

Naming traditions

Text
organization

A Write the number of the paragraph or paragraphs next to each subject.

- 4, 5 a. Asian naming traditions
- ____ b. How to avoid making a naming error
- ____ c. Mexican naming traditions
- ____ d. A president's embarrassing mistake

Inferencing

B Circle the correct answers.

- Ms. María Lopez marries Mr. Alberto Gomez. What is her married name?
 a. María Gomez Lopez **b.** María Lopez de Gomez c. María Alberto Gomez
- You meet a Korean woman named Lee Hyun Jin. What is her last name?
 a. Lee b. Hyun c. Jin
- An American woman's name is Jane Elizabeth Wilson. What kind of name is *Elizabeth*?
 a. Her middle name b. Her last name c. Her husband's last name
- An American woman's name is Ms. Carol Jones. Is she married or single?
 a. She is married. b. She is single. c. We don't know.
- An American man's name is James Earl Howard. What is his first name?
 a. James b. Earl c. Howard

Vocabulary

C Find the words or phrases in the reading with these meanings.

- | | |
|--|-----------------|
| 1. hurt or upset (par. 1) | <u>offended</u> |
| 2. ashamed (par. 1) | _____ |
| 3. believed without proof (par. 2) | _____ |
| 4. keep (par. 2) | _____ |
| 5. made people think (par. 3, 3 words) | _____ |
| 6. opposite order (par. 5) | _____ |
| 7. blank space for writing (par. 7) | _____ |
| 8. is the same as (par. 7, 2 words) | _____ |

Do people like their first names?

Details

A Check (✓) the statements that are true.

- 1. Amber is a more common name than Ember.
- 2. The names Cindy and Rhonda are unusual.
- 3. An ember is a very small piece of burning wood.
- 4. Most teenagers' feelings about their names don't change.
- 5. Ember strongly dislikes her name.

Point of view

B Who probably said each statement? Write *Delana Pence (DP)*, *Cleveland Kent Evans (CKE)*, or *Justin Kaplan/Anne Bernays (JK/AB)*.

- JK/AB* 1. Our names are an important part of who we are.
- 2. Girls are more likely to dislike their names than boys.
- 3. People in their 30s are more confident than younger people.
- 4. We quickly form opinions about people based on their first names.
- 5. I don't think it's a good idea to give children unusual names.

Vocabulary

C Find the words in the reading that match these definitions. Then circle the words in the puzzle.

- 1. the situation (par. 1) m a t t e r s
- 2. teenage years (par. 2) _____
- 3. who a person is (par. 2) _____
- 4. greatly affect (par. 3) _____
- 5. national, racial, or cultural group (par. 3) _____
- 6. source of security, support, and stability (par. 3) _____
- 7. say something nice (par. 4) _____

e	d	j	n	a	c	y	i	c	u	m
t	y	t	i	t	n	e	d	i	a	f
a	d	o	l	e	s	c	e	n	c	e
r	y	t	i	c	i	n	h	t	e	h
t	s	z	l	k	o	l	a	e	t	s
e	a	q	p	<u>m</u>	<u>a</u>	<u>t</u>	<u>t</u>	<u>e</u>	<u>r</u>	<u>s</u>
n	c	o	m	p	l	i	m	e	n	t
e	p	m	l	h	n	s	o	r	p	e
p	w	n	u	e	a	n	c	h	o	r

Changing maiden names

Summarizing

A Write the correct letter next to each summary.

- Letter 4 a. I'm sorry I changed my name when I got married. My old friends couldn't find me! Now I'm changing back to my maiden name.
- _____ b. My fiancé wanted me to change my name. After we were married, he wanted me to change everything else. Now we're divorced.
- _____ c. I'm sorry I hyphenated my name when I got married. But now it's too late to change it.
- _____ d. I'm glad I didn't change my name when I got married. I'm very lucky to have a supportive husband.

Text organization

B These sentences can go at the end of the letters. Write the correct letter.

- Letter 4 a. That way, she'll avoid the hassles I had.
- _____ b. She doesn't need a man who wants to control her.
- _____ c. My kids don't seem to mind, either.
- _____ d. There are plenty of other decisions they can make together.

Details

C Are these advantages or disadvantages of changing maiden names? Check (✓) the correct column.

		Advantage	Disadvantage
1.	Your husband is happy.	✓	
2.	Your old friends can't find you.		
3.	If you get divorced, you have to change your name again.		
4.	You lose your identity.		
5.	Your children have the same last name as you and your husband.		
6.	You don't receive your mail.		

CHALLENGE

D Add one more advantage and one more disadvantage to the chart in Exercise C. Use your own ideas.

Games for you to play

Vocabulary

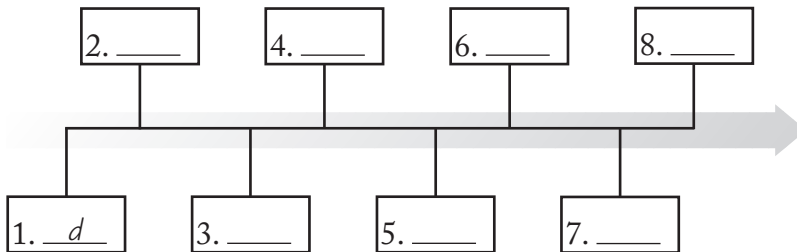
A Find the words or phrases in paragraph 5 with these meanings.

1. except for _____ *but* _____
2. close _____
3. one at a time (2 words) _____
4. change places (2 words) _____
5. play it yourself (4 words) _____

Sequencing

B Write the letter for each step of Kaleidoscope in order.

- a. The remaining player opens his or her eyes.
- b. All the players except for one stand in a line.
- c. The remaining player closes his or her eyes.
- d. You need at least four players.
- e. The players change places in the line.
- f. Each player in the line says what color they are.
- g. The remaining player faces the other players.
- h. The remaining player tells the other players their original colors.



Restating

C Write the name of the game that each sentence describes.

1. To win, you must complete the most squares on the board. _____ *Boxes* _____
2. In one minute, players say every word they know that begins with a specific letter. _____
3. The object of the game is to get through all of the cards in the deck. _____
4. The player must be able to remember the colors the other players said. _____

CHALLENGE

D Underline the sentences in the reading with the same meaning as the sentences in Exercise C.

Majestic

Details

A What does each sentence describe? Write traditional video game (T), Majestic (M), or both (B).

- T 1. It contains a lot of violence.
 _____ 2. It takes several days to complete one game.
 _____ 3. You navigate a digital, 3-D environment.
 _____ 4. You can play it any time, day or night.
 _____ 5. All of the action takes place on your computer screen.
 _____ 6. You don't always know what is real and what is fantasy.
 _____ 7. The game is designed to be completed in about two hours.

Context clues

B Find the words in *italics* in the reading. Circle the meaning of each word.

1. A *shoot-'em-up* is a game or movie that contains a lot of **violence** / **colors** / **details**. (par. 2)
2. If you become a part of an *intricate web*, you get involved in something **complex** / **relaxing** / **humorous**. (par. 2)
3. When a game is *geared for* a certain group, it is **suitable** / **difficult** / **boring** for that group. (par. 4)
4. If *the line goes dead* while you are talking to your friend on the phone, it means **you can't hear him very well** / **you hear another person on the phone** / **you can't hear him at all**. (par. 5)
5. When something is *staged*, it is **real** / **acted out** / **a dream**. (par. 7)

Compound nouns

C Complete these compound nouns from the reading with the words from the box.

<input type="checkbox"/> <i>account</i>	<input type="checkbox"/> <i>call</i>	<input type="checkbox"/> <i>conspiracy</i>	<input checked="" type="checkbox"/> <i>game</i>	<input type="checkbox"/> <i>games</i>	<input type="checkbox"/> <i>servers</i>
<input type="checkbox"/> <i>base</i>	<input type="checkbox"/> <i>chief</i>	<input type="checkbox"/> <i>file</i>	<input type="checkbox"/> <i>game</i>	<input type="checkbox"/> <i>messages</i>	<input type="checkbox"/> <i>show</i>

- | | |
|-------------------------------|---------------------|
| 1. computer <i>game</i> _____ | 7. government _____ |
| 2. e-mail _____ | 8. phone _____ |
| 3. instant _____ | 9. computer _____ |
| 4. production _____ | 10. video _____ |
| 5. military _____ | 11. video _____ |
| 6. central _____ | 12. radio _____ |

CHALLENGE

D Underline the compound nouns from Exercise C in the reading.

Women playing games

Inferencing

A Check (✓) the statements that the writer would agree with.

- 1. In general, men are more interested in games than women.
- 2. Fewer than 20 percent of video game players are female.
- 3. Girls play fewer video games than boys because they can't use computers.
- 4. The video-game industry makes more money than the movie industry.

Text organization

B Complete the outline with the phrases and sentences from the box.

- | | |
|--|---|
| <input type="checkbox"/> How to get more women to play video games | <input type="checkbox"/> They think it is a waste of time. |
| <input type="checkbox"/> Women buy video games for others, not themselves. | <input type="checkbox"/> Why women do not play video games |
| <input checked="" type="checkbox"/> Fewer women than men play video games. | <input type="checkbox"/> Involve more women in designing video games. |

I. Facts about women and video games

A. *Fewer women than men play video games.* _____

B. _____

C. When women play video games, they usually play as adjuncts to men.

II. _____

A. _____

B. The structure of the games is not appealing to women.

III. _____

A. Make games that involve things women enjoy doing.

B. _____

Reference words

C Find these words in the reading. What do these words refer to? Circle the correct answer.

1. all this success (par. 1, line 3)
 - a. the number of video games sold
 - b. the number of women playing video games
2. the experience (par. 7, line 3)
 - a. playing video games
 - b. developing video games
3. these values (par. 8, line 1)
 - a. competition and goal-orientation
 - b. interaction and sharing
4. half the population (par. 9, line 5)
 - a. women
 - b. men

Have fun with dance

Main ideas

A Circle the correct answers.

- What is the main idea of the reading?
 - Dance is not difficult.
 - There are many different types of dance.
 - Dance is good exercise.
- How does the author develop the article?
 - through examples
 - through a personal story
 - through facts and statistics
- What benefit of dance is *not* mentioned in the article?
 - It's inexpensive.
 - It's a good workout.
 - It's enjoyable.

Inferencing

B Who probably made these statements? Write Eddie Torres (*ET*), Maria Torres (*MT*), Bronwen Carson (*BC*), or Bruno Bernardo (*BB*).

And one, and two, and three...

1. MT

You might meet the man or woman of your dreams in my class.

2. _____

After the advanced class, you'll definitely need a shower.

3. _____

Students take classes at my school because they like variety.

