Winter Break Packet
Grade 7 - English and Writing

Name ____________________________________

Due Wednesday, January 4

CLA parents - Please ensure your child answers every question in this packet. The articles reinforce other content areas and also preview background for our next novel to set your child up for success. Additionally, the essay question is required writing over break.
Record all of your answers on this page.

<table>
<thead>
<tr>
<th>Title</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author Harper Lee:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of the Dust:</td>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>Waste Not, Want Not:</td>
<td>15.</td>
<td>16.</td>
<td>17.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18.</td>
<td>19.</td>
<td>20.</td>
<td></td>
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<tr>
<td></td>
<td>21.</td>
<td>22.</td>
<td>23.</td>
<td>24.</td>
</tr>
<tr>
<td>The Miracle Worker:</td>
<td>25.</td>
<td>26.</td>
<td>27.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28.</td>
<td>29.</td>
<td>30.</td>
<td>31.</td>
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<tr>
<td></td>
<td>32.</td>
<td>33.</td>
<td>34.</td>
<td></td>
</tr>
<tr>
<td>Inside Alaska:</td>
<td>35.</td>
<td>36.</td>
<td>37.</td>
<td>38.</td>
</tr>
<tr>
<td></td>
<td>39.</td>
<td>40.</td>
<td>41.</td>
<td>42.</td>
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<tr>
<td></td>
<td>43.</td>
<td>44.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Echo and Narcissus:</td>
<td>45.</td>
<td>46.</td>
<td>47.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48.</td>
<td>49.</td>
<td>50.</td>
<td></td>
</tr>
</tbody>
</table>
Essay question: In 500 words or less, share and incident when you or someone you know was treated unfairly or you treated someone unfairly based on race, socioeconomic status, gender, religion, etc. Why was this judgment wrong? How did the experience affect you? What have you done and what will you do to help end intolerance and create a more inclusive community?
Author Harper Lee, who wrote "To Kill a Mockingbird," has died at age 89
By Associated Press

NEW YORK, N.Y. — Harper Lee's novel of racial injustice, "To Kill a Mockingbird," became classroom reading for millions of young people. The author died Thursday at the age of 89. Publisher HarperCollins said in a statement Friday that Lee died peacefully. It did not give any other details.

"The world knows Harper Lee was a brilliant writer but what many don't know is that she was an extraordinary woman of great joyfulness, humility and kindness. She lived her life the way she wanted to — in private — surrounded by books and the people who loved her," Michael Morrison, head of HarperCollins U.S. general books group, said.

"Mockingbird" Inspired Many People

For most of her life, Lee divided her time between New York City and her hometown of Monroeville, Alabama. "To Kill a Mockingbird," published in 1960, is about a girl nicknamed Scout growing up in a Southern town in the 1930s. It tells the story of a black man who has been wrongly accused of attacking a white woman. Scout's father, the lawyer Atticus Finch, defends him despite threats and hatred.

The book quickly became a best-seller. It won the Pulitzer Prize for the best novel and was made into a movie in 1962. Actor Gregory Peck won an Oscar for his portrayal of Atticus. As the civil rights movement grew, the novel inspired a generation of young lawyers. It was read in high schools all over the country and was a popular choice for citywide, or nationwide, reading programs.

By 2015, it had sold more than 40 million copies worldwide, according to HarperCollins. It became one of the most widely read American novels of the 20th century. In 1991, a Library of Congress survey found that only the Bible had a more important effect on people's lives than "To Kill a Mockingbird."

Lee Guarded Her Privacy

Lee herself became more mysterious as her novel became more famous. At first, she spoke much about her book. But she began turning down interviews in the late 1960s. She did not publish another book until "Go Set a Watchman" in 2015. "Watchman" was actually written before "Mockingbird." It was set 20 years later, using the same location and many of the same characters. Readers and reviewers were disappointed that Atticus seemed nothing like the hero of the earlier book. In "Watchman," Atticus thought that black and white children should go to separate schools and said that blacks did not have to be treated equally.

According to friends and Monroeville townsfolk, Lee was a warm, lively and witty woman. She enjoyed life, played golf, loved to read, and went to plays and concerts. Yet, she guarded her privacy like others in her generation, said Claudia Durst Johnson, who has written about Lee's novel.

"Mockingbird" Mirrored Life

In 2001, the Chicago Public Library chose "Mockingbird" for its first One Book, One Chicago program. In 2007, she received a Presidential Medal of Freedom. Around the same time, Lee wrote a rare published item — for O, The Oprah Magazine — about how she became a reader as a child and remained one. "Now, 75 years later in an abundant society where people have laptops, cellphones, iPods, and minds like empty rooms, I still plod along with books," she wrote.

