

GRAMMAR LOVES A COMEBACK

AMONG VS. BETWEEN

1. between 7. between
2. among 8. between
3. among 9. Among
4. between 10. between
5. Among 11. Among
6. between 12. Answers will vary.

THE BOSTON MOLASSES FLOOD OF 1919

“DON’T TOUCH THE WATER!” CLOSE-READING QUESTIONS

1. The paragraph consists of a sentence fragment that lists the activities that were off-limits to people whose water was poisoned. By using a fragment, the author creates a conversational but serious tone—it’s like he is leading the reader through the process of thinking about what it means to not be able to use running water “for anything,” as he states at the end of the preceding paragraph.
2. This detail suggests that anyone exposed to MCHM may suffer health problems in the future. The information that the long-term consequences of the spill cannot be predicted makes the spill seem more frightening.

“THE BOSTON MOLASSES FLOOD OF 1919” CLOSE-READING QUESTIONS

1. This information puts the molasses disaster in historical context. It tells what the people of the North End had gone through in the recent past and helps the reader understand their emotions. It also evokes the reader’s sympathy and makes the molasses disaster seem all the more tragic.
2. The tank was ugly, blocked light from the neighborhood, made rumbling noises, and leaked molasses. Residents didn’t complain because they felt powerless against a giant company like USIA. Also, many people mistrusted immigrants at the time; residents thought that no one would listen to them if they complained.

COMPARE TWO DISASTERS

	West Virginia Chemical Spill of 2014	Boston Molasses Flood of 1919
type of accident	About 7,500 gallons of a toxic chemicals leaked out of a small hole in a storage tank and into the Elk River.	A giant storage tank burst open and approximately 2.3 million gallons of molasses flooded the streets of a Boston neighborhood.
damage done	As many as 300,000 people could not use their tap water for several days. Hundreds were exposed to the chemical and sought medical treatment for throat and eye irritation, vomiting, skin rashes, and breathing difficulty. The long-term effects of exposure are unknown.	Twenty-one people were killed and 150 were injured. Many buildings collapsed. The North End neighborhood was covered in sticky molasses that had to be scrubbed off with salt, and the area stank of molasses for months.
who and/or what was responsible	The company Freedom Industries owned the leaky tank and is responsible for the spill. Some also blame the leak on inadequate laws regulating aboveground chemical storage tanks; some say the tank was too close to a water distribution center.	The company United States Industrial Alcohol (USIA) was found responsible in a lawsuit following the disaster.
how the responsible party reacted to the accident	Freedom Industries declared bankruptcy shortly after the accident; some speculate that it did this to avoid lawsuits.	At first, USIA denied responsibility and tried to blame the accident on criminals. It continued to deny responsibility even after experts determined that the company was responsible. Finally, when USIA lost a lawsuit filed against it, the company was forced to pay \$1 million in damages.
how the public and government responded to the accident	After the spill, West Virginia Senator Joe Manchin started pushing for a bill to increase regulation of chemical storage. Many people were “outraged” to learn that a second chemical was part of the spill. Many residents remained scared to drink the water after the ban was lifted.	The residents of the North End refused to give up when USIA denied responsibility. They eventually won a major lawsuit against the company.

3. It builds suspense and creates a feeling of impending doom. The reader knows something terrible is coming.
4. The author uses vivid descriptive language. She explains that the molasses wave was more destructive than a wave of ocean water. She uses words and phrases like “violent swirl,” “staggering,” and “colossal” to suggest the size and speed of the wave. She

- shows the wave’s destructive power by listing the things it wrecked—a three-story fire station, houses, and cars. The mood is terrifying, urgent, panicky, etc.
5. The residents had little influence and few resources to fight a big company like USIA. Before the explosion, they felt powerless. Yet they managed to fight for and get justice. Their victory gave them power.

"THE BOSTON MOLASSES FLOOD OF 1919" AND "DON'T TOUCH THE WATER!" CRITICAL-THINKING QUESTIONS

1. It seems like the disaster could have been prevented quite easily. It was common knowledge that the molasses tank was poorly built. It made strange groaning noises for years before it broke. If the tank had been properly built and maintained, the spill may never have happened.
2. Answers will vary. Students may say yes, if an item made by a company malfunctions or breaks, causing a disaster, then that company should be held responsible.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS**

***Less-scaffolded version**

Answers will vary but should be similar to the following:

1. The photograph is a picture of a peaceful-looking river with trees lining its banks and a mountain in the background. The stillness of this photograph creates a peaceful mood. The headline contradicts the photograph. Whereas the picture is serene, the letters of the word "water" in the headline look like they have been sucked into the river and are disintegrating. This juxtaposition creates intrigue. The word "poison" in the subtitle (or "dek") and the introductory paragraph create a sense of drama. Also, the exclamation point in the title suggests that this is an extremely serious matter.
2. I think the article will be about a chemical spill in West Virginia that tainted the water and affected thousands of people.
3. The picture shows a huge, cracked-open container with a brown substance flooding out of it. An old-fashioned car has been knocked over, a horse is straining to get away, and people seem to be running for their lives. The image creates a mood of terror; something really bad is happening.
4. The photographs show the destruction caused by the molasses flood, as well as a newspaper headline from the time. The captions describe rescuers wading through goo to save people, and how

Boston Harbor was stained brown and smelled like molasses for months after the explosion.

5. I think the article will be about a molasses flood in Boston in 1919, with information about what caused it and its aftermath.
6. A. abandoning control of
B. By using the word "unleashing," the author is emphasizing the magnitude of the explosion and how terrifying it was for someone in its path. Had she used a simpler word like "spilling" or "letting go," the sentence would not have the same dramatic impact. "Unleashing" gives the reader a sense of the immensity and strength of the molasses, and suggests that it was coming out of the tank at a terrifying and uncontrollable rate.
7. The author describes a series of causes and effects.
8. The section begins with a suspenseful tone, as the author describes the sound of the rivets popping. The tone becomes dire as the tank begins to explode and a man yells "Run!" The tone is dramatic as the author details the severity of the destruction caused by the molasses. The section ends with a melancholy tone, with the firefighter holding Anthony's limp body and a description of the ravaged neighborhood.
9. During World War I, molasses was turned into alcohol and used to make bombs. Because millions of gallons of molasses were arriving in Boston Harbor, a company called USIA built an enormous storage tank in Boston's North End. The tank was built quickly and wasn't very sturdy. One day, the tank exploded and more than 2 million gallons of molasses gushed out. The molasses crushed houses and killed 21 people.
10. Evidence #3: "The state depends on jobs provided by companies like Freedom Industries."
11. "Don't Touch the Water!" is written like a newspaper article; it has a neutral tone. The author includes quotes from people who were affected by the spill and presents the basic facts of what happened. Lauren Tarshis, the author of "The Boston Molasses Flood of 1919," uses various techniques to create suspense and emotion in her article,

