tan D = 0.72$

In Exercises 13–18, solve the right triangle. Round decimal answers to the nearest tenth. *(See Examples 3 and 4.)*

13.

14.

15.

16.

17.

18.
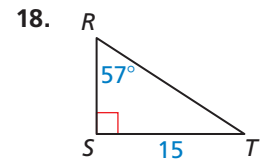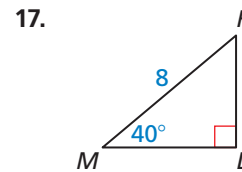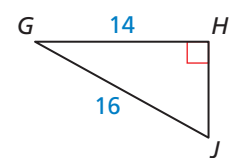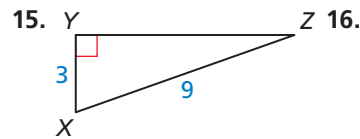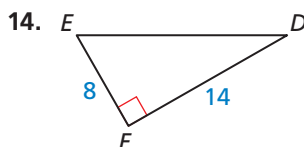
19. **ERROR ANALYSIS** Describe and correct the error in using an inverse trigonometric ratio.

$$\sin^{-1} \frac{8}{15} = m\angle T$$

20. **PROBLEM SOLVING** In order to unload clay easily, the body of a dump truck must be elevated to at least 45°. The body of a dump truck that is 14 feet long has been raised 8 feet. Will the clay pour out easily? Explain your reasoning. *(See Example 5.)*

21. **PROBLEM SOLVING** You are standing on a footbridge that is 12 feet above a lake. You look down and see a duck in the water. The duck is 7 feet away from the footbridge. What is the angle of elevation from the duck to you?
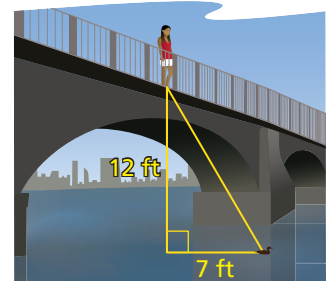
22. HOW DO YOU SEE IT? Write three expressions that can be used to approximate the measure of $\angle A$. Which expression would you choose? Explain your choice.

B
15
C 22 A
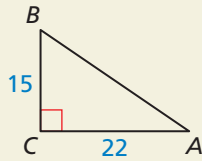
23. MODELING WITH MATHEMATICS The Uniform Federal Accessibility Standards specify that a wheelchair ramp may not have an incline greater than 4.76°. You want to build a ramp with a vertical rise of 8 inches. You want to minimize the horizontal distance taken up by the ramp. Draw a diagram showing the approximate dimensions of your ramp.

24. MODELING WITH MATHEMATICS The horizontal part of a step is called the *tread*. The vertical part is called the *riser*. The recommended riser-to-tread ratio is 7 inches : 11 inches.

a. Find the value of x for stairs built using the recommended riser-to-tread ratio.
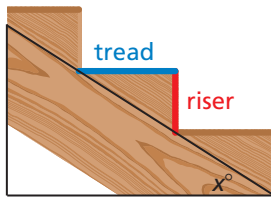
tread
riser
$x°$

b. You want to build stairs that are less steep than the stairs in part (a). Give an example of a riser-to-tread ratio that you could use. Find the value of x for your stairs.
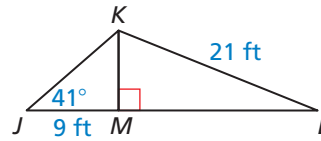
25. USING TOOLS Find the measure of $\angle R$ without using a protractor. Justify your technique.
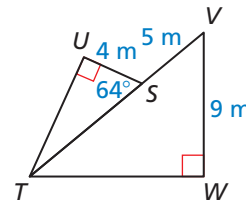
Q
P R
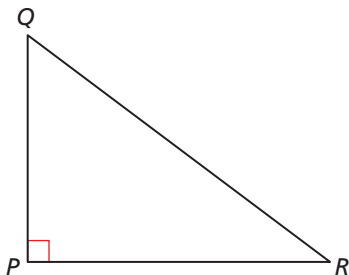
26. MAKING AN ARGUMENT Your friend claims that $\tan^{-1} x = \dfrac{1}{\tan x}$. Is your friend correct? Explain your reasoning.

