

# **High School English I**

## **2019-2020 Instructional Packet Set II**

# English I

## **“Leaving It All Behind” pg. 931**

**Assignment #1** Writing: What personal challenges have you faced that you were unsure you could meet? How did you manage to meet the challenge?

**Assignment #2** Reading Strategy: Respond to Events (graphic organizer)

**Assignment #3** Respond & Think Critically to Literature (answer questions about the selection)

**Assignment #4** Grammar: Commas with Nonrestrictive Phrases and Clauses pg. 15-16

## **“Over Hill and Under Hill *from The Hobbit*” pg. 936**

**Assignment #5** Writing: Why do you think writers and artists create fantastical, imaginary worlds?

**Assignment #6** Reading Strategy: Compare and Contrast Characters (graphic organizer)

**Assignment #7** Respond & Think Critically to Literature (answer questions about the selection)

**Assignment #8** Grammar: Pronoun-Antecedent Agreement pg. 154-155

## **“*from The Hobbit*” pg. 950 (graphic novel)**

**Assignment #9** Writing: If you could live in a fictional world, where would you live?

**Assignment #10** Reading Strategy: Compare and Contrast Versions of a Story (graphic organizer)

**Assignment #11** Respond & Think Critically to Literature (answer questions about the selection)

**Assignment #12** Grammar: Using the Right Words pg. 58-59

\*Reading selections and questions are taken from Glencoe *Texas Treasures* (district adopted textbook)

\*Grammar skills are taken from *Write Source* (district adopted textbook)

## Connect to the Story

*How did you manage to meet the challenge?*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Assignments #2:

### Reading Strategy: Respond to Events

Event in Selection	Response (What events did you like, dislike, find interesting, or find surprising? Why?)
1.	
2.	
3.	
4.	
5.	





## TEKS

For pages 931–935

RC-9 Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.

### Set a Purpose for Reading

Read to discover the purpose and outcome of one woman's journey.

### Preview the Article

1. Read the *deck*, or the sentence in large type that appears below the title. What do you predict the outcome of this article will be?
2. Scan the captions to the photographs. In your opinion, what do they reveal about the girl in the photographs?

### Reading Strategy

#### Respond to Events

When you **respond** to events, you tell what you like, dislike, or find interesting or surprising about the events in a selection. As you read "Leaving It All Behind," ask yourself, What is my response to the events described in the article? Use a graphic organizer like the one below to record events that occur and your responses to them.

Events	Responses

# TIME

## Leaving It All Behind

With \$100 in her pocket, a teenage girl bids farewell to life in rural China and heads to the big city in search of work.

By SUSAN JAKES

**F**OR THE FIRST 20 MINUTES OF HER NEW LIFE IN Shenzhen, Mo Yunxiu stood perfectly still. Behind her, sleeper coaches rolled, groaning into the city's crowded bus depot. Ahead stretched a tangle of freeways, already teeming at 10 a.m. on a Sunday. A plastic bag containing a package of sour plums, a water bottle, and the remains of a loaf of sliced bread—snacks left over from the overnight ride—hung from her left wrist. Her right hand gripped the handle of a small suitcase on wheels, and she leaned against it stiffly, as if for support.

### The Promise of the City

Mo said nothing, but it was clear that she had a lot on her mind. She was 17 years old, and farther from her farm in Guangxi province than she'd ever been. She knew no one in Shenzhen, and had nowhere specific to go. This was a place she'd dreamed about. She had seen pictures of Shenzhen's high-tech factories on television, and she pictured herself working in one, wearing a smart uniform and making a good salary. But her dream had

left out the scenes between the arrival of her bus and her arrival in paradise.

At last, for no discernible reason, Mo moved. She walked uncertainly, and very quietly asked a policeman for directions to the nearest bus stop. There, she stood silently again for 20 minutes, looking at the buses come and go. Finally, she asked a stranger where to find a cheap place to stay. Within minutes Mo was back on a bus, pressing her face to the window, watching the sprawl of her



## Informational Text

new home slip by. Our arrival in Shenzhen had been fraught with anticipation: for Mo because she had so much riding on this journey; for me because I was writing about what would happen to her.

I'd told Chinese friends that I wanted to find a country girl lured from her home by the promise of the city. Mo had been introduced to me by her cousin, a tour guide in Yangshuo, a vacation spot on the Li River about 400 miles from Shenzhen. When I met Mo, I thought she was all wrong. I wanted a typical migrant—whatever that meant—and Mo had tinted hair and stylish, bleach-striped jeans. After a three-month stay with her cousin, she already seemed a bit worldly.

Mo had been one of the best students in her middle school, but high school cost \$500 a year—nearly seven times her farmer family's annual income. If she got a decent job in Shenzhen, she figured, she could save enough money in a year or two to attend a vocational school and learn a skill, like computer programming or English, which in turn could get her a better job. She wanted to build a new house for her parents and treat herself to "one of those tape recorders, the kind with the earphones that you can listen to in bed before you fall asleep." She believed Shenzhen had the power to change her life.

I was impressed by Mo's determination—and by her courage. She had only \$100 when she boarded the bus in

Yangshuo. It seemed to me an incredibly risky proposition, but when I'd pressed her to tell me how she would manage, she just shrugged her shoulders. She'd work it out when she got there. "Bu yaojin," Mo would often say: "It's not serious." **1**

But now that she'd arrived in Shenzhen, it all felt very serious. I started to worry that the trip had been a mistake. Mark Leong, the photographer, and I had agreed to try our best to observe Mo without interfering in her decisions; we'd agreed to intercede only if we thought she was putting herself in danger. Now we wondered if we'd been irresponsible to put so much faith in the dreams of a 17-year-old who'd never been more than three hours away from home.

### Saying Good-bye

Two days before leaving Yangshuo for Shenzhen, Mo had returned to her parents' farm to



**NO PLACE LIKE HOME**  
Mo (in jeans and sneakers) spent one last day at the family farm before joining China's vast migrant workforce.



say good-bye. Mo's father, Li Simin, had come to the village of Matou in 1972 to marry. His wife's family had lived in Matou, a village of about 50 households, for generations. Neither of Mo's parents had ever traveled outside Guangxi province. "Being a farmer is relatively difficult," Li told me, but he sounded modestly satisfied with what he'd achieved. The family ate the rice he grew, raised pigs, and grew oranges and pomelos for cash—about \$75 most years—and could now afford to eat meat a few times a month.

The mud-brick house was comfortably cool and airy. Its four rooms were clean and furnished with the barest of necessities. The only decorations





**INTO THE URBAN JUNGLE**  
After arriving in Shenzhen, Mo wandered its streets seeking a cheap but safe place to live.

were some calendars tacked to one wall, and a row of Mo's certificates of academic merit hung neatly on another. In the corner sat a television the family bought for about \$120 in 2000, its edges still cushioned in blocks of Styrofoam.

Li clearly had a soft spot for his only daughter. But he had no reservations about her decision to move to Shenzhen. "I couldn't leave," he explained, "I didn't have the right requirements. But now things are better. If kids want to go, they can just go." Besides, he added with a small laugh, Mo was stubborn. When she was little she'd once refused to go to school for a whole year.

