

4000 Essential English Words 4 Unit 1: The History of Chocolate

1.

Choose the word that is the better fit for each blank.

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

- A) rapid / rate
- B) rate / rapid

2.

Choose the word that is the better fit for each blank.

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

- A) contemporary / vary
- B) vary / contemporary

3.

Choose the word that is the better fit for each blank.

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

- A) humid / toxic
- B) toxic / humid

4.

Choose the word that is the better fit for each blank.

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

- A) texture / aroma
- B) aroma / texture

5.

Choose the word that is the better fit for each blank.

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.

- A) cluster / combined
- B) combined / cluster

6.

Choose the word that is the better fit for each blank.

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

- A) soothing / subtle
- B) subtle / soothing

7.

Choose the word that is the better fit for each blank.

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

- A) cultivated / odor
- B) odor / cultivated

8.

Choose the word that is the better fit for each blank.

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

- A) beverage / palate
- B) palate / beverage

9.

Choose the word that is the better fit for each blank.

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

- A) condensed / divine
- B) divine / condensed

10.

Choose the word that is the better fit for each blank.

This 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.

- A) plantations / paradise
- B) paradise / plantations



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11. Match the phrases to make complete sentences.

A **soothing** cup of tea ____.

- 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

12. Match the phrases to make complete sentences.

The **odor** of the cheese ____.

- 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
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13. Match the phrases to make complete sentences.

The pot's **texture** ____.

- 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
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14. Match the phrases to make complete sentences.

The chemical is **toxic** ____.

- 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
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15. Match the phrases to make complete sentences.

The **contemporary** fiction class ____.

- 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
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16. Match the phrases to make complete sentences.

The **rate** at which these flowers grew ____.

- 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
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17. Match the phrases to make complete sentences.

My mother **cultivates** _____.

- 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
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18. Match the phrases to make complete sentences.

The **plantation** had _____.

- 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
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19. Match the phrases to make complete sentences.

The thick and **humid** forest _____.

- 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
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20. Match the phrases to make complete sentences.

That **cluster** of stars in the sky makes _____.

- 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
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21. Match the clauses to make complete sentences.

The scientists wanted to find a cure for the sickness, _____.

- 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



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22. Match the clauses to make complete sentences.

He offered to share his water, ____.

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- b. and Jim thought it was a **divine** message
- c. people call it a **paradise**
- d. the effects of the medicine will **vary**
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23. Match the clauses to make complete sentences.

I prefer mocha to coffee ____.

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24. Match the clauses to make complete sentences.

Many new jobs were created, ____.

- 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**
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25. Match the clauses to make complete sentences.

The report was ten pages long, ____.

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- b. and Jim thought it was a **divine** message
- c. people call it a **paradise**
- d. the effects of the medicine will **vary**
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26. Match the clauses to make complete sentences.

The doctor asked him to open his mouth, ____.

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- c. people call it a **paradise**
- d. the effects of the medicine will **vary**
- e. and she looked at his **palate**
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27. Match the clauses to make complete sentences.

She walked in the door, ____.

- 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**
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28. Match the clauses to make complete sentences.

Because the island is so warm and beautiful, ____.

- 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**
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29. Match the clauses to make complete sentences.

Because patients' bodies are so different, ____.

- 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**
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30. Match the clauses to make complete sentences.

It didn't rain all summer, ____.

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31. 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 rain forest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found in the seeds. 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 would be **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 expensive 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.

Wild chocolate trees grow well in humid weather.

- A) TRUE
- B) FALSE



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

- A) TRUE
- B) FALSE

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The Mayans cultivated chocolate trees on plantations.

- A) TRUE
- B) FALSE



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34. THE HISTORY OF CHOCOLATE

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

- A) TRUE
- B) FALSE

35. THE HISTORY OF CHOCOLATE

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The first chocolate beverages were made in Europe.

- A) TRUE
- B) FALSE



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The different types of chocolate available today vary widely.

- A) TRUE
- B) FALSE

37. THE HISTORY OF CHOCOLATE

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Which word is NOT used to describe chocolate in the reading?

- A) Aroma
- B) Delicious
- C) Soothing
- D) Sweet



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38. THE HISTORY OF CHOCOLATE

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Which of the following did NOT consume chocolate as a beverage?

- A) Cortes
- B) Europeans in the 1500s
- C) Mayan gods
- D) The Aztecs

39. THE HISTORY OF CHOCOLATE

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Which group of people believed that chocolate was toxic to women and children?

- A) Chocolate makers
- B) Plantation owners
- C) The upper class in Europe
- D) The Aztecs



40. 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 rain forest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found in the seeds. 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 would be **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 expensive 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.

What allowed chocolate to be produced at a rapid rate?

- A) Cortes of Spain
- B) Cacao beans
- C) New machines
- D) Kings and queens



4000 Essential English Words 4 Unit 1: The History of Chocolate

Answer Key:

- | | |
|-------|-------|
| 1: A | 21: G |
| 2: A | 22: I |
| 3: A | 23: H |
| 4: A | 24: A |
| 5: A | 25: A |
| 6: B | 26: E |
| 7: A | 27: F |
| 8: B | 28: C |
| 9: A | 29: D |
| 10: B | 30: B |
| 11: I | 31: A |
| 12: E | 32: A |
| 13: C | 33: B |
| 14: G | 34: A |
| 15: B | 35: B |
| 16: A | 36: A |
| 17: F | 37: A |
| 18: H | 38: C |
| 19: D | 39: D |
| 20: A | 40: C |

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By visiting the link below, you can access the online version of this test and see the most recent updates.

<https://www.english-test-online.com/4000-essential-english-words-4-unit-1-the-history-of-chocolate/>

4000 Essential English Words 4 Unit 2: Monkey Island

1.

Choose the right definition for the given word.

thorn

- A) a sharp part on a plant
- B) a captain on a ship
- C) someone who serves food
- D) a piece of wood that moves a boat

2.

Choose the right definition for the given word.

arc

- A) a thin rop
- B) a part of your mind
- C) a circle in a rope
- D) a curved shape

3.

Choose the right definition for the given word.

raft

- A) a waiter
- B) an undesirable event
- C) on fire
- D) a floating platform

4.

Choose the right definition for the given word.

hay

- A) oil
- B) dry grass
- C) a piece of wood in the ground
- D) a fruit

5.

Choose the right definition for the given word.

character

- A) where something is bought
- B) personality
- C) difficulties
- D) skin and muscle

6.

Choose the right word for the given definition.

a piece of wood in the ground

- A) admiral
- B) flesh
- C) stake
- D) loop

7.

