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The sound of the ball caught Olivia's attention. She wondered who was already playing tennis on the court at the city park. She and her mother were usually the first ones to arrive each day. She rarely had any problem finding time to practice her favorite sport because the court stayed so empty. Olivia didn't understand why everyone didn't want to play tennis. Most of her friends played basketball or softball. A few were into soccer and volleyball. She was the only one who was passionate about tennis. She couldn't imagine her life without playing the game.

Olivia didn't recognize the two boys on the court. They were hitting the ball back and forth across the net. Olivia thought the two boys looked like they were about her age, but she'd never seen either of them at her school. She wondered whether they were part of a tennis team from a nearby neighborhood. Olivia's mother sat down on a park bench and pulled out her phone. She explained to Olivia that she planned to make a few phone calls while they were waiting for their turn to play. Olivia did not join her mother. She thought watching the other players would be more fun. She enjoyed watching tennis even if it was only a practice instead of a real game.

It didn't take long for the two boys to realize they had an audience. The boy to her right finally stopped the ball and held it. Then the two players walked over to the side of the court to speak to Olivia. Olivia found out the two boys were visiting their uncle who lived down the street from her. They played tennis at their school in Florida. One of the boys had hurt his wrist and was having a hard time playing. They asked Olivia if she'd like to take his place. She asked her mother for permission before agreeing to play. As they walked onto the court, the boy told Olivia he was sure he would beat her, but he would enjoy the practice. Olivia almost laughed when she realized he doubted she would be a very good player. Her hand tightened around her racket as she thought, *just watch*. After the ball went across the net, she met it with a firm hit from her racket. She watched the ball sail past her opponent before he even had time to react. Olivia was satisfied. She knew she had proven a point without saying a word.

During the 1950s, Althea Gibson was known as one of the top female tennis players in the world. During this period in history, many people did not believe women could be strong competitors in athletic events. Amazing female athletes like Althea Gibson helped prove how wrong many of those people were.

Althea began playing paddle tennis, or tabletop tennis, when she was growing up in New York. People noticed her skills at the game and suggested she try playing tennis on a full court. She began training and became very good. She was so good, in fact, that she toured the world after she became a member of the United States national tennis team. Not only was Althea a breakout female athlete, she was also the first African-American female to play tennis at Wimbledon.

Another famous female tennis player was Billie Jean King. Billy Jean played tennis during the 1970s. She played during a decade when women did not always have equal rights with men. One inequality was in the amount of money women earned when they completed the same or equal task that men did. She was upset that men earned larger cash amounts in prizes than women did when competing at the same tournaments. This inequality caused Billie Jean King to react. She helped others who felt the same way as she did to establish a successful professional tennis tour for women.

Billie Jean didn't become a well-known name only because she wanted equality for women's pay in sports. She also became known for a tennis match where she played against a well-known male tennis player named Bobby Riggs. Everyone was anxious to see what would happen between these two players. The match was shown on television. She won the match and helped prove to many people all over the country and even the world that women could do just as well (if not better) than men at sports.

**UNIT 5  
QUESTIONS**

**Name**

**Date**

The following pages have questions based on the texts from Unit 5. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

**1** What does the word *opponent* mean as it is used in the following sentence?

**She watched the ball sail past her opponent before he even had time to react.**

- a** someone who is your adversary
- b** someone who is your ally
- c** someone who is your friend
- d** someone who is your neighbor

**2** Write the sentence(s) from the text that show(s) how Olivia feels about playing tennis.

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**3** What do Billie Jean King and Althea Gibson have in common?

- a** They both played tennis.
- b** They both acted in movies.
- c** They both sang the national anthem before a sporting event.
- d** They both beat Bobby Riggs in a tennis match.

**4** In the text "Just Watch," why are Olivia and her mother going to the park?

- a** so Olivia can practice running for an upcoming marathon
- b** so Olivia can meet up with some friends from school
- c** so Olivia can collect leaves for her leaf collection
- d** so Olivia can play tennis on the courts at the park

**5** Explain why the text is titled "Just Watch."

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**UNIT 5  
QUESTIONS**

Name \_\_\_\_\_

Date \_\_\_\_\_

- 6** Why does Olivia play tennis with the boys?
- a** One of the boys knows her.
  - b** She asks them whether she can play tennis.
  - c** One of the boys is hurt and can no longer play.
  - d** She demands that the boys share the tennis court.

**7** What do the two texts have in common?

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**8** List in chronological order three events that happened in the text "Just Watch."