USING STRUCTURE In Exercises 27 and 28, solve each triangle.

27. $\triangle JKM$ and $\triangle LKM$

K
21 ft
41°
J 9 ft M L

28. $\triangle TUS$ and $\triangle VTW$

V
U 4 m 5 m
64° S
9 m
T W

29. MATHEMATICAL CONNECTIONS Write an expression that can be used to find the measure of the acute angle formed by each line and the x-axis. Then approximate the angle measure to the nearest tenth of a degree.

a. $y = 3x$

b. $y = \dfrac{4}{3}x + 4$

30. THOUGHT PROVOKING Simplify each expression. Justify your answer.

a. $\sin^{-1}(\sin x)$

b. $\tan(\tan^{-1} y)$

c. $\cos(\cos^{-1} z)$

31. REASONING Explain why the expression $\sin^{-1}(1.2)$ does not make sense.

32. USING STRUCTURE The perimeter of rectangle $ABCD$ is 16 centimeters, and the ratio of its width to its length is 1 : 3. Segment BD divides the rectangle into two congruent triangles. Find the side lengths and angle measures of these two triangles.

Maintaining Mathematical Proficiency
Reviewing what you learned in previous grades and lessons

Solve the equation. *(Skills Review Handbook)*

33. $\dfrac{12}{x} = \dfrac{3}{2}$

34. $\dfrac{13}{9} = \dfrac{x}{18}$

35. $\dfrac{x}{2.1} = \dfrac{4.1}{3.5}$

36. $\dfrac{5.6}{12.7} = \dfrac{4.9}{x}$

9.4–9.6   What Did You Learn?

Core Vocabulary

trigonometric ratio, *p. 542*
tangent, *p. 542*
angle of elevation, *p. 544*
sine, *p. 548*

cosine, *p. 548*
angle of depression, *p. 551*
inverse tangent, *p. 558*
inverse sine, *p. 558*

inverse cosine, *p. 558*
solve a right triangle, *p. 559*

Core Concepts

Section 9.4

Tangent Ratio, *p. 542*

Section 9.5

Sine and Cosine Ratios, *p. 548*
Sine and Cosine of Complementary Angles, *p. 548*
Using a Trigonometric Identity, *p. 552*

Section 9.6

Inverse Trigonometric Ratios, *p. 558*
Solving a Right Triangle, *p. 559*

Mathematical Practices

1. In Exercise 21 on page 546, your brother claims that you could determine how far the overhang should extend by dividing 8 by tan 70°. Justify his conclusion and explain why it works.

2. In Exercise 47 on page 555, explain the flaw in the argument that the kite is 18.4 feet high.

Performance Task:

Challenging the Rock Wall

There are multiple ways to use indirect measurement when you cannot measure directly. When you look at a rock wall, do you wonder about its height before you attempt to climb it? What other situations require you to calculate a height using trigonometry and indirect measurement?

To explore the answers to these questions and more, check out the Performance Task and Real-Life STEM video at *BigIdeasMath.com*.

9.1 The Pythagorean Theorem *(pp. 517–524)*

Find the value of x. Then tell whether the side lengths form a Pythagorean triple.
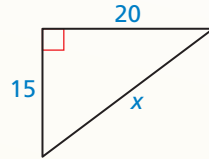
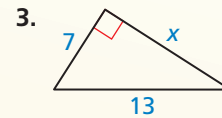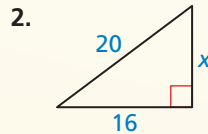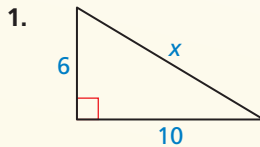|	
$c^2 = a^2 + b^2$	Pythagorean Theorem
$x^2 = 15^2 + 20^2$	Substitute.
$x^2 = 225 + 400$	Multiply.
$x^2 = 625$	Add.
$x = 25$	Find the positive square root.

▶ The value of x is 25. Because the side lengths 15, 20, and 25 are integers that satisfy the equation $c^2 = a^2 + b^2$, they form a Pythagorean triple.

