Grammar Goes to the Bermuda Triangle

THE LEGEND
The Bermuda Triangle is a region of the Atlantic Ocean between Florida, Bermuda, and Puerto Rico. It’s a place where ships, planes, and people are said to have mysteriously vanished, where aliens gather, and where evil forces lurk.

Scientists have debunked most Bermuda Triangle stories. But it is true that a number/amount of vessels have gone missing there over the past century—hundreds, in fact. One famous disappearance involved five Navy planes that vanished without a trace in 1945. The plane sent to search for them disappeared too. Creepy, right?

THE WILD THEORIES
There have been a number/amount of explanations for the Bermuda Triangle, and some are rather wild. Alien abductions death rays from an underwater city, and portals to other planets have all been proposed. (Seriously.) Another theory is that underwater earthquakes may release large numbers/amounts of methane gas that could cause ships to sink.

THE (LIKELY) TRUTH
The likely explanation for disappearances in the Bermuda Triangle is this: It’s one of the world’s most heavily traveled areas of ocean. There are bound to be a certain number/amount of accidents. And in fact, the number/amount of incidents in the area is not unusual considering how many vessels pass through each day.

What’s more, the area does present a certain number/amount of risk. Sudden storms, giant waves, and water tornadoes that spout hundreds of feet into the air have all been recorded here. These natural forces could damage or even destroy planes and ships. But that’s not nearly as exciting as alien abductions, is it?

ANSWERS TO ACTIVITY SHEET

NUMBER VS. AMOUNT
1. number
2. number
3. amount
4. number
5. amount
6. number
7. number
8. amount
9. amount
10. number
11. Answers will vary.
“From Terror to Hope”

1. It might have been emotionally difficult for Lewis to write about September 11 because, as she explains in the video, she lived in New York City at that time. Writing about 9/11 would have forced her to revisit her own painful memories of that day.

ANSWERS TO ACTIVITY SHEETS

VIDEO DISCUSSION QUESTIONS:
BEHIND THE SCENES OF “FROM TERROR TO HOPE”
Answers will vary.

1. It might have been emotionally difficult for Lewis to write about September 11 because, as she explains in the video, she lived in New York City at that time. Writing about 9/11 would have forced her to revisit her own painful memories of that day.
“From Terror to Hope” cont’d

2. Based on the video, it was terrifying, confusing, strange, and sad to be in New York on 9/11. The video helps you understand this as Lewis shares what she remembers about that day (2:02-3:12): that a “wave” of ash-covered survivors came down one of the avenues, that the National Guard was stationed in front of her college dorm, that she and others waited in line to give blood because they felt helpless and it was the only thing they could do, that phones weren’t working and it took a long time for her to be able to reach her family in California. The photos of that day—of the Towers on fire, of the ash covered people, of the huge line of soldiers marching down a street in the city—also help you understand what it was like to be in New York.

3. Lewis asks readers to look for a connection between the stories of Helaina Hovitz’s experience of and recovery from September 11 and New York City’s experience of and recovery from September 11.

4. The mood shifts from serious and tragic to reflective and thoughtful. In the narration, Lewis switches from talking about her terrible memories of 9/11 to talking about the research and writing process. The images change from images of New York City on 9/11 to images of Lewis and her colleagues and of New York City today, including images of the 9/11 museum. The music also changes, from sad, slow, and serious to a still serious, but brighter and lighter piece.

5. Yes, Lewis seems glad that she wrote the article. She says that it gave her a greater understanding of what happened on 9/11, that it showed her how important it is to honor the memory of those who died, and that it taught her that “hope can be found even in the darkest and most painful of memories if only we look for it.”

6. Trepidation is a feeling of uncertainty or nervousness. At the beginning of the video, Lewis says that for a long time she avoided writing an article about 9/11 because she knew that it would be emotionally difficult to write (1:11-1:16). When Lewis says “in spite of my trepidation,” she is saying “in spite of my uncertainty.”

ANALYZING THE TITLE “FROM TERROR TO HOPE”

Answers will vary.

1. Terrorists crashed airplanes into the Twin Towers of the World Trade Center in New York City. The Towers collapsed, killing almost 3,000 people.

2. Helaina was at school was in Lower Manhattan, close to the Twin Towers. Her parents were not able to pick her up from school so she made the terrifying journey home with a friend and his mom (p. 6). She had to walk for nearly an hour through the chaotic scene to get home (p. 8).

3. Lower Manhattan was filled with smoke, ash, and debris. Some residents had to stay in shelters, and those who remained in their homes went without power for days. The remains of the Towers left a smoking pile of rubble over 17 stories high (p. 8).

4. After September 11, Helaina suffered from sadness, anxiety, depression, and nightmares. Helaina was eventually diagnosed with PTSD (p. 9).

5. After September 11, RJ faced discrimination because he is Muslim. He began to feel like he was no longer viewed as a “normal” American and that his religion was being misrepresented by the media. He had to face prejudice at his own high school when hurtful comments were made about him during his campaign for student body president (p. 10).

6. New York City has been on a road to recovery since the attacks. Lower Manhattan has been rebuilt and is back to normal, and a new skyscraper called the Freedom Tower now stands at the World Trade Center, near the site of the Twin Towers (p. 9).

7. Kristin Lewis writes that Helaina is “doing well.” She has gotten treatment for her PTSD and is now a successful journalist and author. She runs a news organization that covers positive stories about people trying to make a difference in the world (p. 9).

8. Although RJ still faces prejudice, he has found a positive way to deal with it. He doesn’t allow hurtful comments to upset him, but instead uses them to “fuel” his efforts to change people’s negative views of Muslims. He became the first Muslim student body president at his school and started a Muslim Student Association to combat the media’s misrepresentations of his religion (p. 10).

“FROM TERROR TO HOPE”

CLOSE-READING QUESTIONS

1. On page 6, Lewis writes, “Perhaps nothing symbolized the power and possibilities of New York City more than [the Twin Towers]. . . .” She notes that they were the
“From Terror to Hope” cont’d

tallest buildings in New York and describes them as “silver skyscrapers,” making them sound beautiful. On page 7, she writes that the towers were “iconic” and notes that they symbolized America’s economic power. On page 8, Lewis calls the towers “two of the most recognizable buildings in the world.”

2. Lewis means that the attacks started an era of terrorism in the West, and that since September 11, Americans have worried more about the threat of terrorist attacks on our home soil.

3. Lewis describes the journeys of Helaina Hovitz and of New York City starting from the attacks of September 11 through the struggle to return to normalcy to today, when both have largely recovered. Lewis weaves Helaina’s personal story into the larger story of 9/11 to show how both Helaina and New York have journeyed from terror to hope.

4. President Obama means that showing resilience after a tragedy is a form of heroism, even if it doesn’t receive the same kind of attention as rescuing people from a burning building. Strength, courage, and perseverance are required to continue on after a devastating event. Helaina definitely shows the kind of quiet heroism to which Obama refers; she suffered PTSD for years but worked hard to recover and is now a writer.

“GROWING UP MUSLIM IN POST 9/11 AMERICA”

CLOSE-READING QUESTIONS

1. The attacks affected Muslim Americans the same way they affected all Americans: They caused sadness and fear. In addition, the attacks led to an increase in prejudice against Muslims.

2. We can get to know people who are different from us.

“FROM TERROR TO HOPE” AND “GROWING UP MUSLIM IN POST 9/11 AMERICA”

CRITICAL-THINKING QUESTIONS

1. All four buildings were symbolic of America’s power, success, and way of life. The terrorists probably wanted to target buildings that were both symbolic and familiar to make a statement and to make the attacks feel personal to many people.

2. Headlines for the Hopeful publishes articles about positive change. Reading such articles may remind people who are struggling to find hope after an act of terror that there is in fact much goodness in the world. The articles might even inspire people to take action, which could give them a sense of purpose and a positive focus.

3. Fear, a lack of information (and having misinformations), and a desire for someone to blame may all have contributed to the stereotyping Muslims have faced since September 11. The media, by continuing to portray Muslims in a negative light, is likely a factor too, as Khalaf points out.

READ, THINK, EXPLAIN:
IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The images on the left show fire and smoke pouring out of skyscrapers with a newspaper headline reading “U.S. ATTACKED.” The images on the right include a photo of a calm skyline with the caption “The Manhattan skyline today.” The arrangement of the images from left to right tells a story of disaster followed by recovery. They form a visual parallel to the headline, “From Terror to Hope.”

2. The image shows a group of people staring at two skyscrapers with dark smoke pouring out of them. I can infer that the people are shocked and horrified at what they are seeing.

3. The photographs on pages 8-9 of the September 11 memorial and the Freedom Tower are reflective, gleaming, and powerful whereas the photographs on pages 4-5 are mostly horrifying and upsetting.

4. I think this article will be about the terrorist attacks on September 11 in New York City and the aftermath.

5. At the beginning of the article, the author describes what appears to be a typical day in the life of Helaina Hovitz as she makes her way through the lively streets of Lower Manhattan to school. At the end of the section, the author reveals that the city is about to be attacked. The mood shifts from pleasant and upbeat to ominous and fearful.

6. The author gives a chronological account of Helaina’s experience.

7. The president describes two types of heroes: those who “defined the very nature of courage” and those who exhibited “a more quiet form of heroism.” I can
infer that the president would view Helaina as heroic for having lived through this horrific event and then recovered to become a successful writer who highlights positive changes in the world.

