

GRAMMAR: CUTE—BUT DEADLY

ASSURE, ENSURE, AND INSURE

- | | |
|-------------|-------------------------|
| 1. assured | 7. insure |
| 2. insuring | 8. ensure |
| 3. assures | 9. assured (or assures) |
| 4. ensure | 10. insure |
| 5. ensures | 11. insure |
| 6. assured | |

THE RACE AGAINST DEATH

INFORMATION QUEST

- 3,500
- Inupiaq Eskimos were the original inhabitants of the region. Many still maintain a subsistence lifestyle. Their ivory-carving, drumming, vocal music, and dancing are part of the culture of Nome today.
- There are three flights from Anchorage to Nome each day.
- You could also get to Nome by ship, snowmobile, or dogsled.
- Mushing is a recreational activity in Alaska today.
- The most popular means of transportation in Alaska are ferries, ocean barges, trains, and planes.
- Typical symptoms of diphtheria include sore throat, fever, swollen glands, weakness, and a gray coating on the back of the throat.
- Diphtheria is extremely rare in the United States today because of widespread vaccination.

VIDEO DISCUSSION QUESTIONS

- optimism: belief that things will turn out successfully or for the best
innovation: new ideas or inventions
- Both World War I and an influenza epidemic that killed 20 million people occurred just prior to the 1920s.
- Electric lights, airplanes, medicines, indoor toilets, and automobiles were innovations that affected people's lives.
- Popular kinds of entertainment included radio broadcasts, silent movies, and baseball games.
- African-Americans faced prejudice, segregated schools and libraries (as well

as other public facilities) in the South, and poverty.

PARAPHRASE A COMPLEX TEXT: THE CALL OF THE WILD

Answers will vary but should be similar to the following:

Paragraph 1:

His muscles became very strong. Pain no longer affected him. He could eat anything, no matter how unappealing or hard to digest it was, and once he ate it his body used every last bit of it to make him tough and strong.

Paragraph 2:

His senses of sight, smell, and hearing became very sharp. Even in his sleep he could hear a faint sound and know whether it was a sign of danger. He learned to use his teeth to bite away the ice that collected between his toes, and his front legs to break through the ice that covered his water hole so that he could get a drink.

Paragraph 3

His most special trait was his ability to predict what the wind would be doing the next day. No matter how still the wind seemed when he went to sleep, he always managed to know how it would change, and to prepare by curling up in a spot where he would be out of the wind, safe and comfortable.

Paragraph 4:

It wasn't just that he learned by experience. His instincts, which had become dull, became strong again. When, on quiet, cold nights, he pointed his nose to the sky and howled like a wolf, it was as if his ancestors were coming alive through him.

"THE RACE AGAINST DEATH" QUIZ

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

- Answers will vary but should be similar to the following: Like Buck, the sled dogs involved in transporting the medicine were tough and determined. Some of them had to travel over sharp ice rubble, which can be extremely painful to their paws. It is likely that they, like Buck, "grew callous to all

ordinary pain"—or that if they felt pain, they learned to ignore it. Buck is described as having a remarkably keen sense of sight and scent. Balto displays this too, when he finds his way back to the trail during the blizzard.

- Answers will vary but may include the following: Seppala's shortcut across the Norton Sound is described as "littered with ice rubble—sharp fragments of ice that could slice open a dog's paws." When "Wild Bill" Shannon arrived in Tolovana, "his face was black with frostbite." The blizzard brings "powerful winds, blinding snow, and a windchill of minus 70 degrees." Kaasen's last leg of the relay ended in Nome when he "staggered off the sled, stumbled up to Balto, and collapsed, muttering, 'Fine dog.'" This descriptive language gives the reader a real sense of the intensity of the cold, helping to illuminate how difficult and dangerous the journey was for the mushers and their dogs. As the struggles of transporting the medicine are made more vivid for the reader, the stakes are heightened, contributing to the dramatic and suspenseful tone of the article.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

- "The Race Against Death"
- It shows a pack of sled dogs pulling a musher through the snow. The dogs have a look of purpose, especially the lead dog, whose eyes are intense and determined.
- who came together to save the people of Nome
- The photo on page 7 shows nurses waiting for the diphtheria serum to arrive outside the hospital in Nome, which is covered in snow. One of the photos on page 8 shows a crowd greeting Kaasen as he arrives in Nome with the serum; the other shows Kaasen holding Balto. Together, these pictures tell the story of the heroes who rescued a town in desperate need.
- A. Problem and Solution
B. The section begins by describing two major problems: that a diphtheria outbreak had started in Nome, and that there was no easy way to transport the medicine that was needed to Nome

from Anchorage, 1,000 miles away. The section concludes with the solution Nome's town officials proposed: to have a relay of dogsled teams deliver the serum.