and presents the information as a story. After the introductory paragraph, Tarshis talks about the experience of one boy, Anthony, and his family and the hardships they faced in the United States. She elicits sympathy for Anthony and the other poor immigrants of his neighborhood. Unlike the author of "Don't Touch the Water!", Tarshis uses a lot of descriptive and figurative language in her writing. This makes the story gripping; it makes the reader feel like he or she is right there with Anthony when the explosion happens. It is clear that Tarshis blames the USIA for the molasses flood and that she feels sympathy for those who were affected.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS**

***More-scaffolded version**

Answers will vary but should be similar to the following:

1. The photograph is a picture of a peaceful-looking river with trees lining its banks and a mountain in the background. The stillness of this photograph creates a peaceful mood.
2. The headline contradicts the photograph. The picture is serene, but the letters of the word "water" in the headline look like they have been sucked into the river and are disintegrating. This juxtaposition creates intrigue. The word "poison" in the subtitle (dek) and the introductory paragraph create a sense of drama. Also, the exclamation point in the title suggests that this is an extremely serious matter.
3. I think I will learn about a chemical spill in West Virginia that tainted the water and affected thousands of people.
4. The picture shows a huge, cracked-open container with a brown substance flooding out of it. An old-fashioned car has been knocked over, a horse is straining to get away, and people seem to be running for their lives. The image creates a mood of terror; something really bad is happening.
5. how this disaster might have been prevented
6. They show the destruction caused by the molasses flood, as well as a newspaper headline from the time.
7. I think I will learn about a molasses

flood in Boston in 1919, with information about what caused it and its aftermath.

8. A. abandoning control of
B. The author is emphasizing the magnitude of the explosion and how terrifying it was for someone in its path. Had she used a simpler word like “spilling” or “letting go,” the sentence would not have the same dramatic impact. “Unleashing” gives the reader a sense of the immensity and strength of the molasses, and suggests that it was coming out of the tank at a terrifying and uncontrollable rate.
9. A. Effect 1: People stopped using molasses for baking and found other uses for it instead.
B. Cause 2: USIA needed a place to store millions of gallons of molasses coming into Boston Harbor before they were sent out to distilleries.
10. ~~I’d never heard of the Boston Molasses Flood until I read it in this magazine.~~
In the 19th century, white sugar was so expensive that molasses was the most popular sweetener. When the price of sugar dropped in the late 1800s, people found a new use for molasses. ~~You’re not going to believe this:~~ It was used to make bombs. ~~Yep:~~ Molasses was turned into industrial alcohol and used to make explosives during World War I. Because millions of gallons of molasses were arriving in Boston Harbor, a company called USIA needed someplace to store it before it was shipped to distilleries. ~~(If you didn’t know,~~ those are places where molasses is heated and turned into alcohol.) ~~Anyways,~~ USIA built an enormous storage tank in Boston’s North End. The tank was built quickly. It was five stories high ~~and super-duper ugly.~~ But the biggest problem was that it wasn’t very sturdy. It started leaking right away and it made groaning noises ~~(like my Grandpa makes when his knee is hurting).~~ People were scared something bad would happen. One day, the tank busted open and more than 2 million gallons of molasses gushed out. ~~Gross!~~ It crushed houses and killed 21 people. ~~Bummer.~~
11. Students should cross out #3: “Laws concerning the use and storage of chemicals vary by state.”

NONFICTION QUIZ

1. D (text evidence)
2. A (tone)
3. C (key ideas)
4. C (central idea)
5. B (inferencing)
6. B (figurative language)
7. D (text evidence)
8. D (inferencing)
9. Answers will vary but may be similar to the following: If I were a reporter going to West Virginia to investigate the chemical spill, I would want to pick up where the article left off and speak to town residents, representatives from Freedom Industries and local coal mining companies, health officials, and lawmakers. I would ask residents if their lives are still affected by the spill. Do they remain hesitant to use the water in their area? Are they still experiencing breathing difficulties or other symptoms from exposure to MCHM? I would ask representatives from Freedom Industries if they were aware that their aboveground tank was not safe. Is there a regular inspection process? I would want to know if coal mining companies would seriously consider moving out of the state if chemical storage were more strictly regulated in West Virginia. From health officials I would want to know if they have identified the second chemical that was involved in the spill. What effects might it have on residents who came into contact with it? And finally, I would ask lawmakers to be specific about what kinds of regulations they are seeking regarding chemical safety.
10. Answers will vary but may be similar to the following: The people living in Boston’s North End in the early 20th century were poor immigrants. As Lauren Tarshis, author of “The Boston Molasses Flood of 1919,” makes clear, it is likely that this had a significant effect on what happened in that neighborhood. The residents of the North End surely did not welcome the ugly, five-story molasses tank that USIA built in their neighborhood—especially when it became clear that the tank was leaking and likely dangerous. But there was nothing the people could do. Because they were poor, they had no financial power; because they were immigrants,

the general public had little concern for their welfare. As Tarshis writes, “In the early 20th century, many Americans viewed immigrants with suspicion and prejudice.” It seems likely that the very reason USIA chose the North End for its molasses tank was because the company knew the people living there would not be able to stop it; perhaps the company also assumed that if an accident did happen, the public would pay little attention to it. After the explosion, USIA denied responsibility for the disaster, probably hoping that the immigrants would give up and let the issue go. However, the people did not give up; they filed a lawsuit that, Tarshis writes, “dragged on for years.” Perhaps the company would have settled the case sooner had the victims been more powerful. In any event, the people eventually won their lawsuit and USIA was forced to pay them a substantial sum.

“THE BOSTON MOLASSES FLOOD OF 1919” VOCABULARY PRACTICE

- | | |
|------------------|------------------------|
| 1. unsightliness | 7. colossal |
| 2. shoddily | 8. wary |
| 3. federal | 9. distillation |
| 4. emanate | 10. Answers will vary. |
| 5. blot | 11. Answers will vary. |
| 6. regulate | |

IS THIS YOU?

