

Mark the letter to the *single*, correct (or most accurate) answer to each problem.

1. What is the value of x in the triangle on the right?

A. 12 B. 6 C. $2\sqrt{3}$
D. 4 E. 8



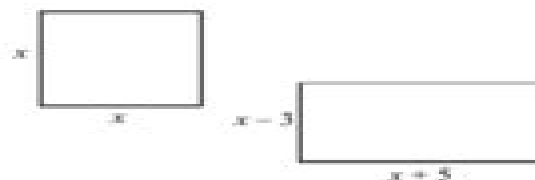
2. What is the distance between the points $(3, -5)$ and $(-2, 7)$?

A. 17 B. 14 C. 12 D. 13 E. 15

3. Which of the following is NOT true of a 30-60-90 triangle?

A. One angle is twice as large as another angle.
B. One leg is twice as large as the other leg.
C. The smallest angle is three times as large as the biggest angle.
D. The ratio of the longer leg to the hypotenuse is $\frac{\sqrt{3}}{2}$.
E. The side opposite the 30° angle is half as long as the hypotenuse.

4. A square and a rectangle have the same area. The width of the rectangle is 3 cm less than the width of the square, and the length of the rectangle is 5 cm more than the length of the square. How long is each side of the square?



A. 6 cm B. 7 cm C. 6.5 cm D. 7.5 cm E. 8.5 cm

Geometry 2nd Semester Test

Y Pai



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Subcommittee on Education, 1966 **Bulletin**, 1960 **ICGG 2020 - Proceedings of the 19th International**
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Graphics from recent achievements on theoretical researches to a wide range of innovative applications as well as new
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19th International Conference on Geometry and Graphics which was held in S o Paulo Brazil The conference started in 1978
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College, 1907 *Catalog* United States Armed Forces Institute, 1971 **The Detroit Educational Bulletin**, 1928
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mathematics have turned educational researchers attention to some high achieving education systems especially those in

East Asia including Chinese Mainland Hong Kong Japan Singapore South Korea and Taiwan However there is much less sharing and learning of educational policy and practices that goes beyond one or two such high achieving education systems At this time when educational changes and reforms for improving students learning of mathematics are also underway within these high achieving education systems in East Asia it becomes timely and important for the world to learn why and how relevant changes take place across these selected education systems This book has put together a set of papers that individually presents issues on the changing mathematics curriculum and teacher education in the six high achieving education systems in East Asia Collectively the book extends beyond what we can learn about exemplary practices in individual education systems in East Asia It helps us develop a better understanding of the interplay between various measures for the pursuit of excellence in mathematics curriculum and teacher education on the one hand and the different system contexts on the other The intended readers of the book include education policy makers curriculum developers researchers teachers teacher educators and anyone else interested in school mathematics curriculum and teacher education

Bulletin Kansas Association of Teachers of Mathematics, 1927

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