

Sleep and Dreams

In This Chapter

You will read about something that we all do—sleep. What happens when we sleep? Everyone does not agree on this answer. In Part 1 of this chapter, you will read about some theories and research on sleep and dreams. In Part 2, you will read a person's dream narrative. You will learn about doing a search on the web in Part 3. As in every chapter, you will get a chance to practice the vocabulary and do a crossword puzzle in Part 4.

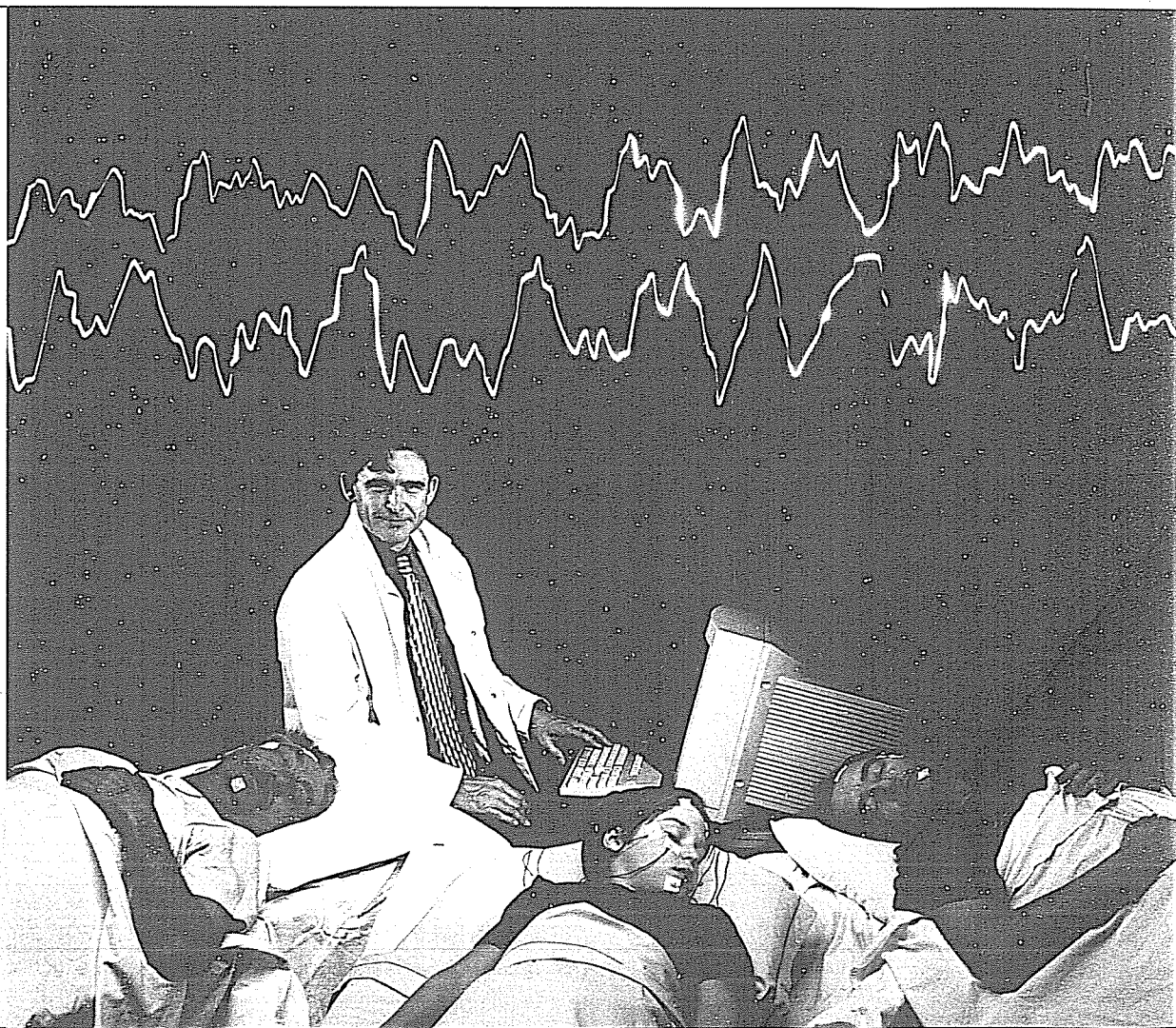
“ Dreams say what they mean, but they don't say it in daytime language. ”

—Gail Godwin
American writer (1937–)



Connecting to the Topic

- 1 What do you see in the photo? What are the people doing?
- 2 What are four questions that the researcher (the man in the white coat) might have about sleep and dreams? Discuss them.
- 3 What do you think happens when we sleep?



Part 1

Reading Skills and Strategies

The Purpose of Sleep and Dreams

Before You Read

1 Interviewing Students Look at the questions in the chart below. Decide on your answers. Then walk around the room and ask four students the questions. Put their answers in this chart.

Questions	Student 1	Student 2	Student 3	Student 4
1. How many hours of sleep do you need each night?				
2. Why do we sleep?				
3. Does everyone dream?				
4. What do you think a road in a dream means?				



▲ Do babies dream?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ childhood
- ☐ desires
- ☐ emotions
- ☐ evidence
- ☐ Freud
- ☐ hormone
- ☐ logic
- ☐ psychologists
- ☐ purpose
- ☐ research

- ☐ stage
- ☐ symbols
- ☐ theories (theory)
- ☐ vision

Verbs

- ☐ occurs
- ☐ predict
- ☐ repair
- ☐ wonder

Adjective

- ☐ awake

Adverb

- ☐ however

3 Understanding New Words In Chapters 1–5, you learned ways to understand new words in a reading. Below are some new words from the next reading. Try to understand their meanings from these sentences, without a dictionary. Write the meanings on the lines.

1. Many people wonder: Why do we sleep? Why do we dream? They ask themselves about the reasons for sleep and dreams.

wonder = to question or ask yourself something

2. There was a lot of evidence that George killed Mr. Smith. Police found George's gun in Mr. Smith's house. Also, two people saw George leaving Mr. Smith's house. In addition, everyone knew that George hated Mr. Smith.

evidence =

3. Our bodies produce more of a growth hormone (a chemical that helps us grow) while we sleep.

hormone =

4. Some people think that dreams are important; however, other people think that dreams have no meaning and aren't important.

however =

5. A psychologist studies people's behavior. Some psychologists, such as Sigmund Freud, have strong beliefs about dreams.

psychologist =

6. Can dreams tell us something about our emotions—our feelings?

emotions =

7. Maybe these are symbols. In other words, they mean *other* things. For example, a road in a dream might be a symbol of the dreamer's life.

symbols =

8. When we are awake, we don't dream. We dream only when we're asleep.

awake =

9. Those parts of the brain are for vision (the ability to see), and logic (the ability to think and understand).

vision = _____

logic = _____

Strategy

Finding the Meaning of New Words: Meaning After Or

You do not always need to use a dictionary to find the meaning of a new word. The meaning of a new word is sometimes after the word *or*.

Example

There are many **theories**, or opinions.
(**Theories** means opinions.)

- 4 Finding the Meaning of New Words** The meanings of these words are in the next article. Find the words and circle their meanings.

purpose repair occurs stage desires research

Read



- 5 Reading an Article** Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

The Purpose of Sleep and Dreams

- A Many people **wonder**: Why do we sleep? Why do we dream? They ask themselves the **purpose**, or reason. There are many **theories**, or opinions, about this, but scientists don't know if these ideas are correct.

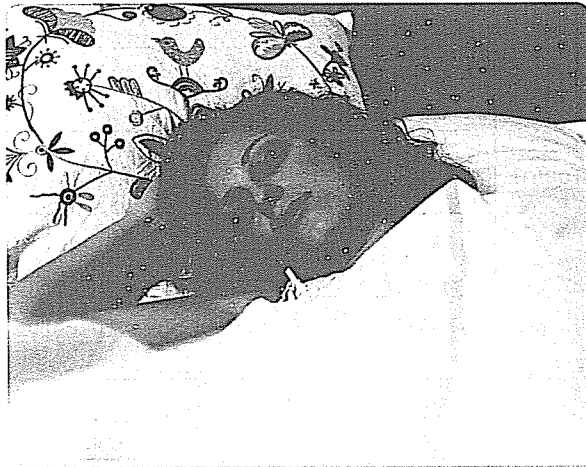
Theories of Sleep

- B One theory of sleep says that during the day, we use many important chemicals in our bodies and brains. We need sleep to make new chemicals and **repair**, or fix, our bodies. This theory is called the "Repair Theory." One piece of **evidence** for this theory is that our bodies produce more of a growth **hormone** (a chemical that helps us grow) while we sleep. Another theory is that the purpose of sleep is to dream. Dreaming **occurs**, or happens, only during one **stage**, or period, of sleep—REM (Rapid Eye Movement) sleep.

REM sleep occurs about every 90 minutes and lasts for about 20 minutes. Some scientists believe that REM sleep helps us to remember things, but other scientists don't agree.

Dream Theories

- c Whatever the reason for sleep, everyone sleeps, and everyone dreams every night. Many times we don't remember our dreams, but we still dream. Like sleep, no one knows exactly why we dream or what dreams mean. There have been many theories about dreams throughout history. Many cultures believe that dreams can **predict** the future—that they can



▲ Dreams occur only during REM sleep.

tell us what is going to happen to us. **However**, some people believe that dreams are only a form of entertainment.

- D Psychologists such as Sigmund Freud say that dreams are not predictions of the future. Psychologists have strong beliefs about dreams. However, these scientists don't always agree with each other. There are several different theories about the purpose of dreaming.

- E Freud, who wrote around the year 1900, said that dreams can tell us about our **emotions**—feelings—and **desires**, or wishes. Freud believed that our dreams are full of **symbols**. In other words, things in our dreams mean *other* things. For example, a road in a dream isn't really a road. It might be a symbol of the dreamer's life. Freud thought that dreams are about things from our past, from our **childhood**. Other psychologists say no. They believe that dreams are about the *present*, about our ideas, desires, and problems *now*. Other psychologists say that dreams have no meaning at all.

New Evidence

- F We still don't know why we dream. However, there is interesting new evidence from research, or studies, about the brain. When we are awake, many parts of our brain are active, for example the parts for emotions, vision (the ability to see), **logic** (the ability to think and understand), and others. However, when we are asleep and dreaming, the part of the brain for *logic* is not active. Maybe this new evidence answers one common question: Why do dreams seem so crazy?

After You Read

6 Finding Details What are some theories about sleep and dreams? Look back at the reading. Find information and fill in this chart.

Theories	
Why do we sleep?	1.
	2.
Why do we dream?	1.
	2.
	3. <i>Freud said:</i>
	4.
	5.

7 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading. (Look before the word *or*.)

Meaning	Vocabulary Word
1. reason	
2. opinions	
3. fix	
4. happens	
5. period of time	
6. wishes	
7. studies	

Strategy

Understanding Words from Their Parts

The beginning or ending of some words can help you with their meanings. Here are four:

Word Part and Meaning	Example
▪ <i>un-</i> can mean "not" ▪ <i>-er</i> can mean "a person who" ▪ <i>-ist</i> can mean "a person who studies something or knows a lot about it" ▪ <i>-hood</i> can mean "the situation or stage of life when a person . . ."	unhappy writer scientist parenthood



8 Understanding Words from Their Parts Write a word for each definition below. Use a word in the definition and a part from the Strategy Box above: *un-*, *-er*, *-ist*, *-hood*.

1. not interesting = uninteresting
2. a person who dreams = _____
3. the stage of life when a person is a child = _____
4. a person who knows a lot about psychology = _____
5. not comfortable = _____
6. a person who does research = _____



9 Discussing the Reading Talk about your answers to the following questions.

1. Do you remember your dreams? What do you think dreams mean?
2. What does your family or culture think about dreams?
3. Do you believe one of the theories from Activity 6 about why we dream? Why or why not?

A Dream Narrative

Before You Read



1 Thinking About the Topic For each question, choose the answer that is correct for you. Then share and discuss your answers with a group.

1. How often do you remember your dreams?
 - ☐ A every night
 - ☐ B often (four or five times a week)
 - ☐ C sometimes (once or twice a week)
 - ☐ D rarely (once a month)
 - ☐ E never
2. How often do you have nightmares (dreams that are scary or frightening)?
 - ☐ A every night
 - ☐ B often (four or five times a week)
 - ☐ C sometimes (once or twice a week)
 - ☐ D rarely (once a month)
 - ☐ E never
3. How often do you talk about your dreams with friends or relatives?
 - ☐ A every time I dream
 - ☐ B often
 - ☐ C sometimes
 - ☐ D rarely
 - ☐ E never
4. How often do you try to interpret your dreams—in other words, to figure out the meaning?
 - ☐ A every time I dream
 - ☐ B often
 - ☐ C sometimes
 - ☐ D rarely
 - ☐ E never



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Verbs

- ☐ realized
- ☐ traveling

Adjectives

- ☐ anxious
- ☐ complicated
- ☐ familiar
- ☐ unfamiliar

Adverb

- ☐ outside

Idiom

- ☐ make sense

Strategy

Finding the Meaning of New Words in Context

Sometimes the meaning of a word can be found in the sentence or phrase that follows the new word.

Example

We had our lunch **outside**. It was a warm day, and we sat under a tree.

(*outside* = not on the inside of something; not in a building)

3 Finding the Meaning of New Words in Context Find the meaning of the underlined words. Look in the sentence or phrase that follows them. Choose the best answer.

1. My friends like to travel. Last week they went to Hong Kong. I prefer to stay here in my own city on my vacation.
☐ (A) study ☐ (B) go places ☐ (C) exercise
2. I was very anxious. This always happens to me. I'm always very worried before an exam.
☐ (A) happy ☐ (B) busy ☐ (C) nervous
3. I was in a new city. Everything was strange. Nothing was familiar.
☐ (A) from my family ☐ (B) something that I knew ☐ (C) beautiful
4. The math problem was very complicated. I couldn't do it, and my teacher couldn't do it, either.
☐ (A) easy ☐ (B) interesting ☐ (C) difficult
5. You can't stay home today! Don't you realize that we have a really important exam?
☐ (A) understand ☐ (B) want ☐ (C) wonder
6. The story didn't make sense. I read it four times, and I still didn't understand it.
☐ (A) easy to understand ☐ (B) interesting ☐ (C) without logic



Read

4 Reading a Narrative Read this narrative (story). Then answer the questions.

A Dream Narrative



▲ Writing a dream journal

A **T**his is the dream of a 40-year-old businessman. He is married and has two children. He goes to a psychologist because he feels **anxious** a lot. The psychologist told him to write down his dreams. This is his dream from June 7.

B *Dream 6/7: In my dream I was in a large city. It was very big and very dark. The city seemed like New York, but it didn't look like the real New York. I was in a friend's apartment. It was comfortable. After a few minutes, I left and went out on the street, alone. I walked for a while. Then I realized I was lost. I couldn't find my friend's apartment again. I started to feel uncomfortable. I tried to return to the apartment, but all of the streets looked unfamiliar and completely different, and I didn't know my friend's address. I began to feel anxious.*

C *I kept walking. I wanted to find something familiar. It was getting late. I decided to go home. I knew my home was outside the city. I saw buses on the street, but I didn't know which one to take. I couldn't find a way to leave the city. There was a way to get home, but I didn't know it. I asked for directions. The people answered, but they didn't make any sense. All their directions were very complicated, and I couldn't understand them.*

D *Suddenly I was on a boat. The boat was traveling across a very dangerous river. It was dark. The river was very dirty. There was garbage in it. I couldn't see the other side of the river, and I was afraid. I began to think, "I'll never get home." I tried to ask for help, but no one listened to me. Then I woke up.*

After You Read

5 Identifying the Main Idea What is the main idea of the reading?

- (A) A businessman was in a big city at night.
- (B) A man wrote about his dream for his psychologist.
- (C) A man was trying to go home, but it was difficult.

6 Finding Details Read the dream narrative again. Then read the details below. Put checks (✓) next to the details that are in the narrative.

- ☒ The man was anxious.
- ☐ A psychologist tried to help him.
- ☐ He walked to his psychologist's office in the city.
- ☐ In his dream, he was in a big city.
- ☐ It was morning in his dream.
- ☐ In the dream, he wanted to go home.
- ☐ In the dream, he had problems on his way home.

7 Understanding Pronouns Find the meaning of each underlined pronoun. Highlight it. Then draw an arrow from the pronoun to its meaning.

1. The city seemed like New York, but it didn't look like the real New York.
2. I was in a friend's apartment. It was comfortable.
3. On the street I saw buses, but I didn't know which one to take.
4. There was a way to get home, but I didn't know it.
5. All their directions were very complicated, and I couldn't understand them.

UNDERSTANDING MOOD

The *mood* of a piece of writing is the "feeling," or emotion in it. One way to understand the mood is to notice the adjectives. For example, a writer might use the adjectives *happy*, *wonderful*, and *beautiful* for a positive mood or *anxious*, *unhappy*, and *horrible* for a negative mood.



8 Understanding Mood Find all of the adjectives in the dream narrative. Highlight them. In your opinion, what is the mood of this dream?



9 Discussing the Reading Look back at Paragraph E on page 99. Then talk about your answers to the following questions.

1. What might psychologists say about the man's dream on page 104? What are his emotions?
2. What might be some symbols in his dream? In your opinion, what might they mean?

10 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you have learned in this chapter.

- ▣ something that you learned about sleep or dreams
- ▣ a dream that you have had
- ▣ your opinion of dreams

Part 3 Practical English

Searching the Web



Using the Internet

Searching for Information on the Internet

Searching the Web is difficult, especially in a foreign language. Some websites are useful and some are not useful. When you do a search, look at the search results page. You need to scan the information—read very quickly and get a general idea of each website. Then decide if it is useful to you.

Example

Below is an example of a search results page on the Internet. Note the meaning of the following terms on the websites:

- .com = commercial (indicates a business)
- .org = organization (an organization, not usually a business)
- .edu = education (indicates a college or university)

SEARCH: dreams

Search results

1. Amazon.com: Akira Kurosawa's Dreams (1990): DVD
Short films by the famous Japanese director . . . www.amazon.com
2. What Dreams Are Made Of - Newsweek Health - MSNBC.com
Article on the study and history of dreams, Newsweek Magazine . . .
www.msnbc.msn.com
3. Dreams Bed Superstore
Dreams is Britain's leading bed seller, selling a wide range of beds. Sells all types and kinds of beds . . . www.dreamsplc.com

4. Dreams: FAQ

This site will answer most of your general questions about dreams. . . .
people who did that research in the 1950s and . . .
psych.ucsc.edu/dreams/FAQ International Conference

5. The DREAMS Foundation

(Dream Research and Experimental Approaches to the Mechanisms of Sleep)
This dream blog is pretty amazing . . . bloggers across the Internet have
written down their dreams. . . . dreams.blogharbor.org

6. Dreams and Wishes Quotes

Quotes and quotations from the website Famous Quotes . . . All our dreams
can come true, if we have the courage to pursue them. Walt Disney
www.goodquotes.com/~.htm

1 Searching for Information on the Internet You are in a college freshman psychology course. You have to do a four-page research paper about dreams. Match each website description below to a website in the Strategy Box on page 106 and 107. Write the number of the site on the line.