Born in Monroeville, Nelle Harper Lee was known to family and friends as Nelle (pronounced Nell). Like Atticus Finch, her father was a lawyer and state legislator. Lee attended Huntingdon College in Montgomery
and then went to the University of Alabama, where she wrote and became editor of the campus literary
magazine. She studied to be a lawyer, but left before graduating. Lee head to New York to become a writer.
During the early 1950s, Lee worked for an airline, writing in her free time. Finally, with a loan from
friends, she quit her job to write full-time.

New, Memorable Title

The book's first title was "Atticus." It later became "To Kill a Mockingbird" after an old saying. It was all
right to kill a blue jay but a sin to kill a mockingbird, which gives the world its music.

"Though Miss Lee then had never published even an essay or a short story, this was clearly not the work
of an amateur," her editor wrote. "... She had learned the essential part of her craft, with no so-called
professional help, simply by working at it and working at it, endlessly."

Her novel was hugely popular, but some critics said the book was sentimental and childish. Some people
were offended because the novel highlighted the bravery of a white man who defended blacks. "Surely it is
plain to the simplest intelligence that 'To Kill a Mockingbird' spells out in words of seldom more than two
syllables a code of honor and conduct," Lee wrote in the early 1960s. She said the book was based on Christian
values.

1. Based on the section "Mockingbird Mirrored Life," how did Lee's father influence her writing of "To Kill a
Mockingbird"?
A. Lee gave the character of Atticus Finch the same profession as her father.
B. Lee was inspired to write the book based on an event that happened to her father in the South.
C. Lee worked as a lawyer like her father and that experience formed the foundation of her book.
D. Lee wrote the book about a man named Atticus Finch who was defended by her father in real life.

2. Based on the last paragraph of the article, which answer choice BEST explains how Lee's writing style
influenced the popularity of "To Kill a Mockingbird"?
A. Her choice of vocabulary made it easy for many people to understand her book.
B. Her use of very few words in a sentence made it easy for many people to finish the book quickly.
C. Her decision to write about a certain type of behavior made many people feel intelligent when reading her
book.
D. Her choice to deliver her message in a sincere way appealed to many intelligent people.

3. Read the sentence from the first paragraph of the article: Harper Lee's novel of racial injustice, "To Kill a
Mockingbird," became classroom reading for millions of young people. Which answer choice could replace
the word "injustice" WITHOUT altering the meaning of the sentence?
A. defiance
B. outrage
C. unfairness
D. ignorance

4. Read the sentence from the section "Mockingbird Mirrored Life:" Now, 75 years later in an abundant
society where people have laptops, cellphones, iPods, and minds like empty rooms, I still plod along
with books," she wrote. How does the word "plod" affect the meaning of the sentence?
A. It conveys that Lee considered reading books to be a chore.
B. It suggests that Lee likes to take her time when reading books.
C. It illustrates that Lee felt too old to replace her books with technology.
D. It emphasizes that Lee has to read at a slow pace because of her age.
These selections are from Karen Hesse’s book Out of the Dust. The speaker is a young girl who lives with her family in the Midwest during the 1930s. At that time, serious drought destroyed the farmers’ crops and caused great dust storms. People were very poor and some farmers lost their farms. Read the selections and answer the questions that follow.

Out of the Dust by Karen Hesse

Debts

1 Daddy is thinking of taking a loan from Mr. Roosevelt and his men, to get some new wheat planted where the winter crop has spindled out and died.

Mr. Roosevelt promises Daddy won’t have to pay a dime till the crop comes in.

2 Daddy says, “I can turn the fields over, start again.
It’s sure to rain soon.
Wheat’s sure to grow.”

3 Ma says, “What if it doesn’t?”

4 Daddy takes off his hat, roughs up his hair, puts the hat back on.
“Course it’ll rain,” he says.

5 Ma says, “Bay, it hasn’t rained enough to grow wheat in three years.”

6 Daddy looks like a fight brewing. He takes that red face of his out to the barn, to keep from feuding with my pregnant ma.

7 I ask Ma how, after all this time, Daddy still believes in rain.

8 “Well, it rains enough,” Ma says, “now and again, to keep a person hoping. But even if it didn’t your daddy would have to believe. It’s coming on spring, and he’s a farmer.”

March 1934

1 Debts — money owed to another
2 “where the winter crop has spindled out and died” — the wheat plants have grown thin and died
First Rain

1 Sunday night,
I stretch my legs in my iron bed
under the roof.
I place a wet cloth over my nose to keep
from breathing dust
and wipe the grime tracings from around my
mouth,
and shiver, thinking of Ma.
I am kept company by the sound of my heart
drumming.

