

ACTIVITY: "Grammar Gangnam Style" • SKILL: Commonly Confused Words

# Imply vs. Infer

The words **imply** and **infer** are often confused and misused. However, their meanings are nearly opposite. Here's what you need to know to use them correctly:

**Imply** means to express indirectly, to hint, to indicate.

**Examples:**

"What is that supposed to mean?" asked Logan.

"Are you **implying** that I cheated?"

The puzzled look on Lisa's face **implied** that she wasn't expecting me.

**Infer** means to come to a conclusion based on the evidence presented, to guess, to surmise.

**Examples:**

"I **infer** from that remark that you think I cheated," said Logan.

I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.

**Directions:** Underline the correct boldface word in each sentence below.

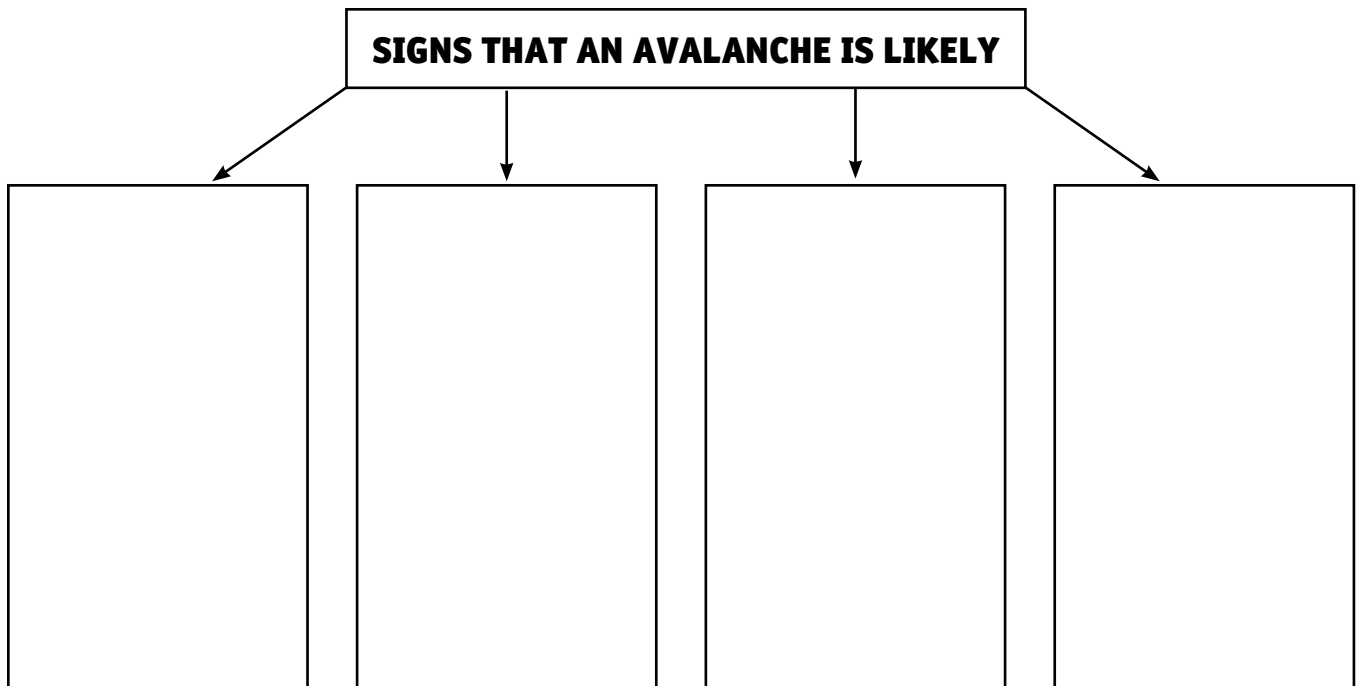
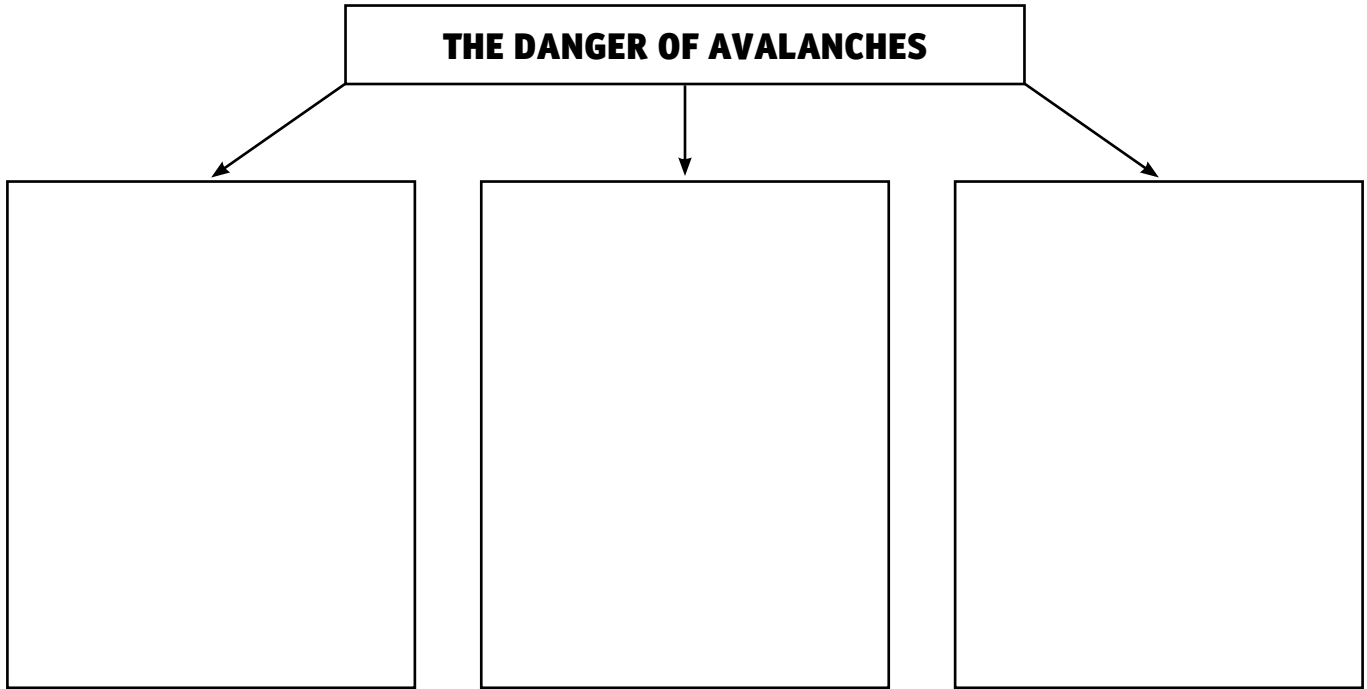
1. Christina winked, **implying/infering** that she was in on the joke.
2. I **imply/infer** from the fact that most people are wearing short sleeves that it is warm outside.
3. I can often **imply/infer** the meaning of an unfamiliar word from other information in the sentence.
4. Nawaz **implied/inferred** that I could come to his party if I helped him clean his room.
5. The end of the movie **implies/infers** that Andy's adventures are not over.
6. I **implied/inferred** from Nora's message—"Call me the *second* you get this!"—that Jared had finally called her.
7. Jennifer said she wanted to go to the restaurant before going to the theater, **implying/infering** she was hungry.
8. I **implied/inferred** from Ricardo's expression that he wanted a slice of our pizza.

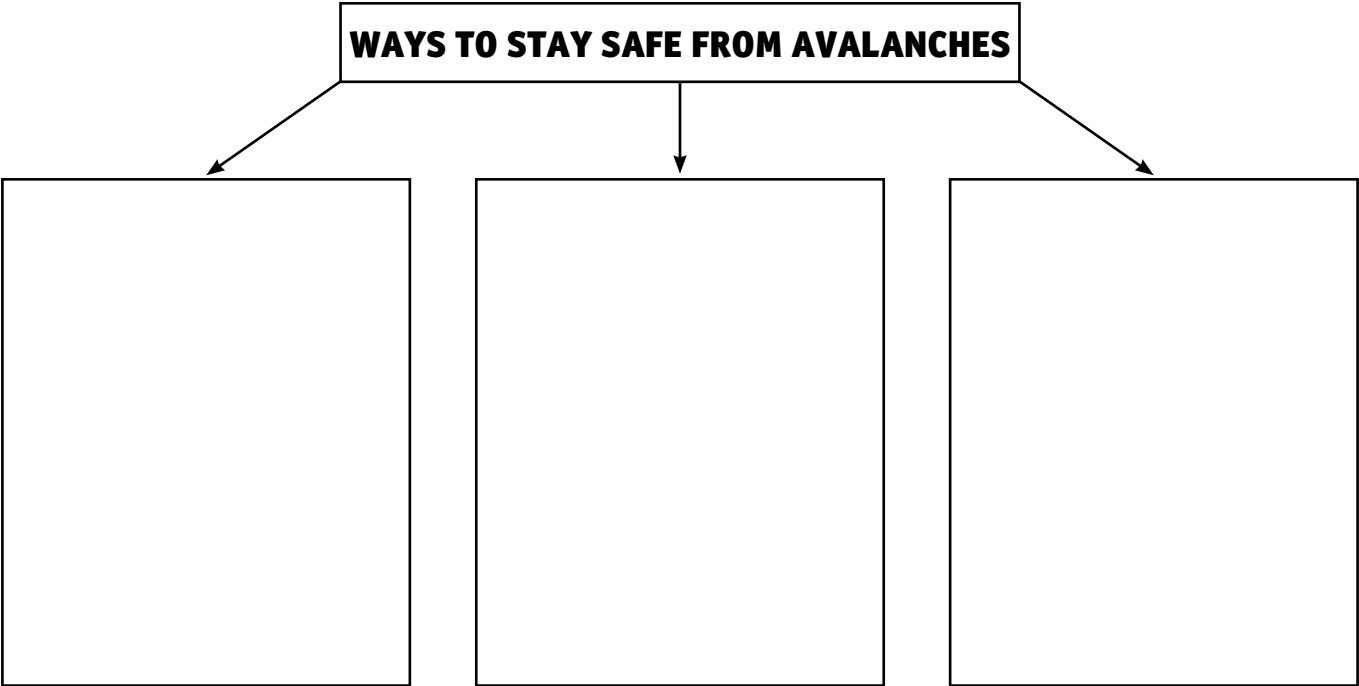
**Directions:** For each sentence below, fill in the blank with a form of **imply** or **infer**. Then write your own sentence using a form of **imply** or **infer**.