In the afternoon, Mo took a walk through the fields, showing off the rosebush and the two geraniums she had planted when she was a student. Ever since she could remember, Mo said, she had been told that she lived in one of the world's most

beautiful places. Not having ever seen other places, she had been skeptical. But the grandeur of the landscape was unmistakable. The expanse of limestone hills and rice fields made me wonder if she would feel bereft when she left it behind.

Now it was time to leave. I expected an emotional farewell. Instead, Mo simply told her parents that she was leaving, tousled her young niece's hair, and walked toward the road without looking back.

### The Job Search

The local Shenzhen bus dropped us off close to the center of downtown. The buildings were more than 20 stories high. When an alley plastered with signs for boardinghouses came into view, I heaved a sigh of relief. The neighborhood looked promising: crowded and poor, but not seedy. Mo's eyes were fixed on the ground. There were people all around, but Mo didn't ask anyone for advice. Once or twice I asked her where she was going: she said she didn't know. Eventually we wound up where we had begun. Mo slipped into the first boardinghouse we'd seen and emerged a few minutes later with her first smile of the day. She'd found a room. It was just big enough to hold a single bed, an electric fan, and a plastic basin for washing clothes. It looked safe. It cost \$3 a night.

After lunch, Mo started to look for work. We walked all afternoon along wide roads lined with skyscrapers. I recognized them as luxury apartments, and could tell that we wouldn't find factories in

this neighborhood. But Mo couldn't discern this, and I reminded myself that people aren't born with an understanding of how cities work.

Even here, though, Shenzhen revealed itself as a city thriving on migrant labor. At one intersection, we came across a bulletin board full of job announcements, mostly for hotel workers and security guards. The salaries were high—up to \$200 per month—and most employers wanted applicants under the age of 30. While Mo studied the board, a couple of men walked up and offered unsolicited advice. "Don't believe these ads," they told her. "They're fakes. They trick you into paying deposits, and then they disappear."

That night, Mo washed one of her three sets of clothes and hung them in my room to dry—hers was too small. "Tomorrow," she said, spreading a Shenzhen map on my bed, "we'll go to Longhua." Earlier this year, a woman from her village had come home and said that she'd worked in a factory in this industrial, Shenzhen satellite town, but that was all Mo knew. "I think Longhua has a lot of factories," said Mo, "but I guess they don't put them on the map." She was wearing a nightgown with a teddy bear on it, and she looked exhausted and very young.

The next morning, Mo got on the wrong bus and found herself heading in the opposite direction from Longhua. She had wasted a 3-yuan fare, about 40¢. We crossed the street, paid



## Informational Text

another fare, and Mo spent the hour-long ride with her head in her hands, feeling carsick. At the Longhua stop, Mo squatted on the sidewalk for nearly half an hour. Behind her was a giant sign for the Star River Talent Market, an employment agency. For a long time she seemed not to see it.

The Star River office had a giant bulletin board cluttered with hand-painted and computer-printed job listings. Mo wrote down the address of a factory looking for "ordinary workers," and we tried to find it. The search for the Meiyu Electric Works ate up the rest of the day. First we walked, passing factory upon factory with signs on their doors advertising vacancies. Then we took a bus in the wrong direction. We reached Meiyu four hours later on motorcycle taxis. By the time we arrived, the job Mo wanted had been filled.

### JOB SEARCH

Mo visited an employment agency, took a motorcycle taxi to a factory, and got lost on buses.

Looking for the bus stop to get back to Shenzhen, Mo got lost again. Eventually, in desperation, she overcame her aversion to asking directions, and we boarded our last bus of the day. By then Mo had spent more than \$2 on bus fares. She hadn't had lunch. "Longhua isn't what I'd expected," she said. "I thought it would be smaller and the factories would be easier to find. It's a bad place." Tomorrow, she said, she would stay closer to her base. "There was a moment today," she whispered, "when I didn't think I'd find my way back."

That night, I left Mo and went to find an Internet café. When I called the boardinghouse to say I was on my way back, Mo sounded giddy: "Can I tell you something? While you were out, I found a job." The next morning, she bounced in her chair as she related the story. On the bus back from Longhua, she had spotted a restaurant with a "Help

Wanted" sign in the window. Later, she retraced the route, found the restaurant, and waited an hour for the manager. He offered her a waitressing job on the spot. The salary was only 500 yuan, or \$60, a month, but the job came with free room and board. "I was so happy last night," said Mo, "I thought I was going to die."

### Working Girl

I walked with her to the restaurant, which was on a bustling, tree-lined street. While Mo went inside to put down a 260-yuan (\$30) deposit for her uniform, I noticed that the restaurant was open 24 hours a day. There were grandparents playing with babies right outside, and the neighborhood seemed safe. A cab driver said the restaurant was known for 24-hour dim sum, a brunch or light meal.

Mo emerged a few hours later with a shiny tag stamped with her employee number—and an enormous smile. That afternoon, we shopped for necessities. Mo weighed each purchase heavily. She bought a ceramic mug for 3 yuan instead of a 5-yuan plastic mug with a cartoon character. After buying a towel to use as a blanket (22 yuan), she decided she could live without a pillow. A blue plastic bowl to wash her clothes cost 4 yuan—twice as much as it would have been at home, she said. Her one extravagance was a fork. It cost more than a pair of chopsticks, but for some reason she wanted it badly. Her bill for the day came to \$5—the most money Mo had





After her first day at the restaurant, Mo and I parted ways. A week later, I returned to watch her on the job. She was working up to 11 hours a day, seven days a week. Her feet were sore from standing in the flimsy cloth shoes she had to wear with her uniform; her wrists ached from carrying heavy trays. The older waitresses didn't talk to her except to order her around. She was tired, but it wasn't serious, she said.

As the weeks wore on, her stamina grew but her enthusiasm dimmed. After a solid month of work, she still hadn't received a cent of her salary. She'd decided she wanted to work elsewhere, or just head back to Yangshuo. But, to prevent her leaving, her boss wouldn't pay her and refused to refund the 260-yuan deposit she'd paid him for her uniform. She had no contract. She was trapped.

Just before the end of her second month, we met again. I was shocked at how different Mo



#### LANDING ON HER FEET

After only two days of searching, Mo found a job—waitressing in a 24-hour dim-sum restaurant.

looked. Her smile was just as broad, but the ruddiness in her cheeks had gone. She was so pale that her skin had an almost greenish cast. She was now on the night shift, walking the empty streets with a friend after she finished work at 2:30 a.m., then sleeping during the day. But she had a new plan. Her boss—who still had yet to pay her salary—told her he wasn't letting her quit because she was a hard worker. Flattered, Mo reckoned she could

take it a little longer until he found someone to replace her. With her usual optimism, she assured me the money would come eventually and that for now she was fine without it. As soon as she was paid, she'd decided, she would head home.

2

#### No Place Like Home

"I've figured it out," she told me exuberantly. "I'll go back to Yangshuo and work two jobs. At night I'll waitress at a café and practice speaking English with the customers, and during the day I'll try to find people to let me be their tour guide." The money, she admitted, might not be as good but at least she would be near her family. She could always return to Shenzhen if she changed her mind, knowing now that she could make it on her own. "Shenzhen was fine," she said, "but home will be better."

