

Reading Comprehension Packet- Midterm 2019 English 9R

Featuring an array of short stories...

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DIRECTIONS FOR USING THIS PACKET

In preparation for your Final Exam, we will be studying the stories and poems below in an effort to practice your reading comprehension skills, to improve your recognition of literary elements and poetic devices, and to enhance your ability to effectively respond to multiple-choice questions.

For your benefit, please ANNOTATE each selection as you read. Follow these steps for success:

P = Put notes in the margins.

U = Underline any important ideas and/or quotes.

N = New vocabulary needs to be defined through context clues or dictionary.

S = Summarize the story's meaning and any questions you may when you are done reading.

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“The Dinner Party” by Mona Gardner

1 The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests — army officers, and government attache’s with their wives, and a visiting American naturalist — in their spacious dining room. It has a bare marble floor, open rafters, and wide glass doors opening onto a veranda.

2 A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven’t.

3 “A woman’s unfailing reaction in any crisis,” the colonel says, “is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce more is what counts.”

4 The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture, she summons the native boy standing behind her chair and whispers to him. The boy’s eyes widen, and he quickly leaves the room.

5 Of the guests, none except the American notices this or sees the boy place a bowl of milk on the veranda just outside the open doors.

6 The American comes to with a start. In India, milk in a bowl means only one thing—bait for a snake. He realizes there must be a cobra in

the room. He looks up at the rafters — the likeliest place — but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left — under the table.

7 His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

8 “I want to know just what control everyone at this table has. I will count to three hundred — that’s five minutes — and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!”

9 The twenty people sit like stone images while he counts. He is saying “two hundred and eighty” when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.

10 “You were right, Colonel!” the host exclaims. “A man has just shown us an example of perfect control.”

11 “Just a minute,” the American says, turning to his hostess. “Mrs. Wynnes, how did you know the cobra was in the room?”

12 A faint smile lights up the woman’s face as she replies. “Because it was crawling across my foot.”

“The Dinner Party” by Mona Gardner, © 1942, 1970 by SATURDAY REVIEW.

Colonel's claim vs. the evening's reality. → Irony

“Fable For When There’s No Way Out”

by May Swenson

Grown too big for his skin,
and it grown hard,

without a sea and atmosphere—
he's drunk it all up—

his strength's inside him now,
but there's no room to stretch.

He pecks at the top
but his beak's too soft;

though instinct or ambition shoves,
he can't get through.

Barely old enough to bleed
and already bruised!

In a case this tough
what's the use

if you break your head
instead of the lid?

Despair tempts him

personification

Questions 1-5 refer to the short story “The Dinner Party”

1. What does the author mean by the phrase “jumping on a chair at the sight of a mouse”?

- a. an appropriate activity
- b. a quick movement
- C** c. a fearful reaction
- d. an athletic response

2. The author uses _____ in the phrase “like stone images” to

- a. imagery, make the people seem as large as statues
- B** b. simile, explain the people are not moving
- D** c. personification, make the people seem dead
- d. imagery, to show how the guests have changed

to just go limp:

Maybe the cell's
already a tomb,

metaphor

and beginning end
in this round room.

paradox

Still, stupidly he pecks
and pecks, as if from under

his own skull—
yet makes no crack...

No crack until
he finally cracks,

and kicks and stomps.
What a thrill

and shock to feel
his little gaff poke

through the floor!
A way he hadn't known or meant.

Rage works if reason won't.
When locked up, bear down.

3. The hostesses' reaction to the snake makes use of _____ to _____.

- a. external conflict, remind the guests that India is filled with dangerous animals
- b. direct characterization, show the guests how to react when they find themselves in dangerous situations
- c. irony, disprove the colonel's opinion
- d. internal conflict, show how resourceful she was to lay out the milk bowl

4. The theme of the story can best be described in the line:

- a. "A woman's unfailing reaction in any crisis...is to scream."
- b. "In India, milk in a bowl means only one thing—bait for a snake."
- c. "You were right, Colonel!" the host exclaims. "A man has just shown us an example of perfect control."
- d. "Because it was crawling across my foot."

