أسئلة تدريبية لنهاية الفصل في المغناطيسية والتيار الكهربائي

تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ علوم ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف

تاريخ إضافة الملف على موقع المناهج: 2026-11-09 10:01:34

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التواصل الاجتماعي بحسب

صفحة المناهج الإماراتية على فيسبوك | المواد على تلغرام | التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات

المزيد من الملفات بحسب والمادة علوم في الفصل الأول

تحميل تطبيق المناهج للهواتف الذكية

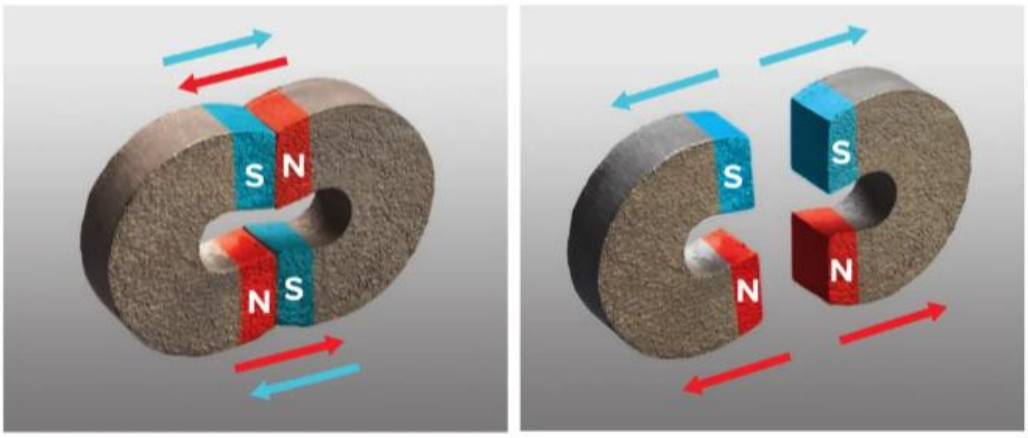
تطبيق المناهج على Store App (آبل) | تطبيق المناهج على Play Google (أندرويد)

G8 Advanced Inspire End of Term 1 Practice Questions

Question 1

Read the text

The Forces Between Magnetic Poles A force exists between the poles of any two magnets. If similar poles of two magnets, such as north and north or south and south, are brought near each other, the magnets repel. This means that the magnets will push away from each other. If the north pole of one magnet is brought near the south pole of another magnet, the two magnets attract. This means the magnets will pull together. In other words, similar poles repel, and opposite poles attract.



1. When do two magnets repel each other?
2. When do two magnets attract each other?

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Question 2, 3

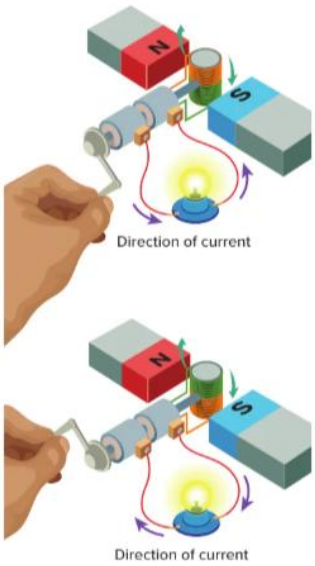
Read the text

Electric Generators In a generator, the crank rotates a wire coil through the magnetic field of a small permanent magnet. This produces an electric current in the circuit. The current continues only as the crank rotates the coil within the magnetic field.

Mechanical Energy to Electric Energy A useful energy transfer occurs in a generator. As you turn a hand generator, it gains mechanical energy. When the wire coils rotate through a magnetic field, an electric current is produced. The rotating coils transfer mechanical energy to electric energy. The more mechanical energy put into the generator, the more electrical energy produced.

Types of Current The electric current produced by a battery differs from the current produced by a generator. The current produced by a battery flows in a circuit in only one direction. An electric current that flows in one direction is **direct current.**

The current produced by a generator changes direction as the poles of the rotating coil line up with the poles of the magnet. An electric current that changes direction in a regular pattern is **alternating current.** You may have seen an alternating current at work during the *Making Magnetic Fields* investigation.

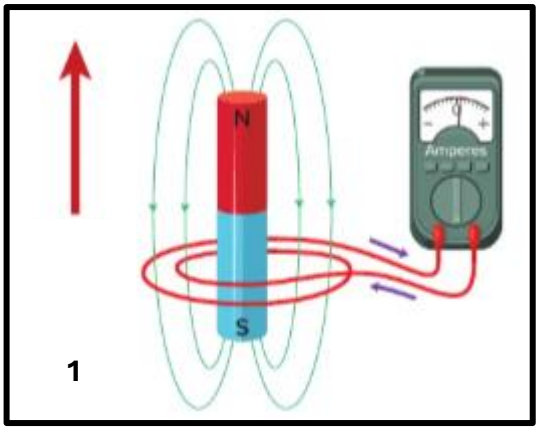


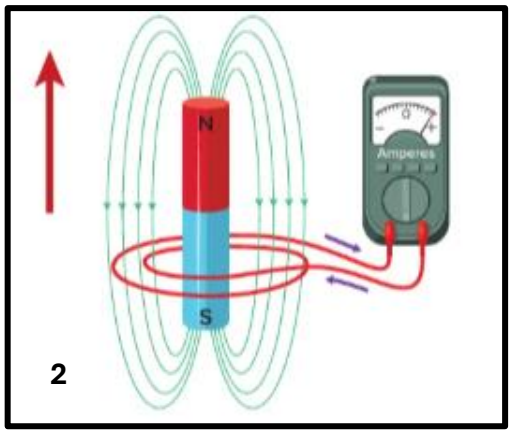
1. How is an electric current produced?
2. What energy change occurs in an electric generator?
3. What is the effect of rotating the crank faster on electrical energy produced?
4. An electric current that flows in one direction is _____.
5. An electric generator produces current that changes direction in a regular pattern called _____.

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Question 4a

Image 1 shows a magnet passing through a coil which is connected to an ammeter.

