

4000 Essential English Words 6

Paul Nation

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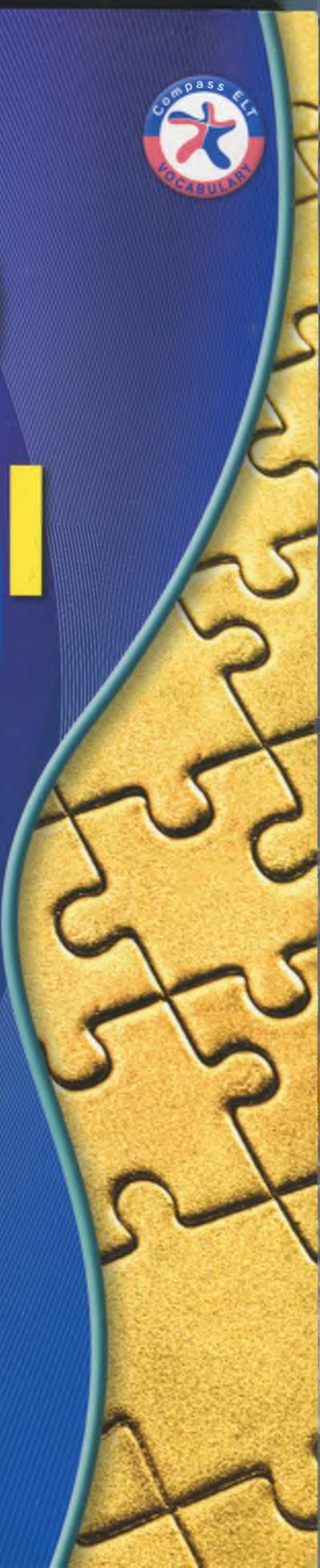
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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way that they were chosen, these words have the following characteristics:

- 1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.
- 2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.
- 3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

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

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

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

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

Author Paul Nation

Paul Nation is professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning.



**alleviate** [əlī'viēit] *v.*

To **alleviate** pain or suffering means to make it less intense or severe.

→ *She needed something to alleviate the pain in her back.*

**astrology** [əstrālōdʒi] *n.*

Astrology is the study of the stars in the belief that they influence people's lives.

→ *Jack, who studies astrology, believes that the stars can predict the future.*

**differentiate** [difərēn'ʃēit] *v.*

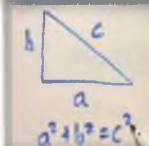
To **differentiate** things or people is to show the difference between them.

→ *It was hard to differentiate between the identical twins.*

**disrupt** [disrāpt] *v.*

To **disrupt** something or someone is to prevent them from working.

→ *The loud crash disrupted the class lecture.*

**equation** [i(:)kweizən] *n.*

An **equation** is a math operation to determine the value of something.

→ *I used the Pythagorean theorem to solve the equation.*

**err** [ə:r] *v.*

To **err** means to make a mistake.

→ *The pilot erred in his estimate of the time it would take to make the trip.*

**erroneous** [irōoniəs] *adj.*

When something is **erroneous**, it is incorrect or only partly correct.

→ *The child held the erroneous belief that time machines were real.*

**frantic** [fræntik] *adj.*

If people or things are **frantic**, they behave in a wild way because they are frightened.

→ *The cat became frantic when I tried to give it a bath.*

**hull** [hʌl] *n.*

The **hull** of a boat or tank is the main body of it.

→ *After the wreck at sea, the ship's hull was the last part to sink.*

**inadvertent** [inəd've:r'tənt] *adj.*

When an action is **inadvertent**, it is done without realizing what you are doing.

→ *She made an inadvertent error when she knocked over the nail polish.*



improvise [ɪmprəváiz] *v.*

To **improvise** something is to do it with whatever is available or without planning.

→ *There was no meat for the pizza, so we **improvised** with what was in the fridge.*



latitude [lætətjū:d] *n.*

The **latitude** of a place is its distance from the equator.

→ *The device was able to tell the traveler his exact **latitude**.*



mariner [mærənə:r] *n.*

A **mariner** is a sailor.

→ *The old **mariner** used his telescope to find the shore.*



multitude [mʌltitjū:d] *n.*

A **multitude** of things or people is a very large number of them.

→ *A **multitude** of people were waiting at the airport.*



nuisance [nju:səns] *n.*

A **nuisance** is a person or thing that is annoying or causes a lot of problems.

→ *The teenager considered her noisy little brothers to be quite a **nuisance**.*



permanence [pə:r'menəns] *n.*

The **permanence** of something is its ability to last forever.

→ *Poor results will threaten the **permanence** of the new teaching system.*



revolve [rɪválv] *v.*

To **revolve** around something is to keep it as the main feature or focus.

→ *My life **revolves** around sports.*



soothe [su:ð] *v.*

To **soothe** means to calm someone who is angry or upset.

→ *The mother **soothed** her crying baby by rocking him in her arms.*



stranded [strændid] *adj.*

If someone is **stranded**, they are prevented from leaving a place.

→ *When the plane left, my sister and I were **stranded** in China.*



volatile [vá�ətīl] *adj.*

When something is **volatile**, it is likely to change suddenly and unexpectedly.

→ *The **volatile** volcano might explode at any moment.*

Exercise 1

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

1. He chose to paint a picture on the main body of the boat.

2. When the plane crashed on the island, the passenger knew he was prevented from leaving.

3. I admired the very large number of stamps in his collection.

4. I took some aspirin to make less my back pain.

5. The countries were concerned about the treaty's ability to last forever.

6. Australia's distance from the equator is less extreme than I imagined.

7. I'm still not sure if the math operation I did was correct.

8. When the rats got out of the cage, the girl was behaving in a wild way because of fear.

9. The incorrect or partly correct information gave us the wrong idea about the president.

10. When he forgot his rope at home, he had to make one using whatever was available.

Exercise 2

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

Word Bank

nuisance
frantic

latitude
hull

soothed
erroneous

multitude
volatile

mariners
stranded

When the heat was turned off, we became quite 1.

When it finally came back on, our concerns and fears were 2.

The iceberg caused severe damage to the ship's 3.

The motor stopped working, and the ship became 4.

When he has too much to drink, he can become quite 5.

His unpredictable behavior is not dangerous, but he is a 6.

During our journey, we arrived at the wrong 7.

I suppose our calculations were 8.

When the ship came in, I was surprised at the number of 9.

I thought there would only be a few sailors, but there was a 10.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. She loves to *improvise* peanut butter and jelly sandwiches for lunch.
2. Ice packs are sometimes used to *alleviate* headaches.
3. This math book is full of *equations* for students to practice.
4. The expert in *astrology* went to work every day to study rocks and soil.
5. This math problem is tricky, so be careful not to *err*.
6. The *permanence* of the flood was gone in a couple of days.
7. After months of planning, the *inadvertent* decision to sell the company was carried out.
8. The Earth and other planets *revolve* around the sun.
9. Two flat tires *disrupted* our drive to the countryside.
10. What *differentiates* Dan from his brother is Dan's unmatched love of sports.

The North Star

Among the **multitude** of stars in the universe, there are a couple that are of great importance to people on Earth. The sun, of course, is one of them. The other is known as Polaris, the North Star. Polaris is special because it is the only star that always appears to be in the same place in the sky. Therefore, Polaris is a great compass. When people in the northern hemisphere of Earth look toward Polaris, they can be certain that they are facing north. The **permanence** of Polaris in the north sky has helped countless people find their destinations.

Before the invention of modern navigation tools, **mariners** relied on Polaris. From the top of their **hulls**, sailors would look for Polaris to figure out their place at sea. They figured out the angle between the star and the horizon to determine their **latitude**. As long as the **equations** weren't **erroneous**, the results were very reliable. Polaris also let sailors determine North, South, East, and West. By knowing directions and their location, mariners could easily navigate their ships.

To those who sail at night, **volatile** storms and dark clouds were more than **nuisances**. They could **disrupt** entire journeys by blocking the view of Polaris. A captain could **err** and make an **inadvertent** wrong turn. The ship could become **stranded** at sea, and the **frantic** captain would have no way to **improvise** to get the ship back on the right course. The mariner's fears wouldn't be **soothed** until the clouds cleared and Polaris came back into view. Even today, sailors sometimes opt to navigate by using Polaris on clear nights.

It's not difficult to **differentiate** Polaris from other stars. The Big Dipper, a constellation that is well known in **astrology**, appears to **revolve** around Polaris. The handle of the Big Dipper always points to the North Star. When people get lost, it's comforting to know that their problems can be **alleviated** by looking at the sky.



Reading Comprehension

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

1. Even today, sailors opt to improvise by using Polaris on clear nights.

2. A ship could become stranded if a captain erred and made an inadvertent wrong turn.

3. People who are lost can be alleviated by gazing up at a frantic sky.

4. Volatile storms were more than nuisances because they disrupted entire journeys.

5. It is not difficult to differentiate Polaris from the multitude of other stars in the universe.

PART B Answer the questions.

1. How did mariners determine their latitude from the top of their hulls?

2. What has the permanence of Polaris done for people?

3. How did sailors figure out latitude?

4. What well-known constellation in astrology revolves around Polaris?

5. On a cloudy night, when would a mariner finally feel soothed?

Word List

arduous [ərdʒuəs] *adj.*

When something is **arduous**, it demands great effort or labor.

→ *The explorers began their arduous hike up the steep mountain.*

attain [ətein] *v.*

To **attain** something means to gain or achieve it, often after a lot of effort.

→ *In two more years, I will attain my high school diploma.*

coexist [kouigzist] *v.*

To **coexist** with something means to exist with it in the same time and place.

→ *Our pets coexist at our home with little or no problems.*

conceive [kənsi v] *v.*

To **conceive** something means to be able to imagine or believe it.

→ *The child could not conceive the actual size of the Earth.*

dubious [dju:bis] *adj.*

When something or someone is **dubious**, they are not considered honest.

→ *The police thought that the man's description of the crime was dubious.*

ego [i:gou] *n.*

An **ego** is a person's sense of their own worth.

→ *Kelly's ego made her think that she was some kind of a superhero.*

elastic [ilæstik] *adj.*

Elastic is a rubber that stretches when it is pulled.

→ *He attached the elastic bungee to his legs before he jumped off the platform.*

endeavor [en'devar] *n.*

An **endeavor** is an attempt to do something, especially something new or original.

→ *The company's new advertising endeavor ended in a horrible failure.*

engrave [ingreiv] *v.*

To **engrave** means to cut a design or words into the surface of something.

→ *The couple engraved their names onto the old pine tree.*

excavate [ekske'veit] *v.*

To **excavate** means to dig on land and remove dirt to look for something.

→ *The team wishes to excavate the site in hopes of finding fossils.*

**jagged** [dʒægid] *adj.*

When something is **jagged**, it has a tough, uneven shape or edge.

→ *The swimmer was hurt when he fell on the **jagged** rocks.*

**locale** [loukæl] *n.*

A **locale** is a small area or place where something specific happens.

→ *The spa was the perfect **locale** for my mother to relax and enjoy her vacation.*

**mold** [mould] *n.*

A **mold** is a hollow container that is used to make certain shapes.

→ *Using a cupcake **mold** will ensure that they come out just right.*

**outright** [əuträit] *adj.*

When something is **outright**, it is open and direct.

→ *Everyone knew that the boy's story was an **outright** lie.*

**periphery** [pəri:fəri] *n.*

The **periphery** of an area, place, or thing is the edge of it.

→ *A beautiful floral pattern is on the **periphery** of the stationery.*

**plaster** [plæstər] *n.*

Plaster is a smooth paste that gets hard when it dries.

→ *He used **plaster** to fill in the cracks in the old walls.*

**shovel** [ʃʌvel] *n.*

A **shovel** is a tool with a long handle that is used for digging.

→ *The boy grabbed his **shovel** and got all of the snow off of the sidewalk.*

**skeletal** [skélətl] *adj.*

When something is **skeletal**, it relates to bones in the body.

→ *We studied the **skeletal** system in anatomy class.*

**terrestrial** [tərēstriəl] *adj.*

If something is **terrestrial**, it relates to Earth.

→ *There are billions of **terrestrial** life forms.*

**vicious** [vɪjəs] *adj.*

When something or someone is **vicious**, they are violent and cruel.

→ *The **vicious** dog tried to bite the small child.*

Exercise 1

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

1. He chose to make his sculpture out of a smooth paste that hardens when it dries.

2. Our violent and cruel boss forced us to work twelve hours in a row without a break.

3. The race was close, so it was difficult to determine an open and direct winner.

4. This is the perfect small area where something happens for a picnic.

5. Truck drivers often stay awake for many hours to make their difficult and tiring drives.

6. The salesperson's claim seemed quite dishonest, unsafe, and unreliable.

7. Mike was thrilled to pass the driving test and gain his driver's license.

8. Physics on the moon are much different than Earth-related physics.

9. The prisoners were unable to imagine and believe a plot for escaping the jail.

10. To plant these seeds, I will first need to buy a tool used for digging.

Exercise 2

Choose the answer that best fits the question.

1. What might a person with a large ego say?
a. "I am the best." b. "I can't do it." c. "I'm hungry." d. "I'm sorry."
2. Which is likely to be jagged?
a. A doll b. A cliff c. A cloud d. A pillow
3. Which is likely to be excavated?
a. Water b. A sofa c. A computer d. The ground
4. What is part of the skeletal system?
a. The skin b. The tongue c. The skull d. The fingernails
5. What is an example of an endeavor?
a. Waking up b. Inventing a new machine
c. Making coffee d. Combing your hair

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ The alarm clock was set to *endeavor* every morning at seven A.M.
2. ___ Experts *excavated* the site in hopes of finding an ancient city buried underneath.
3. ___ Everyone loved to hug and kiss the *vicious* baby.
4. ___ The elephant is one of the largest *terrestrial* animals still in existence.
5. ___ The *dubious* chocolate ice cream is a favorite treat at the restaurant.
6. ___ The concerned owner built a fence along the *periphery* of the parking lot.
7. ___ Preparing for the difficult test was an *arduous* task for the nervous students.
8. ___ You'll need a *shovel* if you plan on getting on top of the roof.
9. ___ The delicate flower was a *jagged* addition to the arrangement.
10. ___ Children cheered as the circus clown *attained* balloons into different shapes.
11. ___ He filled the ugly holes in the ceiling with *plaster*.
12. ___ At the factory, the workers made screws by pouring liquid metal into a *mold*.
13. ___ I hope she is able to *engrave* all of her homework before school tomorrow.
14. ___ I cannot *conceive* the reason why he would act in such a mean way.
15. ___ The small fights and arguments eventually led to an *outright* war.
16. ___ When the glass vase fell to the floor, we heard an *elastic* sound.
17. ___ She bought a cute new *ego* from the pet store today.
18. ___ We need to choose a *locale* for Brian's birthday party.
19. ___ Derrick bought a *skeletal* from that new clothing store downtown.
20. ___ Although they were rivals, the stores were able to *coexist* in the same neighborhood.

The Fossil Hunters

Tim and Dean were great fossil hunters. They were the very best at finding dinosaur bones. Although Tim and Dean were quite similar, they were **outright** enemies. The two men got into **vicious** arguments all the time. They couldn't **coexist** peacefully because their **egos** were too large. Tim thought he was the best fossil hunter, while Dean was sure that he was much better than Tim.

One day, Tim was searching for fossils on the **periphery** of the city when he discovered a huge bone. He had never seen anything like it! He took his **shovel** and carefully **excavated** the dirt around it. As he dug, he uncovered more **jagged** bones. He realized that he had found an entire dinosaur skeleton! Tim couldn't **conceive** a plan to remove the huge skeleton all by himself. Such an **endeavor** would be too **arduous**. He needed help. He tried to think of people who would be capable of helping him remove the skeleton without breaking it. The only person Tim could think of was Dean, his enemy.

Tim ran into the city to find Dean. Tim found him and said, "Dean, I've found the **skeletal** remains of a huge **terrestrial** animal. But I can't get the skeleton out by myself. Will you please help me?"

Dean thought that Tim's claim might be **dubious**. He replied, "If you're serious about the skeleton, I'll help."

Tim excitedly showed Dean the skeleton's **locale**. They worked together to carefully remove each bone. And to keep the bones together, they tied them with **elastic** strips. When they were finished, they had **attained** a perfect skeleton. They used **plaster** to make a **mold** of the dinosaur's skull. They **engraved** their initials into it and gave it to the curator of a local museum.

Tim and Dean found out that they could work very well together. They decided to end their feud and become friends. By combining their talents, the men became even greater than they were before.



Reading Comprehension

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

1. Tim and Dean were outright enemies who got into vicious arguments.

2. Tim and Dean removed the jagged bones and used elastic to attain them.

3. Tim couldn't conceive a plan to remove the bones because the endeavor would be too arduous.

4. Dean thought that Tim's ego might be dubious.

5. When Tim excavated the land, he uncovered many engraved bones.

PART B Answer the questions.

1. Why couldn't Tim and Dean coexist peacefully?

2. What did Tim use his shovel to do?

3. What was Tim doing on the periphery of the city?

4. What did the fossil hunters do to the plaster mold before they gave it to the curator?

5. What did Dean say before he went to the locale of the terrestrial animal's skeletal remains?

Word List



absurd [əbsə:rd] *adj.*

If something or someone is **absurd**, they are ridiculous.

→ *That group of people making animal noises sounds completely absurd.*



anemia [əní:miə] *n.*

Anemia is a blood condition that causes a person to be pale and tired.

→ *When she first developed anemia, she became tired often.*



aristocracy [ærístókrəsi] *n.*

The **aristocracy** is the highest class of people in certain societies.

→ *Most members of the aristocracy were very well-fed.*



aristocrat [ærístókræt] *n.*

An **aristocrat** is a person who is of the highest class in certain societies.

→ *The aristocrat did not need a job because his family was wealthy.*



attire [ətáiər] *n.*

Attire is nice or special clothing.

→ *Everyone wore their best attire to the president's daughter's wedding.*



craze [kreiz] *n.*

A **craze** is a brief and popular activity or object.

→ *Wearing bright red socks was a craze when I was in high school.*



enlarge [enlár:dʒ] *v.*

To **enlarge** something means to make it bigger.

→ *The classrooms were enlarged over the summer to make room for more students.*



excess [ékses] *n.*

An **excess** is an amount of something that is more than needed or wanted.

→ *Because it never got cold that winter, many stores had an excess of coats.*



feminine [fémənɪn] *adj.*

If something is **feminine**, then it has qualities that are commonly related to women.

→ *Many of the older people thought his long hair made him look too feminine.*



hallmark [hó:lmrk] *n.*

A **hallmark** is a unique characteristic of something.

→ *Different types of pasta and tomato sauces are hallmarks of Italian food.*



pad [pæd] *n.*

A **pad** is a thick piece of soft material used to protect or clean things.

→ *Football players wear shoulder pads to keep them safe.*



predominant [prɪdəmənənt] *adj.*

If something is **predominant**, then it is the most important, common or strongest.

→ *Before cars were invented, horses were the predominant method of travel.*



reputable [rɪpjɛtəbəl] *adj.*

If someone or something is **reputable**, then they have a good reputation.

→ *The service from the less than reputable company made her angry.*



rouge [ruːʒ] *n.*

Rouge is a red powder or cream used as makeup on the cheeks or lips.

→ *Even when she didn't wear rouge, her cheeks appeared red.*



signify [sɪgnəfای] *v.*

To **signify** means to be a symbol of something.

→ *A red octagon is used to signify to stop.*



strap [stræp] *n.*

A **strap** is a thin long piece of fabric used to fasten, carry, or hold something.

→ *She put the strap of her purse over her shoulder and walked out of the door.*



tangle [tæŋgəl] *n.*

A **tangle** is something or many things twisted together.

→ *The laces of his shoes were in such a tangle that he could not untie them.*



vanity [vænəti] *n.*

Vanity is excessive pride or love of one's own appearance or things one has done.

→ *Her vanity won't allow her to pass a mirror without looking at herself.*



vie [vai] *v.*

To **vie** for something means to compete against others for it.

→ *The three boys vied for the prize in the chemistry contest.*



vulgar [vʌlgər] *adj.*

If something or someone is **vulgar**, then they are rude or lacking in style.

→ *Her vulgar behavior got her into trouble with her parents.*

Exercise 1

Choose the one that is similar in meaning to the given word.

- 1.** vanity
a. truck b. pride c. dusk d. shelf
- 2.** aristocrat
a. noble b. painting c. weather d. angel
- 3.** pad
a. pocket b. cushion c. alley d. subject
- 4.** vulgar
a. young b. faint c. short d. rude
- 5.** predominant
a. mysterious b. gradual c. superior d. parallel
- 6.** attire
a. clothing b. wheel c. labor d. smell
- 7.** tangle
a. knot b. tint c. slope d. spice
- 8.** enlarge
a. fight b. rent c. greet d. swell
- 9.** absurd
a. hungry b. round c. funny d. polite
- 10.** signify
a. scribble b. symbolize c. consult d. remove

Exercise 2

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

1. I broke the long piece of fabric that goes over my shoulder on my purse.

2. Matt's female appearances made everyone take notice of him immediately.

3. You must wear proper clothing if you plan on attending the formal dance.

4. He works for a well-respected firm downtown.

5. The soft materials in his helmet will protect him if he should fall and strike his head on an object.

Exercise 3

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

Word Bank

strap
feminine

aristocracy
rouge

excess
hallmark

vie
reputable

craze
anemia

Beth's 1_____ had made her face lose a lot of its color.

She decided to use some 2_____ to make her cheeks look less pale.

All the girls had to own that style of purse with the yellow 3_____.

But Pam knew that it was just another 4_____.

John was not like the other members of the 5_____.

Though he had a(n) 6_____ of money, he gave it to help people.

Will had to 7_____ with other students for the respect of the teacher.

However, once he became a(n) 8_____ student, he stopped studying.

Some people thought the musician's lipstick made him look 9_____.

But others felt that this 10_____ is what made him so popular.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ We all felt that the new office rules were completely *absurd*.

2. ___ The bushes were *tangled* with vine.

3. ___ Losing your memory as you get older is called *anemia*.

4. ___ A strong smell is the *hallmark* of a good cheese.

5. ___ It was easy to get lost in the big house. Its many hallways made it seem like a *craze*.

6. ___ The local *vanity* asked people to give old clothing and money.

7. ___ After putting on too much *rouge*, she looked like a clown.

8. ___ Everyone may attend *excess* those who have not finished their assignment.

9. ___ Talking to people with food in your mouth is not only gross. It is also quite *vulgar*.

10. ___ Because he was an *aristocrat*, he had to wash dishes in order to make enough money.

Dressed to Excess

If you traveled back in time to the 1700s in Europe, you would laugh when you saw how the **aristocracy** dressed. Soon you'd realize, though, that the **aristocrats** of Europe were very serious about their appearance.

The **predominant** style in women's **attire** was enormous dresses. They were often three times larger than the wearer. Ladies even used **pads** to **enlarge** the appearance of their hips and shoulders. On the other extreme, the aristocratic women made their waists appear extremely thin. It took several maids stretching fabric and pulling **straps** in order to get a lady's waist to the proper thinness. These ladies could barely breathe and often fainted.

Pale skin was also a **craze**, yet this too was done in **excess**. One could not simply be pale. Instead, she needed to look as if she had **anemia**. In order to look paler, ladies actually cut themselves daily, so they would bleed.

The hairstyles, however, were the **hallmark** of women's fashion. These stood a meter high on the ladies' heads. The columns of hair were a ridiculous **tangle** of wigs, jewels, flowers, and even stuffed birds.

Men's fashion was similarly **absurd**. Today it would probably seem very **feminine**. Reputable men wore wigs of long curly hair. Their shoes had large soles or high heels so that they could walk high above the filth on the streets. Furthermore, just like the ladies, the men wore lipstick and put **rouge** on their cheeks.

Their clothes were brightly colored, often purple and pink. They were made from the finest of fabrics and decorated with jewels and lace. The men **vied** with one another to see who wore the more expensive clothes, for the clothing **signified** his wealth and status.

Both men and women spent huge amounts of money and time on how they looked. Though such **vanity** would seem **vulgar** today, three hundred years from now, the fashions of our time might also seem completely ridiculous.



Reading Comprehension

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

1. ___ Ladies used pads to enlarge their hips and shoulders.

2. ___ Only the ladies wore lipstick and rouge.

3. ___ The aristocracy's vanity would seem vulgar today.

4. ___ Women's hair was a tangle of wigs, straps, flowers, and stuffed birds.

5. ___ Men's fashion was absurd and feminine.

PART B Answer the questions.

1. What was the predominant style in women's attire?

2. What did the clothing of an aristocrat signify?

3. What craze was done in such excess that women had to look like they had anemia?

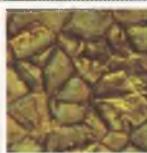
4. What was the hallmark of women's fashion?

5. When reputable men vied with each other, what were they trying to see?

**attic** [ætɪk] *n.*

An **attic** is a room just below a house's roof.

→ *There were two windows in their attic.*

**chunk** [tʃʌŋk] *n.*

A **chunk** is a thick, solid piece of something.

→ *When they broke open the rock, they saw it was filled with chunks of gold.*

**civic** [sɪvɪk] *adj.*

If something is **civic**, then it is related to a town or city, especially its government.

→ *Most of the important civic buildings are located downtown.*

**descent** [dɪsēnt] *n.*

A **descent** is a movement downwards.

→ *During the space shuttle's descent, the Earth became larger and larger.*

**din** [dɪn] *n.*

A **din** is loud, unpleasant, and extended noise.

→ *The din of the rusty machinery made the factory a horrible place to work.*

**dissatisfy** [dɪsætɪsfai] *v.*

To **dissatisfy** someone means to fail to please them.

→ *He was dissatisfied with his meal.*

**fuss** [fʌs] *n.*

A **fuss** is excited or annoyed behavior that is not useful in any way.

→ *The child made an awful fuss because she didn't want to go to bed.*

**gourmet** [guərmə] *adj.*

If food is **gourmet**, then it is nicer and more expensive than regular food.

→ *In order to get a gourmet meal, you have to eat at an expensive restaurant.*

**hence** [hens] *adv.*

If something happens **hence**, then it happens as a result of something.

→ *John forgot the key. Hence, we couldn't open the door.*

**intrinsic** [intrɪnsɪk] *adj.*

If something is **intrinsic**, then it is related to the basic nature of that thing.

→ *Paper money has no intrinsic value. It is useful simply because society says it is.*



● **kettle** [kétl] *n.*

A **kettle** is a large metal pot used for boiling liquids or cooking food.
 → *The soup was being cooked in a large kettle.*



● **ministry** [mínistri] *n.*

A **ministry** is a government department.
 → *The Ministry of Trade is responsible for taxing imports and exports.*



● **ordeal** [ɔ:rdi:l] *n.*

An **ordeal** is a bad experience.
 → *Driving in the snowstorm was an ordeal she'd never forget.*



● **outspoken** [autspoukkən] *adj.*

If someone is **outspoken**, then they are not afraid to say what they think.
 → *She was an outspoken critic about the new banking laws.*



● **overwork** [ouværwɔ:k] *v.*

To **overwork** someone means to make them tired with too much work.
 → *After working for three weeks with only one day of rest, Judy was overworked.*



● **particular** [pærtikjələr] *adj.*

If something is **particular**, then it is a single, important part of a group of things.
 → *The dress shop didn't have the particular dress she was looking for.*



● **pungent** [pʌndʒənt] *adj.*

If something is **pungent**, then it tastes or smells strong and sharp.
 → *The garlic made the soup taste so pungent that the chef wouldn't serve it.*



● **snore** [sno:r] *v.*

To **snore** means to make a loud noise each time a sleeping person breathes.
 → *It was impossible to get to sleep because my husband snored.*



● **soundly** [säundli] *adv.*

If something is done **soundly**, then it is done in the best or most complete way.
 → *The nearest opponent was ten meters behind. She won the race soundly.*



● **superintendent** [su:pərintendənt] *n.*

A **superintendent** is a person who runs a certain department or building.
 → *The superintendent decided to close the schools because of the weather.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. din
a. home b. supper c. silence d. ghost
2. outspoken
a. quiet b. little c. inside d. bright
3. pungent
a. hurt b. mild c. kind d. young
4. civic
a. swollen b. happy c. private d. mature
5. descent
a. climb b. odor c. plate d. bill
6. attic
a. mouse b. square c. number d. cellar
7. fuss
a. complaint b. calm c. argument d. commerce
8. dissatisfaction
a. cleanse b. leap c. trim d. please
9. overwork
a. relax b. understand c. select d. repair
10. chunk
a. bridge b. song c. whole d. lamp

Exercise 2

Choose the one that is similar in meaning to the given word.

1. intrinsic
a. logical b. natural c. usable d. fragile
2. ministry
a. porch b. coast c. agency d. bush
3. snore
a. grunt b. fly c. rain d. call
4. kettle
a. cup b. bucket c. pot d. pan
5. superintendent
a. diner b. manager c. sunrise d. beginning
6. gourmet
a. delicious b. comfortable c. legitimate d. pleasant
7. soundly
a. slowly b. totally c. loudly d. briefly
8. hence
a. also b. instead c. still d. thus
9. ordeal
a. problem b. direction c. bargain d. request
10. particular
a. moody b. beaten c. exact d. secret

Exercise 3

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

1. The movement downward from the mountain was because it had started to rain.

2. The berries were not ripe when he tried them. Their taste was extremely sharp and strong.

3. A thick, solid piece of dirt was stuck underneath the wagon's tire.

4. Please share your suggestions with the department leader so she can address them.

5. After toiling for hours in the hot sun, the prisoners were tired from too much work.

6. For her birthday, her boyfriend took her out for a fancy and expensive dinner.

7. The room just below the roof is on the third floor of the house.

8. She was respected by many because she was not afraid to say what she thought.

9. He always dreamed of getting a job with one of the departments of government.

10. Getting lost in the desert would have been quite an awful experience.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ The caffeine in the tea gave him more energy. *Hence*, he was more alert.
2. ___ Mom, something smells good in the kitchen. I can't wait for *din*.
3. ___ The cat waited outside the door and made a *fuss* until someone let her inside the house.
4. ___ See that politician over there? He works in the *Ministry* of Truth.
5. ___ The need to protect one's family is an *intrinsic* quality found in many animals.

The Butler's Bad Day

The **Superintendent** of Civic Projects was a busy man. He worked every day of the week and had fancy parties at his house every night.

However, if there was someone busier than him, it was his butler. He worked all day organizing the superintendent's parties and then cleaned up after them late at night.

Hence, while the superintendent slept **soundly**, **snoring** loudly in his bed, the butler was still awake.

Sadly, though the butler was always **overworked**, his profession's **intrinsic** nature demanded he never be **outspoken**. Therefore, his employer never knew the butler hadn't slept for several days. On any day the butler might make a mistake.

One day, the superintendent said, "This **particular** party is important. People from the **ministry** are coming. Everything must be perfect."

The butler began preparing at once. First he went to the **attic** to get more chairs and tables. But on his **descent**, he realized he needed to make the food. A **gourmet** dinner was necessary for such a party. He boiled water in a **kettle** for soup and chopped some beef into **chunks**. Just as he was starting the soup, he remembered that he had to sweep the veranda. As he was sweeping the veranda, he realized that he had to clean the sauna.

By this time, the first guests had arrived. The veranda was still dirty. There were not enough chairs for the guests to sit on, and the soup tasted too **pungent**. Some guests were **dissatisfied**. They started to make a **fuss**, and the party was filled with a **din** of complaints.

The superintendent's party was a disaster. He wondered why his butler had made so many mistakes. At last, the butler admitted to being exhausted. His boss felt pity for the butler. He had no idea the butler was so tired. He said, "You should have told me earlier, then we could have avoided this whole **ordeal**."



Reading Comprehension

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

1. ___ The Superintendent of Civic Projects cleaned late at night; hence, he was busier than his butler.
-

2. ___ Though the butler was outspoken, his job's intrinsic nature made him never become overworked.
-

3. ___ This particular party was important because people from the ministry were coming.
-

4. ___ The butler boiled caffeine in a kettle and chopped beef into chunks.
-

5. ___ The soup for the gourmet dinner tasted too pungent.
-

PART B Answer the questions.

1. How was the butler while the superintendent slept soundly and snored?
-
-

2. On his descent from the attic, what did the butler realize?
-
-

3. How could the butler have avoided the entire ordeal?
-
-

4. Just as he started the soup, what did the butler remember?
-
-

5. Why was the party filled with a din of unhappy guests making a fuss?
-
-

Word List


alternate [ó:lternéit] *v.*

To alternate means to switch back and forth between two things.

