

SECOND EDITION

CONSTRUCTION MATHEMATICS

SURINDER VIRDI, ROY BAKER
AND NARINDER KAUR VIRDI

Construction Mathematics

Construction Mathematics is an introductory level mathematics text, written specifically for students of construction and related disciplines.

- Learn by tackling exercises based on real-life construction maths. Examples include: costing calculations, labour costs, cost of materials and setting out of building components.
- Suitable for beginners and easy to follow throughout.
- Learn the essential basic theory along with the practical necessities.

The second edition of this popular textbook is fully updated to match new curricula, and expanded to include even more learning exercises. End of chapter exercises cover a range of theoretical as well as practical problems commonly found in construction practice, and three detailed assignments based on practical tasks give students the opportunity to apply all the knowledge they have gained.

Construction Mathematics addresses all the mathematical requirements of Level 2 construction NVQs from City & Guilds/CITB and Edexcel courses, including the BTEC First Diploma in Construction. Additional coverage of the core unit Construction Mathematics from BTEC National Construction, Civil Engineering and Building Services courses makes this an essential revision aid for students who do not have Level 2 mathematics experience before commencing their BTEC National studies. This is also the ideal primer for any reader who wishes to refresh their mathematics knowledge before going into a construction HNC or BSc.

Surinder Virdi is a lecturer in construction at South and City College Birmingham. He worked as a structural engineer for a number of years before starting his teaching career in further education. He has been teaching mathematics, construction science and construction technology on BTEC National and Higher National courses for the last 25 years.

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This is an excellent resource for construction students with step by step instructions helping them to understand and enjoy mathematics. Each chapter has an instruction and methodology section with solutions and testing at the end, enabling individual tracking and progression. This book will help my students improve their numeracy skills to achieve their diploma qualification.

Michael Cook, Lecturer, The Sheffield College

Construction Mathematics has proved to be an ideal text for Construction and Civil Engineering students at National Certificate level, whilst providing Undergraduates with a well laid out revision text. The logical progression of ideas and the simple and clear examples prove valuable to students as they pass onto a higher level of study.

Derek Spalton, Senior Lecturer, University of Derby

Construction Mathematics

Second Edition

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Narinder Kaur Virdi

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Contents

Preface to the second edition	xi
Preface to the first edition	xiii
How to use this book	xv
Acknowledgements	xvii
Abbreviations and units	xix
1 Using a scientific calculator	1
1.1 Introduction	1
1.2 Keys of a scientific calculator	1
2 Numbers	9
2.1 Introduction	9
2.2 History of numbers	9
2.3 Positive numbers, negative numbers and integers	10
2.4 Prime and composite numbers	11
2.5 Square numbers	11
2.6 Addition and subtraction	11
2.7 Decimal numbers	13
2.7.1 <i>Place value</i>	14
2.7.2 <i>Adding, subtracting and multiplying decimals</i>	14
2.7.3 <i>Multiplication and division by the powers of 10</i>	15
2.8 Order of operations	17
2.8.1 <i>Brackets</i>	17
3 Basic algebra	21
3.1 Introduction	21
3.2 Addition and subtraction	21
3.3 Multiplication and division	22
3.4 Brackets	23
3.5 Simple equations	24
3.6 Application of linear equations	26
4 Indices and logarithms	31
4.1 Indices	31
4.2 Laws of indices	31
4.2.1 <i>Multiplication</i>	32
4.2.2 <i>Division</i>	32
4.2.3 <i>Power of a power</i>	33
4.2.4 <i>Negative powers</i>	34
4.2.5 <i>Zero index</i>	34
4.3 Logarithms	35

