

Answers

Chapter 1 Natural Disasters

Unit 01 Krakatoa

p. 11

Pre-Listening Questions Sample Answer

- 1 It was a volcano.
- 2 It erupted a long time ago. I think the eruption was very powerful.
- 3 It often shoots out lava. Rocks, gas, and ash may come out, too.
- 4 There are some volcanoes in my country. Halla Mountain and Baekdu Mountain are two of them. But they don't erupt anymore.

Vocabulary

- 1 eruption
- 2 lava
- 3 expel
- 4 sunset
- 5 sunrise
- 6 tsunami

p. 12

Script Track 01-01

M Teacher: There are all kinds of natural disasters. Hurricanes, typhoons, and tornadoes are three of them. Earthquakes are another. Volcanoes can cause them, too. When volcanoes erupt, they can be highly destructive. They often spew ash, poisonous gas, rocks, and lava. They can injure and kill many people. They can even affect the environment.

On August 26, 1883, the volcano Krakatoa erupted. It was one of the strongest eruptions in modern times. Krakatoa was located in Indonesia. It was on the island of Rakata. In 1883, it hadn't erupted for more than 200 years. It had been dormant for very long, so people weren't afraid of it. But, on the morning of August 26, it erupted. In fact, it erupted four times that morning. The volcano expelled a cloud of ash. It rose more than twenty-five kilometers into the sky. Krakatoa also spewed hot rocks that landed as far as forty kilometers away. And the eruption destroyed the island of Rakata.

Because the eruption was so loud, people in faraway places could hear it. In fact, people more than 4,500 kilometers away heard it. The eruption caused numerous tsunamis to form. They destroyed many villages on nearby Indonesian islands. In total, more than 36,000 people died.

Krakatoa didn't just have a local effect though. Since

it was such a strong eruption, it had a global effect. It threw a great amount of dust in the air. After the eruption, sunrises in some places looked green. And sunsets around the world looked red due to all of the dust. The following year, the weather around the world became much cooler. Temperatures around the world didn't return to normal until five years after the eruption.

Organizer

- a dormant
- b hot rocks
- c tsunamis
- d global
- e red
- f Weather

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Comprehension

- 1 b
- 2 b
- 3 c
- 4 a
- 5 strongest
- 6 d
- 7 a
- 8 b
- 9 c
- 10 e

p. 14

Listening Skills Practice: Cause and Effect I

- A a iii
- b ii
- c i
- B

Script Track 01-02

W Teacher: The volcano Krakatoa erupted in 1883. It was one of the most powerful eruptions in history. In fact, many experts believe that it was the fifth most powerful eruption. It was so strong that the volcano destroyed the island it was located on. It caused a lot of damage to the islands around it, too. The island was gone for many years. But, in 1927, a new island began to rise from the sea. It was named Anak Krakatoa. It means "Child of Krakatoa." The island is volcanic. There have been several minor eruptions since 1927. Because of them, the volcano has been rising higher and higher. Today, Anak Krakatoa is around 300 meters high. It's an active volcano. Scientists believe that it could erupt as powerfully as it did in 1883 in the future. This would be a disaster. Nowadays, many people live near it, so a powerful eruption could kill more than 100,000 people. Because a big eruption could cause tsunamis, even more people could die, too.

- 1 b
- 2 a
- 3 a so
- b Because
- c because

Unit 02 The San Francisco Earthquake

p. 15

Pre-Listening Questions Sample Answer

- 1 I see a lot of buildings that have been destroyed.
- 2 Maybe there was an earthquake.
- 3 An earthquake happens when the ground starts to shake.
- 4 No, I haven't. I don't want to be in an earthquake. I heard they are very scary.

Vocabulary

- 1 population
- 2 destruction
- 3 measure
- 4 suffer
- 5 aftershock
- 6 coast

p. 16

Script Track 02-01

W Teacher: San Francisco is a city in the northern part of California. In 1906, it was the largest city on the American west coast. It was also the ninth biggest city in the country. More than 400,000 people lived in San Francisco. In addition to being a big city, it was also an important one in the United States.

Then, at 5:12 AM on April 18, 1906, disaster struck. A powerful earthquake hit the city. An earthquake happens when the ground begins to move. This earthquake was very strong. It lasted for nearly one minute. People as far away as Los Angeles were able to feel the earthquake. It measured between 7.7 and 7.9 on the Richter scale.

Since the earthquake was so strong, it caused a great deal of damage. A large number of buildings were destroyed. There were also powerful aftershocks. These are weaker earthquakes that come after a big tremor. They caused even more damage to the city.

However, the earthquake didn't cause the greatest amount of damage. Instead, a fire caused the most destruction. The earthquake damaged some gas lines in San Francisco. So many small fires started from these damaged lines. Then, a huge fire began. It lasted for four days. By the time it ended, it had affected a huge part of the city.

Around 3,000 people probably died because of the earthquake and fire. In addition, more than 200,000 people became homeless after these two disasters.

That was half of the city's population. The city suffered hundreds of millions of dollars in damage. The San Francisco Earthquake was one of the worst natural disasters ever to affect the United States.

Organizer

- a 1906
- b one
- c aftershocks
- d damage
- e gas lines
- f died

p. 17

Comprehension

- 1 a
- 2 c
- 3 c
- 4 b
- 5 fire
- 6 c
- 7 d
- 8 c
- 9 a
- 10 b

p. 18

Listening Skills Practice: Cause and Effect II

- A a iii
- b i
- c ii
- B

Script Track 02-02

W Student: For my report, I want to talk about the New Madrid Earthquake. The New Madrid Earthquake happened on February 7, 1812. There were actually three strong earthquakes in the same area before it took place. But the earthquake on February 7 was the strongest. In fact, it was the strongest earthquake ever recorded on the continental United States. Geologists believe that it was at least 8.0 on the Richter scale.

New Madrid is a place in the state of Missouri. Most people don't imagine earthquakes happening there. But because there is a fault in the Earth's crust in that area, sometimes strong tremors take place. The February 7 earthquake caused the ground to change shape. Some areas sank. New lakes formed in some places. It was so strong that the Mississippi River started to flow north. The river usually flows south. Fortunately, few people lived in the area then. So only a small number of people were killed or injured.

- 1 b
- 2 b
- 3 a Because
- b so
- c because

Unit 03 The Tunguska Event

p. 19

Pre-Listening Questions Sample Answer

- 1 Something destroyed all of the trees. Maybe there was a big fire.
- 2 I'm not sure. Some of them are small, but others are many kilometers in diameter.
- 3 It can destroy a big area and kill many people. If it hits the ocean, it can cause a tsunami to form.
- 4 Millions of years ago, an asteroid hit the Earth and killed all of the dinosaurs.

Vocabulary

- | | |
|------------|------------|
| 1 latter | 2 explode |
| 3 rare | 4 diameter |
| 5 estimate | 6 speck |

p. 20

Script



M Teacher: Every day, thousands of meteors enter the Earth's atmosphere. Most are tiny specks of dust. Others are no larger than a grain of rice. At times, rocks the size of a baseball or basketball enter the Earth's atmosphere. Most of these meteors burn up in the air. Those are the streaks of light we see in the night sky. On rare occasions, large meteors not only enter the Earth's atmosphere, but they also don't burn up. They may hit the ground. Or they may explode near the ground. The latter happened in Tunguska, Russia, many years ago.

Tunguska is a remote area in Siberia, Russia. Most people around the world had never heard of it. That changed on June 30, 1908, though. On that morning, a large meteor entered the Earth's atmosphere. Astronomers estimate that it was between fifty and 200 meters in diameter. It probably weighed more than one hundred million kilograms. And it was moving around 20,000 kilometers per hour.

Between five and ten kilometers above the Earth's surface, the meteor exploded. The explosion was 1,000 times more powerful than the atomic bomb dropped on Hiroshima, Japan, during World War II. Fortunately, the meteor exploded in a forested area with few people. The explosion destroyed most of the trees in a region covering more than 2,000 square kilometers. When the meteor blew up, it became brighter than the sun.

This became known as the Tunguska Event. It showed people how dangerous meteors can be. If the meteor had hit a populated region, millions of people would have died. So now many astronomers spend time looking for dangerous meteors in space.

Organizer

- | | |
|-------------|----------|
| a Thousands | b hit |
| c streaks | d Russia |
| e trees | f 1,000 |

p. 21

Comprehension

- | | | |
|-----|---------|-----|
| 1 b | 2 c | 3 a |
| 4 b | 5 large | |
| 6 e | 7 a | 8 c |
| 9 b | 10 d | |

p. 22

Listening Skills Practice: Connecting Words I

- A a But b When c And
B

Script



M Teacher: For millions of years, dinosaurs were the dominant animals on the planet. Then, about sixty-five million years ago, they disappeared. The dinosaurs died, and the age of mammals began. For the longest time, scientists didn't know what had killed the dinosaurs. Now, they believe that they know the answer: It was an enormous asteroid.

In the Yucatan Peninsula in Mexico, there's a huge crater. It's about 180 kilometers in diameter. It's likely that an asteroid more than ten kilometers wide created it. Scientists have dated this crater to sixty-five million years ago. They believe the asteroid hit the Earth and killed the dinosaurs. When it hit the ground, it threw a great deal of dust into the air. This kept the sun from shining on most of the planet. As a result, global temperatures dropped. This killed most of the plant life on the Earth. Thus many animals had no food to eat. The dinosaurs also couldn't handle the cold temperatures. So they died and went extinct.

- | | | |
|----------|------|--------|
| 1 c | | |
| 2 c | | |
| 3 a Then | b so | c when |

Unit 04 The Southeast Asian Tsunami

p. 23

Pre-Listening Questions Sample Answer

- 1 There's a huge wave. It's about to hit the land.
- 2 I guess a big wave hit that area.
- 3 It's a large wave that moves quickly and hits the land.
- 4 A huge earthquake caused it. And it killed many people in different countries.

Vocabulary

- | | |
|-----------|---------------|
| 1 village | 2 donate |
| 3 inland | 4 destructive |
| 5 recede | 6 suffer |

p. 24

Script



W Teacher: Earthquakes don't just happen on land. They frequently happen underwater. When there's a big underwater earthquake, it can affect the water on the surface. An underwater tremor can create a tsunami. A tsunami can be incredibly destructive. It starts as a very fast-moving wave of water. But, as it approaches shore, something unique happens. The water near shore recedes away from the coast. It can go back hundreds of meters. Then, as the tsunami gets closer to land, it slows down. The water that recedes becomes a part of the tsunami. This increases the size of the wave. So a huge wave of water may hit land. Some tsunamis can be several meters high. They can also go far inland.