STRESS SOLUTIONS

Stress Defined:

Stress is the body’s reaction to a perceived threat. When faced with danger, physical changes prepare the body for “fight or flight,” that is, to either fight or run away. The stress response includes a quickening of the heart rate, an increase of blood flowing to the muscles, dilation of the pupils, a decrease in sensitivity to pain, and an increase of hormones that make us alert. Stress can be experienced as anger, frustration, or anxiety.

Positive Effects of Stress:

- Helps us react quickly to danger and survive in emergency situations
- Makes us more alert, which helps us

- perform better
- Sharpens focus

Negative Effects of Stress:

- trouble sleeping
- a racing mind
- headaches
- stomachaches
- frustration
- anger
- anxiety
- difficulty concentrating
- feeling overwhelmed
- negative thoughts

Healthy Ways of Coping With Stress:

- Find an outlet, such as a sport or writing, for negative emotions.
- Drown out negative thoughts by saying positive, encouraging things to yourself.
- Take deep breaths from your belly. Try lying on your back, closing your eyes, placing your hands on your belly, and taking 10 deep breaths.
- Meditate.
- Get plenty of sleep.
- Exercise—it triggers endorphins.
- Spend time—in person—with family and friends.
- Dedicate time to an activity that you do for no reason other than that you enjoy it.

Unhealthy Ways of Coping With Stress:

- procrastination
- zoning out watching TV or playing video games

The Stress of the Gaokao

The gaokao college entrance examination “is believed to set the course” of a student’s life. How a student does on it determines which university he or she will attend, which in turn has an effect on that person’s career prospects. On top of the pressure students put on themselves to perform well, families and teachers also put pressure on students to do well on the test.

“IS THIS YOU?”

CLOSE-READING QUESTIONS

1. You can infer that the changes that take place—increased blood flow to the muscles, dilated pupils, etc.—prepare the body to either fight or run away. You can infer this from the information that the stress response developed to help our ancestors react to threats such

as saber-toothed tigers or enemies with spears, from the information that the stress response is known as “fight or flight,” and from the fact that the writer states that the stress response “can be helpful in emergencies.”

2. The sidebars contain detailed information about common reactions to stress, and ways to cope with stress, that are not included in the main article. The information in the sidebars would best fit into the section “How to Cope.”
3. She uses the example of James to support her claim that some stress is natural and healthy, but too much stress is harmful. She explains that a little anxiety before a game “invigorates” James and “helps sharpen his focus,” but that too much stress “overwhelms him.” She also cites James’s meditation practice as an example of a tool to reduce stress.

“IS THIS YOU?”

CRITICAL-THINKING QUESTION

Yes, the author would agree that stress can be useful. She writes that stress is “normal, even healthy” and explains that its biological purpose is to help us react to potentially dangerous situations. She mentions that stress can be “invigorating” and can help us be more alert, such as before a game or test.

“IN CHINA, THE TEST THAT DETERMINES YOUR LIFE” CLOSE-READING QUESTIONS

1. This detail supports the central idea of the article that the gaokao is taken very seriously in China. It shows the lengths to which students go to do well on the test.
2. A person’s destiny is his or her fate, or future. Calling the gaokao “destiny-shaping” tells the reader that this one test shapes, or determines, the entire course of the test-taker’s life.

“IS THIS YOU?” AND “IN CHINA, THE TEST THAT DETERMINES YOUR LIFE” CRITICAL-THINKING QUESTIONS

1. James means that we have the ability to control our stress level by the way we think about the situations in our lives. Ideas in “Is This You?” do support James’s claim. For example, the author reminds the reader to keep things in perspective. In one of the sidebars, she

notes that saying positive things to yourself is a way to overcome negative thoughts and fight stress.

2. Answers will vary. Students may say no. Though American students are under a lot of pressure to do well on standardized tests, they are not under quite as much pressure as Chinese students. In China, one test can determine a person’s entire life; it is believed that students must do well if they are to have any hope of success. In the U.S., college admissions are much more flexible, and students have more opportunities to be successful and make their own way in the world, regardless of how they do on standardized tests.

IS THIS YOU?

VOCABULARY PRACTICE

- | | |
|------|-----------------|
| 1. D | 6. B |
| 2. D | 7. tabulated |
| 3. A | 8. amino acids |
| 4. A | 19. rejuvenate |
| 5. A | 10. intravenous |

STRESS QUIZ

1. B (author’s purpose)
2. A (central idea)
3. D (vocabulary/context clues)
4. D (tone)
5. B (text evidence)
6. C (tone)
7. B (analogy/key ideas)
8. A (synthesis)
9. Author Kristin Lewis writes, “Feeling stress is part of the human experience. In fact, it’s key to the very survival of the human race” (p. 12). She explains that stress—a physical reaction that makes us more alert—helped our early ancestors respond to life-threatening situations. She then points out that stress can still be useful in emergencies today. She also notes that stress can be useful in other situations, such as athletics. LeBron James, Lewis writes, finds stress helpful for getting energized and focused before a basketball game. I think her argument is convincing. It makes sense that during emergencies and other high-pressure events, we benefit from being especially alert and aware of our surroundings. It’s only when we lose control of our stress levels that stress becomes damaging.

10. Kristin Lewis, author of “Is This You?”, suggests that in general, technology adds to kids’ stress levels. She writes, “Technology allows kids to be ‘on’ 24/7, sharing, posting, and tweeting with legions of people” (p. 13). She implies that this ability to be constantly connected adds pressure to kids’ lives and can get in the way of developing deep personal relationships. A similar idea appears in the article’s opening paragraph, where Lewis writes, “And what’s with your best friend, who didn’t like your last two Instagram posts?” (p. 11). Lewis also mentions that “binge-watching” TV shows or spending hours playing video games—both enabled by technology—can lead to feeling overwhelmed. In some ways, however, technology has reduced stress, which Lewis acknowledges. She explains, for example, that vaccines protect us from many deadly diseases that previous generations feared.

THE CORPSE-MAKER

BEOWULF: A HERO OF HIS TIME

Answers will vary.

Social Class

Inference: Wulfgar respects nobility; it’s a quality he regards as important and admirable.

Summary: It was important that warriors were noblemen—that they came from powerful, upper-class families.

Belief in God

Inference: Beowulf believes that God controls what happens to us.

Other lines from the play:

NARFI: Take heart, Handscio. We do not know God’s will. (Scene 5)

Inference: Narfi believes that God controls what happens to us.

