

Grammar Goes Prehistoric



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

FASCINATING CREATURES

It's not surprising that this summer, the epic dinosaur movie *Jurassic World* (pictured here) broke box-office records and made a huge **number/amount** of money. We have always been fascinated by dinosaurs and other long-extinct creatures. Today, the **number/amount** of fossil finds is growing rapidly. In fact, a new type of dino is identified about every two weeks. Paleontologists (scientists who study prehistoric plants and animals) say that each discovery—each speck of fossilized skin or dinosaur egg—helps create a more vivid picture of what Earth was once like.

THE REAL JURASSIC WORLD

Imagine you've traveled 150 million years into the past to the Jurassic period. You sweat in the hot, humid air, but you don't care. You're too busy being awed by the vast **number/amount** of plant and animal life all around you. You take in the lush, green jungle, the steady hum of buzzing insects, and the great **number/amount** of dinosaurs. A giant *brachiosaurus* munches on the treetops as a sharp-toothed *allosaurus* roams the ground below. Time to go: That hungry *allosaurus* has its eyes on you.

FLESH-EATING LIZARD

The fearsome reptile in this image from *Jurassic World* is a *mosasaur*. Seventy-five million years ago, *mosasaurs* ruled the ocean, devouring anything they wanted—even each other. Experts say the movie got a **number/amount** of things wrong about the *mosasaur*—particularly its size. The *mosasaur* in the movie is twice the size of a real one. Those chompers, however, are an accurate representation of its

teeth. Imagine the **number/amount** of time it would take to brush those things . . .

ANSWERS TO ACTIVITY SHEET

NUMBER vs. AMOUNT

1. number
2. number
3. amount
4. number
5. amount
6. number
7. number
8. amount
9. amount
10. number
11. Answers will vary.

“Why Are Your Clothes So Cheap?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

See Scope Online for sample letters you can use as model texts.

ANSWERS TO ACTIVITY SHEETS

“WHY ARE YOUR CLOTHES SO CHEAP?”

CLOSE-READING QUESTIONS

1. The authors begin to speak directly to the reader with the sentence “They are stitching the leggings you wear on weekends . . .”. The authors may have done this to help readers understand their personal connection to the plight of garment workers.
2. The price that a clothing brand charges for a shirt depends a lot on how much it cost the brand to have that shirt made. The less the brand paid, the less it charges the customer. So if a shirt is inexpensive, the people who made the shirt were likely not paid much. Factory owners may ignore safety regulations to keep their own costs down—which they do to keep down the costs they pass on to the brand.
3. A turning point is a time when an important change begins to happen. The collapse at Rana Plaza triggered changes in the world’s attitude and actions toward the garment industry. As the authors note, 41 people were charged with murder in connection to the disaster. You can infer that this was probably a more severe charge than would have been made in the past. The authors also state that after the collapse, several Western retailers vowed to do a better job of enforcing rules that protect garment workers, and that the disaster has prompted more American shoppers to ask questions about the conditions under which their clothing is made.
4. For many readers, the sections about Kalpona may be more emotional and easier to relate to than the other sections. Through Kalpona’s story, the authors are able to include details that give readers a clear idea of what

section continues >>



“Why Are Your Clothes So Cheap?” cont’d

life can be like for a garment worker in Bangladesh. The sections about how Kalpona became an activist could also inspire readers to help garment workers or take action on behalf of some other cause.

“WHY ARE YOUR CLOTHES SO CHEAP?”

CRITICAL-THINKING QUESTIONS

1. It is probably difficult to enforce the codes of conduct because Americans are not present to enforce them. Ideas for what to do will vary but could include: Pay Americans to live overseas and monitor the factories; conduct frequent surprise inspections; cancel contracts with factories that violate the codes; pay a few garment workers to regularly report on conditions.
2. In their answers to the second question, students might suggest that they could ask the person to imagine a loved one working under the conditions described in the article, suggest that the person buy fewer clothes, etc.
3. It is much easier to conduct abuses in secret than if people are watching. A factory's owners know that if the public finds out workers are being mistreated, the public could pressure Nike to stop working with that factory.

WRITE TO A CLOTHING COMPANY

1. American clothing companies started moving their factories abroad in the 1990s in order to reduce costs and to be able to produce clothes more cheaply.
2. Some garment workers are treated unfairly and face very dangerous conditions at work. Many garment workers, especially those in developing countries like Bangladesh, are paid very little for their work. They work long hours with few breaks and are sometimes mistreated by their bosses. To save money, factory owners may not make important safety improvements, which leads to very unsafe conditions. Allowing garment workers to continue to work in unstable and unsafe environments results in tragedies like the Rana Plaza building collapse.
3. According to Barbara Briggs, overseas factory owners are heavily influenced by the actions of large American companies. American companies may order large quantities of clothing but demand them at a very low rate. So factory owners may “cut corners” to save money and to be able to produce clothes at the price that these American companies want. They may save money by

skimping on overtime pay or by not keeping up safety regulations that would keep their workers and the building safe.

4. It may be hard to correct labor abuses abroad because it's hard to monitor the many factories operating in overseas countries. Labor laws in other countries may also be weaker than those in the U.S. and are often harder to enforce.
5. Nike addresses labor abuses in its supply chains by conducting routine inspections of its overseas factories. It then makes these inspection reports available online. This transparency helps put pressure on the factory's owners to treat their workers fairly. Factory owners know that if the public finds out that labor abuses are occurring in the factory, Nike will stop doing business with the factory.

READ, THINK, EXPLAIN:

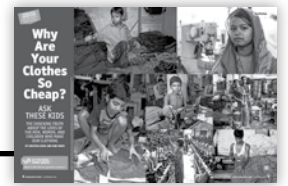
IDENTIFYING NONFICTION ELEMENTS

***Higher Level (HL)**

Answers will vary but should be similar to the following:

1. The images show children working. Most of them look very serious and are surrounded by piles of clothing, scraps of fabric, and sewing machines, which indicate that these children are working in clothing factories.
2. Page 6 shows a young American girl in a thread factory; the picture looks like it's from a long time ago. Pages 7 shows many young girls wearing head scarves who are using sewing machines. There is also a clothing label that says “Made in Bangladesh” along with a map of Bangladesh and the surrounding area.
3. Page 8 shows a young girl and a collapsed building. Page 9 shows a wall lined with Nike sneakers. Page 10 shows a protest in Bangladesh and an adult.
4. I predict this article will be about the lives of garment workers in other countries.
5. The authors explain why Kalpona had to start working in a clothing factory.
6. At the beginning of the introduction, the mood is despairing. The authors use words and phrases including “hunched,” “struggled to keep her eyes open,” “exhausted,” “slice through her finger,” and “boss would punish her” to describe Kalpona's work in the factory. The mood shifts to frightening and suspenseful with the

section continues >>



“Why Are Your Clothes So Cheap?” cont’d

line, “Suddenly, over the monotonous whir of sewing machines, she heard a man’s voice shout.” The authors go on to describe the chaos of the scene using the words and phrases “a man shouted,” “blinding black smoke,” “burning Kalpona’s throat,” and “panic erupted,” which create a frightening mood. The last sentence, “All Kalpona could hear were screams,” leaves the reader in suspense, wondering what will happen.

7. The tone is sympathetic to Kalpona. Phrases include, “no one bothered to ask her,” “tiny fingers blistered,” “the only break,” and “agonizing 14-hour day.”
8. **A.** to work extremely hard, struggle
B. The word *toil* emphasizes how hard garment workers work. It suggests that the work that garment workers do is not easy—that it is a struggle. *Toil* describes what garment workers do more precisely than a general word like *work* or *labor* would.
9. The reader can infer that Kalpona is a very determined, proactive, and passionate person. After learning that garment factory owners were breaking the law, Kalpona took the initiative to do something about it. She sacrificed her job for the cause of helping garment workers and dedicated her life to workers’ rights.
10. Work in overseas garment factories can be extremely dangerous.
11. As a child, Kalpona Akter had to quit school and start working in a garment factory in Bangladesh. Conditions in the factory were terrible and unsafe—and typical of overseas garment factories. Factory owners pay their workers little and ignore safety regulations so that they can produce cheap clothing for American companies. As Americans, we must put pressure on these companies to protect the workers who sew our clothes.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The images show children working. Most of them look very serious and are surrounded by piles of clothing, scraps of fabric, and sewing machines, which indicate that these children are working in clothing factories.
2. Page 6 shows a young American girl in a thread factory; the picture looks like it’s from a long time ago. Pages

7 shows many young girls wearing head scarves who are using sewing machines. There is also a clothing label that says “Made in Bangladesh” and a map of Bangladesh and the surrounding area.

3. Page 8 shows a young girl and a collapsed building. Page 9 shows a wall lined with Nike sneakers. Page 10 shows a protest in Bangladesh and an adult.
4. I predict this article will be about the lives of other garment workers in other countries.
5. Effect: Kalpona had to start working in a clothing factory to help support her family.
6. The authors use words and phrases like “hunched,” “struggled to keep her eyes open,” “exhausted,” “slice through her finger,” and “boss would punish her” to create a despairing mood at the beginning of the introduction. The authors shift the mood to frightening and suspenseful with the line, “Suddenly, over the monotonous whir of sewing machines, she heard a man’s voice shout.” The authors go on to describe the chaos of the scene using words and phrases like, “a man shouted,” “blinding black smoke,” “burning Kalpona’s throat,” and “panic erupted.” The last sentence, “All Kalpona could hear were screams,” leaves the reader in suspense, wondering what will happen.
7. Phrases include, “no one bothered to ask her,” “tiny fingers blistered,” “the only break,” and “agonizing 14-hour day.”
8. **A.** work very hard
B. The word *toil* emphasizes how hard garment workers work. It suggests that the work that garment workers do is not easy—that it is a struggle. *Toil* describes what garment workers do more precisely than a general word like *work* or *labor* would.
9. The reader can infer that Kalpona is a very determined, proactive, and passionate person. After learning that garment factory owners were breaking the law, Kalpona took the initiative to do something about it. She sacrificed her job for the cause of helping garment workers and dedicated her life to workers’ rights.
10. Students should cross out Detail #2: “Many people earned enough to buy their homes and send their children to college.” (p. 8)
11. Students should draw lines through the following:
 2. Dhaka is a very crowded city.



