

CHAPTER 3

A Long-Distance Runner



Laura

LEARNING OUTCOME

Learn about someone who loves to run in her free time

GETTING READY TO READ

Before you read, talk about these questions in a small group.

1. Look at the woman in the photo. What is she doing? How do you think she feels?
2. On a piece of paper, make a list of things people do for exercise.
3. What do you like to do for exercise? What kinds of exercise do you not like?
4. How far can you run?

◆ READING

Read to Find Out: How far does Laura run?

Look at the words, definitions, and picture next to the reading. Then read without stopping. Don't worry about new words. Just keep reading.

A LONG-DISTANCE RUNNER

- 1 A lot of people like to run in their free time. Running is good **exercise**. Doctors say that exercise is important for good **health**, and they suggest¹ 30 minutes of exercise three times a week.
- 2 Laura Gilbert usually runs three times a week. She sometimes runs alone and she sometimes runs with friends. But 30 minutes of running is not **enough** for her. Laura likes to run long **distances**. She says, "**It takes** me about 40 minutes just to warm up.² I start feeling good after two hours." Each year, she runs several marathons. A marathon is 26.2 miles long (or 42.1 kilometers). Some of Laura's **races** are even longer!
- 3 Every year, Laura runs in a race called *Il Passatore*. This race is longer than two marathons: it's 101 kilometers long, which is more than 62 miles. The race begins near her home in Italy. The runners start in the city and run up into the **mountains**. They start at 3:00 p.m., and some of them run all night. The race takes Laura **about** 12 hours.
- 4 All year, Laura looks forward to *Il Passatore*, but before the race, she feels **nervous**. The race is a kind of test for her. Can she do it? During the race, her legs and feet and stomach³ may hurt. She thinks about a nice, hot shower, and she thinks about her nice, **soft** bed. A part of her **mind** says, "Stop! Go home! Why are you doing this? This is **crazy**!" But she does not **give up**. She **goes on** running. "I talk to other runners," she says, "and we help each other."
- 5 After 101 kilometers, Laura is happy to finish the race. Twelve hours are enough.

¹ *suggest* = say that something is a good idea

² *warm up* = get ready to do something

³ *the stomach*



◆ Quick Comprehension Check

A. Read these sentences **about the reading**. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

1. Running can be good for you.

T F _____

2. Laura Gilbert always runs alone.

T F _____

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|---|---|---|-------|
| 3. Laura thinks 30 minutes of running is long and hard. | T | F | _____ |
| 4. She runs in races of 26 miles and more. | T | F | _____ |
| 5. Before a big race, Laura feels happy. | T | F | _____ |
| 6. To Laura, a big race feels like a kind of test. | T | F | _____ |

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

◆ EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Find the target words and phrases in **bold** in “A Long-Distance Runner” on page 19. Add them to the list in alphabetical order.

- | | | |
|-----------------|-----------|-----------|
| 1. <u>about</u> | 6. _____ | 11. _____ |
| 2. <u>crazy</u> | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | |

B. Which words and phrases are new to you? Circle them in the list. Then look at these words in the reading. Look at the context. Can you guess the meaning?

Reading Tip

Read first for the main ideas. When you meet a new word, the context may make its meaning clear. If it doesn't, wait until you read again. Then use your dictionary.

Using the Target Vocabulary

A. These sentences are **about the reading**. What is the meaning of each word or phrase in **bold**? Circle a, b, or c.

- Getting **exercise** is good for us. It's good for our bodies. *Exercise* means

a. anything you do in your free time.	<input checked="" type="radio"/> b. moving your body to make it strong.	c. sitting quietly.
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- Laura needs to run for 40 minutes. Running for 40 minutes gives her **enough** time to warm up. If you have enough of something, you have

a. just a little.	b. more than you wanted.	c. as much as you need.
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- Laura likes to run for many miles. She likes to run long **distances**. *Distance* means

a. how often something happens.	b. how far it is between two places.	c. how tall something is.
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4. Laura runs in **races**. Sometimes she wins and sometimes she doesn't. A race is when people do something together to
 - a. help each other.
 - b. complete a project.
 - c. see who is the fastest.
5. It takes Laura **about** 12 hours to finish *Il Passatore*. In this sentence, *about* means
 - a. a little more or less than.
 - b. in front of.
 - c. always.
6. This race is like a test for Laura. It makes her feel **nervous**. *Nervous* means
 - a. good or happy.
 - b. afraid or worried.
 - c. great or wonderful.
7. The race is long and difficult, but Laura doesn't **give up**. In this sentence, *give up* means
 - a. stop trying to do something.
 - b. work hard at something.
 - c. ask questions about something.
8. Laura doesn't stop during the race. She **goes on** running. *Go on* means
 - a. wait.
 - b. leave.
 - c. continue.

B. These sentences use the target words and phrases in new contexts. Complete them with the words and phrases in the box.

about
distances

enough
exercise

give up
go on

nervous
race

1. Tom is going to ask the new girl to dance with him. He's feeling a little _____.
2. They can't buy a house. They don't have _____ money.
3. Jack sits and watches TV all the time. He doesn't get much _____.
4. Some bus drivers drive long _____ every day.
5. I don't know her age, but I think she's _____ thirty.
6. Don't stop now! Please _____ and finish telling the story.
7. The Jamaican runner finished first in the _____.
8. I'll never understand this homework. I _____!

C. Read the sentences. Guess the meaning of the **boldfaced** target words from the context. Match them with their definitions.

