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## SCOPE AND SEQUENCE

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<th>CHAPTER</th>
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</table>
| **1** HEALTH SCIENCES: The Therapeutic Effects of Animals | • Understand and practice different reading strategies  
• Predict the content of a text by using visuals  
• Predict the content of a text from its title  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Recognize and learn the connotations of words  
• Identify and use different word forms  
• Categorize words by part of speech  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: How animals can help us  
Reading One: In the Presence of Animals (a magazine article)  
Reading Two: Canine Companions May Help Kids Learn to Read (an online article) | | |

| **2** PSYCHOLOGY: Dealing with Change | • Understand and practice different reading strategies  
• Skim a text to find the main idea  
• Identify the type of text to prepare for the reading  
• Identify or complete the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use synonyms and collocations  
• Understand and sort words by part of speech  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: How to make the best of a changed situation  
Reading One: Young Football Players Injured, but Not Forgotten (a television news story)  
Reading Two: Who Moved My Cheese? (a book review) | | |

| **3** LINGUISTICS: Little-Known Languages | • Understand and practice different reading strategies  
• Preview a text using visuals like charts or graphs  
• Scan a text to look for specific information  
• Understand the introduction of a text and how it is organized  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to choose the correct meaning of words for the context  
• Understand and use synonyms, prefixes, and suffixes  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: The importance of languages and how they are used  
Reading One: An Unbreakable Code (a magazine article)  
Reading Two: Languages Die Out, Taking History Along (an online article) | | |
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<th>NOTE-TAKING</th>
<th>CRITICAL THINKING</th>
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<tr>
<td>- Use underlining to identify and remember important facts in a story</td>
<td>- Express opinions and support your opinions with examples from a text or from your own experience and culture</td>
<td>- Describe a situation that you imagine</td>
</tr>
<tr>
<td>- Use margin notes to identify important facts in a reading</td>
<td>- Analyze and evaluate information</td>
<td>- Discuss which animals might be used for therapeutic purposes</td>
</tr>
<tr>
<td>- Use <em>wh</em>- questions to determine what is important in a reading</td>
<td>- Infer information not explicit in a text</td>
<td>- Discuss the benefits of having a pet</td>
</tr>
<tr>
<td>- Fill out an organizer using the answers to <em>wh</em>- questions to summarize a reading</td>
<td>- Draw conclusions</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>- Answer questions based on information in a text or on your own experience and culture</td>
<td>- Make connections between ideas</td>
<td>- <strong>Discuss the meaning of a photo and a quote</strong></td>
</tr>
<tr>
<td>- Express opinions and support your opinions with examples from a text or from your own experience and culture</td>
<td>- Synthesize information and ideas</td>
<td>- Write two paragraphs about a change you experienced</td>
</tr>
<tr>
<td>- Analyze and evaluate information</td>
<td>- Infer information not explicit in a text</td>
<td>- Discuss the topic of change and whether it is positive or negative</td>
</tr>
<tr>
<td>- Infer information not explicit in a text</td>
<td>- Draw conclusions about the moral of a parable</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>- Draw conclusions</td>
<td>- Make connections between ideas</td>
<td>- <strong>Discuss how the values of a culture are expressed through its language</strong></td>
</tr>
<tr>
<td>- Evaluate if an author presents both sides of a topic equally</td>
<td>- Synthesize information and ideas</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>- Choose one of the topics and write a paragraph or two about it</td>
<td>- Make connections between ideas</td>
<td>- <strong>Talk about the importance of languages and the benefits of speaking a language</strong></td>
</tr>
<tr>
<td>- <strong>Talk about codes and why they would be useful</strong></td>
<td>- Evaluate if an author presents both sides of a topic equally</td>
<td>- <strong>Discuss how the values of a culture are expressed through its language</strong></td>
</tr>
<tr>
<td>- Choose one of the topics and write a paragraph or two about it</td>
<td>- Make connections between ideas</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>CHAPTER</td>
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</tbody>
</table>
| **4** | **ANIMAL BEHAVIOR:** Elephants | • Understand and practice different reading strategies  
• Skim a reading to get an overview of its contents  
• Use key words and phrases in the topic sentence to help determine the main idea  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use synonyms and word forms  
• Categorize words by parts of speech  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** The care of elephant orphans and how elephants are like humans | **Reading One:** The Elephant Orphanage (a television documentary transcript) | **Reading Two:** Elephant Behavior (an article) |
| **5** | **SOCIAL PSYCHOLOGY:** Teaching Tolerance | • Understand and practice different reading strategies  
• Predict the content of a text by using visuals  
• Use a synopsis to preview the important information in a text  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use antonyms and word forms  
• Use dictionary entries to choose the correct meaning of words for the context  
• Recognize and learn the connotations of words  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** How the experience of discrimination affects people | **Reading One:** A Class Divided—Jane Elliott’s Famous Lesson (an online article) | **Reading Two:** Fourteen Years Later (a television transcript) |
| **6** | **PUBLIC ART:** Experiencing Familiar Places in a New Way | • Understand and practice different reading strategies  
• Preview a text using visuals  
• Scan a text for specific facts  
• Identify the thesis statement to get the main idea of a text  
• Identify or complete the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use synonyms, antonyms, and word forms  
• Recognize and use collocations  
