

Week of April 6-10, 2020

English II - Sabrina Kile

Hello English II! Please choose two assignments for this week from the 6 choices listed below. Please email me your completed assignments no later than Monday 4/13 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! I will be emailing you all very soon with details about a future Google Meet! ---Mrs. Kile

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
English II	Read the article, "What the Flu Does to Your Body..." and answer the questions that go with it.	Do the worksheet titled, "Lesson 15--Semicolons"	Journal Prompt: Write 14 lines about how you are coping with learning at home. What challenges are you facing? Do you have a schedule for yourself and if so, what is it? Do you miss school? Why or why not?	Read the short story, "Old Man at the Bridge" and answer the questions that go with it.	Create a playlist of 10 songs that make you feel good when you are having a bad day. Write 2 sentences about each song, explaining what you love about it.	Read Chapter 1-2 in "To Kill a Mockingbird" and complete the worksheet that goes with it. You can find "To Kill a Mockingbird" online here: https://docs.google.com/viewer?a=v&pid=sites&srcid=YW5udXJpc2xhbWljc2Nob29sLm9yZ3xzaxN0ZXIta2F0ZWx5bnxneDo2NlVmZmE1NzNjNic4NWVM



Name: _____

Class: _____

What the flu does to your body, and why it makes you feel so awful

By Laura Haynes
2018

Common symptoms of the flu are congestion, headaches, muscle aches, and other unpleasant sensations. But what exactly does the flu do to your body? And why do you feel so bad? As you read, take notes on how the flu can cause other complications in the body.

- [1] Every year, from 5 to 20 percent of the people in the United States will become infected with influenza virus. An average of 200,000 of these people will require hospitalization and up to 50,000 will die. Older folks over the age of 65 are especially susceptible¹ to influenza infection, since the immune system becomes weaker with age. In addition, older folks are also more susceptible to long-term disability following influenza infection, especially if they are hospitalized.



"influenza - flu" by Matteo Bagnoli is licensed under CC BY 2.0

We all know the symptoms of influenza infection include fever, cough, sore throat, muscle aches, headaches and fatigue. But just what causes all the havoc? What is going on in your body as you fight the flu?

I am a researcher who specializes in immunology² at the University of Connecticut School of Medicine, and my laboratory focuses on how influenza infection affects the body and how our bodies combat the virus. It's interesting to note that many of the body's defenses that attack the virus also cause many of the symptoms associated with the flu.

How the flu works its way into your body

Influenza virus causes an infection in the respiratory tract, or nose, throat and lungs. The virus is inhaled or transmitted, usually via your fingers, to the mucous membranes of the mouth, nose or eyes. It then travels down the respiratory tract and binds to epithelial cells³ lining the lung airways via specific molecules on the cell surface. Once inside the cells, the virus hijacks the protein manufacturing machinery of the cell to generate its own viral proteins and create more viral particles. Once mature viral particles are produced, they are released from the cell and can then go on to invade adjacent cells.

1. **Susceptible (adjective):** likely to be influenced or harmed by something
2. a branch of medicine and biology that deals with the immune system
3. cells on the surfaces of your body, serving as a barrier between the inside and outside of your body

- [5] While this process causes some lung injury, most of the symptoms of the flu are actually caused by the immune response to the virus. The initial immune response involves cells of the body's innate immune system, such as macrophages and neutrophils. These cells express receptors that are able to sense the presence of the virus. They then sound the alarm by producing small hormone-like molecules called cytokines and chemokines. These alert the body that an infection has been established.

Cytokines orchestrate other components of the immune system to appropriately fight the invading virus, while chemokines direct these components to the location of infection. One of the types of cells called into action are T lymphocytes, a type of white blood cell that fights infection. Sometimes, they are even called "soldier" cells. When T cells specifically recognize influenza virus proteins, they then begin to proliferate⁴ in the lymph nodes around the lungs and throat. This causes swelling and pain in these lymph nodes.

After a few days, these T cells move to the lungs and begin to kill the virus-infected cells. This process creates a great deal of lung damage similar to bronchitis, which can worsen existing lung disease and make breathing difficult. In addition, the buildup of mucous in the lungs, as a result of this immune response to infection, induces coughing as a reflex to try to clear the airways. Normally, this damage triggered by arrival of T cells in the lungs is reversible in a healthy person, but when it advances, it is bad news and can lead to death.

The proper functioning of influenza-specific T cells is critical for efficient clearance of the virus from the lungs. When T cell function declines, such as with increasing age or during use of immunosuppressive drugs,⁵ viral clearance is delayed. This results in a prolonged infection and greater lung damage. This can also set the stage for complications including secondary bacterial pneumonia, which can often be deadly.