Choose the right word for the given definition.

frightened

- A) wrecked
- B) horrified
- C) fiery
- D) sour

8.

Choose the right word for the given definition.

a curved shape

- A) arc
- B) hay
- C) kerosene
- D) string

9.

Choose the right word for the given definition.

part of your mind that stops you from doing bad things

- A) character
- B) conscience
- C) accident
- D) steward

10.

Choose the right word for the given definition.

something you use to move a boat

- A) thorn
- B) raft
- C) grapefruit
- D) paddle



4000 Essential English Words 4 Unit 2: Monkey Island

11. Fill in the blanks with the correct words from the word bank.

I'm going to tie the cow to a ____ in the ground.

- A) character
- B) accident
- C) flesh
- D) stake
- E) wreck

12. Fill in the blanks with the correct words from the word bank.

You shouldn't eat the chicken. The ____ is still pink.

- A) character
- B) accident
- C) flesh
- D) stake
- E) wreck

13. Fill in the blanks with the correct words from the word bank.

New drivers are more likely to ____ their cars than experienced drivers.

- A) character
- B) accident
- C) flesh
- D) stake
- E) wreck

14. Fill in the blanks with the correct words from the word bank.

Many people were hurt in the boating ____.

- A) character
- B) accident
- C) flesh
- D) stake
- E) wreck

15. Fill in the blanks with the correct words from the word bank.

My brother has a very friendly and cheerful ____.

- A) character
- B) accident
- C) flesh
- D) stake
- E) wreck



4000 Essential English Words 4 Unit 2: Monkey Island

16. 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's **character** was mean. 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** for the monkeys to sleep on. Instead, they slept on branches with sharp **thorns** that cut into the monkeys' **flesh**. For dinner, he gave them tiny pieces of **sour grapefruit** to eat. The monkeys grew hungry and weak.

But 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.

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

- A) TRUE
- B) FALSE

17. 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's **character** was mean. 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.

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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.

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 2: Monkey Island

18. MONKEY ISLAND

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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.

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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.

The admiral put hay in the monkeys' cages.

- A) TRUE
- B) FALSE

19. 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's **character** was mean. He thought, "I could sell these monkeys and become very rich! I'm going to take them to England."

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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.

The steward had no conscience.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 2: Monkey Island

20. MONKEY ISLAND

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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.

The admiral was horrified because the monkeys were muscular.

- A) TRUE
- B) FALSE

21. MONKEY ISLAND

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

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The monkeys jumped on a raft after the accident.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 2: Monkey Island

22. MONKEY ISLAND

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Which adjective describes the admiral's character?

- A) Generous
- B) Mean
- C) Sour
- D) Fiery

23. MONKEY ISLAND

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Where did the admiral plan to take the monkeys?

- A) To the wrecked ship
- B) To England
- C) To an island
- D) To Africa



4000 Essential English Words 4 Unit 2: Monkey Island

24. MONKEY ISLAND

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What did the monkeys eat while they were in the cages?

- A) Thorns
- B) Hay
- C) Grapefruit
- D) Flesh

25. 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?

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What shape was the island that the monkeys found?

- A) A paddle
- B) An arc
- C) A circle
- D) A rope



4000 Essential English Words 4 Unit 2: Monkey Island

Answer Key:

- | | |
|-------|-------|
| 1: A | 14: B |
| 2: D | 15: A |
| 3: D | 16: A |
| 4: B | 17: A |
| 5: B | 18: B |
| 6: C | 19: B |
| 7: B | 20: B |
| 8: A | 21: A |
| 9: B | 22: B |
| 10: D | 23: B |
| 11: D | 24: C |
| 12: C | 25: B |
| 13: E | |

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4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

1.

Choose the word that is the better fit for each blank.

I had the _____ of going with them or staying home. I felt like an _____ for the choice I made.

- A) idiot / option
- B) option / idiot

2.

Choose the word that is the better fit for each blank.

Because he liked to _____ the kitten by pouring water on it, the boy's mother _____ him for his cruel behavior.

- A) admonished / torment
- B) torment / admonished

3.

Choose the word that is the better fit for each blank.

It was difficult to _____ the dog's location because its cries _____ off of the hills.

- A) echoed / pinpoint
- B) pinpoint / echoed

4.

Choose the word that is the better fit for each blank.

My sister likes to _____ about how my mother and father think her behavior is _____.

- A) brag / perfect
- B) perfect / brag

5.

Choose the word that is the better fit for each blank.

When you _____ the machine on, you need to _____ because the machine is dangerous.

- A) beware / switch
- B) switch / beware

6.

Choose the word that is the better fit for each blank.

All of the accidents at the swimming pool led to the _____ closing of it and the end of a favorite summer _____.

- A) eventual / pastime
- B) pastime / eventual

7.

Choose the word that is the better fit for each blank.

The king wanted people to think that his power was _____. He would put people in jail if they _____ with him.

- A) disagreed / awesome
- B) awesome / disagreed

8.

Choose the word that is the better fit for each blank.

Even though the little girl was trying to sneak up on her parents, her _____ steps made her parents _____ of her.

- A) audible / conscious
- B) conscious / audible

9.

Choose the word that is the better fit for each blank.

An _____ tree fell across the road, forcing the travelers to take a more _____ route through the countryside.

- A) immense / indirect
- B) indirect / immense

10.

Choose the word that is the better fit for each blank.

The police could not find a single clue to the crime, which gave a _____ as to how _____ the thief had been.

- A) hint / thorough
- B) thorough / hint



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

11. Match the phrases to make complete sentences.

You should **beware** ____.

- 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

12. Match the phrases to make complete sentences.

My favorite **pastime** ____.

- 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

13. Match the phrases to make complete sentences.

The doctor did a **thorough** check ____.

- 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

14. Match the phrases to make complete sentences.

The two friends **disagreed** ____.

- 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



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

15. Match the phrases to make complete sentences.

She **switched** the bag ____.

- 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

16. Match the phrases to make complete sentences.

His proud sister **brags** ____.

- 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

17. Match the phrases to make complete sentences.

An **immense** pile of garbage ____.

- 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

18. Match the phrases to make complete sentences.

The **indirect** route ____.

- 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



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19. Match the phrases to make complete sentences.

The **awesome** storm caused ____.

- 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

20. Match the phrases to make complete sentences.

She **admonished** the student ____.

- 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

21. Match the clauses to make complete sentences.

He couldn't sleep at night ____.

- 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**

22. Match the clauses to make complete sentences.

We knew he broke his leg when he fell ____.

- 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**



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23. Match the clauses to make complete sentences.

He had to choose the blue car ____.

- 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**

24. Match the clauses to make complete sentences.

The hiker always carried a compass and map, ____.