9. Emiko said she her needed sports clothes, \_\_\_\_\_ that she was about to go to practice.
10. Jorge \_\_\_\_\_ from Elise's snarky comments that she was not enjoying the movie.
11. Megan \_\_\_\_\_ that she would like to come to the play with Leslie and me.
12. Justin grinned from ear to ear, \_\_\_\_\_ that he was satisfied with his present.
13. \_\_\_\_\_  
\_\_\_\_\_

# Avalanche Safety

**Directions:** Fill in the graphic organizer below with details from "Disaster on the Mountain."





## Themed Vocabulary: Content-Area Words



**This lesson will help your students master the vocabulary they need to get the most out of *Scope's* nonfiction feature "Disaster on the Mountain." The culminating activity challenges students to write two super-short stories, using as many of the featured vocabulary words as possible. It's a challenge we thought up while hiking across the *snowpack* on the edge of a *gully* during a *backcountry* trip!**

### MAIN OBJECTIVES

- to build vocabulary
- to appreciate the value of content-area vocabulary
- to work in small groups
- to participate in class discussion

## MATERIALS

Click the links below.

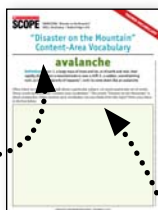
- December 10, 2012, issue of *Scope*
- article **"Disaster on the Mountain"** to project
- **student pages 1-6**: interactive PDFs to project

## DIRECTIONS

**Note:** Instead of projecting the student pages, as directed below, you may wish to have students view them on tablets or other computers.

### 1 DEFINE AVALANCHE

**Project student page 1.** As a class, discuss what students think *avalanche* means. Then click the PDF to reveal our definitions of the word. Ask a volunteer to explain the relationship between the definitions provided. (The first definition is of an avalanche in nature. The second definition applies the idea of an avalanche in nature to other types of events. The third definition is the verb form of the word.)



to circle words that are particular or connected to the topic of avalanches—those that appear on the list they brainstormed as a class, as well as those that don't. (Note: Only some of these words appear in boldface type.) Go back to the class word list and add any circled words from the articles that aren't already on it. **Tip:** Students can use the whiteboard pen to circle words on the projected PDF, or they can circle words in their magazines.



### 2 BRAINSTORM

Ask a volunteer to read aloud the text below the definition of *avalanche* on the PDF. Then have students brainstorm words that might be necessary or useful when studying or discussing avalanches. Have them write the words in the space provided on the PDF. **Tip:** Students can write their words by typing them into the text box or using the whiteboard pen.

### 3 IDENTIFY CONTENT-AREA VOCABULARY IN THE ARTICLE

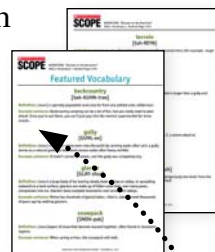
Project "Disaster on the Mountain." Have students read the article, then ask volunteers

### 4 EXPLORE THE FEATURED VOCABULARY

**Project student pages 2–3**, which list eight challenging content-area words from the article.

Then:

- (1) Tell students to locate the first word on the list, *backcountry*, in the article (page 6). Ask a student to read aloud the sentence in which it appears.
- (2) Have a volunteer read the example sentence for *backcountry* provided on student page 2.
- (3) As a class, discuss what students think *backcountry* means, based on context clues or prior knowledge.



- (4) Click on the projected PDF to reveal the formal definition of *backcountry*.

Repeat the above for the next three featured vocabulary words: *gully*, *glacier*, and *snowpack*.

Then divide students into four small groups.

For *terrain*, *ravine*, *trauma*, and *hypothermia*:

- (1) Tell students to locate the vocabulary word in the text. (Note that *ravine* appears in the photo caption on page 8, and *trauma* and *hypothermia* appear in the “How They Kill” pie chart on page 9.)
- (2) As a class, discuss what students think the vocabulary word means, based on prior knowledge or context clues (this time from just the article).
- (3) Click on the projected PDF to reveal the definition of the word.
- (4) Have students work in their groups to write their own sentences using the word.
- (5) Invite each group to share its sentence with the class and write one of the sentences on the PDF.

## 5 TEST UNDERSTANDING

**Project student page 4.** Have students work individually to answer the seven quiz questions. Students should note their answers on their own sheets of paper. Then go over the correct answers as a class: For each question, survey students and click the most popular answer on the PDF. The PDF will indicate whether the answer is correct or incorrect.



## 6 APPLY KNOWLEDGE

**Project student page 5.** Have students work in their groups to write a very short story inspired by the image, using as many of the featured vocabulary words as possible. Encourage students to use their imagination and sense of humor. Students can use as models the two super-short stories on the quiz they just took.



Tell students that their stories must:

- be 5–10 sentences;
- relate to the photograph;
- include at least three of the featured vocabulary words, with the goal of using as many of these words as possible. Students should underline the vocabulary words in their stories.

When students are finished, invite each group to share its story. Then **project student page 6** and repeat the steps above.



# "Disaster on the Mountain"

## Content-Area Vocabulary

### avalanche

**Definition:** *noun*; 1. a large mass of snow and ice, or of earth and rock, that rapidly slides down a mountainside or over a cliff; 2. a sudden, overwhelming rush, as in "an avalanche of requests"; *verb*; to come down like an avalanche

Often when we write, read, or talk about a particular subject, we need a particular set of words. These words are known as "content-area vocabulary." The article "Disaster on the Mountain" is about avalanches. What content-area vocabulary can you think of for this topic? Write your ideas in the box below.

## Featured Vocabulary

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### backcountry [bak-KUHN-tree]

**Definition:** (*noun*) a sparsely populated rural area far from any settled area; wilderness

**Example sentence:** Backcountry camping can be a lot of fun, but you really need to plan ahead. Once you're out there, you can't just pop into the nearest supermarket for more snacks.

### gully [GUHL-ee]

**Definition:** (*noun*) a ditch or ravine worn into the earth by running water after rain; a gully serves as a natural gutter to help drain excess water after heavy rainfall.

**Example sentence:** It hadn't rained for weeks, and the gully was completely dry.

### glacier [GLAY-shur]

**Definition:** (*noun*) a large body of ice moving slowly down a slope or valley, or spreading outward on a land surface; glaciers are made up of fallen snow that, over many years, compresses into ice. Glaciers have sculpted mountains and carved out valleys.

**Example sentence:** Maine has hundreds of glacial lakes—that is, lakes formed thousands of years ago by melting glaciers.

### snowpack [SNOH-pak]

**Definition:** (*noun*) layers of snow that become massed together, often found in mountain regions

**Example sentence:** When spring arrives, the snowpack will melt.



## terrain

[tuh-REYN]

**Definition:** (*noun*) an area of land that can have specific characteristics (for example, rough terrain, rocky terrain, hilly terrain)

**Example sentence:**

## ravine

[ruh-VEEN]

**Definition:** (*noun*) a small, narrow valley with steep sides that is larger than a gully and smaller than a canyon

**Example sentence:**

## trauma

[TRAW-muh]

**Definition:** (*noun*) 1. a severe and painful emotional shock; 2. a severe physical wound or injury

**Example sentence:**

## hypothermia

[hye-puh-THUR-mee-uh]

**Definition:** (*noun*) reduction of the body temperature to a dangerously low level; from the Latin *hypo*, meaning under, and the Greek *therme*, meaning heat

**Example sentence:**

## Quick Quiz

**Read the two super-short stories below.  
Then answer questions 1–3.**

Jack went for a hike on a sunny but cold winter afternoon. He didn't bother wearing warm clothes; he figured that hiking would keep him warm. Besides, he wasn't planning to go very far. But alas, poor Jack got lost. On top of that, it started to snow—hard. Soon, Jack's jeans and cotton sweater were soaking wet. The sun started to set, as Jack, whose teeth were chattering like a wind-up toy, continued to search for the trail back to his car.

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"Watch this!" yelled Jill as she prepared for takeoff. The ski resort was crowded, but Jill didn't mind. She was very excited. Before today, the closest she'd come to skiing was trying on ski jackets at her local sporting-goods store. She wanted her first time skiing to be awesome. She decided that her first run would be down the BIG hill, the one the show-off experienced skiers preferred. No bunny hill for her!

**1. Who is more likely to be in the backcountry?**

Jack

Jill

**2. Who is more likely to suffer hypothermia?**

Jack

Jill

**3. Who is more likely to suffer physical trauma?**

Jack

Jill

**Now answer questions 4–7.**

**4. Kate is standing in a ravine. Kevin is standing in something similar to a ravine, but it's not as deep. Which might Kevin be standing in?**

a canyon

a gully

a snowpack

a pot of oatmeal

**5. "Don't worry about me," panted Matt. "I'm used to riding my bike through this sort of \_\_\_\_\_. There's a path near my house full of steep hills just like this."**

**Which word best fits in the blank?**

glacier

trauma

terrain

snowpack

**6. What do an avalanche, a glacier, and snowpack have in common?**

They carve out ravines.

They have something to do with snow and ice.

They are found only in Alaska.

They are often triggered by humans.

**7. In a race between a glacier and an avalanche, which would win?**

the glacier

the avalanche

# Super-Short Story 1



**Word Bank:**

avalanche, backcountry, glacier, gully, hypothermia, ravine, snowpack, terrain, trauma

## Super-Short Story 2



### Word Bank:

avalanche, backcountry, glacier, gully, hypothermia, ravine, snowpack, terrain, trauma

NONFICTION: "Disaster on the Mountain" • SKILL: Analyzing Infographics

# Reading an Infographic

**Directions:** Read carefully "Avalanches by the Numbers" on page 9 of the December 10, 2012, issue of *Scope*. Use the information on that page to help you answer the questions below.

