

# ANSWERS - Comprehension Questions - Of Mice & Men

## Chapter 1

1. Identify and give a physical description of Lennie and George.

Lennie was a huge man, shapeless of face with large, pale eyes, with wide, sloping shoulders, and he walked heavily, dragging his feet a little. Lennie is George's friend, who is not very smart but is an extremely strong man and a good worker.

George was small and quick, dark of face, with restless eyes and sharp, strong features. He had small, strong hands, slender arms, a thin and bony nose. George took care of Lennie as they traveled together.

2. What is George's first complaint to Lennie?

George's first complaint is that Lennie is drinking too much water. This is just the first of a series of complaints George has about Lennie. He is almost always complaining about Lennie, but that doesn't change the fact that he appreciates Lennie's companionship.

3. What trouble did George and Lennie have in Weed?

All we learn in chapter 1 is that some men came after George and Lennie for something they had done. We later learn that apparently Lennie touched a girl's dress to feel the material. When she tried to move, he got excited and confused and held on even tighter. The girl accused him of trying to rape her, and that's when the men came looking for him.

4. What is in Lennie's pocket? Why does he have it? A dead mouse is in Lennie's pocket. He has it because he likes to pet soft things.

5. George bursts into a long speech about what he could do if he were alone. What could he do? He could take his money and go to a cat house or out drinking whiskey all night or spend his time playing cards at a pool hall, in short, the things the lonely ranch hands do.

6. Lennie offers to go away and live in a cave. What is George's response?

He tells Lennie that Lennie wouldn't survive, that he couldn't find any food or take care of himself. Then, he admits to Lennie that he doesn't want him to go.

7. Why are George and Lennie different from the other "guys like us that work on ranches"? They are different because each one has the other to look out for him.

8. What are George and Lennie going to do someday?

Someday George and Lennie are going to have a little piece of land with a little shack. They'll have some animals and some crops -- especially a little alfalfa patch so Lennie can pick it and feed the rabbits. They're going to live off the fat of the land, where no one can tell them to get out or boss them around.

9. What two things does George want Lennie to remember?

George wants Lennie to remember to not say anything when they talk to the boss and to return to this campsite if he gets into trouble.

10. Why did George want to camp overnight instead of going another quarter of a mile to the ranch?

At the ranch in the evening there would be too many people for Lennie to deal with at once; he might get confused. Also, it would give Lennie a chance to prove himself as a good worker before everyone would discover how slow he was mentally.

# Of Mice And Men Chapter 3 Questions And Answers

**L Towner**



### **Of Mice And Men Chapter 3 Questions And Answers:**

**Teaching English Through ELA, Mathematics, Science, and Social Studies** Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at [Routledge.com/9780367521134](http://Routledge.com/9780367521134) Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development

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value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay

*Of Mice and Men - Literature Kit Gr. 9-12* Chad Ibbotson, 2016-10-20 Learn about life during the Great Depression while learning about friendship survival and prejudice Our versatile resource allows large group interaction or independent work as an assessment Become familiar with tricky words from the novel prior to reading by using them in a sentence We include examples from the text that show characters exploiting the weaknesses of others Draw a picture of George's ideal piece of land as he describes it to Lennie and Candy Imagine the story taking place today and rewrite the beginning to reflect this change List the essential themes of the novel on a bindle organizer Aligned to your State Standards and written to Bloom's Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel *Of Mice and Men* is the controversial novella by John Steinbeck that follows two migrant workers as they look for work during the Great Depression Located in California ranch workers George Milton and Lennie Small move on to look for work George is lean and intelligent while Lennie is large and strong The pair share a dream of one day owning their own land Lennie's part of the dream is to be able to touch soft rabbits as he likes to touch soft things George and Lennie find themselves on a ranch with Candy an old aged ranch hand and Slim Candy offers to give 350 for George and Lennie to buy their land if Candy can live with them Unfortunate events at the ranch make sure that dream never takes place

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of condemnation and acclaim By unshackling sex research from flawed founding constraints Kinsey revolutionized it In this 75th anniversary edition featuring a new foreword from Judith A Allen Sexual Behavior in the Human Male revisits the work of Alfred C Kinsey and his fellow researchers as they sought to accumulate an objective body of facts regarding sex Originally an entomologist Kinsey applied his fieldwork taxonomy methods to human sexuality With 5 300 research subjects his undertaking was the largest sex research project of its time transforming the field With scientific exactness Kinsey describes the methodology sampling coding interviewing and statistical analyses and then examines factors and sources of sexual outlet Told through men s experiences of sexuality and reproduction Sexual Behavior in the Human Male Anniversary Edition is a remarkable rumination on American society and science in the early 20th century Of Mice & Men Henry Holt & Company, LLC,1989-01-01

**Program Evaluation** Arlene Fink,2023-12-22 This timely unique and insightful book provides students and practitioners with the tools and skills needed to evaluate social and policy programs across a range of disciplines from public health to social work to education enabling the allocation of scarce human and financial resources to advance the health and well being of individuals and populations The chapters are organized according to the main tasks involved in conducting an evaluation to produce unbiased evidence of program effectiveness quality and value The chapters include methods for selecting and justifying evaluation questions or hypotheses designing evaluations sampling participants selecting information sources and ensuring reliable and valid measurement The final section of the book is focused around managing and analyzing data and transparently reporting the results in written and oral form The book features international case studies throughout covers quantitative qualitative and mixed method approaches and is also informed by new online methods developed during the COVID 19 pandemic Among the book s unique features is a focus on international standards for conducting ethical evaluations and avoiding research misconduct Also featuring checklists example forms and summaries of the key ideas and topics this very practical book is essential reading for students in the social behavioral and health sciences and will be a key resource for professionals in the field

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Life Science (Teacher Guide) Dr. Carl Werner,2018-05-17 Chapter Discussion Question Teachers are encouraged to participate with the student as they complete the discussion questions The purpose of the Chapter Purpose section is to introduce the chapter to the student The Discussion Questions are meant to be thought provoking The student may not know the answers but should answer with their thoughts ideas and knowledge of the subject using sound reasoning and logic They should study the answers and compare them with their own thoughts We recommend the teacher discuss the questions the student s answers and the correct answers with the student This section should not be used for grading purposes DVD Each DVD is watched in its entirety to familiarize the student with each book in the course They will watch it again as a summary as they complete each book Students may also use the DVD for review as needed as they complete each chapter of the course Chapter Worksheets The worksheets are foundational to helping the student learn the material and come to a deeper understanding of the concepts presented Often the student will compare what we should find in the fossil record and in living creatures if evolution were true with what we actually find This comparison clearly shows evolution is an empty theory simply based on the evidence God s Word can be trusted and displayed both in the fossil record and in living creatures Tests and Exams There is a test for each chapter sectional exams and a comprehensive final

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*Cytokines and Cell Homeostasis in the Gastrointestinal Tract* T. Andus,2000-11-30 The gastrointestinal tract has a number of unique features Its extensive surface is formed by a single layer of rapidly renewing cells the intestinal epithelial cells These cells are in contact with a number of other cell populations including the largest part of the immune system and with an excessive luminal antigen load including vast numbers of bacteria Furthermore two more organs namely liver and pancreas are part of the system The rapid renewal of the epithelial layer the interactions of different cell types and the

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