

Study Guide

| Question(s) | Section(s) | Refer to | The student can ... |
|--------------|------------|------------------|---|
| 1, 6, 7, 8 | 2.3 | Example 2 | <ul style="list-style-type: none"> ✓ solve problems using proportional reasoning ✓ use more than one method to solve proportional reasoning problems |
| 2, 5, 12, 13 | 2.2 | Example 1 | <ul style="list-style-type: none"> ✓ express rates using words and symbols ✓ identify, describe, and record rates from real-life examples ✓ solve problems using rates |
| 3, 10 | 2.1 | Examples 1, 2 | <ul style="list-style-type: none"> ✓ represent three-term ratios ✓ represent a ratio as a fraction ✓ represent a ratio as a percent ✓ solve problems using ratios |
| 4, 9 | 2.1 | Example 1 | <ul style="list-style-type: none"> ✓ represent two-term ratios ✓ identify, describe, and record ratios from real-life examples ✓ solve problems using ratios |
| 11 | 2.2 | Example 2 | <ul style="list-style-type: none"> ✓ solve problems using rates |
| 14 | 2.1 | Explore the Math | <ul style="list-style-type: none"> ✓ represent two-term ratios ✓ identify, describe, and record ratios from real-life examples ✓ solve problems using ratios |

Answers

Chapter 2 Practice Test

1. B 2. C 3. D 4. B

5. 360 Australian dollars

6. 8000, 4000

7. 63 scarves

8. 25 L

9. a) 4 students b) 4 : 1

10. a) 1024 cm²

11. a) Estimates may vary. Example: Small size: round to \$2.00/500 mL, which is 40¢/100 mL; Large size: round to \$3.20/800 mL, which is 40¢/100 mL. The estimates are the same.

b) Small size: 0.418¢/mL; Large size: 0.4386¢/mL. Therefore, the small size is a better buy.

12. a) Peter ran at 6.67m/s and Eva ran at 8.33 m/s. Therefore, Eva is faster.

b) Peter would run 800 m in 2 min; Eva would run 1000 m in 2 min.

c) Peter would take 2.5 min to run 1 km; Eva would take 2 min to run 1 km. Assumptions may vary. Example: Assume they maintain the same rate of speed for the longer distance.

13. a) Karen earns more per hour. She earns \$12/h while Liam earns \$11/h.

b) \$88

14. Answers may vary slightly depending on accuracy of measurement.

a) 4.2 : 114; This ratio compares the reduction to the actual height of the mountain goat.

b) $\frac{4.2}{114} = \frac{0.9}{x} = 24.43$; Actual length of a horn is 24.43 cm.

| Assessment | Supporting Learning |
|---|--|
| Assessment as Learning | |
| <p>Chapter 2 Self-Assessment</p> <p>Have students review their earlier responses in the What I Need to Work On sections of their chapter Foldable.</p> | <ul style="list-style-type: none"> • Have students use their responses on the practice test and work they completed earlier in the chapter to identify areas in which they may need to reinforce their understanding of skills or concepts. Before the chapter test, coach them in the areas in which they are having difficulties. |
| Assessment of Learning | |
| <p>Chapter 2 Test</p> <p>After students complete the practice test, you may wish to use BLM 2–12 Chapter 2 Test as a summative assessment.</p> | <ul style="list-style-type: none"> • Consider allowing students to use their chapter Foldable. • Consider using the Math Games on page 74 or the Challenge in Real Life on page 75 to assess the knowledge and skills of students who have difficulty with tests. |