

Accelerated Geometry

Name \_\_\_\_\_

**Pre-Course  
ASSIGNMENT  
Accelerated Geometry  
2023-24**

Teacher: Mr. Dolly

Email: [jdolly@gasd-pa.org](mailto:jdolly@gasd-pa.org)



# **Student Pre-course (Summer) Assignment 2023-2024**

## **Accelerated Geometry**

Hello folks.

My name is Mr. Dolly and I will be your Accelerated Geometry teacher next year.

The pre-course assignment is **required work** for all students entering accelerated courses at Gettysburg Area High School. We have adjusted all accelerated packets due to limitations in course coverage from last year.

The packet must be completed and turned in the **first day** of class for each semester.

(August for Fall semester students, January for Spring semester students.) *Note: Fall semester students should work throughout June and July to finish the packet, and shoot me some questions in August to make sure you have it in tip-top shape before school starts. Spring semester students should work on the packet over the course of the fall since it draws heavily on material from Algebra 1.5.*

### ***Instructions:***

Print out (or disassemble) the packet, **work out** the problems in the worksheet space or on blocks provided (as directed in the index). **Write** your name on the top and staple the packet together in order. **All work must be shown to receive full credit.**

Along with the Pre-course assignment, you will be taking a quiz on the material within the first week of class. I will combine those scores to form your **Pre-Course Assignment grade**.

I check my email regularly, so contact me if you have any questions or difficulty accessing materials over the summer or fall. I will do my best to straighten them out.

Happy Mathing!



Email: jdolly@gasd-pa.org



# **Accelerated Geometry Summer Assignment**

<u>Topic</u>	<u>Chapter</u>	<u>Lesson / Problems</u>
<u><b>Writing Linear Equations</b></u>		
- slope-intercept form	7 – 2	Problems 1 – 15 (on worksheet)
- point-slope form	7 – 3	1-6, 10- 15, 19-24 (on block paper)
<u><b>Linear Graphing</b></u>		
- TI-83		handout (no problems)
- by hand	7 – 5	Problems 1 – 12 (on worksheet)
<u><b>Polynomials</b></u>		
- FOIL	9 – 3, 4	Problems 1 – 15 (block paper)
- factoring trinomials	10 – 3	Problems 1 – 21 (on worksheet)
<u><b>Solving Systems of Equations</b></u>		
- Graphing (with calculator)	13 – 1	Problems 1 – 12 (on worksheet)
- Substitution	13 – 3	Problems 1 – 12 (block paper)
- Elimination	13 – 4	Problems 1 – 9 (block paper)
	13 – 5	Problems 1 – 12 (block paper)

**Practice****Writing Equations in Point-Slope Form**

**Write the point-slope form of an equation for each line passing through the given point and having the given slope.**

1.  $(4, 7), m = 3$

2.  $(-2, 3), m = 5$

3.  $(6, -1), m = -2$

4.  $(-5, -2), m = 0$

5.  $(-4, -6), m = \frac{2}{3}$

6.  $(-8, 3), m = -\frac{3}{5}$

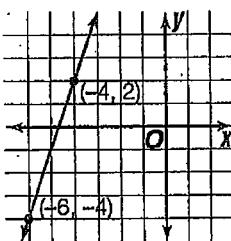
7.  $(7, -9), m = 4$

8.  $(-6, 3), m = -\frac{1}{2}$

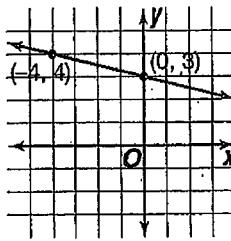
9.  $(-2, -5), m = 8$

**Write the point-slope form of an equation for each line.**

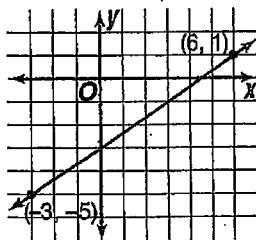
10.



