

# Making Connections

## Poetry Collection 8

maggie and milly and molly  
and may • The Seven Ages  
of Man • Fire and Ice



## How does *communication* change us?

### Writing About the Big Question

The speaker of "The Seven Ages of Man" compares the people of the world to actors in a play. Use this sentence starter to develop your ideas about the Big Question.

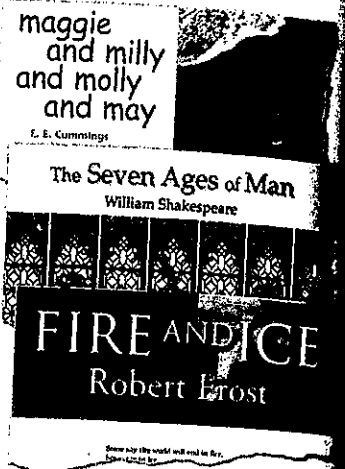
**Communication** between two people can seem like action in a play when \_\_\_\_\_.

**While You Read** Look for ways in which people's lives and interactions can resemble actors playing roles. Then, consider how this knowledge might offer a useful way to look at life.

### Vocabulary

Read each word and its definition. Decide whether you know the word well, know it a little bit, or do not know it at all. After you have read the selection, see how your knowledge of each word has increased.

- **stranded** (strand' əd) *adj.* in a place or situation which one needs help to leave (p. 732) *The stranded airline passengers had to spend the night in the terminal. strand v.*
- **languid** (lan' gwid) *adj.* drooping; weak (p. 732) *The heat of the summer afternoon made us all feel languid. languish v.*
- **woeful** (wō' fəl) *adj.* full of sorrow (p. 735) *His woeful story brought us to tears. woe n. woefully adv.*
- **treble** (treb' əl) *n.* high-pitched voice or sound (p. 735) *The harsh treble of her alarm clock woke everyone in the house.*
- **oblivion** (ə bliv' ē ən) *n.* forgetfulness; the state of being unconscious or unaware (p. 735) *While sleeping, most people are in a state of total oblivion. oblivious adj.*
- **suffice** (sə fis') *v.* be enough (p. 736) *Five tables will suffice for a party of this size. sufficient adj.*



### Word Study

The Latin suffix **-ion** means "act or condition of." It usually indicates a noun.

Someone who is oblivious is unaware. In "The Seven Ages of Man," the speaker refers to a man's final stage as "mere **oblivion**," a condition of complete unawareness.

## Meet the Authors

### E. E. Cummings

(1896-1962)

*in a blue and white and black and red* (1957)

Cummings was an American poet, painter, and writer who was self-educated. His poetry was characterized by a unique style and a focus on the individual. He was known for his use of neologisms and his rejection of traditional poetic forms. Cummings was also a visual artist and a filmmaker. He was often considered a countercultural figure and was known for his unconventional lifestyle.

### William Shakespeare

(1564-1616)

*The Seven Ages of Man* (1600)

William Shakespeare is one of the most famous writers in the history of the English language. He was a playwright, poet, and actor who wrote some of the most famous plays in the world. His works are still performed and studied today. Shakespeare was born in Stratford-upon-Avon and spent most of his life there. He is known for his use of iambic pentameter and his ability to create complex characters. He was also a member of the Swanwick Theatre and was known for his acting skills. He was often considered a national hero and was buried in Westminster Abbey.

### Robert Frost

(1897-1963)

*Rice and the Sea* (1916)

Like the other poets in this collection, Robert Frost seemed warm to some people and cold to others. All agreed, however, that poetry came from him. He wrote about rural life and nature and became the most popular American poet of his time, winning four Pulitzer Prizes.

# maggie and milly and molly and may

**E. E. Cummings**

maggie and milly and molly and may  
went down to the beach (to play one day)

and maggie discovered a shell that sang  
so sweetly she couldn't remember her troubles, and

5 milly befriended a **stranded** star  
whose rays five **languid** fingers were;

and molly was chased by a horrible thing  
which raced sideways while blowing bubbles: and

10 may came home with a smooth round stone  
as small as a world and as large as alone.

For whatever we lose (like a you or a me)  
it's always ourselves we find in the sea

► **Critical Viewing** How well does this photograph illustrate the  
"stranded star" in the poem? **[Evaluate]**

## **Vocabulary**

**stranded** (strand' əd) *adj.* in a place or situation which one needs help to leave

**languid** (lan' gwid) *adj.* drooping; weak

## **Literary Analysis**

### **Rhyme and Meter**

What type of rhyme does Cummings use in the first and last stanzas?