→ *The best exercise alternates muscle and heart strengthening.*


apologetic [əpələdʒētik] *adj.*

If someone is **apologetic**, they are sorry about something.

→ *The boy felt apologetic after losing his sister's favorite toy.*


benign [bɪnæɪn] *adj.*

If something or someone is **benign**, they do not hurt anyone.

→ *Many spiders look scary, but most are actually benign.*


char [tʃa:r] *v.*

To **char** means to burn something so that it turns black.

→ *While Frank went inside to get the mustard, he accidentally charred the hotdogs.*


clarify [klærəfai] *v.*

To **clarify** means to make something easier to understand by explaining it.

→ *Drew tried to clarify all the functions of Michelle's new computer.*


distress [distrɛs] *n.*

Distress is the feeling of being upset or worried.

→ *Failing a class caused the student a lot of distress.*


dogged [dó(:)gid] *adj.*

When someone's actions are **dogged**, they try hard to continue something.

→ *Her dad bought her a new jacket after her dogged requests for one.*


ensue [ɪnsú:] *v.*

To **ensue** means to happen after something.

→ *After a few minutes of lightening, thunder ensued.*


gasp [gæsp] *v.*

To **gasp** means to make a noise by quickly breathing in when surprised.

→ *John always gasps when watching a scary movie.*


negotiate [nigōujéit] *v.*

To **negotiate** means to try to make an agreement through discussion.

→ *Mario and Joe took a long time negotiating the contract between the companies.*



overdose [əʊvərdəʊs] *n.*

An **overdose** is an instance of taking or having too much of something.

→ *John's skin was burned from an overdose of sunshine.*



persuasion [pərsweɪzən] *n.*

Persuasion is the act of making someone do or believe something.

→ *The persuasion of his argument convinced the customer to buy the laptop.*



relay [rɪ:lei] *n.*

A **relay** is a race in which teams of runners or swimmers race against each other.

→ *Jerry was the fastest on his team, so he ran the last part of the relay.*



reluctance [rɪlʌktəns] *n.*

Reluctance is a feeling of not wanting to do something.

→ *Jesse took out the trash with great reluctance.*



restate [ri:stéit] *v.*

To **restate** something means to say it again or in a different way.

→ *Mrs. Jones restated the test question to the class.*



sesame [sésəmi] *n.*

Sesame is an herb that is grown for its small seeds and its oil.

→ *I used the buns with the sesame seeds on them.*



sip [sɪp] *v.*

To **sip** something means to drink a small amount at a time.

→ *Liza relaxed on the beach, sipping fruit juice through a straw.*



verge [və:rdʒ] *n.*

The **verge** is the point at which something is about to happen.

→ *Joan was on the verge of leaving her house when the phone rang.*



wary [wɛəri] *adj.*

If someone is **wary**, they are cautious or mistrusting.

→ *She was wary of going to school because she hadn't done her homework.*



waver [weɪve:r] *v.*

To **waver** is to be unable to decide between two choices.

→ *I wavered between eating the apple or the cake for a snack.*

Exercise 1

Choose the answer that best fits the question.

1. An overdose of something is _____.
a. expensive
c. not true
b. too much
d. not enough

2. What might cause someone to gasp?
a. Falling asleep
c. Eating too much
b. Getting a surprise party
d. Laying on a bed

3. What is something that can be sipped?
a. A plate of rice
c. A glass of soda
b. A bowl of fruit
d. A piece of chicken

4. If you knew that a snake was benign, you would probably feel like this:
a. Fine
c. Angry
b. Scared
d. Hungry

5. She felt apologetic about _____.
a. calling her friend back
c. forgetting her friend's birthday
b. walking home alone
d. giving to charity

6. If people are negotiating, what are they doing?
a. Deciding on something
c. Meeting for the first time
b. Arguing about a silly topic
d. Going on a date

7. What does charred meat look like?
a. It is raw and not cooked enough.
c. It is black on the outside.
b. It is cooked perfectly.
d. It is red on the outside.

8. If someone does something with reluctance, how do they feel?
a. Excited
c. Frightened
b. Unwilling
d. Nervous

9. What might ensue after someone has misplaced a lot of money?
a. A worried search
c. The arrival of a friend
b. A visit from the doctor
d. A party

10. What might cause a teacher distress?
a. All the students doing their homework
c. Her students not coming to class
b. Her students always arriving on time
d. Her students all passing an exam

Exercise 2

Choose the one that is similar in meaning to the given word.

1. reluctance

| | | | |
|---------------|---------------|---------------|-------------|
| a. loneliness | b. hesitation | c. dependence | d. lateness |
|---------------|---------------|---------------|-------------|
2. apologetic

| | | | |
|-----------|----------|----------|------------|
| a. unsure | b. lucky | c. sorry | d. pitiful |
|-----------|----------|----------|------------|
3. char

| | | | |
|---------|---------|------------|---------|
| a. burn | b. cook | c. on fire | d. dark |
|---------|---------|------------|---------|
4. relay

| | | | |
|----------|---------|-----------|----------|
| a. plate | b. race | c. desert | d. snack |
|----------|---------|-----------|----------|
5. persuasion

| | | | |
|-----------|--------------|-------------|------------|
| a. talent | b. influence | c. ripeness | d. climate |
|-----------|--------------|-------------|------------|
6. restate

| | | | |
|-----------|------------|---------|--------------|
| a. decide | b. discuss | c. lose | d. summarize |
|-----------|------------|---------|--------------|
7. gasp

| | | | |
|------------|-------------|---------|----------|
| a. breathe | b. announce | c. mean | d. drink |
|------------|-------------|---------|----------|
8. negotiate

| | | | |
|-----------|------------|---------|--------|
| a. decide | b. discuss | c. fair | d. ask |
|-----------|------------|---------|--------|
9. sesame

| | | | |
|--------------|---------|--------------|----------|
| a. container | b. food | c. an animal | d. shell |
|--------------|---------|--------------|----------|
10. verge

| | | | |
|---------|---------|---------|---------|
| a. edge | b. done | c. plan | d. last |
|---------|---------|---------|---------|

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. benign

| | | | |
|----------|------------|------------|---------|
| a. quick | b. painful | c. harmful | d. warm |
|----------|------------|------------|---------|
2. dogged

| | | | |
|------------|------------|-------------|------------|
| a. working | b. arrival | c. flexible | d. serious |
|------------|------------|-------------|------------|
3. clarify

| | | | |
|------------|----------|-------------|----------|
| a. confuse | b. clean | c. do again | d. order |
|------------|----------|-------------|----------|
4. waver

| | | | |
|----------|--------------|----------|----------|
| a. river | b. determine | c. chili | d. solid |
|----------|--------------|----------|----------|
5. distress

| | | | |
|---------------|---------------|----------|---------------|
| a. thoughtful | b. reasonable | c. peace | d. surprising |
|---------------|---------------|----------|---------------|
6. sip

| | | | |
|---------|----------|------------|---------|
| a. gulp | b. laugh | c. provide | d. keep |
|---------|----------|------------|---------|
7. alternate

| | | | |
|-----------|---------|-----------|-------------|
| a. divide | b. move | c. travel | d. continue |
|-----------|---------|-----------|-------------|
8. overdose

| | | | |
|---------|------------|------------|------------|
| a. lack | b. mixture | c. teacher | d. cottage |
|---------|------------|------------|------------|
9. wary

| | | | |
|----------|--------|----------|-------------|
| a. tired | b. mad | c. small | d. trusting |
|----------|--------|----------|-------------|
10. ensue

| | | | |
|----------------|---------|-----------|--------------|
| a. come before | b. safe | c. punish | d. ask about |
|----------------|---------|-----------|--------------|

A Bet

Russell finished running a **relay** and joined his friend Becky in the cafeteria. He asked, "What's for lunch?"

"**Sesame** chicken. It's OK, except the meat's **charred**. Oh, and watch out for the chili peppers," Becky said.

"Chilies don't bother me!" said Russell.

"My stepmother says you should be careful with them," replied Becky.

An argument **ensued** about eating chilies. "Chilies aren't so bad. I bet I can take more bites of this chili than you," Russell said.

Becky was **wary** of eating the pepper. Despite her **reluctance**, she didn't want to say no to the bet. She **wavered** about whether to do it or not. She **negotiated** the details. "What will the winner get?" she asked.

"The loser has to carry the winner's books for a year! I'll even let you go first."

Becky replied, "Fine, but to **clarify**, you'll carry my books for the entire school year, right?"

Russell **restated** the agreement, "That's right . . . I'll carry your books all year if you win—which you won't!"

His **dogged persuasion** convinced her. The chili looked **benign**, but Becky knew it could cause a lot of pain. She bit the bottom of the pepper. Surprisingly, she felt nothing.

"My turn," said Russell. He bit the middle of the chili. Immediately, he seemed to be in **distress**. He **gasped** and his face **alternated** between brave and pained expressions. He experienced an **overdose** of spice. He was on the **verge** of tears and finally let out a horrible cry.

"Take this," said Becky, handing him her drink.

"That was awful!" he said, continuing to **sip** from the glass.

That night, Becky researched chilies. The next day she said in an **apologetic** voice, "I read that the hot part of chilies is in the middle, where the seeds are. I'm sorry—I feel like I cheated by going first."

Russell was relieved, not only did he learn something new about chilies, but he learned that Becky was a good friend.



Reading Comprehension

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

1. Becky was having charred sesame chicken for lunch.

2. The argument ensued because Becky wavered about whether to run the relay.

3. After Russell and Becky negotiated the bet, they decided that whoever lost would carry the winner's books for a year.

4. Russell was wary about eating the pepper even if it looked benign.

5. Becky was apologetic because of her choice to take the first bite of the pepper.

PART B Answer the questions.

1. Why did Becky take the bet in spite of her reluctance?

2. Why did Russell have to restate the terms of the bet?

3. How did Becky know that Russell was in distress and had an overdose of spice after he ate the pepper?

4. Who warned Becky about chilies?

5. What did Russell do after he ate the chili?

**ashore** [əʃɔ:r] *adv.*

If something goes **ashore**, it goes from water to the land.

→ After a long day of fishing, Glen pulled his boat **ashore**, so it wouldn't float away.

**contradict** [kəntrədikt] *v.*

To **contradict** means to state the opposite of what someone else has.

→ Ken was always fighting with his little sister because she kept **contradicting** him.

**counterpart** [kaʊntərpà:t] *n.*

A **counterpart** is something that is very similar to something else in what it does.

→ Our manager will meet our rival company's **counterpart** later today.

**devoid** [di'veid] *adj.*

When something or someone is **devoid** of a thing, they are missing it.

→ The movie was **devoid** of any violence, so it was a perfect movie for the family.

**diverge** [dívə:rdʒ] *v.*

To **diverge** is to become different or to follow a different direction.

→ The road **diverged** into two paths that led to our houses.

**elude** [ɪlú:d] *v.*

To **elude** means to avoid being caught by something.

→ The rabbit **eluded** the wolf by hiding in a bush.

**embryo** [émbriòu] *n.*

An **embryo** is a human or animal that is still growing inside its mother.

→ Some doctors say that what a mother eats has a big effect on her **embryo**.

**fend** [fend] *v.*

To **fend** off something means to push it away and avoid it.

→ Dave spent all night **fending** off bugs instead of sleeping.

**fictitious** [fiktíʃəs] *adj.*

When something is **fictitious**, it is made up and not real.

→ The author said that the characters in her book were completely **fictitious**.

**gazette** [gəzé:t] *n.*

A **gazette** is a newspaper.

→ Alice wants to write for a **gazette** when she's older.



homogeneous [hōumədʒēnēəs] *adj.*

If something is **homogeneous**, it is made up of things which are all the same.

→ All of the houses on Victor's block were boring and **homogenous**.



obstruct [əbstrakt] *v.*

To **obstruct** something means to get in its way.

→ The car broke down on the road and **obstructed** traffic for hours.



plunge [plung] *v.*

To **plunge** means to move down into something very quickly.

→ The water in the pool was very cold, but the boy **plunged** in anyway.



prolong [prōlō:ŋ] *v.*

To **prolong** means to make something last for a longer time.

→ Sandy walked slowly across the beach, trying to **prolong** her lunch break.



publicize [püb'ləsāiz] *v.*

To **publicize** is to make something get a lot of attention.

→ The company **publicized** the job positions in the newspaper.



sparse [spa:rs] *adj.*

If something is **sparse**, there is not very much of it in a big area.

→ Rob spent Saturday in his garden, clearing out the **sparse** weeds.



surplus [sē:rplas] *n.*

A **surplus** is an extra amount of something.

→ The store sold their **surplus** items on sale.



theorize [thēərāiz] *v.*

To **theorize** means to develop ideas about something.

→ They enjoyed **theorizing** about how things worked.



verify [vērəfāɪ] *v.*

To **verify** means to find out if something is true.

→ Julian called the movie theater to **verify** that the movie started at nine.



vigorous [vigərəs] *adj.*

If something or someone is **vigorous**, they use a lot of energy.

→ Henry uses **vigorous** exercise to keep himself in shape.

Exercise 1

Choose the answer that best fits the question.

1. What animal can survive ashore?
a. A dolphin b. An alligator c. A shark d. A goldfish
2. How can someone devoid of any happiness be described?
a. Lazy b. Content c. Depressed d. Humorous
3. How do turtles elude predators?
a. They walk fast. b. They hide in their shells.
c. They have sharp teeth. d. They dig a hole in the ground.
4. What is something that people can plunge into?
a. A school b. A car c. A cup d. A pool
5. Which of the following is NOT used to obstruct sunlight?
a. Sunglasses b. Curtains c. A telescope d. A baseball cap

Exercise 2

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

1. Human undeveloped babies grow inside the mother for up to nine months.

2. The concert was made well-known over the radio.

3. Ms. Hiller had a spare amount of clothes, so she gave them to charity.

4. The philosopher developed an idea about what happens to good people.

5. The principal called Alex's house to make certain he was sick at home.

6. Margaret collected shells that had come from the water to land on the beach.

7. Elliot moved down into the water as soon as he arrived at the beach.

8. Oscar hid behind a tree to not get caught by the bully who was chasing him.

9. The beads in the box were all the same.

10. The amount of hair he had on his head was a small amount.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. prolong
a. show b. ensure c. extend d. destine
2. fictitious
a. invented b. realistic c. wonderful d. unseen
3. contradict
a. move away b. disagree c. think about d. describe
4. homogeneous
a. same b. weak c. unrelated d. barred
5. vigorous
a. untamed b. skilled c. qualified d. energetic

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ I *obstructed* my brother from coming in by locking the door.
2. ___ I ate a light snack to *fend* off my hunger.
3. ___ The river *diverged* into three different channels.
4. ___ Sheila *publicized* her party over the Internet. She didn't want a lot of people to know about it.
5. ___ I viewed this morning's *gazette* to find out about today's weather.
6. ___ Jason always *contradicted* what his friend said. They agreed about everything.
7. ___ Andrew *verified* that his friends were coming to his house, so his mom could make enough food for dinner.
8. ___ Did you remember to take the hot pan off of the *counterpart*?
9. ___ Class was *prolonged* because Shelly had a lot of questions. By the time she was done, school had been over for ten minutes.
10. ___ Greg didn't like *vigorous* exercise, so he played many different sports.

Amazing Komodo Dragons

Once, a British **gazette** had an unusual story. Scientists at a zoo made a discovery about komodo dragons. Komodo dragons are giant lizards that grow up to two and a half meters long. A female lizard at the zoo had babies. However, it had never been around a male lizard in its entire life. After the scientists **publicized** their discovery, many people thought it was **fictitious**.

But it was true. It was discovered that female komodo dragons can have babies without the help of their male **counterparts**. This **contradicts** what scientists know about how most animals have babies.

In most cases, there are many things that can **obstruct** this type of reproduction. For example, adult males and females carry different genes needed to make an **embryo**. If the genes are **homogeneous**, the babies are weaker and have genetic problems. Over time, the weakened species dies out completely. This makes it necessary for the male to be involved. However, scientists **verified** that when Komodo babies are born, their genes aren't the exact same genes as their mother. Also, they are **devoid** of any genetic problems.

Scientists **theorize** that Komodo dragons developed the ability because it helps the species **fend** off extinction. If a volcano erupts, lava can kill all of the komodo dragons on an island. However, as long as one female **eludes** death, she can **prolong** the survival of the species. Luckily, Komodo dragons are **vigorous** swimmers. So the surviving female can **plunge** into the ocean and swim to another island. When she comes **ashore**, she can reproduce by herself. Over time, the genes within the population **diverge**. Then, the **sparse** population increases. Once again there is a **surplus** of lizards on one island. Scientists think that this may be how the lizards took over all of the islands in that area.



Reading Comprehension

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

1. People thought that the story publicized in the gazette about the komodo dragons was fictitious.
-

2. Female komodo dragons can have babies without their male counterparts.
-

3. Scientists verified that baby komodo dragons have homogeneous genes if they don't have fathers, which leads to genetic problems.
-

4. Scientists theorize that the special ability of komodo dragons help them elude predators.
-

5. A female komodo dragon can increase a sparse population so that there are surplus lizards on one island.
-

PART B Answer the questions.

1. How do komodo dragons contradict what scientists know about reproduction?
-
-

2. Why is it possible for a komodo dragon to come ashore at a different island?
-
-

3. How can a female komodo dragon prolong the survival of the species in case of a disaster?
-
-

4. According to the passage, what happens to the genes of the population over time?
-
-

5. What will happen to the komodo bobbies if the genes are homogeneous?
-
-


altar [ɔ:lter] *n.*

An **altar** is a table used in churches.

→ *The altar had many lit candles on it.*


arthritis [ɑ:rərɪtɪs] *n.*

Arthritis is an illness causing pain and swelling in a person's joints.

→ *Agatha couldn't play the piano anymore because of her **arthritis**.*


botany [bɒtəni] *n.*

Botany is the study of plants.

→ *Gardens are the best places for **botany**.*


credible [krɛdəbəl] *adj.*

If something or someone is **credible**, they can be believed or trusted.

→ *Dick gave a **credible** reason for being late and didn't get in any trouble.*


deceased [dɪsi:st] *adj.*

If someone is **deceased**, they are dead.

→ *We visited the graves of our **deceased** grandparents.*


deception [dɪsepfən] *n.*

Deception is the act of lying or tricking someone.

→ *The magic looked very real, but it was only **deception**.*


decipher [dɪsaifər] *v.*

To **decipher** writing is to figure out what it says.

→ *My teacher complained that she couldn't **decipher** my essay.*


dung [dʌŋ] *n.*

Dung is solid waste material produced by animals.

→ *There was cow **dung** all over the field.*


dusk [dʌsk] *n.*

Dusk is the time in the evening when it begins to get dark.

→ *After **dusk**, Hannah would catch fireflies in the park.*


gratify [grætəfai] *v.*

To **gratify** someone means to please them.

→ *Bonnie was **gratified** after receiving her gift from her parents.*



● **hone** [houn] *v.*

To **hone** something is to improve it and make it very good.

→ *Lisa honed her chess skills by hours and hours of practice.*



● **mash** [mæʃ] *v.*

To **mash** something is to crush it so that it is soft.

→ *We mashed the hard potatoes and served them for dinner.*



● **ornate** [ɔ:rneɪt] *adj.*

If something is **ornate**, it is decorated with a lot of fancy things.

→ *Kim's prom dress was very expensive since it was so ornate.*



● **pneumonia** [nju:məʊnjə] *n.*

Pneumonia is a dangerous illness causing the lungs to fill with liquid.

→ *Elaine got pneumonia after playing outside in the rain without a coat.*



● **psychic** [saikik] *adj.*

When someone is **psychic**, they know what will happen or what people think.

→ *I think my grandmother has psychic abilities because she can predict anything.*



● **psychotic** [saikátik] *adj.*

If someone is **psychotic**, they have a very serious mental illness.

→ *The psychotic patient believed he saw things that weren't real.*



● **scope** [skoup] *n.*

The **scope** of something is how many people or things it relates to.

→ *Modern history has a wide scope.*



● **sinister** [sinistə:r] *adj.*

If something or someone is **sinister**, they are evil.

→ *Bad guys in most movies have sinister laughs.*



● **strife** [straif] *n.*

Strife is disagreement or fighting between people or groups.

→ *There was a lot of strife between Jim and Lisa about what TV show to watch.*



● **therapeutic** [θerəpjū:tik] *adj.*

If something is **therapeutic**, it helps to cure a disease or makes you healthier.

→ *After a stressful day of working, Phoebe would take a therapeutic bath.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. credible
a. unbelievable b. incorrect c. sly d. unprocessed
2. deceased
a. healed b. affected c. young d. alive
3. ornate
a. unworthy b. simple c. cruel d. blessed
4. therapeutic
a. valued b. sickening c. unavailable d. extra
5. dusk
a. moon b. sunrise c. eclipse d. month

Exercise 2

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

1. The journalist checked all her sources to make sure they were believable.

2. The hospital had a separate section for very mentally ill people.

3. The child's handwriting was almost impossible to figure out.

4. The priest stood behind a(n) table used in religious ceremonies.

5. Her new sweater was colorful and decorated.

6. My dad crushes food for my baby brother because he doesn't have teeth yet.

7. People with an ailment affecting the joints are often unable to do physical activities.

8. Some people think I have future seeing powers, but in reality I'm just very observant.

9. Cows release so much waste material that some scientists believe they harm the environment.

10. He didn't like attending the opera, but he did it to satisfy his mother.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. hone

| | | | |
|---------|---------|----------|------------|
| a. game | b. pain | c. curse | d. improve |
|---------|---------|----------|------------|

2. gratify

| | | | |
|-----------|-----------|------------|----------|
| a. admire | b. please | c. approve | d. layer |
|-----------|-----------|------------|----------|

3. mash

| | | | |
|----------|----------|----------|-----------|
| a. crush | b. place | c. leave | d. gather |
|----------|----------|----------|-----------|

4. strife

| | | | |
|---------|----------|-------------|-------------|
| a. hurt | b. death | c. conflict | d. weakness |
|---------|----------|-------------|-------------|

5. sinister

| | | | |
|---------|---------------|------------|----------------|
| a. evil | b. futuristic | c. willful | d. thoughtless |
|---------|---------------|------------|----------------|

Exercise 4

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

Word Bank

| | | | | |
|----------|----------|-------------|-----------|-----------|
| deceased | decipher | sinister | pneumonia | dusk |
| scope | botany | therapeutic | strife | deception |

The 1 _____ of the medical book is broad.

It deals with all illnesses from colds to 2 _____.

Marcia found the sound of the river 3 _____.

She went there every day at 4 _____ to relieve her stress.

The criminal fooled everyone with his 5 _____.

If only someone had stopped him from doing his 6 _____ crimes.

Solomon's grandmother was 7 _____.

Before she died, she taught him a lot about gardening and 8 _____.

After the war, there was much 9 _____ about land.

It was difficult for the people to 10 _____ the new laws about ownership.

Greek Magical Papyri

The Greek Magical Papyri is a collection of writing about magic. After it was found in the Egyptian desert, it took experts years to **decipher** it. The text was written in at least three different ancient languages. After many years, experts realized it contained a number of spells that varied greatly in **scope**.

The most common types of magic in the collection dealt with healing illnesses like **pneumonia**. Some spells also gave advice for treating people with mental illnesses, such as those who became **psychotic**. Some spells asked for unusual things, like crocodile **dung**. But **botany** was an important part of the magic. Many healing spells gave instructions on how to use herbs and plants that were believed to be **therapeutic**. For example, in order to cure **arthritis**, the book says that the magician should build an **ornate altar**. Then he should **mash** different types of herbs and place them on top of it. At **dusk**, he is supposed to say a spell, so the gods would be **gratified**.

Other parts of the collection describe how to **hone** one's **psychic** abilities and how to give **credible** descriptions of the future. Often, the book advised people how to use different objects to tell the future, including tea leaves. Also, one part of the book tells what different dreams might mean. It gives advice for using dreams to tell the future.

A small part of the book, however, is more **sinister** than the rest. It is meant to cause **strife** and **deception**. For example, one tells how to give someone warts, while another will make all of the victim's farm animals die. However, if someone's farm animals died as a result of a curse, he could ask a magician to perform magic that makes the **deceased** come back to life.



Reading Comprehension

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

1. The Greek Magical Papyri was hard to decipher because it was too large in scope.

2. The book is about botany.

3. The book gave advice for using crocodile dung to heal.

4. A spell is spoken at dusk to become more credible.

5. The book had instructions for honing one's psychic powers.

PART B Answer the questions.

1. What illnesses does the book have advice for healing?

2. What kind of plants does the book recommend using?

3. What should someone do if they want to cure arthritis?

4. What does the sinister part of the book focus on?

5. What could someone ask a magician to do if their farm animals died?

Word List

**congested** [kəndʒəstid] *adj.*

If something is **congested**, it is full or blocked.

→ *Tom didn't get home until after dark because the road was so **congested**.*

**courier** [küriər] *n.*

A **courier** is someone who takes and delivers mail or packages.

→ *Before trains, most **couriers** used horses to travel.*

**deform** [dɪfɔ:r'm] *v.*

To **deform** something means to change it from its correct or original shape.

→ *The computer program **deformed** the building's picture into an unreal sight.*

**etiquette** [étiket] *n.*

Etiquette is the group of rules about how to be polite.

→ *When in Asian countries, bowing is a form of **etiquette**.*

**exclusive** [ɪksklju:siv] *adj.*

If something is **exclusive**, it is expensive and only for rich people.

→ *The golf course was so **exclusive** that most people hadn't even heard of it.*

**freight** [freit] *n.*

Freight is a set of items carried on a train, boat, or airplane.

→ *Trade ships only carried valuable **freight** like silk and spices.*

**garment** [ga:r'mənt] *n.*

A **garment** is a piece of clothing.

→ *The business man had all of his **garments** cleaned before the important meeting.*

**insomnia** [ɪnsəmniə] *n.*

Insomnia is a condition in which a person has difficulty sleeping.

→ *Nate's **insomnia** prevented him from getting enough rest.*

**intuitive** [ɪn'tju:itiv] *adj.*

Intuitive is knowing about something without naturally having support or proof.

→ *Rhonda had an **intuitive** feeling that Shane wasn't coming to school today.*

**liable** [laɪəbəl] *adj.*

If something is **liable** to happen, it is very likely that it will happen.

→ *During the summer months, hikers in the forest are **liable** to see deer and elk.*



obsess [əbses] *v.*

To **obsess** about something means to think about it all of the time.

→ After watching the Star Wars movies, Ike **obsessed** about becoming a Jedi.

overboard [əuvərbɔːrd] *adv.*

When something is **overboard**, it is over the side of a boat and in the water.

→ Tom and Gary slipped on the wet floor and fell **overboard**.

premium [priːmiəm] *n.*

A **premium** is a payment that is higher than average.

→ Tony paid for **premium** gas because it made his car run the best.

privilege [prɪvəlɪdʒ] *n.*

A **privilege** is a special right given to only a certain person or group of people.

→ Only the best employee had the **privilege** of parking in that spot.

propel [prəpəl] *v.*

To **propel** something means to push or move it somewhere.

→ The strong wind **propelled** the leaf through the air and across the street.

socialize [souʃəlaɪz] *v.*

To **socialize** is to have a good time with people.

→ I like to **socialize** with my classmates after school.

suppress [səpres] *v.*

To **suppress** something means to prevent it from happening.

→ She **suppressed** her urge to scream because she didn't want to be noticed.

tram [træm] *n.*

A **tram** is a vehicle like a streetcar that runs on electricity above ground.

→ I took the **tram** to Eighth Avenue.

unsettle [ʌnseṭl] *v.*

To **unsettle** someone means to make them anxious or worried.

→ The dark clouds in the sky **unsettled** Beth.

warp [woːrp] *v.*

To **warp** means to become bent into the wrong shape.

→ The woman put the clock above the fireplace, and the heat **warped** it.

Exercise 1

Choose the one that is similar in meaning to the given word.

1. congested
a. normal b. crowded c. distinct d. hostile
2. exclusive
a. limited b. ancient c. inexpensive d. unruly
3. unsettle
a. bring b. intend c. increase d. worry
4. garment
a. clothing b. equipment c. criticism d. unplanned action
5. propel
a. avoid b. push c. capable d. toughen

Exercise 2

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

1. The meeting of the citizens' group was prevented from happening by the police.

2. The warm weather had changed the ice sculptures into strange shapes.

3. Dad says drinking milk before going to bed helps with a disorder that makes it hard to sleep.

4. After I saw the scary movie, walking home in the darkness upset me.

5. After school, I'm likely to go visit my friend at her house.

6. Dylan believed it to be his special right to be treated as superior to all the others.

7. A gust of wind blew her scarf over the edge of the boat while she was sailing.

8. He didn't know what the proper set of rules about being polite was for returning a gift.

9. The train was full of clothes that were to be sold overseas.

10. The wax candle twisted and formed a different shape because it was left in the sun.

Exercise 3

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

Word Bank

| | | | | |
|-----------|-----------|----------|---------|-----------|
| congested | exclusive | suppress | premium | etiquette |
| courier | socialize | obsessed | warp | tram |

The club was very 1_____ and didn't have many members.

The members had to pay a 2_____ just to join.

My mother is 3_____ with making sure we impress our guests.

For example, she makes sure our 4_____ is perfect.

I stepped onto the 5_____ and couldn't find a seat right away.

Finally, I made my way through the 6_____ aisle and sat down.

Hannah worked as a 7_____ for an advertising company.

Between making deliveries, she liked to 8_____ with the employees.

The glue couldn't 9_____ the water from leaking from the pipes.

Since I didn't clean it up right away, it caused the wooden floor to 10_____.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ Allie could always count on her *intuitive* powers to know where her cat was. That's why the cat never got lost.
2. ___ The weatherman said it was *liable* to rain over the entire weekend, so we decided to go for a picnic on Saturday.
3. ___ Jared couldn't stop *obsessing* about his grade. When his teacher returned his test, he forgot about it immediately.
4. ___ Maxine suffers from *insomnia*. She has seen several doctors, but none have helped her get any more sleep.
5. ___ Walter didn't know what to wear to the concert. All of his best *garments* needed to be washed.

Watch Out!

Kevin stepped off the **tram** and walked toward the ship, holding a package tightly in his hands. He had been hired as a **courier** for an important broker. All he needed to do was deliver a package to an office in New York City; the ship would take him there.

When he boarded, the ship was **congested** with people. As Kevin walked to his cabin, he saw the **exclusive** first-class section. Everybody inside was wearing fancy **garments**. He would have liked to **socialize** with the people inside, but it was against proper **etiquette**. People paid a **premium** for the **privilege** to ride in first-class.

Instead, he went to his cabin next to the **freight** section of the boat. His room smelled bad, and the floorboards were **warped** and **deformed** in some areas. He could also hear the motor humming as it waited to **propel** the ship forward. Suddenly, Kevin was **unsettled** by something, but he wasn't sure why.

He took a short walk on the ship's deck, but he still felt strange. That night, he suffered from **insomnia**—he couldn't **suppress** his **obsessing** over how strange he felt.

Kevin went back on deck. It was cold and dark outside. He looked **overboard**, but it seemed that everything was all right. "Just go back inside," he thought. Then Kevin saw it. A giant iceberg was sticking out of the ocean in the distance!

"Help!" he yelled.

People looked at him as if he was crazy, but he continued to shout until he saw the captain.

"There's an iceberg out there," Kevin said to him. "If the ship doesn't move, we're **liable** to crash," he said, pointing toward the iceberg.

The captain saw it and immediately instructed the crew to change the ship's direction. "Without your help, we would have definitely hit the iceberg. That would have been a terrible disaster!" he said to Kevin.

Kevin felt relieved. Now he knew to always trust his **intuitive** sense.



Reading Comprehension

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

1. Kevin took a taxi to the ship.

2. In order to get the privilege to be in the exclusive section, one had to wear fancy garments.

3. Kevin didn't socialize with the people in the exclusive section because it was too congested.

4. Kevin could not sleep because he had insomnia.

5. If Kevin hadn't seen the iceberg, the ship was liable to have crashed into it.

PART B Answer the questions.