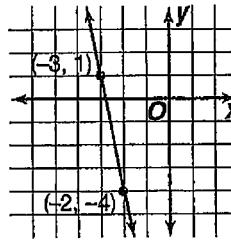
11.



12.



13.



14. the line through points  
at  $(-2, -2)$  and  $(-1, -6)$

15. the line through points  
at  $(-7, -3)$  and  $(5, -1)$

**7-3**

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**Practice*****Writing Equations in Slope-Intercept Form***

***Write an equation in slope-intercept form of the line with each slope and y-intercept.***

1.  $m = -3, b = 5$

2.  $m = 6, b = 2$

3.  $m = 4, b = -1$

4.  $m = 0, b = 4$

5.  $m = \frac{2}{5}, b = -7$

6.  $m = -\frac{3}{4}, b = 8$

***Write an equation in slope-intercept form of the line having the given slope and passing through the given point.***

10.  $m = 3, (4, 2)$

11.  $m = -2, (-1, 3)$

12.  $m = 4, (0, -7)$

13.  $m = -\frac{3}{5}, (-5, -3)$

14.  $m = \frac{1}{4}, (-8, 6)$

15.  $m = -\frac{2}{3}, (9, -4)$

***Write an equation in slope-intercept form of the line passing through each pair of points.***

19.  $(1, 3)$  and  $(-3, -5)$

20.  $(0, 5)$  and  $(3, -4)$

21.  $(2, 1)$  and  $(3, 6)$

22.  $(-3, 0)$  and  $(6, -6)$

23.  $(4, 5)$  and  $(-5, 5)$

24.  $(0, 6)$  and  $(-4, 3)$

ssignment 7-3: 1-6, 10-15, 19-24

Name \_\_\_\_\_

	(2)		(3)
	(5)		(6)
	(11)		(12)
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(14)		(15)
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(20)		(21)
	<input type="text"/>	<input type="text"/>	<input type="text"/>
(2)	(23)		(24)
	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have an expression that you wish to evaluate repeatedly with a change in one part of the expression, you can press **[2nd] [ENTER]** after you have pressed **[ENTER]**, and the expression will reappear. You can edit it for your next computation. The **ENTER** command always repeats the last entered expression. You cannot scroll back through previous expressions you have evaluated.

**Example ① Evaluate  $\sqrt{3^2 - 4(6)} + [5 - (-12)]^3$ .**

Press: **2nd [V-RT] 3 [x] 4 [−] 6 [x] 5 [x] 12 [x] 3 [x] 6 [ENTER]**

Note that the square root function automatically includes a left parenthesis. You must enter the right parenthesis to indicate the end of the expression under the radical sign. If you have the decimal in the Float mode, as many as 10 digits may appear in the answer.

**Evaluate each expression if  $a = 4, b = -5, c = 2, d = \frac{2}{3}$ , and  $e = -1.5$ .**

a.  $abc - 3de^4$

b.  $\frac{e + 4a}{c^2 + 8b}$

For a series of expressions that use the same values for the variables, it is often helpful to store the value for each variable into the calculator. You can combine several commands in one line by using the colon after each command. The following commands save the values for variables  $a, b, c, d$  and  $e$ .

Press: **4 [STOP] [ALPHA] [A] [ALPHA] [B] 5 [STOP] [ALPHA] [B] [ALPHA] [C] 1.5 [STOP] [ALPHA] [C] [ALPHA] [D] [ALPHA] [D] [ALPHA] [E] 1.5 [STOP] [ALPHA] [E] [ENTER]**

a. Method 1: Using stored values  
**[ALPHA] [A] [ALPHA] [B] [ALPHA] [C] [ALPHA] [D] [ALPHA] [E] [ENTER]**

b. Method 2: Entering computations  
 $4 [x] [5 [x] 2 [−] 3 [x] 2 [+] 3 [x] 1 [x] 1.5 [x] 4 [ENTER]$

