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Applications 1. a.  $-12 +$

$$(4 - 9) = -7 - 12 + 5 = -7$$

$$[-12 + (4)] - 9 = -7 - 16 + 9$$

$$= -7 - (14 - 20) - 8$$

$$= -14 - 6 - 8 = -14 - (20$$

$$8) = 2 - 12 = 2$$

These do not result in

the same answer

because subtraction is

not associative

(Associative Property

does not hold), while

addition is associative.

$$[14c. + (-20)] - 8 =$$

$$-14 - 6 + (-8) = -14$$

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4 52.  $\sim 2,000$   $\sim 1,500$   
 $\sim 1,000$   $\sim 500$  0 San  
Francisco Salt Lake  
City Cheyenne Omaha  
Chicago Cleveland New  
York 500 1,000 1,500  
Extensions 53.  $-23$   $7$   
 $-45$  54.  $-23$   $+ 107$   $-45$   
55.  $-23$   $107$   $-45$  56.  $-23$   
#  $107$   $-45$  # 57.  $-23$  # (  
 $10$ ) $6$   $-45$  # 58. a + c  $7$  b

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59. a-c7 b 60. a # c7 b  
# if is positive a # c6 b  
if is negative a # c =b  
if 0 ...

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Answers | Investigation  
4 21.  $y - 1 = 2(x - 1)$  is  
similar to the  
relationship of the  
number of cubes  
painted on two faces  
because they are both  
linear.  $y - 2 = (x - 1)^3$  is  
similar to the  
relationship of the

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number of cubes  
painted on 0 faces or  
total cubes because  
they are both cubic.  $y$   
 $3 = 4(x - 1)^2$  is similar  
to the relationship

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Answers | Investigation

4 Connections 24. B

25. = 49. Because 6

and 7.  $6^2 = 36$  and  $7^2$

39 is between 36 and

49, 39 is between 6

and 7. 26. = 576 and

$25^2 = 625$  and  $24^2 = 576$



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625. Because 600 is between 576 and 625, The volume of the cylinder is

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2/13/06 6:57 PM Page  
115. 13. a. Slope = 1 b.  
The slope is the  
change in the y values  
compared to the  
change in the x values  
between two points in  
the table. As the x  
values go up by 1, the  
y values go up by 1. So  
the slope is 1:1 or 1.

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**Page 115 Answers**

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Connecting Rates and Ratios ACE #15 In parts (a) and (b), the equations represent linear relationships.

Use the given information to find the value of  $b$ .

a. The point  $(1, 5)$  lies on the line representing  $y = b - 3.5x$ .

b. The point  $(0, -2)$  lies on the line representing  $y = 5x - b$ .

c.

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**Investigations -**

**ClassZone**

6.4 Exploring Inverse Functions Question to Investigate: How are a function and its inverse related? Explore: Find the inverse of  $f(x) = x - 3$

2. STEPS: 1.

Choose Graph

Functions: values of  $x$  and find the corresponding values of  $f(x)$ . Make a table, plot the points, and then draw the line that

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passes through them.

2. Interchange

Coordinates:

## **Algebra 2 Notes**

### **Name 6.4 Exploring Inverse Functions**

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2 from the graph, so  
some inaccuracy is

Note: To graph these  
equations on a  
graphing calculator,  
you could use the  
following window:

$X_{\min}=0$ ,  $X_{\max}=100$ ,

$Y_{\min}=0$ , and

$Y_{\max}=350$  with the X

and Y scl=1 and

$X_{\text{res}}=1.5$ . a. \$35 is the  
initial charge for  
skating.

**Answers |**

**Investigation 2**

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Launch: Using the Getting Ready section, students will understand that they can sketch many lines that have a slope of 3 and that they are all parallel to each other.

Ask students for observations on the set of lines in Question A.

Exploration: Working in pairs, students will complete the exploration (handout 4.3). As you circulate, encourage students to



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look for patterns and  
make conjectures.

Exploring Slope  
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**Lesson: Exploring  
Patterns With Lines  
(Problem 4.3)**

Exploring Linear  
Functions With Graphs  
and Tables In the last  
investigation, you  
examined relationships  
that were linear  
functions. For  
example, the distance a  
person walks at a  
constant rate is a  
function of ... Write a

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question you could answer by locating this point. D. 1.

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## **Exploring Linear Functions With Graphs and Tables**

Investigation

4 Exploring Slope 75

4.3 Problem 4.3

Exploring Patterns With Lines Your

understanding of linear relationships can be used to explore some ideas about groups of lines. The slope of a

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line is 3. • Sketch a line with this slope. • Can you sketch a different line with this slope? Explain. Exploring Patterns With Lines

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their answers to questions #3. Call on some students to share with the class. #4, 5  
Pair Share : Have students turn and share with their partners what variables they manipulated and

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what they noticed.

True/False, Circle

Correct Answer: Assess  
student learning based  
on student answers.

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