

Reveal Coverage Grade 8 GEN



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 2026-05-28 13:42:30

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
رياضيات:

إعداد: Aghead .Mr

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة رياضيات في الفصل الثالث

حلول ميكل اختبار نهاية الفصل 2026م

1

ميكل اختبار نهاية الفصل 2026م غير محلول

2

تدريبات الهيكل الوزاري 2026

3

منهج ريفيل حلول اختبار الوحدة الحادية عشرة تحليل البيانات والارتباط

4

منهج ريفيل اختبار الوحدة العاشرة حجم المجسمات غير محلول

5



وزارة التربية والتعليم
MINISTRY OF EDUCATION



Reveal Coverage Grade 8 GEN Third Term 2025-2026

إحجز مكانك واستعد للامتحان بثقة كاملة

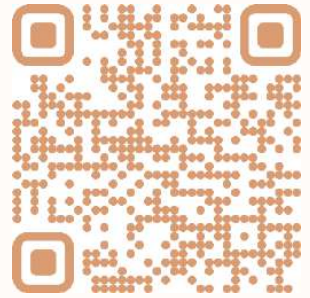
احصل على الشرح الكامل للصف من خلال:

التواصل والحجز عبر الـ Whatsapp
اضغط على الرقم: 0566991363



Mr. Aghead

للتواصل والحجز

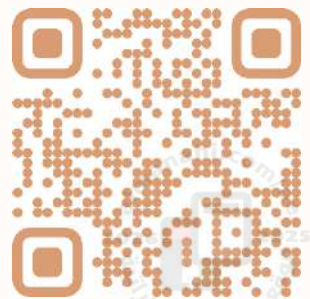


للانتقال إلى المواقع
اضغط هنا

شرح الدروس



انضم للقناة

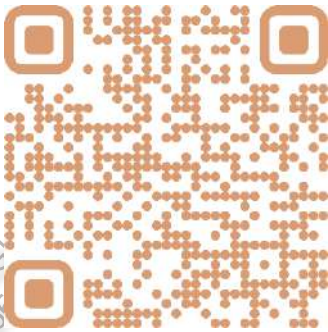


يمكنكم الحصول على



MR.AGHEAD

0566991363



احصل على الشرح الكامل للصف من خلال:

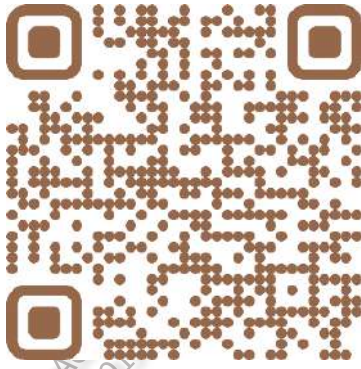
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لا تتردد في التواصل
معنا قم بمسح الـ QR

Q1: Translate figures on the coordinate plane
and use coordinate notation to describe
translations (page: 443)

الأسئلة الموضوعية - MCQ



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احصل على الشرح الكامل للصف من خلال:

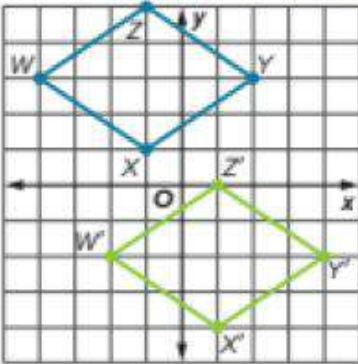
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5. The preimage and image of $WXYZ$ are shown. Use coordinate notation to describe the translation. (Example 3)



- A) $(x, y) \rightarrow (x - 2, y + 5)$
 B) $(x, y) \rightarrow (x + 2, y - 5)$
 C) $(x, y) \rightarrow (x + 5, y - 2)$
 D) $(x, y) \rightarrow (x - 5, y + 2)$

D	C	B	A
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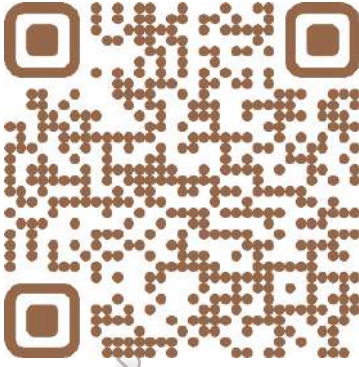
6. **Open Response** Triangle JKL has vertices $J(-2, 2)$, $K(-3, -4)$, and $L(1, -2)$. Write the coordinate notation for a translation of 8 units right and 1 unit up.

- A) $(x, y) \rightarrow (x - 8, y - 1)$
 B) $(x, y) \rightarrow (x - 8, y + 1)$
 C) $(x, y) \rightarrow (x + 8, y + 1)$
 D) $(x, y) \rightarrow (x + 8, y - 1)$

D	C	B	A
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Q2: Translate figures on the coordinate plane
and use coordinate notation to describe
translations (page: 443)

الأسئلة الموضوعية - MCQ



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احصل على الشرح الكامل للصف من خلال:

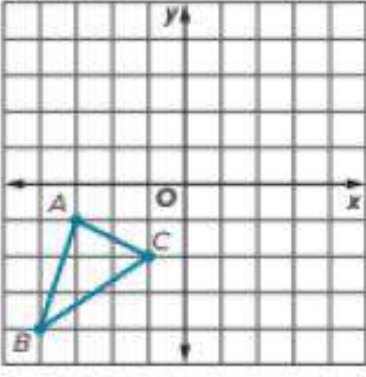
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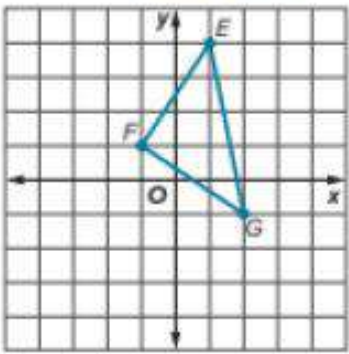
1. The graph of $\triangle ABC$ is shown. Graph the image of $\triangle ABC$ after a translation of 4 units right and 1 unit up. Write the coordinates of the image. (Example 1)



- A) $A'(1, 0), B'(0, -3), C'(3, -1)$
 B) $A'(-1, 0), B'(0, 3), C'(-3, 1)$
 C) $A'(0, 1), B'(-3, 0), C'(-1, 3)$
 D) $A'(4, 1), B'(4, 1), C'(4, 1)$

D	C	B	A
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2. The graph of $\triangle EFG$ is shown. Graph the image of $\triangle EFG$ after a translation of 3 units left and 1 unit down. Write the coordinates of the image. (Example 1)



- A) $E'(-2, 3), F'(-4, 0), G'(-1, -2)$
 B) $E'(2, -3), F'(4, 0), G'(1, 2)$
 C) $E'(-3, -1), F'(-3, -1), G'(-3, -1)$
 D) $E'(1, 4), F'(-1, 1), G'(2, -1)$

D	C	B	A
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Triangle QRS has vertices $Q(-2, 2)$, $R(-3, -4)$, and $S(1, -2)$. Write the coordinate notation for each translation given. Then write the coordinates of $\triangle Q'R'S'$ after each translation. (Example 2)

3. 7 units right and 4 units down

A) $Q'(-9, 6)$, $R'(-10, 0)$, $S'(-6, 2)$

B) $Q'(5, -2)$, $R'(4, -8)$, $S'(8, -6)$

C) $Q'(2, -2)$, $R'(3, -4)$, $S'(-1, -2)$

D) $Q'(5, 2)$, $R'(4, -4)$, $S'(8, -2)$

D	C	B	A
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4. 2 units left and 3 units up

A) $Q'(-4, 5)$, $R'(-5, -1)$, $S'(-1, 1)$

B) $Q'(0, 5)$, $R'(-1, -1)$, $S'(3, 1)$

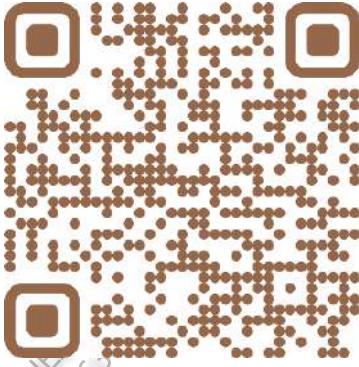
C) $Q'(-4, -1)$, $R'(-5, -7)$, $S'(-1, -5)$

D) $Q'(4, -5)$, $R'(5, 1)$, $S'(1, -1)$

D	C	B	A
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Q3: Describe reflections of figures on the coordinate plane using coordinates and coordinate notation (page: 453,445)

الأسئلة الموضوعية - MCQ



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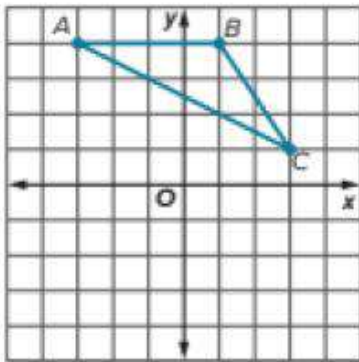
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A **reflection** is a mirror image of the original figure. It is the result of a transformation of a figure across a line called a **line of reflection**.

When reflecting a figure, each point of the preimage and its image are the same distance from the line of reflection. The image and the preimage are congruent.

You can reflect a figure across the x -axis or across the y -axis.