6. In 1925, the remote town of Nome, Alaska, was experiencing an outbreak of diphtheria, a highly contagious and deadly disease. The medicine needed to prevent hundreds of deaths was located in Anchorage, 1,000 miles away. Because it was winter, there was only one way to get the medicine to Nome: by dogsled.
7. Answers will vary but should be similar to the following: A lot of teamwork was involved to save the people of Nome. Evidence may include: "Meanwhile, the medicine had reached Nulato days earlier than expected, because Nome's leaders had added more mushers to the relay. There were now 20 mushers involved in the race to save Nome." (p.8)
8. Answers will vary but may include: "It was up to Balto to sniff through several feet of snow and try to pick up the scent of the trail" (p.8); "Suddenly Balto lifted his head and broke into a run" (p. 8); "His muscles became hard as iron, and he grew callous to all ordinary pain" (p. 9).
9. 3, 6, 2, 4, 5, 1
10. Claim 1: False; Looking at the scale of miles at the bottom of the map, it is clear that the distance between Nome and Nenana is significantly less than 1,000 miles.
Claim 2: True; The yellow line indicating Seppala's route crosses the water of the Norton Sound.
11. Answers will vary.
12. Answers will vary.

"THE RACE AGAINST DEATH" VOCABULARY PRACTICE

1. windchill
2. neutralize
3. windpipe
4. epidemic
5. frostbite
6. outpost
7. antitoxin
8. Answers will vary.

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Nome faced a diphtheria outbreak, a lack of medicine, and isolation from the rest of the world because of the winter weather. Today most people are vaccinated against diphtheria, and we have forms of transportation that can reach Nome year-round.
2. Nome officials located the medicine in Anchorage; someone—probably doctors—loaded the medicine onto a train; and a relay of 20 mushers and their sled dog teams delivered it to Dr. Welch, who gave it to those who were sick.
3. Answers may include that they were committed to saving people, strong, brave, skillful, able to endure harsh weather and exhaustion, and willing to risk their own safety.
4. Details include: The dogs had to cross sharp ice rubble on a hazardous trail; temperatures were even lower than normal, reaching 50 below zero; a blizzard hit, with strong winds, a windchill of minus 70 degrees, and huge snowdrifts.
5. It suggests that a sled dog develops sharp senses. The excerpt describes Buck's sight, hearing, and scent as highly acute.

HEY YOU! WAKE UP!

"DO YOU SLEEP WELL?"

Answers will vary but may include the following:

Effects of sleep deprivation

- loss of brain cells
- depression
- anxiety
- obesity
- bad grades
- sports injuries
- low self-esteem
- diabetes
- in adults: poor concentration, health, job performance, and mood
- car accidents
- major disasters, such as the Colgan Plane Crash, the Exxon Valdez Oil Spill, and the Challenger Explosion
- loss of creativity
- in extreme cases, hallucinations/paranoia (as shown by Randy Gardner's experiment)

- death in flies and rats

Causes of sleep deprivation

- shift in internal body clock during puberty
- using technology before sleep makes it hard to relax
- the blue-wave light that gadgets produce blocks the release of the hormone melatonin
- anxiety
- friends calling/texting late at night
- sugary and caffeinated foods
- using one's bed for anything but sleep
- artificial light makes it possible for people to stay up much later

Ways to maintain good sleep habits or improve sleep habits

- stop using technology before bedtime
- eat fewer sugary or caffeinated foods before bedtime
- stop studying or using bed for other activities besides sleeping

