

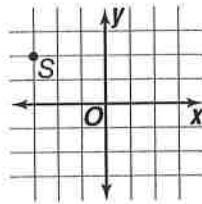
## Chapter 3 Cumulative Review

- Write an equation for the sentence *six less than the product of 7 and k equals 20*. (Lesson 1-1)
- Evaluate  $14(a - 2 \div 2) - 8(6 - a)$  if  $a = 4$ . (Lesson 1-2)
- Name the property shown by the statement below. (Lesson 1-3)  

$$8 + 4 \cdot 3 = 8 + 3 \cdot 4$$

**For Questions 4–5, order the numbers from least to greatest.**

- $-6, -15, 14, -8, 7, -1$  (Lesson 2-1)
- $\frac{4}{5}, 0.45, -\frac{5}{6}, -0.7, -\frac{3}{4}$  (Lesson 3-1)
- Write the ordered pair that names point S.  
 In which quadrant is S located? (Lesson 2-2)



- On its first three plays in a football game, the offense gains 6 yards, loses 5 yards, and then gains 7 yards. Write an equation that could be used to find  $y$ , the number of yards needed on the fourth play for the overall 10-yard gain required for a first down. (Lesson 2-3)

**For Questions 8–10, find each sum or difference.**

- $-14 + 6 + (-11) + (-5)$  (Lesson 2-3)
- $-9 - (-16)$  (Lesson 2-4)
- $-\frac{3}{4} + \frac{5}{6} - \frac{2}{3}$  (Lesson 3-2)
- Evaluate  $q - p$  if  $p = -\frac{1}{2}$  and  $q = -\frac{1}{6}$ . (Lesson 3-2)
- Find the mean of 94, 100, 89, 97, and 78. (Lesson 3-3)
- Your little sister Selena has six quarters in her pocket. To buy  $n$  bags of her favorite candy, which costs \$0.89 a bag, she needs to borrow  $m = 0.89n - 1.5$  dollars. If she asks you for \$2.06, does she plan to buy 3, 4, 5, or 6 bags of candy? (Lesson 3-4)

**Solve each equation.**

- $a - \frac{1}{2} = \frac{7}{8}$  (Lesson 3-6)
- $11.8 + 6.4 = c - 8.7$  (Lesson 3-6)
- $|-b - 16.2| = 13.8$  (Lesson 3-7)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_



# The Water Cycle

## Enrichment Activity

**Skills:** identifying, relating, researching

**PART A** List 5–7 activities you do daily that require water. Then, use reference materials to find the average amount of water in gallons that these activities use. Complete the table to show approximately how much water is used by your class, school, and city for each activity.