- a. 2 This site has an article from a popular news magazine. It is probably a good place for basic information about the subject.
- b. _____ The Web address of this site has "ucsc.edu". The "edu" tells us it is probably a university. It answers "frequently asked questions" (FAQ) and so it is probably a good place for basic information.
- c. _____ This website sells books and movies. This site is on the list only because the title of the movie is "Dreams."
- d. _____ On this website, people can describe their dreams and share them with other people. It might be useful for our research.
- e. _____ This is a site with quotes about different subjects. This page gives us quotes about dreams. It would not be useful.
- f. _____ This site sells beds. It is not at all useful.

What are the three best sites for your research paper? Write your choices below.

2 Choosing Words for a Web Search Using more than one word in your search can help you find good sites. Look at the words in the box and circle or highlight the words you think would help in the search in Activity 1.

baseball	Freud	research	theories
dreams	humans	sleep	university
freshman	paper	student	wake

Imagine you are writing a paper about new theories on the reason why people sleep. Write four words you might use to search the Internet. Choose words from the box above or think of other words. Share your answers with classmates. What are the best four words?

Part 4

Vocabulary Practice

1 Reviewing Vocabulary Read each sentence below. Check (✓) *True* or *False*. Vocabulary words from this and previous chapters are underlined.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. <u>Emotions</u> and feelings are almost the same. | ☐ | ☐ |
| 2. If you're <u>awake</u> , you're not asleep. | ☐ | ☐ |
| 3. If you use <u>logic</u> , you make decisions with your emotions. | ☐ | ☐ |
| 4. An <u>anxious</u> person is not usually nervous. | ☐ | ☐ |
| 5. <u>Childhood</u> is one <u>stage</u> in human life. | ☐ | ☐ |
| 6. Most movies and stories have a <u>narrative</u> . | ☐ | ☐ |
| 7. If you understand the class, it doesn't <u>make sense</u> . | ☐ | ☐ |
| 8. If you have a <u>theory</u> , you should have some <u>evidence</u> for that theory. | ☐ | ☐ |



2 Listening: Focusing on High-Frequency Words Listen and write the missing words in the blanks on the next page. If you don't know, then guess. Check your answers on page 99, Paragraph E.

Freud, who wrote around the year 1900, said that dreams can tell us about our emotions—feelings—and _____, or wishes. Freud _____ that our dreams are full of symbols. In other words, things in our dreams mean *other* things. For example, a road in a _____ isn't really a road. It might be a _____ of the dreamer's life. Freud _____ that dreams are about things from our past, from our _____. Other psychologists say no. They _____ that dreams are about the *present*, about our ideas, desires, and problems *now*. _____ psychologists say that dreams have no meaning at all.

3 Using Your Vocabulary Use these words from Chapter 6 to make your own sentences.

1. stage / dreaming / occurs

Dreaming occurs during the REM sleep stage.

2. purpose / sleep / scientists

3. cultures / predict / dreams

4. dreams / psychologists / research

5. childhood / I / often

4 Building Vocabulary Complete the crossword puzzle. These words are from Chapters 3, 5, and 6.

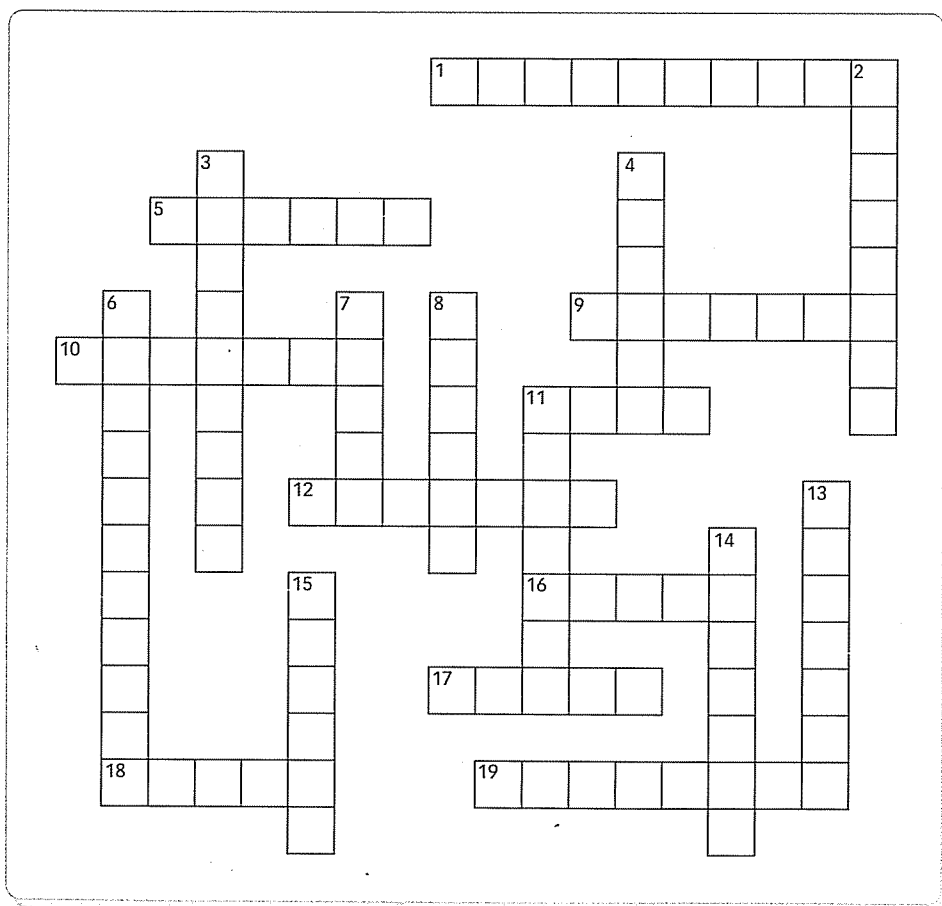
aunt	desires	purpose	theory
average	evidence	repair	traditional
awake	Freud	research	unfamiliar
branch	logic	similar	vision
childhood	predict	stage	wedding

Across

1. opposite of *familiar* (adj.)
5. an idea a scientist has about something (n.)
9. opposite of *different* (adj.)
10. see ahead into the future (v.)
11. the sister of my mother (n.)
12. wishes, wants (n.)
16. opposite of *asleep* (adj.)
17. a famous psychologist (n.)
18. the method you use when you think carefully (n.)
19. proof that something is true (n.)

Down

2. scientific study (n.)
3. life from birth to age 18 (n.)
4. the ability to see (n.)
6. like the past (adj.)
7. Childhood is the first _____ of life. (n.)
8. fix; make something good again (v.)
11. The _____ of 3 and 9 is 6. (n.)
13. the reason for an action or a thing (n.)
14. a ceremony when people get married (n.)
15. something a family and a tree have (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Finding the meaning of new words: meaning after *or*
- ☐ Finding details
- ☐ Understanding words from their parts
- ☐ Finding the meaning of new words in context
- ☐ Identifying the main idea
- ☐ Understanding pronouns
- ☐ Understanding mood
- ☐ Searching for information on the Internet

Target Words

Nouns

- ☐ childhood*
- ☐ desires*
- ☐ emotions
- ☐ evidence
- ☐ Freud
- ☐ hormone
- ☐ logic
- ☐ psychologists
- ☐ purpose*
- ☐ research
- ☐ stage*
- ☐ symbols
- ☐ theories (theory)
- ☐ vision

Verbs

- ☐ occurs
- ☐ predict
- ☐ realized*
- ☐ repair
- ☐ traveling (travel)*
- ☐ wonder*

Adjectives

- ☐ anxious
- ☐ awake
- ☐ complicated
- ☐ familiar*
- ☐ unfamiliar

Adverbs

- ☐ however
- ☐ outside*

Idiom

- ☐ make sense

*These words are among the 1,000 most-frequently used words in English.

Work and Lifestyles

In This Chapter

Have you ever volunteered your time? In this chapter, you will read about people who volunteer. They work and spend their time to help others, but they don't receive money. In Part 1, you will learn about different things that volunteers can do and who they can help. In Part 2, you will read about the personal experience of one young volunteer. In Part 3, you will have practice reading charts and comparing how much money countries have and how much people in those countries volunteer. Finally, Part 4 provides opportunities to work with new vocabulary.

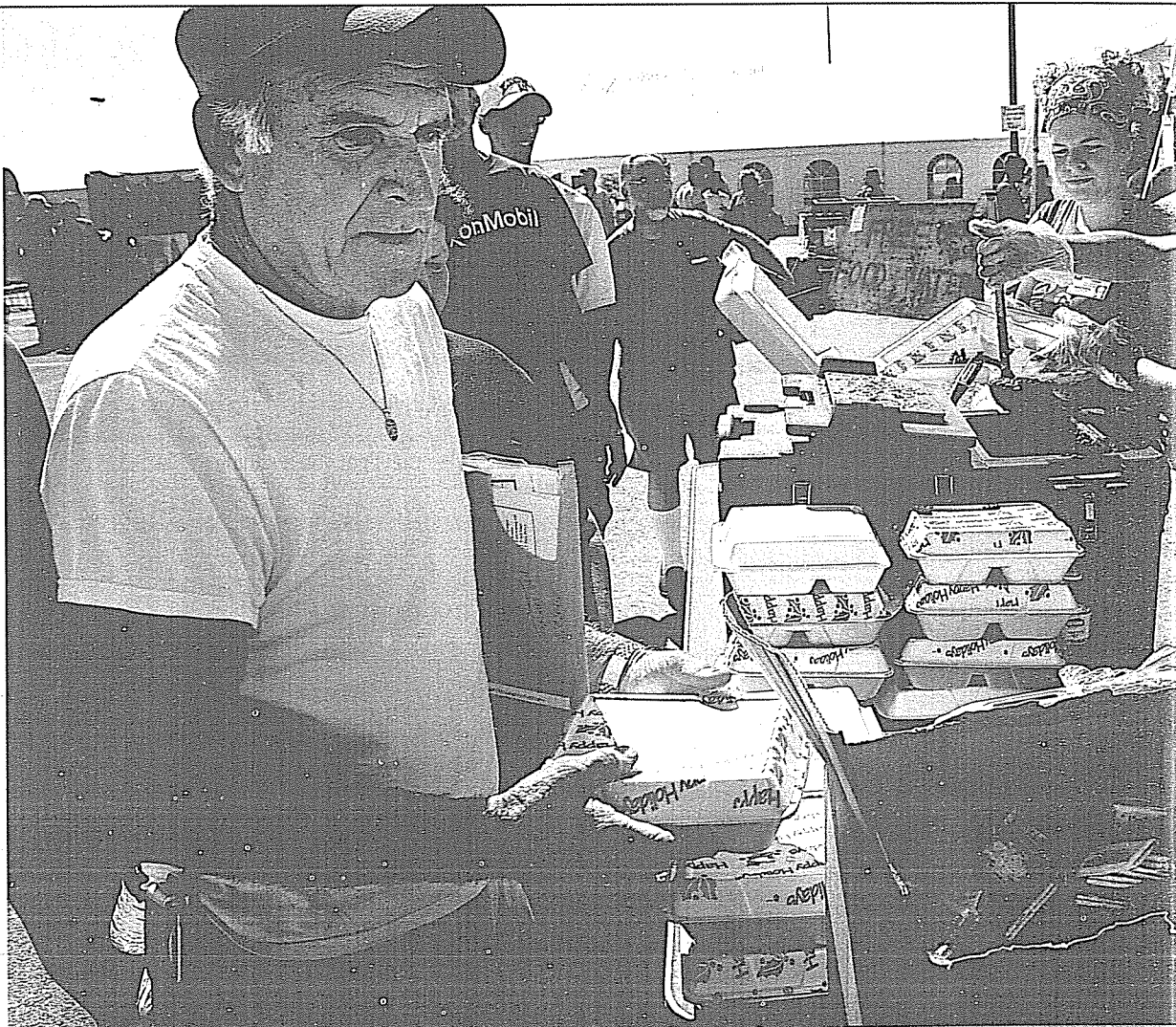
“Success in life has nothing to do with what you gain in life or accomplish for yourself. It's what you do for others.”

—Danny Thomas
American entertainer (1914–1991)



Connecting to the Topic

- 1 Describe the photo. Name everything that you see.
- 2 Why does this man need free food and water? What do you think happened?
- 3 What other things can people do to help each other?



Part 1 Reading Skills and Strategies

Volunteering

Before You Read

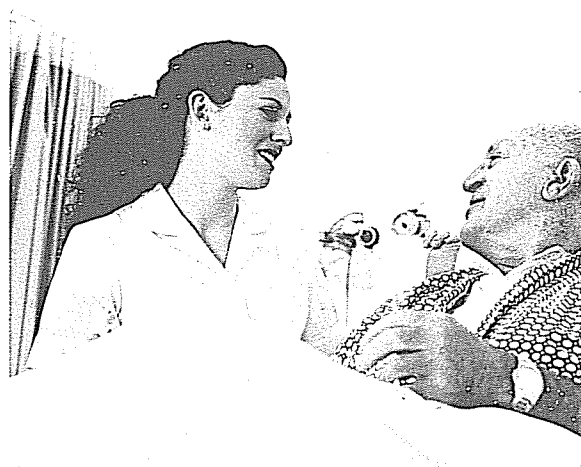


1 Thinking About the Topic Look at the photos and discuss the questions.

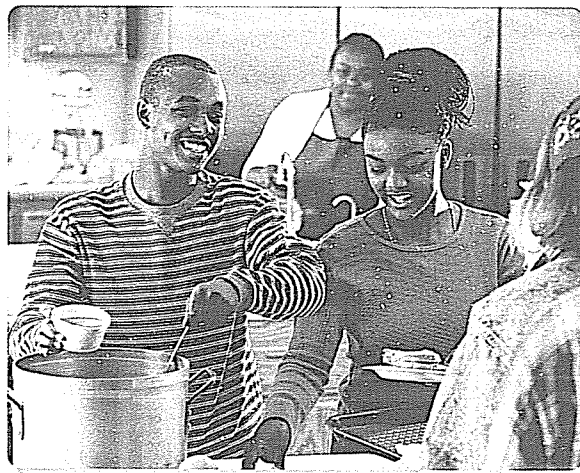
1. What are five things that you see in each photo?
2. Who are these people?
3. What are they doing? Why?



▲ "Let's plant it here."



▲ "Can I get you anything?"



▲ "Would you like some soup?"



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ AIDS
- ☐ environment
- ☐ hardships
- ☐ homelessness
- ☐ lives (life)
- ☐ mammals
- ☐ teenagers
- ☐ volunteers

Verbs

- ☐ delivering (deliver)
- ☐ planted (plant)
- ☐ prepare
- ☐ release
- ☐ volunteer

Adjectives

- ☐ famous
- ☐ homeless
- ☐ lonely

Adverb

- ☐ daily

Expression

- ☐ take care of

Strategy

Finding the Meaning of New Words: Looking at Colons

You do not always need to use a dictionary to find the meaning of a new word. Sometimes a colon (:) can help you to understand a new word. If you know the key word or words on *one* side of the colon, then you can figure out the meaning of the word or words on the *other* side of the colon.

Examples

There are terrible **afflictions**: AIDS, cancer, and TB.

What are some examples of afflictions? *AIDS, cancer, and TB*

She cooked some wonderful foods: **stews, casseroles, and soufflés**.

What are stews, casseroles, and soufflés? *some wonderful foods*

3 Finding the Meaning of New Words The meaning of these words is in the next article. Find the words and look before or after the colons for their meanings. Underline the meanings.

hardships
pine

elm
cypress

eucalyptus
seals

sea lions
sea otters



4 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

File Edit View Favorites Tools Help

⏮ ⏪ ⏩ ⏭ 🔍 🏠 ⭐
Address <http://www.tellmeaboutvolunteering.com> GO!

Volunteering

A Some people go to work each day and then come home. They spend time with their family and friends. Maybe they watch TV or go to a movie. Sometimes they exercise or read. This is their life. But for other people, this isn't enough. They look around their neighborhoods and see people with terrible **hardships**: sickness, loneliness, and **homelessness**. Other people see problems with the environment. Many people want to help. They **volunteer**. They give some of their time to help others. 5

B **Volunteers** help in many ways. Some visit sick and **lonely** people. Some give their friendship to children without parents. Some build houses for **homeless** people. Others sit and hold babies with **AIDS**. 10

C Andy Lipkis was at summer camp when he **planted** his first tree. He began to think about the **environment**. In many countries, people were cutting down trees. Andy Lipkis worried about this. In 1974, he started a group, TreePeople, to plant trees: pine, elm, cypress, and eucalyptus. They also began to plant fruit trees in poor neighborhoods because fresh fruit is often too expensive for poor people. Today there are thousands of members of TreePeople, and more join every day. They plant millions of trees everywhere to help the environment *and* people. 15

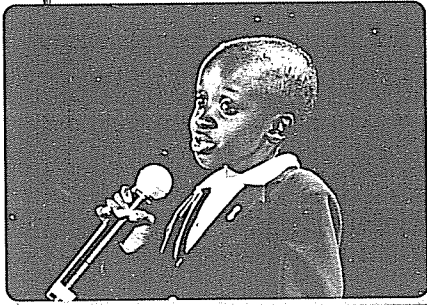
D Ruth Brinker wasn't planning to change the world. Then a young friend became sick. He had AIDS. Soon he was very sick, and he couldn't **take care of** himself. Brinker and other friends began to help him. In 1985, Brinker started Project Open Hand. This group cooks meals and takes them to people with AIDS. Soon Project Open Hand volunteers were cooking many meals every day and **delivering** them to people who couldn't leave home. Today, volunteers **prepare** 2,000 meals **daily**. Ruth Brinker didn't plan to change the world, but she is making a change in people's lives. 20 25 30



▲ Caring for a sick seal

E Only three volunteers began the Marine Mammal Center in northern California in 1975. Today there are 800 volunteers. They work with mammals. Mammals are animals that feed on their mother's milk when young. The volunteers help sick ocean mammals: seals, sea lions, and sea otters. The sick animals become well and strong. Motherless baby animals grow big and healthy. For many weeks—or sometimes months—volunteers help to feed and take care of these animals. They also work in an educational program that teaches people about these animals. The volunteers don't get any pay for their hard work. Their "pay" is the good feeling on the day when they can release a healthy animal—take it to its home, the ocean, and let it go free.