• Sort words by their usage  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
<p>| <strong>Theme:</strong> How public art can influence and change our experience | <strong>Reading One:</strong> What Is Public Art? (an article) | <strong>Reading Two:</strong> Christo and Jeanne-Claude (a biography) |</p>
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<th><strong>SPEAKING/WRITING</strong></th>
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<tr>
<td>• Use underlining to identify key words and important facts in a reading</td>
<td>• Express opinions and support your opinions with examples from a text or from your own experience and culture</td>
<td>• Write a list and discuss your ideas with a partner</td>
</tr>
<tr>
<td>• Use circling and underlining to distinguish between two sides of an issue or two points of view</td>
<td>• Analyze and evaluate information</td>
<td>• Discuss how elephants and humans are similar</td>
</tr>
<tr>
<td>• Sort the words and phrases for each side of an issue into a chart</td>
<td>• Infer information not explicit in a text</td>
<td>• Discuss whether you would support the elephant orphanage with donations</td>
</tr>
<tr>
<td>• Use underlining to identify key words and phrases in a reading</td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>• Use those key words and phrases to summarize the main point of a reading</td>
<td>• Interpret quotes and how they relate to a text</td>
<td>• Discuss the merits of public art</td>
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<td></td>
<td>• Make connections between ideas</td>
<td>• Discuss the possible benefits and drawbacks for a community when large-scale artwork is installed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write an interview with the artist Christo</td>
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<td></td>
<td></td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td>CHAPTER</td>
<td>READING</td>
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<td><strong>7</strong></td>
<td><strong>SOCIOLOGY: The Bystander Effect</strong></td>
<td><strong>Understand and practice different reading strategies</strong></td>
</tr>
<tr>
<td>Theme: What makes people help one another in emergency or dangerous situations</td>
<td><strong>Skim a text to preview the topic</strong></td>
<td><strong>Understand and use synonyms, antonyms, and parts of speech</strong></td>
</tr>
<tr>
<td><strong>Reading One:</strong> Why and How Do We Help? (a magazine article)</td>
<td><strong>Scan a text to find specific facts</strong></td>
<td><strong>Recognize and use collocations</strong></td>
</tr>
<tr>
<td><strong>Reading Two:</strong> Case Studies (two case studies)</td>
<td><strong>Identify the main ideas of a text</strong></td>
<td><strong>Sort words by parts of speech</strong></td>
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<tr>
<td></td>
<td><strong>Understand the details that support the main ideas</strong></td>
<td><strong>Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</strong></td>
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<td></td>
<td></td>
<td><strong>Use this vocabulary in the After You Read speaking and writing activities</strong></td>
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</tbody>
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<p>| <strong>8</strong>  | <strong>GOVERNMENT: Interpreting the Law</strong> | <strong>Understand and practice different reading strategies</strong> | <strong>Guess the meaning of words from the context</strong> |
| Theme: How the Supreme Court works to protect the rights of all Americans | <strong>Preview a text using a diagram</strong> | <strong>Understand and use synonyms and word forms</strong> |
| <strong>Reading One:</strong> Our Supreme Court—An Introduction (a book excerpt) | <strong>Identify the type of text to prepare for the reading</strong> | <strong>Recognize and learn the connotations of words</strong> |
| <strong>Reading Two:</strong> Supreme Court Justice Sonia Sotomayor (a biography) | <strong>Identify the topic sentence to determine the main idea</strong> | <strong>Use dictionary entries to choose the correct meaning of words for the context</strong> |
|  | <strong>Complete the main ideas of a text</strong> | <strong>Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</strong> |
|  | <strong>Understand the details that support the main ideas</strong> | <strong>Use this vocabulary in the After You Read speaking and writing activities</strong> |</p>
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<tr>
<td>● Use underlining and margin notes to identify the answers to <em>wh</em>- questions</td>
<td>● Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>● Write an interview with a psychologist studying the bystander effect</td>
</tr>
<tr>
<td></td>
<td>● Analyze and evaluate information</td>
<td>● Write an interview between a newspaper reporter and Wesley Autry</td>
</tr>
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<td></td>
<td>● Infer information not explicit in a text</td>
<td>● Discuss whether the bystander effect holds true today, given the advances in technology</td>
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<td></td>
<td>● Draw conclusions</td>
<td>● Discuss how society can reduce the bystander effect</td>
</tr>
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<td></td>
<td>● Hypothesize about someone else’s thought process</td>
<td>● Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td></td>
<td>● Relate broad themes to specific situations</td>
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</tr>
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<td></td>
<td>● Find correlations between two texts</td>
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<tr>
<td></td>
<td>● Make connections between ideas</td>
<td></td>
</tr>
<tr>
<td>● Create a timeline to remember the sequence of events in a person’s life</td>
<td>● Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>● Write questions you would use to interview a potential Supreme Court justice</td>
</tr>
<tr>
<td></td>
<td>● Analyze and evaluate information</td>
<td>● Discuss the challenges of being a Supreme Court justice</td>
</tr>
<tr>
<td></td>
<td>● Infer information not explicit in a text</td>
<td>● Research and write about a current Supreme Court justice</td>
</tr>
<tr>
<td></td>
<td>● Draw conclusions</td>
<td>● Discuss in a small group whether judges should have jobs for life</td>
</tr>
<tr>
<td></td>
<td>● Find correlations between two texts</td>
<td>● Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td></td>
<td>● Make connections between ideas</td>
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## CHAPTER READING VOCABULARY

