

deal with, we ask for your patience and diligence as we move forward.

We have tried not to overwhelm students during this time, but feel it is very important that we keep academics in the forefront so when this blows over, it has been an enriching experience.

During this time away from Pioneer Middle School we are asking the 8th grade students to complete the following work.

- Poetry project assignment from Inside Out and Back Again
(this was due 3/16/20, so it should be close to completion)
- Quarter 3 MC practice packet (read and annotate passages)
- Quarter 4 MC practice packet (read and annotate passages)

• March Reading Response Journals (10)

All work will be collected and assessed when we return.

If you or your child has questions, please contact us at our individual emails listed below.

Again, thank you for your assistance and understanding. Please stay well.

Sincerely,

8th Grade ELA Teachers

Mr. Colaiacovo

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&

Mrs. Wood

very different characters, Charlie Gordon and Mia. Later, this year we will be studying the Holocaust and *The Diary of Anne Frank*. All of these help us to get a better idea of the character and what each is faced with. These pieces of literature have and will continue to help us to understand the character's introspective thoughts and feelings. In the case of *The Diary of Anne Frank*, it is instrumental in showing us how people survive unprecedented events.

In the coming days, you will be experiencing something that no child has in over a generation. You will be at home, you will be semi-isolated, you will be dealing with altered family dynamics, you will see differences in daily procedures, you will be studying your academic subjects and enhancing your learning on a daily basis—but not in the normal environment. This will be new and different for all of us!

What we are asking is that you keep a daily journal.

- Your thoughts
- Your emotions
- Your hopes
- Your wishes
- How is social media influencing your thoughts and feelings?

Anything goes....

No one except us will read your journal. It will be graded based on completion, not on the content. Grammar and punctuation should be correct.

If you are feeling creative, you may create an actual diary and decorate it.

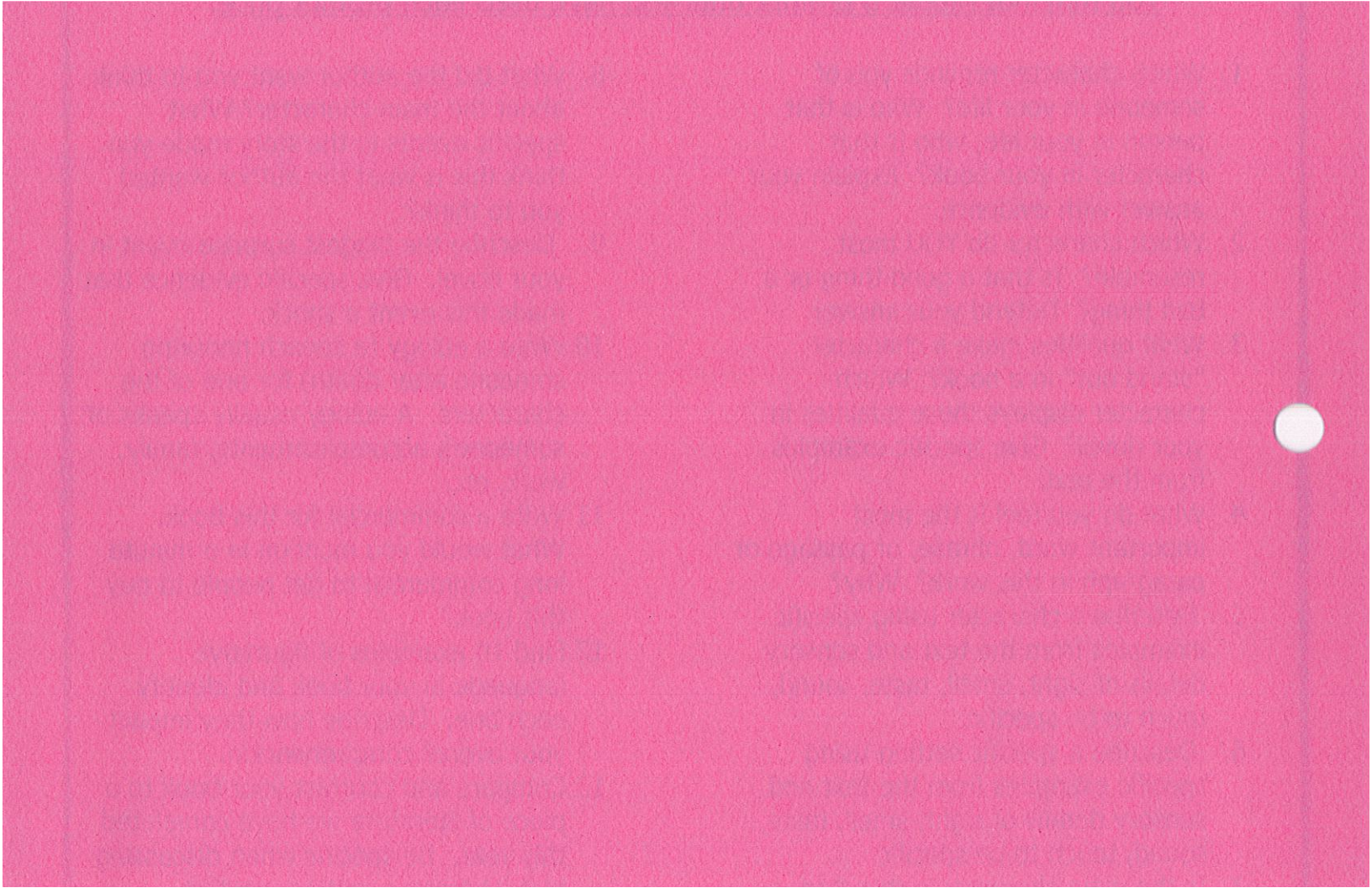
You may write in a notebook or simply on looseleaf paper.