Summary: People believed that a warrior should believe in God and trust God’s plans.

Strength

Inference: Hrothgar admires Beowulf’s strength. Beowulf’s reputation for strength is part of what convinces Hrothgar to see Beowulf.

Other lines from the play:

N2: Grendel’s arm, still clutched in

Beowulf’s powerful grip, rips off at the shoulder. (Scene 5)

Inference: Beowulf is incredibly strong.

Summary: Strength was greatly admired in a warrior, perhaps above all else.

Attitude Toward Death

Inference: He faces death without fear.

Other lines from the play:

BEOWULF: I will kill Grendel and end the suffering of your people, or I will die trying. (Scene 4)

Inference: Beowulf is willing to risk his life in pursuit of his goal.

Summary: A warrior was respected for accepting the possibility of his death, and for being willing to risk his life.

Character Traits

Inference: Beowulf is confident, brave, and proud. He is also polite: He asks for the king’s permission.

Inference: Beowulf has a sense of fairness, and he is very confident.

Other lines from the play:

WULFGAR: You seem honest and brave. I will take you to the king—and pray for your survival. (Scene 2)

Inference: Wulfgar admires the honesty and bravery he that he perceives Beowulf to have.

Summary: Courage, confidence, and pride were greatly admired in a warrior.

THE CORPSE-MAKER

CLOSE-READING QUESTIONS

- Scene 1 reveals that the Danes are under siege by a horrible monster named Grendel. Embla describes how “Heorot was once full of life” but now “sits quiet and empty.” Later, Grendel appears and kills Halvar.
- Wulfgar says Beowulf appears to be “a strong and noble warrior,” “honest and brave,” and “well-born and worthy of respect.” You can infer that he notes these qualities because they are important to the people of this time period.
- Beowulf’s lines show that he sees himself as capable and invincible. Yet he also believes his destiny is in the hands of God.
- In Scene 5, Narfi tells Handscio, “We do not know God’s will,” which reflects the general belief among the Danes that God determines their destinies.
- Unferth challenges Beowulf by attacking

his reputation. He claims that Beowulf’s boasting is unfounded and that Beowulf almost died in a swimming race. Beowulf responds by pointing out that Unferth is too unimportant to even have a reputation. At the end of the play, Unferth concedes that Beowulf is a mighty warrior. These exchanges show the importance of the words and stories attached to a person’s name—in other words, his reputation.

- Beowulf lays aside his sword so that his fight with Grendel—who fights with only his hands—will be fair. Students may say that this shows Beowulf’s sense of fairness, or that it shows Beowulf’s bravado.
- Grendel has a “gleeful smile,” suggesting he is happy to find Heorot full of men to kill; he immediately devours Handscio and turns to Beowulf “with Handscio’s blood shining on his teeth”; the other warriors’ swords “have no effect on Grendel’s thick skin.” The author likely included these details to illustrate how thoroughly horrible Grendel is. They also emphasize Beowulf’s strength and glory in defeating such a monster.

THE CORPSE-MAKER

CRITICAL-THINKING QUESTIONS

- Answers will vary. Students may say that it helps us understand a society from the past. Or they might say that it is an exciting story about victory against all odds, or that the theme of good versus evil is timeless.
- Answers will vary. Some students may respond that his admirable qualities include courage and strength, which he uses to protect innocent people. This could make him as likable today as he was in his own time. Others might argue that one of the admirable qualities in his time was boastfulness. Today, such immodesty could make him unlikable.

IN THE AGE OF BEOWULF

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

- To support the claim that life during the Middle Ages was hard, the narrator provides the following evidence: wild animals could attack; people had to farm their own food; violent storms

could strike; devastating plagues were a threat; and medicine was primitive so even a minor injury could be fatal.

2. After the fall of the Roman Empire, the areas formerly under Rome's rule "fell into chaos," according to the video. The economy collapsed, schools closed, and roads, bridges, and buildings fell into disrepair. What had been a united empire broke into many small kingdoms that fought with each other constantly.
3. The mood of the video shifts throughout, but much of the video has a thrilling, exciting, dramatic mood—the images, information, and the music help the viewer feel like he or she is traveling back in time to an exciting but dangerous period of history. The beginning of the video is very dramatic: adventurous music that includes the sound of a thunderstorm plays in the background as we see dark forests, castle doors opening to a dark and mysterious stone passage, warriors marching through mist, and a castle with a dramatic sky behind it. In the next section, the mood lightens and becomes more peaceful; we hear what sounds like music that might have been played for entertainment during the Middle Ages as we view a map and the narrator provides geographical information about the days of the Roman Empire. When the narrator begins to describe what happened after the fall of the Roman Empire, the mood shifts again. The music becomes darker and more serious, and the images are of empty, abandoned ruins, as well as representations of the threats people faced. The music, and the mood, become lighter again when the narration and images describe some of the more pleasant aspects of life in the Middle Ages. The video ends in an exciting, heroic mood, with dramatic music once again and images of Beowulf and his warriors.
4. When the narrator says that legends about the triumphs of warriors were reassuring, she means that stories about heroes defeating horrible monsters and achieving seemingly impossible deeds gave people a feeling of hope. These legends carried the message that even the most extreme challenges could be overcome.

THE CORPSE-MAKER **BACK TO BASICS: LITERARY ELEMENTS AND DEVICES**

Answers will vary.

Character

1. A. major; He is a warrior from Geatland who sails to Denmark with a company of men and kills Grendel, the horrible monster that has been terrorizing the Danes. He is strong, brave, skilled, and confident—the perfect warrior. He is a static character because he does not undergo a significant internal change over the course of the play.
B. major; He is the King of Denmark. He is kind and fair, tortured by the fact that he has not been able to save his people from Grendel. He is a static character because he does not undergo a significant internal change. (Students could describe another character here.)
C. Handscio; minor; One of Beowulf's men, he is killed and eaten by Grendel. He goes to his death willingly and bravely. He is a static character because he does not undergo a significant internal change.
2. A. This speech reveals that Beowulf is a skilled warrior; it suggests that he is strong, brave, and capable. That Beowulf says he will slay Grendel with Hrothgar's permission shows that Beowulf respects authority and is polite. The speech also reveals Beowulf's great confidence.
B. Hrothgar calls Beowulf "friend" after the speech, and soon tells Beowulf that he, Hrothgar, accepts Beowulf's offer to kill Grendel. Hrothgar's reaction suggests that Beowulf's speech was appropriate—that Beowulf understands and conducts the sort of behavior that is expected of him. Hrothgar's confidence in Beowulf suggests that Beowulf is worthy of confidence—that he is the great warrior he claims to be.
3. A. Grendel's character—that of a horrible monster—is revealed through his actions, through what others say about him, and through his appearance. In Scene 1, Embla refers to Grendel as "the monster." At the end of that scene, Grendel's actions confirm Embla's description, as Grendel savagely murders (and eats) one of King Hrothgar's guards. In Scene 2, the reader learns that Grendel has a reputation far and

