

## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

### ADVICE COLUMN

- a column in a newspaper or magazine written by someone to people who ask for advice
- the question is included first and the response follows

### Writing Prompt

After reading “More Than Words,” what do you think about body language? Write an advice column for your school newspaper about how to read and interpret body language. Use ideas from the article and at least three of the academic vocabulary words. **communicate • emotions • experience • response**

### 1. Plan It

Use the planner to organize your thoughts on what your classmates need to know about body language. Make sure to include ideas from the article “More Than Words.”



### Advice Column

**My Opinion**

---

---

---

---

Your advice is what you think people should understand about body language.

**Interpretations**

---

---

---

---

---

---

---

---

Your interpretations are specific body language stances and gestures and what they might mean.



## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.



- a column in a newspaper or magazine written by someone to people who ask for advice
- often in letter form

### Writing Prompt

After reading “6 Ways to Resolve Family Conflicts,” what advice would you give someone who was having a disagreement with a parent or teacher? Write a letter for the advice column in a school newspaper responding to a student who has asked how to resolve a conflict. Use ideas from the article and at least three of the academic vocabulary words.

**experienced • communicator • emotions • responsive**

### 1. Plan It

Use the planner to list ideas about ways to resolve conflicts. Think about the article “6 Ways to Resolve Family Conflicts.” What ideas from the article can you include?



### Asking for Advice

#### Ways to Resolve Conflicts

1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____



## Academic Vocabulary • Parts of a Book

- Understanding the **parts of a book** can help you to use books more easily.
- The **title page** gives the title, author, and publisher, and the **copyright page** tells when the book was published. It can help you to know if information in the book is recent. The **table of contents** lists the chapters, stories, or other contents of the book.

**Directions:** Read these four pages from a book.

### A History of Autism

Second Edition

by  
Matthew Allison

Communication Publishing Company  
New York and London

© 2000 by Matthew Allison  
All rights reserved.  
Printed in the United States of America  
ISBN 0-333-44444-6

### Contents

Foreword .....	iii
Acknowledgments .....	vii
<b>INTRODUCTION</b> .....	3
<b>CHAPTER 1</b>	
<i>Autism's First Child</i> .....	13
<b>CHAPTER 2</b>	
<i>Blaming Parents</i> .....	37
<b>CHAPTER 3</b>	
<i>The Right to Education</i> .....	52
<b>CHAPTER 4</b>	
<i>Emotional Behavior</i> .....	64

<b>CHAPTER 5</b>	
<i>Medical Responses and Solutions</i> .....	77
<b>CHAPTER 6</b>	
<i>Finding a Voice</i> .....	90
For Further Reading .....	105
References .....	106
Index .....	108
Picture Credits .....	112
About the Author .....	112

**Directions:** Use the book pages you just read to answer the following questions.

1. What information do you find on the first page?

---

---

2. What year was this book published?

---

---

3. By looking at the table of contents, how can you tell where the main part of the book begins?  
What is the name of the first section of the main part of the book?

---

---

4. Which chapter would you read to find out more about how autistic children communicate?

---

---

5. What is Chapter 4 about?

---

---

6. Which chapter would you read to find out about how medical professionals have treated autism? How do you know?

---

---

---

## Academic Vocabulary • Word Relationships

### Word Bank

communicate	communicator	experienced	responses
communicating	emotions	inexperienced	responsive
communication	experience	respond	unemotional

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

- After years of Carly's silence, Carly and her family got to know one another, \_\_\_\_\_ through instant messaging, e-mails, and even social media.
- We use our eyes and the many tiny muscles around them to show different \_\_\_\_\_, such as joy, sadness, and anger.
- Studies show that nonverbal messages can be truer than words, especially if they are automatic \_\_\_\_\_.
- When Carly was two, doctors discovered that Carly had severe autism, a condition that causes problems in \_\_\_\_\_ and with forming relationships.
- Body language is part of our \_\_\_\_\_ —or what we see, do, and live through—as humans.
- If you are new to or \_\_\_\_\_ in dealing with conflict in a healthy way, follow these tips.
- You don't have to be \_\_\_\_\_ or show no feelings to prevent conflict.
- People are more \_\_\_\_\_, or willing to talk, when they don't feel like they are being attacked.
- Human beings have many unique ways to \_\_\_\_\_ —to send and receive messages.
- She is a great \_\_\_\_\_ —she uses a tablet and tweets and posts on social media sites.
- We can better understand some of the \_\_\_\_\_ and feelings felt by teenagers with autism.
- Carly's written \_\_\_\_\_ delighted and amazed her family.