5	Standard form, significant figures and estimation	37
5.1	Standard form	37
5.2	Significant figures	38
5.3	Estimation	40
6	Transposition and evaluation of formulae	43
6.1	Transposition of formulae	43
6.1.1	<i>Type 1 formulae</i>	43
6.1.2	<i>Type 2 formulae</i>	44
6.1.3	<i>Type 3 formulae</i>	44
6.2	Evaluation of formulae	46
6.3	Evaluation of formulae: practical examples	48
7	Fractions and percentages	55
7.1	Fractions	55
7.1.1	<i>Simplification of fractions</i>	57
7.1.2	<i>Equivalent fractions</i>	59
7.1.3	<i>Addition and subtraction of fractions</i>	59
7.1.4	<i>Multiplication and division of fractions</i>	60
7.1.5	<i>Conversion of fractions to decimals.</i>	61
7.2	Percentages	61
7.2.1	<i>Conversion of fractions and decimals into percentages</i>	61
7.2.2	<i>Value added tax (VAT)</i>	62
7.3	Bulking of sand	63
8	Graphs	69
8.1	Introduction	69
8.2	Cartesian axes and coordinates	69
8.3	Straight-line graphs	73
8.4	The law of the straight line	75
8.4.1	<i>The gradient (m)</i>	76
8.4.2	<i>The intercept (c)</i>	77
8.5	Simultaneous equations	79
8.6	Quadratic equations	80
9	Units and their conversion	85
9.1	Introduction	85
9.2	Length	86
9.2.1	<i>Conversion factors</i>	86
9.2.2	<i>Use of the graphical method</i>	88
9.3	Mass	89
9.3.1	<i>Conversion factors</i>	89
9.3.2	<i>Graphical method</i>	90
9.4	Area, volume and capacity	92
9.5	Temperature	94
10	Geometry	97
10.1	Angles	97
10.1.1	<i>Types of angle</i>	99

10.2 Polygons	100
10.3 Triangles	101
10.3.1 Types of triangle	101
10.3.2 Theorem of Pythagoras	102
10.3.3 Similar triangles	104
10.4 Quadrilaterals	107
10.5 Sum of the angles in a polygon	110
10.6 The circle	111
11 Areas (1)	115
11.1 Introduction	115
11.2 Area of triangles	116
11.3 Area of quadrilaterals	117
11.4 Area of circles	118
11.5 Application of area to practical problems	120
11.5.1 Cavity walls	123
12 Volumes (1)	129
12.1 Introduction	129
12.2 Volume of prisms, cylinders, pyramids and cones	130
12.3 Mass, volume and density	136
12.4 Concrete mix and its constituents	137
13 Trigonometry (1)	145
13.1 Introduction	145
13.2 The trigonometrical ratios	145
13.3 Trigonometric ratios for 30° , 45° , 60°	147
13.4 Angles of elevation and depression	151
13.5 Stairs	152
13.6 Roofs	156
13.7 Excavations and embankments	161
14 Setting out	167
14.1 Introduction	167
14.2 Setting out a simple building site	167
14.3 Bay windows and curved brickwork	169
14.4 Checking a building for square corners	172
14.5 Circular arches	174
14.6 Elliptical arches	178
15 Costing: materials and labour	183
15.1 Introduction	183
15.2 Foundations	183
15.3 Cavity walls	185
15.4 Flooring	188
15.5 Painting	189
16 Statistics	195
16.1 Introduction	195
16.2 Tally charts	195

16.3 Tables	196
16.4 Types of data	196
16.4.1 Discrete data	196
16.4.2 Continuous data	197
16.4.3 Raw data	197
16.4.4 Grouped data	197
16.5 Averages	198
16.5.1 The mean	199
16.5.2 The mode	199
16.5.3 The median	199
16.5.4 Comparison of mean, mode and median	199
16.6 The range	200
16.7 Statistical diagrams	201
16.7.1 Pictograms	202
16.7.2 Bar charts	202
16.7.3 Pie charts	202
16.7.4 Line graphs	202
16.8 Frequency distributions	206
16.8.1 Histograms	206
16.8.2 Frequency polygons	206
16.8.3 Cumulative frequency distribution	208
17 Areas and volumes (2)	215
17.1 Introduction	215
17.2 Surface area of a pyramid	215
17.2.1 Frustum of a pyramid	216
17.3 Surface area of a cone	218
17.3.1 Frustum of a cone	219
18 Areas and volumes (3)	223
18.1 Introduction	223
18.2 Mid-ordinate rule	223
18.3 Trapezoidal rule	224
18.4 Simpson's rule	225
18.5 Volume of irregular solids	227
18.6 Prismoidal rule	228
19 Trigonometry (2)	235
19.1 The sine rule and the cosine rule	235
19.1.1 The sine rule	235
19.1.2 The cosine rule	240
19.2 Area of triangles	243
20 Computer techniques	249
20.1 Introduction	249
20.2 Microsoft Excel 2000	249

