

9. Add.

$$\frac{4}{z^2} + \frac{6}{z} = \frac{4}{z^2} + \frac{6(z)}{z(z)} = \frac{4}{z^2} + \frac{6z}{z^2} = \frac{6z+4}{z^2} = \boxed{\frac{2(3z+2)}{z^2}}$$

10. Subtract.

$$\frac{3t}{t+6} - \frac{4t}{6+t} = \frac{3t}{t+6} - \frac{4t}{t+6} = \boxed{\frac{-t}{t+6}}$$

11. Simplify.

$$\frac{3x+5}{9x^2-25} - \frac{15x}{25x-15x^2} = \frac{3x+5}{(3x+5)(3x-5)} - \frac{15x}{-5x(3x-5)} = \frac{1}{(3x-5)} + \frac{3}{(3x-5)} = \boxed{\frac{4}{3x-5}}$$

12. Simplify.

$$\frac{\frac{2}{t} + \frac{3}{t^2}}{\frac{5}{t^2} + \frac{1}{t}} = \frac{\left(\frac{2}{t} + \frac{3}{t^2}\right)t^2}{\left(\frac{5}{t^2} + \frac{1}{t}\right)t^2} = \frac{\frac{2t^2}{t} + \frac{3t^2}{t^2}}{\frac{5t^2}{t^2} + \frac{t^2}{t}} = \frac{2t + 3}{5 + t} = \boxed{\frac{2t+3}{t+5}}$$

13. Solve and check for extraneous answers.

$$\frac{x+24}{x} = \frac{x}{4}$$

$$4x+96=x^2$$

$$0=x^2-4x-96$$

$$(x-12)(x+8)$$

$$x=12 \quad x=-8$$

✓

$$\frac{x+24}{x} = \frac{x}{4}$$

$$\frac{12+24}{12} = \frac{12}{4}$$

$$\frac{36}{12} = \frac{12}{4}$$

$$3 = 3$$

$$\boxed{x=12}$$

$$\frac{x+24}{x} = \frac{x}{4}$$

$$\frac{-8+24}{-8} = \frac{-8}{4}$$

$$\frac{16}{-8} = \frac{-8}{4}$$

$$-2 = -2$$

$$\boxed{x=-8}$$

14. Solve and check for extraneous answers.

$$\frac{3t}{(t-5)(t+4)} = -\frac{6t}{(t-5)(t+2)}$$

$$\frac{3t(t-2)}{(t-5)(t+4)(t+2)} = -\frac{6t(t+4)}{(t-5)(t+2)(t+4)}$$

$$\frac{3t}{t^2-t-20} = -\frac{6t}{t^2-7t+10}$$

$$3t^2-6t = -6t^2-24t$$

$$9t^2+18t = 0$$

$$9t(t+2) = 0$$

$$\frac{9t=0}{t=0} \quad \frac{t+2=0}{t=-2}$$

15. Graph. Include asymptotes.

$$g(x) = \frac{1}{x-3}$$

$$x-3 \neq 0$$

$$x \neq 3$$

$$y \neq 0$$



16. State the domain and range.

$$f(x) = \frac{1}{x-4} + 5$$

$$D = \{x \mid x \neq 4\}$$

$$R = \{y \mid y \neq 5\}$$

17. State the domain and range.

$$f(x) = -\frac{3}{x} - 3$$

$$D = \{x \mid x \neq 0\}$$

$$R = \{y \mid y \neq -3\}$$

18. Identify asymptotes and x and y intercepts.

$$f(x) = \frac{x}{x-5}$$

$$P(x) \rightarrow x=0$$

$$Q(x) \rightarrow x=5$$

$$\boxed{VA=5}$$

$P(x)$ & $Q(x)$ have same power

$$\therefore HA = \frac{1}{1} = 1$$

$$\left. \begin{array}{l} x\text{-intercept } (0,0) \\ y\text{-intercept } (0,0) \end{array} \right\}$$

$$f(x) = \frac{0}{0-5} = \frac{0}{-5} = 0$$

Algebra 2 Midterm Practice Test Answers

**() (Fang Ting) Wang, Mercedes L.
Thompson**



Algebra 2 Midterm Practice Test Answers:

MASS Selecta Svetlana Katok, A. B. Sossinsky, Serge Tabachnikov, This book results from a unique and innovative program at Pennsylvania State University Under the program the best of the best students nationwide are chosen to study challenging mathematical areas under the guidance of experienced mathematicians This program Mathematics Advanced Study Semesters MASS offers an unparalleled opportunity for talented undergraduate students who are serious in the pursuit of mathematical knowledge This volume represents various aspects of the MASS program over its six year existence including core courses summer courses students research and colloquium talks The book is most appropriate for college professors of mathematics who work with bright and eager undergraduate and beginning graduate students for such students who want to expand their mathematical horizons and for everyone who loves mathematics and wants to learn more interesting and unusual material The first half of the book contains lecture notes of nonstandard courses A text for a semester long course on p adic analysis is centered around contrasts and similarities with its real counterpart A shorter text focuses on a classical area of interplay between geometry algebra and number theory continued fractions hyperbolic geometry and quadratic forms Also provided are detailed descriptions of two innovative courses one on geometry and the other on classical mechanics These notes constitute what one may call the skeleton of a course leaving the instructor ample room for innovation and improvisation The second half of the book contains a large collection of essays on a broad spectrum of exciting topics from Hilbert's Fourth Problem to geometric inequalities and minimal surfaces from mathematical billiards to fractals and tilings from unprovable theorems to the classification of finite simple groups and lexicographic codes

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through a journey to cultivate a more equitable inclusive and cohesive culture of professionalism for themselves what he calls professional flourishing The book builds from two bold premises First that as educators we are all naturally imperfect and unfinished and growth should be our constant goal Second that the last 40 years of top down PD efforts in mathematics have rarely supplied teachers with what they need to equitably grow their practice and foster classrooms that are likewise empowered inclusive and cohesive With gentle humanity this book inspires teachers to break down silos observe each others classrooms interrogate their own biases and put students at the center of everything they do in the math classroom This book Weaves raw and authentic stories both personal and those from other educators into a relatable and validating narrative Offers interactive opportunities to self reflect build relationships seek new vantage on our teaching by observing others classrooms and students and share and listen to other s stories and experiences Asks teachers to give and accept grace as they work collaboratively to better themselves and the system from within so that they can truly serve each of their students authentically and equitably Implementing the beliefs and actions in this book will position teachers to become more active partners in each other s professional growth so that they can navigate the obstacles in their professional landscape with renewed focus and a greater sense of individual and collective efficacy It equips teachers and by extension their students to chart their own course and author their own equitable and joyful mathematical and professional stories *El-Hi Textbooks in Print*, 1970 Includes related teaching materials **Scientific and Technical Aerospace Reports**, 1984-07

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Intermediate Algebra Tom Green, Thomas M. Green, William Wooton, 1980 *Introductory Algebra* Richard N. Aufmann, 1991 **Intermediate Algebra** George Woodbury, 2008

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Tom Carson, Ellyn Gillespie, 2005-02 Tom Carson engages students in the learning process by meeting them where they are and leading them to where they need to be through the determination of their individual learning style the development of study skills and the integration of learning strategies that help each student succeed Elementary Algebra with Early Systems of Equations is a book for the student The authors goal is to help build students confidence their understanding and appreciation of math and their basic skills by presenting an extremely user friendly text that models a framework in which students can succeed Unfortunately students who place into developmental math courses often struggle with math anxiety due to bad experiences in past math courses Developmental math students often have never developed nor applied a study

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The American Mathematical Monthly, 1894 Includes articles as well as notes and other features about mathematics and the profession

Creative Approaches to Technology-Enhanced Learning for the Workplace and Higher Education David Guralnick, Michael E. Auer, Antonella Poce, 2023-09-23 New technologies provide us with new opportunities to create new learning experiences leveraging research from a variety of disciplines along with imagination and creativity The Learning Ideas Conference was created to bring researchers practitioners and others together to discuss innovate and create The Learning Ideas Conference 2023 was the 16th annual conference and was held as a hybrid event The conference took place from June 14 16 2023 both in New York and online and included a special track The ALICE Adaptive Learning via Interactive Collaborative and Emotional Approaches Special Track Topics covered in this book include among others online learning methodologies diversity and inclusion in learning case studies in university and corporate settings new technologies in learning such as virtual reality augmented reality holograms and artificial intelligence adaptive learning and project based learning The papers included in this book are of interest to researchers in pedagogy and learning theory university faculty members and administrators learning and development specialists user experience designers and others

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