You may write in poetry or in a standard diary format.

**On a side note, if you do not have your Reading Response Journal at

You may not repeat a prompt until you have used each prompt once.

1. Which character reminds you of someone in your life? Who is that person in your life; who is that character in your book? Explain your answer with evidence.
2. Which character do YOU most resemble? Is that a good thing or a bad thing? Defend your answer.
3. What qualities make a character "stand out" in a book? Which character displays those qualities in your novel? Give specific examples from the text.
4. What do you feel is the most important word, phrase, or passage or paragraph in this work? Why?
5. Describe a character using specific examples from the text and sensory details of sight, smell, taste, sound, touch to be specific.
6. Describe a specific setting using specific examples from the text and sensory details of sight, smell, taste, sound, touch to be specific.
7. Is the main character in this story a...
8. What did the author want you to think about the main character? What specific events in the story made you think this is what the author wanted you to think?
9. Describe the biggest surprise event in your novel. Give specific evidence that made this event a shock.
10. Write a eulogy (a speech honoring someone after death) for one of the characters. A eulogy usually speaks of someone's accomplishments, family, work, etc.
11. Write a commercial for this book. What would you mention in a minute long commercial to get people to buy this book?
12. Find 10 examples of figurative language in your book and identify each one. Describe how they impact your overall comprehension.
13. Compare and contrast your book to a piece of literature we have completed this year. Be specific when discussing plot, character, setting, conflict.



8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	2

month: April

Book #1 Color: _____

Book #2 Color: _____

Book #3 Color: _____

Book #4 Color: _____

Book #5 Color: _____

T

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kept in your folder/binder. Each Friday, to record the date, the title and author you are on, a 2-3 sentence summary one question (or more if you have it in the book. See example below:

ng, Eric Campbell

have met the main character, Alan
returning home to his father's east African
will feel when he sees his father.
in since they have seen each other?

ing logs each Friday. They will count as a
3.

Date:
Title:
Page:

Summary:

Questions:

Date:
Title:
Page:

Summary:

Questions:

Date:
Title:
Page:

Summary:

Questions:

2. did bobs international travels take him to europe & africa
3. tom had a morbid fascination with violence death and destruction
4. sally was mortified when her mother cynthia showed her baby pictures
5. james was naive he believed anything his older brother told him
6. the travelers nationality was french but he had been living in germany four 5 years
7. i feel remorse for saying things that hurt peoples feelings'
8. her guest appearance vitalized the otherwise boring sitcom

_____3. a. showvanist b. showvinist c. chauvinist

_____4. a. kronikler b.chronacler c. chronicler

_____5. a. conqueror b. conkerer c. conqeror

_____6. a. consperitor b. consperitor c. conspirator

_____7. a. linguist b. lynguist c. lingiust

_____8. a. narsisist b. narcistist c. narcissist

_____9. a. pessemist b. pessimist c. pesamist

2. the aqueduct carried water through out italy
3. after running i was really dehydrated
4. do you know what a geographer does
5. the regionss geology included large slabs of volcanic rock from mt st helens
6. their is a hydroelectric plant in niagara falls new york
7. matts hydrophobia prevented him from ever learning how two swim
8. is youre boat the flipper in the marina

2. in the library they're is a biography about billy jean kings life as a tennis player
3. my grandmother jokes that with her joint replacement she is the bionic woman
4. without the biosphere surrounding are planet earth would be as lifeless as mars
5. the warzone was the cite of unbelievable carnage
6. wolfs are carnivorous eating smaller animals but not plants
7. the corporation had monthly meetings with the bored of directors
8. the corpulent woodchuck had difficulty making his way over the log

- _____2. a. subdo b. sobdue c. subdue
- _____3. a. subjugate b. subgugate c. subgugat
- _____4. a. subsidise b. subsudsize c. subsidize
- _____5. a. subterrannean b. subterranean c. subterrannen
- _____6. a. transcribe b. transscribe c. transcrib
- _____7. a. transfir b.transfur c. transfer
- _____8. a. transsform b. transform c.transfrom
- _____9. a. tranlucent b. translucent c. tranluent

**Multiple
Choice
Practice**

Here are some suggestions to help you do your best.

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your response.

Ned loved snow, the whisper when he walked through it, a sound like candles being blown out, the coming indoors out of it into the warmth, and standing on the register in the big hall through which the dusty, metal-smelling heat blew up, and the going back out again, shivering, cold, stooping and scooping up a handful to make a snowball, packing it
5 hard with wet mittens, hefting it, tossing it as far as he could, and the runners of his sled whispering across it as he sleighed down the slopes which were smooth and glittering and hard, like great jewels.

On the first of December, there was a heavy snowfall. When Ned looked out of his window the next morning, the river glowed like a snake made out of light as it wound
10 among the snow-covered mountains.

He ate breakfast hastily, too preoccupied to read the story on the cereal box. Mrs. Scallop¹ was broody this morning and left him alone, her glance passing over him as it passed over the kitchen chairs.