F Thirty or forty years ago, most volunteers were housewives. They volunteered time while their husbands were working. Today both men and women volunteer—and teenagers and children, too. There are volunteers from all social classes, all neighborhoods, and all ages. Most aren't rich or famous. They enjoy their volunteer work. People need them. Today, the world needs volunteers more than ever before. Perhaps a young Zulu boy from South Africa, Nkosi Johnson, said it best. Before he died of AIDS at the age of 12, he made a speech that is now famous. In this speech, he said, "Do all you can with what you have, in the time you have, in the place you are."



▲ Nkosi Johnson—small body, big heart

After You Read

5 Identifying the Main Ideas and Important Details Fill in this chart with information from the reading.

Name of the Organization	Who started it?	What do the volunteers do?	In which paragraph is this information?
TreePeople			

6 Checking Vocabulary Look back at the reading for the answers to these questions. (Look before or after the colons.)

1. What are three hardships? _____
2. What are pine, elm, cypress, and eucalyptus? _____
3. What are seals, sea lions, and sea otters? _____

Now write the word for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Word
A	give time to help others	
C	the place around us	
D	taking things to people	
E	let an animal go free	
F	people between 13 and 19 years old	

SENTENCE STRUCTURE: UNDERSTANDING SENTENCES WITH THE WORD *THAT*

Sometimes a writer puts two sentences together with the word *that*.

Example

They found a sick seal. + It was on the beach.
 They found a sick seal **that** was on the beach.

7 Understanding Sentences with the Word *That* Look back at Paragraph E to find a sentence with the word *that* for each pair of sentences below.

1. Mammals are animals. They feed on their mother's milk when young.

2. They also work in an educational program. It teaches people about these animals.



Culture Note

Finding Places to Volunteer

Some people want to help others, but they wonder, How can I find a place to volunteer? In the United States, there is an organization called Volunteer Match. A person can go to their website, or other similar websites, and answer three questions:

- What is your zip code (area of the country)?
- How far can you travel to volunteer? (How many miles?)
- What kind of volunteer work do you want to do? (Some possible answers are *animals, arts and culture, children, education, homeless people, and hunger.*)

The website will give you a list of many organizations in your area.
Are there websites like this in other countries that you know about?



8 Discussing the Reading Talk about your answers to the following questions.

1. Are any of the organizations in the reading interesting to you? If so, which one(s)? Why?
2. Do you (or does anyone you know) volunteer for any organization now, or did you in the past? Describe it.

Part 2

Reading Skills and Strategies

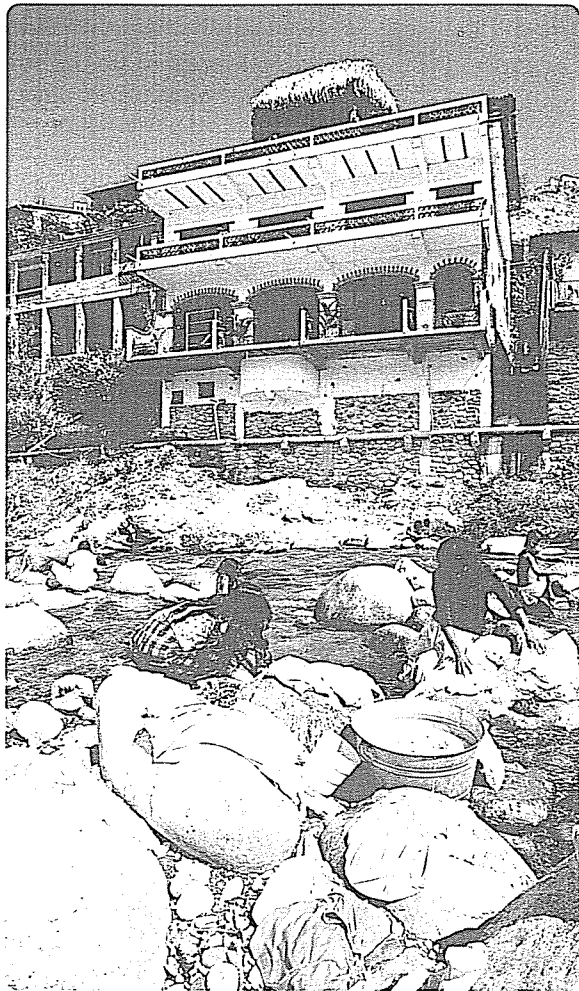
My Special Year

Before You Read



1 Thinking About the Topic Look at the photos on page 120. Answer the questions with another student.

1. These are photos of the same city. There are big contrasts—differences—between them. Describe the neighborhoods and the people. How are they different? Use adjectives.
2. All cities have good areas and bad areas. What are some contrasts in *your* city? Discuss two neighborhoods that are very different from each other. Use adjectives.



▲ What is life like for the people in these photos? ▲



2 Previewing Vocabulary Read the words in the list below. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ contrast
- ☐ crime
- ☐ drugs
- ☐ energy
- ☐ street children

Verbs

- ☐ email
- ☐ taught (teach)

Adjectives

- ☐ fun
- ☐ tough



3 Reading a Narrative Read this narrative. Then answer the questions.

My Special Year

- A **M**y name is Pablo. I think I'm a lucky guy. I have a good family, and we live in a nice neighborhood in a really special place, Puerto Vallarta, Mexico. People travel here from many countries for their vacations. We have beautiful beaches, hotels, restaurants, shopping, and sports.
- B However, in my beautiful hometown, there are also very poor neighborhoods. These areas are crowded and have a lot of crime. Life is terrible for many of the children in these areas. Some don't really have a childhood because they're homeless and live on the streets. They don't have families or education. They don't have enough food. Most of them have chronic stress. Many use drugs or have diseases or mental problems.
- C Last year, I came back to Puerto Vallarta from my university in Mexico City. I spent one year as a volunteer with an organization called Outreach International. They have several programs. I volunteered for one program to help street children. It was the best—and most difficult—year of my life. I learned a lot that year.
- D I worked in a home for street children (all boys, at this one). It's in an old school that nobody uses now. At this home, the boys have a place to sleep and three meals daily, but it's not a school. (They go to a neighborhood school.) The home keeps the boys off the streets. It shows them another way of life. As a volunteer, I helped to prepare meals. I taught games—such as basketball and football—and art. I helped the kids with their homework. These kids can be fun. They have a lot of energy, but they're also really tough. Their hardships on the streets make them strong and not always "sweet little children."
- E At this boys' home, I met two other volunteers—Brian from Canada and Greg from Australia. In many ways, we were very similar. We were the same age, came from good homes, had a good education, and liked to travel. They were both college students, like me. We became friends. I helped them with Spanish, and they helped me with English. They came to meet my family, and we had fun together. Now, we email each other. But more than anything, I will always remember the children. I hope their lives can be better in the future. The contrast between their lives and my life is big. I hope they can have a good life, like I do.

After You Read

Strategy

Organizing Details Using a T-chart

In the reading, there were several contrasts and many details. You can use a T-chart to organize two sides of a topic.

Traveling

Good Things About It	Bad Things About It
fun learn about new places meet new people	expensive tiring miss home

- 4 Organizing Details Using a T-chart** Complete the chart about Puerto Vallarta.

Puerto Vallarta

Good Things About It	Bad Things About It

- 5 Organizing Details** Now make a T-chart to show the differences between the lives of the volunteers and the lives of the street children.

- 6 Thinking Critically: Making Inferences** Read the sentences below. They are from the reading. Make guesses about street children from these sentences. Discuss your answers with a small group.

1. I worked in a home for these street children (all boys, at this one).

What can you guess?

- (A) The street children were happy at the home.
- (B) Only boys live on the street.
- (C) There is a different home for girls.
- (D) I got money for my work.

2. These kids can be fun. They have a lot of energy, but they're also really *tough*. Their hardships on the streets make them strong and not always "sweet little children."

What can you guess about the word *tough*? It means:

- (A) fun and with a lot of energy
- (B) strong
- (C) sweet little children
- (D) strong and not sweet

Strategy

Understanding Words from Their Parts: Suffixes

The ending of some words can help you with the meaning. These endings are called *suffixes*. Here are two: *-less* and *-ness*.

Word Ending and Meaning

- *-less* means "without"; words with *-less* are adjectives
- *-ness* means "a condition of"; words with *-ness* are nouns

Example

homeless (= with no home)

homelessness (= the condition of not having a home)
happiness (= the condition of being happy)

7 Understanding Words from Their Parts: Suffixes Write an adjective with the suffix *-less* on each line. Compare your answers with a partner.

- The gum doesn't have sugar. It is sugarless.
- He doesn't have a job. He is _____.
- They don't have hope. They are _____.
- He doesn't have a friend. He is _____.
- She didn't get any sleep last night. It was a _____ night.
- He doesn't have a heart. (He doesn't care about people.) He is _____.
- The baby seal doesn't have a mother. She is _____.

8 Understanding Words from Their Parts: Suffixes Now write the correct words from the box on the following lines. Follow the example. (One word will not be used.)

home
hope
power

homeless
hopeless
powerless

homelessness
hopelessness
powerlessness

- John lost his home. Homelessness is a big problem in this city, and he felt very unhappy because he was _____.
- When people become homeless they often lose _____ for the future. They begin to feel _____. _____ is a big problem for people living on the streets.

3. A sick person with no money often feels _____. This _____ can cause depression and sadness.



9 Discussing the Reading Talk about your answers to the following questions.

1. What are some problems that street children (in any country) might have? Make a list.
2. In your opinion, is the situation hopeless? Why or why not?
3. What can we do to help poor people? List five things.

10 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you learned in this chapter.

- the problems of street children
- your ideas on how to help poor people
- one time when you were a volunteer
- one of the organizations from this chapter: TreePeople, Project Open Hand, The Marine Mammal Center, Outreach International.

Part 3

Practical English

Reading Charts

1 Reading a Chart Read the information below and look at the chart about eleven countries on page 125. Answer the questions that follow.

The chart lists the percentage of people who volunteer in each country. It also lists information about the value of what each country produced in one year. This is called the Gross National Product (GNP.) The GNP per person is a country's yearly income divided by the population. See this example:

GNP = \$5,000,000,000

Population: 50,000,000

GNP per person = $\$5,000,000,000 \div 50,000,000 = \100.00

Country	Percent of Population Volunteering	GNP Per Person
Brazil	12%	U.S. \$4,630
Colombia	48	2,470
Finland	33	24,280
France	23	24,210
Germany	26	26,570
Israel	12	16,180
Japan	9	32,350
Netherlands	46	24,780
Sweden	51	25,580
Spain	12	14,100
U.S.	49	29,240

1. Which country has the highest percentage of volunteering? _____
2. Which country is the richest? _____
3. Which country is richer, Germany or Spain? _____
4. Which four countries have the lowest percentage of volunteering?

5. Which country has a higher percentage of volunteers, Finland or Spain? _____
6. Which countries have four times the volunteers of Israel? _____

Discuss with a group what you notice about the answers. Is anything surprising?

2 Working with Averages The average GNP per person for the 11 countries on the chart is about \$20,339. (The total amount of the GNP divided by the 11 countries.)

Germany is \$6,231 above the average ($\$26,570 - \$20,339 = \$6,231$), which is about 30 percent. Answer these questions about the chart.

1. How much above the average is Sweden? \$ _____
(which is about 27% above)
2. How much below the average is Brazil? \$ _____
(which is about 77% below)
3. What country is closest to the average? _____
4. Which country is most above the average? _____ How much? _____
5. Which country is the most below the average? _____ How much? _____
6. What is the average rate of volunteering among these eleven countries? _____

Part 4

Vocabulary Practice

1 Building Vocabulary The underlined words below are from this chapter. Circle the word in each group that does not belong or relate to the vocabulary word.

- | | | | |
|---------------------------|-----------|--------------|------------|
| 1. <u>volunteer</u> | work | <u>money</u> | help |
| 2. <u>tough</u> | weak | strong | not nice |
| 3. <u>plant</u> | cut down | grow | food |
| 4. <u>email</u> | travel | computer | website |
| 5. <u>street children</u> | lucky | poor | hungry |
| 6. <u>daily</u> | weekly | early | monthly |
| 7. <u>young</u> | child | childhood | sick |
| 8. <u>energy</u> | power | weakness | strength |
| 9. <u>teach</u> | educate | learn | show |
| 10. <u>drugs</u> | coffee | pills | medicine |
| 11. <u>famous</u> | unknown | popular | well known |
| 12. <u>fruit</u> | lemon | carrot | banana |
| 13. <u>fun</u> | enjoyable | boring | happy |
| 14. <u>lonely</u> | cheerful | alone | by oneself |



2 Listening and Focusing on High-Frequency Words Listen and fill in the missing words below. Then check your answers on page 116, paragraph D.

Ruth Brinker wasn't planning to _____ the world. Then a _____ friend became sick. He had AIDS. Soon he was very sick, and he couldn't _____ care of himself. Brinker and other friends _____ to help him. In 1985, Brinker started Project Open Hand. This _____ cooks meals and takes them to people with AIDS. Soon Project Open Hand volunteers were cooking many meals every day and delivering them to people who couldn't leave home. Today, volunteers _____ 2,000 meals _____. Ruth Brinker didn't plan to change the _____, but she is making a change in people's _____.

3 Filling in the Blanks Use the words in the box to complete the new paragraph about a kind man.

AIDS	hardships	homelessness	volunteering
crime	homeless	volunteer	volunteers

George works hard but he still finds time to _____¹.
 He _____² at a church in the middle of the city. There is a lot of
 _____³, like robbery and drug selling, so it is dangerous. There
 is also a lot of _____⁴, and people sleep on the street. The
 _____⁵ people have terrible _____⁶. Some have diseases
 like _____⁷. George is _____⁸ because he wants to
 make a difference.

4 Building Vocabulary Complete the crossword puzzle with words from the box. These words are from Chapters 6 and 7.

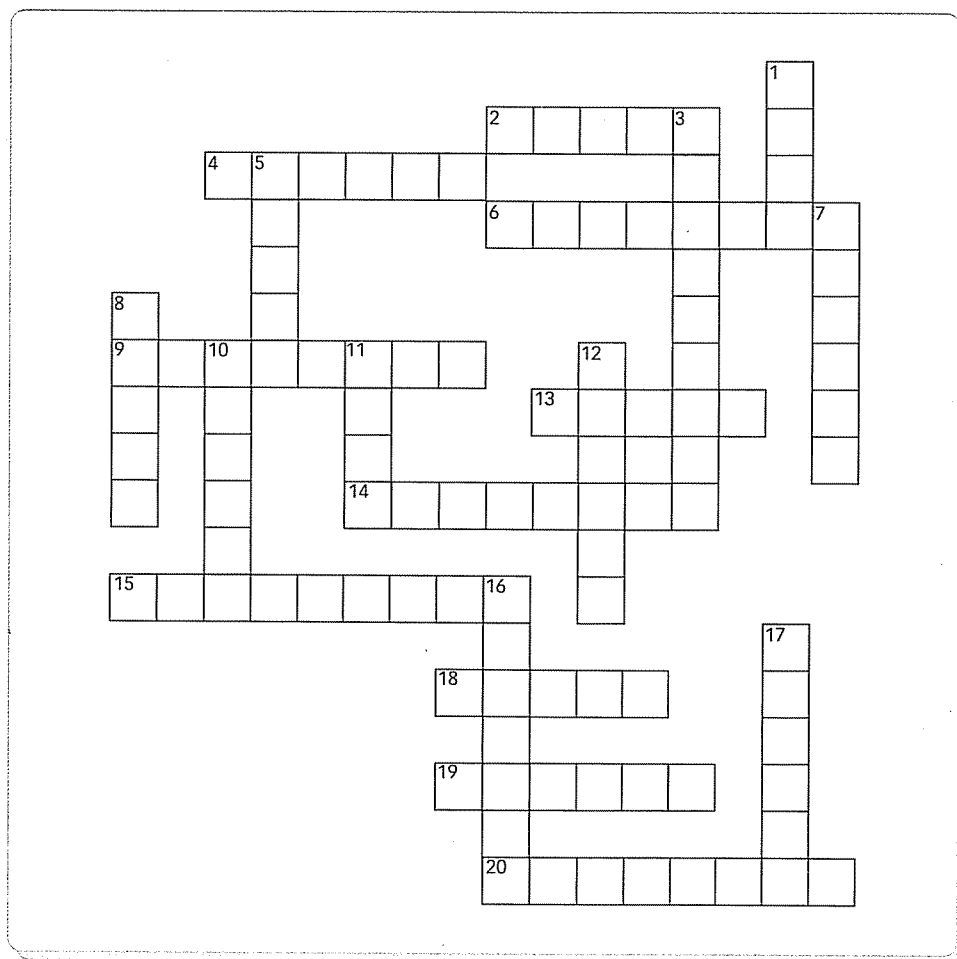
AIDS	fruit	mammal	symbol
awake	hardships	plant	taught
contrast	homeless	release	tough
emotions	logic	research	vision
famous	lonely	rich	volunteer

Across

2. strong and able to take care of yourself (adj.)
4. examples: a human, a seal, or a dog (n.)
6. a big or strong difference (n.)
9. close, careful study of something (n.)
13. Scientists and mathematicians use this when they think. (n.)
14. with no home (adj.)
15. work for free (v.)
18. You do this to a tree or a seed. (v.)
19. Everybody knows about you; you are _____. (adj.)
20. examples: love, anxiety, joy (n.)

Down

1. a very serious disease (n.)
3. problems in life (n.)
5. When you're not sleeping, you're _____. (adj.)
7. the past tense of *teach* (v.)
8. examples: a lemon, an orange, a banana (n.)
10. examples: a flag or a red cross (n.)
11. the opposite of poor (adj.)
12. without any friends (adj.)
16. let something go (v.)
17. what you have because of your eyes (n.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Finding the meaning of new words: looking at colons
- ☐ Identifying the main ideas and important details
- ☐ Understanding sentences with the word *that*
- ☐ Organizing details using a T-chart
- ☐ Making inferences
- ☐ Understanding words from their parts: suffixes
- ☐ Reading a chart

Target Vocabulary

Nouns

- ☐ AIDS
- ☐ contrast
- ☐ crime
- ☐ drugs
- ☐ energy
- ☐ environment
- ☐ hardships*
- ☐ homelessness

- ☐ lives (life)*
- ☐ mammals
- ☐ street children
- ☐ teenagers
- ☐ volunteers
- ☐ world

Verbs

- ☐ delivering
- ☐ email

- ☐ planted*
- ☐ prepare*
- ☐ release
- ☐ taught (teach)*
- ☐ volunteer

Adjectives

- ☐ famous*
- ☐ fun
- ☐ homeless*

- ☐ lonely
- ☐ tough

Adverb

- ☐ daily*

Expression

- ☐ take care of

* These words are among the 1,000 most-frequently used words in English.

