

Day 5

Non-Traditional Instructional Day Packet

Our county will have the option to call an NTI (Non-Traditional Instructional). In the event that this day is called, you will be required to complete assignments at home. During these days, teacher will be available via email, live grades, or other forms of technology. If you have lost your NTID packet, there are electronic copies on the school's webpage at <http://pphs.maso.k12.wv.us>

Assignments / Directions:

This packet contains material for 5 days. The front of each packet is labeled with a day. They are to be completed in the correct order – If only one NTI day is called, then the student will only do assignments marked with “Day 1.” The next time an NTI day is called, they would then do “Day 2” and so on.

IMPORTANT

Each page that you do as an NTID needs to be completed and returned to the appropriate teacher the first day you are back at school. English is returned to your English teacher, math is returned to your math teacher, science is returned to your science teacher and the government page to your social studies teacher.

Questions 11-21 are based on the following passage and supplementary material.

This passage is adapted from Francis J. Flynn and Gabrielle S. Adams, "Money Can't Buy Love: Asymmetric Beliefs about Gift Price and Feelings of Appreciation." ©2008 by Elsevier Inc.

Every day, millions of shoppers hit the stores in full force—both online and on foot—searching frantically for the perfect gift. Last year, Americans spent over \$30 billion at retail stores in the month of December alone. Aside from purchasing holiday gifts, most people regularly buy presents for other occasions throughout the year, including weddings, birthdays, anniversaries, graduations, and baby showers. This frequent experience of gift-giving can engender ambivalent feelings in gift-givers. Many relish the opportunity to buy presents because gift-giving offers a powerful means to build stronger bonds with one's closest peers. At the same time, many dread the thought of buying gifts; they worry that their purchases will disappoint rather than delight the intended recipients.

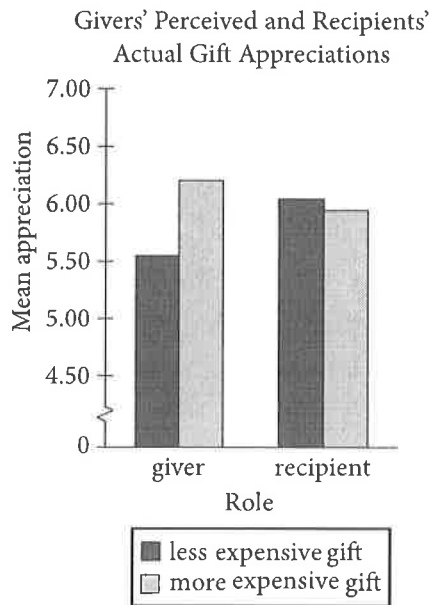
Anthropologists describe gift-giving as a positive social process, serving various political, religious, and psychological functions. Economists, however, offer a less favorable view. According to Waldfogel (1993), gift-giving represents an objective waste of resources. People buy gifts that recipients would not choose to buy on their own, or at least not spend as much money to purchase (a phenomenon referred to as "the deadweight loss of Christmas"). To wit, givers are likely to spend \$100 to purchase a gift that receivers would spend only \$80 to buy themselves. This "deadweight loss" suggests that gift-givers are not very good at predicting what gifts others will appreciate. That in itself is not surprising to social psychologists. Research has found that people often struggle to take account of others' perspectives—their insights are subject to egocentrism, social projection, and multiple attribution errors.

What is surprising is that gift-givers have considerable experience acting as both gift-givers and gift-recipients, but nevertheless tend to overspend each time they set out to purchase a meaningful gift. In the present research, we propose a unique psychological explanation for this overspending problem—i.e., that gift-givers equate how much they

spend with how much recipients will appreciate the gift (the more expensive the gift, the stronger a gift-recipient's feelings of appreciation). Although a link between gift price and feelings of appreciation might seem intuitive to gift-givers, such an assumption may be unfounded. Indeed, we propose that gift-recipients will be less inclined to base their feelings of appreciation on the magnitude of a gift than givers assume.

Why do gift-givers assume that gift price is closely linked to gift-recipients' feelings of appreciation? Perhaps givers believe that bigger (i.e., more expensive) gifts convey stronger signals of thoughtfulness and consideration. According to Camerer (1988) and others, gift-giving represents a symbolic ritual, whereby gift-givers attempt to signal their positive attitudes toward the intended recipient and their willingness to invest resources in a future relationship. In this sense, gift-givers may be motivated to spend more money on a gift in order to send a "stronger signal" to their intended recipient. As for gift-recipients, they may not construe smaller and larger gifts as representing smaller and larger signals of thoughtfulness and consideration.

