

# X-treme Review

## Math 8

Test Preparation

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## DEDICATION

This book is dedicated in loving memory of Michael J. Scoba Sr. and Carolina Gonzalez. We know you are both very proud of our accomplishments. We love you and miss you!

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# TO THE STUDENT

Hello 8th Grader! This *X-treme Math 8 Review* is designed to help you achieve success on the New York State 8th Grade Math Assessments.

Each chapter contains:

- **VOCABULARY**

These words and phrases help you identify ideas and operations in Math and are often used as correct responses to questions throughout the lesson.

- **SPECIFIC TOPICS**

Specific Topics are the "Strands," also called the Key (Main) Ideas. They are to be learned in preparation for the 8th Grade Math Test.

- **PRACTICE**

Each Lesson has many practice questions. They are based on the "Bands," also called the "Performance Indicators." You must be able to understand and do them for success on the 8th Grade Math Test.

- **X-TREME NOTES, HINTS, AND REMEMBER**



These special "Notes" and "Remember" hints give you pointers and mental aids to remember the main ideas used on the 8th Grade Math Test.

- **TEST PREPS**

These questions are similar to the questions you will have to answer correctly on the 8th Grade Math Test.

- **TWO COMPLETE TESTS**

These practice tests give you the opportunity to rehearse with questions on the level of the Assessments in order to do well on the 8th Grade Math Test.

- **TIPS FOR TAKING THE TEST AND REFERENCES**

This tells you what tools and notes you can and cannot have with you during the test.

Make Your Study *X-treme!*  
Good luck!

# UNIT FIVE PATTERNS AND FUNCTIONS



## Vocabulary

These words and phrases are associated with mathematical patterns and functions and may be used when answering questions in this chapter. Definitions can be found in the *Glossary/Index* at the back of this *X-treme Review*.

algebraic pattern	function notation	pattern
compare	geometric pattern	
function	numeric pattern	

## MULTIPLYING LIKE RABBITS

Leonardo Fibonacci, an Italian mathematician born in 1170, was one of the great mathematicians of later Medieval Europe. He recognized that the Hindu numerals were simpler and more efficient than Roman numerals. He introduced Europe to the Hindu numerals through his book *Liber Abaci* (*The Book of Calculation*). The Hindu numerals are what we commonly call numbers: 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. With these ten digits, any number can be created. In his book, Fibonacci also introduced a problem involving the growth of a population of rabbits. His solution to this problem was a sequence of numbers now known as the Fibonacci Series. Below is a table containing the beginning of the Series.



$n$	0	1	2	3	4	5	6	...
Fib( $n$ )	1	1	2	3	5	8	13	...

This series is not only a solution to a problem about rabbits, it is also found throughout the natural world. Many different flowers such as, lilies, iris, buttercups, wild roses, marigolds, and daisies follow the pattern. Did you know that daisies have 34, 55, or 89 petals? (Note: Each is a number in the Fibonacci Series.)

In the following lesson, you will review algebraic patterns and functions.



<http://faculty.evansville.edu/ck6/bstud/fibo.html>

<http://www.math.utah.edu/~beebe/software/java/fibonacci/liber-abaci.html>

<http://library.thinkquest.org/27890/mainIndex.html>

# LESSON 5 - PATTERNS AND FUNCTIONS

## 5.1 PATTERNS

A(n) \_\_\_\_\_ is a design or sequence that is predictable, because some aspect of it repeats. A(n) \_\_\_\_\_ is a set of numbers and/or variables in a specific order that form a pattern. A(n) \_\_\_\_\_ is an arrangement of numbers that repeat or that follow a specific rule. A(n) \_\_\_\_\_ is an arrangement of geometric figures that repeats.

Ex: Algebraic Pattern:  $a, a^2, a^4, a^8, \dots$

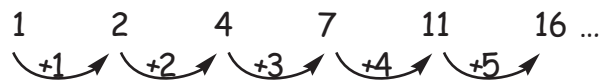
Numeric Pattern: 2, 4, 6, 8, ...