Food and Nutrition

In This Chapter

You will read about something that we all need to do to stay alive. We all need to eat, but we don't all eat the same kinds of food. In Part 1, you will read about how people are changing their way of eating. In Part 2, you will read about some unusual things that people like to eat. You will have a chance to learn about what your classmates like to eat. In Part 3, you will read a chart about the calories and fat in some foods. Part 4 gives you a chance to work with new vocabulary.

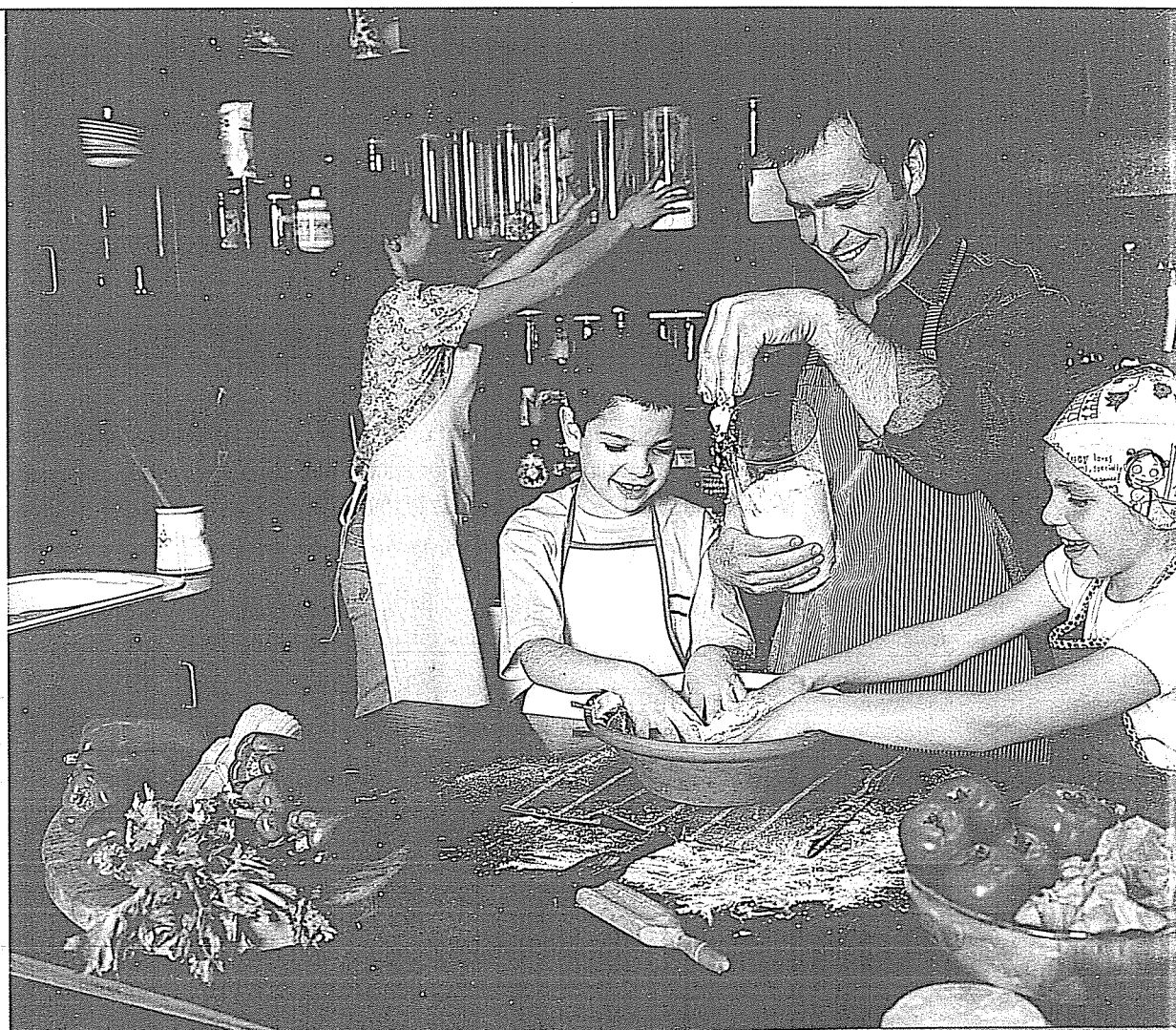
“I’ve been on a diet for two weeks, and all I’ve lost is two weeks.”

—Totie Fields
American comedian (1930–1978)



connecting to the Topic

- 1 What are the people doing? What do you think they are saying?
- 2 What foods do you see in the photo?
- 3 What are four foods that you like to cook?



Part 1

Reading Skills and Strategies

New Foods, New Diets

Before You Read

1 Interviewing Other Students Look at the questions in the chart below. Decide on your answers. Then walk around the room and ask four students the two questions. Write their answers in this chart.

Question	Student 1	Student 2	Student 3	Student 4
1. What foods do people eat now that people didn't eat 500 years ago?				
2. Are the foods that we eat now <i>more</i> or <i>less</i> healthful than 500 years ago?				

Strategy

Previewing a Reading

Before you read something, look it over quickly. Look at the pictures and read the titles and the headings (the titles for each paragraph or section.) This will give you ideas about the reading. With ideas in mind, you will understand more.



2 Previewing a Reading Read the questions below. Answer them with a partner by previewing the reading.

1. What are the four headings?

2. Look at the pictures. What are the people doing?

3. What will the reading be about?



3 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ centers
- ☐ diabetes
- ☐ diet
- ☐ irony
- ☐ obesity
- ☐ Rubens
- ☐ thousands
- ☐ Titian

Verbs

- ☐ gain
- ☐ join
- ☐ spend

Adjectives

- ☐ attractive
- ☐ dairy
- ☐ fried
- ☐ raw
- ☐ slim
- ☐ ugly

Conjunction

- ☐ while

Strategy**Using Opposites to Understand a New Word**

Sometimes you can understand a new word if you know its opposite. If you know one of these words, you may not need a dictionary for the other.

Example

The people in the first picture aren't thin; they're **overweight**.
(The opposite of *thin* is *overweight*.)

4 Using Opposites to Understand a New Word Read the sentences. Then write the opposite of the underlined word.

1. People thought, How attractive!—not, How ugly!

The opposite of *attractive* is _____.

2. Many of the vegetables are raw. They aren't cooked because cooking takes away some vitamins.

The opposite of *raw* is _____.

3. People these days want to be slim, not fat.

The opposite of *slim* is _____.

4. Sometimes people lose weight fast, but they usually gain it back again.

The opposite of *gain* is _____.

Read

5 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

New Foods, New Diets

Diet of the Past

- A On March 26, 1662, Samuel Pepys and four friends had lunch at his home in London, England. They ate beef, cheese, two kinds of fish, and six chickens. Today, we might wonder, "What? No fruits? No vegetables?" More than 300 years ago, people in Europe ate differently from today. They looked different, too. In famous paintings by Titian, Rubens, and other artists, people weren't thin; they were overweight. But people 300 years ago thought, "How attractive!"—not, "How ugly!"



▲ People in a 16th century painting

Today's Diet

- B Today, people are learning more about health. Many people are changing their ways of eating. They're eating a lot of fruits and vegetables. Many of the vegetables are raw. They aren't cooked because cooking takes away some vitamins, such as vitamins A, B, and C. People are eating less sugar. They're eating low-fat foods. They're not eating much red meat. They're drinking less cola and coffee.

Trying to Be Thin

- C People these days want to be slim, not fat. Sometimes people in North America go a little crazy to lose pounds. Thousands of them join gyms and diet groups, go to special diet doctors, or spend a lot of money at diet centers. Each year Americans spend more than \$46 billion on diets and diet products.



▲ People in a modern health club

More People Are Overweight

- D However, there is an irony—a surprising, opposite result—to all this dieting. While many people are becoming thin, other people are becoming overweight. More people are overweight than in the past! In many countries, there is a serious problem with obesity—in other words, a condition of being very overweight. There are two main reasons. First, these days, many people often go to fast-food restaurants. (They didn't in the past.) At these restaurants, many of the foods (such as fried potatoes and meat) are high in fat. Some of the dairy products (such as cheese) are high in fat, and others (such as ice cream) are high in fat and sugar. This seems similar to Samuel Pepys's party, doesn't it? Second, dieting doesn't often work. Sometimes people lose

weight fast, but they usually **gain** it back again. Almost 95 percent of all people gain back weight after a diet. One problem with obesity is easy to see: overweight people have more sicknesses, such as heart disease and **diabetes**. 35

E Sometimes people go crazy over food. Sometimes they eat very little because they want to be slim. Other times, they eat lots of bad foods because these foods taste good. When will people learn? Too much food, too little food, and the wrong foods are all bad ideas. 40



Culture Note

Vegetarians

Vegetarians are people who don't eat meat. Some vegetarians don't eat dairy products, either. In what countries or cultures is it easy to be a vegetarian? In what countries or cultures is it hard? If you are a vegetarian, why did you decide to be one? If you are not a vegetarian, would you consider becoming one?

After You Read

6 Identifying the Topics Read the topics below. Which paragraph is about each topic? Write the letter of the paragraph next to its topic.

1. _____ spending a lot of time and money on diets
2. _____ how people in Europe ate in the past
3. _____ conclusion
4. _____ a serious problem with weight in some countries
5. _____ foods for good health

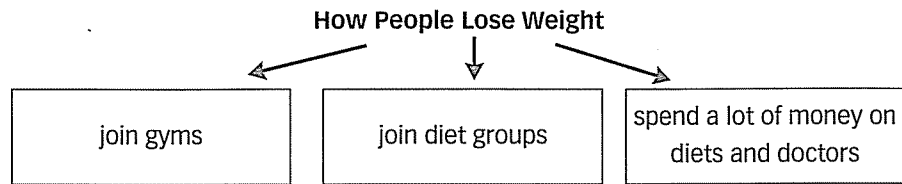
7 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Vocabulary Word
A	two famous painters	
D	a surprising, opposite result	
D	at the same time	
D	a condition of being very overweight	
D	a word for products from milk	
D	a sickness	

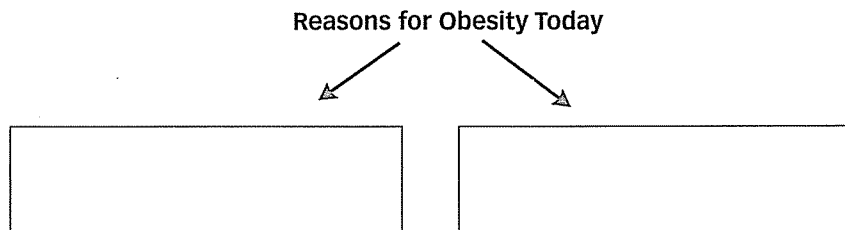
Strategy

Organizing Details

When you organize notes and show the relationship of details, you can use graphic organizers like this one.



- 8 Finding Reasons** Look back at Paragraph D. Why are many people overweight these days? Find two reasons. Write them in the boxes below.



Strategy

Figuring Out Words with More Than One Meaning

Many words in English have two or more meanings. Use the context to understand which meaning is correct in the sentence or paragraph where it is used.

Examples

I shouldn't eat all of this food. I'm on a **diet**.

(Here, *diet* means eating less food than usual.)

A sea lion's **diet** is mostly fish.

(Here, *diet* means the food that a person or animal usually eats.)

- 9 Figuring Out Words with More Than One Meaning** What does the verb *work* mean in each sentence? Choose an answer for each sentence.

1. I have to work hard to stay thin.

- ☐ (A) have a job
- ☐ (B) be active and try
- ☐ (C) succeed

2. Dieting often doesn't work. People usually gain back the weight.

- ☐ (A) have a job
- ☐ (B) be active and try
- ☐ (C) succeed

3. They work in the entertainment business.

- (A) have a job
- (B) be active and try
- (C) succeed



10 Discussing the Reading Fill in the chart below about a culture that you know well. Then talk about it with a partner.

Meal	What do people usually eat and drink?	Are these different from foods in the past?
Breakfast		
Lunch		
Dinner		

Part 2 Reading Skills and Strategies

Eating Bugs

Before You Read



1 Previewing the Reading Look at the photos in the reading. What will the reading probably be about?

2 Interviewing Other Students Look at the questions in the chart below. Decide on your answers. Then walk around the room and ask three students. Write their answers in this chart.

Questions	Student 1	Student 2	Student 3
1. What are two of your favorite foods?			
2. Imagine that you can eat only one food for the rest of your life. What is it?			
3. What food do you dislike?			
4. What is one expensive, gourmet food that you like?			



3 Previewing Vocabulary Look at the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ Asians
- ☐ bugs
- ☐ entomologists
- ☐ insects
- ☐ protein
- ☐ snacks

Verbs

- ☐ bake
- ☐ boil
- ☐ disgusts
- ☐ fry
- ☐ marinate

Adjectives

- ☐ delicious
- ☐ disgusting

Adverb

- ☐ worldwide

Conjunction

- ☐ except

Read



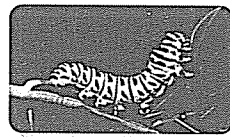
4 Reading an Article Read this article about bugs. Then complete the *After You Read* activities that follow.

Eating Bugs

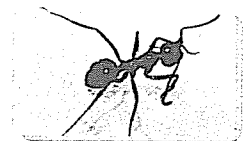
A Different cultures enjoy different foods. Sometimes a food that one culture thinks is **delicious** might seem **disgusting** to another. In much of the



▲ grasshopper



▲ caterpillar

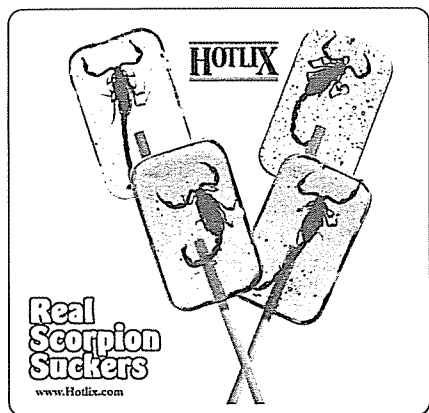


▲ An ant

world, people eat beef, but the idea of meat from a cow **disgusts** some Hindus in India. People in France sometimes eat horsemeat or frogs, and this disgusts some Americans. People in Western countries eat cheese, and many Asians think that this is disgusting. And then there are insects. Many people wonder, "How can people eat **bugs**?" (Children in the U.S. make horrible faces and say, "Ooooh! Yucky!") However, insects are an important part of the diets in many countries.

B In different places, people eat over 1,000 types of insects—and ate them in the past, too. For example, people in ancient Greece and Rome ate insects. American Indians ate grasshoppers, crickets, and caterpillars. Today, in parts of Africa, people eat termites (insects that eat wood) and caterpillars as snacks. In Japan, some people eat grasshoppers with soy sauce. In small villages and in some restaurants in Thailand, people enjoy crickets and grasshoppers. In some Mexican restaurants, people pay \$25 for a plate of

butterfly larvae. In the United States, some restaurants now offer insects as a gourmet food. In China, people spend \$100 million each year on ants.



▲ Candy with insects

c There are different ways to prepare bugs as food. One way is to **boil** them in very hot water. In Colombia, some people spread them on bread. In the Philippines, people **fry** them in butter with vegetables. In Mexico, people fry them in oil or **marinate** them in lemon juice, salt, and chile. In some parts of Africa, some people **bake** or fry them. In other areas, they eat them raw. (However, **entomologists**—scientists who study insects—say that it's important to cook insects, not eat them raw.) In the United States, a company called Hotlix now sells *candy* with insects in it.

d Julieta Ramos-Elorduy, a researcher at a university in Mexico City, says that there are many good reasons to eat **bugs**. First, insects are a cheap food (except on a plate in an expensive restaurant), and they taste good. Some insects taste like nuts, bacon, mint or cinnamon. Second, bugs are good for our health. For example, they often have more **protein** than beef or fish. Third, they can bring money to poor people, who find them in the forest and sell them. In parts of Africa, there are seven pounds of insects on just one tree. This brings a good profit for very little work. Finally, eating insects can help to save the environment. In many countries, people cut down trees. However, they will not do this if the trees have insects to eat or sell.

e People **worldwide** are now eating foods from other countries. People in the West now enjoy Japanese sushi (a small roll of cooked white rice served with a garnish of raw fish, vegetables, or egg). People everywhere eat Italian pizza and American hamburgers. Maybe someday, in a fast-food restaurant in any country, a customer will say, "Give me a hamburger and an order of caterpillars, please." In the future, insects might be as familiar to us as rice, bread, or beans.

After You Read

Strategy

Finding the Main Ideas in a Reading

The main idea of a whole reading is usually in the first paragraph—the introduction. After that, each paragraph has a main idea, too, often in its first sentence. The last paragraph is the conclusion. It usually has one sentence that "finishes" the reading and might suggest a new idea, too.

5 Identifying the Main Ideas Read the main ideas below. Look back at the reading for the paragraph that expresses each of the main ideas. Then write the letter of the paragraph next to the main idea. Which of these ideas is the main idea of the whole reading? Put a check in front of that sentence.

1. ____ There are many reasons to eat insects.
2. ____ People in many countries eat insects.
3. ____ Foods such as insects are delicious to some people and not to others.
4. ____ In the future, people might eat insects everywhere, and they won't think it's strange.
5. ____ People prepare and eat insects in different ways.

6 Finding Details: Reasons Look back at Paragraph D. What are four reasons to eat insects? Write them in the boxes.

Reasons to eat insects:	

7 Finding Details Look back at the reading to find the answers to these questions.

1. In Paragraph C, how many ways can you find to prepare insects to eat? Write the ways on a piece of paper.
2. In the whole reading, how many types of insects can you find? Write their names on a piece of paper.

8 Checking Vocabulary Fill in the blanks with words from the box.

bugs
disgusting

entomologists
except

protein
worldwide

1. In the past, only the Japanese ate sushi. Now, people _____ eat it.
2. My little boy didn't want to eat the meat because he thought it was _____, but we told him it was really very good.
3. Meat, fish, and insects have a lot of _____, and this is necessary for good health.

4. _____ for Hindus, people in most cultures eat some amount of beef.
5. _____ study caterpillars, grasshoppers, ants, and other _____.



9 Discussing the Reading Talk about your answers to the following questions.

1. Is there some food from your culture that you think is disgusting? If so, what is it?
2. Do you eat anything that other people think is strange?
3. What is the strangest food that you have ever eaten?

10 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use some of the vocabulary that you learned in this chapter.