2 Restless,
I tangle in the dusty sheets,
sending the sand flying,
cursing the grit against my skin,
between my teeth,
under my lids,
swearing I'll leave this forsaken place.

3 I hear the first drops.
Like the tapping of a stranger
at the door of a dream,
the rain changes everything.
It strokes the roof,
streaking the dusty tin, pouncing,
a concert of rain notes,
spilling from gutters,
gushing through gullies,
soaking into the thirsty earth outside.

4 Monday morning dawns,
cloaked in mist.
I button into my dress, slip on my sweater,
and push my way off the porch,
sticking my face into the fog, into the moist skin of
the rain.
The sound of dripping surrounds me as I
walk to town.

5 Soaked to my underwear,
I can't bear to go
through the schoolhouse door,
I want only to stand in the rain.

6 Monday afternoon,
Joe De La Flor brushes mud from his horse,
Mr. Kincannon hires my father
to pull his Olds out of the muck on Route 64.

7 And later,
when the clouds lift,
the farmers, surveying their fields,

8 nod their heads as
the frail stalks revive,3
everyone, everything, grateful for this moment,
free of the
weight of dust.

*January 1935*

3 “the frail stalks revive” — the weakened plants come back to life
5. What problem does the speaker’s family face in the poem “Debts”?
   A. Mr. Roosevelt is taking advantage of them.
   B. Too much rain has washed away their crops for three years in a row.
   C. A lack of rain has killed their crops for three years in a row.
   D. Daddy no longer believes farming is a good idea.

6. What do stanzas 1 through 5 of “Debts” show about the farm?
   A. It has not been successful.
   B. It is different from other farms in the area.
   C. It is not large enough for Daddy.
   D. It has been taken over by Mr. Roosevelt.

7. In stanza 4 of “Debts,” what is the most likely reason that Daddy roughs up his hair?
   A. He is getting ready to go to work.
   B. He is drying his hair after the rain.
   C. He is uncomfortable without his hat.
   D. He is worried about borrowing the money.

8. In stanza 6 of “Debts,” what does the word feuding mean?
   A. talking
   B. leaving
   C. working
   D. quarreling

9. Based on evidence from the poems, what was the weather like between March 1934 and January 1935?
   A. It was mostly rainy.
   B. It was mostly dry.
   C. It was mostly misty.
   D. It was mostly hot.

10. In stanza 1 of “First Rain,” why does the speaker place a wet cloth over her nose?
    A. to avoid breathing the dust that fills the air
    B. to wash her face like her Ma told her to
    C. to warm her so she’ll stop shivering
    D. to help calm her drumming heart

11. Read the lines from “First Rain:” Like the tapping of a stranger at the door of a dream. What is the effect of comparing the rain to a stranger at the door?
    A. It shows that the rain is a surprise.
    B. It shows that the rain is a problem.
    C. It shows that the speaker is dreaming.
    D. It shows that the speaker is frightened.

12. In stanza 3 of “First Rain,” why does the speaker compare the sound of the rain to “a concert of rain notes”?
    A. She thinks it is the radio.
    B. It sounds like music to her.
    C. She thinks she is dreaming.
    D. It reminds her of a song she knows.

13. In stanza 5 of “First Rain,” why can’t the speaker bear to go through the schoolhouse door?
    A. She is embarrassed to be soaking wet.
    B. She wants to continue experiencing the rain outside.
    C. She is ashamed that her family’s farm is doing poorly.
    D. She wants to be with her pregnant mother.

14. Based on stanzas 7 and 8 of “First Rain,” how do the farmers most likely feel after the rain?
    A. frail and weighted down
    B. soaked and muddy
    C. hopeful and thankful
    D. proud and revived
Earl Weber lived on a small farm during the Great Depression, a time when many people in the United States did not have jobs or much money. Read how the Weber family lived through these hard times. Answer the questions that follow.

Waste Not, Want Not

by Earl M. Weber

1 When I was growing up in the 1930s, the period of the Great Depression, I didn’t think of our family as poor, even though we never seemed to have money. I lived on a small farm in Pennsylvania with my parents, two older sisters, and younger brother. We had an old horse, cow, a few pigs, a flock of chickens, and a big garden. Food was not a problem. We had our own supply of milk, meat, eggs, fresh vegetables, and Momma’s homemade bread. But money was scarce.

2 On Sunday mornings, Momma would give each of us two pennies for our Sunday School offerings. Carefully knotting my two cents in the corner of a handkerchief, she would hand it to me and caution me to “be careful not to lose it.” Today, two pennies won’t buy much of anything, but in the 1930s every penny was important.