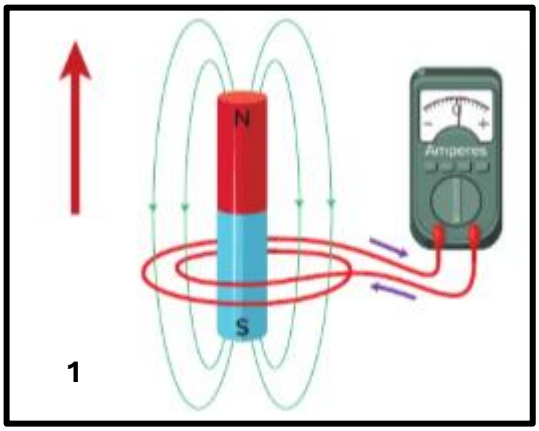


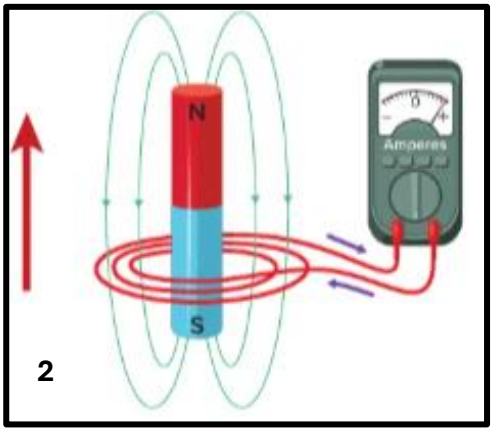


1. What is the effect on the current if a stronger magnet is used, as shown in image 2?
2. What would be the effect on the current is a weaker magnet were used?

Question 4b

Image 1 shows a magnet passing through a coil which is connected to an ammeter.



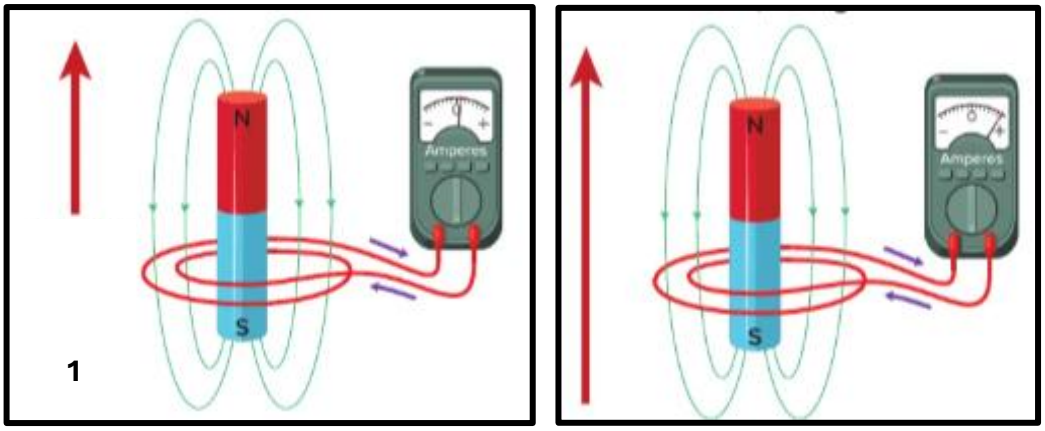


1. What is the effect on the current if the number of turns (loops) in the wire is increased, as shown in image 2?
2. What would be the effect on the current if the number of turns (loops) in the wire were decreased?

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Question 4c

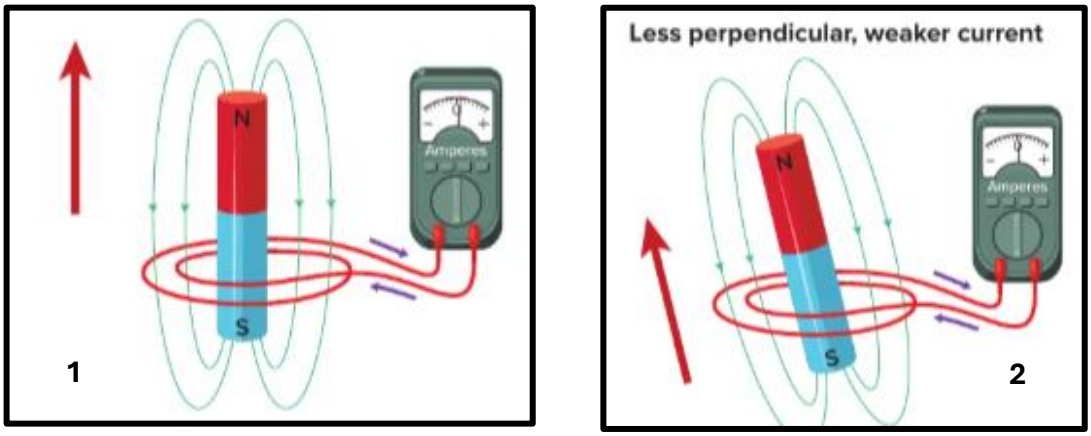
Image 1 shows a magnet passing through a coil which is connected to an ammeter.



1. What is the effect on the current if the speed of the magnet is increased?
2. What would be the effect on the current if the speed of the magnet were reduced?

Question 4d

Image 1 shows a magnet passing through a coil which is connected to an ammeter.



1. What is the effect on the current if the magnet is tilted as it passes through the coil as shown in Figure 2.

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Question 5

Read the text.

Conductors and Insulators
To understand how charged particles can move from one object to another, you need to know about two basic types of materials—electric insulators and electric conductors. A material in which charges cannot easily move is an **electric insulator.** Glass, rubber, wood, and even air are good electric insulators. A material in which charged particles can easily move is an **electric conductor.** This is how a lightning rod works. The metal rod is a good conductor, so the charges can easily flow through the rod and safely to the ground. Most metals, such as copper and aluminum, are good electric conductors.



1. What is electric insulator?
2. Give some examples of electric insulators.
3. What is an electric conductor?
4. Give some examples of an electric conductor

Question 6a

Read the text.

Increasing Magnetic Field Strength Around a Wire Magnetic fields around current-carrying wires are strongest closest to the wire. As you move away from the wire, the magnetic field becomes weaker.

The field around the wire becomes stronger as the current in the wire increases, or as more charged particles flow in the wire. Recall you can increase the current by increasing the voltage across the wire.

1. The magnetic field strength is stronger closer to a wire. True/False
2. What happens to the strength of the magnetic field as you move away from the wire?
3. What happens to the magnetic field strength as the field in the wire increases?
4. According to the second paragraph, in what other way can you increase the current in the wire?
5. What conclusion can you draw about current and magnetic field strength?

Question 6b

Note to teachers: p. 251 Three-Dimensional Thinking. Focus on the skills in questions 2-4. The unit used in this Three-Dimensional Thinking task is micro-Tesla (μT).

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Question 7

Read the text.

Waves A **wave** is a disturbance that transfers energy from one place to another without transferring matter. In the Lab *Making Waves*, the coil spring moved because your hand transferred energy to the spring.

