


Chapter 12 Cumulative Review

- Simplify $12x - 3 - 8x + 4$. (Lesson 1-4)
- Give the coordinates of the points graphed at the right. (Lesson 2-1)
 
- Simplify $-34 \div (-17)$. (Lesson 2-6)
- Solve $k + (-6) = -13$. (Lesson 3-6)
- Simplify $-9.5 \div 5$. (Lesson 4-3)
- Solve $\frac{2}{3}x = 6$. (Lesson 4-4)
- Solve $\frac{y}{6} = \frac{y+3}{24}$. (Lesson 5-1)
- A single die labeled 1 through 6 is rolled. Find the odds of rolling a number greater than 4. (Lesson 5-6)
- Graph $y = -2x + 2$. (Lesson 6-3)
- Suppose y varies inversely as x and $y = 12$ when $x = -4$. Find y when $x = 2$. (Lesson 6-6)
- For what value of k are the graphs of $y = kx + 5$ and $y = \frac{1}{2}x + 1$ perpendicular? (Lesson 7-7)
- A triangle has sides of 7, 8, and 12 inches. Determine whether the triangle is a right triangle. (Lesson 8-7)
- Simplify $(x + 3)(x - 5)$. (Lesson 9-4)
- Factor $8x^3 - 4x^2y$. (Lesson 10-2)
- Factor $2x^2 + 7x + 5$. (Lesson 10-4)
- Use the Quadratic Formula to solve $x^2 - x - 6 = 0$. (Lesson 11-6)
- Graph $y = 2^x + 1$. (Lesson 11-7)
- The minimum telephone service costs the Smiths \$24.95 per month. Express the monthly cost as an inequality using the variable x . (Lesson 12-1)
- Solve $|x + 8| < 2$. (Lesson 12-6)
- Graph $y \leq -x - 2$. (Lesson 12-7)

1. _____

2. _____

3. _____

4. _____

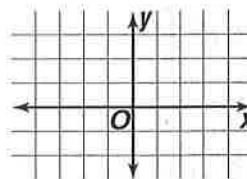
5. _____

6. _____

7. _____

8. _____

9. _____



10. _____

11. _____

12. _____

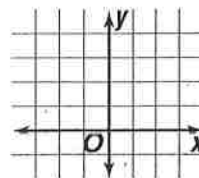
13. _____

14. _____

15. _____

16. _____

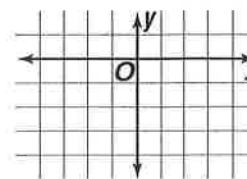
17. _____



18. _____

19. _____

20. _____



What are some effects of plate tectonics?

Lesson Review

PART A Complete the following.

1. What is the name of the large fault in California? _____
2. What is a hot spot? _____
3. What is a magma chamber? _____
4. Name three features on Earth's surface that can be formed by plate tectonics activity. _____

PART B Match the event or feature of Earth to what caused it.

- | | |
|---|-------------------------------------|
| _____ 1. two tectonic plates sliding past each other | a. eruption of Mount St. Helens |
| _____ 2. two tectonic plates carrying continents colliding | b. San Francisco earthquake of 1906 |
| _____ 3. underground magma chambers forming at subduction zones | c. the Hawaiian Islands |
| _____ 4. hot spots forming in a tectonic plate | d. the Himalayas |

Skill Challenge

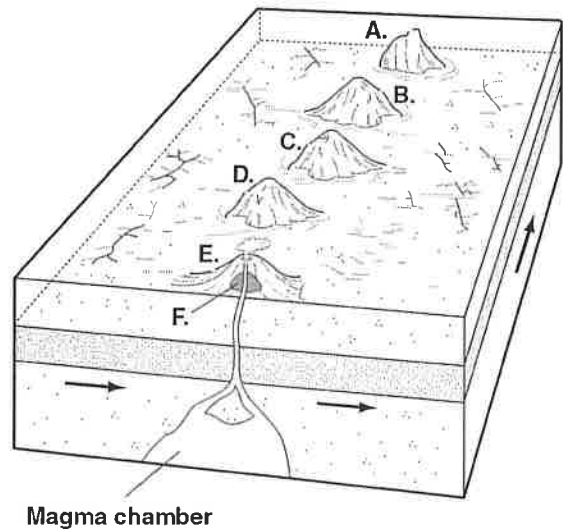
Skills: modeling, analyzing, inferring

Study the diagram. Then, answer the questions that follow.

1. At what point is the hot spot located? _____

2. Which volcano is oldest—A, B, C, D, or E?

3. a. Which volcano is active? _____
b. Which volcanoes are inactive? _____
4. Label the location where rocks in the crust melt.



Label all countries 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 Jane Austen, *Emma*, originally published in 1815.

