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LITERATURE

Unit Two Resources

Grade Seven

PEARSON

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PEARSON



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Conflict Resolution, performed by Tavi Fields

Yo'

It starts with a thought made from experience and what we are taught.

Then comes a different idea that doesn't mix in—
one against the other, now we have **competition**.

And where it goes depends on the ones involved,
the situation can remain or get solved.

It's your choice how you think about it, how you react to it—
that's your **attitude**, now don't you act foolish!

Keep your cool homie, and try to be patient.

Get your skills up, mainly your **communication**.

That's you expressing yourself and giving information.

How it's received depends on interpretation.

So choose your moves carefully and dare to be your best.

The more control you have on your end, the less stress (yeah, uh-huh)...

Sometimes we must lose in order to win in the end.

You gotta dust shoes off and get into the wind,
And let it take you farther than you can begin,
To imagine it happens again and again.

Sometimes we must lose in order to win in the end.

You gotta dust shoes off and get into the wind,
And let it take you farther than you can begin,
To imagine it happens again and again.

So we have two sides to the vision,

and when they're not similar we have **opposition**.

Then if we make it a contest that's a **challenge**.

Be careful how you handle it, it's best to find balance.

And if not, that's a **conflict**—pieces to the puzzle
are missin'. The mission to find them is the **struggle**.

The frustration naturally causes anger,

but when safety is threatened , that's **danger**.

Continued

Conflict Resolution, continued

Easy, self-control is a must.

If you wanna win in the end you gotta have trust
in a settlement, that's the resolution,
in other words an answer to the problem—a solution.
But you have to want it 'cause want equals desire.
It's the fire in your wishes, changing browsers into buyers.

Yo,

Sometimes we must lose in order to win in the end.
You gotta dust shoes off and get into the wind
And let it take you farther than you can begin
To imagine it happens again and again.

Sometimes we must lose in order to win in the end.
You gotta dust shoes off and get into the wind
And let it take you farther than you can begin
To imagine it happens again and again.

A lot of problems begin with **misunderstanding**—
when the point gets lost and there is confusion.
And when you make it to the end, just don't be surprised
if you have to sacrifice something 'cause that's **compromise**.
It's the solution to many **conflicts** or **disagreements**.
It's when you find middle ground, an' ease the moment.
Don't focus on the **obstacles**, the things in your way.
They'll take different forms and shapes on different days.
It's about how you get past them, that's where the lesson is.
The results, the **outcome**, that's where progression is.
And **understanding** is key to the process.
That's when you get it and eliminate the nonsense.

Word

Uh-huh, wha, yo'

Sometimes we must lose in order to win in the end.
You gotta dust shoes off and get into the wind
And let it take you farther than you can begin
To imagine it happens again and again.

Continued

Conflict Resolution, continued

Sometimes we must lose in order to win in the end.
You gotta dust shoes off and get into the wind
And let it take you farther than you can begin
To imagine it happens again and again.

Song Title: **Conflict Resolution**

Artist / Performed by Tavi Fields

Lyrics by Tavi Fields

Music composed by Mike Pandolfo, Wonderful

Produced by Mike Pandolfo, Wonderful

Executive Producer: Keith London, Defined Mind

Unit 2: Short Stories Big Question Vocabulary—2



The Big Question: Does every conflict have a winner?

competition: *n.* a contest between people or teams; other forms: *compete, competing, competed*

danger: *n.* a force or situation that may cause injury; hazard; other form: *dangerous*

desire: *n.* a strong hope or wish for something

v. to want or hope for something; other forms: *desirable, desired*

resolution: *n.* the final solution to a problem or difficulty; other forms: *resolve*

understanding: *n.* knowledge about something, based on learning or experience

adj. kind or forgiving; generous; other forms: *understand, understood*

Beth said this to Susan, Becky, and Danielle: “I can’t believe that Sharon has decided to enter the race on Saturday. Everyone knows that that’s *MY* race, and I’m determined to win it. I thought she was my friend, but I guess I was wrong. I hope someone trips her!”

Each of Beth’s friends had a different reaction to what she said.

DIRECTIONS: Use the word(s) given in parentheses to write what each friend said to Beth.

Susan

(desire, competition)

Becky

(understanding, danger)

Danielle

(resolution)

Unit 2: Short Stories

Big Question Vocabulary—3



The Big Question: Does every conflict have a winner?

disagreement: *n.* a situation involving a lack of agreement, which may or may not lead to an argument; other forms: *disagree, disagreeing*

misunderstanding: *n.* a mistake caused by not understanding a situation clearly
v. not understanding something correctly; other form:
misunderstand

obstacle: *n.* something that makes it difficult for a person to succeed; barrier

opposition: *n.* a strong disagreement regarding an issue; other forms: *oppose, opposed*

struggle: *n.* a long, hard fight against something

v. to fight hard to succeed in a difficult task; other forms: *struggling, struggled*

A. DIRECTIONS: Read each passage and follow the directions after it. In your answer, use the vocabulary words in parentheses, or one of their “other forms,” shown above.

1. Ramon tells Jenna to meet him “near the supermarket.” Jenna waits for him next to *Brown’s Market*, but Ramon doesn’t show up. He is waiting near *RightPrice Groceries*.

Describe this situation. (**misunderstanding, obstacle**) _____

2. After a long and difficult search, Jenna finally finds Ramon, but she is angry. They argue.

Describe what takes place. (**struggle, disagreement**) _____

3. Jenna says that Ramon should have been clearer in his directions regarding where to meet. Ramon doesn’t agree.

Describe what takes place. (**misunderstanding, opposition**) _____

4. They finally come to an agreement and settle their dispute.

Use at least two of these vocabulary words to describe the end of the story: (**resolution, understanding, compromise, communication**) _____

Unit 2: Short Stories

Applying the Big Question



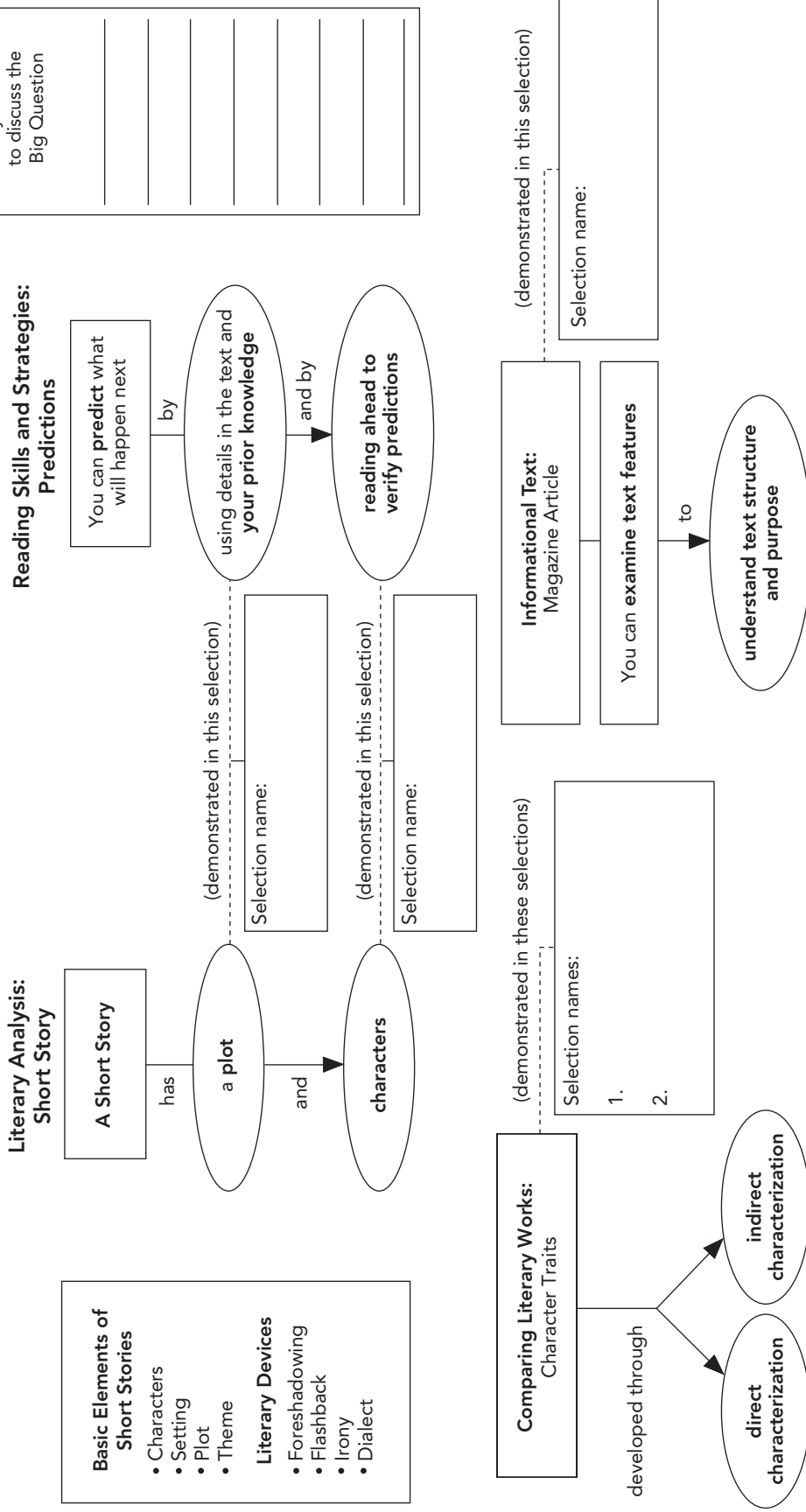
Does every conflict have a winner?

DIRECTIONS: Complete the chart below to apply what you have learned about winners and losers in conflict. One row has been completed for you.

Example	Type of Conflict	Cause	Effect	Who won or lost	What I learned
From Literature	The competition in "Amigo Brothers".	Two friends both want to win the Golden Gloves championship tournament.	They feel funny around each other at first.	Both boys won because each tried to do his best	Some conflicts do not have a loser.
From Literature					
From Science					
From Social Studies					
From Real Life					

Unit 2: Short Stories Skills Concept Map—1

Does every conflict have a winner?



Student Log

Complete this chart to track your assignments.

Writing	Extend Your Learning	Writing Workshop	Other Assignments

“The Treasure of Lemon Brown” by Walter Dean Myers
Vocabulary Warm-up Word Lists

Study these words from “The Treasure of Lemon Brown.” Then, complete the activities.

Word List A

brilliance [BRIL yuhns] *n.* a great brightness

The sun’s brilliance filled the room with light.

commence [kuh MENS] *v.* to begin

Swimming lessons commence at 9 A.M. tomorrow.

lifetime [LYF tym] *n.* the length of time that someone lives

In her lifetime, young Allison had already done many things.

memories [MEM uh reez] *n.* the things that one remembers

The family had good memories of their time at the beach.

swirling [SWERL ing] *adj.* going in circles with a whirling motion

The swirling top whirled across the floor.

theaters [THEE uh terz] *n.* buildings in which shows are presented

Which of the theaters on Broadway is showing a musical comedy?

throb [THRAHB] *v.* to beat strongly or fast

When Charles came down with a fever, his head began to throb.

treasure [TRE zher] *n.* something very special or valuable

To Peter, the rocks he collects are a treasure.

Word List B

awaited [uh WAY tid] *v.* was in store for

The assignment, put off all weekend, awaited Michelle.

beckoned [BEK uhnd] *v.* called with a silent motion

Diana beckoned to me with her right hand.

brittle [BRIT uhl] *adj.* having a hard, sharp quality

The old recordings were marked by brittle, scratching sounds.

lecturing [LEK cher ing] *v.* giving a lengthy scolding

When Trevor gets home late, his parents are soon lecturing him.

ominous [AHM uh nuhs] *adj.* threatening; like an evil sign

The scary decorations in the Fun House gave it an ominous look.

revealed [ri VEELD] *v.* made known something that was hidden

Jeremy revealed his sister’s gift, which was hidden in the closet.

suspense [suh SPENS] *n.* a state of nervous uncertainty

The suspense of not knowing who would win the contest was almost too great to bear.

youngster [YUHNG ster] *n.* a child or young person

The youngster spent his mornings at a day-care center.

“The Treasure of Lemon Brown” by Walter Dean Myers
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Marissa loved going to [1] _____ to see live shows. To her those outings were a [2] _____, a most valuable experience. She felt a thrill as the curtain rose and the play would [3] _____. If there was music, the beat of the drums might [4] _____. Dancers would whirl around, the women’s [5] _____ skirts creating a flash of [6] _____ under the spotlights. For Marissa, nothing compared with live performances. Although she was only fifteen, she felt she had lived a [7] _____. She would cherish her [8] _____ for years to come.

Exercise B Answer each question in a complete sentence. Use a word from Word List B to replace each underlined word or group of words without changing the meaning.

Example: What kind of situation might require you to act gently and sensitively?
(delicately) *I would act delicately if I had to give someone bad news.*

1. What threatening thing might have been in store for someone at one time?

2. Has anyone ever summoned you with a signal?

3. Have you ever read a story that kept you feeling anxious excitement until the identity of the villain was disclosed?

4. Does the hard, sharp noise of chalk scratching the blackboard ever bother you?

5. When might someone be giving a child a lengthy scolding?

6. How does a child spend his or her time?

“The Treasure of Lemon Brown” by Walter Dean Myers

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The Harlem Renaissance took place in New York City in the 1920s and early 1930s. It was a time when African Americans produced a treasure, a collection of great literature, music, and art. For the first time in the history of the United States, white society would commence to notice African American writers, musicians, and artists.

During the Harlem Renaissance, jazz and blues became popular. The music was sung by Bessie Smith and played by Louis Armstrong and Duke Ellington. In the jazz clubs of Harlem, music filled the air. Audiences were thrilled when the beat began to throb.

Theaters on and off Broadway presented musical and dramatic works that were written and produced by African Americans. Shows featured black musicians, singers, dancers, and actors.

Two important writers of the time were Langston Hughes and Zora Neale Hurston. In their works, Hughes and Hurston addressed a lifetime of memories of the African American experience.

A notable artist of the Harlem Renaissance was Aaron Douglas. Douglas used a “primitive” style and worked African images into his paintings. The swirling colors of some of his works create the effect of motion.

During the 1930s, the Great Depression made life hard throughout the United States. Because of the Depression, and for a variety of other reasons, the Harlem Renaissance lost its brilliance. Still, the era lives on. It has had an important influence on modern African American writers and artists. In addition, its works continue to be appreciated and studied by all Americans.

1. Underline the words that tell what kind of treasure was produced during the Harlem Renaissance. What is a *treasure* to you?
2. Underline the words that give clues to the meaning of commence. What does *commence* mean?
3. Underline the words that tell how audiences reacted when the beat of a song began to throb. Define *throb*.
4. Underline the words that tell what was presented in the theaters. Use *theaters* in a sentence.
5. Underline the words that describe the lifetime and memories that Hughes and Hurston wrote about. Write a sentence about a *memory* from your *lifetime*.
6. Describe how swirling colors might look. Define *swirling*.
7. Underline the words that explain why the Harlem Renaissance lost its brilliance. Define *brilliance*.

“The Treasure of Lemon Brown” by Walter Dean Myers**Reading Warm-up B**

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Christina had heard the expression “you don’t know what you’ve got till it’s gone.” She had not thought it applied to her, however.

That changed the day her mother asked her to baby-sit for her brother. Jeffrey was four years old and always wanted to copy Christina. She thought he was annoying.

That day, Christina’s mother beckoned to her and said, “I’m taking Grandma to the doctor. Will you watch Jeffrey?”

Christina saw the expression on her mother’s face. She knew what awaited her if she refused the request. She imagined the brittle tones of her mother’s voice. She imagined that her mother would be lecturing her all evening. So Christina agreed to watch Jeffrey.

Christina and her brother played ball in the yard for a while. Then they played in the sandbox. Jeffrey asked question after question. Christina thought Jeffrey’s questions were extremely annoying.

When she heard the phone ring, Christina scooted inside to answer it. She was gone only a minute, but when she returned, she could not find Jeffrey. She searched every corner of the yard, but the youngster was not to be found. Then she noticed that the gate was open. An ominous feeling settled over her. She rushed down the street, calling, “Jeffrey! Jeffrey!” As she called, she remembered all the endearing things about her brother. She remembered how she had helped her mother bathe him when he was a baby. She remembered his little voice calling her when he wanted to show her something. Now that voice seemed precious, not annoying.

As she hurried along the sidewalk, Christina heard a noise from behind a shrub. Could it be Jeffrey? The suspense seemed overwhelming. She parted the branches and revealed her brother. On his lap was a kitten. “Look what I found!” He beamed.

“Yes,” she answered, “and look what I found!” She gathered him into her arms and hugged him tightly.

1. How might Christina’s mother have beckoned to Christina? Define *beckoned*.
2. Underline the words that tell what awaited Christina if she refused her mother’s request. What has ever *awaited* you?
3. Underline the words that tell what sounded brittle. Define *brittle*.
4. Why did Christina imagine that her mother would be lecturing her? Define *lecturing*.
5. What is a synonym for youngster? Use *youngster* in a sentence.
6. Circle the word that ominous describes. What does *ominous* mean?
7. Why did Christina find the suspense overwhelming? Tell about a time you felt *suspense*.
8. Underline the words that tell what Christina revealed. Define *revealed*.

Walter Dean Myers
Listening and Viewing

Segment 1: Meet Walter Dean Myers

- Why was it important for Walter Dean Myers to write about his community?
- What would you write about your community?

Segment 2: The Short Story

- Why would a scrapbook be a good basis for a short story?
- In what ways might Myers’s short stories serve as his own scrapbook?

Segment 3: The Writing Process

- What does Myers use for inspiration for his characters?
- Would that method help you develop characters? Why or why not?

Segment 4: The Rewards of Writing

- What does Walter Dean Myers mean when he says, “Reading can make you more”?
- How has reading made you “more”?

Unit 2

Learning About Short Stories

The **short story** is a form of fiction. Certain elements are common to short stories.

For example, all short stories contain **characters**, the people or animals in the story. The reasons that explain why characters act as they do are called their **motivation**. The way in which a writer reveals a character's personality and qualities is called **characterization**. There are two kinds of characterization:

- Through **direct characterization**, the writer *tells* what the character is like.
- Through **indirect characterization**, the writer *shows* what the character is like. That is, the reader must draw conclusions about the character's personality and qualities based on the character's appearance, words, and actions and what other characters say about him or her.

The **plot** is the series of events in a short story. A plot usually has five parts:

1. The **exposition** introduces the **setting** (the time and place of the story), the characters, and the basic situation.
2. The **rising action** introduces, develops, and deepens the **conflict**, or problem.
3. The **climax** is the point of highest tension, the turning point. During the climax, the characters confront the conflict.
4. During the **falling action**, the characters solve the problem, and the tension eases.
5. The **resolution** is the conclusion, when the conflict is settled and the outcome of the story is revealed.

The **theme** is a central message about life. A **universal theme** is one that is expressed in many cultures and time periods. It reflects basic human values. An example is "Crime does not pay."

A. DIRECTIONS: *On the line, write the letter of the short story element that each sentence illustrates.*

- | | |
|---|-------------------------------------|
| <p>___ 1. "Experience is a great teacher."</p> <p style="padding-left: 20px;">A. conflict</p> | <p>B. theme</p> |
| <p>___ 2. "He was a clever man."</p> <p style="padding-left: 20px;">A. direct characterization</p> | <p>B. indirect characterization</p> |
| <p>___ 3. "It was a cold winter's night."</p> <p style="padding-left: 20px;">A. setting</p> | <p>B. plot</p> |
| <p>___ 4. "Jake couldn't hold on to the rocky ledge any longer. He started to fall."</p> <p style="padding-left: 20px;">A. resolution</p> | <p>B. climax</p> |
| <p>___ 5. "Once the fire was out, we found a safe place to lie down and rest."</p> <p style="padding-left: 20px;">A. rising action</p> | <p>B. falling action</p> |

B. DIRECTIONS: *On a separate sheet of paper, write the exposition of a short story. In your exposition, introduce the setting, a main character, and a basic situation. Use indirect characterization to show what your main character is like.*

“The Treasure of Lemon Brown” by Walter Dean Myers

Model Selection: Short Story

The characters in short stories are driven by **motivations**—reasons, needs, and feelings that cause them to act the way they do.

Characterization is the way in which a writer reveals a character’s traits, or personal qualities. Through **direct characterization**, the writer *tells* what the character is like. Through **indirect characterization**, the writer *shows* what the character is like. With indirect characterization, the reader must draw conclusions about the character based on the character’s appearance, words, and actions, as well as what other characters say about him or her.

A. DIRECTIONS: Answer these questions about the plot, characters, characterization, and setting of “The Treasure of Lemon Brown.”

1. In the exposition, Greg is angry. What basic situation has caused his anger?

2. Describe the traits, or personal qualities, of Lemon Brown.

3. Lemon Brown says, “Hard times caught up with me.” What does he mean? Is this an example of direct or indirect characterization? Explain your answer.

4. What conflict do Greg and Lemon Brown face?

5. How do Greg and Lemon Brown behave at the climax of the story?

B. DIRECTIONS: The **theme** of a story is its message about life. A **universal theme** reflects basic human values in many cultures. An example is “Hard work pays off.” Answer these questions about the theme of “The Treasure of Lemon Brown.”

1. What might be the theme of “The Treasure of Lemon Brown”? Support your answer by citing details from the story.

2. Is the theme you stated universal? Explain why or why not.

“The Treasure of Lemon Brown” by Walter Dean Myers

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. You are reading a short story. In it the author uses speech and actions to tell you about the main character, the person or animal who is at the center of the story. Is the author using direct characterization or indirect characterization? Explain.

2. The theme of a story is its central message. You have determined the theme of the short story you are reading. How can you tell if it is a universal theme?

3. You are reading a scene in a short story that uses clues to hint at events that happen later. Does the scene include foreshadowing or a flashback? Explain.

4. When it starts to rain in “The Treasure of Lemon Brown,” Greg enters an abandoned building. Why does he go there instead of going home?

5. When Lemon Brown shows Greg his treasure in “The Treasure of Lemon Brown,” Greg is surprised. He does not think the “treasure” is valuable. According to Lemon Brown, why is it valuable to him? Cite two reasons.

6. When Greg first meets Lemon Brown in “The Treasure of Lemon Brown,” he forms an opinion of him. By the end of the story, that opinion has changed. How does Greg’s opinion change? Cite two details from the story to support your answer.

7. In this chart, list four of the main events that make up the plot of “The Treasure of Lemon Brown.” Then, on the line below, state whether you think the conflict was resolved successfully or unsuccessfully, and briefly explain why.

Exposition	Main Conflict	Climax	Resolution

8. At the end of “The Treasure of Lemon Brown,” Greg decides not to tell his father about Lemon Brown. What is the most likely reason for his decision?

9. At the end of “The Treasure of Lemon Brown,” Greg smiles. Why does he smile? Cite two details from the story to support your answer.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

10. Imagine that Lemon Brown has recently died. Write an essay that could be used as an obituary for him. An obituary is a news account of someone’s life that is printed or posted online at the time of his or her death. Provide details of Lemon Brown’s life from “The Treasure of Lemon Brown,” including his accomplishments and the reasons for his falling on hard times. Also, write about the things Brown valued.

11. In an essay, state what you think is the theme of “The Treasure of Lemon Brown.” Support your opinion with at least two details from the story. Then, explain whether the theme is universal, and explain why it is or is not.
12. A character’s traits are revealed through his or her words and actions and through the description of his or her appearance. These descriptions help readers understand a character and his or her actions. In an essay, discuss what Lemon Brown’s words, actions, and appearance as they are revealed in “The Treasure of Lemon Brown” tell you about him. Explain what leads him to act as he does.
13. **Thinking About the Big Question: Does every conflict have a winner?** Think about the conflicts in “The Treasure of Lemon Brown.” Write an essay in which you describe two of the conflicts in the story. Explain whether each conflict has a winner and, if it does, who the winner is. Cite details from the story to support your points.

Oral Response

14. Go back to question 4, 6, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The Treasure of Lemon Brown” that support your points. If necessary, make notes to guide your oral response.

“The Treasure of Lemon Brown” by Walter Dean Myers**Selection Test A**

Learning About Short Stories *Identify the letter of the choice that best answers the question.*

- ___ 1. What is a character’s motivation?
- A. the way a character looks in certain situations
 - B. the reasons a character acts in certain ways
 - C. what a character says about another character
 - D. the point at which a character solves a problem
- ___ 2. Honesty and fairness might illustrate which element of a short story?
- A. character traits
 - B. the theme
 - C. the setting
 - D. the exposition
- ___ 3. What is a universal theme?
- A. a message about friendship
 - B. a message about the author’s life
 - C. a message about life that many cultures express
 - D. a message about the world that the author expresses
- ___ 4. Which short story element names the problem that one or more characters face?
- A. resolution
 - B. exposition
 - C. theme
 - D. conflict
- ___ 5. What is the climax of a short story?
- A. the moment when the problem is solved
 - B. the turning point or moment of greatest tension
 - C. the point at which the setting is introduced
 - D. the point at which the main character appears

Critical Reading

- ___ 6. Who is the main character in “The Treasure of Lemon Brown”?
- A. Greg
 - B. Greg’s father
 - C. Lemon Brown
 - D. the thieves

- ___ 7. As “The Treasure of Lemon Brown” opens, what problem does Greg face?
- A. He cannot go home because it is raining.
 - B. He has been suspended from his basketball team.
 - C. He cannot find Lemon Brown’s treasure.
 - D. He cannot play basketball because he is failing math.
- ___ 8. Which statement is an example of direct characterization?
- A. “Don’t try nothin’ ’cause I got a razor.”
 - B. “What you doing here?”
 - C. The figure shuffled forward again.
 - D. He was an old man.
- ___ 9. What conflict occurs while Greg is with Lemon Brown?
- A. Lemon Brown gives up his career as a blues singer.
 - B. Lemon Brown’s wife becomes sick and dies.
 - C. Thieves try to rob Lemon Brown’s treasure.
 - D. Lemon Brown’s son dies while fighting in a war.
- ___ 10. What is Lemon Brown’s treasure?
- A. a gold razor
 - B. a bag of gold coins
 - C. a harmonica and some news clippings
 - D. some news clippings and a picture of his son
- ___ 11. Why does Lemon Brown give the treasure to his son?
- A. He wants him to be a blues singer.
 - B. He is afraid someone will steal it.
 - C. He wants his son to feel safe.
 - D. He wants his son to be proud of him.
- ___ 12. What happens to Lemon Brown’s son?
- A. He is killed in a war.
 - B. He is attacked by thieves.
 - C. He dies in an abandoned tenement.
 - D. He becomes a basketball player.
- ___ 13. When does Lemon Brown feel proud and happy?
- A. when Greg understands that he was a great blues singer
 - B. when he realizes that his son treasured the things he had given him
 - C. when Greg realizes that he will be all right in East St. Louis
 - D. when he frightens away the thieves and knows his treasure is safe

- ___ 14. What is the setting of most of the action of “The Treasure of Lemon Brown”?
- A. Greg’s apartment
 - B. a sidewalk in Greg’s neighborhood
 - C. an abandoned tenement
 - D. the Community Center
- ___ 15. Which statement best expresses Greg’s feelings at the end of the story?
- A. He is worried that Lemon Brown will not be all right.
 - B. He feels that Lemon Brown’s treasure is worthless.
 - C. He wants to help Lemon Brown find a place to live.
 - D. He has developed a new appreciation for his father.

Essay

16. The theme of a short story is its message about life. In an essay, tell what you think is the theme of “The Treasure of Lemon Brown.” Support your opinion by citing at least two details from the story.
17. Why might Greg smile at the end of the story? Does the smile relate to his meeting with Lemon Brown? In an essay, discuss Greg’s smile. Cite three details from the story to support your points.
18. **Thinking About the Big Question: Does every conflict have a winner?** Write an essay in which you describe two of the conflicts in “The Treasure of Lemon Brown.” Does each conflict have a winner? If so, who is it? Support your essay with specific details from the story.

“The Treasure of Lemon Brown” by Walter Dean Myers**Selection Test B**

Learning About Short Stories *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. The part of a short story in which the main character and setting are introduced is called the
- A. resolution.
 - B. exposition.
 - C. motivation.
 - D. theme.
- ___ 2. The reasons that a character in a short story acts in certain ways are called the character’s
- A. characterization.
 - B. resolution.
 - C. conflict.
 - D. motivation.
- ___ 3. Which of the following is an example of indirect characterization?
- A. “Help yourself to more cookies,” she said with a smile.
 - B. My brother Paul is thirteen years old.
 - C. Jacob was a very tall man.
 - D. Aunt Hilda had a great job, working at a pet store.
- ___ 4. Which statement is always true of a universal theme?
- A. It involves friendship.
 - B. It is directly stated by the author.
 - C. It is directly stated by one of the characters.
 - D. It has to do with values shared by most people and cultures.
- ___ 5. Which of the following is *not* one of the five parts of a plot?
- A. motivation
 - B. exposition
 - C. climax
 - D. resolution
- ___ 6. The part of a short story that comes directly after the climax is the
- A. exposition.
 - B. rising action.
 - C. falling action.
 - D. resolution.

Critical Reading

- ___ 7. In the exposition of “The Treasure of Lemon Brown,” Greg is in trouble because
- A. he is in danger of failing math.
 - B. he has made friends with Lemon Brown.
 - C. he has missed basketball practice.
 - D. he has been playing basketball.

- ___ 8. Why does Greg enter the building where Lemon Brown is staying?
- A. He is curious about Lemon Brown's treasure.
 - B. He knows his father will lecture him when he goes home.
 - C. He wants to join the checkers tournament.
 - D. He wants to avoid some thugs who are on the sidewalk.
- ___ 9. Lemon Brown says, "Every man got a treasure. You don't know that, you must be a fool!" What aspect of the story is brought out by those lines?
- A. the setting
 - B. direct characterization
 - C. the theme
 - D. the conflict
- ___ 10. What conflict do Greg and Lemon Brown share?
- A. They fear they will lose their treasure.
 - B. They must find a safe place to live.
 - C. They must face a group of thugs.
 - D. They have lost people they loved.
- ___ 11. The climax of the story occurs when
- A. Greg learns that Lemon Brown's treasure is a harmonica.
 - B. Greg decides not to tell his father about Lemon Brown.
 - C. one of the thugs starts climbing the stairs toward Lemon Brown.
 - D. Greg howls, and Lemon Brown hurls himself down the stairs.
- ___ 12. What motivates the thugs?
- A. They think that Lemon Brown's treasure is worth a lot of money.
 - B. They know that Lemon Brown was once a famous blues singer.
 - C. They believe that Lemon Brown has reported them to the police.
 - D. They think that Lemon Brown's harmonica is made of solid gold.
- ___ 13. Lemon Brown gave the harmonica and news clippings to his son because he wanted his son to
- A. become a great blues singer.
 - B. guard his treasure.
 - C. return from the war safely.
 - D. know about his father's achievements.
- ___ 14. Lemon Brown tells Greg that his heart was broken when
- A. he found out that his son had been killed in the war.
 - B. he found out that his son did not appreciate his treasure.
 - C. he realized that he was not talented enough to be a great blues singer.
 - D. he realized that his son did not value the harmonica as much as he did.
- ___ 15. Lemon Brown is surprised and pleased to learn that
- A. Greg was interested in learning to play the harmonica.
 - B. Jesse was going to find a place for him to live in East St. Louis.
 - C. Jesse treated the harmonica and clippings as if they were treasures.
 - D. Greg was going to try to do better in math so that he could play basketball.

- ___ 16. Lemon Brown tells Greg about Jesse during the story's
- A. exposition.
 - B. rising action.
 - C. falling action.
 - D. resolution.
- ___ 17. During the story, Greg's feelings for Lemon Brown change from
- A. fear to curiosity to respect.
 - B. curiosity to horror to acceptance.
 - C. fear to friendship to alarm.
 - D. concern to fear to friendship.
- ___ 18. Which statement is true of "The Treasure of Lemon Brown"?
- A. Most of the action takes place on a city street.
 - B. Most of the action takes place inside an abandoned building.
 - C. Most of the action takes place in Greg's apartment.
 - D. Most of the action takes place early in the Community Center.
- ___ 19. Greg most likely decides not to tell his father about Lemon Brown because
- A. he does not want to get a lecture about being out after dark on a school night.
 - B. he is afraid that his father will think Lemon Brown's treasure is silly.
 - C. he wants to help Lemon Brown find a new place to live.
 - D. he wants to respect Lemon Brown's privacy.
- ___ 20. Which statement best expresses the theme of "The Treasure of Lemon Brown"?
- A. The life of a blues singer can be extremely difficult.
 - B. People should respect what their fathers say and do.
 - C. The value of a treasure may be unrelated to its monetary value.
 - D. To play sports, you must work hard in school and get good grades.

Essay

21. In an essay, discuss what Greg learns about fathers from Lemon Brown. Consider how that lesson might affect Greg's relationship with his own father. Support your points by citing at least two details from "The Treasure of Lemon Brown."
22. In an essay, state what you think is the theme of "The Treasure of Lemon Brown." Support your opinion by citing at least two details from the story. Then, tell whether or not the theme you stated is a universal theme, and explain why it is or is not.
23. A character's traits—revealed through his appearance, words, and actions—help readers understand the character and his or her actions. A character acts in certain ways because of his or her motives. In an essay, discuss what Lemon Brown's character traits tell you about him and his actions. Tell what motives lead him to act as he does.
24. **Thinking About the Big Question: Does every conflict have a winner?** Write an essay in which you describe two of the conflicts in the story. Explain whether each conflict has a winner and, if it does, who the winner is. Cite details from the story to support your points.

“The Bear Boy” by Joseph Bruchac
Vocabulary Warm-up Word Lists

Study these words from “The Bear Boy.” Then, apply your knowledge in the activities that follow.

Word List A

lance [LANS] *n.* a long spear

The knight aimed the deadly lance at his enemy.

lodge [LAHJ] *n.* a small house

Kuo-Haya lived in an adobe lodge built into the mountainside.

neglected [ni GLEKT id] *v.* failed to do something

Sara neglected to water her plants, so they soon wilted.

preparations [prep uh RAY shunz] *n.* the work involved in making something ready

The preparations for the wedding included choosing flowers.

result [ri ZUHLT] *n.* something that happens because of something else

As a result of the new policy, students can take classes online.

timid [TIM id] *adj.* shy; not brave or confident

Cameron felt timid when he spoke before a large audience.

weapons [WEP uhnz] *n.* things used to fight with

International law prohibits the use of nuclear weapons.

wrestling [RES ling] *adj.* struggling and holding

The children wrestling outside are just playing.

Word List B

encourage [en KUR ij] *v.* to support and give confidence

My parents encourage me to pursue my dreams.

guidance [GY duhns] *n.* helpful advice or counsel

Ms. Tillman’s students seek her guidance when they want to improve their grades.

initiation [i nish ee AY shun] *n.* introduction into a group or club

The new members prepared for their initiation into the fellowship.

manhood [MAN hood] *n.* the state of being an adult man rather than a boy

Mark felt he had entered manhood when he took over the family business.

powerful [POW er fuhl] *adj.* having great strength or authority

The singer’s powerful voice was heard clearly in the last row of the huge auditorium.

relatives [REL uh tivz] *n.* members of your family

Aunt Mary and Uncle John are my favorite relatives.

responsibility [ri spahn suh BIL uh tee] *n.* a duty or job

Logan accepted the responsibility of being class president.

violence [VY uh luhns] *n.* physical force that is capable of hurting others

Disagreements that become physical result in violence.

“The Bear Boy” by Joseph Bruchac
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

The abandoned building had once been a replica of an adobe [1] _____. The money to maintain it had run out. As a [2] _____, it had been [3] _____ for years. Inside on a worn blanket lay someone’s [4] _____ for a meal, the food now covered in dust. The collection of [5] _____ hanging on the wall, including a [6] _____, seemed out of place. The Pueblos were not a [7] _____ people, but neither were they warriors. On one wall hung pictures of Pueblo children [8] _____ with one another.

Exercise B Answer the questions with complete explanations.

Example: If a person acts immaturely, is he or she acting like an adult?

No; immaturely means “lacking the characteristics of an adult,” so someone who is acting immaturely is not acting like an adult.

1. When you encourage someone, are you being helpful?

2. If you view a scene of violence, is it a pleasant sight?

3. When you go through an initiation into a club, have you become a member of the club?

4. Do a person’s relatives include everyone in his or her neighborhood?

5. If you fulfill a responsibility, are you likely to feel good about what you have done?

6. If someone has a powerful personality, would he or she stand out in a group?

7. Do boys enter manhood when they graduate from fifth grade?

8. Would you be pleased if someone offered you guidance?

“The Bear Boy” by Joseph Bruchac

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Gluskonba was a hero of the Abenaki people. Long ago three men asked Gluskonba to grant each of them a wish. They were not timid men. They had survived cold and hunger to get to Gluskonba’s island. People had seen them wrestling strong animals. Gluskonba greeted them, saying, “You are brave men. For that reason I will grant each of you your wish.”

The first man, who was greedy, wished for many fine possessions. The second man, who was proud, wished to outlive all other men. The third man, who was neither greedy nor proud, wished to be a better hunter so that he could provide food for his people. Gluskonba smiled at him, for his was a worthy wish.

Gluskonba gave each man a buckskin pouch. He warned each man not to open his pouch until he was home and inside his own lodge. The men agreed and left the island, each going his own way.

The first man walked and wondered about the objects in his pouch. He imagined buckskin clothing and fine weapons, such as a strong lance for the hunt. At last his excitement grew too great. He peeked inside the pouch. Instantly, all the fine possessions flew out and smothered him.

After many miles, the man who had wished to outlive everyone else decided to open his pouch. “How could it hurt me?” he thought. “I’m going to live forever anyway.” He peeked inside, and immediately he turned into a giant boulder.

On his way home, the third man thought only about the duties he had neglected while away from his people. When he reached his lodge and opened the pouch, he discovered that it was empty. Disappointed, he went about his business. Slowly, however, he came to understand certain things. He understood how to make preparations for the hunt respectfully and how to show respect for the animals he hunted. As a result, he got his wish: He became the best hunter among his people.

1. Underline the words that show that the men were not timid. How might a *timid* person behave?
2. Circle the words that tell what the men were seen wrestling with. Use *wrestling* in a sentence.
3. Circle the word whose meaning is similar to lodge. In your own words, tell what each man was supposed to do once he was in his *lodge*.
4. Circle the word that names one of the weapons the first man hoped he would find in his pouch. What other *weapons* might he have wanted?
5. Circle the words that tell what a lance is used for. Describe a *lance*.
6. Circle the word that tells what the third man had neglected. Use *neglected* in a sentence.
7. Write a sentence describing how a hunter might respectfully make preparations for the hunt. Define *preparations*.
8. Underline the words that tell the result of the man’s understanding. Tell why his understanding had that *result*.

“The Bear Boy” by Joseph Bruchac

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Children of the Cheyenne enjoyed the loving guidance of their parents and other relatives from birth to maturity. During a child’s earliest years the mother provided for his or her wellbeing, giving the child much love and attention. Life on the Great Plains was uncertain and difficult, however, so children had to grow up quickly.

Like most youngsters, the Cheyenne children played games. Still, life was not all play. The children had their chores. Girls learned to bead and sew. They helped their mothers collect and prepare food. Boys helped care for the tribe’s horses and learned to make weapons and musical instruments. To encourage a boy to master horsemanship, a father might give his son a pony.

Unlike other tribes, the Cheyenne did not have a formal initiation welcoming a boy into manhood. Instead, a boy became a man by showing that he was powerful: Only after he had killed a buffalo and survived the violence of a raiding party was a boy considered a man.

As Cheyenne girls grew up, they continued to perform domestic tasks: preparing food and sewing and adorning clothes with beadwork. The last skill a girl learned before getting married was how to tan and prepare animal hides.

A young woman had the right to choose the man she would marry. Nevertheless, the young man had to prove himself worthy before she would accept him. A courtship might go on for years. Once married, however, a couple accepted full responsibility for their lives; they left childhood behind.

1. Underline the sentence that tells how a mother provided guidance. What other kind of guidance might a mother give?
2. Circle the kinds of relatives mentioned in the first paragraph. Name some other relatives.
3. In your own words, explain how giving a boy a pony could encourage him to master horsemanship.
4. What word describes the kind of initiation into manhood that the Cheyenne did *not* have? What is an initiation?
5. Describe an event in which a boy enters manhood.
6. Underline the words that show how a Cheyenne proved he was powerful. Use powerful in a sentence of your own.
7. Circle the words that name an event in the life of the Cheyenne that involved violence. Give an antonym of violence.
8. What responsibility did a married couple accept? What might have been involved in that responsibility?

“The Bear Boy” by Joseph Bruchac
Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

- | | | | |
|--------------|------------------|---------------|---------------|
| attitude | challenge | communication | competition |
| compromise | conflict | danger | desire |
| disagreement | misunderstanding | obstacle | opposition |
| outcome | resolution | struggle | understanding |

A. Use one or more words from the list above to complete each sentence.

1. Caring for others involves _____ about their needs.
2. Lack of _____ can lead to neglect, which can create resentment.
3. When conflicts occur, both parties must be willing to _____.
4. They must approach their differences with a supportive _____.

B. Follow the directions in responding to each of the items below.

1. Describe a time when a person or an animal you know, or a character from a book or TV show, experienced neglect.

2. Write two sentences explaining how the preceding experience affected those involved. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

When a parent takes no interest in a child, _____

“The Bear Boy” by Joseph Bruchac

Reading: Use Prior Knowledge to Make Predictions

Predicting means making an intelligent guess about what will happen next in a story based on details in the text. You can also **use prior knowledge to make predictions**. For example, if a character in a story notices animal tracks in the snow, you can predict that the animal will play a part in the story because you know from prior knowledge that animal tracks mean that the animal is nearby.

DIRECTIONS: Fill in the following chart with predictions as you read “The Bear Boy.” Use clues from the story and your prior knowledge to make predictions. Then, compare your predictions with what actually happens. An example is shown.

Story Details and Prior Knowledge	What I Predict Will Happen	What Actually Happens
People said that someone who followed a bear’s tracks might never come back, but Kuo-Haya had never been told that. I know that if people are not warned of a danger, they may do something dangerous.	Kuo-Haya will see and follow a bear’s tracks.	Kuo-Haya sees and follows a bear’s tracks and finds some bear cubs.

“The Bear Boy” by Joseph Bruchac

Literary Analysis: Plot

Plot is the related sequence of events in a short story and other works of fiction. A plot has the following elements:

- **Exposition:** introduction of the setting (the time and place), the characters, and the basic situation
- **Rising Action:** events that introduce a **conflict**, or struggle, and increase the tension
- **Climax:** the story’s high point, at which the eventual outcome becomes clear
- **Falling Action:** events that follow the climax
- **Resolution:** the final outcome and tying up of loose ends, when the reader learns how the conflict is resolved

In a story about a race, for example, the exposition would probably introduce the runners. The rising action might include a description of a conflict between two of the runners and some information about the start of the race. The climax might be the winning of the race by one of the runners. The falling action might include a meeting between the two runners, and the resolution might describe the end of their conflict.

DIRECTIONS: Answer the following questions about the plot elements of “The Bear Boy.”

1. The exposition of “The Bear Boy” introduces characters and describes a setting. Who are the characters, and what is the setting?

2. How do you know that the father’s neglect of Kuo-Haya is part of the rising action?

3. What happens in the climax of “The Bear Boy”?

4. Describe one event in the falling action of the story.

5. What happens in the resolution of “The Bear Boy”?

“The Bear Boy” by Joseph Bruchac

Vocabulary Builder

Word List

approvingly canyon guidance initiation neglected timid

A. DIRECTIONS : Use each vocabulary word by following the instructions below. Use the words in the same way they are used in “The Bear Boy,” and write sentences that show you understand the meaning of the word.

1. Use the word *timid* in a sentence about a rabbit.

2. Use the word *initiation* in a sentence about a ceremony.

3. Use the word *neglected* in a sentence about a garden.

4. Use the word *canyon* in a sentence about a vacation.

5. Use the word *approvingly* in a sentence about a grandmother.

6. Use the word *guidance* in a sentence about a coach.

B. Word Study The Latin suffix *-ance* means “the act of.” Answer each of the following questions using one of these words containing *-ance*: *compliance*, *dissonance*, *vigilance*.

1. Does *dissonance* describe a pleasing sound?

2. If I am in *compliance* with the rules, am I breaking them?

3. If people applaud my *vigilance*, do they consider me watchful?

“The Bear Boy” by Joseph Bruchac
Enrichment: Initiation Into Adulthood

In “The Bear Boy,” Kuo-Haya stays with the bears in order to learn the things he must know to become a man. In many cultures around the world, young people go through initiation ceremonies to become adults. They learn lessons and often have to pass a test of some kind to become full members of their society.

A. DIRECTIONS: *List eight things young people should know before they become adults in our society.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

B. DIRECTIONS: *Now, write three responsibilities that adults in our society have.*

1. _____

2. _____

3. _____

“The Bear Boy” by Joseph Bruchac

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In reading “The Bear Boy,” if you know that a mother bear usually stays close to her cubs, then you can predict that she will take what action when Kuo-Haya is playing with the cubs?

2. Knowing how much the father wants his son back in “The Bear Boy,” what can you predict that Kuo-Haya’s father will do when he is confronted by the mother bear in this passage? Explain how you arrived at the prediction.

Although the father tried to follow, the mother bear stood up on her hind legs and growled. She would not allow the father to come any closer.

3. The five basic plot elements include exposition, rising action, climax, falling action, and resolution. In what part of the plot of “The Bear Boy” does this event occur? How do you know?

Kuo-Haya looked up and saw the mother bear standing above him.

4. In “The Bear Boy,” Kuo-Haya does not try to return to the village on his own because his life with the bears provides him with something he lacked at home with his father. What was it that he found among the bears? What details explain why he prefers life with the bears?

5. The plot of “The Bear Boy” can be broken down into the five basic elements of most story plots. In the chart below, identify the key plot element in each part of the plot of “The Bear Boy.”

Exposition	
Rising Action	
Climax	
Resolution	
Falling Action	

6. In “The Bear Boy,” what does the gift of honey to the bees show about the change in Kuo-Haya’s father’s attitudes?

7. In “The Bear Boy,” the medicine man gives Kuo-Haya’s father some important advice. How does the bears’ treatment of Kuo-Haya confirm this advice?

8. “The Bear Boy” stresses the difference in the way Kuo-Haya is treated by his father and the way he is treated by the bears. Based on your own knowledge of families, what can you predict about the outcome of the bears’ treatment of Kuo-Haya?

9. In “The Bear Boy,” what aspect of Kuo-Haya’s way of walking around shows that he is *timid*?

10. In “The Bear Boy,” what evidence does the author present that Kuo-Haya’s father *neglected* his son?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Consider the five basic plot elements of “The Bear Boy”: exposition, rising action, climax, falling action, and resolution. In an essay, describe an event from the story that illustrates each element. Then, tell whether you think that the elements work together to create a satisfying story. Explain your answer in an essay.
12. In “The Bear Boy,” Kuo-Haya receives very different treatment from the bears than he does from his father. Based on Kuo-Haya’s treatment among the bears, what would a reader be likely to predict about how Kuo-Haya’s personality might change as a result of his stay with the bears? What prior knowledge might help a reader make this prediction? Explain your answer in an essay that uses specific examples from the story.
13. Many legends tell a story that teaches a lesson. In an essay, explain what lesson “The Bear Boy” teaches readers. What do the characters learn in the story? What can readers learn from the characters? Use examples from the legend to support your answer.
14. **Thinking About the Big Question: Does every conflict have a winner?** Think about the conflict between Kuo-Haya and his father. Is there a winner? If so, who is it? Write an essay describing the conflict, and explain your answer. Use details from the story to support your answer.

Oral Response

15. Go back to question 2, 6, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The Bear Boy” that will support your points. If necessary, make notes to guide your response.

“The Bear Boy” by Joseph Bruchac**Selection Test A****Critical Reading** *Identify the letter of the choice that best answers the question.*

- ___ 1. In “The Bear Boy,” why doesn’t Kuo-Haya’s father spend time with his son?
- A. He does not like Kuo-Haya.
 - B. He blames Kuo-Haya for his wife’s death.
 - C. He is sad about the death of his wife.
 - D. He is busy doing other things.
- ___ 2. Why does Kuo-Haya follow the bear tracks?
- A. He does not know that it is dangerous to do so.
 - B. He wants to find and kill a bear to prove his strength.
 - C. He wants to get away from his father.
 - D. He is lost and wants to find his way home.
- ___ 3. What fact helps you predict that the mother bear will come when Kuo-Haya is playing with the cubs?
- A. Mother bears usually stay close to their cubs.
 - B. Bears live in large family groups.
 - C. Bears are not afraid of humans.
 - D. The cubs have called loudly for their mother.
- ___ 4. Which of the following choices would best help you predict what will happen in a story?
- A. the climax of the plot
 - B. the name of the author
 - C. the names and ages of the characters
 - D. story details and your prior knowledge
- ___ 5. In “The Bear Boy,” what does the mother bear do to Kuo-Haya?
- A. She attacks him.
 - B. She encourages him to play with her cubs.
 - C. She teaches him to run.
 - D. She helps him get back together with his father.

- ___ 6. Using your prior knowledge and the following quotation, what can you predict that Kuo-Haya's father will do?
- Although the father tried to follow, the mother bear stood up on her hind legs and growled. She would not allow the father to come any closer.
- A. He will give up and go home.
 - B. He will try another way to get his son.
 - C. He will struggle with the bear.
 - D. He will beg the bear to let his son go.
- ___ 7. What does Kuo-Haya's father show about himself when he leaves gifts for the bees?
- A. He is learning to use love.
 - B. He is smarter than the bears.
 - C. He is learning from the medicine man.
 - D. He understands what bears like.
- ___ 8. What happens in the rising action of "The Bear Boy"?
- A. Kuo-Haya comes back to the village.
 - B. Kuo-Haya's father teaches his son.
 - C. Kuo-Haya becomes a great runner.
 - D. Kuo-Haya's father talks to the medicine man.
- ___ 9. What happens in the climax of "The Bear Boy"?
- A. Kuo-Haya's father gathers his weapons.
 - B. The medicine man tells Kuo-Haya's father that he has behaved badly.
 - C. The mother bear growls at the trackers.
 - D. Kuo-Haya's father figures out how to get his son back.
- ___ 10. What promise does Kuo-Haya's father make to his son?
- A. He will teach him to wrestle and run.
 - B. He will bring the bears honey.
 - C. He will be friends with the bears.
 - D. He will respect the medicine man.
- ___ 11. What lesson have the bears taught Kuo-Haya's father?
- A. He should treat his son well.
 - B. He should give gifts to animals.
 - C. He should be fierce and cruel.
 - D. He should wrestle like a bear.

- ___ 12. Why is Kuo-Haya's story told now?
- A. It warns people about the dangers of bears.
 - B. It shows people how to treat wild animals.
 - C. It reminds parents to show love for their children.
 - D. It explains how Kuo-Haya became a great wrestler and runner.

Vocabulary and Grammar

- ___ 13. Which of the following events from "The Bear Boy" shows Kuo-Haya being timid?
- A. Kuo-Haya calls to the bears in a friendly tone and tells them he will not hurt them.
 - B. Kuo-Haya is a great wrestler and the greatest runner in his community.
 - C. Kuo-Haya looks down and slips away when other boys race or wrestle.
 - D. Kuo-Haya wrestles with the bear cubs.
- ___ 14. In which sentence is the word *neglected* used correctly?
- A. Kuo-Haya's father neglected the bees by leaving them a gift.
 - B. The neglected boy was happy with the attention he was receiving.
 - C. Kuo-Haya's father neglected his son, and the boy felt lonely.
 - D. The medicine man was pleased when Kuo-Haya's father neglected his son.
- ___ 15. Which verb in this passage from "Bear Boy" is a linking verb?
- He did not teach his boy how to run. He did not show him how to wrestle. He was always too busy.
- A. teach
 - B. run
 - C. show
 - D. was

Essay

16. In "The Bear Boy," Kuo-Haya's father sees a bee and gets an idea. Did you predict that he would take the bees' honey and use it to get his son back? In an essay, explain whether or not you predicted that would happen. If you did predict it, tell what prior knowledge you used to make the prediction. If you did not predict it, explain what you thought would happen, and why.
17. Consider the five basic plot elements of "The Bear Boy": exposition, rising action, climax, falling action, and resolution. In an essay, describe an event from the story that illustrates each element. Then, tell whether you think that the elements work together to create a satisfying story. Explain your answer.
18. **Thinking About the Big Question: Does every conflict have a winner?** Think about the conflict between Kuo-Haya and his father. Is there a winner? If so, who is it? Explain your answer in an essay. Use details from the story to support your answer.

“The Bear Boy” by Joseph Bruchac**Selection Test B**

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. In “The Bear Boy,” why does Kuo-Haya’s father neglect his son?
- A. He believes that raising a son is not a father’s responsibility.
 - B. He blames Kuo-Haya for the death of his wife.
 - C. He is mourning the death of his wife.
 - D. He is preoccupied with wrestling and running.
- ___ 2. Why does Kuo-Haya follow the tracks of the bear?
- A. He has not heard what the villagers say about the bears.
 - B. He wants to find and kill the bear to prove his courage.
 - C. He wants to escape from his father and the other villagers.
 - D. He is lost and hopes the tracks will lead him home.
- ___ 3. What prior knowledge about bears suggests that the mother bear will come when Kuo-Haya is playing with her cubs?
- A. Mother bears stay close to their cubs.
 - B. Bears live in large family groups.
 - C. Bears are not afraid of human beings.
 - D. Cubs call loudly for their mother.
- ___ 4. In what part of the story’s plot does this event occur?
Kuo-Haya looked up and saw the mother bear standing above him.
- A. the exposition
 - B. the rising action
 - C. the falling action
 - D. the resolution
- ___ 5. Which of the following choices would best help you predict what will happen in a story?
- A. the climax of the plot
 - B. the exposition and rising action
 - C. the names and ages of the characters
 - D. story details and prior knowledge
- ___ 6. In “The Bear Boy,” how does the mother bear treat Kuo-Haya?
- A. She attacks him and wounds him.
 - B. She teaches him to run.
 - C. She urges him to play with her cubs.
 - D. She helps him reunite with his father.
- ___ 7. Kuo-Haya does not try to return to the village because
- A. he is happy with the bears.
 - B. he hates his father.
 - C. he is afraid of the bears.
 - D. he is afraid of the villagers.

- ___ 8. Using prior knowledge about human behavior and the information in the following passage, what can you predict will happen in “The Bear Boy”?
- Although the father tried to follow, the mother bear stood up on her hind legs and growled. She would not allow the father to come any closer.
- A. Kuo-Haya’s father will kill the bear with his bow and arrow and his lance.
 - B. Kuo-Haya’s father will allow nature to show him the solution.
 - C. Kuo-Haya’s father will befriend the cubs and reason with the mother bear.
 - D. Kuo-Haya’s father will reason with his son and promise to teach him to wrestle.
- ___ 9. When he leaves gifts for the bees, Kuo-Haya’s father reveals that he is changing. What does his action show?
- A. He is learning to use love to get his son back.
 - B. He has become smarter than the bears.
 - C. He has become smarter than the medicine man.
 - D. He understands what bears like.
- ___ 10. Which event is part of the rising action of “The Bear Boy”?
- A. Kuo-Haya returns to the village.
 - B. Kuo-Haya’s father teaches his son.
 - C. Kuo-Haya becomes a great runner and wrestler.
 - D. Kuo-Haya’s father talks to the medicine man.
- ___ 11. The climax of “The Bear Boy” occurs when
- A. the mother bear threatens the trackers.
 - B. the medicine man criticizes Kuo-Haya’s father’s behavior.
 - C. Kuo-Haya’s father figures out how to get his son back.
 - D. Kuo-Haya’s father promises to be friends with the bears.
- ___ 12. The resolution of “The Bear Boy” occurs when
- A. the mother bear defends Kuo-Haya and outwits Kuo-Haya’s father.
 - B. Kuo-Haya returns to the village and shows that he is no longer timid.
 - C. Kuo-Haya’s father promises that he will always be friends with the bears.
 - D. Kuo-Haya follows the bear tracks and finds happiness with the bears.
- ___ 13. From the bears, Kuo-Haya’s father has learned
- A. to treat his son well.
 - B. to be fierce and cruel.
 - C. to give gifts to animals.
 - D. to wrestle like a bear.
- ___ 14. Why has Kuo-Haya’s story become a legend?
- A. It warns people about the dangers of bears.
 - B. It shows parents how to help their children become adults.
 - C. It reminds parents to show love for their children.
 - D. It explains how Kuo-Haya became a great wrestler and runner.

Vocabulary and Grammar

- ___ 15. Which of the following events in “The Bear Boy” demonstrates that Kuo-Haya is timid?
- A. Kuo-Haya reaches the age when he will be initiated into manhood.
 - B. Kuo-Haya learns from his father how to become a great runner.
 - C. Kuo-Haya looks down and slips away when other boys race or wrestle.
 - D. Kuo-Haya walks into the bears’ cave when his father calls to him.
- ___ 16. In which sentence is the word *neglected* used correctly?
- A. Kuo-Haya’s father neglected that his son preferred to live with the bears.
 - B. The neglected trail was well marked and easy for Kuo-Haya to follow.
 - C. Kuo-Haya’s father neglected his son, and so the boy felt unloved.
 - D. Neglected, Kuo-Haya knew that he should follow the bears’ tracks.
- ___ 17. Which verb in the following sentence from “The Bear Boy” is a linking verb?
- “You are right,” he said. “I will go and bring back my son.”
- A. are
 - B. said
 - C. go
 - D. bring
- ___ 18. Which choice includes all of the action verbs in the following passage from “The Bear Boy”?
- So Kuo-Haya’s father went back to his home. He was angry now. . . . But the medicine man came to his lodge and showed him the bear claw that he wore around his neck.
- A. went, came
 - B. showed, wore
 - C. went, came, showed, wore
 - D. went, was, came, showed, wore

Essay

19. In “The Bear Boy,” Kuo-Haya’s father sees a bee and gets an idea. Did you predict that he would take the bees’ honey and use it to distract the bears? In an essay, explain how easy or difficult it was to predict the outcome of the story. What prior knowledge does a reader need? What details in the story must a reader be aware of?
20. Many legends tell a story that teaches a lesson. In a brief essay, explain what lesson “The Bear Boy” teaches readers. What do the characters learn in the story? What should readers learn from the characters? Use examples from the tale to support your answer.
21. **Thinking About the Big Question: Does every conflict have a winner?** Think about the conflict between Kuo-Haya and his father. Is there a winner? If so, who is it? Write an essay describing the conflict and explaining your answer. Use details from the story to support your answer.

“Rikki-tikki-tavi” by Rudyard Kipling
Vocabulary Warm-up Word Lists

Study these words from “Rikki-tikki-tavi.” Then, complete the activities.

Word List A

balancing [BAL uhns ing] *v.* keeping steady and not falling over

The acrobat was balancing a chair on his chin.

bred [BRED] *v.* raised

Ms. Cochrane bred English terriers for show.

brood [BROOD] *n.* all the young in one family

The hen led her brood of chicks into the barn.

clenched [KLENCHT] *v.* held or squeezed

Chelsea clenched the bat and swung hard at the fast ball.

fraction [FRAK shuhn] *n.* a small portion or small amount

At discount stores, you may pay a fraction of an item’s value.

peculiar [pi KYOOL yer] *adj.* strange or odd

The strangely dressed performers were a peculiar sight.

splendid [SPLEN did] *adj.* beautiful or impressive; brilliant

From the mountaintop at dawn, we saw a splendid sunrise.

thickets [THIK its] *n.* thick growths of plants or bushes

The rabbit hid in the thickets that grew along the trail.

Word List B

bungalow [BUHNG uh loh] *n.* a small house

The bungalow was large enough to house just the two of them.

inherited [in HER it id] *v.* received a trait or possession passed down by one’s family

My brothers and I inherited our mother’s long, straight nose.

paralyzed [PA ruh lyzd] *v.* made someone or something helpless and unable to function

The venom of the black mamba temporarily paralyzed its prey.

revived [ri VYVD] *v.* brought someone or something back to consciousness

The paramedic revived the accident victim.

savagely [SAV ij lee] *adv.* fiercely; violently

The lion roared savagely before disappearing into the jungle.

scornfully [SKAWRN fuh lee] *adv.* expressing something in a way that shows dislike or disrespect

The unhappy employee spoke scornfully of the new manager.

scuttled [SKUHT uhld] *v.* ran or moved quickly with short steps

The little dog scuttled across the slippery floor.

valiant [VAL yuhnt] *adj.* brave or courageous

We honor the country’s valiant soldiers on Veteran’s Day.