Geometric Pattern: 

**Remember:** When trying to figure out a pattern, \_\_\_\_\_ two numbers, objects, or figures. Look for the similarities or differences between them by considering the size, shape, odd, even, or other attributes.



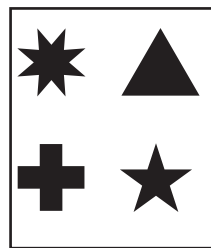
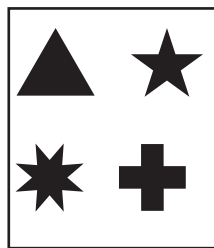
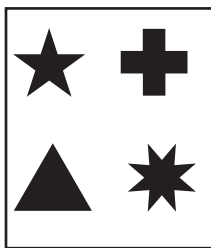
Ex: Identify a possible numeric pattern. Use the pattern to find the next two numbers.



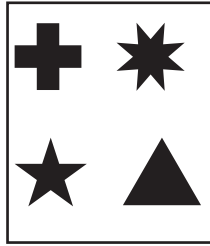
The pattern is to add one more than was added the time before. So the next two numbers in the sequence will be:

$$16 + 6 = 22 \quad \text{and} \quad 22 + 7 = 29$$

Ex: Identify a possible geometric pattern. Use the pattern to draw the next figure.



The pattern is to move every piece in a clockwise direction. So the next figure will look like:



**Ex:** Identify a possible algebraic pattern. Use the pattern to find the next two expressions.

$$x \quad 2x \quad 3x \quad 4x \dots$$

The pattern is to multiply  $x$  by one more than was done the time before. So, the next two expressions are:

$$5 \cdot x = 5x \quad \text{and} \quad 6 \cdot x = 6x$$


## PRACTICE


**Directions:** For questions 1 and 2, identify a possible numeric pattern. Use the pattern to find the next two numbers.

1.  $-2, 4, -8, 16, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$       Pattern?  $\underline{\hspace{2cm}}$

2.  $5, 7, 9, 11, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$       Pattern?  $\underline{\hspace{2cm}}$

**Directions:** For questions 3 and 4, identify a possible geometric pattern. Then, using the pattern discovered, draw the next two figures within the boxes.

3. 

4. 

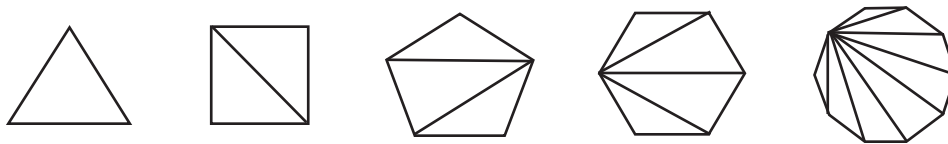
**Directions:** For questions 5 and 6, identify a possible algebraic pattern. Use the pattern to find the next two expressions.

5.  $n + 3, n + 6, n + 9, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$       6.  $\frac{y}{-4}, \frac{y}{-6}, \frac{y}{-8}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

## 5.2 INTERIOR ANGLES OF POLYGONS

The number of triangles in a polygon is directly related to the sum of the interior angles of a polygon.

Polygon	Number of Sides ( $n$ )	Number of Triangles Formed	Sum of the Interior Angles
Triangle	3	1	$1 \cdot 180^\circ = 180^\circ$
Quadrilateral	4	2	$2 \cdot 180^\circ = 360^\circ$
Pentagon	5	3	$3 \cdot 180^\circ = 540^\circ$
Hexagon	6	4	$4 \cdot 180^\circ = 720^\circ$
Decagon	10	8	$8 \cdot 180^\circ = 1,440^\circ$

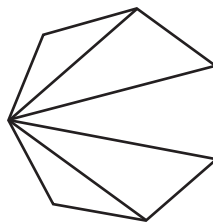


Based on the pattern in the table above, the formula for the sum of the interior angles in any polygon is:

$$\text{Sum of interior angles} = (n - 2) 180^\circ,$$

where  $n$  is the number of sides in the polygon.

