

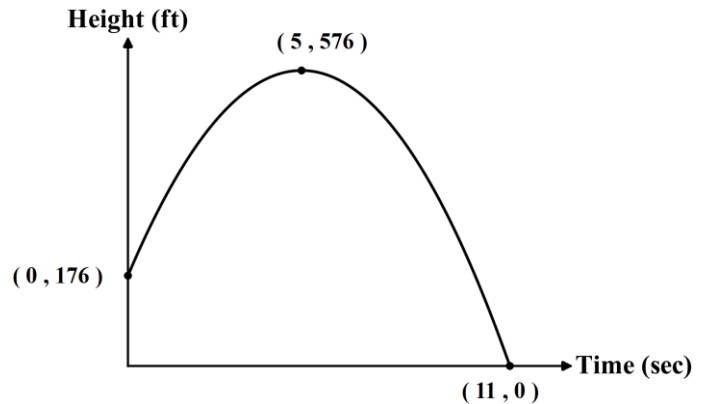
**UNIT #1 – FUNCTION TEST REVIEW****Part I Questions – Multiple Choice**

1. Which of the following sets of ordered pairs would *not* be considered a function?

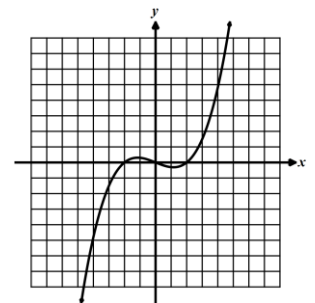
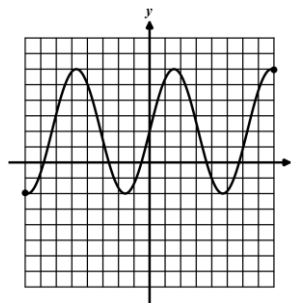
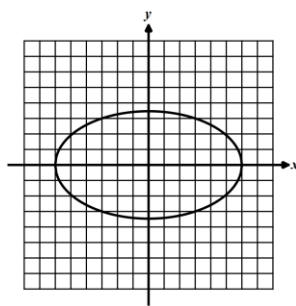
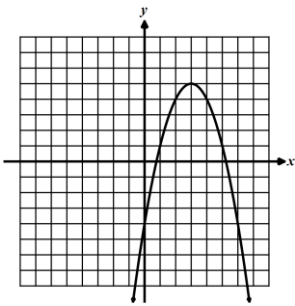
- (1)  $\{(-4, 1), (-1, 7), (3, 8), (5, 3)\}$   
 (2)  $\{(-2, 5), (6, 1), (-2, 10), (6, -1)\}$   
 (3)  $\{(2, 8), (4, 10), (6, 8), (8, 10)\}$   
 (4)  $\{(-3, 5), (3, -5), (-6, 7), (6, -7)\}$

2. In the following graph, the height of an object, in feet, is given as a function of time in seconds. Which of the following would be the range of this function?

- (1)  $[0, 5]$   
 (2)  $[0, 11]$   
 (3)  $[176, 576]$   
 (4)  $[0, 576]$



3. In which of the following four graphs is the output *not* a function of the input?

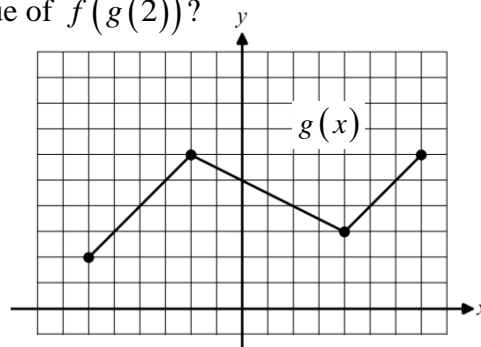


4. If  $f(x) = -\frac{1}{2}x + 6$ , then which of the following values solves the equation  $f(x) = 10$ ?

- (1) 1                                      (3) -8  
 (2) -4                                      (4) 11

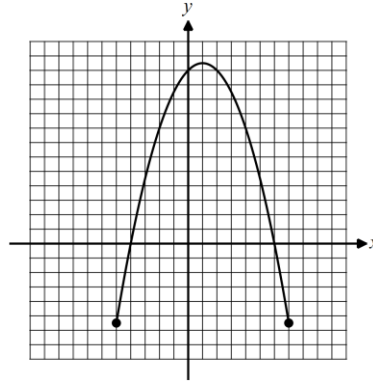
5. The function  $f$  is defined by the formula  $f(x) = x^2 + 2$  and the function  $g$  is defined by the graph shown below. Which of the following is the value of  $f(g(2))$ ?

