

**1<sup>st</sup> Quarter work sheet two**

Subject: **Mathematics**

grade: **11**

Date: **Oct, 2021**

Name \_\_\_\_\_ section \_\_\_\_\_

**1. Choose the best answer from the given alternatives.**

- \_\_\_\_ 1. If  $R = \{x, Y : 4x - 6 Y > 6\}$ , then which of the following point belongs to R?  
 A. (-1,2)      B. (3,1)      C. (3, -2)      D. (-2,3)
- \_\_\_\_ 2. Which of the following is inverse of itself?  
 A.  $f(x) = \frac{x^2}{x^2+1}$       B.  $f(x) = \frac{1-x}{1+x}$       C.  $f(x) = \frac{x^2+1}{x-1}$       D.  $f(x) = \frac{2x-1}{x+1}$
- \_\_\_\_ 3. Which of the following is neither even nor odd?  
 A.  $f(x) = x \operatorname{sgn} x$       C.  $f(x) = x^2 + \operatorname{sgn} x$   
 B.  $f(x) = x^4 (x^2 + 6)$       D.  $f(x) = x^7 + x^6 (1 - x) + 1$
- \_\_\_\_ 4. If a function  $f: [2, \infty) \rightarrow B$  defined by  $f(x) = x^2 - 4x + 5$  is onto, then  $B =$  \_\_\_\_\_.  
 A.  $\mathbb{R}$       B.  $[1, \infty)$       C.  $[4, \infty)$       D.  $[5, \infty)$
- \_\_\_\_ 5. Let  $R = \{(x, y) : x, y \text{ are real numbers, } Y < x \text{ and } x + Y < 2\}$ ; then which of the following is true?  
 A. The domain of  $R = [1, \infty)$       C. Domain of  $R = (-\infty, 1]$   
 B. The range of  $R = (-\infty, 2)$       D. Range of  $R = (-\infty, 2)$
- \_\_\_\_ 6. If  $f(x) = 2x(\frac{1}{x} + 2)$  for  $x \neq 0$ , then the inverse of  $f$  is \_\_\_\_\_.  
 A.  $f^{-1}(x) = \frac{x^2 - 2x}{2x^2 + 2x}$       C.  $f^{-1}(x) = \frac{x}{2x^2 - 2}$   
 B.  $f^{-1}(x) = \frac{x^2}{2x^2 + 2x}$       D.  $f^{-1}(x) = \frac{x}{2x^2 - 2}$
- \_\_\_\_ 7. If  $g(x) = -3x + 5$  and  $g \circ f(x) = -6x^2 + 4$ , then  $f(x) =$  \_\_\_\_\_.  
 A.  $2x^2 + \frac{1}{2}$       C.  $f(x) = 2x + \frac{1}{2}$   
 B.  $2x^2 - \frac{1}{2}$       D.  $f(x) = 2x^2 - \frac{1}{2}$
- \_\_\_\_ 8. Which of the following is not a rational expression?  
 A.  $\frac{1}{\sqrt{x}}$       B.  $\frac{1}{x^2} + 4x - 5$       C.  $2x^2 + 2x + 10$       D.  $\frac{1}{x^2}$
- \_\_\_\_ 9. The simplification of  $\frac{x^2 - 4}{x^2 + 7x + 12} \cdot \frac{x^2 + 12x + 36}{x^2 + 5x + 6}$  gives \_\_\_\_\_.  
 A.  $\frac{x+6}{x+2}$       B.  $\frac{x+3}{x+2}$       C.  $\frac{x+6}{x+3}$       D.  $\frac{x+3}{x+6}$
- \_\_\_\_ 10. Let  $h(x) = \frac{ax+b}{cx+d}$  be a rational function, then which of the following statement is not true?  
 A. If the y - intercept is 2, then  $d = \frac{1}{2}$   
 B. If the line  $y = 2x$  is its oblique asymptote, then  $a = 2c$  and  $b = 2d$   
 C. If the line  $x = 4$  is its vertical asymptote, then  $d = 4c$   
 D. If the oblique asymptote has the form  $y = 3x$ , then necessarily  $ad - bc = 0$