wide as a ruthless killer, when Beowulf says that he has heard many tales of Grendel, the "corpse-maker who terrorizes" the Danes. In Scene 3, King Hrothgar refers to Grendel as a "foul creature" who has terrorized the Danes for 12 years, and the Queen notes that Grendel has murdered entire families and killed most of the best warriors. In Scene 5, a narrator describes a "gleeful smile" spreading across Grendel's lips as he prepares to kill the Geats; after Grendel devours Handsco, the narrator tells us that there is blood shining on Grendel's teeth. In this same scene, a narrator describes Grendel as having clawed hands and skin so thick that swords have no effect on it. These descriptions of Grendel's appearance help establish him as a hideous monster—as does the fact that Grendel tries to kill Beowulf, the protagonist of the story.

B. The author does not portray Grendel as sympathetic. She provides no explanation for why Grendel is the way he is, nor does she tell the reader anything about Grendel that the reader could identify with or have compassion for. Grendel is a classic monster—bad to the bone.

Setting

4. The play takes place in Denmark in the mid-sixth century. Most of the action takes place inside Heorot, a large wooden meeting house that the king, Hrothgar, built for his people, but which has long been terrorized by the terrible monster Grendel.
5. Answers may include: Kingdoms were ruled by kings; warriors were admired for their strength and skill; warriors/ heroes were expected to boast about their accomplishments; kings rewarded warriors by giving them treasures/ valuable items; people traveled by boat and by horseback; all warriors were men; kings built long wooden banquet halls for their people to gather in; kings and queens sat on small thrones; people believed in monsters; people drank mead; reputation was important.

Figurative Language

6. The synecdoche is "your jealous tongue." The princess is referring to Unferth's tongue to refer to Unferth in general.

Foreshadowing

- Handscio's death is foreshadowed earlier in Scene 5 when he says to Narfi, "I do not expect we will see our homeland again. Indeed, I do not expect we will see the sunrise again," and when he begins to say something to Narfi about what to do if he, Handscio is killed and Narfi survives. The foreshadowing adds tension and suspense, planting the idea in the reader's mind that Handscio might not make it.

Mood

- In Scene 2, a narrator says, "The room falls silent as Beowulf approaches King Hrothgar. . . ." This creates tension—it's clear from the reaction of the crowd that something important is happening. When Beowulf tells Hrothgar that he intends to kill Grendel, the crowd murmurs "Grendel? Destroyed? Impossible!", further increasing the tension. The crowd is "silent and still" after Hrothgar describes to Beowulf how Grendel has terrorized the Danes; the crowd's silence maintains the tension. When Hrothgar accepts Beowulf's offer to help, the crowd erupts in claps and cheers, breaking the tension and immediately creating a hopeful and celebratory mood. The author uses the crowd in a similar way in the next scene: the crowd goes silent, heightening the tension, when Unferth challenges Beowulf; the crowd claps and cheers, breaking the tension and creating a feeling of optimism, after Beowulf describes his victory over the sea monsters. When the narrator says "laughter and song fill the hall once more," the mood becomes festive and light. Finally, in the last scene, the crowd quiets after Unferth clears his throat, immediately creating unease and uncertainty about what Unferth will say. When the crowd joins Unferth in a loud "Hail Beowulf!" the mood becomes triumphant.

Plot

Opening: A monster named Grendel has been terrorizing King Hrothgar's people for 12 years.

Rising Action: Beowulf, a great warrior from Geatland, arrives and promises to kill Grendel or die trying. A banquet is held in his honor, and then, that night, Beowulf and his men are left to wait for Grendel's arrival.

Climax: A great battle between Beowulf and Grendel takes place. Beowulf wins when he rips off Grendel's arm, mortally wounding the monster.

Falling Action: Word of Beowulf's success spreads. Grendel's death is confirmed.

Resolution: All of the Danes—including a man who had earlier tried to cast doubt on Beowulf's reputation—cry "Hail Beowulf!"

THE CORPSE-MAKER VOCABULARY PRACTICE

- A
- S
- A
- S
- S
- A
- 12. Answers will vary.

THE CORPSE-MAKER QUIZ

- D (inference)
- B (vocabulary in context)
- C (character development)
- C (text evidence)
- D (figurative language)
- B (inference)
- D (interpreting text)
- D (theme)
- Answers will vary but may be similar to the following: Details of the setting, the characters' language, and the characters' behavior help establish that the story of Beowulf takes place in medieval times. For example, the banquet hall Heorot is the center of activity, which was typical of medieval times. The description of Heorot—"a warm fire crackles in a pit at the center of the room. Torches burn along the walls, and candles flicker in giant iron chandeliers that hang from the ceiling"—also helps establish the medieval setting, as do references to mead, a beverage that was popular in the Middle Ages.

The important roles of kings and queens places the story in medieval times as well. So do the references to royal guards, armor, spears, and swords. In terms of language, lines such as "Make haste," "Are you not curious?" and "Keep your spear at the ready" sound old-fashioned, suggesting a long-ago time period.

The values and customs of the characters also help establish the time period. The characters value nobility and strength, and they respond favorably to Beowulf's boasts.

Finally, the fact that the story is about a heroic warrior's battle with a monster suggests to the reader that this is a story from medieval times, because such stories were popular then.

- Answers will vary but may be similar to the following: In Scene 4, Beowulf says, "Sometimes, fate rewards men for their courage." On one level, Beowulf means that showing courage can help a man survive; on another level, Beowulf is saying that courage is an admirable quality and that good things come to those who show it. He is portraying fate as an entity that controls what happens to us, and that looks kindly upon those who show courage and rewards them for it. This reward could be survival, but it could also be happiness, success, wealth, etc. In the play, fate does seem to reward Beowulf for his courage. Beowulf bravely volunteers to fight the horrible monster Grendel; not only does Beowulf survive and succeed in killing Grendel, but he is also told by Hrothgar that he will be "richly rewarded." Hrothgar also tells Beowulf, ". . . I adopt you in my heart as a son," which is a great honor. Another way Beowulf is rewarded for his courage is through the tremendous admiration he receives. The queen tells Beowulf, ". . . you have made yourself immortal!" and the play ends with a crowd chanting "Hail Beowulf!"