**Method 1: Using stored values**

**[ALPHA] [E] [ALPHA] [4] [ALPHA] [A] [ALPHA] [B] [ALPHA] [C] [ALPHA] [D] [ALPHA] [E] [ENTER]**

**Method 2: Entering computations**

**4 [x] 1.5 [x] 4 [x] 4 [x] 2 [x] 3 [x] 1 [x] 1.5 [x] 5 [x] 4 [ENTER]**

## TI-83 Plus Graphing Calculator Handbook

### Graphing Functions

**Example ② Evaluate  $\frac{\sqrt{3^2 - 4(6)} + [5 - (-12)]^3}{7^3 - 4(6) + 11 \cdot 56428547}$ .**

The minus key and the negative key are different keys.

**Evaluate each expression if  $a = 4, b = -5, c = 2, d = \frac{2}{3}$ , and  $e = -1.5$ .**

a.  $abc - 3de^4$

b.  $\frac{e + 4a}{c^2 + 8b}$

For a series of expressions that use the same values for the variables, it is often helpful to store the value for each variable into the calculator. You can combine several commands in one line by using the colon after each command. The following commands save the values for variables  $a, b, c, d$  and  $e$ .

Press: **4 [STOP] [ALPHA] [A] [ALPHA] [B] 5 [STOP] [ALPHA] [B] [ALPHA] [C] 1.5 [STOP] [ALPHA] [C] [ALPHA] [D] [ALPHA] [D] [ALPHA] [E] 1.5 [STOP] [ALPHA] [E] [ENTER]**

a. Method 1: Using stored values  
**[ALPHA] [A] [ALPHA] [B] [ALPHA] [C] [ALPHA] [D] [ALPHA] [E] [ENTER]**

b. Method 2: Entering computations  
 $4 [x] [5 [x] 2 [−] 3 [x] 2 [+] 3 [x] 1 [x] 1.5 [x] 4 [ENTER]$

**Method 1: Using stored values**

**[ALPHA] [E] [ALPHA] [4] [ALPHA] [A] [ALPHA] [B] [ALPHA] [C] [ALPHA] [D] [ALPHA] [E] [ENTER]**

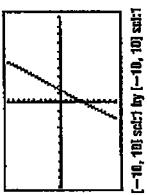
**Method 2: Entering computations**

**4 [x] 1.5 [x] 4 [x] 4 [x] 2 [x] 3 [x] 1 [x] 1.5 [x] 5 [x] 4 [ENTER]**

Most functions can be graphed by using the **[Y=]** key. The viewing window most often used for non-trigonometric functions is the standard viewing window  $[-10, 10]$  scl:1 by  $[-10, 10]$  scl:1, which can be accessed by selecting **6:Standard** on the **ZOOM** menu. Then the window can be adjusted so that a complete graph can be viewed. A complete graph is one that shows the basic characteristics of the parent graph.

**Example ① Linear Functions** A complete linear graph shows the  $x$ - and  $y$ -intercepts.

a. Graph  $y = 3x - 4$  in the standard viewing window.



Press: **[Y=] 3 [x] 4 [ZOOM] 6**

If your calculator is already set for the standard viewing window, press **[ZOOM] 6** instead of **[ZOOM] 6**.

Both the  $x$  and  $y$ -intercepts of the linear graph are viewable in this window, so the graph is complete.

b. Graph  $y = -2(x + 5) - 2$ .

Press: **[Y=] 2 [-] 2 [x] 5 [-] 2 [ZOOM] 2**

When this equation is graphed in the standard viewing window (Figure 1), a complete graph is not visible. The graph indicates that the  $y$ -intercept is less than  $-10$ . You can experiment with the **Ymin** setting, or you can rewrite the equation in  $y = mx + b$  form, which would be  $y = -2x - 12$ . The  $y$ -intercept is  $-12$ , so  $Ymin$  should be less than  $-12$ . Remember that  $Xmax$  and  $Ymax$  can be less than  $10$  so that your screen is less compressed. Use the **WINDOW** menu to change the parameters, or settings, and press **[GRAPH]** to view the result. There are many windows that will enable you to view the complete graph (Figure 2).