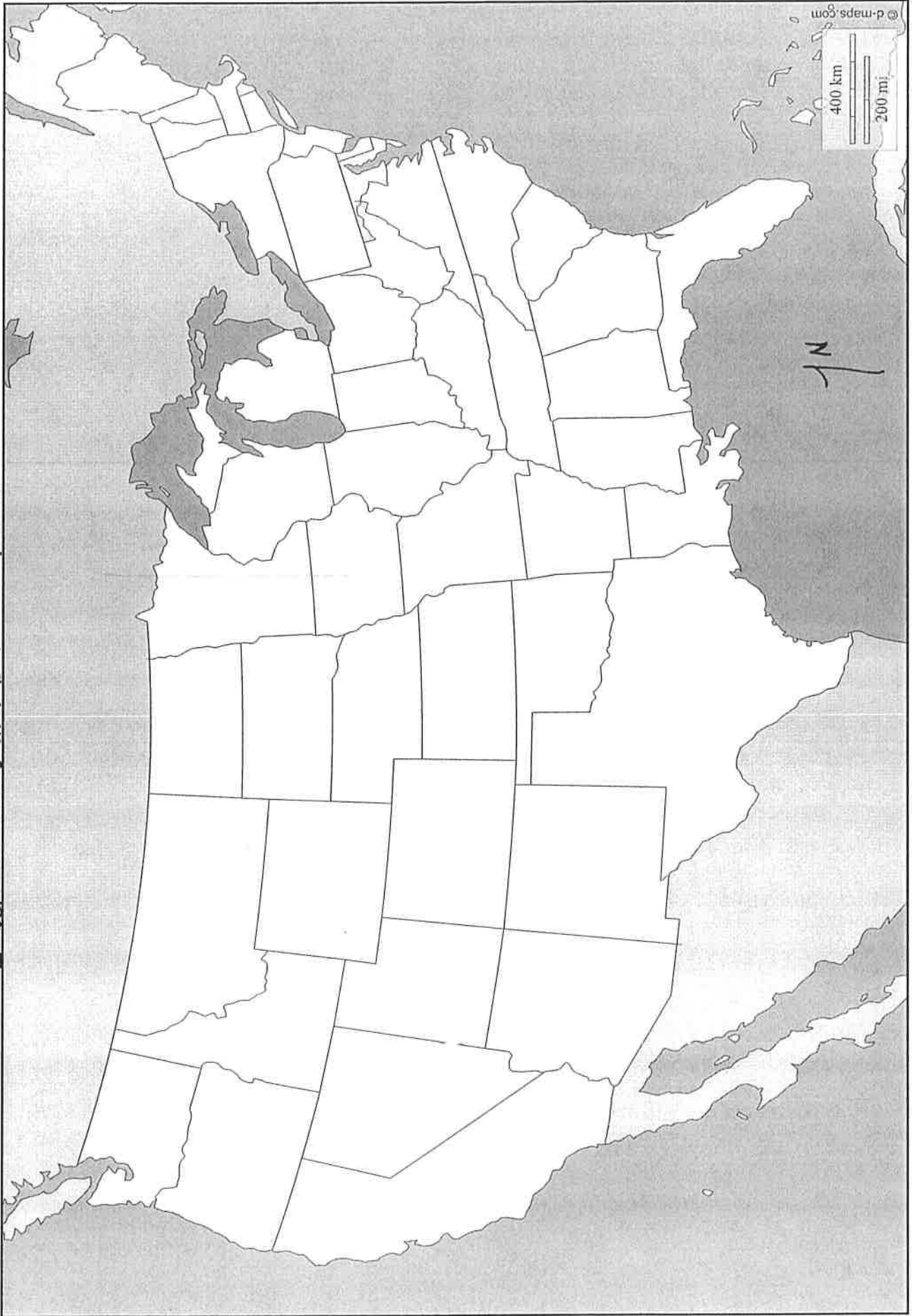
Activity Using Water	Water used in activity (gal)	Water used by class (gal)	Water used by school (gal)	Water used by city (gal)
1.				
2				
3				
4				
5				
6				
7				

**PART B** Complete the following.

1. Why is it important to conserve water? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- 2 a. List some ways in which you could reduce the amount of water used in taking a shower. \_\_\_\_\_  
 \_\_\_\_\_
- b. List some ways in which you could reduce the amount of water used in brushing your teeth. \_\_\_\_\_  
 \_\_\_\_\_
- c. List some ways in which you could reduce the amount of water used in washing dishes by hand. \_\_\_\_\_  
 \_\_\_\_\_



Label all states and Bodies of Water





# Reading Test

60 MINUTES, 47 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

## DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

### Questions 1-9 are based on the following passage.

This passage is adapted from Mark Slouka, *Brewster: A Novel*. ©2013 by Mark Slouka.

This was a time trial, he said—a one-mile time trial, four laps—not a race. It was meant to give an idea of where we stood, no more.

Line We'd gathered around the middle of the long side  
5 of the track, just ten or twelve of us, including three others who seemed new like me, jogging back and forth in the wind, loosening up. The rest had walked over to the other side of the field.

Falvo took me aside. "Warmed up? How're the  
10 shoes?"

"Fine." In the distance I could see kids walking toward the parking lot. The sun stabbed out from under the clouds, glancing off the windshields.

