

Mastering Listening Skills Book 2

Workbook Answers

[Chapter 1] Amazing Animals

p.4~5

Unit 01 Koko the Gorilla

A.

1. They believed they could teach primates such as gorillas and chimpanzees to communicate with humans.
2. She was born at the San Francisco Zoo.
3. Its mission was to teach two gorillas to communicate with humans by using ASL.
4. She knows more than 1,000 signs.
5. She has owned cats and a bird.

B.

1. tame animal
2. display
3. nonhumans
4. to some extent
5. is involved in

C.

1. chimpanzees
2. nonhuman
3. 350 words
4. shoe
5. sign

D.

Script

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M Teacher: Researchers have taught some primates to use sign language. And some animals have actually learned to speak human languages as well. The best-known example of this is the parrot. Parrots can learn to speak some words that humans say. They're actually rather clever birds, so they often understand the meanings of the words they're using. Some dogs have also learned to speak with humans. There are some documented cases of dogs saying phrases such as "I love you" and "Hello." A few cats have also been able to speak some words and phrases. Other more unusual animals have learned to speak certain languages. For example, a seal at a Boston aquarium spoke some English phrases, and an elephant in Korea has learned to say some

phrases in Korean.

(a)

p.6~7

Unit 02 Seeing-Eye Dogs

A.

1. They often use cans that they tap on the ground in front of them.
2. The first seeing-eye dogs were German shepherds.
3. They must be somewhat big and intelligent, and they need to be in good health.
4. They attend a school.
5. They form close bonds.

B.

1. train
2. sidewalk
3. run into
4. function
5. in good health

C.

- | | | |
|------|------|------|
| 1. F | 2. T | 3. T |
| 4. F | 5. F | |

D.

Script

© Track 02-03

W Teacher: Pigs are some of the smartest animals in the world. They can also form close bonds with humans. A few years ago, a woman named Jo Ann Altsman was on vacation when she suffered a heart attack. Fortunately, her pet pig LuLu was with her. LuLu ran out of the house, opened the gate, and went to the nearest road. Then, she laid down in the street. Unfortunately, every car drove by her. LuLu returned to the house to check on her owner and then ran back to the road. Eventually, a man stopped his car when he saw LuLu. LuLu started running toward the house, so the man followed her. He found Jo Ann and called 911. Thanks to LuLu's quick thinking, her owner didn't die that day.

(c)

Unit 03 Military Dolphins**A.**

1. They find a terrorist.
2. It wanted to learn how they moved underwater.
3. Dolphins are highly intelligent.
4. They can detect enemy divers and mines.
5. They helped the U.S. Navy in the Vietnam War and the first and second Gulf wars.

B.

1. retrieve
2. go off
3. aircraft carrier
4. scuba gear
5. interact

C.

1. four
2. playful
3. divers
4. behind
5. rope

D.**Script**

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M Teacher: Nowadays, militaries use animals such as dolphins, sea lions, and dogs. In the past, they used many different animals. They mostly used horses, but some armies used more exotic animals such as elephants. Lots of militaries used pigeons as well. They specifically used homing pigeons. Homing pigeons have a special ability: They can easily find their homes from hundreds of kilometers away. So militaries often used them to send messages. A soldier could write a message, attach it to a homing pigeon, and let the bird go. The bird would then fly back home and deliver the message. I think it was very clever of people to use the birds this way. Several armies used homing pigeons in World War I and World War II. However, as communications improved, they stopped using the birds.

1. F
2. O
3. F

Unit 04 Bloodhounds**A.**

1. He was hiding in an alley a few kilometers away from the jail.
2. They are her favorite breed of dog.
3. Sometimes they smell something new and wander off in search of the source of the scent.
4. They never give up following it.
5. It helped convict more than 600 criminals.

B.

1. jail
2. track down
3. wander off
4. recapture
5. pick up

C.