- 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**

25. Match the clauses to make complete sentences.

She didn't eat good food and didn't exercise, ____.

- 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**

26. Match the clauses to make complete sentences.

The students had to answer all the questions correctly ____.

- 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**



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27. Match the clauses to make complete sentences.

The captain did not see the ship approaching behind him, ____.

- 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**

28. Match the clauses to make complete sentences.

She thought someone was calling to her from the other cliff, ____.

- 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**

29. Match the clauses to make complete sentences.

He knew his friends were having a surprise party for him ____.

- 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**

30. Match the clauses to make complete sentences.

If you can't tie your own shoes by the time you're twelve years old ____.

- 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**



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

31. 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 become lost."

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

The young man decided to hike in the national parks.

- A) TRUE
- B) FALSE

32. 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 become lost."

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

The young man disagreed with the old man.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

33. 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 become lost."

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

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

- A) TRUE
- B) FALSE

34. 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 become lost."

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

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

35. 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 become lost."

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

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

- A) TRUE
- B) FALSE

36. 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 become lost."

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

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

37. 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 become lost."

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

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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.

What did the young man choose as his new pastime?

- A) Picking trails
- B) Climbing mountains
- C) Talking with old men
- D) Hiking in parks

38. 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 become lost."

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

Why did the old man admonish the young man?

- A) The young man was awesome.
- B) The young man bragged that he was perfect.
- C) The young man's route was too indirect.
- D) The young man chose difficult trails.



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

39. 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 become lost."

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

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"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. It **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, it 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.

Why did the young man become lost?

- A) He was not conscious of where he went.
- B) He pinpointed his location on his map.
- C) He did not switch to an easier trail.
- D) He listened to the old man's advice.

40. 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 become lost."

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

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"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.

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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.

Which of the following gave a hint of an eventual storm?

- A) The sudden strong winds
- B) The sparse clouds in the sky
- C) The weather getting colder
- D) The lightning flashing in the sky



4000 Essential English Words 4 Unit 3: The Young Man and the Old Man

Answer Key:

- | | |
|-------|-------|
| 1: B | 21: E |
| 2: B | 22: A |
| 3: B | 23: H |
| 4: A | 24: I |
| 5: B | 25: A |
| 6: A | 26: C |
| 7: B | 27: D |
| 8: A | 28: G |
| 9: A | 29: B |
| 10: A | 30: F |
| 11: B | 31: A |
| 12: A | 32: A |
| 13: F | 33: A |
| 14: A | 34: B |
| 15: I | 35: A |
| 16: E | 36: B |
| 17: D | 37: D |
| 18: G | 38: B |
| 19: H | 39: A |
| 20: C | 40: A |

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4000 Essential English Words 4 Unit 4: The Tricky Fox

1.

Choose the answer that best fits the question.

What does a sad movie cause people to do?

- A) To weep
- B) To except
- C) To perish
- D) To disapprove

2.

Choose the answer that best fits the question.

Where would a bird build a home?

- A) On a rim
- B) In a pit
- C) On a roost
- D) On a flight

3.

Choose the answer that best fits the question.

Which word best describes a wet towel?

- A) Immoral
- B) Damp
- C) Trivial
- D) Fond

4.

Choose the answer that best fits the question.

What does it mean to fly?

- A) To soar
- B) To moan
- C) To be oblivious
- D) To be typical

5.

Choose the answer that best fits the question.

Which word would best describe a smooth, wet stone?

- A) Ivy
- B) Utterly
- C) Slippery
- D) Immoral

6.

Choose the answer that best fits the question.

Which word describes something that would have a rim?

- A) A thought
- B) A cup
- C) A person
- D) A smell

7.

Choose the answer that best fits the question.

Which word describes something that has a beak?

- A) A bird
- B) A boat
- C) A car
- D) A lion

8.

Choose the answer that best fits the question.

What is typical about fish?

- A) They can swim.
- B) One type can sing.
- C) They can live on land.
- D) Some can live for close to 50 years.

9.

Choose the answer that best fits the question.

Which of these people would most likely be moaning?

- A) A doctor
- B) A happy boy
- C) A wife
- D) A hurt woman

10.

Choose the answer that best fits the question.

Which person has been proven to have committed an immoral act?

- A) A teacher
- B) A criminal
- C) A judge
- D) A fireman



4000 Essential English Words 4 Unit 4: The Tricky Fox

11. Choose the word that is the better fit for each blank.

All of the people in the movie will _____ if they remain _____ of the monster.

- A) oblivious / perish
- B) perish / oblivious

12. Choose the word that is the better fit for each blank.

When the owl wants to make a _____, it is _____ of using an empty barn.

- A) roost / fond
- B) fond / roost

13. Choose the word that is the better fit for each blank.

He grabbed the can by its _____, then tossed it far down into the _____.

- A) pit / rim
- B) rim / pit

14. Choose the word that is the better fit for each blank.

The eagle _____ into the clouds when it goes on a long _____.

- A) flight / soars
- B) soars / flight

15. Choose the word that is the better fit for each blank.

Every time the sick woman would _____ in pain, her daughter would _____.

- A) moan / weep
- B) weep / moan

16. Choose the word that is the better fit for each blank.

It is not _____ for a policeman to do _____ things like stealing.

- A) immoral / typical
- B) typical / immoral

17. Choose the word that is the better fit for each blank.

Every part of the bird was beautiful, _____ for its short, ugly _____.

- A) beak / except
- B) except / beak

18. Choose the word that is the better fit for each blank.

Because his assistant is teaching them _____ plays, the coach will _____ of the time wasted.

- A) trivial / disapprove
- B) disapprove / trivial

19. Choose the word that is the better fit for each blank.

Because it _____ covered the fence, the gardener had to remove all of the _____.

- A) utterly / ivy
- B) ivy / utterly

20. Choose the word that is the better fit for each blank.

The ground became dangerous and _____ because everyone placed their _____ towels there.

- A) slippery / damp
- B) damp / slippery



4000 Essential English Words 4 Unit 4: The Tricky Fox

21. THE TRICKY FOX

There was a fox that lived in the forest. Fox loved to play mean tricks on the other animals. One day, he used the sharp **rim** of a bottle to dig a **pit** in the ground. He hid in a tree until Rabbit came to the pit's edge. Then, he jumped out and pushed Rabbit into the pit. Fox laughed and ran away. The angry Rabbit climbed out and told the other animals what happened.

The others said, "That is **typical** behavior for Fox. He does mean things all the time. Sometimes, he is completely **immoral**. We all **disapprove** of his actions, so we should teach him a lesson. Tomorrow, we'll push Fox into that pit."