# The Seven Ages of Man

William Shakespeare

The world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling<sup>2</sup> and puking in the nurse's arms.  
And then the whining schoolboy, with his satchel,  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths, and bearded like the pard,<sup>3</sup>  
Jealous in honor,<sup>4</sup> sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,<sup>5</sup>  
In fair round belly with good capon<sup>6</sup> lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;<sup>7</sup>  
And so he plays his part. The sixth age shifts  
Into the lean and slippered pantaloons,<sup>8</sup>  
With spectacles on nose and pouch on side,  
His youthful hose<sup>9</sup> well saved, a world too wide  
For his shrunk shank;<sup>10</sup> and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness, and mere oblivion,  
Sans<sup>11</sup> teeth, sans eyes, sans taste, sans everything.

## Literary Analysis

### Rhyme and Meter

What is the pattern of stressed and unstressed syllables in lines 2–4?

## Vocabulary

**woeful** (wō' fəl)

*adj.* full of sorrow

## Vocabulary

**treble** (treb' əl) *n.* high-pitched voice or sound

**oblivion** (ə bliv' ē ən) *n.* forgetfulness; the state of being unconscious or unaware

## Critical Viewing

How do the images in this stained-glass window add to your understanding of the poem? **[Relate]**

players actors.

<sup>2</sup> **Mewling** (myōōl' in) *v.* whimpering; crying weakly.

<sup>3</sup> **pard** (pārd) *n.* leopard or panther.

<sup>4</sup> **Jealous in honor** very concerned about his honor.

<sup>5</sup> **justice** judge.

<sup>6</sup> **capon** (kā' pān') *n.* roasted chicken.

<sup>7</sup> **wise saws and modern instances** sayings, and examples that show the truth of the sayings.

<sup>8</sup> **pantaloons** (pan' te lōōn') *n.* thin, foolish old man who is a character in old comedies.

<sup>9</sup> **hose** (hōz) *n.* stockings.

<sup>10</sup> **shank** (shank) *n.* leg.

<sup>11</sup> **sans** (sanz) *prep.* without; lacking.

# FIRE AND ICE

## Robert Frost

**Vocabulary**  
**suffice** (sə fis')  
v. be enough

Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favor fire.  
5 But if it had to perish twice,  
I think I know enough of hate  
To say that for destruction ice  
Is also great  
And would suffice.

### Critical Thinking

1. **Respond:** Which poem sounds best when read aloud? Why?
2. **(a)** In "maggie and milly and molly and may," what experience does each character have? **(b) Connect:** How does each character's experience support the conclusion in the poem's final line?
3. **(a)** In "Fire and Ice," which emotions does the speaker associate with fire and ice? **(b) Interpret:** Why are fire and ice fitting metaphors for these emotions? **(c) Discuss:** Share your answers with a partner or group, and explain how the poem's message applies to teenagers.



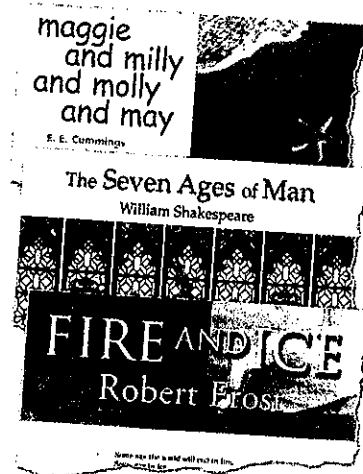
#### How does communication change us?

Does "The Seven Ages of Man" in any way change your perspective on the stages of life and the "roles" people play? Explain your response.



## Literary Analysis: Rhyme and Meter

1. Identify two lines in "maggie and milly and molly and may" that illustrate both **exact rhyme** and **end rhyme**. Explain your choices.
2. Which two words in line 17 of "The Seven Ages of Man" illustrate both **slant rhyme** and **internal rhyme**?
3. (a) Use letters to identify the **rhyme scheme** in "Fire and Ice."  
(b) In what way does the shift in rhyme scheme midway through the poem help signal a turning point in the poem's message?
4. (a) Which poem has lines with a more regular **meter**: "Fire and Ice" or "The Seven Ages of Man"? Explain. (b) Which do you find more enjoyable to read—lines with a regular meter or lines with an irregular meter? Explain.