“Why Are Your Clothes So Cheap?” cont’d

5. There were coconut and mango trees in Kalpona’s garden.
8. I was very worried that Kalpona was going to get hurt in the fire.

“WHY ARE YOUR CLOTHES SO CHEAP?” QUIZ

***Higher Level (HL)**

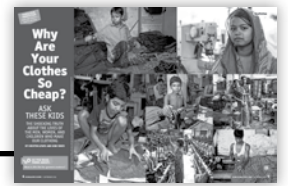
1. B (text structure; R.5)
2. D (text structure, analyzing the development of an idea; R.5, R.2)
3. B (interpreting text; R.4)
4. A (vocabulary in context; R.4)
5. B (inference; R.1)
6. C (summarizing; R.2)
7. Students may respond that they agree that garment workers are in a hopeless situation because American shoppers expect their clothing to be cheap (p. 8). As long as this is the case, factory owners will continue to cut costs by paying their workers very little money and by refusing to make improvements to their unsafe factories (p. 9). Students may also respond that they disagree with the statement that garment workers are in a hopeless situation because a lot has been done to improve the lives of factory workers and even more can be done. Customers protested and boycotted until Nike began to demand higher standards in the overseas factories it hired (p. 9). Progress is happening, although it is slow. The people behind the Rana Plaza disaster have been brought to justice and some large Western retailers have agreed to improve factory conditions and wages of their workers as well (p. 10). People like labor activist Kalpona Akter have helped to make this happen by speaking out against abuses and petitioning companies to make changes. And, as the sidebar advises, anyone can help make the situation of garment workers better by writing letters to companies and speaking out against companies that don’t treat their workers well, just like Kalpona does (p. 10). (key ideas and details, text features; R.2, R.7)
8. To be resilient is to be able to recover quickly from setbacks. Kalpona demonstrates that she is resilient by using her difficult experiences to improve her own life and the lives of other garment workers. When Kalpona’s father was unable to work, Kalpona was forced to take a

job at a factory where she was treated poorly and made little money. Although she felt sad and angry, she used this setback to demand better wages and conditions from the factory owners. When she was fired because of this, she once again used this setback as an opportunity to fight even harder. As the authors say, Kalpona became “more determined to change the lives of garment workers in Bangladesh” (p. 9). Today Kalpona travels the world speaking out against abuses and is one of Bangladesh’s most celebrated labor activists. (integrating knowledge and ideas, key ideas and details; R.7, R.2)

“WHY ARE YOUR CLOTHES SO CHEAP?” QUIZ

***Lower Level (LL)**

1. B (text structure; R.5)
2. D (author’s craft; R.5)
3. A (text features; R.7)
4. B (vocabulary in context; R.4)
5. B (inference; R.1)
6. C (summarizing; R.2)
7. Many factors have contributed to the plight of garment workers overseas. When American clothing companies moved their manufacturing to overseas factories in the 1990s, it affected workers’ wages (p. 8). These companies want to be able to make their clothes as cheaply as possible, and one way factory owners are able to make this possible is by paying their workers very little (p. 8). Additionally, factory owners may try to save money by neglecting the safety standards in their factories, such as putting in fire exits (p. 9). These kinds of decisions create extremely dangerous working conditions for garment workers and lead to disasters like the Rana Plaza building collapse, in which more than 1,100 garment workers died (pp. 8-9). Even though laws that require workplaces to be safe do exist in countries like Bangladesh, they may be weaker than those that exist in America (p. 9). Additionally, it’s often difficult to enforce such laws in the many garment factories operating overseas (p. 7). (key ideas and details, text evidence; R.2, R.1)
8. Kalpona demonstrates that she is resilient by using her difficult experiences to improve her own life and those of other garment workers. When Kalpona’s father was unable to work, Kalpona was forced to take a job at a



“Why Are Your Clothes So Cheap?” cont’d

factory where she was treated poorly and made little money. Although she felt sad and angry, she used this setback to demand better wages and conditions from the factory owners. When she was fired because of this, she once again used this setback as an opportunity to fight even harder. As the authors say, Kalpona became “more determined to change the lives of garment workers in Bangladesh” (p. 9). Today Kalpona travels the world speaking out against abuses and is one of Bangladesh’s most celebrated labor activists. (integrating knowledge and ideas, key ideas and details; R.7, R.2)

DOMAIN VOCABULARY: THE GARMENT INDUSTRY

1. D
2. C
3. B
4. A
5. D

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. B
2. B; This detail does not address Kalpona’s need to work instead of going to school.
3. Some owners of overseas clothing factories save money by paying and treating workers poorly.
4. Answers will vary but may include:
Supporting Detail from “How Did This Happen?”: A century ago, conditions in many garment factories in the U.S. were similar to the conditions in many overseas garment factories today. “Yet slowly, through long and bitter struggles, working conditions in America improved.”
Supporting Detail from “Nike: A Model of Success”: “In the 1990s, Nike came under fire for the rock-bottom wages, abusive conditions, and use of child labor at its overseas factories. Sales plummeted as angry customers held protests and boycotts. If Nike wanted to stay in business, it had to make big changes—and it did.”
Supporting Detail from “Angry and Inspired”: When Kalpona learned that the factory owners were breaking the law, “[s]he tried to organize her fellow workers into a union. As a group, they could bargain with the factory owners. If the owners refused to treat them fairly, they could strike.”

Supporting Detail from “Slowly Changing”: “Several large Western retailers, including American Eagle, H&M, and Adidas, have vowed to do a better job enforcing rules about working conditions and fair wages at the factories that make their clothing.”

Supporting Detail from “What Can You Do?”: “Write letters to the companies that make your favorite brands. Tell them you expect the people who make your clothes to be treated fairly and paid well. They will listen: You are their customer, and they want to keep your business.”

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

As a child, Kalpona Akter had to quit school and start working in a garment factory in Bangladesh. Her father suffered a stroke that left him paralyzed and unable to work. Without his income, the family faced starvation; Kalpona had no choice but to get a job in a garment factory. Conditions in the factory were terrible and unsafe. Kalpona’s boss yelled at her, and when a fire broke out on the top floor of the factory, the workers were almost unable to escape because the one exit on the floor was locked. These kinds of working conditions can lead to tragedies like the Rana Plaza building collapse, which resulted in the deaths of more than 1,100 workers. Safety isn’t the only issue that many garment workers around the world face. Overseas garment workers are also paid poorly. By treating their workers this way and by ignoring important safety regulations, factory owners are able to produce cheap clothing for American companies. Today, Kalpona is a labor activist and has dedicated her life to workers’ rights. She travels the world, speaking out against labor abuses and petitioning clothing brands to help garment workers. The global garment industry is improving, but it still has a long way to go.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Kalpona Akter
2. She was a child garment worker in Bangladesh.
3. Kalpona had to quit school and start working in a garment factory at a very young age. Conditions in many

section continues >>



“Why Are Your Clothes So Cheap?” cont’d

overseas garment factories, like the one where Kalpona worked, are often brutal. Workers are paid very little and the factories may be unsafe.

4. In the 1990s, many Western clothing companies began to move their factories overseas to produce their clothes more cheaply. These factories are able to produce such cheap clothes by paying their workers very little and by ignoring important safety improvements that would protect their workers.
5. Kalpona educated herself on workers’ rights by attending a class at a nonprofit organization. She used what she learned to try and organize her fellow workers into a union. After she was fired for this, Kalpona continued to dedicate her life to workers rights’ and became a labor activist.
6. Kalpona continues to work for garment workers’ rights and is determined to, “fight until we win.” The global garment industry is improving, but it still has a long way to go.

Sample summary:

As a child, Kalpona Akter had to quit school and start working in a garment factory in Bangladesh. Her father suffered a stroke that left him paralyzed and unable to work. Without his income, the family faced starvation; Kalpona had no choice but to get a job in a garment factory. Conditions in the factory were terrible and unsafe. Kalpona’s boss yelled at her, and when a fire broke out on the top floor of the factory, the workers were almost unable to escape because the one exit on the floor was locked. These kinds of working conditions can lead to tragedies like the Rana Plaza building collapse, which resulted in the deaths of more than 1,100 workers. Safety isn’t the only issue that many garment workers around the world face. Overseas garment workers are also paid poorly. By treating their workers this way and by ignoring important safety regulations, factory owners are able to produce cheap clothing for American companies. Today, Kalpona is a labor activist and has dedicated her life to workers’ rights. She travels the world, speaking out against labor abuses and petitioning clothing brands to help garment workers. The global garment industry is improving, but it still has a long way to go.