All waves have an energy source. In the *Making Waves* lab, the source of energy came from your hand. In the photo on the right, the impact of the raindrops on the water is the source of energy for these water waves. Waves transfer energy away from the source of the energy. The source of energy is also known as a vibration. A vibration is a back-and-forth or an up-and-down movement of an object. Vibrating objects, such as a drum or a guitar string, are the sources of energy that produce sound waves.



1. What is a wave?
2. All waves have an _____.
3. The source of energy is also known as a _____.
4. What type of motion is a vibration?

Question 8

Read the text.

Mechanical Waves The waves you just investigated transferred energy from one place to another without transferring any matter. Waves made with coiled spring toys, sound waves, and ocean waves are all mechanical waves. A **mechanical wave** is a wave that travels only through matter. Mechanical waves can travel through solids, liquids, and gases, but not through a vacuum. A material in which a wave travels is called a **medium.**



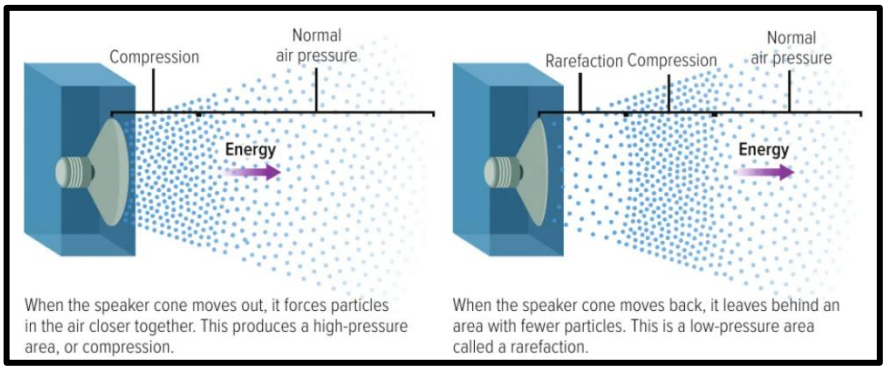
Transverse Waves Two types of mechanical waves are transverse waves and longitudinal waves. You created transverse waves in steps 3 and 4 of the Lab *Making Waves*. A **transverse wave** is a wave in which the disturbance is perpendicular to the direction the wave travels. Examples of transverse waves include a flag moving in the wind. Now, look at the figure below. Notice the repeating pattern of crests and troughs as the rope moves up and down away from its rest position. The wave travels from the hand to the doorknob as the rope moves up and down.

1. What is a mechanical wave?
2. Name the states of matter through which a mechanical wave can travel?
3. A material in which a wave travels is called a _____.
4. What are the two types of mechanical waves?

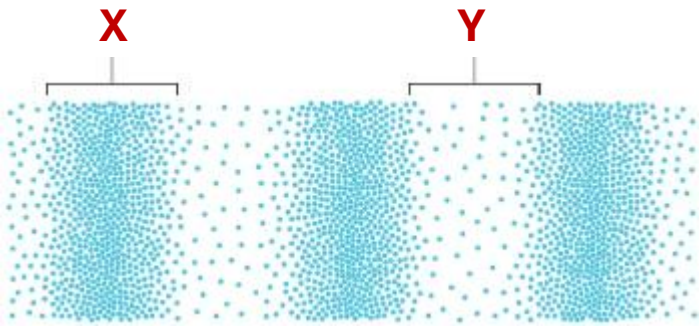
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Question 9

The image below shows regions of rarefaction and compressions as a sound wave travels through air.



Use the above image to help you answer the following question.



1. Identify the region X. Compression / Rarefaction
2. Identify the region Y. Compression / Rarefaction

Question 10a

Read the text.

Amplitude and Energy Think back to when you struck the tuning fork sharply in the activity at the beginning of the lesson. A loud sound was produced. Placing the loud, vibrating tuning fork into the bowl of water produced waves with higher crests and deeper troughs than the softly vibrating tuning fork. This means the loud tuning fork caused water to move a greater distance from its rest position, producing a wave with a greater amplitude. The **amplitude** of a wave is the maximum distance that the wave moves from its rest position.

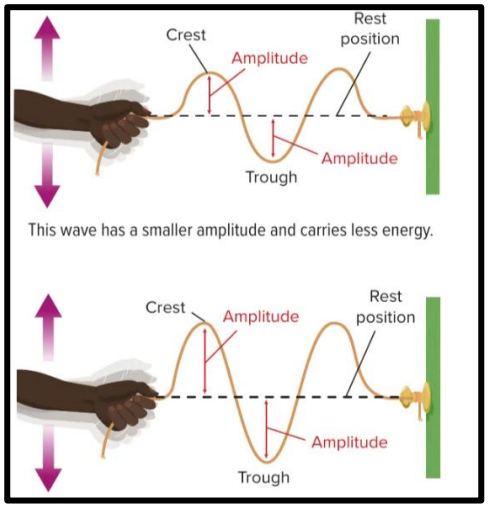


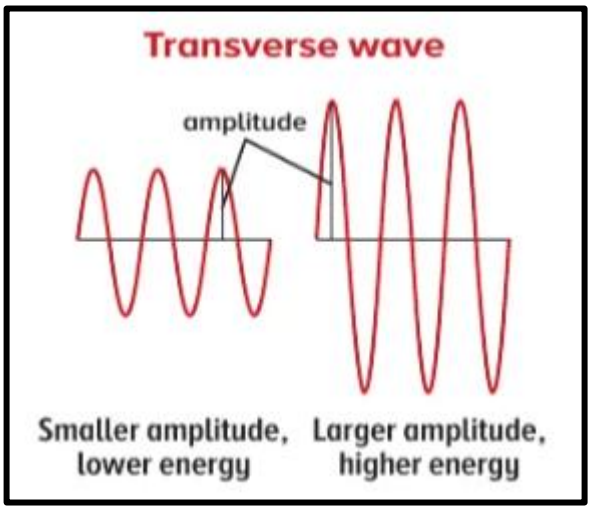
1. Define the amplitude of a wave.
2. Sketch a transverse wave to show the rest position, amplitude and wavelength of a transverse wave.

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Question 10b

Study the images below.





Students should be able to identify the amplitude of a transverse wave.

Question 11

Read the text.

> **Amplitude, Intensity, and Loudness** The smartphone alarm got quieter as it was moved farther away from the sound-level meter. As the particles of air in front of the phone vibrated back and forth, they collided with, and transferred energy to, surrounding particles of air. As the energy spread out among more and more air particles, the intensity of the wave decreased. **Intensity** is the amount of sound energy that passes through a square meter of space in one second.

