

Chapter 2 Test, Form 3

SCORE _____

1. Translate the following into an equation.

A number x is decreased by 45. The result is then divided by 12. Then 20 is added to this new result to give a final result of five times the difference of 32 and the number x .

2. Translate the following equation into a verbal sentence.

$$5(2x + 3y) = y^2 - 2x^2$$

For Questions 3-7, solve each equation.

3. $n + 39 = 12$

4. $w + (-8) = -21$

5. $-6m = 16$

6. $\frac{3}{4}h = -\frac{45}{8}$

7. $-\frac{a}{6} + 7 = -14$

8. If $x - 5 = 12$, what is the value of $x - 9$?

For Questions 9 and 10, write an equation for each problem. Then solve the equation.

9. Three-fifths of what number equals one?

10. The product of 2 more than a number and 10 is 36 more than 8 times the number. What is the number?

11. Evaluate $2|m - 3x| - p$ if $m = -1$, $x = 2$, and $p = 4$.

12. Solve $2\left|\frac{x}{2} + 3\right| = 1$. Then graph the solution set.

13. Shyam invested money in the stock market. In the first year, his stock increased 20%. He paid his stock broker \$300 and then lost \$450. He withdrew \$500, and then his remaining investment doubled. Shyam's investment is now worth \$7100. How much was Shyam's original investment?

14. Use cross products to determine whether the pair of ratios $\frac{42}{48}$ and $\frac{63}{72}$ form a proportion. Write *yes* or *no*.

15. A blueprint for a house states that 2 inches represents 8 feet. If the width of a window is 2.5 inches on the blueprint, what is the width of the actual window?

1. $\frac{x - 45}{12} + 20 = 5(32 - x)$

Five times the sum of two times x and three times y equals the square of y minus two times the cube of x .

2. _____

3. -27

4. -13

5. -2 $\frac{2}{3}$

6. -1 $\frac{2}{13}$

7. 126

8. 8

9. $\frac{3}{5}x = 1; \frac{5}{3}$

10. $(x + 2)10 = 8x + 36; 8$

11. 10

12. {-7, -5}



13. \$4000

14. yes

15. 10 ft

Chapter Test Form K Algebra 2

Robert Blitzer



Chapter Test Form K Algebra 2:

HBJ Introductory Algebra 2 Russell F. Jacobs, 1988 **Sums of Squares of Integers** Carlos J. Moreno, Samuel S. Wagstaff, Jr., 2005-12-09 Sums of Squares of Integers covers topics in combinatorial number theory as they relate to counting representations of integers as sums of a certain number of squares The book introduces a stimulating area of number theory where research continues to proliferate It is a book of firsts namely it is the first book to combine Liouville's elementary methods with the analytic methods of modular functions to study the representation of integers as sums of squares It is the first book to tell how to compute the number of representations of an integer n as the sum of s squares of integers for any s and n It is also the first book to give a proof of Szemerédi's theorem and is the first number theory book to discuss how the modern theory of modular forms complements and clarifies the classical fundamental results about sums of squares The book presents several existing yet still interesting and instructive examples of modular forms Two chapters develop useful properties of the Bernoulli numbers and illustrate arithmetic progressions proving the theorems of van der Waerden Roth and Szemerédi The book also explains applications of the theory to three problems that lie outside of number theory in the areas of cryptanalysis microwave radiation and diamond cutting The text is complemented by the inclusion of over one hundred exercises to test the reader's understanding **Elements of Physical Chemistry** Peter Atkins, Julio de Paula, 2013 Elements of Physical Chemistry has been carefully crafted to help students increase their confidence when using physics and mathematics to answer fundamental questions about the structure of molecules how chemical reactions take place and why materials behave the way they do *Teacher's Guide and Tests for Merrill Algebra Two with Trigonometry* Alan G. Foster, 1979 *Holt Algebra 1 2003* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003 **Algebra and Trigonometry** Meredythe M. Burrows, Roland E. Larson, 1990-04 **Prentice Hall Algebra 1** Jan Fair, 1992 *College Algebra* Richard N. Aufmann, Vernon C. Barker, Richard Nation, 1997 *Glencoe Algebra 1*, 2001 *Group Theory: An Intuitive Approach* Ronald Mirman, 1995-06-09 A thorough introduction to group theory this highly problem oriented book goes deeply into the subject to provide a fuller understanding than available anywhere else The book aims at not only teaching the material but also helping to develop the skills needed by a researcher and teacher possession of which will be highly advantageous in these very competitive times particularly for those at the early insecure stages of their careers And it is organized and written to serve as a reference to provide a quick introduction giving the essence and vocabulary useful for those who need only some slight knowledge those just learning as well as researchers and especially for the latter it provides a grasp and often material and perspective not otherwise available *Second Course in Algebra, with Trigonometry* Arthur William Weeks, Jackson B. Adkins, 1962 **College Algebra and Trigonometry** Richard N. Aufmann, Vernon C. Barker, Richard Nation, 2001-07-11 The Fourth Edition of College Algebra and Trigonometry continues to promote student success by engaging students in mathematics thus helping them see the dynamic link between concepts and applications The

