

Dance with Me

1 I love to dance. In fact, I have danced most of my life.

5 I started dancing when I was five years old. Mom and Dad **enrolled** me in a **jazz** dance class at the local community center. They did not want to at first. They thought I was too young. I had to beg them every day for a month before they agreed to enroll me. I told them I was going to be great! My
10 friend Amy got into the same class. She did not have to beg. Her mother said that, if my parents had agreed, then it must be OK.

15 When we were 10, Amy's family moved away. Amy and I kept in touch with each other by writing long letters describing the latest dance moves we had learned. I still keep a great photo of Amy on my wall. It shows her standing in front of a church wearing pink point shoes and a **tutu**.



LESSON

2

Pre-Reading Preparation

1. Do you dance? What is your favorite kind of dance?
2. Do you think dancing is good exercise? Why?

20 At high school, I was on the dance team. We were called the “**cheer squad**.” But instead of cheering at football games, we danced in festivals. Getting up on stage in front of hundreds of people and dancing was very exciting. We worked long and hard making up our own **routines**. We **debated** which moves to keep and which not to. This was also a good way to learn **negotiation** skills. At least, that is what we told our teachers when we wanted to stay late at the dance **studio** and **skip** **calculus**.

Since graduating from high school, I have tried different kinds of dance. Many cultures from around the world have their own forms of dance. Because I do not have the money to travel, I dance instead. This year, I have learned Latin American **Salsa**, Middle Eastern **belly** dance, Argentine **Tango**, and Modern Dance from the United States.

40 Dancing is fun. It helps me learn about different cultures and make new friends. It teaches me about myself, my physical **abilities** and my **limitations**. I will never stop dancing. When I dance, my soul moves and the world dances with me.

ability *n.* skill; talent.

Michael has a natural ability for working with computers.

belly *n.* the stomach or abdomen.

Sandra wears a short top to show her belly off.

calculus *n.* in mathematics, a method of analysis, reasoning or calculation.

Calculus was the hardest subject in school.

cheer squad *n.* a small group organized for the purpose of leading a larger group in cheering. The cheer squad attended every football game.

debate *v.* to discuss opposing points or differing opinions.

We debate current events in class.

enroll *v.* to place one’s name on a roll, record or register.

Jennifer will enroll in a photography class next year.

jazz *n.* an improvisational style of music first popularized in the United States in the 1920s. Lynn played jazz in the school concert.

limitation *n.* restriction; boundary.

There is no limitation on the number of Internet radio stations that can broadcast.

negotiation *n.* a talk between people to reach an agreement.

The union leader wants to continue the negotiation.

routine *n.* set piece of entertainment; set sequence of actions.

Mary has a morning routine to get ready for school.

Salsa *n.* popular Latin American ballroom dance based on a combination of modern music styles. I am interested in learning Salsa dance.

skip *v.* to pass over; to omit; to disregard. At dinner, I never skip dessert.

studio *n.* an establishment where an art is taught or studied.

The actors practiced in a studio before presenting the play in a theater.

Tango *n.* ballroom dance that originated in Argentina, consisting of a long walk and a series of intertwined steps.

Tango is a dramatic and romantic dance.

tutu *n.* a very short ballet skirt consisting of many layers of gathered sheer fabric. A tutu shows off a dancer’s movements.

Vocabulary Exercise

A. Fill in the Blanks:

enroll jazz community beg instead of
cheer negotiation skill stay late instead

1. Peter lost the first game, so we came to _____ for him in the second game.
2. The park belongs to the _____ and is open to the public.
3. There isn't any milk left; I will drink orange juice _____.
4. The U.S. government refused to sit at the _____ table with the Taliban.
5. He does not play classical music; he only plays _____ music.
6. This homeless man always _____ outside the church on Sunday.
7. _____ playing computer games, you should be working on your science project.
8. Melanie learned perfect jumping _____ at circus school.
9. The children promised their parents not to _____ at the dance.
10. Amy _____ in a dancing school to learn ballet.



Vocabulary Exercise

B. Multiple Choice:

1. We debated which moves to keep and which not to.
 - a. argued
 - b. decided
 - c. voted
2. We wanted to stay late at the dance studio.
 - a. a space in which dancers perform
 - b. a space in which dancers practice
 - c. a space in which dancers can hide
3. We wanted to stay late at the dance studio and skip calculus.
 - a. skip rope
 - b. avoid doing calculus homework
 - c. avoid going to calculus class
4. We were called the cheer squad.
 - a. team
 - b. band
 - c. party
5. It teaches me about... my limitations.
 - a. abilities
 - b. fears
 - c. constraints

Grammar Point

Regular verbs add “ed” in their past tense, whereas irregular words require you to memorize their unique past tense forms. Practice these common irregular verbs in their past and present tense:

1. **make, made**

I really enjoyed the dance routine Judy _____ up.

Please _____ a sandwich for me. I’m in a rush.

2. **teach, taught**

Will you go dancing with me if I _____ you Salsa?

My parents _____ me calculus when I was grade 7.

3. **find, found**

Did he say that he _____ the key?

Do you _____ this place very noisy?

4. **think, thought**

Please _____ about my request and give me an answer by tomorrow.

The graduation party was fantastic! The planning committee obviously _____ about every detail.

5. **stand, stood**

Bryan _____ in line for hours yesterday to buy concert tickets.

We will have a good view of the stage if we _____ here.

6. **tell, told**

We were late because Mike _____ us to be there at 7:30, not 7:00.

I want to _____ you a secret! Can you keep it?

7. **say, said**

I don’t know what to _____ in response to that insult.

When I asked Belinda where she bought her red shoes she _____ she can’t remember.



Comprehension

A. True or False:

- ___ 1. The author's parents insisted on enrolling her in a jazz dance class.
- ___ 2. Amy does ballet dancing.
- ___ 3. The author's high school dance team was cheering at football games.
- ___ 4. Since graduating high school, the author has stopped dancing.
- ___ 5. Dancing enables the author to learn more about herself.

B. Multiple Choice:

1. At first, my parents didn't want me to dance because
 - a. Amy's parent did not enroll her.
 - b. I was only five years old.
 - c. They don't like jazz dance.
2. Amy and I kept in touch with each other by
 - a. going to the same dancing school
 - b. discussing the latest dance moves
 - c. writing letters
3. We were called the "cheer squad." But instead of cheering at football games, we danced in festivals.
 - a. We only cheered at football games.
 - b. We did not like football games.
 - c. We only danced in festivals.
4. We worked long and hard making up our own routines.
 - a. Dancing was hard to learn.
 - b. We only designed difficult dancing steps.
 - c. We spent a lot of time developing our steps.
5. At least, that is what we told our teachers when we wanted to stay late at the dance studio and skip calculus.
 - a. We used that as an excuse to avoid calculus class.
 - b. We didn't have time to attend calculus class.
 - c. We also danced in calculus class.

Writing Exercise

1. What did the author do to make her parents enroll her in a dance class?

2. What are the reasons why the author enjoys dancing so much?