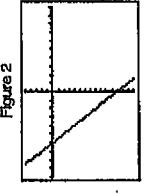


Figure 2

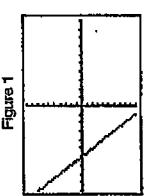
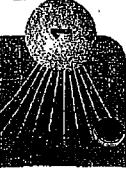


Figure 1

[-10, 10] scl:1 by [-10, 10] scl:1

[-10, 10] scl:1 by [-10, 10] scl:1



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## TI-83 Plus Graphing Calculator Handbook

### Introduction to the Graphing Calculator

This section introduces you to some commonly-used keys and menus of the calculator.

**Setting Preferences** The **[MODE]** key allows you to select your preferences in many aspects of calculation and graphing. Many of these settings are rarely changed in common usage. This screen shows the default mode settings.

Normal	Eng	← type of numeric notation
Frac	123456789	← number of decimal places in results
Degree	°	← unit of angle measure used
Radian	π	← type of graph (function, parametric, polar, sequence)
Polar	r	← whether to connect graphed points
Seqn	Dot	←
Prgm	Sigma	← real, rectangular complex, or polar complex number system
Graph	Rect	← graph occupies full screen, top of screen with TABLE on right
Table	Polar	← Polar screen below, or left side of screen with TABLE on right
Horiz	Grph	←
Vert	6-1	←

To change the preferences, use the arrow keys to highlight your choice and press **[ENTER]**.

**FORMAT** The **FORMAT** menu is the second function of **[2nd]** and sets preferences for the appearance of your graphing screen. The default screen is shown below.

RectGC	PolarGC	← rectangular or polar coordinate system
CoordOff	CoordOn	← whether to display the cursor coordinates on screen
GridOn	GridOff	← whether to show a grid pattern on screen
AxesOff	AxesOn	← whether to show the axes
LabelOn	LabelOff	← whether to show the equation being graphed
ExprOff	ExprOn	←

You can change your preferences in the **FORMAT** menu in the same way you change **[MODE]** settings.

#### Using Menus

Many keys on the calculator access menus from which you can select a function, command, or setting. Some keys access multiple menus. You can use the right and left arrow keys to scroll through the different menu names located at the top of the screen. As each menu name is highlighted, the choices on the screen change. The screens on the next page show various menus accessed by using **[MATH]**.

#### Computation

A graphing calculator is also a scientific calculator. That is, it follows the order of operations when evaluating entries. Unlike some scientific calculators, the graphing calculator displays every entry in the expression. Before pressing **[ENTER]** to evaluate the expression, you can use the arrow keys to scroll through the expression to make corrections. Corrections can be made in three ways.

- Use **[DEL]** to delete any unwanted entries.
- Use **[INS]** [**[INS]**] to insert omitted entries.
- "Type" over an incorrect entry. This overprints any entries and does not shift the entries to the right as a word processor does.

# 7-5

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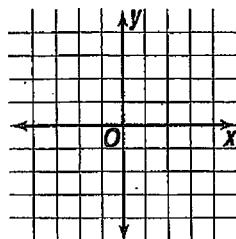
DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## Practice

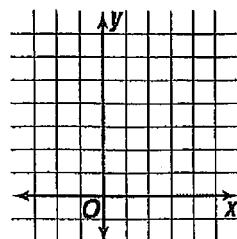
### Graphing Linear Equations

Determine the  $x$ -intercept and  $y$ -intercept of the graph of each equation. Then graph the equation.