On December 26, 2004, there was a major tsunami. In the morning, a powerful underwater earthquake took place in the Indian Ocean. It measured 9.0 on the Richter scale. It created a large number of tsunamis all over the Indian Ocean. At least eighteen countries in the region were hit by tsunamis. Some were fairly minor. Others were enormous.

Many towns, villages, and cities along the coast were wiped out. More than 230,000 people lost their lives. At least one million people lost their homes. Indonesia suffered the most. More than 160,000 people died there. Thousands of people also died in Thailand, Sri Lanka, and India. In addition, thousands of people went missing and have never been seen or heard from again.

Thankfully, people around the world donated billions of

dollars in aid after the tsunami. The recovery was difficult in many countries. But the aid money helped the survivors try to get their lives back together.

Organizer

- | | |
|--------------|---------------|
| a underwater | b fast-moving |
| c size | d recedes |
| e 2004 | f homes |

p. 25

Comprehension

- | | | |
|-----|-----------|-----|
| 1 a | 2 a | 3 c |
| 4 b | 5 million | |
| 6 b | 7 a | 8 d |
| 9 c | 10 e | |

p. 26

Listening Skills Practice: Connecting Words II

- A a as b and c so
B

Script



M News Broadcaster: Yesterday, March 11, 2011, there was an underwater earthquake in Japan. It was about 270 kilometers northeast of Tokyo. The earthquake registered 9.0 on the Richter scale. It was one of the strongest earthquakes in history. As a result, there were a number of tsunamis. They hit the east coast of Japan. According to reports, some of them were around ten meters high.

Many coastal towns and villages have suffered a lot of damage. It's feared that thousands of people may have died. Japanese news reports say that huge numbers of homes and buildings have been destroyed. There are also fires raging in many places. Another problem is that the tsunamis hit several nuclear reactors. Officials are very worried about a nuclear reactor in Fukushima. It suffered a loss of power. And its backup generators are not working either. Hopefully, that won't develop into a major problem. We'll try to learn more as quickly as we can.

- | | | |
|--------|-------|-------|
| 1 b | | |
| 2 a | | |
| 3 a so | b and | c and |

Chapter 2 Fantasy Worlds

Unit 05 Narnia

p. 29

Pre-Listening Questions Sample Answer

- 1 They are *The Lion, the Witch, and the Wardrobe*, *Prince Caspian*, *The Voyage of the Dawn Treader*, *The Silver Chair*, *The Horse and His Boy*, *The Magician's Nephew*, and *The Last Battle*.
- 2 It's a magical land. There are many talking animals there.
- 3 I think it would be great. I would love to talk to my dog and other animals.
- 4 Middle-earth is the fantasy world from *The Lord of the Rings*.

Vocabulary

- 1 somehow
- 2 feature
- 3 dryad
- 4 wardrobe
- 5 witch
- 6 faun

p. 30

Script Track 05-01

M Teacher: One day, four children are playing in big house. The children's names are Peter, Susan, Edmund, and Lucy. They open the door to a wardrobe and discover another world inside it. The name of this world is Narnia. It's a fantasy world much different from ours. For example, many of the animals in Narnia can speak. There are talking beavers, dogs, birds, and other animals. Numerous creatures from mythology live there, too. There are fauns, centaurs, and dryads as well as all kinds of horrible monsters.

The children find out that Narnia is in the middle of a 100-year-long winter. The White Witch has created this terrible winter. She is the evil ruler of Narnia. Fortunately, Aslan is in Narnia. He is the great lion, the son of the Emperor-Over-The-Sea, and the true king of Narnia. The children then meet Aslan, fight the White Witch, and defeat her army. After that, they become the kings and queens of Narnia.

This is the story of *The Lion, the Witch, and the Wardrobe*. It was written by British author C.S. Lewis. *The Lion, the Witch, and the Wardrobe* is the first book of *The Chronicles of Narnia*. It is also the most popular of the books about Narnia. There are seven books in the

series. All seven of the books feature children from our world who somehow get transported to Narnia. There, they have all kinds of wonderful adventures.

The Chronicles of Narnia are some of the most beloved children's books in the world. They have sold millions of copies. Some movies based on the books have become very popular as well.

Organizer

- a fantasy
- b Aslan
- c White Witch
- d seven
- e Narnia
- f the Wardrobe

p. 31

Comprehension

- 1 b
- 2 c
- 3 c
- 4 c
- 5 talking
- 6 d
- 7 e
- 8 a
- 9 c
- 10 b

p. 32

Listening Skills Practice: Details I

- A a wardrobe, Narnia
- b Aslan, kings and queens
- c seven, *The Lion, the Witch, and the Wardrobe*

B

Script Track 05-02

M Teacher: C.S. Lewis created several memorable characters in his Narnia books. Two are Mr. Tumnus and Reepicheep. Mr. Tumnus is a faun. A faun is a mythological creature that's half man and half goat. In *The Lion, the Witch, and the Wardrobe*, Lucy enters Narnia before the other children, and she meets Mr. Tumnus. At first, Mr. Tumnus plans to tell the White Witch about Lucy. But he and Lucy become good friends instead. The White Witch turns Mr. Tumnus into a statue. Yet Aslan restores him to life later in the book. As for Reepicheep, he's the leader of the talking mice in Narnia. He appears in three of the seven Narnia books. He appears in *Prince Caspian*, *The Voyage of the Dawn Treader*, and *The Last Battle*. Although he is small, Reepicheep is extremely brave. He is also always willing to fight. He is very concerned about honor, so he treats people in a polite manner. He is often involved in many comedic scenes as well.

- 1 c

- 2 a
- 3 a T b F c T

Unit 06 Middle-Earth

p. 33

Pre-Listening Questions Sample Answer

- 1 I can see a gold ring and a home in a hill.
- 2 I read all three books in the trilogy and loved them. I also loved all of the movies.
- 3 It's a frightening fantasy land. There are all kinds of dangerous monsters and evil creatures living in it.
- 4 Elves, dwarves, hobbits, ents, and orcs all live in Middle-earth.

Vocabulary

- 1 decade
- 2 quest
- 3 awful
- 4 fearsome
- 5 trilogy
- 6 elf

p. 34

Script Track 06-01

W Teacher: As a young boy, J.R.R. Tolkien studied languages, literature, and mythology. The knowledge he gained from his studies later helped him create the fantasy world Middle-earth.

Tolkien wrote about Middle-earth over a period of decades. It is a land with many races of creatures. There are humans. Elves and dwarves live there, too. The elves live in the forests while the dwarves live in caves underground. There are tree creatures called Ents as well as awful monsters such as orcs. Great and powerful wizards wander the land. Finally, there are hobbits. They are small humanlike creatures that lived in a part of Middle-earth called the Shire.

Tolkien wrote several books that were based in Middle-earth. One was called *The Silmarillion*. Tolkien wrote it first, but it was published after he died. It tells the story of the creation and early years of Middle Earth. In 1937, he published *The Hobbit*. This was his first published work based in Middle-earth. The book is about a hobbit named Bilbo Baggins. He, a group of dwarves, and the wizard Gandalf go on an adventure to kill a fearsome dragon.

The best-known books based in Middle-earth are the three books that make up *The Lord of the Rings* trilogy. They tell the story of the quest to destroy the One Ring. The books feature Gandalf and other wizards. There are hobbits, elves, dwarves, and men. There are enormous armies of evil men and monsters. The books tell an epic tale of good overcoming evil. They have been popular for decades, and it's likely that people will continue reading them far into the future.

Organizer

- a dwarves
- b orcs
- c Shire
- d creation
- e dragon
- f epic tale

p. 35

Comprehension

- 1 c
- 2 a
- 3 b
- 4 a
- 5 wizard
- 6 a
- 7 d
- 8 e
- 9 c
- 10 b

p. 36

Listening Skills Practice: Details II

- A a elves, underground
- b creation, died
- c *The Lord of the Rings*, quest

B

Script Track 06-02

M Student: For my movie review, I will talk about *The Return of the King*. It's the third movie in *The Lord of the Rings* trilogy. The first two movies were *The Fellowship of the Ring* and *The Two Towers*. I thought this movie was excellent. In fact, it was one of the best movies I've ever seen. There are basically two stories in the movie. The first is the quest by Frodo Baggins and Samwise Gamgee to destroy the One Ring. They must go deep into the land of Mordor to do that. The second is about the great battles that take place between the forces of the evil Sauron and the armies of good. The battle scenes in the movie were amazing. When the movie ended, I wanted to see it again. I was also impressed that the events in the movie are similar to the ones the book. Many movies and books with the same titles are very different. But *The Return of the King* was not.

- 1 ©
2 b
3 a F b T c F

Unit
07 The Magical World of Oz

p. 37

Pre-Listening Questions Sample Answer

- 1 Dorothy and her dog Toto are the main characters. There are also a scarecrow, a lion, and a tinman.
2 Oz is a magical land. There are witches and flying monkeys in it. There's a yellow brick road in it, too.
3 Yes, I have seen it before. I liked it a lot.
4 I have seen all of the *Harry Potter* movies, *The Lord of the Rings* movies, and *The Hobbit* movies.

Vocabulary

- 1 tiny 2 immediate
3 tornado 4 star
5 pleased 6 eventually

p. 38

Script

Track 07-01

W Teacher: In 1939, a movie starring Judie Garland came out. At first, it wasn't very successful. Later, it was rereleased and became more popular. Then, in the 1950s, the film began airing on TV every year. Over time, it became one of the most loved movies in the world. The title of the movie was *The Wizard of Oz*.

The movie was based on the book *The Wonderful Wizard of Oz*. It was written by Frank Baum in 1900. In the story, Dorothy lives on a farm in Kansas. One day, there's a tornado. Dorothy and her dog Toto hide in the farmhouse, but the tornado picks up the house and carries it away. Eventually, the house lands in the magical land of Oz.

There are all kinds of strange creatures in Oz. First, Dorothy meets some tiny people called the Munchkins. She learns that her house fell on the Wicked Witch of the East and killed her. So the Munchkins are pleased to meet Dorothy. Dorothy, however, only wants to go home. She learns that she needs to visit the Emerald City. There, she can speak with the Wizard of Oz, who can help her.

On her way to the Emerald City, Dorothy makes

friends with the Scarecrow, the Tin Woodman, and the Cowardly Lion. They have many adventures together in Oz. For instance, they have to deal with the Winged Monkeys as well as the Wicked Witch of the West. Eventually, Dorothy and Toto make it back to Kansas.

