



普通高等教育“十一五”国家级规划教材

THEMES for Today

大学英语 泛读教程

预备级

第二版

- ☐ 原著 Lorraine C. Smith
Nancy Nici Mare
- ☐ 改编 总主编 王健芳
主 编 张 林



高等教育出版社
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Lorraine C. Smith, Nancy Nici Mare

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第一版前言

《大学英语泛读教程》系列教材是在美国圣智学习出版公司*Reading for Today Series*的基础上改编而成的。本系列教材保留了原版教材新颖独特的设计模式和先进的编写理念,并结合中国英语教学的实际,改编了部分练习,增编了中英文双语释义的词汇表。

《大学英语泛读教程》系列教材共分5级,适合从初级到高级不同水平的学生使用:

《大学英语泛读教程·预备级》(*Themes for Today*) 初级·低起点

《大学英语泛读教程1》(*Insights for Today*) 初级·高起点

《大学英语泛读教程2》(*Issues for Today*) 中级

《大学英语泛读教程3》(*Concepts for Today*) 中高级

《大学英语泛读教程4》(*Topics for Today*) 高级

本书是《大学英语泛读教程·预备级》(*Themes for Today*),适合入学水平低于非英语专业一级要求的学生使用。本教材共6个单元(Unit),每个单元由2章(Chapter)组成。

本教材的特点主要体现在以下几个方面:

重视培养学生阅读文献的能力和技巧。本教材不仅训练学生阅读文章的技巧,还重视培养学生通过各类图表、曲线图、插图和图片获取信息的能力,为学生今后阅读文献打基础。

教材编写贴近学生的现实生活,真实、丰富、有趣。本教材的主要内容有家庭、语言与文化、锻炼与健康、发明家、历史、科学技术等,与学生的生活联系紧密。此外,学生还可通过形式多样的练习,以口头和书面的方式讨论自身经历、本国风俗文化及与美国和其他国家的差异等。

阅读方式灵活。本教材的文章都以两种形式出现:段落式和全文式。文章以段落式出现时,每部分后都附有与本段落内容和词汇相关的练习;以全文式出现时,其后所附的练习主要涉及推理、结论、观点、主题等内容。

重视词汇的复现和反复操练。实践表明,初学者尤其需要对生词进行反复练习。通过不断复现所学词汇,学生可更好地理解、记住这些词汇。本教材中,每篇文章中的大多数词汇不仅在该单元中进行了大量操练,而且在其他单元中反复运用,有助于学生掌握所学词汇。

重视学习与现实生活、新技术的联系,培养学习能力。本教材每个单元都配有一段CNN录像资料,并有配套练习帮助学生理解录像内容。此外,每个单元都有网络学习内容,鼓励学生通过互联网获取更丰富的内容和知识,进一步提高学习能力。

总之,《大学英语泛读教程·预备级》(*Themes for Today*)旨在提高学生的阅读能力、巩固所学词汇、激发学生对不同话题的兴趣,为今后阅读学术、技术文献奠定基础。

《大学英语泛读教程》系列教材由贵州大学王健芳教授任总主编。《大学英语泛读教程·预备级》(*Themes for Today*)由遵义医学院张林副教授任主编,陈续跃、谭占海任副主编,编者有王梅、兰琳和秦毅。此外,何永娇、付贵琴、马滢颖等几位教师做了许多事务性的工作。

张 林

2005年8月5日

SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
Unit 1 Home and Family Page 1	Chapter 1 The McCaugheys: An Unusual Family Page 2	<ul style="list-style-type: none"> • Preview reading • Understand T/F, multiple choice, and short answer questions • Scan for information • Recall information • Identify main idea • Use context clues 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Use a graphic organizer to organize ideas; Write a schedule; Write a list; Write an opinion paragraph
<ul style="list-style-type: none"> • CNN Video Report: Homeschooling Page 24 • Surfing the Internet: Learning English as a Second Language Page 25 • Reading Strategy Page 26 	Chapter 2 A Musical Family Page 13	<ul style="list-style-type: none"> • Use a chart to answer questions • Understand T/F, multiple choice, and short answer questions • Use context clues • Identify main ideas/details • Make inferences • Assert opinions about a reading 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Write a comparison/contrast paragraph; Write a journal entry
Unit 2 Language and Culture Page 29	Chapter 3 Learning a Second Language Page 30	<ul style="list-style-type: none"> • Preview reading • Understand main ideas • Use background knowledge • Predict content • Use context clues • Use <i>transitional expressions</i> • Reflect on reading material • Scan for information • Identify the process • Identify the main idea • Draw conclusions 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>adjectives</i> and <i>adverbs</i> • Recognize the suffix: <i>-ly</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Use a graphic organizer; Write a journal; Write a letter
<ul style="list-style-type: none"> • CNN Video Report: The Changing Japanese Diet Page 59 • Surfing the Internet: Finding recipes; Learning about food in other cultures Page 60 • Reading Strategy Page 60 	Chapter 4 Food and Culture Page 45	<ul style="list-style-type: none"> • Share cultural experiences/ideas • Understand main idea • Scan for information • Recall information • Understand vocabulary • Understand T/F, multiple choice, and short answer questions • Draw conclusions 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Use graphic organizer to take notes; Write a comparison/contrast paragraph; Write a journal entry



SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
Unit 3 Exercise and Fitness Page 63	Chapter 5 The Importance of Exercise for Children Page 64	<ul style="list-style-type: none"> • Use the title to understand the main idea • Preview visuals to aid comprehension • Make inferences from text • Understand transitional words and phrases • Understand vocabulary from its context • Scan for information • Identify the main idea • Use personal experience to respond to a reading 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Discussion:</i> Make recommendations to solve problems • <i>Writing:</i> Write a letter; Write a journal entry
<ul style="list-style-type: none"> • CNN Video Report: Children's Health Page 89 • Surfing the Internet: Learn more about the New York Marathon; New exercises for health Page 89 • Reading Strategy Page 90 	Chapter 6 The New York City Marathon: A World Race Page 77	<ul style="list-style-type: none"> • Use photographs and titles to understand the main idea • Make predictions • Understand T/F, multiple choice, and short answer questions • Interpret a map • Read for supporting details • Identify the main idea • Understand vocabulary from its context • Scan for information • Interpret numerical information on a graph 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Recognize the suffix: <i>-ment</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Use personal experience to reflect on reading; Make a list of suggestions; Write a journal entry
Unit 4 Remarkable Researchers Page 93	Chapter 7 Margaret Mead: The World Was Her Home Page 94	<ul style="list-style-type: none"> • Preview chapter through visuals • Use photographs and titles to understand the main idea • Predict the chapter topic • Understand T/F, multiple choice, and short answer questions • Understand vocabulary from its context • Interpret maps 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Recognize the suffixes: <i>-ence</i> and <i>-ance</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Discussion:</i> Interview others about their culture • <i>Writing:</i> Write a descriptive paragraph; Take notes; Write a journal entry
<ul style="list-style-type: none"> • CNN Video Report: Doctor and Humanitarian Page 123 • Surfing the Internet: Researching the researchers Page 124 • Reading Strategy Page 124 	Chapter 8 Louis Pasteur: A Modern-day Scientist Page 107	<ul style="list-style-type: none"> • Preview chapter through visuals • Use titles to understand the main idea • Understand T/F, multiple choice, and short answer questions • Understand vocabulary from its context • Scan for supporting details 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Recognize the suffix: <i>-tion</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Discussion:</i> Compare and contrast • <i>Writing:</i> Write an expository paragraph; Write predictions with supporting examples; Write a journal entry

SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
Unit 5 Science and History Page 127	Chapter 9 The Origin of the Moon Page 128	<ul style="list-style-type: none"> • Previewing • Understand T/F, multiple choice, and short answer questions • Understand vocabulary from its context 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Recognize the suffix: <i>-tion</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Discussion:</i> Compare ideas; Create a plan • <i>Writing:</i> Make a list; Write an opinion paragraph; Write a journal entry
<ul style="list-style-type: none"> • CNN Video Report: NASA Pictures of Space Page 155 • Surfing the Internet: Learn more about space and astronomy; View pictures of space Page 156 • Reading Strategy Page 156 	Chapter 10 Maps: The Keys to Our World Page 141	<ul style="list-style-type: none"> • Use titles to understand the main idea • Understand vocabulary from its context • Look at art and maps to assist reading comprehension • Understand content area vocabulary: maps and measurement 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>adjectives</i> and <i>adverbs</i> • Recognize the suffix: <i>-ly</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Discussion:</i> Make and compare lists • <i>Writing:</i> Write a descriptive paragraph
Unit 6 Future Technology Today Page 159	Chapter 11 Saving Lives with Weather Forecasting Page 160	<ul style="list-style-type: none"> • Preview • Predict • Find the main idea using the title • Understand content area vocabulary: weather • Understand vocabulary from its context • Scan for details • Open-ended question • Identify main ideas • Sequence events • Interpret charts 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>verbs</i> • Recognize the suffixes: <i>-ence</i> and <i>-ance</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Write a descriptive paragraph; Write an opinion paragraph; Write a journal entry
<ul style="list-style-type: none"> • CNN Video Report: Forecasting Hurricanes Page 187 • Surfing the Internet: Finding local weather forecasts; Learn more about the weather Page 187 • Reading Strategy Page 188 	Chapter 12 Clues and Criminal Investigation Page 173	<ul style="list-style-type: none"> • Preview vocabulary • Predicting • Use the title to understand the main idea • Understand content area vocabulary: crime and forensics • Use content to understand vocabulary • Identify main ideas • Scan for information • Find supporting details • Find examples 	<ul style="list-style-type: none"> • Identify parts of speech in context: <i>nouns</i> and <i>adjectives</i> • Recognize the suffix: <i>-ful</i> • Complete sentences by translating the Chinese into English 	<ul style="list-style-type: none"> • <i>Writing:</i> Solve problems and suggest solutions; Write an opinion or persuasive paragraph; Write a journal entry
Word List Page 191				