1. Consider the roots of the word *hypothermia*:

"Hypo-" comes from Greek root that means "under" or "below."

"Therme" is a Greek word meaning "heat."

Based on these roots, what do you think *hypothermia* means?

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2. Consider the following statement: *Human beings cannot outrun avalanches*. Which fact could you use to support this statement? Why?

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3. Which facts could be used to argue that winter athletes are at risk of becoming victims of avalanches?

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**Directions:** Decide whether each of the following statements is true or false. Write T (true) or F (false) in the space provided.

4. Most avalanche victims die from lack of oxygen. \_\_\_\_\_

5. 2006 was the deadliest year on record for avalanche fatalities. \_\_\_\_\_

6. From 2001-20011, more skiers and snowboarders than snowmobilers died in avalanches. \_\_\_\_\_

**Directions:** Fill in the letter next to the best answer to each multiple-choice questions below.

7. The information about the 1962 avalanche in Peru was probably included to show that

- Ⓐ people are much better at predicting avalanches today than in 1962.
- Ⓑ Peru has the most avalanches.
- Ⓒ avalanches can be incredibly destructive.
- Ⓓ most small towns and villages are not prepared for avalanche emergencies.

8. Based on the infographic, which statement about the North Face air bag pack is true?

- Ⓐ It is overpriced.
- Ⓑ It can be provide protection against some avalanche dangers.
- Ⓒ It slows skiers down, making them less likely to trigger an avalanche.
- Ⓓ It only protects your back.

NONFICTION: "Disaster on the Mountain" • SKILL: Reading Comprehension

# "Disaster on the Mountain" Quiz

**Directions:** Read "Disaster on the Mountain." Then answer the multiple-choice questions below.

**1. Backcountry skiing is dangerous for all of the following reasons EXCEPT**

- (A) there are no emergency crews.
- (B) the slopes are cold and shadowed.
- (C) the slopes are not maintained or supervised.
- (D) backcountry areas are wild and remote.

**2. How does the section "Warning Signs" help to develop the article?**

- (A) It tells how Repetto rescued Stroud.
- (B) It provides a detailed biography of Jill Fredston.
- (C) It explains how Stroud triggered the avalanche.
- (D) It gives advice on how to avoid avalanches.

**3. Which statement best reflects the central idea of the article?**

- (A) Safety gear can give people a false sense of security when they are in danger.
- (B) If there is fresh snow and a sudden change in the weather, an avalanche is likely to occur.
- (C) More and more people are being caught in avalanches while skiing in the backcountry.
- (D) Two experienced backcountry skiers narrowly avoided tragedy after they ignored the warning signs of an avalanche.

**4. Which of the following is probably NOT one of the reasons the author wrote the article?**

- (A) to inform people about avalanche warning signs
- (B) to tell readers the incredible story of two skiers
- (C) to persuade readers not to go skiing
- (D) to provide readers with advice about how to be prepared in the event of an avalanche

**5. Which words BEST describe Skip Repetto?**

- (A) foolish and strong-willed
- (B) well-prepared and cautious
- (C) skilled and persevering
- (D) panicked and desperate

**6. Which quote BEST supports the answer to question 5 above?**

- (A) "He dug until he was too exhausted to dig, then he dug more . . ." (p. 8)
- (B) "Had they looked hard enough, they would have recognized the danger . . ." (p. 6)
- (C) "He clawed at the snow, desperate to stay on top . . ." (p. 6)
- (D) "Repetto stumbled and fell but managed to right himself in time to escape." (p. 6)

**7. Which of the following statements is supported by details from "Avalanches by the Numbers"?**

- (A) The greatest number of avalanche deaths per year since 2000 occurred in 2007.
- (B) Snowmobilers are at a slightly higher risk of being killed in an avalanche than skiers.
- (C) Trauma kills most people caught in avalanches.
- (D) Avalanche air-bag packs are overpriced.

**8. Which of the following contains personification?**

- (A) "He knew time was precious." (p. 8)
- (B) "'Nature sends out strong messages,' Fredston says." (p. 8)
- (C) "Experts call this the 'halo effect.'" (p. 7)
- (D) "The snow around him was as hard as concrete." (p. 8)

**Directions:** Write your answers on the back of this paper or type them up on a computer.

**9.** Descriptive language helps us imagine how something looks, feels, sounds, smells, or tastes. How does the author use descriptive language to tell the story of Stroud and Repetto?

**10.** Consider Jill Fredston's quote: "Nature sends out strong messages. If only people would learn to listen." What does she mean? Explain her quote in your own words using details from the article.

# Critical-Thinking Questions

## "Disaster on the Mountain"

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1. Why are most deaths caused by avalanches preventable?
2. Why is the number of people killed in avalanches each year on the rise? What measures might reverse this trend?
3. What factors do Fredston and Fesler study to determine why and where avalanches occur? Why is their work important?
4. What aided Stroud's rescue?
5. Based on the graphs on page 9, what can you infer might be the effect on recreationists of using avalanche air bags? Do you think Fredston would agree?



NONFICTION: "Disaster on the Mountain" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with "Disaster on the Mountain" and "Avalanches by the Numbers." See the Glossary of Nonfiction Terms available at Scope Online for definitions of the words that appear in bold.

### Before Reading: Text Features

1. Read the **headline**, or title, on pages 4-5. Write it here: \_\_\_\_\_

2. Look at the large photo on pages 4-5. What does it show?

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What is the mood of the image? In other words, how do you feel when you look at it?

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3. Read the "As You Read" box at the bottom of page 4. What does it tell you to think about as you read?

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4. Look at the map on page 6. What does it reveal about Chugach State Park and the site of the avalanche?

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5. Consider the "What You Need to Save Someone Buried Alive" box on page 7 and read its **captions**. What is Jill Fredston suggesting you need in case of an avalanche?

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6. Look at the photo on page 8 and read its **caption**. What does the photo show?

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During Reading: Text Structure

7. Answer the questions below after you read the section "Warning Signs."

A. Place a check ( ✓ ) on the **text structure** that best describes how this section is organized.

Description	Sequence	Problem and Solution	Cause and Effect	Compare and Contrast
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B. Explain why you chose the **text structure** that you did. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After Reading

8. Write a 3 to 4 sentence **objective summary** of "Disaster on the Mountain." Think about what you would say to a friend who asks, "What is this article about?"

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Below are three pieces of **supporting evidence** for a **central idea** of "Disaster on the Mountain." In the space provided, write a central idea that this evidence supports.

**Central idea:** \_\_\_\_\_  
\_\_\_\_\_

**Supporting piece of evidence 1:** "Avalanches are not freak natural disasters, like earthquakes, that strike without warning." (p. 6)

**Supporting piece of evidence 2:** "Lots of fresh new snow, steep slopes, sudden weather changes, and high winds can all cause the snowpack to become unstable." (p. 7)

**Supporting piece of evidence 3:** "They also knew that colder, shadowed slopes are more avalanche prone." (pp. 7-8)

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10. Below are four claims that one might make after reading "Avalanches by the Numbers" on page 9. For each, write whether the claim is true or false. Then identify the fact or facts on the page that provide **supporting evidence** proving whether the claim is true or false.

**Claim 1:** Hypothermia is not the most serious concern for avalanche victims.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_

\_\_\_\_\_

**Claim 2:** An avalanche can travel more than 1000 feet in four seconds.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_

\_\_\_\_\_

**Claim 3:** The fewest avalanche deaths per year since 2000 occurred in 2010.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_

\_\_\_\_\_

**Claim 4:** The number of avalanche deaths can vary widely from one year to the next.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_

\_\_\_\_\_

11. Consider how Skip Repetto probably felt when he realized his friend John Stroud was safe. What experience have you had that might have made you feel something similar? Explain. Use **text evidence** in your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. What else have you read that includes a character who experienced something similar to what either John Stroud or Skip Repetto experienced? Explain. Use **text evidence** in your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PLAY: *A Christmas Carol* • SKILL: Text Evidence, page 1 of 3

# Lightening Burdens

If you lighten someone's burden, you help that person out, or reduce their suffering. Charles Dickens once said, "No one is useless in this world who lightens the burdens of another." In this activity you will analyze how characters in "A Christmas Carol" do or do not lighten the burdens of others and Dickens's attitude toward those characters, as well as how Dickens himself lightened the burdens of others.

## Jacob Marley

1. Does Marley lighten the burden of others? ☐ yes ☐ no (check one)

Support your answer with details from the play: \_\_\_\_\_

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2. Does Dickens portray Marley as admirable or valuable to society? ☐ yes ☐ no (check one)

Support your answer with details from the play: \_\_\_\_\_

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## Mr. Fezziwig

3. Does Fezziwig lighten the burden of others? ☐ yes ☐ no (check one)

Support your answer with details from the play: \_\_\_\_\_

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4. Does Dickens portray Fezziwig as admirable or valuable to society? ☐ **yes** ☐ **no** (check one)

Support your answer with details from the play: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scrooge

5. *Before* Scrooge is visited by the ghosts (that is, before Scene 6), does he lighten the burdens of others?

☐ **yes** ☐ **no** (check one)

Support your answer with details from the play: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

6. Does Dickens portray Scrooge as admirable or valuable to society in the scenes before he is visited by the ghosts? ☐ **yes** ☐ **no** (check one)

Support your answer with details from the play: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

7. *After* Scrooge is visited by the ghosts (that is, starting with Scene 6), does he lighten the burdens of others?

☐ **yes**   ☐ **no** (check one)

Support your answer with details from the play: \_\_\_\_\_

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8. Does Dickens portray Scrooge as admirable or valuable to society in the scenes after Scrooge is visited by the ghosts? ☐ **yes**   ☐ **no** (check one)

Support your answer with details from the play: \_\_\_\_\_

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# Charles Dickens

9. According to “How Charles Dickens Changed the World,” did Dickens lighten the burden of others?

☐ **yes**   ☐ **no** (check one)

Support your answer with details from the article: \_\_\_\_\_

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PLAY: *A Christmas Carol* • SKILL: Reading Comprehension

# A Christmas Carol Quiz

**Directions:** Read *A Christmas Carol*. Then answer the multiple-choice questions below.

1. Which of the following lines from the play BEST demonstrates the qualities of a *scrooge*?

- (A) "But Jacob, you were always such a good businessman. You made so much money."
- (B) "You don't scare me! I'm not a man to be frightened by shadows."
- (C) "What is Christmas but a time for wasting money on things you don't need?"
- (D) "I'll assist your struggling family in any way I can."

