



UXJT1

# Friendship

"Friendship is the only cement that will ever hold the world together."

— Woodrow T. Wilson

# ONLINE FRIENDSHIP



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graph LR; A[ONLINE FRIENDSHIP] --> B[Advantages]; A --> C[Disadvantages]; B --> D[all around the world]; B --> E[various races, religions, ages]; C --> F[lacking of face-to-face interaction]; C --> G[long distance]
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Advantages

all around the world

various races, religions,  
ages

Disadvantages

lacking of face-to-face  
interaction

long distance

# VOCABULARY

Read the sentences. Then circle the definition of the boldfaced word.

Bronwyn Polson started The Friendship Page, a website about friendship.

1. Bronwyn wants to help her **community** in Melbourne, Australia.

A community is \_\_\_\_\_.

- ☒ a. all the people in one place
- ☐ b. all the people in the world

2. The movie last night was great! I **laughed** a lot. I was so happy.

You laugh when something is \_\_\_\_\_.

- ☐ a. sad
- ☒ b. funny

3. On The Friendship Page, people write about their **goals**: a good job, a lot of money, a big family.

A goal is \_\_\_\_.

- a. a problem you have now
- ☒ b. something you want in the future

4. When there is not war, people can live in **peace**.

When there is peace, people are \_\_\_\_.

- ☒ a. happy and comfortable
- b. unhappy and angry

5. Karen likes The Friendship Page. She wants to **meet** new friends.

When you meet people, you \_\_\_\_.

- a. call them on the telephone
- ☒ b. see or know them for the first time



6. If you have a problem, you can get **advice** on The Friendship Page. Then you feel better.

When you get advice, you get \_\_\_\_.

- ☒ a. helpful ideas
- b. money from your job

7. The Friendship Page is **safe** for young people. Bronwyn and her helpers watch The Friendship Page very carefully.

When something is safe, it is \_\_\_\_.

- ☒ a. not dangerous to use
- b. very easy to use

8. People on The Friendship Page like to **chat** about family, work, and friends.

When friends chat online, they \_\_\_\_ to each other.

- ☒ a. write
- b. visit

9. Your phone number is **personal**. You only give it to good friends and family. You don't give your phone number online.

When something is personal, you \_\_\_\_.

- ☒ a. don't want everyone to know (about) it
- b. tell a lot of people about it

## PREVIEW

Bronwyn Polson is from Melbourne, Australia. She started The Friendship Page ([www.friendship.com.au](http://www.friendship.com.au)), a website about friendship. Read this description of The Friendship Page:

“Everything you want to know about friends and friendships.”  
—The Australian Net Guide

Look at this part of Bronwyn’s website.



Before you read, think about The Friendship Page. What is on this website? Check (✓) your ideas. Then read “Welcome to The Friendship Page.”

\_\_\_\_ advice

\_\_\_\_ pictures

\_\_\_\_ chat

\_\_\_\_ poems

\_\_\_\_ email addresses

\_\_\_\_ songs

\_\_\_\_ information about Australia

\_\_\_\_ phone numbers

\_\_\_\_ people’s real names

\_\_\_\_ other: \_\_\_\_\_

Now read part of the website.

## The Friendship Page

- 1 Welcome to The Friendship Page—the website about friendship.
- 2 When Bronwyn Polson was 16 years old, she wanted to help her **community**. People **laughed** at her. They said, "You are so young!" But she didn't listen to them.
- 3 She was sure that friendship was important to everyone. So, in 1996, she started The Friendship Page.
- 4 The Friendship Page has two **goals**. One goal is to make the Internet friendlier.<sup>1</sup> The other goal is to bring more **peace** to the world. The Friendship Page is really about "peace through friendship."
- 5 Today, 25 volunteers<sup>2</sup> help Bronwyn with The Friendship Page. They all work hard, but they have a lot of fun. They think their work is very important.
- 6 The Friendship Page is very popular. More than 23,000 people in 200 countries visit every day. That's 8,000,000 people every year.
- 7 The Friendship Page is friendly, free, fun, and easy to use. You can make new friends. You can get **advice** about friendship. There are interesting pages with songs, poems, quotes,<sup>3</sup> and more. You can also **meet** new and old friends in the **chat** room.
- 8 People from 7 to 90 years old visit The Friendship Page. Most people are 13–34 years old. Young people and old people can be friends. They can help each other and learn a lot. Fifty-five percent are female, and 45 percent are male.
- 9 The Friendship Page is very **safe**. The volunteers watch the website carefully. They want it to be safe for everyone, especially for young people. They talk to the Australian police about Internet safety, too. On The Friendship Page, people do not use their real names. There are also no **personal** email addresses, no phone numbers, and no personal pictures. Also, when you delete information from The Friendship Page, no one can see it again. The information does not stay on the Internet. This is not true of some other websites.
- 10 If you are interested in friendship, please visit The Friendship Page at [www.friendship.com.au](http://www.friendship.com.au).

<sup>1</sup> **friendlier**: more friendly

<sup>2</sup> **volunteers**: people who don't get money for working

<sup>3</sup> **quote**: someone's words

## MAIN IDEAS

1 Look again at your predictions in the Preview section on page 6. Circle your predictions that match the information in the reading.

2 Read each sentence. Circle the two correct answers that complete each sentence.

1. According to the reading, the two goals of The Friendship Page are \_\_\_\_ and \_\_\_\_.

- ☒ a. to make the Internet friendlier
- ☐ b. to work very hard
- ☒ c. to bring more peace to the world
- ☐ d. to make a lot of money

2. The Friendship Page is \_\_\_\_ and \_\_\_\_.

- ☒ a. safe
- ☒ b. friendly
- ☐ c. difficult to use
- ☐ d. dangerous

## DETAILS

Complete the sentences with the correct numbers from the reading.

1. The Friendship Page started in 1996.
2. 25 volunteers help Bronwyn with The Friendship Page.
3. 23000 people visit The Friendship Page every day.
4. 8 million people visit The Friendship Page every year.
5. People from 200 countries use The Friendship Page.
6. People from 7 to 90 years old use The Friendship Page.
7. 55 percent are girls or women. 45 percent are boys or men.



# MAKE INFERENCES

## INFERRING INFORMATION

Some answers are easy to find because you can get the answer **directly** from the text. For example, is this statement true or false?

*Bronwyn Polson's friends started The Friendship Page.*

This statement is false. The answer is stated directly in the text. In paragraph 3 Bronwyn says, "So, in 1996, I started 'The Friendship Page.'"


Other answers are not easy to find because you cannot get the answer directly from the text. For example, is this statement true or false?

*Some people don't believe that 16-year-old kids can help the community.*

This statement is true. The answer is not directly in the text, but paragraph 2 reads: When [she] was 16 years old, [she] wanted to help her community. People laughed at her. They said, "You are so young!"

We read that people laughed. Also, we read that people said to Bronwyn, "You are so young!" We know that people sometimes laugh because they think an idea is funny or bad. Also, we know that some older people think that young people cannot do certain things. We understand—or **infer**—that some people do not believe 16-year-olds can help the community.






Read each sentence. Write **T** (true) or **F** (false). Look at the paragraphs in parentheses to help you find the answers. Then share your answers with a partner. Point to sentences that helped you find answers.

**T** 1. Bronwyn believes that friendship helps the community. (paragraphs 2 and 3)

**T** 2. Bronwyn believes the Internet is not friendly. (paragraph 4)

**T** 3. Today, many people think The Friendship Page is a good idea. (paragraph 6)

**T** 4. Some websites are not safe. (paragraph 9)



## EXPRESS OPINIONS

Do you want to visit The Friendship Page? Check (✓) your answer. Then choose a reason or add your ideas. Share your answer with a partner.

\_\_\_\_ Yes, I want to visit The Friendship Page.

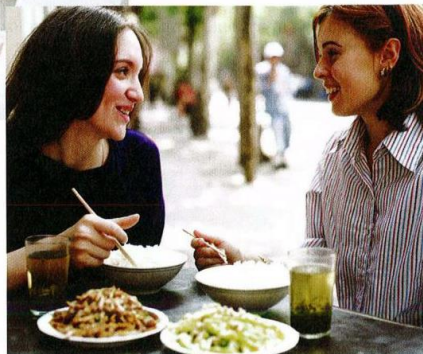
- I like to meet friends online.
- The Friendship Page is safe.
- I like the goals of The Friendship Page.
- Other: \_\_\_\_\_

\_\_\_\_ No, I don't want to visit The Friendship Page.

- I don't like to meet friends online.
- It is not safe to meet people online.
- I don't want more friends.
- Other: \_\_\_\_\_



Meeting a friend *online*



Meeting a friend *in person*

## READING TWO FACEBOOK® FACTS

### READ

1 Look at the boldfaced words in the charts and think about the questions.

1. Which of these words do you know?

2. What do the words mean?

2

Read the charts.

FACEBOOK® USERS	NUMBER OF PEOPLE
number of <b>users</b> per month	1,000,000,000+
number of <b>users</b> per day	618,000,000+
0–24 years old	14%
25–34 years old	18%
35–44 years old	22%
45 years old or more	46%
<b>males / men</b>	43%
<b>females / women</b>	57%

PEOPLE USE FACEBOOK® TO ...	NUMBER OF TIMES <sup>1</sup>
Listen to songs	22,000,000,000+
Find old or new friends	140,300,000,000+
Share personal photos	219,000,000,000+
“Like” a friend’s photos or <b>updates</b>	1,130,000,000,000+

# COMPREHENSION

Read the sentences. Write **T** (true) or **F** (false).

  **F**   1. 18% of Facebook® users are 45 years old or more.

  **T**   2. 43% of Facebook® users are males.

  **F**   3. People have shared 140,300,000,000 personal photos on Facebook®.

  **F**   4. Finding friends is the most popular use of Facebook®.

  **T**   5. People have listened to songs more than 22,000,000,000 times on Facebook®.



## READING SKILL

**1** Look at the charts in Reading Two on page 11. Then check (✓) the true sentence.

\_\_\_\_\_ 618 million people use Facebook® every day.

\_\_\_\_\_ 618 billion people use Facebook® every day.

\_\_\_\_\_ 618 trillion people use Facebook® every day.



2

Look again at the charts on page 11. Use information from the charts to finish the sentences.

1. People have shared 219 billion photos on Facebook®.
2. 1 billion people use Facebook® every month.
3. People have “liked” a friend’s photos or updates 1.13 trillion times.
4. People have listened to songs 22 billion times.
5. 18 percent of users are 25–34 years old.
6. 57 percent of users are females / women.

# ART

Sharing your art-related stories

What you  
do?

How you  
do?

Which  
materials  
you  
need?

How you  
feel?