1. Describe Kevin's room next to the freight section.

2. While he was on the ship, what could Kevin hear humming?

3. What did Kevin see when he looked overboard the first time?

4. What did the captain do when he heard the news about the iceberg?

5. What did Kevin learn at the end of the story?

Word List

**artery** [á:rteri] *n.*

An artery is a tube that takes blood from the heart to the rest of the body.
→ *Eating healthily keeps your arteries clean, so blood can flow with ease.*

**deterioration** [dɪtɪəriəreɪʃən] *n.*

Deterioration is the act of becoming worse.
→ *The lack of care led to the deterioration of the house.*

**elusive** [ɪlū:siv] *adj.*

If something or someone is elusive, they are hard to find.
→ *The elusive fish only came out at night.*

**forage** [fɔ:ridʒ] *v.*

To forage means to look around for food.
→ *Many animals hide food in the fall since little can be foraged in winter.*

**impede** [impi:d] *v.*

To impede something means to keep it from moving or going forward.
→ *The barrier impeded our ability to get closer to the building.*

**induce** [ɪndju:s] *v.*

To induce something means to make it happen.
→ *Running without good shoes may induce leg pain.*

**inseparable** [ɪnsepərəbəl] *adj.*

If two things are inseparable, they can't be separated.
→ *Denise and Diana have been inseparable since they first met.*

**invalid** [invælid] *adj.*

If something is invalid, it is not correct.
→ *The way to winning debates is to avoid invalid arguments.*

**magnify** [mægnəfai] *v.*

To magnify something means to make it look bigger than it really is.
→ *Astronomers use telescopes to magnify far-away stars.*

**mainstream** [meɪnstri:m] *n.*

The mainstream is a group of ideas that are considered normal and accepted.
→ *Before punk rock music became part of the mainstream, only a few people liked it.*



● **microbe** [máikroub] *n.*

A **microbe** is a very small living thing that often makes people sick.

→ *The first step in curing a disease is finding the **microbe** that causes the disease.*



● **negligible** [neglidʒəbəl] *adj.*

If something is **negligible**, it is extremely small and not important.

→ *The amount she owed was **negligible**. It was less than ten cents.*



● **paralysis** [pəræləsis] *n.*

Paralysis is the loss of the ability to move all or part of your body.

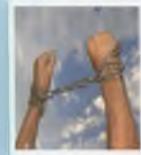
→ *His **paralysis** meant that he had to use a wheelchair to get around.*



● **pest** [pest] *n.*

A **pest** is an animal or insect that hurts plants or food.

→ *Many farmers put up scarecrows to keep **pests** off of their corn.*



● **prevail** [priveil] *v.*

To **prevail** means to be accepted or very common.

→ *Unfortunately, injustice still **prevails** in the country's court system.*



● **respiration** [rɛspəréjən] *n.*

Respiration is the act of breathing.

→ *Artificial **respiration** is the best thing to do if someone stops breathing.*



● **rupture** [rʌptʃə:r] *v.*

To **rupture** means to tear or burst open.

→ *Sarah put too much water into the balloon, and it **ruptured**.*



● **savage** [sævidʒ] *adj.*

If something or someone is **savage**, they are very violent or cruel.

→ *Wild animals are very **savage** when defending their babies.*



● **stun** [stʌn] *v.*

To **stun** someone means to make them unable to speak due to surprise or shock.

→ *Tim fell off the swing and was too **stunned** to cry.*



● **susceptible** [səséptəbəl] *adj.*

If one is **susceptible** to something like disease, they are easily harmed by it.

→ *Not eating enough vegetables makes you more **susceptible** to getting sick.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. microbe
a. germ b. type c. liquid d. difficulty
2. respiration
a. living b. sleeping c. breathing d. moving
3. artery
a. vein b. area c. medication d. tube
4. pest
a. bug b. food c. toy d. victim
5. induce
a. take out b. cause c. stop d. chase
6. invalid
a. hurt b. unproven c. critical d. untrue
7. rupture
a. burst b. reach c. sting d. bother
8. forage
a. plant b. cook c. search d. hide
9. stun
a. shock b. injure c. threaten d. attack
10. susceptible
a. helpful b. at risk c. informative d. suffering

Exercise 2

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

1. The old house was full of insects that cause harm.

2. My brother-in-law always tries to enlarge small problems so that they seem much greater than they really are.

3. Mr. Robinson owned a violent dog that terrified all the children in the neighborhood.

4. If you eat spicy food at night, it will lead to heartburn.

5. His tubes that carry blood are clogged.



Exercise 3

Choose the one that is opposite in meaning to the given word.

1. impede

| | | | |
|----------|----------|----------|---------|
| a. allow | b. start | c. anger | d. heal |
|----------|----------|----------|---------|
2. elusive

| | | | |
|--------------|----------|-------------|--------|
| a. available | b. under | c. venomous | d. shy |
|--------------|----------|-------------|--------|
3. paralysis

| | | | |
|------------|-------------|-------------|-----------|
| a. illness | b. mobility | c. problems | d. doctor |
|------------|-------------|-------------|-----------|
4. mainstream

| | | | |
|-------------|-------------|---------------|---------|
| a. uncommon | b. untested | c. scientific | d. wild |
|-------------|-------------|---------------|---------|
5. negligible

| | | | |
|--------------|---------------|--------------|---------------|
| a. cared for | b. reasonable | c. important | d. unexpected |
|--------------|---------------|--------------|---------------|
6. magnify

| | | | |
|------------|----------|---------|-----------|
| a. release | b. check | c. save | d. shrink |
|------------|----------|---------|-----------|
7. prevail

| | | | |
|------------|---------|---------|---------|
| a. conquer | b. fail | c. take | d. feel |
|------------|---------|---------|---------|
8. deterioration

| | | | |
|----------------|------------|-------------|---------|
| a. improvement | b. back-up | c. function | d. loss |
|----------------|------------|-------------|---------|
9. savage

| | | | |
|-----------|----------|-----------|--------------|
| a. hungry | b. cruel | c. gentle | d. unwilling |
|-----------|----------|-----------|--------------|
10. inseparable

| | | | |
|---------------|--------------|---------|-------------|
| a. protective | b. dividable | c. kind | d. resigned |
|---------------|--------------|---------|-------------|

Exercise 4

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

Word Bank

| | | | | |
|---------|-------------|---------------|--------|----------|
| elusive | mainstream | paralysis | pests | microbes |
| stunned | susceptible | deterioration | forage | impede |

The movie's unusual topic might 1 _____ its popularity.

Most 2 _____ movies don't deal with strange themes.

The 3 _____ fox finally came out of its den.

It planned to 4 _____ for food before winter.

Rats are 5 _____ that are found all over the world.

They carry 6 _____ that can make people very sick.

Mr. Garson was 7 _____ by the bright light.

His shock caused a momentary 8 _____ that kept him from moving.

Mrs. Draper's old age made her 9 _____ to some illnesses.

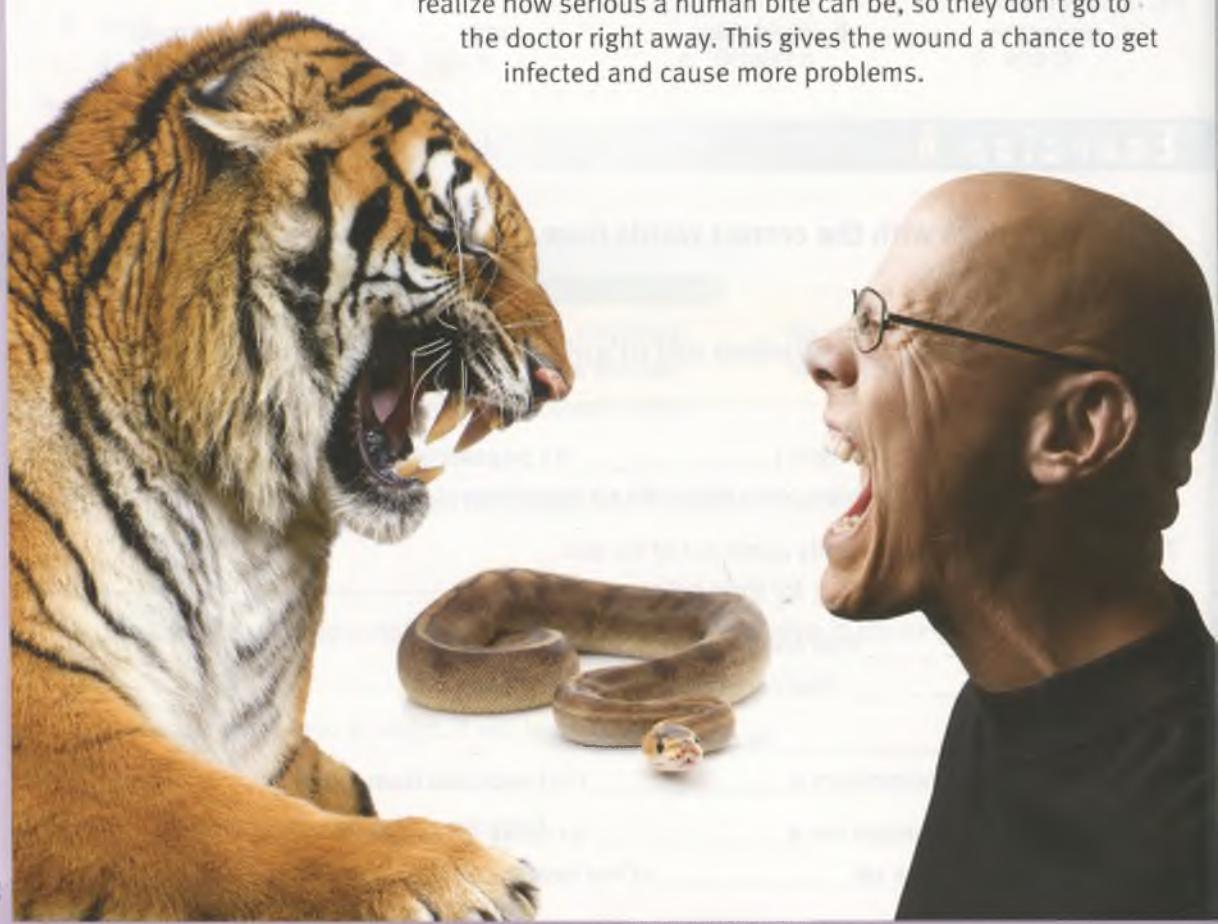
Doctors told her that the 10 _____ of her health could be avoided.

Dangerous Bites

There are many animals with dangerous bites in the world, but which one is the worst? Some would say that the **elusive** short-tailed mamushi has the worst bite. The snake only goes into homes to chase **pests** such as mice. Otherwise, it stays in the fields, where it's dangerous to people who **forage** for food there. If someone **stuns** it by accidentally stepping on it, it bites to protect itself. At first, the effects of the bite may seem **negligible** because it doesn't cause a lot of bleeding. However, after a few moments, the venom **induces paralysis** in the area where the individual was bitten. Furthermore, the venom can also **impede respiration**. If the person doesn't go to the doctor, they are **susceptible** to kidney deterioration.

Others would argue that tigers have the worst bite. Mother tigers are **inseparable** from their babies and seem to be the gentlest creatures when they are around their young. However, if the babies are threatened, the mother tiger's **savage** nature **prevails**. With strong jaws and the ability to move quickly, the tiger can kill someone with one bite. That's because it always tries to bite an important **artery** when it attacks. If the artery is **ruptured**, the victim will bleed to death.

In the **mainstream**, animal bites are seen as the most dangerous. But some scientists think this idea is **invalid**. In fact, the most dangerous bite might be the human bite. When scientists **magnified** the contents in human saliva, they found about three hundred different **microbes** in it. A human bite can be dangerous if the bacteria enters the body through a cut, which can make people very sick. Furthermore, most people don't realize how serious a human bite can be, so they don't go to the doctor right away. This gives the wound a chance to get infected and cause more problems.



Reading Comprehension

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

1. The elusive mamushi attacks humans if it is bothered by pests in houses.

2. The consequences of a mamushi bite are negligible.

3. Mother tigers are inseparable from their babies.

4. When tigers attack, they try to rupture an important artery.

5. Scientists think that the mainstream idea that human bites are the most dangerous is invalid.

PART B Answer the questions.

1. What group of people is at risk for mamushi bites?

2. What are the effects of a mamushi bite?

3. When does a tiger's savage nature prevail?

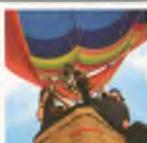
4. What did scientists find when they magnified human saliva?

5. Why do human bites often become infected?

**accumulate** [ækjュー..mjəlēit] *v.*

To **accumulate** something is to collect a lot of it over time.

→ *The mail accumulated in their mailbox while they were on vacation.*

**aerial** [ɛənɪəl] *adj.*

When something is **aerial**, it relates to being in the air or flying.

→ *The aerial photographer took pictures from the air balloon.*

**apparatus** [æpərət̬itəs] *n.*

An **apparatus** is a device used for a particular purpose.

→ *The campers had an apparatus that showed them their exact location.*

**avalanche** [ævəlæntʃ] *n.*

An **avalanche** is a large amount of snow, ice, and rock falling off a mountain.

→ *The avalanche destroyed the mountain village.*

**consistency** [kənsɪstənsi] *n.*

Consistency is the state of always behaving in the same way.

→ *Her consistency in archery meant that our team had a chance to win.*

**convection** [kənvekʃən] *n.*

Convection is the flow of hot air through gas or liquid.

→ *The weather changed because of convection in the atmosphere.*

**discharge** [dɪsˈtʃɑːrdʒ] *v.*

To **discharge** someone is to allow them to leave from a place, usually a hospital.

→ *I was discharged from the hospital after three days.*

**intact** [ɪntækɪt] *adj.*

When something is **intact**, it is complete and not damaged.

→ *Despite being over ten years old, my father's model ship is still intact.*

**mortal** [mɔːrtl] *adj.*

When a person is **mortal**, they cannot live forever.

→ *All people are mortal.*

**omen** [əumən] *n.*

An **omen** is a sign of what will happen in the future.

→ *He thought that seeing a black cat in the street was an omen of bad luck.*



overcast [ouvrækæst] *adj.*

When the sky is **overcast**, it is full of clouds and is not sunny.

→ *The sky was overcast in the morning, but by noon it was bright again.*



poignant [pɔɪnʒənt] *adj.*

When something is **poignant**, it causes a very strong feeling of sadness.

→ *The girls cried at the end of the poignant movie.*



ranger [rēindʒər] *n.*

A **ranger** is a person who protects the forest or parks.

→ *Peter wanted to be a ranger because he liked spending time outside.*



rubble [rʌbəl] *n.*

Rubble is piles of broken stone and wood created after a building is destroyed.

→ *There was rubble all over the city after the earthquake.*



seclude [sɪklü:d] *v.*

To **seclude** someone means to keep them away from other people.

→ *She was secluded on an island for over a year.*



sideways [saɪdweɪz] *adv.*

If something moves **sideways**, then it moves to or from the side.

→ *Jim turned sideways in order to slow down and stop his snowboard.*



sob [sab] *v.*

To **sob** is to cry loudly.

→ *I sobbed when my youngest daughter got married.*



sober [sóubə:r] *adj.*

When something or someone is **sober**, they are serious and calm.

→ *After the funeral, everybody felt very sober.*



speck [spek] *n.*

A **speck** is a very small mark or amount.

→ *A speck of blood appeared where the mosquito bit him.*



upbringing [ʌpbriŋɪŋ] *n.*

An **upbringing** is the way that someone is taught to behave by their parents.

→ *He had a strict upbringing and was never allowed to watch television.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. omen
a. sign b. storm c. accident d. item
2. apparatus
a. method b. idea c. device d. name
3. convection
a. weather b. belief c. heat flow d. movement
4. sob
a. watch b. serve c. wait d. cry
5. seclude
a. study b. repair c. hide d. purchase
6. ranger
a. forest worker b. police c. lumberjack d. guard
7. avalanche
a. landslide b. snowstorm c. disaster d. believable
8. accumulate
a. impressive b. winning c. collect d. wave
9. rubble
a. boards b. dirt c. ruins d. ice
10. upbringing
a. background b. routine c. schedule d. experience

Exercise 2

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

1. The accident wasn't serious, and Ernest was released from the hospital quickly.

2. My grandfather says that if you have itchy hands, it's a(n) sign that you'll receive money soon.

3. The book's emotional descriptions taught me that war brings sadness to everyone.

4. The photograph was perfect except for a tiny mark on the corner.

5. The child cried loudly because his mother wouldn't buy him a toy he wanted.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. overcast

| | | | |
|---------|-----------|------------|-------------|
| a. warm | b. bright | c. morning | d. apparent |
|---------|-----------|------------|-------------|
2. consistency

| | | | |
|-----------------|-------------|------------|-----------------|
| a. irregularity | b. delicacy | c. loyalty | d. intelligence |
|-----------------|-------------|------------|-----------------|
3. poignant

| | | | |
|-----------|---------------|---------------|----------------|
| a. gloomy | b. supportive | c. thoughtful | d. unemotional |
|-----------|---------------|---------------|----------------|
4. intact

| | | | |
|----------|-----------|---------|----------|
| a. alive | b. broken | c. aged | d. tired |
|----------|-----------|---------|----------|
5. mortal

| | | | |
|------------|------------|-----------|----------------|
| a. natural | b. content | c. deadly | d. everlasting |
|------------|------------|-----------|----------------|
6. speck

| | | | |
|---------|-------------|--------|----------|
| a. huge | b. fragment | c. far | d. clear |
|---------|-------------|--------|----------|
7. sober

| | | | |
|----------|-----------|---------|----------|
| a. drunk | b. caring | c. calm | d. ready |
|----------|-----------|---------|----------|
8. discharge

| | | | |
|---------|-------------|--------|-----------|
| a. cure | b. imprison | c. pay | d. arrive |
|---------|-------------|--------|-----------|
9. aerial

| | | | |
|----------------|---------------|--------------|-----------|
| a. from ground | b. technology | c. emergency | d. safety |
|----------------|---------------|--------------|-----------|
10. sideways

| | | | |
|------------|------------|----------|-----------|
| a. quickly | b. forward | c. again | d. safely |
|------------|------------|----------|-----------|

Exercise 4

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

Word Bank

| | | | | |
|----------|-------------|----------|--------|--------|
| aerial | accumulated | sober | rubble | intact |
| overcast | avalanche | sideways | ranger | mortal |

Before the storm, it was very windy and 1_____ outside.

When it began to snow, it quickly 2_____ on the roof.

The old wall fell over 3_____ and broke to pieces.

Afterwards, nothing was left but some 4_____.

The photograph, though old, was still 5_____.

It showed my father in his forest 6_____ uniform.

After the 7_____, much of the town was destroyed by snow.

8_____ photographs showed that only a few houses remained.

It was a very 9_____ moment for him when his wife passed away.

He truly realized that people are 10_____.

The Avalanche

Randy was a forest **ranger**. Because of his job, he was **secluded** in a cabin in the wilderness.

One day, the radio reported, “**Convection** in the atmosphere is causing a lot of clouds to form. A serious storm . . .” Suddenly, the radio went silent. The signal was lost.

He went outside and looked at the **overcast** sky. Anybody else would have taken the dark sky as an **omen** of a very bad storm, but not Randy. His **upbringing** had taught him **consistency**. He had done this job for years, and nothing could stop him. Besides, he thought nothing could hurt him.

Today, he had a very important task to do. The snow was starting to pile up high on the mountain. If too much **accumulated**, it could cause an **avalanche**. But Randy had an **apparatus** to get rid of the snow. It used dynamite to shake the snow and make the top layer of snow come down.

As the snow started falling, he thought about returning to the office until the storm stopped, but he decided not to. Suddenly, he heard a loud noise behind him. It was an avalanche! He started to run, but within seconds, he was knocked **sideways** and buried by the snow and **rubble** from an old cabin that had been destroyed. An **aerial** rescue team came quickly. Randy was just a **speck** amongst the great pile of snow, but the team found him thanks to his brightly colored jacket. They quickly took him to a hospital.

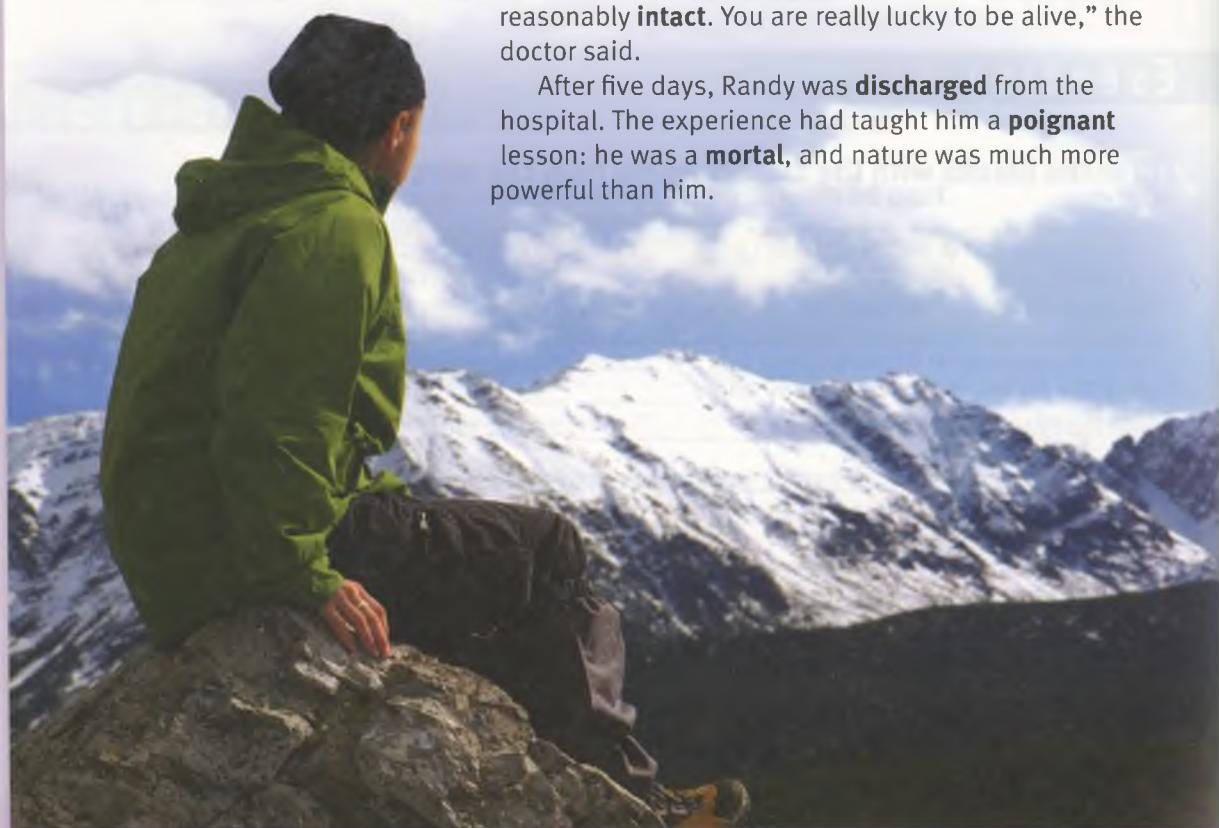
After a few hours, Randy woke up in the hospital. He looked at the **sober** faces of the doctors and saw his wife **sobbing**.

“What’s wrong?” he asked. He didn’t remember what had happened.

“You were almost killed!” his wife said.

“You broke several ribs. But the rest of you is still reasonably **intact**. You are really lucky to be alive,” the doctor said.

After five days, Randy was **discharged** from the hospital. The experience had taught him a **poignant** lesson: he was a **mortal**, and nature was much more powerful than him.



Reading Comprehension

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

1. The avalanche was caused by convection in the atmosphere.

2. Randy's job as a ranger had taught him consistency.

3. Randy had an apparatus that moved snow sideways to help avoid avalanches.

4. Randy was seen by the aerial rescue team thanks to his brightly colored jacket.

5. According to the doctor, Randy was lucky to be alive after the avalanche.

PART B Answer the questions.

1. What was the overcast sky an omen of?

2. What did Randy see when he woke up after the avalanche?

3. Why was Randy secluded in the wilderness?

4. How long was it before Randy was discharged from the hospital?

5. What poignant lesson did Randy learn from his experience?


advocate [ædvəkət] *v.*

To **advocate** a plan or idea is to support or suggest it in public.

→ *The group advocated increased spending on education and schools.*


authorize [ɔ:bərāiz] *v.*

To **authorize** something means to give permission for it.

→ *The mayor authorized the construction of a new statue in the park.*


civilian [siviljən] *n.*

A **civilian** is someone who is not in the military.

→ *It was Todd's job to keep civilians from entering the army facility.*


commodity [kəmədəti] *n.*

A **commodity** is something that can be bought or sold.

→ *Fran's uncle made most of his money trading commodities.*


conquest [kənkwest] *n.*

A **conquest** is an event by which one country takes over another country.

→ *After the conquest, the people of the small city had no freedom.*


disclose [disklōuz] *v.*

To **disclose** something means to tell it to someone else.

→ *John came home late, so he had to disclose his activities to his wife.*


dynamics [dainæmiks] *n.*

The **dynamics** of a situation are the way that parts of it affect each other.

→ *A good psychologist needs to know a lot about the dynamics of brain disorders.*


enroll [enrōul] *v.*

To **enroll** in something is to put one's name on a list as a member of a group.

→ *The students had to enroll in the class one semester in advance.*


envious [énvias] *adj.*

When someone is **envy**, they want something that another person has.

→ *They were envious of their neighbor's front yard.*


euphoria [ju:fō:riə] *n.*

Euphoria is a feeling of extreme happiness.

→ *The athlete felt euphoria after he won the important game.*

**festive** [fēstiv] *adj.*

When something is **festive**, it is happy and related to a party or celebration.
→ *Dean's favorite part of Christmas is the **festive** clothing that people wear.*

**jolly** [dʒəlē] *adj.*

When someone is **jolly**, they are cheerful and happy.
→ *My grandmother's **jolly** attitude always made me smile.*

**lentil** [lēntil] *n.*

Lentils are very small beans that people cook and eat.
→ *Danni made her special soup with **lentils** when her husband was sick.*

**marshal** [mā:rl̥əl] *v.*

To **marshal** a group means to assemble them in order.
→ *The students were **marshaled** outside and put into groups.*

**morale** [mōrāl̥] *n.*

Morale is the amount of hope that people have during a difficult situation.
→ *To improve our family's **morale**, mom suggested going on a picnic.*

**prophecy** [prófēsē] *n.*

A **prophecy** is a prediction about what will happen in the future.
→ *Some people believe that **prophecies** are actually true.*

**sage** [seidʒ] *n.*

A **sage** is someone who is very wise.
→ *Hal always visited the local **sage** for help with love.*

**senate** [sēnēt̥] *n.*

A **senate** is a part of the government in some countries.
→ *Everybody liked Caroline and chose her to speak for them in the **senate**.*

**sentiment** [sēntəmēnt̥] *n.*

A **sentiment** is an opinion based on your feelings.
→ *Tess told everyone at the table her **sentiments** about eating meat.*

**unrest** [ʌnrēst̥] *n.*

Unrest is a state of anger about something among the people in a place.
→ *High taxes caused much of the **unrest** that led to the Revolutionary War.*

Exercise 1

Choose the answer that best fits the question.

1. Who is a person with the power to authorize a war?
a. A teacher b. A guard c. A chef d. A president
2. Which of the following might give you euphoria?
a. Winning a great prize b. Falling off your bike
c. Having your jacket stolen d. Cutting your finger
3. What best describes a sage?
a. Alert b. Intelligent c. Heavy d. Unreliable
4. Which of the following is a valuable commodity?
a. Oil b. Mountains c. Rainwater d. Grass
5. What might cause unrest at a school?
a. Students receiving lunch for free b. Students getting rewarded for good grades
c. Students having daily tests d. Students being told to go home early

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. authorize
a. make easy b. reinforce c. declare d. reject
2. conquest
a. combination b. liberation c. eliminate d. shortage
3. disclose
a. conceal b. support c. dry out d. show as guilty
4. euphoria
a. measurement b. suggestion c. depression d. untruthfulness
5. unrest
a. no planning b. peace c. early stage d. generosity
6. sage
a. fool b. stubborn c. gloomy d. praiseworthy
7. civilian
a. traditionalist b. salesman c. preacher d. soldier
8. festive
a. honest b. penniless c. unhappy d. unchanging
9. enroll
a. quit b. imply c. enlist d. make better
10. advocate
a. fallen b. sinner c. antisocial d. oppose

Exercise 3

Choose the one that is similar in meaning to the given word.

1. lentil
a. prize b. bean c. nut d. coin
2. envious
a. awkward b. sensible c. jealous d. cowardly
3. commodity
a. product b. inactivity c. genius d. act of scolding
4. dynamics
a. angry speech b. edge of c. aspects d. enthusiasm
5. prophecy
a. comes before b. prediction c. true story d. large amount
6. morale
a. goodness b. confidence c. sympathy d. temperature
7. marshal
a. assemble b. promise c. attempt d. contain
8. jolly
a. inspiring b. appealing c. merry d. rational
9. senate
a. nice feeling b. aspiration c. school d. government
10. sentiment
a. confidence b. effort c. acceptance d. opinion

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ Janice's dad was a part of the *senate*. He fixed cars all day.
2. ___ Damon read about the Roman *conquest* of northern Africa. He was amazed by all the places that the Romans took over.
3. ___ The teacher understood the *dynamics* between instructors and students in the classroom.
4. ___ Mariah *enrolled* the clothes and put them in her drawer.
5. ___ Sheldon was a vegetarian. He *advocated* for people not to eat meat.

The Lydian King

King Croesus was once one of the richest kings in the world. He ruled over Lydia, an ancient empire located near modern-day Turkey and controlled a valuable **commodity**: gold. Many people were very **envious** of him.

One day, a messenger **disclosed** some interesting news: political **unrest** in Persia had weakened the empire. Before then, the Persians had taken over many countries. Many leaders were scared of the Persian **conquest**. But King Croesus understood the **dynamics** of war better than most. He decided that it would be a good time to try to beat the Persians while they were weak.

He **advocated** starting war, but nobody shared his **sentiment**. Then he asked a wise member of the **senate** who was visiting from Athens. The **sage** didn't say whether he should attack the Persians or not. He only warned him that his good luck wouldn't last.

Finally, King Croesus sent a messenger to visit the Oracle, a special lady who could see the future. The messenger gave the Oracle jugs of wine and baskets of **lentils** in order to make her happy.

When the messenger came back, he was in a **festive** mood.

"What was the Oracle's **prophecy**?" asked King Croesus.

The **jolly** messenger responded, "She said that if you attack Persia, you will destroy a great empire."

The news filled Croesus with **euphoria**. After hearing the Oracle's prophecy, many **civilians** **enrolled** in the Lydian army. The king **marshaled** his troops and prepared them for a war with Persia. Their **morale** was high because they were sure they would win. Soon, King Croesus **authorized** an attack against the Persians.

However, the Persian army was still very strong. After a few months of fighting, it was obvious that the Oracle's prophecy had come true: by attacking the Persians, King Croesus had destroyed a great empire—his own! King Croesus should have considered the advice more carefully.



Reading Comprehension

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

1. ___ People were envious of King Croesus because he understood the dynamics of war better than anybody else.
-

2. ___ The messenger disclosed that the Persians were in a state of unrest.
-

3. ___ The sage man from the senate was the only one that shared the king's sentiment.
-

4. ___ The messenger gave the Oracle jugs of wine and baskets of lentils to make her happy.
-

5. ___ The Oracle's prophecy was that the Lydian conquest of Persia would be successful.
-

PART B Answer the questions.

1. Why did King Croesus advocate war against the Persians?
-
-

2. Why was the messenger in a festive and jolly mood when he returned from seeing the Oracle?
-
-

3. How did King Croesus feel after he heard the Oracle's prophecy?
-
-

4. How did the civilians who enrolled and were marshaled in the Lydian army feel about the war?
-
-

5. What did King Croesus learn from the experience?
-
-

12

Word List



adorn [ədō:rn] *v.*

To **adorn** something means to make it more beautiful by decorating it.
→ *Small glass beads adorned the vase.*



bliss [blis] *n.*

Bliss is a state of complete happiness.
→ *Every time he sees his girlfriend, he feels a sense of bliss.*



butler [bátlər] *n.*

A **butler** is the most important male servant in a wealthy house.
→ *Whenever he needed something, he rang a bell, and the butler appeared.*



cramp [kræmp] *n.*

A **cramp** is a strong pain caused by a muscle after a lot of physical use.
→ *After the marathon, Jenny got a terrible cramp in her calf muscle.*



dilapidated [dilæpədeɪtɪd] *adj.*

When a building is **dilapidated**, it is old and in bad condition.
→ *Paint peeled off of the old dilapidated apartment building.*



evoke [ivouk] *v.*

To **evoke** a memory or emotion means to make it occur.
→ *The picture evoked memories of when grandmother was a girl.*



farewell [fəərwél] *n.*

A **farewell** is an instance of saying goodbye or a way to say it.
→ *She got on the plane after we said our farewells.*



faucet [fó:sit] *n.*

A **faucet** is a device that controls the flow of a liquid or gas.
→ *Turn off the faucet when you are done brushing your teeth.*



filth [file] *n.*

Filth is a large amount of dirt or dirty things that disgust you.
→ *There was tons of filth and trash on the shore of the river.*



flaw [fló:] *n.*

A **flaw** is a mistake in something that causes it to be less effective or correct.
→ *We discovered a major flaw in the metal chain.*

**grin** [grɪn] *v.*

To **grin** means to smile broadly.

