



WORKBOOK

# **INTERMEDIATE ENGLISH READING**



Team Teaching Intermediate English Reading

Universitas Dian Nuswantoro

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# UNIT 1

## DEFINITION TEXT

A **definition paragraph** is a paragraph explaining a term or subject, so your audience comprehends the topic of the paragraph. This can be done in three different ways: Synonym, Class, and Negation.

**a. Synonym** is explaining the term by using the words that mean the same thing.

**Example:** To procrastinate is to slack.

**b. Class** is when you put your topic in a larger category to explain your term.

**Example:** A pineapple is a tropical fruit that has an acidic and sweet taste.

**c. Negation** means that the writer first says something is not, and then says what it is.

**Example:** A snowcone is not an ice creamcone, but rather a shredded ice and syrup treat.

Examples of questions requiring a definition paragraph

1. What is venture capital?
2. Define 'over-fishing'.
3. What are longitudinal dunes?
4. What is meant by protein quality?
5. What is cholera?

### Sample paragraph 1

An amtrack is not a boat; however, it is a military vehicle that moves on the ocean as well as on land. It's an armored vehicle that weighs twenty-six tons. An amtrack's job is to carry troops from ships off shore onto the beach in an amphibious assault. It's made out of aluminum, with steel suspension. It has a tracked suspension, much like a bulldozer. Its front end slopes upward toward the headlights in an effort to give it greater ground clearance. It's propelled on land by its tracked suspension; however, in the water it uses two water jets. It

has a turret that holds a fifty caliber machine gun, and a forty millimeter, fully automatic, grenade launcher. It has a ramp on the back that can be raised or lowered for the easy loading and unloading of troops. There is a door built into this ramp so that when the ramp is up, people can still get in and out through the back. It has three hatches behind the turret that can be opened to allow the dropping of supplies into the vehicle, or to allow embarked infantry a means of looking out. The driver looks out of a hatch on the front left side of the vehicle, while the troop commander sits just behind him. The vehicle commander, sits in the turret of the vehicle, and mans the machine guns. The amtrack is fully amphibious.

**Question:**

1. What is amtrack?

**Sample paragraph 2**

A racist can be defined as a prejudiced person who discriminates because of another individuals outer appearance or race. Racism can all start as a child being raised with negative thoughts, or can be brought upon by personal reasons. For example, growing up in a racist family will give adolescent awful thoughts about a race without even experiencing how they really feel first hand. A different example of how one might unfortunately choose to be racist would be if a person visits a country, and a negative event took place; this person might become racist toward a group of people that lived there all because of one personal event that happened. This is not a type of person that treats people like how they want to treated, but it is a form of hatred toward a set of people. This kind of person might use mental abuse, or they can even get physically abusive toward the kind of race they are discriminate towards. They also can have a type of attitude that thinks that they are better than certain groups and cultures. Racism is a negative concept that put down people for no real reason. Racism is a form of ignorance and inequity and only one could wish for this discrimination to stop all together in order for everybody to get along.

**Question:**

1. How many definition of racist that can be found in the text?
2. Mention the definition of racist that can be found in the text.

## Exercise 1.1

### Vocabulary definition

#### 1. refresh

- A. to make new
- B. to focus
- C. to destroy
- D. to fall asleep

#### 2. similar

- A. completely original
- B. very dull
- C. required
- D. almost the same

#### 3. abandon

- A. to leave behind
- B. to give advice
- C. to watch closely
- D. to correct

#### 4. injury

- A. something that weighs a lot
- B. something that is pretty
- C. something that comes from nature
- D. something that hurts someone

#### 5. bland

- A. not present
- B. without hope
- C. with humor
- D. without flavor

#### 6. suspend

- A. to discover
- B. to hang
- C. to finish
- D. to teach

#### 7. abolish

- A. to hide or conceal
- B. to rob or steal
- C. to subtract or take away
- D. to cancel or ban

#### 8. senseless

- A. pointless or silly
- B. dangerous or unsafe
- C. friendly or kind
- D. brave or confident

#### 9. strategy

- A. a plan
- B. a government
- C. a war
- D. a conclusion

#### 10. drowsy

- A. old
- B. ugly
- C. sleepy
- D. wealthy

## UNIT 2

### READING COMPREHENSION 1

#### Reading text

<sup>1</sup> For anyone who has seen *Pirates of the Caribbean* or read Robert Louis Stevenson's *Treasure Island*, the **lure** of lost treasure ships **laden** with gold, silver, precious jewels, and priceless antiquities will take them back to the colonial period of the sixteenth and seventeenth centuries, when Spanish and Portuguese explorers conquered the Americas and sailed back to Europe with their bounty. If it's big treasure you're after, however, you might turn your attention to the lost treasure ships of the twentieth century. Between the two world wars, luxury liners, armored warships, merchant **vessels**, and freighters carried more than 700 tons of gold from war-torn Europe to safe havens in North America. Many, like the RMS Titanic, RMS *Lusitania*, and HMS *Edinburgh*, met with enemy attack or natural catastrophe and sank to the bottom of the sea. To this day, few treasure ships have ever been recovered.

<sup>2</sup> Of the estimated three million shipwrecks scattered over the ocean floor, only the most commercially attractive ones have captured the attention of treasure hunters and salvors. The most legendary is the *RMS Titanic*. On April 14, 1915, the 882-foot, 46,392-ton luxury liner **collided** with an iceberg and sank on its maiden voyage from Southampton, England, to New York City. Of the 2,223 people on board, 1,517 died in the tragedy. Lost but not forgotten, the *Titanic* and its treasures began to attract potential salvors in the 1960s, but it was not until the 1980s that Texas millionaire Jack Grimm undertook three separate expeditions, only to find no trace of the ship's **remains**.

<sup>3</sup> On September 1, 1985, a French-American project located the *Titanic*, and in 1987, with the use of the submersible *Nautile*, salvors recovered an abundance of artifacts. A total of 5,500 objects were brought up from the **wreck**, including personal belongings of the passengers and crew, memorabilia, collectibles, porcelain, furniture, fixtures, ship parts, and **miscellaneous** articles of more value to historians, archaeologists, and museum visitors than to fortune seekers. *Titanic: The Artifact*

*Exhibition*, the largest display of recovered artifacts from the ship, is on permanent display at the Luxor Hotel in Las Vegas, Nevada. In addition to more than 300 objects, the exhibit features stories of the passengers and a full-scale reproduction of the liner's Grand Staircase. Other expeditions, a few of which are listed in the table below, have been more rewarding than the discovery of the *Titanic*.

<sup>4</sup> As adventure some as it may seem, the hunt for treasure ships has always faced major challenges. Until the 1950s, treasure hunters had difficulty locating shipwrecks that lay thousands of meters deep in dark and dangerous waters. At the turn of the century, failure often resulted from the hit-and-miss process of dragging wire nets and lines from two or more ships across the seafloor until they caught on something. In 1918, the joint English-French Anti-Submarine Detection Investigation Committee (ASDIC) located enemy submarines by sending out sound pulses through the water. This revolutionary technique was used to locate the *Lusitania*, which sank off the coast of Ireland after a German U-boat attack on May 7, 1915. Echo-sounding **evolved** by the 1960s into sonar, which became a standard feature of marine navigation. In addition to side-scan sonar, searchers can now employ sub-bottom profilers to image objects buried beneath layers of sediment. Modern satellite global positioning systems (GPS) can accurately determine the location of a lost ship in an area as small as 500 square miles.

<sup>5</sup> Once a ship has been located, divers are sent to access the wreck, but their safety and success depend on suitable equipment. Pioneer divers had to wear heavy canvas suits, a copper helmet, lead boots weighing 40 pounds each, and lead weights of 16 pounds to **counteract** buoyancy. They could safely reach a maximum depth of only 200 feet. The time they could spend under water and the speed at which they could surface without suffering from the "bends" were severely limited. In the 1940s, renowned French oceanographer Jacques Cousteau and associate Émile Gagnan developed the Aqua-Lung, or oxygen tank. This improvement in diver safety and mobility made diving more popular and treasure hunting more **feasible**.

<sup>6</sup> Cousteau also contributed to the development of saturation diving, which allowed divers to live and work from a protected sea habitat. Using a small manned submarine called a submersible, divers are able to **withstand** external pressure at depths up to 20,000 feet and to work under water for up to three days. Originally developed for scientific and military purposes, submersibles are equipped with robotic

arms to recover objects and to investigate areas of a wreck that would otherwise pose physical peril to divers.

<sup>7</sup> Although advanced technology has made it easier for treasure hunters to find, access, investigate, and even raise sunken ships, there is no guarantee of success. A ship of interest can lie amid other wrecks, making it impossible to detect or distinguish. With the passage of time, sand and mud cover wreckage and the forces of nature **erode** and decompose steel, iron, wood, and other materials. Rugged, shifting terrain, as well as adverse marine and weather conditions, increase the risks of disaster to search crews.

<sup>8</sup> The exact nature and value of a ship's cargo is often **subject to** a great deal of speculation. Since records were not always kept, particularly in wartime, the details of a ship's cargo could be anybody's guess. Even if treasure hunters have deep-enough pockets and a broad time horizon to go on their quest, they have a good chance of ending up with no legal claim to their booty. Laws governing the ownership of shipwrecks and their contents and the right of salvage are complex, and no international agreements exist. Opponents of commercial salvage condemn these attempts as the **desecration** of graves, while some archaeologists argue that these sites should be preserved in their virgin state.

<sup>9</sup> Despite the many obstacles, there are adventurers who cannot resist the lure of lost treasure. It is the sea, however, that remains in possession of these **doomed** vessels, and the sea is reluctant to give them up.