8. A. a slow burning
B. If the author had used another word such as burn, the sentence would not have the same impact. The word smolder suggests that the wreckage burned hot over a long period of time and that it must have been sad and frightening for New Yorkers to see this reminder of the attacks for months after they occurred.

9. The author's tone is compassionate when describing the emotional and psychological trauma that Helaina suffered. Lewis then has a hopeful and empowering tone when discussing how Helaina and New York City have recovered.

10. New York City survived the terrorist attacks and is thriving today.

11. Sample summary: Twelve-year-old Helaina Hovitz lived through a terrorist attack on New York City on September 11, 2001. That morning, Helaina was in school in Lower Manhattan when terrorists flew airplanes into the Twin Towers nearby. The skyscrapers caught fire and collapsed, filling lower Manhattan with smoke, ash, and debris. Many people were hurt and nearly 3,000 people died. The attack was carried out by an extreme group called Al Qaeda. Helaina escaped, but suffered from sadness, anxiety, depression, and nightmares for years. Today, she is a successful journalist and author and Lower Manhattan has been rebuilt and is again teeming with life.

READ, THINK, EXPLAIN:
IDENTIFYING NONFICTION ELEMENTS
*Lower Level (LL)*
Answers will vary but should be similar to the following:
1. The images on the left show fire and smoke pouring out of skyscrapers with a newspaper headline reading “U.S. ATTACKED.” The images on the right include a photo of a calm skyline with the caption “The Manhattan skyline today.” The arrangement of the images from left to right tells a story of disaster followed by recovery. They form a visual parallel to the headline, “From Terror to Hope.”
2. The image shows a group of people staring at two skyscrapers with dark smoke pouring out of them. I can infer that the people are shocked and horrified at what they are seeing.
3. The photographs on pages 8-9 of the September 11 memorial and the Freedom Tower are reflective, gleaming, and powerful, whereas the photographs on pages 4-5 are mostly sad and upsetting.
4. I think this article will be about the terrorist attacks on September 11 in New York City and the aftermath.
5. C
6. B
7. burn slowly with smoke
8. A. hopeful
B. Lewis uses words and phrases like “doing well,” “successful journalist,” “teems with life,” and “no act of evil can destroy” when discussing how Helaina and New York City have recovered.

9. A. Students should cross out Detail #2.
B. Detail #2 is an example of how New Yorkers became more uneasy and frightened after the attacks and does not show hopefulness.

10. Students should cross out #2, #5, and #6.

“FROM TERROR TO HOPE” QUIZ
*Higher Level (HL)*
1. B (tone; R.6)
2. D (vocabulary; word choice; R.4)
3. A (key ideas, text structure; R.2, R.5)
4. D (text structure, R.5)
5. A (text evidence, R.1)
6. C (key ideas; R.1)
7. When Helaina, Ann, and Charles stepped outside the school, they saw a bizarre scene of chaos and terror. As Kristin Lewis explains on pages 7 and 8, they saw paper and ash falling from the smoke-filled sky and injured people being loaded into ambulances as others stood staring at the burning Twin Towers. They saw people covered in so much ash that they looked like ghosts. They saw, Lewis writes, a familiar landscape made unrecognizable. (key ideas, inference; R.1, R.2)
8. On page 6, Kristin Lewis states that most Muslims do not agree with the version of Islam followed by Osama bin Laden and Al Qaeda. Based on his essay “Growing Up Muslim in a Post 9/11 America,” RJ Khalaf would agree with Lewis. Khalaf describes Islam as a religion...
“From Terror to Hope” cont’d

of peace “that teaches equality and fairness, a religion that teaches if you kill one person, it’s as if you’ve killed humanity.” He writes that Islam teaches its followers not to judge others by the color of their skin and states that criminals who commit acts of violence in the name of Islam are missing an important tenet of Islam: tolerance. Khalaf writes that 99 percent of Muslims have a “peaceful story” to tell—so you can conclude that he agrees with Lewis that the extreme, violent views held by terrorists are not the views of the vast majority of Muslims. (synthesis, supporting a claim; R.7, W.1)

“FROM TERROR TO HOPE” QUIZ
*Lower Level (LL)
1. B (tone; R.6)
2. D (vocabulary; word choice; R.4)
3. A (key ideas, text structure; R.2, R.5)
4. D (text structure, R.5)
5. A (text evidence, R.1)
6. C (key ideas; R.1)
7. When Helaina, Ann, and Charles stepped outside the school, they saw a bizarre scene of chaos and terror. As Kristin Lewis explains on pages 7 and 8, they saw paper and ash falling from the smoke-filled sky and injured people being loaded into ambulances as others stood staring at the burning Twin Towers. They saw people covered in so much ash that they looked like ghosts. They saw, Lewis writes, a familiar landscape made unrecognizable. (key ideas, inference; R.1, R.2)
8. In his essay “Growing Up Muslim in a Post 9/11 America,” RJ Khalaf describes Islam as a religion of peace “that teaches equality and fairness, a religion that teaches if you kill one person, it’s as if you’ve killed humanity.” He writes that Islam teaches its followers not to judge others by the color of their skin, calling tolerance “an important tenet of Islam.” (key ideas and details; R.1)

“FROM TERROR TO HOPE” VOCABULARY
1. reeling
2. hijacked
3. ideology
4. liaison
5. terrorism
6. converged

CORE SKILLS WORKOUT: SUMMARIZING
*Higher Level (HL)
1. 12-year-old Helaina Hovitz
2. On September 11, 2001, terrorists crashed airplanes into the Twin Towers of the World Trade Center. Helaina’s school was in Lower Manhattan nearby.
3. The towers caught fire and collapsed. The streets were filled with smoke, ash, and debris.
4. The attack was carried out by Osama bin Laden and Al Qaeda, a terrorist group.
5. Helaina wasn’t hurt but she suffered for years with sadness, depression, anxiety, and nightmares.
6. Today Helaina is a successful journalist and author. Lower Manhattan has been rebuilt and is busy once again. A new skyscraper called the Freedom Tower has been built near where the Twin Towers once stood.
7. The Twin Towers were chosen as a target because they were the tallest skyscrapers in New York City and symbolized American power.

Sample summary:
Twelve-year-old Helaina Hovitz lived through the deadliest terror attacks in American history. The morning of September 11, 2001, Helaina was at school in New York City when terrorists crashed airplanes into the Twin Towers of the World Trade Center nearby. The skyscrapers caught fire and collapsed, filling lower Manhattan with smoke, ash, and debris. The attack was carried out by Al Qaeda, a terrorist group that believes in a radical form of Islam. Helaina escaped, but suffered from sadness, anxiety, depression, and nightmares for years. Today, she is a successful journalist and author. Lower Manhattan has been rebuilt and again teems with life.

CORE SKILLS WORKOUT: SUMMARIZING
*Lower Level (LL)
Twelve-year-old Helaina Hovitz lived through the deadliest terror attacks in American history. The morning of September 11, 2001, Helaina was at school in New York City when terrorists crashed airplanes into the Twin Towers of the World Trade Center nearby. The skyscrapers caught fire and collapsed, filling lower Manhattan with smoke, ash, and debris. The attack was carried out by Al Qaeda, a terrorist group that believes in a radical form of Islam. Helaina escaped, but suffered from sadness, anxiety, depression, and nightmares for years. Today, she is a successful journalist and author. Lower Manhattan has been rebuilt and again teems with life.
“From Terror to Hope” cont’d

Towers of the World Trade Center nearby. The skyscrapers caught fire and collapsed, filling lower Manhattan with smoke, ash, and debris. The attack was carried out by Al Qaeda, a terrorist group that believes in a radical form of Islam. Helaina escaped, but suffered from sadness, anxiety, depression, and nightmares for years. Today, she is a successful journalist and author. Lower Manhattan has been rebuilt and again teems with life.

CORE SKILLS WORKOUT: TEXT STRUCTURES
1. The section includes sensory details that describe Helaina’s neighborhood such as “cool and bright,” “hustle and bustle of downtown Manhattan,” “Men and women in perfectly pressed suits emerged from the subways, clutching their coffee cups and newspapers,” and “The sound of construction and honking taxis formed a familiar cacophony.”

2. A. sequence of events
   B. “Take Me With You” is a moment-by-moment telling of what Helaina experiences after the planes hit the towers. You know sequence of events is the structure because the author uses words that indicate passage of time from one moment to the next, such as “then,” “meanwhile,” and “almost immediately.”

3. The author compares the Twin Towers to other iconic landmarks such as the Eiffel Tower and the Hollywood sign. The author also compares what the towers represented to Helaina (her everyday life in New York) and what they symbolized to the rest of the world (America’s economic power). Finally, the author compares what the area around the Twin Towers was normally like for Helaina to the destruction of the neighborhood after the planes hit.

4. The President mobilized the military, and bombed and raided Afghanistan where Osama bin Laden and Al Qaeda were thought to be hiding. The international hunt for bin Laden led to his killing nine years later. A new Department of Homeland Security was created. New laws and procedures were created and used to protect against future attacks.

