

# JOURNEY TO SUCCESS™

LEVEL  
5

BUILDING BASIC SKILLS IN READING AND WRITING

REVIEW



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Read the article. Answer questions 1 to 6.

## Public Speaking

- 1 For many people, standing before a large crowd and giving a speech can cause panic and fear. Even people who are very outgoing sometimes dread talking in public. While you may never have to speak before a crowd of thousands, most adults at some point will need to speak in front of a group. Speaking before a group doesn't have to cause anxiety. Strong public speaking skills can help you in your work and personal life. With a few simple steps and practice, you can become a good public speaker.
- 2 Public speeches can have different purposes. For example, you might inform people when you present a report at work. You might persuade people, such as the city council or the school board, to take some action. You may want to entertain people by giving a speech at a friend's wedding. And there are other personal reasons for speaking. For example, you might speak at a funeral or encourage a group of volunteers.
- 3 The first and most important step in public speaking is to prepare. There is a famous saying that applies here: "If you fail to prepare, you prepare to fail." You cannot overprepare for a speech. Begin planning your speech by thinking about your purpose and your audience. Will you be informing, persuading, entertaining, or a mix of these? Think about who you will be speaking to. How will you connect with them? You should also carefully plan the beginning of your speech. That's where you will grab the audience's attention. Research and gather all the information you will need for your speech. Be sure you know the material very well. Then write your speech, using clear organization and correct English.
- 4 Next, practice your speech. The more you practice, the more confident you will be. Practice alone until you can give the speech smoothly and easily. As you practice, think about your voice. You want to hold the audience's interest, so you should vary your voice. Don't speak too slowly or quickly. Then, if possible, practice in front of others. Ask listeners to give you feedback.
- 5 When it is time to give your speech, use body language to engage with the audience. As much as 70% of human communication is done through body language. Use good posture and stand up straight. Don't slouch, lean on one leg, or sway back and forth. These things can signal that you're nervous or unsure. Use natural gestures with your hands to make points. Make eye contact to connect with your audience. Be sure you are speaking clearly and loudly enough for people to hear you.
- 6 With planning and practice, you won't need to be afraid of public speaking.



Preparing before you give a speech in front of a group of people will ease your nerves and lead to a successful presentation.

1. Which of these things should you do before you write your speech?
  - a. get feedback from others
  - b. think about who the audience will be
  - c. practice alone
  - d. pay attention to your body language
  
2. According to the article, what should speakers do?
  - a. rock back and forth
  - b. keep their hands at their sides
  - c. stand up straight
  - d. look at their notes or the floor
  
3. Which sentence from paragraph 1 tells the main idea of the article?
  - a. For many people, standing before a large crowd and giving a speech can cause panic and fear.
  - b. Even people who are very outgoing sometimes dread talking in public.
  - c. Speaking before a group doesn't have to cause anxiety.
  - d. With a few simple steps and practice, you can become a good public speaker.
  
4. In paragraph 3, why does the author probably include the saying, "If you fail to prepare, you prepare to fail"?
  - a. to stress how important preparation is for success
  - b. to explain why most people fail at public speaking
  - c. to encourage people to research famous speakers
  - d. to emphasize that some people don't need to prepare
  
5. How does the author support the idea that there are different purposes for public speaking?
  - a. by explaining that giving a speech can cause anxiety
  - b. by giving examples of a few types of speeches
  - c. by saying that body language can be 70% of communication
  - d. by giving examples of good and bad body language
  
6. Based on information in the article, what can happen if your speech doesn't have a strong beginning?
  - a. The audience can lose interest in what you are saying.
  - b. You will appear to be nervous and unsure of yourself.
  - c. You will have to give the speech over again.
  - d. The audience will ask you a lot of questions about your topic.

Read the two texts. Answer questions 7 to 11.