A SLEEP QUIZ

1. D 5. B
 2. C 6. D
 3. C 7. B
 4. C 8. D
-
9. Answers will vary but should be similar to the following: During puberty, teens' internal clocks shift, making them want to go to sleep several hours later than they did when they were younger. A high percentage of teens use some form of technology before bed. This not only keeps the brain active but also prevents the release of the melatonin, the hormone that triggers sleep. Teens who have sugary or caffeinated foods late in the day are likely to have trouble sleeping too. Another factor contributing to a sleep deficit is that teens often use their beds for homework or other activities besides sleep, which makes it difficult when they want to go to sleep. When Mary Carskadon calls these factors a "perfect storm" for a sleep deficit, she means that there are many factors present that can make it challenging for teens to get a good night's sleep.
 10. Answers will vary, but may be similar to the following: Students who say yes, school should start later in the day, may point to evidence from the article stating that teens' circadian rhythms

change during puberty, causing them to stay up later. If school started later, they could use that time to catch up on sleep. They would be more clear-headed and energized during the school day. Students who say no, starting school later is not the solution, may claim that teens need to change their behavior to ensure they get the amount of sleep they need. Turning off all screens, eating well, and making one's environment conducive to sleep can help prevent sleep deficits in teens.

THE SECRET SOLDIER

BUILDING AN ARGUMENT

Answers will vary.

Page 1

Additional supporting evidence may include:

- "Many female soldiers have been in the same situation: They go out on missions and face the possibility of roadside bombs, small-arms fire, and more."
- "... women in a dozen countries, including Israel and Canada, are already proving themselves in such roles."

How well does the writer support claim 1?

Students may say that the writer does a good job of supporting her claim, because she provides a personal experience as well as an additional fact as evidence. Perhaps she could have offered even stronger support, though, by including statistics about the number of women who have served in combat, or offered a quote from a person in authority about women's effectiveness as combat soldiers.

Page 2

Claim 2:

We need women to serve in combat.

Supporting evidence:

- The writer says she served in combat in Iraq because "there were not enough male soldiers in my Civil Affairs detachment for all the infantry battalions we had to support."
- "Many female soldiers have been in the same situation [of needing to serve in combat because there weren't enough men]."

How well does the writer support claim 2?

Students may say that she does a

so-so job of supporting her claim. She provides an example from her own life that supports her claim and writes that many other female soldiers have also had to serve in combat because of a lack of men, but she does not provide any data or examples of this.

Another possibility for claim 2:

The policy of prohibiting women from serving in combat is based on the "outdated attitude" that women are less capable than men.

(No supporting evidence provided.)

How well does the author support claim 2?

Students may say that the author does not do a good job of supporting her claim, because she does not provide any evidence to support it.

Page 3

Argument:

Women should not be allowed to serve in combat.

Additional supporting evidence may include:

- Women have "25 to 30 percent less aerobic capacity [than men], which is essential for endurance."
- "... Training for female soldiers is modified to compensate for physical differences between men and women, but there can be no modifications on the battlefield."

How well does the writer support claim 1?

Students may say that the writer does a pretty good job of supporting her claim, because she provides three facts that support it. On the other hand, just because women on average are not as strong as men, it is not necessarily true that no women can meet the physical requirements of combat soldiers.

Page 4

Claim 2:

Women in combat may affect discipline and unit cohesion.

Supporting evidence:

- "Women lose more duty time due to medical issues, including pregnancy. Their absence may be disruptive in combat units, where concentration and mutual trust are essential for survival."

How well does the writer support claim 2?

Students may say that the writer does not do a very good job of supporting her claim. She states that women lose more duty time than men due to medical issues, but she provides no data

to back this up. She could have done a better job explaining why women in combat may affect discipline and unit cohesion, and included examples of when this has happened.

Page 5

**Students may identify additional text evidence for each persuasive strategy.

Catherine Ross

Logos:

LOGIC: Women have already been serving in combat "out of necessity," so it's proven they can do it.

FACT: Women in Canada and Israel serve in combat roles.

Pathos:

Ross states that in the U.S., "women are perceived as less capable than men," and she calls this an "outdated attitude." With this language, she seems to be trying to rally the reader to fight sexist attitudes.

Ethos:

Ross establishes her credibility by explaining that she served in a combat role in her Civil Affairs detachment. She has seen firsthand that women are capable.

