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## **4000 Essential English Words 4**

**Paul Nation**

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<http://www.compasspub.com>

ISBN: 978-1-59900-405-7

10 9 8 7 6 5 4 3 2 1  
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# 4000 Essential English Words

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# 4

Paul Nation

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# Introduction

## About the Vocabulary

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

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

## About the Books

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

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

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

## Supporting Learning with Outside Activities

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

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

Author **Paul Nation**

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



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- **aroma** [ə'roumə] *n.* **xushbo'y jid**  
An **aroma** is a scent or smell.  
→ I love the **aroma** of coffee in the morning.



- **beverage** [bévəridʒ] *n.* **ichimlik**  
A **beverage** is a drink.  
→ The waiter brought our **beverages** first. Then he brought our food.



- **cluster** [klástər] *n.* **bog', shingil**  
A **cluster** of things is a small group of them placed close together.  
→ She held a large **cluster** of grapes in her hand.



- **combine** [kəmbáin] *v.* **birlashtirmoq**  
To **combine** is to join together to make a single thing or group.  
→ Mina **combined** peanut butter and jelly to make a sandwich.



- **condensed** [kəndənst] *adj.* **quyuq**  
When a liquid is **condensed**, it is made thicker.  
→ One way to make a dessert thick and sweet is to use **condensed** milk.



- **contemporary** [kəntəmpərəəri] *adj.* **zamonaviy, xozirgi**  
When something is **contemporary**, it is related to the present time.  
→ **Contemporary** scientists have learned quite a bit about DNA.



- **cultivate** [káltəvèit] *v.* **o'stirmoq, yetishtirmoq**  
To **cultivate** plants is to care for them and help them grow.  
→ A research company is **cultivating** new kinds of rice to aid poor countries.



- **divine** [diváin] *adj.* **ilohiy**  
When something is **divine**, it is related to gods.  
→ Legends say that music was given to men as a **divine** gift from the gods.



- **humid** [hjú:mid] *adj.* **nam**  
When it is **humid**, there is a lot of water in the air.  
→ It is very **humid** inside of a sauna.



- **odor** [óudər] *n.* **hid, bo'y, is**  
An **odor** is a very distinct smell.  
→ He knew there was a leak when he noticed the strong **odor** of natural gas.



● **palate** [pælit] *n.* **tanqlay**

The **palate** is the top part of the mouth.

→ *You can touch your **palate** with your tongue.*



● **paradise** [pæredáis] *n.* **jannatmakon joy**

**Paradise** is the place or condition of happiness where things are perfect.

→ *My vacation in Hawaii was like being in **paradise**.*



● **plantation** [plæntéifən] *n.* **plantatsiya**

A **plantation** is a big farm that only grows certain kinds of crops.

→ *In the 1800s, there were many cotton **plantations** in the southern US.*



● **rapid** [ræpid] *adj.* **tez, ja'dal**

When something is **rapid**, it moves or changes very quickly.

→ *His mother was surprised by her son's **rapid** growth.*



● **rate** [reit] *n.* **tezlik, sur'at**

A **rate** is the speed at which something happens.

→ *Grass tends to grow at a very slow **rate**.*



● **soothing** [sú:ðin] *adj.* **tinchlantiruvchi, ovuntiruvchi**

When something is **soothing**, it makes you calm or relaxed.

→ *The **soothing** music helped the baby fall asleep.*



● **subtle** [sáti] *adj.* **ko'z ilg'amas, bilinar-bilinmas**

When something is **subtle**, it is not easy to see or notice.

→ *The handsome man has a **subtle** smile.*



● **texture** [tékstʃə:r] *n.* **tekstura**

The **texture** of something is the way its surface looks and feels.

→ *The **texture** of a rock found in the water is typically very smooth.*



● **toxic** [táksik] *adj.* **zaharli, zaqqumli**

When something is **toxic**, it is poisonous. **Toxic** things are very dangerous.

→ *Please check the label to see if the product is **toxic**.*



● **vary** [véəri] *v.* **farq qilmoq, farqlanmoq**

To **vary** means to be different from another thing in size or amount.

→ *The heights of the people in my class **vary** by a large amount.*

# Exercise 1

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

1. rapid / rate

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

2. contemporary / vary

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

3. humid / toxic

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

4. texture / aroma

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

5. cluster / combined

A \_\_\_\_\_ of people suggested that nearby cities could fight the invaders if they cooperated with each other. As a result, everyone \_\_\_\_\_ their efforts and defeated the invaders.

6. soothing / subtle

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

7. cultivated / odor

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

8. beverage / palate

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

9. condensed / divine

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

10. plantations / paradise

The island of Oahu is not a natural \_\_\_\_\_ like Maui. However, tourists still have plenty to enjoy on Oahu, from visits to pineapple \_\_\_\_\_ to traditional celebrations.

## PART A Match the phrases to make complete sentences.

1. A **soothing** cup of tea \_\_\_\_\_.
2. The **odor** of the cheese \_\_\_\_\_.
3. The pot's **texture** \_\_\_\_\_.
4. The chemical is **toxic** \_\_\_\_\_.
5. The **contemporary** fiction class \_\_\_\_\_.
6. The **rate** at which these flowers grew \_\_\_\_\_.
7. My mother **cultivates** \_\_\_\_\_.
8. The **plantation** had \_\_\_\_\_.
9. The thick and **humid** forest \_\_\_\_\_.
10. That **cluster** of stars in the sky makes \_\_\_\_\_.

- |                                   |  |
|-----------------------------------|--|
| a. was surprisingly fast          | b. includes work from the 21 <sup>st</sup> century |
| c. feels so smooth                | d. covered almost a third of the country           |
| e. was too strong to be enjoyable | f. several species of flowers as a hobby           |
| g. to insects and small animals   | h. twenty workers who grew cotton                  |
| i. is good for a sore throat      | j. the shoulder of Taurus the Bull                 |

## PART B Match the clauses to make complete sentences.

1. The scientists wanted to find a cure for the sickness, \_\_\_\_\_.
2. He offered to share his water, \_\_\_\_\_.
3. I prefer mocha to coffee \_\_\_\_\_.
4. Many new jobs were created, \_\_\_\_\_.
5. The report was ten pages long, \_\_\_\_\_.
6. The doctor asked him to open his mouth, \_\_\_\_\_.
7. She walked in the door, \_\_\_\_\_.
8. Because the island is so warm and beautiful, \_\_\_\_\_.
9. Because patients' bodies are so different, \_\_\_\_\_.
10. It didn't rain all summer, \_\_\_\_\_.

- |  |  |
|--|--|
| a. so economic growth was <b>rapid</b>   | b. and Jim thought it was a <b>divine</b> message    |
| c. people call it a <b>paradise</b>      | d. the effects of the medicine will <b>vary</b>      |
| e. and she looked at his <b>palate</b>   | f. and she smelled the <b>aroma</b> of cookies       |
| g. so they <b>combined</b> the chemicals | h. because it has a <b>subtle</b> taste of chocolate |
| i. but I wanted my own <b>beverage</b>   | j. but the <b>condensed</b> version was shorter      |

# The History of Chocolate

Many people believe that chocolate originally came from Europe. However, chocolate, called the “food of the gods,” was first made in the Americas. The first chocolate was very different from **contemporary** chocolate.

Wild chocolate trees can grow easily in the **humid** Amazon rainforest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found in the seeds. Cacao beans are the ingredient needed to create sweet, **soothing**, and delicious chocolate treats.

The Mayan and Aztec cultures both thought that chocolate trees were brought from **paradise** by gods. The Mayans and Aztecs used the beans from this **divine** tree to create a special **beverage** with a very pleasant **odor**. Surprisingly, the Aztecs believed that it would be **toxic** to women and children.

In the 1500s, the Spanish explorer Cortes met the Aztecs. Cortes became quite interested in the **plantations** where the Aztecs **cultivated** chocolate trees. When he returned to Europe, he took cacao beans with him. He introduced the people of Spain to the Aztecs’ chocolate beverage.

Over the next 100 years or so, kings, queens, and members of the upper class enjoyed drinking chocolate. They enjoyed it even more once they learned to add sugar to the beverage! Soon, chocolate had spread all across Europe. New machines allowed chocolate makers to perfect their products and produce them at a very **rapid rate**. Preparing the beans in special ways brought out the **aroma** of chocolate. The beans were **combined** with **condensed** milk to give the chocolate a smooth **texture**.

Today, contemporary chocolates with **subtle** flavors fill the shelves of expensive chocolate shops. The different types of chocolate available today **vary** widely. True chocolate lovers can tell which is best, though. They will tell you that the flavor of high quality chocolate stays on the **palate** long after you finish it.



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

1. \_\_\_ Wild chocolate trees grow well in humid weather.  
\_\_\_\_\_
2. \_\_\_ The Mayans and Aztecs said chocolate was a divine plant brought from paradise.  
\_\_\_\_\_
3. \_\_\_ The Mayans cultivated chocolate trees on plantations.  
\_\_\_\_\_
4. \_\_\_ Beans were combined with condensed milk to give chocolate a smooth texture.  
\_\_\_\_\_
5. \_\_\_ The first chocolate beverages were made in Europe.  
\_\_\_\_\_
6. \_\_\_ The different types of chocolate available today vary widely.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Which word is NOT used to describe chocolate in the reading?  
a. Aroma  
b. Delicious  
c. Soothing  
d. Sweet
2. Which of the following did NOT consume chocolate as a beverage?  
a. Cortes  
b. Europeans in the 1500s  
c. Mayan gods  
d. The Aztecs
3. Which group of people believed that chocolate was toxic to women and children?  
a. Chocolate makers  
b. Plantation owners  
c. The upper class in Europe  
d. The Aztecs
4. What allowed chocolate to be produced at a rapid rate?  
a. Cortes of Spain  
b. Cacao beans  
c. New machines  
d. Kings and queens

## Word List



- **accident** [æksɪdənt] *n.* **falokat**

An **accident** is an unexpected undesirable event.

→ She had to go to the hospital after she was in a serious car **accident**.



- **admiral** [ædmərəl] *n.* **admiral**

An **admiral** is someone who controls many military ships.

→ They won the sea battle because of the **admiral's** great leadership.



- **arc** [ɑːrk] *n.* **ark**

An **arc** is a curved shape.

→ A rainbow has the shape of an **arc**.



- **character** [kæriktər] *n.* **xarakter, fe'l-atvor**

Your **character** is your personality.

→ My sister's **character** is fun and very outgoing.



- **conscience** [kɒnjəns] *n.* **vijdon**

Your **conscience** is your inner sense of what is right and wrong.

→ I recycle everything I can, so my **conscience** is clear!



- **fiery** [faɪəri] *adj.* **olovli, alangali**

If something is **fiery**, it is burning strongly.

→ The **fiery** blaze burned all night long.



- **flesh** [fleʃ] *n.* **badan, tana**

Flesh is the skin, muscle and fat on your body.

→ The zebra's **flesh** has black and white stripes.



- **grapefruit** [greɪpfrʊ:t] *n.* **greypfrut**

A **grapefruit** is a fruit similar to an orange, but bigger and not as sweet.

→ Would you like a **grapefruit** with your breakfast?



- **hay** [heɪ] *n.* **somon, pichan**

Hay is dry grass used to feed animals or used as a covering.

→ I need to buy some more **hay** for the horse to sleep on.



- **horrified** [hɔːrəfaɪd] *adj.* **yomon qo'rqqan**

If you are **horrified**, you are very shocked and feel upset.

→ I was **horrified** when I read about the old lady who was attacked.



- **kerosene** [kəˈrɒsɪːn] *n.* **kerosin**  
 Kerosene is a type of oil. It is used in some lamps and stoves.  
 → Many people in poor countries cook on **kerosene** stoves.



- **loop** [lu:p] *n.* **sirtmoq**  
 A **loop** is a line made into the shape of a circle.  
 → He made a **loop** with the rope and placed it over the post.



- **paddle** [pædɪl] *n.* **eshkak**  
 A **paddle** is a piece of wood or plastic that moves a boat across water.  
 → We need a **paddle** to help us move across the water.



- **raft** [ræft] *n.* **sol**  
 A **raft** is a floating platform made from pieces of wood tied together.  
 → The man made a **raft** out of bamboo and floated out to sea.



- **sour** [səʊə:r] *adj.* **nordon**  
 When something is **sour**, it has a sharp and unpleasant taste.  
 → I don't like lemons because I think they are too **sour**.



- **stake** [steɪk] *n.* **tirgʌk, sutun**  
 A **stake** is a small, sharp piece of wood or metal that is put into the ground.  
 → We marked our property by placing **stakes** into the ground.



- **steward** [stjū:əd] *n.* **styuardessa**  
 A **steward** is a person like a waiter who serves food on planes and ships.  
 → The **steward** is bringing some tea.



- **string** [strɪŋ] *n.* **kanop ip**  
**String** is a thin piece of fabric or rope.  
 → I found a large ball of **string**.



- **thorn** [θɔ:rn] *n.* **tikan, tikanak**  
 A **thorn** is a sharp part of a plant.  
 → Be careful of the **thorns** when you pick the roses!



- **wreck** [rek] *v.* **vayron qilmoq**  
 To **wreck** something means to destroy or ruin it.  
 → The teenagers **wrecked** the house for no reason at all.

# Exercise 1

## PART A Choose the right definition for the given word.

1. thorn  
a. a sharp part on a plant  
b. a captain on a ship  
c. someone who serves food  
d. a piece of wood that moves a boat
2. arc  
a. a thin rope  
b. a part of your mind  
c. a circle in a rope  
d. a curved shape
3. raft  
a. a waiter  
b. an undesirable event  
c. on fire  
d. a floating platform
4. hay  
a. oil  
b. dry grass  
c. a piece of wood in the ground  
d. a fruit
5. character  
a. where something is bought  
b. personality  
c. difficulties  
d. skin and muscle

## PART B Choose the right word for the given definition.

1. a piece of wood in the ground  
a. admiral  
b. flesh  
c. stake  
d. loop
2. frightened  
a. wrecked  
b. horrified  
c. fiery  
d. sour
3. a curved shape  
a. arc  
b. hay  
c. kerosene  
d. string
4. part of your mind that stops you from doing bad things  
a. character  
b. conscience  
c. accident  
d. steward
5. something you use to move a boat  
a. thorn  
b. raft  
c. grapefruit  
d. paddle

## Exercise 2

2

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

1. Tom was promoted, and now he is an important sea officer that controls military ships.  
\_\_\_\_\_
2. Some people thought that the meal was too sharp and unpleasant tasting.  
\_\_\_\_\_
3. The oil in lamps and stoves is a very cheap form of heat.  
\_\_\_\_\_
4. Why did you steal the woman's bag? Don't you have a mind that understands what is wrong?  
\_\_\_\_\_
5. Can you buy three yellow pieces of fruit that are like oranges from the supermarket please?  
\_\_\_\_\_
6. I hope that the waiter on the plane will bring some water soon.  
\_\_\_\_\_
7. After lightning struck the tree, the forest turned into a burning blaze.  
\_\_\_\_\_
8. Use this thin rope to tie the package.  
\_\_\_\_\_
9. I cleaned the rabbit's cage and left some dry grass for it to eat.  
\_\_\_\_\_
10. I threw the ball through the line in the shape of a circle.  
\_\_\_\_\_

## Exercise 3

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

### Word Bank

character

accident

flesh

stake

wreck

1. I'm going to tie the cow to a \_\_\_\_\_ in the ground.
2. You shouldn't eat the chicken. The \_\_\_\_\_ is still pink.
3. New drivers are more likely to \_\_\_\_\_ their cars than experienced drivers.
4. Many people were hurt in the boating \_\_\_\_\_.
5. My brother has a very friendly and cheerful \_\_\_\_\_.

# Monkey Island

In the middle of the ocean, there is a small island shaped like an **arc**. Here, monkeys play on the beach and in the trees. But how did the monkeys get there?

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

So the admiral set traps to catch the monkeys. He put **stakes** in the ground, tied **string** around them and made **loops** in the string. When the monkeys ran through the forest, their feet got caught in the loops, and they couldn't escape. Then the admiral put the monkeys in cages on his ship and sailed away.

The cages were small and uncomfortable. There was no soft **hay** for the monkeys to sleep on. Instead, they slept on branches with sharp **thorns** that cut into the monkeys' **flesh**. For dinner, he gave them tiny pieces of **sour grapefruit** to eat. The monkeys grew hungry and weak.

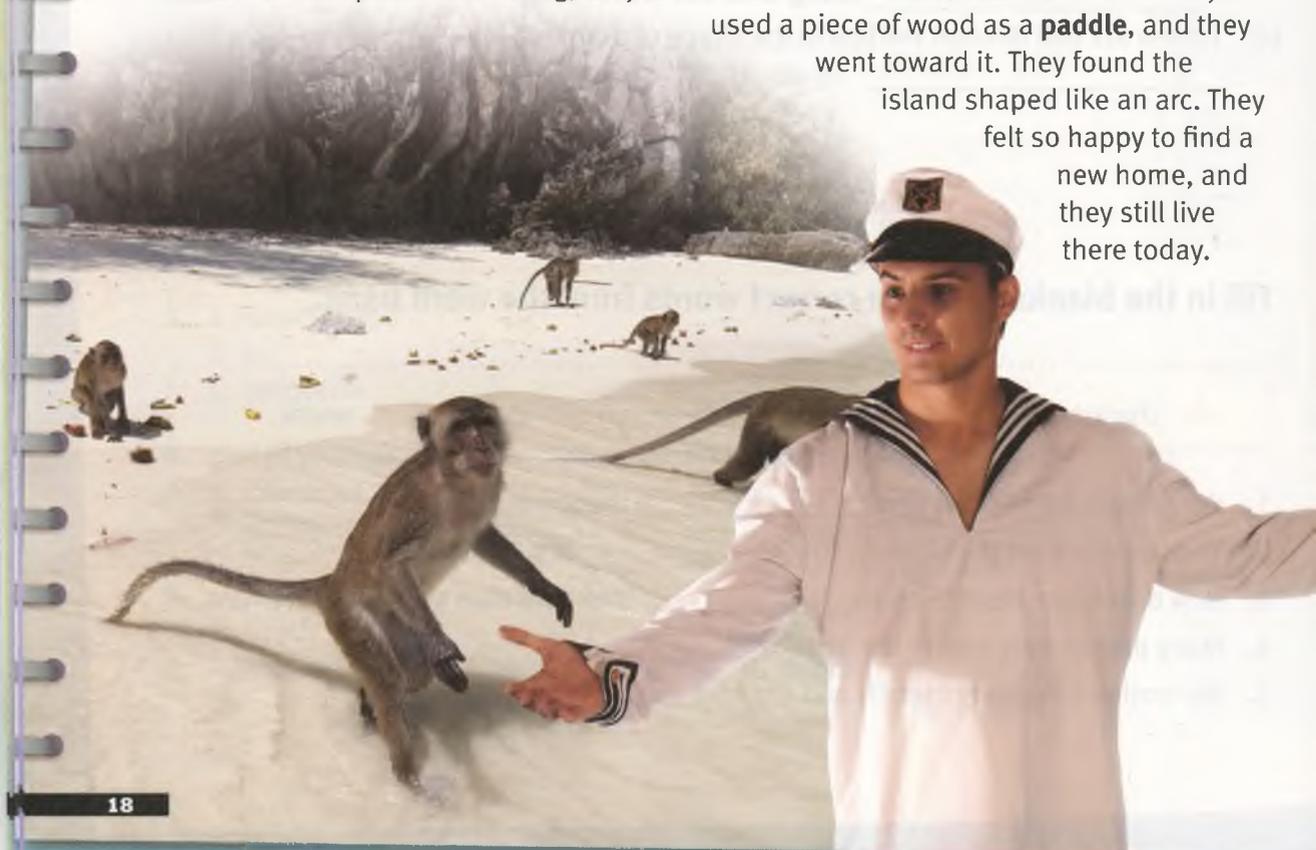
But one day, the admiral hired a new **steward**. He was a kind man with a good **conscience**. He was **horrified** to see the thin monkeys in the cages. So one night he let them out.

The monkeys ran and played all over the ship! They attacked the admiral and the steward and ate their food. They completely **wrecked** the ship. One monkey ran into a **kerosene** lamp, and it fell over. The ship caught fire and began to sink! The whole crew was lost except for the monkeys.

After the **accident**, the monkeys jumped onto a **raft**. They floated away from the **fiery** blaze of the ship. In the morning, they saw a little island in the distance. The monkeys

used a piece of wood as a **paddle**, and they went toward it. They found the

island shaped like an arc. They felt so happy to find a new home, and they still live there today.



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

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

\_\_\_\_\_

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

\_\_\_\_\_

3. \_\_\_ The admiral put hay in the monkeys' cages.

\_\_\_\_\_

4. \_\_\_ The steward had no conscience.

\_\_\_\_\_

5. \_\_\_ The admiral was horrified because the monkeys were muscular.

\_\_\_\_\_

6. \_\_\_ The monkeys jumped on a raft after the accident.

\_\_\_\_\_

**PART B** Answer the questions.

1. Which adjective describes the admiral's character?

- a. Generous
- b. Mean
- c. Sour
- d. Fiery

2. Where did the admiral plan to take the monkeys?

- a. To the wrecked ship
- b. To England
- c. To an island
- d. To Africa

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

- a. Thorns
- b. Hay
- c. Grapefruit
- d. Flesh

4. What shape was the island that the monkeys found?

- a. A paddle
- b. An arc
- c. A circle
- d. A rope



- **admonish** [ædməniʃ] v. **ogohlantirmoq, dakka bermoq**

To **admonish** someone is to tell them you disapprove of their behavior.  
→ The teacher **admonished** Mark because he was chewing gum in class.



- **audible** [ɔːdəbl] adj. **eshitiladigan**

If something is **audible**, then it is able to be heard.  
→ The sound of the drums was **audible** from miles away.



- **awesome** [ɔːsəm] adj. **hayajonga soluvchi**

If something or someone is **awesome**, they are impressive or frightening.  
→ The huge military plane was an **awesome** sight.



- **beware** [biwɛər] v. **ehtiyot bo'lmoq**

To **beware** means to be careful of something or someone that is dangerous.  
→ You should **beware** of driving fast on wet roads.



- **brag** [bræg] v. **maqтанmoq**

To **brag** means to talk of one's abilities or achievements in a proud way.  
→ He had strong muscles and **bragged** about it to the entire class.



- **conscious** [kənʃəs] adj. **sezadigan**

If someone is **conscious** of something, then they are aware of it.  
→ The new student was **conscious** of the other students staring at her.



- **disagree** [disəgrɪ:] v. **norozi bo'lmoq, rad etmoq**

To **disagree** with someone means to have a different opinion from them.  
→ The lawyers **disagreed** about the best way to settle the case.



- **echo** [ékou] v. **exo, aks-sado**

To **echo** means that a sound repeats itself because it bounced off an object.  
→ The child yelled over the canyon, and the wall **echoed** the sound.



- **eventual** [ivéntʃuəl] adj. **oxirgi, yakuniy**

If something is **eventual**, it will happen at the end of a series of events.  
→ The constant training and planning led the team to an **eventual** victory.



- **hint** [hint] n. **ishora**

A **hint** is information that suggests something will happen or is true.  
→ I quietly passed on a **hint** to my sister about the test.



**idiot** [ɪdiət] *n.* **ovsar, tentak**

An **idiot** is a person who is not smart or who has done something silly.  
→ *Because he got lost in the forest, the man felt like an **idiot**.*



**immense** [ɪmɛns] *adj.* **juda katta, ulkan**

If something is **immense**, it is very large.  
→ *An **immense** amount of money was needed to buy such a large boat.*



**indirect** [ɪndɪrɛkt] *adj.* **aylanma, to'g'ri emas**

If something is **indirect**, then it is not the easiest or straightest way.  
→ *He chose to take the most **indirect** route to the coast.*



**option** [ɒpʃən] *n.* **tanlash imkoniyati**

An **option** is a choice between two or more things.  
→ *The children were given the **option** of three houses to pick from.*



**pastime** [pæstáɪm] *n.* **ermak, ovunchoq**

A **pastime** is an activity done for fun that you do often.  
→ *In the US, baseball is considered the national **pastime**.*



**perfect** [pɛːrfɪkt] *adj.* **mukammal**

If something is **perfect**, then it is without any mistakes.  
→ *She got all the questions right, so her score was **perfect**.*



**pinpoint** [pɪnpɔɪnt] *v.* **turgan joyini aniqlamoq**

To **pinpoint** something means to locate it exactly.  
→ *The navigation system in my car is able to **pinpoint** my exact location.*



**switch** [swɪtʃ] *v.* **alishtirmoq, o'zgartirmoq**

To **switch** means to change something to something else.  
→ *Mom **switched** the TV station from the news to her favorite show.*



**thorough** [θəːrou] *adj.* **to'liq**

If something or someone is **thorough**, then they are complete in every way.  
→ *Tina did a **thorough** job of cleaning the stains out of the carpet.*



**torment** [tɔːrmɛnt] *v.* **azob bermoq**

To **torment** someone means to cause them to suffer on purpose.  
→ *She **tormented** her little brother by taking his favorite toy.*

## Exercise 1

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

1. idiot / option

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

2. admonished / torment

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

3. echoed / pinpoint

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

4. brag / perfect

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

5. beware / switch

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

6. eventual / pastime

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

7. disagreed / awesome

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

8. audible / conscious

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

9. immense / indirect

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

10. hint / thorough

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

## PART A Match the phrases to make complete sentences.

1. You should **beware** \_\_\_\_\_.
2. My favorite **pastime** \_\_\_\_\_.
3. The doctor did a **thorough** check \_\_\_\_\_.
4. The two friends **disagreed** \_\_\_\_\_.
5. She **switched** the bag \_\_\_\_\_.
6. His proud sister **brags** \_\_\_\_\_.
7. An **immense** pile of garbage \_\_\_\_\_.
8. The **indirect** route \_\_\_\_\_.
9. The **awesome** storm caused \_\_\_\_\_.
10. She **admonished** the student \_\_\_\_\_.

- |                                    |  |
|------------------------------------|--|
| a. about which game was better     | b. of the hole in the bridge           |
| c. for talking during the test     | d. was the reason for the bad smell    |
| e. about how good she is at sports | f. of the sick man's health            |
| g. took an hour more to drive      | h. fear that his home would be damaged |
| i. from her left hand to her right | j. is listening to music               |

## PART B Match the clauses to make complete sentences.

1. He couldn't sleep at night \_\_\_\_\_.
2. We knew he broke his leg when he fell \_\_\_\_\_.
3. He had to choose the blue car \_\_\_\_\_.
4. The hiker always carried a compass and map, \_\_\_\_\_.
5. She didn't eat good food and didn't exercise, \_\_\_\_\_.
6. The students had to answer all the questions correctly \_\_\_\_\_.
7. The captain did not see the ship approaching behind him, \_\_\_\_\_.
8. She thought someone was calling to her from the other cliff, \_\_\_\_\_.
9. He knew his friends were having a surprise party for him \_\_\_\_\_.
10. If you can't tie your own shoes by the time you're twelve years old \_\_\_\_\_.

- |  |   |
|--|---|
| a. and it led to her <b>eventual</b> illness                 | b. because they gave him so many <b>hints</b>     |
| c. if they wanted to get a <b>perfect</b> grade              | d. but he was <b>conscious</b> of the other boats |
| e. because bad dreams <b>tormented</b> him                   | f. then people might think you're an <b>idiot</b> |
| g. but it was just the <b>echo</b> of her voice              | h. because there weren't any other <b>options</b> |
| i. so he could <b>pinpoint</b> his location in the wild      |   |
| j. because the sound of the bone breaking was <b>audible</b> |   |

# The Young Man and the Old Man

A proud young man was looking for a new **pastime**. He heard about people hiking in the national parks and decided to try it for himself. As he started his stroll, an old man walked up to him.

“Don’t go this way,” the old man said. “**Beware**. The paths are not clear. It’s easy to become lost.”

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

The old man listened to the young man and then **admonished** him for his pride.

“I have walked these trails my entire life,” he said. “If you think you will be safe, then go ahead.”