## Reading Skill: Paraphrase

5. (a) **Paraphrase** the first ten lines of "maggie and milly and molly and may" by rewriting them as a series of sentences. (b) In what way does **breaking down long sentences** make this poem's meaning more clear?

## Vocabulary

**Practice** Decide if each statement is true or false. Then, explain your answer.

1. If something will *suffice*, it will be satisfactory.
2. A captain should avoid letting his ship become *stranded*.
3. Coaches hope their players will be *languid* during a game.
4. A *woeful* sight is likely to inspire pity.
5. A *treble* is a deep sound like a foghorn.
6. Sleep is a kind of *oblivion*.

**Word Study** Use the context of the sentences and what you know about the **Latin suffix -ion** to explain your answer to each question.

1. Could complicated directions lead to *confusion*?
2. Is *precision* a good quality for a surgeon to possess?

## Word Study

The **Latin suffix -ion** means "act or condition of." It usually indicates a noun.

**Challenge** Explain how the suffix **-ion** contributes to the meanings of these words. Consult a dictionary if necessary.

derision  
opinion  
illusion

# Integrated Language Skills

## Poetry Collections 7 and 8

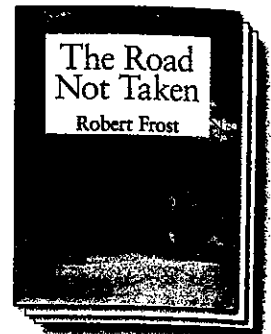
### Grammar: Infinitives

An **infinitive** is a verb form that generally appears with the word *to* and acts as a noun, adjective, or adverb.

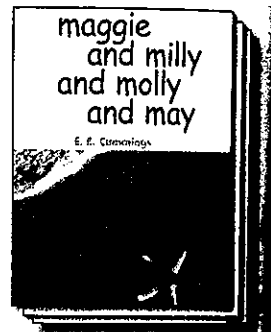
An **infinitive phrase** is an infinitive with modifiers, complements, or a subject. Like infinitives, infinitive phrases can function as nouns, adjectives, or adverbs.

Infinitive	Infinitive Phrase
<b>Used as a Noun</b> <i>To write</i> requires dedication.	<b>Used as a Noun</b> <i>To win a Pulitzer Prize</i> is an honor.
<b>Used as an Adjective</b> E. E. Cummings is a good poet <i>to study</i> .	<b>Used as an Adjective</b> Cummings had a desire <i>to write unconventional poetry</i> .
<b>Used as an Adverb</b> When Shakespeare sat down <i>to work</i> , he used a quill dipped in ink.	<b>Used as an Adverb</b> Shakespeare wrote his plays <i>to be performed</i> on a stage.

### Poetry Collection 7



### Poetry Collection 8



Infinitives include *to* and a verb as in *to hear*; prepositional phrases include *to* and a noun or pronoun as in *to the house*.

**Practice A** Identify the infinitive or infinitive phrase and its function in each sentence.

1. It is important to learn about these poets.
2. One needs confidence to be a king.
3. The speaker of "The Road Not Taken" chose to take the more difficult path.
4. The police have failed to catch Macavity.

**Challenge** Find two infinitives or infinitive phrases in "Macavity: The Mystery Cat" and identify each one's function.

**Practice B** Identify the infinitive or infinitive phrase in each sentence. Then, rewrite the sentence using a different infinitive or infinitive phrase.

1. Maggie went down to the beach to play.
2. Frost uses ice to represent hate.
3. To pass through seven ages is man's destiny.
4. "The Seven Ages of Man" is not the only speech to be quoted by other writers.

**Challenge** Write two sentences about the beach image on page 733. Use an infinitive or an infinitive phrase in each one.



**Writing and Grammar Connection:** Chapter 21, Section 1

## Writing

A poem in both collections has a specific rhyme scheme. Write a poem with the same rhyme scheme and format as a poem in Collection 7 or Collection 8.

Choose a poem and identify its rhyme scheme.

Decide on a topic, an event, an experience, or an emotion to use as the subject of your poem.

Brainstorm for a list of images, precise details, phrases, or vivid words.

Draft your lines, making them rhyme only after you have expressed your ideas and feelings.

Share your poem with a classmate. Ask him or her to identify the poem's rhyme scheme and discuss the way the rhythm and word choice affect the mood of the poem.