The next day, all of the animals hid near the pit and waited for Fox. Fox was **oblivious** to the hidden animals. He walked up to the pit to see if Rabbit was still trapped. Just then, the other animals ran up to Fox and pushed him in. All the animals laughed and cheered, **except** Fox, of course.

Fox couldn't get out! The walls of the pit were covered in **damp ivy**. It was too **slippery** for him to climb out. He was **utterly** helpless. He **moaned** and began to **weep**.

At last, he saw Eagle watching him from her **roost**. He yelled, "Eagle, please help me! If I don't get out of here, I will **perish**!"

Eagle said, "You may think your tricks are **trivial**, but you hurt others when you do mean things. I'll help you if you promise to be nice."

Fox said, "I promise!"

Eagle began her **flight** to the bottom of the pit. She picked up Fox with her **beak** and **soared** out of the pit. She dropped Fox safely on the ground.

Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Fox used the rim of a bottle to dig a deep pit.

- A) TRUE
- B) FALSE

22. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Fox had a roost near the pit.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 4: The Tricky Fox

23. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

The damp ivy was too slippery for Fox to climb out

- A) TRUE
- B) FALSE

24. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Immoral and mean behavior was typical with Fox.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 4: The Tricky Fox

25. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Fox was oblivious to the hidden pit.

- A) TRUE
- B) FALSE

26. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Eagle flew into the pit to save Fox.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 4: The Tricky Fox

27. THE TRICKY FOX

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How did Rabbit fall into the pit?

- A) Rabbit ran into the pit.
- B) Fox pushed him into the pit.
- C) Rabbit sat on the edge.
- D) Fox laughed and ran away.

28. THE TRICKY FOX

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Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Why did Fox thank Eagle?

- A) She gave him money.
- B) She became fond of Fox.
- C) She did not let Fox perish.
- D) She gave Fox some rope to climb out.



4000 Essential English Words 4 Unit 4: The Tricky Fox

29. THE TRICKY FOX

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Why did Fox moan and weep?

- A) The animals taught him a lesson.
- B) He saw Eagle in her roost.
- C) He felt trivial.
- D) He felt utterly helpless.

30. THE TRICKY FOX

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What happened after Eagle's flight to the bottom of the pit?

- A) She disapproved of Fox.
- B) She got stuck in the pit.
- C) She made Fox promise to leave the forest.
- D) She picked up Fox with her beak.



4000 Essential English Words 4 Unit 4: The Tricky Fox

Answer Key:

- | | |
|-------|-------|
| 1: A | 16: B |
| 2: C | 17: B |
| 3: B | 18: A |
| 4: A | 19: A |
| 5: C | 20: A |
| 6: B | 21: A |
| 7: A | 22: B |
| 8: A | 23: A |
| 9: D | 24: A |
| 10: B | 25: B |
| 11: B | 26: A |
| 12: A | 27: B |
| 13: B | 28: C |
| 14: B | 29: D |
| 15: A | 30: D |

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4000 Essential English Words 4 Unit 5: The Magic Computer

1.

Choose the word that is the better fit for each blank.

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

- A) cyberspace / operate
- B) operate / cyberspace

2.

Choose the word that is the better fit for each blank.

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

- A) recent / global
- B) global / recent

3.

Choose the word that is the better fit for each blank.

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

- A) weird / ignorant
- B) ignorant / weird

4.

Choose the word that is the better fit for each blank.

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

- A) essays / edit
- B) edit / essays

5.

Choose the word that is the better fit for each blank.

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.

- A) semester / index
- B) index / semester

6.

Choose the word that is the better fit for each blank.

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

- A) fainted / lecture
- B) lecture / fainted

7.

Choose the word that is the better fit for each blank.

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

- A) highlighted / typewritten
- B) typewritten / highlighted

8.

Choose the word that is the better fit for each blank.

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

- A) gymnasium / resolution
- B) resolution / gymnasium

9.

Choose the word that is the better fit for each blank.

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

- A) moral / awhile
- B) awhile / moral

10.

Choose the word that is the better fit for each blank.

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

- A) evaluated / private
- B) private / evaluated



4000 Essential English Words 4 Unit 5: The Magic Computer

11. Match the phrases to make complete sentences.

The team **evaluated** ____.

- 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

12. Match the phrases to make complete sentences.

The **moral** of the story is ____.

- 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

13. Match the phrases to make complete sentences.

The **global** economic problems ____.

- 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

14. Match the phrases to make complete sentences.

Joe **operates** ____.

- 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



4000 Essential English Words 4 Unit 5: The Magic Computer

15. Match the phrases to make complete sentences.

We went to a **lecture** ____.

- 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

16. Match the phrases to make complete sentences.

The friends you meet in cyberspace ____.

- 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

17. Match the phrases to make complete sentences.

The **weird** kid at school ____.

- 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
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18. Match the phrases to make complete sentences.

You should **highlight** these words ____.

- 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
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4000 Essential English Words 4 Unit 5: The Magic Computer

19. Match the phrases to make complete sentences.

I made a **resolution** ____.

- 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

20. Match the phrases to make complete sentences.

The end of the first **semester** ____.

- 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

21. Match the clauses to make complete sentences.

I wanted to get fit ____.

- 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

22. Match the clauses to make complete sentences.

Geology is my favorite subject, ____.

- 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
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- i. if someone **faints**
- j. because he's **ignorant** about math



4000 Essential English Words 4 Unit 5: The Magic Computer

23. Match the clauses to make complete sentences.

My paper was full of mistakes, ____.

- 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

24. Match the clauses to make complete sentences.

My brother couldn't help me with my math homework ____.

- 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

25. Match the clauses to make complete sentences.

In the first aid class, we learned what to do ____.

- 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

26. Match the clauses to make complete sentences.

I wanted to find some information about volcanoes, ____.

- 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**
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27. Match the clauses to make complete sentences.

That copy of the text book is too old, ____.

- 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

28. Match the clauses to make complete sentences.

I need a computer ____.

- 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

29. Match the clauses to make complete sentences.

I'll get some tea if ____.

- 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

30. Match the clauses to make complete sentences.

You mustn't tell anyone this information; ____.

- 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



4000 Essential English Words 4 Unit 5: The Magic Computer

31. 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 seventy 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.

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

- A) TRUE
- B) FALSE

32. 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.

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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.

The private study rooms were upstairs.

- A) TRUE
- B) FALSE



33. 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.

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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 seventy 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.

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

- A) TRUE
- B) FALSE

34. 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.

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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 seventy 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.

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 5: The Magic Computer

35. 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.

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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 seventy 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.

The geography test was worth fifty percent of the final grade.