→ *That joke makes me **grin** every time I hear it.*

housekeeping [həʊski:pɪŋ] *n.*

Housekeeping is the maintenance of a house or an establishment like a hotel.

→ *Housekeeping is not much fun, but it has to be done.*

mound [maʊnd] *n.*

A **mound** of something is a large pile of it.

→ *There was a **mound** of clothes on the messy teenager's floor.*

numb [nʌm] *adj.*

When a body part is **numb**, it does not have any feeling.

→ *After holding my hand under the icy water, my fingers went **numb**.*

reckless [rēklɪs] *adj.*

When people are **reckless**, they act in an unsafe way.

→ *The **reckless** driver posed a threat to everyone else on the road.*

slate [sleɪt] *n.*

Slate is a dark grey rock that can easily be split into layers.

→ *The roof of the church was made of **slate**.*

stool [stu:l] *n.*

A **stool** is a seat with legs but no support for a person's arms and back.

→ *I don't find **stools** very comfortable to sit on.*

testament [testəmənt] *n.*

A **testament** to something shows that it exists or is true.

→ *The beautiful performance was a **testament** to the singer's natural talents.*

timber [timbə:r] *n.*

Timber is wood that is used for building houses and making furniture.

→ *Trees in this area are grown specifically to be used for **timber**.*

valve [vælv] *n.*

A **valve** is a device attached to a pipe that controls the flow of liquid or air.

→ *The mechanic removed the dirt to clear the engine **valve**.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. reckless
a. impressive b. careless c. fake d. colorful
2. flaw
a. loss b. injury c. mistake d. relative
3. farewell
a. goodbye b. maybe c. instead d. with luck
4. filth
a. ice b. dirt c. tear d. track
5. bliss
a. boldness b. comfort c. greatness d. happiness

Exercise 2

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

1. The large pile of dirt covered most of the backyard.

2. Please call for the most important male servant.

3. I don't think we have enough wood used for building furniture to complete the project.

4. The playful puppy made the baby smile broadly.

5. We'll have to install a new device that attaches to a tube to control the flow of liquid.

6. I got a small muscle pain in my leg after having a long workout at the gym.

7. To reach the TV, the young girl stood on the seat with legs but no arm support.

8. A high examination score is a proof of the existence of good studying skills.

9. The man became worried when his arm was without feeling.

10. He was hired to repair the house that had become old and in bad condition.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ The scientist's theory was full of *flaws*. There was no way it could work.
2. ___ The *butler* catered to the old man's every need.
3. ___ I hope we do not have to say *farewells* to the bus to school.
4. ___ The teacher was proud of the *filth* her students achieved in class.
5. ___ After the initial pain of dropping the hammer on my toe, it went *numb*.
6. ___ He was not looking forward to cleaning the huge *mound* of dirty dishes in the sink.
7. ___ The scared child felt *bliss* and cried for his mother.
8. ___ Huge stained-glass windows *adorn* the new church.
9. ___ Fossil evidence is a *testament* to the immense size of dinosaurs.
10. ___ The *reckless* climber took every precaution to insure a safe climb.
11. ___ The girl's jump rope has a *cramp* in it.
12. ___ The weather report says *slate* will fall for the next three days.
13. ___ My entire family helps with *housekeeping*. I sweep the floor, and my brother dusts.
14. ___ The mother *grinned* when her child scored the winning run in the baseball game.
15. ___ The *timber* was a nice addition to our breakfast meal.
16. ___ He took off his shoes and leaned back into the comfortable *stool*.
17. ___ Adjust the *valve* to insure proper airflow.
18. ___ The *dilapidated* fire truck was a beautiful site.
19. ___ The movie was great because it *evoked* strong feelings in viewers.
20. ___ You can get hot or cold water from this *faucet*.

The Butler

Greta was an elderly lady who lived alone in a huge, **dilapidated** mansion. The mansion was in terrible condition. It was covered with **filth**, and most of the furniture was broken. Plus, the kitchen sink leaked water all over the floor. Greta was too old to do **housekeeping** and repairs herself, so she hired a **butler** named Gordon.

Gordon was a young, muscular man. His muscles were a **testament** to his strong work ethic. He believed that if he worked hard, great things would happen for him. On his first day, he worked for hours cleaning and making repairs. He swept up **mounds** of dirt. He tightened the **valve** underneath the kitchen **faucet** to stop the leak. He even bought **timber** to build new **stools** for the kitchen. He worked so hard that his fingers went **numb**, and he got **cramps** in his shoulders.

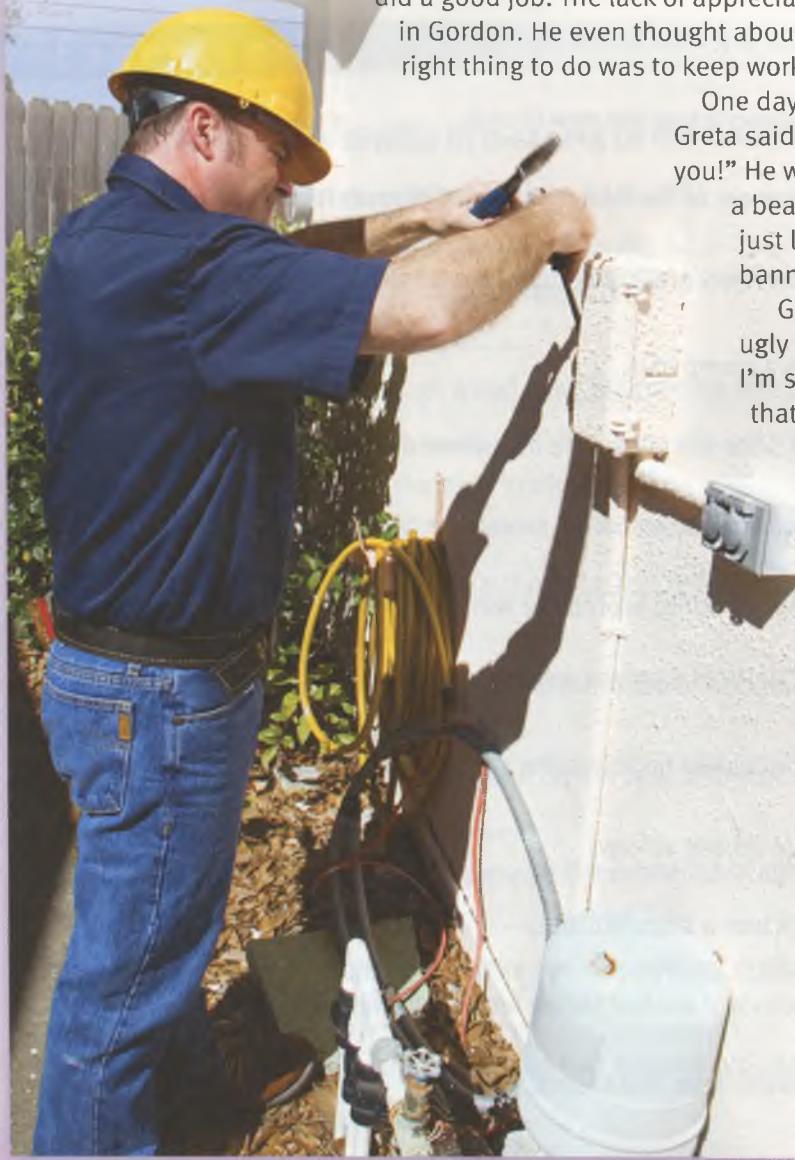
Gordon worked hard every day. Even when tasks were boring, he was never **reckless**. He made sure there were no **flaws** in his work. Gordon was worried, however, that Greta wasn't pleased. She never expressed thanks or said that he did a good job. The lack of appreciation **evoked** unhappy feelings in Gordon. He even thought about quitting. But he decided the right thing to do was to keep working hard.

One day, while Gordon was sweeping, Greta said, "Gordon! I have a surprise for you!" He went to Greta's room and saw a beautiful **slate** statue. It looked just like him! It was **adorned** with a banner that read: "Welcome home."

Greta said, "You've made this ugly old mansion look new again. I'm so thankful for your hard work that I want you to have it. I'll move into a smaller house."

He **grinned** and gave Greta a big hug. He said, "I'm in **bliss**! My hard work really paid off!"

The two said their **farewells**, and Gordon spent the afternoon admiring his beautiful new home.



Reading Comprehension

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

1. The dilapidated mansion was covered in filth.

2. Gordon's muscles were a testament to his flaws.

3. Gordon was never reckless even when tasks were boring.

4. The mound of dirt evoked unhappy feelings in Gordon.

5. Gordon tightened the valve under the kitchen faucet and bought timber to build stools.

PART B Answer the questions.

1. Why did Greta hire a butler to do the housekeeping and repairs?

2. Why did Gordon's shoulders get cramps and his fingers become numb?

3. What was written on the banner that adorned the slate statue?

4. What did Gordon say when he grinned and felt bliss?

5. What happened after Greta and Gordon said their farewells?


certify [sə:təfai] v.

To **certify** something means to confirm that its results are true.

→ *The photograph on her passport certified that she was indeed Jolene Sawyer.*


collaborate [kəlæbəreɪt] v.

To **collaborate** means to work together on something.

→ *When they collaborated, they managed to finish their chores early.*


compile [kəmpaɪl] v.

To **compile** things means to collect a variety of them into a group.

→ *She compiled a list of people who she wanted to attend her birthday party.*


counteract [kaʊntərækt] v.

To **counteract** something means to act against it in order to reduce or stop it.

→ *Medicine is supposed to counteract illnesses.*


curb [kə:rb] v.

To **curb** something means to prevent it from happening or increasing.

→ *She curbed her anger by listening to a relaxing song.*


diagnose [daiəgnəs] v.

To **diagnose** someone means to identify the medical condition they have.

→ *Several of the children were diagnosed with the flu.*


enact [inækt] v.

To **enact** something means to make it into a law.

→ *The council enacted a law that would only allow buses to drive downtown.*


federation [fēdərējən] n.

A **federation** is a group of states or businesses working for a common cause.

→ *The United Nations is a federation designed to prevent war, disease, and famine.*


gross [grous] adj.

If something is **gross**, then it is disgusting.

→ *The food was so gross that the dog couldn't eat it without feeling sick.*


humane [hju:mēin] adj.

If something is **humane**, then it is good and kind.

→ *Helping build homes for poor people is very humane.*

**intolerable** [intələrəbəl] *adj.*

If something is **intolerable**, then it is so bad that people cannot bear it.
→ *The weather was so **intolerable** that I had to put on my warmest clothes.*

**needy** [ni:dɪ] *adj.*

If someone is **needy**, they are very poor.
→ *After he lost his job, he became very **needy**.*

**onset** [ənsɛt] *n.*

The **onset** of something unpleasant is the beginning of it.
→ *At the **onset** of the battle, the enemy wasn't prepared for such a large attack.*

**pledge** [pledʒ] *v.*

To **pledge** means to make a promise to do something.
→ *Her mother **pledged** that she would find her daughter's lost kitten.*

**prohibit** [prəuhibɪt] *v.*

To **prohibit** something means to not allow it.
→ *She **prohibited** the students from speaking until their work was done.*

**rash** [ræʃ] *n.*

A **rash** is an infected area of the skin with redness, bumps, itching, or dryness.
→ *The new perfume left a horrible **rash** on my skin.*

**render** [rɛndə] *v.*

To **render** something means to make it become something else.
→ *His report was **rendered** unimportant by the release of new information.*

**smallpox** [smɔ:lpəks] *n.*

Smallpox is a disease that causes tiny bumps on the skin and high fevers.
→ *When she saw the tiny bumps, she thought her son might have **smallpox**.*

**transmit** [trænsmɪt] *v.*

To **transmit** something means to pass it from one person or place to another.
→ *The radio tower **transmits** a signal to all the radios in a 20-kilometer radius.*

**vow** [vau] *v.*

To **vow** means to make a promise to do something.
→ *Before they are allowed to work, all senators must **vow** to never accept bribes.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. federation
a. motion b. union c. suction d. tension
2. render
a. stop b. tear c. rent d. make
3. smallpox
a. disease b. match c. arrive d. hide
4. curb
a. drain b. excuse c. prevent d. breathe
5. diagnose
a. smell b. continue c. extend d. identify
6. certify
a. apply b. reduce c. confirm d. listen
7. rash
a. pants b. bumps c. lists d. pies
8. needy
a. poor b. sweet c. moist d. short
9. onset
a. fork b. show c. light d. start
10. collaborate
a. cooperate b. estimate c. understand d. determine

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. enact
a. open b. travel c. cancel d. recline
2. intolerable
a. chewable b. washable c. bearable d. honorable
3. pledge
a. lie b. write c. throw d. fall
4. counteract
a. pretend b. arrange c. support d. repair
5. vow
a. command b. gather c. elect d. deceive
6. prohibit
a. examine b. undo c. allow d. chew
7. transmit
a. ride b. hold c. dig d. burn
8. gross
a. little b. similar c. powerful d. pretty
9. compile
a. tower b. scatter c. mound d. dinner
10. humane
a. hairy b. kind c. close d. cruel

Exercise 3

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

1. The new law will make the schools less effective at teaching certain subjects.

2. Some countries have a larger population of poor citizens than other countries do.

3. The teachers collected the names of all the students who passed the test in her book.

4. If you touch that plant, you might get a sore and infected area of skin that itches badly.

5. The doctor identified her illness as being only a mild stomach flu.

6. I don't like those kinds of movies because they have scenes that are really disgusting.

7. Many diseases are passed from one person to another when they shake hands.

8. The companies agreed that it would be cheaper to ship the fruit if they formed a group.

9. Her treatment of the patients was good and kind, and they seemed to heal much faster.

10. The two artists decided to work together on their next series of sculptures.

The End of Smallpox

Smallpox was once the most deadly disease in the world. During the 1800s, more than 20 million people got the disease every year. Of those, nearly half died. At the **onset** of smallpox, people suffered from high fevers, headaches, vomiting, and aching muscles. Yet the worst symptom of all was an **intolerable rash** that caused irritation on the entire body. Those who survived the disease were often **rendered** blind or left with **gross** scars on their face and body.

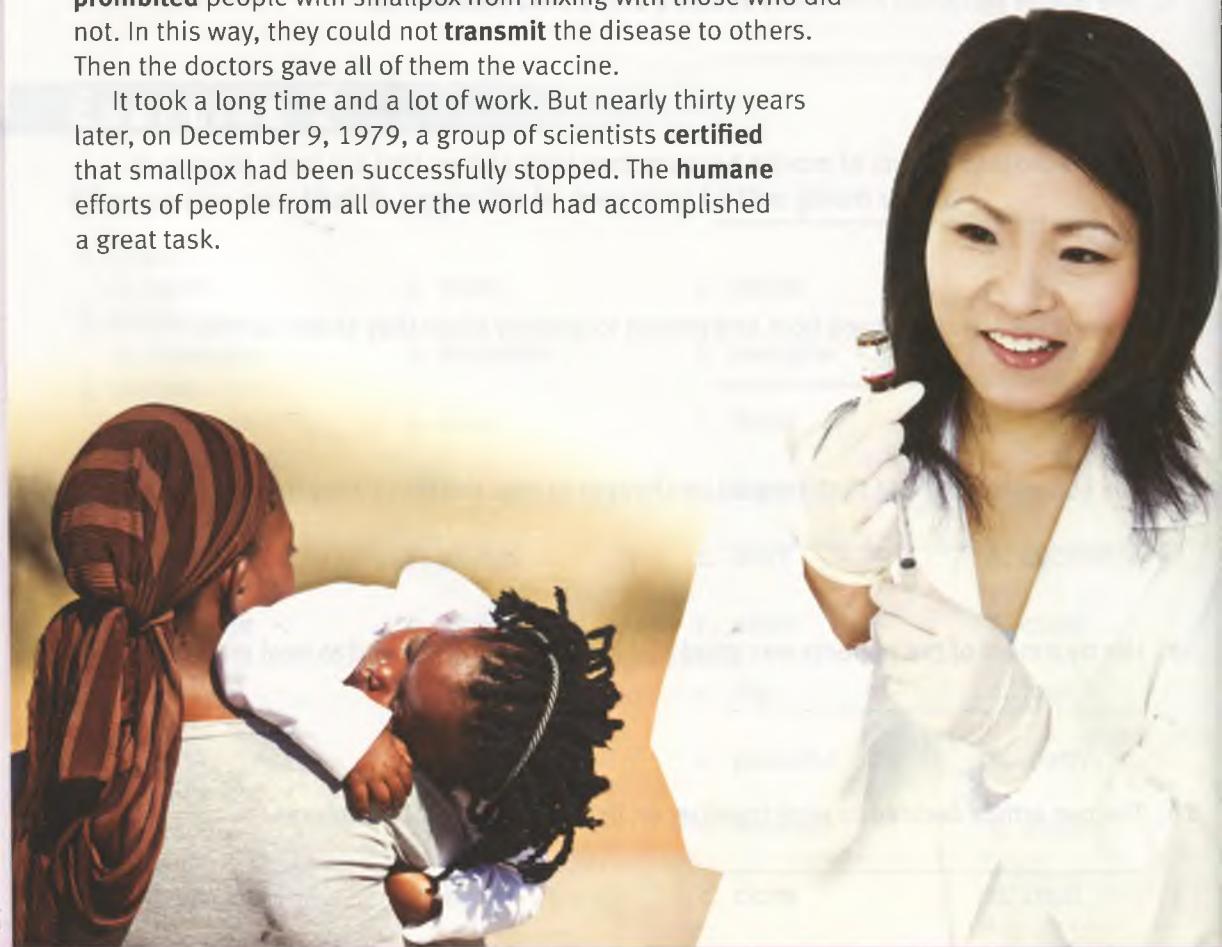
Today, however, cases of smallpox are very rare due to the work of many countries during the late 1900s. This **federation** of countries **collaborated** to completely destroy smallpox. Early in the century, wealthy countries in Europe and North America had developed a substance that made the body immune to smallpox. They had required all their citizens to get this vaccine to **counteract** the disease. Hence, the people of these countries no longer had to worry about smallpox.

However, many of the **needy** people in poorer parts of the world still suffered from the disease. Their countries could not afford the vaccine nor supply enough doctors to **curb** the spread of smallpox.

In 1950, the wealthier countries of the world **vowed** to free the world of the disease. They **pledged** to supply the vaccine to any country that could not afford it. Scientists **compiled** lists of areas where the disease still thrived. Then doctors **diagnosed** people who had the disease in these areas. They **enacted** laws that **prohibited** people with smallpox from mixing with those who did not. In this way, they could not **transmit** the disease to others.

Then the doctors gave all of them the vaccine.

It took a long time and a lot of work. But nearly thirty years later, on December 9, 1979, a group of scientists **certified** that smallpox had been successfully stopped. The **humane** efforts of people from all over the world had accomplished a great task.



Reading Comprehension

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

1. In the 1800s, more than 20 million people were diagnosed with smallpox each year.

2. Smallpox rendered people bald and caused an intolerable rash that left gross scars.

3. Laws were enacted to prohibit sick people from mixing with healthy people.

4. The wealthier countries pledged to give North America a vaccine to counteract smallpox.

5. The humane efforts of people everywhere helped to successfully stop smallpox.

PART B Answer the questions.

1. What did people suffer from at the onset of smallpox?

2. What did the federation of countries collaborate in order to do?

3. Why couldn't the needy peoples' countries curb the spread of smallpox?

4. What did doctors do to help reduce the spread of smallpox?

5. Who certified that smallpox had been stopped in December of 1979?

14

Word List



camouflage [kæməflā:ʒ] *n.*

Camouflage is something used to hide people and things.

→ *The green and brown camouflage was best used for hiding in forests and jungles.*



contemplate [kəntəmplēit] *v.*

To **contemplate** something means to think about it.

→ *Mark took a moment to contemplate the math problem before solving it.*



contend [kəntēnd] *v.*

To **contend** with something means to struggle to overcome it.

→ *Stacy had to contend with a learning disability throughout high school.*



cot [köt] *n.*

A **cot** is a small portable bed.

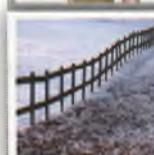
→ *At the camp, the boys' cabin was lined with cots.*



enlist [enlīst] *v.*

To **enlist** means to join the military.

→ *In their final year at school, the students were asked to enlist in the military.*



frontier [frəntiə:r] *n.*

A **frontier** is a border between two regions or countries.

→ *A fence was built along the frontier where the river curved.*



handbook [hændbük] *n.*

A **handbook** is an item that gives specific information or instructions.

→ *If you look at the handbook, it will tell you which wires to connect to the TV.*



hesitant [hēzətənt] *adj.*

If someone is **hesitant**, then they are not sure or slow in acting or speaking.

→ *Though he knew the answer, he was hesitant to say it because he might be wrong.*



lush [lʌʃ] *adj.*

If something is **lush**, then it is full of a variety of large, healthy plants.

→ *The lush jungle was filled with plants, trees, and vines.*



marrow [mærōu] *n.*

Marrow is the soft substance in the center of bones.

→ *Dissolved marrow is a common ingredient in soups.*

**outfit** [aʊtfɪt] *n.*

An **outfit** is a set of clothes worn together, often for a certain job or event.
 → *Kelly's new outfit made her look so glamourous.*

**paw** [po:] *n.*

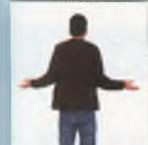
A **paw** is an animal's foot that has claws or soft bottoms.
 → *The kitten cleaned its paws with its tongue.*

**quiver** [kwɪvər] *v.*

To **quiver** means to tremble or shake.
 → *The flame on the candle quivered whenever someone opened or closed a door.*

**splendid** [splēndid] *adj.*

If something or someone is **splendid**, then they are very good.
 → *From his head down to his shoes, his clothes looked splendid.*

**stray** [streɪ] *v.*

To **stray** means to go in a wrong direction and often become lost.
 → *He found himself lost because he had strayed from the tour group.*

**substantial** [səbstænʃəl] *adj.*

If something is **substantial**, then it is of great importance, size, or value.
 → *The bank said that he owed it a substantial amount of money.*

**torch** [tɔ:tʃ] *n.*

A **torch** is a stick with one end on fire that can be carried in order to give light.
 → *He grabbed a piece of wood and stuck it in the fire in order to make a torch.*

**tract** [trækt] *n.*

A **tract** is a large area of land.
 → *On the other side of the mountains was a long tract of forest.*

**vigil** [vɪdʒəl] *n.*

A **vigil** is a period of watchful attention at night for a specific purpose.
 → *He had a vigil in front of the tomb for three days.*

**weary** [wiəri] *adj.*

If someone is **weary**, then they are tired.
 → *Jane was weary after a long day of work.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. paw
a. father b. foot c. fort d. fashion
2. cot
a. chamber b. bed c. fabric d. hut
3. camouflage
a. disguise b. funny c. tired d. scared
4. lush
a. shelf b. poem c. weather d. green
5. substantial
a. backward b. majestic c. large d. comfortable

Exercise 2

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

Word Bank

| | | | | |
|------------|--------|-------|----------|--------------|
| camouflage | outfit | weary | handbook | lush |
| torches | paw | vigil | enlist | contemplated |

At first, he didn't know to which animal the 1 _____'s print belonged.
But after he looked it up in the 2 _____, he knew what it was.

He decided to 3 _____ in the army.
After he was done signing the papers, he dressed in his new 4 _____.

She was supposed to keep a(n) 5 _____ all night.
However, she soon became 6 _____ and fell asleep.

Because the forest was so 7 _____, it was dark inside even during the day.
So, in order to see the path, the explorers had to light their 8 _____.

He 9 _____ how to get the stains out of his favorite suit.
At last, Mark decided to wear another 10 _____.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. contend
a. give up b. ready c. quick d. ugly
2. substantial
a. bright b. runny c. small d. handsome
3. hesitant
a. visible b. certain c. colorful d. broken
4. splendid
a. night b. whale c. terrible d. skin
5. enlist
a. resign b. erase c. boil d. increase

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I am so *weary*. The loud music kept me awake most of last night.
2. ____ The pages in the book were *quivering* with sheer horror.
3. ____ Bill was *hesitant* to speak to his teacher. But after thinking about it, he talked to her.
4. ____ You can tell that the bones are old because they don't have any *marrow* left in them.
5. ____ I have five siblings. We often *contend* with each other for our parents' attention.
6. ____ After the meal, Father *strayed* the bill, and we left.
7. ____ Mountains divide the northern *frontier* from the southern plains.
8. ____ He parked the car in the *cot* but didn't notice he was on the wrong street.
9. ____ I installed a new *tract* in the bathroom today.
10. ____ I had to *contemplate* what I was going to do with my life.

The Coward's Lesson

Tom was easily frightened. He **enlisted** in the army because he thought the military would teach him courage. And though he needed courage, he never imagined how he would learn it.

During a march across a **tract** of wilderness near his country's **frontier**, Tom **strayed** from his squad. He had stopped to gaze at a **splendid** view of a **lush** valley. When he turned around, his squad was gone. He searched for them, but because their **outfits** had **camouflage**, he couldn't find them.

It was getting dark, and Tom grew **weary**. All he had was a knife, a boomerang, and his **handbook**. He made a camp for the night. It was cold, and the ground was hard. He wished he had his **cot** and a blanket. Instead, he made a fire, wrapped himself tightly in his jacket, and fell asleep.

A loud noise roused him from his sleep. "What was that?" he wondered.

Then he noticed it. An animal of **substantial** size had left a print from its **paw** in the dirt.

He sat closer to the fire and looked into the darkness. He imagined a large beast jumping from the gloom and attacking him. He shook so much from fear that it felt like the **marrow** in his bones **quivered**.

Tom **contemplated** many different plans. He was **hesitant** to act. He decided to stay by the fire, but during his **vigil**, he heard more noises.

He couldn't **contend** with his fear any longer. He knew what he had to do. He made a **torch** and followed the prints. He heard a twig snap very close ahead, but he bravely went on. Seconds later, he discovered what had scared him. It was only a kangaroo.

Tom went back to his camp and slept. In the morning, he found his squad. He had finally learned courage. He learned that he had to confront his fear in order to conquer it.



Reading Comprehension

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

1. Tom strayed from his squad to gaze at a splendid view of a lush forest near the frontier.

2. Tom couldn't find his squad on the tract of wilderness because their outfits had camouflage.

3. All Tom had with him was his cot, a boomerang, and his handbook.

4. A monster of substantial size left a print from its paw in the dirt near Tom's fire.

5. A loud noise woke him from his sleep.

PART B Answer the questions.

1. Why did Tom enlist in the military?

2. What roused Tom from his sleep?

3. What caused Tom to shake so much that the marrow in his bones quivered?

4. Though he contemplated many plans, he was hesitant to act. What did he finally decide to do?

5. During his vigil, what could Tom not contend with any longer?

**adhere** [ədhiər] *v.*

To **adhere** means to act in the way that a rule or agreement says is right.
→ *If the new employees wish to succeed, they must adhere to the boss's rules.*

**administer** [ədmɪnɪstər] *v.*

To **administer** means to take responsibility for organizing something.
→ *The teacher's assistant will administer the test.*

**compassionate** [kəmpæθənit] *adj.*

When people are **compassionate**, they feel pity and sympathy for others.
→ *The compassionate nurse tried to make the sick man feel comfortable.*

**contaminate** [kəntæməneɪt] *v.*

To **contaminate** something means to put dirty or harmful chemicals into it.
→ *The lake was contaminated when pollutants entered into the water.*

**deficiency** [dɪfɪʃənsi] *n.*

A **deficiency** is a lack of something, especially something that is needed.
→ *Your snack has a deficiency of any real nutrients.*

**epidemic** [ɪpədēmɪk] *n.*

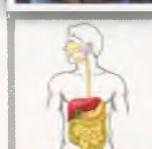
An **epidemic** is an outbreak of a disease that spreads quickly.
→ *It was difficult to stop the flu epidemic.*

**hazard** [hæzərd] *n.*

A **hazard** is something that could be dangerous to a person's health or safety.
→ *Smoking cigarettes poses many health hazards.*

**imperative** [ɪmpéretɪv] *adj.*

When something is **imperative**, it is extremely important and must be done.
→ *It was imperative for him to find a job.*

**intestines** [ɪntéšinz] *n.*

Intestines are tubes through which food passes after it leaves the stomach.
→ *Whatever you eat goes into your intestines.*

**manifest** [mænɪfəfest] *v.*

To **manifest** means to make something visible or obvious.
→ *The holiday season manifested joy in the children.*



metabolic [mētəbālik] *adj.*

When something is **metabolic**, it relates to a person's or animal's metabolism.
 → *People who have a low **metabolic** rate will gain weight.*



overcrowded [ōvərkraūdid] *adj.*

When a place is **overcrowded**, it has too many people or things in it.
 → *The lobby was **overcrowded** with people.*



paramount [pärəmāunt] *adj.*

When something is **paramount**, it is more important than anything else.
 → *The safety of passengers must be **paramount** when designing a car.*



practitioner [præktīʃnər] *n.*

A **practitioner** is a doctor.
 → *She made an appointment with the **practitioner** to treat her cough.*



provision [prəvīzhən] *n.*

The **provision** of something is the act of giving it to people in need or want.
 → *That department is responsible for the **provision** of emergency supplies.*



replenish [ripléñij] *v.*

To **replenish** something means to make it full or complete again.
 → *We planted nearly one hundred seeds to **replenish** the garden after the fire.*



sterile [stéril] *adj.*

When something is **sterile**, it is completely clean and free from germs.
 → *The hospital room looked quite **sterile**.*



upgrade [ʌpgrēd] *v.*

To **upgrade** something means to improve it or make it more efficient.
 → *He **upgraded** to a real fancy car.*



viable [vāiəbəl] *adj.*

When something is **viable**, it is capable of doing what it is intended to do.
 → *Her method of solving the math problem seemed **viable**.*



voluntary [vələntērē] *adj.*

When something is **voluntary**, it is done by choice but is not required.
 → *Many people attended the **voluntary** boat safety class.*

Exercise 1

Choose the answer that best fits the question.

1. What can start an epidemic?
 - a. A kingdom
 - b. A virus
 - c. A fire
 - d. A storm

2. What is found inside intestines?
 - a. Books
 - b. Students
 - c. Food
 - d. Electronics

3. If you replenish an empty refrigerator, you _____.
 - a. turn the temperature down
 - b. fill it with food
 - c. clean it with a sponge
 - d. replace the light bulb

4. What is a hazard on a street?
 - a. A stop sign
 - b. A hole in the ground
 - c. A carpool lane
 - d. A crosswalk

5. What can contaminate the air?
 - a. A poison
 - b. A flower
 - c. A mosquito
 - d. A flag

6. Which of the following is the most serious to have a deficiency of?
 - a. Children
 - b. Addresses
 - c. Vitamins
 - d. Pencils

7. What process is metabolic?
 - a. Sitting quietly
 - b. Learning to spell
 - c. Sleeping
 - d. Digesting food

8. What is paramount when swimming underwater?
 - a. Not getting wet
 - b. Holding your breath
 - c. Breathing regularly
 - d. Stretching your limbs

9. What needs to be sterile?
 - a. A hospital room
 - b. An ocean
 - c. A bicycle rack
 - d. The soil

10. What does a practitioner do?
 - a. Make furniture
 - b. Fight crime
 - c. Make laws
 - d. Treat the sick

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. voluntary
a. heavy b. required c. obvious d. nonexistent
2. imperative
a. unimportant b. faulty c. mastered d. chosen
3. compassionate
a. likely b. distant c. afraid d. uncaring
4. sterile
a. not fair b. not clean c. not free d. not working
5. overcrowded
a. empty b. costly c. silly d. bland

Exercise 3

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

1. They need to improve and make more efficient the medical devices in the hospital.

2. To save the boy, rushing into the burning house is extremely important and must be done.

3. Handing out rain jackets was a necessary act of giving.

4. Sometimes, cold weather can be made visible or obvious in the most unlikely places.

5. The theory seems capable of doing what it needs to do to me.

6. You must act in a way that is right according to the rules of the game.

7. Joining the choir will be an action that is done by choice.

8. The amusement park was no fun because it was occupied by too many people.

9. Who is going to take responsibility for organizing the protest?

10. The criminal was certainly not feeling pity or sympathy for suffering people.

Epidemic in Zimbabwe

In August of 2008, a deadly cholera **epidemic manifested** in Zimbabwe. A severe health **hazard** caused the outbreak. There was an extreme lack of clean drinking water in the **overcrowded** urban cities. Garbage and chemicals got into the public water supplies and **contaminated** them. Since people did not have access to other sources, they had to drink the dirty water.