—Updated 2005, from  
TIME Asia, July 26/August 2, 2004

## Respond and Think Critically

- Summarize Events** Write a brief summary of the main events in this article. For help on writing a summary, see page 425.
- Connect to Personal Experience** Consider Susan Jakes's decision to follow Mo and observe her life. Would you allow a journalist to observe your life in the same way? Why or why not?
- Identify Structure** Identify the structure, or organization, of "Leaving It All Behind." What words or phrases reveal this structure?
- Examine Cause-and-Effect Relationships** Summarize what happened at Mo's job after two months. Why did she react in this way?
- Draw Conclusions About the Author** Explain the preconceptions the writer has about migrant workers. Do you think these preconceptions interfere with her portrayal of Mo? Why or why not?
- Analyze Details** What details does the writer use to illustrate Mo's youthful and energetic demeanor? Explain how these details affect the story.
- Draw Conclusions About Events** Jakes wrote that Mo "believed Shenzhen had the power to change her life." Based on the outcome of the article, what do you think Mo may have learned from her journey?

## Respond and Think Critically

**1. Summarize Events:** Write a brief summary of the main events in this article.

**2. Connect to Personal Experience: Consider Susan Jakes's decision to follow Mo and observe her life. Would you allow a journalist to observe your life in the same way? Why or why not?**

**3. Identify Structure:** Identify the structure, or organization, of “Leaving It All Behind.” What words or phrases reveal this structure?

**4. Examine Cause and Effect Relationships: Summarize what happened at Mo's job after two months. Why did she react in this way?**

5. **Draw Conclusions About the Author:** Explain the preconceptions the writer has about migrant workers. DO you think these preconceptions interfere with her portrayal of Mo? Why or Why not?
  
6. **Analyze Detail:** What details does the writer use to illustrate Mo's youthful and energetic demeanor? Explain how these details affect the story.
  
7. **Draw Conclusions About Events:** Jakes wrote that Mo "believed Shenzhen had the power to change her life." Based on the outcome of the article, what do you think Mo may have learned from her journey.



## Assignment #4: Grammar

### Commas with Nonrestrictive Phrases and Clauses 1

Nonrestrictive phrases and clauses, sometimes called unnecessary or nonessential word groups, can be removed from a sentence without changing its basic meaning. Always place commas around nonrestrictive phrases and clauses. Study the examples below and compare nonrestrictive clauses with restrictive clauses. Turn to 666.2 in *Write Source* for more information.

- Auroras, *which are displays of light in the sky*, can be seen only at night.  
(nonrestrictive clause)
- Lights *that dance in the night sky* are called auroras.  
(restrictive clause.)
- Auroras, *flickering lights in the evening sky*, inspire poets.  
(nonrestrictive phrase)
- People *wanting to see auroras* must wait patiently since auroras do not occur every night. (restrictive phrase)

**Place** commas around the nonrestrictive phrases and clauses in the sentences below. (Some sentences have no nonrestrictive phrases or clauses.)

1. Auroras, electrically charged particles from the sun, illuminate the sky.
2. The electrically charged particles that travel toward the earth's magnetic field collide with atoms and molecules in our atmosphere.
3. Auroras which are called *aurora borealis* in the northern hemisphere and *aurora australis* in the southern hemisphere move and flicker.
4. People in far northern or southern regions often see the auroras.
5. The colors that are most often seen in auroras are green, red, and purple.
6. Auroras which sometimes extend for thousands of miles across the sky occur from 60 to 620 miles above the earth.
7. The solar wind which carries a continuous stream of electrically charged particles from the sun is the source of auroras.
8. Violent eruptions on the sun increase the number of electrically charged particles that travel into the earth's atmosphere on the solar wind.

**Extend:** Write four sentences about the sun and the stars. In the first two, include a nonrestrictive phrase or clause. In the other two, include a restrictive phrase or clause.



## Commas with Nonrestrictive Phrases and Clauses 2

Nonrestrictive phrases and clauses, also called nonessential or unnecessary word groups, can be removed from a sentence without changing the basic meaning of the sentence. Nonrestrictive phrases and clauses are set off with commas. Turn to 666.2 in *Write Source*.

**Place** commas around the nonrestrictive phrases and nonrestrictive clauses in the following sentences.

1. New York City subways <sup>^</sup>which run both above and below ground<sup>^</sup> are ridden by more than a million people each day.
2. Subway commuters riding back and forth on the subways daily become accustomed to many inconveniences.
3. Standing room only which is a major inconvenience occurs regularly during rush hours.
4. Pushing and shoving to board the train is an everyday happening.
5. Dank stations whose walls drip dirty water are common sights.
6. Blaring stereos which are played at brain-piercing volumes provide background traveling music.
7. Some unhappy commuters who are trying to make using the subway system more pleasant have convinced officials to put poems where there would normally be advertising.
8. Buses which are the alternative to subways lack some of the negatives associated with train travel.
9. Bus riders who don't seem to be as aggressive as train riders may be more mellow than train passengers because bus travel is less stressful.

**Extend:** Write three to five sentences about public transportation that contain an unnecessary phrase or clause (nonrestrictive). Make sure to set off the nonessential material with commas.

## Assignment #6

### Reading Strategy: Compare and Contrast Characters

When you compare and contrast characters, you look for similarities and differences in the way characters think, look, and act. You can also compare and contrast the way characters are presented: with great detail or with only a few words. When reading fiction, consider how the author develops complex characters. As you read, ask yourself, What similarities and differences do I notice among the characters?

Main Characters	Minor Characters

\* You may not need to fill in all the boxes on both sides.



# Over Hill and Under Hill

J. R. R. Tolkien

from *The Hobbit*

There were many paths that led up into those mountains, and many passes over them. But most of the paths were cheats and deceptions and led nowhere or to bad ends; and most of the passes were infested by evil things and dreadful dangers. The dwarves and the hobbit, helped by the wise advice of Elrond and the knowledge and memory of Gandalf, took the right road to the right pass.

Long days after they had climbed out of the valley and left the Last Homely House<sup>1</sup> miles behind, they were still going up and up and up. It was a hard path and a dangerous path, a crooked way and a lonely and a long. Now they could look back over the lands they had left, laid out behind them far below. Far, far away in the West,

where things were blue and faint, Bilbo knew there lay his own country of safe and comfortable things, and his little hobbit-hole. He shivered. It was getting bitter cold up here, and the wind came shrill among the rocks. Boulders, too, at times came galloping down the mountain-sides, let loose by mid-day sun upon the snow, and passed among them (which was lucky), or over their heads (which was alarming). The nights were comfortless and chill, and they did not dare to sing or talk too loud, for the echoes were uncanny, and the silence seemed to dislike being broken—except by the noise of water and the wail of wind and the crack of stone.

"The summer is getting on down below," thought Bilbo, "and haymaking is going on

1. The Last Homely House is the name of Elrond's home in Rivendell.

*Journeys* How would you describe this journey?

## Vocabulary

uncanny (un kan'ē) *adj.* not normal or natural; seemingly supernatural in origin



and picnics. They will be harvesting and blackberrying, before we even begin to go down the other side at this rate." And the others were thinking equally gloomy thoughts, although when they had said good-bye to Elrond in the high hope of a midsummer morning, they had spoken gaily of the passage of the mountains, and of riding swift across the lands beyond. They had thought of coming to the secret door in the Lonely Mountain,<sup>2</sup> perhaps that very next first moon of Autumn—"and perhaps it will be Durin's Day"<sup>3</sup> they had said. Only Gandalf had shaken his head and said nothing. Dwarves had not passed that way for many years, but Gandalf had, and he knew how evil and danger had grown and thriven<sup>4</sup> in the Wild, since the dragons had driven men from the lands, and the goblins had spread in secret after the battle of the Mines of Moria.<sup>5</sup> Even the good plans of wise wizards like Gandalf and of good friends like Elrond go astray sometimes when you are off on dangerous adventures over the Edge of the Wild; and Gandalf was a wise enough wizard to know it.

