

Reveal Coverage Grade 7 GEN



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← رياضيات ← الفصل الثالث ← ملفات متنوعة ← الملف

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المزيد من مادة
رياضيات:

إعداد: Aghead .Mr

التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السابع والمادة رياضيات في الفصل الثالث

حلول ميكل اختبار نهاية الفصل 2026م

1

ميكل اختبار نهاية الفصل 2026م غير محلول

2

اختبار رياضيات الوحدة الحادية عشرة الإحصاء وتحليل البيانات غير محلول

3

منهج ريفيل اختبار دروس الوحدة الثامنة العلاقات الخطية والدوال غير محلول

4

منهج ريفيل إجابة اختبار دروس الوحدة الثامنة العلاقات الخطية والدوال

5



وزارة التربية والتعليم
MINISTRY OF EDUCATION



Reveal Coverage Grade 7 GEN Third Term 2025-2026

إحجز مكانك واستعد للامتحان بثقة كاملة

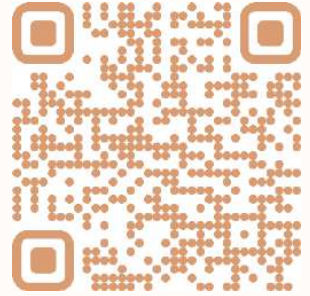
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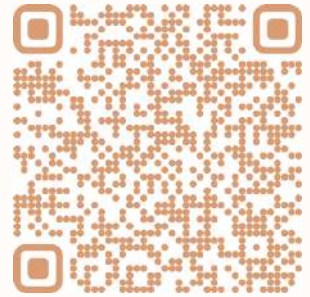
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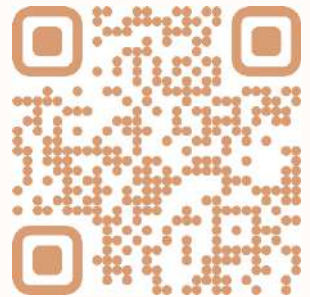


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شرح الدروس



انضم للقناة

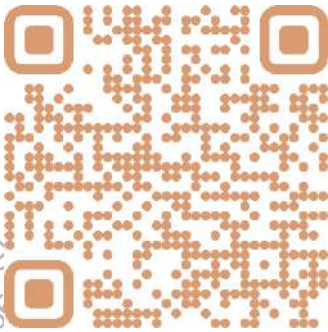


يمكنكم الحصول على



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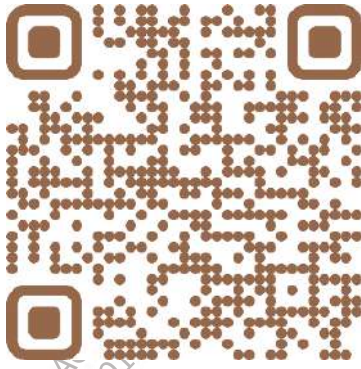
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Academic Year	2023/2024	Question*	Learning Outcome/Performance Criteria**
السنة الدراسية		السؤال	معايير الأداء/مخرجات التعلم
Term	3		
الفصل			
Subject	Mathematics/Revised		
المادة	الرياضيات/مراجعة		
Grade	7		
الصف			
Stream	General		
المسار	العالم		
Number of MCQ	25		
عدد الأسئلة المتعددة الخيارات			
Marks of MCQ	4		
درجة الأسئلة المتعددة الخيارات			
Type of All Questions	الأسئلة المتعددة الخيارات / MCQ		
نوع كافة الأسئلة			
Maximum Overall Grade	100		
الدرجة القصوى المسجلة			
Exam Duration	120 minutes		
مدة الامتحان			
Mode of Implementation	SwiftAssess		
طريقة التطبيق			
Calculator	Not Allowed		
آلة حاسبة	غير مسموحة		
Reference in the Student Book		المراجع في كتاب الطالب	
Example/Exercise	Page	Example/Exercise	Page
مثال/تمرين	الصفحة	مثال/تمرين	الصفحة
1	Identify vertical and adjacent angles and use them to write and solve equations to find unknown angle measures	1 to 4	401
2	Identify vertical and adjacent angles and use them to write and solve equations to find unknown angle measures	5 to 8	401
3	Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures	Learn	403
		1 to 3	411
4	Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures	Learn	406
		4 to 6	411
5	Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures	7 to 10	411
6	Use ratio reasoning to find actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale	3 & 4	433
7	Use ratio reasoning to find actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale	Learn	423
		1 & 2	433
8	Find volumes of prisms and pyramids by using formulas for volume of prisms and pyramids	3 to 6	485
9	Find volumes of prisms and pyramids by using formulas for volume of prisms and pyramids	1 & 2	485
10	Find volumes of prisms and pyramids by using formulas for volume of prisms and pyramids	Learn	475 & 478
		2 to 6	485
11	Find the volume and surface areas of composite figures by decomposing the figures into common solids and using the formulas for volume and surface area of those solids	1 to 4	503
12	Describe the likelihood of an event as impossible, unlikely, equally likely to happen as not to happen, likely, or certain	1 to 6	513
13	Find the relative frequency of an event and use it to predict the chance of that event occurring in the future	1 to 4	527
14	Find the theoretical probability of a simple event and its complement, and understand the relationship between them	Learn	533
		5 to 7	537
15	Find the theoretical probability of a simple event and its complement, and understand the relationship between them	Example 2	532
		3 & 4	537
16	Find the theoretical probability of a simple event and its complement, and understand the relationship between them	8 & 4	537
		8 & 9	538
17	Find the theoretical probability of a simple event and its complement, and understand the relationship between them	1 & 2	537
18	Understand what happens to the long-run relative frequency as the number of trials increases, and compare relative frequencies to theoretical probabilities	1 & 2	545
19	Use organized lists, tables, or tree diagrams to find the sample space and probability of a compound event	3 & 4	557
20	Identify biased and unbiased sampling methods and understand that inferences made are only valid if the sampling method is unbiased	Learn	576 & 578
		1 & 2	583
21	Make predictions about a population based on data from a random sample	8 to 9	591
		10	592
22	Understand how collecting multiple samples of data can help determine how predictions about a population might vary	Learn	592 & 594
		1 & 2	601
23	Use the measures of center and measures of variation to compare two samples and make comparative inferences about two populations	Learn	603 & 604
		1 to 3	611
24	Use the measures of center and measures of variation to compare two samples and make comparative inferences about two populations	Learn	603 & 604
		1 to 3	611
25	Use the measures of center and measures of variation to compare two samples and make comparative inferences about two populations	Learn	603 & 604
		1 to 3	611
* Questions might appear in a different order in the actual exam.		قد تظهر الأسئلة بأترتيب مختلف في الامتحان الفعلي.	
** As it appears in the textbook, IMS, and (Main_P).		كما هو مكتوب في كتاب الطالب، IMS، والنسخة الرئيسية.	

Q1: Identify vertical and adjacent angles and use them to write and solve equations to find unknown angle measures (page 401)

الأسئلة الموضوعية - MCQ



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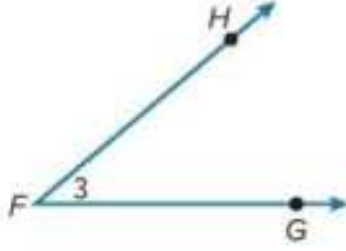
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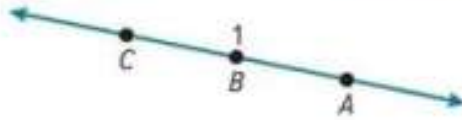
1. Name the angle in four ways. (Example 1)



- A) $\angle F$, $\angle 3$, $\angle HFG$, $\angle GFH$
B) $\angle H$, $\angle 3$, $\angle FHG$, $\angle GHF$
C) $\angle G$, $\angle 3$, $\angle FGH$, $\angle HGF$
D) $\angle F$, $\angle 3$, $\angle FGH$, $\angle FHG$

D	C	B	A
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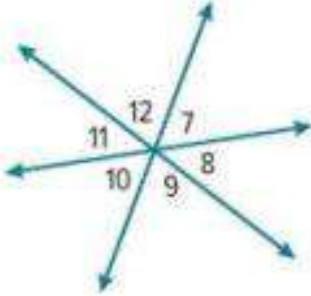
2. Name the angle in four ways. (Example 1)



- A) $\angle B$, $\angle 1$, $\angle ABC$, $\angle CBA$
B) $\angle C$, $\angle 1$, $\angle BCA$, $\angle ACB$
C) $\angle A$, $\angle 1$, $\angle CAB$, $\angle BAC$
D) $\angle B$, $\angle 1$, $\angle BAC$, $\angle BCA$

D	C	B	A
---	---	---	---

3. Refer to the diagram below. Identify three pairs of vertical angles. Name all the angles that are adjacent to $\angle 10$ (Examples 2 and 4)



A) * Vertical pairs: $\angle 7$ & $\angle 10$, $\angle 8$ & $\angle 11$, $\angle 9$ & $\angle 12$

o Adjacent to $\angle 10$: $\angle 9$ and $\angle 11$

B) * Vertical pairs: $\angle 7$ & $\angle 11$, $\angle 8$ & $\angle 12$, $\angle 9$ & $\angle 10$

o Adjacent to $\angle 10$: $\angle 8$ and $\angle 12$

C) * Vertical pairs: $\angle 7$ & $\angle 9$, $\angle 8$ & $\angle 10$, $\angle 11$ & $\angle 12$