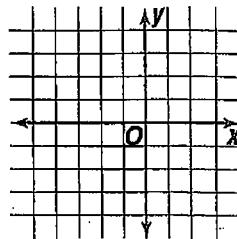
1.  $x + y = -2$



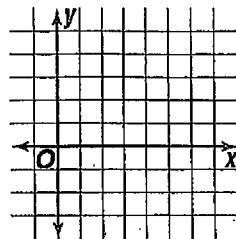
2.  $2x + y = 6$



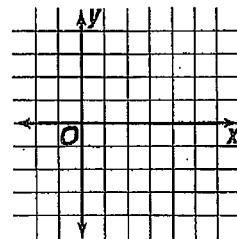
3.  $x - 2y = -4$



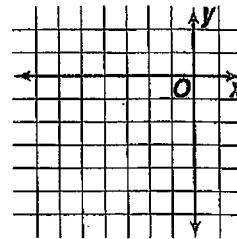
4.  $2x + 3y = 12$



5.  $3x - 3y = 9$

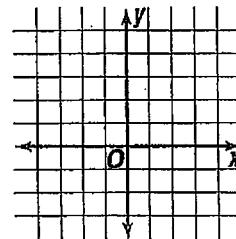


6.  $5x + 6y = -30$

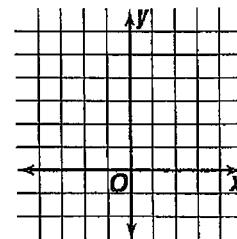


Determine the slope and  $y$ -intercept of the graph of each equation. Then graph the equation.

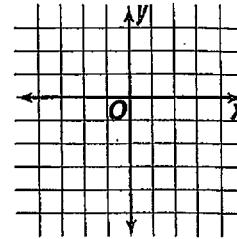
7.  $y = -x + 3$



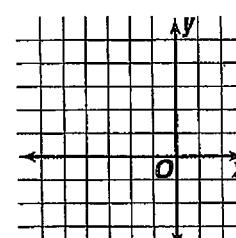
8.  $y = 5$



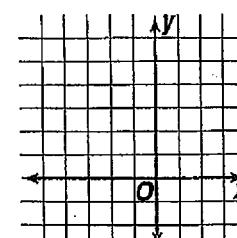
9.  $y = 3x - 4$



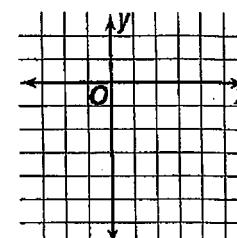
10.  $y = \frac{2}{5}x + 2$



11.  $y = -\frac{3}{4}x + 1$



12.  $y = \frac{2}{3}x - 6$



**9-3, 4 Study Guide and Intervention** *(continued)****Polynomials***

**Multiply Polynomials** You use the distributive property when you multiply polynomials. When multiplying binomials, the FOIL pattern is helpful.

**FOIL Pattern**

To multiply two binomials, add the products of  
**F** the *first* terms,  
**O** the *outer* terms,  
**I** the *inner* terms, and  
**L** the *last* terms.

**Example 1** Find  $4y(6 - 2y + 5y^2)$ .

$$\begin{aligned} 4y(6 - 2y + 5y^2) &= 4y(6) + 4y(-2y) + 4y(5y^2) && \text{Distributive Property} \\ &= 24y - 8y^2 + 20y^3 && \text{Multiply the monomials.} \end{aligned}$$

**Example 2** Find  $(6x - 5)(2x + 1)$ .

$$\begin{aligned} (6x - 5)(2x + 1) &= 6x \cdot 2x + 6x \cdot 1 + (-5) \cdot 2x + (-5) \cdot 1 \\ &\quad \text{First terms} \qquad \text{Outer terms} \qquad \text{Inner terms} \qquad \text{Last terms} \\ &= 12x^2 + 6x - 10x - 5 && \text{Multiply monomials.} \\ &= 12x^2 - 4x - 5 && \text{Add like terms.} \end{aligned}$$