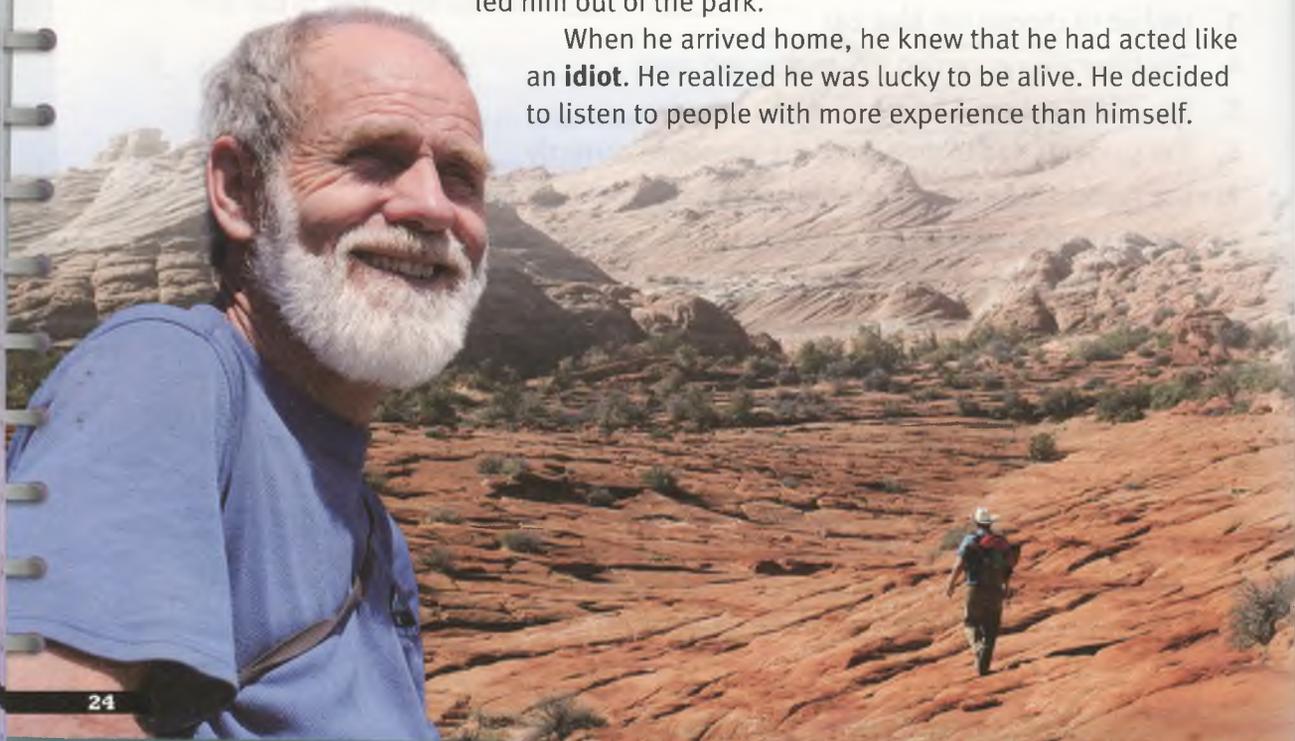
The young man ignored the old man and started along the trail.

Whenever he had to choose between an easy or difficult route, he always chose the more difficult **option**. In addition, he was not **conscious** of which direction he was going. After a while, he decided to return home. Because his course through the wilderness was so **indirect**, he had no idea where he was.

He looked at his map but could not **pinpoint** his location. He walked one path after another but soon realized he was lost.

The sun was going down, and sudden strong winds gave a **hint** that it might rain. **Immense** clouds filled the sky. **Awesome** sounds of thunder were **audible** from all directions. It **echoed** off the mountains. The thought of the **eventual** storm **tormented** the young man. He hurried in one direction, but soon **switched** out of confusion. Luckily, it led him out of the park.

When he arrived home, he knew that he had acted like an **idiot**. He realized he was lucky to be alive. He decided to listen to people with more experience than himself.



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

1. \_\_\_ The young man decided to hike in the national parks.  
\_\_\_\_\_
2. \_\_\_ The young man disagreed with the old man.  
\_\_\_\_\_
3. \_\_\_ The young man believed that his knowledge of the park's trails was thorough.  
\_\_\_\_\_
4. \_\_\_ When the young man had an option of two trails, he always chose the easier one.  
\_\_\_\_\_
5. \_\_\_ The young man was tormented by the thought of the eventual storm.  
\_\_\_\_\_
6. \_\_\_ When the young man got home, he knew that the old man had acted like an idiot.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What did the young man choose as his new pastime?
  - a. Picking trails
  - b. Climbing mountains
  - c. Talking with old men
  - d. Hiking in parks
2. Why did the old man admonish the young man?
  - a. The young man was awesome.
  - b. The young man bragged that he was perfect.
  - c. The young man's route was too indirect.
  - d. The young man chose difficult trails.
3. Why did the young man become lost?
  - a. He was not conscious of where he went.
  - b. He pinpointed his location on his map.
  - c. He did not switch to an easier trail.
  - d. He listened to the old man's advice.
4. Which of the following gave a hint of an eventual storm?
  - a. The sudden strong winds
  - b. The sparse clouds in the sky
  - c. The weather getting colder
  - d. The lightning flashing in the sky

## Word List



- **beak** [bi:k] *n.* **tumshuq**

A **beak** is the hard curved part of a bird's mouth.

→ *The bird used her **beak** to dig a small hole in the ground.*



- **damp** [dæmp] *adj.* **nam, xo'l**

If something is **damp**, it is somewhat wet.

→ *My hair is still **damp** from my shower.*



- **disapprove** [disəpru:v] *v.* **norozi bo'lmoq**

To **disapprove** of something is to think that it is wrong.

→ *Alex **disapproved** of his son's behavior.*



- **except** [iksɛpt] *prep.* **...dan tashqari**

You use **except** to talk about the only thing that a statement does not apply to.

→ *Everyone had fun on the trip **except** Jim, who felt ill the whole time.*



- **flight** [flaɪt] *n.* **reys, parvoz**

A **flight** is an act of flying, often in an airplane.

→ *The airplane made a **flight** around the world.*



- **fond** [fɒnd] *adj.* **ishqiboz, yoqtiradigan**

When someone is **fond** of something, they like it.

→ *I am very **fond** of chocolate cake.*



- **immoral** [ɪmɔ:(:rəl] *adj.* **axloqsiz, xilof**

When something or someone is **immoral**, they are evil or do bad things.

→ *Stealing money from one's mother is an **immoral** act.*



- **ivy** [áivi] *n.* **pechak**

**Ivy** is a plant with long vines that grows upward typically on walls.

→ *The walls of the castle are covered with **ivy**.*



- **moan** [maʊn] *v.* **ingramoq**

To **moan** is to make a low sound when feeling pain or sadness.

→ *The sick man **moaned** from his bed.*



- **oblivious** [əblɪvɪəs] *adj.* **unutgan, yoddan chiqargan**

If someone is **oblivious** of something, they are unaware of it.

→ *I was late to school because I was **oblivious** of the time.*



○ **perish** [pə'riʃ] v. o'lmoq, vafot etmoq

To **perish** means to die, usually because of bad conditions or bad events.

→ *Many people **perish** in wars.*



○ **pit** [pit] n. o'ra, chuqurlik

A **pit** is a big hole in the ground.

→ *Michael fell into the **pit** and needed some help to get out.*



○ **rim** [rim] n. to'g'in, tegarchik

The **rim** is the outside edge of a round thing, like a cup or bottle.

→ *I put my lips to the **rim** of the bottle and took a drink.*



○ **roost** [ru:st] n. qo'noq

A **roost** is a place where birds can land and rest or sleep.

→ *The family of doves made a **roost** at the top of the tree.*



○ **slippery** [slɪpəri] adj. sirg'anchiq, sirpanchiq

If something is **slippery**, it is wet or smooth and causes people to slip.

→ *The repairman fell down on the floor because it was too **slippery**.*



○ **soar** [sɔ:r] v. baland uchmoq

To **soar** means to fly high in the air.

→ *As the sun rose, two eagles **soared** through the sky.*



○ **trivial** [trɪviəl] adj. arzimas, ahamiyatsiz

If something is **trivial**, it is not important or meaningful.

→ *Television is **trivial**, but learning to read is very important.*



○ **typical** [tɪpɪkəl] adj. odatiy

If something is **typical**, it is normal for a certain type of thing.

→ *Barking is **typical** behavior for dogs.*



○ **utterly** [ʌtəri] adv. butkul

If something is **utterly** a way, it is completely that way.

→ *When the sun was blocked by the moon, it was **utterly** dark outside.*



○ **weep** [wi:p] v. yig'lamoq

To **weep** means to cry.

→ *My sister told me the dramatic movie would make me **weep**.*

# Exercise 1

## Choose the answer that best fits the question.

1. What does a sad movie cause people to do?
  - a. To weep
  - b. To except
  - c. To perish
  - d. To disapprove
2. Where would a bird build a home?
  - a. On a rim
  - b. In a pit
  - c. On a roost
  - d. On a flight
3. Which word best describes a wet towel?
  - a. Immoral
  - b. Damp
  - c. Trivial
  - d. Fond
4. What does it mean to fly?
  - a. To soar
  - b. To moan
  - c. To be oblivious
  - d. To be typical
5. Which word would best describe a smooth, wet stone?
  - a. Ivy
  - b. Utterly
  - c. Slippery
  - d. Immoral
6. Which word describes something that would have a rim?
  - a. A thought
  - b. A cup
  - c. A person
  - d. A smell
7. Which word describes something that has a beak?
  - a. A bird
  - b. A boat
  - c. A car
  - d. A lion
8. What is typical about fish?
  - a. They can swim.
  - b. One type can sing.
  - c. They can live on land.
  - d. Some can live for close to 50 years.
9. Which of these people would most likely be moaning?
  - a. A doctor
  - b. A happy boy
  - c. A wife
  - d. A hurt woman
10. Which person has been proven to have committed an immoral act?
  - a. A teacher
  - b. A criminal
  - c. A judge
  - d. A fireman

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

1. oblivious / perish

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

2. roost / fond

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

3. pit / rim

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

4. flight / soars

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

5. moan / weep

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

6. immoral / typical

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

7. beak / except

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

8. trivial / disapprove

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

9. utterly / ivy

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

10. slippery / damp

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

# The Tricky Fox

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

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

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

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

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

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

Fox said, "I promise!"

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

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



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

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

---

2. \_\_\_ Fox had a roost near the pit.

---

3. \_\_\_ The damp ivy was too slippery for Fox to climb out.

---

4. \_\_\_ Immoral and mean behavior was typical with Fox.

---

5. \_\_\_ Fox was oblivious to the hidden pit.

---

6. \_\_\_ Eagle flew into the pit to save Fox.

---

**PART B** Answer the questions.

1. How did Rabbit fall into the pit?

- a. Rabbit ran into the pit.
- b. Fox pushed him into the pit.
- c. Rabbit sat on the edge.
- d. Fox laughed and ran away.

2. Why did Fox thank Eagle?

- a. She gave him money.
- b. She became fond of Fox.
- c. She did not let Fox perish.
- d. She gave Fox some rope to climb out.

3. Why did Fox moan and weep?

- a. The animals taught him a lesson.
- b. He saw Eagle in her roost.
- c. He felt trivial.
- d. He felt utterly helpless.

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

- a. She disapproved of Fox.
- b. She got stuck in the pit.
- c. She made Fox promise to leave the forest.
- d. She picked up Fox with her beak.



**awhile** [ə'hwáil] *adv.* **biroz vaqtga**

If you do something **awhile**, you do it for a short time.

→ *Wait here **awhile**, and I'll bring some tea.*



**cyberspace** [sáibərspéis] *n.* **kiber bo'shliq**

**Cyberspace** is the imaginary place of the Internet where activities occur.

→ *I didn't receive your email. It probably got lost in **cyberspace**.*



**edit** [édit] *v.* **tuzatishlar kiritmoq, tahrir qilmoq**

To **edit** means to correct a piece of writing so that it is suitable to be published.

→ *She asked her brother to **edit** her paper before she submitted it to her teacher.*



**essay** [ései] *n.* **insho**

An **essay** is a short piece of writing on a certain subject.

→ *She had to write a two-page **essay** for her English class.*



**evaluate** [ivæljúéit] *v.* **o'rganib chiqmoq**

To **evaluate** something means to study it, so a decision can be made.

→ *Joe and Ken **evaluated** the plan and agreed that it would work.*



**faint** [feint] *v.* **xushidan ketmoq, xushini yo'qotmoq**

To **faint** means to go unconscious and fall down.

→ *Carol **fainted** because she hadn't eaten in over a day.*



**global** [glóubəl] *adj.* **global**

If something is **global**, it happens all around the world.

→ *Pollution is a **global** problem.*



**gymnasium** [dʒimnéiziəm] *n.* **gimnastika zali**

A **gymnasium** is a building with equipment that you can use to get exercise.

→ *When I go to the **gymnasium**, I use the treadmill for 20 minutes.*



**highlight** [háiláit] *v.* **marker bilan ustidan chizmoq**

To **highlight** something means to mark it with a color so that it is easy to see.

→ *I read my vocabulary list and **highlighted** the most difficult words.*



**ignorant** [ignərənt] *adj.* **bexabar, o'quvsiz**

If someone is **ignorant** about something, they have no knowledge about it.

→ *I'm a bit **ignorant** about his theories. Can you explain them to me?*



- **index** [indeks] *n.* **ilova**  
An **index** is a list of words at the end of a book that gives information.  
→ *If you look in the **index**, you'll find the right page number.*



- **lecture** [léktʃə:r] *n.* **lektsiya**  
A **lecture** is a long, educational speech.  
→ *His **lecture** on world hunger was very informative.*



- **moral** [mó(:)rəl] *n.* **xulosa, qissadan hissa**  
A **moral** is a message at the end of a story that teaches you something.  
→ *At the end of the story, Mother explained the **moral** to the children.*



- **operate** [áperèit] *v.* **ishlamoq, vazifasini bajarmoq**  
To **operate** means to work or function.  
→ *I'm sorry, but the trains are not **operating** today.*



- **private** [praivit] *adj.* **shahsiy**  
If something is **private**, it is only used by one person or group.  
→ *Don't look at my diary! It's **private**!*



- **recent** [ri:sənt] *adj.* **yaqinda sodir bo'lgan**  
When something is **recent**, it happened a short time ago.  
→ *I did not know what caused his **recent** behavior.*



- **resolution** [rèzəlu:ʃən] *n.* **qat'iy qaror**  
A **resolution** is a personal decision.  
→ *At New Year, I made a list of **resolutions** to help me have a better year.*



- **semester** [simèstər] *n.* **semestr**  
A **semester** is a portion of a school year.  
→ *Jack is in his second **semester** of college.*



- **typewritten** [taipritn] *adj.* **terilgan, kompyuter yozilgan**  
If something is **typewritten**, it is written on a computer or typewriter.  
→ *This is an important, formal project and must be **typewritten**.*



- **weird** [wiə:rd] *adj.* **g'ayritabiiy, qo'rqinchli**  
When something is **weird**, it is very strange.  
→ *My best friend's dad is a bit **weird**.*

## Exercise 1

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

1. cyberspace / operate

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

2. recent / global

A \_\_\_\_\_ study shows that \_\_\_\_\_ hunger is a very big problem.

3. weird / ignorant

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

4. essays / edit

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

5. semester / index

The report is due at the end of the \_\_\_\_\_. You should look in the \_\_\_\_\_ to see if this book will help you with the report.

6. fainted / lecture

Our teacher \_\_\_\_\_ while she was giving us a \_\_\_\_\_ about health!

7. highlighted / typewritten

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

8. gymnasium / resolution

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

9. moral / awhile

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

10. evaluated / private

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

## Exercise 2

### PART A Match the phrases to make complete sentences.

- The team **evaluated** \_\_\_\_\_.
- The **moral** of the story is \_\_\_\_\_.
- The **global** economic problems \_\_\_\_\_.
- Joe **operates** \_\_\_\_\_.
- We went to a **lecture** \_\_\_\_\_.
- The friends you meet in **cyberspace** \_\_\_\_\_.
- The **weird** kid at school \_\_\_\_\_.
- You should **highlight** these words \_\_\_\_\_.
- I made a **resolution** \_\_\_\_\_.
- The end of the first **semester** \_\_\_\_\_.

- |                               |  |
|-------------------------------|--|
| a. are getting worse          | b. aren't as important as real friends |
| c. about birds                | d. is halfway through the school year  |
| e. to be nicer to people      | f. to eat less chocolate               |
| g. the success of the project | h. with a yellow pen                   |
| i. this large machine         | j. ate soup with a knife               |

### PART B Match the clauses to make complete sentences.

- I wanted to get fit \_\_\_\_\_.
- Geology is my favorite subject, \_\_\_\_\_.
- My paper was full of mistakes, \_\_\_\_\_.
- My brother couldn't help me with my math homework \_\_\_\_\_.
- In the first aid class, we learned what to do \_\_\_\_\_.
- I wanted to find some information about volcanoes, \_\_\_\_\_.
- That copy of the text book is too old, \_\_\_\_\_.
- I need a computer \_\_\_\_\_.
- I'll get some tea if \_\_\_\_\_.
- You mustn't tell anyone this information; \_\_\_\_\_.

- |   |  |
|---|--|
| a. it's <b>private</b>                    | b. so I looked under "V" in the <b>index</b>     |
| c. but he helped me <b>edit</b> it        | d. you wait here <b>awhile</b>                   |
| e. so I went to the <b>gymnasium</b>      | f. so you should find a more <b>recent</b> one   |
| g. so I wrote an <b>essay</b> about rocks | h. because my essay has to be <b>typewritten</b> |
| i. if someone <b>faints</b>               | j. because he's <b>ignorant</b> about math       |

# The Magic Computer

I had a difficult geography project to finish by the end of the **semester**. My teacher wanted it to be **typewritten**, so I went to the school computer room. But when I got there, all the computers were turned off. Apparently there was a **recent** problem, and technicians were fixing it.

I knew of some **private** study rooms downstairs. They were small and dark, and the computers were very old, but I had no choice. At least the computers were **operating** correctly. I typed and **highlighted** the assignment's title: "**Evaluate** the Government's Response to **Global Warming**." But I didn't know what to write in my **essay**. Finally I decided to find a book to help me. I went to the library, checked the book **indexes** and eventually found a useful book. Then I returned to the computer.

When I looked at the screen, I saw something so **weird** that I nearly **fainted!** The essay was complete! Had somebody in **cyberspace** written it? I didn't know, but I was very happy. I printed it out and handed it in. I got an "A."

After that, I used the computer for all my assignments. I'd type the title, wait **awhile**, and the computer would do it. Every assignment was perfect; I never had to **edit** anything. I stopped paying attention to my teacher's **lectures** and spent my extra time in the **gymnasium**. And my grades got better and better.

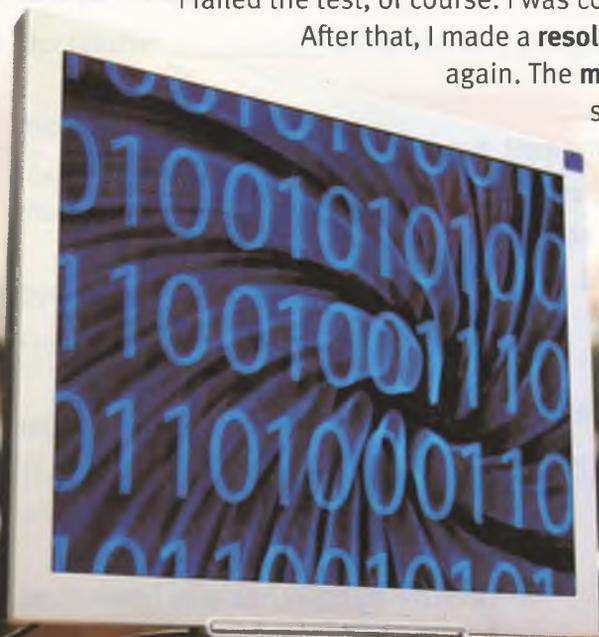
A month later, I was walking into class when my friend said, "Are you prepared for the test?"

"What test?" I asked.

"The geography test!" he replied. "I hope you studied. It's worth seventy percent of our final grade!"

I failed the test, of course. I was completely **ignorant** about the subject.

After that, I made a **resolution** never to use the magic computer again. The **moral** of this story is that if you cheat at school, you won't learn anything.



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

1. \_\_\_\_ The computers were turned off because there was a recent problem.  
\_\_\_\_\_
2. \_\_\_\_ The private study rooms were upstairs.  
\_\_\_\_\_
3. \_\_\_\_ The computers in the private study rooms weren't operating correctly.  
\_\_\_\_\_
4. \_\_\_\_ In his project, the student had to evaluate the government's response to global warming.  
\_\_\_\_\_
5. \_\_\_\_ The geography test was worth fifty percent of the final grade.  
\_\_\_\_\_
6. \_\_\_\_ The student failed the test because he was completely ignorant about the subject.  
\_\_\_\_\_

**PART B** Answer the questions.

1. How did the teacher want the project to be written?
  - a. In first person
  - b. Handwritten
  - c. Typewritten
  - d. In black ink
2. What was the project about?
  - a. Global warming
  - b. Economics
  - c. Weird computers
  - d. Computer science
3. What did the student NOT have to do in order to use the magic computer?
  - a. Type in the essay title
  - b. Edit his paper
  - c. Plug it in
  - d. Wait awhile
4. Where did the student spend his free time?
  - a. In lectures
  - b. In the gymnasium
  - c. In the library
  - d. In cyberspace



- **absolute** [æbsə'lju:t] *adj.* **mutloq**

If something is **absolute**, it is total or complete.

→ *My presentation was an **absolute** disaster! It was terrible!*



- **alas** [ə'læs] *int.* **afsus, attang**

**Alas** is a word that people say when something bad happens.

→ *I looked everywhere for my purse, but **alas**, I couldn't find it.*



- **attentive** [ətəntɪv] *adj.* **diqqatli. e'tiborli**

If you are **attentive**, you are careful and you pay attention.

→ *He is a good student because he is **attentive** to every detail on his work.*



- **cape** [keɪp] *n.* **nakidka, yoping'ich**

A **cape** is a large cloth that covers one's back and is tied around the neck.

→ *The superhero wore a long red **cape**.*



- **envision** [ɪnvɪʒən] *v.* **tasavvur qilmoq, faraz qilmoq**

To **envision** something means to imagine that it may happen.

→ *I can **envision** my mom's face when I give her this present!*



- **evenly** [i:vənli] *adv.* **bir xilda, teng**

When something happens **evenly**, it happens at the same rate or level.

→ *The food was handed out **evenly** among the hungry people.*



- **folk** [fouk] *n.* **yaqinlar**

**Folk** are common or average people.

→ *I've invited all the **folks** from our street to a gathering at my place.*



- **melt** [melt] *v.* **erimoq**

To **melt** means to turn from a solid to a liquid.

→ *The snowman that we made yesterday **melted** in the sun.*



- **patch** [pætʃ] *n.* **yamoq; parcha**

A **patch** is a part of a surface that is different in appearance from the rest.

→ *There was one small **patch** of grass in the sand-covered desert.*



- **pleasure** [pléʒər] *n.* **mamnuniyat**

**Pleasure** is a feeling of happiness.

→ *The student smiled with **pleasure** when she received the prize.*



● **pop** [pɒp] *n.* **paqillagan ovoz, paq**

A **pop** is a short, loud sound.

→ *I heard a loud **pop**; then my computer screen shattered.*



● **pudding** [ˈpʊdɪŋ] *n.* **shirin desert**

A **pudding** is a sweet dessert.

→ *Would you like some chocolate **pudding** and coffee for dessert?*



● **rail** [reɪl] *n.* **zinapoya panjarasi**

A **rail** is a horizontal bar made of metal or wood.

→ *The cat was sitting on the **rail** of the fence.*



● **recipe** [ˈresəpi:] *n.* **retsept**

A **recipe** is a set of instructions to make food.

→ *The apple cake that you made is really tasty. Can I have the **recipe**, please?*



● **role** [roul] *n.* **vazifa, maqsad**

A **role** is the normal purpose or function of a person or thing.

→ *My **role** at work is to check the quality of the products.*



● **shrink** [ʃrɪŋk] *v.* **kichraymoq, toraymoq**

To **shrink** means to get smaller.

→ *If you stick to a healthy diet, your stomach will **shrink**!*



● **soak** [sauk] *v.* **ivitmoq, namlamoq**

To **soak** something means to make it very wet.

→ *You need to **soak** these beans overnight before you cook them.*



● **spark** [spɑːrk] *n.* **uchqun**

A **spark** is a small, quick flash of fire.

→ *As he welded the two pieces of metal together, **sparks** flew everywhere.*



● **spirit** [ˈspɪrɪt] *n.* **ruhiyat**

A **spirit** is someone's feelings and personality, but not a physical body part.

→ *He has a very outgoing **spirit**. He can make friends with anyone.*



● **suit** [su:t] *n.* **kostyum**

A **suit** is a set of clothes. It usually includes a jacket with pants or a skirt.

→ *I wore my new **suit** on my date with Melissa.*

# Exercise 1

## PART A Choose the right word for the given definition.

- a set of clothes
  - spirit
  - suit
  - recipe
  - rail
- common people
  - folk
  - pleasure
  - absolute
  - attentive
- to get smaller
  - melt
  - pop
  - shrink
  - envision
- a large cloth worn on the back
  - patch
  - cape
  - spark
  - role
- happening at the same rate everywhere
  - evenly
  - alas
  - soaks
  - pudding

## PART B Choose the right definition for the given word.

- melt
  - to get smaller
  - to turn to liquid
  - to make wet
  - to imagine
- spark
  - a flash of fire
  - a set of clothes
  - a sweet dessert
  - a set of instructions
- rail
  - a horizontal bar
  - a common person
  - a normal purpose
  - a different part of a surface
- absolute
  - said when bad things happen
  - careful
  - happening at the same rate
  - total and complete
- pleasure
  - to make a noise
  - to get smaller
  - a feeling of happiness
  - personality

## PART A Match the phrases to make complete sentences.

1. Mom made chocolate pudding \_\_\_\_\_.
2. He is very **attentive** \_\_\_\_\_.
3. People wore **cap**s more often \_\_\_\_\_.
4. His strong **spirit** \_\_\_\_\_.
5. I can't **envision** you \_\_\_\_\_.
6. It was a **pleasure** \_\_\_\_\_.
7. His **role** at work is \_\_\_\_\_.
8. The cat is sitting on the **rail** \_\_\_\_\_.
9. For this **recipe**, I will need \_\_\_\_\_.
10. There were **sparks** flying \_\_\_\_\_.

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

## PART B Match the clauses to make complete sentences.

1. If you wash this silk shirt in hot water, \_\_\_\_\_.
2. Tony didn't practice the presentation, \_\_\_\_\_.
3. I studied hard for the test, \_\_\_\_\_.
4. Dan was very unlucky \_\_\_\_\_.
5. Christmas is an important holiday \_\_\_\_\_.
6. If you put the butter near the fire, \_\_\_\_\_.
7. This pan was so dirty \_\_\_\_\_.
8. To protect the kingdom, \_\_\_\_\_.
9. I knew the television had broken \_\_\_\_\_.
10. At work, we have to dress well, \_\_\_\_\_.

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

# Jack Frost and the Pudding

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

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

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

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

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

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown

**pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!



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

1. \_\_\_ Tom Muggins likes playing tricks on folks.  
\_\_\_\_\_
2. \_\_\_ Jack Frost was sitting on the rail of a fence.  
\_\_\_\_\_
3. \_\_\_ Jack Frost's role is to cover everything with fire.  
\_\_\_\_\_
4. \_\_\_ Tom wished that he had been more attentive.  
\_\_\_\_\_
5. \_\_\_ Tom said "Alas!" because he knew he wouldn't have any cake.  
\_\_\_\_\_
6. \_\_\_ When Jack Frost set fire to the food, the eggs started to melt.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What was Tom wearing?  
a. A nice suit  
b. A wild spirit  
c. A cape  
d. White trousers
2. Which of the following was NOT an ingredient of the wonderful pudding?  
a. A couple of eggs  
b. Fruit  
c. Sugar  
d. Chocolate
3. What shrank when it got soaked in the river?  
a. Tom's suit  
b. A stick of butter  
c. The basket  
d. The flour
4. What happened when there was a pop sound?  
a. Tom fell into the river.  
b. The food caught fire.  
c. The trees became covered in frost.  
d. A patch of ice formed.