21 Assignments	263
21.1 Assignment 1	263
21.2 Assignment 2	266
21.3 Assignment 3	270
Appendix 1: Concrete mix	273
Appendix 2: Solutions	275
Index	313

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Preface to the second edition

This book is intended to provide the essential mathematics required by students on construction technician/craft courses. It covers the learning outcomes of the mathematics part of the unit 'Construction Science and Mathematics' for BTEC Level 2 Diploma course in construction. The book is also intended to help students studying the subject of Mathematics in Construction and Built Environment in the BTEC National/Extended Diploma in construction/civil engineering/building services and Higher National Certificate/Diploma courses in construction, although these syllabuses are not covered in their entirety.

Little previous knowledge is needed by students who use this text. The basic concepts and examples are explained in such a way that those construction students whose first interest is not mathematics will find it easy to follow. The contents have been divided into 20 chapters, providing information on a range of topics in algebra, geometry, trigonometry and statistics. Wherever applicable the basic concepts have been used to solve practical tasks in construction. Three assignments and 20 exercises are included to check and reinforce readers' learning.

This edition includes the solution of all questions included in the end of chapter exercises. The solutions will be beneficial to learners who may need some help in arriving at the right answers while solving questions from the exercises.

The authors would like to thank their students and colleagues for the interest they have shown in this project. A big thank-you to: Brian Guerin (Commissioning Editor, Routledge), Alice Aldous (Editorial Assistant) and Alanna Donaldson (Production Editor) for their support during the publication of this edition.

S.S. Viridi
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Preface to the first edition

This book is intended to provide the essential mathematics required by construction craft students. It covers the learning outcomes of the mathematics part of the unit Construction Science and Mathematics for BTEC First Diploma course in construction. The book is also intended to help construction students studying the subject of analytical methods in the BTEC National Diploma/Certificate in Construction and BTEC National Certificate in Civil Engineering, although these syllabuses are not covered in their entirety.

Little previous knowledge is needed by students who use this text. The basic concept and examples are explained in such a way that those construction students whose first interest is not mathematics will find it easy to follow. There are 20 exercises and two assignments for the students to check and reinforce their learning.

The authors would like to thank their wives, Narinder and Anne, for the encouragement and patience during the preparation of this book. The authors extend their thanks to the publishers and their editors, Rachel Hudson (Commissioning Editor) and Doris Funke, for their advice and guidance.

S.S. Viridi
R.T. Baker

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How to use this book

Students pursuing level 3/4 courses should study all chapters in this book. Students pursuing level 2 courses should study all chapters except Chapters 4, 17, 18 and 19. The solutions for all questions included in the end of chapter exercises are given in Appendix 2. The reader should first try to solve the questions on their own, and only refer to the solutions if they experience some difficulty in finding the right answer.

Chapter 21 has three contextualised assignments, which the reader should attempt after studying topics relevant to the assignment tasks. The solutions are given online at www.routledge.com/9780415810784.

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Abbreviations and units

Units

Quantity	Name of unit	Symbol
Length	millimetre	mm
	centimetre	cm
	metre	m
Mass	kilogram	kg
Time	second	s
Fahrenheit temperature	degrees Fahrenheit	°F
Plane angle	radian	rad
	degrees	°
Force	Newton	N
Stress	stress	N/mm ²
		kN/mm ²
Fluid pressure	Pascal	Pa
Acceleration due to gravity	g	m/s ²
Potential difference	volts	V
Electrical resistance	Ohms	Ω
Celsius temperature	degrees Celsius	°C
Coefficient of thermal transmittance	U-value	W/m ² °C
Heat loss	watt	W
Luminous intensity	candela	cd
Illuminance	lux	lx

Prefixes

Name	Symbol	Factor
Tera	T	10^{12}
Giga	G	10^9
Mega	M	10^6
Kilo	k	10^3
Hecto	h	10^2
Deca	da	10
Deci	d	10^{-1}
Centi	c	10^{-2}
Milli	m	10^{-3}
Micro	μ	10^{-6}
Nano	n	10^{-9}
Pico	p	10^{-12}

Abbreviations/symbols

Description	Symbol
Approximately	Approx.
For example	e.g.
Triangle	Δ
Less than	<
Greater than	>
Degrees, minutes, seconds	° ' "
Angle	\sphericalangle
Significant figures	s.f.
Therefore	\therefore
Decimal places	d.p.