On the porch, he paused to take deep breaths of air which tasted, he imagined, like
15 water from the center of the ocean, then he waded into the snow, passing the Packard,² its windows white and hidden, the crabapple tree with its weighted branches, down the long hill trying to guess if he was anywhere near the buried driveway. By the time he reached Mr. Scully's house, his galoshes were topped with snow and his feet were wet. Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.

20 Ned went around to the back until he could see the shed. There were boot tracks in the snow leading to it and returning to the back door. He guessed the old man had taken in the cat's bowl; it was nowhere to be seen. You couldn't leave anything out in this weather, it would freeze. Mr. Scully had told him that finding water in the winter was a big problem for animals. Licking the snow or ice could make them sick.

25 Ned stared hard at the shed. Perhaps the cat was inside, squeezed in behind logs in a tight space where its own breath would keep it warm. He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could

40 guessed they were Billy's tracks. It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat. He found Evelyn's tracks, too, and later on, Janet's, the smallest of all. He felt ghostly as if he'd been left alone on a white, silent globe.

45 Somewhere in the evergreen woods, snow must have slid off a bough, for he heard the loud plop, then the fainter sound of the bough springing up, relieved of the weight. He thought about the cat, visualizing how it had looked on the quilt. How still it had been! Why hadn't he gone right up to it, looked at it close, touched its fur? Why had it been so motionless—still as death, still as a dead vole he'd seen last summer in the grass near the well? He came to the snow-covered blacktop road upon which a few cars had left their
50 ridged tire tracks. He had a strong impulse to turn back, to play hooky for the first time in his life. Mr. Scully, with his poor eyesight, might not spot the cat on top of the icebox, might not, then, set food out for it. Fretting and shivering, his feet numb, Ned went on to school.

He tried very hard to concentrate on his lessons, to watch Miss Jefferson's plump, even
55 handwriting on the blackboard as she wrote out the lines from a poem by Thomas Gray that the class was to memorize that week, but try as he might, the image of the unmoving animal on the ragged old quilt persisted. Last week, on a rainy afternoon, the cat had looked at Ned, had cocked its head as though to see him better. Its one eye, narrowed, had reminded him of a grain of wheat.

60 "The curfew tolls the knell of parting day,
The lowing herd wind slowly o'er the lea . . ."

Ned read the lines several times before copying them down in his copybook. The words made no sense to him. It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him. He was either relieved because the cat was
65 where he could see it or fearful because he didn't know where it was.

- B** angry
- C** uncertain
- D** disappointed

2

Lines 20 through 24 contribute to the development of the plot by

- A** showing that Ned and Mr. Scully are friends
- B** describing the challenges of dealing with heavy snow
- C** suggesting that Mr. Scully has been neglecting the cat
- D** describing weather conditions that can be dangerous for the cat

3

In lines 31 through 36, Ned keeps his distance from the cat because he

- A** envisions the cat being sick from licking ice or snow
- B** believes the cat will make him late to school

- 5 Ned's decision to leave the cat causes
- A the cat to become more afraid
 - B Ned to be left behind by the other children
 - C the cat to go hungry for the rest of the day
 - D Ned to be distracted from his work during school

- 6 Which quotation **best** supports a central theme of the story?
- A "He ate breakfast hastily, too preoccupied to read the story on the cereal box." (line 11)
 - B "Twice, his glance passed over the icebox." (line 28)
 - C ". . . but try as he might, the image of the unmoving animal on the ragged old quilt persisted." (lines 55 and 56)

- C "It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat." (lines 39 through 41)
- D "It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him." (lines 62 through 64)

Wasabi vs. the Chili Pepper

by Mary Beth Cox

Most condiments are peaceable enough. The sauces, spreads, and pickles of the world add flavor to our foods without kicking up much of a fuss. This is not true of the pungent or “hot” condiments. They are more aggressive. They get our attention by purposely causing us pain. These strong-armed seasonings are often the source of friendly
5 competitions. Loyal fans will contend that their favorite pungent condiment is the one that packs the most powerful punch. Ladies and gentlemen, you are cordially welcomed to just such a contest. Here it is, the Match of the Moment: Wasabi vs. the Chili Pepper.

IN YOUR CORNERS

Introducing in the Green Corner, hailing from the island nation of Japan, sushi’s inseparable sidekick: Wasabi! *Wasabia japonica* grows wild on the cool, damp banks of
10 Japan’s many mountain streams. The chill of its habitat is quite ironic since wasabi is famous for bringing the heat. The plant is a botanical relative of mustard and horseradish. Pungency runs in the family. Traditionally, wasabi is prepared by grating its rootstock on the abrasive skin of an angel shark. Authentic wasabi is relatively rare and difficult to come by. The emerald condiment that is served outside of Japan is almost always
15 horseradish pulp dyed with green food coloring. Whether the wasabi is real or whether it’s the more common substitute, a whopping snootful will make you cry for your momma!