### **Exercise 2.1**

**Organizing vocabulary** *List the words and phrases from the reading text that relate to the following categories. An example has been provided for each category.*

1. Sea-going: vessels, \_\_\_\_\_
2. Valuable: objects, \_\_\_\_\_
3. Danger: tragedy, \_\_\_\_\_

### **Exercise 2.2**

**Understanding vocabulary** *Choose two words or phrases from the following list as synonyms of each numbered item below:*



artifact	challenge	locate	recover
booty	collectibles	lure	renowned
bounty	detect	obstacle	rewarding
capture attention	disaster	peril	salvage
catastrophe	legendary	priceless	shipwreck
1. treasure	_____	_____	_____
2. find	_____	_____	_____
3. save	_____	_____	_____
4. valuable	_____	_____	_____
5. accident	_____	_____	_____
6. problem	_____	_____	_____
7. danger	_____	_____	_____
8. antique	_____	_____	_____
9. attract	_____	_____	_____
10. famous	_____	_____	_____

### Exercise 2.3

Word and part of speech	Definition
1. laden _____	_____
2. miscellaneous _____	_____
3. counteract _____	_____
4. erode _____	_____
5. doomed _____	_____
6. remains _____	_____
7. wreck _____	_____

- 8. lure \_\_\_\_\_
- 9. evolve \_\_\_\_\_
- 10. feasible \_\_\_\_\_
- 11. withstand \_\_\_\_\_
- 12. subject to \_\_\_\_\_
- 13. collide \_\_\_\_\_
- 14. desecration \_\_\_\_\_
- 15. vessel \_\_\_\_\_

### Exercise 2.4

- |                   |   |
|-------------------|---|
| _____ Paragraph 1 | a. <i>Titanic Treasure Disappoints</i>  |
| _____ Paragraph 2 | b. <i>Submersibles and Robot Technology Allow Access to Wrecks</i>            |
| _____ Paragraph 3 | c. <i>Titanic Considered Most Famous Shipwreck</i>                            |
| _____ Paragraph 4 | d. <i>No Guarantee of Ownership for Treasure Hunters</i>                      |
| _____ Paragraph 5 | e. <i>Diver Safety Key to Lost Ship Recovery</i>                              |
| _____ Paragraph 6 | f. <i>Ocean Keeps Guard over Sunken Treasures</i>                             |
| _____ Paragraph 7 | g. <i>Treasure Hunters Encounter Obstacles Despite Technological Advances</i> |
| _____ Paragraph 8 | h. <i>Lost 20th-Century Ships Laden with Valuable Treasure</i>                |
| _____ Paragraph 9 | i. <i>Modern Technology Improves Chances of Detection</i>                     |

# UNIT 3

## READING COMPREHENSION 2

### Reading Text

You are what you eat, say scientists

Scientists have cast new light on the effects our diet has on our mental health. Researchers say what we eat affects and alters our brain chemistry up until the age of 30. They say this explains why older adults are more emotionally stable and resilient than under-30s. The research was conducted by a team led by Lina Begdache, a professor of health and wellness studies. Researchers said that while the link between our diet and diabetes, heart disease and obesity is well established, there is a paucity of research on the influence our dietary intake has on mental health. The researchers also suggested that mental well-being stimulated healthy eating, healthy practices, and exercising.

The research was carried out via an anonymous internet-based survey. It was sent through social media platforms to different professional and social group networks. Professor Begdache found that adults under 30 who ate fast food more than three times a week scored higher on levels of mental distress, anxiety and depression. She said that for adults over 30, the study found that eating less carbohydrates and more fruit reduced anxiety and depression. Begdache pointed to research showing how a Mediterranean diet was as good for our brain as for our body. She said: "It has all the components that are important for the healthy structure of the brain."

### Exercise 3.1

#### Vocabulary Matching

- |              |   |
|--------------|---|
| 1. cast      | a. Sane and sensible; not easily upset or disturbed.                          |
| 2. diet      | b. Able to withstand, cope with or recover quickly from difficult conditions. |
| 3. alters    | c. Thrown or put something somewhere.   |
| 4. stable    | d. Encouraged the development of or increased activity in something.          |
| 5. resilient | e. The kinds of food that a person, animal, or community usually eats.        |

- |                   |  |
|-------------------|--|
| 6. paucity        | f. Changes or causes to change in character or form.   |
| 7. stimulated     | g. The presence of something only in small or insufficient quantities or amounts.  |
| 8. via            | h. Smaller parts of a larger whole.  |
| 9. anonymous      | i. By way of; through.   |
| 10. distress      | j. Of a person not identified by name; of unknown name.  |
| 11. anxiety       | k. Great sadness, usually felt over a period of time and accompanied by feelings of hopelessness and of not feeling good enough. |
| 12. depression    | l. A feeling of worry, nervousness, or unease, usually about an upcoming event.  |
| 13. carbohydrates | m. Extreme anxiety, sorrow, or pain.   |
| 14. components    | n. A food group that includes sugars and starch. They are in food like rice, potatoes and pasta and give us energy.              |

### Exercise 3.2

#### Synonym Match

Match the following synonyms.

- |                |                  |
|----------------|------------------|
| 1. cast        | a. conducted     |
| 2. alters      | b. well-balanced |
| 3. stable      | c. parts         |
| 4. paucity     | d. encouraged    |
| 5. stimulated  | e. study         |
| 6. carried out | f. spread        |
| 7. survey      | g. formation     |
| 8. anxiety     | h. shortage      |
| 9. components  | i. worry         |
| 10. structure  | j. changes       |

### **Exercise 3.3**

#### **Comprehension Questions**

1. What have researchers cast on the effects of our diet on mental health?
2. Who did the article say was more emotionally stable and resilient?
3. What is Lina Begdache a professor of besides health?
4. What did the professor say about the link between diet and obesity?
5. What did the researchers say stimulated healthy practices?
6. How was the survey conducted?
7. How often did adults eat fast food to increase levels of mental distress?
8. What did over-30s eat less of to reduce depression?
9. What diet did the professor suggest eating?
10. What is a diet mentioned in the article important for?

# UNIT 4

## EXEMPLIFICATION

Exemplification writing uses specific, vivid examples for the purpose of adding more information to explain, persuade, define, or illustrate a general idea. Likewise, exemplification provides solid support and strong evidence to prove the writer's main statement.

By supplying specific examples, the writer adds additional who, what, when, where, why, and how information to elaborate on the main idea of a paragraph or essay. Good examples are logically related to the topic, and provide the mental imagery needed by the reader to make important connections.

There are several ways to organize an exemplification paragraph or essay. Some writers need several examples to sufficiently explain their main idea. Other writers might use only one major example and examine all its subordinate features to satisfactorily demonstrate their point.

The examples can be organized chronologically, spatially, from the simple to complex, or with the emphatic order which moves from the first example to the one that is most important. Examples organized chronologically are moving through time, while examples organized spatially are moving through space.

\*\*\*Exemplification moves from the general to the specific\*\*\*

Broad	Specific →	→ More Specific
compound	H <sup>2</sup> O	a chemical substance made up of two hydrogen atoms and a one oxygen atom that exists in several forms
lawsuit	Roe vs. Wade	controversial landmark decision granting women the right to choose
tree	Oak	a deciduous genus of the northern hemisphere bearing a fruit known as the acorn
film	<i>Gone With the Wind</i>	a classic American epic tale of riches, ruin, and romance set in the aftermath of the Civil War

To exemplify, we mention a **class** – e.g. animals – and one or some (but not all) of the **members** of that class – e.g. cats, or cats and dogs.

Example:

## **Defining friendship as it occurs in real life**

A friendship occurs when a bond is made between two people that go beyond being an acquaintance. A friendship that is healthy should contain respect, where both people respect each other in a somewhat equal fashion. The two should also care about the fate of the other, and may also care about the emotional and physical wellbeing of the other. A friendship may also include acts, be they of kindness or in general, that work for the best interest of the other without requiring anything tangible in return.

### **Example 1 – acts of kindness without requiring anything in return**

An example of this includes when a young man was dumped by the girlfriend he was living with. The relationship had gone on since school up into college whereupon the two had moved in together. The man's friend, upon discovering that his friend was moving out of the house he and his girlfriend shared, went over to help him move out of his house into a family member's house.

### **Example 2 – acting in the best interest of the other person**

A young woman repeatedly saw the partner of her friend flirt with other women and he appeared on many occasions to be taking it a little too far. The woman did not want to tell her friend just in case she was overreacting, plus it may have damaged their relationship. Instead, she spoke to one of the women that the man was flirting with and convinced her to show her girlfriend the text messages that the man had been sending her. That way her friend was able to see what her boyfriend was up to without it damaging the friendship between the two women.

### **Example 3 – providing support for the other person without any tangible reward**

There are numerous occasions in college when students have gone out of their way to be there for their friends during times of illness and grief without ever receiving anything in return. One may assume that if material rewards were not received that maybe they hoped the other would provide the same type of support when they were ill or upset, and yet there are many times when the person giving never receives it back (possibly because it was not needed) and yet the friendship remained strong.

## Conclusion

There are plenty of examples of friendship in a real-life situation where people do things for other people without any sort of tangible reward. There are occasions when a friend looks out for another person's interests, and times when acts of kindness are given because of friendship alone. There is an argument to be had around if the actual friendship is reward in itself, which would then mean that acts of kindness and caring are still motivated by self-interest.

## Complex Example-Giving

Written examples often do more than just name a class member – they **say something about it**. This is what is meant by “complex” example-giving. Here is an example:

*Some European languages are widely spoken in other continents. For example, Portuguese is common in Africa and South America.*

The extra information about the class member here is underlined. It will usually contain a **verb** (here *is spoken*). Because of this, the example-giving must be in a **new sentence** and *for example* must have a **comma after it**.

Note: the following common errors to avoid with complex example-giving:

**WRONG (class member not in a new sentence):** Some European languages are widely spoken in other continents, for example Portuguese. It is common in Africa and South America.

**WRONG (class member repeated with a pronoun):** Some European languages are widely spoken in other continents. For example Portuguese, it/which is common in Africa and South America.

**WRONG (class member in a sentence without a verb):** Some European languages are widely spoken in other continents. For example Portuguese. It is common in Africa and South America.



### Exercise 4.1

Direction: Find class members below that are directly followed by a verb, and in them write a full stop before the words *for example/for instance* and a comma after them. Otherwise just write a comma before *for example/for instance*.

