

FOCUS_{on}

DRAWING CONCLUSIONS
AND MAKING INFERENCES



Lesson

*Read this advertisement for a farmers' market.
As you read, think about the information that is
directly stated as well as what you already know.
This will help you figure out information that
is not directly stated.*


**From
the
Farm
to
You**

Old Mill parking lot, 5 Waterwheel Way, Goodriver Valley, Oregon
June 17–September 16, 2006
Saturdays, 8 A.M.–7 P.M.

The Farmers' Market brings the freshest produce you can buy
straight from our farms to you!

OUR VEGETABLES

include seasonal beans, broccoli, squash, cucumbers, peppers, corn,
leeks, scallions, onions, shallots, beets, carrots, radishes, arugula, spinach,
lettuce, and chard.

OUR FINE HERBS

include mint, oregano, basil, sage, marjoram, and parsley.

OUR FRUITS

include seasonal grapes, peaches, apricots, pears, plums, melons,
cherries, strawberries, blueberries, and blackberries.

OUR DAIRY PRODUCTS

include the freshest butter, milk, cream, and cheeses.

OUR CHICKENS' EGGS

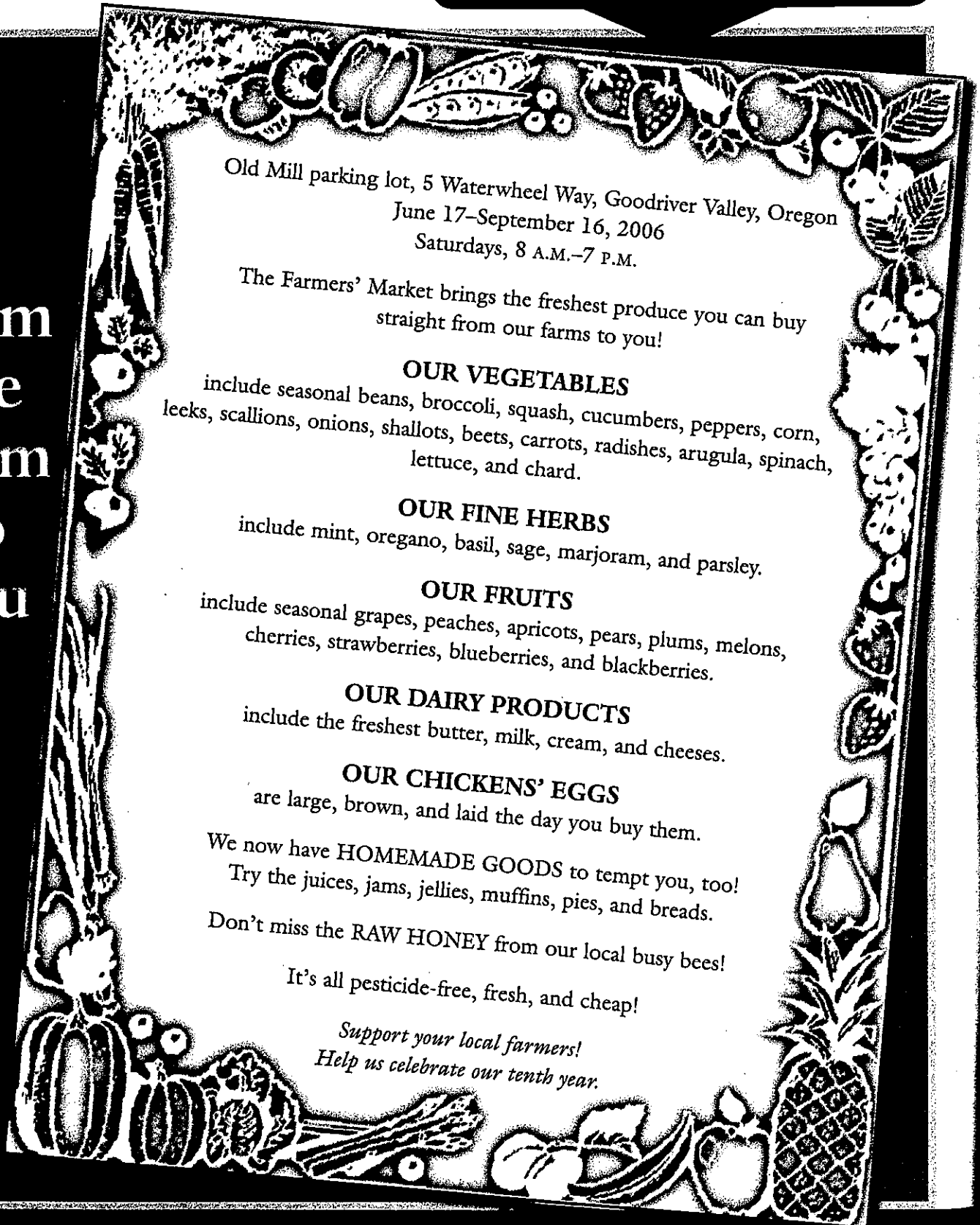
are large, brown, and laid the day you buy them.

We now have **HOMEMADE GOODS** to tempt you, too!
Try the juices, jams, jellies, muffins, pies, and breads.

Don't miss the **RAW HONEY** from our local busy bees!

It's all pesticide-free, fresh, and cheap!

*Support your local farmers!
Help us celebrate our tenth year.*



Answer these questions about the advertisement.

1. You can determine from this advertisement that the Farmers' Market is located

- Ⓐ in an old mill.
- Ⓑ in a town called Old Mill.
- Ⓒ in a town called Waterwheel.
- Ⓓ in a town called Goodriver Valley.

3. The word *seasonal* in the advertisement suggests that

- Ⓐ all the listed fruits and vegetables are available in June.
- Ⓑ none of the listed fruits and vegetables are available in June.
- Ⓒ beans and grapes are available only in the fall.
- Ⓓ the fruits and vegetables become available as they ripen.

2. Details in the advertisement suggest that the market sells goods from

- Ⓐ farms all over the world.
- Ⓑ farms all over the country.
- Ⓒ more than one farm in the area.
- Ⓓ one farm in the area.

4. The advertisement says that the farmers' market goods are "all pesticide-free." This suggests that

- Ⓐ they have all been sprayed with pesticides.
- Ⓑ none of them have been sprayed with pesticides.
- Ⓒ they are all being given away for free.
- Ⓓ they are all free of insects.

5. How long has the farmers' market probably been doing business?

Lesson

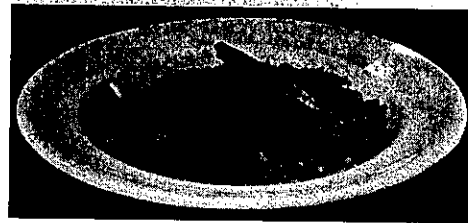
Read this recipe for rice pilaf (p. LAHF). As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Of the many variations on rice pilaf—so commonly served in Greece, among other places—this is among the most delicious. You'll want to make enough for left-overs! The quantities given here will serve 2–4 people, depending on whether the pilaf is the main course or a side dish.

Xena's Rice Pilaf

Ingredients

- 2 cups hot water
- 1 cup rice (long-grain white, brown, or wild)
- 2 cubes vegetable bouillon
- $\frac{1}{2}$ yellow onion, finely chopped
- small handful capellini pasta, broken into tiny bits
- $\frac{1}{4}$ cup sliced almonds
- $\frac{1}{4}$ cup fresh parsley, chopped
- $\frac{1}{8}$ cup fresh peppermint leaves, chopped (or 1 teaspoon dried)
- 4 tablespoons butter
- salt and fresh ground pepper to taste



In a large, heavy frying pan or pot, melt 3 tablespoons of the butter. Add the chopped onion and cook over medium heat, stirring constantly (to avoid burning) until the onion is soft and almost clear. Add the rest of the butter, and stir in the rice, pasta, almonds, parsley, and mint. Cook another minute, stirring constantly. Dissolve the bouillon in the hot water, then add to the pot. Stir once, then cover. Reduce heat to low and cook for as long as the rice requires (allow 30–40 minutes for brown rice). Then remove the pot from the heat and let the pilaf sit for 10 minutes, covered, before serving.

Note: You can “dress up” this rice pilaf by adding other ingredients, including chopped celery, fresh peppers, small shrimp, chicken, and pork. Experiment!

Answer these questions about the recipe.