### Writing Workshop: *Work in Progress*

**Rewriting for a Response to Literature** Review your Character Descriptions, and write a one-sentence conclusion about each character. Save this Draft Thesis in your writing portfolio.

## Listening and Speaking

With classmates, hold a **panel discussion** about possible interpretations of a poem by Robert Frost. If you read Poetry Collection 7, discuss "The Road Not Taken." If you read Poetry Collection 8, discuss "Fire and Ice."

To prepare for the discussion, conduct research about the poet's extensive works. Assemble an electronic database of texts by and about Robert Frost. Identify **primary and secondary sources** that offer insight into Frost's poetry. Consider these questions to guide your research:

- What topics and themes does Frost's work often address?
- What style does he most frequently use?
- What have others said about his works?

Write **concise notes** that you can use **for extemporaneous delivery** during the discussion. Be sure that your notes will allow you to **convey your sources' information accurately and coherently.**

When you are ready to hold your discussion, follow these steps:

- Begin by stating the purpose of the discussion.
- During the discussion, **use appropriate listening strategies to interpret others' comments.**
- **Negotiate** to reach an interpretation that represents a consensus.

Reach a consensus that is acceptable to most panelists. Present a position statement of this interpretation.



Use this prewriting activity to prepare for the **Writing Workshop** on page 756.

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# Test Practice: Reading

## Paraphrase

### Fiction Selection

**Directions:** Read the selection. Then, answer the questions.

(1) Tom stared in disbelief at the bottle. (2) He remembered the day six months ago. (3) It was his birthday, and the last day before his grandfather moved to Florida. (4) It had been his grandfather's idea. (5) They had written a note and sealed it in the bottle, and Tom had thrown it into the surf. (6) "The world is small," his grandfather had said with a wink, "your bottle will be back." (7) Tom had wanted to hear from someone far away, but as weeks passed he gave up hope. (8) Like his grandfather, the bottle seemed to be gone forever. (9) Tom was wrong. (10) Today's mail had brought a package, and inside was the bottle. (11) It had been found by strangers an ocean away. (12) Tom grinned as he noticed a second piece of mail—a postcard from his grandfather.

- Which of the following is the *best* paraphrase of sentence 1?
  - Tom was surprised to see the bottle.
  - Tom didn't believe it was a bottle.
  - Tom was dreaming about a bottle.
  - Tom was thinking of something else.
- Which of the following is the *best* paraphrase of sentence 5?
  - Tom's grandfather had the brilliant idea to throw a bottle into the ocean on Tom's birthday.
  - Tom and his grandfather did many enjoyable activities together.
  - Tom and his grandfather put a bottle with a message inside into the ocean.
  - Tom's grandfather wrote a detailed note including an address, and then Tom and his grandfather sent the bottle into the ocean to see what would happen.
- In sentence 4, Tom's grandfather had an idea to—
  - celebrate Tom's birthday with a trip to the beach.
  - put a note in a bottle and throw it in the sea.
  - send the bottle back to the sender.
  - mail the bottle to Tom as a souvenir.
- If you were paraphrasing this passage, you might do all of the following *except*—
  - picture the action.
  - break down long sentences.
  - make sure your paraphrase has the same essential meaning.
  - replace simple words with more difficult words.

### Writing for Assessment

Use details from this passage to write a one-sentence paraphrase describing what Tom received in the mail and why it was significant.

## Fiction Selection

**Directions:** Read the selection. Then, answer the questions.

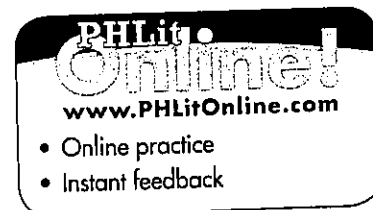
In 1977, the National Aeronautics and Space Administration (NASA) launched two spacecraft, *Voyagers 1* and 2. (2) Their mission was to analyze Jupiter and Saturn, but scientists knew they could go beyond and enter deep space, where they might be found by extraterrestrials. (3) Therefore, NASA packed a record with images, natural sounds, greetings from Earth, and other data and sealed it inside the *Voyagers*. (4) It was like putting a message in a bottle and casting it into the sea of space. (5) In 2007, *Voyagers 1* and 2 were still traveling. (6) *Voyager 1* was 9.5 billion miles from Earth. (7) Will they be found? (8) Will our message be read?