1. Some numbers below 25 can be exactly divided by at least five other numbers for instance 12 can be divided by 1, 2, 3, 4 and 6.
2. Essay writing involves particular skills for example grouping and sequencing points in a logical way.
3. There are numerous requirements for giving a successful oral presentation for example using signpost language promotes audience attention.
4. Building more roads is desirable for various reasons for instance it can reduce accidents.
5. Languages can be learned with the help of special books for example dictionaries, which assist vocabulary acquisition.

### Reading text

<sup>1</sup> Schloss Neuschwanstein is one of Europe's most popular castles. Located on a hill overlooking the village of Hohenschwangau, near the town of Füssen in southern Germany, this nineteenth-century castle attracts 1.3 million international tourists every year. Recognized as the model for Sleeping Beauty's Castle at Disneyland in Anaheim, California, Schloss Neuschwanstein must be seen to be believed, but to fully appreciate its "fairy tale" **mystique**, one must learn about the king who planned and built it.

<sup>2</sup> Ludwig Otto Friedrich Wilhelm was born to Maximilian II of Bavaria and Princess Marie of Prussia on August 25, 1845, in Schloss Nymphenburg in Munich, the capital of Bavaria. His brother, Otto, was born three years later. At the age of 18, Ludwig took the throne after his father died of a sudden illness, and he **reigned** as King Ludwig II of Bavaria from 1864 to 1886. On January 22, 1867, he became engaged to Duchess Sophie Charlotte in Bavaria, but after 10 months he broke off the engagement. Ludwig never married or produced an **heir**, which in those days was unthinkable for a monarch. With the exception of a platonic friendship with Empress Elizabeth of Austria, Ludwig's closest friendships were with men.

<sup>3</sup> As a child, Ludwig told his governess that he wanted to remain an eternal **enigma** to himself and others, and in this regard he succeeded. Ludwig spent most of his childhood in the gothic castle of Hohenschwangau, surrounded by frescoes of German sagas. He was raised with a strict sense of duty and a keen awareness of his royal status. His true interests, however, lay in poetry and theater, and he tended to spend more time alone **indulging** his fantasies than training to become a future king. Ludwig grew into a tall, slim, and handsome Prince Charming, with a shock of dark wavy hair, full pouting lips, and wide dreamy eyes that often gaze upward in portraits as if at a distant dream world. In his later years, Ludwig filled out and wore a goatee, and his youthful wistfulness matured into a stern **aloofness**.

<sup>4</sup> Ludwig's lack of political experience and his shy nature made him ill-suited to the throne of Bavaria. In 1866, two years after his **coronation**, Ludwig experienced a humiliating defeat when he was forced into an alliance with Prussia against Austria. Feeling himself a mere political underling to his uncle, the King of Prussia, Ludwig began to pay more attention to his personal interests than to his duties. He was an enthusiastic fan of the composer Richard Wagner; three months after becoming king, Ludwig invited Wagner to court. Despite the ups and downs of their lifelong relationship, Ludwig sponsored Wagner lavishly and saved him from financial ruin. He also established Munich as the music capital of Europe.

<sup>5</sup> Ludwig believed in a **holy** kingdom created through the grace of God, and he identified with larger-than-life heroes of Middle Age sagas and legends. To turn his fantasies into reality, Ludwig built beautiful castles, which strangers were not allowed to enter. In 1874, construction began on the relatively small, neo-French rococo Schloss Linderhof. The baroque royal palace of Herrenchiemsee, begun in 1878 and modeled on the Château de Versailles, was built on a scenic island in Lake Chiemsee.

<sup>6</sup> The most private and personal of his projects was his third, Schloss Neuschwanstein. **Commissioned** in 1867, Schloss Neuschwanstein was built between 1869 and 1886 as Ludwig's personal retreat in the mountains. Dedicated to the genius of Richard Wagner, the castle was designed in the neoromantic style. The interior was ornately decorated with themes from *Parsifal* and *Lohengrin*, two of Richard Wagner's operas. Ludwig spared no expense or luxury; hundreds of craftsmen employed the most up-to-date methods of construction and used the finest materials. The castle's many **amenities** included a central heating system, running cold and hot water, flush toilets,

an electric intercom system, a telephone, and a dumbwaiter to transport food from the kitchen to the dining room. In 1884, Ludwig moved into his private upper-story suite, but the rest of the castle remained an ongoing construction site. Of the 200 planned rooms, only 15 were completed, and to this day Schloss Neuschwanstein and Ludwig's other castles remain unfinished symphonies.

<sup>7</sup> When Ludwig's personal finances ran dry, he borrowed heavily from foreign banks. Despite his mounting debt and contrary to the advice of his financial ministers, Ludwig took on more **opulent** projects, such as a Byzantine palace in the Graswangtal and a Chinese summer palace in Tyrol. He withdrew from public life, shirked his duties, and engaged in increasingly **eccentric** behavior that earned him the nickname "Mad King Ludwig." In 1875, he began sleeping during the day and being active at night. He traveled in elaborate coaches and sleighs, and he dressed in historical costumes.

<sup>8</sup> On June 10, 1886, a government commission declared Ludwig insane, and he was **deposed**. On June 12, he was taken into custody and transported to Castle Berg on Lake Starnberg. The next day, Ludwig and Dr. Bernhard von Gudden, the physician who certified Ludwig as mentally ill without a psychiatric examination, went for a walk. Their bodies were later found near the lake shore, with their heads and shoulders above the shallow water. Despite the fact that Ludwig was known to be a strong swimmer and no water was found in his lungs, his death was recorded as suicide by drowning. No investigation was ever made into the suspicious circumstances surrounding the two men's deaths. Ludwig II was **interred** on June 19 in the crypt at St. Michael's Church in Munich.

<sup>9</sup> Ludwig II of Bavaria remains to this day an enigma and a source of romance and much speculation. The subject of biographies and movies, he has become an idealized and tragic figure, much like a character in a gothic romance novel. One can come to various conclusions about the man, but there is no doubt about his **legacy**. Seven weeks after Ludwig's death, Schloss Neuschwanstein was opened to the public and since then, it has become a national treasure. Every day of summer, an estimated 6,000 visitors pay a 12-euro admission to tour Ludwig's private quarters. His dream castle has more than repaid any debt that he owed to the state, and Schloss Neuschwanstein has earned him international respect and admiration.

## Exercise 4.2

**Organizing vocabulary** *List the words and phrases from the reading text that relate to the following categories. An example has been provided for each category:*

1. Royalty : take the throne, \_\_\_\_\_
2. Mystery: mystique, \_\_\_\_\_
3. Crazy : eccentric, \_\_\_\_\_
4. Story : saga, \_\_\_\_\_
5. The arts : frescoes, \_\_\_\_\_
6. Build : construction, \_\_\_\_\_
7. Architectural style : gothic, \_\_\_\_\_
8. Fancy : levish, \_\_\_\_\_

## Exercise 4.3

**Reading for details** *Answer each of the following questions with information from the reading text. Try not to copy directly from the text.*

1. What were Ludwig's main interests?
2. Why did Ludwig build such costly and opulent castles?
3. Why did he build *Neuschwanstein*?
4. What were some of the castle's amenities?
5. How did Ludwig finance the construction of his castles?
6. Why was Ludwig given the nickname of "Mad King Ludwig"?
7. What behavior of his earned him this nickname?
8. How did Ludwig die?

# UNIT 5

## CLASSIFICATION TEXT

The purpose of a classification paragraph is to clearly define something and place it in a group according to some basis or rule so that it only fits in one group. In order to be successful at this you have to be very detailed. The same information *can be* classified into more than one category, but the classification paragraph sticks to one basis of classification. The topic sentence has two parts: the topic and the basis of classification, which is the controlling idea; it controls how the writer approaches the subject.

Classification: to gather into types, kinds, or categories according to a single basis of division.

Logical sequence: list the categories in this order: either most to least outrageous, least to most expensive, from largest to smallest and so on.

### **Transitional expressions:**

1. can be divided
2. can be classified
3. can be categorized
4. the first type
5. the second kind
6. the last category

### **Ways of Classifying:**

Three possible ways to classify sports:

1. By price: expensive, cheap, free
2. By number of players: team, two-player, alone
3. By location: sea, countryside, city

### Essay terminology:

- 1) is/are a kind of = Bananas **are a kind of** fruit.
- 2) Can be divided into = Energy can **be divided into two types**: renewable and non---renewable.
- 3) Are (?) types of = There **are three popular types of** movie: action, romantic, and science fiction.
- 4) Belongs to = The Ipad **belongs to the category of** mobile technology.
- 5) Is a part of =A chair **is a part of the category** of household furniture.
- 6) Fits into = Avatar **fits into the category** of fantasy movie.

### Exercise 5.1

Write four sentences of your own using the terminology above

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

For each of the following topics, think of three different ways the topic could be classified.

1. Topic: Friends
2. Topic: Mobile technology
3. Topic: houses
4. Topic Study habits
5. Topic: Department stores

### Exercise 5.2

#### *Studying for a Test*

Phase 1 of studying for a test, often called the "no problem" phase, runs from the day the test is announced to approximately forty-eight hours before the dreaded exam is passed out. During phase 1, the student is carefree, smiling, and kind to helpless animals and small children. When asked by classmates if he or she has studied for the

test yet, the reply will be an assured "No problem." During phase 1, no actual studying takes place. Phase 2 is entered two days before the test. For example, if the test is scheduled for 9 A.M. Friday, phase 2 begins at 9 A.M. Wednesday. During phase 2, again, no actual studying takes place, Phase 3, the final phase, is entered twelve hours before "zero hour," This is the cram phase, characterized by sweaty palms, nervous twitches, and confused mental patterns. For a test at nine o'clock on Friday morning, a student begins exhibiting these symptoms at approximately nine o'clock on Thursday night. Phase 3 is also termed the "shock" phase, since the student is shocked to discover the imminence of the exam and the amount of material to be studied. During this phase, the student will probably be unable to sleep and will mumble meaningless phrases like "a + c." This phase will not end until the exam is over. If the cram session has worked, the student will fall gratefully asleep that night, On waking up, he or she will be ready to go through the whole cycle again with the next test.