1. Details in the recipe suggest that

- Ⓐ this is the only recipe ever invented for rice pilaf.
- Ⓑ there are only a few ways to cook rice pilaf.
- Ⓒ there are many ways to cook rice pilaf.
- Ⓓ only a professional cook should try to make rice pilaf.

2. From the recipe, you can figure out that rice pilaf is

- Ⓐ a type of grain.
- Ⓑ a type of rice that grows only in Greece.
- Ⓒ a raw dish combining rice with sweet ingredients.
- Ⓓ a cooked dish combining rice with spicy ingredients.

3. Details in the recipe suggest that bouillon is

- Ⓐ a liquid.
- Ⓑ a cube of seasoning that must be dissolved in hot water.
- Ⓒ a nut that must be sliced.
- Ⓓ a vegetable that must be chopped.

4. You can figure out from the note at the end of the recipe that

- Ⓐ it's hard to go wrong when adding things to rice pilaf.
- Ⓑ it's risky not to follow Xena's Rice Pilaf recipe exactly.
- Ⓒ in Greece, people almost never eat rice pilaf.
- Ⓓ everyone in Greece eats rice pilaf.

5. If you used white rice and served the rice pilaf immediately after cooking it for 30 minutes, how do you think it would taste?

Lesson

Read this retelling of a fable from India. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.



T M B E

The blind men were touching the elephant and making their own conclusions. One felt a leg, another a side, another a tail, another an ear, another a tusk, and another a head. Each was sure of his own conclusion. The elephant was a leg, a side, a tail, an ear, a tusk, and a head.

One day, a blind man touched the elephant's leg. He said, "The elephant is a leg." Another blind man touched the elephant's side. He said, "The elephant is a side." A third blind man touched the elephant's tail. He said, "The elephant is a tail." A fourth blind man touched the elephant's ear. He said, "The elephant is an ear." A fifth blind man touched the elephant's tusk. He said, "The elephant is a tusk." A sixth blind man touched the elephant's head. He said, "The elephant is a head."

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Answer these questions about the fable.

1. From the fable, you can figure out that the six blind men

- Ⓐ all thought alike.
- Ⓑ all thought differently.
- Ⓒ were probably brothers.
- Ⓓ were young.

3. Why do you think the villagers probably grew impatient?

- Ⓐ because they were easily bored
- Ⓑ because they did not like the blind men
- Ⓒ because they were tired of the blind men's argument
- Ⓓ because they did not like elephants

2. Details in the fable suggest that *rajah* is a word meaning

- Ⓐ "ruler."
- Ⓑ "princess."
- Ⓒ "elephant."
- Ⓓ "blind person."

4. When the blind men met the elephant, you can tell that they each

- Ⓐ made important new discoveries.
- Ⓑ sought evidence to support an idea they already had.
- Ⓒ realized that their original assumption was incorrect.
- Ⓓ realized that the other blind men might be correct.

5. What do you think is the lesson of this fable?

sson

Read this article about a type of mushroom. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

SHIITAKE MUSHROOMS



If you've ever been to a health food store, you might have seen shiitake (she TAH kay) mushrooms for sale, either in the dried foods section or near the organic vegetables. You would have noticed their expensive price, if nothing else. The cost per pound of shiitake mushrooms is one reason why some people grow their own. Being able to have a quantity of fresh shiitakes right at home, year after year, is another.

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all sorts of recipes.

The word *shiitake* is Japanese for "oak mushroom." The best ones are grown on oak logs. Shiitakes are a fungus that spreads and grows from spawn, or spores, which are a mushroom's equivalent of seeds. The spawn lives on decaying wood, especially hardwood. Since oak can take a long time to decay, people who grow their own shiitakes speed the process up. They inject the spores into good wood and then apply moisture to encourage the wood to rot. The more the wood rots, the more the mushrooms grow.

A shiitake grower orders the inexpensive spores from a supplier. They arrive in the mail, in a plastic bag in a box, mixed with sawdust and shaped in small plugs. Next, the grower finds one or more oak logs, 4 to 7 inches in diameter and about 4 feet long. Using a drill, the grower makes a series of holes

in each log. The holes—each about as wide in diameter as a pencil—are drilled about an inch deep, up and down the log, in vertical rows. Using a hammer, the grower taps a spore plug all the way into each hole. Then the person dabs a coating of melted paraffin or cheese wax over each hole, to keep bugs out and moisture in. Finally, the grower thoroughly wets the log, spraying it with a sprinkler or soaking it in a tub of cool water overnight. The wet log is then propped or stacked in a shady spot, and the grower walks away: the mysterious process has begun. In a matter of months, the log will begin to fruit. If the climate is not too hot or too dry, shiitake mushrooms will sprout—usually in spring and fall—for four or more years to come.

Answer these questions about the article.

You can tell from the article that in markets, shiitake mushrooms are

- Ⓐ less expensive than most other mushrooms.
- Ⓑ more expensive than most other mushrooms.
- Ⓒ never available in a dried form.
- Ⓓ rarely available as a fresh food.

3. You can figure out that growing shiitakes is probably

- Ⓐ more costly than buying them in
- Ⓑ just as costly as buying them in
- Ⓒ less costly than buying them in
- Ⓓ easier than buying them in a store

2. Details in the article suggest that shiitake mushrooms have been popular for centuries in

- Ⓐ Japan.
- Ⓑ South America.
- Ⓒ Australia.
- Ⓓ the United States.

4. Where would you most likely find mushrooms in the wild?

- Ⓐ on the ocean floor
- Ⓑ in forested areas
- Ⓒ in desert areas
- Ⓓ under the snow

5. Why might a shiitake grower soak a shiitake log in a tub of water?

Lesson 5

Read this letter about a misunderstanding. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Silly and Sorry

Saturday

Dear Pepe,

After our misunderstanding yesterday, I believe I owe you an apology, so here it is: I'm really sorry that I lost my temper. I said ridiculous things, blaming you for everything that happened instead of admitting that I was responsible for it too!

Maybe if I describe what I remember, it will help you understand why I acted as I did. As you know, I came over so you could show me your website on your new computer. I was totally impressed by the design of the site, and I had to examine every clever photograph and every bit of text, including that hysterical autobiography you wrote. Then you started showing me how I could make my own website, and before either of us knew it, the whole afternoon was practically gone. All of a sudden, I looked at my watch and remembered I'd forgotten to send my sister her birthday present, which was in my pack. Here it was Friday; the time was 4:25; her birthday was Monday, and the post office was about to close! I just panicked. I only had 35 minutes, and even if I left right that second, I might not make it. I was rushing out the door when you asked if I would stop at the pharmacy too, to pick up that prescription you'd called in. Although I'd never been to your pharmacy, you assured me it was on the way and sketched me a map; meanwhile, I was sweating.

Half way to the post office, I realized that I had read your map too fast and must have missed Chamberlain Street—the street that the map said the pharmacy was on. The street sign I was staring at said "Chambers," so I ran back several blocks, looking for Chamberlain Street again. When I couldn't find it, I guessed that in your hurry, you must have jotted down the wrong street name—so I raced back to Chambers Street again, turned right, sprinted two blocks, and sure enough, there was the pharmacy. But by this time, it was 4:52, and I had to choose whether to run back again and try to get to the post office before it closed, or go on into the pharmacy now that I'd found it. I thought of my sister and how she never *ever* sends me a birthday present late, and the next thing I knew, I was tearing as fast as I could back toward the post office! By the time I got there, it was 5:01; they had just locked the doors; and no one would let me in!

So I came back to your house empty-handed, with my sister's present still in my pack, blaming you for sending me on a wild-goose chase. You said I lacked consideration for not bringing you your prescription anyway. Of course, you were right about that; and in fact, if I had planned better, the whole catastrophe might never have happened!

Your silly, sorry friend,

Paco

Answer these questions about the letter.

1. You can tell from the contents of the letter that it is

- Ⓐ a job application.
- Ⓑ a promise.
- Ⓒ an apology.
- Ⓓ a description of an adventure.

3. Why did Paco probably care so much about getting his sister's present to her on time?

- Ⓐ She was sick and needed the medicine that was in the box.
- Ⓑ She had told him she would be upset if the present was late.
- Ⓒ She always got his presents to him on time.
- Ⓓ She liked to receive her presents late.

2. Which of the following is not a reason why Paco was late getting to the post office?

- Ⓐ He and Pepe had lost track of time while looking at Pepe's website.
- Ⓑ Paco was walking too slowly.
- Ⓒ Pepe had made a mistake on the map that he drew.
- Ⓓ Paco went to the pharmacy first because Pepe had said it was on the way.

