

# JOURNEY TO SUCCESS™

LEVEL

6

BUILDING BASIC SKILLS IN READING AND WRITING

REVIEW



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ProLiteracy's publishing division

Read the article. Answer questions 1 to 4.

## The Science of Happiness

- 1 In 2018, Dr. Laurie Santos offered a course called Psychology and the Good Life at Yale University. When the course started, 1,200 students, about one-fourth of undergraduate students at the school, had signed up. It was the school's most popular course ever. A few months later, an online version of the class became available. Over 138,000 people signed up for it in just weeks.
- 2 Many experts and authors give advice about how to be happy. Fortunately, many scientists have studied what makes people happy. Their studies point to specific ways people can think and act to improve their level of happiness.
- 3 People often think they would be happy if they had a new job, made more money, or got a high grade in a class. But Santos says science does not support this. Instead, people need to change how they think about their situation. One problem is that people compare themselves to others. This is natural. But too much comparison can be harmful. Some people feel inferior or depressed about their life. Social media can make this much worse. It greatly increases the information we see about others. And people rarely post bad news about themselves. Instead we see attractive people having fun. We hear about their new jobs, new cars, and their children's achievements. We see their nice homes, seemingly perfect families, and great vacations.
- 4 People can limit their time on social media. They can also do more than just read others' posts, which can decrease happiness. Instead they can share and interact. This helps people feel more connected. It can also help them get support from others.
- 5 There are other things proven to increase happiness. One of them is to have more social connections. This can even include talking to strangers. Science shows that people who spend time with others are happier. According to Santos, social connections help people live longer, fight disease, and even enjoy our food more.
- 6 Kindness and gratitude (being thankful) are also important. Santos suggests keeping a gratitude journal. "Done five or 10 minutes a day, it can have a big effect," Santos says. "It's less about writing things down and more about having time to sit and reexperience what you're grateful for." Likewise, doing acts of kindness helps people feel better.
- 7 Santos says about 50% of our happiness is determined by our genes. We can't do much about that. Another 10% comes from things that happen to us. But we can control about 40% of our happiness. All it takes is a little practice.



- 1.** How do the examples in the first paragraph relate to the rest of the article?
  - a.** They introduce the reader to Dr. Laurie Santos.
  - b.** They help you understand what Yale University is like.
  - c.** They show the demand for information about improving happiness.
  - d.** They explain how popular courses at universities later get offered online.
- 2.** Which fact from the article supports the idea that people can change their level of happiness?
  - a.** About 1,200 students from Yale signed up for a course on happiness.
  - b.** Over 138,000 people signed up for an online version of the happiness class.
  - c.** We can control about 40% of our happiness.
  - d.** About 50% of our happiness comes from our genes.
- 3.** What is the main idea of paragraph 3?
  - a.** Social media makes it hard to find out what others are really doing.
  - b.** People think a new job and more money will make them happy.
  - c.** On social media, people tell about their new jobs, new cars, nice homes, and seemingly perfect families.
  - d.** Social media encourages people to compare themselves to others, which decreases happiness.
- 4.** What is the main way the author organizes ideas in this article?
  - a.** by describing solutions to the problem of unhappiness
  - b.** by comparing happy people to unhappy people
  - c.** by providing a list of steps in the order people should follow them
  - d.** by discussing the effects of social media on people's happiness

Read the two texts. Answer questions 5 to 10.

## World War II: The D-Day Invasion

World War II was fought between the Allies (Great Britain, the Soviet Union, the United States) and the Axis (Germany, Italy, Japan) powers.

### Text 1: An article about D-Day

- 1 The Allies' plan to defeat the Germans, and end the war, was to invade Europe. On D-Day, June 6, 1944, Allied troops landed by sea and by air on five beaches on the coast of Normandy, France. The Battle of Normandy lasted until the end of August 1944, when Allied troops marched into Paris.
- 2 The Allies began planning D-Day as early as 1943. Before the invasion, the Allies led a successful campaign to convince the Germans that they were going to land somewhere else. The Allies also increased their manufacture of supplies and equipment and built up troops (over 2 million men from over 12 countries) and equipment in England. In the months and weeks leading up to June 6, they increased the number of bombings of German-held territory.
- 3 Shortly after midnight on June 6, more than 123,000 paratroopers jumped from planes behind enemy lines to support the soldiers who would soon be landing on the beaches. Over 11,000 aircraft flew over the beaches to bomb the Germans. More than 6,000 ships carrying about 130,000 troops, weapons, and supplies left England for France. Ships bombed German troops and provided support for the invasion.
- 4 At 6:30 a.m. on June 6, troops started to land on the beaches. By the end of the day, there were 156,000 Allied troops in Normandy. A week later, the Allies had complete control of the area. It was the beginning of the end of the war.