“Rikki-tikki-tavi” by Rudyard Kipling
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

The fox led her [1] _____ of pups into the den before returning to the riverbank. She smelled a [2] _____ odor. It was odd—not the odor of another animal. She was [3] _____ to be cautious, so she stayed deep in the [4] _____, well out of sight. Soon she saw a boy. He was [5] _____ on a stone as he tried to cross the narrow river. He [6] _____ a fishing rod tightly in one hand. The fox slunk back just a [7] _____ of an inch and then turned and ran. The boy caught sight of the impressive animal. “What a [8] _____ fox!” he cried just as he lost his footing and splashed into the river.

Exercise B Answer the questions with complete explanations.

Example: If you are hurrying, are you taking your time?

No; hurrying means “rushing,” so I would not be taking my time.

1. If someone spoke scornfully to you, would you be pleased?

2. If you inherited your father’s looks, would you resemble your father?

3. If your jaw were paralyzed, would you be able to open your mouth?

4. If you lived in a bungalow, would you have room for a lot of guests?

5. If a friend did something valiant, would you admire her?

6. If someone scuttled away, would you think he or she was in no hurry?

7. If the wind was said to be blowing savagely, would you go outside?

8. If someone has been revived, is he or she asleep?

“**Rikki-tikki-tavi**” by Rudyard Kipling

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The Indian mongoose has a splendid reputation for bravery. That reputation dates back to ancient Egypt, where the weasel-like creature scouted out crocodiles and ate their eggs or their newly hatched brood. The ancient Egyptians called the mongoose pharaoh’s mouse, but that name is misleading. The mongoose is no mouse.

The Indian mongoose lives in fields or in heavy brush: tangled thickets and hedges. It eats rats, mice, snakes, lizards, the eggs of those creatures, and insects. It usually hunts at night. Most important, the mongoose can move like lightning. Its speed is a great advantage when it does the thing for which it is most famous: killing cobras and other snakes native to India. The mongoose is a snake’s worst enemy.

In some ways the mongoose has an advantage over the snake. Its thick hide and long thick hair act as armor, protecting it from the snake’s poisonous fangs. In addition, it takes a lot of cobra venom to kill an adult mongoose. The young mongoose is at risk, however, because its body is less tolerant of the venom. Many young mongooses die of snakebites before they can become skilled fighters.

The mongoose’s snake dance is dazzling to behold. The mongoose is balancing lightly on its feet. In a fraction of a second, it leaps in any direction. By the time the snake strikes, the mongoose has already moved. When the snake grows exhausted, the mongoose leaps onto its back. At last the mongoose has clenched the snake’s head between its sharp teeth, and it snaps the snake’s spine.

Some species of mongooses are bred as pets. A mongoose may seem like a peculiar pet, but the animal is both intelligent and entertaining. If you happen to be in India, one may even save your life.

1. Underline the words that tell what is splendid about the mongoose. Give an antonym of *splendid*.
2. Circle the words that describe the crocodiles’ brood. In your own words, rewrite the sentence, using a synonym for *brood*.
3. Circle the words that give a clue to the meaning of thickets. Use *thickets* in a sentence.
4. Underline the words that tell how the mongoose is balancing. Define *balancing*.
5. Underline the words that tell what happens in a fraction of a second. Tell about something else that can happen in a *fraction* of a second.
6. Circle the words that tell what the mongoose has clenched between its teeth. Rewrite the sentence, using a synonym for *clenched*.
7. Circle the words that tell what some mongooses are bred for. Name another animal that is *bred* for a special purpose.
8. Circle the words that tell what may seem like a peculiar pet. Write a sentence explaining why it is not really *peculiar*.

“**Rikki-tikki-tavi**” by Rudyard Kipling

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Heather was paralyzed by the heat and humidity. She could not move, so she sat on the porch of the bungalow, sipping lemonade while the sun’s heat beat savagely down on the tile roof. The doors and windows stood wide open, welcoming every wayward breeze. That did not help much, though. There was hardly a breath of air. Occasionally, a beetle scuttled across the porch, but mostly the insects remained silent and still in the heat of the burning sun.

“So this is India,” thought Heather.

The bungalow in which she was staying belonged to her grandparents. Three days before, she had arrived for a month-long vacation. The house was near Calcutta, India’s largest city, a teeming hive of activity. Heather had never been to India before, but she had inherited her grandfather’s love of travel. She longed to see it all, from the parched desert to the snow-covered mountains. Still, she knew that the country was too vast to be seen in a lifetime, let alone a month’s vacation.

Heather’s family had lived here for generations. They had lived here when Great Britain ruled the country. Those days were long over, however. India gained its independence in the 1940s, after a valiant struggle against colonial rule. Many British politicians had scornfully predicted that India would not be able to rule itself, but they were wrong. The country is strong and thriving. Now the British return as guests, not as rulers.

Heather gazed from the porch that encircled the house, watching dark clouds blowing in from the Bay of Bengal. It would start to rain soon. Just the thought of rain revived her energy. Perhaps she would drive to Calcutta and explore the city. It was time to learn more, to see more.

1. Tell what paralyzed Heather. Circle the words that give the meaning of *paralyzed*.
2. Circle the phrase that tells where in the bungalow Heather is sitting. Write a sentence describing where you might see a *bungalow*.
3. Tell what beat savagely down on the roof. Use *savagely* in a sentence of your own.
4. Circle the word that tells what kind of insect scuttled across the porch. What is a synonym for *scuttled*?
5. Underline the phrase that tells what Heather inherited. Name something else that might be *inherited*.
6. Circle the word that tells what India gained after a valiant struggle. Write the meaning of *valiant*.
7. Underline the words that tell what was scornfully predicted. Use *scornfully* in a sentence.
8. Circle the words that tell what revived Heather’s energy. Tell what has *revived* your energy on a hot day.

“**Rikki-tikki-tavi**” by Rudyard Kipling

Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. People can lose perspective during an intense _____.
2. Their only thought is to eliminate the _____ before them.
3. As a result, they may unintentionally place others in _____.
4. This can make _____ of the battle more complex.

B. Follow the directions in responding to each of the items below.

1. List two people whom you know or learned about in school or on the news who were affected by a battle that did not directly involve them.

2. Write two sentences describing the battle that affected one of these people, and explain how he or she was affected. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

Sometimes in a battle, innocent victims _____

“**Rikki-tikki-tavi**” by Rudyard Kipling

Reading: Use Prior Knowledge to Make Predictions

Predicting means making an intelligent guess about what will happen next in a story based on details in the text. You can also **use prior knowledge to make predictions**. For example, if a story introduces a mongoose and a snake and you know that mongooses and snakes are natural enemies, you can predict that the story will involve a conflict between the two animals.

DIRECTIONS: *Fill in the following chart with predictions as you read “Rikki-tikki-tavi.” Use clues from the story and your prior knowledge to make predictions. Then, compare your predictions with what actually happens. An example is shown.*

Story Details and Prior Knowledge	What I Predict Will Happen	What Actually Happens
Teddy’s mother says, “Perhaps he isn’t really dead.” I know that Rikki-tikki is the hero of the story, and heroes rarely die during a story.	The mongoose will live.	The mongoose lives.

“**Rikki-tikki-tavi**” by Rudyard Kipling

Literary Analysis: Plot

Plot is the related sequence of events in a short story and other works of fiction. A plot has the following elements:

- **Exposition:** introduction of the setting (the time and place), the characters, and the basic situation
- **Rising Action:** events that introduce a **conflict**, or struggle, and increase the tension
- **Climax:** the story’s high point, at which the eventual outcome becomes clear
- **Falling Action:** events that follow the climax
- **Resolution:** the final outcome and tying up of loose ends, when the reader learns how the conflict is resolved

For example, in a story about a battle, the exposition would introduce the contestants. The rising action might explain the conflict between the contestants and describe events leading up to the battle. The climax might be the winning of the battle by one of the contestants. The falling action could include a celebration of the victory, and the resolution might tell about events that took place in the years following the battle.

DIRECTIONS: Answer the following questions about the plot elements of “Rikki-tikki-tavi.”

1. Who are the characters, and what is the setting described in the exposition?

2. How do you know that the appearance of Nag is part of the rising action?

3. What happens in the climax of “Rikki-tikki-tavi”?

4. Describe one event in the falling action of the story.

5. What happens in the resolution of “Rikki-tikki-tavi”?

“**Rikki-tikki-tavi**” by Rudyard Kipling

Vocabulary Builder

Word List

consolation cunningly immensely mourning revived veranda

A. DIRECTIONS: Use each vocabulary word by following the instructions below. Use the words in the same way they are used in “Rikki-tikki-tavi,” and write sentences that show you understand the meaning of the word.

1. Use the word *revived* in a sentence about a bird.

2. Use the word *consolation* in a sentence about a race.

3. Use the word *immensely* in a sentence about an activity.

4. Use the word *veranda* in a sentence about summer.

5. Use the word *mourning* in a sentence about a dog.

6. Use the word *cunningly* in a sentence about a board game.

B. Word Study The Latin suffix *-tion* means “the thing that is.” Answer each of the following questions using one of these words containing *-tion*: *humiliation*, *intimidation*, *justification*.

1. Why would a broken leg be *justification* for sitting out a soccer game?

2. Why would most people prefer that others not witness their *humiliation*?

3. If you use *intimidation* to get classmates to vote for you, how are you behaving?

“Rikki-tikki-tavi” by Rudyard Kipling
Enrichment: Real-Life Animals

Kipling’s story, though fictional, is based on facts about mongooses and cobras. For example, mongooses are known for their ability to kill snakes and rodents, and cobras are the natural enemies of mongooses. If you research other facts about these two animals, you will see how true to life Kipling’s fictional tale is.

DIRECTIONS: Complete the following chart about the mongoose and the cobra. Use science books or other reliable resources to find the information. Create another category to add to the chart, and fill in the information needed to complete it.

Characteristics	Mongoose	Cobra
Physical features		
Where it lives		
What it eats		
Its defense weapons		

“The Bear Boy” by Joseph Bruchac
“Rikki-tikki-tavi” by Rudyard Kipling

Integrated Language Skills: Grammar

Action Verbs and Linking Verbs

Verbs are words that express an action (for example, *swim* and *throw*) or a state of being (for example, *am*, *is*, *was*, and *seemed*). The verbs that express an action are called *action verbs*.

Jessica *climbed* a mountain.

The verbs that express a state of being are called *linking verbs*. Linking verbs join the subject of a sentence with a word or expression that describes or renames the subject.

Jessica *seems* strong.

Jessica *is* a mountain climber.

Besides forms of *be* and *seem*, other verbs that can describe or rename a subject are *appear*, *look*, and *sound*.

A. PRACTICE: *Underline the verbs in each sentence. On the line, identify each verb as an action verb or a linking verb.*

1. Rikki-tikki-tavi is a brave little mongoose. _____
2. Mongooses seem harmless, but they fight bravely. _____,

3. Rikki-tikki lives with a human family, and they love him. _____,

4. A snake threatens the family, and Rikki-tikki is furious. _____,

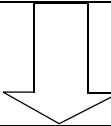
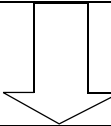
5. Rikki-tikki defeats the snake, and the family is very happy. _____,

B. Writing Application: *Write a paragraph about a time when you or someone you know was in danger. Use at least three action verbs and three linking verbs. Underline each action verb once and each linking verb twice.*

“Bear Boy” by Joseph Bruchac
“Rikki-tikki-tavi” by Rudyard Kipling

Integrated Language Skills: Support for Writing an Informative Article

Use the graphic organizer below to record details from each section of “Bear Boy” or “Rikki-tikki-tavi.” Your details should tell *when, how much, how often, or to what extent.*

Introduction
Details:

Body
Details:

Conclusion
Details:

Now, use your notes to write a short informative article about mother bears or mongooses. Write for an audience of third-graders.

“The Bear Boy” by Joseph Bruchac
 “Rikki-tikki-tavi” by Rudyard Kipling

Integrated Language Skills: Support for Extend Your Learning

Listening and Speaking: “The Bear Boy”

Across the top of this T-chart, write your opinion of the training of wild animals. Then, record several reasons for your opinion. For each reason, write a fact that supports it. At the bottom of the page, write a sentence summarizing your viewpoint.

My Viewpoint:

Reasons	Facts

Summary: _____

Share your opinion in an **informal debate**.

Listening and Speaking: “Rikki-tikki-tavi”

Across the top of this T-chart, write your opinion about mongooses and cobras, stating which animal you find more interesting. Then, record several reasons for your opinion. For each reason, write a fact that supports it. At the bottom of the page, write a sentence summarizing your viewpoint.

My Viewpoint:

Reasons	Facts

Summary: _____

Share your opinion in an **informal debate**.

“**Rikki-tikki-tavi**” by Rudyard Kipling

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. What conflict, or struggle between opposing forces, is introduced when Rikki-tikki first comes to the garden? How do you know it is a conflict?

2. How is Nag and Nagaina’s plan part of the rising action? Explain your answer.

3. When Teddy’s mother first sees Rikki, he appears to be dead, but she says, “No, . . . let’s take him in and dry him. Perhaps he isn’t really dead.” Based on this quotation and your prior knowledge, what can you predict will happen to Rikki? What prior knowledge helps you make this prediction?

4. What do you think it means when the tail of an animal like Rikki-tikki grows “bottlebrushy” at the sight of a “special hunting ground?” Explain your answer.

5. After Teddy’s father beats the dead Karait, Rikki-tikki thinks, “What is the use of that? . . . I have settled it all.” What does this thought show about Rikki-tikki and his feelings? Explain.

6. Using prior knowledge and the information contained in the following passage from “Rikki-tikki-tavi,” what can you predict will happen next? What helps you make the prediction?

Darzee and his wife only cowered down in the nest without answering, for from the thick grass at the foot of the bush there came a low hiss.

7. In the chart below, describe the climax and resolution of “Rikki-tikki-tavi.”

Climax	Resolution

What do the climax and resolution show about Rikki’s character?

8. Near the end of “Rikki-tikki-tavi,” after Rikki has won all his battles, Teddy’s parents make a big fuss over him. He responds by saying, “What are you bothering for? All the cobras are dead; and if they weren’t, I’m here.” What does this comment show about Rikki’s personality?

9. What does Nagaina mean when she says to Darzee’s wife, “It may be some *consolation* to you when you’re dead to know that I shall settle accounts with the boy”? Base your answer on the meaning of *consolation*.

10. When Rikki-tikki *revived* after his fight with the snake, what had happened to him?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Consider the five basic plot elements in a story: exposition, rising action, climax, falling action, and resolution. In an essay, describe an event in “Rikki-tikki-tavi” that illustrates each element. Explain how each event contributes to the story as a whole.
12. Did you predict the outcome of the battle between Rikki-tikki and Nagaina? In an essay, explain how easy or difficult it is for readers to predict the outcome of “Rikki-tikki-tavi.” What prior knowledge do they need? What events in the story help the reader predict the outcome?
13. “Rikki-tikki-tavi” is a story of conflict between natural enemies. The animals have personalities and character traits that are very human. In an essay, analyze how traits such as loyalty, bravery, and selfishness move the story forward. Illustrate your points with examples of events in the story.
14. **Thinking About the Big Question: Does every conflict have a winner?** In “Rikki-tikki-tavi,” there are some very clear winners and losers. In an essay, explain who wins and who loses in the story. Then, explain how the clarity of the conflict’s outcome might contribute to the story’s lasting popularity.

Oral Response

15. Go back to question 1, 6, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Rikki-tikki-tavi” that will support your points. If necessary, make notes to guide your response.

“**Rikki-tikki-tavi**” by Rudyard Kipling

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. What kind of animal is Rikki-tikki-tavi?
- A. a cat
 - B. a muskrat
 - C. a weasel
 - D. a mongoose
- ___ 2. In “Rikki-tikki-tavi,” a flood takes Rikki-tikki from his home to the care of an English family. In what part of the plot does the flood take place?
- A. during the climax
 - B. during the resolution
 - C. during the falling action
 - D. during the exposition
- ___ 3. Based on this quotation and your prior knowledge, what can you predict will happen?
- “No,” said his mother; “let’s take him in and dry him. Perhaps he isn’t really dead.”
- A. Rikki-tikki will soon die.
 - B. Rikki-tikki will probably live.
 - C. The mother will become Rikki-tikki’s only friend.
 - D. Rikki-tikki will fight Nag and Nagaina.
- ___ 4. At the beginning of “Rikki-tikki-tavi,” which characteristic does Rikki-tikki display as soon as he has warmed up?
- A. greed
 - B. bravery
 - C. curiosity
 - D. laziness
- ___ 5. Based on the following passage, what do you think it means when the tail of an animal like Rikki-tikki grows “bottlebrushy”?
- “This is a splendid hunting ground,” [Rikki-tikki] said, and his tail grew bottlebrushy at the thought of it.
- A. The animal is happy and excited.
 - B. The animal is hungry.
 - C. The animal is lost and afraid.
 - D. The animal is alert.

- ___ 6. When Rikki-tikki first comes to the garden, a conflict is introduced. Whom is the conflict between?
- A. Nag and Nagaina
 - B. Rikki-tikki and Nag
 - C. Rikki-tikki and Darzee
 - D. Darzee and Darzee's wife
- ___ 7. Who is Nagaina?
- A. Nag's wife
 - B. Nag's father
 - C. Nag's sister
 - D. Nag's mother
- ___ 8. After Rikki-tikki kills Karait, how does he feel?
- A. confident
 - B. annoyed
 - C. jealous
 - D. defeated
- ___ 9. What prediction can you make based on your prior knowledge and this quotation from "Rikki-tikki-tavi"?
- "Teddy's safer with that little beast than if he had a bloodhound to watch him. If a snake came into the nursery now—"
- A. The snakes are not a threat to Teddy.
 - B. Rikki-tikki will fail to protect Teddy from a snake attack.
 - C. Rikki-tikki will protect Teddy from a snake attack.
 - D. Rikki-tikki will attack Teddy.
- ___ 10. The birds and frogs rejoice and sing, "*Ding-dong-tock!* Nag is dead!" In what part of the plot does this event take place?
- A. during the rising action
 - B. during the falling action
 - C. during the exposition
 - D. during the climax
- ___ 11. Which statement best describes Rikki-tikki's character?
- A. He is cautious and selfish.
 - B. He is fierce and bloodthirsty.
 - C. He is brave and loyal.
 - D. He is loving and shy.

Vocabulary and Grammar

- ___ 12. In which sentence about “Rikki-tikki-tavi” is *immensely* used correctly?
- A. Darzee’s wife takes great pride in her immensely eggs and cares for them.
 - B. Once Teddy’s family gets used to living in the bungalow, they like it immensely.
 - C. The Coppersmith, the town crier of every garden, spreads the word immensely.
 - D. Fearful that Nagaina will turn and strike at him, Rikki-tikki holds on immensely.
- ___ 13. In which sentence about “Rikki-tikki-tavi” is *revived* used correctly?
- A. The garden Rikki-tikki entered revived lime and orange trees.
 - B. Teddy’s father revived Nag by shooting him with his rifle.
 - C. Teddy’s family was revived to know that Nagaina was dead.
 - D. After Rikki-tikki revived, he thought how lucky he was to be alive.
- ___ 14. Which word in this passage is a linking verb?
- Teresa was on the phone when Megan arrived to pick her up.
- A. was
 - B. when
 - C. arrived
 - D. pick
- ___ 15. Which word in this passage from “Rikki-tikki-tavi” is an action verb?
- “Who is Nag?” he said. “I am Nag.”
- A. Who
 - B. is
 - C. said
 - D. am

Essay

16. Did you predict the result of the battle between Rikki-tikki-tavi and Nagaina? In an essay, explain how easy or difficult it is for readers to predict the outcome of “Rikki-tikki-tavi.” Name the events in the story that might help the reader predict the outcome. Name any events that might make it difficult for the reader to predict the outcome.
17. Consider the five basic plot elements: exposition, rising action, climax, falling action, and resolution. In an essay, describe an event in “Rikki-tikki-tavi” that illustrates each element. Then, explain why you think the plot elements do or do not create a satisfying story.
18. **Thinking About the Big Question: Does every conflict have a winner?** In “Rikki-tikki-tavi,” there are some very clear winners and losers. In an essay, explain who wins and who loses. Then, discuss how the conflict’s outcome might explain the story’s lasting appeal to readers.

“Rikki-tikki-tavi” by Rudyard Kipling**Selection Test B**

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. Read the following quotation from “Rikki-tikki-tavi.” Then, based on the quotation and your prior knowledge, choose the most likely outcome from the choices below.
- “No,” said his mother; “let’s take him in and dry him. Perhaps he isn’t really dead.”
- A. Rikki-tikki will soon die.
 - B. Rikki-tikki will survive.
 - C. Rikki-tikki will survive and attack the boy’s mother.
 - D. The mother will become Rikki-tikki’s only friend.
- ___ 2. After Teddy’s father beats the dead Karait, Rikki-tikki thinks, “What is the use of that? . . . I have settled it all.” This thought shows that Rikki-tikki feels
- A. proud.
 - B. annoyed.
 - C. jealous.
 - D. defeated.
- ___ 3. Using prior knowledge and the information contained in the following passage from “Rikki-tikki-tavi,” what can you predict will happen?
- Darzee and his wife only cowered down in the nest without answering, for from the thick grass at the foot of the bush there came a low hiss.
- A. Rikki-tikki will run away.
 - B. Darzee will be killed.
 - C. A snake will appear.
 - D. Rikki-tikki will be killed.
- ___ 4. Using prior knowledge and the information contained in the following passage from “Rikki-tikki-tavi,” what can you predict will happen?
- Though Rikki-tikki had never met a live cobra before, his mother had fed him on dead ones, and he knew that all a grown mongoose’s business in life was to fight and eat snakes. Nag knew that, too, and at the bottom of his cold heart he was afraid.
- A. Rikki-tikki will return to his mother and again eat dead cobras.
 - B. Nag will defeat Rikki-tikki in battle.
 - C. Rikki-tikki will defeat Nag in battle.
 - D. Rikki-tikki and Nag will settle their differences peacefully.
- ___ 5. The central conflict in “Rikki-tikki-tavi” is between
- A. the English family and the snakes.
 - B. Darzee and the cobras.
 - C. Rikki-tikki and the cobras.
 - D. Rikki-tikki and Karait.

- ___ 6. During what part of the plot do Nag and Nagaina talk about their plan?
- A. during the climax
 - B. during the falling action
 - C. during the rising action
 - D. during the exposition
- ___ 7. Why do Nag and Nagaina want to do away with the entire English family?
- A. They resent the English as conquerors of their land.
 - B. They believe that once the family is gone, Rikki-tikki will leave and they will be safe.
 - C. They know how much Rikki-tikki loves the English family and hope to break his spirit.
 - D. They hope to deprive Rikki-tikki of his main source of food.
- ___ 8. The climax of “Rikki-tikki-tavi” occurs when
- A. Rikki-tikki saves Teddy from Karait’s attack.
 - B. Rikki-tikki fights with Nag.
 - C. Rikki-tikki fights with Nagaina.
 - D. Rikki-tikki makes sure another cobra never enters the garden.
- ___ 9. Rikki-tikki hunts down Nagaina mainly because
- A. she plans to attack Teddy.
 - B. he is still hungry.
 - C. he will not be satisfied until every cobra in the garden has been killed.
 - D. he wants to prove himself to the family because the family has been good to him.
- ___ 10. Rikki-tikki’s main helper in his fight with Nagaina is
- A. Darzee.
 - B. Darzee’s wife.
 - C. Teddy.
 - D. Teddy’s father.
- ___ 11. Which of the following events occurs during the resolution of “Rikki-tikki-tavi”?
- A. Darzee’s wife fools Nagaina.
 - B. Rikki-tikki cracks all of Nagaina’s eggs except one.
 - C. The birds and the frogs announce Rikki-tikki’s victory.
 - D. Rikki-tikki makes sure that a cobra never again enters the garden.
- ___ 12. What information about snakes does the reader *not* learn from “Rikki-tikki-tavi”?
- A. A snake’s eyes never change their expression no matter what the snake is thinking.
 - B. If a bird looks into a snake’s eyes, the bird will become frightened and unable to move.
 - C. The bite of a mongoose will kill a snake.
 - D. Snakes’ eggs are enclosed in a shell.

from Letters from Rifka by Karen Hesse
Vocabulary Warm-up Word Lists

Study these words from Letters from Rifka. Then, complete the activities.

Word List A

bales [BAYLZ] *n.* large bundles of something, usually bound up

The field was full of bales of hay.

belongings [bee LAWNG ingz] *n.* things that belong to someone

My most important belongings are in a special place.

details [dee TAYLZ] *n.* the small parts that go into making up something

Many details went into the planning of our winter vacation.

flickering [FLICK er ing] *adj.* twinkling

From afar, the city lights look like flickering candles.

huddled [HUHD uhld] *v.* hunched, or pulled oneself up or together

Vanessa huddled under the blanket to keep warm.

peasants [PEZ uhntz] *n.* poor laborers who work on farms

The peasants worked for weeks harvesting the corn.

regiment [REJ i muhnt] *n.* a military unit made up of two or more battalions

The soldiers in the regiment marched in unison.

vanished [VAN isht] *v.* disappeared or went suddenly from sight

It seemed as if the magician's rabbit vanished into thin air.

Word List B

boxcar [BAHX cah] *n.* a car of a freight train used to transport goods

The boxcar bound from Florida was loaded with grapefruit.

burlap [BER lap] *adj.* made from burlap, a rough material woven from fiber

The potatoes were packaged in a burlap bag.

candlesticks [KAN duhl stiks] *n.* holders for candles

The silver candlesticks shone in the light of the candles.

dimpled [DIM puhld] *adj.* having dimples, small, natural dents of the skin

The doll had dimpled cheeks.

filthy [FIL thee] *adj.* extremely dirty or disgusting

At the end of the day, the auto mechanic's overalls were filthy.

precaution [pree CAW shun] *n.* something done ahead of time to prevent a danger

As a precaution, we locked the windows before leaving on vacation.

rucksack [RUHK sak] *n.* a sack strapped over the shoulders; a knapsack or backpack

The hiker's rucksack contained her lunch and a change of clothes.

vultures [VUHL cherz] *n.* large scavenging birds; also, greedy persons who prey on others

Like vultures, the thieves emptied the dresser drawers in their search for valuables.

from Letters from Rifka by Karen Hesse
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

During the American Revolution, one of the most difficult times was the winter at Valley Forge. The soldiers in General Washington's [1] _____ had few supplies. The farmers who lived nearby were not [2] _____, but they were not wealthy either. They lived simply and had few [3] _____. They had little to share with the soldiers. Washington's men suffered from the cold. They stuffed their ragged boots with hay they tore from the [4] _____ they found in nearby fields. They [5] _____ around the fire's [6] _____ flames to warm themselves. Some men, deserters, [7] _____. Meanwhile, Washington mapped out a strategy, working out the [8] _____ of a bold plan to win the war.

Exercise B Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.

Example: We cried when we read the humorous story.
We laughed when we read the humorous story.

1. Everyone admired the child's dimpled eyes.

2. The crowded boxcar was full of passengers.

3. We placed new light bulbs in the candlesticks.

4. As a precaution, we left our umbrellas behind.

5. The hiker explained that a rucksack is a kind of blanket.

6. Because the children were not hungry, they devoured their lunch like vultures.

7. The burlap felt comfortable against his skin.

8. The house was sparkling clean; even the curtains were filthy.

from Letters from Rifka by Karen Hesse

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Fiddler on the Roof, a Broadway play, first opened in 1964. It is based on a collection of short stories by a Russian Jewish writer who called himself Sholom Aleichem. The play, a musical, was made into a movie in 1971. *Fiddler* was one of the first Broadway musicals to deal with serious issues, such as persecution and poverty.

The story is set in 1905 in Russia. The characters are Jewish peasants. The main character is Tevye, a poor dairy farmer. During the story, each of Tevye's daughters comes to him. Each daughter asks him to allow her to break with tradition so that she can marry the man she loves. The story is both humorous and sad. It deals with Tevye's struggle to hang on to tradition in the face of a changing world.

In fact, the early twentieth century—when *Fiddler* takes place—was a difficult time for Jews living in Russia. Persecution and violence were common. In the play, soldiers from the local Russian regiment make an appearance. They make the audience aware of the dangers that Tevye and his family face.

In one scene, Tevye tends to the details of his work caring for the animals in the barn. When he is finished, he is huddled among the bales of hay, daydreaming of how different things would be if he were rich. He sings “If I Were a Rich Man.”

In another scene, the Jewish tradition of lighting candles and reciting blessings is portrayed. Music and flickering candlelight play on the faces of the children, creating a beautiful scene.

By the end of the play, many changes have taken place in Tevye's family and village. Tevye realizes that the family is in danger. They must pack a few belongings and flee. Although their traditions remain with them, the life they knew has vanished.

1. Circle the words that tell where the peasants lived. Define *peasants*.
2. Circle the word that gives a clue about what a regiment is. What is a *regiment*?
3. Underline the words that tell something about the details of Tevye's work. Use *details* in a sentence.
4. Underline the words that tell what Tevye is doing when he is huddled among the bales of hay. Define the word *huddled*. Tell what *bales* are.
5. Circle the word that tells what was flickering. What does *flickering* mean?
6. What sort of belongings do you think Tevye's family packed? Define *belongings*.
7. Underline the words that tell what has vanished. Use *vanished* in a sentence.

from Letters from Rifka by Karen Hesse

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The U.S. Holocaust Memorial Museum opened in 1993 in Washington, D.C. It honors the memory of the millions of Jews and other people who were exterminated by the Nazis during World War II.

The collection includes films, oral histories, artifacts, and photographs that document the horrors of the Holocaust. One may view the beautiful candlesticks that Jewish families used to celebrate the Sabbath. Those and other valuables were taken from the families by German soldiers. The soldiers were in charge of rounding up the Jews. They shipped the Jews to ghettos. Then, they shipped them to concentration camps. The camps were prisons where inmates were forced to work. Eventually, the Nazis executed millions of Jews and others in the camps.

In the museum's collection of photographs are heart-breaking pictures of adults and young children. The children, dressed in filthy, ragged clothing, stare back at the camera. Their once round and dimpled cheeks are thin and hollow. Some of the adults carry a rucksack or just a sack made of burlap, which holds the few possessions they have left. The rest of their valuables had been taken from them by the Nazis—much as vultures might prey on the remains of helpless creatures. Other photographs show groups of prisoners. They have been rounded up like cattle, to be placed on one boxcar after another. Trains of boxcars transported the victims to the concentration camps.

In films and oral histories, survivors of the camps tell their experiences. As conditions got worse, some families tried to take the precaution of sending members of the family away before they could be captured. Others tried to find places to hide.

The Holocaust Memorial Museum serves as an important source of information about this painful and terrible period of history.

1. Underline the words that tell what the candlesticks were used for. What are *candlesticks*?
2. Circle the words that tell what was filthy. What is an antonym of *filthy*?
3. Describe how the dimpled cheeks of children look. Define *dimpled*.
4. Underline the words that tell what some people carried in a rucksack. What is a *rucksack*?
5. Circle the words that tell what is made of burlap. What might *burlap* be used for?
6. Why were the Nazis like vultures? What are *vultures*?
7. Who was loaded into the boxcar of a train? What is a *boxcar*?
8. Underline the words that tell what some people tried to do as a precaution. Define *precaution*.

“Letters from Rifka” by Karen Hesse
Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

- | | | | |
|--------------|------------------|---------------|---------------|
| attitude | challenge | communication | competition |
| compromise | conflict | danger | desire |
| disagreement | misunderstanding | obstacle | opposition |
| outcome | resolution | struggle | understanding |

A. Use your own words or phrases to complete the paragraph below.

Sometimes, if a **conflict** comes too close, families _____ to leave their _____ . If their lives continue to be in **danger**, they may even emigrate to another _____. It can be a **challenge** to maintain a positive **attitude** when leaving everything _____ .

B. Follow the directions in responding to each of the items below.

1. List two groups of people you learned about in school that were forced to flee their homes as a result of war.

_____ .

2. Choose one of the groups listed above, and briefly explain the **conflict** that forced its members to flee. Then, explain the **struggles** they faced in their new home.

C. Complete the sentence below. Then, write a short paragraph in which you connect this experience to the Big Question.

The true losers in a war are _____

from Letters from Rifka by Karen Hesse

Reading: Read Ahead to Verify Predictions and Reread to Look for Details

A **prediction** is an informed guess about what will happen. Use details in the text and your own knowledge and experience to make predictions as you read. Then, **read ahead to verify predictions**, to check whether your predictions are correct.

- As you read, ask yourself whether new details support your predictions. If they do not, revise your predictions based on the new information.
- If the predictions you make turn out to be wrong, **reread to look for details** you might have missed that would have helped you make a more accurate prediction.

If it had not been for your father, though, I think my family would all be dead now: Mama, Papa, Nathan, Saul, and me.

Details in this passage can help you predict that the narrator will reveal that Rifka has escaped a dangerous situation. You can read further in the excerpt from *Letters from Rifka* to check this prediction.

DIRECTIONS: Complete the following chart. If a prediction in the second column is correct, write Correct in the third column. If a prediction is wrong, write Incorrect in the third column. Then, in the fourth column, describe what does happen, and include a detail that would have allowed an accurate prediction. The first item has been completed as an example.

Detail in Letters from Rifka	Prediction	Verification of Prediction	Event in Selection and Additional Detail
1. Tovah's father helps Rifka's family.	Tovah's father is in danger.	Incorrect	Tovah's father makes it home safely: "I am sure you and Cousin Hannah were glad to see Uncle Avrum come home today."
2. Rifka is not sure she will be able to distract the guards.	Rifka will not succeed.		
3. Nathan deserts the army.	Soldiers will look for Nathan.		
4. Rifka says, "Don't we need papers?"	Papa will find the papers.		

from Letters from Rifka by Karen Hesse
Literary Analysis: Characters

A **character** is a person or an animal that takes part in the action of a literary work.

- A **character’s motives** are the emotions or goals that drive him or her to act one way or another. Some powerful motives are love, anger, and hope.
- **Character traits** are the individual qualities that make each character unique. These may be things such as stubbornness, sense of humor, or intelligence.

Characters’ motives and qualities are important because they influence what characters do and how they interact with other characters. As you read, think about what the characters are like and why they do what they do. For example, consider this passage:

I am sure you and Cousin Hannah were glad to see Uncle Avrum come home today. How worried his daughters must have been after the locked doors and whisperings of last night.

This passage illustrates Rifka’s character traits: her caring nature and concern for others. It also suggests a motive for her actions: She wants her family to be safe.

A. DIRECTIONS: *After each character’s name, write as many adjectives as you can think of that describe that character’s traits.*

1. **Rifka:** _____

2. **Papa:** _____

B. DIRECTIONS: *Each quotation on the right states or hints at a motive for one of the actions on the left. On the line before each action, write the letter of the quotation that provides the motive.*

- | | |
|---|--|
| <p>___ 1. Rifka writes to Tovah.</p> <p>___ 2. Nathan deserts the army.</p> <p>___ 3. Rifka distracts guards.</p> <p>___ 4. Mama insists on taking candlesticks.</p> <p>___ 5. Avrum helps the family escape.</p> | <p>A. “I’ve come,” he said, “to warn Saul.”</p> <p>B. “Soon enough they will sweep down like vultures to pick our house bare.”</p> <p>C. “We made it!”</p> <p>D. “If it had not been for your father, . . . my family would all be dead now.”</p> <p>E. “I knew, no matter how frightened I was, I must not let them find Nathan.”</p> |
|---|--|

from Letters from Rifka by Karen Hesse

Vocabulary Builder

Word List

distract emerged huddled peasants precaution regiment

A. DIRECTIONS: *Using your knowledge of the underlined words and the context of the sentences, answer each question below. Consult a dictionary if necessary.*

1. What might Rifka have done to distract the guards?

2. If Nathan had emerged from under the burlap bags, what might have happened?

3. Why had the family huddled in Tovah's cellar through the night?

4. Aside from a desire to join his family, why might Nathan have deserted his regiment?

5. Why might the peasants ransack homes that have been deserted?

6. Why did Rifka consider shutting Tovah out of the cellar a reasonable precaution?

B. WORD STUDY *The Latin root -tract- means "pull" or "drag." Answer each of the following questions using one of these words containing -tract-: attractive, protracted, retract.*

1. What are you doing when you *retract* a statement that you made?

2. What might cause a criminal trial to become *protracted*?

3. What are some things people might do to look *attractive*?

from Letters from Rifka by Karen Hesse
Enrichment: Aleksandr Pushkin

On her flight from Russia, Rifka carries a book by Aleksandr Pushkin that her cousin Tovah has given her. Pushkin was a Russian writer who lived from 1799 to 1837. Many critics consider him the greatest Russian poet. He also wrote plays, novels, and essays. In his writing, he used the common speech of Russians. That style influenced many other Russian writers.

DIRECTIONS: *Read this poem by Pushkin. Then, answer the questions that follow.*

A Little Bird

In alien lands devoutly clinging
To age-old rites of Russian earth,
I let a captive bird go winging
To greet the radiant spring's rebirth.

My heart grew lighter then: why mutter
Against God's providence, and rage,
When I was free to set aflutter
But one poor captive from his cage!

1. What might the speaker mean by "alien lands"?

2. To whom or what might the speaker be referring when he talks about the "captive bird"?

3. How is Rifka like the bird, "set aflutter" in freedom? Explain your ideas.

from Letters from Rifka by Karen Hesse

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Rifka acts differently toward Saul than she does toward Nathan. Which brother does she like better? What details from the story reveal her feelings?

2. Why is Rifka ashamed about her feelings toward her brother Saul? What does her shame reveal about her character?

3. Nathan faces a special punishment for desertion from the Russian army because he is Jewish. How does Nathan's problem help to explain why Rifka's whole family is trying to escape to America?

4. Based on the following passage from the story, what do you predict Rifka would do if she saw that Nathan was in danger of being discovered by the guards? Is it possible to verify this prediction from details in the story?

Nathan hid under a stack of burlap bags, one boxcar away from me. I knew, no matter how frightened I was, I must not let them find Nathan.

5. In *Letters from Rifka*, Mama is very determined to take the candlesticks on the trip to America. Why do you think the candlesticks are so important to her?

6. What can the reader predict about the guards from this line from *Letters from Rifka*? What detail helps in the prediction?

They [the guards] did not notice me at first.

7. In the middle of *Letters from Rifka*, Rifka writes,

I would have liked to fly away, to race back up the road, stopping at every door to say goodbye, to say that we were going to America.

What key features of Rifka’s character are revealed in this passage?

8. Rifka writes to Tovah,

Your gift to me, the book of Pushkin, I did not pack. I kept it out, holding it in my hands.

Based on what this passage tells you about Rifka, use the chart below to make two predictions about what kind of career Rifka will pursue when she gets older. In the second column, explain the reason for your choice. In the third column, indicate whether your prediction can be verified by details from the text of the story.

	Career Choice	Reason for Prediction	Prediction Verified by Text?
Prediction 1			
Prediction 2			

9. *Letters from Rifka* is in part a story of how people find the strength and courage to get through difficult times. How does letter-writing help Rifka through hard times? How do both Rifka and Tovah benefit from the letters that Rifka writes? Use details from the story to support your answer.

10. Read this sentence from *Letters from Rifka*, and then define *emerged* on the line below.

As Papa expected, not long after he, Mama and the boys had hidden themselves, two guards emerged from a wooden shelter.

If you know that a shelter is indoors or underground, then you can tell that when the guards *emerged*, they

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Rifka's life is about to change completely. In an essay, describe three ways in which her life may be different once the family arrives in America. Base your predictions on what the story reveals about Rifka's character and the situation her family faced while in Russia.
12. Rifka and Nathan are about to face the challenges and hardships of a long, dangerous trip to a distant land. In an essay, discuss how their character traits will affect their chances of making it safely to America. Which traits do they share? How will their character traits help them? Use examples from *Letters from Rifka* to support your answer.
13. Rifka and her family are facing the difficult task of leaving their homeland and journeying thousands of miles to a faraway country about which they know very little. Based on what you read about conditions in Russia at the time, why would Rifka's family want to make such a long, difficult journey? What will they lose? What problems and opportunities likely await them in America? Discuss these issues in an essay, supporting your answer with concrete examples.
14. **Thinking About the Big Question: Does every conflict have a winner?** Think about the main conflict in *Letters from Rifka*. Write an essay explaining the conflict. Who is involved in it? Who is the winner? What would have happened if the other side had won?

Oral Response

15. Go back to question 2, 3, or 7 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *Letters from Rifka* that will support your points. If necessary, make notes to guide your response.

from Letters from Rifka by Karen Hesse

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. Where are Rifka and her family heading as she writes her letter?
- A. to Russia
 - B. to Poland
 - C. to prison
 - D. back home
- ___ 2. Which family member in *Letters from Rifka* does not know about the escape?
- A. Uncle Avrum
 - B. Hannah
 - C. Tovah
 - D. Bubbe Ruth
- ___ 3. How does Rifka feel about Uncle Avrum?
- A. She is angry with him.
 - B. She is jealous of him.
 - C. She is grateful to him.
 - D. She is scornful of him.
- ___ 4. Which detail in *Letters from Rifka* helps you predict that guards will come to the railroad station?
- A. It is so dark that Rifka cannot see Nathan's eyes.
 - B. Rifka hides her mother's candlesticks in her rucksack.
 - C. At dawn, Rifka stands alone outside a boxcar.
 - D. Nathan asks Rifka whether she can distract the guards.
- ___ 5. Which word best describes Nathan's action of returning home to warn Saul in *Letters from Rifka*?
- A. brave
 - B. cowardly
 - C. boastful
 - D. cruel
- ___ 6. Why is Rifka at first happy to think that Saul will go into the army?
- A. He is cruel to her and often violent.
 - B. He has always wanted to join the army.
 - C. He will make the family proud.
 - D. He teases her and drives her crazy.

- ___ 7. In *Letters from Rifka*, why does the family decide to leave their home?
- A. Family members have sent them the fare to America.
 - B. They do not have enough food to survive the winter in Russia.
 - C. They want to save Nathan's life and keep Saul out of the army.
 - D. Their neighbors have betrayed them to the soldiers.
- ___ 8. Why does Rifka's mother take the candlesticks?
- A. She does not want the peasants to steal them.
 - B. She hopes to use them as a weapon.
 - C. They were a gift from her beloved sister.
 - D. They belong to Uncle Avrum.
- ___ 9. What can you predict about Rifka's family from this quotation?
- They bring him back and kill him in front of his regiment as a warning to the others. Those who have helped him, they also die.
- A. The whole family will die.
 - B. The whole family is in danger.
 - C. Only Rifka's father is in danger.
 - D. Only Nathan is in danger.
- ___ 10. In *Letters from Rifka*, what does Papa's decision to leave show about him?
- A. He hates the Russian government.
 - B. He cares deeply about his family.
 - C. He is desperate for money.
 - D. He has given in to despair.
- ___ 11. In *Letters from Rifka*, why isn't Tovah allowed to hear the plans for escape?
- A. She is unable to keep a secret.
 - B. She is too young to understand.
 - C. The family wants to keep her from worrying.
 - D. The family wants to keep her out of danger.
- ___ 12. Which phrase best describes Rifka's relationship with Tovah?
- A. competitive and jealous
 - B. friendly but distant
 - C. warm and loving
 - D. cold and uncaring

Vocabulary and Grammar

- ___ 13. In which of these sentences about *Letters from Rifka* is the word *distract* used correctly?
- A. Rifka's letter was written to distract Tovah's worry.
 - B. Papa had to distract his family to leave.
 - C. Rifka had to distract the guards from their search.
 - D. In order to capture and distract Nathan, the guards searched the train.
- ___ 14. In *Letters from Rifka*, when the guards *emerged* from the shelter, what happened?
- A. They became difficult to see.
 - B. They came into view.
 - C. They dried off.
 - D. They yielded to other guards.
- ___ 15. Which of the following sentences about *Letters from Rifka* uses the present participle of a verb?
- A. Rifka and her family are going to Poland.
 - B. Hannah drapes a shawl over Rifka's shoulders.
 - C. At the train station, Papa whispered to Rifka.
 - D. Rifka had packed Mama's candlesticks in her rucksack.

Essay

16. Rifka's life is about to change completely. In an essay, describe three ways in which her life may be different. Consider what you know about Rifka's life. When does the story take place? Where has she been living? Where does Papa say they are going? Use details from *Letters from Rifka* to make your predictions.
17. Rifka and Nathan have character traits that will help them face the dangers and hardships of their journey. In an essay, describe those character traits. Explain how they will help Rifka and Nathan. Use details from *Letters from Rifka* to support your answer.
18. **Thinking About the Big Question: Does every Conflict have a winner?** The main conflict in *Letters From Rifka* is between Rifka's family and the government. Write an essay describing the conflict. Explain who is involved in it, and tell who the winner is.

from Letters from Rifka by Karen Hesse

Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. Rifka is grateful to Uncle Avrum because
- A. he gave her family money.
 - B. he helped her family plan their escape.
 - C. he distracted the guards.
 - D. he hid Nathan from the guards.
- ___ 2. Nathan asks Rifka to distract the guards because
- A. they are not likely to suspect her.
 - B. he does not think the family will escape.
 - C. Papa is not brave enough to do it.
 - D. she is the smartest one in the family.
- ___ 3. Rifka agrees to try to distract the guards because
- A. she does not fear them.
 - B. she is the youngest.
 - C. she does not want to disappoint Nathan.
 - D. she wants to prove her courage to Tovah.
- ___ 4. Which detail in *Letters from Rifka* helps you predict that guards will come to the railroad station?
- A. There had been locked doors and whispering the night before.
 - B. At dawn, Rifka stands alone outside a boxcar in the train station.
 - C. The members of the family hide in different cars of the train.
 - D. Nathan asks Rifka whether she can distract the guards.
- ___ 5. What can the reader predict about the guards from this line from *Letters from Rifka*?
- They [the guards] did not notice me at first.
- A. The guards will not notice Rifka.
 - B. The guards will soon notice Rifka.
 - C. The guards will keep Rifka from leaving.
 - D. The guards will try to help Rifka.
- ___ 6. If Rifka is not successful at distracting the guards, what is likely to happen?
- A. The family will escape without her.
 - B. The family will be killed.
 - C. Saul will enlist in the army.
 - D. Uncle Avrum will be imprisoned.
- ___ 7. In *Letters from Rifka*, Nathan's life is in danger because
- A. he has refused to fight in battle.
 - B. he has refused to join the army.
 - C. he is a Jew and a deserter.
 - D. he was not born in Russia.

- ___ 8. In *Letters from Rifka*, what character trait does Nathan display by deserting?
- A. cowardice
 - B. uncertainty
 - C. obedience
 - D. courage
- ___ 9. What can the reader predict about Rifka's family from this quotation?
- They bring him back and kill him in front of his regiment as a warning to the others. Those who have helped him, they also die.
- A. The whole family is in danger.
 - B. Both Saul and Nathan are in danger.
 - C. Only Saul is in danger.
 - D. Only Nathan is in danger.
- ___ 10. Why is Rifka ashamed of her reaction when she hears that Saul must join the army?
- A. She knows that Saul will probably be killed.
 - B. She realizes that they are all in danger.
 - C. She thinks that her father feels the same way.
 - D. She knows that Saul is fond of her.
- ___ 11. What is the meaning of this passage from *Letters from Rifka*?
- "Don't we need papers?" I asked.
- Papa looked from Nathan to Saul. "There is no time for papers," he said.
- A. The family will leave the country without the government's permission.
 - B. The family cannot wait until the next day's newspapers are published.
 - C. The family will not have time to look for their birth certificates.
 - D. The family will have to leave all their paper goods behind.
- ___ 12. In *Letters from Rifka*, Papa's motive for leaving his home is
- A. his hatred of the Russian government.
 - B. his desire to live in America.
 - C. his concern for his family.
 - D. his concern for Rifka's safety.
- ___ 13. Rifka's family plans to go to America because
- A. they have relatives there.
 - B. Papa knows he can find work there.
 - C. it is the only country that will accept them.
 - D. it is the closest country.
- ___ 14. The phrase that best describes Rifka's relationship with Tovah is
- A. competitive and jealous.
 - B. friendly but distant.
 - C. warm and sisterly.
 - D. sweet but shallow.

Vocabulary and Grammar

- ___ 15. In *Letters from Rifka*, the word *huddled* best describes
- A. the way the guards walk on the train platform.
 - B. the way Nathan leaves the army.
 - C. the way Rifka's family hides in the basement.
 - D. the way Saul acts toward Rifka.
- ___ 16. In which sentence about *Letters from Rifka* is the word *emerged* used correctly?
- A. The family emerged from their hiding place after dark.
 - B. Nathan emerged from the boxcar so that no one would see him.
 - C. Rifka emerged her book in her rucksack.
 - D. The family emerged into hiding.
- ___ 17. Which of these sentences about *Letters from Rifka* uses the past principal part of a verb?
- A. Rifka has written a letter to her cousin Tovah.
 - B. Rifka's grandmother will hear of the escape.
 - C. Rifka has a copy of a book by Pushkin in her hand.
 - D. Rifka distracted the guards at the railroad station.
- ___ 18. Which of these sentences about *Letters from Rifka* contains a past participle?
- A. Rifka is writing to her cousin Tovah as the story opens.
 - B. Rifka agrees that she will be able to distract the guards.
 - C. Rifka admits that she had wanted to fly away.
 - D. Rifka writes that her family huddled in the cellar.
- ___ 19. What is the principal part of the italicized verb in this sentence from *Letters from Rifka*?
- Papa said we must tell no one we were *leaving*, not even Bubbe Ruth.
- A. present
 - B. present participle
 - C. past
 - D. past participle

Essay

20. Rifka and Nathan have character traits that will help them face the dangers and hardships ahead of them on their journey. In an essay, describe those character traits. Which traits do they share? How will their character traits help them? Use two or three examples from *Letters from Rifka* to support your answer.
21. Rifka accepts the responsibility of distracting the guards at the train station. What motives and character traits does she possess that might help her perform this dangerous job? In an essay, explain why you think she succeeds. Use three details from *Letters from Rifka* to support your answer.
22. **Thinking About the Big Question: Does every conflict have a winner?** Think about the main conflict in *Letters from Rifka*. Write an essay explaining the conflict. Who is involved in it? Who is the winner? What would have happened if the other side had won?

“Two Kinds” by Amy Tan
Vocabulary Warm-up Word Lists

Study these words from “Two Kinds.” Then, complete the activities.

Word List A

arched [AHRCHT] *adj.* having a curved shape at the top

Beth reached up and touched the arched ceiling.

assured [uh SHOORD] *v.* promised confidently

The doctor assured Ann that she would soon feel better.

exist [eg ZIST] *v.* to have reality; to be

Does the Loch Ness monster really exist?

nervousness [NER vuhs nes] *n.* uneasiness or worry about something

Evan’s nervousness about his new job soon went away.

regret [ri GRET] *n.* a troubled feeling over something that happened

Sue remembered with regret that awful day when she embarrassed her best friend, Beth.

sulky [SUHL kee] *adj.* ill-humored or gloomy

He gave her a sulky look when she refused to accompany him.

talented [TAL uhn tid] *adj.* gifted or having natural ability

The talented singer amazed the audience with the range of her voice.

uneven [uhn EE vuhn] *adj.* rough or irregular

The hem of the skirt was uneven.

Word List B

assortment [uh SAWRT muhnt] *n.* a collection or variety

Sam chose a praline from the assortment of candy.

fascinated [FAS uh nay tid] *v.* intently interested by something

Chris was fascinated by the novel.

heaving [HEEV ing] *v.* rising and falling

After lifting the heavy table, her chest was heaving.

images [IM uh jiz] *n.* pictures, ideas, or likenesses of something or someone

Many images came to mind when she thought about the holidays.

miniature [MIN ee uh cher] *adj.* very small

The dollhouse contained miniature furniture.

petals [PET uh lz] *n.* the colored parts of a flower that are shaped like leaves

The rose petals were a pretty shade of yellow.

purely [PYOOR lee] *adv.* entirely

We met purely by accident.

throughout [throo OWT] *adv.* in or during every part of; from start to finish

There was lively conversation throughout dinner.

“Two Kinds” by Amy Tan
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Delia was in a pouty, [1] _____ mood. It was the day she was supposed to take pictures for the yearbook, but nothing was going right. Her camera was out of film, and her alarm clock had not sounded on time. When she looked in the mirror, she saw that her bangs were [2] _____. All these problems added to the [3] _____ she was feeling. She began to think she would remember this day with [4] _____. What had she been thinking about when she volunteered for this job? When she got to school and walked through the [5] _____ gates, she saw her friend Gary. He told her not to worry. “You are one of the most [6] _____ photographers ever to [7] _____ around here,” he [8] _____ her with a smile.

Exercise B Decide whether each statement below is true or false. Circle T or F. Then, explain your answer.

1. Artists usually do not have many mental images when they paint.
T / F _____
2. If you are breathing heavily, your chest may be heaving.
T / F _____
3. If a library has a large assortment of books, it does not have much to read.
T / F _____
4. *Bored* is the opposite of *fascinated*.
T / F _____
5. An adult can sit comfortably on a miniature chair.
T / F _____
6. If you leave a performance early, you will have stayed throughout it.
T / F _____
7. If something happens purely by design, it was completely planned.
T / F _____
8. Most flowers do not have colorful petals.
T / F _____

“Two Kinds” by Amy Tan
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Julie and her teammates thought their soccer team was the pits. The Hawks had been playing together for a while, but the results of their efforts were uneven at best. Once the other team scored a goal, the Hawks would stop trying. It was as if their efforts had failed to exist at all.

One day something happened, and that something was Coach Mary Michaels. Coach Michaels made the Hawks practice every day. The girls were in a sulky mood at first, but that did not bother the coach. She just kept them running, drilling, and practicing plays. Coach told them, “You are already talented athletes. All you need is lots of practice and belief in yourselves.”

Then, a miracle happened. The Hawks won a game! The more they believed they could win, the more games they won. The Hawks made it into the county championship finals.

On a cold October day, the girls faced their biggest challenge—the Rockets, one of the highest-rated teams. Julie began to feel her old feeling of nervousness, and she sensed it in her teammates, too. The Hawks took the field. The teams were evenly matched. The Hawks scored a goal, and their spirits soared. Then, near the end of the second half, the Rockets scored. The game was tied.

The Hawks faltered. Julie felt it, that feeling of giving up before it was over. The coach talked to them as she rotated the players. “Don’t give up,” she said. “If you lose without trying, it will be a regret you’ll always have.” The Hawks kept trying. Then, at the last minute, a Rocket forward landed a goal in the arched net. The whistle blew, and the game was over.

Julie and her teammates hung their heads, but to their surprise Coach Michaels greeted them with a smile. “Sure, we like to win games,” she assured them, “but that is not the only way to measure victory. Today you won something more important: self-respect.” Julie would always remember those words.

1. Underline the words that tell what was uneven. Define *uneven*.
2. Underline the words that explain why it seemed that the team’s efforts did not exist at all. Use *exist* in a sentence.
3. Circle the word that sulky describes. How would a person with a *sulky* expression look?
4. Underline the words that tell the two things the coach told the players they needed, in addition to being talented. Define *talented*.
5. Underline the words that give a clue to the meaning of nervousness. What is *nervousness*?
6. Underline the words that tell what regret the team would always have, according to the coach. Use *regret* in a sentence.
7. Circle the word that tells what was arched. What does an *arched* object look like?
8. Underline the words that tell what the coach assured the players. What does *assured* mean?

“Two Kinds” by Amy Tan
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Chinatown, in San Francisco, is one of the largest communities of Chinese Americans and Asian Americans in the United States. Chinese immigrants have been settling there since the 1850s. One of its famous sights is the Gateway to China. Built in the 1970s, the gateway is known throughout the world as a symbol of San Francisco’s Chinatown.

As you walk along the streets of Chinatown, your senses are bombarded by an assortment of smells, sounds, and sights. Flower markets catch the eye. The petals of red, yellow, pink, and white flowers create a dazzling splash of color.

Strollers are fascinated by the many objects in souvenir shops. Miniature statues of animals, paper fans, umbrellas, jade jewelry, and silk dresses are just some of the shops’ treasures. Pieces of furniture painted with dragons, butterflies, and flowers are purely imaginative works of art.

Many of the buildings in San Francisco’s Chinatown are banks or offices. They were built to look like traditional Chinese buildings, however. They bring to mind images of Asian culture.

Perhaps most important, visitors breathe deeply of the delicious smells that waft from the restaurants. If you enjoy spicy food, this is the place to find it. If you do not like spicy food, be careful. More than one diner has experienced a heaving chest after tasting a bit of red pepper. There is mild food, too, however. At the end of the meal comes the fortune cookie. The little piece of rolled-up paper inside the cookie may contain a prediction about the future.

Chinatown is also known for its colorful parades, with dancing dragons and fireworks, especially during the Chinese New Year’s celebration. San Francisco’s Chinatown is an intriguing neighborhood with a population, culture, and history all its own.

1. The gateway is a symbol of Chinatown throughout the world. What is another word for throughout? Use *throughout* in a sentence.
2. Underline the words that tell what assortment of things bombard the senses. What is an *assortment*?
3. Underline the words that give clues to the meaning of the word petals. What is your favorite flower, and what color is its *petals*?
4. Underline the words that tell what the strollers are fascinated by. Define *fascinated*.
5. Circle the words that tell what kind of miniature objects are sold in the souvenir shops. Name some other *miniature* objects that are sold in stores.
6. What is a synonym for purely? Use *purely* in a sentence.
7. Circle the words that tell what images are brought to mind. Define *images*.
8. What food may bring about a diner’s heaving chest? What does *heaving* mean?

“Two Kinds” by Amy Tan
Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

- | | | | |
|--------------|------------------|---------------|---------------|
| attitude | challenge | communication | competition |
| compromise | conflict | danger | desire |
| disagreement | misunderstanding | obstacle | opposition |
| outcome | resolution | struggle | understanding |

A. Use one or more words from the list above to complete each sentence.

1. It can be a _____ to try to live up to someone else’s expectations.
2. People should be free to pursue the goals they truly _____.
3. Through _____, they can reach a(n) _____.
4. That way, their efforts can better achieve a positive _____.

B. Follow the directions in responding to each of the items below.

1. Describe a time when you did not live up to someone else’s expectations or they did not live up to yours. _____

2. Write two or three sentences explaining how the preceding experience affected you and the other person involved. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this experience to the Big Question.

When a person does not live up to someone else’s expectations, the loser is _____

“Two Kinds” by Amy Tan
Reading: Read Ahead to Verify Predictions
and Reread to Look for Details

A **prediction** is an informed guess about what will happen. Use details in the text and your own knowledge and experience to make predictions as you read. Then, **read ahead to verify predictions**, to check whether your predictions are correct.

- As you read, ask yourself whether new details support your predictions. If they do not, revise your predictions based on the new information.
- If the predictions you make turn out to be wrong, **reread to look for details** you might have missed that would have helped you make a more accurate prediction.

“Of course you can be prodigy, too,” my mother told me when I was nine. “You can be best anything.”

Details in this passage can help you predict that the narrator’s mother will encourage her to become a prodigy. You can read further in “Two Kinds” to check this prediction.

DIRECTIONS: Complete the following chart. If a prediction in the second column is correct, write Correct in the third column. If a prediction is wrong, write Incorrect in the third column. Then, in the fourth column, describe what does happen, and include a detail that would have allowed an accurate prediction. The first item has been completed as an example.

Details in “Two Kinds”	Prediction	Verification of Prediction	Event in Selection and Additional Detail
1. The mother wants her daughter to be “a Chinese Shirley Temple.”	The daughter will become the Chinese Shirley Temple.	Incorrect	The narrator fails at being Shirley Temple. “We didn’t immediately pick the right kind of prodigy.”
2. The daughter begins to think thoughts with “won’ts.”	The daughter will rebel against her mother.		
3. The narrator must perform a simple piece “that sounded more difficult than it was.”	She will perform well.		
4. The daughter sees her mother’s offers of the piano “as a sign of forgiveness.”	The daughter will take the piano.		

“Two Kinds” by Amy Tan
Literary Analysis: Characters

A **character** is a person or an animal that takes part in the action of a literary work.

- A **character’s motives** are the emotions or goals that drive him or her to act one way or another. Some powerful motives are love, anger, and hope.
- **Character traits** are the individual qualities that make each character unique. These may be things such as stubbornness, sense of humor, or intelligence.

Characters’ motives and qualities are important because they influence what characters do and how they interact with other characters. As you read, think about what the characters are like and why they do what they do. For example, consider this passage:

She had come here in 1949 after losing everything in China: her mother and father, her family home, her first husband, and two daughters, twin baby girls. But she never looked back with regret. There were so many ways for things to get better.

This passage illustrates the mother’s character traits: her strength and courage. It also suggests a motive for her actions: She wants things to get better.