## Academic Vocabulary • Parts of a Book

- Understanding the **parts of a book** can help you to use books more easily.
- The **title page** gives the title, author, and publisher, and the **copyright page** tells when the book was published. It can help you to know if information in the book is recent. The **table of contents** lists the chapters, stories, or other contents of the book.

**Directions:** Read these four pages from a book.

### A History of Autism

Second Edition

by  
Matthew Allison

Communication Publishing Company  
New York and London

© 2000 by Matthew Allison  
All rights reserved.  
Printed in the United States of America  
ISBN 0-333-44444-6

### Contents

Foreword .....	iii
Acknowledgments .....	vii
<b>INTRODUCTION</b> .....	3
<b>CHAPTER 1</b>	
<i>Autism's First Child</i> .....	13
<b>CHAPTER 2</b>	
<i>Blaming Parents</i> .....	37
<b>CHAPTER 3</b>	
<i>The Right to Education</i> .....	52
<b>CHAPTER 4</b>	
<i>Emotional Behavior</i> .....	64

<b>CHAPTER 5</b>	
<i>Medical Responses and Solutions</i> .....	77
<b>CHAPTER 6</b>	
<i>Finding a Voice</i> .....	90
For Further Reading .....	105
References .....	106
Index .....	108
Picture Credits .....	112
About the Author .....	112

**Directions:** Use the book pages you just read to answer the following questions.

1. What information do you find on the first page?

**title, edition number, name of author and publishing company,  
location of publishing company**

2. What year was this book published?

**2000**

3. By looking at the table of contents, how can you tell where the main part of the book begins?  
What is the name of the first section of the main part of the book?

**Roman numerals are used for pages before the main part of the  
book; Introduction is the first section of the main part.**

4. Which chapter would you read to find out more about how autistic children communicate?

**Chapter 6**

5. What is Chapter 4 about?

**the emotional behavior of autistic children**

6. Which chapter would you read to find out about how medical professionals have treated autism? How do you know?

**Chapter 5 because the title indicates that the chapter is about  
the responses of medical professionals and the solutions they  
have found in autism.**

## Academic Vocabulary • Word Relationships

Word Bank			
communicate	communicator	experienced	responses
communicating	emotions	inexperienced	responsive
communication	experience	respond	unemotional

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

- After years of Carly’s silence, Carly and her family got to know one another, **communicating** through instant messaging, e-mails, and even social media.
- We use our eyes and the many tiny muscles around them to show different **emotions**, such as joy, sadness, and anger.
- Studies show that nonverbal messages can be truer than words, especially if they are automatic **responses**.
- When Carly was two, doctors discovered that Carly had severe autism, a condition that causes problems in **communicating** and with forming relationships.
- Body language is part of our **experience**—or what we see, do, and live through—as humans.
- If you are new to or **inexperienced** in dealing with conflict in a healthy way, follow these tips.
- You don’t have to be **unemotional** or show no feelings to prevent conflict.
- People are more **responsive**, or willing to talk, when they don’t feel like they are being attacked.
- Human beings have many unique ways to **communicate**—to send and receive messages.
- She is a great **communicator**—she uses a tablet and tweets and posts on social media sites.
- We can better understand some of the **emotions** and feelings felt by teenagers with autism.
- Carly’s written **responses** delighted and amazed her family.





## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.



- a formal talk given to an audience about a speaker's opinions or thoughts on a subject

### Writing Prompt

Imagine that a successful adventurer is coming to speak at your school. Write a speech to introduce him or her. You may choose to write about Robyn Davidson or another adventurer. Use at least three of the academic vocabulary words.

