Lesson 15.4

Intersecting Chords

Intersecting chords create four segments that have a proportional relationship. This relationships is called:

The Chord Chord Product Theorem: If two chords intersect, the product of the created segments from each chord must be equal.

 $AQ \cdot QB = CQ \cdot QD$



Chord Chord Product Theorem Practice

Find the measure of the missing segment (labeled with an 'x') given the measures of the other three segments.

6 · 3.4 = 4 · x 20.4 = 4x Divide both sides by 4.... x = 5.1



Chord Chord Product Theorem Practice

Find the measure of the missing segment QB by solving for 'x'.

 $4 \cdot 10 = 8 \cdot (x + 2)$ $40 = 8 \cdot (x + 2)$ Divide both sides by 8.... 5 = x + 2Subtract 2 from both sides.... x = 3Plug in 3 for x, and QR = 5 cm





A secant is a segment that intersects a circle at two points, where <u>at most</u> one endpoint is on the circle.



Secants

When two secants connect outside of a circle, four segments are created.

The Secant Secant Product Theorem: If two secants intersect, the product of the exterior segments multiplied by the full segment lengths must be equal:

 $AC \cdot BC = EC \cdot DC$



Secants

Find the value of 'x' in the diagram.

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AC \cdot BC = EC \cdot DC
(6 + 14) \cdot (6) = (x + 8) \cdot (8)
20 \cdot 6 = 8x + 64
120 = 8x + 64
56 = 8x
7 = x
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Find the value of 'x' in the diagram.



Secants and Tangents

When two secants connect outside of a circle, four segments are created.

The Secant Tangent Product Theorem: If a secant and a tangent intersect, the product of the exterior segment and the entire segment of the secant will be equivalent to the square of the tangent.

 $AC \cdot BC = DC^2$



Secants and Tangents

AC \cdot BC = DC ² (x + 4) \cdot (4) = (6) ² 4x + 16 = 36 4x = 20 x = 5



Try these problems on page 823

Find the value of the variable and the length of each chord.





Try these problems on page 824

Find the value of the variable and the length of each secant segment.



Try these problems on page 824

Find the value of the variable.



