Adding base 2 numbers

How to add base 2 numbers. Adding 2-digit numbers with base ten blocks worksheets. Adding 2 digit numbers with base ten blocks. Adding 2 digit numbers with base 10 blocks worksheet. Adding binary numbers base 2. Adding 2 digit numbers using base ten blocks. Adding base 2 numbers calculator. Adding 2 digit numbers base 10.

Definition A number base is the number of digits or combination of digits that a counting system uses to represent numbers. A base can be any integer greater than 0. The most commonly used number system is the decimal system, commonly known as base 10. Its popularity as a counting system is most likely due to the fact that we have 10 fingers. Example \ (\ PageDex {1} \): the base of any number can be written next to the number. For example, 178 reads as 17 base 8, which is 15 based on 10. Example \ (\ PageDex {2} \): Binary is the most commonly used non-basic system. It is used for encoding in computers. Track is also known as Base 2. That means it's composed of just 0 and 1. For example 9 in track / base 2 is 1001. Let's see how it works. Base 10 Base 2 24 23 22 21 20 1 1 0 0 0 0 1 9 1001 0 0 0 1 16 10 000 1 0 0 0 0 0 0 10 000 1 0 0 0 Column 2 The table above represents the binary representation of the decimal number shown in column 1. Columns 3-7 Shows base expansion 2. Note that main zeros are not normally displayed. The binary system works similarly in the same way as the base 10, only smaller, therefore, requires more digits to compensate for the same base number 10. To illustrate, 1610 = 1 (101) + 6 (100) = 1 (24) + 0 (23) + 0 (22) + 0 (21) + 0 (20). Example \ (\ PageNex {3} \): Let's look at base 16, also known as hexadecimal system, another common base when encoding and using computer systems. In this case, we use the numbers \ (0-9 \) and the letters representing two digits \ (A (10), B (11), C (12), D (13), E (14), f (15). \) Base 10 base 16 162 161 160 100 064 0 6 4 42 02A 0 2 A (10) 124 07c 0 7 c (12) 269 10D 1 0 D (13) Example \ (\ PageNex {4} \): Addition to base 2: Cheat Table to help with the addition: 0 + 0 = 0 0 + 1 = 1 1 1 + 0 = 10 Let's try: 110 + 101 1011 ===== Check: 1102 = 610 1012 = 510 10 112 = 1110 Therefore our addition is correct as 6 + 5 = 11 according to base 10. Let's try another: 101 012 + 111 012 1 100 102 ====== Check: 101 012 = 21 111 012 = 29 1 100 102 = 50 Our correct addition as 21 + 29 = 50 on base 10. Example \ (\ PageIndex {5} \): Subtraction in base 2: Cheat Table to help with subtraction: 1-1 = 0 0-0 = 0 1-0 = 1 0-1 = 1 * This requires a carry 10-1 = 1 As you will remember 10 in base 2 is 2. Let's try: 101 112 – 101 012 000 102 ===== Check: 101 112 = 2310 101 012 = 2110 000 102 = 210 Therefore the subtraction is correct as 23 – 21 = base 10. Example \ (\ PageDex {6} \): what happens if w E had to create our number system, which only had numbers and 1. let's call it, just a system too. What's that like? Let's use {1, 2, 4, 6, 8, ...} with multiplication. 