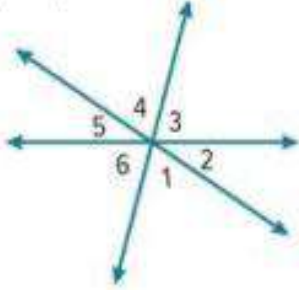
o Adjacent to $\angle 10$: $\angle 7$ and $\angle 9$

D) * Vertical pairs: $\angle 7$ & $\angle 12$, $\angle 8$ & $\angle 9$, $\angle 10$ & $\angle 11$

o Adjacent to $\angle 10$: $\angle 11$ and $\angle 12$

D	C	B	A
---	---	---	---

4. Identify three pairs of vertical angles. Name all the angles that are adjacent to $\angle 3$. (Examples 2 and 4)



A) * Vertical pairs: $\angle 3$ & $\angle 6$, $\angle 4$ & $\angle 1$, $\angle 5$ & $\angle 2$

o Adjacent to $\angle 3$: $\angle 2$ and $\angle 4$

B) * Vertical pairs: $\angle 3$ & $\angle 5$, $\angle 4$ & $\angle 2$, $\angle 6$ & $\angle 1$

o Adjacent to $\angle 3$: $\angle 1$ and $\angle 5$

C) * Vertical pairs: $\angle 3$ & $\angle 4$, $\angle 5$ & $\angle 6$, $\angle 1$ & $\angle 2$

o Adjacent to $\angle 3$: $\angle 4$ and $\angle 5$

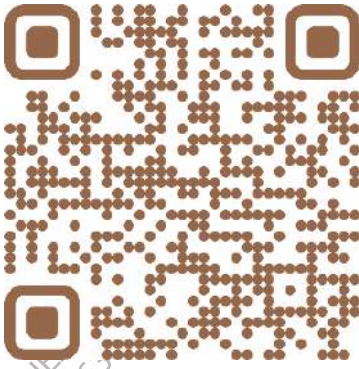
D) * Vertical pairs: $\angle 3$ & $\angle 1$, $\angle 4$ & $\angle 5$, $\angle 2$ & $\angle 6$

o Adjacent to $\angle 3$: $\angle 2$ and $\angle 6$

D	C	B	A
---	---	---	---

Q2: Identify vertical and adjacent angles and use them to write and solve equations to find unknown angle measures (page 401)

الأسئلة الموضوعية - MCQ



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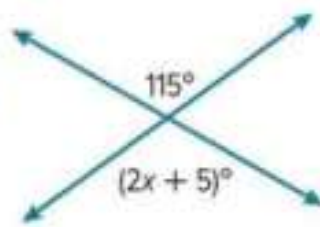
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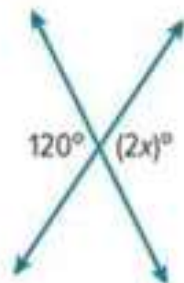
5. Write and solve an equation to find the value of x . (Example 3)



- A) $2x + 5 = 115 \rightarrow x = 55$
B) $2x + 5 + 115 = 180 \rightarrow x = 30$
C) $2x + 5 = 115 \rightarrow x = 60$
D) $2x + 5 = 90 \rightarrow x = 42.5$

D	C	B	A
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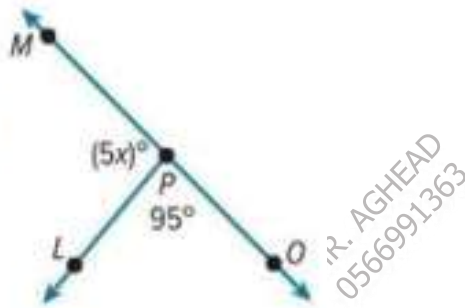
6. Write and solve an equation to find the value of x . (Example 3)



- A) $2x = 120 \rightarrow x = 60$
B) $2x + 120 = 180 \rightarrow x = 30$
C) $2x + 120 = 90 \rightarrow x = -15$
D) $2x = 60 \rightarrow x = 30$

D	C	B	A
---	---	---	---

7. Write and solve an equation to find the value of x . (Example 5)



A) $5x + 95 = 180 \rightarrow x = 17$

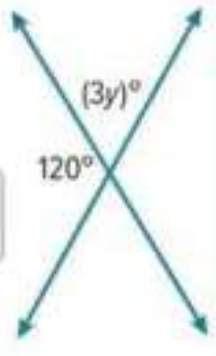
B) $5x = 95 \rightarrow x = 19$

C) $5x + 95 = 360 \rightarrow x = 53$

D) $5x + 95 = 90 \rightarrow x = -1$

D	C	B	A
---	---	---	---

8. Open Response Write and solve an equation to find the value of y .



A) $3y + 120 = 180 \rightarrow y = 20$

B) $3y = 120 \rightarrow y = 40$

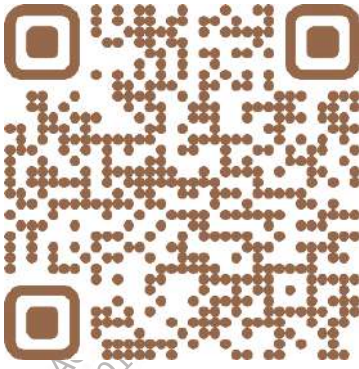
C) $3y + 120 = 360 \rightarrow y = 80$

D) $3y = 60 \rightarrow y = 20$

D	C	B	A
---	---	---	---

Q3: Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures (page 403,411)

الأسئلة الموضوعية - MCQ



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Two angles are **complementary angles** if the sum of their measures is 90° .

A) * Words: The measure of angle 1 plus the measure of angle 2 equals 180 degrees.

◦ Symbols: $m\angle 1 + m\angle 2 = 180^\circ$

B) * Words: The measure of angle 1 plus the measure of angle 2 equals 90 degrees.

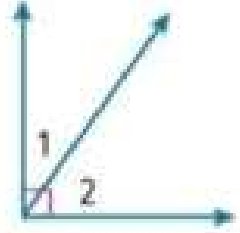
◦ Symbols: $m\angle 1 + m\angle 2 = 90^\circ$

C) * Words: The measure of angle 1 is equal to the measure of angle 2.

◦ Symbols: $m\angle 1 = m\angle 2$

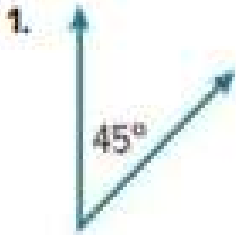
D) * Words: The measure of angle 1 plus the measure of angle 2 equals 360 degrees.

◦ Symbols: $m\angle 1 + m\angle 2 = 360^\circ$



D	C	B	A
---	---	----------	---

Give the measure of the angle that is complementary to the given angle. (Example 1)



A) 45°

B) 135°

C) 55°

D) 90°

D	C	B	A
---	---	---	----------

2.



- A) 160°
- B) 70°
- C) 80°
- D) 110°

D	C	B	A
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3.

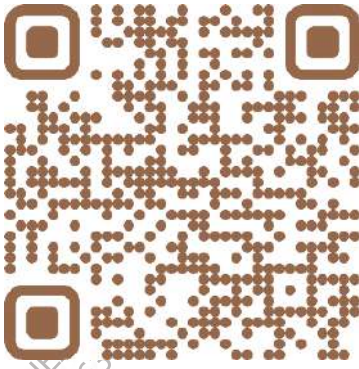


- A) 46°
- B) 126°
- C) 36°
- D) 144°

D	C	B	A
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Q4: Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures (page 406,411)

الأسئلة الموضوعية - MCQ



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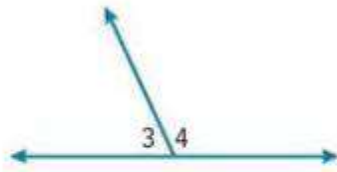
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Mr. Aghead

Two angles are **supplementary angles** if the sum of their measures is 180° .



A) * Words: The measure of angle 3 plus the measure of angle 4 equals 90 degrees.

○ Symbols: $m\angle 3 + m\angle 4 = 90^\circ$

B) * Words: The measure of angle 3 plus the measure of angle 4 equals 180 degrees.

○ Symbols: $m\angle 3 + m\angle 4 = 180^\circ$

C) * Words: The measure of angle 3 is equal to the measure of angle 4.

○ Symbols: $m\angle 3 = m\angle 4$

D) * Words: The measure of angle 3 plus the measure of angle 4 equals 360 degrees.

○ Symbols: $m\angle 3 + m\angle 4 = 360^\circ$

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D	C	B	A
---	---	---	---

Give the measure of the angle that is supplementary to the given angle. (Example 3)

4.