4. Why did Paco probably go back to Pepe's house empty-handed, without the prescription?

- Ⓐ because Paco was angry with Pepe
- Ⓑ because Paco was tired
- Ⓒ because Paco was sick
- Ⓓ because Paco thought that Pepe didn't need the prescription anymore

5. How do you think Paco felt about what happened when he returned to Pepe's house?

Lesson

Read this invitation to a road race. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.



Run for Life!

Saturday, October 14th

Please join the Rio Bonito Roadrunners in our annual 5K Race for Life!

Our Goal

Our goal is to raise \$1 million for the Rio Bonito Community Health Center.

Our Cause

The community health center will provide medical care to valley residents who need it.

(For generations, local people have had to travel up to 80 miles to a hospital. Many never made the long journey. Even when helicopters were called in to transport, they often arrived too late.)

If you are a valley resident who is fit, energetic, and up for a challenge, find out how you can get sponsored to run and support the cause.

Call 111-0569 for information.

Run for your life and the lives of others!
Your neighbors are counting on you!

Answer these questions about the invitation.

You can tell from the invitation that it is from

- (A) a group that is trying to raise money for a cause.
- (B) a group of athletes who are organizing a competition.
- (C) a group of health care workers who have just opened a health center.
- (D) a patients' organization.

You can figure out from the invitation that 5K probably refers to

- (A) the distance to Rio Bonito from the nearest hospital.
- (B) the distance from people's homes to the valley.
- (C) the distance that the runners will run in the race.
- (D) someone's street address.

3. You can determine that Rio Bonito is

- (A) a place.
- (B) a person.
- (C) a building.
- (D) a musical group.

4. Details in the invitation suggest that a health center is needed because

- (A) people in the valley are unable to move to the city.
- (B) too many people in the valley have health problems.
- (C) helicopters can't land in the valley.
- (D) people in the valley live too far from the nearest hospital.

5. Why do you think the invitation suggests calling to find out how runners can get sponsored?

Lesson

Read this story about an actor. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Stage Fright, Opening Night

"Indeed sir we have never met I am certain," Angolique said in a monotonous tone while gazing expressionlessly into the mirror. The words were right but sounded wrong: her delivery had no feeling.

"Indeed sir, we have *never* met, I am *certain!*" she repeated, this time with exaggerated emphasis. But that sounded even worse: that much stress wasn't called for in the dialogue!

"Indeed sir, *we* have never *met*, I am certain," she tried again. That was better; that was how she had delivered the line in rehearsal, she thought she remembered—or did she? Angolique tried to imagine herself saying the sentence exactly that way on stage. She closed her eyes and pictured herself all made up, in costume, under the lights, her cue coming up and the whole audience—her friends, her family,

her teachers, the entire school—out there watching.

"Indeed sir, *we* have never *met*, I am certain," she repeated twice more, as if she couldn't trust her brain to memorize nine whole words in a row.

Angolique's entire contribution to *Encounter with a Count* consisted of this one line. To anyone else, uttering it might have seemed simple enough, but this was Angolique's first play, and she didn't trust herself. With only one line of dialogue to deliver, she had better get it right. Would she manage to say it correctly tomorrow night, when the critical moment came, or would her mind go blank and leave her standing there looking perfectly dressed but dumb? She had no trouble picturing that, either. "Don't even

go there," Angolique scolded herself; "it's bad luck!"

Twenty-two hours later, when the dark red curtain parted on the play, Angolique was backstage taking deep breaths to steady her nerves. As the second scene opened, she tottered dizzily onto the set, hiding most of her face behind an enormous peacock-feather fan. From the opposite side of the stage, the Count approached in a splendor of velvet, leather, lace, and ostrich plumes. When he saw Angolique he stopped in his high-heeled boots, raised a spectacle to one eye, and called out, "Cousin, is that you?"

"Sir *indeed!*" Angolique responded in the thin high voice of an actor trying terribly hard to get it right, "I *am!* Certain we *have!* *Never* met!"

Answer these questions about the story.

1. You can tell at the beginning of the story that Angolique is

- Ⓐ talking to a stranger.
- Ⓑ talking to a fellow actor.
- Ⓒ practicing her line.
- Ⓓ recording a telephone answering message.

2. You can figure out that Angolique was feeling

- Ⓐ excited.
- Ⓑ tired.
- Ⓒ confident.
- Ⓓ nervous.

3. Angolique was feeling as she was because

- Ⓐ she had a lot of experience acting in plays.
- Ⓑ she hadn't slept well the night before.
- Ⓒ she had a bad memory.
- Ⓓ she had no previous experience acting in plays.

4. You can determine from details in the story that the Count is

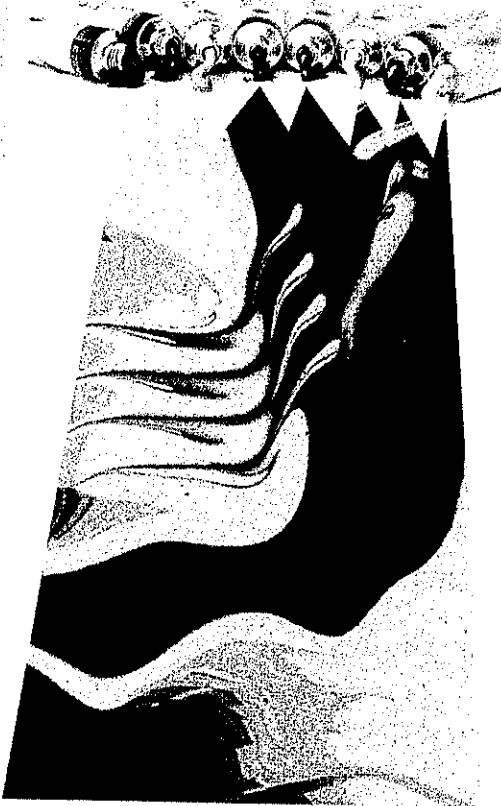
- Ⓐ a relative of Angolique.
- Ⓑ a friend of Angolique.
- Ⓒ a character in a play.
- Ⓓ a character in a novel.

5. Did Angolique succeed or fail at what she was trying to do? Explain.

Lesson

Read this review of an art exhibit. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

SMART ART



What is smart when it comes to art? If you aren't sure how to answer that question, you're not alone. Nevertheless, you shouldn't miss the art show presented by high school students, which opened yesterday at the Freetown Public Library. This week through June 15, some bright and exciting student paintings, drawings, and prints are on display.

The library's new breezeway, linking the old building with the new, provides a perfect gallery. The overhead skylight eliminates the need for artificial lighting and contributes an airy quality to what would otherwise be a boring passageway. Obviously, the library's planners knew what they were doing (and had art in mind) when they designed this space.

The current show presents the work of 25 students of Freetown art instructors Ardiss Anderson, Julio Martinez, and Jess Johnson. The paintings include works in watercolor and acrylic. The drawings include sketches in charcoal, pastel, and pen and ink. The prints include woodcuts and etchings. Subjects range from landscapes and portraits to dreams. Some styles are realistic; others are abstract. Some works shout; others whisper.

One of the most effective works in this show is a vivid watercolor by Alicia Anamosa, entitled "Street Scene." The subject could be a street in almost any Hispanic neighborhood, from Miami to L.A. What makes it so remarkable is the artist's attention to detail. The painting does more than suggest people, vehicles, and buildings. It draws the viewer in. The work is so rich in visual details that you can practically hear the sounds and smell the smells of this particular place and point in time.

If I were to name a favorite art work, however, it might be Clarence Brown's "Dream of Miss Anderson." This brilliant acrylic painting depicts the artist's instructor, but not in any ordinary pose. The artist's statement explains that he had a dream of Miss Anderson in which she got so excited while teaching a certain painting technique that she began using her hair as the brush. (Miss Anderson says she has no idea why Clarence would dream such a thing!)

All artworks in this show have been framed by the artists themselves, and all are for sale. A reception for the artists will be held at the library this Friday from 5 to 7 P.M. The public is welcome, and refreshments will be served.



Answer these questions about the review.

1. You can tell that the review is about an exhibition of works by

- (A) professional artists.
- (B) elementary school students.
- (C) art teachers.
- (D) high school students.

2. Details in the review suggest that the works are

- (A) very similar in style.
- (B) very different in style.
- (C) exactly alike in style.
- (D) equally effective.