**Exercises**

**Find each product.**

1.  $2x(3x^2 - 5)$

2.  $7a(6 - 2a - a^2)$

3.  $-5y^2(y^2 + 2y - 3)$

4.  $(x - 2)(x + 7)$

5.  $(5 - 4x)(3 - 2x)$

6.  $(2x - 1)(3x + 5)$

7.  $(4x + 3)(x + 8)$

8.  $(7x - 2)(2x - 7)$

9.  $(3x - 2)(x + 10)$

10.  $3(2a + 5c) - 2(4a - 6c)$

11.  $2(a - 6)(2a + 7)$

12.  $2x(x + 5) - x^2(3 - x)$

13.  $(3t^2 - 8)(t^2 + 5)$

14.  $(2r + 7)^2$

15.  $(c + 7)(c - 3)$

ssignment 9-3, 4: 1-15

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**10-3**

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**Practice****Factoring Trinomials:  $x^2 + bx + c$** 

**Factor each trinomial. If the trinomial cannot be factored, write prime.**

1.  $x^2 + 5x + 6$

2.  $y^2 + 5y + 4$

3.  $m^2 + 12m + 35$

4.  $p^2 + 8p + 15$

5.  $a^2 + 8a + 12$

6.  $n^2 + 4n + 4$

7.  $x^2 + 9x + 18$

8.  $x^2 + x + 3$

9.  $y^2 - 6y + 8$

10.  $c^2 - 8c + 15$

11.  $m^2 - 2m + 1$

12.  $b^2 - 9b + 20$

13.  $x^2 - 8x + 7$

14.  $n^2 - 5n + 6$

15.  $y^2 - 8y + 12$

16.  $c^2 - 4c + 5$

17.  $x^2 - x - 12$

18.  $m^2 + 5m - 6$

19.  $a^2 + 4a - 12$

20.  $y^2 - y - 6$

21.  $b^2 - 3b - 10$

# 13-1

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## Study Guide

### Graphing Systems of Equations

The ordered pair  $(-1, -3)$  is the solution of the system of equations

$$y = x - 2$$

$$y = 3x$$

because when  $-1$  is substituted for  $x$  and  $-3$  is substituted for  $y$ , both equations are true.

$$y = x - 2$$

$$-3 \stackrel{?}{=} -1 - 2$$

$$-3 = -3 \checkmark$$

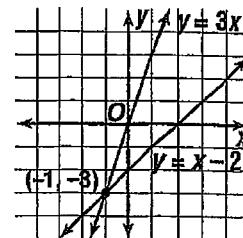
$$y = 3x$$

$$-3 \stackrel{?}{=} 3(-1)$$

$$-3 = -3 \checkmark$$

You can also graph both equations to show that  $(-1, -3)$  is the solution of the system.

The graphs appear to intersect at  $(-1, -3)$ . Since  $(-1, -3)$  is the solution of each equation, it is the solution of the system of equations.



You can also use a graphing calculator to solve the system of equations.

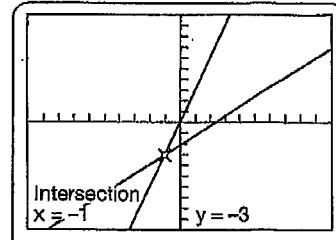
**Step 1** Enter these keystrokes in the  $Y=$  screen:

$X, T, \theta, n$  [ENTER] 2 [ENTER]

3  $X, T, \theta, n$  [ENTER] GRAPH

**Step 2** Use the INTERSECT feature to find the intersection point.

2nd [CALC] 5 [ENTER] [ENTER] [ENTER]

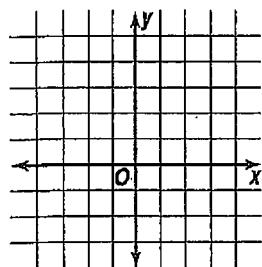


The solution is  $(-1, -3)$ .