### *Three Kinds of Dogs*

A city walker will notice that most dogs fall into one of three categories. First there are the big dogs, which are generally harmless and often downright friendly. They walk along peacefully with their masters, their tongues hanging out and big goofy grins on their faces. Apparently they know they're too big to have anything to worry about, so why not be nice? Second are the spunky medium-sized dogs. When they see a stranger approaching, they go on alert, they prick up their ears, they raise their hackles, and they may growl a little deep in their throats. "I could tear you up," they seem to be saying, "but I won't if you behave yourself." Unless the walker leaps for their master's throat, these dogs usually won't do anything more than threaten, The third category is made up of the shivering neurotic little yappers whose shrill barks could shatter glass and whose needle-like little teeth are eager to sink into a friendly outstretched hand, Walkers always wonder about these dogs – don't they know that people who really wanted to could squash them under their feet like bugs? Apparently not, because of all the dogs a walker meets, these provide the most irritation. Such dogs are only one of the potential hazards that the city walker encounters.

### ***About Unity***

1. Which paragraph lacks a topic sentence? \_\_\_\_\_
2. Which sentence in "Three Kinds of Dogs" should be eliminated in the interest of paragraph unity? \_\_\_\_\_

### ***About Support***

3. Which of the three phases in "Studying for a Test" lacks specific details? \_\_\_\_\_

### ***About Coherence***

4. Which sentences in "Three Kinds of Dogs" contain transition words or phrases?  
\_\_\_\_\_

### **Reading text**

<sup>1</sup> An apple a day keeps the doctor away. In winter, the antioxidant vitamin C in oranges and citrus fruits **boosts** the immune system. Grapes are high in **nutrients**; vitamins B1, B2, B6, C, and K; and essential minerals. Pineapple is a natural healer **packed with** vitamin C and bromelain, a potential anti-inflammatory. The list of healthy, healing fruits goes on and on, but when it comes to health, popularity, **versatility**, and overall usefulness, none can beat the banana.

### **History and cultivation**

<sup>2</sup> Bananas **originated in** Malaysia as early as 2000 BC, but the first banana plantations were established in China around 200 AD. In the early 1500s, the Portuguese and Spanish introduced bananas to the Caribbean and Americas. The United Fruit Company, formed in 1899, was responsible for the **commercialization** of Latin American bananas and controlled most of the trade in tropical fruit into the mid-twentieth century. Nowadays, bananas are traded as a **commodity**. With the aid of refrigerated transport, bananas have conquered the world.

<sup>3</sup> According to the Food and Agriculture Organization of the United Nations, India is the world's top producer of bananas, with a total **output** of 21.7 metric tons in 2007. China is second, with 8 metric tons. However, of the 130 countries that grow bananas,



Mexico, Costa Rica, Brazil, Colombia, Ecuador, and the Philippines are the major commercial producers.

<sup>4</sup> Bananas do not grow on a tree, as most people imagine, but on a sturdy plant that can reach 6 to 7.6 meters high, with large leaves up to 0.6 meters wide and 2.75 meters long. In fact, the banana plant, *Musa acuminata*, is the world's largest perennial herb. Cultivation is best suited to tropical and subtropical areas with ample water, rich soil, and good drainage. Because bananas have been **cultivated** to become seedless, commercially grown bananas are **propagated** through division, a process of separating offshoots, or "pups," from the mother plant.

<sup>5</sup> Classified as a berry rather than a fruit, the banana develops in a heart-shaped flower bud and forms **bunches**, called a "hand," of 10 to 20 individual "fingers" weighing 20 to 45 kilograms. Although we picture bananas in a bright yellow skin with brown spots, turning to a solid brownish black as they **ripen** and sweeten, they also come in green, purple, red, orange, pink, black, and striped jackets, and a variety of sizes. Of the 1,200 varieties of bananas, the most widely **consumed** banana is the Dwarf Cavendish (Cavendish for short), named for William Cavendish, 6th Duke of Devonshire, who cultivated an early specimen in his hothouses.

### **Nutritional composition**

<sup>6</sup> A nine-inch-long banana is 75 percent water and 35 percent skin, and has between 110 and 140 calories. Bananas contain three sugars: sucrose, fructose, and glucose, making them an instant and **sustained** energy food. The following table lists only some of the most important nutrients in a banana.

### **Health benefits**

#### **Heart protection and hemoglobin production**

<sup>7</sup> Because of their extremely high potassium and minimal sodium content, bananas have been proven to reduce the risk of high blood pressure and stroke, and to regulate heartbeat. The iron in bananas **ensures** the production of hemoglobin in the blood and prevents anemia.

## **Mental health and brain function**

<sup>8</sup> When converted into serotonin, the tryptophan in bananas can lift our spirits. The potassium in bananas helps relieve stress and heightens the ability to learn. The next time exams roll around, why not pack a banana with your books at study time?

## **Bone building**

<sup>9</sup> Fatty acids in green and ripe bananas, combined with fructooligosaccharides, allow our bodies to better absorb calcium, which is needed to build strong, healthy bones and prevent such debilitating conditions as osteoporosis in our later years. The manganese in bananas helps lubricate cartilage in the joints.

## **Kidney protection**

<sup>10</sup> Bananas contain antioxidant phenolic compounds, which detoxify the kidneys. The *International Journal of Cancer* has published research showing that women who eat bananas four to six times a week in addition to cabbage and root vegetables have a 40 percent lower risk of developing kidney cancer.

## **Digestion**

<sup>11</sup> Bananas help our bodies digest food by reducing acidity and irritation in the lining of the stomach; these can lead to the formation of painful ulcers. Bananas also keep digested food moving through the bowels, work as an antacid to relieve heartburn, and restore electrolytes, particularly potassium, after a bout of diarrhea.

## **Other benefits**

<sup>12</sup> Bananas can relieve or cure some less serious health problems, such as morning sickness, mosquito bites, and hangovers. Bananas can improve eyesight and help a person quit smoking. In dieting, a banana is a better choice to combat a craving for something sweet than chocolate or ice cream. About the only claim a banana can't make is to grow hair on a bald head (but maybe no one has tested that yet).

<sup>13</sup> Although the banana peel is not eaten, its antifungal and antibiotic properties can soothe insect bites, relieve rashes and skin irritation, heal wounds, and help remove warts. The leaves also have medicinal qualities, but are more widely used in cooking food—and in providing shelter from rain and sun.

<sup>14</sup> It's no wonder that people are "bananas" about bananas.<sup>1</sup> For all its many uses and amazing talents, the best thing to do with a banana is to eat it: with yogurt, ice cream, peanut butter, chocolate sauce, nuts and whipped cream, or just by itself. You can enjoy bananas all the more by knowing that you're doing something for your health!

### Exercise 5.3

**Organizing vocabulary** *In the chart below, insert words and phrases from the following list under the appropriate headings. Include the part of speech (n. for noun, v. for verb) for each entry. An example has been provided for each heading.*

anemia	cure	prevent	
antacid	detoxify	rash	
anti-inflammatory	diarrhea	relieve	
antibiotic properties	fatty acids	restore	
antifungal properties	heal	serotonin	
antioxidant	heart	soothe	
bone	heartburn	stomach	
bowels	high blood pressure	stress	
brain	immune system	stroke	
calcium	irritation	ulcer	
cancer	kidney	wound	
cartilage	osteoporosis		
<b>Diseases and ailments</b>	<b>Parts of the body</b>	<b>Substances with a healthful effect</b>	<b>Medical treatments</b>
<i>high blood pressure (n.)</i>	<i>heart (n.)</i>	<i>antioxidant (n.)</i>	<i>prevent (v.)</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Exercise 5.4

**Understanding and using vocabulary** For each word or phrase in the following list, indicate its part of speech (n. for noun, v. for verb, adj. for adjective). Then, for each numbered item that follows, choose the appropriate word or phrase from the list as a replacement for the underlined word or phrase. Be sure to use the correct form of each verb and to pluralize nouns, if necessary.

<b>Boost</b>	<b>cultivate</b>	<b>packed with</b>
<b>Bunch</b>	<b>ensure</b>	<b>propagate</b>
<b>Commercialization</b>	<b>nutrients</b>	<b>ripen</b>
<b>Commodity</b>	<b>originate in</b>	<b>sustain</b>
<b>Consume</b>	<b>output</b>	<b>versatility</b>

1. Fruit and vegetables are full of vitamins and antioxidants.
2. In North America, people eat tons of bananas every year.
3. The company's new advertising campaign gave its lagging sales a big push.
4. For many decades, farmers in the prairies have raised cereal crops, such as wheat, barley, and oats.
5. Tomatoes need a lot of sunlight to develop and be ready to be eaten.
6. The banana first came from Malaysia.
7. That set of grapes growing together looks delicious.
8. It is important to eat food that contains lots of substances that provide nourishment.
9. In order to stay healthy, you have to make certain that you eat fresh produce and grains, and limit your intake of animal fats.
10. Most plants are reproduced from seed.
11. No one can keep himself going on water alone.
12. Articles of trade, such as coffee, sugar, and grain, are bought and sold daily on world markets.
13. The profitable marketing of kiwi fruit has made it very popular outside New Zealand.
14. Apples are known for their many different uses in baking.
15. The annual amount produced of hydroelectric power will increase in the future.

## Exercise 5.5

**Outline** Complete the outline below with relevant information from the reading text.

### The health benefits of bananas

Heart and blood production

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Mental health and brain function

1. \_\_\_\_\_
2. \_\_\_\_\_

Bone building

1. \_\_\_\_\_
2. \_\_\_\_\_

Kidney protection

1. \_\_\_\_\_
2. \_\_\_\_\_

Digestion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Skin

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Other

1. \_\_\_\_\_
2. \_\_\_\_\_

# UNIT 6

## COMPARISONS AND CONTRAST

An organization structure of text in which a description of similarities and differences among two or more things occurs. In Comparison and contrast text, the students find similarities and differences in what they are reading. The concept of comparing and contrast is by making analogies to synonyms and antonyms, how things are alike and how they are different and identifying similarities and differences.