INTRODUCTION

How to Use This Book

Every chapter in this book consists of the following:

- Prereading Preparation
- Reading Passage in Segments with Reading Analysis
- Complete Reading Passage
- Scanning for Information
- Word Forms
- Vocabulary in Context
- Follow-up Activities
- Topics for Discussion and Writing
- Cloze Quiz
- Translation

Chapters 6, 7, 8, 12 include a note section after the text. There are CNN® Video, Internet Activities and Reading Strategy at the end of each unit as well as Word List at the end of the book.

The format of each chapter in the book is consistent. Although each chapter can be done entirely in class, some exercises may be assigned for homework. This, of course, depends on the individual teacher's preference, as well as the availability of class time. Classwork will be most effective when done in pairs or groups, giving the students more opportunity to interact with the material and with each other.

Prereading Preparation

This prereading activity is designed to stimulate students' interest and provide preliminary vocabulary for the passage itself. The importance of prereading preparation should not be underestimated. Studies have shown the positive effect of prereading preparation in motivating students' interest and in enhancing reading comprehension. In fact, prereading discussion of topics and visuals has been shown

to be more effective in improving reading comprehension than prereading vocabulary exercises per se. Time should be spent describing and discussing the illustrations as well as discussing the prereading questions. Furthermore, the students should try to relate the topics to their own experience, and try to predict what they are going to read about. Students may even choose to write a story based on the chapter-opening illustration.

Reading Passage in Segments with Reading Analysis

Each reading passage is presented in segments. As the students read the passage for the first time, they can focus on the meaning of each paragraph. This exercise requires the students to think about the meanings of words and phrases, the structure of sentences and paragraphs, and the relationships of ideas to each other. They also have the opportunity to think about and predict what they will read in the next paragraph of the reading. This exercise is very effective when done in groups. It may also be done individually, but groups give the students an excellent opportunity to discuss possible answers.

Complete Reading Passage

Students should be instructed to read the entire passage carefully a second time and to pay attention to the main idea and important details.

Notes

This section is placed after the text. It contains the information or cultural background related to the text and the explanation of difficult words, attempting to fill gaps in students' understanding of a certain aspect or problem. Students should be encouraged, either before or after class, to explore more information about the text. If necessary, the teacher may prepare additional materials to the notes.

Scanning for Information

After students have read the complete passage, they will read the questions in this exercise, scan the complete passage for the answers, and then write the answers in the spaces under each question. The last question in this section always refers to the main idea. When the students are finished, they may compare their answers



with a classmate's. The pairs of students can then refer back to the passage and check their answers. The students may prefer to work in pairs throughout this exercise.

Word Forms

In order to successfully complete the word form exercises in this book, the students will need to understand parts of speech, specifically nouns, verbs, adjectives, and adverbs. Teachers should point out each word form's position in a sentence. Students will develop a sense for which part of speech is necessary in a given sentence. Because this is a low-level text, the Word Form exercise simply asks students to identify the correct part of speech. They do not need to consider the tense of verbs or the number (singular or plural) of nouns.

Vocabulary in Context

This is a fill-in exercise designed as a review of the items in the previous exercises. The vocabulary has been highlighted either in the prereading or elsewhere in the chapter. This exercise may be done for homework as a review or in class as group work.

Follow-up Activities

This section contains various activities appropriate to the information in the passages. Some activities are designed for pair and small group work. Students are encouraged to use the information and vocabulary from the passages both orally and in writing. The teacher may also use these questions and activities as home or in-class assignments. Some follow-up activities help the students interact with the real world because they require the students to go outside the classroom to interview people or to get specific information. In this way, students are not limited to speaking, reading, or learning in the classroom.

