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language

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INTRODUCTION

About the Vocabulary

The 600 words in each book of this series, along with the additional target words in the appendices found in the first three books of the series, include the most useful words in English. The books are based on the carefully researched BNC/COCA word frequency lists, which can be found on Paul Nation's website. Because of the way that they were chosen, these words have the following characteristics:

1. They are useful in both spoken and written English. No matter what English course a learner is studying, the words in these books will be of value.
2. Each word in these books is a high-frequency word or mid-frequency word. This means that the effort invested in learning the words will not be wasted. Learners will have many chances to encounter or use them in their studies.
3. As a whole, these books cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. The words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence which differs from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have a chance to recall the meanings of the words and adapt them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word that fits the different uses.

Images for each target word help learners visualize the word as it is used in the example sentence. These word-image associations help students grasp the meaning of the word as well as recall the word later.

Book 1 assumes that the learner knows around 400 words of English and focuses on the remaining words in the first 1000, plus some from the second 1000.

Book 4 focuses primarily on the words in Averil Coxhead's well-known Academic Word List. This list of 570 words is particularly useful for learners of English as a foreign language who need to read academic texts in English at secondary school or university level, and who need to speak, write, and listen to lectures on academic topics in English.

Although many words have more than one grammatical form, this series focuses on the word's most common form. This is mentioned to remind learners that, just because a word is labeled and used as a noun in this series, does not mean that it can never be used in another form. This series has simply focused on the word in the form in which it is most likely to be used.

To ensure that a wide range of learners in any given class can find useful words to learn in each unit, the inclusion of words does not strictly adhere to each 1000-word level. However, there is a progression from the first 1000 words to the fourth 1000 words through the books in the series. Table 1 shows the levels of the books.

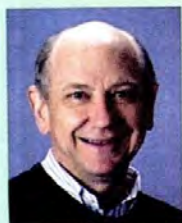
Table 1: The books in the 4000 ESSENTIAL ENGLISH WORDS series, frequency levels, and CEFR levels

4000 Level books	Major word level in the books	CEFR level
Book 1	1000	A2
Book 2	1000-2000	A2
Book 3	2000-3000	B1
Book 4	AWL	B2
Book 5	3000-4000	B2
Book 6	4000	C1

Supporting Learning with Other Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. Learning can further be supported through the following activities:

1. Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.
2. Assign graded readers at appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input, which will improve student recall of the words.
3. Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is an invaluable resource for reading fluency material.
4. Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all four language skills.



Author Paul Nation

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Paul Nation's website

<https://www.victoria.ac.nz/lals/about/staff/paul-nation>

WORD LIST



- aroma** [əˈrəʊmə]
n. An **aroma** is a scent or smell.
 I love the **aroma** of coffee in the morning.



- beverage** [ˈbɛvərɪdʒ]
n. A **beverage** is a drink.
 The waiter brought our **beverages** first. Then he brought our food.



- cluster** [ˈklʌstər]
n. A **cluster** of things is a small group of them placed close together.
 She held a large **cluster** of grapes in her hand.



- combine** [kəmˈbaɪn]
v. To **combine** is to join together to make a single thing or group.
 Mina **combined** peanut butter and jelly to make a sandwich.



- condensed** [kəndənst]
adj. When a liquid is **condensed**, it is made thicker.
 One way to make a dessert thick and sweet is to use **condensed** milk.



- contemporary** [kəntəmˈpærəri]
adj. When something is **contemporary**, it is related to the present time.
Contemporary scientists have learned quite a bit about DNA.



- cultivate** [kʌltəˈveɪt]
v. To **cultivate** plants is to care for them and help them grow.
 A research company is **cultivating** new kinds of rice to aid poor countries.



- divine** [dɪˈvaɪn]
adj. When something is **divine**, it is related to gods.
 Legends say that music was given to humans as a **divine** gift from the gods.



- humid** [hjuːˈmɪd]
adj. When it is **humid**, there is a lot of water in the air.
 It is very **humid** inside a sauna.



- odor** [ˈoʊdər]
n. An **odor** is a very distinct smell.
 He knew there was a leak when he noticed the strong **odor** of natural gas.



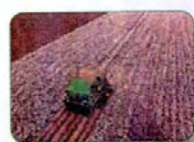
Track 1-1



- palate** [pælit]
n. The **palate** is the top part of the mouth.
You can touch your **palate** with your tongue.



- paradise** [pæredàis]
n. **Paradise** is the place or condition of happiness where things are perfect.
My vacation in Hawaii was like being in **paradise**.



- plantation** [plæntéijən]
n. A **plantation** is a big farm that only grows certain kinds of crops.
In the 1800s, there were many cotton **plantations** in the southern US.



- rapid** [ræpid]
adj. When something is **rapid**, it moves or changes very quickly.
His mother was surprised by her son's **rapid** growth.



- rate** [reit]
n. A **rate** is the speed at which something happens.
Grass tends to grow at a very slow **rate**.



- soothing** [sú:ðin]
adj. When something is **soothing**, it makes you calm or relaxed.
The **soothing** music helped the baby fall asleep.



- subtle** [sátl]
adj. When something is **subtle**, it is not easy to see or notice.
The handsome man has a **subtle** smile.



- texture** [tékstʃər]
n. The **texture** of something is the way its surface looks and feels.
The **texture** of a rock found in the water is typically very smooth.



- toxic** [táksik]
adj. When something is **toxic**, it is poisonous and very dangerous.
Please check the label to see if the product is **toxic**.



- vary** [veári]
v. To **vary** means to be different from another thing in size or amount.
The heights of the people in my class **vary** by a large amount.

EXERCISES

A Write the word that best fits each blank.

1. rapid / rate

The population growth in the city was incredibly _____. It is quite surprising that people settled there at such a fast _____.

2. contemporary / vary

Many _____ laws make it illegal for business to compete in unfair ways. However, the specific laws in different countries _____ greatly.

3. humid / toxic

Because it is quite _____ on the island, various kinds of plants grow well there. However, some of these plants are _____ to humans.

4. texture / aroma

The cheese has a smooth _____. However, some people find it hard to eat because of its powerful _____.

5. cluster / combined

A _____ of people suggested that nearby cities could fight the invaders if they cooperated with each other. As a result, everyone _____ their efforts and defeated the invaders.

6. soothing / subtle

The artist uses _____ differences of color in her landscapes. This has an overall calming and _____ effect on the viewer.

7. cultivated / odor

A huge garden was _____ in the middle of the city. However, a species of rare plants gave off an unpleasant _____.

8. beverage / palate

During a four-course meal, one should drink something to clean the _____ between courses. The perfect _____ for this is, of course, water.

9. condensed / divine

I can explain the basic story in a simple, _____ way. A boy is given a _____ message, and he begins an exciting adventure.

10. plantations / paradise

The island of Oahu is not a natural _____ like Maui. However, tourists still have plenty to enjoy on Oahu, from visits to pineapple _____ to traditional celebrations.

B Match the phrases to make complete sentences.

- | | |
|-----------------------------------|--|
| a. was surprisingly fast | b. includes work from the 21st century |
| c. feels so smooth | d. covered almost a third of the country |
| e. was too strong to be enjoyable | f. several species of flowers as a hobby |
| g. to insects and small animals | h. twenty workers who grew cotton |
| i. is good for a sore throat | j. the shoulder of Taurus the Bull |

1. A **soothing** cup of tea _____.
2. The **odor** of the cheese _____.
3. The pot's **texture** _____.
4. The chemical is **toxic** _____.
5. The **contemporary** fiction class _____.
6. The **rate** at which these flowers grew _____.
7. My mother **cultivates** _____.
8. The **plantation** had _____.
9. The thick and **humid** forest _____.
10. That **cluster** of stars in the sky makes _____.

C Match the clauses to make complete sentences.

- | | |
|--|--|
| a. so economic growth was rapid | b. and Jim thought it was a divine message |
| c. people call it a paradise | d. the effects of the medicine will vary |
| e. and she looked at his palate | f. and she smelled the aroma of cookies |
| g. so they combined the chemicals | h. because it has a subtle taste of chocolate |
| i. but I wanted my own beverage | j. but the condensed version was shorter |

1. The scientists wanted to find a cure for the sickness, _____.
2. He offered to share his water, _____.
3. I prefer mocha to coffee _____.
4. Many new jobs were created, _____.
5. The report was ten pages long, _____.
6. The doctor asked him to open his mouth, _____.
7. She walked in the door, _____.
8. Because the island is so warm and beautiful, _____.
9. Because patients' bodies are so different, _____.
10. It didn't rain all summer, _____.

The History of Chocolate

Many people believe that chocolate originally came from Europe. However, chocolate, called the “food of the gods,” was first made in the Americas. The first chocolate was very different from **contemporary** chocolate.

Wild chocolate trees can grow easily in the **humid** Amazon rainforest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found each seed. Cacao beans are the ingredient needed to create sweet, **soothing**, and delicious chocolate treats.

The Mayan and Aztec cultures both thought that chocolate trees were brought from **paradise** by gods. The Mayans and Aztecs used the beans from this **divine** tree to create a special **beverage** with a very pleasant **odor**. Surprisingly, the Aztecs believed that it was **toxic** to women and children.

In the 1500s, the Spanish explorer Cortes met the Aztecs. Cortes became quite interested in the **plantations** where the Aztecs **cultivated** chocolate trees. When he returned to Europe, he took cacao beans with him. He introduced the people of Spain to the Aztecs' chocolate beverage.

Over the next 100 years or so, kings, queens, and members of the upper class enjoyed drinking chocolate. They enjoyed it even more once they learned to add sugar to the beverage! Soon, chocolate had spread all across Europe. New machines allowed chocolate makers to perfect their products and produce them at a very **rapid rate**. Preparing the beans in special ways brought out the **aroma** of chocolate. The beans were **combined** with **condensed** milk to give the chocolate a smooth **texture**.

Today, contemporary chocolates with **subtle** flavors fill the shelves of chocolate shops. The different types of chocolate available today **vary** widely. True chocolate lovers can tell which is best, though. They will tell you that the flavor of high-quality chocolate stays on the **palate** long after you finish it.



Track 1-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Wild chocolate trees grow well in humid weather.

2. ___ The Mayans and Aztecs said chocolate was a divine plant brought from paradise.

3. ___ The Mayans cultivated chocolate trees on plantations.

4. ___ Beans were combined with condensed milk to give chocolate a smooth texture.

5. ___ The first chocolate beverages were made in Europe.

6. ___ The different types of chocolate available today vary widely.

PART B Answer the questions.

1. What is the passage about?
 - a. Ways of preparing chocolate
 - b. Chocolate-making machines
 - c. Chocolate in Europe
 - d. Cacao plants
2. According to the passage, how can you tell if chocolate is high-quality?
The chocolate

3. Why are chocolate trees valuable to Mayans and Aztecs?
The Mayans and Aztecs



WORD LIST



- admiral** [ædmərəl]
n. An **admiral** is someone who controls many military ships.
 They won the sea battle because of the **admiral's** great leadership.



- arc** [ɑ:rk]
n. An **arc** is a curved shape.
 A rainbow is an **arc** of colored bands across the sky.



- character** [kæriktər]
n. Your **character** is your personality.
 My sister's **character** is fun and very outgoing.



- conscience** [kɒnʃəns]
n. Your **conscience** is your inner sense of what is right and wrong.
 I recycle everything I can, so my **conscience** is clear!



- escape** [ɪskéip]
v. If you **escape** from a place, you succeed in getting away from it.
 She tried to **escape** from the building.



- fiery** [fáieri]
adj. If something is **fiery**, it is burning strongly.
 The **fiery** blaze burned all night long.



- flesh** [fleʃ]
n. **Flesh** is the muscle and fat on your body.
 The zebra's **flesh** is covered by black and white skin.



- grapefruit** [gréipfrù:t]
n. A **grapefruit** is a fruit similar to an orange, but bigger and not as sweet.
 Would you like a **grapefruit** with your breakfast?



- hay** [hei]
n. **Hay** is dry grass used to feed animals and can be used for different purposes.
 I need to buy some more **hay** for the horse to eat.



- horrified** [hó:rəfáid]
adj. If you are **horrified**, you are very shocked and feel upset.
 I was **horrified** when I read about the old lady who was attacked.



kerosene [kérəsi:n]

n. **Kerosene** is a type of oil used in some lamps and stoves. Many people in poor countries cook on **kerosene** stoves.



loop [lu:p]

n. A **loop** is a line made into the shape of a circle. He made a **loop** with the rope and placed it over the post.



middle [mídl]

n. The **middle** is nearest the center and with an equal number of things on each side. I suddenly woke up in the **middle** of the night.



paddle [pædl]

n. A **paddle** is a piece of wood or plastic that moves a boat across water. Put your **paddle** in the water and pull hard to make the boat move.



sour [sáuə:r]

adj. When something is **sour**, it has a sharp and unpleasant taste. I don't like lemons because I think they are too **sour**.



stake [steik]

n. A **stake** is a small, sharp piece of wood or metal that is put into the ground. We marked our property by placing **stakes** into the ground.



steward [stjú:ərd]

n. A **steward** is a person like a waiter who serves food on planes and ships. The **steward** is bringing some tea.



string [strɪŋ]

n. **String** is a thin piece of fabric or rope. I found a large ball of **string**.



thorn [θɔ:rn]

n. A **thorn** is a sharp part of a plant. Be careful of the **thorns** when you pick the roses!



wreck [rek]

v. To **wreck** something means to destroy or ruin it. The teenagers **wrecked** the house for no reason at all.

EXERCISES

A Circle the right definition for the given word.

- thorn**
 - a sharp part on a plant
 - a captain on a ship
 - someone who serves food
 - a piece of wood that moves a boat
- arc**
 - a thin rope
 - a part of your mind
 - a circle in a rope
 - a curved shape
- middle**
 - the forefront
 - a deep valley
 - lacking light
 - the center of something
- hay**
 - oil
 - dry grass
 - a piece of wood in the ground
 - a fruit
- character**
 - where something is bought
 - personality
 - difficulties
 - fat and muscle

B Circle the word that fits the definition.

- a piece of wood in the ground**
 - admiral
 - flesh
 - stake
 - loop
- frightened**
 - wrecked
 - horrified
 - fiery
 - sour
- a curved shape**
 - arc
 - hay
 - kerosene
 - string
- part of your mind that stops you from doing bad things**
 - character
 - conscience
 - escape
 - steward
- something you use to move a boat**
 - thorn
 - loop
 - grapefruit
 - paddle

C Write a word that is similar in meaning to the underlined part.

1. Tom was promoted, and now he is an important sea officer that controls military ships.

2. Some people thought that the meal was too sharp and unpleasant tasting.

3. The oil in lamps and stoves is a very cheap form of heat.

4. Why did you steal the woman's bag? Don't you have a mind that understands what is wrong?

5. Can you buy three yellow pieces of fruit that are like oranges from the supermarket please?

6. I hope that the waiter on the plane will bring some water soon.

7. After lightning struck the tree, the forest turned into a burning blaze.

8. Use this thin rope to tie the package.

9. I cleaned the rabbit's cage and left some dry grass for it to eat.

10. I threw the ball through the semicircle shape.

D Write the word from the word bank that best fits each sentence.**WORD BANK**

character arc flesh stake wreck

1. I'm going to tie the cow to a(n) _____ in the ground.
2. You shouldn't eat the chicken. The _____ is still pink.
3. New drivers are more likely to _____ their cars than experienced drivers.
4. The top of the door was formed into a(n) _____ shape.
5. My brother has a very friendly and cheerful _____.

Monkey Island

In the **middle** of the ocean, there is a small island shaped like an **arc**. Here, monkeys play on the beach and in the trees. But how did the monkeys get there?

Once, an English **admiral** was exploring Africa when he found hundreds of monkeys. The admiral had a mean **character**. He thought, "I could sell these monkeys and become very rich! I'm going to take them to England."

So the admiral set traps to catch the monkeys. He put **stakes** in the ground, tied **string** around them, and made **loops** in the string. When the monkeys ran through the forest, their feet got caught in the loops, and they couldn't **escape**. Then the admiral put the monkeys in cages on his ship and sailed away.

The cages were small and uncomfortable. There was no soft **hay** and straw for the monkeys to sleep on. Instead, the monkeys slept on branches with sharp **thorns** that cut into their **flesh**. For dinner, he gave them tiny pieces of **sour grapefruit** to eat. The monkeys grew hungry and weak.

One day, the admiral hired a new **steward**. He was a kind man with a good **conscience**. He was **horrified** to see the thin monkeys in the cages. So one night, he let them out. The monkeys ran and played all over the ship! They attacked the admiral and the steward and ate their food. They completely **wrecked** the ship. One monkey ran into a **kerosene** lamp, and it fell over. The ship caught fire and began to sink! The whole crew was lost except for the monkeys.

After the accident, the monkeys jumped onto a raft. They floated away from the **fiery** blaze of the ship. In the morning, they saw a little island in the distance. The monkeys used a piece of wood as a **paddle**, and they went toward it. They found the island shaped like an arc. They felt so happy to find a new home, and they still live there today.



Track 2-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The admiral thought that selling the monkeys would make him rich.

2. ____ The admiral caught the monkeys using loops made of string and stakes.

3. ____ The admiral put hay in the monkeys' cages.

4. ____ The steward had no conscience.

5. ____ The admiral was horrified because the monkeys were muscular.

6. ____ The monkeys jumped on a raft after the accident.

PART B Answer the questions.

1. What is the passage about?
 - a. Traveling with pets
 - b. Monkeys moving to a new home
 - c. Opening a zoo
 - d. Putting out a fire
2. Where did the admiral plan to take the monkeys?
The admiral

3. What did the monkeys eat while they were in the cages?
The monkeys

WORD LIST



- admonish** [ædmónɪʃ]
v. To **admonish** someone is to tell them you disapprove of their behavior.
 The teacher **admonished** Mark because he was chewing gum in class.



- audible** [ɔːdəbl̩]
adj. If something is **audible**, then it is able to be heard.
 The sound of the drums was **audible** from miles away.



- awesome** [ɔːsəm]
adj. If things or people are **awesome**, they are impressive or frightening.
 The huge military plane was an **awesome** sight.



- beware** [biwɛər]
v. To **beware** means to be careful of something or someone that is dangerous.
 You should **beware** of driving fast on wet roads.



- brag** [bræg]
v. To **brag** means to talk of one's abilities or achievements in a proud way.
 He had strong muscles and **bragged** about them to the entire class.



- conscious** [kɒnʃəs]
adj. If someone is **conscious** of something, then they are aware of it.
 The new student was **conscious** of the other students staring at her.



- disagree** [dɪsəgrɪː]
v. To **disagree** with someone means to have a different opinion from them.
 The lawyers **disagreed** about the best way to settle the case.



- echo** [ékou]
v. To **echo** means that a sound repeats itself because it bounced off an object.
 The child yelled over the canyon, and the sound **echoed** off the wall.



- eventual** [ɪvɛntʃuəl]
adj. If something is **eventual**, it will happen at the end of a series of events.
 The constant training and planning led the team to an **eventual** victory.



- hint** [hɪnt]
n. A **hint** is information that suggests something will happen or is true.
 I quietly passed on a **hint** to my sister about the test.



- idiot** [ɪdiət]
n. An **idiot** is a person who is not smart or who has done something silly.
Because he got lost in the forest, the man felt like an **idiot**.



- immense** [iméns]
adj. If something is **immense**, it is very large.
An **immense** amount of money was needed to buy such a large boat.



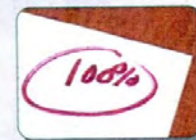
- indirect** [ɪndə'rekt]
adj. If something is **indirect**, then it is not the easiest or straightest way.
He chose to take the most **indirect** route to the coast.



- option** [ɒpʃən]
n. An **option** is a choice between two or more things.
The children were given the **option** of three houses to pick from.



- pastime** [pæstáim]
n. A **pastime** is an activity that you do often for fun.
In the US, baseball is considered a national **pastime**.



- perfect** [pé:r'fɪkt]
adj. If something is **perfect**, then it is without any mistakes.
She got all the questions right, so her score was **perfect**.



- pinpoint** [pín'pɔɪnt]
v. To **pinpoint** something means to locate it exactly.
The navigation system in my car is able to **pinpoint** my exact location.



- switch** [swɪtʃ]
v. To **switch** means to change something to something else.
Mom **switched** the TV station from the news to her favorite show.



- thorough** [θé:rou]
adj. If something is **thorough**, it is complete or done carefully.
Tina did a **thorough** job of cleaning the stains out of the carpet.



- torment** [tɔ:rmént]
v. To **torment** someone means to cause them to suffer on purpose.
She **tormented** her little brother by taking his favorite toy.

EXERCISES

A Write the word that best fits each sentence.

1. idiot / option
I had the _____ of going with them or staying home. I felt like an _____ for the choice I made.
2. admonished / torment
Because he liked to _____ the kitten by pouring water on it, the boy's mother _____ him for his cruel behavior.
3. echoed / pinpoint
It was difficult to _____ the dog's location because its cries _____ off of the hills.
4. brag / perfect
My sister likes to _____ about how my mother and father think her behavior is _____.
5. beware / switch
When you _____ the machine on, you need to _____ because the machine is dangerous.
6. eventual / pastime
All of the accidents at the swimming pool led to the _____ closing of it and the end of a favorite summer _____.
7. disagreed / awesome
The king wanted people to think that his power was _____. He would put people in jail if they _____ with him.
8. audible / conscious
Even though the little girl was trying to sneak up on her parents, her _____ steps made her parents _____ of her.
9. immense / indirect
An _____ tree fell across the road, forcing the travelers to take a more _____ route through the countryside.
10. hint / thorough
The police could not find a single clue to the crime, which gave a _____ as to how _____ the thief had been.

B Match the phrases to make complete sentences.

- | | |
|------------------------------------|--|
| a. about which game was better | b. of the hole in the bridge |
| c. for talking during the test | d. was the reason for the bad smell |
| e. about how good she is at sports | f. of the sick man's health |
| g. took an hour more to drive | h. fear that his home would be damaged |
| i. from her left hand to her right | j. is listening to music |

1. You should **beware** _____.
2. My favorite **pastime** _____.
3. The doctor did a **thorough** check _____.
4. The two friends **disagreed** _____.
5. She **switched** the bag _____.
6. His proud sister **brags** _____.
7. An **immense** pile of garbage _____.
8. The **indirect** route _____.
9. The **awesome** storm caused _____.
10. She **admonished** the student _____.

C Match the clauses to make complete sentences.

- | | |
|--|---|
| a. and it led to her eventual illness | b. because they gave him so many hints |
| c. if they wanted to get a perfect grade | d. but he was conscious of the other boats |
| e. because bad dreams tormented him | f. then people might think you're an idiot |
| g. but it was just the echo of her voice | h. because there weren't any other options |
| i. so he could pinpoint his location in the wild | |
| j. because the sound of the bone breaking was audible | |

1. He couldn't sleep at night _____.
2. We knew he broke his leg when he fell _____.
3. He had to have the blue car _____.
4. The hiker always carried a compass and map, _____.
5. She didn't eat good food and didn't exercise, _____.
6. The students had to answer all the questions correctly _____.
7. The captain did not see the ship approaching behind him, _____.
8. She thought someone was calling to her from the other cliff, _____.
9. He knew his friends were having a surprise party for him _____.
10. If you can't tie your own shoes by the time you're twelve years old _____.

The Young Man and the Old Man

A proud young man was looking for a new **pastime**. He heard about people hiking in the national parks and decided to try it for himself. As he started his stroll, an old man walked up to him.

"Don't go this way," the old man said. "**Beware**. The paths are not clear. It's easy to get lost."

But the young man **disagreed** with the old man and **bragged** that he had a **perfect** understanding of the park. "I've studied maps of this area," he told him. "I believe I have a **thorough** knowledge of these trails. I won't get lost."

The old man listened to the young man and then **admonished** him for his pride.

"I have walked these trails my entire life," he said. "If you think you will be safe, then go ahead."

The young man ignored the old man and started along the trail.

Whenever he had to choose between an easy or difficult route, he always chose the more difficult **option**. In addition, he was not **conscious** of which direction he was going. After a while, he decided to return home. Because his course through the wilderness was so **indirect**, he had no idea where he was.

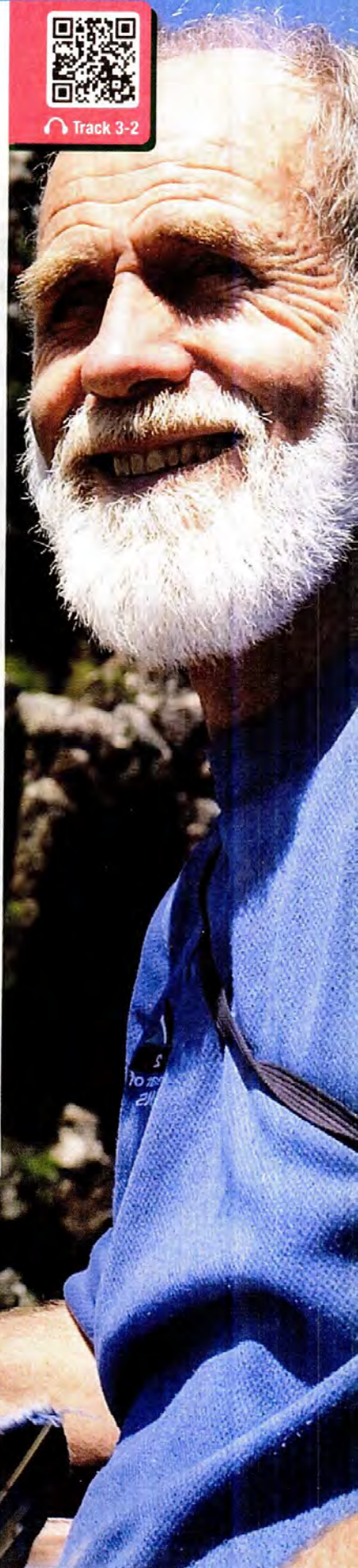
He looked at his map but could not **pinpoint** his location. He walked one path after another but soon realized he was lost.

The sun was going down, and sudden strong winds gave a **hint** that it might rain. **Immense** clouds filled the sky. **Awesome** sounds of thunder were **audible** from all directions. They **echoed** off the mountains. The thought of the **eventual** storm **tormented** the young man. He hurried in one direction but soon **switched** out of confusion. Luckily, the path led him out of the park.

When he arrived home, he knew that he had acted like an **idiot**. He realized he was lucky to be alive. He decided to listen to people with more experience than himself.



Track 3-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The young man decided to hike in the national parks.

2. ____ The young man disagreed with the old man.

3. ____ The young man believed that his knowledge of the park's trails was thorough.

4. ____ When the young man had an option of two trails, he always chose the easier one.

5. ____ The young man was tormented by the thought of the eventual storm.

6. ____ When the young man got home, he knew that the old man had acted like an idiot.

PART B Answer the questions.

1. What is the passage about?
 - a. Listening to others' advice
 - b. Traveling in forests
 - c. Seeking shelter in storms
 - d. Making paths in a forest
2. Why did the old man admonish the young man?
The young man

3. Why did the young man become lost?
He was not

WORD LIST



- abrupt** [əbrʌpt]
adj. If something is **abrupt**, it is sudden or unexpected.
 When the dancer fell down on her back, the ballet came to an **abrupt** stop.



- agony** [ægəni]
n. **Agony** is severe pain or suffering.
 The boy yelled in **agony** when the puppy bit him.



- assassin** [əsəsn]
n. An **assassin** is someone who murders an important person.
 An **assassin** killed Martin Luther King on April 4, 1968.



- beard** [biərd]
n. A **beard** is hair that grows on a man's chin and cheeks.
 The farmer had a long **beard**, as white as snow.



- beast** [bi:st]
n. A **beast** is a large and dangerous animal.
 Tanzania is home to many famous **beasts**, such as lions, leopards, and hyenas.



- chapel** [tʃæpəl]
n. A **chapel** is a building where people go to pray and worship God.
 We were married in a small wedding **chapel** in Las Vegas.



- commentator** [káməntèitər]
n. A **commentator** is a person who gives opinions or describes something, often on TV or the radio.
 According to many **commentators**, this winter has been one of the coldest in the last century.



- con** [kan]
v. To **con** someone is to trick that person into doing something or giving up money.
 It was unfair of the fortune teller to **con** me out of 500 dollars.



- consensus** [kənsənsəs]
n. A **consensus** is a general agreement among a group of people.
 The **consensus** among the children was that ghosts exist.



- conspiracy** [kənspɪrəsi]
n. A **conspiracy** is a secret plan that two or more people make together to do something harmful or illegal.
 The businessman thought there was a **conspiracy** among his coworkers to get him fired.

 **coup** [ku:]

n. A **coup** is an uprising in which people try to overthrow the government. At the end of the 18th century, Napoleon Bonaparte staged a **coup** to overthrow a group that had control of France.