2. What does Scrooge learn from the Ghost of Christmas Past?

- (A) He used to be a good dancer.
- (B) If he doesn't change his ways, no one will come to his funeral.
- (C) People think he is a miser.
- (D) He was happy once but chose wealth over love.

3. Why does Scrooge send the Cratchits a turkey anonymously?

- (A) He wants to show the world how generous he is.
- (B) He has come to understand the joy of giving and doesn't need recognition.
- (C) He thinks they won't eat it if they know it came from him.
- (D) He wants them to wonder who sent it.

4. Considering Dickens's childhood, toward which character would he likely be MOST sympathetic?

- (A) Scrooge
- (B) Bob Cratchit
- (C) Scrooge's nephew Fred
- (D) Jacob Marley

5. Consider Scrooge's line from Scene 3: "Why, there's old Mr. Fezziwig. He was a decent man." As used in that sentence, the word *decent* most closely means

- (A) appropriate.
- (B) satisfactory.
- (C) respectable.
- (D) clothed.

6. The mood of Scene 5 can be described as

- (A) apprehensive.
- (B) confused.
- (C) embarrassed.
- (D) hopeless.

7. Which of the following lines BEST shows Scrooge's transformation?

- (A) "Mercy, dreadful spirit! What is it you want?" (Scene 2)
- (B) "I needed to seek my fortune first." (Scene 3)
- (C) "Spirit, why do you torture me? Show me no more. I don't wish to see it." (Scene 3)
- (D) "The Cratchits won't know who sent it. And then I must join my nephew for dinner. Oh, joy!" (Scene 6)

8. Which of the following reflects a central theme of the play?

- (A) Earning money should never be a priority.
- (B) Many things do us good without making us rich.
- (C) If you are greedy, the dead will come back to haunt you.
- (D) No one should have to work on Christmas.

**Directions:** Write your answers on the back of this paper or type them up on a computer.

9. What obstacles does Scrooge have to overcome during the course of the play? Are they internal or external? Use details from the play in your answer.

10. How do you think Charles Dickens's life experiences influenced his stories? Use details from both the play and the author profile to support your answer.

# Critical-Thinking Questions

## *A Christmas Carol*

1. What is Scrooge's initial view on what is important in life? How does his view contrast with that of Fred or Bob Cratchit?
2. What do Marley's chains symbolize? What is his purpose for visiting Scrooge?
3. What does Ghost 1 show Scrooge? What does this tell about the choices Scrooge has made? What can you infer about how his choices changed him?
4. What is similar about what Ghosts 2 and 3 show Scrooge? How does what they show Scrooge affect him?
5. How did Charles Dickens's writing about the poor and vulnerable members of society help them?

# Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand the play *A Christmas Carol*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

1. For the characters of Scrooge and Bob Cratchit, and one character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. SCROOGE is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

B. BOB CRATCHIT is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

C.  is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:



2. How many ghosts are in the play? Describe what each ghost tells or shows Scrooge.

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3. Give two examples of **indirect characterization** of Scrooge.

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## Section 2: Setting

4. Where and during what time period does the play take place? \_\_\_\_\_

5. Describe what life was like for poor people at that time and place. Use information from “How Charles Dickens Changed the World.”

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6. At what time of year does the story take place?

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What emotions, attitudes, or moods are often associated with this time of year?

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At the beginning of the play, which character or characters embody or express such attitudes? Which character or characters do not? Explain.

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Section 3: Imagery

7. Give one example of **imagery** in the play. State which sense it appeals to and what you think the author was trying to communicate or accomplish through it.

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Section 4: Tone and Mood

8. List at least two adjectives that describe the **tone** of the play.

Now explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

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9. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain.

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Now explain how the author established the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

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Section 5: Plot

10. Summarize Scrooge’s travels back and forth through time over the course of the play.

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11. What role do supernatural elements play in Scrooge’s transformation? (*Supernatural* means relating to existence beyond the visible, observable universe, or being outside the laws of nature.) \_\_\_\_\_

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12. What is the main **conflict** in the play? How does the **protagonist** overcome this struggle?

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13. What is the **climax** of the play? How do you know?

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14. What is the **resolution** of the play?

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# Vocabulary: *A Christmas Carol*

**Directions:** Read the definitions and example sentences below. Then add two words of your own to the list.

1. **preposterous (prih-POS-ter-uhs)** *adjective*; contrary to nature, reason, or common sense; absurd  
*example:* Here in upstate Michigan, the idea of an 80-degree Christmas Day is preposterous.
2. **hobble (HOB-uhl)** *verb*; to walk in an awkward way; to limp  
*example:* After her ankle surgery, Amanda thought it best to use a wheelchair rather than hobble from class to class on crutches.
3. **miserly (MY-zer-lee)** *adjective*; stingy; inclined toward hoarding money  
*example:* The villagers loathed their miserly king, who refused to share even the slightest bit of his wealth during the famine.
4. **dilapidated (dih-LAP-ih-day-tid)** *adjective*; reduced to or fallen into partial ruin or decay, as from age, wear, or neglect  
*example:* Aunt Terry refused to walk across the dilapidated wooden bridge after witnessing it shudder and shake in the wind.
5. **squalid (SKWOL-id)** *adjective*; filthy and gloomy, usually because of neglect or poverty  
*example:* "I don't know how you can live in these squalid conditions," said Emma's mom. "You must clean up your room this weekend. It's becoming a matter of safety!"
6. **evoke (ih-VOHK)** *verb*; to elicit, produce, or draw forth  
*example:* Our pleas failed to evoke pity from our teacher, who went ahead and assigned a mountain of homework over winter break.
7. **social cause (SOH-shul kawz)** *noun*; a principle, an aim, or a movement relating to society that people support, defend, raise money for, etc.  
*example:* The charity event successfully raised thousands of dollars for various social causes.

8. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

9. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

# Vocabulary Practice:

## *A Christmas Carol*

**Directions:** Choose a word from the Word Bank that has the same, or nearly the same, meaning as the boldface word in each sentence. Write the words on the lines provided.

Word Bank		
dilapidated	hobble	preposterous
evoke	miserly	squalid

- The old post office building was **run-down**. \_\_\_\_\_
- My **penny-pinching** uncle is coming to town. \_\_\_\_\_
- The homeless often live in **miserable** conditions. \_\_\_\_\_
- The injured runner had to **limp** across the finish line. \_\_\_\_\_
- The story failed to **inspire** Ally's sympathy. \_\_\_\_\_
- The length of my chore list was **ridiculous**. \_\_\_\_\_

**Directions:** In each row, place an **X** on the word or phrase that does not belong.

- |                   |              |             |             |
|-------------------|--------------|-------------|-------------|
| 7. rickety        | battered     | dilapidated | unblemished |
| 8. public benefit | social cause | devastation | common good |
| 9. miserly        | stingy       | charitable  | cheap       |

**Directions:** Write two sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity (including the ones you chose).

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PAIRED TEXTS: "Is the World Going to End in 2012?" and "Computers Prevail in First Hours of '00"

SKILL: Using text evidence, page 1 of 3

# The End(s) of the World

Provide the information requested below about the doomsday predictions described in "Is the World Going to End in 2012?" and "Computers Prevail in First Hours of '00." When you are asked to provide text evidence, you can use a direct quote from the article and/or paraphrase (put into your own words) what the author writes.

## "Is the World Going to End in 2012?"

### SECTION 1: "MAYA 2012"

1. According to the prediction, what will happen?

\_\_\_\_\_

2. What are the reasons behind this prediction? Use text evidence in your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. According to the article, will this prediction come true? \_\_\_\_\_

Provide text evidence to support your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION 2: "Y2K"

4. According to the prediction, what was supposed to happen?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What were the reasons that led to this prediction?

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6. Did this prediction come true? \_\_\_\_\_

Provide text evidence to support your answer.

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### SECTION 3: DOOMSDAY PREDICTIONS IN OUR CULTURE

7. The article says that according to a Reuters poll, \_\_\_\_\_ of Americans think the world will end during their lifetime. (Fill in the blank.)

8. What are two examples of popular books or movies about the collapse of civilization?

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9. How many predictions of the end of the world have been made? Support your answer with text evidence.

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10. Did any of the past predictions of cataclysmic events come true? \_\_\_\_\_

11. According to experts, why are many people concerned about or interested in the end of the world? Use text evidence to support your answer.

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"COMPUTERS PREVAIL IN FIRST HOURS OF '00"

"Y2K"

12. What predictions were made? Use text evidence in your answer.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. What were the reasons that led to these predictions? Use text evidence in your answer.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. At the time the article was written, had predictions about Y2K come true? Were they expected to come true?  
 Use text evidence to support your answer.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## HEADLINE

The headline gives readers a clear idea of what the article is about. If it is longer than two words, it should contain a verb.

## BYLINE

The name of the person who wrote the article.

## DATE

The date the article is first published.

## QUOTES

Expert quotes like this one make the article more credible.

# COMPUTERS PREVAIL IN FIRST HOURS OF '00

By Steve Lohr

JANUARY 1, 2000—Despite a few sputters and glitches, the world's computers appear to have survived the year 2000 rollover without major problems—and with humanity's faith in technology intact, at least for another day.

As clocks passed midnight, there were reports of minor problems: a timing device at an electric plant in Wisconsin jumped ahead 35 days, but it was quickly reset; in Australia, ticketing machines on some buses jammed.

January 1 arrived without the kind of catastrophes once feared, of widespread power failures or planes crashing. The prospect of worldwide computer failures was taken as a serious threat not long ago. But most analysts now regard such warnings as exaggerated. Instead, computer specialists are watching for a rash of small, but fixable, glitches.