1 2 4 6 8 1 1 2 4 6 8 2 2 4 8 12 16 4 4 8 16 24 32 6 6 12 24 36 48 8 8 8 16 32 48 64 and 1 , which numbers would be prime? Examples of prime numbers in a single university number system would be 2, 6, 10, 14, 18, 22. WARNING As numbers that are not usually primitive become primitive as in the basic system 10 would consist of odd numbers. odd numbers. Is this system possible a single primary faction? No, in a single even system not all numbers would be composed of prime numbers. The main divisibility theorem fails. Example of counter: \ (36 = (6) (6) = (2) (18) \). Practical uses Coding time (24 hours) or (60) Cooking (dozen) Imperial or metric measuring systems High marks in math are the key to your success and future plans. Test yourself and learn more about the practice of Siyavula. Sign up and tested in Chapter 3 You've learned about the basic system with two numbers. Base two or binary number system counts in groups of 2 and uses only the digits 0 and 1 to represent any number. Numbers in the basic two-number system are called binary numbers. We can use the Place Value tables in the basic two-number system. The values of the points are powers of 2. For example: \ Begin {array} {| c | c | c | c | c | c | c | c | c | c | c |} \ hline \ text {trenta twoS} & \ text {sixteen} and \ text {oights } and \ text {fours} & \ text {twos} & \ text {unit} \\\\ (2 ^ 5) & (2 ^ 4) & (2 ^ 3) & (2 ^ 2) & (2 ^ 1) & (2 ^ 0) \\ \ hline & & & \\ \ \ hline \ e-end {array} The binary numbers corresponding to the decimal numbers from 1 to 10 are: \ Begin {array} {| c |}} {| c | c |} \ hline \ text {num decimal} and \ text {binary number}} \ \ hline 1 & 1 \\ 2 & 10 \\ 3 & 11 \\ 4 & 100 \\ 5 & 101 \ 6 & 100 \\ 56 \ 7. \ 9 & 1001 \\ 10 & 1010 \\ \ \ hline \ end {array} We use subscribers to tell us which system a certain combination of digits belongs to. For example: or means one hundred or a half four in this chapter you will learn how to add, subtract, and multiply binary numbers. 8.1 Addition When we add binary numbers, we follow the same principles as when we add numbers in the ten base number system. Find the total of. Step 1: Write the numbers one below the other. Align units, tens, hundreds, thousands and so on. \ Begin {array} {rr} and \ text {th} \, \ text {h} \, \ text {t} \, \ text {t} \, \ text {u} ewline & 7 \, 9 \, 4 ewline + & 6 \, 4 \, 8 EWline + & 8 \, 9 EWline \ Hline \ End {array} Step 2: Add units. the answer for 10. Bring the quotient and write down the rest. Remember that the quotient is the result you get after dividing. \ Begin {array} {rr} and \ text {th} \, \ text {h} \, \ text {t} \, \ text {t} \, \ testo {u} ewline & _ {2} \, \ phantom {0} ewline & 7 \, 9 \, 4 EWLINE + & 6 \, 4 \, 8 EWLINE + & 8 \, 9 EWLINE \ HLINE & 1WLINE \ Hline \ End {array} Step 3: Repeat "Step 2" for the TENS column. \ Begin {array} {rr} and \ text {th} \, \ text {h} \, \ text {t} \, \ text {u} ewline & _ {2}} _ _ {2} \, _ _ {2} \, \ Phantom {0} EWline & 7 \, 9 \, 4 EWLINE + & 6 \, 4 \, 8 EWLINE + & 8 \, 9 EWLINE \ HLINE & 3 \, 1WLINE \ Hline \ End {array} Step 4: Repeat "Step 3 for the hundreds column. \ Begin {array} < text {th} \, \ text {h} \, \ text {t} \, \ text {t} \, \ text {u} ewline & _ {1}\, {2}\, _ {2}\, \ 2}\, \ phantom {0} ewline & 7 {0} ewline & 7\, 9 \, 4 ewline + 6 arc \ Begin {array} {rr} & \ text {th}\,\text {h}\,\text {t}\,\text {t}\,\text {u} ewline & _ {1}\,_ {2}\, _ {2}\,\phantom {0} ewline & 7\,9\,4 ewline + & 6\,4\,8 ewline +\ hline \ end {array} The answer is 1.531. In the basic two-issue system, we work in groups of 2. So instead of splitting for 10, we split for 2. Find the sum of e. Step 1: Write the numbers one below the other, without the code "two". Align units (), TwoS (), four () and eight (). \ Begin {array} {rr} & \ colore {blu} {2 ^ 3 \, 2 \, 2 ^ 1 \, 2 ^ 0} 2 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ 0} ^ \, \\ + & 1 \; \; 1 \ end \; \ Step 2: Add the units (in column). Divide the response by 2. Bring the quotient and write down the rest. \ "" Step 3: Repeat step 2 for column TWOS (). \ \ "" Step 4: Repeat step 3 for column Fours (). \ 'Event {array}' & \ Color {blu} {2\, 2\, 2\, 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ _ {1} \; \;\; \\\\\\\\\\\\\\\,\\\,\\\\\\,\\\,\\\\,\\\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\,\ Step 5: lower the quotient that was reported in the Eights column (). \ ""=""""""""=""=""" The answer is. Step 6: Check the answer by converting to the basic number system ten, adding and then converting to a base two numbers. == sync, corrected by elderman == The answer is correct. Another way to make the addition in the base Two numerical systems is to use these basic rules: Remember: find the sum of e. Step 1: Write the numbers one below the other, without the code "two". Align units (), TwoS (), four () and eight (). \ Begin {array} {rr} & \ colore {blu} {2 ^ 3 \, 2 \, 2 ^ 1 \, 2 ^ 0} 2 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ 0} ^ \, \\ + & 1 \; \; 1 \ end \; \ Step 2: Add the units in the basic system to two numbers. If the answer is 10 or 11, carry the left hand 1 and write the right hand 0 or 1. Rememberuse e. \ Begin {array} {rr} and \ color {blue} {2 ^ 3}} 2 ^ 0 ^ 3 \ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ _ {1} \ phantom {000} ewline & 1 \; \; 0 \; \; 1 \; \, \\ + & 1 \; \; \; 1 \; \, \\ \ hline & 0 \; \\ \ \ \ \ \ hline \ end {array} Step 3: Repeat step 2 for groups of two (column). \ Begin {array} {rr} and \ color {blue} {2 ^ 3, 2 ^ 2 \,,, \ 2 ^ 1 \ 2 ^ 0} \\ & _ {1} \; \; _ {1} \ phantom {000} ewline & 1 \; \; \; \; 1 \; \, \\ + & 1 \; \; 1 \; \, \\ \ hline & 0 \; \; \; 0 \, \\\ \ hline \ end {array} Step 4: Repeat Step 4: 3 for the four legs of the column (). \ Begin {array} {rr} and \ color {blue} {2 ^ 3, 2 ^ 2 \,,, \ 2 ^ 1 \ 2 ^ 0} \\ & _ {1} \; \; _ {1} \; \; _ {1} \ phantom {000} ewline & 1 \; 0 \; \; \; \, \\ + & 1 \; \; 1 \; \; 1 \; \, \\\ hline & 1 \; \; 0 \; \; \; \, \\\\\\ \end{array} Step 5: Lower what was carried to the eight column (). * Excluding text; Step 6: Check the response using the base number system ten. \begin{align} Translation: 111_2&=2^2+2^1\\\ Translation: The answer is correct. Calculate each of the following in the system of two base numbers. * Remember to use where you need to. * > < > < > < > < > < > > > > > > > > > > > > > > > > > > E' una cosa che non si puÃ² fare. Remember to use and where you need to. * When we remove binary numbers, we follow the same principles as when they take numbers into the base number ten system. Subtract 178 from 4.032. Step 1: Write the numbers one below the other. Align units, ten, hundreds, thousands, and so on. >\hline \end{array} Step 2: Subtract the unit column. If there are not enough units to subtract, move a group of ten from the left column. Move a group from the ten column to the unit column: The ten column becomes . The unit column becomes . }\'Agenda > Step 3: Repeat Step 2 with the column of ten. If necessary, move a group of ten from the left column. There are no groups in the hundreds column. Move a group from the column of thousands to the column of hundreds. Then move a group from the hundreds