

Name: Sarany Lina Class: 10C Date: 2023/3/28

ID: A

Algebra 2 Chapter 1 Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Insert <, >, or = to make the sentence true.

1. $-16 < 15$ $-16 > -5$ $-16 < -5$
a. > b. = c. <

2. Simplify $-11 + 3$.
a. 14 b. 8 c. -8 d. -14

Evaluate the expression for the given value of the variable(s).

3. $-x^2 - 4x - 4$; $x = -3$
a. 3 b. -1 c. 11 d. -17

4. $\frac{4(3h - 6)}{1 + h}$; $h = -2$
a. 32 b. 48 c. -48 d. 30

5. The expression $-16t^2 + 1800$ models the height of an object t seconds after it has been dropped from a height of 1800 feet. Find the height of an object after falling for 4.8 seconds.
a. 2168.64 ft b. 1431.36 ft c. 1723.2 ft d. 7608.24 ft

Simplify by combining like terms.

6. $4c - 4d + 8c - 3d$
a. $12c + 7d$ b. $12c - 7d$ c. $-12c - 7d$ d. $-7c + 12d$

Solve the equation.

7. $\frac{1}{4}r - \frac{1}{16} + \frac{1}{2}r = \frac{1}{2} + r$
a. $\frac{9}{4}$ b. $\frac{7}{4}$ c. $-\frac{9}{4}$ d. $-\frac{7}{4}$

Solve the equation or formula for the indicated variable.

8. $S = 5r^2t$, for t
a. $t = \frac{S}{5} - r$ b. $t = \frac{2S}{5}$ c. $t = r^2 - 5S$ d. $t = \frac{S}{5r^2}$

9. Two cars leave Denver at the same time and travel in opposite directions. One car travels 10 mi/h faster than the other car. The cars are 500 mi apart in 5 h. How fast is each car traveling?
a. 35 mi/h and 45 mi/h b. 55 mi/h and 35 mi/h c. 45 mi/h and 55 mi/h d. 55 mi/h and 65 mi/h

$\frac{18}{20}$ 90

Prentice Hall Algebra 2 Chapter 1 Test Answers

S Nieto



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Introductory Algebra K. Elayn Martin-Gay,2002 Introductory Algebra is typically a 1 semester course that provides a solid foundation in algebraic skills and reasoning for students who have little or no previous experience with the topic The goal is to effectively prepare students to transition into Intermediate Algebra **Intermediate Algebra for College Students** Prentice-Hall Staff,1999-08 **College Algebra** Michael Sullivan,Michael Sullivan, III,2000-08 The goal of this book is to motivate users by highlighting real people facing real challenges finding real solutions This book features real workers at Motorola along with hundreds of applications and real data sets highlighting the relevance and scope of activities that may be encountered in life Users are expected to find functions that fit the data and both construct and implement elementary mathematical models *Science Books* ,1971 **Intermediate Algebra** Barbara A. Poole,1994 This second edition is intended for intermediate algebra courses and developmental mathematics with an elementary algebra prerequisite The inclusion of historical notes study units margin exercises pre tests calculator problems challenge problems end of chapter summaries and co operative learning exercises should be of interest to students in the broader culture of mathematics and algebra **Elementary Algebra for College Students** Prentice-Hall Staff,2000 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1971 *A FIRST COURSE IN ELECTRONICS* KHAN, ANWAR A. ,DEY, KANCHAN K.,2006-01-01 This book provides a comprehensive introduction to the fundamental principles of modern electronic devices and circuits It is suitable for adoption as the textbook for the first course in electronics found in most curricula for undergraduate physics and electronic science students It also covers several topics of electronics being taught at the postgraduate first year level in physics Besides the students pursuing degree or diploma courses in electrical electronics and computer engineering will find this textbook useful and self contained The text provides a thorough and rigorous explanation of characteristics and parameters of the most important semiconductor devices in general use today It explains the underlying principles of how different circuits work providing valuable insights into analysis of circuits so essential for solving design problems Coverage includes all the basic aspects of analog and digital electronics

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Mathematical Fallacies, Flaws, and Flimflam Edward J. Barbeau, 2000-12-31 A collection of mathematical errors drawn from the work of students textbooks and the media as well as from professional mathematicians themselves

Learning Through Teaching Mathematics Roza Leikin, Rina Zazkis, 2010-04-10 The idea of teachers Learning through Teaching LTT when presented to a naive bystander appears as an oxymoron Are we not supposed to learn before we teach After all under the usual circumstances learning is the task for those who are being taught not of those who teach However this book is about the learning of teachers not the learning of students It is an ancient wisdom that the best way to truly learn something is to teach it to others Nevertheless once a teacher has taught a particular topic or concept and consequently truly learned it what is left for this teacher to learn As evident in this book the experience of teaching presents teachers with an exciting opportunity for learning throughout their entire career This means acquiring a better understanding of what is being taught and moreover learning a variety of new things What these new things may be and how they are learned is addressed in the collection of chapters in this volume LTT is acknowledged by multiple researchers and mathematics educators In the first chapter Leikin and Zazkis review literature that recognizes this phenomenon and stress that only a small number of studies attend systematically to LTT processes The authors in this volume purposefully analyze the teaching of mathematics as a source for teachers own learning

Mathematics Standardized Test Prep Se Elizabeth Marquez, 1997-07-30 Prentice Hall Pre Algebra developed exclusively for California contains comprehensive coverage of all California Mathematics Standards

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