## Word List



- **account** [əkaʊnt] *n.* **hisob raqami**  
An **account** with a bank is an arrangement to keep one's money there.  
→ *After I paid for the new car, my bank **account** was nearly empty.*



- **architect** [ɑːrkitekt] *n.* **arxitektor**  
An **architect** is a person who designs buildings.  
→ *The plans for building the new home were drawn by a famous **architect**.*



- **conceal** [kənseɪl] *v.* **yashirmoq, berkitmoq**  
To **conceal** something means to hide it.  
→ *You should **conceal** your money so no one can take it from you.*



- **crime** [kraim] *n.* **jinoyat**  
A **crime** is something bad that a person does that can be punished by law.  
→ *Police quickly arrived at the scene of the **crime**.*



- **deed** [di:d] *n.* **dalolatnoma**  
A **deed** is a certificate that proves that someone owns something.  
→ *When she bought the car, she was given a **deed** to show the car was hers.*



- **gratitude** [græteɪtʃud] *n.* **minnatdorchilik**  
**Gratitude** is a feeling of being thankful.  
→ *The kids showed Aunt Tess much **gratitude** for visiting them.*



- **habitat** [hæbətæt] *n.* **makon, joy**  
A **habitat** is the natural home of animals or plants.  
→ *Frogs are often found in a wet **habitat**, such as near a lake, river, or pond.*



- **intervene** [ɪntervi:n] *v.* **ajratmoq, o'rtasiga tushmoq**  
To **intervene** means to help stop a problem between two people or groups.  
→ *The students argued until the teacher **intervened**.*



- **landmark** [lændmɑːrk] *n.* **orientir**  
A **landmark** is an object that helps people find or remember a location.  
→ *The tall tree was used as a **landmark** for people to find the road to the inn.*



- **legal** [liɡəl] *adj.* **qonuniy**  
If something is **legal**, it is related to the law or allowed by the law.  
→ *It was not **legal** for him to drive until he was eighteen years old.*



- **memorable** [məmə'reɪbəl] *adj.* **esda qolarli**  
 If something is **memorable**, then it is remembered for a special reason.  
 → *The party was **memorable**; people were still talking about it years later.*



- **oblige** [ə'blai'dʒ] *v.* **majbur qilmoq**  
 To **oblige** someone means to require them to do something.  
 → *If I wanted to have playtime, I was **obliged** to clean my room once a week.*



- **offense** [ə'fɛns] *n.* **jinoyat**  
 An **offense** is an action that breaks the law and requires punishment.  
 → *He was put in jail for two days for the **offense**.*



- **proclaim** [prəu'kleɪm] *v.* **tantanali ravishda e'lon qilmoq**  
 To **proclaim** something means to say it in public.  
 → *The army general **proclaimed** that the war was won.*



- **rally** [ræli] *n.* **ralli, yig'ilish**  
 A rally is a large public meeting in order to support something.  
 → *The school had a **rally** in the gym to support the basketball team.*



- **resolve** [rɪzɔlv] *v.* **hal qilmoq, yechmoq**  
 To **resolve** something means to find a solution.  
 → *She **resolved** the problem with her children by giving them both a toy.*



- **resource** [rɪ'sɔ:rs] *n.* **resurs**  
**Resources** are a person or country's money and materials that they can use.  
 → *The poor man didn't have the **resources** to feed himself.*



- **sentence** [sɛntəns] *n.* **sud hukmi**  
 A **sentence** is punishment given to someone who didn't follow the law.  
 → *The **sentence** for stealing a car is much worse than for stealing candy.*



- **volunteer** [vɔləntiə] *v.* **ko'ngilli bo'lmoq**  
 To **volunteer** means to offer to do something for free.  
 → *Many people **volunteered** to help the adults learn to read.*



- **witness** [wɪtnɪs] *n.* **guvoh, shohid**  
 A **witness** is someone who sees or hears a crime or accident happen.  
 → *The woman was the only **witness** of the horrible crime.*

# Exercise 1

## PART A Choose the right word for the given definition.

- to work to correct a problem between two people
  - oblige
  - intervene
  - conceal
  - volunteer
- allowed by the law
  - legal
  - offense
  - memorable
  - gratitude
- to find a solution
  - proclaim
  - sentence
  - resolve
  - rally
- an object that helps people remember a place
  - witness
  - landmark
  - account
  - resource
- something a person does that can be punished by law
  - architect
  - deed
  - habitat
  - crime

## PART B Choose the right definition for the given word.

- memorable
  - natural
  - thankful
  - special
  - public
- witness
  - a designer of buildings
  - an important person
  - someone who obeys the law
  - a person who sees a crime
- deed
  - money and materials
  - proof of ownership
  - a natural home
  - an action that breaks the law
- sentence
  - a punishment for a crime
  - an object that helps people
  - something against the law
  - a large public meeting
- proclaim
  - to hide something
  - to offer to help
  - to say in public
  - to stop a problem

## Exercise 2

Choose the answer that best fits the question.

- Which of the following is most likely a habitat?
  - A pond
  - A bridge
  - A broom
  - A picture
- When something is concealed, what is it called?
  - Loud
  - Colorful
  - Hidden
  - Quick
- What is something that an architect makes?
  - A law
  - A house
  - A cake
  - A dress
- Which of the following is NOT legal?
  - Swimming
  - Singing
  - Crying
  - Stealing
- What is someone who feels gratitude most likely to say?
  - "Hello."
  - "I'm sorry."
  - "Go away."
  - "Thank you."

## Exercise 3

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

- The government has enough money and materials to help all its people.  
\_\_\_\_\_
- The town had a large public meeting to discuss the problem with the sidewalks.  
\_\_\_\_\_
- The necklace was remembered for a special reason because it was from her grandmother.  
\_\_\_\_\_
- His act that broke the law was serious enough to require him to stay in jail for 60 days.  
\_\_\_\_\_
- She had just enough money in her arrangement with the bank.  
\_\_\_\_\_
- Children are required to go to school in most countries.  
\_\_\_\_\_
- My uncle said in public that he was an old friend of the mayor.  
\_\_\_\_\_
- Four students offered to help to carry the table downstairs.  
\_\_\_\_\_
- A bear's natural home is usually large forests areas with mountains.  
\_\_\_\_\_
- He was filled with a feeling of being thankful when he was given the dog.  
\_\_\_\_\_

# The Architect's Plan

An **architect** wanted to build a new office building. He selected some land that seemed perfect. He planned to cut down the trees to make room for the building. But there was a problem . . . a big problem.

The land was actually the **habitat** of several types of birds. Some nature lovers were very upset with the architect. First, they held a **rally** and told others about the issue. Then, they decided to take **legal** action because the architect didn't respect the animals' rights.

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

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

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

The architect replied, "I have the **deed** to the land. I want to make a great building there. As you may know, all my buildings become **memorable landmarks**."

Then one of the nature lovers spoke. "We believe that there's no reason to destroy all the trees. We just want to protect the birds."

Then the judge made his decision. "I **proclaim** that the office building should be built," he said. "It is not a **crime** to remove those trees. I cannot give you a **sentence** for any **offenses**, but I feel **obliged** to make one request. I will only allow you to use half of the land. The other half will remain free, so the birds have a place to live.

The nature lovers could not **conceal** their **gratitude**. All of the people cheered.

The architect said, "I have an idea. I will **volunteer** my time and efforts to design a new type of building. It will provide bushes on the roof where birds can live. There are enough **resources** in my company's bank **account** to create the best building ever made."

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



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

1. \_\_\_ The architect wanted to build a new school.  
\_\_\_\_\_
2. \_\_\_ The land was the habitat of several types of birds.  
\_\_\_\_\_
3. \_\_\_ The judge first asked the architect what happened.  
\_\_\_\_\_
4. \_\_\_ The architect had a deed to the land.  
\_\_\_\_\_
5. \_\_\_ The architect could not conceal his gratitude, so he cheered.  
\_\_\_\_\_
6. \_\_\_ There were enough resources in the company's bank account to build a new building.  
\_\_\_\_\_

## **PART B** Answer the questions.

1. Why did the group have a rally?
  - a. To ask for more rights
  - b. To talk about the issue
  - c. To list names of witnesses
  - d. To talk to the architect
2. Which of the following about the land did the architect NOT tell the judge?
  - a. He wanted to make a great building.
  - b. He had a deed for the land.
  - c. He thought nobody lived there.
  - d. His building would be a memorable landmark.
3. What did the group do in order to resolve the problem with the architect?
  - a. Ask a judge to intervene
  - b. Proclaim war on the architect
  - c. Move the birds to a new habitat
  - d. Sell the land to the architect
4. What did the judge decide to give the architect as a sentencing?
  - a. He gave him five years in prison.
  - b. He had to pay the nature lovers money.
  - c. He could not build any more buildings.
  - d. He was not given a sentence.



- **access** [ækses] *n.* **kirish/foydalanish imkoniyati**  
Access is the right to enter or use something.  
→ *The manager was the only person with access to the password.*
- **conduct** [kəndʌkt] *n.* **xulq-atvor**  
Conduct is the way that someone acts.  
→ *She was punished for her bad conduct.*
- **constant** [kənstənt] *adj.* **doimiy, muttasil**  
When an event or action is **constant**, it happens a lot or all the time.  
→ *The television at home is in constant use.*
- **crack** [kræk] *n.* **darz, yoriq**  
A crack is a narrow space between the parts of something broken.  
→ *The old window was covered with cracks.*
- **device** [dɪvaɪs] *n.* **qurilma, asbob**  
A device is an object or a machine.  
→ *A thermometer is a device that tells temperature.*
- **enclose** [ɪnkləʊz] *v.* **panjara bilan o'ramoq**  
To **enclose** something is to contain it.  
→ *The cows in the field were enclosed by a fence.*
- **grip** [grɪp] *v.* **mahkam ushlab olmoq**  
To **grip** something is to hold it very tightly.  
→ *I was scared, so I gripped my older sister's hand.*
- **halt** [hɔ:lɪt] *v.* **to'xtamoq**  
To **halt** is to stop moving.  
→ *The criminal halted when he saw the police coming.*
- **impending** [ɪmpɛndɪŋ] *adj.* **yaqinlashayotgan**  
If something is **impending**, it is going to happen soon.  
→ *The student was nervous about his impending test.*
- **influence** [ɪnfluəns] *v.* **ta'sir ko'rsatmoq**  
To **influence** someone or something is to have an effect over them.  
→ *My friend influenced my decision to attend Terrance University.*



- law** [lə:] *n.* **qonun**  
 A law is a rule made by the legislative body.  
 → The students learned about different **laws** during social studies class.



- mode** [məʊd] *n.* **sharoit, muhit**  
 A mode is a setting or condition on a machine.  
 → Mother turned the TV to quiet **mode** while she talked on the phone.



- perspire** [pə'spɪə] *v.* **terlamoq**  
 To perspire means to sweat.  
 → I usually **perspire** a lot when I am at practice.



- replace** [rɪ'pleɪs] *v.* **joyiga qo'yimoq**  
 To replace something is to put it in the place of something else.  
 → I **replaced** the tire on my car because it was flat.



- snap** [snæp] *v.* **sindirmoq, qarsillab sindirmoq**  
 To snap something means to break it suddenly, which causes a loud noise.  
 → I took the stick and **snapped** it with my hands.



- sly** [slɑɪ] *adj.* **ayyor**  
 If a person or animal is sly, they are sneaky or good at tricking people.  
 → The **sly** fox stole the eggs from the nest.



- tend** [tend] *v.* **moyil bo'lmoq**  
 To tend to do something is to be likely to do it or to do it often.  
 → My mom **tends** to buy me the perfect gift each Christmas.



- valid** [væ'lɪd] *adj.* **yaroqli**  
 When something is **valid**, it is correct or based on good reasoning.  
 → The expert's opinion on the subject was more **valid** than others.



- version** [və'ɜːʃən] *n.* **variant, boshqacha ko'rinish**  
 A **version** is an account of something that differs slightly from the original.  
 → She read the students **British version** of the Chinese fairy tale.



- whatsoever** [hwətsoʊ'evər] *adj.* **deyarli**  
 You use **whatsoever** after a noun to emphasize that there is nothing of that thing.  
 → The boy had no idea **whatsoever** how to solve the story problem.

# Exercise 1

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

1. **conduct / replace**

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

2. **influenced / laws**

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

3. **gripped / snapped**

I \_\_\_\_\_ the pencil and squeezed it until it \_\_\_\_\_.

4. **whatsoever / enclosed**

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

5. **constantly / impending**

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

6. **tends / cracks**

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

7. **device / mode**

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

8. **halt / access**

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

9. **valid / version**

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

10. **sly / perspired**

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

## Exercise 2

### PART A Match the phrases to make complete sentences.

1. Scientists have a **device** that helps \_\_\_\_\_.
2. The driver **gripped** the wheel \_\_\_\_\_.
3. I always **perspire** more often \_\_\_\_\_.
4. The concert **halted** \_\_\_\_\_.
5. The sly boy took a cookie while \_\_\_\_\_.
6. My father **replaced** the old \_\_\_\_\_.
7. He had a **valid** reason \_\_\_\_\_.
8. I **snapped** the toy \_\_\_\_\_.
9. The teacher **tends** to give the best grades to \_\_\_\_\_.
10. I got no joy **whatsoever** from getting \_\_\_\_\_.

- |                                    |  |
|------------------------------------|--|
| a. as she turned around the corner | b. when the electricity went out         |
| c. by holding it too tightly       | d. light bulb with a new one             |
| e. in the summer                   | f. them tell how old an object is        |
| g. to miss school today            | h. students who do all of their homework |
| i. my brother in trouble           | j. his mother wasn't watching him        |

### PART B Match the clauses to make complete sentences.

1. He didn't understand, \_\_\_\_\_.
2. He was told to behave, \_\_\_\_\_.
3. Joe was such a bad person \_\_\_\_\_.
4. To keep the jewels safe, \_\_\_\_\_.
5. Be careful \_\_\_\_\_.
6. Mark tried the code, \_\_\_\_\_.
7. She practices the violin during the day, \_\_\_\_\_.
8. He studied hard \_\_\_\_\_.
9. She turned her phone off, \_\_\_\_\_.
10. He replaced the glass \_\_\_\_\_.

- |  |  |
|--|--|
| a. but he wasn't given <b>access</b> to the room             | f. it was <b>enclosed</b> in glass             |
| b. because he can <b>influence</b> people to do anything     | g. because there were <b>cracks</b> in it      |
| c. because the <b>impeding</b> test was so important         | h. so they told him a different <b>version</b> |
| d. so the <b>constant</b> music wouldn't annoy the neighbors | i. so his <b>conduct</b> was excellent         |
| e. that he broke every <b>law</b>                            | j. so the <b>mode</b> wouldn't disturb anyone  |

# Janie and the Music Player

Janie had **constant** thoughts about getting a music player. One day, she was late to class. She hurried down the hall but **halted** when she saw a backpack on the floor. She looked inside and found nothing but some books. She reached inside the bag and felt a small object at the bottom. It was a music player **enclosed** in a black case! Janie **tended** to be honest, and she had no **valid** reason to take the device. However, her desire for the player **influenced** her decision. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at class, she gave her teacher the bag. "I found this," she said.

Ms. Johnson asked, "Does this backpack belong to anyone?" A girl named Linda claimed the bag. Linda looked inside and yelled, "My music player is missing! Janie took it!" Janie answered, "I did not." Linda responded, "You were the only one that had **access** to it! If your **version** of the story is true, you'll let Ms. Johnson check your bag." Janie started to **perspire** as she realized the **impending** trouble she was in. She **gripped** her bag tightly.

Ms. Johnson took the bag from Janie. Inside she found the player. "Janie, I never expected this kind of **conduct** from you," she said. "You've always been such a good student."

Ms. Johnson gave Linda the player. Linda said, "Ms. Johnson, look!" There was a **crack** along one side. She turned it to the "on" **mode**, but it wouldn't work. It must've **snapped** while Janie was holding onto the bag so tightly.

Ms. Johnson called Janie's parents. They were very upset. "Stealing is illegal. You have no respect for the **law whatsoever**," they said. "We bought you a music player, but we're giving it to Linda. It will **replace** the one you broke." In the end, Janie's bad behavior left her with nothing at all.





## Word List



○ **alongside** [əlo:ŋsaɪd] *adv.* **yonma-yon**

If something is **alongside** another thing, then it is next to it.  
→ *We work **alongside** each other in the office.*



○ **appetite** [æpɪtaɪt] *n.* **ishtaha**

Your **appetite** is your hunger for food.  
→ *Tom has a **big appetite**. He eats all the time.*



○ **assist** [əsɪst] *v.* **yordam bermoq, yordamlashmoq**

To **assist** someone is to help them.  
→ *Andrew **assisted** me with my homework.*



○ **breeze** [bri:z] *n.* **shabada**

A **breeze** is a soft wind.  
→ *The **breeze** caused the leaves to fall off the tree.*



○ **defy** [dɪfaɪ] *v.* **itoat etmaslik, qarshi chiqmoq**

To **defy** someone is to work against them or refuse to do what they say.  
→ *The students got into trouble for **defying** their teacher's rules.*



○ **display** [dɪsplɛɪ] *v.* **ko'rsatmoq, namoyish qilmoq**

To **display** something is to show it, especially by putting it in a certain place.  
→ *The museum **displayed** many wonderful paintings.*



○ **efficient** [ɪfɪjənt] *adj.* **epchil, chaqqon**

If something or someone is **efficient**, they do not waste energy.  
→ *My car is very **efficient**. I rarely have to buy gas.*



○ **feeble** [fi:bəl] *adj.* **kuchsiz, nimjon**

If someone is **feeble**, they are small or weak.  
→ *The boy was too **feeble** to carry the object very far.*



○ **forgive** [fɔ:rgɪv] *v.* **kechirmoq**

To **forgive** someone is to stop being angry with them.  
→ *Sandra **forgave** Peter after he said he was sorry.*



○ **lively** [laɪvli] *adj.* **quvnoq, jo'shqin**

If someone is **lively**, they have a lot of energy.  
→ *Jennifer is very **lively**: she's always running and playing.*



○ **majestic** [mədʒɛstɪk] *adj.* **dabdabali, hashamatli**

If something is **majestic**, it is large and beautiful.

→ *The rich people lived in a big, majestic house.*



○ **nor** [nɔːr] *conj.* **na... na**

You use **nor** to connect two negative ideas.

→ *I eat neither apples nor oranges. I don't like either one.*



○ **outraged** [aʊtrɛɪdʒ] *adj.* **g'azablangan**

If someone is **outraged**, they are very angry.

→ *My father was outraged when he saw that I had crashed his car.*



○ **pessimistic** [pɛsəˈmɪstɪk] *adj.* **pessimistik**

If someone is **pessimistic**, they believe that the worst will happen.

→ *John is pessimistic. He always thinks something bad will happen.*



○ **rumor** [rʊːmər] *n.* **mish-mish**

A **rumor** is something people talk about even though it may not be true.

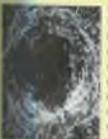
→ *Kevin was spreading rumors about Marcia to everyone.*



○ **slap** [slæp] *v.* **tarsaki solmoq**

To **slap** someone means to hit them with the palm of the hand.

→ *Out of anger, Helen slapped Eunice on the face.*



○ **smash** [smæʃ] *v.* **sindirmoq, chil-chil qilmoq**

To **smash** something is to break it into many small pieces.

→ *Jacob smashed the window with a rock.*



○ **subject** [sʌbdʒɪkt] *n.* **mavzu**

A **subject** is the topic that is being discussed or taught.

→ *The subject of Marco's speech was the economy.*



○ **wage** [weɪdʒ] *n.* **maosh**

A **wage** is the money that a person gets for doing a job.

→ *The wages I receive from my job are really great!*



○ **whereas** [hweəˈræz] *conj.* **modomiki, zotan**

You use **whereas** to show how two things are different.

→ *My sister loves horror movies, whereas I prefer comedies.*

# Exercise 1

## PART A Choose the right word for the given definition.

- a gentle wind  
a. breeze  
b. appetite  
c. subject  
d. display
- money for a job  
a. rumor  
b. forgive  
c. wage  
d. whereas
- big and beautiful  
a. feeble  
b. majestic  
c. efficient  
d. outraged
- full of energy  
a. lively  
b. nor  
c. pessimistic  
d. alongside
- used to show how two things are different  
a. alongside  
b. smash  
c. defy  
d. whereas

## PART B Choose the right definition for the given word.

- pessimistic  
a. to show something  
b. believing that something bad will happen  
c. full of energy  
d. large and beautiful
- slap  
a. to hit someone  
b. to break something  
c. to be beside  
d. to be small or weak
- rumor  
a. to pay  
b. to become windy  
c. to be a sign  
d. an unproven story
- outraged  
a. angry  
b. connecting two ideas  
c. showing contrast  
d. believing something bad will happen
- defy  
a. hunger  
b. to stop being angry  
c. helping someone  
d. to go against

## Exercise 2

9

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

1. Jim walks to school beside Tim.  
\_\_\_\_\_
2. I needed Jamie to help me in fixing my car.  
\_\_\_\_\_
3. The story that may not be true about his life is spreading around town.  
\_\_\_\_\_
4. I spend all my money that I make at my job on new clothes.  
\_\_\_\_\_
5. The chair broke into small pieces when Rob sat down on it.  
\_\_\_\_\_
6. Bob is small and weak because he doesn't eat healthy food.  
\_\_\_\_\_
7. My new car is not wasteful.  
\_\_\_\_\_
8. My favorite topic to study in school is science.  
\_\_\_\_\_
9. She was very angry when someone stole her purse.  
\_\_\_\_\_
10. I stopped being angry at Joseph when he said he was sorry.  
\_\_\_\_\_

## Exercise 3

Choose the answer that best fits the question.

1. Which of the following connects two negative ideas?  
a. A breeze      b. Nor      c. Defy      d. An outrage
2. What is a positive way to describe someone?  
a. Forgive      b. Pessimistic      c. Lively      d. Feeble
3. What can you study in school?  
a. A breeze      b. A subject      c. A wage      d. An outrage
4. What controls how much you eat?  
a. Your appetite      b. Your subject      c. Your herald      d. An efficient mouth
5. If you are showing something, what are you doing?  
a. Assist      b. Displaying it      c. Slapped      d. Smashed

# Growing to be Great

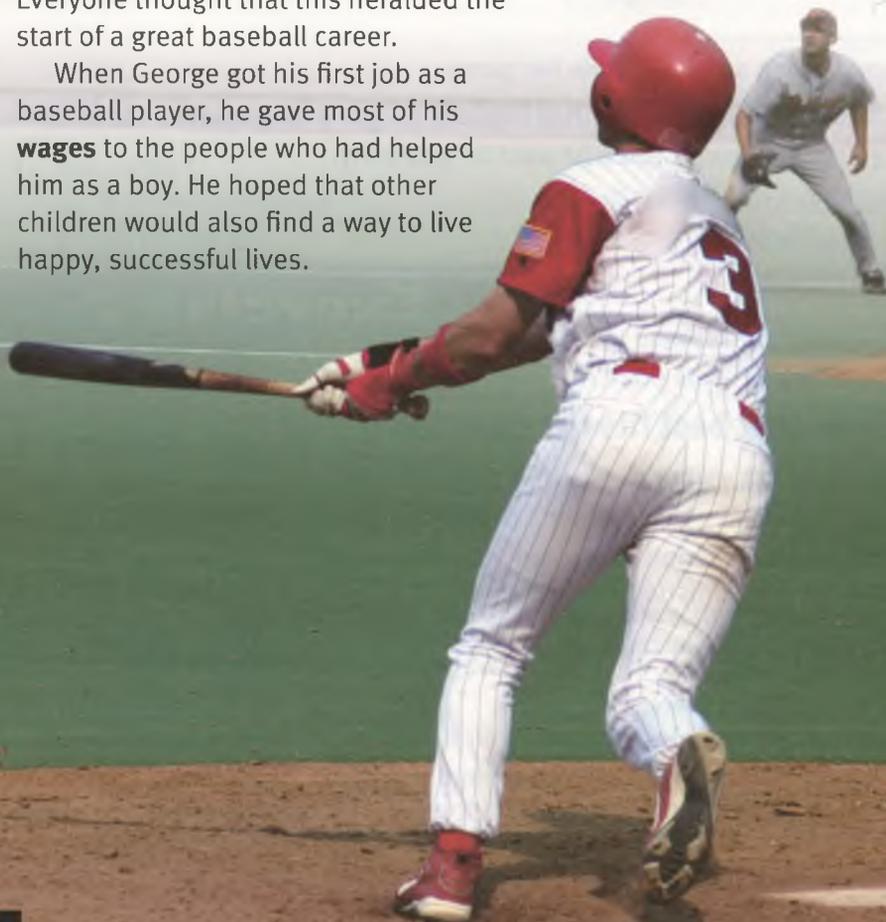
When George was just a boy, he didn't have any parents. The **rumor** was that they died in a car accident. Many bad things could have happened to George, but he was lucky. He was sent to live **alongside** other children without parents. There were kind people to **assist** George and help him go forward with his life. However, he was a **pessimistic** and mean little boy.

George was often **outraged**. He told mean rumors about the other kids. He **smashed** furniture and even **slapped** other boys. He **defied** anyone who tried to help him, and soon it was difficult for them to **forgive** him. But George did **display** a love for one thing. He loved to play baseball. **Whereas** he was lazy in school and liked neither the **subjects** **nor** the teachers, he was **lively** and happy when he played baseball.

One of George's teachers noticed his talent. He began to work with the boy. At first they only talked about baseball. The teacher watched George play. He was a very **efficient** hitter. He almost never missed the ball. The teacher thought that George looked **majestic** when he played. When George hit the ball, it flew through the **breeze** as if it would never come down. In time, they began to talk about other things. They talked about George's family and his dreams for the future. They developed a very good relationship.

As George got older, he began to grow. His **appetite** was huge. He ate and ate. He got stronger. Soon the other boys and even the teachers looked small and **feeble** next to him. Everyone thought that this heralded the start of a great baseball career.

When George got his first job as a baseball player, he gave most of his **wages** to the people who had helped him as a boy. He hoped that other children would also find a way to live happy, successful lives.



# Reading Comprehension

9

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

1. \_\_\_ George grew up alongside other children who didn't have parents.  
\_\_\_\_\_
2. \_\_\_ George looked majestic when he played baseball.  
\_\_\_\_\_
3. \_\_\_ George was a feeble boy with a small appetite.  
\_\_\_\_\_
4. \_\_\_ When George grew up, he gave some of his wages to the people who had assisted him.  
\_\_\_\_\_
5. \_\_\_ George was a lively student who liked many subjects.  
\_\_\_\_\_
6. \_\_\_ George smashed things and slapped other boys when he was outraged.  
\_\_\_\_\_

## PART B Answer the questions.

1. Why did one of George's teachers begin to work with him?
  - a. George displayed a talent for baseball.
  - b. No one wanted to talk to George.
  - c. George was a pessimistic student.
  - d. George didn't like the boys at school.
2. When was George lively and happy?
  - a. When he had lunch with other children
  - b. When he was playing baseball
  - c. When he was at school
  - d. When he got married
3. Why was George good at baseball?
  - a. He was very tall.
  - b. He could swim very well.
  - c. He was a very efficient hitter.
  - d. He usually defied his teachers.
4. What was the rumor about George's parents?
  - a. They were very sick.
  - b. They were not able to take care of him.
  - c. They went on a trip.
  - d. They died in a car accident.



- animate** [æˈnəmit] *adj.* **jonli**  
When something is **animate**, it has life.  
→ *Rocks and machines are not **animate** things.*



- classify** [klæsəfaɪ] *v.* **tasniflamoq**  
To **classify** things is to put them into groups based on their type.  
→ *The biologist **classified** the plant as a completely new species.*



- concede** [kənsiːd] *v.* **tan olmoq**  
To **concede** is to admit that something is true against your wish.  
→ *The student **conceded** that he had cheated on the test.*



- concept** [kɒnsept] *n.* **tushuncha**  
A **concept** is an idea about something.  
→ *I learned some **concepts** of molecules before working in the science lab.*



- construct** [kənstrʌkt] *v.* **qurmoq, barpo etmoq**  
To **construct** something means to make or build it.  
→ *The men used wood and metal to **construct** a house.*



- decade** [dekeɪd] *n.* **10 yillik**  
A **decade** is a period of ten years.  
→ *She celebrated her three **decades** of work with the company.*



- diagram** [daɪəgræm] *n.* **diagramma**  
A **diagram** is a simple drawing that explains what something is or how it works.  
→ *By following the **diagram**, I was able to put the desk together.*



- ferry** [fəri] *n.* **parom**  
A **ferry** is a boat that carries passengers over short distances.  
→ *The **ferry** took the people across the lake.*



- handy** [hændi] *adj.* **foydali**  
If something is **handy**, it is useful.  
→ *An eraser is **handy** if you make a lot of mistakes.*



- isolate** [aɪsələɪt] *v.* **ayirmoq, izolyatsiya qilmoq**  
To **isolate** is to separate one person or thing from a group.  
→ *The teacher **isolated** the bad child from the class before talking with her.*



- **longing** [lɒŋ(ɪ)ŋɪŋ] *n.* **kuchli xohish**  
A **longing** is a strong feeling of wanting.  
→ *Since he skipped breakfast, he had a **longing** for food all morning.*



- **numerous** [nju:mərəs] *adj.* **ko'plab, juda ko'p**  
If something is **numerous**, there are many of those things.  
→ *It was hard to drive fast since there were **numerous** holes in the road.*



- **particle** [pɑ:ti:kl] *n.* **zarra**  
A **particle** is a very small piece of something.  
→ *The bottles of wine were covered in a layer of dust **particles**.*



- **plea** [pli:] *n.* **ilitijo, o'tinch**  
A **plea** is a request that is urgent or emotional.  
→ *The poor, hungry man made a **plea** for food.*



- **refrain** [rɪfrɛɪn] *v.* **o'zini tiymoq**  
To **refrain** from something is to avoid doing it.  
→ *The doctor asked Mary to **refrain** from eating fast food as part of her diet.*



- **review** [rɪvju:] *n.* **tekshiruv**  
A **review** of something is a formal inspection of it by people in authority.  
→ *The government ordered a careful **review** of the economic situation.*



- **sophisticated** [səfɪstəkəɪtɪd] *adj.* **ilg'or fikrli, ko'pni ko'rgan**  
If someone is **sophisticated**, they know many things about the world.  
→ *Jake is one of the most **sophisticated** persons I've ever met.*



- **surrender** [sə'rendər] *v.* **topshirmoq, bermoq**  
To **surrender** something is to give it up.  
→ *The thief **surrendered** the money to the police when he was caught.*



- **upright** [ʌpraɪt] *adj.* **tik, tikka**  
If something is **upright**, it is standing up straight.  
→ *Meerkats can't walk like humans, but they can stand **upright**.*



- **worthwhile** [wɜ:reɪhwāɪl] *adj.* **foydali, arzirli**  
If something is **worthwhile**, it is important or useful.  
→ *On his visit to Canada, he realized studying English was **worthwhile**.*

# Exercise 1

## PART A Choose the right word for the given definition.

- a formal inspection
  - review
  - diagram
  - plea
  - longing
- to accept the truth
  - isolate
  - classify
  - construct
  - concede
- an idea about how something is
  - decade
  - ferry
  - concept
  - particle
- knowing a lot about the world
  - upright
  - sophisticated
  - handy
  - surrender
- important
  - refrain
  - numerous
  - worthwhile
  - animate

## PART B Choose the right definition for the given word.

- particle
  - a small piece of something
  - a drawing
  - a formal inspection
  - a strong feeling of want
- decade
  - an idea about something
  - a period of ten years
  - a type of boat
  - a thing that has life
- upright
  - important
  - to not do something
  - standing straight
  - a request
- isolate
  - to separate
  - to group together by type
  - to give up
  - to accept the truth
- handy
  - to make something
  - common
  - plentiful
  - useful

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

1. animate / particle

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

2. handy / numerous

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

3. classify / upright

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

4. longing / plea

After sitting in the cell for just one hour, the prisoner felt a \_\_\_\_\_ to be free. He made a \_\_\_\_\_ to the officers to release him immediately.