3. You can conclude that the work entitled "Street Scene" is

- (A) a photograph of a specific place.
- (B) a poster for a musical concert.
- (C) a portrait of a special person.
- (D) a painting of a specific place.

4. Details in the review suggest that the work by Clarence Brown was meant to be

- (A) very serious.
- (B) somewhat humorous.
- (C) realistic.
- (D) impossible to understand.

5. What do you think the reviewer meant by saying "Some works shout; others whisper"?

Lesson

Read this story about a biker. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Caw of the Raven

Douglas walked slowly with his eyes fixed on the rim of Mesa Mendoza. It was four days after the accident, and he still could not believe it. He had known David, the hiker who fell, fairly well. The accident had happened because it was May, and climbing in this part of the desert was always unsafe then: the reason was probably that simple. The rains soaked down into the sandstone and froze there in winter, turning to ice that expanded, loosening boulders the size of houses and prying open deep cracks in the hardened clay. When the ice melted in spring, there were always tremendous rock falls, whole faces that crumbled and thundered away—events that few people ever saw or heard, but that deposited great mounds of earth below the cliffs.

All of this David had known as well as Douglas did, having hiked all over this land since he was eight. He must have *chosen* to forget, Douglas reasoned, thinking it could never have happened to him—but then, because he was careless, it had. People said the top of Mesa Mendoza, where David had been standing too close to the edge, had given way. He had fallen without a helmet on, and almost certainly never felt the impact. Douglas took comfort from that detail, but something in him felt angry too. David was a good guy, a young person, someone with his whole life ahead of him; and he never, never should have died like this.

Against all the rules of safety, Douglas hadn't told anyone where he was headed, and he was almost there. He had to see it himself—the place where the accident had happened. Above the spot, a solitary raven circled on currents of rising air, cawing hoarsely. He wasn't superstitious, Douglas told himself, but it really did seem like that sinister bird was leading the way. Douglas scaled a small hill facing the mesa, where from the top he could look down on the site where the rescuers had arrived too late. There in the soft dry clay he could just make out the traces of boot prints—almost certainly theirs—and a small dark streak of something else. Douglas couldn't shake the thought of what that streak might be, and it bothered him for reasons he didn't wait to analyze. Before he knew it, he was scrambling down the hill and up the rubble of the rock fall to the spot. Finding the way up was easy, as the tracks of the rescue team still lay undisturbed.

When he reached the ledge where David had landed 60 feet below the top of the mesa, Douglas knelt down to look. It was as he suspected: the streak on the ground was a bit of dried blood. He stared at it, vaguely realizing his reason for climbing up here was to clear the ground of that stain. He snapped a bough from a juniper bush and swept a layer of clean dry clay over the spot. The streak vanished as if the earth welcomed its secret. Next, he swept away the footprints—his own, the others—and knelt a few moments longer, feeling strangely soothed by the caw of that raven on the wind. Then Douglas stood up, picked his way gingerly back down across the rock fall to the desert floor, and started home.

Answer these questions about the story.

1. You can figure out from details in the story that the events took place

- Ⓐ on a mountain.
- Ⓑ in a desert.
- Ⓒ on a deserted island.
- Ⓓ on a beach.

2. Details in the story suggest that a mesa is

- Ⓐ a snow-covered peak.
- Ⓑ a landform with steep sides and a flat top.
- Ⓒ a low, round hill.
- Ⓓ a deep canyon with extremely steep walls.

3. Why did the accident probably happen?

- Ⓐ because David had stood too close to the edge of a dangerous cliff
- Ⓑ because David had not worn a helmet
- Ⓒ because David had not told anyone where he was going
- Ⓓ because the ground was icy and slippery where David had been climbing

4. Douglas probably went to the site of the accident because he felt

- Ⓐ afraid.
- Ⓑ upset.
- Ⓒ bored.
- Ⓓ careless.

5. At the end of the story, Douglas swept the ground at the site of the accident. Why do you think he probably did this?

Lesson

Read this article about the Port Jackson fig tree. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Invasion of the Fig

It's thriving in the state of Hawaii, some 2,390 miles from California in the Pacific Ocean. It isn't native to the Hawaiian Islands, yet it hasn't hesitated to take over. What is this rude invader? It's the Port Jackson fig tree, also called the rusty fig, or the little-leaf fig.

About 60 fig tree species are cultivated in Hawaii. All have come from other parts of the world. How did the Port Jackson fig get there? The simple explanation is that during the 1920s and 1930s, people actually planted over 30,000 of this particular tree species on the islands. They did so in an effort to create more wooded areas.

The more complicated explanation concerns the relationship between fig trees and fig wasps. Every species of fig tree, including the Port Jackson fig, has a relationship with one or more species of wasps. Fig trees and fig wasps depend on each other to reproduce. One can't survive without the other. The tree's fruit gives the wasp a place to lay its eggs, while the wasp helps the tree by spreading its pollen. Scientists have known about this relationship for a long time; they certainly knew about it in the 1920s, when people decided to plant Port Jackson figs in Hawaii. They brought the fig wasps first, and after the wasps were established, they planted the trees. Unfortunately, the scientific success of yesterday led to the problem of today.

Why is the Port Jackson fig such a problem in Hawaii? It isn't as huge as some fig trees, although it isn't puny; it can reach a height and width of 50 feet, and it gives good shade. It's an evergreen tree with dark green, glossy leaves 3 to 7 inches long, and small fig fruits. Sometimes it has aerial (AIR ee ul) roots that grow down through the air from heavy branches and become supports for the branches themselves. The Port Jackson fig is attractive enough that some Hawaiians cultivate it as a houseplant, or they plant one in their yard. It has also been planted as a street tree.

The Port Jackson fig is not a problem because of its appearance but because of its habits. Once it is established, animals—including bats, birds, and rodents—that feed on its figs distribute its seeds far and wide. In Hawaii, where the climate is mild and there is a fairly consistent amount of moisture, the seeds commonly sprout not only in the ground but also in other trees—and even on rocks, fences, bridges, and buildings. As the fig tree grows, it eventually envelopes, or covers, its host. When its host is a native Hawaiian tree, such as the koa (KOH ah) or the ohia (oh HEE ah), this growth habit means that the fig outgrows and kills a native species. In many areas of the Hawaiian Islands where the terrain is steep and hard to reach, the Port Jackson fig is growing rapidly and unchecked. Leaf by leaf, root by root, it is destroying the natural rainforest.



Answer these questions about the article.

One of the nicknames of the Port Jackson fig tree suggests that

- Ⓐ its fruit is green.
- Ⓑ its fruit is purple.
- Ⓒ its leaves are comparatively small.
- Ⓓ its leaves are comparatively large.

The introduction of the Port Jackson fig tree to Hawaii has proven to be

- Ⓐ promising.
- Ⓑ destructive.
- Ⓒ beneficial.
- Ⓓ unimportant.

3. Details in the article suggest that

- Ⓐ the Port Jackson fig would have survived in Hawaii without its fig wasp.
- Ⓑ the Port Jackson fig would not have survived in Hawaii without its fig wasp.
- Ⓒ neither the Port Jackson fig nor its fig wasp can survive in Hawaii.
- Ⓓ few species of fig tree can survive in Hawaii.

4. People planted the Port Jackson fig tree in Hawaii in an effort to create more wooded areas. This suggests that

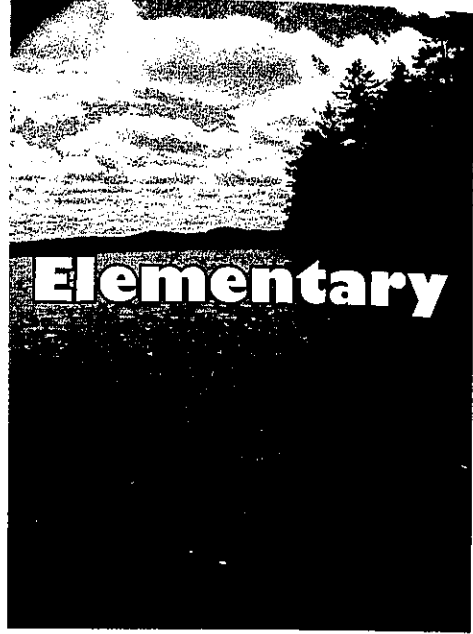
- Ⓐ many native trees grew on the islands.
- Ⓑ the islands had areas that needed more trees.
- Ⓒ the islands had too many fig wasps.
- Ⓓ fig trees grew slowly on the islands.

5. The end of the article says that the Port Jackson fig is destroying Hawaii's natural rainforest. Why might this be a problem?