- something that you learned about food
- your opinion of diets
- your opinion of eating insects
- the strangest thing that you have ever eaten

Part 3 Practical English

Reading Charts

1 Reading a Food Chart Look at the following chart. It lists the fat and calories in eleven types of food.

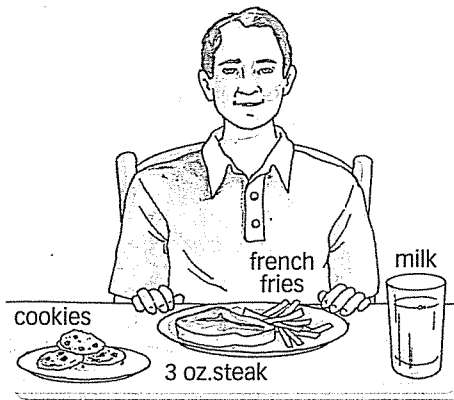
1. Which food has the most calories? _____
2. Which food has the least calories? _____
3. Circle the foods that you like.

Reading Tip

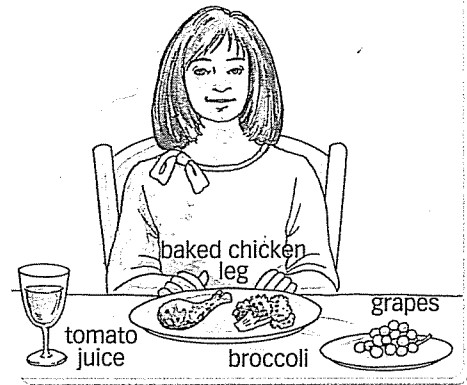
calorie: a unit to measure the amount of energy food will produce

Food Item	Calories	Fat (in grams)
apple (1)	80	.0
beef steak (3 oz.)	242	14.7
broccoli (3 1/2 oz.)	25	.2
chicken (baked leg)	130	4.7
chocolate chip cookie (1)	48	2
French fries (one serving)	200	10.0
grapes (1 bunch)	51	.1
milk (1 glass)	149	8.1
popcorn (2 cups, with butter)	85	12
potato chips (11)	140	11.0
tomato juice (small glass)	41	.1

2 Reading a Chart Look at the two pictures below and answer the questions about Bill and Maria. Use the food chart on page 141.



▲ Bill is eating dinner.



▲ Maria is eating dinner.

1. How many calories does Bill's steak have? _____
2. How much fat does it have? (How many grams of fat?) _____
3. How many calories do Bill's French fries have? _____
4. How much fat do they have? (How many grams?) _____
5. How many calories does Bill's complete meal have? _____
6. How much fat does it have? (How many grams?) _____
7. How many calories does Maria's chicken have? _____
8. How much fat does it have? (How many grams of fat?) _____
9. How many calories do Maria's grapes have? _____
10. How much fat do they have? (How many grams?) _____
11. How many calories does Maria's complete dinner have? _____
12. How much fat does it have? (How many grams?) _____
13. You want to lose weight. Should you eat Maria's dinner or Bill's dinner?

14. You want to eat less fat. Should you eat Bill's dinner or Maria's dinner?

15. Bill's doctor wants Bill to eat about 500 calories for dinner. Create a dinner for Bill that is about 500 calories. What does it include?

Part 4

Vocabulary Practice

1 Building Vocabulary Read the words below. Circle the word in each line that does not belong in that group.

- | | | | |
|-----------------|---------------|------------|----------|
| 1. diabetes | heart disease | sickness | health |
| 2. bugs | birds | insects | ants |
| 3. overweight | slim | heavy | fat |
| 4. boil | lose | bake | fry |
| 5. protein | fat | sushi | calories |
| 6. entomologist | scientist | protein | insect |
| 7. worldwide | unattractive | not pretty | ugly |
| 8. gain | add | lose | grow |



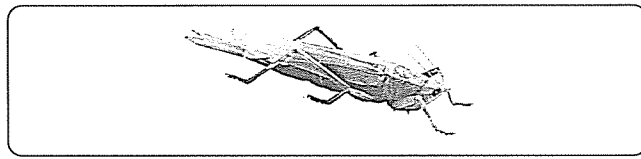
2 Listening and Filling in the Missing Words Listen and fill in the words from the reading on page 134. Some of the words are new and some of the words are not new. Then check your answers.

However, there is an irony—a surprising, _____¹ result
—to all this dieting. While many people are _____² thin,
other people are becoming overweight. _____³ people are
overweight than in the past! In many countries, there is a _____⁴
problem with obesity—in other words, a _____⁵ of being
very overweight. There are two main _____⁶. First, these
days, _____⁷ people often go to fast-food restaurants.
(They didn't in the _____⁸.) At these restaurants, many of
the foods (_____⁹ as fried potatoes and meat) are
_____¹⁰ in fat. Some of the dairy _____¹¹
(such as cheese) are high in fat, and _____¹² (such as ice
cream) are high in fat *and* _____¹³. This seems similar to
Samuel Pepys's party, _____¹⁴ it? Second, dieting doesn't
often work. Sometimes people _____¹⁵ weight fast, but

they usually _____ it back again. Almost 95 percent of all
 people _____ back weight after a _____.
 One problem with _____ is easy to see: overweight people have
 more _____ such as heart disease and diabetes.

3 Reviewing Vocabulary Read each sentence and write *true* or *false*.

1. Termites are insects that eat wood. _____
2. Sushi usually has fried fish. _____
3. If you fry something, you usually put it in oil. _____
4. If you gain weight, you will weigh less. _____
5. Vegetables usually have a lot of calories. _____
6. People often eat chicken raw. _____
7. If you boil something, you cook it in water. _____
8. Ice cream is a dairy product. _____



▲ Does eating insects sound yummy or disgusting to you?

4 Focusing on High-Frequency Words Read the paragraph below and fill in each blank with a word from the box. When you finish, check your answers on page 134.

centers	join	people	spend
diet	lose	sometimes	thousands

_____ these days want to be slim, not fat. _____
 1 2
 people in North America go a little crazy to _____ pounds.
 3
 _____ of them _____ gyms and diet
 4 5
 groups, go to special _____ doctors, or spend a lot of
 6
 money at diet _____. Each year Americans
 7
 _____ more than \$46 billion on diets and diet products.
 8

5 Building Vocabulary Complete the crossword puzzle on page 146 with words from the box. These words are from Chapters 7 and 8.

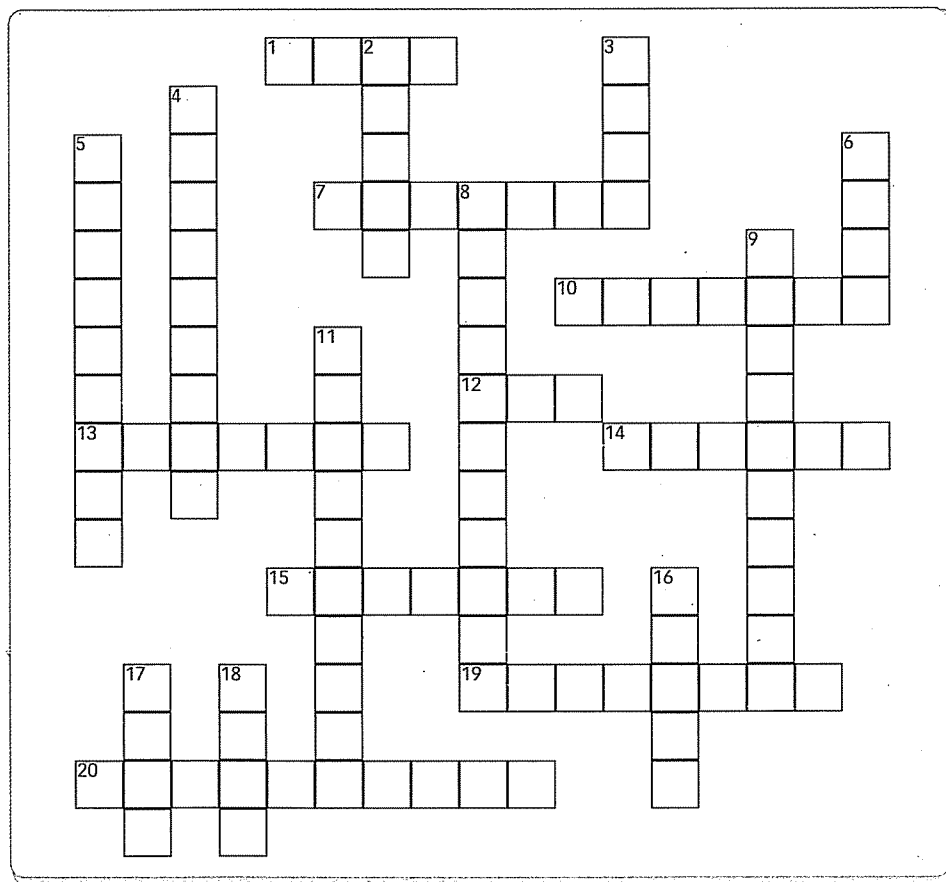
Asians	delicious	irony	slim
attractive	disgusting	motherless	snack
boil	environment	obesity	teenager
bugs	healthy	protein	ugly
cows	insects	raw	volunteer

Across

1. very hot water can do this (v.)
7. example: ants and crickets (n.)
10. the opposite of sick (adj.)
12. food that is uncooked (adj.)
13. condition of being very overweight (n.)
14. example: Chinese, Japanese, Koreans, Thai people (n.)
15. meat and fish have a lot of this (n.)
19. When you're 13 to 19 years old, you are a _____. (n.)
20. Old, rotten, and smelly food is _____. (adj.)

Down

2. when a surprising and opposite thing happens (n.)
3. Hindus don't eat these. (n.)
4. to do work without pay (v.)
5. tasting very, very good (adj.)
6. opposite of beautiful (adj.)
8. the air, trees, ocean—everything around us (n.)
9. nice to look at (adj.)
11. without a mother (adj.)
16. a little bit to eat, often between meals (noun)
17. thin or not fat (adj.)
18. insects (noun)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Previewing a reading
- ☐ Using opposites to understand a new word
- ☐ Identifying the topics
- ☐ Figuring out words with more than one meaning
- ☐ Organizing details using a graphic organizer
- ☐ Identifying the main ideas in a reading
- ☐ Finding details: reasons
- ☐ Reading a chart

Target Vocabulary

Nouns

- ☐ bugs
- ☐ calories (calorie)
- ☐ centers*
- ☐ diabetes
- ☐ doctors*
- ☐ entomologists
- ☐ insects
- ☐ irony
- ☐ obesity
- ☐ people*

- ☐ protein

- ☐ snacks
- ☐ thousands*

Verbs

- ☐ bake
- ☐ boil
- ☐ fry
- ☐ gain*
- ☐ join*
- ☐ lose*

- ☐ marinate

- ☐ spend*

Adjectives

- ☐ attractive
- ☐ dairy
- ☐ delicious
- ☐ disgusting
- ☐ fried
- ☐ raw
- ☐ slim

- ☐ ugly

Adverb

- ☐ worldwide

Conjunctions

- ☐ except*
- ☐ while

*These words are among the 1,000 most-frequently used words in English.

Great Destinations

In This Chapter

Get ready to think about vacations! In this chapter, you will read about exciting and adventurous vacations. Some people like to go to the beach or the mountains on their vacation. Others like to vacation in a city. What kind of vacation do you like? You will complete a personality questionnaire to find out what kind of vacation is perfect for you. You will also plan a dream vacation with classmates and read about and compare unusual vacation tours. You will also practice new vocabulary and do a crossword puzzle.

“Life is either a daring adventure or nothing.”

—Helen Keller
American writer (1880–1968)



Connecting to the Topic

- 1 What country might they be in? What kind of vacation are they taking?
- 2 What are they looking at? What are they saying to each other?
- 3 What kind of vacation do you enjoy?



Part 1

Reading Skills and Strategies

Adventure Vacations

Before You Read

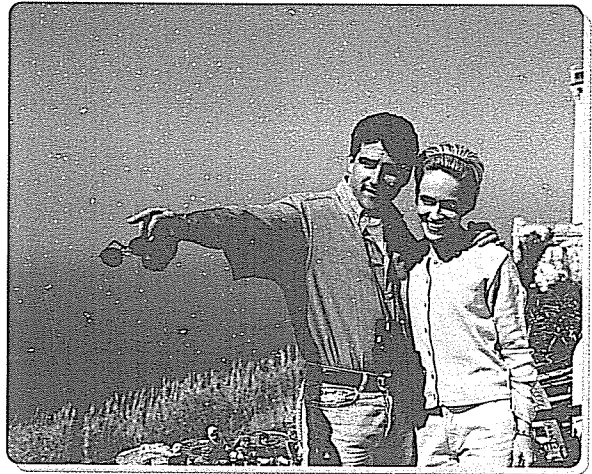


1 Thinking About the Topic First, look over the pictures. Then, with a small group, answer the questions below.

1. Where are these people on vacation? What are they doing?
2. Which of these activities do you enjoy?
3. What do people like to do on vacation? Read the list of examples on page 151. Write two more things. Then circle all of the things that *you* like to do on vacation.



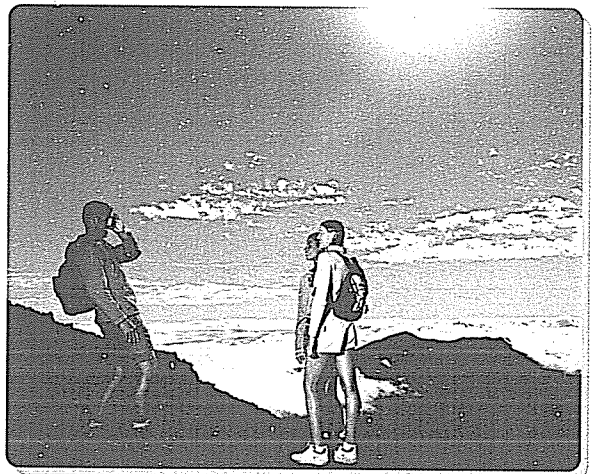
▲ Camping



▲ Sightseeing



▲ Shopping



▲ Hiking

stay at a nice hotel
camp
sightsee
shop

go to movies or the theater
meet new people
learn new things

2 Previewing the Reading Look over the pictures and headings in the reading on pages 153–155. What kind of travel might this reading be about?



3 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- | | |
|---|--------------------------------------|
| ☐ adventure | ☐ glaciers |
| ☐ amount | ☐ ocean |
| ☐ archaeologists | ☐ plants |
| ☐ behavior | ☐ pollution |
| ☐ biologists | ☐ prehistory |
| ☐ climate | ☐ seeds |
| ☐ coast | ☐ sightseeing |
| ☐ dolphins | ☐ species |
| ☐ evidence | ☐ weather |

Verbs

- ☐ count
- ☐ disappearing
- ☐ go camping
- ☐ go sightseeing
- ☐ prefer

Adjectives

- ☐ bored
- ☐ intelligent
- ☐ tropical
- ☐ worried

Adverb

- ☐ together

4 Working with New Words Figure out the meaning of each underlined word from the context. Choose the best answer.

1. I don't like the climate in that part of the country. It's too hot in the summer and too cold in the winter.

climate:

- (A) cities
- (B) summer activities
- (C) weather conditions

2. My neighbors' children have very good behavior. They're active, but they don't make a lot of noise, and they're always polite.

behavior:

- (A) way of acting
- (B) health
- (C) school work

3. Many things cause pollution—for example, factory smoke in the air and garbage in the water.

pollution:

- (A) rain and bad weather
- (B) new business
- (C) unhealthful things in the environment

4. There are twenty species of mammals, thirty-seven species of insects, and fifty-two species of plants in that area.

species:

- (A) kinds of animals
- (B) kinds of plants
- (C) kinds of living things

5. My wife likes the desert. My children like rivers and lakes in the mountains. But I prefer the coast, especially in summer, when I can go swimming.

prefer:

coast:

- | | |
|-------------|-------------------|
| (A) like | (A) cities |
| (B) swim | (B) ocean beaches |
| (C) dislike | (C) forests |

6. Tropical places such as Hawaii and Malaysia are beautiful and full of color, but they can be very hot, too.

tropical:

- (A) states in the United States
- (B) islands in the ocean
- (C) areas near the Equator (the circle around the earth that separates north from south)

UNDERSTANDING WORDS FOR DIRECTION

We use direction words to show the relationship of one area to another. If you know the words for the four basic directions, you can figure out four *other* directions. They are combinations of the basic four. See page 15 for the four basic directions.

5 Understanding New Words for Direction Use the information in the box above to answer these questions about four *other* directions.

1. What is a word for the direction between south and west? southwest
2. What is a word for the direction between south and east? _____
3. What is a word for the direction between north and west? _____
4. What is a word for the direction between north and east? _____

Read



6 Reading an Article Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

Adventure Vacations

A People like different kinds of vacations. Some go **camping**. They swim, fish, cook over a fire, and sleep outside. Others like to stay at a hotel in an exciting city. They go shopping all day and go dancing all night. Or maybe they go **sightseeing** to places such as Disneyland in the United States, the Taj Mahal in India, or the Louvre in France.

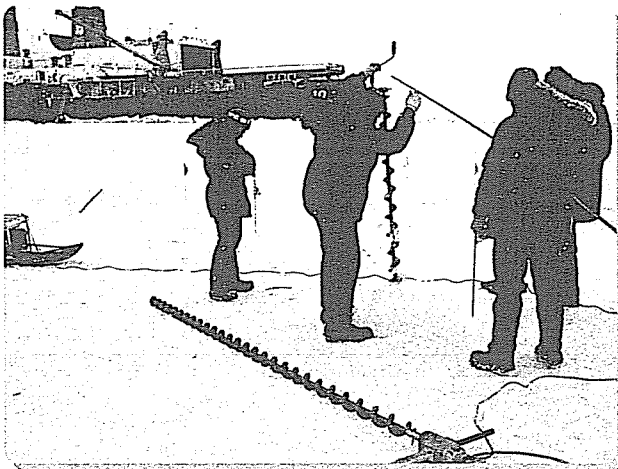
5

A Different Kind of Vacation

B Some people are **bored** with sightseeing trips. They don't want to be "tourists." They **prefer** an **adventure**—a surprising and exciting trip. They want to learn something and maybe help people, too. How can they do this? Some travel companies and environmental groups are planning special adventures. Sometimes these trips are difficult, but they're a lot of fun. One organization, Earthwatch, sends small groups of volunteers to different parts of the world. Some volunteers spend two weeks and study the environment. Others learn about people of the past. Others work with animals or plants.