 **cynical** [sínikəl]

adj. To be **cynical** is to be unwilling to believe that people have good intentions. The man became **cynical** after being lied to many times.

 **dome** [doum]

n. A **dome** is a curved roof of a building. I looked up at the **dome** to admire its beauty.

 **exclaim** [ikskléim]

v. To **exclaim** something is to say it loudly, suddenly, and excitedly. The singer interrupted the applause to **exclaim** his thanks after his performance.

 **forum** [fó:rəm]

n. A **forum** is an open public place in which meetings are held. The scientist shared her research at a special **forum** in the city.

 **glamour** [glæmə]

n. **Glamour** is a quality relating to riches, wealth, and beauty. The young woman showed off her **glamour** during the photo shoot.

 **harass** [hərəs]

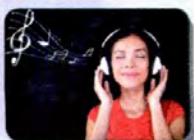
v. To **harass** someone is to bother or attack them repeatedly. The young girl would often **harass** her baby brother.

 **illuminate** [ilú:məneit]

v. If you **illuminate** something, you shine light on or brighten it. In order to **illuminate** the stage, the crew turned on the spotlight.

 **inflame** [infléim]

v. To **inflame** something is to provoke or intensify it. The tax increase will **inflame** the public's frustration with the government.

 **melody** [mélədi]

n. A **melody** is a series of musical notes that form the main part of a song. I had the **melody** of the song stuck in my head all day.

EXERCISES

A Write the word that best fits each sentence.

1. consensus / conspiracy

There is a _____ that we should go to war.

There is a _____ against the life of our beloved emperor.

2. melody / agony

The _____ of the song will stay with me forever.

I felt _____ when I heard the terrible singer at the opera.

3. cynical / abrupt

The movie's sudden ending was too _____ for me.

He never thinks positively and is always too _____ about everything.

4. beast / beard

You should keep your _____ long since it looks so cool.

Keep that _____ on a leash, so he won't bite my dog.

5. harass / con

The thief tried to _____ me into believing he was an honest man.

The old man would always _____ me as I passed by his house.

B Write a word that is similar in meaning to the underlined word(s).

1. The building's roof was a half-spherical shape.

2. A meeting held some place was held to discuss the revolution.

3. The emperor was very angry and distrustful.

4. The mean ruler would always bother his people.

5. Before he died, Nero loudly declared his last words for all to hear.

C Circle the two words in each group that are most closely related.

1. a. conspiracy b. coup c. dome d. forum
2. a. chapel b. agony c. church d. commentator
3. a. illuminate b. whisper c. exclaim d. brighten
4. a. inflame b. harass c. annoy d. con
5. a. dome b. architecture c. coup d. melody

D Write the word from the word bank that best fits each sentence.**WORD BANK**

glamour inflamed assassin abrupt coup

1. The army arranged a(n) _____ against their own general.
2. We sent a(n) _____ to kill the wicked king.
3. The Hollywood star was famous for her _____.
4. I had such a high fever that I felt like my forehead was _____.
5. The change in my son's height was so _____ I could not believe it.



The Singing Emperor

Nero was emperor of Rome from 54 CE to 68 CE, when a **coup** put an end to his young life. For some, he was a powerful ruler of incredible **glamour**, yet the **consensus** among most Romans was that he was a terrible emperor; some even called him a **beast** and used the numbers 666 as a code for his name. Even today, this number is a symbol of the devil for many people. The **chapels** near the graves of the people Nero killed are some of the most famous churches in the world, but there was never a cry of outrage over the grave of Nero.

Why did **commentators** think that Nero was so bad? He was a **cynical** man who **harassed** every member of his family, killing his stepfather, stepbrother, stepsister, wife, and even his own mother. He first tried to drown her in the sea, but she swam to safety, so he sent an **assassin** to finish the job. He tried to **con** the Roman people into believing that he was sorry, yet no one did.

Soon afterward, most of Rome burned in a fire. The tragedy **inflamed** the people, and many thought that Nero was the one who had started the blaze. Some say he even sang the **melodies** of well-known songs while the capital burned. Nero blamed Christians for the fire and tortured them to death.

After the fire, Nero built a beautiful palace with a giant **dome** over it, calling it his Golden House. A giant statue sporting Nero's hairdo and **beard** stood over the palace, which also had a large swimming pool and a garden that was **illuminated** by burning lamps. Nero built a long bridge to join the palace to the **forum**, Rome's central market. He would sing songs on the rooftop and entertain anyone who listened. Many enjoyed his glamorous style, but others hated him for his selfishness.

Nero's reign came to an **abrupt** end when the army organized a **conspiracy** against him. The soldiers wanted a new emperor, and everyone left Nero to die. While stabbing himself in the neck, he **exclaimed** in **agony**, "What a great artist the world is losing!" Soon after, a war began. When it was over, the new emperor tore down the hated Golden House of Nero forever.



Track 4-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Nero is thought by many to be one of the best Roman emperors.

2. ____ Nero behaved in a loving way toward his family.

3. ____ Nero's mother swam to safety after nearly drowning.

4. ____ Nero's palace included a giant statue, gardens, and a swimming pool.

5. ____ Soldiers killed Nero after they made a coup against him.

6. ____ Some said that Nero sang songs while the city was on fire.

PART B Answer the questions.

1. What is this reading about?

- a. How Nero built the Golden House
- b. An unhappy family
- c. How Rome burned down
- d. A cruel Roman ruler

2. Even though many hated Nero, why did some love him?

They loved

3. Why did Nero say "What a great artist the world is losing"?

He was sad

WORD LIST



- awhile** [ə'waɪl]
adv. If you do something **awhile**, you do it for a short time.
 Wait here **awhile**, and I'll bring some tea.



- cyberspace** [saɪbə'spɛɪs]
n. **Cyberspace** is the imaginary place on the Internet where activities occur.
 I didn't receive your email. It probably got lost in **cyberspace**.



- edit** [édɪt]
v. To **edit** means to correct a piece of writing so that it is suitable to be published.
 She asked her brother to **edit** her paper before she submitted it to her teacher.



- essay** [ései]
n. An **essay** is a short piece of writing on a certain subject.
 She had to write a two-page **essay** for her English class.



- evaluate** [ɪvælju'eɪt]
v. To **evaluate** something means to study it, so a decision can be made.
 Jo and Ken **evaluated** the plan and agreed that it would work.



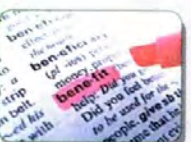
- faint** [feɪnt]
v. To **faint** means to go unconscious and fall down.
 Carol **fainted** because she hadn't eaten in over a day.



- global** [glóʊbəl]
adj. If something is **global**, it happens all around the world.
 Pollution is a **global** problem.



- gymnasium** [dʒɪmnéziəm]
n. A **gymnasium** is a building with equipment that you can use to get exercise.
 When I go to the **gymnasium**, I use the treadmill for twenty minutes.



- highlight** [haɪlaɪt]
v. To **highlight** something means to mark it with a color so that it is easy to see.
 I read my vocabulary list and **highlighted** the most difficult words.



- ignorant** [ɪgnərənt]
adj. If someone is **ignorant** about something, they have no knowledge about it.
 I'm a bit **ignorant** about his theories. Can you explain them to me?



Track 5-1



- index** [indeks]
n. An **index** is a list of words at the end of a book that gives information. If you look in the **index**, you'll find the right page number.



- lecture** [léktʃər]
n. A **lecture** is a long, educational speech. His **lecture** on world hunger was very informative.



- moral** [mó:rəl]
n. A **moral** is a message at the end of a story that teaches you something. At the end of the story, the mother explained the **moral** to her children.



- operate** [ópə'reit]
v. To **operate** means to work or function. I'm sorry, but the trains are not **operating** today.



- private** [praivit]
adj. If something is **private**, it is only used by one person or group. Don't look at my diary! It's **private**!



- recent** [ri:sənt]
adj. When something is **recent**, it happened a short time ago. I did not know what had caused his **recent** behavior.



- resolution** [rèzəlu:ʃən]
n. A **resolution** is a personal decision. At New Year, I made a list of **resolutions** to help me have a better year.



- semester** [siméstər]
n. A **semester** is a portion of a school year. Jack is in his second **semester** of college.



- typewritten** [taipritn]
adj. If something is **typewritten**, it is written on a computer or typewriter. This is an important, formal project and must be **typewritten**.



- weird** [wiə:rd]
adj. When something is **weird**, it is very strange. My best friend's dad is a bit **weird**.

EXERCISES

A Write the word that best fits each blank.

1. cyberspace / operate

If you know how to _____ a computer, you can get access to _____.

2. recent / global

A _____ study shows that _____ hunger is a very big problem.

3. weird / ignorant

My mom is completely _____ about computers. She thinks that email and chat rooms are _____ ways to spend one's time.

4. essays / edit

Joe has the ability to write great _____. His writing is so good that he never has to _____ his work.

5. semester / index

The report is due at the end of the _____. You should look in the _____ to see if this book will help you with the report.

6. fainted / lecture

Our teacher _____ while she was giving us a _____ about health!

7. highlighted / typewritten

Jennifer's notes are very neat! They are _____, and she has _____ the most important parts with a green pen.

8. gymnasium / resolution

I made a _____ to go to the _____ more often to improve my health.

9. moral / awhile

The _____ of the story is that you should think _____ before saying anything that might hurt someone.

10. evaluated / private

We _____ the company, and our suggestions are written in this _____ document.

B Match the phrases to make complete sentences.

- | | |
|-------------------------------|--|
| a. are getting worse | b. aren't as important as real friends |
| c. about birds | d. is halfway through the school year |
| e. to be nicer to people | f. to eat less chocolate |
| g. the success of the project | h. with a yellow pen |
| i. this large machine | j. ate soup with a knife |

1. The team **evaluated** _____.
2. The **moral** of the story is _____.
3. The **global** economic problems _____.
4. Joe **operates** _____.
5. We went to a **lecture** _____.
6. The friends you meet in **cyberspace** _____.
7. The **weird** kid at school _____.
8. You should **highlight** these words _____.
9. I made a **resolution** _____.
10. The end of the first **semester** _____.

C Match the clauses to make complete sentences.

- | | |
|---|--|
| a. it's private | b. so I looked under "V" in the index |
| c. but he helped me edit it | d. you wait here awhile |
| e. so I went to the gymnasium | f. so you should find a more recent one |
| g. so I wrote an essay about rocks | h. because my essay has to be typewritten |
| i. if someone faints | j. because he's ignorant about math |

1. I wanted to get fit _____.
2. Geology is my favorite subject, _____.
3. My paper was full of mistakes, _____.
4. My brother couldn't help me with my math homework _____.
5. In the first-aid class, we learned what to do _____.
6. I wanted to find some information about volcanoes, _____.
7. That copy of the text book is too old, _____.
8. I need a computer _____.
9. I'll get some tea if _____.
10. You mustn't tell anyone this information; _____.

The Magic Computer

I had a difficult geography project to finish by the end of the **semester**. My teacher wanted it to be **typewritten**, so I went to the school computer room. But when I got there, all the computers were turned off. Apparently, there was a **recent** problem, and technicians were fixing it.

I knew of some **private** study rooms downstairs. They were small and dark, and the computers were very old, but I had no choice. At least the computers were **operating** correctly. I typed and **highlighted** the assignment's title: "**Evaluate** the Government's Response to **Global** Warming." But I didn't know what to write in my essay. Finally, I decided to find a book to help me. I went to the library, checked the book **indexes**, and eventually found a useful book. Then, I returned to the computer.

When I looked at the screen, I saw something so **weird** that I nearly **fainted!** The **essay** was complete! Had somebody in **cyberspace** written it? I didn't know, but I was very happy. I printed it out and handed it in. I got an "A."

After that, I used the computer for all my assignments. I'd type the title, wait **awhile**, and the computer would do it. Every assignment was perfect; I never had to **edit** anything. I stopped paying attention to my teacher's **lectures** and spent my extra time in the **gymnasium**. And my grades got better and better.

A month later, I was walking into class when my friend said, "Are you prepared for the test?"

"What test?" I asked.

"The geography test!" he replied. "I hope you studied. It's worth 70 percent of our final grade!"

I failed the test, of course. I was completely **ignorant** about the subject. After that, I made a **resolution** never to use the magic computer again. The **moral** of this story is that if you cheat at school, you won't learn anything.



Track 5-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ The computers were turned off because there was a recent problem.

2. ___ The private study rooms were upstairs.

3. ___ The computers in the private study rooms weren't operating correctly.

4. ___ In his project, the student had to evaluate the government's response to global warming.

5. ___ The geography test was worth 50 percent of the final grade.

6. ___ The student failed the test because he was completely ignorant about the subject.

PART B Answer the questions.

1. What is the passage about?
 - a. School facilities
 - b. Old vs. new computers
 - c. Cheating on an assignment
 - d. Research topics
2. What was the project about?
It was about _____

3. Where did the student spend his free time?
The student _____

WORD LIST



- accustom** [ækʌstəm]
v. To **accustom** oneself to something is to get used to it.
 I find it difficult to **accustom** myself to new time zones when I travel around the world.



- alpha** [ælfə]
n. The **alpha** member of a group is the most dominant or has the highest rank.
 The largest lion was the **alpha** male of the pack.



- arouse** [ə'raʊz]
v. To **arouse** means to awaken interest or attention in someone.
 The politician's words were meant to **arouse** the protestors' anger.



- articulate** [ɑ:rtikjʊlət]
adj. If someone is **articulate**, he or she has the ability to express ideas clearly and effectively.
 Alfred's friends loved talking to him because he was so **articulate** and intelligent.



- buzz** [bʌz]
v. To **buzz** means to show excitement about something.
 Seoul **buzzes** from dawn till dusk.



- clash** [klæʃ]
v. To **clash** means to fight or argue over something.
 The sisters often **clash** over the right way to do things.



- classification** [klæsəfikeɪʃən]
n. **Classification** means putting things into categories or groups that have things in common.
 According to scientific **classification**, a duck-billed platypus is an egg-laying mammal.



- cling** [kɪŋ]
v. To **cling** to something means to hold onto it tightly.
 A mother sloth will **cling** tightly to her baby in the treetops.



- compliance** [kəmplaiəns]
n. **Compliance** is the act of following a rule or doing what you are supposed to do.
 The bratty child never shows **compliance** with her mother's rules.



- comprehend** [kəmprɪhénd]
v. To **comprehend** something means to understand it.
 The player could not **comprehend** why he lost the game.



- congregate** [kɑŋgrɪgèɪt]
v. To **congregate** means to gather in one place.
 Seeing a group of birds **congregate** in the sky is an awesome sight.



- custody** [kʌstədi]
n. **Custody** is the right to take care of someone or something.
 The prisoners were put in the **custody** of the jailers.



- disperse** [dispə:rs]
v. To **disperse** means to scatter everywhere.
 I watched the people **disperse** in all directions to avoid the charging bull.



- embody** [ɪmbədi]
v. To **embody** means to symbolize or represent something.
 Mother Teresa was said to **embody** goodness and kindness.



- empirical** [ɪmpɪrɪkəl]
adj. **Empirical** means involving scientific proof and evidence.
 Scientists must always find **empirical** evidence in their work.



- exclusion** [ɪksklú:ʒən]
n. **Exclusion** is the act of keeping someone out of a group.
 People gathered together to protest the **exclusion** of immigrants from our country.



- flock** [flɒk]
v. To **flock** means to gather in one place.
 Groups of birds will **flock** to the river in the spring.



- graze** [greɪz]
v. When animals **graze**, they feed on plants.
 The sheep and goats like to **graze** on the grass outside the village.



- intelligent** [ɪntələdʒənt]
adj. If someone is **intelligent**, they are very smart.
 The **intelligent** student graduated from high school with the highest marks in his class.



- jungle** [dʒʌŋɡl]
n. A **jungle** is a type of forest in a warm, rainy tropical area, where trees and plants grow very close together.
 Many kinds of animals, including birds, reptiles, and even elephants live in a **jungle**.

EXERCISES

A Circle the word that best fits the given definition.

- a way of organizing information**
a. flock b. custody c. compliance d. classification
- to eat grass**
a. graze b. flock c. cling d. arouse
- to represent or symbolize something**
a. embody b. clash c. comprehend d. cling
- to gather together**
a. embody b. buzz c. graze d. congregate
- a place with dense plant life and hot weather**
a. alpha b. flock c. jungle d. exclusion

B Check () the one that best fits the blank.

- I wanted to be in compliance with the law, so I _____.
 a. made sure to follow all the rules carefully
 b. didn't care about making up my own rules
- You have to be _____ in order to comprehend Shakespeare.
 a. an intelligent person
 b. a university graduate
- He was an alpha male and acted _____.
 a. in a tough way
 b. in a weak way
- If you want to embody gracefulness, _____.
 a. learn to cook
 b. learn to dance
- Will the _____ inspire the audience?
 a. articulate speaker's words
 b. buzz of the saws

C Check (✓) the sentence that makes the most sense according to the bold word.

1. a. The scientist valued **empirical** evidence in his studies.
 b. The people in **compliance** with the rules always broke them.
2. a. The **classification** of animals into different families is very complex.
 b. The **alpha** male is the weakest, youngest, and smallest gorilla in the group.
3. a. Many students would **congregate** at video arcades in the 1970s.
 b. The child would **cling** to his teddy bear when he went to bed because he outgrew the toy.
4. a. The man was so **intelligent** that he failed every test in school.
 b. The classroom was **buzzing** with students.
5. a. Even though we always **clash**, we never argue.
 b. I love every type of food with the **exclusion** of fish and shrimp.
6. a. She is very **articulate**, so she is easy to understand.
 b. Because the criminal got away, he is in **custody** at last.
7. a. The front garden was a complete **jungle**.
 b. The sheep has much to **graze** on in the desert wasteland.
8. a. People **flock** to the mall on the weekend, so it is always crowded.
 b. Because she claims to **embody** kindness, she is always yelling and screaming at me.
9. a. You can **accustom** yourself to something new if you aren't flexible.
 b. It is usually easy to **comprehend** an articulate person.
10. a. The blood on the floor might **arouse** someone's suspicion.
 b. The officers wanted to **disperse** the crowd, so they called them all together.

Dian & Digit

irLanguage



Track 6-2

According to animal **classification**, gorillas are among human beings' closest living relatives. Like us, they are **intelligent**, social creatures. Yet movies such as *King Kong* **aroused** people's darkest fears about these misunderstood animals. Dian Fossey changed all this by gathering **empirical** information that proved that they were gentle beings.

Fossey first became interested in gorillas on a trip she took to an African **jungle**. She did not want to study gorillas while they were in the **custody** of zoos but hoped instead to explore how they lived in nature. To do this, she tolerated the **exclusion** of her friends and family and set off to live in a mountain forest, knowing that the gorillas frequently **flocked** to the hills of the Congo and Rwanda to **graze** on native plants. And then she waited.

Fossey soon discovered the gorillas. She tried to watch them as they would **congregate**, but they **dispersed** when they saw her. However over time, these fascinating creatures became **accustomed** to her presence. They soon began to treat Fossey simply like another member of the family.

Fossey's favorite was a baby named Digit, whom she nursed in 1967 when he injured his hand. For a time, Digit **clung** to her as if she were his mother. He grew up to be a strong **alpha** male, the king of his gorilla troop. Fossey believed that Digit was able to **comprehend** her love for him. When he was killed by hunters in 1977, her heart was broken.

Fossey knew that gorillas were dying very quickly and might eventually become extinct. So she used her **articulate** voice to tell Digit's story to the world. Soon, every country was **buzzing** about his terrible end. Fossey created the Digit Fund in his memory.

Gorilla hunters never lived in **compliance** with the laws. Fossey herself was killed in 1985 and was buried next to Digit. Scientists and park rangers still **clash** with hunters, but thanks to the efforts of Fossey, gorillas still live free in the wild. Her short life **embodied** great courage, curiosity, and integrity.

NYIRAMACHABELLI"

DIAN FOSSEY

1932 — 1985

NO ONE LOVED GORILLAS MORE

REST IN PEACE, DEAR FRIEND

ETERNALLY PROTECTED

IN THIS SACRED GROUND

FOR YOU ARE HOME

WHERE YOU BELONG

Dian Fossey

Wives Nyiramachabelli wakwama n Rwanda
Ukubwama bapfuye ku macyi akomeye
Kubwama mu macyi akomeye
Ni gashyamba umwami wacu rwakomeye
Icyamba akomeye rwakomeye.

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Gorillas are not very closely related to human beings.

2. ___ Dian Fossey brought her family with her to live in the jungle.

3. ___ Dian Fossey hunted gorillas for many years in Rwanda and the Congo.

4. ___ Fossey created a fund in Digit's memory.

5. ___ Dian Fossey could not protect either Digit or herself from hunters.

6. ___ Fossey thought that Digit knew she loved him.

PART B Answer the questions.

1. What is the passage about?
 - a. Hunting gorillas
 - b. Opening a zoo
 - c. Communicating with gorillas
 - d. Researching gorillas
2. At first, what did the gorillas do when they saw Fossey?
They moved

3. Why is Dian Fossey's work important?
There are

WORD LIST



- account** [ə'kaʊnt]
n. An **account** with a bank is an arrangement to keep one's money there.
 After I paid for the new car, my bank **account** was nearly empty.



- architect** [ɑ:'rki:tɛkt]
n. An **architect** is a person who designs buildings.
 The plans for building the new home were drawn by a famous **architect**.



- conceal** [kən'si:l]
v. To **conceal** something means to hide it.
 You should **conceal** your money so no one can take it from you.



- crime** [kraim]
n. If someone commits a **crime**, he or she does something bad that can be punished by law.
 Police quickly arrived at the scene of the **crime**.



- deed** [di:d]
n. A **deed** is a certificate that proves that someone owns something.
 When she bought the car, she was given a **deed** to show the car was hers.



- gratitude** [græ'tɪtʃu:d]
n. **Gratitude** is a feeling of being thankful.
 The kids showed Aunt Tess much **gratitude** for visiting them.



- habitat** [hæ'bɪtæt]
n. A **habitat** is the natural home of animals or plants.
 Frogs are often found in a wet **habitat**, such as near a lake, river, or pond.



- intervene** [ɪntə'vi:n]
v. To **intervene** means to help stop a problem between two people or groups.
 The students argued until the teacher **intervened**.



- landmark** [lænd'mɑ:rk]
n. A **landmark** is an object that helps people find or remember a location.
 The tall tree was used as a **landmark** for people to find the road to the inn.



- legal** [li:gəl]
adj. If something is **legal**, it is related to the law or allowed by the law.
 It was not **legal** for him to drive until he was 18 years old.



- memorable** [mémərəbl̩]
adj. If something is **memorable**, then it is remembered for a special reason.
The party was **memorable**; people were still talking about it years later.



- oblige** [əbláidʒ]
v. To **oblige** someone means to require them to do something.
If I wanted to have playtime, I was **obliged** to clean my room once a week.



- offense** [əféns]
n. An **offense** is an action that breaks the law and requires punishment.
He was put in jail for two days for the **offense**.



- proclaim** [proukléim]
v. To **proclaim** something means to say it in public.
The army general **proclaimed** that the war was won.



- rally** [ræli]
n. A **rally** is a large public meeting in order to support something.
The school had a **rally** in the gym to support the basketball team.



- resolve** [rizálv]
v. To **resolve** something means to find a solution.
She **resolved** the problem with her children by giving them both a toy.



- resource** [rí:sɔ:rs]
n. **Resources** are a person's or country's money and materials that they can use.
The poor man didn't have the **resources** to feed himself.



- sentence** [séntəns]
n. A **sentence** is punishment given to someone who didn't follow the law.
The **sentence** for stealing a car is much worse than for stealing candy.



- volunteer** [vələntiər]
v. To **volunteer** means to offer to do something for free.
Many people **volunteered** to help the adults learn to read.



- witness** [wítnis]
n. A **witness** is someone who sees or hears a crime or accident happen.
The woman was the only **witness** of the horrible crime.

EXERCISES

A Circle the word that fits the definition.

- to work to correct a problem between two people**
a. oblige b. intervene c. conceal d. volunteer
- allowed by the law**
a. legal b. offense c. memorable d. gratitude
- to find a solution**
a. proclaim b. sentence c. resolve d. rally
- an object that helps people remember a place**
a. witness b. landmark c. account d. resource
- something a person does that can be punished by law**
a. architect b. deed c. habitat d. crime

B Circle the right definition for the given word.

- memorable**
a. natural b. thankful c. special d. public
- witness**
a. a designer of buildings b. an important person
c. someone who obeys the law d. a person who sees a crime
- deed**
a. money and materials b. proof of ownership
c. a natural home d. an action that breaks the law
- sentence**
a. a punishment for a crime b. an object that helps people
c. something against the law d. a large public meeting
- proclaim**
a. to hide something b. to offer to help
c. to say in public d. to stop a problem

C Circle the answer that best fits the question.

- Which of the following is most likely a habitat?
a. A pond b. A bridge c. A broom d. A picture
- When something is concealed, what is it?
a. Loud b. Colorful c. Hidden d. Quick
- What is something that an architect creates?
a. A law b. A house c. A cake d. A dress
- Which of the following is NOT legal?
a. Swimming b. Singing c. Crying d. Stealing
- What is someone who feels gratitude most likely to say?
a. "Hello." b. "I'm sorry." c. "Go away." d. "Thank you."

D Write a word that is similar in meaning to the underlined part.

- The government has enough money and materials to help all its people.

- The town had a large public meeting to discuss the problem with the sidewalks.

- The necklace was remembered for a special reason because it was from her grandmother.

- His act that broke the law was serious enough to require him to stay in jail for 60 days.

- She had just enough money in her arrangement with the bank.

- Children are required to go to school in most countries.

- My uncle said in public that he was an old friend of the mayor.

- Four students offered to help to carry the table downstairs.

- A bear's natural home is usually large forest areas with mountains.

- He was filled with a feeling of being thankful when he was given the dog.

An Architect's Plan

An **architect** wanted to build a new office building. He selected some land that seemed perfect. He planned to cut down the trees to make room for the building. But there was a problem . . . a big problem.

The land was actually the **habitat** of several types of birds. Some nature lovers were very upset with the architect. First, they held a **rally** and told others about the issue. Then, they decided to take **legal** action because the architect didn't respect the animals' rights.

To **resolve** the problem, they asked a judge to **intervene**.

The judge could not call any **witnesses** for the nature lovers, so he first asked the architect to tell his side of the story. "Why are you going to destroy the birds' habitat?" the judge asked. The architect replied, "I have the **deed** to the land. I want to make a great building there. As you may know, all my buildings become **memorable landmarks**."

Then one of the nature lovers spoke. "We believe that there's no reason to destroy all the trees. We just want to protect the birds." The judge then made his decision. "I **proclaim** that the office building should be built," he said. "It is not a **crime** to remove those trees. I cannot give you a **sentence** for any **offenses**, but I feel **obliged** to make one request. I will only allow you to use half of the land. The other half will remain free so the birds have a place to live.

The nature lovers could not **conceal** their **gratitude**. All of the people cheered. The architect said, "I have an idea. I will **volunteer** my time and efforts to design a new type of building. It will provide bushes on the roof where birds can live. There are enough **resources** in my company's bank **account** to create the best building ever made." The architect did exactly as he had promised. He built this new type of building, which was loved by everyone.



Track 7-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The architect wanted to build a new school.

2. ____ The land was the habitat of several types of birds.

3. ____ The judge first asked the architect what happened.

4. ____ The architect had a deed to the land.

5. ____ The architect could not conceal his gratitude, so he cheered.

6. ____ There were enough resources in the company's bank account to build a new building.

PART B Answer the questions.

1. What is the passage about?

- a. Building designs
- b. Land disputes
- c. A birdwatchers' club
- d. Famous landmarks

2. What did the group do in order to resolve the problem with the architect?

The group

3. What did the judge decide to give the architect as a sentence?

He was not

WORD LIST



- access** [ækses]
n. **Access** is the right to enter or use something.
 The manager was the only person with **access** to the password.



- conduct** [kɒndʌkt]
n. **Conduct** is the way that someone acts.
 She was punished for her bad **conduct**.



- constant** [kɒnstənt]
adj. When an event or action is **constant**, it happens a lot or all of the time.
 The television at home is in **constant** use.



- crack** [kræk]
n. A **crack** is a narrow space between the parts of something broken.
 The old window was covered with **cracks**.



- device** [dɪvaɪs]
n. A **device** is an object or a machine.
 A thermometer is a **device** that tells temperature.



- enclose** [ɪnkləʊz]
v. To **enclose** something is to contain it.
 The cows in the field were **enclosed** by a fence.



- grip** [grɪp]
v. To **grip** something is to hold it very tightly.
 I was scared, so I **gripped** my older sister's hand.