## Text 1: An article about the Chicago Fire of 1871

- 1 On October 8, 1871, a major fire started in or near a Chicago barn. When the fire ended two days later, over 3 square miles of the city had burned. About 300 people were killed, and 100,000 were homeless. More than 17,000 buildings were destroyed. In all, the fire caused \$200 million in damage, about \$3.8 billion today.
- 2 Several factors contributed to the severity of the fire. There was a drought that year. Firefighters were tired from a big fire the night before. Most of the city's buildings were made of wood, as were sidewalks and some streets. As a result, the fire spread quickly.
- 3 The next day, while the fire was still burning, the mayor asked other cities for help. People from all over the country gave money and supplies. City leaders promised to rebuild.
- 4 The Great Chicago Fire was a tragedy. But some results were good for the city. The land was clear for new building. City planners planned a modern city. The new Chicago included the world's first skyscrapers.
- 5 The new city thrived. The economy grew, and so did the population. By 1890, the population had grown from around 300,000 to 1 million. Chicago was the second biggest city in the U.S.



Part of Chicago after the fire in 1871

## Text 2: Adapted from a letter written by 12-year-old Justin Butterfield to a friend, October 19, 1871

Dear Chum,

- 1 We are burnt out of house and home and so we had to come up here. I suppose you would like to hear about it and how we escaped from it.
- 2 Half past one on Monday morning we were awakened by a loud knocking at the front door. We were awake in an instant and dressing ourselves. We looked about and saw a perfect shower of sparks flying over our house. I got some water and went out in the yard while my brother went up on the roof. We worked for one or two hours, but at the end of that time we had to give up.
- 3 We tried to get a wagon but could not, so we put two trunks on a wheelbarrow and each of us shouldered a bundle. We marched for the old skating park, with me leading my goat. We got along very well until the lumber yard caught on fire. Then it was all we could do to breathe. Mother caught on fire once, but we put it out.
- 4 At last we heard that there was a little building that hadn't burnt down. We marched there, but we had to leave our trunks and everything else. Charlie and Father went back and got one but could not get the other. The sand was blowing in their faces and cut like glass. At last a wagon drove up, and we all piled in and escaped.

Yours,  
Justin

7. What is the author's main purpose in Text 1?
  - a. to persuade people to be more aware of fire danger
  - b. to describe how it felt to flee the 1871 Chicago fire
  - c. to give information about the 1871 Chicago fire
  - d. to convince people that the event was good for Chicago
  
8. In Text 1, what evidence supports the idea that the fire had some positive effects?
  - a. The economy and population grew.
  - b. The city finally started enforcing fire codes.
  - c. Buildings, sidewalks, and streets were built from wood.
  - d. The fire burned over 3 square miles of the city.
  
9. According to Text 1, how many buildings were burned by the Great Chicago Fire?
  - a. 300
  - b. 17,000
  - c. 100,000
  - d. 300,000
  
10. Which of these is the main purpose of paragraph 3 in Text 2?
  - a. to describe what it was like to be homeless after the fire
  - b. to tell his friend what it was like to escape the burning city
  - c. to let his friend know that the whole family survived
  - d. to explain how a wheelbarrow can be used when you don't have a wagon
  
11. In Text 2, why does the letter writer refer to a "perfect shower of sparks"?
  - a. to show that the sparks were beautiful as they fell
  - b. to describe what it was like to be outdoors in a rain shower
  - c. to explain how he and his brother sprayed water on the home
  - d. to show how the sparks were raining down on them

Read the article. Answer questions 12 to 16.