A. DIRECTIONS: *After each character’s name, write as many adjectives as you can think of that describe that character’s traits.*

1. **The daughter:** _____

2. **The mother:** _____

B. DIRECTIONS: *Each quotation on the right states or hints at a motive for one of the actions on the left. On the line before each action, write the letter of the quotation that provides the motive.*

- | | |
|---|--|
| <p>___ 1. Daughter wants to become a prodigy.</p> <p>___ 2. Mother pushes her daughter to be a prodigy.</p> <p>___ 3. Daughter refuses to play the piano.</p> <p>___ 4. Mother offers her daughter the piano.</p> <p>___ 5. Daughter begins to resist her mother’s efforts to make her a prodigy.</p> | <p>A. I could sense her anger rising to its breaking point. I wanted to see it spill over.</p> <p>B. I was filled with a sense that I would soon become <i>perfect</i>. My mother and father would adore me.</p> <p>C. I saw the offer as a sign of forgiveness, a tremendous burden removed.</p> <p>D. I won’t let her change me, I promised myself. I won’t be what I’m not.</p> <p>E. “Only ask you be your best. For your sake.”</p> |
|---|--|

“Two Kinds” by Amy Tan
Vocabulary Builder

Word List

conspired devastated expectations nonchalantly reproach sentimental

A. DIRECTIONS: *Using your knowledge of the underlined vocabulary words and the context of the sentences, answer each question below. Consult a dictionary if necessary.*

1. Would the daughter have been beyond reproach if she had become a prodigy? Why or why not?

2. How would the daughter have felt when her mother’s expression devastated her?

3. If the mother and Old Chong conspired to hold a talent show, whose idea was it? How do you know?

4. What trait might identify someone as a sentimental person?

5. How would you describe a person who is nonchalant about something?

6. What expectations does the mother have for her daughter?

B. WORD STUDY: *The Latin root -spir- means “breath.” Given this fact, what is a likely definition of the words below?*

- ___ 1. expire
 - A. to forget, or let go of memories
 - B. to die, or breathe one's last
 - C. to refuse, or dig in one's heels
 - D. to show respect, or bow one's head
- ___ 2. perspire
 - A. to give up, or surrender
 - B. to dream, or create a fantasy
 - C. to emit, or "breathe," through pores
 - D. to ask, or "cry out" for, permission

“Two Kinds” by Amy Tan
Enrichment: Performing Arts

“Two Kinds” suggests that there are three ingredients necessary to succeed as a performer: talent, interest, and commitment. Have you ever thought of performing? Here are some questions to think about:

- Can I learn the skill on my own, or will I need to take lessons?
- Does my school offer lessons, or will I have to find instruction outside school?
- Can I take group lessons, or are individual lessons necessary?
- Does my school provide a list of instructors? Should I ask others for recommendations? Should I check a phone directory or Internet listing?
- Do I have time for this commitment? Can I balance it with my other responsibilities?

A. DIRECTIONS: *Think of a performing art that interests you. It might be ballet, singing, acting, playing an instrument, stand-up comedy, or some combination of these. Then, answer these questions.*

1. What is the performing art in which I am interested? _____
2. What would be my first step in acquiring the skill needed to practice this art?

3. What other steps should I take to develop my skill in this art?

B. DIRECTIONS: *Find out from an instructor or from someone who is involved in the art how many hours each week you will need to set aside for practice. Then, use this chart to budget your time. Assume that you will have sixteen hours each day for all of your activities, or 112 hours per week.*

Activity	M	Tu	W	Th	F	Sat	Sun	Total hours/ week (112 total)
School								
Homework								
Sports								
Chores								
Leisure								
Other								
Practice								

from Letters from Rifka by Karen Hesse

“Two Kinds” by Amy Tan

Integrated Language Skills: Grammar

Regular and Irregular Verbs

A **verb** expresses an action or a state of being. Every complete sentence needs to include at least one verb. Verbs have different forms, or tenses, that tell you when the action described took place. The four main tenses are *present*, *present participle*, *past*, and *past participle*.

Most verbs are *regular*; that is, their tenses are formed in a predictable way.

I *climb* that mountain every day.

Last month, Michael *climbed* that mountain.

Jessica *has often climbed* that mountain.

Verbs that are *irregular* do not follow a predictable pattern.

I *am* a mountain climber.

Michael *was* a mountain climber before he broke his leg.

Jessica *has been* a mountain climber since she learned to walk.

A. PRACTICE: *Underline the verbs in each sentence. On the line, identify each verb as regular or irregular. Then, identify the tense of each verb. The tense will be present, present participle, past, or past participle.*

1. Her brother ran away from the army.

Regular/Irregular: _____; **Principal part:** _____

2. The whole family fled from their home and is starting a new life.

Regular/Irregular: _____; **Principal part:** _____

Regular/Irregular: _____; **Principal part:** _____

3. Rifka was courageous, and she saved her family.

Regular/Irregular: _____; **Principal part:** _____

Regular/Irregular: _____; **Principal part:** _____

B. Writing Application: *Write a paragraph about a time when you or someone you know faced a frightening situation. Use at least three regular verbs and three irregular verbs. Underline each regular verb once and each irregular verb twice.*

from Letters from Rifka by Karen Hesse

“Two Kinds” by Amy Tan

Integrated Language Skills: Support for Writing a Journal Entry

For your **journal entry**, put yourself in the place of the character you have chosen. Write that character’s name on the line. Jot down specific events in the story. Then, imagine what you see and what you feel, and record those ideas on this chart.

My character:

Event	Details from My Point of View	My Feelings About the Event
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Now, use your notes to write a journal entry about the situation.

from Letters from Rifka by Karen Hesse

“Two Kinds” by Amy Tan

Integrated Language Skills: Support for Extend Your Learning

Research and Technology: *from Letters from Rifka*

Use this chart to record information for your **outline** of findings about the persecution of Jews in Russia in the early twentieth century.

Russia in the Early Twentieth Century	Jewish Persecution in Early-Twentieth-Century Russia

Research and Technology: “Two Kinds”

Use this chart to record information for your **outline** of findings about traditional Chinese beliefs and customs concerning the relationship between parents and children.

Father’s Role	Mother’s Role	Daughter’s Role	Son’s Role

“Two Kinds” by Amy Tan
Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In “Two Kinds,” Jing-mei’s mother lost everything in China before coming to the United States. How does this experience shape her feelings about what she can expect from life in the United States? What do her expectations tell you about her character? Explain your answer with evidence from the story.

2. Early in “Two Kinds,” Jing-mei imagines herself as a prodigy in many different areas. Why does she long for such fame and accomplishment?

3. In “Two Kinds,” at first Jing-mei is as excited as her mother about becoming a prodigy. What changes her attitude? Use details from the story to support your answer.

4. In “Two Kinds,” Auntie Lindo voices the following complaint to Jing-mei’s mother: “All day she [Waverly] play chess. All day I have no time do nothing but dust off her winnings.” Is she really upset about having to do all that dusting? What does this comment show about her character?

5. Read this passage from “Two Kinds.” What does it help you predict about Jing-mei’s future as “a Chinese Shirley Temple”? Explain how the detail leads to your prediction. Instead of getting big fat curls, I emerged with an uneven mass of crinkly black fuzz.

6. In “Two Kinds,” Jing-mei and her mother argue and clash over a number of issues and incidents. Using the chart below, compare and contrast several of their key character traits.

	Traits				
Jing-mei’s mother					
Jing-mei					

7. Jing-mei’s mother has great hopes that her daughter’s recital will mark her debut as a great prodigy. What details from “Two Kinds” helps you predict that things will not turn out as Jing-mei’s mother planned?

8. In “Two Kinds,” Jing-mei’s refusal to continue with her piano lessons leads to an angry argument between mother and daughter. Lashing out at her mother, Jing-mei mentions her mother’s dead twin daughters. Why does she mention them? Did her comment have the effect she intended? Explain your answer.

9. Near the end of “Two Kinds,” Jing-mei’s mother offers to give her daughter the piano. Why does Jing-mei feel that the piano is a trophy she has won back? What does the piano represent to her?

10. Jing-mei’s mother carries great hopes for the outcome of her daughter’s piano recital. Given the disastrous results, what can you tell about the meaning of the word *devastated* in the following sentence from “Two Kinds”? Explain your answer.

But my mother’s expression was what devastated me: a quiet, blank look that said she had lost everything.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “Two Kinds,” Jing-mei and her mother are alike in certain ways and different in others. Write an essay comparing and contrasting their characters. Identify and discuss at least two similarities and two differences. Support your opinion with examples from the text of “Two Kinds” to support your opinion.
12. In “Two Kinds,” Jing-mei and her mother never discuss certain topics. In an essay, identify two of these topics and explain why the mother and daughter avoid these subjects. What does their avoidance tell you about their characters?
13. The title “Two Kinds” refers to the statement by the mother that there are only two kinds of daughters:

“Those who are obedient and those who follow their own mind!”

At the end of “Two Kinds,” Jing-mei puts the title in a different light when she realizes that the titles “Pleading Child” and “Perfectly Contented” are “two halves of the same song.” In an essay, describe the connection between these two titles and the “two kinds” of daughters. Refer to events and details in the story to support your response.

14. **Thinking About the Big Question: Does every conflict have a winner?** Consider this line from “Two Kinds”:

For unlike my mother, I did not believe I could be anything I wanted to be. I could only be me.

In an essay, explain how those words describe the conflict between the daughter and her mother. Is there a winner in the conflict? Use events and details from the story to support your answer.

Oral Response

15. Go back to question 2, 8, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Two Kinds” that will support your points. If necessary, make notes to guide your response.

“Two Kinds” by Amy Tan
Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. In “Two Kinds,” how does the mother feel about life in America?
- A. She is depressed and bitter.
 - B. She is fearful and nervous.
 - C. She is resentful and angry.
 - D. She is optimistic and expectant.
- ___ 2. In “Two Kinds,” why does the mother take her daughter to get her hair curled?
- A. She wants her daughter to look more grown-up.
 - B. She wants her daughter to look taller.
 - C. She wants her daughter to look like Shirley Temple.
 - D. She wants her daughter to be a child model.
- ___ 3. What detail in “Two Kinds” helps you predict that the daughter will not become the next Shirley Temple?
- A. She is unable to learn to dance.
 - B. She tells her mother she does not want to perform.
 - C. Her hair does not curl like Shirley Temple’s.
 - D. She tells her mother she hates Shirley Temple.
- ___ 4. In “Two Kinds,” why is the daughter at first excited about her mother’s ambitions for her?
- A. She identifies with the child star Shirley Temple.
 - B. She hopes that she will win her parents’ approval.
 - C. She wants to prove that she has more talent than Waverly.
 - D. She is bored and hopes to find an outlet for her talent.
- ___ 5. Which choice best sums up the daughter’s attitude toward her mother’s quizzes in “Two Kinds”?
- A. She is eager to please.
 - B. She wishes to perform perfectly.
 - C. She enjoys them endlessly.
 - D. She is impatient and bored.

- ___ 6. In “Two Kinds,” what does the daughter realize after she becomes angry at her reflection in the mirror?
- A. If she becomes a prodigy, she will be a sad, unpleasant girl.
 - B. If she does not become a prodigy, she will not succeed at anything.
 - C. She has the power to decide for herself who she will be.
 - D. She can be the prodigy her mother wants her to be.
- ___ 7. What best describes how the daughter and Waverly feel about each other in “Two Kinds”?
- A. warm and sisterly
 - B. friendly but distant
 - C. cold and uncaring
 - D. jealous and competitive
- ___ 8. What detail from “Two Kinds” helps you predict that the daughter might not do well at her recital?
- A. She does not practice carefully.
 - B. She refuses to practice at all.
 - C. She refuses to perform.
 - D. She gets sick beforehand.
- ___ 9. In “Two Kinds,” how does the daughter feel before her performance at the talent show?
- A. fearful
 - B. confident
 - C. nervous
 - D. bored
- ___ 10. In “Two Kinds,” how does the mother act after the piano recital?
- A. She shouts at her daughter.
 - B. She cries and cannot be comforted.
 - C. She pretends it did not matter.
 - D. She is quiet and keeps to herself.
- ___ 11. In “Two Kinds,” what character trait do the daughter and her mother share?
- A. sensitivity
 - B. stubbornness
 - C. playfulness
 - D. calmness
- ___ 12. What is the central idea of “Two Kinds”?
- A. If you do not succeed at first, try again.
 - B. A happy family requires obedient children.
 - C. An important part of growing up is discovering one’s own goals and desires.
 - D. Parents who expect a lot will inspire high levels of achievement in their children.

Vocabulary and Grammar

- ___ 13. The following sentence from “Two Kinds” suggests what meaning of *devastated*?
But my mother’s expression was what devastated me: a quiet, blank look that said she had lost everything.
- A. failed
B. surprised
C. destroyed
D. impressed
- ___ 14. In “Two Kinds,” when Old Chong and the mother *conspired* to have the daughter play in a talent show, what did they do?
- A. They worked separately.
B. They planned together secretly.
C. They asked the daughter.
D. They studied a great deal.
- ___ 15. Which of the following sentences about “Two Kinds” contains the past principal part of a verb?
- A. The narrator’s mother got an idea about Shirley Temple.
B. The narrator’s mother presents her daughter with tests.
C. The narrator’s mother watches *The Ed Sullivan Show*.
D. The narrator’s mother will conspire to hold a talent show.

Essay

16. Generations of immigrants to America have dealt with the confusions and conflicts that come from adjusting to a new culture. In an essay, describe the problems that the daughter and her mother face in “Two Kinds.” How is the mother’s process of adjustment different from the daughter’s? Use events and details from the story to support your response.
17. The daughter and her mother in “Two Kinds” are alike in certain ways and different in other ways. Write an essay comparing and contrasting their characters. Describe two similarities and two differences, and use events and details from the story to support your opinion.
18. **Thinking About the Big Question: Does every conflict have a winner?** Read this passage from “Two Kinds”:

For unlike my mother, I did not believe I could be anything I wanted to be. I could only be me.

In an essay, explain how those words describe the conflict between the daughter and her mother. Is there a winner in the conflict? If so, who is it? Use events and details from the story to support your answer.

“Two Kinds” by Amy Tan
Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. In “Two Kinds,” why does the mother take her daughter to the Mission district to get her hair curled?
- A. She wants her daughter to look more sophisticated.
 - B. She wants her daughter to look more American.
 - C. She wants her daughter to look like a Chinese Shirley Temple.
 - D. She wants her daughter to look like a model in a magazine.
- ___ 2. In “Two Kinds,” the mother’s schemes for promoting her daughter’s career as a “prodigy” are best described as
- A. sensitive and warm.
 - B. lighthearted and joyous.
 - C. insensitive and unrealistic.
 - D. well planned and carefully thought out.
- ___ 3. In “Two Kinds,” what changes the daughter’s attitude about becoming a prodigy?
- A. She sees her mother’s disappointment after she fails a test.
 - B. She realizes that she will have to learn to play the piano.
 - C. She realizes that Waverly has a natural talent for chess.
 - D. She understands that she has the talent to become a writer.
- ___ 4. When the daughter in “Two Kinds” looks in the mirror and begins thinking “thoughts filled with lots of won’ts,” the reader can predict that she will
- A. do what her mother wants her to do.
 - B. begin to rebel against her mother.
 - C. try harder to do well on the tests.
 - D. perform poorly at the piano recital.
- ___ 5. In “Two Kinds,” when the mother criticizes the girl’s performance on *The Ed Sullivan Show*, the reader can predict that she will
- A. buy her daughter a dress like the one the girl wears.
 - B. teach her daughter to play the piano.
 - C. find the girl and criticize her performance.
 - D. insist that her daughter learn to play the piano.
- ___ 6. In “Two Kinds,” the feeling of the daughter’s account of her piano lessons with Mr. Chong is
- A. angry.
 - B. comical.
 - C. sad.
 - D. bitter.

- ___ 7. In “Two Kinds,” the daughter’s behavior before the recital helps the reader predict that she will
- A. do well at her piano recital.
 - B. do badly at her piano recital.
 - C. play with feeling at her piano recital.
 - D. play confidently at her piano recital.
- ___ 8. In “Two Kinds,” the daughter’s performance at the talent show is
- A. the only time she disappoints her mother.
 - B. a painful memory that will always haunts her.
 - C. the first of many times she disappoints her mother.
 - D. the first time she makes her mother proud.
- ___ 9. In “Two Kinds,” why does the daughter mention her mother’s dead daughters when her mother insists that she practice the piano after the recital?
- A. She wants to hurt and defy her mother.
 - B. She feels bad that she is an only child.
 - C. She wants her mother to love her.
 - D. She is jealous of their talent.
- ___ 10. When the daughter in “Two Kinds” is grown up, her mother offers to give her the piano for her birthday. This act shows that the mother
- A. still believes that her daughter can become a great pianist.
 - B. wants to remind her daughter that she disappointed her parents.
 - C. wants her daughter to know that she has gotten over her disappointment.
 - D. continues to feel bitter and never wants to see the piano again.
- ___ 11. In “Two Kinds,” in which way are the daughter and her mother alike?
- A. Neither is strong willed.
 - B. Neither is stubborn.
 - C. Neither is sensitive.
 - D. Neither is hopeful.
- ___ 12. The titles of the piano pieces the daughter plays at the end of “Two Kinds” are “Pleading Child” and “Perfectly Contented.” These titles represent
- A. the daughter’s feelings about herself.
 - B. Schumann’s understanding of children and the piano.
 - C. the daughter’s feelings about learning to play the piano.
 - D. the difficulty of becoming a talented pianist.
- ___ 13. What is the theme, or central idea, of “Two Kinds”?
- A. Persistence is the key to success.
 - B. High expectations are the key to success.
 - C. Discovering one’s own goals and desires is an important part of growing up.
 - D. A family cannot be happy unless the children obey and respect their parents.

Vocabulary and Grammar

- ___ 14. In which of the following sentences is the word *conspired* used correctly?
- A. The daughter conspired to do better than Waverly at the piano recital.
 - B. The mothers in Chinatown conspired to show off their children's talent.
 - C. The mother was conspired by her daughter's piano recital.
 - D. The daughter felt conspired as she walked onstage and began to play.
- ___ 15. The word *devastated* best describes which character and situation from "Two Kinds"?
- A. the daughter after her mother offers her the piano
 - B. Mr. Chong during the daughter's lessons
 - C. the mother after the piano recital
 - D. the girl on *The Ed Sullivan Show*
- ___ 16. In which sentence about "Two Kinds" is the word *reproach* used correctly?
- A. The mother would often reproach her with a new plan for fame.
 - B. Mr. Chong's reproach to the piano was based on keeping the rhythm.
 - C. The daughter felt reproach when she watched *The Ed Sullivan Show*.
 - D. Waverly Jong's behavior as a Chinese daughter was beyond reproach.
- ___ 17. What principal part of the verb *pound* is italicized in this sentence?
It was being *pounded* out by a little Chinese girl, about nine years old.
- A. present
 - B. present participle
 - C. past
 - D. past participle

Essay

18. At the beginning of "Two Kinds," the daughter, Jing-mei, is excited by the possibility of becoming a prodigy and winning her mother's approval. Eventually she grows frustrated by her mother's demands. In an essay, discuss the ways in which Jing-mei's mother pushes her daughter. Also, describe the negative way that Jing-mei views her mother's expectations.
19. The title "Two Kinds" refers to the statement by the mother that there are only two kinds of daughters:
"Those who are obedient and those who follow their own mind!"
At the end of "Two Kinds," the daughter puts the title in a different light when she realizes that the titles "Pleading Child" and "Perfectly Contented" are "two halves of the same song." In an essay, describe the connection between these two titles and the "two kinds" of daughters. Refer to events and details in the story to support your response.
20. **Thinking About the Big Question: Does every conflict have a winner?** Consider this line from "Two Kinds":
For unlike my mother, I did not believe I could be anything I wanted to be. I could only be me.
In an essay, explain how those words describe the conflict between the daughter and her mother. Is there a winner in the conflict? Use events and details from the story to support your answer.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Vocabulary Warm-up: Word Lists

Study these words from “Seventh Grade” and “Melting Pot.” Then, complete the activities.

Word List A

attitude [AT i tood] *n.* feeling or opinion about something
Jack had a poor attitude after losing the game.

bustled [BUHS uhld] *v.* rushed around being busy
The woman bustled around reorganizing the shelves.

broad [BRAWD] *adj.* of great width
The artist used broad strokes to paint the gaping night sky.

concept [KAHN sept] *n.* a general idea
Young children sometimes forget the concept of sharing.

confusing [kuhn FYOOZ ing] *adj.* difficult to understand
Einstein’s theory of relativity is confusing to most people.

provide [proh VYD] *v.* to give or supply something to someone
We provide childcare services to working mothers.

squirmed [SKWERMD] *v.* wriggled about uncomfortably from embarrassment or shame
Josie squirmed with embarrassment when her friend teased her.

suggest [suhg JEST] *v.* to offer an idea
Most doctors will suggest a well-balanced diet.

Word List B

admiring [ad MYR ing] *v.* thinking how beautiful or impressive someone or something is
I could not help admiring my friend’s confidence when she spoke.

bluff [BLUHF] *v.* to fake it; act confident; pretend to be sure or positive
The professional spy could bluff her way out of a dangerous situation.

failure [FAYL yer] *n.* lack of success
Mike’s failure to make the team forced him to work harder for the next tryouts.

lingered [LING erd] *v.* stayed or waited around
A small group lingered after the party to help clean up.

local [LOH kuh] *adj.* from a certain area or place
The city’s veterans marched in the local parade.

nevertheless [nev er thuh LES] *adv.* in spite of what has just been said
My father dislikes football; nevertheless, he enjoys watching me play.

suburbs [SUHB erbz] *n.* areas around or along the borders of the city
Lisa grew up in the suburbs of Chicago but now works in the city.

recent [REE suhnt] *adj.* having happened a short time ago
My nephew’s recent visit has left my family exhausted.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Vocabulary Warm-up Exercises

Exercise A *Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.*

Annie’s assignment was to [1] _____ her debating team with an argument against a new dress code. For days she [2] _____ around the campus, getting other students’ opinions. Annie made certain to speak with a [3] _____ range of students. One student thought the code was [4] _____ and made no sense. Many other students agreed that they had no [5] _____ of what the new dress code meant. Overall, the students had a negative [6] _____ about the dress code. During the debate, Annie [7] _____ uncomfortably as her opponent argued for the code. When it was her turn, Annie argued that the dress code was too unclear to be passed. Her argument was met with enough applause to [8] _____ that she had won the debate.

Exercise B *Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.*

1. He cast an admiring glance at the disagreeable clerk.

2. People who bluff their way to success are honest.

3. John was happy to have graduated but nevertheless happy to say goodbye.

4. Their failure to win the game delighted the team.

5. After he saw the train leave the station, he lingered on the platform, waiting for it to be time to get on board.

6. Karen took a plane to the local market to buy watermelons for the picnic.

7. Glen’s family moved into a skyscraper in the suburbs to escape the noisy city.

8. He remembered the recent trip that he took in 1969.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Use a separate sheet of paper for your written answers.

There really *is* such a thing as an average seventh grader. This, of course, does not mean that all average seventh graders act alike—far from it. *Average* is a broad term that covers a wide range of individual differences. In general, however, most seventh graders share some common behaviors.

For example, seventh graders are usually enthusiastic about trying new things. If a lesson is interesting, they will plunge right in and have a positive attitude about learning. At the same time, they have greater self-control than they did as sixth graders. Perhaps you remember how as a sixth grader you were always on the move. Remember how you bustled around during class, looking for this, borrowing that? Now you get things done without moving around so much. Do you remember how in sixth grade you fidgeted and squirmed in your seat when you were tired? Now that you have more self-control, you can stay put longer and get down to work. This does not mean that you always do, but your teachers are ever hopeful that you will.

Most seventh graders are beginning to explore their identity. If you are a typical seventh grader, you are learning to think for yourself. You have formed opinions and have a growing concept of who you are. At the same time, you want to fit in with your peers. This concern suggests that you want to think and act the way your friends do. Trying to be yourself and still be like your friends can be confusing. It affects the way you act from hour to hour. Sometimes you are moody. Sometimes you are bubbling over. That is all right. Eventually, your feelings will balance out.

As a seventh grader, there is no merit having, or not having, these behaviors. Still, knowing about them may provide an understanding of where you are on the path to maturity.

1. Circle the word that is a synonym for broad. Describe something that may be *broad*.
2. Circle the word that tells what kind of attitude the average seventh grader has about learning.
3. Underline the words that describe bustled. Describe someone who acts in the opposite way.
4. Circle the words that mean the opposite of squirmed. Write a synonym for *squirmed*.
5. Circle the word that tells what kind of concept the typical seventh grader has about who they are.
6. Underline the sentence that tells what suggests that typical seventh graders want to act the way their friends do.
7. Underline the phrase that tells what is confusing. What are some other things that can be *confusing*?
8. Tell what it is that may provide an understanding. What is a synonym for *provide*?

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Use a separate sheet of paper for your written answers.

At the aquarium, Melanie went to the freshwater fish exhibit. As she stared into the tank, she noticed a large fish returning her gaze. Melanie’s thoughts drifted back to a recent trip to Mirror Lake, where her family went every summer. It was there that Melanie’s family traded in the paved streets and picket fences of the suburbs, where they lived, for the great outdoors. Mirror Lake is also where Melanie’s dad introduced her to fishing.

“Sometimes the fish will pretend to give up and bluff their way free. You can tell the really clever ones by their size. The largest ones have lived the longest.”

At that moment, Melanie had felt a hard tug on her line. Her dad wrapped his hands around hers, holding the rod as the reel spun freely. “Grab the reel, and click the lock!” he ordered. After one failure, Melanie succeeded in finding the lock, and the line jerked sharply taut. For the next hour she played the line with her dad’s help. The fish was still struggling to free itself when they finally hauled it aboard.

“Whoa!” exclaimed her dad, admiring the size of the fish. “This guy must be a twenty-pounder!”

“Are there any other fish out here like this one?” Melanie had asked.

“Sure. Fish like this one are local to Mirror Lake. Plenty of them live here. Nevertheless, I didn’t expect that we would find one this large. Certainly not on your first cast!”

Then, to her amazement, he removed the hook and tossed the fish back into the lake.

“Right,” she had said, as if knowingly, “and may it live to be sixty pounds!” They lingered for a few minutes to watch him swim away. For a long time afterwards, she smiled when she remembered the fish.

1. Underline the words that tell when Melanie’s family took their recent trip.
2. Underline the words that describe the suburbs. Circle the phrase that describes how Mirror Lake is different from the suburbs.
3. Underline the words that tell how fish will bluff. Write about another animal that will bluff. Explain how it will do this.
4. Circle the word that refers to the opposite of failure. Write a sentence about another kind of failure.
5. Circle the words that tell what Melanie’s dad was admiring about the fish. Tell about someone or something you admire.
6. Underline the sentence that shows that the fish is local. What other things do you know of that can be described as local?
7. Underline the sentence that explains why Melanie’s dad is surprised nevertheless. Write a synonym for nevertheless.
8. Underline the words that tell how long Melanie and her father lingered. Write a synonym for lingered.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen

Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. People often _____ to get along when they lack _____ of one another's cultures.
2. This can be a(n) _____ to developing positive relationships.
3. Making an attempt at _____ can help everyone get along.

B. Follow the directions in responding to each of the items below.

1. List two different times when you experienced a conflict with another person.

2. Write two sentences explaining one of the preceding experiences, and describe how the conflict was resolved. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this experience to the Big Question.

When you feel a conflict with another person, it is best to _____

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen

Literary Analysis: Comparing Idioms

An **idiom** is an expression that cannot be understood by simply putting together the literal word-for-word meaning. Its meaning lies in a common use of the expression, which is often unique to a region or language.

For example, the sentence “This long line is for the birds!” contains an idiom. The phrase “for the birds” doesn’t mean that the line is actually meant to be for birds. Some people use this expression to mean “not desirable” or “not good.”

DIRECTIONS: To analyze the use of idioms in “Seventh Grade” and “Melting Pot,” complete the following chart. Jot down two or three idioms for each story. Then, answer the questions about each idiom.

Story	Idioms	What is the literal, word-for-word meaning?	What is the intended common-use meaning?
“Seventh Grade”			
“Melting Pot”			

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Vocabulary Builder

Word List

bigots elective fluent scowl

A. DIRECTIONS: *Think about the meaning of the italicized word in each sentence. Then, answer the question.*

1. Victor might have hoped that math would be an *elective* for seventh graders. Why? Explain your answer.

2. Many of the narrator’s neighbors are *fluent* in Spanish. How do they speak the language?

3. New residents sometimes think the older residents are *bigots*. What does this mean?

4. Mr. Bueller is likely to *scowl* the next time a student speaks nonsense instead of French. How will Mr. Bueller look?

B. DIRECTIONS: *Write the letter of the word or phrase that is most similar in meaning to each Word Bank word.*

- | | | |
|-------------------|----------------------|----------------|
| _____ 1. fluent | A. soft | C. flowing |
| | B. quiet | D. halting |
| _____ 2. scowl | A. frown | C. shovel |
| | B. smile | D. boat |
| _____ 3. bigots | A. fanatics | C. rebels |
| | B. racists | D. activists |
| _____ 4. elective | A. optional course | C. dismissal |
| | B. political process | D. requirement |

“**Seventh Grade**” by Gary Soto

“**Melting Pot**” by Anna Quindlen

Integrated Language Skills: Support for Writing to Compare and Contrast Literary Works

Before you **write an essay comparing and contrasting** how idioms added to your interest in the stories “Seventh Grade” and “Melting Pot,” jot down your ideas in this graphic organizer. For each story, choose one idiom. In the corresponding columns, write each idiom’s literal and intended meanings. Then, describe how each idiom adds to our knowledge of the character or situation being described. Finally, rate the overall effectiveness of the idiom, and explain why it did or did not add interest to the story.

Story	“Seventh Grade”	“Melting Pot”
Idiom		
Literal Meaning		
Intended Meaning		
How the idiom contributes to my knowledge of the character or situation		
The overall effectiveness of the idiom in adding interest to the story		

Now, use your notes to write an essay that compares and contrasts how the idioms added to your interest in the two stories.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. At the beginning of “Seventh Grade,” Michael admits to Victor that he has been practicing a *scowl*. What does Victor think of Michael’s scowl? Base your answer on the definition of *scowl*.

2. In “Seventh Grade,” Victor and Michael meet on the first day of school and talk “about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes.” What do the topics of their conversation show about their lives?

3. In “Seventh Grade,” Teresa asks her homeroom teacher about studying ballet. The teacher says that Mrs. Gaines “would be a good bet.” What does the teacher mean by this idiom?

4. At the end of “Seventh Grade,” Victor sprints to the library and borrows three French textbooks. Why does he do this?

5. The word *micro* means “small in scale.” In “Melting Pot,” what does Anna Quindlen mean when she says that “on a micro level most of us get along”?

6. In “Melting Pot,” Anna Quindlen says that the children of the neighborhood have “sidewalk friendships.” What does she mean by this idiom?

7. In “Melting Pot,” Quindlen tells the reader that “about a third . . . [of her neighbors] think of squid as calamari, about a third think of it as sushi, and about a third think of it as bait.” What does this observation say about the neighborhood?

8. Explain the literal meaning of the idioms in the chart. Then, on the line below, state whether the idioms have a similar effect on the selection or different effects. Briefly explain your position.

Idiom	Meaning
“Seventh Grade”: “He ran into his friend . . . by the water fountain.”	
“Melting Pot”: “He doesn’t carry plantains.”	

9. In “Melting Pot,” Anna Quindlen writes, “I stood and smiled at the seedy bar.” In “Seventh Grade,” Victor thinks, “I’ll . . . walk your dog.” Which of those expressions is an idiom? Explain.

10. Learning a new language is important to Victor in “Seventh Grade” and to the Ecuadorian family in “Melting Pot.” Are Victor’s reasons for wanting to learn French similar to the Ecuadorian family’s reasons for wanting to learn English? Explain.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Anna Quindlen’s “melting pot” is a bustling, constantly changing neighborhood. The residents of the neighborhood come from different cultures. Would you like to live in a neighborhood like the one Quindlen describes? Why or why not? Answer this question in an essay. Use details from Quindlen’s essay to support your answer.

12. In “Melting Pot,” Anna Quindlen describes the cultural diversity of her neighborhood. In “Seventh Grade,” Victor looks around his school and sees “brown people all around”—people like Victor. In a brief essay, write about the advantages and disadvantages of each environment: one that is culturally diverse and one that is culturally similar. Cite at least one detail from each selection to support your points.
13. Idioms are expressions that are unique to a language or a culture and cannot be understood literally. For example, the expression *strong as an ox* is an English idiom used to describe a very strong person. In your view, which story—“Seventh Grade” or “Melting Pot”—makes greater use of idioms? How do the idioms strengthen the selection? Answer these questions in an essay. Cite idioms from the selections to support your argument.
14. **Thinking About the Big Question: Does every conflict have a winner?** The main conflict in “Seventh Grade” is internal. It takes place in Victor’s mind. In “Melting Pot,” the conflicts are external. They take place between groups of people. In an essay, explain whether these conflicts have winners. Explain why or why not.

Oral Response

15. Go back to question 3, 5, or 10 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Seventh Grade” and/or “Melting Pot” that support your points. If necessary, make notes to guide your oral response.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. In “Seventh Grade,” why does Victor want to take French as his elective?
- A. He loves foreign languages, and he wants to please his parents.
 - B. He might travel to France one day, and a girl he likes is in the class.
 - C. It is the only elective that is available by the time he gets to sign up.
 - D. It is a way to avoid having to take mathematics, which he dislikes.
- ___ 2. In “Seventh Grade,” Victor and Michael discuss “picking grapes in order to buy their fall clothes.” What does this conversation reveal about their characters?
- A. They avoid working.
 - B. They are hardworking.
 - C. They think picking grapes is messy.
 - D. They would rather gossip than work.
- ___ 3. In “Seventh Grade,” how does Victor try to impress Teresa on the first day of French class?
- A. He scowls.
 - B. He ignores her.
 - C. He asks her about her summer.
 - D. He pretends he speaks French.
- ___ 4. In “Seventh Grade,” how does Victor feel about Mr. Bueller after the first French class?
- A. Victor is grateful to him.
 - B. Victor is angry with him.
 - C. Victor is embarrassed by him.
 - D. Victor is confused about him.
- ___ 5. In “Melting Pot,” what kind of neighborhood does the narrator live in?
- A. a suburban neighborhood
 - B. an upper-class neighborhood
 - C. an ethnically diverse neighborhood
 - D. a warehouse district

- ___ 6. Why are old-timers in “Melting Pot” angry with the new professionals?
- A. They think the newcomers are bigots.
 - B. They think they are taking over their town.
 - C. They think they are snobs.
 - D. They think they are too noisy.
- ___ 7. How did the narrator of “Melting Pot” get to know her neighbors?
- A. by shopping at the same stores
 - B. by asking them to help her move in
 - C. by holding potluck dinners
 - D. through their children’s friendships
- ___ 8. How did the narrator of “Melting Pot” feel when the family of rough types moved away?
- A. ecstatic
 - B. disappointed
 - C. anxious
 - D. nostalgic
- ___ 9. What does the narrator of “Melting Pot” like about the Mexican restaurant?
- A. She loves the food.
 - B. She is friends with the people who eat there.
 - C. It is open all night.
 - D. It replaced a seedy bar.
- ___ 10. Which of the following is an idiomatic expression from “Seventh Grade”?
- A. He bought a tuna casserole.
 - B. His mind is somewhere else.
 - C. Some of the girls giggled.
 - D. He sat in the back.
- ___ 11. Which of the following phrases from “Melting Pot” is *not* an idiom?
- A. Singles . . . have made the restaurant their second home.
 - B. Sometimes the baby slips out with the bathwater.
 - C. The greengrocer stocks yellow peppers.
 - D. We melted together.

- ___ 12. What is the intended meaning of the idiom “We live in a pressure cooker” in the story “Melting Pot”?
- A. There is a lot of tension among neighbors.
 - B. It is very hot in the neighborhood.
 - C. The neighbors live in airtight metal containers used for cooking.
 - D. There is a lot of pressure to be successful.

Vocabulary

- ___ 13. In which situation would Victor be most likely to *scowl*?
- A. He sees his friend Michael for the first time since last spring.
 - B. He learns that the French class Teresa has signed up for is full.
 - C. He realizes that math class is not as difficult as he had expected.
 - D. He fools Teresa into believing that he can speak some French.
- ___ 14. The narrator of “Melting Pot” describes her neighbors as *fluent* in their native and adopted languages. How would they most likely speak?
- A. They speak haltingly.
 - B. They make a lot of mistakes.
 - C. They speak smoothly.
 - D. They know very few words.
- ___ 15. Which subject would be considered an *elective* in “Seventh Grade”?
- | | |
|--------------|------------|
| A. sculpture | C. math |
| B. science | D. English |

Essay

16. Both “Seventh Grade” and “Melting Pot” describe struggles that involve the main characters. Choose one of the stories and describe the struggle, the people involved, and how those involved ultimately benefit from the struggle.
17. The writers of both “Seventh Grade” and “Melting Pot” use idioms in their stories. In a brief essay, explain the difference between the literal meaning and intended meaning of an idiom. Then, choose an idiom from either “Seventh Grade” or “Melting Pot” and answer these questions: What is the literal meaning of the idiom? What is the intended meaning of the idiom? How does the intended meaning affect your interest in or understanding of the character or situation being described?
18. **Thinking About the Big Question: Does every conflict have a winner?** The main conflict in “Seventh Grade” is internal. It takes place in Victor’s mind. In “Melting Pot,” the conflicts are external. They take place between groups of people. Do these conflicts have winners? Why or why not? Explain your answer in an essay supported by examples from the story.

“Seventh Grade” by Gary Soto
“Melting Pot” by Anna Quindlen
Selection Test B

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. In “Seventh Grade,” Michael scowls because
- A. he is angry with Victor.
 - B. he is trying to scare some bullies.
 - C. he is trying to impress the girls.
 - D. he is bitter about being back at school.
- ___ 2. In “Seventh Grade,” Victor and Michael talk about “picking grapes in order to buy their fall clothes.” What does that conversation reveal about their characters?
- A. They are intelligent but irresponsible.
 - B. They are hardworking and responsible.
 - C. They will do anything to avoid working.
 - D. They would prefer talking to working.
- ___ 3. What does the following passage from “Seventh Grade” reveal about Victor’s character?
- Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.
- A. He is proud of his feelings for Teresa.
 - B. He thinks he is clever and charming.
 - C. He is embarrassed by his feelings.
 - D. He likes Teresa a great deal.
- ___ 4. How can the reader tell that Victor likes Teresa?
- A. He thinks about her, watches her in homeroom, and looks for her at lunch.
 - B. He asks her about her summer and tells her how much he likes her.
 - C. He scowls at her and ignores her but later speaks to her about ballet.
 - D. He bumps into her after homeroom and offers to tutor her in English.
- ___ 5. In “Seventh Grade,” how does Mr. Bueller respond when he realizes that Victor pretended to know French to impress Teresa?
- A. He is understanding.
 - B. He is mean and spiteful.
 - C. He is embarrassed.
 - D. He is angry and hurt.
- ___ 6. At the end of “Seventh Grade,” why does Victor sprint to the library to borrow three French textbooks?
- A. Teresa will speak to him only in French, so Victor wants to learn the language.
 - B. Victor likes French so much that he wants to do additional work for the class.
 - C. Mr. Bueller is expecting that Victor will be the best student in his class.
 - D. Teresa believes Victor can speak French and has asked him to tutor her.

- ___ 7. When the narrator of “Melting Pot” learns that the youngest son of an Ecuadorian family speaks almost no Spanish, her reaction can best be described as
- A. angry.
 - B. surprised.
 - C. disappointed.
 - D. understanding.
- ___ 8. What word or phrase best describes the narrator’s neighborhood in “Melting Pot”?
- A. dangerous
 - B. ethnically diverse
 - C. spotless
 - D. crime free
- ___ 9. What does the following passage reveal about the narrator of “Melting Pot”?
- I always suspected . . . that the American fable of the melting pot was a myth.
- A. She is realistic.
 - B. She is optimistic.
 - C. She is pessimistic.
 - D. She is intolerant.
- ___ 10. In “Melting Pot,” the relationship between the narrator and her neighbors can best be described as
- A. mostly intolerant.
 - B. friendly.
 - C. very close.
 - D. extremely tense.
- ___ 11. In “Melting Pot,” the newcomers view the old-timers as bigots because
- A. the old-timers make derogatory comments.
 - B. the old-timers do not readily accept them.
 - C. the old-timers blame them for rising rents.
 - D. the old-timers will not speak to them.
- ___ 12. Why is the narrator of “Melting Pot” able to understand the viewpoints of both the newcomers and the old-timers?
- A. She works closely with both groups.
 - B. She is president of the neighborhood association.
 - C. She is both a newcomer and a daughter of immigrants.
 - D. She is unusually perceptive.
- ___ 13. What does the narrator of “Melting Pot” mean when she refers to a melting pot?
- A. a community of diverse people that easily get along
 - B. a pot in which things are melted
 - C. a pot that melts when overheated
 - D. a community filled with heated tension

- ___ 14. Which sentence from “Seventh Grade” contains an idiom that literally means “collided with”?
- A. He managed to catch her eye.
 - B. They shook hands, *raza*-style.
 - C. He ran into his friend.
 - D. He tried a scowl.
- ___ 15. Which of the following sentences from “Seventh Grade” contains an idiomatic expression?
- A. They talked about recent movies.
 - B. He managed to catch her eye.
 - C. He practiced scowling.
 - D. They left the class together.

Vocabulary

- ___ 16. When Michael wears a *scowl* in “Seventh Grade,” he looks
- A. amused.
 - B. angry.
 - C. anxious.
 - D. happy.
- ___ 17. *Bigots* are people who
- A. are open-minded.
 - B. are intolerant of others.
 - C. embrace diversity.
 - D. hold violent protests.
- ___ 18. An *elective* is a class
- A. about politics.
 - B. about electricity.
 - C. that is optional.
 - D. that is required.
- ___ 19. Someone who is *fluent* speaks
- A. with difficulty.
 - B. smoothly.
 - C. quietly.
 - D. in a high-pitched voice.

Essay

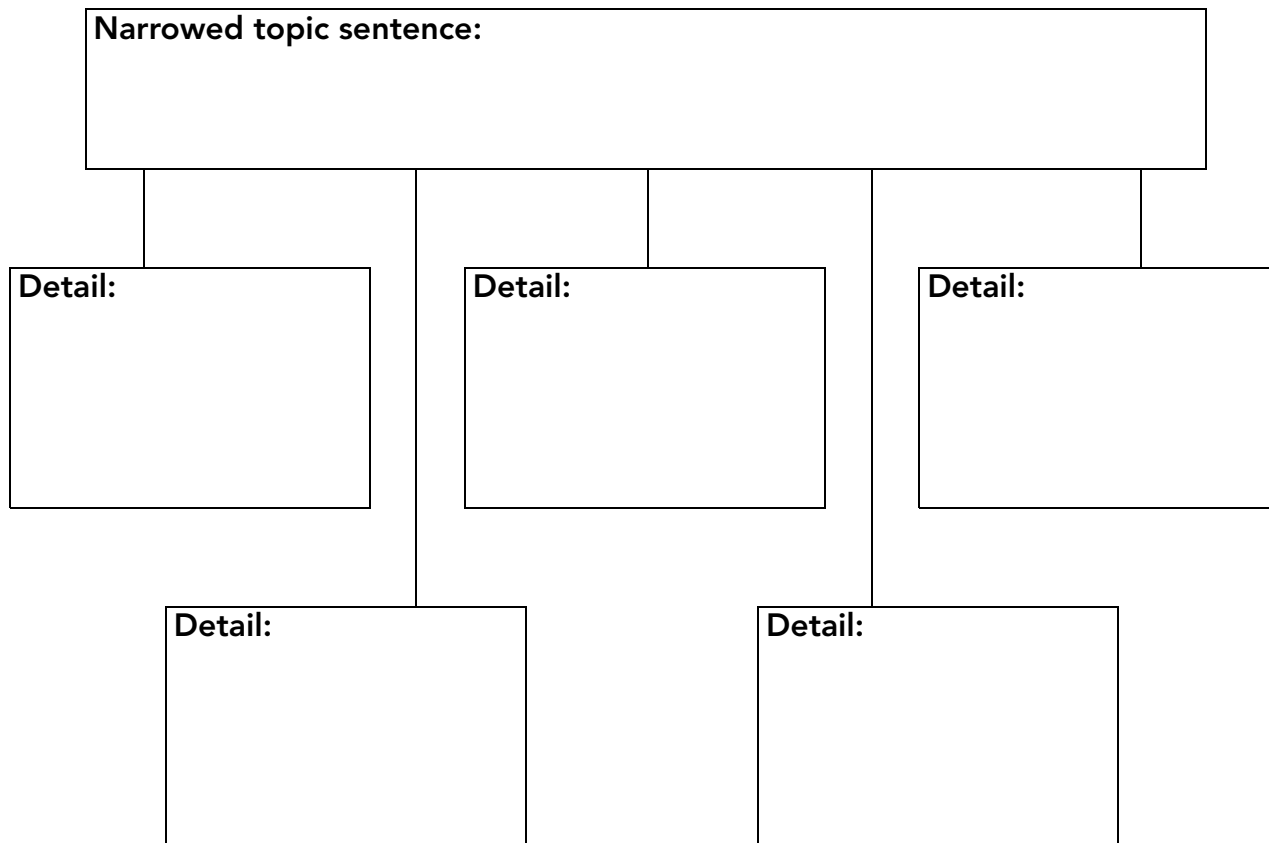
20. The narrator of “Melting Pot” describes an urban neighborhood in which residents are both united and divided. Write an essay describing the different groups in the narrator’s neighborhood. Then, explain the conflicts that divide residents and the ways in which they manage to find common ground and peacefully coexist despite their differences.
21. In “Seventh Grade,” Victor faces a problem. In an essay, describe the problem he faces. Then, answer the following questions: How much responsibility does he have in creating his problem? Does he learn from his experience? Does the story end happily? How can you tell?
22. **Thinking About the Big Question: Does every conflict have a winner?** The main conflict in “Seventh Grade” is internal. It takes place in Victor’s mind. In “Melting Pot,” the conflicts are external. They take place between groups of people. In an essay, explain whether these conflicts have winners. Explain why or why not.

Writing Workshop

Response to Literature: Review of a Short Story

Prewriting: Gathering Details

Use the graphic organizer below to gather details about the various sides of your topic. Write your topic sentence in the top rectangle. Then, while reviewing the story, use the other rectangles provided to record the details you will include in your response.



Drafting: Providing Elaboration

Use the chart below to list specific examples and direct quotations from the story to support your main ideas.

Questions	Examples and Direct Quotations from the Story
What specific scenes from the story support your main ideas?	
What characters from the story support your main ideas?	
What images from the story support your main ideas?	
What actions in the story support your main ideas?	

Writing Workshop

Review of a Short Story: Integrating Grammar Skills

Revising for Correct Verb Tense

Verbs change form to indicate present, past, or future times. The different forms they take to show time are called tenses. Study this chart of the six verb tenses in English.

Tense	What It Shows	What It Usually Looks Like	Examples
Present	happens regularly or generally	main verb	Some coyotes <i>live</i> in the desert. A coyote <i>hunts</i> by night.
Past	already happened	main verb ending in <i>-ed</i>	A coyote <i>wailed</i> all night.
Future	going to happen	<i>will</i> + main verb	It <i>will come</i> again later tonight.
Present Perfect	happened at an indefinite past time or begun in the past and still happening	helping verb <i>have</i> or <i>has</i> + main verb ending in <i>-ed</i>	Sometimes coyotes <i>have attacked</i> our goats.
Past Perfect	ended before something else began	helping verb <i>had</i> + main verb ending in <i>-ed</i>	After they <i>had killed</i> two goats, we built a fence.
Future Perfect	will be completed before another	helping verb <i>will</i> + <i>have</i> + main verb ending in <i>-ed</i>	By Tuesday we <i>will have finished</i> yet another fence.

A. DIRECTIONS: On the line before each sentence, identify the tense of the verb in italics.

- _____ 1. In the past, I *have rented* many movies at the video store.
- _____ 2. Now I *get* them from the library.
- _____ 3. We recently *purchased* a DVD player.
- _____ 4. I *will order* that movie tomorrow.

B. DIRECTIONS: Rewrite these sentences using the correct verb tense.

1. Yesterday I have borrowed four books from the library.

2. I use the library many times in the past.

3. Yesterday, after I traveled to the library, I walked up to the second floor.

4. I ask the librarian for help but she had ignored me.

Unit 2: Short Stories
Benchmark Test 3**MULTIPLE CHOICE****Reading Skill: Make Predictions**

- Which of the following is an example of a prediction?
 - It was a complete surprise that school was cancelled today.
 - We got a message that the school will be closed tomorrow.
 - It is going to snow all night, so school will probably be cancelled.
 - The school closed twice this year because of heavy snowfall.
- Which of the following strategies would most help you predict what might happen next in a story?
 - thinking about what you know about the characters
 - looking up unfamiliar words in a dictionary
 - asking a friend what he or she thinks of the story's characters
 - looking carefully at the author's use of language
- Which prediction would be the most reasonable one to make based on the following sentence?

Although it was only noon, the sky began to darken over the Massachusetts town.

 - A storm is coming.
 - A storm will not come.
 - A rainbow will start to form.
 - The winter sun will set early.

Read the passage from a story. Then, answer the questions that follow.

"This outdoor plant needs ample amounts of water and high levels of sunlight." Inez read the label on the fuchsia plant, forgetting that she was leaving on a week-long summer trip the next day. That afternoon, Inez planted the fuchsia behind her house and stood back to admire it with a sense of satisfaction. "What a beautiful, healthy plant!"

When her mom picked Inez up at the airport upon her return, she remarked to Inez, "You didn't miss much in the weather department. It has not stopped raining since you left and it's been chilly. We didn't get a single day of sun!"

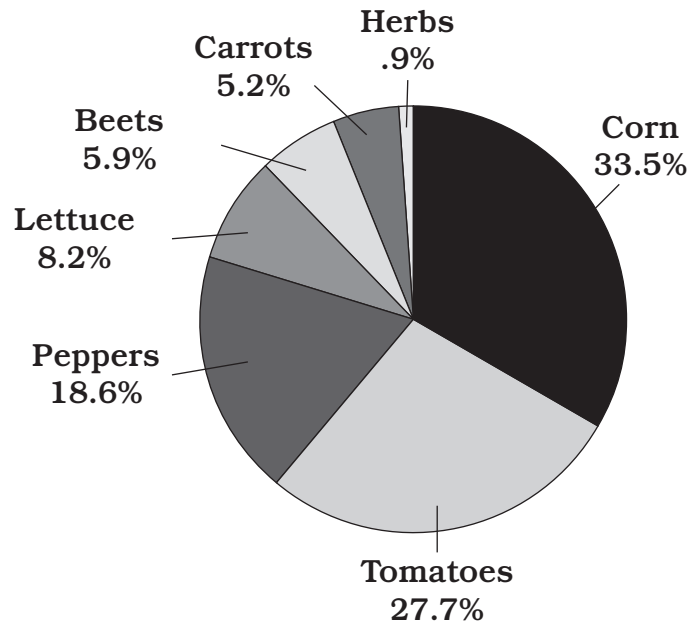
- Judging from details in the passage, in what condition will Inez most likely find her fuchsia plant upon her return?
 - It will still be beautiful and healthy.
 - It will have grown enormously.
 - It will have been removed by Inez's mother.
 - It will no longer be beautiful and healthy.
- Which detail is *least important* in helping a reader make a prediction about the plant's health?
 - the plant care directions
 - Inez's feelings about the plant
 - Inez was going on a long trip.
 - Inez's mother's description of the weather

6. Which information in the passage is necessary for an accurate prediction about the plant's health?
- A. the plant care directions C. both A and B
B. the mother's description of the weather D. neither A nor B

Reading Skill: Understand Text Structure and Purpose

Read the selection and review the chart. Then, answer the questions that follow.

Pine View Middle School's Organic Garden



Mrs. Vargas's seventh-grade environmental science class planted an organic vegetable garden as a class project. Twenty students participated in the project, which involved planting during the school year and returning during the summer to maintain the garden and to harvest some of the vegetables. One of the students who had taken a woodworking class built planter boxes for the herbs, which included basil and rosemary. All of the produce was donated to a local food bank.

7. What is the purpose of the pie chart?
- A. to show what percentage of the garden each type of plant takes up
B. to persuade the reader to plant a garden
C. to explain how a class garden can benefit the local community
D. to describe the process of creating a class garden
8. How does the pie chart relate to the text?
- A. It gives the exact same information.
B. It contradicts the text.
C. It provides detailed information that is related to the text.
D. It adds no new information to the text.
9. According to the pie chart, what is the third-largest planting in the class garden?
- A. tomatoes C. lettuce
B. corn D. peppers

Literary Analysis: Plot

10. What is the meaning of the term *plot*?
- A. the final outcome of a story
 - B. the high point of a story
 - C. the arrangement of events in a story
 - D. a guess about what is going to happen next in a story
11. Which of the following will most likely move the action of a story forward?
- A. a unique and interesting title for the story
 - B. a happy ending with the issues resolved
 - C. the arrival of a character with new information
 - D. a friendship between characters that has lasted a long time
12. Identify the climax in the following example.
- A boy sees a snake lying still in the road. He bends close to look at it. Suddenly, the snake moves. The boy jumps back.
- A. A boy sees a snake lying in the road.
 - B. The snake is lying still in the road.
 - C. The boy bends close to look at it.
 - D. Suddenly, the snake moves.

Literary Analysis: Character

13. Which term refers to how a writer creates and develops characters?
- A. process
 - B. outlining
 - C. point of view
 - D. characterization
14. Which of the following characterizes an absent-minded person?
- A. "I wish Jack would hurry. He's always so slow."
 - B. "You know Lisa. She gets angry at the smallest thing."
 - C. "You know Lisa. She thinks she's lost her glasses when they are sitting on her face."
 - D. "Tell Jack that this is the last time I will help him with his math homework."
15. What likely motive might an insecure character have for turning down a job promotion?
- A. The character opposes the idea that some employees should earn more than others.
 - B. The character believes he should receive a higher promotion than the one that was offered.
 - C. The character does not want to earn more money.
 - D. The character is afraid of the increased responsibility.
16. Which word best describes a character who rescues an injured bird?
- A. helpless
 - B. caring
 - C. selfish
 - D. argumentative

Literary Analysis: Comparing Idioms

17. An expression that is not meant to be understood literally is a(n)
- A. myth.
 - B. prediction.
 - C. idiom.
 - D. phrase.

18. Which of the following sentences does *not* contain an idiom?
- A. The test was a piece of cake. C. Can I lend you a hand?
B. My brother is the most hard-headed person I know. D. I need to sleep before I make a decision.
19. Which answer choice states the closest meaning of the idiom “driving me up a wall”?
- A. elevating me B. annoying me C. flattening me D. pleasing me

Grammar

20. Which sentence includes a linking verb?
- A. The siren blared. C. The siren was loud and steady.
B. We heard the wailing siren. D. Every Tuesday, the fire chief activates the siren.
21. Which sentence includes a linking verb?
- A. Maria’s mother called the doctor. C. Maria ate some soup.
B. She seems worried. D. The doctor will arrive soon.
22. Which word in the following sentence is the helping verb in a verb phrase?
Because she prepared, she is succeeding on the test.
- A. Because B. is C. succeeding D. on
23. Which word in the following sentence is a helping verb in a verb phrase?
Ryan has lost his watch and wants me to help him find it.
- A. has B. lost C. wants D. help
24. Which sentence uses the verb *attend* in the past tense?
- A. He attends an after-school program on Tuesdays. C. The two girls are attending the same summer camp.
B. She attended the concert last Saturday. D. I have attended this seminar before.
25. Which sentence uses the verb *eat* in the past perfect tense?
- A. Sheila ate her lunch in the cafeteria. C. Douglas has eaten all the potato chips.
B. They eat lunch together every day. D. The twins had eaten pizza before they arrived.
26. Which sentence uses the verb *go* in the present perfect tense?
- A. I went to the movies last night. C. Liz had gone home before I arrived.
B. Jonathan has gone home already. D. Sara goes to the gym on Thursdays.
27. In what tense is the verb *see* in the following sentence?
Louis did not go to the movies with Jessica because he had seen the film the weekend before.
- A. past tense C. present perfect tense
B. past perfect tense D. present tense

Vocabulary: Suffixes and Roots

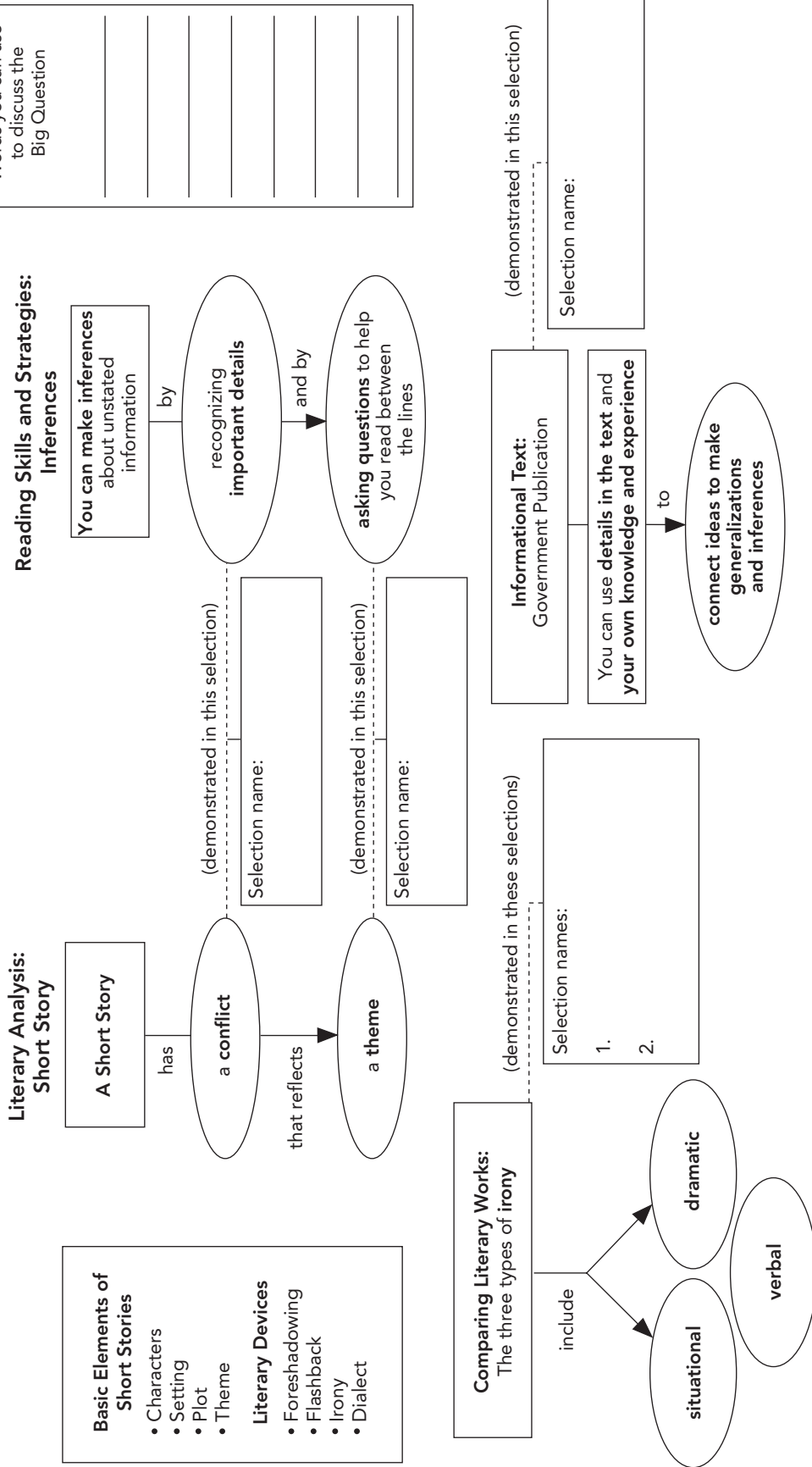
28. The suffix *-ance* means "the act of." Using this knowledge, choose the answer that best defines the word *assistance* in the following sentence.
- Thanks to the usher's assistance, we were able to find our seats at the arena.
- A. friendliness B. help C. honesty D. compassion
29. The words *distract*, *extract*, and *subtract* share the root *-tract-*. Using this knowledge, choose the answer that best states the meaning of *-tract-*.
- A. pull; move away C. light
B. increase D. teach
30. The root *-spir-* means "breath." Using this knowledge, choose the answer that best defines the word *respiration* in the following sentence.
- As part of his recovery from pneumonia, the doctors tested his respiration.
- A. ability to sleep normally C. ability to inhale and exhale
B. ability to swallow food D. ability to perform simple mental tests
31. The suffix *-tion* is an ending that turns a verb into a noun, meaning "the thing that is." Using this knowledge, choose the answer that best defines the word *donation*.
- A. something that is correct C. something that is carried
B. something that is created D. something that is given

WRITING

32. Think of a short story you have read recently and enjoyed. Then, write a one-page review of it for a friend who you think might enjoy reading the story.
33. Write a one-paragraph journal entry in which you describe a day in your life. Organize your description in time order. Use transitions to indicate the order in which events occurred.
34. When writing an informative article, it is important to ask questions in order to narrow your focus. Write three questions that you would like to have answered if you were going to write a report about world hunger.