He raised his voice over the wind. "All right, I  
15 want you all to stay contained, stay smooth. I don't want to see anybody draining the well today—that means you, Mr. McCann." A tall, tough-looking kid with red hair and a tight face smiled like a gunslinger.

He turned to me. "I don't want you doing  
20 anything stupid, Mosher. Some of these boys have been at it for a while. Don't think about them, think about yourself."

I shrugged.

"Pace yourself. Let them do what they do. They'll  
25 be about thirty yards ahead after the first lap. Don't worry about them. Go out slow, feel your way, then bring it home as best you can. OK?"

"Sure," I said.

"Remember, it's a time trial. Not a race."

30 There was no starting gun. We lined up in the gusty wind, Falvo standing in the soggy infield in his dress shoes holding his clipboard like a small high table against his chest with his left hand and his stopwatch in his right and then he barked, "Runners  
35 . . . marks? Go!"

They didn't run, they flowed—the kid in the headband, the red-headed kid, and two or three others in particular—with a quiet, aggressive, sustained power that looked like nothing but felt  
40 like murder and I was with them and then halfway through the third turn they were moving away smooth as water and I could hear them talking among themselves, and I was slowing, burning, leaning back like there was a rope around my neck.  
45 "Too fast, Mosher, too fast," I heard Falvo yelling, and his ax-sharp face came out of nowhere looking almost frantic and then it was gone and there was just the sound of my breathing and the crunch of my sneakers slapping the dirt. The group, still in a tight  
50 cluster, wasn't all that far ahead of me.

By the end of the second lap I heard someone far away yelling "Stop, Mosher, that's enough," and then at some point someone else calling "Coming through—inside," and they passed me like a single  
55 mass, all business now, and I remember staggering after them, gasping, drowning, my chest, my legs, my throat filling with lead and looking up through a fog of pain just in time to see the kid with the headband, halfway down the backstretch, accelerating into a  
60 sustained, powerful sprint.

I don't know why. I can't explain it. By the end of the third lap I was barely moving, clawing at the air, oblivious to everything except the dirt unfolding endlessly in front of me. "Let him go," I heard  
 65 somebody say. They'd all finished by then, recovered, and now stood watching as I staggered past them like something shot. "C'mon . . ." I heard someone start to call out uneasily, and then, "What's his name?"  
 A small crowd, I found out later, sensing something  
 70 going on, had gathered by the fence to the parking lot. The last of the newcomers had passed me long ago.

I remember seeing him appear in front of me like I was coming up from underwater and trying to  
 75 swerve but I was barely standing and I walked right into him and he caught me as I fell, his one good arm around my back, saying over and over, "All right, easy now, easy, you're done, keep walking, walk it off," like he was gentling a horse. I threw up on the  
 80 infield grass.

"What we have here," he was saying, "is a failure to communicate. Stay within yourself, I said. Don't drain the well, I said."

"What did I get?" I couldn't seem to hold my head  
 85 up, or open my eyes—the pain kept coming in waves. "What?"

"Time. What time did I get?"

He laughed—that bitter Falvo laugh—ha!—like he'd just been vindicated. "He wants to know what  
 90 he got," he said, like there was somebody with us. "You want to know what you got? I'll tell you what you got: proof you could beat yourself senseless—something I very much doubt you needed."

1

Based on the passage, which character would most likely agree with the idea that, when trying something new, it is best not to push one's limits?

- A) Falvo
- B) McCann
- C) Mosher
- D) The person who said "Let him go"

2

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 14-17 ("All right . . . McCann")
- B) Lines 19-22 ("He turned . . . yourself")
- C) Lines 55-60 ("I remember . . . sprint")
- D) Lines 76-79 ("he caught . . . horse")

3

In the context of Falvo's instructions to the runners, the main purpose of lines 24-27 ("Pace . . . OK") is to

- A) provide useful general information to the group.
- B) emphasize and elaborate on advice given earlier.
- C) introduce a philosophy applicable to sports and life.
- D) reveal Falvo's underlying motivation.