# VOCABULARY

1 Read the words and their definitions.

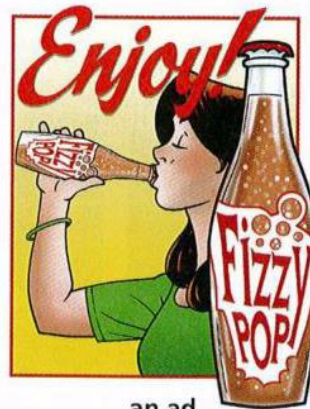
**ad** short for *advertisement*; words or pictures that make you want to buy something

**energetic** very active

**famous** known by a lot of people

**museum** a place to look at (not buy) art

**drawing** a picture made with a pencil, pen, or chalk<sup>1</sup>



an ad



a drawing

a drawing

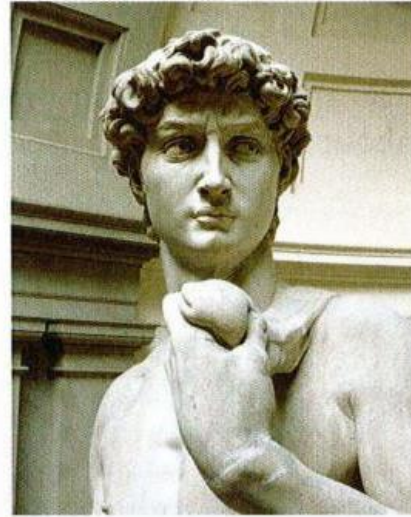
**painting**

a picture made with paint



a painting

**sculpture** art made with wood, stone, or metal



a sculpture

**public** for everyone to see or use

**graffiti** pictures and writing made on public walls and buildings



graffiti

2 Complete each sentence with one of the words. You may need to use the plural form.

1. Keith Haring liked to work and play a lot. He was very energetic.
2. The artists Picasso and Michelangelo are more famous than Keith Haring.
3. Today, people can see Haring's art in museums in Brazil, Europe, Japan, and the United States.
4. Haring also made ads to sell things in magazines.
5. In the early 1980s, Haring made his art in a lot of public places in New York. He wanted everyone to see his art.
6. When he made a drawing, Haring used different colored pens, pencils, and chalk.
7. Leonardo da Vinci's *Mona Lisa* is a painting.
8. Michelangelo's *David* is a very well-known sculpture.
9. Haring put graffiti on the walls of buildings and in the subway in New York City.



## PREVIEW

You are going to read a magazine interview. Before you read the interview, look at the timeline about Keith Haring's life. Then complete the chart.



- May 4, 1958 — Haring is born in Kutztown, Pennsylvania.
- 1978 — Haring goes to New York City.  
He studies at the School of Visual Arts.  
He draws graffiti in the NYC subway.
- 1979 — Haring leaves the School of Visual Arts.
- 1981 — The NYC police arrest<sup>1</sup> him for drawing in the subway.
- 1982 — He stops making graffiti.  
He has his first art show at the Tony Shafrazi Gallery in NYC.
- 1983–1987 — Haring works in Asia, Europe, and the USA.
- 1986 — He paints a picture on the Berlin Wall in Germany.  
He opens the Pop Shop in NYC to sell his art.
- 1988 — He opens the Pop Shop in Tokyo, Japan.
- 1989 — Haring starts The Keith Haring Foundation to help children and people with AIDS.
- February 16, 1990 — He dies of AIDS.

What people, places, things, and ideas/activities were important to Keith Haring? Complete the chart.

PEOPLE	PLACES	THINGS	IDEAS / ACTIVITIES
children, people with AIDS, police	Kulztown, PA, School of Visual Arts, Asia, Europe, USA, NYC, Tokyo, Shafrazi, Gallery, the Pop Shop	art, graffiti	<i>art</i> helping people, making art

## ART FOR EVERYONE



Radiant Baby

1 AW: Mr. Ramoran, what kind of person was Keith Haring?

ER: Haring liked people. He liked parties and dancing. He was **energetic**. You can see his energy in his art. His art moves and dances, too.

2 AW: When did Haring become **famous**?

ER: In 1978, he started to make pictures in the New York City subway. Some people were very upset. They said, "This isn't art. It's **graffiti**!"

3 But graffiti is art. And some people like his art very much. They started to buy his **drawings, paintings, and sculptures**. Then galleries<sup>1</sup> became interested in his art, too. By the end of the mid-1980s, Keith Haring was famous around the world.

4 AW: What is Haring's art about? What does it mean?

ER: When people asked Haring, "What is your art about?" he answered, "You decide." His art is funny, energetic, and sometimes angry. It is also political.<sup>2</sup>

5 His art is about education, freedom, and AIDS. These social issues were very important to Haring. His art is about children, too. He worked with kids on many projects. For example,

in the late 1980s, he made a large sculpture for a children's hospital in New York.

6 AW: Was Haring different from other artists?

ER: Yes, he was.

7 AW: How was he different?

ER: He was different in two ways. First, Haring liked to make art in **public** places, like in the subway. He believed "art is for everyone." In the early 1980s, he was famous for his public art. Later, he became famous in galleries and **museums**.

8 Second, he was different because magazines had **ads** with his drawings and paintings in them. People also bought his art at the two Pop Shops. At the Pop Shop there were T-shirts, watches, and buttons with his art. Nothing was very expensive.

9 AW: Is his art still popular?

ER: Yes, it is. Haring died on February 16, 1990, but people still feel his energy in his art. Today we can see his art all around the world. Some of the money from his art helps AIDS organizations and children's organizations. His art still helps people. And if people want to learn more, they can go to [www.haring.com](http://www.haring.com).

10 AW: Interesting. Thank you very much, Mr. Ramoran.

ER: It was my pleasure.



Untitled, 1984

<sup>1</sup> gallery: a place to look at and buy art. A gallery is also a room inside a museum.

<sup>2</sup> political: relating to politics or government of a country

## MAIN IDEAS

1 Look again at your predictions in the Preview section on page 32. Add information from the reading to the chart on page 32.

2 Read each sentence. Circle the correct answer to complete the sentence.

1. In the early 1980s, Haring's art was in the \_\_\_\_ of New York City.

☒ a. hospitals

☐ b. museums

☐ c. subways

2. Haring's art was about \_\_\_\_.

☒ a. social issues

☐ b. his family

☐ c. famous people



## DETAILS

Complete the sentences with the words from the box. Use each word only once.

ads	energy	money	social issues
decide	graffiti	public	

1. You can see his **energy** in his art.
2. Some people said his work was just **graffiti** and not really art.
3. First, he was famous for his **public** art.
4. He made **ads** for magazines.
5. People asked, "What is your art about?" Haring answered, "You **decide**."
6. **social issues**, like AIDS and freedom, were important to Haring.
7. Some of the **money** from the Pop Shop helped AIDS organizations and children's organizations.

# MAKE INFERENCES

## INFERRING OPINIONS

An **inference** is an “educated” guess about something. The information is **not stated directly** in the reading. Good readers put ideas together to find the right answer. Direct questions about main ideas and details are often easy to answer. **Inference** is more difficult. Writers sometimes do not state an **opinion** directly. You need to use what you know and information in the text to **infer** a writer’s **opinion**.

Look at the example. Answer the question and read the explanation:

Do you think making money was important to Haring? Check (✓) your answer.

\_\_\_\_\_ Yes \_\_\_\_\_ No

In paragraph 2, we learn that he made art in the subway but not for money.

In paragraph 8, we learn that he sold his art at the Pop Shop but for low prices.

After reading closely, we **infer** that making money was not very important to Haring.





## EXPRESS OPINIONS

Give your opinion. Complete one sentence or both. Add your own ideas. Then share your opinion with the class.

I like Keith Haring's art because it is \_\_\_\_\_.

I don't like Keith Haring's art because it is \_\_\_\_\_.



## READ

- 1 Look at the boldfaced words in the reading and think about the questions.
  1. Which of these words do you know?
  2. What do the words mean?
- 2 Read the text and look at the art. As you read, notice the boldfaced vocabulary. Try to guess the meaning of each word.

LOOKING AT HARING'S ART

Some of Keith Haring's art was just for fun. Other pieces were about social or political issues. Here are two examples. First, in 1985, Haring made 20,000 *Free South Africa posters*—pictures or drawings made on strong paper and put on city walls. He wanted people to work together for freedom in that country. Second, Haring made *Stop AIDS*. That was in 1989. The snake is a **symbol**, or image, of AIDS. The scissors are people working together to stop AIDS.



# COMPREHENSION

Each sentence is false. Change the underlined word to make it true.

1. All of Keith Haring's art was just for fun.
2. The scissors in *Stop AIDS* symbolize "AIDS."
3. Haring made 20,000 paintings for people in South Africa in 1985.

## READING SKILL

- 1** Look at Reading Two on page 36. Circle the numbers. What information do these numbers give? Complete the chart to put the numbers in groups: order (first, second, third . . .), quantity (how many: 1, 2, 3 . . .), or date.

ORDER	QUANTITY	DATE
	two	

### IDENTIFYING IMPORTANT NUMBERS

When you read, notice important numbers. Numbers will help you understand the reading.

- Ordinal numbers show order: first (1<sup>st</sup>), second (2<sup>nd</sup>), third (3<sup>rd</sup>), fourth (4<sup>th</sup>), fifth (5<sup>th</sup>)
- Cardinal numbers show quantity, or “how many”: one (1), two (2), three (3)
- Dates (Years): 1964, 2015

1964 = “nineteen sixty-four”

2015 = “twenty fifteen”

December 3, 1932 = “December third nineteen thirty-two”

Note that the number for the “day” (3) is written as a cardinal number but you say it as an ordinal number (third).

2 Look at the timeline on page 32 and Reading One on page 33. Underline the numbers. Then find two examples of numbers for order, quantity, or date. Write the sentences from the text.

### Order

1. First, Haring liked to make art in public places, like in the subway.
2. Second, he was different because magazines and ads with his drawings and paintings in them.

### Quantity

1. He was different In two ways.
2. People also bought his art at the two Pop Shops.

### Date

1. In 1978, he started to make pictures in the NYC Subway.
2. Haring died on Feb 16, 1990, but people still feel his energy in his art.



UNIT 3

WHAT'S IT  
WORTH TO  
You?

# READING ONE MY SECRET!

## VOCABULARY

Read the passage. Then write the boldfaced word next to its definition on the next page. Compare your answers with a partner's.

### ANTIQUES ROADSHOW

*Antiques Roadshow* is a popular television show. The show travels to different cities. The **guests** are regular people. They bring their special possessions to the show. They tell stories and ask questions.

The guests bring many kinds of **items**. Some guests bring antiques—old and **valuable** things, such as art, furniture, or jewelry. Other guests bring **collections** of many toys or books. Some items are very common and are not **worth** a lot of money. But others are very valuable. Some of the items are in very bad **condition**, but others are in great condition—just like new. Some items have only **sentimental** value—maybe the item was a gift from someone special or brings back good memories. Maybe it is just an item you like a lot—a **favorite** item.

Antiques **experts** give information about the items. The experts also say how much the items are worth. The guests always want to know the value of their items.