Unit 2: Short Stories Skills Concept Map—2

Does every conflict have a winner?



Student Log

Complete this chart to track your assignments.

Writing	Extend Your Learning	Writing Workshop	Other Assignments

“The Third Wish” by Joan Aiken
Vocabulary Warm-up Word Lists

Study these words from “The Third Wish.” Then, complete the activities.

Word List A

canal [kuh NAL] *n.* a human-made waterway connecting bodies of water

The Erie Canal, a waterway in New York State, was built between Buffalo and Albany.

frantically [FRAN tik lee] *adv.* acting wildly with worry or fear

Kelly was frantically trying to get her project done before the deadline.

granted [GRANT id] *v.* allowed someone a wish or a favor

The teacher granted Mike an extra week to catch up on his homework.

occasions [uh KAY zhuhnz] *n.* times when something happens

My family gathers for special occasions, such as birthdays and weddings.

reflecting [ri FLEKT ing] *v.* thinking carefully and calmly

Lyle was quietly reflecting on what his friend had told him.

thrashed [THRASHT] *v.* moved from side to side in an uncontrolled way

The hooked fish thrashed across the deck of the boat.

tremendous [tri MEN duhs] *adj.* enormous; great in amount, size, or power

Mr. Sutter had tremendous confidence in his students’ ability to achieve.

utter [UH tur] *v.* to say something or make a sound

The puppet’s mouth moved but did not utter a word.

Word List B

communicating [kuh MYOO ni kay ting] *v.* expressing thoughts or feelings to someone

Dave was communicating with his friends on his cell phone.

composure [kuhm POH zhur] *n.* calm; self-control

Doris defended her actions with composure.

distressed [dis TREST] *adj.* extremely upset or worried

We were distressed when we heard about the accident.

expression [eks PRESH uhn] *n.* a look on someone’s face

Daniel wore an expression of joy when he received the award.

harsh [HAHRSH] *adj.* unpleasant to the senses

The actor’s harsh laugh spoiled his performance.

prefer [pree FER] *v.* to like or want one thing more than another

Annie said she would prefer to stay home rather than attend the concert.

rash [RASH] *adj.* done too quickly and without thinking

Although she was angry, Anna was careful not to make rash accusations.

remote [ri MOHT] *adj.* far away; distant

The family spent their winter vacation at a remote campsite in the mountains.

“The Third Wish” by Joan Aiken
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Jackie worked [1] _____ to dock the little boat in the
 [2] _____ as dark clouds moved across the sky. In a flash, a
 [3] _____ wind blew up, and the boat [4] _____ at its
 mooring. On [5] _____ such as this, although she was under pressure,
 Jackie was carefully [6] _____ on her next move. She knew that boats
 like hers were not allowed to dock at the fancy marina, but she requested permission
 anyway. Fortunately, the manager [7] _____ her request. Relieved, she
 did not [8] _____ another word until she was safely on shore.

Exercise B Answer each question in a complete sentence. Use a word from Word List B to replace each underlined word or group of words without changing the meaning.

Example: Where do the hockey players stow their equipment?
 (*gear*) The players keep their gear in the locker room.

1. How might you protect yourself in severe weather?

2. How might you help a friend who is upset about something?

3. What would you most like to do on a Saturday night?

4. What is a faraway place you have visited or would like to visit?

5. Why would it be reckless for someone to spend all his or her money?

6. What might be the look on someone’s face if he or she has been kept waiting?

7. How well might someone keep his or her calm in an embarrassing situation?

8. What is one way of expressing ideas to others?

“**The Third Wish**” by Joan Aiken

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

“Be careful what you wish for because your wish might be granted.” I was reflecting on some of my past wishes and decided that there is truth in that saying.

I used to wish for huge, truly tremendous things that I thought would make me happy. These were wishes I would never utter out loud, even to my best friend. They were too outrageous, and I knew they would never come true. There have been occasions when my wishes have come true, not magically, but when I made them happen. For example, I once wished I could go on a class trip to Washington, D.C. I got a summer job to pay for the trip. I had that same job, selling hot dogs to boaters on the canal, for the next three summers.

Then, there was my wish for a red sports car for my sixteenth birthday. The car I wished for would accelerate to 120 miles per hour in fifteen seconds. I never got that car. When I was sixteen, however, my parents helped me buy a used truck. It was gray. When the speedometer rose above 55, the body thrashed around like a badly loaded washing machine. Here is the thing about that truck, though: It was tough.

One day the most popular boy in school plowed his fancy wheels into a snow bank. Whom did he frantically call for help? You guessed it—me! That was sweet.

The money I made at my summer jobs also helped pay for my biggest wish of all, a college education. I guess that is the difference between a wish granted and a wish earned. A wish granted is a nice gift, but a wish earned keeps on giving.

1. Circle the words that tell what might be granted. What is a synonym for granted?
2. Underline the words that tell what the writer was reflecting on. Use reflecting in a sentence.
3. Circle the word that is a synonym for tremendous. What is the opposite of tremendous?
4. Underline the words that tell what the writer would never utter out loud. Use utter in a sentence.
5. On what occasions did the writer’s wishes come true? On what other occasions might wishes come true?
6. Circle the word that tells who was on the canal. What kinds of boats might be used in a canal?
7. Underline the phrase that describes how the truck thrashed around. Use thrashed in a sentence.
8. Whom did the popular boy frantically call? Use frantically in a sentence.

“The Third Wish” by Joan Aiken

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Their names are musical: mute, trumpeter, whistling, and whooper. They can live more than 50 years in the wild. They eat mostly plants that grow in the water. They prefer to fly at night. They are known for having a serene expression as they glide calmly over the water. They are swans, birds of myth and folklore.

One of the more familiar swans is the mute swan. It is a large, all-white bird with a pinkish bill that ends in a black knob. Mute swans are not entirely silent. If you are lucky, you may hear them. They will be communicating with puppylike barking notes or loud, high-pitched purring sounds. These sounds do not travel far, so mute swans appear to be silent. This silence contributes to their supreme composure. It is as if nothing in the world could upset a mute swan. A female mute swan will become distressed, however, if another waterfowl is rash enough to invade her nesting territory. The swan will drive out the offending bird with an angry hiss and a flapping of her wings.

Swans usually mate for life, and they are good parents. The male often takes the firstborn hatchlings swimming to help out the mother while she sits on the remaining eggs. Sometimes you will see chicks riding on the back or under the wings of their parents.

Swans nest in remote Arctic islands, northern Russia, and as far south as Brazil and Australia. Many migrate to warm climates in winter. Mute swans, however, often move from frozen, freshwater habitats to nearby saltwater habitats.

Swans are one of nature’s greatest beauties. To see a swan gliding peacefully on a lake is like a gift. We are instantly drawn into an island of calm far from the harsh clamor of our busy world.

1. Circle the words that tell what swans prefer to do at night. What after-school activities do you *prefer*?
2. Circle the word that tells what kind of expression swans have as they glide over water. What is a synonym for *expression*?
3. Underline the words that tell what sounds the mute swan makes when it is communicating. Use *communicating* in a sentence.
4. Underline the sentence that tells about the swan’s composure. In your own words, tell what contributes to this *composure*.
5. Underline the words that tell what the swan does when it is distressed. What might a person do when he or she is *distressed*?
6. Tell what the waterfowl does that is rash. Describe a behavior you think is *rash*.
7. Underline the words that name the remote places where swans nest. Write a word that means the opposite of *remote*.
8. Circle the word that helps to define harsh. Write a sentence that describes a *harsh* sound.

“The Third Wish” by Joan Aiken

Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. We all would like to have those things that we _____ most.
2. However, a wish come true sometimes creates more _____ than joys.
3. It may even bring you into _____ with others or with your principles.
4. Your _____ toward what you want may change once you have it.

B. Follow the directions in responding to each of the items below.

1. List two examples of wishes that could have negative consequences if they came true.

2. Write two to three sentences explaining how having one of the preceding wishes come true could turn out badly. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this idea to the Big Question.

Having wishes come true can sometimes _____

“**The Third Wish**” by Joan Aiken

Reading: Make Inferences by Recognizing Details

Short story writers do not directly tell you everything there is to know about the characters, setting, and events. Instead, they leave it to you to **make inferences**, or logical guesses, about unstated information.

To form inferences, you must **recognize details** in the story and consider their importance. For example, in “The Third Wish,” Mr. Peters finds a swan tangled up in thorns. When he moves closer and tries to free the swan, the swan hisses at him, pecks at him, and flaps its wings in a threatening way. You can use those clues to infer that the swan does not like or trust Mr. Peters.

DIRECTIONS: *The sentences in the left-hand column of this chart offer details about characters in “The Third Wish.” (Some of the items are quotations from the story; some are based on the story.) In the right-hand column, describe what the details tell you about the character.*

Detail About a Character	Inference About the Character
1. Presently, the swan, when it was satisfied with its appearance, floated in to the bank once more, and in a moment, instead of the great white bird, there was a little man all in green.	
2. Mr. Peters wishes for a wife “as beautiful as the forest.” A woman appears who is “the most beautiful creature he had ever seen, with eyes as blue-green as the canal, hair as dusky as the bushes, and skin as white as the feathers of swans.”	
3. But as time went by Mr. Peters began to feel that [Leita] was not happy. She seemed restless, wandered much in the garden, and sometimes when he came back from the fields he would find the house empty. She would return after half an hour with no explanation of where she had been.	
4. After Leita was returned to the form of a swan, she “rested her head lightly against [Mr. Peters’s] hand. . . . Next day he saw two swans swimming at the bottom of the garden, and one of them wore the gold chain he had given Leita after their marriage; she came up and rubbed her head against his hand.”	

“The Third Wish” by Joan Aiken
Literary Analysis: Conflict

Most fictional stories center on a **conflict**—a struggle between opposing forces. There are two kinds of conflict:

- When there is an **external conflict**, a character struggles with an outside force, such as another character or nature.
- When there is an **internal conflict**, a character struggles with himself or herself to overcome opposing feelings, beliefs, needs, or desires. An internal conflict takes place in a character’s mind.

The **resolution**, or outcome of the conflict, often comes toward the end of the story, when the problem is settled in some way.

A story can have additional, smaller conflicts that develop the main conflict. For example, in “The Third Wish,” a small external conflict occurs between Mr. Peters and the swan that is tangled up in the thorns. As Mr. Peters tries to free the bird, the swan looks at him “with hate in its yellow eyes” and struggles with him. In addition, a minor internal conflict that helps develop the main conflict is Mr. Peters’s difficulty in deciding what to do with his three wishes.

DIRECTIONS: Based on details in each of the following passages from “The Third Wish,” identify the conflict as External or Internal. Then, explain your answer.

1. [Leita] was weeping, and as he came nearer he saw that tears were rolling, too, from the swan’s eyes.

“Leita, what is it?” he asked, very troubled.

“This is my sister,” she answered. “I can’t bear being separated from her.”

Type of conflict: _____

Explanation: _____

2. “Don’t you love me at all, Leita?”

“Yes, I do, I do love you,” she said, and there were tears in her eyes again. “But I miss the old life in the forest.”

Type of conflict: _____

Explanation: _____

3. She shook her head. “No, I could not be as unkind to you as that. I am partly a swan, but I am also partly a human being now.”

Type of conflict: _____

Explanation: _____

“The Third Wish” by Joan Aiken
Vocabulary Builder

Word List

dabbling malicious presumptuous rash remote verge

A. DIRECTIONS: *On the line, write the letter of the word whose meaning is opposite that of the Word List word.*

- | | | | | |
|---------------------|-------------|------------|--------------|---------------|
| ___ 1. malicious | A. wicked | B. tangled | C. sour | D. kind |
| ___ 2. presumptuous | A. curious | B. modest | C. missing | D. hungry |
| ___ 3. rash | A. cautious | B. itchy | C. impure | D. hasty |
| ___ 4. remote | A. casual | B. close | C. faraway | D. controlled |
| ___ 5. dabbling | A. drooling | B. dipping | C. immersing | D. scratching |
| ___ 6. verge | A. edge | B. center | C. frame | D. bank |

B. DIRECTIONS: *Think about the meaning of the italicized word in each sentence. Then, in your own words, answer the question that follows, and briefly explain your answer.*

1. The old King is *presumptuous* in believing that Mr. Peters will make three foolish wishes. Is the old King overconfident? How do you know?

2. The old King is a *malicious* character. How does he act toward Mr. Peters?

3. Mr. Peters lives in a *remote* valley. Is it close to town? How do you know?

“The Third Wish” by Joan Aiken

Enrichment: A Scientific Look at Swans

In “The Third Wish,” Joan Aiken gives the graceful swan magical powers. Throughout history, swans have made appearances in myths, legends, and folk tales. They often symbolize purity, beauty, or innocence.

In the animal world, swans are the largest of the waterfowl, a group that also includes ducks and geese. Worldwide there are seven species of swans, four in the Northern Hemisphere and three in the Southern Hemisphere. The northern species are the trumpeter, the mute, the tundra (or whistling), and the whooper. The southern species are the black-necked, the Coscoroba, and the black. The feathers of adult northern swans are entirely white. Southern swans are at least partly black. The most common northern swan is the mute swan. It may be as long as five feet from bill to tail and has a wingspan of seven feet. The mute swan lives among people and is a common sight in city parks, town lakes, and suburban ponds.

Swans usually mate for life and return to the same place every year to breed. They are dedicated parents. In most species, the adults spend five weeks sitting on the eggs and another six to eight months protecting the young, called *cygnets*, from foxes, dogs, people, and other predators. Swans are largely vegetarian. They reach below the water’s surface with their long necks for their food. They use their broad, sharp-edged, flattened bills to tear off and eat the leaves, stems, and roots of plants that live in the water.

Swans are *precocial* birds. That means that the young are ready to leave the nest shortly after they hatch. They are born with feathers and open eyes, and within a day or two of birth they follow their parents into the water, instinctively knowing how to swim.

A. DIRECTIONS: Answer these questions about swans.

1. What species of swan is most often found in parks and ponds in North America? What are some of its characteristics?

2. What are young swans called? _____

3. How and what do swans eat? _____

B. DIRECTIONS: In a library or on the Internet, look up one species of swan, and answer the following questions about that species. Then, share your findings with your class.

Name of species: _____

Tell three interesting facts about this species: _____

“The Third Wish” by Joan Aiken

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Early in “The Third Wish,” a conflict begins to develop between the King and Mr. Peters. What is it about the King’s attitude that creates this conflict?

2. Early in “The Third Wish,” Mr. Peters is described as “very content with his life.” Why, then, does he experience an inner conflict—or opposing feelings—about how to use the first of his three wishes?

3. In the middle of “The Third Wish,” Mr. Peters infers that his wife is unhappy. Why does he feel this way? Provide at least two details from the story that support this inference.

4. In the middle of “The Third Wish,” Mr. Peters offers to take Leita on a trip around the world when he notices how unhappy she is. Why does Leita decline his offer?

5. In “The Third Wish,” Leita wishes that she could rejoin her sister as a swan. Yet when Mr. Peters offers to use a wish to change her back into a swan, she does not accept the offer. What opposing feelings explain Leita’s inner conflict about this issue?

6. After Mr. Peters uses his second wish to turn Leita back into a swan, she rests her head against his hand. What inference can you make from this action?

7. The narrator says, “As Mr. Peters grew old everyone wondered at his contentment.” Why do they wonder at his happiness? Explain your answer.

8. Toward the end of “The Third Wish,” the King seems to be happy that Mr. Peters’s first two wishes did not work out. Why is the King happy about Mr. Peters’s misfortunes?

9. From the actions of Mr. Peters and Leita, the reader can infer that they are both generous, loving people. Using the chart below, provide two details for each character that support this inference.

	Detail 1	Detail 2
Mr. Peters		
Leita		

10. Toward the end of “The Third Wish,” Mr. Peters turns his beloved Leita back into a swan, and she flies away. At that moment, the King turns to Mr. Peters “with a malicious expression.” What can you figure out about the meaning of the word *malicious* from what you know about the King’s personality?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “The Third Wish,” Leita is not happy as Mr. Peters’s wife. In an essay, describe Leita’s unhappiness. Give three examples of things she says or does that show she is unhappy. Then, explain why she is unhappy, and give two examples to support your explanation.

12. In “The Third Wish,” the King of the Forest claims that he “has yet to hear of the human being who made any good use of his three wishes.” In an essay, consider whether Mr. Peters proves the King wrong. Do Mr. Peters’s wishes bring him happiness? Does he put his wishes to good use? Cite two or three events from “The Third Wish” to support your points.
13. In “The Third Wish,” Mr. Peters dies smiling, holding a withered leaf and a white feather. In an essay, explain what this description suggests. What inferences can you draw about the third wish and how Mr. Peters felt when he died? Use details to support your inferences.
14. **Thinking About the Big Question: Does every conflict have a winner?** In an essay, explain the central conflict in “The Third Wish” and the resolution of that conflict. Consider these questions: Who is involved in the conflict? Is the conflict internal or external? Is there a clear winner in the conflict? Who is it?

Oral Response

15. Go back to question 4, 7, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “The Third Wish” that will support your points. If necessary, make notes to guide your response.

“The Third Wish” by Joan Aiken

Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. What information in this passage from “The Third Wish” reveals that there is a conflict between Mr. Peters and the King of the Forest?
- He [the King] had fierce glittering eyes and looked by no means friendly.
“Well, Sir,” he said threateningly.
- A. The King sounds threatening.
 - B. The King’s eyes are glittering.
 - C. The King is usually friendly.
 - D. The King calls him “Sir.”
- ___ 2. At the beginning of “The Third Wish,” what is the only thing that troubles Mr. Peters?
- A. He is poor.
 - B. He has no free time.
 - C. He is lonely.
 - D. He lives far away.
- ___ 3. Why does Mr. Peters use only one wish and save the other two?
- A. The King tells him to use only one.
 - B. He wants to save two for an emergency.
 - C. He is allowed to use only one.
 - D. He wants to see if the first one works.
- ___ 4. When Mr. Peters takes Leita home and shows her all his treasures, what pleases her the most?
- A. the river
 - B. the beehives
 - C. the flowers
 - D. the candlesticks
- ___ 5. In “The Third Wish,” what inference can you make about why Leita is unhappy living with Mr. Peters?
- A. She misses her mother.
 - B. She does not like to be inside.
 - C. She wishes she were in the city.
 - D. She misses her life as a swan.

- ___ 6. Why does Mr. Peters offer to use a wish to change Leita's sister into a human?
- A. He is angry with Leita.
 - B. He wants to make Leita happy.
 - C. Leita's sister is sick and needs her help.
 - D. Leita wants her sister to be human.
- ___ 7. Why does Mr. Peters change Leita back into a swan?
- A. She is not nice to him.
 - B. She asks him to change her.
 - C. She is unhappy as a human.
 - D. She no longer pleases him.
- ___ 8. Mr. Peters uses his second wish to turn Leita back into a swan. How does this action resolve the conflict in the story?
- A. Mr. Peters is happy because he can be alone again.
 - B. Leita is with her sister and no longer unhappy.
 - C. Mr. Peters had wanted a wife who was not a swan.
 - D. Leita had not been nice to him, so he has punished her.
- ___ 9. After Mr. Peters turns Leita back into a swan, what inference can you make when she rests her head against his hand before flying away?
- A. She is asking him to scratch her head.
 - B. She is trying to find a way to bite him.
 - C. She is sorry she is a swan again.
 - D. She is thanking him for transforming her.
- ___ 10. Why does Mr. Peters live by the river even when he is old and sick?
- A. He wants to stay near the two swans.
 - B. He thinks he is too old to move away.
 - C. He cannot afford to move away.
 - D. He fears he will miss his neighbors.
- ___ 11. Why are many people afraid of Mr. Peters when he grows old?
- A. They think he has magical powers.
 - B. He never lets people into his house.
 - C. He communicates with two swans.
 - D. They think he is a thief.

Vocabulary and Grammar

- ___ 12. Based on the way the word *malicious* is used in this passage from “The Third Wish,” what would you say is a characteristic of a *malicious* person?
- He heard a harsh laugh behind him, and turning round saw the old King looking at him with a malicious expression.
- A. He or she is mean.
 - B. He or she is talkative.
 - C. He or she is curious.
 - D. He or she is happy.
- ___ 13. What is the meaning of the word *remote* as it is used in the following sentence?
- Mr. Peters’s house is so remote that the nearest neighbor lives miles away, there are no malls nearby, and only sounds of nature can be heard.
- A. It means “unrealistic.”
 - B. It means “agricultural.”
 - C. It means “dangerous and untamed.”
 - D. It means “far from everything else.”
- ___ 14. In this sentence, which word does the adjective *gold* modify?
- One of them wore the gold chain he had given Leita after their marriage.
- A. wore
 - B. chain
 - C. Leita
 - D. marriage
- ___ 15. In this sentence, which word is an adjective?
- In his hands were a withered leaf and a white feather.
- A. hands
 - B. leaf
 - C. white
 - D. feather

Essay

16. In “The Third Wish,” Leita is not happy as Mr. Peters’s wife. In an essay, describe Leita’s unhappiness. Give three examples of things she says or does that show she is unhappy. Then, explain why she is unhappy and give two examples to support your explanation.
17. In “The Third Wish,” the king of the Forest is not grateful for having been rescued by Mr. Peters. Still, he owes Mr. Peters a reward and therefore grants him three wishes. What does the king tell Mr. Peters about other human beings who have been given three wishes? How does the king expect Mr. Peters to use his third wish?
18. **Thinking About the Big Question: Does every conflict have a winner?** In an essay, explain the main conflict in “The Three Wishes.” Is the conflict internal or external? Is there a clear winner in the conflict? If so, who is it?

“The Third Wish” by Joan Aiken**Selection Test B**

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. When the King of the Forest first appears, how do you know that he and Mr. Peters are experiencing an external conflict?
- A. Mr. Peters argues with the King about life as a swan versus life as a human.
 - B. Mr. Peters grows mean and threatens the King when he speaks.
 - C. The King has fierce eyes, is unfriendly, and speaks threateningly to Mr. Peters.
 - D. The King and Mr. Peters get into a fist fight over the three wishes.
- ___ 2. In “The Third Wish,” what can you infer from the following remark by the old King?
“I have yet to hear of the human being who made any good use of his three wishes—they mostly end up worse off than they started.”
- A. The old King is saying that Mr. Peters lacks basic intelligence.
 - B. The old King is saying that Mr. Peters will waste the three wishes.
 - C. The old King is saying that every human he meets wants three wishes.
 - D. The old King is saying that he has granted three wishes to many humans.
- ___ 3. At the start of “The Third Wish,” the only thing troubling Mr. Peters is that
- A. he must make three wishes.
 - B. he misses his first wife.
 - C. he is somewhat lonely.
 - D. he lives in a remote place.
- ___ 4. In “The Third Wish,” Mr. Peters does not use all three of his wishes at once because
- A. the King of the Forest warns him not to.
 - B. he wants to save two for an emergency.
 - C. the King of the Forest has forbidden him to.
 - D. he can think of only one thing to wish for.
- ___ 5. When Mr. Peters shows Leita all of his treasures, why does the river please her the most?
- A. She likes getting her exercise by swimming.
 - B. She will be able to visit with her sister.
 - C. She likes to eat fish caught from the river.
 - D. She is soothed by the sound of the water.
- ___ 6. In “The Third Wish,” what can you infer about Leita from the time she spends by the river?
- A. She loves nature and the outdoors.
 - B. She misses the King of the Forest.
 - C. She misses her life as a swan.
 - D. She loves watching the flow of water.

- ___ 7. Leita tells Mr. Peters not to use his second wish to turn her back into a swan because
- A. she does not want him to use a wish on her.
 - B. she feels an obligation to stay with him.
 - C. she is getting used to living as a human.
 - D. she has fallen in love with him.
- ___ 8. Based on this passage, what can you infer from Leita's desire to stay at home?
Poor Mr. Peters . . . did his best to make her life happier, . . . even suggesting a trip round the world. But she said no to that; she would prefer to stay in their own house near the river.
- A. She does not want to be far from her sister.
 - B. She does not care for foreign travel.
 - C. She does not like Mr. Peters enough to travel with him.
 - D. She does not want to miss her daily swims in the river.
- ___ 9. When Mr. Peters comes to bed one night and finds Leita calling out in her sleep, how is her internal conflict revealed?
- A. In her dream, she is talking of her fear of having to leave him.
 - B. In her dream, she is afraid of the river and calling for help.
 - C. In her dream, she is laughing and playing beside the river.
 - D. In her dream, she is crying and calling for her sister to wait for her.
- ___ 10. Mr. Peters changes Leita back into a swan because
- A. she does not respect him.
 - B. she has begged him to.
 - C. she is unhappy as a human.
 - D. she has lost hope.
- ___ 11. Which statement is the best interpretation of this passage from "The Third Wish"?
Next day he saw two swans swimming at the bottom of the garden, and one of them wore the gold chain he had given Leita after their marriage; she came up and rubbed her head against his hand.
- A. The swan wishes to return the chain to Mr. Peters.
 - B. The chain has gotten tangled around the swan's neck.
 - C. The swans have found Leita's gold chain.
 - D. The swans are Leita and her sister, Rhea.
- ___ 12. Upon his death Mr. Peters is found smiling happily, holding a withered leaf and a white feather. What does that description suggest?
- A. Mr. Peters dies trying to think of a use for the third wish.
 - B. Mr. Peters is transformed into a swan before he dies.
 - C. Mr. Peters gives his third wish to Leita before he dies.
 - D. Mr. Peters never uses the third wish and dies content.

“Amigo Brothers” by Piri Thomas
Vocabulary Warm-up Word Lists

Study these words from “Amigo Brothers.” Then, complete the activities.

Word List A

achieve [uh CHEEV] *v.* to do something successfully after a lot of effort

Paul was proud to achieve his dream of becoming Player of the Year.

barrage [buh RAHZH] *n.* a rapid outpouring of many things at once

The Web site received a barrage of complaints from angry subscribers.

fitful [FIT fuhl] *adj.* starting and stopping in an irregular way

Loren had a fitful night’s sleep and woke up exhausted.

nimble [NIM buhl] *adj.* able to move quickly and lightly

The gymnast twisted her nimble body into an astounding shape.

opponent [uh POH nuhnt] *n.* a person or team that is against you in a contest

Greta shook hands with her opponent after the tennis match.

shuffle [SHUHF uhl] *n.* a slow walk, with the feet barely leaving the ground

I recognized Vincent’s tired shuffle as he came home from work.

style [STYL] *n.* the way in which something is done

Hemingway’s style of writing is spare; he says a lot in a few words.

surged [SERJD] *v.* rushed forward with force

The stormy waves surged over the cliffs.

Word List B

challenger [CHAL uhn jer] *n.* someone who competes against a champion

The challenger seemed ready to compete against the chess champion.

clarity [KLAR uh tee] *n.* clearness

Matt spoke with clarity about the techniques of snowboarding.

emerging [ee MERJ ing] *v.* coming out of somewhere

The president’s motorcade was emerging from the tunnel.

improvised [IM pruh vyzd] *v.* made up something on the spot

When Sheila forgot her lines she improvised the words.

mild [MYLD] *adj.* moderate; not extreme

Bill enjoys a mild salsa on his tacos.

muscular [MUS kyoo ler] *adj.* physically strong with well-developed muscles

Jan needed a muscular skating partner who could lift her easily.

numerous [NOO mer uhs] *adj.* many

Numerous singers auditioned for the popular TV show.

sparring [SPAHR ing] *adj.* using light blows as in a practice boxing match

Rocky’s sparring partner delivered a light punch to the jaw.

“Amigo Brothers” by Piri Thomas
Vocabulary Warm-up Exercises

Exercise A *Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.*

Gladys danced around on her [1] _____ legs. She watched her [2] _____ arrive. She noticed the girl’s weary [3] _____ as she walked slowly onto the tennis court. At first her opponent’s [4] _____ was inconsistent. Some serves were fast; some were slow. After a few [5] _____ attempts, however, the girl [6] _____ forward with a strong serve. Then, both players sent forth a [7] _____ of hard returns. Gladys had to work hard to [8] _____ the first win of the match.

Exercise B *Answer the questions with complete explanations.*

Example: If someone is a clumsy player, is he or she skillful?

No; a clumsy player would not be skillful. He or she would trip or bump into other players.

1. If you answer a question with clarity, will people understand your answer?

2. If a snake is emerging from a pile of leaves, is it likely you have seen its tail?

3. If you have improvised with a jazz band, is it likely you are a good musician?

4. If you have numerous things to do, do you have a great deal of free time?

5. If you are a challenger, are you a champion?

6. If someone is muscular, can he or she easily lift heavy objects?

7. If someone takes part in a sparring match, is he or she likely to get seriously injured?

8. If you have a mild manner, do you get angry often?

“Amigo Brothers” by Piri Thomas
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

When a little guy wants to achieve something really, really big, he has to work hard, then harder, and harder still. Sal was a little guy who wanted to become a champion middleweight boxer. Sal was 12 years old, stood 4 feet 8 inches tall, and weighed in at about 98 pounds. He knew it would be a long, hard road for him to even get inside the ring. If he ever doubted it, his brother, who was known in boxing circles as “The Bruiser,” was quick to remind him. Luckily, his brother was a sweet guy despite his crushing name.

“If you want my help, you have to stay steady on the course,” his brother had said. “No fitful starts and stops. No ‘Today I want it, tomorrow I don’t.’ Got that?”

“Got it! When do we start?”

“Now,” his brother answered as he tossed Sal a pair of training gloves and a helmet. “Gloves up in front of your face and keep your eyes on your opponent. Always keep your eyes on your opponent. No matter what I do, which way I turn, never take your eyes off of me.” These primary instructions were delivered as his brother moved around in a nimble dance. He bounced here, now there, never still, never in the same place. Sal wasn’t fooled by this quick footwork. He knew his brother’s style: tight, controlled, and fast as a viper. Suddenly his brother delivered a barrage of soft jabs. One, two, three, four! Sal was ready for it. He moved his gloves to block the blows, then surged forward with a jab to his brother’s ribs.

His brother shuffled backward as if dancing on sand. “Good!” he exclaimed. “That’s a strong beginning, Bro’. I think we’ve got something to work with here.”

Sal grew six inches taller inside himself. He had taken his first step forward, and it was a good one.

1. Underline the words that tell what Sal wanted to achieve. Write about something you want to *achieve*.
2. Underline the words that mean the opposite of fitful. Write a sentence using the word *fitful*.
3. Circle the word that tells what you should always keep on your opponent. Rewrite the sentence using a synonym for *opponent*.
4. Underline the sentence that describes the brother’s nimble dance. Give a synonym for *nimble*.
5. Underline the words that describe the brother’s boxing style. Write about another sport that requires a similar *style*.
6. Circle the words that tell what kind of barrage Sal’s brother delivered. Use the word *barrage* in a sentence.
7. Underline the words that tell how Sal surged forward. Rewrite the sentence using a synonym for *surged*.
8. Underline the words that tell how the brother shuffled. Use the same meaning for the word *shuffled* in a sentence.

“Amigo Brothers” by Piri Thomas

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In early boxing, rules were improvised on the spot. Whatever seemed right at the moment was allowed. Today, there are standard rules for boxing. These rules add clarity to the sport by defining what boxers can and cannot do.

Numerous rules in amateur boxing are different from professional boxing. They are designed to protect the safety of the boxers. For example, professional fighters are rewarded for being forceful. They earn points for knocking down or knocking out their opponents. The objective of amateur boxing is to win points by landing correct blows on the opponent’s target area. Knock-downs and knockouts do not earn points. Amateur rules also apply to women’s boxing, an emerging sport.

Mild injuries such as small cuts or slight bruising happen in all boxing events. Even in sparring matches, where the boxers use light blows, injuries sometimes occur. During a professional contest, a fighter’s injuries can be extreme. The bout is stopped only when a boxer is knocked out or can no longer continue. In amateur boxing, the rules are more forgiving. For example, the contest ends when bleeding or swelling around the eye limits a boxer’s vision.

There is also a difference in the number of rounds allowed. In early boxing, an event could last a long time. It was not unusual for a fight to continue for 30 rounds. In fact, the challenger Paddy Ryan defeated the English champion, Joe Goss, in 1880 after 87 rounds! Today a professional fight is limited to 12 rounds of 3 minutes each. An amateur contest may last for up to four 3-minute rounds. Female boxers whose bodies are less muscular are allowed three 2-minute rounds. Contests for boxers under the age of 17 are even shorter.

1. Circle the word that tells what boxers improvised. Use a synonym for *improvised* in a sentence.
2. Underline the words that tell how rules add clarity. Use *clarity* in a sentence.
3. Underline words that tell where numerous rules of professional boxing are different. Rewrite the sentence using a synonym for *numerous*.
4. Underline the words that tell what sport is emerging. Describe another sport that is *emerging*.
5. Underline the words that describe mild injuries. Rewrite the sentence using a synonym for *mild*.
6. Circle the words that describe a sparring match. Write a sentence using *sparring*.
7. Underline the words that tell what the challenger did. Describe a time when your favorite sports team was a *challenger*.
8. Circle the words that identify less muscular boxers. Then, describe someone or something that is *muscular*.

“Amigo Brothers” by Piri Thomas
Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

- | | | | |
|--------------|------------------|---------------|---------------|
| attitude | challenge | communication | competition |
| compromise | conflict | danger | desire |
| disagreement | misunderstanding | obstacle | opposition |
| outcome | resolution | struggle | understanding |

A. Use one or more words from the list above to complete the paragraph.

Competition between people can be healthy, but it can also lead to _____. If you one day find yourself in _____ with a friend, be sure to keep the lines of _____ open. If you talk things through, you can better avoid _____ and can reach a satisfying _____.

B. Follow the directions in responding to each of the items below.

1. List two different times when you experienced a conflict with a friend.

2. Write two sentences describing one of the preceding conflicts, and explain what helped you resolve it. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

When a friendship is strong enough, conflicts that arise often _____

“Amigo Brothers” by Piri Thomas

Reading: Make Inferences by Recognizing Details

Short story writers do not directly tell you everything there is to know about the characters, setting, and events. Instead, they leave it to you to **make inferences**, or logical guesses, about unstated information.

To form inferences, you must **recognize details** in the story and consider their importance. For example, in “Amigo Brothers,” the narrator says, “While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.” You can use that clue to infer that Felix and Antonio stayed out of trouble.

DIRECTIONS: *The sentences in the left-hand column of this chart offer details about the amigo brothers. In the right-hand column, describe what the details tell you about one or both of these characters.*

Detail About a Character	Inference About the Character
1. “If it’s fair, <i>hermano</i> , I’m for it.” Antonio admired the courage of a tugboat pulling a barge five times its welterweight size.	
2. Tony jogged away. Felix watched his friend disappear from view, throwing rights and lefts. Both fighters had a lot of psyching up to do before the big fight.	
3. Felix did a fast shuffle, bobbing and weaving, while letting loose a torrent of blows that would demolish whatever got in its way. It seemed to impress the brothers, who went about their own business.	
4. [Felix] fought off a series of rights and lefts and came back with a strong right that taught Antonio respect.	
5. The announcer turned to point to the winner and found himself alone. Arm in arm the champions had already left the ring.	

“Amigo Brothers” by Piri Thomas
Literary Analysis: Conflict

Most fictional stories center on a **conflict**—a struggle between opposing forces. There are two kinds of conflict:

- When there is an **external conflict**, a character struggles with an outside force such as another character or nature.
- When there is an **internal conflict**, a character struggles with himself or herself to overcome opposing feelings, beliefs, needs, or desires. An internal conflict takes place in a character’s mind.

The **resolution**, or outcome of the conflict, often comes toward the end of the story, when the problem is settled in some way.

A story can have additional, smaller conflicts that develop the main conflict. In “Amigo Brothers,” for example, a small external conflict occurs one morning as Felix and Antonio work out. There is tension between them, and Felix says, “Let’s stop a while, bro. I think we both got something to say to each other.” A minor internal conflict occurs when Felix mentions that he has stayed awake at night, “pulling punches” on Antonio. Felix struggles with the conflict between his wish not to harm his friend and his desire to win the fight.

DIRECTIONS: *Based on details in each of the following passages from “Amigo Brothers,” identify the conflict as External or Internal. Then, explain your answer.*

1. He tried not to think of Felix, feeling he had succeeded in psyching his mind. But only in the ring would he really know.

Type of conflict: _____

Explanation: _____

2. He walked up some dark streets, deserted except for small pockets of wary-looking kids wearing gang colors. Despite the fact that he was Puerto Rican like them, they eyed him as a stranger to their turf.

Type of conflict: _____

Explanation: _____

3. Antonio was passing some heavy time on his rooftop. How would the fight tomorrow affect his relationship with Felix? After all, fighting was like any other profession. Friendship had nothing to do with it. A gnawing doubt crept in.

Type of conflict: _____

Explanation: _____

4. Felix and Antonio turned and faced each other squarely in a fighting pose. Felix wasted no time. He came fast, head low, half hunched toward his right shoulder, and lashed out with a straight left.

Type of conflict: _____

Explanation: _____

“Amigo Brothers” by Piri Thomas
Vocabulary Builder

Word List

devastating dignitaries dispelled evading improvised perpetual

A. DIRECTIONS: *On the line, write the letter of the word whose meaning is opposite that of the Word List word.*

- ___ 1. perpetual
 A. permanent B. temporary C. strong D. wide
- ___ 2. devastating
 A. confusing B. appearing C. harmful D. helpful
- ___ 3. dispelled
 A. dispersed B. crumbled C. gathered D. hypnotized
- ___ 4. evading
 A. confronting B. watching C. escaping D. explaining
- ___ 5. dignitaries
 A. politicians B. criminals C. attorneys D. peasants
- ___ 6. improvised
 A. impressive B. rehearsed C. through D. unplanned

B. WORD STUDY: *The prefix per- means “through” or “completely.” Answer each of the following questions using one of these words containing per-: perceive, percolate, perforate.*

1. How does a *percolator* produce coffee?

2. If I *perforate* the top of a can of engine oil, what do I do to it?

3. How can you *perceive* the difference between the colors red and blue?

“Amigo Brothers” by Piri Thomas
Enrichment: Describing an Activity

In “Amigo Brothers,” Felix and Antonio are friends who face each other in a match to determine which of them will represent the Boys Club in the Golden Gloves Championship Tournament. Piri Thomas describes their boxing match in great detail, allowing readers to form a vivid mental image of the fight.

DIRECTIONS: *Envision an activity that you enjoy watching or taking part in. With that activity in mind, complete the items below. Concentrate on providing vivid details of one element, or aspect, of the activity. Finally, write a description of that aspect of the activity and use the details to make it come alive.*

1. Name of the activity: _____

2. General description of the activity: _____

3. Particular aspect of the activity: _____

4. Descriptive details of one aspect of the activity: _____

5. Detailed description of one aspect of the activity: _____

“The Third Wish” by Joan Aiken

“Amigo Brothers” by Piri Thomas

Integrated Language Skills: Grammar

Adjectives

An **adjective** modifies or describes a noun or pronoun. An adjective may answer the questions *what kind? how many? which one? or whose?*

In this sentence, *beautiful* modifies *woman*. It tells what kind of woman appeared.

A *beautiful* woman suddenly appeared.

In this sentence, *two* modifies *boys*. It tells how many boys continued to run together.

Two boys continued to run together.

A. DIRECTIONS: *Underline the adjective or adjectives in each sentence. Then, circle the word the adjective modifies and which question it answers.*

1. Mr. Peters drove along a straight, empty stretch of road.
2. He heard strange cries coming from a distant bush.
3. A great white swan suddenly changed into a little man.
4. The grateful stranger granted Mr. Peters several wishes.
5. Mr. Peters soon had a gorgeous wife with pretty blue-green eyes.
6. Antonio was fair, lean, and lanky, while Felix was dark, short, and husky.
7. Antonio’s lean form and long reach made him the better boxer.
8. Felix’s short and muscular frame made him the better slugger.
9. Large posters were plastered on the walls of local shops.
10. The fighters changed from their street clothes into fighting gear.

B. Writing Application: *Write a sentence in response to each set of instructions.*

1. Write a sentence about Leita, using the adjective *attractive*.

2. Write a sentence about the forest, using the adjectives *dark* and *remote*.

3. Write a sentence about Antonio Cruz, using the adjectives *lean* and *talented*.

4. Write a sentence about Felix Vargas, using the adjectives *short* and *powerful*.

“The Third Wish” by Joan Aiken
“Amigo Brothers” by Piri Thomas

Integrated Language Skills: Support for Writing an Anecdote

Use this graphic organizer to help you prepare an anecdote that tells what might have happened if either (a) Mr. Peters had not turned Leita back into a swan or (b) Antonio or Felix had been knocked out during the fight. In the first rectangle, list details about the new ending that you imagine. In the ovals below it, describe two problems, or conflicts, that might arise as a result of the new ending. Then, in the bottom rectangle, describe one way in which the main character might act to resolve the conflict.

Details about the new ending:

Problem 1:

Problem 2:

Resolution:

Now, use your notes to write an anecdote telling what might have happened as a result of the new ending.

“The Third Wish” by Joan Aiken
“Amigo Brothers” by Piri Thomas

Integrated Language Skills: Support for Extend Your Learning

Listening and Speaking: “The Third Wish”

What details from “The Third Wish” support the statement that Mr. Peters was good-natured and a doer of good deeds? List at least three details here:

Now, prepare to write a **news story** announcing the death of Mr. Peters and hailing him as a local hero. Choose a method by which to organize your details (for example, strongest to weakest or least important to most important). Name the method here, and organize your details in the three boxes according to that method.

Method of organization: _____



Listening and Speaking: “Amigo Brothers”

In preparation for presenting a **news story** that describes the fight between Antonio and Felix, complete the following items:

Events that take place before the fight: _____

Comment made by Antonio: _____

Comment made by Felix: _____

Events that take place during the fight: _____

Events that take place after the fight: _____

Comment made by Antonio: _____

Comment made by Felix: _____

“Amigo Brothers” by Piri Thomas

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Antonio and Felix have a collection of *Fight* magazines and scrapbooks filled with newspaper clippings and tickets from boxing matches. What do these details show about the boys? Explain.

2. Felix says that he and Antonio have to act like strangers when they box each other. Why do they have to act that way? What inference can you draw from that statement?

3. In “Amigo Brothers,” how does Felix attempt to psyche himself for the big fight? Why does he need to do this?

4. An internal conflict is one that a character feels within himself or herself. What does this passage from “Amigo Brothers” reveal about Antonio’s internal conflict? Antonio was passing some heavy time on his rooftop. How would the fight tomorrow affect his relationship with Felix?

5. What inference can you draw from this passage from “Amigo Brothers”? Explain your answer.

Antonio danced in carefully. He knew Felix had the habit of playing possum when hurt, to sucker an opponent within reach of the powerful bombs he carried in each fist.

6. What does this passage from “Amigo Brothers” suggest about Antonio’s abilities as a fighter? Explain your answer.

Antonio danced, a joy to behold. His left hand was like a piston pumping jabs one right after another with seeming ease.

7. In the chart below, write one example of an external conflict and one example of an internal conflict in “Amigo Brothers.”

External Conflict	Internal Conflict

8. At the end of the boxing match, the narrator of “Amigo Brothers” says that Felix and Antonio “would always be champions to each other.” What is the meaning of that statement?

9. When Antonio is *evading* his opponent’s fists, what is he doing?

10. What is the meaning of the word *dispelled* in the sentence that follows? Explain how Felix’s doubts have been dispelled.

If Felix had any small doubt about their friendship affecting their fight, it was being neatly dispelled.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In “Amigo Brothers,” Antonio and Felix are best friends who fight each other in a boxing match. In an essay, describe Antonio and Felix’s friendship. What do they have in common? What dreams are important to them? At the end of the match, what has happened to their friendship? How do you know?
12. At the end of “Amigo Brothers,” the reader never learns which boy has earned the right to represent the Boys Club in the Golden Gloves Championship Tournament. In an essay, explain which contestant deserved to win. Support your choice with examples from the story.
13. You have probably heard the statement, “It’s not important whether you win or lose but how you play the game.” Would Felix and Antonio agree with this statement? In an essay, explain how they would feel about it. Support your opinions with details from “Amigo Brothers.”
14. **Thinking About the Big Question: Does every conflict have a winner?** In an essay, describe the overall external conflict and the overlapping internal conflicts in “Amigo Brothers.” Do the conflicts have a clear winner? If so, who wins, and how? Use examples from the story to support your answer.

Oral Response

15. Go back to question 2, 4, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Amigo Brothers” that will support your points. If necessary, make notes to guide your response.

“Amigo Brothers” by Piri Thomas

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. In “Amigo Brothers,” what do both Antonio and Felix dream of becoming someday?
- A. a boxing trainer
 - B. a lightweight champion
 - C. the owner of a gym
 - D. the director of the Boys Club
- ___ 2. Antonio and Felix have a collection of *Fight* magazines and scrapbooks filled with newspaper clippings and tickets from boxing matches. What do these details show about the boys?
- A. They spend too much money on magazines.
 - B. They should invest in new scrapbooks.
 - C. They are extremely interested in boxing.
 - D. They are the very best of friends.
- ___ 3. Felix says that he and Antonio have to act like strangers when they box each other. What inference can you draw from that statement?
- A. They do not want to let their friendship get in the way of winning.
 - B. They do not want the spectators to know that they are friends.
 - C. Boxers who know their opponents do not usually win championships.
 - D. Boxers who know each other are not permitted to fight each other.
- ___ 4. What is the main external conflict in “Amigo Brothers”?
- A. the friendship between Antonio and Felix
 - B. the boxing match between Antonio and Felix
 - C. the race that Antonio and Felix run along the East River
 - D. the contest between the lower east side of Manhattan and the South Bronx
- ___ 5. In “Amigo Brothers,” why does Felix go to the movies?
- A. so that he does not have to talk to his aunt
 - B. so that he can enjoy a good boxing movie
 - C. so that he can relax on the night before the big fight
 - D. so that he can keep from thinking about Antonio

- ___ 6. Which passage reveals Antonio's internal conflict over the fight with Felix?
- A. "Antonio was passing some heavy time on his rooftop. How would the fight tomorrow affect his relationship with Felix?"
 - B. "Antonio wore white trunks, black socks, and black shoes. Felix wore sky blue trunks, red socks, and white boxing shoes."
 - C. "Antonio countered with his own flurry, forcing Felix to the ground."
 - D. "It was Antonio who came out fast, charging across the ring. Felix braced himself but couldn't ward off the barrage of punches."
- ___ 7. In "Amigo Brothers," why does the boxing match take place in a park?
- A. The gym is not air conditioned and would be too hot.
 - B. The promoters are unable to get permission to use the gym.
 - C. The gym is not large enough to accommodate the crowd.
 - D. The nearest gym is a long walk from a subway station.
- ___ 8. What does this passage from "Amigo Brothers" tell you about the fight?
Rights to the body. Lefts to the head. Neither fighter was giving an inch.
- A. Both fighters are saving their strength.
 - B. Both fighters are the same height.
 - C. Both fighters are in pain.
 - D. Both fighters are doing their best.
- ___ 9. In "Amigo Brothers," what does the description of the fight suggest about Antonio and Felix?
- A. Neither one can win a championship.
 - B. They are both good boxers.
 - C. Neither one is doing his best.
 - D. They have tried hard not to hurt each other.
- ___ 10. What inference about Antonio and Felix can you draw from this passage?
The announcer turned to point to the winner and found himself alone. Arm in arm the champions had already left the ring.
- A. They care more about their friendship than about who has won the fight.
 - B. They are too beaten up to wait to hear the announcement of the winner.
 - C. They will both represent the Boys Club in the championship tournament.
 - D. They are grateful that the fight is over and have gone to their dressing rooms.

Vocabulary and Grammar

- ___ 11. When Antonio is *evading* his opponent's fists, what is he doing?
- A. He is avoiding being punched.
 - B. He is fighting back with equal force.
 - C. He is tricking his opponent.
 - D. He is giving in to his opponent.
- ___ 12. Antonio's blows are *devastating*. What else might be *devastating*?
- A. a car
 - B. a movie
 - C. a hurricane
 - D. a vacation
- ___ 13. Which word from this sentence from "Amigo Brothers" is an adjective?
... they fooled around with a few jabs at the air, slapped skin, and then took off. . . .
- A. around
 - B. few
 - C. air
 - D. slapped
- ___ 14. Which word in this sentence from "Amigo Brothers" does *great* modify?
The fight had created great interest in the neighborhood.
- A. fight
 - B. created
 - C. interest
 - D. neighborhood

Essay

15. In "Amigo Brothers," Antonio and Felix are best friends who fight each other in a boxing match. In an essay, describe Felix and Antonio's friendship. What do they have in common? What dreams are important to them? At the end of the match, how do they show that their friendship is important?
16. Felix and Antonio agree to act like strangers when they enter the boxing ring. They insist that despite being friends, each boxer must try his best to win the fight. Eventually, the boys determine that they should not see each other until the day of the fight. Why do you think Felix and Antonio decide to put their friendship aside while they prepare for the fight?
17. **Thinking About the Big Question: Does every conflict have a winner?** The main conflicts in "Amigo Brothers" are between the two boys and also inside each of the boys. In an essay, describe the external and internal conflicts. Do the conflicts have a clear winner? If so, who wins, and how? Use examples from the story to support your answer.

“Amigo Brothers” by Piri Thomas**Selection Test B**

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. In this passage from “Amigo Brothers,” which detail shows that Felix is experiencing an internal conflict about the upcoming boxing match?
“Since we found out it was going to be me and you, I’ve been awake at night, pulling punches on you, trying not to hurt you.”
- A. He admits that he is staying awake at night thinking about the fight.
 - B. He states openly that the fight will be between him and Antonio.
 - C. He admits that he has been thinking about fighting Antonio.
 - D. He states that he does not want to hurt Antonio.
- ___ 2. What does this passage from “Amigo Brothers” say about the conflict in the story?
“We both are *cheverote* fighters and we both want to win. But only one of us can win. There ain’t no draws in the eliminations.”
- A. Each boy is confident that he will be the winner.
 - B. Each boy thinks that the other will be eliminated.
 - C. Both boys want to win, and they know that only one of them can win.
 - D. Both boys want to win, and neither wants the match to end in a draw.
- ___ 3. What inference can you draw from this speech that Felix makes to Antonio in “Amigo Brothers”?
“When we get into the ring it’s gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don’tcha?”
- A. Felix believes that they would be happier if they had never become friends.
 - B. Felix believes that after the match they will be strangers to each other.
 - C. Felix believes that after the match they will no longer be friends.
 - D. Felix believes that they must not think about their friendship during the match.
- ___ 4. In “Amigo Brothers,” why do Felix and Antonio agree not to see each other until after the match?
- A. They are ready to fight each other.
 - B. They are angry with each other.
 - C. Each wants to focus on the match rather than on their friendship.
 - D. Each is afraid the other will discover something about his fighting style.
- ___ 5. How are the external and internal conflicts of “Amigo Brothers” related to each other?
- A. The external conflict represents each character’s internal conflict.
 - B. The external conflict of the fight brings about an internal conflict in each character.
 - C. Their internal conflicts lead them to face each other, bringing about an external conflict.
 - D. The internal conflict is within Felix, while the external conflict is between the two friends.

- ___ 6. In “Amigo Brothers,” how does Felix attempt to psyche himself for the big fight?
- A. Watching a fight movie, he sees himself as the champ and Antonio as the challenger.
 - B. On a run by the East River, he practices his moves while envisioning Antonio’s face.
 - C. In the South Bronx, he fights a gang of boys who are hanging out on the street.
 - D. At the gym with his trainer, he works out harder than he ever has before.
- ___ 7. What inference can you draw from this passage from “Amigo Brothers”?
- Antonio danced in carefully. He knew Felix had the habit of playing possum when hurt, to sucker an opponent within reach of the powerful bombs he carried in each fist.
- A. Felix can be very violent.
 - B. Felix does not fight fairly.
 - C. Antonio is more graceful than Felix.
 - D. Antonio knows Felix’s fighting style.
- ___ 8. What does this passage from “Amigo Brothers” suggest about Antonio’s abilities as a fighter?
- Antonio danced, a joy to behold. His left hand was like a piston pumping jabs one right after another with seeming ease.
- A. He moves gracefully and punches fast.
 - B. The spectators love watching him fight.
 - C. He must dance better than he boxes.
 - D. He punches fast but moves slowly.
- ___ 9. What can you infer from this passage from “Amigo Brothers”?
- They looked around and then rushed toward each other. A cry of alarm surged through Tompkins Square Park.
- A. The fighters are extremely angry with each other.
 - B. The fighters have incited a riot among the spectators.
 - C. The crowd is impressed with the fighters’ strength and ability.
 - D. The crowd thinks that the boxers are going to fight brutally.
- ___ 10. At the end of the boxing match, the narrator of “Amigo Brothers” says that Felix and Antonio “would always be champions to each other.” What is the meaning of that statement?
- A. The boys will always think highly of each other.
 - B. Both contestants have won the match.
 - C. Both boys will become championship boxers.
 - D. The boys are relieved that the fight is over.
- ___ 11. What do Antonio and Felix have in common throughout the story?
- A. Both are tall and lean.
 - B. Both have a long reach.
 - C. Both want to fight fairly and win.
 - D. Each thinks the other is the better fighter.

“Zoo” by Edward D. Hoch
Vocabulary Warm-up Word Lists

Study these words from “Zoo.” Then, apply your knowledge to the activities that follow.

Word List A

breed [BREED] *n.* a particular kind or type of animal or plant

Alexander’s favorite breed of dog is the golden retriever.

clutching [CLUHCH ing] *v.* holding on to something tightly

Kevin was clutching his new baseball mitt to his chest.

constantly [KAHN stuhnt lee] *adv.* happening over and over; endlessly; continually

The annoying child was constantly whining about something.

horrors [HAHR uhrz] *n.* things that cause a strong feeling of fear or disgust

The novel *The Red Badge of Courage* tells of the horrors of war.

limit [LIM it] *n.* the greatest number or amount allowed

The speed limit on this highway is fifty-five miles per hour.

odd [AHD] *adj.* not usual or ordinary; peculiar; strange

The animal’s odd behavior worried the zookeeper.

scurried [SKER eed] *v.* ran quickly or hastily; scampered

The mouse scurried across the floor, fleeing from the cat.

seeking [SEEK ing] *v.* searching for; looking for

Seeking answers to her questions, Justine did research online.

Word List B

adults [uh DULTS] *n.* mature persons

Adults pay twice as much as children for the movie.

annual [AN yoo uhl] *adj.* happening or appearing once a year

The bake sale is an annual fund-raising event at our school.

awe [AW] *n.* a mixed feeling of respect, fear, and wonder

The eruption of the volcano inspired awe in the scientists.

clustered [KLUS terd] *v.* gathered together as a bunch

The baby chicks clustered around their mother.

daybreak [DAY brayk] *n.* dawn; the time of morning when daylight first appears

The farmer was up at daybreak to milk the cows.

expense [ek SPENS] *n.* financial cost; fee

The fancy dinner was not worth the expense.

jagged [JAG id] *adj.* having sharp points or notches

Dominic used the jagged rock to cut the branch into firewood.

reveal [ri VEEL] *v.* to expose to view; show; exhibit; display

Charlotte opened the curtains to reveal the spectacular view.

“Zoo” by Edward D. Hoch
Vocabulary Warm-up Exercises

Exercise A *Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.*

Although she had been dealing with the [1] _____ of training a puppy that [2] _____ misbehaved, Carla decided she wanted another pet. She did some research on cats and found out about a [3] _____ she liked. She spent many weeks [4] _____ a Manx cat. The Manx is an [5] _____ cat—it does not have a tail. Finally, she heard there was one at the pet shop. Carla [6] _____ over there as quickly as she could. The price of the cat was a little over the [7] _____ she had set for herself. Carla was [8] _____ her money in her hand when she decided that the expense was worth it. She was sure her puppy would love the tail-less cat.

Exercise B *Answer the questions with complete explanations.*

Example: If Mr. Greene detests spinach, would he enjoy having it with dinner?
No; detests means “dislikes intensely,” so Mr. Greene would not enjoy eating spinach.

1. If something is an expense, are you likely to get it for free?

2. If you reveal a secret, are others likely to hear about it?

3. If you attend an annual family gathering, do you go to it every month?

4. If you walk barefoot on jagged rocks, are you likely to cut your feet?

5. If only adults are invited to a party, could your grandparents go to it?

6. If you were in awe of something, would you be bored by it?

7. If plants are clustered in a garden, are they scattered around the garden?

8. If you want to be awake at daybreak, would you get up at 9 A.M.?

“Zoo” by Edward D. Hoch
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

More than 50 million years ago, a horselike creature scurried through the North American forests. This four-legged animal was about the size of a fox, but it was related to the modern horse. It fed on fruit and leaves. Its feet had pads like those of a dog. However, each toe ended in a hoof rather than a claw. Fossil hunters found the bones of this odd animal about a hundred years ago. They named it eohippus, which means “dawn horse.” They thought it was a direct ancestor of the horse.

Modern researchers have been seeking a better understanding of the link between the eohippus and the horse. They agree that the modern horse probably descends from a breed of smaller animals. However, they do not believe that the path from eohippus to horse was direct.

Many of the early horselike creatures died out long ago. One branch survived, however. About a million years ago, it produced animals very similar to today’s wild horses. Then, less than 10,000 years ago, many of those early horses died out. No one knows why. Climate changes might have had something to do with it. Another cause might have been the humans who constantly hunted the animals. Only the horses of Asia and several zebras survived. All the horses of North America died out.

How, then, did we get all the horses that the American cowboys rode? Imagine those cowboys. They are clutching at the reins of their mighty steeds. Where did those horses come from? Historians believe that the ancestors of those horses were brought to the New World in the 1500s. They were brought on ships by the Spanish explorers.

Today, tens of thousands of wild horses gallop across the American West. There is a danger that the land cannot support all of them. To put a limit on their numbers, the U.S. government captures hundreds of horses each year and puts them up for adoption. By doing that, government workers protect the herds from the horrors of self-destruction.

1. Circle the words that tell what scurried through the North American forests. What does *scurried* mean?
2. Circle the word that tells what is described as odd. What does *odd* mean?
3. Circle the words that tell who have been seeking a better understanding. Use *seeking* in a sentence.
4. Circle the word that further describes the breed of animals from which the modern horse descends. What *breed* of animal would you like to have as a pet?
5. Why is it a bad idea to hunt one kind of animal constantly? Use *constantly* in a sentence.
6. Circle the words that tell what the cowboys are clutching. In your own words, tell what *clutching* means.
7. Circle the words that tell what government workers put a limit on. Use *limit* in a sentence.
8. Circle the words that tell what horrors the government is trying to prevent. What does *horrors* mean?

“Zoo” by Edward D. Hoch
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Since the time of the earliest humans on Earth, adults and children alike have gazed in awe at the night sky. They have marveled until daybreak at its beauty and mystery. We can imagine our ancestors pointing to groups of stars. They would compare them to familiar objects, such as dippers, bears, and crabs. Then, they would name the groups of stars, the constellations. Of course we know now that the stars in constellations are not clustered together, even though they appear to be. In fact, they are at greatly varying distances from Earth. Because all the stars in a constellation lie within the same line of sight, they seem to be connected.

Modern tools of astronomy reveal many details about the universe that earlier humans never knew. For example, telescopes and space probes have told us a great deal about Mars. We know more about Mars than we know about any planet other than Earth. Its cold, thin, transparent atmosphere allows us to observe the features of its surface. The spacecraft *Mariner 9* orbited the planet in 1971. It photographed the entire surface. Pictures of a Martian “Grand Canyon” show jagged formations more than two and a half miles deep in some places. *Mariner 9* also showed what appear to be dried riverbeds. These suggest a long-ago presence of water on Mars. We know that a day on Mars lasts 24 hours, 37 minutes, a little longer than a day on Earth. A year on Mars, however, is much longer than a year on Earth. It takes Mars 687 days to orbit the sun, compared with the 365 days it takes the Earth to orbit the sun.

Science-fiction writers delight in writing about Mars as a good place for human beings to live. Is it worth the expense of finding out whether they are right? Many people think so. Who knows? Maybe in the future we will be spending our annual vacations on Mars.