Lesson

Read this story about a camping trip. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Samantha rummaged through her backpack one last time to make sure she had everything: cook set, eating utensils, cup, water container, flashlight, matches, toothpaste, toothbrush, comb, washcloth, towel, tissue paper, sunscreen, soap, night shirt, boots, socks, underwear, jeans, shorts, T-shirts, swimsuit, sweater, jacket, hat, sunglasses, binoculars, rope, Swiss Army knife, first-aid kit—all were there. What was she forgetting? Her sleeping bag and pad were in separate stuff sacks; someone else was bringing the tent; her food was ready to add to the pack. Samantha considered dashing down to the basement to get the big blue tarpaulin, but decided against it. *We won't need that*, she thought. It wouldn't rain this weekend. It couldn't, after all the planning she and her friends had done. Besides, they'd picked this weekend because the weather in September was always great. And the sky was looking as clear as could be.



Elementary

When the station wagon pulled up and Samantha saw the two double kayaks mounted on the roof racks, she could barely wait to get on the road. She had been dreaming about this trip for two whole months, since she had missed the last one. She and her friends loved nothing better than camping; and the more rugged it was, the happier they were. On one trip, they had braved the winding gravel road to Buckhorn Pass, and they had to shovel their way through a snow bank to reach the campsite. Another time, they had paddled to an island off the coast and shared the beach with seals that kept them awake all night, belching and snorting. No matter where they went, it was always an adventure, and the best part was sitting around the campfire under the stars, talking, laughing, and stirring the coals.

The drive to Anderson State Park took several hours, but by four o'clock the car pulled into the parking area by the boat ramp. No one had to be told to help unload, or to carry the boats, paddles, life vests, and packs to the water, or to stuff the gear into the kayaks. With only two

double boats, they had to make two trips to get all six people to the campsite on the opposite side of the lake. But by the time everyone had landed there, the tent was up, the hammock was strung between two trees, firewood had been gathered and stacked, the picnic table was set for supper, and the lantern was ready to light. Samantha sank contentedly into the hammock for a moment, drinking in the stillness of the lake. *I could stay right here forever*, she was thinking; *and I might*.

But Samantha didn't stay there forever, or even for the rest of the weekend, because that night the sky cracked with thunder, and then it opened and began to rain. It rained and poured, and the next morning it rained some more, until—soggy, sullen, and speechless—the girls agreed to splash and slosh their way back home. The mistake had been so elementary, no one had the heart to spell it out: everyone knew the trip was cut short not because of damp, not because of cold, but because “somebody” had left the tarp behind.

Answer these questions about the story.

Figure out that the events

can

begin

The story suggest that Samantha
and her friends began their trip

in the

afternoon.

afternoon.

The end of the story refers to "somebody" who left the tarp behind. Why is that
person's name probably not given?

3. It took two trips in the two double kayaks to get all six people to the campsite. Why was that probably the case?

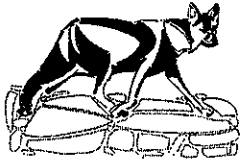
- (A) Each kayak could carry only two people.
- (B) Each kayak could carry only one person.
- (C) Half of each kayak was stuffed with luggage.
- (D) One whole kayak was stuffed with luggage.

4. You can figure out that if the tarp had not been left behind, the campers

- (A) would have used it somehow to keep their campsite dry.
- (B) would have made it into a sail for one of their boats.
- (C) would have stayed at the lake for weeks.
- (D) would still have decided to go home early.

Lesson

Read this magazine interview with a wildlife biologist. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.



Wildlife News: Jeremy, you're an expert on red wolves. Can you give our readers some background on wolves in general and why people track them?

Jeremy Jameson: Well, wolves are native to North America. They have very interesting social behavior and ways of communicating. But because they're such effective predators, many wolf species have been endangered. In parts of the United States, they've been shot for killing livestock like sheep and cattle. The wolves' range and numbers had shrunk so much that when Congress passed the 1973 Endangered Species Act, wolves really needed the protection of the law. The U.S. Fish and Wildlife Service captured groups of surviving wolves—such as the only 14 red wolves known to exist in the world—and put them into special breeding programs in safe environments. Some years later, they released pairs of these types of wolves into the wild, hoping that they would survive and that their numbers would naturally increase. Wolf tracking is one way to measure how successfully these wolf recovery programs are working.

TALKING TRACKS

WN: Does a wolf tracker just set off on foot, looking for paw prints?

JJ: No, these days there's more technology involved than that! Wolves are mainly tracked with trucks. When the first four pairs of endangered red wolves were released back into the wild in North Carolina, they were fitted with soft plastic collars that sent out radio signals. Each wolf's collar sends a signal that's unique. So the trackers drive into the wolves' range in trucks with 10-foot antennas and radio receivers. They listen with headphones for the signals from the wolves' collars. They can hear these signals up to two and a half miles away. When they locate a wolf, they use a special compass to figure out its exact location.

They can put that information into a computer. The computer helps them calculate where specific wolves are and in which direction they're moving. The wolves' movements also help researchers figure out whether or not the wolves appear to be healthy. If a wolf has stopped moving for more than four days, it's probably sick, injured, or

WN: How has wolf tracking helped the recovery of the red wolf?

JJ: Well, the red wolf was once extinct, and its recovery is in progress. The first eight bred red wolves were released into the wild in 1987. More than 100 are now living on 1.5 million acres in North Carolina. I'd say the program is working.

Answer these questions about the interview.

1. From the interview you can figure out that *Wildlife News* is probably

- (A) a television program.
- (B) a book.
- (C) a magazine.
- (D) a video game.

3. Why do researchers probably put radio collars on wild wolves?

- (A) to hurt them
- (B) to trap them
- (C) to track them
- (D) to tame them

2. Details in the interview suggest that

- (A) wolves exist only in North America.
- (B) wolves were brought to North America from Europe.
- (C) red wolves were brought to the United States from South America.
- (D) more than one type of wolf is native to North America.

4. From the number of red wolves alive in the wild today compared with the number in 1987, you can determine that

- (A) they are thriving.
- (B) their numbers are growing.
- (C) they are not reproducing at all.
- (D) they are almost extinct.

5. What might be one advantage of using radio signals to track wolves?

Lesson 18

Read this story about someone who couldn't stay awake. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Tamara's head gave a little jerk before she opened her eyes with the feeling that something had just gone wrong. Her chin was still propped on her left hand, where she remembered resting it a moment earlier, and the fingers of her right hand still held her pen, but the sentence she'd been writing had trailed off into a scribble on the page.

"According to the book, Tamara, what's another reason the Amazon is in trouble?" The booming voice of Mrs. Macalester seemed to come from somewhere just behind Tamara's back. She sat up suddenly, casting a swift glance around at her classmates (all of whom seemed to be staring), hoping something in their expressions might offer her a clue. But with Mrs. Macalester standing so close, not even Yolanda would ask a whisper, and without knowing the reason that someone else had not given, Tamara couldn't venture a reply.

"This isn't the place to be catching up on your sleep, Tamara," Mrs. Macalester said confidentially as Tamara shuffled past her after class. "This is getting to be a serious problem, you know, you seem to be tired all the time."

"I don't know, I can't help it," Tamara said convincingly, and it was the truth. There was no way she could avoid dozing off, especially in a classroom or the library, she had tried a zillion times.

"Do you stay up late at night for some reason, or get up unusually early?"

"Tuesday and Thursday nights I have a job at the pretzel shop in the mall, but that's only till ten o'clock," Tamara said. "Those nights I usually get to bed by one or so."

"You mean one o'clock in the morning?" Mrs. Macalester frowned. "Your circadian rhythms are probably all fouled up."

Tamara didn't want to seem uninformed, but *circadian rhythm* sounded like something a drummer in a band might use, or maybe an insect on a summer night.

"Your circadian rhythms are a 24-hour schedule that your brain is on," Mrs. Macalester volunteered. "If you get different amounts of sleep every night, it throws your whole body off. Your brain will try to make up for your irregular sleep by dozing whenever it gets a chance, like a computer going into sleep mode."

When Tamara found a way to quit her job and get to bed at the same time every night, she found out it was true. She could even get through a whole class without an embarrassing moment.

THE STUDENT WHO COULDN'T STAY AWAKE



Answer these questions about the story.

1. You can figure out that at the beginning of the story, Tamara

- Ⓐ had been feeling sick.
- Ⓑ was waking up after falling asleep.
- Ⓒ wanted to be an artist.
- Ⓓ had not done her homework.