1. What happens to the intensity as the energy spreads out?
2. Define intensity.

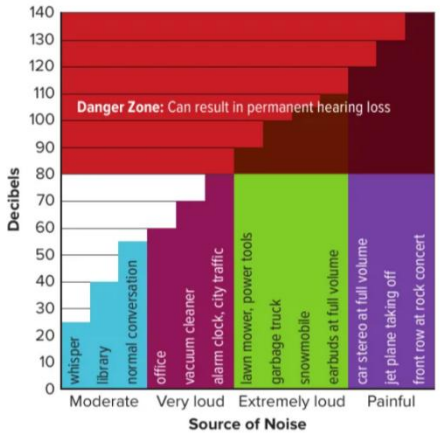
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Question 12a

Read the

As a sound wave travels farther from the phone, there is a larger area of air particles sharing the same amount of energy that left the phone. Therefore, the farther the smartphone was from the sound-level meter, the less energy passed through one square meter. This resulted in the intensity of the wave decreasing. As intensity decreased, amplitude decreased. Therefore, loudness decreased.

The unit decibel (dB) describes the intensity and, in turn, the loudness of sound. Decibel levels of common sounds are shown to the right. Each increase of 10 dB causes a sound about twice as loud. As the decibel level goes up, the amount of time you can listen to the sound without risking hearing loss gets shorter.



text.

1. According to the first paragraph, what happened to the intensity of the wave as the sound wave traveled?
2. Why did the intensity of the wave decrease? (Hint:)

Question 12b

The loudness in a library is 20 dB. The street outside is 40 dB loud. How many times greater is the sound intensity (loudness) of the street compared to the library?

Question 12c

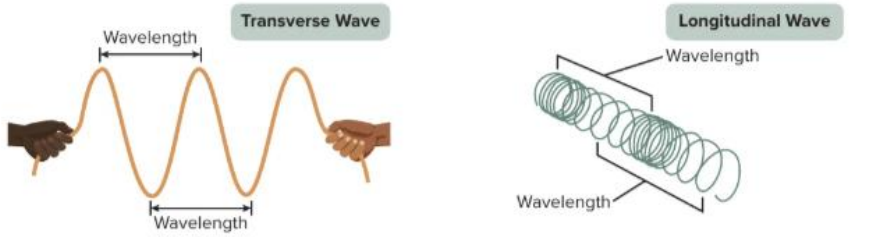
The loudness of rain on a rainy day was found to be 40 dB. A dishwater is 70 dB loud. How many times greater is the sound intensity (loudness) of the dishwasher compared to the sound of rain?

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Question 13

Read the text.

Wavelength You measured transverse waves from one crest to the next and from one trough to the next in the Lab *Ride the Wave*. The distance between one point on a wave to the same point on the next wave is the **wavelength.** Longitudinal waves are measured from one compression to the next compression or from one rarefaction to the next rarefaction. View the figure below to see the differences between the two wavelengths. For either wave type, the wavelength repeats as long as the energy remains constant. Wavelength is measured in units of distance, such as meters.



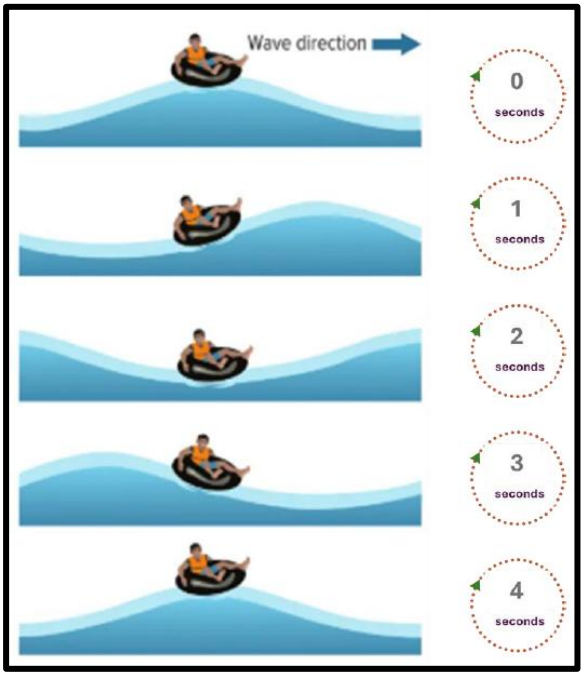
Wavelength is the distance from one crest to the next crest or from one trough to the next trough.

Wavelength is the distance from one compression to the next compression or from one rarefaction to the next rarefaction.

1. What is the wavelength of a wave?
2. How is the wavelength of a wave measured in a longitudinal wave?
3. Look at the transverse wave and state two ways in which you could measure the wavelength of a transverse wave. (Hint: What are the top and bottom of the wave called?)

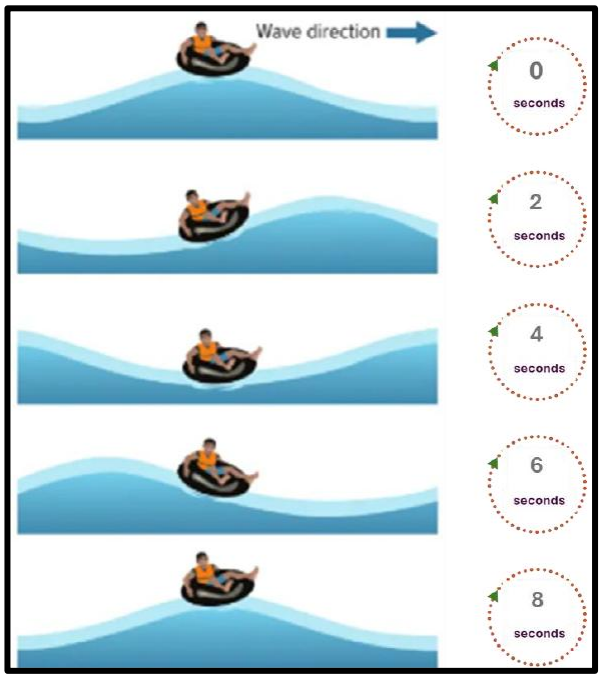
Question 14a

What is the frequency of the wave shown in the image below.