5. The author would most likely **agree** with which of the following statements?

- a. Only women can stay calm, cool, and collected under pressure.
- b. Women are clearly superior to men.
- c. Sometimes our beliefs are challenged by the events we witness in life.
- d. Views about women have changed very little in the past hundred years.

Questions 6-10 refer to the poem "Fable For When There's No Way Out"

1. The line, "though instinct and ambition shoves, he can't get through," reflects which of the following ideas?

- a. Sometimes, although one is motivated to achieve a goal, success may be elusive.
- b. One should never allow instinct or motivation to guide oneself.
- c. Giving up is sometimes necessary.
- d. Winning can often be a frustrating experience.

2. The line, "Despair tempts him/ to just go limp," is an example of which literary device?

- a. Simile
- b. Alliteration
- c. Personification
- d. Onomatopoeia

3. The line, "Maybe the cell's/already a tomb," is effective through its use of which literary device?

- a. Simile
- b. Metaphor
- c. Alliteration
- d. Personification

4. After a seemingly hopeless struggle, the chick finally "cracks" his shell. More than anything else, what causes him to break out?

- a. The energy that comes with extreme anger and frustration.
- b. The hopeless feeling he has carried with him for so long.
- c. His mother's gentle guidance.
- d. His desire to move to a bigger shell.

5. The chick can be indirectly characterized as all of the following except:

- a. strong willed.
- b. determined.
- c. frustrated.
- d. dependent.

"The Man Who Finds That His Son Has Become a Thief"
by Raymond Souster

Coming into the store at first angry
At the accusation, believing in
The word of his boy who has told him:
I didn't steal anything, honest.

Then becoming calmer, seeing that anger
Will not help in the business, listening painfully
As the other's evidence unfolds, so painfully slow.

Then seeing gradually that evidence
Almost as if tightened slowly around the neck
Of his son, at first vaguely circumstantial, then gathering damage.
Until there is present the unmistakable odour of guilt
Which now seeps into the mind and lays its poison.

Suddenly feeling sick and alone and afraid,
As if an unseen hand had slapped him in the face
For no reason whatsoever: wanting to get out
Into the street, the night, the darkness, anywhere to hide
The pain that must show in the face to these strangers, the fear.

It must be like this.
It could hardly be otherwise.

"Cats in the Cradle"

by Harry Chapin

My child arrived just the other day
He came to the world in the usual way
But there were planes to catch, and bills to pay
He learned to walk while I was away
And he was talking before I knew it and as he grew
He said, "I'm gonna be like you, Dad,
You know I'm gonna be like you"

And the cats in the cradle and the silver spoon
Little boy blue and the man in the moon
When you comin home, dad, I don't know when,
But we'll get together then, Son,
You know we'll have a good time then.

My son turned ten just the other day
He said "Thanks for the ball, Dad, come on lets play
can you teach me to throw?" I said, "Not today,
I got a lot to do" He said "Thats okay"
And then he walked away but his smile never dimmed
And said "I'm gonna be like him, yeah
You know I'm going to be like him"

And the cats in the cradle and the silver spoon
Little boy blue and the man on the moon
When you comin home, dad, I dont know when,
But we'll get together then, Son,
You know we'll have a good time then.

Well he came from college just the other day
So much like a man I just had to say,
"Son, I'm proud of you, can you sit for a while?"
He shook his head, and he said with a smile

"What I'd really like, Dad, is to borrow the car keys
See you later, can I have them please?"

And the cats in the cradle and the silver spoon
Little boy blue and the man on the moon
When you comin home, Son, I dont know when,
But we'll get together then, Dad,
You know we'll have a good time then.

I've long since retired, my son's moved away
I called him up just the other day.....
I said "I'd like to see you if you don't mind"
He said "I'd love to Dad, if I could find the time.
You see my new jobs a hassle, and the kids have the flu.
But It's sure nice talking to you, Dad,

} son
is the same
as father

It's been sure nice talking to you....."
And as I hung up the phone it occurred to me
He'd grown up just like me,
My boy was just like me.....