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of
 Line existence; and had lived nearly twenty-one years in
 5 the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had
 10 died too long ago for her to have more than an indistinct remembrance of her caresses, and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

15 Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold
 20 the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma
 25 doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils indeed of Emma's situation were the power of having rather too much her own way, and a
 30 disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

35 Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness.—Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma
 40 first sat in mournful thought of any continuance. The wedding over and the bride-people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as
 45 usual, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age and pleasant
 50 manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of
 55 every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her
 60 through the various illnesses of childhood. A large

6

As used in line 54, “want” most nearly means

- A) desire.
- B) lack.
- C) requirement.
- D) request.

7

It can most reasonably be inferred that after Miss Taylor married, she had

- A) less patience with Mr. Woodhouse.
- B) fewer interactions with Emma.
- C) more close friends than Emma.
- D) an increased appreciation for Emma.

8

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

- A) Line 37 (“Miss . . . married”)
- B) Lines 47-48 (“The event . . . friend”)
- C) Lines 60-65 (“A large . . . recollection”)
- D) Lines 73-79 (“How . . . solitude”)

9

Which situation is most similar to the one described in lines 83-91 (“The evil . . . time”)?

- A) A mother and her adult son have distinct tastes in art and music that result in repeated family arguments.
- B) The differences between an older and a younger friend are magnified because the younger one is more active and athletic.
- C) An older and a younger scientist remain close friends despite the fact that the older one’s work is published more frequently.
- D) The age difference between a high school student and a college student becomes a problem even though they enjoy the same diversions.

Questions 10-19 are based on the following passage and supplementary material.

This passage is adapted from Marina Gorbis, *The Nature of the Future: Dispatches from the Socialstructured World*. ©2013 by Marina Gorbis.

Visitors to the Soviet Union in the 1960s and 1970s always marveled at the gap between what they saw in state stores—shelves empty or filled with things no one wanted—and what they saw in

Line 5 people’s homes: nice furnishings and tables filled with food. What filled the gap? A vast informal economy driven by human relationships, dense networks of social connections through which people traded resources and created value. The Soviet people

10 didn’t plot how they would build these networks. No one was teaching them how to maximize their connections the way social marketers eagerly teach us today. Their networks evolved naturally, out of necessity; that was the only way to survive.

15 Today, all around the world, we are seeing a new kind of network of relationship-driven economics emerging, with individuals joining forces sometimes to fill the gaps left by existing institutions—corporations, governments,

20 educational establishments—and sometimes creating new products, services, and knowledge that no institution is able to provide. Empowered by computing and communication technologies that have been steadily building village-like networks on a

25 global scale, we are infusing more and more of our economic transactions with social connectedness.

The new technologies are inherently social and personal. They help us create communities around interests, identities, and common personal

30 challenges. They allow us to gain direct access to a worldwide community of others. And they take anonymity out of our economic transactions. We can assess those we don’t know by checking their reputations as buyers and sellers on eBay or by

35 following their Twitter streams. We can look up their friends on Facebook and watch their YouTube videos. We can easily get people’s advice on where to find the best shoemaker in Brazil, the best

10

As used in line 10, “plot” most nearly means

- A) mark.
- B) form.
- C) plan.
- D) claim.

11

The references to the shoemaker, the programmer, and the apple farmer in lines 37-40 (“We can easily . . . community”) primarily serve to

- A) illustrate the quality of products and services in countries around the world.
- B) emphasize the broad reach of technologies used to connect people.
- C) demonstrate that recommendations made online are trustworthy.
- D) call attention to the limits of the expansion of the global economy.

12

The passage’s discussion of life in the Soviet Union in the 1960s and 1970s primarily serves to

- A) introduce the concept of social networking.
- B) demonstrate that technology has improved social connections.
- C) list differences between the Soviet Union and other countries.
- D) emphasize the importance of examining historical trends.

13

As used in line 45, “post” most nearly means

- A) publish.
- B) transfer.
- C) assign.
- D) denounce.

14

The author indicates that, in comparison to individuals, traditional organizations have tended to be

- A) more innovative and less influential.
- B) larger in size and less subject to regulations.
- C) less reliable and less interconnected.
- D) less efficient and more expensive.

15

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

- A) Lines 22-26 (“Empowered . . . connectedness”)
- B) Lines 40-42 (“We no longer . . . ideas”)
- C) Lines 47-50 (“We are moving . . . *socialstructing*”)
- D) Lines 66-72 (“amplified . . . ease”)

16

The author recognizes counterarguments to the position she takes in the passage by

- A) acknowledging the risks and drawbacks associated with new technologies and social networks.
- B) admitting that some people spend too much time unproductively on the Internet.
- C) drawing an analogy between conditions today and conditions in the Soviet Union of the 1960s and 1970s.
- D) conceding that the drawbacks of *socialstructing* may prove over time to outweigh the benefits.

17

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

- A) Lines 35-37 (“We can look . . . videos”)
- B) Lines 74-76 (“a world . . . hackers”)
- C) Lines 79-84 (“They . . . science”)
- D) Lines 85-87 (“Much . . . time”)