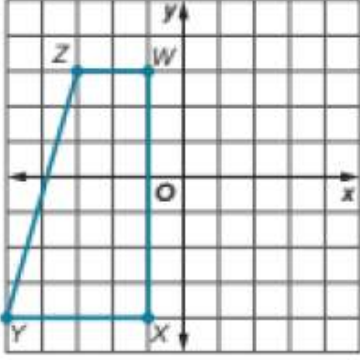
1. The graph of $\triangle ABC$ is shown. Graph the image of $\triangle ABC$ after a reflection across the x -axis. Write the coordinates of the reflected image. (Example 1)



- A) $A'(-3, -4)$, $B'(1, -4)$, $C'(3, -1)$
B) $A'(3, 4)$, $B'(-1, 4)$, $C'(-3, 1)$
C) $A'(-3, 4)$, $B'(1, 4)$, $C'(3, 1)$
D) $A'(3, -4)$, $B'(-1, -4)$, $C'(-3, -1)$

D	C	B	A
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2. The graph of trapezoid WXYZ is shown.
Graph the image of WXYZ after a reflection
across the y-axis. Write the coordinates of
the reflected image. (Example 1)

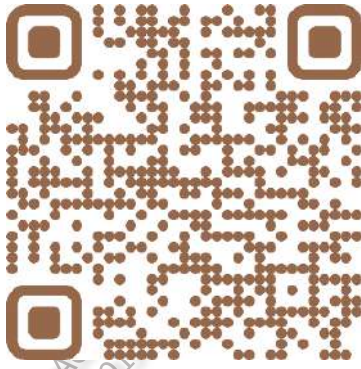


- A) $W'(1, 3), X'(1, -4), Y'(5, -4), Z'(3, 3)$
 B) $W'(-1, 3), X'(-1, -4), Y'(-5, -4), Z'(-3, 3)$
 C) $W'(1, -3), X'(1, 4), Y'(5, 4), Z'(3, -3)$
 D) $W'(3, 1), X'(-4, 1), Y'(-4, 5), Z'(3, 3)$

D	C	B	A
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Q4: Describe reflections of figures on the coordinate plane using coordinates and coordinate notation (page: 453)

الأسئلة الموضوعية - MCQ



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احصل على الشرح الكامل للصف من خلال:

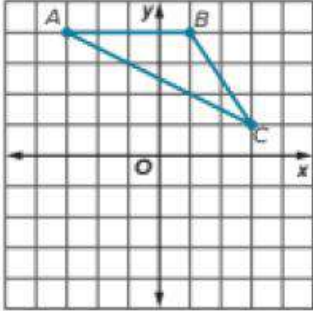
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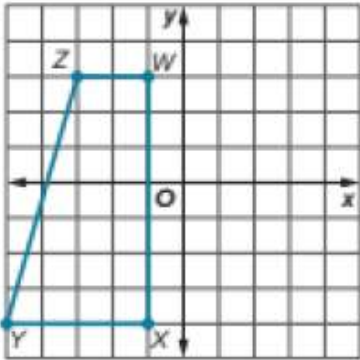
1. The graph of $\triangle ABC$ is shown. Graph the image of $\triangle ABC$ after a reflection across the x -axis. Write the coordinates of the reflected image. (Example 1)



- A) $A'(-3, -4)$, $B'(1, -4)$, $C'(3, -1)$
 B) $A'(3, 4)$, $B'(-1, 4)$, $C'(-3, 1)$
 C) $A'(-3, 4)$, $B'(1, 4)$, $C'(3, 1)$
 D) $A'(3, -4)$, $B'(-1, -4)$, $C'(-3, -1)$

D	C	B	A
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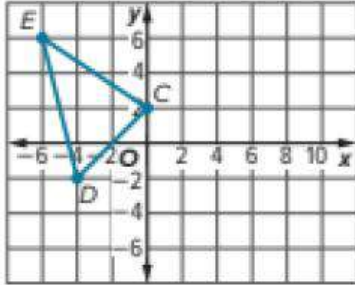
2. The graph of trapezoid WXYZ is shown. Graph the image of WXYZ after a reflection across the y -axis. Write the coordinates of the reflected image. (Example 1)



- A) $W'(1, 3)$, $X'(1, -4)$, $Y'(5, -4)$, $Z'(3, 3)$
 B) $W'(-1, 3)$, $X'(-1, -4)$, $Y'(-5, -4)$, $Z'(-3, 3)$
 C) $W'(1, -3)$, $X'(1, 4)$, $Y'(5, 4)$, $Z'(3, -3)$
 D) $W'(3, 1)$, $X'(-4, 1)$, $Y'(-4, 5)$, $Z'(3, 3)$

D	C	B	A
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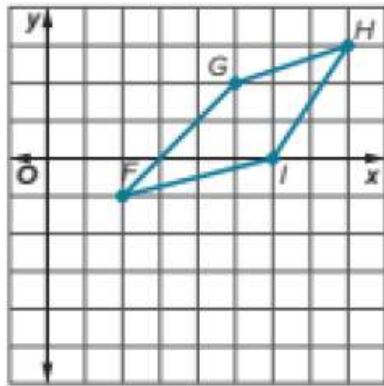
3. The graph of $\triangle CDE$ is shown. Graph the image of $\triangle CDE$ after a reflection across the line $x = 2$. Include the line of reflection. Then write the coordinates of the image. (Example 2)



- A) $C'(4, 2), D'(8, -2), E'(10, 6)$
 B) $C'(-4, 2), D'(-8, -2), E'(-10, 6)$
 C) $C'(2, 4), D'(-2, 8), E'(6, 10)$
 D) $C'(4, -2), D'(8, 2), E'(10, -6)$

D	C	B	A
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4. The graph of polygon $FGHI$ is shown. Graph the image of $FGHI$ after a reflection across the line $y = -1$. Include the line of reflection. Then write the coordinates of the image.



- A) $F'(2, 1), G'(5, 3), H'(8, 5), I'(6, 2)$
 B) $F'(2, -1), G'(5, -3), H'(8, -5), I'(6, -2)$
 C) $F'(-2, -1), G'(-5, -3), H'(-8, -5), I'(-6, -2)$
 D) $F'(-1, 2), G'(-3, 5), H'(-5, 8), I'(-2, 6)$

D	C	B	A
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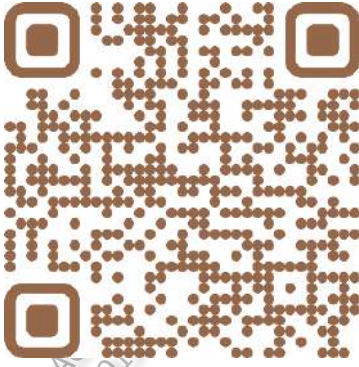
5. Triangle TUV has coordinates $T(0, 3)$, $U(-3, 0)$, and $V(-4, 4)$. The triangle is reflected across the y -axis. Write the coordinate notation for a reflection across the y -axis. Then, write the coordinates of $\triangle T'U'V'$. (Example 3)

- A) $(x, y) \rightarrow (-x, y); T'(0, 3), U'(3, 0), V'(4, 4)$
B) $(x, y) \rightarrow (x, -y); T'(0, -3), U'(-3, 0), V'(-4, -4)$
C) $(x, y) \rightarrow (-x, -y); T'(0, -3), U'(3, 0), V'(4, -4)$
D) $(x, y) \rightarrow (y, x); T'(3, 0), U'(0, -3), V'(4, -4)$

D	C	B	A
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Q5: Use coordinate notation to find the coordinates of a figure that has been rotated about the origin, as well as describe the angle of rotation using the given graph and coordinate (page: 463)

الأسئلة الموضوعية - MCQ



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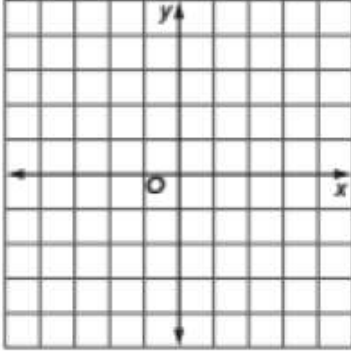
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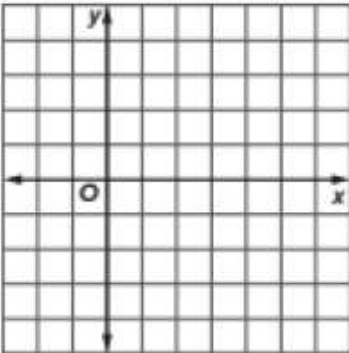
1. Polygon $EFGH$ has vertices $E(-1, 3)$, $F(1, 4)$, $G(3, 3)$, and $H(0, 0)$. Graph the figure and its image after a clockwise rotation of 90° about vertex H . Then write the coordinates of polygon $E'F'G'H'$. (Example 1)



- A) $E'(3, 1)$, $F'(4, -1)$, $G'(3, -3)$, $H'(0, 0)$
 B) $E'(-3, -1)$, $F'(-4, 1)$, $G'(-3, 3)$, $H'(0, 0)$
 C) $E'(1, -3)$, $F'(-1, -4)$, $G'(-3, -3)$, $H'(0, 0)$
 D) $E'(3, -1)$, $F'(4, 1)$, $G'(3, 3)$, $H'(0, 0)$

D	C	B	A
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2. Triangle XYZ has vertices $X(-2, -1)$, $Y(0, 2)$, and $Z(2, -1)$. Graph the figure and its image after a clockwise rotation of 180° about vertex Z . Then write the coordinates of $\triangle X'Y'Z'$. (Example 1)



- A) $X'(-6, 1)$, $Y'(-4, 4)$, $Z'(2, -1)$
 B) $X'(6, -1)$, $Y'(4, -4)$, $Z'(2, -1)$
 C) $X'(2, 1)$, $Y'(0, -2)$, $Z'(-2, 1)$
 D) $X'(6, 1)$, $Y'(4, 4)$, $Z'(2, 1)$

D	C	B	A
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Triangle QRS has vertices $Q(-2, 2)$, $R(-3, -4)$, and $S(1, -2)$. Write the coordinate notation for each rotation given. Then write the coordinates of $\triangle Q'R'S'$ after each rotation. (Example 2)

3. clockwise rotation of 180° about the origin

- A) $Q'(2, -2)$, $R'(3, 4)$, $S'(-1, 2)$
- B) $Q'(-2, -2)$, $R'(-4, 3)$, $S'(2, 1)$
- C) $Q'(2, 2)$, $R'(-3, 4)$, $S'(1, 2)$
- D) $Q'(-2, 2)$, $R'(-3, -4)$, $S'(1, -2)$

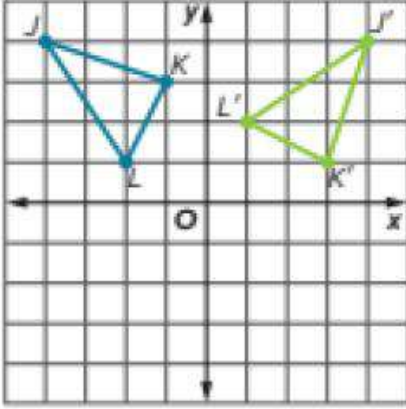
D	C	B	A
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4. clockwise rotation of 270° about the origin

- A) $Q'(2, -2)$, $R'(3, 4)$, $S'(-1, 2)$
- B) $Q'(-2, -2)$, $R'(4, -3)$, $S'(2, 1)$
- C) $Q'(2, 2)$, $R'(-4, -3)$, $S'(-2, 1)$
- D) $Q'(-2, -2)$, $R'(-4, -3)$, $S'(-2, -1)$

D	C	B	A
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5. Use coordinate notation to describe the rotation. Then determine the angle of rotation. Assume the rotation is clockwise about the origin. (Example 3)