Elaine Donnelly

Logos:

LOGIC: Military training for women is modified to account for their physical differences, but there are no "modifications" on the battlefield. Women would be, therefore, in more danger than men, as would their fellow soldiers.

FACT: Women have, on average, "45 to 50 percent less upper-body strength" and "25 to 30 percent less aerobic capacity," which means that the heavy equipment and gear they will have to carry will be more of a burden on them than it is on men.

FACT: 90 percent of enlisted women oppose involuntary combat.

Pathos:

She refers to "remote and dangerous" parts of Afghanistan, where American soldiers are hauling "burdens" weighing up to 100 pounds. By describing a combat soldier's job as dangerous and strenuous, she causes the reader to feel concern for female soldiers. She also writes, "At times, we have no choice

about sending young men to war, but we do have a choice when it comes to sending young women." This evokes the reader's sympathy for and urge to protect members of the military; she may be trying to make the reader feel guilty for unnecessarily putting young women in harm's way.

Ethos:

Donnelly uses military jargon to establish her credibility.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Deborah Sampson; major. She is a young woman who disguises herself as a man to fight in the Revolutionary War. She is brave, determined, self-confident, and unconventional in her thinking. Deborah is a static character; though her situation changes over the course of the play, internally, she does not change significantly. (Students may also say that she is dynamic because she goes from being a servant to a soldier.)
B. General Patterson; minor. He is an army commander who promotes Deborah for her good work, and to whom she reveals that she is not a man, but a woman. He is kind and fair. He is a static character because he does not change over the course of the play.
C. Daniel; minor. He is a fellow soldier and a friend to Deborah (whom he knows as Robert). He is brave and caring. He is a static character because he does not change over the course of the play. (Students may name another character here.)
2. Answers may include: In Scene 1, Daniel says to Robert/Deborah, "It's not like you to give up, Bobby," which indicates that Robert is usually determined and persevering. In Scene 2, Deborah expresses her determination to join the army and fight for her country, despite the fact that at the time, it was unheard of for women to join the army. This shows that Deborah is unconventional, brave, and self-confident. In Scene 4, Deborah digs a musket ball out of her thigh with a scalpel. This shows her strong will, her bravery, and her commitment to

being a soldier. In Scene 5, Deborah is promoted, which shows that she was a capable and dedicated soldier. That Deborah is honorably discharged after her secret is discovered also indicates that Deborah did a great job as a soldier; she earned the army's respect even though she broke the rules by disguising herself as a man. Deborah does demonstrate the same traits when she is acting as herself as when she is acting as Robert. She is brave, clever, and unwilling to follow convention in both situations. However, Deborah has more opportunity to express her courage and skill when she is posing as Robert than when she is herself.

3. At the end of Scene 2, Deborah says to herself, "I may have been your servant for seven years, but when I become an adult, I will be free. And I am going to fight." From this aside, the audience learns what Deborah's dream is and how determined she is to achieve it. This aside also shows the reader that Deborah is unwilling to accept the role society has assigned her. In Scene 4, as Deborah is removing the musket ball from her leg, she says to herself, "If I wish to keep my secret, it must be done. Toughen up!" and "It ain't over, girl. You recollect how to sew?" From these asides we learn how painful and difficult it is for Deborah to remove the musket ball, but also how tough and determined Deborah is.
4. Deacon Thomas's purpose in the play is to establish for the audience society's attitude about the role of women. He tells Deborah, "Women are not fit for battle. Young women tend the home. You need to know your place."

Setting

5. The play takes place between 1776 and 1783.
6. At that time, the Revolutionary War was being fought in America. America had just declared its independence from England, and was at war with England fighting to maintain that freedom.
7. Deborah joins the army because she wants to serve her new nation. She has to disguise herself as a man because at the time, women were not allowed to join the army; society believed that a woman's place was in the home. It

was probably easier for Deborah to get away with disguising herself as a man back in the 1700s than it would be today; Deborah did not seem to have to prove her identity or undergo a medical examination before joining the army, as she would have to do today. For a while, Deborah was able to achieve her goal of fighting, but ultimately, her secret was discovered and she had to leave the army.