4. _____

Details

C What does the author think about the dances? Check (✓) the correct column or columns.

	This dance . . .	African	Tap	Salsa	Swing	Ballroom
1.	strengthens all your muscles.	✓				
2.	is entertaining.					
3.	mainly strengthens your arm muscles.					
4.	improves your balance.					
5.	helps your heart and lungs less than other dances.					
6.	has many steps and moves to learn.					
7.	requires a partner.					

CHALLENGE

D Complete these sentences. Write about the dances in the reading or different dances. Use your own ideas.

- I would like to learn _____ because _____.
- I would not like to learn _____ because _____.

Oriental dance: A dance for the whole family

Vocabulary

A Cross out the word in each row that has a different meaning.

1. ~~originate~~ segregate separate
2. festive joyous Oriental
3. informal professional spontaneous
4. eligible marriageable segregated
5. occasion event household

Text organization

B Write the number of the paragraph where each sentence could go.

- ___ 1 a. Rather, it was a dance that the whole family could enjoy.
- ___ b. If you are invited to someone's home in the Middle East, you might see Oriental dance for yourself.
- ___ c. In a society in which parents often chose wives for their sons, these all-female parties were very important.
- ___ d. It was almost as if there were two separate houses in one.

Audience and purpose

C Circle the correct answers.

1. Where is this article from?
 - a. a newspaper
 - b. a magazine
 - c. a Website
 - d. a book
2. Who is this article written for?
 - a. people who want to learn how to belly dance
 - b. people who want to hire a belly dancer for their next party
 - c. people who want to know what belly dancing really is
 - d. people who want to learn about Middle Eastern culture
3. What is the purpose of this article?
 - a. to give general information about Oriental dance
 - b. to encourage more people to dance
 - c. to help mothers find wives for their sons
 - d. to help people plan festive occasions
4. What is the tone of this article?
 - a. joyous
 - b. spontaneous
 - c. sad
 - d. informative

CHALLENGE

D Underline all the time expressions in the reading.

Enjoying ballet

Restating

A Compare the meaning of each pair of sentences. Write same (S) or different (D).

- S 1. Ballet has always depended upon government or royal support for its life.
The funding for ballet has traditionally come from members of royalty or the government.
2. People have therefore come to see ballet as a cultural form, unfamiliar to anyone who does not come from a particular city or a particular class.
People prefer to watch ballet dancers who come from the city and who are from the upper class of society.
3. Too often people stay away from the ballet because they think they will not “understand” it.
Unfortunately, many people think that ballet is difficult to understand, so they never go to see one.
4. It is better to look at dancing with a completely untrained eye.
A trained dancer is easier to watch than an untrained dancer.

Main ideas

B Check (✓) the statements that are true.

- ✓ 1. Ballet has unnatural costuming.
2. Ballet dancers have highly conditioned bodies.
3. Ballet is a recent form of dance.
4. Most people think ballet is easy to understand.
5. Ballet depends on government or royal support.
6. The general public does not identify with ballet dancers.

Parts of speech

C Circle the correct word.

1. Ballet dancers **trainer** / (train) / **training** for many years.
2. Ballet is a very **style** / **stylize** / **stylized** form of dance.
3. Ballet is an important part of Western **culture** / **cultural** / **cultured**.
4. Ice dancing has greater **popular** / **popularity** / **popularized** than ballet.
5. It’s hard for people to **identify** / **identity** / **identification** with ballet dancers.
6. Ballet dancers are **efficient** / **efficiency** / **efficiently** athletes.
7. You can watch **beauty** / **beautiful** / **beautifully** performed ballets in the theater.
8. With some education and experience, people will have a greater **appreciate** / **appreciation** / **appreciative** for ballet.

If you see someone in trouble, don't just stand there

Context clues

A Find the words and phrases in *italics> in the reading. Then complete the sentences.*

<i>assistance</i> (par. 5)	<i>cues</i> (par. 5)	<i>inclination</i> (par. 5)
<i>courageous</i> (par. 3)	<i>distress</i> (par. 3)	<i>pitch in</i> (par. 6)

1. When the little boy saw the accident, he began to cry in distress.
2. If we all _____, we can clean up this mess in just a few minutes.
3. He got an award for his _____ rescue of the drowning boy.
4. If you don't know how to behave in an unfamiliar culture, take your _____ from the people who live there.
5. In an emergency, children should know who to call for _____.
6. Jane is a wonderful doctor. She's always had a strong _____ to help others.

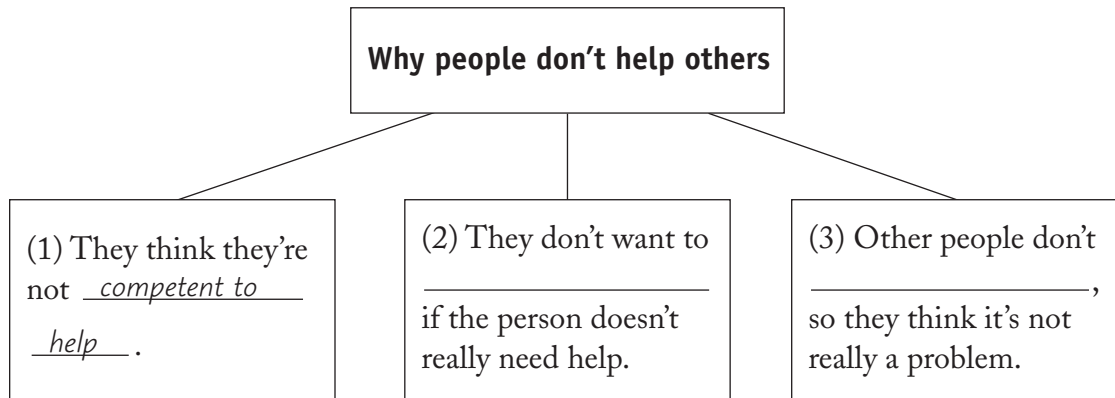
Main ideas

B Mark each sentence true (T), false (F), or does not give the information (?).

- T 1. Responsibility plays an important role in preventing bystanders from helping people.
- _____ 2. In the experiment, the five- and six-year-old children behaved in the same way.
- _____ 3. More adults than children try to help people who are in trouble.
- _____ 4. Adults usually feel responsible and powerful in an emergency.
- _____ 5. People are more likely to help others if they are in a familiar place.
- _____ 6. If we see someone helping a person in trouble, we are more likely to help.

Details

C Complete the diagram with information from the reading.



CHALLENGE

D Correct the false statements from Exercise B.

Random acts of kindness

Point of view

A Check (✓) the statements the author probably agrees with.

- 1. Most people are basically good.
- 2. People act kind only if they expect something back.
- 3. Kindness is something you can get from other people.
- 4. Messages on bumper stickers and walls can be very powerful.

Inferencing

B Circle the best example of a random act of kindness.

- 1. Someone asks you for charity. You give her money.
- 2. Someone sends you a birthday gift. You write a thank-you letter.
- 3. A neighbor is having problems. You put a box of cookies outside his door.
- 4. You find some money on the street. You keep it.

Meaning from context

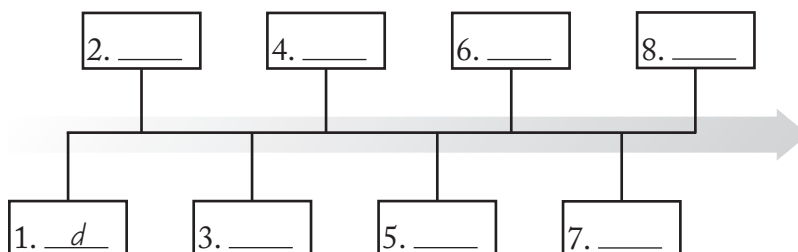
C Find the words in *italics* in the reading. Circle the meaning of each word.

- 1. A *commuter* is someone who travels to work / works at a tollbooth / pays tolls. (par. 1)
- 2. If someone *hands over* something, they give / take / forget it. (par. 1)
- 3. If someone is *slipping* money to someone, they are doing it accidentally / secretly / violently. (par. 6)
- 4. If you do something *just in time*, you do it early / late / on time. (par. 7)
- 5. If you *cheer yourself up*, you feel better / worse / the same. (par. 9)
- 6. If you *wave someone on* in traffic, you go in front of him / let him go in front of you / say something kind to him. (par. 9)

CHALLENGE

D How did the phrase “Practice random acts of kindness and senseless acts of beauty” spread? Write the letter of each event in order.

- a. Anne Herbert called the newspaper columnist.
- b. Frank put the phrase on the wall for his students.
- c. Anne Herbert explained the phrase to the newspaper columnist.
- d. Judy Foreman saw the phrase painted on a wall.
- e. Frank’s student showed the phrase to her mother, a newspaper columnist.
- f. Judy Foreman copied the phrase down.
- g. The phrase spread to bumper stickers and business cards.
- h. The newspaper columnist put the phrase in the newspaper.



Monkey business is Henrietta's middle name

Main ideas

A Write the number of the paragraph or paragraphs next to the correct topic.

- 3, 4 a. How Henrietta helps Sue Strong
 ___ b. Where Henrietta came from
 ___ c. What Henrietta's personality is like

Meaning from context

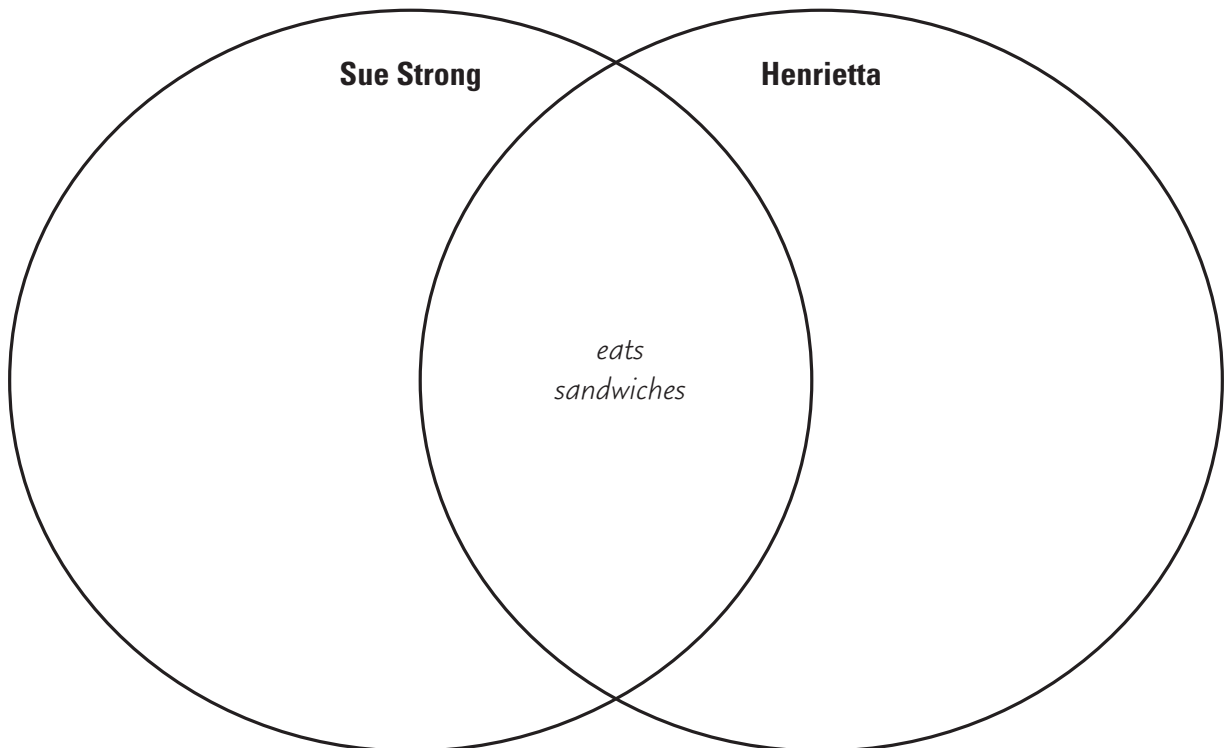
B Find the words in *italics* in the reading. Circle the meaning of each word.