And the cats in the cradle and the silver spoon
Little boy blue and the man on the moon
When you comin home, Son, I dont know when,
But we'll get together then, Dad
We're gonna have a good time then.

Questions 1-5 refer to the poem "The Man Who Finds That His Son Has Become a Thief"

1. At first, the father is:
B a. embarrassed that his son got caught.
 b. upset that his son had been wrongfully accused.
 c. confused that his son could do such a thing.
 d. curious to find out both sides of the story.

2. As the poem progresses, the speaker finds that the evidence is "tightening slowly around the neck of his son." This imagery most clearly illustrates that:
C a. his son will become suicidal if he is found guilty.
 b. the evidence is not enough to prove the boy's innocence.
 c. his father feels suffocated by the truth about his boy's guilt.
 d. the proof of guilt is becoming more substantial.

3. The line which states, "As if an unseen hand had slapped him in the face" makes use of what element:
A a. simile.
 b. irony.
 c. allusion.
 d. imagery.

4. The line which states, "Until there is present the unmistakable odour of guilt" makes use of what element:
A a. metaphor.
 b. irony.
 c. allusion.
 d. personification.

5. Why would the father "[want] to get out/Into the street, the night, the darkness, anywhere to hide The pain that must show in the face to the strangers, the fear?"
A a. He's embarrassed and angry as a result of his son's actions.
 b. He doesn't want to pay for the items his son stole.
 c. He doesn't want them to convict his son of a crime.
 d. He doesn't want his son to see him upset.

Questions 6-10 refer to the song "Cats in the Cradle"

6. In line 3, the speaker refers to "planes to catch, and bills to pay." These items illustrate:
- a. the excuses his father used because he didn't want to spend time with his son.
 - b. the stressful factions in the son's life.
 - c. the responsibilities that the speaker avoided.
 - d. the things, which now seem trivial, that kept him away from his son.
7. The speaker's attitude towards his father from the time he's ten (lines 16-19) to when he's college-aged (lines 25-30) changes from:
- a. admiration to disinterest.
 - b. jealousy to hatred.
 - c. love to animosity.
 - d. affection to anger.
8. The author uses irony to convey which of the following ideas:
- a. His son hates the speaker as much as the speaker hated his son.
 - b. His son, like the speaker earlier, finds himself too busy to spend time on their relationship.
 - c. The speaker has become estranged from his son as a result of a constantly strained relationship.
 - d. Relationships are essential in life.
9. By the end of the song, the speaker's tone is clearly one of:
- a. happiness.
 - b. anger.
 - c. regret.
 - d. confusion.
10. Both authors would agree which of the following statements about parent-child relationships:
- a. Parent-child relationships can often be difficult and emotionally demanding.
 - b. Parent-child relationships need constant nurturing.
 - c. Parents often grow to dislike their children as a result of conflicts.
 - d. Children always disappoint their parents.



Vocabulary Review Words 1-10

Select the most appropriate word to complete the sentence.

1. In an effort to ameliorate the problems they were having, Amy brought her friend a box of candy.

- A. exacerbate
- B. nefarious
- C. ameliorate
- D. sycophant

2. When asked for her cell phone, the student refused, exacerbating the situation.

- A. exacerbating
- B. ameliorating
- C. lamenting
- D. extolling

3. The room was being filled with deleterious gases, and we feared for our lives.

- A. deleterious
- B. conflagration
- C. ebullient
- D. cacophony

4. The elementary school orchestra created a cacophony at the recital.

- A. nefarious
- B. conflagration
- C. sycophant
- D. cacophony

5. The ebullient cheerleader helped the crowd find its' spirit, and for the rest of the game, they roared with applause and excitement.