1. ⑥
2. ①
3. ①
4. ③
5. ③

D.**Script**

© Track 04-03

W Teacher: Numerous police departments around the world use dogs. People often call police dogs K-9s. Several breeds of dogs can be police dogs. But the most common K-9s are German shepherds. That's a wise decision since German shepherds are big, powerful, and intelligent. K-9s can do many different things. Sometimes they track down criminals. Other times, police use them to detect bombs, drugs, or other illegal substances. K-9s also provide protection for the police. Some police forces even use them to help capture criminals. The dogs can run very fast, and they frighten most people. So they're very effective at catching bad guys. K-9s and their trainers often work closely together for many years. As a result, they develop extremely close bonds with each other. My brother is a policeman and works with K-9s. He says they are the best dogs.

1. O
2. F
3. F

p.14~15

Unit 05 Ferdinand Magellan

A.

1. He sailed to India.
2. King Charles V of Spain provided money for him.
3. He prepared five ships.
4. He was killed in the Philippines.
5. 18 sailors survived the trip.

B.

1. run out of
2. tip
3. survivor
4. journey
5. agreed

C.

1. rough
2. Pacific Ocean
3. Italian
4. Florida
5. New York Bay

D.

Script

© Track 05-03

W Teacher: Henry Hudson was a sailor who wanted to find a northern passage to Asia. In 1607, he went on his first journey in search of the passage. He went on a total of four voyages altogether. On his first journey, he sailed around Greenland. Later, on his second journey, he sailed east and tried going past Russia. On his third journey, he sailed to North America. He explored the area around Maine and then sailed south until he arrived at a river. He sailed up this river. It was later called the Hudson River after him. On his fourth and final voyage, he discovered the Hudson Bay. It's in modern-day Canada. However, his crewmen were angry and starving, so they put Hudson and some sailors on a boat in Hudson Bay and sailed back to England. No one ever saw Hudson or the others again.

1. 3

2. 1

3. 2

p.16~17

Unit 06 Roald Amundsen

A.

1. He searched for the Northwest Passage on his first adventure.
2. He arrived in Antarctica.
3. He wanted to be the first man to arrive at the South Pole.
4. He used an airship to fly over the North Pole.
5. He was on a rescue mission when his plane disappeared.

B.

1. polar regions
2. latter
3. team up with
4. set his sights on
5. hometown

C.

- | | | |
|------|------|------|
| 1. T | 2. F | 3. T |
| 4. T | 5. F | |

D.

Script

© Track 06-03

W Teacher: Richard Byrd was a great American explorer in the twentieth century. He was a pilot in the U.S. Navy, so he made most of his trips in airplanes. His first famous trip was to the North Pole. In 1926, Byrd claimed he and his copilot had flown over the North Pole. However, many people now believe he didn't make it there. Instead, they think he made some navigational errors, so he didn't actually get to the North Pole. Then, in 1927, Byrd made a nonstop transatlantic flight. He did that just a few weeks after Charles Lindbergh became the first person to accomplish that feat solo. Starting in 1928, he went on a total of five trips to Antarctica. On his first trip, he flew over the South Pole. On his later trips, he conducted various activities for the U.S. government.

1. 1

2. 3

3. 2

Unit 07 Captain Cook**A.**

1. He grew up on a farm.
2. He was good at drawing maps.
3. He visited Tahiti, New Zealand, and Australia.
4. He was looking for a continent south of Australia.
5. He went to Hawaii.

B.

1. merchant ship
2. agriculture
3. ended the life of
4. islander
5. was fascinated by

C.

1. North
2. Gulf of Mexico
3. canoes
4. Native Americans
5. Spaniards

D.**Script****© Track 07-03**

W Teacher: Soon after Christopher Columbus discovered America in 1492, sailors from other countries began crossing the Atlantic as well. One of these men was John Cabot. He was an Italian, but he sailed for England. He also became the first man since the Vikings to set foot on the North American mainland. He did that in 1497. Cabot landed somewhere near Newfoundland in the eastern part of Canada. He explored some of the land. Then, he claimed all of the land there for England. However, the British would not establish any permanent colonies in North America for more than 100 years. In England, the king rewarded Cabot for his work. Cabot also decided to make another trip across the Atlantic. Unfortunately, the ships were lost at sea. And no one ever saw John Cabot again.

1. He also became the first man since the Vikings to set foot on the North American mainland.
2. Then, he claimed all of the land there for England.
3. However, the British would not establish any

permanent colonies in North America for more than 100 years.