Why your head hurts so much

While the influenza virus is wholly contained in the lungs under normal circumstances, several symptoms of influenza are systemic,⁶ including fever, headache, fatigue and muscle aches. In order to properly combat influenza infection, the cytokines and chemokines produced by the innate immune cells in the lungs become systemic — that is, they enter the bloodstream, and contribute to these systemic symptoms. When this happens, a cascade of complicating biological events occur.

- [10] One of the things that happens is that Interleukin-1, an inflammatory type of cytokine, is activated. Interleukin-1 is important for developing the killer T cell response against the virus, but it also affects the part of the brain in the hypothalamus that regulates body temperature, resulting in fever and headaches.

Another important cytokine that fights influenza infection is something called "tumor necrosis factor alpha." This cytokine can have direct antiviral effects in the lungs, and that's good. But it can also cause fever and appetite loss, fatigue and weakness during influenza and other types of infection.

4. to increase rapidly in numbers

5. drugs that suppress an individual's immune response

6. **Systemic (adjective):** relating to a system, especially as opposed to a particular part of that system

Why your muscles ache

Our research has also uncovered another aspect of how influenza infection affects our bodies.

It is well-known that muscle aches and weakness are prominent symptoms of influenza infection. Our study in an animal model found that influenza infection leads to an increase in the expression of muscle-degrading genes and a decrease in expression of muscle-building genes in skeletal muscles in the legs.

Functionally, influenza infection also hinders walking and leg strength. Importantly, in young individuals, these effects are transient⁷ and return to normal once the infection has cleared.

- [15] In contrast, these effects can linger significantly longer in older individuals. This is important, since a decrease in leg stability and strength could result in older folks being more prone to falls during recovery from influenza infection. It could also result in long-term disability and lead to the need for a cane or walker, limiting mobility and independence.

Researchers in my lab think that this impact of influenza infection on muscles is another unintended consequence of the immune response to the virus. We are currently working to determine what specific factors produced during the immune response are responsible for this and if we can find a way to prevent it.

Thus, while you feel miserable when you have an influenza infection, you can rest assured that it is because your body is fighting hard. It's combating the spread of the virus in your lungs and killing infected cells.

What the flu does to your body, and why it makes you feel so awful by Laura Haynes, University of Connecticut, February 12, 2018. Copyright (c) The Conversation 2018, CC-BY-ND.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. The immune system does more harm than good when it's fighting the flu because of the life-threatening symptoms it can cause.
 - B. The influenza virus brings about many uncomfortable sensations in the body as it slowly spreads to more cells.
 - C. Much of the discomfort that people feel when they're infected with influenza virus is from their immune system's attack on the infection.
 - D. While the influenza virus causes painful symptoms throughout the body, the immune system releases cells that soothe the damage that it has been done.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Every year, from 5 to 20 percent of the people in the United States will become infected with influenza virus. An average of 200,000 of these people will require hospitalization and up to 50,000 will die." (Paragraph 1)
 - B. "When T cells specifically recognize influenza virus proteins, they then begin to proliferate in the lymph nodes around the lungs and throat. This causes swelling and pain in these lymph nodes." (Paragraph 6)
 - C. "This results in a prolonged infection and greater lung damage. This can also set the stage for complications including secondary bacterial pneumonia, which can often be deadly." (Paragraph 8)
 - D. "Functionally, influenza infection also hinders walking and leg strength. Importantly, in young individuals, these effects are transient and return to normal once the infection was cleared." (Paragraph 14)

3. What is the author's main purpose in the text?
 - A. to encourage people to get vaccinated for the influenza virus to avoid the symptoms
 - B. to show how the immune system actually does more damage than the virus itself
 - C. to explain to people that the worse they feel during the flu, the faster they're healing
 - D. to explain why people feel so horrible when they're infected with the influenza virus

4. How does paragraph 9 contribute to the development of ideas in the text?
 - A. It shows how the immune system is responsible for symptoms beyond the parts of the body directly affected by the virus.
 - B. It provides readers with all the symptoms that they will likely experience during the flu, improving their ability to recognize it.
 - C. It emphasizes how the influenza virus is capable of spreading to more important areas of the body through the blood stream.
 - D. It shows how the immune system goes overboard when it's fighting an infection, spreading to areas of the body that are healthy.

5. What connection does the author draw between the effects of the influenza virus on the body and a person's age? Cite evidence from the text to support your response.

Lesson 75
Semicolons

Choice #2

Page 1

Use a **semicolon** to separate main clauses that are not joined by a coordinating conjunction (*and, but, or, nor, yet, and for*).