The notion of gift-givers and gift-recipients being unable to account for the other party's perspective seems puzzling because people slip in and out of these roles every day, and, in some cases, multiple times in the course of the same day. Yet, despite the extensive experience that people have as both givers and receivers, they often struggle to transfer information gained from one role (e.g., as a giver) and apply it in another, complementary role (e.g., as a receiver). In theoretical terms, people fail to utilize information about their own preferences and experiences in order to produce more efficient outcomes in their exchange relations. In practical terms, people spend hundreds of dollars each year on gifts, but somehow never learn to calibrate their gift expenditures according to personal insight.



11

The authors most likely use the examples in lines 1-9 of the passage (“Every . . . showers”) to highlight the

- A) regularity with which people shop for gifts.
- B) recent increase in the amount of money spent on gifts.
- C) anxiety gift shopping causes for consumers.
- D) number of special occasions involving gift-giving.

12

In line 10, the word “ambivalent” most nearly means

- A) unrealistic.
- B) conflicted.
- C) apprehensive.
- D) supportive.

13

The authors indicate that people value gift-giving because they feel it

- A) functions as a form of self-expression.
- B) is an inexpensive way to show appreciation.
- C) requires the gift-recipient to reciprocate.
- D) can serve to strengthen a relationship.

14

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 10-13 (“Many . . . peers”)
- B) Lines 22-23 (“People . . . own”)
- C) Lines 31-32 (“Research . . . perspectives”)
- D) Lines 44-47 (“Although . . . unfounded”)

15

The “social psychologists” mentioned in paragraph 2 (lines 17-34) would likely describe the “deadweight loss” phenomenon as

- A) predictable.
- B) questionable.
- C) disturbing.
- D) unprecedented.

16

The passage indicates that the assumption made by gift-givers in lines 41-44 may be

- A) insincere.
- B) unreasonable.
- C) incorrect.
- D) substantiated.

17

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 53-55 (“Perhaps . . . consideration”)
- B) Lines 55-60 (“According . . . relationship”)
- C) Lines 63-65 (“As . . . consideration”)
- D) Lines 75-78 (“In . . . relations”)

18

As it is used in line 54, “convey” most nearly means

- A) transport.
- B) counteract.
- C) exchange.
- D) communicate.

19

The authors refer to work by Camerer and others (line 56) in order to

- A) offer an explanation.
- B) introduce an argument.
- C) question a motive.
- D) support a conclusion.

20

The graph following the passage offers evidence that gift-givers base their predictions of how much a gift will be appreciated on

- A) the appreciation level of the gift-recipients.
- B) the monetary value of the gift.
- C) their own desires for the gifts they purchase.
- D) their relationship with the gift-recipients.

21

The authors would likely attribute the differences in gift-giver and recipient mean appreciation as represented in the graph to

- A) an inability to shift perspective.
- B) an increasingly materialistic culture.
- C) a growing opposition to gift-giving.
- D) a misunderstanding of intentions.



Math Test – No Calculator

25 MINUTES, 20 QUESTIONS

Turn to Section 3 of your answer sheet to answer the questions in this section.

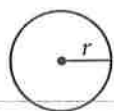
DIRECTIONS

For questions 1-15, solve each problem, choose the best answer from the choices provided, and fill in the corresponding circle on your answer sheet. For questions 16-20, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 16 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

NOTES

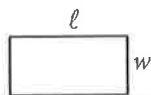
- The use of a calculator **is not permitted**.
- All variables and expressions used represent real numbers unless otherwise indicated.
- Figures provided in this test are drawn to scale unless otherwise indicated.
- All figures lie in a plane unless otherwise indicated.
- Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

REFERENCE

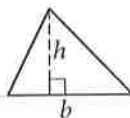


$$A = \pi r^2$$

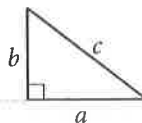
$$C = 2\pi r$$



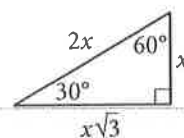
$$A = \ell w$$



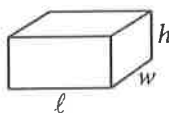
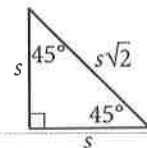
$$A = \frac{1}{2}bh$$



