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1

Reading & Vocabulary Development

# Facts & Figures

FOURTH EDITION

CNN®

Patricia Ackert | Linda Lee

# Facts & Figures

FOURTH EDITION

Patricia Ackert | Linda Lee

The new edition of this popular series helps students develop reading skills and systematically increase their active vocabulary from 300 to 800 words.

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## Facts & Figures

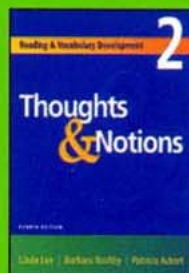
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International Student Edition



# Facts & Figures

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Patricia Ackert  
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# Facts & Figures

*Fourth Edition*

Patricia Ackert | Linda Lee



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# To the Instructor

*Reading & Vocabulary Development 1: Facts & Figures* is a best-selling beginning reading skills text designed for students of English as a second or foreign language who have a basic vocabulary in English of about 300 words. This text teaches about 500 more words. It also teaches the reading skills of comprehension, finding the main idea, and using the context to understand vocabulary items.

*Facts & Figures* is one in a series of reading skills texts. The complete series has been designed to meet the needs of students from the beginning to the high intermediate levels and includes the following:

- Reading & Vocabulary Development 1: Facts & Figures*
- Reading & Vocabulary Development 2: Thoughts & Notions*
- Reading & Vocabulary Development 3: Cause & Effect*
- Reading & Vocabulary Development 4: Concepts & Comments*

In addition to the student text, an answer key and video transcript, VHS, DVD, audio cassette, and audio CD are also available for *Facts & Figures*. *Facts & Figures* uses the following methodology:

- **Theme-based approach to reading.** Each of the seven units has a theme such as animals, plants, explorations, or occupations.
- **Systematic presentation and recycling of vocabulary.** One of the primary tasks of beginning students is developing a useful and personally relevant vocabulary base. In *Facts & Figures*, up to twelve words are introduced in each lesson. These words appear in boldface type. Those underlined are illustrated or glossed in the margin. All of the new vocabulary items are used several times in the lesson, and then are systematically recycled throughout the text.
- **Focus on grammatical structure.** The first two units use only the present tense, and the sentences are short. The past tense is introduced in Unit 3 and the present continuous in Unit 5. The



only other tenses used are the past continuous and the future with *will* and *going to*. Subject, object, possessive, and reflexive pronouns are used. *Facts & Figures* also presents such connectors as *and*, *but*, *so*, *then*, *because*, *or*, and *when*. By using these, the text can include longer sentences that are still easy for the students to read.

## Organization of *Facts & Figures*

*Facts & Figures* is organized into seven units. Each unit contains five lessons packed with exercises and activities.

- **Context Clues.** Starting with Unit 2, a context clue exercise at the beginning of each unit introduces some of the vocabulary for the following unit. This section is designed to pre-teach particularly important grammar.

- **“Before You Read” Questions.** These pre-reading questions provide a motivation for reading the text.

- **Vocabulary.** The first exercise has sentences taken directly from the text. All new words are included. This is for practice in reading the sentences again and writing the new words.

- **Vocabulary: New Context.** This exercise gives further practice with the new words in a different context but with the same meaning.

- **Vocabulary Review.** Vocabulary items are used in subsequent texts and exercises to give additional review. They are fill-ins or matching synonyms and antonyms.

- **Questions.** These comprehension questions are taken directly from the text. Those marked with an asterisk are either inference or discussion questions.

- **Comprehension.** These are true/false, true/false/no information, or multiple choice. They include inference and discussion questions marked with an asterisk.

- **Main Idea.** Students must choose the main idea of the text from three possibilities.

- **Word Study.** A word study section is provided near the end of each unit. It reinforces structural points, such as verb forms, pronouns, and comparison of adjectives, that the students are learning in other classes. It also gives spelling rules for noun plurals and verb endings. Later units have charts of word forms. The exercises are not intended to be complete explanations and practice of the grammar points.

- **Writing.** Each word study section closes with a writing exercise.