Find the value of x. Then tell whether the side lengths form a Pythagorean triple.

1.

2.

3.

Verify that the segment lengths form a triangle. Is the triangle *acute*, *right*, or *obtuse*?

4. 6, 8, and 9

5. $10, 2\sqrt{2}$, and $6\sqrt{3}$

6. 13, 18, and $3\sqrt{55}$

9.2 Special Right Triangles *(pp. 525–530)*

Find the value of x. Write your answer in simplest form.

By the Triangle Sum Theorem, the measure of the third angle must be 45°, so the triangle is a 45°-45°-90° triangle.

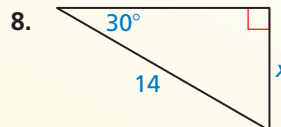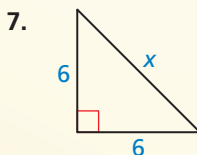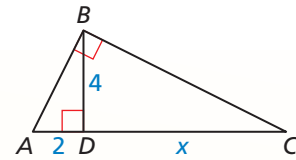|	
hypotenuse = leg $\cdot \sqrt{2}$	45°-45°-90° Triangle Theorem
$x = 10 \cdot \sqrt{2}$	Substitute.
$x = 10\sqrt{2}$	Simplify.
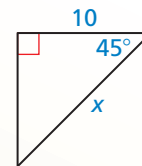
▶ The value of x is $10\sqrt{2}$.

Find the value of x. Write your answer in simplest form.
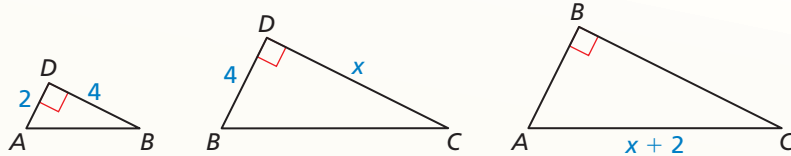
7.

8.

9.
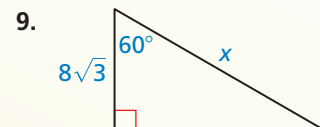
9.3 Similar Right Triangles *(pp. 531–538)*

Identify the similar triangles. Then find the value of x.

Sketch the three similar right triangles so that the corresponding angles and sides have the same orientation.

▶ $\triangle DBA \sim \triangle DCB \sim \triangle BCA$

By the Geometric Mean (Altitude) Theorem, you know that 4 is the geometric mean of 2 and x.
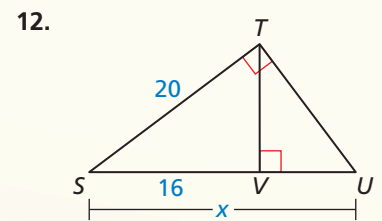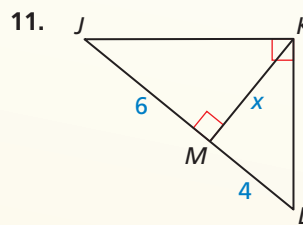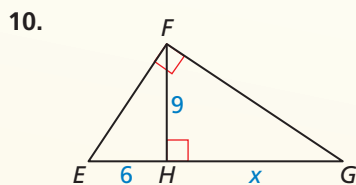
$4^2 = 2 \cdot x$ Geometric Mean (Altitude) Theorem

$16 = 2x$ Square 4.

$8 = x$ Divide each side by 2.

▶ The value of x is 8.

Identify the similar triangles. Then find the value of x.

10.

11.

12.

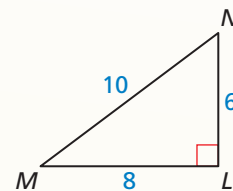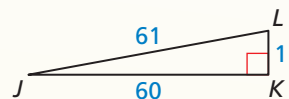## 9.4 The Tangent Ratio *(pp. 541–546)*

Find tan M and tan N. Write each answer as a fraction and as a decimal rounded to four places.