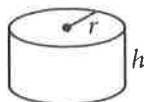
$$c^2 = a^2 + b^2$$



Special Right Triangles



$$V = \ell wh$$



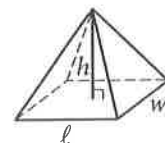
$$V = \pi r^2 h$$



$$V = \frac{4}{3}\pi r^3$$



$$V = \frac{1}{3}\pi r^2 h$$



$$V = \frac{1}{3}\ell wh$$

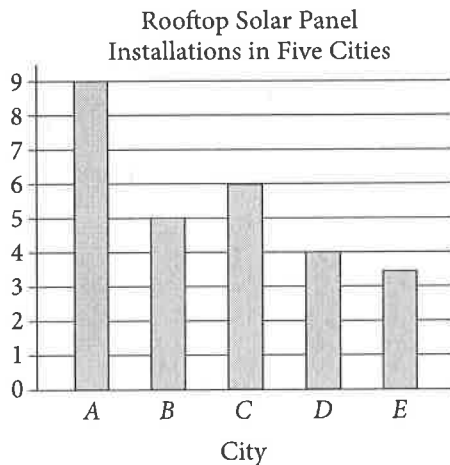
The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.



7



The number of rooftops with solar panel installations in 5 cities is shown in the graph above. If the total number of installations is 27,500, what is an appropriate label for the vertical axis of the graph?

- A) Number of installations (in tens)
- B) Number of installations (in hundreds)
- C) Number of installations (in thousands)
- D) Number of installations (in tens of thousands)

8

For what value of n is $|n - 1| + 1$ equal to 0?

- A) 0
- B) 1
- C) 2
- D) There is no such value of n .



Questions 9 and 10 refer to the following information.

$$a = 1,052 + 1.08t$$

The speed of a sound wave in air depends on the air temperature. The formula above shows the relationship between a , the speed of a sound wave, in feet per second, and t , the air temperature, in degrees Fahrenheit ($^{\circ}\text{F}$).

9

Which of the following expresses the air temperature in terms of the speed of a sound wave?

A) $t = \frac{a - 1,052}{1.08}$

B) $t = \frac{a + 1,052}{1.08}$

C) $t = \frac{1,052 - a}{1.08}$

D) $t = \frac{1.08}{a + 1,052}$

10

At which of the following air temperatures will the speed of a sound wave be closest to 1,000 feet per second?

A) -46°F

B) -48°F

C) -49°F

D) -50°F

11

Which of the following numbers is NOT a solution of the inequality $3x - 5 \geq 4x - 3$?

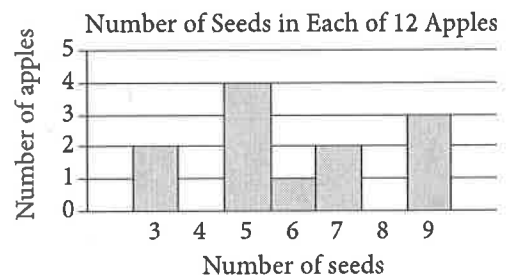
A) -1

B) -2

C) -3

D) -5

12



Based on the histogram above, of the following, which is closest to the average (arithmetic mean) number of seeds per apple?

A) 4

B) 5

C) 6

D) 7

4



4

PASSAGE V

Petroleum, or crude oil, is refined by separating it into different by-products. This process is called *fractional distillation*, whereby the crude oil is heated and each different product is distilled, or drawn off, at different stages. Each product is distilled at certain temperature ranges and collected in separate receivers. Petroleum refining is carried out in a boiler and a fractionating tower. The crude oil is super-heated in the boiler to about 600°C , which vaporizes the crude oil. The vapors then rise in the tower to certain levels where they cool and condense, according to their chemical structure. When the vapor reaches a height in the tower where the temperature in the column is equal to the boiling point of the substance, the vapor turns into liquid (condenses), collects in troughs, and flows into various tanks for storage, as shown in Figure 1. Table 1 below summarizes the characteristics of the by-products obtained from the fractional distillation of petroleum.