If the fallout is minimal, it will be largely because many governments and corporations listened to the warnings. They spent more than \$250 billion worldwide on finding and fixing the problem. The United States government alone spent \$8.4 billion.

"There have been massive investments made . . . and the most severe problems should be avoided," said Lou Marcoccio, the year 2000 research director for the Gartner Group, a computer consulting and market research firm.

The year 2000 problem has proved so costly to fix because it has been a painstaking task for thousands of people worldwide. Programmers had to search through billions of lines of code.

The problem dates back to the 1960s. Back then, storage space on computers was scarce and costly, so programmers omitted the first two digits in year dates. (The year 1990 was written as 90, for example.) The danger is that computers would fail to interpret the "00" date as the year 2000, and shut off or malfunction.

Around the world, the year 2000 rollover has meant that much of the computer industry is on around-the-clock duty, watching for problems and ready to fix ones that do crop up. It has been a quiet watch so far. ●

## LEAD

The first sentence of a newspaper article is called a "lead." It contains the who, what, where, and when. Can you identify the who, what, where, and when in this lead?

## BODY PARAGRAPH

The body paragraphs explain the "why." They provide additional details, background information, and quotes from experts.

## ORDER OF INFORMATION

The most important information appears first and the least important appears last.

## PURPOSE

The purpose of a newspaper article is to inform or explain—not to persuade or entertain. So the tone should be serious, formal, and unbiased. It should not contain personal opinions.

PAIRED TEXTS: "Is the World Going to End in 2012?" and "Computers Prevail in First Hours of '00"

SKILL: Writing a Newspaper Article • page 1 of 3

# Organizing Your Newspaper Article

**Directions:** Follow the steps below to write your article about what did (not) happen on December 21, 2012.

**1** The headline should briefly explain what the story is about. If it's more than two words long, it should contain a verb.

**Write your headline here:**

\_\_\_\_\_

**2** The first sentence is called the lead. It usually contains the who, what, where, and when. Your lead sentence should state what happened, when it happened (December 21, 2012), where it happened, and who was involved.

Here is an example of a lead sentence: People around the world felt relieved as December 21, 2012, passed without the world coming to an end—a catastrophe some believed the ancient Maya had predicted.

**Write a lead sentence here. You can use ours or write your own.**

\_\_\_\_\_

\_\_\_\_\_

**3** The body paragraphs explain the "why." They provide additional details and background information. **Write a paragraph in response to each of the questions below.**

**Paragraph 1:** Where did people's fears about December 21 come from?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 2:** Why were they wrong to worry? Include details about what experts say, as well as what the ancient Maya believed about the end of their calendar.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Paragraph 3:** How did the dire prediction for December 21 compare with other doomsday predictions in history?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4** Choose two sentences from "Will the World End in 2012?" to use as direct quotes in your article. A direct quote is another person's exact words. You can quote the writer Sarah McCarry or you can quote one of the experts in the article.

**Direct Quote 1:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Direct Quote 2:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Note that when you include direct quotes in your article, you must put them in quotation marks and make it clear who is saying them. Here are three examples of how to do that:*

1. "People have a desire to start over with a clean slate," says Michael Shermer, a psychologist and science historian.
2. In her article "Will the World End in 2012?" writer Sarah McCarry says, "The threat of a cataclysmic event has haunted humans since, well, always."
3. "History is full of examples of people who predicted certain doom," explains McCarry\*, "only to watch those days come and go uneventfully."

\* The second time you quote someone, you can refer to him or her by last name.

**5** Look at the paragraphs you wrote on the previous page. Put a star next to the paragraph where each quote would best fit.

**6** Now it's time to put it all together. Write your article on a separate sheet of paper or type it up, following the sequence and guidelines below.

**1. Headline**

**2. Byline, followed by the date the article is published (December 22, 2012)**

**3. Lead sentence**

- Contains the who, what, where, and when; this is the sentence you wrote in Step 2.

**4. Body paragraphs**

- Use the paragraphs you wrote in Step 3. Each paragraph should flow smoothly from one to the next. To do this, you may need to write transition sentences at the beginning of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 4.
- Organize your paragraphs with the most important information first.

**5. Conclusion**

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a strong quote. Another is to refer to your lead from the opening paragraph.

PAIRED TEXTS: "Is the World Going to End in 2012?" and "Computers Prevail . . ." • SKILL: Reading Comprehension

# End-of-the-World Quiz

**Directions:** Read "Is the World Going to End in 2012?" and "Computers Prevail . . ." Answer the questions below.

1. According to the Maya Long Count calendar,

**December 21, 2012 is**

- (A) a good day for planting crops.
- (B) the day the world will end.
- (C) the end of the winter solstice.
- (D) the end of a Great Cycle.

2. The author of "Is the World Going to End in 2012?" mentions Y2K

- (A) to provide additional information about what will happen on December 21.
- (B) to support the idea that the December 21 doomsday prediction will come true.
- (C) to support the claim that other predicted doomsdays have passed uneventfully.
- (D) all of the above

3. According to "Is the World Going to End in 2012?", how do past cataclysmic events affect us?

- (A) They reassure us; we see that even after cataclysmic events, life goes on.
- (B) They scare us; we perceive that such events could happen again.
- (C) They help us prepare for the future.
- (D) They have no effect on us.

4. You can infer that the woman in the photograph on page 19

- (A) took Y2K disaster scenarios seriously.
- (B) thinks the world will end on December 21, 2012.
- (C) donated her excess supplies to charity.
- (D) felt foolish on January 1, 2000.

5. "Computers Prevail in First Hours of '00" is

**MAINLY about**

- (A) how predictions of mass chaos as the calendar switched from 1999 to 2000 failed to come true.
- (B) the cost of preparing for Y2K.
- (C) why computer programmers in the 1960s omitted the first two digits in year dates.
- (D) people who stockpiled supplies for Y2K.

6. How does the author of "Is the World Going to End in 2012?" feel about doomsday predictions?

- (A) She takes each one very seriously.
- (B) She is generally dismissive of these predictions.
- (C) She hopes that one will come true so that life can be simple again.
- (D) She is angry that so many inaccurate doomsday predictions have been made.

7. Which sentence from the article best supports the answer to question No. 6?

- (A) "Cataclysmic events, from natural disasters to epidemics, have occurred throughout history."
- (B) "If, for example, our technology were destroyed, maybe we would enjoy a calmer way of life."
- (C) "Our fear is also rooted in experience."
- (D) "History is full of examples of people who predicted certain doom only to watch those days come and go uneventfully."

8. The tone of *The New York Times* article is mostly

- (A) objective.
- (B) judgmental.
- (C) doubting.
- (D) lighthearted.

**Directions:** Write your answers on the back of this paper or type them up on a computer.

9. How is the December 21, 2012, doomsday prophecy similar to predictions about Y2K? How is it different? Use details from both articles to support your answer.

10. Based on these two articles, how might a reader conclude that some predictions of catastrophe are overblown? Use at least two details from each article to support your answer.

# Critical-Thinking Questions

## "Is the World Going to End in 2012?"

1. Why do some people think the world will end this winter?
2. According to the article, why is the end of the world a topic of interest or concern to many people? Is it reasonable to be concerned about the end of the world?
3. According to the author, how likely is it that the December 21 doomsday prediction will come true? What can you infer about the author's opinion of doomsday predictions in general? Support your answers with text evidence.
4. According to "Computers Prevail in First Hours of '00," were Y2K predictions realistic?
5. Compare the tone of the two articles.

PAIRED TEXTS: "Is the World Going to End in 2012?" • SKILL: Vocabulary Acquisition, page 1 of 2

# Vocabulary: "Is the World Going to End in 2012?"

**Directions:** Read the following definitions and example sentences. Then add two other words from the article.

1. **bandwagon (BAND-wag-uhn)** *noun*; a cause, movement, or trend that attracts growing support  
*example:* Initially skeptical of the Hunger Games craze, Neil couldn't help but jump on the bandwagon after reading chapter one of the first book.
2. **cataclysmic (kat-uh-KLIZ-mik)** *adjective*; extremely destructive  
*example:* Many scientists believe that a cataclysmic collision between Earth and a large asteroid caused the extinction of the dinosaurs.
3. **cosmic (KOZ-mic)** *adjective*; of or relating to regions of the universe distinct from Earth  
*example:* The invention of the telescope led to many discoveries about our planet's cosmic surroundings.
4. **fallout (FAWL-out)** *noun*; unexpected side effects, results, or outcomes of a situation  
*example:* The firing of the high school principal had a huge fallout. The board of education received hundreds of angry letters.
5. **glitch (glicH)** *noun*; a usually minor error, malfunction, or problem  
*example:* Nathaniel successfully set up his family's new 3-D television without a single glitch.
6. **harbinger (HAHR-bin-jez)** *noun*; something that foreshadows a future event; an omen or a sign  
*example:* The star quarterback's wrist injury during the team's first game was seen by many as a harbinger of yet another pitiful football season for Claremont High.
7. **stockpile (STOK-pahyl)** 1. *noun*; a supply of something for future use; 2. *verb*; to accumulate for future use, especially for a time of shortage or an emergency  
*example 1:* We don't understand why Ken insists on keeping a stockpile of pretzels in his locker.  
*example 2:* Marcy's father stockpiled flashlights and water in the garage to prepare for the storm.

8. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

9. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

PAIRED TEXTS: "Is the World Going to End in 2012?" • SKILL: Vocabulary Acquisition, page 2 of 2

# Vocabulary Practice:

## "Is the World Going to End in 2012?"

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

1. The class president tried to get the whole student body on the **bandwagon** for \_\_\_\_\_  
\_\_\_\_\_
2. Because of her interest in **cosmic** phenomena, Angela decided to \_\_\_\_\_  
\_\_\_\_\_
3. A **glitch** in my computer's word-processing program caused my history essay to \_\_\_\_\_  
\_\_\_\_\_
4. The effects of the tornado on the small town were **cataclysmic**. For instance, \_\_\_\_\_  
\_\_\_\_\_

**Directions:** For each word on the left, write the letter of the word or phrase on the right with the most similar meaning.

