Tucson International Academy

Academia Internacional de Tucson

Homework Packet for Twelveth Grade

Week 37

Name_____

Week Starts on/ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 45 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

© ***Reading is Fun!!*** ©

Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Time Reading: Hours_____ Minutes_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

Reading Test

65 MINUTES, 52 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 1-10 are based on the following passage.

This passage is adapted from Saki, "The Schartz-Metterklume Method." Originally published in 1911.

Lady Carlotta stepped out on to the platform of the small wayside station and took a turn or two up and down its uninteresting length, to kill time till the train should be pleased to proceed on its way. Then, in the roadway beyond, she saw a horse struggling with a more than ample load, and a carter of the sort that seems to bear a sullen hatred against the animal that helps him to earn a living. Lady Carlotta promptly betook her to the roadway, and put rather a different complexion on the struggle. Certain of her acquaintances were wont to give her plentiful admonition as to the undesirability of interfering on behalf of a distressed animal, such interference being "none of her business." Only once had she put the doctrine of non-interference into practice, when one of its most eloquent exponents had been besieged for nearly three hours in a small and extremely uncomfortable may-tree by an angry boar-pig, while Lady Carlotta, on the other side of the fence, had proceeded with the water-colour sketch she was engaged on, and refused to interfere between the boar and his prisoner. It is to be feared that she lost the friendship of the ultimately rescued lady. On this occasion she merely lost the train, which gave way to the first sign of impatience it had shown throughout the journey, and steamed off without her. She bore the desertion with philosophical indifference; her friends and relations were thoroughly well used to the fact of her luggage arriving without her.

She wired a vague non-committal message to her destination to say that she was coming on "by another train." Before she had time to think what her next move might be she was confronted by an imposingly attired lady, who seemed to be taking a prolonged mental inventory of her clothes and looks.

"You must be Miss Hope, the governess I've come to meet," said the apparition, in a tone that admitted of very little argument.

"Very well, if I must I must," said Lady Carlotta to herself with dangerous meekness.

"I am Mrs. Quabarl," continued the lady; "and where, pray, is your luggage?"

"It's gone astray," said the alleged governess, falling in with the excellent rule of life that the absent are always to blame; the luggage had, in point of fact, behaved with perfect correctitude. "I've just telegraphed about it," she added, with a nearer approach to truth.

"How provoking," said Mrs. Quabarl; "these railway companies are so careless. However, my maid can lend you things for the night," and she led the way to her car.

During the drive to the Quabarl mansion Lady Carlotta was impressively introduced to the nature of the charge that had been thrust upon her; she learned that Claude and Wilfrid were delicate, sensitive young people, that Irene had the artistic temperament highly developed, and that Viola was

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CONTINUE

something or other else of a mould equally commonplace among children of that class and type in the twentieth century.

"I wish them not only to be TAUGHT," said Mrs. Quabarl, "but INTERESTED in what they learn. In their history lessons, for instance, you must try to make them feel that they are being introduced to the life-stories of men and women who really lived, not merely committing a mass of names and dates to memory. French, of course, I shall expect you to talk at meal-times several days in the week."

"I shall talk French four days of the week and Russian in the remaining three."

"Russian? My dear Miss Hope, no one in the house speaks or understands Russian."

"That will not embarrass me in the least," said Lady Carlotta coldly.

Mrs. Quabarl, to use a colloquial expression, was knocked off her perch. She was one of those imperfectly self-assured individuals who are magnificent and autocratic as long as they are not seriously opposed. The least show of unexpected resistance goes a long way towards rendering them cowed and apologetic. When the new governess failed to express wondering admiration of the large newly-purchased and expensive car, and lightly alluded to the superior advantages of one or two makes which had just been put on the market, the discomfiture of her patroness became almost abject. Her feelings were those which might have animated a general of ancient warfaring days, on beholding his heaviest battle-elephant ignominiously driven off the field by slingers and javelin throwers.

1

Which choice best summarizes the passage?

A) A woman weighs the positive and negative aspects of accepting a new job.

B) A woman does not correct a stranger who mistakes her for someone else.