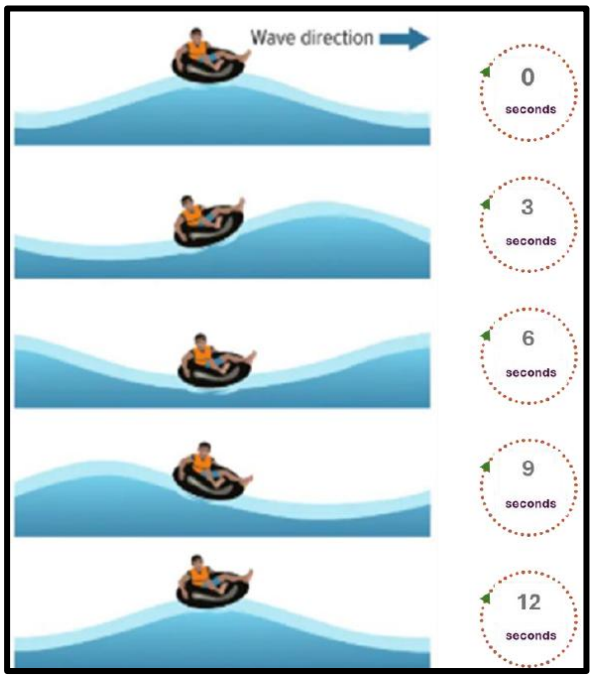
Question 14b

What is the frequency of the wave shown in the image below.



Question 14c

What is the frequency of the wave shown in the image below.



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Question 15a

Read the text.

Frequency Waves have another property called frequency. The **frequency** of a wave is the number of times the pattern repeats in a given time. Frequency is related to how rapidly the object or material producing the wave vibrates. Each vibration of the object produces one wavelength. The frequency of a wave is the same as the number of vibrations the vibrating object makes each second. The SI unit for frequency is hertz (Hz). A wave with a frequency of 2 Hz means that two wavelengths pass a point each second. The unit Hz is the same unit as 1/s.

The amount of energy transferred by waves in a given time is proportional to the wave's frequency. If the frequency of the waves doubles, the energy of the wave also doubles. Similarly, if the frequency decreases by half, the energy will also decrease by half.

1. What is the frequency of a wave?
2. What is the SI unit of frequency?
3. State another unit that could be used for frequency?
4. What happens to the energy of the wave if the frequency doubles?

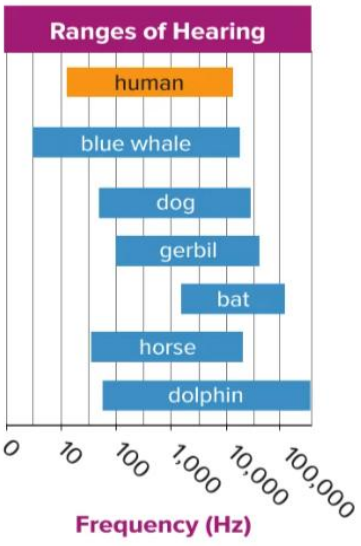
Question 15b

Read the text.

Pitch The perception of how high or low a sound seems is **pitch.** In the Lab *Fever Pitch* you determined that the sound changed based on how long the string was and by how much force you applied. The length of the string changed the pitch and the frequency. Recall that frequency is the number of times the pattern repeats in a given amount of time. When talking about sound waves, frequency is often referred to as beats per second.

A higher frequency produces a higher pitch. For example, an adult male voice might range from 85 Hz to 155 Hz. An adult female voice might range from about 165 Hz to 255 Hz. Humans can hear thunder frequencies between 20 Hz and 120 Hz.

The human ear can detect sounds with frequencies between about 20 Hz and 20,000 Hz. Frequencies above this range are called ultrasound. The range of sounds heard by various animals is shown in figure to the right.



1. The perception of how high or low a sound seems is called _____.
2. According to the first paragraph, which physical quantity does pitch depend on? (Hint: the physical quantity is measured in Hz)
3. According to the third paragraph, what is the range of frequencies that a human ear can detect?

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Question 16a

Read the text.

Absorption Did you notice that the wave that reflected off the barrier in the Lab *Crashing Waves* was not as big as the first wave you made? After a while the wave would stop bouncing off of surfaces and it would disappear. What happened to the energy the wave was carrying? Sometimes when a wave hits a barrier, some of its energy is absorbed by the barrier. **Absorption** is the transfer of energy by a wave to the medium through which it travels. The amount of energy absorbed depends on the type of wave and the material in which it moves. In the figure on the right the sound from the cell phone is absorbed by the insulation in the wall.



1. The process in which the energy of wave is absorbed by a barrier is called _____.
2. Look at the image. Would you expect to hear phone ringing loudly or not? Why?

Question 16b

Read the text.

Transmission You also might have noticed a small wave appear on the other side of the barrier in the Lab *Crashing Waves*. Sometimes when a wave interacts with matter, the matter does not absorb all of the energy. The matter can transmit some of the energy to the other side of the barrier and it will continue as a wave. **Transmission** is the passage of a wave through a medium. The sound from a cell phone in the figure on the right transmits easily through an uninsulated wall. Mechanical waves can also travel through liquids and gases. Without transmission we would not hear sound waves on the other side of doors.

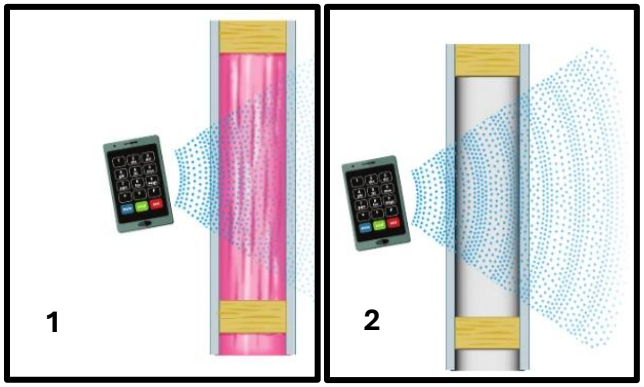


1. The process in which a wave travels through a medium is called _____.
2. Look at the image. Would you expect to hear phone ringing loudly or not? Why?

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Question 16c

Study images 1 and 2.



In which image do you expect to hear the phone ringing softly? Explain in details by comparing the two images.

Question 17a

Read the text.

Speed of Sound In the Lab *Echo, Echo* you were able to calculate the speed of sound through air. Recall that for sound to be transmitted energy must pass from particle to particle. The material, or medium, that sound passes through affects how fast the sound moves. Two factors that influence the speed of sound waves are the density and the temperature of the medium.

Gas particles are far apart and collide less often than particles in a liquid or a solid. As shown in the table on the right, a gas takes longer to transfer sound energy between particles. In a solid where the particles are packed very close together, the particles collide and transfer energy very quickly. The more dense a medium, the faster sound will travel through it.

Particles move faster and collide more often as the temperature of a gas increases. This increase in the number of collisions transfers more energy in less time. Temperature has the opposite effect on liquids and sounds. As liquids and solids cool, the molecules move closer together. They collide more often and transfer energy faster.