Unit 08 Stanley and Livingstone**A.**

1. It is inhospitable desert.
2. He discovered Victoria Falls.
3. He went to Africa to find proof of Dr. Livingston's death.
4. He traveled more than 1,000 kilometers in Africa.
5. He said, "Dr. Livingstone, I presume."

B.

1. surrounded by
2. desert
3. transcontinental journey
4. utter
5. interior

C.

- | | | |
|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (c) |
| 4. (a) | 5. (b) | |

D.**Script****© Track 08-03**

W Tour Guide: Thank you all for signing up for a tour of the Nile River. I guarantee you're going to have the trip of a lifetime. This is going to be the most incredible tour. First, as we sail up the Nile, we're going to stop at Cairo. From there, we can explore the ancient pyramids and see the Sphinx. Then, we're going to sail further up the Nile all the way to the city of Luxor. You'll get to see many ruins and visit the Valley of the Kings, too. After that, we'll start sailing back down the Nile. The views of the land around the Nile will be amazing. And, of course, you'll see all kinds of wildlife in the river itself. That includes ferocious man-eating crocodiles. All right. We're ready to board the ship. Let's go onboard and get started with our fourteen-day tour.

1. I guarantee you're going to have the trip of a lifetime.
2. This is going to be the most incredible tour.
3. And, of course, you'll see all kinds of wildlife in the river itself.

[Chapter 3] American Folklore

p.24~25

Unit 09 Pocahontas

A.

1. The leader of the Jamestown colonists was John Smith.
2. They had met other Englishmen before, and those men had treated the Indians badly.
3. He was the leader of an Indian tribe.
4. She gave them food, and she warned them when some Indians were going to attack.
5. She married John Rolfe, one of the colonists.

B.

1. beat, to death
2. harsh
3. execute
4. captivity
5. hostile

C.

1. Louisiana Territory
2. Shoshone
3. husband
4. translator
5. success

D.

Script

© Track 09-03

W Teacher: One of the biggest Indian tribes in the eastern part of the United States was the Cherokee tribe. One of its members was Sequoyah. His mother was a Cherokee while his father was a white man. He lived from 1770 to 1840. He studied the Europeans that came to the United States. He realized that most of them could read and write. However, the Cherokee tribe lacked a written language. So Sequoyah decided to make an alphabet for them. In 1809, he began working on a new writing system. It took him a long time, and it wasn't easy. However, by 1821, he was finished. He showed his new alphabet to some tribal leaders then. It was an immediate success. Many Cherokees learned the language. They even started printing a newspaper with the new alphabet after just a few years.

1. his father was a white man

2. lacked a written language
3. printing a newspaper with the new alphabet

p.26~27

Unit 10 Johnny Appleseed

A.

1. They are Ohio, Indiana, and Illinois.
2. His real name was John Chapman.
3. He served as an apprentice in an orchard when he was young.
4. He sold the trees to settlers.
5. He wore cloth sacks for clothes and a cooking pot for a hat.

B.

1. respect
2. colorful character
3. take care of
4. figures
5. cloth sack

C.

- | | | |
|------|------|------|
| 1. F | 2. T | 3. T |
| 4. F | 5. T | |

D.

Script

© Track 10-03

M Teacher: In the 1800s and 1900s, many Americans moved west of the Mississippi River. They especially moved to the Southwest to places like Texas, New Mexico, and Arizona. These lands were wild, dangerous, and difficult to live in. Only the toughest people could survive there. In 1917, Edward O'Reilly started writing stories about Pecos Bill. He published them in the 1923 book *Saga of Pecos Bill*. Pecos Bill was like Paul Bunyan. He was a larger-than-life character. Pecos Bill was the toughest, strongest, and meanest person. According to the stories, he was raised by coyotes as a young boy. He used a rattlesnake for a whip, and he could catch an entire herd of cattle with a single rope. He could even ride on a tornado. Thanks to these stories, Pecos Bill is a popular character from American folklore today.