People can learn a lot on this show. This type of TV show started in England more than 20 years ago. You can see shows like it in other countries around the world.

experts

1. people with a lot of knowledge and experience with something

guests

2. people who visit a person or place

sentimental

3. having a value in personal feelings or emotions

items

4. objects or things

condition

5. the physical state of something—good or bad

valuable

6. having a high price, worth a lot of money

collections

7. groups of things that people like to keep

worth

8. equal to, in money

favourite

9. being liked more than others

## PREVIEW

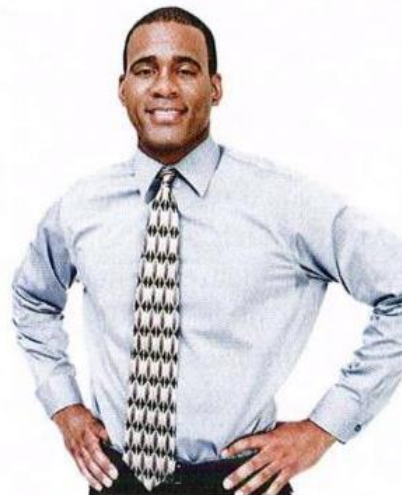
Dan Stone writes a sports column for the *Boston Daily News*. Read the beginning of the sports column. Then, with a partner, answer the question: What is Dan Stone's secret?

### My Secret

by Dan Stone

I am a sports writer, and I love my job because I love sports. But I have a little secret.

Every Monday night I watch my favorite TV show. If the telephone rings, I don't answer it. I tell my friends that I am watching *Monday Night Football*, but that isn't true.



Now read Dan Stone's column on the next page.

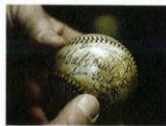


## My Secret

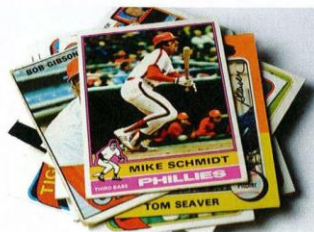
by Dan Stone



- 1 I am a sports writer, and I love my job because I love sports. But I have a little secret.
- 2 Every Monday night I watch my **favorite** TV show. If the telephone rings, I don't answer it. I tell my friends that I am watching *Monday Night Football*, but that isn't true.
- 3 Sometimes my favorite show is more exciting than *Monday Night Football*. Here is my secret: On Monday nights I watch *Antiques Roadshow*. It is a show about antiques and **collections**. Fourteen million people watch it every week.
- 4 The show is simple. The **guests** on the show are real people. The guests bring in old art, furniture, books, toys, and more. First, the guests tell the **experts** about their **items**. Then the experts talk about the items. Finally, the experts say how much the items are **worth**. You get a lot of information.



- 5 One woman, Veronica, had an old painting. Veronica's grandmother got the picture for free in 1925. The expert looked at Veronica's picture carefully and said, "Thomas Cole is the artist. Cole painted this around 1835. Your painting is worth about \$125,000." Veronica was very surprised. She told the expert, "Wow! That's a lot of money! But I don't care about the money. The painting has a lot of **sentimental** value."
- 6 I want *Antiques Roadshow* to visit my city. I can't wait! I have a baseball signed by Babe Ruth and Jackie Robinson in the 1940s. It's in perfect **condition**. I also have a baseball card collection. I keep it in a box under my bed. The ball and the cards have sentimental value. My father gave them to me. But I don't really like to play or watch baseball. Maybe they're worth a lot of money!
- 7 And you? Are you ready? Look carefully around your home! You might have something very **valuable**.





## MAIN IDEAS

1 Look again at your prediction in the Preview section on page 57. Was your prediction correct?

2 Read each sentence. Check (✓) **True** or **False**. Then write the number of the paragraph where you found the answer.

	True	False	Paragraph Number
1. People who watch <i>Antiques Roadshow</i> can learn a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<u>T</u>
2. Dan Stone watches football on Monday nights.	<input type="checkbox"/>	<input type="checkbox"/>	<u>F</u>
3. <i>Antiques Roadshow</i> is a sports show.	<input type="checkbox"/>	<input type="checkbox"/>	<u>F</u>
4. <i>Antiques Roadshow</i> buys items from the guests.	<input type="checkbox"/>	<input type="checkbox"/>	<u>F</u>

## DETAILS

Match each question to the correct answer. Then write the number of the paragraph where you found the answer.

c 1. What do Stone's friends think he watches on Monday nights?

2

e 2. How many people watch *Antiques Roadshow* every week?

3

a 3. What do people bring to *Antiques Roadshow*?

4

b 4. How much is the woman's painting worth?

5

d 5. What items does Stone have from his father?

6

a. items from home

d. a signed baseball and his baseball cards

b. \$125,000

e. 14 million

~~c. football~~

# MAKE INFERENCES

## INFERRING OUTCOMES

An **inference** is an “educated” guess about something. The information is **not stated directly** in the reading. Good readers put ideas together to find the answer. Writers don’t always say what will happen next. A reader can make an inference, or guess the outcome. Inferring an outcome can help you better understand what you read.

Look at the example. Check **probably yes** or **probably no**. Then read the explanation.

Veronica will sell her painting.

\_\_\_\_\_ probably yes

\_\_\_\_\_ probably no

The best answer is *probably no*. How do we know?

In paragraph 6, we learn the painting is worth \$125,000. Veronica says, “That’s a lot of money! But I don’t care about the money. The painting has a lot of sentimental value.”

We know Veronica does not care about the money. We know the painting has sentimental value. We understand that, for Veronica, the money isn’t important. After reading closely, we can guess that Veronica will not sell her painting.



1

Read each sentence. Check (✓) **probably yes** or **probably no**. Look at the numbered paragraphs to help you find the answers.

1. Dan's friends will laugh at him if they learn his secret. (paragraph 2)

\_\_\_\_\_ probably yes

\_\_\_\_\_ probably no

2. Dan will take his signed baseball and his baseball cards to *Antiques Roadshow*.  
(paragraph 6)

\_\_\_\_\_ probably yes

\_\_\_\_\_ probably no

3. Dan will sell his signed baseball and his baseball cards. (paragraph 6)

\_\_\_\_\_ probably yes

\_\_\_\_\_ probably no

2

Share your answers with a partner. Point to sentences that helped you find the answers.

## READING TWO BE A SMART COLLECTOR

### READ

**1** Look at the boldfaced words in the reading on the next page and think about the questions.

1. Which of these words do you know?
2. What do the words mean?



2 Read the rules from an expert about collecting.

### BE A SMART COLLECTOR

Starting a collection is easy, but be a smart collector. Here are four rules:

RULE 1: Enjoy. Collect things that you are interested in. Collect things that you want to keep for a long time.

RULE 2: Learn. Become an expert. Read a lot. Talk to antiques experts. Ask a lot of questions. Don't worry! Experts love to talk.

RULE 3: Look for the best. Collect things in good condition. For example, an antique toy in "mint," or perfect, condition will be valuable in the future. A **similar** toy in bad condition will not be as valuable.

RULE 4: Collect **rare** items. Rare things are more valuable than common things. If the items you collect are rare today, they will be more valuable in the future.

## COMPREHENSION

Match each example with one of the rules in the reading. Write the rule number (1, 2, 3, or 4) on the line.



**Rule 2** a. First, learn about antique toys. Then collect them.

**Rule 4** b. Collecting coins from the 1800s is better than collecting common coins from today.

**Rule 1** c. If you love Barbie® dolls, then collect them.

**Rule 3** d. Don't buy a stamp for your collection if it is ripped.



A ripped stamp

UNIT 4

OPEN FOR  
Business





## 2 FOCUS ON READING

### READING ONE MOM & POP VS. BIG BOX

#### VOCABULARY

1 Read the list of words and their definitions.

**customer:** a person who buys things in a store; a shopper

**price:** the money that you pay to buy something

**employee:** a person who works in a store or business

**products:** things a person makes and sells

**own:** to have something that is yours

**service:** work that someone does for you

**owner:** someone who owns something

**shop:** go to a store in order to buy things; a small store

**personal attention:** special help or service that someone gives you

**shopping:** the activity of going to stores to buy things

2 Complete the text with words from the list.

customers  
employees

~~own~~  
owner

personal attention  
prices

products  
service

shop  
shopping



I'm Alexander Ree, and I OWN Ree's Menswear.  
1.

At Ree's Menswear, we care about you, our customer.  
2.

We give personal attention to every customer who visits our  
3.

store. Our employees always give friendly  
4.

service so you feel happy in our shop.  
5. 6.

We have good service, so you save money.  
7.

Most important, we make an excellent products. When  
8.

you buy something from Ree's Menswear, you will enjoy it for life.

I always say, "If you look bad, we look bad!"

Thank you for shopping at Ree's Menswear.  
9.

*Alexander Ree*

Alexander Ree

owner of Ree's Menswear  
10.

Visit us in one of our stores or visit us online at reesmenswear.com.



## PREVIEW

- 1 You are going to read an article about business. First, read about two different kinds of stores. Then complete the chart.

A **chain store** has many stores with the same name. 7-Eleven® and Starbucks® are chain stores. Large companies usually own chain stores. Some chain stores are called “big box” stores because they are very big and sell many different products. Wal-Mart® and IKEA® are examples of big-box chain stores.

A **locally-owned store** is smaller than a chain store. The owner usually lives in the community or not far away. Sometimes a locally-owned business is called a “mom and pop” store because a family owns it.

- 2 What are the benefits (good points) and drawbacks (bad points) of shopping at the two kinds of stores? Add your own ideas to the ideas in the chart.

LOCALLY-OWNED STORES		BIG-BOX STORES	
BENEFITS	DRAWBACKS	BENEFITS	DRAWBACKS
The service is good.	They don't have all the things I want.	They have more products.	The service isn't good.

- 3 Now read the online article.

## E-Business Magazine

### The Debate<sup>1</sup> Space: Mom & Pop vs. Big Box

1 **Today's debate topic:** Is it better to **shop** at mom and pop stores and not at big-box stores?

2 **Please Shop at a Mom and Pop!**  
by Patty Sanders

3 Locally-owned stores are important for our community. We are in big trouble if we lose our small businesses—we need to keep them.

4 At mom and pop stores, **customers** feel like family. **Owners** and **employees** remember the regular customers and their families. They also know every **product**. They can talk to customers about the products. This **personal attention** makes the local community strong. We don't get this personal attention at big-box stores. Large chain stores often have more products and lower **prices** than smaller stores. But in the end, the personal attention is worth a few extra dollars.

5 How can our community live without small businesses? Large chain stores do not care about our families—we are not important to them. They care about making money. We can't lose our small stores. If the small businesses die, our community will die too!