- Simians* has the same meaning as **quadruplegics** / **dogs** / **monkeys**. (par. 2)
- If you have a *quirk*, there is something **unusual** / **dangerous** / **boring** about your personality. (par. 5)
- When you laugh at someone's *antics*, you laugh at the **things they do** / **things they say** / **things they believe**. (par. 6)
- If you are a *diva*, you like **food** / **sleep** / **attention**. (par. 6)
- When people come *in droves*, they come **alone** / **in pairs** / **in large numbers**. (par. 6)
- If you are *slapping* a TV, you are **fixing** / **breaking** / **hitting** it. (par. 7)

Details

C How are Sue Strong and Henrietta similar? How are they different? Complete the diagram with phrases from the box.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> eats sandwiches | <input type="checkbox"/> has kicked some people | <input type="checkbox"/> points to things with a laser |
| <input type="checkbox"/> has a caretaker | <input type="checkbox"/> likes to sit on warm clothes | <input type="checkbox"/> was paralyzed in an accident |
| <input type="checkbox"/> has her hair brushed | <input type="checkbox"/> opens jars of juice | <input type="checkbox"/> watches TV |



Stunt school

Vocabulary

A Find phrases in the reading with these meanings.

1. a difficult day (par. 1, 3 words) a rough day
2. a usual morning at work (par. 2, 5 words) _____
3. the day it opened (par. 2, 3 words) _____
4. many different professions (par. 2, 4 words) _____
5. famous people in a profession (par. 4, 5 words) _____

Reference words

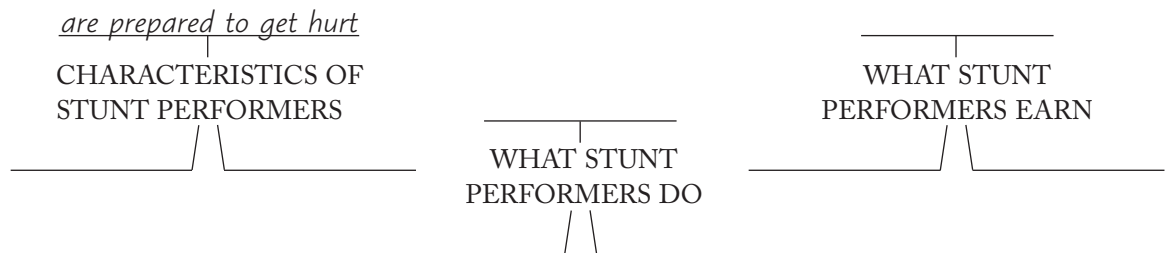
B What do the words in *italics* refer to? Circle the correct answer.

1. For graduates of a Toronto stunt school, *this* is all in a morning's work. (par. 2)
 - a. practicing dangerous stunts
 - b. having a rough day
 - c. a Toronto stunt school
2. And they get *it* – drops, fights, crashes, burns, drags behind cars – all are part of the school's 16-week introductory course. (par. 5)
 - a. 16-week introductory course
 - b. something different
 - c. movie career
3. "*It* was pretty ironic," Parr says. (par. 10)
 - a. a motorcycle
 - b. a low-risk film sequence
 - c. Dar Robinson's death
4. "If you're not prepared to get banged around a little bit, you shouldn't be in *it*," says Samuel. (par. 11)
 - a. the stunt business
 - b. the CN Tower
 - c. a film sequence

Details

C Complete the diagrams with the phrases from the box.

\$150,000 a year	cost of their tuition	jump from a tower
\$342 a day	fall out of a tree	like excitement
are prepared to get hurt	get thrown out of a car	young males



Movie extras

Main ideas

A What is the main idea of the text? Check (✓) the correct answer.

- ___ 1. You can't make a living as a movie extra, but it is an interesting business.
 ___ 2. To find out if you'd like a movie career, be a movie extra first.
 ___ 3. Most movie extras are unsuccessful actors who are waiting to be noticed.

Text organization

B Complete the outline with the phrases and sentences from the box.

- | | | |
|---|---|---|
| <input type="checkbox"/> brass band | <input type="checkbox"/> newborn baby | <input type="checkbox"/> sumo wrestler |
| <input type="checkbox"/> Dalmation | <input checked="" type="checkbox"/> shave their heads | <input type="checkbox"/> take out their false teeth |
| <input type="checkbox"/> It's interesting work. | <input type="checkbox"/> someone missing two fingers | <input type="checkbox"/> They want to get out of the house. |

I. Things movie extras might have to do

- A. lie in a coffin
 B. *shave their heads* _____
 C. _____

II. Last-minute requests for extras

- A. Pamela Anderson look-alike
 B. _____
 C. _____
 D. _____
 E. _____
 F. _____

III. Reasons people work as extras

- A. They're between jobs.
 B. _____
 C. _____

Context clues

C Find the words in *italics* in the reading. Circle the meaning of each word.

- A *lookalike* **likes to look at people / likes to follow famous people / looks the same as another person.** (par. 2)
- If you could *pass for* someone, you **look like / work for / walk past** that person. (par. 2)
- A *premature* baby **was born very recently / was born earlier than expected / looks older than expected.** (par. 4)
- When the *turnover rate* at a company is very high, it means that employees **work there for a long time / don't work there for very long / take turns working.** (par. 6)
- If you can *make a living* doing something, it means you can **live a long time / have an exciting life / earn a good salary.** (par. 8)
- If you *have a (certain) eye for* something, you **are naturally good at / are very careful about / like to look at** it. (par. 9)

The storyteller

Main ideas

A Write the number of the paragraph that answers each question.

- 5 a. How did Spielberg use his stories to make friends?
- ___ b. How does Spielberg get his ideas today?
- ___ c. How did events in Spielberg's life inspire his movies?
- ___ d. How did Spielberg escape his childhood fears?

Sequencing

B Number the sentences from 1 (first event) to 8 (last event).

- ___ a. Spielberg attended California State University at Long Beach.
- ___ b. Spielberg moved to California.
- 1 c. Spielberg watched meteors with his father.
- ___ d. Spielberg made *Close Encounters of the Third Kind* and *E.T.*
- ___ e. Spielberg made his first short movies.
- ___ f. Spielberg was not accepted at UCLA or USC.
- ___ g. Spielberg got poor grades in high school.
- ___ h. Spielberg quit school.

Restating

C Circle the best paraphrase of each sentence.

1. From the very beginning, his fertile imagination filled his young mind with images that would later inspire his filmmaking. (par. 1)
 - a. Spielberg started making films when he was a child.
 - ⓑ. Spielberg uses ideas from his childhood in his movies.
2. When trees brushed against the house, he would head into my bed. (par. 2)
 - a. Spielberg was afraid of the trees brushing against the house.
 - b. Spielberg slept when the trees were brushing against the house.
3. He barely graduated ... (par. 3)
 - a. He graduated.
 - b. He didn't graduate.
4. On Boy Scout camping trips, when night fell, Spielberg became the center of attention. (par. 5)
 - a. Spielberg paid attention to the other Boy Scouts.
 - b. The other Boy Scouts listened to Spielberg attentively.

CHALLENGE

D Answer the questions in Exercise A.

Living with mother

Main ideas

A Write the number of the paragraph or paragraphs next to the correct topic.

- 7 a. The age at which “walking marriages” can start
 ___ b. Explanation of “walking marriages”
 ___ c. Dashi’s living arrangements
 ___ d. Effects of “walking marriages” on family life
 ___ e. Divorce in Mosuo society
 ___ f. Notion of marriage in Mosuo society

Details

B Check (✓) the correct column.

		True	False	Not in the text
1.	Men and women become couples when they are about 17 or 18 years old.	✓		
2.	Young couples have a formal marriage ceremony.			
3.	After a couple’s first child is born, the father’s family gives clothing to the mother’s family.			
4.	Uncles are very involved in their nieces’ and nephews’ lives.			
5.	Ending a relationship is very easy.			
6.	Children take their father’s family name.			

Inferencing

C What are the advantages and disadvantages of a “walking marriage”? Complete the chart with the sentences from the box.

- You choose how often to see your partner.
 You’re closer to nieces and nephews.
 You don’t see your children all the time.
 It’s easy to split up.
 You may have to travel far to see your partner.
 Men are not financially responsible for their partner’s children.

Advantages	Disadvantages
<i>You choose how often to see your partner.</i>	

CHALLENGE

D Add one more advantage and one more disadvantage to the chart in Exercise C.

Father's Day

Similarity in meaning

A Match each word with a word that is similar in meaning.

- | | |
|---|--------------------------------|
| <u> b </u> 1. <i>convinced</i> (par. 4) | a. <i>arranged</i> (par. 4) |
| ___ 2. <i>a real piece of work</i> (par. 3) | b. <i>assure</i> (par. 5) |
| ___ 3. <i>compassionate</i> (par. 4) | c. <i>determined</i> (par. 5) |
| ___ 4. <i>stubborn</i> (par. 5) | d. <i>unusual</i> (par. 2) |
| ___ 5. <i>planned</i> (par. 5) | e. <i>softhearted</i> (par. 5) |

Sequencing

B Number the sentences from 1 (first event) to 7 (last event).