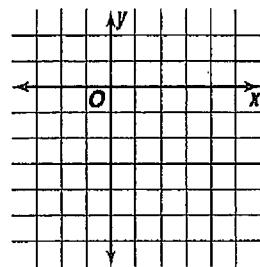
## Practice

**Graphing Systems of Equations****Solve each system of equations by graphing.**

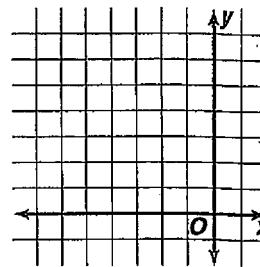
1.  $y = 3x$   
 $y = -x + 4$



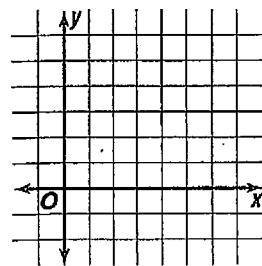
2.  $y = x - 4$   
 $y = 2x - 3$



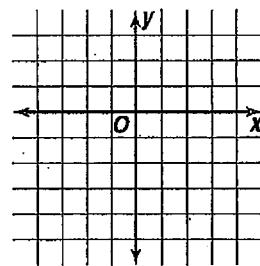
3.  $x = -3$   
 $y = x + 6$



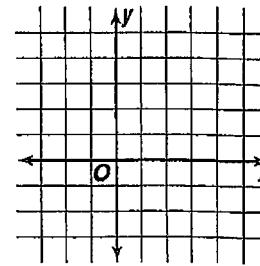
4.  $x - y = 1$   
 $y = 5$



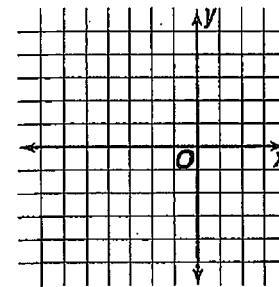
5.  $x + y = -1$   
 $x - y = 3$



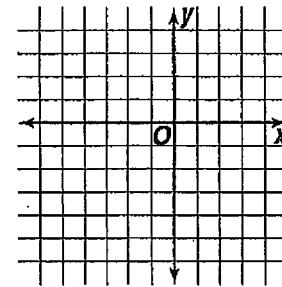
6.  $x + y = 2$   
 $y = -2x + 4$



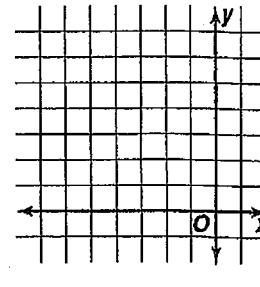
7.  $y = x + 3$   
 $y = -x - 5$



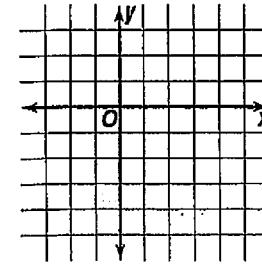
8.  $-x + y = 2$   
 $-2x + y = 7$



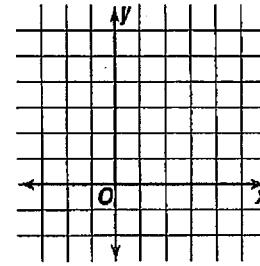
9.  $y = x + 6$   
 $y = 2$



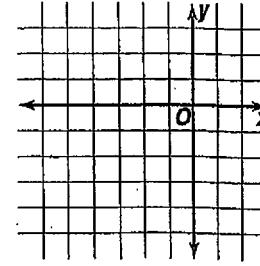
10.  $x - y = 4$   
 $y = -2x + 2$



11.  $y = x + 2$   
 $3x + y = 10$



12.  $y = x + 2$   
 $2x + y = -1$



# 13-3

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## Practice

### Substitution

**Use substitution to solve each system of equations.**

$$\begin{aligned} 1. \quad & y = x + 8 \\ & x + y = 2 \end{aligned}$$

$$\begin{aligned} 2. \quad & y = 2x \\ & 5x - y = 9 \end{aligned}$$

$$\begin{aligned} 3. \quad & y = x + 2 \\ & 3x + 3y = 6 \end{aligned}$$

$$\begin{aligned} 4. \quad & x = 3y \\ & 2x + 4y = 10 \end{aligned}$$

$$\begin{aligned} 5. \quad & x = y + 9 \\ & x + y = -7 \end{aligned}$$

$$\begin{aligned} 6. \quad & y = 2x + 1 \\ & 2x - y = 3 \end{aligned}$$

$$\begin{aligned} 7. \quad & x = 3y \\ & 2x + 3y = 15 \end{aligned}$$

$$\begin{aligned} 8. \quad & x - 2y = 4 \\ & 3x = 6y + 12 \end{aligned}$$

$$\begin{aligned} 9. \quad & x = 5y - 2 \\ & 2x + 2y = 4 \end{aligned}$$

$$\begin{aligned} 10. \quad & 4y + 2x = 24 \\ & x = 3y + 2 \end{aligned}$$