authors hallmark approach the Aufmann Interactive Method encourages students to interact with math by presenting an annotated example then guiding students with a Try Exercise and finally presenting a worked out solution for immediate reinforcement of the concept A wealth of new features designed to enhance learning include more in text guidance as well as special web based resources and an unparalleled Instructor s Annotated Edition facilitates teaching New An Instructor s Annotated Edition unlike any other offered for this course features reduced student text pages with special instructor resources in the margins teaching tips extra examples ideas for reinforcing concepts discussion suggestions highlighted vocabulary and symbols challenge problems quizzes suggested assignments and references to transparencies that may be found both in the Instructor s Resource Manual and on the web site New Side by Side Solutions to examples pair an algebraic solution and a graphical representation to accommodate different learning styles New Technology dependent modeling sections introduce the idea of mathematical modeling of data through linear quadratic exponential logarithmic and logistic regression New Integrated web resources include selected Take Note boxes identified by a special web icon which direct students to an interactive example or a downloadable file on the web site These special resources can be used by instructors for presentation purposes or can be assigned to students to help them visualize a concept New Concept Lists now prominently feature all the major topics at the beginning of each section preparing students for the concepts to follow A wide range of applications exercise sets and supplemental exercises many involving real data encourage problem solving skill building group work writing and manipulation of graphing calculators Exploring Concepts with Technology a special end of chapter feature expands on ideas introduced in the text by using technology to investigate extended mathematical applications or topics Projects at the end of each exercise set are designed to encourage students or groups of students to research and write about mathematics and its applications Additional Projects are included in the Instructor s Resource Manual and on the book s web site Topics for Discussion conceptual exercises included at the end of each section can be used for discussion or writing assignments Take Note and Math Matters formerly called Point of Interest margin notes alert students about interesting aspects of math history applications and points that require special attention

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[Algebra for College Students](#) Margaret L. Lial, E. John Hornsby, Terry McGinnis, 2008 The Lial series has helped thousands of readers succeed in developmental mathematics through its approachable writing style relevant real world examples extensive exercise sets and complete supplements package Review of the Real Number System Linear Equations Inequalities and Applications Graphs Linear Equations and Functions Systems of Linear Equations Exponents Polynomials and Polynomial Functions Factoring Rational Expressions and Functions Roots Radicals and Root Functions Quadratic Equations and Inequalities Additional Functions and Relations Inverse Exponential and Logarithmic Functions More on Polynomial and Rational Functions Conic Sections Further Topics in Algebra For all readers interested in Algebra **Algebra &**

Trigonometry Robert Blitzer, 2004 *Preparing to Use Algebra* Albert P. Shulte, Robert E. Peterson, 1986 Elementary and Intermediate Algebra Jerome E. Kaufmann, 2001 Succeed in math with ELEMENTARY AND INTERMEDIATE ALGEBRA with accompanying technology Simple straightforward and easy to read this mathematics text helps you grasp and apply the fundamental problem solving skills necessary for future mathematics courses Studying is made easy with tools such as iLrn Tutorial an online tutorial that allows you to work with real math notation in real time with unlimited practice problems instant analysis and feedback and streaming video to illustrate key concepts With technology such as Personal Tutor with SMARTHINKING that allows you to access a live online algebra tutor success is only a click away *Standards-based School Mathematics Curricula* Sharon L. Senk, Denise R. Thompson, 2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K-12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II, III, and IV are devoted to research on mathematics curriculum projects for elementary, middle, and high schools respectively The final section is a commentary by Jeremy Kilpatrick, Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research College Algebra

Bernard J. Rice, Jerry D. Strange, 1989

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