CORE SKILLS WORKOUT: EXPLORING MOOD

Answers will vary but should be similar to the following:

1. Positive words could include: *hopeful, optimistic, encouraging*.
Negative words could include: *frightening, tragic, disheartening*.
2. **A.** nightmarish
B. The beginning of the article sets up a very terrifying scene. The first two paragraphs use words and phrases that describe Kalpona’s job as difficult and uncomfortable: “hunched,” “noisy,” “struggled to keep her eyes open,” “exhausted,” “slice through her finger,” and “boss would punish her.” Then a voice shouts, “The top floor is on fire,” and the scene becomes terrifying. The authors state, “The room filled with blinding black smoke, burning Kalpona’s throat. Panic erupted as people rushed to find a way out. All Kalpona could hear were screams.”
3. **A.** As Kalpona’s former life is described, the mood is cheerful and contented. The authors explain that Kalpona’s father was a successful contractor. Phrases like “colorful rickshaws,” “delicious smells,” “spacious seven-bedroom house,” “lush gardens,” “good grades,” and “loved playing soccer” help create this mood.
B. The mood becomes tragic with the line “Then, when she was 12, her life changed forever.” Her father’s stroke devastates the family and his inability to work leaves the family no choice but to sell all of their belongings. Their once comfortable life is gone and they are now facing starvation.
4. The mood at the beginning of “How Did This Happen?” is bleak and despairing, describing working conditions for children in America in the early 20th century. Phrases such as “as young as 5,” “dangerous and dirty,” “Accidents were common,” and “viciously beaten or even killed” create this mood. With the line “Yet slowly, through long and bitter struggles, working conditions in America improved,” the mood shifts to something more hopeful. The authors state that labor laws were created. They describe safer factories and better salaries that enabled employees to buy homes and send their kids to college. The mood changes again as the authors explain that most U.S. factories shut down by the 1990s because everything could be made so much more cheaply overseas. The bleak mood returns as the reader



“Why Are Your Clothes So Cheap?” cont’d

discovers how little workers like Kalpona are paid and the horrible conditions in which they work.

5. The mood is disheartened. The words “the only break” and “agonizing 14-hour day” are starkly contrasted with “friends playing” and “uniforms blazing bright in the afternoon light.” Kalpona’s realization that she would never go back to school and her old life was gone creates a feeling of loss.
6. These lines create an inspired mood. The author’s write that Kalpona became angry and inspired. She began to educate herself about workers rights. The phrase “Yet she only became more determined” contributes to this mood.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

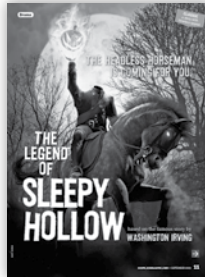
Answers will vary but should be similar to the following:

1. The pictures depict children working with sewing machines or other garment-making equipment. The striking thing about these images is that the workers are quite young.
2. The photo and caption help the reader understand that young children in America used to work in dangerous factories also.
3. They are called garment workers. A typical day would be arriving at the factory early in the morning. The conditions are uncomfortable and often unsafe. The worker’s shift is around 14 hours with few breaks. A supervisor would be on hand inspecting the work and yelling at those who don’t perform well. The wages are meager but for most workers, this is their only option for employment.
4. The images are somber, showing the utter devastation of the Rana Plaza factory building where 1,100 people died when the building collapsed. The courage and resolve of survivor Bithi Begum is apparent on her face. These images help the reader understand how dangerous the working conditions are for factory workers and how young many of them are.
5. The authors likely included the “How-To” sidebar to educate readers on how they can be more mindful of the clothes they wear and actions they can take in support of the dignity and respect of garment workers around the world. Along with the uplifting picture of Kalpona and the protestors marching, this sidebar gives readers a jolt of hope and motivation.

VIDEO DISCUSSION QUESTIONS

1. The mood of the video during this section is grim and mournful. Slow, melancholy piano music plays as the narrator somberly relates the number of people killed and injured in the two disasters; onscreen, we see bleak images of scorched factory interiors, blazing fires, and large piles of rubble.
2. The likely intended effect is to emphasize that there are overworked, poorly treated garment workers behind the cheap clothing that American shoppers buy. The garment workers in the first clip are bent low over their sewing machines, working furiously. The shoppers in the following clips are bustling through stores, combing through piles of clothing with signs that advertise low prices (\$3, \$9.95). This sequence of clips illustrates visually that people overseas are working extremely hard to satisfy Americans’ desire for inexpensive clothing.
3. The video includes an interview with an expert named Barbara Briggs, who explains that because big clothing companies value their future customers, young people can make a big difference by sending letters to these companies demanding fair factory conditions. To demonstrate how simple and effective writing such a letter can be, the video pictures *Scope* editors writing letters of their own. The video also suggests that it is important to educate yourself about workers’ rights; you can infer that by reading and understanding these rights, you will be in a better position to demand them for the overseas garment workers making the clothes you buy.
4. The “high human cost” of our cheap clothes refers to the suffering of garment workers in other countries who work in dangerous and unhealthy conditions for low pay. As Barbara Briggs explains, big Western clothing companies are so powerful that they can intimidate factory owners in poorer countries into producing their products cheaply. The factories owners then try to save money by paying their employees low salaries, pushing them to work extremely hard, and failing to make important factory safety upgrades. This troubling situation often leads to deadly disasters like the ones at the Tazreen factory and Rana Plaza building; as narrator Kristin Lewis explains, these tragedies “could have been prevented if the owners had followed safety regulations.”

The Legend of Sleep Hollow



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Answers will vary. Here is a sample response:

The reader can infer that Ichabod Crane was chased out of Sleepy Hollow by Brom Bones, who was disguised as the Headless Horseman. There are many clues in the story that suggest this is what happened. First of all, Brom Bones *wanted* Ichabod to leave because he knew that Ichabod was pursuing Katrina, the woman Brom wanted for himself. Brom also knew that Ichabod was gullible because of how Ichabod reacted with such fear when the villagers told him ghost stories at the party (p. 14). It's likely that Brom is the Headless Horseman and chased Ichabod out of town rather than actually kill him because Brom is known for being a prankster. As Ida says: "Brom is more mischievous than mean" (p. 13). Another clue that it was Brom who chased Ichabod off is that both Brom's horse and the Headless Horseman's horse are described as being black, and therefore could be the same horse.

ANSWERS TO ACTIVITY SHEETS

THE LEGEND OF SLEEPY HOLLOW

CLOSE-READING QUESTIONS

1. Answers will vary. The mood is spooky, eerie, etc. Details that help create the mood include the rickety bridge, the silver sky and the rustling leaves, the phrase "hauntings and superstitions," the title of Ichabod's book, and the comments about the Wailing Widow.
2. Ida and Martha have just told Ichabod that the Wailing Widow shrieks when a storm is coming. You can infer that Ichabod looks to see if a storm is indeed coming. It is: The sky is darkening. Ichabod shivers. This hints that something bad is going to happen to Ichabod.
3. Ichabod is tall, thin, and awkward. In Scene 1, Knickerbocker describes him as "very tall, with long arms and hands that dangled a mile out of his sleeves." In Scene 5, as Ichabod dances, "his long limbs fly around the room like an octopus in a tornado," which shows his awkwardness. Brom, on the other hand, is large and powerful. In Scene 3, Ichabod says of Brom, "His neck is the size of my waist." In Scene 4, Brom is described as being "so broad-shouldered that he must turn sideways to fit through the door frame." These descriptions suggest that Brom is confident and unshakable, while Ichabod is weak and can be easily manipulated.
4. Brouwer likely wants to scare Ichabod. He may also be laying the groundwork for the trick that Brom plans to play on Ichabod later.
5. Ichabod is hearing the offstage lines in his mind. He is remembering the ghost stories he heard at the party. The repetition of these lines adds drama to the scene, keeping these disturbing ideas fresh in the reader's mind.

section continues >>



The Legend of Sleep Hollow cont'd

6. Both texts show that people in this time and place were deeply affected by the Revolutionary War, that it was typical for teachers to visit students' homes, and that telling ghost stories was a popular pastime.

THE LEGEND OF SLEEPY HOLLOW CRITICAL-THINKING QUESTIONS

1. Some students may find little sympathy for Ichabod. They may point to the suggestion in the text that Ichabod was after Katrina for her wealth and may see him as foolish for falling for Brom's trick. Others may feel sorry for Ichabod and see him as the innocent victim of a bully (or of a ghost!).
2. Students who infer that Brom scared Ichabod away might say that Katrina helped bring this about by encouraging the two men to compete for her attention.
3. Answers will vary. Students may say that in 1790, people did not know as much about the natural world as they do today. People were left to draw their own conclusions about the way the world works. Also, as both texts mention, in 1790 the battles of the Revolutionary War were fresh in people's minds. The dead were lingering in memories; perhaps it was not a big leap to imagine them lingering as ghosts. Both texts also state that storytelling was a common pastime. It stands to reason that some stories, repeated often enough, would eventually be believed.

THE LEGEND OF SLEEPY HOLLOW LITERARY ELEMENTS Characters

1. **A.** major; Ichabod Crane is the new schoolteacher of Sleepy Hollow. He is bookish, tall, and lanky. He is interested in marrying Katrina Van Tassel. He is a static character because he does not undergo any significant internal change.
B. major; Brom Bones is Ichabod's rival for Katrina. He is described as large and intimidating, but basically harmless—though he may not be as harmless as some people think. He is a static character because he does not undergo any significant internal change.
C. major; Katrina Van Tassel is the village beauty and stands to inherit her father's large estate. She is being pursued by both Ichabod Crane and Brom Bones. She is a static character because she does not undergo any

significant internal change. (Students could describe a different character here.)

2. When Ichabod turns red after telling Katrina "My wages are hardly enough for a loaf of bread. But I am quite rich in the mind. I've read so many books" (p. 13), we can infer that he is embarrassed to tell Katrina how poor he is. Ichabod seems interested in marrying Katrina, who comes from a rich family, so Ichabod may be worried that Katrina will look down on him.
3. Scene 4 reveals that Ichabod and Brom dislike and distrust each other. The stage directions note that Brom and Ichabod lock eyes and address each other "coldly" (p. 13), and Martha comments, "That Brom Bones looks ready for a fight" (p. 13), which further conveys the tension between Brom and Ichabod. This is followed by Brom making a rude comment about Ichabod's looks and Katrina commenting that Brom is jealous of Ichabod (p. 13).

Setting

4. Sleepy Hollow, New York, in 1790
5. In Scene 1, SD2 says, "Wild ducks squack in silver sky. A crisp wind rustles the fallen leaves." This imagery appeals to the sense of hearing (squacking ducks and rustling leaves), sight (silver sky), and touch (crisp wind). These sensory details create a clear image in the reader's mind and make it easy for the reader to imagine being right there with Ichabod. (Answers will vary.)