C) A woman impersonates someone else to seek revenge on an acquaintance.

D) A woman takes an immediate dislike to her new employer.

2

In line 2, "turn" most nearly means

A) slight movement.

B) change in rotation.

C) short walk.

D) course correction.

3

The passage most clearly implies that other people regarded Lady Carlotta as

A) outspoken.

B) tactful.

C) ambitious.

D) unfriendly.

4

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

A) Lines 10-14 ("Certain . . . business")

B) Lines 22-23 ("It is . . . lady")

C) Lines 23-26 ("On this . . . her")

D) Lines 30-32 ("She . . . train")

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5

The description of how Lady Carlotta "put the doctrine of non-interference into practice" (lines 14-15) mainly serves to

A) foreshadow her capacity for deception.
B) illustrate the subtle cruelty in her nature.
C) provide a humorous insight into her character.
D) explain a surprising change in her behavior.

6

In line 55, "charge" most nearly means

A) responsibility.
B) attack.
C) fee.
D) expense.

7

The narrator indicates that Claude, Wilfrid, Irene, and Viola are

A) similar to many of their peers.
B) unusually creative and intelligent.
C) hostile to the idea of a governess.
D) more educated than others of their age.

8

The narrator implies that Mrs. Quabarl favors a form of education that emphasizes

A) traditional values.
B) active engagement.
C) artistic experimentation.
D) factual retention.

9

As presented in the passage, Mrs. Quabarl is best described as

A) superficially kind but actually selfish.
B) outwardly imposing but easily defied.
C) socially successful but irrationally bitter.
D) naturally generous but frequently imprudent.

10

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

A) Lines 49-50 ("How . . . careless")
B) Lines 62-68 ("I wish . . . memory")
C) Lines 70-73 ("I shall . . . Russian")
D) Lines 77-82 ("She was . . . apologetic")

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Questions 11-20 are based on the following passage and supplementary material.

This passage is adapted from Taras Grescoe, *Straphanger: Saving Our Cities and Ourselves from the Automobile.* ©2012 by Taras Grescoe.

Though there are 600 million cars on the planet, and counting, there are also seven billion people, which means that for the vast majority of us getting around involves taking buses, ferryboats, commuter trains, streetcars, and subways. In other words, traveling to work, school, or the market means being a straphanger: somebody who, by choice or necessity, relies on public transport, rather than a privately owned automobile.

Half the population of New York, Toronto, and London do not own cars. Public transport is how most of the people of Asia and Africa, the world's most populous continents, travel. Every day, subway systems carry 155 million passengers, thirty-four times the number carried by all the world's airplanes, and the global public transport market is now valued at $428 billion annually. A century and a half after the invention of the internal combustion engine, private car ownership is still an anomaly.

And yet public transportation, in many minds, is the opposite of glamour—a squalid last resort for those with one too many impaired driving charges, too poor to afford insurance, or too decrepit to get behind the wheel of a car. In much of North America, they are right: taking transit is a depressing experience. Anybody who has waited far too long on a street corner for the privilege of boarding a lurching, overcrowded bus, or wrestled luggage onto subways and shuttles to get to a big city airport, knows that transit on this continent tends to be underfunded, ill-maintained, and ill-planned. Given the opportunity, who wouldn't drive? Hopping in a car almost always gets you to your destination more quickly.

It doesn't have to be like this. Done right, public transport can be faster, more comfortable, and cheaper than the private automobile. In Shanghai, German-made magnetic levitation trains skim over elevated tracks at 266 miles an hour, whisking people to the airport at a third of the speed of sound. In provincial French towns, electric-powered streetcars run silently on rubber tires, sliding through narrow streets along a single guide rail set into cobblestones. From Spain to Sweden, Wi-Fi equipped high-speed trains seamlessly connect with highly ramified metro networks, allowing commuters to work on laptops as they prepare for same-day meetings in once distant capital cities. In Latin America, China, and India, working people board fast-loading buses that move like subway trains along dedicated busways, leaving the sedans and SUVs of the rich mired in dawn-to-dusk traffic jams. And some cities have transformed their streets into cycle-path freeways, making giant strides in public health and safety and the sheer livability of their neighborhoods—in the process turning the workaday bicycle into a viable form of mass transit.