The Wonderful Wizard of Oz was an immediate hit. It was so popular that Baum wrote thirteen more books that took place in the fantasy land he had created.

Organizer

- a 1900 b movie
c most loved d tornado
e Scarecrow f Eventually

p. 39

Comprehension

- 1 a 2 c 3 a
4 b 5 Emerald City

- 6 e 7 b 8 a
9 c 10 d

p. 40

Listening Skills Practice: Inference I

- A a i b ii c ii

B

Script

Track 07-02

M Teacher: In 1968, Ursula Le Guin published the book *A Wizard of Earthsea*. It was the first in a trilogy of books based in Earthsea. The other two books were *The Tombs of Atuan* and *The Farthest Shore*. Later, she published two more novels as well as several short stories that told about life in Earthsea. Earthsea is a land that's made up of islands. The people there live primitive lives. But Earthsea is also a magical land. Therefore wizards are common in some places. In addition, names have magic there. So telling a person one's true name can be dangerous. There are dragons in Earthsea as well. One of the main characters in the novels is Ged. *A Wizard of Earthsea* focuses on his early years as he trains to be a wizard and as he fights an evil being that he released into the world. The Earthsea books describe a detailed fantasy world that is loved by both young people and adults.

- 1 c 2 a 3 c

Unit
08 The World of Harry Potter

p. 41

Pre-Listening Questions Sample Answer

- 1 Harry Potter is a wizard. In the stories, people call him "the boy who lived."
2 I have read all of the books and seen all of the movies. Both are great, but I like the books more.
3 Ron Weasley and Hermione Granger are Harry's two best friends. Professor Dumbledore is the greatest wizard in the world. Lord Voldemort is the evil wizard. Hagrid and Professor Snape are two other characters.
4 It's a magical world, but wizards and witches use their magic in secret. Most non-magical people, called muggles, don't know that magic exists.

Vocabulary

- 1 imagine 2 enemy
3 wizard 4 ability
5 event 6 series

p. 42

Script

Track 08-01

M Teacher: Imagine that some people in our world are different from everyone else. They aren't normal. Instead, they can use magic to do all sorts of things. Not only that, but there are also magical creatures such as dragons, elves, and goblins. There are magical items, too. And there's a war going on between good wizards and witches and evil ones as well. That's the world of *Harry Potter*.

Harry Potter is one of the most successful book and movie franchises ever. There are seven books in the series. They were written by J.K. Rowling. They've sold a combined total of more than 450 million copies. There are eight movies in the franchise. The movies have made nearly eight billion dollars in sales around the world.

The books and movies follow the lives of *Harry Potter* and his friends. The events in each book take around a year to occur. The first book is *Harry Potter and the Sorcerer's Stone*. In it, Harry finds out that he's a wizard. He begins taking classes at a school of magic called Hogwarts. He makes good friends such as Ron, Hermione, and Hagrid while he's at school. He also makes enemies such as Draco Malfoy.

In each book, Harry must battle the forces of the evil wizard Lord Voldemort. In some cases, he actually has to fight Voldemort, the most powerful wizard in the world, himself. Thanks to his own abilities as well as the skills of his friends, Harry manages to win these encounters. The battles aren't easy though, and sometimes his friends and family members die. In the last book, called *Harry Potter and the Deathly Hallows*, he has his final fight with Voldemort.

Organizer

- a magical items b seven
c lives d Hogwarts
e evil f Survives

p. 43

Comprehension

- 1 b 2 b 3 a
4 b 5 magical

- 6 d 7 e 8 c
9 a 10 b

p. 44

Listening Skills Practice: Inference II

- A a i b ii c ii

B

Script

Track 08-02

M Bookstore Employee: Good afternoon, everyone. Thanks for coming to the bookstore today. We've got a very special guest today. Our guest is Jim Butcher. He's the author of the highly successful fantasy series *The Dresden Files*. Just in case you don't know, let me tell you a little about the books. *The Dresden Files* focus on the life of Harry Dresden. He's a detective. But he's also a wizard. Harry lives in Chicago and solves cases that are related to magic. There are currently fifteen books in the series. Jim has plans to write a total of more than twenty books featuring Harry. At the beginning of the series, Harry is a fairly low-level wizard. However, as the books proceed, he gains more and more power. He also has to fight all sorts of bad guys. He has to deal with vampires, werewolves, trolls, fairies, evil wizards, and even strange beings called Outsiders. I highly recommend the *Harry Dresden* books. Now, let's hear from Jim.

- 1 a 2 c 3 a

Chapter 3 The Roman Era

Unit 09 Romulus and Remus

p. 47

Pre-Listening Questions Sample Answer

- I can see two babies drinking the milk from a mother wolf.
- I only know that it happened a long time ago.
- Julius Caesar and Augustus Caesar were two famous people. The Emperor Nero is well-known, too.
- The myths of Dangun and Hyukgeose are two of them. Hwanwoong, a god, married a woman who used to be a bear. They had a son, Dangun, who founded Gojoseon. Hyukgeose was the founding father of the Silla. He was born from an egg.

Vocabulary

- riverbank
- seize
- argue
- she-wolf
- twins
- shepherd

p. 48

Script Track 09-01

W Teacher: For nearly 1,000 years, Rome was among the most powerful cities in the world. It was the capital of both the Roman Republic and the Roman Empire. According to legend, it was founded in 753 B.C. The Romans had a myth about the founding of their city. It concerned the twins Romulus and Remus.

There was once a city in central Italy called Alba Longa. The king of Alba Longa was Numitor. He had a daughter named Rhea Silvia. One day, Numitor's brother Amulius seized the throne from Numitor. He killed Numitor's male children and sent Rhea away. Sometime later, Rhea became pregnant. She gave birth to twin boys. Their names were Romulus and Remus. And their father was Mars, the Roman god of war.

Amulius found out about Rhea's children. So he had them put in a basket. The basket was set in the Tiber River, and the twins floated off. However, the basket landed on the riverbank. There, a she-wolf found the twins. She protected them and let them drink her milk. A woodpecker got food for them. Later, some shepherds found the twins and raised them.

The twins eventually learned who their mother was. They worked together to kill Amulius. They put Numitor back onto the throne. They didn't want to wait to inherit the throne from their grandfather. So they decided to found their own city. They discovered a place by the Tiber River with seven hills. It was the perfect spot. But the twins argued over which hill they should build their city on. They got in a fight, and Romulus killed Remus. Romulus then built the city, which he called Rome.

Organizer

- throne
- twins
- saved by
- killed
- seven hills
- 1,000

p. 49

Comprehension

- a
- b
- c
- b
- founding
- c
- d
- a
- b
- e

p. 50

Listening Skills Practice: Chronological Order I

- a 2
- b 1
- c 3

Script Track 09-02

M Teacher: The Iliad and Odyssey are two epic poems written by the Greek Homer. They tell about the Trojan War and what happened afterward. There's another epic poem that focuses on the events after the Trojan War. It's the Aeneid. The Roman Virgil wrote the poem. The Aeneid tells the story of Aeneas. He was one of the greatest heroes of Troy. He was also the ancestor of the Roman people.

According to the Aeneid, Aeneas and a group of followers escaped from Troy while the Greeks were destroying it. They sailed in the Mediterranean Sea. They wound up in Africa at the city of Carthage. Queen Dido of Carthage fell in love with Aeneas. But Aeneas realized he had to sail away to fulfill his destiny. His destiny was to be the father of a great and powerful race of people. Eventually, Aeneas landed in Italy. He married Lavinia, killed his rival Turnus, and became the father of the Roman people.

- b
- c
- a 2
- b 3
- c 1

Unit 10 The Roman Republic

p. 51

Pre-Listening Questions Sample Answer

- I can see a statue of a man. I don't know who he is though. And I can see the Colosseum.
- It was more than 2,000 years ago.
- Rome became a great power during that time. And it controlled most of the area in the Mediterranean Sea.
- There were different social classes in the Choson Dynasty. They were yangban, jungin, sangmin, and chunmin. Yangban referred to people in the noble class, but chunmin referred to people at the very bottom of society, like slaves called nobi.

Vocabulary

- monarchy
- peasant
- legend
- represent
- territory
- elect

p. 52

Script Track 10-01

M Teacher: According to legend, Rome was founded in 753 B.C. The first ruler of Rome was Romulus, the city's founder. For around 240 years, Rome was ruled by kings. However, some Romans decided that they didn't want to be ruled by kings. So the wealthy aristocrats and poor peasants worked together. They got rid of the monarchy. In 509 B.C., Rome became a republic.

A republic is a type of representative government. The Romans elected people to serve in the Roman Senate. These senators represented the will of the people. Over time, the Romans developed a number of elected positions. This helped stabilize the government.

Because Rome was united, it grew stronger. The Romans began to expand their power. The Roman army slowly started conquering cities throughout the Italian peninsula. This happened around 400 B.C. By 264 B.C.,

Rome ruled most of the Italian peninsula.

That was also the year that the First Punic War began. As Rome gained power, it came into conflict with other powers in the Mediterranean region. One was Carthage. Carthage was located in North Africa. Rome fought three wars with Carthage. Rome won the Third Punic War in 146 B.C. and destroyed Carthage. This opened much of the rest of the Mediterranean region to Rome.

Rome's territory quickly expanded. It seized land in the areas that are modern-day Spain, France, and Greece. It ruled land in the Middle East and Northern Africa, too. Eventually, though, some of the most powerful men in Rome fought one another. This led to a civil war. The Roman Republic ended in 27 B.C. when Augustus Caesar was named the emperor. This started the time of the Roman Empire.

Organizer

- republic
- representative
- 264 B.C.
- Carthage
- Europe
- emperor

p. 53

Comprehension

- a
- b
- c
- c
- founded
- a
- e
- c
- b
- d

p. 54

Listening Skills Practice: Chronological Order II

- a 1
- b 3
- c 2

Script Track 10-02

M Student: For my report on Romans from the Roman Republic, I chose Cincinnatus. He lived during the fifth century B.C. Cincinnatus served as a consul in Rome in 460 B.C. But he didn't enjoy political life. Instead, he preferred to spend time on his farm. In 458 B.C., the Romans were in a war with a group of people called the Aequi. The Aequi defeated a Roman army. The Roman Senate became very worried. They appointed Cincinnatus dictator of Rome for six months. Cincinnatus learned about his new job while he was plowing a field. He didn't

want the power, but he accepted it. Cincinnatus went to Rome, led the army, and battled the Aequi. He quickly defeated them. After that, he gave up power sixteen days after the Senate gave it to him. He didn't want to rule at all. Then, he returned to his farm. Because of his actions, Cincinnatus was one of the greatest Romans in history. He had enormous power but willingly gave it up.