### 9 ECONOMICS: Bartering in the 21st Century

**Theme:** How to exchange goods and services without using money

**Reading One:**
*Swap Tree—Simple, Easy Online Trading* (an online article)

**Reading Two:**
*Heidemarie Schwermer* (a biography)

- Understand and practice different reading strategies
- Predict the content of a text from the title
- Predict the content of a text by using visuals such as photos
- Identify or complete the main ideas of a text
- Understand the details that support the main ideas

**Vocabulary**
- Understand and use synonyms, antonyms, and word forms
- Guess the meaning of words from the context
- Recognize and learn the connotations of words
- Recognize and use prepositions
- Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter
- Use this vocabulary in the After You Read speaking and writing activities

### 10 NEUROLOGY: The Brain

**Theme:** How the brain contributes to laughter

**Reading One:**
*Why Can’t You Tickle Yourself?* (a book excerpt)

**Reading Two:**
*Laughter and the Brain* (an online article)

- Understand and practice different reading strategies
- Scan a text to answer a question in the title
- Predict the type of text to prepare for the reading
- Identify or complete the main ideas of a text
- Understand the details that support the main ideas

**Vocabulary**
- Guess the meaning of words from the context
- Understand and use synonyms, antonyms, prefixes, and parts of speech
- Recognize and learn the connotations of words
- Use dictionary entries to determine the correct meaning of a phrasal verb in context
- Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter
- Use this vocabulary in the After You Read speaking and writing activities
<table>
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<tr>
<th>NOTE-TAKING</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING/WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use underlining to identify important facts in a text</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Track your spending and write a paragraph answering the questions</td>
</tr>
<tr>
<td>• Use a chart to categorize notes in the two areas discussed in the reading</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• In a small group, discuss whether you would have agreed to be part of the experiment to live without money</td>
</tr>
<tr>
<td></td>
<td>• Infer information not explicit in a text</td>
<td>• Discuss what you would miss most about living without money</td>
</tr>
<tr>
<td></td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td></td>
<td>• Hypothesize about someone else’s point of view</td>
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<td></td>
<td>• Make connections between ideas</td>
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<td></td>
<td>• Synthesize information and ideas</td>
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<td></td>
<td>• Analyze and evaluate information</td>
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<td></td>
<td>• Infer information not explicit in a text</td>
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<tr>
<td></td>
<td>• Synthesize information and ideas</td>
<td></td>
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<tr>
<td></td>
<td>• Discuss the merits of laughter in treating patients</td>
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<tr>
<td></td>
<td>• Write about whether humor and comedy would be used in hospitals in your native country</td>
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<td></td>
<td>• Write about someone who is funny and what makes them so funny</td>
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<td></td>
<td>• Discuss the quotes about laughter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
<td></td>
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</tbody>
</table>
OBJECTIVES

To read academic texts, you need to master certain skills.