3 As a boy of nine, I had only a vague idea of what it meant to live during hard times. The weekly newspaper would carry pictures of people standing in line for bread, and the evening news—cast on our tabletop Crosley radio would tell about the huge number of jobless people and their hardships. But these reports referred to people in the cities, and we lived in the country. We never went to bed hungry, and we didn’t stand in line for bread.

4 Although my father was fortunate to have a job at the feed mill, his salary of eighteen dollars a week was barely enough to pay the farm mortgage and the electric bill, and to buy necessities like the our and yeast Momma needed to bake her bread.

5 Momma earned a few dollars baking pies and bread, which she sold at the local market. Twenty cents for a pie and ten cents for a loaf of bread! Sometimes I helped at the market, and if we had a good day, Momma would give me a nickel for an ice-cream cone.

6 Momma used the market money to buy clothing for the family. With four children and two adults to clothe, she seldom bought anything new. One day when I walked to the mailbox at the end of our lane, I was excited to see a pack-age from Sears, Roebuck and Company. That usually meant new clothing for one of us. As it turned out, I was the lucky one this time, with a brand-new pair of brown tweed knee-length knickers. Although we always went to school looking neat and clean, most of our clothing was patched, darned*, or mended. So to me, a new pair of knickers was very special.

7 Christmas was special, too, because then we got new socks, and for a little while we wouldn’t have to wear socks darned in the toes and heels.

8 Momma made some of our clothing, using a treadle (foot-powered) sewing machine. To make nightgowns, she used the muslin sacks that our chicken feed came in. I wore a night-gown with “PRATT’S CHICKEN FEED” printed in big black letters on the front. (It wasn’t until years later when my high-school class went on an overnight trip that I got my first store-bought pajamas.) Some companies actually put their feed in sacks made of colorfully patterned calico. Momma liked this material for making aprons and dresses.
9 When a piece of clothing was worn out, it wasn’t thrown away. First, all the buttons were removed, sorted by size and color, and put in cans or glass jars. Then the clothing was examined, and the best parts were cut into strips and saved for making rugs.

10 Almost nothing in our house was thrown away. Store parcels were generally tied with string. We saved this string by winding it on a ball. One of my jobs was to wash and flatten used tin cans. We nailed these pieces of tin over holes in the barn roof to stop the leaks and over holes in the corncrib to stop the mice and rats from eating the corn.

11 A wooden crate was considered a real prize. We would take it apart for future projects, being careful not to split the boards. We even straightened the bent nails and stored them in a tin can.

12 Although we tend to think of recycling as something fairly new, in the 1930s it was part of everyday life. “Waste not, want not” was a familiar and often repeated phrase during those depression years.

Yesterday and Today

In the 1930s, a chocolate bar cost five cents. A single-dip ice-cream cone was also five cents. If that sounds good, consider that children living in the country, if they were lucky enough to have a job, earned only ten cents an hour for farm labor. Kids today pay around a dollar for an ice-cream cone and about the same for a chocolate bar. But some can earn five dollars an hour baby-sitting or mowing lawns.

15. According to the article, why did many people who lived in the country have enough food during the Great Depression?

A. They waited in long bread lines for hours to get food.
B. They could buy the food they needed at the feed mill.
C. They had plenty of money to buy food at the grocery store.
D. They could grow many kinds of food on their farms.

16. According to the article, how did the author’s mother help the family?

A. She washed and flattened tins to repair holes in the roof.
B. She stood in line for bread for the family’s food every day.
C. She baked pies and bread to sell and made the family’s clothes.
D. She had a job at the grocery store.

17. Which word BEST describes the author when he noticed a package in the mailbox?

A. proud  B. bored  C. thrilled  D. concerned
18. According to the article, how did the author’s mother use feed sacks?
A. She mended socks with them.  
B. She repaired leaks in the roof with them.  
C. She patched holes in the corncrib with them.  
D. She made nightgowns, dresses, and aprons with them.

19. According to the article, when did the author get his first pair of store-bought pajamas?
A. in high school  
B. on his birthday  
C. when his other pajamas had a hole in them  
D. on the day the package came

20. According to the article, how much did a child earn working on a farm in the 1930s?
A. Five cents an hour  
B. ten cents an hour  
C. one dollar an hour  
D. five dollars an hour

21. Read the sentence from paragraph 3: The weekly newspaper would carry pictures of people standing in line for bread, and the evening newscast on our tabletop Crosley radio would tell about the huge number of jobless people and their hardships. Which of the following could replace the word hardships?
A. farms  
B. difficulties  
C. families  
D. savings

22. In “Waste Not, Want Not,” the author describes how his family reused almost everything they had. Which of the following phrases from the passage does NOT support this idea?
A. “We never went to bed hungry, and we didn’t stand in line for bread.”  
B. “Almost nothing in our house was thrown away.”  
C. “I wore a nightgown with ‘PRATT’S CHICKEN FEED’ printed in big black letters on the front.”  
D. “A wooden crate was considered a real prize.”