- 1 a
2 b
3 a sixteen, 3
 b 458 B.C., 2
 c 460 B.C., 1

Unit
11 Julius Caesar

p. 55

Pre-Listening Questions Sample Answer

- 1 Julius Caesar was a great Roman general.
2 A group of Romans stabbed him with knives.
3 Caesar conquered Gaul. He also tried to help the poor people in Rome.
4 Emperor Hadrian built a wall in England. Emperor Nero did many strange things. Brutus was one of the men who killed Caesar.

Vocabulary

- 1 beat 2 corruption
3 plot 4 orator
5 stab 6 senator

p. 56

Script

Track 11-01

W Teacher: Julius Caesar was one of the greatest men of the Roman Republic. He was accomplished in several fields. He was a lawyer and orator. Some said his speaking skills were similar to Cicero's. Cicero was considered the best Roman orator. Caesar held many positions in the government. He was a talented writer. And he was a brilliant general.

Julius Caesar was born in 100 B.C. When he was growing up, the Roman Republic had many problems.

There was a lot of government corruption. This caused the republic to go into decline. After becoming an adult, Caesar was elected to several government positions. He fought corruption. He suggested new laws for the Senate to pass. He also tried to help the poor people in Rome have better lives.

When he was forty-one, he became the governor of Gaul. Gaul was the ancient name of France. In Gaul, Caesar was in charge of a Roman army. He fought many battles in Gaul. He always defeated his enemies. Tribes from Germany and other areas attacked his armies. But Caesar beat them as well. By then, he had become one of the empire's most powerful men.

As Caesar gained more power, the Roman Senate got worried. The senators feared Caesar would seize power. They were right. In 49 B.C., Caesar entered Rome with his army. He took over the government. Most of the poor people were happy. But the senators were upset. Caesar made lots of changes in Rome. Many senators disliked these changes. So some of them plotted to kill Caesar. On March 15, 44 B.C., several men stabbed Caesar with knives and killed him when he entered the Senate.

Organizer

- a accomplished b corruption
c took over d changes
e plotted against f March 15

p. 57

Comprehension

- 1 c 2 a 3 b
4 b 5 killed
6 d 7 a 8 b
9 e 10 c

p. 58

Listening Skills Practice: Problem and Solution I

- A a P b P c S
B

Script

Track 11-02

M Teacher: After Julius Caesar was killed, there was a struggle for power in Rome. Three men decided to share power. They were Mark Antony, Lepidus, and Octavian. Octavian was the nephew of Julius Caesar as well as his heir. This period was called the Second Triumvirate. After

a while, the three men began fighting with one another. Each one wanted to be the only ruler of Rome. Octavian's troops fought and defeated the army of Lepidus. Then, Lepidus's men joined Octavian's side. Mark Antony suddenly needed an ally. He found an ally in Egypt. He joined forces with Cleopatra of Egypt. In 31 B.C., there was a great naval battle. It was called the Battle of Actium. Octavian defeated Antony and Cleopatra. One year later, both Antony and Cleopatra committed suicide. That made Octavian the most powerful man in Rome. In 27 B.C., the Senate gave Octavian a new title: emperor. He changed his name to Augustus Caesar. And he became the first leader of the Roman Empire.

- 1 c
2 b
3 a Three men decided to share power.
 b He joined forces with Cleopatra in Egypt.

Unit
12 The Fall of the Roman Empire

p. 59

Pre-Listening Questions Sample Answer

- 1 It fell sometime in the fifth century.
2 Some barbarians from Germany defeated the Roman Empire.
3 The empire became corrupt. There were many problems in the empire. And the barbarian tribes around the empire grew more powerful.
4 It lasted for almost 500 years. There were many great emperors during that time. The Roman Empire was the greatest empire in history.

Vocabulary

- 1 steal 2 big
3 tribe 4 politician
5 split 6 antiquity

p. 60

Script

Track 12-01

M Teacher: The Roman Empire started in 27 B.C. It lasted until 476 A.D. During that time, Rome expanded a great deal. At its height, it controlled most of Southern and

Central Europe, parts of Britain, and much of North Africa and the Middle East. It was the largest empire in antiquity. And Rome was the world's most important city.

All empires eventually fall though. This was the case for Rome. Rome lost power and fell for several reasons. A big reason involved Emperor Diocletian. In 285, he decided that the Roman Empire was too large and impossible for one person to rule. So he split the empire into two. He created the Western Roman Empire and the Eastern Roman Empire. Rome remained the capital in the west. The capital in the east became Constantinople. Much of Rome's wealth went east. This weakened the western empire.

At the same time, several barbarian tribes in the west gained power. These tribes included the Visigoths, Vandals, and Franks. They often fought and defeated the Roman legions. This caused the Western Roman Empire to lose land. The politicians in Rome were weak and corrupt, too. They stole money from Rome to improve their own lives. Doing that caused harm to Rome.

In 410, a Germanic army of Visigoths invaded Rome. The army destroyed lots of buildings and stole many treasures. Rome wasn't captured though. Then, in 476, another Germanic army attacked Rome. The army's leader was Odoacer. His army captured Rome. Odoacer made Emperor Romulus Augustulus give up the throne. He was the last Roman emperor. So historians say that the fall of the Roman Empire happened in 476.

Organizer

- a eastern and western b wealth
c Politicians d Barbarian
e 410 f fell

p. 61

Comprehension

- 1 c 2 b 3 b
4 c 5 emperor
6 a 7 e 8 d
9 c 10 b

p. 62

Listening Skills Practice: Problem and Solution II

- A a S b P c P

W Student: I did my report on the Byzantine Empire. It was formed from the Eastern Roman Empire. The first Byzantine emperor was Constantine I. People often call him Constantine the Great. He ruled from 306 to 337. When he became the emperor, he had no capital city. So he built a great city. It was called Constantinople. It's Istanbul, Turkey, today. Constantinople became the greatest city in the world. It remained the capital of the Byzantine Empire for more than 1,000 years. The empire lasted until the year 1453. While the Byzantine Empire existed, it often fought wars against Muslim invaders. The Muslims were attempting to get into Europe. They often had powerful armies. But the Byzantines managed to defeat them for hundreds of years. Over time, though, the empire lost power. In the 1400s, it became very weak. Finally, a huge army of Ottoman Turks captured Constantinople in 1453. This resulted in the end of the Byzantine Empire.

- 1 ②
2 ③
3 ③ He built a great city called Constantinople.
 ② The Byzantines fought against them for hundreds of years.

Chapter 4 Art and Artists

Unit 13 Realism

Pre-Listening Questions Sample Answer

- 1 It shows people, places, and things just as they look in real life.
2 I guess it was more than 100 years ago.
3 I don't know any of their names.
4 Manet was an Impressionist. Picasso made all kinds of art.

Vocabulary

- | | |
|-------------|-------------|
| 1 everyday | 2 detest |
| 3 precisely | 4 reaction |
| 5 complain | 6 landscape |

W Teacher: At the end of the 1700s, a new movement began. People called it the Romantic Movement. It influenced many different fields, including art. The art of the Romantic Era stressed emotions and feelings. Imagination and mystery were also important to the art of this time. The Romantic Era lasted until the mid-1800s. By then, artists were getting tired of it. They wanted to create a new style of art.

This new style was called Realism. It lasted from about 1840 to 1880. Realism was a reaction to Romanticism. So the two styles of art were very different. First of all, Realist artists paid very close attention to details. They tried to paint their subjects precisely as they looked in real life. Next, Realist artists painted pictures of everyday people and events. For example, they painted farmers working in their fields. Others painted people eating food or made landscapes with animals in them. Realist artists didn't have any important message in their art. They simply wanted to show the world as it existed.

There were a lot of famous artists from this time. Gustave Courbet was one. Honore Daumier and Winslow Homer were two others. The Realist Era lasted for around four decades. But it wasn't popular with everyone. Art critics often complained that the scenes were ugly. They thought Realist artists didn't make the people in their paintings look good. The upper class frequently detested Realist art. Realist paintings often showed how poor the members of the lower classes were. Yet many other people liked the art of this era. Today, paintings from that period sell for large amounts of money.

Organizer

- | | |
|-----------------|---------------|
| ① 1880 | ② reaction |
| ③ real life | ④ everyday |
| ⑤ Winslow Homer | ⑥ upper class |

Comprehension

- | | | |
|--------|---------------|--------|
| 1 ② | 2 ② | 3 ③ |
| 4 ③ | 5 Romantic | |
| 6 ② | 7 ⑤ | 8 ① |
| 9 ④ | 10 ③ | |

Listening Skills Practice: Summarizing I

A ③

B

Script

W Teacher: Edouard Manet was born in Paris, France, in 1832. All his life, he wanted to be an artist. He grew up during the Realist Period, so he learned to paint that type of art. He traveled all around Europe to look at artwork and to learn from it. He then began painting. One of his first paintings was *The Absinthe Drinker*. It showed a poor man drinking. He submitted it to the Salon, the official art exhibition in France. But his painting was turned down. Later, he submitted another painting. But it was rejected as well. The rejections upset him, so he changed his style. Around that time, the Impressionist Movement was starting in France. The Impressionists used bright colors. They painted with broad brushstrokes. Manet adopted these methods. He continued to paint scenes from everyday life. Finally, some of his paintings were accepted by the Salon. That helped him become famous during his life. By that time, he had changed from a Realist artist to an Impressionist.

- 1 ③ 2 ③ 3 ②

Unit 14 Dutch Golden Age Painting

Pre-Listening Questions Sample Answer

- 1 It was more than 300 years ago.
2 They had a very strong economy, so life in the Netherlands was good then.
3 Rembrandt was one. I don't know any others.
4 I know they made religious paintings and portraits. I'm not sure what else they made.

Vocabulary

- | | |
|--------------|------------|
| 1 patron | 2 enormous |
| 3 etching | 4 prolific |
| 5 incredibly | 6 wealthy |

M Teacher: In the 1600s, England, France, and Spain were all great powers in Europe. Another much smaller country was also a great power. This country was the Netherlands. The Netherlands, or Holland, is a small country in Western Europe. It lies to the west of Germany and is near France. To the north is the North Sea. In the 1600s, the Netherlands was incredibly powerful and wealthy. Despite only having two million people, the Dutch had a global empire. Due to their enormous wealth, many Dutch people became patrons of the arts. This led to a period called Dutch Golden Age Painting.