5. Possible answers include: RJ Khalaf compares and contrasts his beliefs and actions as a Muslim with the beliefs and actions of the terrorists who commit violence in the name of Islam. He also compares and contrasts how he views himself (as a proud American) with how Muslims are often portrayed in the media (as evil terrorists). Khalaf also uses a problem and solution structure when he explains why he started a Muslim Student Association at his high school. Khalaf states, “The club’s goal was to address negative stereotypes” (p. 10). Students may also say that the essay includes a cause-and-effect structure when describing how the attacks of September 11 caused many Americans to believe that all Muslims are terrorists.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS
*Higher Level (HL)
1. C
2. D; I chose D because it does not support the central idea. It describes why the buildings collapsed, not how they were iconic.
3. Both Helaina and the city of New York have been on a road to recovery since the events of September 11, 2001.
4. Answers may include:
   Supporting Detail #2: “Perhaps most important, the attacks shook our sense of safety and changed the way we go about our lives.”
   Supporting Detail #3: “The events of September 11, 2001, profoundly shaped the world we now live in. In the U.S., new laws and procedures were put in place to protect against future attacks.”

*Lower Level (LL)
1. Supporting details should include:
   “The Twin Towers were as iconic as the Eiffel Tower in Paris or the Hollywood sign in Los Angeles.”
   “To many, the towers symbolized America’s economic power.”
   “And they were the crown jewels of the World Trade Center—”
2. Central Idea: Both Helaina and the city of New York have been on a road to recovery since the events of September 11, 2001.

CORE SKILLS WORKOUT: TONE
*Higher Level (HL)
1. “hateful and murderous,” and “vowed to wreak terror”
“From Terror to Hope” cont’d

2. Lewis describes New York City as being full of “power and possibilities” when she writes, “Perhaps nothing symbolized the power and possibilities of New York City more than . . . the Twin Towers” (p. 6).

3. A. B
   B. (a.) Lewis states that nearly 3,000 people were killed in the attack and describes the “outpouring of grief” for those who died. She is focusing on the devastation caused by the attack and sounds saddened by it.
   (b.) Lewis writes that for many people living near the World Trade Center, it was “impossible” to return to normal life after the attacks, and then she explains why. She sounds concerned for the people whose lives were so severely affected by the attacks.

4. A. Possible answers include: hopeful, optimistic, positive, triumphant, upbeat
   B. Possible answers include:
      (a.) In this section, Lewis provides information about how both New York City and Helaina Hovitz have recovered since 9/11.
      (b.) In the last line of the article, Lewis writes that the two beams of light that are shone on each anniversary of 9/11 “. . . symbolize a powerful truth: that New York is a city of tolerance, beauty, and grit that no act of evil can destroy.” Lewis sounds triumphant and optimistic as she states that New York cannot be kept down.

CORE SKILLS WORKOUT: TONE
*Lower Level (LL)
1. b
2. c
3. a
4. Students should check “power and possibility.”
5. horrified and disapproving; Students should check “The author uses the word ‘horrifying’ to describe the attacks of September 11.”
6. hopeful and upbeat; Possible answer: In the last line of the article, Lewis writes that the two beams of light that are shone on each anniversary of 9/11 “. . . symbolize a powerful truth: that New York is a city of tolerance, beauty, and grit that no act of evil can destroy.” Lewis sounds triumphant and optimistic as she states that New York cannot be kept down.
“Follow the Water”

CLOSE-READING QUESTIONS

1. Inference (p. 13) The first section reveals that Georgie is unhappy about living on Mars. After having a dream where she floats in water with her grandma on Earth, Georgie wakes up to the “stale, musty air” of Mars, where a doctor is poking her with needles. Georgie describes Earth as a comfortable place full of love and Mars as exactly the opposite. She also names several aspects of life on Mars that she dislikes.

2. Inference (p. 13) Georgie may have been interested in how people once imagined life on Mars.

3. Inference (p. 13) She is likely referring to problems we face today—climate change, pollution, etc.—which may have worsened in Georgie’s time.

4. Character (p. 15) Georgie spent many summers at her grandma’s house on the beach, so Georgie’s memories of Nana often involve the ocean. Plus, as Georgie mentions, Nana was an Olympic swimmer. Also, there is a lack of water on Mars—and Georgie longs for water. It seems that she has combined in her mind the two things that she so badly misses.

5. Inference (p. 15) It suggests that Georgie doesn’t think her parents believe in her. Earlier, Georgie notes that she can tell Nana things she feels she can’t tell her parents. She also says that while she knows her parents love her, they sometimes treat her like “an experiment that slipped their minds.” When Georgie asks how she’s ever going to leave Mars, her dad responds, “Why would you want to leave?” All of this shows that Georgie and her parents do not understand each other.
“Follow the Water” cont’d

6. **Character** (p. 15) Buddy does not really think Georgie is a brat. He calls her that with affection, as an older brother might. His affection is clear from the way he wishes her a happy birthday, asks her how she is, and urges her to talk to a doctor about returning to Earth.

7. **Inference** (p. 17) Georgie sees her scientist father as unemotional and highly rational. When he talks about his mother’s cancer diagnosis, he tells Georgie, “Statistically, there’s only a 5 percent chance that Nana would survive longer than [five months].” This is the kind of data-driven response Georgie expects from her dad. So when he speaks of hope in the face of uncertainty, Georgie is surprised.

8. **Figurative Language** (p. 17) Georgie means that she is suddenly aware of what she is about to leave (her parents) and risk (losing her ability to walk).

9. **Inference** (p. 17) Georgie is referring to her parents’ discovery of water on Mars.

10. **Text Feature** (p. 17) The title refers to Georgie’s parents’ search for water on Mars as well as to Georgie’s decision to return to Earth, where there is water and where her grandma is.

“WHAT WOULD IT TAKE TO LIVE HERE?”

**CLOSE-READING QUESTIONS**

1. The purpose is to inform the reader about challenges to colonizing Mars.

2. Students may say that the list structure makes the article easier to read. Small pieces of information are easier to take in than large pieces.

“FOLLOW THE WATER” AND “WHAT WOULD IT TAKE TO LIVE HERE?” **CRITICAL-THINKING QUESTIONS**

1. Students who answer no may say that Buddy helps Georgie do something very dangerous and that he should have told her parents about her plan. Those who answer yes may believe that Georgie is old enough to decide where she wants to live and what risks she wants to take.

2. Hope motivates everything that happens in the story. Humans colonize Mars because they hope to keep the human race going; Georgie’s parents continue to search for water because they have hope of finding it; Georgie takes the great risk of returning to Earth because she has hope that she will not lose her ability to walk and because she has hope that her grandma will still be alive when Georgie arrives.

3. Answers will vary. Students may say that being grounded in reality makes science fiction stories more plausible, and that this makes the stories appealing to readers looking for insight into our current world and what may happen in the future.

4. Answers will vary.

**SYNTHESIS: ALL ABOUT MARS**

Answers will vary slightly.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>“WHAT WOULD IT TAKE TO LIVE HERE?”</th>
<th>“FOLLOW THE WATER”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting There</td>
<td>• Mars is 140 million miles away from Earth. It would take about 9 months to get there.</td>
<td>• Georgie says it takes 6 months to get to Mars. (p. 12)</td>
</tr>
<tr>
<td></td>
<td>• A trip to Mars would require a relatively large spacecraft and lot of supplies.</td>
<td>• Georgie’s parents don’t go back to Earth to see her sick grandmother because they would most likely not get there before her grandmother dies. (p. 14)</td>
</tr>
<tr>
<td>Deadly Radiation</td>
<td>• Colonists journeying to and living on Mars would have to be protected from radiation.</td>
<td>• The first wave of colonists suffered from the deadly side effects of radiation. (p. 12)</td>
</tr>
<tr>
<td></td>
<td>• Radiation can cause severe memory loss, brain damage, and cancer.</td>
<td>• To protect themselves from radiation, the colonists stay inside thick black plastic buildings. (p. 12)</td>
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section continues >>
“Follow the Water” cont’d

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<tbody>
<tr>
<td>Food and Air</td>
<td>• There is no food or breathable air on Mars.</td>
<td>• On page 12, Georgie can’t storm out of the medical cabin because she can’t go outside without her “stupid survival suit.”</td>
</tr>
<tr>
<td></td>
<td>• For a colony to survive on Mars, the people would have to generate their own air and food.</td>
<td>• Georgie hates drinking the powdered milk they have on Mars. (p. 14)</td>
</tr>
<tr>
<td>Water</td>
<td>• Mars was once covered in water.</td>
<td>• The water Georgie uses on Mars is either shipped from Earth or recycled. (p. 13)</td>
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<tr>
<td></td>
<td>• Now, most of the water on Mars is frozen underground and could be toxic. Colonists would</td>
<td>• Georgie’s father’s job is to find a water source so that more people can move to Mars. (p. 13).</td>
</tr>
<tr>
<td></td>
<td>have to rely on recycled water.</td>
<td>• Georgie’s father finds a potential water source in a canyon that likely once held liquid water. (p. 16)</td>
</tr>
<tr>
<td>Gravity</td>
<td>• There is less gravity on Mars than on Earth because Mars is a smaller planet.</td>
<td>• The doctor on Mars closely watches Georgie’s health because no one is sure how the lower gravity will affect her development. (p. 12)</td>
</tr>
<tr>
<td></td>
<td>• On Mars, people could jump higher and run faster.</td>
<td>• When Georgie goes out in the rover, she is able to run very fast and leap over boulders “with an ease I could never have on Earth.” (p. 16)</td>
</tr>
<tr>
<td></td>
<td>• Scientists don’t know exactly how living in a low-gravity environment for a long time would affect the human body. Astronauts on the ISS experience weakened immune systems, extreme fatigue, and substantial muscle and bone loss.</td>
<td>• Georgie has lost a lot of her bone mass and might not be able to walk back on Earth. (pp. 14-15)</td>
</tr>
<tr>
<td>Weather</td>
<td>• Mars is generally very cold, but the temperature varies across the planet and its seasons.</td>
<td>• Georgie hates the dust on Mars. She says that it’s “everywhere . . . Even in your belly button” (p. 13).</td>
</tr>
<tr>
<td></td>
<td>• There are dust storms on Mars. The sticky dust they stir up can damage equipment.</td>
<td>• A group of geologists who lived on Mars before her and her parents were killed in a dust storm. (p. 13)</td>
</tr>
</tbody>
</table>

“FOLLOW THE WATER” LITERARY ELEMENTS

Characters

1. A. major; Georgie is a teenage girl living in a colony on Mars. She is smart, brave, independent, and very unhappy to be on Mars. She badly misses her grandmother and water on Earth. She is a dynamic character because she gains an appreciation for her parents, but also makes a major decision to stow away on a ship back to Earth.