- halt** [hɔːlt]
v. To **halt** is to stop moving.
 The criminal **halted** when he saw the police coming.



- impending** [ɪmpɛndɪŋ]
adj. If something is **impending**, it is going to happen soon.
 The student was nervous about her **impending** test.



- influence** [ɪnfluəns]
v. To **influence** someone or something is to have an effect on them.
 My friend **influenced** my decision to attend Terrance University.

 **law** [lɔ:]

n. A **law** is a rule made by the legislative body.
The students learned about different **laws** during social studies class.

 **mode** [moud]

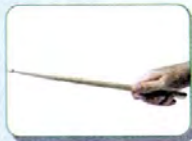
n. A **mode** is a setting or condition on a machine.
Melissa turned the TV to quiet **mode** while she talked on the phone.

 **perspire** [pərspaɪər]

v. To **perspire** means to sweat.
I usually **perspire** a lot when I am at athletics practice.

 **replace** [rɪpləɪs]

v. To **replace** something is to put it in the place of something else.
I **replaced** the tire on my car because it was flat.

 **snap** [snæp]

v. To **snap** something means to break it suddenly, which can cause a loud noise.
I took the drumstick and **snapped** it with my hands.

 **sly** [slai]

adj. If a person or animal is **sly**, they are sneaky or good at tricking people.
The **sly** fox stole the eggs from the nest.

 **tend** [tend]

v. To **tend** to do something is to be likely to do it or to do it often.
My mom **tends** to buy me the perfect gift each Christmas.

 **valid** [vælid]

adj. When something is **valid**, it is correct or based on good reasoning.
The expert's opinion on the subject was more **valid** than others.

 **version** [vɛ:rʒən]

n. A **version** is an account of something that differs slightly from the original.
She read the students British **version** of the Chinese fairy tale.

 **whatsoever** [wɒtsouévər]

adj. You use **whatsoever** after a noun to emphasize that there is nothing of that thing.
The boy had no idea **whatsoever** how to finish the story.

EXERCISES

A Write the word that best fits each blank.

1. conduct / replace

Mr. Holloway was sent to _____ the old coach, who was known for his wild _____ during games.

2. influenced / laws

Decisions made in courts are often _____ by the personal views of the judge. In some cases, the decisions help change _____.

3. gripped / snapped

I _____ the pencil and squeezed it until it _____.

4. whatsoever / enclosed

My father _____ a check in the letter he sent me. He always offered to help even if I didn't ask for any help _____.

5. constantly / impending

The soldier dreaded the _____ battle. He _____ thought about what might happen to him.

6. tends / cracks

I saw several _____ in the ice. This _____ to happen when the weather becomes warmer.

7. device / mode

Sheila took the _____ from her purse and pressed a couple of buttons. It took her awhile to figure out how to turn it to silent _____.

8. halted / access

She ran from room to room quickly but _____ suddenly. She couldn't have _____ to the room without a key.

9. valid / version

The student had a _____ reason for leaving the classroom when his teacher was gone. He tried to explain his _____ of what happened.

10. sly / perspired

The thief _____ while the police questioned him. They didn't feel sorry for the _____ criminal.

B Match the phrases to make complete sentences.

- | | |
|------------------------------------|--|
| a. as she turned around the corner | b. when the electricity went out |
| c. by holding it too tightly | d. light bulb with a new one |
| e. in the summer | f. them tell how old an object is |
| g. to miss school today | h. students who do all of their homework |
| i. my brother in trouble | j. his mother wasn't watching him |

1. Scientists have a **device** that helps _____.
2. The driver **gripped** the wheel _____.
3. I always **perspire** more often _____.
4. The concert **halted** _____.
5. The **sly** boy took a cookie while _____.
6. My father **replaced** the old _____.
7. He had a **valid** reason _____.
8. I **snapped** the toy _____.
9. The teacher **tends** to give the best grades to _____.
10. I got no joy **whatsoever** from getting _____.

C Match the clauses to make complete sentences.

- | | |
|--|--|
| a. but he wasn't given access to the room | |
| b. because he can influence people to do anything | |
| c. because the impending test was so important | |
| d. so the constant music wouldn't annoy the neighbors | |
| e. that he broke every law | f. it was enclosed in glass |
| g. because there were cracks in it | h. so they told him a different version |
| i. so his conduct was excellent | j. so the mode wouldn't disturb anyone |

1. He didn't understand, _____.
2. He was told to behave, _____.
3. Joe was such a bad person _____.
4. To keep the jewel safe, _____.
5. Be careful _____.
6. Mark tried the code, _____.
7. She practices the violin during the day, _____.
8. He studied hard _____.
9. She turned her phone off, _____.
10. He replaced the glass _____.

Janie and the Music Player

Janie had **constant** thoughts about getting a music player. One day, she was late to class. She hurried down the hall but **halted** when she saw a backpack on the floor. She looked inside and found nothing but some books. She reached inside the bag and felt a small object at the bottom. It was a music player **enclosed** in a black case! Janie **tended** to be honest, and she had no **valid** reason to take the device. However, her desire for the player **influenced** her decision. She **slyly** put the **device** into her own backpack. When she arrived at class, she gave her teacher the bag. "I found this," she said.

Ms. Johnson asked, "Does this backpack belong to anyone?" A girl named Linda claimed the bag. Linda looked inside and yelled, "My music player is missing! Janie took it!" Janie answered, "I did not." Linda responded, "You were the only one that had **access** to it! If your **version** of the story is true, you'll let Ms. Johnson check your bag." Janie started to **perspire** as she realized the **impending** trouble she was in. She **gripped** her bag tightly.

Ms. Johnson took the bag from Janie. Inside she found the player. "Janie, I never expected this kind of **conduct** from you," she said. "You've always been such a good student." Ms. Johnson gave Linda the player. Linda said, "Ms. Johnson, look!" There was a **crack** along one side. She turned it to the "on" **mode**, but it wouldn't work. It must've **snapped** while Janie was holding onto the bag so tightly. Ms. Johnson called Janie's parents. They were very upset. "Stealing is illegal. You have no respect for the **law whatsoever**," they said. "We bought you a music player, but we're giving it to Linda. It will **replace** the one you broke." In the end, Janie's bad behavior left her with nothing at all.



Track 8-2



irlanguage

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Janie thought constantly about a device that played videos.

2. ___ Janie halted while she walked to class because she found a backpack.

3. ___ Janie found the player when she gripped the bag.

4. ___ The backpack belonged to a student in Janie's class.

5. ___ When Linda put the player to "on" mode, it started to work.

6. ___ Janie's parents gave a music player to Linda to replace the broken one.

PART B Answer the questions.

1. What is the passage about?
 - a. Borrowing from friends
 - b. Being late for class
 - c. Buying a music player
 - d. Stealing others' property
2. What does the reading explain that Janie lied to her teacher about?

Janie lied to her teacher about

3. What did Janie find enclosed in the black case?

Janie found

WORD LIST



- alongside** [əlo:ŋsaɪd]
adv. If something is **alongside** another thing, then it is next to it.
 We work **alongside** each other in the office.



- appetite** [æpɪtaɪt]
n. Your **appetite** is your hunger for food.
 Tom has a big **appetite**. He eats all the time.



- assist** [əsɪst]
v. To **assist** someone is to help them.
 Andrew **assisted** me with my homework.



- breeze** [bri:z]
n. A **breeze** is a soft wind.
 The **breeze** caused the leaves to fall off the tree.



- defy** [dɪfaɪ]
v. To **defy** someone is to work against them or refuse to do what they say.
 The students got into trouble for **defying** their teacher's rules.



- display** [dɪspleɪ]
v. To **display** something is to show it, especially by putting it in a certain place.
 The museum **displayed** many wonderful paintings.



- efficient** [ɪfɪʃənt]
adj. If something or someone is **efficient**, they do not waste energy.
 My car is very **efficient**. I rarely have to buy gas.



- feeble** [fi:bəl]
adj. If someone is **feeble**, they are small or weak.
 The boy was too **feeble** to carry the object very far.



- forgive** [fɜ:ɡɪv]
v. To **forgive** someone is to stop being angry with them.
 Sandra **forgave** Peter after he said he was sorry.



- lively** [laɪvli]
adj. If someone is **lively**, they have a lot of energy.
 Jennifer is very **lively**: she's always running and playing.



- majestic** [mədʒéstɪk]
adj. If something is **majestic**, it is large and impressive.
The rich people lived in a big, **majestic** house.



- nor** [nɔːr]
conj. You use **nor** to connect two negative ideas.
I eat neither apples **nor** oranges. I don't like either one.



- outraged** [áutrèɪdʒ]
adj. If someone is **outraged**, they are very angry.
My father was **outraged** when he saw that I had crashed his car.



- pessimistic** [pèsəmístɪk]
adj. If someone is **pessimistic**, they believe that the worst will happen.
John is **pessimistic**. He always thinks something bad will happen.



- relationship** [rɪlɪjənʃɪp]
n. The **relationship** between two or more people is the way in which they behave toward each other.
The teacher was proud of her good **relationship** with the students.



- slap** [slæp]
v. To **slap** someone means to hit them with the palm of the hand.
Out of anger, Helen **slapped** Eunice on the face.



- smash** [smæʃ]
v. To **smash** something is to break it into many small pieces.
Jacob **smashed** the window with a rock.



- successful** [səksésfəl]
adj. Someone who is **successful** achieves what they intended to achieve.
My father is a **successful** businessman.



- wage** [weɪdʒ]
n. A **wage** is the money that a person gets for doing a job.
The **wages** I receive from my job are really great!



- whereas** [hwɛəræz]
conj. You use **whereas** to show how two things are different.
My sister loves horror movies, **whereas** I prefer comedies.

EXERCISES

A Circle the word that fits the definition.

- a gentle wind**
a. breeze b. appetite c. relationship d. display
- money for a job**
a. nor b. forgive c. wage d. whereas
- big and impressive**
a. feeble b. majestic c. efficient d. outraged
- full of energy**
a. lively b. nor c. pessimistic d. alongside
- used to show how two things are different**
a. alongside b. smash c. defy d. whereas

B Circle the right definition for the given word.

- pessimistic**
a. to show something
c. full of energy
b. believing that something bad will happen
d. large and beautiful
- slap**
a. to hit someone
c. to be beside
b. to break something
d. to be small or weak
- relationship**
a. a connection
c. a manner of acting
b. a desire for food
d. an unproven story
- outraged**
a. angry
c. showing contrast
b. connecting two ideas
d. believing something bad will happen
- defy**
a. hunger
c. helping someone
b. to stop being angry
d. to go against

C Write a word that is similar in meaning to the underlined part.

1. Jim walks to school beside Tim.

2. I needed Jamie to help me in fixing my car.

3. James engaged in a prosperous business.

4. I spend all my money that I make at my job on new clothes.

5. The chair broke into small pieces when Rob sat down on it.

6. Bob is small and weak because he doesn't eat healthy food.

7. My new car is not wasteful.

8. A teacher tried to establish good rapport with students.

9. She was very angry when someone stole her purse.

10. I stopped being angry at Joseph when he said he was sorry.

D Circle the answer that best fits the question.

1. Which of the following connects two negative ideas?
a. A breeze b. Nor c. Defy d. An outrage
2. What is a positive way to describe someone?
a. Forgive b. Pessimistic c. Lively d. Feeble
3. What do you earn at the company?
a. A breeze b. An appetite c. A wage d. An outrage
4. What controls how much you eat?
a. Your appetite b. Your relationship c. Your wage d. An efficient mouth
5. If you are showing something, what are you doing?
a. Assisting b. Displaying c. Slapping d. Smashing

Growing to be Great

When George was just a boy, he didn't have any parents. The rumor was that they had died in a car accident. Many bad things could have happened to George, but he was lucky. He was sent to live **alongside** other children without parents. There were kind people to **assist** George and help him go forward with his life. However, he was a **pessimistic** and mean little boy.

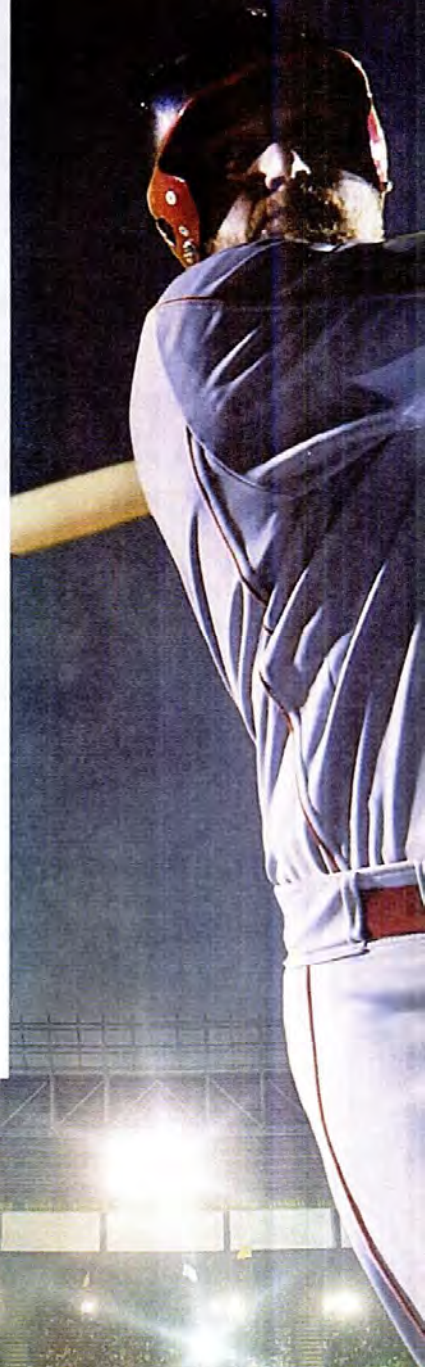
George was often **outraged**. He told mean rumors about the other kids. He **smashed** furniture and even **slapped** other boys. He **defied** anyone who tried to help him, and soon it was difficult for them to **forgive** him. But George did **display** a love for one thing. He loved to play baseball. **Whereas** he was lazy in school and liked neither the subjects **nor** the teachers, he was **lively** and happy when he played baseball.

One of George's teachers noticed his talent. He began to work with the boy. At first, they only talked about baseball. The teacher watched George play. He was a very **efficient** hitter. He almost never missed the ball. The teacher thought that George looked **majestic** when he played. When George hit the ball, it flew through the **breeze** as if it would never come down. In time, they began to talk about other things. They talked about George's family and his dreams for the future. They developed a very good **relationship**.

As George got older, he began to grow. His **appetite** was huge. He ate and ate. He got stronger. Soon the other boys and even the teachers looked small and **feeble** next to him. Everyone thought that this was the start of a great baseball career. When George got his first job as a baseball player, he gave most of his **wages** to the people who had helped him as a boy. He hoped that other children would also find a way to live happy, **successful** lives.



Track 9-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ George grew up alongside other children who didn't have parents.

2. ___ George looked majestic when he played baseball.

3. ___ George was a feeble boy with a small appetite.

4. ___ When George grew up, he gave some of his wages to the people who had assisted him.

5. ___ George was a lively student who liked many subjects.

6. ___ George smashed things and slapped other boys when he was outraged.

PART B Answer the questions.

1. What is the passage about?
 - a. Developing a relationship with a troubled child
 - b. Eating lots of food
 - c. Getting adopted
 - d. Joining a baseball team

2. Why was George good at baseball?

He was _____

3. What was the rumor about George's parents?

They died _____

WORD LIST



- animate** [æˈnəmeɪt]
adj. When something is **animate**, it has life.
 Rocks and machines are not **animate** things.



- classify** [klæˈsɪfaɪ]
v. To **classify** things is to put them into groups based on their type.
 The biologist **classified** the plant as a completely new species.



- concede** [kənˈsiːd]
v. To **concede** is to admit against your wish that something is true.
 The student **conceded** that he had cheated on the test.



- concept** [kənˈsept]
n. A **concept** is an idea about something.
 I learned some **concepts** about molecules before working in the science lab.



- construct** [kənˈstrʌkt]
v. To **construct** something means to make or build it.
 The men used wood and metal to **construct** a house.



- decade** [ˈdekeɪd]
n. A **decade** is a period of ten years.
 She celebrated her three **decades** of work with the company.



- diagram** [ˈdaɪəgræm]
n. A **diagram** is a simple drawing that explains what something is or how it works.
 By following the **diagram**, I was able to put the desk together.



- ferry** [ˈfɛri]
n. A **ferry** is a boat that carries passengers over short distances.
 The **ferry** took the people across the lake.



- handy** [ˈhændi]
adj. If something is **handy**, it is useful.
 An eraser is **handy** if you make a lot of mistakes.



- isolate** [ˈaɪsəleɪt]
v. To **isolate** is to separate one person or thing from a group.
 The teacher **isolated** the bad child from the class before talking with her.

 **longing** [lɒːŋɪŋ]

n. A **longing** is a strong feeling of wanting.

Since he skipped breakfast, he had a **longing** for food all morning.

 **numerous** [nɜːmərəs]

adj. If something is **numerous**, there are many of those things.

It was hard to drive fast since there were **numerous** holes in the road.

 **particle** [pɑːrtɪkl]

n. A **particle** is a very small piece of something.

The bottles of wine were covered in a layer of dust **particles**.

 **plea** [pliː]

n. A **plea** is a request that is urgent or emotional.

The poor, hungry man made a **plea** for food.

 **refrain** [rɪfrɛɪn]

v. To **refrain** from something is to avoid doing it.

The doctor asked Mary to **refrain** from eating fast food as part of her diet.

 **review** [rɪvjuː]

n. A **review** of something is a formal inspection of it by people in authority.

The government ordered a careful **review** of the economic situation.

 **sophisticated** [səfɪstəkəɪtɪd]

adj. If someone is **sophisticated**, they know many things about the world.

Jake is one of the most **sophisticated** people I've ever met.

 **surrender** [sə'rendər]

v. To **surrender** something is to give it up.

The thief **surrendered** the money to the police when he was caught.

 **upright** [ʌpraɪt]

adj. If something is **upright**, it is standing up straight.

Meerkats can't walk like humans, but they can stand **upright**.

 **worthwhile** [wɜːrəwáɪl]

adj. If something is **worthwhile**, it is important or useful.

On his visit to Canada, he realized studying English was **worthwhile**.

EXERCISES

A Circle the word that fits the definition.

- a formal inspection**
a. review b. diagram c. plea d. longing
- to accept the truth**
a. isolate b. classify c. construct d. concede
- an idea about how something is**
a. decade b. ferry c. concept d. particle
- knowing a lot about the world**
a. upright b. sophisticated c. handy d. surrender
- important**
a. refrain b. numerous c. worthwhile d. animate

B Circle the right definition for the given word.

- particle**
a. a small piece of something b. a drawing
c. a formal inspection d. a strong feeling of want
- decade**
a. an idea about something b. a period of ten years
c. a type of boat d. a thing that has life
- upright**
a. important b. to not do something
c. standing straight d. a request
- isolate**
a. to separate b. to group together by type
c. to give up d. to accept the truth
- handy**
a. to make something b. common
c. plentiful d. useful

C Write the word that best fits each blank.

1. animate / particle

Scientists thought that the tiny _____ was not a living thing, so they were very surprised to find that it was indeed _____.

2. handy / numerous

The carpenter keeps _____ tools in his truck. However, he keeps the most _____ ones on his tool belt at all times.

3. classify / upright

One way that scientists _____ the different species of early humans is by how they walked. Homo erectus, for example, walked _____.

4. longing / plea

After sitting in the cell for just one hour, the prisoner felt a _____ to be free. He made a _____ to the officers to release him immediately.

5. sophisticated / worthwhile

Learning how to speak another language is a _____ skill to have in the world of international business. It also can make one into a more _____ person.

6. review / concept

Jack has a great _____ for a new system, but his boss needs to conduct a thorough _____ to see if it will work.

7. diagram / isolate

William used string to _____ the different plants in the garden?
That made it easier for him to draw a(n) _____ of the leaves of each type of plant.

8. constructed / decades

The great pyramids of Egypt were not _____ overnight. In fact, it took many _____ to complete them.

9. concede / ferry

As he drove his car onto the _____, John felt sad. He wanted to travel by airplane, but after looking at the ticket prices, he had to _____ that air travel was just too expensive.

10. refrain / surrender

In maintaining good health, it is important to _____ from eating unhealthy foods. But that doesn't mean you must _____ all of the foods that you enjoy.

Anton's Great Discovery

Anton Van Leeuwenhoek was a Dutch cloth merchant. His life began to change after he got his first microscope in 1653. It was a very simple microscope. It had a lens in an **upright** stand. It could make small things look large. It was **handy** for looking closely at cloth.

Soon, Anton felt a **longing** to build a more powerful microscope. He dreamed of using it to make an important scientific discovery. He wanted to become famous. Three **decades** later, he did.

For many years, Anton experimented with microscopes and lenses. Eventually, he **constructed** a very powerful microscope. If he had sold the **concept** to others, it would have made him very rich. However, Anton **refrained** from **surrendering** his secret to anyone. Instead, he wanted to use it to become famous. So he used his secret microscope to study the natural world.

One day, he was looking at saliva from his mouth with the microscope. In the saliva, he saw **numerous** tiny **particles**. Some of them were moving! He thought that the particles were tiny organisms. So he **isolated** them from each other and studied each one carefully. Then he **classified** them into different categories. Some were round. Others were long and had tails. All were alive.

Anton was so excited. He knew he could become famous now. He was the first person to see these tiny organisms. So he drew **diagrams** of the organisms and sent them to a group of scientists in London. The scientists were **sophisticated** men who did not believe tiny, **animate** organisms could live in our mouths. Anton made a **plea** for them to come to Holland to see the organisms with their own eyes. The men took a **ferry** to Holland and met Anton. They performed a careful **review** of his work, and they **conceded** that he had made a **worthwhile** discovery. Anton Van Leeuwenhoek had discovered bacteria. After decades of hard work, he had become famous.



Track 10-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Anton's first microscope had an upright stand.

2. ____ Anton had a longing to become rich.

3. ____ The tiny particles Anton saw were bacteria.

4. ____ Anton classified the particles into different categories.

5. ____ The sophisticated scientists drew diagrams of the bacteria.

6. ____ Anton took a ferry to Holland.

PART B Answer the questions.

1. What is the passage about?
 - a. Selling cloth
 - b. Finding the first organism
 - c. Becoming a scientist
 - d. Traveling to London
2. Why was Anton's first microscope handy?
It helped

3. Why didn't Anton sell his concept of a powerful microscope?
He didn't

WORD LIST



- alliance** [ə'leɪəns]
n. An **alliance** is a group of people who work together.
 The junior executives formed an **alliance** with each other.



- applause** [ə'plɔ:z]
n. **Applause** is the noise made when people clap their hands to show approval.
 At the end of his speech, everyone burst into loud **applause**.



- armed** [a:rd]
adj. If you are **armed**, you are carrying a weapon.
 The robber was **armed** with a gun.



- authoritative** [əθə:reɪtɪv]
adj. If something is **authoritative**, it uses the best information available.
 This book is an **authoritative** source on ancient Egypt's Queen Nefertiti.



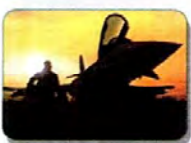
- bravery** [bréivəri]
n. **Bravery** is brave behavior.
 The books commended the general's **bravery**.



- ceremony** [sérəmòuni]
n. A **ceremony** is an event that happens on special occasions.
 Tom and Amy's marriage **ceremony** is in June.



- culture** [káltʃər]
n. **Culture** is the music, art, and writings of a certain place or group of people.
 Ancient Mexican **culture** is renowned for its architecture.



- defense** [díféns]
n. A **defense** is something that is done to protect another thing.
 The air force works in **defense** of its country.



- detail** [dí:teɪl]
n. A **detail** is a small piece of information.
 Jane told Ben all the **details** of her trip to China.



- diverse** [dív:rs]
adj. When a group of things is **diverse**, it is made up of a wide variety of things.
 Big cities have **diverse** populations with people of different races and ages.



enchant [ɪntʃænt]

v. To **enchant** someone is to make them feel very interested or happy. The beautiful woman **enchanted** everybody in the room.



equip [ɪkwɪp]

v. To **equip** someone is to give them the things needed to do something. Steve was **equipped** with the tools needed to do the job.



exception [ɪksɛpʃən]

n. An **exception** is someone or something not conforming to a rule. Most students thought the test was hard, but Tim was the **exception**.



genre [ʒɑːnrə]

n. A **genre** is a type of literature, art, or music characterized by its style. She is considered a master in the comedy **genre**.



impact [ɪmpækt]

n. An **impact** is the effect someone or something has. My grandmother had a great **impact** on my life.



lure [luər]

v. To **lure** someone is to convince them to do something by using a trick. The store **lures** people in with big signs that say "Sale!"



obstacle [ˈɒbstəkl]

n. An **obstacle** is an object or a problem that stops you from doing something. Climbing over the giant rock was the biggest **obstacle** for the hikers.



shelter [ʃɛltər]

n. A **shelter** is a place to go that is safe from danger or bad weather. The frog took **shelter** from the storm in a nearby hold.



supply [səpláɪ]

v. To **supply** something means to give people what they need or want. The water heater **supplied** the house with warm water.



vain [veɪn]

adj. If people are **vain**, they are only concerned with how they look. Rebecca is so **vain** that she looks at herself in every mirror.



- enchant** [intʃænt]
 - v. To **enchant** someone is to make them feel very interested or happy. The beautiful woman **enchanted** everybody in the room.



- equip** [ikwíp]
 - v. To **equip** someone is to give them the things needed to do something. Steve was **equipped** with the tools needed to do the job.



- exception** [iksépfən]
 - n. An **exception** is someone or something not conforming to a rule. Most students thought the test was hard, but Tim was the **exception**.



- genre** [ʒɑːnrə]
 - n. A **genre** is a type of literature, art, or music characterized by its style. She is considered a master in the comedy **genre**.



- impact** [impækt]
 - n. An **impact** is the effect someone or something has. My grandmother had a great **impact** on my life.



- lure** [luər]
 - v. To **lure** someone is to convince them to do something by using a trick. The store **lures** people in with big signs that say "Sale!"



- obstacle** [óbstəkəl]
 - n. An **obstacle** is an object or a problem that stops you from doing something. Climbing over the giant rock was the biggest **obstacle** for the hikers.



- shelter** [ʃéltər]
 - n. A **shelter** is a place to go that is safe from danger or bad weather. The frog took **shelter** from the storm in a nearby hold.



- supply** [səpláɪ]
 - v. To **supply** something means to give people what they need or want. The water heater **supplied** the house with warm water.



- vain** [veɪn]
 - adj. If people are **vain**, they are only concerned with how they look. Rebecca is so **vain** that she looks at herself in every mirror.

EXERCISES

A Circle the word that fits the definition.

- to provide the things that someone needs to do something**
a. diverse b. enchant c. equip d. lure
- a safe place**
a. genre b. shelter c. defense d. culture
- holding a weapon**
a. authoritative b. vain c. diverse d. armed
- pieces of information**
a. details b. impacts c. applause d. supplies
- a group working together**
a. ceremony b. alliance c. exception d. obstacle

B Write a word that is similar in meaning to the underlined part.

- I appreciated your courage and effort.

- Everybody was very interested when Kate read that beautiful poem out loud.

- The performer heard great sounds of people clapping their hands.

- Tim takes a long time to get ready because he is so concerned with how he looks.

- Ocean life is made up of a wide variety of things.

- What is your favorite kind or style of music?

- The special event will start at 8 o'clock tonight.

- The city's only action taken to protect itself was to build a giant brick wall around it.

- Ben went through many problems before he finished his project.

- Most girls in the class like to play with dolls, but Samantha is the one who doesn't conform.

C Match the phrases to make complete sentences.

- | | |
|---|---|
| a. was popularized by artists like Picasso and Dali | b. is to wear a lot of sunscreen |
| c. with pencils, scissors, and a lot of glue | d. known for its interesting folk art |
| e. into coming to the museum with me | f. tonight at the Royal Crown Hotel |
| g. talk about herself for hours and hours | h. their life |
| i. was not being able to read very well | j. the jewelry store and stole diamonds |

- I'm going to try to **lure** my friends _____.
- The firefighter's **bravery** saved _____.
- The biggest **obstacle** Mary faced _____.
- The **genre** of abstract art _____.
- The awards **ceremony** is _____.
- Mexican **culture** is _____.
- The best **defense** against skin cancer _____.
- The students were **equipped** _____.
- An **armed** man ran into _____.
- The **vain** woman could _____.

D Match the clauses to make complete sentences.