1. Circle the word that tells who gazed at the sky with the adults. Name one responsibility *adults* have that children do not have.
2. Circle the words that tell what the earliest humans gazed at in awe. Use *awe* in a sentence.
3. Underline the words that tell what the people marveled at until daybreak. What is another word for *daybreak*?
4. Underline the words that explain what early humans thought were clustered together. Define *clustered*.
5. Underline the words that tell what modern tools of astronomy reveal. Use *reveal* in a sentence.
6. Underline the words that tell what is jagged. Define *jagged*.
7. What expense is being questioned? Describe an unnecessary *expense*—one that people can do without.
8. Circle the word that tells what kind of annual event is being described. Use *annual* in a sentence.

“Zoo” by Edward Hoch

Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. Sometimes people have a negative _____ toward new things.
2. They may see _____ when in reality they are perfectly safe.
3. In such a case, _____ is especially important.
4. By being open to learning, you can avoid _____ and _____.

B. Follow the directions in responding to each of the items below.

1. Describe a time when you or someone you know experienced a culture clash.

2. Write two sentences explaining how you (or they) handled the preceding experience. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

When people from two different worlds come together, conflict arises when _____

“Zoo” by Edward D. Hoch

Reading: Make Inferences by Reading Between the Lines and Asking Questions

An **inference** is an intelligent guess, based on what the text tells you, about things *not* stated directly in the text. Suppose a story opens with crowds forming to wait for the arrival of an interplanetary zoo. You can infer from those details that the zoo will soon arrive.

One way to make inferences is to **read between the lines by asking questions**, such as, “Why does the writer include these details?” and “Why does the writer leave out certain information?” In the opening sentence of “Zoo,” for example, we learn that “the children were always good during the month of August.” The next thing we learn is that the Interplanetary Zoo comes to Chicago every year around August 23. Why does the writer open his story with these details? What conclusion can be drawn about why the children are always good in August? From these details you can infer that the children are good in August because they want their parents to take them to the interplanetary zoo.

DIRECTIONS: Read the following passages from “Zoo,” and answer the questions that follow.

1. In the following passage, what inference can you draw from the detail that the people are clutching dollars?

Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

2. In the following passage, what inference can you draw about the Professor from the description of his clothing?

Soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat.

3. In the following passage, what inference can you draw about the horse spiders from the way they file out of their cages, listen to Hugo’s parting words, and then scurry away?

The odd horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

4. In the following passage, what inference can you draw from the she-creature’s reaction to her mate and offspring’s arrival?

In one house, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them.

“Zoo” by Edward D. Hoch
Literary Analysis: Theme

A story’s **theme** is its central idea, message, or insight into life. Occasionally, the author states the theme directly. More often, however, the theme is implied.

A theme is *not* the same as the subject of a work. For example, if the subject, or topic, of a story is similarities and differences, the theme will be a message about that subject, such as “differences between groups of people can keep people from seeing the ways in which they are similar.”

As you read, look at what characters say and do, where the story takes place, and objects that seem important in order to determine the theme—what the author wants to teach you about life.

DIRECTIONS: Answer the following questions about “Zoo.”

1. What is the setting? If there is more than one setting, name and briefly describe each one.

2. What do the main characters say? Summarize the words spoken by Hugo, one of the people from Earth, the female horse spider, the male horse spider, and the little one.

Hugo: _____

Person from Earth: _____

She-creature: _____

He-creature: _____

Little creature: _____

3. How do the characters act? Describe the actions of the people in Chicago and the actions of the horse-spider creatures.

People in Chicago: _____

Horse spiders: _____

4. What object or objects seem important?

5. What is the subject, or topic, of “Zoo”?

6. Based on these details, what would you say is the theme of “Zoo”?

“Zoo” by Edward D. Hoch
Vocabulary Builder

Word List

awe babbled expense garments interplanetary wonderment

A. DIRECTIONS: Complete each sentence with a word from the Word List.

1. The _____ of interplanetary travel was high, but Professor Hugo earned the money back by charging admission to his zoo.
2. The crowd gazed in _____ at the terrifying yet unusual creatures.
3. Professor Hugo’s _____ zoo visited Earth, Mars, Kaan, and many other planets.
4. The creature’s wife _____ happily as she greeted her husband and asked him about his trip.
5. The creatures did not wear clothes, so the _____ the humans wore seemed unnatural.
6. The children’s _____ only increased as the strange array of creatures paraded before them.

B. WORD STUDY The suffix *-ment* means “the state of.” Answer each of the following questions using one of these words containing *-ment*: *amusements*, *contentment*, *entertainment*.

1. What type of television show would you watch for *entertainment*?

2. Would you expect a child to complain about her *contentment*?

3. What *amusements* might a toddler enjoy?

“Zoo” by Edward D. Hoch

Enrichment: Characteristics of Imaginary Animals

“Zoo” describes the physical characteristics of the imaginary horse spider. We learn that the horse-spider creatures “looked like horses but ran up the walls of their cages like spiders.” Like the horse spider, every animal—real or imagined—is special in its own way.

DIRECTIONS: *Invent an imaginary animal of your own. To prepare to write a description of your imaginary animal, complete this chart. The more detail you include, the better.*

Name of animal: _____
Size: _____ _____ _____
Color or colors: _____ _____ _____
Number and appearance of legs: _____ _____ _____
Shape and appearance of head: _____ _____ _____
Other details: _____ _____ _____

Now, use your notes to write a description of your imaginary animal.

“Zoo” by Edward D. Hoch

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In “Zoo,” ten thousand people crowd in to see Professor Hugo’s zoo while it is in Chicago. What can you infer from this large turnout?

2. In “Zoo,” Professor Hugo is described as wearing a “many-colored rainbow cape and top hat.” What can you infer about the professor from these details of his appearance? Explain how you made your inference.

3. Professor Hugo tells the crowd, “And if you enjoyed our zoo this year, telephone your friends in other cities about it.” What do these words reveal about Professor Hugo’s reasons for putting on his show?

4. In the chart below, write an inference you can make from each detail in the story “Zoo.”

Details	Inferences
“And the crowds slowly filed by, at once horrified and fascinated by these strange creatures. . . .”	
The he-creature says the zoo is well worth the cost.	

From these details, what can you infer about the meaning of the title of the story?

5. In "Zoo," the author at first describes the creatures from Kaan as a "wild breed of nightmare." How is this different from the way he describes them later in the story, as they appear on their home planet?

6. Toward the end of "Zoo," one of the creatures from Kaan says that he was not afraid of the Earth people because there "are bars to protect us from them." How does this comment help illustrate an important theme of the story?

7. In "Zoo," one of the Kaan creatures comments that the Earth creatures "wear garments over their skins, and they walk on two legs." If the Kaan creatures find this behavior strange, what can you infer about what seems normal to the Kaan creatures?

8. Both the Earth people and the Kaan creatures agree that this Zoo was the best ever. How does their agreement on this point help illustrate an important theme of the story?

9. In "Zoo," why do Earth visitors to the zoo feel awe in the presence of the horse spiders? Base your answer on the meaning of *awe*.

10. Professor Hugo's zoo is *interplanetary*. How does this word tell in what way the zoo travels?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In an essay, answer these questions about the horse spiders of Kaan as they are described in “Zoo”: How do they act in their own home? How are the horse spiders similar to human beings? How are they different?
12. In an essay, discuss the main theme of “Zoo.” Consider these questions: What are the settings, and how do they help you determine the theme? What do the characters say and do that helps you discover the theme? Mention at least three details in the story to support your points.
13. In “Zoo,” is Professor Hugo a sympathetic character who spreads knowledge about other worlds? Or is he someone who manipulates people’s fears and prejudices to make money? Develop your opinions in an essay supported by specific examples from the text.
14. **Thinking About the Big Question: Do all conflicts have a winner?** In “Zoo,” what are the main forms of conflict between the people from Earth and the horse spiders from Kaan? Does the conflict have a winner? If so, who is the winner? Use details from the story to support your answer.

Oral Response

15. Go back to questions 3, 5, or 6 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Zoo” that will support your points. If necessary, make notes to guide your response.

“Zoo” by Edward D. Hoch

Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. In “Zoo,” how often does Professor Hugo bring his zoo to Chicago?
- A. once every six hours
 - B. once every month
 - C. once every six months
 - D. once every year
- ___ 2. In “Zoo,” Professor Hugo has brought three-legged creatures from Venus; tall, thin men from Mars; and horse spiders from a distant planet. How might you describe Professor Hugo’s zoo?
- A. It displays the kinds of creatures found in any zoo.
 - B. It displays a wide selection of interesting creatures.
 - C. It displays strange creatures from outer space.
 - D. It displays snakes, crocodiles, and other reptiles.
- ___ 3. In “Zoo,” how much do the people of Earth pay to see the interplanetary zoo?
- A. fifty cents
 - B. one dollar
 - C. two dollars
 - D. five dollars
- ___ 4. Why do ten thousand people go to see Professor Hugo’s zoo while it is in Chicago?
- A. They have nothing better to do at that time of year.
 - B. They are fascinated by the creatures on display.
 - C. They want to win a chance to touch the zoo animals.
 - D. They have been told by their friends how good the zoo is.
- ___ 5. In “Zoo,” Professor Hugo urges visitors to call their friends in other cities and tell them how much they enjoyed his zoo. What inference can you draw from this detail?
- A. He wants to make as many people happy as he can.
 - B. He wants people in different cities to know each other better.
 - C. He wants to promote the use of long-distance telephone service.
 - D. He wants people to encourage their friends to see his show.

- ___ 6. In “Zoo,” how does the she-creature from Kaan react when her mate and offspring come home?
- A. She scolds them for having stayed away so long.
 - B. She expresses concern because they had gone so far.
 - C. She babbles happily and rushes to hug them.
 - D. She feeds them dinner and prepares their beds.
- ___ 7. In “Zoo,” what does the little horse spider especially enjoy on its visit around the universe?
- A. the place called Earth
 - B. the men from Mars
 - C. the creatures from Venus
 - D. the creatures from Kaan
- ___ 8. In “Zoo,” what do the horse spiders find strange about the people on Earth?
- A. Some of them eat cooked meat.
 - B. Some of them live in apartments.
 - C. They speak many different languages.
 - D. They wear clothes and walk on two legs.
- ___ 9. In “Zoo,” the he-creature says that the zoo is “well worth the nineteen commocs it costs.” What inference can you draw from this statement?
- A. The he-creature does not want to travel with Professor Hugo’s zoo again.
 - B. The he-creature wants his wife to travel with the zoo the next time he goes.
 - C. The creatures in the zoo are paying Professor Hugo to travel with the zoo.
 - D. Professor Hugo is extremely popular on all the planets he visits.
- ___ 10. In “Zoo,” Edward Hoch writes that the people of Earth are fascinated by the creatures from Kaan and the creatures from Kaan are fascinated by the people from Earth. What does this tell about the theme of the story?
- A. It has to do with people’s differences and similarities.
 - B. It has to do with the strangeness of space creatures.
 - C. It has to do with everyone’s love of creatures in zoos.
 - D. It has to do with the interplanetary zoos of the future.
- ___ 11. In “Zoo,” Hoch describes different creatures reacting to one another. What is he trying to show about people?
- A. They are eager to learn from those who are different from them.
 - B. They want to get to know those who are different from them.
 - C. They automatically fear those who are different from them.
 - D. They are shy when they meet those who are different from them.

Vocabulary and Grammar

- ___ 12. Which of the following sentences uses *interplanetary* correctly?
- A. The interplanetary aircraft traveled from place to place on Earth.
 - B. The interplanetary flight from New York to London was cancelled.
 - C. The voyage from Earth to the moon was an interplanetary mission.
 - D. The interplanetary spaceship traveled from Earth to Mars.
- ___ 13. What does a visitor to the zoo feel if he or she is in *awe* of the horse spiders?
- A. fear and wonder
 - B. hostility and tenderness
 - C. surprise and anger
 - D. admiration and hatred
- ___ 14. In the following sentence from “Zoo,” which word is an adverb?
- The children were always good during the month of August.
- A. always
 - B. good
 - C. during
 - D. of
- ___ 15. Which word in the following sentence does the adverb *quickly* modify?
- The citizens of Earth clustered around as Professor Hugo’s crew quickly collected the waiting dollars.
- A. around
 - B. crew
 - C. collected
 - D. waiting

Essay

16. In an essay, answer these questions about the horse spiders of Kaan as they are described by Edward Hoch in “Zoo”: How do the horse spiders act in their own home? How does the female act? What does the male say? What does the littlest offspring say and do? How are the horse-spider creatures similar to human beings? How are they different from them?
17. In “Zoo,” Edward Hoch is making a point about the way in which people think about those who are different from them. In an essay, explain Hoch’s point more precisely. What two settings does he describe? What kinds of characters does he describe? What are some of the important things that the characters do? What does Hoch want us to learn about how people see those who are different from them?
18. **Thinking About the Big Question: Does every conflict have a winner?** In “Zoo,” the people from Earth and the horse spiders from Kaan do not know very much about each other. This causes the main conflict in the story. In an essay, describe the conflict. Does the conflict have a winner? If so, who is the winner? Use details from the story to support your answer.

“Zoo” by Edward D. Hoch

Selection Test B

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. In “Zoo,” for how long and when does Professor Hugo bring his zoo to the Chicago area?
- A. for twenty-three days every year
 - B. for one day every twenty-third year
 - C. for a day around the twenty-third of every month
 - D. for six hours around the twenty-third of every August
- ___ 2. Professor Hugo is described as wearing a “many-colored rainbow cape and top hat.” What can you infer from these details of his appearance?
- A. He likes colorful clothing.
 - B. He is a typically flashy showman.
 - C. He dresses up for each show.
 - D. He is hiding his true identity.
- ___ 3. Professor Hugo tells his audience in Chicago, “If you enjoyed our zoo this year, telephone your friends in other cities about it.” What can you infer from that remark?
- A. He plans to encourage interplanetary friendships.
 - B. He is encouraging people to contact old friends.
 - C. He wants to increase his business by word of mouth.
 - D. He is being paid to advertise long-distance phone service.
- ___ 4. When the horse spiders reach Kaan, they listen to Professor Hugo’s “parting words” and then “scurr[y] away in a hundred different directions, seeking their homes among the rocks.” What can you infer about them based on those details?
- A. They respect Professor Hugo, and they live in cities among the rocks.
 - B. They dislike Professor Hugo, and they will never again travel with him.
 - C. They are tired from their long journey, and they are eager to get home.
 - D. They are eager to get home, and they do not all live in the same region.
- ___ 5. From the point of view of the creatures from Kaan as they are described in “Zoo,” what is strange about the people on Earth?
- A. They visit zoos and speak a strange language.
 - B. They are horrified and fascinated by the zoo creatures.
 - C. They walk on two legs and wear clothing.
 - D. They use telephones and gather in large crowds.
- ___ 6. In “Zoo,” how do the horse spiders view the cages that separate them from visitors?
- A. They believe they protect them.
 - B. They believe they imprison them.
 - C. They believe they are stage props.
 - D. They believe they are unnecessary.

- ___ 7. In “Zoo,” the he-creature remarks that the trip on the spaceship “is well worth the nineteen commocs it costs.” Based on that statement, how would you define *commocs*?
- A. the children of the horse-spider creatures
 - B. the money that is used on the planet of Kaan
 - C. the caves in which the horse-spider creatures dwell
 - D. the zoos that are constructed on the planet of Kaan
- ___ 8. The behavior of the humans and the horse spiders in “Zoo” suggests the story is
- A. about people’s differences and similarities.
 - B. about people’s differences in intelligence.
 - C. about people’s curiosity about nature.
 - D. about people’s curiosity about space travel.
- ___ 9. At the end of “Zoo,” we learn that horse spiders pay Professor Hugo to take them on voyages. From that information, the reader may infer that Professor Hugo
- A. is making a mistake.
 - B. is a clever showman.
 - C. is interested in scientific research.
 - D. is an extremely wealthy man.
- ___ 10. In “Zoo,” Edward Hoch takes a look at people’s views of those who are different from them. What is his theme?
- A. People want to meet those who are different from them so they can learn from them.
 - B. People want to meet those who are different from them because they are curious.
 - C. People fear those who are different from them and so fail to see how they are similar.
 - D. People shy away from people who are different from them and so fail to learn from them.
- ___ 11. Which of the following details best supports the theme of “Zoo”?
- A. The people of Chicago crowd around as Professor Hugo’s crew collects their money.
 - B. The people of Chicago are both horrified and fascinated by the horse-spider creatures.
 - C. The creatures of Kaan listen to the professor’s parting words and then scurry away.
 - D. The young horse spider runs up the wall of its cave before speaking of its adventure.

Vocabulary and Grammar

- ___ 12. Which of the following scenes from “Zoo” shows characters in *awe*?
- A. Professor Hugo’s crew collects money from customers.
 - B. Professor Hugo greets the crowd wearing a colorful cape and a top hat.
 - C. The crowds are both horrified and fascinated by the horse spiders.
 - D. The horse spiders leave their cages and scurry away to their homes.

- ___ 13. The fact that Hugo's zoo is *interplanetary* means that it travels
- A. from one planet to another.
 - B. from place to place on one planet.
 - C. with creatures from another planet.
 - D. from city to city on one continent.
- ___ 14. In the following sentence from "Zoo," which word does the adverb *slowly* modify?
And the crowds slowly filed by.
- A. And
 - B. crowds
 - C. filed
 - D. by
- ___ 15. Which word in the following sentence from "Zoo" is an adverb?
"We must go now, but we will return next year on this date."
- A. must
 - B. now
 - C. next
 - D. date

Essay

16. In an essay, discuss the theme of "Zoo." Consider these questions: What are the settings, and how do they help you determine the theme? What do characters say and do that helps you discover the theme? Mention at least three details in the story to support your points.
17. In an essay, describe Professor Hugo and the way in which he makes money. What does he look like? What does he say to his audience? Why do people pay him? Does he take advantage of people to make money? Cite at least two examples from "Zoo" to support your points.
18. **Thinking About the Big Question: Does every conflict have a winner?** In "Zoo," what are the main forms of conflict between the people from Earth and the horse spiders from Kaan? Does the conflict have a winner? If so, who is the winner? Use details from the story to support your answer.

“Ribbons” by Laurence Yep
Vocabulary Warm-up Word Lists

Study these words from “Ribbons.” Then, apply your knowledge to the activities that follow.

Word List A

ankles [ANG kuhlz] *n.* joints that connect the leg to the foot

Marilyn twisted her ankles when she fell.

ballet [ba LAY] *n.* a performance of dance and music, used to tell a story

The Nutcracker is a ballet about a girl and her dreams of being carried to a fanciful land.

beginners [bee GIN erz] *n.* inexperienced individuals or those just starting out with something

Before their first swimming lesson, the beginners were nervous.

clumsily [KLUHM zi lee] *adv.* carried out without grace or skill

The quarterback clumsily dropped the football.

downward [DOWN wuhrd] *adv.* toward a lower place

Jake looked downward at his soaking wet shoes.

exercises [EK ser sy ziz] *n.* activities for the purpose of training or developing

Lina’s yoga exercises made her more flexible.

strapped [STRAPT] *v.* fastened with a strap

The baby was strapped into the car seat.

wobbly [WAHB lee] *adj.* unsteady or shaky

The wobbly table legs shook, causing the water to spill.

Word List B

attractive [uh TRAK tiv] *adj.* pleasant or pretty to look at

The attractive teenager was offered a job as a model.

circulating [ser kyoo LAY ting] *v.* moving or coursing from place to place

The model shows how blood is circulating throughout the body.

deliberately [di LIB er uht lee] *adv.* purposely

She deliberately left an extra cookie on the plate for her brother.

illustrating [IL uh stray ting] *v.* explaining or making something clear with pictures

This diagram is illustrating how to put the toy together.

legal [LEE guhl] *adj.* lawful or having to do with the law

The defendant has certain legal rights.

mechanical [muh KAN uh kuhl] *adj.* operated by machinery; done in a machinelike way

She sorted the mail in a mechanical way.

regained [ree GAYND] *v.* got back to, recovered

The team regained its first-place ranking.

undid [uhn DID] *v.* reversed the doing of something

Maria undid the buttons on the child’s jacket and took it off.

“Ribbons” by Laurence Yep
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

At the circus last night we saw many sights. A sad clown wore giant shoes that were [1] _____ to his [2] _____. He walked [3] _____; he was not graceful at all. Another clown was so [4] _____ we thought he would fall down—he was walking on stilts. Baby elephants paraded by in pink ballerina outfits. First, they did warm-up [5] _____. Then, they danced a [6] _____, moving in time to the classical music. From their high perches, the trapeze artists looked [7] _____ on the audience before flying through the air. Finally, the clowns drove toy cars as if they were [8] _____ just learning to drive. We laughed as they bumped their cars into one another.

Exercise B Answer the questions with complete explanations.

Example: If Ms. Grey were feeling blue, would she be happy?
No; to feel blue is to feel sad, so Ms. Grey would not be happy.

1. If you undid the setting on an alarm clock, would you wake up on time?

2. If a singer performs in a mechanical way, does he sing with feeling?

3. Would an attractive painting be nice to look at?

4. Should a driver park her car in a legal parking place?

5. If someone did something deliberately, did he think about it ahead of time?

6. If the water in a fountain is not moving, is it circulating?

7. If a runner regained her lead in a race, would she be in first place again?

8. If your teacher is illustrating an idea, is she explaining it in words?

“Ribbons” by Laurence Yep
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Write your answers on a separate sheet of paper.

Have you ever been to a theater to see a ballet? This form of dance can be delicately beautiful, for it combines great physical skill with music and a story or special mood. The dancers make the movements look effortless, but in fact the movements take years of practice to perfect.

Many ballet dancers begin taking lessons when they are between eight and ten years old. Beginners learn the five basic positions of ballet. These positions involve turning the feet outward. In each position, the arms are held in a different way. Generally, the elbows are gently bent.

At lessons and practice, dancers do exercises at a *barre*. The *barre* is a wooden pole that runs horizontally along a wall. Dancers hold on to the *barre* when they practice their positions. They also raise their legs and place their feet on it.

The posture of a ballet dancer is important. Dancers must remain upright much of the time, and they must look graceful. Therefore, they must work on their balance. They must always look up and out and never downward, toward their feet.

Female ballet dancers, ballerinas, frequently dance on their toes. Therefore, their shoes have a wooden block built into the toe. The blocks support the dancer's weight. Toe slippers are covered in satin and strapped to the dancer's ankles with ribbon. Dancing on one's toes is very difficult. At first, the feet are wobbly because the position feels so awkward. Beginners may move clumsily. Only with constant practice can a dancer make a performance look easy and graceful.

A successful ballet performance beautifully matches the skillful steps of the dance to the mood of the music and the story. This combination makes ballet a wonderful art form.

1. Circle the words that tell what a ballet is. Define *ballet*.
2. Underline the words that tell when beginners start to learn ballet. What are *beginners*?
3. Circle the words that tell where the dancers do exercises. What kind of *exercises* might you do?
4. What is the opposite of downward? Use *downward* in a sentence.
5. Toe shoes are strapped to the dancer's ankles. Explain what that means. Use *strapped* and *ankles* in a sentence of your own.
6. Rewrite the sentence that contains the word wobbly, using a synonym for *wobbly*. What else might be *wobbly*?
7. Underline the words that tell how dancers stop moving clumsily. Define *clumsily*.

“Ribbons” by Laurence Yep
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Write your answers on a separate sheet of paper.

Hong Kong lies on the southeastern coast of China. The region is part of the mainland but also includes about 235 islands. Today, Hong Kong belongs to China. Before 1997, however, it was a British dependency for a long time. It had been part of Britain since the 1840s. At that time, Britain deliberately established itself in Hong Kong because Hong Kong was an attractive place for a port.

England made a treaty, a legal agreement, with China. According to the treaty, Hong Kong would belong to Britain for 99 years. The treaty undid Britain’s rule of Hong Kong on July 1, 1997. That is when China regained control of Hong Kong.

Most people who live in Hong Kong are from other parts of China. In the ten years before Hong Kong was returned to China, many residents of Hong Kong left. They left because they were not sure how the change from British rule to Chinese rule would affect them. They went to the United States, Canada, and Australia.

So far, the change in power has been smooth. China has agreed to let Hong Kong make its own economic decisions for a period of 50 years. Therefore, many residents of Hong Kong who left have since returned. They believe that the Chinese government has shown that the agreement is not just mechanical. It is not just an agreement in name only.

Like the blood that is circulating through the human body, the lifeblood of Hong Kong’s economy is trade and shipping. Hong Kong’s location makes it an important economic center. Merchants are illustrating this every day by sending their goods from Hong Kong by air and water. For now, Hong Kong remains a strong center of commerce.

1. Underline the words that tell what Britain did deliberately. Define *deliberately*.
2. Circle the words that tell what place made an attractive port. Use *attractive* in a sentence.
3. Circle the word that tells what was legal. What does *legal* mean?
4. Underline the words that tell what the treaty undid. Use *undid* in a sentence.
5. Circle the words that tell what China regained. What does *regained* mean?
6. Circle the words that tell what is meant by a “mechanical agreement.” Define *mechanical*.
7. What is similar to the blood that is circulating through the human body? Use *circulating* in a sentence.
8. What are the merchants of Hong Kong illustrating? What might a map of Hong Kong be *illustrating*?

“Ribbons” by Laurence Yep

Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. Different generations can _____ to understand one another.
2. The values of one generation can be in _____ with those of another.
3. It can be a _____ to understand one another’s behaviors and beliefs.
4. Even _____ can be difficult because each may view things differently.

B. Follow the directions in responding to each of the items below.

1. Describe a time when you or someone you know **struggled** to **communicate** effectively with a member of another generation.

2. Explain whether both parties were able to reach an **understanding** and, if so, how. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

Family members from different generations often do not understand _____

“Ribbons” by Laurence Yep

Reading: Make Inferences by Reading Between the Lines and Asking Questions

An **inference** is an intelligent guess, based on what the text tells you, about things *not* stated directly in the text. One way to make inferences is to **read between the lines by asking questions**, such as, “Why does the writer include these details?” and “Why does the writer leave out certain information?” For example, “Ribbons” opens as Stacy and Ian’s grandmother arrives from Hong Kong. The narrator, Stacy, says,

Because Grandmother’s . . . expenses had been so high, there wasn’t room in the family budget for Madame Oblomov’s ballet school. I’d had to stop my daily lessons.

Why does the writer begin with those details? What conclusion can be drawn? From these details you can infer that Stacy feels some resentment because she has had to give up her ballet lessons so that her grandmother can come from Hong Kong.

DIRECTIONS: Read the following passages from “Ribbons,” and answer the questions.

1. What inference can you draw from Grandmother’s reaction to Stacy’s hug?
When I tried to put my arms around her and kiss her, she stiffened in surprise. “Nice children don’t drool on people,” she snapped at me.

2. What can you infer about Grandmother’s feelings about her daughter’s home?
Grandmother was sitting in the big recliner in the living room. She stared uneasily out the window as if she were gazing not upon the broad, green lawn of the square but upon a Martian desert.

3. In the following passage, what inference can you draw from these words, spoken by Stacy’s mother, about Grandmother?
[The girls’ feet] were usually bound up in silk ribbons. . . . Because they were a symbol of the old days, Paw-paw undid the ribbons as soon as we were free in Hong Kong—even though they kept back the pain.

4. In the following passage, what inference about Grandmother can you draw from this attempt to show her affection for Stacy?
She took my hand and patted it clumsily. I think it was the first time she had showed me any sign of affection.

5. What inference can you draw from Stacy’s description of the invisible ribbon?
Suddenly I felt as if there were an invisible ribbon binding us tougher than silk and satin, stronger than steel; and it joined her to Mom and Mom to me.

“Ribbons” by Laurence Yep
Literary Analysis: Theme

A story’s **theme** is its central idea, message, or insight into life. Occasionally, the author states the theme directly. More often, however, the theme is implied.

A theme is *not* the same as the subject of a work. For example, if the subject or topic of a story is cultural differences, the theme will be a message about that, such as “cultural differences can be overcome by communication.”

As you read, look at what characters say and do, where the story takes place, and which objects seem important in order to determine the theme—what the author wants to teach you about life.

DIRECTIONS: Answer the following questions about “Ribbons.”

1. What is the setting? Briefly describe it.

2. What do the main characters say? Summarize the important statements made by Grandmother, Mom, and Stacy.

Grandmother: _____

Mom: _____

Stacy: _____

3. How do the characters act? Describe the important actions of Grandmother and Stacy.

Grandmother: _____

Stacy: _____

4. What objects seem important?

5. What is the subject, or topic, of “Ribbons”?

6. Based on your answers above, what would you say is the theme of “Ribbons”?

“Ribbons” by Laurence Yep
Vocabulary Builder

Word List

coax exertion furrowed laborious meek sensitive

A. DIRECTIONS: Complete each sentence with a word from the Word List.

1. Because Grandmother’s feet had been bound when she was young, she found walking and climbing stairs _____ activities.
2. Stacy loved ballet so much that she hardly realized that it was _____ until she collapsed from exhaustion after each lesson.
3. Because the binding of her feet was painful physically and emotionally, Grandmother was _____ about her feet.
4. Stacy hoped that she could _____ Grandmother into paying attention to her by explaining her love of ballet.
5. In many cultures it is expected that a daughter will be _____ and never challenge her parents’ requests.
6. Unsure of what to say to her daughter, Stacy’s mother _____ her brow in concentration.

B. WORD STUDY: The suffix *-ious* means “full of.” Answer each of the following questions using one of these words containing *-ious*: *delicious*, *harmonious*, *industrious*.

1. How does an *industrious* worker perform her job?

2. Why would most people prefer a *harmonious* tune over a dissonant one?

3. How would a hungry child respond to a *delicious* meal?

“Ribbons” by Laurence Yep
Enrichment: Documentary

In “Ribbons,” Stacy’s ballet shoes mean a great deal to her: They symbolize her passion for ballet. In every person’s life there are items that represent his or her interests or accomplishments. They might include an award the person has won, an article of clothing he or she prizes, a souvenir, or a book or movie. Imagine that you were going to make a documentary about someone’s life. The subject might be someone you know or someone in history or the news whom you admire. In your film, you plan to include segments on those important items in order to explain your subject most fully.

DIRECTIONS: *Think of at least three items that help represent the subject of your documentary. On this chart, name those items and make notes describing how each helps to explain the subject of your film—what he or she is interested in, what he or she loves, where he or she lives or has traveled, what he or she thinks.*

Name of person who is the subject of the documentary:	
Item	Meaning of Item
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Now, write some commentary, or narration, for the documentary. Weave into your commentary a discussion of the three items that are important to your subject, and explain their meaning.

“Zoo” by Edward D. Hoch

“Ribbons” by Laurence Yep

Integrated Language Skills: Grammar

Adverbs

An **adverb** is a word that modifies or describes a verb, an adjective, or another adverb. Adverbs provide information by answering the questions *how? when? where? how often? or to what extent?* Many adverbs end in the suffix *-ly*.

In the first sentence, the adverb, *always*, tells how often the children are good. In the second sentence, the adverb, *outside*, tells where the car stops:

The children were *always* good during the month of August.

A car stopped *outside*.

A. DIRECTIONS: *Underline the adverb in each sentence once, and circle the word it modifies. Then, write the question that the adverb answers.*

1. The sides slowly slid up to reveal the familiar barred cages. _____

2. The citizens of Earth clustered around as Professor Hugo’s crew quickly collected the waiting dollars. _____

3. The odd horse-spider creatures filed quickly out of their cages. _____

4. The little one enjoyed it especially. _____

5. Mom bowed formally as Grandmother reached the porch. _____

B. Writing Application: *Write a sentence in response to each set of instructions. Underline the word or phrase that the adverb you use modifies.*

1. Use *quickly* in a sentence about catching a school bus.

2. Use *never* in a sentence about a food you dislike.

3. Use *gently* in a sentence about something you do.

4. Use *always* in a sentence about something else you do.

5. Use *finally* in a sentence about a process that involves several steps.

Name _____ Date _____

"Zoo" by Edward D. Hoch

"Ribbons" by Laurence Yep

Integrated Language Skills: Support for Writing a Letter to the Editor

Use this graphic organizer to organize your thoughts before writing your letter to the editor as a response to either "Zoo" or "Ribbons." In the top center box, write your topic (Zoo Animals or Extra Schooling). At the top of each column, list a position on the topic. Then, write down advantages and disadvantages of each position.

Topic:	
<p>Position:</p> <hr/> <p>Advantages: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Position:</p> <hr/> <p>Advantages: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Disadvantages: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Disadvantages: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Decide which position you want to take, and draft a letter to the editor of a local newspaper in support of your position. Use your notes to back up your opinion with reasons and details that will persuade readers to take your side.

“Zoo” by Edward D. Hoch
“Ribbons” by Laurence Yep

Integrated Language Skills: Support for Extend Your Learning

Research and Technology: “Zoo”

Answer these questions as you gather information for a **poster** advertising a zoo in your city, town, or state.

Where is the zoo located? _____

What are the zoo’s hours? _____

What are the admission fees? _____

What special exhibits are there? _____

What animals or sights would you recommend?

Research and Technology: “Ribbons”

Answer these questions as you gather information for a **poster** about the benefits of studying ballet.

What is ballet? Define it briefly. _____

What are the basic arm positions? _____

What are the basic foot positions? _____

What are the benefits of studying ballet? _____

“Ribbons” by Laurence Yep
Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In “Ribbons,” Ian and Stacy react differently when their grandmother appears. What are their reactions? What is the reason for this difference?

2. In “Ribbons,” Grandmother reacts to Stacy’s bear hug by stiffening up. Why do you think she reacts this way? What does this show about cultural differences?

3. In “Ribbons,” Ian is relieved when he realizes that Grandmother speaks English. What can you infer about Ian from this incident?

4. In “Ribbons,” why does Grandmother get angry when she sees the ribbons on Stacy’s toe shoe?

5. In “Ribbons,” what does the condition of Grandmother’s feet show about how women used to be treated in China? Explain your answer.

6. In “Ribbons,” how does Grandmother feel about her feet? Why does she feel this way?

7. After Stacy reads “The Little Mermaid” aloud, Grandmother says, “When I saw those ribbons, I didn’t want you feeling pain like I do.” What inference can you draw about Grandmother from this remark? Explain your answer.

8. The ribbons in the story “Ribbons” have different meanings for Grandmother and for Stacy. Fill in this chart with the meaning of ribbons for each character.

Meaning of Ribbons for Grandmother	Meaning of Ribbons for Stacy

How do these contrasting meanings highlight an important theme of the story?

9. After an awkward start, Stacy and Grandmother are able to reach out to each other. What does “Ribbons” say about the theme of communication between people of different age groups and cultures?

10. Based on what you know about Grandmother’s age and the condition of her feet, why is her climb up the stairs described as *laborious*?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Think about the role that the story “The Little Mermaid” plays in “Ribbons.” In an essay, explain what happens when Stacy reads “The Little Mermaid” to Grandmother. What effect does the story have on their relationship?

12. In an essay, explain how “Ribbons” illustrates the idea that differences between cultures can lead to misunderstandings and conflict. Consider these questions in an essay: What are the main cultural differences portrayed in the story? How does Stacy react to her grandmother? How do Stacy and her grandmother resolve their differences? What lessons about cultural differences does the story hold for readers? Use examples from the story to support your points.
13. In “Ribbons,” whom do you think is more to blame for the conflict that develops between Stacy and Grandmother? Or are they both equally responsible? Express your opinion in an essay supported by clear reasoning and specific examples from the story.
14. **Thinking About the Big Question: Does every conflict have a winner?** In “Ribbons,” Stacy and her grandmother have trouble getting along. In an essay, describe their conflict. Consider how Grandmother treats Stacy in the beginning and how their feelings have changed by the end. Explain whether their conflict has a clear winner and, if it does, who the winner is.

Oral Response

15. Go back to question 2, 5, or 9 or to the question your teacher assigns to you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “Ribbons” that will support your points. If necessary, make notes to guide your response.

“Ribbons” by Laurence Yep
Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. In “Ribbons,” from where has Grandmother just arrived?
- A. China
 - B. San Francisco
 - C. Hong Kong
 - D. Los Angeles
- ___ 2. Why does Grandmother get out of the car before Stacy’s father can help her?
- A. She does not like Stacy’s father.
 - B. She wants to get out by herself.
 - C. She is too shy to accept his help.
 - D. She is eager to greet her daughter.
- ___ 3. In “Ribbons,” Ian is relieved when he realizes that Grandmother speaks English. What inference can the reader draw from this detail?
- A. He does not speak Chinese.
 - B. He does not want to talk to her.
 - C. He wants her to teach him Chinese.
 - D. He does not want Stacy to talk to her.
- ___ 4. In “Ribbons,” Grandmother reacts to Stacy’s hug by stiffening and snapping at her. What inference can the reader draw from this detail?
- A. She is not used to people showing affection.
 - B. She is afraid Stacy will cause her to fall over.
 - C. She does not want Stacy to get her dirty.
 - D. She thinks that hugs can spread disease.
- ___ 5. In “Ribbons,” what does Stacy ask her father once her grandmother has arrived?
- A. She asks to have her own room back again.
 - B. She asks to attend ballet class again.
 - C. She asks to share her room with Grandmother.
 - D. She asks to read fairy tales to Ian.
- ___ 6. In “Ribbons,” why does Grandmother spoil Ian?
- A. He is young.
 - B. He is cute.
 - C. He is smart.
 - D. He is a boy.

- ___ 7. What does Stacy discover when she puts on her satin toe shoe?
- A. The shoe is too small.
 - B. The ribbons are too long.
 - C. The ribbons have come off.
 - D. The shoe has fallen apart.
- ___ 8. In “Ribbons,” why does Grandmother get angry when she sees the ribbons of Stacy’s toe shoe?
- A. She thinks they are too grown-up for Stacy.
 - B. She thinks Stacy will hurt her with them.
 - C. She thinks they are hurting Stacy’s feet.
 - D. She thinks Stacy likes ballet too much.
- ___ 9. In “Ribbons,” why is Grandmother ashamed of her feet?
- A. They were bound when she was a child and are now misshapen.
 - B. They were hurt in a childhood accident and are badly scarred.
 - C. They were misshapen at birth and made fun of by her parents.
 - D. They are not as beautiful as the feet of other Chinese women.
- ___ 10. How does Stacy treat her grandmother once she learns about her grandmother’s feet?
- A. She flatters her.
 - B. She helps her get around.
 - C. She makes fun of her.
 - D. She stops ignoring her.
- ___ 11. Why is “The Little Mermaid” important to the theme of “Ribbons”?
- A. It is a story that Grandmother is familiar with from her childhood in China.
 - B. It allows Stacy and Grandmother to talk about Grandmother’s bound feet.
 - C. It causes Grandmother and Ian to argue about the meaning of the story.
 - D. It helps Grandmother feel comfortable about letting Stacy see her feet.
- ___ 12. What does the title of “Ribbons” refer to?
- A. both the ribbons that bound Grandmother’s feet and the ribbons on Stacy’s toe shoes
 - B. both the ribbons that bound Grandmother’s feet and the ribbons worn by the mermaid
 - C. only the ribbons on Stacy’s toe shoes
 - D. only the ribbons worn by the mermaid

Vocabulary and Grammar

- ___ 13. In “Ribbons,” what does it mean when Stacy’s father’s face becomes red from the *exertion* of carrying Grandmother’s belongings?
- A. He is full of energy.
 - B. He is working hard.
 - C. He is too busy to wash his face.
 - D. He is angry because no one is helping him.
- ___ 14. In “Ribbons,” what does the writer mean when he says that Grandmother tries “to *coax* a smile from Ian”?
- A. She is forcing him to smile.
 - B. She really wants him to smile.
 - C. She is funny, and he wants to smile.
 - D. She is gently trying to make him smile.
- ___ 15. Which word in the following sentence from “Ribbons” is an adverb?
- Though she was stiff at first, she gradually softened in my arms.
- A. she
 - B. stiff
 - C. gradually
 - D. softened

Essay

16. In “Ribbons,” Stacy and her grandmother have trouble getting along. In an essay, describe their conflict, and explain how Stacy and Grandmother are able to grow closer at the end of the story. Consider these questions: How does Grandmother treat Stacy in the beginning of the story? What angers her about Stacy’s toe shoes? What does Stacy learn about her grandmother’s feet? How does the story of the little mermaid help them resolve their conflict?
17. The theme of a story is its central message or insight. In “Ribbons,” the theme is that cultural differences can be bridged through communication. In an essay, discuss how Laurence Yep reveals this theme. Answer these questions: What objects in the story are important to the theme? How does the title “Ribbons” relate to the theme? How do the main characters’ actions support the theme?
18. **Thinking About the Big Question: Does every conflict have a winner?** In “Ribbons,” Stacy and her grandmother have trouble getting along. In an essay, describe their conflict. Consider how Grandmother treats Stacy in the beginning and how their feelings have changed by the end. Does their conflict have a clear winner? If so, who is it?

“Ribbons” by Laurence Yep**Selection Test B**

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. In “Ribbons,” who has come to stay with Stacy’s family, and where has she come from?
- A. Stacy’s mother’s mother has come from San Francisco.
 - B. Stacy’s father’s mother has come from Los Angeles.
 - C. Stacy’s mother’s mother has come from Hong Kong.
 - D. Stacy’s father’s mother has come from China.
- ___ 2. In “Ribbons,” Ian shouts excitedly when he first sees his grandmother, but Stacy thinks about the ballet lessons she has had to give up. What inference can you draw from their behavior?
- A. Ian knows their grandmother better than Stacy does.
 - B. Stacy is afraid of their grandmother, but Ian is not.
 - C. Ian knows that their grandmother will favor him because he is a boy.
 - D. Stacy has had to make sacrifices for their grandmother, but Ian has not.
- ___ 3. In “Ribbons,” Grandmother reacts to Stacy’s hug by stiffening and scolding her. What does her behavior show about cultural differences?
- A. They are caused by a show of affection.
 - B. They can never be overcome.
 - C. They can lead to misunderstandings.
 - D. They are usually preventable.
- ___ 4. In “Ribbons,” why does Grandmother at first pay more attention to Ian than to Stacy?
- A. Ian is a boy.
 - B. Ian is smarter than Stacy.
 - C. Stacy has been disrespectful.
 - D. Ian is nicer than Stacy.
- ___ 5. What can you infer from this passage from “Ribbons”?
- Grandmother was sitting in the big recliner in the living room. She stared uneasily out the window as if she were gazing not upon the broad, green lawn of the square but upon a Martian desert.
- A. Grandmother does not feel at home in this country.
 - B. Grandmother is not used to seeing broad, open spaces.
 - C. Grandmother is sorry that she has been ignoring Stacy.
 - D. Grandmother has studied photographs of Mars.
- ___ 6. In “Ribbons,” why does Grandmother become angry when Stacy asks for help attaching the ribbons to her toe shoes?
- A. She is jealous of Stacy’s talent as a ballet dancer.
 - B. She is offended because Stacy has asked her impolitely.
 - C. She thinks that ballet is not a proper activity for a girl.
 - D. She believes the ribbons will be used to bind Stacy’s feet.

- ___ 7. In “Ribbons,” what does the condition of Grandmother’s feet show about the traditional status of women in China?
- A. They received inadequate medical care.
 - B. They were treated differently from men.
 - C. They were valued for the beauty of their feet.
 - D. They were forced to do most of the manual labor.
- ___ 8. Stacy reads “The Little Mermaid” aloud to Ian and her grandmother. How does the story provide a way for Grandmother and Stacy to connect?
- A. It is a starting point for a conversation about their misunderstanding.
 - B. It has a happy ending and allows them to feel good about each other.
 - C. It teaches Grandmother to divide her attention between Stacy and Ian.
 - D. It teaches Stacy to respect her grandmother because she is older.
- ___ 9. After Stacy reads “The Little Mermaid” aloud, Grandmother says,
“When I saw those ribbons, I didn’t want you feeling pain like I do.”
What inference about Grandmother can you draw from this remark?
- A. She believes that dancing is as harmful as the binding of one’s feet.
 - B. She does not want Stacy to have pretty ribbons because she favors Ian.
 - C. She cares about Stacy even if she does not know how to show it.
 - D. She thinks that the calluses on Stacy’s feet are ugly and shameful.
- ___ 10. In the final scene of “Ribbons,” Grandmother listens as Stacy reads “The Little Mermaid” aloud to Ian. This scene serves mainly to bring out the story’s
- A. theme.
 - B. ending.
 - C. humor.
 - D. setting.
- ___ 11. Which of the following statements best summarizes the theme of “Ribbons”?
- A. Families will always be in conflict.
 - B. Understanding and communication are important.
 - C. Ethnic pride is important to everyone.
 - D. Young and old people can never get along.

Vocabulary and Grammar

- ___ 12. Why is Grandmother’s climb up the stairs described as *laborious*?
- A. Climbing stairs is difficult for her.
 - B. She earns her living climbing stairs.
 - C. She can climb stairs with her canes.
 - D. She does not like to climb stairs.
- ___ 13. In “Ribbons,” why is Stacy’s mother described as sounding “*meek* as a child”?
- A. She thinks that her mother is a child.
 - B. She dislikes being an only child.
 - C. She is timid when her mother is annoyed.
 - D. She feels angry when her mother complains.

- ___ 14. In the following sentence from “Ribbons,” which word is an adverb?
We couldn’t run around or make noise because Grandmother had to rest.
- A. run
 - B. around
 - C. because
 - D. rest
- ___ 15. In the following sentence from “Ribbons,” which word does the adverb *gradually* modify?
Though she was stiff at first, she gradually softened in my arms.
- A. stiff
 - B. she
 - C. softened
 - D. arms

Essay

16. In an essay, explain how “Ribbons” illustrates the idea that differences between cultures can lead to misunderstandings and hostility. Consider these questions: What are the main cultural differences? How does Stacy react to her grandmother? How do Stacy and her grandmother resolve their differences? What lessons about cultural differences does the story hold for readers of the story? Use examples from the story to support your points.
17. The theme of a story is its central message or insight. In an essay, explain the theme of “Ribbons.” In your explanation, address these questions: What is the setting? What do the main characters say and do? What objects are important? How does the title of the story relate to the theme? Be sure that you state the theme and use examples from the story to support your points.
18. **Thinking About the Big Question: Does every conflict have a winner?** In “Ribbons,” Stacy and her grandmother have trouble getting along. In an essay, describe their conflict. Consider how Grandmother treats Stacy in the beginning and how their feelings have changed by the end. Explain whether their conflict has a clear winner and, if it does, who the winner is.

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi
Vocabulary Warm-up Word Lists

Study these words from the stories. Then, complete the activities.

Word List A

authorities [uh THAWR uh teez] *n.* those in power who enforce laws or orders

The local authorities reviewed plans to build a town park.

consented [kuhn SENT id] *v.* agreed to or gave permission for something

The teacher consented to extend the deadline for the report.

established [uh STAB lishT] *v.* set up something

Laura established an art show for the school.

gusts [GUHSTS] *n.* sudden, strong rushes of air or wind

In November, strong gusts blow the leaves from the trees.

outline [OWT lyn] *v.* to summarize by telling the main points of something

The study group began to outline notes for the history course.

profits [PRAHF itz] *n.* gains

The profits from the book sale went to buy new desks.

slight [SLYT] *adj.* small in amount

She had gotten over her cold, but Anna still had a slight cough.

wits [WITS] *n.* people who are very bright or clever

The greatest wits competed on the game show.

Word List B

dwellers [DWEL erz] *n.* those who live in a place

Some early humans were cave dwellers.

expanded [ek SPAN did] *v.* made bigger

We expanded our garden by ten square feet this year.

fate [FAYT] *n.* a force that some people believe determines what happens

It was fate that the two would meet again.

midway [MID way] *adv.* at about the middle of something

When we were midway between the two towns, we turned around.

objection [uhb JEK shun] *n.* the act of objecting to or disapproving of something

Marc had a major objection to the town’s plan to expand the road.

proposition [prahp uh ZI shun] *n.* a proposal or undertaking to be dealt with

The proposition to add 10 minutes to each class period will be voted on.

throng [THRAWNG] *n.* a large crowd

A throng gathered to watch the parade.

vicinity [vuh SIN uh tee] *n.* a place near or in something; a neighborhood

This vicinity of the city has many good restaurants.

“After Twenty Years” by O. Henry
 “He—y, Come On O—ut!” by Shinichi Hoshi
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

The children of Emerson wanted to form a kite-flying club, but they needed a good place to fly their kites. They were determined and clever, so these young [1] _____ came up with an idea. They presented it to the town council. “We will [2] _____ our plan for you,” said one boy. He explained that the club would clean up an old field and hold a kite-flying contest each March, when [3] _____ of wind are plentiful. “There will be a [4] _____ fee to enter the contest,” he said, “and [5] _____ will be used to maintain the field.” The town [6] _____ [7] _____ to the plan, and that is how Emerson’s annual kite-flying contest was [8] _____.

Exercise B Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.

Example: The terrible scene was pleasant to look at.
 The terrible scene was awful to look at.

1. When we expanded our storeroom, we reduced its size.

2. People who believe in fate believe that it does not determine what happens.

3. When we reached the midway point on the journey, we were more than halfway there.

4. City dwellers are people who live below the surface of a city.

5. When a throng gathers in this neighborhood, the place is isolated.

6. Joan’s main objection to the project was that she thought it would work well.

7. If our proposition wins approval, we will have little to do.

8. People who live in this vicinity live far from here.

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The residents of many small islands in the South Pacific are concerned about the effects of global warming. For them, global warming is not just a theory. Seas are rising quickly in the South Pacific. Islands are sinking.

One such island is Tuvalu. Tuvalu is only about 15 feet above sea level. As global warming expands the water in the ocean, more storms blow huge gusts of wind and rough seas on shore. The storms cause higher tides, and the tides are swallowing up the island. On higher land, the tides would be only a slight threat. Low-lying Tuvalu, however, faces extinction.

The population of Tuvalu is about 10,500, and they are making plans for their escape. It is believed that if global warming does not slow down, the island will sink beneath the waves within 50 years. Authorities in New Zealand have consented to help the people of Tuvalu. They have established a plan: They will accept 75 Tuvaluans per year as refugees.

Global warming is caused in large part by the emissions of greenhouse gases by industrialized nations. The heat from those gases gets trapped within Earth’s atmosphere, causing temperatures to rise. As ice caps and glaciers melt, the sea level rises. The warmer temperatures also warm the sea water. As the water heats up, it expands.

Tuvaluans believe they must act to reduce the effects of global warming. They have decided to outline a plan. Part of the plan involves suing countries that add to global warming. They also wish to sue oil and fuel companies. They say that those companies make profits from global warming.

What will happen to Tuvalu and other small islands of the South Pacific? With effort, the wits of science, business, and politics can work together to solve the problems of global warming. Then, perhaps, the islands can be saved. Without those efforts, the islands may become part of our planet’s past.

1. Circle the words that give a clue to the meaning of gusts. Define gusts.
2. Circle the words that tell what would be a slight threat on higher land. What is an antonym of slight?
3. Underline the words that tell what authorities in New Zealand have agreed to do. What are authorities?
4. Rewrite the sentence that contains the word consented, using a synonym for consented. Then, use consented in a sentence of your own.
5. Underline the sentence that explains the plan that has been established by the authorities. Define established.
6. Underline the words that tell what Tuvaluans have said they will outline. What is something you might outline?
7. Circle the words that tell who may be making profits from global warming. What are profits?
8. Underline the words that tell what wits might work on the issues of global warming. Use wits in a sentence.

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Emily and Mia were the best of friends. Whether it was riding bikes, listening to music, or doing homework, they found every activity was more fun when they shared it. They believed that fate had brought them together. How else could either one have been so fortunate as to discover such a friend?

Then one day, everything changed. Emily’s father and mother announced that their family would soon be moving far away. Their business had expanded, and they had decided to relocate to a new vicinity.

“Oh, no,” Emily protested, “I don’t want to go without Mia.”

Emily’s mother countered her daughter’s objection with a proposition. “In six months,” she told Emily, “it will be summer vacation, and you and Mia can spend it together at the beach.”

The two friends did not want to part, but they realized they had no choice. They decided to concentrate on planning their vacation. After Emily left, Mia was sad. To keep busy, she took up in-line skating. Soon she was a skilled skater and having a lot of fun, too.

As for Emily, her family lived near the ocean. Now that they were almost beach dwellers, Emily took up surfing. She was also adjusting to her new school. Despite her activities, she often thought of Mia and looked forward to seeing her again.

At last the day of their reunion arrived. The girls planned to meet at the beach. They spotted each other amid the throng of beachgoers. Waving excitedly, each girl walked midway down the beach. When they met, they hugged and laughed. Mia showed Emily her in-line skates and promised to teach her how to use them. Emily showed Mia her surfboard. With new things to do, as well as all their old favorites, that summer vacation was the best of all.

1. Underline the words that tell what the girls believed fate had done. What is *fate*?
2. Circle the words that tell what had expanded. Use *expanded* in a sentence.
3. Emily’s parents wanted to move their business to a new vicinity. Explain what that means.
4. Underline the words that tell what Emily’s objection was. Tell what an *objection* is.
5. What was Emily’s mother’s proposition? What is a *proposition*?
6. Circle the words that describe what kind of dwellers Emily’s family had become. What other sorts of *dwellers* might there be?
7. Circle the word that tells who made up the throng of people. Use *throng* in a sentence.
8. Each girl walks midway down the beach. What does that mean?

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi
Writing About the Big Question



Does every conflict have a winner?

Big Question Vocabulary

attitude	challenge	communication	competition
compromise	conflict	danger	desire
disagreement	misunderstanding	obstacle	opposition
outcome	resolution	struggle	understanding

A. Use one or more words from the list above to complete each sentence.

1. Our expectations are based on our _____ of how the world works.
2. When things take an unexpected turn, the _____ may be unwelcome.
3. It can be a _____ to accept this new turn of events.
4. On the other hand, the _____ may be a pleasant surprise.

B. Follow the directions in responding to each of the items below.

1. List two different times when things turned out differently from what you expected.

2. Write two sentences explaining one of the preceding experiences, and describe how you reacted at the time. Use at least two of the Big Question vocabulary words.

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

When things turn out differently from what you expected, it can be _____

“After Twenty Years” by O. Henry
 “He—y, Come On O—ut!” by Shinichi Hoshi

Literary Analysis: Irony

Irony involves a contradiction or contrast of some kind. In **situational irony** (or **irony of situation**), something takes place that a character or reader does not expect to happen. For example, a student voted Most Likely to Succeed ends up going to prison.

In **verbal irony**, a writer, speaker, or character says something that deliberately contradicts or blurs what he or she actually means. Think of a man who has been dreading a reunion with his best friend from twenty years before. When they meet, he says, “I’ve been so looking forward to seeing you.” That is verbal irony.

In **dramatic irony**, the reader or audience knows or understands something that a character or speaker does not. For example, readers know that the apple Snow White is about to bite into is poisoned, but Snow White does not know it. That is dramatic irony.

As you read “After Twenty Years” and “He—y, Come On O—ut!” look for situational irony in particular.

DIRECTIONS: Answer the following questions.

1. What is the general situation, or the plot? Describe it briefly.

“After Twenty Years”: _____

“He—y, Come On O—ut!”: _____

2. What outcome do you expect?

“After Twenty Years”: _____

“He—y, Come On O—ut!”: _____

3. What happens? How does the story end?

“After Twenty Years”: _____

“He—y, Come On O—ut!”: _____

4. What details in the story lead you to expect a certain outcome? Describe one or two details, and state what they lead you to expect.

“After Twenty Years”: _____

“He—y, Come On O—ut!”: _____

5. What is ironic about the ending of the story?

“After Twenty Years”: _____

“He—y, Come On O—ut!”: _____

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi
Vocabulary Builder

Word List

apparent destiny intricate plausible proposal simultaneously spectators

A. DIRECTIONS: *Revise each sentence so that the italicized vocabulary word is used logically. Be sure to use the vocabulary word in your new sentence.*

1. The plot of the short story was so *intricate* that we followed it easily.

2. The *destiny* of a criminal is likely to include time spent as a police officer.

3. The two men arrived *simultaneously*, one reaching the doorway an hour after the other.

4. Because there were many *spectators* when the crime was committed, no eyewitnesses could testify at the trial.

5. The *apparent* smile on the face of the scientist was not visible to anyone.

6. The *plausible* explanation made sense to no one.

7. Because he offered no solution, everyone accepted the concessionaire’s *proposal*.

B. DIRECTIONS: *Write the letter of the word whose meaning is most similar to that of the Word Bank word.*

- | | | | | | |
|-------|-------------------|----------------|-----------|--------------|----------------|
| _____ | 1. intricate | A. complicated | B. tiny | C. simple | D. intelligent |
| _____ | 2. simultaneously | A. genuinely | B. apart | C. together | D. separately |
| _____ | 3. apparent | A. obvious | B. hidden | C. deceptive | D. similar |

“After Twenty Years” by O. Henry

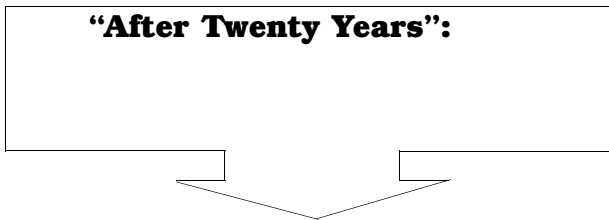
“He—y, Come On O—ut!” by Shinichi Hoshi

Integrated Language Skills: Support for Writing to Compare Literary Works

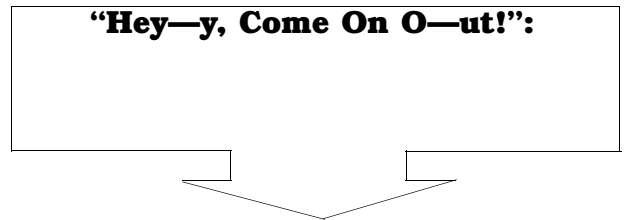
Before you write an essay that compares your reaction to “After Twenty Years” with your reaction to “He—y, Come On O—ut!” use this graphic organizer to consider how irony is used in the two stories.

What details make the story believable or realistic?

“After Twenty Years”:

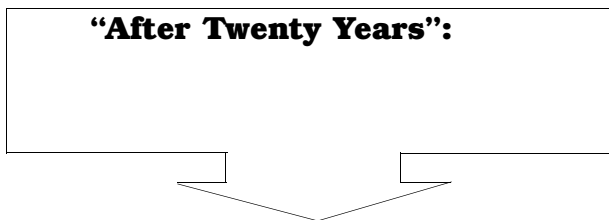


“Hey—y, Come On O—ut!”:

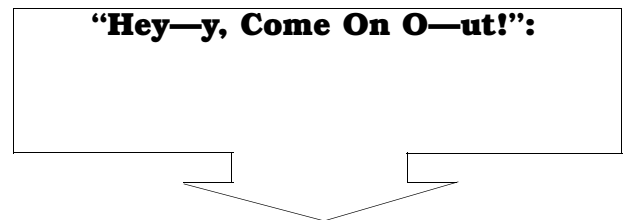


How does the believability or the realism of the story affect your response? Do you prefer a believable story to a fantasy one? Why or why not?

“After Twenty Years”:

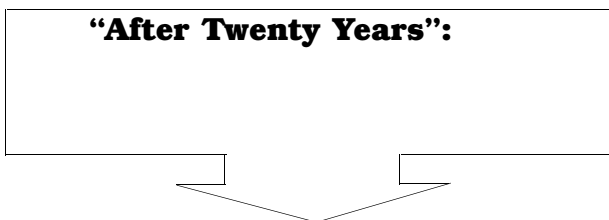


“Hey—y, Come On O—ut!”:

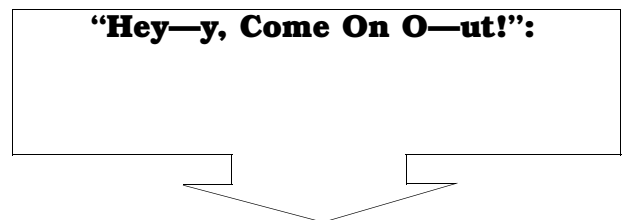


What is the story’s message? Is the message easy to understand? Why or why not?

“After Twenty Years”:



“Hey—y, Come On O—ut!”:

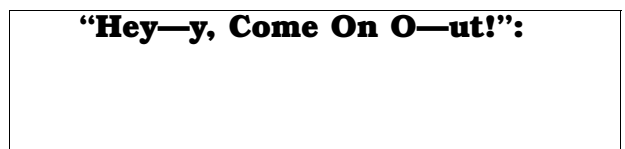


When you respond to a story, are you influenced by the difficulty of understanding its message? Why or why not?

“After Twenty Years”:



“Hey—y, Come On O—ut!”:



Now, use your notes to write an essay in which you compare your reactions to the use of irony in “After Twenty Years” and “He—y, Come On O—ut!”