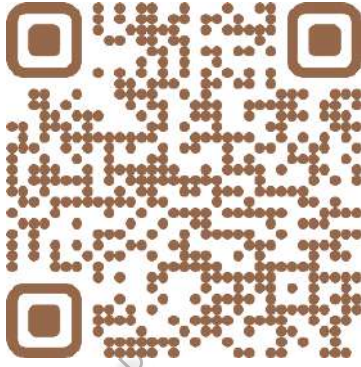


- A) $(x, y) \rightarrow (-x, -y)$; Rotation 180°
 B) $(x, y) \rightarrow (-y, x)$; Rotation 270°
 C) $(x, y) \rightarrow (y, -x)$; Rotation 90°
 D) $(x, y) \rightarrow (x + 4, y + 2)$; Translation

D	C	B	A
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Q6: Describe dilations using coordinate notation as well as graph dilations on the coordinate plane using coordinate notation (page: 473)

الأسئلة الموضوعية - MCQ



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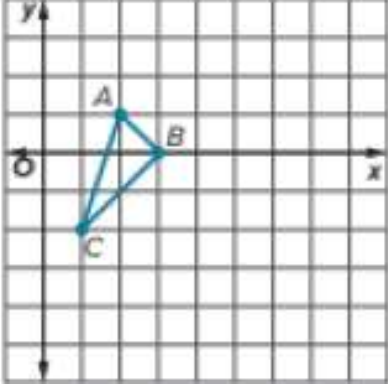
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Mr. Aghead

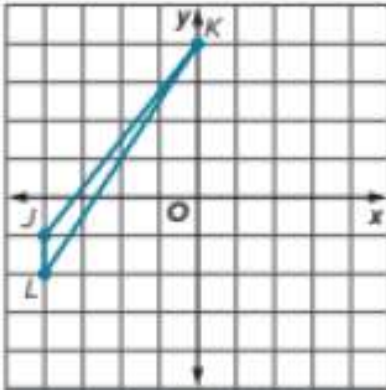
2. Triangle ABC has vertices $A(2, 1)$, $B(3, 0)$, and $C(1, -2)$. Graph the image of the figure after a dilation with a scale factor of 3. (Example 1)



- A) $A'(6, 3)$, $B'(9, 0)$, $C'(3, -6)$
 B) $A'(5, 4)$, $B'(6, 3)$, $C'(4, 1)$
 C) $A'(-6, -3)$, $B'(-9, 0)$, $C'(-3, 6)$
 D) $A'(\frac{2}{3}, \frac{1}{3})$, $B'(1, 0)$, $C'(\frac{1}{3}, -\frac{2}{3})$

D	C	B	A
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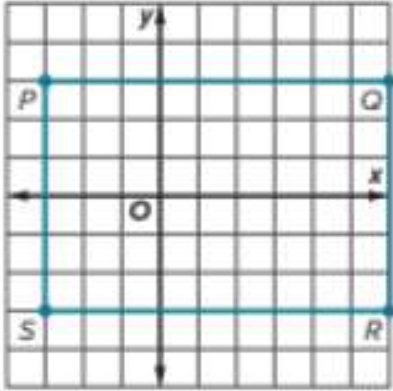
3. Triangle JKL has vertices $J(-4, -1)$, $K(0, 4)$, and $L(-4, -2)$. Graph the image of the figure after a dilation with a scale factor of 0.5. (Example 2)



- A) $J'(-8, -2)$, $K'(0, 8)$, $L'(-8, -4)$
 B) $J'(-2, -0.5)$, $K'(0, 2)$, $L'(-2, -1)$
 C) $J'(-3.5, -0.5)$, $K'(0.5, 4.5)$, $L'(-3.5, -1.5)$
 D) $J'(2, 0.5)$, $K'(0, -2)$, $L'(2, 1)$

D	C	B	A
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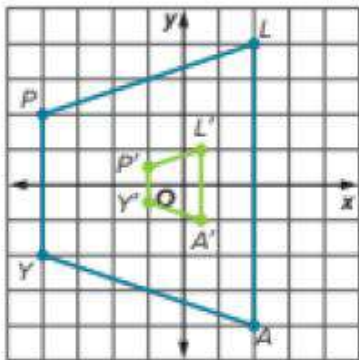
4. Rectangle PQRS has vertices $P(-3, 3)$, $Q(6, 3)$, $R(6, -3)$, and $S(-3, -3)$. Graph the image of the figure after a dilation with a scale factor of $\frac{1}{3}$. (Example 2)



- A) $P'(-1, 1)$, $Q'(2, 1)$, $R'(2, -1)$, $S'(-1, -1)$
 B) $P'(1, -1)$, $Q'(-2, -1)$, $R'(-2, 1)$, $S'(1, 1)$
 C) $P'(-9, 9)$, $Q'(18, 9)$, $R'(18, -9)$, $S'(-9, -9)$
 D) $P'(-0.3, 0.3)$, $Q'(0.6, 0.6)$, $R'(0.6, -0.6)$, $S'(-0.3, -0.3)$

D	C	B	A
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5. Use coordinate notation to describe the dilation. (Example 3)



- A) $(x, y) \rightarrow (4x, 4y)$; Scale factor = 4
 B) $(x, y) \rightarrow (\frac{1}{4}x, \frac{1}{4}y)$; Scale factor = $\frac{1}{4}$
 C) $(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$; Scale factor = $\frac{1}{2}$
 D) $(x, y) \rightarrow (x - 4, y - 4)$; Translation

D	C	B	A
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6. **Equation Editor** Keisha used a photo that measured 4 inches by 6 inches to make a copy that measured 8 inches by 12 inches. What is the scale factor of the dilation?

← → ↶ ↷ ✕

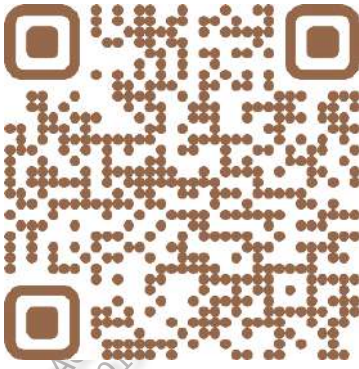
1	2	3
4	5	6
7	8	9
0	.	-

- A) Scale factor = 0.5
B) Scale factor = 2
C) Scale factor = 3
D) Scale factor = 4

D	C	B	A
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Q7: Use a composition of transformations, as well as the orientation of figures, to determine if two figures are congruent (page: 491)

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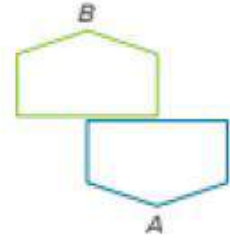
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4. For his school web page, Manuel created the logo shown at the right. What transformations could be used to create the logo if Figure A is the preimage and Figure B is the image? Are the two figures congruent? (Example 4)



- A) Reflection then translation to the left; The figures are congruent because the image produced by a reflection and a translation has the same shape and size.
- B) Dilation then rotation; The figures are not congruent because a dilation changes the size of the shape.
- C) Translation to the right then rotation; The figures are congruent because rotation preserves size and shape.
- D) Reflection then dilation; The figures are not congruent because the final image is smaller.

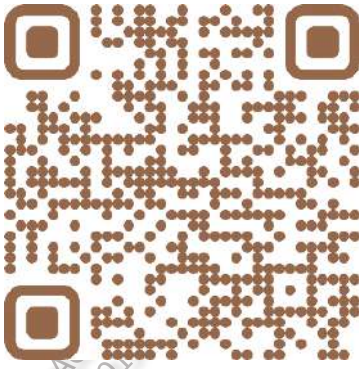
D	C	B	A
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5. For the local art gallery opening, the curator had the design shown at the right created. What transformations could be used to create the design if Figure A is the preimage and Figure B is the image? Are the two figures congruent? (Example 4)



Q8: Use the properties of rotations, reflections, and translations to identify congruent parts of congruent figures and to find missing measures (page: 499)

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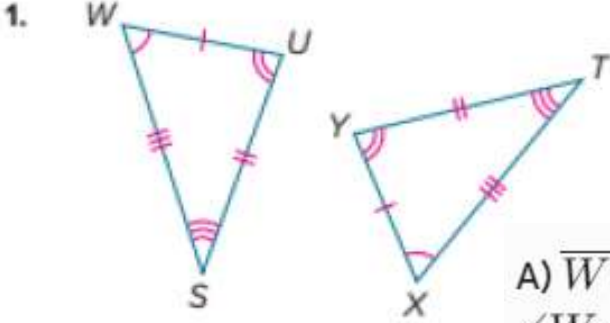
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Write congruence statements comparing the corresponding parts in each set of congruent figures. (Example 1)



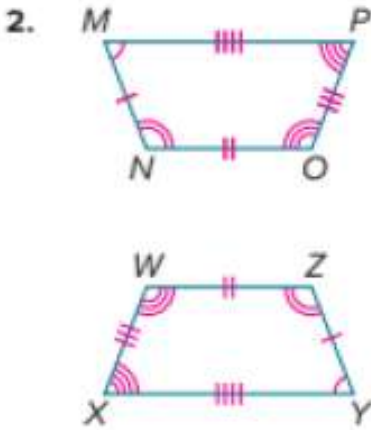
A) $\overline{WU} \cong \overline{XY}, \overline{US} \cong \overline{YT}, \overline{WS} \cong \overline{XT}$
 $\angle W \cong \angle X, \angle U \cong \angle Y, \angle S \cong \angle T$

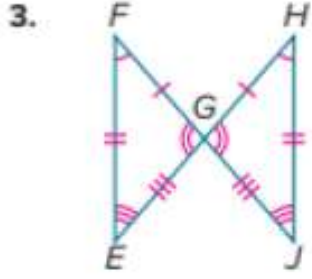
B) $\overline{WU} \cong \overline{YT}, \overline{US} \cong \overline{XT}, \overline{WS} \cong \overline{XY}$
 $\angle W \cong \angle Y, \angle U \cong \angle T, \angle S \cong \angle X$

C) $\overline{WU} \cong \overline{XT}, \overline{US} \cong \overline{XY}, \overline{WS} \cong \overline{YT}$
 $\angle W \cong \angle T, \angle U \cong \angle X, \angle S \cong \angle Y$

D) $\overline{WU} \cong \overline{XY}, \overline{US} \cong \overline{XT}, \overline{WS} \cong \overline{YT}$
 $\angle W \cong \angle T, \angle U \cong \angle Y, \angle S \cong \angle X$

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





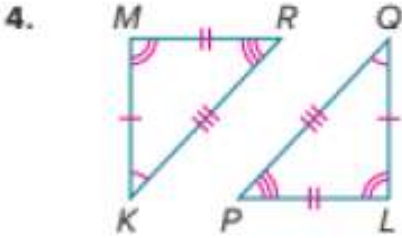
A) $\overline{GH} \cong \overline{GF}, \overline{GJ} \cong \overline{GE}, \overline{HJ} \cong \overline{FE}$
 $\angle F \cong \angle H, \angle G \cong \angle G, \angle E \cong \angle J$