- | | |
|--|---|
| a. and Officer Jones is no exception | b. and her work impacted many lives |
| c. but everyone else is enchanted by her | d. but I like a diverse selection |
| e. so we ran inside for shelter | f. so they will form an alliance |
| g. and the crowd gave him great applause | h. so he supplied them with blankets |
| i. but it had so many details that he couldn't finish | |
| j. because he sounds authoritative when he speaks | |

- It started raining really hard, _____.
- He saw that the children were cold, _____.
- Police officers work very hard, _____.
- Everyone always trusts Seth _____.
- Mother Teresa was a very well-known person, _____.
- He only likes one type of music, _____.
- James tried to write the report last night, _____.
- I don't really like Jennifer, _____.
- Bob and Eric both want to beat James at the game, _____.
- The performer did a great job, _____.

How a Singer Helped Win the War

Sometimes famous people are **vain**. They only care about themselves. But Josephine Baker was an **exception**. In the 1930s and 1940s, Baker was one of the most famous women in France. She was a big part of the new jazz **genre** and **culture** and had a **diverse** group of fans. The French people especially loved her. And she loved France. So when World War II started, she wanted to help the nation that had given her so much.

In 1940, **armed** German troops entered Paris. When this happened, some French people formed a secret **alliance**. It was called the French Resistance. The group worked for the **defense** of France. It helped the European and American armies fight the Germans.

Baker was an important member of the Resistance. She had three jobs. The first was to carry messages to and from other members. The messages were written in code on her sheets of music. The second was to provide **shelter** and **supply** goods to Resistance members. It would have been dangerous if the Germans found them.

Baker's third job was the most important. Baker held concerts for European politicians and army members. She **lured** them in, promising an entertaining show. She **enchanted** them with her singing and dancing, and got lots of **applause**. But Baker was always **equipped** with a small notebook at these concerts. She listened for **details** about the war and wrote them down. Baker sorted the details and gave **authoritative** reports to the Resistance.

Some thought Baker's fame would be an **obstacle**. The Germans knew who she was, but they didn't think she was smart enough to work for the Resistance. So she could get information from the Germans easily. This helped the Resistance and the French army save lives and win the war.

Baker had a big **impact** on the Resistance's work. She got many awards for her help. When she died, the army had a special **ceremony** to thank her again for her **bravery**.



Track 11-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Baker's first job was to carry messages written in code to and from European politicians.

2. ____ Baker provided shelter for Resistance members and supplied them with goods.

3. ____ Baker was always equipped with a small notebook during her concerts.

4. ____ In 1940, armed German troops entered Europe.

5. ____ Baker enchanted politicians and army members with her singing and dancing.

6. ____ Baker sorted details about the war and gave authoritative reports.

PART B Answer the questions.

1. What is the passage about?
 - a. Helping a country
 - b. Studying at school
 - c. Joining the army
 - d. Holding a concert
2. Which genre of music was Josephine Baker famous for?
She was famous for

3. What happened when Baker died?
The army

WORD LIST



- alternative** [ɔ:l'té:rnativ]
n. An **alternative** is something that you can choose instead of your first choice.
 Her first plan to make extra money seemed weak, so she chose an **alternative**.



- avenue** [ævənju:]
n. An **avenue** is a road, often a large one with buildings on each side.
 Drive down this **avenue** and then turn left to get to the park.



- belly** [béli]
n. The **belly** is the stomach of a person or animal.
 His **belly** was full because he had eaten a lot of food.



- bid** [bid]
n. A **bid** to do something is an attempt to do it.
 He made a **bid** to become the university's next president.



- blow** [blou]
v. To **blow** means to move air or move something through the air, as in the wind.
 The wind is **blowing** very hard today. We should stay inside.



- conflict** [kánflikt]
n. A **conflict** is a fight between different people or groups.
 The two nations had a **conflict** over which one could use the water in the river.



- continent** [kántənənt]
n. A **continent** is one of the seven large areas of land on the Earth.
 Asia is the largest **continent**.



- current** [ké:rənt]
n. A **current** is a steady and constant flow of air or water in a river or ocean.
 The ocean **currents** took the ship far off into the sea.



- disrespect** [disrɪspékt]
n. **Disrespect** is rudeness or behavior that shows a lack of respect.
 He showed **disrespect** by arguing with his boss during a meeting.



- enthusiasm** [inθú:ziæzm]
n. **Enthusiasm** is a very strong good feeling about something.
 The crowd showed their **enthusiasm** for the soccer team by cheering loudly.



- harsh** [hɑ:rʃ]
adj. When something is **harsh**, it is very unpleasant.
The desert can be a very **harsh** environment.



- lean** [li:n]
v. To **lean** is to bend in a particular direction.
The woman **leaned** against the counter because she was tired.



- meantime** [mi:ntaɪm]
n. The **meantime** is the time between two events.
Ted began setting the table. In the **meantime**, I began preparing the food.



- mischief** [mɪstʃɪf]
n. **Mischief** is behavior that is meant to trick or cause trouble for people.
Ben was up to **mischief** when he persuaded Ken to paint his face.



- muscle** [mʌsəl]
n. **Muscle** is a mass of tissue attached to bone that helps you move.
She went to the gym in order to make her **muscles** stronger.



- rescue** [rɛskju:]
v. To **rescue** someone means to remove them from danger.
The firefighter **rescued** the man from the burning building.



- succession** [səkʃən]
n. A **succession** is a number of things that follow one after the other.
The student said the letters of the alphabet in **succession**.



- terrain** [təreɪn]
n. The **terrain** is the land and all of its physical features or parts.
The **terrain** below was rocky and full of hills.



- timid** [tɪmɪd]
adj. If someone is **timid**, they are afraid, shy, or nervous.
The **timid** child hides behind her mother whenever she sees a stranger.



- violence** [vaɪələns]
n. **Violence** is forceful action that is meant to injure or kill people.
The boy hit his brother in an act of **violence**.

EXERCISES

A Write the word that best fits each blank.

1. muscles / violence

It was bad that the man had a lot of _____ because he used them to cause _____.

2. belly / bid

He made a _____ to win the race, but he had to quit when he got a bad pain in his _____.

3. disrespect / timid

The boy was always _____ because his classmates were mean and treated him with _____.

4. continent / enthusiasm

The boy had a lot of _____ before his trip to Europe. He had never been to a different _____ before.

5. lean / meantime

The movie will start soon. In the _____, help me to _____ these heavy boards against the wall.

6. alternative / avenue

The _____ that the man wanted to drive on was blocked, so he found an _____ route.

7. conflict / rescue

The police officer had to _____ the woman from a bad _____ she was having with another woman.

8. harsh / terrain

The girl walked along the rough beach. The rocky _____ was _____ on her feet.

9. mischief / succession

The boys were up to their usual _____ and were throwing balls of paper at each other in _____.

10. current / blow

I turned on the fan so that it would _____ air on me. The _____ of cool air felt wonderful.

B Write a word that is similar in meaning to the underlined part.

1. Australia is an island that is also the smallest large area of land on the planet.

2. The land's feature was quite hilly.

3. The pitcher threw the balls to home plate in a series, one after another.

4. The student left for school early. She had to walk down an extended road to get there.

5. Brian was tired. He needed to bend over and rest on the side of his car.

6. The student decided that the answer was A and not the other choice, B.

7. The river's fast steady movement of water made it difficult to swim to the other side.

8. He talked about US history until the bell rang, and the pupils wrote notes in the time during the event.

9. The dog continued barking. The loud noise was painful and rough to her ears.

10. The boys used forceful action to get what they wanted.

C Circle the answer that best fits the question.

1. Which word best describes the state of being very happy and excited?
a. Enthusiasm b. Violence c. Current d. Alternative
2. Which of the following describes a scared person best?
a. Timid b. Disrespect c. Muscle d. Succession
3. What is something that can be soft and round?
a. Something in the meantime b. An avenue
c. A person's belly d. A continent
4. Which word best describes behavior meant to trick or cause trouble?
a. Mischief b. Conflict c. Terrain d. Harsh
5. Which of the following best describes the action of the wind?
a. It bids. b. It rescues. c. It blows. d. It leans.

The Sun and the North Wind

The Sun and the North Wind were talking to each other in the sky. The North Wind was saying that he was better than everyone else. The Sun listened as the North Wind talked with **enthusiasm** about how powerful he was and how he could push something from one **continent** to another with one breath. He said, "I am the strongest thing in the sky."

"Really?" asked the Sun. "How do you know that you are more powerful than the stars, or the rain, or even me?" The North Wind laughed with **disrespect**. He yelled, "You? That's a joke!"

This hurt the Sun. He was usually **timid** and did not want to cause **conflict**. Today he decided that he should teach the North Wind a lesson.

In the **meantime**, a man began walking along an **avenue** down on Earth. When the Sun looked down on the **terrain** below, he saw the man. He pointed down to the Earth and said, "Do you see that man walking below? I bet I can get his jacket off of him. Can you?"

"Of course!" the North Wind replied as he took a deep breath and filled his lungs with air. He used all of the **muscles** in his face and **belly** to **blow** winds at his target in **succession**.

The **harsh** air **currents** made the man cold. The man pulled his jacket more tightly around him. It did not come off. The Sun decided to **rescue** the man from the **mischief** of the North Wind. He said, "May I try?" Then he sent down sunlight that made the man warm. The man **leaned** against a tree. He took off his jacket and enjoyed the nice weather.

"You are very powerful," the Sun said to the North Wind, "but you use **violence** in your **bid** to appear strong. You should think of an **alternative**. The strongest people don't use force to get what they want."



Track 12-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The North Wind thought that he was stronger than everyone else.

2. ____ The North Wind blew the jacket off of the man.

3. ____ The North Wind treated the Sun with disrespect.

4. ____ The Sun was the target for the North Wind.

5. ____ The Sun was timid and did not teach the North Wind a lesson.

6. ____ The North Wind used violence in his bid to be powerful.

PART B Answer the questions.

1. What is the passage about?

- a. Dressing for the weather
- b. Traveling around the Earth
- c. Reducing conflict
- d. Being powerful

2. Why was the North Wind so full of enthusiasm?

He thought

3. What happened in the meantime while the Sun and the North Wind were talking?

The man

WORD LIST



- affect** [ə'fekt]
v. To **affect** someone or something is to have an influence over them.
 The student's poor attitude **affected** the other students in the class.



- autograph** [ɔ:'təgræf]
n. An **autograph** is the written name of a famous person.
 Everybody wanted the movie star's **autograph**.



- bead** [bi:d]
n. A **bead** is a drop of liquid.
Beads of water collected on the outside of the glass.



- brew** [bru:]
v. To **brew** coffee or tea means to pour hot water over it.
 Please **brew** a fresh pot of coffee.



- charm** [tʃɑ:rm]
v. To **charm** someone is to please them with your personality.
 Gail **charmed** everyone with her humorous stories.



- destiny** [déstəni]
n. A **destiny** is all the things that happen or will happen to a person in their life.
 It was his **destiny** to become a great singer.



- equipment** [i'kwɪpmənt]
n. **Equipment** consists of the things which are used for a specific purpose.
 The factory produces a wide range of high-tech **equipment**.



- horn** [hɔ:rn]
n. A **horn** is a device that makes a loud noise.
 The boy honked his **horn** as he rode his bicycle past the house.



- irritable** [ɪrɪtəbl]
adj. When someone is **irritable**, they become annoyed or angry very easily.
 She is **irritable** when she doesn't get enough sleep.



- lag** [læg]
v. To **lag** behind is to move slowly behind other moving objects.
 The girl on rollerblades **lagged** behind the little girl on the bicycle.



- nightmare** [náitmær]
n. A **nightmare** is a bad or scary dream.
The girl was scared to go back to sleep because she had had a **nightmare**.



- nutritious** [nju:trífəs]
adj. When something is **nutritious**, it helps the body stay healthy.
Mangoes are one of the most **nutritious** fruits in the world.



- protein** [próuti:n]
n. **Protein** is a substance that is necessary for the body to grow and be strong.
Fish and beef are good sources of **protein**.



- signature** [sínəʃər]
n. A **signature** is your name, when you write it in your own way.
I put my **signature** at the end of the letter.



- stuff** [stʌf]
n. **Stuff** is a word used to refer to things without mentioning the things by name.
We gave a lot of **stuff** to the charity.



- subconscious** [sʌbkánʃəs]
adj. When something is **subconscious**, it is done without thinking about it.
Breathing is one of the **subconscious** things that the body does.



- van** [væn]
n. A **van** is a vehicle that is used for carrying things. It is smaller than a truck.
The delivery company uses large **vans** to deliver packages.



- warn** [wɔ:m]
v. To **warn** someone is to make them know of possible danger in the future.
The lifeguard **warned** people to stay away from the rough ocean.



- workout** [wé:rkàut]
n. A **workout** is an exercise routine that helps improve health.
She doesn't do her **workout** on the weekends.



- zoom** [zu:m]
v. To **zoom** is to move quickly.
The cars **zoomed** along the road.

EXERCISES

A Circle the word that best fits the given definition.

- irritable**
a. to please b. to get angry easily c. having a routine d. healthy
- zoom**
a. to move quickly b. dangerous c. healthy d. to attract
- subconscious**
a. not aware b. handwritten c. bad dream d. pleasing
- charm**
a. to please b. to make a noise c. to exercise d. to influence
- brew**
a. to make coffee b. to move slowly c. to have a routine d. to attract

B Write a word that is similar in meaning to the underlined part.

- Mary asked for the singer's handwritten name.

- He isn't allowed to watch scary movies because they give him bad dreams.

- The company is investing some money in agricultural machinery.

- He borrowed a truck-like vehicle to help him move some of his furniture.

- Ellen wanted to get to the gym and try a new exercise routine.

- Harriet doesn't like talking to Jesse when he's easily annoyed.

- The cars honked their devices for making noises while they waited in traffic.

- If you don't start trying harder, you will move slowly far behind the rest of us.

- The sign makes people aware of bears in the area.

- My mother cooks me a healthy breakfast every morning.

C Circle the answer that best fits the question.

1. Which one is a good source of protein?
a. Vegetables
b. Tea
c. Beef
d. Sugar
2. What can best be described as "stuff"?
a. Sports equipment
b. A collection of unnamed things
c. A computer
d. Socks and shoes
3. Which one is the most nutritious snack?
a. An apple
b. French fries
c. A candy bar
d. Ice cream
4. What is something you might put your signature on?
a. A business letter
b. A birthday cake
c. Your hand
d. The water
5. If you lag behind your friends, you _____.
a. are slower than them
b. are heavier than them
c. wait for them
d. don't care about them
6. What are things that happen and will happen in a person's life?
a. Their workout
b. Their destiny
c. Their stuff
d. Their autograph
7. Which of the following is similar to a small truck?
a. A van
b. A horn
c. A charm
d. A lag
8. What is a small drop of water called?
a. Bead
b. Signature
c. Protein
d. Nutritious
9. What does it mean to have influence over something?
a. To charm
b. To warn
c. To brew
d. To affect
10. What are fire alarms meant to do?
a. Make people irritable
b. Give children nightmares
c. Warn people
d. Zoom past people

The Big Race

Alex woke up scared because of a **nightmare**. In it, he was running a race. Just before he reached the finish line, he fell. Alex thought that, in a **subconscious** way, his brain was trying to **warn** him about something. He was going to run in a race that day. Did the dream mean he was going to lose? He became **irritable**.

"Good morning," said Alex's mother. "I **brewed** some coffee and made you a special breakfast." Alex didn't want it. It had too much sugar. He needed something **nutritious**. So he prepared a meal that contained a lot of **protein** to maximize his energy for the race. Then his father asked, "Do you want help packing your **stuff**?" "No," replied Alex. He wanted to make sure that he had all his **equipment** for the race.

Alex's family got in their **van** and drove to the track. When they arrived, a boy ran toward Alex. "Can I have your **autograph**?" asked the boy. Alex had many fans. He usually **charmed** everybody he spoke to. However, today Alex refused to give the boy his **signature**. He needed to think about his race. He took his jump rope from his bag and started his usual **workout**. Maybe exercising would help him forget about the nightmare. "The race is about to start," said the coach. **Beads** of sweat formed all over Alex's body. All he could think about was his terrible dream. He thought it might be his **destiny** to become a loser. While he was thinking, he didn't hear the **horn** that meant the race had started.

The runners **zoomed** toward the finish line. By the time Alex started, he **lagged** far behind everyone. He couldn't run fast enough to catch up to the others. He had lost the race! He shouldn't have let the nightmare **affect** him. He should have stayed focused on the race.



Track 13-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Alex had a nightmare that he forgot his stuff at home.

2. ___ The dream made Alex irritable on the day of the race.

3. ___ Alex wanted to eat something with a lot of sugar for breakfast.

4. ___ Alex did a workout with his jump rope to help him feel less nervous.

5. ___ Beads of sweat formed all over Alex's body.

6. ___ Alex lagged behind while the other runners zoomed past him.

PART B Answer the questions.

1. What is the passage about?
 - a. Running in races
 - b. Determining the meaning of dreams
 - c. Focusing on the wrong things
 - d. Accepting help from others
2. What did Alex's father offer to help him do?

Alex's father offered

3. What did the boy at the track ask Alex for?

The boy at the track

WORD LIST



- brick** [brik]
n. A **brick** is a block of hard clay that is used for building things, such as walls.
 There were several **bricks** scattered on the ground.



- crumble** [krʌmbəl]
v. To **crumble** means to break or fall apart into small pieces.
 The old house's walls **crumbled** into a pile of rock and wood.



- dough** [dou]
n. **Dough** is a mixture of flour and water that becomes bread when baked.
 I made heart-shaped cookies from the **dough**.



- express** [iksprɛs]
v. To **express** a feeling or idea means to show others how one thinks or feels.
 The nurse **expressed** her sympathy for the sick patient.



- fist** [fɪst]
n. A **fist** is a hand with fingers bent in toward the palm.
 The bully made a **fist** and threatened to hit the small boy.



- flexible** [flɛksəbəl]
adj. If something is **flexible**, then it can bend easily without breaking.
 The tree branch was so **flexible** it could be bent into a circle and not break.



- flush** [flʌʃ]
v. To **flush** means the face becomes red due to heat, illness, or emotion.
 After the long race, the runner's face was **flushed**.



- injure** [ɪndʒər]
v. To **injure** someone means to damage a part of their body.
 The car crash **injured** two people.



- lump** [lʌmp]
n. A **lump** is a small piece of something that is solid.
 The artist took a **lump** of clay and turned it into a beautiful pot.



- mixture** [mɪkstʃəːr]
n. A **mixture** is something that is made by mixing other things together.
 The walls were built using a **mixture** of water, rock, and dirt.

 **reconcile** [rɛkənsaɪl]

v. To **reconcile** means to return to a friendly relationship.
After arguing, the two friends were **reconciled** with each other.

 **ruin** [ruːɪn]

v. To **ruin** something means to harm or damage it greatly.
Our walk in the park was **ruined** by the sudden rain.

 **shatter** [ʃætər]

v. To **shatter** something means to break it suddenly into many tiny pieces.
When the ball hit the window, the glass **shattered**.

 **shutter** [ʃʌtəːr]

n. **Shutters** are wooden or metal covers in front of a window.
Mr. Smith closed the **shutters** every night to make his bedroom dark.

 **sift** [sɪft]

v. To **sift** something means to remove all the large pieces.
The baker **sifted** the flour into a large bowl.

 **slight** [slait]

adj. If something is **slight**, then it is small or minor.
There was only a **slight** change in the little boy's height.

 **sparkle** [spɑːrkəl]

v. To **sparkle** means to shine brightly with quick flashes of light.
The stars **sparkled** in the winter night's sky.

 **sprinkle** [sprɪŋkəl]

v. To **sprinkle** means to scatter something all over something else.
He **sprinkled** the pasta with salt and black pepper.

 **stale** [steɪl]

adj. If food is **stale**, then it is not fresh but dry, hard, and not good to eat.
The cookies sat on the table so long that they became **stale**.

 **utter** [ʌtər]

v. To **utter** a word or a sound means to say it.
The lost boy was so scared that he could barely **utter** a single word.

EXERCISES

A Circle the right definition for the given word.

- ruin**
a. to damage b. to hate c. to fly d. to cook
- brick**
a. a fast car b. a hard piece of clay
c. a best friend d. a favorite kind of toy
- sprinkle**
a. to scatter b. to create c. to mend d. to agree
- injure**
a. to run b. to fall c. to hurt d. to roast
- slight**
a. growing b. minor c. quick d. risky

B Circle the answer that best fits the question.

- How would a man show others an emotion?
a. By flushing it b. By injuring it c. By ruining it d. By expressing it
- Which of the following means that two former enemies become friends again?
a. To reconcile b. To shatter c. To utter d. To sparkle
- How would you describe a girl who can stretch her leg behind her head?
a. A little bit stale b. Very flexible c. More than slight d. Ready to crumble
- Which of these would you use to make bread?
a. A brick b. Some dough c. A fist d. A lump
- Which word describes something usually found on windows?
a. Mixture b. Crumble c. Slight d. Shutters

C Write the word that best fits each blank.

1. brick / lump

Before the project, the clay was one big _____. But when he was finished, he made a perfectly square _____.

2. reconciled / uttering

Five minutes ago, the two senators were _____ insults at each other, but now they have _____ because they both agree with the new law.

3. shutters / sparkled

In the middle of the night, she got out of bed and opened the _____. She gazed at the sky, where the stars _____ like tiny fires.

4. flushed / stale

The rice was not eaten soon enough, so it tasted _____. It made me feel sick, and my face became _____.

5. crumbled / dough

The cook picked up the block of cheese and _____ it into little pieces. Then he mixed them with the _____ before placing it in the oven.

6. sift / shattered

When he started to _____ the flour into the bowl, he slipped and dropped it. The bowl hit the ground and _____.

7. fist / flexible

He hit the punching bag with his _____. Since the bag was _____, it did not break.

8. sprinkle / mixture

The _____ of ice cream and chocolate tastes good, but it will be even better if you _____ sugar on the top of it.

9. slight / expressed

The doctor _____ a lot of concern about my hurt ankle, but I told him the pain was only _____.

10. ruined / injured

The ship was _____ when it crashed into the island. Even though it was greatly damaged, none of the passengers were _____.

The Brothers and the Bread

Two brothers wanted to go outside and play. However, because the only bread in the house was **stale**, their mother told them they needed to bake fresh bread.

"I have to have the car repaired," she said. "When I return, if the bread is ready, you can play." The brothers hurried to prepare the bread, but they were not careful enough. They didn't **sift** the flour. They were careless and **sprinkled** too much salt into the **mixture**. The **dough** needed to be soft and **flexible**, but the salt made it into a **lump** that was as hard as a **brick**.

The younger brother **uttered** a sigh. "Now we have to start again," he said. "No, we don't," the older brother replied. "I'll fix it. I just need to make the dough flat again and add water to it."

He decided to hit the ball of dough with his **fist** to make it flat. But he hit it so hard that it flew right off of the table and knocked over a glass, which **shattered**. The dough then crashed into the kitchen window's **shutters** and **crumbled**. Luckily, the brothers were not **injured**, but they had made a huge mess.

A **slight** mistake now had become a major problem. The brothers had **ruined** the kitchen. Just then their mother returned. She saw the mess and became **flushed** with anger.

"Now you can't play," she said. "Instead, you have to clean the kitchen. I want this kitchen to be so clean that it **sparkles!**"

The brothers cleaned the floor and **expressed** their sorrow to their mother. Soon, they were **reconciled**. But there was no bread, and it was too late to play. They realized that trying to do something quickly often makes more work.



Track 14-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Because the bread was stale, the mother wanted them to bake fresh bread.

2. ____ The dough became a lump that was as hard as a brick.

3. ____ The bread needed to be hard and sturdy.

4. ____ The older brother uttered a sigh.

5. ____ The brothers had to clean the kitchen so it sparkled.

6. ____ A major mistake only caused a slight problem.

PART B Answer the questions.

1. What is the passage about?
 - a. Making a mistake
 - b. Rushing through a task
 - c. Following parents' directions
 - d. Learning how to bake
2. What happened first when the older brother hit the dough with his fist?
 When the older brother _____

3. Why was the mother flushed with anger?
 The kitchen _____

WORD LIST



- although** [ɔ:lðóu]
conj. You use **although** to say that one thing is contrasted by another.
Although she was late, her friends gave her a warm welcome.



- apply** [əpláɪ]
v. To **apply** something means to put it on.
 She always **applies** makeup to her face before going outside.



- await** [əwéɪt]
v. To **await** something means to wait for it.
 The players **awaited** the referee's decision.



- beloved** [bilávid]
adj. When something is **beloved**, it is very special and you like it very much.
 The boy took a nap next to his **beloved** cat.



- climate** [kláimit]
n. A **climate** is the usual weather in a place.
 The **climate** in the desert is very hot.



- complain** [kəmpléɪn]
v. When you **complain**, you say that you are unhappy about something.
 The workers **complained** that they were being treated unfairly.



- confuse** [kən'fjú:z]
v. To **confuse** someone means to make them feel like they are unsure.
 The sign **confused** the traveler because it pointed in two directions.



- due** [dju:]
adj. When something is **due**, it is expected to happen or be done at that time.
 The papers were **due** on the 19th.



- establish** [ɪstæblɪʃ]
v. To **establish** something means to create it.
 He wanted to **establish** a club for people to help the Earth.



- furnace** [fú:rnɪs]
n. A **furnace** is a place where heat is made.
 Mr. Jones came to fix the **furnace**.



- leash** [li:ʃ]
n. A **leash** is a rope or chain that is used to lead an animal.
Dogs must wear a **leash** to keep them from running away.



- mature** [mətʃʊə:r]
v. To **mature** means to grow up to become an adult.
When they **matured**, they became as tall as their parents.



- measure** [mézə:r]
v. To **measure** something means to find out the quality, value, or effect of it.
The scientists carefully **measured** the amount of chemicals in the tubes.



- midst** [mɪdst]
n. The **midst** of something is the middle of it.
She was in the **midst** of cleaning when the telephone rang.



- misery** [mɪzəri]
n. **Misery** is extreme suffering.
There was a lot of **misery** after Sam lost his dog.



- powerless** [páuerlɪs]
adj. **Powerless** means without power or authority.
I fear my father is **powerless** now.



- prior** [praɪə]r]
adj. When something happened **prior** to something else, it happened earlier.
Ron had to wait since he arrived **prior** to the scheduled meeting time.



- research** [rɪsə:rtʃ]
n. **Research** is close and careful study to discover new things.
Scientists did a lot of **research** on the subject of blood type.



- spaceship** [spéɪsʃɪp]
n. A **spaceship** is a craft designed for spaceflight.
Many people want to travel into space by **spaceship**.



- variety** [vəraɪəti]
n. A **variety** of something is a group of many different kinds of it.
There are a **variety** of flowers at the shop.

EXERCISES

A Write the word that best fits each blank.

1. research / await

After weeks of hard work, the scientists must _____ the results of their _____.

2. misery / beloved

After the death of her _____ pet, the woman felt nothing but _____ for many weeks.

3. complained / variety

The store had a _____ of canned vegetables, but the man _____ that they didn't have his favorite brand.

4. due / confused

The new schedule _____ passengers, who thought the train was _____ at 8 a.m.

5. climate / establish

The island was a great place to _____ a hotel since the _____ was warm throughout the year.

6. although / prior

_____ he had a lot of bad luck in the past, he refused to let _____ events stop him from moving forward.

7. furnace / powerless

When I complained about the _____ not working, my friend didn't realize that I was _____ to change the situation.

8. mature / midst

In the _____ of a terrible war, the young boys had to _____ quickly.

9. measured / leash

To make sure the dog's _____ was long enough, Bob took out a ruler and _____ it.

10. spaceship / apply

After seeing the _____ take off into the sky, the young girl resolved to _____ to the space program when she grew up.

B Match the phrases to make complete sentences.

- | | |
|--------------------------------|--|
| a. he went to the party anyway | b. before new medicines can be created |
| c. a school for blind children | d. a room warm during the winter |
| e. a dog from running away | f. many travelers want to vacation there |
| g. always calmed her | h. the team's best player had to be replaced |
| i. around 7:00 in the morning | j. food to choose from at the store |

1. **Although** he didn't know how to dance, _____.
2. A **furnace** keeps _____.
3. Florida's warm **climate** makes _____.
4. He wanted to **establish** _____.
5. The train was **due** to arrive at _____.
6. A lot of **research** is needed _____.
7. Shoppers have a **variety** of _____.
8. In the **midst** of the game _____.
9. A **leash** keeps _____.
10. Her **beloved** sister _____.

C Match the clauses to make complete sentences.

- a. scientists **measured** all the effects
- b. but his **prior** works were very successful
- c. but the pain in his ankle gave him too much **misery**
- d. so the diners **complained** to the waiter
- e. so he became **confused**

1. To determine if the new drug was safe, _____.
2. His newest book did not sell well, _____.
3. He wanted to finish the race, _____.
4. He lost his map, _____.
5. The soup was cold, _____.