- **Extension Activities.** Each unit ends with a set of high-interest, interactive tasks to help students practice the new vocabulary and the skills they have learned in more open-ended contexts.

**CNN Video Highlights**—The highlight of each set of extension activities is a short video-based lesson centered on a stimulating, authentic clip from the CNN video archives. Each video lesson follows the same sequence of activities:

*Before You Watch* encourages students to recall background knowledge based on their own experiences or from information presented in the readings.

*As You Watch* asks students to watch for general information such as the topic of the clip.

*After You Watch* gets the students to expand on the main points of the video by establishing further connections to the reading passages, their own experiences, and their ideas and opinions.

**Activity Page**—Games found on this page encourage students to practice the vocabulary and structures found in that unit's lessons in a relaxed, open-ended way.

**Dictionary Page**—Exercises on this page offer students practice with dictionary skills based on entries from *The Basic Newbury House Dictionary*.

- **Skills Index.** This index provides teachers and students with a handy reference for all of the reading and writing skills introduced in *Fact & Figures*, as well as all of the grammatical structures found in the text.



## New to This Edition

The best-selling reading series just got better! The fourth edition of *Facts & Figures* contains new readings, new pedagogy, and new ancillaries.

- A new Unit 5 features high-interest readings on work and leisure that are relevant to students' lives.

- Ten fresh new readings engage students in fascinating new topics. The new readings for this edition are as follows:

Unit 2, Lesson 1: Why Do We Yawn?

Unit 2, Lesson 2: Why Do People Laugh?

Unit 3, Lesson 5: The Coffee Plant

Unit 4, Lesson 1: Music and Behavior

Unit 5, Lesson 1: Work Hours

Unit 5, Lesson 2: Salaries

Unit 5, Lesson 3: Family-Friendly Companies

Unit 5, Lesson 4: Work Clothes

Unit 5, Lesson 5: Time Off

Unit 7, Lesson 5: Sailing Alone

- Thoroughly checked for factual accuracy, each reading has been revised to include level-appropriate structures and vocabulary.

- New collocation activities in Units 4, 5, and 7 help students understand how words fit together in chunks.

- New pedagogical design, photos, and illustrations aid student comprehension and ease navigation through the text.

- *ExamView® Pro* test-generating software allows instructors to create custom tests and quizzes.

- A new website (<http://elt.thomson.com/readingandvocabulary>) features vocabulary flashcards, crosswords, quizzes, and more to help students revise for tests.



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# Animals

unit

1



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# The Kiwi



## Before You Read

Look at the picture. Read the sentences.  
Check (✓) *True*, *False*, or *Don't Know*.

	True	False	Don't Know
1. The kiwi is a kind of bird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The kiwi is very big.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The kiwi lives in New Zealand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







The kiwi lives **only** in New Zealand. It is a very **strange** bird because it cannot **fly**. The kiwi is the same **size** as a chicken. It has no **wings** or **tail**. It does not have **feathers** like other birds. Its feathers look like hair. Each foot has four toes. Its **beak** is very long.

A kiwi likes to have a lot of trees around it. It sleeps **during** the day because the sunlight **hurts** its eyes. It can **smell** things very well. It smells things better than most birds do. The kiwi's eggs are very big.

There are only a few kiwis in New Zealand now. People do not often see them. The **government** says that people cannot **kill** kiwis. New Zealanders want their kiwis to live.

There is a picture of a kiwi on New Zealand money. People from New Zealand are sometimes called "kiwis."



## a Vocabulary

Put the right word in each blank. The sentences are from the text.

government	strange	fly	beak	only
kill	smell	hurts	feathers	tail
wings	size	during		

1. It sleeps \_\_\_\_\_ the day because the sunlight \_\_\_\_\_ its eyes.
2. It is a very \_\_\_\_\_ bird because it cannot \_\_\_\_\_.
3. The \_\_\_\_\_ says that people cannot \_\_\_\_\_ kiwis.
4. It can \_\_\_\_\_ things very well.
5. It has no \_\_\_\_\_ or \_\_\_\_\_.
6. The kiwi lives \_\_\_\_\_ in New Zealand.
7. It does not have \_\_\_\_\_ like other birds.
8. Its \_\_\_\_\_ is very long.
9. The kiwi is the same \_\_\_\_\_ as a chicken.