He knew that something unexpected might happen, and he hardly dared to hope that they would pass without fearful adventure over those great tall mountains with lonely peaks and valleys where no king ruled. They did not. All was well, until one day they met a thunderstorm—more than a thunderstorm, a thunder-battle. You know

how terrific a really big thunderstorm can be down in the land and in a river-valley; especially at times when two great thunderstorms meet and clash. More terrible still are thunder and lightning in the mountains at night, when storms come up from East and West and make war. The lightning splinters on the peaks, and rocks shiver, and great crashes split the air and go rolling and tumbling into every cave and hollow; and the darkness is filled with overwhelming noise and sudden light.

Bilbo had never seen or imagined anything of the kind. They were high up in a narrow place, with a dreadful fall into a dim valley at one side of them. There they were sheltering under a hanging rock for the night, and he lay beneath a blanket and shook from head to toe. When he peeped out in the lightning-flashes, he saw that across the valley the stone-giants were out, and were hurling rocks at one another for a game, and catching them, and tossing them down into the darkness where they smashed among the trees far below, or splintered into little bits with a bang. Then came a wind and a rain, and the wind whipped the rain and the hail about in every direction, so that an overhanging rock was no protection at all. Soon they were getting drenched and their ponies were standing with their heads down and their tails between their legs, and some of them were whinnying with fright. They could hear the giants guffawing<sup>6</sup> and shouting all over the mountainsides.

"This won't do at all!" said Thorin, "If we don't get blown off, or drowned, or struck by lightning, we shall be picked up by some giant and kicked sky-high for a football."

2. *Lonely Mountain* is the dwarves' ultimate destination.

3. *Durin's Day* is the dwarf new year.

4. *Thriven* means "prospered" or "increased."

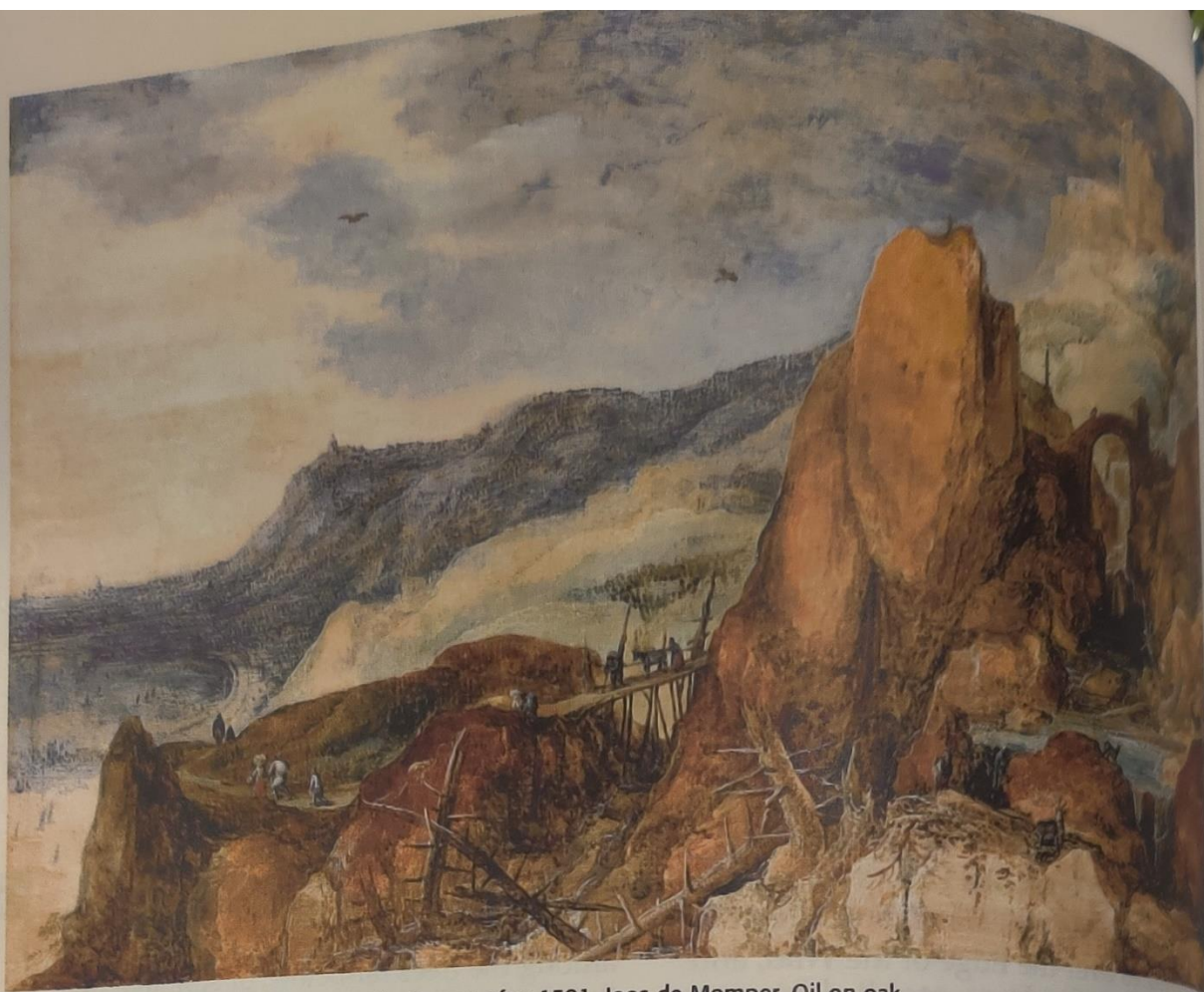
5. The battle at the *Mines of Moria* occurred before *The Hobbit* begins and involved the ancestors of Thorin, the dwarf who is leading the journey described here.

6. *Guffawing* means "laughing loudly."

**Compare and Contrast Characters** How does Gandalf's knowledge of what lies ahead compare with Bilbo's and the dwarves' knowledge?

**Motif** How does this description of the dark thunderstorm help illustrate the danger that surrounds Bilbo and his friends?





*Mountain Landscape with Fir Trees in the Torrent*, after 1591. Joos de Momper. Oil on oak, 53 x 71.5 cm. Collection of Gemäldegalerie, Alte Meister, Dresden, Germany.

**View the Art** How does the journey pictured here compare with the journey Bilbo, Gandalf, and the dwarves are on?



"Well, if you know of anywhere better, take us there!" said Gandalf, who was feeling very grumpy, and was far from happy about the giants himself.

The end of their argument was that they sent Fili and Kili to look for a better shelter. They had very sharp eyes, and being the youngest of the dwarves by some fifty years they usually got these sort of jobs (when everybody could see that it was absolutely no use sending Bilbo). There is nothing like looking, if you want to find something (or so Thorin said to the young dwarves). You certainly usually find something, if you look, but it is not always quite the something you were after. So it proved on this occasion.

Soon Fili and Kili came crawling back, holding on to the rocks in the wind. "We have found a dry cave," they said, "not far round the next corner; and ponies and all could get inside."

"Have you *thoroughly* explored it?" said the wizard, who knew that caves up in the mountains were seldom unoccupied.

"Yes, yes!" they said, though everybody knew they could not have been long about it; they had come back too quick. "It isn't all that big, and it does not go far back."

That, of course, is the dangerous part about caves: you don't know how far they go back, sometimes, or where a passage behind may lead to, or what is waiting for



you inside. But now Fili and Kili's news seemed good enough. So they all got up and prepared to move. The wind was howling and the thunder still growling, and they had a business getting themselves and their ponies along. Still it was not very far to go, and before long they came to a big rock standing out into the path. If you stepped behind, you found a low arch in the side of the mountain. There was just room to get the ponies through with a squeeze, when they had been unpacked and unsaddled. As they passed under the arch, it was good to hear the wind and the rain outside instead of all about them, and to feel safe from the giants and their rocks. But the wizard was taking no risks. He lit up his wand—as he did that day in Bilbo's dining-room that seemed so long ago, if you remember—and by its light they explored the cave from end to end.

It seemed quite a fair size, but not too large and mysterious. It had a dry floor and some comfortable nooks.<sup>7</sup> At one end there was room for the ponies; and there they stood (mighty glad of the change) steaming, and champing in their nosebags. Oin and Gloin wanted to light a fire at the door to dry their clothes, but Gandalf would not hear of it. So they spread out their wet things on the floor, and got dry

ones out of their bundles; then they made their blankets comfortable, got out their pipes and blew smoke rings, which Gandalf turned into different colors and set dancing up by the roof to amuse them. They talked and talked, and forgot about the storm, and discussed what each would do with his share of the treasure (when they got it, which at the moment did not seem so impossible); and so they dropped off to sleep one by one. And that was the last time that they used the ponies, packages, baggages, tools, and **paraphernalia** that they had brought with them.

It turned out a good thing that night that they had brought little Bilbo with them, after all. For, somehow, he could not go to sleep for a long while; and when he did sleep, he had very nasty dreams. He dreamed that a crack in the wall at the back of the cave got bigger and

bigger, and opened wider and wider, and he was very afraid but could not call out or do anything but lie and look. Then he dreamed that the floor of the cave was giving way, and he was slipping—beginning to fall down, down, goodness knows where to.

At that he woke up with a horrible start, and found that part of his dream was true. A crack had opened at the back of the cave, and was already a wide passage. He was just in time to see the last of the ponies' tails disappearing into it. Of course he gave a very loud yell, as loud a yell as a hobbit can give, which is surprising for their size.

"When he did sleep, he had very nasty dreams."

7. Nooks are small areas of a room.

**2** Compare and Contrast Characters Do either Fili or Kili exhibit character traits that set them apart from each other or the other dwarves? Explain your thoughts.

**3** Motif How is the cave lit? What is the connection between light and awareness in this passage?

#### Vocabulary

**paraphernalia** (par'ə fər nāl'yə) n. personal items or equipment



Out jumped the goblins, big goblins, great ugly-looking goblins, lots of goblins, before you could say *rocks and blocks*. There were six to each dwarf, at least, and two even for Bilbo; and they were all grabbed and carried through the crack, before you could say *tinder and flint*. But not Gandalf. Bilbo's yell had done that much good. It had wakened him up wide in a splintered second, and when goblins came to grab him, there was a *terrific flash like lightning* in the cave, a smell like gunpowder, and several of them fell dead.

The crack closed with a snap, and Bilbo and the dwarves were on the wrong side of it! Where was Gandalf? Of that neither they nor the goblins had any idea, and the goblins did not wait to find out. They seized Bilbo and the dwarves and hurried them along. It was deep, deep, dark, such as only goblins that have taken to living in the heart of the mountains can see through. The passages there were crossed and tangled in all directions, but the goblins knew their way, as well as you do to the nearest post-office; and the way went down and down, and it was most horribly stuffy. The goblins were very rough, and pinched unmercifully, and chuckled and laughed in their horrible stony voices; and Bilbo was more unhappy even than when the troll had picked him up by his toes. He wished again and again for his nice bright hobbit-hole. Not for the last time.

Now there came a glimmer of a red light before them. The goblins began to sing, or croak, keeping time with the flap of their flat feet on the stone, and shaking their prisoners as well.

Clap! Snap! the black crack!  
Grip, grab! Pinch, nab!  
And down down to Goblin-town  
You go, my lad!

Clash, crash! Crush, smash!  
Hammer and tongs! Knocker and gong!  
Pound, pound, far underground!  
Ho, ho! my lad!

Swish, smack! Whip crack!  
Batter and beat! Yammer and bleat!  
Work, work! Nor dare to shirk,  
While Goblins quaff,<sup>10</sup> and Goblins laugh,  
Round and round far underground  
Below, my lad!

It sounded truly terrifying. The walls echoed to the *clap, snap!* and the *crush, smash!* and to the ugly laughter of their *ho, ho! my lad!* The general meaning of the song was only too plain; for now the goblins took out whips and whipped them with a *swish, smack!*, and set them running as fast as they could in front of them; and more than one of the dwarves were already yammering and bleating like anything, when they stumbled into a big cavern.

It was lit by a great red fire in the middle, and by torches along the walls, and it was full of goblins. They all laughed and stamped and clapped their hands, when the dwarves (with poor little Bilbo at the back and nearest to the whips) came running in, while the goblin-drivers whooped and cracked their whips behind. The ponies were already there huddled in a corner; and there were all the baggages and packages lying broken open, and being rummaged by goblins, and smelt by goblins, and fingered by goblins, and quarreled over by goblins.

1 Motif What image or motif is repeated here?

2 Journeys Gandalf chose Bilbo to join this journey. Based on what you have read here, do you think it was a good choice? Explain your conclusion.

8. To yammer is to talk loudly on and on. To bleat is to cry out in complaint.
9. To shirk is to avoid responsibility for a task.
10. To quaff is to drink deeply.

Motif How does this light differ from Gandalf's light?





*The Posillipo Cave at Naples.* Hubert Robert. Oil on canvas. Collection of Musée Jeanne d'Aboville, La Fere, France.

**View the Art** Hubert Robert was nicknamed "Robert des Ruines," French for "Robert of the ruins," because he often painted old crumbling buildings. What mood does the single source of light in this painting help create?



I am afraid that was the last they ever saw of those excellent little ponies, including a jolly sturdy little white fellow that Elrond had lent to Gandalf, since his horse was not suitable for the mountain-paths. For goblins eat horses and ponies and donkeys (and other much more dreadful things), and they are always hungry. Just now, however, the prisoners were thinking only of themselves. The goblins chained their hands behind their backs and linked them all together in a line, and dragged them to the far end of the cavern with little Bilbo tugging at the end of the row.

There in the shadows on a large flat stone sat a tremendous goblin with a huge

head, and armed goblins were standing round him carrying the axes and the bent swords that they use. Now goblins are cruel, wicked, and bad-hearted. They make no beautiful things, but they make many clever ones. They can tunnel and mine as well as any but the most skilled dwarves, when they take the trouble, though they are usually untidy and dirty. Hammers, axes, swords, daggers, pickaxes, tongs, and also instruments of torture, they make very well, or get other people to make to their design, prisoners and slaves that have to work till they die for want of air and light. It is not unlikely that they invented some of the machines that have since troubled the



world, especially the **ingenious** devices for killing large numbers of people at once, for wheels and engines and explosions always delighted them, and also not working with their own hands more than they could help; but in those days and those wild parts they had not advanced (as it is called) so far. They did not hate dwarves especially, no more than they hated everybody and everything, and particularly the orderly and prosperous; in some parts wicked dwarves had even made alliances with them. But they had a special grudge against Thorin's people, because of the war which you have heard mentioned, but which does not come into this tale; and anyway goblins don't care who they catch, as long as it is done smart and secret, and the prisoners are not able to defend themselves.

"Who are these miserable persons?" said the Great Goblin.

"Dwarves, and this!" said one of the drivers, pulling at Bilbo's chain so that he fell forward onto his knees. "We found them sheltering in our Front Porch."

"What do you mean by it?" said the Great Goblin turning to Thorin. "Up to no good, I'll warrant!"<sup>11</sup> Spying on the private business of my people, I guess! Thieves, I shouldn't be surprised to learn! Murderers and friends of Elves, not unlikely! Come! What have you got to say?"

"Thorin the dwarf at your service!" he replied—it was merely a polite nothing. "Of the things which you suspect and imagine we had no idea at all. We sheltered from a storm in what seemed a

convenient cave and unused; nothing was further from our thoughts than inconveniencing goblins in any way whatever. That was true enough!

"Um!" said the Great Goblin. "So you say! Might I ask what you were doing up in the mountains at all, and where you were coming from, and where you were going to? In fact I should like to know all about you. Not that it will do you much good, Thorin Oakenshield, I know too much about your folk already; but let's have the truth, or I will prepare something particularly uncomfortable for you!"

"We were on a journey to visit our relatives, our nephews and nieces, and first, second, and third cousins, and the other descendants of our grandfathers, who live on the East side of these truly hospitable mountains," said Thorin, not quite knowing what to say all at once in a moment, when obviously the exact truth would not do at all.

"He is a liar, O truly tremendous one!" said one of the drivers. "Several of our people were struck by lightning in the cave, when we invited these creatures to come below; and they are as dead as stones. Also he has not explained this!" He held out the sword which Thorin had worn, the sword which came from the Trolls' lair.<sup>12</sup>

The Great Goblin gave a truly awful howl of rage when he looked at it, and all his soldiers gnashed their teeth, clashed their shields, and stamped. They knew the sword at once. It had killed hundreds of goblins in its time, when the fair elves of Gondolin hunted them in the hills or did

11. Here, *warrant* means "declare."

1 Motif In what ways are the goblins associated with darkness?

#### Vocabulary

**ingenious** (in jēn'yəs) *adj.* especially clever, inventive, or original

12. In an earlier chapter, hungry trolls capture the group, but Gandalf tricks the trolls, and they are turned to stone. Gandalf and Thorin take their magic swords.

Compare and Contrast Characters In what ways is Thorin a **foil**, or a contrasting character, to the other dwarves?



battle before their walls. They had called it Orcrist, Goblin-cleaver, but the goblins called it simply Biter. They hated it and hated worse any one that carried it.

"Murderers and elf-friends!" the Great Goblin shouted. "Slash them! Beat them! Bite them! Gnash them! Take them away to dark holes full of snakes, and never let them see the light again!" He was in such a rage that he jumped off his seat and himself rushed at Thorin with his mouth open.

Just at that moment all the lights in the cavern went out, and the great fire went off poof! into a tower of blue glowing smoke, right up to the roof, that scattered piercing white sparks all among the goblins.

The yells and yammering, croaking, jibbering and jabbering; howls, growls and curses; shrieking and skriking, that followed were beyond description. Several hundred wild cats and wolves being roasted slowly alive together would not have compared with it. The sparks were burning holes in the goblins, and the smoke that now fell from the roof made the air too thick for even their eyes to see through. Soon they were falling over one another and rolling in heaps on the floor, biting and kicking and fighting as if they had all gone mad.

Suddenly a sword flashed in its own light. Bilbo saw it go right through the Great Goblin as he stood dumbfounded in the middle of his rage. He fell dead, and the goblin soldiers fled before the sword shrieking into the darkness.

The sword went back into its sheath. "Follow me quick!" said a voice fierce and quiet; and before Bilbo understood what had happened he was trotting along again, as fast as he could trot, at the end of the line, down more dark passages with the yells of

the goblin-hall growing fainter behind him. A pale light was leading them on.

"Quicker, quicker!" said the voice. "The torches will soon be relit."

"Half a minute!" said Dori, who was at the back next to Bilbo, and a decent fellow. He made the hobbit scramble on his shoulders as best he could with his tied hands, and then off they all went at a run, with a clink-clink of chains, and many a stumble, since they had no hands to steady themselves with. Not for a long while did they stop, and by that time they must have been right down in the very mountain's heart.

Then Gandalf lit up his wand. Of course it was Gandalf; but just then they were too busy to ask how he got there. He took out his sword again, and again it flashed in the dark by itself. It burned with a rage that made it gleam if goblins were about; now it was bright as blue flame for delight in the killing of the great lord of the cave. It made no trouble whatever of cutting through the goblin-chains and setting all the prisoners free as quickly as possible. This sword's name was Glamdring the Foe-hammer, if you remember.<sup>13</sup> The goblins just called it Beater, and hated it worse than Biter if possible. Orcrist, too, had been saved; for Gandalf had brought it along as well, snatching it from one of the terrified guards. Gandalf thought of most things; and though he could not do everything, he could do a great deal for friends in a tight corner.

"Are we all here?" said he, handing his sword back to Thorin with a bow. "Let me see: one—that's Thorin; two, three, four, five, six, seven, eight, nine, ten, eleven;

13. Elrond explains the history of *Glamdring* to Gandalf in a previous chapter.

**Motif** In what way does this image relate to the group's dangerous position?

4

**Motif** Which details suggest that Gandalf represents awareness?

5

**Compare and Contrast Characters** What similarities or differences exist between the leader of the goblins and Gandalf?



where are Fili and Kili? Here they are! twelve, thirteen—and here's Mr. Baggins!<sup>14</sup> fourteen! Well, well! it might be worse, and then again it might be a good deal better. No ponies, and no food, and no knowing quite where we are, and **hordes** of angry goblins just behind! On we go!"

On they went. Gandalf was quite right: they began to hear goblin noises and horrible cries far behind in the passages they had come through. That sent them on faster than ever, and as poor Bilbo could not possibly go half as fast—for dwarves can roll along at a tremendous pace, I can tell you, when they have to—they took it in turn to carry him on their backs.

Still goblins go faster than dwarves, and these goblins knew the way better (they had made the paths themselves), and were madly angry; so that do what they could the dwarves heard the cries and howls getting closer and closer. Soon they could hear even the flap of the goblin feet, many many feet which seemed only just round the last corner. The blink of red torches could be seen behind them in the tunnel they were following; and they were getting deadly tired.

"Why, O why did I ever leave my hobbit-hole!" said poor Mr. Baggins bumping up and down on Bombur's back.

"Why, O why did I ever bring a wretched little hobbit on a treasure hunt!" said poor Bombur, who was fat, and staggered along with the sweat dripping down his nose in his heat and terror.

At this point Gandalf fell behind, and Thorin with him. They turned a sharp corner. "About turn!"<sup>15</sup> he shouted. "Draw your sword Thorin!"

14. Mr. Baggins is Bilbo.

15. About turn is a command meaning "turn around 180 degrees" or "about face."

#### Vocabulary

**horde** (hōrd) n. crowd, throng, or swarm

There was nothing else to be done; the goblins did not like it. They came swirling round the corner in full cry, and found Goblin-cleaver, and Foe-hammer, shining cold and bright right in their astonished eyes. The ones in front dropped their torches and gave one yell before they were killed. The ones behind yelled still more and leaped back knocking over those they were running after them. "Biter and Beater!" they shrieked; and soon they were all in confusion, and most of them were hustling back the way they had come.

It was quite a long while before any of them dared to turn that corner. By that time the dwarves had gone on again, a long, long, way on into the dark tunnels of the goblins' realm.<sup>16</sup> When the goblins discovered that, they put out their torches; they slipped on soft shoes, and they chose out their very quickest runners with the sharpest ears and eyes. These ran forward as swift as weasels in the dark, and with hardly any more noise than bats.

That is why neither Bilbo, nor the dwarves, nor even Gandalf heard them coming. Nor did they see them. But they were seen by the goblins that ran silently up behind, for Gandalf was letting his wand give out a faint light to help the dwarves as they went along.

Quite suddenly Dori, now at the back again carrying Bilbo, was grabbed from behind in the dark. He shouted and fell; and the hobbit rolled off his shoulders in the blackness, bumped his head on hard rock, and remembered nothing more.

16. Here, *realm* means "domain" or "own area."

**Journeys** The goblins know the ancient history surrounding Biter and Beater. What does this say about the struggle between good and evil?

## Assignment #7:

## Respond and Think Critically

Please respond to the following questions over “Over Hill and Under Hill *from The Hobbit*” (pgs. 938-947) on the space provided below.

1. **Connect to Personal Experience:** What do you think is the most unbelievable or fantastical element of this story? Explain your thoughts.
2. **Interpret Symbolism:** What does darkness symbolize in this selection? Explain your answer and support it with text evidence.
3. **Analyze Plot:** Bilbo's journey is full of twists and turns. What makes the plot of this selection full of ups and downs?
4. **Analyze Characterization:** Identify dialogue or descriptions that reveal the personality traits of the goblins. What method(s) of characterization does Tolkien use to reveal these personality traits?

- 5. Draw Conclusions About Character:** Which character would you describe as heroic? What qualities does he demonstrate that might suggest he is a hero? Support your answer with examples from the text.
- 6. Draw Conclusions About Author's Purpose:** Jot down three words that you think capture this journey. Why do you think Tolkien uses the subject of the journey to help create this fantasy story?
- 7. Evaluate Literature:** J.R.R. Tolkien himself acknowledged that he would probably be remembered as the author of *The Lord of the Rings*, even though he accomplished a great deal more. Why do you think this work of literature continues to capture audiences?



## Assignment #8

### Grammar: Pronoun-Antecedent Agreement

154

ELPS 4C, 5E

#### Pronoun-Antecedent Agreement 1

Pronouns must agree in number and gender with their antecedents, the words to which the pronouns refer. Turn to page 798 in *Write Source*.

**Underline** the antecedent for each pair of pronouns below; then choose the pronoun that agrees in number with its antecedent. Write that pronoun on the line provided. For an indefinite pronoun (like "everyone") use the phrase "his or her" or "her or his."

1. Each of the female runners in the race bettered (*her, their*) previous best time. her
2. Not everyone should include a four-year college in (*his or her, their*) future. \_\_\_\_\_
3. Both of the girls told (*her, their*) parents about the dance. \_\_\_\_\_
4. The team has chosen Waldo as (*its, their*) mascot. \_\_\_\_\_
5. Many of Jack's errors reveal (*his, their*) lack of practice. \_\_\_\_\_
6. Can anybody do this worksheet correctly without (*his or her, their*) handbook? \_\_\_\_\_
7. The assembly voted to raise (*its, their*) salaries by 10 percent. \_\_\_\_\_
8. Has anybody gotten (*her or his, their*) parents to chaperone the dance? \_\_\_\_\_
9. Either Ramona or Christine will have to bring (*her, their*) toboggan if we hope to have enough room for everyone. \_\_\_\_\_
10. No one going on the trip needs to bring (*his or her, their*) own lunch. \_\_\_\_\_
11. If Carmen budgets time carefully, (*she, they*) will have little trouble finding time for both work and play. \_\_\_\_\_
12. If you find my notes or outline, please bring (*it, them*) to me. \_\_\_\_\_
13. Mario and Paulo showed slides of (*his, their*) home in Brazil. \_\_\_\_\_
14. The players and manager were asked to give (*her or his, their*) predictions about the coming season. \_\_\_\_\_
15. Either the drummer or the tuba player left (*his or her, their*) sheet music in the band room. \_\_\_\_\_

**Extend:** Write a sentence for each of the following words, and make each pronoun agree with its antecedent: *each, any, everybody, none, and one*.

## Pronoun-Antecedent Agreement 2

**Circle** the correct pronoun and underline its antecedent.

1. Has either Toya or Heather remembered (*their*, *her*) backpack?
2. Everyone on the girls' team discovered (*her*, *their*) own special strengths.
3. In all the excitement, one of the first contestants lost (*their*, *his* or *her*) shoes.
4. Somebody must have completely lost (*her* or *his*, *their*) mind!
5. When Amber left the cafeteria, (*they*, *she*) must have forgotten her backpack.
6. Neither Jordan nor his parents wanted (*his*, *their*) dessert.
7. Every dog has (*its*, *their*) day.
8. If Tina, Lena, or Sabrina would visit us, (*they*, *she*) would have a big surprise.
9. Because of a soccer player's schedule, (*he* or *she*, *they*) cannot run cross-country.
10. Even after a long debate, the student senate could not make up (*their*, *its*) mind.
11. Either Mr. Green or Mr. Slade backed (*their*, *his*) car into the sculpture.
12. Max and Ali were very concerned about (*his*, *their*) hair loss.
13. Each woman in the room had completed (*their*, *her*) questionnaire.
14. Many people cannot express (*their*, *his* or *her*) true feelings.
15. Will anyone come forward and claim (*her* or *his*, *their*) prize?
16. Because of all the uncertainty, nobody dared to offer (*their*, *his* or *her*) opinion.
17. Each of the academic teams had (*its*, *their*) own human computer.
18. Someone tell Kent or Chantal to bring (*their*, *his* or *her*) soccer ball tomorrow.
19. Both of the returning travelers are eager to describe (*her*, *their*) trip.
20. When I locate your black jacket or your down coat, I will send (*it*, *them*) to you.

**Extend:** Write sentences using each of these pronouns: *his*, *her*, *them*, *theirs*, *he*, *she*, *it*, *you*, *they*. Be certain to also include antecedents for the pronouns. Exchange papers with a classmate and check each other's sentences for pronoun-antecedent agreement.