B) $\overline{GH} \cong \overline{GE}, \overline{GJ} \cong \overline{GF}, \overline{HJ} \cong \overline{FE}$
 $\angle F \cong \angle J, \angle G \cong \angle G, \angle E \cong \angle H$

C) $\overline{GH} \cong \overline{FE}, \overline{GJ} \cong \overline{GF}, \overline{HJ} \cong \overline{GE}$
 $\angle F \cong \angle E, \angle G \cong \angle G, \angle H \cong \angle J$

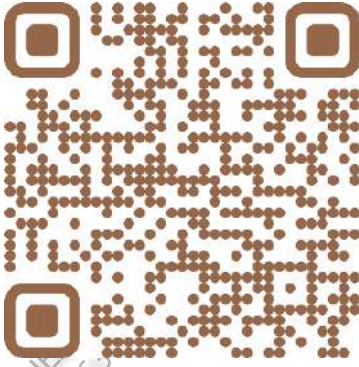
D) $\overline{GH} \cong \overline{GF}, \overline{GJ} \cong \overline{HJ}, \overline{HJ} \cong \overline{GE}$
 $\angle F \cong \angle G, \angle G \cong \angle H, \angle E \cong \angle J$

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



Q9: Use the properties of rotations, reflections, and translations to identify congruent parts of congruent figures and to find missing measures (page: 499, 500)

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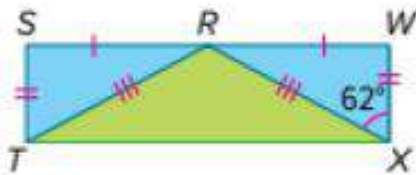
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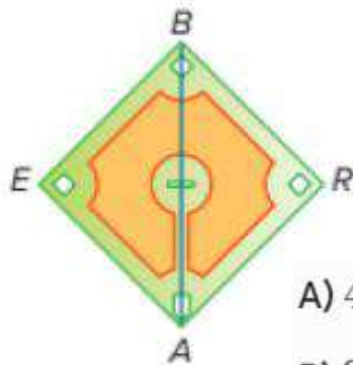
5. In the quilt design shown, $\triangle RST \cong \triangle RWX$. If $m\angle WXR = 62^\circ$, what is the measure of $\angle STR$? (Example 2)



- A) 28°
B) 62°
C) 90°
D) 118°

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

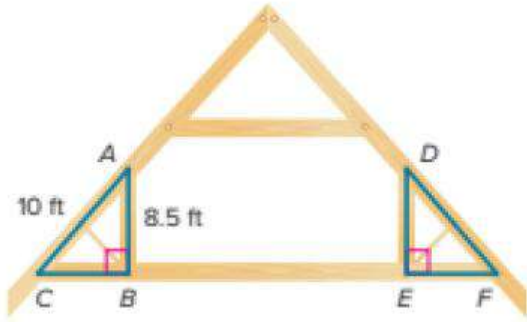
6. **Open Response** In the baseball diamond shown, $\triangle BEA \cong \triangle ARB$. The length of $\overline{BE}$ is 90 feet. What is the length of $\overline{AR}$? (Example 2)



- A) 45 feet
B) 90 feet
C) 180 feet
D) 60 feet

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

7. In the roof construction shown, $\triangle ABC \cong \triangle DEF$. If $AB = 8.5$ feet and $AC = 10$ feet, what is the length of $\overline{EF}$? Round to the nearest tenth.



- A) 5.3 feet
B) 8.5 feet
C) 13.1 feet
D) 2.5 feet

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

8. In the city park map shown, $\triangle DEF \cong \triangle JKL$. The distance from D to E is 20 yards and the distance from D to F is 40 yards. What is the distance from K to L ? Round to the nearest tenth.

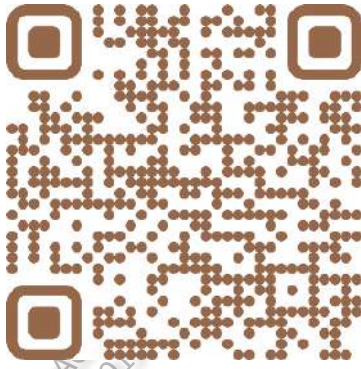


- A) 20.0 yards
B) 44.7 yards
C) 60.0 yards
D) 34.6 yards

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

Q10: Determine if two figures are similar by determining a sequence of rotations, reflections, translations, and dilations that maps one similar figure onto another (page: 511)

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4. Jenna is creating a mural for her bedroom wall. She would like to copy a picture that is 2 inches by 2.5 inches. She uses a copy machine to enlarge it by a scale factor of 4. Then she projects it on her wall by a scale factor of 12. What are the dimensions of the mural? Are the enlarged pictures similar to the original? (Example 4)

- A) Dimensions = 8 in. by 10 in. ; No, they are not similar.
B) Dimensions = 24 in. by 30 in. ; Yes, they are similar.
C) Dimensions = 96 in. by 120 in. ; Yes, they are similar.
D) Dimensions = 48 in. by 60 in. ; No, they are not similar.

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

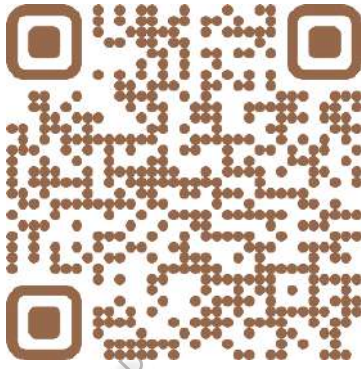
5. **Multiple Choice** Which sequence of transformations can be used to show that two figures are similar but not necessarily congruent?

- (A) dilation and rotation
(B) translation and reflection
(C) reflection and rotation
(D) rotation and translation

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

Q11: Determine if two figures are similar by determining a sequence of rotations, reflections, translations, and dilations that maps one similar figure onto another (page: 453, 505)

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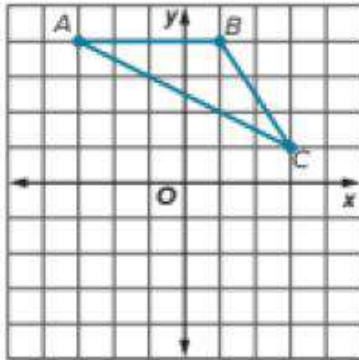
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Similar figures have the same shape, but may have different sizes.
The sizes of the two similar figures are related to the scale factor of the dilation.

If the scale factor of the dilation is ...	then the dilated figure is ...
between 0 and 1	smaller than the original
equal to 1	the same size as the original
greater than 1	larger than the original

You can determine the sequence of a dilation followed by a congruence transformation that maps one figure onto a similar figure.

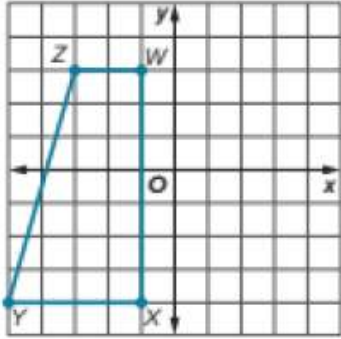
1. The graph of $\triangle ABC$ is shown. Graph the image of $\triangle ABC$ after a reflection across the x -axis. Write the coordinates of the reflected image. (Example 1)



- A. $A'(-3, -4)$, $B'(1, -4)$, $C'(3, -1)$
 B. $A'(-3, 4)$, $B'(1, 4)$, $C'(3, 1)$
 C. $A'(3, -4)$, $B'(-1, -4)$, $C'(-3, -1)$
 D. $A'(-4, -3)$, $B'(-4, 1)$, $C'(-1, 3)$

D	C	B	A
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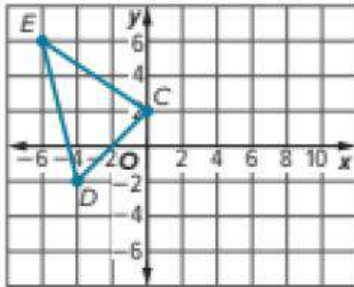
2. The graph of trapezoid WXYZ is shown.
Graph the image of WXYZ after a reflection
across the y-axis. Write the coordinates of
the reflected image. (Example 1)



- A. $W'(-1, 3)$, $X'(-1, -4)$, $Y'(-5, -4)$, $Z'(-3, 3)$
B. $W'(1, 3)$, $X'(1, -4)$, $Y'(5, -4)$, $Z'(3, 3)$
C. $W'(1, -3)$, $X'(1, 4)$, $Y'(5, 4)$, $Z'(3, -3)$
D. $W'(-1, -3)$, $X'(-1, 4)$, $Y'(-5, 4)$, $Z'(-3, -3)$

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

3. The graph of $\triangle CDE$ is shown. Graph the
image of $\triangle CDE$ after a reflection across the
line $x = 2$. Include the line of reflection. Then
write the coordinates of the image. (Example 2)

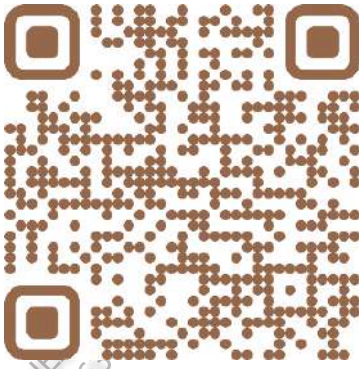


- A. $C'(4, 2)$, $D'(8, -2)$, $E'(10, 6)$
B. $C'(-4, 2)$, $D'(-8, -2)$, $E'(-10, 6)$
C. $C'(0, 2)$, $D'(-4, -2)$, $E'(-6, 6)$
D. $C'(4, -2)$, $D'(8, 2)$, $E'(10, -6)$

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

Q12: Use properties of similar figures to determine similarity and to find missing measures (page: 522)

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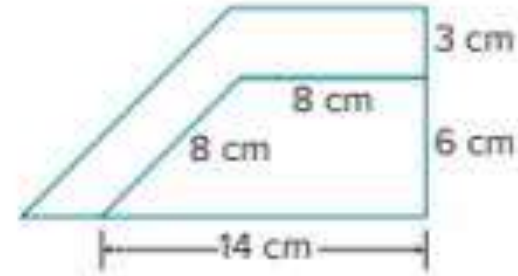
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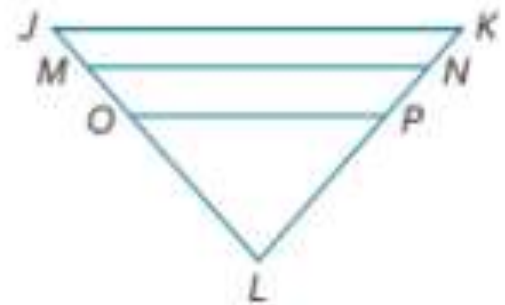
- B. Samantha used craft wire to make the design shown. She first made the smaller quadrilateral. Then she enlarged the smaller quadrilateral to make the larger quadrilateral, using a scale factor that extended the 6-centimeter side by 3 centimeters. What total length of craft wire did Samantha use for both quadrilaterals?