Comparison and contrast text compares two ideas, events, or phenomena, showing how they are similar and different. There are some words that often signal such a text:

### Comparison signal words:

- either
- like
- both
- as well as
- the same
- similarly
- similar to

### Contrast Signal Words:

- yet
- rather
- unlike
- while
- although
- as opposed to
- on the other hand
- different from
- not only .... but
- Nevertheless

## **Example:**

### *Text 1*

#### *Similarities Between Work and School*

Work and school are very much alike in at least five ways. First, both require an early start. Going to work requires getting up early to avoid the traffic rush, and going to school requires getting up early to be assured of a parking space. Second, promptness is important in both places. Being at work on time pleases the employer; being in class on time pleases the instructor. Third, both involve quotas. A job imposes various quotas on a worker to ensure maximum production--for example, a certain amount of boxes must be filled on an assembly line, or a designated number of calls must be made by a telephone solicitor. Likewise, school imposes quotas on a student to ensure maximum effort--for instance, a certain number of essays must be written in an English composition class or a specific number of books must be read in an American Novel course. Fourth, both work and school deadlines must be met. On the job, the boxes would have to be filled and the telephone calls made by a certain time; in a class, the essays would have to be submitted and the books read by a certain date. Finally, both work and school benefit society. Workers produce useful and entertaining items for people to use, such as refrigerators and televisions. Similarly, students prepare themselves to enter fields like medicine and law, fields which serve society. It is not surprising that work and school share these five similarities, since one of the purposes of school is to prepare a student for the job of his choice.

### *Text 2*

#### *High School and College*

Even though high school and college are both institutions of learning, they differ in at least three ways. The first difference between high school and college is their social atmospheres. In high school the facility is usually smaller, and students are, for the most part, well acquainted with each other. In addition, students in high school have the same six hour 7:45 to 1:45 day, thus helping them to know one another better. On the college scene people are constantly coming and going, therefore rarely seeing the same person twice in a day, which accounts for fewer people being acquainted with each other. The second difference between high school and college is their policies about homework. In high school, homework is required to help motivate students to study. Knowing they have to submit assignments in algebra or history gives students an incentive to keep up with these subjects. In college most homework consists of studying; very little of it is written and turned in. If students do their homework, it is to their advantage; if they do not, the teachers will not force them to do it. The student is only wasting his own money if he neglects his course work. The third and last difference between high school and college is their attendance

policies. In high school, students must attend class to get assignments and personal help in a certain area. Furthermore, high school students are less responsible; therefore, they need more guidance, which they can receive by going to class. In college, students may skip classes if they choose and refer to the syllabus to acquire missed assignments or tests. It is the student's responsibility to make work up. In spite of these differences between high school and college, they both serve the same purpose -- to prepare an individual for the real world.

**Direction :** *Underline any similarities and contrast you found in the text 1 and text 2*

### **Exercise 6.1**

*Direction: Read the information below about great white sharks and blue whales. Then for each statement, write to which it applies: Shark, Whale, Both, Neither.*

The great white shark is larger, faster, and more dangerous than most. It can reach a length of 20 feet and weigh 70,000 pounds. Though its preferred diet is seals and dolphins, this fearsome fish regularly attacks almost any type of warm-blooded animal. In its snout are small holes that lead to receptors. These receptors pick up electrical nerve signals in the prey. The shark also has other sensors that detect blood in the water. Very rare in tropical or polar regions, great whites patrol mainly temperate ocean coastlines.

The body is designed for efficiency in the water. It is broad in the middle and tapered at the ends for streamlined movement. Winglike pectoral fins provide lift and stability. Oil stored in the liver adds buoyancy. The tail fins are vertical and act as a rudder for fast turns. Amazingly it never stops swimming.

All sharks are fish and most are carnivores. The great white is the world's largest predatory shark. The whale shark is nearly twice as big, but like a baleen whale, eats mainly plankton. The blue whale is the largest known mammal to ever live. Its size ranges from 70 to 100 feet in length and up to 125 tons in weight (250,000 pounds). Despite its enormity, the blue whale lives on krill, a tiny crustacean, and other planktonic organisms. An adult ingests 3-4 tons of krill per day. This is done by scooping up large quantities of water containing krill with its huge mouth. In its mouth are not teeth, but rather a series of sheets, similar in consistency to our fingernails that serve as a filtering system. These sheets, or baleen, grow from the roof of the mouth, ranging from smooth to brushlike.

The blue whale lives in the open ocean but tends to migrate to the polar waters in spring and back to subtropical waters in fall. In water, the weight of the body is not as much a factor as the shape. Like sharks, whales have torpedo-shaped bodies and pectoral fins for balance. Their tail fins, however, are horizontal which is more suited for forward



motion rather than making sharp turns. Blue whales have been hunted relentlessly in the past for their blubber and oil. As a result they were nearly hunted to extinction and still remain on the endangered animal list.

**Question :**

1. \_\_\_\_\_ is a mammal
2. \_\_\_\_\_ has sharp teeth
3. \_\_\_\_\_ has a streamlined body
4. \_\_\_\_\_ is a fierce predator
5. \_\_\_\_\_ avoids polar and tropical waters
6. \_\_\_\_\_ is covered in scales
7. \_\_\_\_\_ is endangered
8. \_\_\_\_\_ is a fish
9. \_\_\_\_\_ has horizontal tail fins
10. \_\_\_\_\_ has fingernails
11. \_\_\_\_\_ lives mainly in coastal waters
12. \_\_\_\_\_ has vertical tail fins

**Exercise 6.2**

**Direction:** *Pauline and Dale have very different opinions about having siblings. Read their views and answer the questions below.*

I, Pauline, am an only child and I love it. First, when I was little I got all the attention. My grandparents, and even my parents to some extent, spoiled me. I got more presents and toys than I would have if I had brothers and sisters. Next, growing up we never had to schedule around kids' activities. I was it, so no waiting or giving up something or other because a brother or sister had a conflict or "dibs." Third, I always had my own room all to myself. There were no bigger or younger brothers and sisters to mess with my stuff or borrow things from me. Finally, and maybe best of all, I never had to stay home to watch a brother or sister or drag them along with me somewhere.

I, Dale, have an older brother and a younger sister, and I love being the middle child of three. First, there's always someone around to do things with, even if it's just watching TV. Second, in addition to all the stuff I have, there's my brother's and sister's stuff, too. Whatever I want or need is usually available to use or borrow. Third, having a

brother and sister means there is always someone to talk to who understands what it's like to be a kid. We help each other with all kinds of things from homework to putting a united front on to the parents when we want something. Finally, and best of all, there are three of us to do the chores around the house, and we can even trade if we want to.

**Questions:**

1. What do Pauline and Dale share in common?
2. Each person exalts the advantages of their situation and ignores the disadvantages. One disadvantage Dale could point out to Pauline about being an only child is that it can be lonely. Name another.  
One disadvantage Pauline could point out to Dale about having siblings is that there is little or no privacy. Name another
3. Pauline and Dale have opposing views. Is one right and one wrong? Why or why not?
4. If you had to trade places with Pauline or Dale, which would you choose?
5. Describe your own situation: Are you an only child or do you have siblings? If you do, how many and where do you fall in the age range?

# UNIT 7

## READING COMPREHENSION 3

### Storm chasers

### Scientists, nature freaks, or daredevils?

#### Reading text

<sup>1</sup> We have all seen the pictures on the news: crumpled trailers, flattened houses, uprooted trees, overturned cars, shattered glass, twisted metal, downed power lines, toppled telephone poles, collapsed bridges, flooded fields and neighborhoods, **debris** and wreckage scattered for miles in the wake of a raging tornado or hurricane. Losing a loved one, or everything one owns, to a natural disaster is everyone's worst nightmare. So, why would anyone in his right mind want to risk his life chasing after the kind of weather most people pray will never come their way?

<sup>2</sup> There have always been people who like to observe and **track** the weather, but the pastime or passion of storm chasing got its start in the mid-1950s, when researchers and government employees went out into the field to gather scientific information about severe weather events. In order to improve weather forecasting and safety, the National Severe Storms Laboratory (NSSL) was set up in 1964 in Oklahoma, part of Tornado Alley, where 90 percent of all tornadoes in the United States touch down. In 1972, the University of Oklahoma developed the Tornado Intercept Project and engaged meteorology students to **intercept**, film, and photograph tornadoes. By the 1990s, Doppler radar and advanced weather tracking technology had enabled researchers to collect data, and government sponsored programs like VORTEX (Verification of Origins of Rotation in Tornadoes Experiment) improved understanding of how tornadoes develop, as well as the ability to **forecast** when and where they would strike.

<sup>3</sup> Although tornadoes in the United States begin with a gentle southern breeze coming off the Gulf of Mexico, the forces of nature can turn them into devils. As warm moist air flows toward the Great Plains, it mixes with hot dry air from the American South and cold air moving down from the Canadian Arctic. Together, the hot air and cold air force the tropical air to rise rapidly, creating an updraft that sucks

**condensation** into the atmosphere. This moisture climbs tens of thousands of feet, forming a huge cumulonimbus cloud. At the base of the cloud, winds blow from different directions at varying speeds and **elevations**, and **exert** forces on the **saturated** air inside the cloud until the air begins to spin in a clockwise direction. At the top of the cloud, cooling moisture turns to ice crystals, and the entire structure—called a supercell thunderstorm—lets loose with thunder, lightning, torrential rain, and, at times, hailstones as big as baseballs.

<sup>4</sup> Tornadoes are unpredictable in size, shape, and behavior. They can be 300 feet to two miles wide, spin at 261 to 381 miles per hour, and last for minutes or hours. Heads of tornadoes can be shaped like pancakes, anvils, or wedges with long, straight or bent tails that **resemble** ropes, drill bits, stovepipes, elephant trunks, or cones. They can be black or white, or take on the color of the soil that whirls up off the ground. They can occur singly or in deadly sequence. They can turn cars into missiles and other objects into projectiles. They can injure, maim, and kill. They can wipe an entire town off the map and cause billions of dollars of damage. In Tornado Alley, tornado season lasts from early spring to fall, with a brief pause in late spring and early summer.