23. If Earl Weber’s family were still alive today, they would most likely do which of the following?
A. eat at McDonald’s  
B. throw out clothing as soon as it got a hole in it  
C. recycle plastic containers  
D. drive a big sport utility vehicle (SUV)

24. What was the author’s purpose for including the “Yesterday and Today” box at the end of the article?
A. to let students know how much an ice cream cone cost in the 1930s  
B. to explain how lucky kids were in the 1930s because chocolate bars were so inexpensive  
C. to remember what his life was like in the 1930s  
D. to compare how much money children in the 1930s could earn and spend compared to what children can earn and spend today
The characters in the excerpt you are about to read are Kate Keller, the mother; Captain Arthur Keller, the father; Helen Keller, the child; and a doctor. The Miracle Worker is a play for television about Helen Keller, whose vision and hearing were lost following a childhood illness. This scene from Helen Keller’s life takes place in 1882. Read the excerpt below. Use the information from the excerpt to answer the questions that follow.

**THE MIRACLE WORKER**

A PLAY FOR TELEVISION by William Gibson ACT ONE

[It is night, and we are in a child’s crib, looking up: what we see are the crib railings and three faces in lamplight, looking down. They have been through a long vigil; it shows in their tired eyes and disarranged clothing. One is a gentlewoman in her twenties with a kindly and forbearing face, KATE KELLER; the second is a dry elderly DOCTOR, stethoscope at neck, thermometer in fingers; the third is a dignified gentleman in his forties with chin whiskers, CAPTAIN ARTHUR KELLER. Their dress is that of 1880, and their voices are southern. The KELLERS’ faces are drawn and worried, until the DOCTOR speaks.]

DOCTOR: She’ll live. [KATE closes her eyes.] You’re lucky, Captain Keller. Tell you now, I thought she wouldn’t.

KELLER [heavily]: Doctor. Don’t spare us. Will she be all right?

DOCTOR: Has the constitution of a goat. Outlive us all. Especially if I don’t get some sleep. [He removes his stethoscope, his face leaves the railing; we continue to hear him, but see KELLER’s hand across the crib take and squeeze KATE’s.]

You run an editorial in that paper of yours, Captain Keller, wonders of modern medicine, we may not know what we’re curing but we cure it. Well, call it acute congestion of the stomach and brain.

[KELLER moves after the DOCTOR, we hear them off-camera; we see only KATE’s tearfully happy face hovering over us, her hand adjusting the blanket.]

KELLER: I’ll see you to your buggy. I won’t undertake to thank you, Doctor—

DOCTOR [simultaneously]: Main thing is the fever’s gone. I’ve never seen a baby, more vitality, that’s the truth. By morning she’ll be knocking down your fences again.

KELLER: Anything that you recommend us to do, we’ll do—

DOCTOR: Might put up stronger fencing. Just let her get well, she knows how to do it better than we do. Don’t poke at Providence, rule I’ve always made it a practice to—

**Spotlight On: Helen Keller**

Helen Keller (1880-1968) was born healthy, but an illness at 19 months left her blind and deaf. When she was six years old, she began working with Anne Sullivan, a teacher at Perkins School for the Blind in South Boston. Anne taught Helen how to communicate, and spent the rest of her life as Helen’s friend and teacher. Helen’s schooling finished at Radcliffe, where she became the first deaf and blind person to graduate from college. She then devoted the rest of her life to causes she believed in, speaking out for the handicapped, women’s rights, and the socialist movement, among other issues. Helen also founded her own organization for preventing blindness. Over the course of her lifetime, she spoke in 39 countries and met with every US president from Grover Cleveland to Lyndon B. Johnson.
But throughout, their voices have been dying out of focus, and the image of KATE’s face has begun to swim. Music steals in; we hear the music without distortion, but light and sound otherwise are failing. KATE’s serene face smiles down with love, blurring in a halo of light, then is a spot, then is gone. Darkness.

Cut to CAPTAIN KELLER standing in his yard, inside the gate, lamp in hand, the lighted house behind him; we hear, but do not see the DOCTOR.

DOCTOR: You’re a pair of lucky parents, Captain Keller.

KELLER [with weight]: Thank you.

[The DOCTOR clicks a giddy-yap, we hear the clop of hoofs and roll of wheels. KELLER’s eyes follow the unseen buggy out of sight, then lift to the stars, thanking them too. Suddenly from the house behind him comes a kni ng scream; music out.]