In this chapter, you will:

• Preview and predict the content of a text using visuals
• Preview and predict the content of a text from its title
• Guess the meaning of words from the context
• Determine whether a word has a positive or negative meaning
• Identify word forms from location in the sentence
• Use a dictionary to find noun forms of verbs
• Use underlining to identify numbers and summarize a text
BEFORE YOU READ

Consider These Questions
Discuss the questions in a small group.
1. What kind of animal makes the best pet?
2. Why do you think this animal is a good pet?

READING ONE: In the Presence of Animals

A Warm-Up
Check (✓) the statements you think are true about dogs.

☐ 1. They help people who are sick get better.
☐ 2. They make people feel relaxed.
☐ 3. They are good listeners.
☐ 4. They are good pets for people of all ages.

B Reading Strategy

Predicting Content Using Visuals

Predicting is a very important pre-reading skill. When you predict, you make a guess about something based on the information you have. Predicting helps prepare the reader for the reading experience that is to come. Pictures in a text can often help you predict what the text is about.

Look at the picture in the reading. What do you think is going on? Circle one of the choices and discuss your answer with a partner.

   a. a dog gets sick and goes to the hospital
   b. a dog visits a sick person in the hospital
   c. a dog cannot be separated from his owner

Now read the text to find out if your prediction was correct.
As far back as the 1790s, the owners of a senior citizens’ home in York, England, encouraged patients to spend time with farm animals, believing that this would help their mental state more than the sometimes harsh therapies used on the mentally ill at the time. In recent years, scientists have finally begun to find proof that contact with animals can increase a sick person’s chance of survival and has been shown to lower heart rate, calm upset children, and get people to start a conversation. Scientists think that animal companionship is beneficial because animals are accepting and attentive, and they don’t criticize or give orders. Animals also have a unique ability to get people to be more social. Visitors to nursing homes, for example, get more social responses from patients when they come with animal companions, researchers have found. Not only do people seem happier when animals are nearby, but they may also live longer. Studies show that a year after heart surgery, survival rates for heart patients were higher for those with pets in their homes than those without pets. Elderly people with pets make fewer trips to doctors than those who are without animal companions, possibly because animals lessen loneliness. A professor of public health at UCLA says that pet ownership might provide a new form of “low-cost health intervention.”

1 mental state: emotional condition  
2 therapies: treatments  
3 companionship: friendship  
4 accepting and attentive: agreeable and caring  
5 intervention: the act of preventing something undesirable (unwanted)
COMPREHENSION

A Main Ideas

Read each statement. Decide if it is True or False according to the reading. Check (√) the appropriate box. If it is false, change it to make it true. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first paragraph is ONLY about the effects of animals on people with mental illness in the past.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2. Animals help people communicate more.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>3. Because people with animals are not as lonely as people without pets, their health is better.</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

B Close Reading

Complete each sentence with a phrase from the list on the right.

1. Spending time with animals can
   - a. patients talk more.

2. Animals are different from people because
   - b. often live longer.
   - c. they cannot tell us their opinions.
   - d. patients with pets get better faster.
   - e. the doctor less often.
   - f. make a person’s heart rate slower and relax children who are upset.

3. When visitors bring pets to the hospital,
4. After a big operation,
5. Older people who have pets go to
6. Older people with pets in their lives
A  Connotations

Some words have feelings connected to them depending on how they are used in a sentence. These feelings, or connotations, can be positive (good or useful) or negative (bad or harmful).

Look at each word. Find the word in the reading. Decide whether it has a Positive or Negative meaning. Check the appropriate box. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. encouraged</td>
<td>□</td>
</tr>
<tr>
<td>2. harsh</td>
<td>□</td>
</tr>
<tr>
<td>3. survival</td>
<td>□</td>
</tr>
<tr>
<td>4. calm</td>
<td>□</td>
</tr>
<tr>
<td>5. beneficial</td>
<td>□</td>
</tr>
<tr>
<td>6. criticize</td>
<td>□</td>
</tr>
<tr>
<td>7. loneliness</td>
<td>□</td>
</tr>
<tr>
<td>8. unique</td>
<td>□</td>
</tr>
</tbody>
</table>

B  Definitions

Find each word in the reading and match it with its meaning.