<sup>1</sup>debate: two or more people giving different opinions about a topic



6 ***Big-Box Stores Aren't the Bad Guy***

by Butch Baker



- 7 The fact is: People need to save money so they will have it when they need it. Who cares about friendly **service**? People want low prices! So stop crying about personal attention! I don't believe it. Big-box stores have low prices because they sell more products. People want to save money. That's it!
- 8 **Shopping** at big-box stores is also more convenient. That is, big-box stores make life easier because they have more products. It's one-stop shopping. At my Wal-Mart® Supercenter I can get food, clothes, gas for my car, and much more. Why stop at five different stores if I can stop at just one? That's crazy.
- 9 Big-box stores are always less expensive and more convenient. People who say big-box stores are bad are totally wrong.
- 10 **READER COMMENTS:**
- 11 Not all mom and pop employees are friendly and helpful. And not all big-box stores are cold and impersonal. Both have benefits. —Caroline
- 12 National and international chain stores bring jobs to the community, but the pay is very low. Many families don't make enough money to live. —Albert Chow, CPA
- 13 I shop where the prices are low and the store hours are convenient. I'm too busy to worry about "mom and pop." —Mr. Mom
- 14 At Brooklyn Market we sell fresh food from local farms. We **own** a small store that helps our community. And the people in our community help each other. —Melissa and Gail



## MAIN IDEAS

- 1 Look again at your predictions in the Preview section on page 78. Add information from the reading to the chart on page 78.
- 2 Which writer agrees with these statements? Write the sentences in the correct box on the next page.
  - Customers care about good prices.
  - It is important for employees to speak to customers and help them.
  - Small businesses are important for the community.
  - Large chain stores make life easier for customers.



PATTY SANDERS	BUTCH BAKER
• •	• •

## DETAILS

Complete each sentence with a name from the reading.

Patty Sanders

Caroline

Mr. Mom

Butch Baker

Albert Chow

Melissa and Gail

1. **Patty Sanders** enjoys personal attention when she shops.
2. **Albert Chow** s worried about employees' low pay at chain stores.
3. **Butch Baker** \_ isn't interested in personal attention when he shops.
4. **Caroline** \_\_\_\_ likes both locally-owned stores and big-box stores.
5. **Melissa and Gail** vn a store that sells food.
6. **Mr. Mom** \_\_\_\_ doesn't have a lot of time to shop.

# MAKE INFERENCES

## INFERRING TONE


An **inference** is an “**educated**” guess about something. The information is **not stated directly** in the reading. Good readers put ideas together to find the answers. **Tone** shows emotion. When you speak, your friends know your emotions because of your words and the sound, or tone, of your voice. When you read, you must infer the tone because you can’t hear the writer’s voice.

A writer’s “voice” can sound happy, angry, or worried. It can also sound *neutral* (no specific emotion).

Look at the example and answer the questions. Then read the explanation.

Reread “*Please Shop at a Mom and Pop!*” by Patty Sanders on page 78. What is the feeling or emotion in her words? Circle the best one.

- a. angry
- b. sad
- c. happy
- d. worried
- e. confused




What words or phrases in the reading show this emotion? Underline them.

The best answer is *d*. Patty Sanders sounds worried. We know this because she uses words and phrases such as:

- We are in **big trouble** if we lose our small businesses.
- **How can our community live** without small businesses?
- We **can't lose** our small stores.
- If the small businesses die, our **community will die** too!

From these boldfaced words and phrases, we can infer that Patty Sanders' tone is worried.



1 Read Butch Baker's opinion in Reading One. What is his tone? Choose the best answer. Underline words or phrases in the reading that express his tone.

a. angry

b. sad

c. happy

d. worried

e. confused

f. neutral



2 Which writer uses a neutral tone? Caroline

How do you know? Caroline says good things about big box store and about mom and pop stores.



## EXPRESS OPINIONS

Work in groups of three. Who do you agree with, Patty Sanders or Butch Baker? Discuss your ideas. Then complete at least one sentence.

- I prefer to shop at \_\_\_\_\_ because \_\_\_\_\_
  - \_\_\_\_\_ is most important to me. I go to a store if \_\_\_\_\_
  - I agree with \_\_\_\_\_. I think \_\_\_\_\_
- 
- 



# READ

- 1 Look at the boldfaced words and phrases in the reading and think about the questions.
  1. Which of these words do you know?
  2. What do the words mean?
- 2 Read the online magazine article about Etsy, an Internet-based company. As you read, notice the boldfaced vocabulary. Try to guess the meaning from the context.

## E-BUSINESS MAGAZINE Profiles: Etsy.com



- 1 Do you see the same products in every store? Do you want **unique** items—things that are different and one-of-a-kind? My answer is “Yes!” And that is why I shop at Etsy.com<sup>1</sup>.
- 2 Etsy is an online **marketplace**—people can buy many unique things there. But Etsy is different. It is not just another Amazon.com<sup>®</sup> or eBay<sup>®</sup>.
- 3 First, I can find unique items from all over the world. Customers buy **crafts**, such as handmade jewelry and furniture. They also find other rare products, such as watches and old clothing. You can’t find these items in stores, certainly not in big-box stores. I love that!
- 4 Second, when I shop at Etsy, I know I am helping the **vendors**, the individuals who sell things. Most of these vendors are the **artisans**, that is, the people who make their items by hand. They care about their crafts, their business, and their customers.
- 5 Lastly, the customer service is great. I get all of the benefits of shopping at a small business. I can ask the vendors questions online, and they quickly answer me. Also, my items arrive carefully wrapped<sup>1</sup> by the craftsperson, not by a machine.

<sup>1</sup> wrapped: covered with pretty paper



- 6 There is one small disadvantage. Because the items are unique or handmade, sometimes it is not possible to return them to the vendor. That is an advantage of a big-box store. (But I am happy with everything from Etsy.)
- 7 Online shopping is usually fast but not very personal. Etsy changes that. It is convenient and fast, but it is also personal. Etsy brings people together. This makes Etsy unique and exciting.
- 8 Visit Etsy.com and see for yourself.

## COMPREHENSION

Complete the sentences with information from the reading.

1. Etsy is an online market place. It's different from other online shops.
2. The vendors are individuals who sell things. They are artisans.
3. Customers can buy unique things there. They can ask the vendors questions online.
4. Shopping on Etsy is convenient, fast, and personal.

## READING SKILL

- 1** Look at Reading Two again. Find the words in the text. Use the paragraph (¶) numbers to help you. Based on what you read, choose the correct definition of each word. Do not use a dictionary. Write the letter on the line. Then underline the words, phrases, and punctuation in the text that helped you understand the words.

### Words

### Definitions

- |   |  |
|---|--|
| <u>  e  </u> 1. unique (paragraph 1)      | a. a space where people buy and sell things          |
| <u>  a  </u> 2. marketplace (paragraph 2) | b. people who make things by hand                    |
| <u>  d  </u> 3. crafts (paragraph 3)      | c. people who sell things                            |
| <u>  c  </u> 4. vendors (paragraph 4)     | d. things made by hand using special talent or skill |
| <u>  b  </u> 5. artisans (paragraph 4)    | e. special or different from other things            |

## USING CONTEXT CLUES

Sometimes you can find the meaning of a word from the **context**, or the words, phrases, and sentences around the word. These helpful words, phrases, or sentences are called **context clues**.

Commas ( , . . . ) or dashes ( — . . . — ) often suggest a context clue. Notice that *or the words, phrases, and sentences around the word* in the sentence above is a context clue. It helps you understand what *context* means.

*That is*, . . . can suggest an explanation, or context clue.

*Such as* . . . (followed by examples) can also suggest a context clue.

For example, the word *unique* in paragraph 1 means one-of-a-kind. The context clue is “—things that are different or one-of-a-kind.” The dash (—) suggests the context clue.

Look at these other examples:

*marketplace*

context clue: “—people can buy many unique things there.”

*crafts*

context clue: “**such as** hand-made jewelry and furniture.”

*vendors*

context clue: “vendors, **the individuals who sell things**.”

*artisans*

context clue: “**that is**, the people who make their items by hand.”

- 2** Look at Reading One again. Find the words in the text. Use the paragraph (¶) numbers to help you. Based on what you read, choose the correct definition of each word and write the letter on the line. Do not use a dictionary. Then underline the words, phrases, and punctuation in the text that helped you understand the words.

Words	Definitions
____ 1. lose (paragraph 3)	a. useful or easy
____ 2. care (paragraph 5)	b. not to have something any more
____ 3. save (paragraph 7)	c. to think that something is important
____ 4. convenient (paragraph 8)	d. keep something so you can use it later



UNIT 5

# WHAT ARE YOU Afraid Of?



## 2 FOCUS ON READING

### READING ONE HELP! I'M SCARED!

#### VOCABULARY

1 Read the list of words, definitions, and sentences.

**afraid (of):** scared of something that may hurt you. *I am afraid of spiders.*

**fear (1):** a feeling of great worry. *I have a fear of snakes.*

**fear (2):** be afraid of someone or something. *I fear snakes.*

**panic:** suddenly feel afraid and do things quickly without thinking. *People panic when someone cries, "Fire!"*

**avoid:** stay away from someone or something. *I avoid scary neighborhoods at night.*

**embarrassed:** feeling worried and unhappy about what other people think of you. *I feel embarrassed when everyone looks at me.*

**relaxed:** calm and not worried. *They feel very relaxed on the beach.*

**normal:** usual or expected. *It's normal to feel afraid sometimes. Everyone does.*

**phobia:** a strong fear of something. *I have a phobia of snakes.*

2 Use the words from the list to complete the poster.

## DO YOU HAVE A PHOBIA?

- Are you afraid <sup>1.</sup> of something?
- Do you have a fear <sup>2.</sup> of spiders, snakes, airplanes?
- Do you ever panic <sup>3.</sup> so much that you can't think clearly?
- Do you avoid <sup>4.</sup> places or things because you're scared?
- Do you feel embarrassed <sup>5.</sup> because other people laugh at your fear?
- Do you ever think, *I just want to feel* normal <sup>6.</sup> *again, like other people?*

If you said "yes" to these questions, then you may have a phobia. <sup>7.</sup>

Don't let a phobia stop you! You can feel happy and relaxed <sup>8.</sup> again.

Visit [www.answersforhealth.com](http://www.answersforhealth.com) for more information.

## PREVIEW

You are going to read part of a website called *answersforhealth.com*. On this website, Dr. Hope Perry helps people when they are worried or sick. Dr. Perry got an email from Ann because Ann has a fear of spiders.

What will Dr. Perry say to Ann? Check (✓) the answers you think are correct.

\_\_\_\_\_ “Most spiders cannot hurt you.”

\_\_\_\_\_ “Your fear is not normal.”

\_\_\_\_\_ “Try to relax.”

\_\_\_\_\_ “Read about spiders.”

\_\_\_\_\_ Your ideas: \_\_\_\_\_



## Subject: Help! I'm Scared!

1 Dear Dr. Perry,

I have a problem, and I hope you can help me. Last month when I went up into the attic of my house, a big spider fell into my hair. I started to **panic**! I ran from the attic, down into the house, and out the door. My heart was racing,<sup>1</sup> and I felt sick.



2 Now, I am **afraid** all the time. In the morning I look for spiders in my shoes. At night I can't sleep because a spider may fall in my hair. I **avoid** going to the attic because of spiders. Also, I feel alone. I feel **embarrassed** because my family laughs at me. My family says, "Relax! Spiders are small!" But I never feel **relaxed**. I'm always worried.

3 Can you help? I need some advice.

Ann

4 Dear Ann,

I understand. Don't worry. A lot of people are afraid of spiders, so fearing spiders is **normal**. Spiders have many long legs, and people don't like that. Also, their webs look dirty. But most spiders are not dangerous, so they cannot hurt you.