Using a scientific calculator

Learning outcomes:

- (a) Identify the right keys to perform a calculation
- (b) Perform a range of calculations

1.1 Introduction

The use of electronic calculators became popular during the early 1970s. Before the invention of calculators, slide-rules and tables of logarithms and antilogarithms were used to perform simple as well as complex calculations. The exercises and assignments in this book require the use of a scientific calculator; this chapter deals with the familiarisation of some of the main keys of a calculator.

With most calculators the procedure for performing general calculations is similar. However, with complex calculations this may not be the case. In that situation the reader should consult the instructions manual that came with their calculator. The dissimilarity in calculators is not just limited to the procedure for calculations, as the layout of the keys could be different as well.

The sequence in which the keys of a new calculator are pressed is the same as the sequence in which a calculation is written. With the old calculators this might not be the case. All calculations given in this section are based on the new calculators. Scientific calculators have a range of special function keys and it is important to choose one that has all the functions most likely to be needed. Some of the commonly used keys are shown in Section 1.2.

1.2 Keys of a scientific calculator

The keys of a typical scientific calculator are shown in Figure 1.1.

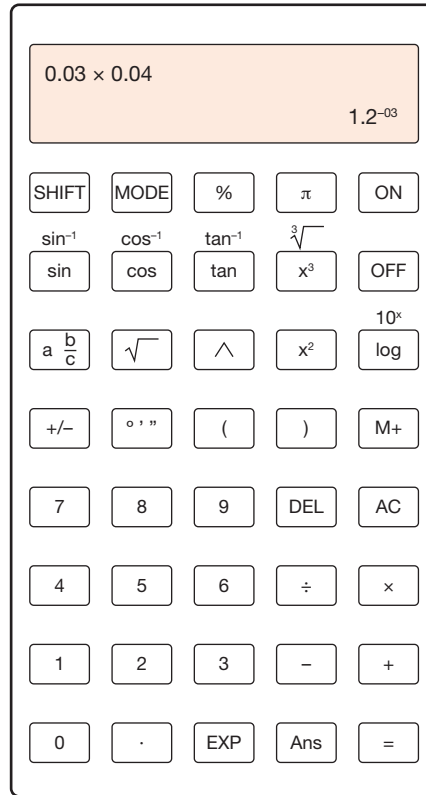


Figure 1.1

$+$	Adds two or more numbers
$-$	Subtracts a number from another
\div	Divides a number by another
\times	Used to multiply two or more numbers
AC	Cancels or clears an existing calculation
SHIFT	Press this key to use the second function of a key
MODE	Use this key to set the calculator for performing calculations in terms of degrees or radians
$\sqrt{\quad}$	Calculates the square root of a number
$\sqrt[3]{\quad}$	Calculates the cube root of a number
x^2	Use this key to determine the square of a number
x^3	Use this key to determine the cube of a number
\wedge or x^{\square}	A number can be raised to any power by pressing this key
π	Use this key wherever π occurs in a formula
sin cos tan	Use the appropriate key to determine the sine/cosine/tangent of an angle

\sin^{-1}	\cos^{-1}	\tan^{-1}	If the sin/cos/tan of an angle is given, use the appropriate key to determine the angle
\log			Use this key if the calculation involves logarithm to the base 10
10^x			This key is used to calculate antilogarithms, i.e. the reverse of log
EXP			Use this key to raise 10 to the power of a given number
$\frac{a^b}{c}$			Use this key to perform calculations involving fractions
M+			This key is used to input values into memory
%			Press this key to express the answer as a percentage
°,'"			This key is used to convert an angle into degrees, minutes and seconds
()			These keys will insert brackets in the calculations involving complicated formulae.
DEL			Press this key to delete the number at the current cursor position

Example 1.1

Calculate $37.80 - 40.12 + 31.55$

Solution:

The sequence of pressing the calculator's keys is:

$\boxed{3} \boxed{7} \boxed{.} \boxed{8} \boxed{0} \boxed{-} \boxed{4} \boxed{0} \boxed{.} \boxed{1} \boxed{2} \boxed{+}$
 $\boxed{3} \boxed{1} \boxed{.} \boxed{5} \boxed{5} \boxed{=} \mathbf{29.23}$

Example 1.2

Calculate $\frac{34.9 \times 57.3}{41.66}$

Solution:

The sequence of inputting the information into your calculator is:

$\boxed{3} \boxed{4} \boxed{.} \boxed{9} \boxed{\times} \boxed{5} \boxed{7} \boxed{.} \boxed{3} \boxed{\div} \boxed{4} \boxed{1} \boxed{.} \boxed{6}$
 $\boxed{6} \boxed{=} \mathbf{48.0}$

Example 1.3

Calculate $\frac{87.3 \times 67.81}{23.97 \times 40.5}$

Solution:

This question can be solved in two ways. The calculator operations are:

(1) $87.3 \times 67.81 \div 23.97 \div 40.5$

8	7	.	3	×	6	7	.	8	1	÷	2	3	.
9	7	÷	4	0	.	5	=	6.098					

(2) $87.3 \times 67.81 \div (23.97 \times 40.5)$. In this method it is important to put 23.97×40.5 within brackets. Failure to do so will result in the wrong answer.

8	7	.	3	×	6	7	.	8	1	÷	(	2	3
.	9	7	×	4	0	.	5	)	=	6.098			

Example 1.4

Calculate $\sqrt{4.5} \times \sqrt{5.5} + \sqrt{3.4}$

Solution:

The calculator operation is shown below:

√	4	.	5	×	√	5	.	5	+	√	3	.	4
=	6.819												

Example 1.5

Calculate the value of πr^2 if $r = 2.25$

Solution:

The calculator operation is:

π	×	2	.	2	5	x ²	=	15.904					
---	---	---	---	---	---	----------------	---	---------------	--	--	--	--	--

Example 1.6

Find the value of $(2.2 \times 4.8) + (5.2 \times 3)$

Solution:

The sequence of calculator operation is:

(	2	.	2	×	4	.	8	)	+	(	5	.	2
×	3	)	=	26.16									

Example 1.7

Evaluate $\frac{6^3 \times 4^4}{2^5}$

Solution:

In this question the $\boxed{\wedge}$ key will be used to raise a number to any power.

Press the following keys in the same sequence as shown:

$\boxed{6} \boxed{\wedge} \boxed{3} \boxed{\times} \boxed{4} \boxed{\wedge} \boxed{4} \boxed{\div} \boxed{2} \boxed{\wedge} \boxed{5} \boxed{=} \quad 1728$

Example 1.8

Calculate $10 \log_{10} \left(\frac{4 \times 10^{-7}}{2 \times 10^{-12}} \right)$

Solution:

The $\boxed{\text{EXP}}$ key will be used to raise 10 to any power, as shown:

$\boxed{1} \boxed{0} \boxed{\text{LOG}} \boxed{(} \boxed{4} \boxed{\text{EXP}} \boxed{+/-} \boxed{7} \boxed{\div} \boxed{2} \boxed{\text{EXP}} \boxed{+/-}$
 $\boxed{1} \boxed{2} \boxed{)} \boxed{=} \quad 53.01$

Example 1.9

Calculate $\frac{\sin 60^\circ}{\cos 60^\circ}$

Solution:

The calculator must show D in the display area. If the calculator displays R or G then use the $\boxed{\text{MODE}}$ key or the $\boxed{\text{SETUP}}$ key to change the angle unit to degrees, and press the following keys:

$\boxed{\sin} \boxed{6} \boxed{0} \boxed{\div} \boxed{\cos} \boxed{6} \boxed{0} \boxed{=} \quad 1.732$

Example 1.10

Find the angle if: (a) the sine of an angle is 0.6
 (b) the cosine of an angle is 0.45
 (c) the tangent of an angle is 0.36

Solution:

Use the $\boxed{\text{MODE}}$ key or the $\boxed{\text{SETUP}}$ key to change the angle unit to degrees. As this question involves the determination of angles, the process is the reverse of that used in Example 1.9. Instead of sin, cos or tan keys, use \sin^{-1} , \cos^{-1} and \tan^{-1} .