Conflict

6. **A.** The conflict between Ichabod and Brom is over Katrina. Both men want to marry her.
B. The conflict is resolved when Ichabod disappears. Brom and Katrina are married several months later.

Figurative Language

7. In Scene 5, SD1 says, "As Ichabod dances, his long limbs fly around the room like an octopus in a tornado." Ichabod's long arms and legs are being compared to the long arms of an octopus "in a tornado"; we can imagine that if an octopus were so unfortunate as to be caught in a tornado, its arms would be flying around in all directions, out of control. This simile adds humor to the scene and supports the characterization of Ichabod as gangly and slightly ridiculous. The simile also further contrasts Ichabod's lanky body with Brom's large and sturdy one. (Answers will vary.)



The Legend of Sleep Hollow cont'd

Literary Devices

8. In Scene 1, Knickerbocker picks up a crumpled wool hat from beside the church bridge. This foreshadows the end of the play, when Jansen reports that Ichabod disappeared and the only trace of him was his crumpled wool hat, found on the bank of the brook near the old church bridge.

THE LEGEND OF SLEEPY HOLLOW QUIZ

***Higher Level (HL)**

1. D (interpreting text; R.4)
2. C (text structure; R.5)
3. A (vocabulary/word choice; R.4)
4. B (inference; R.1)
5. A (figurative language; R.4)
6. C (key ideas and details; R.2)
7. Ichabod Crane is gullible because he believes the ghost stories that the guests tell at the Van Tassels' party. Ichabod trembles and gulps as he listens to the guests talk about the Headless Horseman (p. 14). He also interjects with exclamations of fear, such as "Heavens!" and "Oh my!" (p. 14), as the guests are speaking. While riding home from the party, Ichabod is "pale as a tombstone" and flinches at the sound of a wolf (p. 14). Ichabod's reactions to the stories at the party and his fear on the way home show his gullibility—that he believes the guests' scary stories. (character, inference; R.3, R.1)
8. The Headless Horseman is said to be the ghost of a Hessian soldier who was injured in a battle during the American Revolution. Hessian soldiers were German soldiers hired by the British to fight in the war and they were known for their cruelty. The story of the Headless Horseman shows that the people of the time remembered the Hessian soldiers from the war, and were, perhaps, still scared by the Hessian soldiers. (text features, inference, integration of knowledge; R.7, R.1, R.9)
6. C (key ideas and details; R.2)
7. Ichabod trembles and gulps (14) as he listens to the guests talk about the Headless Horseman. He also interjects with exclamations of fear, such as "Heavens!" and "Oh my!" (p. 14), as the guests are speaking. While riding home from the party, Ichabod is "as pale as a tombstone" and flinches at the sound of a wolf (p. 14). Ichabod's reactions to the stories at the party and the fact that he is scared to be on the road alone after the party show that Ichabod believes the stories and is frightened by them. (character; R.3)
8. Life in the Hudson River Valley in 1790 was not easy. America was a brand-new country and the American Revolution was still fresh in people's minds (p. 12). Most people still lived on farms and were responsible for producing their own food and making their own clothing (p. 16). Young boys had to wake up early to help their fathers by harvesting crops, fishing, and hunting. During harvest time, working on the farm took priority over going to school (p. 16). School was held in a one-room schoolhouse and all of the students were taught by one teacher (p. 16). Teachers at the time were not paid well and had to depend on their students' parents for food and shelter (p. 13). People entertained themselves by telling stories—many of them ghost stories based on memories of the American Revolution (p. 14, p. 16). (summarizing, supporting conclusions with text evidence; R.2, R.1)

THE LEGEND OF SLEEPY HOLLOW

VOCABULARY PRACTICE

1. D; The story is about something that happens after midnight, and "the witching hour" means late at night.
2. E; Sam is giving the painting with rapt attention: She is completely carried away by it.
3. A; A musket is a gun from the Civil War era, and the story is about someone finding guns from the Civil War.
4. B; The young man becomes a mercenary: someone who fights for money in a foreign army.
5. B
6. C
7. A

CORE SKILLS WORKOUT: MAKING INFERENCES

1. These lines suggest that Ichabod has a crush on Katrina.

section continues >>

THE LEGEND OF SLEEPY HOLLOW QUIZ

***Lower Level (LL)**

1. D (interpreting text; R.4)
2. C (text structure; R.5)
3. B (character; R.3)
4. A (vocabulary in context; R.4)
5. C (figurative language; R.4)



The Legend of Sleepy Hollow cont'd

He wants to impress her. He turns red because he's embarrassed that he doesn't make more money, and tells her how smart he is to impress her.

2. Brom has a crush on Katrina too. He doesn't want any competition for Katrina's attention from Ichabod—that's why Brom threatened Ichabod. This line suggests that Brom is a bully, and perhaps a violent person. It suggests that he'll do what it takes to get his way.

3. **Part 1:** Ichabod may also be interested in Katrina for her money. If he marries her, he would become the owner of her family's estate.

Part 2: Brom and Ichabod are rivals for Katrina's affection.

4. That Brom chuckles as the villagers are discussing Ichabod's sudden disappearance shows that Brom is not concerned or upset by Ichabod's disappearance. On the contrary, Brom seems amused and happy about it.

5. Yes, Brom is definitely the type to play a trick on someone. In Scene 3, Mr. Van Ripper calls Brom "rough" but "full of good humor." In Scene 4, Ida calls Brom "mischeivous."

6. **Part 1:** "His black horse Daredevil is the finest in the valley!" (said by Katrina in Scene 2)

Part 2: "The figure is mounted on a powerful black horse." (said by SD2 in Scene 7)

Part 3: They are both strong black horses; they could be the same horse.

7. Knickerbocker is suggesting that Brom dressed up as the Headless Horseman and scared Ichabod away. This seems likely. Brom had a reason to want to get rid of Ichabod: The two were rivals for Katrina's affection. In fact, Brom had previously threatened to flatten Ichabod "like a pancake" (Scene 3) if Ichabod came near Katrina. Mr. Van Ripper and Ida suggest that Brom likes to play tricks, but there is a hint that Brom has a mean streak as well. He is referred to as "rough" and as looking ready for a fight. At the party in Scene 6, Brom stresses to Ichabod that he must go to the bridge if he see the Horseman; when Ichabod goes to the bridge, he disappears. It also seems no coincidence that both Brom and the Horseman ride big black horses. Finally, Brom's chuckling at the story of Ichabod's disappearance hints that Brom is proud of himself for scaring Ichabod away.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

***Higher Level (HL)**

1. A. A
B. A
C. B
2. C; Van Ripper's remark hints that Ichabod is interested in Katrina for not just "her many charms," as Ichabod says, but also for her money—the large estate that she will inherit.
3. A, C, E; Evidence D does not support the statement because it does not reveal anything about Katrina's actions, only Brom's. (Answers will vary.)
4. Answer A is correct. Answer B is incorrect because it is a paraphrase, not a direct quotation. Answer C is incorrect because the quotation is just plopped in—the writer does not properly introduce the quotation or explain how it supports the statement. Also, there is no page number given for the quote.
5. Answer C is correct. Answer A is incorrect because it uses direct quotations, not paraphrases. Answer B is incorrect because it does not include any text evidence.
6. In *The Legend of Sleepy Hollow*, Brom Bones and Ichabod Crane are unfriendly rivals: Both want to marry Katrina Van Tassel. In Scene 3, Ichabod and Mr. Van Ripper are discussing an upcoming party at the Van Tassels' house. Ichabod says he is not sure he is going to go to the party because Brom will be there and, Ichabod says "He said if he caught me near Katrina, he'd flatten me like a pancake" (p. 13). Ichabod does go to the party, though, where his and Brom's mutual dislike is clear from the way the two men greet each other: "coldly," according to the stage directions (p. 13). Right after this, Martha comments on the tension between the two men, saying, "That Brom Bones looks ready for a fight" (p. 13). While Ichabod and Katrina dance, Katrina sees Brom "brooding in a corner" (p. 14), which again makes Brom's jealousy and dislike of Ichabod clear.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

***Lower Level (LL)**

1. A, B
2. C; Van Ripper's remark hints that Ichabod is interested in



The Legend of Sleep Hollow cont'd

Katrina for not just “her many charms,” as Ichabod says, but also for her money—the large estate that she will inherit.

3. “Jansen: Oh yes, many ghosts haunt Sleepy Hollow.” (p. 14)
4. Katrina encouraged the competition between Ichabod and Brom.
5. Sample answer: The author characterizes Ichabod Crane as awkward and clownish. (A) “SD1: Ichabod sinks his teeth into an apple pastry. Sugar falls down the front of his suit.” (p. 13) ; (B) “SD2: As Ichabod dances, his long limbs fly around the room like an octopus in a tornado.” (p. 14)

"Is Technology Killing Our Friendships?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 19 should include some of the following points:

Points for YES

1. We don't spend enough time with each other in person because we feel that we can stay connected with people on social media instead.
2. We might mistake our "friends" on social media for true friends. In tough times, we need friends that can spend time with us in person, not just online.
3. We invest more time in our online lives and so therefore don't have time to invest in meaningful in-person friendships.

Points for NO

1. We are more connected to our friends because technology makes communicating with each other so easy.
2. We are able to maintain more friendships because technology allows us to stay in touch with people whom we may not be able spend time with in person, like people that live far away.
2. Since our lives depend so heavily on technology, when we finally "unplug" and get to spend with our friends in person, it becomes much more meaningful and valuable.