# Math Stories High School

**Patrick Vollmar**



## **Math Stories High School:**

**Math Stories For Problem Solving Success** James L. Overholt, Nancy H. Aaberg, James Lindsey, 2008-03-07 This second edition of the popular math teaching resource book *Math Stories for Problem Solving Success* offers updated true to life situations designed to motivate teenagers to use math skills for solving everyday problems. The book features intriguing short stories followed by sets of problems related to the stories that are correlated to the standards of the National Council of Teachers of Mathematics. Each of the easy to read stories is followed by three increasingly difficult groups of problem sets. This makes it simple for teachers to select the appropriate problem set for students of different abilities and at different grade levels. To further enhance student involvement the stories feature recurring characters and can be used either sequentially or out of order. The problems in the book cover many basic math topics including decimals, fractions, and percents, measurement, geometry, data, statistics, and probability, algebra, and problem solving. In addition to having all the answers, an Answer Key at the end of the book offers explanations and background information about the problems that can be helpful to both teachers and students. *Math Stories for Problem Solving Success* will help you show students that math is something they are already using every day.

**Math Therapy™** Vanessa Vakharia, 2024-08-08 Anything is possible even building a better relationship with math. This is much more than a book about math. This is a book about hope. Imagine failing 11th grade math twice and going on to be known affectionately as The Lady Gaga of Math. That is the story of author Vanessa The Math Guru Vakharia. Thanks to an inspiring teacher who helped Vanessa heal her own relationship with math, Vanessa was then able to see math in a way that literally changed the trajectory of her life. Most people have experienced math trauma at least once, but by early mid elementary school many students have gotten the message that either they are a math person or they are not. In *Math Therapy™*, Vanessa shows that with the right tools and strategies, teachers can foster a culture in which every student is capable of building a better relationship with math and with themselves. Through the five Ms of *Math Therapy™*: Mythbust, Moderate, Motivate, Makeover, and Measure, teachers can help their students overcome math trauma, cultivate a positive math identity, and develop a mathematical mindset. Written in a fun and conversational style and grounded in research on math education and neuropsychology, this book provides practical, hands-on strategies and tools that make it easy and fun for teachers to implement each step of *Math Therapy™* in their classroom. Helps teachers unpack their own math history before diving in to what they can do to help their students. Addresses the trauma-induced stumbling blocks that many students face when tackling mathematics. Includes humorous and engaging real-life vignettes from celebrating Pi Day by visiting a prison to setting off a confetti cannon to celebrate a student's milestone to the time Vanessa's band opened for Bon Jovi and more. Much more than a book about helping students kick butt in math class, this book is about empowering students to develop the skills they need to live a life in which they truly believe that anything is possible even a better relationship with math.

**The Mathematics Teacher**, 1925     [Resources in Education](#), 1992-10     *The Technique of*

*Teaching Secondary-school Mathematics* Ernst Rudolph Breslich,1930      **School Science and Mathematics** School Science and Mathematics,1917      **Associating Mathematical Stories That Are Written by the 8th Grade Students Who Are Studying at Advantageous and Disadvantageous Regions' Schools with Their Mathematical Perceptions** Elif Bahadir,2017 In this study mathematical stories written by 50 middle school students were analyzed The study group consisted of two different student groups who were living in advantageous and disadvantageous regions in Istanbul At the first stage the students were presented a mathematical story called My Fractal Tree then told about what the mathematical story was and asked to write a mathematical story about any subjects 43 of the stories have story characteristics The stories were separately analyzed under the headings of involving a mathematical subject having mathematical characteristics or not and the math topics students used in their stories The findings about the contents of the stories were analyzed on 4 main themes Mathematics relations with other subjects Perceptions towards mathematics Mathematical level and Creativity Students can be seen to have mentioned about the math s relations with other subjects Students abilities to use mathematical elements correctly are quite low their learning about concepts is weak and their misconceptions are too high Generally a very plain language is seen in the stories in terms of language expression but transitions between topics seem weak Considering the creativity element in the students writings advantageous group was seen to have created highly creative stories My Fractal Tree story is appended      Teaching Children Mathematics ,1998      **School Science and Mathematics** ,1922      Baltimore Bulletin of Education ,1927      *Building and Engineering News* ,1929      **Directory of Public Secondary Schools in the State of California** ,1928      **The High School Teacher** ,1925      Manufacturers' Record ,1922      *Journal of the Florida Education Association* Florida Education Association,1925      **The Texas Outlook** ,1925      Midland Schools ,1912      **Readers' Guide to Periodical Literature** ,1922 An author subject index to selected general interest periodicals of reference value in libraries      *Mathematics Teaching in the Middle School* ,2009-02      **The Junior School Libraries ...** San Antonio (Tex.). Board of Education,1929

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