column to the tens column. The column of thousands becomes . The hundreds address book becomes . The column of ten becomes . \begin{array}{r} & \text{th}\\; \text{h}\\\; \text{t} \text{u}\\\\; ewline &_{3}\;\;\;\;\; _{9}\;\;_{12}\,_{12}\, ewline & \cancel{4},\cancel{0}\,\cancel{3}\cancel{2} ewline – & 1\;\;\;\;\;\;\,8\; ewline \hline &5\;\;\;\; \nd{array} Step 4: Repeat step 3 with hundreds and thousands of columns. \\ _{9}\;\;_{12}\,_{12}\, ewline & \cancel{4},\cancel {0}\,\cancel{3}\cancel{2} ewline – & 1\;\;\;\;\;\;\;\,8\; ewline \hline &3,8\;\;\;\;\;\;\;\;\;\;\;\,5\arra\;\;\;\;\;\;\;\;\;\;\;\;\;\; basic two-number system, we work in groups of 2. So instead of moving groups of 10 between columns, you move groups of 2. Subtracted from . Step 1: Write the numbers one below the other, without the undersigned "two." Align units (), two (), four (), eight (), and so on. \begin{array}{r r} & \color{blue}{2^3 \, 2^2 \, 2^1 \, 2^0 }\\\\ & 1\;\\\ Move a group from column two () to column unit (): Column two () becomes . The column of units () becomes . Procedures and procedures for consultation, consultation and consultation, consultation of consultation, of and consultation. Step 3: Repeat step 2 for column two ( ). (b) Repeat step 2 for column four ( ). Move a group from column eight ( ) to column four ( ): The column of the eight ( ) becomes . *1010_2 & = 2 ^ 3 + 0 + 2 ^ 1 + 0 \\ & = 8 + 2 \\ & = 10_ {10} \ 5_ {10} & = 4 + 1 \\ & = 2 ^ 2 + 0 + 2 ^ 0 \\ & = 101_2 \\\ \ end {allinea) The answer is correct. Another way to do subtraction in the basic system two is to use these basic rules: Remember: subtract from. Step 1: Write the numbers one below the other, without the code "two". Align units (), twoS (), four (), eight (), and so on. \ Begin {array} {rr} & \ color {blu} {2 ^ 3 \, 2 \, 2 \, 2 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 \, 2 \, 0} ^ 0} ^ 0} ^ 0 \; 0 \; \, \\ \ \ \ '\' \' \' \' \' \' \' \' \' \' \' \' \' \'\' \' \'\'\'\'; \; \; \' Step 2: Subtract the unit column. If the upper digit in the column is 0 and the lower number 1, move 1 from the column to the left. Move 1 from the TwoS column () to the Unit column (). The TwoS column () becomes. The unit column () becomes. In the basic system two numbers , \ 'array' {r} & \ 'blue' {2} 3 \; 2 ^ 2 \; 2 ^ 0}\ & _ {0} \, \\\ Step 3: Repeat step 2 for the Two () column. \ """ Step 4 : Repeat step 2 for column Fours (). Move column 1 from column Eights () to column Fours (). The eight column () becomes. The column of four legs () becomes. In the basic system two numbers. \\ Step 5: Check your answer using the basic number system Ten. \ Begin {alline} 1010_2 & = 2 ^ 3 + 0 + 2 ^ 1 + 0 \\ & = 8 + 2 \\ & = 10_ {10}} \ end {allinea} \ Begin {allinea} 101_2 & = 2 ^ 2 + 0 + 2 ^ 0 \\ & = 4 + 1 \\ & = 5_ {10}\\ 5_ {10} & = 4 + 1 \\ & = 2 ^ 2 + 0 + 2 ^ 0 \\ & = 101_2 \\ \ end {allinea} The answer is correct. Calculate each of the following in the basic system to two numbers. \ Begin {array} {rr} & \ color {blu} {2 ^ 3}} {2 ^ 3 \ 1 \, 2 ^ 0} 2 \, 2 ^ 1 \, 2 ^ 0} and \ phantom {000} ewline and 1 \; \; 1 \; 1 \; \, \\ - & 1 \; \; 1 \; \; 1 \; \, \;\' \ begin {array} {r r} & \ color {blu} {2 ^ 3 \, 2 \, 2 ^ 1 \, 2 ^ 0} {0} \; \ phantom {00000} ewline & & \color{red}{1}\color{nero}{0}\;\;1\;\, \\ -& 1\;\;1\;\, \\hline &1\;0\;\, \\hline \end{array} \begin{array}{r r} & \color{blue}{2^3 \, 2^2 \, 2^1 \; 2^0 }\\\ & _{0}\, ewline & 1\;\cancel{1} \color{rosso}{1}\color{black}{0}\;\, \\ -& 1\;0\;1\;\, \hline &1\; \, \\\hline \end{array} \begin{array}{r r} & \color{blue}{2^3 \, 2^2\, 2^1 \; 2^0 }\\\ &_{0}\;\,_{\color{red}{1}\color{black}{0}} & \cancel{1} \cancel{1} \color{rosso}{1}\color{nero}{0}\;\, \\ -& 1\;1\;\, \\hline &1\;1\;\, \\hline \end{array} \begin{array}{r r} & \color{blue}{2^3 \;\; 2^2 \;\; 2^1 \;\, 2^0 }\\\ &_{0}\,_{1}\; ewline & \cancel{1}}\!