5 But for some people, a normal fear becomes a **phobia**. When you have a phobia, you cannot have a normal life. You can't do normal things. Other people may laugh at you, but they don't understand your fear. Don't be embarrassed.

6 Why do we have phobias? Sometimes they start with a bad experience. Sometimes we learn a fear from our parents. Sometimes there is no reason.

7 You might have **arachnophobia**, the fear of spiders. When you see a spider, you might have a panic attack. A panic attack is when your heart beats very fast, or you may feel sick. It might also be difficult for you to think.

You can get help for **arachnophobia**. Here is some advice:

- 8 — Read about spiders, so you will be less afraid.
- Look at photos of spiders, both live and dead ones. After some time, you will feel better.
- Try to relax when you see a spider. Think about something nice.
- Talk about your fear with family, friends, or a doctor.

9 Good luck to you, Ann!

Dr. Perry

<sup>1</sup>racing: moving very fast

## MAIN IDEAS

1 Look again at your predictions in the Preview section on page 103. Circle your predictions that match the information in the reading.

2 Read each sentence. Circle the best answer.

1. Ann needs help because \_\_\_\_\_.

a. her bedroom has spiders

☒ b. her fear is a big problem

2. It is not normal to \_\_\_\_\_.

a. be afraid of spiders

☒ b. have a phobia of spiders

3. A phobia means you \_\_\_\_\_.

☒ a. can't do normal things because you are scared

b. can't do normal things because you are embarrassed

4. Dr. Perry gives \_\_\_\_\_ to help people with phobias.

a. medicine

☒ b. help



## DETAILS

Read Ann's story again. Find the incorrect word in each sentence. Draw a line through the incorrect word, and write the correct word above it.

(1.) Ann's phobia started when a spider fell in her <sup>hair</sup>~~shoe~~. (2.) Now Ann can't eat, and she <sup>sleep</sup>~~eat~~ always feels afraid. (3.) Dr. Perry thinks Ann may have a spider. <sup>phobia</sup>~~spider~~. (4.) Phobias can come from a <sup>bad</sup>~~good~~ experience, parents, or nothing. (5.) When <sup>Ann</sup>~~Dr. Perry~~ sees a spider, she may have a panic attack. <sup>sick</sup>~~panic~~. (6.) That means her heart beats very fast, she feels relaxed, and she can't think. (7.) Dr. <sup>talk</sup>~~relax~~ Perry tells Ann to read about spiders, look at pictures of spiders, relax, and laugh about the fear.

## MAKE INFERENCES

### INFERRING MEANING

An **inference** is an “educated” guess about something. The information is **not stated directly** in the reading. Sometimes writers give their ideas directly. For example, in paragraph 2, Ann writes, “Now, I feel afraid all the time.” When we read Ann’s words, we understand that she feels scared. Ann’s meaning is clear.

Sometimes writers give their ideas indirectly. Good readers use what they read and what they already know to **infer what the writer means**.

Read the question below and circle the best answer. Then read the explanation.

In paragraph 2, Ann writes, “my family laughs at me. My family says, ‘Relax! Spiders are small!’” What does Ann probably mean?

- a. Her family thinks spiders are scary.
- b. Her family doesn’t think Ann is really afraid.
- c. Her family is not afraid of spiders.

We already know that most people do not laugh when they are afraid. We also know that people are usually not relaxed when they are afraid. From what Ann writes, we can **infer** that she means her family is not afraid of spiders. The best answer is **c**.

Read each statement. Circle the correct answer.

1. In paragraph 4, Dr. Perry writes, “Don’t worry.” What does Dr. Perry probably mean?
  - a. “Your fear is silly.”
  - b. “Being afraid is ok.”
  - c. “Spiders cannot hurt you.”
2. In paragraph 5, Dr. Perry writes, “Don’t be embarrassed.” What does Dr. Perry probably mean?
  - a. “Laughing is fun.”
  - b. “People will not laugh.”
  - c. “Your fear is not funny.”
3. In paragraph 8, Dr. Perry writes, “Read about spiders, so you will be less afraid.” What does Dr. Perry probably mean?
  - a. “Books help you feel better.”
  - b. “You will understand spiders.”
  - c. “You can learn how to kill spiders.”

## EXPRESS OPINIONS

*Arachnophobia* is only one kind of phobia. Some people are afraid of other things. Look at the list below.

- snakes
- clowns
- going to the dentist
- small spaces
- very high places
- dogs or other animals



Work with a partner. For each item in the list, discuss your opinions about phobias by completing one of the sentences.

- People may be **afraid of** \_\_\_\_\_ because . . .

\_\_\_\_\_

- I know someone who is **afraid of** \_\_\_\_\_ because . . .

\_\_\_\_\_

## READING TWO OTHER PHOBIAS

### READ

**1** Look at the boldfaced words and phrases in the reading on page 108 and think about the questions.

1. Which of these words do you know?
2. What do the words mean?

## OTHER PHOBIAS

- 1 Elisa has *ophidiophobia*. *Ophidiophobia* is the fear of snakes. People think snakes are **disgusting** because snakes look dirty and wet. Snakes are not disgusting. They are clean and dry. Most people with a snake phobia have never seen or touched a real snake! These people are afraid, so they avoid parks and other places where snakes live.



a snake

- 2 Rosa has *acrophobia*. *Acrophobia* is the fear of high places. All people have some fear of high places. When people have *acrophobia*, they panic. As a result, they can't be in a tall building. They can't walk on a high bridge.



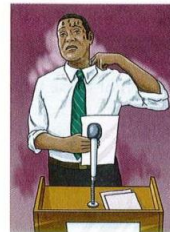
a tall building

- 3 Sam has *trypanophobia*. *Trypanophobia* is the fear of **needles**. This fear usually starts in childhood. When children visit the doctor, they cry because needles hurt. When children are older, they learn to relax. People with a phobia never relax. Because they cannot relax, they panic, or they avoid the doctor.



a needle

- 4 Ali has *glossophobia*. *Glossophobia* is the fear of public speaking. People with *glossophobia* speak easily with friends and people at work. They panic when a lot of people are watching and listening. They have wet hands because they **sweat** a lot.



a man afraid of public speaking



## COMPREHENSION

Read the sentences. Write **T** (true) or **F** (false). When a sentence is false, cross out the incorrect information and write correct information.

- F** 1. The fear of public speaking usually starts when a child goes to the doctor.
- T** 2. When people have a fear of high places, they panic in tall buildings or on high bridges.
- F** 3. People with a fear of snakes avoid going to the attic.
- F** 4. People with a fear of public speaking panic when they talk to friends or people at work.

## READING SKILL

- 1 Look at paragraph 1 of Reading Two again. The writer says some people think snakes are **disgusting**. Based on what you read, why do people think snakes are disgusting? Check (✓) the best answer. Then underline the words or phrases in the text that helped you answer the question.

\_\_\_\_\_ snakes live in parks and other places

\_\_\_\_\_ people have *ophidiophobia*

\_\_\_\_\_ snakes look dirty and wet

### IDENTIFYING CAUSE AND EFFECT

When we understand how different ideas connect, we can understand a reading better.

Often, ideas are connected by **cause** and **effect**. The **cause** answers the question *Why did something happen?* The **effect** answers the question *What is the result?*

The word *because* tells you that the writer is stating the cause. *Because* can be at the beginning or end of the sentence.

[effect]

[cause]

People think snakes are disgusting because snakes look dirty and wet.

[cause]

[effect]

Because snakes look dirty and wet, people think snakes are disgusting.

The word *so* and the expression *as a result* show that the writer is talking about the effects.

[cause]

[effect]

Snakes look dirty and wet, so people think snakes are disgusting.

[cause]

[effect]

Snakes look dirty and wet. As a result, people think snakes are disgusting.

- 2 Look at the chart. Use ideas from Reading Two to complete the **Cause** and **Effect** columns. Underline the words in Reading Two that helped you understand.

PARAGRAPH	CAUSE	EFFECT
1	People with a snake phobia are afraid of snakes.	They avoid parks and other places where snakes live.
2	When people have acrophobia, they panic.	<i>They can't be in a tall building. They can't walk on a high bridge.</i>
3		Children cry.
4	People with trypanophobia never relax in a doctor's office.	

PARAGRAPH	CAUSE	EFFECT
1	People with snake phobia are afraid of snakes.	They avoid parks and other places where snakes live.
2	When people have acrophobia, they panic.	They can't be in a tall building. They can't walk on a high bridge.
3	Needles hurt.	Children cry.
4	People who fear public speaking sweat a lot.	They have wet hands.

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

UNIT 6

# WHAT AN Adventure!





## VOCABULARY

Read the list of words and their definitions.

**adventure:** an exciting thing that someone does or that happens to someone

**contest:** a game that people try to win; a competition

**flight:** a trip in an airplane

**hero:** someone you respect very much for doing something good

**landed:** arrived somewhere in an airplane (past form of *land*)

**media:** (plural) newspapers, magazines, radio, and television

**pilot:** the person who flies an airplane

**set a record:** did something faster or better than ever before (past form of *set a record*)

**took off:** left a place in an airplane (past form of *take off*)

**unforgettable:** not possible to forget



Now read about Lindbergh's trip on the *Spirit of St. Louis*. Complete the sentences with words from the list.

In 1919, Raymond Orteig started a contest<sup>1.</sup>. He offered \$25,000 to the first pilot to fly non-stop across the Atlantic Ocean between New York and Paris. In 1927, Charles Lindbergh was the winner of the contest.

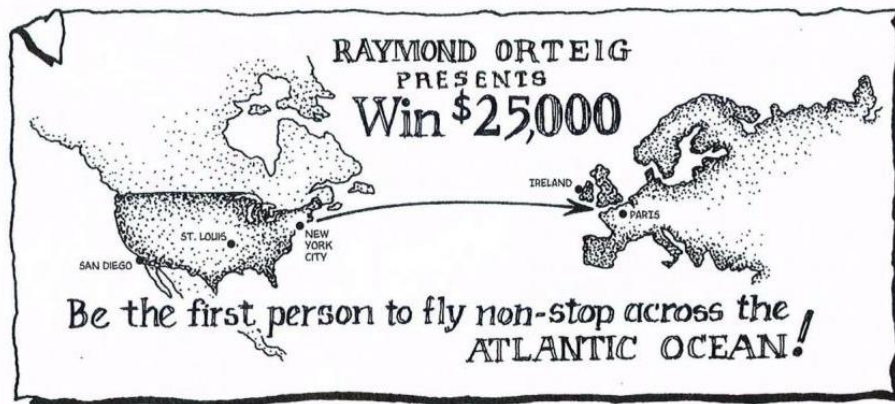
In the 1920s flying airplanes was a new science. Charles Lindbergh, a young airmail pilot<sup>2.</sup>, was very interested in flying. When he found out about Orteig's contest, he decided to enter it. He was ready for this great adventure<sup>3.</sup>.

