

Ice cream tester has sweet job

Sequencing

A How does John Harrison taste ice cream? Number the statements from 1 (first step) to 7 (last step).

- ___ a. He takes a spoonful of a small amount of ice cream.
- ___ b. He opens and closes his lips to add air.
- ___ c. He puts the ice cream in a trash can.
- ___ d. He removes the ice cream from his mouth.
- ___ e. He breathes in lightly.
- 1 f. He takes out a gold spoon.
- ___ g. He moves the ice cream back in his mouth.

Context clues

B Find the words in *italics* in the reading. Then match each word with its meaning.

- f 1. *swallow* (par. 4) a. opens and closes the lips noisily
- ___ 2. *swishes* (par. 4) b. breathes in
- ___ 3. *smacks* (par. 4) c. moves back and forth, making a soft sound
- ___ 4. *aerate* (par. 4) d. forces (something) from the mouth
- ___ 5. *inhales* (par. 4) e. add air to
- ___ 6. *spits* (par. 4) f. move food or water down the throat

Text organization

C What are the *Dos* and *Don'ts* of ice-cream tasting? Complete the chart with the information from the box.

- | | |
|--|---|
| <input type="checkbox"/> drink coffee | <input type="checkbox"/> spit out the sample |
| <input type="checkbox"/> drink herbal tea | <input checked="" type="checkbox"/> swallow the ice cream |
| <input type="checkbox"/> eat a lot before tasting | <input type="checkbox"/> taste a small amount |
| <input type="checkbox"/> eat garlic, onions, or cayenne pepper | <input type="checkbox"/> use a gold spoon |

<i>Do . . .</i>	<i>Don't . . .</i>
	<i>swallow the ice cream</i>

CHALLENGE

D Underline all the compound nouns in the reading.

Primer on smell

Inferencing

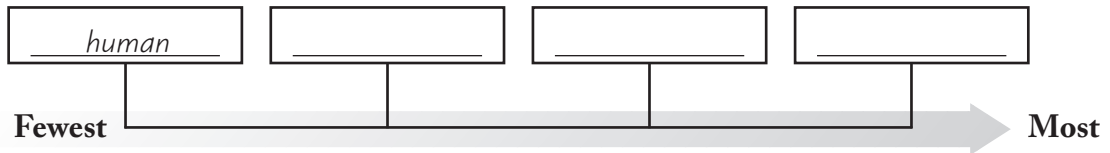
A Check (✓) the statements that can be inferred from the reading.

- ___ 1. People can learn how to distinguish smells.
 ___ 2. If we had 100 million smell receptors, we could smell as well as bloodhounds can.
 ___ 3. A trained perfumer can smell as well as a rabbit can.

Details

B Write the items in order on each scale.

1. **Smell receptors:** human, rat, bloodhound, rabbit



2. **Olfactory function:** child, 80-year-old, 65-year-old, 49-year-old



3. **Olfactory bulb:** rat, mouse, bloodhound, rabbit



Parts of speech

C Complete the chart with the adjective or noun forms of these words in the reading.

	Adjective	Noun	Verb
1.	special	<i>specialty</i>	specialize
2.	emotionally		emote
3.		spice	spice
4.	smelly		smell
5.		sense	sense
6.	imitative		imitate
7.		amazement	amaze
8.	functional		function

How deafness makes it easier to hear

Context clues

A Find the words in *italics* in the reading. Then match each word with its meaning.

- | | | |
|--------------------|--------------------------------------|---|
| <u> </u> <i>e</i> | 1. <i>obstacle</i> (par. 1) | a. the same |
| <u> </u> | 2. <i>triumph</i> (par. 2) | b. most important |
| <u> </u> | 3. <i>will</i> (par. 2) | c. the mind's power to make things happen |
| <u> </u> | 4. <i>indistinguishable</i> (par. 4) | d. a great success or victory |
| <u> </u> | 5. <i>device</i> (par. 5) | e. a big problem or difficulty |
| <u> </u> | 6. <i>primary</i> (par. 7) | f. instrument or machine |

Complex sentences

B Separate each sentence from the text into two or three new sentences.

- (par. 1) Beethoven completely lost his hearing *in the last decade of his life* _____.
However, during that time, *he produced his most powerful works* _____.
- (par. 3) Some musicians _____.
Hearing loss does not seem to _____.
- (par. 5) No man-made device could _____.
However, it might be possible to _____.
- (par. 8) Cochlear implants allow the deaf to _____.
However, this can still _____.

Parts of speech

C Mark each suffix noun (*N*), verb (*V*), adjective (*Adj*), or adverb (*Adv*).

- Adv* 1. *-ly* (completely, certainly)
2. *-ous* (glorious)
3. *-ity* (personality, ability)
4. *-ment* (experiment)
5. *-able* (indistinguishable, remarkable)
6. *-al* (external, electrical)
7. *-tion* (connection, perception)
8. *-ate* (creates, appreciate)

CHALLENGE

D Underline the words in the reading with the suffixes from Exercise C. Then write the parts of speech under them.