- A. ebullient
- B. conflagration
- C. sycophant
- D. nefarious

6. The nefarious wizard was known for burning people alive for his secret rituals.

- A. ebullient
- B. deleterious
- C. sycophant
- D. nefarious

7. It took sixty firefighters to put out the conflagration at the Jersey Shore.

- A. lament
- B. conflagration
- C. sycophant
- D. nefarious

8. Don't lament the loss of your job, go out and find a new one.

- A. ebullient
- B. lament
- C. sycophant
- D. exacerbate

9. I couldn't help but extol the beauty of Naples after having visited.

- A. ebullient
- B. ameliorate
- C. extol
- D. nefarious

10. Hoping to get the best mark in the class, the sycophant flattered the teacher at every opportunity.

- A. ebullient
- B. conflagration
- C. sycophant
- D. nefarious

Vocabulary Review Words 11-20

Select the most appropriate word to complete the sentence.

1. The gesture was not necessarily altruistic; he was hoping for a donation in return.

- A. trite
- B. caustic
- C. assuage
- D. altruistic

2. I have been so morose today because I can't stop thinking about how I failed my road test.

- A. prolific
- B. caustic
- C. morose
- D. gregarious

3. To assuage your concerns about the test, we will give you a review sheet.

- A. verbose
- B. assuage
- C. morose
- D. altruistic

4. The teacher wrote that my essay was too verbose, so I needed to be less wordy to receive a better grade.

- A. verbose
- B. trite
- C. gregarious
- D. morose

5. Shakespeare wrote 154 sonnets and 37 full length plays; he was indeed a prolific writer.

- A. altruistic
- B. prolific
- C. gregarious
- D. caustic

6. Mrs. White is a gregarious teacher who always greets her students at the door with a smile and friendly hello!

- A. verbose
- B. ubiquitous
- C. morose
- D. gregarious

7. The caustic chemical must be handled with care to avoid a serious burn.

- A. caustic
- B. succinct
- C. assuage
- D. verbose

8. Never verbose, the teacher's succinct notes helped everyone understand the difficult material.

- A. prolific
- B. altruistic
- C. succinct
- D. verbose

9. Ugg boots have become a ubiquitous fashion trend in today's society.

- A. ubiquitous
- B. morose
- C. verbose
- D. altruistic

10. Even though I love the saying, I do think that the phrase, "when in doubt..." has become a bit trite in our classroom.

- A. caustic
- B. trite
- C. assuage
- D. altruistic

Vocabulary Review Words 21-30

Select the most appropriate word to complete the sentence.

1. Because of the _____ amount of notes I take in English class, I fear that I may have developed carpal tunnel syndrome.

- A. dubious
- B. copious
- C. malevolent
- D. taciturn

2. It is a _____ that chewing gum takes seven years to pass through the digestive system, but some people believe it anyway.

- A. piety
- B. meticulous
- C. fallacy
- D. pragmatic

3. The teacher was _____ by the boy's constant calling out so the teacher called his parents.

- A. malevolent
- B. dubious
- C. admonished
- D. exasperated

4. When the principal addressed the class, she _____ them about bullying and said the consequences were severe.

- A. admonished
- B. malevolent
- C. dubious
- D. exasperated

to warn, scold

5. It would be _____ for people who want to learn vocabulary words to look them up in the dictionary themselves.

- A. copious
- B. meticulous
- C. pragmatic
- D. fallacy

6. After her friend had lied three times, Alice was _____ of her story about her trip to Paris.

A. meticulous

B. taciturn

D C. exasperated

D. dubious

7. My teacher said to copy John's _____ notes, as they were thorough and neat.

A. pragmatic

B B. meticulous

C. piety

D. dubious

8. After moving to a new school, the girl was _____ in class until she made new friends.

A. taciturn

A B. malevolent

C. exasperated

D. admonished

9. The woman said she had nothing to do with the murder of her husband, but her _____ grin suggested otherwise.

A. exasperated

B. copious

D C. pragmatic

D. malevolent

10. To show their _____, many people attend services weekly.

A. pragmatic

B B. piety

C. fallacy

D. taciturn

Vocabulary Review Words 31-40

Select the most appropriate word to complete the sentence.