During the 1600s, Dutch artists were very prolific. Some art historians believe that Dutch artists created up to five million paintings during this period. Dutch artists made all kinds of paintings. They often focused on portraits, still-lives, and genre paintings. Genre paintings show scenes from everyday life. Other Dutch artists painted historical scenes and landscapes.

The most famous artist from this time was Rembrandt. He painted hundreds of paintings and also made etchings and drawings. He made all kinds of paintings, including ones with religious themes. His paintings are quite striking and tend to use dark colors. *Christ in the Storm* and *The Blinding of Samson* are two of his well-known religious paintings. *The Night Watch* is another famous painting by Rembrandt. Jan Vermeer was another great artist from that time. He painted fewer pictures than Rembrandt, but art historians still call him a master painter. Frans Hals and Jan Steen were two other noted artists from this time.

Organizer

- | | |
|-------------------|-------------------|
| ① 1600s | ② The Netherlands |
| ③ patrons | ④ five |
| ⑤ genre paintings | ⑥ Rembrandt |

Comprehension

- | | | |
|--------|---------------------|--------|
| 1 ③ | 2 ③ | 3 ③ |
| 4 ② | 5 master painter | |
| 6 ③ | 7 ① | 8 ⑤ |
| 9 ④ | 10 ② | |

Listening Skills Practice: Summarizing II

A ©
B

Script  Track 14-02

M Documentary Narrator: Rembrandt van Rijn was a Dutch artist. After Vincent van Gogh, he's probably the best-known painter from the Netherlands. Rembrandt was born in 1606 and died in 1669. During his life, he created more than 600 paintings. He also made many etchings and around 2,000 drawings. Rembrandt was a natural artist. He opened an art studio at the age of nineteen and started teaching art just two years later. Rembrandt painted many genres of art. He loved painting portraits. He made numerous self-portraits as well as portraits of other people. Some of the people whose portraits he painted were his parents. He painted pictures with religious themes. He also made landscapes and cityscapes. Some of his paintings, like *The Night Watch*, were enormous. That painting is more than four meters long and three meters tall. Others are much smaller. During our program tonight, we're going to look closely at a variety of Rembrandt's works. We hope you enjoy the show.

- 1 © 2 ① 3 ②

Unit 15 Frederic Remington

Pre-Listening Questions Sample Answer

- 1 I can see a statue of a cowboy on a horse. And the other picture shows some soldiers with their horses.
2 He was an American artist.
3 He made art that showed scenes from the American West.
4 I like both Realist and Impressionist art.

Vocabulary

- | | |
|--------------|-------------|
| 1 ranching | 2 sketching |
| 3 watercolor | 4 unsettled |
| 5 untamed | 6 sculpture |

Script  Track 15-01

M Teacher: In the 1800s, the majority of Americans lived east of the Mississippi River. The western part of the country was mostly unsettled. It was an untamed, dangerous land. There were lots of wild animals such as grizzly bears, buffalo, and wolves. There were Indians who often made war against settlers. The West was also fascinating to most people in the eastern part of the country.

One of the people interested in the West was Frederic Remington. Born in 1861, he made his first trip to the West when he was nineteen years old. Remington enjoyed doing outdoor activities. He liked hunting, fishing, and hiking. He tried ranching out West. He was also an artist.

In his early twenties, Remington began sketching and drawing pictures of scenes in the West. He sold some of his pictures to the magazine *Harper's Weekly*. They were an instant success. The American public was intrigued by the pictures. They wanted more. Remington quickly realized he could make a career out of being an artist.

Remington created several types of art. He painted with both watercolors and oils. He drew pictures. And he made sculptures as well. He used the realist and impressionist styles for his work. He often created artwork featuring cowboys and Indians. He made many pictures of the U.S. Cavalry as well. His works often showed the scenery of the American West as well. One of his most famous works was the sculpture *The Bronco Buster*. It shows a cowboy riding a horse that's standing on its back two legs. He made several of these sculptures. One of the original sculptures is in the Oval Office in the White House.

Organizer

- | | |
|----------------|---------------|
| Ⓐ unsettled | Ⓑ fascinating |
| Ⓒ wild animals | Ⓓ successful |
| Ⓔ Indians | Ⓘ sculptures |

Comprehension

- | | | |
|-----|----------------------|-----|
| 1 Ⓐ | 2 Ⓒ | 3 ② |
| 4 Ⓐ | 5 outdoor activities | |
| 6 Ⓐ | 7 ② | 8 Ⓔ |
| 9 Ⓐ | 10 Ⓒ | |

Listening Skills Practice: Note-Taking I

- A Ⓐ The western part of the country was mostly unsettled. It was an untamed, dangerous land.
Ⓑ In his early twenties, Remington began sketching and drawing pictures of scenes in the West.
Ⓒ He Painted with both watercolors and oils. He drew pictures. And he made sculptures as well.

B

Script  Track 15-02

M Teacher: Many people believe art is only something that people draw, paint, or sculpt. But that's not true. There are many other kinds of art as well. For example, photography is one kind of art. This involves making art with a camera. One of the greatest photographers ever was Ansel Adams.

Ansel Adams was born in San Francisco, California, in 1902. In 1916, he went on a family trip to Yosemite National Park in California. Yosemite is considered one of the most beautiful places in the United States. There, Adams took some of his first amateur photos. He also fell in love with the park. He returned to it many times in his life. At Yosemite, he not only took photos but also worked to help preserve the park so that future generations could enjoy it.

Adams went on to become a professional photographer. He often used black-and-white film for his pictures. He loved to take pictures of landscapes. Some of the photos he took are simply breathtaking.

- 1 Ⓐ
2 ②
3 Ⓐ one kind of art, involves making art with a camera
Ⓑ in California, one of most beautiful places in U.S.
Ⓒ used black-and-white film for pictures, took pictures of landscapes

Unit 16 Vincent van Gogh

Pre-Listening Questions Sample Answer

- 1 They are both paintings by van Gogh. The first one is *Starry Night*, and the other one is a self-portrait

- he painted.
2 He was one of the greatest painters in history.
3 He made Impressionist art.
4 I love van Gogh's art. I also like Cezanne and Monet. I like the Impressionists very much.

Vocabulary

- | | |
|--------------|---------------|
| 1 period | 2 genius |
| 3 vibrant | 4 masterpiece |
| 5 productive | 6 major |

Script  Track 16-01

M Teacher: One of history's greatest artists only sold one painting during his entire life. And he sold that painting just a few months before he died. During his life, his paintings were commercial failures. His brother even owned an art gallery and tried to sell the paintings. No one was interested in purchasing them. After he died, though, people changed their minds about his work. They realized that this man had been an artistic genius. Today, his paintings sell for millions of dollars. The name of this artist is Vincent van Gogh.

Van Gogh had a difficult life. He often had little or no money. As a result, he had to borrow money from his brother. He battled mental illness for much of his life. This caused him to cut off part of his ear and to commit suicide when he was thirty-seven years old. He also had little formal training as an artist.

Still, he loved drawing and painting. During his life, he was incredibly productive. He created more than 2,000 works of art in his life. Around 900 of them were paintings. He sometimes completed masterpieces in a single day. Van Gogh's first major work was *The Potato Eaters*. He finished it in 1885. That was from his first period as an artist. *The Potato Eaters* used very dark colors. But van Gogh's style changed later in his life. He began painting with vibrant bright colors. He used this style for his painting *Starry Night*. It is one of the most recognizable works of art in the world. Van Gogh painted it in 1889. A year later, in 1890, he killed himself, and the art world lost a genius.

Organizer

- | | |
|---------|-----------------------|
| Ⓐ money | Ⓑ mental illness |
| Ⓒ one | Ⓓ 900 |
| Ⓘ major | Ⓔ <i>Starry Night</i> |

Comprehension

- 1

a
- 2

b
- 3

a
- 4

b
- 5

millions of dollars
- 6

c
- 7

a
- 8

b
- 9

e
- 10

d

Listening Skills Practice: Note-Taking II

- A
- a

This caused him to cut off part of his ear and to commit suicide when he was thirty-seven years old.
- b

He created more than 2,000 works of art in his life. Around 900 of them were paintings.
- c

But van Gogh's style changed later in his life. He began painting with vibrant bright colors.

B

Script Track 16-02

W Art Gallery Guide: Thank you for coming to the Vincent van Gogh Museum. As you know, we are located in Amsterdam in the Netherlands. While Amsterdam wasn't van Gogh's hometown, he was Dutch. And we are proud to have a large number of his paintings here on exhibit. In fact, we have more than 200 of van Gogh's paintings here in the permanent exhibit. That is the largest collection of works by van Gogh in the entire world. We have a wide variety of his paintings. They include landscapes, self-portraits, portraits, and still-lives. We also have many of his letters and drawings on exhibit. Finally, the museum has some works of his that other museums and collectors have loaned to us. These works come from every period in van Gogh's art career. So you will get to see a wide range of his works. I think you'll be impressed with our collection. So let's begin our tour right now. Here's the first painting I'd like to show you.

- 1

c
- 2

b
- 3

a Amsterdam, Netherlands
- b 200 paintings, largest collection in world
- c landscapes, self-portraits, portraits, and still-lives

Chapter 5 The Environment

Unit 17 Pollution

Pre-Listening Questions Sample Answer

- 1

I can see different kinds of pollution in each picture.
- 2

Pollution is anything that makes the air, land, or ground dirty.
- 3

People cause pollution. Garbage and chemicals cause pollution, too.
- 4

We can prevent pollution by caring more about the environment and not littering.

Vocabulary

- 1

pollute
- 2

landfill
- 3

soil
- 4

waterway
- 5

manmade
- 6

fertilizer

Script Track 17-01

W Teacher: When a person adds something harmful to the environment, that individual is creating pollution. There are several kinds of pollution. But there are three main types. They are air, water, and soil pollution.

Air pollution affects the air that humans breathe. Most air pollution is manmade. It comes from many sources. The two major sources of pollution are factories and vehicles. Factories often release harmful chemicals into the air. So do vehicles like cars, buses, and trucks. Factories and vehicles create a lot of air pollution since they burn fossil fuels. These are sources of energy such as oil, coal, and gas. Oil and coal are quite dirty, so they're responsible for a great deal of air pollution.

Water pollution is a major problem in many places, too. Water pollution makes clean water dirty. As a result, people and animals can't drink the water. In addition, fish, other animals, and even plants can't live in polluted water. Sadly, humans cause a lot of water pollution. Some people dump garbage and chemicals into water sources. Other times, fertilizer that farmers use gets into waterways. Oil spills can create water pollution, too. All of these things greatly harm the Earth's oceans, seas, rivers, and lakes.