And in the red corner, originating from the Central and South Americas, now an international culinary superstar: the Chili Pepper. Chili peppers are fruits of the plants of the botanical genus *Capsicum*. They are related to the tomato and the eggplant. They’re
20 the renegades in an otherwise mild-mannered botanical family. Chili peppers include but are not limited to the poblano, the cayenne, the jalapeño, the tabasco, the habanero, and the serrano. One of these culprits sometimes goes by the alias “chipotle.” A chipotle (pronounced chee-POHT-lay) is none other than a dried smoked jalapeño. Chilies were introduced to the non-American world by Christopher Columbus, who mistakenly

pungency. Allyl isothiocyanate molecules are lightweight. They are *volatile*. They are also soluble in water. As a consequence, the consumption of wasabi launches an airborne assault on the consumer's sinuses. Allyl isothiocyanate molecules waft up the nose and back of the throat. They dissolve in the watery fluids they find there. They intercept nerve endings in the nasal passages. Specifically, these molecules target pain receptors of the type known as TRPA₁. TRPA₁ receptors respond to the attack by sending emergency signals to the brain: "Yikes . . . we've gotten hold of something painfully hot!"

Chili peppers conduct operations of a different sort. Their active ingredient is a substance called capsaicin. It's found in the spongy inner tissue of peppers, but it can leak onto the seeds and inner wall of the fruit. Capsaicin molecules are heavier than the molecules of wasabi's allyl isothiocyanate. They are not volatile. They prefer to dissolve in oils, so they aren't as easily dissolved in water. Capsaicin molecules instigate an incendiary assault upon contact with exposed vulnerable surfaces. They cling to the tender tissues of the lips, mouth, and throat. They burn eyes that are rubbed with capsaicin-laced fingers. Capsaicin molecules interact with pain receptors of the type TRPV₁. Again an alert is expedited to the brain: "Mayday! Mayday! Let's not eat any more of that, please!"

WHERE'S THE REFEREE?

So which of these condiments causes the most pain? To settle any contest, a scoring system is required. There is a way to compare the relative heat intensities of the various chili peppers. It's called the *Scoville scale*. Scoville ratings are determined by brave human test subjects who willingly sip extracts of chili pepper juice. Extracted juices are diluted again and again until their heat can no longer be detected. A high rating on the Scoville scale means that a lot of dilutions are necessary to eliminate the pain caused by a particular pepper. Unfortunately, Scoville ratings are not applicable to wasabi. The method is specifically designed to extract capsaicin from chili peppers. It doesn't work for allyl isothiocyanate, or for anything else.

definitely judge this contest.

70 It isn't even possible to directly measure and compare nerve responses, since
two different types of pain receptors are involved. Wasabi and chili peppers are like
pungent apples and oranges. There's no objective way to declare one more potent than the
other. This friendly competition won't be settled anytime soon. Everyone is free to chime
75 in with an opinion. You just have to try both of these pungent powerhouses, then root for
your own favorite flavor of pain.

23

Read lines 25 and 26 from the article.

Chilies have since taken the culinary world by storm.

Which detail **best** supports the author's claim?

- A Chili peppers come in many varieties.
- B Chili peppers are used in many different countries.
- C Chili peppers are related to tomatoes and eggplants.
- D Chili peppers were mistakenly thought to resemble black pepper.

24

Read this sentence from lines 37 and 38 of the article.

As a consequence, the consumption of wasabi launches an airborne assault on the consumer's sinuses.

What does the phrase "airborne assault" add to the author's description?

chili peppers.

- 26** The Scoville scale determines the strength of the heat in chili peppers by
- A** counting the number of sips of chili pepper juice a human subject can consume
 - B** recording the amount of capsaicin present in specific amounts of chili pepper juice
 - C** measuring how much chili pepper juice must be weakened for it to no longer cause pain
 - D** comparing descriptions of the heat a human subject feels while drinking chili pepper juice
- 27** What is the result of being unable to use the Scoville scale to measure the heat strength of wasabi?
- A** Chromatography is used to compare the heat strengths of wasabi and chili peppers.
 - B** Comparing the heat strengths of wasabi and chili peppers using a scientific method is impossible.
 - C** A new scale will be developed to compare the degree of pain caused by wasabi and chili peppers.

- B** "After separation, the amounts of each component are quantified." (lines 62 and 63)
- C** "If two chili peppers have the same amount of capsaicin, it can be assumed that those peppers are equally 'hot.'" (lines 65 and 66)
- D** "There's no way to know if equal amounts of capsaicin and allyl isothiocyanate cause equal degrees of pain." (lines 67 and 68)

When bats go out to hunt, they send out sonar signals at such high frequencies and in such rapid bursts that they can hear the signals bounce off mosquitoes in midair. They then zero in on the insects like laser-guided missiles. Dolphins use the same technique to find their dinners. It's called echolocation, a technique that uses sound to identify objects by the echoes they produce.

Fourteen-year-old Ben Underwood of Sacramento, Calif., is one of the few people known to use echolocation as a primary means of navigating the world on land. There's not even a hint of light reaching his brain. His eyes are artificial, but his brain has adapted to allow him to appraise his environment. He makes a "clicking" sound to communicate with objects and people around him.

Scientists have discovered that in the brains of the blind, the visual cortex has not become useless, as they once believed. When blind people use another sense—touch or hearing, for example—to substitute for sight, the brain's visual cortex becomes active, even though no images reach it from the optic nerve. Echolocation creates its own images.

"I can hear that wall behind you over there. I can hear right there—the radio, and the fan," Ben says.

Ben says every object in his life talks to him in ways that no one else can hear or understand.