10

15



▲ Collecting information

Hard Work in the Far North

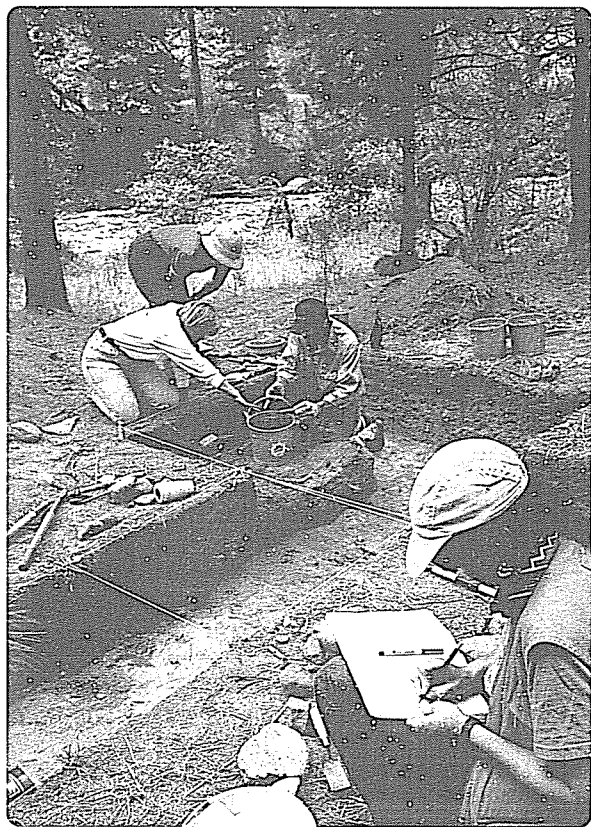
C Would you like an adventure in the Far North? Scientists are **worried** about changes in the **climate** worldwide. They are studying how the environment is changing because of a warming climate. Two teams of volunteers (one in Alaska and the other in Iceland) will study **glaciers**—huge fields of ice that move very slowly. These glaciers are getting smaller. Scientists wonder why and how. Another team will go to Manitoba, Canada. This

20

25



▲ Dolphins are intelligent ocean mammals.



▲ Archaeologists dig up an area for evidence of the past.

team will collect information on birds, mammals, and the **amount** of snow. If you like exercise and cold weather, these are good trips for you, but you must be in very good physical condition.

30

Studying Ocean Mammals

D Do you enjoy ocean animals? You can spend two weeks in Florida. There, you can study **dolphins**. It will be exciting to learn about these **intelligent** ocean mammals. These beautiful animals can live to over 50 years of age. They travel **together** in family groups. From small boats, volunteers will study and photograph these groups. The purpose of this research is to learn about the animals' social **behavior**.

35

Scientists want to know what dolphins do and how they live. Also, scientists want to study dolphins' health. For example, they wonder, "Is ocean **pollution** changing the dolphins' health?" If you like warm weather, the ocean, and animals, this is a good trip for you.

40

45

Digging Up the Past

E Are you interested in history or **prehistory**? Then southwest France is the place for your adventure. Between 35,000 and 250,000 years ago, early humans lived in this area. Volunteers will work with **archaeologists** from France, Germany, and the United States to search for evidence about the way of life of the people from that time. If you choose this adventure, you will dig for stone tools and bones, clean them, and photograph them. In your free time, you can travel around the beautiful countryside in the south of France.

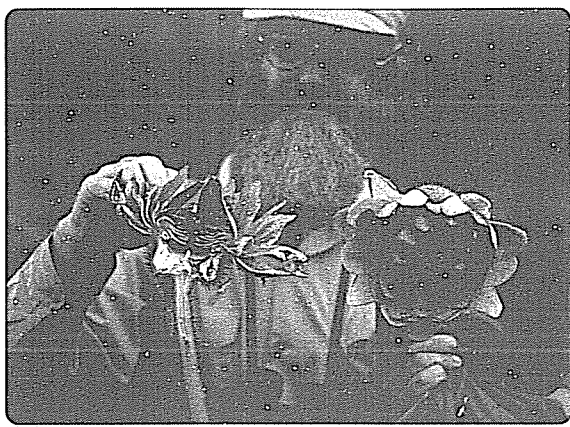
50

55

Beaches and Biology

F Do you enjoy the beach and like to learn about plants? There is an Earthwatch adventure in Yucatan, Mexico. On the north

60



▲ Biologists try to save plant species in Mexico.

coast of Yucatan, there are beautiful **species** of plants. Unfortunately, many of them are **disappearing**. People dig them up and sell them for large amounts of money. Mexican **biologists** need volunteers to collect **seeds**, **count** plants, and help to save several plant species. In your free time, you can travel to archaeological sites in the area. If you love a **tropical** climate, this is the trip for you. 65 70

Do you want a very different vacation? Do you want to travel far, work hard, and learn a lot? Then an Earthwatch vacation is for you. 75

After You Read

7 Finding the Main Idea Read the sentences below. Choose the main idea of "Adventure Vacations."

- (A) A trip with Earthwatch is a good way to learn something and have a vacation, too.
- (B) It's more fun to stay at a hotel than to go camping.
- (C) Disneyland, the Taj Mahal, and the Louvre are wonderful places to see on a vacation.
- (D) Earthwatch trips are difficult.

8 Finding Details Following are the main ideas of Paragraphs A, B, C, and D. Read the details below each main idea. Check (✓) all the details that are in each paragraph.

A: People like different kinds of vacations.

- _____ Some people go camping.
- _____ Some people swim, fish, cook over a fire, and sleep outside.
- _____ Some people stay at a hotel in a city.
- _____ Some people learn about neighborhood problems.
- _____ Some people go shopping and dancing.
- _____ Some people go to special places such as Disneyland.

B: Some people want an adventure.

_____ They want to stay at a hotel and go shopping.

_____ They want to learn something and maybe help people, too.

_____ Some groups plan special adventures.

_____ Earthwatch sends volunteers to different places in the world.

_____ Earthwatch volunteers help in shelters for the homeless.

_____ Earthwatch volunteers study the environment, work with animals, and learn about people of the past.

C: Teams of volunteers will study changes to the environment in the Far North.

_____ Two teams will study glaciers.

_____ The research will occur in Alaska, Canada, and Iceland.

_____ One team will study animals and snow.

_____ They will study rivers and lakes.

_____ Volunteers will need to be active in cold weather.

D: You can study dolphins in Florida.

_____ Dolphins are a species of fish.

_____ Dolphins live in family groups.

_____ Dolphins are intelligent.

_____ Scientists want to know more about the way that dolphins act with each other.

_____ Scientists want to know more about dolphins' health.

_____ Pollution is making dolphins sick.

9 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Vocabulary Word
B	a surprising and exciting trip	
C	fields of ice that move very slowly	
C	how much of something there is	
D	a huge body of water	
F	going away	

Strategy

Understanding Words from Their Prefixes

Some parts of words can help you to understand the meaning. Here are three: *pre-*, *archae-*, and *bio-*.

Prefix and Meaning

- *pre-* means "before"
- *archae-* means "very old, from the past"
- *bio-* means "life"

Example

preview = to look at before

archaeology = the study of things from the past

biology = the science of living things

10 Understanding Words from Their Prefixes Fill in the chart with three words from the reading.

Prefix	Word	Meaning
1. pre-		= a time before writing
2. archae-		= a scientist who studies very old times
3. bio-		= scientists who study living things

USING GO + VERB + -ING FOR ACTIVITIES

You can use *go + verb + -ing* to describe activities that people do for pleasure. Use this structure in the present, past, and future tenses. Also, use it with modals (such as *can*, *should*, or *might*) and verbs such as *like*, *love*, or *hate*.

Examples

We **went hiking** last weekend.

You can **go swimming** in Puerto Vallarta.

I like to **go shopping** if I have money.

Culture Note

Working Vacations

Some people "relax" by spending their vacations as volunteers. They work hard to help people on their vacation, but it's different from their usual job, and they enjoy it. What kind of working vacation do you think would be interesting?

Here are some common verbs that use this structure:

bowl	dance	hike	sightsee	surf	window-shop
camp	fish	shop	ski	swim	

11 Discussing Activities First, look over the verbs in the list above. Discuss their meanings. For any that you do not know, use a dictionary. Then talk about the activities. Answer the questions below.

1. Which of the activities do you like to do? Why?
2. Which activities do you not like to do? Why?
3. When you travel, do you go sightseeing?

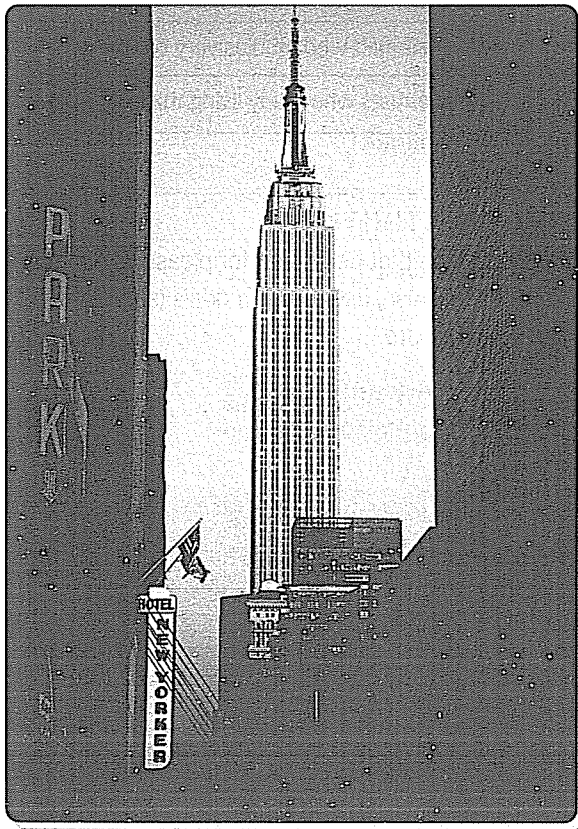
4. Did you do any of these activities last week? Last month? Last year?
5. Are you going to do any of these activities next week? Next month? Next year?

Part 2 Reading Skills and Strategies

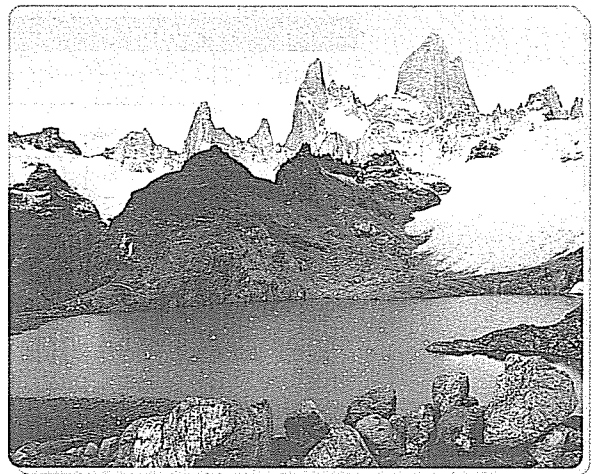
Your Travel Personality

Before You Read

1 Thinking About the Topic Look at these three photos about different kinds of vacations. Which of the three vacations would *you* like? Write your answer on a piece of paper. Don't tell or show anyone your answer.



A



B



C



2 Previewing Vocabulary Look at the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ campfire
- ☐ museum
- ☐ personality
- ☐ relaxing

- ☐ seafood
- ☐ water sports
- ☐ worries (worry)

Adjective

- ☐ boring

Read



3 Completing a Personality Questionnaire Read and answer the following questions.

Your Travel Personality

1. What do you like to do in the morning?
 - ☐ (A) sleep late
 - ☐ (B) exercise
 - ☐ (C) watch TV
2. What do you like to do on Saturday and Sunday?
 - ☐ (A) go hiking
 - ☐ (B) go swimming
 - ☐ (C) go shopping
3. What's most interesting to study when you're on vacation?
 - ☐ (A) nothing
 - ☐ (B) animals
 - ☐ (C) paintings in a museum
4. What do you *not* enjoy?
 - ☐ (A) a busy, crowded city
 - ☐ (B) being cold
 - ☐ (C) sleeping outside
5. It's boring to _____.
 - ☐ (A) spend the day at the ocean
 - ☐ (B) go shopping all day
 - ☐ (C) do nothing

6. What gives you a headache?
- ☐ A hot weather
 - ☐ B smoke from buses
 - ☐ C cold air
7. What's most important?
- ☐ A clean water
 - ☐ B clean air
 - ☐ C a clean bathroom
8. The best food is _____.
- ☐ A cooked over a campfire
 - ☐ B fresh seafood
 - ☐ C in a good restaurant
9. I like a vacation to be _____.
- ☐ A quiet, with no worries
 - ☐ B exciting, with adventure
 - ☐ C exciting, with lots of people
10. Which activity do you like best?
- ☐ A relaxing
 - ☐ B water sports
 - ☐ C sightseeing
-

After You Read

Strategy

Reaching a Conclusion: Paying Attention to Evidence

Sometimes a reading gives information but doesn't reach a conclusion—a decision or judgment. As the reader, you need to reach this conclusion *yourself*. Pay attention to the evidence (proof) and make an inference. To do this, "add up" all the details in the reading. Come to a conclusion from these details.



4 Paying Attention to Evidence Now exchange books with a partner and read each other's answers to the personality questionnaire. What can you guess about your partner's personality? What picture on page 158 do you think your partner would like? Tell your partner. Does your partner agree with your choice? Next, give your partner suggestions.

Examples "You like cities. Maybe you should go to Hong Kong. It's exciting."
"Lake Louise is beautiful. You'll like it."



5 Extending the Lesson: Planning Your Dream Vacation Form a group with 3–4 people who chose the same vacation photo on page 158. Follow these steps:

1. As a group, make a list of all the places in the world that you would like to visit *on your type* of vacation.
2. Each person does *one* of the following:
 - Go to a travel agency and bring back information on *one* of these places.
 - Find a good website with information on *one* of these places.
3. Tell your group what you have learned.
4. As a group, choose one of these places. Plan one perfect day on your "Dream Vacation." Fill in the chart below with that information.
5. Make a report to the class.

Place	Where will you go?	What will you do?	What will you eat?	What will you buy?
Morning				
Afternoon				
Evening				

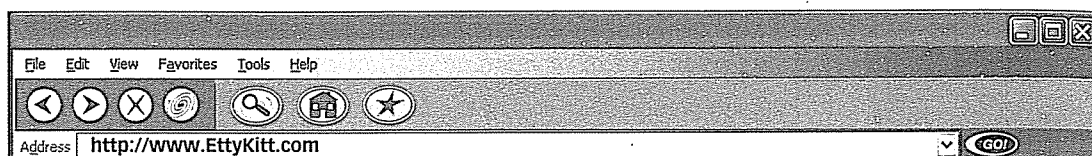
6 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use vocabulary that you learned in this chapter.

- one type of Earthwatch adventure
- your favorite activity
- your idea of the perfect vacation

Part 3 Practical English

Tours and Traveling

1 Reading a Website and Discussing Tours Look at the photos on the website below and read about the different tours. Then answer the questions that follow.



▲ Kayaking in Baja

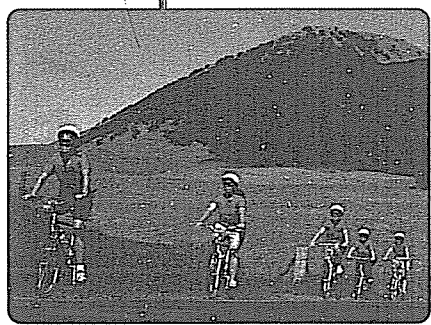
A. Whale Watching in Mexico

A The Baja Peninsula of Mexico is one of the best places in the world to see whales. Our experienced sea kayakers and biologists will guide you and teach you about whale behavior. You don't need kayaking experience, but you should be in good health. Looking into the eye of a whale is an experience you will not forget.

Length of trip: 12 days

Group size: 12

Cost: \$1,100



▲ Bicycling around Maui

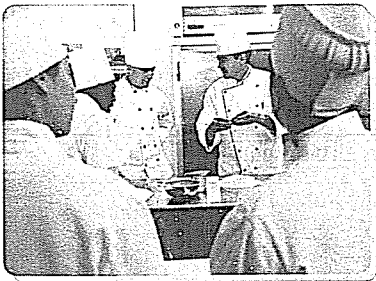
B. Maui Bicycling Tour

B Ride a bicycle around one of the most beautiful tropical islands in the world. Swim in the clear, warm tropical water. Camp in the beautiful national parks. Participants provide and carry camping gear, personal gear, and clothing. We provide the bicycles, food, guides and occasional transportation.

Length of trip: 8 days

Group size: 8

Cost: \$560



▲ Cooking in France



▲ Hiking in the jungle

C. French Cooking Tour

c Do you like French food? Do you like to cook? Visit Paris and seven other French cities. Eat at some of the best restaurants in France. Study cooking with some of the most interesting chefs of France. The price includes food and hotel as well as one full week of cooking lessons.

Length of trip: 8 days

Group size: 10

Cost: \$4,560

D. Thailand Jungle Safari

d This hiking and camping trip provides an adventurous view of the forests and wildlife of western Thailand. We make your trip comfortable with our permanent camps. Spend the days exploring the beautiful forests and exciting animals of Thailand. Spend the nights in our large comfortable sleeping tents. Take a hot shower and eat freshly prepared Thai food after a day of hiking.

Length of trip: 4 days

Group size: 14

Cost: \$650

2 Answering Comprehension Questions Answer the questions about the reading. Discuss your answers with your classmates.

1. Which tour is the most expensive? _____
2. Which tour is the longest? _____
3. Which tour has the most people? _____
4. Which tour is the most interesting to you? _____
5. Which tour is the least interesting to you? _____

3 Making Connections Now read what different people say about their traveling. Then decide which tour is best for each person. Write the letter of the tour in the blank.

1. _____ "I love all kinds of food, but I especially love French food. I want to learn to cook it."
2. _____ "I love adventures! I like to swim, and I want to learn about the ocean."
3. _____ "I like adventure. I have only four days for my vacation."

4. _____ "I'd like to learn something new, and I like Europe."
5. _____ "I like nature and I like to hike, but I really want to be comfortable at night."
6. _____ "I like to swim and ride my bike. I love to go camping."

Part 4 Vocabulary Practice

1 Checking Vocabulary Read these sentences. Check (✓) True or False. New words from this chapter are underlined.

	True	False
1. An <u>adventure</u> is not usually exciting.	☐	☐
2. <u>Biologists</u> study everything from animals to plants.	☐	☐
3. <u>Pollution</u> is often caused by <u>glaciers</u> .	☐	☐
4. <u>Dolphins</u> are mammals that live in the sea.	☐	☐
5. <u>Worried</u> and <u>bored</u> are feelings that people usually don't like to have.	☐	☐
6. <u>Archaeologists</u> are often interested in bones.	☐	☐
7. <u>Tropical climates</u> are not usually warm.	☐	☐
8. Climbing trees is an example of animal <u>behavior</u> .	☐	☐
9. When most people <u>go camping</u> , they stay indoors.	☐	☐
10. People who live on an island probably like <u>seafood</u> .	☐	☐



2 Listening: Fill in the Missing Words Listen and fill in the missing words below. Then check your answers on page 154, paragraph D.