FREDDIE IN THE SHADE

COMPARING THEMES

Answers will vary.

- Freddie has a new stepmom and a new sibling on the way. With his recently enlarged family, Freddie moves from San Diego to Minneapolis, which means he must make new friends and go to a new school.
- At first, Freddie resists the changes in his life. He starts wearing sunglasses all the time as a way to create a barrier between himself and all the changes

happening around him. Students might suggest that he reacts this way because he thinks if he doesn't face the changes around him, he can avoid adjusting to them and won't have to change himself.

3. Freddie's experiences teach him that change can be a good thing. He gets to work in the warm and welcoming Snickerdoodle's Bakery, where he becomes friends with Amy. Amy makes him realize that having a baby brother or sister could add to his life in positive way. She also helps him realize that he is not alone in having to deal with change, when she reveals that she must constantly move back and forth between the homes of her divorced parents.
4. Students may suggest that the theme of "Freddie in the Shade" is that although change can be difficult, it can improve our lives. They might also suggest the theme is that whether change is good or bad depends on how you look at it. Or, students might say that the theme is that we should accept change because we cannot escape it.
5. Leaves, the Garden of Eden, and dawn change in the poem.
6. The spring's first leaves appear on the trees as golden buds but then change to ordinary leaves. Eden changes from a paradise to a flawed world. Dawn becomes day. In each case, the subject goes from a better state to a worse one.
7. The speaker seems melancholy but accepting of the changes he describes. The lines "Her hardest hue to hold" and "But only so an hour" refer to the fleeting nature of leaves that are "gold." The words "subsides," "sank," and "goes down" all suggest an inevitable diminishing of quality. The final line, "Nothing gold can stay," suggests a quiet acceptance of such changes.
8. Students may suggest that the poem's theme is that change inevitably brings us to a less perfect, more ordinary state, or, more simply, that change is inevitable.
9. The themes are alike because they both stress the inevitable nature of change.
10. The themes are different because the story's theme suggests that change is a positive thing, whereas the poem's theme suggests that change mars what was formerly perfect.

"FREDDIE IN THE SHADE" CLOSE-READING QUESTIONS

1. Freddie is unhappy about being uprooted from everything he knows. He wears the sunglasses to hide, to avoid facing the world. They represent his resistance to change, and they make him feel protected.
2. No. Amy asks Freddie many questions about his life, and eventually he opens up to her. He even admits to her that the "sunglasses made him feel as if nothing more could upset his life."
3. Freddie enjoys his friendship with Amy. He likes having a place where he feels comfortable and accepted in his new town, and he likes that the bakery (through Amy) has introduced him to Kyle and Mark.
4. Amy finds change hard. She doesn't talk about how her life changes on a regular basis until the end of the story, when she is about to leave. When she says that Freddie is lucky because his "whole family is together all the time," her voice trails off, indicating how difficult moving back and forth is for her. But Amy also accepts change and even manages to focus on the good things about her life. For example, she tells Freddie she is surrounded by people who love her.

"NOTHING GOLD CAN STAY" CLOSE-READING QUESTIONS

1. It suggests that the first green of spring is precious, like gold.
2. They both express the idea that things that start out lovely or perfect eventually fade away.
3. Nothing lasts. A flower lasts only an hour. Eden, which had been a paradise, sinks into grief. The beauty of dawn turns into an ordinary day.

"FREDDIE IN THE SHADE" AND "NOTHING GOLD CAN STAY" CRITICAL-THINKING QUESTIONS

1. Answers may include: If you accept change, you might discover that change is a good thing; or, it's better to adapt to change than to resist it. In the story, Freddie tries to resist change by hiding behind his sunglasses. He takes them off, though, as he realizes that Amy has to deal with change too, and that she can

help him cope. By the end of the story, he has come to embrace his new life.

2. Students may say that Frost expresses the idea that change is inevitable.
3. Some students may say that the themes are similar because they both emphasize the idea that life is always changing. Others may argue that the themes are different, because in the story, the changes in Freddie's life are positive: He makes new friends and accepts his new family. In the poem, change is described as a kind of decay. There is a sense of loss as beauty fades.

"FREDDIE IN THE SHADE" QUIZ

1. D (key ideas and details)
2. D (tone)
3. D (inference)
4. B (vocabulary in context)
5. C (theme)
6. B (inference)
7. C (inference)
8. A (tone)
9. Answers will vary but may be similar to the following: At the beginning of the story, Freddie is miserable about all the changes in his life. For years, he and his dad had been alone, and, Freddie says, "they'd done fine. Just fine." Now Freddie has a pregnant stepmother and a sibling on the way who is going to change his family dynamics even more. On top of that Freddie has just moved to Minneapolis, where he knows no one. According to the story, "He had no interest in Minneapolis or anyone who lived there." Freddie starts wearing sunglasses all day, every day; he uses them to create a barrier between himself and the outside world. Gradually, though, Freddie begins to feel more comfortable with his surroundings. His job at Snickerdoodle's provides him with a sense of routine and comfort, and more importantly, a friend named Amy who tells him that his sunglasses are not going to keep things in his life from changing. When she reveals that she is moving back to her mom's for the school year, Freddie's perception of change evolves. He realizes that there was nothing he could have done to prevent Amy from leaving, and he admires her as a person who deals with change and

uncertainty on a regular basis. Freddie takes off his sunglasses, ready at last to deal with whatever changes life brings. By the end of the story, Freddie has accepted the changes in his life, perhaps even embraced them, as he and Amy build a snowman for his new baby sister.