The Speed of Sound

Medium	Speed (m/s)
Air (0°C)	331
Air (20°C)	343
Water (20°C)	1,481
Water (0°C)	1,500
Seawater (25°C)	1,533
Ice (0°C)	3,500
Iron	5,130
Glass	5,640

1. Name the two factors that affect the speed of sound.
2. Does sound travel in a denser medium or less dense medium?
3. Consider the following. Air at 20°C, Water at 20°C, Iron bar at 20°C.
    I. In which medium would sound travel fastest? Explain.
    II. In which medium would sound travel slowest? Explain.

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Question 17b
In which of the following, solid, liquid or gas, does sound travel fastest?

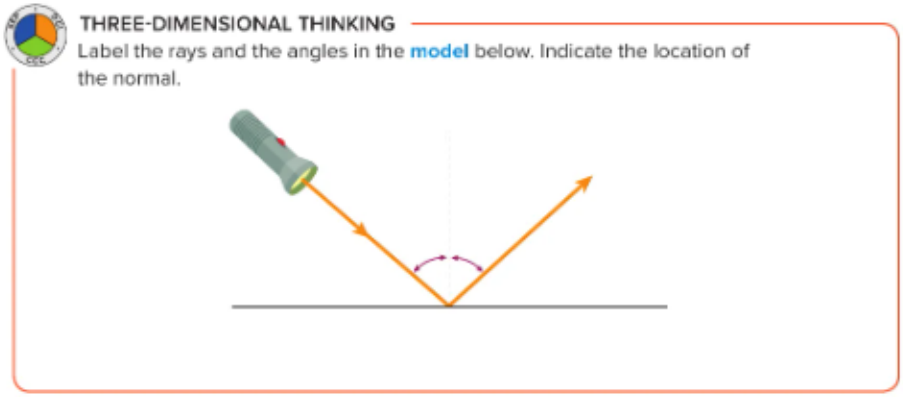
Question 17c
In which of the following, solid, liquid or gas, does sound travel slowest?

Question 17d
In which of the following, air, water or iron, does sound travel fastest?

Question 17e
In which of the following, air, water or iron, does sound travel slowest?

Question 18
N/A

Question 19

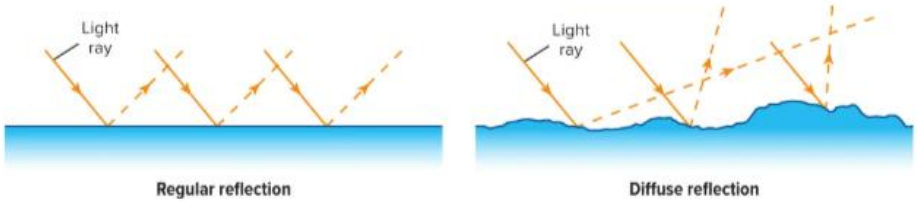


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Question 20a

Read the text.

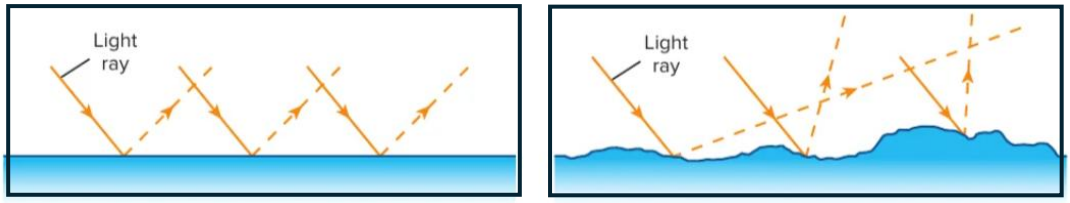
Regular and Diffuse Reflection You see objects when light reflects off them into your eyes. Why can you see your reflection in smooth, shiny surfaces but not in a piece of paper or a painted wall? The law of reflection applies whether the surface is smooth or rough. Reflection of light from a smooth, shiny surface is called **regular reflection.** Look at the figure on the left below. The three incident rays and the three reflected rays all are parallel. You see a sharp image when parallel rays reflect into your eyes. When light strikes an uneven surface, as shown on the right below, the angle of reflection still equals the angle of incidence at each point. However, rays reflect in different directions. Reflection of light from a rough surface is called **diffuse reflection.**



1. What is regular reflection?
2. What is diffuse reflection?

Question 20b

Study the images 1 and 2 given below.



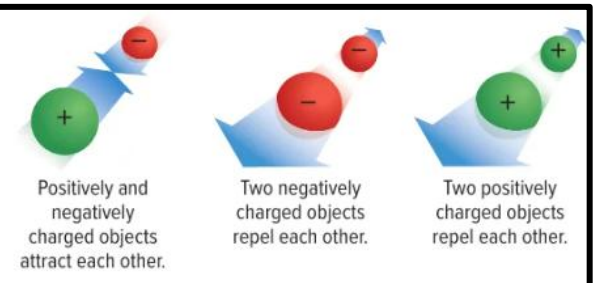
1. Which image shows diffuse reflection?
2. Which image shows regular reflection?

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Question 21a

Read the text below.

Charges There are two types of electric charge—positive charge and negative charge. Oppositely charged particles attract each other. Similarly charged particles repel each other. How do charged objects apply electric forces to each other without touching? Scientists have found that there is a region around a charged object that applies an electric force to other charged objects. This invisible region around any charged object where an electric force is applied is an **electric field.** The electric force applied by an object's electric field will either attract or repel other charged objects. The electric force is a noncontact force. In the photo to the right, positive charges accumulate on the woman. The charges spread out and push away from each other. When the charges accumulate on hair, each hair will repel away from every other hair. This is why her hair sticks up.



Positively and negatively charged objects attract each other.

Two negatively charged objects repel each other.

Two positively charged objects repel each other.



1. How many types of charges are there?
2. State the types of charges that exist.
3. When do charged particles repel each other?
4. When do charged particles attract each other?
5. Is the electric force a contact force on noncontact force?

Question 21b

Read the text below.

Conservation of Charge Notice that the amount of water did not change. The amount of water that started in the full container is the same as the amount of water after the two containers became equal. This is similar to the charged particles flowing between the two conductive objects. The total charge in a closed system does not change.

1. Complete the sentence: The total charge in a closed system _____.

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Question 21c

Read the text below.