$\tan M = \dfrac{\text{opp. } \angle M}{\text{adj. to } \angle M} = \dfrac{LN}{LM} = \dfrac{6}{8} = \dfrac{3}{4} = 0.7500$
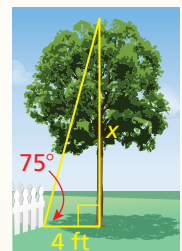
$\tan N = \dfrac{\text{opp. } \angle N}{\text{adj. to } \angle N} = \dfrac{LM}{LN} = \dfrac{8}{6} = \dfrac{4}{3} \approx 1.3333$

13. Find tan J and tan L. Write each answer as a fraction and as a decimal rounded to four decimal places.

14. The angle between the bottom of a fence and the top of a tree is 75°. The tree is 4 feet from the fence. How tall is the tree? Round your answer to the nearest foot.
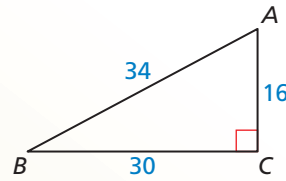
9.5 The Sine and Cosine Ratios *(pp. 547–556)*

Find sin A, sin B, cos A, and cos B. Write each answer as a fraction and as a decimal rounded to four places.

$\sin A = \dfrac{\text{opp. } \angle A}{\text{hyp.}} = \dfrac{BC}{AB} = \dfrac{30}{34} = \dfrac{15}{17} \approx 0.8824$
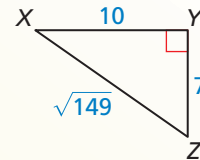
$\sin B = \dfrac{\text{opp. } \angle B}{\text{hyp.}} = \dfrac{AC}{AB} = \dfrac{16}{34} = \dfrac{8}{17} \approx 0.4706$

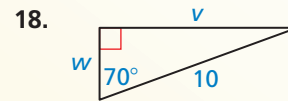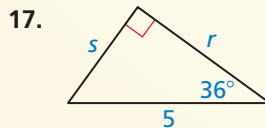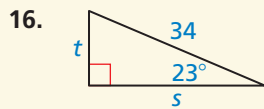$\cos A = \dfrac{\text{adj. to } \angle A}{\text{hyp.}} = \dfrac{AC}{AB} = \dfrac{16}{34} = \dfrac{8}{17} \approx 0.4706$ $\cos B = \dfrac{\text{adj. to } \angle B}{\text{hyp.}} = \dfrac{BC}{AB} = \dfrac{30}{34} = \dfrac{15}{17} \approx 0.8824$

15. Find sin X, sin Z, cos X, and cos Z. Write each answer as a fraction and as a decimal rounded to four decimal places.

Find the value of each variable using sine and cosine. Round your answers to the nearest tenth.

16.

17.

18.

19. Write sin 72° in terms of cosine.

20. Given that $\sin \theta = \dfrac{24}{25}$, find $\cos \theta$ and $\tan \theta$.

9.6 Solving Right Triangles *(pp. 557–562)*

Solve the right triangle. Round decimal answers to the nearest tenth.

Step 1 Use the Pythagorean Theorem to find the length of the hypotenuse.

$c^2 = a^2 + b^2$ Pythagorean Theorem

$c^2 = 19^2 + 12^2$ Substitute.

$c^2 = 505$ Simplify.

$c = \sqrt{505}$ Find the positive square root.

$c \approx 22.5$ Use a calculator.
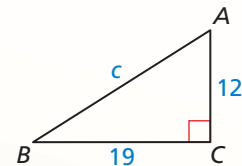
Step 2 Find $m\angle B$.

$m\angle B = \tan^{-1} \dfrac{12}{19} \approx 32.3°$ Use a calculator.
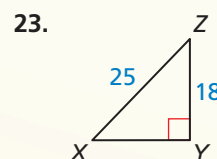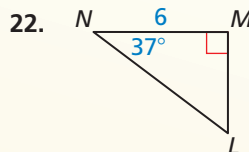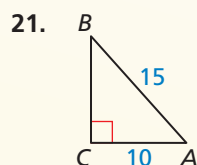
Step 3 Find $m\angle A$. Because $\angle A$ and $\angle B$ are complements, you can write $m\angle A = 90° - m\angle B \approx 90° - 32.3° = 57.7°$.
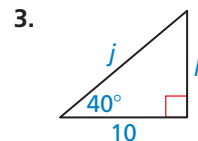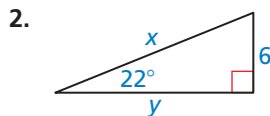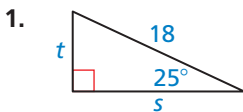
▶ In $\triangle ABC$, $c \approx 22.5$, $m\angle B \approx 32.3°$, and $m\angle A \approx 57.7°$.