(a) Use the following sequence to determine the angle as a decimal number first, and then change to the sexagesimal system (i.e. degrees, minutes and seconds)

$\boxed{\text{SHIFT}} \boxed{\sin} \boxed{0} \boxed{.} \boxed{6} \boxed{=} \quad 36.8699^\circ \boxed{^\circ''} \quad 36^\circ 52' 11.6''$

(b) $\boxed{\text{SHIFT}} \boxed{\cos} \boxed{0} \boxed{.} \boxed{4} \boxed{5} \boxed{=} \quad 63.2563^\circ \boxed{^\circ''} \quad 63^\circ 15' 22.7''$

(c) $\boxed{\text{SHIFT}} \boxed{\tan} \boxed{0} \boxed{.} \boxed{3} \boxed{6} \boxed{=} \quad 19.7989^\circ \boxed{^\circ''} \quad 19^\circ 47' 56''$

Exercise 1.1

The solutions to Exercise 1.1 can be found in Appendix 2.

- Calculate $37.85 - 40.62 + 31.85 - 9.67$.
- Calculate $\frac{33.9 \times 56.3}{45.66}$.
- Calculate $\frac{67.3 \times 69.81}{25.97 \times 20.5}$.
- Calculate $\sqrt{4.9} \times \sqrt{8.5} + \sqrt{7.4}$.
- Calculate the value of πr^2 if $r = 12.25$.
- Find the value of: (a) $(2.2 \times 9.8) + (5.2 \times 6.3)$
(b) $(4.66 \times 12.8) - (7.5 \times 5.95)$
(c) $(4.6 \times 10.8) \div (7.3 \times 5.5)$.
- Evaluate: (a) $\frac{5^3 \times 3^4}{2^5}$.
(b) $\frac{4^3 \times 6^3}{5^4}$.
- Calculate $10 \log_{10} \left(\frac{9 \times 10^{-8}}{2 \times 10^{-11}} \right)$.
- Calculate: (a) $\frac{\sin 70^\circ}{\cos 60^\circ}$
(b) $\frac{\tan 45^\circ}{\cos 35^\circ}$.
- Find the angle if: (a) the sine of an angle is 0.85
(b) the cosine of an angle is 0.75
(c) the tangent of an angle is 0.66.
- Calculate the values of: (a) $\sin 62^\circ 42' 35''$
(b) $\cos 32^\circ 22' 35''$
(c) $\tan 85^\circ 10' 20''$.

Answers to Exercise 1.1

- 19.41
- 41.8
- 8.83
- 9.17
- 471.44

6. (a) 54.32 (b) 15.02 (c) 1.24
7. (a) 316.41 (b) 22.12
8. 36.53
9. (a) 1.879 (b) 1.221
10. (a) $58^{\circ}12'42''$ (b) $41^{\circ}24'34.64''$ (c) $33^{\circ}25'29.32''$
11. (a) 0.8887 (b) 0.8445 (c) 11.8398

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Numbers

Learning outcomes:

- (a) Identify positive numbers, negative numbers, integers and decimal numbers
- (b) Perform calculations involving addition, subtraction, multiplication and division
- (c) Use order of operations (BODMAS) to perform calculations

2.1 Introduction

Mathematics involves the use of numbers in all of its branches like algebra, geometry, statistics, mechanics and calculus. The use of numbers also extends to other subjects like estimating, surveying, construction science and structural mechanics. As we shall be dealing with numbers in all sections of this book, it is appropriate to deal with the different types of numbers at this stage.

2.2 History of numbers

In early civilisations different types of counting systems were used in business and other fields. It all started with the use of lines, which later developed into alphabets (Rome, Greece), symbols (Babylon), hieroglyphics (Egypt), pictorials (China) and lines and symbols (India). The Roman numerals (I, V, X, L, C, D and M), although widely used in commerce and architecture had two major flaws. First, there was no zero; and second, for large numbers different types of systems were used.

Indian-Arab numerals, the forebears of modern numbers, were used in India more than 2500 years ago. Originally there were nine symbols to represent 1–9 and special symbols were used for tens, hundreds and thousands. It appears that the Indians later introduced zero in the form of a dot (to represent nothing), which they either borrowed from other systems or invented themselves. The credit for