B. major (students may also say minor): Buddy is a young Marine who lives on Mars and acts like an older brother to Georgie. He is kind, funny, and trustworthy. Buddy is a static character because he does not undergo any internal change.

C. Answers will vary. Sample answer: the doctor, minor; The doctor is insistent and insensitive. He gives Georgie bad news about what may happen if she returns to Earth. He is a static character because he does not undergo any internal change.

2. Georgie decides to secretly go back to Earth aboard a supply shuttle so that she might be able to see her sick grandma before her grandma dies. This decision reveals
that Georgie is brave and independent—she risks serious injury to her legs once she arrives on Earth, and she makes a major decision without consulting her parents. Georgie’s decision also emphasizes how much she loves and misses her grandmother.

3. Buddy helps Georgie stow away on the shuttle back to Earth. This shows that he cares deeply about Georgie.

4. Buddy plays a significant role in Georgie’s decision to stow away to Earth at the end of the story. It is Buddy who first plants the idea of stowing away in Georgie’s mind, when he tells Georgie about his grandfather, who hated living on a farm and stowed away on a Navy ship that took him to Hawaii (p. 15). Buddy probably is not seriously suggesting that Georgie stow away when he tells her this story, but nevertheless, it gives her the idea. Later, Buddy actively helps Georgie with her escape. Not only does he not tell her parents about her plan, but he clears out a closet on the shuttle and provides some supplies for Georgie on her trip (p. 17).

Plot

5. **Conflict 1:** Georgie wants to return to Earth from Mars for a chance to visit her sick grandmother, but Georgie’s parents refuse to do so because they believe Georgie’s grandmother will probably die before they could get there. This conflict is external.

6. **Conflict 2:** In deciding whether or not to stow away on the shuttle back to Earth, Georgie must decide whether to risk severe injury to her legs—maybe even her ability to walk—and to give up living with her parents. This is an internal conflict. (Students could also name Georgie’s intense longing for her grandmother and for water, or simply for life on Earth, as an internal conflict.)

6. The climax of the story is when the shuttle takes off with Georgie aboard. Throughout the story, Georgie has been struggling with her longing for her grandma and for water. Georgie has also been struggling with the decision of whether to stow away on the shuttle, knowing that to do so means leaving her parents and facing the very real possibility of serious injury. When the shuttle takes off, Georgie has made her decision.

Setting

7. The setting is a very important part of the story because the major conflicts Georgie faces would not happen anywhere else—they are very specific to her being on Mars. It is life on Mars itself that Georgie struggles with—the dust, the lack of water, the inability to go outside. On Earth, she would be more comfortable and also it would be much, much easier for her to visit her grandmother. It is also because of living on Mars that Georgie risks serious injury when she does decide to return to Earth. On another level, the story itself is an exploration of what it might be like to be a colonist on Mars, which is another reason the setting is important to the story.

8. Based on the story, Mars is an inhospitable environment where humans would have to control almost every aspect of their surroundings in order to survive. For example, the colonists in the story must stay inside thick plastic buildings to protect them from harsh radiation that causes skin cancer, or wear special spacesuits if they want to go outside (p. 12). On Mars, people must also deal with a tremendous amount of dust that covers everything and gets in their noses and mouths (p. 13). Plus, there is no water on Mars other than what is brought in from Earth, and people are constantly dirty and dehydrated (p. 13). According to the story, Mars is not without its beauty, though: When Georgie and her parents go to the canyon where her father believes he has found water, Georgie describes the site as the most beautiful thing she has ever seen, “...awesome in its rawness, like the ocean . . .” (p. 16).

9. metaphor; Georgie and Nana are completely at ease and happy being in the water, like mermaids, who live in the water.

10. simile; People on Mars are confined to small spaces like hamsters in a cage or in an exercise wheel. The simile adds the idea that the colonists are cooped up or trapped.

“FOLLOW THE WATER” QUIZ

*Higher Level (HL)*

1. B (narrator’s point of view; R.6, R.3)
2. C (supporting evidence; R.1)
3. A (text structure, inference; R.5, R.1)
4. B (vocabulary in context; R.4)
5. D (context clues; R.4)
6. D (synthesis, central ideas; R.7, R.1)
7. In “Follow the Water,” Georgie’s dreams help the reader section continues >>
understand how much Georgie misses her grandma and water. At the beginning of the story, Georgie describes a dream in which she and Nana are floating on their backs like “two mermaids enjoying the freedom of the waves” (p. 12). Later, Georgie says, “And every time I dream of water, I dream of Nana and me together” (p. 14). After Georgie learns that Nana is sick, Georgie again dreams of being with Nana in water, the two of them “bobbing in the ocean” with “the scent of salt in the air” (p. 16). Georgie’s constant dreams about Nana and water help the reader understand that these two things are constantly on Georgie’s mind, and when Georgie decides at the end of the story to take the huge risk of sneaking back to Earth to see Nana, the reader understands why—that Georgie is desperate to see the woman she dreams of again and again, the woman she describes as being “comforting like Christmas” (p. 16). (supporting a claim, synthesis; W.1, R.7)

8. In “What Would It Take to Live Here?” Mackenzie Carro explains that one challenge to colonizing Mars is that we don’t yet have the technology to take people all the way there. This challenge has been overcome in “Follow the Water.” In the story, the fourth wave of colonists is living on Mars (p. 12) and manned shuttles deliver supplies from Earth to Mars (p. 16). However, the trip still takes six months and is cramped and unpleasant (p. 12). Another challenge Carro lists is the radiation that Mars colonists would encounter during the trip and once they arrive on Mars. In “Follow the Water,” this challenge has also been overcome: the colonists live and work in thick plastic buildings that are all connected, so the colonists rarely need to go outside (p. 12). The challenge of radiation has only recently been overcome, though: Georgie notes that the first wave of colonists suffered from the effects of the radiation, and that some of them had to have their noses removed (p. 12). (synthesis, writing informative/explanatory text; R.7, W.2)

**“FOLLOW THE WATER” QUIZ**

*Lower Level (LL)*

1. B (narrator’s point of view; R.6, R.3)
2. C (supporting evidence; R.1)
3. A (inference; R.5, R.1)
4. B (character motivation, key ideas; R.3, R.1)
5. D (context clues; R.4)
6. D (synthesis, R.7)
7. Georgie dreams about Nana and about water because they are the things she most misses on Earth. At the beginning of the story, Georgie is dreaming about floating on her back with Nana like “two mermaids enjoying the freedom of the waves” (p. 12). Later, Georgie says, “And every time I dream of water, I dream of Nana and me together” (p. 14). It’s clear that Georgie misses Nana because she mentions her often and remembers the wonderful times the two of them spent together. For example, Georgie calls the summers that she spent at Nana’s house on the beach “the best parts of my life” (p. 14). Also, Georgie gives up life with her parents on Mars and risks her ability to walk to go back to Earth to see Nana. That Georgie misses water is clear from what she says on page 13: “But I can’t stop thinking about water. Anything to do with water. Like going for a swim or taking a shower or having a real bath.” (citing text evidence, supporting a conclusion, inference; R.1, W.1)

8. In “What Would It Take to Live Here?” Mackenzie Carro explains that one challenge to colonizing Mars is that we don’t yet have the technology to take people all the way there. This challenge has been overcome in “Follow the Water.” In he story, the fourth wave of colonists is living on Mars (p. 12) and manned shuttles deliver supplies from Earth to Mars (p. 16). However, the trip still takes six months and is cramped and unpleasant (p. 12). (synthesis, writing informative/explanatory text; R.7, W.2)

**CORE SKILLS WORKOUT: MAKING INFERENCES**

1. Answer provided.
2. I can infer from this line that Georgiana resents having to give up basic comforts to live on Mars. She uses sarcasm to indicate that she knows washing her hair is not as important as saving humankind, but it’s still a drag.
3. Describing time she spent with her grandmother, Georgiana thinks, “Those summers were the best parts of my life. Sometimes I wish I could have lived with Nana forever” (p. 14); “Nana is the thing I miss most from Earth” (p. 14); “She’s the only person in the whole world who’s ever believed in me” (p. 14).
“Follow the Water” cont’d

4. Georgiana’s voice wavering suggests that she is shocked and upset that her brilliant scientist parents did not consider these dangers. She seems to feel that they cared more about their work on Mars than about her well-being.