10. Answers will vary but may be similar to the following: “There is nothing permanent except change” means that the only thing you can count on in life is that things will not stay the same. This is true for Freddie because no matter how hard he tries not to deal with the changes in his life, he must. When he finally takes his sunglasses off and acknowledges that there are aspects of his life that will always be out of his control, he becomes a happier and more engaged person. In the poem “Nothing Gold Can Stay,” Robert Frost writes, “Her early leaf’s a flower; But only so an hour.” This means that nothing in life is permanent. Everything changes. Blossoms don’t stay in bloom, leaves don’t remain green, “dawn goes down to day,” and even the perfection of Eden did not last. Though it may seem sad that nothing stays the same, it is the truth of life.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Character

1. A. major; Freddie is a kind and thoughtful boy who is going through some major life changes, and he is miserable about all of them. He is a dynamic character because at the beginning of the story he is very unhappy and resistant to change, but by the end of the story he has not only accepted that change is a part of life, but has come to embrace some of the changes in his own life.
- B. major; Amy is an inquisitive, freckled girl who works at her father’s bakery and befriends Freddie. She is a sensitive person who has made peace with the challenges in her life. She is a static character because she does not undergo any significant internal change.
- C. Mr. Fieldstone, minor; He is Amy’s father and the owner of Snickerdoodle’s bakery, where Amy and Freddie work. He

is a kind man. He is a static character because he does not undergo any significant internal change. (Students could choose to describe a different character here.)

2. Answers may include:
A. When Amy says, “And by the way, sunglasses are for outside—you know, to protect your eyes from glare,” Freddie smirks and says, “Really? I didn’t know.” This shows how Freddie uses sarcasm to avoid having genuine interactions with people. He is not ready to open up and be vulnerable, so he brushes off Amy’s questions instead of confiding in her.
B. Freddie jumps to open the door for the mother holding the cake box and then darts to her car door to help her. This reveals that even though Freddie is walking around feeling miserable about being in a new town, he is a good-hearted person who is naturally eager to help people.
3. Answers may include: He gives Freddie an éclair as thanks for helping a customer. This shows that Mr. Fieldstone is a generous and appreciative man who recognizes goodness in others. He offers Freddie a job at the bakery, which suggests that he is intuitive—the job is exactly what Freddie needs. Mr. Fieldstone slips extra treats into the bag when Freddie’s dad and stepmom come to the bakery, again indicating that he is thoughtful and generous.
4. Amy reveals that she is leaving town until the next summer because she lives with her mom during the school year. She says she did not tell Freddie sooner because, “when I’m here, I like to pretend that I don’t ever have to leave. It’s . . . you know . . . hard going back and forth, so I just don’t talk about it.” In other words, she copes with the challenge of going back and forth between her parents and feeling like she’s constantly starting over by focusing on the present.

Point of View

5. third-person limited; I know because the narrator talks about Freddie and the other characters using the words *he*, *she*, or *they*. It is a limited point-of-view because the reader is only privy to Freddie’s internal thoughts and feelings.

6. If the story had been told from the third-person omniscient point of view, more would have been revealed about Amy and other characters. The reader would have more information about what they were thinking and feeling. Had the story been told in first person, Freddie would have been the narrator. It’s likely he would have related the story in a different way, with a different tone.

Setting

7. Minneapolis, summertime
8. Freddie did not want to leave “the only neighborhood he’d ever known and all of his friends” in San Diego. He is unhappy about Minneapolis because he is about to enter ninth grade and he will be the new kid. The narrator tells us that Freddie “had no interest in Minneapolis or anyone who lived there.” It’s likely that Freddie would have felt this way about any new town he moved to.
9. Answers may include that the author describes the smell of cinnamon and butter-cream frosting, a tower of pink boxes, the smell of bread baking, curtains of steam on the windows, and a stainless-steel and glass counter that held the muffins and pastries.
10. Freddie comes to look forward to working at the bakery each afternoon. He feels safe there, “as if anything said there would be protected.” The bakery becomes a haven to Freddie. The warm, sweet smells represent comfort and safety.

Symbolism

11. The sunglasses symbolize Freddie’s desire to shield himself from the world and all the changes that take place in it. As he tells Amy, the sunglasses make him feel as if nothing more could upset his life.

Mood

12. The mood shifts throughout the story. At the beginning, the mood is melancholy, as Freddie walks down Main Street wearing his dark glasses. He is miserable to have moved there. The mood shifts when Freddie notices the bakery. The sweet smells are enticing and when Mr. Fieldstone waves at Freddie to come inside, Freddie seems to soften a bit. The mood becomes brighter still when Freddie meets Amy and she is full of life and positivity. As Freddie looks forward each day to his job at the

bakery, and becomes friends with Amy and her cousins, the mood becomes tender. The mood becomes reflective when Amy tells Freddie she is leaving and Freddie realizes that “the sunglasses hadn’t stopped things from changing.” The story ends in an optimistic and happy mood as Freddie and Amy build a snowman for Freddie’s new baby sister.

Plot

13. The flashback begins with the line “His mom had died before he could remember, so it had been Freddie and Dad for years, the two of them against the world,” and ends with “The sunglasses went on and stayed on.”
14. The primary conflict is Freddie’s internal struggle to make peace with the changes in his life. He is upset about moving, his dad remarrying, the baby on the way, and being the new kid at school. When the story begins, he can’t imagine that he will ever enjoy any of those things.
15. The last line suggests that Freddie has embraced his new life. He and Amy are building a snowman for Freddie’s new baby sister, indicating that he enjoys doing things that will make his little sister happy.

ANALYZING POETRY

Answers will vary.

Section 1: Definitions

hue: *noun*; a color or shade of a color
subsides: *verb*; sinks to a lower level; becomes quiet or less active
Eden: According to the Bible, the Garden of Eden was the original home of Adam and Eve, the first man and woman. Eden was a wonderful, blissful place, where humans were free from sorrow and death. When Adam and Eve disobeyed God, he punished them by kicking them out of Eden and condemning them to a life of pain and suffering, ending in death.

Section 2: Sound Devices

1. Students should circle “flower” and “hour,” “leaf” and “grief,” and “day” and “stay.”
2. Students should underline the “h” in “her,” “hardest,” “hue,” and “hold,” and the “d” in “dawn,” “down,” and “day.”
3. Students should double-underline the “oh” sound in “only” and “so,” and the “ee” sound in “Eden” and “grief.”