**Ex:** Find the sum of the interior angles of a heptagon.



**Method 1:**

Divide the heptagon into triangles by connecting one vertex of the polygon to all the other vertices.


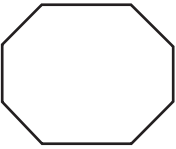
$$5 \cdot 180^\circ = 900^\circ$$

**Method 2:**

$$\begin{aligned}(n - 2) 180^\circ &= (7 - 2) 180^\circ \\ &= 5 \cdot 180^\circ \\ &= 900^\circ\end{aligned}$$

## PRACTICE

Directions: Find the sum of the angles of the following polygons.

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3. nine sided figure \_\_\_\_\_
4. seventeen sided figure \_\_\_\_\_
5. twenty-two sided figure \_\_\_\_\_
6. thirty-eight sided figure \_\_\_\_\_

## 5.3 FUNCTIONS

A(n) \_\_\_\_\_ is a mathematical relationship between two variables, an independent variable and a dependent variable, where every value of the independent variable corresponds to exactly one value of the dependent value.

To write a function, use \_\_\_\_\_. Function notation is a notation in which a function is named with a letter, and the input is shown in parentheses after the function name.

Ex:  $f(x) = 2x + 5$

Note:  $f(x)$ , is read as, "f of x,"  
and  $f(x) = y$ .



Note:  $f$  is the name of the function.  
 $x$  is the input variable.  
 $y$  is the output variable.

The formula that represents the function is  $y = 2x + 5$ .



Remember: To write a rule or function, look for a pattern.

Ex: Write a function that describes the following sequence.

0, 2, 4, 6, ...



Hint: Create a table with the determined  $x$  values beginning at 1 and the  $y$  values starting with the first values in the sequence.

$x$	1	2	3	4
$y$	0	2	4	6

Look for a pattern.

Each value of  $y$  is twice the value of  $x$  minus 2.

$$\begin{array}{cccc}
 y = 2(1) - 2 & y = 2(2) - 2 & y = 2(3) - 2 & y = 2(4) - 2 \\
 y = 2 - 2 & y = 4 - 2 & y = 6 - 2 & y = 8 - 2 \\
 y = 0 & y = 2 & y = 4 & y = 6
 \end{array}$$

Ex: Write a function rule for the values in the table below.

$x$	9	15	21	27
$y$	3	5	7	9

Look for a pattern. Each value of  $y$  is  $\frac{1}{3}$  of the corresponding  $x$  value.

$$3 = \frac{1}{3} \cdot 9 \qquad 5 = \frac{1}{3} \cdot 15 \qquad 7 = \frac{1}{3} \cdot 21 \qquad 9 = \frac{1}{3} \cdot 27$$

So,  $y = \frac{1}{3}x$ .

Ex: Write a function rule for the values in the table at the right. Then, use the function rule to find  $y$  when  $x = -2$  and  $x = 3$ .

$x$	$y$
-1	1
0	2
1	3
2	4

Look for a pattern. Each  $y$  value is 2 more than the  $x$  value.

$$-1 + 2 = 1 \qquad 0 + 2 = 2 \qquad 1 + 2 = 3 \qquad 2 + 2 = 4$$

So,  $x + 2 = y$ .

$$\begin{array}{cc}
 y = x + 2 & y = x + 2 \\
 y = -2 + 2 & y = 3 + 2 \\
 y = 0 & y = 5
 \end{array}$$

## PRACTICE

Directions: For questions 1 and 2, write a rule for each sequence.

1. 9, 18, 27, 36, ...

2. 3.6, 4.6, 5.6, 6.6, ...