D	C	B	A
---	---	---	---

A) 52°

B) 62°

C) 128°

D) 180°

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- A) 30°
B) 20°
C) 40°
D) 90°

D	C	B	A
---	---	---	---

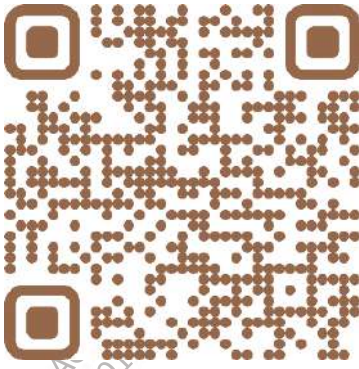


- A) 40°
B) 140°
C) 130°
D) 150°

D	C	B	A
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Q5: Identify complementary and supplementary angles and use them to write and solve equations to find unknown angle measures (page 411)

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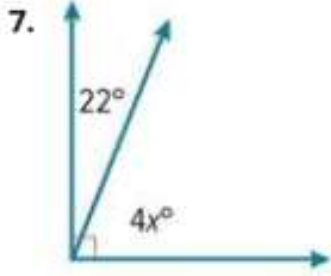
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Write and solve an equation to find the value of x in each figure. (Examples 2 and 4)



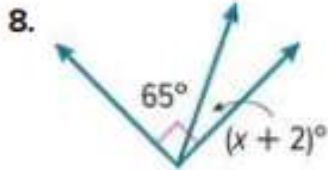
A) $4x + 22 = 90 \rightarrow x = 17$

B) $4x = 22 \rightarrow x = 5.5$

C) $4x + 22 = 180 \rightarrow x = 39.5$

D) $4x + 22 = 90 \rightarrow x = 28$

D	C	B	A
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A) $(x + 2) + 65 = 180 \rightarrow x = 113$

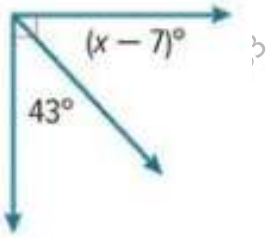
B) $(x + 2) + 65 = 90 \rightarrow x = 23$

C) $x + 2 = 65 \rightarrow x = 63$

D) $(x + 2) + 65 = 90 \rightarrow x = 25$

D	C	B	A
---	---	---	---

9.



A) $(x - 7) + 43 = 180 \rightarrow x = 144$

B) $(x - 7) = 43 \rightarrow x = 50$

C) $(x - 7) + 43 = 90 \rightarrow x = 54$

D) $(x - 7) + 43 = 90 \rightarrow x = 40$

D

C

B

A

10.



A) $7x + 110 = 180 \rightarrow x = 10$

B) $7x = 110 \rightarrow x = 15.7$

C) $7x + 110 = 90 \rightarrow x = -2.8$

D) $7x + 110 = 360 \rightarrow x = 35.7$

D

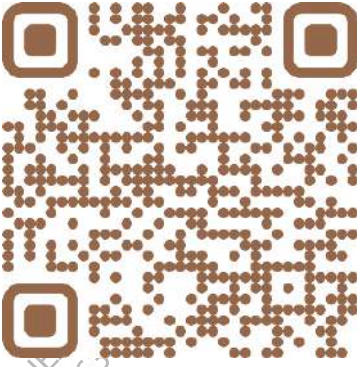
C

B

A

Q6: Use ratio reasoning to find actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale (page 433)

الأسئلة الموضوعية - MCQ



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Refer to the floor plan. The scale of the floor plan is 1 inch = 6 feet. (Example 2)

3. Find the actual area of the hallway.

- A) 30 ft^2
B) 90 ft^2
C) 15 ft^2
D) 180 ft^2

D	C	B	A
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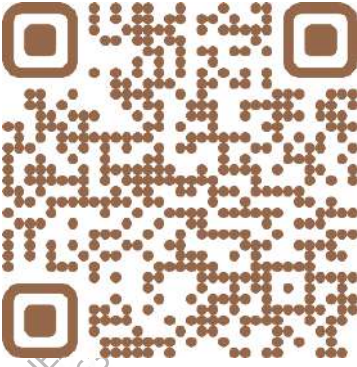
4. Find the actual area of the kitchen.

- A) 54 ft^2
B) 108 ft^2
C) 324 ft^2
D) 162 ft^2

D	C	B	A
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Q7: Use ratio reasoning to find actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale (page 423, 433)

الأسئلة الموضوعية - MCQ



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Scale drawings, or **scale models**, are used to represent objects that are too large or too small to be drawn or built at actual size.

The **scale** gives the ratio that compares the measurements of the drawing or model to the measurements of the real object. The measurements on a drawing or model are proportional to the measurements on the object.

You can use a scale drawing to find the actual length of an object or the actual distance between two points.



A) * Definition: Scale drawings represent objects at their exact actual size.

- o Estimation: The distance is about 1 unit, or 200 feet.

B) * Definition: Scale drawings represent objects that are too large or too small to be drawn at actual size by using a proportional ratio.

- o Estimation: The distance is about 4 units, or 800 feet.

C) * Definition: Scale drawings are used only to measure water reservoirs.

- o Estimation: The distance is about 2 units, or 400 feet.

D) * Definition: Scale drawings give random measurements that do not compare to real objects.

- o Estimation: The distance is about 6 units, or 1200 feet.

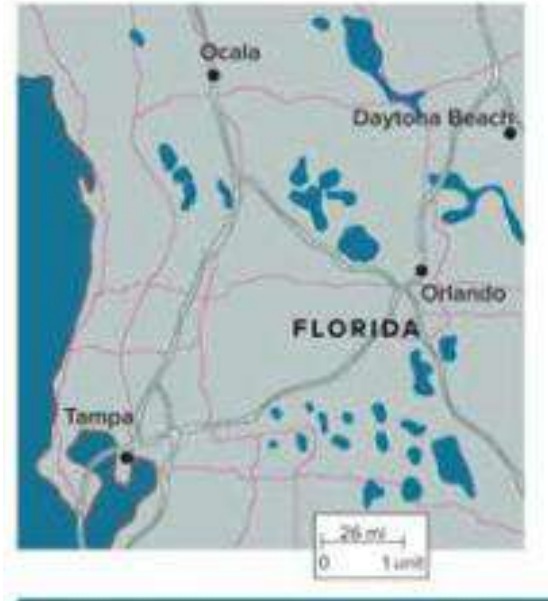
D	C	B	A
---	---	---	---

Refer to the map of Florida. (Example 1)

1. What is the actual distance between Daytona Beach and Orlando? Use a ruler to measure the map.

- A) 26 mi
B) 52 mi
C) 78 mi
D) 104 mi

D	C	B	A
---	---	---	---



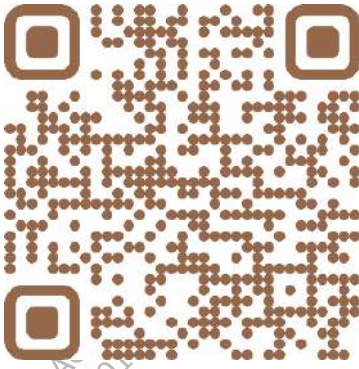
2. What is the actual distance between Tampa and Orlando? Use a ruler to measure the map.

- 52 mi (A)
78 mi (B)
117 mi (C)
104 mi (D)

D	C	B	A
---	---	---	---

Q8: Find volumes of prisms and pyramids by
using formulas for volume of prisms and
pyramids (page 485)

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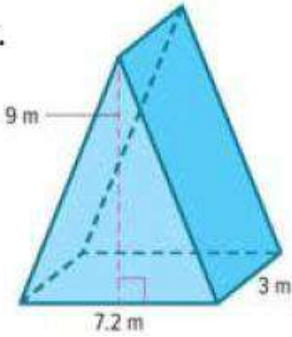
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Find the volume of each figure. Round to the nearest tenth if necessary. (Examples 2 and 3)

3.



A) 97.2 m^3

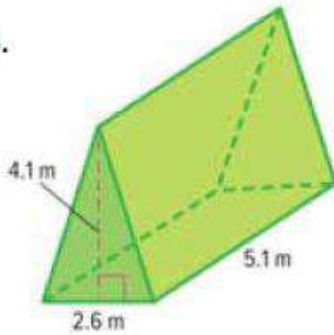
B) 194.4 m^3

C) 64.8 m^3

D) 32.4 m^3

D	C	B	A
---	---	---	---

4.



A) 54.4 m^3

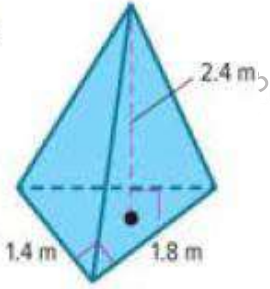
B) 27.2 m^3

C) 16.3 m^3

D) 35.2 m^3

D	C	B	A
---	---	---	---

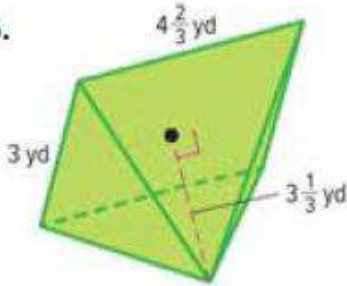
5.



- A) 3.0 m^3
- B) 1.0 m^3
- C) 2.2 m^3
- D) 4.3 m^3

D	C	B	A
---	---	---	---

6.

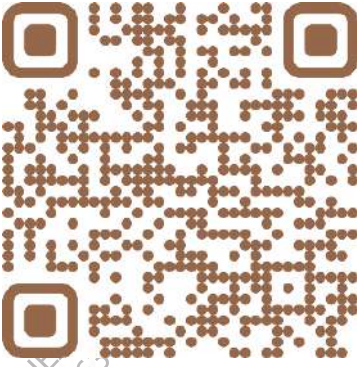


- 7.8 yd^3 (A)
- 15.6 yd^3 (B)
- 23.4 yd^3 (C)
- 46.8 yd^3 (D)

D	C	B	A
---	---	---	---

Q9: Find volumes of prisms and pyramids by
using formulas for volume of prisms and
pyramids (page 485)

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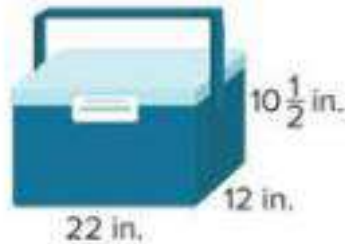
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1. A cooler is in the shape of a rectangular prism. What is the volume of the cooler? Round to the nearest tenth if necessary.