Laika, the Space Dog

One of the world's most **beloved** space travelers was also the furiest. Laika was a little dog living on the streets of Moscow, Russia. She **matured** on the streets because no one would give her a home. She had to learn how to live without eating much. She found ways to keep warm in a very cold **climate**. Scientists thought a tough dog like Laika would do well in a project they were putting together.

In a **prior** launch, Russia had put the first man-made object into space. Now, scientists wanted to see if a living thing could go into space. **Although** many facts about space had been learned, they weren't enough to help send humans into space safely yet.

Laika and two other dogs were chosen to help scientists with their **research**. The animals were used in a **variety** of tests. In the end, though, only Laika would go into space. On November 3, 1957 the Sputnik 2 spaceship was **due** to leave Earth.

Scientists carefully **applied** wires to Laika's skin to **measure** her body's reactions once she got into space. Laika also wore a special **leash**. Without it, she would float around in the **spaceship**. Soon after, Laika left the planet. Scientists on Earth **awaited** information from the ship.

But in the **midst** of so much excitement, something very sad happened. Scientists were able to tell that Laika was under a lot of stress. The trip **confused** and scared her. Laika's entire ship had become as hot as a **furnace**. Scientists were **powerless** to help the dog in her **misery**. After about five hours, Laika died.

Some have **complained** that the little dog should never have been used in the mission. Scientists knew that she would not survive the trip. Laika was never buried, but a memorial has been **established** in Moscow. There are many songs and books about her, too. It seems that Laika became a hero to many people.



Track 15-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Scientists did a variety of tests for research before the Sputnik 2 was due to leave.

2. ___ Wires were applied to Laika's leash so that scientists could find the ship.

3. ___ Although Laika could not be buried, a spaceship was established in her honor.

4. ___ In the midst of the scientists' excitement, Laika's ship became too hot.

5. ___ In a prior launch, scientists sent two other dogs into space.

6. ___ Many people complained that Laika should not have gone to space.

PART B Answer the questions.

1. What is the passage about?
 - a. Sending animals into space
 - b. Testing on animals
 - c. Adopting a lost dog
 - d. Following an astronaut
2. Why did Laika die during the trip?
The ship

3. Why did scientists apply wires to Laika's skin?
Scientists applied wires to Laika's skin

WORD LIST



- altogether** [ɔːltəɡeðər]
adv. If something happens **altogether**, it happens completely.
 The company stopped using sugar **altogether** in its food.



- bind** [baɪnd]
v. To **bind** people is to make them feel united together.
 The victims of the flood were **bound** by their need to help each other.



- bruise** [bruːz]
n. A **bruise** is a dark mark caused by being hit by something.
 She got a **bruise** on her knee from falling down.



- custom** [kʌstəm]
n. A **custom** is a way of doing things that has been the same for a long time.
 It is a **custom** that the bride and groom have the first dance.



- disobedient** [dɪsəˈbiːdiənt]
adj. When someone is **disobedient**, they do not follow the rules or instructions.
 The **disobedient** children didn't listen to their mother and had an accident.



- foresee** [fɔːrsiː]
v. To **foresee** something is to know about it before it happens.
 The teacher didn't **foresee** any problems with his large class.



- glimpse** [glɪmpz]
v. To **glimpse** something is to see it for a short time.
 She **glimpsed** outside the window as the plane was about to land.



- hoop** [hu:p]
n. A **hoop** is a ring that is made of plastic, metal, or wood.
 The boys tried to toss the ball through the basketball **hoop**.



- misfortune** [mɪsfɔːrtʃən]
n. **Misfortune** is bad luck or an unlucky event.
 His family helped him when he encountered **misfortune**.



- negative** [néɡətɪv]
adj. When something is **negative**, it is unpleasant or sad.
 She doesn't like to say **negative** things about her friends.



- per** [pəɹ]
prep. **Per** is used to mean “each” when giving a price, size, or amount.
It costs eight dollars **per** person to watch the baseball game.



- plead** [pli:d]
v. To **plead** is to ask for something you want very badly.
He **pleaded** for his parents to let him go to the soccer game.



- rip** [rip]
v. To **rip** something means to pull it apart.
She **ripped** the paper in half by accident.



- sake** [seik]
n. The **sake** of something is the reason for doing it.
The parents worked hard for their children’s **sake**.



- scrape** [skreip]
v. To **scrape** something is to rub it very hard with something sharp.
I accidentally **scraped** the paint off the side of the car.



- source** [so:rs]
n. A **source** of something is the place that it comes from.
The river was the **source** of drinking water for the village.



- stern** [stə:rn]
adj. When somebody is **stern**, they are very serious.
The **stern** teacher didn’t allow the students to speak during class.



- stitch** [stɪtʃ]
v. To **stitch** is to use a needle and thread to join pieces of cloth together.
My grandmother **stitched** the pieces together to make a big blanket.



- thump** [θʌmp]
n. A **thump** is the sound of a heavy object hitting something.
They heard the **thump** when the bowling ball hit the floor.



- vehement** [vi:əmənt]
adj. When somebody is **vehement**, they are angry and emotional.
Gina was **vehement** when she found out that Liz was bad in school.

EXERCISES

A Write the word that best fits each sentence.

1. negative / misfortune

Greg had the _____ of falling in a pool, though he didn't know how to swim. The experience left him with _____ feelings about swimming pools.

2. bruise / altogether

After one day, the _____ on her lip began to go away. In a week, it had disappeared _____.

3. per / sake

For the _____ of fairness, we tried to divide the pizza equally. One pizza was enough to give three slices _____ person.

4. disobedient / pleaded

A woman _____ with the child to behave in the store. The child, however, continued to be _____.

5. source / glimpsed

They walked past a large river, which the guide said was the _____ of a waterfall. They finally _____ the waterfall when they reached the bottom of the hill.

6. stitched / hoop

The girl wanted to make her plastic _____ look pretty, so she _____ cloth around it.

7. custom / bound

The family was _____ tightly. For example, on Saturdays, it was their _____ to go to the park together.

8. stern / ripped

The _____ teacher was angry to see the students passing notes. She took the note from the students and _____ it into pieces.

9. thump / scraped

The boy lost his balance and fell with a _____. When he got up, he noticed that he'd _____ his elbow.

10. vehement / foresee

The coach didn't _____ his team losing. So, after the game, he was _____.

**B Match the phrases to make complete sentences.**

- | | |
|-----------------------------------|-----------------------------------|
| a. gave one piece to his friend | b. bad weather this weekend |
| c. from its owner at the park | d. off the window |
| e. to give her a better grade | f. known them for a long time |
| g. to use the computer | h. eating dinner early on Sundays |
| i. her arm before the competition | j. before it was completed |

1. Kelly had the **misfortune** of breaking _____.
2. The **disobedient** dog ran away _____.
3. She felt **bound** to her friends because she had _____.
4. The weatherman didn't **foresee** any _____.
5. The family had a **custom** of _____.
6. She **glimpsed** at his painting _____.
7. Charlie **ripped** the paper in half and _____.
8. Jasmine **pleaded** with her teacher _____.
9. Leslie **scraped** the ice _____.
10. George was **vehement** about being allowed _____.

C Match the clauses to make complete sentences.

- | | |
|--|---|
| a. so he tried jumping through the hoop | b. for the sake of his grades |
| c. but only two cans per week | d. so my mom stitched it back together |
| e. so he had bruises on his arm | f. that was altogether different from mine |
| g. it filled him with negative dreams | |
| h. because being stern with her would build character | |
| i. so there was a slight thump | j. but the sources were unreliable |

1. There was a tear in my shirt, _____.
2. She dropped the scissors on the carpet, _____.
3. His parents were strict, _____.
4. The website was good, _____.
5. The fight was horrifying; _____.
6. I enjoy soda, _____.
7. He went to school despite being sick _____.
8. They used a different system _____.
9. He liked showing off, _____.
10. He fell down the stairs, _____.

Gwen's New Friends

Gwen walked into the gym for her next class. Coach Peeves said, "Today, we're playing basketball. The **custom** is to let you choose your own teams. However, we're going to do things differently."

The coach assigned each girl to a team. There were six girls **per** team. Gwen **glimpsed** at her teammates. She didn't know any of them. All of her friends were on the other teams. She couldn't believe her **misfortune**.

"I feel sick. May I go to the nurse?" asked Gwen.

The coach could see through Gwen's excuses. It wasn't the first time Gwen tried to leave class. With a **stern** voice, the coach said, "No." Gwen was **vehement**. "I don't know any of these girls! Let me play on another team. Please!" she **pleaded**.

"Gwen, don't be **disobedient**. I don't want to hear any more **negative** comments from you."

Gwen had no choice. Then a girl smiled at her. "Hi, I'm Stephanie. I was in your English class last year," she said. Gwen remembered her. "For the **sake** of the team, please try your best. I know you're a good player," said Stephanie.

When the game started, Gwen played as best as she could. She took a long shot. The ball sailed through the air and went right through the **hoop!**

"That was awesome!" said one of her teammates. Later, Gwen fell with a loud **thump**.

"Are you OK?" asked her teammates. They were worried. She had **ripped** her pants. She had **scraped** her knee and had a small **bruise**.

Gwen told her teammates, "My knee is fine, and I can **stitch** my pants later. Let's keep playing!"

By the end of the game, Gwen forgot **altogether** that she hadn't wanted to play, and her team won! The victory **bound** Gwen's team together. She had made a lot of new friends, and she could **foresee** that they would be a **source** of happiness for her for many years.



Track 16-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

- ___ The custom was to allow the girls to choose their own teams.

- ___ Gwen told her teammates that she could stitch her pants later.

- ___ There were eight girls per team.

- ___ Gwen pleaded to be on another team that had some of her friends.

- ___ Stephanie asked Gwen to lose on purpose for the sake of the team.

- ___ Gwen ripped her pants, scraped her knee, and got a bruise when she fell.

PART B Answer the questions.

- What is the passage about?
 - Dealing with bad teachers
 - Getting physical exercise
 - Making excuses
 - Making new friends
- How did Gwen know Stephanie?
They had

- What happened after Gwen's shot went through the hoop?
Her teammate

WORD LIST



- ailing** [éilin]
adj. If something is **ailing**, it is sickly or not doing well.
 Antonio's **ailing** health caused his head to hurt.



- alike** [ə'laik]
adj. If two people or things are **alike**, they are similar to each other.
 The brothers looked so much **alike** that it was impossible to tell one from the other.



- appall** [ə'pɔ:l]
v. To **appall** means to disgust someone.
 Minerva was **appalled** when she read the email from her enemy.



- bathe** [beɪð]
v. To **bathe** means to wash oneself with water.
 The mermaid **bathed** herself in the ocean.



- bounds** [baʊndz]
n. **Bounds** is the area in a game in which plays are legal.
 If your ball lands outside the lines, it's out of **bounds**.



- critique** [kri:tɪ:k]
v. To **critique** means express an opinion about the good and the bad parts of something.
 My job is to **critique** the food at various restaurants.



- demography** [dimə'grəfi]
n. **Demography** is the study of people and populations.
 If you study **demography**, you'll see huge population growth in some areas of the world.



- diagnosis** [daɪə'gnəʊsɪs]
n. A **diagnosis** is a doctor's decision about the cause of an illness.
 The vet's **diagnosis** was that our dog had a broken leg.



- dip** [dɪp]
n. A **dip** is a decline or a worsening in condition.
 The economy experienced a **dip** in the 1930s, leading many workers to lose their jobs.



- distress** [dɪ'stres]
n. **Distress** is a feeling of sadness and anxiousness.
 We were in great **distress** when our home was destroyed during the last hurricane.



- fever** [fi:vər]
n. A **fever** is when a body's temperature is higher than normal.
He had to miss school because he was sick with a **fever**.



- grim** [grim]
adj. Something that is **grim** is worrying, serious, and scary.
The boy made the **grim** discovery that he had accidentally deleted his homework.



- gut** [gʌt]
n. Someone's **gut** is their intestines, where food is processed after leaving the stomach.
Thousands of bacteria live in your **gut** and help you digest food.



- helmet** [hélmit]
n. A **helmet** is a type of hard hat that protects your head.
When exploring underground caves, it is important to always wear a **helmet**.



- herb** [ə:rb]
n. An **herb** is a plant used for cooking or medicine.
I couldn't decide which **herb** I wanted to buy at the market.



- militant** [mílətənt]
adj. If someone is **militant**, they are angry and aggressive, and willing to fight easily.
The woman delivered an angry, **militant** speech on the floor of the legislature.



- miracle** [mírəkl]
n. A **miracle** is an unexpected blessing which seems almost impossible, like a gift from heaven.
A **miracle** happened when Rosalita won over 60 million dollars in the lottery.



- mourn** [mɔ:n]
v. To **mourn** means to show or feel great sadness when you lose someone.
The entire family **mourned** their grandfather's death together.



- nonsense** [nánsens]
n. **Nonsense** are words or ideas that are silly or foolish.
The baby was talking **nonsense** into the phone.



- physician** [fizíʃən]
n. A **physician** is a doctor.
The **physician** was a friendly man who did his best with all of his patients.

EXERCISES

A Check (✓) the better response to each question.

1. Why do you look so clean?
 a. I always eat herbs.
 b. I always bathe.
2. How do you feel when you are mourning?
 a. You feel very sad.
 b. You feel very nervous.
3. Do you believe in miracles?
 a. I don't know if what seems impossible is possible.
 b. I don't know if we can tell the future.
4. Why should I wear a helmet when I ride my motorcycle?
 a. It will enhance your safety.
 b. It will enhance your danger.
5. Should the boy go to a physician?
 a. He has no need for a doctor.
 b. He has no need for a teacher.

B Circle the two words in each group that are opposites.

1. a. bathe b. critique c. peaceful d. militant
2. a. appall b. nonsense c. demography d. charm
3. a. alike b. different c. herb d. awful
4. a. fever b. diagnosis c. grim d. cheerful
5. a. dip b. nonsense c. rise d. miracle

C Write the word from the word bank that best fits each sentence.

WORD BANKmilitant
guthelmet
fevermiracle
dipappall
demographyherb
alike

1. The special _____ is said to grant long life if brewed in tea.
2. It would be a(n) _____ if Sheila agreed to go on a date with him.
3. The _____ country was all too willing to go to war.
4. My Ancient Greek _____ has feathers on top of it.
5. The disgusting green food would always _____ the baby.
6. After she ate too much pizza, she had an ache in her _____.
7. Since the boy had a(n) _____ that was high, he went to the hospital.
8. To _____ below the water is almost impossible in the Dead Sea.
9. The twins are so much _____ it is hard to tell them apart.
10. The study of _____ teaches us about population growth.

The Black Plague

In the 1300s, a **grim** disease known as the Black Plague **appalled** the world, spreading rapidly from city to city like wildfire.

People from China to England fell ill—no one was spared, as the disease struck young and old **alike**, without mercy. The incidence of death was terribly high. One out of every three people in Europe perished; some, however, believe it to be one out of every two. Overall, between 75 million and 200 million people passed away, greatly changing the **demography** of the region. It would take 200 years before the population level rose again.

The Black Plague created fear that knew no **bounds**. The first symptom to occur was the onset of a **fever**, quickly followed by a terrible pain in the patient's **gut**. The patient's skin then turned black, their armpits swelled, and blood poured out of their bodies. The victims were in great **distress**, which was worsened because those around them were afraid of any contact, making the victim's suffering even more horrible. Loved ones would pray for a **miracle** with every **dip** in a family member's health, hoping they would escape the need to **mourn** them. Nothing could stop this terrible illness, and because so many died, they had to be buried together in giant graves.

Without a proper or accurate **diagnosis, physicians** at the time were unaware of the existence of **herbs** or other medicines that could cure or help the **ailing** people. The doctors were negatively **critiqued** because of this perceived failing, so several efforts were made by others to find cures. Most of these efforts were **nonsense**. For example, some believed that wearing special **helmets** shaped like birds would stave off or cure the disease. Other "cures" were dangerous and cruel—people of different religions were burned alive, as some thought that a religion was somehow responsible for the onset of the Plague.

The world in the 1300s was a dirty place in which few people **bathed** themselves. Germs and bacteria were easily transmitted to others. Rats were everywhere, and fleas living off the rats carried the Black Plague from house to house, defeating the population's most **militant** efforts to stop it.



Track 17-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The Black Plague might have killed half of the people of Europe.

2. ____ Most people were happy to help the sick.

3. ____ Some people responded to the plague by harming those who were infected with the disease.

4. ____ The Black Plague spread through Europe only.

5. ____ We now know the cause of the Black Plague.

6. ____ In the 1300s, most people kept themselves clean.

PART B Answer the questions.

1. What is the passage about?
 - a. Conditions and effects of the plague
 - b. Populations during the plague
 - c. Religious cures for the plague
 - d. Origin of the plague
2. How did some people critique doctors and try to fight the Plague?
They wore

3. What really caused the Black Plague?
Fleas carried by

WORD LIST



- accent** [æksent]
n. An **accent** is a certain way of speaking that shows where a person is from.
 The new teacher's **accent** was clearly a German one.



- barber** [bɑ:rbər]
n. A **barber** is a person whose job is to cut men's hair.
 My hair is getting much too long. I'd better go to the **barber's** shop.



- basement** [béismənt]
n. A **basement** of a house or building is a room that is built underground.
 They turned their **basement** into a game room.



- blank** [blæŋk]
adj. When something is **blank**, it does not have anything on it.
 She got a **blank** piece of paper to draw on.



- blink** [bliŋk]
v. To **blink** means to shut the eyes and quickly open them again.
 I **blinked** many times so that my eyes could adjust to the bright light.



- choir** [kwaɪər]
n. A **choir** is a group of people who sing together.
 He had **choir** practice every day after school.



- comic** [kómik]
adj. When something is **comic**, it is funny.
 The **comic** actor was famous for his jokes.



- complicate** [kámpləkéit]
v. To **complicate** something means to make it harder than necessary.
 The bad weather **complicated** finishing the job quickly.



- decline** [dikláin]
v. To **decline** an offer or invitation means to say no to it.
 She **declined** his offer to pay for her dinner.



- errand** [érənd]
n. An **errand** is a trip taken to do a specific activity.
 He couldn't go to practice because he had several **errands** to do.



- glove** [glʌv]
n. A **glove** is a piece of clothing that covers your fingers and hand.
When it gets cold, I always put on a pair of **gloves**.



- hermit** [hə:rmit]
n. A **hermit** is one who lives alone and does not spend time with others.
The **hermit** lived a simple life in a small cave in the forest.



- justly** [dʒʌstli]
adv. If something is done **justly**, then it is fair.
We **justly** decided to give the prize to him.



- leather** [léðə:r]
n. **Leather** is a material made from animal skin that is used to make clothing.
He got a new **leather** jacket for his birthday.



- ponder** [pándər]
v. To **ponder** something is to think about it carefully.
She sat in the park and **pondered** her problem.



- reserve** [rizé:rv]
v. To **reserve** something means to keep it for a certain person or time.
He **reserved** a table at the busy restaurant.



- script** [skript]
n. A **script** is the words of a film or play.
He read the **script** of the play three times.



- search** [sə:rtʃ]
v. To **search** for something or someone means to look for them carefully.
I **searched** the newspaper for a new job.



- slam** [slæm]
v. To **slam** is to close something hard.
She **slammed** the book shut after she finished reading it.



- staircase** [stéərkéis]
n. A **staircase** is a set of stairs found inside a building.
The **staircase** leads directly into the kitchen.

EXERCISES

A Circle the word that fits the definition.

- an underground room**
a. accent b. basement c. technique d. errand
- to think about something**
a. complicate b. reserve c. ponder d. slam
- the written words of a play or film**
a. script b. blank c. barber d. gloves
- a group that sings**
a. hermits b. leather c. choir d. staircases
- in a fair way**
a. comic b. decline c. searching d. justly

B Circle the right definition for the given word.

- slam**
a. to close loudly b. to be careful
c. to close the eyes d. to save
- decline**
a. to look for b. to say no
c. to be right d. fair
- hermit**
a. clothing for you hands b. something that is funny
c. a trip to do something d. a person who is alone
- leather**
a. a distinct way of speaking b. material used to make clothing
c. an underground room d. a piece of clothing for the hands
- barber**
a. a singing group b. a person who cuts men's hair
c. a set of stairs d. phrases that form a play

C Match the phrases to make complete sentences.

- | | |
|--------------------------------------|---------------------------------------|
| a. after hearing them sing in church | b. made him hard to understand |
| c. before buying a new car | d. some seats for this week's show |
| e. always make me laugh | f. makes a great playroom |
| g. led up to the second floor | h. slept in a small cave |
| i. just before I left the house | j. right before coming home from work |

- The writer's **comic** stories _____.
- Donna usually ran **errands** _____.
- I tried to **reserve** _____.
- She wanted to join the **choir** _____.
- A beautiful **staircase** _____.
- The speaker's strong **accent** _____.
- Roger **pondered** a long time _____.
- The **hermit** _____.
- I remembered to make sure I had my **gloves** _____.
- The large **basement** _____.

D Match the clauses to make complete sentences.

- | | |
|--|--|
| a. because Tony spent a lot of time on the script | |
| b. so he cleaned the leather couch | |
| c. so I went to see the barber | d. so both were justly given medals |
| e. but she declined | f. so the homework was very complicated |
| g. it was completely blank | h. so he had to search for them for an hour |
| i. so I had to keep blinking them | j. so he left the room and slammed the door |

- I put some medicine in my eyes, _____.
- The boy's mom yelled at him for getting mud on the couch, _____.
- He asked Sara to see the scary movie, _____.
- He spent the period daydreaming. So when he turned in his test, _____.
- The new play was great _____.
- I didn't pay attention in class, _____.
- My hair was a mess, _____.
- Dan's living room was dusty and dirty, _____.
- Dean and Anne finished the race at the same time, _____.
- He lost his glasses, _____.

The School Play

Peter was excited. Next week he was going to audition for the school play. Everybody knew he was a great actor. He was sure he would get the lead role.

Later, his friend Robby asked him, "Have you seen the **script** for the play?"

"Yes. The title is *The Lost **Glove***—it's a **comic** play," replied Peter. Robby said, "I want to play the part of the **hermit** because the hermit gets to talk with an **accent**!"

"I want the lead role of the **barber**. I didn't know you liked acting. I thought you liked **choir** better," said Peter.

"Acting is also a hobby of mine. Do you want to practice with me? The **basement** at my house is quiet. It's perfect!" Robby replied.

"I don't like practicing with others. It **complicates** the process for me," said Peter.

Actually, Peter didn't want to practice at all. The teacher would surely **reserve** the lead part for him. A few days later, Robby came to his house.

Robby said, "Do you want to practice the scene on the **staircase**? It's the part where the migrant **searches** for a new job."

Peter **declined** the invitation. "I can't today. I need to do some **errands**." Then he **slammed** the door. It was just an excuse. Peter didn't want to help Robby.

On the day of auditions, Peter wore his lucky **leather** jacket. He always got the best part when he wore it. The teacher told him to begin, but his mind was **blank**. He couldn't remember the lines!

A week later, the teacher put a list of the parts on the wall. Peter read the list, looking for his name. He was shocked by what he saw. He **blinked** his eyes and looked again. He didn't get the lead part—Robby did! Peter **pondered** the situation and came to the idea that Robby **justly** received the part. He earned it by practicing. Next time, Peter would practice, too.



Track 18-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

- _____ The title of the script was *The Big Barber*.

- _____ Robby wanted to play the part of the hermit because he would get to talk with an accent.

- _____ Robby declined Peter's offer to practice together.

- _____ The scene on the staircase was about the migrant searching for a new job.

- _____ Peter's mind was blank during the audition.

- _____ Peter felt that Robby justly received the lead role.

PART B Answer the questions.

- What is the passage about?
 - Doing new activities
 - Working as a team
 - The importance of practice
 - How to audition
- Why did Peter decide not to practice?
He thought _____

- What kind of play were the boys auditioning for?
It was a _____

WORD LIST



- afflicted** [əflɪktɪd]
adj. **Afflicted** means to suffer physically or mentally.
 He was **afflicted** by pain in his right arm.



- aisle** [aɪl]
n. An **aisle** is a space between two things that people use to walk.
 They were told to clear the **aisle** because the plane was about to land.



- atmosphere** [ætməsfiə]
n. The **atmosphere** is the air around the Earth where weather conditions form.
 Scientists worry that harmful substances are hurting the **atmosphere**.



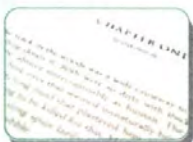
- author** [ˈɔːθər]
n. An **author** is a person who wrote a certain piece of writing.
 The **author** was hard at work on his next novel.



- breakdown** [brɛɪkdaʊn]
n. A **breakdown** is a failure to work correctly.
 Her car had a **breakdown**, and she wasn't sure how to fix it.



- cargo** [kɑːrgoʊ]
n. **Cargo** is the items carried by a ship or an airplane.
 The **cargo** of the ship got wet when it started raining.



- chapter** [tʃæptər]
n. A **chapter** is a part of a book that usually has a number or a title.
 The first **chapter** of a book usually introduces the main character of a story.



- connect** [kənɛkt]
v. To **connect** two things means to join them together.
 I **connected** the mouse to my laptop computer.



- etc.** [ɛtsétərə]
n. **Etc.** is short for "etcetera." It is used to refer to other unspecified objects.
 She was going to bring treats to the party: cookies, muffins, cake, **etc.**



- flip** [flɪp]
v. To **flip** means to press a switch quickly to turn it on or off.
 To turn on the lights, just **flip** this switch.



idle [áidl]

adj. If you are **idle**, you are not doing anything.
She read a book to keep from being **idle**.



notify [núotəfài]

v. To **notify** someone of something is to tell them about it.
The teacher **notified** us about a change to our assignment.



pea [pi:]

n. **Peas** are a vegetable that is small, round, and green.
His favorite food was **peas**.



raisin [réizn]

n. A **raisin** is a dried grape.
Raisins are one of my favorite snacks.



retain [ritéin]

v. To **retain** something is to keep it.
Even by the afternoon, the day had **retained** the morning's freshness.



state [steit]

v. To **state** something means to say it in a definite way.
The president **stated** his opinion about the world's health concerns.



tray [trei]

n. A **tray** is a flat plate used to hold food.
The waiter brought our food on a **tray**.



unfortunate [ʌnfó:rtʃənit]

adj. If something is **unfortunate**, it is bad or unlucky.
It was **unfortunate** that Dave's team lost, but he still had fun.



vivid [vivid]

adj. When something is **vivid**, it is bright and colorful.
The figures in the painting were **vivid**.



vomit [vámít]

v. To **vomit** means to have food come up from one's stomach.
It is common for women to **vomit** when they are pregnant.

EXERCISES

A Circle the definition that best fits the given word.

- cargo**
a. space b. items c. air d. list
- retain**
a. to keep b. to join c. to do d. to press a switch
- vivid**
a. to not work b. bright c. end d. vegetable
- raisin**
a. division b. dry grape c. air d. writer
- idle**
a. doing nothing b. affected c. plate d. to have food come up

B Write a word that is similar in meaning to the underlined part.

- Scientists do not completely understand the air that surrounds the Earth.

- The police officer said in a definite way that he had arrived at exactly 1:15 pm.

- The teacher asked the students to read three divisions in a book.

- Carolyn told me that she would be late for the meeting.

- His mother brought his food to him on a flat serving plate.

- Gina was affected with guilt because her brother got hurt while she was watching him.

- Islands like Bali, Hawaii, Brunei, and the others similar, rely on tourism.

- The flight attendant asked me to keep my bag out of the space between the seats.

- The computer's failure to work caused major problems at work.

- The person who wrote the book was nice enough to sign my copy of his book.

C Match the phrases to make complete sentences.

- | | |
|-----------------------------------|------------------------------------|
| a. as a snack before dinner | b. she had to get a new car |
| c. a disease that made her tired | d. has written many others as well |
| e. when the image comes into view | f. before you begin driving |
| g. was accidentally opened | h. was the most interesting |
| i. parents if you are late | j. too sour to eat |

1. **Connect** your seat belt _____.
2. Patty was **afflicted** by _____.
3. The **cargo** was lost when the door _____.
4. The school will **notify** your _____.
5. The **author** of the book _____.
6. **Flip** the switch _____.
7. After the **breakdown**, _____.
8. Katie said her **peas** were _____.
9. Vanessa had **raisins** _____.
10. The last **chapter** of the book _____.

D Match the clauses to make complete sentences.