1. wild, dangerous, and difficult
2. raised by coyotes as a young boy
3. a popular character from American folklore today

Unit 11 The First Thanksgiving**A.**

1. The Pilgrims landed at Plymouth in what later became the Massachusetts Bay Colony.
2. His named was Samoset.
3. It was excellent, so they had plenty of food to eat and enough food to store for the winter.
4. Around ninety Indians showed up for the event.
5. They celebrate it on the fourth Thursday of November every year.

B.

1. celebrate
2. national holiday
3. all kinds of
4. show up
5. set sail

C.

1. Patuxet
2. Spain
3. smallpox
4. English
5. year

D.**Script****© Track 11-03**

W Teacher: Many American folktales come from the Hudson and Mohawk River Valley areas in New York. One of these famous folktales is "Rip Van Winkle." One day, Rip and his dog Wolf go up into the Catskill Mountains. There, they hear some loud thundering noises. A while later, Rip sees some men with long beards. They are playing a game called nine pins. It's similar to bowling. They are making the thundering noises when they play the game. Rip talks and drinks with them, and then he falls asleep. When he wakes up, he's all alone. Wolf is gone, so he walks to his village by himself. He doesn't recognize anyone. Rip learns that he slept for more than twenty years. And the men he met in the mountains were the ghosts of Henry Hudson and his crew.

(a)

Unit 12 Davy Crockett**A.**

1. He was born on the frontier in Tennessee.
2. He ran away from home because his father was hard on him.
3. He realized that the people living on the frontier needed a spokesperson.
4. He lost an election.
5. He died at the Alamo on March 6, 1836.

B.

1. was hard on
2. legislature
3. coonskin cap
4. frontiersman
5. spokesperson

C.

- | | | |
|--------|--------|--------|
| 1. (c) | 2. (b) | 3. (b) |
| 4. (c) | 5. (c) | |

D.**Script****© Track 12-03**

W Teacher: Daniel Boone was an early folk hero in American history. He was born in 1734 and died in 1820. He grew up on a farm in Pennsylvania and loved to spend time doing outdoor activities. Later in his life, he became a great hunter and sharpshooter. But he got famous for being a pioneer. He lived in North Carolina, but he wanted to go west to Kentucky. However, he had to cross the Appalachian Mountains. Boone discovered the Cumberland Gap. It was a narrow pass through the mountains to Kentucky. Boone loved the land there. So he and some men built the Wilderness Trail. It was a road to Kentucky big enough for wagons to use. Thanks to Boone, more and more settlers began moving west to Kentucky and other lands.

(c)

p.34~35

Unit 13 The Lost Colony of Roanoke

A.

1. The first permanent English colony in North America was Jamestown.
2. It is located off the coast of the American state of North Carolina.
3. Her name was Virginia Dare.
4. A few days later, he returned to England to get more supplies.
5. He found the word CROATAN carved into a tree.

B.

1. attempt
2. get along with
3. go back
4. to this day
5. ruins

C.

1. Battle of Carrhae
2. Historians
3. general
4. coins
5. bodies

D.

Script

© Track 13-03

W Teacher: There are several theories about what happened to the Roanoke colonists. Many people believe the local Indians killed all of the colonists. But lots of people think the colonists survived. Some claim that the colonists moved off the island and founded a new colony on the North American mainland. But others say the colonists joined one of the local Indian tribes. In fact, there's some evidence that may prove these people are correct. For example, years later, some colonists reported meeting Indians that could speak English very well. They also said they had found tribes of Indians that were Christians. Some historians believe the Roanoke colonists were responsible. The colonists likely taught the Indians to speak English. They also converted them to Christianity. Of course, there is no proof, so nobody knows what happened for sure.

©

p.36~37

Unit 14 Amelia Earhart

A.

1. She saw her first airplane in 1908.
2. She flew solo across the Atlantic Ocean in 1932.
3. He was Amelia Earhart's navigator.
4. She made it to the island of New Guinea.
5. Most people believe her plane crashed into the sea.

B.

1. airshow
2. decade
3. desert island
4. spy
5. feat

C.

- | | | |
|------|------|------|
| 1. T | 2. T | 3. F |
| 4. F | 5. T | |

D.

