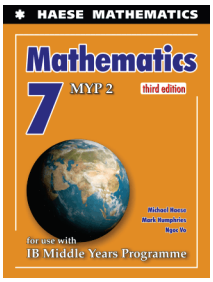


ERRATA

MATHEMATICS 7 MYP 2 (3rd edition)

Third edition - 2024 third reprint

The following errata were made on 06/Feb/2026

page 72 **EXERCISE 4B** question **6** changed to:

6 The Burj Khalifa building in the United Arab Emirates is 828 m tall, whereas Guangzhou International Finance Centre in China is 439 m tall. How much taller is Burj Khalifa than Guangzhou International Finance Centre?

page 77 **EXERCISE 4E** question **10** changed to:

10 **a** Use the table to estimate the population density of:
i Tokyo **ii** Kuala Lumpur.
b Which city is more densely populated?

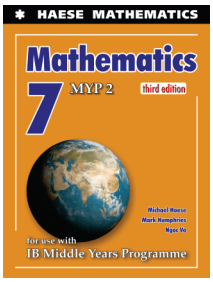
	Population	*Land area* (km^2)
Tokyo	14 254 000	2194
Kuala Lumpur	2 076 000	243

page 401 **ANSWERS EXERCISE 4B** question **6** changed to:

5 127 **6** 389 m

page 401 **ANSWERS EXERCISE 4E** question **10** changed to:

10 **a** **i** 5000 people per km^2 **ii** 10 000 people per km^2
b Kuala Lumpur



ERRATA

MATHEMATICS 7 MYP 2 (3rd edition)

Third edition - 2023 second reprint

The following errata were made on 04/Oct/2023

page 32 **SECTION 2G** blue box should read:

A **prime** number is a counting number which has exactly two different factors, 1 and itself.

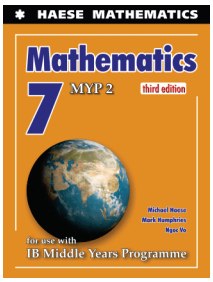
A **composite** number is a counting number which has more than two different factors.

page 33 **SECTION 2G** third line on page should read:

The number 1 is special since its only factor is itself.

The number 1 is neither prime nor composite.

Every counting number greater than 1 is either prime or composite.



ERRATA

MATHEMATICS 7 MYP 2 (3rd edition)

Third edition - 2022 first reprint

The following erratum was made on 17/Jul/2023

page 354 **SECTION 18C EXAMPLE 4** solution to part **a** should read:

Example 4 — **Self Tutor**

All of the Year 7 students at a school were asked to choose different countries to write about in a project.

The table alongside shows the continents of the countries they chose.

a Draw a pie chart to display the data.

b What fraction of the students chose a country in Europe?

Continent	*Frequency*
Europe	15
Africa	18
Asia	16
North America	2
South America	9

a In total there are $15 + 18 + 16 + 2 + 9 = 60$ students.

$\frac{1}{60}$ of $360° = \frac{360°}{60} = 6°$

so each student corresponds to an angle of $6°$ at the centre of the circle.

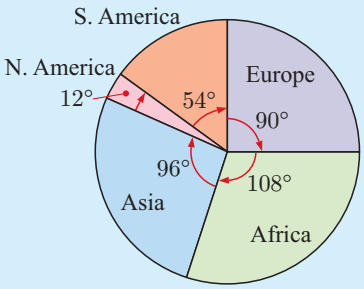
The Europe sector has angle $15 \times 6° = 90°$.

The Africa sector has angle $18 \times 6° = 108°$.

The Asia sector has angle $16 \times 6° = 96°$.

The North America sector has angle $2 \times 6° = 12°$.

The South America sector has angle $9 \times 6° = 54°$.



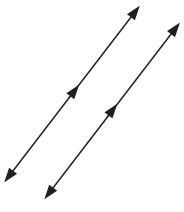
b The fraction of students who chose a country in Europe $= \frac{15}{60} = \frac{1}{4}$.