[Cut to KATE’s face again, not from the baby’s eyes, but across the crib, and her look is terrible; she chokes down a second scream. KELLER hurries in to her, the lamp aloft.]

KELLER: Katie!

KATE: Look. [She makes a pass with her hand in the crib, at the unseen child’s face.]

KELLER: What, Katie? She’s well, she needs only time to—

KATE: She can’t see! [She takes the lamp from him, moves it before the child’s face.]

She can’t see!

KELLER [hoarsely]: Helen.

KATE: Or hear. When I screamed she didn’t blink. Not an eyelash—

KELLER: Helen. Helen!

KATE: She can’t hear you.

KELLER: Helen!

[His face has something like fury in it, crying the child’s name; KATE almost fainting takes up the baby’s hand, pressing it to her mouth to stop her own cry. We go close to her lips, kissing the baby’s hand. Dissolve on lips and hand.]
25. In the opening text, the playwright sets the mood by discussing the

26. It is clear from the author’s description in the opening text that the three characters lack

27. The doctor’s first words in the play express what feeling?
A. excitement  B. disgust  C. surprise  D. pessimism

28. Captain Keller’s first words in the play express what feeling?
A. anxiety  B. relief  C. thankfulness  D. anger

29. The doctor clearly believes that baby Helen is unusually

30. The doctor says that baby Helen “has the constitution of a goat.” What does constitution mean as it is used here?
A. freedom  B. physical make-up  C. sound  D. legal document

31. According to this excerpt, the doctor believes that the baby will
A. be upset in the morning.  B. get well.
C. lose her sight and hearing.  D. cry through the night.

32. After the doctor leaves, Mrs. Keller discovers that baby Helen
A. is unconscious.  B. is missing.
C. still has a fever.  D. is unresponsive to sound or movement.

33. According to this excerpt, Mrs. Keller knows that the baby can’t hear when she notices that
A. the baby has acute congestion of the stomach and brain.
B. the baby didn’t blink when Mrs. Keller put the lamp near the baby’s face.
C. the baby didn’t blink when Mrs. Keller screamed.
D. the baby didn’t move when the fire engine went past the house.

34. What is the main idea of this excerpt?
A. Love can solve all problems.  B. Miracles can happen.
C. Happiness can change to grief in an instant.  D. Modern medicine can cure many illnesses.
1 As I lower myself into the cave, muddy rope squishes through my descending rack and spills gummy little mounds of slime down the front of my nylon suit. Three meters farther down-rope, the slanting wall veers into a narrow crack. A torrent of water blasts my face with icy spray and powerwashes my suit sparkling clean.

2 “OK!” my friend Eron Gissberg shouts up from the cave passage below. “You’re at the next station.”

3 I look over at a red-and-white, polka-dotted plastic ribbon that Eron has tied to a tiny knob of rock on the cave wall. The heavy stream of water still splashes off my helmet, and the flame of the carbide lantern on the helmet sputters and hisses beneath the deluge. A trickle of water finds its way down the neck of my suit. I shiver as I hold the end of a tape measure up to the ribbon, while dangling on-rope, to measure the distance from the ribbon down to the next station Eron has picked.

4 “On station!” I have to yell above the noise of the waterfall for Eron to hear me. The walls squeeze around me like a limestone coffin. Every breath produces a cloud of fog that makes it difficult to see.

5 Eron and I are creating a map of this vertical cave on Heceta Island, Alaska. This cave and more than six hundred others like it in the Tongass National Forest in southeast Alaska are part of a program to map all the caves in the region.

6 These mapping expeditions were started in 1987 by Kevin and Carlene Allred. Specially trained cavers such as Eron and I travel in oat planes, helicopters, and boats to the scattered islands of southeast Alaska. These explorers spend a month each summer mapping the caves.

Rain Forest in Alaska

7 In this rain forest, the islands get more than one hundred inches of rain yearly. Over thousands of years, rainwater has carried acid from the soil down into the cracks and crevices of the limestone bedrock, dissolving the rock and widening the fractures into the caves we know today.

8 These caves can be dangerous. Most of them are squirmy little holes that go straight down for hundreds of meters. Loose rocks and cold temperatures are constant threats.

9 In some caves there are horizontal passages where cavers have found human-made tools, handwoven cedar baskets, ancient drawings on the walls, and many, many animal bones. Inside the dry, protected areas of the caves, some of these objects have been preserved for thousands of years.

10 When cavers find something that does not naturally occur in a cave, they note its location and inform the Forest Service of their discovery. Scientists use this information to learn more about the people and animals who once lived in the area.
A Mystery

11 Some of these discoveries may help change our ideas about one of the great mysteries of science: How did the first Americans and the ancestors of American Indians come to live on these continents?