- |                      |               |
|----------------------|---------------|
| 5. _____ harbinger   | A. disastrous |
| 6. _____ glitch      | B. aftermath  |
| 7. _____ cataclysmic | C. gather     |
| 8. _____ fallout     | D. defect     |
| 9. _____ stockpile   | E. indication |

**Directions:** Write two sentences. In each, use one of the vocabulary words you added to the list on page 1 of this activity.

10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_



DEBATE: "Did You Really Just Post That Photo?" • SKILL: Reflective Essay, page 1 of 4

# Write a Reflective Essay

**Directions:** Read "Did You Really Just Post That Photo?" on pages 20-21 of the December 10, 2012, issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an essay in which you examine your own online habits and explain whether a lack of privacy online is a problem for *you*.

## STEP 1: SELF-REFLECTION

When you write a reflective essay, you write about your own experiences, memories, and reactions to events. At the same time, a good reflective essay is focused on the topic. In each of the two tables below, fill in the first column with your responses from the chart on page 21 of *Scope*. In the second column, write down how each point relates to you. Model your responses after the examples provided.

### Is a Lack of Privacy Online a Problem for Kids?

Points for Yes		How This Point Relates to Me
<b>EXAMPLE</b>	More colleges are looking up applicants online.	A few months ago, I failed a science test and I posted something on Twitter about my science teacher that wasn't very nice. A college might hold that comment against me.

Points for No		How This Point Relates to Me
EXAMPLE	The majority of teens on Facebook keep their accounts private.	I recently switched my Facebook account to "friends," although I used to have it set to "public."

STEP 2: CRAFT YOUR THESIS

Now that you’ve analyzed the debate—and your own online behavior—from several viewpoints, it’s time to decide: Are you smart about online privacy? Whatever you conclude, your thesis should be a clear, strong statement of that conclusion—your central idea. The thesis is where you tell the reader what your essay is going to be about.

**Your thesis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### STEP 3: SUMMARIZE THE ISSUE

Let your reader know a little about the issue you’re writing about. This is not your point of view; it’s a very brief summary of the issue. In this case, explain that many people are concerned that the Internet’s lack of privacy is bad news for kids, but that others argue that it’s not such a big deal.

**Your summary:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### STEP 4: WRITE YOUR HOOK

The beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook should relate to the topic of your essay, but it can take many forms. It can be an anecdote (a very short story), a fact, a quote, or a rhetorical question (a question to which you don’t expect an answer). Here are three ideas for hooks that could work for this topic. **Choose one of the ideas below or use your own idea and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Choose one of the experiences you thought of during Step 1. Describe that experience briefly, using sensory details to help the reader imagine himself or herself in your place.
- 2. SURPRISING FACT:** Find a fact that will raise your readers’ eyebrows. Several surprising facts are included in the article. (*Hint:* use one of the statistics.) You can also do some research to find a surprising fact that is not included in the article.
- 3. QUOTE:** Quote a statement from “Did You Really Just Post That Photo?” or from another magazine or newspaper article about online privacy. Then explain how that statement applies to you.

**Your hook:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### STEP 5: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you’ll find guidelines for how to organize your ingredients, as well as hints about what else you’ll need to add.

**Directions:** Follow the guidelines below to write a strong reflective essay on whether you are in danger of damaging your reputation through what you post online. You will use what you wrote on the first three pages of this activity.

## INTRODUCTION

Open with your hook from Step 4.



Write a transition sentence that relates your hook to the summary.  
(See *Scope's* handout “Great Transitions” for some ways to link your ideas.)



Summarize the issue using what you wrote in Step 3.



Finish with your thesis from Step 2.

## BODY PARAGRAPHS

Here's where you write out the information you brainstormed in Step 1. You don't need to include every single thing you wrote down; rather, review your notes and decide what your reader will find most interesting and what most strongly supports your central idea. Then think about the best way to arrange your information—how you can group your ideas in a way that makes sense. For example, if there are two occasions in which something you posted got you in trouble, it probably makes sense to put them in the same paragraph.

## CONCLUSION

Use 2-3 sentences to remind your readers of your main points.



Finish with a strong final sentence. Looking for an idea? Try referring to your hook, finding a quote, or stating how you intend to change your online habits.

## READ AND REVISE

Use *Scope's* “Reflective-Essay Checklist” to evaluate and edit what you have written.  
Make any necessary changes and write a second draft.

THE LAZY EDITOR: "Is This Weird Doll Worth a Million Bucks?" • SKILL: Commas, page 1 of 2

# Concerning Commas

Good writers commonly use commas. Here are a few rules to help you use commas correctly:

- 1. Use a comma before a conjunction (*for, and, nor, but, or, yet, so*) to join two independent clauses.**

*Example:* Adrien said he would be here, but I haven't see him.

- 2. Use a comma after an introductory element.**

*Example:* When my dad heard which movie had won Best Picture, he sighed with disappointment.

- 3. Use commas to separate items in a series of three or more things.**

*Example:* Brenda bought buffalo wings, mozzarella sticks, pizza, and chips for the Super Bowl party.

- 4. Use a pair of commas in the middle of a sentence to set off words or phrases that are not essential elements of the sentence.**

*Example:* Escargot, which I'm curious to taste, is a French delicacy of cooked snails.

**Directions:** Add the missing commas to the sentences below.

1. Mia doesn't like that mall; it has no Starbucks Forever 21, or Build-a-Bear.
2. After trying pigs' feet for the first time Devin thought he was going to hurl.
3. Selma wants to train for the big race but she pulled a muscle in her calf yesterday.
4. I never knew that Michael Jordan who played for the Chicago Bulls is six-and-a-half feet tall!

**Directions:** Read each pair of sentences below. Place an **X** in front of the one in which the commas are used correctly.

5. **a** \_\_\_\_ While in Athens, Gabriel and I ate tons of souvlaki, climbed the Acropolis, got chased, by stray dogs, and swam in the Aegean Sea.  
**b** \_\_\_\_ While in Athens, Gabriel and I ate tons of souvlaki, climbed the Acropolis, got chased by stray dogs, and swam in the Aegean Sea.
6. **a** \_\_\_\_ Lanky, the clown who performed at my brother's birthday party, just got a big part in a movie.  
**b** \_\_\_\_ Lanky the clown who performed at, my brother's birthday party, just got a big part in a movie.
7. **a** \_\_\_\_ The brownies your father left on the table tasted kind of fishy, so I tossed them in the garbage.  
**b** \_\_\_\_ The brownies, your father left on the table, tasted kind of fishy, so I tossed them in the garbage.
8. **a** \_\_\_\_ Before I agree to go with you, I have a few questions.  
**b** \_\_\_\_ Before, I agree to go with you I have a few questions.

**Directions:** Write a one-sentence example for each comma rule below. Refer to the rules and example sentences at the beginning of this activity to help you.

**9. Rule:** Place a comma before a conjunction to join two independent clauses.

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**10. Rule:** Use a comma after an introductory element.

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**11. Rule:** Use commas to separate items in a series of three or more things.

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**12. Rule:** Use a pair of commas in the middle of a sentence to set off words or phrases that are not essential elements of the sentence.

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THE LAZY EDITOR: "Is This Weird Doll Worth a Million Bucks?" • SKILL: Parentheses

# Parentheses Practice

Parentheses set off information that isn't critical but is still worth mentioning. You can think of the words inside the parentheses as comments, clarifications, or afterthoughts. Here are a few rules (and some tips) to help you use parentheses correctly.

- 1. Parentheses always appear in pairs (one before the start of the comment and one after the end).**  
*Example: We're expecting a big snow storm (more than 10 inches) on Friday.*
- 2. Whatever is inside the parentheses is disposable. That is, the sentence should still make sense without it.**  
*Example: Mr. McCarthy (our English teacher's husband) chaperoned our field trip to the theater. Now read that sentence without the text in the parentheses. The sentence still makes sense.*
- 3. Numbers (such as dates, page numbers, and prices) are often put inside parentheses.**  
*Example: Fallon found a leather jacket (\$15) and a copy of *The Giver* (\$1.99) at the thrift store.*
- 4. Parenthetical material can interrupt a sentence, or it can be written as a separate sentence. If parenthetical material interrupts a sentence, do not use a capital letter or period to punctuate it.**  
*Example: Dina has seen *Freaky Friday* (the original, not the remake) 14 times.*  
*Example: You're going to love this cake Shannon made (assuming you like chocolate).*  
**If the parenthetical material is written as a separate sentence, punctuate it as a separate sentence.**  
*Example: Last night, Nicki Minaj won Best Female Video. (That girl has some crazy hair!)*

**Directions:** Add the missing parentheses to the sentences below. Then write your own sentence that includes a set of parentheses.

1. One of our dogs Roxie, not Nala almost caught a squirrel in our backyard yesterday.
2. Mark grew up in a small town in Texas population, 1800.
3. Avery's mom goes a little overboard at Thanksgiving four different kinds of pie but everything is always delicious.
4. Cary Grant whose real name was Archibald Leach starred in some of my favorite classic movies.
5. My brother thinks Kareem Abdul-Jabbar is the best basketball player of all time. I'd choose Michael Jordan.
6. Adrian quickly cleaned up his room before his grandma a bit of a neat freak came over.
7. I decided not to buy the Nike Air Max sneakers because they were so expensive. Who has \$170 for shoes?
8. We painted well, I painted and Jacqueline danced around with a brush our room.
9. Voter turnout was an estimated 58 percent this year down from 62 percent in 2008.
10. \_\_\_\_\_

THE LAZY EDITOR: "Is This Weird Doll Worth a Million Bucks?" • SKILL: Commonly Confused Words

# Its vs. It's

**Its** and **it's** are often confused and misused. Here's what you need to know to use them correctly:

**Its** is a possessive: It indicates ownership.

**Examples:**

*The cat looked sadly at its empty bowl.*

*That website sure takes its time loading.*

**It's** is a contraction. If you can replace the **it's** in your sentence with **it is** or **it has**, **it's** is correct.