- A) TRUE
- B) FALSE

36. 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.

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"The geography test!" he replied. "I hope you studied. It's worth seventy 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.

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 5: The Magic Computer

37. THE MAGIC COMPUTER

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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 seventy 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.

How did the teacher want the project to be written?

- A) In first person
- B) Handwritten
- C) Typewritten
- D) In black ink

38. 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.

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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.

What was the project about?

- A) Global warming
- B) Economics
- C) Weird computers
- D) Computer science



4000 Essential English Words 4 Unit 5: The Magic Computer

39. THE MAGIC COMPUTER

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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.

What did the student NOT have to do in order to use the magic computer?

- A) Type in the essay title
- B) Edit his paper
- C) Plug it in
- D) Wait awhile

40. 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.

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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.

Where did the student spend his free time?

- A) In lectures
- B) In the gymnasium
- C) In the library
- D) In cyberspace



4000 Essential English Words 4 Unit 5: The Magic Computer

Answer Key:

- | | |
|-------|-------|
| 1: B | 21: E |
| 2: A | 22: G |
| 3: B | 23: C |
| 4: A | 24: A |
| 5: A | 25: I |
| 6: A | 26: B |
| 7: B | 27: F |
| 8: B | 28: H |
| 9: A | 29: D |
| 10: A | 30: A |
| 11: G | 31: A |
| 12: E | 32: B |
| 13: A | 33: B |
| 14: I | 34: A |
| 15: C | 35: B |
| 16: B | 36: A |
| 17: A | 37: C |
| 18: H | 38: A |
| 19: F | 39: B |
| 20: D | 40: B |

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4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

1. Choose the right word for the given definition.
- a set of clothes
- A) spirit
B) suit
C) recipe
D) rail
2. Choose the right word for the given definition.
- common people
- A) folk
B) pleasure
C) absolute
D) attentive
3. Choose the right word for the given definition.
- to get smaller
- A) melt
B) pop
C) shrink
D) envision
4. Choose the right word for the given definition.
- a large cloth worn on the back
- A) patch
B) cape
C) spark
D) role
5. Choose the right word for the given definition.
- happening at the same rate everywhere
- A) evenly
B) alas
C) soaks
D) pudding
6. Choose the right definition for the given word.
- melt
- A) to get smaller
B) to turn to liquid
C) to make wet
D) to imagine
7. Choose the right definition for the given word.
- spark
- A) a flash of fire
B) a set of clothes
C) a sweet dessert
D) a set of instructions
8. Choose the right definition for the given word.
- rail
- A) a horizontal bar
B) a common person
C) a normal purpose
D) a different part of a surface
9. Choose the right definition for the given word.
- absolute
- A) said when bad things happen
B) careful
C) happening at the same rate
D) total and complete
10. Choose the right definition for the given word.
- pleasure
- A) to make a noise
B) to get smaller
C) a feeling of happiness
D) personality



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

11. Match the phrases to make complete sentences.

Mom made chocolate **pudding** ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

12. Match the phrases to make complete sentences.

He is very **attentive** ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

13. Match the phrases to make complete sentences.

People wore **cap**s more often ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

14. Match the phrases to make complete sentences.

His strong **spirit** ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

15. Match the phrases to make complete sentences.

I can't **envision** you ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

16. Match the phrases to make complete sentences.

It was a **pleasure** ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

17. Match the phrases to make complete sentences.

His **role** at work is ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

18. Match the phrases to make complete sentences.

The cat is sitting on the **rail** ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
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19. Match the phrases to make complete sentences.

For this **recipe**, I will need ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

20. Match the phrases to make complete sentences.

There were **sparks** flying ____.

- a. of the fence
- b. two hundred years ago
- c. during science class
- d. to manage the team of employees
- e. flour, eggs and sugar
- f. as a politician
- g. for dessert last night
- h. out of the computer
- i. to meet you
- j. could not be hurt from mean comments

21. Match the clauses to make complete sentences.

If you wash this silk shirt in hot water, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

22. Match the clauses to make complete sentences.

Tony didn't practice the presentation, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well



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23. Match the clauses to make complete sentences.

I studied hard for the test, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

24. Match the clauses to make complete sentences.

Dan was very unlucky ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

25. Match the clauses to make complete sentences.

Christmas is an important holiday ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

26. Match the clauses to make complete sentences.

If you put the butter near the fire, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
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- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well



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27. Match the clauses to make complete sentences.

This pan was so dirty ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

28. Match the clauses to make complete sentences.

To protect the kingdom, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

29. Match the clauses to make complete sentences.

I knew the television had broken ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well

30. Match the clauses to make complete sentences.

At work, we have to dress well, ____.

- a. the soldiers spread out **evenly**
- b. because he fell in a **patch** of rocks
- c. so it was an **absolute** disaster
- d. it will **melt**
- e. it will **shrink**
- f. when **folks** meet with their families
- g. so I usually wear a **suit**
- h. that I had to **soak** it overnight
- i. when I heard the **pop**
- j. but **alas**, I still didn't do very well



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

31. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

Then old Tom Muggins came along the path. He was carrying a basket of ingredients for his wife's cake **recipe**. "I'll have some fun with him!" said Jack Frost. He pointed, and suddenly there was a **patch** of ice on the path. Poor Tom slipped and fell into the river. The bags of flour, fruit and sugar fell open and got wet. A couple of eggs broke, and a stick of butter **shrank** in the water. Tom gathered the ingredients and climbed out of the river. The food made an **absolute** mess of the path. "**Alas!**" he cried. "There'll be no cake for me!"

Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Tom Muggins likes playing tricks on folks.

- A) TRUE
- B) FALSE

32. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

Then old Tom Muggins came along the path. He was carrying a basket of ingredients for his wife's cake **recipe**. "I'll have some fun with him!" said Jack Frost. He pointed, and suddenly there was a **patch** of ice on the path. Poor Tom slipped and fell into the river. The bags of flour, fruit and sugar fell open and got wet. A couple of eggs broke, and a stick of butter **shrank** in the water. Tom gathered the ingredients and climbed out of the river. The food made an **absolute** mess of the path. "**Alas!**" he cried. "There'll be no cake for me!"

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Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Jack Frost was sitting on the rail of a fence.

- A) TRUE
- B) FALSE



33. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

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Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Jack Frost's role is to cover everything with fire.

- A) TRUE
- B) FALSE

34. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

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Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Tom wished that he had been more attentive.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

35. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

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Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Tom said "Alas!" because he knew he wouldn't have any cake.

- A) TRUE
- B) FALSE

36. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

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When Jack Frost set fire to the food, the eggs started to melt.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

37. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

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What was Tom wearing?