Solve the right triangle. Round decimal answers to the nearest tenth.

21.

22.

23.

9 Chapter Test

Find the value of each variable. Round your answers to the nearest tenth.

1.

18
t
25°
s

2.

x
6
22°
y

3.

j
k
40°
10

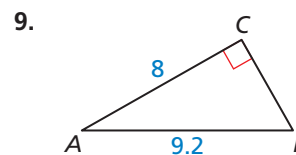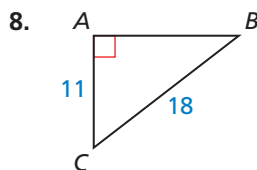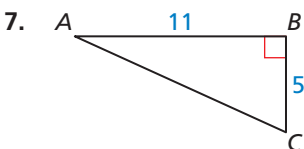**Verify that the segment lengths form a triangle. Is the triangle *acute*, *right*, or *obtuse*?**

4. 16, 30, and 34
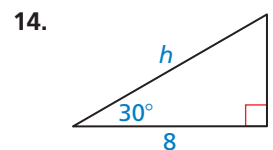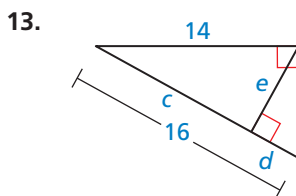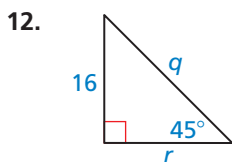
5. 4, $\sqrt{67}$, and 9

6. $\sqrt{5}$, 5, and 5.5

Solve △*ABC*. Round decimal answers to the nearest tenth.

7. *A* ———11——— *B*
5
C

8. *A* ——— *B*
11
18
C

9.

C
8
A ——9.2—— *B*

10. Find the geometric mean of 9 and 25.

11. Write cos 53° in terms of sine.

Find the value of each variable. Write your answers in simplest form.

12.

q
16
45°
r

13.

14
e
c
16
d

14.

h
f
30°
8

15. Given that cos $\theta = \dfrac{5}{7}$, find sin θ and tan θ.

16. You are given the measures of both acute angles of a right triangle. Can you determine the side lengths? Explain.

17. You are at a parade looking up at a large balloon floating directly above the street. You are 60 feet from a point on the street directly beneath the balloon. To see the top of the balloon, you look up at an angle of 53°. To see the bottom of the balloon, you look up at an angle of 29°. Estimate the height *h* of the balloon.

h
53°
29°
60 ft
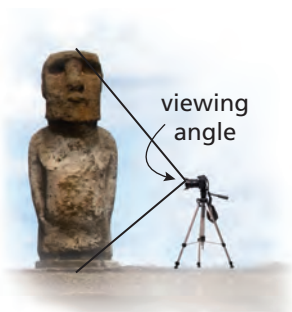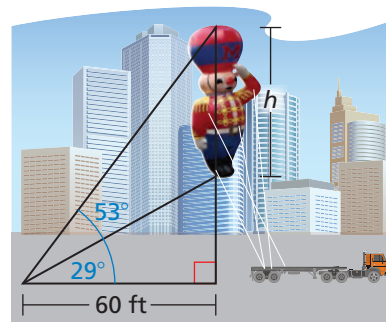
viewing
angle

18. You want to take a picture of a statue on Easter Island, called a *moai*. The moai is about 13 feet tall. Your camera is on a tripod that is 5 feet tall. The vertical viewing angle of your camera is set at 90°. How far from the moai should you stand so that the entire height of the moai is perfectly framed in the photo?
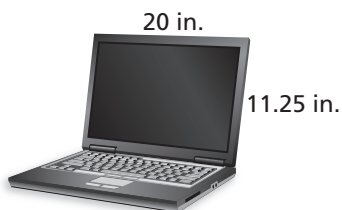
1. The size of a laptop screen is measured by the length of its diagonal. You want to purchase a laptop with the largest screen possible. Which laptop should you buy?