(Example 1)



- A) 2, 772.0 in³
B) 264.0 in³
C) 1, 386.0 in³
D) 5, 544.0 in³

D	C	B	A
---	---	---	---

2. A cereal box is in the shape of a rectangular prism. What is the volume of the cereal box? Express your answer as a decimal rounded to the nearest tenth if necessary. (Example 1)



- A) 97.0 in³
B) 170.0 in³
C) 169.8 in³
D) 84.9 in³

D	C	B	A
---	---	---	---

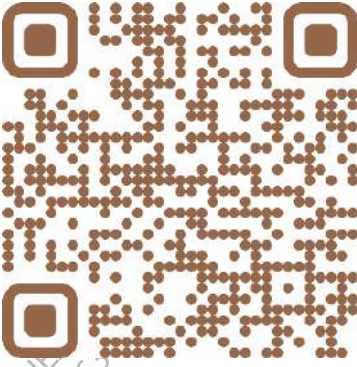
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Q10: Find volumes of prisms and pyramids by using formulas for volume of prisms and pyramids (page 475, 478, 485)

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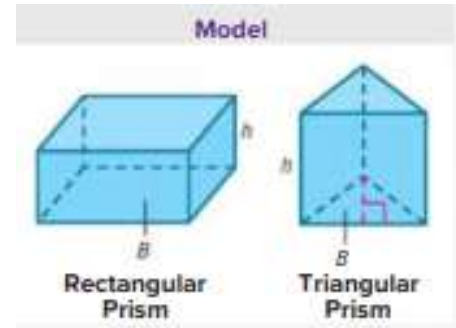
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Learn Volume of Prisms

The **volume** of a three-dimensional figure is the measure of space it occupies. It is measured in cubic units such as cubic centimeters (cm^3) or cubic inches (in^3).

The table shows the use of the formula to find the volume of a prism.

A **rectangular prism** has two parallel congruent bases that are rectangles. A **triangular prism** has two parallel congruent bases that are triangles.



A) * Words: The volume V of a prism is the sum of the area of the base B and the height h .

◦ Symbols: $V = B + h$

B) * Words: The volume V of a prism is the product of the area of the base B and the height h .

◦ Symbols: $V = Bh$

C) * Words: The volume V of a prism is one-third the product of the area of the base B and the height h .

◦ Symbols: $V = \frac{1}{3} Bh$

D) * Words: The volume V of a prism is the product of the base perimeter and the height h .

◦ Symbols: $V = Ph$

D	C	B	A
---	---	---	---

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2. A cereal box is in the shape of a rectangular prism. What is the volume of the cereal box? Express your answer as a decimal rounded to the nearest tenth if necessary. (Example 1)

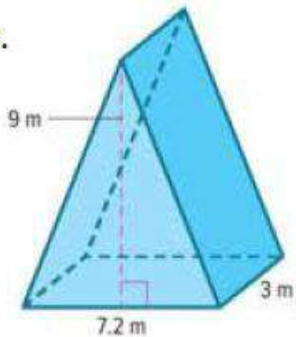


- A) 97.0 in^3
B) 170.0 in^3
C) 169.8 in^3
D) 84.9 in^3

D	C	B	A
---	---	---	---

Find the volume of each figure. Round to the nearest tenth if necessary. (Examples 2 and 3)

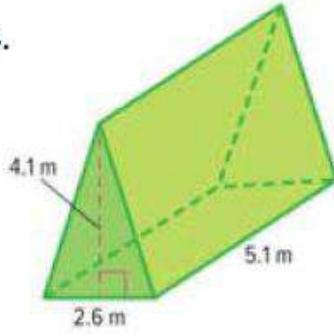
3.



- A) 97.2 m^3
B) 194.4 m^3
C) 64.8 m^3
D) 32.4 m^3

D	C	B	A
---	---	---	---

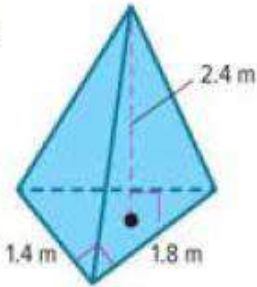
4.



- A) 54.4 m^3
B) 27.2 m^3
C) 16.3 m^3
D) 35.2 m^3

D	C	B	A
---	---	---	---

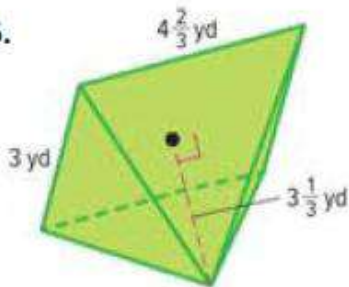
5.



- A) 3.0 m^3
B) 1.0 m^3
C) 2.2 m^3
D) 4.3 m^3

D	C	B	A
---	---	---	---

6.

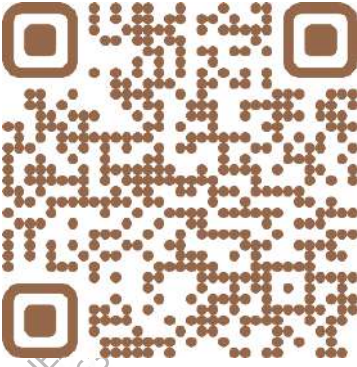


- 7.8 yd^3 (A)
 15.6 yd^3 (B)
 23.4 yd^3 (C)
 46.8 yd^3 (D)

D	C	B	A
---	---	---	---

Q11: Find the volume and surface areas of composite figures by decomposing the figures into common solids and using the formulas for volume and surface area of those solids
(page 503)

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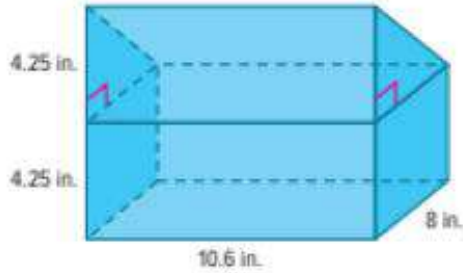
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1. Mya's lunchbox is shown. What is the volume of the lunchbox? Round to the nearest tenth if necessary. (Example 1)



A) 360.4 in^3

B) 540.6 in^3

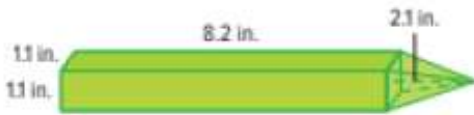
C) 435.2 in^3

D) 720.8 in^3

D	C	B	A
---	---	---	---

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2. Anson's toy rocket is shown. What is the volume of the rocket? Round to the nearest tenth if necessary. (Example 1)



A) 9.9 in^3

B) 10.8 in^3

C) 12.4 in^3

D) 13.2 in^3

D	C	B	A
---	---	---	---

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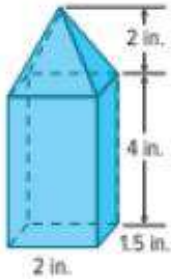
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3. What is the volume of the birdfeeder?
Round to the nearest tenth if necessary.

(Example 1)



A) 18.7 in³

B) 21.3 in³

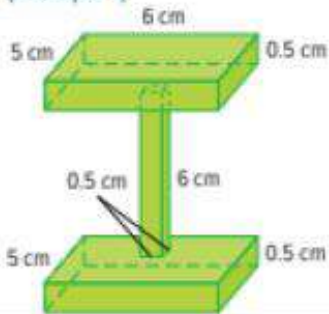
C) 14 in³

D) 26.7 in³

D	C	B	A
---	---	---	---

4. Zahir made this wooden perch for his pet bird. What is the volume of the bird perch?
Round to the nearest tenth if necessary.

(Example 1)



A) 30.0 cm³

B) 31.5 cm³

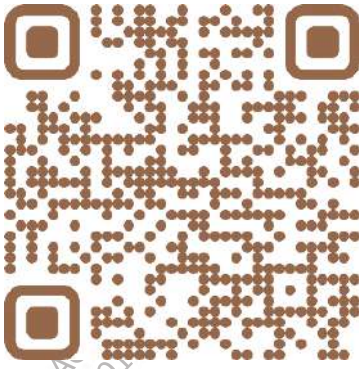
C) 33.0 cm³

D) 35.0 cm³

D	C	B	A
---	---	---	---

Q12: Describe the likelihood of an event as impossible, unlikely, equally likely to happen as not to happen, likely, or certain (page 513)

الأسئلة الموضوعية - MCQ



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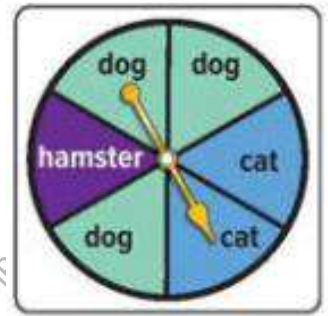
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The spinner shown is spun once. Classify the likelihood of each event as *impossible*, *unlikely*, *equally likely*, *likely*, or *certain*. (Example 1)



1. the spinner landing on *dog*

- A) Impossible
- B) Unlikely
- C) Equally likely
- D) Likely

D	C	B	A
---	---	---	---

2. the spinner landing on *hamster*

- A) Unlikely
- B) Equally likely
- C) Likely
- D) Certain

D	C	B	A
---	---	---	---

3. the spinner landing on *dog* or *cat*

- A) Unlikely
- B) Equally likely
- C) Likely
- D) Certain

D	C	B	A
---	---	---	---

4. the spinner landing on *bird*

- A) Impossible
- B) Unlikely
- C) Likely
- D) Certain

D	C	B	A
---	---	---	---

5. the spinner landing on an animal

- A) Equally likely
- B) Likely
- C) Unlikely
- D) Certain

D	C	B	A
---	---	---	---

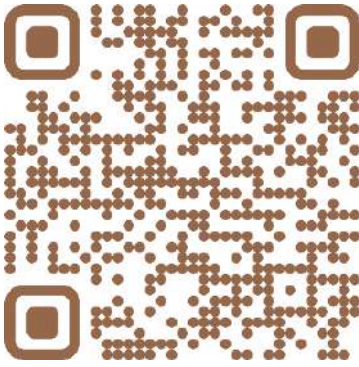
6. the spinner landing on *cat* or *hamster*