ANSWERS TO ACTIVITY SHEETS

"IS TECHNOLOGY KILLING OUR FRIENDSHIPS?" QUIZ

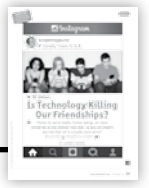
*Higher Level (HL)

1. C (key ideas and details; R.2)
2. D (central ideas; R.2)
3. B (text structure; R.5)
4. B (text structure, analyzing an argument; R.5, R.8)
5. A (vocabulary in context; R.4)
6. D (text evidence; R.1)
7. The anecdotes about Kaylee at both the beginning and the end of the article support the claim that teens rely heavily on technology to communicate with their friends. The author most likely included the details about Kaylee's typical weekend spent Snapchatting, Instagraming, and FaceTiming (p. 18), and her camping trip with no Wi-Fi (p. 19), to provide scenarios that readers can relate to. (text structure; R.5)
8. Tarshis means that to be a good friend, you need to be able to be there for another person in the flesh, not just online. Friendship requires you to give another person a certain amount of emotional support, especially when they are going through a hard time, and this kind of support can't be given online. If a person really needs you, they are going to want to spend time with you and talk to you in person. (interpreting text; R.4)

"IS TECHNOLOGY KILLING OUR FRIENDSHIPS?" QUIZ

*Lower Level (LL)

1. C (key ideas and details; R.2)
2. C (key ideas; R.2)
3. B (text structure; R.5)
4. B (text structure, analyzing an argument; R.5, R.8)



“Is Technology Killing Our Friendships?” cont’d

5. A (vocabulary in context; R.4)
6. D (text evidence; R.1)
7. According to the article, technology can be good for friendship by helping you stay connected to other people. For example, technology allows you to stay in touch with a friend who moved to another state and it can help you “stay up-to-date on hundreds of people at once” (p. 18). This constant contact can make friendships stronger by allowing people to share more of their feelings with each other (p. 18). (key ideas and details, supporting a claim; R.2, W.1)
8. Tarshis means that to be a good friend, you need to be able to be there for another person in the flesh, not just online. Friendship requires you to give another person a certain amount of emotional support, especially when they are going through a hard time, and this kind of support can’t be given online. If a person really needs you, they are going to want to spend time with you and talk to you in person. (interpreting text; R.4)

“Should Kids Do Extreme Sports?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 23

Answers will vary. Here is a sample response:

There are several reasons why some kids are more drawn to extreme sports than others. One reason is that teenagers are more willing to take risks because they are less likely to consider the consequences—that is, what can go wrong (“Should Kids Do Extreme Sports?” p. 21). Another reason is that some kids simply have more of a thrill-seeking personality than others (p. 23). Scientists also speculate that natural-thrill seekers may be more sensitive to dopamine, a chemical produced by the brain that plays a role in motivation (“The Science of Thrill-Seeking,” p. 23).

For the second part of the question:

Some students might argue that kids should be allowed to play extreme sports because they have so many benefits. As Geoff Eaton notes, playing extreme sports has helped his son Jett to find passion and identity, do well in school, and avoid drugs and alcohol (“Should Kids Do Extreme Sports?” p. 22). And, unlike regular team sports, extreme sports allow kids to be more creative.

Other students might argue that kids should not be allowed to play extreme sports because they’re too dangerous. Playing extreme sports can lead to fractures and cuts, and more serious health risks, such as brain injuries and even death. Jett Eaton nearly died doing a difficult skateboarding move. One study showed that extreme athletes suffered about 4 million injuries over an 11-year period (p. 21).

ANSWERS TO ACTIVITY SHEETS

“SHOULD KIDS DO EXTREME SPORTS?” AND “THE SCIENCE OF THRILL-SEEKING” SYNTHESIS

1. The amount of risk that a person considers worth taking depends on his or her personality type. People who are risk-seekers enjoy thrills while non-risk-takers do not.
Source: “The Science of Thrill-Seeking”
2. Kids are less likely to consider dangers, and they may be inspired to attempt stunts that they don’t have the skills to do. Also, teens are more willing to take risks because their brains have a higher tolerance for it.
Source: both texts
3. For thrill-seekers, the part of the brain related to pleasure becomes active when faced with an intense situation. For non-thrill-seekers, the part of the brain related to fear becomes active. Also, thrill-seekers may be more sensitive to dopamine, a chemical the brain produces that plays a role in motivation.
Source: “The Science of Thrill-Seeking”
4. Extreme sports are often practiced without coaches, unlike team sports. So athletes might be more prone to injuries because they don’t have proper guidance. Also, kids are able to be more imaginative when playing extreme sports than team sports.
Source: “Should Kids Do Extreme Sports?”
5. Playing extreme sports can lead to fractures and cuts, and more serious health risks, such as brain injuries and even death.
Source: “Should Kids Do Extreme Sports?”
6. Extreme sports can build confidence and discipline as well as help kids stay healthy. As Jett’s father states, playing extreme sports has helped Jett to find passion

section continues >>



“Should Kids Do Extreme Sports?” cont’d

and identity, it’s helped him in school, and it’s kept him away from drugs and alcohol.

Source: “Should Kids Do Extreme Sports?”

“SHOULD KIDS DO EXTREME SPORTS?”

CLOSE-READING QUESTIONS

1. The authors describe extreme sports as “high-intensity” and involving “death-defying stunts.” They write that extreme athletes “fly down mountains,” “soar off jumps,” and “cling to icy cliffs.” These phrases help create a tone of high energy, intensity, and awe, and they also convey a sense of danger.
2. The authors first cite a study that found the number of injuries from extreme sports to be in the millions. They then provide examples of two extreme sports athletes who were involved in very serious accidents because of their sport, one resulting in permanent brain damage, the other in death. The authors also describe the devastating injuries that resulted from Jett’s skateboarding accident: a fractured skull, a concussion, and a bruised brain.
3. The authors include this information to make the point that even if you take the proper safety precautions, you can get hurt participating in extreme sports.

“THE SCIENCE OF THRILL-SEEKING”

CLOSE-READING QUESTIONS

1. Dignan speaks directly to the reader and uses examples that the reader can relate to, such as falling on your head, breaking a bone, and speeding down a hill on a bike. She further draws the reader in by asking why some people love taking risks and others don’t. By planting this question in the reader’s mind, Dignan encourages the reader to keep reading to learn the answer.
2. Dignan is comparing the way we decide if we should do a particular activity to weighing its risks and rewards on a physical scale to see which is heavier. Dignan is saying that we don’t all weigh—that is, judge—risks and rewards the same way. To some people, risks seem “heavier,” while to others, rewards do.
3. In the essay, Dignan explains that thrill-seeking probably dates back to early humans who needed to take risks to survive. She goes on to explain that these early humans had varying levels of tolerance for

risk—some were “daredevils” and some were “stay-in-the-cave types”—and that these variations still exist today. Dignan also explains that research suggests that the brains of thrill-seekers and non-thrill-seekers may function differently. These details suggest that all of us are born with a willingness to take risks, though some of us are more willing than others. This helps answer the question of why anyone would choose to participate in extreme sports.

“SHOULD KIDS DO EXTREME SPORTS?” AND “THE SCIENCE OF THRILL-SEEKING”

CRITICAL-THINKING QUESTIONS

1. On page 21, Tarshis and Lackman state that young athletes “are less likely than adults to really think about the risks” of extreme sports. Dignan writes that everyone’s willingness to take risks increases during their teenage years. Both of these statements suggest that teens may take bigger risks than adults, and are therefore more likely to get hurt than adults.
2. Answers will vary. Some students may agree that if Jett wants to continue skateboarding, he should be allowed to do so, because the sport has taught him valuable lessons about grit, passion, and identity. Other students may state that extreme sports are too dangerous and after all of the serious injuries Jett has had (concussions, broken bones, a punctured spleen), his father shouldn’t allow him to continue.

“SHOULD KIDS DO EXTREME SPORTS?” QUIZ

***Higher Level (HL)**

1. B (central ideas; R.2)
2. D (text evidence; R.1)
3. A (text structure; R.5)
4. C (craft and structure; R.4, R.5)
5. C (vocabulary in context; R.4)
6. B (synthesizing; R.9)
7. There are both positive and negative sides to playing extreme sports. On one hand, extreme sports provide athletes with thrills and opportunities for creativity that few regular sports can match. They also build confidence and discipline, and help athletes stay healthy (p. 22). Jett’s father argues that playing extreme sports makes his son happy, and has helped him to find passion and



“Should Kids Do Extreme Sports?” cont’d

identity (p. 22). On the other hand, extreme sports can be extremely dangerous. Some young extreme athletes, like Jett, have been seriously injured and some have even died. One study revealed that extreme athletes suffered 4 million injuries at the X Games between 2000 and 2011 (p. 21). (key ideas and details; R.2)

8. Some people seek thrills despite the dangers because their brains are wired to take risks. As Dignan writes, all early humans had to take great risks in their daily lives. Over time, some people developed more daredevil-like personalities (p. 23). However all teens are thrill-seekers to some extent because their brains crave new experiences. Even if not all teens dream about climbing Mount Everest, they are still far more likely to take risks in order to have new and exciting experiences (p. 23). Kids also seek thrills because they are inspired by stunts they see in video games and YouTube clips. They don’t consider the risks because as psychologist Jesse Matthews says, kids think about what is happening now, and not about the potential consequences of their actions (p. 21) (key ideas and details, R.2; synthesizing, R.9)

“SHOULD KIDS DO EXTREME SPORTS?” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. A (text structure; R.5)
3. C (text structure; R.5)
4. D (interpreting text; R.4)
5. D (vocabulary in context; R.4)
6. B (synthesizing; R.9)
7. There are both positive and negative sides to playing extreme sports. On one hand, extreme sports provide athletes with thrills and opportunities for creativity that few regular sports can match. They also build confidence and discipline, and help athletes stay healthy (p. 22). Jett’s father argues that playing extreme sports makes his son happy, and has helped him to find passion and identity (p. 22). On the other hand, extreme sports can be extremely dangerous. Some young extreme athletes, like Jett, have been seriously injured and some have even died. One study revealed that extreme athletes suffered 4 million injuries at the X Games between 2000 and 2011 (p. 21). (key ideas and details; R.2)
8. According to “The Science of Thrill-Seeking,” the early

humans who were risk-takers had a better chance of survival because they were better at doing death-defying things, like hunting, fighting, and exploring. And because they survived, those traits were passed on to their children, and on through the generations (p. 23). (central ideas; R.2)

“SHOULD KIDS DO EXTREME SPORTS?” VOCABULARY PRACTICE

1. D
2. B
3. A
4. D
5. Answers may include: One thing that could cause a concussion is if you don’t wear a helmet, fall off your bike, and hit your head.
6. Answers will vary: Sam was a picky eater. He had no tolerance for anything with cheese, tomatoes, onions, or or any kind of fruit.
7. Answers will vary: The last bus of the day was leaving in five minutes, so it was critical that Angie be on it, because she had no other way home.
8. Answers will vary: Jamie swung the bat with all his might and lofted the ball into the air and scored a home run.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. **A.** The structure changes to a description of extreme sports and a list of young extreme athletes. This section also includes a list of injuries that extreme athletes have suffered.
B. This change in the article has the effect of creating suspense since the reader doesn’t know what happens to Jett.
2. The section “Passion and Identity” includes the positive effects that extreme sports have had on Jett and his brother Jagger. Their father says that the brothers have found passion and identity through extreme sports. They have also acquired grit that “has helped them in school and enabled them to avoid risks like drugs or alcohol.”
3. The problem is how to make extreme sports safer for kids. The section describes several solutions such as wearing protective gear, training with experts, and being aware of your skill level.