4

In the context of the passage, “I shrugged” (line 23) and “‘Sure,’ I said” (line 28) mainly serve to show the narrator’s

- A) shyness.
- B) dismissiveness.
- C) dishonesty.
- D) hostility.

5

Based on the passage, how did the experienced runners respond to Falvo’s advice?

- A) They enthusiastically embraced it.
- B) They acted like they hadn’t heard it.
- C) They generally accepted it.
- D) They only pretended to take it seriously.

6

What does the narrator say about his motivation for performing as he did in the time trial?

- A) That he was determined to keep up with the other runners
- B) That he wanted to prove something to himself
- C) That he wished to improve on his previous time
- D) That he was unable to provide a reason for his behavior

7

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 36-39 (“They didn’t . . . power”)
- B) Line 61 (“I don’t . . . explain it”)
- C) Lines 73-76 (“I remember . . . into him”)
- D) Lines 91-94 (“I’ll . . . needed”)

8

Based on the passage, when Falvo says, “Don’t drain the well” (line 83), he most probably means

- A) don’t use up all of your energy.
- B) don’t get sick.
- C) don’t try to outdo one another.
- D) don’t quit before you’re finished.

9

As used in line 89, “vindicated” most nearly means

- A) avenged.
- B) set free.
- C) defended against.
- D) proven right.

**Questions 10-18 are based on the following passage and supplementary material.**

This passage is adapted from Moisés Naim, *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being in Charge Isn't What It Used to Be*. ©2013 by Moisés Naim.

The number of democracies in the world today is unprecedented. And remarkably, even the remaining autocratic countries are less authoritarian than  
 Line before, with electoral systems gaining strength and  
 5 people empowered by new forms of contestation that repressive rulers are poorly geared to suppress. Local crises and setbacks are real, but the global trend is strong: power continues to flow away from autocrats and become more fleeting and dispersed.

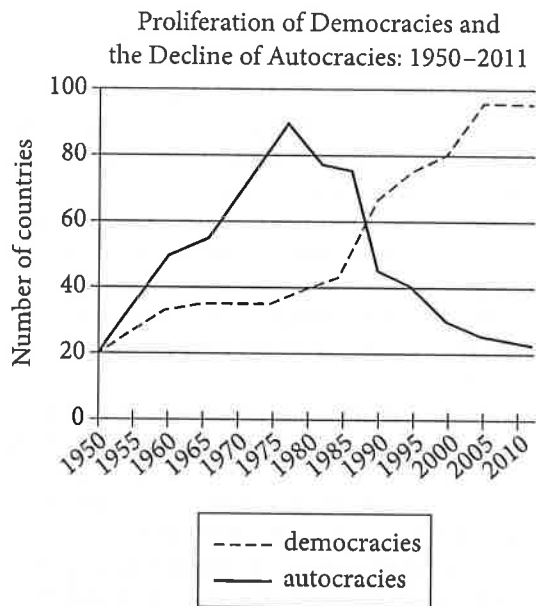
10 The data confirm this transformation: 1977 was the high-water mark of authoritarian rule, with 90 authoritarian countries. A respected source, Freedom House, assessed whether countries are electoral democracies, based on whether they hold  
 15 elections that are regular, timely, open, and fair, even if certain other civic and political freedoms may be lacking. In 2011 it counted 117 of 193 surveyed countries as electoral democracies. Compare that with 1989, when only 69 of 167 countries made the  
 20 grade. Put another way, the proportion of democracies in the world increased by just over half in only two decades.

What caused this global transformation?

Obviously local factors were at work, but scholar  
 25 Samuel Huntington noted some big forces as well. Poor economic management by many authoritarian governments eroded their popular standing. A rising middle class demanded better public services, greater participation, and eventually more political freedom.  
 30 Western governments and activists encouraged dissent and held out rewards for reform, such as membership in NATO or the EU or access to funds from international financial institutions. A newly activist Catholic Church under Pope John Paul II  
 35 empowered opposition in Poland, El Salvador, and the Philippines. Above all, success beget success, a process accelerated by the new reach and speed of mass media. As news of democratic triumphs spread from country to country, greater access to media by  
 40 increasingly literate populations encouraged emulation. In today's digital culture, the force of that factor has exploded.