3. The reason Tamara could not answer Mrs. Macalester's question is that

- Ⓐ Tamara had been asleep and had missed part of the class discussion.
- Ⓑ Tamara had not read the book.
- Ⓒ Tamara had not heard the question.
- Ⓓ Tamara had been drawing pictures of the Amazon rather than paying attention.

2. You can tell that Mrs. Macalester is

- Ⓐ Tamara's mother.
- Ⓑ Tamara's aunt.
- Ⓒ Tamara's doctor.
- Ⓓ Tamara's teacher.

4. From Mrs. Macalester's remarks, you can determine that Tamara's problem was that she did not

- Ⓐ have a part-time job.
- Ⓑ read enough about the Amazon in Peru.
- Ⓒ play the drums.
- Ⓓ go to sleep at the same time every night.

5. By the end of the story, how did Tamara avoid embarrassing moments at school?

Lesson

Read this article about laughter. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

The Best Medicine

Question: How can you tell when an elephant's been in the refrigerator?
Answer: You can see its footprints in the butter.



How would you rate that riddle on a scale of 1 to 10, with 10 meaning "hysterically funny" and 1 meaning "a total dud"? If you told that same joke, and asked the rating question of ten different people, they almost certainly would not all agree. What makes one person laugh may not even make another smile. Humor and laughter are very mysterious things.

Although chimpanzees do sometimes make sounds that resemble sounds we associate with laughter—"Aha! Aha! Aha!"—humans are the only creatures on earth that actually do laugh: we are born with a funny bone, you might say. We laugh instinctively, long before we learn to speak. We also laugh unconsciously, uncontrollably, and without intention. We laugh when we find something funny. But often, we also laugh when we're nervous, when we're embarrassed, and even when someone says something that isn't obviously amusing, like "Have a nice day." Have you noticed that laughter is contagious, like yawning? On the other hand, have you noticed that it's practically impossible—even for an actor—to fake a good laugh? Try it yourself, or ask somebody else to laugh on the spot.

A wonderful thing about laughter is that it activates so many parts of the body. Everyone knows that laughing changes our facial expressions: for some reason, it makes us stretch our mouths open and show our teeth. Depending on our individual ways and responses, our laughter may take the form of a cackle, a chuckle, a chortle, a giggle, a wheeze, a series of gasps, a hoot, a shout, or a guffaw. But laughter also stimulates the brain, mouth, cheeks, throat, and lungs. Have you noticed that when you laugh so hard your stomach hurts, it feels like you've been doing sit-ups?

The old expression "laughter is the best medicine" has some truth to it. By stimulating so many parts of us, laughter helps us let go of emotions like sadness, fear, and anger, which can have stressful and harmful effects on our body and mind. Scientists estimate that laughing 100 times is like working out for 10 to 15 minutes on a rowing machine or exercise bike, but they add that the average adult laughs only 17 times a day. So don't feel uncomfortable if you laugh when nobody else does!

Answer these questions about the article.

1. At the beginning of the article, the slang expression "a total dud" probably means something that is

- Ⓐ extremely funny.
- Ⓑ somewhat funny.
- Ⓒ slightly funny.
- Ⓓ not funny at all.

3. You can tell from the article that the author does not think that

- Ⓐ laughter is mysterious.
- Ⓑ laughter is good for people.
- Ⓒ "Have a nice day" is funny.
- Ⓓ anything is funny.

2. Details in the article suggest that the laughter of chimpanzees

- Ⓐ is exactly like that of humans.
- Ⓑ is not exactly like that of humans.
- Ⓒ is based on a sense of humor.
- Ⓓ is contagious.

4. You can figure out from the article that

- Ⓐ there are many types of laughter.
- Ⓑ there are only a few types of laughter.
- Ⓒ everyone agrees about what is funny.
- Ⓓ no one agrees about what is funny.

5. At the end of the article, the author says you should not feel uncomfortable if you laugh when nobody else does. What does this suggest?

Lesson

Read this story about an adventure that did not turn out as planned. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

Some Adventure!

"Dad, I've planned the whole thing, and I know what I'm doing," Jonathan declared more shrilly than he intended. "All we need is a ride to Rooster Rock and back!"

Jonathan's father was not quick to reply. He was on his back under the car in the garage, balancing a wrench in one hand and an oil pan in the other. He had had a long day, he had not yet had dinner, and he might not have agreed to Jonathan's demand anyway. This time his niece's safety was also at stake.

Jonathan proposed to take his cousin out for a ride on the Columbia River. He planned to put in the canoe several miles upstream from Rooster Rock State Park, explore a small sandy island there, then paddle

downstream to the park by sunset. Jonathan's father considered: Amelia had never been out of Oklahoma City and should have some adventure during her visit; Jonathan, though he could be irresponsible, was an experienced canoeist whose judgment was usually sound.

"Okay," the voice under the car agreed reluctantly, "but don't make me regret it!"

The following Saturday at 1 P.M., Jonathan and Amelia lugged the canoe and paddles down a bank toward the Columbia. To get to the island, they would have to navigate a maze of sandbars between them and the river. To Jonathan's undisguised annoyance, his father stood on the bank by the car, shouting orders like a general.

"Go to the left! No, not that way; you'll get stuck!"

By the time the two cousins finally reached the island, they were so exhausted from their exertions that they fell asleep on the beach. The sun had almost set when Jonathan awoke suddenly and announced that they should start paddling downriver. He soon realized that he had underestimated the Columbia: the wind had come

up, raising waves as hard to paddle against as a current. The sun dropped, the rosy glow of sky and water turned to lavender blue, and the river became a dark force. A tense silence gripped the pair: Jonathan realized with a pang of worry that from the stern he couldn't reach the flashlight he had carelessly tossed into the boat. Amelia looked petrified, paddling fiercely as the waves splashed over the bow against her.

By the time they reached Rooster Rock Park, it was too dark to see. What they saw instead were the headlights of a car, aimed at the river like a beacon. When Jonathan scrambled up the bluff toward those lights, he came face to face not only with his father, whose jaw was set in a stony expression, but with an Oregon state trooper who had radioed the river patrol and told them to launch a rescue.

On the drive home, Jonathan's father was silent. Jonathan stared ahead in bewilderment. Amelia just kept thinking, *Never again. Never again!*



Answer these questions about the story.

1. Details toward the end of the story suggest that the story took place in

- Ⓐ Canada.
- Ⓑ Idaho.
- Ⓒ Washington.
- Ⓓ Oregon.

3. It was dark by the time Jonathan and Amelia reached Rooster Rock Park. You can determine from this that

- Ⓐ they probably should have left the island later.
- Ⓑ they left the island on time.
- Ⓒ they probably should have left the island earlier.
- Ⓓ they probably should never have left the island.

2. Details in the story suggest that Jonathan

- Ⓐ always had good judgment.
- Ⓑ occasionally did not have good judgment.
- Ⓒ almost never had good judgment.
- Ⓓ was predictably irresponsible.

4. At the end of the story, Jonathan's father had a "stony expression" on his face. This suggests that he looked

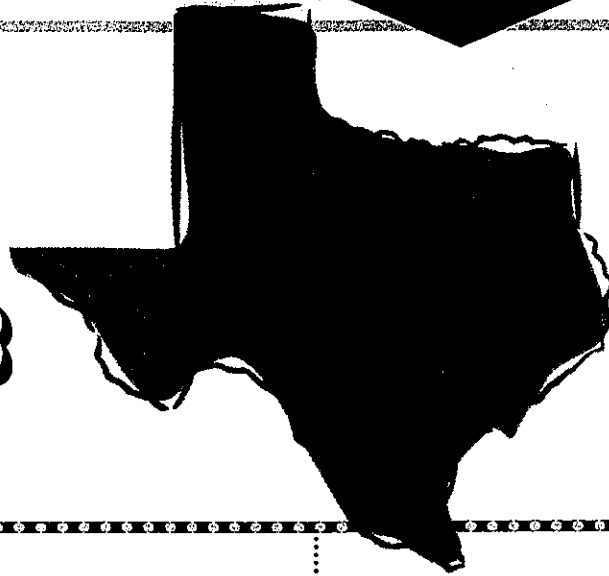
- Ⓐ relieved.
- Ⓑ bored.
- Ⓒ amused.
- Ⓓ stern.