5. sophisticated / worthwhile

Learning how to speak another language is a \_\_\_\_\_ skill to have in the world of international business. It also can make one into a more \_\_\_\_\_ person.

6. review / concept

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

7. diagram / isolate

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

8. constructed / decades

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

9. concede / ferry

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

10. refrain / surrender

In maintaining good health, it is important to \_\_\_\_\_ from eating unhealthy foods. But that doesn't mean you must \_\_\_\_\_ all of the foods that you enjoy.

# Anton's Great Discovery

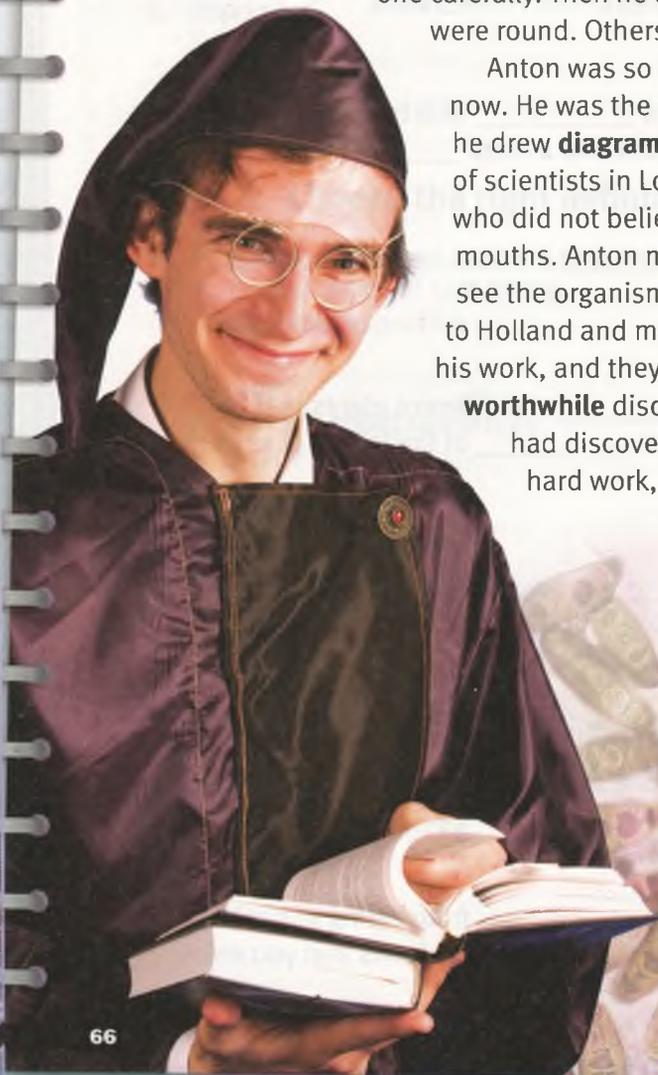
Anton Van Leeuwenhoek was a Dutch cloth merchant. His life began to change after he got his first microscope in 1653. It was a very simple microscope. It had a lens in an **upright** stand. It could make small things look large. It was **handy** for looking closely at cloth.

Soon, Anton felt a **longing** to build a more powerful microscope. He dreamed of using it to make an important scientific discovery. He wanted to become famous. Three **decades** later, he did.

For many years, Anton experimented with microscopes and lenses. Eventually he **constructed** a very powerful microscope. If he had sold the **concept** to others, it would have made him very rich. However, Anton **refrained** from **surrendering** his secret to anyone. Instead, he wanted to use it to become famous. So he used his secret microscope to study the natural world.

One day he was looking at saliva from his mouth with the microscope. In the saliva, he saw **numerous** tiny **particles**. Some of them were moving! He thought that the particles were tiny organisms. So he **isolated** them from each other and studied each one carefully. Then he **classified** them into different categories. Some were round. Others were long and had tails. All were alive.

Anton was so excited. He knew he could become famous now. He was the first person to see these tiny organisms. So he drew **diagrams** of the organisms and sent them to a group of scientists in London. The scientists were **sophisticated** men who did not believe tiny, **animate** organisms could live in our mouths. Anton made a **plea** for them to come to Holland to see the organisms with their own eyes. The men took a **ferry** to Holland and met Anton. They performed a careful **review** of his work, and they **conceded** that he had made a **worthwhile** discovery. Anton Van Leeuwenhoek had discovered bacteria. After decades of hard work, he had become famous.



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

1. \_\_\_ Anton's first microscope had an upright stand.

---

2. \_\_\_ Anton had a longing to become rich.

---

3. \_\_\_ The tiny particles Anton saw were bacteria.

---

4. \_\_\_ Anton classified the particles into different categories.

---

5. \_\_\_ The sophisticated scientists drew diagrams of the bacteria.

---

6. \_\_\_ Anton took a ferry to Holland.

---

**PART B** Answer the questions.

1. Which is true about Anton's discovery?

- a. It isolated him from his work.
- b. It was not worthwhile.
- c. It was handy for his business.
- d. It took him three decades to make it.

2. Why was Anton's first microscope handy?

- a. It made him rich.
- b. It helped him look at cloth.
- c. It was easy to construct.
- d. It made him famous.

3. What was Anton's plea to the scientists?

- a. To buy his microscope
- b. To send him animate organisms
- c. To invite him to London
- d. To see the particles with their own eyes

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

- a. He didn't want to surrender his secret.
- b. Scientists needed to review it first.
- c. He was already rich.
- d. It wasn't perfected yet.



- **alliance** [ə'li:əns] *n.* **ittifoq**  
An **alliance** is a group of people who work together.  
→ *The junior executives formed an **alliance** with each other.*



- **applause** [ə'plɔ:z] *n.* **olqish, qarsak**  
**Applause** is the noise made when people clap hands to show approval.  
→ *At the end of his speech, everyone gave **applause**.*



- **armed** [ɑ:rd] *adj.* **qurollangan**  
If you are **armed**, you are carrying a weapon.  
→ *The robber was **armed** with a gun.*



- **authoritative** [əə'ɔ:ritetiv] *adj.* **ishonarli, ichonchli**  
If something is **authoritative**, it uses the best information available.  
→ *This book is an **authoritative** source on Ancient Egypt's Queen Nefertiti.*



- **ceremony** [sérə'məʊni] *n.* **tantana, marosim**  
A **ceremony** is an event that happens on special occasions.  
→ *Tom and Amy's marriage **ceremony** is in June.*



- **culture** [kʌltʃər] *n.* **ma'daniyat**  
**Culture** is the music, art, and writings of a certain place or group of people.  
→ *Ancient Mexican **culture** is renowned for its architecture.*



- **defense** [difəns] *n.* **mudofaa, himoya**  
A **defense** is something that is done to protect another thing.  
→ *The air force works in **defense** of its country.*



- **detail** [di:'teil] *n.* **tafsilot**  
A **detail** is a small piece of information.  
→ *Jane told Ben all the **details** of her trip to China.*



- **diverse** [divə:rs] *adj.* **har-xil, turli-tuman**  
When a group of things is **diverse**, it is made up of a wide variety of things.  
→ *Big cities have **diverse** populations with people of different races and ages.*



- **enchant** [intʃænt] *v.* **maftun qilmoq, shaydo qilmoq**  
To **enchant** someone is to make them feel very interested or happy.  
→ *The beautiful woman **enchanted** everybody in the room.*



- equip** [ikwɪp] v. **ta'minlamoq**  
To **equip** someone is to give them the things needed to do something.  
→ *Steve was **equipped** with the tools needed to do the job.*



- exception** [iksɛpʃən] n. **istisno**  
An **exception** is someone or something not conforming to a rule.  
→ *Most students thought the test was hard, but Tim was the **exception**.*



- genre** [ʒɑ:nrə] n. **janr**  
A **genre** is a type of literature, art, or music characterized by its style.  
→ *She is considered a master in the comedy **genre**.*



- impact** [ɪmpækt] n. **ta'sir**  
An **impact** is the effect someone or something has on another.  
→ *My grandmother had a great **impact** on my life.*



- lure** [luə] v. **qiziqtirmoq**  
To **lure** someone is to convince them to do something, by using a trick.  
→ *The store **lures** people in with big signs that say "Sale!"*



- obstacle** [ɒbstəkəl] n. **to'siq, g'ov**  
An **obstacle** is an object or a problem that stops you from doing something.  
→ *Climbing over the giant rock was the biggest **obstacle** for the hikers.*



- shelter** [ʃɛltə:r] n. **pana joy**  
A **shelter** is a place to go that is safe from danger or bad weather.  
→ *The frog took **shelter** from the storm in a nearby cave.*



- sort** [sɔ:t] v. **saralamoq**  
To **sort** means to separate things into different groups or classes.  
→ *He **sorted** his clothes by colors and sizes.*



- supply** [səpláɪ] v. **ta'minlamoq**  
To **supply** something means to give people what they need or want.  
→ *The water heater **supplied** the house with warm water.*



- vain** [veɪn] adj. **kekkeygan, shuhratparast**  
If people are **vain**, they are only concerned with how they look.  
→ *Rebecca is so **vain** that she looks at herself in every mirror.*

## Exercise 1

Choose the right word for the given definition.

- to provide the things that someone needs to do something  
a. sort                      b. enchant                      c. equip                      d. lure
- a safe place  
a. genre                      b. shelter                      c. defense                      d. culture
- holding a weapon  
a. authoritative                      b. vain                      c. diverse                      d. armed
- pieces of information  
a. details                      b. impacts                      c. applause                      d. supplies
- a group working together  
a. ceremony                      b. alliance                      c. exception                      d. obstacle

## Exercise 2

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

- Please put into different groups all the leaves you find.  
\_\_\_\_\_
- Everybody was very interested when Kate read that beautiful poem out loud.  
\_\_\_\_\_
- The performer heard great sounds of people clapping their hands.  
\_\_\_\_\_
- Tim takes a long time to get ready because he is so concerned with how he looks.  
\_\_\_\_\_
- Ocean life is made up of a wide variety of things.  
\_\_\_\_\_
- What is your favorite kind or style of music?  
\_\_\_\_\_
- The special event will start at 8 o'clock tonight.  
\_\_\_\_\_
- The city's only action taken to protect itself was to build a giant brick wall around it.  
\_\_\_\_\_
- Ben went through many problems before he finished his project.  
\_\_\_\_\_
- Most girls like to play with dolls, but Samantha is the one who doesn't conform.  
\_\_\_\_\_

## PART A Match the phrases to make complete sentences.

1. I'm going to try to lure my friends \_\_\_\_\_.
2. Sort the pieces \_\_\_\_\_.
3. The biggest **obstacle** Mary faced \_\_\_\_\_.
4. The **genre** of abstract art \_\_\_\_\_.
5. The awards **ceremony** is \_\_\_\_\_.
6. Mexican **culture** is \_\_\_\_\_.
7. The best **defense** against skin cancer \_\_\_\_\_.
8. The students were **equipped** \_\_\_\_\_.
9. An **armed** man ran into \_\_\_\_\_.
10. The **vain** woman could \_\_\_\_\_.

- |   |  |
|---|--|
| a. was popularized by artists like Picasso and Dali | c. with pencils, scissors, and a lot of glue |
| b. is to wear a lot of sunscreen                    | e. into coming to the museum with me         |
| d. known for its interesting folk art               | g. talk about herself for hours and hours    |
| f. tonight at the Royal Crown Hotel                 | i. was not being able to read very well      |
| h. into three equal groups                          |  |
| j. the jewelry store and stole diamonds             |  |

## PART B Match the clauses to make complete sentences.

1. It started raining really hard, \_\_\_\_\_.
2. He saw that the children were cold, \_\_\_\_\_.
3. Police officers work very hard, \_\_\_\_\_.
4. Everyone always trusts Seth \_\_\_\_\_.
5. Mother Teresa was a very well-known person, \_\_\_\_\_.
6. He only likes one type of music, \_\_\_\_\_.
7. James tried to write the report last night, \_\_\_\_\_.
8. I don't really like Jennifer, \_\_\_\_\_.
9. Bob and Eric both want to beat James at the game, \_\_\_\_\_.
10. The performer did a great job, \_\_\_\_\_.

- |  |   |
|--|---|
| a. and officer Jones is no <b>exception</b>                  | b. and her work <b>impacted</b> many lives  |
| c. but everyone else is <b>enchanted</b> by her              | d. but I like a <b>diverse</b> selection    |
| e. so we ran inside for <b>shelter</b>                       | f. so they will form an <b>alliance</b>     |
| g. and the crowd gave him great <b>applause</b>              | h. so he <b>supplied</b> them with blankets |
| i. but it had so many <b>details</b> that he couldn't finish |   |
| j. because he sounds <b>authoritative</b> when he speaks     |   |

# How a Singer Helped Win the War

Sometimes famous people are **vain**. They only care about themselves. But Josephine Baker was an **exception**. In the 1930s and 1940s, Baker was one of the most famous women in France. She was a big part of the new jazz **genre** and **culture** and had a **diverse** group of fans. The French people especially loved her. And she loved France. So when World War II started, she wanted to help the nation that had given her so much.

In 1940, **armed** German troops entered Paris. When this happened, some French people formed a secret **alliance**. It was called the *French Resistance*. The group worked for the **defense** of France. It helped the European and American armies fight the Germans.

Baker was an important member of the Resistance. She had three jobs. The first was to carry messages to and from other members. The messages were written in code on her sheets of music. The second was to provide **shelter** and **supply** goods to Resistance members. It would have been dangerous if the Germans found them.

Baker's third job was the most important. Baker held concerts for European politicians and army members. She **lured** them in, promising an entertaining show. She **enchanted** them with her singing and dancing and got lots of **applause**.

But Baker was always **equipped** with a small notebook at these concerts. She listened for **details** about the war and wrote them down. Baker **sorted** the details and gave **authoritative** reports to the Resistance.

Some thought Baker's fame would be an **obstacle**. The Germans knew who she was, but they didn't think she was smart enough to work for the Resistance. So she could get information from the Germans easily. This helped the Resistance and the French army save lives and win the war.

Baker had a big **impact** on the Resistance's work. She got many awards for her help. When she died, the army had a special **ceremony** to thank her again for her bravery.



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

1. \_\_\_ Baker's first job was to carry messages written in code to and from European politicians.  
\_\_\_\_\_
2. \_\_\_ Baker provided shelter for Resistance members and supplied them with goods.  
\_\_\_\_\_
3. \_\_\_ Baker was always equipped with a small notebook during her concerts.  
\_\_\_\_\_
4. \_\_\_ In 1940, armed German troops entered Europe.  
\_\_\_\_\_
5. \_\_\_ Baker enchanted politicians and army members with her singing and dancing.  
\_\_\_\_\_
6. \_\_\_ Baker sorted details about the war and gave authoritative reports.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Which genre of music was Josephine Baker famous for?
  - a. She was famous for jazz music.
  - b. She was famous for blues music.
  - c. She was famous for rock music.
  - d. She was famous for country music.
2. What happened when the Germans entered Paris?
  - a. Armed soldiers fought them.
  - b. Baker lured them back to Germany.
  - c. The French formed a secret alliance.
  - d. They sent messages in code.
3. What was Baker's most important job?
  - a. To provide shelter
  - b. To give authoritative reports
  - c. To write messages in code
  - d. To have a diverse group of fans
4. What happened when Baker died?
  - a. The army had a special ceremony.
  - b. Baker had an impact on France.
  - c. Her fame became an obstacle.
  - d. The Resistance found her secret codes.



**alternative** [ɔ:l'tɛ:rnətɪv] *n.* **muqobil**

An **alternative** is something that you can choose instead of your first choice.  
→ Her first plan to make extra money seemed weak, so she chose an **alternative**.



**avenue** [ævənju:] *n.* **shoh ko'cha**

An **avenue** is a road, often a large one with buildings on each side.  
→ Drive down this **avenue** and then turn left to go to the park.



**belly** [bɛli] *n.* **qorin**

The **belly** is the stomach of a person or animal.  
→ His **belly** was full because he ate a lot of food.



**bid** [bɪd] *n.* **sa'y-harakat**

A **bid** to do something is an attempt to do it.  
→ He made a **bid** to become the university's next president.



**blow** [blou] *v.* **esmoq**

To **blow** means to move air or move something through the air, as in the wind.  
→ The wind is **blowing** very hard today. We should stay inside.



**conflict** [kɒnflɪkt] *n.* **nizo, mojaro, konflikt**

A **conflict** is a fight between different people or groups.  
→ The two nations had a **conflict** over which one could use the water in the river.



**continent** [kɒntənənt] *n.* **materik**

A **continent** is one of the seven large areas of land on the Earth.  
→ Asia is the largest **continent**.



**current** [kə:rənt] *n.* **oqim**

A **current** is a steady and constant flow of air or water in a river or ocean.  
→ The ocean **currents** took the ship far off into the sea.



**disrespect** [dɪsɪspɛkt] *n.* **hur matsizlik**

**Disrespect** is rudeness or a behavior that shows a lack of respect.  
→ He showed **disrespect** by arguing with his boss during a meeting.



**enthusiasm** [enəʊ:ziæzəm] *n.* **ishtiyoq**

**Enthusiasm** is a very strong good feeling about something.  
→ The crowd showed their **enthusiasm** for the soccer team by cheering loudly.

- 
- harsh** [hɑ:ʃ] *adj.* **yoqimsiz**  
 When something is **harsh**, it is very unpleasant.  
 → *The desert can be a very **harsh** environment.*
- lean** [li:n] *v.* **suyanmoq, tiranmoq**  
 To **lean** is to bend the body in a particular direction.  
 → *The woman **leaned** against the counter because she was tired.*
- meantime** [mi:ntaim] *n.* **shu orada**  
 The **meantime** is the time between two events.  
 → *Ted began setting the table. In the **meantime**, I began preparing the food.*
- mischief** [mɪstʃɪf] *n.* **sho'xlik, to'polon**  
**Mischief** is behavior that is meant to trick or cause trouble for people.  
 → *Ben was up to **mischief** when he persuaded Ken to paint his face.*
- muscle** [mʌsəl] *n.* **muskul**  
**Muscle** is a mass of tissue attached to bone that helps you move.  
 → *She went to the gym in order to make her **muscles** stronger.*
- rescue** [rɛskju:] *v.* **qutqarmoq**  
 To **rescue** someone means to remove them from danger.  
 → *The firefighter **rescued** the man from the burning building.*
- succession** [səksɛʃən] *n.* **ketma-ketlik**  
 A **succession** is a number of things that follow one after the other.  
 → *The student said the letters of the alphabet in **succession**.*
- terrain** [təreɪn] *n.* **relyef**  
 The **terrain** is the land and all of its physical features or parts.  
 → *The **terrain** below was rocky and full of hills.*
- timid** [tɪmɪd] *adj.* **qo'rqqoq**  
 If someone is **timid**, they are afraid, shy, or nervous.  
 → *The **timid** child hides behind her mother whenever she sees a stranger.*
- violence** [vaɪələns] *n.* **zo'ravonlik**  
**Violence** is forceful action that is meant to injure or kill people.  
 → *The boy hit his brother in an act of **violence**.*

## Exercise 1

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

1. muscle / violence

It was bad that the man had a lot of \_\_\_\_\_ because he used it to cause \_\_\_\_\_.

2. belly / bid

He had a \_\_\_\_\_ to win the race, but he had to quit when he got a bad pain in his \_\_\_\_\_.

3. disrespect / timid

The boy was always \_\_\_\_\_ because his classmates were mean and treated him with \_\_\_\_\_.

4. continent / enthusiasm

The boy had a lot of \_\_\_\_\_ before his trip to Europe. He had never been to a different \_\_\_\_\_ before.

5. lean / meantime

The movie will start soon. In the \_\_\_\_\_, help me to \_\_\_\_\_ these heavy boards against the wall.

6. alternative / avenue

The \_\_\_\_\_ that the man wanted to drive on was blocked, so he found an \_\_\_\_\_ route.

7. conflict / rescue

The police officer had to \_\_\_\_\_ the woman from a bad \_\_\_\_\_ she had with another woman.

8. harsh / terrain

The girl walked along the rough beach. The rocky \_\_\_\_\_ was \_\_\_\_\_ on her feet.

9. mischief / succession

The boys were up to their usual \_\_\_\_\_ and were throwing balls of paper at each other in \_\_\_\_\_.

10. current / blow

I turned on the fan so that it would \_\_\_\_\_ air on me. The \_\_\_\_\_ of cool air felt wonderful.

## Exercise 2

12

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

1. Australia is an island that is also the smallest large area of land on the planet.  
\_\_\_\_\_
2. The land's feature was quite hilly.  
\_\_\_\_\_
3. The pitcher threw the balls to home plate in a series, one after another.  
\_\_\_\_\_
4. The student left for school early. She had to walk down an extended road to get there.  
\_\_\_\_\_
5. Brian was tired. He needed to bend over and rest on the side of his car.  
\_\_\_\_\_
6. The student decided that the answer was A and not the other choice, B.  
\_\_\_\_\_
7. The river's fast steady movement of water made it difficult to swim to the other side.  
\_\_\_\_\_
8. He talked about US history, and the pupils wrote notes in the time during the event.  
\_\_\_\_\_
9. The dog continued barking. The loud noise was painful and rough to her ears.  
\_\_\_\_\_
10. The boys used forceful action to get what they wanted.  
\_\_\_\_\_

## Exercise 3

Choose the answer that best fits the question.

1. Which word best describes a student who is very happy and excited?  
a. Enthusiasm    b. Violence    c. Current    d. Alternative
2. Which of the following describes a scared person best?  
a. Timid    b. Disrespect    c. Muscle    d. Succession
3. What is something that can be soft and round?  
a. Something in the meantime    b. An avenue  
c. A person's belly    d. A continent
4. Which word best describes behavior meant to trick or cause trouble?  
a. Mischief    b. Conflict    c. Terrain    d. Harsh
5. Which of the following best describes the action of the wind?  
a. It bids.    b. It rescues.    c. It blows.    d. It leans.

# The Sun and the North Wind

The Sun and the North Wind were talking to each other in the sky. The North Wind was saying that he was better than everyone else. The Sun listened as the North Wind talked with **enthusiasm** about how powerful he was and how he could push something from one **continent** to another with one breath. He said, "I am the strongest thing in the sky."

"Really?" asked the Sun. "How do you know that you are more powerful than the stars, or the rain, or even me?"

The North Wind laughed with **disrespect**. He yelled, "You? That's a joke!"

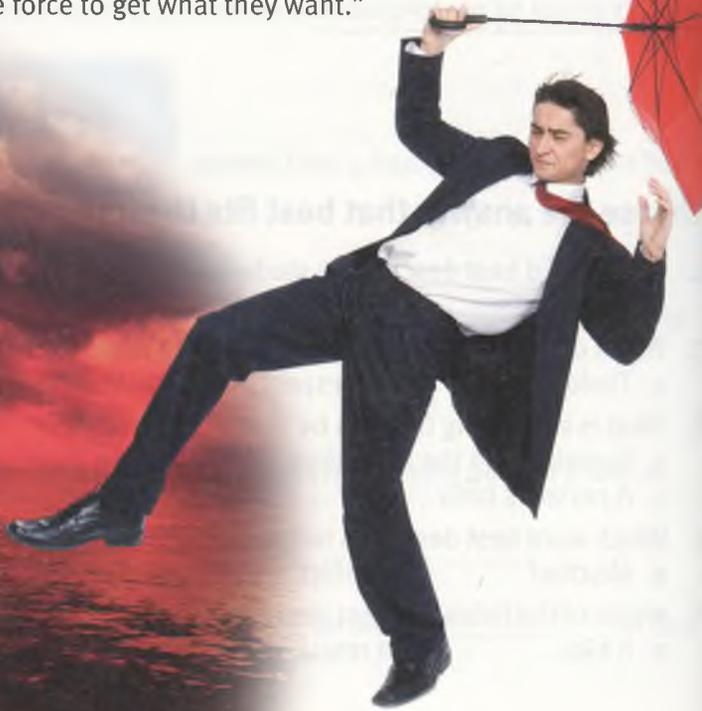
This hurt the Sun. He was usually **timid** and did not want to cause **conflict**. Today he decided that he should teach the North Wind a lesson.

In the **meantime**, a man began walking along the **avenue** down on Earth. When the Sun looked down on the **terrain** below, he saw the man. He pointed down to the Earth and said, "Do you see that man walking below? I bet I can get his jacket off of him. Can you?"

"Of course!" the North Wind replied as he took a deep breath and filled his lungs with air. He used all of his **muscles** in his face and **belly** to **blow** winds at his target in **succession**.

The **harsh** air **currents** made the man cold. The man pulled his jacket more tightly around him. It did not come off. The Sun decided to **rescue** the man from the **mischief** of the North Wind. He said, "May I try?" Then he sent down sunlight that made the man warm. The man **leaned** against a tree. He took off his jacket and enjoyed the nice weather.

"You are very powerful," the Sun said to the North Wind, "but you use **violence** in your **bid** to appear strong. You should think of an **alternative**. The strongest people don't use force to get what they want."



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

1. \_\_\_ The North Wind thought that he was stronger than everyone else.  
\_\_\_\_\_
2. \_\_\_ The North Wind blew the jacket off of the man.  
\_\_\_\_\_
3. \_\_\_ The North Wind treated the Sun with disrespect.  
\_\_\_\_\_
4. \_\_\_ The Sun was the target for the North Wind.  
\_\_\_\_\_
5. \_\_\_ The Sun was timid and did not teach the North Wind a lesson.  
\_\_\_\_\_
6. \_\_\_ The North Wind used violence in his bid to be powerful.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Why was the North Wind so full of enthusiasm?
  - a. He thought he was all-powerful.
  - b. He was very rich.
  - c. He was the people's favorite.
  - d. He was going on a date.
2. Why did the North Wind fill his lungs with air?
  - a. To avoid conflict
  - b. To find an alternative to violence
  - c. To help his muscles
  - d. To blow air at his target
3. How was the North Wind causing mischief?
  - a. By hurting the Sun
  - b. By leaning on a tree
  - c. By blowing harsh wind at the man
  - d. By walking along the terrain
4. What happened in the meantime while the Sun and the North Wind were talking?
  - a. The man started to laugh.
  - b. The man felt the cold air currents.
  - c. The man took off his jacket.
  - d. The man began walking along the avenue.

## Word List



- **affect** [əfekt] v. **ta'sir qilmoq**  
To **affect** someone or something is to have an influence over them.  
→ *The student's poor attitude **affected** the other students in the class.*



- **autograph** [ˈɔ:təgræf] n. **imzo**  
An **autograph** is the written name of a famous person.  
→ *Everybody wanted the movie star's **autograph**.*



- **bead** [bi:d] n. **tomchi**  
A **bead** is a drop of liquid.  
→ ***Beads** of water collected outside the glass.*



- **brew** [bru:] v. **choy/kofe damlamoq**  
To **brew** coffee or tea means to pour hot water over it.  
→ *Please **brew** a fresh pot of coffee.*



- **charm** [tʃɑ:rm] v. **maftun qilmoq**  
To **charm** someone is to please them with your personality.  
→ *Gail **charmed** everyone with her humorous stories.*



- **destiny** [déstəni] n. **taqdir, qismat**  
A **destiny** is all the things that happen or will happen to a person in their life.  
→ *It was his **destiny** to become a great singer.*



- **horn** [hɔ:rn] n. **signal**  
A **horn** is a device that makes a loud noise.  
→ *The boy **honked** his **horn** while he rode his bicycle past the house.*



- **irritable** [ɪrətəbəl] adj. **jizzaki, jahli tez**  
When someone is **irritable**, they become annoyed or angry very easily.  
→ *She is **irritable** when she doesn't get enough sleep.*



- **lag** [læg] v. **orqada qolmoq**  
To **lag** behind is to move slowly behind other moving objects.  
→ *The girl on rollerblades **lagged** behind the little girl on the bicycle.*



- **maximize** [mæksəməɪz] v. **maksimallashtirmoq**  
To **maximize** something means to make it the biggest in size or amount.  
→ *Businesses try to **maximize** their profits.*

-  **nightmare** [náitméə:r] *n.* **yomon tush, bosinqirash**  
A nightmare is a bad or scary dream.  
→ *The girl was scared to go back to sleep because she had a **nightmare**.*
-  **nutritious** [njutrifəs] *adj.* **oziq bo'ladiga**  
When something is **nutritious**, it helps the body stay healthy.  
→ *Mangoes are one of the most **nutritious** fruits in the world.*
-  **protein** [próuti:n] *n.* **oqsil**  
**Protein** is a substance that is necessary for the body to grow and be strong.  
→ *Fish and beef are good sources of **protein**.*
-  **signature** [signetʃə:r] *n.* **imzo**  
A **signature** is your name that you have written in your own way.  
→ *I put my **signature** at the end of the letter.*
-  **stuff** [stʌf] *n.* **narsa, buyum**  
**Stuff** is a word used to refer to things without mentioning the things by name.  
→ *We gave a lot of **stuff** to the charity.*
-  **subconscious** [sʌbkʌnʃəs] *adj.* **beixtiyor**  
When something is **subconscious**, it is done without thinking about it.  
→ *Breathing is one of the **subconscious** things that the body does.*
-  **van** [væn] *n.* **furgon**  
A **van** is a vehicle that is used for carrying things but is smaller than a truck.  
→ *The delivery company uses large **vans** to deliver packages.*
-  **warn** [wɔ:m] *v.* **ogohlantirmoq**  
To **warn** someone is to make them know of possible danger in the future.  
→ *The lifeguard **warned** people to stay away from the rough ocean.*
-  **workout** [wɔ:rkáut] *n.* **jismoniy mashq**  
A **workout** is an exercise routine that helps improve health.  
→ *She doesn't do her **workout** on the weekends.*
-  **zoom** [zu:m] *v.* **tez harakatlanmoq**  
To **zoom** is to move quickly.  
→ *The cars **zoomed** along the road.*

## Exercise 1

Choose the right definition for the given word.