Forty-year-old Daniel Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it, founding the World Access for the Blind, an organization that teaches others how to echolocate. Kish leads other blind people on mountain biking tours and hikes in the wilderness, visualizing and describing the picturesque sights around him through echolocating.

Clicking to Do Anything

If you listen closely to Ben or Kish, you can hear how they find their way. Ben says he

your hands and your nose and your ears.”

40 In a house already filled with three other children, Ben’s mother decided not to treat his blindness as a handicap. In school, Ben recognizes his classmates by their voices. With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.

Rich Mental Images, Without Visual Elements

45 Like Ben, Kish also lost his eyesight to cancer at age 1. He was raised to believe he could do pretty much anything, and he discovered clicking by accident as a child.

“I have mental images that are very rich, very complex. They simply do not possess the visual element,” Kish says.

50 In retrieving those pictures, Kish varies the pace and volume of his clicks as he walks along; and what he can tell you about an object’s qualities is sometimes astonishingly thorough.

If bats can distinguish prey as small as mosquitoes with echolocation, and some dolphins can detect small targets a hundred yards away, what are the ultimate capabilities of human beings like Ben and Kish?

55 Peter Scheifele, who studies hearing and sound production in animals and people at the University of Connecticut, analyzed samples of the clicks that Ben and Kish make.

“Ben clicks, looks to me like once every half second, whereas a dolphin is actually making 900 clicks per second. And the bat is even faster than that,” Scheifele says.

60 The bottom line: Human beings send out sounds at much slower rates and lower frequencies, so the objects people can picture with echolocation must be much larger than the ones bats and dolphins can find.

30

How do lines 1–5 contribute to the understanding of the text?

- A** by showing the widespread use of echolocation by animals
- B** by giving examples to explain how echolocation works
- C** by presenting the characteristics of animals that use echolocation
- D** by describing how each species uses echolocation differently

31

In people who are blind, the visual cortex seems to help

- A** activate the optic nerve where images are formed
- B** increase the amount of light reaching the brain
- C** create images in the brain based on sounds
- D** make echoes of sounds from clicks

- B** “Even though he can’t see the goal he’s aiming for, he can sink a basket.”
(lines 27 and 28)
- C** “In school, Ben recognizes his classmates by their voices.” (line 41)
- D** “With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.” (lines 41 through 43)

33

Read Daniel Kish’s claim from line 46.

“I have mental images that are very rich, very complex.”

Which quotation from the article **best** supports this claim?

- A** “. . . Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it. . . .” (lines 19 and 20)
- B** “He was raised to believe he could do pretty much anything. . . .” (lines 44 and 45)
- C** “. . . Kish varies the pace and volume of his clicks as he walks along. . . .”
(lines 48 and 49)
- D** “. . . what he can tell you about an object’s qualities is sometimes astonishingly thorough.”
(lines 49 and 50)

35

Echolocation used by humans is distinct from echolocation used by animals because animals can

- A** create louder clicking noises
- B** distinguish among more sounds
- C** see objects that are farther away
- D** locate objects that are smaller in size

**Multiple
Choice
Practice**

Here are some suggestions to help you do your best.

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your response.
- Plan your time.

Basketball brought me to life, and once I was awake and alive, there was no turning back. I'm not good at school, never have been. There's a clarity and straightforwardness to basketball, to sports, that I understand. There are rules. You follow the rules and try to win. Life isn't like that. Too bad, because in life you have to work to make anything make sense. Life is deceptive. In basketball, I'm asked to be smart: to get the ball, pass the ball, fake a pass, dribble, and to shoot the ball through the hoop. When I run, I'm asked to run as fast as I can, beat the others. Cross the finish line first. I have a job to do, and I either get it done or don't. There's nothing vague about it. It's very clear. Life is tough and disappointing and I can't control anything, so to me the best answer is sports. There's no right or wrong answer like with arithmetic. I'm not asked to come up with something like you have to in English. I don't have to decipher a story or a poem. I'm connected to others, and we're connected through time, when it was clear and straightforward then, like it is now. There's no trick answer, nothing that you have to interpret or guess. I don't understand Shakespeare or algebra or why a poem makes people cry, but give me the ball, and I'll dribble and pass, and I'll take the elbow to the face, the lumps and the bruises, gladly, to know that I'm doing something truly fine, something that's as good as Shakespeare, if you ask me, as good as any poem, even better, if you ask me. It's action. It has the kind of power and force of the known, and I gave myself over as soon as I discovered basketball. I knew that I'd found an answer to my life. I was alive.

At first, my dad wouldn't let me play basketball. I was ten and we would go to my brother's games at the high school. I'm the only girl of five children, and being from a family of boys, I did everything that they did, which confused my dad, since it wasn't ladylike. That's how I got into running, because of my three older brothers. I ran to keep away from them.

"I want to do that," I told my dad at the basketball game, and he shook his head and said, "That's not for girls." It's very simple, really. Boys play sports and girls watch the boys play sports. My dad believes that girls should stay home and work and bring the money home until they get married. Girls shouldn't go to college. I finished at Oklahoma State University.

40 couldn't stay calm. Cheering is what I do best. I
down the aisles, dribbling my imaginary ball with my brother. I faked defenders, turned
and made my shots. I took low, sweeping passes. I trotted and swerved and blocked
players, careful not to foul. All this I did with a very loud commentary, letting my dad and
the spectators and the refs know that I knew everything, that I was in the game, and that I
45 was part of this world whether my dad let me play for real or not. Truly, I believed that
my brother depended on me, that in some magical way, I was him, and that his success
and his team's depended on my vigilance. When he made a shot, when he passed the ball
with beauty, and the crowd clapped and roared, I believed that they were roaring for me,
as much as for him. It felt like an assurance that life could be understandable.