- a.** \_\_\_\_\_
- b.** \_\_\_\_\_
- c.** \_\_\_\_\_

**9** List two adjectives that would describe both Billie Jean King and Olivia.

- a.** \_\_\_\_\_
- b.** \_\_\_\_\_

**10** Think about the words you chose for #9, and explain why you chose the words you did.

- a.** I chose the word \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.
- b.** I chose the word \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

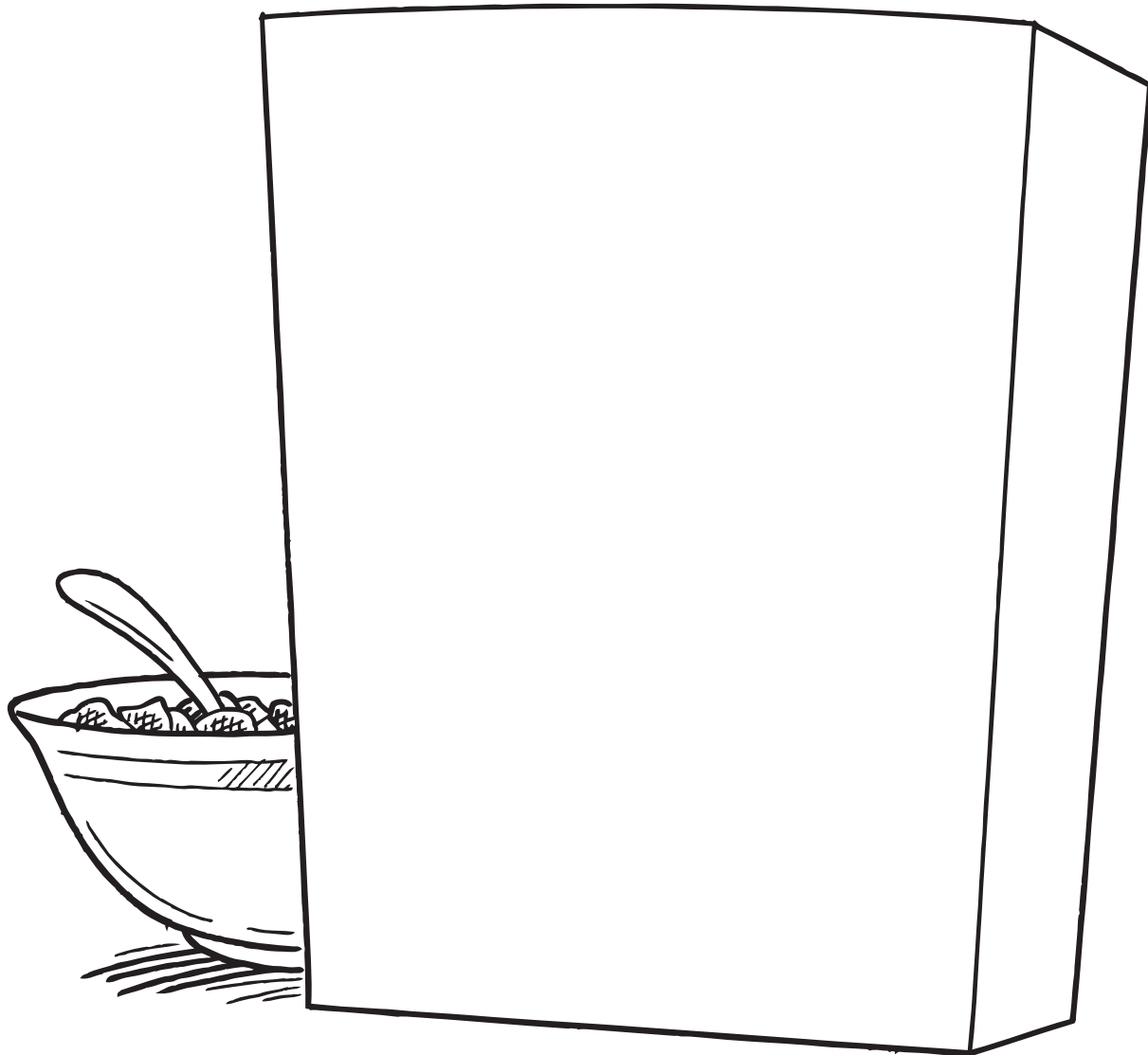


## Time to Write!

**Directions:** Many famous athletes endorse or help sell products. For example, you may see a famous athlete's name on a brand of shoe, or you might see his or her face on a box of cereal.

Choose a famous athlete or use one from the text you read, and design an advertisement for the breakfast cereal below. Draw a picture on the cover of the box. Be sure to include lots of strong adjectives describing the celebrity endorsement.

On the back of the page, write a paragraph explaining why you chose this particular athlete. Be sure to research the athlete you chose if you want to know more facts about him or her before you begin.



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# Grandpa's Plane

Grandpa showed the newspaper picture to Ursula. "This plane is on tour, and it's coming to town this weekend. Would you like to go with me on Saturday to see it?" he asked. Ursula looked at the picture of the B-17 bomber that he had shown her. She looked back up at her grandfather. She didn't see him get this excited very often.