## b Vocabulary: New Context

Put the right word in each blank. These are new sentences for words in the text.

during	smells	kill	only	feathers
size	strange	wings	beak	government
hurts	fly	tail		

1. Cats and dogs \_\_\_\_\_ birds.
2. A bluebird has blue \_\_\_\_\_.
3. Some students have a scholarship from their \_\_\_\_\_.
4. An airplane can \_\_\_\_\_ because it has \_\_\_\_\_.
5. What are you cooking? It \_\_\_\_\_ good.
6. My leg \_\_\_\_\_. I can't walk on it.
7. Most cats have a long \_\_\_\_\_.
8. A person has a mouth. A bird has a \_\_\_\_\_.
9. Some students are very \_\_\_\_\_. They want to learn English, but they don't come to class.
10. I cannot buy this shirt. I have \_\_\_\_\_ three dollars.
11. What \_\_\_\_\_ shoes do you wear?



## C Questions

*The asterisk (\*) means you have to think of the answer. You cannot find it in the text.*

1. Where does the kiwi live?
2. What is a kiwi?
3. How big is a kiwi?
4. Does a kiwi have feathers?
5. Does it have a tail and wings?
- \*6. How many toes does it have?
7. When does a kiwi sleep?
8. Can most birds smell?
9. Why can't people kill kiwis?
- \*10. Why does New Zealand have a picture of a kiwi on its money?

## d Comprehension: True/False

*Write T if the sentence is true. Write F if it is false (not true). The asterisk (\*) means you have to think of the answer. You cannot find it in the text.*

- \_\_\_\_\_ 1. Kiwis live in Australia and New Zealand.
- \_\_\_\_\_ 2. A kiwi has a tail but no wings.
- \_\_\_\_\_ 3. A kiwi has a big beak.
- \_\_\_\_\_ 4. It sleeps during the day because the sunlight hurts its eyes.
- \_\_\_\_\_ \*5. You can see a kiwi in some zoos in New Zealand.
- \_\_\_\_\_ 6. The New Zealand government does not want all the kiwis to die.
- \_\_\_\_\_ 7. A kiwi is like most other birds.

## e Main Idea

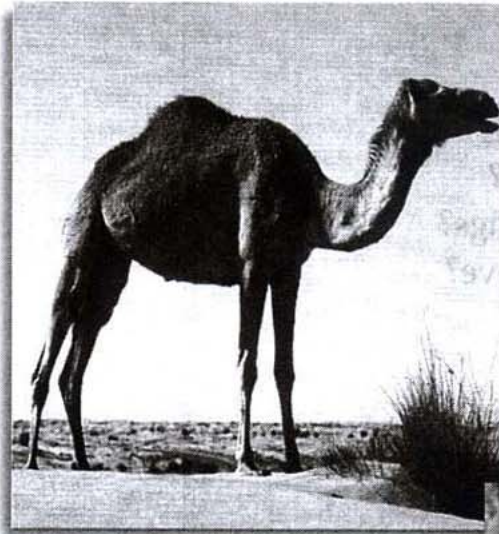
*Circle the number of the main idea of the text.*

1. The kiwi is a strange New Zealand bird.
2. The kiwi sleeps during the day and has no tail or wings.
3. New Zealanders like kiwis.

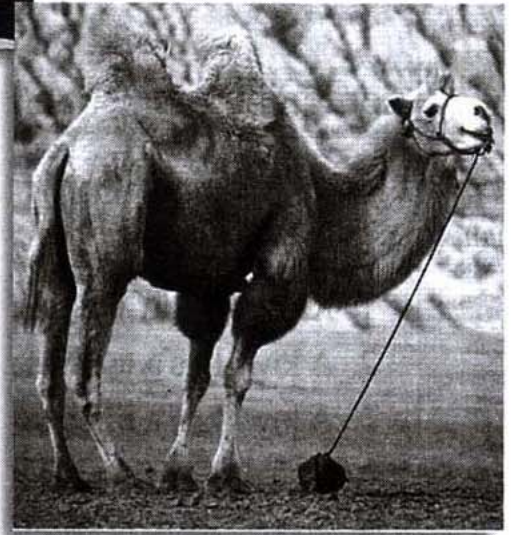




# The Camel



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## Before You Read

Look at the pictures. Read the sentences.  
 Check (✓) True, False, or Don't Know.