The outbreak spread rapidly and infected almost 16,000 people. The illness caused extreme pain in people's **intestines**. It also caused a **deficiency** of important fluids in sick people's bodies. Without the proper fluids and minerals, **metabolic** processes stopped working correctly. People were unable to digest food properly or **replenish** their lost nutrients. If they had not received **viable** treatment, they would have been likely to die. It was **imperative** for help to come soon.

However, the government of Zimbabwe was unable to provide help to its people. The government didn't have a plan to stop the spread of cholera. In addition, the country was too poor to get clean water or medication for the sick. The people seemed to be doomed.

Luckily, many other countries recognized the **paramount** need to contain the outbreak. Dozens of **voluntary practitioners** from Britain, France, the United States, and other countries went to Zimbabwe to treat the disease. Through the **provision** of **sterile** drinking water and medication, people finally got the treatment they badly needed. The **compassionate** doctors were able to save the lives of thousands. By January of 2009, the epidemic was almost completely contained.

Today, the Zimbabwean government is working with other countries to prevent future epidemics. They are cleaning up the water supply and learning how to avoid health hazards. The system used to filter water is being **upgraded**. The government now **administers** the water supply plants and makes sure that they **adhere** to strict safety guidelines. Hopefully, future instances of cholera will be treated before they start deadly epidemics.



Reading Comprehension

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

1. The health hazard was a lack of sterile drinking water in overcrowded urban cities.

2. A deficiency of contaminated water caused metabolic processes to stop working correctly.

3. It was imperative that people received viable treatment quickly.

4. The government used to filter water is being upgraded.

5. The government now administers water supply plants to make sure they adhere to guidelines.

PART B Answer the questions.

1. What paramount need did other countries recognize?

2. When did the cholera epidemic manifest itself in Zimbabwe?

3. Where did the voluntary practitioners come from?

4. What were infected people unable to replenish in their intestines?

5. What provisions did the compassionate doctors provide?


amid [əmɪd] *prep.*

If something is **amid** something else, then it is in the middle of it.

→ *The bee was busily flying **amid** the flowers in the garden.*


backstage [bækstēidʒ] *adv.*

If something happens **backstage**, it occurs behind a theater's stage.

→ *After the show, the director went **backstage** and thanked the actors.*


billionaire [biljənɛər] *n.*

A **billionaire** is someone who has at least one billion dollars.

→ *The sale of his inventions made the inventor a **billionaire**.*


brute [bru:t] *n.*

A **brute** is someone who behaves or looks like a violent animal.

→ *My older brother can act like a **brute** when he doesn't get his way.*


clumsy [klʌmzi] *adj.*

If someone is **clumsy**, then they are awkward in handling things.

→ *The businessman was **clumsy** and dropped his work files.*


collide [kələɪd] *v.*

To **collide** with something means to hit into it while moving.

→ *The two cars **collided** with each other because their drivers were not careful.*


culprit [kʌlpri:t] *n.*

A **culprit** is someone who did a crime or other bad deed.

→ *The police were still searching for the **culprit** from the robbery.*


evacuate [ivækju:eit] *v.*

To **evacuate** means to leave a place of danger to a place of safety.

→ *During the flood, many families were **evacuated** to higher ground.*


flammable [flæməbəl] *adj.*

If something is **flammable**, then it is able to catch on fire.

→ *Be careful with that blanket near the candle. It is extremely **flammable**.*


mob [mab] *n.*

A **mob** is a large crowd of people that often wants to cause violence.

→ *The copier was destroyed by a **mob** of angry workers.*

**premature** [pri mətjūər] *adj.*

If something is **premature**, then it is done too early or before the proper time.

→ *Mark's celebration was premature because the ball hadn't fallen in the hole.*

**resent** [rizént] *v.*

To **resent** something means to have bad feelings about it.

→ *She resented the fact that she had never been able to play an instrument.*

**satire** [sætaiər] *n.*

A **satire** is a work of art that uses humor and irony to make fun of something.

→ *This book is a satire of what life was like in the army.*

**scrutiny** [skru:təni] *n.*

Scrutiny is the careful examination of something.

→ *A scientist should always practice scrutiny with their work.*

**segregate** [ségrigeit] *v.*

To **segregate** something means to place it in a group apart from other things.

→ *In gym class, the children were segregated into two groups: boys and girls.*

**subject** [səbdʒekt] *v.*

To **subject** someone to something means to force them to do or experience it.

→ *The officers subjected everyone to a careful search before they left the plane.*

**testify** [téstafai] *v.*

To **testify** means to give evidence as a witness.

→ *The judge listened while the victim testified about the robbery.*

**tumult** [tju:mʌlt] *n.*

A **tumult** is a loud and confused noise made by a large crowd of people.

→ *She couldn't hear her friend over the tumult of the other excited guests.*

**underestimate** [ʌndərestemēit] *v.*

To **underestimate** something or someone means to think they are not important.

→ *We lost the game because we underestimated the other team's skill.*

**uproar** [ʌprō:r] *n.*

Uproar is loud noise caused by people who are very angry or upset.

→ *The fans made a great uproar when their team lost the game.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. culprit
a. sewer b. engine c. victim d. muscle
2. segregate
a. defend b. whisper c. combine d. improve
3. uproar
a. calm b. particle c. jewels d. substance
4. clumsy
a. helpful b. quick c. healthy d. graceful
5. premature
a. smart b. late c. near d. great

Exercise 2

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

Word Bank

| | | | | |
|-----------|-------------|------------|-----------|---------------|
| clumsy | billionaire | culprits | flammable | underestimate |
| premature | uproar | segregated | backstage | amid |

When they canceled the show, there was a great 1_____ from the crowd.
It was so loud that the actors could hear it 2_____.

He placed the rags 3_____ the pile of logs.
The rags were very 4_____ and would help start the fire.

I wouldn't 5_____ that man's class just by the way he talks and dresses.
I've heard that he is actually a(n) 6_____.

It might have been 7_____ of her to walk so soon after the operation.
Her movements were very 8_____, and she might have hurt herself.

The police officer 9_____ the people into two groups.
One group was innocent people, and the other was the 10_____.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. mob

| | | | |
|----------|----------|--------|-----------|
| a. broom | b. crowd | c. gun | d. choice |
|----------|----------|--------|-----------|
2. tumult

| | | | |
|---------|---------|---------|----------|
| a. plan | b. gate | c. tent | d. noise |
|---------|---------|---------|----------|
3. brute

| | | | |
|------------|-----------|----------|-----------|
| a. monster | b. camera | c. smell | d. temper |
|------------|-----------|----------|-----------|
4. resent

| | | | |
|--------|---------|---------|---------|
| a. buy | b. lose | c. give | d. hate |
|--------|---------|---------|---------|
5. scrutiny

| | | | |
|----------|---------|----------|----------|
| a. tower | b. part | c. study | d. dream |
|----------|---------|----------|----------|
6. testify

| | | | |
|----------|----------|----------|------------|
| a. learn | b. solve | c. greet | d. declare |
|----------|----------|----------|------------|
7. collide

| | | | |
|---------|----------|----------|---------|
| a. sing | b. crash | c. float | d. bake |
|---------|----------|----------|---------|
8. subject

| | | | |
|----------|---------|----------|----------|
| a. force | b. show | c. sleep | d. teach |
|----------|---------|----------|----------|
9. evacuate

| | | | |
|----------|---------|----------|----------|
| a. leave | b. suck | c. check | d. share |
|----------|---------|----------|----------|
10. satire

| | | | |
|-----------|------------|-----------|-----------|
| a. supper | b. promise | c. coffin | d. comedy |
|-----------|------------|-----------|-----------|

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ We had very little time to *evacuate* the building before the earthquake.
2. ___ The guards sometimes *subjected* the prisoners to unfair punishments.
3. ___ Some people like to watch action movies. But I enjoy a good *satire*.
4. ___ When we heard the phone *collide*, we thought it was our uncle calling us.
5. ___ We whispered very quietly in all the *tumult*, or someone might have easily heard us.
6. ___ The women loved the *brute* because he was so kind and gentle.
7. ___ My brother was one of the angry people in the *mob* that day.
8. ___ Her father had to *testify* in court about the car accident he saw.
9. ___ I tried to solve the math problem several times and finally *resented* it in the morning.
10. ___ He has several large homes and his own airplane because he's a *billionaire*.

The Brute and the Billionaire

Hundreds of people had come to see a popular **satire**, but during the performance a fire started in the theater. The audience and actors **evacuated** the building. Luckily, no one was hurt, and the fire was soon put out. Immediately, the audience assembled into an angry **mob** and demanded to know what had happened.

It was soon revealed that the fire had started **backstage**, and only two people were in the area at the time. One was the husband of the play's star actress, the **billionaire** Henry Rich. The other was the theater's janitor, Bill, a large and strong man who looked like a **brute**.

The crowd **segregated** the two men and demanded to know who the **culprit** was. Most of the crowd thought that Bill was to blame. They felt that he had started the fire without ever **subjecting** him to any **scrutiny**. Bill **resented** this but said nothing.

Luckily, the billionaire's wife **testified** in his defense. "Your decision is **premature**," she told the crowd. "I fell down **amid** the **tumult** while everyone fled the fire. Bill rescued me and carried me out of the building. I think you **underestimate** his character. Besides, in order to be close enough to save me, he couldn't have been near the place where the fire began."

The crowd then turned their eyes to the billionaire. "He did it!" they shouted. "Make him pay!"

"Wait," the billionaire said over the **uproar**. "I admit that I started the fire, but it was an accident. I was going backstage to see my wife and was **clumsy**. I **collided** with a lamp, and it fell to the floor. The floor was **flammable**. A fire started, and I fled."

The mob was surprised. The man they blamed was innocent, and the billionaire was guilty. To pay for his error, the billionaire not only repaired the theater but had it remade to be better than before.



Reading Comprehension

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

1. The performance was a satire of Communism.

2. The billionaire and the play's star actress were the only two people backstage.

3. Because Henry looked like a brute, the crowd underestimated his character.

4. The billionaire fell down amid the tumult while everyone fled the fire.

5. The crowd made an uproar when they learned who had started the fire.

PART B Answer the questions.

1. Why did the actors and audience have to evacuate the theater?

2. When the mob segregated the two men, who did they first think was the culprit?

3. Who testified in the Bill's defense since the mob didn't subject him to any scrutiny?

4. What was the flammable object that caught fire when Mr. Rich collided with a lamp?

5. Because their decision was premature, what was the mob surprised to learn in the end?


accelerate [æksələrēit] *v.*

To **accelerate** means to increase in speed.

→ *When he stepped on the gas pedal, the motorcycle accelerated.*


anew [ənju:] *adv.*

If you do something **anew**, you do it again and in a different way.

→ *Though he had failed his driving test, he decided to try it anew.*


defect [difekt] *n.*

A **defect** is a part of something that is wrong or missing.

→ *All these bottles have a defect and must be sent back to the warehouse.*


dreary [driəri] *adj.*

If something is **dreary**, then it is dull, dark, and lifeless.

→ *After the fire, this section of forest is rather dreary.*


duplicate [djū:płekēit] *v.*

To **duplicate** something means to copy it.

→ *She duplicated her friend's movements like she was in front of a mirror.*


electromagnetic [iléktroumægnétik] *adj.*

If something is **electromagnetic**, it is related to electricity and magnetic fields.

→ *Different colors of light come from different levels of electromagnetic energy.*


electron [iléktran] *n.*

An **electron** is a particle in all atoms that has a negative electric charge.

→ *The number of electrons in an atom determines the substance the atoms make.*


glide [glaɪd] *v.*

To **glide** means to fly on extended wings with little or no effort.

→ *When the wind is blowing, birds can glide easily through the sky.*


ingenious [ɪndʒi:njəs] *adj.*

If someone is **ingenious**, then they are very smart.

→ *Charles was the only person ingenious enough to repair the plane's engines.*


innovation [inouvēiʃən] *n.*

An **innovation** is a product or an idea that is new or very original.

→ *Mrs. Johnson made a great innovation to the company's business plan.*



innovative [inou'veitiv] *adj.*

If something or someone is **innovative**, they can think in creative ways.

→ *Since Peter was so innovative, he was chosen to lead the science team.*



launch [lɔ:nç] *v.*

To **launch** something means to make it go into motion.

→ *The boat launched from the dock and floated down the river.*



meteorological [mi:tɪərlədʒikəl] *adj.*

If something is **meteorological**, it is concerned with the science of weather.

→ *The thunderstorm was so large that it became a great meteorological event.*



meteorology [mi:tɪərlədʒi] *n.*

Meteorology is the science that studies the weather.

→ *In order to understand the weather, you have to study meteorology.*



penetrate [pénətreɪt] *v.*

To **penetrate** something means to enter into it.

→ *The knife easily penetrated the surface of the orange.*



propulsion [prəpʌlʃn] *n.*

Propulsion is the force that moves something forward.

→ *The propulsion lifted the rocket into the sky.*



simulate [símjəleɪt] *v.*

To **simulate** something means to copy its actions or characteristics.

→ *The French language teacher could simulate the accent of a French citizen.*



spur [spə:r] *v.*

To **spur** someone means to urge them into action.

→ *The coach's speech spurred her team into playing the best game of their lives.*



stimulate [stɪmju'læt] *v.*

To **stimulate** something means to cause or to increase activity in it.

→ *Doctors sometimes use electric shock to stimulate a patient's heartbeat.*



tenacious [tənəjɪəs] *adj.*

If someone is **tenacious**, then they do not easily give up.

→ *I'm sure that he'll finish that difficult sale. He is very tenacious.*



Exercise 1

Choose the one that is similar in meaning to the given word.

1. defect
a. perfect b. broken c. clean d. magical
2. innovation
a. obsolete b. cunning c. original d. compatible
3. accelerate
a. speed up b. slow down c. open d. melt
4. meteorological
a. weather b. past c. body d. mind
5. dreary
a. bright b. fluorescent c. frigid d. dull

Exercise 2

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

1. You can hear because sound causes activity in the tiny hairs on the inside of your ear.

2. Some worms are small enough to enter into the skin without being detected.

3. She tried to copy the way her best friend dressed.

4. The teacher offered the kids candy in order to urge them into finishing their homework.

5. In science class, we learned about the particles in atoms that have a negative electric charge.

6. Every time the children's fort fell down, they built it again and better.

7. She took classes in the science that studies the weather and became a weatherperson.

8. The small airplane flew without any effort through the sky.

9. A rocket requires a lot of fuel in order to start it into the sky.

10. Amanda is quite an intelligent girl for her young age.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. Just when you thought you'd caught up to Brian, he'd *accelerate* and quickly get away.
2. The orchestra made a very *tenacious* sound, and many in the audience decided to leave.
3. Dan had *duplicated* the sculpture exactly. It now looked nothing like the original one.
4. Lions are dangerous hunters. They can *glide* through the air to capture their prey.
5. They had a picnic in the park and *launched* on small sandwiches and grapes.
6. We made a small toy train that *stimulated* how real trains worked 100 years ago.
7. Cellular phones are one of the most popular *innovations* in the world today.
8. The knight's sword could not *penetrate* his opponent's armor.
9. The thought of his warm bed *spurred* the traveler on through the cold night.
10. We didn't mind that our paintings got ruined. It was fun to start them *anew*.
11. Satellites are very important for gathering *meteorological* data.
12. Fish use their fins for *propulsion* in the water.
13. I wish Dad wasn't so *innovative*. He always comes into my room without knocking.
14. Some metals are attracted to other metals due to an *electromagnetic* force.
15. Certain kinds of light can *simulate* flowers into producing seeds earlier than usual.
16. John is so *ingenious*. He hasn't passed a single test so far this year.
17. I've always been interested in meteors. That's why I want to study *meteorology*.
18. The lake was frightening. The water was still and *dreary*.
19. Everyone who voted in the *electron* was given the day off of work.
20. The new pot looked perfect. It was covered in new, shiny *defects*.

The Tenacious Inventor

A young student of **meteorology** was having a difficult time with an experiment. He was attempting to **duplicate** lightning in clouds. He had made a device that could **simulate** lightning. It worked by releasing an **electromagnetic** pulse into the cloud. This pulse, in turn, **stimulated** the **electrons** in the cloud's particles. Then the electrons produced lightning.

But his **meteorological** experiment had a major **defect**. He couldn't get the device into the sky.

He had tied it to balloons, but they had burst. He had shot the device from a cannon, but the force of the cannon had damaged it.

"You should give up," his friends told him. "You'll never get that thing into the air."

But his friends' criticisms only **spurred** him to try again. The student was very **innovative**, and at last, he thought that he had an **innovation** that would work. He attached wings to the device, and on one **dreary** day, when clouds blocked the light of the sun, he started his experiment **anew**.

He placed the device on a rocket and **launched** it into the sky. The **propulsion** of the rocket carried the device high into the air. The rocket **accelerated** into the clouds and then released the device. It **glided** on its wings through the clouds, and when it **penetrated** the center of a large black cloud, it emitted the electromagnetic pulse. And just as he had predicted, lightning shot from the cloud!

He called his professors, and the next day they came to watch. He successfully duplicated the experiment. His teachers were extremely impressed and called the student and his invention **ingenious**.

The student was given many awards and became a famous inventor. He had not given up. He had remained **tenacious** and succeeded.



Reading Comprehension

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

1. _____ The student of meteorology had bought a device that simulated lightning in clouds.

2. _____ The electromagnetic pulse stimulated the electrons in the cloud's particles.

3. _____ The student's friends' criticisms spurred him to try his experiment anew.

4. _____ It was a dreary day when the device glided into the clouds.

5. _____ The propulsion of the rocket accelerated the speed of the lightning.

PART B Answer the questions.

1. What was the defect of the student's meteorological experiment?

2. What innovation did the innovative student use to launch his device into the clouds?

3. For whom did the student duplicate his ingenious experiment?

4. What did the device do when it finally penetrated the center of a large black cloud?

5. What happened to the student because he was tenacious?


beforehand [bifō:rhænd] *adv.*

If something is done **beforehand**, then it is done in advance.

→ *He packed his luggage beforehand, so he was able to leave right away.*


centigrade [séntəgrēd] *n.*

If a temperature is **centigrade**, it is scaled, so water freezes at 0° and boils at 100°.

→ *During the spring time, the temperature gets as warm as 26 degrees centigrade.*


chatter [tʃætər] *v.*

To **chatter** means to talk quickly about unimportant things.

→ *The children chattered in the back of the classroom.*


concerto [kəntjértou] *n.*

A **concerto** is music for a solo instrument and played with an orchestra.

→ *The piano concerto has a section in which only the piano plays.*


condense [kəndéns] *v.*

To **condense** a gas means to make it a liquid.

→ *The cool air made tiny drops of water condense on the tops of the grass.*


cove [kouv] *n.*

A **cove** is a part of land where it curves inward around the sea.

→ *They hid the boat in a small cove on the south side of the island.*


deteriorate [dɪtɪəriəreɪt] *v.*

To **deteriorate** means to become steadily worse.

→ *The nation's economy continued to deteriorate despite the politicians' efforts.*


exterior [ikstíəriər] *n.*

An **exterior** is the outside surface of something.

→ *The exterior of the nut was hard and woody, but the inside was soft and delicious.*


freeway [fri:wéi] *n.*

A **freeway** is a road with no stops where cars travel at high speeds.

→ *Once you get on the freeway, it only takes an hour to drive to my parent's farm.*


hearty [há:rti] *adj.*

If someone or something is **hearty**, then they are loud and happy.

→ *The grandmother ended her story with a hearty laugh that pleased her grandchild.*

**hospitable** [həspɪtəbəl] *adj.*

If someone is **hospitable**, they are friendly to strangers.

→ At dinner, Dad was very **hospitable** to my friends.

**manor** [mænər] *n.*

A **manor** is a large house with many rooms.

→ The **manor** had over forty rooms in addition to beautiful gardens.

**monastery** [mánəstəri] *n.*

A **monastery** is a building in which monks live.

→ The monks at this **monastery** are famous for their bread and music.

**nursery** [nɜːrsəri] *n.*

A **nursery** is a room where babies and children sleep, play, or are cared for.

→ The children kissed their parents goodnight and went upstairs to the **nursery**.

**outstretched** [autstrētfɪt] *adj.*

If something is **outstretched**, then it is extended to its full length.

→ The cat stood on its back legs with its front legs **outstretched**.

**parcel** [pɑːrl̩səl] *n.*

A **parcel** is a package of things to be carried or mailed somewhere.

→ The **parcel** looked like it had been stepped on by someone.

**profile** [próufaɪl] *n.*

A **profile** is an outline of a face, usually as seen from the side.

→ The drawing of Olivia's **profile** came out very well.

**vivacious** [vɪvəɪʃəs] *adj.*

If someone is **vivacious**, they are talkative and cheerful.

→ Everyone at the party was very **vivacious** and having a good time.

**winding** [wâɪndɪŋ] *adj.*

If something is **winding**, then it follows a twisting course.

→ The **winding** river turned and looped around the bases of the hills.

**zip** [zɪp] *v.*

To **zip** something means to close it with a zipper.

→ She **zipped** her backpack closed after putting her books inside it.

Exercise 1

Choose the answer that best fits the question.

1. Who is someone that would most likely be hospitable?
a. An enemy b. A host c. A singer d. A gangster
2. At what temperature centigrade does water freeze?
a. 0 degrees b. 32 degrees c. 100 degrees d. 132 degrees
3. If the mist from fog condensed, what would happen to the ground?
a. It would be wet. b. It would be dry. c. It would be sandy. d. It would be snowy.
4. If you are going on a trip, which is something you should do beforehand?
a. Exercise b. Take a walk c. Throw a party d. Pack clothes
5. Who of the following would most likely perform a concerto?
a. A musician b. A pilot c. A swimmer d. A superhero

Exercise 2

Choose the one that is similar in meaning to the given word.

1. monastery
a. stairs b. currency c. abbey d. frown
2. winding
a. spiral b. stormy c. broken d. tiny
3. cove
a. tomb b. oven c. term d. bay
4. freeway
a. road b. path c. slow d. farther
5. manor
a. polite b. hut c. large home d. field
6. parcel
a. landscape b. package c. battery d. moisture
7. nursery
a. auditorium b. nurse's lounge c. hospital d. infant's center
8. vivacious
a. angry b. quiet c. cheerful d. tired
9. exterior
a. priest b. region c. bridge d. outside
10. zip
a. close b. toss c. join d. walk

Exercise 3

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

1. They didn't want to get covered with sand, so they relaxed on an extended blanket.

2. The boys were talking quickly about what they were going to do that weekend.

3. It's easy to go past the exit when you're driving on the road where cars drive fast.

4. This building used to be a house where monks lived, but now it's used as a museum.

5. The twisting path that went through the mountains was beautiful to hike in the spring.

6. The photograph showed one side of the man's face.

7. Their chances of escaping the room became worse as the water level continued to rise.

8. The outside surface of the car looked bad, but the inside still looked new.

9. Lisa is a very loud and happy person.

10. I'll remember her forever. I had never before met such a cheerful, talkative person.

The Nurse's Lesson

One of the children in the **nursery** was sick. The child's mother, who was usually quite **vivacious** and **chattered** constantly, was quiet and worried. She knew that if she did not act quickly, the child's condition would **deteriorate**.

She summoned the children's nurse and said to her, "The monks make a medicine that can cure my child's sickness. Please, hurry tonight to the **monastery** and get it."

The nurse immediately hurried from the **manor** to get the medicine. The monastery was far away by Rabbit **Cove**, and there was no **freeway** leading to it. The only way there was to walk along a dark and **winding** trail.

The temperature was close to zero degrees **centigrade**, and it was raining. Luckily, the nurse had grabbed her raincoat **beforehand**. She **zipped** it up and pulled the hood over her head.

"I'll never make it there," she thought. "Perhaps I should return and go in the morning." But she remembered the sick child and decided to continue.

Finally, she arrived at the monastery. It was very late. She feared the monks would not be **hospitable**. But she approached the door and knocked anyway. The rain had **condensed** on the **exterior** of the windows by the door. All she could see was the **profile** of a large man coming to answer the door. Again, she was filled with fear.

But the monk smiled at her when he opened the door. He took her **outstretched** hand and welcomed her with a **hearty** voice. The place was warm, and she heard a **concerto** playing in another room. She relaxed.

"How can I help you?" the monk asked, and the nurse explained the situation.

He instantly knew what to do. He grabbed a **parcel** of medicine and took her back to the manor in a carriage. The medicine worked. The nurse was happy she had persevered through the bad weather and found the monastery.

Now the boy would be able to live a long natural life.



Reading Comprehension

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

1. The nurse was usually a vivacious woman who constantly chattered.

2. The nursery was far from the freeway that was near Rabbit Cove.

3. When it started to deteriorate, the nurse zipped up the jacket she had brought beforehand.

4. The temperature was close to zero degrees centigrade.

5. When the nurse heard a concerto playing in another room, she became hospitable.

PART B Answer the questions.

1. Where did the dark and winding trail lead?

2. Who took the nurse's outstretched hand and welcomed her with a hearty voice?

3. How did the nurse feel when she saw the profile of a man coming to answer the door?

4. What had condensed on the exterior of the monastery's windows?

5. What was in the parcel that the nurse took back to the manor?

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Word List

**airway** [ɛərwےɪ] *n.*

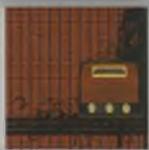
An **airway** is the passage by which air reaches a person's lungs.

→ *Since he was sick, mucus would occasionally get stuck in his **airway**.*

**Almighty** [o:lmaɪti] *n.*

The **Almighty** is a name for a god in a religion.

→ *Before eating, they thanked the **Almighty** for their food.*

**advent** [ædvent] *n.*

An **advent** is the arrival or beginning of an important person, thing, or event.

→ *During the **advent** of radio, very few programs actually played music.*

**constellation** [kənstələeɪʃən] *n.*

A **constellation** is a group of stars with a recognizable shape.

→ *That **constellation** in the shape of a square is named after a flying horse.*

**definitive** [dɪfɪnitɪv] *adj.*

If something is **definitive**, then it is the most official.

→ *This library has the **definitive** collection of books on ancient Egypt.*

**equate** [ɪkwéɪt] *v.*

To **equate** one thing with another is to compare them and consider them very similar.

→ *She **equated** the man's messy appearance with a lack of responsibility.*

**inhale** [ɪnhēɪl] *v.*

To **inhale** means to take air or a smell into the lungs.

→ *The camper **inhaled** the cool and fresh mountain air and felt relaxed.*

**invoke** [ɪnvōuk] *v.*

To **invoke** something is to mention it to support an argument or ask for help.

→ *Before going into battle, the soldier **invoked** the name of his god for protection.*

**lunar** [lú:nər] *adj.*

If something is **lunar**, then it is related to the moon.

→ *During a **lunar** eclipse, Earth's shadow darkens the moon's surface.*

**novelty** [nəvəlti] *n.*

A **novelty** is something that is new, original, or strange.

→ *Ice cream was a **novelty** for him since he rarely had any.*



outmoded [əutmōudid] *adj.*

If something is **outmoded**, then it is no longer in fashion or use.

→ *Black and white television sets are **outmoded**.*



personalize [pō:rsənəlāiz] *v.*

To **personalize** something means to design it to meet a person's unique needs.

→ *He **personalized** the woman's exercises to give her a better workout.*



pertain [pərtēin] *v.*

To **pertain** to something means to be related or connected to it.

→ *All of the lawyer's questions **pertained** to events around the night of the crime.*



primal [prāiməl] *adj.*

If something is **primal**, then it is very basic or related to the origin of something.

→ *Cooking the food over the camp fire felt like a **primal** way of making a meal.*



psychiatric [sāikiāetrik] *adj.*

If something is **psychiatric**, then it is related to mental illness or its treatment.

→ *The doctor said the patient might have a **psychiatric** problem.*



psychiatry [saikāiøtri] *n.*

Psychiatry is the study and treatment of mental illness.

→ *Studying **psychiatry** has taught me a lot about mental illness.*



reflex [rī:fleks] *n.*

A **reflex** is an unconscious action in which a body part responds to an event.

→ *There was a **reflex** when the doctor hit his knee with a rubber hammer.*



seizure [sī:zør] *n.*

A **seizure** is sudden illness in which the body loses control and shakes.

→ *Bright flashing lights can cause **seizures** in children.*



session [sējən] *n.*

A **session** is a meeting at a regular time in order to discuss and solve an issue.

→ *Every three months the managers met in a **session** to discuss regional sales.*



utensil [ju:tēnsəl] *n.*

A **utensil** is a common tool or container.

→ *It seemed that a fork was the wrong **utensil** for trying to eat the soup.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. lunar
a. sun b. moon c. stars d. earth

2. reflex
a. response b. delay c. broken d. squeeze

3. pertain
a. piece b. fact c. describe d. relate

4. utensil
a. horn b. badge c. spoon d. glove

5. outmoded
a. old-fashioned b. new c. outdoors d. innovative

Exercise 2

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

Word Bank

| | | | | |
|---------|---------------|------------|--------------|---------|
| novelty | constellation | definitive | personalized | utensil |
| pertain | reflexes | seizure | psychiatry | lunar |

The doctors thought that too much sugar caused the 1_____.
However, their findings weren't 2_____.

A star burning at night as brightly as the moon was quite a(n) 3_____.
In fact, the 4_____ glow was actually not as bright.

Those seven stars form the 5_____ known as the Big Dipper.
A dipper is a(n) 6_____ shaped like a spoon used for getting water.

There are many methods used in 7_____ to help cure mental illnesses.
They are all 8_____ to the specific needs of the patient.

The body's 9_____ are too quick to be controlled by the brain.
These actions 10_____ to the nerves and spine rather than the brain.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. inhale
a. breathe b. exit c. sell d. borrow
2. psychiatric
a. passionate b. cozy c. mental d. similar
3. advent
a. start b. moment c. candle d. pipe
4. equate
a. prepare b. drip c. sleep d. relate
5. session
a. ocean b. sweater c. rubbish d. meeting
6. invoke
a. allow b. resist c. request d. divide
7. Almighty
a. fire b. capital c. god d. tower
8. primal
a. basic b. bright c. wooden d. strict
9. airway
a. cloud b. throat c. road d. plane
10. outmoded
a. wild b. whole c. dumb d. old

Exercise 4

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

1. The coach designed to their unique needs a program for each of the athletes.
-

2. Jack's parents had a weekly meeting with his teacher to discuss Jack's schoolwork.
-

3. If you look at that group of stars in the sky, what do you see?
-

4. The priest asked the god to bless everyone in the church.
-

5. She compared the pain in her back to being stabbed with a knife.
-

Seizures Then and Now

If a person who lived 200 years ago was treated for a **seizure** today, they would be surprised by the treatment's **novelty**. That's because doctors in the 1800s were influenced more by **primal** medical beliefs than science.

Rather than thinking the brain caused seizures, people in the 1800s still thought they were the result of strange forces. They **equated** seizures with the work of evil spirits. Others felt that the seizures had a cosmic or **lunar** cause. They believed that the cycles of the moon and **constellations** could make someone have a seizure.

During a **session** to treat a patient who had seizures, doctors would force the patient to **invoke** the grace of the **Almighty**. They thought if the patient did this, then the patient would rid themselves of the evil spirits causing the seizures.



The **advent** of modern **psychiatry** occurred during the 1800s. At that time people who suffered from seizures were placed in **psychiatric** hospitals. They were treated like they were insane. However, none of the **outmoded** treatments worked.

It wasn't until the late 1800s that the causes of seizures were understood. We know today that these causes **pertain** to the brain. Misfired signals from the brain cause a jerking **reflex** in the body. These usually occur when someone is very tired.

Once the causes of seizures were known, **definitive** treatments were developed. Today, treatments range from taking pills to having surgery. Treatment is **personalized** according to the type of seizure the patient has.