**Examples:**

*It's a beautiful painting.*

*It's been a long time since I talked to him.*

**Directions:** Choose the correct sentence in each group below.

1. Ⓐ Its hard to work when its such a nice day outside.  
Ⓑ It's hard to work when it's such a nice day outside.  
Ⓒ It's hard to work when its such a nice day outside.  
Ⓓ Its hard to work when it's such a nice day outside.
2. Ⓐ "That dog is hurt!" exclaimed Jenny. "Look, its cut its paw."  
Ⓑ "That dog is hurt!" exclaimed Jenny. "Look, it's cut it's paw."  
Ⓒ "That dog is hurt!" exclaimed Jenny. "Look, it's cut its paw."  
Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."
3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.  
Ⓑ I love the new soccer field. It's so green, and it's right next to the park.  
Ⓒ I love the new soccer field. It's so green, and its right next to the park.  
Ⓓ I love the new soccer field. Its so green, and it's right next to the park.
4. Ⓐ Its hard to believe, but the tiger just escaped from its cage at the zoo.  
Ⓑ It's hard to believe, but the tiger just escaped from it's cage at the zoo.  
Ⓒ It's hard to believe, but the tiger just escaped from its cage at the zoo.  
Ⓓ Its hard to believe, but the tiger just escaped from it's cage at the zoo.

**Directions:** For the sentences below, fill in the blanks with **its** or **it's**. Then write your own sentence using either **its** or **it's**.

5. "\_\_\_\_\_ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged \_\_\_\_\_ feathers using \_\_\_\_\_ beak.

7. The *Titanic* was on \_\_\_\_\_ way to New York City.

8. \_\_\_\_\_  
\_\_\_\_\_



# Using Consistent Verb Tense

A verb's *tense* indicates when the action that it describes takes place—in the past (I ran), in the present (I run), or in the future (I will run).

In general, verb tense should remain *consistent*, or the same, throughout a piece of writing, unless there is a good reason to change it.

For example:

**Incorrect:** During tomorrow's performance, we will **dance** and **sang**.  
(*Will dance* is in the future tense and *sang* is in the past tense, so the verbs are not consistent.)

**Correct:** During tomorrow's performance, we will **dance** and **sing**.  
(Both verbs are in the future tense.)

A good reason to change verb tense is when you are describing events that happen at different times.

For example:

**Correct:** I **drove** an S.U.V. last year, but now I **drive** a small hybrid car.  
(You are describing the car that you previously drove, and you are also describing the car you drive currently. The verb tenses can disagree.)

**Correct:** We **are going** to the baseball game tomorrow, but yesterday we **went** to the hockey game. (You are describing what will happen in the future, and you are also describing something that happened in the past.)

**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some cases, verb tenses can disagree.

1. Adele is my favorite singer now, but when I was in fifth grade, I like Miley Cyrus. \_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow, since I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

# Run-ons and Ramblers

A **run-on sentence** combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and a verb, and expresses a complete thought—in other words, a sentence.) Consider the following run-on sentence:

There’s a new James Bond movie coming out this month, I want to see it.

“There’s a new James Bond movie coming out this month” and “I want to see it” are both independent clauses—each could stand on its own as a sentence. A comma is not enough to join two independent clauses. Here are three ways to correct a run-on sentence:

1. Divide it into separate sentences.

*Example:* There’s a new James Bond movie coming out this month. I want to see it.

2. Use a comma and a conjunction such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**.

*Example:* There’s a new James Bond movie coming out this month, and I want to see it.

3. Use a semicolon and a transitional word or phrase such as **however**, **moreover**, **furthermore**, **as a result**, **consequently**, **meanwhile**, **first**, **next**, **finally**, or **in addition**.

*Example:* There’s a new James Bond movie coming out this month; moreover, I want to see it.

**Directions:** Rewrite the following run-on sentences, using one of the solutions above.

1. I know fruit is healthy, there aren’t many kinds of fruit that I like.

*Correct:* \_\_\_\_\_

2. This weekend is supposed to be warm and sunny, it will be perfect for our canoe trip.

*Correct:* \_\_\_\_\_

3. I saw an adorable black-and-white puppy on the animal shelter’s website, I can’t stop looking at him.

*Correct:* \_\_\_\_\_

4. Leslie and Kari watched a scary movie, both of them had nightmares for a week.

*Correct:* \_\_\_\_\_

5. Four species of monkeys are native to Costa Rica, we saw all four on our trip there last spring.

*Correct:* \_\_\_\_\_

6. Liz invited me to go to a movie on Friday, I can’t go because my brother’s recital is that evening.

*Correct:* \_\_\_\_\_

7. I talked to Gavin and he was excited about the plan, I haven't talked to Sophia yet.

Correct: \_\_\_\_\_

8. Every Tuesday and Thursday, Hannah goes to rehearsal, she has a performance coming up in June.

Correct: \_\_\_\_\_

Related to run-on sentences are **rambling sentences**. Rambling sentences may technically follow the rules of grammar, but they are still a problem because they ramble—that is, they go on and on in an aimless way. Rambling sentences contain TOO MANY independent clauses joined by conjunctions such as **for, and, nor, but, or, yet, or so**. For example:

My dad and I went hiking on Saturday, and when we started, the sun was shining and it was a beautiful day, but around 12:30 some dark clouds started to appear, and pretty soon it started to rain, so my dad, who is always prepared for anything, quickly put on his rain gear, but I had not packed mine, so I got really wet, but at least it wasn't too cold outside.

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

My dad and I went hiking on Saturday. When we started, the sun was shining and it was a beautiful day. Around 12:30, however, some dark clouds started to appear, and pretty soon it started to rain. My dad, who is always prepared for anything, quickly put on his rain gear. I had not packed mine, though, so I got really wet. At least it wasn't too cold outside.

**Directions:** Rewrite the Rambler below. Break it into several shorter sentences.

Last week was my mom's birthday, and the whole family came over to celebrate, so my sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert, and it looked absolutely wonderful, yet as soon as we tasted it, it was clear that something had gone wrong, because it tasted awful, and Leah realized that she had forgotten to add the sugar!

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FICTION: "The Choice" • SKILL: Reading Comprehension

# "The Choice" Quiz

**Directions:** Read "The Choice." Then answer the multiple-choice questions below.

1. Zander's friends encourage him to do each of the following EXCEPT
  - (A) sell the ring and buy cool stuff with the money.
  - (B) put up a "found" sign at the thrift store.
  - (C) try to find the owner of the ring and return it.
  - (D) tell his mom that he found the ring in the pants.
2. How does Zander react when Xavier says, "finders keepers, dude. That's the way of the world"?
  - (A) Zander agrees at first, then changes his mind.
  - (B) Zander thinks it's definitely true.
  - (C) Zander disagrees immediately.
  - (D) Zander still isn't sure at the end of the story.
3. Zander says, "We unanimously decided that my ring was real." You can guess that the Latin word *unanimus* means
  - (A) inactive or sluggish.
  - (B) furious.
  - (C) not influenced.
  - (D) of one mind.
4. Which quote best supports a central theme of the story?
  - (A) "After all these years, it's a wonder they're still friends."
  - (B) "That's when I got the idea. Instead of giving the ring back to some stranger, I could give it to my mom."
  - (C) "There are two types of people in the world. The Keepers and the Returners. You never know which type you are until you're put to the test."
  - (D) "It might have been a fake ring, but it had a real story to go with it."
5. In the story, Yuri serves as Zander's
  - (A) antagonist.
  - (B) mentor.
  - (C) enemy.
  - (D) conscience.
6. Why does Zander finally decide to return the ring?
  - (A) He's afraid of getting in trouble.
  - (B) He is concerned about the person who lost it.
  - (C) He realizes it's a fake.
  - (D) He is tired of listening to Yuri tell him to return it.
7. Which is the climax of the story?
  - (A) when Zander finds the ring in his pocket
  - (B) when Zander sees the sign about the lost ring
  - (C) when Zander finds out the ring is fake
  - (D) when Zander decides to keep the ring, even though he knows it's not real
8. How does the advice column on p. 29 relate to the fiction story?
  - (A) They both involve someone making a decision to tell on someone else.
  - (B) They both suggest that it is easy to do the right thing.
  - (C) They both involve someone who is grappling with how to confess something.
  - (D) They both concern having an awareness of how one's actions affect others.

**Directions:** Write your answers on the back of this paper or type them up on a computer.

9. How does Zander feel when he first finds the ring? Describe how his feelings change over the course of the story.
10. Writer Albert Camus said, "A man without ethics is a wild beast loosed upon this world." What does he mean? How does this quotation apply to the story and the advice column? ("Ethics" has to do with knowing right from wrong.)

# Critical-Thinking Questions

## "The Choice"

1. Why doesn't Z tell anyone about the ring when he first finds it? What does his initial secrecy imply?
2. With whose advice do you think Z agrees more, Xavier's or Yuri's? Explain.
3. What tempts Z to keep the ring for himself, even though he seems to recognize that he should return it?
4. What does Chuck Klosterman mean when he says "I'm going to respond within the parameters you've created for yourself"? Do you think Klosterman is right to take this approach?
5. How is Z's decision to return the ring similar to the actions Klosterman urges Josh to take?

# Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand "The Choice." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

1. For the characters of Zander and Yuri and one character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. ZANDER is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because \_\_\_\_\_

B. YURI is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because \_\_\_\_\_

C.  is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because \_\_\_\_\_

2. How are Xavier and Yuri different? What does each of them contribute to the story?

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3. Give two examples of **indirect characterization** of Zander.

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4. Give two examples of **indirect characterization** of Zander's mom.

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Section 2: Setting

5. The author never states when or where the story takes place, but she does provide some clues about the setting. What details about the setting can you find? What type of place do you think the story is set in?

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6. What is Zander's attitude toward his neighborhood?

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Section 3: Point of View

7. From which **point of view** is "The Choice" told? Check one:

- ☐ **first person**      ☐ **third-person limited**

How do you know? Support your answer with evidence from the text.

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8. How might the story be different if told from the **third-person omniscient** perspective?