- (1) 18                                      (3) 5  
 (2) 14                                      (4) 9



6. Given the function  $f(x)$  shown in the graph below, for which of the following intervals is  $f(x) > 0$ ?

- (1)  $(0, 8)$
- (2)  $[0, 8]$
- (3)  $(-4, 6)$
- (4)  $[-4, 6]$



7. Which of the following values of  $x$  would *not* be in the domain of the function  $f(x) = \frac{x-7}{2x+5}$ ?

- (1) 7
- (2)  $-2\frac{1}{2}$
- (3) -5
- (4) -7

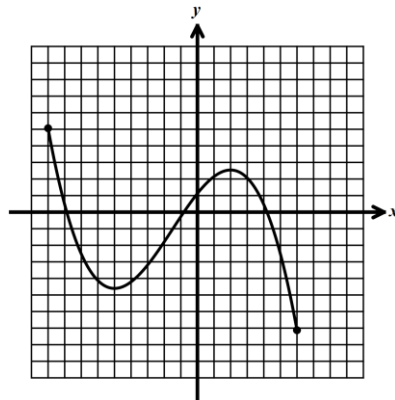
8. If the point  $(4, -2)$  lies on the graph of  $y = f(x)$ , then which of the following points must lie on the graph of its inverse, i.e.  $y = f^{-1}(x)$ ?

- (1)  $(-2, 4)$
- (2)  $(\frac{1}{4}, -\frac{1}{2})$
- (3)  $(-4, 2)$
- (4)  $(4, 2)$

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9. Given the function shown below, over which of the following intervals is the function always increasing?

- (1)  $0 < x < 5$
- (2)  $-5 < x < 2$
- (3)  $-1 < x < 4$
- (4)  $-9 < x < -5$



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10. Which of the following is the  $y$ -intercept of the piecewise defined function  $g(x) = \begin{cases} 6x+5 & x < -2 \\ (x-3)^2 - 1 & x \geq -2 \end{cases}$ ?

- (1) 5
- (2) 6
- (3) -1
- (4) 8

11. Which of the following is the equation of the inverse of the linear function  $y = 4x - 2$ ?

(1)  $y = \frac{1}{4}x + \frac{1}{2}$                       (3)  $y = -4x + 2$

(2)  $y = \frac{1}{4}x + 2$                       (4)  $y = -\frac{1}{4}x + 8$

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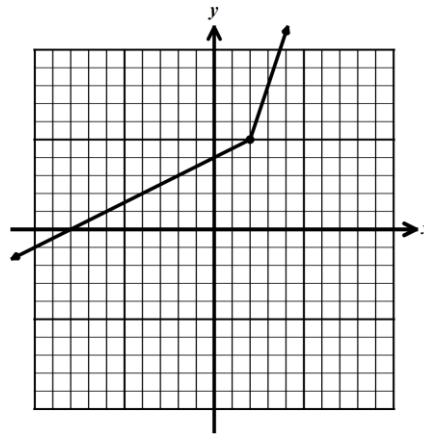
12. Which of the following is the equation of the piecewise linear function shown below?

(1)  $f(x) = \begin{cases} x+4 & x < 2 \\ 3x+5 & x \geq 2 \end{cases}$

(2)  $f(x) = \begin{cases} \frac{1}{2}x+4 & x < 2 \\ 3x-1 & x \geq 2 \end{cases}$

(3)  $f(x) = \begin{cases} -\frac{1}{4}x+5 & x < 2 \\ 3x-3 & x \geq 2 \end{cases}$

(4)  $f(x) = \begin{cases} -2x+4 & x < 2 \\ 4x+1 & x \geq 2 \end{cases}$



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13. The graph of a function and the graph of its inverse always have symmetry across