Script

© Track 14-03

M Teacher: Airplanes sometimes crash. In fact, there are numerous airplane crashes every year. On very rare occasions, these planes that crash are carrying nuclear weapons or the material used to make nuclear weapons. When an airplane with nuclear material crashes, it is called a Broken Arrow. On March 10, 1956, a Broken Arrow involving a U.S. Air Force plane happened. The plane was a B-47 bomber. It took off from the United States and was flying to Morocco. It had to cross the Atlantic Ocean. Sadly, the plane never arrived. Somewhere on the second half of its trip, it crashed. The U.S. military searched all over the Atlantic Ocean and Mediterranean Sea. Yet they never found the plane, the crew, or any sign of debris. And, to this day, no one has found the nuclear material either.

©

Unit 15 Atlantis**A.**

1. Each of its founders was half man and half god.
2. A great capital city was in the center.
3. Plato told the story of Atlantis.
4. Some possible locations of Atlantis are the Mediterranean Sea, near Spain, and around Bimini Island.
5. They truly believe they will find proof of the existence of Atlantis someday.

B.

1. exist
2. exotic animal
3. proof
4. point out
5. make up

C.

1. Las Vegas
2. Area 51
3. tests weapons
4. aliens
5. civilians

D.**Script****© Track 15-03**

M Teacher: For centuries, people have been looking for Atlantis. They haven't found it yet, but there are some places where they think it might have been. Bimini Island is one of them. It's located in the Caribbean Sea. Interestingly, there are ruins of an ancient civilization in the waters around the island. Another candidate closer to Greece is the island of Malta. It's located in the Mediterranean Sea. It's a fairly small island, but there is evidence that it was once much bigger. In addition, there are ruins more than 9,000 years old on Malta. A third possible place for Atlantis is the Canary Islands, which are near Morocco. Many ancient ruins are located there. So this has made some people believe that Atlantis used to be on these islands.

1. ©
2. ①
3. ②

Unit 16 The Bermuda Triangle**A.**

1. The three places are Bermuda, Puerto Rico, and Florida.
2. More than 1,000 ships and planes have disappeared.
3. It vanished without a trace in 1918.
4. Radio contact with all five planes was lost, and nothing was ever heard from any of the men on the planes again.
5. One of the planes disappeared.

B.

1. without a trace
2. naval base
3. clear weather
4. triangle
5. crash

C.

1. ①
2. ①
3. ③
4. ②
5. ②

D.**Script****© Track 16-03**

W Teacher: One of the most mysterious stories about the Bermuda Triangle involves the American ship *Ellen Austin*. In 1881, it was sailing from London to New York. On its way to the U.S., it met another ship. The ship was sailing swiftly, but there was no one on it. The captain of the *Ellen Austin* sent some crew members aboard. They found no one onboard anywhere. So those men started sailing the ship back to the U.S. Two days later, there was a big storm. When it ended, the ship was gone. The crew of the *Ellen Austin* searched and found the mysterious ship a few days later. But the crewmen had vanished. The captain put some more sailors on the ship. However, after a few days, the ship and those men disappeared a second time. Nobody ever saw that ship again.

1. SD
2. SD
3. MI

[Chapter 5] Music

p.44~45

Unit 17 Louis Armstrong

A.

1. The song was *What a Wonderful World*.
2. He was born in New Orleans, Louisiana.
3. He learned to play the cornet.
4. He was recording a song and dropped the lyric sheet. Instead of stopping, he continued by doing scat singing.
5. He died in 1971.

B.

1. Scat singing
2. birthplace
3. drop out of
4. lyric sheet
5. unfortunate

C.

1. easy
2. queen
3. Apollo Theater
4. scat
5. solo

D.

Script

© Track 17-03

W Teacher: In the late 1800s, a new type of music became popular in the United States. The name of the music was ragtime. Many black musicians played it. But all kinds of Americans enjoyed listening to it. Scott Joplin was a famous ragtime musician. When he was young, he learned to play the piano. He learned a lot about classical music as well. His knowledge helped him become a talented musician. He was so good at ragtime that people called him “the king of ragtime.” He wrote more than forty ragtime compositions during his life. The most famous was called *Maple Leaf Rag*. It has become the best-known ragtime piece. *The Entertainer* is another popular ragtime piece that he wrote. Joplin died in 1917. Soon after his death, ragtime became less popular as people started listening to jazz instead.