She can't play the saxophone, but I know she'd like to learn.
She can't play the saxophone; I know she'd like to learn.

Use a semicolon to separate main clauses joined by a conjunctive adverb (such as *however, therefore, nevertheless, moreover, furthermore, and subsequently*) or by an expression such as *for example* or *that is*. In general, a conjunctive adverb or expression such as *for example* is followed by a comma.

Some people in our group refused to take the assignment seriously; therefore, we received a *D* on our project.

Use a semicolon to separate the items in a series when the items contain commas.

Italians have created an almost unlimited number of pasta shapes and sizes, among them *orecchiete*, which means "little ears"; *capellini*, or "angel hair"; and *orzo*, which look like small grains of rice.

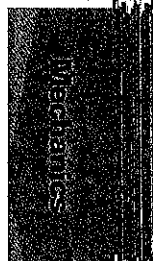
Use a semicolon to separate two main clauses joined by a coordinating conjunction when the clauses already contain several commas.

The book was very long, almost six hundred pages, and contained more than seventy-five characters, which made keeping track of them difficult; but I loved it anyway and would recommend it to anyone.

► **Exercise 1** Place a check on the blank next to each sentence that is correct.

- Kristy, who finished first, won the trophy; however, Marla won the award for most improved.
- 1. Nobel Prizes are awarded each year in six areas; which are physics, chemistry, physiology or medicine, literature, peace, and economics.
- 2. The prizes were created by Swedish inventor Alfred Nobel; they are administered by various organizations in Sweden and Norway.
- 3. Five of the six prizes are given by Swedish organizations for example, the physics, chemistry, and economics prizes are awarded by the Royal Academy of Sciences.
- 4. The sixth prize, for peace, is awarded by a committee appointed by the Norwegian parliament; how it came to receive this duty is an interesting story.
- 5. During Alfred Nobel's life, Norway belonged to Sweden; and the inventor stated in his will that Norway should award the peace prize.

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- _____ 6. Today, even though Norway and Sweden are separate and independent countries, which came about early in this century, the Norwegians have kept the right to award the peace prize, it is a source of pride to all Norwegians.
- _____ 7. Winners of a Nobel Prize receive a cash award from Alfred Nobel's estate; the award is currently worth about \$950,000.
- _____ 8. Up to three people may share the prize, for example, the prizes in science and peace are often awarded to several people.
- _____ 9. Winners of the different prizes are usually announced in October or November; late in the year.
- _____ 10. Winners receive their prizes in a ceremony on December 10, the anniversary of Alfred Nobel's death; these include a gold medal, a diploma, and a check.
- _____ 11. During Nobel week in Sweden, many festivities take place; that is, banquets, dances, parties, and receptions.
- _____ 12. Nobel week takes place at the same time as the Swedish holiday honoring Saint Lucia; consequently, prizewinners are serenaded by groups of young girls who also take part in a pageant on December 13.
- _____ 13. One young girl, wearing the traditional costume of a white robe and a crown of candles, represents the saint; others dress as her attendants.
- _____ 14. Prizewinners also give lectures during Nobel week; their only obligation.
- _____ 15. Many famous scientists, writers, and world political figures have won Nobel Prizes; however, many others have not.
- _____ 16. The decisions of the various committees are often criticized, no one can make a perfect decision every time.
- _____ 17. Some of the greatest writers of this century were passed over by the Swedish Academy, the committee that awards the prize in literature; for example, Virginia Woolf, Marcel Proust, and James Joyce.
- _____ 18. Some peace prizes have also gone to controversial figures; these include Henry Kissinger, U.S. secretary of state, and Yasir Arafat, leader of the Palestine Liberation Organization.
- _____ 19. In setting up the prizes; Alfred Nobel wrote only that the prizes should go to those who have "conferred the greatest benefit" on the world's people.
- _____ 20. The roster of Nobel Prize winners contains some of the greatest figures in the scientific, literary, and diplomatic life of the last hundred years; no other award is held in higher regard.

"The Old Man at the Bridge"
by Ernest Hemingway

An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

"Where do you come from?" I asked him.

"From San Carlos," he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?"

"Various animals," he said, and shook his head. "I had to leave them."

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

"What animals were they?" I asked.

"There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons."

And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

"No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others."

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further."

"This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa."

"I will wait a while," he said, "and then I will go. Where do the trucks go?"

"Towards Barcelona," I told him.

"I know no one in that direction," he said, "but thank you very much. Thank you again very much."

He looked at me very blankly and tiredly, and then said, having to share his worry with someone, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?"

"Why they'll probably come through it all right."

"You think so?"