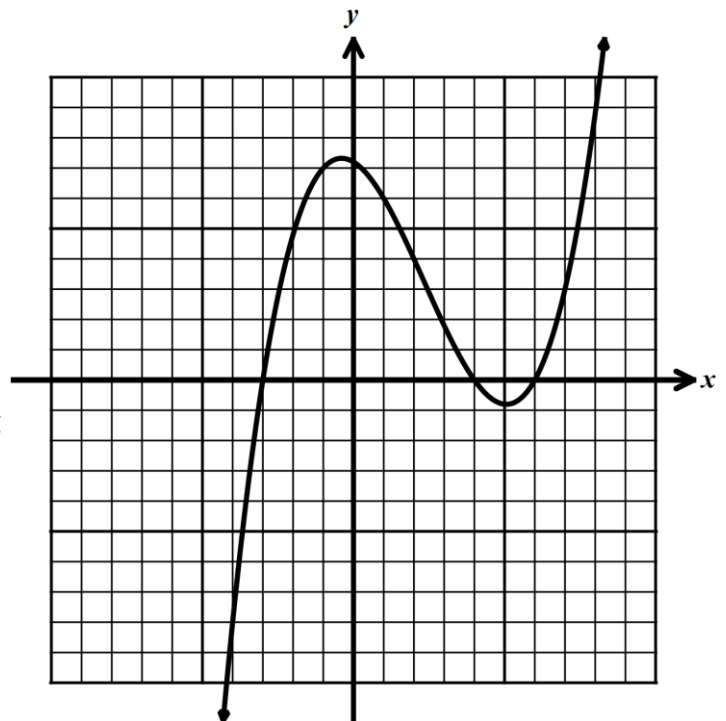
- (1) the  $x$ -axis
- (2) the  $y$ -axis
- (3) the line  $y = x$
- (4) the line  $y = -x$

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**Free Response Questions**

14. Given the function  $y = f(x)$  shown graphed below, answer the following questions.

- (a) State the value of  $f(2)$ .
- (b) How many values solve the equation  $f(x) = 5$ ?  
Explain how you arrived at your answer.
- (c) On the interval  $0 < x < 4$  is the function increasing or decreasing? How can you tell?

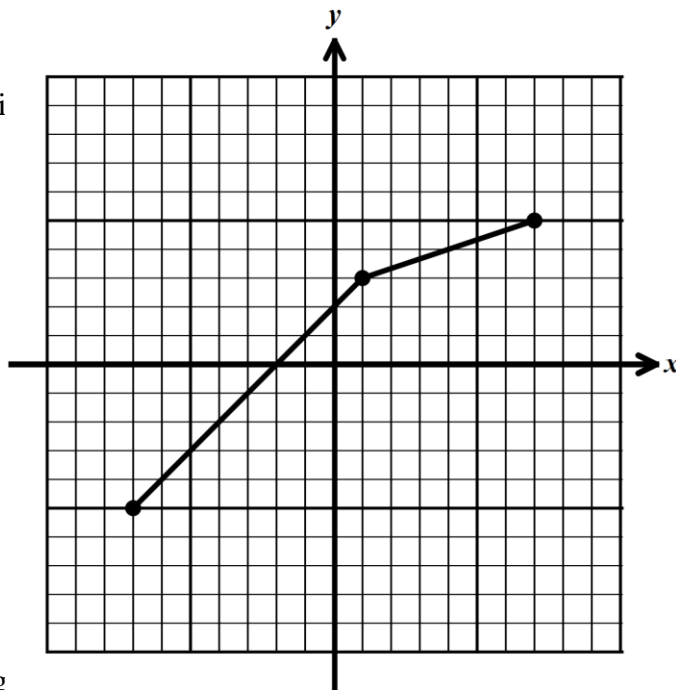


15. Given the function  $y = f(x)$  shown below do the followi

(a) Graph the function's inverse,  $f^{-1}(x)$ .

(b) State the range of  $f^{-1}(x)$ .

(c) What is the value of  $f^{-1}(-3)$ ?

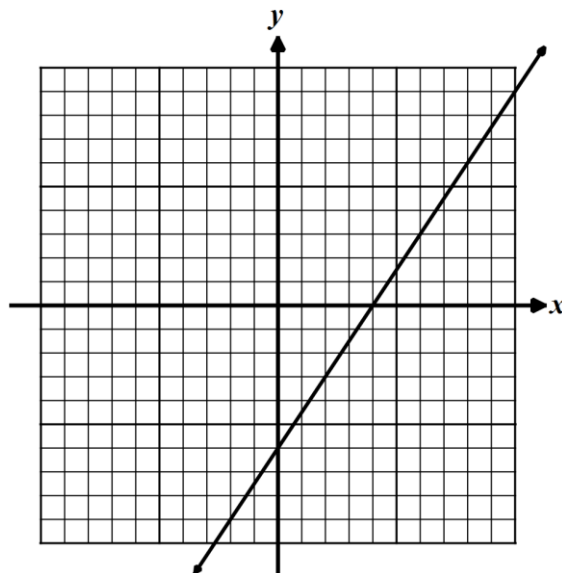


16. Given the linear graph shown below answer the following .

(a) Write the equation of the line in  $y = mx + b$  form.

(b) Create a graph of this linear function's inverse on the same set of graph paper.

(c) Determine the equation of the inverse.



17. Determine a piecewise equation for the function shown graphed below.