50 I couldn't stop moving and talking and my dad became concerned. People stared,
moved away from us. A few stayed, fascinated by my antics.

"You're like a crazy person," my dad said.

Then my dad decided that I couldn't come to the basketball games anymore. My
cheering was too much. The games were my delight, my reason for living, and I locked
55 myself in a closet and cried for two days. I refused to eat. My family couldn't get me to
come out. Even my brother, whom I love with all my heart, because he believes in me and
plays sports with me, and he taught me what he knows about basketball—he couldn't get
me to come out. My mom made blueberry pie, my favorite, put it right outside the closet
so that I smelled it. But I didn't care.

60 "Let her play," I heard my mom tell my dad. "Girls play basketball all the time now,"
said my brother, and my dad said, "Not my daughter." But he gave in, because I wouldn't
come out of the closet or eat, and I'm his daughter, and he loves me.

D She gets to be like her brothers when she plays basketball.

2 According to the narrator, why is basketball “as good as Shakespeare” (lines 16 and 17)?

A It connects her to important people.

B It helps her to understand her life.

C It has the power to strongly affect her.

D It helps her deal with disappointments in life.

3 Based on lines 20 through 29, what can readers conclude about the narrator’s father?

A He thinks boys and girls should pursue different activities.

B He believes that siblings should support one another.

C He values sports more than he values education.

D He wishes that all of his children were boys.

4 What does the narrator discover in lines 30 through 36 that affects the plot of the story?

A Watching basketball gives her the same feeling as studying.

B She wants other people to pay more attention to her.

6

How does the structure of the story contribute to its meaning?

- A The narrator describes how she differs from her brothers, which leads to a conflict with her father.
- B The narrator expresses her point of view, which provides background for the conflict with her father.
- C The narrator describes her frustration with life at home and school, which leads to problems with her father.
- D The narrator begins with a reflection on rules, which leads to an improvement in her relationship with her father.

7

How does the basketball game setting relate to a theme of the story?

- A by showing where the narrator feels the most alive
- B by showing how the narrator utilizes her knowledge
- C by showing how the narrator differs from other girls
- D by showing why the narrator supports her brother

One autumn I went to spend the hunting season with some friends in a chateau¹ in Picardy.

My friends were fond of practical jokes. I do not care to know people who are not.

5 When I arrived, they gave me a princely reception, which at once awakened suspicion in my mind. They fired off rifles, embraced me, made much of me, as if they expected to have great fun at my expense.

I said to myself:

“Look out, old ferret! They have something in store for you.”

10 During the dinner the mirth was excessive, exaggerated, in fact. I thought: “Here are people who have more than their share of amusement, and apparently without reason. They must have planned some good joke. Assuredly I am to be the victim of the joke. Attention!”

15 During the entire evening everyone laughed in an exaggerated fashion. I scented a practical joke in the air, as a dog scents game. But what was it? I was watchful, restless. I did not let a word, or a meaning, or a gesture escape me. Everyone seemed to me an object of suspicion, and I even looked distrustfully at the faces of the servants.

The hour struck for retiring; and the whole household came to escort me to my room. Why?

20 They called to me: “Good-night.” I entered the apartment, shut the door, and remained standing, without moving a single step, holding the wax candle in my hand.

I heard laughter and whispering in the corridor. Without doubt they were spying on me. I cast a glance round the walls, the furniture, the ceiling, the hangings, the floor. I saw nothing to justify suspicion. I heard persons moving about outside my door. I had no doubt they were looking through the keyhole.

25 An idea came into my head: “My candle may suddenly go out and leave me in

35 bed. The night was advancing; and I ended by coming to the conclusion that I was foolish. If they were spying on me, as I supposed, they must, while waiting for the success of the joke they had been preparing for me, have been laughing immoderately at my terror. So I made up my mind to go to bed. But the bed was particularly suspicious-looking. I pulled at the curtains. They seemed to be secure.

40 All the same, there was danger. I was going perhaps to receive a cold shower both from overhead, or perhaps, the moment I stretched myself out, to find myself sinking to the floor with my mattress. I searched in my memory for all the practical jokes of which I ever had experience. And I did not want to be caught. Ah! certainly not! certainly not! Then I suddenly bethought myself of a precaution which I considered insured safety. I
45 caught hold of the side of the mattress gingerly, and very slowly drew it toward me. It came away, followed by the sheet and the rest of the bedclothes. I dragged all these objects into the very middle of the room, facing the entrance door. I made my bed over again as best I could at some distance from the suspected bedstead and the corner which had filled me with such anxiety. Then I extinguished all the candles, and, groping my way, I slipped
50 under the bed clothes.

For at least another hour I remained awake, starting at the slightest sound. Everything seemed quiet in the chateau. I fell asleep.

I must have been in a deep sleep for a long time, but all of a sudden I was awakened with a start by the fall of a heavy body tumbling right on top of my own, and, at the same
55 time, I received on my face, on my neck, and on my chest a burning liquid which made me utter a howl of pain. And a dreadful noise, as if a sideboard laden with plates and dishes had fallen down, almost deafened me.