1. Which sentence best states the main idea of the passage?
- A. NASA sent *Voyagers 1* and 2 to collect data and to send a "message in a bottle" to space.
  - B. The primary mission of *Voyagers 1* and 2 was to study Jupiter and Saturn.
  - C. NASA is an organization that focuses on space exploration.
  - D. *Voyagers 1* and 2 have traveled billions of miles into deep space, where they might be found by extraterrestrials.
2. The pronoun *they* in sentence 7 refers to—
- A. scientists.
  - B. NASA.
  - C. aliens.
  - D. *Voyagers 1* and 2.
3. Which of the following is the best paraphrase of sentence 2?
- A. NASA built the spacecraft to study Jupiter and Saturn but scientists hoped the spacecraft would be found by aliens.
  - B. The spacecraft could go into deep space and be found by aliens.
  - C. NASA scientists knew the spacecraft could enter deep space.
  - D. The mission was to find life on other planets.
4. For a paraphrase of sentence 3 which word is the best replacement for *data*?
- A. material
  - B. sounds
  - C. information
  - D. messages

## Writing for Assessment

### Connecting Across Texts

Write a brief essay in which you describe how the *Voyager* spacecraft and Tom's bottle are alike. Use details from both passages, restated in your own words, to support your response.



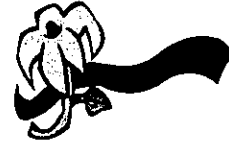
## DEFINING VOCABULARY USING CONTEXT

### Using Context Clues Within the Sentence

When reading a story, you may see a word you don't know. How can you figure out what this new word means? You could try using context clues.

**Context** is the other words, and sometimes other sentences, that help give a word meaning. Sometimes the context clues are in the same sentence. What does the word *adorned* mean?

- A The girls **adorned** their hair with flowers and ribbons.



*Flowers and ribbons* are clue words. You can guess that the girls *put* flowers and ribbons in their hair. So the word *adorned* probably means to decorate. Since they probably did this to make themselves look pretty, *adorned* could also mean to make something beautiful.

Sometimes the context clues describe the meaning of a word for you. Look at the following example.

- B Her **loquacious** friend nearly talked my ear off all evening.

The words *nearly talked my ear off* tell you that a *loquacious* person probably likes to talk a lot. Try to use another word or group of words with the same meaning in place of the first word. If *loquacious* means talks a lot or talkative, then replace it with the word *talkative*. Does the sentence still make sense? If it does, you are probably on the right track.

1. Underline the words that describe the meaning of *renovate*.

- C Owners of old homes often **renovate** them, making them look exactly as they did when they were first built.

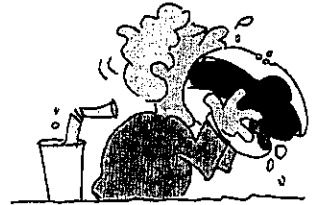
2. Using context clues from the sentence, what do you think the word *disheveled* means in the next sentence?

- D His **disheveled** hair looked as if a bird had tried to make a nest in it.

## Using Context Clues From Other Sentences

Context clues can also be words in other sentences that help you figure out the meaning of a new word.

- E <sup>1</sup>Her brother was *voracious*. <sup>2</sup>He was always eating. <sup>3</sup>He could put away twice as much food as anyone else and still be hungry an hour later. <sup>4</sup>He was never full.



The first sentence does not give any information about the word *voracious*. Sentence 2 gives a clue that it has to do with always eating. Sentences 3 and 4 then describe her brother's eating in greater detail. Using these clues, you can guess that the word *voracious* could mean always eating large amounts of food. Put these words in place of *voracious* in sentence 1 to see if the sentence still makes sense: Her brother was always eating large amounts of food.

Read the following paragraph then answer the question.

- F <sup>1</sup>She became more and more *introverted*. <sup>2</sup>She stopped talking to her friends, even on the phone. <sup>3</sup>She spent hours alone in her room. <sup>4</sup>She just sat and read quietly, or sometimes just stared at her reflection in the mirror.

1. Which one of the following words means almost the same as *introverted*?
  - A. outgoing
  - B. angry at everyone
  - C. focused on herself
  - D. excited
2. Which words are context clues? \_\_\_\_\_

Sentence 1 tells you that a person was *introverted*. But it doesn't tell you what that person was like. You have to look at the other sentences to figure out the meaning of the word *introverted*.