- ___ a. The author sent his aunt Father's Day cards.
- ___ b. The author was born.
- ___ c. The author's aunt helped him find his first job.
- ___ d. The author became very close to his aunt.
- ___ e. The author and his mother moved to Kentucky.
- 1 f. The author's aunt planned to have a large family.
- ___ g. The author's father died.

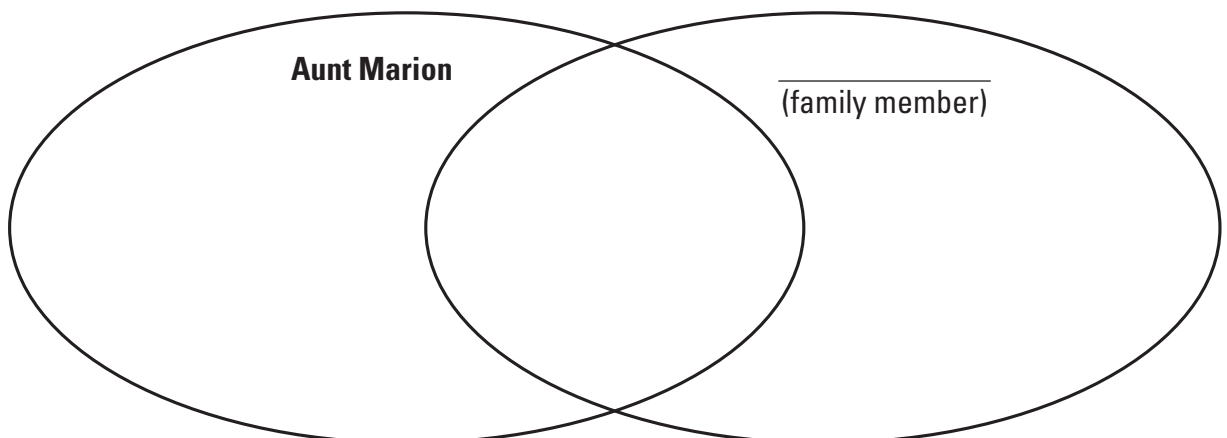
Details

C Correct the false statements.

- The author doesn't have ~~any~~ ^{many} pictures of his father.
- The author grew up with his aunt, mother, and grandfather.
- The author and his aunt have very different personalities.
- The author's aunt worked at the same job for more than 60 years.
- For many years, the author sent his aunt a photo on Father's Day.

CHALLENGE

D Compare Aunt Marion with a family member. How are they similar? How are they different? Complete the diagram.



The incredible shrinking family

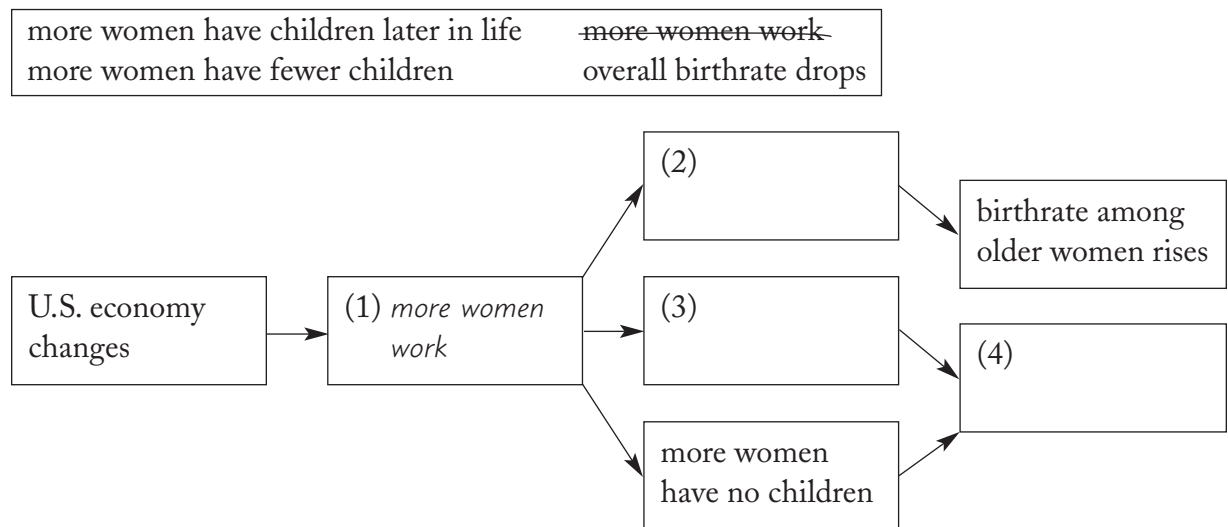
Summarizing

A Complete the summary with *risen* or *fallen*.

The number of working women in the United States has (1) risen steadily since the 1970s. At the same time, the number of women who choose not to have any children has (2) _____ significantly. And although the number of women over the age of 30 who are having babies has (3) _____, the number of very young women having babies has (4) _____ dramatically. Thus, the overall birthrate in the United States has (5) _____ significantly since the 1970s. As the number of women entering the workforce continues to climb, this trend is likely to continue.

Cause and effect

B Complete the diagram with the phrases from the box.



Restating

C Compare the meaning of each pair of sentences. Write *same (S)* or *different (D)*.

- S 1. By the late eighties, a small majority (51.7 percent) still continued to believe that women shouldn't contribute to the income of the household. (par. 1)
At the end of the 1980s, more than half of the people thought that women should not work.
- _____ 2. . . . as the economy has changed, the birthrate among married women has steadily dropped . . . (par. 2)
Due to a changing economy, married women are having fewer and fewer children.
- _____ 3. Nineteen percent of women between the ages of forty and forty-five have never had a child. (par. 2)
About 81% of women have children.
- _____ 4. In the state of Massachusetts, more babies are now born to women over thirty than under thirty. (par. 3)
In Massachusetts today, a woman is more likely to have a baby if she is over thirty than if she is under thirty.

The knight in shining armor

Restating

A Compare the meaning of the statements. Write *same (S)* or *different (D)*.

- S 1. A month later, the noble knight went off on another trip. (par. 3)
Four weeks later, the knight was traveling again.
2. He hesitantly followed her instructions. (par. 5)
He was very confident about doing what she asked.
3. . . . he didn't feel worthy of the town's admiration. (par. 6)
He thought he deserved respect from the town.
4. In confusion, he looked up and saw his princess waving from the castle window. (par. 7)
He was confused because he looked up at the princess.

Meaning from context

B Find the verbs in *italics* in the reading. Then circle the correct words to complete the story.

<i>acknowledged</i> (par. 2)	<i>drew</i> (par. 11)	<i>rejoiced</i> (par. 5)	<i>swung</i> (par. 4)
<i>charged</i> (par. 12)	<i>received</i> (par. 1)	<i>slew</i> (par. 12)	<i>trapped</i> (par. 1)

A handsome knight was riding through the forest when he heard a cry for help. In the distance, he saw a dragon threatening a beautiful princess. She was (1) **trapped** / **received** / **rejoiced**, and she couldn't escape. The knight (2) **acknowledged** / **drew** / **slew** his sword and (3) **swung** / **charged** / **received** forward on his horse. He (4) **trapped** / **rejoiced** / **swung** at the dragon several times with his sword, and finally he (5) **slew** / **charged** / **acknowledged** it. That night, the courageous knight was (6) **drew** / **swung** / **received** in the castle by the grateful King and Queen. They (7) **acknowledged** / **charged** / **trapped** his heroic act with a celebration dinner. Everybody (8) **drew** / **slew** / **rejoiced** when the King and Queen announced that their daughter would marry the handsome, courageous knight.

Verb forms

C Complete the chart with the correct verb forms.

	base form	simple past
1.	hear	<i>heard</i>
2.		fell
3.	go	
4.		brought
5.	throw	
6.		forgot
7.	see	
8.		felt

Men, women, and sports

Inferencing

A Mark each statement true (T) or false (F).

- T 1. More men than women watch sports on television.
 ___ 2. More women than men think they're knowledgeable about sports.
 ___ 3. Men are more likely than women to watch sports for companionship.
 ___ 4. Men usually work while they watch sports on television.
 ___ 5. Women eat more junk food than men when they watch sports.
 ___ 6. More men than women read the news about a game after it's over.

Text organization

B Write the letter of the point that each sentence could end.

- g 1. On the other hand, women are usually not emotionally affected by the loss of their team.
 ___ 2. Instead of snacking, they might iron clothes or pay bills during the game.
 ___ 3. It is one of the ways that men communicate with each other.
 ___ 4. In fact, when games are canceled, more men seek treatment for depression.
 ___ 5. This shows a connection between time spent reading about a sport and perceived understanding of it.
 ___ 6. On the other hand, they rarely watch sports by themselves.

Text organization

C Complete the outline with the words and phrases from the box.

- | | |
|--|--|
| <input type="checkbox"/> Avoid housework | <input checked="" type="checkbox"/> To follow a favorite team |
| <input type="checkbox"/> Eat and drink a lot | <input type="checkbox"/> To have something to talk about with family |
| <input type="checkbox"/> Eat and drink very little | <input type="checkbox"/> To relax |
| <input type="checkbox"/> For companionship | <input type="checkbox"/> Work |

I. Reasons for watching sports on TV

A. Men

1. To follow a favorite team
 2. _____

B. Women

1. _____
 2. _____

II. Behavior while watching sports on TV

A. Men

1. _____
 2. _____

B. Women

1. _____
 2. _____

Barefoot in the Park

Vocabulary

A Find the words and phrases in the reading. Do they have a positive or negative meaning? Complete the diagrams.

common sense	crawl	emotional maturity	oversimplify
coward	crisis	insane	understanding



Context clues

B Find the words in *italics* in the reading. Circle the meaning of each word.

- | | |
|---|----------------------------|
| 1. <i>conservative</i> (introduction, line 2) | 3. <i>peers</i> (line 24) |
| a. adventurous | a. looks |
| <input checked="" type="radio"/> b. traditional | b. talks |
| c. angry | c. walks |
| 2. <i>imaginary</i> (line 24) | 4. <i>regret</i> (line 37) |
| a. expensive | a. forget |
| b. funny | b. feel sorry about |
| c. not real | c. say again |

Purpose and audience

C Circle the correct answers.

- Where is the text from?
 - a magazine article
 - a movie script
 - a poem
 - a novel
- What is the purpose of this text?
 - to give general information about marriages
 - to compare conservative and adventurous people
 - to explain what happens when people eat strange food
 - to show how a small event can become a big problem in a marriage
- Who is this text written for?
 - married people
 - lawyers
 - the general public
 - adventurers

CHALLENGE

D Complete these sentences. Use your own ideas.