I was smothering beneath the weight that was crushing me and preventing me from moving. I stretched out my hand to find out what was the nature of this object. I felt a
60 face, a nose, and whiskers. Then, with all my strength, I launched out a blow at this face. But I immediately received a hail of cuffings which made me jump straight out of the

valet: a manservant

- C the narrator's reason for suspicion
- D why the guests embraced him

23 What does the phrase "as a dog scents game" in line 14 of the story suggest about the narrator's actions?

- A He is enjoying the laughter of the other guests.
- B He feels on the verge of finding the prankster.
- C He feels left out of the dinner conversation.
- D He is alert to some hidden plan.

24 Read lines 14 and 15 of the story.

I did not let a word, or a meaning, or a gesture escape me.

This sentence suggests that the narrator

- A feels anxious about his current situation
- B is highly critical of his friends' interactions
- C feels defenseless against the coming events
- D is too distracted to join his friends' conversation

26

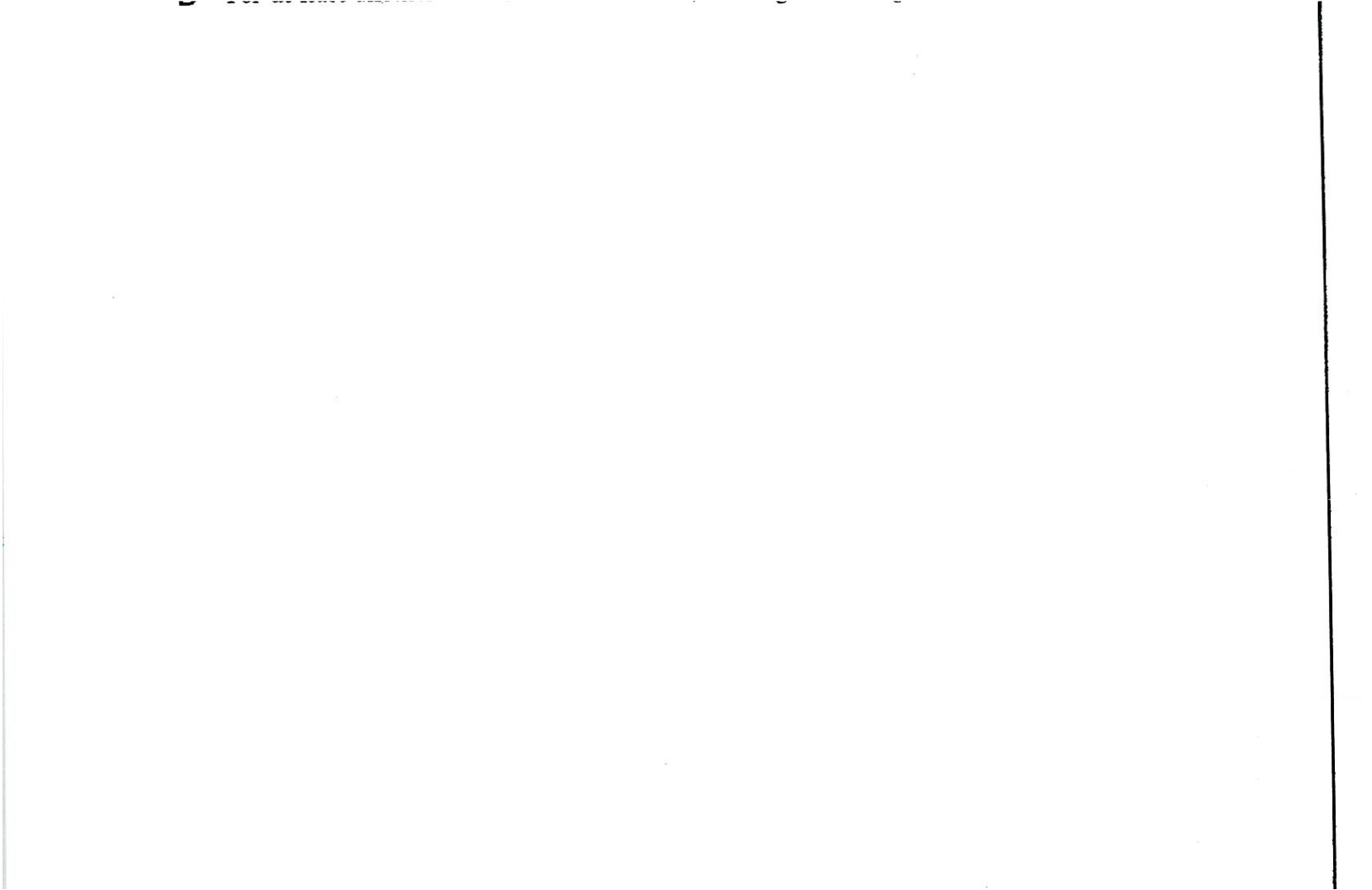
Which words reveal the irony of the narrator's situation?

- A "I thought: 'Here are people who have more than their share of amusement, and apparently without reason. They must have planned some good joke.'" (lines 9 through 11)
- B "The hour struck for retiring; and the whole household came to escort me to my room." (line 17)
- C "However, the night was advancing; and I ended by coming to the conclusion that I was foolish." (lines 35 and 36)
- D "The precautions I had taken in closing the shutters and going to sleep in the middle of the room had only brought about the practical joke I had been trying to avoid." (lines 68 and 69)

27

What effect does the point of view of the story have on the reader?