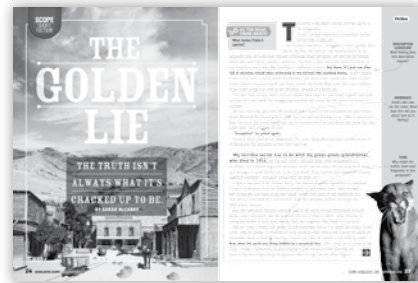
"Should Kids Do Extreme Sports?" cont'd

4. The structure of "Worth the Risk?" is a list. The author details the reasons that someone might be compelled to participate in extreme sports by posing a question and then lists the answers using words and phrases like "There is, of course. . .," "also," "Beyond that."
5. The author compares and contrasts the personalities of risk-takers and risk-avoiders. She gives examples of how people may love or hate roller coasters, enjoy the idea of rock-climbing or get queasy at the thought of it, and climb Mount Everest or stick to the nature trail.

CORE SKILLS WORKOUT: WHAT'S THE TONE?

1. B; The authors describe what happened the day of Jett's accident on the MegaRamp without revealing their personal feelings about Jett, his dad, or skateboarding. We just find out what happened.
2. C; The authors sound unemotional and do not convey any positive or negative attitude in this paragraph. They present the information in a neutral way.
3. Yes. On page 21, the authors write, "There's no doubt that extreme sports are thrilling." On page 22, they refer to the "obvious thrill of flying down a mountainside at 60 mph or soaring through the air on a trusted skateboard," and list other reasons some kids enjoy extreme sports: extreme sports offer an alternative to kids who don't enjoy team sports, extreme sports allow kids to be imaginative, extreme sports build confidence and discipline, and extreme sports help kids stay healthy. Also, the authors share Geoff Eaton's point of view on extreme sports, which is that they have helped his sons find passion and identity, and build the grit they need to succeed in other areas of life.
4. Yes. For one thing, the authors describe a very serious accident that Jett Eaton had while practicing an extreme sport. On page 21, the authors write that the thrills of extreme sports "can come at a high price." They refer to a study that found that extreme athletes suffer a lot of injuries. These injuries, the authors say, can be serious or even fatal. In the section "Special Hazards," the authors explain why extreme sports are especially dangerous for kids: Kids are less likely than adults to think about risk, kids often try stunts that they see on YouTube or in video games, and many extreme sports are practiced without the guidance of coaches.
5. They present the information in a neutral, non-judgmental way. (Although, by offering no objection to or criticism of what Geoff says, the authors could be interpreted as supporting it.)
6. The authors explain the benefits of extreme sports as well as the risks. They include a quote from an expert that lends support to the argument that kids should not do extreme sports, but they also include a quote from an expert that lends support to the argument that kids should do extreme sports. They present Jett's accident as serious, but they also explain why Jett loves skateboarding and include a quote from Geoff Eaton about his philosophy regarding risk. The tone of the article is neutral and factual; as a result, the reader does not get a strong sense of the authors' feelings about whether kids should do extreme sports.
7. A; Possible answers include *informal*, *conversational*, *jovial*, *humorous*, *friendly*, etc.: In the opening paragraph, Dignan writes that to avoid injuries "(and, you know, worse)," you'd expect people to avoid danger whenever possible. "Worse" is a humorous, lighthearted way of referring to death. Later, Dignan uses the silly word "bejeebers" in the sentence "Some of us thrive on activities that would scare the bejeebers out of the rest of us." She playfully describes some early humans as "stay-in-the-cave types." She states, "Maybe you think rock-climbing sounds amazing, or maybe your stomach feels funny just thinking about it." This is an informal, relatable, and playful way of describing fear (to compare, a drier/more formal way of expressing this idea is "Some people love rock climbing and others find the idea terrifying.") That Dignan writes from the first- and second-person point of view also creates an informal, conversational tone.

"The Golden Lie"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Answers will vary. Here is a sample response:

Josie and the narrator of the poem might answer that ordinary people can be special by achieving a less obvious and more quiet kind of greatness. Although Triple G was not famous (he only shows up in the newspaper once and he didn't save any lives nor did he strike it rich) he did take the very enormous risk of leaving his home behind to travel across the country. He worked hard all his life to create a better life for his future children and grandchildren. As Josie's father puts it, Triple G was "heroic in his own way" because his fortune came "from plain, old hard work. He built his business all on his own. What could be braver than that?" (p. 28).

Just as Triple G's greatness did not make him famous, the father in "Those Winter Sundays" does things that go unrecognized but made him special. He got up early to warm to up the house for his family and he polishing the narrator's shoes. Yet, as the narrator writes: "No one ever thanked him" (p. 29). Both Triple G and the father performed quietly heroic tasks for their families. Though these acts did not make them famous, they are what made them special.

ANSWERS TO ACTIVITY SHEETS

"THE GOLDEN LIE"

CLOSE-READING QUESTIONS

- 1. Descriptive language (p. 25)** The line creates a sense of enormous size and stillness. The phrase "like sleeping giants" is also foreboding, suggesting that the giants might awaken.
- 2. Inference (p. 25)** You can infer that Josie's dad is calling her "Josephine" because he is frustrated with her. She didn't respond when he called her before; by using her full first name, he is more authoritative.
- 3. Tone (p. 25)** The use of fragments creates the rhythm of a list. The fragments also establish an informal and excited tone—it's as if the reader is hearing Josie's thoughts as she rattles off Triple G's accomplishments.
- 4. Inference (p. 26)** Josie thinks of Triple G when she's feeling triumphant. She believes that she owes some of her success to her brave and heroic ancestor.
- 5. Character (p. 26)** Josie feels affectionate and protective toward her dad. She wants to surprise him. When she learns that the Triple G stories are probably false, she feels sick thinking about how disappointed her dad will be. When she finally tells him the truth, she feels remorse because she thinks she has hurt him.
- 6. Inference (p. 26)** The librarian, having studied the Donner Party, surely finds it a fascinating topic. To meet a descendant of one of the members would be a rare opportunity.
- 7. Inference (p. 27)** The line suggests that prospectors were drawn to unsavory behavior; Triple G wanted them to do something wholesome.
- 8. Inference (p. 27)** Josie mutters her response because



“The Golden Lie” cont’d

she wishes she didn’t have to give it. She’s embarrassed that the Triple G stories seem to be untrue.

9. **Author’s Craft (p. 27)** The questions show what is going through Josie’s mind. They emphasize that she is having a hard time accepting the truth.
10. **Setting (p. 28)** The area sounds dry and harsh. If grass struggled to survive, people probably did too.
11. **Simile (p. 28)** He looks surprised and frightened.
12. **Inference (p. 28)** Originally, Josie planned to write about how Triple G saved lives and struck it rich. Now she plans to write about Triple G’s more ordinary type of greatness: how he faced the unknown, traveled far from home, and worked hard to create a good life for himself and his descendants.

“THE GOLDEN LIE”

CRITICAL-THINKING QUESTIONS

1. Students may say he is special because he made quiet sacrifices for his family. For example, he got up early in the cold to warm up the house even though “no one ever thanked him.”
2. Josie begins to rethink her values after talking to her dad, who explains why he admires Triple G’s real achievements. The moment when the speaker of the poem began to appreciate his father is less specific, but we can infer that it happened after the speaker grew up.
3. The story’s final paragraph has a tone of pleasure and excitement: Josie’s perspective has shifted, and she’s looking forward to sharing her insights. The last stanza of “Those Winter Sundays” is regretful; the speaker seems to feel bad that he did not show appreciation to his father.

“THE GOLDEN LIE” LITERARY ELEMENTS

Characters

1. **A.** Josie is a major character. About 12 years old, she lives in San Francisco and has grown up with a sense of pride in her great-great-grandfather (known as Triple G), who, according to family legend, was a member of the Donner Party and then struck it rich as a gold prospector in California. Josie is thoughtful and cares deeply about her father. She is a dynamic character; her understanding of who Triple G was changes, and so does her idea about what makes someone special.

B. Josie’s dad is a minor character. (Students could also say he is a major character.) He has passed on to Josie and her brother the stories of their extraordinary great-great-grandfather that he heard from his own father. He is a loving, caring dad. He is a dynamic character; he comes to understand that his kids are ready to know the truth about Triple G; his relationship with them shifts a little when he reveals that he knew all along that the stories about Triple G weren’t strictly true. (Students could also say he is a static character—the change is subtle.)