The following erratum was made on 05/Dec/2022

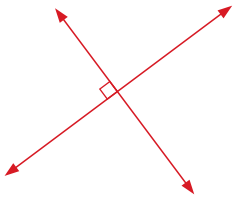
page 50 **SECTION 3C** should show example of perpendicular lines:

C PARALLEL AND PERPENDICULAR LINES

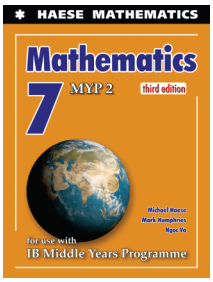
- Two lines are **parallel** if they never meet.
  We use the symbol $\parallel$ to mean "is parallel to".
- Two lines are **perpendicular** if they intersect at right angles.
  We use the symbol $\perp$ to mean "is perpendicular to".



parallel lines



perpendicular lines



ERRATA

MATHEMATICS 7 MYP 2 (3rd edition)

Third edition - 2021 first print

The following errata were made on 18/Nov/2021

page 74 **SECTION 4D** should read:

D DIVISION STRATEGIES

In any division we can identify a **dividend**, a **divisor**, and a **quotient**.

dividend ÷ divisor = quotient

Our strategies for division are based on recognising factors and multiples.

Strategy	*Examples*	
1. Divide both the dividend and divisor by a common factor.	$4800 \div 80$ $= 480 \div 8$ $= 60$	$98 \div 14$ $= 49 \div 7$ $= 7$
2. Look for an easily recognisable multiple of the divisor which is close to the dividend, then add or subtract to compensate.	$153 \div 3$ $= 150 \div 3 + 3 \div 3$ $= 50 + 1$ $= 51$	$147 \div 3$ $= 150 \div 3 - 3 \div 3$ $= 50 - 1$ $= 49$

page 75 **EXERCISE 4D** should read:

1 Find by first dividing both the dividend and divisor by a common factor which is a power of 10:

2 Find by first dividing both the dividend and divisor by a common factor:

3 Find by using a multiple of the divisor which is close to the dividend, then adding or subtracting to compensate:

ACTIVITY 1 LONG DIVISION

If the division strategies we have seen do not help perform a division, we can use **long division**.

To find $456 \div 19$ by long division, we follow these steps:

- Starting from the left, consider as many digits of the dividend as necessary to form a number greater than the divisor.

$19 \overline{)\,(4\ 5)\ 6}$ — 45 is greater than 19.

- Find the largest multiple of the divisor which is less than or equal to this number.

$$\begin{array}{r} 2 \\ 19 \overline{)\ 4\ 5\ 6} \\ 3\ 8 \end{array}$$

The largest multiple of 19 less than or equal to 45 is $19 \times 2 = 38$.
We write the 2 above the line, and 38 below the 45.

page 76 **ACTIVITY 1** should read:

- Bring the next digit of the dividend down. Repeat the process until all digits of the dividend have been considered.

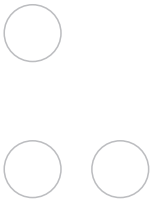
$$\begin{array}{r} 2\ 4 \\ 19\overline{)\ 4\ 5\ 6} \\ -3\ 8\ \downarrow \\ \hline 7\ 6 \\ -7\ 6 \\ \hline 0 \end{array}$$

The largest multiple of 19 less than or equal to 76 is $19 \times 4 = 76$.

The following erratum was made on 21/Jun/2021

page 379 **INVESTIGATION** Example 1 should only have 1 line of symmetry:

- 0



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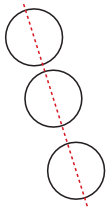

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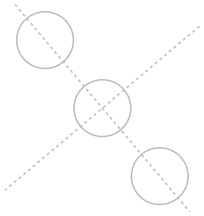

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