Imagery

8. In Scene 1, Narrator 1 tells us that the battlefield is "shrouded in smoke" and that musket balls "zip through the air." Narrator 2 says, "*Pop! Pop! Pop!* The sound of British soldiers firing crackles across the field." Narrator 1 also says, "The Patriots charge into the fray. Redcoats fire muskets, thrust bayonets, and swing sabers." These descriptions appeal to the senses of sight and sound. The image of the battlefield being full of smoke also appeals to the senses of taste and smell. Through this imagery, the author brings the battlefield alive for the reader; he communicates a sense of confusion, danger, and urgency.

Tone and Mood

9. The tone is admiring, approving, glorifying, etc. The author presents Deborah as brave and determined: He describes a terrifying battle scene during which Deborah, as Robert, fights bravely, and he describes Deborah digging a musket ball out of her own thigh so that she can keep her identity a secret and continue fighting. The author also creates friends for Robert who respect him and care about him, which indicates that the author sees Robert/Deborah as someone worthy of respect of friendship. General Patterson and Colonel Jackson are also presented as respectful and admiring of Deborah. The author does not show us Deborah's weaknesses or mistakes. Deborah's employer, Deacon Thomas—who represents society's view of a woman's role at that time—is presented as unsympathetic and unkind: He laughs at and then reprimands Deborah when she expresses her wish to fight.
10. The mood changes throughout the play. In Scene 1, the author uses imagery to create a sense of danger, confusion, and

urgency. The scene is made dramatic by the plot as well: Deborah (as Robert) is injured and it is not clear what will happen to her. In Scene 2, the play goes back in time and a sense of optimism and excitement builds as the townspeople listen to the words of the Declaration of Independence. The mood at the end of the scene is determined and restless, as Deborah, in an aside, vows that she will join the army and fight as soon as she is able. The mood shifts to one of excitement and exhilaration in the next scene, as Deborah dresses up as Robert and enlists in the army. When the action returns to the present in Scene 4, Deborah arrives at the field hospital and the mood becomes tense and dramatic—especially as Deborah removes a musket ball from her thigh. In the next scene, the mood starts off as victorious as Deborah is promoted, but ends on a note of anxiety when Deborah passes out. This feeling of anxiety continues into the next scene as Deborah clings to life in the hospital. The imagery—that the room is dark and piled with bodies—adds a feeling of despair and fear. The final scene moves from a mood of relief that Deborah is all right, to tension as Deborah reveals her secret to General Patterson, and back to relief when Patterson assures Deborah that she will not be punished. There is a sense of festivity as Patterson and Colonel Jackson marvel at what Deborah has pulled off.

Plot

11. The reader realizes that Robert and Deborah are the same person in Scene 3. The author may have chosen not to reveal Robert's true identity at the beginning of the play to heighten the drama and surprise when the information is later revealed. The author lets the reader get to know Robert as a brave and determined young man so that it is all the more astonishing when it is revealed that Robert is actually a brave and determined young woman. Or, the author may have wanted to help the reader to see Deborah from the point of view of her friends—as Robert.
12. The flashback begins with Scene 2 and ends with the beginning of Scene 4. We know this because, for one thing, the

scene headings reveal the date during which each scene takes place. The action also tells us that Scene 2 happens earlier in time than Scene 1: In Scene 2, the Declaration of Independence has just been written and the United States is referred to as a "new nation." It is clear as Scene 4 begins that the flashback is over, because the action picks up from where it left off at the end of Scene 1.

13. The main conflict is between Deborah and society: She wants to fight in the Revolutionary War, but women are not allowed to join the army. Deborah overcomes this struggle by disguising herself as a man and joining the army under the name of Robert Shurtliff. She has to take extraordinary measures—like digging a musket ball out of her thigh—to keep her secret hidden.
14. The climax of the play is when Deborah reveals her secret to the doctor at the field hospital, because this is a turning point in the action. Up until this point, Deborah was able to keep her true identity hidden. (Students may also say that the moment Deborah reveals her identity to General Patterson is the climax of the play.)
15. The resolution is that General Patterson learns Deborah's secret and marvels at the transformation when she puts on a dress. In the epilogue, we learn that Deborah was honorably discharged, married and raised a family, but also traveled to big cities to tell her story.