	True	False	Don't Know
1. Camels live in hot places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The camel has a tail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All camels have two humps on their backs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





The **camel** can go without water for a long time. Some people think it **stores** water in its **hump**. This is not true. It stores food in its hump. The camel's body changes the food into fat. Then the fat is stored in the hump. A camel cannot store the fat **all over** its body. Fat all over an animal's body keeps the animal warm. Camels live in the **desert**. They do not want to be warm during the day.

keeps

everywhere on

The desert is very hot. The camel gets hotter and hotter during the day. It stores this **heat** in its body because the nights are **cool**.

noun for hot

a little cold

The Arabian camel has one hump. The Bactrian camel of Central Asia has two humps. It **also** has long, **thick** hair, because the winters are cold in Central Asia.

too

There is a lot of sand in the desert. The camel has long **eyelashes**. The eyelashes keep the sand out of the camel's eyes.

Arabic has **about** 150 words to **describe** a camel. Many people who speak Arabic need all these words because the camel is very important to them.

more or less

to tell about



## **a** Vocabulary

*Put the right word in each blank. The sentences are from the text.*

all over	camel	describe	thick
also	during	about	heat
stores	cool	eyelashes	desert

1. Arabic has \_\_\_\_\_ 150 words to \_\_\_\_\_ a camel.
2. The \_\_\_\_\_ can go without water for a long time.
3. The camel has long \_\_\_\_\_.
4. Some people think it \_\_\_\_\_ water in its hump.
5. Camels live in the \_\_\_\_\_.
6. It \_\_\_\_\_ has long, \_\_\_\_\_ hair, because the winters are cold in Central Asia.
7. A camel cannot store the fat \_\_\_\_\_ its body.
8. It stores this \_\_\_\_\_ in its body because the nights are \_\_\_\_\_.

## **b** Vocabulary: New Context

*Put the right word in each blank. These are new sentences for words in the text.*

also	eyelashes	heat	store
camels	all over	thick	desert
during	cool	about	describe

1. We \_\_\_\_\_ milk, fruit, and vegetables in the refrigerator.
2. Fall is \_\_\_\_\_ in Canada. Winter is cold. Winter is \_\_\_\_\_ cold in Russia.
3. Can you \_\_\_\_\_ an elephant? What does it look like?
4. There are different animals \_\_\_\_\_ the world.
5. Some people have long \_\_\_\_\_ around their eyes.
6. It does not rain very much in the \_\_\_\_\_.
7. Mark's dictionary is very \_\_\_\_\_. It has more than 1,000 pages.
8. We cook food with \_\_\_\_\_ from a stove.
9. Not many people ride on \_\_\_\_\_ now. They use cars.
10. Tom is \_\_\_\_\_ 25 years old. Maybe he is 24 or 27.





## **C** Questions

1. Where do camels live?
2. What does a camel store in its hump?
3. The camel doesn't store fat all over its body. Why?
4. Why does it store heat during the day?
5. Which kind of camel has one hump? Which has two?
6. Why does a Bactrian camel have long, thick hair?
7. Why does a camel need long eyelashes?
8. Why does Arabic have 150 words to describe a camel?