The third major type is soil pollution. This happens when the ground gets polluted. Once again, humans cause very much soil pollution. Farmers can pollute the soil by

using insecticide to kill insects. Miners can harm the ground by mining the land in certain ways. And places such as landfills, where people take their garbage, can cause a large amount of soil pollution.

Organizer

- a

vehicles
- b

fossil fuels
- c

Water
- d

fertilizer
- e

miners
- d

landfills

Comprehension

- 1

a
- 2

c
- 3

b
- 4

a
- 5

harmful
- 6

a
- 7

c
- 8

c
- 9

b
- 10

d

Listening Skills Practice: Classification I

- A
- a

factories and vehicles
- b

fossil fuels
- c

dumping garbage
- d

oil spills
- e

the ground
- f

farmers and miners

B

Script Track 17-02

W Teacher: Pollution has made many parts of the world both dirty and unhealthy. Fortunately, there are many ways for humans to improve the environment. So we can make pollution less of a problem. One major way to do that is to use gas-powered vehicles less often. Cars, buses, and trucks create lots of air pollution. They do that because they burn gas. People can create less air pollution by taking buses, subways, and other forms of mass transportation. People can also buy electric cars. These cars don't have gas engines, so they don't pollute the environment by burning gasoline. Water pollution is another big problem. We can reduce water pollution in a couple of ways. First, farmers can use less fertilizer in their fields. Then, the rain will not wash so much fertilizer into waterways. Next, we can reduce the number of oil spills in the ocean. By doing those two activities, we can keep the water clean.

- 1

b
- 2

a
- 3

a gas-powered vehicles
- b mass transportation
- c electric cars
- d less fertilizer
- e the number of oil spills

Unit 18 Natural Resources

Pre-Listening Questions Sample Answer

- 1

I can see different types of natural resources. There are water, trees, gold, and silver in the pictures.
- 2

They are resources that come from the Earth.
- 3

We use them to eat, to make things with, and to create energy.
- 4

Yes, we should. Many natural resources are not unlimited. So we need to use them carefully.

Vocabulary

- 1

biotic
- 2

abundant
- 3

conserve
- 4

abiotic
- 5

replace
- 6

category

Script Track 18-01

M Teacher: Anything that is not manmade is a natural resource. There are all kinds of them. Some are living. Those are biotic resources. Others are not living. Those are abiotic resources. Biotic resources include trees, domestic animals such as cows and sheep, wild animals, and fish. A few abiotic resources are metals, water, and air. Some natural resources are highly valuable to humans. Others aren't valuable at all.

There are differing amounts of natural resources on the Earth. So, while there's plenty of air, there are small amounts of rare metals. In addition, there are two primary categories of natural resources: renewable resources and nonrenewable resources.

Renewable resources can be replaced fairly easily. Or they never run out. For instance, there's an endless supply of sunlight. Air, wind, and water are also abundant.

Thus people can use them again and again. Trees, fruits, and vegetables are renewable resources. People can grow them fairly quickly. Animals are renewable resources, too. For example, cows, sheep, chickens, pigs, and other farm animals reproduce.

On the other hand, nonrenewable resources are limited in supply. Coal, oil, and gas are fossil fuels. They produce most of the energy that people use. Yet there are limited supplies of all three. It takes millions of years for them to be produced. Once they are burned to make energy, they cannot be used again. Gold, silver, iron, and other metals are also nonrenewable resources. There are finite supplies of all of them. Thus people need to conserve them so that they don't run out.

Organizer

- a run out

c reproduce

e fossil fuels
- b sunlight

d in supply

f be conserved

p. 89

Comprehension

- 1 a

2 a

3 c
- 4 b

5 Nonrenewable
- 6 b

7 c

8 a
- 9 e

10 d

p. 90

Listening Skills Practice: Classification II

- A
- a never run out

b air, wind, and water

c fruits, and vegetables

d limited

e coal, oil, and gas

f silver, iron

B

Script

Track 18-02

M News Announcer: For many years, environmentalists have been claiming that the Earth is running out of fossil fuels. Many of them have even declared that the Earth's oil supply will be gone in a few years. As it turns out, these environmentalists were all wrong. The Earth's oil supply is actually increasing.

Nowadays, geologists are discovering new fields of oil

all over the Earth. One reason is that modern technology has improved a lot. For example, geologists now know that there are vast oil fields deep beneath the Arctic Ocean. In addition, advances in technology now let people get oil from new places. In the United States and Canada, there are many shale oil fields. These are rocks with oil in them. Likewise, geologists can now remove oil from oil sands. In the past, that wasn't possible. There are shale oil fields and oil sands in many places on the Earth. Thanks to these new discoveries and improved technology, the Earth isn't going to run out of oil for a long, long time.

- 1 b

2 c

3 a modern technology
- b the Arctic Ocean

c shale oil

d sands

e remove oil from

Unit 19 Recycling

p. 91

Pre-Listening Questions Sample Answer

- 1 They are holding recycling bins.

2 Recycling is using things again so that you don't have to throw them away.

3 People can recycle paper, glass, metal, and plastic objects.

4 I think it is good to recycle some products because it can help the environment and reduce the amount of trash people produce.

Vocabulary

- 1 merely

2 reuse

3 preserve

4 limited

5 overflowing

6 sort

p. 92

Script

Track 19-01

M Teacher: These days, most people don't merely put all of their trash into one bag and then throw it away. They sort their trash now. Thus they don't throw certain items

away. Instead, they set these items aside so that they can be recycled. Recycling is a great way to reuse some products. There are many items people can recycle. Paper, plastic, glass, and metal products can all be recycled. It's possible to recycle electronics and textiles, too.

There are numerous benefits to recycling. First of all, it allows people to preserve precious natural resources. This is especially true of metal and paper products. The amount of metals in the ground is limited. By recycling products such as aluminum cans, people can reduce the amount of metals that need to be mined from the ground. Likewise, by recycling paper, people will be able to cut down fewer trees.

Another benefit of recycling is that people will produce less garbage if they recycle. Landfills are enormous places where people dispose of their garbage. Unfortunately, lots of these landfills are overflowing. There's too much trash in them. By recycling, people can reduce the amount of trash that's taken to landfills. As a result, landfills will fill up more slowly.

By recycling, people can also reduce the amount of pollution on the planet. For instance, many electronics and batteries have chemicals in them. These chemicals can leak into the ground. But, if people recycle them, then these items won't pollute the soil. Thus, by recycling, people can make sure that the Earth is cleaner and healthier.

Organizer

- a reuse

c textiles

e less garbage
- b metal products

d valuable

f soil

p. 93

Comprehension

- 1 b

2 a

3 b
- 4 c

5 glass
- 6 d

7 a

8 b
- 9 c

10 e

p. 94

Listening Skills Practice: Understanding Organization I

- A
- a i

b i

B

Script

Track 19-02

W Teacher: You've probably noticed the recycling logo on various products. It has three green arrows on it. The arrows are pointed so that they're going around in a circle. This is known as the Recycling Loop. There are three stages in it. They are collecting, processing, and buying. The first stage is collecting. In this stage, people collect materials that are recyclable. There are all kinds of materials to collect. These include newspapers, plastic bottles, aluminum cans, and glassware. Once people collect materials, they can take them to a recycling center. This is the processing stage. The items are sorted according to what type of material they are made from. Then, they're sold to various companies. These companies make the products into new items. Finally, the new items are taken to stores. There, people can buy them. By buying recycled products, people can show their support for recycling. And they can make sure that companies will continue to recycle products in the future.

- 1 a

2 c

3 a

Unit 20 Renewable Energy

p. 95

Pre-Listening Questions Sample Answer

- 1 I can see a house with solar panels in the first picture. And I can see a dam in the second picture.

2 It is an energy source that can be used again and again.

3 People can use the wind, sunlight, and water to produce renewable energy.

4 It's clean and can be used again and again. Unfortunately, you can't use it everywhere. It's not very efficient. And wind turbines kill lots of birds, so I don't like them.

Vocabulary

- 1 volcanic

2 fragile

3 inefficient

4 maintenance

5 blade

6 practical

Script

Track 20-01

W Teacher: Around the world, fossil fuels provide more than eighty percent of people's energy needs. The main ones are coal, oil, and gas. They are very efficient and fairly cheap. But there is a limited supply of them. Thus they are nonrenewable energy sources. The fossil fuel supply will run out in the future. So people are looking for new energy sources. Many are turning to renewable energy.

Renewable energy can be used again and again. The supply of it won't run out. There are several types of renewable energy. They include solar power, hydroelectric power, wind power, tidal power, and geothermal power.

Solar power comes from the sun. Hydroelectric power comes from running water in rivers. Wind power uses the wind to make energy. Tidal power uses the power of ocean tides to make energy. And geothermal power uses the heat from deep within the Earth to make energy.

There are many advantages to renewable energy. First, it won't run out. Second, it's very clean. It creates little or no pollution. Third, the facilities that create electricity often require little maintenance. So they're cheap and easy to run.

There are some disadvantages to them though. For instance, they can't be used everywhere. Solar energy isn't practical in cloudy places. Geothermal energy can only be used in regions with volcanic activity. At the present time, they are inefficient and expensive, too. Finally, they can have negative effects on their regions. Many wind turbines kill lots of birds with their blades. And dams over rivers can upset fragile ecosystems.

Organizer

- | | |
|--------------|-----------------|
| a different | b hydroelectric |
| c run out | d clean |
| e everywhere | f negative |

Comprehension

- | | | |
|-----|----------------|-----|
| 1 c | 2 a | 3 a |
| 4 b | 5 fossil fuels | |
| 6 b | 7 d | 8 a |
| 9 e | 10 c | |

Listening Skills Practice: Understanding Organization II

- A a ii b i

B

Script

Track 20-02

M Hydroelectric Power Plant Employee: Welcome, everyone, to the Walters Dam. The Walters Dam lies across the Western River. There's a hydroelectric power plant here at the dam. It creates electricity for people in the local area. The dam provides several benefits. Let me tell you about them. First, the power plant creates cheap and clean electricity. Thanks to the running water of the Western River, the power plant makes electricity all day and night long. Local residents can get as much electricity as they need. Their electric bills have even decreased since the dam opened. The dam doesn't pollute the air like coal-fired power plants do. So the air is nice and clean to breathe. The lake behind Walters Dam also provides many benefits. People can enjoy swimming, boating, and fishing on the lake. Finally, don't worry about how the dam affects salmon swimming upriver to lay their eggs. There are fish ladders that the salmon can use to get past the dam. So the dam doesn't harm the local wildlife at all.