| Petroleum by-product | Condensation temperature ($^{\circ}\text{C}$) |
|------------------------|---|
| Petroleum gas | 20–40 |
| Gasoline | 40–70 |
| Kerosene | 100–120 |
| Gas oil | 120–200 |
| Lubricating oil stocks | 200–300 |
| Residue | 600 |

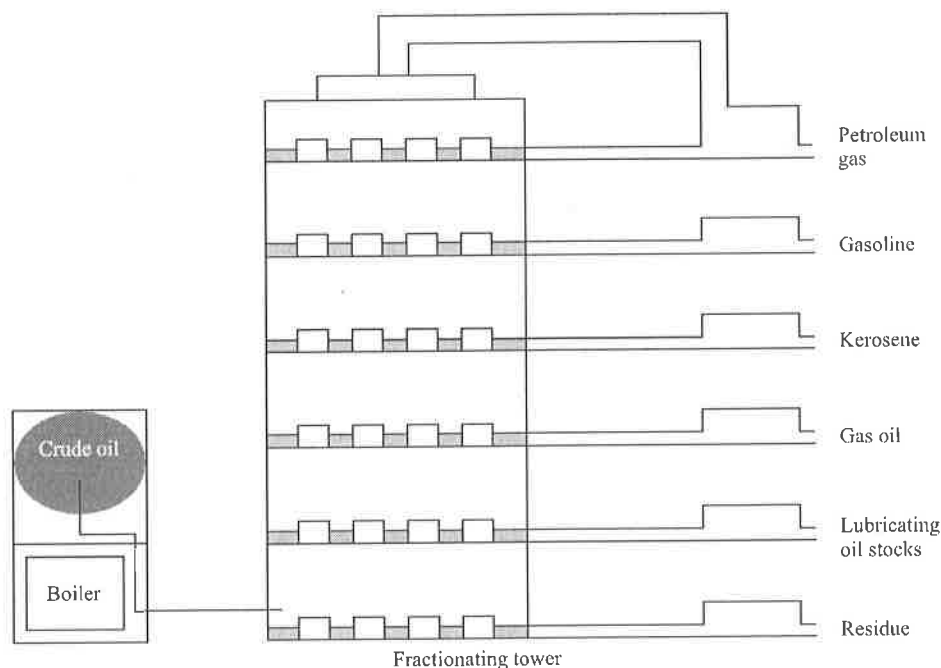


Figure 1

23. According to the passage, the temperature at which gasoline condenses is most likely:
- less than 0°C .
 - less than 40°C .
 - greater than 20°C .
 - greater than 70°C .

24. According to the passage, which by-product formed in the fractionating tower condenses first?
- Petroleum gas
 - Kerosene
 - Gas oil
 - Residue

GO ON TO THE NEXT PAGE.

4



4

25. According to Figure 1, fractional distillation uses which of the following as a raw material?
- A. Gasoline
 - B. Residue
 - C. Crude oil
 - D. Gas oil
26. Given that naphtha, another by-product of petroleum distillation, has a condensation point of approximately 90°C , between which two petroleum by-products would this substance be found in a fractionating tower?
- F. Gasoline and kerosene
 - G. Lubricating oil stocks and gas oil
 - H. Kerosene and gas oil
 - J. Residue and lubricating oil stocks
27. According to the passage, at what temperature is most of the crude oil vaporized?
- A. 600°C
 - B. 300°C
 - C. 100°C
 - D. 20°C
28. According to the passage, as the vapor rises in the fractionating tower:
- F. the condensation temperature increases only.
 - G. the condensation temperature decreases only.
 - H. the condensation temperature increases quickly, then slowly decreases.
 - J. the condensation temperature remains stable at 600°C .

GO ON TO THE NEXT PAGE.

Review for Citizenship Test

1. Under our Constitution, some powers belong to the federal government. What are those powers that belong only to the federal government?
2. Under our Constitution, some powers belong to the states. What are those powers that belong only to the state governments?
3. Who is the Governor of West Virginia?
4. What is the capital of West Virginia?
5. What are the two major political parties in the United States?
6. What is the political party of the President?
7. What is the name of the Speaker of the House of Representatives?
8. What amendments (4) to the Constitution address voting?
9. What is a responsibility that is only for United States citizens?
10. What is a right that is only for United States citizens?