- | | |
|--|---|
| a. but he retained his favorite shirt | b. but her unfortunate mistake hurt her leg |
| c. and it made many people vomit | d. but he often found himself being idle |
| e. so she put them on the tray | f. because the atmosphere was polluted |
| g. because no one stated the truth | h. so his aunt, dad, mom, etc. met him there |
| i. but the aisle was crowded | j. but the vivid colors faded after a week |

1. There were lots of dishes that the customer ordered, _____.
2. The manager was unhappy _____.
3. The meat had gone bad, _____.
4. Jay was rushed to the hospital, _____.
5. Her blouse was so colorful when she bought it, _____.
6. Judy danced beautifully, _____.
7. He tried to keep busy, _____.
8. Sammy tried to get through to the bathroom, _____.
9. He sold most of his clothes, _____.
10. Sarah became quite ill _____.

Isaac's First Plane Trip

Isaac's family was going on vacation. He was excited about the trip except for one thing. He had never been on a plane before. He was scared that the plane would have a **breakdown**.

Isaac got onto the plane. He walked down the **aisle** until he found his seat. He sat down and **connected** the ends of his seat belt. After being **idle** for a few minutes, the pilot announced that they were ready to leave.

He looked out the window at the **vivid** colors of the sky. He began to feel scared. The girl sitting next to him said, "Hi, I'm Rachel! You look nervous, but you don't need to be. Flying is fun!"

"I'm still a bit nervous," Isaac said, "and I'm getting hungry."

"The food service will begin soon. Just lower the **tray** on the seat in front of you, and **flip** this switch. Then they'll bring your dinner! Last time, they served chicken, **peas**, and a box of **raisins**," Rachel explained.

Then the pilot **notified** the passengers of bad conditions in the **atmosphere**. "We're tracking the weather: lightning, clouds, **etc**. The ride might get a bit rough," he **stated**. Suddenly, the plane started to shake. Isaac was badly **afflicted** by his fear. His stomach hurt, and he thought he might **vomit**. He couldn't believe that he was in such an **unfortunate** place. Finally, the shaking stopped. Isaac was still scared, but he tried to **retain** a good attitude.

"The first time I flew, the plane shook so bad that **cargo** started falling. My parents told me to listen to music and read a **chapter** in my book. It calmed me," Rachel said. Suddenly, the plane shook again. This time, Isaac followed Rachel's advice. He put on headphones and took out a book by his favorite **author**. The book and the music helped Isaac feel better. After a while, he didn't even notice the bad weather. The unfortunate situation didn't feel so bad after someone helped him.



Track 19-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Isaac was scared the plane would have a breakdown.

2. ____ Isaac ate raisins and peas, and read a book by his favorite author.

3. ____ Rachel's parents suggested she read a chapter of her book when she was scared.

4. ____ Isaac's fear went away as soon as he took a nap.

5. ____ The pilot stated that the conditions in the atmosphere were sun, wind, etc.

6. ____ Isaac was scared, but he tried to retain a good attitude.

PART B Answer the questions.

1. What is the passage about?
 - a. Being friendly with cabin crew
 - b. Getting the best seat
 - c. Dealing with nervousness
 - d. Traveling by plane vs. boat
2. What would happen if Isaac flipped the switch?
They would

3. What did Isaac think when the plane first started shaking?
He was in

WORD LIST



- ambition** [æmbɪʃən]

n. **Ambition** is the desire to succeed and to become the best at something. His great **ambition** led him to try to climb the mountain alone.



- ambulance** [æmbjuləns]

n. An **ambulance** is a vehicle that transports people in a medical emergency. The **ambulance** sped through the street to get to the accident.



- ankle** [æŋkl]

n. An **ankle** connects your leg to your foot. The man hurt his **ankle** while jogging in the park.



- cabin** [kæbɪn]

n. A **cabin** is a small wooden house in a forest or camping area. The man reached the mountain **cabin** after a long day of hiking along the river.



- calendar** [kæləndər]

n. A **calendar** is a chart that shows the days, weeks, and months of a year. Marco used an online **calendar** to keep track of his schedule.



- calorie** [kæləri]

n. A **calorie** is a unit of heat used to measure how much energy a food will produce. My sister is on a low-**calorie** diet for fitness training.



- cave** [keɪv]

n. A **cave** is an open space or hole underground or inside a mountain or cliff. A crystal blue lake could be found in the underground **cave**.



- constantly** [kɒnstəntli]

adv. **Constantly** means doing something on a continuous basis. He was **constantly** checking his watch to see if he was late.



- contingent** [kɒntɪndʒənt]

n. A **contingent** is a set of people that are part of a larger group. The movie star stood in front of an entire **contingent** of photographers.



- deadline** [dedlaɪn]

n. A **deadline** is the time by which you need to have something completed. Marius had a short **deadline** in which to finish his report.



- exert** [ɪgzəːrt]
v. To **exert** means to use strength or ability to do something.
You **exert** a lot of energy when you lift weights.



- flank** [flæŋk]
v. To **flank** is to be positioned at the side of something or someone.
The mayor entered the room **flanked** by her advisers.



- fond** [fʌnd]
adj. To be **fond** of something means to cherish or like it.
The mother cow was very **fond** of her lovely little calf.



- forbid** [fəˈbɪd]
v. To **forbid** means to order someone not to do something.
After Robert used his crayons on the wall, his mother wanted to **forbid** him from using them at all!



- haul** [hɔːl]
v. To **haul** something means to carry it from place to place.
The porter said he'd **haul** our suitcases up to our hotel room.



- impair** [ɪmˈpeər]
v. To **impair** something means to make it weaker or worse.
Regularly eating too much can **impair** your health.



- impatient** [ɪmˈpeɪʃənt]
adj. To be **impatient** means to get angry or anxious when something takes too much time.
The **impatient** teacher could not control the students in her classroom.



- mid** [mɪd]
adj. **Mid** means in the middle or center of something.
Cassandra fell asleep **mid**-movie.



- nutrition** [njuːˈtrɪʃən]
n. **Nutrition** is the process of eating the right kind of food in order to stay healthy.
The mother always made sure that her baby had good **nutrition**.



- optimist** [ˌɒptəmɪst]
n. An **optimist** is someone who has a lot of hope and always sees the bright side of things.
Joe was an **optimist**, so he believed he would get the job that he wanted.

EXERCISES

A Write the word from the word bank that best fits each sentence.

WORD BANK

ambition

impatient

deadline

nutrition

constantly

1. The queen had so much _____, and she wanted to rule the kingdom from a young age.
2. The _____ for the term paper is 5 pm on Tuesday.
3. Good _____ means eating what is healthy, not what is delicious.
4. Don't be _____; you'll get what you need in no time.
5. The water was _____ dripping from the leaky faucet.

B Check (✓) the better response to each question.

1. Where can caves be found?
 a. Many are found in the mountains.
 b. Many are found in people's homes.
2. Why must you exert so much energy?
 a. I'm having a hard time staying still.
 b. I'm feeling a bit lazy today.
3. On which part of your body can you find your ankles?
 a. Your ankles are part of your legs.
 b. Your ankles are part of your hands.
4. You must be fond of tennis if you play constantly.
 a. Yes, I do not really enjoy the game.
 b. Yes, I like playing the game.
5. Will the water on the floor impair your ability to get by?
 a. Yes, it is so slippery I'm afraid to try.
 b. Yes, I can get by easily enough.

C Write the phrase that best fits each sentence.

- a. in order to lose some weight
- b. even when times are hard
- c. you will never know what happens at the end
- d. so he stayed up all night to finish it
- e. since it was raining so heavily
- f. who was so kind
- g. but her disability does not upset her
- h. although it is meant to be a time of rest and relaxation

1. I want to burn **calories** _____.
2. The **deadline** for the assignment was very urgent, _____.
3. Because she was so **fond** of her daughter, _____, she bought her new skates.
4. Since Trini is always an **optimist**, _____, she still sees the good in the world.
5. The father decided to **forbid** his child from going outside _____.
6. Haben is hearing **impaired**, _____.
7. The last month on our **calendar** is always filled, _____.
8. When you leave **mid-movie**, _____.

Climbing Kilimanjaro

With great **ambition**, it is now possible for everyone in good health to attempt climbing Mt. Kilimanjaro (5,895m). The path to the top of Africa's tallest mountain has many **cabins** for climbers to use, while other routes have **caves** where people can camp. Unlike other mighty mountains such as Everest and K2 in the Himalayas, Kilimanjaro can be climbed even by novices. For this reason, a growing **contingent** of people who are **fond** of adventure are coming to Tanzania. Still, not every **optimist's** dreams will come true, and several will be forced to turn back **mid-hike**. What **impairs** some climbers and makes others successful?

Kilimanjaro is only for people who are sufficiently prepared. If you become ill, there is no **ambulance** to take you to the hospital. Instead, your guides will have to **haul** you down the mountain if you break your **ankle** or have difficulty breathing the thin mountain air. For this reason, burning **calories** by exercising before the trip is vital. Healthy **nutrition** is also strongly recommended in order to ensure you have ample energy and are as strong as possible.

Some people **exert** themselves too much by attempting to rush to the top, acting as if they were trying to meet a **deadline**. These **impatient** climbers often turn back due to exhaustion and sickness. Instead, those who **flank** the group and proceed slowly are more likely to get to the top. Guides make efforts to **forbid** people from climbing too quickly, **constantly** whispering "pole, pole," which means "slowly, slowly" in Kiswahili.

Those who successfully haul themselves to the top have a great reward. The views are breathtaking. Sadly, because of global warming, much of the ice on the mountaintop has melted in recent years. Before long, there will be none left at all. For this reason, many people are marking their **calendars** and planning trips to Tanzania, hoping to see the beauty of the icy summit before it's too late.



Track 20-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Mt. Kilimanjaro is the tallest mountain in the world.

2. ____ Only experts can climb Mt. Kilimanjaro.

3. ____ The path to the top of Kilimanjaro has many cabins and caves.

4. ____ The air on the mountain may be hard to breathe.

5. ____ The ice on top of Mt. Kilimanjaro is quickly melting.

6. ____ Guides constantly tell climbers to try to reach the summit as quickly as possible.

PART B Answer the questions.

1. What does the reading mainly discuss about Mt. Kilimanjaro?
 - a. How to successfully climb it
 - b. How to schedule a trip to see it
 - c. How it compares to other mountains
 - d. How difficult it is to climb
2. What should climbers do before going to Mt. Kilimanjaro?
 Climbers should _____

3. Why do tourists hope to come to Mt. Kilimanjaro quickly and not wait?
 They are _____

WORD LIST



- background** [bækgraʊnd]
n. A **background** is a person's education, family, and experience.
 The new teacher had a **background** in science and math.



- bait** [beɪt]
n. **Bait** is something used to trick a person or thing to do something.
 The best **bait** for catching fish is a big, fat worm.



- chronicle** [krɒnɪkl]
v. To **chronicle** an event means to record it.
 The daily newspaper **chronicles** local and world events.



- copper** [kəpər]
n. **Copper** is a red-brown metal often used in electric wire and pipes.
 Ancient hunters melted **copper** to make knives and spears.



- disease** [dɪziːz]
n. A **disease** is an illness that causes specific problems.
 He had a **disease** that caused him to lose his hearing.



- folklore** [fóʊklɔːr]
n. **Folklore** is the collection of beliefs and stories of a culture.
 India's **folklore** has stories about great warriors written in long poems.



- infect** [ɪnfekt]
v. To **infect** someone means to give them an illness.
 The common cold **infects** hundreds of millions of people each year.



- itch** [ɪtʃ]
v. To **itch** means to have an unpleasant feeling that you want to scratch.
 The rough fabric in his shirt made his neck **itch**.



- literature** [lɪtərəʃər]
n. **Literature** is books, plays, and poetry.
 Early American **literature** covers the poetry and stories from 1500 to 1800.



- millennium** [mɪlɪniəm]
n. A **millennium** is 1000 years.
 Stonehenge is believed to have been built about five **millennia** ago.



- myth** [miθ]
n. A **myth** is a traditional story that explains a culture's history and beliefs. In Greece, there was a **myth** about a woman who had snakes for hair.



- promote** [prəməut]
v. To **promote** someone means to raise them to a higher position or rank. After two years at the company, she was **promoted** to manager.



- relate** [rɪleɪt]
v. To **relate** to something means to have a connection with it. A company's plan usually **relates** to how much profit it can make.



- religion** [rɪlɪdʒən]
n. A **religion** is a belief in a god or gods. Their **religion** taught that people should forgive their enemies.



- sum** [sʌm]
n. A **sum** is a specific amount of money. He calculated the numbers to see what the **sum** of his bills would be.



- teller** [télə:r]
n. A **teller** is a person who works with a bank's customers. The **teller** at the bank helped Kelly put money into a savings account.



- trustworthy** [trʌstwə:rði]
adj. If someone is **trustworthy**, they are honest and truthful. Mary is one of the most **trustworthy** people I've ever met.



- update** [ʌpdéɪt]
v. To **update** something means to make it more modern. We need to **update** the programs on our computers.



- vein** [veɪn]
n. A **vein** is a tube in the body that carries blood toward the heart. The blue **veins** in my hand are just under my skin.



- venom** [vénəm]
n. **Venom** is a poisonous substance that comes from animals or plants. A snake's **venom** can be used to cure the illnesses it creates.

EXERCISES

A Write a word that is similar in meaning to the underlined part.

1. The reward for finding the lost dog was a very large specific amount.

2. When his arm got crushed, a tube that carries blood to the heart was damaged.

3. To which chart does this collection of data have a connection with?

4. This book records the first years of the king's life.

5. Since that pot is made out of a red-brown metal, it gets hot very quickly.

6. The nation had a party because their country had existed for a thousand years.

7. Her experience made her the best person for the new job.

8. The poisonous substance from that fish will make you very sick.

9. I wouldn't believe him. He's not very honest.

10. The owners of the hotel decided to modernize the computer system.

B Circle the answer that best fits the question.

1. What do you need if you want to catch a fish?
a. Copper b. Venom c. Bait d. Disease
2. Which of the following means to be raised to a higher position?
a. Chronicle b. Update c. Infect d. Promote
3. Which would most likely be found in a library?
a. Literature b. A teller c. A vein d. Religion
4. Sometimes, uncomfortable clothes will make you do this?
a. Itch b. Trustworthy c. Relate d. Background
5. Which of the following best describes the combination of two numbers?
a. A sum b. A millennium c. Folklore d. A myth

C Match the phrases to make complete sentences.

- | | |
|---------------------------------|--|
| a. caused the boy to collapse | b. to all necessary places in the body |
| c. was once a small pond | d. was over 300 dollars |
| e. in engineering | f. deposited Paul's money into his account |
| g. from all of the insect bites | h. of the heroic crime-fighter |
| i. believe that there is a god | j. is rich with tradition |

1. The bank **teller** _____.
2. Many **religions** _____.
3. The nation's **folklore** _____.
4. The factory's new worker had a **background** _____.
5. Those **veins** pump blood _____.
6. The snake's poisonous **venom** _____.
7. The newspaper story **chronicled** the action _____.
8. One of that culture's **myths** explains that the ocean _____.
9. The total **sum** for staying three nights at the hotel _____!
10. Her arm started to **itch** _____.

D Match the clauses to make complete sentences.

- | | |
|---|--|
| a. because they were made of copper | b. but no animals wanted the bait |
| c. so everyone knew she was trustworthy | d. it had to be updated |
| e. then you might infect the other students | f. so she could read their literature |
| g. so he thought he'd caught a disease | h. so his boss promoted him |
| i. but it turned out that they didn't relate to each other | |
| j. then imagine how much might happen in a millennium | |

1. If you don't stay away from school today, _____.
2. Because the calendar didn't list the new holidays, _____.
3. The hunters put some food in the trap, _____.
4. She learned to speak the country's language, _____.
5. The police thought the two crimes might be connected, _____.
6. The pipes were safe for carrying water _____.
7. He had done great work for the company for three years, _____.
8. She never shared her friends' secrets with anyone, _____.
9. If you think a lot can happen in a hundred years, _____.
10. He had a bad cough and a headache, _____.

The Teller and the Thieves

A **teller** at a bank suspected some of her fellow employees of not being very **trustworthy**. She thought they were stealing. In order to catch them, though, she needed some way to link them to the crime.

She had a **background** in **religion** and **folklore**. She remembered that one religion's **literature** had a **myth** that **chronicled** how a group of thieves was captured.

In the **millennium**-old story, coins of **copper** were covered with **venom** taken from a poisonous snake. The coins were left as **bait** for the robbers. When they touched the coins, the venom **infected** their bodies through their skin. The venom ran through their **veins**, and they all became very sick as if they had a **disease**. It made their skin purple. The police arrested whoever had purple skin.

She knew she couldn't use venom because it might hurt someone. However, she thought of a way to **update** the old story. She decided to cover a **sum** of money with a special powder. If people touched the money, the powder would cause their skin to **itch**. She placed the stack of money in the bank's safe. No one was supposed to take money from the safe. If somebody did, then they had to be stealing.

Within a few hours, three of her coworkers were scratching their hands and arms. They itched so badly that they couldn't even work. She checked the money, and it was gone. She told her boss what she had done, and he had the thieves arrested. He thanked her and **promoted** her. Because events from history often repeat, ancient literature had helped the teller solve a crime. She proved that stories from the past still **relate** to the problems of today, and they can be helpful in solving those problems.



Track 21-2

READING COMPREHENSION

PART A

Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ A teller at a bank thought her fellow employees were trustworthy.

2. ____ The teller remembered a myth that chronicled how to capture thieves.

3. ____ The venom was taken from a poisonous plant.

4. ____ The robbers became sick as if they had a disease.

5. ____ Two of her coworkers were scratching their hands and arms.

6. ____ The teller's boss promoted her.

PART B

Answer the questions.

1. What is the passage about?
 - a. Trusting one's coworkers
 - b. Asking for help
 - c. Discussing religion at work
 - d. Using folklore to catch thieves
2. What did the teller use as bait to catch her fellow employees?

The teller used

3. Why did the teller decide not to use venom in her trap?

It might

WORD LIST



- charity** [tʃærəti]
n. **Charity** is an act of giving help, usually money, to those who need it.
 Thanks to his friends' **charity**, he had enough money to pay the rent.



- commerce** [kámərs]
n. **Commerce** is the activity of buying and selling things.
 The new shopping mall increased the **commerce** in that section of town.



- condemn** [kəndém]
v. To **condemn** someone means to give them a specific punishment.
 The judge **condemned** the criminal to five years in prison.



- cozy** [kóuzi]
adj. If something is **cozy**, then it is comfortable, warm, and relaxing.
 The thick blanket made the bed very **cozy**.



- deplete** [diplí:t]
v. To **deplete** an amount of something means to use all of it up.
 All the driving he was doing was **depleting** his car's fuel supply.



- economy** [ikánəmi]
n. An **economy** is the money and businesses of a country or region.
 The factory was good for the **economy** because it brought jobs to the area.



- empire** [émpaiə]
n. An **empire** is a large group of countries ruled by an emperor or empress.
 The emperor built roads to make travel easier throughout the **empire**.



- goods** [gudz]
n. **Goods** are anything that can be bought or sold.
 Shoes, hats, dresses, and purses were the **goods** she wanted to buy.



- heed** [hi:d]
v. To **heed** something means to obey or follow it.
 You should **heed** the advice on the sign and not drive so fast.



- hitchhike** [hitʃhàik]
v. To **hitchhike** means to travel by asking for rides from passing vehicles.
 She didn't have a car, so she **hitchhiked** several miles to her brother's home.



- mock** [mak]
v. To **mock** someone means to tease them in a cruel way.
The girls **mocked** Nancy because she was a new student.



- neutral** [njú:trəl]
adj. If someone is **neutral**, then they do not help either of the two fighting sides.
The girl's friend remained **neutral** while the couple was arguing.



- persecute** [pé:rsikjù:t]
v. To **persecute** means to treat someone badly.
Dan felt **persecuted** because he was smaller than the other boys at school.



- pity** [píti]
n. **Pity** is the feeling of sadness and kindness for those who are suffering.
Because she had **pity** for the lost boy, she helped him find his parents.



- reduce** [ridjú:s]
v. To **reduce** something means to make it smaller in size or fewer in number.
When the store **reduced** its prices, people wanted to shop there.



- scribe** [skraib]
n. A **scribe** was a person whose job was to copy written works.
In ancient Egypt, **scribes** recorded important events.



- temper** [témper]
n. A **temper** is someone's mood or a chance that they might get angry.
She has a **temper**. Even the slightest mistakes make her angry.



- throne** [θroun]
n. A **throne** is the special chair in which a ruler sits.
Nobody except the king and queen sat in the **thrones** in the great hall.



- unity** [jú:neti]
n. **Unity** is the state of people working together for a certain purpose.
The project was finished early thanks to the **unity** of the workers.



- victor** [viktər]
n. A **victor** is a group or person that wins in a contest.
At the end of the game, the blue team were the **victors**.

EXERCISES

A Write the word that best fits each blank.

1. mocking / temper

The other children were _____ him about how funny his new shoes looked, and it didn't take long for him to develop a bad _____.

2. scribes / unity

The _____ realized that they could copy more books if they stopped arguing and worked in _____.

3. cozy / hitchhiked

The young man _____ in the cold without getting a ride for a long time. When a car finally picked him up, the soft seat and warm air was very _____.

4. charity / goods

The _____ they received was not only money but also several _____, such as food and clothing.

5. heeded / neutral

The senators _____ the warning from the countries' leaders and decided to stay _____ in the war.

6. commerce / empire

The ancient _____ that we studied in class today was very important because it spread _____ and trade throughout the world.

7. throne / victor

The king's two sons had to fight to see who would become the next king. Whoever was the _____ would get to sit upon his father's _____.

8. pity / reduced

The cold and dirt had _____ the poor man's clothing to almost nothing, and the mayor felt _____ for him and took him home to his house.

9. economy / persecuted

The businessmen _____ the students because they didn't agree with their opinions concerning the _____.

10. condemned / depleted

The men had _____ the small lake of all its fish and were _____ to going without fish for many years.

B Write a word that is similar in meaning to the underlined part.

- Appliances are things that are bought that usually last for many years.

- After making five cakes, all the sugar in the house was used up.

- During the holidays, offering financial help to others is very common.

- Because my views were different, I was treated badly by my classmates.

- The group that wins this game will have to play the very best team.

- When his car ran out of gas, he traveled by asking for rides to the gas station.

- Although it might seem like fun at the time, it's not nice to tease in a cruel way people.

- The warm weather lessened the snow that covered the ground.

- The state of working together the groups showed helped them to solve their problems.

- The many countries ruled by one person was beginning to slowly fall apart.

C Circle the answer that best fits the question.

- Who is someone who would NOT sit on a throne?
a. A king b. A queen c. A chef d. An emperor
- All of the following describe something that's cozy EXCEPT _____.
a. relaxing b. large c. comfortable d. warm
- What is something that you might heed?
a. Food b. Money c. Fun d. Advice
- If someone can't control their temper, then they are likely to easily become _____.
a. upset b. proud c. happy d. sleepy
- Which of the following is something a scribe would use?
a. Goods b. An oven c. A pen d. Nails

The Scribe's Warning

A great and powerful **empire** needed the wood from its western areas to build palaces and homes for the emperor and his friends. However, the empire had **depleted** many of its forests. The trees were important to the western areas' **economy**. With no trees to sell, the **commerce** in that area was **reduced**. Citizens could no longer purchase the **goods** that they needed to survive. Their life became difficult.

A poor **scribe** from the area wanted to help. He **hitchhiked** to the capital to ask the emperor for **charity**. He was invited to the palace. It was large and **cozy**. Tables were loaded with food, and fires burned warmly in every fireplace.

The emperor sat upon his **throne**, and the scribe stood in front of him. "I've come to ask for help," the scribe said. "We're all very poor and hungry. You've used up all of the forests, and now we have nothing to sell." Then he added a warning. "If we don't receive help, I'm afraid that the entire empire will suffer. We must establish some **unity**."

Upon hearing the scribe's request, the emperor's bad **temper** surfaced. He **mocked** the scribe. "You think I should help," he said and laughed. "You should just be happy to belong to this great empire. You will get nothing from me."

The emperor felt no **pity** for the citizens of the western area. They were **condemned** to starve. The scribe returned home with nothing.

Not long after, an enemy invaded the empire from the west. They were marching to the capital. Because the citizens felt **persecuted** by the emperor, they remained **neutral**. They didn't fight the invaders but allowed them to march freely to the capital.

The emperor was defeated. If he had **heeded** the words of the scribe, then the citizens might have been the **victors**. But because he had treated them badly, they treated him badly in return.



Track 22-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Much of the forest had been depleted by the empire.

2. ____ The sheep were important to the western areas' economy.

3. ____ The scribe hitchhiked to the capital to ask the emperor for charity.

4. ____ The scribe sat upon his throne, and the emperor stood in front of him.

5. ____ The emperor condemned the citizens of the western areas to hard work.

6. ____ If the emperor had heeded the scribe's warning, the citizens might have been the victors.

PART B Answer the questions.

1. What is the passage about?
 - a. Helping others to help yourself
 - b. Having many homes
 - c. Selling products for profit
 - d. Defending one's country
2. Why were the citizens hungry?
They couldn't

3. When the emperor heard the scribe's request, how did he behave?
He showed

WORD LIST



- accurate** [ækjʊrət]
adj. If something is **accurate**, it is completely correct.
 The story in the newspaper wasn't very **accurate**.



- analyze** [ænalàiz]
v. To **analyze** something is to study it.
 The scientist will **analyze** the blood sample.



- asteroid** [æstərɔɪd]
n. An **asteroid** is a giant rock from outer space.
 In 1908, a giant **asteroid** hit Siberia.



- controversy** [kɒntrəvɜːrsi]
n. A **controversy** is a dispute about something that affects many people.
 There has been a lot of **controversy** over the judge's decision.



- evolve** [ɪvɒlv]
v. To **evolve** is to change over time.
 Many people think that humans **evolved** from animals.



- factor** [fæktər]
n. A **factor** is something that has an effect on the way another thing happens.
 Smoking is the main **factor** that causes lung cancer.



- genetic** [dʒənétɪk]
adj. If something is **genetic**, it is related to the genes in one's body.
 The color of one's eyes is **genetic**.



- genome** [dʒiːnəʊm]
n. A **genome** is the collection of all the genes in a living thing.
 Understanding the human **genome** may help cure many diseases.



- identical** [aɪdɛntɪkəl]
adj. To be **identical** is to be the same as someone or something else.
 James and John are **identical** twins.



- intellectual** [ɪntələktʃuəl]
n. An **intellectual** is a very smart person.
 We've always considered my Uncle Max to be the **intellectual** of the family.



- majority** [mədʒɔːrəti]

n. A **majority** of something is more than half of the people or things in that group. A **majority** of the people voted for Tom Smith in the election.



- mammal** [mæməl]

n. A **mammal** is an animal that usually has hair and is not born from an egg. Even though they live in water, whales are actually **mammals**.



- multiply** [mʌltəplai]

v. To **multiply** is to increase in number. In the past year, the number of people at work has **multiplied** by ten percent.



- offspring** [ɔːfspɪŋ]

n. **Offspring** are the children of a person or the babies of an animal. The dog's **offspring** had the same color of fur as she did.



- pesticide** [péstisaɪd]

n. A **pesticide** is a substance used to kill insects. The farmer sprayed his crops with a **pesticide** to keep bugs away.



- regulate** [régjulèit]

v. To **regulate** something is to control how it happens. The bank **regulates** how much money people can borrow.



- reinforce** [riːnfóːrs]

v. To **reinforce** something is to make it stronger. Peter **reinforced** his opinion with information from a book.



- stricken** [stríkən]

adj. If someone or something is **stricken** by a disease or problem, they are badly affected by it. The pilot landed the **stricken** airplane with difficulty.



- vast** [væst]

adj. If something is **vast**, it is very large. The wealthy man bought a **vast** amount of land in the countryside.



- vegetarian** [védʒətéəriən]

n. A **vegetarian** is someone who does not eat any meat products. I became a **vegetarian** because I don't like the taste of meat.

EXERCISES

A Circle the answer that best fits the question.

1. A professor at a university is probably _____.
a. a majority
b. an intellectual
c. a controversy
d. a factor
2. If every member of a family has a disease, the disease is _____.
a. accurate
b. identical
c. vast
d. genetic
3. What would a farmer do if bugs were eating his plants?
a. Use a pesticide
b. Find a mammal
c. Raise offspring
d. Become a vegetarian
4. What is something that scientists do?
a. Analyze chemicals
b. Multiply books
c. Reinforce messages
d. Regulate businesses
5. Which word is related to the term "outer space"?
a. Stricken
b. Evolve
c. Genome
d. Asteroid
6. What happens when something evolves?
a. It studies more.
b. It disagrees.
c. It changes.
d. It gets stronger.
7. Which of these is a mammal?
a. A chicken
b. A snake
c. A spider
d. A monkey
8. What would a vegetarian eat?
a. Steak
b. Sausage
c. Chicken
d. Corn
9. If something is accurate, it is _____.
a. long
b. false
c. correct
d. mysterious
10. Which of these is usually considered vast?
a. The sky
b. A bedroom
c. A pool
d. The newspaper

B Match the phrases to make complete sentences.