- Ⓐ ragtime
- Ⓑ piano
- Ⓒ talented

Ⓓ king

Ⓔ less popular

p.46~47

Unit 18 George Frideric Handel

A.

1. He wanted Handel to become a lawyer.
2. He loved Italian opera the most.
3. He became King George I of England.
4. The king requested to hear *Water Music* several times.
5. The greatest oratorio he wrote was *The Messiah*.

B.

1. oboe
2. choral work
3. ranks as
4. compose
5. apparent

C.

- | | | |
|------|------|------|
| 1. T | 2. F | 3. F |
| 4. T | 5. T | |

D.

Script

© Track 18-03

W Teacher: Ludwig van Beethoven was a master classical music composer. People often compare him with Bach and Mozart. Beethoven had a problem during his life though: He lost his hearing over time. By the 1820s, he was completely deaf. But he still composed music. On May 7, 1824, the first performance of his *Ninth Symphony* was held. Beethoven couldn't conduct the orchestra, but he stood onstage alongside the conductor and helped keep time for the musicians. At the end of the performance, the crowd went wild. Everyone loved the music, so they applauded wildly. Beethoven couldn't hear them though. And his back was to the crowd, so he couldn't see them. Several musicians began crying when they saw this sad sight. Then, one of the singers had Beethoven turn around. He was shocked by the crowd, which started cheering even louder.

- Ⓐ deaf
- Ⓑ *Ninth Symphony*
- Ⓒ conduct

- ④ wild
- ⑤ see

p.48~49

Unit 19 Renaissance Musical Instruments

A.

1. It began around 1400 and lasted about 200 years.
2. Some stringed musical instruments were the lute, vihuela, viol, rebec, and hurdy-gurdy.
3. It was a woodwind instrument.
4. The sackbut was like the trombone.
5. It was a simple hollowed-out animal horn.

B.

1. remain
2. hollowed-out
3. focus on
4. a wide range of
5. similar

C.

1. modern
2. unique
3. Scotland
4. stringed
5. mallets

D.

Script

© Track 19-03

W Teacher: China has one of the oldest civilizations in the world. Thousands of years ago, the Chinese played all kinds of musical instruments. In fact, the Chinese had more than seventy musical instruments 3,000 years ago. The oldest musical instrument is the Xun. It was played at least 7,000 years ago. It was a stone with holes in it. Musicians played it by blowing air over the holes. The sheng and xiao were two other wind instruments the Chinese played long ago. The ancient Chinese also had several stringed instruments. The pipa was one of them. It was like a lute and had four strings for the musician to play. The erhu was a stringed instrument similar to a fiddle. It had two strings, and the musician used a bow to play it.

1. ⑥
2. ⑦
3. ⑧

p.50~51

Unit 20 Movie Soundtracks

A.

1. They use music to frighten, sadden, make happy, and amuse viewers.
2. They played music while the films ran.
3. It is a movie with sound.
4. It has sold millions of copies.
5. John Williams is probably the best-known composer of film scores.

B.

1. film score
2. frighten
3. silent movie
4. amuses
5. integral

C.

- | | | |
|------|------|------|
| 1. ⑨ | 2. ⑩ | 3. ⑪ |
| 4. ⑫ | 5. ⑬ | |

D.

Script

© Track 20-03

M Teacher: John Williams wrote the film scores for *Star Wars* and *Jaws*. The music from both films is very famous. Even people who have never seen the movies know the music from these two films. The music from each film is quite different though. For instance, the main theme of *Jaws* is quite simple. It's based on two notes that are repeated. Williams wrote the *Jaws* theme to be frightening. It worked. Many people were so frightened by the shark in *Jaws* that they wouldn't go swimming at the beach. The music in *Star Wars* is more epic. The music of various classical music composers inspired Williams for *Star Wars*. For instance, Gustav Holst's work *The Planets* was a major influence on the score for *Star Wars*. Even though the scores are different, they are both great works of music.

1. both
2. but
3. and