Do you enjoy _____ animals? You can spend two
 _____ in Florida. There, you can study dolphins. It will
 be _____ to learn about these intelligent ocean _____.
 These beautiful animals can live to _____ 50 years of age. They
 travel together in family _____. From small boats, volunteers
 will study and _____ these groups. The purpose of this

_____ is to learn about the animals' social behavior.

8

Scientists want to know what dolphins do and how they live. Also,

_____ want to study dolphins' health. For example,

9

they wonder, "Is ocean _____ changing the dolphins' health?"

10

If you like warm _____, the ocean, and animals, this is a

11

good _____ for you.

12

3 Focusing on High-Frequency Words Read the paragraph below and fill in each blank with a word from the box. Then check your answers in paragraph F on pages 154–155.

adventure

coast

disappearing

plants

amounts

count

enjoy

travel

Do you _____ the beach and like to learn about plants?

1

There is an Earthwatch _____ in Yucatan, Mexico. On the

2

north _____ of Yucatan, there are beautiful species of

3

_____. Unfortunately, many of them are _____.

4

5

People dig them up and sell them for large _____ of money.

6

Mexican biologists need volunteers to collect seeds, _____

7

plants, and help to save several plant species. In your free time, you can

_____ to archaeological sites in the area. If you love a tropical

8

climate, this is the trip for you.

4 Building Vocabulary Complete the crossword puzzle. This puzzle uses words from Chapters 8 and 9.

adventure

climate

pollution

species

amount

intelligent

prefer

spend

attractive

irony

raw

together

behavior

obesity

slim

tropical

bored

overweight

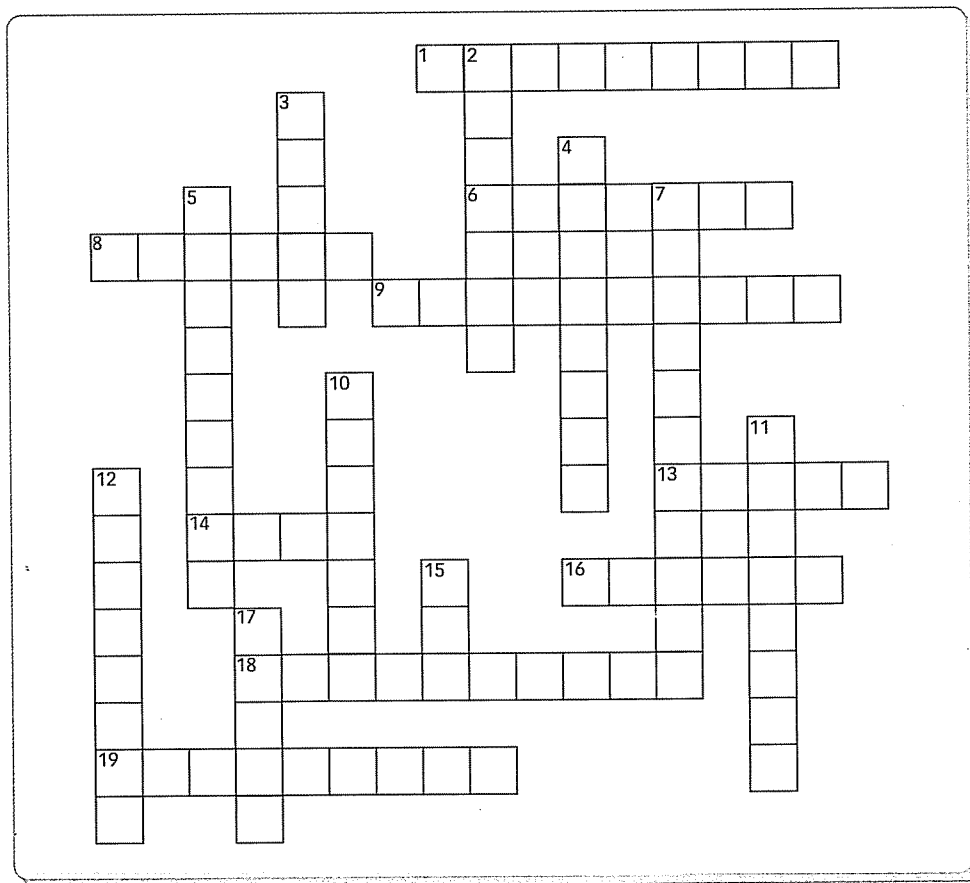
southwest

Across

1. examples: smoke in the air, garbage in the water (n.)
6. a group of living things (n.)
8. how much there is of something (n.)
9. opposite of *ugly* (adj.)
13. the opposite of what we expected (n.)
14. opposite of *fat* (adj.)
16. to like something more than something else (verb)
18. weighing more than average or normal (adj.)
19. a trip that isn't boring at all (n.)

Down

2. condition of very heavy people (n.)
3. We do this with time and money. (v.)
4. the way we act (n.)
5. You're in eastern Canada. Which direction is Mexico? (adj.)
7. smart, like dolphins, for example (adj.)
10. examples: temperature, rain, wind (n.)
11. opposite of *apart* (adj.)
12. Palm trees, warm weather, and rain forests are in _____ climates. (adj.)
15. not cooked (adj)
17. not interested (adj.)



KEY: *adj.* = adjective; *adv.* = adverb; *n.* = noun; *prep.* = preposition; *v.* = verb

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you know. Look through the chapter or ask your instructor about the other strategies and words.

Reading and Vocabulary-Building Strategies

- ☐ Understanding words for direction
- ☐ Finding the main idea
- ☐ Finding details
- ☐ Understanding words from their prefixes
- ☐ Using *go* + verb + *-ing* for activities
- ☐ Reaching a conclusion: paying attention to evidence
- ☐ Reading a website

Target Vocabulary

Nouns

- | | |
|---|--|
| ☐ adventure* | ☐ ocean |
| ☐ amount* | ☐ personality |
| ☐ archaeologists | ☐ plants* |
| ☐ behavior | ☐ pollution |
| ☐ biologists | ☐ prehistory |
| ☐ campfire | ☐ relaxing |
| ☐ climate | ☐ seafood |
| ☐ coast* | ☐ species |
| ☐ dolphins | ☐ water sports |
| ☐ glaciers | ☐ worries (worry) |
| ☐ museum | ☐ weather |

Verbs

- ☐ count*
- ☐ disappearing*
- ☐ go camping
- ☐ go sightseeing
- ☐ prefer
- ☐ travel*

Adjectives

- ☐ bored
- ☐ boring
- ☐ intelligent
- ☐ tropical
- ☐ worried

Adverb

- ☐ together*

* These words are among the 1,000 most-frequently used words in English.

Our Planet

In This Chapter

We all live here. Where is it? Planet Earth! In this chapter, you will read about the environment. In Part 1, you will read about environmental problems in the ocean and will have a chance to discuss solutions and opinions. In Part 2, you will learn about things that we can do to help save the environment. As you know, people in all countries produce garbage, but some countries produce more than others. Which countries produce the most garbage? What do people throw out? What do they recycle? Part 3 helps answer these questions. Part 4 gives you a chance to further work with new vocabulary.

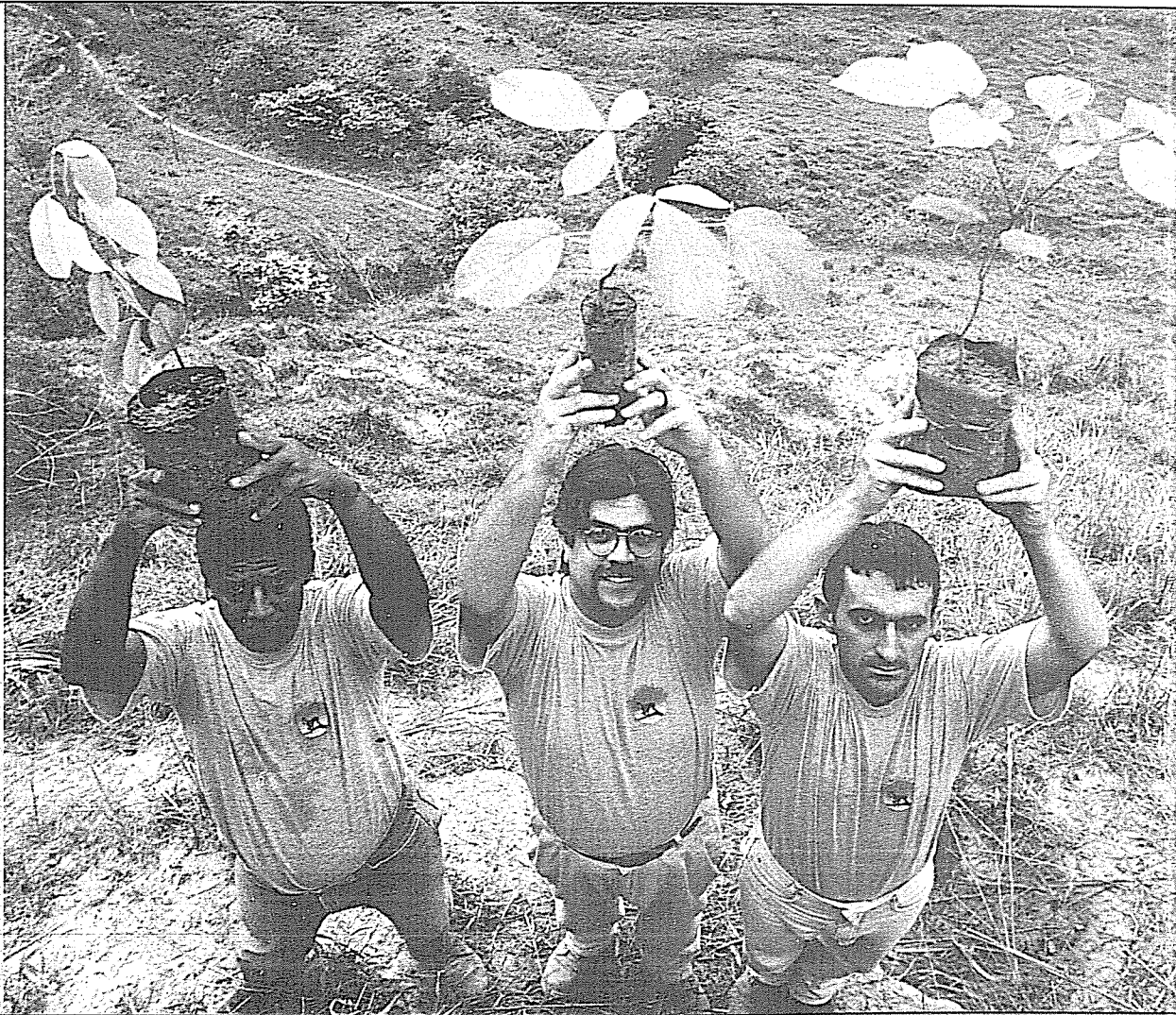
“ The survival of the world depends upon our sharing what we have and working together. If we don't, the whole world will die. First the planet, and next the people. ”

—Frank Fools Crow
Ceremonial Chief of the Native American nation, Teton Sioux (1890–1989)



Connecting to the Topic

- 1 What do you see in this photo? What do you think the men are doing?
- 2 Why is it important to plant trees?
- 3 Name five things that you think are harmful to the planet. Name five things you think are helpful.



Part 1

Reading Skills and Strategies

The Ocean in Trouble

Before You Read



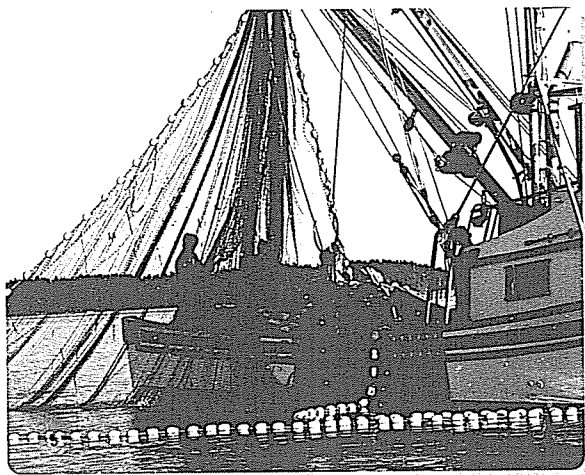
1 Thinking About the Topic Look at the photos and answer the questions.



▲ Seafood for restaurants



▲ Fishers repairing their nets



▲ Commercial fishing trawler with its nets

1. Describe each photo. What do you see?
2. Which countries have a lot of coastline, lakes, and rivers? Do you think fishing is important in those places?
3. Do you eat a lot of seafood? Do you think people eat more seafood now than they ate in the past? If so, why?
4. Do you know of any problems for the fishing industry?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ amount
- ☐ areas
- ☐ crabs
- ☐ damage
- ☐ danger
- ☐ dolphins
- ☐ environmentalists
- ☐ methods
- ☐ nets
- ☐ overfishing
- ☐ trawlers
- ☐ whales
- ☐ zones

Verbs

- ☐ catch
- ☐ create
- ☐ destroy
- ☐ drag
- ☐ influence
- ☐ police
- ☐ pressure
- ☐ prove
- ☐ reproduce
- ☐ urged
- ☐ warning

Adjectives

- ☐ extinct
- ☐ fake

Preposition

- ☐ but

3 Finding the Meaning of Words from Context Find the meanings of the underlined words. Look at the sentence or phrase before or after the word for help.

1. George loves to eat, and he likes all kinds of food. He'll eat anything but insects because he thinks they're disgusting.
(A) however
(B) except for
(C) and
2. The large boat dragged another small boat behind it through the water.
(A) pulled
(B) pushed
(C) repaired
3. Our great-grandparents sometimes saw that species, but now we can't because it's extinct, like the dinosaurs.
(A) hard to find
(B) completely dead
(C) only in zoos
4. After the people of the city pressured the government, the government built a new road.
(A) caused worry to
(B) caused stress to
(C) put a lot of stress on

5. At first, the biologists made suggestions. The government didn't do anything about the problem, however, so now the biologists are urging the government to do something.
- (A) doing more research
 - (B) hoping
 - (C) strongly asking
6. "If you eat that, you'll get sick," he warned me.
- (A) predicted something bad
 - (B) asked
 - (C) showed

Read



- 4 Reading an Article** Read the following article. Don't use your dictionary. If you don't know some words, try to figure out their meanings. Then do the exercises.

The screenshot shows a web browser window with the address bar displaying <http://www.tellmeaboutoceans.com>. The article title is "The Ocean in Trouble".

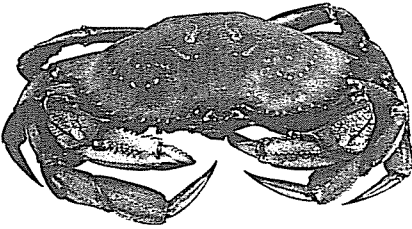
A Many environmental groups are **warning** that oceans worldwide are in great **danger**. According to the United Nations Food and Agriculture Organization (FAO), 70 percent of the world's fishing areas are in danger. One reason, of course, is the huge **amount** of pollution. However, there is another danger, and it might be even more harmful than pollution. This danger is **overfishing**. "No matter where you look in the world, on average, 90 percent of the fish are gone," says a biologist from Dalhousie University in Canada. 5

New Technology

B Fishers are finding fewer and fewer fish everywhere. However, this does not mean that fishermen are not fishing any longer. Instead, many are using new technology to fish new waters as deep as a mile. Trawlers (large fishing boats) are using special **nets** on **wheels** and rollers. They **drag** these nets across the bottom of the deep oceans, and they pick up anything of any size at all. With these nets, fishers **catch** the fish that people eat, but the nets also catch marine mammals such as sea lions, dolphins, and sometimes whales. 10 15

The Effect on Fish

c These nets also take species like squid, skate, red crabs, slackjaw eels, spiny dogfish, and orange roughy. A few years ago, people didn't want to eat these species. Now you can find them in fish stores, in fish sandwiches at fast-food restaurants, or in fake—not real— “crab meat” for seafood salads. The orange roughy provides an example of what is happening. This fish appeared in fish stores only about ten years ago, but already the species is almost extinct. The orange roughy lives very deep in the ocean—up to a mile deep—in the cold waters off New Zealand.



▲ Crab is more expensive than other seafood, so the “crab” in your crab salad might be fake.

Scientists now know that fish in deep cold water grow and reproduce very slowly. For example, the orange roughy lives to be 150 years old. It doesn't start to reproduce until it is 30 years old. Although the fish is nearly extinct, people still sell it in seafood stores and in restaurants. And, of course, it may be in that fish sandwich that you eat at a fast-food restaurant.

d Many scientists believe that present fishing methods will destroy all the large fishing areas of the world. Can anything stop this? Some scientists think that governments should stop the fishing industry from using some kinds of technology. But this will be difficult.

Many of the big fishing companies have a lot of money, and they use that money to influence politicians all around the world.

No Fishing Zones

e Other scientists believe that governments should create no-fishing zones—areas where no one can fish. Governments can police these areas. During the U.N. International Year of the Ocean, more than 1,600 leading marine scientists and conservation biologists from 65 countries urged the world to create 80 times the no-fishing areas that exist now. Their goal is to protect 20 percent of the world's oceans by the year 2020. This is happening in some places; for example, the fishing industry in Britain is beginning to accept no-fishing zones because the amount of fish that the industry catches is getting smaller and smaller.

f The fishing industry often argues that the scientific evidence is not complete—that we just don't know what is going on in the oceans. Now, scientists and environmentalists have to give evidence to show that the fishing industry is doing damage before the government will pass laws protecting the ocean. This takes time, and sometimes it is difficult to prove something like this. The magazine *Science* says we should have the opposite rule: big fishing companies should have to prove that they are not destroying the oceans before we allow them to fish.

Conclusion

- G Environmentalists say that average people need to get together and **pressure** their governments to do something. The large fishing companies that own the big trawlers are not going to stop fishing by themselves. The environmentalists say that if we don't pressure our governments, there will be nothing left in the oceans **but** water.

60

After You Read

5 Making Inferences Make an inference about the writer's purpose in "The Ocean in Trouble." Why did he write this? Choose the answer below.

- (A) to give the reader information about why the fishing industry is important
- (B) to help the reader understand how the fishing industry works and also understand about deep water fish like the orange roughy
- (C) to tell the reader about the problems caused by overfishing and suggest possible solutions
- (D) to tell the reader about the problems of ocean pollution

6 Finding the Main Idea The main idea of the reading is that _____

7 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Word
C	have babies	
E	areas	
F	people who work to take care of the environment	
F	give evidence to show that something is true	

Strategy

Understanding Words from Their Parts: *Over* in a Word

Some parts of words can help you to understand the meaning of the word. *Over* is such a word. At the beginning of a word, *over* can mean "too much" or "more than is good."