If you credit the demographers, this transit trend has legs. The "Millenials," who reached adulthood around the turn of the century and now outnumber baby boomers, tend to favor cities over suburbs, and are far more willing than their parents to ride buses and subways. Part of the reason is their ease with iPads, MP3 players, Kindles, and smartphones: you can get some serious texting done when you're not driving, and earbuds offer effective insulation from all but the most extreme commuting annoyances. Even though there are more teenagers in the country than ever, only ten million have a driver's license (versus twelve million a generation ago). Baby boomers may have been raised in Leave It to Beaver suburbs, but as they retire, a significant contingent is favoring older cities and compact towns where they have the option of walking and riding bikes. Seniors, too, are more likely to use transit, and by 2025, there will be 64 million Americans over the age of sixty-five. Already, dwellings in older neighborhoods in Washington, D.C., Atlanta, and Denver, especially those near light-rail or subway stations, are commanding enormous price premiums over suburban homes. The experience of European and Asian cities shows that if you make buses, subways, and trains convenient, comfortable, fast, and safe, a surprisingly large percentage of citizens will opt to ride rather than drive.

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Figure 1

Primary Occupation of Public Transportation Passengers in US Cities

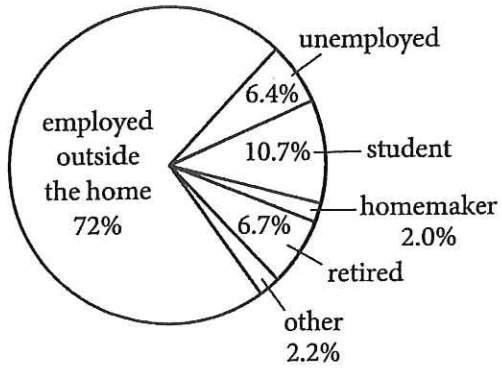


Figure 2

Purpose of Public Transportation Trips in US Cities

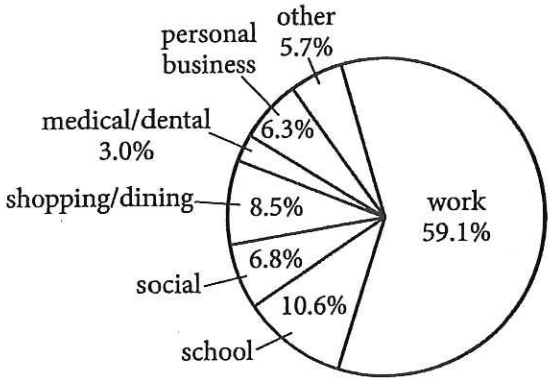


Figure 1 and figure 2 are adapted from the American Public Transportation Association, "A Profile of Public Transportation Passenger Demographics and Travel Characteristics Reported in On-Board Surveys." ©2007 by American Public Transportation Association.

11

What function does the third paragraph (lines 20-34) serve in the passage as a whole?

A) It acknowledges that a practice favored by the author of the passage has some limitations.

B) It illustrates with detail the arguments made in the first two paragraphs of the passage.

C) It gives an overview of a problem that has not been sufficiently addressed by the experts mentioned in the passage.

D) It advocates for abandoning a practice for which the passage as a whole provides mostly favorable data.

12

Which choice does the author explicitly cite as an advantage of automobile travel in North America?

A) Environmental impact

B) Convenience

C) Speed

D) Cost

13

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

A) Lines 5-9 ("In . . . automobile")

B) Lines 20-24 ("And . . . car")

C) Lines 24-26 ("In . . . experience")

D) Lines 32-34 ("Hopping . . . quickly")

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14

The central idea of the fourth paragraph (lines 35-57) is that

A) European countries excel at public transportation.

B) some public transportation systems are superior to travel by private automobile.

C) Americans should mimic foreign public transportation systems when possible.

D) much international public transportation is engineered for passengers to work while on board.