Even today, some people are unsure about seizures. Their most common mistake is thinking that a person having a seizure will swallow their tongue. They often shove some **utensil** in the person's mouth. However, this doesn't help. The utensil often blocks the **airway** and prevents the person from **inhaling**. Yet most of the public no longer fear people who have seizures. Instead, they can now help and comfort a person if they have a seizure.



Reading Comprehension

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

1. Doctors who treated patients for seizures in the 1800s were influenced by primal medical beliefs.

2. Doctors still used outmoded treatments even after definitive treatments were developed.

3. The cause of seizures used to be equated to the work of the Almighty.

4. Today, care for people with seizures is better because treatment sessions are more personalized.

5. The cause of seizures pertain to misfired signals in the brain that cause a jerking reflex in the body.

PART B Answer the questions.

1. Why would someone from the past be surprised by the novelty of today's treatments for seizures?

2. How does a utensil placed in someone's airway prevent them from inhaling?

3. During the advent of modern psychiatry, how were people treated in psychiatric hospitals?

4. What did some people believe constellations and lunar cycles could cause?

5. What did doctors force seizure patients to invoke in order to treat their seizures?

Word List

**adhesive** [ædhi:siv] *n.*

An adhesive is a substance used for sticking things together.

→ *The carpenter used an adhesive to hold the two pieces of wood together.*

**adverse** [ædvə:rs] *adj.*

If something is adverse, then it is harmful.

→ *Not eating healthy foods can have an adverse effect on your health.*

**dependency** [dipéndənsi] *n.*

A dependency is a strong need for someone or something.

→ *The child still has a dependency on her mother.*

**dump** [dʌmp] *v.*

To dump something means to throw it away or get rid of it.

→ *She dumped the garbage into the trash can.*

**eternal** [ité:rnel] *adj.*

If something is eternal, then it lasts forever.

→ *She said that her love for him was eternal.*

**fluctuate** [flʌktʃueɪt] *v.*

To fluctuate means to rise and fall in number or amount.

→ *Prices for gasoline have been fluctuating all month.*

**fro** [frou] *adv.*

If something moves to and fro, it moves backward and forward or side to side.

→ *Her long hair went to and fro as she swung on the swing.*

**inclusion** [ɪnklü:ʒən] *n.*

Inclusion is the act of including someone or something in a group.

→ *Her inclusion into the photo club was well received.*

**intermediate** [intərmi:dii:t] *adj.*

If something is intermediate, then it is in the middle of two levels, places, or times.

→ *He selected the intermediate ski hill to begin his afternoon of skiing.*

**intermittent** [intərmitənt] *adj.*

If something is intermittent, then it happens in a way that is not constant.

→ *It was hard to focus because intermittent noises came from the workers outside.*



- mentor** [mēntōr] *n.*
A mentor is a person with experience or knowledge who advises someone.
→ *The students each chose a mentor to help them with the experiment.*
- phoenix** [fī:niks] *n.*
A phoenix is an imaginary bird that burned to ashes and was reborn.
→ *Some believe the phoenix is a symbol for rebirth and a new beginning.*
- photosynthesis** [fōtōsīnēzis] *n.*
Photosynthesis is the process in which plants change sunlight and air.
→ *The chemical in plants that makes them green is used in photosynthesis.*
- pollen** [pōlən] *n.*
Pollen is the tiny yellow powder made in the flowers of plants.
→ *During the spring, the pollen in the air makes some people become sick.*
- regain** [rīgēin] *v.*
To regain something means to get it back.
→ *The battery regained its power after being recharged.*
- reverse** [rīvērs] *v.*
To reverse means to change to the opposite direction.
→ *They reversed their direction after seeing the sign.*
- swarm** [swo:r̄m] *n.*
A swarm is a group of flying insects.
→ *A beautiful swarm of butterflies filled the summer sky.*
- texture** [tēkst̄r̄] *n.*
Texture is the quality of something that can be known by its touch.
→ *The texture of her skin was very soft and smooth.*
- ticklē** [tikəl̄] *v.*
To tickle someone is to touch them in a way that causes laughter.
→ *The mother tickled the little boy's foot, and he screamed with laughter.*
- vibrant** [vāibrənt] *adj.*
If something is vibrant, then it is bright and full of color.
→ *Their new shirts were a vibrant shade of red.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. reverse
a. spell b. train c. switch d. camp
2. adverse
a. written b. harmful c. tense d. blank
3. intermediate
a. amazing b. safe c. stupid d. middle
4. regain
a. reclaim b. book c. member d. length
5. mentor
a. flavor b. terror c. teacher d. painter
6. inclusion
a. energy b. moment c. peninsula d. welcome
7. adhesive
a. paste b. floor c. segment d. treasure
8. vibrant
a. dangerous b. messy c. dynamic d. hollow
9. dependency
a. expanse b. need c. freshness d. tone
10. swarm
a. heat b. group c. truth d. ledge

Exercise 2

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

Word Bank

| | | | | |
|---------|--------------|------------|----------------|---------|
| phoenix | intermittent | dependency | texture | fro |
| mentor | pollen | adverse | photosynthesis | vibrant |

He enjoyed watching the 1_____ movement of the branch in the wind.

As the branch moved to and 2_____, he felt calmed.

Her favorite magical creature was the 3_____.

The bird's feathers were always a(n) 4_____ mix of red and orange.

Actually, those flowers have a(n) 5_____ effect on my mother's health.

The 6_____ in it makes her sneeze.

Mr. Roth had been a valuable 7_____ for so many years.

You could feel the knowledge from the 8_____ of his wrinkled hands.

Plants have a(n) 9_____ on sunlight.

It's a necessary ingredient for the process of 10_____.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. inclusion
a. exclusion b. inside c. instant d. unclean
2. regain
a. snow b. break c. lose d. smell
3. eternal
a. great b. true c. flat d. brief
4. dump
a. gather b. explain c. solve d. glow
5. fluctuate
a. heal b. remain c. stutter d. choose

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The branches moved to and *fro* in the breeze.
2. ____ Honeybees collect *pollen* from flowers.
3. ____ The meeting was *eternal*. It lasted only ten minutes.
4. ____ The *adhesive* on this tape doesn't work anymore. It won't stick.
5. ____ In order to get into the sports arena, we had to pay a *phoenix*.
6. ____ This past week the weather has *fluctuated* a lot. It's been warm and sunny every day.
7. ____ Don't touch my knee. It *tickles* when anything touches me there.
8. ____ She *dumped* the dirty water out back in the garden.
9. ____ My level of Spanish is only at the *intermediate* stage.
10. ____ The *texture* of his workload was incredible.

The Greedy Bee

A young bee had passed his **intermediate** level exams. He now knew everything about flowers. He understood how they used **photosynthesis** to make oxygen and which ones produced the best **pollen**. Bees had an important **dependency** on pollen. From the beginning of time, bees' **eternal** task was to gather pollen and make honey with it.

Since he passed his exams, the little bee had earned his **inclusion** in the **swarms** that gathered pollen. He was excited because he was finally allowed to leave the hive. He left with the next swarm and was determined to find the perfect flower. Soon he saw a large, **vibrant** flower full of pollen. He landed on a petal and walked toward the pollen at the flower's center.

Immediately, he began rolling in the pollen, gathering it on his legs and wings. The fine **texture** of the pollen **tickled** when it stuck to his body. It was the best experience the little bee had ever had. He gathered as much as he could.

But when he was flying back home, he realized that all the pollen had an **adverse** effect. He had no control over his flight. The **intermittent** wind **fluctuated** in power. He was blown to and **fro**. One minute he was flying straight, and the next minute the wind had **reversed** his course.

He tried to **dump** some of the pollen, but it acted as an **adhesive**. He couldn't get it off. He became tired and fell to the ground.

"What am I going to do now?" he thought. Just then, his **mentor** landed next to him and began cleaning the excess pollen off the little bee. "You shouldn't have taken so much," his mentor said.

Finally, with the pollen off of him, the bee easily **regained** his strength, and like a **phoenix**, the young bee flew back into the air. When he returned to the hive, he turned to his mentor and said, "I learned an important lesson today. I will never be greedy again."



Reading Comprehension

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

1. ___ The bees had an important dependency on pollen.

2. ___ The texture of the petals in the vibrant flower tickled.

3. ___ The little bee was blown to and fro and reversed in his direction.

4. ___ Because the pollen acted like an adhesive, the little bee couldn't dump it.

5. ___ After his mentor helped him regain his strength, the little bee lost his ambitions and fell to the ground like a phoenix.

PART B Answer the questions.

1. After the intermediate exams, what did the bee know about photosynthesis?

2. What did his inclusion in the swarms finally allow the little bee to do?

3. What was the bees' eternal task?

4. How did the excess pollen have an adverse effect on the bee's flight?

5. What was intermittent and fluctuated in the bees' power?


abolish [əbálij] *v.*

To **abolish** something means to put an end to it, such as a system or law.
 → President Lincoln **abolished** slavery in the US.


amend [əménd] *v.*

To **amend** something means to change it to improve or make it accurate.
 → The countries were in agreement that the treaty needed to be **amended**.


aspire [əspáɪər] *v.*

To **aspire** means to have a strong desire to achieve or do something.
 → George **aspired** to be a doctor from a young age.


censor [sénser] *v.*

To **censor** information means to remove it if it is rude or rebellious.
 → To protect innocent people, the location of the bomb was **censored**.


charter [tʃá:rter] *n.*

A **charter** is a document that describes the rights of an organization or group.
 → The company **charter** explained that all employees had to pay a tax.


constitution [kánstítü:fən] *n.*

A **constitution** is a document of principles for a government.
 → The country's **constitution** said a prime minister could only serve three terms.


cosmopolitan [kázməpálətən] *adj.*

When a place is **cosmopolitan**, it is full of people from many different places.
 → There are dozens of different types of restaurants in a **cosmopolitan** city.


disseminate [díséməneít] *v.*

To **disseminate** information or knowledge means to distribute it.
 → The organization **disseminates** information about the dangers of smoking.


flatter [flæ:tər] *v.*

To **flatter** people means to praise them in an effort to please them.
 → He was just **flattering** me when he said that my new dress looked gorgeous.


infamous [ɪnfáməs] *adj.*

When someone is **infamous**, they are well known for something bad.
 → That news channel is **infamous** for presenting biased information.

**lame** [leim] *adj.*

If one is **lame**, they cannot walk properly due to an injury to the leg or foot.

→ *The terrible accident left many people dead and several others lame.*

**limp** [lɪmp] *v.*

To **limp** means to walk with difficulty because someone's leg or foot is hurt.

→ *After the injury, the player limped off of the field.*

**outburst** [aʊtbə:rst] *n.*

An **outburst** is a sudden, strong expression of an emotion.

→ *There was an outburst of cheers when the comedian took the stage.*

**pathological** [pæθəlædʒikəl] *adj.*

When a behavior is **pathological**, it is extreme, unacceptable, and uncontrollable.

→ *The pathological liar could not even tell the truth about unimportant matters.*

**phenomenal** [fɪnəmənl] *adj.*

When something is **phenomenal**, it is unusually great.

→ *The child's ability to play the piano is nothing short of phenomenal.*

**poll** [pouł] *n.*

A **poll** is a survey in which people give their opinions about important things.

→ *The poll showed that many people support the plan to stop gang violence.*

**remorse** [rɪmɔ:rs] *n.*

Remorse is a strong feeling of sadness and regret.

→ *When I realized what I did, I felt remorse for my actions.*

**secrecy** [sikrəsi] *n.*

Secrecy is the behavior of keeping things secret.

→ *The secrecy of the big organization made the government nervous.*

**tackle** [tækəl] *v.*

To **tackle** something means to deal with it in a determined and efficient way.

→ *Such social problems need to be tackled right away.*

**trance** [træns] *n.*

A **trance** is a state where people seem asleep and have no control of themselves.

→ *The woman's powerful eyes often put men in a trance.*

Exercise 1

Choose the answer that best fits the question.

1. What might be abolished?
a. A rule b. A toy c. A car d. A star
2. Who tackles crime?
a. Bankers b. Criminals c. Postal workers d. Police officers
3. Who is infamous?
a. A trusting friend b. An evil king
c. A tiny puppy d. A newborn baby
4. If a behavior is pathological, it _____.
a. is envied b. cannot be controlled
c. can be bad d. is pleasant
5. Who might be lame?
a. A healthy baby b. An athlete
c. A young man d. Someone in a wheelchair
6. A trance is most similar to _____.
a. dancing b. eating c. showering d. sleeping
7. What is most likely to have a charter?
a. An unknown island b. A new automobile c. A large company d. A basketball
8. What might be censored?
a. A newspaper b. A fly c. A cruise d. Cell phone
9. If your skills are phenomenal, they are _____.
a. ordinary b. not appreciated c. in need of practice d. great
10. Which area is likely to be cosmopolitan?
a. A television set b. A bedroom c. A big city d. A small village

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. lame
a. rude b. kind c. smart d. healthy
2. secrecy
a. well known b. hidden c. upset d. popularity
3. abolish
a. great b. start c. round d. caring
4. remorse
a. again b. grief c. happiness d. glow
5. disseminate
a. distribute b. collect c. open d. forget

Exercise 3

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

1. His moving speech caused a huge strong, sudden expression of happy tears.

2. The main goal of the group was to distribute information about the needs of the poor.

3. The wounded soldier had to walk with difficulty because of a hurt foot back to the base.

4. We excitedly watched the results of the survey in which people give opinions.

5. The boys have a strong desire to finish college in less than three years.

6. When he saw how badly things had turned out, he felt a strong feeling of sadness and regret.

7. It is a difficult process to improve the official rulebook.

8. Those salesmen praise in an insincere way people to trick them into buying useless items.

9. The document of principles for the government was based on freedom for all people.

10. We were immediately suspicious of the boy because of his act of keeping things secret.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The boy *tackled* when he slipped on the ice.

2. ____ Many different languages are spoken in this *cosmopolitan* area.

3. ____ The *trance* was a beautiful arrangement of fruits and flowers on the table.

4. ____ The doctor had to *amend* the man's lungs to help him breathe better.

5. ____ The new country created a strong *constitution* to help guide it through the years.

The Mayor of Sherman

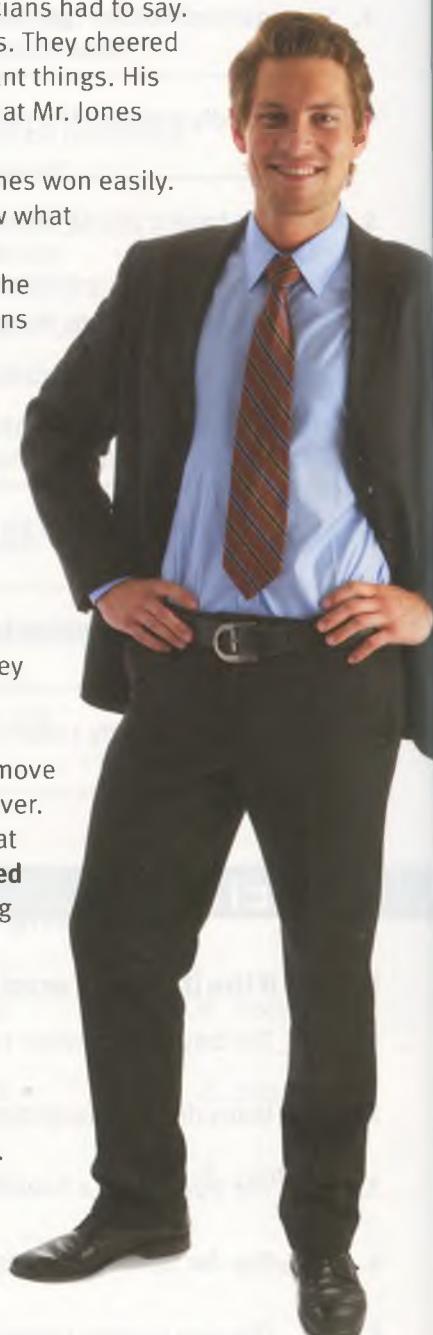
The **cosmopolitan** city of Sherman needed to elect a new mayor. Two men **aspired** to become mayor: Mr. Jones and Mr. Webb. Mr. Jones was a tall, handsome man. He was a **phenomenal** speaker, and the citizens loved him. However, Mr. Jones didn't know much about running a city. He was a **pathological** liar who merely **flattered** people with his words. Mr. Webb was very different. He was a small, unattractive man. He was **lame** and **limped** when he walked. But he was an expert on politics and knew what was best for the people.

The citizens of Sherman didn't care about what the politicians had to say. No one listened to Mr. Webb, even though he had great ideas. They cheered when Mr. Jones spoke, although he didn't talk about important things. His pretty words put people in a **trance**. All the **polls** predicted that Mr. Jones would win the election.

When the votes were totaled, Mr. Jones won easily. But when he took office, he didn't know what to do! He tried to hide his ignorance by working in **secrecy**. He added a law to the city's **constitution** that prevented citizens from seeing the mayor. He even **censored** newspapers that tried to **disseminate** information about his inability to help the people.

Soon, however, Mr. Jones became **infamous** for his poor leadership. There was an **outburst** of anger among the citizens. They were full of **remorse** for their misguided decision to elect an ignorant mayor. They voted to remove Mr. Jones and let Mr. Webb take over. Immediately, Mr. Webb proved that he was a great mayor. He **abolished** Mr. Jones's law, and he was willing to talk openly with everyone. He **tackled** important issues and **amended** unfair laws in the city's **charter**.

The citizens learned that a pleasant appearance and nice words do not make a good leader. The most important qualities are intelligence and a desire to help others.



Reading Comprehension

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

1. Two men aspired to be mayor of the cosmopolitan city of Sherman.
-

2. Mr. Jones was a pathological speaker who flattered people with his words.
-

3. Mr. Webb was lame, so he limped when he walked.
-

4. Mr. Webb tackled important issues and amended unfair laws in the city charter.
-

5. Mr. Jones censored newspapers that tried to disseminate outbursts of anger.
-

PART B Answer the questions.

1. What did the polls predict after the people were put into a trance?
-
-

2. What misguided decision did the people feel remorse for making?
-
-

3. What was Mr. Webb willing to do after he abolished Mr. Jones's laws from the constitution?
-
-

4. What did the phenomenal speaker become infamous for?
-
-

5. What was Mr. Jones trying to do by working in secrecy?
-
-


coward [kauərd] *n.*

A **coward** is a person who lacks courage to do risky or dangerous things.
→ *A firefighter cannot be a coward. They have to be able to act quickly.*


delete [dili:t] *v.*

To **delete** something means to remove or erase written material.
→ *Several lines had been deleted from her speech.*


firsthand [fə:rsthænd] *adj.*

If something is **firsthand**, then it is from an original source.
→ *If you want firsthand knowledge, ask someone who saw it.*


earnest [é:rnist] *adj.*

If someone is **earnest**, then they are honest.
→ *The child was very earnest when she told her mother how she broke the dish.*


ethnic [éénik] *adj.*

If something is **ethnic**, then it is related to a group with a similar culture.
→ *Many sections of the city are home to different ethnic communities.*


exclude [íksklü:d] *v.*

To **exclude** someone means to not accept them into a group.
→ *Carol was excluded from the contest because her friend was a judge.*


fluent [flu ənt] *adj.*

If someone is **fluent** in a language, then they are able to speak it very well.
→ *She was so fluent in German that you'd have thought she was from Germany.*


imperial [impiəriəl] *adj.*

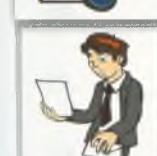
If something is **imperial**, then it is of, or related to an empire.
→ *These old imperial coins were once used in the Roman Empire.*


inclusive [inklu:siv] *adj.*

If something is **inclusive**, then it is open to all groups and people in society.
→ *A more inclusive event would have allowed children to attend.*


legislature [ledʒɪslɪtʃər] *n.*

A **legislature** is the section of a government that makes laws.
→ *The senator had served ten years in the national legislature.*



linguistic [lɪŋgwɪstɪk] *adj.*

If something is **linguistic**, then it is concerned with language.

→ *A linguistic way of studying culture focuses on words within that culture.*

monolingual [mónəlɪngwəl] *adj.*

If someone is **monolingual**, then they speak only one language.

→ *In today's global economy, being monolingual limits your opportunities.*

nationality [næʃənæləti] *n.*

Nationality is an identity based on the nation from which you come.

→ *His nationality is German, but he speaks French, Spanish, and Korean.*

patriot [pætrɪtriət] *n.*

A **patriot** is someone who loves, supports, and defends their country.

→ *Every year young patriots join their countries' militaries.*

prosecute [prásækjū:t] *v.*

To **prosecute** someone means to take legal action against them.

→ *They were prosecuted for fishing in the river without a permit.*

racial [reɪʃəl] *adj.*

If something is **racial**, then it is related to a race or races.

→ *The differences between racial groups are physical characteristics and culture.*

solemn [sələm] *adj.*

If something is **solemn**, then it is serious and honest.

→ *The professor preferred a solemn relationship between him and his students.*

solidarity [sólədærəti] *n.*

Solidarity is a union formed from common responsibilities or interests.

→ *All the citizens came together in a show of solidarity to create change.*

tact [tækt] *n.*

Tact is the ability to avoid offending people when dealing with problems.

→ *Since both sides would not agree, it required someone with tact to make peace.*

undermine [ʌndərmайн] *v.*

To **undermine** someone means to betray or weaken their efforts or authority.

→ *The documents helped to undermine the workers' trust in their bosses' honesty.*

Exercise 1

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

1. No matter how much she begged, the older girls still did not accept Suzy.

2. Language based approaches are the best way to learn about a culture.

3. Constant changes were weakening the project's chances of being finished on time.

4. The boy made a serious and honest promise to his parents that he would never again cheat.

5. The movie director gave the actors and actresses a personal and original view of the newly completed movie.

6. Everyone knew that Luke studied Chinese. But no one knew he was able to speak it very well.

7. The teacher was waiting for one of the students to be honest about what had happened on the playground.

8. The Internet has made talking to people everywhere very natural. As a result, having a sense of common support for your ideas is easy.

9. Though he looked Greek, his identity based on the country he came from was Mexican.

10. Today, no one lives in the old royal palace. Instead, it's part of the university.

Exercise 2

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. Peter is so *earnest*. He made more money than anyone I know.
2. If you like *ethnic* foods, then you like foods from other cultures.
3. Though it's the same language, there are *linguistic* differences between the two areas.
4. The *patriot* is an amazing bird. It can repeat anything you tell it.
5. If you want someone to care for your cattle, you should call a *coward*.
6. The boy said that the test was unfair, and his classmates showed *solidarity* and agreed.
7. The king said the princes had *undermined* his authority when they issued new orders.
8. We *deleted* all the words that were spelled wrong.
9. “I’m sorry you can’t eat here. This restaurant is *inclusive*.”
10. The road going to the farmhouse is *monolingual*, so watch cars coming your way.
11. He had seen the battle *firsthand* in old movies.
12. If someone goes to court, then they are judged by the *legislature*.
13. This city’s history is important. It was once the *imperial* capital.
14. His friends had left him alone in the library, but he didn’t mind being *solemn*.
15. The criminals were *prosecuted* for the crimes they had committed.
16. That college *excludes* anyone who has low test scores.
17. Many people wonder about her *nationality*. However, he knows where she’s from.
18. The mothers covered their children’s heads because the rain was so *fluent*.
19. I liked all the cars, but I bought the *racial* car because it was the fastest.
20. His method had a lot of *tact*. Soon, everyone agreed with his point of view.

The Editor's Choice

A newspaper editor sat at his desk and stared at the flashing cursor on his computer's screen. He didn't know if he should **delete** the article he had just written or go ahead and publish it. He was scared and filled with doubt.

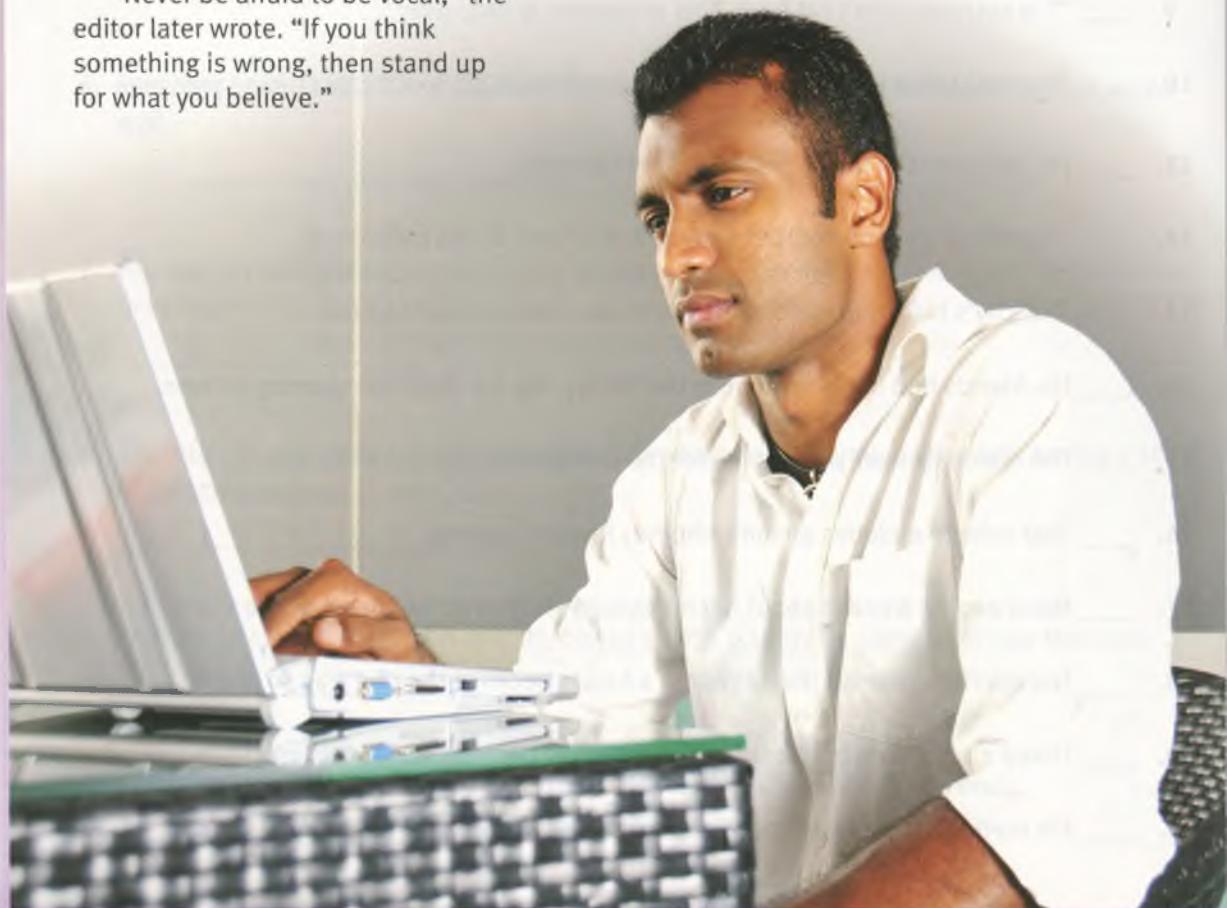
The empire had passed a new law stating that citizens could only use the **imperial** language. The editor disagreed with the law and decided to write an article about why it was wrong. He felt that the new law **excluded** people of different **nationalities** and **racial** and **ethnic** backgrounds. He had **firsthand** knowledge of what it feels like not to be **fluent** in the imperial language because he was from a remote part of the empire.

He felt that the empire shouldn't be **monolingual** and should be more **inclusive**. Yet he was afraid that he would get in trouble for having this belief. Many would say that he was not a **patriot**—that he didn't love the empire. But he didn't wish to **undermine** the authority of the empire. He wanted to argue that the empire could be stronger if it accepted people of various cultures and beliefs.

At last, he decided to stop being a **coward** and to be **earnest** about how he felt. He wrote the article. It wasn't rude or angry, but rather, very **solemn** and intelligent. The next day it was published in all the papers.

Everyone was impressed by his **tact** and showed **solidarity** with his ideas. He expected to be arrested any day, but the police never came. Surprisingly, instead of being **prosecuted**, he became a hero. The **legislature** changed the law, and people from many **linguistic** backgrounds praised him.

"Never be afraid to be vocal," the editor later wrote. "If you think something is wrong, then stand up for what you believe."



Reading Comprehension

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

1. The editor felt the imperial law excluded people of different nationalities and racial and ethnic backgrounds.

2. The legislature prosecuted the editor for undermining the authority of the empire.

3. The editor was not fluent in the empire's language.

4. Everyone was impressed by the editor's tact and showed solidarity with his ideas.

5. The article wasn't solemn and intelligent, but rather rude and angry.

PART B Answer the questions.

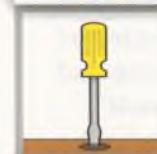
1. Where was the editor sitting when the cursor was ready to delete his article?

2. After the editor decided not to be a coward but be earnest, what did he do?

3. If the empire accepted other languages, what did the editor think would happen?

4. Why was the editor afraid to say that the empire should be more inclusive?

5. What did the editor write about being vocal?



allocate [ælək'ēit] *v.*

To **allocate** something means to put it aside for a certain purpose or person.
→ *The government allocated \$100 million to aid the disaster relief effort.*

appetizing [æpitāzīŋ] *adj.*

When food is **appetizing**, it looks and smells very good.
→ *The appetizing plate of cookies was gone in half an hour.*

blizzard [blizərd] *n.*

A **blizzard** is a severe snow storm with strong winds.
→ *We did not dare to go outside during the terrible blizzard.*

cavity [kævətē] *n.*

A **cavity** is a hole or space in something.
→ *There was a small cavity in the wall of the cave where an animal lived.*

clockwise [kləkwaīz] *adv.*

If something moves **clockwise**, it moves in a circle in the same direction as a clock.
→ *Turn the screw clockwise to tighten it.*

concentric [kənsēntrik] *adj.*

When circles or rings are **concentric**, they have the same center.
→ *The target was a series of concentric circles.*

courtesy [kō:rtesi] *n.*

Courtesy is the excellence of manners or social conduct.
→ *Jenna always behaves with great courtesy when people visit her home.*

crisp [krisp] *adj.*

When food is **crisp**, it is hard or has a hard surface in a way that is pleasant.
→ *My favorite snack is a bag of crisp, delicious potato chips.*

discord [disko:rđ] *n.*

Discord is disagreement or fighting between people.
→ *There was much discord between the experts on the talk show.*

frigid [frídžid] *adj.*

When something is **frigid**, it is extremely cold.
→ *We decided not to go on the hike because the weather was too frigid.*



 **generate** [dʒenəreɪt] *v.*

To **generate** something means to cause it to develop or begin.

→ *The mayor promised to generate new jobs and programs to help the poor.*

 **glacial** [gleɪʃəl] *adj.*

When something is **glacial**, it relates to large masses of ice that move slowly.

→ *Penguins thrive in the glacial regions of Antarctica.*

 **interchange** [intər'tʃeindʒ] *n.*

An **interchange** of ideas between people is a discussion of each person's idea.

→ *There was an interchange of ideas between the groups.*

 **locker** [lɒkər] *n.*

A **locker** is a small cabinet with a lock where people store their possessions.

→ *I keep my school books in my locker.*

 **multicultural** [mʌltikʌltʃərəl] *adj.*

When something is **multicultural**, it relates to many different cultures.

→ *Everyone was welcomed to attend the multicultural celebration.*

 **omission** [oumɪʃən] *n.*

An **omission** is something that has been left out or not done.

→ *Mike was upset because of the omission of his name during the ceremony.*

 **oversee** [əʊvərsi:] *v.*

To **oversee** something means to make sure that it is being done properly.

→ *His job was to oversee the progress of the construction project.*

 **pierce** [piərs] *v.*

To **pierce** something means to make a hole in it using a sharp object.

→ *The arrow pierced the target in the very center.*

 **replicate** [rɪpləkeɪt] *v.*

To **replicate** something is to do it in the exact same way as someone before.

→ *I would love to replicate my father's achievements in school.*

 **wavy** [weɪvi] *adj.*

When something is **wavy**, it is not straight but has a series of curves.