- | | |
|---|--------------------------------------|
| a. will be printed in a science textbook | b. about each patient |
| c. with two broken legs and an injured arm | d. that come from all over the world |
| e. with an example from a scientific study | f. a big machine to a tiny one |
| g. to the one I found in that expensive store | h. are made of rock, ice, and metal |
| i. big enough to fit at least 5,000 people | j. crops cause illnesses in humans |

1. The cheaper blouse is nearly **identical** _____.
2. The zoo is full of **mammals** _____.
3. The computer has **evolved** from _____.
4. My teacher said that **asteroids** _____.
5. Many **pesticides** that are used on _____.
6. The woman **reinforced** her statement _____.
7. The doctor **analyzes** the daily report _____.
8. The **vast** space of the room was _____.
9. My report on animal **genomes** _____.
10. The accident left her **stricken** _____.

C Match the clauses to make complete sentences.

- | | |
|--|--|
| a. but the flowers multiplied fast | b. but the majority wanted hamburgers |
| c. so dad thought it was genetic | d. but she didn't know he was a vegetarian |
| e. since the news isn't accurate | f. but the most important factor is its price |
| g. but her offspring are very tall | h. but his brother is more of an intellectual |
| i. but it caused a lot of controversy | j. so we must regulate their actions |

1. A small group of kids wanted pizza, _____.
2. I don't read gossip magazines _____.
3. The people in this department can't be trusted, _____.
4. There are many things to consider about the car, _____.
5. The sisters both had the strange disease, _____.
6. James thought he made the right choice, _____.
7. Pam served steak and potatoes to Ben, _____.
8. Alice is a short woman, _____.
9. I thought it would take weeks for them to grow, _____.
10. Daniel loves sports and parties, _____.

How the Dinosaurs Really Died

Many scientists and **intellectuals** think that dinosaurs died when an **asteroid** smashed into the Earth millions of years ago. However, recently, there has been some **controversy** over this theory. Some scientists think that it isn't **accurate**. They think that a tiny insect may have been the biggest **factor** in the death of these huge creatures. That insect was the mosquito.

These scientists do think that an asteroid hit the Earth in the time of the dinosaurs. But that wasn't what killed all of them. At that time, insects, including the mosquito, were beginning to **evolve**. Today, we can **regulate** the number of mosquitoes with **pesticides**. But that was impossible millions of years ago. The mosquitoes **multiplied** quickly. And they were certainly not idle. Since there were so many mosquitoes, it was easy for them to bite many of the dinosaurs. When they bit another living thing, the mosquitoes passed along a deadly disease. So the dinosaurs were **stricken** with the disease. The **vast majority** of them—from the **vegetarians** to the meat eaters—died.

To **reinforce** this idea, scientists stress how gradually the dinosaurs died. If an asteroid had killed them, they would have died very quickly. But the number of dinosaurs decreased slowly. In addition, scientists have found **genetic** material of mosquitoes in fossils. This material proves that mosquitoes existed back then. Although there may have been other factors, the dinosaurs died mainly because of disease, the scientists say.

No matter how it happened, the dinosaurs' death had a major impact on other living things. Many dinosaurs ate **mammals**. After the dinosaurs died, mammals were able to evolve and produce **offspring**. Birds also evolved. Scientists have **analyzed** the **genomes** of birds and have discovered that birds have **identical** genetic material to some dinosaurs. So, there may still be dinosaurs among us after all.



Track 23-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Some scientists think the asteroid theory isn't accurate.

2. ____ A huge creature may have been the biggest factor in the death of these tiny insects.

3. ____ Today, we can regulate the number of mosquitoes with pesticides.

4. ____ The vast majority of mosquitoes, from the vegetarians to the meat eaters, died.

5. ____ In addition, scientists have found the genetic material of mammals in fossils.

6. ____ Many dinosaurs ate mammals.

PART B Answer the questions.

1. What is the passage about?
 - a. Running out of food
 - b. Several factors that caused dinosaur extinction
 - c. Birds descending from dinosaurs
 - d. Asteroids coming to Earth
2. What do we do to regulate the number of mosquitoes?
 We use _____

3. How did the mosquitoes spread the deadly disease?
 They bit _____

UNIT 24

WORD LIST



- bowl** [boul]
n. A **bowl** is a dish with a round deep shape.
 I put the fruit in the fruit **bowl**.



- cooking** [kúkin]
n. **Cooking** food involves making it ready to eat.
 I really enjoy **cooking**, especially Italian food.



- dense** [dens]
adj. If something is **dense**, it has a lot of things close together.
 I easily became lost in the **dense** forest.



- dignity** [dignəti]
n. **Dignity** is the ability to be calm and worthy of respect.
 When his company went out of business, he faced it with **dignity**.



- dominate** [dámənèit]
v. To **dominate** someone or something is to control them.
 The loud man **dominated** the conversation.



- earthen** [é:rθən]
adj. If something is **earthen**, it is made of clay.
 The house's roof was made of **earthen** tiles.



- hostile** [hóstil]
adj. If someone is **hostile**, they are angry and unfriendly.
 We were happy to move away from our **hostile** neighbor.



- incorrect** [inkərəkt]
adj. If something is **incorrect**, it is wrong.
 Your answer is **incorrect**. You need to correct it.



- intake** [intèik]
n. Your **intake** of food is the amount of food you take into your body.
 The doctor said I needed to increase my **intake** of fruits and vegetables.



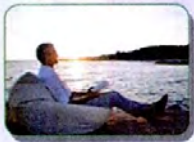
- likewise** [láikwàiz]
adv. If someone does something **likewise**, they do the same thing as someone else.
 If Joe is not going to school so he can go swimming, I want to do **likewise**.



- machine** [məʃiːn]
n. A **machine** is made by people and does work for us.
The **machine** was broken.



- medication** [mɛdəkɛɪʃən]
n. **Medication** is medicine or drugs given to people who are sick.
The doctor gave me **medication** to treat my illness.



- obscure** [əbskjúə]
- adj.* If something is **obscure**, it is not well known.
The old man travels the world in search of **obscure** books.



- oppress** [əprɛs]
- v.* To **oppress** someone means to rule over them in a cruel and unfair way.
Free speech had been **oppressed** in his country.



- peel** [pi:l]
- v.* To **peel** fruits and vegetables is to remove their skin.
He **peeled** the apple before eating it.



- prescription** [prɪskrɪpʃən]
- n.* A **prescription** is permission from a doctor to get medicine.
The doctor gave me a **prescription** for my medication.



- progress** [prəɡres]
- n.* When you make **progress**, you get better at what you are doing.
There are clear signs of **progress**.



- sandy** [sændi]
- adj.* **Sandy** means covered with sand.
I love walking on a **sandy** beach.



- shortage** [ʃɔːrtɪdʒ]
- n.* **Shortage** comes from short and means not having enough.
During the dry season, there was a **shortage** of water.



- skillful** [skɪlfʊl]
- adj.* If someone is **skillful** at something, they are very good at doing it.
The carpenter is very **skillful** at building houses.

EXERCISES

A Circle the answer that best fits the question.

1. If you need medication, you are probably _____.
a. sick b. hungry c. bored d. skinny
2. If you have an incorrect idea about something, _____.
a. you are clear b. you are complicated
c. you are wrong d. you are correct
3. Which of the following is true of an earthen bowl?
a. It is metal. b. It is clay. c. It is wooden. d. It is plastic.
4. If you are skillful at painting, you can _____.
a. paint badly b. paint like a child
c. paint well d. only use certain colors
5. When you peel a piece of fruit, you _____.
a. remove the skin b. cut it into pieces
c. eat the skin d. take a knife and chop it up

B Write the word from the word bank that best fits each sentence.

WORD BANK

bowl	cooking	dominate	hostile	incorrect
intake	medication	peel	prescription	shortage

- My boss is a difficult person to deal with because he can become so **1.** _____.
- He gets incredibly angry when he can't **2.** _____ an employee or a customer.
- There is a(n) **3.** _____ idea that cooking well is difficult.
- Actually, most people can cook with basic **4.** _____ techniques.
- My **5.** _____ is about to run out, but I still need more.
- Tomorrow, I will ask the doctor for a new **6.** _____.
- I washed the **7.** _____ after the meal.
- That is why you have to **8.** _____ it before you eat it.
- In some parts of the world, a(n) **9.** _____ of food is a major problem.
- One of the causes is inadequate **10.** _____ of necessary vitamins and minerals.

C Circle the one that is similar in meaning to the given word.

1. **oppress**
 a. cure b. print c. rule d. break
2. **sandy**
 a. ugly b. mountainous c. close d. covered with sand
3. **progress**
 a. attacking b. struggling c. moving forward d. losing
4. **dominate**
 a. control b. trick c. encourage d. entertain
5. **cooking**
 a. growing b. creating c. preparing food d. drinking

D Write the word that best fits each blank.

1. machine / shortage
 The police were worried about the man with the _____ gun. Luckily, the gunman has a _____ of ammo.
2. obscured / dominated
 The front of the house was completely _____ from the road. This was thanks to a large tree that _____ the front lawn.
3. bowl / skillful
 Charlie is _____ at pottery and painting. His latest project was a beautiful blue _____.
4. dense / peel
 The pineapple is a surprisingly _____ fruit. This makes it hard to _____.
5. likewise / incorrect
 All of the answers on your test paper were _____. _____, all of the problems you solved today were wrong as well.
6. prescription / oppressed
 The young woman refused to fill her _____. When the doctor asked why, she said she was being _____ by taking it.
7. dignity / cooking
 The man is a legend in the _____ world. Being a man of _____, he refused to use any store-bought ingredients.

Becoming a Healer



Track 24-2

Years ago, I worked at a small health clinic in a remote country. I had gone there to treat an **obscure** syndrome. It attacked people's lungs, causing them to need a **machine** to breathe. I was trying out a new **medication** to treat these people instead of using the machine. If I was successful, I would become famous.

Everything was going fine until war broke out in a nearby country. Many people from that country fled the **hostile** invading army. The army wanted to **dominate** the people, but the people didn't want to be **oppressed**. So they walked hundreds of miles across the dry **sandy** land to get away.

Some of these people came to our clinic for treatment. I talked with them and learned of their difficulties. They did not beg or complain. I was impressed by their **dignity**.

There was one woman I will never forget. Her son suffered from a **shortage** of food and stomach pain, and she didn't know what to do. Neither did I. I was not **skillful** at treating lack of food. Nonetheless, when I saw her sadness, I knew I had to help her son.

The woman had been feeding her son bread and water. She had an **incorrect** belief that it would be enough for him. However, I knew that he needed to eat vegetables, too. So I took her outside and showed her a **dense** patch of plants you could eat. I taught her how to dig up the roots, **peel** them, and cook them for her son. I explained that she should increase her son's **intake** of these vegetables. **Likewise**, she should try to get him some meat once a week to help him regain his strength.

I sent her off with a **prescription** for some pain medicine, but she also left my office with some new **cooking** skills. This was **progress**. A few weeks later, she returned to tell me her son was healthy again. As thanks, she gave me a beautiful **earthen bowl**.

I never became famous, but I kept that bowl to remind me what it truly means to heal someone.

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READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The machine helped people with the obscure syndrome, and the doctor hoped the medication would do likewise.

2. ____ The hostile doctor wanted to dominate and oppress the people.

3. ____ The doctor was not skillful at treating a shortage of food before meeting the mother and her son.

4. ____ The doctor showed the woman a dense patch of dry sandy land.

5. ____ The doctor did not prescribe any medicine for the boy.

6. ____ The woman gave the doctor an earthen bowl to show off her pottery skills.

PART B Answer the questions.

1. What is the passage about?
 - a. Helping people in need
 - b. Making pottery
 - c. Escaping a government
 - d. Becoming famous
2. What does the reading state about the people coming to the clinic?
They had _____

3. Why did the doctor want to help the woman's son?
The doctor wanted to help the woman's son because _____

WORD LIST



- aircraft** [ˈɛəkræft]
n. An **aircraft** is a vehicle that flies in the sky, such as an airplane or helicopter.
 At the museum in the airport, you can see a lot of old **aircraft**.



- celebrity** [səˈleɪbrəti]
n. A **celebrity** is someone who is famous.
 It was the highlight of the evening when the **celebrities** arrived.



- concrete** [kənˈkri:t]
n. **Concrete** is a substance made from stones.
 The man covered the ground with **concrete**.



- decisive** [dɪˈsɪsɪv]
adj. If someone is **decisive**, they make decisions quickly.
 Our boss is very **decisive**, so it did not take long to organize the project.



- esteemed** [ɪˈsti:mɪd]
adj. If someone is **esteemed**, many people like or respect them.
 An **esteemed** scientist is coming to the university to talk about his discoveries.



- ethical** [ˈɛθɪkəl]
adj. If something is **ethical**, it is the right thing to do.
 Many people believe that it is **ethical** to help others in need.



- extinct** [ɪkˈstɪŋkt]
adj. If plants or animals are **extinct**, there are none left.
 There used to be dinosaurs all over the world, but now they are **extinct**.



- hardy** [ˈhɑ:rdi]
adj. If a person or plant is **hardy**, it is strong and can live through difficult conditions.
 The farmer is a **hardy** man and doesn't mind working outside.



- institute** [ɪnˈstɪtju:t]
n. An **institute** is an organization that is interested in research or teaching.
 I am going to a lecture about Ancient Rome at the Historical **Institute**.



- jealousy** [dʒɪˈlʌsi]
n. **Jealousy** is a feeling of wanting something that somebody else has.
 She felt a lot of **jealousy** when she saw her friend with a new car.



- migrate** [maɪgreɪt]
v. To **migrate** means to move from one place to another.
Many birds **migrate** to warmer countries in the winter.



- nurture** [nɜːrtʃər]
v. To **nurture** something means to care for it as it grows or develops.
Robert **nurtured** his plants, and that is why they grow so well.



- overhead** [oʊvər'hɛd]
adv. If something is **overhead**, it is located above you.
As we sat on the top of the hill, a plane flew **overhead**.



- principle** [prɪnsəpl]
n. A **principle** is a belief about the correct way to behave.
To maintain **principles**, it's vital to watch, listen, and speak carefully.



- rural** [rʊərəl]
adj. If a place is **rural**, it is in the countryside instead of the city.
I want to live in a small house in a **rural** area.



- secluded** [sɪklúːdɪd]
adj. If a place is **secluded**, it is far away from any other place.
There was a **secluded** bench in the park.



- species** [spiːʃiːz]
n. A **species** is a type of plant or animal.
There are 21 different **species** of butterfly in this forest.



- swamp** [swamp]
n. A **swamp** is a very wet area of land.
There are lots of wild animals living in the **swamp**.



- traverse** [trævəːrs]
v. To **traverse** means to move or travel through an area.
The explorer **traversed** the desert alone on a camel.



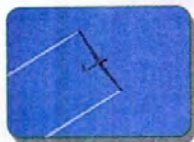
- zoology** [zouə'lədʒi]
n. **Zoology** is a subject in which people study animals.
Helen wants to study **zoology** because she has always liked animals.



- migrate** [maɪgreɪt]
v. To **migrate** means to move from one place to another.
Many birds **migrate** to warmer countries in the winter.



- nurture** [nɜːrtʃə]
v. To **nurture** something means to care for it as it grows or develops.
Robert **nurtured** his plants, and that is why they grow so well.



- overhead** [oʊvərhɛd]
adv. If something is **overhead**, it is located above you.
As we sat on the top of the hill, a plane flew **overhead**.



- principle** [prɪnsəpl]
n. A **principle** is a belief about the correct way to behave.
To maintain **principles**, it's vital to watch, listen, and speak carefully.



- rural** [rʊərəl]
adj. If a place is **rural**, it is in the countryside instead of the city.
I want to live in a small house in a **rural** area.



- secluded** [sɪklúːdɪd]
adj. If a place is **secluded**, it is far away from any other place.
There was a **secluded** bench in the park.



- species** [spiːʃiːz]
n. A **species** is a type of plant or animal.
There are 21 different **species** of butterfly in this forest.



- swamp** [swamp]
n. A **swamp** is a very wet area of land.
There are lots of wild animals living in the **swamp**.



- traverse** [trævəːrs]
v. To **traverse** means to move or travel through an area.
The explorer **traversed** the desert alone on a camel.



- zoology** [zouələdʒi]
n. **Zoology** is a subject in which people study animals.
Helen wants to study **zoology** because she has always liked animals.

EXERCISES

A Circle the word that fits the definition.

- being the right thing to do**
a. jealousy b. migrate c. ethical d. secluded
- a wet area of land**
a. swamp b. institute c. celebrity d. species
- able to make decisions quickly**
a. hardy b. rural c. extinct d. decisive
- respected by many people**
a. nurture b. traverse c. esteemed d. overhead
- a rule of behavior**
a. zoology b. aircraft c. concrete d. principle

B Circle the right definition for the given word.

- nurture**
a. to travel b. respected c. to care for d. to die
- secluded**
a. respected b. correct c. alone d. to make decisions
- species**
a. stones b. an animal c. wet land d. a place to study
- jealousy**
a. knowing right and wrong
c. famous b. the act of wanting another person's things
d. studying animals
- overhead**
a. moving b. above c. able to fly d. able to cope

C Circle the answer that best fits the question.

1. Why can we not see dinosaurs today?
 - a. They are celebrities.
 - b. They are extinct.
 - c. It isn't ethical.
 - d. They have all traversed the desert.

2. What should I do if I want to learn about animals?
 - a. Go to a swamp
 - b. Study zoology
 - c. Nurture babies
 - d. Be decisive

3. Which of these does NOT describe the countryside?
 - a. It is very rural.
 - b. There are not a lot of buildings.
 - c. Birds often fly overhead.
 - d. There is a lot of concrete.

4. If you want to camp in the mountains, you need to _____.
 - a. have principles
 - b. be hardy
 - c. feel jealousy
 - d. travel in an aircraft

5. Birds _____ to warmer parts of the country during the winter.
 - a. esteem
 - b. institute
 - c. species
 - d. migrate

D Write the word that best fits each sentence.

1. hardy / traverse
You need to be _____ if you want to _____ the mountains.

2. institute / celebrity
A(n) _____ is going to give a talk at the _____ of Drama.

3. aircraft / migrate
Many people _____ by ship or _____.

4. esteemed / jealousy
She felt a lot of _____ because her sister was highly _____.

5. swamp / extinct
They found the remains of _____ animals in the _____.

6. secluded / species
You can see many different bird _____ in this _____ location.

7. zoology / nurture
He chose to study _____ because he has always liked to _____ animals.

Gilbert and the Lizard

Eliza disliked Australia. Firstly, she'd had to spend twenty uncomfortable hours on an **aircraft** getting here. She wanted to go to the beach, but her husband was a **zoology** professor and wanted to look for some interesting animals. So now she was **traversing** a **swamp** in the midday heat.

"Let me sit down, Gilbert. I'm not **hardy** like you," she said, eventually. They sat under a tree. There were lots of birds in that **secluded, rural** place, and they watched them flying **overhead**.

Then suddenly Gilbert saw something on a rock. "That's strange," said Gilbert. "That looks like a red swamp lizard, but I thought that **species** was **extinct**." He carefully picked it up. "Yes, it is! I'm going to take it back to the Zoology **Institute**. They will be filled with so much **jealousy** when they see what I have found!"

"Are you sure we should take it from its home?" asked Eliza.

"Nonsense, many animals **migrate**. They're used to changes," said Gilbert. "Hmm, I don't agree with the **principle** of it," said Eliza. "It isn't **ethical**." But Gilbert was **decisive** and took the lizard back to the hotel in the city. He thought that this find would make him a highly **esteemed celebrity** at the Zoology Institute.

For the next few days, Gilbert fed and **nurtured** the lizard. But the lizard wasn't happy. It lost its beautiful red color and began to look ordinary. In fact, Gilbert started to wonder whether it was special at all. He went outside and found a common lizard on a piece of **concrete**. When he compared them, they looked exactly alike. The lizard was only red in the swamp!

Gilbert said to Eliza, "I'm going to return this lizard to the swamp. I've learned an important lesson. Home is where we are happiest. At home, we are special like the red lizard. We can never be so happy when we are away."

"Good," said Eliza. "So, can we go home now?"



Track 25-2



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The journey to Australia on the aircraft took thirty hours.

2. ____ Eliza was a professor of zoology.

3. ____ Eliza was hardier than Gilbert.

4. ____ The swamp was in a rural, secluded area.

5. ____ Gilbert thought that the red lizard was an extinct species.

6. ____ Gilbert nurtured the red lizard at the hotel.

PART B Answer the questions.

1. What is the passage about?

- a. Traveling around Australia
- b. Traveling to other places
- c. Saving animals
- d. Taking things from their home

2. How did Gilbert think that the find would make him feel?

Gilbert thought that the find would make him

3. Where did Gilbert want to take the red lizard?

Gilbert wanted to take the

WORD LIST



- accordingly** [ə'kɔːrdɪŋli]
adv. If someone acts **accordingly**, they act in a way that is suitable.
 He feels like he did a good job and his boss should pay him **accordingly**.



- anchor** [æŋkə]
n. An **anchor** is a heavy object dropped from a boat to make it stay in one place.
 When the ship reached its destination, the crew dropped the **anchor**.



- cause** [kɔːz]
v. When you **cause** something, you make it happen.
 Tiredness **caused** the accident.



- context** [kántekst]
n. **Context** is the situations that form the background of an event.
 They studied the **context** of the battle before giving their presentation.



- designate** [dézignèit]
v. To **designate** someone or something means to give them a particular description.
 The famous lighthouse was **designated** a historical monument.



- distort** [distó:rt]
v. To **distort** something means to lie about it, or pull or twist out of shape.
 The man's lawyer **distorted** the facts so that he would be set free.



- dock** [dɒk]
n. A **dock** is an enclosed area where ships go to be loaded, unloaded, and repaired.
 The huge ship pulled into the **dock**, and the crew unloaded the cargo.



- energy** [énərdʒi]
n. If you have a lot of **energy**, you have plenty of strength and can do lots of things.
 If you lack **energy**, try eating better food.



- frequent** [frí:kwənt]
adj. If something is **frequent**, then it happens or is done often.
 While Dad was sick, the doctor made **frequent** visits to his house.



- gears** [giə]
n. The **gears** are the part of a motor that controls the speed.
 My brother has a car with four **gears**.



- genuine** [dʒɛnjuɪn]
adj. When something is **genuine**, it is true or real.
After the painting was determined to be **genuine**, it sold for a million dollars.



- grease** [ɡri:s]
n. **Grease** is an oily substance put on moving parts so they work smoothly, or oil or fat in cooking.
When I was done working on the car, I had **grease** all over my hands.



- knowledge** [nɔːlɪdʒ]
n. **Knowledge** is what you know.
He has trouble putting his **knowledge** into practice.



- omit** [oumɪt]
v. When you **omit** something, you leave it out or do not do it.
I **omitted** some important information: he is not coming.



- offset** [ɒ:fset]
v. To **offset** means to use one thing to cancel out the effect of another thing.
Increased wages are **offset** by higher prices for goods.



- overlap** [əʊvərlæp]
v. To **overlap** something means to cover a piece of it.
The gift on top **overlaps** the other gift on the bottom.



- secondhand** [sɛkəndhænd]
adj. When something is **secondhand**, it has been owned by someone else.
Her **secondhand** jeans were a bit faded in the front.



- skill** [skɪl]
n. When you have **skill** at doing a job, you are good at doing it.
She worked with great **skill** and confidence.



- slot** [slɒt]
n. A **slot** is a narrow opening in a machine or container.
To operate the machine, put your coins into the **slot**.



- tactic** [tæktɪk]
n. A **tactic** is a careful plan to achieve something.
Sam thought of a good **tactic** to attract more business.

EXERCISES

A Circle the answer that best fits the question.

- Which person uses an anchor?
a. A mailman b. A sailor c. A writer d. A priest
- If your jacket is made of genuine leather, it _____.
a. is not expensive b. falls apart easily c. is real leather d. it is alive
- What might cause a fight?
a. Taking a nap b. Sharing lunch c. Doing homework d. Name-calling
- Where would you most likely see gears?
a. In an engine b. On the street c. At the store d. In an airplane
- If a problem is frequent, then it happens _____.
a. several times b. only once c. almost never d. in the afternoon

B Write the word that best fits each sentence.

- energy / tactic
We need to use another _____ to beat the other team. The one we are using now requires too much _____.
- frequent / knowledge
He has such vast _____ of this and that. I believe it's because he makes _____ trips to the library.
- docks / anchor
Let me know when we reach the _____. We will need to drop the _____.
- omit / offset
We can't _____ that expense from the report. We need to find a way to _____ these costs.
- secondhand / genuine
The boy was delighted to see a _____ copy of the toy. Although it was _____, it was still in very good condition.

C Circle the two words that are opposite in each group.

1. a. cause b. reason c. effect d. anchor
2. a. fake b. copy c. skill d. genuine
3. a. distort b. preserve c. tactic d. change
4. a. new b. secondhand c. assign d. overlap
5. a. skill b. cause c. ignorance d. knowledge

D Check (✓) the better response to each question.

1. So, who should be in charge of the project?
 a. I was designated the leader.
 b. It is a secondhand watch.
2. What's wrong with your food?
 a. He lacks the skills to be a doctor.
 b. It has too much grease.
3. What are you doing here?
 a. They hoped the sale would offset the cost.
 b. It seems our class times have overlapped.
4. What do you think she means in this letter?
 a. I don't know the context, sorry.
 b. "It's a frequent problem."
5. Aren't you guaranteed overtime pay, like us?
 a. The image seems to be distorted.
 b. It was omitted in the contract.

Jane's Pride

Jane and her father, Mike, owned a **secondhand** boat. They called it "High Hopes." The two loved to spend time together on the ocean and would often go on long fishing trips.

Mike taught Jane how to perform important tasks. Jane learned how to steer the boat and adjust the sails. She learned how to put **grease** on the **gears** of the motor. She learned how to lift the anchor and secure it by putting a rope in a **slot**. Jane liked helping her father, but she thought that she wasn't very good at it. Sometimes, she **omitted** important steps and made **frequent** mistakes. Jane thought she wasn't capable of manual labor and did not have the **knowledge** she needed.

Mike wanted to prove to her that she was indeed capable and important. He thought of a **tactic** to test Jane's **skills** in the **context** of an emergency. He hid under the deck and pretended to be trapped. He shouted, "Jane, I can't get out! You have to get back to the **dock** and find help!"

Jane began to panic. She thought she might make her usual mistakes, which would **cause** a disaster. However, she had to listen to her dad and act **accordingly**. She pulled up the **anchor** with all of her **energy**. She remembered to **overlap** the sails to **offset** the wind. She steered the boat around the harbor where the water was shallow. When they got to shore, Mike came out from under the deck.

Jane said, "I thought you were trapped!"

Mike laughed. He said, "It wasn't a **genuine** emergency. I **distorted** the truth to test your abilities. Look at what a great job you did getting the boat home safely! I knew you could do it." To honor his daughter, Mike decided to rename his boat. He **designated** it "Jane's Pride" and painted the name on the front of the ship. Jane finally had something to be proud of.



Track 26-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ___ Jane thought she would create a disaster if she omitted her frequent mistakes.

2. ___ Jane lifted the anchor and secured it by putting a rope in a slot.

3. ___ Jane put grease on the front of the boat.

4. ___ Mike thought of a tactic to test Jane's skills in the context of a emergency.

5. ___ Jane successfully brought the boat back to shore.

6. ___ Mike designated the secondhand boat "Jane's Pride."

PART B Answer the questions.

1. What is the reading about?
 - a. The basics of sailing
 - b. A girl with too much pride
 - c. The importance of hard work
 - d. A girl learning to be proud
2. Why did Jane panic?
Because she had to

3. What did Mike lie about?
Mike lied about

WORD LIST



- beneficial** [bɛnɛfɪjəl]
adj. If something is **beneficial**, it is good for you.
 Drinking milk every day is **beneficial** for your bones.



- birthplace** [bɜːrθplɛɪs]
n. A **birthplace** is a place where a person is born or where something started.
 China is the **birthplace** of chopsticks.



- capacity** [kəpəˈsɪtɪ]
n. The **capacity** of something is the amount of things that can be put in it.
 The parking lot has reached its full **capacity**.



- comparative** [kəmpeɪrətɪv]
adj. If something is **comparative**, it is being judged based on something else.
 The money that John has is **comparative** to that of most other adults.



- comprehensive** [kəmprɪhɛnsɪv]
adj. If something is **comprehensive**, it has all the details about something else.
 The teacher gave us a **comprehensive** review for the exam.