Neutral Objects All objects contain charged particles. When an object has equal amounts of positive charge and negative charge, the charges are balanced. An object with equal amounts of positive charge and negative charge is **electrically neutral.** Electrically neutral objects do not attract or repel each other. Neutral objects, such as the paper from the Lab *Paper Pick Up*, can be attracted to charged objects. When the negatively charged rod came near the paper, the negative charges in the paper were pushed away. The positively charged particles in the paper became attracted to the rod.

1. An object is electrically neutral. What does this mean?
2. Can electrically neutral objects attract or repel each other?

Question 22a

Read the text below.

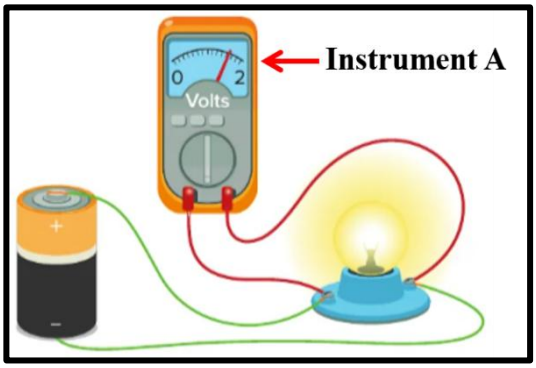
THREE-DIMENSIONAL THINKING

Isabella uses a voltmeter to measure the voltage of a battery. The voltage reads 9 V when she measures both sides. Make an **argument** about what the reading will be if she measures the same side of a battery. Use evidence to support your argument.

1. What does Isabella use to measure the voltage of the battery?

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Question 22b

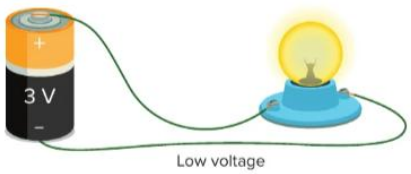


1. What is instrument **A** called?
2. What does **A** measure?

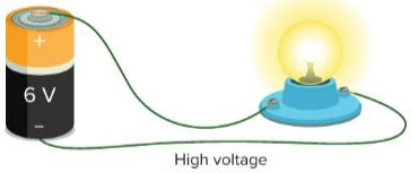
Question 22c

Read the text.

Voltage You probably have heard the term *volt*. You use 1.5 V batteries in a flashlight. You plug a hair dryer into a 120 V outlet. But, what does this mean? In the Lab *Power Up*, a battery created an electric current in a closed circuit. Energy stored in the battery moves charged particles in the circuit. As the charged particles move through the circuit, the amount of energy transformed by the circuit depends on the battery's voltage. Recall that electrical potential energy is stored energy due to the interactions of charges in an electric field. **Voltage** is the electrical potential energy difference between two places on a circuit.



Low voltage



High voltage

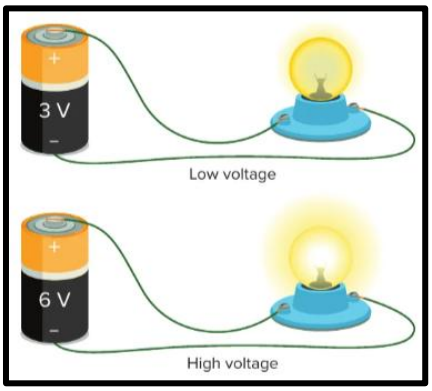
The measure of the potential energy difference is made in volts (V). For example, a 9 V battery has a potential energy difference of 9 V between the positive and negative side. A circuit with a high voltage source transforms more electric energy to other energy forms than a circuit with a low voltage source. For example, a light bulb connected to a 9 V battery produces about six times more light and thermal energy than the same light bulb connected to a 1.5 V battery.

1. What is a battery used for in a closed circuit?
2. The amount of energy transformed by the circuit depends on the battery's _____.
3. Voltage is the _____ between two places on a circuit.
4. Compare the 3V battery to the 6V battery in the image above. Which one converts more electrical energy into light energy? Explain your answer. (*Hint: Think about brightness.*)

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Question 22d

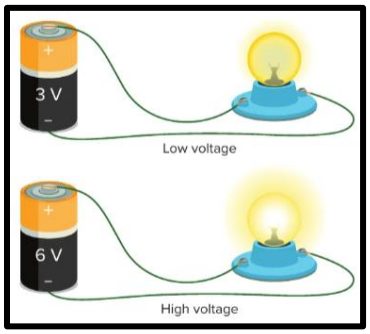
The same lamp is connected to two different batteries as shown below.



Why does the lamp shine brighter when connected to the 6V battery?

Question 22e

The same lamp is connected to two different batteries as shown below.



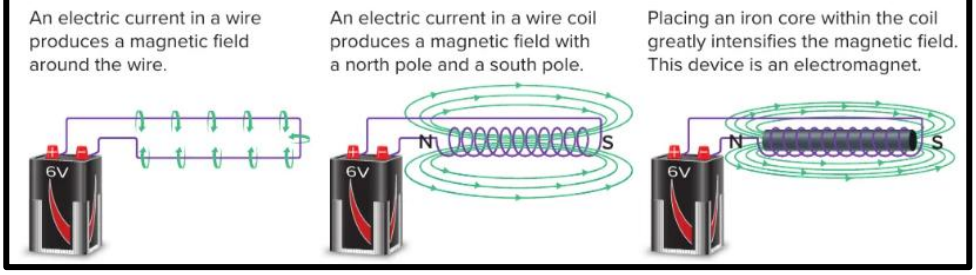
Why does the lamp, when connected to the 3V battery, shine less bright?

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Question 23a

Read the text.

Electromagnets You discovered in the Investigation *Making Magnetic Fields* that when you increase the number of coils in a current-carrying wire, the magnetic field around the coil increases. Another way to increase the strength of a magnetic field occurs when a magnetic material is placed within the coil. A temporary magnet made with a current-carrying wire coil wrapped around a magnetic core is called an **electromagnet.**



1. What is the effect on the strength of the magnetic field of the electromagnet if the number of coils increases?
2. What is the effect on the strength of the magnetic field of the electromagnet if the number of coils decreases?
3. What is the effect on the strength of the magnetic field of the electromagnet if an iron core is placed within the coil?
4. What would happen to the strength of magnetic field if 6V battery is replaced with a 4V battery? Explain your answer.
5. What would happen to the strength of magnetic field if 6V battery is replaced with a 8V battery? Explain your answer.

Question 23b

THREE-DIMENSIONAL THINKING

Model three cause-and-effect relationships that affect the strength of magnetic forces around current-carrying wires.

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Question 23c

Read the text below.