5. What do you think Amelia meant by *Never again?*

Lesson

Read this description of an uncle. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

★ OUR UNCLE BOB ★



When I remember Uncle Bob, I always picture it as summer. It's as hot as blazes, and wonderful smells are coming from the kitchen. My brother and I are kids, and we've traveled all the way to Laredo with our folks, sparring and tussling in the back seat of our old peach-colored Mercury, to visit Aunt Gillian—Grandma's youngest sister—and Mother's cousins Robby and Annie and Morris. Most of all (from our point of view), we've come to visit *him*.

Sweating and steaming in the car, we'd turn one last corner, and there it would be: the ranch-style house with an old wagon-wheel leaning against the porch rail. The door would open, and a cool breeze would drift out, and there Aunt Gillian would be, looking fresh and

welcoming in a blue-and-white checked cotton dress. Uncle Bob would be just behind her, rising from his leather easy chair like John Wayne getting off his horse. He always wore new blue jeans, and a long-sleeved Western-style shirt with mother-of-pearl buttons stretched snug across his belly. He had a black bolo tie and a cowboy belt with a big silver buckle, Texas style. His hands were huge and worn, and on the right one was an old class ring set with a ruby.

When Uncle Bob went to hug you, he pulled you in with a crushing handshake first, then pressed you to his chest, where you sniffed the new cigar through its wrapper in his shirt pocket. When you stepped back from this embrace, your right hand came away holding a five-dollar bill. He always pulled this off like a secret magic trick, so your

parents didn't see. Then you'd look up into his wide, weathered face, etched with wrinkles from laughing, and he would wink. We thought he was the greatest great-uncle in the world.

I never quite understood what Uncle Bob did for a living, but we heard he had always worked hard. Mother said he was smart with money and somehow got an oil rig—just one, but it was enough. Compared to us, he and Aunt Gillian and Robby and Annie and Morris seemed just about as rich as they could be. But when Uncle Bob died suddenly of a heart attack, all that changed. Then it seemed like Aunt Gillian and Robby and Annie and Morris had just about lost everything.



Answer these questions about the description.

1. You can tell that the subject of the description is the writer's

- Ⓐ grandfather.
- Ⓑ father.
- Ⓒ cousin.
- Ⓓ great-uncle.

3. The description says that Uncle Bob's hands were "worn." This suggests that

- Ⓐ his hands had shrunk.
- Ⓑ he used his hands in some kind of physical work.
- Ⓒ he always wore work gloves.
- Ⓓ he was a cowboy.

2. You can figure out that at the time described, Uncle Bob was

- Ⓐ a slight man.
- Ⓑ a heavy-set man.
- Ⓒ a very old man.
- Ⓓ a very young man.

4. Details in the description suggest that Uncle Bob and his family lived in

- Ⓐ California.
- Ⓑ Colorado.
- Ⓒ Arizona.
- Ⓓ Texas.

5. What does the end of the description suggest about how the writer felt when Uncle Bob died?

Read this article about a dancing activity. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

THE LONGEST DANCE



In the fairy tale “The Red Shoes,” written by Hans Christian Andersen in 1845, it’s a pair of evil shoes, not the girl who wears them, that make her dance. Luckily, more people are like Gene Kelly in the musical *Singin’ in the Rain*. They’ve “gotta dance” because it’s fun, not because they have to. But most dance enthusiasts have never tried marathon dancing. That would put their enthusiasm to the test!

During the Great Depression of the late 1920s and the 1930s, marathon dancing became a craze. Many people were out of work and needed money, and some entered dance competitions to win cash prizes. The first American to set a record for the longest continuous dancing was 32-year-old Alma Cummings. In 1923, she danced for 27 hours straight, exhausting six different partners in the process. She became a star overnight, and dancers began trying to beat her record.

At first, marathons were held in local dance studios. Audiences came to watch people dance as a form of entertainment, paying admission. But after 1923, as the contests got more popular, they also got more complicated. Dance marathons turned into big productions. Along with the contestants, there were judges, live bands, nurses, and vendors.

The early marathons were danced non-stop. But to make them last as long as possible—for days, weeks, and even months—those who put them on (and stood to gain the most from them) began allowing the dancers short rest breaks for each hour of dancing. Then the rules began to get very elaborate. There were rules saying that dancers had to register with one partner and stay together throughout the competition. If one partner gave up, both had to quit. There were rules dictating how the dancers could eat, rest, and bathe during rest periods. It wasn’t long before dancers were expected to know and perform the latest dances of the day, like the fox trot and the Charleston. Audiences cheered on their favorites and betted on who would win, as though they were attending a wrestling match. Judges watched like hawks to see if anyone’s knees touched the ground. During slow dances, exhausted dancers could literally sleep on their feet, as long as they kept them moving.

Needless to say, it wasn’t and isn’t healthy to dance nonstop, or even around-the-clock with short breaks. In the same year that Alma Cummings set her record, another dancer—Homer Moorehouse—dropped dead after dancing 87 hours straight without breaks. But according to the records, the longest marathon dance lasted 5,152 hours. It took place in Chicago, from August 29, 1930, to April 1, 1931. The winning couple won \$2,000—which works out to 39 cents an hour.

Answer these questions about the article.

1. In the first paragraph, the slang word *gotta* probably stands for

- Ⓐ *got a.*
- Ⓑ *got to.*
- Ⓒ *got too.*
- Ⓓ *got two.*

3. You can tell that during the Great Depression, marathon dancing was

- Ⓐ the latest dance.
- Ⓑ a type of wrestling.
- Ⓒ a fad.
- Ⓓ a game.

2. The end of the first paragraph suggests that

- Ⓐ most people who like dancing would like marathon dancing.
- Ⓑ most people who like dancing would not like marathon dancing.
- Ⓒ most people do not like dancing.
- Ⓓ most people are not good dancers.

4. You can figure out from the article that dance marathons

- Ⓐ were invented for children.
- Ⓑ were funny to watch.
- Ⓒ could be dangerous for participants.
- Ⓓ were never dangerous for participants.

5. The end of the article says that the winning couple of the longest marathon won \$2,000. About how much did *each* partner earn per hour of dancing?

Lesson

Read this story about a shopper. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.



Little Black Dress

Mrs. Jackson told herself she shouldn't be shopping because she had other things to do. Especially, she shouldn't be shopping for things she didn't need. Yet she had just stepped on the brakes, swerved over, found a shady spot, and begun wandering back to the sign that said "YARD SALE" in front of the house at 234 Taylor Street.

"Hello," she said to the strangers in lawn chairs overlooking the spread of used clothes, dented kitchen ware, unread books, outdated videos, old records, broken toys, rusty tools, and ugly furniture upon their grass. Moments later, Mrs. Jackson was privately congratulating herself on having made the find of the day. How could anyone have missed it? It was a perfectly elegant little black dress, designed by a famous designer and looking brand new in the pile of garments marked "\$2.00 OR LESS." It was not quite her size, but . . .

"I'll take this," she announced, feeling like a thief who hadn't yet been caught.

When she got home, Mrs. Jackson hung the little black dress prominently on a hanger on a hook outside her closet door, the better to admire it. A few days later, she assigned it a hanging spot among the other dark dresses in the closet, and she shut the door.

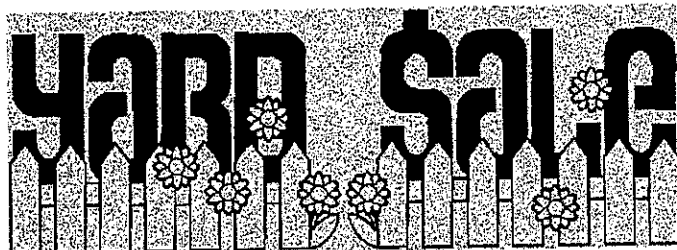
About a year later, Mrs. Jackson herself decided to have a yard sale, and so she began the tiresome process of going through her closet in search of

things to cast off. She told herself the rule to which she must hold was this: if she had not worn a garment in a year, she would give it up. Through her closet she went like a whirlwind—until she came upon the black dress. She hesitated: she had never worn it; there had been no occasion, and there was no reason to think that it would ever really fit. Into the pile of castoffs it went.

At Mrs. Jackson's yard sale, another woman snatched up the little black dress the moment she spied it. *It's not really her size*, Mrs. Jackson noted. But as the woman handed Mrs. Jackson three crisp dollar bills, Mrs. Jackson thought she noticed the woman smiling slightly to herself, as though she had just scored a find. *I should have held onto that dress*, Mrs. Jackson thought with a flash of regret, but too late.