“After Twenty Years” by O. Henry
“He—y, Come on O—ut!” by Shinichi Hoshi

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. What does the policeman in “After Twenty Years” do when he sees the man in the doorway? Why does he do this?

2. In “After Twenty Years,” the policeman makes a point of asking the man in the doorway whether he plans to wait for Jimmy Wells to show up. Why does he ask him this?

3. In “He—y, Come On O—ut!” what does the concessionaire volunteer to do? Why does he volunteer to do it?

4. In “He—y, Come On O—ut!” why does the hole give “peace of mind to the dwellers of the city”? What is the significance of this peace of mind?

5. Which part of “He—y, Come on O—ut!” makes it less realistic than “After Twenty Years”? Explain your answer.

6. In situational irony, something takes place that a character or reader does not expect to happen. Do both “He—y, Come on O—ut!” and “After Twenty Years” feature situational irony? Explain your answer.

7. In the chart below, compare the endings of the two stories. Write two ways the endings are different and two ways in which they are similar.

Differences	Similarities

Which ending do you think is more effective?

8. In verbal irony, a writer, speaker, or character says something that intentionally contradicts what he or she means. Which story, “He-y, Come on O-ut!” or “After Twenty Years,” uses more verbal irony? Use details from the story to support your answer.

9. Would you describe the plot of “After Twenty Years” as *intricate*? Explain your answer, based on the meaning of the word *intricate*.

10. In “After Twenty Years,” Bob says, “We figured that in twenty years each of us ought to have our *destiny* worked out . . .” What does he mean by *destiny*? Explain how Bob’s destiny turns out to be different from what he expected.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Both “After Twenty Years” and “He—y, Come on O—ut!” contain irony. In an essay, discuss the use of irony in one of these stories. Identify the irony as situational or verbal, and explain why you have identified it that way. Cite details in the story that support your choice, and describe the effect of the irony.
12. Ironic stories often have surprise endings. Choose one of the stories, “After Twenty Years” or “He—y, Come on O—ut!” Did the ending of the story surprise you, or did you guess it in advance? In an essay, describe the surprise ending. Why was the ending surprising? What effect did the surprise have?
13. Although the authors of both “After Twenty Years” and “He—y, Come on O—ut!” use irony, they deliver different messages. In an essay, compare and contrast the messages behind the irony in these two stories. Guide your writing with these questions: What is the message of each story? How did you react to these messages? Cite details from the stories to support your points.
14. **Thinking About the Big Question: Does every conflict have a winner?** Both “After Twenty Years” and “He—y, Come On O—ut!” center on conflicts. Think about the conflicts in the two stories. In an essay, describe each conflict. Then explain whether each conflict has a clear winner. Use details from the stories to support your answer.

Oral Response

15. Go back to question 6, 7, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in “After Twenty Years” or “He—y, Come On O—ut!” that will support your points. If necessary, make notes to guide your response.

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi

Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- _____ 1. In “After Twenty Years,” what has happened to the restaurant where the two friends had agreed to meet?
- A. It has closed for the evening.
 - B. It has changed management.
 - C. It has forbidden the man to enter.
 - D. It has been closed for five years.
- _____ 2. In “After Twenty Years,” why does the policeman make a point of asking the man in the doorway whether he plans to wait for Jimmy Wells to show up?
- A. He is testing him to find out whether he is a trusted friend.
 - B. He wants to see whether he has time to call another officer to arrest him.
 - C. He needs time to change out of his uniform and come back to surprise his friend.
 - D. He needs time to find out whether there is an outstanding warrant for his arrest.
- _____ 3. Which of the following statements best summarizes the meaning of this quotation from “After Twenty Years”?
- “It [twenty years] sometimes changes a good man into a bad one.”
- A. A life of crime can change a good man into a bad man.
 - B. The West is likely to change a good man into a bad man.
 - C. Over the course of twenty years, a good man may turn to crime.
 - D. You are lucky that life in the West did not change you into a bad man.
- _____ 4. What is ironic about Jimmy and “Silky” Bob in “After Twenty Years”?
- A. One has become a police officer, and one has become a criminal.
 - B. One has grown taller, while the other has grown shorter with age.
 - C. Both of them have become criminals.
 - D. Neither of them ever liked the other.
- _____ 5. In “He—y, Come On O—ut!” how do the villagers come to discover the hole?
- A. A landslide has swept away a shrine that had covered it.
 - B. A typhoon has destroyed a building that had covered it.
 - C. A child from the village falls into it.
 - D. A construction worker notices it.

- ___ 6. In “He—y, Come On O—ut!” how does the scientist who comes to examine the hole behave?
- A. He acts as if the hole will go away on its own.
 - B. He acts as if the hole is an unnatural event.
 - C. He acts as if the hole is not at all unusual.
 - D. He acts as if he has seen many such holes.
- ___ 7. In “He—y, Come On O—ut!” who offers to fill the hole?
- A. a newspaper reporter
 - B. one of the scientists
 - C. a government worker
 - D. one of the concessionaires
- ___ 8. What is ironic about the ending of “He—y, Come On O—ut!”?
- A. The hole is filled and eventually pollutes the entire village.
 - B. The city keeps expanding until the village is swallowed up.
 - C. A voice shouts from the sky and a pebble falls toward the city.
 - D. The hole never fills up, and the city becomes cleaner and better.
- ___ 9. Which of the following choices is an example of dramatic irony?
- A. An audience can predict that the hero of a story will die.
 - B. A character says, “That dress looks so good on you,” while thinking that it looks awful.
 - C. Readers know who the villain is, but the other characters do not realize it.
 - D. A politician who criticizes his opponent’s moral character is convicted of lying under oath.
- ___ 10. Which of the following choices is an example of situational irony?
- A. A girl who was always in trouble grows up to become a police officer.
 - B. Unexpected guests arrive, the house is a mess, and the host says, “I’m glad you came.”
 - C. Readers know that one character in a story will die, but none of the characters know it.
 - D. Readers realize that a plot is based on the plot of a much older story that ends tragically.
- ___ 11. Which word best describes the endings of “After Twenty Years” and “He—y, Come On O—ut!”?
- A. sad
 - B. surprising
 - C. tragic
 - D. funny
- ___ 12. Which part of “He—y, Come On O—ut!” makes it less realistic than “After Twenty Years”?
- A. a deep hole that never fills up
 - B. people burying nuclear waste
 - C. construction workers taking breaks
 - D. villagers moving a sacred shrine

Vocabulary

- ___ 13. In “After Twenty Years,” when “Silky” Bob says, “We figured that in twenty years each of us ought to have our *destiny* worked out,” what does he say they believed?
- A. In twenty years, their futures will have been decided.
 - B. In twenty years, they will still remember their pasts.
 - C. In twenty years, they will have paid off their debts.
 - D. In twenty years, their unhappiness will have eased.
- ___ 14. Which of the following choices describes a *plausible* explanation?
- A. one that everyone has rejected
 - B. one that is one-sided
 - C. one that is scientific
 - D. one that is believable
- ___ 15. Who would be most likely to make a *proposal*?
- A. an architect who hopes to design a building
 - B. a nurse who is caring for a sick patient
 - C. a student who has finished her homework
 - D. a construction worker who is on a break

Essay

16. Both “After Twenty Years” and “He—y, Come On O—ut!” contain irony. In an essay, discuss the use of irony in these stories. For each story, identify the irony as situational, verbal, or dramatic. Then, explain why you have identified it that way. Cite details in each story that support your choice.
17. Stories that make use of irony often have surprise endings. In an essay, compare the endings of “After Twenty Years” and “He—y, Come On O—ut!” Consider these questions: What is surprising about each ending? Which ending is more surprising? What makes it more surprising? Why is the other story less surprising—does something tip you off to the ending? If so, what is it?
18. **Thinking About the Big Question: Does every conflict have a winner?** Both “After Twenty Years” and “He—y, Come On O—ut!” center on conflicts. Think about the conflict between Bob and the policeman in “After Twenty Years” and between the concessionaire and the villagers in “He—y, Come On O—ut!” Then, in an essay, describe each conflict. Explain whether you think that each conflict has a clear winner. Use details from the stories to support your answer.

“After Twenty Years” by O. Henry
“He—y, Come On O—ut!” by Shinichi Hoshi

Selection Test B

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. Why does the policeman in “After Twenty Years” slow down when he sees the man in the doorway?
- A. He is lonely and welcomes the chance to talk to someone.
 - B. He immediately recognizes the man in the doorway.
 - C. He is generally suspicious of people standing in doorways.
 - D. He is keeping the appointment to meet his friend.
- ___ 2. In “After Twenty Years,” the fact that the man in the doorway provides the police officer with a long explanation shows that
- A. he is unfamiliar with the neighborhood.
 - B. he does not recognize his old friend.
 - C. he has something to hide.
 - D. he is guilty of a crime.
- ___ 3. In “After Twenty Years,” why does “Silky” Bob fail to recognize his old friend?
- A. Jimmy had always said that he had no respect for policemen.
 - B. Jimmy was unattractive as a young man.
 - C. Bob cannot imagine that Jimmy would become a policeman.
 - D. Bob does not expect Jimmy to show up.
- ___ 4. In “After Twenty Years,” when the man claiming to be Jimmy first approaches “Silky” Bob, what *first* arouses Bob’s suspicions about him?
- A. his height
 - B. his nose
 - C. his walk
 - D. his voice
- ___ 5. At what point in “After Twenty Years” does Jimmy first realize that his friend is a wanted criminal?
- A. when he sees Bob’s large diamond scarfpin
 - B. when Bob strikes a match that lights up his face
 - C. as soon as Jimmy walks up to the doorway
 - D. minutes after Jimmy walks away from Bob
- ___ 6. What is ironic about the ending of “After Twenty Years”?
- A. Jimmy is the policeman who talks to Bob and then has Bob arrested.
 - B. The man who shows up claiming to be Jimmy is really a criminal.
 - C. Bob is sure that Jimmy is alive and that he will keep the appointment.
 - D. Jimmy arrests Bob when he realizes that he is a wanted criminal.
- ___ 7. In “He—y, Come On O—ut!” what is remarkable about the hole found under the shrine?
- A. It is in a holy place.
 - B. It is very wide.
 - C. It seems to be bottomless.
 - D. It is filled with different things.

- ___ 8. In “He—y, Come On O—ut!” why does a concessionaire volunteer to fill the hole for the village?
- He wants to make a profit by charging for the right to dump material into the hole.
 - He cares about the people of the village and does not want anyone falling into the hole.
 - He works for the government and his job is to find a place to dump nuclear waste.
 - He is an environmentalist and believes that pollution can be dumped into the hole.
- ___ 9. In “He—y, Come On O—ut!” what is significant about the fact that “the hole gave peace of mind to the dwellers of the city”?
- The city dwellers were glad to have such a wonderfully deep hole to dump waste into.
 - The city dwellers could produce more without worrying about the consequences.
 - The city dwellers were relieved that the hole was in the village, miles from the city.
 - The city dwellers were relieved to know that the nuclear waste was safely underground.
- ___ 10. What is ironic about the ending of “He—y, Come On O—ut!”?
- As the hole fills up with waste, people in the village and then those in the city become ill.
 - The echo of the voice of the man who called into the hole at first is heard in the sky.
 - The city grows so big and produces so much that it swallows up the little village.
 - As the pollution in the city is eliminated, people realize that the hole is a good thing.
- ___ 11. Which of the following choices is an example of situational irony?
- The clumsiest little girl in the neighborhood grows up to be a respected brain surgeon.
 - A character says, “You never looked younger,” while noticing his friend’s gray hair.
 - Readers know that the Wolf is in the bed, but Little Red Riding Hood thinks it is Grandma.
 - Goldilocks realizes that the Three Bears have eaten her porridge and slept in her bed.
- ___ 12. Which word best describes the endings of “After Twenty Years” and “He—y, Come On O—ut!”?
- | | |
|----------------|---------------|
| A. predictable | C. obvious |
| B. humorous | D. surprising |
- ___ 13. In which way do “After Twenty Years” and “He—y, Come On O—ut!” differ?
- “After Twenty Years” is persuasive; “Come On O—ut!” is imaginative.
 - “After Twenty Years” deals with a social issue; “Come On O—ut!” is entertaining.
 - “After Twenty Years” is imaginative; “Come On O—ut!” is persuasive.
 - “After Twenty Years” is entertaining; “Come On O—ut!” deals with a social issue.
- ___ 14. Which element of “He—y, Come On O—ut!” makes it less realistic than “After Twenty Years”?
- A contractor is granted the right to fill a hole.
 - A construction worker on a high beam takes a break.
 - A hole is so deep that it can never be filled up.
 - A sacred shrine is moved from one place to another.

Vocabulary

- ___ 15. When two events occur *simultaneously*,
- A. both happen at the same time.
 - B. one happens before the other.
 - C. one cannot be separated from the other.
 - D. both take place for only a short time.
- ___ 16. A story with an *intricate* plot
- A. involves two characters who are close friends.
 - B. probably has many characters and story lines.
 - C. is usually straightforward and easy to follow.
 - D. always describes events in the same sequence.
- ___ 17. An *apparent* mistake is one that
- A. is unlikely to happen.
 - B. is made during the day.
 - C. can definitely be identified as a mistake.
 - D. appears likely to have been a mistake.
- ___ 18. A *plausible* excuse is one that
- A. is generally liked.
 - B. is generally accepted.
 - C. can be proved scientifically.
 - D. can be upheld in court.

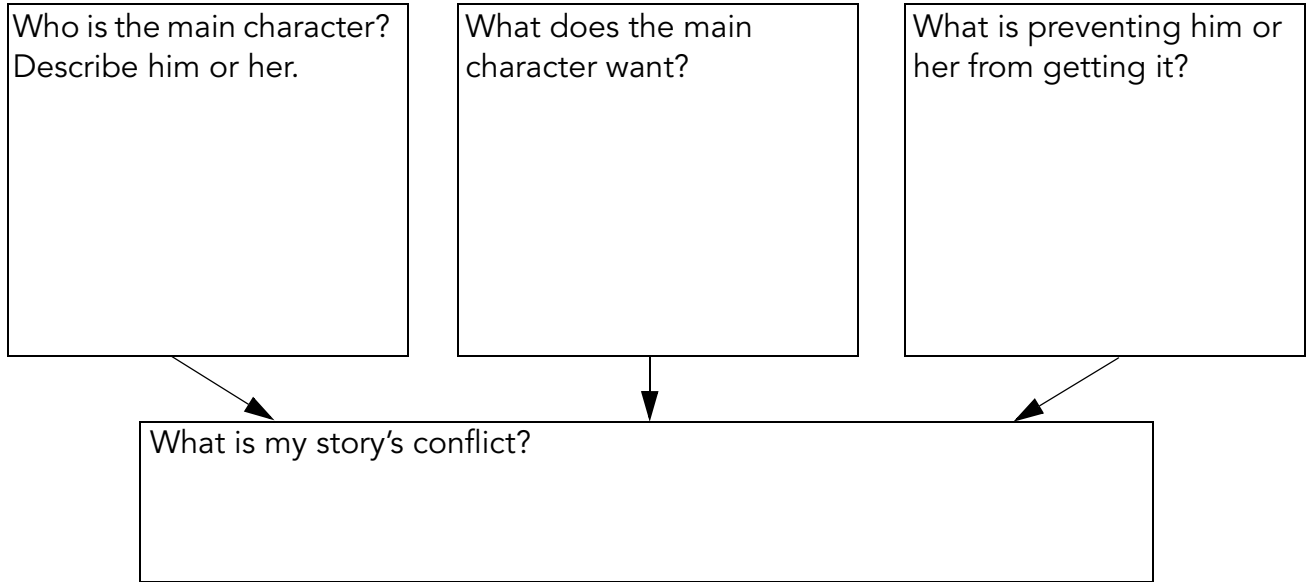
Essay

19. Ironic stories often have surprise endings. Did the endings of “After Twenty Years” and “He—y, Come On O—ut!” surprise you, or did you guess them in advance? In an essay, compare and contrast the surprise endings of the two stories. Use these questions to guide your writing: In what way are the endings similar? In what way are they different? Which story’s ending is more surprising? What makes it more surprising?
20. Although the authors of both “After Twenty Years” and “He—y, Come On O—ut!” use irony, they deliver different messages. In an essay, compare and contrast the messages behind the irony in these two stories. Use the following questions to guide your writing: What is the message of “After Twenty Years”? What is the message of “He—y, Come On O—ut!”? How did you react to these messages? Cite details from the stories to support your points.
21. **Thinking About the Big Question: Does every conflict have a winner?** Both “After Twenty Years” and “He—y, Come On O—ut” center on conflicts. In an essay, describe each conflict. Then, explain whether each conflict has a clear winner. Use details from the stories to support your answer.

Writing Workshop Narration: Short Story

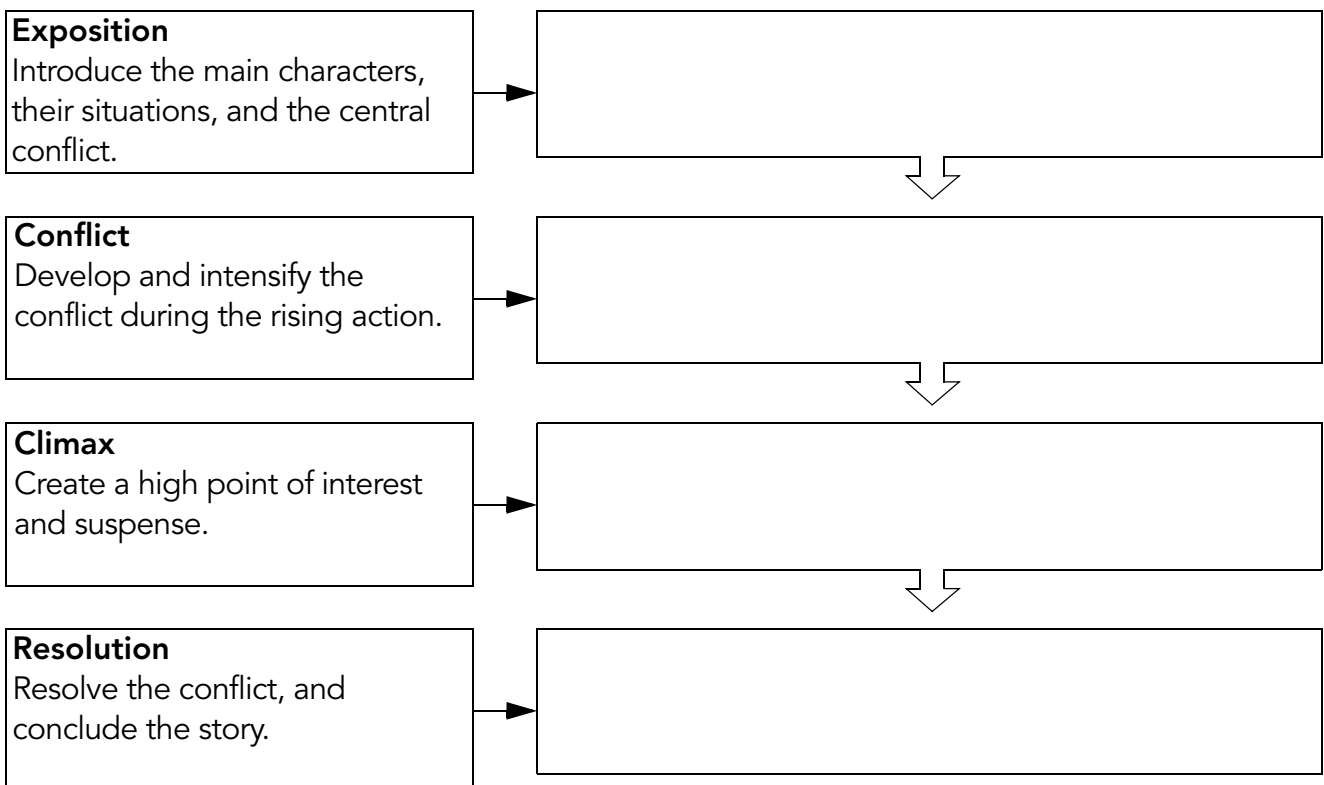
Prewriting: Narrowing Your Topic

Use the graphic organizer below to help you identify the conflict you will use in your story.



Drafting: Creating a Plot

Use the graphic organizer below to map out the plot of your story.



Writing Workshop

Integrating Grammar Skills

Revising for Correct Degrees of Adjectives and Adverbs

Most adjectives and adverbs have three **degrees of comparison**: the positive, the comparative, and the superlative.

Degree	What It Shows	What It Usually Looks Like	Examples
Positive	no comparison	basic adjective or adverb	My dog is <i>big</i> .
Comparative	compares two things	ends in <i>-er</i> or uses <i>more</i>	My dog is <i>bigger</i> than yours.
Superlative	compares three or more things	ends in <i>-est</i> or uses <i>most</i>	My dog is the <i>biggest</i> in town.

Generally, one- or two-syllable adjectives and adverbs use *-er* and *-est*, and those of three or more syllables use *more* and *most*. However, if a word sounds awkward one way, use the other. Be careful not to use both at the same time

Incorrect: My cat is *more playfuller* than my dog.

Awkward: My cat is *playfuller* than my dog.

Correct: My cat is *more playful* than my dog.

Identifying Degrees of Adjectives and Adverbs

A. DIRECTIONS: Circle the adjective or adverb that correctly completes each sentence.

- Our new computer works much (more fast, faster) than our old one.
- On the old computer, the word-processing program worked (more slowly, slower).
- My friend Nate said it was the (more sluggish, most sluggish) machine he ever saw.
- Of the two computers, this one is (more complex, most complex).

Fixing Incorrect Degrees of Adjectives and Adverbs

B. DIRECTIONS: On the lines provided, rewrite these sentences so that they use the correct degree of the adjective or adverb.

- Mrs. T's garden is the most fine in the city.

- Her roses smell nice, but her lilies are even more fragranter.

- Of the two kinds of irises, the bearded irises are the prettiest.

- The tulips bloom in early May, but the daffodils bloom even more early.

Unit 2 Vocabulary Workshop—1

Word Origins

A word's **origin**, or **etymology**, is its history—the language from which it originally came. Many English words contain roots, prefixes, or suffixes that came from Latin or Greek. Here are some common Latin and Greek word parts.

Latin or Greek Roots	Meaning	Examples of English Words
-aqu-	water	aquarium, aquatic
-duc-	lead	educate, conductor
-jud-	judge	judge, judgmental
Latin or Greek Prefixes	Meaning	Examples of English Words
circum-	around	circumference, circumspect
pre-	before	preview, preheat
Latin or Greek Suffixes	Meaning	Examples of English Words
-able, -ible	able to or having	changeable, sensible
-ic, -ical	dealing with or showing	historic, tropical
-ous	marked by	serious, religious

A. DIRECTIONS: Circle the roots, prefixes, and suffixes in these italicized words. Then write a definition of each one, based on the meanings of its parts. Check your definitions in a dictionary.

1. *circumnavigate* the world _____

2. water in an *aqueduct* _____

3. feelings of *prejudice* _____

4. *judicious* remarks _____

5. a *preventable* accident _____

Unit 2 Vocabulary Workshop—2

Word Origins

Many English words have their **origins** in **Latin and Greek mythology and history**. Here are some examples.

Word	Origin	Meaning
colossal (adj.)	A colossus was a gigantic human statue in ancient Greece. The most famous was the Colossus of Rhodes	huge, gigantic
furious (adj.)	In Greek mythology, the furies were snake-haired goddesses who punished people.	filled with great anger
mentor (n.)	In Homer's epic <i>The Odyssey</i> , Mentor is a great teacher and advisor.	wise counselor or teacher
nemesis (n.)	In Greek mythology, Nemesis was the goddess of revenge.	a person or force that is bound to challenge and defeat you
typhoon (n.)	In Greek mythology, Typhon was a fierce giant with one hundred heads.	a wind of hurricane force

B. DIRECTIONS: *Identify the word from the chart that best completes each group of related words.*

1. enemy, crisis, battle, _____

2. blizzard, cyclone, tornado, _____

3. helper, guide, leader, _____

4. mammoth, enormous, gargantuan, _____

5. seething, bitter, vengeful, _____

Communications Workshop—Unit 2
Organizing and Delivering an Oral Summary

After choosing your news article, fill out the following chart. Use your notes to plan and organize your oral summary so that it summarizes all the important points in the article.

Title of news article: _____

What is the main idea?
What are the important details?
What quotation are you using?
Make a statement of "What it all means."
Describe the visual aids you are using (if any).

7. Rachel has studied five different mammals: cats, mice, camels, platypuses, and dogs. Of the choices below, what is the broadest possible generalization she could make that would still be accurate?
- A. Most mammals do not lay eggs; they give birth to fully-formed young.
 - B. The platypus is an egg-laying mammal.
 - C. All rodents are warm-blooded.
 - D. Some cats are hairless.

Literary Analysis: Conflict

8. Which story situation is an example of a human in conflict with nature?
- A. A character cannot decide whether to learn to ski or to learn to scuba dive.
 - B. Two characters disagree about what to do with \$1,000 in reward money.
 - C. A teenager wants to try skydiving, but he is not yet eighteen years of age.
 - D. An explorer is in danger as the waters rapidly rise in the cave she is exploring.
9. In literature, which answer choice is the correct term for a struggle between a character and an outside force such as nature?
- A. internal conflict
 - B. natural conflict
 - C. intense conflict
 - D. external conflict
10. Which of the following answer choices is a conflict you might find in a short story?
- A. Don works at the bank on Elm Street.
 - B. Both Don and Fred want to marry Sue Ellen.
 - C. Don and Fred are brothers who have not seen each other in a long time.
 - D. Don likes hamburgers; Fred likes them, too.

Literary Analysis: Theme

11. What is meant by the term *theme* in a narrative?
- A. Theme is the central message of a story.
 - B. Theme is the music that goes with the story.
 - C. Theme is the setting and action of the story.
 - D. Theme is the conclusion of the story.
12. Which of the following would make the best theme for a short story?
- A. Some types of snakes can be poisonous.
 - B. It is easy to prepare a quick, healthful meal.
 - C. Kindness, in the long run, will be rewarded.
 - D. Many tall buildings sway a little in the wind.
13. How is theme *most often* expressed in a short story?
- A. It is stated in the first sentence a reader sees.
 - B. It is expressed through the characters and events.
 - C. It is expressed in the title.
 - D. It is explained in an introduction by the author.

14. Which of the following would *not* be considered a recurring theme in writings about nature?
- A. The beauty of nature is timeless. C. Time spent enjoying nature is wasted.
B. Nature should be preserved for future D. Inspiration can come from nature.
generations.
15. Which of the following sentences might be the theme of a story?
- A. Pesticides are used less often today C. Honesty is the essential foundation of
than they once were. a relationship.
B. Dublin, Ireland, makes an interesting D. In 1998, Winnie was in her first year of
setting for a story. college.
16. Which of the following answer choices would make a good theme for a short story?
- A. a family's history C. the causes of an economic recession
B. the history of the Civil War D. the value of honesty

Literary Analysis: Irony

17. Which of the following best defines the concept of *irony*?
- A. Irony is a comparison between two or C. Irony is figurative language in which a
more things that are similar. nonhuman subject is given human
characteristics.
B. Irony is a figure of speech in which *like* D. Irony is the contrast between an
or *as* is used to compare two ideas. outcome and what the reader expects
to happen.
18. Which of the following situations is *ironic*?
- A. Bill was so worried about his chemistry C. Bill did well on his chemistry test
test that he stayed up late to study for because he studied for many hours
it. The next day, Bill failed the test prior to the test.
because he overslept and missed it.
B. Bill would have done well on his D. Bill would have done better on his
chemistry test if he had studied. chemistry test if he had understood
chemistry more fully.

Grammar: Adjectives

19. Which word is modified by the adjective *unusual* in the following sentence?
- The day was most unusual, with its cloudless blue sky and moderate temperature.
- A. cloudless C. day
B. sky D. temperature
20. What question does the adjective *shimmering* answer in the following sentence?
- Randy and I are observing the shimmering night sky with our new telescope.
- A. whose? C. which one?
B. how many? D. what kind?

21. Which adjective modifies *neck* in the following sentence?

She wrapped the red scarf neatly around her slender neck.

- A. red
B. slender
C. wrapped
D. neatly

22. Which of the following sentences contains an adjective that modifies a noun?

- A. Deb decided she would work on a puzzle.
B. The puzzle in the box was a jigsaw puzzle.
C. Quickly, she completed the puzzle.
D. She felt good about completing the puzzle.

Grammar: Adverbs

23. Which of the following sentences contains three adverbs?

- A. Ty warmly greeted the new visitors with much enthusiasm.
B. Ty greeted the visitors warmly and enthusiastically.
C. The very happy visitors warmly and enthusiastically greeted Ty.
D. The new visitors accepted Ty's warm and enthusiastic greeting.

24. What part or parts of speech can an adverb modify?

- A. verbs only
B. verbs, adjectives, and other adverbs
C. adjectives only
D. other adverbs only

25. In which of the following sentences does the adverb *only* modify *retrieves*?

- A. The brown dog retrieves the blue ball only.
B. The brown dog retrieves only the blue ball.
C. Only the brown dog retrieves the blue ball.
D. The brown dog only retrieves the blue ball.

Vocabulary: Prefixes and Suffixes

26. The prefix *mal-* means "bad." Using this knowledge, determine the meaning of the word *malfunction* in the following sentence.

A malfunction in the machine shut down production.

- A. inconsistency
B. missing part
C. failure to work well
D. small part

27. The prefix *per-* means "through." Using this knowledge, choose the answer that best states the meaning of *perforate* in the following sentence.

Perforate the top of the pie before baking it.

- A. cover lightly
B. dust with flour
C. put the crust on
D. poke holes through

28. The suffix *-ious* means "full of." Using this knowledge, choose the answer that best states the meaning of *rebellious* in the following sentence.

The rebellious child told his mother that he would not eat his vegetables.

- | | |
|----------------------------|--|
| A. fearful of conflict | C. disobedient; resistant to authority |
| B. tending to be agreeable | D. acting without thinking |
29. The words *accomplishment* and *measurement* share the suffix *-ment*. Using this knowledge, choose the answer that best states the meaning of *-ment*.
- | | |
|-------------------|--------------------|
| A. the act of | C. the lack of |
| B. the failure to | D. the breaking of |

WRITING

30. Write a brief letter to a local newspaper editor about why libraries need community support. Include details to support your viewpoint.
31. On a separate piece of paper, support the following idea with an anecdote from your own experience.
- Handing homework in on time is a good study habit.
32. On a separate piece of paper, write a sentence or two in which you describe the setting of a short story you would like to write. Include sensory details and use precise language to give a vivid impression.

Vocabulary in Context

Identify the answer choice that best completes the statement.

1. Their team won the tournament because it had _____ all the other teams.
 - A. compared
 - B. conquered
 - C. considered
 - D. complimented
2. I decorated my hat with red _____ .
 - A. armor
 - B. plumes
 - C. helmets
 - D. collages
3. She is never late because she is so _____ .
 - A. adapted
 - B. included
 - C. confused
 - D. organized
4. The heavy rain _____ our clothes.
 - A. injured
 - B. applied
 - C. drenched
 - D. bordered
5. The location of the company's _____ headquarters is in Cleveland.
 - A. dwelling
 - B. industries
 - C. building
 - D. international
6. After Myra finished her test, she smiled _____ .
 - A. actively
 - B. regularly
 - C. absolutely
 - D. triumphantly
7. This knife won't cut the meat because it is so _____ .
 - A. blunt
 - B. weighted
 - C. capable
 - D. standard

8. Her visit was a surprise that was totally _____ .
A. untrained
B. relieved
C. unexpected
D. delayed
9. This rich, unused land has so much _____ on it.
A. wild
B. species
C. marshy
D. vegetation
10. After the dog was hit by the cyclist, it _____ softly.
A. reassured
B. whirred
C. vibrated
D. whimpered
11. Because her investments have been so successful, Rena is very _____ .
A. wealthy
B. discouraged
C. shameful
D. fascinated
12. She is a respected, _____ stage personality.
A. eternal
B. esteem
C. prominent
D. humiliated
13. The job of the police is to _____ the laws.
A. exceed
B. enforce
C. expose
D. exaggerate
14. The wind quickly sailed the kite _____ .
A. aloft
B. downright
C. parallel
D. overcome

15. Many objects circle the sun, including_____ .
- A. raindrops
 - B. snowflakes
 - C. asteroids
 - D. atmospheric
16. The pipes differed greatly and were of_____ lengths.
- A. averaging
 - B. varying
 - C. contrary
 - D. paralyzing
17. This snake is the type that releases_____ when it bites.
- A. venom
 - B. symptoms
 - C. punctures
 - D. nausea
18. Cats and tigers live in different_____ .
- A. cultural
 - B. organizations
 - C. environments
 - D. communal
19. The neighborhood cleanup after the storm was organized by the local_____ .
- A. citizenry
 - B. lawmakers
 - C. schoolteachers
 - D. varmints
20. Strangely, these two important events occurred_____ .
- A. dutifully
 - B. leisurely
 - C. distinctively
 - D. simultaneously

Diagnostic Tests and Vocabulary in Context Use and Interpretation

The Diagnostic Tests and Vocabulary in Context were developed to assist teachers in making the most appropriate assignment of *Prentice Hall Literature* program selections to students. The purpose of these assessments is to indicate the degree of difficulty that students are likely to have in reading/comprehending the selections presented in the *following* unit of instruction. Tests are provided at six separate times in each grade level—a *Diagnostic Test* (to be used prior to beginning the year's instruction) and a *Vocabulary in Context*, the final segment of the Benchmark Test, appearing at the end of each of the first five units of instruction. Note that the tests are intended for use not as summative assessments for the prior unit, but as guidance for assigning literature selections in the upcoming unit of instruction.

The structure of all Diagnostic Tests and Vocabulary in Context in this series is the same. All test items are four-option, multiple-choice items. The format is established to assess a student's ability to construct sufficient meaning from the context sentence to choose the only provided word that fits both the semantics (meaning) and syntax (structure) of the context sentence. All words in the context sentences are chosen to be "below-level" words that students reading at this grade level should know. All answer choices fit *either* the meaning or structure of the context sentence, but only the correct choice fits *both* semantics and syntax. All answer choices—both correct answers and incorrect options—are key words chosen from specifically taught words that will occur in the subsequent unit of program instruction. This careful restriction of the assessed words permits a sound diagnosis of students' current reading achievement and prediction of the most appropriate level of readings to assign in the upcoming unit of instruction.

The assessment of vocabulary in context skill has consistently been shown in reading research studies to correlate very highly with "reading comprehension." This is not surprising as the format essentially assesses comprehension, albeit in sentence-length "chunks." Decades of research demonstrate that vocabulary assessment provides a strong, reliable prediction of comprehension achievement—the purpose of these tests. Further, because this format demands very little testing time, these diagnoses can be made efficiently, permitting teachers to move forward with critical instructional tasks rather than devoting excessive time to assessment.

It is important to stress that while the Diagnostic and Vocabulary in Context were carefully developed and will yield sound assignment decisions, they were designed to *reinforce*, not supplant, teacher judgment as to the most appropriate instructional placement for individual students. Teacher judgment should always prevail in making placement—or indeed other important instructional—decisions concerning students.

Diagnostic Tests and Vocabulary in Context Branching Suggestions

These tests are designed to provide maximum flexibility for teachers. Your *Unit Resources* books contain the 40-question **Diagnostic Test** and 20-question **Vocabulary in Context** tests. At *PHLitOnline*, you can access the Diagnostic Test and complete 40-question Vocabulary in Context tests. Procedures for administering the tests are described below. Choose the procedure based on the time you wish to devote to the activity and your comfort with the assignment decisions relative to the individual students. Remember that your judgment of a student's reading level should always take precedence over the results of a single written test.

Feel free to use different procedures at different times of the year. For example, for early units, you may wish to be more confident in the assignments you make—thus, using the “two-stage” process below. Later, you may choose the quicker diagnosis, confirming the results with your observations of the students' performance built up throughout the year.

The **Diagnostic Test** is composed of a single 40-item assessment. Based on the results of this assessment, make the following assignment of students to the reading selections in Unit 1:

Diagnostic Test Score	Selection to Use
If the student's score is 0–25	more accessible
If the student's score is 26–40	more challenging

Outlined below are the three basic options for administering **Vocabulary in Context** and basing selection assignments on the results of these assessments.

1. For a one-stage, quicker diagnosis using the *20-item* test in the *Unit Resources*:

Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–13	more accessible
If the student's score is 14–20	more challenging

2. If you wish to confirm your assignment decisions with a *two-stage* diagnosis:

Stage 1: Administer the 20-item test in the <i>Unit Resources</i>	
Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–9	more accessible
If the student's score is 10–15	(Go to Stage 2.)
If the student's score is 16–20	more challenging

Stage 2: Administer items 21–40 from <i>PHLitOnline</i>	
Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–12	more accessible
If the student's score is 13–20	more challenging

3. If you base your assignment decisions on the full 40-item **Vocabulary in Context** from *PHLitOnline*:

Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–25	more accessible
If the student's score is 26–40	more challenging

Grade 7—Benchmark Test 3 Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

Skill Objective	Test Items	Number Correct	Reading Kit
Reading Skill			
Making Predictions	1, 2, 3, 4, 5, 6		pp. 52, 53
Understand Text Structure	7, 8, 9		pp. 54, 55
Literary Analysis			
Plot	10, 11, 12,		pp. 56, 57
Character Motives and Characterization	13, 14, 15, 16		pp. 58, 59
Comparing Idioms	17, 18, 19		pp. 60, 61
Grammar			
The Principal Parts of Verbs	20, 21, 22, 23		pp. 64, 65
Revising Verb Tenses	24, 25, 26, 27		pp. 66, 67
Vocabulary			
Suffixes and Roots -ance, -tion, -tract-, -spir-	28, 29, 30, 31		pp. 62, 63
Writing			
Review of a Short Story	32	Use rubric	pp. 72, 73
Journal Entry	33	Use rubric	pp. 70, 71
Informative Article	34	Use rubric	pp. 68, 69

Grade 7—Benchmark Test 4 Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

Skill Objective	Test Items	Number Correct	Reading Kit
Reading Skill			
Making Inferences	1, 2, 3, 4		pp. 74, 75
Making Generalizations	5, 6, 7		pp. 76, 77
Literary Analysis			
Conflict	8, 9, 10		pp. 78, 79
Theme	11, 12, 13, 14, 15, 16		pp. 80, 81
Irony	17, 18		pp. 82, 83
Vocabulary			
Prefixes and Suffixes <i>mal-</i> , <i>per-</i> , <i>-ment</i> , <i>-ious</i>	26, 27, 28, 29		pp. 84, 85
Grammar			
Adjectives	19, 20, 21, 22		pp. 86, 87
Adverbs	23, 24, 25		pp. 88, 89
Writing			
Anecdote	31	Use rubric	pp. 94, 95
Letter to the Editor	30	Use rubric	pp. 96, 97
Short Story	32	Use rubric	pp. 98, 99

ANSWERS

Big Question Vocabulary—1, p. 1

- A.**
1. compromise
 2. challenge
 3. outcome
 4. communication
 5. attitude
- B.** Dialogues will vary. Each should involve two characters who resolve a conflict through discussion, and each should include the five vocabulary words.

Big Question Vocabulary—2, p. 2

Answers will vary. Possible responses are shown.

Susan: Your *desire* to win this *competition* is too strong. Sharon's one of your best friends!

Becky: Try to be more *understanding*. She wants to run with you, and I don't think you really want her to face the *danger* of tripping and falling.

Danielle: I hope that you and Sharon can reach a *resolution* to this conflict.

Big Question Vocabulary—3, p. 3

Answers will vary. Possible responses are shown.

1. Jenna and Ramon have a misunderstanding. Ramon's failure to identify *which* supermarket created an obstacle to their meeting.
2. After a long struggle, Jenna finally finds Ramon, but she is angry. They have a disagreement about whose fault it is.
3. Jenna says that the misunderstanding occurred because Ramon wasn't clear in his directions. Ramon is in opposition. He claims that he *did* tell her to meet him at the RightPrice store.
4. They finally reach an understanding, which brings a resolution to their problems. In the future, they will use better communication tools and make sure that each one understands the directions.

“The Treasure of Lemon Brown”

by Walter Dean Myers

Vocabulary Warm-up Exercises, p. 8

- A.**
1. theaters
 2. treasure
 3. commence
 4. throb
 5. swirling
 6. brilliance
 7. lifetime
 8. memories
- B. Sample Answers**
1. At one time, a telegram lying on the kitchen table was an *ominous* thing that might have *awaited* someone. The person it was addressed to would not know whether it contained bad news or good news.

2. Yes, my mother has *beckoned* me with a signal.
3. Yes, I read a mystery that kept me in *suspense* until the identity of the villain was *revealed*.
4. Yes, the *brittle* noise of chalk scratching on the blackboard always makes me squirm.
5. Someone might be *lecturing* a child after he or she has misbehaved.
6. A *youngster* spends his or her time sleeping, eating, and playing.

Reading Warm-up A, p. 9

Sample Answers

1. a collection of great literature, music, and art; A treasure to me is my coin collection, my family, my best friend, my CD collection.
2. for the first time; *Commence* means “to start.”
3. Audiences were thrilled; *Throb* means “to beat strongly” or “pulsate.”
4. musical and dramatic works that were written and produced by African Americans; I have seen some great plays in the theaters on Broadway.
5. the African American experience; A memory from my lifetime is the time my sisters and I spent in the country with our grandparents.
6. Swirling colors would be blurred, with one color running into another, as if they were in motion. *Swirling* means “going in circles with a whirling motion.”
7. Because of the Depression, and for a variety of other reasons; *Brilliance* means “a great brightness.”

Reading Warm-up B, p. 10

Words that students are to circle appear in parentheses.

Sample Answers

1. Christina's mother might have waved to Christina or motioned to her with her hand. *Beckoned* means “called or summoned with a silent gesture.”
2. the brittle tones of her mother's voice, her mother would be lecturing her all evening; Chores that I have put off have awaited me.
3. tones of her mother's voice; *Brittle* means “having a hard, sharp quality.”
4. Christina imagined her mother would be lecturing her because she wanted to refuse to baby-sit for her brother. *Lecturing* means “giving a lengthy scolding.”
5. child; A youngster has a lot to look forward to.
6. (feeling); *Ominous* means “threatening” or “sinister, as if something bad is about to happen.”
7. Christina found the *suspense* overwhelming because she was anxious to find out whether Jeffrey was behind the shrub. I felt suspense when I was opening my birthday present.
8. her brother. On his lap was a kitten; *Revealed* means “made known” or “disclosed.”

Walter Dean Myers

Listening and Viewing, p. 11

Sample answers

Segment 1. It was important for Walter Dean Myers to write about his community because he loved Harlem and urban life and those topics had not been written about before. In saying what they would write about their community, students may refer to different aspects of rural, suburban, or urban life.

Segment 2. A scrapbook would be a good basis for a story because it contains remembrances of the most important events of one's life, and those remembrances, taken together, tell a story. Myers puts his experiences into his writing, so his stories, taken together, are, in a way, a collection of his memories.

Segment 3. Myers uses old photographs as an inspiration for his characters. Students may say that that method would work for them because it would help them describe the appearance of a character and give them clues to the character's personality. Students who say that it would not work for them may say that they would prefer to create a character completely out of their imagination.

Segment 4. Books open new worlds to Myers and make him a better person; they have helped him achieve more than he thought he could. Students may say that books have shown them a larger view of the world and taught them things they did not know.

Unit 2: Learning About Short Stories, p. 12

- A.** 1. B; 2. A; 3. A; 4. B; 5. B
- B.** Students should clearly identify the setting; use the main character's words, appearance, or actions or the words of another character to show what the main character is like; and describe a basic situation.

"The Treasure of Lemon Brown"

by Walter Dean Myers

Model Selection: Short Story, p. 13

Sample Answers

- A.** 1. Because Greg is failing math, his father will not let him play basketball with the Scorpions, the Community Center team.
2. Lemon Brown is courageous. Many tragic things have happened in his life (his wife has died; his only child has been killed in a war; he is penniless), yet he does not ask for or seem to need the help of others. He seems very wise.
3. These words are Lemon Brown's explanation for how he ended up penniless and homeless. They are an example of indirect characterization. From that sentence, the reader can conclude that Lemon Brown is very poor but unwilling to pity himself.
4. Some boys or young men who believe that Lemon Brown's treasure is money come to rob the old man.

5. Greg and Lemon Brown confront the thugs who have come to rob Lemon Brown: Greg howls, and Lemon Brown hurls himself down the stairs. They scare the robbers away.

- B.** 1. The theme of "The Treasure of Lemon Brown" is that a person's treasure is of great personal and emotional value, but it does not necessarily have financial value.
2. Yes, this is a universal theme because many people understand that the things with the greatest value (for example, friendship, love, and trust) often do not have monetary value.

Open-Book Test, p. 14

Short Answer

1. The author is using indirect characterization. He or she is not directly describing the character's personality and qualities.
Difficulty: *Easy* **Objective:** *Literary Analysis*
2. If it is a universal theme, you will find the same message about life expressed in the literature of different cultures and time periods.
Difficulty: *Easy* **Objective:** *Literary Analysis*
3. The scene includes foreshadowing, the use of clues early in a story to hint at events that occur later. A flashback is a scene that interrupts the sequence of events to reveal past events.
Difficulty: *Challenging* **Objective:** *Literary Analysis*
4. Greg does not want to study. If he does not study, his father will lecture him, and he does not want to hear his father's lecture.
Difficulty: *Easy* **Objective:** *Interpretation*
5. Lemon Brown's old harmonica and newspaper clippings are valuable because they represent his success in life. They are also valuable because Lemon Brown's son, who died in a war, had treated them as if they were treasures.
Difficulty: *Challenging* **Objective:** *Interpretation*
6. Students should make at least two of the following points, one from the beginning of the story and one from the end: At first, Greg is afraid of Lemon Brown. Then, he decides that Brown is harmless, and he appears to scorn him. After Brown chases away the thugs, Greg begins to admire him. In the end, after Brown explains the meaning of his treasure, Greg respects him.
Difficulty: *Average* **Objective:** *Interpretation*
7. **Exposition:** An apartment, a city street, and an abandoned tenement.
Main Conflict: Greg's father will not allow him to play on a basketball team because he is doing poorly in school.
Climax: Lemon Brown reveals his "treasure" to Greg.

Resolution: Greg develops a new appreciation for his father.

The conflict is resolved successfully. Greg understands that his father is right.

Difficulty: *Average* **Objective:** *Literary Analysis*

8. Greg understands that Brown wants to be left alone, and Greg wants to respect his privacy.
Difficulty: *Average* **Objective:** *Interpretation*
9. Greg smiles because he realizes that his father lectures him to show that he cares and to teach Greg the value of hard work. Students should cite details from Greg's father's lectures or from Lemon Brown's explanation of his treasure.
Difficulty: *Challenging* **Objective:** *Interpretation*

Essay

10. In their obits, students should note that Brown was a well-respected blues singer and harmonica player known as Sweet Lemon Brown and that he appeared in shows (not as a headliner) throughout the South more than fifty years ago. They should note that his wife predeceased him, as did his son, who died in a war. They might mention that he had no known survivors. Students should describe how Brown lost the will to work hard when he no longer had to support a wife and son. They should also describe Lemon Brown's values, the importance he placed on his accomplishments, and their meaning to his son.
Difficulty: *Easy* **Objective:** *Essay*
11. Students will probably say that the theme is that a person's treasure is what is important to him or her; it is not something that can be measured by its monetary value. Students should consider the theme universal because people in all cultures and all ages have written stories in which money is shown to be less important than other values.
Difficulty: *Average* **Objective:** *Essay*
12. Students should show that they understand Brown's character: He is proud of his accomplishment and claims that he fell on hard times because when he no longer had a wife and son to support, he lost the motivation to work. They might note his pride in himself despite his homelessness and poverty. They might explain that Brown's pride demonstrates his deep belief in the notion that one's accomplishments, including raising a son who is proud of his father, are more important than money.
Difficulty: *Challenging* **Objective:** *Essay*
13. Students will most likely describe the conflict between Greg and his father, in which Greg's father has said that Greg may not play on a basketball team if he is not doing well in school. Another conflict exists between Lemon Brown and the thugs in the deserted building. Students should recognize that in the conflict between Greg and his father, both are winners because Greg finally understands his father's message. In the conflict

with the thugs, Lemon Brown and Greg are the winners: They scare the thugs away.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

14. Oral responses should be clear, well organized, and well supported by appropriate examples from the story.
Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 17

Learning About Short Stories

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: B | DIF: Easy | OBJ: Literary Analysis |

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 8. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 9. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Easy | OBJ: Comprehension |
| 11. ANS: D | DIF: Easy | OBJ: Interpretation |
| 12. ANS: A | DIF: Easy | OBJ: Comprehension |
| 13. ANS: B | DIF: Easy | OBJ: Interpretation |
| 14. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 15. ANS: D | DIF: Easy | OBJ: Interpretation |

Essay

16. Students should clearly state a theme and support it with two details from the story. They may recognize that the theme is that a person's treasure is what is important or meaningful to him or her. They may say that a treasure has more to do with pride and personal accomplishments than with money. Lemon Brown's harmonica and newspaper clippings became his treasure when he understood that his son respected their worth because he was proud of his father's life.
Difficulty: *Easy*
Objective: *Essay*
17. Students should recognize that through his encounter with Lemon Brown, Greg has acquired a new appreciation of his father. He probably is seeing for the first time that his father's life has been difficult, and he may recognize that his father is concerned about his son's schoolwork because he is concerned about how his son he will do in life.
Difficulty: *Easy*
Objective: *Essay*

18. Students might describe the conflict between Greg and his father. Greg's father has said that Greg may not play on a basketball team if he is not doing well in school. Some might note the conflict between Lemon Brown and the thugs in the deserted building. In the conflict between Greg and his father, both are winners because Greg finally understands his father's message. In the conflict with the thugs, Lemon Brown and Greg are the winners. They scare the thugs away.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 20

Learning About Short Stories

- | | | |
|-----------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 2. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 3. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 5. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 6. ANS: C | DIF: Average | OBJ: Literary Analysis |

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 7. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 8. ANS: B | DIF: Average | OBJ: Interpretation |
| 9. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 13. ANS: D | DIF: Average | OBJ: Interpretation |
| 14. ANS: A | DIF: Average | OBJ: Comprehension |
| 15. ANS: C | DIF: Average | OBJ: Comprehension |
| 16. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 17. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 18. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 19. ANS: D | DIF: Challenging | OBJ: Interpretation |
| 20. ANS: C | DIF: Challenging | OBJ: Literary Analysis |

Essay

21. Students should demonstrate some understanding that Greg learns from Lemon Brown something about a son's love for his father and a father's love for his son. When Greg sees how poor Lemon Brown is, he may at last understand why his father has been lecturing him to do well in school and why his father takes such pride in his job as a postal worker. He may understand that his father's lecturing is not meant to be a punishment but is the way his father demonstrates his love for his son.
- Difficulty:** *Average*
- Objective:** *Essay*
22. Students should clearly state a theme and support it with two details from the story. They will likely say that

the theme is that a person's treasure is what is important to him or her and that a treasure cannot be measured by its monetary value. In supporting their claim that the theme is or is not universal, students should demonstrate an understanding of the meaning of a universal theme. For example, they may say that the theme is universal because all cultures and people in all ages have stressed that certain values or beliefs are more important than money.

Difficulty: *Average*

Objective: *Essay*

23. Students should note that Brown's ragged appearance and lack of a home are evidence of the difficult times he has experienced. The value he places on his "treasure" suggests that financial achievement has been less important to him than pride in his accomplishments as a blues singer—and his pride in his son's recognition of those accomplishments. Students may note that he appears to be motivated by a desire to remain true to himself and to cherish the memory of his wife and son.
- Difficulty:** *Challenging*
- Objective:** *Essay*
24. Students will most likely describe the conflict between Greg and his father, in which Greg's father has said that Greg may not play on a basketball team if he is not doing well in school, and the conflict between Lemon Brown and the thugs in the deserted building. Students should recognize that in the conflict between Greg and his father, both are winners because Greg finally understands his father's message; in the conflict with the thugs, Lemon Brown and Greg are the winners: They scare the thugs away.
- Difficulty:** *Average*
- Objective:** *Essay*

"The Bear Boy" by Joseph Bruchac

Vocabulary Warm-up Exercises, p. 24

- A.**
- lodge
 - result
 - neglected
 - preparations
 - weapons
 - lance
 - timid
 - wrestling
- B. Sample Answers**
- Yes, you are being helpful because to *encourage* someone is to give him or her confidence to try to do something.
 - No; *violence* is physical force that could hurt someone, so a scene of violence would not be a pleasant sight.

3. Yes; an *initiation* is an introduction into a group or club, so when you go through an initiation into a club, you become a member.
4. No; your *relatives* are the members of your family, and usually the people in your neighborhood are not all members of your family.
5. Yes; a *responsibility* is a duty or a job, and most people feel good when they fulfill a duty or complete a job.
6. Yes; *powerful* means “having great strength or authority,” so a person with a powerful personality would likely stand out in a group.
7. No; boys enter *manhood* when they become adults.
8. Yes; *guidance* is helpful advice, and people are usually happy to receive helpful advice.

Reading Warm-up A, p. 25

Words that students are to circle appear in parentheses.

Sample Answers

1. They had survived cold and hunger to get to Gluskonba’s island. People had seen them wrestling strong animals; A timid person would run away from danger.
2. (strong animals); The brothers wrestling outside the lodge were skilled athletes.
3. (home); Once he was in his lodge, each man was supposed to open the pouch that Gluskonba had given him.
4. (lance); He might have wanted a bow and arrow or a hunting knife.
5. (the hunt); A lance is a long spear.
6. (duties); My neighbor neglected to mow her lawn, and now there are weeds growing everywhere.
7. A hunter might make preparations respectfully by sharpening his weapons and practicing his aim so that he can kill his prey with as little pain to the animal as possible. Preparations are the work involved in making something ready.
8. he got his wish: He became the best hunter among his people; His understanding had that result because he learned to have respect for the animals he hunted.

Reading Warm-up B, p. 26

Words that students are to circle appear in parentheses.

Sample Answers

1. During a child’s earliest years the mother provided for his or her wellbeing, giving the child much love and attention; Mothers can provide guidance by teaching their children to tell the difference between right and wrong.
2. (Children), (parents), (mother); Other relatives include sisters, brothers, aunts, uncles, cousins, and grandparents.
3. If a boy had a pony of his own, he would care for it and get to know it and therefore develop the confidence and the skills that are necessary for horsemanship.

4. *formal*; An initiation is an introduction into a group or club.
5. A boy enters manhood when he earns enough money to support himself.
6. Only after he had killed a buffalo and survived the violence of a raiding party was a boy considered a man; The powerful machine did the work of six people.
7. (a raiding party); peace
8. A married couple accepted the responsibility of taking care of themselves. That responsibility might have involved finding their own food, providing for their own shelter, and raising children.

Writing About the Big Question, p. 27

- A.**
1. communication
 2. understanding
 3. compromise
 4. attitude

B. Sample Answers

1. A neighbor left his dog chained up all day with no attention.
2. Out of a **desire** for attention, the poor dog barked all day. It was so neglected that it eventually became aggressive and posed a **danger** to people in the neighborhood.

C. Sample Answer

When a parent takes no interest in a child, the child could grow up resenting that parent. This could lead to conflicts that might never be resolved, and both parent and child will lose out on what could have been a loving, supportive relationship. In this type of conflict, there are no winners.

“The Bear Boy” by Joseph Bruchac

Reading: Use Prior Knowledge to Make Predictions, p. 28

Story Details and Prior Knowledge / What I Predict Will Happen / What Actually Happens

Sample Answers

A shadow comes over the bear cubs. I know that something large casts a shadow. / The mother bear will appear. / The mother bear does appear.

The medicine man criticizes Kuo-Haya’s father. I know that people often feel bad when they have been criticized. / Kuo-Haya’s father will feel bad because he has neglected his son. / Kuo-Haya’s father does feel bad because he has neglected his son.

Kuo-Haya’s father gets honey from a beehive. I know that bears like honey. / Kuo-Haya’s father will take the honey to the bears. / Kuo-Haya’s father uses the honey to distract the bears.

Kuo-Haya's father tells his son that he will treat him as a son should be treated. I know that people are often forgiven after they accept responsibility for their mistakes. / Kuo-Haya will forgive his father. / Kuo-Haya does forgive his father.

Literary Analysis: Plot, p. 29

1. The characters are Kuo-Haya and his father. The setting is a Pueblo village; the time is long ago.
2. The event introduces a conflict in the story.
3. Kuo-Haya's father sees a bee and gets the idea of distracting the bears with honey in order to get to his son.
4. Sample answer: Kuo-Haya's father tells his son that he has come to take him home and that he has learned a lesson from the bears.
5. Students' answers should include at least some of the following information: Kuo-Haya returns to the village with his father. The father keeps his promise to be friends with the bears, demonstrates his love for his son, and teaches his son. The villagers see that Kuo-Haya is no longer timid. Kuo-Haya, having learned to wrestle from the bears, becomes the best wrestler. With his father's coaching, he also becomes a great runner. His story continues to be told to remind parents to show love for their children.

Vocabulary Builder, p. 30

A. Sample Sentences

1. The timid rabbit hid from the fox in the low bushes.
2. For her initiation into adulthood, Amanda read a passage from an ancient book and gave a speech about the importance of charity.
3. The family neglected the garden all summer, and by August it was overgrown with weeds.
4. During our trip to Arizona, we rode donkeys deep into the canyon.
5. Grandmother nodded approvingly at the progress I had made on my needlepoint.
6. I was having trouble with my backhand, so I asked my coach for guidance.

B. Sample Answers

1. No, dissonance describes a lack of harmony, so it would not be pleasing to listen to.
2. No, if you are in compliance with the rules, you are following them.
3. Yes, vigilance is the act of being watchful.

Enrichment: Initiation Into Adulthood, p. 31

Sample Answers

- A. 1. Young people should know how to get along well with others.
2. Young people should know the rules of common courtesy.
3. Young people should know how to read.

4. Young people should know how to drive a car or use public transportation.
5. Young people should know how to apply for a job.
6. Young people should know how to use a checkbook and a credit card.
7. Young people should know how to cook.
8. Young people should know how to wash clothes.

- B. 1. Adults are responsible for getting and holding a job.
2. Adults are responsible for feeding, clothing, and sheltering themselves and their families.
3. Adults are responsible for taking part in their community and being good citizens.

Open-Book Test, p. 32

Short Answer

1. The reader can predict that the mother bear will come out to be near her cubs while they are wrestling with Kuo-Haya.

Difficulty: *Easy* **Objective:** *Reading*

2. Students will probably predict that Kuo-Haya's father will try another way to get his son back. They may state that their prediction is based on their knowledge of fathers' feelings for their sons in general and the determination shown by Kuo-Haya's father in this particular story.

Difficulty: *Average* **Objective:** *Reading*

3. It occurs in the rising action, because this is where the conflict is introduced and the story's tension is wound tighter.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

4. Kuo-Haya has found acceptance, love, and attention among the bears, and his father provided none of these things. Kuo-Haya's joyous wrestling with the bears and the mother bear's protective attitude toward him help to explain Kuo-Haya's preference for his life with them.

Difficulty: *Easy* **Objective:** *Interpretation*

5. Exposition: The author explains the background of Kuo-Haya's unhappy life with his father.

Rising Action: Kuo-Haya wanders off to play with the bears; Kuo-Haya's father talks to the medicine man about the best way to get his son back.

Climax: Kuo-Haya's father lures the bears away from his son with honey.

Resolution: Kuo-Haya agrees to go home as long as his father promises to respect the bears.

Falling Action: Kuo-Haya grows into a confident young boy and a great wrestler and runner.

Difficulty: *Average* **Objective:** *Literary Analysis*

6. The gift of honey to the bees shows that Kuo-Haya's father is using love and friendship, not anger and violence, to achieve his goals.

Difficulty: *Challenging* **Objective:** *Interpretation*

7. Kuo-Haya's father learns from the medicine man that all creatures should show love and care for each one another. The bears' loving, protective treatment of his son makes Kuo-Haya happier and more confident, and so confirms the wisdom of the medicine man's words.

Difficulty: *Average* **Objective:** *Interpretation*

8. Students can predict that the bears' loving treatment of Kuo-Haya will make him much happier and more confident than did his father's neglectful ways.

Difficulty: *Average* **Objective:** *Reading*

9. Kuo-Haya walks about in a stooped posture, which shows that he is shy and lacks confidence; *shy* is a synonym for *timid*.

Difficulty: *Easy* **Objective:** *Vocabulary*

10. Kuo-Haya's father is too busy to teach Kuo-Haya to run and wrestle, and he does not enjoy doing things with his son. Most fathers enjoy teaching things to their sons and doing things with them; Kuo-Haya's father, in contrast, *neglected* his son because he did not teach him these things or do things with him.

Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students should note one event for each element. Students might choose the following five elements, although others are possible for each of the five states:
- Exposition: The author explains the background of Kuo-Haya's unhappy life with his father.
- Rising Action: Kuo-Haya wanders off to play with the bears; Kuo-Haya's father talks to the medicine man about the best way to get his son back.
- Climax: Kuo-Haya's father lures the bears away from his son with honey.
- Resolution: Kuo-Haya agrees to go home as long as his father promises to respect the bears.
- Falling Action: Kuo-Haya grows into a confident young man and a great wrestler and runner. Most students will probably think that the elements create a satisfying story about a timid boy who learns to overcome his timidness and a neglectful father who learns to pay attention to his son.

Difficulty: *Easy* **Objective:** *Essay*

12. Students might use their basic knowledge of human behavior to predict that the love and support Kuo-Haya receives among the bears will make him a stronger, more confident person than does the neglect he experiences at the hands of his father. One key example is the constant playful wrestling Kuo-Haya enjoys with the bears, which leads to his becoming the best wrestler among the boys.

Difficulty: *Average* **Objective:** *Essay*

13. Students should explain that the lesson teaches that parents should love their children and show their love. Kuo-Haya's father learns to show his love or risk losing his son. Students might note that readers are expected to learn the lesson the father learns and may point out

that the story of Kuo-Haya is told to teach listeners this lesson. Other students might emphasize the lesson that we should love and respect all forms of life, including other species like bears and bees, and should not harm them.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students should cite details that show that both Kuo-Haya and his father win in their conflict. Kuo-Haya learns lessons from the bears about wrestling and caring that he would not have learned otherwise, and his father learns to love his son and all the creatures of the Earth.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 35

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Easy | OBJ: Comprehension |
| 3. ANS: A | DIF: Easy | OBJ: Reading |
| 4. ANS: D | DIF: Easy | OBJ: Reading |
| 5. ANS: B | DIF: Easy | OBJ: Comprehension |
| 6. ANS: B | DIF: Easy | OBJ: Reading |
| 7. ANS: A | DIF: Easy | OBJ: Interpretation |
| 8. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 9. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Easy | OBJ: Comprehension |
| 11. ANS: A | DIF: Easy | OBJ: Interpretation |
| 12. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: D | DIF: Easy | OBJ: Grammar |

Essay

16. Students may have known that bears like honey. Based on that knowledge and on the suggestion in the story that the father noticed the bee, many students may have predicted that the father would try to get honey for the bears. Students who did not make that prediction might have thought the father would use the bees in another way to try to get his son back.

Difficulty: *Easy*

Objective: *Essay*

17. Students should note one event for each element; they might note that the exposition explains why Kuo-Haya's father has neglected his son; the rising action describes how Kuo-Haya goes with the bears, how the trackers look for him, how the medicine man advises his father, and how his father tries to get him back; the climax reveals how Kuo-Haya's father gets him back; the falling action explains how and why Kuo-Haya returns to the village; the resolution tells what happens when Kuo-Haya returns home. Most students will probably think that the elements create a satisfying story about a timid boy who learns to overcome his timidity and a neglectful father who learns to pay attention to his son.

Difficulty: *Easy*

Objective: *Essay*

18. Students should cite details that show that both Kuo-Haya and his father win in their conflict. Kuo-Haya learns lessons from the bears about wrestling and caring. His father learns to love his son and all the creatures of the earth.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 38

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Challenging | OBJ: Comprehension |
| 2. ANS: A | DIF: Average | OBJ: Comprehension |
| 3. ANS: A | DIF: Average | OBJ: Reading |
| 4. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 5. ANS: D | DIF: Average | OBJ: Reading |
| 6. ANS: C | DIF: Average | OBJ: Comprehension |
| 7. ANS: A | DIF: Average | OBJ: Interpretation |
| 8. ANS: B | DIF: Average | OBJ: Reading |
| 9. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 10. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 12. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 13. ANS: A | DIF: Average | OBJ: Interpretation |
| 14. ANS: C | DIF: Average | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 15. ANS: C | DIF: Average | OBJ: Vocabulary |
| 16. ANS: C | DIF: Challenging | OBJ: Vocabulary |
| 17. ANS: A | DIF: Average | OBJ: Grammar |
| 18. ANS: C | DIF: Challenging | OBJ: Grammar |

Essay

19. If students are familiar with the commonly held knowledge that bears like honey, they may say that the outcome of the story was easy to predict. On the other hand, students may note that the outcome took careful observation. The story says only this: "A bee flew up to

him, right by his face. Then it flew away. The father stood up. Now he knew what to do!" To predict the outcome, a reader must not only know that bears like honey; he or she must also see the connection between the bee flying right by the father's face and his then knowing "what to do."

Difficulty: *Average*

Objective: *Essay*

20. Students should explain that the lesson teaches that parents should love their children and show their love. Kuo-Haya's father learns that if he does not show his love for his son, he risks losing his son forever. Students might note that readers are expected to learn the lesson the father learns and may point out that the story of Kuo-Haya is told to teach parents and other listeners this lesson.

Difficulty: *Challenging*

Objective: *Essay*

21. Students should cite details that show that both Kuo-Haya and his father win in their conflict. Kuo-Haya learns lessons from the bears about wrestling and caring that he would not have learned otherwise, and his father learns to love his son and all the creatures of the earth.

Difficulty: *Average*

Objective: *Essay*

"Rikki-tikki-tavi" by Rudyard Kipling

Vocabulary Warm-up Exercises, p. 42

- A.**
- brood
 - peculiar
 - bred
 - thickets
 - balancing
 - clenched
 - fraction
 - splendid

B. Sample Answers

- No, I would not be pleased because to speak *scornfully* is to speak with contempt.
- Yes; to *inherit* something is to receive something that has been passed down by a family member, so if I inherited my father's looks, I would look like him.
- No, if my jaw were *paralyzed*, it would be unable to move, and I would not be able to open my mouth.
- No; a *bungalow* is a small house; it does not have room for many guests.
- Yes; *valiant* means "brave" or "courageous," so I would admire someone who did something valiant.
- No; *scuttled* means "moved quickly with short steps," so if someone scuttled away, he or she would probably be in a hurry.

- No; *savagely* means “wildly,” so if the wind were blowing savagely, I would stay inside.
- No; someone who has been *revived* has been awakened or brought back to life.

Reading Warm-up A, p. 43

Words that students are to circle appear in parentheses.

Sample Answers

- reputation for bravery; *unimpressive*
- (newly hatched); The mongoose gained its reputation in ancient Egypt because it found crocodiles and ate their eggs or their newly hatched offspring.
- (heavy brush), (tangled); Birds build their nests in *thickets*.
- lightly on its feet; *Balancing* means “keeping steady and not falling over.”
- it leaps in any direction; In a *fraction* of a second, a computer performs a number of processes.
- (the snake’s head); Finally the mongoose is holding the snake’s head between its sharp teeth, and it snaps the snake’s spine.
- (as pets); German shepherds are *bred* to be watchdogs.
- (a mongoose); A mongoose is not a *peculiar* pet because it is intelligent and entertaining.

Reading Warm-up B, p. 44

Words that students are to circle appear in parentheses.

Sample Answers

- The heat and humidity *paralyzed* Heather; (She could not move)
- (on the porch); You might see a *bungalow* in the country or by the shore.
- The heat of the sun beat *savagely* down on the roof. The wild dogs tore *savagely* into the raw meat.
- (beetle); *scurried*
- her grandfather’s love of travel; Money or possessions can be *inherited*.
- (independence); *Valiant* means “brave” or “courageous.”
- India would not be able to rule itself; The rude man, thinking himself better than everyone else, treated his guests *scornfully*.
- (the thought of rain); A swim has *revived* my energy on a hot day.

Writing About the Big Question, p. 45

- A.**
- conflict, struggle and/or disagreement
 - obstacle, opposition
 - danger
 - resolution

B. Sample Answers

- my cousin, the Lost Boys of Sudan
- My uncle was badly injured in the Iraqi **conflict**. My cousin and his dad are very close. It’s hard for him to see his dad **struggle**.

C. Sample Answer

Sometimes in a battle, innocent victims get hurt. They can get hurt both physically and mentally. They might accidentally get in the way of the conflict and get injured, or they might lose a loved one or see a loved one get hurt. These things can happen no matter which side of the battle they’re on. So, on some level, no one really “wins.”

“Rikki-tikki-tavi” by Rudyard Kipling

Reading: Use Prior Knowledge to Make Predictions, p. 46

Story Details and Prior Knowledge / What I Predict Will Happen / What Actually Happens

Sample Answers

Rikki-tikki hears a hiss from the thick grass. I know that snakes hiss. / A snake will appear. / Nag, a cobra, appears. When Rikki-tikki and Chuchundra are in the house, Chuchundra says, “Nag is everywhere.” I know that cobras enter houses. / Nag will come into the house. / Nag plans to attack in the bathroom.

Darzee’s wife flutters before Nagaina with a broken wing. I know that Darzee’s wife is clever. / Darzee’s wife will distract Nagaina. / Rikki-tikki goes to the melon patch and begins to destroy Nagaina’s eggs.

When Nagaina is about to attack Teddy, Rikki-tikki shows her that he has one of her eggs. I know that Nagaina feels strongly about her eggs. / Nagaina will be distracted and Rikki-tikki will be able to kill her. / Rikki-tikki fights with Nagaina and eventually kills her.

Literary Analysis: Plot, p. 47

- The characters are the mongoose, Rikki-tikki-tavi; an English boy, Teddy; and his parents. The setting is a house in India that the English family has recently moved into.
- Nag appears when Rikki-tikki is in the garden. Their meeting sets up one of the central conflicts in the story.
- Rikki-tikki kills Nagaina, the female cobra.
- Sample answer: All of the garden animals celebrate the death of the cobras.
- Rikki-tikki feels proud of himself—but not too proud. He keeps the garden safe from then on, making sure a cobra never again enters it.

Vocabulary Builder, p. 48

A. Sample Sentences

- Once we fed the bird and mended its broken wing, it revived.
- Although Christopher lost the race, he found consolation in the knowledge that he had run faster than he ever had before.

- Grover, my Labrador retriever, likes swimming immensely; he will spend hour after hour in the water.
- In August we spend most afternoons on the veranda so we can be outside yet shielded from the scorching sun.
- Mr. Kensington is mourning the recent death of his springer spaniel.
- Joe played his hand so cunningly that no one knew he was bluffing.

B. Sample Answers

- It would be justification because you cannot play soccer with a broken leg.
- It would be embarrassing to have others witness their humiliation, since it would be something to be ashamed of.
- If you use intimidation, you are acting like a bully.

Enrichment: Real-Life Animals, p. 49

Sample Answers

Physical features: Mongoose—about 15 inches long, including a 10-inch tail; yellowish-gray hair that is streaked with brownish black; similar to a ferret / Cobra—about 6 feet long and 6 inches around; yellowish to dark brown; seemingly “hooded” when nervous or excited

Where it lives: Mongoose—Africa, southern Asia / Cobra—Southern Asia, East Indies

What it eats: Mongoose—birds’ eggs, young birds / Cobra—frogs, fish, birds, small mammals

Its defense weapons: Mongoose—swiftness, fierceness / Cobra—deadly poison spread by biting or squirting

Other feature—reproduction: Mongoose—litters consist of between one and seven offspring; Cobra—clutch consists of between 12 and 15 eggs

“The Bear Boy” by Joseph Bruchac
“Rikki-tikki-tavi” by Rudyard Kipling

Integrated Language Skills: Grammar, p. 50

- A.**
- is, linking verb
 - seem, linking verb; fight, action verb
 - lives, action verb; love, action verb
 - threatens, action verb; is, linking verb
 - defeats, action verb; is, linking verb
- B.** Students should write cohesive, grammatically correct paragraphs in which they use at least three action verbs and three linking verbs. They should correctly identify each verb as an action verb or a linking verb.

“Rikki-tikki-tavi” by Rudyard Kipling

Open-Book Test, p. 53

Short Answer

- When Rikki first comes into the garden, a conflict arises between Rikki-tikki and Nag, the cobra. Students may point out that the author states it is a mongoose’s business in life to fight and eat snakes.
Difficulty: Easy Objective: Literary Analysis
- Nag and Nagaina’s plan to kill the people and then hunt for Rikki-tikki increases and intensifies the conflict between the cobras and Rikki-tikki. The rising action occurs when the conflict intensifies.
Difficulty: Challenging Objective: Literary Analysis
- Rikki-tikki will probably live. Students may note that their knowledge about the way heroes in stories are treated helps them make the prediction.
Difficulty: Average Objective: Reading
- It means that the animal is happy and excited. Students may note that their prior knowledge of what a bottle-brush looks like—stiff and wiry—and their knowledge of animal behavior might help them interpret the statement.
Difficulty: Average Objective: Interpretation
- It shows that Rikki-tikki is very proud, since he believes he has done all the work needed to protect the humans.
Difficulty: Average Objective: Interpretation
- A snake will appear. Students may note that the hiss Darzee and his wife hear will probably be the sign of an approaching snake.
Difficulty: Easy Objective: Reading
- Climax: Rikki-tikki fights with and kills Nagaina after destroying her eggs.
Resolution: Rikki-tikki makes sure a cobra never again enters the garden.
Sample answer: The climax and resolution show that Rikki is brave and more concerned about the safety of Teddy’s family than he is about his own safety.
Difficulty: Average Objective: Literary Analysis
- The comment shows that Rikki is very confident.
Difficulty: Challenging Objective: Interpretation
- She means that it may be a comfort to Darzee’s wife to know that Nagaina will get the boy back for hurting her with a stone.
Difficulty: Average Objective: Vocabulary
- He had been unconscious, but then he woke up.
Difficulty: Easy Objective: Vocabulary

Essay

11. Students should note one event for each element. Events may include, respectively, the history of Rikki-tikki's arrival at his house; the meetings with Nag and Nagaina; the battle with Nagaina; Rikki-tikki's recovery; and his reunion with the English family. Students should explain how each event helps explain the situation, increase the tension, bring the action to a head, or resolve the situation.
Difficulty: *Easy* **Objective:** *Essay*
12. Students might note that the first paragraph reveals that Rikki-tikki fought a "great war." Readers need to know how heroes are usually treated in stories in order to predict that Rikki-tikki will win his war. Students will probably point to Rikki-tikki's wins in the early battles of the story as events that help them predict the outcome.
Difficulty: *Average* **Objective:** *Essay*
13. Students may note that Rikki-tikki's bravery, his loyalty to the English family, and the responsibility he takes for the birds leads him to confront the snakes. Students may say that the snakes' cruelty and selfishness lead them to attack the other animals. They may also note that the snakes demonstrate family loyalty to each other and their eggs.
Difficulty: *Challenging* **Objective:** *Essay*
14. The winners include the English family, the birds, and Rikki-tikki; the losers are Nag and his family. Students may note that the fact that good and bad are so clearly drawn in the story makes it easy for readers to understand and pleasing to read.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.
Difficulty: *Average* **Objective:** *Oral Interpretation*

"Rikki-tikki-tavi" by Rudyard Kipling

Selection Test A, p. 56

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: B | DIF: Easy | OBJ: Reading Skill |
| 4. ANS: C | DIF: Easy | OBJ: Comprehension |
| 5. ANS: A | DIF: Easy | OBJ: Interpretation |
| 6. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: A | DIF: Easy | OBJ: Comprehension |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: C | DIF: Easy | OBJ: Reading Skill |
| 10. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: A | DIF: Easy | OBJ: Grammar |
| 15. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

16. Students might note that the first paragraph reveals that Rikki-tikki fought a "great war" and that prior knowledge of stories leads readers to expect they will then learn of the war and of Rikki-tikki's triumph. They may also point out that Rikki-tikki is successful in all of his major tests leading up to the climax—his fights with Karait and Nag—leading the reader to expect him to prevail in the climactic battle against Nagaina.
Difficulty: *Easy*
Objective: *Essay*
17. Students should note one event for each element; they might note that the exposition gives the history of Rikki-tikki's arrival at the home of the English family; the rising action outlines his meetings with Nag and Nagaina and his battles with Karait and Nag; the climax occurs when Rikki-tikki fights Nagaina; the falling action describes Rikki-tikki's recovery and the announcement of his victory; in the resolution, Rikki-tikki is reunited with the English family. Most students will probably think that the elements create an exciting tale of courage and loyalty.
Difficulty: *Easy*
Objective: *Essay*
18. The winners include the English family, the birds, and Rikki-tikki; the losers are Nag and his family. Students may note that good and bad are clearly drawn in the story. This makes it easy for readers to understand and pleasing to read.
Difficulty: *Easy*
Objective: *Essay*

Selection Test B, p. 59

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Reading Skill |
| 2. ANS: A | DIF: Average | OBJ: Interpretation |
| 3. ANS: C | DIF: Average | OBJ: Reading Skill |
| 4. ANS: C | DIF: Average | OBJ: Reading Skill |
| 5. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 6. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: B | DIF: Average | OBJ: Comprehension |
| 8. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 9. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 10. ANS: B | DIF: Average | OBJ: Comprehension |
| 11. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 12. ANS: D | DIF: Challenging | OBJ: Comprehension |

13. ANS: B DIF: Challenging OBJ: Interpretation
 14. ANS: B DIF: Average OBJ: Interpretation

Vocabulary and Grammar

15. ANS: B DIF: Average OBJ: Vocabulary
 16. ANS: C DIF: Average OBJ: Vocabulary
 17. ANS: C DIF: Average OBJ: Grammar
 18. ANS: C DIF: Average OBJ: Grammar

Essay

19. Students might note that the first paragraph reveals that Rikki-tikki fought a “great war.” Readers need to know that such an opening suggests that the story will tell about the war and Rikki-tikki’s triumph. In addition, as the story proceeds, Rikki-tikki is successful in the tests leading up to the climax—the fights with Karait and Nag—so readers may well expect him to prevail as well in the climactic battle against Nagaina. Students will likely say that it was not difficult to predict that outcome and that few, if any, events suggest that the story will end any other way.

Difficulty: *Average*

Objective: *Essay*

20. Students may note that Rikki-tikki’s bravery, his loyalty to the English family, and the responsibility he takes in protecting the birds lead him to confront the snakes repeatedly. His intelligence allows him to outwit the snakes and win in the end. Students may say that the snakes’ cruelty and selfishness lead them to attack the other animals. They may also note that the snakes’ natural fear causes them to try to wipe out the English family so that they can live safely in the garden. They may add that the snakes are also motivated by family loyalty—Nag’s loyalty to his wife and Nagaina’s to her husband and their unborn offspring.

Difficulty: *Challenging*

Objective: *Essay*

21. The winners include the English family, the birds, and Rikki-tikki; the losers are Nag and his family. Students may note that the fact that good and bad are so clearly drawn in the story makes it easy for readers to understand and pleasing to read.

Difficulty: *Average*

Objective: *Essay*

from Letters from Rifka by Karen Hesse

Vocabulary Warm-up Exercises, p. 63

- A.** 1. regiment
 2. peasants
 3. belongings
 4. bales
 5. huddled
 6. flickering

7. vanished
 8. details

B. Sample Answers

- Everyone admired the child’s *dimpled* cheeks.
- The crowded *boxcar* was full of crates.
- We placed new candles in the *candlesticks*.
- As a *precaution*, we brought our umbrellas with us.
- The hiker explained that a *rucksack* is a kind of knapsack.
- Because the children were hungry, they devoured their lunch like *vultures*.
- The *burlap* felt uncomfortable against his skin.
- The house was very dirty; even the curtains were *filthy*.

Reading Warm-up A, p. 64

Words that students are to circle appear in parentheses.

Sample Answers

- (in Russia); *Peasants* are poor farm laborers.
- (soldiers); A *regiment* is a military unit made up of two or more battalions.
- caring for the animals in the barn; The *details* of her job annoyed her.
- daydreaming of how different things would be if he were rich; *Huddled* means “hunched” or “drew oneself together.” *Bales* are large bundles of something.
- (candlelight); *Flickering* means “having the look of darts of light.”
- Tevye’s family may have packed clothes, some food, and a few small valuables. *Belongings* are the things that belong to someone.
- the life they knew; I could not find my socks anywhere; they had *vanished*.

Reading Warm-up B, p. 65

Words that students are to circle appear in parentheses.

Sample Answers

- to celebrate the Sabbath; *Candlesticks* are holders for candles.
- (ragged clothing); clean
- The dimpled cheeks of children are probably round with tiny indentations in them. *Dimpled* means “having dimples, the small natural indentations on the cheeks or chin.”
- the few possessions they have left; A *rucksack* is a knapsack.
- (a sack); *Burlap* might be used to protect the roots of a tree that is for sale, or it might be used to ship potatoes.
- The Nazis were like vultures because they stole from helpless people; *Vultures* are large birds that eat the flesh of dead animals.
- Groups of prisoners were loaded into boxcars. A *boxcar* is a car on a freight train.

8. sending members of the family away before they could be captured; *Precaution* means “something done ahead of time to keep away danger.”

Writing About the Big Question, p. 66

A. Sample Answer

may be forced; homes; country; they care about

B. Sample Answers

1. Native Americans; Jews
2. Battles with the U.S. government forced many Native Americans to flee their homelands. They struggled to adapt to reservations that often did not have the resources and climates that they were used to. They sometimes battled the government over how to raise their own children.

C. Sample Answer

The true losers in a war are the children who lose their loved ones, their homes, or their countries—or all of the above. They lose everything they have ever known and have to start over someplace new. Their lives can become very difficult. Even if their side eventually “wins” the war, they themselves still lose in many ways.

from Letters from Rifka by Karen Hesse

Reading: Read Ahead to Verify Predictions and Reread to Look for Details, p. 67

For incorrect predictions, **Event and Detail** follow **Verification**:

2. Incorrect / Rifka never reveals just what happens between her and the guards, but readers can tell from the first line of the selection (“We made it!”) that she somehow succeeded.
3. Correct
4. Incorrect / They leave without the papers. Papa says, “There is no time for papers.”

Literary Analysis: Characters, p. 68

A. Sample Answers

1. brave, thoughtful, caring
2. decisive, careful, loving

B. 1. C; 2. A; 3. E; 4. B; 5. D

Vocabulary Builder, p. 69

A. Sample Answers

1. She might have made up a story about what she was doing on the train.
2. Most likely, he would have been arrested by the guards.
3. They were gathered close together to hide from the soldiers who were coming in search of Nathan.
4. He might not have supported the cause he and his fellow soldiers were fighting for.

5. Peasants are often uneducated and poor, so they would see it as an opportunity to enrich themselves.
6. It was necessary to protect Tovah from soldiers who might question her.

B. Sample Answers

1. When you retract a statement, you take it back.
2. If both sides call numerous witnesses, the trial could go on for a long time.
3. They might groom themselves carefully and wear nice clothes.

Enrichment: Aleksandr Pushkin, p. 70

Sample Answers

1. The speaker might mean lands to which Russians immigrate.
2. The speaker might be referring to the Russian people who are trapped by “age-old rites,” old beliefs and customs.
3. Rifka is like the bird set free in that she has fled old Russia and its “age-old rites” to find a new home and a new life where she will be freer.

Open-Book Test, p. 71

Short Answer

1. Rifka likes Nathan much better—she shows concern for his safety and well-being throughout the story. On the other hand, she wishes that Saul, her other brother, would disappear, and she shows no concern or fondness for him.

Difficulty: *Easy* **Objective:** *Literary Analysis*

2. Rifka is ashamed at wanting to see her brother Saul taken away by the police because she soon realizes that his situation shows that the whole family is in danger. Her shame shows that, although she is capable of petty dislikes, she is also mature and wise enough to understand that the threat to her family is more important than her private feelings about her brother.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

3. If Nathan is facing special punishment for being Jewish, then there must be widespread prejudice against Jews at this time in Russia. Rifka’s family is fleeing to America to escape from this prejudice against their people.

Difficulty: *Easy* **Objective:** *Interpretation*

4. Students may predict Rifka is so protective toward Nathan that she goes as far as giving herself up to the guards to distract them from Nathan. It is not possible to verify this prediction from details in the story.

Difficulty: *Average* **Objective:** *Reading*

5. Some students might note that for Mama, the candlesticks represent a positive aspect of their traditional way of life that she would like to keep with her on their journey to a new land. Others might think that the candlesticks are something of value that the family might sell in a moment of need on their journey.

Difficulty: *Challenging* **Objective:** *Interpretation*

6. The guards will soon notice Rifka. The phrase “at first” hints at this.
Difficulty: *Easy* **Objective:** *Reading*
7. Students might note that Rifka is an emotional person who values her friends and relatives and does not want to leave them without a chance to say goodbye. They might also note that she is an adventurous person who is proud that the family is going to America and wishes she could share this news with others.
Difficulty: *Average* **Objective:** *Literary Analysis*
8. Noting how highly Rifka values her book (which is actually a book of poetry, although few students will know this), students might predict the following careers for Rifka: teacher, because she loves knowledge and writing; writer, because she admires the work of other writers; librarian, because she values and cares about books. Students should write “no” under the “Predictions Verified by Text” column, since the excerpt does not tell about Rifka’s adulthood.
Difficulty: *Average* **Objective:** *Reading*
9. Rifka’s letter-writing allows the girls to remain close, even from a long distance; the letters also give Rifka a way to sort out her thoughts and feelings during this difficult time of danger and transition in her life.
Difficulty: *Challenging* **Objective:** *Interpretation*
10. came into view
Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students might note that when the family arrives in America, Rifka will have to learn a new language and new customs. She will probably go to school, make new friends, and be reunited with brothers she has not seen in a long time. She and her family might have greater opportunities for a better life in America, where there is less prejudice against Jews than there was in Russia at that time.
Difficulty: *Easy* **Objective:** *Essay*
12. Students will likely note that both Nathan and Rifka demonstrate courage. Their courage will help them face other dangers on the journey. Both also care deeply about the family, which may help other family members endure the trip. Students may also comment on Rifka’s ability to adapt to change, a trait that will help her handle the uncertainties of the future. Both characters also seem honest, trustworthy, and intelligent. Rifka keeps the family’s plans a secret before they leave, and Nathan is clever enough to escape from the Russian army.
Difficulty: *Average* **Objective:** *Essay*
13. The main condition in Russia that causes Rifka’s family to leave is prejudice against Jews—this is evident from the especially harsh punishment given to Jewish deserters from the army. It is also evident that Russia is a poor country with limited opportunities for everyone, especially Jews. By leaving, the family will lose their traditional way

of life, their friends, and some of their relatives. In their new country, the family will have to deal with strange customs and learn a new language, but with less prejudice against Jews and better economic conditions, they will probably have a better chance to live a comfortable, fulfilling life.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students will probably note that the main conflict is between Rifka’s family and the government, which is dominated by prejudice against Jews, treats them more harshly than other groups, and limits their opportunities. Rifka’s family won when they escaped to America. Students may point out that if the government had won, the whole family might have died. Other students might argue that prejudice is a no-win situation: the people who practice it become like beasts, and the people who try to escape from it have their lives uprooted.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.
Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 74

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Comprehension |
| 2. ANS: D | DIF: Easy | OBJ: Comprehension |
| 3. ANS: C | DIF: Easy | OBJ: Interpretation |
| 4. ANS: D | DIF: Easy | OBJ: Reading Skill |
| 5. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 6. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Easy | OBJ: Interpretation |
| 8. ANS: A | DIF: Easy | OBJ: Comprehension |
| 9. ANS: B | DIF: Easy | OBJ: Reading Skill |
| 10. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: D | DIF: Easy | OBJ: Comprehension |
| 12. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

16. Students might note that Rifka’s family is likely to encounter dangers and will certainly be uncomfortable on their journey. Assuming they arrive safely in America, Rifka will have to learn a new language and new customs. She will most likely attend school. She will

miss her relatives and old friends, and she will have to make new friends. She will be reunited with brothers she has probably not seen in a long time, and she will have to get to know them again.

Difficulty: *Easy*

Objective: *Essay*

17. Students will likely note that both Nathan and Rifka demonstrate courage, Nathan when he deserts the army to warn Saul that he will soon be forced to join and Rifka when she declares that she will be able to distract the guards. That courage will help them face other dangers on the journey. Both also care deeply about their family, as Nathan's desertion and Rifka's remarks about her family members show—she is grateful to Avrum, loves her grandmother, treasures a gift given her by Tovah. Students might point out that their bravery and commitment to the family may motivate the less courageous family members.

Difficulty: *Easy*

Objective: *Essay*

18. Students should describe the conflict as between Rifka's family and the government, which is prejudiced against Jews. It treats them more harshly than other groups and limits their opportunities. Rifka's family won the conflict when they escaped to America.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 77

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Interpretation |
| 2. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 3. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 4. ANS: D | DIF: Average | OBJ: Reading Skill |
| 5. ANS: B | DIF: Average | OBJ: Reading Skill |
| 6. ANS: B | DIF: Challenging | OBJ: Reading Skill |
| 7. ANS: C | DIF: Average | OBJ: Comprehension |
| 8. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 9. ANS: A | DIF: Average | OBJ: Reading Skill |
| 10. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 11. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 12. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 13. ANS: A | DIF: Average | OBJ: Comprehension |
| 14. ANS: C | DIF: Average | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 15. ANS: C | DIF: Average | OBJ: Vocabulary |
| 16. ANS: A | DIF: Average | OBJ: Vocabulary |
| 17. ANS: D | DIF: Average | OBJ: Grammar |
| 18. ANS: C | DIF: Average | OBJ: Grammar |
| 19. ANS: B | DIF: Challenging | OBJ: Grammar |

Essay

20. Students will likely note that both Nathan and Rifka demonstrate courage, Nathan when he deserts to warn his brother and Rifka when she declares that she will be able to distract the guards. Their courage will help them face other dangers on the journey. Both also care deeply about their family, as Nathan's desertion and Rifka's remarks about her family members show—she is grateful to Avrum, loves her grandmother, treasures a gift given her by Tovah. Students might point out that their bravery and commitment to the family may motivate the less courageous family members. Students may also comment on Rifka's ability to adapt to change, a trait that will probably help her deal with the uncertainties of the future.

Difficulty: *Average*

Objective: *Essay*

21. Students might note that Rifka is clearly extremely fond of Nathan (when she sees him at the door, joy fills her heart), so she probably wants to win his admiration. She may also wish to prove that Saul is wrong about her—she is not too small to be noticed. Finally, she knows the extreme danger her family faces. Their safety depends on her efforts, and because she loves them deeply, she will act to make sure they escape safely. Her courage and imagination are traits that may help her succeed.

Difficulty: *Challenging*

Objective: *Essay*

22. Students will probably note that the main conflict is between Rifka's family and the government, which is dominated by prejudice against Jews, treats them more harshly than other groups, and limits their opportunities. Rifka's family won when they escaped to America. Students may point out that if the government had won, the whole family might have died. Other students might argue that prejudice is a no-win situation: the people who practice it become like beasts, and the people who try to escape from it have their lives uprooted.

Difficulty: *Average*

Objective: *Essay*

“Two Kinds” by Amy Tan

Vocabulary Warm-up Exercises, p. 81

- A.**
- sulky
 - uneven
 - nervousness
 - regret
 - arched
 - talented
 - exist
 - assured

B. Sample Answers

- F; *Images* are mental pictures, and most artists do have mental pictures of what they plan to paint.

2. T; *Heaving* means “moving up and down,” and when you breathe heavily, your chest rises and falls, or heaves.
3. F; An *assortment* is a collection or a variety, so if there is a large assortment, there are many choices.
4. T; *Fascinated* means “very interested by something,” so its opposite would be *bored*, which means “uninterested in anything.”
5. F; *Miniature* means “very small,” so an adult would not fit comfortably in a miniature chair.
6. F; *Throughout* means “from start to finish,” so if you leave early, you will not have stayed for the whole performance.
7. T; *Purely* means “entirely,” so something that happens purely by design was planned.
8. F; *Petals* are the colorful parts of flowers that are shaped like leaves; all flowers have petals.

Reading Warm-up A, p. 82

Words that students are to circle appear in parentheses.

Sample Answers

1. the results of their efforts; *Uneven* means “rough” or “irregular.”
2. if the other team scored a goal, the Hawks would stop trying; Does a company *exist* that can handle this challenge?
3. (mood); A person with a *sulky* expression would frown or look moody.
4. lots of practice and belief in yourselves; *Talented* means “gifted” or “having natural ability.”
5. feel her old feeling; *Nervousness* is a state of being worried or anxious.
6. If you lose without trying; It was with *regret* that Sue decided not to attend the meeting.
7. (net); An *arched* object is curved at the top.
8. we like to win games, but that is not the only way to measure victory; *Assured* means “promised confidently.”

Reading Warm-up B, p. 83

Words that students are to circle appear in parentheses.

Sample Answers

1. *everywhere*; The colorfully dressed trick-or-treaters marched *throughout* the neighborhood.
2. smells, sounds, and sights; An *assortment* is a variety.
3. Flower markets, red, yellow, pink, and white flowers; My favorite flower is a daisy, and its *petals* are white.
4. the many objects in souvenir shops; *Fascinated* means “bewitched or very interested by.”
5. (statues of animals); Other *miniature* objects sold in stores include model cars and dollhouse furniture.
6. *entirely*; The action movie is *purely* entertaining.
7. (of Asian culture); *Images* are pictures, ideas, or likenesses of someone or something.

8. Spicy food may bring about a heaving chest. *Heaving* means “rising and falling, as when breathing.”

Writing About the Big Question, p. 84

A. 1. challenge, struggle

2. desire
3. communication, understanding
4. outcome

B. Sample Answers

1. My dad really wanted me to join the soccer team, so I did, but my heart wasn’t in it and I didn’t play well.
2. My dad was disappointed and I was frustrated, but after some honest **communication**, we reached a **compromise**: I joined the cross-country team. During the week, I run with the team, and on weekends I kick a soccer ball around with my dad. We’re both much happier.

C. Sample Answer

When a person does not live up to someone else’s expectations, the loser is the person who has been pressured to meet those expectations. He or she can be made to feel like a failure. Everyone should be encouraged to develop to the best of their ability in the things that interest them. That way, they will feel like winners, and so will the people encouraging them.

“Two Kinds” by Amy Tan

Reading: Read Ahead to Verify Predictions and Reread to Look for Details, p. 85

For incorrect predictions, **Event and Detail** follow

Verification:

2. Correct
3. Incorrect / The daughter performs very badly. The narrator says, “I dawdled over it, playing a few bars and then cheating. . . . I never really listened to what I was playing. I daydreamed.”
4. Incorrect / The daughter leaves the piano at her mother’s. She says, “Are you sure? . . . I mean, won’t you and Dad miss it?”

Literary Analysis: Characters, p. 86

A. Sample Answers

1. stubborn, guilt ridden, angry
2. determined, proud, stubborn

B. 1. B; 2. E; 3. D; 4. C; 5. A

Vocabulary Builder, p. 87

A. Sample Answers

1. No, she would not have been, because no one is ever perfect, and to be beyond reproach, one must be perfect.
2. She would have felt as if she had been destroyed.

- The idea was both of theirs. I know because to *conspire* means to “plan together.”
- A prodigy has unusual talent at a young age.
- She made her debut in a talent show at her church.
- An obedient child does what is asked without protest.

B. Sample Answers

- B; 2. C

Enrichment: Performing Arts, p. 88

- A.** In responding to the questions, students should assume the real possibility of pursuing the performing art they have chosen.
- B.** Students should realistically budget their waking hours, including time spent with family.

from Letters from Rifka by Karen Hesse
“Two Kinds” by Amy Tan

Integrated Language Skills: Grammar, p. 89

- A.**
- ran, irregular, past
 - fled, irregular, past; is starting, regular, present participle
 - was, irregular, past; saved, regular, past
- B.** Students should write cohesive, grammatically correct paragraphs in which they use, and correctly identify, at least three regular verbs and three irregular verbs.

“Two Kinds” by Amy Tan

Open-Book Test, p. 92

Short Answer

- Having lost everything in China, the mother expects unlimited opportunities for herself and her family in the United States, even though she is working as a maid and making very little money. These expectations show that she is very determined but not very realistic.

Difficulty: *Easy* **Objective:** *Literary Analysis*

- She hopes that by becoming a prodigy her demanding mother will adore her and never find fault with her. She imagines that winning her mother’s approval is the key to happiness.

Difficulty: *Average* **Objective:** *Interpretation*

- Having to put up with test after boring test every night, Jing-mei grows impatient with the constant drilling. When Jing-mei sees her mother’s disappointment after her attention begins to lessen and she begins to do poorly on the tests, she realizes that being a prodigy may require too much from her.

Difficulty: *Easy* **Objective:** *Interpretation*

- Auntie Lindo is really bragging about her daughter’s success. This shows that she is proud but wishes to appear humble.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

- Jing-mei will probably not become the next Shirley Temple. The fact that her hair won’t curl like Shirley Temple’s hints that she cannot be like Shirley Temple in other ways.

Difficulty: *Challenging* **Objective:** *Reading*

- Sample answers:

Jing-mei’s mother: stubborn, demanding, angry, hopeful, ambitious, strong-willed, unrealistic

Jing-mei: stubborn, angry, sensitive, defiant, interesting, humorous, strong-willed, realistic

Difficulty: *Average* **Objective:** *Literary Analysis*

- Jing-mei’s teacher is deaf and cannot tell when Jing-mei is making a mistake. Jing-mei is lazy about correcting mistakes and does not practice in a disciplined way. When she practices a piece for recital, she dawdles and daydreams and shows no real interest in excelling. She shows more interest in practicing her curtsy than in practicing the piano piece.

Difficulty: *Average* **Objective:** *Reading*

- Jing-mei wanted to hurt her mother because she was angry that her mother wouldn’t accept her as she was. Her comment probably hurt her mother more than she had intended.

Difficulty: *Challenging* **Objective:** *Interpretation*

- Jing-mei sees the offer of the piano as a sign of forgiveness and approval from her mother—a readiness, at long last, to accept her daughter for what she is, rather than as a vehicle to carry her mother’s unrealistic hopes and dreams.

Difficulty: *Challenging* **Objective:** *Interpretation*

- Jing-mei’s mother expected a brilliant performance by her daughter that would result in great things. When Jing-mei fails miserably, the mother’s hopes and dreams are completely destroyed. Jing-mei realizes this, so her mother’s blank expression completely upsets her. One of the meanings of *devastated* is “completely upset.”

Difficulty: *Average* **Objective:** *Vocabulary*

Essay

- Students might argue that Jing-mei is not as ambitious as her mother. Others might say that she might be ambitious in her own way, but is more realistic about what is achievable in life. The mother is always looking for gimmicky shortcuts to fame and fortune for her daughter, but her daughter knows that these schemes are desperate fantasies. Students might also note that both mother and daughter are strong-willed, determined, stubborn, and capable of anger. As Jing-mei matures and discovers her own desires, her own strong will is bound to come into conflict with her

mother's. Students might further note that, by the end of the story, both overcome their pride and show that they are capable of forgiveness—and, after all the stormy disagreements, of love and respect for each other.

Difficulty: *Easy* **Objective:** *Essay*

12. They never discuss the mother's past life in China, especially the loss of her home and all her family members back in China. They never talk about the piano fiasco or the fight they had afterward when Jing-mei refused to continue with her lessons. The subjects are too painful and full of conflict for them to talk about openly. Not talking about them represents a kind of truce—they will not "push each other's buttons" about painful episodes in their past. Some students might argue that this avoidance of painful subjects shows sensitivity and respect for each other's feelings. Others might argue that it shows an unwillingness or inability to confront unpleasant truths about their lives and their relationship.

Difficulty: *Average* **Objective:** *Essay*

13. Students should explain that all three titles refer to the conflict Jing-mei experiences—a struggle between being her mother's daughter and being her own person. Students might note that in recognizing that the song titles are two halves of the same song, Jing-mei recognizes the stages she has had to go through to grow up.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students might note that neither Jing-mei nor her mother ever gives in. The mother continues to believe that Jing-mei can be anything she wants, and Jing-mei continues to look for acceptance on her own terms, not as a vehicle for her mother's fantasies about her. However, at the end, the mother offers Jing-mei the piano, signaling her acceptance, so students might feel that Jing-mei wins her childhood conflict at last.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

"Two Kinds" by Amy Tan

Selection Test A, p. 95

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Interpretation |
| 2. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: C | DIF: Easy | OBJ: Reading |
| 4. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: D | DIF: Easy | OBJ: Comprehension |
| 6. ANS: C | DIF: Easy | OBJ: Comprehension |
| 7. ANS: D | DIF: Easy | OBJ: Interpretation |

- | | | |
|------------|-----------|------------------------|
| 8. ANS: B | DIF: Easy | OBJ: Reading |
| 9. ANS: B | DIF: Easy | OBJ: Interpretation |
| 10. ANS: D | DIF: Easy | OBJ: Comprehension |
| 11. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 12. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

16. Students should note that the mother has a greater adjustment to make because she grew up in a very different culture. The daughter, in contrast, has experienced only the culture of the United States. Therefore, the mother firmly believes that children owe their parents strict and unquestioning obedience, while the daughter believes that she must be true to herself. In addition, students might note that the daughter faces a conflict within herself. On the one hand, she feels loyalty to her mother and her mother's traditions; on the other hand, she wishes to assert her independence.

Difficulty: *Easy*

Objective: *Essay*

17. Students might note that both the daughter and her mother are strong willed and stubborn. The mother shows these traits by persisting in finding an area in which her daughter can excel even after her daughter clearly indicates that she does not share her mother's enthusiasm. The daughter shows her stubbornness by refusing to share her mother's enthusiasm and by refusing to put effort into practicing the piano. In pointing out the characters' differences, students might note that the mother is demanding, while the daughter is defiant. For example, the mother demands that her daughter practice the piano and expects to be obeyed. The daughter defies her mother by studying the piano halfheartedly and eventually refusing to practice anymore. Finally, the characters differ in that the mother believes that one can become whatever one wants. The daughter holds that one can be only what one is capable of being.

Difficulty: *Easy*

Objective: *Essay*

18. Students might note that neither Jing-mei nor her mother ever gives in. The mother continues to believe that Jing-mei can be anything she wants, but Jing-mei wants to be accepted for herself. At the end, the mother shows that she finally accepts Jing-mei by offering her the piano. So students might feel that Jing-mei wins the conflict at last.

Difficulty: *Average*

Objective: *Essay*

Selection Test B, p. 98

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 2. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 3. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: B | DIF: Challenging | OBJ: Reading |
| 5. ANS: D | DIF: Average | OBJ: Reading |
| 6. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 7. ANS: B | DIF: Average | OBJ: Reading |
| 8. ANS: C | DIF: Challenging | OBJ: Comprehension |
| 9. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Average | OBJ: Interpretation |
| 13. ANS: D | DIF: Average | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 14. ANS: B | DIF: Average | OBJ: Vocabulary |
| 15. ANS: C | DIF: Average | OBJ: Vocabulary |
| 16. ANS: D | DIF: Average | OBJ: Vocabulary |
| 17. ANS: D | DIF: Challenging | OBJ: Grammar |

Essay

18. Jing-mei's mother insists that her daughter can become a prodigy. She sends her to beauty school, quizzes her about random facts, and forces her to practice piano. Jing-mei continues to fall short as a child prodigy, and begins to negatively view her mother's expectations as being unrealistic. She feels that she will never be able to gain her mother's approval.

Difficulty: *Average*

Objective: *Essay*

19. Students should explain that both the title of the story and the titles of Schumann's compositions refer to the conflict the daughter experiences—a struggle between being her mother's daughter and being her own person. Students might note that at first she tries to win acceptance from her mother by going along with her wild ambitions, but later she realizes that she is beginning to dislike herself for ignoring her own wishes and desires. Students might further recognize that the resolution comes when she recognizes that "Pleading Child" and "Perfectly Contented" are two halves of the same song—they represent the two stages she has to pass through in order to grow up.

Difficulty: *Challenging*

Objective: *Essay*

20. Students might note that neither Jing-mei nor her mother ever gives in; the mother continues to believe that Jing-mei can be anything she wants, and Jing-mei continues to look for acceptance on her own terms, not as a vehicle for her mother's fantasies about her. However, at the end, the mother offers Jing-mei the piano, signaling her acceptance, so students might feel that Jing-mei wins her childhood conflict at last.

Difficulty: *Average*

Objective: *Essay*

"Seventh Grade" by Gary Soto

"Melting Pot" by Anna Quindlen

Vocabulary Warm-up Exercises, p. 102

- A.**
1. provide
 2. bustled
 3. broad
 4. confusing
 5. concept
 6. attitude
 7. squirmed
 8. suggest

B. Sample Answers

1. He cast an *admiring* glance at the pleasant clerk.
2. People who *bluff* their way to success are dishonest
3. John was happy to have graduated but *nevertheless* sad to say goodbye.
4. Their *failure* to win the game depressed the team.
5. After he saw the train arrive at the station, he *lingered* on the platform, waiting for it to be time to get on board.
6. Karen drove to the *local* market to buy watermelons for the picnic.
7. Glen's family moved into a house in the *suburbs* to escape the noisy city.
8. He remembered the *recent* trip that he took last month.

Reading Warm-up A, p. 103

Words that students are to circle appear in parentheses.

Sample Answers

1. (wide); The tip of a marker can be broad.
2. (positive)
3. always on the move, looking for this, borrowing that; Someone who does not bustle moves around slowly or just sits quietly.
4. (stay put); *wriggled*
5. (growing)
6. At the same time, you want to fit in with your peers.
7. Trying to be yourself and still be like your friends; Riddles can be confusing.

8. Knowing about the behaviors of seventh graders may provide an understanding; *give*

Reading Warm-up B, p. 104

Words that students are to circle appear in parentheses.

Sample Answers

1. every summer
2. paved streets and picket fences; (great outdoors)
3. the fish will pretend to give up; A possum will bluff by pretending to be dead.
4. (succeeded); Sometimes there is a power failure during a storm.
5. (the size of the fish); I have been admiring a pair of boots at the department store.
6. Plenty of them live here; A phone call can be local.
7. I didn't expect that we would find one this large; *but*
8. A few minutes; *stayed*

Writing About the Big Question, p. 105

- A.**
1. struggle, understanding
 2. obstacle
 3. communication, understanding

B. Sample Answers

1. I wanted a cat and my sister wanted a dog as the family pet. Sarah and I both wanted to be captain of the track team.
2. My **competition** with Sarah created a lot of tension between us. We finally decided to talk to our coach, who suggested a great **compromise**: We could be co-captains!

C. Sample Answer

When you feel a conflict with another person, it is best to talk it out. It could all just be a big misunderstanding. Even if it's not, talking can help you work through your problems and maybe reach a compromise that will satisfy both of you—so that you both feel like winners.

Literary Analysis: Comparing Idioms, p. 106

A. Sample answers are provided for each story, as follows:

Idiom/Literal Meaning/Intended Meaning

“Seventh Grade”

1. He ran into his friend. / He ran toward his friend and collided with him. / He and his friend saw each other in the same place at the same time.
2. His mind was somewhere else. / His mind was in a different location from his body. / He was preoccupied.
3. He managed to catch her eye. / He physically caught her eyeball in his hands. / He got her attention.

“Melting Pot”

1. We live in a pressure cooker. / We live in an airtight metal container that cooks with steam pressure. / We live in a tension-filled atmosphere.
2. Sometimes the baby slips out with the bathwater. / Sometimes the baby accidentally slips down the drain

when you let out the dirty bath water. / Sometimes when you get rid of something you do not want, you unexpectedly lose something you do want.

3. Singles who have made the restaurant their second home / Singles who actually live in the restaurant when they are not living in their primary home / Singles who spend a lot of time in the restaurant.

Vocabulary Builder, p. 107

A. Sample Answers

1. An elective is an optional class. Victor does not like math, so if it had been an elective, he would not have had to take it.
2. They speak Spanish easily and smoothly.
3. The new residents think the older ones are narrow-minded and unwilling to accept new types of people.
4. He will frown, and his eyebrows will come together.

B. 1. C; 2. A; 3. B; 4. A

Open-Book Test, p. 109

Short Answer

1. Sample answer: Victor thinks that Michael looks silly when he frowns and squints but wonders whether such a look might attract girls.

Difficulty: *Average* **Objective:** *Vocabulary*

2. They are average boys in most ways, but the detail that they pick grapes to pay for their clothes suggests that they are poor.

Difficulty: *Average* **Objective:** *Interpretation*

3. She means that Mrs. Gaines is likely to know about ballet.

Difficulty: *Easy* **Objective:** *Literary Analysis*

4. Teresa thinks Victor knows French, and she has asked him to help her with it. Instead of admitting that he does not know the language, he borrows the books from the library. He probably hopes he can learn enough to prove that he really does know some French.

Difficulty: *Average* **Objective:** *Interpretation*

5. Each person gets along with every other person.

Difficulty: *Challenging* **Objective:** *Interpretation*

6. The children are friends when they play outside on the sidewalk, but the friendships do not go beyond the sidewalk.

Difficulty: *Average* **Objective:** *Literary Analysis*

7. The neighborhood is diverse.

Difficulty: *Easy* **Objective:** *Interpretation*

8. “Seventh Grade”: He met his friend by the water fountain.

“Melting Pot”: He doesn't sell plantains.

The idioms have a similar effect: They make the writing sound like ordinary conversation.

Difficulty: *Average* **Objective:** *Literary Analysis*

9. Victor's expression is an idiom. Taken literally, “walk a dog” makes no sense. The idiom means “to take a dog

for a walk.” Quindlen’s statement is literal: She smiles when she looks at a rundown bar.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

10. No, Victor wants to learn French because Teresa is studying it and because he might travel to France one day. The Ecuadorians want to learn English so that they can do well in the United States, where they are already living.

Difficulty: *Average* **Objective:** *Interpretation*

Essay

11. Students’ essays should reflect an understanding of Quindlen’s neighborhood: its diversity, its conflicts, and its advantages.

Difficulty: *Easy* **Objective:** *Essay*

12. Students should recognize that cultural diversity enriches one’s experience but increases the potential for an us-against-them mentality. Cultural homogeneity can enhance ethnic pride and self-esteem but can also narrow one’s experience.

Difficulty: *Average* **Objective:** *Essay*

13. Students are likely to say that “Melting Pot” includes more idiomatic expressions and that those expressions make the writing lively, conversational, and vivid. Students who find more idioms in “Seventh Grade” may say that the Spanish and English expressions paint a realistic portrait of a California junior high school. Students should offer relevant examples from the selection of their choice to support their ideas.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students should understand that Victor’s internal conflict is between his desire to be cool and his desire to get to know Teresa. Also, Quindlen’s neighborhood conflicts are between the old-timers and the young professionals and between various cultural groups, whose members view each other stereotypically. Students should conclude that Victor’s conflict is resolved with the help of his French teacher, who does not let on that Victor does not know any French, and that although the conflicts in Quindlen’s neighborhood may go away on the “macro” level, they do get resolved every day at the “micro” level as neighbors meet, mingle, and make friends in spite of their differences.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.

Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 112

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Comprehension |
| 2. ANS: B | DIF: Easy | OBJ: Literary Analysis |

- | | | |
|------------|-----------|------------------------|
| 3. ANS: D | DIF: Easy | OBJ: Comprehension |
| 4. ANS: A | DIF: Easy | OBJ: Interpretation |
| 5. ANS: C | DIF: Easy | OBJ: Comprehension |
| 6. ANS: B | DIF: Easy | OBJ: Interpretation |
| 7. ANS: D | DIF: Easy | OBJ: Interpretation |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: D | DIF: Easy | OBJ: Interpretation |
| 10. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Easy | OBJ: Literary Analysis |

Vocabulary

- | | | |
|------------|-----------|-----------------|
| 13. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: A | DIF: Easy | OBJ: Vocabulary |

Essay

16. Students should recognize that “Melting Pot” describes the struggle to get along in a diverse neighborhood. They should note the key characters and their conflicts, and they should recognize that the neighbors benefit by getting to know one another on a personal level, which can help erode long-held prejudices. “Seventh Grade” describes Victor’s struggle to win a girl’s affection. They should note his embarrassing attempts to impress her. And they should recognize that Victor benefits in the end by gaining Teresa’s admiration and by possibly learning an important lesson about the value of being himself.

Difficulty: *Easy*

Objective: *Essay*

17. The literal meaning is the word-for-word meaning. The intended meaning is the meaning that has come to be associated with the phrase, due to common use in a particular region or language. **Sample Idiom:** “His mind was somewhere else.” The idiom’s intended meaning is that Victor is preoccupied. Its literal meaning is that Victor’s mind was in a different location from his body. The idiom adds to my understanding of how infatuated Victor is with Teresa.

Difficulty: *Easy*

Objective: *Essay*

18. Students might note that Victor’s internal conflict is between his desire to be cool and his desire to get to know Teresa. Quindlen’s neighborhood conflicts are between the old-timers and the young professionals and between various cultural groups. All these groups are suspicious of one another because they know so little about one another. Students might argue that Victor’s conflict is resolved with the help of his French teacher, who does not let on that Victor does not know any French. Students might note that the conflicts in

Quindlen's neighborhood get resolved as neighbors meet and make friends in spite of their differences.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 115

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Average | OBJ: Comprehension |
| 2. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 3. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: A | DIF: Average | OBJ: Comprehension |
| 5. ANS: A | DIF: Average | OBJ: Interpretation |
| 6. ANS: D | DIF: Average | OBJ: Interpretation |
| 7. ANS: D | DIF: Average | OBJ: Interpretation |
| 8. ANS: B | DIF: Average | OBJ: Interpretation |
| 9. ANS: A | DIF: Average | OBJ: Interpretation |
| 10. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 11. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 12. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 13. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 14. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 15. ANS: B | DIF: Average | OBJ: Literary Analysis |

Vocabulary

- | | | |
|------------|------------------|-----------------|
| 16. ANS: B | DIF: Challenging | OBJ: Vocabulary |
| 17. ANS: B | DIF: Average | OBJ: Vocabulary |
| 18. ANS: C | DIF: Average | OBJ: Vocabulary |
| 19. ANS: B | DIF: Challenging | OBJ: Vocabulary |

Essay

20. Students should describe a neighborhood made up of old and young, newcomers and long-time residents, families and single people, Hispanics, Italians, and Yugoslavians, who, although divided by ingrained prejudices against certain groups, are nevertheless united by the common concerns of daily life (e.g., the condition of the streets) and manage to enjoy one another on an individual, neighbor-to-neighbor basis.

Difficulty: *Average*

Objective: *Essay*

21. Students should recognize that Victor's problem is that he likes Teresa and makes a fool of himself in an attempt to impress her. He is fully responsible for his problem: He claims that he knows French when he does not and then is called on to speak it—and feels embarrassed by his failure. Students may say that the embarrassment will teach him not to lie in the future. Alternatively, students may argue that because Teresa believes that the gibberish he speaks is French and the story ends happily, Victor will not be motivated to be honest in the future.

Difficulty: *Challenging*

Objective: *Essay*

22. Students should understand that Victor's internal conflict is between his desire to be cool and his desire to get to know Teresa and that Quindlen's neighborhood conflicts are between the old-timers and the young professionals and between various cultural groups, whose members view one another stereotypically. Students should conclude that Victor's conflict is resolved with the help of his French teacher, who does not let on that Victor does not know any French, and that although the conflicts in Quindlen's neighborhood may not ever go away on the "macro" level, they do get resolved every day at the "micro" level as neighbors meet, mingle, and make friends in spite of their differences.

Difficulty: *Easy*

Objective: *Essay*

Writing Workshop

Review of a Short Story: Integrating Grammar Skills, p. 119

- A.** 1. present perfect; 2. present; 3. past; 4. future
- B.** 1. Yesterday I borrowed four books from the library.
2. I have used the library many times in the past.
3. Yesterday, after I had traveled to the library, I walked up to the second floor.
4. I (had) asked the librarian for help but she ignored me.

Benchmark Test 3, p. 120

MULTIPLE CHOICE

- ANS: C
- ANS: A
- ANS: A
- ANS: D
- ANS: B
- ANS: C
- ANS: A
- ANS: D
- ANS: D
- ANS: C
- ANS: C
- ANS: D
- ANS: D
- ANS: C
- ANS: D
- ANS: B
- ANS: C
- ANS: D
- ANS: B
- ANS: C

21. ANS: B
22. ANS: B
23. ANS: A
24. ANS: B
25. ANS: D
26. ANS: B
27. ANS: B
28. ANS: B
29. ANS: A
30. ANS: C
31. ANS: D

WRITING

32. In their reviews, students should indicate why they enjoyed the story they chose. Reviews should be well-organized and should include a summary of the important features of the work.
33. Students should demonstrate their understanding of writing in the first person. Students should also be able to use transition words correctly in order to explain the sequence of events.
34. Students should demonstrate their understanding of the use of questions to help them narrow their focus.

“The Third Wish” by Joan Aiken

Vocabulary Warm-up Exercises, p. 127

- A.**
1. frantically
 2. canal
 3. tremendous
 4. thrashed
 5. occasions
 6. reflecting
 7. granted
 8. utter
- B. Sample Answers**
1. I wear a waterproof jacket and heavy boots to protect myself in *harsh* weather.
 2. If a friend is *distressed*, I might try to help by talking with him or her.
 3. On a Saturday night, I *prefer* to watch a movie with my family.
 4. A *remote* place that I would like to visit is Denali National Park.
 5. It would be *rash* for someone to spend all his or her money because there would be nothing left for an emergency.
 6. Someone who has been kept waiting is likely to have an *angry expression*.

7. People are likely to lose their *composure* in an embarrassing situation.
8. One way of *communicating* is by talking face to face.

Reading Warm-up A, p. 128

Words that students are to circle appear in parentheses.

Sample Answers

1. (your wish); *given*
2. some of my past wishes; The girl was reflecting on her future.
3. (huge); *tiny*
4. wishes for things I thought would make me happy; The shy girl would not utter a word.
5. The writer’s wishes came true when he made them happen. Wishes might also come true by chance.
6. (boaters); Pleasure boats and boats carrying freight might use a canal.
7. like a badly loaded washing machine; The dog thrashed his tail as I prepared his dinner.
8. The boy frantically called the writer; I ran frantically down the hall because I was late for class.

Reading Warm-up B, p. 129

Words that students are to circle appear in parentheses.

Sample Answers

1. (to fly); After school I prefer to play basketball with my friends.
2. (serene); *look*
3. puppylike barking notes or loud high-pitched purring sounds; My sister and I were communicating with sign language.
4. It is as if nothing in the world could upset a mute swan; The swan’s silence contributes to its supreme composure.
5. The swan will drive out the offending bird with an angry hiss and a flapping of her wings; A person who is distressed might go someplace to be alone.
6. It invades a swan’s nesting territory; Taking an important test without studying for it is a rash thing to do.
7. Arctic islands, northern Russia, and as far south as Brazil and Australia; *nearby*
8. (clamor); A harsh sound is the pounding of a hammer.

Writing About the Big Question, p. 130

- A.**
1. desire
 2. obstacles, challenges, conflicts, struggles
 3. conflict
 4. attitude
- B. Sample Answers**
1. “immortality” or “ability to fly”
 2. Having the ability to fly could turn out badly. You might face obstacles and conflicts trying to figure out what to do with the ability to fly.

C. Sample Answer

Having wishes come true can sometimes bring unexpected consequences. Sometimes these consequences can bring you into conflict with others—or even with yourself. When this happens, you can end up losing things that are important to you, such as your friends or your self-respect. Even though getting your wish may make you feel like a winner at first, you may feel differently later.

“The Third Wish” by Joan Aiken

Reading: Make Inferences by Recognizing Details, p. 131

Sample Answers

1. The swan has become a man. The swan and the man are different versions of the same magical being.
2. Leita’s beauty is extraordinary, and she appears out of nowhere, so she must be magical, too. Perhaps, like the man in green, she has been transformed from a creature in nature.
3. Leita is wandering around because she misses the forest or her life before she was transformed into a woman.
4. The two swans are Leita and her sister. Although she is now a swan, Leita still cares for Mr. Peters.

Literary Analysis: Conflict, p. 132

Sample Answers

1. Internal—Leita is a human, and her sister is a swan. Leita struggles to overcome the loneliness she feels because she is separated from her sister.
2. External—Mr. Peters and Leita struggle to find happiness together.
3. Internal—Leita is torn between her old life as a swan and her current life as a human being.

Vocabulary Builder, p. 133

- A.** 1. D; 2. B; 3. A; 4. B; 5. C; 6. B
- B.** 1. Yes, it is clear that the king is overconfident, the meaning of *presumptuous*.
2. He acts in a spiteful, hateful way.
 3. Mr. Peters’s home is far from everything—*remote*.

Enrichment: A Scientific Look at Swans, p. 134

Sample Answers

- A.** 1. The mute swan is the species most often found in North American parks and ponds. It has white feathers, may be as long as five feet from bill to tail, and has a wingspan of seven feet. It is used to living among people. Like other swans, it is precocial—it is born with feathers and open eyes and soon after hatching is ready to leave the nest, swim, and find its own food.