Example

One great danger to oceans worldwide is **overfishing**.

(You see that *overfishing* means "taking too many fish from the ocean.")

8 Understanding Words from Their Parts Can you figure out a word for each blank below? Use *over* in each word. Follow the example.

1. If you did too much and got tired, you overdid it.
2. If you eat too much, you might get sick because it's not good to _____.
3. It's not a good idea to work too much. Please try not to _____.
4. If you sleep too late, you will be late for work. Set your alarm clock so you don't _____.
5. If you spend too much money on clothes, you might not have enough for food.
It's a good idea to have a budget so that you don't _____.

UNDERSTANDING WORDS THAT CAN BE MORE THAN ONE PART OF SPEECH

Many words in English can be more than one part of speech. For example, a word might be both a noun and a verb. Often, the meaning is similar. Sometimes it's different.

Examples

There aren't enough **police** in this city.

(In this sentence, *police* is a noun. It means *people whose job is protecting the public*.)

Governments have to **police** the oceans.

(Here, *police* is a verb. It means *to keep order in a place*.)

9 Understanding Words That Can Be More Than One Part of Speech

What is the part of speech of each underlined word—noun or verb?

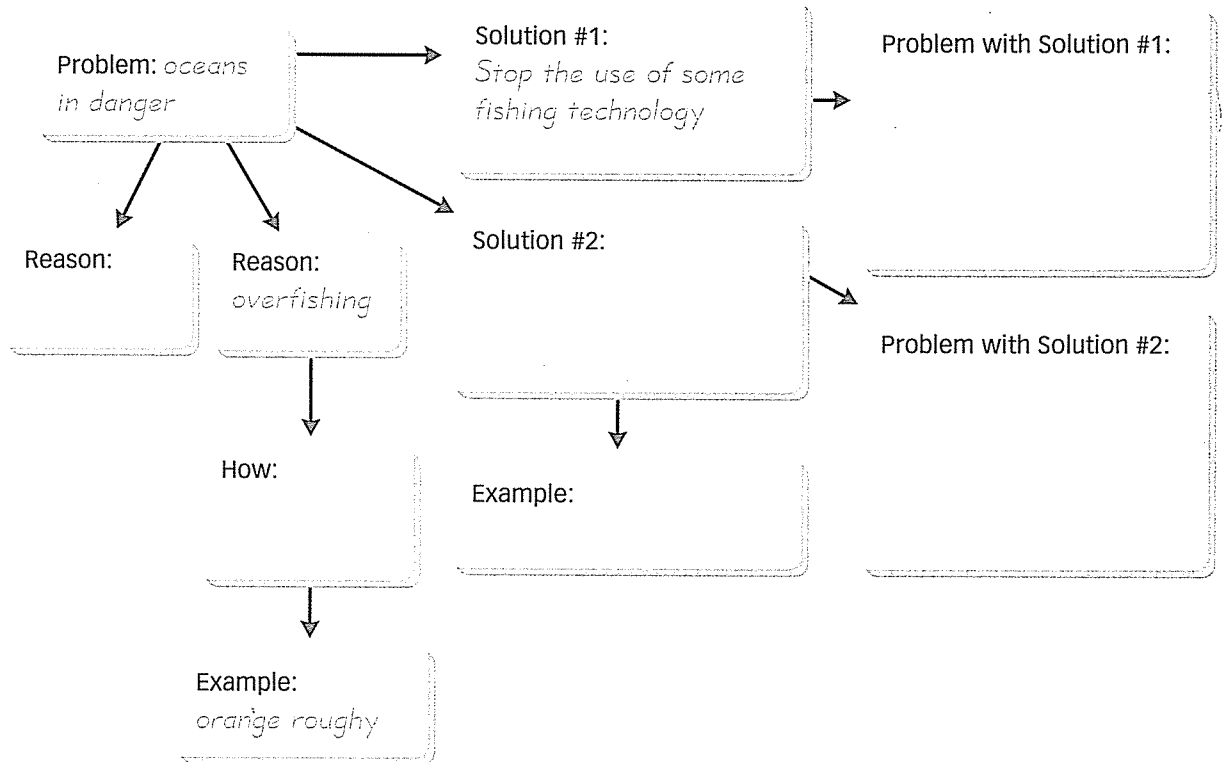
- | | Part of Speech |
|---|----------------|
| 1. They shouldn't <u>fish</u> in that area. | _____ |
| 2. I eat <u>fish</u> several times a week. | _____ |
| 3. In the future, there might be nothing in the ocean
but <u>water</u> . | _____ |
| 4. In hot weather, you need to <u>water</u> the garden every day. | _____ |
| 5. They don't usually <u>catch</u> many fish any more. | _____ |
| 6. Their <u>catch</u> of fish was good this week. | _____ |
| 7. There is a lot of <u>pressure</u> on the fishing industry. | _____ |
| 8. Environmental groups often <u>pressure</u> the fishing industry
to do things differently. | _____ |

Strategy

Understanding Relationships Between Ideas

Understanding the relationship between ideas and details in a reading is important. You can use graphic organizers or charts to help. Some are simple. Others are more complicated. They can help you to “see” ideas. If you put information from a reading on a graphic organizer, it can help you to study for exams. You will practice using a graphic organizer below.

10 **Understanding Relationships Between Ideas** Below is a graphic organizer about “The Ocean in Trouble.” Look back at the reading on pages 172–174 and fill in the missing information.



11 **Discussing the Reading** Talk about your answers to the following questions.

1. What solution to the problem of overfishing does the writer give at the end of the article? In your opinion, is this a good idea? Why or why not?
2. The writer writes about two groups—the fishing industry and environmentalists. Which group does the writer agree with? Why do you think this? (Find evidence for your answer in the reading.)

Part 2

Reading Skills and Strategies

Repairing the Environment

Before You Read

1 Interviewing Read the two questions in the chart below. Write your own question about the environment. Decide on your answers. Then walk around the room and ask three students these questions. Write their answers in the chart.

Questions	Student 1	Student 2	Student 3
1. What are problems with the environment in your city, state, province, or country?			
2. What prediction can you make about the environment 50 years in the future?			
3. (Your question)			



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns

- ☐ canoes
- ☐ cloth bag
- ☐ containers
- ☐ damage
- ☐ garbage
- ☐ island
- ☐ plastic bags

- ☐ statues

- ☐ stone
- ☐ trash
- ☐ vegetation

Verbs

- ☐ absorb
- ☐ arrived

- ☐ build
- ☐ cut down
- ☐ last
- ☐ melting
- ☐ mention
- ☐ produce
- ☐ recycle
- ☐ stopped

Adjectives

- ☐ amazing
- ☐ ancient
- ☐ organic
- ☐ plastic
- ☐ surrounding



Repairing the Environment

Early Life on Easter Island

- A Easter Island is a very small island in the Pacific Ocean. In the ancient past, the island was covered with **vegetation**, such as beautiful forests, and the **surrounding** ocean was rich in fish. The human population grew to about 9,000 people. Today, we know them for their art—hundreds of huge, **amazing** statues that are made of **stone**. Over several hundred years, the people created larger and larger statues.



▲ At one time, Easter Island was covered with vegetation and forests. The people created amazing stone statues.

The Changing History

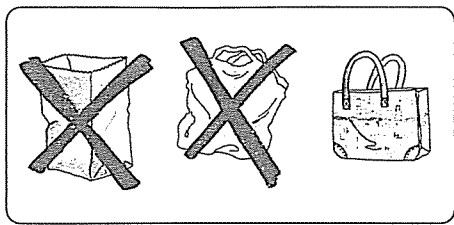
- B For about 700 years, life on Easter Island was good. However, by the 15th century, people suddenly **stopped** creating the statues. Also, the environment completely changed. The earth didn't **produce** enough food for the population. The forests were gone because people **cut** down all the trees. Without trees, they couldn't even **build** canoes—a kind of small boat—and for this reason, they couldn't go fishing. The society was destroyed. The people were hungry. When Europeans arrived in 1722, there were only about 2,000 people left.

Easter Island as an Example

- C Scientists often mention Easter Island. They see it as an example of the **damage** that humans can do to the environment. They say that our Earth is like an island. When we destroy it, we destroy ourselves. They say that we are now destroying it. Like the people of ancient Easter Island, we are cutting down forests. Worldwide, the environment is changing. The climate is becoming warmer. Glaciers are **melting**. Pollution fills many rivers and lakes and the air of many cities. And every year, about 20,000 plant and animal species become extinct.

What We Can Do

- D Some people see this situation as hopeless, but environmentalists say that it isn't too late. There *are* things that we can do. Governments and big companies need to make big changes, but every individual can make many small changes. All these small changes can add up. They can make a big difference. Here are just some:



▲ Paper, plastic, or cloth?

- ▣ Plant trees. Trees **absorb** ("drink in") the carbon dioxide (CO₂) that factories put into the air.
- ▣ Buy **organic** fruits and vegetables—ones without dangerous chemicals. These are good for your health and good for the earth, too.
- ▣ Reuse **containers**; in other words, don't throw empty **plastic** food containers into the **trash** or

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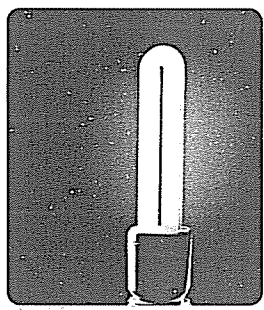
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garbage. Wash them and use them again. Also, use **plastic** bags many times. When you throw away a plastic bag or container, it stays in the earth for *thousands of years*.

- ▣ Don't use paper *or* plastic bags. Bring a **cloth** bag with you to the supermarket. You can use the same cloth bag over and over for years.
- ▣ **Recycle** things that you can't reuse. You can recycle aluminum cans, glass bottles, some plastic containers, and newspapers.
- ▣ Use compact fluorescent light bulbs. They **last** ten times longer than regular light bulbs, so they save you money. Also, they use 75 percent less energy. One of these bulbs can keep 1/2 ton (1,000 pounds) of carbon dioxide out of the air.

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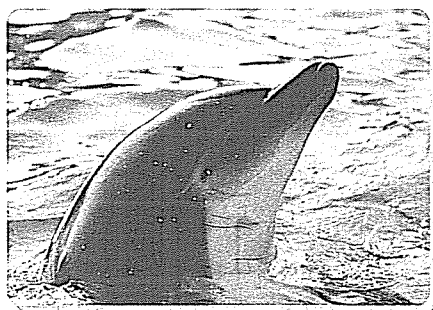
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▲ A compact fluorescent light bulb



▲ A regular light bulb



▲ Is your tuna fish dolphin-safe?

- ▣ Do you eat tuna fish? If so, look carefully at the can. Buy only tuna that is **dolphin-safe**—in other words, tuna from companies with special nets that don't kill dolphins.
- ▣ Write letters to government leaders. Ask them for laws that protect the environment. Tell them that you want the earth to be here for your great-great grandchildren.

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4 Finding the Main Idea Read the sentences below. Which one is the main idea of "Repairing the Environment"?

- (A) In the past, Easter Island had a beautiful environment, but the people destroyed it when they cut down all the trees.
- (B) There are things that individual people can do to help the environment.
- (C) Some environmentalists think that the situation is hopeless, but others say that it's not too late to save the earth.
- (D) If we make some changes in the way that we live, we don't have to repeat the mistake of the people of Easter Island, who destroyed their environment.

5 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Word
A	a type of art	
B	a type of small boat	
C	changing from ice to water	
D	drink in	
D	use something again; reuse	



6 Finding Details Look back at Paragraphs B and C for the answers to these questions.

1. Why couldn't the people of Easter Island go fishing?
2. Why couldn't they build canoes?
3. What is happening to the earth's environment today?



7 Discussing the Reading Talk about your answers to the following questions.

1. Look at the list in Paragraph D of the reading. Do you do any of those things? If so, which ones? Are there other things that you do?
2. What's good about organic fruits and vegetables? Can you think of a possible problem with them?
3. Does your city have a recycling program? If so, talk about it with your group.

8 Writing in Your Journal Choose one topic below. Write about it for five minutes. Use vocabulary that you learned in this chapter.

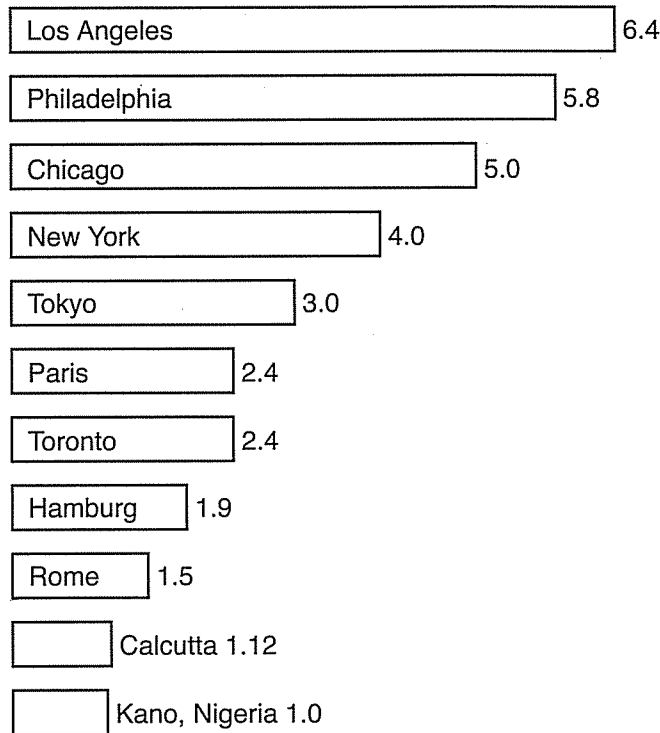
- something that you learned about the ocean
- something that you learned about Easter Island
- your ideas on ways to help the environment

Part 3 Practical English

Using Facts and Figures

1 Reading a Graph The graph below tells how many pounds of garbage a person makes on each day in eleven cities. Look at the graph and answer the questions.

Pounds of Garbage Produced per Person per Day



1. Who makes more garbage each day—a person in Tokyo or New York City?

2. Who makes more garbage each day—a person in Toronto or Los Angeles?

3. Who makes more garbage each day—a person in Calcutta or Paris?

2 Comparing Facts and Figures in a Graph Choose the best answer to complete the sentences.

1. Five people in Kano, Nigeria, make the same amount of garbage each day as _____.

- (A) two people in Rome
- (B) one person in Chicago
- (C) two people in Toronto

2. Five people in Calcutta, India, make about the same amount of garbage as _____.

- (A) three people in Los Angeles
- (B) two people in Chicago
- (C) one person in Philadelphia

FYI

Note: 16 oz. = 1
pound = 2.2 kilos

3 Reading a Paragraph with a Chart Read about Kenji and Tanya. Then answer the questions. Refer to the graph on page 181.

Kenji recycles his metal cans. He takes them to a recycling center so they can be used again. He doesn't throw any in the garbage. He recycles his paper products. He puts his yard waste in a pile and puts it on his garden later. Here is a list of what he put in the garbage today.

metal cans	0 oz.
food waste	8 oz.
yard waste	0 oz.
paper products	0 oz.
glass bottles, jars, etc.	16 oz.

1. How much garbage did Kenji throw away? _____

2. That is the average for what city? _____

Tanya likes to read the newspaper and work in the yard. Sometimes she recycles and sometimes she doesn't. Tanya throws out a lot of things. Today she threw out the following things.

bottles	14 oz.
soda cans and tin cans	8 oz.
one newspaper, some letters, a magazine	30 oz.
extra food	12 oz.
yard waste	16 oz.

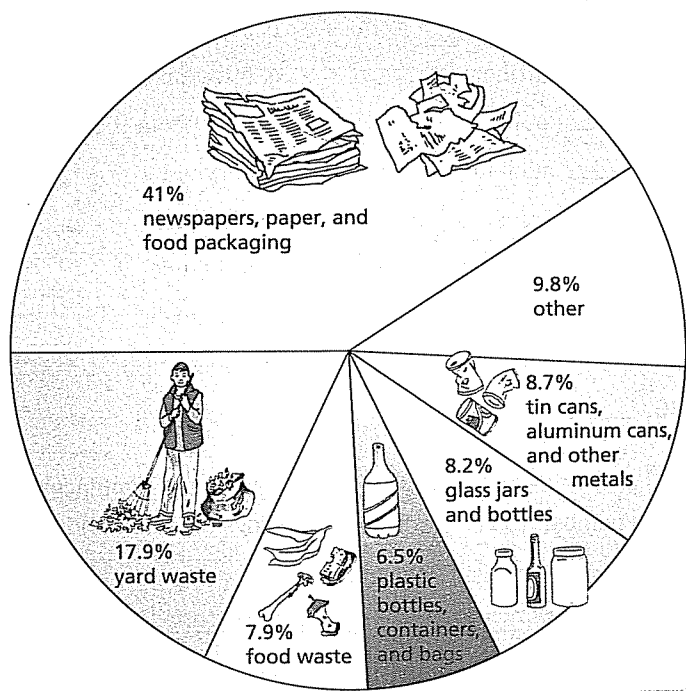
1. How many pounds of garbage did Tanya throw out? (Hint: Add the total ounces, then divide by 16.)

2. Tanya's garbage was exactly average for her city. Where does Tanya live?

How about you? What did you throw out or recycle yesterday? Make a list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 Reading a Pie Chart Garbage is created all over the world every day. Look at this pie chart about garbage in the U.S. Answer the questions on page 184.



▲ Breakdown of garbage in the U.S.

1. In the U.S. is there a larger percentage of newspapers or plastic bottles?
There is a larger percentage of newspapers.
2. What percentage is larger: yard waste or tin cans?

3. What percentage is greater: glass or plastic bottles?

4. What percentage of the trash are metal cans and other metals?

5. What percentage of the trash are grass clippings and other yard waste?

6. What percentage of the trash is food waste?

Part 4

Vocabulary Practice

1 Building Vocabulary Match the words and phrases that go together.

- | | |
|----------------------|------------------------|
| 1. <u>h</u> dolphins | a. about danger |
| 2. _____ catch | b. zones |
| 3. _____ extinct | c. have babies |
| 4. _____ amount | d. gone from the earth |
| 5. _____ ancient | e. very old |
| 6. _____ areas | f. with a net |
| 7. _____ pressure | g. influence |
| 8. _____ warning | h. mammals |
| 9. _____ wheels | i. rollers |
| 10. _____ reproduce | j. percentage |

2 Using Words in Sentences Write new sentences using the words next to each number. You can look at the readings in Parts 1 and 2 if you need help.

1. warn / scientists / oceans

Scientists warned us that the oceans are in trouble.

2. extinct / species
- _____

3. money / influence / government
- _____

4. methods / destroy / fishing areas
- _____