15

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

A) Line 35 ("It . . . this")

B) Lines 35-37 ("Done . . . automobile")

C) Lines 37-40 ("In . . . sound")

D) Lines 44-48 ("From . . . cities")

16

As used in line 58, "credit" most nearly means

A) endow.

B) attribute.

C) believe.

D) honor.

17

As used in line 61, "favor" most nearly means

A) indulge.

B) prefer.

C) resemble.

D) serve.

18

Which choice best supports the conclusion that public transportation is compatible with the use of personal electronic devices?

A) Lines 59-63 ("The . . . subways")

B) Lines 63-67 ("Part . . . annoyances")

C) Lines 68-70 ("Even . . . ago")

D) Lines 77-81 ("Already . . . homes")

19

Which choice is supported by the data in the first figure?

A) The number of students using public transportation is greater than the number of retirees using public transportation.

B) The number of employed people using public transportation and the number of unemployed people using public transportation is roughly the same.

C) People employed outside the home are less likely to use public transportation than are homemakers.

D) Unemployed people use public transportation less often than do people employed outside the home.

20

Taken together, the two figures suggest that most people who use public transportation

A) are employed outside the home and take public transportation to work.

B) are employed outside the home but take public transportation primarily in order to run errands.

C) use public transportation during the week but use their private cars on weekends.

D) use public transportation only until they are able to afford to buy a car.

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Pre-Calculus (12) Week 37

Name: Gary Young

#1 Points possible: 1. Total attempts: 1

ENTERING INTERVAL ANSWERS

For intervals of values, enter your answer using interval notation. Here are some examples of how interval notation relates to inequalities:

Inequality	Interval Notation
$3 < x < 5$	(3,5)
$3 < x \leq 5$	(3,5]
$x > 3$	$(3, \infty)$
$3 < x < 5$ or $7 < x < 9$	$(3, 5) \cup (7, 9)$

With inequalities, we use "less than": < or "greater than": > to exclude the endpoint of the interval. With interval notation, we use use round parentheses, (or).

With inequalities, we use "less than or equal to": $\leq$ or "greater than or equal to": $\geq$ to include the endpoint of the interval. With interval notation, we use use square brackets, [or].

To combine two intervals, use U (an uppercase letter u) for union: $\cup$
Use oo (two lowercase letter o's) for infinity: ∞

For example, to enter $(-\infty, -2] \cup (3, 6]$, you would type: (-oo,-2]U(3,6]

Try it now. Enter the interval equivalent to $2 < x \leq 5$ or $x > 7$

#2 Points possible: 1. Total attempts: 1

Find the domain of the function $f(x) = \dfrac{9}{x - 7}$

- $\{x \mid x \neq 7\}$
- $\{x \mid x > 7\}$
- $\{x \mid x < 7\}$

#3 Points possible: 1. Total attempts: 1

What is the domain of the following function: $f(x) = \dfrac{\sqrt{x+3}}{x-7}$

- $[-3, \infty)$
- $x \neq 7$
- $[-3, 7) \cup (7, \infty)$
- $(7, \infty)$
- All real numbers

#4 Points possible: 1. Total attempts: 1

Given the function

$$f(x) = \begin{cases} 5x+1 & x < 0 \\ 5x+2 & x \geq 0 \end{cases}$$

Calculate the following values:

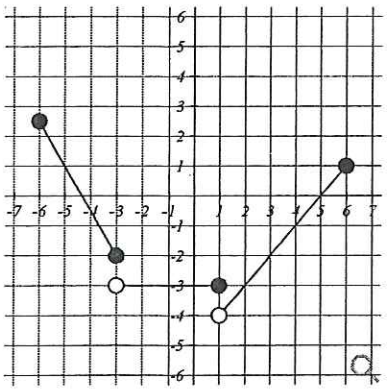
$f(-1) =$ _____

$f(0) =$ _____

$f(2) =$ _____

#5 Points possible: 1. Total attempts: 1

Complete the description of the piecewise function graphed below.



$$f(x) = \begin{cases} \text{_____} & \text{if } -6 \leq x \leq -3 \\ \text{_____} & \text{if } -3 < x \leq 1 \\ \text{_____} & \text{if } 1 < x \leq 6 \end{cases}$$