- I think Paul should _____.
- I think Corie should _____.

Spotting communication problems

Vocabulary

A Find the words or phrases in the reading with these meanings.

1. develop more slowly than others (par. 1, 2 words) lag behind
2. having more than one possible meaning (par. 2, bullet 1) _____
3. something made of several parts (par. 2, bullet 1) _____
4. behaviors (par. 2, bullet 4) _____
5. unclear (par. 2, bullet 6) _____

Main ideas

B Circle the correct answers.

1. What stops most people from advancing in their careers?
 - a. poor education
 - b. poor communication skills**
 - c. poor work performance
2. What conveys the message when people communicate?
 - a. their words
 - b. their body language
 - c. their words and body language
3. How do most people become good communicators?
 - a. natural ability
 - b. study at school
 - c. hard work

Inferencing

C Choose the best solution to each problem. (Be careful! There is one extra solution.)

- | | |
|---|--|
| <input type="checkbox"/> stop interrupting people | <input checked="" type="checkbox"/> make eye contact with people |
| <input type="checkbox"/> avoid overspeak | <input type="checkbox"/> try talking with toys |

1. **Problem:** Mary is very shy. Her coworkers complain that she is not interested in hearing their ideas or opinions. When her boss tells her this, she is surprised. She really does want to know what her coworkers think, and she thinks she is a good listener.
Solution: Mary should make eye contact with people.
2. **Problem:** Tony's coworkers think he is rude. He is a creative thinker with many good ideas that he wants to tell others. Now people in the office have started avoiding him. He's frustrated that no one wants to listen to his ideas.
Solution: Tony should _____.
3. **Problem:** Eliza is frustrated. Whenever she has a presentation, she prepares using a big dictionary. She likes to impress her listeners with her knowledge of vocabulary. Then, when she speaks, her audience looks confused.
Solution: Eliza should _____.

Can babies talk?

Similarity in meaning

A Find these words in the reading. Check (✓) the correct column.

		Similar meanings	Different meanings
1.	<i>afraid</i> (par. 4) <i>frightened</i> (par. 4).	✓	
2.	<i>simple</i> (par. 2) <i>multipurpose</i> (par. 1)		
3.	<i>higher</i> (par. 6) <i>increased</i> (par. 6)		
4.	<i>frustrated</i> (par. 4) <i>appreciated</i> (par. 5)		
5.	<i>siblings</i> (par. 6) <i>children</i> (par. 4)		

Reference words

B What do these words refer to?

- it* (par. 2, line 6) "bye-bye"
- these* (par. 2, line 10) _____
- they* (par. 2, line 13) _____
- he* (par. 3, line 1) _____
- they* (par. 4, line 4) _____
- their* (par. 5, line 2) _____

Restating

C Who probably made each statement? Write Brandon's mom (**B**), Zack's mom (**Z**), or Kai's mom (**K**).

My young son was able to tell me that he was afraid.

1. Z

I had a conversation with my 13-month-old son about a caterpillar.

2. _____

My son thinks there are alligators at the mall!

3. _____

My son moves his fingers up and down on an imaginary keyboard when he wants to tell me about a piano.

4. _____

I am amazed at the way signs open a "window" to my child's mind.

5. _____

It's OK. The dog won't hurt you.

6. _____

CHALLENGE

D Underline all the babies' actions in the reading.

Watch your language

Context clues

A Find the words in *italics* in the reading. Then complete the sentences.

<i>assimilated</i> (par. 12)	<i>keep up</i> (par. 1)	<i>restrict</i> (par. 15)
<i>conclusion</i> (par. 15)	<i>relied</i> (par. 13)	<i>revealing</i> (par. 14)

1. The words and gestures you use can be very *revealing* of your personality.
2. I've tried to _____ the French I learned by watching French movies.
3. Maria moved to Canada three years ago, but she hasn't _____ yet.
4. After reading the job ads, my _____ is it's helpful to be bilingual.
5. Our teachers _____ our use of our first language in class. We must use only English.
6. I couldn't speak Chinese, so I _____ on my Chinese friends to explain the menu.

Sequencing

B Number the sentences from 1 (first event) to 6 (last event).

- ____ a. Julia was born.
- ____ b. The author and Sumpta moved to Spain.
- ____ c. Rita was born.
- ____ d. The author and Sumpta decided to speak English with their children.
- 1 e. Sumpta learned Catalan and Spanish.
- ____ f. The author and Sumpta met in England.

Restating

C Compare the meaning of each pair of sentences. Write same (S) or different (D).

- D 1. My two very young daughters speak a language I don't.
I don't understand my daughters when they speak.
- ____ 2. When we moved here, English remained our private language.
Even though we moved to Spain, we spoke English, not Spanish, at home and with close family members.
- ____ 3. I had a fear that my girls would grow up without speaking English.
I was afraid that my girls would become adults and not speak English.
- ____ 4. I have reached the conclusion that adults get much more confused about languages than children.
I have decided that adults are less able to learn new languages than children.

CHALLENGE

D Circle all the time expressions in the reading.

The telltale signs of lying

Details

A Check (✓) the correct column.

		Verbal clues	Nonverbal clues
1.	not remaining still		✓
2.	covering mouth with hand		
3.	repeating a question		
4.	crossing arms or legs		
5.	giving incomplete answers		
6.	changing positions in a chair		

Parts of speech

B Find the words in the text related to the words in column A. Then match the words in column B with their meanings in column C.

A	B	C
1. <i>character</i> n. (par. 1)	_____ <i>characteristic</i> _____ adj.	a. able to be seen
2. <i>punish</i> v. (par. 1)	_____ n.	b. immature
3. <i>calculate</i> v. (par. 1)	_____ n.	c. often
4. <i>react</i> v. (par. 3)	_____ n.	d. a way of thinking
5. <i>frequent</i> adj. (par. 4)	_____ adv.	e. a prediction of what will happen
6. <i>mental</i> adj. (par. 6)	_____ n.	f. typical or usual
7. <i>visible</i> adj. (par. 7)	_____ adv.	g. a bad effect of doing something wrong
8. <i>child</i> n. (par. 9)	_____ adj.	h. responses or answers

Fact or opinion

C Mark each sentence fact (F) or opinion (O).

1. F Delbert was interviewed first.
2. _____ If Delbert had written the threatening note, he would know where he was when the letter was mailed.
3. _____ Delbert gave a vague answer to avoid being caught in a lie.
4. _____ Delbert remained relatively motionless.
5. _____ When I asked Delbert a question, he visibly shifted his position in the chair.
6. _____ Delbert crossed his arms as if to protect himself from attack.
7. _____ Delbert frequently covered his mouth with his hand.
8. _____ Delbert covered his mouth as if his lie would escape.

If it sounds too good to be true . . .

Sequencing

A Number the sentences from 1 (first event) to 7 (last event).

- ___ a. A competitor told the Better Business Bureau that the ColorStay makeup claim was false.
- 1 b. The ColorStay manufacturer created makeup.
- ___ c. The ColorStay manufacturer advertised the makeup.
- ___ d. A competitor tested ColorStay makeup.
- ___ e. The ColorStay manufacturer added “under normal conditions” to its advertisement.
- ___ f. The Better Business Bureau concluded that people interpret the word “rub” differently.
- ___ g. A competitor concluded that the claims about ColorStay makeup were false.

Details

B Write the number of the paragraph that answers each question.

- 6 a. Why was the advertising division of the Better Business Bureau created?
- ___ b. How often do people challenge the truth of an advertisement?
- ___ c. What did a TV commercial for a new pain medication ad claim?
- ___ d. What did the Better Business Bureau conclude about the pain medication ad?

Context clues

C Find these sentences in the reading. Then circle the meanings of the words in *italics*.

1. Will your makeup really not *rub off on* your clothes? (par. 1)
 - Ⓐ. change the color of
 - b. change the quality of
2. One of the leading judges of such challenges is the national advertising division of the Council of Better Business *Bureau*. (par. 2)
 - a. a government department
 - b. a piece of furniture
3. The company wanted to test ColorStay’s *claim* for itself. (par. 3)
 - a. a written request for money
 - b. a statement that something is true
4. The advertising division of the Council of Better Business Bureau was created in 1971 . . . as a way to *regulate* themselves. (par. 6)
 - a. make more normal
 - b. control through rules

CHALLENGE

D Answer the questions in Exercise B.

Truth or consequences

Context clues

A Find the words and phrases in *italics* in the reading. Then match each word or phrase with its meaning. (Be careful! There is one extra answer.)

- | | |
|---|------------------------------------|
| <u> e </u> 1. <i>asleep at the wheel</i> (par. 4) | a. teach gradually |
| <u> </u> 2. <i>obvious</i> (par. 5) | b. easily seen |
| <u> </u> 3. <i>get away with</i> (par. 5) | c. remove the inside of something |
| <u> </u> 4. <i>oblivious</i> (par. 6) | d. not aware of things |
| <u> </u> 5. <i>police</i> (par. 6) | e. not paying attention |
| <u> </u> 6. <i>instill</i> (par. 6) | f. control other people's behavior |
| | g. escape punishment for something |

Main ideas

B Write the number of each paragraph next to its main idea.

- 3 a. Statistics show cheating in American high schools has increased.
- b. Some students think cheating is the teachers' fault.
- c. Students have many creative ways to cheat.
- d. If cheating continues, future professionals won't have the skills they need.
- e. Students who cheat at school don't learn important skills.
- f. Most students said cheating is common in their schools.
- g. Teachers think preventing cheating is the students' job.
- h. Students gave different reasons for cheating.

Causes and effects

C Mark each statement cause of cheating (C) or effect of cheating (E).

- E 1. Airplane pilots might not know how to do good jobs.
2. Students receive an automatic failing grade.
3. Students think they must get good grades in school.
4. Teachers don't pay attention to students' behavior in class.
5. Students know they can get away with cheating.
6. Students' parents get letters about their children's actions.

CHALLENGE

D Answer these questions. Use your own ideas.

1. Why do you think students cheat?

2. What happens when teachers catch students cheating in your school?

3. What is the best way to stop students from cheating?

Cell phone yakkers need manners

Text organization

A Write the number of the paragraph where each sentence could go.

- 7 a. Many think this kind of personal information should be kept private.
 _____ b. In fact, some states have already passed laws against using cell phones while driving.
 _____ c. She even got into an argument with her husband.

Details

B Write advice for each situation. Use the sentences from the box.

- Speak softly.
 Explain in advance why you have to leave your cell phone on.
 Set your cell phone to vibrate mode.
 Find a private place to make your call.
 Pull over and stop the car. Then answer the phone.