- conserve** [kɒnsəːrv]
v. To **conserve** something is to protect it from being ruined or used completely.
 The group worked to **conserve** the beauty of Europe's national parks.



- crucial** [krʊːʃəl]
adj. If something is **crucial**, it is extremely important to another thing.
 Clean air is **crucial** to the survival of humans, plants, and animals.



- cumulative** [kjúːmjələtɪv]
adj. **Cumulative** describes an increase by adding one after another.
 The **cumulative** snowfall in the area is fifty centimeters per year.



- deposit** [dɪpəzɪt]
v. To **deposit** something is to put it into a place or another thing.
 I **deposited** the money into my bank account.



- distribute** [dɪstrɪbjʊːt]
v. To **distribute** something is to give it to a number of people.
 The teacher **distributed** crayons and markers to her students.



- equator** [ikwéitər]
n. The **equator** is an imaginary line that splits the Earth into north and south. The **equator** crosses the northern part of South America.



- exotic** [igzátik]
adj. **Exotic** describes something unusual because it is from far away. Rebecca tried many **exotic** foods on her trip to Africa.



- federal** [fédərəl]
adj. If something is **federal**, it relates to the government of a country. Sometimes **federal** laws are different from state laws.



- formation** [fɔ:rméifən]
n. A **formation** is the way that something is made. The **formation** of ice happens when water freezes.



- frequency** [fri:kwənsi]
n. The **frequency** of something is the number of times that it happens. The **frequency** of rainstorms is very high, especially during the spring.



- objective** [əbdʒéktiv]
n. An **objective** is a goal or plan that someone has. My **objective** this week is to finish my homework by 7:30 every night.



- oxygen** [áksidʒən]
n. **Oxygen** is a gas that all living things need to breathe. She thinks there is more **oxygen** in the air in the country than in the city.



- rainforest** [réinfɒ(:)rist]
n. A **rainforest** is a forest that is in a place where it rains very often. The **rainforest** is home to many animals.



- strategy** [strætədʒi]
n. A **strategy** is a plan for how to do something. The team came up with a **strategy** to win the game.



- wooded** [wúdid]
adj. If an area is **wooded**, it is covered with trees. Jim and Ben decided to go hiking in the **wooded** area by the river.

EXERCISES

A Circle the word that fits the definition.

- to give something away**
a. deposit b. distribute c. comprehensive d. conserve
- extremely important**
a. cumulative b. federal c. crucial d. wooded
- where something begins**
a. birthplace b. formation c. rainforest d. equator
- a person's goal**
a. strategy b. capacity c. objective d. frequency
- unusual and unfamiliar**
a. oxygen b. exotic c. comparative d. beneficial

B Circle the right definition for the given word.

- strategy**
a. a plan b. a goal c. a line d. a forest
- beneficial**
a. filled with trees b. good for you
c. unusual or exciting d. containing many details
- formation**
a. how something is made b. the number of things inside something
c. where someone is born d. how often something happens
- federal**
a. made from added parts b. coming from the government
c. very important d. based on something else
- conserve**
a. to protect b. to give c. to put into d. to breathe

C Write a word that is similar in meaning to the underlined part.

- I like going to the park because it's covered with trees, and I feel like I'm in the mountains.

- Sam gave away party invitations to his friends.

- The letter came from a national government office.

- The business's goal is to earn more money this year than it did last year.

- My mother grows unusual and unfamiliar flowers in her garden.

- He needed gas required for breathing to help him survive.

- This book about the history of India is full of details.

- I'm going to visit a small town in Ecuador that is near the imaginary line dividing the Earth.

- The number of shoes that Jane and Beth have is judged based on something else.

- Eddie didn't want to eat it, but he knew the broccoli would be good for his health.

D Circle the answer that best fits the question.

- Which of these has about the same meaning as capacity?
a. Open b. Expand c. Reduce d. Maximum amount
- Which of these can be cumulative?
a. Snow b. A plate c. A radio d. Air
- What is something you would deposit?
a. A television b. Jackets c. Money d. Water
- What is something you probably wouldn't encounter in a rainforest?
a. Many trees b. Monkeys c. Humid weather d. Dry areas
- In which place is there a high frequency of snowfall?
a. Canada b. Spain c. England d. Australia

A Dying Forest

Rainforests provide much of the world's **oxygen** supply. But the forests' **exotic** trees and animals are being destroyed to make room for farms and roads. People have been trying to **conserve** rainforests for years. But another type of forest—the cloud forest—is just as important and **beneficial** to humans. Cloud forests are also in danger of disappearing, but little is being done to save them.

These forests are located at the tops of mountains, generally near the **equator**. These humid, **wooded** mountaintops are mainly in African and Central and South American countries.

They are called “cloud forests” because their height allows for the **formation** of clouds among the trees. Rainforests produce large amounts of oxygen. Cloud forests produce **comparative** amounts of water. The trees in these forests pull water out of the clouds. The moisture gathers on the leaves. When it drips, it is **deposited** into streams. The streams flow into towns at the bottom of the mountain. Then, the water is **distributed** to people. The yearly **cumulative** rainfall in these areas is 173 to 198 centimeters. Cloud forests can pull in up to 60 percent of that. This water is **crucial** to the plants and the people in the area. It helps them survive.

Cloud forests are also the **birthplace** of countless species of plants that can't be found anywhere else. One small cloud forest has the **capacity** for as many types of plants as there are in all of Europe. There are so many, in fact, that scientists haven't made a **comprehensive** list of them yet.

These forests are being destroyed with increasing **frequency**. Trees are being cut down, and roads are being built in their place. Some people have an **objective** to get **federal** money to protect the forests. But they have had little success. Another **strategy** is to replace the destroyed plants. That, too, has been difficult because the plants are so unique. There's plenty of work to be done, but saving the cloud forests is still a possibility.



Track 27-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ The equator provides much of the world's oxygen supply.

2. ____ People have been trying to conserve rainforests for years.

3. ____ Another type of forest—the cloud forest—is just as important beneficial to humans as a rainforest.

4. ____ These humid, wooded mountaintops are mainly in African and European countries.

5. ____ Cloud forests are being destroyed with increasing frequency.

6. ____ Some people have an objective to get federal money to protect the forests.

PART B Answer the questions.

1. Where are cloud forests located?

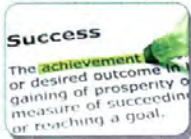
a. Near the equator	b. In rainforests
c. On farms	d. In Europe
2. How do the trees in cloud forests make water?
They pull

3. Why do some people want to get federal money?
Some people want to

WORD LIST



- avail** [ə'veɪl]
n. **Avail** is help or benefit.
 His studying was to no **avail** because he failed the test.



- define** [dɪ'faɪn]
v. To **define** means to clearly state, show, or explain what something is.
 People **define** success in many different ways.



- dread** [dri:d]
v. To **dread** is to be afraid of something that could, or is going to, happen.
 I **dread** the possibility that I will not get into college.



- expand** [ɪk'spænd]
v. To **expand** is to become bigger in size.
 A balloon will **expand** as you blow air into it.



- fundamental** [fʌndə'mɛntl]
adj. If something is **fundamental**, it is a basic part of something.
 The **fundamental** rules of basketball are easy.



- horrifying** [hɔ:'rəfaɪn]
adj. If something is **horrifying**, it is frightening and very unpleasant.
 There was a **horrifying** car accident today.



- incredulous** [ɪnk'redʒələs]
adj. If someone is **incredulous** about something, they do not believe that it is true.
 She was **incredulous** that monkeys could ever drive a car.



- linger** ['lɪŋgə]
v. To **linger** is to last for a long time.
 The smell of fresh cookies **lingered** in the bakery.



- organism** [ɔ:'rgənɪzəm]
n. An **organism** is a living thing, especially a very small one.
 We studied the **organism** under the microscope.



- paraphrase** [pə'ræfrɛɪz]
v. To **paraphrase** is to make someone else's writing or speech shorter.
 The students were asked to **paraphrase** the story they had just heard.

 **plague** [pleɪɡ]

n. A **plague** is a serious disease that quickly spreads to many people.
A **plague** in Europe killed millions of people.

 **presently** [prɪzəntli]

adv. If something happens **presently**, it is happening right now.
Presently, our profits are good, but by next year we can do even better.

 **random** [rændəm]

adj. If something is **random**, it happens without any pattern or reason.
Young children often ask **random** questions.

 **riot** [raɪət]

n. A **riot** is a crowd that reacts to bad news by violently breaking laws.
A **riot** broke out after the candidate lost the election.

 **scribble** [skrɪbəl]

v. To **scribble** is to write something quickly without caring about how it looks.
I **scribbled** a rough diagram of our plan and gave it to him.

 **shrine** [ʃraɪn]

n. A **shrine** is a religious building built to honor a person, event, or god.
He prayed at the **shrine** for an hour.

 **solitude** [sɒlɪtjuːd]

n. **Solitude** is the state of being totally alone.
John lives a life of **solitude** because he doesn't get along well with people.

 **stark** [stɑːrk]

adj. If something is **stark**, then it is severe or clear in appearance or outline.
There is a **stark** contrast between their test scores.

 **summon** [sʌmən]

v. To **summon** a person is to ask them to come to you.
We **summoned** the doctor as soon as we noticed she was sick.

 **worsen** [wɜːrsən]

v. To **worsen** is to get worse.
The weather suddenly **worsened**, and we had to stay inside.

EXERCISES

A Circle the word that fits the definition.

- to ask someone to come**
a. worsen b. scribble c. linger d. summon
- basic**
a. verse b. riot c. avail d. fundamental
- to get bigger**
a. expand b. define c. stark d. organism
- to be afraid**
a. dread b. shrine c. random d. horrifying
- not believing**
a. solitude b. presently c. incredulous d. plague

B Circle the right definition for the given word.

- plague**
a. a violent reaction b. different c. a disease d. without reason
- solitude**
a. being alone b. success c. afraid d. right now
- define**
a. to last a long time b. to get bigger
c. to explain clearly d. to make easier
- organism**
a. a religious building b. a living thing
c. not believing d. to send for
- horrifying**
a. to get worse b. basic
c. to write quickly d. very unpleasant

C Write the word that best fits each blank.

1. shrine / riot

There was a _____ in the city yesterday, but the _____ was not damaged.

2. paraphrased / defined

For the book report, I _____ the book and clearly _____ the author's purpose for writing it.

3. expand / presently

There are fifteen members in the group _____, but I expect that number to _____.

4. avail / solitude

His attempt to catch the train was to no _____. He spent hours in _____ waiting for the next one.

5. fundamental / worsen

The _____ point of my speech was to show that people need to act. If we don't do something, things will _____.

6. linger / scribble

I tried to _____ down the information as fast as I could because I didn't have time to _____.

7. dreaded / horrifying

After seeing that _____ plane crash, I _____ flying.

8. incredulous / stark

She was _____ that there could be such a _____ contrast between boys' and girls' grades.

9. organism / summon

We should _____ scientists from around the world to study this new _____.

10. plague / random

At first, we thought _____ people were getting sick. Then we realized that a _____ was spreading.

Thucydides and the Plague of Athens



Track 28-2

Thucydides was the world's first historian. **Presently**, we get most of our knowledge about ancient Greece from his writing. But Thucydides didn't just write about history, he lived through it. However, he almost didn't survive one historical event: the **Plague** of Athens.

In 430 BCE, an army attacked the city of Athens, where Thucydides lived. Thousands of people hid from the army behind Athens' large walls. The city became very crowded as the population **expanded**. Then, a **horrifying** disease broke out. People **summoned** doctors. But it was to no **avail** because no one understood how the disease spread. It seemed **random**. They didn't know that it was an **organism**. Instead, they **defined** disease as a punishment from their gods. Thucydides was **incredulous** that the gods caused the plague, but he explained why others believed it. There was an old, long verse which predicted the disease. To **paraphrase** it, the verse said the gods would send a disease during a war. As a result, large crowds gathered at **shrines** to ask the gods to stop the plague. But the situation only **worsened** because these people were so close to each other they became sick. That's how they learned a **fundamental** lesson about the plague: it spread from person to person.

People wanted to leave the crowded city, but they **dreaded** what the army outside would do to them. At this time, Thucydides got sick, too. He quickly **scribbled** down notes because he thought he would soon die. His writing shows the **stark** contrast between people's behavior before and during the plague. There were **riots**, and people ignored laws. They didn't think they'd live long enough to be punished. Many sick people were left to die in **solitude** because no one wanted to be near them. The plague **lingered** for two years. But luckily, Thucydides survived. Without his writing, we would know much less about ancient Greece and the Plague of Athens.

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

- ____ Presently, a horrifying plague has broken out in Athens.

- ____ At first, people thought the spread of the disease was random

- ____ The people summoned doctors, but to no avail.

- ____ Thucydides was incredulous that the plague was caused by an organism.

- ____ By gathering at shrines, people made the plague worse.

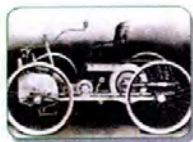
- ____ Luckily, Thucydides survived the plague.

PART B Answer the questions.

- What is the passage about?
 - A great war in Athens
 - Methods of recording history
 - Ancient beliefs about plagues
 - Ancient medicine
- Why did Athens' population expand?
Because people were _____

- What fundamental lesson did the people learn?
The plague was _____

WORD LIST



- automobile** [ó:təməbi:l]
n. An **automobile** is a car.
 The first **automobiles** were very different from the ones that exist today.



- candidate** [kændidèit]
n. A **candidate** is a person who is competing to win something such as a job.
 Alice is the best **candidate** for the job.



- confidential** [kənfədénjəl]
adj. If something is **confidential**, it must be kept secret.
 The information from the meeting is **confidential**.



- corporate** [kó:rpərit]
adj. If something is **corporate**, it is related to a large business.
 Tom enjoys working in the **corporate** world.



- enhance** [enhæns]
v. To **enhance** something is to make it better.
 Amy's blue shirt really **enhances** the color of her eyes.



- era** [éərə]
n. An **era** is a period of time that has something special about it.
 During the medieval **era**, knights wore protective armor.



- guideline** [gáidláin]
n. A **guideline** is a rule about how to do something.
 Before they began the project, the teacher gave them some **guidelines**.



- incorporate** [inkó:rpərit]
v. To **incorporate** is to add something to another thing.
 I decided to **incorporate** a new ingredient into my cake recipe.



- interact** [intərəekt]
v. To **interact** is to talk to or do something with another person.
 The kids began to **interact** when the adults left the room.



- interval** [intərvəl]
n. An **interval** is the time between two things happening.
 Tony rested for brief **intervals** while he worked in the yard.



- mobile** [móubəl]
adj. If something is **mobile**, it can be moved easily.
Mobile phones are convenient because you can use them anywhere.



- modify** [módəfài]
v. To **modify** something is to change it a little bit.
I **modified** my outfit by adding a belt to it.



- parallel** [pæ̀rəlèl]
adj. If two things are **parallel**, they are the same distance away from each other (along their entire length).
There are two yellow **parallel** lines dividing both sides of traffic.



- phenomenon** [finámənən]
n. A **phenomenon** is something that can be seen as it is happening.
I thought the lights were a strange **phenomenon**, but they were just shooting stars.



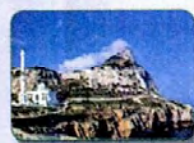
- pollute** [pəlú:t]
v. To **pollute** means to make air, water, or land dirty, unclean, or foul.
The careless factory **polluted** the river with chemicals.



- ridicule** [rídikjù:l]
v. To **ridicule** is to make fun of something in a mean way.
The other students **ridicule** Peter's foreign accent.



- solar** [sóulə:r]
adj. If something is **solar**, it is related to the sun.
Using **solar** energy is good for the environment.



- territory** [térətò:ri]
n. A **territory** is a piece of land that belongs to a country but isn't a state.
Gibraltar is a **territory** of Great Britain.



- tournament** [túərnəmənt]
n. A **tournament** is a competition, usually with many people participating.
My dad is playing in a golf **tournament** tomorrow.



- transportation** [træ̀nspe:rtéifən]
n. **Transportation** is any type of vehicle that can carry people or things.
I don't have a car, so my normal **transportation** is the train.

EXERCISES

A Write the word that best fits each blank.

1. enhance / candidate

A survey found that not many people like the _____. So he is trying to think of ways to _____ his image and make people like him.

2. era / solar

We live in a(n) _____ in which people are concerned about conserving our natural resources. Many people think using _____ energy is a good way to do this.

3. incorporate / pollute

The company doesn't want to _____ the air anymore, so they are going to _____ new rules for disposing of waste.

4. corporate / confidential

The _____ files were locked in the basement. The information in them was about important customers and had to be kept _____.

5. mobile / phenomenon

In the early 1900s, music records were an amazing _____. People back then would have been even more amazed by today's _____ music players.

6. automobile / parallel

The old _____ was very large and difficult to drive. Jane had trouble parking it between the _____ lines in the parking lot.

7. ridiculed / transportation

Ben didn't listen to my advice about _____. Instead, he _____ me and continued to drive fast, eventually causing an accident.

8. guidelines / intervals

The _____ for the race are very simple: just run as fast as you can. There will be short breaks at regular _____ when you can stop for a drink of water.

9. modify / territories

The government decided to _____ its borders. It made several of its _____ smaller so that it could create a new one.

10. tournament / interact

The baseball _____ is always a lot of fun. It allows students from all over the city to _____ with each other.

B Write a word that is similar in meaning to the underlined part.

- Factories built in the early 1900s continue to release chemicals into the air.

- My soccer team is playing in a competition next weekend.

- When the new buildings are finished, they will be the same distance away from each other.

- In order for my science project to work, I need to alter it.

- Amy hurt Jane's feelings when she made fun of her.

- In this period of time, it's more common for kids to play video games than read books.

- Kate is very shy and doesn't like to talk to and do things with the other girls.

- Tom wants to add more colors into his painting.

- My grandfather used to race cars across long distances in endurance races.

- The person competing for the job interviewed very well.

C Circle the answer that best fits the question.

- Which of the following means "confidential"?
a. Soft b. Compete c. Moveable d. Secret
- What is the word solar related to?
a. Lines b. Land c. The sun d. A car
- Which of these is mobile?
a. A tree b. A bus c. A building d. A sidewalk
- Which of the following is a form of transportation?
a. A friend b. An airplane c. A new job d. A meal
- Which of these words are related to "corporate"?
a. Business b. Time c. Competition d. Winning

The Solar Car Race

We live in a **mobile** society. But the cars we drive require too much gas; plus, they **pollute** the air. Eventually, the natural resources used to make gas will run out. So, what happens then? Many people think **solar**-powered **automobiles** are the answer. To learn more about this type of **transportation**, teams from universities and **corporate** organizations gather in Australia every two years for a solar car race.

The race is called the World Solar Challenge. **Candidates** for this **tournament** must design their own cars. The teams keep all their plans **confidential**. They don't **interact** with other teams because the race is very competitive. And these cars aren't just **enhanced** and **modified** versions of normal cars. They are completely different.

The cars only have room for one person and are very simple inside—they don't even have a cushion for the driver to sit on.

These cars are shorter and much more flatter normal cars. Most importantly, the outside of the cars **incorporate** solar panels that lie **parallel** to each other. These panels are made from materials that take in light from the sun and turn it into electric energy. The cars use this energy to move.

These cars race over 3,000 kilometers across the Australian **territories**. The drivers have to follow strict **guidelines**. They must stop at certain **intervals** to charge their batteries. And unlike normal race cars, they can't go very fast. They have to drive at the normal speed limits. Although the drivers want to finish the race quickly, that is not the main goal. The objective is to see how well the cars work under normal driving conditions. Because of the World Solar Challenge, a new **era** in car making and driving is beginning. People may **ridicule** the solar cars because they look strange, but this is a **phenomenon** that isn't going away. Using the technology from the vehicles, car makers will eventually create solar cars for the rest of us.



Track 29-2

irlanguage



READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

- ____ Candidates for this tournament must design their own cars.

- ____ Before the race, teams keep their plans confidential.

- ____ The outside of the cars incorporate metal panels that lie parallel to each other.

- ____ These cars drive less than 3,000 kilometers across the Australian territories.

- ____ The drivers have to heed strict transportation guidelines.

- ____ They must stop at certain intervals to put air in their tires.

PART B Answer the questions.

- What is the passage about?
 - Designing environmentally-friendly cars
 - Entering a contest
 - Winning a race
 - Using solar power
- What is the most important feature of the race cars?
The most important feature

- Why don't the teams interact with other teams?
The race

WORD LIST



- bill** [bil]
n. A **bill** is a statement of money owed for goods or for a service.
 I have so many **bills** that I do not know how to pay them all.



- boundary** [bəʊndəri]
n. A **boundary** is the line where one area of land stops and another begins.
 This fence shows the **boundary** between our yard and yours.



- chaos** [keɪəs]
n. **Chaos** is a situation that is confusing and not ordered.
 His presentation was in **chaos**. I couldn't understand what he meant.



- consistent** [kən.sɪ.sənt]
adj. If a person is **consistent**, they always have the same behavior or attitude.
 Sara comes in every day and is our most **consistent** worker.



- cyclone** [saɪ.kloun]
n. A **cyclone** is a large storm with heavy rain and winds that spin in a circle.
 Hundreds of homes were damaged by the **cyclone**.



- doomed** [du:md]
adj. If someone or something is **doomed**, they are going to fail or be destroyed.
 Since I spent all my money, my date with Jane is **doomed**.



- heir** [eə]
n. An **heir** is a person who receives the money or property of someone who dies.
 The princess was the **heir** to the king and queen's throne.



- martial** [mɑ:rfəl]
adj. If something is **martial**, it is related to fighting or war.
 Karate is a **martial** art that began many years ago in Japan.



- organic** [ɔ:rgænik]
adj. If food is **organic**, it is grown without adding chemicals to it.
 The **organic** carrots are more expensive, but they're better for you.



- poultry** [pəʊltri]
n. **Poultry** is a bird, such as a chicken, that is used for meat and eggs.
 He raises **poultry** and sells their meat for extra money.



- scramble** [skræmbəl]
v. To **scramble** is to move somewhere quickly and desperately.
The hikers **scrambled** down the side of the hill.



- sergeant** [sɑ:rdʒənt]
n. A **sergeant** is a soldier or police officer of middle rank.
He was promoted to **sergeant** after a year in the army.



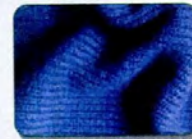
- sheer** [ʃiə:r]
adj. If you describe something as **sheer**, it is complete and total.
I was impressed by her **sheer** dedication to jogging.



- stance** [stæns]
n. A **stance** is an attitude about an issue that someone states clearly.
My **stance** is that using oil and gas is bad for the environment.



- telegraph** [téləgræf]
n. A **telegraph** is a method of sending electric messages on wires.
In the 1900s, the **telegraph** was the fastest way to send a message.



- textile** [tɛkstajl]
n. **Textile** is cloth that has been woven or knitted.
The blue **textile** was going to be used to make blouses.



- tornado** [tɔ:rneɪdɔu]
n. A **tornado** is a tube-shaped formation of air that spins very quickly.
During a **tornado**, the safest place to be is underground.



- typhoon** [taifú:n]
n. A **typhoon** is a large tropical storm that moves in circles.
Thousands of people lost electricity after a **typhoon** hit Australia.



- wail** [weɪl]
v. To **wail** is to show sadness by crying loudly.
The baby **wailed** because it was hungry.



- wardrobe** [wɔ:rdrɔub]
n. A **wardrobe** is the collection of all of a person's clothing.
She bought some new clothes to expand her **wardrobe**.

EXERCISES

A Circle the answer that best fits the question.

- Which of the following is a kind of storm?
 - A typhoon
 - A bill
 - A sergeant
 - A boundary
- Which of the following would come from a farm?
 - Organic vegetables
 - Wool textiles
 - A person's wardrobe
 - Short telegraphs
- Which of the following would help students taking a test?
 - Reading in chaos
 - Sheer luck
 - Taking martial arts classes
 - Consistent studying
- Who should expect to receive something?
 - A brave sergeant
 - A dead man's heir
 - A man with a strong stance
 - A man who needs a bill
- Which of the following would be loudest?
 - Cooked poultry
 - A scrambling woman
 - A doomed project
 - Wailing children
- Which word is not related to martial arts?
 - Taekwondo
 - Karate
 - Judo
 - Tango
- What can a person get from poultry?
 - Meat
 - Fruit
 - Pants
 - Soldiers
- What is part of a person's wardrobe?
 - A dog
 - A vegetable
 - A dress
 - A teacher
- Where would you most likely find a sergeant?
 - In a store
 - In an army
 - In a factory
 - In a class
- Which situation is full of chaos?
 - A man driving a car
 - Students reading
 - A girl walking
 - Armies fighting

B Match the phrases to make complete sentences.

- | | |
|---|--|
| a. there will be a lot of wind and rain | b. when their toys were taken away |
| c. is the fence not the road | d. and the soldiers should take care of it |
| e. other soldiers to march | f. never really changes his attitude |
| g. avoid the rushing water | h. and then we make them into clothes |
| i. will become very rich | j. tell my family about the new baby |

1. The **heir** of Mr. Smith's fortune _____.
2. This is a **martial** matter, _____.
3. The kids started **wailing** _____.
4. I used the **telegraph** to _____.
5. Everyone **scrambled** to _____.
6. The **sergeant** ordered the _____.
7. He's very **consistent** and _____.
8. When the **cyclone** arrives, _____.
9. The **boundary** of my land _____.
10. First we color the **textiles**, _____.

C Match the clauses to make complete sentences.

- | | |
|---|---|
| a. because I only eat organic food | b. because the event turned into chaos |
| c. so he could pay the bill | d. because she ate only poultry and fruit |
| e. but that doesn't mean his school year is doomed | |
| f. because of their sheer lack of sportsmanship | |
| g. but my wardrobe is pretty full | h. so we knew his stance on politics |
| i. since the typhoon was raging | j. because that's when tornados are common |

1. During the summer, we always keep a supply of food and water in the basement _____.
2. He didn't like a strong central government, _____.
3. He failed the test, _____.
4. I won't go to fast food restaurants _____.
5. I was disappointed in the team _____.
6. The police were called _____.
7. We all took shelter, _____.
8. He quickly took out his credit card, _____.
9. I want to buy a new suit, _____.
10. She lost a few kilos _____.

The Heirs

Martin, Paul, and Tom were brothers. They were very different, but they were **consistent** about two things. They couldn't succeed in business, and they never agreed about anything. Martin was a hardworking farmer, growing **organic** vegetables and raising **poultry**. But he was disorganized and forgot to pay his **bills**. Paul owned a **textile** factory that produced clothes. He was organized, but he was greedy and used too much for his own clothing. His **wardrobe** was filled with his own products. Tom was once a **sergeant** in the army. He ran a **martial** arts school, but his **stance** on discipline was too strong. He had almost no students.

One day, they received a **telegraph** saying that their father had died. They were **heirs** to his old farm. They planned to sell it as soon as possible, so they went to see it even though there was a terrible storm. The house didn't look great, but there was a lot of land. There was so much, in fact, that they could barely see its **boundary**.

Suddenly, the storm got worse. The **sheer** force of the wind almost knocked them over. Martin said, "Look, it's a **typhoon!**" Paul said, "No, it's a **cyclone.**" Tom said, "No, it's a **tornado!**" They argued until Paul began to **wail** and said, "Whatever it is, it's coming right at us! We're **doomed!**" The three brothers **scrambled** inside the old house. Martin said, "If we survive, we must stop fighting. This farm could be great if we fixed it up. With my hard work, Paul's organization, and Tom's discipline, we could run a great business together!" The storm finally ended. And luckily, it didn't wreck the farm.

"Just think," Martin said, "it took the **chaos** of a typhoon to bring us together." Paul replied, "You mean a cyclone brought us together." Tom said, "Didn't I tell you both that it was a tornado?" The brothers never agreed on what kind of storm it was, but by combining their skills, they started a successful farm.



Track 30-2

READING COMPREHENSION

PART A Mark each statement **T** for true or **F** for false. Rewrite the false statements to make them true.

1. ____ Tom was a farmer who grew organic vegetables and poultry.

2. ____ Paul's wardrobe was filled with clothes from his factory.

3. ____ Tom was a sergeant in the army before running a martial arts school.

4. ____ Martin's stance on discipline was too strong.

5. ____ The brothers learned of their father's death through a telegraph.

6. ____ The brothers could see the land's boundary.

PART B Answer the questions.

1. What is the passage about?
 - a. Fixing a bad trait
 - b. Putting aside differences to work together
 - c. Trying to create a new business
 - d. Surviving a bad storm
2. What two things were the brothers consistent about?
The brothers were

3. Why wasn't Paul's textile factory successful?
He was

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