- irritable  
a. to please                      b. to get angry easily      c. having a routine      d. healthy
- zoom  
a. to move quickly      b. dangerous                      c. healthy                      d. to attract
- subconscious  
a. not aware                      b. handwritten                      c. bad dream                      d. pleasing
- charm  
a. to please                      b. to make a noise                      c. to exercise                      d. to influence
- brew  
a. to make coffee                      b. to move slowly                      c. to have a routine                      d. to attract

## Exercise 2

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

- Mary asked for the singer's handwritten name.  
\_\_\_\_\_
- He isn't allowed to watch scary movies because they give him bad dreams.  
\_\_\_\_\_
- Push everything to one side to make the most of the space of the gymnasium.  
\_\_\_\_\_
- He borrowed a truck-like vehicle to help him move some of his furniture.  
\_\_\_\_\_
- Ellen wanted to get to the gym and try a new exercise routine.  
\_\_\_\_\_
- Harriet doesn't like talking to Jesse when he's easily annoyed.  
\_\_\_\_\_
- The cars honked their devices for making noises while they waited in traffic.  
\_\_\_\_\_
- If you don't start trying harder, you will move slowly far behind the rest of us.  
\_\_\_\_\_
- The sign makes aware of bears in the area.  
\_\_\_\_\_
- Mother cooks me a healthy breakfast every morning.  
\_\_\_\_\_

**Choose the answer that best fits the question.**

1. This is a good source of protein?
  - a. Vegetables
  - b. Tea
  - c. Beef
  - d. Sugar
2. Stuff can be best described as what?
  - a. Sports equipment
  - b. A collection of unnamed things
  - c. A computer
  - d. Socks and shoes
3. What is the most nutritious snack below?
  - a. An apple
  - b. French fries
  - c. A candy bar
  - d. Ice cream
4. What is something you might put your signature on?
  - a. A business letter
  - b. A birthday cake
  - c. Your hand
  - d. The water
5. If you lag behind your friends, you \_\_\_\_\_.
  - a. are slower than them
  - b. are heavier than them
  - c. wait for them
  - d. don't care about them
6. What are things that happen and will happen in a person's life?
  - a. Their workout
  - b. Their destiny
  - c. Their stuff
  - d. Their autograph
7. Which of the following is similar to a small truck?
  - a. A van
  - b. A horn
  - c. A charm
  - d. A lag
8. What is a small drop of water called?
  - a. Bead
  - b. Signature
  - c. Protein
  - d. Nutritious
9. What does it mean to have influence over something?
  - a. To charm
  - b. To maximize
  - c. To brew
  - d. To affect
10. What are fire alarms meant to do?
  - a. Make people irritable
  - b. Give children nightmares
  - c. Warn people
  - d. Zoom past people

# The Big Race

Alex woke up scared because of a **nightmare**. In it, he was running a race. Just before he reached the finish line, he fell. Alex thought that it was a **subconscious** way that his brain was trying to **warn** him about something. He was going to run in a race that day. Did the dream mean he was going to lose? He became **irritable**.

“Good morning,” said Alex’s mother. “I **brewed** some coffee and made you a special breakfast.” Alex didn’t want it. It had too much sugar. He needed something **nutritious**. So he prepared a meal that contained a lot of **protein** to **maximize** his energy for the race. Then his father asked, “Do you want help packing your **stuff**?” “No,” replied Alex. He wanted to make sure that he had all of his equipment for the race.

Alex’s family got in their **van** and drove to the track. When they arrived, a boy ran toward Alex. “Can I have your **autograph**?” asked the boy. Alex had many fans. He usually **charmed** everybody he spoke to. However, today Alex refused to give the boy his **signature**. He needed to think about his race.

He took his jump rope from his **bag** and started his usual **workout**. Maybe exercising would help him forget about the nightmare. “The race is about to start,” said the coach. **Beads** of sweat formed out of Alex’s sweat glands. All he could think about was his terrible dream. He thought it might be his **destiny** to become a loser. While he was thinking, he didn’t hear the **horn** that meant the race had started.

The runners **zoomed** toward the finish line. By the time Alex started, he **lagged** far behind everyone. He couldn’t run fast enough to catch up to the others. He had lost the race! He shouldn’t have let the nightmare **affect** him. He should have stayed focused on the race.



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

1. \_\_\_ Alex had a nightmare that he forgot his stuff at home.

---

2. \_\_\_ The dream made Alex irritable on the day of the race.

---

3. \_\_\_ Alex wanted to eat something with a lot of sugar for breakfast.

---

4. \_\_\_ Alex did a workout with his jump rope to help him feel less nervous.

---

5. \_\_\_ Beads of sweat formed out of Alex's sweat glands.

---

6. \_\_\_ Alex lagged behind while the other runners zoomed past him.

---

**PART B** Answer the questions.

1. What did Alex think his destiny might be?

- a. To become irritable
- b. To become a loser
- c. To maximize energy
- d. To have nightmares

2. What did Alex's father offer to help him do?

- a. Clean the beads of sweat
- b. Charm the fans for him
- c. Pack his stuff
- d. Brew some coffee

3. What did the boy at the track ask Alex for?

- a. His protein
- b. His autograph
- c. His prize
- d. His bag

4. What was Alex so affected by that he lost the race?

- a. His nightmare
- b. His nutritious meal
- c. The horn
- d. His signature



- brick** [brik] *n.* **g'isht**  
A **brick** is a block of hard clay that is used for building things, such as walls.  
→ *There were several **bricks** scattered on the ground.*



- crumble** [kr'ʌmbɪ] *v.* **maydalamoq, parchalanmoq**  
To **crumble** means to break or fall apart into small pieces.  
→ *The old house's walls **crumbled** into a pile of rock and wood.*



- dough** [dou] *n.* **xamir**  
Dough is a mixture of flour and water that becomes bread when baked.  
→ *I made heart-shaped cookies from the **dough**.*



- express** [iksprɛs] *v.* **izhor qilmoq**  
To **express** a feeling or idea means to show others how one thinks or feels.  
→ *The nurse **expressed** her sympathy for the sick patient.*



- fist** [fɪst] *n.* **musht**  
A **fist** is a hand with fingers bent in toward the palm.  
→ *The bully made a **fist** and threatened to hit the small boy.*



- flexible** [flɛksəbəl] *adj.* **egiluvchan**  
If something is **flexible**, then it can bend easily without breaking.  
→ *The tree branch was so **flexible** it could be bent into a circle and not break.*



- flush** [flʌʃ] *v.* **qizarmoq**  
To **flush** means the face becomes red due to heat, illness, or emotion.  
→ *After the long race, the runner's face was **flushed**.*



- injure** [ɪndʒər] *v.* **jarohatlamoq**  
To **injure** someone means to damage a part of their body.  
→ *The car crash **injured** two people.*



- lump** [lʌmp] *n.* **guvala**  
A **lump** is a small piece of something that is solid.  
→ *The artist took a **lump** of clay and turned it into a beautiful pot.*



- mixture** [mɪkstʃə:r] *n.* **aralashma, qorishma**  
A **mixture** is something that is made by mixing other things together.  
→ *The walls were built using a **mixture** of water, rock, and dirt.*



**reconcile** [rɛkənsaɪl] v. **yarashmoq**

To **reconcile** means to return to a friendly relationship.

→ *After arguing, the two friends were **reconciled** with each other.*



**ruin** [ruːɪn] v. **buzmoq, rasvo qilmoq**

To **ruin** something means to harm or damage it greatly.

→ *Our walk in the park was **ruined** by the sudden rain.*



**shatter** [ʃæteɪr] v. **chilparchin qilmoq**

To **shatter** something means to break it suddenly into many tiny pieces.

→ *When the ball hit the window, the glass **shattered**.*



**shutter** [ʃʌteɪr] n. **deraza eshigi**

**Shutters** are wooden or metal covers in front of a window.

→ *Mr. Smith closed the **shutters** every night to make his bedroom dark.*



**sift** [sɪft] v. **elamoq**

To **sift** something means to remove all the large pieces.

→ *The baker **sifted** the flour into a large bowl.*



**slight** [slaɪt] adj. **kichik, arzimas**

If something is **slight**, then it is small or minor.

→ *There was only a **slight** change in the little boy's height.*



**sparkle** [spɑːrkəl] v. **porlamoq**

To **sparkle** means to shine brightly with quick flashes of light.

→ *The stars **sparkled** in the winter night's sky.*



**sprinkle** [sprɪŋkəl] v. **maydalab sepmoq**

To **sprinkle** means to scatter something all over something else.

→ *He **sprinkled** the pasta with salt and black pepper.*



**stale** [steɪl] adj. **aynigan**

If food is **stale**, then it is not fresh but dry, hard, and not good to eat.

→ *The cookies sat on the table so long that they became **stale**.*



**utter** [ʌtər] v. **aytmoq, demoq**

To **utter** a word or a sound means to say it.

→ *The lost boy was so scared that he could barely **utter** a single word.*

## Exercise 1

Choose the right definition for the given word.

1. ruin
  - a. to damage
  - b. to hate
  - c. to fly
  - d. to cook
2. brick
  - a. a fast car
  - b. a hard piece of clay
  - c. a best friend
  - d. a favorite kind of toy
3. sprinkle
  - a. to scatter
  - b. to create
  - c. to mend
  - d. to agree
4. injure
  - a. to run
  - b. to fall
  - c. to hurt
  - d. to roast
5. slight
  - a. growing
  - b. minor
  - c. quick
  - d. risky

## Exercise 2

Choose the answer that best fits the question.

1. How would a man show others an emotion?
  - a. By flushing it
  - b. By injuring it
  - c. By ruining it
  - d. By expressing it
2. Which of the following says that two former enemies become friends again?
  - a. To reconcile
  - b. To shatter
  - c. To utter
  - d. To sparkle
3. How would you describe a girl who can stretch her leg behind her head?
  - a. A little bit stale
  - b. Very flexible
  - c. More than slight
  - d. Ready to crumble
4. Which of these would you use to make bread?
  - a. A brick
  - b. Some dough
  - c. A fist
  - d. A lump
5. Which word describes something usually found on windows?
  - a. Mixture
  - b. Crumble
  - c. Slight
  - d. Shutters

**Choose the word that is the better fit for each blank.****1. brick / lump**

Before the project, the clay was one big \_\_\_\_\_. But when he was finished, he made a perfectly square \_\_\_\_\_.

**2. reconciled / uttering**

Five minutes ago, the two senators were \_\_\_\_\_ insults at each other, but now they have \_\_\_\_\_ because they both agree with the new law.

**3. shutters / sparkled**

In the middle of the night, she got out of bed and opened the \_\_\_\_\_. She gazed at the sky where the stars \_\_\_\_\_ like tiny fires.

**4. flushed / stale**

The rice was not eaten soon enough, so it tasted \_\_\_\_\_. It made me feel sick and my face became \_\_\_\_\_.

**5. crumbled / dough**

The cook picked up the block of cheese and \_\_\_\_\_ it into little pieces. Then he mixed them with the \_\_\_\_\_ before placing it in the oven.

**6. sift / shattered**

When he started to \_\_\_\_\_ the flour into the bowl, he slipped and dropped it. The bowl hit the ground and \_\_\_\_\_.

**7. fist / flexible**

He hit the punching bag with his \_\_\_\_\_. Since the bag was \_\_\_\_\_, it did not break.

**8. sprinkle / mixture**

The \_\_\_\_\_ of ice cream and chocolate tastes good, but it will be even better if you \_\_\_\_\_ sugar on the top of it.

**9. slight / expressed**

The doctor \_\_\_\_\_ a lot of concern for my hurt ankle, but I told him the pain was only \_\_\_\_\_.

**10. ruined / injured**

The ship was \_\_\_\_\_ when it crashed into the island. Even though it was greatly damaged, none of the passengers were \_\_\_\_\_.

# The Brothers and the Bread

Two brothers wanted to go outside and play. However, because the only bread in the house was **stale**, their mother told them they needed to bake fresh bread.

"I have to have the car repaired," she said. "When I return, if the bread is ready, you can play."

The brothers hurried to prepare the bread, but not carefully. They didn't **sift** the flour. They were careless and **sprinkled** too much salt into the **mixture**. The **dough** needed to be soft and **flexible**, but the salt made it into a **lump** that was as hard as a **brick**.

The younger brother **uttered** a sigh. "Now we have to start again," he said.

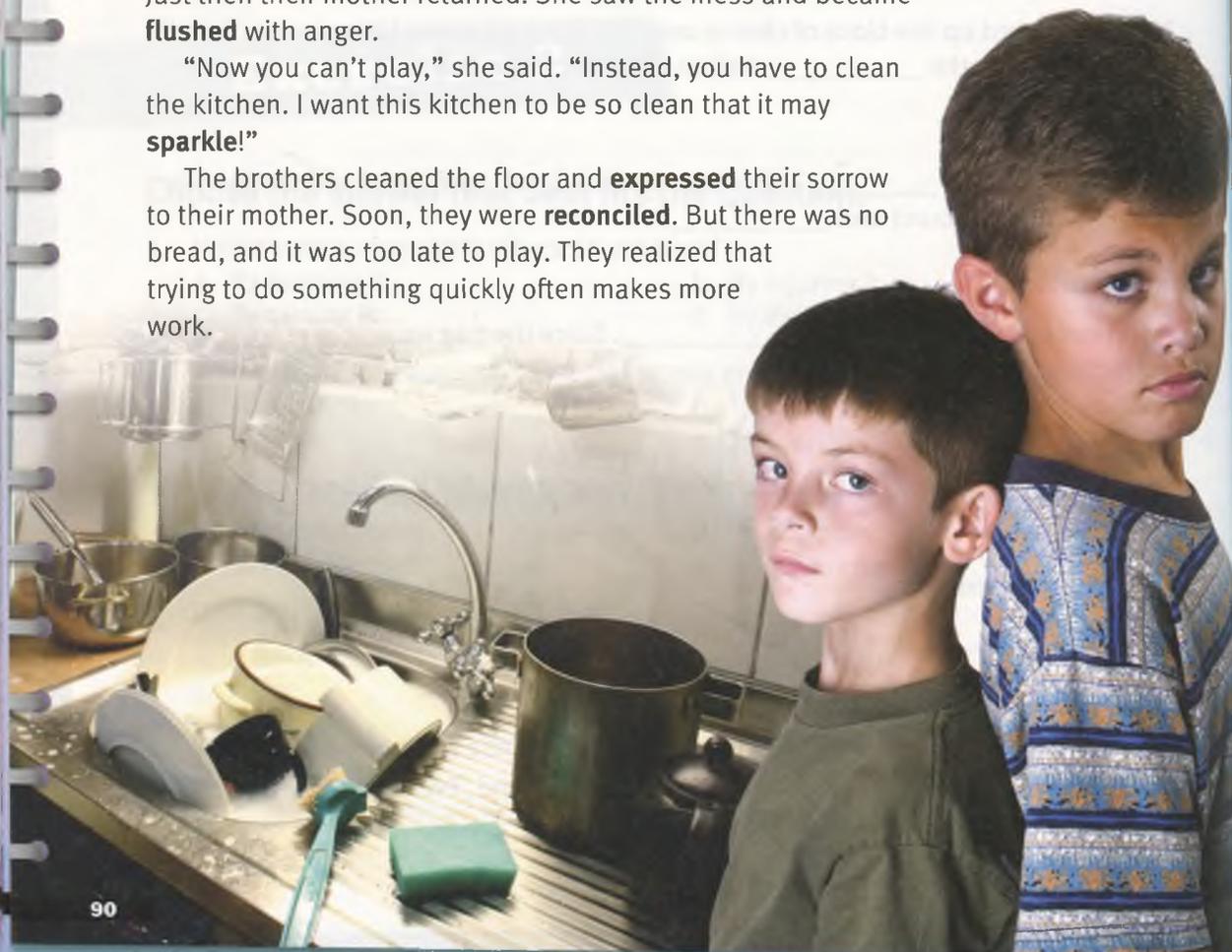
"No, we don't," the older brother replied. "I'll fix it. I just need to make the dough flat again and add water to it."

He decided to hit the ball of dough with his **fist** to make it flat. But he hit it so hard that it flew right off of the table and knocked over a glass, which **shattered**. The dough then crashed into the kitchen window's **shutters** and **crumbled**. Luckily, the brothers were not **injured**, but they did make a huge mess.

A **slight** mistake now became a major problem. The brothers had **ruined** the kitchen. Just then their mother returned. She saw the mess and became **flushed** with anger.

"Now you can't play," she said. "Instead, you have to clean the kitchen. I want this kitchen to be so clean that it may **sparkle!**"

The brothers cleaned the floor and **expressed** their sorrow to their mother. Soon, they were **reconciled**. But there was no bread, and it was too late to play. They realized that trying to do something quickly often makes more work.



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

1. \_\_\_ Because the bread was stale, the mother wanted them to bake fresh bread.

\_\_\_\_\_

2. \_\_\_ The dough became a lump that was as hard as a brick.

\_\_\_\_\_

3. \_\_\_ The bread needed to be hard and sturdy.

\_\_\_\_\_

4. \_\_\_ The older brother uttered a sigh.

\_\_\_\_\_

5. \_\_\_ The brothers had to clean the kitchen, so it may sparkle.

\_\_\_\_\_

6. \_\_\_ A major mistake only caused a slight problem.

\_\_\_\_\_

**PART B** Answer the questions.

1. What made the dough into a hard lump?

- a. Not putting in enough water
- c. Expressing sadness

- b. Using too much salt
- d. Not sifting the flour

2. What happened when the older brother hit the dough with his fist?

- a. The dough hit the shutters.
- c. The brothers were injured.

- b. A glass shattered.
- d. The dough crumbled.

3. Why was the mother flushed with anger?

- a. The dough was hard.
- c. The brothers sighed.

- b. The kitchen was ruined.
- d. The repair shop was closed.

4. When were the brothers reconciled with their mother?

- a. As she made fresh bread
- c. Before she left the house

- b. When she returned from the store
- d. After they cleaned the kitchen



**although** [ə:lðəʊ] *conj.* **-ga qaramasdan, -sa ham**

You use **although** to say that one thing is contrasted by another.  
→ *Although she was late, her friends gave her a warm welcome.*



**apply** [əpláɪ] *v.* **surtmoq**

To **apply** something means to put it on.  
→ *She always applies makeup to her face before going outside.*



**await** [əweɪt] *v.* **kutmoq**

To **await** something means to wait for it.  
→ *The players awaited the judge's decision.*



**beloved** [bɪləvɪd] *adj.* **sevimli, suyuqli**

When something is **beloved**, it is very special and you like it very much.  
→ *The boy took a nap next to his beloved cat.*



**bury** [bəri] *v.* **ko'mmoq, dafn qilmoq**

To **bury** someone or something means to put them in the ground.  
→ *They buried their grandfather under his favorite tree after he died.*



**climate** [klaɪmɪt] *n.* **iqlim**

A **climate** is the usual weather in a place.  
→ *The climate in the desert is very hot.*



**complain** [kəmpleɪn] *v.* **shikoyat qilmoq**

When you **complain**, you say that you are unhappy about something.  
→ *The workers complained that they were being treated unfairly.*



**confuse** [kən'fju:z] *v.* **chalg'itmoq, adashtirmoq**

To **confuse** someone means to make them feel like they are unsure.  
→ *The sign confused the traveler because it pointed in two directions.*



**due** [dju:] *adj.* **kutilayotgan**

When something is **due**, it is expected to happen or be done at that time.  
→ *The papers were due on the 19<sup>th</sup>.*



**entire** [entáɪər] *adj.* **butun, butun boshli**

When you talk about an **entire** thing, you are talking about the whole thing.  
→ *He was so hungry that he ate the entire pizza by himself.*



○ **establish** [ɪstæblɪʃ] v. **asos solmoq, tashkil qilmoq**

To **establish** something means to create it.

→ *He wanted to **establish** a club for people to help the Earth.*



○ **furnace** [fɜːnɪs] n. **pech, gorn**

A **furnace** is a place where heat is made.

→ *Mr. Jones came to **fix** the **furnace**.*



○ **leash** [liːʃ] n. **jilov bog'**

A **leash** is a rope or chain that is used to lead an animal.

→ *A lot of dogs must wear a **leash** to keep them from running away.*



○ **mature** [məˈjʊəːr] v. **yetilmoq, katta bo'lmoq**

To **mature** means to grow up to become an adult.

→ *When they **matured**, they became as tall as their parents.*



○ **measure** [ˈmeɪʒəːr] v. **o'lchamoq**

To **measure** something means to find out the quality, value, or effect of it.

→ *The scientists carefully **measured** the amount of chemicals in the tubes.*



○ **midst** [mɪdst] n. **o'rtasi**

The **midst** of something is the middle of it.

→ *She was in the **midst** of cleaning when the telephone rang.*



○ **misery** [mɪzəri] n. **baxtsizlik**

**Misery** is extreme suffering.

→ *There was a lot of **misery** after Sam lost his dog.*



○ **prior** [praɪəːr] adj. **oldin, avvalroq**

When something happened **prior** to something else, it happened earlier.

→ *Ron had to wait since he arrived **prior** to the scheduled meeting time.*



○ **research** [rɪsɜːrtʃ] n. **tadqiqot, izlanish**

**Research** is close and careful study to discover new things.

→ *Scientists did a lot of **research** on the subject of blood type.*



○ **variety** [vəˈraɪəti] n. **xilma-xillik**

A **variety** of something is a group of many different kinds of it.

→ *There are a **variety** of flowers at the shop.*

## Exercise 1

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

1. research / await

After weeks of hard work, the scientists must \_\_\_\_\_ the results of their \_\_\_\_\_.

2. misery / beloved

After the death of her \_\_\_\_\_ pet, the woman felt nothing but \_\_\_\_\_ for many weeks.

3. complained / variety

The store had a \_\_\_\_\_ of canned vegetables, but the man \_\_\_\_\_ that they didn't have his favorite brand.

4. due / confused

The new schedule \_\_\_\_\_ passengers who thought the train was \_\_\_\_\_ at 8 a.m.

5. climate / establish

The island was a great place to \_\_\_\_\_ a hotel since the \_\_\_\_\_ was warm throughout the year.

6. although / prior

\_\_\_\_\_ he had a lot of bad luck in the past, he refused to let \_\_\_\_\_ events stop him from moving forward.

7. furnace / entire

The \_\_\_\_\_ was turned up to the highest temperature, but it couldn't heat the \_\_\_\_\_ room.

8. mature / midst

In the \_\_\_\_\_ of a terrible war, the young boys had to \_\_\_\_\_ quickly.

9. measured / leash

To make sure the dog's \_\_\_\_\_ was long enough, Bob took out a ruler and \_\_\_\_\_ it.

10. buried / apply

She insisted that they \_\_\_\_\_ her mother's favorite perfume before they \_\_\_\_\_ her.

## PART A Match the phrases to make complete sentences.

1. **Although** he didn't know how to dance, \_\_\_\_\_.
2. A **furnace** keeps \_\_\_\_\_.
3. Florida's warm **climate** makes \_\_\_\_\_.
4. He wanted to **establish** \_\_\_\_\_.
5. The train was **due** to arrive at \_\_\_\_\_.
6. A lot of **research** is needed \_\_\_\_\_.
7. Shoppers have a **variety** of \_\_\_\_\_.
8. In the **midst** of the game \_\_\_\_\_.
9. A **leash** keeps \_\_\_\_\_.
10. Her **beloved** sister \_\_\_\_\_.

- |                                |  |
|--------------------------------|--|
| a. he went to the party anyway | b. before new medicines can be created       |
| c. a school for blind children | d. a room warm during the winter             |
| e. a dog from running away     | f. many travelers want to vacation there     |
| g. always calmed her           | h. the team's best player had to be replaced |
| i. around seven in the morning | j. food to choose from at the store          |

## PART B Match the clauses to make complete sentences.

1. To determine if the new drug was safe, \_\_\_\_\_.
2. His newest book did not sell well, \_\_\_\_\_.
3. He wanted to finish the race, \_\_\_\_\_.
4. He lost his map, \_\_\_\_\_.
5. The soup was cold, \_\_\_\_\_.
6. Sue was very silly as a child, \_\_\_\_\_.
7. No one could find the treasure \_\_\_\_\_.
8. He said he would write to her, \_\_\_\_\_.
9. She wanted to look older, \_\_\_\_\_.
10. They were thirsty, \_\_\_\_\_.

- |  |  |
|--|--|
| a. scientists <b>measured</b> all the effects                | b. but his <b>prior</b> works were very successful |
| c. because the pirate had <b>buried</b> it                   | d. so she <b>applied</b> makeup to her face        |
| e. but the pain in his ankle gave him too much <b>misery</b> |  |
| f. so she patiently <b>awaited</b> his letters               | g. so they drank the <b>entire</b> bowl of punch   |
| h. so the diners <b>complained</b> to the waiter             |  |
| i. but she became more serious as she <b>matured</b>         |  |
| j. so he became <b>confused</b>                              |  |

# Laika, the Space Dog

One of the world's most **beloved** space travelers was also the furriest. Laika was a little dog living on the streets of Moscow, Russia. She **matured** on the streets because no one would give her a home. She had to learn how to live without eating much. She found ways to keep warm in a very cold **climate**. Scientists thought a tough dog like Laika would do well in a project they were putting together.

In a **prior** launch, Russia had put the first man-made object into space. Now, scientists wanted to see if a living thing

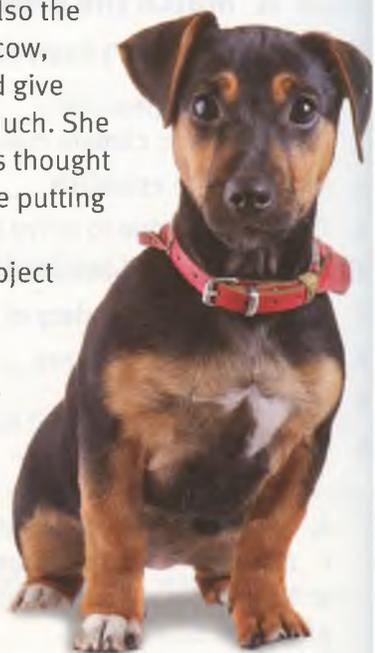
could go to space. **Although** many facts about space had been learned, they weren't enough to help send humans to space safely.

Laika and two other dogs were chosen to help scientists with their **research**. The animals were used in a **variety** of tests. In the end, though, only Laika would go to space. On November 3, 1957 the Sputnik 2 spaceship was **due** to leave Earth.

Scientists carefully **applied** wires to Laika's skin to **measure** her body's reactions once she got into space. Laika also wore a special **leash**. Without it, she would float around in the spaceship. Soon after, Laika left the planet. Scientists on Earth **awaited** information from the ship.

But in the **midst** of so much excitement, something very sad happened. Scientists were able to tell that Laika was under a lot of stress. The trip **confused** and scared her. Laika's **entire** ship had become as hot as a **furnace**. Scientists were powerless to help the dog in her **misery**. After about five hours, Laika died.

Some have **complained** that the little dog should never have been used in the mission. Scientists knew that she would not survive the trip. Laika was never **buried**, but a memorial has been **established** in Moscow. There are many songs and books about her, too. It seems that Laika became a hero to many people.