## **d** Comprehension: Multiple Choice

*Put a circle around the letter of the best answer.*

1. The camel can go without \_\_\_\_\_ for a long time.  
a. food              b. water              c. fat              d. heat
2. It stores \_\_\_\_\_ in its hump.  
a. water              b. heat              c. food              d. hair
3. The \_\_\_\_\_ camel has one hump.  
a. Arabian              b. Bactrian              c. desert              d. fat
4. Long \_\_\_\_\_ keep sand out of the camel's eyes.  
a. thick hairs      b. humps              c. eyelashes      d. ears
5. The Bactrian camel has long, thick hair because \_\_\_\_\_.  
a. it lives in a hot desert              c. winters are cold in Central Asia  
b. it stores fat in its hump              d. the sand gets in its eyes

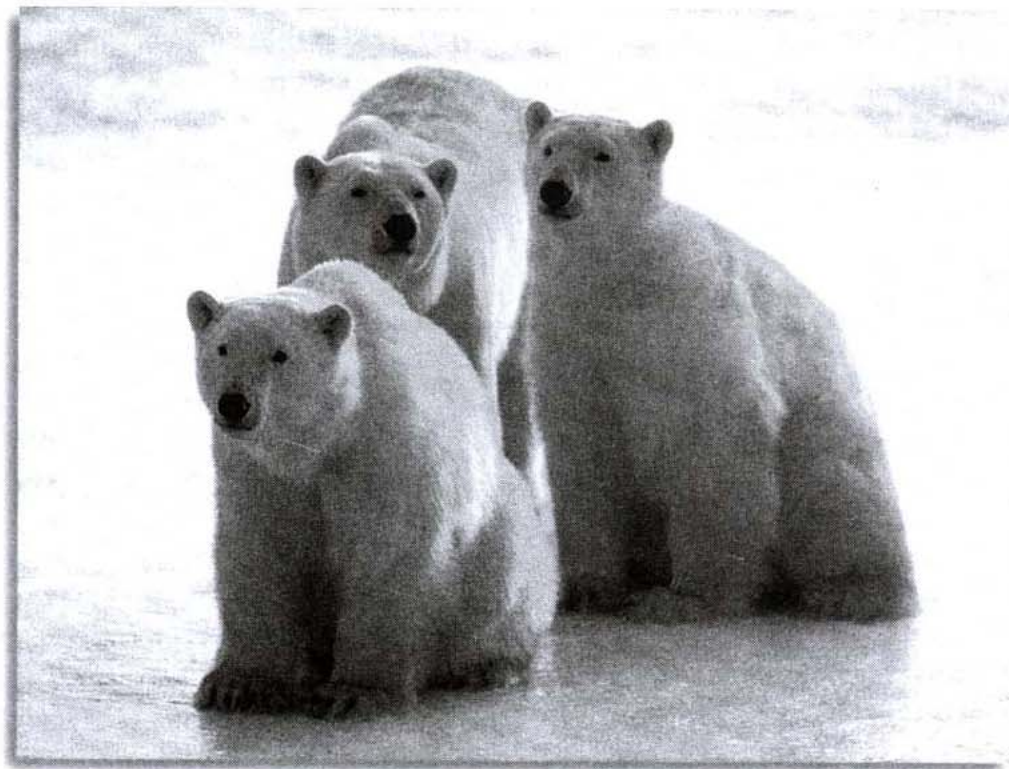
## **e** Main Idea

*Circle the number of the main idea of the text.*

1. There are two kinds of camels.
2. The camel has a good body for life in the desert.
3. The camel stores food in its hump.



# The Polar Bear



## Before You Read

Look at the picture. Read the sentences.  
Check (✓) *True*, *False*, or *Don't Know*.

	True	False	Don't Know
1. Polar bears eat fish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Polar bears have long, thick hair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Polar bears like hot weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# 3

## The Polar Bear

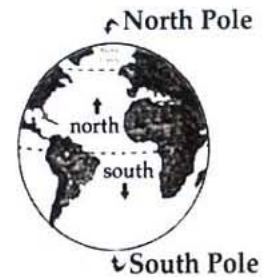


The **polar bear** is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the **North** Pole. There are no polar bears at the **South** Pole.

The polar bear lives in the **snow** and **ice**. At the North Pole, there is only snow, ice, and water. There is not any land. People cannot see the polar bear in the snow very well because its coat is yellow-white. It has a very **warm** coat because the weather is cold north of the Arctic Circle.