Allied forces land on the beaches of Normandy, France on D-Day.

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### Text 2: Adapted from a letter written by U.S. Captain George Montgomery to his fiancée, June 25, 1944, 20 days after D-Day

- 1 Arline, my dearest—
- 2 Today is our 20th day in action, yet it seems like years. What has happened to us would be scoffed at as being impossible. Why the few of us left alive—are alive—is something to figure out in church. I've seen as many of my very best friends killed beside me. I just can't believe it is all really happening. I never in my wildest dreams knew such terror could grip your soul. Landing deep in enemy territory and trying to hold a position while being attacked from four sides is something I hope they never ask me to do again.
- 3 On the night we jumped, D-Day, the Germans were waiting for us with everything they had. My (para)chute was on fire when I landed—right in front of a machine-gun. I crawled for a couple of hours with bullets whistling past my ears, coming from every direction. I can't tell you what else went on—but the story gets good from here. I hope it won't be too long before I can tell you personally all that has happened. Anyway—God alone brought me safely through this far—of that I'm sure.
- 4 My darling, I love you more than life itself—I've realized that many times these last three weeks when I thought I was going to be killed and always you were topmost in my mind.
- 5 Goodbye for a while,  
George

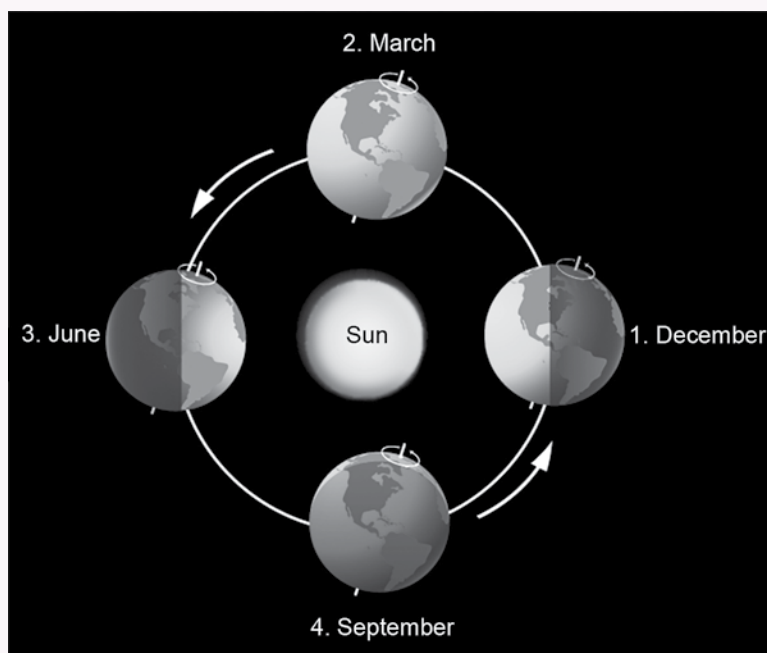
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5. What is the author's main purpose in Text 1?
  - a. to explain how the Allies won World War II
  - b. to name the countries involved in the D-Day invasion
  - c. to give information about D-Day
  - d. to criticize the Germans
  
6. In Text 1, which of these things happened as a result of the D-Day invasion?
  - a. The Allies built up the number of troops in England.
  - b. The Allies entered Paris.
  - c. The Germans didn't know where the Allies landed.
  - d. The Allies won the war six days later.
  
7. According to Text 1, how many paratroopers were dropped in enemy territory on D-Day?
  - a. 6,000
  - b. 11,000
  - c. 123,000
  - d. 156,000
  
8. Which of these is the main reason Captain Montgomery wrote paragraph 2 in Text 2?
  - a. to explain how prepared the Germans were
  - b. to let his fiancée know how brave he was
  - c. to share his faith in God
  - d. to describe what happened to him on D-Day
  
9. In Text 2, why does Captain Montgomery say the bullets "whistled" past his ears?
  - a. to describe the sound the bullets made
  - b. to show how he felt about the bullets coming at him
  - c. to tell about the shape of the bullets
  - d. to explain how fast the bullets were being shot
  
10. What conclusion can you draw based on information from both texts?
  - a. D-Day was unsuccessful in ending the war in Europe.
  - b. D-Day was a dangerous effort that required a huge amount of resources.
  - c. On D-Day, the Germans were surprised and unprepared for the invasion.
  - d. On D-Day, troops arrived on the beach too late to help the paratroopers.

