

Two at a Time

The digits in our number system are: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9
Follow the instructions given below and see what happens.

Two digits

- Take any two digits.
- Find the sum of the digits.
- Make as many two-digit numbers as you can, without repeating digits.
- Find the sum of the two-digit numbers.
- Look for a relationship between the sum of the two-digit numbers and the sum of the digits.

Example

$$\begin{array}{r} 5 \text{ and } 9 \\ 5 + 9 = \mathbf{14} \\ 59 \\ \underline{95} \\ \mathbf{154} \end{array}$$

Can you see any relationship between **14** and **154**?

Whether you can see a relationship or not, follow the steps again with different pairs of digits.

Can you make a general statement about what you have found?

Now use a starting group of three digits:

Three digits

- Take any three digits.
- Find the sum of the digits.
- Without repeating digits, make as many two-digit numbers as you can from the three digits in the group.
- Find the sum of the two-digit numbers.
- Look for a relationship between the sum of the two-digit numbers and the sum of the digits.

Example

$$\begin{array}{r} 2 \text{ and } 6 \text{ and } 8 \\ 2 + 6 + 8 = \mathbf{16} \\ 26 \\ 62 \\ 28 \\ 82 \\ 68 \\ \underline{86} \\ \mathbf{352} \end{array}$$

Can you see any relationship between **16** and **352**?

Try this again starting with different groups of three digits.

Can you make a general statement about what you have found?

Extend the investigation.

Try to explain or prove the relationships you find.



Teacher Notes

Unit Intermediate Level, Making connections in mathematics

Notes

This assignment can be used to give evidence for portfolio requirement 3, given below:

<p>3 A report of an enquiry based in the area of either number or geometry that includes</p> <p>(i) illustration of your findings referring to particular cases and your conclusions that apply to the general case;</p> <p>(ii) your reasoning as to why your conclusions are correct.</p>	
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Answers**Two digits**

The relationship is $T = 11S$ where T is the sum of the two-digit numbers and S the sum of the digits.

This can be proved using algebra:

Suppose the two digits are a and b .

Sum of digits $S = a + b$

Values of possible two-digit numbers are $10a + b$ and $10b + a$

Sum of these two-digit numbers $T = 11a + 11b = 11(a + b) = 11S$

Three digits

In this case $T = 22S$. To prove this:

Suppose the three digits are a , b and c

Sum of digits $S = a + b + c$

Possible two-digit numbers are: $10a + b$, $10b + a$, $10a + c$, $10c + a$, $10b + c$, $10c + b$

Sum of these two-digit numbers $T = 22a + 22b + 22c = 22(a + b + c) = 22S$

Increasing the size of the group of digits used

The obvious way to extend the investigation is to increase the size of the group of digits used.

For a starting group of four digits the relationship is $T = 33S$

In general, for a starting group of n digits the relationship is $T = 11(n-1)S$ for any value of n from 2 to 10.

Extending the length of the numbers

The investigation can also be extended by increasing the length of the numbers from two-digit numbers to three-digit numbers then four-digit numbers (etc). This becomes increasingly difficult. The results are given below, but it is not expected that students will find many of these.

If as many three-digit numbers as possible are made from a starting group of three digits, the relationship between the sum of the digits, S , and the sum of all the possible three-digit numbers, T , is $T = 222S$

If three-digit numbers are made from a starting group of four digits, the relationship is $T = 666S$

In general, using three-digit numbers from a starting group of n digits, $T = (n-1)(n-2) \times 111S$ (for $3 \leq n \leq 10$).

The general result for r -digit numbers from a starting group of n digits is $T = \frac{{}^n P_r}{n} \times 11\dots 1S$

(for $2 \leq r \leq n \leq 10$) where the term $11\dots 1$ has r digits, each of these digits being 1