Nebulous	fractious	vexations	vapid	insatiable
Paradigm	<u>petulant</u> petulance	macabre	panacea	incredulous

- Prince Escalus was not nebulous in his instructions to Lord Capulet and Lord Montague; he told them that if they ever disrupted the peace again, they would pay with their lives.
- In Act I of Romeo and Juliet, Romeo appears to have a vapid personality; however, he is actually depressed and lovesick because Rosaline does not reciprocate his love.
- Prince Escalus is disgusted by the macabre results of the Capulet and Montague feud; the city square is littered with the blood of innocent civilians.
- Friar Lawrence believes that marrying Romeo and Juliet will be the panacea that puts an end to the raging feud between their families.
- In Romeo's eyes, Juliet is the paradigm of perfect beauty, and "she doth teach the torches to burn bright."
- When Juliet worries that Romeo may be seen by her kinsman during the Balcony Scene, she is probably most concerned that Tybalt may spot her love; indeed, Tybalt is a very fractious young man.
- Ironically, Romeo attends the Capulet party filled with vexations about his love life, yet he leaves the party with a brand new love, Juliet.
- Most people are a bit incredulous when they realize that Romeo has so quickly abandoned his love for Rosaline and committed his heart to Juliet in the span of a few hours!
- As evidenced by his behavior and comments, Romeo does appear to have an insatiable desire to be loved.
- Tybalt acts like a petulant child when his uncle, Lord Capulet, tells him to leave Romeo alone at the masquerade ball.

Name: _____

Word of the Day 41-50 Practice

Part One: Matching

- | | |
|-----------------|---|
| 1. eschew | A. dealing with beauty; visual appearance |
| 2. disingenuous | B. a deviation from the norm |
| 3. vindictive | C. ungroomed; untidy |
| 4. unkempt | D. complete range or extent |
| 5. mitigate | E. to appease or calm; pacify |
| 6. indignant | F. angry at injustice; outraged |
| 7. mollify | G. to make less severe or harsh |
| 8. anomaly | H. to shun; avoid |
| 9. gamut | I. vengeful; unforgiving |
| 10. aesthetics | J. insincere; giving a false appearance |

Part Two: Complete the following sentences.

11. Would you mind giving me your aesthetic opinion of my new outfit?
12. When Jake forgot his wedding anniversary, he tried to mollify his wife by giving her a diamond necklace.
13. When you practice "an eye for an eye", you are being a vindictive person who retaliates in kind; as Ghandi said, "An eye for an eye makes the whole world blind."
14. Because the public viewed the politician's speech as disingenuous, they did not vote for him
15. Since the arguments against the highway construction run the gamut from cost to conservation efforts, it will be a while before a final decision is made on the project.
16. The genetic anomaly caused the mouse to have three legs instead of four.
17. To mitigate the bad publicity, the product manufacturer offered a full refund to anyone who bought the faulty item.
18. All 260 passengers were indignant when they discovered their flight had been cancelled.
19. Twenty years ago the recluse decided to eschew society and settled down on a deserted island.
20. Because Odin is wearing an unkempt suit to his interview, he is not likely to make a favorable impression with the human resources department.

Name: _____

9R Midterm-Grammar Review

Skills to Review:

1. Then vs. than
2. Their/there/they're
3. Comma usage
4. Noun/pronoun agreement
5. To/two/too
6. Affect vs. effect
7. Spelling
8. Underlining vs. quotations
9. Capitalization
10. Prepositions

Circle the incorrect part(s) of each sentence. Underneath each sentence; rewrite the sentence correctly.

1. I went skiing than I went inside the cabin to have some hot chocolate because it was colder out then I thought.

than (compare)
, and then
(next)

2. Their are many students who think they're using the word "their" correctly when writing about a single person.

There

3. I went to the store because I was craving ice cream but there wasn't any of my favorite flavors left in stock.

, fanboys

* Flavor was
flavors were

weren't
plural

4. One should believe in themselves regardless of those who doubt that individual.

oneself

Begin singular, stay singular.
Begin plural, stay plural.