- Eat well for good **health**.
- It takes** several hours to fly from New York to Los Angeles.
- Inez has many things to think about. She has a lot on her **mind**.
- The Himalayas, the Andes, and the Alps are famous **mountains**.
- Ed wants to color his hair green. I think he's **crazy**!
- Butter is hard when it's cold and **soft** when it's warm.

Vocabulary Tip

You will not always be able to guess the meaning of a new word from its context. Sometimes you will need to use a dictionary.

Target Words

Definitions

- _____ = very high hills
- _____ = not hard or firm
- _____ = a person's ideas and thinking
- _____ = how well you feel and your body works
- _____ = it uses (this much time) to do something
- _____ = not using good or careful thinking

Building on the Vocabulary

Word Grammar: Verbs

Every sentence needs a **verb**. Most verbs are words for actions. For example, *run*, *fly*, *dance*, and *play* are verbs. The words *have* and *be* are not actions, but they are also verbs.

A verb can have more than one part: *is running*, *can dance*, and *don't talk*, for example. Some verbs are more than one word, like *go on* and *warm up*.

Circle the verb in each sentence. Remember: A verb can be more than one word.

- Don't worry about it.
- He is on a baseball team.
- She lives alone.
- Please describe the car.
- He doesn't practice every day.
- I give up!
- It takes about two hours.
- Don't be nervous.
- It is becoming difficult.
- Next, you add the sugar and the salt.

Vocabulary Tip

Nouns, verbs, and pronouns are three of the **parts of speech**. Knowing what part of speech a word is helps you understand its meaning and how to use it in a sentence.

◆ DEVELOPING YOUR READING SKILLS

Scanning

Scanning

Sometimes you may not need to read everything carefully. You may need to find only one piece of information in a reading. To do this, you scan the reading. *Scan* means to read very quickly and look for just the information you need.

Read the statements about "A Long-Distance Runner." Scan the reading for the information you need to complete them.

1. Doctors suggest 30 minutes of exercise three times a week.
2. Laura says she needs about _____ minutes to warm up.
3. She says she starts to feel good after running for _____.
4. Laura runs several _____ each year.
5. A marathon is _____ long.
6. *Il Passatore* is _____ long.
7. The runners in *Il Passatore* start in _____ and run up into _____.
8. Laura lives in _____.

Sentences with **Because**

Understanding Sentences with **Because**

Sentences with *because* answer the question *Why?* The sentences have two parts. The part that starts with *because* is the reason. It can come first or second in the sentence. When it is first, add a comma (,).

*Runners warm up before they race **because it's good for their bodies.***

***Because it's good for their bodies,** runners warm up before they race.*

A. Choose the best way to complete each sentence. Write the letters.

- | | |
|---|--|
| <u> c </u> 1. Doctors tell us to get exercise | a. <i>Il Passatore</i> takes Laura about 12 hours. |
| _____ 2. Laura Gilbert runs | b. runners sometimes talk to each other. |
| _____ 3. Because it's 101 kilometers long, | c. because it's good for our health. |
| _____ 4. Laura feels nervous before the race | d. because running feels good to her. |
| _____ 5. Because it can be hard to run alone, | e. because it feels like a test to her. |

B. Write two true sentences about yourself with **because**.

1. _____
2. _____

Summarizing

Some of the information in this summary of the reading is wrong. Find and correct six mistakes. The first mistake is corrected for you.

Laura Gilbert likes to run ^{long}~~short~~ distances. She starts to feel good after running for 2 miles. Every week, she runs a 101-kilometer race called *Il Passatore*. She runs it near her home in Italy. Her legs and her feet sometimes break during the race. The runners in this race hurt each other. Laura always feels crazy after this race.

◆ CRITICAL THINKING

Discussion

Talk about these questions with your class.

1. What does the exclamation point (!) at the end of paragraph 2 tell you about the writer's point of view? (*The writer's point of view* means what the writer thinks about the topic.)
2. Both paragraph 3 and paragraph 4 give you information about *Il Passatore*. What do you learn about the race in these paragraphs? How is this race unusual?
3. Read paragraph 4 again. Laura says *Il Passatore* is like a test. What does she mean? What does the race test?

4. In paragraph 4, Laura describes what she thinks about during *Il Passatore*. What kinds of things does she think about? Why does she think about those things? What do you think about when you exercise?
5. What do you think: Are people crazy to run in long-distance races like *Il Passatore*? Give your reasons for your answer.

◆ WRITING

A. Use the Target Vocabulary: On a piece of paper, write four complete sentences using the words given. Then find a partner. Read each other's sentences.

1. My **health** is . . .
2. When I am tired, it is hard to **go on** . . .
3. . . minutes/hours of (homework/TV/exercise) is/are **enough** for one day.
4. I think it's **crazy** to . . .

Writing Tip

Some writers like to talk about their ideas with someone before they start writing. Try talking with a classmate about what makes you nervous.

B. Practice Writing: On a piece of paper, write a short paragraph. Use these questions to help you.

1. When do you feel nervous?
2. What happens to you when you are nervous? Do you feel changes in your body or your mind?
3. What do you do to feel better?

Read how a student began her paragraph. You can use this example to help you get started.

Example:

I feel nervous when I speak in front of the class.

When I am nervous, sometimes my hands shake, and my face feels hot. I forget things to say. I look at my friends in the class, and they smile at me. They want to help me. I sit down, and then I feel better.