- A. 36 cm
B. 54 cm
C. 90 cm
D. 144 cm

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

9. Triangle JKL is reduced to obtain triangle MNL . Using the same scale factor, triangle MNL is reduced to obtain triangle OPL . If $JK = 35$ millimeters, $KL = 25$ millimeters, $LJ = 25$ millimeters, and $MN = 28$ millimeters, what is the perimeter of triangle OPL ?



- A. 85 mm
B. 68 mm
C. 54.4 mm
D. 34.4 mm

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

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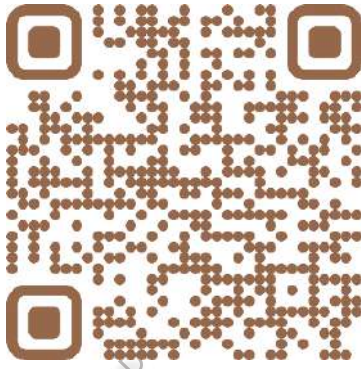
13. A blue rectangular tile and a red rectangular tile are similar. The blue tile has a length of 10 inches and a perimeter of 30 inches. The red tile has a length of 6 inches. What is the perimeter of the red tile?

- A. 10 in
- B. 15 in
- C. 18 in
- D. 24 in

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

Q13: Use properties of similar triangles to solve indirect measurement problems (page: 528)

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7. Mr. Nolan's math class went out to measure shadows in their school yard. Their data is recorded in the table. Find the missing heights.

Person/Item	Shadow Length (ft)	Height of Person/Item (ft)
Mr. Nolan	9	6
Flagpole	48	
School	63	
School Bus	16.5	

- A. Flagpole: 16 ft, School: 21 ft, School Bus: 5.5 ft
 B. Flagpole: 32 ft, School: 42 ft, School Bus: 11 ft
 C. Flagpole: 48 ft, School: 63 ft, School Bus: 16.5 ft
 D. Flagpole: 72 ft, School: 94.5 ft, School Bus: 24.75 ft

D C B A

8. A map of a treasure hunt is shown. In the figure, the triangles are similar. What is the distance from the silver coins to the gold coins?

- A. 10 yd
 B. 15 yd
 C. 25 yd
 D. 43 yd



D C B A

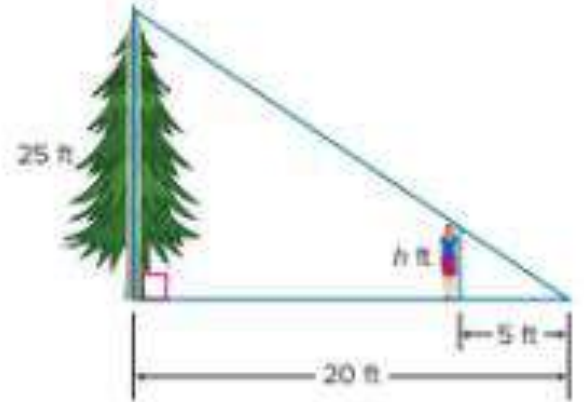
11. **Find the Error** A student used the proportion below to find the person's height h shown in the diagram. Find the student's mistake and correct it.

$$\frac{h}{5} = \frac{20}{25}$$

$$h = 4$$

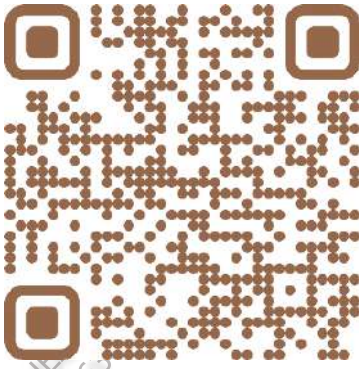
- A. 4
B. 5
C. 6.25
D. 20

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



Q14: Use the formula for the volume of a cylinder to find the volume of a cylinder given its diameter or radius and the height (page: 535, 541)

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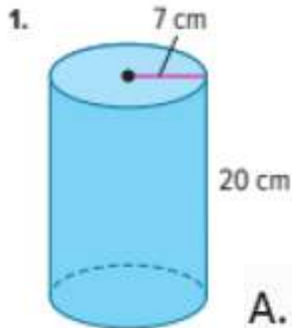
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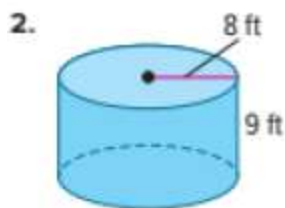
Volume is the measure of the space occupied by a solid. Volume is measured in cubic units. A **cylinder** is a three-dimensional figure with two parallel congruent circular bases connected by a curved surface. The area of the base of a cylinder tells the number of cubic units in one layer. The height tells how many layers there are in the cylinder.

Find the volume of each cylinder. Round to the nearest tenth. (Example 1)



- A. 439.6 cm^3
- B. 879.2 cm^3
- C. $3,077.2 \text{ cm}^3$
- D. $12,308.8 \text{ cm}^3$

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

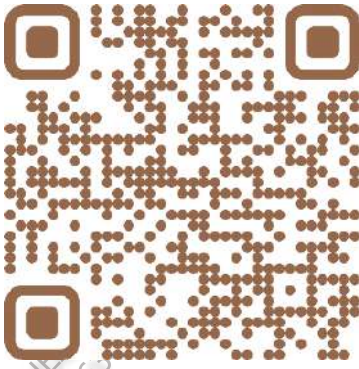


- A. 226.1 ft^3
- B. 452.2 ft^3
- C. $1,808.6 \text{ ft}^3$
- D. $7,234.6 \text{ ft}^3$

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

Q15: Use the formula for the volume of a cylinder to find the volume of a cylinder given its diameter or radius and the height (page: 541)

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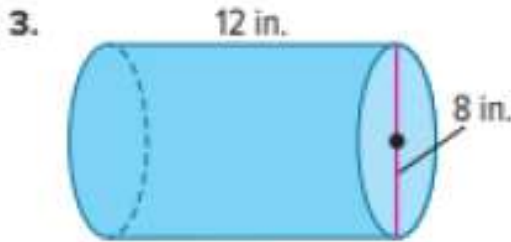
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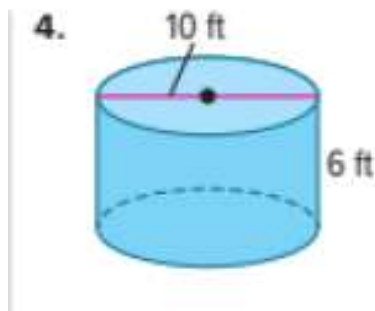
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Find the volume of each cylinder. Express your answer in terms of π . (Example 2)



- A. $48\pi \text{ in}^3$
- B. $96\pi \text{ in}^3$
- C. $192\pi \text{ in}^3$
- D. $768\pi \text{ in}^3$

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



- A. $60\pi \text{ ft}^3$
- B. $150\pi \text{ ft}^3$
- C. $300\pi \text{ ft}^3$
- D. $600\pi \text{ ft}^3$

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

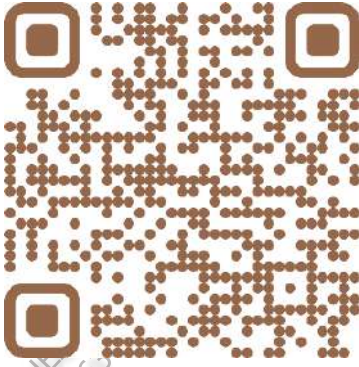
5. A wooden toy block is in the shape of a cylinder. The toy block has a height of 4 inches and a diameter of 3 inches. How much does the toy block weigh if 1 cubic inch of wood weighs 0.55 ounce? Round to the nearest tenth. (Example 3)

- A. 15.6 ounces
- B. 28.3 ounces
- C. 31.1 ounces
- D. 62.2 ounces

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

Q16: Use the formula for the volume of a cone to find the volume of a cone given its diameter or radius and the height (page: 549)

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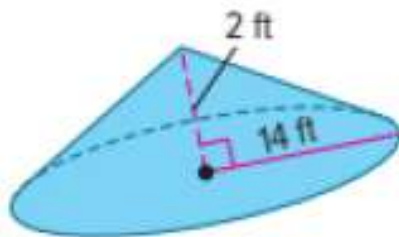
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Find the volume of each cone. Express your answer in terms of π . (Example 1)

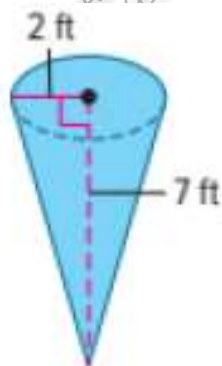
1.



- A. $4.7\pi \text{ ft}^3$
- B. $65.3\pi \text{ ft}^3$
- C. $130.6\pi \text{ ft}^3$
- D. $392\pi \text{ ft}^3$

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

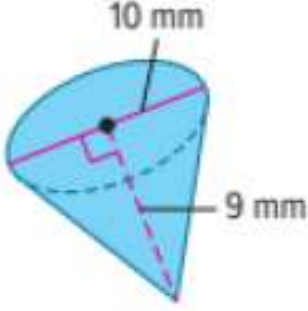
2.



- A. $4.7\pi \text{ ft}^3$
- B. $9.3\pi \text{ ft}^3$
- C. $14\pi \text{ ft}^3$
- D. $28\pi \text{ ft}^3$

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

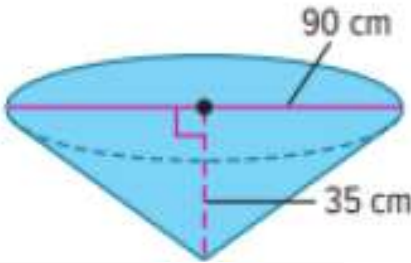
3.



- A. $15\pi \text{ mm}^3$
- B. $75\pi \text{ mm}^3$
- C. $225\pi \text{ mm}^3$
- D. $300\pi \text{ mm}^3$

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

4.