5. “My dad’s almost out the door when I stop him. I hug him hard too. He’s startled” (p. 17).

6. You can infer that Georgiana isn’t sure if it’s the right decision to stow away. Ultimately, she decides that being with Nana before she dies is more important than anything else in the world, even her own health and well-being.
The Tell-Tale Heart

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 23
Answers will vary. Here is a sample response:

The author of The Tell-Tale Heart creates a suspenseful mood throughout almost the entire play. In Scene 2, for example, the audience knows that the Villain is planning to kill the Old Man, and the author creates suspense by drawing the scene out—leading up to the murder very slowly and giving the tension a chance to build before the murder finally takes place.

In Scene 4, the author creates tension by having the Villain serve the police officers tea above the very spot where the Old Man’s body is hidden in the floor. Knowing that the officers are right above the corpse gives the audience the feeling that the officers are very close to discovering the murder—and yet, they have no idea what is going on. This increases the audience’s anxiety about what will happen.

Scene 4 becomes even more suspenseful when the Villain begins to hear the sound of the Old Man’s heart beating ever more loudly from under the floorboards. This sound, which the audience hears as well, creates suspense in two ways. First, it suggests that the Villain is headed toward a breakdown or some sort of violent action; the last time he heard the heart beating was right before (and right after) he murdered the Old Man. Second, the Ravens say that the heart sounds like the ticking of a clock or a bomb—something that is about to go off. This gives the audience the feeling that something big is about to happen—but what?

ANSWERS TO ACTIVITY SHEETS

THE TELL-TALE HEART CLOSE-READING QUESTIONS
1. Answers will vary. The mood is spooky. Phrases that help create that mood include “long shadows,” “bloodcurdling tales,” and “murder and morgues.”
2. The Villain says that the Old Man “had never done me harm.” Yet he describes the Old Man’s eye as “evil” and sees this as a legitimate reason to kill him, which is not rational.
3. The lines show the Villain waiting for the moment when he can kill the Old Man. They create a tense, suspenseful mood; the reader is also waiting for the attack.
4. The sight of the eye gave the Villain a feeling of disgust and horror. He refers to the marrow in his bones to show how deep the feeling went.
5. For the reader, the inspectors’ lines add an element of humor to the play and create a sense of rhythm. For the Villain, their statements seem mocking. Their strange dialogue also slows the action down and adds a dreamlike quality to the text.
6. The Villain confesses because he believes that the inspectors know what he has done and are taunting him by talking about trite subjects like tea and the countryside. You can infer that the Villain’s guilt and anxiety become increasingly intense, and that he feels he must confess in order to relieve these feelings, much as he killed the Old Man to relieve his feeling of loathing for the eye.

THE TELL-TALE HEART
CRITICAL-THINKING QUESTIONS
1. No; the more the Villain describes the events of the
The Tell-Tale Heart cont’d

story, the more irrational he appears. He believes that it’s logical to kill the Old Man because he dislikes the Old Man’s eye. He seems relieved and relaxed right after committing the murder. But then he thinks he hears the dead man’s heart beating. He interprets the inspectors’ chatter as a sign that they know about his crime. By the end of the play, the Villain is pacing and clutching his head, and seeming quite mad.

2. The ravens add an eerie quality, partly because ravens are often associated with death. The ravens also offer the reader a clue about the Villain’s state of mind: He appears to be the only character who is aware of the ravens. Clearly, his reality is different from that of the other characters. The ravens also emphasize the Villain’s emotions by repeating his statements. (In addition, the ravens are an allusion to Poe’s famous poem “The Raven.”)

THE TELL-TALE HEART LITERARY ELEMENTS

Characters

1. A. major; The Villain lives in the Old Man’s home. The Villain claims that he is not mad, but exhibits mad behavior throughout the story. He sees things that are not there, has irrational thoughts about the other people around him, and even commits murder. He is a static character because he does not change over the course of the story.
B. minor; The Old Man lives with the Villain. He is polite and kind to the Villain. He is a static character because he does not undergo any internal changes.
C. Answers will vary. Sample answer: Officer; minor; the Officer comes to inquire about a loud noise at the Villain and Old Man’s home. He is polite to the Villain and makes simple conversation. He is a static character because he does not undergo any internal changes.

2. The ravens are seen and heard by audience, but not by the characters (except perhaps by the Villain). They help describe the Villain’s actions, such as in Scene 4 when they say, “See how pale he has grown,” “See how he fidgets,” and “See how he sweats.” The ravens also add drama and emotion to the play by repeating things the other characters say and making exclamations that help the reader understand how the other characters feel. For example, in Scene 1, after the Old Man groans in terror, the ravens also groan, which emphasizes the Old Man’s fear. In Scene 4, the ravens cry out “Oh, the agony!” after the Villain tells the audience that the police officers were mocking him. The ravens also help create a nightmarish, creepy mood throughout the play, because the presence of ravens inside a house—ravens that the characters cannot see—unsettles the audience and makes them question what is real and what is not.

Figurative Language

3. In Scene 2, the Villain says, “The old man was dead—stone dead.” This line contains a metaphor, which compares the Old Man’s dead body to a stone. A stone is motionless, solid, and usually heavy. The metaphor explains how still and lifeless the Old Man’s body was after he killed him.

4. Answers will vary. In Scene 4, the author uses onomatopoeia several times to describe the sound of the Old Man’s beating heart. He uses the words buzz, tick, and thump. The repetition of these words creates a suspenseful and chaotic mood and emphasizes the Villain’s madness.

Plot and Structure

5. The dialogue between the Officer, Sergeant, and Constable in Scene 4 is mundane because they are talking about unimportant things such as the seasons and tea. The purpose of their dialogue is to create tension. The combination of the characters’ mundane comments and the beating of the Old Man’s heart begins to agitate the Villain more and more as the scene progresses. Eventually, the Villain convinces himself that the characters are mocking him with their polite conversation, leading him to confess to his crime of killing the Old Man.

6. A. The main conflict the Villain faces is dealing with his own irrational, dangerous thoughts. His irrational fear of the Old Man’s eye leads him to commit murder, and his paranoia about being caught leads him to eventually confess to the crime.
B. internal
C. self

7. The main conflict appears to be resolved when the Villain kills the Old Man in Scene 2. After the crime, the Villain seems to be at peace. However, his anxiety
The Tell-Tale Heart cont’d

and madness return when the Officer, Constable, and Sergeant come to his house. Eventually, when he “can bear it no longer,” the Villain confesses to the crime.

Suspense

8. Answers will vary. Sample answer: In Scene 2, the author creates suspense in several ways. The Villain says, “Night after night, I crept into the old man’s room...but every night, the eye was closed. So I waited...” (p. 21). The description of the Villain “creeping” into the old man’s room every night, and “waiting” in the dark creates a terrifying and suspenseful mood. Additionally, the fact that the Villain, whom we know has already decided to kill the Old Man, enters the Old Man’s room multiple times without doing anything, keeps the reader tense, wondering when or if the Villain will kill the man. The author also adds suspense by using onomatopoeia in the scene to describe the sound of the Old Man’s beating heart. After the Villain sees that the Old Man’s eye is open, he begins to hear the “thump-thump” of the Old Man’s heart (p. 22). The repetition of the sound and agitates the Villain, further adding to the tension of the scene.

**THE TELL-TALE HEART QUIZ**

*Higher Level (HL)*

1. A (key ideas and details; R.2)
2. B (figurative language; R.4)
3. C (character; RL.3)
4. B (text structure; R.5)
5. C (text structure; R.5)
6. D (text evidence; R.1)
7. Over the course of Scenes 3 and 4, the Villain goes from calm and controlled to nervous and then to raving. He goes from confident that he will get away with murder to positive that the police know he is guilty. At the beginning of Scene 3, the Villain “hums lightly” as he walks across the stage to open the door; this humming indicates the Villain’s calm and unworried state of mind. The Villain then invites the three police officers who are at the door to come in and even offers to show them the Old Man’s room. He tells the audience, “I was not worried, for I had concealed the body beneath the floorboards.” The Villain still seems relaxed as Scene 4 begins and he serves the police officers tea. But, explain the ravens, while the officers are drinking their tea, the Villain begins to wish they would leave. He becomes nervous and uncomfortable, as can be inferred from how the ravens describe him: pale, fidgeting, and sweating. The Villain then begins to hear the beating of the Old Man’s heart from under the floor. The police officers do not hear this, so you can infer that the sound is in the Villain’s mind. The Villain then “clutches his head and covers his ears,” says SD1; these gestures show that he is feeling upset and agitated. The Villain then tells the audience directly that he realized that the police knew everything and were only pretending not to be suspicious to mock him. (There is no evidence, however, that this is true.) Finally, no longer able to contain his guilt or his panic, the Villain confesses, yelling and raving about the heart beating under the floorboards. He seems completely out of control. (character, text structure; R.3, R.5)