This bear is three meters long, and it **weighs** 450 kilos (kilograms). It can stand up on its back legs because it has very **wide** feet. It can use its front legs like arms. The polar bear can **swim** very well. It can swim 120 kilometers out into the water. It **catches** fish and sea animals for food. It goes into the sea when it is **afraid**.

Some people want to kill the polar bear for its beautiful white coat. The governments of the United States and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.





## **a** Vocabulary

*Put the right word in each blank. The sentences are from the text.*

polar bear	South	North	warm
wide	catches	afraid	weighs
bear	snow	swim	ice

1. The polar bear lives in the \_\_\_\_\_ and \_\_\_\_\_.
2. The \_\_\_\_\_ is a very big white bear.
3. It goes into the sea when it is \_\_\_\_\_.
4. It has a very \_\_\_\_\_ coat because the weather is cold.
5. There are no polar bears at the \_\_\_\_\_ Pole.
6. The polar bear can \_\_\_\_\_ very well.
7. It lives inside the Arctic Circle near the \_\_\_\_\_ Pole.
8. It \_\_\_\_\_ fish and sea animals for food.
9. This bear is three meters long, and it \_\_\_\_\_ 450 kilos.
10. It can stand up on its back legs because it has very \_\_\_\_\_ feet.

## **b** Vocabulary: New Context

*Put the right word in each blank. These are new sentences for words in the text.*

swim	afraid	North	south
warm	weigh	ice	wide
snow	coat	bears	catch

1. There are brown and black \_\_\_\_\_ in North America.
2. How much do you \_\_\_\_\_? Fifty kilos?
3. Winter is cold. Spring is \_\_\_\_\_. Fall is cool.
4. Sometimes children are \_\_\_\_\_ of animals.
5. Do you like to \_\_\_\_\_ in a swimming pool?
6. Italy is \_\_\_\_\_ of France.
7. Do you want some \_\_\_\_\_ in your soft drink?
8. There is \_\_\_\_\_ all over Canada in the winter.
9. The Sahara Desert is in \_\_\_\_\_ Africa.
10. Tenth Street is a \_\_\_\_\_ street.
11. Can you \_\_\_\_\_ the ball?



## **C** Vocabulary Review

Write C before the words or phrases about camels. Write K before the words or phrases about kiwis.

- \_\_\_\_\_ 1. stores heat in its body
- \_\_\_\_\_ 2. hump
- \_\_\_\_\_ 3. tail
- \_\_\_\_\_ 4. big eggs
- \_\_\_\_\_ 5. goes without water
- \_\_\_\_\_ 6. long, thick hair
- \_\_\_\_\_ 7. eyelashes
- \_\_\_\_\_ 8. beak
- \_\_\_\_\_ 9. desert
- \_\_\_\_\_ 10. wing
- \_\_\_\_\_ 11. hair on its body
- \_\_\_\_\_ 12. feather

## **d** Questions

The asterisk (\*) means you have to think of the answer. You cannot find it in the text.

- 1. Why do we call the big white bear the polar bear?
- 2. Why can't people see the polar bear very well?
- 3. Why does it have a warm coat?
- 4. How much does it weigh?
- 5. What does it eat?
- 6. Where does it go when it is afraid?
- 7. Why do some people want to kill the polar bear?
- 8. What do the governments of Russia and the United States say?
- \*9. Can a polar bear live near New Zealand?
- \*10. Why doesn't a polar bear eat fruit and vegetables?



## **e** Comprehension: Multiple Choice

*Put a circle around the letter of the best answer.*

1. The polar bear lives \_\_\_\_\_.
  - a. at the South Pole
  - b. in warm countries
  - c. near the North Pole
  - d. on land
2. At the North Pole, there is no \_\_\_\_\_.
  - a. ice
  - b. water
  - c. snow
  - d. land
3. People cannot see the polar bear in the snow very well because \_\_\_\_\_.
  - a. it has a yellow-white coat
  - b. it goes under the snow
  - c. it can run very fast
  - d. it goes into the water
4. The polar bear \_\_\_\_\_ for food.
  - a. catches land animals
  - b. looks for trees
  - c. catches sea animals and fish
  - d. looks for fruit and vegetables
5. When the polar bear is afraid, it \_\_\_\_\_.
  - a. goes into the sea
  - b. goes under the snow
  - c. runs away
  - d. stands up on its wide feet
6. The governments of Russia and the United States say that \_\_\_\_\_.
  - a. the polar bear is beautiful
  - b. the polar bear has a warm coat
  - c. no one can kill the polar bear
  - d. the polar bear cannot live near the North Pole