- A) A nice suit
- B) A wild spirit
- C) A cape
- D) White trousers

38. JACK FROST AND THE PUDDING

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

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Which of the following was NOT an ingredient of the wonderful pudding?

- A) A couple of eggs
- B) Fruit
- C) Sugar
- D) Chocolate



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

39. JACK FROST AND THE PUDDING

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What shrank when it got soaked in the river?

- A) Tom's suite
- B) A stick of butter
- C) The basket
- D) The flour

40. JACK FROST AND THE PUDDING

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What happened when there was a pop sound?

- A) Tom fell into the river.
- B) The food caught fire.
- C) The trees became covered in frost.
- D) A patch of ice formed.



4000 Essential English Words 4 Unit 6: Jack Frost and the Pudding

Answer Key:

- | | |
|-------|-------|
| 1: B | 21: E |
| 2: A | 22: C |
| 3: C | 23: A |
| 4: B | 24: B |
| 5: A | 25: F |
| 6: B | 26: D |
| 7: A | 27: H |
| 8: A | 28: A |
| 9: D | 29: I |
| 10: C | 30: G |
| 11: G | 31: B |
| 12: C | 32: A |
| 13: B | 33: B |
| 14: A | 34: A |
| 15: F | 35: A |
| 16: I | 36: B |
| 17: D | 37: A |
| 18: A | 38: D |
| 19: E | 39: B |
| 20: H | 40: C |

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4000 Essential English Words 4 Unit 7: The Architect's Plan

1.

Choose the right word for the given definition.

to work to correct a problem between two people

- A) oblige
- B) intervene
- C) conceal
- D) volunteer

2.

Choose the right word for the given definition.

allowed by the law

- A) legal
- B) offense
- C) memorable
- D) gratitude

3.

Choose the right word for the given definition.

to find a solution

- A) proclaim
- B) sentence
- C) resolve
- D) rally

4.

Choose the right word for the given definition.

an object that helps people remember a place

- A) witness
- B) landmark
- C) account
- D) resource

5.

Choose the right word for the given definition.

something a person does that can be punished by law

- A) architect
- B) deed
- C) habitat
- D) crime

6.

Choose the right definition for the given word.

memorable

- A) natural
- B) thankful
- C) special
- D) public

7.

Choose the right definition for the given word.

witness

- A) a designer of buildings
- B) an important person
- C) someone who obeys the law
- D) a person who sees a crime

8.

Choose the right definition for the given word.

deed

- A) money and materials
- B) proof of ownership
- C) a natural home
- D) an action that breaks the law

9.

Choose the right definition for the given word.

sentence

- A) a punishment for a crime
- B) an object that helps people
- C) something against the law
- D) a large public meeting

10.

Choose the right definition for the given word.

proclaim

- A) to hide something
- B) to offer to help
- C) to say in public
- D) to stop a problem



4000 Essential English Words 4 Unit 7: The Architect's Plan

11. Choose 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

12. Choose the answer that best fits the question.

When something is concealed, what is it called?

- A) Loud
- B) Colorful
- C) Hidden
- D) Quick

13. Choose the answer that best fits the question.

What is something that an architect makes?

- A) A law
- B) A house
- C) A cake
- D) A dress

14. Choose the answer that best fits the question.

Which of the following is NOT legal?

- A) Swimming
- B) Singing
- C) Crying
- D) Stealing

15. Choose the answer that best fits the question.

What is someone who feels gratitude most likely to say?

- A) "Hello."
- B) "I'm sorry."
- C) "Go away."
- D) "Thankyou."

16. THE 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."

Then the judge 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 promised. He built this new type of building, which was loved by everyone.

The architect wanted to build a new school.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 7: The Architect's Plan

17. THE 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.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

The land was the habitat of several types of birds.

- A) TRUE
- B) FALSE

18. THE 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."

Then the judge 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.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

The judge first asked the architect what happened.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 7: The Architect's Plan

19. THE 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.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

The architect had a deed to the land.

- A) TRUE
- B) FALSE

20. THE 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.

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The judge could not call any **witnesses** for the nature lovers, so he first asked the architect to tell his side of the story.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 7: The Architect's Plan

21. THE 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.

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"Why are you going to destroy the birds' habitat?" the judge asked.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

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

- A) TRUE
- B) FALSE

22. THE 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.

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

Why did the group have a rally?

- A) To ask for more rights
- B) To talk about the issue
- C) To list names of witnesses
- D) To talk to the architect



4000 Essential English Words 4 Unit 7: The Architect's Plan

23. THE ARCHITECT'S PLAN

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

Which of the following about the land did the architect NOT tell the judge?

- A) He wanted to make a great building.
- B) He had a deed for the land.
- C) He thought nobody lived there.
- D) His building would be a memorable landmark.

24. THE ARCHITECT'S PLAN

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

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

- A) Ask a judge to intervene
- B) Proclaim war on the architect
- C) Move the birds to a new habitat
- D) Sell the land to the architect



25. THE ARCHITECT'S PLAN

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

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The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

What did the judge decide to give the architect as a sentencing?

- A)** He gave him five years in prison.
- B)** He had to pay the nature lovers money.
- C)** He could not build any more buildings.
- D)** He was not given a sentence.



4000 Essential English Words 4 Unit 7: The Architect's Plan

Answer Key:

- | | |
|-------|-------|
| 1: B | 14: D |
| 2: A | 15: D |
| 3: C | 16: B |
| 4: B | 17: A |
| 5: D | 18: A |
| 6: C | 19: A |
| 7: D | 20: B |
| 8: B | 21: A |
| 9: A | 22: B |
| 10: C | 23: C |
| 11: A | 24: A |
| 12: C | 25: D |
| 13: B | |

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4000 Essential English Words 4 Unit 8: Janie and the Music Player

1.

Choose the word that is the better fit for each blank.

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

- A) conduct / replace
- B) replace / conduct

2.

Choose the word that is the better fit for each blank.

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

- A) influenced / laws
- B) laws / influenced

3.

Choose the word that is the better fit for each blank.

I _____ the pencil and squeezed it until it _____.

- A) gripped / snapped
- B) snapped / gripped

4.

Choose the word that is the better fit for each blank.

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

- A) whatsoever / enclosed
- B) enclosed / whatsoever

5.

Choose the word that is the better fit for each blank.

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

- A) constantly / impending
- B) impending / constantly

6.

Choose the word that is the better fit for each blank.

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

- A) tends / cracks
- B) cracks / tends

7.

Choose the word that is the better fit for each blank.

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

- A) device / mode
- B) mode / device

8.

Choose the word that is the better fit for each blank.