The following year, Mrs. Jackson was driving home from an errand on Main Street when she happened to notice a yard sale on the corner of 20th and Main. Before she knew it, she was out of her car and wandering among the piles of used clothes. When the dark hem of something caught her eye, her hand gave it a little tug—and came back holding her very own black dress! It still looked perfectly elegant and brand new.

"I'll take this," Mrs. Jackson declared, handing over a one-dollar bill with a satisfied little smile to herself.



Answer these questions about the story.

Details at the beginning of the story suggest that when Mrs. Jackson first bought the dress, she paid

- (A) three dollars or more.
- (B) three dollars.
- (C) two dollars or less.
- (D) one dollar.

Why did Mrs. Jackson probably feel like a thief when she first bought the dress?

- (A) She thought she'd paid too much for it and wanted to bring it back.
- (B) She thought the dress was worth more than what she'd paid for it.
- (C) She had stolen the dress.
- (D) She thought the first owner of the dress had stolen it.

3. From the story, you can figure out that

- (A) the dress would fit Mrs. Jackson perfectly.
- (B) the dress would not fit Mrs. Jackson very well.
- (C) someone had made the dress for Mrs. Jackson.
- (D) Mrs. Jackson had designed the dress herself.

4. You can determine from the price at which Mrs. Jackson sold the dress that

- (A) she charged less for it than she'd paid for it.
- (B) she charged the same price for it that she'd paid for it.
- (C) she charged more for it than she'd paid for it.
- (D) she gave the dress away for free.

5. If it didn't fit her and she had no place to wear it, why do you think Mrs. Jackson bought the dress a second time?

Lesson

Read this story about a type of music. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.

The Music That Drove People Crazy

It started long ago, in the decade when people so adored musicals starring Nelson Eddy and Jeanette MacDonald that they would sing romantic duets like "Maytime" at the top of their lungs while driving down the road. They forced their poor children to chime in on the refrain. Edson Smith had had the misfortune to be one of those children, and his personality had never quite recovered from the damage. In fact, he had devoted his entire adult life to taking revenge on this aspect of his past. It had made him an artist, of sorts.

Edson was a violinist in a string quartet, and he was also the principal composer of works that the four musicians played. This distinction allowed him a power that he might not have enjoyed as an ordinary violinist. It allowed him to drive listeners crazy.

Edson had numerous strong opinions, and he never hesitated to make sweeping statements about vocal music, which he dismissed as "silly sung music with a tune." He disliked folk music; he loathed country-western music; he could not abide opera; he hated operettas even more. If he was in a generous mood, he admitted that he had at times "come close to enjoying" certain blues. But he was rarely in a generous mood.

In general, Edson had no patience for any music that sounded pleasing in a pretty sort of way. Even classical music (except for any work by Bach) did not win his approval.

"I have no desire to be pleased by a tune," he would declare disagreeably if anyone asked him (although almost no one did). "I would much prefer to be disturbed by it!"

So the music that Edson composed for his quartet to play was never meant to please. His audiences rarely included anyone who had ever attended the quartet's concerts before. Edson quite enjoyed this fact, because it meant that he could count on his music to generate an element of surprise.

The audience would enter the small concert hall and take their seats, all unsuspecting. Edson, as he tuned his violin, would often cluck to himself at the thought of so many ignorant people out there assuming that they were about to hear melodies that would soothe and uplift their spirits. Instead, an hour into the concert, they would begin to squirm in their seats. An hour later, some would actually rise up and stagger from the hall with their eyes staring, pretending to cough. Those folks, Edson guessed, would probably go home and lie awake all night, trying to get his disturbing sequence of musical notes out of their minds!

And that was, indeed, what they did.

Answer these questions about the story.

1. Details in the first paragraph suggest that Edson probably

- (A) liked singing along with his parents.
- (B) liked singing along with singers on the radio.
- (C) liked singing along with his parents.
- (D) liked string quartets.

2. You can figure out from the story that Edson

- (A) liked music.
- (B) liked to play music.
- (C) liked to play with one other musician.
- (D) liked to play with a group of three other musicians.
- (E) liked to play with a group of four other musicians.

3. Details in the story suggest that a blues song and an operetta are

- (A) two types of music for instruments only.
- (B) two types of vocal music.
- (C) both types of folk music.
- (D) both types of country-western music.

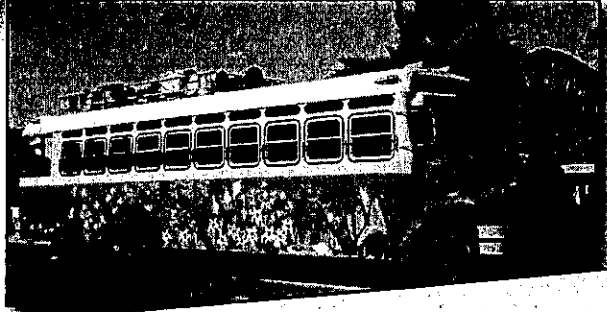
4. Edson hoped his audience would be disturbed by his music. You can tell from the story that in this respect, he

- (A) almost succeeded once.
- (B) often succeeded.
- (C) usually failed.
- (D) always failed.

5. Why do you think Edson did not like to be pleased by a pretty musical tune?

Lesson

Read this travel diary entry about a bus ride in Mexico. As you read, think about the information that is directly stated as well as what you already know. This will help you figure out information that is not directly stated.



ON THE WAY TO SAN CRISTÓBAL

December 11

The day started early, with our flight from Mexico City to Tuxtla Gutiérrez (TOOKST lah goo tee EHR res), the capital of the state of Chiapas (chee AH pahs). Descending the steps from the jet, I breathed in the tropical air and was struck by the sight of flowering plants in a garden behind the little airport. There were roses, hibiscus, and many I couldn't identify, announcing that we'd landed in a colorful country.

From the airport at Tuxtla, a combi (a small van serving as a taxi) took us to the bus station. There we could have hired another combi for the drive to San Cristóbal (sahn krees TOH bahl). Instead (not knowing enough about the habits of the average combi driver), we decided the hours-long ride might be safer on a bus. We had heard that the road was steep and curvy. So, when the bus for San Cristóbal pulled up, we climbed on. Little did we guess that we'd be lucky to arrive!

The road had only two lanes, and every turn seemed at least as sharp as the bend in a hairpin. The drop-off grew more and more alarming, until it was a sheer cliff, unprotected by any guardrail. Any stranger would have thought the bus driver might take this road slowly, creeping along. But no. He preferred to careen, as though he had no choice! Veering around every bend, we were apt to find another bus barreling toward us at the same speed, and a truck passing it in our lane!

No doubt to reassure us, the driver turned on some religious music in English, blaring as loud as the volume would go. But the cliff side of each bend in the road was lined with small white crosses, marking the sites where unlucky travelers—perhaps busloads of them—had plummeted over the edge!

This trip covered 50 miles of rugged country, which unfortunately I was too terrified to appreciate. It wasn't until we rounded one bend and were startled by the apparition of several Mayan women from the village of Zinacantán (zee nah kahn TAHN)—gazing at us, bare-footed, in crimson and pink blouses and black skirts, their long black hair braided with bright ribbons—that I guessed we had almost arrived at our destination. Then, suddenly, the bus stopped, and we were here. My knees are still wobbling. My knuckles are still white.



Answer these questions about the diary entry.

Details in the diary entry suggest that Chiapas is a state in

- Ⓐ the United States.
- Ⓑ Canada.
- Ⓒ Mexico.
- Ⓓ Brazil.

From the diary entry you can figure out that the writer is

- Ⓐ a tourist who has never been to San Cristóbal before.
- Ⓑ a tourist who has often been to San Cristóbal.
- Ⓒ a resident of San Cristóbal.
- Ⓓ a bus driver from Tuxtla Gutiérrez.

3. What do you think the writer felt when she noticed the white crosses marking spots on the roadside?

- Ⓐ She felt amused.
- Ⓑ She felt frightened.
- Ⓒ She felt sleepy.
- Ⓓ She felt angry.

4. After seeing women from the village of Zinacantán, the writer concluded that the bus trip was nearly over. This suggests that Zinacantán is

- Ⓐ near San Cristóbal.
- Ⓑ near Tuxtla Gutiérrez.
- Ⓒ in the United States.
- Ⓓ the name of a bus station.

5. At the end of the diary entry, the writer said her knees were “still wobbling” and her knuckles were “still white.” What do these details suggest about how soon after the bus ride she wrote the diary entry?