<sup>5</sup> Whereas tornadoes form over land, hurricanes are born over water. From summer to fall, hurricanes—also called typhoons or tropical cyclones—form when hot air, often from the Sahara Desert, races over the Atlantic Ocean. As these columns of hot air spin, they pick up moisture and attract strong winds that bend as the storm travels. At the center of the rotating storm is the eye, a **deceptively** calm area of low pressure that can stretch from two to 200 miles in diameter. **Encircling** the eye is the eye wall, the most intense part of the storm. Most hurricanes die at sea, but if sufficiently **fueled** with moisture and driven by tremendous winds, all hell breaks loose when they hit land. In August 2005, Hurricane Katrina, the worst Atlantic hurricane on record, roared from the Bahamas toward Louisiana with winds up to 175 miles per hour and laid waste to the city of New Orleans. More than 1,800 people were killed, and property damage was estimated at more than \$81 billion.

<sup>6</sup> Over the past 20 years, extreme weather has become a media **spectacle**. In 1992, Senator Al Gore (later vice president of the United States) introduced the concept of global warming in *Earth in the Balance: Ecology and the Human Spirit*. Gore's book echoed professors, NASA scientists, and meteorological researchers who had already warned of climate change and **predicted** more frequent and disastrous hurricanes,

drought, and floods in the future. In the 1990s, weather was making the news on the Weather Channel, and by 2001, 80 million US households were tuning in to watch dramatic footage of weather-related catastrophes. When *Twister*, the second-highest grossing film of 1996, featured a glamorous team of researchers competing to **deploy** a data-gathering device inside a tornado, a new breed of weather fanatics, nature freaks, entrepreneurs, and adrenaline addicts with laptops and cell phones hit the road in hot pursuit. By selling live footage to sensation-hungry television stations, a daring storm chaser could make a name for himself and money to finance the next chase. Videos were popping up on YouTube, and in October 2007, the Discovery Channel premiered *Storm Chasers*, a popular documentary reality series that ran until January 2012.

<sup>7</sup> Storm chasing is not for the faint of heart. For serious storm chasers, getting up close and personal with an F4 tornado on the Fujita Scale is about science and safety. For newcomers, it's the thrill of the hunt, and for journalists and videographers, it's about being the first to capture the event on camera. Without the proper equipment, knowledge, and experience, every storm chaser, whether motivated by science or adventure, is at the mercy of Mother Nature. So far, no deaths have been reported among storm chasers, but some have been struck by lightning, and many have been scared out of their wits. Despite the risks, the number of storm chasers is growing. In 2011, there were 1,690 tornadoes in the United States and a record 350 storm chasers registered for Chaser Con, the National Storm Chaser Convention in Denver, Colorado.

<sup>8</sup> According to a 2010 World Meteorological Organization study, one-third fewer hurricanes have been predicted. However, their wind speeds are expected to increase by 100 percent and cause 60 percent more damage. As the climate warms, convective storms will intensify, which translates into mightier Hurricane Katrinas. So, the next time you hear of a storm coming, you can grab your camera, hop in the car, and hit the gas—or more wisely, run for cover and hope the storm won't be as bad as the weather forecaster says.

### **Exercise 7.1**

**Reading for main ideas** *One way to determine the main idea in a piece of text is to find the topic sentence. Each paragraph contains a topic sentence that determines the subject matter of the paragraph; the first sentence of a paragraph is often its topic sentence. Find the topic sentence in each paragraph of the reading text and paraphrase it below.*

Paragraph 1

---

Paragraph 2

---

Paragraph 3

---

Paragraph 4

---

Paragraph 5

---

Paragraph 6

---

Paragraph 7

---

Paragraph 8

---

### **Exercise 7.2**

**Reading for details** *Add details from the reading text to the following outline about tornadoes.*

1. Size \_\_\_\_\_

2. Shape \_\_\_\_\_

    Head \_\_\_\_\_

    Tail \_\_\_\_\_

3. Color \_\_\_\_\_

4. Frequency \_\_\_\_\_

5. Speed of travel \_\_\_\_\_

6. Tornado season \_\_\_\_\_

8. Formation of tornadoes \_\_\_\_\_

    Moist air \_\_\_\_\_

    The hot and cold air \_\_\_\_\_

    Condensation \_\_\_\_\_

Winds \_\_\_\_\_

Moisture at the top \_\_\_\_\_

The result \_\_\_\_\_

9. Difference between a tornado and a hurricane

\_\_\_\_\_

### Exercise 7.3

**Reading for meaning** *Using information from the reading text, indicate which of the following actions people should, and should not, do when they chase storms.*

1. Make an exit plan; know how to get to safety.
2. Drive into the storm and get as close as you can to the eye.
3. Respect the privacy of victims and their property.
4. Be prepared; make sure your car has a full tank of gas, and assemble food, water, a first-aid kit, and emergency equipment and supplies.
5. Position yourself on a hill or overpass so that you can get a better view of the storm.
6. Respect nature.
7. Educate yourself about extreme weather events and the dangers involved.
8. Take close-up pictures or videos of victims and sell them to the highest bidder or publish them on Facebook without the victims' knowledge or permission.
9. Race to the scene; do whatever it takes to get there before anyone else.
10. Obey driving laws and rules of the road.

Do's	Don'ts

# UNIT 8

## CAUSE AND EFFECT

### Identifying Cause and Effect in a Passage

Cause and effect is a way to describe the relationship between events. An effect is what happens as a result of a cause.

Example: Jessica had to get a new phone because she dropped hers in a muddy puddle.

**Cause:** *She dropped the phone in the puddle.* **Effect:** *She had to get a new phone.*

Example:

On April 20, 2010, an oil rig exploded and sank in the Gulf of Mexico. This event caused a huge oil spill in the gulf, and oil was spewing into the water from the ocean floor for 87 days. Nearly 5 million barrels of oil spilled into the Gulf of Mexico.

This was the largest oil spill in history. There were many negative effects of the oil spill. (2) First, the states along the Gulf of Mexico had to worry about the polluted water, as oil washed up onto their beaches. These states lost money because no one wanted to visit their beaches. Second, the fishing industry was affected. Many fishermen could not fish in the waters of the gulf due to the oil spill, and this meant that they were out of a job for many months. But the worst effects were to the marine life and other wildlife near the Gulf of Mexico. Because of the pollution in the water, many animals died. Even after efforts were made to clean up the waters of the gulf, animals exposed to the oil spill continued to have health issues.

The United States government investigated the causes of the explosion on the oil rig that caused this huge oil spill. They found that the company that owned the oil rig had not done enough to keep the rig in good condition. (4) The company has had to pay over 42 billion dollars to help with clean up, and as payments to the families of people who were affected by the explosion and spill.



**Questions:**

1. What caused the huge oil spill in the Gulf of Mexico in 2010? an oil rig exploded and sank in the Gulf of Mexico
2. List three negative effects of the oil spill.
3. What caused the explosion of the oil rig (set)? the company that owned the oil rig had not done enough to keep the rig in good condition.
4. What effect has the oil spill had on the company that owned the oil rig?

**Exercise 8.1**

**Direction:** *Read each short scenario. Identify the cause and the effect for each.*

1. In science class, Jessica mixed vinegar and baking soda together. The mixture began to fizz and bubble over.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

2. My friend Elizabeth was talking during the quiz in Mrs. Jefferson's class. Mrs. Jefferson told her she would have to stay inside during recess.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

3. My mother made a grocery list, but she left it at home. Then, she forgot to buy the flour that we needed to make a cake.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

4. It began to rain and storm just before our soccer game, so we had to cancel the game.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

# UNIT 9

## READING COMPREHENSION 4

### Terry Fox A real-life hero

#### Pre-reading

Do you know any real-life heroes?

What actions turn ordinary people into heroes?

- Saving a person's life
- Rescuing a child or animal in trouble
- Helping a disabled person
- Finding and returning someone else's valuable possession
- Preventing or stopping a crime
- Doing volunteer work
- Raising money for a good cause
- Overcoming difficulty or hardship
- \_\_\_\_\_

#### Reading text

<sup>1</sup> At Mile Zero, the western starting point of Canada's Number 1 Highway in Victoria, British Columbia, there stands a life-size bronze statue of a young, curly-headed long-distance runner. He is wearing a **prosthetic** limb where his right leg had been, and the expression on his face is a mixture of pain, exhaustion, and sheer **determination**. He has cancer and he is running against time. The young man's name is Terry Fox.

<sup>2</sup> Terry Stanley Fox was born on July 28, 1958, and grew up in Port Coquitlam, British Columbia. Throughout his school years, he was active in sports. He loved basketball, and although he was too short to qualify for the school team in Grade 8, hard work and **persistence** earned him a place the following year. In Grade 12, he and his

best friend received their high school's **Athlete** of the Year award. Terry wanted to become a Physical Education teacher, and after graduating from high school in 1977, he began studying kinesiology at Simon Fraser University in Burnaby.

<sup>3</sup> In December 1976, Terry experienced sharp pain in his right knee. By March of the following year, the pain had become so severe that he went to the hospital, where he was **diagnosed** with osteosarcoma. This **aggressive** form of bone **cancer** is the sixth most common cancer among children; it particularly afflicts teenage boys. Terry's right leg was **amputated** 15 centimeters above the knee, and he underwent chemotherapy. Doctors gave him a 50 percent chance of **survival**.

<sup>4</sup> After treatment, Terry made rapid progress as a result of his positive thinking and the same determination that had served him in school. Three weeks after the amputation, he was walking with a prosthetic limb and playing golf with his father. His experiences during the 16 months at the British Columbia Cancer Control Agency facility, however, left their mark on Terry. Watching other young cancer patients suffer and die awakened a deep **compassion** in him, and he made it his personal mission to raise **awareness** and funds for cancer research.

<sup>5</sup> **Inspired** by the story of an amputee who ran in the New York City Marathon, Terry decided to undertake his own cross-Canada marathon. His goal was to raise \$24 million, one dollar for every Canadian. He trained for 15 months—in itself, no small feat. To adjust to his artificial leg, he developed a hop-step gait that was to become his trademark. The **strain** on both his good leg and the stump of his right leg caused bruises, blisters, and intense pain, which he was able to overcome after 20 minutes or so of running. In August 1979, Terry ran his first marathon in Prince George, British Columbia; he came in last, but his spirit was undefeated.