\ \cancel{color{red}{1}\color{1}{1}{1}\color{black}{0}} \color{red}{1}\color{black}{0}\;\, \\ -& 1\;1\;\, \\hline &1\;\, \\ \hline \end{array} Quando sposti lâ1 dalla colonna dei quattro, hai 10 nella colonna dei due. Quando poi si sposta 1 dalla colonna due, câÃ¨ sinistra nella colonna due. E . \begin{array}{r r} & \color{blue}{2^3 \;\; 2^2 \;\; 2^1 \;\, 2^0 }\\\\\,_{1}\; ewline & \cancel{1}}}}!\ \cancel{\color{red}{1}\color{nero}{0}} \color{red}{1}\color{nero}{0}\;\;1\;\, \\ -& 1\;\;0\;\,1\;1\;1\;\, \\hline \ end{array} Quando sposti lâ1 dalla colonna degli otto, hai 10 nella colonna dei quattro. Quando poi si sposta 1 dalla colonna dei quattro, câÃ¨ rimasto nella colonna dei quattro. E $1-0=1$. Ricordatelo nel sistema di due numeri base. \begin{array}{r r} & \color{blue}{2^3 \;\; 2^2 \;\; 2^1 \;\, 2^0 }\\\ &_{0}\,_{1}_{1}\; eternline & \cancel{1}\!\ \cancel{\color{red}{1}\color{nero}{0}} \cancel{\color{rosso}{0}} \color{red}{1}\color{nero}{0}\;\, \\& 1\;\;1\;\, \\ \hline &1\;\;\,0\;\;1\;\, \\hline \end{array} 8.3 Moltiplicazioni Lâanno scorso hai imparato a moltiplicare interi usando la moltiplicazione lunga. Usiamo gli stessi principi quando moltiplichiamo i numeri nel sistema di numeri di base due. Moltiplica 32 per 14. Passo 1: Scrivi i numeri uno sotto lâaltro. Allinea le unitÃ , le decine, le centinaia e cosÃ¬ via. \begin{array}{r r} & \text{h}\, \text{t}\, \text{u} ewline & 3\,2 ewline \times & 1\,4 ewline \hline \end{array} Passo 2: Moltiplica il primo numero (in alto) per le unitÃ del secondo numero. \begin{array}{r r} & \text{h}\, \text{t}\, \text{u} ewline & 3\,2 ewline \times & 1\,\color{red}{4} ewline \hline & 1\,2\,8 \end{array} Passo 3: Inizia una nuova riga. Inserisci uno zero nella colonna delle unitÃ . \begin{array}{r r} & \text{h}\, \text{t}\, \text{u} ewline & 3\,2 ewline \times & 1\,4 ewline \hline & 1\,2\,8 \\ & 0 \end{array} Passo 4: Moltiplica il primo numero (in alto) per le decine di il secondo numero. \begin{array}{r r} & \text{h}\, \text{t}\, \text{u} ewline & 3\,2 ewline \times & \color{red}{1}\, \color{black}{4} ewline \hline & 1\,2\,8 \\ & 3\,2\,0 \end{ar Passo 5: Aggiungi i due numeri del Passo 4. \begin{array}{r r} & \text{h}\, \text{t}\, \text{u} ewline & 3\,2 ewline 1 \, 4 ewline \ hline & 1 \, 2 \, 8 \\ and 3 \, 2 \, 0 \\ \ \ hline & 4 \, 0 \\ \ \ \ \ \ \ hline \ end {array} multiplication of digits 0 and 1 work the same in base ten and base two numerical systems: multiply by. Step 1: Write the numbers one below the other, without the piece "two." Align the units (), twoS (), four (), eight (), and so on. \ Begin {array} {rr} and \ color {blue} {2 ^ 3 \, 2 ^ 2 \ 3 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ Times & 1 \; \, \\\\ hline \ end {array} Step 2: Multip Click the first number (at the top) with the units of the second number. \ Begin {array} {rr} and \ color {blue} {2 ^ 3 \, 2 ^ 2 \ 3 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ Times & 1 \; \, \ color {red} {1} \; \, \\ \ hline & 1 \; \; \, \ end {array} Step 3: Start a new line. Enter a zero in the Unit () column. \ Begin {array} {rr} and \ color {blue} {2 ^ 3 \, 2 ^ 2 \ 3 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ times and 1 \; \ color {red} {1} \; \, \\ \ hline & 1 \; \; 1 \; \, \\ & 0 \; \, \ end {array} Step 4: Multiply the first (top) TwoS () number of the second number. \ Begin {array} {rr} and \ color {blue} {2 ^ 3 \, 2 ^ 2 \ 3 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \ 2 ^ times & \ color {red} {1} \; \; \ color {black} {1} \; \, \\ \ hline & 1 \; \; 1 \; \, \\ & 1 \; \; 1 \; \; 0 \; \, \ end {array} Step 5: add the two numbers from point 4. This additional step in a multiplication works differently in the basic two-number system. You need to use the base two addition rules: e. If the answer in any column is 10 or 11, carry the left hand 1 and write the right hand 0 or 1. \ Begin {array} {rr} & \ color {blue} {2 ^ 3 \, 2 ^ 2 \, 2 ^ 1 \, 2 ^ 0} \\ e 1 \; \; \; \, \\ \ time & 1 \; \; \; \, \\ \ hline & 1 \; \; 1 \; \, \\ & ^ 1 \; \; 1 \; \; \; \; \; 0 \; \; \, \\\\ hline & 1 \; \; 0 \; \; \;, \\ \ \, \\ \ end {array} Step 6: Check your answer using the base number system. \ Begin {Align} 11_2 & = 2 ^ 1 + 2 ^ 0 \\ & = 2 + 1 \\ & = 3_ {10} \\ \ end {allinea} \ begin {allinea} 9_ {10} & = 8 + 1 \\ & = 2 ^ 3 + 0 + 0 + 2 ^ 0 \\ & = 1001_2 \\\ \ end {allinea} The answer is correct. Calculate each of the following in the basic two-number system. \ Begin {array} {rr} and \ color {blue} {2 ^ 3 \, 2 ^ 2 \, 2 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} 2 ^ times and 1 \; \; 0 \; \, \\\\\ & 1 \;; \; 0 \; \; 0 \; \, \\ \ hline & 1 \; \; 0 \; \; 0 \; \, \\ \ hline \ end {array} \ begin {array} {rr} & \ color {blue} {2 ^ 3 \, 2 ^ 2 \, 2 ^ 1 \, 2 ^ 0 } \\ & 1 \; \; 0 \; \, \\ \ times 1 \; \; 1 \; \, \\ \ hline & 1 \; \; 0 \; \, \\ & 1 \;; \; 0 \; \; 0 \; \, \\ \ hline & 1 \; \; 1 \; ; 0 \; \, \\ \ hline \ end {array} \ begin {array} {rr} & \ colore {blu} {2 ^ 3 \, 2 ^ 2 \, 2 ^ 1 \, 2 ^ 0 } \\ & 1 \; \; 0 \; \; 0 \; \, \\ \ time & 1 \; \; 0 \; \, \\ \ hline & 0 \; \; 0 \; \; 0 \; \, \\ & 1 \; \, \\ & 1 \; \; 0 \; \; 0 \; \; 0 \; \, \\ \ hline e 1 \; \; 0 \; \; 0 \; \; 0 \; \, \\ \ hline \ end {array} \ begin {array} {rr} e \ colore {blu} {2 ^ 4 \, 2 ^ 3 \, 2 ^ 2 \, 2 ^ 1 \, 2 ^ 0} ^ 1 \, 2 ^ 0} \\ & 1 \; \; 1 \; \; 0 \; \, \\ \ time & 1 \; \; 1 \; \, \\ \ hline & 1 \; \; 1 \;; 0 \; \, \\ & ^ 1 \, ^ 1 1 \; \; 1 \; \; 0 \; \; 0 \; \, \\ \ hline e 1 \; \; 0 \;; \; 0 \; \; 1 \; \; 0 \; \, \; \; 0 \; \, \\ \ \ \ \ end {array} \ begin {array} {rr } & \ colore {blu} {2 ^ 4 \, 2 ^ 3 \, 2 ^ 2} 2 ^ 1 \, 2 ^ 0} ^ e 1 \; \; 1 \; \; 1 \; \, \\ \ volte e 1 \; \; 1 \; \, \\ \ hline & ^ 1 1 \; \; 1 \; \; 1 \; \, \\ & ^ 1 \; ^ 1 1 \; \; 1 \; \; 1 \; \; ; 0 \; \, \\ \ hline & 1 \; \; 0 \; \; 1 \; \; 0 \; \; 1 \; \, \\ \ hline hline From chapter 3 it is known that: Use the following basic rules when adding binary numbers: Use the following basic rules when subtracting binary numbers: The multiplication of digits 0 and 1 works the same way in systems based on ten and two numbers: The addition passage in a multiplication works differently in the system based on two numbers, because it is necessary to use the addition rules based on two.

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