Section 3: Line-by-Line

4. The speaker is referring to the first leaves, or buds, that appear on trees or plants in the spring.
5. Students may say that we think of gold as valuable and beautiful, and that we associate it with wealth and with high quality or success (as in a gold star or a gold medal). Students might mention that gold is used in jewelry (which we often give people as a sign of our love), that gold shines, that we think of it as special, that we associate it with happiness, etc. Most of our associations with gold are positive.
6. He is saying that “nature’s first green” is something special, beautiful, wonderful, etc.
7. This line can also be a reference to a gold-colored flower or bud that forms before the leaf grows.
8. As used here, “hold” means “maintain,” “continue,” “keep,” etc.
9. He means that flowers last only a short time—maybe a few days or weeks—before turning into leaves. The poet is using a metaphor here, comparing the amount of time the flower lasts to an hour; he is emphasizing how short of a time the flower lives.
10. He is saying that the first blooms of spring are special and beautiful, and also fleeting.
11. By using the word “subsides,” the speaker suggests that the change is at least a little sad. “Subsides” makes it sound like the change from flower to leaf is a decline, rather than a growth.
12. line 6: sank; line 7: goes down
13. line 6: Eden (Its perfection and beauty make it “gold.” The speaker says that Eden “sank to grief,” referring to when God expelled Adam and Eve from the garden.)
line 7: dawn (At dawn, the sky is literally filled with golden sunlight. The speaker says that dawn “goes down” to day. He is saying that dawn always ends and is replaced by daytime, when the sky becomes blue, not gold.)
14. All are beginnings of sorts. The bud is the beginning of the leaf, Eden was where humans lived at the beginning of time (or, it represents humankind’s innocent beginning), and dawn is the

beginning of the day. Students might also say that all three are related to nature.

Section 4: The Big Question

15. The speaker portrays the change from something when it is new to what it later becomes as a sort of lessening, fading, or diminishment. He says that a bud “subsides” to the leaf it becomes, that Eden “sinks” to grief, and that dawn “goes down” to day. These word choices suggest that the speaker laments the changes he describes, and yet, there is a sense of acceptance in the poem. It seems that when the speaker tells us, in the title of the poem and again in the last line, that “nothing gold can stay,” he is simply telling us what is true—that nothing can stay the same, nothing can maintain its initial beauty (or innocence). The speaker does not comment on the mature leaf, the world as we know it, and daytime—the things that the bud, Eden, and dawn change into—but certainly, these are not bad things, even if they do not seem to have the same golden glow that they had in their earliest stages.

SHOULD WE LIVE FOREVER?

SHOULD WE LIVE FOREVER? VOCABULARY PRACTICE

1. inevitable
2. radically
3. innovations
4. arthritis
5. Alzheimer’s
6. contraption
- 7 -8. Answers will vary.

SHOULD WE LIVE FOREVER? QUIZ

1. C (central idea)
2. B (text evidence)
3. D (inference)
4. B (text structure)
5. A (inference)
6. A (text features/author’s purpose)
7. Answers will vary but may be similar to the following: This article presents both sides of the argument with equal weight. The author gives many reasons why living

forever is not a good idea. For starters, he says that it would be expensive, so only the wealthy would be able to afford it. He also claims that population growth would be a problem—that it would be a challenge to provide food, water, shelter, and education for the large number of people there would be if people stopped dying of old age. The author also mentions that boredom might set in for people who will live forever. He writes, “For many, the fact that life must end is what makes life a gift—something to be cherished.” On the other side of the argument, the author presents the idea that anti-aging technology is a marvel that should be celebrated. He states, “. . . imagine what immortal humans could accomplish.” He cites Thomas Edison as an example of a brilliant person who could have accomplished much more if he’d lived forever. The author mentions wrinkles, fragile bones, gray hair, and age-related conditions like arthritis and Alzheimer’s as just some of the things that could be eradicated with anti-aging technology. He writes, “You would get to know your great-great-great grandchildren, and be healthy enough to play soccer with them.”

THE LAZY EDITOR: WHEN KILLER MICE ATTACK

THERE, THEIR, AND THEY’RE

1. The Kavanaghs have lived in Madrid for three years, but **they’re** moving back to Seattle next month.
2. Megan already left for the party. Priscilla is meeting her **there** after dinner.
3. Aja carried the twins’ birthday cake, and I carried **their** presents.
4. Feyi said **there** are four kittens sleeping in a box under the porch.
5. The Barrett boys explained that **their** parrot flew away when they opened the window.
6. Leo prefers Honeycrisp apples because **they’re** sweeter and crispier than McIntosh apples.
Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because **they’re** terrible cheaters. But

their pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep **there**. Then we picked our tiles. **There** are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn’t like **their** tiles: They kept trying to sneak **their** hands into the tile bag for new ones. **There** is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of **there**. The score? Lisa: 311. Janet: 296. Me: 64. Ugh. My sisters, of course, had a great time. **They’re** already begging me to play again.

PRACTICING PARALLELISM

1. b
2. a
3. b
4. b
5. b

The following are example answers only; actual answers will vary.

6. bean burritos.
7. chess club at 7:00.
8. hydrate.
9. checked my ears.
10. passing the 13th Amendment.
11. Giving is better than receiving.
12. Before the sun comes up, Avery feeds the chickens, milks the cows, and cleans the horse stalls.
13. Leo asked his mom to either roll down the car windows or turn on the air conditioner.
14. To make an omelet, crack three eggs into a bowl, stir, and pour the mixture into a heated pan. Then, add the other ingredients, fold it in half, and let it cook.
15. The Sheridans’ new car runs on electricity instead of gasoline.

WHICH WORD WORKS?

Answers for the more appropriate word will vary. Here are some ideas:

1. roam; travel to/visit
2. brisk; fast/speedy
3. adhere; fasten/buckle
4. rigidly; tightly/securely
5. inaugurate; launch/rise

6. intellectualizes; knows/realizes
7. likelihood; chance/opportunity
8. extensive; long/never-ending

THE WORKSHEET ON REDUNDANCY WORKSHEET

Answers will vary:

1. Shayur’s alarm was set for 7 a.m.
2. The burglar returned to the scene of the crime.
3. At the end of the concert, the crowd gave the musicians a standing ovation.
4. We all need to cooperate, or we will never make any progress.
5. For most people, riding in a hot-air balloon is a once-in-a-lifetime opportunity.
6. The troops advanced toward the village.
7. Have you ever spilled cranberry juice on a white carpet?
8. Many celebrities attended the Grammy Awards.
9. Mrs. O’Connor asked Tanya to circulate the sign-up sheet to all the students in the classroom.

>>>FIND THE CROSSWORD PUZZLE ANSWERS ON THE NEXT PAGE!

WHOLE ISSUE

CROSSWORD

¹ R	E	V	I	² S	E				³ N		
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