THE SECRET SOLDIER QUIZ

1. D 5. D
2. A 6. A
3. C 7. B
4. B 8. A
9. Answers will vary but may be similar to the following: The author of the play would likely agree that women should be allowed to fight in combat. He chose, after all, to tell the story of Deborah Sampson, who disguised herself as a man and fought in the Revolutionary War. The author portrays Deborah in an admiring, positive way; he portrays her as brave, determined, and capable. Those opposed to women in combat point to women's lack of upper-body strength and endurance; the author would likely point

to Deborah's ability to fight as a man without anyone knowing or suspecting otherwise. As portrayed in the play, Deborah did not compromise her fellow soldiers in any way. In fact, she declined medical treatment for her musket wound so that her secret would not be discovered and she could continue fighting.

10. When Deborah is disguised as Robert and is speaking to other people who know her as Robert, the author refers to her character as Robert. Otherwise, the author refers to her as Deborah. For example, in Scene 1, no one knows Deborah's true identity, and the author calls her Robert. In Scene 2, everyone knows Deborah as who she really is, a 15-year-old girl, and the author calls her Deborah. In Scene 4, the author calls her Robert when she speaks to the doctor, but switches to calling her Deborah when she sneaks off by herself to remove the musket ball. The author again switches from calling her Robert to calling her Deborah in Scene 7: She is Robert until her secret is revealed to General Patterson, but from then on, she speaks as Deborah.

THE SECRET SOLDIER CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Deborah shows bravery by enlisting to fight in the war, charging into battle and attacking enemy soldiers, and removing a musket ball from her own leg. Thomas says of her, "He's one of the best fighters in the regiment." Also, Deborah gets a promotion because of her "exemplary service."
2. She hears the town crier reading the Declaration of Independence and is inspired by its ideas. She wants to fight for her country and achieve her own "liberty and pursuit of happiness." You can infer that she is not happy taking care of the deacon's 10 sons.
3. It shows that Deborah is brave and can endure pain. It also shows her dedication to her country: She removes the ball herself so that her secret won't be revealed and she can continue to fight.
4. General Patterson is surprised but

not angry or annoyed. He recognizes Deborah's great service and considers it more important than her gender.

5. Soldiers today have higher-tech, heavier equipment and protective gear than they did in the 1780s. The weight of the equipment could put women at more of a disadvantage to their male counterparts than women in the past. Another difference is that today, many military positions are open to women—now officially including combat positions—whereas in the 1780s, other than a rare exception like Deborah Sampson's situation, women serving in the military was unheard of.

THE SECRET SOLDIER

VOCABULARY PRACTICE

- | | |
|--------------|------------------------|
| 1. mediocre | 8. fray |
| 2. overlook | 9. scrutinized |
| 3. original | 10. exemplary |
| 4. exposed | 11. Answers will vary. |
| 5. construct | 12. Answers will vary. |
| 6. fray | 13. Answers will vary. |
| 7. hence | |

IS IT OK FOR BEYONCÉ TO SELL SODA?

"IS IT OK FOR BEYONCÉ TO SELL SODA?"

VOCABULARY PRACTICE

- | | |
|-----------------|------------------------|
| 1. spokesperson | 6. insignificant |
| 2. endorsement | 7. criticism |
| 3. iconic | 8. wicked |
| 4. ethical | 9. Answers will vary. |
| 5. rival | 10. Answers will vary. |

THE LAZY EDITOR: What Would St. Patrick Say About This?

CORRECT CAPITALIZATION

- my friend gary is an outstanding athlete who plays for the Indianapolis colts.
- watching the rose parade on TV is a new year's day tradition in the Rossum family.
- "i already have plans for new year's eve," said sam.
- "Grandma and grandpa are coming over for dinner tonight," said dad.
- sophie would love to explore every Mountain Range.

- There are two special events I love to watch: the world series and the olympics.
- Kennie o'Hara was not thrilled to be attending his new school in chester, Pennsylvania.
- Selena's Mom is a doctor. she works at the big hospital downtown.
- several of my friends bought new adidas shoes at the sporting goods store in the Mall.
- I live on elm street with my family and my dog, ranger.
- parades require many hours of preparation.
- Gabe is looking forward to his ski trip to park City, utah.