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Section 4: Tone and Mood

9. List at least two adjectives that describe the **tone** of the story. \_\_\_\_\_

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Explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

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10. What is the **mood** of the story? Does it stay the same throughout the story, or does it change? Explain.

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Explain how the author established the **mood**. Which **imagery**, words, ideas, **characters**, and aspects of the **setting** or **plot** caused you to feel the way you did?

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# Section 5: Plot

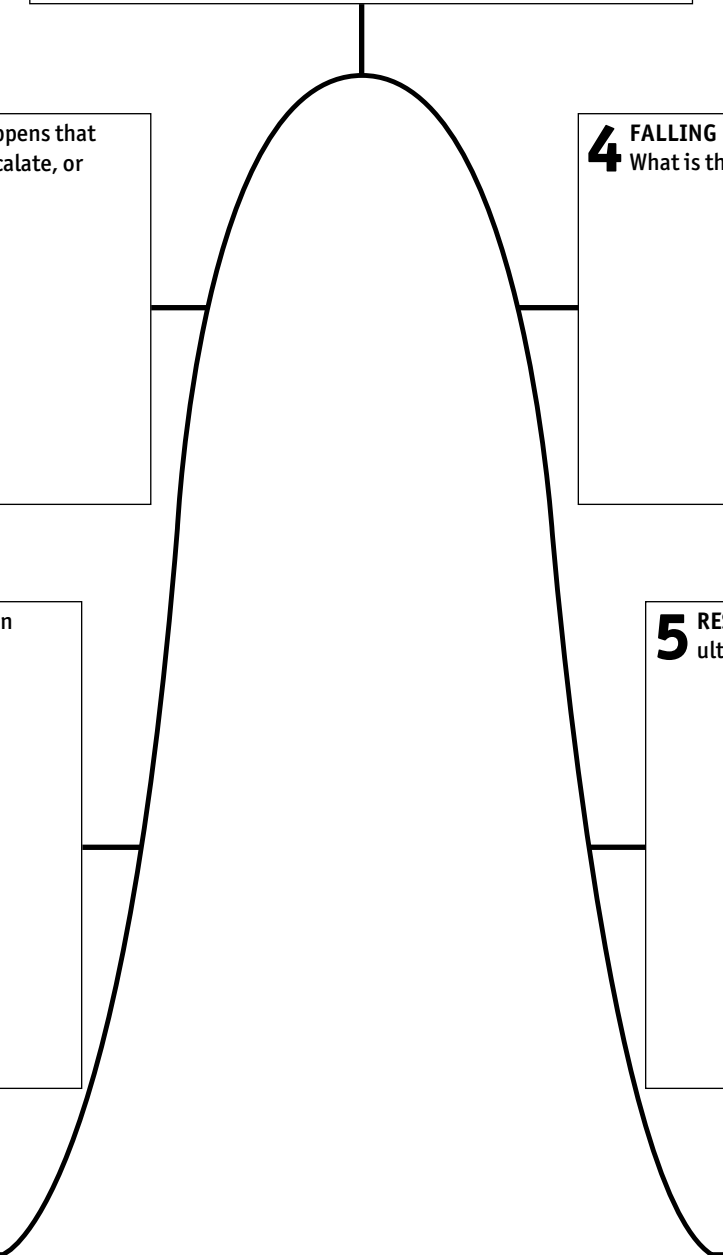
**3 CLIMAX:** Describe the moment when the problem reaches its greatest intensity. What happens that makes this a turning point?

**2 RISING ACTION:** What happens that causes the situation to escalate, or intensify?

**4 FALLING ACTION:** What happens next? What is the solution to the problem?

**1 OPENING:** What is the main problem?

**5 RESOLUTION:** What is the ultimate outcome?



SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

Welcome to do-it-yourself vocabulary! We’re leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

**Directions:** First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
What I think the word means, based on context clues:	
Dictionary definition:	
Example sentence:	

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

# You Write It

## Turning an Interview Into an Article

**Directions:** Follow the steps below to turn our interview with Lola Walter into an article.

**1** The headline "I Can Do Anything" tells you about the central idea of the interview—and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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**2** Rewrite each question-and-answer pair as one paragraph. Your paragraphs should be written from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). You should paraphrase, or rewrite in your own words, what Lola says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

**Paragraph 1:** Lola Walter, a 13-year-old from Olympia, Washington, is legally blind, but she  
does not let that stop her from being a competitive gymnast. Lola has achiasma, a  
condition that causes her eyes to move constantly, which makes it hard for her to  
focus. She often sees double.

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**Paragraph 2:** \_\_\_\_\_

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**Paragraph 3:** \_\_\_\_\_

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**Paragraph 4:** \_\_\_\_\_

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**Paragraph 5:** \_\_\_\_\_

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**Paragraph 6:** \_\_\_\_\_

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**Paragraph 7:** \_\_\_\_\_

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**3** Choose two sentences from what Lola said in the interview to use as direct quotes in your article.  
A direct quote is another person’s exact words.

**Direct Quote 1:** \_\_\_\_\_

\_\_\_\_\_

**Direct Quote 2:** \_\_\_\_\_

\_\_\_\_\_

*Note that when you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:*

1. “Before I compete,” Lola explains, “I visualize my routines in my head.”
2. “I can do anything my teammates do,” declares Lola.
3. Lola says, “My team voted me ‘hardest worker.’”

**4** Pick out the information that you find most interesting in the interview. You might choose, for example, the fact that Lola does not tell judges at competitions about her condition because she doesn’t want to be scored differently than her teammates.

**The information I find most interesting is:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** Now it’s time to put it all together. Write your article on a separate sheet of paper or type it up, following the guidelines below.

**Opening Paragraph:**

- Your first sentence should be a hook—that is, it should grab the reader’s attention. One option is to state something that is surprising, interesting, or moving. *Hint:* What did you write in Step 4?
- Be sure to let readers know what the article is going to be about. In other words, state the central idea of the article.

**Body Paragraphs:**

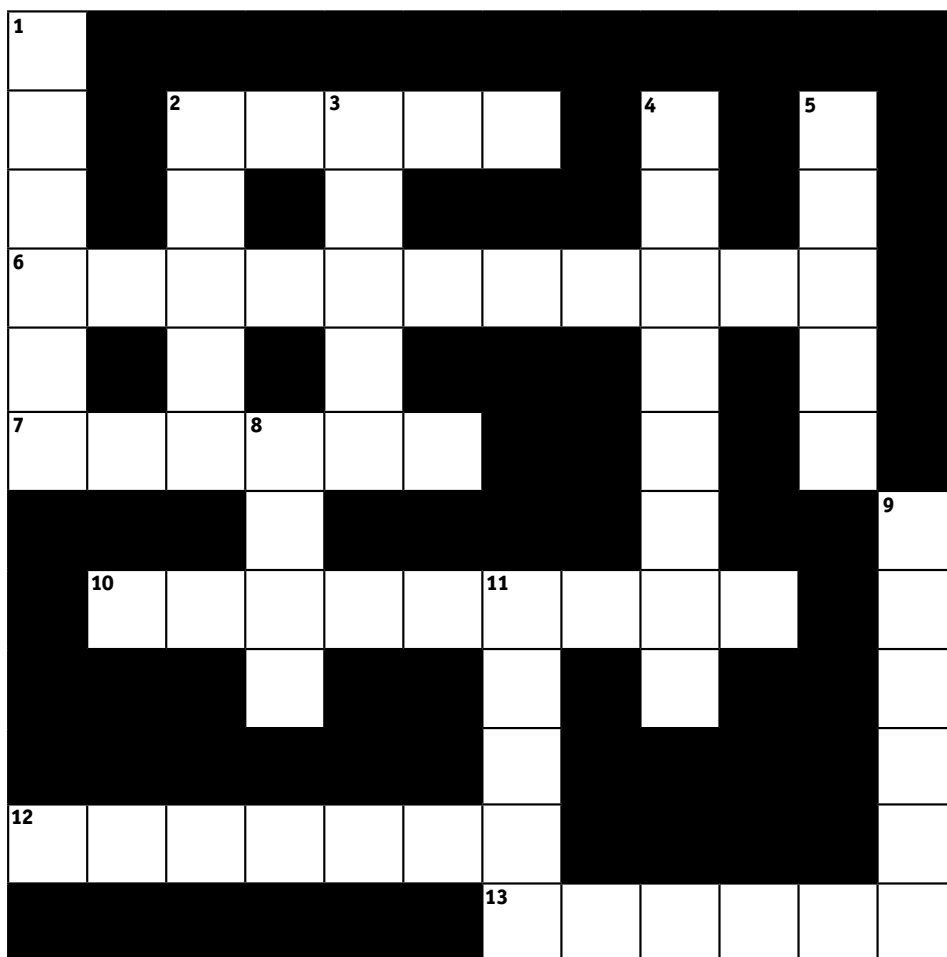
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginning of some paragraphs.
- Don’t forget to include the direct quotes that you chose in Step 3.

**Conclusion:**

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

# Scope Crossword Puzzle

**Directions:** Use the December 10, 2012, issue of *Scope* to help you complete the crossword.



## ACROSS

2. to hint at something
6. the cause of death for most avalanche victims
7. The balance beam is scary for Lola Walters because it is so \_\_\_\_.
10. Snow is made of tiny \_\_\_\_ of air, water, and ice.

12. The Ghost of Christmas Yet to Come showed Scrooge his own \_\_\_\_.
13. the moral principles that guide a person's behavior (Hint: What's the name of the advice column on p. 29?)

## DOWN

1. Charles Dickens's father was sent to \_\_\_\_ for not paying his debts.

2. You can \_\_\_\_ that I am angry from the scowl on my face.
3. If you post an inappropriate \_\_\_\_ on the Internet, it could come back to haunt you later.
4. Repetto used his \_\_\_\_ as a probe to find Stroud in the snow. (2 words)
5. what Scrooge cared about most before

Christmas 1843

8. Collectibles are worth more if they are \_\_\_\_.
9. People panicked that computer \_\_\_\_ would not recognize the year 2000.
11. According to the Maya Long Count calendar, December 21, 2012, is the end of a Great \_\_\_\_.