Try putting *outgoing* in place of *introverted* in sentence 1. Now read sentence 2. Would she be more outgoing if she stopped talking to her friends?

Try putting *angry at everyone* in place of *introverted*. Read the rest of the sentences. Does this phrase make sense in the paragraph?

This leaves choices C and D. Which one makes the most sense in the paragraph?

The following key phrases give you clues about the meaning of *introverted*:  
*stopped talking to her friends, spent hours alone, stared at her reflection.*

### Practice Activity 3

Read the following paragraph then circle the correct answer.

<sup>1</sup>The phone rang unexpectedly very early in the morning. <sup>2</sup>It was a short call, but Uncle Art seemed *perturbed* after the call. <sup>3</sup>He wouldn't talk to anyone. <sup>4</sup>He just kept lighting one cigarette after another and pacing back and forth with a frown on his face.

1. Which of the following words means almost the same as *perturbed*?

- A. curious
- B. upset
- C. sad
- D. tired

2. Which clues in the other sentences help to support your answer?

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## Using Other Kinds of Context Clues

Other types of clues can help you define a word. Punctuation can be a clue. Look at the following sentence.

- G Herbivorous, or plant-eating, dinosaurs like the brontosaurus ate mainly leaves and grasses.

The commas in the sentence are a clue that the words between them describe the word *herbivorous*. In this case, the phrase *plant-eating* is given as a definition of herbivorous. The meaning of herbivorous is also supported by the fact that the brontosaurus ate leaves and grasses.

Other kinds of punctuation can also give clues. Parentheses ( ) can also be used to set apart words that give meaning to another word. An exclamation mark gives you a clue about a character's mood or feelings.

Other kinds of context clues that you can use are the title of the story, what the characters say and do, and even pictures.

Look at the example below.

1. What clues are you given that the word railed means shouted?

- H "You won't get away with this!" the angry man railed at the children.

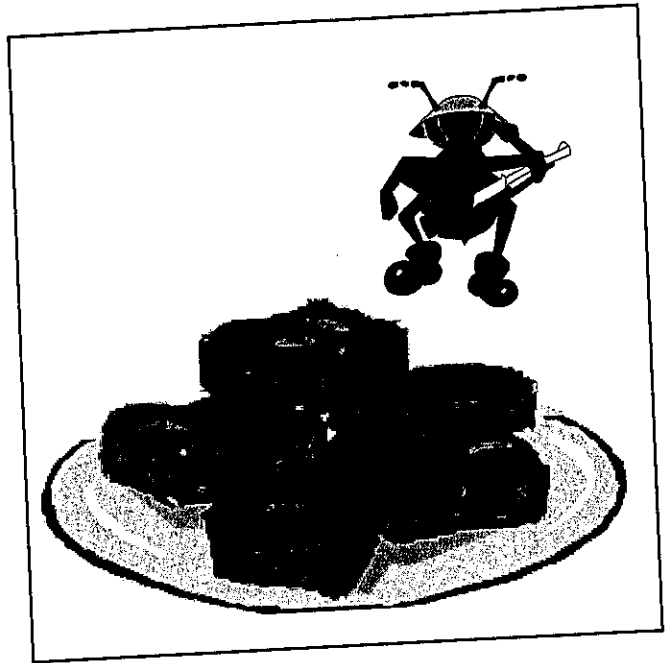


## 22. Corporal Vinny

by Mary-Ann Lucido

A <sup>1</sup>My name is Corporal Vinny, and I have trained my whole life for this hard job. <sup>2</sup>I must be able to swim in **turbulent** waters, no matter how rough. <sup>3</sup>I must be **agile** enough to climb steep cliffs and cross narrow ledges. <sup>4</sup>If I fall, I must be able to get back up right away and continue my journey. <sup>5</sup>I also must be able to outsmart my enemy so I don't get caught. <sup>6</sup>I'm a scout for the most important army in the world. <sup>7</sup>I'm the soldier who goes ahead of everyone else to find the food. <sup>8</sup>Crumbs of cake, sugar, candy, even crusts from a half-eaten sandwich can furnish many meals for my comrades.