1. You have an important meeting at work. You're expecting an urgent call from a sick family member, so you want to leave your cell phone on.
Explain in advance why you have to leave your cell phone on. _____
2. You're waiting for some friends in a restaurant. You want to call them and ask where they are.

3. You're driving and your cell phone rings.

4. You're a doctor and you're going to the theater. The hospital staff uses your cell phone number for emergency calls.

5. You're on the bus, and you just got some wonderful news at work. You want to call your best friend to share the good news.

Context clues

C Compare the meaning of each pair of words or phrases. Write same (S) or different (D).

- | | |
|---|--|
| <u> S </u> 1. <i>yak</i> (par. 2) / <i>talk</i> (par. 1) | _____ 4. <i>manners</i> (title) / <i>etiquette</i> (par. 5) |
| _____ 2. <i>rude</i> (par. 4) / <i>offended</i> (par. 3) | _____ 5. <i>urgent</i> (par. 10) / <i>private</i> (par. 10) |
| _____ 3. <i>overhear</i> (par. 6) / <i>block out</i> (par. 7) | _____ 6. <i>fascinating</i> (par. 10) / <i>interesting</i> (par. 10) |

CHALLENGE

D Complete these statements. Use your own ideas.

1. People should be allowed to use cell phones in _____.
2. People should *not* be allowed to use cell phones in _____.

How table manners became polite

Details

A Match each table manner with the place or time it started.

- | | |
|------------------------|-------------------------|
| a. 9,000 years ago | c. Europe in the 1300s |
| b. Europe in the 1100s | d. America in the 1700s |

- a 1. People used bone or wood spoons to eat soup from a pot.
 ___ 2. People started using forks.
 ___ 3. People were taught not to pick their teeth with a knife.
 ___ 4. Children didn't sit at the table.
 ___ 5. There were no individual plates at banquets.
 ___ 6. People didn't look at others who were eating.
 ___ 7. Two people shared one bowl.
 ___ 8. People were taught not to throw bones on the floor.
 ___ 9. People used pieces of bread as plates.
 ___ 10. Everyone had his or her own cup.

Context clues

B Find the words in *italics* in the reading. Then complete the sentences.

- | | | |
|------------------------|-------------------------|----------------------------|
| <i>dipped</i> (par. 3) | <i>passed</i> (par. 9) | <i>picked out</i> (par. 3) |
| <i>edible</i> (par. 7) | <i>platter</i> (par. 7) | <i>stale</i> (par. 7) |

1. When I was a child, I always _____ *dipped* _____ my cookies in milk.
 2. Yesterday's bread is _____. Please buy some fresh bread.
 3. Can I borrow a _____? I need a big plate for my dinner party.
 4. Those mushrooms aren't _____. They're poisonous.
 5. Alvin _____ the vegetables from his soup because he doesn't like them.
 6. Emily _____ the meat and potatoes to Steven.

Inferencing and Restating

C Mark each sentence true (*T*) or false (*F*).

- T 1. Tables are not as old as table manners.
 ___ 2. Today more people eat with forks and spoons than with fingers and chopsticks.
 ___ 3. Books about table manners were written in the 1100s.
 ___ 4. Rich people sometimes gave leftover food to the poor in the 1100s.
 ___ 5. Forks appeared before the Renaissance.
 ___ 6. There are rules for using certain forks at dinner parties today.

Dinner with my parents

Vocabulary

A Unscramble these words from the reading. Use the definitions to help you.

1. *c u k h n* (par. 1) *chunk* = a piece of something
2. *h i g i e r n s k* (par. 1) = making a loud noise
3. *r d o e v y b y e* (par. 2) = all the people
4. *i n c l e d d e* (par. 3) = said no to something
5. *u b t r s* (par. 4) = explode
6. *m a r c p o l i* (par. 7) = state or announce

Main ideas

B Check (✓) the main idea of the reading.

- 1. People often behave strangely in unfamiliar situations.
- 2. Parents want their children to marry people from the same culture.
- 3. Cross-cultural relationships can sometimes be difficult.

Details

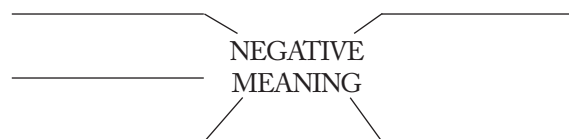
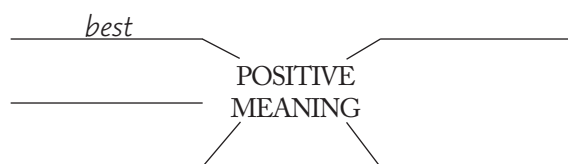
C Check (✓) the statements that describe Chinese table manners.

- 1. You should try a little of everything on the table.
- 2. Nowadays, most people eat with a fork and a knife.
- 3. If you don't like something, you don't have to eat it.
- 4. If you really like something, you should take a large portion of it.
- 5. You should never eat more than two portions of anything.
- 6. The cook should never praise his or her own cooking.
- 7. You should never say you have eaten too much.
- 8. You should always praise the cook.

CHALLENGE

D Complete the diagrams with the words from the box.

best	complained	disparaging	horrified	miserably
charm	criticized	famous	kindness	polite



True love is over in 30 months

Reference words

A Find these words and phrases in the reading. What do they refer to?

1. *That* (par. 2, line 11) 18–30 months
2. *these chemicals* (par. 3, lines 12–13) _____
3. *they* (par. 4, line 2) _____
4. *They* (par. 5, line 4) _____
5. *it* (par. 7, line 12) _____
6. *they* (par. 8, line 5) _____

Vocabulary

B Find the words or phrases in the reading that match these definitions.

1. something you do often and regularly h a b i t (par. 1)
2. very likely to _____ (par. 2)
3. showing strong feelings _____ (par. 3)
4. the ability to not be affected by a drug _____ (par. 3)
5. a feeling of uncertainty _____ (par. 7)
6. something that stops people from understanding each other _____ (par. 8)

Parts of speech

C Circle the correct word.

1. Breaking up after 30 months might happen because of **biological** / **biologically** causes.
2. In many societies, divorce is not **social** / **socially** acceptable.
3. Even a **romantic** / **romantically** person can fall out of love.
4. We were surprised by Archie and Veronica's **sudden** / **suddenly** marriage.
5. Do you think women end relationships more **easy** / **easily** than men?
6. Some people think it is better to break up than to stay **unhappy** / **unhappily** married.

CHALLENGE

D Complete the sentences with words from Exercise C.

1. Jack and Sophie are in an unhappy relationship. They're always fighting.
2. Jane is very smart, so she passes her exams _____.
3. Eva is very shy. She doesn't like to go to _____ events like parties.
4. Mark is so _____! He gave his girlfriend beautiful flowers on her birthday.
5. When Brett entered the room, _____ Rose's heart went "pit-a-pat."
6. Some scientists think love is _____ conditioned by chemicals in the brain.

Choosing a dog is like falling in love

Details

A Write the dog breed or breeds each person should choose.

I want a dog to protect me.

1. German shepherd or Australian shepherd

I want a serious dog who likes exercise.

2. _____

I want a glamorous dog.

3. _____

I want a dog that makes me laugh.

4. _____

I want a dog that will run with me.

5. _____

I want a dog with beautiful eyes.

6. _____

Vocabulary

B Find these words and phrases in the reading. Compare their meanings. Write similar (S) or different (D).

- S 1. *mate* (par. 1) / *significant others* (par. 1)
 _____ 2. *complete* (par. 2) / *lacking* (par. 2)
 _____ 3. *beautiful* (par. 7) / *gorgeous* (par. 8)
 _____ 4. *makes . . . feel complete* (par. 5) / *drives . . . up the wall* (par. 5)
 _____ 5. *have in common* (par. 3) / *Are . . . well-matched* (par. 5)
 _____ 6. *drawbacks* (par. 6) / *flaws* (par. 7)
 _____ 7. *what's under the skin* (par. 8) / *the physical* (par. 8)
 _____ 8. *Often* (par. 2) / *Ultimately* (par. 8)

Purpose and tone

C Circle the correct answers.

1. Where is the article from?
 a. a textbook
 (b.) a newspaper
 c. a Website
2. What is the purpose of this article?
 a. to explain how to buy a dog
 b. to persuade people not to fall in love with dogs
 c. to explain personality similarities between dogs and people
3. What is the tone of this article?
 a. informational
 b. serious
 c. funny
4. According to the author, what characteristics are important in choosing a dog?
 a. appearance
 b. personality
 c. appearance and personality

Love Song for Lucinda; Ashes of Life

Main ideas

A Circle the main idea of each verse (paragraph) in “Love Song for Lucinda.”

- Verse 1 a. If you could taste love, it would taste like a plum.
 (b.) Once you feel love, you will always want to have it.
 c. Love is magical, like plums on a purple tree.
- Verse 2 a. Like a bright star, love can hurt your eyes.
 b. You have to look very hard for love.
 c. Love is beautiful, but it can hurt you.
- Verse 3 a. Like climbing a mountain, love can make you tired.
 b. Like climbing a mountain, love is difficult and dangerous.
 c. When you love someone, you might stop breathing.

Homonyms

B Find the words in *italics* in the poems. Circle the meaning of each word.

Love Song for Lucinda

1. *spell* (verse 1, line 5) a. *v.* say the letters of a word
 (b.) *n.* magic
2. *bright* (verse 2, line 2) a. *adj.* smart
 b. *adj.* shining
3. *hard* (verse 2, line 4) a. *adv.* with great effort
 b. *adj.* difficult

Ashes of Life

4. *left* (verse 1, line 1) a. *v.* gone away
 b. *adj.* the opposite of right
5. *lie* (verse 1, line 3) a. *v.* rest in a flat position
 b. *v.* not tell the truth
6. *strike* (verse 1, line 3) a. *v.* hit someone
 b. *v.* show the time
7. *leave* (verse 2, line 3) a. *v.* not bring
 b. *v.* go away
8. *mouse* (verse 3, line 2) a. *n.* a part of a computer
 b. *n.* a small animal

Parts of speech

C Circle the correct forms of the words.

1. In the story, the children went into an (enchanted) / enchantment forest.
2. My sister is **growing** / **growth** taller every day.
3. A fire is **burn** / **burning** in the forest.
4. I like to fly kites on a **windy** / **wind** day.
5. When it is really cold, you can see your **breath** / **breathe** in the air.
6. I don't feel **awake** / **awakening** in the morning until I drink a cup of coffee.

Flying? No fear

Scanning

A Complete the statements with the correct numbers.