C. The librarian is a minor character. He is Chinese-American; his family arrived in California during the Gold Rush. An expert on the Gold Rush, he is a kind person. He is a static character because he does not undergo a significant internal change. (Students could describe a different character here.)

2. **A.** Josie has a stomachache because she is worried about telling her dad something that she believes is going to upset him.
B. This tells you that Josie is considerate, and that she loves her dad and cares about his feelings.
3. Josie’s dad’s actions suggest that he feels startled and guilty. The comparison to a raccoon caught in the beam of a flashlight suggests that Josie’s comments surprised him, and that he feels “caught” doing something bad. He is frozen, unsure what to do next. His looking down, kicking the dirt, etc., suggests that he feels bad about deceiving his kids by pretending to fully believe the Triple G stories.
4. **A.** Josie
B. The whole story revolves around her. As the narrator, she shares her thoughts and emotions with the reader. She describes all of the characters and events in the story as they relate to her.

The Conflict

5. **A.** Josie is struggling to accept the truth; she is upset that Triple G was not the person she always believed him to be, because of both what this means about her (Is she not special after all?) and how it will affect her dad. She is filled with anxiety about him being let down.
B. internal
C. person vs. self
6. The main conflict is resolved when, after Josie tells her dad what she has learned about Triple G, her dad



“The Golden Lie” cont’d

reacts not with disappointment but by saying he had his suspicions all along, and that in his opinion, Triple G was no less admirable or special for not having done the incredible feats of family legend. Josie’s dad helps her see that what Triple G really did—making his way to California, running a business, and carving a path for future generations—is something to admire just as much as wrestling a mountain lion.

Descriptive Writing

7. A. personification

B. “Woozily” means confusedly or dizzily, as from getting knocked on the head or being drunk. It is not a word that applies to buildings. By writing that the buildings are leaning woozily, the author is describing the saloons as though they were human.

C. “Woozily” gives you a clearer picture of what the saloons look like than if the author had just written “leaning.” You understand that the buildings are leaning in all different directions and seem unsteady. But “woozily” gives you more than a visual: it also gives you a feeling of unsteadiness. Another reason the author may have chosen “woozily” is that the word is often used to describe the actions of people who have been drinking alcohol, and saloons serve alcohol. It’s like the author is using a description of the saloon’s customers to describe the saloons themselves.

8. Example 1: “My stomach burned as I struggled to catch up with him and my brother, the summer sun beating down on my shoulders and the dried pine needles crunching under my boots,” (touch, hearing); Example 2: “Out there, it’s just row after row of desolate yellow hills, stretching to the horizon like sleeping giants,” (sight)

9. The author uses the adjective “spiky” to help the reader picture the grass. She also tells us that the grass “struggled valiantly,” giving the grass a sense of courage or even heroism. Including the detail that the lizard eyed the characters warily helps the reader picture the lizard—the reader can imagine the expression on its face. The spikes, the struggle, and the wariness work together to create a sense of tension or danger.

“THE GOLDEN LIE” QUIZ

*Higher Level (HL)

1. B (text structure; R.5)
2. B (vocabulary in context; R.4)
3. C (literary device; R.4)
4. D (theme; R.3)
5. B (text evidence; R.1)
6. D (central ideas, inference; R.2, R.1)
7. Over the course of the story, Josie comes to understand that even an ordinary person like Triple G can be special. At first, Josie thinks that Triple G is special because he was a famous gold prospector. Josie describes him as tough and “downright heroic” (p. 25), because of all the over-the-top stories she has heard about him, like that he once wrestled a mountain lion (p. 25). After learning the truth about Triple G—that he was not a famous gold prospector, but a shopkeeper—Josie is deeply disappointed. However, once her father explains that Triple G built a local business and that he truly cared about his community (p. 29), she realizes that Triple G was in fact special and that his hard work and generosity made him just as admirable, or perhaps even more admirable, than the over-the-top Triple G of myth. (character; R.3)
8. The father in the poem is heroic because he worked hard and made quiet sacrifices for his family. He got up early in the cold to warm up the house “with cracked hands that ached/from labor in the weekday weather...” even though “no one ever thanked him.” (integrating knowledge and ideas, key ideas; inference; R.7, R.2, R.1)

“THE GOLDEN LIE” QUIZ

*Lower Level (LL)

1. D (inference; R.1)
2. C (literary device; R.4)
3. B (vocabulary in context; R.4)
4. B (text structure, inference; R.5, R.1)
5. A (text structure; R.5)
6. D (central ideas, inference; R.2, R.1)
7. Over the course of the story, Josie comes to understand that even an ordinary person like Triple G can be special. At first, Josie thinks that Triple G is special because he was a famous gold prospector. Josie describes him as tough and “downright heroic,” (p. 25) because of all



“The Golden Lie” cont’d

the over-the-top stories she has heard about him, like that he once wrestled a mountain lion (p. 25). After learning the truth about Triple G—that he was not a famous gold prospector, but a shopkeeper—Josie is deeply disappointed. However, once her father explains that Triple G built a local business and that he truly cared about his community (p. 29), she realizes that Triple G was in fact special and that his hard work and generosity made him just as admirable, or perhaps even more admirable, than the over-the-top Triple G of myth. (character; R.3)

8. Josie’s dad means that there are different ways to be heroic, and that, although Triple G was not a hero in the traditional sense of the word, he was extremely admirable in many ways. Triple G may have had an ordinary job, but because he was hard working, brave, generous, and caring, Josie’s father believes he was a hero. (interpreting text; R.4)

WHAT’S THE THEME?

“The Golden Lie”

1. According to family legend, Triple G was one of the few surviving members of the famous Donner Party. He was tough and heroic. Josie has heard stories about him walking through snow in the mountains for days, eating nothing but ripping off parts of his leather shoes for others to eat. He is also said to have wrestled a mountain lion with his bare hands. Finally, Triple G struck it rich as a gold miner in California.
2. She learns that the stories about Triple G are not true. He was not a member of the Donner Party, for starters. He was, in reality, a shopkeeper.
3. She is very disappointed.
4. With help from her dad, Josie realizes that Triple G was still very brave: He left his home in Iowa and set out on a dangerous trip for an uncertain future in California. He gave up everything to make a better life for himself and for future generations of his family. He was hardworking and also, according to a newspaper report that Josie found, generous.
5. Ordinary: He was a shopkeeper. He wasn’t rich and didn’t do anything that made him famous. The only mention he ever received in the newspaper was for offering a prize in a sack race.

Special: He bravely left home in pursuit of an uncertain future. He survived a dangerous trip to California, where he set up a shop and established a good life for himself and his descendants. He was not only kind, but generous.

6. The story conveys the message that you don’t have to do anything heroic in a big, flashy sort of way to be special. Ordinary people can be special.

“Those Winter Sundays”

1. As a child, the narrator did not see his father as special. In line 5, the narrator notes that no one ever thanked his father, and in line 10 says that he spoke to his father “indifferently.” The narrator, as a child, was not impressed by his father and did not appreciate his father’s efforts.
2. Now, the narrator realizes that his father sacrificed a lot for his family. The narrator sees his father as hardworking, loving, and deserving of appreciation. When the narrator says in the final lines of the poem, “What did I know, what did I know / of love’s austere and lonely offices?”, he is saying that as a child, he didn’t recognize how hard it was for his father and how much his father did for him out of love.
3. Ordinary: He had a regular job, something that required him to work long, hard hours and perhaps didn’t pay very well. There is no mention of him doing anything extraordinary—nothing that would get the attention of the public or anything like that. He was just a normal, hardworking dad.
Special: He got up early every day of the week, even on his one day off a week, to build a fire and warm the house for his family. He polished his kid’s shoes. He worked hard to support his family. And he did it all without any appreciation from his family.
4. The poem conveys the message that an ordinary person, by working hard and taking care of his or her family, can be special. You don’t have to have a fancy job or a fancy house to be special. Just acting out of love makes you special.

ANALYZING POETRY

Answers will vary. The following are suggested answers only.

Chronic, page 1: Something that is *chronic* either continues to happen or happens again and again over a long period of time.



“The Golden Lie” cont’d

Indifferent, page 1: If you are *indifferent* to something, you don’t care much about it one way or the other. Your attitude about it is basically “whatever.”

The Big Picture: B (an adult talking about his childhood); The poem is written in past tense, which tells you that the speaker is looking back. He is talking about a time when his father took care of him—presumably, childhood.

First Stanza

1. It tells you the speaker’s father got up early every day—not just Sundays, but Sundays “too.”
2. They were cracked and that they “ached from labor in the weekday weather.”
3. You can infer that the father’s job was probably some sort of hard, physical work, perhaps performed outside (in the “weekday weather”)—something that would have caused his hands to crack and ache. It was probably a job he had to get up early for.
4. “Blueblack” may describe the sky in the early morning, when it is still dark. “Blueblack” sounds like a deep, dark color; it gives you a feeling of seriousness, of quiet, of loneliness. “Blueblack” also sounds like a bruise (a black and blue mark), which suggests a feeling of pain.
5. The speaker means that his father rekindled a fire in a fireplace (or perhaps in a wood stove).
6. the speaker’s father; He got up early and started a fire to warm up the house; The speaker as well as other members of his family.

Second Stanza

1. **Left box:** He means that the cold is going away—that the house is warming up. He’s talking about the cold like it’s ice—like a frozen pond, for example, that starts to crack when the temperature rises. Splintering and breaking also sound like something logs in a fireplace might do
Right box: In both cases, the speaker is describing the cold as though it is a physical object. In the first stanza, he describes it as having a color (“blueback”), and in this stanza he describes the cold as something that can break.
2. It’s likely that the speaker is talking about the people in the house. People often believe that physical spaces absorb the energy of what goes on inside them. Maybe the speaker’s father, or other members of his family, were

angry a lot. Maybe the speaker’s parents fought with each other, maybe his dad was angry that he had such a hard job—it could be lots of things.