____ 1. encouraged  a. unpleasant
____ 2. harsh  b. say what faults someone or something has
____ 3. proof  c. an operation by a doctor
____ 4. survival  d. old
____ 5. calm  e. urged someone to do something
____ 6. beneficial  f. act of continuing to live
____ 7. unique  g. unhappy feeling when by oneself
____ 8. elderly  h. special, rare
____ 9. loneliness  i. make relaxed
____ 10. surgery  j. facts
____ 11. criticize  k. positive
Parts of Speech

**Nouns** are words that refer to people, places, things, qualities, actions, and ideas. Nouns can come **after** articles (a/an, the) or possessive pronouns (my, your, his/her/its, our, their), prepositions, and adjectives or **before** or after verbs. Many nouns end in -ness, -ity, or -tion.

**Adjectives** are words that describe nouns or pronouns. They are placed **before** nouns or after the verbs be, seem, feel, and look. Many adjectives end in -able and -ial.

**Verbs** are words that describe actions, experiences, or states. They follow nouns and often come **after** to as in “to go” (the infinitive).

Look at the words in bold and decide if they are nouns, adjectives, or verbs. Write the part of speech on the line next to the sentence. Use the explanations in the box above to help you make your decision.

- **verb**  1. The owners of a senior citizens’ home **encouraged** patients to spend time with farm animals.

- **___________**  2. In the past, there were many **harsh** therapies for people with mental illness.

- **___________**  3. His chance of **survival** was better because he had a pet.

- **___________**  4. Sometimes, pets **calm** upset children.

- **___________**  5. Animal companionship is **beneficial**.

- **___________**  6. **Elderly** people sometimes feel lonely.

- **___________**  7. People with pets often have less **loneliness**.

- **___________**  8. **Surgery** is a serious medical treatment.

**CRITICAL THINKING**

Discuss the questions with a partner. Be prepared to share your answers with the class.

1. The author puts the date **1790** in the first paragraph. This is a **fact** about how long ago people began to think animals were good for therapy. What other words in paragraph 1 give the reader the idea that this article is about facts and not opinions?

2. What other words in paragraphs 2 and 3 tell us that this reading is about facts more than opinions?

3. Why do you think the article presents facts and not opinions?
A Warm-Up

Read the quotation. Check (✓) the sentences that have the same meaning as the quote.

“An animal’s eyes have the power to speak a great language.”

—Martin Buber, philosopher

☐ 1. Animals communicate a lot of feelings with their eyes.

☐ 2. Animals use their eyes to speak to us.

☐ 3. When animals look at us, we feel connected to them.

B Reading Strategy

Predicting Content from the Title

Predicting is a very important pre-reading skill. When you predict, you make a guess about something based on the information you have. Predicting helps prepare the reader for the reading experience that is to come. The title of a text can often help you predict what the text is about.

The title of the reading is “Canine Companions May Help Kids Learn to Read.” With a partner, write two predictions about the content of the reading.

1. _______________________________________________________________________

2. _______________________________________________________________________

Now read the article to find out if your predictions were correct.
Walk into a Salt Lake City public library on a Saturday afternoon and you might see something you didn't expect: children reading books to dogs. Three years ago, Intermountain Therapy Animals (ITA) started the R.E.A.D.® (Reading Education Assistance Dogs) program at the suggestion of board member Sandi Martin, a nurse and a long-time supporter of pets in hospitals, who had seen the positive effect animals can have on mentally and physically challenged children. If therapy dogs help those children, thought Martin, who loves to read, then perhaps they can help kids who are struggling with reading, too.

The program is simple. For about 30 minutes each week, kids from five to nine years old read aloud to dogs of all shapes and sizes. The people in charge of the dogs sit nearby to help. Martin says children are more willing to read to dogs than to their classmates, in part because kids who stumble over new words know their furry friends won't make fun of them. As a result, children's reading skills improve and their self-esteem grows.