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

- A) halted / access
- B) access / halted

9.

Choose the word that is the better fit for each blank.

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

- A) valid / version
- B) version / valid

10.

Choose the word that is the better fit for each blank.

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

- A) sly / perspired
- B) perspired / sly



4000 Essential English Words 4 Unit 8: Janie and the Music Player

11. Match the phrases to make complete sentences.

Scientists have a **device** that helps ____.

- 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

12. Match the phrases to make complete sentences.

The driver **gripped** the wheel ____.

- 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

13. Match the phrases to make complete sentences.

I always **perspire** more often ____.

- 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

14. Match the phrases to make complete sentences.

The concert **halted** ____.

- 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



4000 Essential English Words 4 Unit 8: Janie and the Music Player

15. Match the phrases to make complete sentences.

The **sly** boy took a cookie while ____.

- 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
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16. Match the phrases to make complete sentences.

My father **replaced** the old ____.

- 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

17. Match the phrases to make complete sentences.

He had a **valid** reason ____.

- 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

18. Match the phrases to make complete sentences.

I **snapped** the toy ____.

- 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
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4000 Essential English Words 4 Unit 8: Janie and the Music Player

19. Match the phrases to make complete sentences.

The teacher **tends** to give the best grades to ____.

- 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

20. Match the phrases to make complete sentences.

I got no joy **whatsoever** from getting ____.

- 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

21. Match the clauses to make complete sentences.

He didn't understand, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

22. Match the clauses to make complete sentences.

He was told to behave, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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



4000 Essential English Words 4 Unit 8: Janie and the Music Player

23. Match the clauses to make complete sentences.

Joe was such a bad person ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

24. Match the clauses to make complete sentences.

To keep the jewels safe, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

25. Match the clauses to make complete sentences.

Be careful ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

26. Match the clauses to make complete sentences.

Mark tried the code, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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
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- h. so they told him a different **version**
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- j. so the **mode** wouldn't disturb anyone



4000 Essential English Words 4 Unit 8: Janie and the Music Player

27. Match the clauses to make complete sentences.

She practices the violin during the day, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

28. Match the clauses to make complete sentences.

He studied hard ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

29. Match the clauses to make complete sentences.

She turned her phone off, ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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

30. Match the clauses to make complete sentences.

He replaced the glass ____.

- a. but he wasn't given **access** to the room
- b. because he can **influence** people to do anything
- c. because the **impeding** 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



31. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the 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.

Janie thought constantly about a device that played videos.

- A) TRUE
- B) FALSE

32. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the 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.

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

- A) TRUE
- B) FALSE



33. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the 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.

Janie found the player when she gripped the bag.

- A) TRUE
- B) FALSE

34. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the 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.

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

- A) TRUE
- B) FALSE



35. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the 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.

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

- A) TRUE
- B) FALSE

36. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the class, she gave her teacher the bag. "I found this," she said.

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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.

Janie's parents gave the music player to Linda to replace the one she broke.

- A) TRUE
- B) FALSE



37. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the class, she gave her teacher the bag. "I found this," she said.

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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.

What did Janie find enclosed in the black case?

- A) A music player
- B) A backpack
- C) A locker
- D) A key

38. JANIE AND THE MUSIC PLAYER

Janie had **constant** thoughts about getting a music player. One day, she was late for 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. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at the class, she gave her teacher the bag. "I found this," she said.

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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.

The reading explains that Janie lied to her teacher about what?

- A) A backpack she found
- B) Taking Linda's music player
- C) The reason she snapped the player
- D) How the player got a crack



39. JANIE AND THE MUSIC PLAYER

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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.

What did Ms. Johnson NOT expect from Janie?

- A) Bad conduct
- B) Her banking information
- C) Poor schoolwork
- D) Her influence

40. JANIE AND THE MUSIC PLAYER

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Janie's parents said she had no respect whatsoever for what?

- A) Her impending trouble
- B) The law
- C) Her sly behavior
- D) The valid reasons



4000 Essential English Words 4 Unit 8: Janie and the Music Player

Answer Key:

- | | |
|-------|-------|
| 1: B | 21: H |
| 2: A | 22: I |
| 3: A | 23: E |
| 4: B | 24: F |
| 5: B | 25: B |
| 6: B | 26: A |
| 7: A | 27: C |
| 8: A | 28: I |
| 9: A | 29: I |
| 10: A | 30: G |
| 11: F | 31: B |
| 12: A | 32: A |
| 13: E | 33: B |
| 14: B | 34: A |
| 15: A | 35: B |
| 16: D | 36: A |
| 17: G | 37: A |
| 18: C | 38: B |
| 19: H | 39: A |
| 20: I | 40: B |

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4000 Essential English Words 4 Unit 9: Growing to be Great

1.

Choose the right word for the given definition.

a gentle wind

- A) breeze
- B) appetite
- C) subject
- D) display

2.

Choose the right word for the given definition.

money for a job

- A) rumor
- B) forgive
- C) wage
- D) whereas

3.

Choose the right word for the given definition.

big and beautiful

- A) feeble
- B) majestic
- C) efficient
- D) outraged

4.

Choose the right word for the given definition.

full of energy

- A) lively
- B) nor
- C) pessimistic
- D) alongside

5.

Choose the right word for the given definition.

used to show how two things are different

- A) alongside
- B) smash
- C) defy
- D) whereas

6.

Choose the right definition for the given word.

pessimistic

- A) to show something
- B) believing that something bad will happen
- C) full of energy
- D) large and beautiful

7.

Choose the right definition for the given word.

slap

- A) to hit someone
- B) to break something
- C) to be beside
- D) to be small or weak

8.

Choose the right definition for the given word.

rumor

- A) to pay
- B) to become windy
- C) to be a sign
- D) an unproven story

9.

Choose the right definition for the given word.

outraged

- A) angry
- B) connecting two ideas
- C) showing contrast
- D) believing something bad will happen

10.

Choose the right definition for the given word.

defy

- A) hunger
- B) to stop being angry
- C) helping someone
- D) to go against

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4000 Essential English Words 4 Unit 9: Growing to be Great

11. Choose the answer that best fits the question.

Which of the following connects two negative ideas?

- A) A breeze
- B) Nor
- C) Defy
- D) An outrage

12. Choose the answer that best fits the question.

What is a positive way to describe someone?

- A) Forgive
- B) Pessimistic
- C) Lively
- D) Feeble

13. Choose the answer that best fits the question.

What can you study in school?

- A) A breeze
- B) A subject
- C) A wage
- D) An outrage

14. Choose the answer that best fits the question.

What controls how much you eat?