12 For many years scientists have thought that the first people to migrate into the Americas did so on foot. During the Ice Age (which ended about ten thousand years ago), an eight-hundred-mile-wide strip of land called the Bering Land Bridge connected Alaska to Russia. Many scientists think people from Asia became the first Americans by following large herds of animals across this land bridge and south through Canada and the United States.

13 But there’s another possibility. Maybe people came from Asia in small boats, skipping from one island to another along the coast.

The Caves’ Clues

14 The island caves hold clues about those times. Inside the caves, Dr. Timothy Heaton of the University of South Dakota has found the bones of many kinds of animals that are now extinct from the area. He discovered that the brown bear, ringed seal, arctic fox, red fox, land otter, and others lived on these islands during the last years of the Ice Age, when glaciers were thought to have covered all of Alaska, including the islands. But the islands must have been free from ice. Otherwise, these animals could not have survived. And ice-free islands mean the way was clear for people to move along the coast.

15 In July 1996, Dr. Heaton led a dig in a small cave on Prince of Wales Island. He discovered the oldest human skeletal remains ever recovered in Alaska. The bones were dated at about 9,200 years ago. Later, at the same cave, Dr. E. James Dixon of the Denver Museum of Natural History discovered a campsite of the same age.

16 These scientists have shown that humans were living on the southern coast of Alaska at the end of the Ice Age. The idea that the first Americans came on foot is still alive, but now there is another reasonable idea: they might have come along the coast by boat.

17 And that is why many cavers return to southeast Alaska each year. Mapping a cave is not just a chance to visit some of the last unexplored regions of our planet. It is also a chance to help discover new information about how animals and humans migrated into the Americas.

35. What is the purpose of paragraphs 1-4?
A. to explain why the writer wrote the article
B. to discuss the main idea of the article
C. to persuade the reader to become a caver
D. to interest the reader

36. In paragraph 3, the word deluge means
A. a large amount of water.
B. a trickle of water.
C. a lantern on a helmet.
D. a small cave.

37. Which of the following objects have been found in the caves?
A. wooden boats  B. glaciers  C. fossils  D. cedar baskets
38. What is the most important information in paragraphs 7-10?
A. Cavers’ discoveries help scientists learn more about the people and animals who lived in the area.
B. The islands get more than 100 inches of rain yearly.
C. Loose rocks and cold temperatures make the caves dangerous.
D. Cavers have found things made by humans thousands of years ago.

39. What does the word *migrate* mean in paragraph 12?
A. to follow large herds of animals
B. to move from one place to another
C. to cross a land bridge
D. to feel very grateful

40. For a long time, scientists thought that the first people came to the Americas on foot. According to the article, scientists’ new idea is that the first people might actually have come to the Americas
A. by boat.
B. by swimming.
C. by following large herds of animals.
D. by camping out in caves.

41. What clues make scientists think the Alaskan Islands were free from ice during the Ice Age?
A. human skeletal remains
B. glaciers
C. animal bones
D. pieces of boats

42. What is important about the discovery that the Alaskan Islands were free of ice during the ice age?
A. because it means humans could have migrated to the Americas by boat.
B. because it means that humans could have hunted animals like the arctic fox.
C. because it explains how Asia and the Americas were once connected.
D. because it is evidence of global warming.

43. According to the article, the two scientists who explored the same cave on Prince of Wales Island were
A. Lewis and Clark.
B. Gissberg and Knotts.
C. Tongass and Heceta.
D. Heaton and Dixon.

44. What did Dr. Heaton find on Prince of Wales Island?
A. a wooly mammoth
B. bones of animals that are now extinct
C. the oldest human skeletal remains ever recovered in Alaska
D. a campsite that was 9,200 years old
People in ancient Greece and Rome believed supernatural gods and goddesses, who experienced human emotions like jealousy and passion, directed events in their world. The myth of “Echo and Narcissus” shows the human qualities of the gods and explains the origin of two things in nature, a narcissus flower and an echo.

Echo and Narcissus

1 Liriope, the river nymph, gave birth to a beautiful child. The child was named Narcissus. As he grew, his beauty increased. His dazzling looks had a strange effect upon the woodland spirits, the water and tree nymphs, around whom he spent his days. They all fell in love with him, but he was oblivious, interested only in hunting in the hills with his companions. His pride in his beauty grew so great that he had nothing but scorn for the feelings of others.