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

1. \_\_\_ Scientists did a variety of tests for research before the Sputnik 2 was due to leave.  
\_\_\_\_\_
2. \_\_\_ Wires were applied to Laika's leash so that scientists could find the ship.  
\_\_\_\_\_
3. \_\_\_ Although Laika could not be buried, a spaceship was established in her honor.  
\_\_\_\_\_
4. \_\_\_ In the midst of the scientists' excitement, Laika's ship became too hot.  
\_\_\_\_\_
5. \_\_\_ In a prior launch, scientists sent two other dogs into space.  
\_\_\_\_\_
6. \_\_\_ Many people complained that Laika should not have gone to space.  
\_\_\_\_\_

## PART B Answer the questions.

1. Why did scientists choose Laika for the mission?
  - a. She was tough.
  - b. She was a beloved space traveler.
  - c. The trip to space confused her.
  - d. She needed to wear a special leash.
2. Why did Laika die during the trip?
  - a. The ship became as hot as a furnace.
  - b. The scientists were under a lot of stress.
  - c. Living things cannot survive in space.
  - d. The scientists didn't get information from her.
3. Scientists made Laika wear a special leash because they \_\_\_\_\_.
  - a. were awaiting information from the ship
  - b. were not able to bury her
  - c. didn't want her to float around the ship
  - d. needed to adjust the climate
4. Why did scientists apply wires to Laika's skin?
  - a. To measure her body's reactions
  - b. To allow her to mature
  - c. To take her for the entire trip
  - d. To return her to Earth



- **altogether** [ˌɔːltəɡəðə] *adv.* **to'liq, tamomila**  
 If something happens **altogether**, it happens completely.  
 → *The company stopped using sugar **altogether** in its food.*



- **bind** [baɪnd] *v.* **birlashtirmoq, bog'lamoq**  
 To **bind** is to bring people together.  
 → *The victims of the flood were **bound** by their need to help each other.*



- **bruise** [bruːz] *n.* **ko'kargan joy**  
 A **bruise** is a dark mark caused by being hit by something.  
 → *She got a **bruise** on her knee from falling down.*



- **custom** [kʌstəm] *n.* **urf-odat**  
 A **custom** is a way of doing things that has been the same for a long time.  
 → *It is a **custom** that the bride and groom have the first dance.*



- **disobedient** [dɪsəbiːdiənt] *adj.* **bo'ysunmas, qaysar**  
 When someone is **disobedient**, they do not follow the rules or instructions.  
 → *The **disobedient** children didn't listen to their mother and had an accident.*



- **foresee** [fɔːrsiː] *v.* **oldindan bilmoq**  
 To **foresee** something is to know about it before it happens.  
 → *The teacher didn't **foresee** any problems with her large class.*



- **glimpse** [glɪmps] *v.* **ko'zi tushmoq, ko'rib qolmoq**  
 To **glimpse** something is to see it for a short time.  
 → *She **glimpsed** outside the window as the plane was about to land.*



- **hoop** [huːp] *n.* **halqa**  
 A **hoop** is a ring that is made of plastic, metal, or wood.  
 → *The boys tried to toss the ball through the basketball **hoop**.*



- **misfortune** [mɪsfɔːrtʃən] *n.* **baxtsizlik, omadsizlik**  
 Misfortune is bad luck or an unlucky event.  
 → *His family helped him when he encountered **misfortune**.*



- **negative** [nəɡetɪv] *adj.* **salbiy**  
 When something is **negative**, it is unpleasant or sad.  
 → *She doesn't like to say **negative** things about her friends.*


**per** [pɜː] *prep.* **har bir**

**Per** is used to mean “each” when giving a price, size, or amount.

→ *It costs \$8 **per** person to watch the baseball game.*


**plead** [pli:d] *v.* **iltimos qilmoq**

To **plead** is to ask for something you want very badly.

→ *He **pleaded** for his parents to let him go to the soccer game.*


**rip** [ri:p] *v.* **yirtmoq**

To **rip** something means to pull it apart.

→ *She **ripped** the paper in half by accident.*


**sake** [seik] *n.* **...uchun, ...deb**

The **sake** of something is the reason for doing it.

→ *The parents worked hard for their children's **sake**.*


**scrape** [skreip] *v.* **qirmoq, qirtishlamoq**

To **scrape** something is to rub it very hard with something sharp.

→ *I accidentally **scraped** the paint off the side of the car.*


**source** [so:rs] *n.* **manba**

A **source** of something is the place that it comes from.

→ *The river was the **source** of drinking water for the village.*


**stern** [stɜːn] *adj.* **o'ta jiddiy, qattiqqo'l**

When somebody is **stern**, they are very serious.

→ *The **stern** teacher didn't allow the students to speak during class.*


**stitch** [stitʃ] *v.* **qo'shib tikmoq**

To **stitch** is to use a needle and thread to join pieces of cloth together.

→ *My grandmother **stitched** the pieces together to make a big blanket.*


**thump** [θʌmp] *n.* **gursillash**

A **thump** is the sound of a heavy object falling.

→ *They heard the **thump** when the bowling ball hit the floor.*


**vehement** [vi:əmənt] *adj.* **shiddatli, shiddatga to'lgan**

When somebody is **vehement**, they are angry and emotional.

→ *Gina was **vehement** when she found out that Liz was bad in school.*

# Exercise 1

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

1. negative / misfortune

Greg had the \_\_\_\_\_ of falling in a pool, though he didn't know how to swim. The experience left him with \_\_\_\_\_ feelings about swimming pools.

2. bruise / altogether

After one day, the \_\_\_\_\_ on her lip began to go away. In a week, it had disappeared \_\_\_\_\_.

3. per / sake

For the \_\_\_\_\_ of fairness, we tried to divide the pizza equally. One pizza was enough to give three slices \_\_\_\_\_ person.

4. disobedient / pleaded

A woman \_\_\_\_\_ with the child to behave in the store. The child, however, continued to be \_\_\_\_\_.

5. source / glimpsed

They walked past a large river, which the guide said was the \_\_\_\_\_ of a waterfall. They finally \_\_\_\_\_ the waterfall when they reached the bottom of the hill.

6. stitched / hoop

The girl wanted to make her plastic \_\_\_\_\_ look pretty, so she \_\_\_\_\_ cloth around it.

7. custom / bind

The family was \_\_\_\_\_ tightly. For example, on Saturdays, it was their \_\_\_\_\_ to go to the park together.

8. stern / ripped

The \_\_\_\_\_ teacher was angry to see the students passing notes. She took the note from the students and \_\_\_\_\_ it into pieces.

9. thump / scraped

The boy lost his balance and fell with a \_\_\_\_\_. When he got up, he noticed that he'd \_\_\_\_\_ his elbow.

10. vehement / foresee

The coach didn't \_\_\_\_\_ the loss for his team. So, after the game, he was \_\_\_\_\_.

## PART A Match the phrases to make complete sentences.

1. Kelly had the **misfortune** of breaking \_\_\_\_\_.
2. The **disobedient** dog ran away \_\_\_\_\_.
3. She felt **bound** to her friends because she had \_\_\_\_\_.
4. The weatherman didn't **foresee** any \_\_\_\_\_.
5. The family had a **custom** of \_\_\_\_\_.
6. She **glimpsed** at his painting \_\_\_\_\_.
7. Charlie **ripped** the paper in half and \_\_\_\_\_.
8. Jasmine **pleaded** with her teacher \_\_\_\_\_.
9. Leslie **scraped** the ice \_\_\_\_\_.
10. George was **vehement** about being allowed \_\_\_\_\_.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| a. gave one piece to his friend   | b. bad weather this weekend       |
| c. from its owner at the park     | d. off the window                 |
| e. to give her a better grade     | f. known them for a long time     |
| g. to use the computer            | h. eating dinner early on Sundays |
| i. her arm before the competition | j. before it was completed        |

## PART B Match the clauses to make complete sentences.

1. There was a tear in my shirt, \_\_\_\_\_.
2. She dropped the scissors on the carpet, \_\_\_\_\_.
3. His parents were strict, \_\_\_\_\_.
4. The website was good, \_\_\_\_\_.
5. The fight was horrifying, \_\_\_\_\_.
6. I enjoy soda, \_\_\_\_\_.
7. He went to school despite being sick \_\_\_\_\_.
8. They used a different system \_\_\_\_\_.
9. He liked showing off, \_\_\_\_\_.
10. He fell down the stairs, \_\_\_\_\_.

- |  |   |
|--|---|
| a. so he tried jumping through the hoop                | d. so my mom <b>stitched</b> it back together     |
| b. because the <b>sake</b> of his grade depended on it | f. that was <b>altogether</b> different from mine |
| c. but only 2 cans per week                            | h. because <b>stern</b> rules built character     |
| e. so he had <b>bruises</b> on his arm                 | j. but the <b>sources</b> were unreliable         |
| g. it filled him with <b>negative</b> dreams           |   |
| i. so there was a slight <b>thump</b>                  |   |

# Gwen's New Friends

Gwen walked into the gym for her next class. Coach Peeves said, "Today, we're playing basketball. The **custom** is to let you choose your own teams. However, we're going to do things differently."

The coach assigned each girl to a team. There were six girls **per** team. Gwen **glimpsed** at her teammates. She didn't know any of them. All of her friends were on the other teams. She couldn't believe her **misfortune**.

"I feel sick. May I go to the nurse?" asked Gwen.

The coach could **foresee** Gwen's excuses. It wasn't the first time Gwen tried to leave class. With a **stern** voice, the coach said, "No."

Gwen was **vehement**. "I don't know any of these girls! Let me play on another team. Please!" she **pleaded**.

"Gwen, don't be **disobedient**. I don't want to hear any more **negative** comments from you."

Gwen had no choice. Then a girl smiled at her. "Hi, I'm Stephanie. I was in your English class last year," she said. Gwen remembered her. "For the **sake** of the team, please try your best. I know you're a good player," said Stephanie.

When the game started, Gwen played as best as she could. She took a long shot. The ball sailed through the air and went right through the **hoop**!

"That was awesome!" said one of her teammates. Later, Gwen fell with a loud **thump**.

"Are you OK?" asked her teammates. They were worried. She had **ripped** her jeans. She had **scraped** her knee and had a small **bruise**.

Gwen told her teammates, "My knee is fine, and I can **stitch** my pants later. Let's keep playing!"

By the end of the game, Gwen forgot **altogether** that she hadn't wanted to play, and her team won! The victory **bound** Gwen's team together. She had made a lot of new friends, and they were a **source** of happiness for her for many years.



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

1. \_\_\_ The custom was to allow the girls to choose their own teams.  
\_\_\_\_\_
2. \_\_\_ Gwen told her teammates that she could stitch her pants later.  
\_\_\_\_\_
3. \_\_\_ There were eight girls per team.  
\_\_\_\_\_
4. \_\_\_ Gwen pleaded to be on another team that had some of her friends.  
\_\_\_\_\_
5. \_\_\_ Stephanie asked Gwen to lose on purpose for the sake of the team.  
\_\_\_\_\_
6. \_\_\_ Gwen ripped her jeans, scraped her knee, and got a bruise when she fell.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Why did Coach Peeves speak to Gwen in a stern voice?
  - a. For falling with a thump
  - b. For making negative comments
  - c. For choosing her own team
  - d. For having misfortune
2. How did Gwen know Stephanie?
  - a. They were old friends.
  - b. They were vehement.
  - c. They could foresee the team.
  - d. They had an English class together.
3. What happened after Gwen's shot went through the hoop?
  - a. She faced the stern coach.
  - b. Her teammate said it was awesome.
  - c. She changed teams.
  - d. She forgot about the rules altogether.
4. How were the girls on Gwen's team bound together?
  - a. They were all disobedient.
  - b. They won the game.
  - c. They chose a new team.
  - d. They all had bruises.



**civilization** [sivəlaɪzɪʃən] *n.* **svilizatsiya**

A **civilization** is an organized group of humans that have culture and government.  
→ *Most early **civilizations** in Central America didn't use metal weapons.*



**convenient** [kənviːnjənt] *adj.* **qulay**

When something is **convenient**, it is easy to do and does not take a lot of work.  
→ *The bus is a **convenient** way to get to school.*



**den** [den] *n.* **uya**

A **den** is a living space for some types of animals, such as lions.  
→ *The mother lion left her babies in the **den**.*



**dew** [djuː] *n.* **shabnam**

**Dew** is the drops of water that form on the ground outside during the night.  
→ *When we woke up, we saw that the grass was covered in **dew**.*



**drastic** [dræstɪk] *adj.* **qat'iy**

When something is **drastic**, it is extreme or major.  
→ *She made a **drastic** decision to get her long hair cut short.*



**exit** [ɛgzɪt] *v.* **chiqmoq, chiqib ketmoq**

To **exit** means to leave.  
→ *The students **exited** through the front door.*



**flock** [flɑk] *n.* **poda**

A **flock** is a group of animals, such as birds, sheep or goats.  
→ *There was one black sheep in the entire **flock**.*



**fold** [fəʊld] *v.* **buklamoq, taxlamoq**

To **fold** is to bend something like paper or cloth so that it takes up less space.  
→ *I **folded** the paper and put it in my pocket.*



**lid** [lɪd] *n.* **qopqoq**

A **lid** is a top for a box or container that can be removed.  
→ *He lifted the **lid** of the box and revealed her present.*



**loom** [luːm] *v.* **dahshatli ko'rinmoq**

To **loom** is to seem very large and often scary.  
→ *The ominous clouds **loomed** over the school.*



- **mighty** [mäiti] *adj.* **kuchli**

When something is **mighty**, it is strong and large.

→ *The **mighty** wrestler scared all who faced him.*



- **mushroom** [mäfru(:)m] *n.* **qo'ziqorin**

A **mushroom** is a fungus with a round top. Some are used as food.

→ *The soup had fresh **mushrooms** in it.*



- **native** [néitiv] *adj.* **tub, mahalliy**

When something is **native**, it is originating in a certain place or area.

→ *Avocados are **native** fruits of Mexico.*



- **poison** [póizən] *n.* **zahar**

**Poison** is a dangerous substance that causes illness or death.

→ *They used **poison** to get rid of the rats in their home.*



- **reed** [ri:d] *n.* **qamish**

**Reeds** are tall and skinny plants that grow in groups near water.

→ *The sun set behind the **reeds** of the lake's shore.*



- **shield** [ʃi:ld] *v.* **himoya qilmoq, pana qilmoq**

To **shield** something is to protect it.

→ *She **shielded** her eyes from the sun with sunglasses.*



- **stormy** [stó:rmi] *adj.* **bo'ronli, dovulli**

**Stormy** describes something affected or characterized by storms.

→ *The golfers decided to go home because of the **stormy** weather.*



- **sway** [swei] *v.* **uyoqdan-buyoqqa yurmoq**

To **sway** is to move slowly from side to side.

→ *She **swayed** while she listened to the music.*



- **urban** [é:rbən] *adj.* **shaharga oid, shahar...**

When something is **urban**, it is related to the city.

→ *Subways are an important form of **urban** transportation.*



- **wade** [weid] *v.* **kechib o'tmoq**

To **wade** is to walk in or pass through water.

→ *The child **waded** in the water at the beach.*

## Exercise 1

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

1. convenient / lid

The box had a \_\_\_\_\_ that was very easy to open. It was a \_\_\_\_\_ place to store the young girl's toys.

2. shield / folded

When it started raining, I \_\_\_\_\_ my newspaper in half. Then I carried it over my head to \_\_\_\_\_ myself from the rain.

3. exit / urban

She wasn't used to spending time in an \_\_\_\_\_ setting. After only a few days, she was glad to \_\_\_\_\_ the city.

4. mighty / civilization

The \_\_\_\_\_ soldier spent three weeks alone in the forest. When he returned to \_\_\_\_\_, he was stronger than ever.

5. stormy / swayed

The branches of the trees \_\_\_\_\_ as the wind blew. The wind was stronger than usual because of the \_\_\_\_\_ weather.

6. reeds / waded

The boys \_\_\_\_\_ to the middle of the lake. At that point, they couldn't go any further because the \_\_\_\_\_ grew too thickly.

7. dew / flock

The \_\_\_\_\_ of geese chose not to land in the field because it was still wet with \_\_\_\_\_.

8. poison / drastic

Some plants contain \_\_\_\_\_ that can be eliminated by cooking. The cooking process results in a \_\_\_\_\_ change to the plant's chemical makeup.

9. den / mushrooms

There was little light inside the \_\_\_\_\_ where the bears lived. Outside, there was little plant life, just a few \_\_\_\_\_ and some small weeds.

10. native / loomed

The \_\_\_\_\_ animals of the island knew how to protect themselves from bad weather. When a storm \_\_\_\_\_, they immediately ran for cover.

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

1. The plant is filled with a dangerous substance.  
\_\_\_\_\_
2. The man asked for extra fungus with a round top for his sauce.  
\_\_\_\_\_
3. My socks got wet when I walked in the drops of water that formed outside.  
\_\_\_\_\_
4. Madagascar has an interesting group of original animals and plants.  
\_\_\_\_\_
5. The boy put on a scarf to protect his neck from the cold wind.  
\_\_\_\_\_
6. Alyssa found a small living place where she thought a rabbit lived.  
\_\_\_\_\_
7. The man bent the letter and put it into an envelope.  
\_\_\_\_\_
8. The farmer traded his group of animals of goats for a new horse.  
\_\_\_\_\_
9. I was not strong enough to lift the top part of the container.  
\_\_\_\_\_
10. After the movie was over, the audience left through the back door.  
\_\_\_\_\_

# Exercise 3

**Choose the answer that best fits the question.**

1. What word below best describes a superhero?  
a. Mushrooms      b. Dew      c. Mighty      d. Reeds
2. Something that is easy to do is described as what?  
a. Drastic      b. Convenient      c. Poison      d. Urban
3. What is an activity done in the water?  
a. Sway      b. Fold      c. Exit      d. Wade
4. Which covers a box?  
a. A den      b. A lid      c. A civilization      d. A flock
5. Which word fits best? Koalas are \_\_\_\_\_ to Australia.  
a. loom      b. shield      c. stormy      d. native

# Kara Goes Camping

“Kara, would you like to go camping with my family?” asked Tracy. Kara had never been camping before, but she decided to go anyway. That weekend, they drove to Estes Park. When they arrived, Kara looked around. She felt so far from **civilization**.

After they set up the camp, they went for a walk. Tracy’s father, Mr. Grieves, showed them the **native** plants and animals. “Look,” he said, “that’s a fox’s **den**. Do you see that bunch of **mushrooms** next to it. Don’t touch them. They contain **poison**.” Kara was bored. She didn’t care about nature.

As the day went on, **mighty** clouds soon **loomed** in the distance. “It looks like **stormy** weather,” said Tracy. “We should go back.” It suddenly began to rain. They used an umbrella to **shield** them from the rain. Back at the camp, they ate cold sandwiches for dinner and went to sleep.

By morning, the rain had stopped. It was a **drastic** change from the previous day’s weather. They **folded** their sleeping bags and put them in a box. Tracy closed the **lid** and told Kara, “Today will be fun, I promise!” Kara didn’t believe her. She missed her **convenient** life in the city. She was used to an **urban** lifestyle.

After breakfast, they went for a walk. The grass was covered with **dew**, and it gleamed in the sunlight. Finally, they reached a lake. Kara and Tracy **waded** into the water. The **reeds swayed** in the wind, and a **flock** of birds flew above. Kara felt very peaceful.

That night, they made a fire. They sat around it while Mr. Grieves told scary stories. Kara had a lot of fun. Camping was a good way for friends to spend time together, she realized.

The next day, it was time for them to leave. She felt sad while they **exited** the park. She didn’t like camping at first, but she learned how fun it could be over the weekend.

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

1. \_\_\_ Tracy invites Kara to visit a new civilization with her family.  
\_\_\_\_\_
2. \_\_\_ Tracy's father shows them native plants and animals.  
\_\_\_\_\_
3. \_\_\_ The group returns to camp because mighty clouds were looming.  
\_\_\_\_\_
4. \_\_\_ They used an umbrella to shield themselves from the rain.  
\_\_\_\_\_
5. \_\_\_ The weather was stormy on the second day of camping.  
\_\_\_\_\_
6. \_\_\_ Kara has a drastic change in opinion about camping at the end of the story.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Which of the following does Kara NOT see during the trip?
  - a. A fox's den
  - b. A flock of birds
  - c. A bunch of mushrooms
  - d. An animal with poison
2. What does Kara miss about her urban lifestyle?
  - a. It is convenient.
  - b. It is easier to sleep.
  - c. It is far from civilization.
  - d. It isn't covered in dew.
3. What does Kara see swaying in the water?
  - a. Birds
  - b. Fish
  - c. Reeds
  - d. Lids
4. How does Kara feel as she exits the park?
  - a. Relieved
  - b. Angry
  - c. Tired
  - d. Sad



**accent** [æksent] *n.* **aksent, talaffuz**

An **accent** is a certain way of speaking that shows where a person is from.  
→ *The new teacher's **accent** was clearly a German one.*



**barber** [bɑ:rbər] *n.* **sartarosh**

A **barber** is a person whose job is to cut hair.  
→ *My hair is getting much too long. I'd better go to the **barber's** shop.*



**basement** [béismənt] *n.* **yerto'la, podval**

A **basement** of a house or building is a room that is built underground.  
→ *They turned their **basement** into a game room.*



**blank** [blæŋk] *adj.* **bo'sh, bo'm-bo'sh**

When something is **blank**, it does not have anything on it.  
→ *She got a **blank** paper to draw on.*



**blink** [bliŋk] *v.* **ko'zni tez yumib-ochmoq**

To **blink** means to shut the eyes and quickly open them again.  
→ *I **blinked** many times so that my eyes could adjust to the bright light.*



**choir** [kwaɪər] *n.* **xor**

A **choir** is a group of people who sing together.  
→ *He had **choir** practice every day after school.*



**comic** [kámik] *adj.* **kulgili, qiziqarli**

When something is **comic**, it is funny.  
→ *The **comic** actor was famous for his jokes.*



**complicate** [kámplikəit] *v.* **murakkablashtirmoq**

To **complicate** something means to make it harder than necessary.  
→ *The bad weather **complicated** finishing the job quickly.*



**decline** [di:klaín] *v.* **rad etmoq**

To **decline** an offer or invitation means to say no to it.  
→ *She **declined** his offer to pay for her dinner.*



**errand** [érənd] *n.* **topshiriq**

An **errand** is a trip taken to do a specific activity.  
→ *He couldn't go to practice because he had several **errands** to do.*



- **glove** [glʌv] *n.* **qo'lqop**

A **glove** is a piece of clothing that covers your fingers and hand.  
→ *When it gets cold, I always put on a pair of **gloves**.*



- **hermit** [hɛ:rmɪt] *n.* **darvesh, tarki dunyo qilgan kishi**

A **hermit** is one who lives alone and does not spend time with others.  
→ *The **hermit** lived a simple life in a small cave in the forest.*



- **justly** [dʒʌstli] *adv.* **haqqoniy, adolat bilan**

If something is done **justly**, then it is fair.  
→ *We **justly** decided to give the prize to him.*



- **leather** [lɛðə:r] *n.* **charm**

**Leather** is a material made from animal skin that is used to make clothing.  
→ *He got a new **leather** jacket for his birthday.*



- **ponder** [pɒndər] *v.* **puxta o'ylamoq**

To **ponder** something is to think about it carefully.  
→ *She sat in the park and **pondered** her problem.*



- **reserve** [rɪzə:rv] *v.* **buyurmoq, buyurtma qilmoq**

To **reserve** something means to keep it for a certain person or time.  
→ *He **reserved** a table at the busy restaurant.*



- **script** [skript] *n.* **ssehariy**

A **script** is the words of a film or play.  
→ *He read the **script** of the play three times.*



- **search** [sɜ:tʃ] *v.* **qidirmoq, izlamoq**

To **search** for something or someone means to look for them carefully.  
→ *I **searched** the newspaper for a new job.*



- **slam** [slæm] *v.* **qarsillatib yopmoq**

To **slam** is to close something hard.  
→ *She **slammed** the book shut after she finished reading it.*



- **staircase** [stɛərkɛɪs] *n.* **zinapoya**

A **staircase** is a set of stairs found inside a building.  
→ *The **staircase** leads directly into the kitchen.*

# Exercise 1

## PART A Choose the right word for the given definition.

- an underground room
  - accent
  - basement
  - a technique
  - errand
- to think about something
  - complicate
  - reserve
  - ponder
  - slam
- the written words of a play or film
  - script
  - blank
  - barber
  - gloves
- a group that sings
  - hermits
  - leather
  - choir
  - staircases
- in a fair way
  - comic
  - decline
  - searching
  - justly

## PART B Choose the right definition for the given word.

- slam
  - to close loudly
  - to be careful
  - to close the eyes
  - to save
- decline
  - to look for
  - to say no
  - to be right
  - fair
- hermit
  - clothing for your hands
  - something that is funny
  - a trip to do something
  - a person who is alone
- leather
  - a distinct way of speaking
  - material used to make clothing
  - an underground room
  - a piece of clothing for the hands
- barber
  - a singing group
  - a person who cuts hair
  - a set of stairs
  - phrases that form a play

## PART A Match the phrases to make complete sentences.

1. The writer's comic stories \_\_\_\_\_.
2. Donna usually ran errands \_\_\_\_\_.
3. I tried to reserve \_\_\_\_\_.
4. She wanted to join the choir \_\_\_\_\_.
5. A beautiful staircase \_\_\_\_\_.
6. The speaker's strong accent \_\_\_\_\_.
7. Roger pondered a long time \_\_\_\_\_.
8. The hermit \_\_\_\_\_.
9. I remembered to make sure I had my gloves \_\_\_\_\_.
10. The large basement \_\_\_\_\_.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| a. after hearing them sing in church | b. made him hard to understand        |
| c. before buying a new car           | d. some seats for this week's show    |
| e. always make me laugh              | f. makes a great playroom             |
| g. led up to the second floor        | h. slept in small cave                |
| i. just before I left the house      | j. right before coming home from work |

## PART B Match the clauses to make complete sentences.

1. I put some medicine in my eyes, \_\_\_\_\_.
2. The boy's mom yelled at him for getting mud on the couch, \_\_\_\_\_.
3. He asked Sara to see the scary movie, \_\_\_\_\_.
4. He spent the period daydreaming. So when he turned in his test, \_\_\_\_\_.
5. The new play was great \_\_\_\_\_.
6. I didn't pay attention in class, \_\_\_\_\_.
7. My hair was a mess, \_\_\_\_\_.
8. He couldn't stand the sound of the music, \_\_\_\_\_.
9. Dean and Anne finished the race at the same time, \_\_\_\_\_.
10. He lost his glasses, \_\_\_\_\_.

- |  |  |
|--|--|
| a. because Tony spent a lot of time on the <b>script</b> | d. so both were <b>justly</b> given medals         |
| b. so he cleaned the <b>leather</b> couch                | f. so the homework was very <b>complicated</b>     |
| c. so I went to see the <b>barber</b>                    | h. so he had to <b>search</b> for them for an hour |
| e. but she <b>declined</b>                               | j. so he left the room and <b>slammed</b> the door |
| g. it was completely <b>blank</b>                        |  |
| i. so I had to keep <b>blinking</b> them                 |  |

# The School Play

Peter was excited. Next week he was going to audition for the school play. Everybody knew he was a great actor. He was sure he would get the lead role.

Later, his friend Robby asked him, “Have you seen the **script** for the play?”

“Yes. The title is *The Lost **Glove***—it’s a **comic** play,” replied Peter.

Robby said, “I want to play the part of the **hermit** because the hermit gets to talk with an **accent!**”

“I want the lead role of the **barber**. I didn’t know you liked acting. I thought you liked **choir** better,” said Peter.

“Acting is also a hobby of mine. Do you want to practice with me? The **basement** at my house is quiet. It’s perfect!” Robby replied.

“I don’t like practicing with others. It **complicates** the process for me,” said Peter.

Actually, Peter didn’t want to practice at all. The teacher would surely **reserve** the lead part for him. A few days later, Robby came to his house.

Robby said, “Do you want to practice the scene on the **staircase**? It’s the part where the migrant **searches** for a new job.”

Peter **declined** the invitation. “I can’t today. I need to do some **errands**.” Then he **slammed** the door. It was just an excuse. Peter didn’t want to help Robby.

On the day of auditions, Peter wore his lucky **leather** jacket. He always got the best part when he wore it. The teacher told him to begin, but his mind was **blank**. He couldn’t remember the lines!

A week later, the teacher put a list of the parts on the wall. Peter read the list, looking for his name. He was shocked by what he saw. He **blinked** his eyes and looked again. He didn’t get the lead part—Robby did! Peter **pondered** the situation and came to the idea that Robby **justly** received the part. He earned it by practicing. Next time, Peter would practice, too.



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

1. \_\_\_ The title of the script was *The Big Barber*.  
\_\_\_\_\_
2. \_\_\_ Robby wanted the part of the hermit because he would get to talk with an accent.  
\_\_\_\_\_
3. \_\_\_ Robby declined Peter's offer to practice together.  
\_\_\_\_\_
4. \_\_\_ The scene on the staircase was about the migrant searching for a new job.  
\_\_\_\_\_
5. \_\_\_ Peter's mind was blank during the audition.  
\_\_\_\_\_
6. \_\_\_ Peter felt that Robby justly received the lead role.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Why did Peter decide not to practice?
  - a. He didn't want the part.
  - b. He thought the teacher would give him the role.
  - c. He disliked Robby.
  - d. He wanted to be in the choir instead.
2. Where did Robby suggest they practice together?
  - a. At the school
  - b. In his basement
  - c. At the theater
  - d. In the park
3. What was Peter's first excuse for not practicing with Robby?
  - a. He had to run errands.
  - b. He had to study for a test.
  - c. He said it complicated the process.
  - d. Robby lived too far away.
4. What kind of play were the boys auditioning for?
  - a. Romance
  - b. Comic
  - c. Drama
  - d. Action



**afflicted** [əflɪktɪd] *adj.* **azob tortayotgan**

Afflicted means to suffer physically or mentally.

→ He was **afflicted** by pain in his right arm.



**aisle** [aɪl] *n.* **yo'lak**

An aisle is a space between two things that people use to walk.

→ They were told to clear the **aisle** because the plane was about to land.



**atmosphere** [ætməsfɪə] *n.* **atmosfera**

The **atmosphere** is the air around the Earth where weather conditions form.

→ Scientists worry that harmful substances are hurting the **atmosphere**.



**author** [ˈɔːθər] *n.* **avtor, muallif**

An **author** is a person who wrote a certain piece of writing.