On May 10, 1927, Lindbergh took off<sup>4.</sup> from San Diego, California. He stopped in St. Louis, Missouri, for gas and oil. Then he quickly continued on to New York.

He landed<sup>5.</sup> in New York on May 12th. His trip from San Diego to New York was less than 22 hours. He set a record<sup>6.</sup> for the fastest flight<sup>7.</sup> across the United States.

This was only the beginning of Lindbergh's historic trip. Lindbergh was on his way to becoming an international hero<sup>8.</sup>. People from the media<sup>9.</sup>, —newspapers, magazines, and radio, followed him from that day until the end of his life. For Lindbergh and people around the world, this was a(n) unforgettable<sup>10.</sup> experience.

## PREVIEW



A *fool* is a person who is crazy or not very intelligent. At first, people called Lindbergh "The Flying Fool!" Why do you think they called him this? Check (✓) the answers you think are correct.

- ☐ The weather was bad.
- ☐ Lindbergh was too young to fly.
- ☐ The plane was too small to cross the ocean.
- ☐ Lindbergh was not a good student in school.
- ☐ The trip was too long.
- ☐ Your ideas: \_\_\_\_\_

Now read the newspaper story about Lindbergh's historic trip from New York to Paris.

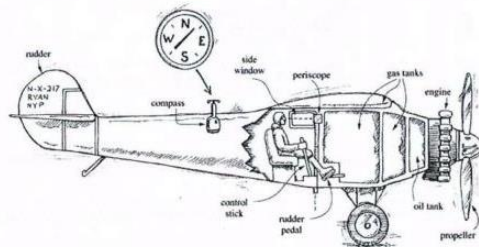
## Lindbergh Did It!

By Jacques Moreau

*Paris Express News Staff Writer*

Paris Express News—May 27, 1927

- 1 PARIS, FRANCE—One week ago, Charles Lindbergh was just a handsome, 25-year-old airmail **pilot** from a small town in the United States. Today he is the most famous man in the world and the most important man in the history of flying.
- 2 Last week, Lindbergh started out on an **adventure**. He flew solo from New York to France. He was the first person to fly non-stop across the Atlantic Ocean alone. He also **set the record** for the longest non-stop **flight**.
- 3 Lindbergh **took off** on his historic flight on May 20th at 7:52 A.M. People called him "The Flying Fool." On that day, other pilots in the **contest** waited in New York because the weather was very bad. Lindbergh decided not to wait. He took five sandwiches, a bottle of water, a notebook, a pen, and a compass. He didn't even have a radio. All he heard was the sound of the wind and the noise from the plane's engine. He was in the air all alone with his thoughts, his hopes, and his fears.
- 4 After 3,610 miles, 33 hours and 30 minutes and no sleep, Lindbergh **landed** in Paris on May 21st. At that moment, his life changed forever. There were 150,000 excited people waiting to greet him. The international **media** were also there. Photographers and newspaper reporters wanted to be the first to tell Lindbergh's story. When he got out of his plane and saw all the excitement, he knew that his life would never be the same again.
- 5 When he began this **unforgettable** flight, he was a quiet young man from a quiet town. This morning, "Lucky Lindy" left Paris as an international **hero**.



## MAIN IDEAS

- 1 Look again at your predictions in the Preview section on page 127. Check your predictions that match the information in the reading.
- 2 Circle the best answer to complete each statement.
  1. In 1927, Lindbergh set the record for the \_\_\_\_\_ non-stop flight.
    - a. first
    - ☒ b. longest
    - c. highest

2. He was the first person to fly non-stop from \_\_\_\_.

a. France to the United States

☒ b. The United States to France

c. New York to San Diego

3. The people waiting in Paris were very \_\_\_\_.

☒ a. excited

b. quiet

c. confused

4. Because of his historic flight, Lindbergh became very \_\_\_\_.

a. handsome

b. lucky

☒ c. famous



## DETAILS

Use one of the numbers from the box to answer each question. Write your answers in complete sentences.

150,000	3,610	7:52	one	the 21st
25	33½	five	the 20th	

1. How old was Lindbergh when he flew across the Atlantic?

Lindbergh was 25 years old when he flew across the Atlantic.

2. On what date did he take off from New York?

Lindbergh took off from NY on May 20th.

3. At what time in the morning did he take off from New York?

He took off at 7.52 a.m

4. How many people were on Lindbergh's plane when he flew across the Atlantic?

Only one person was on the plane.

5. How many miles was Lindbergh's flight?

His flight was 3,610 miles (long).

6. For how many hours was he in the air?

He was in the air for 33 1/2 hours.

7. How many sandwiches did he take on his trip?

He took five sandwiches with him.

8. On what date did he land in Paris?

He landed in Paris on May 21st.

9. About how many people greeted him when he arrived in Paris?

About 150,000 people greeted him when he arrived in Paris.

# MAKE INFERENCES

## MAKING INFERENCES ABOUT PEOPLE

An **inference** is an “**educated**” guess about something. The information is **not stated directly** in the reading. Good readers put ideas together to find the right answer. You can use what you already know and what you read in the text to **understand** more **about a person** in the reading.

We can understand what kind of person Charles Lindbergh was by thinking about his actions and his words. We also learn about Lindbergh from what other people (here, the writer) said about him.

*For example:*

Was Charles Lindbergh an adventurous person (liking excitement or adventures)?

From paragraph 3, we know that Lindbergh entered Orteig’s contest, and he flew across the Atlantic in bad weather. He took off when other pilots stayed on the ground. He also flew alone.

From this information, we can infer that Charles Lindbergh was adventurous.

Look at the reading again and at the list of adjectives. Do you think they describe Charles Lindbergh? Work with a partner. Ask and answer the question. Explain your answer by pointing to ideas in the reading.

Was he \_\_\_\_?

- determined (having a strong desire to do something)
- independent (liking to be alone, not needing other people)
- simple (not complicated)

- social (like talking with people)
- competitive (wanting to be the best at something)

Yes, he was. I think he was \_\_\_\_.

In paragraph # \_\_\_\_ it says \_\_\_\_.

No, he wasn't. I don't think he was \_\_\_\_.

In paragraph # \_\_\_\_ it says \_\_\_\_.

## EXPRESS OPINIONS

Do you think Lindbergh was nervous before or after his flight? Explain your answers to a partner.

1. I think (don't think) he was nervous before his flight because \_\_\_\_.
2. I think (don't think) he was nervous after his flight because \_\_\_\_.

## READ

**1** Look at the boldfaced words in the reading on page 132 and think about the questions.

1. Which of these words do you know?
2. What do the words mean?



## Crash Landing on the Hudson River

*New York Daily Post*

By Sally Martinez  
Staff Writer



1 On January 15, 2009, U.S. Airways flight 1549 took off from LaGuardia Airport in New York City. It was going to Charlotte, North Carolina. There were 150 passengers and five crew members on board—the pilot, the co-pilot, and three flight attendants. The flight seemed like any trip, but very quickly it became an unforgettable adventure.

2 Unfortunately, three minutes after take off, a flock of birds hit the plane's engines. First, the left engine was on fire and stopped working. Then, the second engine also stopped.

3 Captain Chesley "Sully" Sullenberger, the pilot, had



to make a fast decision. He did not have enough time to fly back to LaGuardia. He had to do something. If he did nothing, then everyone on the plane was going to die, including himself. Sullenberger decided to land on the Hudson River. It was very **risky**, but he had to try. He used his experience as a pilot and as a glider<sup>1</sup> pilot to land the airplane on the Hudson River. As a result, all of the people on board the plane lived.

4 Days later, people called this **event** the "Miracle<sup>2</sup> on the Hudson." They couldn't believe it was possible to land such a big plane on a river. Passengers on the plane were very thankful to Sullenberger. One passenger told reporters, "Captain Sullenberger is the best pilot in the world." Another said, "He is a great leader! He should be the President of the United States."

5 Government officials will study this unforgettable event. They do not want it to happen again. For now, people are just happy to be alive. Everyone agrees: It was an adventure they do not want to repeat.

<sup>1</sup> **glider**: a very light plane with no engine

<sup>2</sup> **miracle**: something that happens that you thought was impossible; in religions, something only God can make happen

# COMPREHENSION

Complete the sentences with information from the reading.

1. U.S. Airways Flight 1549 \_\_\_\_\_ took off from NYC. It landed on the Hudson River. \_\_\_\_\_
2. A flock of birds \_\_\_\_\_ hit the plane's engines. the engines stopped working. \_\_\_\_\_
3. Captain Chesley Sullenberger \_\_\_\_\_ landed the plane on the river. He was a hero. \_\_\_\_\_
4. The passengers and crew \_\_\_\_\_ lived. \_\_\_\_\_



## READING SKILL

Look at paragraph 4 of Reading Two again. Notice the information in bold. Which sentence is a fact (we know it's true)? Which is an opinion (people can agree or disagree)? Complete the chart.

Days later, people called this event the “Miracle on the Hudson.” They couldn’t believe it was possible to land such a big plane on a river. Passengers on the plane were very thankful to Sullenberger. One passenger told reporters, “**Captain Sullenberger is the best pilot in the world.**” Another said, “He is a great leader! He should be the President of the United States.”

FACT	OPINION

## UNDERSTANDING FACTS VS. OPINIONS

When you read, it is important to notice the difference between facts and opinions. A **fact** is something that we know is true. We can check the information and agree. An **opinion** is a personal idea or belief. People can agree with our opinions or disagree with them.

*For example:*

**People called this event the “Miracle on the Hudson.”**

It is a fact that people called it a miracle. We can check the news reports. People really did call it the “Miracle on the Hudson.”

**Captain Sullenberger is the best pilot in the world.**

This is an opinion. Captain Sullenberger is a very good pilot, but not everyone will agree that he is the best pilot in the world.

Look again at Reading One on page 128. Read each sentence. Decide if the sentence is a fact or an opinion. Write **F** (fact) or **O** (opinion).

  **F**   1. Charles Lindbergh was internationally famous.

  **F**   2. He set the record for the longest non-stop flight.

  **O**   3. Lindbergh was a fool.

  **O**   4. Lindbergh didn't take enough food on his flight.

  **F**   5. On the day that Lindbergh's plan took off, the weather was bad.

  **O**   6. He was very brave to fly solo across the Atlantic.



UNIT 7

# WHAT NUMBER ARE You?



## VOCABULARY

1 Read the sentences. Pay attention to the boldfaced words.

1. My friend Kam has ten **siblings**. He is the 11<sup>th</sup> child in his family.
2. David studied hard for the test. He is **likely** to do well on it.
3. My parents **expect** me to go to college after high school, but I want to travel for a year.
4. My little sister is really **spoiled**. My parents give her everything she wants. She never says thank you. She just wants more and more.
5. Even “good” kids **misbehave** sometimes. No child is good all the time.
6. People say all Asians are good at math, but that is just a **stereotype**. I’m Asian, but I’m not good at math.
7. My parents had many **rules**. One was to do my homework right after school.
8. When I was young, my parents were very **strict** with me. I had to go home after school to do my homework. Also, I had to go to bed at 8:00 P.M.
9. In my family, there are three kids. My sister is the oldest, I am the **middle** child, and my brother is the youngest.
10. Polly was **born** in Boston, but she now lives in Philadelphia.