- A The point of view increases suspense by limiting the reader to the narrator's understanding of events.
- B The point of view creates humor by showing how the narrator's friends misunderstand him.
- C The point of view raises the reader's sympathy for the questions the narrator faces.
- D The point of view adds to the reader's mistrust of what the narrator reports.



Confession Time: I once had a class that was so boring I fell asleep—head flat on desk—completely out! I'm not proud of it and I'm sure it didn't help my grade, but it's not too uncommon. After all, there's nothing more thumb-twiddle tedious than being stuck in a boring class. Every second takes an eternity to tick by. You begin to wish you had your
5 cell phone and could at least send off a few texts.

Boredom is the enemy of fun. If fun is pulling a 360 air on your mountain bike,¹ boredom is a flat tire. If fun is the big drop of a roller coaster, boredom is waiting in line. If we want to figure out the future of fun, we have to first figure out how to end boredom. Imagine that: a world where each second is interesting and nothing is dull. That sounds
10 like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past.

Boredom in Society

The next time your parents complain when you say you're bored, you might remind them that you're not alone. A recent survey of American kids revealed that 91 percent experience boredom. In fact, adolescence is considered a peak period for the malady.
15 One study showed that while roughly one in three teenagers were bored at school, less than one in 20 adults were bored at work. That's more serious than it sounds for teens. Chronic boredom is associated with a range of mental and social problems, including drug and alcohol abuse . . . definitely not fun!

Unfortunately, the problem seems to be getting worse. Peter Stromberg, professor of anthropology at the University of Tulsa and author of *Caught in Play: How Entertainment
20 Works on You*, believes that the way we have fun in modern society sets us up to become bored. "If you're driving fast on the highway and you suddenly have to slow down to 30 miles per hour, it feels like you're going about two. That's because our brains adapt really quickly to certain levels of stimulation—in this case, speed. But entertainment
25 systems do the same thing. We get used to the media stimulating our brains, and when

35 Professor John D. Eastwood of the University of York in Ontario decided to do something about that. Pooling all existing research on the subject, he and his team developed a new theory of boredom, which links it to the brain's attention system—literally the part of the brain that we use to focus.

40 Here's how it works: Imagine your brain is a spaceship. You have a high-tech control panel and each touch command controls a specific system on the ship. The attention system is very important because it's like the starship *Enterprise's* "tractor beam"—the ray of energy that extends outward from the ship pulling objects toward it like a magnet. Just like that tractor beam, anything the attention system in your brain locks onto will be automatically sucked up into your conscious awareness—it might be a bird outside the
45 window, the smell of lunch drifting down from the cafeteria, or even someone sleeping in the back of the class (Not me!).

The problem is that your attention system doesn't like being told what to do. It wants to focus on stuff that you find fun and interesting. For the parts of school that you enjoy, this isn't a problem: Your tractor beam naturally and effortlessly will suck up all the
50 information you need. But for those classes that don't interest you, or present too much (or too little) challenge, the story is very different. In those situations, you're going to have to spend a lot of effort constantly redirecting that tractor beam to focus on things it would rather ignore. And the effort is going to wear you out. Eastwood describes it as "wanting, but being unable, to engage in a satisfying activity." It's like a block in the system. And it's
55 the awareness of that block (your mind won't stop wandering; you can't concentrate) coupled with a sense that the environment is to blame (math is pointless; this teacher is so boring) that leads to feelings of boredom.

The End of Boredom

When we're bored we blame the world around us, but Eastwood's theory challenges this assumption: Boredom doesn't exist out there; it exists in here—inside your brain.
60 What that means is—hard as it may be to hear—boring lessons aren't *only* the fault of your



D "You begin to wish you had your cell phone" (lines 4 and 5)

30

Read this sentence from line 6 of the article.

Boredom is the enemy of fun.

Which quotation best helps the reader understand this sentence?

- A "If fun is the big drop of a roller coaster, boredom is waiting in line." (line 7)
- B "If we want to figure out the future of fun, we have to first figure out how to end boredom." (line 8)
- C "Imagine that: a world where each second is interesting and nothing is dull." (line 9)
- D "That sounds like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past." (lines 9 through 11)

31

Lines 19 through 26 connect modern entertainment to boredom by suggesting that it causes us to

- A want more challenging games to play
- B misunderstand the role of fun in our lives
- C develop expectations for high levels of excitement
- D avoid adapting to new technological innovations

33 Read lines 9 through 11 of the article.

That sounds like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past.

Which quotation provides the best evidence to support this claim?

- A “. . . less than one in 20 adults were bored at work.” (lines 15 and 16)
- B “. . . our brains adapt really quickly to certain levels of stimulation . . .” (lines 23 and 24)
- C “. . . anything the attention system in your brain locks onto will be automatically sucked up into your conscious awareness . . .” (lines 43 and 44)
- D “Each of us has the ability to make *every* situation interesting; all we need to do is change the way we look at it . . .” (lines 61 and 62)

34 The final sentence in lines 68 and 69 best contributes to the article by

- A suggesting that the author often fell asleep in classes
- B connecting the information to the incident described at the beginning
- C encouraging students to stay awake and avoid boredom in class
- D emphasizing that teenagers are often more bored than other groups