- A) Impossible
- B) Unlikely
- C) Equally likely
- D) Likely

D	C	B	A
---	---	---	---

Q13: Find the relative frequency of an event and use it to predict the chance of that event occurring in the future (page 527)

الأسئلة الموضوعية - MCQ



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1. A spinner with four equal sections of blue, green, yellow, and red is spun 100 times. It lands on blue 14 times, green 10 times, yellow 8 times, and red 68 times. What is the relative frequency of landing on red? green? (Example 1)

- A) Red: 0.14, Green: 0.10
B) Red: 0.68, Green: 0.10
C) Red: 0.68, Green: 0.08
D) Red: 0.34, Green: 0.05

D C B A

2. The frequency table shows the results of a survey about favorite exhibits. (Example 2)

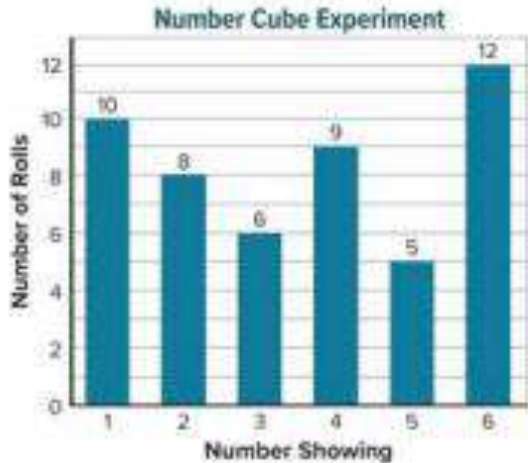
Exhibit	Frequency
Butterfly	12
Dinosaurs	25
Planets	17
Trains	6

Find the relative frequency that a randomly selected student's favorite exhibit was either butterflies or trains, as a percent.

- A) 18%
B) 20%
C) 30%
D) 42%

D C B A

3. The graph shows the results of an experiment in which a number cube labeled 1 through 6 is rolled a number of times.



Find the relative frequency of rolling a number greater than 3. (Example 3)

A) $\frac{13}{25}$

B) $\frac{1}{2}$

C) $\frac{9}{50}$

D) $\frac{12}{25}$

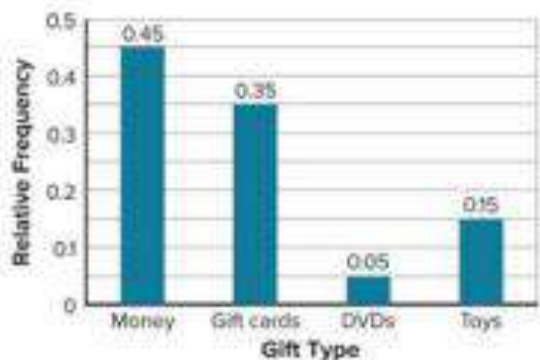
D

C

B

A

4. A random selection of students was asked the question "What type of gift did you last receive?" and the results were recorded in the relative frequency bar graph.



What is the experimental probability that a student chosen at random received a gift card or money? (Example 4)

A) 0.35

B) 0.45

C) 0.75

D) 0.80

D

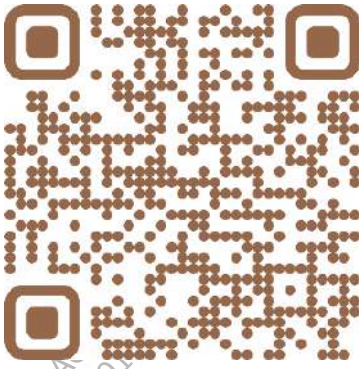
C

B

A

Q14: Find the theoretical probability of a simple event and its complement, and understand the relationship between them (page 533, 537)

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Experiments, such as rolling a number cube or tossing a coin, in which all of the outcomes are equally likely are known as **uniform probability models**. **Theoretical probability** is based on uniform probability, or what should happen in a probability experiment.

- A) Ratio = $\frac{\text{number of favorable outcomes}}{\text{total number of outcomes}}$
- B) Ratio = $\frac{\text{total number of outcomes}}{\text{number of favorable outcomes}}$
- C) Ratio = $\frac{\text{number of observed outcomes}}{\text{total number of trials}}$
- D) Ratio = $\frac{\text{number of unfavorable outcomes}}{\text{total number of outcomes}}$

D	C	B	A
---	---	---	---

Rafael is going to ride a roller coaster chosen at random and wants to find the probability of choosing a roller coaster with a height less than 250 feet.

What is the probability of the complement of the event?

Roller Coaster	Height (ft)
Thunder Dragon	345
Screamin' Spyder	410
Zipster	185
Maniac	230
Flying Eagle	255
Twister Wave	277
Triple Tornado	455
Ultra Loop	196

A) $\frac{3}{8}$

B) $\frac{1}{2}$

C) $\frac{5}{8}$

D) $\frac{3}{5}$

D	C	B	A
---	---	---	---

5. The table shows the lengths of time for rides at a fair. Zane will choose a ride at random and wants to find the probability of choosing a ride that lasts less than 200 seconds. What is the probability of the complement of the event? Describe the complement. (Example 3)

Ride	Time (seconds)
Barrel	150
Bumper Cars	195
Circus Carousel	210
Log Ride	120
Roller Coaster	55
Swings	225
Train	300
Zero Gravity Spinner	65

- A) $\frac{5}{8}$; Choosing a ride that lasts less than 200 seconds.
 B) $\frac{3}{8}$; Choosing a ride that lasts 200 seconds or more.
 C) $\frac{5}{8}$; Choosing a ride that lasts 200 seconds or more.
 D) $\frac{3}{8}$; Choosing a ride that lasts less than 200 seconds.

D	C	B	A
---	---	---	---

6. Red is spun on a spinner with five equal-size sections labeled red, yellow, blue, green, and purple. What is the probability of the complement of the event? Describe the complement. (Example 3)

- A) $\frac{1}{5}$; Spinning red.
 B) $\frac{4}{5}$; Spinning yellow, blue, green, or purple.
 C) $\frac{1}{5}$; Spinning yellow, blue, green, or purple.
 D) $\frac{4}{5}$; Spinning red.

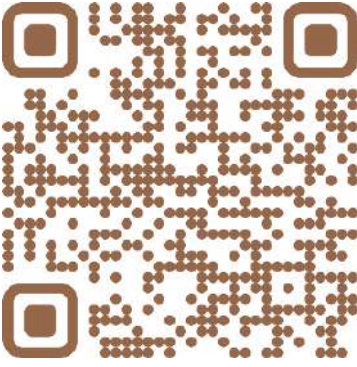
D	C	B	A
---	---	---	---

7. **Multiselect** A sportscaster predicted that the local high school baseball team has a 75% chance of winning tonight. Select all of the values that represent the probability of the team *not* winning.

- ☐ 0.75 ☒ 25%
☒ 0.25 ☐ $\frac{3}{4}$
☐ 75% ☒ $\frac{1}{4}$

Q15: Find the theoretical probability of a simple event and its complement, and understand the relationship between them (page 532, 537)

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Eight discs are marked 3, 4, 5, 6, 7, 8, 9, and 10, such that each disc is marked with exactly one of these numbers. A disc is selected from the bag at random.

What is the theoretical probability of selecting a disc marked with a prime number on it?

$\frac{1}{4}$ (A)

$\frac{3}{8}$ (B)

$\frac{1}{2}$ (C)

$\frac{5}{8}$ (D)

D	C	B	A
---	---	---	---

3. A teacher placed the letter cards E, L, O, R, U, and W in a bag. A card is drawn at random. Determine the theoretical probability for drawing a card that has a vowel on it. (Example 2)

$\frac{1}{6}$ (A)

$\frac{1}{3}$ (B)

$\frac{1}{2}$ (C)

$\frac{2}{3}$ (D)

D	C	B	A
---	---	---	---

4. A player in a board game rolls a six-sided number cube labeled 1 through 6 once. Determine the theoretical probability of rolling a 1 or 2. (Example 2)

$\frac{1}{6}$ (A)

$\frac{1}{3}$ (B)

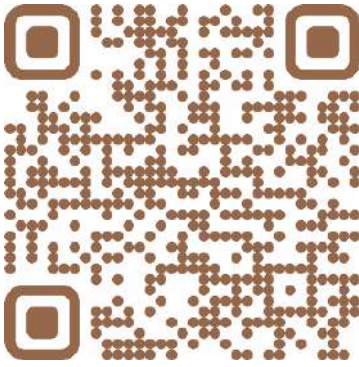
$\frac{1}{2}$ (C)

$\frac{2}{3}$ (D)

D	C	B	A
---	---	---	---

Q16: Find the theoretical probability of a simple event and its complement, and understand the relationship between them (page 537, 538)

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3. A teacher placed the letter cards E, L, O, R, U, and W in a bag. A card is drawn at random. Determine the theoretical probability for drawing a card that has a vowel on it. (Example 2)

$\frac{1}{6}$ (A)

$\frac{1}{3}$ (B)

$\frac{1}{2}$ (C)

$\frac{2}{3}$ (D)

D	C	B	A
---	---	---	---

4. A player in a board game rolls a six-sided number cube labeled 1 through 6 once. Determine the theoretical probability of rolling a 1 or 2. (Example 2)

$\frac{1}{6}$ (A)

$\frac{1}{3}$ (B)

$\frac{1}{2}$ (C)

$\frac{2}{3}$ (D)

D	C	B	A
---	---	---	---

8. A pet store is having a prize give-away. The spinner shows the type of toy a customer can win for their pet. If a customer spins the spinner and it lands on *cat*, they will win a free cat toy. If the spinner is spun 540 times throughout the day, about how many dog or cat toys are expected to be given away?