B <sup>9</sup>Finding the food isn't the tricky part of the job, it's trying to find it *again* with the rest of the army in tow. <sup>10</sup>Once I found a yummy piece of fudge. <sup>11</sup>My eyes lit up like a Christmas tree. <sup>12</sup>I walked over and tried a tasty little **morsel**. <sup>13</sup>I had never tasted anything so good. <sup>14</sup>"Perfect!" I said out loud with a very satisfied smile on my face. <sup>15</sup>I began the long **trek** back to my platoon, which was waiting for me under the kitchen sink. <sup>16</sup>"Everyone follow me," I yelled.



<sup>17</sup>"I've found something delicious!" <sup>18</sup>They all gathered up their sleeping bags and canteens and started to follow me to the piece of fudge. <sup>19</sup>But I couldn't find it again. <sup>20</sup>We walked for hours. <sup>21</sup>Everyone was tired, and their feet were hurting. <sup>22</sup>The promise of that **delectable** fudge kept them going a lot longer than I thought they would. <sup>23</sup>But eventually they all started groaning and throwing their canteens and sleeping bags at me. <sup>24</sup>I felt awful. <sup>25</sup>I'm telling you, I never let that happen again. <sup>26</sup>Now when I find something, I drop pieces of salt on my way back to the guys. <sup>27</sup>My wife thinks I'm the smartest, bravest ant in the colony.

**DIRECTIONS:** Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports your answer.

1. What does the word *turbulent* in sentence 2 mean?

- A. shallow
- B. deep
- C. unsettled
- D. flowing

Which word in sentence 2 is the best context clue?

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2. The word *agile* in sentence 3 means

- A. awkward.
- B. athletic.
- C. careful.
- D. forceful.

3. In sentence 12, the word *morsel* most nearly means

- A. sniff.
- B. feel.
- C. drink.
- D. bite.

Which word in sentence 12 is the best context clue?

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4. In sentence 15, a long *trek* is a

- A. journey.
- B. visit.
- C. escape.
- D. slide.

Which phrase in the sentence is the best context clue?

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5. Which word could replace *delectable* in sentence 22?

- A. fattening
- B. delicious
- C. chocolate
- D. homemade



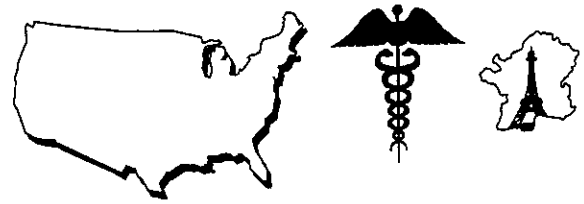
## 23. Dr. Robot

by M. A. Hockett

A <sup>1</sup>Let's say you are an astronaut in outer space. <sup>2</sup>You start getting pains and fever. <sup>3</sup>You must have your appendix taken out right away. <sup>4</sup>The nearest doctor is millions of miles away. <sup>5</sup>Will you die? <sup>6</sup>Not if you have a robot to do the operation!

B <sup>7</sup>This is no longer science fiction. <sup>8</sup>The first such **procedure** has been done. <sup>9</sup>"Operation Lindbergh" was successfully completed in September 2001. <sup>10</sup>In New York, Dr. Jacques Marescaux operated on the gallbladder\* of a patient. <sup>11</sup>Not usually a big deal. <sup>12</sup>But this operation was done by **remote** control. <sup>13</sup>The woman was 4,000 miles away, in France!

C <sup>14</sup>How was this possible? <sup>15</sup>In New York, Dr. Marescaux **monitored** the patient by watching a screen. <sup>16</sup>He used **sensitive** tools, since every movement had to be detected. <sup>17</sup>The movements were then changed into signals. <sup>18</sup>The signals were sent across the Atlantic Ocean. <sup>19</sup>In France, a robot



got the signals and made the same movements using operating tools.

D <sup>20</sup>Wasn't this a **hazardous** thing to try? <sup>21</sup>Not really. <sup>22</sup>Many steps had been taken for safety. <sup>23</sup>For one thing, doctors had practiced the operation on pigs. <sup>24</sup>Also, there were 80 people ready to help if something went wrong. <sup>25</sup>For another thing, the signal speed had been improved. <sup>26</sup>Pictures of the woman had to be fast so the doctor could always see what was happening. <sup>27</sup>The signals now took only about 150 **milliseconds** to travel from the robot to the doctor!

E <sup>28</sup>What about the woman in France? <sup>29</sup>The operation was a success! <sup>30</sup>She felt good, not only because her gallbladder was fixed. <sup>31</sup>She felt good about the part she played in making medical history.