**2** Match the definitions with the boldfaced words above. Write the number of the sentence on the line.

\_\_**2**\_\_ probably, almost certainly

\_\_**1**\_\_ brothers and sisters



\_\_**4**\_\_ behaving badly because you get too much money or attention, or too many things

\_\_**9**\_\_ in between two people or things

\_\_**10**\_\_ starting life, coming out of your mother's body

\_\_**3**\_\_ to think something will or should happen in the future

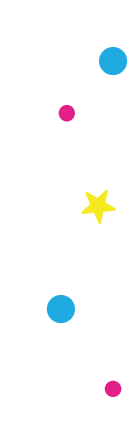
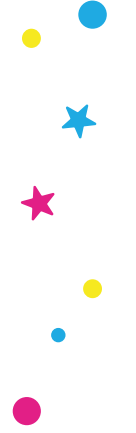
\_\_**8**\_\_ making sure rules are followed



\_\_\_5\_\_\_ to behave or act badly

\_\_\_6\_\_\_ an idea about a particular type of person which is wrong or unfair

\_\_\_7\_\_\_ what you can and cannot do



## PREVIEW

Read about John Ichikawa. Then decide if he is the oldest, middle, or youngest child in his family. Choose one. Explain your answer to a partner.

John Ichikawa is a medical doctor in Chicago. He is very successful and respected in the community. He is married and has two children. They live in a nice house. His parents live nearby. John sees his parents often and gives them money every month. They go on vacations with John and his family.

I think John Ichikawa is probably the \_\_\_\_\_ child in his family because  
(oldest / middle / youngest)

\_\_\_\_\_.

Now read a section from a textbook about families.

## TIMING IS EVERYTHING

- 1 Members of the same family have similarities. However, research shows that there are differences among oldest, **middle**, and youngest children. Scientists want to know: What are the differences and where do they come from?

### ***The First Born***

- 2 Oldest children are often very responsible<sup>1</sup> and organized. The reason is the parents. Parents **expect** the oldest child to be an example for the younger children to follow.
- 3 First-**born** children are often more educated than younger **siblings**. As a result, firstborns are more **likely** to have high-paying jobs. They become CEOs and doctors.
- 4 Firstborns get a lot of attention from their parents at an early age. However, they also have more **rules** to follow than younger children. For example, they have an early bedtime. New parents are usually **strict** with their first child.

---

<sup>1</sup> **responsible:** behaving in a sensible way and can be trusted

*(continued on next page)*



## ***The Middle Child***

- 5 Middle children do not have the benefits of the oldest child. They also do not have the freedom of the youngest. Unlike the oldest and youngest, middle children are never alone in the family. They have to share their parents' time, attention, or money with other siblings.
- 6 Middle children have to work harder to get attention. Sometimes they feel left out, so they **misbehave** to get attention. They are called the "problem children." Also, they might look outside the family to get attention or to feel special.
- 7 Middle children are often independent. They are good at solving<sup>2</sup> problems. They can get help from the oldest, but they can also help the youngest. However, middle children often go to their friends for advice, not to their parents or siblings.

## ***The Baby***

- 8 When the third child arrives, parents are usually more confident<sup>3</sup> but less energetic than before. As a result, the youngest child often has more freedom. Bedtimes are later. Parents are also more generous with their money. The baby usually gets what he or she wants. This is a problem if the child becomes **spoiled**.
- 9 Last-born children are often more adventurous. They are more likely to take risks. They play risky sports such as ice hockey or football. The youngest is also more likely to be an artist, a firefighter, or an independent business owner.
- 10 They are also funny. When you are the little one, older siblings will be nice to you if you make them laugh.
- 11 Some people think that parents cause the personality differences in their children. Other people say these birth order descriptions are not true; they are just **stereotypes**. Of course, every family is different. However, studying birth order may help us understand families.

---

<sup>2</sup> **solving**: finding the answer

<sup>3</sup> **confident**: feeling sure that you can do something well

## MAIN IDEAS

- 1 Look again at your prediction in the Preview section on page 149. Did your prediction match the information in the reading?
- 2 Read each sentence. Choose the main idea in the reading. Put a check (✓).

\_\_\_\_ 1. People agree that birth order stereotypes are true.

☒ 2. There is a connection between birth order and personality.

\_\_\_\_ 3. Birth order differences come only from the parents.

## DETAILS

According to the reading, do these words and phrases describe the first-born (1), middle (2), or last-born (3) child in a family? Write the number on the line.

  3   adventurous

  3   funny

  2   left out

  1   oldest

  1   organized

  2   “problem child”

  2   problem solver

  1   responsible

  3   spoiled

  3   youngest

  1   more educated

  2   independent

# MAKE INFERENCES

## RECOGNIZING COMPARISONS

An **inference** is an “**educated**” guess about something. The information is **not stated directly** in the reading.

Writers often make **comparisons**—show how two things are the same or different. Sometimes these comparisons are not always directly stated. You have to make inferences to understand the comparisons.

A comparison sentence usually has two parts.

First-born children are often <sup>#1</sup> **more educated** <sup>#2</sup> **than** younger siblings. (paragraph 3)

A writer may not always include the second part (#2).

Look at the same comparison with only one part. As a reader, you have to infer the second part of the sentence to understand the comparison.

First-born children are often <sup>#1</sup> **more educated.** <sup>#2</sup> **(than younger siblings)**

Can you infer the second part of this example?

New parents are usually <sup>#1</sup> **strict** with their first child. (paragraph 4)

You can infer that the writer is comparing first-born children to later-born children. Here is the sentence with both parts:

New parents are usually <sup>#1</sup> **stricter** with their first-born child <sup>#2</sup> **than with their later-born children.**

Answer each question with a comparison. Use the boldfaced words in your answers. Look at the paragraphs in parentheses. Answers may vary.

1. Who has **higher-paying jobs**? (paragraph 3)

Firstborn children have higher-paying jobs than the younger siblings.

2. Who has to **work harder to get attention**? (paragraph 6)

Middle children work harder to get attention than their siblings.

3. Who is **more adventurous**? (paragraph 9)

The youngest child is often more adventurous than his or her older siblings.

4. Who is **more likely to be a firefighter**? (paragraph 9)

The lastborn is more likely to be a firefighter than his or her older siblings.



## EXPRESS OPINIONS

Read Reading One again. Then think about the first-born, middle-born, or last-born children in your family (or a family you know). Does the research on birth order seem true to you? Complete the statements to answer the question and explain why.

### Example

*I don't think the research on last-born children is true. In my family I am the youngest. I am responsible. I am not spoiled.*

1. I think the research on \_\_\_\_\_ -born children is true. In my family  
(first / middle / last)  
\_\_\_\_\_.
2. I'm not so sure the research on \_\_\_\_\_ -born children is true. In my family  
(first / middle / last)  
\_\_\_\_\_.
3. I don't think the research on \_\_\_\_\_ -born children is true. In my family  
(first / middle / last)  
\_\_\_\_\_.

## READ

- 1 Look at the boldfaced words in the reading and think about the questions.
  1. Which of these words do you know?
  2. What do the words mean?
- 2 A case study is a long, descriptive example. Read this case study from a sociology textbook. As you read, notice the boldfaced words. Try to guess the meaning from the context.

### CASE STUDY: THE KOH FAMILY

1 Vincent and Helen Koh live in Arcadia, California. They have three children. They are all **adults** now.

2 Ellen, the oldest, lives in Arcadia. In fact, Ellen and her parents are next-door **neighbors**. Unfortunately, she does not see her parents often. She is the busy mother of three daughters. She is the CEO of the Arcadia Savings Bank. She also volunteers twice a week at the local hospital. These are only three of her responsibilities.

3 The Koh's middle child, Tim, lives in Los Angeles, about an hour away from his parents. He visits often and helps them with their computer problems. Tim is married to Sally. Their son, Steven, is in high school. Tim stays home and takes care of his family. He works part-time selling houses. Tim loves risky sports. He plays ice hockey once a week. Tim, his wife, and his son go skiing almost every weekend in the winter.

4 Jeff is the youngest. He is the "baby," but he is almost 40 years old. He lives in Philadelphia far away from his parents. Jeff got his Ph.D. in biology, and he is now a university professor. Like his sister, he also volunteers at a hospital. On weekends he performs<sup>1</sup> in a comedy club. He enjoys it. When he was young, he always made his family laugh. Now people pay him to be funny.



<sup>1</sup> perform: to do something to entertain people

## COMPREHENSION

Read each statement. Write **T** (true) or **F** (false). If the statement is false, change one word to make it true.

  **T**   1. Vincent and Helen Koh have 4 grandchildren.

  **F**   2. Ellen is a CEO at a hospital.

  **F**   3. Tim lives with his family in Philadelphia.

  **T**   4. Tim enjoys sports.

  **F**   5. Jeff is the first-born child in this family.

## UNDERSTANDING WORD REFERENCE

A noun names a person, place, thing, or idea. A pronoun is a word that takes the place of a noun.

When you read, it is important to connect pronouns to the correct noun. Understanding these connections can help you understand what you read.

Sometimes the pronoun refers to a noun in the same sentence. Other times the pronoun refers to a noun in an earlier sentence.

**Subject pronouns:** *I, you, he, she, it, we, they*

*For example:*

They have three adult children. (*They* refers to *Vincent and Helen Koh*.)

They all go skiing almost every weekend in the winter. (*They* refers to *Tim, Sally, and Steve*.)

**Object pronouns:** *me, you, him, her, us, them*

*For example:*

He enjoys it. (*It* refers to *performing stand-up comedy*.)

There is also a connection between nouns and possessive adjectives (*my, your, his, her, its, our, their*)

*For example:*

Ellen and her parents are next-door neighbors. (*Her* refers to *Ellen*.)

Their son, Steven, is in high school. (*Their* refers to *Tim and Sally*.)

The words *this, that, these, and those* make connections to ideas stated before.

*For example:*

These are only three of her responsibilities. (*These* refers to *being a parent, a CEO, and a volunteer*.)



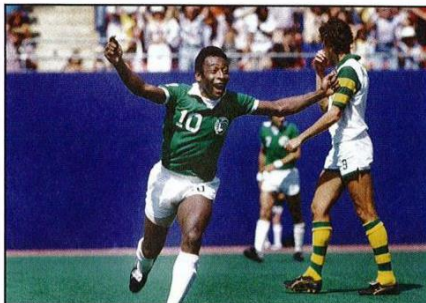
UNIT 8

HOW  
YOUNG IS TOO  
Young?



## VOCABULARY

1 Read about three young athletes. Pay attention to the boldfaced words.



Most soccer fans say that Brazil's Pelé was the greatest soccer player ever. He showed his **talent** for soccer at a young age. In 1958, when he was just 17 years old, Pelé became the youngest player to win the World Cup with his team. In his career, Pelé has had to **deal with** many challenges: being an athlete, being a media star, and being a role model for kids.