2. Young swans are called cygnets.
 3. Swans search for food by sticking their necks underwater. They eat the leaves, stems, and roots of plants that grow in the water. They tear the plants with the sharp edges of their bills.
- B.** Students should supply three facts for the species they have chosen—for example, physical appearance, range, and breeding habits.

Open-Book Test, p. 135

Short Answer

1. The King looks fierce and unfriendly, and he speaks in a threatening way.
Difficulty: *Easy* **Objective:** *Literary Analysis*
2. Although he is very happy, he knows that magic wishes often bring more trouble than happiness to people.
Difficulty: *Average* **Objective:** *Literary Analysis*
3. Leita seem restless; she wanders the garden; she is often absent from the house for long periods for no apparent reason.
Difficulty: *Easy* **Objective:** *Reading*
4. Leita wants to remain near the river so that she can spend time with her sister.
Difficulty: *Average* **Objective:** *Interpretation*
5. Leita loves her sister and longs to rejoin her as a swan on the river, but she also cares for Mr. Peters and would feel guilty about abandoning him.
Difficulty: *Average* **Objective:** *Literary Analysis*
6. Her gesture shows that she is grateful to him for transforming her and that she still loves him.
Difficulty: *Average* **Objective:** *Reading*
7. People couldn’t believe Mr. Peters would be happy because he was old, had rheumatism, and appeared to be alone, but in fact he had the gratitude and affection of his wife and her sister.
Difficulty: *Average* **Objective:** *Interpretation*
8. The King is happy about Mr. Peters’s misfortunes because, earlier in the story, the King had predicted that the three wishes would not make Mr. Peters happy, and Mr. Peters’s misfortunes prove that the King was right.
Difficulty: *Challenging* **Objective:** *Interpretation*
9. Possible details for Mr. Peters: He worries about Leita’s unhappiness in their marriage; he offers to take Leita around the world; he changes her back into a swan to make her happy. Possible details for Leita: She declines to abandon him when he offers to change her back into a swan; she continues to watch over him and protect him after she changes back into a swan.
Difficulty: *Average* **Objective:** *Reading*

10. The King is a mean person who is likely to take pleasure in someone else's misfortune, so that aspect of the King's character helps in figuring out that the word *malicious* means "spiteful" or "hateful."

Difficulty: *Challenging* **Objective:** *Vocabulary*

Essay

11. Students may cite Leita's restlessness, her wandering in the garden, her absences from the house, and her weeping. Students may note that Leita is a swan and cannot be happy as a human; she misses her sister and her life in the forest.

Difficulty: *Easy* **Objective:** *Essay*

12. Students should recognize that Mr. Peters does eventually prove the King wrong. Though his first wish brings sadness, he uses the second wish to bring Leita happiness, and the two swans provide him with companionship and protection into his old age.

Difficulty: *Average* **Objective:** *Essay*

13. Students may infer from the presence of the leaf that Mr. Peters did not ever use the third wish. They may suggest that he died happy, and perhaps in the presence of his swan-wife, as the white feather suggests.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students might say that the main conflict is external, between Mr. Peters and Leita. Alternatively, they might say the main conflict is internal, within Leita, as she struggles between her devotion to Mr. Peters and her desire to live as a swan. Or they may see the main conflict as within Mr. Peters, between his desire for Leita's companionship and his wish to see her happy. Students may see that both Mr. Peters and Leita win—and lose—in the external conflict, and that each character both wins and loses in the internal conflicts as well.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

"The Third Wish" by Joan Aiken

Selection Test A, p. 138

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: C | DIF: Easy | OBJ: Comprehension |
| 3. ANS: B | DIF: Easy | OBJ: Comprehension |
| 4. ANS: A | DIF: Easy | OBJ: Comprehension |
| 5. ANS: D | DIF: Easy | OBJ: Reading |

- | | | |
|------------|-----------|---------------------|
| 6. ANS: B | DIF: Easy | OBJ: Interpretation |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: B | DIF: Easy | OBJ: Interpretation |
| 9. ANS: D | DIF: Easy | OBJ: Reading |
| 10. ANS: A | DIF: Easy | OBJ: Interpretation |
| 11. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: B | DIF: Easy | OBJ: Grammar |
| 15. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

16. Among the many examples of her unhappiness are her restlessness, her wandering in the garden, her unexplained absences from the house, the tenderness she shows a particular swan, and her weeping. Students should realize that Leita is a swan and cannot be happy living as a human. She misses her sister, and although she cares for Mr. Peters, she misses her life in the forest. For her, life as a human is harder than life as a swan.

Difficulty: *Easy*

Objective: *Essay*

17. The King tells Mr. Peters that he has never heard of a human being who has made good use of three wishes. Most people, he claims, end up worse off than they started. The King also warns Mr. Peters that he may likely need to use his third wish to undo the work of his first two wishes.

Difficulty: *Easy*

Objective: *Essay*

18. Students might say that the main conflict is external, between Mr. Peters and Leita. Others might say the main conflict is internal, within Leita. She struggles between her loyalty to Mr. Peters and her desire to live as a swan. Others might note an internal conflict within Mr. Peters. He is torn between wanting Leita as a companion and his wish to see her happy. Students might note that both Mr. Peters and Leita win—and lose—in the external conflict. Each character both wins and loses in the internal conflicts as well.

Difficulty: *Average*

Objective: *Essay*

Selection Test B, p. 141

Critical Reading

- | | | |
|-----------|------------------|------------------------|
| 1. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 2. ANS: B | DIF: Challenging | OBJ: Reading |
| 3. ANS: C | DIF: Average | OBJ: Comprehension |

- | | | |
|------------|------------------|------------------------|
| 4. ANS: B | DIF: Average | OBJ: Comprehension |
| 5. ANS: B | DIF: Average | OBJ: Interpretation |
| 6. ANS: C | DIF: Average | OBJ: Reading |
| 7. ANS: B | DIF: Average | OBJ: Interpretation |
| 8. ANS: A | DIF: Challenging | OBJ: Reading |
| 9. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Average | OBJ: Comprehension |
| 11. ANS: D | DIF: Challenging | OBJ: Interpretation |
| 12. ANS: D | DIF: Challenging | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 13. ANS: D | DIF: Average | OBJ: Vocabulary |
| 14. ANS: C | DIF: Average | OBJ: Vocabulary |
| 15. ANS: C | DIF: Average | OBJ: Grammar |
| 16. ANS: A | DIF: Challenging | OBJ: Grammar |
| 17. ANS: B | DIF: Challenging | OBJ: Grammar |

Essay

18. Students should recognize that Mr. Peters does eventually prove the old King wrong. His first wish brings him sadness because Leita does not provide the companionship he had longed for. After he changes Leita back into a swan, however, he finds the companionship in the company of the two swans that are “always somewhere close at hand.” Furthermore, by using his second wish to turn Leita back into a swan, he puts an end to her terrible unhappiness and therefore uses his wish for a good cause.

Difficulty: *Average*

Objective: *Essay*

19. Students should note the distinction between an external conflict and an internal conflict. They may cite the external conflict between the King and Mr. Peters or the one between Mr. Peters and Leita, both of which are resolved when Mr. Peters makes his second wish. They may cite the internal conflict within Mr. Peters as he struggles between his desire to keep Leita in her human form and his desire to see her happy again, or they may cite the internal conflict within Leita as she struggles between her devotion to Mr. Peters and her desire to live as a swan again. Both of those conflicts are resolved by the granting of the second wish.

Difficulty: *Challenging*

Objective: *Essay*

20. Students might say that the main conflict is external, between Mr. Peters and Leita. Alternatively, they might say the main conflict is internal, within Leita, as she struggles between her devotion to Mr. Peters and her desire to live as a swan. Or they may see the main conflict as within Mr. Peters, between his desire for Leita’s companionship and his wish to see her happy. Students

may say that both Mr. Peters and Leita win—and lose—in the external conflict, and that each character both wins and loses in the internal conflicts as well.

Difficulty: *Average*

Objective: *Essay*

“Amigo Brothers” by Piri Thomas

Vocabulary Warm-up Exercises, p. 145

- A.**
- nimble
 - opponent
 - shuffle
 - style
 - fitful
 - surged
 - barrage
 - achieve

B. Sample Answers

- Yes; To answer with *clarity* means to answer clearly, in a way that people will understand.
- No; *Emerging* means “coming out,” so you would not have seen the tail of a snake that is just emerging.
- Yes; To *improvise* music is to make it up on the spot, and you have to be a good musician to do that.
- No; *Numerous* means “many,” so someone with numerous things to do does not have a lot of free time.
- No; A *challenger* is a person who opposes a champion.
- Yes; Someone who is *muscular* is strong and therefore can lift heavy objects.
- No; Only light blows are used in a *sparring* match, so the participants are not likely to get seriously injured.
- No; A person with a *mild* manner is easygoing and unlikely to get angry often.

Reading Warm-up A, p. 146

Words that students are to circle appear in parentheses.

Sample Answers

- to become a champion middleweight boxer; I want to *achieve* my high school diploma and go to college.
- stay steady on the course; My *fitful* attempt to become a guitarist never worked out.
- (eyes); Always keep your eyes on the *enemy*.
- He bounced here, now there, never still, never in the same place; A synonym for *nimble* is *quick*.
- tight, controlled, and fast as a viper; Basketball requires a similar *style* because the players have to be quick on their feet and controlled in their movements.
- (soft jabs); Our car had to drive through a *barrage* of hailstones.

7. with a jab to his brother's ribs; Sal *rushed* forward with a forceful jab to his brother's ribs.
8. as if dancing on sand; My tired feet *shuffled* up the stairs.

Reading Warm-up B, p. 147

Words that students are to circle appear in parentheses.

Sample Answers

1. (rules); I quickly *made up* an excuse for being late.
2. by defining what boxers can and cannot do. The *clarity* of the actor's diction allowed the audience to take in every word.
3. amateur boxing; *Many* rules in amateur boxing are different from, those in professional boxing.
4. women's boxing; Skateboarding is an *emerging* sport among my friends.
5. small cuts, slight bruising; *Minor* injuries such as small cuts and slight bruising happen in all boxing events.
6. (where the boxers use light blows); The kittens were *sparring* with their little paws.
7. defeated the English champion Joe Goss, in 1880 after 87 rounds; In the 2004 World Series, the Boston Red Sox was a *challenger* to the New York Yankees.
8. (female boxers); A racehorse's body is lean and *muscular*.

Writing About the Big Question, p. 148

A. conflict (danger, disagreement, misunderstanding, struggle); competition (conflict); communication; misunderstanding (disagreement, conflict, danger); resolution (compromise)

B. Sample Answers

1. My best friend wanted me to go to a party, but I wanted to stay home and watch a movie. My friend and I were both running for class president.
2. Since only one of us could be president, **compromise** was impossible, but we talked things through and came to the **understanding** that our friendship was more important than anything. We decided that no matter who won, the other would support and be happy for her.

C. Sample Answer

When a friendship is strong enough, conflicts that arise often can be resolved by talking things through. If you know that being friends is more important to you than winning or losing, then you can work together to reach a compromise that lets you both be winners.

"Amigo Brothers" by Piri Thomas

Reading: Make Inferences by Recognizing Details, p. 149

Sample Answers

1. Antonio believes in fighting fair. As the lighter of the two boys, he identifies with the tugboat's "courage."

2. The boys are not eager to fight against each other and must prepare themselves mentally.
3. Felix does not want trouble with the boys on the street, so he plays at boxing in order to scare them and avoid violence.
4. Felix also hits hard, and he has the attitude of a professional.
5. Both Felix and Antonio see their friendship as more important than enjoying the glory of winning. The narrator calls both boys champions. That suggests that both of them are winners of a kind.

Literary Analysis: Conflict, p. 150

Sample Answers

1. Internal—Antonio struggles to put Felix out of his mind while knowing that he must fight his friend.
2. External—Felix is aware that the neighborhood boys see him as a stranger and may challenge him.
3. Internal—Antonio wonders how the fight will affect his friendship with Felix while knowing that he must fight him.
4. External—Felix and Antonio fight each other in the boxing match.

Vocabulary Builder, p. 151

A. 1. B; 2. D; 3. C; 4. A; 5. D; 6. B

B. Sample Answers

1. It produces coffee by circulating water through a filter filled with coffee.
2. punch a hole through the top of the can
3. through my sense of sight

Enrichment: Describing an Activity, p. 152

Students may write about any activity, from playing chess to snorkeling. They should focus on one aspect of the activity, using vivid details that make the activity come alive for the reader. Their final description should be a vivid, cohesive narrative.

"The Third Wish" by Joan Aiken

"Amigo Brothers" by Piri Thomas

Integrated Language Skills: Grammar, p. 153

Sample Answers

- A.**
1. straight, empty—stretch, What kind?
 2. strange—cries, What kind?; distant—bush, Which one?
 3. great, white—swan, What kind?; little—man, What kind?
 4. grateful—stranger, What kind?; several—wishes, How many?
 5. gorgeous—wife, What kind?; pretty, bluegreen—eyes, What kind?

6. fair, lean, lanky—Antonio, What kind?; dark, short, husky—Felix, What kind?
 7. lean—form, What kind?; long—reach, What kind?; better—boxer, What kind?
 8. short, muscular—frame, What kind?; better—slugger, What kind?
 9. large—posters, What kind?; local—shops, Which ones?
 10. street—clothes, What kind?; fighting—gear, What kind?
- B.**
1. Leita was a swan who became an attractive woman.
 2. The dark, remote forest is the setting of the story.
 3. Antonio Cruz is a lean, talented boxer.
 4. Felix Vargas is a short but powerful boxer.

“Amigo Brothers” by Piri Thomas

Open-Book Test, p. 156

Short Answer

1. Their belongings refer to boxing, which suggests that the boys are interested in boxing.
Difficulty: Easy Objective: Interpretation
2. They have to act that way because they are friends. If they act like friends, their friendship will get in the way of winning.
Difficulty: Easy Objective: Reading
3. He watches a fight movie, seeing himself as a champ and Antonio as the challenger. He needs to do this because he is not sure he is good enough to beat Antonio. He has to imagine himself as a champion to try to convince himself he is one.
Difficulty: Average Objective: Interpretation
4. Antonio is worried that the fight will hurt his friendship with Felix. If either boy wins— or hurts the other—their friendship could be affected.
Difficulty: Easy Objective: Literary Analysis
5. Antonio’s care and consideration of the situation suggests that he is a serious fighter, one who thinks about his fights. His thoughts also suggest that he knows Felix’s fighting style very well.
Difficulty: Challenging Objective: Reading
6. His grace and speed suggest that he is a talented and natural fighter.
Difficulty: Challenging Objective: Interpretation
7. External Conflict: Felix and Antonio are going to compete in a boxing match.
Internal Conflict: Antonio is worried about whether the fight will destroy his friendship with Felix.
Difficulty: Average Objective: Literary Analysis
8. The narrator means that the boys will always think highly of each other, regardless of the outcome of the match.
Difficulty: Average Objective: Interpretation
9. He is avoiding being punched.
Difficulty: Easy Objective: Vocabulary

10. *Dispelled* means “driven away.” Any doubt Felix feels is being driven away by Antonio’s punches.
Difficulty: Average Objective: Vocabulary

Essay

11. Students might note that Felix and Antonio have grown up together, share a love of boxing, and work out together. They dream of being the lightweight champion. After the match, they show they are still friends by hugging each other and leaving the ring with their arms around each other.
Difficulty: Easy Objective: Essay
 12. Students who choose Antonio may say that he is described as the better boxer and is often able to avoid Felix’s punches and land his own. Students who choose Felix might point to his powerful fists and high energy and note the good punches he lands.
Difficulty: Average Objective: Essay
 13. Students may note that both boys are very competitive and work very hard to win, so they would think it is important to win. However, they both think their friendship is more important than winning or losing, so they may feel that the second part of the statement is true.
Difficulty: Challenging Objective: Essay
 14. Students should recognize that the external conflict is the boxing match between two friends. The internal conflicts are, for each boy, the desire to win versus the desire to maintain a friendship. The external conflict does not have a clear winner, but both boys win their internal conflicts by keeping their friendship intact.
Difficulty: Average Objective: Essay
- Oral Response**
15. Students should give oral explanations in response to the questions they choose or that are assigned to them.
Difficulty: Average Objective: Oral Interpretation

“Amigo Brothers” by Piri Thomas

Selection Test A, p. 159

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Comprehension |
| 2. ANS: C | DIF: Easy | OBJ: Interpretation |
| 3. ANS: A | DIF: Easy | OBJ: Reading |
| 4. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: D | DIF: Easy | OBJ: Comprehension |
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: D | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Easy | OBJ: Interpretation |
| 10. ANS: A | DIF: Easy | OBJ: Reading |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 11. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 12. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: B | DIF: Easy | OBJ: Grammar |
| 14. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

15. Students might note that Felix and Antonio have grown up in the same apartment building, have shared a love of boxing, and work out together. Both dream of being the lightweight champion. In the match they will fight, both want to fight fairly, and each boy believes he can win. After the match, they show that their friendship is important by hugging each other and leaving the ring with their arms around each other before they hear the announcement of the name of the winner.

Difficulty: *Easy*

Objective: *Essay*

16. Students should note that Felix and Antonio choose to put their friendship aside because each wants to remain focused on winning the championship. The boys are great friends, but feel that spending time with one another will interfere with their concentration and distract them from their personal goals. Each boxer wants to win the fight fair and square, and be sure that both fighters gave their best.

Difficulty: *Easy*

Objective: *Essay*

17. Students should recognize that the external conflict is the boxing match between two friends. The internal conflicts are, for each boy, the desire to win versus the desire to maintain a friendship. The external conflict does not have a clear winner. Both boys win their internal conflicts by remaining friends.

Difficulty: *Easy*

Objective: *Essay*

- | | | |
|------------|------------------|-----------------|
| 13. ANS: C | DIF: Average | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Vocabulary |
| 15. ANS: A | DIF: Challenging | OBJ: Grammar |
| 16. ANS: D | DIF: Average | OBJ: Grammar |

Essay

17. Students who choose Antonio might say that it is noted throughout the selection that he is the better boxer and, with his tall frame and long reach, has the advantage. They could also point to all the times he is able to avoid Felix's punches and make contact with his own punches. Students who choose Felix might point to his powerful fists and the high energy in his short, muscular frame. They might also point to some good punches that almost knocked Antonio out.

Difficulty: *Average*

Objective: *Essay*

18. Students should recognize that the external conflict is the boxing match between the two friends. That conflict serves as a frame for each boy's internal conflict: the desire to win versus the desire to maintain a friendship. The resolution occurs when the boys leave the ring before the winner is announced, choosing friendship over what would be one boy's moment of glory before the crowd and the other boy's moment of great disappointment. The resolution teaches Antonio and Felix how important their friendship is to them.

Difficulty: *Challenging*

Objective: *Essay*

19. Students should recognize that the external conflict is the boxing match between the two friends. The internal conflicts are, for each boy, the desire to win versus the desire to maintain a friendship. The external conflict does not have a clear winner, but both boys win their internal conflicts by keeping their friendship intact.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 162

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 2. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 3. ANS: D | DIF: Average | OBJ: Reading |
| 4. ANS: C | DIF: Average | OBJ: Comprehension |
| 5. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 6. ANS: A | DIF: Average | OBJ: Interpretation |
| 7. ANS: D | DIF: Average | OBJ: Reading |
| 8. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 9. ANS: D | DIF: Challenging | OBJ: Reading |
| 10. ANS: A | DIF: Average | OBJ: Interpretation |
| 11. ANS: C | DIF: Average | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 12. ANS: A | DIF: Challenging | OBJ: Vocabulary |
|------------|------------------|-----------------|

"Zoo" by Edward D. Hoch

Vocabulary Warm-up Exercises, p. 166

- A.**
1. horrors
 2. constantly
 3. breed
 4. seeking
 5. odd
 6. scurried
 7. limit
 8. clutching

B. Sample Answers

1. No; an *expense* is something that costs money, so it would not be free.
2. Yes; *reveal* means "expose to view," so if you reveal a secret, anyone might hear about it.

- No; an *annual* event takes place every year, not every month.
- Yes, because something that is *jagged* has sharp points.
- Yes; any grownup is an *adult*, so someone's grandparents could go to an event that is for adults only.
- No; *awe* is a feeling of fear or wonder, so someone would not be bored by something he or she was in awe of.
- No; *clustered* means "gathered together in a bunch," so plants that are clustered would not be scattered.
- No; *daybreak* is the time when the sun rises, and that is way before 9 A.M.

Reading Warm-up A, p. 167

Words that students are to circle appear in parentheses.

Sample Answers

- (a horselike creature); *Scurried* means "ran quickly."
- (animal); *Odd* means "unusual."
- (Modern researchers); The collector has been seeking a rare orchid.
- (smaller animals); I would love to have a Labrador retriever as a pet.
- If one kind of animal is hunted constantly, the species may become extinct; My sister plays her favorite CD constantly.
- (the reins of their mighty steeds); *Clutching* means "holding on to something."
- (their numbers); There is no limit to the human imagination.
- (of self-destruction); *Horrors* means "things that cause feelings of fear or disgust."

Reading Warm-up B, p. 168

Words that students are to circle appear in parentheses.

Sample Answers

- (children); *Adults* have the responsibility of taking care of their families.
- (the night sky); I felt awe when I visited the planetarium.
- its beauty and mystery; *dawn*
- the groups of stars, the constellations; *Clustered* means "bunched together in a group."
- many details about the universe that earlier humans never knew; Darla will reveal her science-fair project on Monday.
- formations more than two and a half miles deep in some places; *Jagged* means "having sharp, ragged edges."
- The expense of finding out whether humans could live on Mars is being questioned; An unnecessary expense is a luxury car.
- (vacations); Some families hold an annual reunion.

Writing About the Big Question, p. 169

- A.**
- attitude
 - danger, conflict
 - communication, understanding
 - conflict; misunderstanding

B. Sample Answers

- When I was ten, my family moved from a big city to a small rural town.
- At first I thought of my neighbors as a bunch of hillbillies. I had a really bad **attitude**. But after getting to know them better, I came to the **understanding** that they're not so different from me.

C. Sample Answer

When people from two different worlds come together, conflict arises when people misinterpret one another's actions. For example, gestures that are intended to be friendly may be seen as insulting. People need to understand that each group has its own way of doing things. They need to take the time to learn about one another with an open mind so they can avoid conflict.

"Zoo" by Edward D. Hoch

Reading: Make Inferences by Reading Between the Lines and Asking Questions, p. 170

Sample Answers

- Admission to the zoo is a dollar, and people are so eager to go in that they are clutching their money in their hands.
- The Professor is a flashy showman.
- The horse-spider creatures are tame, not wild.
- The creatures' emotions, behaviors, and relationships are similar to those of human beings.

Literary Analysis: Theme, p. 171

Sample Answers

- "Zoo" is set in "the huge tri-city parking area just outside of Chicago," where the Professor's spaceship lands. It is also set among "the familiar jagged rocks of Kaan" and in the home of a family of horse spiders. (Their home is a cave.)
- Hugo*: He urges the crowd to hurry and encourages them to spread the word about the show.
Person from Earth: One spectator says that the show is worth a dollar and declares that he will bring his wife to see it.
She-creature: She asks her mate and offspring about their adventure.
He-creature: He says that they all enjoyed the show, that they were safe, and that the show was worth the money they paid for it.

Little creature: It says that Earth was “the best” because “the creatures there” wear clothes and walk on two legs.

3. *People in Chicago:* Ten thousand people in Chicago eagerly pay a dollar to view the show. They are horrified and fascinated by the creatures they see.

Horse spiders: They act like human beings. After leaving the spaceship, they go home, meet their mates, and have conversations.

4. Important objects include the barred cages, the spaceship, Hugo’s cape and top hat, and the money—the dollars and commocs.
5. The subject of the story is people and their differences and similarities.
6. People often fear the differences between them rather than seeing the similarities.

Vocabulary Builder, p. 172

- A.** 1. expense; 2. awe; 3. interplanetary; 4. babbled; 5. garments; 6. wonderment

B. Sample Answers

1. I would watch a funny sitcom for entertainment.
2. No, if the child is content, then she is satisfied.
3. A toddler might be amused by visits to the playground or zoo.

Enrichment: Characteristics of Imaginary Animals, p. 173

Students should write detailed descriptions of an imaginary animal, including information about its size, color, number and appearance of legs, and shape and appearance of head.

Open-Book Test, p. 174

Short Answer

1. The zoo is very popular because of the unusual, exotic animals it features.

Difficulty: *Easy* **Objective:** *Reading*

2. The professor is a flashy showman who wants to grab people’s attention. His wild clothing is the sign of a colorful personality.

Difficulty: *Average* **Objective:** *Interpretation*

3. Professor Hugo’s words show that he is trying to spread word of mouth about the show so that people in other cities will come to see it. This shows that he is mainly interested in making money from showing the creatures.

Difficulty: *Challenging* **Objective:** *Interpretation*

4. Inferences: People are both drawn to and afraid of what is unfamiliar and strange to them; the creatures in the zoo are paying Professor Hugo to travel with him.

Inference about meaning of title: A zoo can be anything that contains creatures that appear strange to other creatures.

Difficulty: *Average* **Objective:** *Reading*

5. Back on their own planet, the creatures from Kaan appear to be normal, peaceful creatures who live in happy families.

Difficulty: *Easy* **Objective:** *Interpretation*

6. One important theme of the story is that people are afraid of what is unfamiliar to them. The bars illustrate this theme because the Earth people think the bars are protecting them from the Kaan creatures, and the Kaan creatures think the bars are protecting them from the Earth people.

Difficulty: *Average* **Objective:** *Literary Analysis*

7. If the Kaan creatures think that it is strange that Earth people wear garments and walk on two legs, then for the Kaan creatures it is normal to wear no garments and to walk on four legs.

Difficulty: *Easy* **Objective:** *Reading*

8. The Earth people and the Kaan creatures agree that this was the best Zoo ever because each of them got to see creatures who were utterly strange, horrifying, and fascinating to them. Their agreement on this point illustrates the theme that people are both horrified and fascinated by what is unfamiliar to them.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

9. Awe means “fear and wonder,” and the Earth creatures have this feeling about the horse-spiders because those alien animals are so strange and different to them.

Difficulty: *Easy* **Objective:** *Vocabulary*

10. *Interplanetary* means “between planets,” so the word tells the reader that the zoo travels between different planets.

Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students should note that the horse spiders act like human beings in every way, especially when they are described on their home planet: they live in families, they are curious, they are fascinated with strange creatures. Their physical appearance, abilities, and language all differ from those of humans.

Difficulty: *Easy* **Objective:** *Essay*

12. Students should name the two main settings as Earth and Kaan. They should describe how the inhabitants of each planet are both fascinated and horrified by the inhabitants of the other. They should recognize that the theme of “Zoo” is that people tend to assume the worst about beings from strange cultures, and fail to understand how similar they are, despite the fact that they look different.

Difficulty: *Average* **Objective:** *Essay*

13. Some students might argue that Professor Hugo is a sympathetic figure because he takes the time to travel throughout the universe and display creatures from other worlds to each other. Students might argue that this promotes a sense of awe and wonder in people. Others might argue that Professor Hugo is not a sympathetic figure because he exploits people’s fears of the

unknown—he puts the creatures behind bars and does not explain how similar they are to each other. Plus, he charges money both to the Earthlings and the Kaan creatures by playing on their fears. These students might argue that he does not educate his audience, but exploits their fears for money.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students should note that the conflict comes from ignorance on both sides: both the Earthlings and the horse spiders think that they need to be protected from each other by metal bars, because they do not realize how similar they are to each other, despite the fact that they look so different. In this sense, both the Earthlings and the Kaan creatures are losers, because they create conflict based on ignorance instead of reaching out and understanding each other based on what they have in common: the use of language, curiosity about the unknown, family life, and so on.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

“Zoo” by Edward D. Hoch

Selection Test A, p. 177

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: C | DIF: Easy | OBJ: Interpretation |
| 3. ANS: B | DIF: Easy | OBJ: Comprehension |
| 4. ANS: B | DIF: Easy | OBJ: Interpretation |
| 5. ANS: D | DIF: Easy | OBJ: Reading |
| 6. ANS: C | DIF: Easy | OBJ: Interpretation |
| 7. ANS: A | DIF: Easy | OBJ: Comprehension |
| 8. ANS: D | DIF: Easy | OBJ: Comprehension |
| 9. ANS: C | DIF: Easy | OBJ: Reading |
| 10. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Easy | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: A | DIF: Easy | OBJ: Grammar |
| 15. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

16. Students should recognize that in each situation, the horse-spider creatures act like human beings. The female creature embraces her family members and asks about their adventure. The male creature responds to

her questions, reassures her that the trip was safe, and suggests that she go along next time. The little one shows its excitement by running up the walls of the cave and describing its favorite things. Students should see that the creatures show affection and interact just as human beings do. They may notice that their appearance, language, and physical capabilities differ from those of human beings.

Difficulty: *Easy*

Objective: *Essay*

17. Students should state that the story takes place on Earth and on the planet Kaan and that the characters are human beings from Earth and horse-spider creatures from Kaan. They should recognize that each group of characters is fascinated by the other and that their actions demonstrate that interest. Finally, they should realize that Hoch is making the point that people are afraid of those who are different from them and are failing to see the ways in which they are all basically alike.

Difficulty: *Easy*

Objective: *Essay*

18. Both the Earthlings and the horse spiders think that they need to be protected from each other by metal bars because they look so different from each other. But they do not realize how similar they are to each other even though they look so different. In this sense, both the Earthlings and the Kaan creatures are losers, because they create a conflict based on not really knowing each other. They could have avoided this conflict by trying to see what they might have in common.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 180

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Average | OBJ: Comprehension |
| 2. ANS: B | DIF: Challenging | OBJ: Reading |
| 3. ANS: C | DIF: Average | OBJ: Reading |
| 4. ANS: D | DIF: Average | OBJ: Reading |
| 5. ANS: C | DIF: Average | OBJ: Interpretation |
| 6. ANS: A | DIF: Average | OBJ: Interpretation |
| 7. ANS: B | DIF: Average | OBJ: Comprehension |
| 8. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 9. ANS: B | DIF: Challenging | OBJ: Reading |
| 10. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 11. ANS: B | DIF: Challenging | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 12. ANS: C | DIF: Average | OBJ: Vocabulary |
| 13. ANS: A | DIF: Average | OBJ: Vocabulary |
| 14. ANS: C | DIF: Average | OBJ: Grammar |
| 15. ANS: B | DIF: Average | OBJ: Grammar |

Essay

16. Students should name the two settings as Earth (specifically, the Chicago area) and the planet of Kaan (especially one family's home). They should describe how the people on Earth are fascinated by the horse-spider creatures and how the horse-spider creatures are fascinated by the people on Earth, and they should recognize that the theme of "Zoo" is that when viewing others, people focus on the ways in which they are different rather than on similarities.

Difficulty: Average

Objective: Essay

17. Students should describe Professor Hugo's colorful cape and his top hat; they might suggest that he dresses like a circus ringmaster. They should realize that he tries to stir up excitement in his audience by telling them to hurry, by declaring that they are getting their money's worth, and by claiming that he has gone to "great expense" to bring them his zoo. By urging his audience to spread the word about his zoo, he is attempting to get free advertising. Students should recognize that the Professor makes money from both the creatures in the show and those who come to see it. Both groups pay him because they are curious about other creatures and other places. Some students might think that because Professor Hugo is not honest, he is taking advantage of those who pay him; others might say that because those who pay him get something for their money, they are not taken advantage of.

Difficulty: Challenging

Objective: Essay

18. Students should note that the conflict comes from ignorance on both sides: both the Earthlings and the horse spiders think that they need to be protected from each other by metal bars, because they do not realize how similar they are to each other despite the fact that they look so different. In this sense, both the Earthlings and the Kaan creatures are losers, because they create conflict based on ignorance instead of reaching out and understanding each other based on what they have in common: the use of language, curiosity about the unknown, family life, and so on.

Difficulty: Average

Objective: Essay

"Ribbons" by Laurence Yep

Vocabulary Warm-up Exercises, p. 184

- A.**
1. strapped
 2. ankles
 3. clumsily
 4. wobbly
 5. exercises
 6. ballet
 7. downward
 8. beginners

B. Sample Answers

1. No; to undo the setting on an alarm is to turn it off, so if you *undid* the setting, you would not wake up on time.
2. No; *mechanical* means "done in a machinelike way," so a mechanical performer would not sing with expression.
3. Yes; something that is *attractive* is pleasing to look at.
4. Yes; a *legal* parking spot is one that is permitted by the law.
5. Yes; *deliberately* means "purposely," so something done deliberately is planned.
6. No; *circulating* means "moving around," so if water is not moving, it is not circulating.
7. Yes; *regained* means "recovered" or "got back to something," so if a runner regained her lead, she was again in first place.
8. No; *illustrating* means "explaining with pictures," so the teacher is not illustrating an idea if she is only talking about it.

Reading Warm-up A, p. 185

Words that students are to circle appear in parentheses.

Sample Answers

1. (form of dance); Ballet is a performance of dance and music that tells a story.
2. when they are between eight and ten years old; Beginners are people who are just starting out with something.
3. (at a *barre*); I do sit-ups and stretching exercises.
4. *upward*; From the balcony, the spectators looked downward at the performers.
5. The shoes are fastened with straps to the part of the leg between the calf and the foot; The model strapped on her sandals and lifted her skirt to reveal her ankles.
6. At first the feet are shaky because the position feels so awkward. Someone who is not used to ice skating might be wobbly.
7. Only with constant practice can a dancer make a performance look easy and graceful; *Clumsily* means "carried out without skill or grace."

Reading Warm-up B, p. 186

Words that students are to circle appear in parentheses.

Sample Answers

1. established itself in Hong Kong; *Deliberately* means "purposely."
2. (Hong Kong); The beautifully kept garden was attractive.
3. (treaty) or (agreement); *Legal* means "lawful" or "having to do with the law."
4. Britain's rule of Hong Kong; With the click of the mouse, I undid my mistakes.
5. (control of Hong Kong); *Regained* means "got back to" or "recovered."

6. (an agreement in name only); *Mechanical* means “done in a machinelike way.”
7. In Hong Kong, trade and shipping are like the blood circulating through the human body. If someone’s blood is circulating poorly, his or her hands and feet might feel cold.
8. The merchants are illustrating Hong Kong’s importance as an economic center. A map of Hong Kong would be illustrating the region’s location.

Writing About the Big Question, p. 187

- A.**
1. struggle
 2. conflict, competition
 3. challenge, struggle
 4. communication, understanding, compromise

B. Sample Answers

1. When my friend Sondra’s grandfather came to live with her family, he criticized her all the time for spending so much time on the computer.
2. Sondra realized the computer was a new and mysterious object to her grandfather, so she taught him how to use it. Now they have a new **conflict**: They **compete** to use the computer!

C. Sample Answer

Family members from different generations often do not understand the best way to talk with one another. They may value different things and behave in very different ways and not understand why others don’t share their values and behaviors. This can lead to conflict and a breakdown in communication.

“Ribbons” by Laurence Yep

Reading: Make Inferences by Reading Between the Lines and Asking Questions, p. 188

Sample Answers

1. Grandmother is not used to physical affection.
2. Grandmother does not feel at home.
3. Grandmother would rather feel pain than be reminded of the practices of the past.
4. Grandmother is uncomfortable showing affection, but she wants to show that she cares for Stacy.
5. Stacy believes that she and Grandmother are overcoming their differences and discovering how strongly they are connected.

Literary Analysis: Theme, p. 189

Sample Answers

1. The setting is a two-story, three-bedroom apartment in San Francisco. (Note that students are unlikely to determine the number of bedrooms.)

2. *Grandmother*: She scolds Stacy for many things: for hugging her; for complaining when Grandmother gives Ian her ice cream; for the ribbons on her toe shoes, which Grandmother says will ruin Stacy’s feet; for going into the bathroom when Grandmother is bathing her feet. At the end, however, she explains to Ian the importance of the little mermaid’s wish to walk despite the pain that walking causes her.

Mom: She explains her mother’s behavior to Stacy. She tells her that in China, boys are considered more important than girls. She explains how and why her mother’s feet were bound.

Stacy: She complains to her mother about her grandmother’s behavior. When given the chance, she explains her love of dance to her grandmother and explains that the ribbons are for tying on her dancing shoes, which she loves.

3. *Grandmother*: She ignores or scolds Stacy and pays attention to Ian. Finally, though, she listens as Stacy reads “The Little Mermaid” aloud, and she uses that story to talk about her bound feet. Then, she listens and watches as Stacy explains her love of ballet.

Stacy: She tries to show affection for her grandmother by hugging her. She tries to get her grandmother’s attention by asking for help with her toe shoes. She gets angry and ignores her grandmother. Finally, though, after her grandmother talks about her bound feet by talking about the little mermaid, Stacy tries again to explain her toe shoes and her love of ballet to Grandmother, and this time she succeeds.

4. The important objects are the satin toe shoes, the silk ribbons, Grandmother’s feet, and the fairy tale “The Little Mermaid.”
5. The subject is cultural differences.
6. The theme is that cultural differences can be bridged through communication.

Vocabulary Builder, p. 190

- A.** 1. laborious; 2. exertion; 3. sensitive; 4. coax; 5. meek; 6. furrowed

B. Sample Answers

1. She works hard and steadily.
2. A harmonious tune is pleasing because it is full of harmony; a dissonant tune lacks harmony.
3. The child would probably eat large amounts of the great-tasting food.

Enrichment: Documentary, p. 191

The items that students choose should relate to and have significance in the lives of their subjects. In their commentary, students should write coherently and demonstrate an understanding of the narrative form.

“Zoo” by Edward D. Hoch
“Ribbons” by Laurence Yep

Integrated Language Skills: Grammar, p. 192

A. The adverbs to be underlined are followed by the words they modify.

1. slowly—slid; up—slid; how? where?
2. around—clustered; quickly—collected; where? how?
3. quickly—filed; out—filed; how? where?
4. especially—enjoyed; to what extent?
5. formally—bowed; how?

B. Sample Answers

1. If I do not move quickly in the morning, I will miss the school bus.
2. I never eat spinach.
3. When I groom my dog, I comb his fur gently.
4. In the summer, I always check the dog for fleas and ticks.
5. Finally, I give the dog a bath.

“Ribbons” by Laurence Yep

Open-Book Test, p. 195

Short Answer

1. Ian shouts excitedly when he first sees his grandmother. Stacy only looks out the window at her. Stacy has had to make sacrifices; she gave up her bedroom and her ballet lessons, so she might resent the arrival of their grandmother. Ian has not had to make any sacrifices, so he greets her more warmly.
Difficulty: *Easy* **Objective:** *Interpretation*
2. Grandmother is not used to being hugged because that kind of contact is not common in her culture. Such cultural differences can lead to misunderstandings.
Difficulty: *Easy* **Objective:** *Literary Analysis*
3. Ian does not speak Chinese.
Difficulty: *Easy* **Objective:** *Reading*
4. She is reminded of the ribbons that once bound her own feet, and she is afraid they are hurting Stacy’s feet in the same way.
Difficulty: *Average* **Objective:** *Interpretation*
5. Grandmother’s feet were injured by binding her feet to make her more attractive to men. This shows that women’s well-being took a back seat to the desires and interests of men, who thought women with small, bound feet were more attractive.
Difficulty: *Challenging* **Objective:** *Interpretation*
6. She is ashamed of her feet because they are ugly and deformed, and they show she was hurt as a child so she could be considered beautiful.
Difficulty: *Average* **Objective:** *Interpretation*
7. Grandmother’s comment shows that she cares about Stacy, even though she does not know how to show it.

She doesn’t want Stacy to feel the pain and suffering that she experienced from having her feet bound.

Difficulty: *Challenging* **Objective:** *Reading*

8. Meaning of ribbons for Grandmother: They represent pain and suffering from her old life.
Meaning of ribbons for Stacy: They represent dancing, which she loves
Sample answer: The contrasting meanings of the ribbons highlight the theme of cultural differences.
Difficulty: *Average* **Objective:** *Literary Analysis*
9. Stacy and Grandmother are separated by a big difference in age and cultural backgrounds: Grandmother’s love of old customs and her embarrassment about her feet, and Stacy’s more informal American ways and her love of ballet. Later, as they learn about each other’s backgrounds, they are able to reach across these differences and understand each other.
Difficulty: *Challenging* **Objective:** *Literary Analysis*
10. Because she is old and because her feet are deformed, climbing stairs is difficult for her, and *laborious* means “very difficult.”
Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students should note that “The Little Mermaid” serves as a starting point for Stacy and Grandmother to have a conversation about their misunderstanding. The story helps Stacy understand how Grandmother feels about her feet, and it helps Grandmother understand how Stacy feels about dancing.
Difficulty: *Easy* **Objective:** *Essay*
12. Students might note these cultural differences: Grandmother doesn’t understand hugs and dotes on Ian because he is a boy. Stacy reacts first by trying to win her grandmother’s affection and then by ignoring her. The two characters are finally able to resolve their differences by talking about them. Students should point out that the story suggests that people must understand and discuss cultural differences in order to understand each other.
Difficulty: *Average* **Objective:** *Essay*
13. Some students might argue that Stacy is more to blame because it would be easier for her, as a young person, to be flexible about understanding why an older person such as Grandmother might be set in her ways—especially when she has just arrived into a new and strange culture. Others might argue that Grandmother is mainly responsible because an older person should have the wisdom to reach out to younger people. Others might argue that both are responsible—that both are caught up in false pride until they learn how to reach across age and culture to understand the viewpoint of another person.
Difficulty: *Challenging* **Objective:** *Essay*

14. Students should note that the conflict occurs because Grandmother dotes on Ian and ignores or scolds Stacy. When Stacy learns how Grandmother's feet were bound, and they are able to talk about this and about Stacy's love of ballet, they can understand each other more fully. Students may point out that both characters win the conflict.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

“Ribbons” by Laurence Yep

Selection Test A, p. 198

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Interpretation |
| 2. ANS: B | DIF: Easy | OBJ: Interpretation |
| 3. ANS: A | DIF: Easy | OBJ: Reading |
| 4. ANS: A | DIF: Easy | OBJ: Reading |
| 5. ANS: B | DIF: Easy | OBJ: Comprehension |
| 6. ANS: D | DIF: Easy | OBJ: Comprehension |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: C | DIF: Easy | OBJ: Interpretation |
| 9. ANS: A | DIF: Easy | OBJ: Interpretation |
| 10. ANS: D | DIF: Easy | OBJ: Interpretation |
| 11. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Easy | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

16. Students should recognize that the conflict occurs because Grandmother dotes on Ian and scolds Stacy and ignores her. Grandmother misunderstands the purpose of Stacy's toe-shoe ribbons: She thinks that Stacy is binding her feet with them. Stacy then learns how Grandmother's feet had been bound and are deformed as a result. After Stacy reads “The Little Mermaid,” Stacy and Grandmother talk about the mermaid's decision to walk and the challenge that decision presented. Talking about the story's message allows Stacy and Grandmother to talk about Grandmother's feet and Stacy's love of ballet, and that discussion allows them to understand each other better and get along better.

Difficulty: *Easy*

Objective: *Essay*

17. Students should identify the important objects as Grandmother's feet and the ribbons on Stacy's ballet slippers, and they should recognize that both objects relate to the title of the story. They relate to the theme as well because they represent the cultural differences that separate Grandmother and Stacy. To Grandmother, ribbons represent pain; to Stacy, they represent her passion for ballet. Students should recognize that Grandmother and Stacy demonstrate the theme after Grandmother listens to Stacy read the story about the mermaid. The mermaid learns to walk despite the pain it causes. Grandmother then listens as Stacy explains that the ribbons she'd shown her earlier are used to tie her dancing shoes, not to bind her feet. Therefore, through communication, Stacy and her grandmother overcome their differences.

Difficulty: *Easy*

Objective: *Essay*

18. Students should note that the conflict occurs because Grandmother dotes on Ian and ignores or scolds Stacy. When Stacy learns how Grandmother's feet were bound, and they are able to talk about this and about Stacy's love of ballet, they can understand each other better, so both characters win the conflict.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 201

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Average | OBJ: Interpretation |
| 2. ANS: D | DIF: Challenging | OBJ: Reading |
| 3. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: A | DIF: Average | OBJ: Comprehension |
| 5. ANS: A | DIF: Average | OBJ: Reading |
| 6. ANS: D | DIF: Average | OBJ: Comprehension |
| 7. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 8. ANS: A | DIF: Challenging | OBJ: Interpretation |
| 9. ANS: C | DIF: Average | OBJ: Reading |
| 10. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: B | DIF: Challenging | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 12. ANS: A | DIF: Average | OBJ: Vocabulary |
| 13. ANS: C | DIF: Average | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Grammar |
| 15. ANS: C | DIF: Average | OBJ: Grammar |

Essay

16. Students might note these cultural differences: Grandmother stiffens and scolds Stacy when Stacy hugs her. Grandmother favors Ian because he is a boy. Grandmother reacts angrily when she sees the ribbons to Stacy's toe shoes. Students should note that Stacy feels

hurt. She tries to win her grandmother's affection by sharing with her her love of ballet. When that attempt fails, Stacy chooses to ignore her grandmother. Students should recognize that Stacy's reading of "The Little Mermaid" aloud provides the opportunity for her and her grandmother to talk about Grandmother's bound feet and Stacy's dancing shoes and so allows them to resolve their differences. Students might note that "Ribbons" suggests that people must recognize and discuss cultural differences so that they can understand each other and even grow close.

Difficulty: *Average*

Objective: *Essay*

17. Students should describe the setting (Stacy's family's apartment), identify the main characters (Stacy and Grandmother), and briefly describe the conflicts between them. They should identify the important objects as Grandmother's feet and the ribbons on Stacy's ballet slippers, and they should recognize that both the feet and the ballet shoes relate to the title. To Grandmother, the ribbons represent pain and deformity; to Stacy, they represent passion and appreciation of beauty. The theme is the importance of communication and understanding.

Difficulty: *Average*

Objective: *Essay*

18. Students should note that the conflict occurs because Grandmother dotes on Ian and ignores or scolds Stacy. When Stacy learns how Grandmother's feet were bound, and they are able to talk about this and about Stacy's love of ballet, they can understand each other more fully. Students may point out that both characters win the conflict.

Difficulty: *Easy*

Objective: *Essay*

"After Twenty Years" by O. Henry

"He—y, Come On O—ut!" by Shinichi Hoshi

Vocabulary Warm-up Exercises, p. 205

- A.**
1. wits
 2. outline
 3. gusts
 4. slight
 5. profits
 6. authorities
 7. consented
 8. established

B. Sample Answers

1. When we *expanded* our storeroom, we increased its size.
2. People who believe in *fate* believe that it determines what happens.

3. When we reached the *midway* point on the journey, we were halfway between the beginning and the end.
4. *City dwellers* are people who live in cities.
5. When a *throng* gathers in this neighborhood, the place is crowded.
6. Joan's main *objection* to the project was that she thought it would not work.
7. If our *proposition* wins approval, we will have a lot to do.
8. People who live in this *vicinity* live here.

Reading Warm-up A, p. 206

Words that students are to circle appear in parentheses.

Sample Answers

1. (storms blow), (huge), (wind); Gusts are sudden, strong rushes of air or wind.
2. (the tides); *great*
3. help the people of Tuvalu, They will accept 75 Tuvaluans per year as refugees; Authorities are the people who are in power or in control.
4. Authorities in New Zealand have agreed to help the people of Tuvalu; Scott consented to rake the leaves for Mrs. Wiggins.
5. They will accept 75 Tuvaluans per year as refugees. Established means "set up something."
6. a plan; I might outline the major points of a topic that will be on a test.
7. (oil and fuel companies); Profits are gains.
8. the wits of science, business, and politics; It took great wits, like Steven Jobs and Bill Gates, to make personal computers a part of our everyday lives.

Reading Warm-up B, p. 207

Words that students are to circle appear in parentheses.

Sample Answers

1. brought them together; Fate is a force that some people believe controls things or causes things to happen.
2. (Their business); We expanded our kitchen, and now it is much larger.
3. A new vicinity means a new place, so Emily's parents wanted to move their business to a new location.
4. I don't want to go without Mia; An objection is an act of objecting to or disapproving of something.
5. Emily's mother's proposition was that the girls could spend summer vacation together at the beach. A proposition is a proposal or undertaking.
6. (almost beach dwellers); Other kinds of dwellers include city dwellers, apartment dwellers, and country dwellers.
7. (beachgoers); The throng of shoppers crowded the store during the sale.
8. It means that each girl traveled halfway along the beach, and the two girls met at the midpoint.

Writing About the Big Question, p. 208

- A.** 1. understanding
2. outcome
3. challenge, struggle
4. outcome

B. Sample Answers

1. I expected to fail my math test, but I got a B+. I expected my friends to call on my birthday, but no one remembered.
2. My friends and I had always made a big deal about one another's birthdays. So when no one remembered to call me, I felt confused and disappointed; I **struggled to understand** how they could forget.

C. Sample Answer

When things turn out differently from what you expected, it can be confusing. You may wonder if you missed some kind of sign that might have hinted at the unexpected outcome. If the outcome is negative, it may create conflict, and you may struggle to accept it. If the outcome is positive, you may feel lucky.

Literary Analysis: Irony, p. 209

Sample Answers

1. A man tells a police officer that he is waiting for a friend he hasn't seen for 20 years, and that they had agreed to meet in that spot on that night. / After a storm, the people of a village discover a deep hole that appears to be bottomless. Everyone agrees it should be filled, and so people fill it with waste, including contaminated material.
2. The old friend will arrive, and the two men will discover how much each has changed. / The hole will be filled, and the ground will be contaminated.
3. The man in the doorway is arrested because he is a wanted criminal. / A construction worker hears the echo of the voice of the man who shouted into the hole at first, and the very first item thrown into the hole, a pebble, falls from the sky.
4. The scar near the man's eyebrow and the diamond pin led me to expect that the man would reveal that he has lived a hard life and earned a lot of money. / The scientist cannot explain why the hole appears to be bottomless. That leads me to expect that the people will be able to go on filling the hole forever.
5. The policeman is the man's old friend, and the man is a wanted criminal. / Everything that the people put into the hole begins to fall out of the sky—everything the people thought they had thrown away is going to be returned to them.

Vocabulary Builder, p. 210

A. Sample Answers

1. The plot of the short story was so intricate that we could not follow it.
2. The destiny of a criminal is likely to include time spent in prison.

3. The two men arrived simultaneously, both reaching the doorway at the same time.
4. Because there were many spectators when the crime was committed, many eyewitnesses testified at the trial.
5. The apparent smile on the face of the scientist was noticed by everyone.
6. The plausible explanation made sense to everyone.
7. Because he offered a good solution, everyone accepted the concessionaire's proposal.

- B.** 1. A; 2. C; 3. A

Open-Book Test, p. 212

Short Answer

1. He slows down because he is there to keep the appointment with his friend.
Difficulty: Average Objective: Interpretation
2. He wants to see whether he has time to call another officer to arrest him. He wants someone else to arrest Jimmy Wells because Jimmy was once his friend.
Difficulty: Easy Objective: Interpretation
3. He volunteers to fill in the hole for the village so he can make a profit by charging for the right to dump material into the hole.
Difficulty: Average Objective: Interpretation
4. It allows them to produce more waste. They do not have to worry about the consequences, so they don't have to think about whether what they are doing is wrong or consider the effects of their actions on the future.
Difficulty: Challenging Objective: Interpretation
5. The deep hole that never fills up is not realistic—it could not happen in real life. Everything that happens in "After Twenty Years" could actually occur.
Difficulty: Easy Objective: Literary Analysis
6. Both stories feature situational irony because both have surprise endings. The endings are not what the reader suspects, and they hint at negative consequences for the characters.
Difficulty: Average Objective: Literary Analysis
7. Differences: Students may note that the ending of "After Twenty Years" is more realistic than that of "He-y"; they may also find it more predictable.
Similarities: Students may note that both stories have surprise endings. Both endings suggest negative consequences for the characters. Students should indicate which ending they think is more effective.
Difficulty: Average Objective: Literary Analysis
8. Students may note that "After Twenty Years" includes conversations between characters in which the policeman says things to "Silky" Bob that contradict what he actually means. They may also point out that the concessionaire makes promises to the villagers that contradict what he means.
Difficulty: Challenging Objective: Literary Analysis

9. Most students will answer yes, pointing out that the idea that the characters are not who they say they are makes the plot complicated.

Difficulty: *Easy* **Objective:** *Vocabulary*

10. Bob means that twenty years earlier they had decided that each of them would have figured out his course in life—who he was and where he was going. As it turns out, though, Bob believed he was doing well, while in fact he was a criminal headed for prison.

Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students may identify the irony in both stories as situational, or they may identify the irony in “After Twenty Years” as situational and verbal and the irony in “He-y, Come On O-ut” as situational. Students should include details such as the situation of one man becoming a police officer, while the other becomes a criminal. Also, the fact that a voice and pebble come unexpectedly from the hole signals a negative consequence to the villagers’ actions.

Difficulty: *Easy* **Objective:** *Essay*

12. Students should identify aspects of the ending they choose that are surprising and then support their choice. Most students will be surprised that the police officer in “After Twenty Years” turns out to be Bob’s old friend, and most will also be surprised that the village in “He-y, Come on O-ut!” turns out to be at the bottom of a hole somewhere in the sky.

Difficulty: *Average* **Objective:** *Essay*

13. Students should state a clear message for each story. They may suggest that O. Henry is writing about friendship or justice. They should realize that Hoshi is addressing the need to recognize the consequences of various actions in contemporary society, especially as they relate to the environment. Students should support their opinions of the stories with well-reasoned explanations and relevant details from the stories.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students may note that the conflict in “After Twenty Years” is between the policeman and Bob. Its outcome is that Bob will be going to prison; the policeman is the clear winner. The conflict in “He-y” is less clear. Students may feel that it is between the concessionaire and the villagers, and that the concessionaire is the winner. Others may believe that the conflict is between the needs and the wants of the villagers. They may see no winner in this conflict.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Students should give oral explanations in response to the questions they choose or that are assigned to them.

Difficulty: *Average* **Objective:** *Oral Interpretation*

Critical Reading

1. ANS: D	DIF: Easy	OBJ: Comprehension
2. ANS: B	DIF: Easy	OBJ: Interpretation
3. ANS: C	DIF: Easy	OBJ: Interpretation
4. ANS: A	DIF: Easy	OBJ: Literary Analysis
5. ANS: A	DIF: Easy	OBJ: Comprehension
6. ANS: C	DIF: Easy	OBJ: Interpretation
7. ANS: D	DIF: Easy	OBJ: Comprehension
8. ANS: C	DIF: Easy	OBJ: Literary Analysis
9. ANS: C	DIF: Easy	OBJ: Literary Analysis
10. ANS: A	DIF: Easy	OBJ: Literary Analysis
11. ANS: B	DIF: Easy	OBJ: Literary Analysis
12. ANS: A	DIF: Easy	OBJ: Literary Analysis

Vocabulary

13. ANS: A	DIF: Easy	OBJ: Vocabulary
14. ANS: D	DIF: Easy	OBJ: Vocabulary
15. ANS: A	DIF: Easy	OBJ: Vocabulary

Essay

16. Students may identify the irony in both stories as situational, or they may identify the irony in “After Twenty Years” as situational and the irony in “He—y, Come On O—ut” as dramatic. They should demonstrate an understanding of the forms of irony they name. They may point out that in “After Twenty Years” the irony lies in the situation of one man becoming a police officer while his old friend becomes a criminal whom the officer must arrest, or they may suggest that the irony is that Bob goes out of his way to honor a twenty-year-old pledge to a best friend only to be arrested by that friend. Students may say that in “He—y, Come On O—ut!” it is ironic that although the hole cannot be explained, the people come to accept it and seem not to think that their actions will have negative consequences. In the end, however, it becomes clear that there will be serious negative consequences. Students who identify the irony in “He—y, Come On O—ut!” as dramatic should point out that readers recognize the negative consequences while the characters in the story do not.

Difficulty: *Easy*

Objective: *Essay*

17. Students should identify the aspect of each ending that makes it surprising, and they should cite details from the stories that logically support their choices of the story with the more surprising ending and the story with the less surprising ending.

Difficulty: *Easy*

Objective: *Essay*

18. Students may note that the conflict in “After Twenty Years” is between the policeman and Bob. The policeman is the clear winner because Bob will go to prison.

The conflict in “He—y” is less clear. Students may feel that it is between the concessionaire and the villagers, and that the concessionaire is the winner. Others may believe that the conflict is between the needs and the wants of the villagers. They may see no winner in this conflict.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 218

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Challenging | OBJ: Interpretation |
| 2. ANS: B | DIF: Average | OBJ: Interpretation |
| 3. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 4. ANS: A | DIF: Average | OBJ: Comprehension |
| 5. ANS: B | DIF: Average | OBJ: Comprehension |
| 6. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Average | OBJ: Interpretation |
| 8. ANS: A | DIF: Average | OBJ: Interpretation |
| 9. ANS: B | DIF: Challenging | OBJ: Comprehension |
| 10. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 12. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 13. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 14. ANS: C | DIF: Average | OBJ: Literary Analysis |

Vocabulary

- | | | |
|------------|------------------|-----------------|
| 15. ANS: A | DIF: Average | OBJ: Vocabulary |
| 16. ANS: B | DIF: Average | OBJ: Vocabulary |
| 17. ANS: D | DIF: Average | OBJ: Vocabulary |
| 18. ANS: B | DIF: Challenging | OBJ: Vocabulary |

Essay

19. Students should identify aspects of the endings that are surprising, cite similarities between the endings, and then identify differences between them (for example, “After Twenty Years” is more realistic; the resolution of “After Twenty Years” is more predictable than that of “He—y, Come On O—ut!”). Students should cite details from the stories to support their choice of the more surprising ending.

Difficulty: *Average*

Objective: *Essay*

20. Students should state a clear message for each story. They are likely to suggest that O. Henry is writing about friendship or justice; they should realize that Hoshi is addressing the need to recognize the consequences of various events (production of goods, creation of pollution, the use of nuclear energy) in contemporary society. Students should support their opinions of the stories with well-reasoned explanations and relevant details from the stories.

Difficulty: *Challenging*

Objective: *Essay*

21. Students may note that the conflict in “After Twenty Years” is between the policeman and Bob. Its outcome is that Bob will be going to prison; the policeman is the clear winner. The conflict in “He—y” is less clear. Students may feel that it is between the concessionaire and the villagers, and that the concessionaire is the winner. Others may believe that the conflict is between the needs and the wants of the villagers. They may see no winner in this conflict.

Difficulty: *Average*

Objective: *Essay*

Writing Workshop

Integrating Grammar Skills, p. 222

- A.** 1. faster; 2. more slowly; 3. most sluggish; 4. more complex
- B.** 1. Mrs. T’s garden is the finest in the city.
2. Her roses smell nice, but her lilies are even more fragrant.
3. Of the two kinds of irises, the bearded irises are the prettier.
4. The tulips bloom in early May, but the daffodils bloom even earlier.

Vocabulary Workshop—1, p. 223

Sample Answers

- A.** 1. circled: *circum*; go around
2. circled: *aqu, duct*; a structure for carrying water
3. circled: *pre, jud*; feelings of judgment made before learning facts
4. circled: *jud, ous*; marked by good judgment; wise
5. circled: *pre, able*; able to be stopped or avoided beforehand

Vocabulary Workshop—2, p. 224

- B.** Synonyms and sentences will vary. Possible responses are shown.

- | | |
|------------|-------------|
| 1. nemesis | 4. colossal |
| 2. typhoon | 5. furious |
| 3. mentor | |

Benchmark Test 4, p. 226

MULTIPLE CHOICE

1. ANS: B
2. ANS: B
3. ANS: D
4. ANS: C
5. ANS: C
6. ANS: C

7. ANS: A
8. ANS: D
9. ANS: D
10. ANS: B
11. ANS: A
12. ANS: C
13. ANS: B
14. ANS: C
15. ANS: C
16. ANS: D
17. ANS: D
18. ANS: A
19. ANS: C
20. ANS: D
21. ANS: B
22. ANS: B
23. ANS: C
24. ANS: B
25. ANS: D
26. ANS: C
27. ANS: D
28. ANS: C
29. ANS: A

MULTIPLE CHOICE

1. ANS: B
2. ANS: B
3. ANS: D
4. ANS: C
5. ANS: D
6. ANS: D
7. ANS: A
8. ANS: C
9. ANS: D
10. ANS: D
11. ANS: A
12. ANS: C
13. ANS: B
14. ANS: A
15. ANS: C
16. ANS: B
17. ANS: A
18. ANS: C
19. ANS: A
20. ANS: D

WRITING

30. Students' responses should demonstrate an understanding of the letter form. The letters should also show students' ability to support statements with specific examples.
31. Students' responses should demonstrate an understanding of anecdotes.
32. Students should include sensory details and precise language in their description of the setting of a short story.