"Okay, Grandpa, I'll go," she said, with a smile.

On their way out to see the plane that Saturday, Grandpa told Ursula all about his experiences during the war. He told her about how he had been stationed in England during the early years of World War II. He had piloted one of those B-17s and had flown missions 200 miles into Germany. He told her that the planes back then weren't pressurized or heated. There were big openings on the sides for the gun operators, so it was very cold when they were in the air. The crew had to wear heavy flight suits that were lined with sheepskin. These missions were also very dangerous because German anti-aircraft guns on the ground would do everything they could to knock the American planes out of the air. The anti-aircraft fire would often pound the air around the planes for the entire time they were over Germany. It would not stop until they were over the North Sea again and on their way home.

When Ursula and her grandpa got out of the car, they saw the plane immediately. The bright sun reflected off the round body of the B-17 and the broad surfaces of its wings. Glass covered the nose, and long gun barrels pointed out at sharp angles from holes in the body.

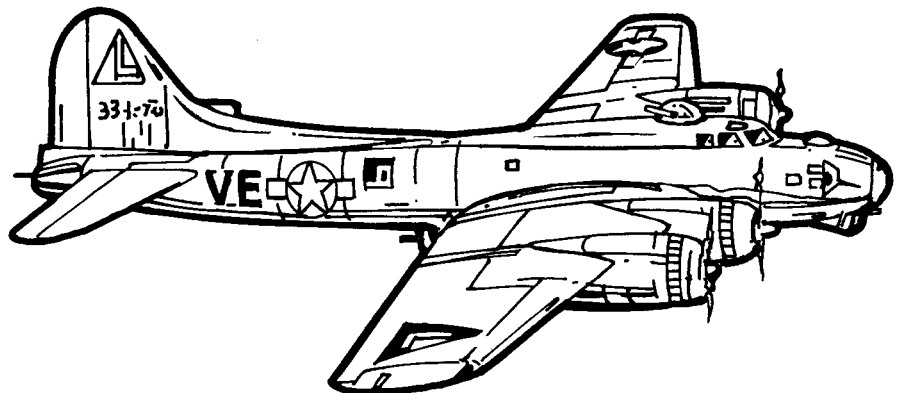
The plane was impressive, Ursula thought, but it was not very large. She had seen jumbo jets and big cargo planes at airports in the past. She couldn't imagine how this craft, one-third the size of a 747, could have carried all those bombs and flown so far. It looked dangerous just to get inside it.

After walking around the plane once, Ursula walked over to a short ladder that led into the belly of the craft. Once inside, she had to stoop over so she wouldn't hit her head. After Grandpa had pulled himself into the plane behind her, the two of them climbed up into the pilot's and co-pilot's seats. Grandpa showed Ursula the instruments, one at a time. She saw the airspeed indicator, the vertical speed indicator, and the artificial horizon. Grandpa explained that there had to be two gauges, one on each side of the cockpit, so that both the pilot and co-pilot could fly the plane if necessary.

"The planes were pretty simple compared to today's planes," Grandpa explained. "There were no computers or radar. They were amazingly tough, though. Even though my plane often got beat up by the anti-aircraft fire, it brought me home every time."

When they got back to the car, Ursula gave her grandpa a big hug. He looked at her and asked, "What was that for?"

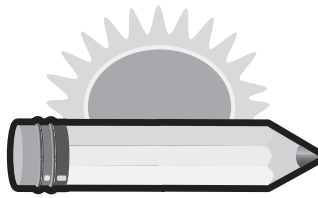
"For showing me part of your life, Grandpa. Your stories make more sense to me now. I understand a little more what it was like for you in the war so long ago."



# Grandpa' Plane *(cont.)*

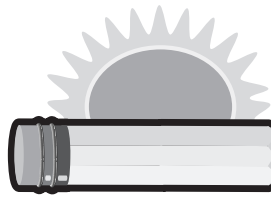
After reading the story, answer the questions. Circle the correct answer.

1. Why did Ursula and her grandpa go to see the B-17 bomber?
  - a. Ursula's grandpa had always wanted to see one.
  - b. Ursula was learning about the war in school.
  - c. Ursula was very interested in old warplanes.
  - d. Ursula's grandpa flew a B-17 in World War II.
2. When did the B-17 crew wear heavy flight suits?
  - a. Whenever they flew the B-17's
  - b. When they were told to dress in uniform
  - c. During the wintertime
  - d. When they needed protection from crashing
3. The reason planes were simple in the 1940s is that—
  - a. much of the equipment on planes today is due to advances in technology since the 1940s
  - b. pilots did not have time to be trained on special equipment
  - c. planes made for wartime were always basic and simple because so many needed to be built
  - d. they needed to stay as light as possible so they had no special equipment
4. The reader can tell from the story that Ursula's grandpa—
  - a. wished he hadn't taken Ursula to see the B-17
  - b. was happy to see the B-17
  - c. was sad to see the B-17
  - d. did not care about seeing the B-17
5. Which of the following is an opinion in this story?
  - a. "These missions were also very dangerous."
  - b. "There had to be two gauges, one on each side of the cockpit."
  - c. "It looked dangerous just to get inside it."
  - d. "She had to stoop over so she wouldn't hit her head."
6. Information in the story suggests that—
  - a. Ursula will become a pilot like her grandfather when she grows up
  - b. Ursula's interest in B-17 bombers started before Grandpa took her on a tour
  - c. Grandpa's war stories were confusing to Ursula before touring the B-17 bomber
  - d. Grandpa will take Ursula's younger brother to see a B-17 bomber soon