→ *The child drew wavy lines all over the piece of paper.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. frigid
a. happy b. hot c. open d. clear
2. wavy
a. straight b. pretty c. likely d. quick
3. crisp
a. more b. slow c. nice d. soft
4. replicate
a. flight b. original c. friend d. agreement
5. allocate
a. take away b. freeze c. close d. fight

Exercise 2

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

1. No one else can open my small cabinet with a lock.

2. How can we prevent argument and disagreement in the future?

3. The brave travelers were not stopped by the snow storm with strong winds.

4. The organizers made sure that the parade was related to many different cultures.

5. The thief hid the money in a small hole in the wall.

6. I thought the hosts showed a lot of politeness and respect for others.

7. It was her job to make sure everything was being done properly on the project.

8. What can we do to cause the beginning or development of interest in our product?

9. People cannot withstand extremely cold temperatures without clothing and shelter.

10. John used a knife to make a hole in the thick rubber.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. This is a *multicultural* holiday. People from all over the world celebrate it.
2. The valuables are kept in a secure *locker*.
3. If things move *clockwise*, they move in reverse.
4. The doctor *pierced* his skin with the needle to draw blood.
5. The scientist tried to *replicate* the experiment and compare the results.
6. The *cavity* quickly traveled down the stream and to the lake.
7. The *frigid* soup burned my tongue!
8. School was cancelled today because of the horrible *blizzard* outside.
9. The *appetizing* scene made everyone in the theater cry.
10. After a brief *interchange* of ideas, we were ready to begin the new project.
11. Make sure to include an *omission* of our goals in the presentation.
12. The charity raised money for all of the *wavy* children in the city.
13. Tim was chosen to *oversee* the progress of the building crew.
14. The *glacial* dog loved to run and chase the ball in the park.
15. We need to *generate* a new plan because this one isn't going to work.
16. He was not pleased with the movie. He thought it was too *concentric*.
17. The brothers cannot work together. There is always *discord* between them.
18. The *crisp* lettuce went well with the sandwich.
19. The mother was disappointed with the extreme *courtesy* her children displayed.
20. Seats will be *allocated* to the people who are the first to arrive.

The Ice House

Last year, Erik constructed one of the world's strangest houses in the **glacial** landscape of northern Sweden. He called it the Ice House: a house made entirely of ice and snow. All of the beds, chairs, tables, and walls are cold, hard sculptures of ice.

A group of architects and volunteers from all over the world traveled to the site of the Ice House and began its construction. The **multicultural** group journeyed through **blizzards** and **frigid** temperatures to reach the site. Once the builders arrived, there was an **interchange** of ideas, and tools were **allocated** to each worker. An expert was selected to **oversee** the building process to make sure there was no **discord** between the workers. Once a plan was **generated**, they got right to work. The design was very unique; the builders couldn't **replicate** the design from normal houses.

The first step was to build the walls and ceiling. The builders used a metal frame to help them build the structure. After the ice was in place, the frame was removed. The builders then created furniture and art pieces. Designs were carved into each piece. One worker carved big **wavy** lines, and another made tiny **clockwise, concentric** circles. Finally, the workers carved small **cavities** in the roof and inserted colored lights. When the work was finished, the beautiful house was ready for a resident to enjoy.

Living in the Ice House is an experience like no other. Erik stores his belongings in an ice **locker** and lays out a sleeping bag on his ice bed. At dinner, he dines on a delicious salad with **crisp** toppings. And for the main course, he enjoys **appetizing** fish caught from a nearby river. The fish are **pierced** with icicles and served on ice plates. After dinner, he gets ready for a cold night. The **omission** of heaters can be too much for his visitors sometimes. Luckily, there are warm rooms nearby, as a **courtesy** to people who get too cold.



Reading Comprehension

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

1. A multicultural group traveled through blizzards and frigid temperatures to reach the site.

2. Erik dines on crisp, appetizing fish that are pierced with icicles.

3. The expert who oversaw the process made sure there wasn't discord in the glacial landscape.

4. One worker carved big wavy lines, and another made tiny clockwise, concentric circles.

5. The builders replicated the design from normal houses.

PART B Answer the questions.

1. What was allocated to the workers after an interchange of ideas?

2. What was put in cavities in the roof?

3. What happened when a plan was generated?

4. What is provided as a courtesy when guests get too cold?

5. What did Erik put in his ice locker?


abide [ə'baid] *v.*

To abide by something, like a rule, means to obey it.

→ *If you want to play the game with us, you must be willing to abide by our rules.*


conversion [kən've:rʒən] *n.*

Conversion is the act of changing something into a different state or form.

→ *The city discussed the conversion of the parking lot into a skateboard park.*


cram [kræm] *v.*

To cram things means to put them into a place that can barely contain them.

→ *He crammed all of his shirts into the top drawer of the dresser.*


defer [dɪfə:r] *v.*

To defer means to arrange for an action to happen at a later time.

→ *The girl was very sleepy, so she chose to defer her bath until morning.*


export [ɪkspɔ:t] *v.*

To export products means to sell them to other countries.

→ *The United States exports many cereals and grains.*


fume [fju:m] *n.*

Fumes are unhealthy smoke and gases that are made by fires or chemicals.

→ *The engine put unpleasant, black fumes into the air.*


habitual [hə'bɪtʃuəl] *adj.*

When something is habitual, it is a behavior that a person usually does or has.

→ *The man was a habitual liar who was incapable of being honest with the police.*


justify [dʒʌstɪfā] *v.*

To justify something means to show or prove that it is necessary.

→ *The government tried to justify its decision to bring the country into a war.*


output [əutpʊt] *n.*

Output is the amount of something that a person or thing produces.

→ *The boss hired more workers to increase the factory's output of products.*


overpopulation [ou'verpopjuleɪʃən] *n.*

Overpopulation is the state of having too many people in an area.

→ *The organization is concerned with overpopulation of the world.*



☛ **patent** [pætənt] *n.*

A **patent** is a right to be the only person allowed to make or sell a new product.
→ *He quickly established a patent for his brilliant invention.*

☛ **penalize** [pi:nəlāiz] *v.*

To **penalize** someone means to punish him or her.
→ *The team was penalized when they broke the rules.*

☛ **petroleum** [pitrəliəm] *n.*

Petroleum is a liquid natural resource from which many fuels are made.
→ *The petroleum at that factory is used to make gasoline.*

☛ **prototype** [prəutətäip] *n.*

A **prototype** is a new machine that is not ready to be made in large quantities.
→ *He introduced his prototype to the motorcycle company.*

☛ **scrap** [skræp] *n.*

A **scrap** of something is a small amount of it.
→ *Chris liked to use many scraps of paper when thinking up ideas.*

☛ **sector** [séktə:r] *n.*

A **sector** is a part of a country's economy in a specific type of industry.
→ *We learned about just a few of the factories within the manufacturing sector.*

☛ **subscribe** [səbskraib] *v.*

To **subscribe** to something is to agree or to concur with it.
→ *She subscribed to the view that musical education should be kept in schools.*

☛ **subsist** [sabsist] *v.*

To **subsist** means to have the food, water, and money needed to stay alive.
→ *Some people are forced to subsist on only a few dollars a month.*

☛ **suspend** [səspend] *v.*

To **suspend** something means to delay or stop it from happening for a while.
→ *The oil company suspended production until it was sure the factory was safe.*

☛ **synthesis** [sineəsis] *n.*

A **synthesis** is a combination of different ideas or styles.
→ *The band's music was a synthesis of many different musical genres.*

Exercise 1

Choose the answer that best fits the question.

1. What is needed to subsist?
 - a. Rainy weather
 - b. Clean water
 - c. Fast cars
 - d. The Internet

2. What is someone penalized for?
 - a. Falling in love
 - b. Winning a race
 - c. An invention
 - d. Breaking the law

3. What does a business owner justify?
 - a. Her house
 - b. Her decision
 - c. Her workers
 - d. Her family

4. Which one of these uses a product made from petroleum?
 - a. A sandwich
 - b. A telephone
 - c. An automobile
 - d. A cow

5. What releases fumes?
 - a. An old truck
 - b. A baby cat
 - c. A tired worker
 - d. A bicycle

Exercise 2

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

Word Bank

fumes

overpopulation

habitual

patent

scraps

export

prototype

output

abide

sector

Everyone was very excited about the new 1_____.

The inventor of the machine got a 2_____.

The dramatic increase of people into the city led to 3_____.

It is the most important problem in the human services 4_____.

The mother was worried that her child's bad behavior was 5_____.

She decided on some new rules to which her child had to 6_____ by.

The factory produced 5000 computers a day as 7_____.

But the machines used to make them also let out harmful 8_____.

The country prepared tons of different materials to 9_____.

However, some of the materials were just 10_____.

Exercise 3

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

1. The best theory was the one that was a combination of all the scientist's ideas.

2. When the power went out, he was forced to stop or delay progress on his project.

3. The brothers believe along with other people to the opinion that socialism is best.

4. The cutting tool was just a new machine not ready to be made in large amounts.

5. Her job was to get all of the goods ready to sell to other countries.

6. The chemist demonstrated the change into a different form of liquid water into gas.

7. After the tornado, it was difficult for the family to have the food and money needed to live.

8. The mechanic yelled when he stepped on the sharp small amount of metal.

9. It is the policeman's job to make sure people do what is right by the law.

10. We'll have to postpone our vacation until next month.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The big city worked hard to prevent *overpopulation* problems.

2. ____ I tried to *cram* all of my clothes into one suitcase.

3. ____ The machine's *output* was so great that we ran out of room to store the products.

4. ____ Why don't we *defer* the decision until right now?

5. ____ The *conversion* over the bridge was scary.

Preparing of the Future

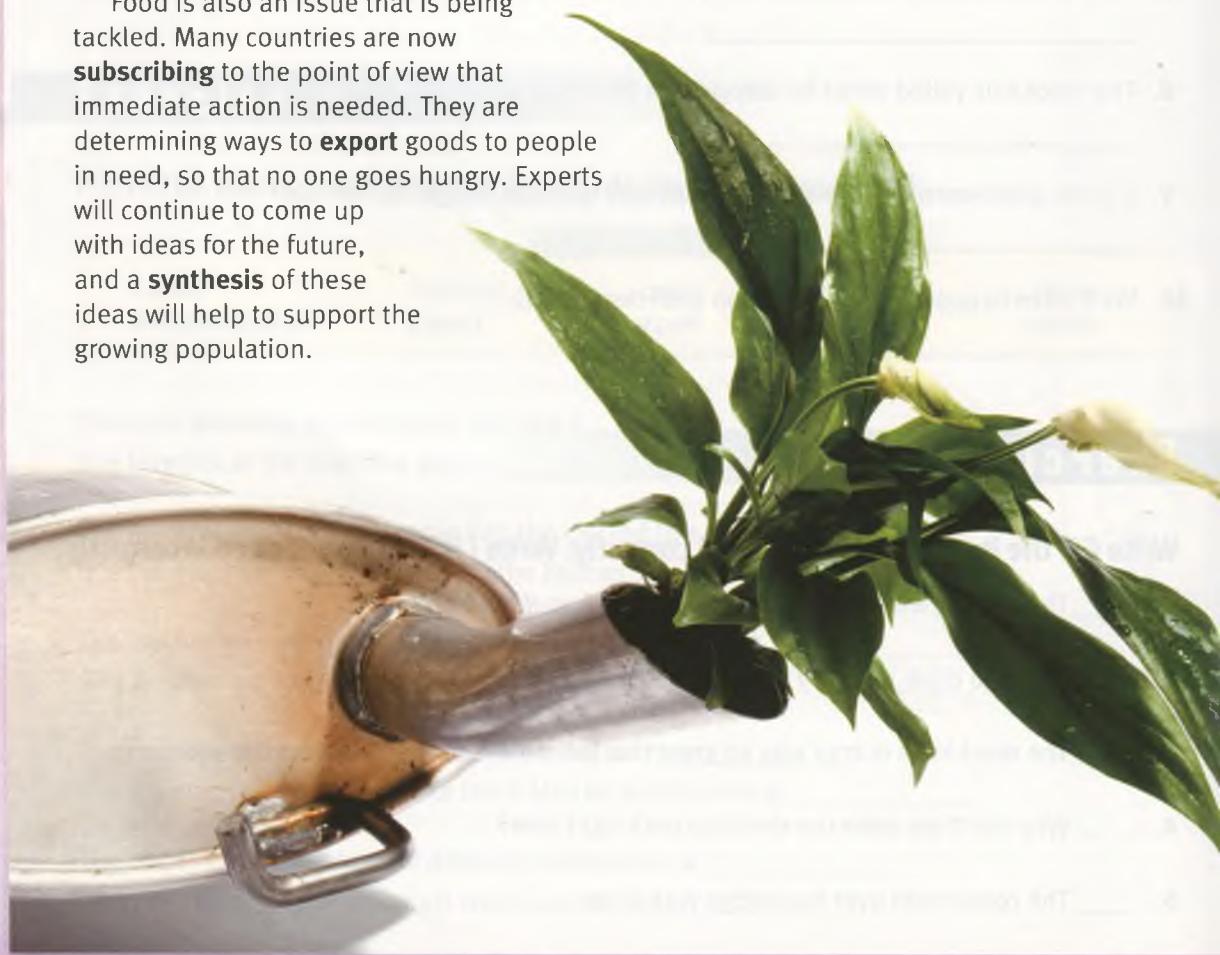
Overpopulation is a big problem in the world today. Too many people are **crammed** into cities and towns around the globe. Earth's population is about 6.5 billion people. This number is growing every day. In just 50 years, the population will be almost 9 billion.

Many people worry that the Earth won't have enough resources to support so many people. One major reason for this is that wasting resources and polluting have become **habitual** behaviors. Industrial **output** results in polluting the air with dangerous **fumes**. Also, cars and machines waste a ton of important natural resources like oil and water. It's possible that the Earth may become so damaged that it cannot support a large population of humans.

Another issue is the lack of useful land for cultivating crops. Even today, many people **subsist** on mere **scraps** of food and little water. In 50 years, many experts worry that huge numbers of people will starve to death. So what is being done to prepare for the future?

People are realizing they can no longer **justify** their wasteful behavior or **defer** action to fix it. Many car companies already have **patents** on **prototypes** for very efficient cars. Such cars waste no resources and produce no pollution. A **conversion** to clean cars means that **petroleum** can be saved for the future. In addition, the environmental **sectors** of many governments are setting strict rules for industries that pollute too much. If companies do not **abide** by the standards, they are **penalized** with higher taxes. In some cases, their operations might be **suspended** altogether.

Food is also an issue that is being tackled. Many countries are now **subscribing** to the point of view that immediate action is needed. They are determining ways to **export** goods to people in need, so that no one goes hungry. Experts will continue to come up with ideas for the future, and a **synthesis** of these ideas will help to support the growing population.



Reading Comprehension

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

1. Because of overpopulation, too many people are crammed into cities and towns.

2. The environmental sectors of many governments are deferring strict standards.

3. Some car companies have patents on prototypes.

4. A conversion to clean cars means petroleum can be used right now for people.

5. Companies that don't abide by standards are penalized or their operations might be suspended.

PART B Answer the questions.

1. What will a synthesis of good ideas for the future do?

2. What have become habitual behaviors in the world today?

3. What prototypes do companies have patents for in the passage?

4. What behavior can no longer be justified?

5. What point of view are many countries subscribing to?


acrobat [ækrəbæt] *n.*

An **acrobat** is a person who entertains people by doing amazing physical things.
→ *There were acrobats at the circus that did impressive and complicated jumps.*


advocacy [ædvəkəsē] *n.*

Advocacy is the act of supporting or recommending something.
→ *Janine's strong advocacy for the event made people want to attend.*


communal [kəmju:nl] *adj.*

If something is **communal**, it involves a group of people.
→ *On the weekends, Theo and his son picked up trash in the communal park.*


fluid [flü:id] *adj.*

If something is **fluid**, it is smooth and moves gracefully.
→ *Boris was a famous ballet dancer because people admired his fluid movements.*


harmonize [há:r'mənaɪz] *v.*

To **harmonize** means to make different things go well together.
→ *The sweet and sour flavors of the dish harmonized well and tasted great.*


industrious [ɪnd'ʌstriəs] *adj.*

If someone is **industrious**, they work hard.
→ *Dennis was very industrious, so he never had problems finding a job.*


inventive [ɪnvéntiv] *adj.*

When someone is **inventive**, they are good at creating new things.
→ *The inventive student built a robot to help her with her chores.*


judicial [dʒu:dɪʃəl] *adj.*

If something is **judicial**, it is related to judges or courts of law.
→ *The laws changed the way the judicial system was structured.*


Mandarin [mændərin] *n.*

Mandarin is one of the two main Chinese languages.
→ *Although John's parents both spoke Mandarin, he could only speak English.*


metropolitan [mētrōpəlītən] *adj.*

If something is **metropolitan**, it relates to a large city.
→ *All of the metropolitan excitement of New York City made Rufus nervous.*

**mimic** [mímik] *v.*

To **mimic** something means to copy the way it sounds or moves.

→ *The hunter mimicked a duck's call and shot the two ducks that called back.*

**misguided** [misgáidid] *adj.*

When something is **misguided**, it is based on bad judgment or wrong beliefs.

→ *The snake bit Molly during her misguided attempt to grab it.*

**rehearse** [rihá:rs] *v.*

To **rehearse** means to practice and prepare for a performance in front of people.

→ *Vick's band rehearsed all week before their first show.*

**scorn** [sko:rn] *v.*

To **scorn** someone means to behave without respect toward them.

→ *The criminal was scorned by everyone in the community.*

**sensory** [sénsəri] *adj.*

If something is **sensory**, it is related to the senses.

→ *Iris and Eric preferred the sensory thrill of watching movies in the theater.*

**staple** [stéipəl] *adj.*

If something is **staple**, it is standard or basic.

→ *Hamburgers, steaks and hotdogs are staple foods to cook on a grill.*

**statute** [stætjü:t] *n.*

A **statute** is a law that is official and has been written down.

→ *The new statute made it illegal to walk dogs in the park.*

**veteran** [vétərən] *n.*

A **veteran** is someone who has a lot of experience doing something.

→ *Hank was the team veteran and had played in more games than anyone else.*

**villain** [vílen] *n.*

A **villain** is an evil person who breaks the law or hurts others.

→ *The villain escaped with half of my family's valuables.*

**vine** [vain] *n.*

A **vine** is a plant that has long, twisting stems and climbs upward.

→ *The branches of the trees were covered with vines.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. veteran
a. wet b. amateur c. young d. vague
2. harmonize
a. exaggerate b. disagree c. lessen d. mark
3. misguided
a. lost b. lengthy c. common d. well-planned
4. villain
a. supporter b. thief c. hero d. loud person
5. scorn
a. respect b. weird c. delicate d. factory-related

Exercise 2

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

Word Bank

industrious
statutes

communal
acrobats

rehearsed
inventive

metropolitan
Mandarin

fluid
judicial

Stella was amazed by the performance of the 1_____.

She thought their 2_____ movements were beautiful.

Dave had four siblings, so he was used to 3_____ living.

They shared almost everything and were 4_____ about finding new uses for old things.

The 5_____ system has many roles.

It interprets laws and 6_____ and judges whether they are fair.

The students 7_____ for the play every day after school.

They were very 8_____ and often stayed after dark.

9_____ is spoken throughout northern and southwestern China.

However, other languages are also popular in 10_____ areas.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ The animal rights *advocacy* group worked to protect animals.
2. ___ He was well-liked by people in his class. A lot of people *scorned* him.
3. ___ Going on a rollercoaster is a wild *sensory* experience.
4. ___ Items like sunscreen, towel and bathing suit are *staple* items needed for the beach.
5. ___ The hotel had a *communal* kitchen that the guests were free to use.
6. ___ The *acrobat* had studied biology for many years before he became successful.
7. ___ The audience *rehearsed* the play for the actors.
8. ___ Chris's actions were *misguided*. He should have found out the facts first.
9. ___ The people of the small town were very *metropolitan*.
10. ___ *Mandarin* Chinese is said to be one of the hardest languages to learn.
11. ___ Kayla watched the *fluid* motions of the graceful bird.
12. ___ The *statute* was placed in front of the new police station.
13. ___ The singers *harmonized* during the last part of the song. It sounded lovely.
14. ___ After his shoelaces tore, the *inventive* boy used floss to tie his shoes together.
15. ___ Mrs. Campbell's son was lazy and *industrious*.
16. ___ I'm interested in getting a job as a *judicial* officer, like my father the judge.
17. ___ Some insects *mimic* the appearance of poisonous bugs to keep predators away.
18. ___ The *veteran* gave my pet dog medicine to feel better.
19. ___ Long *vines* grew around the side of the house and covered up the front wall.
20. ___ The *villain* helped the family escape their house when it caught fire.

Hundred Plays

Over two thousand years ago, Chinese farmers had a problem. Even though they were very **industrious**, the weather became too cold outside to plant their **staple** food, rice. So what did they do? Since they had so much free time during the long, cold winters, the **inventive** farmers started performing tricks to entertain themselves. They used their farm tools and anything they could find to make their tricks more spectacular. They even twisted their bodies into crazy shapes and performed awesome jumps. Over time, they became great **acrobats**, and their art form came to be known as “Hundred Plays.”

Hundred Plays involves doing many kinds of tricks. For example, in **Mandarin**-speaking parts of China, performers do the lion dance. They wear costumes and **mimic** the animal’s movements. Early performers also did tricks on ropes and **vines** that were high above the ground.

Even though the acrobats’ **fluid** movements may have looked easy, they took a lot of work.

Learning Hundred Plays is a **communal** event. A **veteran** of the acrobatic arts usually teaches younger people in the village. They spend a lot of time **rehearsing**. The young performers also learn an old philosophy. The teachings help them **harmonize** the **sensory** aspects of acrobatics with mental aspects. In other words, it teaches them to use their physical and mental strength together.

Since the art has its origins with poor farmers, rich people used to **scorn** acrobats. They thought acrobats were **villains**. The rich people thought the acrobats just wanted to trick them. But later, their **misguided** opinions changed. Acrobats came to be respected in Chinese society. They were invited to perform in **metropolitan** areas as well as in small villages. They performed for important people, including **judicial** officers. Arts **advocacy** groups convinced the government to support Chinese acrobatics. As a result, there is now a **statute** that made several villages the center of training future acrobats.



Reading Comprehension

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

1. _____ The Chinese farmers became great acrobats while planting staple crops like rice.

2. _____ The version of the lion dance in Mandarin-speaking areas involves performers mimicking the movements of the lion.

3. _____ Chinese acrobats gain their fluid motions by rehearsing often.

4. _____ The art form of Hundred Plays harmonizes the sensory and mental aspects of acrobatics.

5. _____ Advocacy groups worked to get a statute that would protect acrobats from being scorned.

PART B Answer the questions.

1. According to the passage, what were the early Chinese farmers like?

2. How are new acrobats trained?

3. What were the misguided judgments about acrobats in the past?

4. What unusual object was used by early acrobats to do tricks high above the ground?

5. How did the location and audience of a Hundred Play change after acrobats gained respect?



constrain [kənstrēin] *v.*

To constrain something means to limit its development.

→ Jim cannot join us because he is constrained by previous plans.



depot [di:pou] *n.*

A depot is a bus or train station.

→ He waited for his mother to arrive at the depot.



emulate [əmjəlēit] *v.*

To emulate people means to imitate them because they are greatly admired.

→ As a small boy, he always tried to emulate his big brother.



forefinger [fō:rfigər] *n.*

The forefinger is the finger between one's thumb and middle finger.

→ He shouted, "There it is!" and pointed with his forefinger.



guts [gʌts] *n.*

The guts are all the organs inside a person or animal.

→ The doctor can tell you every process that happens in one's guts.



inherent [inhiərənt] *adj.*

When something is inherent, it is a natural part of something else.

→ Sweating is an inherent bodily function when exercising.



intimidate [intimədeйт] *v.*

To intimidate means to frighten others.

→ My dad intimidates my friends whenever they visit.



janitor [dʒænətər] *n.*

A janitor is a person who makes repairs and takes care of a building.

→ The school janitor cleaned up the messy cafeteria.



moist [mɔɪst] *adj.*

When something is moist, it is slightly wet.

→ The ground is still moist from the rain last night.



nope [noup] *adv.*

Nope is an informal way of saying "no."

→ He asked if I had any money, and I had to say, "Nope."

**prod** [prəd] *v.*

To **prod** means to push someone or something with a finger or pointed object.

→ *The bully **prodded** me in the chest with his finger.*

**ransom** [rænsəm] *n.*

A **ransom** is a sum of money paid to a kidnapper to set the person free.

→ *He kidnapped the prince and demanded \$1 million as **ransom**.*

**restrain** [rɪstrēn] *v.*

To **restrain** someone or something means to use physical strength to stop them.

→ *Mike **restrained** Allen from reaching the door.*

**saliva** [səlāivə] *n.*

Saliva is the watery liquid in people's mouths that helps in digestion.

→ *The baby could not keep the **saliva** from dripping out of its mouth.*

**spit** [spit] *v.*

To **spit** means to force liquid from one's mouth.

→ *He emerged from the pool and **spit** water from his mouth.*

**sprint** [sp्रɪnt] *v.*

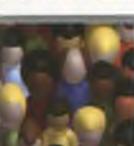
To **sprint** means to run very fast over a short distance.

→ *The kids didn't want to be late to class, so they **sprinted** to the bus stop.*

**stunt** [stʌnt] *n.*

A **stunt** is something that is done in order to get attention or publicity.

→ *The man jumped over the cars as a promotional **stunt**.*

**tolerant** [tələrənt] *adj.*

When people are **tolerant**, they are approved of because they accept others.

→ *The **tolerant** leader thought that everyone was equal regardless of race.*

**vampire** [væmpaɪər] *n.*

A **vampire** is a fictional monster that sleeps in a coffin and sucks people's blood.

→ *The **vampire** snuck up on the woman and bit her in the neck.*

**yawn** [jɔ:n] *v.*

To **yawn** means to open one's mouth wide and breathe in air.

→ *The child **yawned** and stretched her arms before bed for the night.*

Exercise 1

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

1. I'm glad our teacher is so accepting of others as they are.

2. Chewing gum creates a lot of watery liquid used for digestion and chewing food.

3. She had to use physical strength to stop the big dog so that it did not try to attack us.

4. Let's see who can run fast over a short distance to the car in the shortest amount of time.

5. Lots of people try to imitate the sports star.

6. The ache is coming deep from within her organs within the body.

7. Please take a slightly wet towel and wipe the surface of the table to clean it.

8. She wore a ring on her finger between her thumb and middle finger.

9. A lack of money might limit the development of the project.

10. His answer is always an informal way of saying no.

Exercise 2

Choose the one that is similar in meaning to the given word.

1. prod
a. eat b. push c. speak d. believe
2. nope
a. no b. free c. brave d. alive
3. sprint
a. crave b. drive c. run d. pretend
4. emulate
a. annoy b. proceed c. fear d. imitate
5. vampire
a. car b. monster c. feather d. trait

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ After walking through the desert, the thirsty man had no *saliva* left in his mouth.
2. ____ We've been waiting at the *depot* for two hours for the train to arrive!
3. ____ The joke was so funny that it made him *yawn*.
4. ____ The *tolerant* coach didn't think that girls were good enough to play on the team.
5. ____ He *spit* on the ground to show his disgust for the situation.
6. ____ I hope I don't have to *constrain* another essay at school tomorrow.
7. ____ The boy's dream was to *restrain* as well as his father someday.
8. ____ He is usually a very calm person. His anger today was just an *inherent* act.
9. ____ The evil man expected a large *ransom* before he would return the child to her mother.
10. ____ The rotten meal gave me a terrible pain in my *guts*.
11. ____ I *intimidated* my homework, so I could go outside and play baseball.
12. ____ No one was impressed with Bobby's *stunt* to get attention.
13. ____ Using his *forefinger*, he pointed to a plane in the sky.
14. ____ Take plenty of water with you before you begin the journey across the *moist* desert.
15. ____ The *janitor* had to fix the heater before people could enter the building.

The Kidnapping

Anne was a very quiet girl who had an **inherent** fear of almost everything. The kids at school would play tricks on her all the time. They would hide behind the door of the school **janitor's** closet, then jump out to scare her. Once, a boy dressed up like a **vampire** and chased her down the street. Anne hated being **constrained** by her fears, but she didn't know how to be brave.

She was walking home from school one day when someone came up behind her. Before she could turn around, a powerful man grabbed her. She couldn't scream because a huge hand was put over her mouth. Anne knew that this could not be another **stunt** by her classmates. The scary man **restrained** her arms and legs and carried her to his house. He tied Anne to a chair. Her **guts** began to hurt because she was so scared.

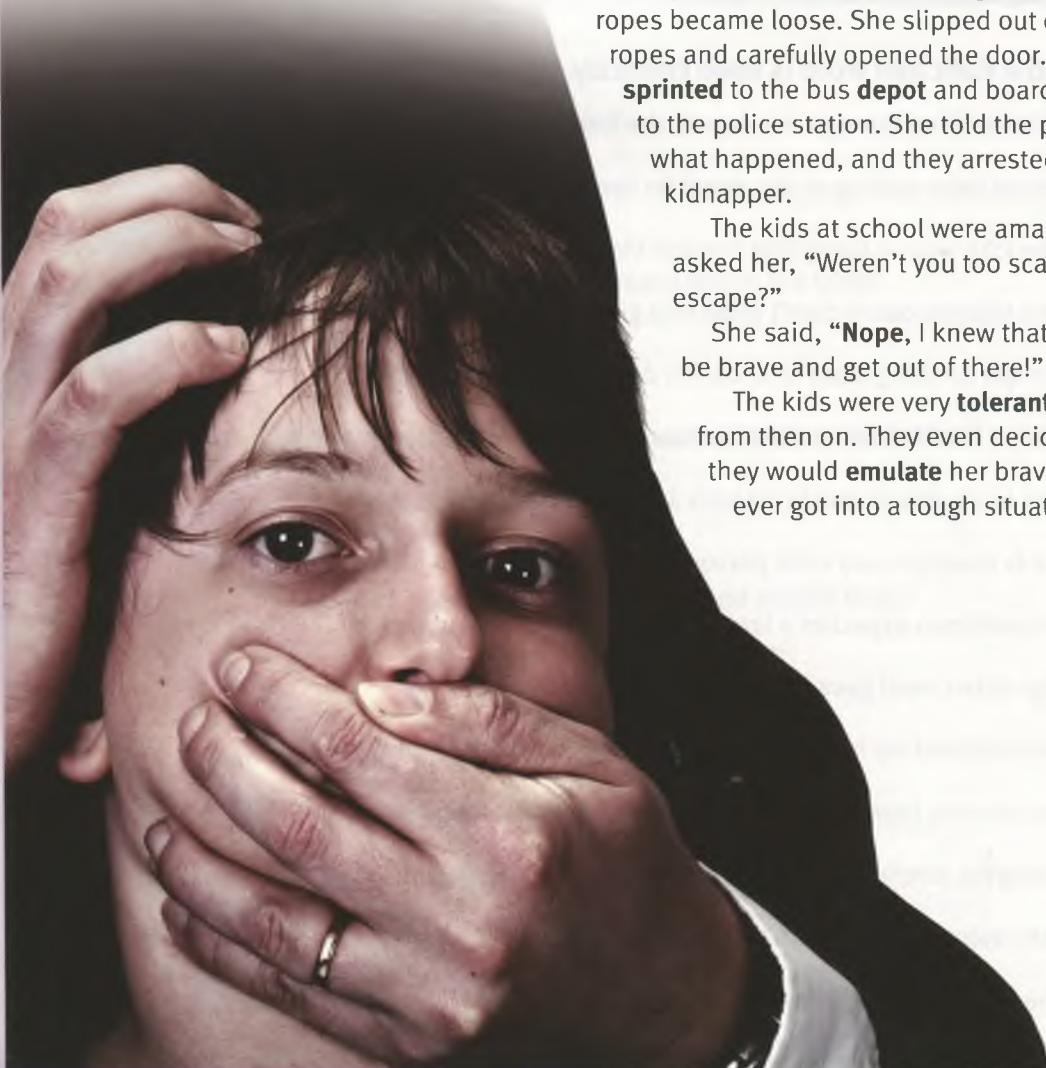
The man **prodded** Anne with his **forefinger** and said, "You'll stay right here until I get a **ransom** from your parents. Then I'll be rich!" The dirty man **spit** when he talked. A string of **saliva** hung from his **moist** lips. Anne was terrified and **intimidated** by the horrible man. But she knew she had to escape somehow.

Eventually, the man **yawned**. Anne waited quietly until he fell asleep. As he slept, she carefully wiggled her arms and legs until the ropes became loose. She slipped out of the ropes and carefully opened the door. She **sprinted** to the bus **depot** and boarded a bus to the police station. She told the police what happened, and they arrested the kidnapper.

The kids at school were amazed. They asked her, "Weren't you too scared to escape?"

She said, "Nope, I knew that I had to be brave and get out of there!"