→ The **author** was hard at work on his next novel.



**breakdown** [brɛɪkdaʊn] *n.* **buzilish, ishdan chiqish**

A **breakdown** is a failure to work correctly.

→ Her car had a **breakdown**, and she wasn't sure how to fix it.



**cargo** [kɑːrgoʊ] *n.* **yuk**

**Cargo** is the items carried by a ship or airplane.

→ The **cargo** of the ship got wet when it started raining.



**chapter** [tʃæptər] *n.* **bob**

A **chapter** is a part of a book that usually has a number or a title.

→ The first **chapter** of a book usually introduces the main character of a story.



**connect** [kənɛkt] *v.* **birlashtirmoq, ulamoq**

To **connect** two things means to join them together.

→ I **connected** the mouse to my laptop computer.



**etc.** [ɛtsɛtərə] *n.* **va hokazo**

**Etc.** is short for "etcetera." It is used to refer to other unspecified objects.

→ She was going to bring treats to the party: cookies, muffins, cake, **etc.**



**flip** [flɪp] *v.* **bosmoq, sekingina urib qo'ymoq**

To **flip** means to press a switch quickly to turn it on or off.

→ To turn on the lights, just **flip** this switch.



- idle** [áidl] *adj.* **bo'sh, bekorchi**  
If you are **idle**, you are not doing anything.  
→ *She read a book to keep from being **idle**.*
- notify** [nóutəfái] *v.* **ma'lum qilmoq, xabar qilmoq**  
To **notify** someone of something is to tell them about it.  
→ *The teacher **notified** us about a change to our assignment.*
- pea** [pi:] *n.* **no'xat**  
Peas are a vegetable that is small, round and green.  
→ *His favorite food was **peas**.*
- raisin** [réizən] *n.* **mayiz**  
A **raisin** is a dried grape.  
→ ***Raisins** are one of my favorite snacks.*
- retain** [ritéin] *v.* **saqlamoq**  
To **retain** something is to keep it.  
→ *Even by the afternoon, the day had **retained** the morning's freshness.*
- state** [steit] *v.* **bildirmoq, aytmoq**  
To **state** something means to say it in a definite way.  
→ *The president **stated** his opinion about the world's health concerns.*
- tray** [trei] *n.* **patnis**  
A **tray** is a flat plate used to hold food.  
→ *The waiter brought our food on a **tray**.*
- unfortunate** [ʌnfó:rtʃənit] *adj.* **afsuslanarli, achinarli**  
If something is **unfortunate**, it is bad or unlucky.  
→ *It was **unfortunate** that Dave's team lost, but he still had fun.*
- vivid** [vivid] *adj.* **yorqin**  
When something is **vivid**, it is bright and colorful.  
→ *The figures in the painting were **vivid**.*
- vomit** [vámít] *v.* **qusmoq, ko'ngil aynimoq**  
To **vomit** means to have food come up from one's stomach.  
→ *It is common for women to **vomit** when they are pregnant.*

## Exercise 1

Choose the right definition for the given word.

- cargo  
a. space                      b. items                      c. air                      d. list
- retain  
a. to keep                      b. to join                      c. to do                      d. to press a switch
- vivid  
a. to not work                      b. bright                      c. end                      d. vegetable
- raisin  
a. division                      b. grape                      c. air                      d. writer
- idle  
a. doing nothing                      b. affected                      c. plate                      d. to have food come up

## Exercise 2

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

- Scientists do not completely understand the air that surrounds the Earth.  
\_\_\_\_\_
- The police officer said in a definite way that he arrived at exactly 1:15 PM.  
\_\_\_\_\_
- The teacher asked the students to read three divisions in a book.  
\_\_\_\_\_
- Carolyn told me that she would be late to the meeting.  
\_\_\_\_\_
- His mother brought his food to him on a flat serving plate.  
\_\_\_\_\_
- Gina was affected with guilt because her brother got hurt while she watched him.  
\_\_\_\_\_
- Islands like Bali, Hawaii, Brunei, and the others similar, rely on tourism.  
\_\_\_\_\_
- The flight attendant asked me to keep my bag out of the space between the seats.  
\_\_\_\_\_
- The computer's failure to work caused major problems at work.  
\_\_\_\_\_
- The person who wrote the book was nice enough to sign my copy of his book.  
\_\_\_\_\_

## PART A Match the phrases to make complete sentences.

1. Connect your seat belt \_\_\_\_\_.
2. Patty was **afflicted** by \_\_\_\_\_.
3. The **cargo** was lost when the door \_\_\_\_\_.
4. The school will **notify** your \_\_\_\_\_.
5. The **author** of the book \_\_\_\_\_.
6. **Flip** the switch \_\_\_\_\_.
7. After the **breakdown**, \_\_\_\_\_.
8. Katie said her **peas** were \_\_\_\_\_.
9. Vanessa had **raisins** \_\_\_\_\_.
10. The last **chapter** of the book \_\_\_\_\_.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| a. as a snack before dinner       | b. she had to get a new car        |
| c. a disease that made her tired  | d. has written many others as well |
| e. when the image comes into view | f. before you begin driving        |
| g. was accidentally opened        | h. was the most interesting        |
| i. parents if you are late        | j. too sour to eat                 |

## PART B Match the clauses to make complete sentences.

1. There were many items that the customer ordered, \_\_\_\_\_.
2. The manager was unhappy \_\_\_\_\_.
3. The meat had gone bad, \_\_\_\_\_.
4. Jay was rushed to the hospital, \_\_\_\_\_.
5. Her blouse was so colorful when she bought it, \_\_\_\_\_.
6. Judy danced beautifully, \_\_\_\_\_.
7. He tried to keep busy, \_\_\_\_\_.
8. Sammy tried to get through to the bathroom, \_\_\_\_\_.
9. He sold most of his clothes, \_\_\_\_\_.
10. Sarah became quite ill \_\_\_\_\_.

- |  |  |
|--|--|
| a. but he <b>retained</b> his favorite shirt | b. but her <b>unfortunate</b> mistake hurt her     |
| c. and it made many people <b>vomit</b>      | d. but he always found himself being <b>idle</b>   |
| e. so she put them on the <b>tray</b>        | f. because the <b>atmosphere</b> was polluted      |
| g. because no one <b>stated</b> the truth    | h. so his aunt, dad, mom, <b>etc</b> met him there |
| i. but the <b>aisle</b> was crowded          | j. but the <b>vivid</b> colors faded after a week  |

# Isaac's First Plane Trip

Isaac's family was going on vacation. He was excited about the trip except for one thing. He had never been on a plane before. He was scared that his plane would have a **breakdown**.

Isaac got onto the plane. He walked down the **aisle** until he found his seat. He sat down and **connected** the ends of his seat belt. After being **idle** for a few minutes, the pilot announced that they were ready to leave.

He looked out the window at the **vivid** colors of the sky. He began to feel scared. The girl sitting next to him said, "Hi, I'm Rachel! You look nervous, but you don't need to be. Flying is fun!"

"I'm still a bit nervous," Isaac said, "and I'm getting hungry."

"The food service will begin soon. Just lower the **tray** on the seat in front of you, and **flip** this switch. Then they'll bring your dinner! Last time, they served chicken, **peas**, and a box of **raisins**," Rachel explained.

Then the pilot **notified** the passengers of bad conditions in the **atmosphere**. "We're tracking the weather: lightning, clouds, **etc**. The ride might get a bit rough," he **stated**.

Suddenly, the plane started to shake. Isaac was badly **afflicted** by his fear. His stomach hurt, and he thought he might **vomit**. He couldn't believe that he was in such an **unfortunate** place. Finally, the shaking stopped. Isaac was still scared, but he tried to **retain** a good attitude.

"The first time I flew, the plane shook so bad that **cargo** started falling. My parents told me to listen to music and read a **chapter** in my book. It calmed me," Rachel said.

Suddenly, the plane shook again. This time, Isaac followed Rachel's advice. He put on headphones and took out a book by his favorite **author**. The book and the music helped Isaac feel better. After a while, he didn't even notice the bad weather. The bad situation didn't feel so bad after someone helped him.



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

1. \_\_\_ Isaac was scared the plane would have a breakdown.  
\_\_\_\_\_
2. \_\_\_ Isaac ate raisins and peas and read a book by his favorite author.  
\_\_\_\_\_
3. \_\_\_ Rachel's parents suggested she read a chapter in her book when she was scared.  
\_\_\_\_\_
4. \_\_\_ Isaac's fear went away as soon as he took a nap.  
\_\_\_\_\_
5. \_\_\_ The pilot stated that the conditions in the atmosphere were sun, wind, etc.  
\_\_\_\_\_
6. \_\_\_ Isaac was scared, but he tried to retain a good attitude.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What would happen if Isaac flipped the switch?
  - a. The cargo would fall.
  - b. They would bring him his dinner.
  - c. He would vomit.
  - d. They would bring him some water.
2. What did Isaac do as the plane left?
  - a. He played with Rachel.
  - b. He was idle.
  - c. He fell asleep.
  - d. He looked at the vivid sky.
3. What did Isaac think when the plane first started shaking?
  - a. He was in an unfortunate place.
  - b. He was afflicted by pain.
  - c. The pilot made a mistake.
  - d. His food would fall off the tray.
4. What happened the first time Rachel was on a plane?
  - a. The dinner service was late.
  - b. She had to wait in the aisle.
  - c. The cargo fell from above.
  - d. Her seat belt wasn't connected.



- **betray** [bitrɛi] v. **xiyonat qilmoq**

To **betray** someone means to treat them in a dishonest way.

→ *The man **betrayed** his country when he gave away national secrets.*



- **blast** [blæst] n. **portlash**

A **blast** is a loud noise made by something that explodes.

→ *There was a loud **blast** when the police officer fired the gun.*



- **bracelet** [brɛisli:t] n. **bilaguzuk, braslet**

A **bracelet** is a piece of jewelry that you wear around your wrist.

→ *My father gave me a pretty gold **bracelet** for my birthday.*



- **cease** [si:s] v. **to'xtamoq**

To **cease** means to stop.

→ *After about an hour, the rain **ceased**, and a rainbow appeared.*



- **choke** [tʃouk] v. **nafasi qaytmoq**

To **choke** means to cough because you have difficulty breathing.

→ *There was a lot of smoke in the air, and it made me **choke**.*



- **civil** [sivəl] adj. **fuqarolik**

When an event is **civil**, it happens inside a country.

→ *The country was torn apart by a terrible **civil** war.*



- **comment** [kámənt] v. **fikr bildirmoq**

To **comment** means to say something that shows your personal opinion.

→ *Tom **commented** on the poor quality of the food.*



- **cross** [krɔ:s] v. **kesib o'tmoq**

To **cross** means to go from one side to the other side.

→ *We used his boat to **cross** to the other side of the lake.*



- **dent** [dent] n. **pachoqlangan joy**

A **dent** is damage caused by something heavy hitting something else.

→ *That blue car hit my car, and now there is a small **dent** in my car door.*



- **distrust** [distrást] v. **ishonmaslik**

To **distrust** someone means to believe that they are not honest.

→ *Don't lend money to someone if you **distrust** them!*



- fort** [fɔ:rt] *n.* **qal'a, qo'rg'on**

A **fort** is a small building that is specially built to defend an area from attack.  
 → *When the army arrived, they built a big fort on the top of the hill.*



- found** [faund] *v.* **asos solmoq**

To **found** means to bring something into existence.  
 → *The pastor founded his church in the countryside.*



- lining** [lâiniŋ] *n.* **astar**

**Lining** is a piece of cloth that covers the inside of clothes.  
 → *This jacket is very warm because it has a thick lining.*



- mass** [mæ:s] *n.* **juda ko'p, ko'pgina**

A **mass** is a large number of things of one type.  
 → *We received a mass of letters this morning.*



- pray** [prei] *v.* **ibodat qilmoq**

To **pray** means to talk to God.  
 → *When people go to church, they pray for their families and friends.*



- rife** [raif] *adj.* **ildiz otgan, yoyilgan**

If a place is **rife** with something bad, it is very common in that place.  
 → *This part of the country is rife with disease.*



- sole** [soul] *adj.* **yagona, birdan-bir**

When something is the **sole** thing, it is the only thing of a particular type.  
 → *His sole purpose in life was to help others.*



- sweep** [swi:p] *v.* **supurmoq**

If you **sweep** the floor, you clean it with a tool like a broom or a brush.  
 → *There is a lot of dirt on the floor. Can you sweep it please?*



- treachery** [trétʃəri] *n.* **xiyonat, xoyinlik**

**Treachery** is a behavior in which a person betrays a country or a person.  
 → *The man ran away to escape from the treachery of his wife.*



- tuck** [tʌk] *v.* **tartibga keltirmoq**

To **tuck** something means to put it somewhere so that it is neat or safe.  
 → *He looked sloppy without his shirt being tucked into his pants.*

## Exercise 1

Choose the right word for the given definition.

- to clean with a broom  
a. sweep                      b. betray                      c. pray                      d. choke
- to say your opinion  
a. comment                      b. cross                      c. cease                      d. distrust
- to bring into existence  
a. sole                      b. dent                      c. tuck                      d. found
- a piece of jewelry  
a. civil                      b. bracelet                      c. mass                      d. fort
- a loud explosion  
a. treachery                      b. blast                      c. rife                      d. lining

## Exercise 2

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

- The lucky man was the only winner of the grand prize.  
\_\_\_\_\_
- She was so worried about her mother's health that she went to church to talk to God.  
\_\_\_\_\_
- He coughed and had difficulty breathing after eating a large piece of food.  
\_\_\_\_\_
- The rain stopped in the early morning after pouring all night long.  
\_\_\_\_\_
- There is a large number of people in the park today.  
\_\_\_\_\_
- I hit the wall with my car, and now there is a small amount of damage in it.  
\_\_\_\_\_
- I don't believe the honesty of people who always try to borrow money.  
\_\_\_\_\_
- The conditions in some parts of Africa are very poor, and disease is very common.  
\_\_\_\_\_
- The man behaved in an untrustworthy way toward his friends.  
\_\_\_\_\_
- I'm going to go to the other side of the road to meet my friend.  
\_\_\_\_\_

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

1. blast / choke

The \_\_\_\_\_ threw a lot of smoke into the air, and it made me \_\_\_\_\_.

2. treachery / fort

The army built a \_\_\_\_\_ to defend themselves from their former ally's \_\_\_\_\_.

3. sweep / tuck

My jobs at home are to \_\_\_\_\_ the floor and \_\_\_\_\_ the sheets neatly under the bed.

4. lining / sole

The homeless man's \_\_\_\_\_ possession was a jacket with a warm \_\_\_\_\_.

5. distrust / betray

I \_\_\_\_\_ those girls because they \_\_\_\_\_ their friends by telling their secrets.

6. ceased / founded

He \_\_\_\_\_ his business after the fighting from the war \_\_\_\_\_.

7. commented / civil

The man on the news \_\_\_\_\_ on the recent \_\_\_\_\_ struggles of the people.

8. bracelet / dent

Fiona stepped on my \_\_\_\_\_ and made a \_\_\_\_\_ in it.

9. cross / mass

I watched the \_\_\_\_\_ of people \_\_\_\_\_ the bridge to see the Queen.

10. prayed / rife

The country was \_\_\_\_\_ with enemies, so I \_\_\_\_\_ that our people would be safe.

# The Betrayal

A king lived in a **fort** with his daughter, Clara. The king had **founded** a great empire, but his land was **rife** with enemies who wanted to take over the kingdom. Because there was so much **civil** unrest, the king told Clara not to trust anyone.

One day, Clara was walking outside when she saw a girl **sweeping** the path. Clara **crossed** the garden, and they started talking. The girl's name was Susie. Clara felt sorry for Susie because she was very poor, and Clara gave her a **bracelet**. After that, Susie and Clara met every day.

Once, the King saw them talking. He told Clara, "Don't talk to that girl. She could be an enemy."

"You can't **distrust** everyone," **commented** Clara. "She is my **sole** friend. It's OK to be friendly to people."

The King said, "Don't argue with me. Stay inside from now on, and talk to no one."

Clara felt lonely in the fort. But one day she saw Susie outside. She wrote her a note with a map showing a secret entrance to the fort. Clara wrote: "Come at night, and we can talk together. Don't show anybody this note." She threw the note to Susie, and Susie **tucked** it in the **lining** of her dress.

That night Clara waited for Susie. But she heard something ticking, and then a loud **blast**. She ran into the hall, and it was full of smoke, which made her **choke**. A **mass** of soldiers were there, fighting. Clara realized that Susie had **betrayed** her and given the map to her father's enemies. Clara **prayed** that everyone in the castle would be safe from her friend's **treachery**.

At last, the fighting **ceased**. Clara found her father in the hall with his soldiers. They had defeated their enemies, but there were **dents** in their armor from the heavy fighting. Clara told her father what she had done and promised never to disobey him again.



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

1. \_\_\_\_ The land near the king's fort was rife with disease.  
\_\_\_\_\_
2. \_\_\_\_ When Clara and Susie met, Clara was sweeping the path.  
\_\_\_\_\_
3. \_\_\_\_ Clara crossed the garden to talk to Susie.  
\_\_\_\_\_
4. \_\_\_\_ Clara gave Susie a bracelet.  
\_\_\_\_\_
5. \_\_\_\_ Clara commented to her father that he should distrust people.  
\_\_\_\_\_
6. \_\_\_\_ Clara choked because of the smoke.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Which of the following actions did Clara do in the story?
  - a. Sweep the path
  - b. Betray her sole friend
  - c. Found a clock ticking
  - d. Pray
2. What did Clara hear in the middle of the night?
  - a. Civil fighting
  - b. A loud blast
  - c. Susie calling at the window
  - d. Someone sweeping
3. What did the king emphasize?
  - a. Anybody could be an enemy.
  - b. Clara should be friendly to people.
  - c. He distrusted his relatives.
  - d. His enemy's treachery had ceased.
4. Where were the mass of soldiers fighting?
  - a. In the garden
  - b. In the hall
  - c. In the King's bedroom
  - d. Outside Clara's window



- **background** [bækgraʊnd] *n.* **ijtimoiy kelib chiqishi**  
A **background** is a person's education, family, and experience.  
→ *The new teacher had a **background** in science and math.*



- **bait** [beɪt] *n.* **xo'rak**  
**Bait** is something used to trick a person or thing to do something.  
→ *The best **bait** for catching fish is a big, fat worm.*



- **chronicle** [krɒnɪkl] *v.* **kiritib bormoq**  
To **chronicle** something means to record an event or speech.  
→ *The daily newspaper **chronicles** local and world events.*



- **copper** [kʌpər] *n.* **mis**  
**Copper** is a red-brown metal often used in electric wire and pipes.  
→ *Ancient hunters melted **copper** to make knives and spears.*



- **disease** [dɪziːz] *n.* **kasallik, xastalik**  
A **disease** is an illness that causes specific problems.  
→ *He had a **disease** that caused him to lose his hearing.*



- **folklore** [fóʊklɔːr] *n.* **folklyor**  
**Folklore** is the collection of beliefs and stories of a culture.  
→ *India's **folklore** has stories written in long poems about great warriors.*



- **infect** [ɪnfékt] *v.* **kasallik yuqtirmoq**  
To **infect** someone means to give them an illness.  
→ *The common cold **infects** hundreds of millions of people each year.*



- **itch** [ɪtʃ] *v.* **qashimoq, qashinmoq**  
To **itch** means to rub the skin with your fingernails.  
→ *The rough fabric in his shirt made the back of his neck **itch**.*



- **literature** [lɪtərəʃər] *n.* **adabiyot**  
**Literature** is books, plays, and poetry.  
→ *Early American **literature** covers the poetry and stories from 1500 to 1800.*



- **millennium** [mɪləniəm] *n.* **1000 yillik**  
A **millennium** is one thousand years.  
→ *Stonehenge is believed to have been built about 5 **millenniums** ago.*



**myth** [miə] *n.* **mif, afsona**

A **myth** is a traditional story that explains a culture's history and beliefs.  
→ *In Greece, there was a **myth** about a woman who had snakes for hair.*



**promote** [prəməʊt] *v.* **lavozimini oshirmoq**

To **promote** someone means to raise them to a higher position or rank.  
→ *After two years in the company, she was **promoted** to a manager.*



**relate** [rɪleɪt] *v.* **aloqador bo'lmoq, bog'liq bo'lmoq**

To **relate** to something means to have a connection with it.  
→ *A company's plan usually **relates** to how much profit it can make.*



**religion** [rɪlɪdʒən] *n.* **din**

A **religion** is a belief in a god or gods.  
→ *Their **religion** taught that people should forgive their enemies.*



**sum** [sʌm] *n.* **summa**

A **sum** is a specific amount of money.  
→ *He calculated the numbers to see what the **sum** of his bills would be.*



**teller** [tɛlə:r] *n.* **bankda ishlovchi kotib(a)**

A **teller** is a person who works with a bank's customers.  
→ *The **teller** at the bank helped Kelly put money into a savings account.*



**trustworthy** [trʌstwɜːrði] *adj.* **ishonchli**

If someone is **trustworthy**, they are honest and truthful.  
→ *Mary is one of the most **trustworthy** people I've ever met.*



**update** [ʌpdəɪt] *v.* **zamonaviylashtirmoq**

To **update** something means to make it more modern.  
→ *We need to **update** the programs on our computers.*



**vein** [veɪn] *n.* **vena tomiri**

A **vein** is a tube in the body that carries blood toward the heart.  
→ *The blue **veins** in my hand are just under my skin.*



**venom** [vɛnəm] *n.* **zahar**

**Venom** is a poisonous substance that comes from animals or plants.  
→ *A snake's **venom** can be used to cure the illnesses it creates.*

## Exercise 1

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

1. The reward for finding the lost dog was a very large specific amount.  
\_\_\_\_\_
2. When his arm got crushed, it damaged a tube that carries blood to the heart was damaged.  
\_\_\_\_\_
3. To which chart does this collection of data have a connection with?  
\_\_\_\_\_
4. This book records the first years of the king's life.  
\_\_\_\_\_
5. Since that pot is made out of a red-brown metal, it gets hot very quickly.  
\_\_\_\_\_
6. The nation had a party because their country had existed for a thousand years.  
\_\_\_\_\_
7. Her experience made her the best person for the new job.  
\_\_\_\_\_
8. The poisonous substance from that fish will make you very sick.  
\_\_\_\_\_
9. I wouldn't believe him. He's not very honest.  
\_\_\_\_\_
10. The owners of the hotel decided to modernize the computer system.  
\_\_\_\_\_

## Exercise 2

**Choose the answer that best fits the question.**

1. What do you need if you want to catch a fish?  
a. Copper                      b. Venom                      c. Bait                      d. Disease
2. Which of the following means to be raised to a higher position?  
a. Chronicle                      b. Update                      c. Infect                      d. Promote
3. Which would most likely be found in a library?  
a. Literature                      b. A teller                      c. A vein                      d. Religion
4. Sometimes, uncomfortable clothes will make you do this?  
a. Itch                      b. Trustworthy                      c. Relate                      d. Background
5. Which of the following best describes the combination of two numbers?  
a. A sum                      b. A millennium                      c. Folklore                      d. A myth

## PART A Match the phrases to make complete sentences.

1. The bank teller \_\_\_\_\_.
2. Many religions \_\_\_\_\_.
3. The nation's **folklore** \_\_\_\_\_.
4. The factory's new worker had a **background** \_\_\_\_\_.
5. Those **veins** pump blood \_\_\_\_\_.
6. The snake's poisonous **venom** \_\_\_\_\_.
7. The newspaper story **chronicled** the action \_\_\_\_\_.
8. One of that culture's **myths** explains that the ocean \_\_\_\_\_.
9. The total **sum** for staying three nights at the hotel \_\_\_\_\_!
10. Her arm started to **itch** \_\_\_\_\_.

- |                                 |  |
|---------------------------------|--|
| a. caused the boy to collapse   | b. to all necessary places in the body     |
| c. was once a small pond        | d. was over \$300                          |
| e. in engineering               | f. deposited Paul's money into his account |
| g. from all of the insect bites | h. of the heroic crime-fighter             |
| i. believe that there is a god  | j. is rich with tradition                  |

## PART B Match the clauses to make complete sentences.

1. If you don't stay away from school today, \_\_\_\_\_.
2. Because the calendar didn't list the new holidays, \_\_\_\_\_.
3. The hunters put some food in the trap, \_\_\_\_\_.
4. She learned to speak the country's language, \_\_\_\_\_.
5. The police thought the two crimes might be connected, \_\_\_\_\_.
6. The pipes were safe for carrying water \_\_\_\_\_.
7. He had done great work for the company for three years, \_\_\_\_\_.
8. She never shared her friends' secrets with anyone, \_\_\_\_\_.
9. If you think a lot can happen in a hundred years, \_\_\_\_\_.
10. He had a bad cough and a headache, \_\_\_\_\_.

- |   |  |
|---|--|
| a. because they were made from <b>copper</b>                      | b. but no animals wanted the <b>bait</b>     |
| c. so everyone knew she was <b>trustworthy</b>                    | d. it had to be <b>updated</b>               |
| e. then you might <b>infect</b> the other students                | f. so she could read their <b>literature</b> |
| g. so he thought he'd caught a <b>disease</b>                     | h. so his boss <b>promoted</b> him           |
| i. but it turned out that they didn't <b>relate</b> to each other |  |
| j. then imagine how much might happen in a <b>millennium</b>      |  |

# The Teller and the Thieves

A **teller** at a bank suspected some of her fellow employees of not being very **trustworthy**. She thought they were stealing. In order to catch them, though, she needed some way to link them to the crime.

She had a **background** in **religion** and **folklore**. She remembered that one religion's **literature** had a **myth** that **chronicled** how a group of thieves was captured.

In the **millennium**-old story, coins of **copper** were covered with **venom** taken from a poisonous snake. The coins were left as **bait** for the robbers. When they touched the coins, the venom **infected** their bodies through their skin. The venom ran through their **veins**, and they all became very sick as if they had a **disease**. It made their skin purple. The police arrested whoever had purple skin.

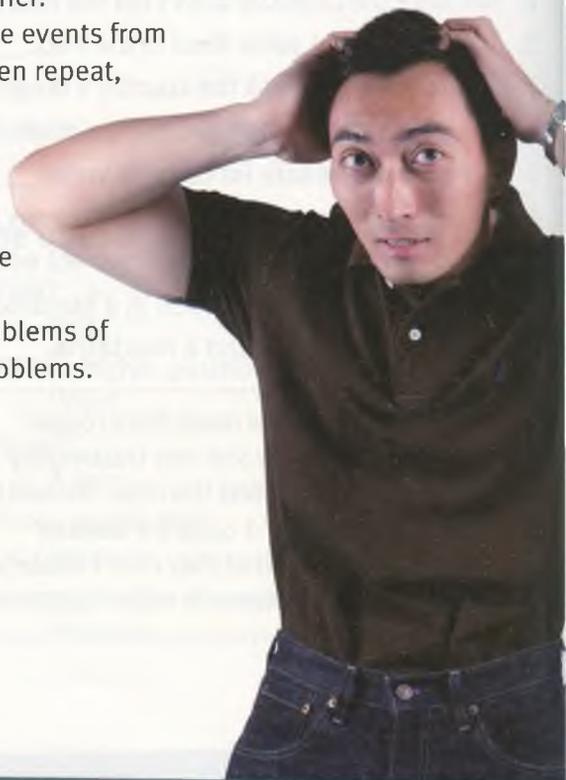


She knew she couldn't use venom because it might hurt someone. However, she thought of a way to **update** the old story. She decided to cover a **sum** of money with a special powder. If people touched the money, the powder would cause their skin to **itch**. She placed the stack of money in the bank's safe. No one was supposed to take money from the safe. If somebody did, then they had to be stealing.

Within a few hours, three of her coworkers were scratching their hands and arms. They itched so badly that they couldn't even work. She checked the money, and it was gone. She told her boss what she had done, and he had the thieves arrested. He thanked her and **promoted** her.

Because events from history often repeat, ancient literature had helped

the teller solve a crime. She proved that stories from the past still **relate** with the problems of today, and they can be helpful in solving problems.



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

1. \_\_\_\_ A teller at a bank thought her fellow employees were trustworthy.  
\_\_\_\_\_
2. \_\_\_\_ The teller remembered a myth that chronicled how to capture the thieves.  
\_\_\_\_\_
3. \_\_\_\_ The venom was taken from a poisonous plant.  
\_\_\_\_\_
4. \_\_\_\_ The robbers became sick as if they had a disease.  
\_\_\_\_\_
5. \_\_\_\_ Two of her coworkers were scratching their hands and arms.  
\_\_\_\_\_
6. \_\_\_\_ The teller's boss promoted her.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Which word does NOT describe the teller's background?
  - a. Religion
  - b. Literature
  - c. Folklore
  - d. Vein
2. In the millennium-old story, the police linked the robbers to the crime because \_\_\_\_\_.
  - a. they were purple
  - b. their skin itched
  - c. they weren't working
  - d. they were at the bank
3. What did the teller use as bait to catch her fellow employees?
  - a. Coins of copper
  - b. A special powder
  - c. A sum of money
  - d. The bank's safe
4. Why did the teller decide not to use venom in her trap?
  - a. It wasn't related.
  - b. It infected her.
  - c. It was updated.
  - d. It might hurt someone.