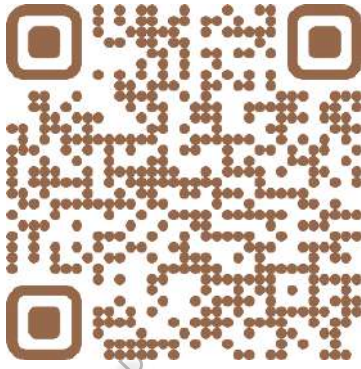


- A. $1,575\pi \text{ cm}^3$
- B. $7,875\pi \text{ cm}^3$
- C. $23,625\pi \text{ cm}^3$
- D. $94,500\pi \text{ cm}^3$

D	C	B	A
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Q17: Use the formula for the volume of a sphere or hemisphere to find the volume of the figure given its radius or diameter (page: 557)

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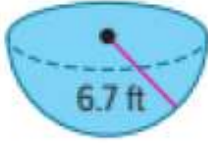
اضغط على الرقم: 0566991363



Mr. Aghead

Find the volume of each hemisphere. Round to the nearest tenth. (Example 4)

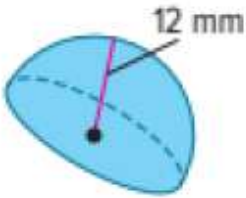
5.



- A. 140.7 ft^3
- B. 281.4 ft^3
- C. 629.6 ft^3
- D. $1,259.2 \text{ ft}^3$

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

6.



- A. 904.3 mm^3
- B. $3,617.3 \text{ mm}^3$
- C. $7,234.6 \text{ mm}^3$
- D. $14,469.1 \text{ mm}^3$

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

7. Olga is using spherical beads to create a border on a picture frame. Each bead has a diameter of 1.5 millimeters. Find the volume of each bead. Round to the nearest tenth.

- A. 1.4 mm^3
B. 1.8 mm^3
C. 7.1 mm^3
D. 14.1 mm^3

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

8. **Open Response** What is the volume of the sphere shown? (Use 3.14 for π .)

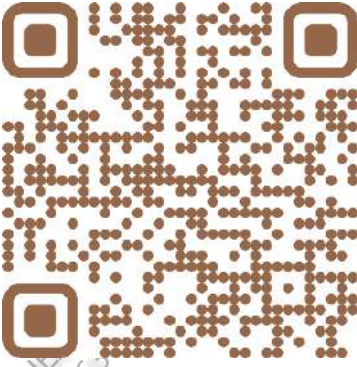


- A. $7,234.6 \text{ mm}^3$
B. $57,876.5 \text{ mm}^3$
C. $115,753.0 \text{ mm}^3$
D. $463,011.8 \text{ mm}^3$

D	C	B	A
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Q18: Use the formula for the volume of a sphere or hemisphere to find the volume of the figure given its radius or diameter (page: 557)

الأسئلة الموضوعية - MCQ



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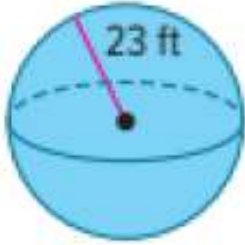
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Mr. Aghead

Find the volume of each sphere. Express your answer in terms of π . (Example 1)

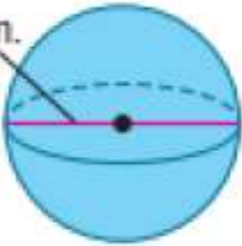
1.



- A. $705.3\pi \text{ ft}^3$
- B. $4,055.7\pi \text{ ft}^3$
- C. $16,221.3\pi \text{ ft}^3$
- D. $16,222.7\pi \text{ ft}^3$

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

2. 9 in.



- A. $121.5\pi \text{ in}^3$
- B. $243\pi \text{ in}^3$
- C. $324\pi \text{ in}^3$
- D. $972\pi \text{ in}^3$

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

3. A necklace has a single spherical pearl with a radius of 2.1 millimeters. What is the volume of the pearl? Round to the nearest tenth. (Example 2)

A. 5.5 mm^3
B. 18.5 mm^3
C. 38.8 mm^3
D. 55.4 mm^3

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

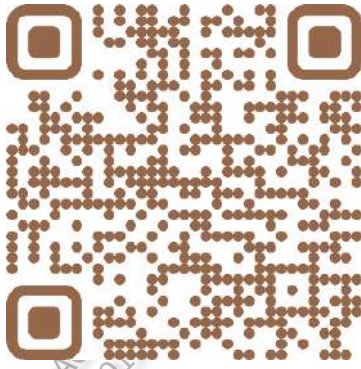
4. The radius of a mini-basketball is 4 inches. A pump can inflate the ball at a rate of 6 cubic inches per second. How long will it take to inflate the ball? Round to the nearest tenth.

A. 11.2 seconds
B. 44.7 seconds
C. 67.0 seconds
D. 267.9 seconds

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

Q19: Find the volume of a composite figure by decomposing it into cubes, cones, cylinders, and spheres, and using the known volume formulas for these figures (page: 573)

الأسئلة الموضوعية - MCQ



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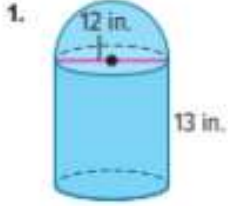
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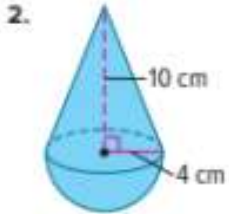
Mr. Aghead

Find the volume of each solid. Round to the nearest tenth. (Example 1)



- A. 452.2 in³
B. 1,469.5 in³
C. 1,921.7 in³
D. 2,373.9 in³

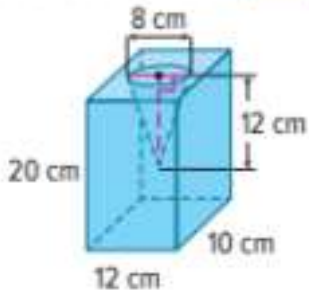
D	C	B	A
---	---	---	---



- A. 134.0 cm³
B. 167.5 cm³
C. 301.5 cm³
D. 435.5 cm³

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

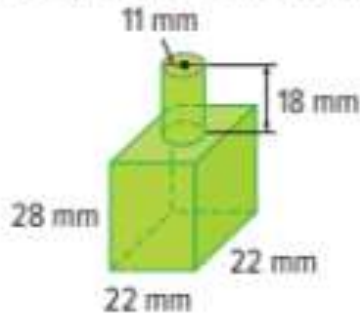
3. Find the volume of the flower vase. Round to the nearest tenth. (Example 2)



- A. 201.0 cm³
B. 2,199.0 cm³
C. 2,400.0 cm³
D. 2,601.0 cm³

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

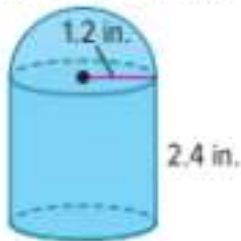
4. Find the volume of the nail polish bottle.
Round to the nearest tenth. (Example 3)



- A. 1,709.7 mm³
B. 13,552.0 mm³
C. 15,261.7 mm³
D. 28,813.7 mm³

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

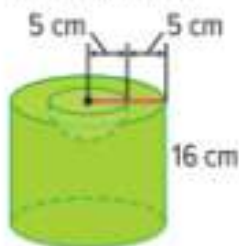
5. Find the volume of the salt shaker. Round to the nearest tenth.



- A. 3.6 in³
B. 10.9 in³
C. 14.5 in³
D. 18.1 in³

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

6. Find the volume of the solid. Round to the nearest tenth.

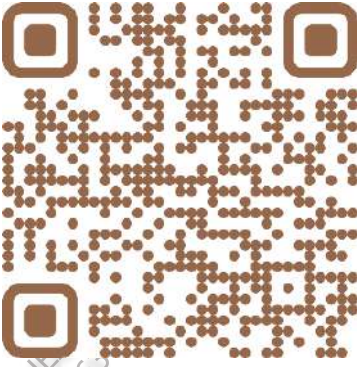


- A. 261.7 cm³
B. 4,762.3 cm³
C. 5,024.0 cm³
D. 5,285.7 cm³

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

Q20: Use a set of bivariate data to construct a scatter plot and describe the association as positive or negative and as linear or nonlinear (page: 583, 589)

الأسئلة الموضوعية - MCQ



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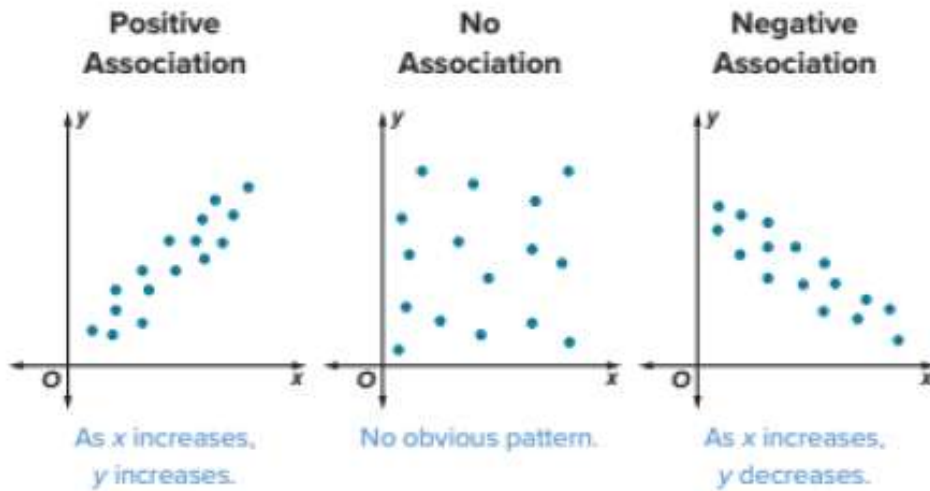
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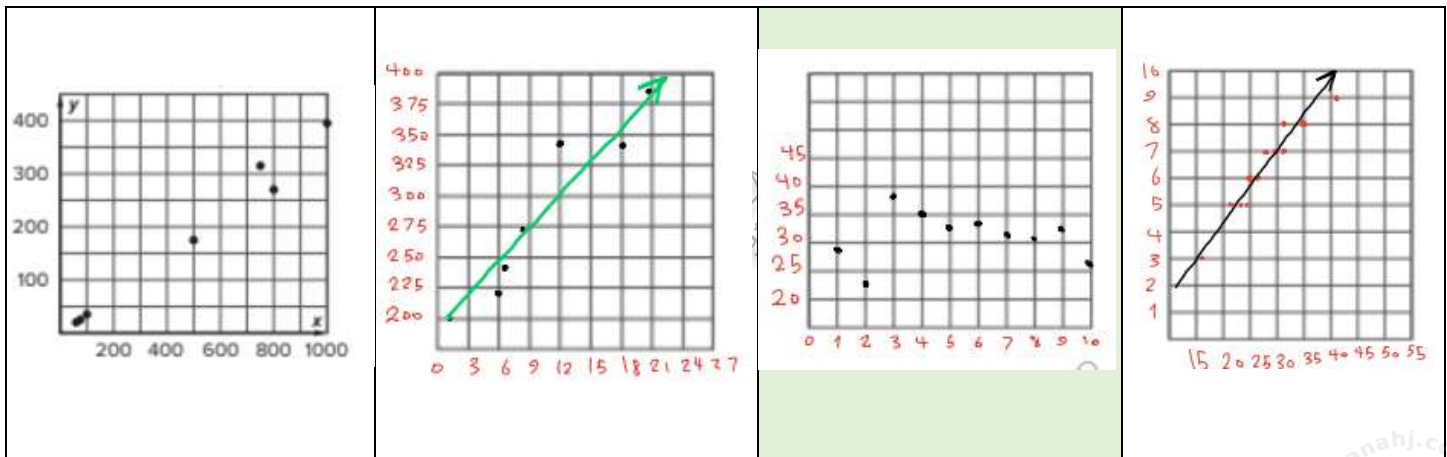
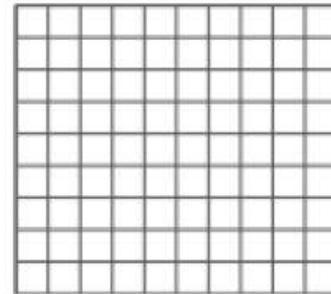
You can analyze the shape of the distribution of a scatter plot to investigate patterns of association between the variables.