Topics for Discussion and Writing

This section provides ideas or questions for the students to think about and/or work on alone, in pairs, or in small groups. It provides beginning students with writing opportunities appropriate for their ability level, usually at the paragraph level.

Cloze Quiz

The cloze quiz is the passage itself with 10–20 vocabulary items focused on the previous exercises and question sections omitted. The cloze quiz tests not only vocabulary but also sentence structure and comprehension in general. The students are given the words to be filled in the blank spaces.

Translation

Translation provides students with five incomplete sentences to work on alone. It will help students review critical expressions in the chapter and have a good command of them.

CNN Video and Internet Activities

At the end of each unit are optional activities designed to accompany one of the topics presented in each unit. The authentic CNN® videos were chosen to continue concepts presented in the readings, to reinforce vocabulary learned, and to encourage individual interest as well as group discussion. The optional Internet activities provided encourage students to explore information learned in *Themes for Today* through the technology available to them at school, in the library, or at home.

Reading Strategy

This section is designed for the purpose of providing students with necessary reading skills. The sections of all the five books consist of a full picture of reading skills, involving guessing word meanings through word-formation information and context clues, avoiding bad reading habits, understanding sentences, paragraphs and passages, skills for skimming and scanning, making sound judgments and inferences, and understanding cultural information, and so on. The tips for the skills are in Chinese for readers' convenience.

Word List

This section contains new words, proper names, phrases and expressions from all the chapters. It is located after the last chapter.



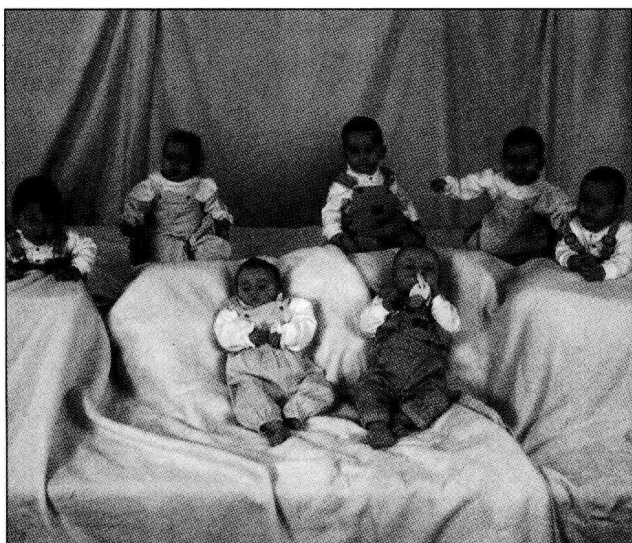
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<i>This family moved away from the city to start a new life. Now the parents and their children play musical instruments together, instead of video games.</i>	
UNIT 2: Language and Culture	29
Chapter 3 Learning a Second Language	30
<i>It is not always easy to learn a second language. But there are some ideas you can try to help you learn it a little more easily.</i>	
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<i>Some people enjoy many different kinds of food. Other people prefer to eat food from their cultures. What happens when people move to a new culture?</i>	
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<i>Children need a lot of exercise. It is very important for their health. But in some schools, children do not have to exercise every day.</i>	



Chapter 6 The New York City Marathon: A World Race	77
<i>The New York City Marathon is very popular. People come from many different countries all around the world to run together.</i>	
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<i>This famous anthropologist loved to learn about different cultures. She also wrote many books so that other people could learn about these cultures, too.</i>	
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<i>This important scientist made many discoveries to help people stay healthy. These important discoveries are still very useful, and necessary, today.</i>	
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<i>People have many questions about the moon, for example "Where did it come from?" Scientists have some theories, or ideas, to help answer these questions.</i>	
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<i>Many people use maps for different reasons. They can give us a lot of information. But maps are not new. Thousands of years ago, people made maps of the world, too.</i>	
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<i>Tornadoes can be very dangerous. New kinds of weather technology can help predict when a tornado will occur. This can help save lives, too.</i>	
Chapter 12 Clues and Criminal Investigation	173
<i>Crime experts look for different kinds of evidence at a crime scene. These clues help them to find criminals and to solve crimes, too.</i>	
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The McCaugheys: An Unusual Family



Prereading Preparation

1. Look at the picture. Work with a partner and answer the questions in the chart.

How many children are there?	How old are they?	Are they brothers and sisters?
Number ____	____ months/years old	Yes or No

2. Read the title of this story. Why is this family unusual?
 - a. They have young children.
 - b. They have many young children.
 - c. They have seven children of the same age.