Electromagnets Electromagnets are useful because they can be controlled in ways other magnets cannot. First, an electromagnet's magnetic field can be turned off and on. Turning off the electric current in the coil turns off the magnetic field. Examine the strong electromagnet in the figure on the right. This electromagnet is used to separate magnetic materials from nonmagnetic materials. If it were permanent, it could not let go of the magnetic materials. Once it is turned off, the electromagnet will lose its magnetic field so it can release the magnetic materials.



This electromagnet can be turned on and off.

Second, the strength of an electromagnet can be controlled by the number of loops in the coil and the amount of electric current in the coil. And finally, the north and south poles of the electromagnet reverse if the current reverses. You will find out how this is useful in the next section.

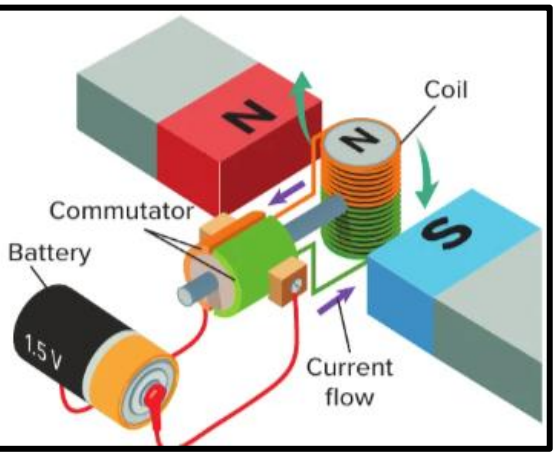
1. Name two ways in which electromagnets are useful?
2. Name two ways in which the strength of the electromagnet can be controlled?
3. How would produce a larger electric current in the coil? (Hint: think about voltage.)

Question 23d

Read the text below.

Magnets and Electric Motors Power tools, electric fans, hair dryers, computers, and even microwave ovens use electric motors. An **electric motor** is a device that uses an electric current to produce motion. A simple electric motor has three main parts. The main parts of an electric motor are a coil of wire connected to a rotating shaft, a permanent magnet, and a source of electric energy, such as a battery.

Some electric motors require a commutator. A commutator is a type of electrical switch that reverses the current in the coil.



1. Name the parts of an electric motor?

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Question 23e

Read the text below.

> **Using Electric Motors** In an electric motor, electric energy is transformed to mechanical energy to produce motion. Electric motors are used in many devices from windshield wipers to CD players and even power windows on cars. Almost any device that needs to produce motion uses an electric motor. Electric motors can be tiny or very large. The strength of an electric motor depends on the strength of the permanent magnet, the voltage, and the number of wire coils.

1. What energy change takes place in an electric motor?
2. What does the strength of an electric motor depend on?

Question 24a

Write down the relationship between amplitude (A) of a wave and its energy (E)?

Question 24b

The table below shows the amplitude of 3 waves X, Y and Z.

Wave	Amplitude (Units)	Energy (Units)
W	1	
X	2	
Y	5	

Determine the missing values of the energy of the waves, given that $Energy = Amplitude^2$.

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Question 24c

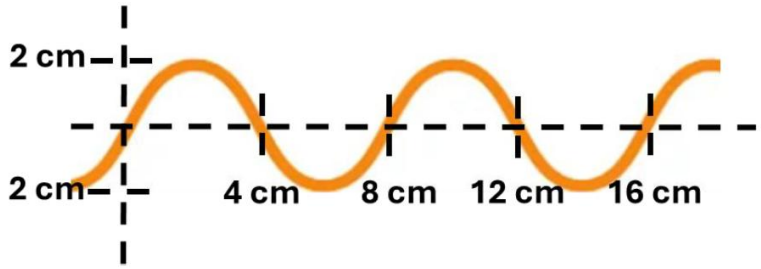
The table below shows the energy of 3 waves X, Y and Z.

Wave	Amplitude (Units)	Energy (Units)
W		1
X		36
Y		64

Determine the missing values of the amplitude of the waves, given that $Energy = Amplitude^2$.

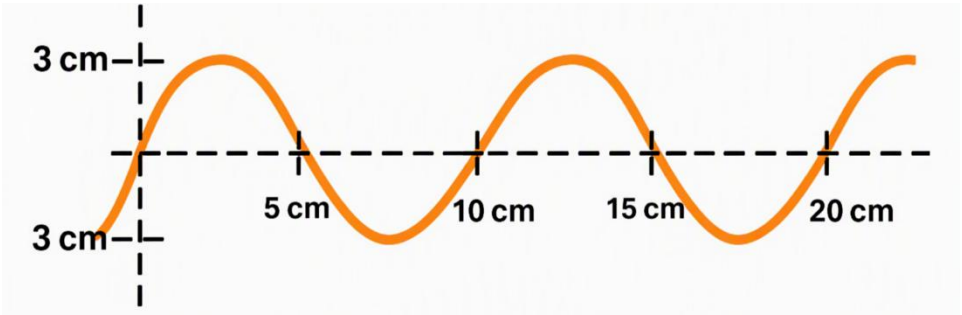
Question 24d

Determine the amplitude and wavelength of the wave shown in the image below.



Question 24e

Determine the amplitude and wavelength of the wave shown in the image below.



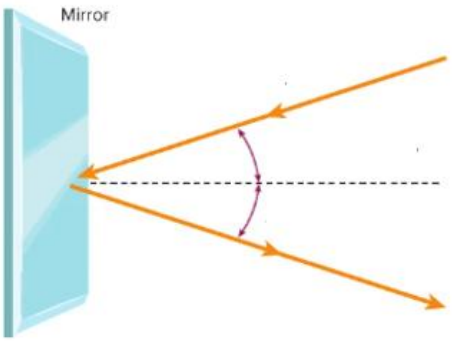
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Question 25a

Read the text below.

Law of Reflection Like the tennis ball, light behaves in predictable ways when it reflects. Recall that light moves in straight lines. These lines of light are represented in a model as straight arrows called rays. Scientists often use this model to trace the path of light. The rays in the ray diagram on the bottom right show how light reflects. An imaginary line perpendicular to a reflecting surface is called the normal. The light ray moving toward the surface is the incident ray. The light ray moving away is the reflected ray.

Notice the angle formed where an incident ray meets the normal. This is the angle of incidence. A reflected ray forms an identical angle on the other side of the normal. This angle is the angle of reflection. According to the **law of reflection,** when a wave is reflected from a surface, the angle of reflection is equal to the angle of incidence.



1. State, in a complete sentence, the law of reflection of light.

2. Identify the following in the image:
   a) angle of incidence,
   b) angle of reflection,
   c) incident ray,
   d) reflected ray,
   e) and normal in the image.

Question 25b Grade 8 Advanced p.90

LAB: Review Mirror - Question 10

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