- 1 b 2 c 3 a

Word List

Word List

Chapter 1 Natural Disasters

Unit 01

- 1 **damage** (n) harm
You should not cause any *damage* to the store.
- 2 **disaster** (n) an event in which great harm is done
It was a *disaster* when the building suddenly collapsed.
- 3 **expel** (v) to throw out
The principal *expelled* the bad student from school.
- 4 **island** (n) land that is surrounded by water on all of its sides
We will spend our vacation on a tropical *island* in Hawaii.
- 5 **minor** (adj) small; not important
Make a few *minor* changes to the report, please.
- 6 **powerfully** (adv) in a strong manner or way
John spoke *powerfully* about the need for change.
- 7 **rise** (v) to come up; to go up
All of the students *rise* when the teacher enters the room.
- 8 **sunrise** (n) the time when the sun comes up in the morning
Sunrise will take place at 6:10 this morning.
- 9 **sunset** (n) the time when the sun goes down at night
We love to see the *sunset* when we are at the beach.
- 10 **village** (n) a very small town
My grandparents live in a small *village* in the country.

Unit 02

- 1 **actually** (adv) really; in reality
Actually, Mr. Taylor is the owner of the company.
- 2 **aftershock** (n) a small earthquake that happens after a larger one
Some of the *aftershocks* were almost as big as the first earthquake.
- 3 **coast** (n) the land next to a large body of water
They are going to visit the *coast* to relax at the beach.
- 4 **continental** (adj) relating to a continent
The *continental* United States stretches from one ocean to another.
- 5 **crust** (n) the upper layer of the Earth
The *crust* of the Earth is several kilometers thick in most places.
- 6 **fault** (n) a long crack in the Earth's crust
A lot of times, earthquakes take place along *faults* in the crust.
- 7 **geologist** (n) a person who studies the Earth
Janet wants to be *geologist* when she gets older.
- 8 **imagine** (v) to think of; to dream of
I can't *imagine* what life would be like without computers.
- 9 **sink** (v) to go down beneath the surface
The ship began to *sink* when a hole appeared in the bottom of it.
- 10 **tremor** (n) a small earthquake
There was a minor *tremor* here around five minutes ago.

Unit 03

- 1 **astronomer** (n) a person who studies the stars, planets, and everything else in outer space

The *astronomer* is looking at the moon through his telescope.

- 2 **crater** (n) a large hole, often caused by one object hitting another
There are numerous *craters* on the moon.
- 3 **date** (v) to determine how old something is
They will attempt to *date* the object they found.
- 4 **diameter** (n) the width of an object that is shaped like a circle
What is the *diameter* of that large oak tree?
- 5 **dominant** (adj) more powerful than anyone or anything else
That team is so *dominant* that it wins the championship every year.
- 6 **dust** (n) very tiny particles of dirt
You need to clean your house to get rid of all of the *dust*.
- 7 **enormous** (adj) huge; very large
A horse is large, but an elephant is *enormous*.
- 8 **estimate** (v) to guess; to predict
I *estimate* that it will take six months to complete the project.
- 9 **handle** (v) to manage; to deal with
Mrs. Carter has a hard time *handling* all five of her children.
- 10 **shine** (v) to create light
Use the flashlight to *shine* some light over here.

Unit 04

- 1 **approach** (v) to go near
When you see the guard, do not *approach* any closer.
- 2 **donate** (v) to give money or something else to another person or group
You should *donate* money to charity every year.

- 3 **fear** (v) to be afraid; to be scared
Alice *fears* dogs so much that she won't even pet a tiny puppy.
- 4 **generator** (n) a machine that makes electricity
We use a *generator* when the power goes out during storms.
- 5 **hopefully** (adv) with luck; luckily
Hopefully, I will get a perfect grade on my test.
- 6 **inland** (adj) away from the water
Everyone is heading *inland* to avoid the coming typhoon.
- 7 **official** (n) a person who holds an elected or government office
The *official* is now in jail because he broke the law.
- 8 **rage** (v) to happen with great violence
The storm has been *raging* for three days.
- 9 **suffer** (v) to have something bad happen
She *suffered* terribly after she was in a car accident.
- 10 **town** (n) a small city
I grew up in a small *town* that had only 5,000 people.

Chapter 2 Fantasy Worlds

Unit 05

- 1 **brave** (adj) not having any fear; courageous
The *brave* soldiers did not run away during the battle.
- 2 **character** (n) a person in a play, movie, book, or other similar work
One of his favorite *characters* in the book is Aragorn.
- 3 **comedic** (adj) funny; humorous
The *comedic* scene made us laugh a lot.

- 4 **extremely** (*adv*) very; highly
The weather becomes *extremely* cold here in winter.
- 5 **horrible** (*adj*) awful; terrible; very bad
John was so *horrible* to his friends the other day.
- 6 **leader** (*n*) the person who is in charge of a group; the top person in a group
Peter is a natural *leader*, so others are willing to follow him.
- 7 **manner** (*n*) a way; a method; a way of acting
Fred's *manner* is always very quiet and calm.
- 8 **memorable** (*adj*) easy to remember; excellent; unforgettable
Tell me about the most *memorable* event in your life.
- 9 **polite** (*adj*) having good manners; well behaved; behaving in a proper way
A gentlemen should always behave in a *polite* way.
- 10 **restore** (*v*) to bring back to one's original condition
Gabriel will attempt to *restore* the work of art.

Unit 06

- 1 **amazing** (*adj*) incredible; wonderful
Everyone agreed that the book they had just read was *amazing*.
- 2 **basically** (*adv*) simply; mostly; essentially
Basically, you need to be nice to your friends.
- 3 **decade** (*n*) a period that last 10 years
They have been living on that farm for more than a *decade*.
- 4 **deep** (*adj*) far into
We will go *deep* into the jungle on our trek.
- 5 **fearsome** (*adj*) scary; frightening
Sharks are some of the most *fearsome* creatures on the planet.

- 6 **force** (*n*) an army; a group of soldiers
A *force* of 100 men invaded the town.
- 7 **orc** (*n*) a goblin; a vicious monster
Orcs and dwarves are enemies in most fantasy stories.
- 8 **quest** (*n*) a mission to find or do something of importance
The *quest* of King Arthur's knights was to find the Holy Grail.
- 9 **scene** (*n*) a short part of a book, play, movie, or other similar work
What did you think of the final *scene* in the movie?
- 10 **trilogy** (*n*) a group of 3 books or movies related to one another
The first three *Star Wars* movies formed a *trilogy*.

Unit 07

- 1 **being** (*n*) a creature
Some people believe there are *beings* from other planets on the Earth.
- 2 **detailed** (*adj*) complete; full; descriptive
Jim drew a *detailed* map for us to use.
- 3 **magical** (*adj*) possessing magic
That is a *magical* ring that can make its wearer invisible.
- 4 **novel** (*n*) a book of fiction
We have to read five *novels* during our summer vacation.
- 5 **primitive** (*adj*) simple; basic
Primitive humans lived in caves and did not farm the land,
- 6 **rerelease** (*v*) to show again at a movie theater
The studio is going to *rerelease* the film next month.

- 7 **star** (*v*) to feature a person in a movie, play, or television show
Peter is *starring* in the movie that just came out.
- 8 **tomb** (*n*) a place where someone is buried; a grave
The king was buried in a large *tomb* in the cemetery.
- 9 **true** (*adj*) real; actual
Please tell me the *true* story of what happened.
- 10 **wicked** (*adj*) evil; very bad
She is a *wicked* woman, so no one likes her.

Unit 08

- 1 **author** (*n*) a person who writes a book
Write a report about your favorite *author*.
- 2 **currently** (*adv*) presently; now
Mary is *currently* taking a bus to the shopping mall.
- 3 **detective** (*n*) an investigator; a person who tries to solve mysteries
The *detective* is looking for clues to solve the robbery.
- 4 **encounter** (*n*) a meeting
How did your *encounter* with Brian go last night?
- 5 **guest** (*n*) a person who visits another person's home or place of business
We are going to have two *guests* for dinner tonight.
- 6 **highly** (*adv*) greatly; very much
He *highly* impressed all of us with his interview.
- 7 **lord** (*n*) a member of the nobility
That man is the *lord* of the village and all of the land around it.
- 8 **proceed** (*v*) to continue
You may *proceed*, but please be careful.
- 9 **solve** (*v*) to find the answer to a problem
Let's try to *solve* the math problems in the book.

- 10 **troll** (*n*) a monster that is much larger than a human
Trolls are monsters that often live deep underground.

Chapter 3 The Roman Era

Unit 09

- 1 **afterward** (*adv*) later; at another time
Afterward, we are all going to meet at the restaurant for dinner.
- 2 **ancestor** (*n*) a person from whom another one is descended
Some people believe Adam is the *ancestor* of all humans.
- 3 **argue** (*v*) to fight verbally with someone
What were you and Tina *arguing* about?
- 4 **destiny** (*n*) fate; something that is going to happen to a person in the future
His *destiny* is to live in a foreign land for many years.
- 5 **escape** (*v*) to get away from
The criminals tried to *escape* from the police.
- 6 **follower** (*n*) a supporter; a person who belongs to a group led by someone else
The politician has a large number of *followers*.
- 7 **fulfill** (*v*) to complete; to finish doing something
You must *fulfill* your promise before you do anything else.
- 8 **poem** (*n*) a work of literature written in verse
We read a *poem* by John Milton in class today.
- 9 **riverbank** (*n*) the area of land next to a river
There are some men fishing on the *riverbank*.
- 10 **shepherd** (*n*) a person who looks after sheep
The *shepherd* must protect his sheep from the wolves.

Unit 10

- 1 **appoint** (v) to give a position to a person
The governor *appointed* his friend to the position.
- 2 **battle** (v) to fight
We must *battle* the enemy tomorrow.
- 3 **conquer** (v) to win against
The barbarians *conquered* the city and stole its treasures.
- 4 **defeat** (v) to beat; to win against
Our basketball team *defeated* the opponent tonight.
- 5 **dictator** (n) a leader with unlimited power
He rules the country like a *dictator*.
- 6 **plow** (v) to turn over the land in a field to prepare it for planting
The farmers *plow* their fields in spring.
- 7 **prefer** (v) to like more than something else
Do you *prefer* cherries or strawberries?
- 8 **territory** (n) land that a person or country owns
How much *territory* does that country possess?
- 9 **will** (n) a wish; a want; a desire
My *will* is to be alone for a while.
- 10 **willingly** (adv) eagerly; happily
Chris went *willingly* with all of the others.