A) 135

B) 270

C) 315

D) 378

D	C	B	A
---	---	---	---

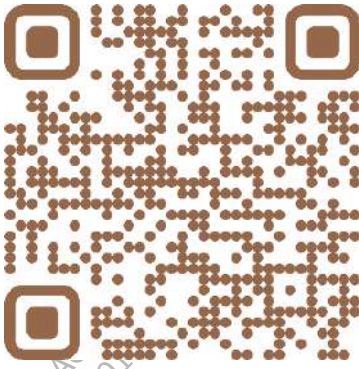
9. The letters from the word FOOTBALL are written on 8 cards with one letter on each card. One card will be drawn randomly and then placed back into the stack. If this experiment is repeated 840 times, about how many times should you expect to draw a consonant?

- A) 315
B) 420
C) 525
D) 630

D	C	B	A
---	---	---	---

Q17: Find the theoretical probability of a simple event and its complement, and understand the relationship between them (page 537)

الأسئلة الموضوعية - MCQ



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1. The spinner shown is spun once. What is the sample space? (Example 1)

{1, 2, 3, 4, 5} (A)

{1, 2, 3, 4, 5, 6, 7, 8, 9, 10} (B)

{1, 2, 3, 5} (C)

{Red, Yellow, Blue, Green, White} (D)



D	C	B	A
---	---	---	---

2. Each letter in the word MISSISSIPPI is written on a piece of paper and placed into a bag. A letter is drawn at random. What is the sample space? (Example 1)

{M, I, S, S, I, S, S, I, P, P, I} (A)

{M, I, S, P} (B)

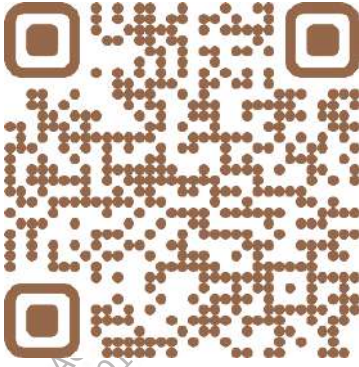
{M, I, S} (C)

{I, M, P} (D)

D	C	B	A
---	---	---	---

Q18: Understand what happens to the long-run relative frequency as the number of trials increases, and compare relative frequencies to theoretical probabilities (page 545)

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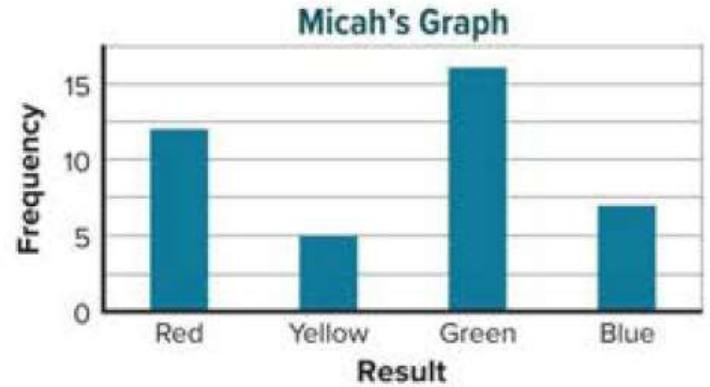
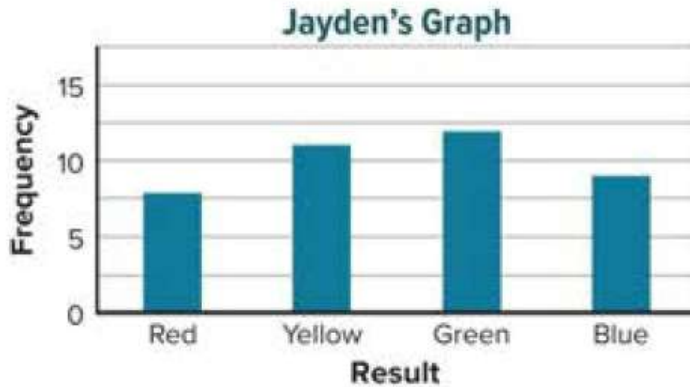
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1. Jayden spins a spinner with four equal-size sections labeled red, yellow, green, and blue, 40 times. Micah randomly selects one marble from a bag that contains an equal number each of red, yellow, green, and blue marbles. He replaces the marble and selects again. Micah repeats this experiment 40 times. Each student records their results in a frequency bar graph. Which student's graph best represents the results that can be expected from each experiment? (Example 1)



A) Micah's

B) Jayden's

C) Both

D) Neither

D

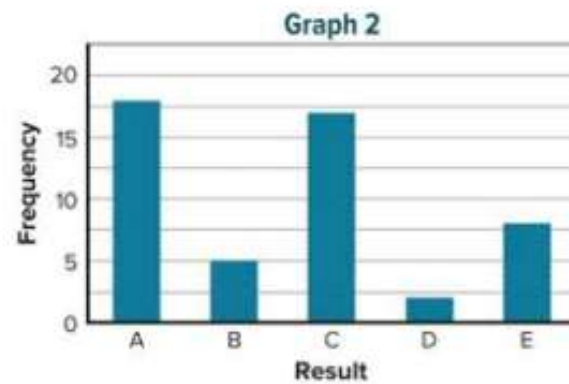
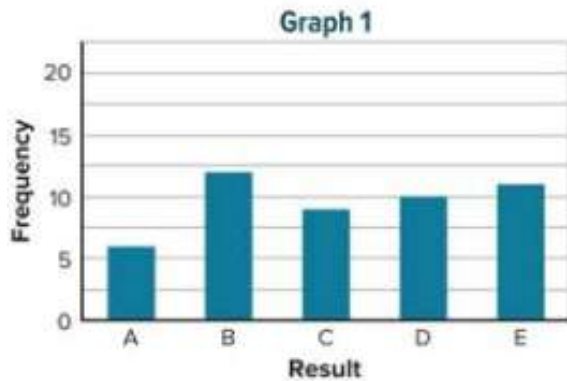
C

B

A

2. Open Response Two experiments are conducted and their results are recorded in frequency bar graphs.

Experiment 1	Experiment 2
A spinner with equal-size sections of A, B, C, D, and E is spun 50 times.	A card is randomly selected from a bag containing five A cards, three B cards, four C cards, one D card, and two E cards. The card is then placed back in the bag. There are 50 trials.



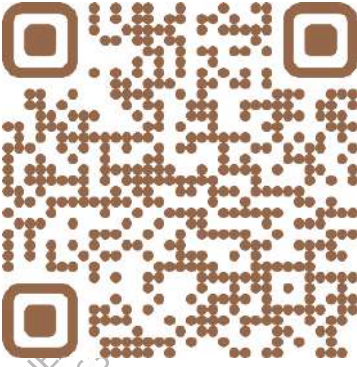
Which graph best represents the results that can be expected from Experiment 1?
Experiment 2?

- A) Graph 1; Graph 2
- B) Graph 2; Graph 1
- C) Graph 1; Graph 1
- D) Graph 2; Graph 2

D C B A

Q19: Use organized lists, tables, or tree diagrams to find the sample space and probability of a compound event (page 557)

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3. The spinner shown has six equal-size sections and is spun twice.
What is the probability that the product of the numbers spun is 12?



A) $\frac{1}{12}$

B) $\frac{1}{9}$

C) $\frac{1}{6}$

D) $\frac{1}{4}$

D C B A

4. A number from 0 to 9 is randomly selected and then a letter from A to D is randomly selected. What is the probability that the number 3 and a consonant are selected? (Example 4)

A) $\frac{3}{40}$

B) $\frac{1}{10}$

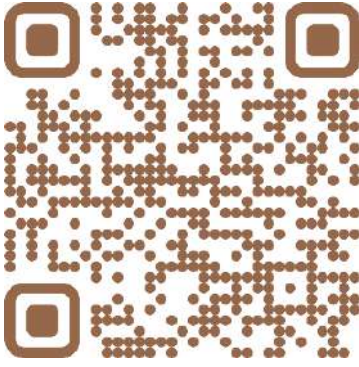
C) $\frac{3}{10}$

D) $\frac{1}{4}$

D C B A

Q20: Identify biased and unbiased sampling methods and understand that inferences made are only valid if the sampling method is unbiased (page 576, 578, 583)

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When choosing a sample from a population, it is important to use a valid sample method. A **valid sampling method** is one that is:

- representative of the population
- selected at random, where each member has an equal chance of being selected, and
- large enough to provide accurate data

- A) It must be representative of the population, selected at random where each member has an equal chance of selection, and large enough to provide accurate data.
- B) It must include the entire population, be selected based on convenience, and be small enough to manage easily.
- C) It must be selected based on the researcher's preference, include only volunteers, and have an unequal chance of selection.
- D) It must be representative of the population, but it does not need to be randomized or large.

D	C	B	A
---	---	---	---

An **unbiased sample** is obtained using a valid sampling method that is random and is representative of the population.