Read the article. Answer questions 11 to 15.

## The Four Seasons

- 1 Earth is in constant motion. It rotates, or turns, once every 24 hours, which causes day and night. Earth also orbits, or circles around, the sun once every year. During Earth's orbit around the sun, different parts of the planet experience different seasons.
- 2 The sun gives off light, which is a form of energy. A constant amount of sunlight travels away from the sun at all times. The sunlight travels in straight lines in all directions, but it hits different parts of Earth at different angles. The angle at which sunlight reaches Earth's surface determines how intense the light is.
- 3 The sun is not located at the center of Earth's orbit. And Earth doesn't orbit the sun in a perfect circle; it's more like an oval, or an ellipse. As a result, the distance between Earth and the sun varies between about 91 million and 94.5 million miles throughout the year. In space, this is a relatively small difference.
- 4 Many people incorrectly believe we have seasons because of the elliptical shape of Earth's orbit around the sun. It seems logical to think that winter occurs when we are farthest away from the sun, and summer occurs when we are closest to it. However, Earth's distance from the sun has little impact on the change of seasons. The 3-million-mile difference in distance is too small to have much of an effect on the total amount of sunlight, or solar energy, that reaches Earth. In fact, the Northern Hemisphere is closest to the sun during winter and farthest away from the sun during summer.
- 5 There is a different reason for Earth's seasons. Imagine a pole going through Earth's center from the North to South pole. That imaginary line is Earth's axis. Earth rotates on its axis. The Earth has seasons because its axis doesn't stand up straight. It tilts at an angle of 23.5 degrees. As Earth orbits the sun, the tilt doesn't change; the axis always points in the same direction. So throughout the year, the sun's rays hit Earth at different angles. The hemisphere receiving the most direct sunlight experiences spring and summer, while the other hemisphere experiences autumn and winter.



- 11.** What can you infer about sunlight from this article?
  - a.** Its intensity changes depending on the position of Earth.
  - b.** It's most intense when Earth is closest to the sun.
  - c.** Its intensity is the same all year long.
  - d.** Its intensity changes according to the seasons.
  
- 12.** If you live in the Northern Hemisphere, during which months does autumn occur?
  - a.** June, July, August
  - b.** September, October, November
  - c.** December, January, February
  - d.** March, April, May
  
- 13.** What does the author of this article think about people who believe we have seasons because of the shape of Earth's orbit around the sun?
  - a.** They are correct.
  - b.** They are scientists.
  - c.** They are believable.
  - d.** They are logical.
  
- 14.** Look at the representation of Earth moving around the sun. Which position of Earth best represents winter in the Southern Hemisphere?
  - a.** 1
  - b.** 2
  - c.** 3
  - d.** 4
  
- 15.** What is the main way that information is organized in this text?
  - a.** by explaining how Earth's orbit causes problems
  - b.** by describing what causes the seasons
  - c.** by comparing and contrasting the four seasons
  - d.** by giving the sequence for how sunlight reaches Earth

Read the story. Answer questions 16 to 20.