"Why not," I said, watching the far bank where now there were no carts.

"But what will they do under the artillery when I was told to leave because of the artillery?"

"Did you leave the dove cage unlocked?" I asked.

"Yes."

"Then they'll fly."

"Yes, certainly they'll fly. But the others. It's better not to think about the others," he said.

"If you are rested I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

"I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals."

There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.

1. What was the old man doing in his native town?
 - a. taking care of animals
 - b. begging on the streets
 - c. helping the soldiers
 - d. talking care of children
2. What is special about the day the narrator encounters the old man?
 - a. It is Easter Sunday.
 - b. It is the last day of the war.
 - c. It is Thanksgiving.
 - d. It is Christmas Day.
3. Why does the old man leave the animals?
 - a. because the children are taking care of them
 - b. because he loses interest
 - c. because they all die
 - d. because of the artillery
4. Which animal is the old man least concerned about?
 - a. the goats
 - b. the pigeons
 - c. the cat
 - d. the dog
5. The trucks are crossing the bridge and going where?
 - a. Vera Cruz
 - b. Barcelona
 - c. San Carlos
 - d. Tortosa
6. What is the old man's native town?
 - a. Vera Cruz
 - b. Ebro Delta
 - c. Barcelona
 - d. San Carlos
7. What is the narrator's job?
 - a. He questions people before they cross the bridge.
 - b. He protects the people who cross the bridge.
 - c. He scouts ahead for the enemy's location.
 - d. He stops people from crossing the bridge.
8. Why does the old man stop and not go across the bridge?
 - a. He is asked not to cross the bridge.
 - b. He doesn't need to cross the bridge.
 - c. He is too tired to cross the bridge.
 - d. He isn't interested in crossing the bridge.
9. The old man is a symbol of what?
 - a. the causes of war
 - b. the patience of the soldiers
 - c. the civilian victims of war
 - d. the apathy of the civilians
10. How old is the old man?
 - a. ninety-four
 - b. sixty-six
 - c. eighty-four
 - d. seventy-six
11. Explain why the narrator takes so much time to converse with the old man. Use details from the story to support your answer.

12. What statements from the story suggest that the old man is about to give up on life? Quote specific statements to back your answer.

13. How is the narrator portrayed in the story? How does he treat the old man? Give examples from the story to back your answer.

14. How does Hemmingway show that war is disrupting the lives of the peasants? Is this portrayal realistic? Why or why not?

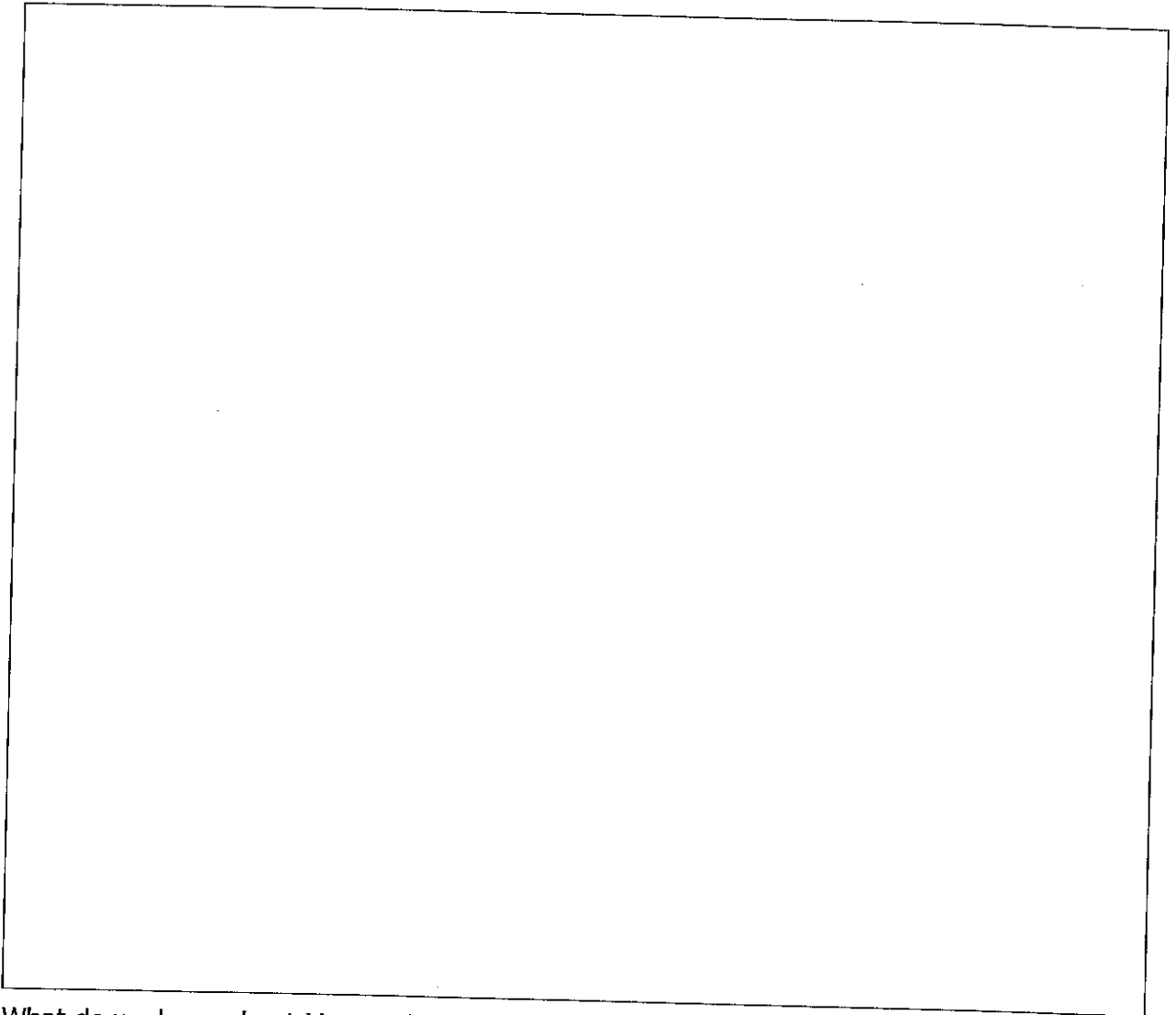
15. What is the setting of the story? Give details from the story to support your answer.