\*gallbladder: a sac, by the liver, that is used to hold fluid to help digestion

**DIRECTIONS:** Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports your answer.

1. Which word in paragraph A means almost the same as *procedure*?
- A. appendix
  - B. operation
  - C. robot
  - D. fever

2. What does the word *monitored* mean in sentence 15?
- A. gave medicine to
  - B. spoke to
  - C. moved tools
  - D. kept track of

Which other words in sentence 15 help give the meaning of *monitored*?

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3. Which phrase best gives the meaning of *sensitive* as used in sentence 16?
- A. able to notice small changes
  - B. seen on a screen
  - C. very small in size
  - D. used to create signals

4. What does the word *hazardous* mean, as used in sentence 20?
- 

Which sentence is the best evidence? \_\_\_\_\_

5. As used in sentence 27, one *millisecond* is probably
- A. about an hour.
  - B. more than a minute.
  - C. less than a second.
  - D. a million seconds.
6. If you do something by *remote* (in sentence 12), you probably do it
- A. by using robots.
  - B. from a television.
  - C. by using doctors.
  - D. from a distance.

Which sentence best supports your answer? \_\_\_\_\_

## 24. Sylvia Earle: Hero for the Ocean

by Christine Broz



A <sup>1</sup>Sylvia Earle is a hero for the ocean. <sup>2</sup>She is a marine biologist, explorer, and author. <sup>3</sup>She has devoted her life to the study and **conservation** of the underwater world. <sup>4</sup>Even though the ocean is huge, it still needs protection.

B <sup>5</sup>Earle is one of the world's best known marine biologists. <sup>6</sup>She first began to study sea life as a teenager. <sup>7</sup>She lived on the Florida coast with the ocean as her backyard. <sup>8</sup>Over the years, she has spent more than 6,000 hours diving to study the ocean and its life. <sup>9</sup>She has also helped other scientists gather information about sea life. <sup>10</sup>Earle has been the project director for a five-year study of the U.S. National Marine Sanctuaries. <sup>11</sup>Marine sanctuaries are protected areas of the ocean.

C <sup>12</sup>Earle has been called "Her Deepness" because she has gone on more than 50 underwater **expeditions** to explore some of the deep parts of the ocean. <sup>13</sup>In 1970, she was captain of the first team of women to live under the ocean for two weeks. <sup>14</sup>She currently holds the world record for a solo dive to 1,000 meters below

the surface. <sup>15</sup>Her interest in and love for the ocean world **motivated** her to create a company to build deep sea vehicles for exploration.

D <sup>16</sup>Sylvia Earle is on a mission to share what she learns about the ocean. <sup>17</sup>She has written many books and articles about the ocean. <sup>18</sup>They detail the wonderful world of life present in the ocean, from vent worms to grey whales. <sup>19</sup>Her writing also tells of the damage humans have done to ocean **habitats** and of what needs to change if these underwater homes and the creatures that live there are to be saved. <sup>20</sup>She believes we will not work to save what we do not know exists.

E <sup>21</sup>Sylvia Earle is a strong **advocate** for the ocean. <sup>22</sup>Her work shows her support of keeping the oceans healthy for future generations. <sup>23</sup>Now in her mid-60s, Earle still has that childlike curiosity about the ocean. <sup>24</sup>This leads her to continue her explorations and inspire others to work to save the ocean.

**DIRECTIONS:** Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports your answer.

1. Which word is closest in meaning to the word *conservation*?

A. construction  
B. damage  
C. discussion  
D. protection

Which other sentence gives the best context clue? \_\_\_\_\_

2. In paragraph C, what is the best word to replace *expeditions*?

A. tests  
B. trips  
C. vacations  
D. contests

3. Which parts of sentence 12 help explain the meaning of the word *expeditions*?

A. gone on  
B. to explore  
C. deep parts  
D. underwater

4. Which word can be used instead of the word *motivated* in sentence 15?

A. prevented  
B. inspired  
C. designed  
D. forced

Which words in sentence 15 are a context clue?

5. Write the part of sentence 19 that explains what the word *habitats* means.

6. What is the best meaning of the word *advocate*, as used in sentence 21?

A. photographer  
B. councilor  
C. supporter  
D. deep-sea diver

Which other sentence gives the best context clue? \_\_\_\_\_