## Adapted from “An Uncomfortable Bed,”

by Guy de Maupassant

- 1 One fall I went to spend the hunting season with some friends in their chateau. My friends were fond of practical jokes. I do not care to know people who are not. When I arrived, they gave me a princely reception, which at once awakened suspicion in my mind. They hugged me, made much of me. I said to myself: “Look out! They have something planned for you.”
- 2 All evening everyone laughed in an exaggerated way. I scented a practical joke in the air, as a dog scents game. But what was it? I was watchful, restless. I did not let a word, or a meaning, or a gesture escape me. Everyone seemed to me an object of suspicion, and I even looked distrustfully at the faces of the servants.
- 3 At bedtime, the whole household came to escort me to my room. Why? They called to me: “Good-night.” I entered the room, shut the door, and remained standing, without moving a single step, holding the candle in my hand.
- 4 I heard people outside my door. I had no doubt they were looking through the keyhole. I carefully examined the room. Nothing. I went over to the window. The large wooden shutters were open. I shut them with great care, then closed the enormous velvet curtains and placed a chair in front of them, so as to have nothing to fear from outside.
- 5 Then I cautiously sat down. The armchair was solid. I did not venture to get into the bed. However, it was getting late; I concluded that I was foolish. If they were spying on me, as I supposed, they must have been laughing at my terror. So I made up my mind to go to bed. But the bed was particularly suspicious-looking.
- 6 Perhaps cold water would fall on me from overhead, or the mattress would fall to the floor. I thought of all the practical jokes I knew. And I did not want to be caught. Then I thought of how I could be safe. I dragged the mattress into the middle of the room, facing the door. I put out the candle and got under the sheets.
- 7 For at least another hour I remained awake, starting at the slightest sound. Everything seemed quiet in the house. I fell asleep. I must have slept deeply, but suddenly I was awakened by a heavy body tumbling right on top of me, and, at the same time, a burning liquid spilled on my face, which made me utter a howl of pain. And a dreadful noise, as if a sideboard loaded with plates and dishes had fallen down, almost deafened me.
- 8 I was smothering beneath the weight that was crushing me and preventing me from moving. I stretched out my hand to find out what it was. I felt a face, a nose, and whiskers. Then, with all my strength, I launched out a blow at this face. But I immediately received a series of punches which made me jump from the soaked sheets, and rush through the open door into the hallway.
- 9 Oh, heavens! It was broad daylight. The noise brought my friends hurrying in, and we found, sprawling over my improvised bed, the dismayed valet, who, while bringing me my morning cup of tea, had tripped over this obstacle in the middle of the floor and fallen on his stomach, spilling my breakfast over my face.
- 10 The precautions I had taken in closing the shutters and sleeping in the middle of the room had only brought about the practical joke I had been trying to avoid. Oh, how they all laughed that day!

**chateau:** a castle or large house, usually in France

**valet:** a personal male servant



- 16.** Which word best describes how the narrator of the story acts in paragraphs 3–6?
- relaxed
  - angry
  - fearful
  - cautious
- 17.** Based on details in the story, what can you infer about the friends?
- They are elderly.
  - They are wealthy.
  - They take good care of their pets.
  - They live in a small house.
- 18.** In paragraph 2, what does the speaker mean when he says, “I scented a practical joke in the air, as a dog scents game”?
- He smells a bad odor in air.
  - He plans to take a dog hunting with him to track game.
  - He has detected the signs of someone playing a practical joke.
  - He can smell the scent of wild game being cooked for dinner.
- 19.** In paragraph 5, why does the speaker probably say that the “armchair was solid”?
- to observe that it is not the source of a practical joke
  - to comment on how well the chair was constructed
  - to complain about how uncomfortable the chair is
  - to describe the contents of the bedroom
- 20.** What lesson does the speaker in the story learn?
- Chateaus may seem like luxurious homes, but they are filled with danger.
  - In the end, his friends were not the kind and fun-loving people he thought they were.
  - By not trusting his friends, he ended up being embarrassed and hurt.
  - By trying to avoid being the victim of a practical joke, he became one.

| QUESTION | ANSWER | READING SKILL                     | TO REVIEW THIS SKILL, SEE THE LESSON ON PAGES: |
|----------|--------|-----------------------------------|--|
| 1        | C      | Trace Development of Ideas        | 28 – 37  |
| 2        | C      | Identify Reasons and Evidence     | 92 – 101                                       |
| 3        | D      | Find the Main Idea and Details    | 40 – 49  |
| 4        | A      | Analyze Text Structure            | 82 – 91  |
| 5        | C      | Analyze Purpose and Point of View | 50 – 59  |
| 6        | B      | Identify Cause and Effect         | 60 – 69  |
| 7        | C      | Use Text Evidence                 | 8 – 17   |
| 8        | D      | Analyze Purpose and Point of View | 50 – 59  |
| 9        | A      | Understand Figurative Language    | 114 – 123                                      |
| 10       | B      | Synthesize                        | 72 – 81  |
| 11       | C      | Make Inferences                   | 18 – 27, 124 – 133                             |
| 12       | B      | Identify Reasons and Evidence     | 92 – 101                                       |
| 13       | D      | Analyze Purpose and Point of View | 50 – 59  |
| 14       | C      | Synthesize                        | 72 – 81  |
| 15       | B      | Analyze Text Structure            | 82 – 91  |
| 16       | D      | Analyze Characters                | 104 – 113                                      |
| 17       | B      | Make Inferences                   | 18 – 27, 124 – 133                             |
| 18       | C      | Understand Figurative Language    | 114 – 123                                      |
| 19       | A      | Make Inferences                   | 18 – 27, 124 – 133                             |
| 20       | D      | Analyze Characters                | 104 – 113                                      |