<sup>6</sup> In October 1979, Terry appealed to the Canadian Cancer Society for their support in his cross country quest. In his letter, he wrote the following. We need your help. The people in cancer clinics all over the world need people who believe in miracles. I am not a dreamer, and I am not saying that this [marathon] will initiate any kind of definitive answer or cure to cancer. I believe in miracles. I have to. In addition to writing to corporations for **donations** to cover his expenses, vehicle costs, and gear, Terry requested government grants to pay for an artificial limb that he could run on. With financial support in place and a go-ahead from his doctors, Terry set out on April 12, 1980, from the east coast at St. Johns, Newfoundland. He began by dipping his leg in

the Atlantic Ocean and filling two bottles with ocean water. When he reached Vancouver on the west coast, he planned to dip his leg again and pour one of the bottles into the Pacific Ocean. The cards seemed stacked against Terry. In the first days of his run, he encountered gale-force winds, heavy rain, and snowstorms. Later, in the peak of summer, he ran in extreme heat and humidity. His course followed the Trans-Canada highway, where drivers were not always respectful of Terry and his team. Running 42 kilometers a day took an immense toll on his body, but despite shin splints, an inflamed knee, cysts on his stump, dizzy spells, and tendonitis, Terry continued.

<sup>7</sup> The strenuous days through Newfoundland, Nova Scotia, Prince Edward Island, New Brunswick, Quebec, and Ontario were not without their highlights. Terry was disappointed with poor public reception at first, but his courage and doggedness eventually attracted the attention of celebrities and the media. Upon learning about Terry, the founder of the Four Seasons Hotels and Resorts, whose son had died of melanoma, provided the team with accommodation and food, pledged two dollars for every mile run, and rallied other corporations to Terry's cause. By the time Terry reached Montreal on June 22, he had collected \$200,000. On July 1, he arrived in Ottawa for the Canada Day celebrations and performed the ceremonial kickoff at a Canadian Football League game to a standing ovation. Along the way, he was joined by National Hockey League heroes who presented him with checks. Tireless and undaunted, Terry spoke at functions and events arranged by the Canadian Cancer Society. His name soon became a household word in Canada.

<sup>8</sup> On September 1, 1980—143 days after he began his run—a coughing fit, chest pains, and shortness of breath forced Terry to stop outside Thunder Bay, Ontario; he entered the hospital. The cancer, he announced at a press conference, had spread to his lungs. A few days after he was **hospitalized**, television broadcaster CTV held a five-hour nationwide telethon with Canadian and international celebrities, adding \$10 million to the \$1.7 million Terry had already raised. With 5,373 kilometers behind him and 3,108 to go, Terry hoped to beat the cancer and continue his run. On June 28, 1981, one month before his twenty-third birthday, Terry Fox lost his battle with cancer. In the eyes of Canadians, Terry died a hero.

<sup>9</sup> To this day, Terry Fox has not been forgotten. Organizations and events all over the world have raised more than \$600 million in his honor. Launched in 1981, the Terry Fox Run takes place every September on the second Sunday after Labor Day in

communities large and small, all across Canada. Supported by the Terry Fox Foundation, the event is organized and run by volunteers and is open to everyone. Terry Fox lives on as a symbol of courage and as an inspiration to do good in the world. The many statues and monuments, buildings and organizations that bear Terry's name are enduring reminders of what one person can achieve when he puts his heart and mind to a task.

### Exercise 9.1

**Direction:** *complete the cause or the effect from the reading text above*

Cause: Terry wanted to become a Physical Education teacher

Effect: \_\_\_\_\_

Cause: \_\_\_\_\_

Effect: Terry's personal mission to raise awareness and funds for cancer research

Cause: \_\_\_\_\_

Effect: Terry went to the hospital where he was diagnosed with osteosarcoma

Cause: \_\_\_\_\_

Effect: Terry decided to undertake his own cross-Canada marathon

### Exercise 9.2

**Organizing vocabulary** *Choose the words and phrases from the reading text that relate to the following categories. An example has been provided for each category.*

1. Medical procedures (6) diagnose, \_\_\_\_\_

\_\_\_\_\_

2. Medical problems/conditions (15) cancer, \_\_\_\_\_

\_\_\_\_\_

3. A strong will (7) determination, \_\_\_\_\_

\_\_\_\_\_

4. Sports (6) basketball, \_\_\_\_\_

\_\_\_\_\_

5. Weather conditions (4) gale-force winds, \_\_\_\_\_

\_\_\_\_\_

### Exercise 9.3

**Understanding vocabulary** Complete the following chart with the correct forms of the words from the reading text. Using a dictionary, indicate the definition of each word.

Noun	Adjective	Verb	Definition
1. _____	_____	diagnose	_____
2. determination	_____	_____	_____
3. _____	_____	inspire	_____
4. persistence	_____	_____	_____
5. strain	_____	_____	_____
6. survival	_____	_____	_____
7. _____	X	amputate	_____
8. donation	X	_____	_____
9. _____	X	hospitalize	_____
10. _____	prosthetic	X	_____
11. athlete	_____	X	_____
12. _____	aggressive	X	_____
13. compassion	_____	X	_____
14. awareness	_____	X	_____
15. cancer	_____	X	_____

### Exercise 9.4

**Reading for details** Fill in the blanks with details from the reading text.

- Terry lost his \_\_\_\_\_ leg to \_\_\_\_\_ cancer at the age of \_\_\_\_\_.
- Terry wanted to become a \_\_\_\_\_, and he began to study \_\_\_\_\_ at Simon Fraser University.
- After his operation, Terry was able to walk with a(n) \_\_\_\_\_.
- \_\_\_\_\_ inspired Terry to run a \_\_\_\_\_ across Canada. His goal was to raise \_\_\_\_\_ for \_\_\_\_\_.
- Terry wrote to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ for financial support for \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and a(n) \_\_\_\_\_.

6. Terry began his run in \_\_\_\_\_ and planned to finish it in \_\_\_\_\_.
7. Terry ran \_\_\_\_\_ kilometers a day and completed a total of \_\_\_\_\_ kilometers. He had to stop outside \_\_\_\_\_ on \_\_\_\_\_.
8. Terry raised a total of \_\_\_\_\_, but he died on \_\_\_\_\_ at the age of \_\_\_\_\_.
9. So far, organizations have raised more than \_\_\_\_\_ in Terry's honor.
10. The \_\_\_\_\_ was launched in \_\_\_\_\_, and takes place every year.

#### Exercise 9.4

**Understanding vocabulary** Match each of the following definitions with the corresponding underlined idiom in the numbered items below.

- a. When nothing is in a person's favor.
- b. When a person decides to accomplish something no matter what happens.
- c. When a person has very little time to do something.
- d. When everyone knows who a person is and talks about him.
- e. When something makes a deep impression on a person.
- f. When something is very hard on a person's physical or mental well-being.
- g. When someone gets other people to support something important.

- \_\_\_ 1. "He is running against time."
- \_\_\_ 2. "His experiences during the 16 months at the British Columbia Cancer Control Agency facility, however, left their mark on Terry."
- \_\_\_ 3. "The cards seemed stacked against Terry."
- \_\_\_ 4. "Running 42 kilometers a day took an immense toll on his body."
- \_\_\_ 5. "His name soon became a household word in Canada."
- \_\_\_ 6. "The founder of the Four Seasons Hotels and Resorts ... rallied other corporations to Terry's cause."
- \_\_\_ 7. "The many statues and monuments, buildings and organizations that bear Terry's name are enduring reminders of what one person can achieve when he puts his heart and mind to a task."

# UNIT 10

## READING COMPREHENSION 5

### Wildlife experiences on a small island

#### Pre-reading

What are your favorite wild animals? Why?

Bear

Deer

Elephant

Giraffe

Gorilla

Lion

Monkey

Tiger

Wolf

\_\_\_\_\_

#### Reading text

<sup>1</sup> Scenic islands around the world attract dreamers who wish to flee the rat race of the city and live close to nature. The Southern Gulf Islands of British Columbia, Canada, are such a place, and Dee and Eric Hartley are two such people.

<sup>2</sup> When the Hartleys decided to quit their jobs and change their lives, they sold their possessions and moved in August to a **rustic** half-acre property on Mayne Island on the west coast of British Columbia, Canada. Their new home was abundantly wooded with madrona, big-leaf maple, fir, and cedar trees, and a climb through the woods along deer trails and rocky terraces to the top of a bluff **terminated** in a wide-angle view of the Gulf Islands and Swanson Channel, with Vancouver Island and the Olympic Mountains of Washington State in the background. The couple was immediately sold on the view and the property's parklike setting. Here they felt sure they could lead a simple quiet life.



<sup>3</sup> Although they had title to the land, the Hartleys soon discovered that they were not the only residents. Spiders scurried out of various hiding places and built their webs wherever they could be anchored. To avoid the afternoon sun, tree frogs climbed up to sit on the window ledges or the front awning of the Hartleys' aluminum travel trailer. A wire fence kept deer out of the yard, but they could be heard foraging in the surrounding woods. When a mouse came snooping around while the couple was having their lunch outside, they began to wonder who would show up next.

<sup>4</sup> Early one December afternoon, a **sturdy** raccoon with a bushy, ringed tail sauntered across the snow-dusted yard and proceeded to climb a driftwood fence post. Like a clever acrobat, he straddled the roof of the bird feeder nailed to the gate and scooped out the birdseed with one hand while he clung to the feeder with the other. After a second attempt at night ended with the bird feeder in pieces on the ground, the Hartleys began leaving dinner leftovers outside in the hope that they could get a better look at their visitor, but he came around only occasionally at dusk. His thick, mottled gray, black-tipped fur **blended** so well with his surroundings that the Hartleys had to be **vigilant** to spot him. In February, scuffles, growls, yelps, and assorted noises at night **alerted** the Hartleys to courting combat in the woods. Twice, Bandit, as they named their visitor, showed up in the company of a female raccoon, but in spring he **resumed** his bachelor routine.