Third Stanza

1. The speaker’s father polished the speaker’s good shoes for him.
2. Line 5: “No one ever thanked him.”
3. his father’s
4. He is thinking about what his father did out of love: He got up early on dark, cold mornings—even on what may have been the one day a week when he didn’t have to work—to build a fire for his family. That took a lot of self-discipline. No one ever thanked him, which would have made him feel unappreciated and lonely. The father’s job, we can infer, was hard and not fun; he probably worked in order to provide for his family—so his difficult job was also part of “love’s austere and lonely offices.”
5. The speaker feels a deep sense of regret. He realizes the sacrifices his father made for him, and he realizes how much his father loved him, and he feels awful that he never showed his father any appreciation. When the speaker says “What did I know, what did I know / of love’s austere and lonely offices?” he is saying that he didn’t understand or appreciate all the things his father did out of love.

“Celebrity Snot for Sale”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. You can buy and sell just about anything on eBay—used paper ~~clip's~~ **clips**, old tweezers, a dead frog. A lot of this junk sells for only a few bucks. So why did a half-eaten piece of soggy old toast go for tens of thousands of dollars?
2. In April 2012, One ~~Directions'~~ **Direction's** Niall Horan appeared on a television show in Australia. He was asked to try a piece of toast smeared with Vegemite—a bitter, salty spread that is quite popular there. Poor Niall didn't like it. In fact, he thought the stuff was so completely stomach-churning that he spit it out into a napkin.
3. Well, the toast later showed up for sale on eBay. “We do not advise that it is consumed,” read the toast listing. “We will not be including the mouthful that Niall spat out—because that's just gross.” Bidding started at 99 ~~cent's~~ **cents** but quickly jumped to \$1,000. When the auction ended, an anonymous winner had bought the toast for a whopping \$100,000.
4. Bizarrely enough, such auctions are not unusual. Justin ~~Timberlake's~~ **Timberlake's** picked-over French toast sold for \$1,025. A signed box containing a lock of Justin Bieber's hair sold for \$40,668. A fake fingernail that belonged to Lady Gaga was auctioned for almost \$13,000. And get this: A tissue that Scarlett Johansson used to blow her nose sold for \$5,300. Yes, someone paid thousands of dollars for ~~ScarJo's~~ **ScarJo's** snot. (Ew.)
5. It might seem strange that people are willing to pay so much for such useless (and frankly, disgusting) items. But ~~objects'~~ **objects** touched by the rich and famous

have always been highly valued. In ancient Rome, some coins touched by the emperor were prized for their supposed magical healing powers. In medieval Europe, clothing worn by saints was believed to bring blessings and protection. Today, many baseball fans feel that owning a bat once used by Derek Jeter is like owning a piece of history. ~~Other's~~ **Others** find something powerful in the experience of holding a pen that President Barack Obama used to sign a bill into law.

6. Clearly, the value of such items lies not in what they are, but in what they represent. Think about your own keepsakes. Maybe you saved your ticket stub from the movie premiere of *The Hunger Games*, or your ~~great-grandmother's~~ **great-grandmother's** teddy bear. These items mean something to you because of the people and experiences associated with them. So perhaps you can see how for someone who truly loves LeBron James, the unwashed, foul-smelling, sweat-encrusted jersey he once wore just might be worth that ~~persons~~ **person's** life ~~saving's~~ **savings**.
7. Many celebrities auction off their stuff for a good reason—they raise money for causes they care about. The proceeds from Bieber's hair, for example, were donated to an animal rescue and education foundation. The money from ~~Niall's~~ **Niall's** toast went to a charity for kids with disabilities. And Johansson's snot rag raised money for USA Harvest, a charity that provides food for the needy. Still, let's just hope that next time, ScarJo auctions off something a bit more dignified . . . like her toenail clippings.”



“Celebrity Snot for Sale”

LEVEL 2

Some answers will vary.

1. You can buy and sell just about anything on eBay—used paper clips, old tweezers, a dead frog. A lot of this junk sells for only a few bucks. So why did a half-eaten ~~peace~~ **piece** of soggy old toast go for tens of thousands of dollars?
2. In April 2012, One Direction’s Niall Horan appeared on a television show in Australia. He was asked to try a piece of toast smeared with Vegemite—a bitter, salty spread that is ~~quite~~ **quite** popular ~~their~~ **there**. Poor Niall didn’t like it. In fact, he thought the stuff was so completely stomach-churning that he spit it out into a napkin.
3. Well, the toast later showed up for ~~sail~~ **sale** on eBay. “We do not advise that it is consumed,” read the toast listing. “We will not be including the mouthful that Niall spat out—because that’s just gross.” Bidding started at 99 cents but quickly jumped to \$1,000. When the auction ended, an anonymous winner had bought the toast for a whopping \$100,000.
4. Bizarrely enough, such auctions are not unusual. Justin ~~Timberlakes’~~ **Timberlake’s** picked-over French toast sold for \$1,025. A signed box containing a lock of Justin Bieber’s hair sold for \$40,668. A fake fingernail that belonged to Lady Gaga was auctioned for almost \$13,000. And get this: A tissue that Scarlett Johansson used to blow her nose sold for \$5,300. Yes, someone paid thousands of ~~dollar’s~~ **dollars** for ScarJo’s snot. (Ew.)
5. It might seem strange that people are willing to pay so much for such useless (and frankly, disgusting) ~~item’s~~ **items**. But ~~objects’~~ **objects** touched by the rich and famous have always been highly valued. In ancient Rome, some coins touched by the emperor were prized for their supposed magical healing powers. In medieval Europe, clothing worn by saints was believed to bring blessings and protection. Today, many baseball fans feel that owning a bat once used by Derek Jeter is like owning a piece of history. ~~Other’s~~ **Others** find something powerful in the experience of holding a pen that President Barack Obama used to sign a bill into law.
6. Clearly, the value of such items lies not in what they are, but in what they represent. Think about your own keepsakes. Maybe you saved your ticket stub from the movie premiere of *The Hunger Games*, or your great-

grandmothers’ **great-grandmother’s** teddy bear. These items mean something to you because of the people and experiences associated with them. So perhaps you can see how for someone who truly loves LeBron James, the unwashed, foul-smelling, sweat-encrusted jersey he once wore just might be worth that ~~persons~~ **person’s** life ~~saving’s~~ **savings**.

7. Many celebrities auction off their stuff for a good reason—they raise money for causes they care about. The proceeds from Bieber’s hair, for example, were donated to an animal rescue and education foundation. The money from Niall’s toast went to a charity for kids with disabilities, and Johansson’s snot rag raised money for USA Harvest, a charity that provides food for the needy. Still, let’s just hope that next time, Scar Jo auctions off something a bit more dignified . . . like her toenail clippings.

LEVEL 3

Some answers will vary.

1. You can buy and sell just about anything on eBay—used paper clips, old tweezers, a dead frog. A lot of this junk sells for only a few bucks. ~~So why did a piece of soggy old toast go for tens of thousands of dollars that was half-eaten? So why did a half-eaten piece of soggy old toast go for tens of thousands of dollars?~~
2. In April 2012, One Direction’s Niall Horan appeared on a television show in Australia. ~~Smeared with Vegemite, a bitter, salty spread that is quite popular there, he was asked to try a piece of toast. He was asked to try a~~ **piece of toast smeared with Vegemite—a bitter, salty spread that is quite popular there**. Poor Niall didn’t like it. In fact, he thought the stuff was so completely stomach-churning that he spit it out into a napkin.
3. ~~Well, the toast later showed up on eBay, now for sale~~ **Well, the toast later showed up for sale on eBay**. “We do not advise that it is consumed,” read the toast listing. “We will not be including the mouthful that Niall spat out—because that’s just gross.” Bidding started at 99 cents but quickly jumped to \$1,000. When the auction ended, an anonymous winner had bought the toast for a whopping \$100,000.
4. Bizarrely enough, such auctions are not unusual. Justin ~~Timberlakes’~~ **Timberlake’s** picked-over French toast

section continues >>



“Celebrity Snot for Sale”

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ANSWERS TO ACTIVITY SHEETS

SPELLING MISTAKES

1. Are Our; ~~counset~~ council; ~~weak-week~~
2. ~~advise~~ advice; ~~brakes~~ breaks
3. ~~toose~~ lose; ~~metal~~ medal
4. C
5. ~~exited~~ excited
6. ~~threw~~ through
7. C
8. ~~lead~~ led
9. ~~Their~~ There
10. ~~Than~~ Then

POLISH YOUR POSSESSIVES

1. B
2. C
3. C
4. Curt’s jeans are too loose.
5. I have memorized my friends’ birthdays.
6. My family’s favorite restaurant is The Golden Unicorn.

VARY YOUR SENTENCES

Answers will vary. Here is a sample answer:

I went camping last weekend. My brother, who is three years older than I am, came along. We brought a lot of stuff, including a tent, sleeping bags, hiking shoes, snacks, and fishing poles. On Saturday afternoon we hiked down to the lake and tried to catch fish, but nothing was biting. Just as we were about to give up, I caught a huge trout! That was a great dinner.

MASTER YOUR MODIFIERS

1. Angela found a phone that doesn’t belong to her in her bag.
Misplaced modifier: that doesn’t belong to her
2. David saw his friend, wearing a black leather coat, standing under the tree.
Misplaced modifier: wearing a black leather coat
3. At the mall, we saw a movie about alien monkeys.
Misplaced modifier: at the mall



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4. The tap dancers rehearsed wearing the top hats that they got yesterday.
Misplaced modifier: with the top hats on their heads
5. A fan of anything chocolate, Marissa reached eagerly for the cupcake.
Misplaced modifier: a fan of anything chocolate
6. I read in the newspaper that a famous Dutch painting was stolen.
Misplaced modifier: in the newspaper
7. Ray put his white shirt, which was stained with spaghetti sauce, in the laundry basket.
Misplaced modifier: Stained with spaghetti sauce