Unit 11

- 1 **ally** (n) a friend; a partner
The two counties signed a treaty and became *allies*.
- 2 **heir** (n) a person who receives another's possessions when that person dies
As his father's *heir*, Kevin received the house when his father passed away.

- 3 **join** (v) to combine; to do something with another person or group
Let's *join* our companies and become partners.
- 4 **naval** (adj) relating to the navy
The *naval* battle resulted in the sinking of several ships.
- 5 **nephew** (n) the son of one's brother or sister
My *nephew* Ethan is ten years old.
- 6 **orator** (n) a public speaker, often one who is very good
Perry is considered one of the great *orators* of this time.
- 7 **share** (v) to divided something evenly
The children decided to *share* the cookies.
- 8 **struggle** (n) a fight
The *struggle* for power lasted more than six months.
- 9 **talented** (adj) skilled; having great ability
Jenny is such a *talented* musician.
- 10 **troop** (n) a soldier
The general sent 1,000 *troops* to defend the city.

Unit 12

- 1 **attempt** (v) to try
You should *attempt* to call her one more time.
- 2 **capital** (n) a city in which the government of a state or country is
What is the *capital* of England?
- 3 **expand** (v) to become bigger in size
The president hopes to *expand* his company this year.
- 4 **historian** (n) a person who studies the past
Peter became a *historian* and studied the Roman Empire.

- 5 **invader** (n) a person who attacks others by going into their territory
The army is fighting the *invaders* from across the sea.
- 6 **remain** (v) to stay
We will *remain* in this house for as long as we can.
- 7 **rule** (v) to lead a group of people
I do not trust anyone who wants to *rule* others.
- 8 **split** (v) to divide evenly; to cut into two equal parts
Split the orange and share it with your sister.
- 9 **treasure** (n) something of great value
People once believed that dragons slept on big piles of *treasure*.
- 10 **weak** (adj) having little strength or power
You need to lift weights since you are so *weak*.

Chapter 4 Art and Artists

Unit 13

- 1 **adopt** (v) to take something and to use it as one's own
We should *adopt* the same methods that Richard uses.
- 2 **broad** (adj) wide
There are a *broad* range of methods that you can read about.
- 3 **brushstroke** (n) the movement of a brush across paper or canvas
Some artists use short *brushstrokes* while others use long ones.
- 4 **complain** (v) to make a negative comment about someone or something
Stop *complaining* and help us out.
- 5 **everyday** (adj) common; usual

Getting up in the morning is an *everyday* occurrence.

- 6 **landscape** (n) a picture that shows natural scenery
That artist paints so many beautiful *landscapes*.
- 7 **precisely** (adv) exactly
Jane arrived *precisely* on time at three thirty.
- 8 **reject** (v) to turn down; to say no
The publisher *rejected* the book, but another agreed to print it.
- 9 **submit** (v) to turn in; to hand in to someone
Please *submit* your homework by tomorrow morning.
- 10 **upset** (v) to make angry
My friend *upset* me when he made a bad joke about me.

Unit 14

- 1 **cityscape** (n) a picture of a city
Walter likes to paint *cityscapes* in his free time.
- 2 **closely** (adv) carefully
Watch the baby *closely* so that she doesn't get into any trouble.
- 3 **genre** (n) a kind; a type
John's favorite movie *genre* is action.
- 4 **historical** (adj) relating to history
This is a work of *historical* fiction set in the 1800s.
- 5 **natural** (adj) good at something without having to try
He is a *natural* baseball player who never has to practice.
- 6 **noted** (adj) famous; well-known
Mozart is one of the most *noted* composers in history.

- 7 **portrait** (*n*) a picture of a person
They will take a family *portrait* later today.
- 8 **prolific** (*adj*) productive; producing very much
Sue is a *prolific* writer who has published more than twenty books.
- 9 **self-portrait** (*n*) a picture a person makes of him or herself
He enjoys making *self-portraits* in his studio.
- 10 **tend** (*v*) usually to do something
People *tend* to get sad when it rains.

Unit 15

- 1 **amateur** (*adj*) relating to something done by someone for fun or pleasure
The Olympics used to be only for *amateur* athletes.
- 2 **brehtaking** (*adj*) very beautiful
The view from the top of the mountain is *brehtaking*.
- 3 **bronco** (*n*) a wild horse
The *bronco* was too wild for any cowboys to ride on it.
- 4 **generation** (*n*) a group of people born around the same time
The *generation* born in the 1940s has greatly harmed the country.
- 5 **instant** (*adj*) immediate; sudden
They made some *instant* coffee after dinner.
- 6 **photography** (*n*) the act of taking pictures
Photography is one of Susan's hobbies.
- 7 **preserve** (*v*) to save; to protect
They are trying to *preserve* wild elephants in Africa.
- 8 **professional** (*adj*) relating to something done for money

That man over there plays *professional* basketball.

- 9 **sculpt** (*v*) to make a sculpture or statue
How long does it take to *sculpt* a statue?

- 10 **sketch** (*v*) to make a quick drawing
The artist is *sketching* a scene by the river.

Unit 16

- 1 **collector** (*n*) a person who gathers things
Doug has been a stamp *collector* since his childhood.
- 2 **entire** (*adj*) complete; total
We will take a trip around the *entire* world next year.
- 3 **exhibit** (*n*) a presentation; a display
They visited the art *exhibit* at the museum.
- 4 **gallery** (*n*) a place that sells or displays art
I bought a work of art from the *gallery* downtown.
- 5 **hometown** (*n*) the place where a person was born or grew up
Tom's *hometown* is a small place in Texas.
- 6 **loan** (*v*) to lend; to let someone borrow something
The bank will *loan* the company one million dollars.
- 7 **masterpiece** (*n*) a great work of art
She considers this work to be her *masterpiece*.
- 8 **permanent** (*adj*) forever
Do not use *permanent* ink, or else you will never be able to erase it.
- 9 **still-life** (*n*) a painting of objects that do not move
This painting is a *still-life* showing fruit in a bowl.
- 10 **vibrant** (*adj*) colorful; alive
This is one of the most *vibrant* communities in the city.

Chapter 5 The Environment

Unit 17

- 1 **farmer** (*n*) a person who grows crops or raises animals
His grandfather is a *farmer* who grows potatoes and tomatoes.
- 2 **fertilizer** (*n*) chemicals that improve the quality of soil
We use *fertilizer* to help our crops grow better.
- 3 **landfill** (*n*) a garbage dump; a place where people put their garbage
There is a terrible smell coming from the *landfill*.
- 4 **mass** (*adj*) affecting a large number of people
Mass media has the ability to reach large numbers of people.
- 5 **miner** (*n*) a person who digs in the ground for ore or precious metals
The *miners* were happy when they found some diamonds.
- 6 **pollute** (*v*) to make dirty or unclean
The factories in the city are *polluting* the air.
- 7 **reduce** (*v*) to lower; to lessen
Try to *reduce* the amount of garbage you create.
- 8 **release** (*v*) to let go
The fishermen always *release* the fish that they catch.
- 9 **unhealthy** (*adj*) harmful; not nutritious
It is *unhealthy* to eat too much fast food.
- 10 **waterway** (*n*) a body of water that ships travel on
The Panama Canal is one of the Earth's most important *waterways*.

Unit 18

- 1 **abiotic** (*adj*) not alive; relating to objects that are not alive
Abiotic resources exist in great amounts on the Earth.
- 2 **abundant** (*adj*) plentiful; existing in great amounts
The farmer owns an *abundant* amount of land.
- 3 **biotic** (*adj*) living; relating to life
Biotic resources include plants and animals.
- 4 **conserve** (*v*) to save; to preserve
They hope to *conserve* the forest so that it is not cut down.
- 5 **declare** (*v*) to state out loud
He *declared* that he was the best player in the league.
- 6 **environmentalist** (*n*) a person who takes care of the environment
The *environmentalists* hope to reduce the amount of pollution.
- 7 **improve** (*v*) to get better
Try to *improve* so that your next test is better.
- 8 **supply** (*n*) an amount of something
The soldiers have a large *supply* of bullets.
- 9 **valuable** (*adj*) worth a lot of money
That is one of the most *valuable* paintings in the world.
- 10 **vast** (*adj*) very large; enormous; extensive
The field covers a *vast* area of land.

Unit 19

- 1 **benefit** (*n*) an advantage; a good point
Name some *benefits* of going on this trip.
- 2 **collect** (*v*) to gather; to bring together
Let's *collect* as much trash as we can from the park.

- 3 **glassware** (*n*) containers that are made of glass
That company makes expensive *glassware*.
- 4 **leak** (*v*) to escape, like a liquid from a container
There is some water *leaking* from the pot.
- 5 **logo** (*n*) a symbol that represents a country, company, or group
What is the *logo* of that company?
- 6 **loop** (*n*) a ring; a circle
The highway forms a *loop* around the entire city.
- 7 **recyclable** (*adj*) able to be used again
Are these plastic containers *recyclable*?
- 8 **sort** (*v*) to divide into different categories
We must *sort* these objects according to what they are made of.
- 9 **stage** (*n*) a step in a larger process
The first *stage* is for us to raise some money.
- 10 **support** (*n*) care; backing
The group needs the *support* of more of its members.
- 7 **maintenance** (*n*) care for something, often mechanical; upkeep
The *maintenance* of the computers is very important.
- 8 **practical** (*adj*) useful; real
Show me a *practical* use of this object.
- 9 **tidal** (*adj*) relating to the tides in the ocean
Some countries are starting to create electricity from *tidal* power.
- 10 **upriver** (*n*) an area located close to a river's source
We sailed our boat *upriver*.

Unit 20

- 1 **cheap** (*adj*) inexpensive; not costing a lot of money
A meal at that restaurant is very *cheap*.
- 2 **cloudy** (*adj*) having many clouds in the sky
On *cloudy* days, the sun does not shine much.
- 3 **decrease** (*v*) to do down; to become lower
Please *decrease* the volume on the TV.
- 4 **fragile** (*adj*) easily broken or upset
This object is *fragile*, so do not drop it.
- 5 **harm** (*v*) to hurt; to damage
The dog *hurt* its leg while it was playing outside.
- 6 **inefficient** (*adj*) not operating or running well
This is an *inefficient* way to run a business.

Memo



memo