Reading Passage in Segments with Reading Analysis

Read each paragraph carefully. Then answer the questions.

The McCaugheys: An Unusual Family

Kenny and Bobbi McCaughey live in Iowa. They have a big family. In fact, they have eight children. But this family is also very unusual. Mikayla is the oldest child in the family. She is 6 years old. The other children are Brandon, Joel, Kelsey, Kenny, Natalie, Alexis, and Nathan. They are all 5 years old. Why are they all the same age? Because they are septuplets! Septuplets are seven children who are born together.

1. Who are Kenny and Bobbi McCaughey?
 - a. the parents
 - b. the children
2. How many children do the McCaugheys have?
 - a. eight
 - b. seven
 - c. five
3. What are **septuplets**?
 - a. large families
 - b. seven children born together
 - c. 5-year-old children
4. ____ True ____ False Mikayla is a septuplet.
5. How old are the septuplets? _____

It is hard work to take care of seven babies at the same time. But Kenny and Bobbi did not take care of the seven babies alone. In the beginning, many people helped them. The babies did not sleep a lot. So every day, eight or nine people came to the McCaughey house to help them. Their friends and families helped to feed, clean, and dress the babies. Every week, the septuplets used about 170 diapers! They drank a lot of milk, too.

6. ____ True ____ False Many people helped Kenny and Bobbi.

7. ____ True ____ False The septuplets slept a lot in the beginning.
8. Friends and families helped because septuplets _____.
a. are hard work
b. drink a lot of milk
c. are unusual
9. Babies use **diapers** because they _____.
a. can't drink from a cup
b. can't use the bathroom
10. **Dress** means _____.
a. to put a dress on the babies
b. to put clothes on the babies

Now the children are older. Bobbi says, "It's easier to take care of the children now. They feed and dress themselves, and they don't need diapers anymore!" The septuplets started school this year. But they do not leave the house. Why? The children go to school at home, like their big sister Mikayla. When Mikayla was ready for school, Kenny and Bobbi decided to teach her at home.

"Homeschooling" is popular. Many families in the United States teach their children at home. The children do all their schoolwork at home. Last year, Bobbi was Mikayla's teacher. Now, Bobbi is the teacher for all eight of her children.

11. It's easier to take care of the septuplets now because _____.
a. they are older
b. they go to school
c. their big sister helps
12. The septuplets are unusual students because they _____.
a. go to school at home
b. can't dress themselves
c. are not ready to go to school
13. ____ True ____ False The septuplets wear diapers now.



14. Homeschooling is **popular**. **Popular** means _____.
a. many people like homeschooling
b. homeschooling is very expensive
c. homeschooling is easy to do
15. Who is the septuplets' teacher? _____.
16. What is **homeschooling**?
a. Children do not learn.
b. Children do not have teachers.
c. Children learn at home.

Complete Reading Passage

Read the complete passage. When you are finished, answer the questions that follow.

The McCaugheys: An Unusual Family

1 Kenny and Bobbi McCaughey live in Iowa. They have a big family. In fact,
2 they have eight children. But this family is also very unusual. Mikayla is the old-
3 est child in the family. She is 6 years old. The other children are Brandon, Joel,
4 Kelsey, Kenny, Natalie, Alexis, and Nathan. They are all 5 years old. Why are they
5 all the same age? Because they are septuplets! Septuplets are seven children who
6 are born together.

7 It is hard work to take care of seven babies at the same time. But Kenny and
8 Bobbi did not take care of the seven babies alone. In the beginning, many people
9 helped them. The babies did not sleep a lot. So every day, eight or nine people
10 came to the McCaughey house to help them. Their friends and families helped to
11 feed, clean, and dress the babies. Every week, the septuplets used about 170 dia-
12 pers! They drank a lot of milk, too.

13 Now the children are older. Bobbi says, "It's easier to take care of the chil-
14 dren now. They feed and dress themselves, and they don't need diapers anymore!"
15 The septuplets started school this year. But they do not leave the house. Why?
16 The children go to school at home, like their big sister, Mikayla. When Mikayla
17 was ready for school, Kenny and Bobbi decided to teach her at home.

18 "Homeschooling" is popular. Many families in the United States teach their
19 children at home. The children do all their schoolwork at home. Last year, Bobbi
20 was Mikayla's teacher. Now, Bobbi is the teacher for all eight of her children.

(265 Words)