

Practice 9

For use with Section 2-1

Tell whether each number is used for *identifying*, or *ordering*, or as a *count* or a *measure*. Tell whether each number is likely to be exact or estimated.

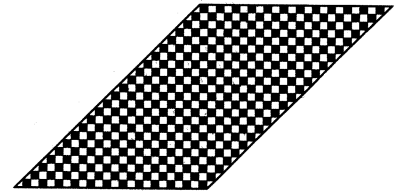
- | | |
|---|--|
| <p>1. The population of Austin, Texas</p> <p>3. The distance traveled by a home-run ball</p> <p>5. The land area of Earth</p> | <p>2. The position of a song in the Top 40</p> <p>4. A score on a science true-false quiz</p> <p>6. The attendance at a free outdoor concert</p> |
|---|--|

Classify each quantity as *discrete* or *continuous*.

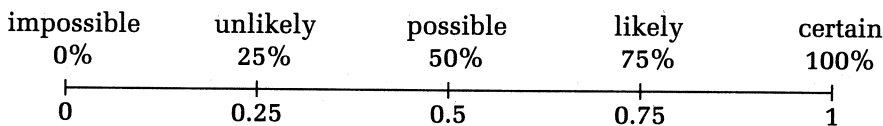
- | | |
|---|--|
| <p>7. An amount of rainfall</p> <p>9. The number of stars you can see</p> | <p>8. The attendance at a football game</p> <p>10. A person's weight</p> |
|---|--|

Exercises 11–13 refer to the diagram at the right.

11. Without counting black squares, is the number of black squares in the tens, hundreds, or thousands?
12. Describe a method for estimating the number of black squares.
13. Use your method to estimate the number of black squares.



For Exercises 14–16, refer to the following scale.



Use a number anywhere along the scale to estimate the probability of each event.

14. One of your teachers will be absent tomorrow.
15. It will be dark at 11:00 P.M. tomorrow night.
16. A coin that you toss will land heads up.
17. **Writing** Arlene wanted to estimate the number of words in the English language. She counted all the words in her pocket dictionary that started with the letter Z. Then she multiplied by 26. Was this a good plan? Explain your answer.