2 There was one nymph, Echo by name, who saw Narcissus chasing deer into nets in the hills. Echo was instantly seized by love and could not overcome it. Secretly, she followed him through the wilderness, waiting for her chance to make herself known to him - but one thing held her back: she could not initiate speech on her own. She could only repeat what was said to her. This was her condition, and it had come about because one day the goddess Hera was questioning the nymphs about her husband Zeus. She asked them where Zeus was, suspecting that the unfaithful god had been chasing the lovely nymphs and dwelling among them. Indeed he had, and while he was making his escape, Echo distracted Hera with the flow of entertaining conversation. When Hera learned she had been fooled, she cursed Echo, saying, “From now on your words will not be your own. You will only be able to repeat what is said to you. That way your powers to beguile and distract will be curtailed.”

3 Thereafter Echo could only repeat the words she heard. She could not announce herself to Narcissus. She trailed him silently, hoping for the right circumstance to meet him and declare her love. One day Narcissus had wandered away from his companions, and was in the forest looking for them. Echo was nearby, but Narcissus did not see her. “Is anyone here?” he cried. “Here,” she answered. “Come to me,” he called out. “Come to me,” she replied. “Do not avoid me,” he pleaded. She said the same to him. “Let us meet.” He fell back from her scornfully. “You are not the one I seek. I would die before I would be near you.” Echo advanced toward him, pleading, “I would be near you.” But he ran from her.

4 Haunted by rejection and crushed by shame, Echo hid herself in caves and covered herself with leaves. She began to waste away and disappear. In the end only her bones were left, and these became rocks. But her voice remained. Travelers and wanderers heard it sometimes, answering them with their own words. Still Echo did not forget Narcissus.

5 Meanwhile, Narcissus too fell victim to a curse. Another nymph had fallen in love with him, but was also spurned. This one cried to the heavens for vengeance: “May Narcissus fall into a love that is not returned!” The goddess of righteous anger, Nemesis, heard these words. And so it happened that on a sunny and hot day Narcissus found himself at a pond to which no shepherd’s flocks had been, from which no goats had drunk. It was a wild place. A green meadow surrounded it, and tall trees shaded it from the sun and sheltered it from winds. Putting his face to the waters in order to quench his thirst, Narcissus caught sight of his reflection for the first time. He was astonished by the beautiful face that met his eye.

6 “What star-like eyes are these; what smooth skin! That forehead, that jaw, that gorgeous flowing hair! Who are you? Draw near to me!” He reached his hands to the water, but the reflected image disintegrated. He
waited for it to reappear. “No fortress gates nor city walls; no long rocky highway, not impenetrable forest nor unclimbable mountain stands between us. Yet I cannot reach you! How can this be?” He cried to the endless skies, “How is it that when I find my love his very nearness keeps us far apart?” But there was no answer.

7 Narcissus could not leave his place. Entranced by his own reflection, he began to waste away from hunger and thirst. His strength and his life ebbed away and did not return. Echo hovered around him, invisible and unforgetting. Her disembodied voice repeated his final word, which was “Alas.” He died, and his spirit left his body. Even on the boat of souls, crossing the river between this world and the other one, Narcissus leaned over the edge, looking into those waters, trying to catch a glimpse of the image that so captivated him.

8 The nymphs heard of his death and went to the pond to retrieve his body for the funeral ceremony. But when they got there, they found no corpse, only a new blossom with snowy petals and a yellow corona. e flower came to be called “Narcissus,” in honor of the child who came to know himself and fell in love.

1 Beguile - lead by deception or trickery: distract
2 Curtail - make less as if by cutting away a part; reduce

45. Read the sentence from paragraph 1:
They all fell in love with him but he was oblivious, interested only in hunting in the hills with his companions.
According to the sentence above, the best synonym for the word “oblivious” is
A. unaware  B. ignorant  C. generous  D. heroic

46. Why is Echo unable to speak on her own?
A. She is terrified  B. She is cursed by Zeus
C. She is in love with Narcissus  D. She is cursed by Hera

47. Why is Echo “haunted by rejection and crushed with shame”?
A. Echo fooled Hera  B. Narcissus does not want to be with her
C. Echo died  D. Echo killed Narcissus

48. The purpose of the quotation marks in paragraph 2 are to show
A. the author’s thoughts  B. a character’s thoughts
C. a character’s spoken words  D. the title of the story

49. What is the main purpose of paragraph 6?
A. To describe how Narcissus falls in love with Echo
B. To describe how Narcissus falls in love with himself
C. To describe how Narcissus talks to the sky
D. To describe the face of a prince

50. Which of the following sentences best supports the idea that Narcissus had “nothing but scorn for the feelings of others”?
A. “I would die before I would be near you.”
B. “How is it that when I find my love his very nearness keeps us far apart?”
C. “Entranced by his own reflection, he began to waste away from hunger and thirst.”
D. “In the end, only her bones were left, and they became rocks.”