- A) Your appetite
- B) Your subject
- C) Your herald
- D) An efficient mouth

15. Choose the answer that best fits the question.

If you are showing something, what are you doing?

- A) Assist
- B) Displaying it
- C) Slapped
- D) Smashed

16. GROWING TO BE GREAT

When George was just a boy, he didn't have any parents. The **rumor** was that they 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 heralded 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.

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

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 9: Growing to be Great

17. GROWING TO BE GREAT

When George was just a boy, he didn't have any parents. The **rumor** was that they 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 heralded 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.

George looked majestic when he played baseball.

- A) TRUE
- B) FALSE

18. GROWING TO BE GREAT

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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.

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George was a feeble boy with a small appetite.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 9: Growing to be Great

19. GROWING TO BE GREAT

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

- A) TRUE
- B) FALSE

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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.

George was a lively student who liked many subjects.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 9: Growing to be Great

21. GROWING TO BE GREAT

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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.

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

- A) TRUE
- B) FALSE

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Why did one of George's teachers begin to work with him?

- A) George displayed a talent for baseball.
- B) No one wanted to talk to George.
- C) George was a pessimistic student.
- D) George didn't like the boys at school.



4000 Essential English Words 4 Unit 9: Growing to be Great

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When was George lively and happy?

- A) When he had lunch with other children
- B) When he was playing baseball
- C) When he was at school
- D) When he got married

24. GROWING TO BE GREAT

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Why was George good at baseball?

- A) He was very tall.
- B) He could swim very well.
- C) He was a very efficient hitter.
- D) He usually defied his teachers.



25. GROWING TO BE GREAT

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What was the rumor about George's parents?

- A)** They were very sick.
- B)** They were not able to take care of him.
- C)** They went on a trip.
- D)** They died in a car accident.



4000 Essential English Words 4 Unit 9: Growing to be Great

Answer Key:

- | | |
|-------|-------|
| 1: A | 14: A |
| 2: C | 15: B |
| 3: B | 16: A |
| 4: A | 17: A |
| 5: D | 18: B |
| 6: B | 19: A |
| 7: A | 20: B |
| 8: D | 21: A |
| 9: A | 22: A |
| 10: D | 23: B |
| 11: B | 24: C |
| 12: C | 25: D |
| 13: B | |

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4000 Essential English Words 4 Unit 10: Anton's Great Discovery

1.

Choose the right word for the given definition.

a formal inspection

- A) review
- B) diagram
- C) plea
- D) longing

2.

Choose the right word for the given definition.

to accept the truth

- A) isolate
- B) classify
- C) construct
- D) concede

3.

Choose the right word for the given definition.

an idea about how something is

- A) decade
- B) ferry
- C) concept
- D) concept

4.

Choose the right word for the given definition.

knowing a lot about the world

- A) upright
- B) sophisticated
- C) handy
- D) surrender

5.

Choose the right word for the given definition.

important

- A) refrain
- B) numerous
- C) worthwhile
- D) animate

6.

Choose 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

7.

Choose the right definition for the given word.

decade

- A) an idea about something
- B) a period often years
- C) a type of boat
- D) a thing that has life

8.

Choose the right definition for the given word.

upright

- A) important
- B) to not do something
- C) standing straight
- D) a request

9.

Choose the right definition for the given word.

isolate

- A) to separate
- B) to group together by type
- C) to give up
- D) to accept the truth

10.

Choose the right definition for the given word.

handy

- A) to make something
- B) common
- C) plentiful
- D) useful

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4000 Essential English Words 4 Unit 10: Anton's Great Discovery

11. Choose the word that is the better fit for each blank.

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

A) animate / particle

B) particle / animate

12. Choose the word that is the better fit for each blank.

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

A) handy / numerous

B) numerous / handy

13. Choose the word that is the better fit for each blank.

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

A) classify / upright

B) upright / classify

14. Choose the word that is the better fit for each blank.

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.

A) longing / plea

B) plea / longing

15. Choose the word that is the better fit for each blank.

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.

A) sophisticated / worthwhile

B) worthwhile / sophisticated

16. Choose the word that is the better fit for each blank.

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

A) review / concept

B) concept / review

17. Choose the word that is the better fit for each blank.

William used a piece of white paper to _____ the different plants in the garden. That made it easier for him to draw a _____ of the leaves of each type of plant.

A) diagram / isolate

B) isolate / diagram

18. Choose the word that is the better fit for each blank.

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

A) constructed / decades

B) decades / constructed

19. Choose the word that is the better fit for each blank.

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

A) concede / ferry

B) ferry / concede

20. Choose the word that is the better fit for each blank.

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.

A) refrain / surrender

B) surrender / refrain



4000 Essential English Words 4 Unit 10: Anton's Great Discovery

21. 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.

Anton's first microscope had an upright stand.

- A) TRUE
- B) FALSE

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Anton had a longing to become rich.

- A) TRUE
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4000 Essential English Words 4 Unit 10: Anton's Great Discovery

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The tiny particles Anton saw were bacteria.

- A) TRUE
- B) FALSE

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Anton classified the particles into different categories.

- A) TRUE
- B) FALSE



4000 Essential English Words 4 Unit 10: Anton's Great Discovery

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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.

The sophisticated scientists drew diagrams of the bacteria.

- A) TRUE
- B) FALSE

26. 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.

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Anton took a ferry to Holland.

- A) TRUE
- B) FALSE



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Which is true about Anton's discovery?

- A) It isolated him from his work.
- B) It was not worthwhile.
- C) It was handy for his business.
- D) It took him three decades to make it.

28. ANTON'S GREAT DISCOVERY

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Why was Anton's first microscope handy?

- A) It made him rich.
- B) It helped him look at cloth.
- C) It was easy to construct.
- D) It made him famous.



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29. ANTON'S GREAT DISCOVERY

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What was Anton's plea to the scientists?

- A) To buy his microscope
- B) To send him animate organisms
- C) To invite him to London
- D) To see the particles with their own eyes

30. ANTON'S GREAT DISCOVERY

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

- A) He didn't want to surrender his secret.
- B) Scientists needed to review it first.
- C) He was already rich.
- D) It wasn't perfected yet.



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Answer Key:

- | | |
|-------|-------|
| 1: A | 16: B |
| 2: D | 17: B |
| 3: C | 18: A |
| 4: B | 19: B |
| 5: C | 20: A |
| 6: A | 21: A |
| 7: B | 22: B |
| 8: C | 23: A |
| 9: A | 24: A |
| 10: D | 25: B |
| 11: B | 26: B |
| 12: B | 27: D |
| 13: A | 28: B |
| 14: A | 29: D |
| 15: B | 30: A |

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