$$\begin{aligned} 11. \quad & y = 3x + 8 \\ & 4x + 2y = 6 \end{aligned}$$

$$\begin{aligned} 12. \quad & x = 3y + 10 \\ & 2x + 2y = -12 \end{aligned}$$

ssignment 13-3: 1-12

Name \_\_\_\_\_

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**Practice****Elimination Using Addition and Subtraction**

Use elimination to solve each system of equations.

1.  $x + y = 4$   
 $x - y = -6$

2.  $x - y = 7$   
 $x + y = 1$

3.  $3x + y = 12$   
 $x + y = 8$

4.  $x + 5y = -12$   
 $x + 2y = -9$

5.  $x + 2y = 9$   
 $3x - 2y = 3$

6.  $4x + 2y = 2$   
 $-4x - 3y = 3$

7.  $4x - 3y = 10$   
 $2x - 3y = 2$

8.  $2x + 5y = 1$   
 $2x + 10y = 10$

9.  $3y = x + 4$   
 $2x + 3y = 19$

Assignment 13-4: 1-9

Name \_\_\_\_\_

**13-5**

NAME \_\_\_\_\_

DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

**Practice*****Elimination Using Multiplication*****Use elimination to solve each system of equations.**

$$\begin{aligned}1. \quad & x + 3y = 6 \\& 2x - 7y = -1\end{aligned}$$

$$\begin{aligned}2. \quad & 9x + 3y = 12 \\& 2x + y = 5\end{aligned}$$

$$\begin{aligned}3. \quad & 3x - y = 14 \\& 5x + 4y = 12\end{aligned}$$

$$\begin{aligned}4. \quad & 8x - 3y = -3 \\& 2x - y = -5\end{aligned}$$

$$\begin{aligned}5. \quad & 3x + y = 2 \\& 6x + 2y = 4\end{aligned}$$

$$\begin{aligned}6. \quad & 5x - y = 16 \\& -4x - 3y = 10\end{aligned}$$

$$\begin{aligned}7. \quad & 5x + 2y = 24 \\& 10x - 5y = -15\end{aligned}$$

$$\begin{aligned}8. \quad & 3x + 4y = 6 \\& 7x + 8y = 10\end{aligned}$$

$$\begin{aligned}9. \quad & 2x - 3y = 5 \\& 3x + 9y = 21\end{aligned}$$

$$\begin{aligned}10. \quad & 3x + 2y = 11 \\& 6x + 3y = 13\end{aligned}$$

$$\begin{aligned}11. \quad & 6x - 2y = 4 \\& 2x - 5y = -3\end{aligned}$$

$$\begin{aligned}12. \quad & -7x - 3y = -5 \\& 5x + 6y = 19\end{aligned}$$

ssignment 13-5 = 1 - 12

Name \_\_\_\_\_

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