There have been exceptions, of course—not just countries where democracy has yet to spread but  
 45 others where it has experienced reversals. Larry Diamond, a leading scholar in this field, calls the stalling in recent years in countries like Russia, Venezuela, or Bangladesh a “democratic recession.” Yet against this is mounting evidence that public  
 50 attitudes have shifted. In Latin America, for example, despite persistent poverty and inequality, and constant corruption scandals, opinion polls show greater confidence in civilian government than in the military.

55 Even autocracies are less autocratic today. According to one study of the world's democratic electoral systems, Brunei may be the only country where “electoral politics has failed to put down any meaningful roots at all.” With far fewer repressive  
 60 regimes in the world, one might have expected the holdouts to be places where freedom and political competition are increasingly suppressed. But in fact the opposite is true. How? Elections are central to democracy but they are not the only indicator of  
 65 political openness. Freedom of the press, civil liberties, checks and balances that limit the power of any single institution (including that of the head of state), and other measures convey a sense of a government's grip on society. And the data show that  
 70 on average, even as the number of authoritarian regimes has gone down, the democracy scores of countries that remain politically closed have gone up. The sharpest improvement occurred in the early  
 75 1990s, suggesting that the same forces that pushed so many countries into the democratic column at that time had profound liberalizing effects in the remaining nondemocratic countries as well.



Adapted from Monty G. Marshall, Keith Jagers, and Ted Robert Gurr. "Political Regime Characteristics and Transitions, 1800–2010," Polity IV Project.

10

Over the course of the passage, the main focus shifts from

- A) a discussion of the increase in democracies and political openness to an analysis of the causes of the increase.
- B) a claim that electoral democracies have become less politically open to a discussion of the effects of the decreased openness.
- C) an explanation of one set of data about a trend toward political openness to an explanation of a conflicting set of data.
- D) a positive portrayal of democracy to a strong denunciation of autocracy.

11

As used in line 20, "put" most nearly means

- A) imposed.
- B) placed.
- C) incited.
- D) stated.

12

As used in line 31, “held out” most nearly means

- A) resisted.
- B) awaited.
- C) avoided.
- D) offered.

13

Which choice best supports the claim that increased political openness is a widespread, global trend?

- A) Line 23 (“What . . . transformation”)
- B) Lines 26-27 (“Poor . . . standing”)
- C) Lines 41-42 (“In today’s . . . exploded”)
- D) Lines 56-59 (“According . . . all”)

14

The passage characterizes the state of political openness in autocratic regimes as unexpected in that

- A) instead of becoming more oppressive, autocracies are becoming more democratic.
- B) data indicate that the regimes are becoming less democratic, while opinion polls indicate that the public believes regimes are becoming more democratic.
- C) despite the recent, well-publicized trend toward democratization, there have been many local setbacks.
- D) in a reversal of the trend over the last decade, political openness in autocracies is on the decline.

15

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 18-22 (“Compare . . . decades”)
- B) Lines 46-50 (“Larry . . . shifted”)
- C) Lines 59-63 (“With far . . . true”)
- D) Lines 73-77 (“The sharpest . . . well”)

16

Which of the following is cited in the passage as an indicator of political openness?

- A) A strong head of state
- B) Freedom of the press
- C) Confidence in the military
- D) Presence of a digital culture

17

According to the graph, the number of autocracies in 1975 was less than the number of

- A) democracies in 1950.
- B) democracies in 1995.
- C) autocracies in 2011.
- D) democracies in 2011.

18

According to the graph, the number of democracies was roughly equal to the number of autocracies in which of the following ranges?

- A) 1975–1980
- B) 1985–1990
- C) 1995–2000
- D) 2005–2010