**achievement • determination • important • successfully**

### 1. Plan It

Use the planner to organize your thoughts about the adventurer you chose. Write your opinion of people who search for adventurers and specific notes on the adventurer you will introduce. Circle the strongest reasons that support your opinion.



Speech Introducing: \_\_\_\_\_

#### My General Opinion

---

---

---

This is your general opinion of adventurers.

#### Specific Notes About \_\_\_\_\_

---

---

---

---

---

---

These are the facts and thoughts about the adventurer.

## 2. Write It

Now use your planner to write an introductory speech. Start by stating your opinion of adventurers. Next, introduce the adventurer and give your thoughts about him or her. Remember to make your speech positive and friendly.

Adventurers are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Our guest today is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. Check It and Fix It

After you have written your speech, use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your speech on a separate sheet of paper.



### CHECKLIST

Evaluate your writing. A score of "5" is excellent. A score of "1" means you need to revise your work.

**1. Does the speech state an opinion of the adventurer clearly?**

1 2 3 4 5

**2. Are there strong reasons that explain the opinion?**

1 2 3 4 5

**3. Are at least three academic vocabulary words used?**

1 2 3 4 5

## Academic Vocabulary • Poster/Announcement

- An **announcement** makes something known to the public.
- A **poster** is a type of announcement that gives specific facts about an event. It should answer the questions *Who? What? When? Where?* and *Why?*

**Directions:** Read the poster below.

### Do you have the knowledge to successfully survive any situation? We do!

If you are determined to survive danger and emergency situations, join us on Friday, February 5, at the Yukon Memorial Library, where the Survival Enthusiasts of Tri-City are hosting their annual *Be Smart: Learn All There Is to Know About Survival* seminar. Eight mini-sessions will teach you how to prepare yourself for just about anything.

The chart below shows a preview of the seminar.

Name	Description	Time	Location
<b>Survival Kits</b>	Learn what important items everyone must have in order to make a survival kit for almost any circumstance. Make your own survival kit during the session.	<b>8:00 A.M.– 8:45 A.M.</b>	Hendricks Room
<b>Natural Disasters Awareness</b>	Have you ever witnessed a hurricane, tornado, or earthquake? If you haven't, then come to this session to learn what you need to do to prepare yourself for these natural disasters.	<b>9:00 A.M.– 10:00 A.M.</b>	Conference Room B

If you're interested in joining us for a hands-on look at how to survive just about any situation, please **call us at 555-2000** to get more information or to request the registration form. You may send the form directly to the *Survival Enthusiasts of Tri-City, P.O. Box 580, Yukon, Minnesota, 55509*, with your check made out to the organization for the seminar fee of \$150. The price of the seminar includes the mini-sessions, a survival kit, lunch, and your very own *Learn How to Survive* packet. The **deadline for registration is January 20**. Hope to see you there!

---

**Directions:** Use the poster to answer the following questions.

1. What event is this poster announcing?

2. Where is this event being held?

3. When is it too late to register for the event?

4. What will you learn about in Conference Room B at 9 A.M.?

5. Read the description of the Survival Kits session. Which word is a synonym for *essential*?

6. Who might be interested in attending this seminar?

7. What does *successfully* mean in the first sentence of the poster?

8. What might a person hope to achieve by the end of this event?

## Academic Vocabulary • Word Relationships

Word Bank			
achieve	determination	importantly	successful
achievements	determining	unimportant	successfully
determined	important	success	unsuccessful

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. She \_\_\_\_\_—or made up her mind—that she would walk alone to the North Magnetic Pole.
2. Still, Helen felt that something \_\_\_\_\_, or meaningful, in her life was missing.
3. After 19 days of travel, Helen and Charlie finally experienced \_\_\_\_\_ when they reached the North Magnetic Pole.
4. She expected to \_\_\_\_\_ complete the journey in a few months, but then things started to go wrong.
5. Though some might predict that Robyn would be \_\_\_\_\_, they would be proven wrong, for Robyn knew she could do it.
6. It took her two years to prepare for her journey, but she kept on going anyway, determined to \_\_\_\_\_, or accomplish, her goal.
7. Despite the challenges she knew she would be facing alone in the desert, she was \_\_\_\_\_ to set out on the adventure.
8. Unlike some adventurers, breaking world records or winning races was \_\_\_\_\_ to her.
9. After each try, Steve learned a little more about what he needed to do to make his flight more \_\_\_\_\_.
10. He explained that Steve “proved \_\_\_\_\_ what a man with a dream can do.”
11. Some of Steve’s \_\_\_\_\_ include breaking world records as a speed sailor and a pilot.