---

---

Directions: For questions 3 and 4, write a function rule using the tables below.

3.

x	y
1	4
2	8
3	12
4	16

4.

x	y
2	14
4	16
6	18
8	20

---

---

Directions: For questions 5 and 6, write a function rule using the tables below. Then, use the function rule to find  $y$  when  $x = -4$  and  $x = 7$ .

5.

x	y
-1	-4
1	-2
3	0
5	2

6.

x	y
-2	6
0	0
2	-6
4	-12

---

---

## TEST PREP

- 1 What number is next in the following pattern? 4, 6, 9, 13
- A 15
  - B 17
  - C 18
  - D 22

- 2 Which of the following algebraic expressions could represent the following numeric sequence?

$$x, x + 3, x + 6, x + 9$$

- A -3, 1, 4, 7
- B -7, -4, -1, 2
- C 2, 5, 8, 12
- D 1, 3, 6, 9

3 Which table fits the equation:  $y = \frac{x}{2}$ ?

A

x	10	15	20	25
y	20	30	40	50

B

x	10	20	30	40
y	20	30	40	50

C

x	40	50	60	70
y	20	30	40	50

D

x	40	60	80	100
y	20	30	40	50

4 Which function represents the pattern in the table?

x	3	4	5
y	13	17	21

A  $y = 2x + 7$

B  $y = 3x + 4$

C  $y = 4x + 1$

D  $y = 5x - 2$

5 What number  $x$  fits the following pattern? 10, 11,  $x$ , 16, 20

A 12

B 13

C 14

D 15

6 Refer to the ordered pairs given below.

x	y
-2	-3
-1	-1
0	1
1	3
2	5

Find the value of  $y$  when  $x = -3$ .

A -7

B -5

C -2

D -1

7

The table represents a linear function. What is the value of  $y$ , when  $x = 10$ ?

$x$	1	2	3	10
$y$	5	7	9	

- A 28
- B 23
- C 18
- D 13

8

Which function describes the sequence  $-8, -7, -6, -5, \dots$ ?

- A  $y = -1x$
- B  $y = x + 9$
- C  $y = x - 9$
- D  $y = x + 1$

9

Identify the next figure in the following pattern: \*⊗⊗⊗◆\*

- A \*
- B ⊗
- C ◆
- D ☆

10

Given the following linear function pattern, identify the rule. 5 10 15 20...

- A multiply by 2
- B multiply by 5
- C add 2
- D divide by 5

11

The sum of the interior angles of a polygon is  $720^\circ$ . How many sides are in the polygon?

- A 4
- B 5
- C 6
- D 7

12

What is the sum of the angles in a fifteen sided figure?

- A  $180^\circ$
- B  $1300^\circ$
- C  $2340^\circ$
- D  $2700^\circ$

- 13 Find the missing terms in the following sequence.

$$\underline{\hspace{2cm}}, \frac{1}{3}, 1, 3, 9, 27, \underline{\hspace{2cm}}, \underline{\hspace{2cm}}$$

How did you determine your answer? Explain.

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- 14 Albert has 3 marbles. Bob has 6 marbles. Christine has 9 marbles. If the pattern is based on the first letter of each person's name, how many marbles would Kelly have?

*Show your work.*

*Answer* \_\_\_\_\_ marbles

- 15 What is the  $x$ -value which corresponds to  $y = 17$  in the following pattern?

$x$	$y$
1	2
2	5
3	8
4	11
?	17

*Answer* \_\_\_\_\_

Explain how you determined the answer.

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16

Mario uses the data (and pattern) in the table below to calculate the cost of any number of pizzas.

Mario's Pizza Place

Number of Pizzas	Cost (\$)
1	12
2	24
3	35
4	45
5	54

How much would 8 pizzas cost?

*Show your work.*

*Answer* \_\_\_\_\_ dollars

Explain the process used to determine your answer.

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