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1 mentally or physically challenged: having a more difficult time with mental or physical skills than the average person

2 stumble over: to have difficulty doing something; hesitate
Initially the R.E.A.D.® program was held in the main branch\(^3\) of the Salt Lake City library, but it has become so popular that all six branches now hold weekly sessions. Last year more than 500 children participated. Learning while having fun is what makes the program successful. ITA Executive Director Kathy Klotz explains that when people of all ages participate in therapy with animals, they stop thinking about what they can’t do and focus on being with the dog.

ITA, based in Salt Lake City, has 250 Pet Partner® teams, 45 of which participate in the R.E.A.D.® program. To enter the program, teams go through a two-hour training course. Dogs are taught to look at the children’s faces or at the books they are reading.

Handlers, the people who take care of the dogs, are given instructions. For example, instead of asking a child what a word means, the handler may say: “Rover\(^4\) doesn’t know what that word means. Can you tell him?” This takes the pressure off the child if he or she doesn’t know the answer, says Klotz.

Dogs also have a natural calming effect on humans. Studies have shown blood pressure\(^5\) and anxiety levels\(^6\) drop when people are around pets. “If kids who don’t read well can relax enough to focus on learning, hopefully their reading will improve and they’ll want to continue to read just for the pleasure of it,” explains Martin.

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\(^3\) *branch*: something that is part of a larger system

\(^4\) *Rover*: the name of a dog

\(^5\) *blood pressure*: the measure of the force of the blood against artery walls. High blood pressure is a sign of a health problem.

\(^6\) *anxiety levels*: how much stress a person experiences
A Close Reading

Circle the word(s) that completes the sentence correctly.

1. Children read **silently/out loud** to dogs.
2. Children like reading to the dogs because they **will/won’t** laugh at them.
3. The R.E.A.D.® program is growing **quickly/slowly**.
4. Kids in the R.E.A.D.® program focus on **themselves/the dog**.
5. In the training program, dogs are taught to look at the **kids’/handler’s** faces or at the books they are reading.
6. Handlers **ask/don’t ask** kids what words mean.
7. If kids can relax more, their reading **will/won’t improve**, and they will want to keep reading.

B Main Ideas

Circle ALL the correct answers for each question.

1. Who is this reading about?
   - a. nurses
   - b. dogs
   - c. people who are responsible for the dogs
   - d. children

2. What is the R.E.A.D.® program about?
   - a. teaching dogs to read
   - b. training dogs
   - c. helping children become better readers
   - d. increasing children’s confidence

3. Where is this program?
   - a. at schools
   - b. in hospitals
   - c. at libraries
   - d. in parks

4. How often does this program occur?
   - a. once a week
   - b. twice a week
   - c. for 30 minutes
   - d. for 1 hour
5. Why is this program successful?
   a. It’s fun.
   b. It’s simple.
   c. It’s relaxing.
   d. It’s satisfying.

VOCABULARY

A Guessing from Context

Looking up every unfamiliar word in the dictionary is not an effective way to read. It is much better to guess the meaning of unfamiliar words from the rest of the sentence or paragraph (the context) and keep reading. Some words in particular can help you guess. No one guesses correctly all the time, but practice makes all the difference. You can use the dictionary after you get the main idea of the reading.

Read each sentence and guess the meaning of the word in bold from the context. Then match the word with its meaning from the box below. Circle the words in the sentence that helped you guess the word’s meaning.

1. I was **really surprised** to see dogs in libraries. I didn’t **expect** this.
2. The five-year-old boy was **struggling** with his homework because he’d been sick and missed a week of school.
3. The handlers are **in charge of** the dogs. That is, they are responsible for the dogs’ behavior.
4. The eight-year-old girl was reading much better after a few months in the program, and she became much more confident. As a result, her **self-esteem** grew.
5. Hundreds of children **participated** in the R.E.A.D.® program last year. They had more fun reading because they had joined that program.
6. The children are able to **focus on** the dog, so they are not giving their attention to their problems.
7. If we **take the pressure off** of children, they can relax and perform better.
8. I like to **be around** my dog. When I am with her, life is calm.

| a. self-respect | d. are in control | g. be with |
| b. having a hard time | e. lower the stress | h. concentrate on |
| c. took part | f. think I would see | |
Complete the conversation between Ms. Kruchin, the teacher, and Mrs. Sugimoto, the parent, with words or phrases from the box. There is one extra word or phrase.