5. I went to the mall to buy two pairs of pants, but there were too many cars and not enough parking spots.

RULE
Affect
Verb
Effect
Noun

6. The affects of the earthquake were felt for thousands of miles.

effects

7. The Friar trys to help Romeo and Juliet but doesent successfully do so, and sadly they commit suicide.

tries

does not

Avoid contractions

8. "The Tragedy of Romeo and Juliet" is written by William Shakespeare.

underline longer titles

9. John smith got himself in trouble when he was caught stealing in New york city.

=
Smith

York City.
= =

Capitalize

10. The Bahamas are a great to place go ~~to~~.

Do not end sentence
w/ a preposition.

Grammar Review: Can you identify the grammar mistakes in *some* of the following sentences?

1. Last year, I traveled to Italy, ^{Oregon} oregon, and North Carolina.
2. Grace is very conscientious, so she always does well in her classes. ✓
3. ^{Their} There plans to have a picnic were ruined by a sudden thunderstorm.
4. The skiers placed their coats by the heater so they would dry more quickly. ✓
5. Some effects of the volcanic eruption are hazy skies and unpotable water. ✓
6. Sadly, so many people were affected by Hurricane Sandy. ✓
7. ^{whether = choice} Weather you like it or not, you will have to take the midterm.
8. The deleterious effects of smoking are well documented. ✓
9. The meteorologist ^{does not} doesnt know if the storm will impact our area.
10. To whom are you sending that letter? ✓
11. Richard Wright is on his way to the store to buy groceries when a gang of neighborhood bullies rob him. ✓ Present
tense
12. I didn't study for the Spanish test: so I received a 60. ¹⁵⁰ , fanboys
13. TZ's teams are stronger ^{than} then Pearl River's teams.
14. If you don't put your phone away, then I will have to confiscate it. ✓
15. They packed their suitcases and then put them in the car. ✓

ARGUMENT ESSAY TIPS

Meaning

- Be sure your argument is strong and convincing; state it as a FACT not an OPINION. (Avoid statements such as, "I think" or "I believe")
- Make sure your claims are very specific. (see examples below)

Development

- Use quotes whenever possible to prove your points, but be sure to explain them; don't merely drop them in. ICE your quotes: Introduce, Cite, Explain.
- Be sure to acknowledge the opposing argument, but use your evidence to overpower it.

Organization

- Thesis should be a definitive statement about your position without using "I."
- Topic sentences should be main ideas, not details. A topic sentence is not just a statement of fact, but rather a statement explaining what will be proven in the paragraph.
- Transitions belong in the topic sentences of body paragraphs, not in the clinchers.

Language

- For the most part, formal essay writing requires that you refrain from using personal pronouns. However, for this essay, the use of "you" can be acceptable.
- Avoid contractions. For the most part, formal essay writing requires that you refrain from using contractions.
- Use strong vocabulary.
Instead of "dealing with," use *coping, handling, managing, etc.*
Instead of "good" use *benefits, helpful, positive, etc.*
Instead of "bad" use *negative, deleterious, troubling, etc.*
- Do not use exclamation points (!!) in formal writing.
- Watch spelling, particularly if the word is already **PRINTED IN THE ARTICLE IN FRONT OF YOU:**

its/it's

their/they're/there

even though = two words

a lot = two words

TRIES NOT tries

could **have** NOT could of

Conventions

- When citing an article, use the author's last name if it is given to you.
According to Peter Ellis, "Hard work is the key to success" (Text I).
"Preparing and studying hard are important factors for success" (Text I).
- Punctuation goes before quotations [with few exceptions]:

"That which does not kill us only serves to make us strong," according to a popular proverb.
"Are you a man or a monster?" Rainsford asks.

Exception: When question mark is not part of the quote...

Can you believe she called me a "traitor"?

[In this case, the question mark goes outside of the quote because it is not part of the quote.]

CLAIM:

IDEA 1:	IDEA 2:
Support (cite text): Analysis:	Support (cite text): Analysis:
Support (cite text): Analysis:	Support (cite text): Analysis:
OPTIONAL Support (cite text): Analysis:	OPTIONAL Support (cite text): Analysis:
Counterargument to mention in clincher:	Counterargument to mention in clincher:

