

A Teaching Unit for Bridge to Terabithia



Tammy D. Lewis and Shannon B. Temple



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Teaching Unit
Bridge to Terabithia
Katherine Paterson

By Tammy D. Lewis and Shannon B. Temple
www.elacoreplans.com

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Note: This teaching unit was produced to accompany the wonderful novel *Bridge to Terabithia* by Katherine Paterson. The author nor publisher of *Bridge to Terabithia* was involved in the production of these lessons, and neither endorse this teaching unit.

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Bridge to Terabithia
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Bridge to Terabithia
Pre-Reading Activity

Name _____

Date _____

Anticipation Guide

Read each of the following statements. Place a *T* beside the statements that you think are true and a *F* beside the statements that you think are false.

_____ Girls are just as fast and athletic as boys.

_____ Older sisters are always bossy.

_____ Parents should not make one of their children do more chores than the other children in the family.

_____ Boys and girls can just be friends.

_____ People who are very different can become close friends.

_____ It is easy to hurt the ones we love most when we are hurting.

_____ Sometimes good can be found at the end of a difficult situation.

Bridge to Terabithia
Chapter Title Analysis

As you read the novel, complete the following chart.

Chapter #	Chapter title	Why is this title effective for this chapter?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Bridge to Terabithia

Chapter One

Name _____

Date _____

Lead/Grabber

The lead or “grabber” of a novel should “grab” the reader’s attention or “hook” the reader. Some novels have better leads than others. Let’s take a look at the lead for this novel.

Reread the first paragraph of the novel.

Ba-room, ba-room, ba-room, baripity, baripity, baripity, baripity –Good. His dad had the pickup going. He could get up now. Jess slid out of bed and into his overalls. He didn’t worry about a shirt because once he began running he would be as hot as popping grease even if the morning air was chill, or shoes because the bottoms of his feet were by now as tough as his worn-out sneakers.

“Where are you going, Jess?” May Belle lifted herself up sleepily from the double bed where she and Joyce Ann slept.

“Sh.” He warned. The walls were thin. Momma would be mad as flies in a fruit jar if they woke her up this time of day.

He patted May Belle’s hair and yanked the twisted sheet up to her small chin. “Just over the cow field,” he whispered. May Belle smiled and snuggled down under the sheet.

“Gonna run?”

1. What type of grabber/lead does the author choose to use? _____
2. Is this grabber effective? _____
3. List some of the questions that come to mind after reading this first passage.

Meet the Characters

In this first chapter, we are introduced to the most members of the Aarons family. Let’s take a closer look at some of them. Complete the following chart for each of the following characters.

	Jess	May Belle	Momma	Brenda	Ellie
Two facts that you have learned about this person					
Two descriptive words that seem right for this person					
One or two quotes from the story so far that help show this character’s personality					

Bridge to Terabithia
Chapter Two

Figurative Language

Writers use figurative language to make their writing more interesting and effective. By using a simile, metaphor, or personification, the writer is able to paint a picture in the mind of the reader.

Simile – a comparison of two things using the words *like, as, or than*

Metaphor – calls one thing another

Personification- gives a nonhuman object human traits

Hyperbole – an extreme exaggeration

Idiom – a commonly used expression that means something totally different than what it says

Complete the following chart to examine the figurative language used in the first two chapters.

Page #	Passage	Type of figurative language	What it means
1	Momma would be mad as flies in fruit jar if they woke her up this time of day.		
4			They would be impressed by Jess and want to be in his presence.
6	Those girls could get out of work faster than grasshoppers could slip through your fingers.		
7		Personification	
12			Jess did not want anyone to know about how his music teacher felt about his artistic talent.
14	...diamond in the rough...		

Bridge to Terabithia

Chapter Three

Name: _____ Date: _____

Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used.

What point of view is used in *Bridge to Terabithia*? _____

How do you know this point of view is used?

If it were told from Momma's point of view, what are some things that we would not know about that we know about now?

Leslie Runs

She just took off running to the old Perkins place. He couldn't help turning to watch. She ran as though it was her nature. It reminded him of the flight of wild ducks in the autumn. So smooth. The word "beautiful" came to his mind, but he shook it away and hurried up to the house.

What does this passage reveal about Jess' thoughts and feelings towards Leslie?

Why do you think Jess wanted to shake away the word *beautiful* to describe Leslie's running?

Predict

Do you think that Jess and Leslie will form a friendship by the end of the book? Why or why not?

Bridge to Terabithia

Chapter Four

Name: _____ Date: _____

Word Choice

Author's choices of words work to enhance style, tone, or clarity in writing.

Katherine Paterson uses many strong verbs to paint a picture in the mind of the reader. Through the use of strong, vivid verbs, the reader is able to gain a better understanding of a character or a situation. Read the following sentences from chapter four and underline the strong verbs. Then on the line below the sentence, tell what the verb allows you to understand / see better.

1. Jess shoved his hair off his red forehead.

2. Now as he sat on the rug in the teachers' room the same warm feeling swept through him at the sound of her voice.

3. Even her ordinary speaking voice bubbled from inside her, rich and melodic.

4. She plunked herself down beside him on the bus and squeezed over closer to him to make room for May Belle on the same seat.

5. But she had wheeled around again, and was zooming down the hall.

6. Jess slunk out of the building.

Find another sentence containing a strong verb in this chapter. Page number: _____

Sentence: _____

How does this verb make the sentence more vivid?

Now, you try it. Rewrite the following sentence and choose a verb that adds more detail for the reader.

She went down the sidewalk.

Onomatopoeia

When an author uses words to imitate the sound they represent, this is onomatopoeia.

Read the following sentence. Circle the example of onomatopoeia.

They stood there, not moving, not wanting the swish of dry needles beneath their feet to break the spell.

Bridge to Terabithia

Chapter Five

Name: _____ Date: _____

Dialect is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. **Dialogue** is when characters are talking to one another.

Read the dialogue in the following chart.

Aarons family	Burke family
“You ain’t got no money for school shopping”	“Money is not the problem.”
... You don’t want us to have no fun at all!”	“What if you do not have a television set?”
“You ain’t got nothing to do. You ain’t even planned nothing.”	“May Belle, would you like some new paper dolls?”
“Whatsa matter with ‘um?”	“Nothing. They’re brand new.”
“I though you was trying to get some ideas on how to stop Janice Avery.”	“...you know perfectly well what will happen.”
“It don’t matter....”	“...Jess and I are going to figure out a way to pay her back for it. Aren’t we Jess?”
“My daddy brung ‘um to me from Washington!”	“You’re not sorry we did it, are you?”

After reading each set of dialogue, you should be able to make inferences about both the Aarons and the Burkes. What can you tell about the Aarons family? _____

The Burke family? _____

The author most likely made the differences in the dialogue of the two families to _____

- a. show how the Aarons family should be talking.
- b. allow the reader to understand the backgrounds of both Jesse and Leslie.
- c. allow the Burkes to teach the readers how to speak Standard English.
- d. show that Leslie is an honor student.

Name: _____ Date: _____

Silent Passage Analysis

Directions: Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. The comment may be their interpretation of the passage or what the passage means to them personally. You may find other passages in the book you would like to add to this activity.

He shook himself back to the source of his anger. He was angry, too, because it would soon be Christmas and he had nothing to give Leslie. It was not as if she would expect something expensive; it was that he needed to give her something as much as he needed to eat when he was hungry.

He had received a racing car set...the silly cars kept falling off at the curves until his father was cursing at them with impatience. Jess wanted it to be OK. He wanted so much for his dad to be proud of his present, the way he, Jess, had been proud of the puppy.

...She giggled happily. "Dumb dog," she said proudly. "Yeah." It felt like Christmas again.

Bridge to Terabithia

Chapter Seven

Name: _____ Date: _____

Conflict – a struggle or clash between opposing characters or forces (external conflict) or the character’s emotions (internal conflict)

Complete the following chart to analyze the conflicts that are present in chapter seven.

Passage from the book	Explanation of Conflict (Paraphrase the conflict)	Type of conflict (internal or external)
Jess tried to go to Terabithia alone, but it was no good. It needed Leslie to make the magic. He was afraid he would destroy everything by trying to force the magic on his own, when it was plain that the magic was reluctant to come for him.		
...”Well, you’re the one who’s always telling me I gotta care,” he said. “But Janice Avery?” “If she is crying, there gotta be something really wrong.” “Well, what are you planning to do?” He flushed. “I can’t go into no girls’ room.” “Oh, I get it. You’re going to send me into the shark’s jaws. No, thank you, Mr. Aarons.”		
“Jess. I know where you and Leslie go to hide.”... “You ain’t supposed to follow me.”... “You listen here, May Belle Aarons,” he whispered fiercely. “I catch you following me again, your life ain’t worth nothing.”		

Bridge to Terabithia
Test – Chapters One – Seven

Name: _____ Date: _____

He didn't worry about a shirt because once he began running he would be as hot as popping grease even if the morning air was chill, or shoes because the bottoms of his feet were by now as tough as his worn-out sneakers.

1. What types of figurative language are used in this passage?
 - a. simile and metaphor
 - b. two similes
 - c. two metaphors
 - d. simile and personification
2. What does this passage reveal about Jess?
 - a. Jess is overly concerned with his appearance.
 - b. Jess is a very hot natured person who is always sweating.
 - c. Jess is a rugged person who is outside a lot and runs hard and fast.
 - d. Jess is a member of the track team and runs daily.
3. What is being compared in the figurative language in this passage?
Ellie's voice was sweeter than a melted Mars Bar. "Daddy said last week we girls were going to have to have something for school."
 - a. Ellie's voice to hot candy
 - b. Ellie's attitude to school
 - c. Ellie's voice to a Mars Bar
 - d. Ellie's desire to candy
4. Who is Joyce Ann?
 - a. Jess' teacher
 - b. Jess' mom
 - c. Jess' neighbor
 - d. Jess' baby sister
5. What is Jess' hobby?
 - a. building things
 - b. gardening
 - c. drawing
 - d. cooking
6. How does Jess' dad feel about his hobby?
 - a. He thinks it is a ridiculous waste of time.
 - b. He supports him.
 - c. He feels that it will one day turn into his job.
 - d. He wants Jess to teach his sisters about his hobby.
7. Who is the fastest kid in the fifth grade?
 - a. Jess
 - b. Leslie Burke
 - c. Bobby Greggs
 - d. Gary Fulcher
8. What point of view is used in this novel?
 - a. First person – Leslie's point of view
 - b. First person – Jess' point of view
 - c. Third person limited to Jess
 - d. Third person omniscient
9. Which of the following best describes Jess' relationship with Leslie at this point in the novel?
 - a. They get along well.
 - b. They fight all of the time.
 - c. Jess is jealous of the attention that Leslie gets.
 - d. They are always competing with one another.
10. Which of the following is part of the setting of this story?
 - a. a large city
 - b. a small town
 - c. a war torn village
 - d. a bus stop

He was drifting, drifting like a fat white lazy cloud back and forth across the blue.

11. What type of figurative language is used in this sentence?
- a. idiom
 - b. metaphor
 - c. personification
 - d. simile
12. Which of the following sentences contains the **best** word choice?
- a. He planted his body firmly as he could, although his heart was knocking his Adam's apple.
 - b. May Belle shook her head. "I want Bride or Miss America."
 - c. Gary Fuller, like Brenda, took great pleasure in teasing Jess about his "girl friend".
 - d. There really was no free time at school except recess, and now that there were no races, Jess and Leslie usually looked for a quiet place on the field, and sat and talked.
13. Read the following sentence. What word in it is an example of onomatopoeia?
- She didn't speak directly to Jess, but she gave him a look with those blue eyes of hers that made him zing like one of the strings she was strumming.**
- a. directly
 - b. blue
 - c. zing
 - d. strumming
14. Which of the following sentences contains dialect?
- a. "What are you giving your girlfriend, Jess?"
 - b. "Well, you are right for once. Nobody with any sense would call that stick a girl."
 - c. "See you later," he mumbled, and shoved his way up the aisle through pair after pair of sprawling legs.
 - d. "Don't get nothing for your money these days."
15. What type of figurative language is found in this sentence?
- Lord, he wished a million times he'd never helped buy that stupid doll.**
- a. hyperbole
 - b. idiom
 - c. metaphor
 - d. personification
16. Who is P.T.?
- a. Leslie's dad
 - b. Jess' sister
 - c. a boy in the fifth grade
 - d. Leslie's dog

Read the following questions and then answer questions 17– 19.

...*"Well, you're the one who's always telling me I gotta care," he said.*

"But Janice Avery?"

"If she is crying, there gotta be something really wrong."

"Well, what are you planning to do?"

He flushed. "I can't go into no girls' room."

"Oh, I get it. You're going to send me into the shark's jaws. No, thank you, Mr. Aarons."

17. The bolded words are an example of _____.
- a. imagery
 - b. figurative language
 - c. dialect
 - d. a flashback
18. The underlined words are an example of _____.
- a. imagery
 - b. figurative language
 - c. dialect
 - d. a flashback
19. In this passage, Leslie is facing a(n) _____ conflict.
- a. internal
 - b. external
 - c. both internal and external
20. Which of the following characters has a close relationship with his/her parents?
- a. Jess
 - b. Leslie
 - c. Janice Avery
 - d. none of these

Use the following dictionary entry to answer questions 21 - 25.

reg·i·cide : \re-jə-sīd\
Function: *noun*

Etymology: Latin *reg-*, *rex* king + English *-cide* —

Date: circa 1548

1 : a person who kills a king

2 : the killing of a king

— **reg·i·ci·dal** \re-jə-sī-d^ə\ *adjective*

“Regicide,” she said proudly.

“Regi-what?”

(Leslie and Jess - page 54)

21. Based on the definition, when Leslie jokes about regicide, she jokes about killing____.
 - a. Janice Avery
 - b. her mom
 - c. Jess
 - d. May Belle
22. What part of speech is the word Leslie uses?
 - a. noun
 - b. adjective
 - c. verb
 - d. adverb
23. The word regicide is made of which two roots?
 - a. re and cide
 - b. regi and cide
 - c. reg and icide
 - d. reg and cide
24. How many syllables are in the word?
 - a. one
 - b. two
 - c. three
 - d. four
25. The origin of the word is _____.
 - a. Latin
 - b. Rex
 - c. English
 - d. both a and c

Bridge to Terabithia
Answer Key – Chapters 1-7
 ARA = Accept Reasonable Answers

Chapter One
Lead/Grabber

1. What type of grabber/lead does the author choose to use? Onomatopoeia and imagery
2. Is this grabber effective? ARA
3. List some of the questions that come to mind after reading this first passage.
ARA – Samples: Is the car always hard to start?; Why is Jess running?; Is Momma unusually tired for some reason?; Why are the walls that thin?; Why does Jess go without shoes so often?

Meet the Characters.

	Jess	May Belle	Momma	Brenda	Ellie
Two facts that you have learned about this person	-Wants to be a fast runner -Only son in his family (ARA)	-dearly loves Jess - does as she is told (ARA)	-has to work hard -allows her daughters to get by with more than she does her son (ARA)	-likes to get her brother in trouble -likes nice things (ARA)	-she is bossy -likes to correct the others (ARA)
Two descriptive words that seem right for this person	hard-worker motivated (ARA)	loving sensitive (ARA)	harsh over worked (ARA)	whiney prissy (ARA)	sarcastic bossy (ARA)
One or two quotes from the story so far that help show this character's personality	<i>His body was begging him to quit, but Jess pushed it on.</i> (ARA)	If he worked it right, he could usually get May Belle to do something. (ARA)	"Jess-see!" "Get over here...and step on it." (ARA)	"Oooo, Momma, he stinks..." <i>pinched...with her pinky crooked delicately.</i> (ARA)	"We-ll, look at the big O-lympic star." "Your turn to wash, Ellie." (ARA)

Chapter Two

Page #	Passage	Type of figurative language	What it means
1	Momma would be mad as flies in a fruit jar if they woke her up this time of day.	Simile	Jess knows his momma will be very angry if they wake her up.
4	They would follow him around like a country-music star.	Simile	They would be impressed by Jess and want to be in his presence.
6	Those girls could get out of work faster than grasshoppers could slip through your fingers.	Simile	Jess' sisters are lazy and very talented at getting out of doing chores.
7	..the Timmonses' old Buick – "wants oil"....	personification	The car needs to have oil added to it.
12	He kept the knowledge of it buried deep inside himself like a pirate treasure.	Simile	Jess did not want anyone to know about how his music teacher felt about his artistic talent.
14	...diamond in the rough...	Idiom	person who has good qualities despite a rough exterior; a person with great potential

Chapter Three

Point of View

What point of view is used in *Bridge To Terabithia*? third person

How do you know this point of view is used? It does not just follow one character; we are getting to know several characters as the plot develops.

If it were told from Momma's point of view, what are some things that we would not know about that we know about now? We would not know about the cramped classroom; Mrs. Myers' reputation; the excitement of the races; how much Jess enjoys running and drawing

Leslie Runs

ARA

Predict

Do you think that Jess and Leslie will form a friendship by the end of the book? Why or why not? ARA

Chapter Four

Word Choice

1. shoved
2. swept
3. bubbled
4. plunked, squeezed
5. wheeled, zooming
6. slunk

Chapter Five

What can you tell about the Aarons family? ARA – They are uneducated; from the mountains, etc.

The Burke family? ARA- They are well educated, more formal than the Aarons.

The author most likely made the differences in the dialogue of the two families to _____

- a. show how the Aarons family should be talking.
- b. allow the reader to understand the backgrounds of both Jesse and Leslie.**
- c. allow the Burkes to teach the readers how to speak Standard English.
- d. show that Leslie is an honor student.

Chapter Six

ARA

Chapter Seven

Passage from the book	Explanation of Conflict (Paraphrase the conflict)	Type of conflict (internal or external)
<p>Jess tried to go to Terabithia alone, but it was no good. It needed Leslie to make the magic. He was afraid he would destroy everything by trying to force the magic on his own, when it was plain that the magic was reluctant to come for him.</p>	<p style="text-align: center;">(ARA)</p> <p>Possible answer: Jess is worried about losing the magic of Terabithia since Leslie is too busy helping her dad redo their house to go with him to their special place in the woods.</p>	<p>Internal – worry</p> <p>**Some students may say both since Jess' worry is caused by the actions of another character (Leslie).</p>

<p>...“Well, you’re the one who’s always telling me I gotta care,” he said. “But Janice Avery?” “If she is crying, there gotta be something really wrong.” “Well, what are you planning to do?” He flushed. “I can’t go into no girls’ room.” “Oh, I get it. You’re going to send me into the shark’s jaws. No, thank you, Mr. Aarons.”</p>	<p style="text-align: center;">(ARA)</p> <p>Possible answer: When Jess and Leslie hear Janice Avery crying in the bathroom, they decide that they must do something to help her (just like they would with an “animal predator”. Leslie is upset because Jess wants her to go into the bathroom to find out why Janice Avery is crying.</p>	<p>Both internal and external – Leslie is upset that Jess is suggesting for her to be the one to go in and find out what is the problem with Janice Avery.</p>
<p>“Jess. I know where you and Leslie go to hide.”... “You ain’t supposed to follow me.”... “You listen here, May Belle Aarons,” he whispered fiercely. “I catch you following me again, your life ain’t worth nothing.”</p>	<p style="text-align: center;">(ARA)</p> <p>Possible answer: Jess is upset with May Belle when he finds out that she has been following him to Terabithia.</p>	<p>External – Jess vs. May Belle</p>

Test – Chapters One – Seven

1. b 2. c 3. c 4. d 5. c 6. a 7. b 8. d 9. a 10. b 11. d 12. a 13. c 14. d 15. a 16. d
17. c 18. b 19. c 20. b 21. c 22. a 23. d 24. c 25. d

Chapter Eight

Name: _____ Date: _____

Readers' Theater

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter eight of *Bridge to Terabithia* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the section with expression, changing your voice to match each character.

There are a couple of ways to do readers' theater. I will outline these options below.

- Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. There are thirty-six lines to be read, so you will have to have some students read more than one part. Before starting, allow the students to find the part that they will read and read it to themselves silently. Tell them that there are a few hard words and that they should raise their hands if they need help pronouncing one before you begin. That way, you can discreetly go to a child's desk to help him/her with the word. Also, this makes all students feel comfortable with reading out loud.
- Option two is to divide your class into groups. There are six speaking parts, so groups of five or six would be ideal. If you have to put four in a group, just have two students read two parts. After assigning parts in each group, allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce. Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

On the following pages, a readers' theater script is provided for chapter eight. This will probably be something you will want to do with your students after you have read the entire chapter as a class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

***Bridge to Terabithia* Readers' Theater Script**

Narrator 1: Even though it was nearly Easter, there were still very few nights that it was warm enough to leave Miss Bessie out. And then there was the rain. All March it poured. For the first time in many years the creek bed held water, not just a trickle either, enough so that when they swung across, it was a little scary looking down at the rushing water below.

Narrator 2: Jess took Prince Terrien across inside his jacket, but the puppy was growing so fast he might pop the zipper any time and fall into the water and drown.

Narrator 1: Ellie and Brenda were already fighting about what they were going to wear to church.

Narrator 2: Since Momma got mad at the preacher three years back, Easter was the only time in the year that the Aarons went to church and it was a big deal.

Narrator 1: Jess' mother always cried poor, but she put a lot of thought and as much money as she could scrape together into making sure she wouldn't be embarrassed by how her family looked.

Narrator 2: But the day before she planned to take them all over to Millsburg Plaza for new clothes, Dad came home from Washington early. He'd been laid off. No new clothes this year.

Narrator 1: A wail went up from Ellie and Brenda like two sirens going to a fire.

Brenda: You can't make me go to church. I ain't got nothing to wear, and you know it.

May Belle: Just 'cause you're too fat.

Brenda: Did you hear what she said, Momma? I'm going to kill that kid.

Momma: (sharply) Brenda, will you shut your mouth? (wearily) We got a lot more than Easter clothes to worry about.

Narrator 2: Dad got up noisily and poured himself a cup of black coffee from the pot on the back of the stove.

Ellie: Why can't we charge some things?

Brenda: Do you know what some people do? They charge something and wear it, and then take it back and say it didn't fit or something. The stores don't give 'em no trouble.

Father: (in a roar) I never heard such a fool thing in my life. Didn't you hear your mother tell you to shut your mouth girl!

Narrator 1: Brenda stopped talking, but she popped her gum as loudly as she could just to prove she wasn't going to be put down.

Narrator 2: Jess was glad to escape to the shed and the complacent company of Miss Bessie. There was a knock at the door.

Leslie: Jess?

Jess: Leslie, come on in.

Leslie: (looking and then sitting on the floor near his stool) What's new?

Jess: (milking the cow) Lord, don't ask.

Leslie: That bad, huh?

Jess: My dad's got laid off, and Brenda and Ellie are fit to fry 'cause they can't have new clothes for Easter.

Leslie: Gee, I'm sorry. About your dad, I mean.

Jess: (grinning) Yeah. I ain't too worried about those girls. If I know them, they'll trick new clothes out of somebody. It would make you throw up to see how those girls make a spectacle of themselves in church.

Leslie: I never knew you went to church.

Jess: Just Easter. I guess you think that is dumb or something.

Leslie: (after a brief pause) I was thinking I'd like to go.

Jess: I don't understand you sometimes, Leslie.

Leslie: Well, I've never been to a church before. It would be a new experience for me.

Jess: You'd hate it.

Leslie: Why?

Jess: It's boring.

Leslie: Well, I'd just like to see for myself. Do you think your parents would let me go with you?

Jess: You can't wear pants.

Leslie: I've got some dresses, Jess Aarons.

Jess: Here. Open your mouth.

Leslie: Why?

Jess: Just open your mouth.

Narrator 1: For once she obeyed and opened her mouth. Jess sent a stream of warm milk straight into it.

Jess: Don't open your mouth now. You're wasting good milk.

Narrator 2: Leslie started to giggle, choke, and cough.

Jess: Now if I could just learn to pitch a baseball that straight. Lemme try again.

Narrator 1: Leslie controlled her laughter, closed her eyes, and opened her mouth.

Narrator 2: Jess, giggling, is unable to keep his hand steady.

Leslie: You dunce! You got me right in the ear. (Begins to rub her ear and giggle)

Jess' dad: I'd be obliged if you'd finish milking and come on back to the house.

Leslie: (quietly) I guess I'd better go.

Narrator 1: Leslie gets up and moves toward the door.

Leslie: Excuse me.

Narrator 2: Jess' dad moved aside to let her pass. He stood there for a few minutes, then turned and went out.

.....

Narrator 1: Ellie said she would go to church if momma would let her wear a see-through blouse, and Brenda would go if she at least got a new skirt. In the end, everyone got something new except Jess and his dad. Neither cared.

Narrator 2: Jess got the idea that getting nothing new would give him a little bargaining power with his mother.

Jess: Since I ain't got nothing new, could Leslie go to church with us?

Jess' mother: That girl? She don't dress right.

Jess: Momma! Leslie's got dresses. She got hundreds of 'um.

Jess' mother: (very softly) I don't want no one poking up their nose at my family.

Jess: She don't poke her nose up at you, Momma. Honest.

Jess' mother: Well, if she'll look decent.....

.....

Narrator 1: Leslie looked decent. Her hair was kind of slicked down, and she wore a navy-blue jumper over a blouse with tiny old-fashioned looking flowers. She had on red knee socks and a pair of shiny brown leather shoes. Jess had never seen the shoes before as Leslie always wore sneakers like the rest of the kids in Lark Creek.

Narrator 2: Even her manner was decent. Her usual sparkle was toned way down, and she said "Yes'm" and "No'm" to Jess' mother as though she were aware of Mrs. Aaron's dread of disrespect. Jess knew how hard Leslie must be trying, for Leslie didn't say "ma'am" naturally.

Narrator 1: In comparison to Leslie, Brenda and Ellie looked like a pair of peacocks with fake tail feathers. They both insisted on riding in the front of the pickup with their parents, which was some kind of squeeze with Brenda's shape to consider.

Narrator 2: Jess and Leslie and the little girls climbed happily into the back and sat down on the old sacks his dad had put against the cab.

Narrator 1: The sun was not exactly shining, but it was the first day in so long that the rain wasn't actually coming down that they sang *O Lord, What a morning, Ah, Lovely Meadows*, and *Sing! Sing a Song* that Miss Edmunds had taught them and even *Jingle Bells* for Joyce Ann.

Narrator 2: The wind carried their voices away from them. It made the music seem mysterious, which filled Jess with a feeling of power over the hills rolling out from behind the truck. The ride was much too short. Joyce Ann began to cry.

Narrator 1: Their arrival had interrupted the first verse of *Santa Claus is Coming to Town*, which after *Jingle Bells* was her favorite song. Jess tickled her to get her giggling again.

Narrator 2: When the four of them clambered down over the tail gate, they were flush-faced and happy once more.

Narrator 1: They were a little late, which did not bother Ellie and Brenda for it meant that they got to flounce down the entire length of the aisle to the first pew, making sure every eye in the church was on them, and every expression of every eye a jealous one.

Narrator 2: Jess thought they were disgusting. He thought about how his mother had been scared that Leslie might embarrass her. He hunched his shoulders and slunk into the pew after the string of womenfolks and just before his dad.

Narrator 1: Church always seemed the same. Jess could tune it out the same way he tuned out school, his body stood up and sat down in unison with the rest of the congregation while his mind was numb and floating. He was not really thinking or dreaming but at least free.

Narrator 2: Once or twice Jess was aware of being on his feet with the loud not really tuneful singing all around him. At the edge of his consciousness he could hear Leslie singing along and drowsily he wondered why she bothered.

Narrator 1: The preacher had a tricky voice. It would buzz along for several minutes comfortably, then bang! he was screaming at you. Each time Jess jumped, and it would take another couple of minutes to relax again.

Narrator 2: Since Jess was not listening to the words, the man's red face with sweat pouring down seemed strangely out of place in the dull sanctuary.

Narrator 1: It took a while to get Ellie and Brenda pulled away front the front yard of the church. Jess and Leslie went ahead and put the little girls in the back and settled down to wait.

Leslie: Gee, I am really glad I came.

Narrator 2: Jess turned to Leslie in disbelief.

Leslie: It was better than a movie.

Jess: You're kidding.

Leslie: No, I'm not. That whole Jesus thing is really interesting, isn't it?

Jess: What d'you mean?

Leslie: All those people wanting to kill him when he hadn't done anything to hurt them. It's really kind of a beautiful story – like Abraham Lincoln or Socrates – or Aslan.

May Belle: It ain't beautiful. It's scary. Nailing holes right through somebody's hand.

Jess: May Belle's right. It's because we're all vile sinners God made Jesus die.

Leslie: Do you think that's true?

Jess: (shocked) It's in the Bible, Leslie.

Leslie: It's crazy, isn't it? You have to believe it, but you hate it. I don't have to believe it, and I think it's beautiful. It's crazy.

Narrator 2: May Belle had her eyes all squinched up as though Leslie was some strange creature in a zoo.

May Belle: You gotta believe the Bible, Leslie.

Leslie: Why?

May Belle: 'Cause if you don't believe the Bible – God'll damn you to hell when you die.

Leslie: Where'd she ever hear a thing like that?

Narrator 1: Jess felt hot and caught by her voice and words. He dropped his gaze to the gunnysack and began to fiddle with the raveled edge.

May Belle: (shrill) That's right, ain't it, Jess? Don't God damn you to hell if you don't believe the Bible?

Jess: I reckon.

Leslie: I don't believe it. I don't even think you've read the Bible.

Jess: I read most of it. S'bout the only book we got around our place.

Leslie: (smiling) Ok. But I still don't think God goes around damning people to hell.

Narrator 2: Leslie and Jess smiled at each other. They tried to ignore May Belle's anxious little voice.

May Belle: But Leslie, what if you *die*? What's going to happen to you if you *die*?

Bridge to Terabithia

Chapter Nine

Name: _____ Date: _____

Tone is the writer’s or speaker’s attitude toward a subject, character, or audience conveyed through the choice of words and details.

Reread the events at the beginning of chapter nine (page 86 to the top of 87). The tone of this changes very quickly. Which of the following best describes the tone the author uses?

- a. hopeful at first then turning angry
- b. heartfelt in the beginning and then shifting to depressed
- c. melancholy and mournful at first and then changing to outraged and jealous
- d. agitated and bored with a shift towards happiness and relief

When Jess and Leslie are in Terabithia, the tone they use to speak to each changes as well. While there, they are no longer informal and jocular. They become serious and use a formal tone. Underline the words in the sentences below that make the tone formal.

“Dost know what is in my mind, O King?”

“Let us go even up into the sacred grove and inquire of the Spirits what this evil might be and how we must combat it.”

Look through this chapter and fill in the box with words Jess and Leslie use to achieve this formal tone. The box has been started for you.

**Since many of these words are not common to our everyday language, you may need to use a dictionary to clarify meanings.

Words Used With a Formal Tone

arise
proceed
thou
removes

Now you try it!

On a separate sheet of paper, you will write a dialogue between you and a friend who are visiting Terabithia. You need to make sure that you have at least ten lines of dialogue. Your dialogue must be punctuated correctly. Be sure to use the rules for writing on the dialogue sheet provided by your teacher. Refer to the chart above to help you use a formal tone.

Bridge to Terabithia
Rules for Writing Dialogue

As you write a dialogue, refer to these rules.

- **Use quotation marks before and after a character's exact words.**
- **Placing speaker tags, such as "she said" or "Joe replied," identifies the speaker.**

"Daddy!" May Belle screamed with delight and started running for the road.

- **Begin a direct quotation with a capital letter.**

But before he had time to figure anything out, she said, "Now I'm not going to have any argument about who's paying..."

- **Set off a direct quotation from the rest of the sentence by a comma, a question mark, a colon, or an exclamation point inside the quotation marks.**

"Is it male or female?"

"To the grove of pines," she answered.

"Jess-see!"

- **When a speaker tag provides a direct quotation into two parts, the second part begins with a lowercase letter unless it also begins a new sentence.**

"How about," Jess began, "you coming down and taking a look at 'um, and if they suit you, you could take 'um along home when you go tell Momma where I am?"

- **Begin a new paragraph each time the speaker changes.**

"No rugs," Bill said.

"No," agreed Judy. "It would be like putting a veil on the Mona Lisa."

Bridge to Terabithia

Chapter Ten

Name: _____ Date: _____

Foreshadowing is when the author gives the reader a hint of something that is going to happen before it actually happens. Foreshadowing is used to build suspense or create anxiety.

We just found out that Leslie was killed in an accident. Katherine Paterson provided us with foreshadowing for this tragedy. Go back and look in chapter nine to find it. Complete the following chart once you have found the clues. The first one has been done for you.

Passage	Page #
...It was as though the elements were conspiring to ruin their short week of freedom.	86

Discussion –

How did you feel when you read that Leslie died?

What is ironic about the title for chapter ten and the ending of the chapter?

Bridge to Terabithia
Chapter Eleven
Teacher Instructed Activity

Silent Conversation

Divide the students into pairs and give each pair a sheet of paper. Give students ten minutes to conduct a silent, written conversation. They can only “talk” on paper. No whispering either! 😊 In this conversation, students can “talk” about Leslie’s death and Jess’s reaction to it. They may make predictions about what will happen next, ask questions to one another like, “What would you do if...” or simply discuss the tragedy. Enforce the silence. When the ten minutes are up, move on to the next chapter eleven activities on point of view.

Bridge to Terabithia
Chapter Eleven

Name: _____ Date: _____

Point of View

In the third chapter we decided that this novel is told in the third person point of view. There are two types of third person point of view. If the unseen narrator focuses on only one character, the limited third person point of view is used. If the unseen narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

Answer these questions to decide if the point of view is third person limited.

- Is there an unseen narrator telling the story?

- Is the focus on one particular character all of the time?

- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone?

Answer these questions to decide if the point of view is third person omniscient.

- Is there an unseen narrator telling the story?

- Does the reader have access to the thoughts (not actions) of more than one character?

- Does the focus go from one character to another character, and then another?

In this chapter, the author does a tremendous job of allowing the reader to see the thoughts of Jess. This chapter paints a picture of his mind and how he tries to suppress what has happened to Leslie. Through his thoughts, we, the reader, painfully witness Jess's denial and suppression of the fatal tragedy. However, we are left in the dark as to how Leslie actually had her accident and her thoughts and feelings right before her death. If the point of view was focused on Leslie, we would have a totally different story. In order to examine just how much point of view can alter a story, write an account of Leslie's trip to Terabithia on the day of her accident. Use the third person limited point of view. Tell of her thoughts (maybe she was wondering where Jess was), her feelings, and her actions. You can decide if she had a feeling that it would be a good day or bad one. You can decide if she knew she was going to die in those last moments. Once you're done, reread what you've written and contemplate just how much point of view can change a story.

Bridge to Terabithia
Chapter Twelve

Name: _____ Date: _____

A **tableau** is a living picture that captures a moment. You will create a group tableau. This means that you will create a frozen scene from chapter twelve. You will stand in a line in front of the class and one by one “come to life”, say a line from the chapter while showing emotion and/or actions that fit that line, and then freeze again. Then, the person beside you will “come to life”, say his/her line and then freeze again until the entire group is done.

Follow the directions below to prepare for your dramatic presentation:

1. Choose some dialogue, a moment, or situation from chapter twelve for your group to portray. Make sure you choose a significant passage or line. If you wish, each person in the group may choose his/her own line(s), which do not have to be in the same passage. For example, person one in the group may choose the line, on page 112, *He was the only person his age he knew whose best friend had died*. The second person in the group may choose the line, on page 114, *He, Jess, was the only one who really cared for Leslie. But Leslie had failed him*. While these thoughts of Jess’s are not on the same page, they are still related. They help to describe his inner conflict.
2. Once each person in the group has chosen a line or two or three, decide how each person will “come to life” and portray this line. You will memorize the line and say it out loud, but as you do so, you should include facial expressions, and movements or gestures when possible. For example, for the line *He was the only person his age he knew whose best friend had died*, the speaker would have the look of just understanding something for the first time (like an aha moment). This person may hold out one finger to represent the one person.
3. Once everyone in the group has decided on a line, facial expressions, and motions to accompany that line, practice your tableau. Everyone in the group should stand frozen. Put your heads down so you are not tempted to smile or laugh. The first person in line will begin by lifting his/her head, saying and acting out his/her line. Once this line has been brought to life, that person will freeze right where he/she is, and the next person will “come to life.”
4. Now, before you perform your tableau for the class, you must first write something for your teacher. 😊 Write a paragraph explaining the significance of your chosen piece to act out. Why did you choose it? What is significant about it? Why is it memorable?
5. Good Luck!

Bridge to Terabithia
Tableau Rubric

Name: _____

Criteria	Possible Points	Points Earned
Participated effectively with group	20	
Voice was loud enough to be heard by the entire "audience".	20	
Facial expressions and/or gestures were incorporated.	20	
Written analysis was completed with few (if any) errors in conventions.	20	
Written analysis included a thorough explanation of the chosen line.	20	
TOTAL	100	

Bridge to Terabithia
Tableau Rubric

Name: _____

Criteria	Possible Points	Points Earned
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Facial expressions and/or gestures were incorporated.	20	
Written analysis was completed with few (if any) errors in conventions.	20	
Written analysis included a thorough explanation of the chosen line.	20	
TOTAL	100	

Bridge to Terabithia
Chapter Thirteen

Name: _____ Date: _____

Silent Passage Analysis

Directions: Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. The comment may be their interpretation of the passage or what the passage means to them personally. You may find other passages in the book you would like to add to this activity.

It's like the smarter you are, the more things can scare you.

Sometimes like the Barbie doll you need to give people something that's for them, not just something that makes you feel good giving it.

It was up to him to pay back to the world in beauty and caring what Leslie had loaned him in vision and strength.

Bridge to Terabithia
Chapter Thirteen

Name: _____ Date: _____

Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. For example, the eagle (a bird) is a symbol of freedom.

A literary symbol has literal meaning in a story but stands for something else.

For example, in literature the color white is often symbolic of goodness and purity.

If something is symbolic, it will most likely

- *be repeated in the book*
- *be written in a memorable or vivid way*
- *be emphasized with imagery*
- *mean something else than what it is*

How is the bridge that Jess and Leslie cross emotionally symbolic?

What is the bridge's symbolism effect on the work as a whole?

What is the the author's purpose in using this symbol?

Do you think that the water in the novel is symbolic of anything? _____ If yes, explain.

Bridge to Terabithia
Theme

Name: _____ Date: _____

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Plan for understanding theme in Bridge to Terabithia

Step 1: List words from the novel that express the big ideas or topics from the novel.

Step 2: Think about what the characters in the novel do and say that relate to the topics you listed above.

Step 3: Come up with a statement of the author's point or message based on one or more of your big ideas.

Step 4: Find passages and/or quotes from the novel that support your theme statement.

Bridge to Terabithia
Epitaph

Name: _____ Date: _____

An epitaph is a short, rhymed poem that would be written on a tombstone.

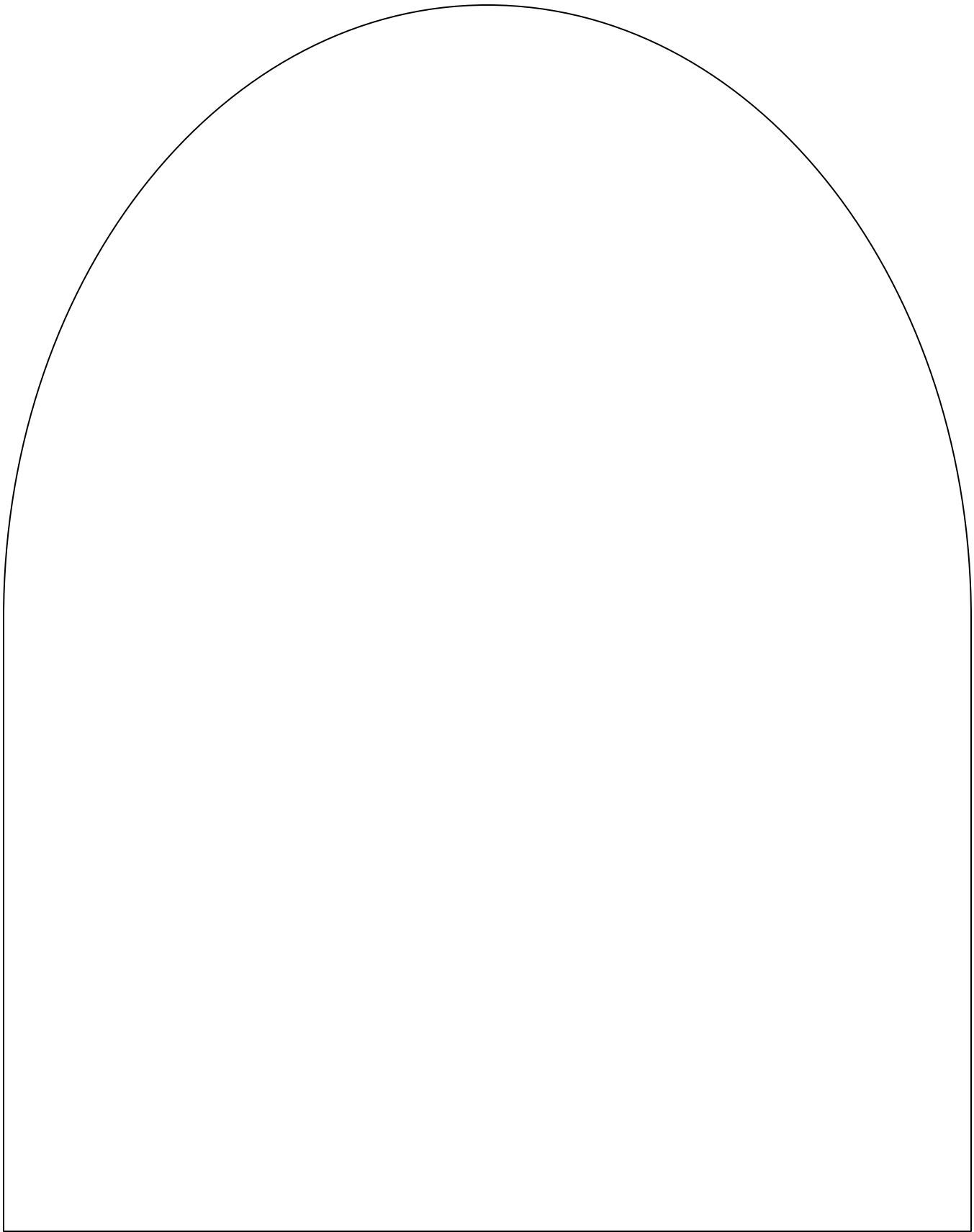
Choices

- Write the epitaph for Leslie from her point of view. Have her speak from the great beyond. If you do this, think about her outlook on life or her advice to those still living.
- Write the epitaph as a loved one who misses Leslie. Think about what she meant to surviving friends and family, and put those thoughts into a poem.

Write

- Use an *aabb* rhyme scheme. It should not be longer than four lines because it has to be short enough to fit on a tombstone. It can be as short as two lines. The length is not as important as what is written.

Write a draft on the lines below. Try a couple of them, and choose the best one.



Bridge to Terabithia
Character Analysis

Character	Traits	Round/flat	Static/dynamic
Jess			
Leslie			
Janice Avery			
May Belle			
Bill			
Miss Edwards			
Brenda			

Bridge to Terabithia
ABCs

Name(s): _____

Directions: Think of words that are important in the novel *Bridge to Terabithia*. Then, place the word in the appropriate box. Make sure you are able to explain why each word relates to the novel.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	WX	YZ

Bridge to Terabithia
Book Review

Name: _____ Date: _____

My overall opinion of the book was:

- This was an excellent book.
- This book was pretty interesting.
- This was just an OK book.
- This book was not great.

Explain your opinion. Why do you feel this way about the book? Make sure you use specific details to support your opinion.

I think _____ would enjoy this book because

Bridge to Terabithia

Final Test

Name: _____ Date: _____

But as a regular thing, as a permanent place, this is where he would choose to be - here where the dogwood and rosebud played hide and seek between the oaks and evergreens, and the sun flung itself in golden streams through the trees to splash warmly at their feet.

1. What type of figurative language is used in this sentence?
 - a. idiom
 - b. metaphor
 - c. personification
 - d. simile

2. Which of the following is the best overall tone of this novel?
 - a. profound and serious
 - b. lighthearted and touching
 - c. sarcastic and stern
 - d. resentful and angry

3. In the novel, the use of the third person point of view allows the author to –
 - a. share only Leo’s inner thoughts and feelings.
 - b. concentrate on creating unusual characters.
 - c. share what many of the characters are thinking and feeling.
 - d. describe the story’s setting in vivid details.

4. Which of the following best describe Leslie?
 - a. kind and determined
 - b. playful and energetic
 - c. smart and fun-loving
 - d. all of the above

5. Which of the following describes an external conflict from the novel?
 - a. Jess’ sadness of his dad’s disapproval
 - b. Jess’ embarrassment of beaten in a race by a girl
 - c. Janice Avery steals May Belle’s Twinkies
 - d. None of these

6. The character of Jess would best be described as _____.
 - a. dynamic, flat
 - b. static, flat
 - c. static, round
 - d. dynamic, round

7. All of the following are things Jess did EXCEPT _____.
 - a. gave Leslie a puppy
 - b. tricked Janice Avery
 - c. tore down the rope
 - d. made a wreath

8. What genre is this novel?
 - a. historical fiction
 - b. realistic fiction
 - c. nonfiction
 - d. drama

9. Which of the following is part of the resolution of the novel?
- a. Leslie helps Janice Avery with her problem.
 - b. Leslie dies.
 - c. Jess makes May Belle the queen of Terabithia.
 - d. Jess hits May Belle.

She almost ran back to her room, and the plinkety-plink of the typewriter began at once.

10. Which of the following devices is used in this sentence?
- a. imagery
 - b. onomatopoeia
 - c. a simile
 - d. an idiom
11. Who is Judy?
- a. Jess' mom
 - b. one of Jess' older sisters
 - c. Leslie and Jess' favorite teacher
 - d. Leslie's mom

The cold stream lapped his bare heels momentarily, but then he was in the air above it and falling awkwardly and landing on his bottom.

12. What type of figurative language is used in this sentence?
- a. idiom
 - b. metaphor
 - c. personification
 - d. simile
13. Jess' struggle to please his father would be considered a(n) _____ conflict.
- a. external
 - b. internal
 - c. exposition
 - d. all of these

Lights were winking out from all three floors of the old Perkins place. It was nearly dark...he eased himself onto the stool and began to tug; the warm milk pinged into the pail.

14. What type of figurative language is used in the passage?
- a. idiom
 - b. metaphor
 - c. personification
 - d. simile
15. Which word is an example of onomatopoeia?
- a. winking
 - b. dark
 - c. tug
 - d. pinged
16. When thinking about the writer's style, Katherine Paterson used all of the following except _____.
- a. imagery
 - b. symbolism
 - c. foreshadowing
 - d. monologues
17. What is the name of the town in which Jess and his family live?
- a. Lark Creek
 - b. Washington
 - c. Terabithia
 - d. Terrien
18. With whom did Jess go to Washington?
- a. his parents
 - b. Brenda and May Belle
 - c. Miss Edmunds
 - d. Mrs. Myers

19. How did Leslie die?
- in a bike accident
 - heart failure
 - car wreck
 - drowned
20. The climax of the novel is when _____.
- Jess returns from his trip to Washington to find that Leslie has died.
 - Jess builds the bridge.
 - Leslie's parents move back to Washington.
 - Jess and his parents visit the Burke's house.

May Belle, agitated because she believes Leslie's lack of faith in the Bible means she is going to hell, repeats over and over, "But Leslie, what if you die? What if you die?"

21. What literary technique is described in the passage?
- flashback
 - foreshadowing
 - imagery
 - symbolism
22. Who does Jess make queen of Terabithia after Leslie dies?
- Brenda
 - Miss Edmunds
 - Joyce Ann
 - May Belle
23. After Leslie's death, which of the following Leslie's dad **NOT** give to Jess?
- lumber
 - books
 - P.T.
 - A paint set
24. Jess made a funeral _____ for Terabithia after Leslie dies.
- wreath
 - portrait
 - meal
 - parade

Matching – Match each quote with the person who said it.

- Leslie
- Jess
- Janice Avery
- May Belle
- Brenda

25. What are you giving your *girl* friend, Jess?
26. I love this room. Don't you feel the golden enchantment of it? It's worthy to be – in a palace.
27. But Leslie, what if you die? What's going to happen to you if you die?
28. You can't make a go of a farm nowadays....My dad has to go to Washington to work....

Bridge to Terabithia
Answer Key – Chapters 8-13

ARA = Accept Reasonable Answers

Chapter 8

N/A

Chapter 9

D

“Dost know what is in my mind, O King?”

“Let us go even up into the sacred grove and inquire of the Spirits what this evil might be and how we must combat it.”

Chapter 10

Passage	Page #
...It was as though the elements were conspiring to ruin their short week of freedom.	86
...It was still twisted around the branch of the crab apple tree. His stomach felt cold. “Maybe we ought to forget it for today.”	88
For Jess the fear of the crossing rose with the height of the creek. Leslie never seemed to hesitate...even though he could force his body to follow after, his mind hung back, wanting to cling to the crab apple tree the way Joyce Ann might cling to Momma’s skirt.	90
“Methinks some evil being has put a curse on our beloved kingdom.”	90
Dread lay on Jess’s stomach like a hunk of cold, undigested doughnut.	91
...he awoke in the middle of the night with the horrible realization that it was still raining.	93
...listening to the horrid rain and knowing that no matter how high the creek came, Leslie would still want to cross it.	93

Chapter 11

Answer these questions to decide if the point of view is third person limited.

- Is there an unseen narrator telling the story? yes
- Is the focus on one particular character all of the time? yes
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone? No

Answer these questions to decide if the point of view is third person omniscient.

- Is there an unseen narrator telling the story? yes
- Does the reader have access to the thoughts (not actions) of more than one character? no
- Does the focus go from one character to another character, and then another? no

Chapter 12

n/a

Chapter 13

Passage Analysis – N/A

Symbolism – ARA

possible answers:

The rope bridge is symbolic of Jesse and Leslie and their special friendship. The rope could also be symbolic of the obstacle of being different.

The bride may also be symbolic of friends or family who help us overcome difficult situations.

The rope bridge may also be symbolic of the magic that Jess and Leslie feel when they are there – safe from the rest of the world.

When the rope breaks, it could be a symbol that the magic is at an end.

When Jess builds the new bridge to Terabithia after Leslie dies, it is symbolic of his newfound maturity.

The author uses the bridge as a symbol to show that Jess has crossed over into a new maturity.

The water possibly symbolizes different things. When the creek bed is swollen and the water in it is churning, the water most likely symbolizes Jess' frustrations with his own fear. As the water calms, it symbolizes Jess' new maturity and his more secure place in life as he realizes he must pass on the gifts Leslie gave him.

Final Test

1. c 2. b 3. c. 4. d. 5. c. 6. d 7. c 8. b 9. c 10. b 11. d 12. c 13. b 14. c 15. d 16. d 17. a
18. c 19. d 20. a 21. b 22. d 23. c 24. a 25. e 26. a 27. d 28. b

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