8. The ravens are seen and heard by the audience, but not by the characters (except perhaps by the Villain). They help describe the Villain’s actions, such as in Scene 4 when they say, “See how pale he has grown,” “See how he fidgets,” and “See how he sweats.” The ravens also add drama and emotion to the play by repeating things the other characters say and making exclamations that help the reader understand how the other characters feel. For example, in Scene 1, after the Old Man groans in terror, the ravens also groan, which emphasizes the Old Man’s fear. In Scene 4, the ravens cry out “Oh, the agony!” after the Villain tells the audience that the police officers were mocking him. The ravens also help create a nightmarish, creepy mood throughout the play, because the presence of ravens inside a house—ravens that the characters cannot see—unsettles the audience and makes them question what is real and what is not. (character, text structure, mood; R.3, R.5)

**THE TELL-TALE HEART QUIZ**

*Lower Level (LL)*

1. A (key ideas and details; R.2)
2. B (figurative language; R.4)
3. C (character; RL.3)
4. B (text structure; R.5)
5. C (text structure; R.5)
The Tell-Tale Heart cont’d

6. D (text evidence; R.1)
7. In Scene 3, the Villain feels calm and confident that he will get away with the Old Man’s murder. At the beginning of the scene, the Villain “hums lightly” as he walks across the stage to open the door; this humming indicates the Villain’s calm and unworried state of mind. The Villain then invites the three police officers who are at the door to come in and even offers to show them the Old Man’s room. That the Villain makes no attempt to send the police away implies that he does not think he will be caught—which he then tells the audience directly, saying, “I was not worried, for I had concealed the body beneath the floorboards.” (character; R.3)

8. The ravens help tell the story of the play by describing what the Villain does and how he feels. For example, in Scene 2, the ravens explain that every night, the Villain would shine a sliver of light on the Old Man’s eye. In Scene 4, they tell the audience that the Villain turns pale, starts to fidget, and starts to sweat. The ravens also add drama and emotion to the play by repeating things the other characters say and making exclamations that emphasize how the other characters feel. For example, in Scene 1, after the Old Man groans in terror, the ravens also groan, which emphasizes the Old Man’s fear. In Scene 4, the ravens cry out “Oh, the agony!” after the Villain says that the police officers were mocking him. (character, text structure; R.3, R.5)

THE TELL-TALE HEART VOCABULARY PRACTICE

1. A
2. B
3. B
4. B
5. C
6. A
7. D
8. B

CORE SKILLS WORKOUT: EXPLORING MOOD

*Higher Level (HL)
1. This causes the audience to wonder, with dread, what the Villain is going to do to the Old Man and if the Villain will succeed in killing him.
2. First, the Villain reveals that for seven nights, he snuck into the Old Man’s room but left because the Old Man’s eye was closed. “Night after night,” the Villain says, he crept in. “Night after night,” say the Ravens, repeating the Villain’s phrase, “he shone a sliver of light upon the eye.” When, on the eighth night, the Villain accidentally wakes up the Old Man, there is yet more waiting: An hour passes as both sit silently in the dark. Finally, the Old Man groans in terror. Still, the Villain does not move. He listens to the sound of the Old Man’s heart—and so does the audience. The Villain grows increasingly frantic then finally springs upon the Old Man and kills him. All of the waiting and the dialogue that happens before the murder creates suspense because it gives the tension a chance to build; throughout the scene, the audience knows that the Villain is planning to kill the Old Man.

3. In this scene, three police officers show up in response to a complaint from a neighbor who heard the Old Man scream. The audience now starts to wonder if the Villain will get caught or even, if he might do something to the police officers.

4. Possible answer for each choice:
   - **The Villain serves the police officers tea above the very spot where the Old Man’s body was hidden:** Knowing that the officers are sitting on the very spot where the corpse has hidden gives the audience the feeling that the officers are very close to discovering the murder—and yet, they have no idea. This creates tension and increases the audience’s anxiety about what will happen.
   - **As the officers drink their tea, the Villain grows pale and begins to sweat and fidget:** The Villain’s strange, nervous behavior suggests that something is about to happen—that he might do something to the police officers or that they will become suspicious of him. His anxiety about what will happen makes the audience feel anxious too.
   - **The police officers chat lightly throughout the scene, talking about tea and how lovely the countryside must be:** The officers’ relaxed, casual manner is in strong contrast with what the Villain and the audience know: that there is a corpse just under their chairs. This contrast creates tension and makes the audience feel like, “How can they not know? The truth is just under their feet!”
The Villain and the audience begin to hear the Old Man’s heart beating ever more loudly from under the floorboards: The sound of the heart does two things. For one, it suggests that the Villain is headed toward a breakdown or some sort of violent action; the last time he heard the heart beating was right before (and right after) he murdered the Old Man. Also, the heart sounds, at first, say the Ravens, like the ticking of a clock or a bomb—something that is about to go off. This sound increases the suspense by giving the audience the feeling that something big is about to happen—but what?

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   **As the officers drink their tea, the Villain grows pale and begins to sweat and fidget:** The Villain’s strange, nervous behavior suggests that something is about to happen—that he might do something to the police officers or that they will become suspicious of him. His anxiety about what will happen makes the audience feel anxious too.

   **The police officers chat lightly throughout the scene, talking about tea and the countryside:** The officers’ relaxed, casual manner is in strong contrast with what the Villain and the audience know: that there is a corpse just under their chairs. This contrast creates tension and makes the audience feel like, “How can they not know? The truth is just under their feet!”

   **The Villain and the audience begin to hear the Old Man’s heart beating ever more loudly from under the floorboards:** The sound of the heart does two things. For one, it suggests that the Villain is headed toward a breakdown or some sort of violent action; the last time he heard the heart beating was right before (and right after) he murdered the Old Man. Also, the heart sounds, at first, say the Ravens, like the ticking of a clock or a bomb—something that is about to go off. This sound increases the suspense by giving the audience the feeling that something big is about to happen—but what?
“Is Anything Wrong With This Picture?”

What Should Emily Do?: Emily should not keep her phone on at the movies. If it is that important, she should just skip the movie.

4. Scenario: It is Emily’s birthday and she is celebrating with friends at her house. She notices that instead of talking to each other, all of her friends are on their phones.

What Should Emily Do?: Emily should politely ask her friends if they could put their phones away for the remainder of the party and explain that she wants everyone to spend time together without the distractions phones. She could even make a rule for her next party that guests have to leave their phones at the door.

5. Scenario: Emily is walking down a very crowded street. Emily receives a text from her friend Liza. Liza wants to know what topic Emily will be writing her history essay on.

What Should Emily Do?: Emily should not start texting Liza back while she is walking down a busy street. Emily should wait until later to respond to Liza, or she should stop walking and find a place where she can get out of people’s way and write her response.

“IS ANYTHING WRONG WITH THIS PICTURE?”

CLOSE-READING QUESTIONS

1. The statement that our country is “on the brink of disaster” is an exaggeration that hooks the reader’s attention and interest. The suggestion that the television show Keeping Up With the Kardashians is a “disaster” is also a hyperbole, which clues the reader in to the fact that the authors are being playful.

2. According to the article, manners give us ways to behave that make those around us feel comfortable
and respected. These guidelines are meant to keep our interactions with each other positive and enjoyable, which helps us function peacefully as a society.

3. Two supporting details include that people leave in their earbuds when checking out at a store and post unflattering photos of friends on Instagram.

4. The purpose of the section is to present another point of view about manners. The authors explain that manners may not be as important now as they were in the past and suggests that there are more serious issues, such as war and poverty. The section also includes several rhetorical questions that invite the reader to reflect on the value of manners today.

5. The timeline gives additional information about how manners have evolved over time and adds the idea that what is considered polite varies from place to place.

“IS ANYTHING WRONG WITH THIS PICTURE?” AND “HOW THE TELEPHONE MADE AMERICA RUDE” CRITICAL-THINKING QUESTIONS

1. Answers will vary.

2. The purpose of manners—to make the world a more peaceful and pleasant place—has remained the same over time. However, what exactly is considered good manners has changed. Manners have shifted with changes in our society. For example, we no longer use horses for transportation, so the rule to not ride a horse indoors is no longer relevant. A rule about what type of photo is appropriate to post on Instagram, however, is.

3. Answers will vary. Our digital devices can make us less considerate. If we are always looking at our screens, we are less aware of our surroundings. As Kristin Lewis and Lauren Tarshis explain, this lack of awareness can result in rude behavior—even if it is not intentional—such as having a loud phone conversation in a quiet coffee shop. This lack of awareness can also lead to physical harm, like when someone is texting and distractedly steps into the street in front of a car or cyclist.