The kids were very **tolerant** of Anne from then on. They even decided that they would **emulate** her bravery if they ever got into a tough situation.



Reading Comprehension

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

1. _____ Anne was constrained by her inherent fears.

2. _____ The vampire restrained her arms and legs and carried her to his house.

3. _____ Anne's guts began to hurt because she was intimidated by her classmates.

4. _____ The dirty man spit when he talked.

5. _____ At the end, the kids were tolerant of Anne and decided to emulate her bravery.

PART B Answer the questions.

1. What would the kids do in the janitor's closet?

2. What happened after the man yawned?

3. After the man prodded Anne with his forefinger, what did he say about the ransom?

4. What did Anne do after she sprinted to the bus depot?

5. To what question did Anne respond by saying "nope"?

**analogy** [ənælədʒi] *n.*

An **analogy** is a connection made between things to show that they are similar.
→ *The doctor made an analogy between the human heart and a water pump.*

**ancestry** [ænsestri] *n.*

A person's **ancestry** is the series of people from whom a person descended.
→ *We studied our ancestry and found out that we are related to royalty.*

**archer** [ɑ:tʃər] *n.*

An **archer** is a person who uses a bow and arrows.
→ *The expert archer hit the target every time.*

**conspiracy** [kənspɪrəsi] *n.*

A **conspiracy** is a secret plan made by a group of people to do something illegal.
→ *Some people think that there was a conspiracy to kill American president John Kennedy.*

**deputy** [dəpjəti] *n.*

A **deputy** is the second-highest-ranking person in a business or government.
→ *While the sheriff was ill, the deputy took over his duties.*

**earl** [e:rl] *n.*

An **earl** is a nobleman from Britain.
→ *The Earl of Canterbury lived in a huge mansion.*

**fragrant** [freɪgrənt] *adj.*

When something is **fragrant**, it has a pleasant smell.
→ *The girl picked delicious berries and fragrant flowers.*

**funnel** [fʌnl] *n.*

A **funnel** is an object with a wide top and a narrow bottom for pouring liquids.
→ *The worker used a funnel when he poured the oil into the engine.*

**hereditary** [hɪrədətəri] *adj.*

If something is **hereditary**, it is a trait passed onto children from their parents.
→ *The hereditary disease affected three generations of children.*

**hymn** [him] *n.*

A **hymn** is a religious song that often praises a god.
→ *The book was filled with hymns that the worshippers sang.*



invert [in've:t] *v.*

To **invert** something means to turn it upside down.

→ *He inverted the bicycle to make repairs on the wheels.*

prey [preɪ] *n.*

Prey is the animals that are hunted and eaten by another creature.

→ *The lion ran as fast as he could to catch his prey.*

procession [prə'seʃən] *n.*

A **procession** is a group of people who walk or drive in a line during a public event.

→ *The procession all celebrated when they reached the end.*

prophet [prə'fɪt] *n.*

A **prophet** is a person chosen by a god to give the god's message to people.

→ *Harold believed that he was one of the prophets of his god.*

sarcastic [sa:kæstɪk] *adj.*

When something is **sarcastic**, it is the opposite of what is actually meant.

→ *She hurt her mother's feelings with her constant sarcastic remarks.*

seasoning [sl:zənɪŋ] *n.*

Seasoning is a mix of salt, herbs, and spices that improves the taste of food.

→ *This steak tastes bland. Maybe I'll add some seasoning to it.*

sodium [sōdiəm] *n.*

Sodium is an element that can be used to make substances such as salt.

→ *Sodium and chloride combine to make table salt.*

tyranny [tɪ'rəni] *n.*

A **tyranny** is a cruel and unfair government in which one person has power.

→ *His tyranny was impossible to live under.*

tyrant [taɪ'rent] *n.*

A **tyrant** is someone who treats people in a cruel, harsh, and unfair way.

→ *Our boss is a tyrant. He makes us work long hours for little pay.*

vinegar [vínigər] *n.*

Vinegar is a strong liquid made from sour wine that is used in cooking.

→ *Be careful because too much vinegar will ruin the recipe.*

Exercise 1

Choose the answer that best fits the question.

1. If you invert a bottle, you _____.
a. drink from it b. wash it with soap c. turn it upside down d. drop it
2. Which of the following would most likely require the use of a funnel?
a. Snow b. Books c. Carrots d. Water
3. What is a wolf's prey?
a. Its pups b. Its den c. Its food d. Its ally
4. Which is hereditary?
a. Place of birth b. Eye color c. Favorite foods d. Hobbies
5. If something is fragrant, you _____.
a. like to smell it b. want to eat it c. try to end it d. want to sing it
6. Who uses seasoning at work?
a. A teacher b. A chef c. A builder d. An electrician
7. Which of the following describes a kind of deputy?
a. A supervisor b. A CEO c. A vice president d. A Manager
8. What is made from sodium?
a. Furniture b. Salts c. Toys d. Soda
9. Where would you most likely hear a hymn?
a. At work b. Under water c. At the zoo d. In a church
10. If your brother is sarcastic, he _____.
a. wants to hit you b. insults you c. betrays you d. is ill

Exercise 2

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

Word Bank

prey
fragrant

hereditary
seasoning

tyrant
hymns

procession
archer

vinegar
earls

One ingredient in the recipe is a small amount of 1_____.

Then you need to pour in a pint of 2_____.

She can play many instruments and sing many 3_____.

Her mother is a good musician, too. Her talent must be 4_____.

The hunter was a very talented 5_____.

He only needed one arrow to shoot his 6_____.

Everyone lined up to take part in the 7_____.

We marched to honor the king and the noble 8_____.

When it came to keeping the house clean, his mother was a 9_____.

She punished him if his room did not smell very 10_____.

Exercise 3

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

1. He liked to pour the strong tasting liquid made from sour wine directly on his salad.
-

2. To better explain the procedure, he used a great way to show that things are similar.
-

3. We were in awe of the performance of the skilled person who uses a bow and arrows.
-

4. The war was a means to overthrow the cruel and unfair government.
-

5. I have a feeling that the robbery was a secret plan to do something illegal by the owners.
-

6. At the library, we learned how to trace our line of people from which we descended.
-

7. The people were convinced that the strange visitor was a person chosen by God.
-

8. The father acted like a person who treated people in a cruel and unfair way.
-

9. The British nobleman was a very kind and respected man.
-

10. The new mayor's first priority was to select a second most important person.
-

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ The *sarcastic* teacher was always sure to speak clearly and honestly with his students.
2. ___ The *tyranny* at the church made people feel welcome.
3. ___ The mechanic used a *funnel* to pour the gas into the tank.
4. ___ Because of the *analogy*, many people were injured.
5. ___ I think the addition of more *sodium* to the recipe made the bread too salty.

The Earl of Shining

In the village of Hampton, there was an old soldier named Michael, but he was known to the world as the **Earl of Shining**. Michael was once an expert **archer** and a great fighter. In fact, his skills seemed to be **hereditary**; all the people in his **ancestry** were famous warriors. However, he was getting old and no longer wished to fight.

One day, he was in the forest hunting **prey** when he saw a beautiful **prophet** singing a **hymn**. She said, “Michael, an evil army is involved in a **conspiracy** to take over Hampton. You’re the only one who can defeat them and stop the **tyranny**. The village needs you!”

Michael replied, “But I’m too old to fight! I’m not confident that I can do it.”

The prophet said, “You must try. I will even make a potion to increase your strength.”

The prophet took out a bottle and a **funnel**. She poured some **vinegar** and garlic into the bottle. Next, she added some **seasoning** and **sodium** and shook it up.

Michael smelled the potion. “Wow, this is **fragrant**,” he said in a **sarcastic** tone. He **inverted** the bottle and drank the whole potion. He immediately felt stronger. “I’ll try my best,” he promised.

Michael rode his horse to a hilltop, where he could see the village of Hampton below. He saw the evil **tyrant** and his men marching in a **procession** through the town.

Michael charged down the hill and into the village. An enemy **deputy** officer shouted, “He looks as strong as an ox!” It was an apt **analogy**. Michael grabbed the officer and threw him across the street with one arm. The rest of the officers screamed and rode away, and their army followed.

The prophet reappeared. Michael said, “It’s a good thing you gave me the potion.”

She replied, “But Michael, the potion was fake! Your strength really came from having confidence!

Michael realized he really was still great. He just needed to believe in himself.



Reading Comprehension

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

1. ___ The Earl of Hampton was an expert archer who was in the forest hunting prey.

2. ___ The prophet used a funnel to put vinegar, garlic, some seasoning, and sodium in a bottle.

3. ___ The evil tyrant and his men marched in a procession through the town.

4. ___ The prophet, who sang a hymn, was involved in a conspiracy to take over Hampton.

5. ___ Michael's strength really came from the fragrant potion.

PART B Answer the questions.

1. What suggests that Michael's skills were hereditary?

2. What analogy did an enemy deputy officer use to describe Michael?

3. What did Michael say in a sarcastic tone before he inverted the bottle?

4. What did Michael say after the prophet said the village needed him to stop the tyranny?

5. What did Michael realize after his final encounter with the prophet?


adjoining [ədʒóinɪŋ] *adj.*

If something is **adjoining**, it is next to or joined with a building, or room.

→ *I couldn't sleep because the people in the **adjoining** room were loud.*


allege [əleɪdʒ] *v.*

To **allege** something is to say that it is true without offering proof.

→ *The little girl had **alleged** that her older brother hid her favorite doll.*


arch [ɑ:tʃ] *n.*

An **arch** is a curved opening formed under a structure such as a bridge or doorway.

→ *The **arch** of the bridge was not high enough for the tall boat to pass underneath.*


assemble [əsémbəl] *v.*

To **assemble** means to get together in one place.

→ *The parents **assembled** to discuss ways to improve their children's education.*


casualty [kæzjʊəlti] *n.*

A **casualty** is a person killed or injured in a war or an accident.

→ *The only **casualty** in the car accident was a woman who broke her arm.*


erect [ɪrɛkt] *v.*

To **erect** something means to build it.

→ *The king **erected** two towers on the north and south sides of his castle.*


foul [faʊl] *adj.*

If something is **foul**, then it is not pleasant or enjoyable.

→ *He wouldn't let his dog drink from the water because it had a **foul** smell.*


hectare [hɛkt̬ər] *n.*

A **hectare** is a unit of measure equal to 10, 000 square meters.

→ *His family farm covered many **hectares**.*


heighten [háitn] *v.*

To **heighten** an emotion means to increase the intensity of it.

→ *The pleasant music **heightened** their enjoyment of the wonderful dinner.*


hospitality [háspitæləti] *n.*

Hospitality is friendly behavior and entertainment given to guests or strangers.

→ *The travelers were amazed at the **hospitality** given them by the hotel's staff.*

**mansion** [mænʃən] *n.*

A **mansion** is a large and expensive home.

→ *The mansion had thirty bedrooms, two kitchens, and a pool.*

**outnumber** [aʊtnʌmbər] *v.*

To **outnumber** a group means to have a greater number than it.

→ *The girls outnumbered the boys at the school by four to one.*

**overjoyed** [əʊvərdʒɔɪd] *adj.*

If someone is **overjoyed**, then they are extremely happy.

→ *He was overjoyed by the news of his promotion.*

**pasture** [pæstʃər] *n.*

A **pasture** is an area of land covered with grass for animals to use as food.

→ *The sheep were taken to a pasture where there was more grass.*

**petition** [pɪtɪʃən] *n.*

A **petition** is a written request asking an authority to do something.

→ *The citizens all signed a petition asking the mayor to repair the sidewalks.*

**renovate** [rénəveɪt] *v.*

To **renovate** a building means to repair it or build new structures on it.

→ *The old fire station was renovated into an apartment building.*

**revise** [rɪvaɪz] *v.*

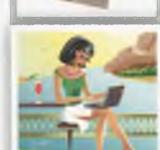
To **revise** something means to change or update it to make it better.

→ *When the editor discovered certain facts were wrong, he revised the book.*

**slab** [slæb] *n.*

A **slab** is a large, thick, flat piece of stone, concrete, metal, or wood.

→ *I looked at various slabs of stone to decorate my house.*

**terrace** [tərəs] *n.*

A **terrace** is an open area that is connected to a house or an apartment.

→ *In the afternoons, she liked to sit on the terrace and check her email.*

**turf** [tərf] *n.*

Turf is a section of grass and the dirt in which it grows.

→ *After the game, the turf looked ragged.*

Exercise 1

Choose the one that is similar in meaning to the given word.

- | | | | | |
|---------------------|-------------|-------------------------|-------------|-------------|
| 1. hectare | a. violence | b. 10,000m ² | c. temple | d. caven |
| 2. terrace | a. festival | b. temper | c. video | d. patio |
| 3. casualty | a. victim | b. effect | c. decision | d. perfume |
| 4. allege | a. reverse | b. accuse | c. assist | d. digest |
| 5. renovate | a. refer | b. apply | c. repair | d. compute |
| 6. outnumber | a. count | b. share | c. exceed | d. borrow |
| 7. adjoining | a. talking | b. reflective | c. adjacent | d. absolute |
| 8. revise | a. cover | b. detest | c. plea | d. change |
| 9. arch | a. color | b. feeling | c. gift | d. curve |
| 10. petition | a. request | b. license | c. animal | d. station |

Exercise 2

Choose the one that is opposite in meaning to the given word.

- | | | | | |
|------------------------|---------------|--------------|-------------------|--------------|
| 1. pasture | a. marsh | b. scream | c. future | d. stance |
| 2. foul | a. meaningful | b. dangerous | c. pleasant | d. muscular |
| 3. slab | a. office | b. freedom | c. spit | d. pebble |
| 4. assemble | a. believe | b. scatter | c. repeat | d. obey |
| 5. overjoyed | a. stinky | b. hidden | c. expensive | d. miserable |
| 6. turf | a. ocean | b. name | c. effort | d. sport |
| 7. erect | a. approve | b. destroy | c. donate | d. contain |
| 8. heighten | a. balance | b. pretend | c. elect | d. reduce |
| 9. mansion | a. pencil | b. shack | c. female | d. blouse |
| 10. hospitality | a. medicine | b. style | c. unfriendliness | d. silence |

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ___ Once the weather was *renovated*, the day was warm and sunny. Now, we were all able to go on a picnic in the park.
2. ___ The scientists worked all day in their *slab*. They were inventing a new plastic that would not melt under the extreme heat of the sun.
3. ___ The amount of cows *outnumbered* the pigs. There were more pigs than cows.
4. ___ Why don't you connect those two large blue *arches*, so that you can form a giant square?
5. ___ The worse *casualty* from the earthquake was a woman who broke a leg.
6. ___ The two enemies *erected* a wall between their properties. They had hoped that it would reduce any future arguments.
7. ___ Whenever Doug was in a *foul* mood, everyone enjoyed being around him.
8. ___ The glass was filled with a *hectare* of water.
9. ___ This is the kitchen, and the *adjoining* room is the dining room.
10. ___ The visit lacked in *hospitality*. There was nothing to eat and nowhere to sit.
11. ___ You can stay in the house tonight, but your dog has to sleep outside in the *mansion*.
12. ___ William *alleged* all the way home. As a result, he was out of breath and sweaty by the time he got there.
13. ___ The grandmother was *overjoyed* to see her grandchildren. She couldn't stop smiling when she saw their lovely faces.
14. ___ This room here is the *pasture*. It's where we keep all our old furniture.
15. ___ The manager read his employees' *petition*. They wanted a longer lunch break.

The Lord and the Farmers

A wealthy lord was **renovating** his **mansion**. He had added another story to his home with large windows that overlooked the farmers' **pastures** on the eastern border of his land. Around the mansion, he then **erected** a great wall. He built an **arch** for the gate out of huge **slabs** of stone. The lord was **overjoyed** with the addition to his home.

However, one day while he was sitting on the **terrace**, some farmers knocked at his door. He invited them in. Despite his **hospitality**, the farmers appeared to be in a **foul** mood.

"Why are you so upset?" the lord asked.

One farmer replied, "That is actually the reason for our visit." He then handed the lord a **petition**. It **alleged** that the shadow cast by the mansion was harming their pastures. "Your mansion now casts a shadow over several **hectares** of our land," the farmer explained. "The **turf** in the shadow has died, and our cattle now have less grass to eat."

"It is too late for me to **revise** my plans," the lord answered. "You will just have to live with the change."

His reply only **heightened** the farmers' anger. They left, but they **assembled** that night outside the mansion's gate. They planned to destroy the mansion. The lord's servants tried to defend the house, but the farmers **outnumbered** them.

The servants fled, and the farmers rushed into the mansion and set it on fire. Everyone got out of the house, and there were no **casualties**. However, the fire soon spread from the house to the **adjoining** pastures that belonged to the farmers.

Both sides' properties were destroyed. The lord and the farmers were sorry for their actions. The lord promised to pay for the burned pastures, and the farmers promised to rebuild the mansion. They had learned that when you fight, both sides lose.



Reading Comprehension

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

1. _____ The farmers that assembled outnumbered the lord's servants.

2. _____ Despite the lord's hospitality, the farmers appeared to be overjoyed.

3. _____ The lord built an arch for the gate out of slabs of stone.

4. _____ When the lord said it was too late to revise his plans, it heightened the farmers' foul mood.

5. _____ The pastures were owned by the lord.

PART B Answer the questions.

1. What did the farmers' petition allege?

2. While renovating, what did the lord erect around his mansion?

3. What happened to the pastures adjoining the burning mansion?

4. Why were there no casualties in the fire at the mansion?

5. While he was sitting on the terrace, who knocked on the mansion door?


analogous [ənæləgəs] *adj.*

If something is **analogous** to another thing, then it is like it in certain ways.

→ *The relationship with his teacher was analogous to that of a son and mother.*


binoculars [bɪnəkjuːlərz] *n.*

Binoculars are a device used for seeing things that are far away.

→ *He could see the ship on the horizon only if he used his binoculars.*


bulk [bʌlk] *n.*

The **bulk** of something is its great size.

→ *The large elephant moved its bulk with legs as strong as tree trunks.*


comprise [kəmpráiz] *v.*

If something **comprises** something else, it consists of or is made up of it.

→ *Our school's football team is mostly comprised with seniors.*


depict [dipikt] *v.*

To **depict** something means to show or portray it, often using art.

→ *The statue's face depicted the general's determination and courage.*


dual [djuːəl] *adj.*

If something is **dual**, then it is made up of two parts.

→ *The room had a dual function. It was a living room, but at night it was a bedroom.*


Fahrenheit [færənhāɪt] *n.*

Fahrenheit temperature is a scale where water freezes at 32° and boils at 212°.

→ *When the temperature dropped to 32° Fahrenheit, it started snowing.*


fulfill [fʊlfɪl] *v.*

To **fulfill** something means to achieve or finish it.

→ *The professor did not fulfill his promise not to miss a single class.*


grove [grouv] *n.*

A **grove** is a small group of trees.

→ *All the trees in this grove are apple trees.*


ore [ɔːr] *n.*

Ore is the raw form of rock or material from which a valuable metal is taken.

→ *The factory melted the ore and used it to make iron products.*



outback [autbæk] *n.*

The **outback** is the wild inland region of Australia where very few people live.
 → Many Australian farmers use the **outback** to raise cattle.



outweigh [autwēɪ] *v.*

To **outweigh** something means to exceed it in value, amount, or importance.
 → Finding a warm place to sleep **outweighed** the need to find something to eat.



paradox [pærədäks] *n.*

A **paradox** is a true statement or real event that seems illogical.
 → The **paradox** of her work was that the less she worked, the more she got done.



pier [piər] *n.*

A **pier** is a structure that extends into a body of water.
 → If you want to catch bigger fish, then go to the far end of the **pier**.



shortcut [ʃɔ:tkt̩] *n.*

A **shortcut** is a route that is shorter than the main route.
 → We got to the house first because we took a **shortcut** through the forest.



tariff [tærif] *n.*

A **tariff** is a tax or fee paid on certain imports or exports.
 → Our **tariff** on imported wool makes foreign wool more expensive.



thermometer [θə:rmit̩ə:r] *n.*

A **thermometer** is a device that measures temperature.
 → The **thermometer** outside the window indicated that it was a hot day today.



tilt [tilt] *v.*

To **tilt** something means to tip it into a sloping position.
 → She **tilted** her glass and almost spilled some of the wine inside.



vice versa [váisivé:rse] *adv.*

If a statement is **vice versa**, then its two main ideas are switched with one another.
 → Students learn from their teachers, and **vice versa**.



whereabouts [hwɛ:rəbəuts] *n.*

The **whereabouts** of someone or something is the place where they are.
 → The police looked for the lost dog, but its **whereabouts** were still unknown.

Exercise 1

Choose the answer that best fits the question.

1. Binoculars help you to see things that are _____.
a. close by b. under the sea c. far away d. covered in mud

2. If you have dual responsibilities, then you have _____ things to take care of.
a. two b. three c. ten d. twelve

3. Which of the following is about the same as a tariff?
a. A salary b. A tax c. A surplus d. A bonus

4. Where would you most likely see a pier?
a. In the water b. On a plane c. Under the ground d. On a road

5. Fahrenheit is used to measure _____.
a. height b. distance c. weight d. temperature

Exercise 2

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

Word Bank

| | | | | |
|-------------|-------------|------------|------------|------------|
| outback | thermometer | vice versa | ore | outweighed |
| whereabouts | grove | fulfill | Fahrenheit | shortcut |

When the food is ready, its temperature should be 140 degrees 1_____.
You can use that 2_____ to determine when it is hot enough.

There are not many forests in the Australian 3_____.
But there might be a 4_____ wherever there is enough water.

She didn't have much time to get to the house to 5_____ her promise.
Therefore, she took a(n) 6_____ that would get her there in no time.

The need to create more jobs 7_____ the need to spend more money.
But in other years it was 8_____.

According to legend, gold was made from the cave's 9_____.
However, today its 10_____ have been forgotten.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. comprise
a. return b. consist c. explain d. favor
2. tilt
a. mix b. dig c. lean d. grip
3. pier
a. dock b. cake c. chef d. fort
4. analogous
a. metric b. powerful c. secure d. similar
5. paradox
a. illogical b. cattle c. calendar d. feather

Exercise 4

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

1. These mines produce several types of valuable raw forms of rock.

2. The company had to pay a tax on exports for the steel it shipped to Europe.

3. She used the device used for seeing things far away to observe the small bird.

4. The painting portrayed what the beach looked like twenty years ago.

5. He had sent a letter from the city three days earlier. But his precise location was still a mystery.

6. The two-part plan involves scientists from both universities.

7. The meal was made up mostly of beans and vegetables.

8. If you're sick, take your temperature. The device for measuring temperature is in the cabinet.

9. His promotion was a real event opposite to common knowledge due to his sparse knowledge.

10. It was difficult to lift the great mass that had accumulated in his backpack.

The Shortcut

A truck driver was driving cargo from the **outback** to the coast. His load was **comprised** of many types of **ore**. He needed a huge truck to carry its **bulk** to a ship waiting at a **pier** on the country's eastern coast. At the border between two counties, he'd have to pay a **tariff** on the cargo. However, he could keep his money if he avoided the station at the border. He worried about getting in trouble for not paying the tariff, but the thought of extra money **outweighed** this concern.

He took out his road map. To his surprise, it **depicted** a small road that had a **dual** advantage. It not only avoided the border station but also was a shorter route to the coast. He decided to take the **shortcut**.

However, along his journey, he soon ran into problems. First, he had to cross a small wooden bridge. His truck weighed too much for the bridge. It was **analogous** to an elephant trying to stand on a tree branch. The bridge started to break as the truck crossed, and the trailer **tilted** to the right. Fortunately, the truck made it safely across, but most of the ore fell into the river below.

Next, it was a very hot day. The **thermometer** read over 100 degrees **Fahrenheit**. The truck's engine became too hot, so the driver parked it in the shade of a **grove** of trees until it cooled down.

Later, he took a wrong turn. He stopped and took out his **binoculars**. He scanned his surroundings and eventually discovered a landmark that led him back to the proper route.

Finally, he arrived at the pier, but the ship wasn't there. When he asked about the ship's **whereabouts**, a man said that it had left thirty minutes ago. He had not **fulfilled** his duty. He realized then the **paradox** of the shortcut. The shortest route can be the longest, and **vice versa**, a long route may be the fastest.



Reading Comprehension

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

1. _____ The driver's load was comprised of many types of ore.

2. _____ The paradox of the shortcut was that the shortest route could be the longest but not vice versa.

3. _____ The thermometer read under 100 degrees Fahrenheit.

4. _____ When the trailer tilted, the driver's binoculars fell into the river.

5. _____ The driver had fulfilled his duty.

PART B Answer the questions.

1. What was the truck crossing the bridge analogous to?

2. What outweighed the driver's concern of being punished for not paying the tariff?

3. What was the dual advantage of the route depicted on the map?

4. What made the driver park his truck in a grove of trees while in the outback?

5. Why couldn't the driver determine the ship's whereabouts at the pier?

30

Word List


amber [æm'bər] *n.*

Amber is a hard, yellowish material that comes from trees.

→ *The necklace was made from pieces of amber.*


charcoal [tʃɑ:r'koul] *n.*

Charcoal is a black material that is used as fuel for fire.

→ *There was burnt charcoal left on the ground from an old fire.*


columnist [káləmn̩ɪst] *n.*

A **columnist** is a writer who creates articles about a particular subject.

→ *The columnist won praise for his articles about life on the farm.*


courteous [kō:t̩riəs] *adj.*

When someone is **courteous**, they are polite and respectful.

→ *The mother asked her family to be courteous to their guests.*


credentials [kridēn̩ʃəlz] *n.*

Credentials are the proof of someone's experience or ability to do something.

→ *The mechanic hung his credentials on his office wall.*


cricket [kríkit] *n.*

A **cricket** is an insect that makes loud noises, usually at night.

→ *In the country, we could see the stars and hear the crickets at night.*


delta [dél'tə] *n.*

A **delta** is flat area where a river splits into smaller rivers that flow into the sea.

→ *The archeologists found many ancient materials in the delta of the Nile River.*


detergent [dít̩ə:rđʒənt] *n.*

Detergent is soap that is used to clean clothes or dishes.

→ *My brother added too much detergent to the wash, and bubbles got all over the floor.*


euphemism [jū:femizəm] *n.*

A **euphemism** is a term that is used in place of a mean or unpleasant word.

→ *"Window maintenance officer" is a euphemism for a window washer.*


expire [ikspāiər] *v.*

To **expire** is to no longer be effective because its use has come to an end.

→ *The man's driver's license was going to expire in two days.*



● **granite** [grænit] *n.*

Granite is a very hard type of rock that is often black or pink.

→ *The kitchen counter was made of granite.*



● **gravel** [grævəl] *n.*

Gravel is a combination of small stones mixed with sand.

→ *The ground around the swing set was covered with gravel.*



● **haunt** [ho:nt] *v.*

To haunt is to cause problems or negative thoughts over a long period of time.

→ *His thoughts about his scary dream haunted him for weeks.*



● **liberal** [libərəl] *adj.*

When someone is liberal, they accept different ideas and people.

→ *My grandparents aren't as liberal as my parents.*



● **maze** [meɪz] *n.*

A maze is a system of paths that is complicated and easy to get lost in.

→ *We got lost in the maze in the garden.*



● **moss** [mo(:)s] *n.*

Moss is a small green or yellow plant that grows on wet dirt, rocks, or tree trunks.

→ *Be careful not to slip on the moss that's covering those rocks.*



● **pebble** [pébəl] *n.*

A pebble is a small, round stone.

→ *We threw pebbles into the lake to make the water splash.*



● **peck** [pek] *v.*

When a bird pecks, it bites or hits something with its beak.

→ *The birds pecked at the seeds on the ground.*



● **reservoir** [rēzərvwā:r] *n.*

A reservoir is a place for storing water for a town to use.

→ *If it doesn't rain soon, the reservoir is going to dry up completely.*



● **streak** [stri:k] *n.*

A streak is a long, thin mark that is easy to see.

→ *Her hair was brown except for a streak which she dyed blonde.*

Exercise 1

Choose the answer that best fits the question.

1. Where does a columnist work?
a. At a university b. At a newspaper c. At a restaurant d. At an airport
2. Which of the following might a liberal person do?
a. Restrict freedoms b. Learn new ideas c. Reject free speech d. Support tyranny
3. What animal pecks?
a. A bee b. A cat c. A bird d. A tiger
4. What is stored in a reservoir?
a. Water b. Food c. Books d. Tools
5. Which of these animals have a long streak on their bodies?
a. A skunk b. A horse c. A rhino d. A gorilla

Exercise 2

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

1. After seeing her house on fire, Jenna was troubled by thoughts of fire.

2. The boy had small round rocks stuck on the bottom of his shoe.

3. The bird bit or hit the dish and carried away pieces of bread.

4. The city made a place to store water, so there would always be water for the people.

5. She poured soap to clean dishes into the sink and washed the dishes.

6. The woman was impressed by her friend's polite and respectful brother.

7. The scientist went to school for many years to earn her proof of ability.

8. I added some more rocks that served as fuel to the fire.

9. Clara didn't want to offend her grandmother, so she used a replacement for an unpleasant word to refer to old age.

10. The land in the flat place where the river divides was good for growing food.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. columnist
 - a. singer
 - b. journalist
 - c. electrician
 - d. CEO

2. cricket
 - a. grasshopper
 - b. beetle
 - c. ant
 - d. mosquito

3. maze
 - a. disguise
 - b. hoop
 - c. tower
 - d. puzzle

4. gravel
 - a. boulder
 - b. rock
 - c. hill
 - d. mound

5. haunt
 - a. calm
 - b. play
 - c. terrorize
 - d. soothe

Exercise 4

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

Word Bank

| | | | | |
|-----------|-----------|-------|---------|---------|
| expired | courteous | amber | pebbles | streak |
| reservoir | crickets | maze | moss | granite |

They had three minutes to find their way out of the 1_____.

They had to get out before the time 2_____.

Jessica had the carpet in her house replaced with 3_____ tiles.

The tiles had lovely designs on them and also pieces of 4_____.

Gene squeezed the bottle and got a 5_____ of ketchup on his shirt.

The 6_____ host was nice enough to get him a new shirt.

There was a pile of 7_____ near the water.

They had been washed up from the bottom of the 8_____.

We walked down the road and passed many trees covered in 9_____.

It was dark already, and all that could be heard were the 10_____.

The Mad Hatter

One morning, Lucas sat outside with his grandfather. They looked past the **gravel** road that led to a natural **reservoir** on the **delta**. On the other side of the water, there was a cottage.

“Does a ghost live there?” Lucas asked.

“No, a mad hatter lives there,” said his grandfather. Lucas didn’t know what a mad hatter was, but the image of a scary man **haunted** him.

Later, Lucas went for a walk in the forest. He collected pieces of **amber** and **granite** that he found on the ground. He looked at the **moss** on the trees and watched a bird **peck** at the ground. But the forest was like a **maze**. Soon, Lucas was lost.

Lucas heard somebody behind him. He wanted to run away, but he fell. He had a **streak** of blood on his shirt and some **pebbles** stuck in his skin. Then a man appeared.

“I will take you home. First, let’s get you cleaned up,” he said.

Lucas followed him. When they arrived at the cottage, he realized the man was the mad hatter!

He sat down inside. It smelled like **charcoal**, but it looked like a normal house. The man brought Lucas back some medicine.

“It’s a bit old, but it’s not **expired**,” the man said.

While Lucas cleaned his cut, the man washed the blood out of his shirt with **detergent**. Lucas asked, “Are you a mad hatter?”

The man laughed and replied, “That’s a **euphemism** for a crazy person. Actually, I’m pretty normal. I’m a **columnist** for a newspaper,” said the man. He pointed to his **credentials** which hung on the wall.

Lucas could hear the **crickets** outside. It was getting dark, so he asked, “Could you take me home now?”

The man said yes. Lucas was surprised that people thought the man was crazy. He was actually very **courteous**. Maybe Lucas should have a more **liberal** attitude. Next time, Lucas wouldn’t make judgments about people without getting to know them first.



Reading Comprehension

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

1. Lucas's thoughts about the house across the reservoir haunted him.

2. Lucas collected crickets and moss while he walked through the forest.

3. The bird was pecking at the maze.

4. Lucas got a streak of blood on his shirt and pebbles in his skin from falling down.

5. The man's house smelled like food that had expired.

PART B Answer the questions.

1. Where was the cottage located in relation to the grandfather's house?

2. What did the man wash Lucas's shirt with?

3. Why did the man point to his credentials on the wall?

4. What did the man say about the term "mad hatter"?

5. What did the courteous man teach Lucas at the end of the story?

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