## Vision and Aging

- 1 In their 40s, most people begin to notice changes in their vision. Their eyes focus more slowly, which means things look blurry. Older people also struggle to see in low light, and they can no longer accurately perceive color or depth. These problems tend to get worse over time.
- 2 Many vision changes are caused by the aging of the lens. The lens is located just behind the iris, the colored part of the eye. In young, healthy eyes, the lens is soft and flexible. It can change shape easily so that you see things that are close and far away. In older people, the lens becomes stiffer and less able to change. As a result, many older people have a hard time reading, threading a needle, or other close-up task without help. Doctors can't make the lens more flexible, but the focus problem can be fixed with glasses.
- 3 In addition to the lens becoming stiffer, it can also become less clear when cataracts develop. Cataracts are a clouding of the lens. Cataracts reduce the amount of light that enters the eye. This makes it more difficult to see in dim light and may cause blurry vision. Because cataracts are yellow, they also make it difficult to see different colors correctly. Cataract surgery is one option. In this surgery, the cloudy lens is replaced by a clear artificial lens.
- 4 Problems seeing in low light are made worse by changes in the pupil, the hole in the center of the eye. In young, healthy eyes, the pupil widens in low light. This lets in more light to help people see better. In bright light, the pupil narrows to improve vision. Older people's pupils adjust more slowly. This makes their night vision worse. The ability of the pupil to open and close can't be fixed with glasses or surgery. As a result, most people who are 60 years old need three times the amount of light for reading as people who are 20.
- 5 Eyes also have fewer nerves as they age, which makes it even more difficult to see color clearly. Fewer nerves also means older people struggle to see how far away things are. Glasses can help people judge distance, but they won't help with color differences.



- 12.** What is the main idea of the article?
- Aging changes the way people see.
  - Cataracts make it difficult to see color correctly.
  - As people age, their night vision gets worse.
  - Some vision problems cannot be fixed with glasses.
- 13.** Why do cataracts make it difficult to see color correctly?
- Cataracts prevent the pupil from opening and closing.
  - Cataracts are yellow.
  - Cataracts destroy the nerves in eyes.
  - Cataracts thicken the lens.
- 14.** What overall conclusion can you draw about vision based on information in the article?
- Eyes change color as people age.
  - Good nutrition can improve vision.
  - Young people generally have better vision than older people.
  - Eye exercises help people deal with cataracts.
- 15.** What can you infer about cataracts based on the information in paragraph 3?
- Everybody gets cataracts as they age.
  - Young people never get cataracts.
  - Cataract surgery improves vision.
  - Cataracts sometimes make elderly people completely blind.
- 16.** How is the lens of a young person different from that of an older person?
- The lens is cloudier in a young person.
  - The lens is larger in a young person.
  - The lens is stiffer in a young person.
  - The lens is more flexible in a young person.

Read the story. Answer questions 17 to 20.

## Adapted from “A Country Cottage”

by Anton Chekhov, translated from Russian by Constance Garnett

- 1 Two young people who had not long been married were walking up and down the platform of a little country train station. His arm was round her waist, her head was on his shoulder, and both were happy.
- 2 The moon peeped up from the drifting clouds and frowned, as it seemed, envying their happiness.
- 3 “How beautiful it is, Sasha, how beautiful!” murmured the young wife. “It all seems like a dream. See, how sweet and inviting those trees look! How nice those solid, silent telegraph posts are! They add a special note to the landscape. Don’t you think it’s lovely when the wind brings the rushing sound of a train?”
- 4 “Yes ... What have you got for our supper tonight?”
- 5 “Chicken and salad. It’s a chicken just big enough for two. Then there is the salmon and sardines that were sent from town.”
- 6 The moon hid her face behind a cloud. Human happiness reminded her of her own loneliness, of her solitary couch beyond the hills.
- 7 “The train is coming!” said Varya, “how jolly!”
- 8 Three eyes of fire could be seen in the distance. Signal lights flashed here and there on the line.
- 9 “Let’s see the train in and go home,” said Sasha, yawning. “What a splendid time we are having together, Varya. It’s so splendid, one can hardly believe it’s true!”
- 10 The dark monster crept noiselessly alongside the platform and stopped.
- 11 “Look! Look!” they heard from one of the cars. “Varya and Sasha have come to meet us! There they are! Look!”
- 12 Two little girls skipped out of the train and hung on Varya’s neck. They were followed by a stout, middle-aged lady and a tall gentleman with grey whiskers; behind them came two schoolboys, carrying bags, and after the schoolboys, the governess\*, after the governess the grandmother.
- 13 “Here we are, here we are, dear boy!” began the gentleman, squeezing Sasha’s hand. “Sick of waiting for us, I expect! Kolya, Kostya, Nina, Fifa ... children! Kiss your cousin Sasha! We’re all here, the whole troop of us, just for three or four days. I hope we won’t be too many for you? You mustn’t let us put you out!”
- 14 At the sight of their uncle and his family, the young couple were horror-stricken. While his uncle talked and kissed them, Sasha had a vision of their little cottage: he and Varya giving up their three little rooms, all the pillows and bedding to their guests; the salmon, the sardines, the chicken all devoured in a single instant; the cousins plucking the flowers in their little garden, spilling the ink, filled the cottage with noise and confusion; his aunt talking continually about her health.
- 15 Sasha looked almost with hatred at his young wife and whispered: “It’s you they’ve come to see!”
- 16 “No, it’s you,” answered Varya, pale with anger. “They’re your relations! They’re not mine!”
- 17 And turning to her visitors, she said with a smile of welcome: “Welcome to the cottage!”
- 18 The moon came out again. She seemed to smile, as though she were glad she had no relations. Sasha, turning his head away to hide his angry face, struggled to give a note of warm welcome as he said: “It is jolly of you! Welcome to the cottage!”