4. Answers will vary. Some students will say that yes, manners still matter, because we need them now for the same reasons we always have. To live alongside each other peacefully, we still need to treat each other with respect and consideration, and manners help us do that. Students may also argue that no, manners don’t matter, because our society has completely changed. The rules of etiquette we used to follow don’t apply to our more casual and technologically advanced society. We also have more important things to worry about than being polite.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. A (central ideas; R.2)
2. D (supporting details; R.2)
3. B (text structure; R.5)
4. D (text structure; R.5)
5. B (vocabulary in context; R.4)
6. D (central ideas, synthesis; R.2, R.9)
7. To persuade readers to use good manners, the authors of “Is Anything Wrong With This Picture?” describe how good manners benefit society, give examples of people using bad manners, explain how using good manners can lead to success, and directly encourage readers to use good manners. On page 25, the authors quote Alex J. Packer, author of an etiquette guide for teens, who explains, “Good manners make other people feel good—they put people at ease.” The authors of the article then state that “manners make the world a happier and more pleasant place to live.” Surely these lines are meant to encourage the reader to use good manners. Who wouldn’t want to help make the world a more pleasant place to live? The authors also give examples of people being impolite to encourage readers think about how annoying or upsetting it can be when people fail to use good manners. For example, the authors describe the scenarios of a friend Snapchatting during the reader’s birthday party (p. 25) and a kid who lets his phone buzz during the reader’s piano recital (p. 26). In the last section of the article, on page 26, the authors write, “Hopefully, the desire not to drive other people crazy is reason enough to be conscientious.” Then the authors explain that studies show that teens with good manners are more likely to be successful in school and in their future jobs, giving readers, as the authors put it, another incentive to be polite. The authors conclude the article by directly encouraging readers to use good manners. They write, “So go ahead and be the one who holds the door for others, who gives up a seat for an elderly person, who doesn’t bring a phone to the dinner table.” (tone, text
“Is Anything Wrong With This Picture?” cont’d

8. Technology has played a role in our changing ideas about manners in that whenever a new technology is introduced, people think it is the cause of rude behavior, and then new rules of etiquette are created to guide people in using that technology in a polite way. For example, when the telephone first became popular in the 1940s, many thought that it was ruining Americans’ manners. Etiquette books were then created to teach people how to use good manners while using the telephone (“How the Telephone Made America Rude,” p. 27). Today, a similar thing is happening with smartphones. As the authors of “Is Anything Wrong With This Picture?” point out, 74 percent of American adults think that people are getting ruder. The authors attribute this increase in rude behavior largely to smartphones, writing, “But these days, it seems our society may have lost its way—especially when it comes to our phones.” (key ideas, synthesis, supporting a claim; R.2, R.7, W.1)

PAIRED-TEXT QUIZ
*Lower Level (LL)

1. A (central ideas; R.2)
2. D (supporting details; R.2)
3. B (text structure; R.5)
4. D (text structure; R.5)
5. B (vocabulary in context; R.4)
6. D (central ideas, synthesis; R.2, R.9)
7. In the section “What Really Matters,” the authors try to persuade readers to use good manners by explaining how using good manners will help readers succeed. The authors write that studies show that teens with good manners are more likely to be successful in school and in their future jobs. Another way the authors try to persuade readers to use good manners is by directly encouraging them to do so. They write, “So go ahead and be the one who holds the door for others, who gives up a seat for an elderly person, who doesn’t bring a phone to the dinner table” (p. 26). (key ideas, synthesis, supporting a claim; R.6, R.1, W.1)

8. Today, the cellphone is affecting manners in a way similar to how the telephone affected manners in the 1940s. As the authors of “Is Anything Wrong With This Picture” suggest, cellphones are causing people to act rudely. The authors give the examples of someone talking on the phone during movies (p. 25), someone leaving their earbuds in while waiting in line (p. 25), and someone allowing their phone to buzz while watching piano recital (p. 26). According to “How the Telephone Made America Rude,” when the telephone was first introduced, “. . . many believed that the telephone was ruining America’s good manners.” For example, people thought it was rude to invite someone to dinner over the phone rather than through written invitation. (key ideas, synthesis, supporting a claim; R.1, R.7, W.1)

PAIRED TEXTS VOCABULARY PRACTICE

1. A; The statement is true because a conscientious person cares about doing a job well and a considerate person cares about people; these qualities would make for a good employee.
2. B; The statement is false because an incentive encourages you to do or try something and is usually some type of reward. The threat of being sent to jail would not be a reason to do something.
3. A; The statement is true because refrain means to stop yourself from doing something. You are being kind if you stop yourself from making fun of someone.
4. A
5. D
6. B
7. D

Answers will vary for questions 8-10. Sample answers:

8. . . . we had been rude to the guest speaker.
9. . . . she insists that we keep our elbows off the table and wait until everyone is ready to eat before we start.
10. . . . sped right through it, covering himself with muddy water.

CORE SKILLS WORKOUT: TEXT EVIDENCE-HL

1. A. C
   B. B
   C. C
2. B; I chose B because it presents a statistic that links poor phone etiquette to injuries. Choices A and C mention phone etiquette but do not have to do with danger.
3. A. A, B, and D
   B. Evidence C does not support the statement because it

section continues >>
“Is Anything Wrong With This Picture?” cont’d

has to do with danger and not an increase in rudeness; Evidence E does not support the statement because the publication of phone etiquette guides does not necessarily mean that people were actually ruder.

4. A is correct; B does not cite the page number, the source of the statement, or a reason the quote is relevant; C uses paraphrase and not a direct quotation.

5. B is correct; A uses a direct quotation which is not paraphrased; C does not cite the source of the information or a page number.

6. Answers may vary. Here is a sample response:

Having good manners can make you more successful. Tarshis and Lewis, authors of “Is Anything Wrong With This Picture?”, cite studies that found that well-mannered teens “get higher grades, are more impressive in job interviews, and are more likely to get the jobs they want” (p. 26). In other words, good manners and achievement seem to go hand in hand.

**CORE SKILLS WORKOUT: TEXT EVIDENCE-LL**

1. B, C

2. A; I chose A because it provides examples of how well-mannered teens are more successful. Choices B and C have to with how good manners can make others happier, not with how having good manners can help someone be successful in life.

3. Answers may include: “In 2014, more than 2,500 pedestrians ended up in the emergency room as a result of using their phones” (p. 25); “Consider the distracted pedestrian playing Candy Crush on her phone as she steps off the curb in front of a cyclist, who then swerves into a mail truck, which then crashes into a telephone pole” (p. 25).

4. Some people believe that phones have made Americans more rude.

**CORE SKILLS WORKOUT: TEXT FEATURES**

Answers will vary but should be similar to the following:

1. Yes, there is something wrong with the picture. Four people are eating a meal together, but there is no interaction going on. The girl without a phone looks frustrated because she is being ignored by the other three people who are glued to their screens. Even the cat under the table is distracted by a tablet device.

2. The pie charts illustrate that a majority of people think it’s rude to text while walking, check your phone while eating, and especially text during a movie in a theater.

3. A. Through amusing examples, this timeline reinforces the article’s claim that “Over the centuries, what is considered socially correct has evolved, but the basic function of manners has remained the same.”

   B. The information in the timeline could be included in the section “Rules of Behavior.” Both this section and the timeline give examples of etiquette at different times and places.

4. The black-and-white photograph shows a man shouting into an old fashioned telephone. The image was likely included to visually illustrate the headline: that the telephone made Americans rude. It is also a humorous image that grabs the reader’s attention.
“Should You Clone Your Pet?”

Answers will vary, but an excellent response to the prompt on page 29 should include some of the following points:

YES!
1. Cloning is a way to keep a beloved pet around.
2. Scientists have been cloning animals for years.
3. Cloned animals can be used in many positive ways. Researchers can use cloned animals to study human diseases and search for cures. Cloned dogs can serve on police forces as service dogs.
4. Improved cloning technology has lowered the health risks once associated with the procedure.

NO!
1. The cloning procedure poses health risks for the cloned animal and the surrogate mother.
2. Clones are not exact copies of the original animals. You can’t really bring your pet back with cloning.
3. Cloning is expensive.
4. Instead of cloning an animal, it would be kinder and more humane to adopt one of the many pets in shelters that need homes.

“SHOULD YOU CLONE YOUR PET?” QUIZ
*Higher Level (HL)
1. C (text structure; R.5)
2. D (key ideas and details, text structure; R.2, R.5)
3. A (text evidence, analyzing an argument; R.1, R.8)
4. D (analyzing the development of an idea; R.8)
5. B (context clues; R.4)
6. A (text evidence, analyzing an argument; R.8)
7. The author draws her readers in at the start of the article by addressing the reader directly using the second person. The author also describes a scenario that many readers will be able to relate to: the passing away of a beloved family pet. The introduction helps readers understand why someone might want to clone their pet. (author’s craft, text structure, key ideas; R.4, R.5, R.2)
8. According to the article, a cloned pet can give a family a way to “honor a beloved animal and to ease the grief of losing a pet” (p. 28). Cloned animals can also be used by researchers to study human diseases and search for cures, and cloned dogs can serve on as service dogs for the police (p. 28). Additionally, some labs are working on cloning endangered and extinct animals, which could help save certain animal species from going extinct. (key ideas and supporting details; R. 5)

“SHOULD YOU CLONE YOUR PET?” QUIZ
*Lower Level (LL)
1. C (text structure; R.5)
2. D (text evidence, interpreting text; R.1, R.4)
3. A (key ideas and details, text structure; R.2, R.5)
4. D (text evidence, analyzing an argument; R.1, R.8)
“Should You Clone Your Pet?” cont’d

5. B (context clues; R.4)
6. A (text evidence, analyzing an argument; R.8)
7. The author draws her readers in at the start of the article by addressing the reader directly using the second person. The author also describes a scenario that many readers will be able to relate to: the passing away of a beloved family pet. The introduction helps readers understand why someone might want to clone their pet. (author’s craft, text structure, key ideas; R.4, R.5, R.2)
8. According to the article, the “dark side” of cloning is that the procedure can pose health risks for both the cloned animal and the surrogate mother. The procedure can also result in an animal with a completely different personality than the original, which could be upsetting, or in the case of Ralph and Sandra Fisher, dangerous for the animal’s owners. (key ideas and supporting details, interpreting text; R.2, R.4)

“SHOULD YOU CLONE YOUR PET?”