- At the end of the fear of flying course, participants went on a 757 plane.
- At the end of the course, participants took a _____-minute flight
- The author and his wife took the course with _____ other people.
- Dr. Stoll and _____ other experts taught the course.
- According to one study, _____ percent of people are afraid to fly.
- David Green is _____ years old.
- Georgina Chapman is _____ years old.
- Georgina Chapman spent _____ weeks in Bali.

Causes and effects

B Are these causes or effects of fear of flying? Check (✓) the correct column.

		Causes	Effects
1.	You feel the sudden movement of the plane.	✓	
2.	You worry about flying home during your vacation.		
3.	Your skin turns a pale color.		
4.	You don't understand how planes stay in the air.		
5.	You only remember your bad flying experiences		
6.	You have a panic attack on the plane.		

Reference words

C Find these words in the reading. What do they refer to?

- who* (par. 2, line 1) my wife
- it* (par. 3, line 12) _____
- it* (par. 4, line 11) _____
- It* (par. 7, line 3) _____
- one* (par. 7, line 7) _____
- they'd* (par. 10, line 3) _____
- their* (par. 10, line 6) _____
- They* (par. 10, line 11) _____

Don't fight a good fright

Main ideas

A Write the number of the paragraph that answers each question.

- 2 a. Why do people like scary experiences?
 ___ b. How often are people physically hurt by fright?
 ___ c. How does Theresa Streshenkoff feel about haunted houses?
 ___ d. How does Mark DeMatteis feel about haunted houses and horror movies?
 ___ e. What does a young man's ability to tolerate fear indicate?
 ___ f. Why do young couples go to scary movies or haunted houses on dates?
 ___ g. Why do people feel happy when they successfully confront fear?

Details

B Match the beginning of each sentence with its correct ending.

- e 1. If people confront things they're afraid of, a. females tend to admire them more.
 ___ 2. If a young male can handle a scary amusement park ride, b. males might find them less attractive.
 ___ 3. If males show control while watching horror films, c. he might prove to himself that he is a man.
 ___ 4. If females don't show fear in horror films, d. it can be fun.
 ___ 5. If someone has a weak heart, e. they feel gratified.
 ___ 6. If you know something frightening won't hurt you, f. he or she might collapse during a scary experience.

Parts of speech

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

	Adjective	Noun	Verb
1.	<i>creepy</i>	creep	creep
2.	frightening		frighten
3.		attraction	attract
4.	expectant		expect
5.		gratification	gratify
6.	thrilling		thrill

CHALLENGE

D Complete the sentences. Circle the correct words.

- That old house is **creep** / **creepy**.
- That film didn't **frighten** / **frightening** me. It's only a movie.
- The haunted house is a popular **attraction** / **attract** at the fair.
- People are often scared if they don't know what to **expect** / **expectant**.
- People often feel **gratification** / **gratify** if they can face their fears.
- I think scary movies are **thrilling** / **thrill**!

Fighting stage fright

Sources

A Who probably gave each piece of advice? Write June Anderson (JA), Dorothy DeLay (DDL), Lynn Harrell (LH), or Diane Nichols (DN).

Breathe deeply, open your shoulders, and smile.

1. DN

Demand only what your students can always achieve.

2. _____

Audiences don't expect that much of you before you become famous.

3. _____

If you make a mistake while performing, it's not a disaster.

4. _____

Inferencing

B Check the signs of stage fright.

- 1. Your arms and legs shake.
- 2. You can't remember the notes for a piece of music.
- 3. You often play in front of audiences.
- 4. You think the audience can see your heart throbbing.
- 5. You don't think of the audience as a judge.
- 6. You play your instrument dynamically and naturally.
- 7. You make eye contact with a few members of the audience.
- 8. The other performers have to push you onstage.

Details

C Check (✓) the correct column.

		True	False	Not in the text
1.	There are many signs of stage fright.	✓		
2.	Teachers and therapists can't help people with extreme stage fright.			
3.	To perform well on stage, you need to have some feelings of excitement.			
4.	Some audiences are disappointed if performers have stage fright.			
5.	Famous musicians never suffer from stage fright.			
6.	Often people have stage fright because parents or teachers expect too much of them.			

CHALLENGE

D Correct the false statements in Exercise C.

Using hypnosis to combat stress

Vocabulary

A Find words in the reading with these meanings.

1. People who practice hypnosis (par. 3) hypnotists
2. People who are young (par. 3) _____
3. A person who studies psychology (par. 4) _____
4. People who provide entertainment (par. 4) _____
5. People who educate students (par. 6) _____
6. A person who represents a group (par. 10) _____

Fact or opinion

B Check (✓) the correct column.

		Fact	Opinion
1.	Some schools are offering hypnosis to students in an effort to improve their test results.	✓	
2.	The plan will start in more than 200 schools in West Yorkshire.		
3.	Schools are targeting students who suffer from stress and nerves.		
4.	If carried out by trained people, hypnosis can be of great help to people who are nervous.		
5.	The strain of lessons will only increase.		
6.	Nonstop testing causes nervousness among many students.		

Restatements

C Compare the meaning of each pair of statements. Write same (S) or different (D).

- D 1. We want to help children who get so nervous that their studies and exam performances suffer.
Students get very nervous because their studies and exam performances suffer, so we'd like to help them.
- _____ 2. It is not uncommon for many students to be nervous in the time leading up to tests.
Students often feel worried before they have tests.
- _____ 3. This unusual way of trying to relieve school-time stress comes after many educators have criticized the examination system in Britain.
Many teachers have criticized this unusual way of trying to relieve school-time stress in Britain.
- _____ 4. Although some educators agree that stress is a widespread problem among students, they have doubts about the use of hypnosis to alleviate it.
Some teachers agree that stress is a big problem for students, but they don't think hypnosis is the answer.

Psychic solves crimes

Scanning

A Check (✓) the crimes that are mentioned in the article.

- | | |
|--|---|
| <input type="checkbox"/> arson | <input type="checkbox"/> money laundering |
| <input checked="" type="checkbox"/> bank robberies | <input type="checkbox"/> murder |
| <input type="checkbox"/> drunk driving | <input type="checkbox"/> stalking |
| <input type="checkbox"/> fraud | <input type="checkbox"/> terrorism |
| <input type="checkbox"/> kidnapping | <input type="checkbox"/> theft |

Context clues

B Find these sentences in the reading. Then circle the meaning of the words in *italics*.

- “After that, *word got round*, and it was not long before other police officers came to call, asking if I could help out,” . . . (par. 2)
 - many people found out
 - many people bought newspapers
 - many people received visions
- “You often *pick up* the pain of the victims. . . .” (par. 3)
 - sense
 - worry about
 - read about
- In 1989, Ms. Jones almost *single-handedly* solved a murder in southeast London. (par. 3)
 - with only one hand
 - without being married
 - without any help
- “ . . . Sometimes I think *I’ve done my bit* for society.” (par. 6)
 - I have effectively helped
 - I’ve caused problems in
 - I’m not useful to

Inferencing

C Check (✓) the signs that you may have psychic ability.

1. You see pictures in your head of crime scenes.
2. You have an extraordinary relationship with the police.
3. You can sense where stolen money is.
4. You sometimes feel the pain of victims.
5. You receive gifts from officers investigating crimes.
6. You keep your mind open to the paranormal.
7. You think about terrible things all the time.

What is a near-death experience (NDE)?

Details

A Mark each sentence true (T) or false (F).

- T 1. Most people who have been very close to death do not report having a near-death experience.
2. A near-death experience can be a life-changing experience.
3. Most people describe their near-death experiences in the same way, regardless of social or cultural background.
4. The type of near-death experience people have depends on whether they have had good or bad lives.
5. Most near-death experiences involve both extreme happiness and extreme fear.
6. Every near-death experience is different.

Details

B Complete the summary of a woman's near-death experience. Circle the correct words.

A woman is (1) **killed** / **injured** in an accident, and her heart stops beating. It feels like her spirit has (2) **entered** / **left** her body. She is (3) **over** / **under** her body, watching the doctors trying to make her heart beat again. The woman sees a (4) **white light** / **dark cliff** at the (5) **beginning** / **end** of a tunnel. She moves through the tunnel, (6) **toward** / **away from** the light. As she is moving, she meets some relatives who (7) **are still alive** / **have already died**. Suddenly, the woman is standing on one side of a river. She hears a voice say, "Don't cross the river. It's (8) **your** / **not your** time." She decides (9) **to cross** / **not to cross** the river. The woman feels her spirit (10) **leave** / **enter** her body, and then she wakes up.

Context clues

C Find the words in *italics* in the reading. Circle the meaning of each word.

- | | |
|------------------------------------|--|
| 1. <i>permanently</i> (par. 1) | 4. <i>major</i> (par. 5, bullet 7) |
| a. for ever | a. important |
| b. never | b. not important |
| 2. <i>varies</i> (par. 2) | 5. <i>barrier</i> (par. 5, bullet 9) |
| a. is different | a. something easy to cross |
| b. is the same | b. something difficult to cross |
| 3. <i>bliss</i> (par. 5, bullet 3) | 6. <i>previously</i> (par. 5, bullet 11) |
| a. sadness | a. before that time |
| b. happiness | b. after that time |

CHALLENGE

D Check (✓) the statement that you think best matches the author's opinion.

1. People who have near-death experiences are likely to become better people.
2. People who have near-death experiences have stronger psychic powers than other people.
3. Near-death experiences are similar to what people experience when they actually die.

The day a language died

Comprehension

A Circle the correct answers.

- Some languages are disappearing because they
 - aren't commonly used in business situations.
 - are very difficult to understand.
 - are mainly used only for songs.
- Scholars think that in the next 100 years,
 - more people will record dying languages.
 - many new languages will be developed.
 - more than half of today's languages will be lost.
- Red Thunder Cloud recorded the Catawba language because
 - he wanted to record Native American music.
 - he didn't want to lose his native language.
 - he wanted future generations to hear Catawba.
- When a language dies,
 - it's important to remember songs from that language.
 - the world loses an important way to describe the world.
 - it's easy to understand what has been lost.

Details

B Complete the statements with the numbers from the box.

6,000 100 2 ~~76~~ 300

- Red Thunder Cloud died when he was 76 .
- Some languages in the Americas have fewer than _____ speakers.
- There are only about _____ languages left in North America.
- When _____ speakers of Gafat left the jungle, they died.
- Today there are about _____ languages in the world.

Complex sentences

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

- (par. 1) Carlos Westez died at the age of 76 .
 He was more commonly known as Red Thunder Cloud .
 He was the last speaker of the Native American language Catawba .
- (par. 2) In the 1940s, Red Thunder Cloud _____ .
 If someone wants to hear _____ , they can _____ .
 The Smithsonian Institute is in _____ .
- (par. 4) Aore is like _____ .
 Aore is spoken by [Vanuatu's] _____ .
 Soon Aore _____ .