## Academic Vocabulary • Poster/Announcement

- An **announcement** makes something known to the public.
- A **poster** is a type of announcement that gives specific facts about an event. It should answer the questions *Who? What? When? Where?* and *Why?*

**Directions:** Read the poster below.

### Do you have the knowledge to successfully survive any situation? We do!

If you are determined to survive danger and emergency situations, join us on Friday, February 5, at the Yukon Memorial Library, where the Survival Enthusiasts of Tri-City are hosting their annual *Be Smart: Learn All There Is to Know About Survival* seminar. Eight mini-sessions will teach you how to prepare yourself for just about anything.

The chart below shows a preview of the seminar.

Name	Description	Time	Location
<b>Survival Kits</b>	Learn what important items everyone must have in order to make a survival kit for almost any circumstance. Make your own survival kit during the session.	<b>8:00 A.M.– 8:45 A.M.</b>	Hendricks Room
<b>Natural Disasters Awareness</b>	Have you ever witnessed a hurricane, tornado, or earthquake? If you haven't, then come to this session to learn what you need to do to prepare yourself for these natural disasters.	<b>9:00 A.M.– 10:00 A.M.</b>	Conference Room B

If you're interested in joining us for a hands-on look at how to survive just about any situation, please **call us at 555-2000** to get more information or to request the registration form. You may send the form directly to the *Survival Enthusiasts of Tri-City, P.O. Box 580, Yukon, Minnesota, 55509*, with your check made out to the organization for the seminar fee of \$150. The price of the seminar includes the mini-sessions, a survival kit, lunch, and your very own *Learn How to Survive* packet. The **deadline for registration is January 20**. Hope to see you there!

**Directions:** Use the poster to answer the following questions.

**Possible answers given for 6 and 8.**

1. What event is this poster announcing?

**It is announcing an emergency-survival seminar.**

2. Where is this event being held?

**Yukon Memorial Library**

3. When is it too late to register for the event?

**It will be too late to register after January 20.**

4. What will you learn about in Conference Room B at 9 A.M.?

**You will learn about natural disasters and how to prepare for them.**

5. Read the description of the Survival Kits session. Which word is a synonym for *essential*?

**important**

6. Who might be interested in attending this seminar?

**People who are determined to survive.**

7. What does *successfully* mean in the first sentence of the poster?

**in a favorable way**

8. What might a person hope to achieve by the end of this event?

**have the knowledge to survive any situation**

## Academic Vocabulary • Word Relationships

Word Bank			
achieve	determination	importantly	successful
achievements	determining	unimportant	successfully
determined	important	success	unsuccessful

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. She **determined**—or made up her mind—that she would walk alone to the North Magnetic Pole.
2. Still, Helen felt that something **important**, or meaningful, in her life was missing.
3. After 19 days of travel, Helen and Charlie finally experienced **success** when they reached the North Magnetic Pole.
4. She expected to **successfully** complete the journey in a few months, but then things started to go wrong.
5. Though some might predict that Robyn would be **unsuccessful**, they would be proven wrong, for Robyn knew she could do it.
6. It took her two years to prepare for her journey, but she kept on going anyway, determined to **achieve**, or accomplish, her goal.
7. Despite the challenges she knew she would be facing alone in the desert, she was **determined** to set out on the adventure.
8. Unlike some adventurers, breaking world records or winning races was **unimportant** to her.
9. After each try, Steve learned a little more about what he needed to do to make his flight more **successful**.
10. He explained that Steve “proved **successfully** what a man with a dream can do.”
11. Some of Steve’s **achievements** include breaking world records as a speed sailor and a pilot.