## **f** Main Idea

*Circle the number of the main idea of the text.*

1. People like to kill polar bears because they have beautiful coats.
2. Polar bears live north of the Arctic Circle in the snow and ice.
3. Polar bears live north of the Arctic Circle, eat fish and sea animals, and have warm, yellow-white coats.

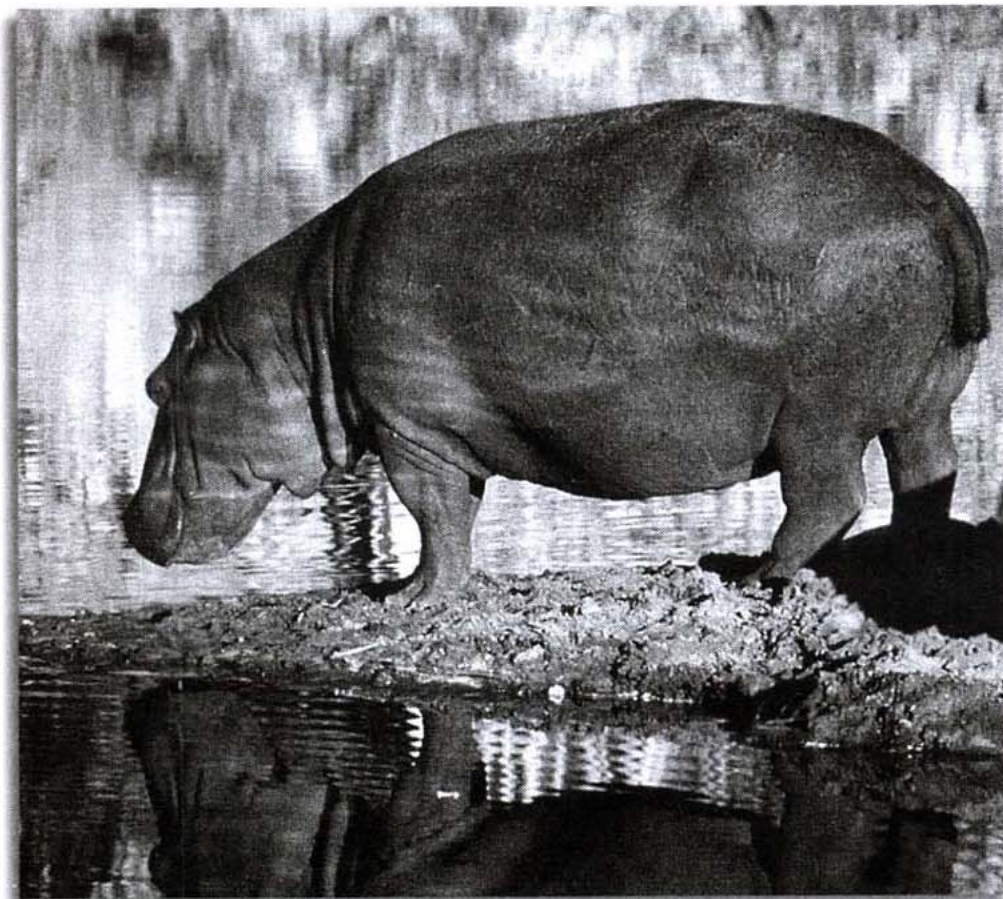




# The Hippopotamus

lesson

4



## Before You Read

Look at the picture. Read the sentences.  
Check (✓) *True*, *False*, or *Don't Know*.

	True	False	Don't Know
1. The hippopotamus is big.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It lives in the snow and ice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It has wings and a tail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