Aping language

Inferencing

A Check (✓) the things that Kanzi can do.

- 1. make his own sentences
- 2. type words on a keyboard
- 3. give a real dog an injection
- 4. respond correctly to some spoken commands
- 5. understand how word order affects meaning
- 6. disagree with scientists

Context clues

B Find the words in *italics* in the reading. Circle the meaning of each word.

1. When a chimp *pulls off* a syringe cap, the cap is **on** / **off** the syringe. (par. 1)
2. *Lexigrams* are kinds of **words** / **shapes**. (par. 1)
3. If a chimp is *capable* of simple grammar, it **can use** / **can't use** simple grammar. (par. 2)
4. Your *colleagues* are your **classmates** / **coworkers**. (par. 3)
5. If chimps and humans have *identical* genes, their genes are the **same** / **different**. (par. 4)
6. Our *ancestors* are people who **lived before** / **will live after** us. (par. 4)

Restating

C Compare the meaning of each pair of sentences. Write same (S) or different (D).

- S 1. Using language distinguishes humans from other animals.
A difference between humans and other animals is the ability to use language.
- 2. Apes are capable of grammar as complex as [that] used by human 2-year-olds.
Apes can speak as well as or better than a human 2-year-old child.
- 3. Scientists recently announced results from studies that may resolve the argument.
Conclusions from scientific studies will certainly resolve the disagreement.
- 4. It will be hard to argue that chimps do not have a language.
Most people will have to agree that chimps have a language.
- 5. Interestingly 99 percent of the genes between chimps and humans is identical.
Chimps and humans have almost 100 percent of the same genes.
- 6. Early humans might have had basic language.
It is clear that our ancestors were able to speak.

CHALLENGE

D Match the prefixes with their meanings. (Be careful! There is one extra meaning.)

- | | |
|--|-------------------|
| <input checked="" type="checkbox"/> <i>b</i> 1. <i>in-</i> (injects, inside) | a. again |
| <input type="checkbox"/> 2. <i>com-</i> (combine, communicate) | b. enter |
| <input type="checkbox"/> 3. <i>dis-</i> (distinguish, disagreement) | c. not; different |
| <input type="checkbox"/> 4. <i>re-</i> (resolve, research) | d. together |
| | e. under |

The bilingual brain

Context clues

A Find the words in *italics> in the reading. Circle the meaning of each word.*

- | | |
|--|--|
| <p>1. <i>immigrated to</i> (par. 1)
 a. moved to
 b. left
 c. stayed in</p> <p>2. <i>unique</i> (par. 1)
 a. usual
 b. unusual
 c. difficult</p> <p>3. <i>evidence that</i> (par. 1)
 a. questions about
 b. doubts about
 c. facts to support</p> | <p>4. <i>disrupt</i> (par. 2)
 a. stop
 b. start
 c. forget</p> <p>5. <i>programmed</i> (par. 4)
 a. learned
 b. studied
 c. remembered</p> <p>6. <i>acquire</i> (par. 5)
 a. learn from your parents
 b. learn at school
 c. learn through experience</p> |
|--|--|

Details

B Correct the mistake in each statement.

- Karl Kim is a ~~high school~~ ^{graduate} student in the lab of Joy Hirsch.
- Children and adults use the same parts of the brain to learn a second language.
- People from two groups were placed under an MRI scanner.
- Both groups of people used the same part of Broca's area.
- People who learned a second language as adults used the same area in Broca's area for both languages.

Reference words

C Find these words in the reading. What do these words refer to?

- | | |
|---|----------------|
| 1. <i>it</i> (par. 1, line 4) | <u>English</u> |
| 2. <i>He</i> (par. 1, line 8) | _____ |
| 3. <i>The other</i> (par. 2, lines 5–6) | _____ |
| 4. <i>the other</i> (par. 2, lines 14–15) | _____ |
| 5. <i>they</i> (par. 3, line 7) | _____ |
| 6. <i>their</i> (par. 4, line 6) | _____ |
| 7. <i>their</i> (par. 4, line 10) | _____ |

CHALLENGE

D Underline all the infinitives in the reading.

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

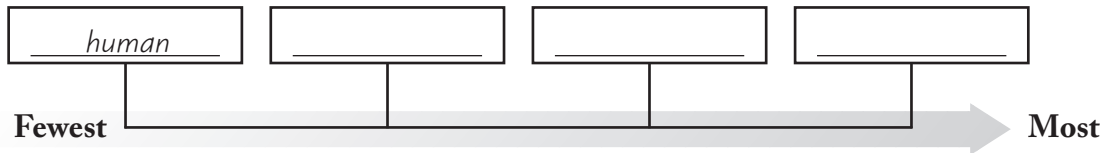
A Check (✓) the statements that can be inferred from the reading.

- ___ 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.

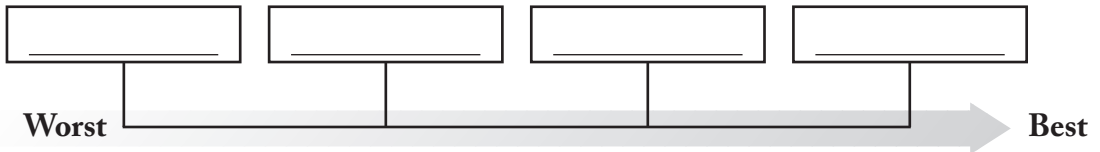
Details

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.

What does it take to be a hero?

Similarity in meaning

A Match each word or phrase with a word or phrase that is similar in meaning.

- d 1. *character traits* (par. 2) a. *luck* (par. 6)
- 2. *adversity* (par. 3) b. *accomplishments* (par. 8)
- 3. *lie* (par. 4) c. *hardships* (par. 3)
- 4. *chance* (par. 6) d. *aspects of personality* (par. 2)
- 5. *achievements* (par. 6) e. *children* (par. 9)
- 6. *kids* (par. 9) f. *deception* (par. 4)

Reference words

B What do these words refer to?

- 1. *it* (par. 1, line 8) the next generation
- 2. *he* (par. 2, line 4) _____
- 3. *one* (par. 2, line 6) _____
- 4. *they* (par. 5, line 2) _____
- 5. *his or her* (par. 6, line 2) _____
- 6. *them* (par. 9, line 9) _____

Inferencing

C Circle the personality aspect from the text that best describes each hero's action.

- 1. After the famous tennis player lost the tennis match, he congratulated the winner.
 - a. Kindness, love, and generosity
 - b. Honesty
- 2. Millions of people cried as they watched the princess's funeral on television.
 - a. Courage and strength
 - b. Objects of affection
- 3. The second-place winner got first prize when the judges learned that the contest winner had cheated.
 - a. Kindness, love, and generosity
 - b. Honesty
- 4. Every day, firefighters enter burning buildings to rescue people, even though they know they might be killed.
 - a. Skill, expertise, and intelligence
 - b. Risk-taking

CHALLENGE

D Find the noun forms of these words in the reading.

- 1. strong strength 4. great _____
- 2. adverse _____ 5. quit _____
- 3. hard _____ 6. modest _____

Are athletes worthy heroes?

Text organization

A Complete the outline with the phrases and sentences from the box.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Do heroic things | <input type="checkbox"/> Universities take care of all their needs. |
| <input type="checkbox"/> They're paid large amounts of money. | <input type="checkbox"/> What society expects of heroes |
| <input type="checkbox"/> Self-absorption | <input type="checkbox"/> Extraordinary physical skills |
| <input type="checkbox"/> Selflessness | <input type="checkbox"/> The public sees them as stars. |

I. Why the public often confuses athletes with heroes

A. Have heroic qualities

B. *Do heroic things* _____

II. Why most athletes should not be considered true heroes

A. _____

1. _____

2. Social consciousness

B. What is needed to become a star athlete

1. _____

2. _____

3. Competitive personality

III. Why some athletes learn to think they are heroes

A. _____

B. Communities see them as heroes.

C. _____

D. _____

Context clues

B Find the words in *italics* in the reading. Then complete the sentences.

<i>deserve</i> (par. 5)	<i>privileged</i> (par. 5)	<i>tremendous</i> (par. 5)
<i>misguided</i> (par. 7)	<i>threatens</i> (par. 4)	<i>witness</i> (par. 2)

1. Some athletes have *privileged* lives of wealth and comfort.

2. Did anybody _____ the crime?

3. An athlete needs to spend a _____ amount of time training.

4. True heroes try to protect others and make sure nothing _____ them.

5. That was a truly heroic act! I think you _____ a prize.

6. I think it's _____ to call George a hero. He's not very honest.

Point of view

C Check the statement that best describes the writer's opinion.

___ 1. All athletes are not real heroes.

___ 2. Many athletes are not real heroes.

___ 3. All athletes only seem to be heroes.

___ 4. Only successful athletes aren't heroes.

The hero of my life

Details

A Complete the chart with the phrases from the box.

- | | |
|---|--|
| <input checked="" type="checkbox"/> ask questions | <input type="checkbox"/> often sigh |
| <input type="checkbox"/> behave politely | <input type="checkbox"/> share his food |
| <input type="checkbox"/> show pity | <input type="checkbox"/> give advice |
| <input type="checkbox"/> talk about himself | <input type="checkbox"/> look directly at the writer |
| <input type="checkbox"/> maintain his daily routine | <input type="checkbox"/> understand the writer |

Things Elroy did	Things Elroy didn't do
	<i>ask questions</i>

Context clues

B Find the words or phrases in *italics* in the reading. Circle the meaning of each word.

- If you do something in *gratitude*, you do it because you are **sorry** / **thankful** / **sad**. (par. 1)
- If something is *overdue*, it is **late** / **early** / **on time**. (par. 1)
- If you feel *awkwardness*, you feel **comfortable** / **uncomfortable** / **worried**. (par. 6)
- If you've *sheltered* someone, you've **listened carefully to** / **given a temporary home to** / **played games with** him or her. (par. 6)
- If you are *preoccupied* with something, you are **worried** / **curious** / **not thinking** about it. (par. 6)
- If someone *pried* into something, he or she **looked for private information** / **lied** / **was very understanding** about it. (par. 7)

Details

C Mark the statements true (T), false (F), or does not give the information (?).

- F 1. After six days, the writer thanked Elroy Berdahl.
2. Elroy was polishing a razor blade when he opened the door to the writer.
3. The writer was in trouble because he had run away from home.
4. Elroy and the writer took long walks in the woods.
5. Elroy was quiet most of the time when the writer stayed with him.
6. Elroy was polite to everyone.

CHALLENGE

D Correct the false statements in Exercise C.