

Name: Key

Date: \_\_\_\_\_

1.  $(x+3)^2 + 4 = 2(x+8)$

$$x^2 + 6x + 9 + 4 = 2x + 16$$

$$x^2 + 4x - 3 = 0$$

$$x = \frac{-4 \pm \sqrt{28}}{2} \quad x \approx 0.65$$

$$x \approx -4.65$$

2. Multiply:  $\frac{x^2 - 2x - 8}{x^2 + 3x + 2} \cdot \frac{4x + 4}{x^2 - x - 12}$

$$= \frac{(x-4)(x+2)}{(x+2)(x+1)} \cdot \frac{4(x+1)}{(x-4)(x+3)}$$

$$= \frac{4}{x+3} \quad x \neq -2, -1, 4, -3$$

3. Simplify:  $\frac{c^2 - c - 20}{c^2 - 9} + \frac{c^2 - 16}{c^2 - c - 12}$

$$= \frac{(c-5)(c+4)}{(c+3)(c-3)} + \frac{(c-4)(c+3)}{(c+4)(c-4)}$$

$$= \frac{c-5}{c-3} \quad x \neq \pm 3, \pm 4$$

4. Write the first four terms of the sequence whose general term is given by  $t_n = -1.5(-2)^n$ .

$$3, -6, 12, -24$$

domain: all positive integers

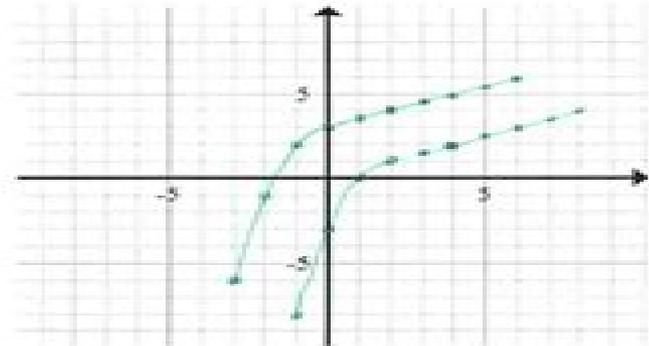
5. What is  $t_{20}$  of the geometric sequence  $\frac{1}{a}, a^2, \dots$ ?

$$t(n) = \frac{1}{a^4} (a^3)^n$$

$$t(20) = \frac{1}{a^4} (a^3)^{20} = \frac{a^{60}}{a^4}$$

$$= a^{56}$$

6. Graph  $f(x) = \begin{cases} -x^2 + 3 & \text{for } -3 \leq x \leq 0 \\ \frac{1}{2}x + 3 & \text{for } 0 \leq x \leq 6 \end{cases}$



Then graph the new function  $F(x-2) - 2$  and describe the transformations that took place.

shift right 2 and down 2  
Finally, write the equations for the new function  $F(x-2) - 2$  including the corresponding domains

$$= \begin{cases} -(x-2)^2 + 1 & -1 \leq x \leq 2 \\ \frac{1}{2}x & 2 \leq x \leq 6 \end{cases}$$

# Algebra 2 Chapter 3 Test Form A

**M Woodhall**



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*Kendall/Hunt Pre-algebra Teacher Guide*,      **Beginning Algebra** Stefan Baratto, Barry Bergman, Donald Hutchison, 2013-03-29  
*Beginning Algebra 4 e* by Miller O Neill Get Better Results with high quality content exercise sets and step by step pedagogy The Miller O Neill Hyde author team continues to offer an enlightened approach grounded in the fundamentals of classroom experience in *Beginning Algebra 4e* The text reflects the compassion and insight of its experienced author team with features developed to address the specific needs of developmental level students Throughout the text the authors communicate to students the very points their instructors are likely to make during lecture and this helps to reinforce the concepts and provide instruction that leads students to mastery and success Also included are Problem Recognition Exercises designed to help students recognize which solution strategies are most appropriate for a given exercise These types of exercises along with the number of practice problems and group activities available permit instructors to choose from a wealth of problems allowing ample opportunity for students to practice what they learn in lecture to hone their skills In this way the book perfectly complements any learning platform whether traditional lecture or distance learning its instruction is so reflective of what comes from lecture that students will feel as comfortable outside of class as they do inside class with their instructor      **Algebra**, 1993      **Prentice Hall Algebra 1** Jan Fair, 1992  
*Alternate Testing Program, Forms A and B* Richard N. Aufmann, 1987      **Test Bank for Bello's Elementary Algebra** Sandra McMullen Carter, 1998      **Measuring Success** Jack Buckley, Lynn Letukas, Ben Wildavsky, 2018-01-15  
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