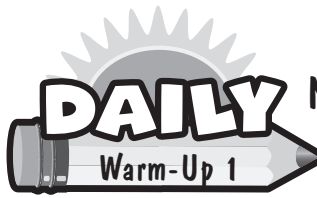
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Name \_\_\_\_\_

Date \_\_\_\_\_

## PG-13 MOVIES

Have you been to the movies lately? You have probably noticed that each movie has a rating. The ratings are meant to be guidelines for viewers, to explain levels of violence, language, and other characteristics of movies. The rating system was set up to prevent children from being exposed to inappropriate or intensive scenes or story lines. It seems that these days the rating is used to entice movie fans to go to a movie, as opposed to avoiding a movie.

Adding the PG-13 rating has allowed movie producers to avoid the strict standards of the ratings system. It seems that if a movie wanted to add more violence or bad language but not get the R rating, movie producers would go for the PG-13 rating. Exactly what is the difference between the R rating and the PG-13 rating? As far as I can see, there isn't one.

At one time, the R rating meant that it was not appropriate for children under a certain age. In fact, they were not allowed into the theater without an adult. Now, not only can children go to the movie without an adult, but also movie producers change the rating to PG-13 so that more kids can attend. By using the PG-13 rating, just about anything goes. When will movie executives and producers be held to a high standard again? Kids are seeing worse things on the big screen than they've ever seen before. What's next: a PG-8 rating?

### STORY QUESTIONS

1. Which of the following is a reason presented in this passage as to why children should not be allowed to watch PG-13 movies?
  - a. PG-13 movies are produced with higher budgets than R movies.
  - b. Movie producers are allowed to add more violence and language with the PG-13 rating than an R rating.
  - c. Many PG-13 movies have high levels of violence and bad language.
  - d. The rating system was set up to prevent children from seeing anything inappropriate.
2. Which of the following statements would the author of this passage most likely make?
  - a. Children need to be taught how to decipher the ratings system on movies.
  - b. Parents should hold movie theaters accountable for letting their children in movies.
  - c. Movie producers should be held to higher standards when they are given a rating for their movies.
  - d. PG-13 movies should not be allowed.
3. What is the meaning of the word *intensive* as used in this passage?
  - a. strenuous
  - b. deceased
  - c. concerned
  - d. graphic



Name \_\_\_\_\_ Date \_\_\_\_\_

## WASHED ASHORE

Melinda and her brother Ben were climbing the rocks on the beach one day when they happened to come across a bone. A bone may not seem that unusual, but this was a big bone. It wasn't one you'd usually find lying on the beach.

"I wonder why this is here," Melinda thought aloud. "Why would there be a big bone like this lying around? It looks like a human bone."

"That's sounds creepy," said Ben.

Just then, a truck drove up to the beach. Melinda watched a man get out with his dog. The two began running up and down the beach looking for something.

"Alright," said Ben. "Let's figure out where this bone came from."

The two began combing the beach looking for other bone pieces. Melinda was scared and worried. Ben didn't say much. They pondered on the bone's origin.

Just then, the dog came running up to Ben, who was carrying the bone. The dog began barking.

"Oh, there it is," said the man.

"Where is what?" asked Ben.

"That's Franklin's bone. We've been looking for it. We left it here yesterday."

"And just where did you get the bone?" asked Melinda skeptically.

The man started laughing when he realized what the kids must be thinking. "This is a deer bone. We brought it here to the beach," explained the man. "Case closed?" he asked.

"Case closed," said Ben as a little smile crept onto his face. Melinda just shook her head.

### STORY QUESTIONS

- Which word best describes how Melinda and Ben felt at the end of the story?
  - organized
  - relieved
  - annoyed
  - exhausted
- Which paragraph helps you answer the previous question?
  - last paragraph
  - first paragraph
  - fourth paragraph
  - third paragraph
- Another good title for the passage could be . . .
  - "A Bony Beach."
  - "Melinda and Ben."
  - "Give Me My Bone."
  - "The Mystery Bone."