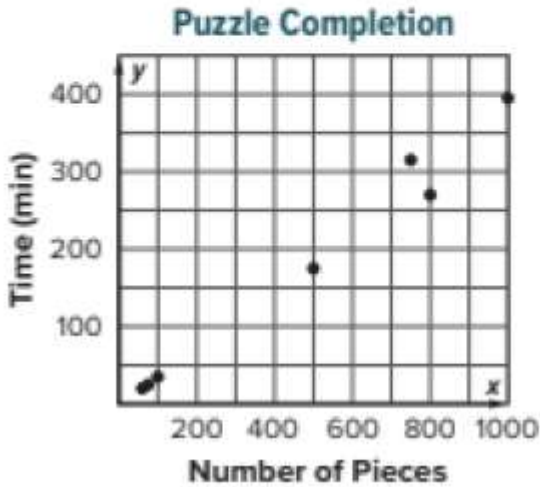
If the distribution of points on a scatter plot shows a positive or negative association, then the distribution can be classified as linear or nonlinear.

- The table shows the average points scored per game by an NBA player in the first ten seasons of his career. Construct a scatter plot of the data. (Example 1)

Season	1	2	3	4	5
Average Points Per Game	28.2	22.7	37.1	35.0	32.5
Season	6	7	8	9	10
Average Points Per Game	33.6	31.5	30.1	32.6	26.9



2. The scatter plot shows the relationship between the number of pieces in a jigsaw puzzle and the number of minutes that are recommended to complete the puzzle. Interpret the scatter plot. (Example 2)

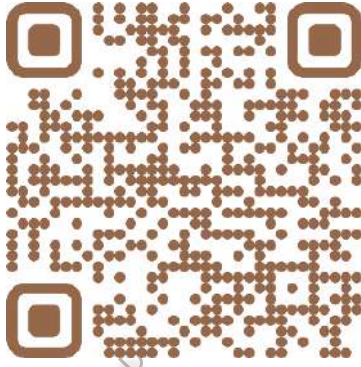


- A. Negative association, Linear, Cluster of data: 0–100 pieces between 0–50 min, Outlier: (1000, 400).
- B. Positive association, Linear, Cluster of data: 0–100 pieces between 0–50 min, Outlier: (1000, 400).
- C. Positive association, Non-linear, No distinct clusters or outliers.
- D. No association, Non-linear, Cluster of data: 400–600 pieces between 200–300 min.

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

Q21: Use a scatter plot to draw a line that closely fits the data and predict values that are not present in the original data set (page: 597)

الأسئلة الموضوعية - MCQ



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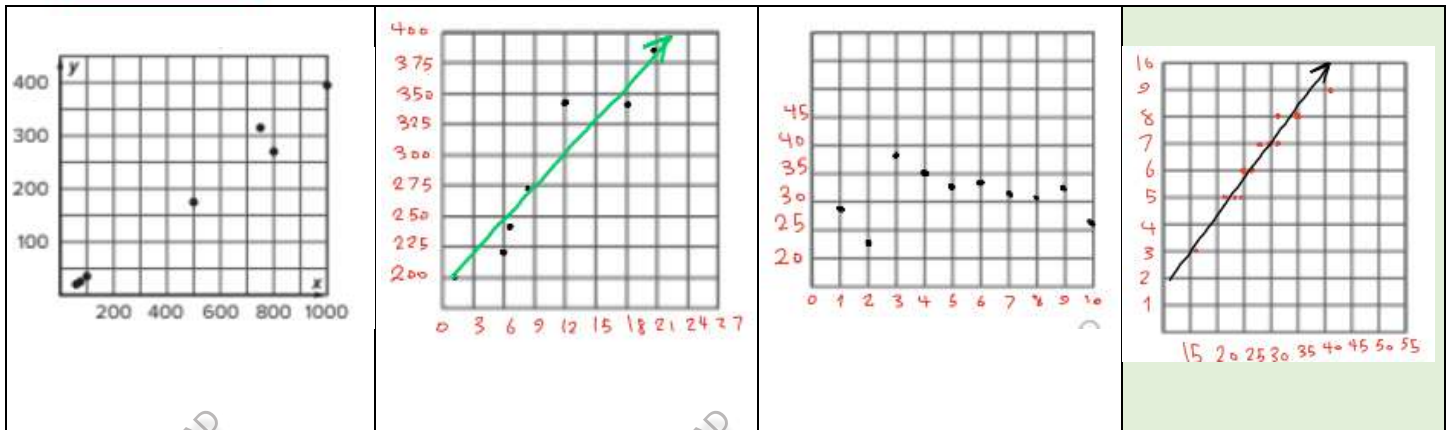
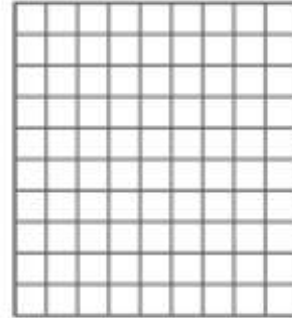
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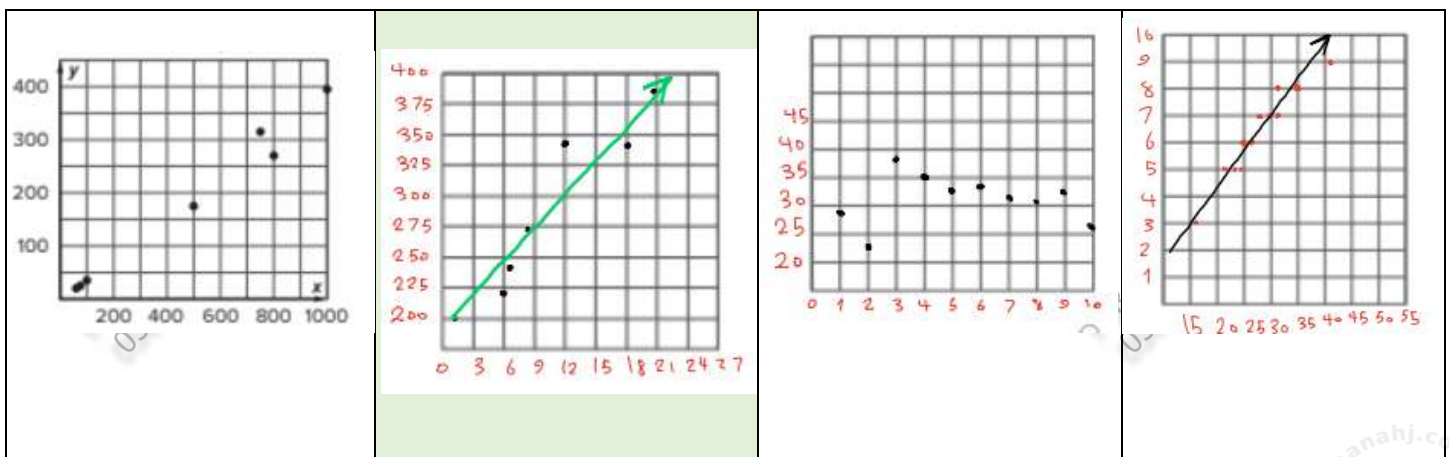
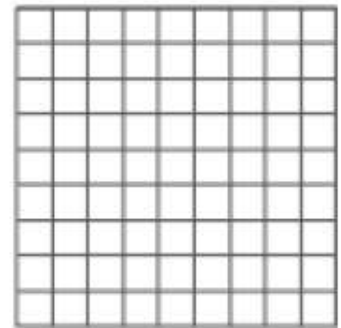
1. The table shows the average combined miles per gallon (MPG) and greenhouse gas (GHG) rating for certain mid-size cars. Construct a scatter plot. Then draw and assess a line that seems to represent the data. (Example 1)

Average MPG	22	25	31	28	16	26
GHG Rating	5	6	7	7	3	6
Average MPG	35	41	24	32	30	23
GHG Rating	8	9	5	8	7	5



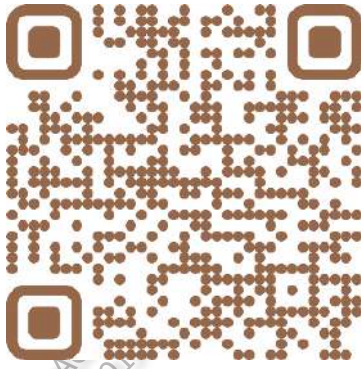
2. The table shows the fat and Calorie content for several snack foods. Construct a scatter plot. Then draw and assess a line that seems to represent the data. (Example 1)

Fat (g)	1	6	7	8	12	18	20
Calories	200	222	239	274	338	339	385



Q22: Use a scatter plot to draw a line that closely fits the data and predict values that are not present in the original data set (page: 597)

الأسئلة الموضوعية - MCQ



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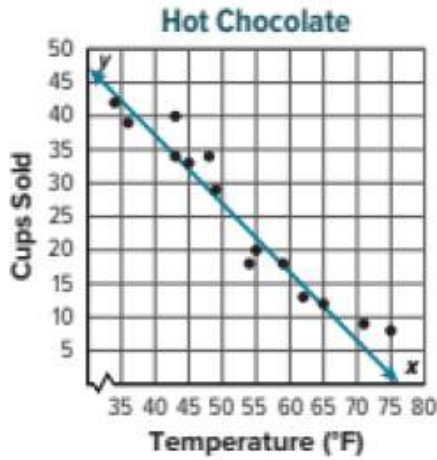
اضغط على الرقم: 0566991363



Mr. Aghead

3. The scatter plot shows the number of cups of hot chocolate sold at a football game and the average temperature during the game. Use the line of fit to make a conjecture about the number of cups of hot chocolate sold if the average temperature is 50°F.