## Connect to the Story

[illegible]



## Assignment #10

### Reading Strategy: Compare and Contrast Versions of a Story

When you compare and contrast, you identify the similarities and differences between two works of literature. Many elements of different works can be compared and contrasted, including theme, imagery, use of language, characterization, and setting. As you read, take notes on the images in the graphic novel version of *The Hobbit*. Ask yourself, How are the images similar to and different from images evoked by the original text?

Images	Similarities	Differences



## Visual Perspective on *The Hobbit*

# from *The Hobbit*

Adapted by Charles Dixon  
Illustrated by David Wenzel



TEKS

For pages 950–954

9.2.B Analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature.

### Set a Purpose for Reading

Read to discover the similarities and differences between the graphic novel version of an excerpt from *The Hobbit* and the original text.

### Build Background

Graphic novels use the same visual techniques and panel format as comic books. However, graphic novels are longer and more complex and literary in nature. Will Eisner, who wrote what is considered to be the first modern graphic novel in 1978, popularized the term “graphic novel.” In 1992 Art Spiegelman received the Pulitzer Prize for his graphic novel, *Maus: A Survivor’s Tale*. Other graphic novels that have achieved success include *Ghost World* by Daniel Clowes and *American Splendor* by Harvey Pekar; both have been adapted into films. In this graphic novel version of *The Hobbit*, Charles Dixon uses dialogue and David Wenzel illustrates the characters from the novel by J. R. R. Tolkien.

1

### Reading Strategy Compare and Contrast Versions of a Story

When you **compare and contrast**, you identify the similarities and differences between two works of literature. Many elements of different works can be compared and contrasted, including theme, imagery,

use of language, characterization, and setting. As you read, take notes on the images in the graphic novel version of *The Hobbit*. Ask yourself, How are the images similar to and different from images evoked by the original text?

Images	Similarities	Differences
“There in the shadows on a large flat stone sat a tremendous goblin with a huge head, and armed goblins were standing round him carrying the axes and the bent swords that they use.”	There is one large goblin. Goblins are holding axes and swords, and they surround the dwarves.	More defined facial characteristics of goblins in the graphic novel. Dialogue is also different from the original.





WHO ARE  
THESE  
*MISERABLE*  
PERSONS?

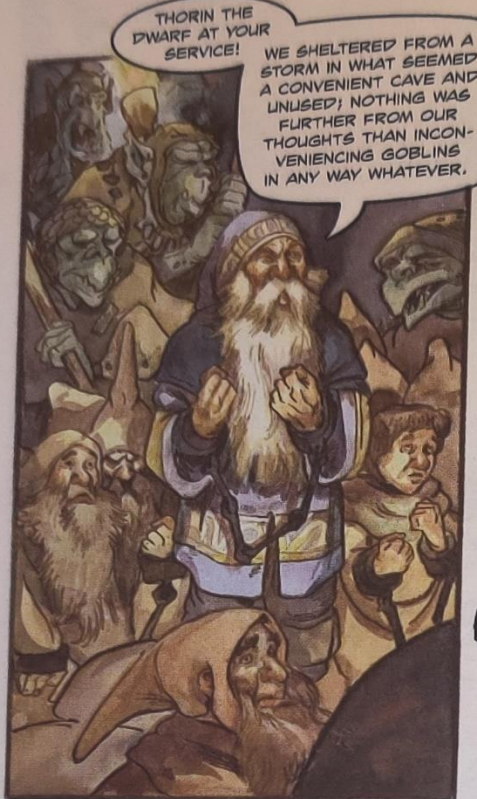
*DWARVES,*  
AND THIS!  
WE FOUND  
THEM ON  
OUR FRONT  
PORCH!

UP TO  
NO GOOD,  
I'LL WARRANT!  
*SPYING* ON  
THE PRIVATE  
BUSINESS OF  
MY PEOPLE;  
I GUESS!  
*THIEVES,*  
I SHOULDN'T  
BE SURPRISED  
TO LEARN!  
*MURDERERS*  
AND *FRIENDS*  
OF *ELVES,*  
NOT  
UNLIKELY!



*COME!*  
WHAT  
HAVE YOU  
GOT TO  
SAY?













## Respond and Think Critically

**1. Summarize Events:** Write a brief summary of the main events in this excerpt before you answer the following questions.

**2. Connect to Personal Experience:** Does the graphic novel version of *The Hobbit* enhance your understanding of the original text? Explain your answer.

**3. Explain Symbols: What happens to the dwarves in this selection? What do you think the dwarves and the goblins represent?**

**4. Evaluate Visual Elements:** What aspect of direct characterization, or statements about character, do Wenzel's illustrations convey? Are the illustrations effective? Why or why not? Support your answer with examples from the text.

5. **Draw Conclusions About Literary Works:** Why do you think Dixon does not use many direct quotes from the original text of *The Hobbit*? Do you think there is value in adapting literary works to other mediums? Why or why not?
6. **Analyze Author's Craft:** Why do you think Dixon uses dialogue instead of narration for his adaptation of the *The Hobbit*?
7. **Compare and Contrast Literature:** Consult the chart you created as you read the selection. In what ways is Dixon's version of *The Hobbit* similar to the original text? How is it different? Offer details from both literary works to support your idea.



## Assignment #12

### Grammar: Using the Right Words

58

TEKS 9.19  
ELPS 1C, 4C, 5C

#### Using the Right Word 1

Turn to pages 726 and 728 in *Write Source* for help.

**Write** the correct word above each underlined word that is wrong. If an underlined word is correct, write a C above it.

1. This biannual parade is always held on the third Saturday in September.
2. The clowns, who are the crowd favorites, walk among the mayor's car and the high school marching band.
3. The hot sun had a bad affect on one float's fresh flowers.
4. The Jaycees had an amazing float that looked like a desert aisle.
5. The number of parade entries easily exceeded last year's total of 35.
6. One parade watcher said she will gladly adopt to hot weather as long as there is shade along the parade route.
7. All the antique cars except one jalopy were perfectly restored and polished for the car show.
8. The steep assent to the city park marked the end of the parade route.
9. A huge display wall on the back of the final float fell to the pavement and was bent bad.
10. Alot of help was needed to clear the street.
11. Volunteers made sure the float was alright before continuing to the big rally in the park.
12. In spite of the accident, the parade was all together a grand success.

## Using the Right Word 2

Turn to pages 730 and 732 in *Write Source* for help.

**Circle** the correct word from the pair in parentheses to complete each sentence.

1. In ancient Rome, purple (*die, dye*) for clothing was reserved for emperors.
2. On the other hand, many ordinary Roman citizens often wore (*coarse, course*), plain cloth.
3. (*Can, May*) you imagine wearing only one kind of clothing?
4. Rome, one of the largest cities of its day, was the (*capital, capitol*) city of the Roman Empire.
5. Roman emperors often sought (*council, counsel*) from their favorite generals.
6. Julius Caesar fought the Gauls when they tried to (*break, brake*) away from Roman rule.
7. During the reign of Trajan, the Roman Empire expanded (*farther, further*) than ever before.
8. Roman generals had their soldiers build numerous roads, walls, and forts to keep them from getting (*board, bored*).
9. Roman emperors (*cent, sent, scent*) trusted military officers to rule their conquered provinces.
10. The Romans built beautiful structures, but they never built a (*capital, capitol*) building.