\* governess is a woman who teaches children in their own home.



- 17.** What do Sasha and Varya do at the end of the story?
- a.** They blame each other when they realize the relatives have come for a visit.
  - b.** They look around and see beauty everywhere, even in ordinary things.
  - c.** They envy the uncle and his large family.
  - d.** They worry about whether their guests will be comfortable in their small cottage.
- 18.** Which words from the story help you understand what's coming on the train?
- a.** It's lovely when the wind brings the rushing sound of a train.
  - b.** "The train is coming!" said Varya, "how jolly!"
  - c.** "Let's see the train in and go home," said Sasha, yawning.
  - d.** The dark monster crept noiselessly alongside the platform and stopped.
- 19.** In paragraph 14, which words best describes what Sasha imagines?
- a.** talked and kissed them
  - b.** a vision of their little cottage
  - c.** their three little rooms
  - d.** noise and confusion
- 20.** Which sentence best describes the theme of this story?
- a.** People will do almost anything to help their family.
  - b.** As people grow older, they become more tolerant of others.
  - c.** It is easy to be happy in love when your relationship is not tested.
  - d.** A person's outward expression may not match their thoughts and feelings.

| QUESTION | ANSWER | READING SKILL                              | TO REVIEW THIS SKILL, SEE THE LESSON ON PAGES: |
|----------|--------|--|--|
| 1        | B      | Identify sequence                          | 92 – 101                                       |
| 2        | C      | Recall key details                         | 8 – 17   |
| 3        | D      | Find the main idea and details             | 40 – 49  |
| 4        | A      | Make inferences                            | 60 – 69  |
| 5        | B      | Identify reasons and evidence              | 18 – 27  |
| 6        | A      | Understand cause and effect                | 28 – 37  |
| 7        | C      | Analyze purpose and point of view          | 50 – 59  |
| 8        | A      | Identify reasons and evidence              | 18 – 27  |
| 9        | B      | Recall key details                         | 8 – 17   |
| 10       | B      | Analyze purpose and point of view          | 50 – 59  |
| 11       | D      | Understand figurative language and imagery | 104 – 113                                      |
| 12       | A      | Find the main idea and details             | 40 – 49  |
| 13       | B      | Understand cause and effect                | 28 – 37  |
| 14       | C      | Synthesize                                 | 72 – 81  |
| 15       | C      | Make inferences                            | 60 – 69  |
| 16       | D      | Compare and contrast                       | 82 – 91  |
| 17       | A      | Analyze characters                         | 114 – 123                                      |
| 18       | D      | Understand figurative language and imagery | 104 – 113                                      |
| 19       | D      | Analyze characters                         | 114 – 123                                      |
| 20       | C      | Understand a story's theme                 | 124 – 133                                      |