VOCABULARY PRACTICE

1. Answer: a piglet
   Why: An embryo is an animal in the earliest stages of life—not a plant.
2. Answer: a dead goldfish
   Why: Deceased is used to describe a living thing that has died. A goldfish was once alive; a lamp was not.
3. Answer: The color of a dog’s fur
   Why: The color of a dog’s fur is determined by the dog’s genes; it is passed down to the dog by its parents. A collar has nothing to do with genes.
4. Answer: a man who is always angry and yelling at people
   Why: Temperament refers to a person’s attitude or mood, not to the temperature of a place.
5. Jen was born with a genetic eye condition.
6. Drew’s two hamsters look like clones.
7. Sarah has a cautious temperament.
8. The mother cat acted as a surrogate mother to the orphaned baby squirrel.
“Would You Want This Job?”

LEVEL 1

1. He has leapt off skyscrapers, tumbled down stairs, been lit on fire, and fought the deadliest villains on the planet. And you know what? For Greg Rementer, it’s all in a day’s work.

2. Rementer is a stunt performer. He is part of an elite group of men and women who bring your favorite action scenes to life on film and television. Stunt performers are hired to stand in for actors when a scene poses extra risk or requires special skills. On the set of Captain America: Civil War, for example, Rementer stepped in for actor Sebastian Stan. Rementer had to jump 45 feet from one building onto another—after being thrown down a flight of stairs.

3. Stunts have always been part of movies. But in the early days of Hollywood, there was no such thing as a professional stunt performer. Actors generally did their own stunts: They dangled from the sides of buildings, jumped from speeding trains, and fell off galloping horses—often with little or no safety equipment. When actors didn’t do their own stunts, filmmakers would simply hire the first person they could find crazy enough to give it a go. Accidents that resulted in serious injury or even death were not uncommon.

4. Today, most stunts are done by highly trained professionals. They know how to safely flip cars, fight, and fall from great heights (think ropes and giant air bags). Many have sports backgrounds. Bobby Holland Hanton, who performed in Avengers: Age of Ultron and Thor: The Dark World, was a gymnast. Katie Eischen, who worked in The Hunger Games: Catching Fire and Furious 7, did track, cheerleading, and volleyball. As for Rementer, he has been studying martial arts since elementary school.

5. The job of a stunt performer isn’t to attempt death-defying stunts; it’s to create a convincing effect on screen. Whether a fiery helicopter crash or an elaborate car chase, every stunt is painstakingly planned and rehearsed. Plenty of safety measures are put in place as well. Take the time Rementer portrayed a zombie engulfed in flames. Two safety experts stood by with extinguishers, blankets, and water. Then Rementer, wearing a fireproof suit and mask, staggered through a field and was ignited by flame machines.

6. Rementer loves his job, but it’s hardly glamorous. Days on set can be long and grueling; it’s common to work 14-hour stretches in uncomfortable locations—on a freezing mountainside, in a scorching-hot desert, even underwater. A stunt that lasts a few seconds can take hours to set up. Plus, stunt performers must train constantly to stay in shape.

7. Thanks to better equipment and rigorous rules in Hollywood, being a stunt performer today is much safer than it used to be. But injuries are still part of the job, and tragedies happen far too often. After all, if stunts were completely safe, stunt performers wouldn’t be needed. “I’ve been fortunate,” Rementer says, explaining that he hasn’t had any serious accidents. “I’ve had some broken ribs, broken toes, and a lot of bumps and bruises. But when you’re doing things like riding wires into concrete walls, you’re going to feel it. You just have to be ready to get up and go again.”

LEVEL 2

1. He has leapt off skyscrapers, tumbled down stairs, and fought the deadliest villains on the planet. And you know what? For Greg Rementer, it’s all in a day’s work.
“Would You Want This Job?” cont’d

been lit on fire, and fought the deadliest villains on the planet. And you know what? For Greg Rementer, it’s all in a day’s work.

2. Rementer is a stunt performer. He is part of an elite group of men and women who bring you’re your favorite action scenes to life on film and television. Stunt performers are hired to stand in for actors when a scene poses extra risk or requires special skills. On the set of Captain America: Civil War, for example, Rementer stepped in for actor Sebastian Stan. Rementer had to jump 45 feet from one building onto another—after being thrown down a flight of stairs.

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LEVEL 3

Some answers will vary.

1. He has leapt off skyscrapers, tumbled down stairs, been lit on fire, and fought the deadliest villains on the planet. And you know what? For Greg Rementer, it’s all in a day’s work.

2. Rementer is a stunt performer. He is part of an elite group of men and women who bring you’re your favorite action scenes to life on film and television. Stunt performers are hired to stand in for actors when a scene poses extra risk or requires special skills. On the set of Captain America: Civil War, for example, Rementer stepped in for actor Sebastian Stan. Rementer had to jump 45 feet from one building onto another—after being thrown down a flight of stairs.

3. Stunts have always been part of movies. But in the early days of Hollywood, there was no such thing as a professional stunt performer. Actors generally did their own stunts: They dangled from the sides of buildings, jumped from speeding trains, and fell off galloping horses—often with little or no safety equipment. When actors didn’t do their own stunts, filmmakers would simply hire the first person they could find crazy enough to give it a go. Accidents that resulted in serious injury or even death were not uncommon.

4. Today, most stunts are done by highly trained professionals. They know how to safely flip cars, fight,
“Would You Want This Job?” cont’d

and fall from great heights (think ropes and giant air bags). Many have sports backgrounds. **Bobby Holland Hanton**, who performed in *Avengers: Age of Ultron* and *Thor: The Dark World*, was a gymnast. **Katie Eischen**, who worked in *The Hunger Games: Catching Fire* and *Furious 7*, did track, cheerleading, and volleyball. **As for Rementer**, he has been studying martial arts since elementary school.

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7. **Thanks to better equipment and rigorous rules in Hollywood, being a stunt performer today is much safer than it used to be.** But injuries are still part of the job, and tragedies happen far too often. **After all, if stunts were completely safe, stunt performers wouldn’t be needed.** “I’ve been fortunate,” Rementer says, explaining that he hasn’t had any serious accidents. “I’ve had some broken ribs, broken toes, and a lot of bumps and bruises. But when you’re doing things like riding wires into concrete walls, you’re going to feel it. You just have to be ready to get up and go again.”

**ANSWERS TO ACTIVITY SHEETS**

**SPELL-CHECK ERRORS**

1. My mom called my brother and told him **to** come home **right** away.
2. Mrs. Saddler says that we are not **allowed** to go outside for recess today.
3. “Please try a piece of the cake that I made,” said Lisa. “I want to know if it’s any good!”
4. Melissa watched her bag of groceries tumble down the stairs.
5. “Has anyone seen Amanda?” asked Jennifer.
6. “You’re speech was so inspiring!” Gary said to the class valedictorian.
7. My father will eat almost anything—**except** spinach.
8. Daniel is hoping the bookstore will **hire** him again next summer.
9. “I want to buy this goldfish,” said my little sister. “It’s so cute!”
10. Mark would rather ride his bike to school than wait for the bus in the cold.

**A PERFECT SERIES**

1. M; The floor was covered with pieces of paper, coffee grounds, apple slices, **and** empty soda cans.
2. C
3. C
4. M; There are two times when we can see the movie: 1 p.m. or 4 p.m.
5. M; Jackie had an hour before basketball practice. She could start her homework, read her book, or chat with her friends.
6. Claire wore a coat, a hat, gloves, a scarf, and earmuffs.
7. It was hard to choose what to eat for lunch: pizza, sandwiches, or hot dogs.
8. Christina flipped through the yearbook and found photos of herself on pages 3, 7, 14, 18, and 22.
9. Brian needed to buy an onion, carrots, celery, and beans.
10. The pharmacy, the movie theater, the candy store, the café, and the bakery were gone.
“Would You Want This Job?” cont’d

FRAGMENT FIX
1. F; Cheyenne’s aunt, who lives in New Mexico, is visiting.
2. S
3. F; Mark was 5 years old when he started playing guitar.
4. F; Because new running shoes are so expensive, I only buy them when I really need to.
5. F; Even though Chris had already seen the movie five times, he wanted to come with us and see it again.
6. F; If you don’t have anything nice to say, don’t say anything at all.
7. S
8. S

Rewritten paragraphs should look similar to the following:
There are more than 2,700 kinds of snakes. The largest and strongest is the python, which can grow to be up to 33 feet long. Even though pythons don’t chew, they can eat large prey. A python can swallow a whole goat because it has a special kind of jawbone that allows it to open its mouth very wide.

THE SEMICOLON
1. Alligators have lived on Earth for millions of years; they are sometimes called “living fossils.”
2. We planted acorn squash, broccoli, and cauliflower; we will harvest them all in the fall.
3. The Japanese restaurant is always packed; the French restaurant is always empty.
4. I wanted to bring my skis; however, they wouldn’t fit in my car.
5. My dad rides his bike to work every morning; he hates driving.
6. Faye forgot to get her permission slip signed; she couldn’t go to the museum.
7. The food was decent; however, the service could have been better.
8. Mark is at the store buying more chips; we finished the first bag within minutes.
9. I’ve never been scuba diving; it seems like fun.
10. I heard something; it sounded an awful lot like a kitten meowing.