17. What kind of life has the old man been leading? What keeps him going? Use details from the story to support your answer.

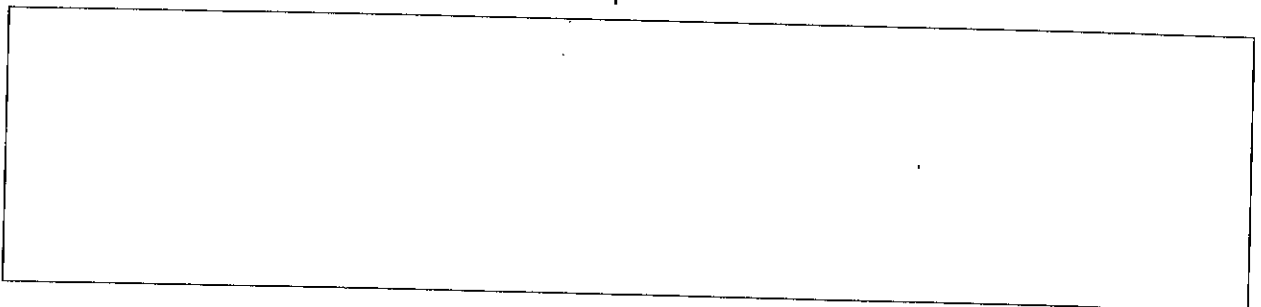
Part One

Chapter 1

Make a list of all of the characters that are introduced in this chapter and indicate what their relationships to one another are.



What do we learn about Maycomb in this chapter?



To Kill a Mockingbird
Harper Lee

Write down what you know about Boo Radley and the Radley place in general.

Chapter 2

Describe Miss Caroline. Try to explain why she is not immediately popular with the children.

What do we learn about the Cunningham family?

To Kill a Mockingbird
Harper Lee

What do we learn, in this chapter, about Harper Lee's view of the education system of the time?

Chapter 3

What do we learn about Calpurnia's attitude to other people in this chapter?

What do we learn about Burris in particular and the Ewells in general in this chapter?

To Kill a Mockingbird
Harper Lee

'You never really understand another person until you consider things from his point of view - until you climb into his skin and walk around in it'

What does this mean? Is it an easy thing to do?

What does this tell us about Atticus?

Chapter 4

What do the children find in the tree? Why do you think these objects were placed there? By whom?

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To Kill a Mockingbird
Harper Lee

What is the point of the Boo Radley game?

Why is Scout keen to stop the games associated with the Radley house?

Chapter 5

What do we learn about Miss Maudie Atkinson?

What more do we learn about Boo in this chapter?

'The things they say about B - Mr Arthur' are, according to Miss Maudie, 'three-fourths colored folks and one-fourth Stephanie Crawford'. What does she mean by this?

Chapter 6

Why do the children choose that particular night to look in the window of the Radley place?