<table>
<thead>
<tr>
<th>are in charge of</th>
<th>expected</th>
<th>participating</th>
<th>struggle</th>
<th>be around</th>
<th>focuses</th>
<th>self-esteem</th>
<th>takes the pressure off</th>
</tr>
</thead>
</table>

**Ms. Kruchin:** So, Mrs. Sugimoto. How do you like the R.E.A.D.® program? Is it different from what you ________________ expected ________________? 1.

**Mrs. Sugimoto:** Yes! It’s a lot of fun. I never thought it was possible for reading to be relaxing for my daughter, but the dogs are so cute and really good listeners. When she ________________ on the dogs, she doesn’t ________________ as much. 2.

**Ms. Kruchin:** I’m so happy she likes to ________________ dogs. It sounds like she feels comfortable with them, and this helps her not to get nervous when she reads, right?

**Mrs. Sugimoto:** Right. Reading to dogs ________________ her. She knows they won’t make fun of her if she makes a mistake, so she feels more confident when she reads.

**Ms. Kruchin:** That’s amazing! I can see how her ________________ is growing. 6.

**Mrs. Sugimoto:** Thanks. I’m really glad she is ________________ in this program. 7.
C Word Forms

Fill in the chart with the correct noun for each verb. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th></th>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>expect</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>struggle</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>participate</td>
</tr>
</tbody>
</table>

NOTE-TAKING: Underlining Numbers

1 Go back to the reading. Underline the numbers and the nouns that follow them.

Example:

1 Walk into a Salt Lake City public library on a Saturday afternoon and you might see something you didn’t expect: children reading books to dogs. Three years ago, Intermountain Therapy Animals (ITA) started the R.E.A.D.® (Reading Education Assistance Dogs) program at the suggestion of board member Sandi Martin, a nurse and a long-time supporter of pets in hospitals, who had seen the positive effect animals can have on mentally and physically challenged children.

2 Complete the summary with the numbers you underlined while taking notes on the reading.

Intermountain Therapy Animals’ (ITA) R.E.A.D.® program has been around for \( \frac{3}{1} \) years. Each week children from \( \frac{2}{1} \) to \( \frac{3}{1} \) years old read to dogs to gain more confidence so that they can improve their reading skills. Each kid reads to a dog for \( \frac{4}{1} \) minutes. The program has become so popular that it expanded from one library to \( \frac{5}{1} \) branches in Salt Lake City. In 2002 there were \( \frac{6}{1} \) children participating in the program. ITA works with \( \frac{7}{1} \) Pet Partner® teams, and \( \frac{8}{1} \) of these teams take part in the R.E.A.D.® program.
CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your ideas with the class.

1. The R.E.A.D.® program is very successful with children from five to nine years old. Would this program be effective with older children from 10 to 13, for example? Explain why.

2. The author of Reading One writes: “Animals are accepting and attentive, and they don’t criticize or give orders.” Find a sentence in paragraph 2 of Reading Two to support why the writer of this article would or would not agree with this idea.

3. Why are dogs taught to look at the children’s faces or the books they are reading?

4. Why do the handlers pretend the dog is asking the question?

AFTER YOU READ

WRITING ACTIVITY

Choose one of the topics and write a paragraph about it. Use at least five of the words and phrases you studied in the chapter (for a complete list, go to page 15).

1. Imagine you walked into the library and saw children reading to dogs. Describe what you see and how you feel. Give as many details as possible.

2. Do you think everyone should have a pet? Explain your opinion.

DISCUSSION AND WRITING TOPICS

Discuss these topics in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. Is it common for people in your home country to have pets? If so, what are the most popular pets, and why are they popular?

2. What other animals might be used for therapeutic purposes? Give specific details and examples to support your choice.
VOCABULARY

Nouns
- loneliness
- proof
- self-esteem
- surgery
- survival*

Verbs
- calm
- criticize
- encourage
- expect
- participate*
- struggle

Adjectives
- beneficial*
- elderly
- harsh
- unique*

Phrases and Idioms
- be around
- be in charge of
- focus on
- take the pressure off

* = AWL (Academic Word List) item

SELF-ASSESSMENT

In this chapter you learned to:

- Preview and predict the content of a text using visuals
- Preview and predict the content of a text from its title
- Guess the meaning of words from the context
- Determine whether a word has a positive or negative meaning
- Identify word forms from location in the sentence
- Use a dictionary to find noun forms of verbs
- Use underlining to identify numbers and summarize a text

What can you do well? ☑
What do you need to practice more? ☑