In 1997, at the age of 17, Martina Hingis became the youngest #1 women's tennis player. She was a great athlete, but she was not a **mature** woman yet. Martina made some **comments** about other players. For example, in 1998, she called another tennis player "old and slow." Later, her comments were much more **responsible**. When she was 22, Hingis had **difficulties** with her legs and had to stop playing tennis. She started playing again when she was 25 but retired at age 27.



Michele Wie became a professional golfer long before she **graduated** from high school. She **earned** over \$10 million in her first year. She was 15 years old. Wie was good enough to play professional men's golf. But her **coach** told her that she should continue to play women's golf.

2

Match the words on the left with the definitions on the right.

- |                          |  |
|--------------------------|--|
| <u>h</u> 1. talent       | a. taking care of others and doing what you say you will do              |
| <u>d</u> 2. mature       | b. problems  |
| <u>i</u> 3. comments     | c. received money for doing something                                    |
| <u>a</u> 4. responsible  | d. grown up, like an adult   |
| <u>b</u> 5. difficulties | e. finished education at a school  |
| <u>c</u> 6. earned       | f. try to handle a difficulty in the correct way                         |
| <u>e</u> 7. graduated    | g. a person who teaches a sport  |
| <u>g</u> 8. coach        | <del>h. natural ability to do something like art, music, or sports</del> |
| <u>f</u> 9. deal with    | i. ideas a person says or writes about something or someone              |

## PREVIEW

Read the title of the newspaper article. Before you read, think about what the title might mean. What ideas do you think you will read about Ronnie in the article? Check (✓) your ideas.

- \_\_\_\_ 1. He is going to change his name.
- \_\_\_\_ 2. He is going to move to another country.
- \_\_\_\_ 3. He is going to become a professional baseball player.
- \_\_\_\_ 4. He is going to go to college.



## Ready Ronnie?

by Richard Gray

1 IN A FEW DAYS, he will be a professional baseball player. Ronnie Elkhoully will **earn** about \$600,000 per year. Nike® will pay him about \$2 million to wear their shoes and clothes. That is more than most other U.S. professional baseball players earn today. But right now, Elkhoully needs to finish high school.

2 Ronnie Elkhoully is 16 years old, and he attends the Brock Educational Institute. Brock is a school for students with special **talents** in sports or art. Many of them, like Elkhoully, **graduate** from high school early. At Brock, Elkhoully learns about math and English. Elkhoully and the other students also learn how to **deal with** living in the spotlight.<sup>1</sup>

3 There is a whole team of teachers and **coaches** helping Elkhoully to prepare for the professional world. They gave him a job at a preschool.<sup>2</sup> They say that taking care of three-year-olds will teach Elkhoully to be **responsible**. He will need to be responsible in the difficult world of professional sports. His coaches talk to him about the **difficulties** of being famous. For example, sometimes the media say unkind or untrue things about athletes. "People will say that Elkhoully is not **mature**. They will talk about his family. They will say he makes too much money," says one of Elkhoully's coaches. The coaches help Elkhoully understand that he cannot get angry about these **comments**.

4 Elkhoully also gets support from older professional athletes, like Wayne Tothrow from the Las Vegas Rattlesnakes football team.

Tothrow told Elkhoully, "Go out and have fun, but take care of yourself." Tothrow also told him to be careful. He said that people—even your family and friends—can sometimes change when you have a lot of money. "Ronnie listens. He asks questions," Tothrow said.

5 In a few days, life will change forever for Elkhoully. He will graduate from Brock and enter the world of professional baseball. The teachers at Brock think that 16-year-old Elkhoully is mature enough to play pro baseball. But there is no test for maturity<sup>3</sup> at school. The real test will begin after he graduates.



## MAIN IDEAS

**1** Look again at your predictions in the Preview section on page 173. Circle your predictions that match information from the reading.

**2** Check (✓) the answer that includes the most important points in the article.

- \_\_\_\_\_ 1. Ronnie's teachers and coaches give him advice about the difficulties of being a pro athlete. For example, professional athletes' families sometimes want to take their money.
- ☒ 2. Ronnie Elkhoully will soon become a pro baseball player. He is young, so his teachers and coaches want to prepare him for the professional world. No one thinks he is mature enough to play pro.
- \_\_\_\_\_ 3. Ronnie Elkhoully is young, but his teachers and coaches are helping him become mature very fast. They are not worried about him going into the professional baseball world. However, some people think it's a bad idea.



## DETAILS

Circle the best answer to complete each statement.

1. Ronnie Elkhouly will earn \_\_\_\_ some older professional athletes.

a. less than

b. the same as

☒ c. more than

2. Brock is a school for \_\_\_\_.

a. professional baseball players

b. baseball and soccer coaches

☒ c. talented young athletes

3. One difficulty for professional athletes is \_\_\_\_.

a. taking care of small children

☒ b. being in the spotlight

c. taking tests


4. The coaches at Brock are helping Elkhouly learn to \_\_\_\_.

☒ a. deal with people's comments

b. earn a lot of money

c. take care of his family

*(continued on next page)*




5. The coaches and teachers at Brock think that Elkhouly is \_\_\_\_\_.

**a.** too young to play professional baseball

**b.** strong enough to play for the Las Vegas Rattlesnakes

☒ ready to become a professional athlete



## MAKE INFERENCES

### UNDERSTANDING PEOPLE'S PRIORITIES

An **inference** is an “educated” guess about something. The information is **not stated directly** in the reading. Writers sometimes suggest people's **priorities** without directly stating them. Priorities are the things that are most important to a person (or group of people). Often, people's priorities are their reasons for doing things.

Read paragraph one again. What is Nike's priority?

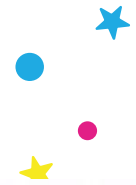

- a. to use Elkhouly to earn money
- b. to give advice about being famous
- c. to say negative things about Elkhouly
- d. to help Elkhouly be careful about other people
- e. to teach Elkhouly about math and other school subjects

From paragraph 1, we know that Nike will pay Ronnie Elkhouly a lot of money to wear their shoes and clothes. Also, we understand that Nike is a company. Companies earn money when a famous person wears their products.

The best answer is **a. We can infer that** Nike's priority is to make money.




What priorities do these people (or groups of people) have? Choose what is most important for each person (or group of people). Refer to the paragraphs in parentheses.

- |   |   |
|---|---|
| <u>  a  </u> 1. Nike™ (paragraph 1)     | <del>a. to use Elkhouly to earn money</del>               |
| ___ 2. Brock coaches (paragraph 3)      | b. to give advice about being famous                      |
| ___ 3. Wayne Tothrow (paragraph 4)      | c. to say negative things about Elkhouly                  |
| ___ 4. Brock teachers (paragraphs 1, 2) | d. to help Elkhouly be careful about other people         |
| ___ 5. the media (paragraph 3)          | e. to teach Elkhouly about math and other school subjects |



## READING TWO EVAN BURCH

### READ

-  Look at the boldfaced words and phrases in the reading on page 178 and think about the questions.
    1. Which of these words do you know?
    2. What do the words mean?
- 
- 



## EVAN BURCH: YOUNG BASKETBALL STAR SAYS “NO” TO THE PROS

Interview by Nicola Quinn

You probably don't know Evan Burch—not yet. But basketball coaches know him, and they think he has a lot of talent. He is a college basketball star. At 18 years old and after graduating from high school, Evan Burch is now old enough to join a professional basketball team, but the NBA<sup>1</sup> will have to wait. Burch wants to graduate from college first.

NQ: Evan, everyone expected you to join the NBA this year. Why did you decide to finish college first?

EB: Well, I planned to join the NBA as soon as I was old enough. But then I met older basketball players. They **recommended** that I stay in college.

NQ: Who did you talk to?

EB: Several basketball players. But Kwasi Rodland probably helped me the most. He is my biggest basketball hero. He's the greatest. He retired in



1990. He played pro basketball for 20 years, so he has a lot of **experience**. But, in his day, all players had to go to college before joining the NBA. Today it's different. He said college helped the players to become more mature—intellectually and physically.

NQ: But what about the money? How can you say “no” to all that money?

EB: Oh, that was really hard! On the wall in my bedroom, I had photos of all the beautiful cars I wanted to buy!

NQ: So, what happened?

EB: Kwasi helped a lot. He really taught me that money is not #1. The important things in life are family, education, and health. And I still have a lot to learn.

NQ: What exactly do you need to learn?

EB: I need to learn more about working with other people—especially with people I don't agree with.

NQ: Evan, good luck to you! Do you have a final comment for our readers?

EB: I want to be a leader like Kwasi. Thirty years from now, I want people to say “Evan Burch was—or is—a great athlete, a great leader, and a good person,” not “Evan Burch was a great athlete with a lot of expensive cars when he was 18.”

<sup>1</sup>NBA: National Basketball Association

## COMPREHENSION

Write **T** (true) or **F** (false). Discuss your answers with a partner.

**T** 1. Evan Burch wants to finish college before he plays pro basketball.

**T** 2. Kwasi Rodland thinks that college is very important.

**F** 3. Kwasi Rodland thinks that money makes athletes happy.

**T** 4. Evan Burch wanted to buy lots of cars, but now he thinks cars are less important than his education.

**T** 5. Burch wants people to think that he is a good person.

## READING SKILL

- 1 Reread the end of Reading Two on page 178. What does Evan talk about? Check (✓) all of the correct answers.

At the end of Reading Two, Evan talks about \_\_\_\_\_.

\_\_\_\_\_ his family

☒ his hope for the future

\_\_\_\_\_ how he learned basketball

## RECOGNIZING THE CONCLUSION

When we read the **conclusion**, we know that a reading will end soon. The conclusion might be just one sentence, several sentences, or a paragraph. It comes at the end of the reading. The conclusion closes the reading and often reviews the important ideas in the reading.

Writers do this in different ways. Usually, the writer returns to one or more of the main ideas. Then the writer makes a comment about it.

[main idea]

*These are the reasons that I want to finish college. I have learned an important lesson:  
Being a good person is more important than being a basketball star.*

[comment]

*I can play pro when I am ready.*

Some writers also give an opinion in the conclusion. Giving an opinion is another way to comment on the main idea(s).



[opinion]

*Some people may disagree, but I am happy about my decision. I believe that other young athletes should wait, too.*

Some writers may also comment on the future in the conclusion. In Reading Two, the conclusion gives Evan's hope for the future:

[hope for the future]

*I want to be a leader like Kwasi. Thirty years from now, I want people to say "Evan Burch was—or is—a great athlete, a great leader, and a good person," not "Evan Burch was a great athlete with a lot of expensive cars when he was 18."*

When you read, look for the conclusion. Recognizing and understanding the conclusion can help you understand the most important points in the reading.

- 2** Look at Reading One again. Reread the conclusion (paragraph 5). What do you see? Check (✓) all the correct answers. Then discuss your answers with a partner. Point to sentences in the text that helped you find your answer.

In the conclusion, the writer \_\_\_\_.

\_\_\_\_ returns to the main idea(s)

\_\_\_\_ gives an opinion

\_\_\_\_ comments on the future