When a sample is *not* representative of the population, it is a **biased sample**. A biased sample usually favors one or more parts of the population over another.

- A) An unbiased sample is random and representative of the population, while a biased sample is not representative and favors certain parts of the population.
- B) An unbiased sample only includes volunteers, while a biased sample is chosen completely at random by a computer.
- C) An unbiased sample favors one specific group over another, while a biased sample represents the entire population equally.
- D) An unbiased sample must include the entire population, while a biased sample includes only a small fraction of it.

D	C	B	A
---	---	---	---

1. For each sampling description, identify the valid sampling method that best describes it. Choose from *simple random sample*, *stratified random sample*, or *systematic random sample*. (Example 1)

a. To determine if a candidate for state senator is popular with voters, 25% of voters in 160 counties are surveyed.

- A) Stratified random sample
- B) Simple random sample
- C) Systematic random sample
- D) Convenience sample

D	C	B	A
---	---	---	---

b. To determine whether students think a new school library is needed, a computer generates a list of 100 random students and they are surveyed.

- A) Simple random sample
- B) Systematic random sample
- C) Stratified random sample
- D) Voluntary response sample

D	C	B	A
---	---	---	---

c. To determine the freshness of doughnuts, a baker selects a doughnut every 30 minutes and checks it.

- A) Systematic random sample
- B) Simple random sample
- C) Stratified random sample
- D) Convenience sample

D	C	B	A
---	---	---	---

2. Identify the type of biased sample for each situation. Choose from *convenience sample* or *voluntary response sample*. (Example 2)

a. A physical education teacher posts an online survey about whether students would be interested in a 5K race. The responses received determine whether there will be a 5K race.

- A) Voluntary response sample
- B) Convenience sample
- C) Simple random sample
- D) Systematic sample

D	C	B	A
---	---	---	---

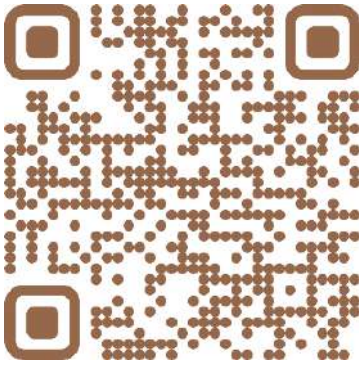
b. To determine the theme of the school dance, the student council president surveys his homeroom class.

- A) Convenience sample
- B) Voluntary response sample
- C) Stratified random sample
- D) Unbiased sample

D	C	B	A
---	---	---	---

Q21: Make predictions about a population
based on data from a random sample
(page 591,592)

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3. The superintendent of a school district wants to predict next year's middle school lunch count. The graph shows the results of a survey of randomly selected middle school students. If the district has 5,000 middle school students next year, about how many students plan to buy lunch 1-2 days a week? (Example 2)

- A) 1,250 students
B) 1,850 students
C) 2,500 students
D) 3,700 students

How Many Days Will You Buy Lunch?



D	C	B	A
---	---	---	---

4. The guidance department conducted a random survey of the student body and found that 16% of the students plan to volunteer at the school festival. Predict how many volunteer positions they should plan for a population of 950 students. (Example 2)

- A) 152 positions
B) 160 positions
C) 190 positions
D) 95 positions

D	C	B	A
---	---	---	---

5. The owner of a travel agency randomly surveyed its customers. The survey showed that 55% of the agency's customers were planning an overseas vacation the following year. Predict how many of the travel agency's 12,400 travelers will vacation overseas the following year. (Example 2)

- A) 5,500 travelers
B) 6,200 travelers
C) 6,820 travelers
D) 7,440 travelers

D	C	B	A
---	---	---	---

10. **MP** Find the Error A student was solving the problem below and found the answer to be 92,500 customers. Find the student's error and correct it.

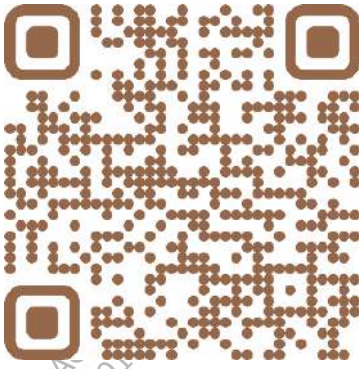
An unbiased survey showed that 74% of a pet supply's online customers spent at least \$100 on their pets each year. Predict how many of the 125,000 online customers will spend less than \$100 on their pets next year.

- A) The student calculated the number of customers who spend *at least* \$100 ($125,000 \times 0.74$) instead of those who spend *less than* \$100. The correct answer is **32,500** customers.
- B) The student multiplied by 0.74 instead of dividing by 0.74. The correct answer is **168,919** customers.
- C) The student used the wrong population size. They should have multiplied 74% by \$100. The correct answer is **74** customers.
- D) The student made a calculation error when multiplying. The correct answer is **95,200** customers.

D	C	B	A
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Q22: Understand how collecting multiple samples of data can help determine how predictions about a population might vary (page 593, 594, 601)

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The mean calculated from a sample is called a sample mean. The sample mean is used to estimate the mean of the population. It is important to understand that a sample mean is rarely equal to the population mean. However, if the sample is properly conducted, the sample mean should be close to the population mean.

If multiple samples are collected, the means of those samples can help you determine the reliability of a sample mean as an estimate for the population mean. Look for the place on the graph with the highest concentration of data values, or where the points seem to pile up. The closer the sample means are to this value, the better the estimate a sample mean is likely to provide.

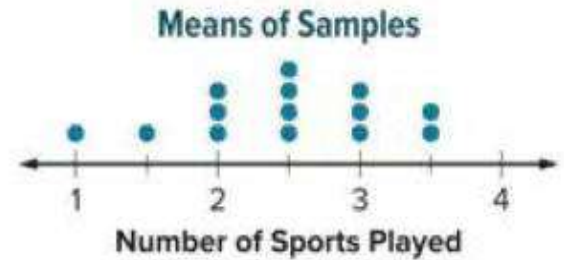
 **Go Online** Watch the animation to see how collecting multiple samples of a given size can help you determine how "far off" a mean from a sample of that size might be from the actual mean. The lesser the variation among the samples, the more likely a mean from a sample of that size will reflect the population mean.

The animation shows how multiple samples can help answer the statistical question *What is the length of a randomly selected word in a book?*

- A) A sample mean is always exactly equal to the population mean, regardless of how the sample was conducted.
- B) A sample mean is rarely equal to the population mean, but it should be close if the sample is properly conducted and the variation among multiple samples is small.
- C) Collecting multiple samples decreases the reliability of the sample mean as an estimate for the population mean.
- D) The greater the variation among multiple samples, the more likely a single sample mean will accurately reflect the population mean.

D	C	B	A
---	---	---	---

1. The dot plot displays data from 14 random samples, each consisting of 30 middle school students. Each dot represents the mean number of sports played per year by students in the sample. (Example 1)



a. Which number best represents the mean number of sports played by middle school students?

- A) 1.0
- B) 2.0
- C) 2.5
- D) 3.5

D	C	B	A
---	---	---	---

b. Find and interpret the variability in the distribution.

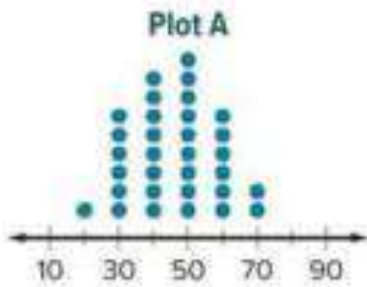
- A) 2.5 sports; The majority of the sample means are within 2.5 sports of the mean, showing high variability.
- B) 0.54 sports; The majority of the sample means are within 0.5 sport of the mean. This means our estimate is likely not far off from the true mean.
- C) 1.0 sport; All sample means are exactly 1 sport away from the center of the distribution.
- D) 14 sports; The sample means vary widely because there are 14 random samples in total.

D	C	B	A
---	---	---	---

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2. Open Response Below are two dot plots containing sample means from the same population.



A. How many samples are represented in each plot? How do you know?

- A) 32 samples; Each dot represents one sample.
- B) 30 samples; by counting the total number of tick marks on the horizontal axis.
- C) 50 samples; by finding the value where the highest peak occurs in the center.
- D) 60 samples; by looking at the maximum size given in the following questions.

D C B A

B. Which dot plot has higher variability? Defend your answer.

- A) Plot B. The data are more scattered in Plot B than in Plot A.
- B) Plot A. The data points are stacked higher at the center, creating more height variability.
- C) Both plots have the same variability because they represent the same total number of samples.
- D) Plot B. The distribution is flatter and perfectly uniform across all categories.

D C B A

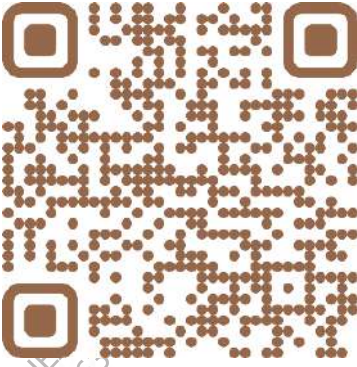
C. One plot contains samples of size 25, and the other plot contains samples of size 60. Which dot plot contains the samples of size 60? How do you know?

- A) Plot A contains the samples of 60. There is less variability between the means among the samples of 60.
- B) Plot B contains the samples of 60. Larger sample sizes always result in wider spread and higher scatter.
- C) Plot A contains the samples of 60. Symmetrical shapes are only formed by large sample sizes.
- D) Plot B contains the samples of 60. The sample size equals the maximum value shown on the graph.