RUN-ONS AND RAMBLERS

Answers will vary but should be similar to the following:

- Nicole was cast in the school musical. She is playing a singing tree.
- Raul meant to stay awake until the end of the movie, but he fell asleep during the first scene.
- All three of us love the snow; consequently, now we have three snowmen in the yard.
- Ellie really enjoys chemistry, especially since she gets good scores on all her quizzes.
- Four species of monkeys are native to Costa Rica, and we saw two on our trip there.
- Anu wants to paint polka dots on her bedroom wall; however, her parents said no.
- Karla's birthday is next week, and we are planning to have a surprise party.
- My favorite book is *The Hunger Games*, yet I have read *Jane Eyre* more times.
- Answers will vary but may be similar to the following: My family takes our Irish heritage very seriously. Last year, my father decided that we would host a St. Patrick's Day party. Unfortunately, my younger sister, Vanessa, forgot to mail the invitations. Consequently, nobody had the slightest idea that we were throwing a party. On St. Patrick's Day, Mom, Dad, Vanessa, and I prepared the house and cooked tons of food. Five minutes before the guests were supposed to arrive, Vanessa's face went white with fear. She explained that the invitations

were still in her backpack. Mom and Dad laughed and assured her it was OK, and we sat down to have a party of four.

NONRESTRICTIVE OR RESTRICTIVE?

- nonrestrictive; The "which" and the comma that precedes it indicates that "which is also my birthday" is nonrestrictive. (Or, students may say that the phrase is not essential to the sentence.)
- restrictive; The absence of a comma before "who" indicates that "who escaped from slavery" is restrictive. (Or, students may say that "who escaped from slavery" tells the reader which woman the writer is talking about.)
- B
- A
- B
- B
- B
- A
- First we went to the bagel shop, then we went to the shop that Trevor's parents own.
- Erin has two friends who are vegetarians, and one friend who is a vegan.
- The chairs in the waiting room are not very comfortable.

TERRIFIC TRANSITIONS

- B
 - D
- Answers will vary but should be similar to the following:
- Sylvia worked really hard on her English paper. That's why she didn't come to the movies with us on Friday.
 - There are many fun things to do in Chicago. For instance, there are lots of great restaurants there.
 - Anthony reads a lot of books, but he has never read *To Kill a Mockingbird*.
 - Nikolai wanted to go home, even though we hadn't sung "Happy Birthday" or had cake yet.
 - I arrived 30 minutes late to history. As a result, Mrs. Harshhorn gave me detention.

Why is it that so many people have pet dogs but not pet snakes? Perhaps it's because for thousands of years, people have feared and hated snakes.

I don't think snakes deserve such a bad reputation, though. In fact, I own one. While it's true that there are many dangerous snakes in the world, like the highly venomous king cobra and the crocodile-eating green anaconda, many species of snakes make excellent pets. The king snake and the corn snake, for example, rarely bite and can be quite calm. Moreover, they are easy to care for: They don't require constant attention, and they need to be fed only once a week. Before purchasing a snake, though, be advised that you shouldn't expect to play fetch with it.

PREVAIL WITH PRONOUNS!

1. Lewis/his
2. Vanessa/She
3. ice skates/them
4. Tara/her
5. my parents/they
6. a bunch of parsley/it
7. kids/their
8. Allie and Dave/their
9. I/me
10. we/our
11. Each girl/her
12. Every dog/its

YOU WRITE IT

QUOTATION PUNCTUATION

1. "My mom's favorite movie is *The Princess Bride*. Actually, I like it a lot too," said Ariella.
2. "Could you please tell me where Third Street is?" asked Ed. "I'm trying to find the Magnolia Bakery."
3. "The only way to get there," explained the policewoman, "is to go down Fairfax and then turn left."
4. "When are you going to show me your art project? I'm really looking forward to seeing it!" Mom said.
5. Jake shouted, "Whoa! That was awesome! He almost broke the bat with that home run."
6. "If you don't have anything nice to say," said Mrs. Lewis, "then it's best not to say anything at all."
7. "Wait until you hear this!" Dani exclaimed. "Hailey just ran by and said, 'Free ice cream in the cafeteria until 3:00.' Then she disappeared around the corner."
8. Lily chattered, "It's freezing in here. Can someone turn the heat on?"

WHOLE ISSUE

CROSSWORD