   (A) 12 in. / 9 in.

   (B) 20 in. / 11.25 in.

   (C) 12 in. / 6.75 in.

   (D) 8 in. / 6 in.

2. In $\triangle PQR$ and $\triangle SQT$, S is between P and Q, T is between R and Q, and $\dfrac{QS}{SP} = \dfrac{QT}{TR}$. What must be true about $\overline{ST}$ and $\overline{PR}$? Select all that apply.
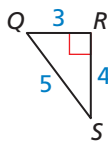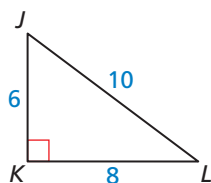
   $\overline{ST} \perp \overline{PR}$ $\overline{ST} \parallel \overline{PR}$ $ST = PR$ $ST = \dfrac{1}{2}PR$

3. In the diagram, $\triangle JKL \sim \triangle QRS$. Choose the symbol that makes each statement true.

   J, 6, 10, K, 8, L (right angle at K)

   Q, 3, R, 5, 4, S (right angle at R)

sin J	sin Q		sin L	cos J		cos L	tan Q

cos S	cos J		cos J	sin S		tan J	tan Q

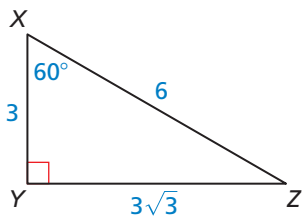 | tan L | tan Q | | tan S | cos Q | | sin Q | cos L |
   |---|---|---|---|---|---|---|---|

   $<$ $=$ $>$

4. Out of 60 students, 46 like fiction novels, 30 like nonfiction novels, and 22 like both. What is the probability that a randomly selected student likes fiction or nonfiction novels?
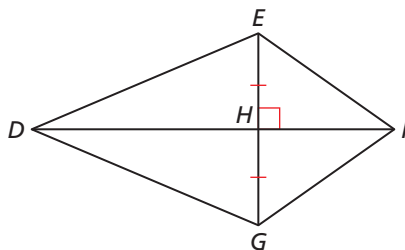
5. Create as many true equations as possible.

$$\boxed{} = \boxed{}$$

| $\sin X$ | $\cos X$ | $\tan X$ | $\dfrac{XY}{XZ}$ | $\dfrac{YZ}{XZ}$ |

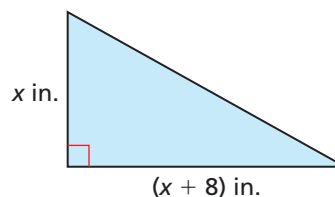| $\sin Z$ | $\cos Z$ | $\tan Z$ | $\dfrac{XY}{YZ}$ | $\dfrac{YZ}{XY}$ |

6. Prove that quadrilateral *DEFG* is a kite.

Given $\overline{HE} \cong \overline{HG}, \ \overline{EG} \perp \overline{DF}$

Prove $\overline{FE} \cong \overline{FG}, \overline{DE} \cong \overline{DG}$

7. The area of the triangle is 42 square inches. Find the value of *x*.

8. Classify the solution(s) of each equation as real numbers, imaginary numbers, or pure imaginary numbers. Justify your answers.

    a. $x + \sqrt{-16} = 0$
    b. $(11 - 2i) - (-3i + 6) = 8 + x$
    c. $3x^2 - 14 = -20$

    d. $x^2 + 2x = -3$
    e. $x^2 = 16$
    f. $x^2 - 5x - 8 = 0$

9. The Red Pyramid in Egypt has a square base. Each side of the base measures 722 feet. The height of the pyramid is 343 feet.

    a. Use the side length of the base, the height of the pyramid, and the Pythagorean Theorem to find the *slant height*, *AB*, of the pyramid.

    b. Find *AC*.

    c. Name three possible ways of finding $m\angle 1$. Then, find $m\angle 1$.