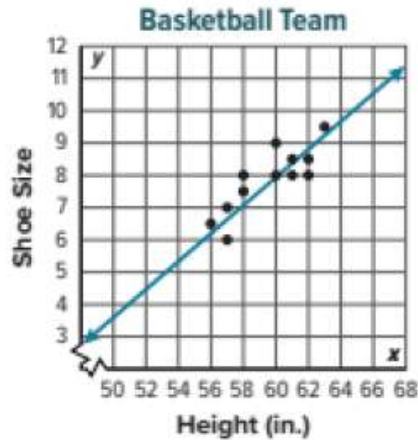
(Example 2)



- A. 15 cups
B. 20 cups
C. 26 cups
D. 35 cups

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

4. The scatter plot shows the height and shoe size of the players on the boys' basketball team. Use the line of fit to make a conjecture about the shoe size of a boy on the team that is 59 inches tall. (Example 2)

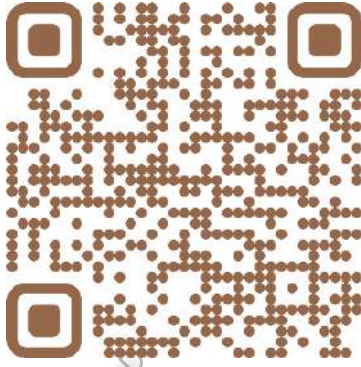


- A. 6
B. 7.5
C. 8.5
D. 9.5

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

Q23: Find the equation for a line that closely fits the data and use it to predict values that are not present in the original data set (page:607)

الأسئلة الموضوعية - MCQ



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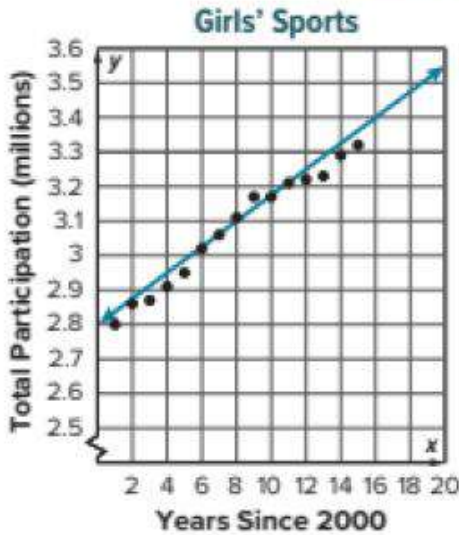
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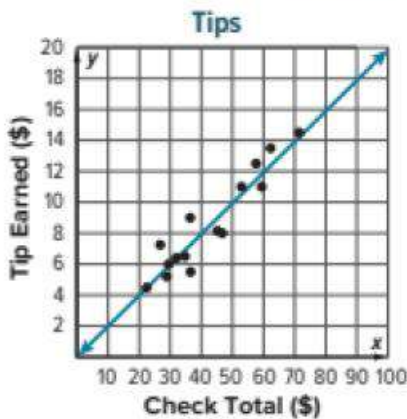
1. The scatter plot shows the number of girls that participated in high school sports. Write an equation in slope-intercept form for the line of fit that is drawn. Then interpret the slope and y-intercept. (Example 1)



- A. $y = 0.025x + 2.8$
B. $y = 2.8x + 0.025$
C. $y = 0.25x + 2.8$
D. $y = 0.025x - 2.8$

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

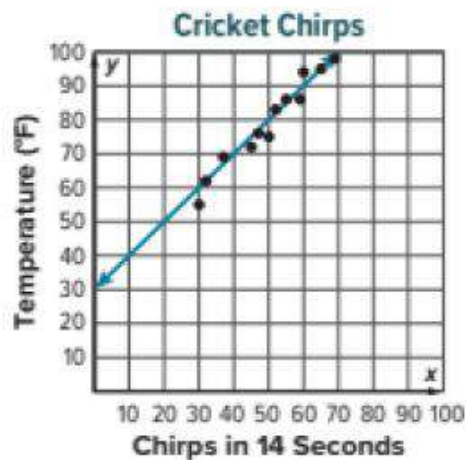
2. The scatter plot shows the tips different restaurant servers earned one night. Write an equation in slope-intercept form for the line of fit that is drawn. Then interpret the slope and y-intercept. (Example 1)



- A. $y = 6x$
B. $y = 0.2x + 6$
C. $y = 0.2x$
D. $y = 5x$

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

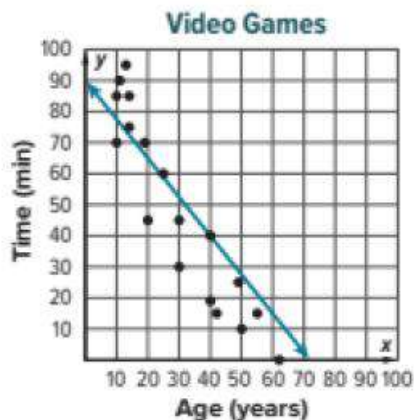
3. The scatter plot shows the relationship between the number of times a cricket chirps and the current temperature. Write an equation for the line of fit. Then use it to make a conjecture about the temperature when there are 40 cricket chirps. (Example 2)



- A. Equation: $y = x + 30$; Temperature: 70°F
 B. Equation: $y = 30x + 1$; Temperature: $1,230^{\circ}\text{F}$
 C. Equation: $y = x - 30$; Temperature: 10°F
 D. Equation: $y = 2x + 30$; Temperature: 110°F

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

4. **Multiple Choice** The scatter plot shows the results of a survey about age and daily time spent playing video games. Which equation best represents the line of fit?

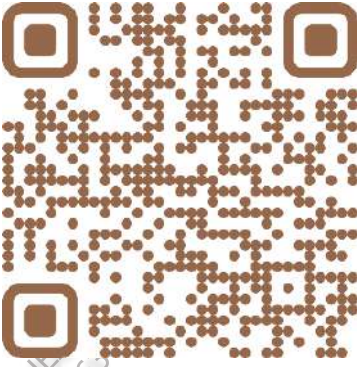


- (A) $y = 0.8x + 90$ (C) $y = 1.25x + 90$
 (B) $y = -0.8x + 90$ (D) $y = -1.25x + 90$

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

Q24: Construct and interpret a two-way table
using relative frequencies (page: 609, 617)

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A **two-way table** shows data from one sample as it relates to two different categories. One category is represented by rows, and the other is represented by columns.

 **Go Online** Watch the animation to learn more about two-way tables.

The animation shows the following two-way table containing the results of a survey about drama and art participation. One hundred forty-six students were surveyed.

	Art	No Art	Total
Drama	26	38	64
No Drama	68	14	82
Total	94	52	146

Each row shows the frequency of student participation in drama. Each column shows the frequency of student participation in art. Twenty-six students participate in both art and drama. Fourteen students do not participate in either art or drama.

How many students participate in drama, but not art? _____

- A. 14
- B. 26
- C. 38
- D. 64

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

1. Omar surveyed students at his school. He found that 23 students are in the Chess Club, and 8 of those students are in the Math Club. There are 19 students that are in the Math Club. Ten students are in neither club. Construct a two-way table summarizing the data. (Example 1)

	Math Club	No Math Club	Total
Chess Club			
No Chess Club			
Total			

A. | | Math Club | No Math Club | Total |

|---|---|---|---|

| Chess Club | 8 | 11 | 19 |

| No Chess Club | 15 | 10 | 25 |

| Total | 23 | 21 | 44 |

B. | | Math Club | No Math Club | Total |

|---|---|---|---|

| Chess Club | 8 | 15 | 23 |

| No Chess Club | 11 | 10 | 21 |

| Total | 19 | 25 | 44 |

C. | | Math Club | No Math Club | Total |

|---|---|---|---|

| Chess Club | 15 | 8 | 23 |

| No Chess Club | 10 | 11 | 21 |

| Total | 25 | 19 | 44 |

D. | | Math Club | No Math Club | Total |

|---|---|---|---|

| Chess Club | 8 | 15 | 23 |

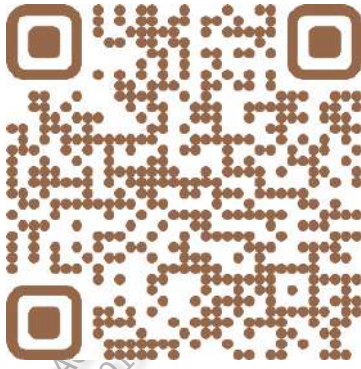
| No Chess Club | 11 | 15 | 26 |

| Total | 19 | 30 | 49 |

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

Q25: Construct and interpret a two-way table using relative frequencies (page: 617)

الأسئلة الموضوعية - MCQ



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Mr. Aghead

2. The table shows the results of a survey that asked seventh and eighth grade students whether they buy or pack their lunch. Find the relative frequencies. Round to the nearest hundredth. Are seventh graders or eighth graders more likely to buy their lunch? Explain. (Example 2)

	Buy Lunch	Pack a Lunch	Total
7th Graders	30	45	75
8th Graders	51	25	76
Total	81	70	151

- A. Seventh graders: 0.40, Eighth graders: 0.67; Eighth graders are more likely.
B. Seventh graders: 0.60, Eighth graders: 0.33; Seventh graders are more likely.
C. Seventh graders: 0.37, Eighth graders: 0.63; Eighth graders are more likely.
D. Seventh graders: 0.40, Eighth graders: 0.34; Seventh graders are more likely.

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

3. The table shows the results of a survey about the number of bus riders at McGuffey Junior High. Find the relative frequencies. Round to the nearest hundredth. Are male students or female students more likely to not ride the bus? Explain. (Example 3)

	Male	Female	Total
Bus	110	84	194
No Bus	85	42	127
Total	195	126	321

- A. Male: 0.56, Female: 0.44; Female students are more likely.
B. Male: 0.44, Female: 0.33; Male students are more likely.
C. Male: 0.44, Female: 0.34; Male students are more likely.
D. Male: 0.56, Female: 0.66; Female students are more likely.

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