<sup>5</sup> In March, a good-sized female turned up for a late brunch. Although from a distance she looked much like Bandit, she had a habit of attacking the food dish and running off with it into the woods. Not only did she have an **attitude**, but a nick in one ear and a missing toe on her left hind foot suggested that she had a history to match! The characteristic black mask across her face did nothing to hide the mischief in her black eyes, and with the slim, **agile** fingers of her silver-gloved hands she was able to grasp and grab whatever she fancied. In June, a younger female joined the crew. While she munched on her food, the newcomer liked to sit upright like a squirrel, and she often dipped her food or her hands in the water dish.

<sup>6</sup> Bandit, Raggedy Ann, and Putzi generally traveled alone, but when one showed up, the next wasn't far behind. To prevent conflicts, the Hartleys scattered dry dog food on the ground instead of putting it in a dish. This **tactic** did not always work; when **inevitable** skirmishes broke out, the raccoons sorted things out in their own furious, but harmless, way. With the three raccoons coming to feed, squabble, and sometimes

rest, the Hartleys' yard turned into a "garden stage." All they needed for the real show to begin was for Raggedy Ann or Putzi to show up with young. The Hartleys could hardly wait!

<sup>7</sup> On the night of the summer solstice, the Hartleys were outside gazing at the stars when a strange warbling came from the woods. A couple of weeks later before supertime, loud warbling and cooing sounds caught their attention again. Lined up on a big cedar log at the top of the yard were a trio of raccoon kits the size of kittens. The couple sat quietly on the bench outside, waiting for Raggedy Ann, but it was Putzi who appeared at the bottom. When she whistled, all three kits slid, tumbled, and bounced down the steep stone steps and landed in a furry **huddle**. At first, the kits scooted for cover and dived into the salal, but at Putzi's signal they collected around her. The little raccoons could barely chew or swallow the big chunks of dog food, so they turned their investigations to the water container. Pulling themselves up onto the rim, they seesawed on the edge, and drank the water that dripped from their button-shaped noses.

<sup>8</sup> The Hartleys had to wait until one lovely August afternoon for Putzi to bring her family again. A little later, Raggedy Ann, who disliked being upstaged, paraded across the garden stage with twins. Showtime had begun!

<sup>9</sup> **Sporadic** at first, the raccoon family visits were more eventful than the national news on television. The kits enjoyed pulling on the bouncy red nicotiana flowers in the garden, or grappling with the ice plants as if they were knots that had to be untied. They fished among the various stones and rocks for goodies, and overturned an assortment of seashells to **check out** the underside. Empty flowerpots left on the stone steps became **irresistible** toys. Amazingly, Molly, Dolly, and Bugsy—Putzi's kits—never toppled tail over flowerpot onto the grass below.

<sup>10</sup> Over the summer, the raccoons' education progressed to tree-climbing lessons. At first, the kits could scoot up a tree, but on their way down they slid and skittered until they could turn around and jump off. Once they'd mastered the art of climbing down headfirst like grown-up raccoons, they graduated from fir and cedar trees to the big arbutus, where they tussled in its crotch.

<sup>11</sup> When the Three Racketeers, as the bunch came to be known, raced through the herbs, knocked over a pot, dug a hole in the grass, or roughed up a plant, the Hartleys never regretted how quickly the raccoons had made themselves at home. If a

plant or two fell victim to their play, the rare excitement of watching them learn and grow made up for any losses.

### Exercise 10.1

**Organizing vocabulary** List the words and phrases from the reading text that relate to the following categories. An example has been provided for each category.

1. Movement (verbs) (8) scurry,  
\_\_\_\_\_
2. Conflict (nouns) (3) scuffle,  
\_\_\_\_\_
3. Conflict (verbs) (3) attack,  
\_\_\_\_\_
4. Eating (verbs) (5) forage,  
\_\_\_\_\_
5. Animal noises (verbs and nouns) (5) growl,  
\_\_\_\_\_
6. Arrival (verbs) (4) show up,  
\_\_\_\_\_
7. Theater (verbs and nouns) (4) upstage,  
\_\_\_\_\_
8. Nature (adjectives and nouns) (6) rustic,  
\_\_\_\_\_
9. Observation (verbs) (3) get a look at,  
\_\_\_\_\_
10. Group (nouns) (5) crew,  
\_\_\_\_\_

### Exercise 10.2

**Understanding vocabulary** Match each word or phrase in column 1 with its definition in column 2. Then, indicate each item's part of speech (noun, verb, or adjective).

- |       |                        |                              |
|-------|------------------------|------------------------------|
| _____ | 1. rustic _____        | a. infrequent, irregular     |
| _____ | 2. terminate _____     | b. watchful, observant       |
| _____ | 3. blend _____         | c. enchanting, overpowering  |
| _____ | 4. sturdy _____        | d. end in, finish            |
| _____ | 5. huddle _____        | e. merge, mix in with        |
| _____ | 6. vigilant _____      | f. acrobatic, nimble         |
| _____ | 7. tactic _____        | g. investigate, examine      |
| _____ | 8. inevitable _____    | h. simple, rural             |
| _____ | 9. resume _____        | i. unavoidable, unstoppable  |
| _____ | 10. attitude _____     | j. warn, make aware          |
| _____ | 11. check out _____    | k. continue, carry on        |
| _____ | 12. sporadic _____     | l. strong, solid             |
| _____ | 13. alert _____        | m. bunch, cluster            |
| _____ | 14. irresistible _____ | n. strategy, method          |
| _____ | 15. agile _____        | o. demeanor, way of thinking |

### Exercise 10.3

**Using vocabulary** Complete each of the following sentences with the appropriate word from the list in Exercise 7.2. Be sure to use the correct form of each verb and to pluralize nouns, if necessary.

1. Death is \_\_\_\_\_.
2. Red flashing lights \_\_\_\_\_ people to danger.
3. Our journey will \_\_\_\_\_ at Grand Central Station.
4. Gymnasts have to be very \_\_\_\_\_ in order to perform acrobatic feats and tricks.
5. Animals can hide easily, because their fur or skin \_\_\_\_\_ with their environment.
6. On our holiday in the mountains, we stayed overnight in a \_\_\_\_\_ log cabin.
7. When you are in a large crowd of people, you have to be \_\_\_\_\_ in case there are any pickpockets who will try to steal your wallet or purse.

8. After they paused to have lunch and fill the gas tank, the travelers \_\_\_\_\_ their journey.
9. Because the student's attendance at school was very \_\_\_\_\_, he missed a lot of important material and didn't pass his exams.
10. Children want to have a puppy or a kitten, because baby animals are so cute and \_\_\_\_\_.
11. When the children heard the thunder, they gathered in a tight \_\_\_\_\_ in the corner.
12. The chair fell apart when the man sat down, because it wasn't very \_\_\_\_\_ or well-made.
13. If you want to succeed in life, you need a positive \_\_\_\_\_.
14. Before you book your flight, you should \_\_\_\_\_ prices on the Internet.
15. To win the game, the players have to develop some clever \_\_\_\_\_.

#### **Exercise 10.4**

**Reading for main ideas** *Answer each of the following questions with a complete sentence, using information from the reading text. Try not to copy directly from the text.*

1. Why did the Hartleys move to Mayne Island?
2. How did they react to wild animals coming onto their property?
3. What did the Hartleys think when the first raccoon appeared?
4. How did all three raccoons behave when they ran into each other?
5. Why did they think of their property as a "garden stage"?
6. When did their most entertaining experience occur?
7. What did the Hartleys enjoy most about having young raccoons come to visit?

#### **Exercise 10.5**

**Reading for details** *Indicate which of the following statements are true (T) and which are false (F).*

1. \_\_\_\_ Mayne Island is one of the Northern Gulf Islands of British Columbia, Canada.
2. \_\_\_\_ The Hartleys' property was like a park with lots of trees and wild animals.
3. \_\_\_\_ The Hartleys lived in a big house.

4. \_\_\_\_ At first, Bandit usually came when it was dark outside.
5. \_\_\_\_ The two raccoons who showed up after Bandit were females.
6. \_\_\_\_ The three raccoons traveled together and were very friendly toward each other.
7. \_\_\_\_ The raccoons had different habits and very different personalities.
8. \_\_\_\_ Raggedy Ann was the first female to bring her young.
9. \_\_\_\_ The Hartleys were able to observe five baby raccoons.
10. \_\_\_\_ The raccoons never did any serious damage to the Hartleys' property.

### Exercise 10.6

**Reading for meaning** *For each of the following pairs of sentences, choose the boldface phrase in the second sentence that more closely matches the meaning of the underlined phrase in the first sentence, which is quoted from the reading text.*

1. "Scenic islands around the world attract dreamers who wish to flee the rat race of the city and live close to nature."  
People like the Hartleys move to small islands, because they don't like **the hectic pace of | the rats that run around in** the city.
2. "The couple was immediately sold on the view and the property's parklike setting."  
The Hartleys **bought | liked** the property right away.
3. "Although they had title to the land, the Hartleys soon discovered that they were not the only residents."  
The Hartleys **legally owned | gave a name to** the property on Mayne Island.
4. "In February, scuffles, growls, yelps, and assorted noises at night alerted the Hartleys to courting combat in the woods."  
The raccoons scuffled because they **were mating | were fighting over territory**.
5. "Not only did she have an attitude, but a nick in one ear and a missing toe on her left hind foot suggested that she had a history to match!"  
Raggedy Ann **was an older raccoon | looked like a fighter**.
6. "This tactic did not always work; when inevitable skirmishes broke out, the raccoons sorted things out in their own furious, but harmless, way."  
When they fought, the raccoons **harmed each other | didn't harm each other**.

7. “With the three raccoons coming to feed, squabble, and sometimes rest, the Hartleys’ yard turned into a ‘garden stage’.”

The raccoons were **entertainers | a nuisance**.

8. “A little later, Raggedy Ann, who disliked being upstaged, paraded across the garden stage with twins.”

Raggedy Ann **didn’t want to be Number One | wanted to be Number One**.

9. “Twice Bandit, as they named their visitor, showed up in the company of a female raccoon, but in spring he resumed his bachelor routine.”

Bandit liked to travel **alone | with another raccoon**.

10. “If a plant or two fell victim to their play, the rare excitement of watching them learn and grow made up for any losses.”

The Hartleys **minded | didn’t mind** if the raccoons destroyed any of the plants in their garden.