D	C	B	A
---	---	---	---

Q23+24+25: Use the measures of center and measures of variation to compare two samples and make comparative inferences about two populations (page 603, 604, 611)

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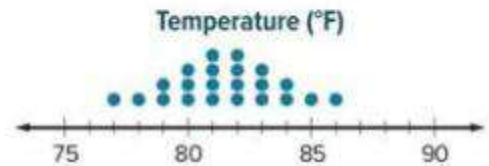
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Data collected from a sample can be organized and displayed in a graph, such as a box plot or a dot plot. The shape of a graph is often referred to as its **distribution**, which shows the arrangement of data values.

In **symmetric distributions**, the shape of the graph to the left of the center is the same as the shape of the graph to the right of the center.

Based on the shape of the **Race Times (min)** dot plot, which measures of center and variation should be selected?

- ☐ A) Median and interquartile range (IQR)
- ☐ B) Mean and mean absolute deviation (MAD)
- ☐ C) Either *mean and mean absolute deviation* or *median and interquartile range*
- ☐ D) Mode and total range



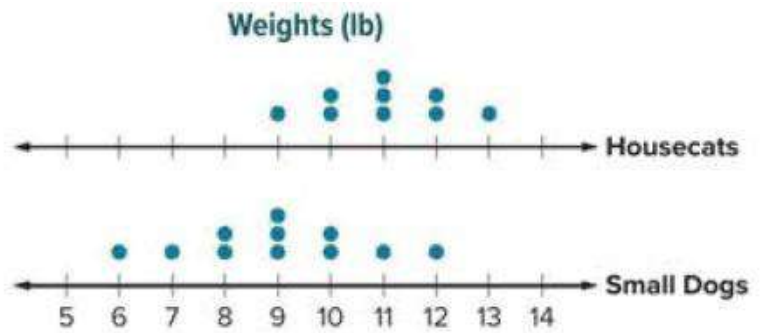
D	C	B	A
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Based on the shape of the **Temperature (°F)** dot plot, which measures of center and variation should be selected?

- ☐ A) Either *mean and mean absolute deviation* or *median and interquartile range*
- ☐ B) Median and interquartile range (IQR) only
- ☐ C) Mean and mean absolute deviation (MAD) only
- ☐ D) Neither measure is appropriate

D	C	B	A
---	---	---	---

1. The double dot plot shows the weights in pounds of several housecats and small dogs. Compare their centers and variability. What are some appropriate inferences you can make about the data? (Example 1)



- A) The mean for the housecat data is 11 lb with a variation of about 0.9 lb. The mean for the small dog data is 9 lb with a variation of 1.3 lb. Overall, the housecats weigh more with less variation. You can infer that a randomly selected housecat is likely to weigh more than a randomly selected small dog.
- B) The mean for the housecat data is 9 lb with a variation of 1.3 lb. The mean for the small dog data is 11 lb with a variation of 0.9 lb. Overall, the small dogs weigh more with less variation. You can infer that a dog is always heavier than a cat.
- C) Both housecats and small dogs have a mean weight of 10 lb and exactly the same variation, meaning there is no statistical difference between the two datasets.
- D) The mean for housecats is 14 lb with a variation of 5 lb. The mean for small dogs is 5 lb with a variation of 2 lb. Overall, cats have a much wider variation.

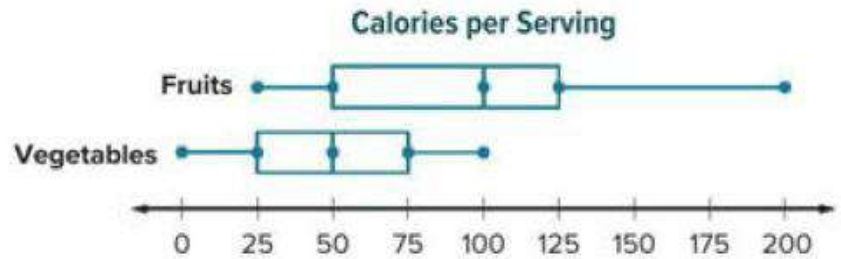
D	C	B	A
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2. The double box plot shows the number of Calories per serving for various fruits and vegetables. What are some appropriate inferences you can make about the data? (Example 1)



- A) The median for the fruit data is 100 Calories with a variation of 75 Calories. The median for the vegetable data is 50 Calories with a variation of 50 Calories. Overall, the fruits have a higher number of Calories with a greater variation. You can infer that a randomly selected fruit is likely to have more Calories than a randomly selected vegetable.
- B) The median for the fruit data is 50 Calories with a variation of 50 Calories. The median for the vegetable data is 100 Calories with a variation of 75 Calories. Overall, vegetables have more Calories and greater variation.
- C) The median for both fruits and vegetables is 100 Calories, but vegetables have a variation of 200 Calories, making them much more unpredictable.
- D) The median for fruit data is 200 Calories with a variation of 25 Calories. The median for vegetable data is 0 Calories with a variation of 100 Calories. Overall, vegetables have less variation.

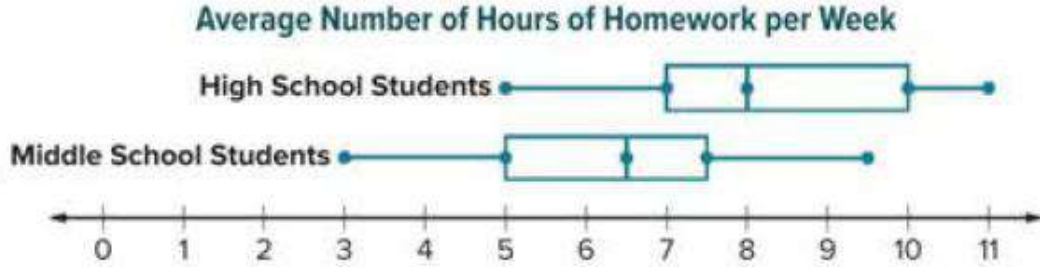
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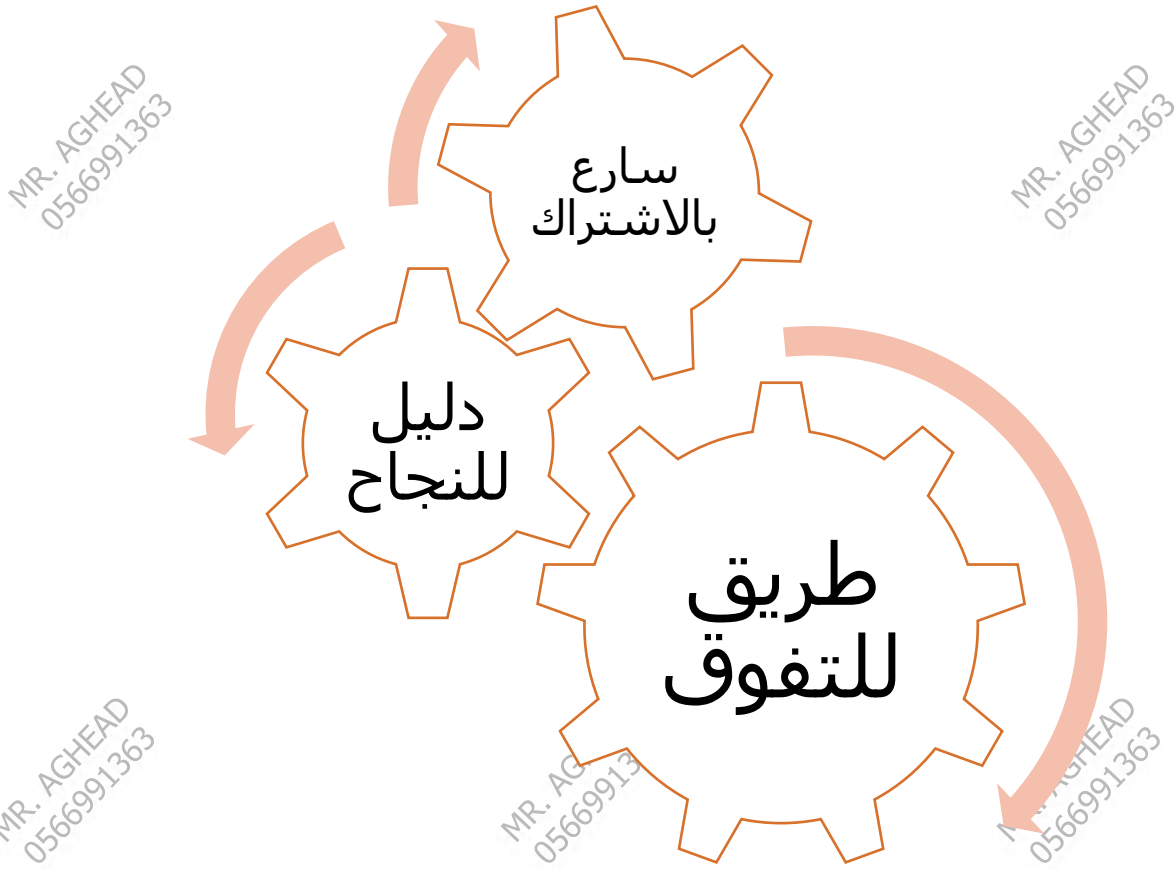
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- 3. Table Item** The double box plot represents the average number of hours of homework each week for high school students and middle school students. Use the measures of center and variability of these samples to select the age group(s) to which each statement applies.



	Middle School	High School
The median is greater.		✗
The IQR is 2.5.	✗	
The data have greater variability.		✗
A person from this sample is more likely to have more than 7 hours of homework a week.		✗
The data are more symmetric.	✗	



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