- **charity** [tʃæreɪtɪ] *n.* **xayriya**

Charity is an act of giving help, usually money, to those who need it.  
→ *Thanks to his friends' charity, he had enough money to pay the rent.*



- **commerce** [kəmɜːrs] *n.* **tijorat, savdo**

Commerce is the activity of buying and selling things.  
→ *The new shopping mall increased the commerce in that section of town.*



- **condemn** [kəndém] *v.* **hukm qilmoq**

To **condemn** someone means to give them a specific punishment.  
→ *The judge condemned the criminal to five years in prison.*



- **cozy** [kəʊzi] *adj.* **shinam**

If something is **cozy**, then it is comfortable, warm, and relaxing.  
→ *The thick blanket made the bed very cozy.*



- **deplete** [diplɪ:t] *v.* **tamom qilmoq, tugatmoq**

To **deplete** an amount of something means to use up all of it.  
→ *All the driving he was doing was depleting his car's fuel supply.*



- **economy** [iːkənəmi] *n.* **iqtisodiyot**

An **economy** is the money and businesses of a country or region.  
→ *The factory was good for the economy because it brought jobs to the area.*



- **empire** [ɛmpaɪə] *n.* **imperiya**

An **empire** is a large group of countries ruled by an emperor or empress.  
→ *The emperor built roads to make travel easier throughout the empire.*



- **goods** [gudz] *n.* **tovar**

Goods are anything that can be bought or sold.  
→ *Shoes, hats, dresses and purses were the goods she wanted to buy.*



- **heed** [hi:d] *v.* **maslahatga amal qilmoq**

To **heed** something means to obey or follow it.  
→ *You should heed the advice on the sign and not drive so fast.*



- **hitchhike** [hɪtʃhaɪk] *v.* **yo'lovchi mashinalar orqali tekin sayohat qilmoq**

To **hitchhike** means to travel by asking for rides from passing vehicles.  
→ *She didn't have a car, so she hitchhiked several miles to her brother's home.*



○ **mock** [mak] v. **kalaka qilmoq**

To **mock** someone means to tease them in a cruel way.  
→ The girls **mocked** Nancy because she was a new student.



○ **neutral** [njú:trəl] adj. **neytral**

If someone is **neutral**, then they do not help either of the two fighting sides.  
→ The girl's friend remained **neutral** while the couple was arguing.



○ **persecute** [pé:rsikjút] v. **yomon munosbatda bo'lmoq**

To **persecute** means to treat someone badly.  
→ Dan felt **persecuted** because he was smaller than the other boys at school.



○ **pity** [píti] n. **rahm, shafqat**

**Pity** is the feeling of sadness and kindness for those who are suffering.  
→ Because she had **pity** for the lost boy, she helped him find his parents.



○ **reduce** [ridjú:s] v. **kamaytirmoq**

To **reduce** something means to make it less in size or number.  
→ When the store **reduced** its prices, people wanted to shop there.



○ **scribe** [skraib] n. **xattot**

A **scribe** was a person whose job was to copy written works.  
→ In Ancient Egypt, **scribes** recorded important events.



○ **temper** [tèmpə:r] n. **kayfiyat**

A **temper** is someone's mood or a chance that they might get angry.  
→ She has a **temper**. Even the slightest mistakes make her angry.



○ **throne** [əroun] n. **taxt, taxtiravon**

A **throne** is the special chair in which a ruler sits.  
→ Nobody except the king and queen sat in the **thrones** in the great hall.



○ **unity** [jú:nəti] n. **birdamlik**

**Unity** is the state of people working together for a certain purpose.  
→ The project was finished early, thanks to the **unity** of the workers.



○ **victor** [viktər] n. **g'olib, muzaffar**

A **victor** is a group or person that wins in a contest.  
→ At the end of the game, the blue team was the **victor**.

## Exercise 1

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

1. **mocking / temper**

The other children were \_\_\_\_\_ him about how funny his new shoes looked, and it didn't take long for him to develop a bad \_\_\_\_\_.

2. **scribes / unity**

The \_\_\_\_\_ realized that they could copy more books if they stopped arguing and worked in \_\_\_\_\_.

3. **cozy / hitchhiked**

The young man \_\_\_\_\_ in the cold without getting a ride for such a long time. When a car finally picked him up, the soft seat and warm air was very \_\_\_\_\_.

4. **charity / goods**

The \_\_\_\_\_ they received was not only money but also several, \_\_\_\_\_ such as food and clothing.

5. **heeded / neutral**

The senators \_\_\_\_\_ the warning from the countries' leaders and decided to stay \_\_\_\_\_ in the war.

6. **commerce / empire**

The ancient \_\_\_\_\_ that we studied in class today was very important because it spread \_\_\_\_\_ and trade throughout the world.

7. **throne / victor**

The king's two sons had to fight to see who would become the next king. Whoever was the \_\_\_\_\_ would get to sit upon his father's \_\_\_\_\_.

8. **pity / reduced**

The cold and dirt had \_\_\_\_\_ the poor man's clothing to almost nothing, and the mayor felt \_\_\_\_\_ for him and took him home to his house.

9. **economy / persecuted**

The businessmen \_\_\_\_\_ the students because they didn't agree with his opinions concerning the \_\_\_\_\_.

10. **condemned / depleted**

The men had \_\_\_\_\_ the small lake of all its fish and were \_\_\_\_\_ to going without fish for many years.

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

1. Appliances are things that are bought that usually last for many years.  
\_\_\_\_\_
2. After making five cakes, all the sugar in the house was used up.  
\_\_\_\_\_
3. During the holidays, offering financial help to others is very common.  
\_\_\_\_\_
4. Because my views were different, I was treated badly by my classmates.  
\_\_\_\_\_
5. The group that wins this game will have to play the very best team.  
\_\_\_\_\_
6. When his car ran out of gas, he traveled by asking for rides to the gas station.  
\_\_\_\_\_
7. Though it might seem like fun at the time, it's not nice to tease in a cruel way people.  
\_\_\_\_\_
8. The warm weather lessened the snow that covered the ground.  
\_\_\_\_\_
9. The state of working together the groups showed helped them to solve their problems.  
\_\_\_\_\_
10. The many countries ruled by one person was beginning to slowly fall apart.  
\_\_\_\_\_

## Exercise 3

Choose the answer that best fits the question.

1. Who is someone who would NOT sit on a throne?  
a. A king            b. A queen            c. A chef            d. An emperor
2. All of the following describe something that's cozy EXCEPT \_\_\_\_\_.  
a. relaxing            b. large            c. comfortable            d. warm
3. What is something that you might heed?  
a. Food            b. Money            c. Fun            d. Advice
4. If someone can't control their temper, then they are likely to easily become \_\_\_\_\_.  
a. upset            b. proud            c. happy            d. sleepy
5. Which of the following is something a scribe would use?  
a. Goods            b. An oven            c. A pen            d. Nails

# The Scribe's Warning

A great and powerful **empire** needed the wood from its western areas to build palaces and homes for the emperor and his friends. However, the empire had **depleted** many of the forests. The trees were important to the western areas' **economy**. With no trees to sell, the **commerce** in that area was **reduced**. Citizens could no longer purchase the **goods** that they needed to survive. Their life became difficult.

A poor **scribe** from the area wanted to help. He **hitchhiked** to the capital to ask the emperor for **charity**. He was invited to the palace. It was large and **cozy**. Tables were loaded with food, and fires burned warmly in every fireplace.

The emperor sat up upon his **throne**, and the scribe stood in front of him.

"I've come to ask for help," the scribe said. "We're all very poor and hungry. You've used up all of the forests, and now we have nothing to sell." Then he added a warning. "If we don't receive help, I'm afraid that the entire empire will suffer. We must establish some **unity**."

Upon hearing the scribe's request, the emperor's bad **temper** surfaced. He **mocked** the scribe. "You think I should help," he said and laughed. "You should just be happy to belong to this great empire. You will get nothing from me."

The emperor felt no **pity** for the citizens of the western area. They were **condemned** to starve. The scribe returned home with nothing.

Not long after, an enemy invaded the empire from the west. They were marching to the capital. Because the citizens felt **persecuted** by the emperor, they remained **neutral**. They didn't fight the invaders but allowed them to march freely to the capital.

The emperor was defeated. If he had **heeded** the words of the scribe, then the citizens might have been the **victors**. But because he had treated them badly, they treated him badly in return.



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

1. \_\_\_ Much of the forest had been depleted by the empire.  
\_\_\_\_\_
2. \_\_\_ The sheep were important to the western areas' economy.  
\_\_\_\_\_
3. \_\_\_ The scribe hitchhiked to the capital to ask the emperor for charity.  
\_\_\_\_\_
4. \_\_\_ The scribe sat upon his throne, and the emperor stood in front of him.  
\_\_\_\_\_
5. \_\_\_ The emperor condemned the citizens of the western areas to hard work.  
\_\_\_\_\_
6. \_\_\_ If the emperor had heeded the scribe's warning, the citizens might have been the victors.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Why were the citizens hungry?
  - a. Commerce was high.
  - b. They couldn't buy goods.
  - c. Prices were reduced.
  - d. They were too cozy.
2. The emperor's palace was all of the following EXCEPT \_\_\_\_\_.
  - a. large and cozy
  - b. made with wood
  - c. cold and dark
  - d. in the capital
3. When the emperor heard the scribe's request, how did he behave?
  - a. He felt pity.
  - b. He asked for unity.
  - c. He remained neutral.
  - d. He showed his temper.
4. At the end of the story, what happened to the emperor?
  - a. He was defeated.
  - b. He changed his evil ways.
  - c. He became rich.
  - d. He got married.



- **accurate** [ækjərit] *adj.* **aniq, to'g'ri**  
If something is **accurate**, it is completely correct.  
→ *The story in the newspaper wasn't very accurate.*



- **analyze** [ænaláiz] *v.* **tahlil qilmoq**  
To **analyze** something is to study it.  
→ *The scientist will analyze the blood sample.*



- **asteroid** [æstərɔid] *n.* **asteroid**  
An **asteroid** is a giant rock from outer space.  
→ *In 1908, a giant asteroid hit Siberia.*



- **controversy** [kántrevə:rsi] *n.* **munozara, mubohasa**  
A **controversy** is a dispute about something that affects many people.  
→ *There has been a lot of controversy over the judge's decision.*



- **evolve** [iválv] *v.* **evolyutsiya qilmoq, rivojlanmoq**  
To **evolve** is to change over time.  
→ *Many people think that humans evolved from animals.*



- **factor** [fæktər] *n.* **omil, faktor**  
A **factor** is something that has an effect on the way another thing happens.  
→ *Smoking is the main factor that causes lung cancer.*



- **genetic** [dʒinétik] *adj.* **irsiy, genetik**  
If something is **genetic**, it is related to the genes in one's body.  
→ *The color of one's eyes is genetic.*



- **genome** [dʒi:noum] *n.* **genom**  
A **genome** is the collection of all the genes in a living thing.  
→ *Understanding the human genome may help cure many diseases.*



- **identical** [aidéntikəl] *adj.* **xuddi o'zi, o'xshash**  
To be **identical** is to be the same as someone or something else.  
→ *James and John are identical twins.*



- **intellectual** [intələktʃuəl] *n.* **aql zakovatli**  
An **intellectual** is a very smart person.  
→ *We've always considered my Uncle Max the intellectual of the family.*



majority [mədʒɔː(ː)rəti] *n.* **katta qism, ko'pchilik**

A **majority** of something is almost all of the people or things in that group.

→ A **majority** of the people voted for Tom Smith in the election.



mammal [mæməl] *n.* **sut emizuvchilar**

A **mammal** is an animal that usually has hair and is not born from an egg.

→ Even though it lives in the water, whales are actually **mammals**.



multiply [mʌltɪplai] *v.* **oshmoq, ko'paymoq**

To **multiply** is to increase in number.

→ In the past year, the number of people at work **multiplied** by ten percent.



offspring [ɔːfspriŋ] *n.* **chaqaloq; hayvon bolasi**

**Offspring** are the children of a person or the babies of an animal.

→ The dog's **offspring** had the same color of fur as she did.



pesticide [pɛstəsaid] *n.* **pestitsid**

A **pesticide** is a substance used to kill insects.

→ The farmer sprayed his crops with a **pesticide** to keep bugs away.



regulate [rɛgjələit] *v.* **nazorat qilmoq, boshqarmoq**

To **regulate** something is to control how it happens.

→ The bank **regulates** how much money people can borrow from it.



reinforce [riːnfɔːrs] *v.* **kuchaytirmoq**

To **reinforce** something is to make it stronger.

→ Peter **reinforced** his opinion with information from a book.



stricken [striken] *adj.* **kasalga chalingan**

If one is **stricken** by a disease or problem, they are badly affected by it.

→ Mike was **stricken** with a horrible illness.



vast [væst] *adj.* **ulkan, juda yirik**

If something is **vast**, it is very large.

→ The wealthy man bought a **vast** amount of land in the countryside.



vegetarian [vɛdʒətɛəriən] *n.* **vegetarian**

A **vegetarian** is someone who does not eat any meat products.

→ I became a **vegetarian** because I don't like the taste of meat.

# Exercise 1

Choose the answer that best fits the question.

1. A professor at a university is probably \_\_\_\_\_.
  - a. a majority
  - a. an intellectual
  - c. a controversy
  - d. a factor
2. If every member of a family has a disease, the disease is \_\_\_\_\_.
  - a. accurate
  - b. identical
  - c. vast
  - d. genetic
3. What would a farmer do if bugs were eating his plants?
  - a. Use a pesticide
  - b. Find a mammal
  - c. Raise offspring
  - d. Become a vegetarian
4. What is something that scientists do?
  - a. Analyze chemicals
  - b. Multiply books
  - c. Reinforce messages
  - d. Regulate businesses
5. Which word is related to the term "outer space"?
  - a. Stricken
  - b. Evolve
  - c. Genome
  - d. Asteroid
6. What happens when something evolves?
  - a. It studies more.
  - b. It disagrees.
  - c. It changes.
  - d. It gets stronger.
7. Which of these is a mammal?
  - a. A chicken
  - b. A snake
  - c. A spider
  - d. A monkey
8. What would a vegetarian eat?
  - a. Steak
  - b. Sausage
  - c. Chicken
  - d. Corn
9. If something is accurate, it is \_\_\_\_\_.
  - a. long
  - b. false
  - c. correct
  - d. mysterious
10. Which of these is usually considered vast?
  - a. The sky
  - b. A bedroom
  - c. A pool
  - d. The newspaper

## PART A Match the phrases to make complete sentences.

1. The cheaper blouse is nearly **identical** \_\_\_\_\_.
2. The zoo is full of **mammals** \_\_\_\_\_.
3. The computer has **evolved** from \_\_\_\_\_.
4. My teacher said that **asteroids** \_\_\_\_\_.
5. Many **pesticides** that are used on \_\_\_\_\_.
6. The woman **reinforced** her statement \_\_\_\_\_.
7. The doctor **analyzes** the daily report \_\_\_\_\_.
8. The **vast** space of the room was \_\_\_\_\_.
9. My report on animal **genomes** \_\_\_\_\_.
10. The accident left her **stricken** \_\_\_\_\_.

- |   |                                      |
|---|--------------------------------------|
| a. will be printed in a science textbook      | b. about each patient                |
| c. with two broken legs and an injured arm    | d. that come from all over the world |
| e. with an example from a scientific study    | f. a big machine to a tiny one       |
| g. to the one I found in that expensive store | h. are made of rock, ice and metal   |
| i. big enough to fit at least 5,000 people    | j. crops cause illnesses in humans   |

## PART B Match the clauses to make complete sentences.

1. A small group of kids wanted pizza, \_\_\_\_\_.
2. I don't read gossip magazines \_\_\_\_\_.
3. The people in this department can't be trusted, \_\_\_\_\_.
4. There are many things to consider about the car, \_\_\_\_\_.
5. The sisters both had the strange disease, \_\_\_\_\_.
6. James thought he made the right choice, \_\_\_\_\_.
7. Pam served steak and potatoes to Ben, \_\_\_\_\_.
8. Alice is a short woman, \_\_\_\_\_.
9. I thought it would take weeks for them to grow, \_\_\_\_\_.
10. Daniel loves sports and parties, \_\_\_\_\_.

- |  |  |
|--|--|
| a. but the flowers <b>multiplied</b> fast    | b. but the <b>majority</b> wanted hamburgers         |
| c. so dad thought it was <b>genetic</b>      | d. but she didn't know he was a <b>vegetarian</b>    |
| e. since the news isn't <b>accurate</b>      | f. but the most important <b>factor</b> is its price |
| g. but her <b>offspring</b> are very tall    | h. but his brother is more of an <b>intellectual</b> |
| i. but it caused a lot of <b>controversy</b> | j. so we must <b>regulate</b> their actions          |

# How the Dinosaurs Really Died

Many scientists and **intellectuals** think that dinosaurs died when an **asteroid** smashed into the Earth millions of years ago. However, recently, there has been some **controversy** over this theory. Some scientists think that it isn't **accurate**. They think that a tiny insect may have been the biggest **factor** in the death of these huge creatures. That insect was the mosquito.



These scientists do think that an asteroid hit the Earth in the time of the dinosaurs. But that wasn't what killed all of them. At that time, insects, including the mosquito, were beginning to **evolve**. Today, we can **regulate** the number of mosquitoes with **pesticides**. But that was impossible millions of years ago. The mosquitoes **multiplied** quickly. And they were certainly not idle. Since there were so many mosquitoes, it was easy for them to bite many of the dinosaurs. When they bit another living thing, the mosquitoes passed along a deadly disease. So the dinosaurs were **stricken** with the disease. A **vast majority** of them, from the **vegetarians** to the meat eaters, died.

To **reinforce** this idea, scientists stress how gradually the dinosaurs died. If an asteroid killed them, they would have died very quickly. But the number of dinosaurs decreased slowly. In addition, scientists have found **genetic** material of mosquitoes in fossils. This material proves that mosquitoes existed back then. Although there may have been other factors, the dinosaurs died mainly because of disease, the scientists say.

No matter how it happened, the dinosaurs' death had a major impact on other living things. Many dinosaurs ate **mammals**. After the dinosaurs died, mammals were able to evolve and produce **offspring**. Birds also evolved. Scientists have **analyzed** the **genomes** of birds, and they discovered that birds have **identical** genetic material to some dinosaurs. So there may still be dinosaurs among us after all.



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

1. \_\_\_ Some scientists think the asteroid theory isn't accurate.  
\_\_\_\_\_
2. \_\_\_ A huge creature may have been the biggest factor in the death of these tiny insects.  
\_\_\_\_\_
3. \_\_\_ Today, we can regulate the number of mosquitoes with pesticides.  
\_\_\_\_\_
4. \_\_\_ A vast majority of mosquitoes, from the vegetarians to the meat eaters, died.  
\_\_\_\_\_
5. \_\_\_ In addition, scientists have found the genetic material of mammals in fossils.  
\_\_\_\_\_
6. \_\_\_ Many dinosaurs ate mammals.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What might have been the biggest factor in the dinosaurs' death?
  - a. Their genetic material
  - b. An asteroid
  - c. Other animals
  - d. Mosquitoes
2. What do we do to regulate the number of mosquitoes?
  - a. We use pesticides.
  - b. We feed them to vegetarians.
  - c. We kill their offspring.
  - d. We analyze their genomes.
3. How did the mosquitoes spread the deadly disease?
  - a. They produced offspring.
  - b. They bit many dinosaurs.
  - c. They ate birds.
  - d. They multiplied quickly.
4. What proves that mosquitoes were around at the same time as dinosaurs?
  - a. Genetic material in fossils
  - b. Similar modern insects
  - c. Fossils of dinosaurs
  - d. Other disease-stricken animals



- **cherish** [tʃɛrɪʃ] v. **g'amxo'rlik qilmoq, asramoq**  
To **cherish** something means to hold it as very important.  
→ *I cherish this trophy I won.*



- **compassion** [kəmˈpæʃən] n. **achinish, rahm qilish**  
**Compassion** is a feeling of understanding for someone who is hurt or suffering.  
→ *The veterinarian had compassion for the sick little puppy.*



- **consent** [kənsént] n. **rozilik, ruhsat**  
**Consent** is permission to do something.  
→ *Their mother gave the children consent to go outside and play.*



- **core** [kɔːr] n. **o'zag, markaz**  
The **core** is the center of something.  
→ *The rings of a tree start forming at its core.*



- **cunning** [kʌnɪŋ] adj. **ayyor, mug'ombir**  
If someone is **cunning**, they are good at tricking people.  
→ *The cunning child fooled his parents into thinking that he was kind.*



- **dizzy** [dɪzi] adj. **boshi aylangan**  
If someone is **dizzy**, then they feel off balance as if they will fall down.  
→ *The pregnant woman was dizzy after standing up too quickly.*



- **equilibrium** [iːkwəˈlɪbrɪəm] n. **muvozanat**  
**Equilibrium** is the balance between different forces.  
→ *The sudden drop in prices upset the equilibrium of the economy.*



- **foster** [fɒ(:)stər] v. **tarbiyalamoq**  
To **foster** a feeling or a skill means to help it develop.  
→ *She helped foster a sense of calm in the little boy.*



- **grind** [graɪnd] v. **tuymoq, yanchmoq**  
To **grind** something means to break it into very small pieces or powder.  
→ *She wanted to grind the beans, so she could brew some coffee.*



- **growl** [graʊl] v. **irillamoq**  
To **growl** means to make a deep, angry sound.  
→ *The dog started to growl at the man walking by.*

-  **moderation** [mədərəiʃən] *n.* **me'yor**  
Moderation is a state of being just enough but not too much.  
→ *It is important to eat in **moderation** so that you can have a healthy body.*
-  **predator** [prédətər] *n.* **yirtqich hayvon**  
A predator is an animal that kills and eats other animals.  
→ *The peregrine falcon is a **predator** that eats fish.*
-  **sane** [seɪn] *adj.* **hushi joyida**  
If someone is **sane**, they can think in a normal way.  
→ *Oliver does not act like a **sane** person when he is angry.*
-  **saucer** [sə:sər] *n.* **likopcha**  
A saucer is a small round dish that you set a cup on.  
→ *He placed the spoon on the **saucer**.*
-  **snatch** [snætʃ] *v.* **uzib olmoq**  
To **snatch** something means to take it away with a quick motion.  
→ *He was so hungry that he **snatched** an apple from a tree.*
-  **stagger** [stægər] *v.* **gandiraklab yurmoq**  
To **stagger** means to move in an unsteady way and almost fall over.  
→ *He **staggered** around after having too much to drink.*
-  **stumble** [stʌmbəl] *v.* **qoqilib tushmoq**  
To **stumble** means to put your foot down wrong so that you almost fall.  
→ *He **stumbled** as he ran through the puddle.*
-  **tense** [tens] *adj.* **asabiy**  
If someone is **tense**, they are worried something bad might happen.  
→ *After the phone call, Monica was very **tense**.*
-  **tumble** [tʌmbəl] *v.* **ag'anab tushmoq**  
To **tumble** means to fall, often in a rolling way.  
→ *He lost his balance while snowboarding and **tumbled** to the ground.*
-  **withhold** [wið'hoʊld] *v.* **berishdan bosh tortmoq**  
To **withhold** something is to not give it to someone.  
→ *They **withheld** all information until she paid her fine.*

# Exercise 1

## PART A Choose the answer that best fits the question.

- Which of the following means to make a noise?
  - Grasp
  - Plush
  - Growl
  - Stagger
- Which of the following eats other animals?
  - Core
  - Predator
  - Cunning
  - Saucer
- What is a balance between two things?
  - Equilibrium
  - Foster
  - Compassion
  - Sane
- Which of the following means not too much?
  - Dizzy
  - Withhold
  - Tense
  - Moderation
- What word means the same as agreement?
  - Cherish
  - Stumble
  - Snatch
  - Consent

## PART B Choose the right definition for the given word.

- withhold
  - to think normally
  - to be together
  - to not give
  - to express happiness
- snatch
  - to leave
  - to throw
  - to give
  - to take
- cherish
  - to break into pieces
  - to love something important
  - to agree with
  - to give something away
- stagger
  - to turn off
  - to run into someone
  - to take something away
  - to trip and almost fall
- saucer
  - a small dish
  - to stop being angry
  - helping someone
  - to go against

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

**1. cherish / moderation**

I \_\_\_\_\_ going to the movies, but in \_\_\_\_\_ because it can be expensive.

**2. growl / predator**

The lion began to \_\_\_\_\_, and the deer knew there was a \_\_\_\_\_ to be afraid of.

**3. compassion / sane**

The man was \_\_\_\_\_, so he felt \_\_\_\_\_ for the starving child in need.

**4. saucer / snatch**

The boy moved to \_\_\_\_\_ the cup from his sister and knocked over the \_\_\_\_\_.

**5. core / foster**

Deep in the \_\_\_\_\_ of the tree, there are minerals that \_\_\_\_\_ new growth.

**6. cunning / grind**

The \_\_\_\_\_ criminal started to \_\_\_\_\_ up the gemstone so no one would know it was the same stone.

**7. dizzy / tumbled**

After he \_\_\_\_\_ down the hill, he felt \_\_\_\_\_.

**8. consent / withhold**

The woman decided to \_\_\_\_\_ her permission and did not give \_\_\_\_\_ to her daughter's request.

**9. stumble / tense**

The man felt \_\_\_\_\_ after his horse started to \_\_\_\_\_ because he thought that the horse might fall.

**10. equilibrium / stagger**

I felt like I had no \_\_\_\_\_. As a result, I started to \_\_\_\_\_ as I walked.

# The Traveler and the Innkeeper

A traveler stopped at an inn. He sat and watched people closely, like a **predator**. He heard the old innkeeper talking to a young man in the **core** of the inn.

"I just need to borrow some money. I swear that I'll spend it in **moderation**, and my friend will pay you back tomorrow," the man said. The innkeeper gave his **consent** and pulled out some money.

The traveler knew that this was a trick. The man was going to leave with the poor innkeeper's money and never return. He felt **compassion** for the nice innkeeper and did not want him to be tricked. The **cunning** traveler decided to teach the innkeeper a lesson.

The traveler walked over to the innkeeper and sat down. The innkeeper had started to **grind** coffee beans to make coffee. He made the coffee and handed the traveler a **saucer** and a cup. The two started talking. After a while the traveler yawned and then **growled** like a wolf.

"Are you not **sane**? I thought I just heard you growl," said the innkeeper.

"I did. I am cursed. Every time I yawn three times in a row, I turn into a wolf and attack people."

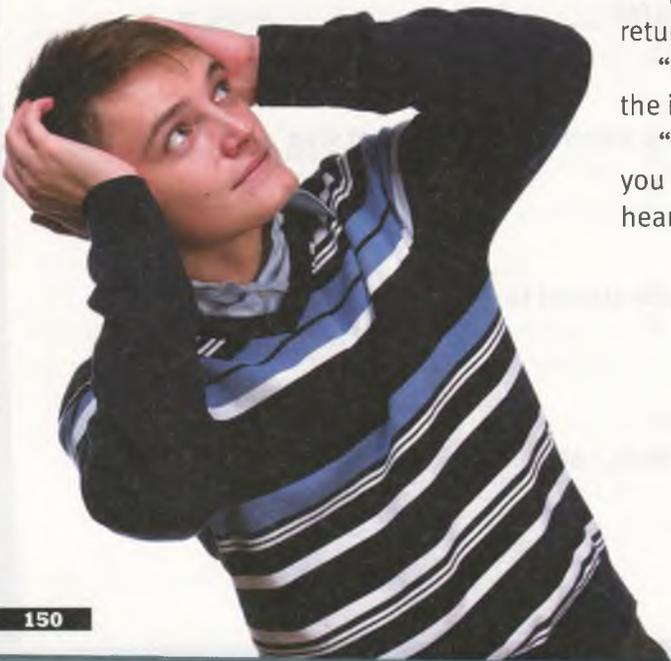
The innkeeper became **tense**. Then the traveler yawned again. As the traveler started to yawn a third time, the innkeeper turned to run outside. As he ran, the traveler **snatched** his coat. The scared innkeeper **staggered** outside and **tumbled** into the street.

The traveler followed him out because he did not want to **withhold** the truth any longer. He just wanted to **foster** happiness and restore the innkeeper's emotional **equilibrium**. The innkeeper was **dizzy**, and he **stumbled**. The traveler helped him stand up.

"That was a trick," the traveler said as he returned the coat.

"Oh, good. I **cherish** this coat," responded the innkeeper.

"Well, hopefully this will teach you that you shouldn't believe every story that you hear."



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

1. \_\_\_\_ The thief promised to spend money in moderation.  
\_\_\_\_\_
2. \_\_\_\_ The traveler staggered outside.  
\_\_\_\_\_
3. \_\_\_\_ The innkeeper became tense after the traveler told him why he growled.  
\_\_\_\_\_
4. \_\_\_\_ The traveler felt compassion for the innkeeper.  
\_\_\_\_\_
5. \_\_\_\_ The traveler wanted to withhold the truth and foster anger.  
\_\_\_\_\_
6. \_\_\_\_ The innkeeper said that he cherished his coat.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What did the traveler want to foster inside the innkeeper?  
a. health  
b. strength  
c. despair  
d. happiness
2. The traveler snatched the coat \_\_\_\_\_.  
a. to make the innkeeper sane  
b. to teach the innkeeper a lesson  
c. to be a predator  
d. to sell it and make money
3. Why did the innkeeper consent to give the young man money?  
a. The young man was scary.  
b. The young man was cunning.  
c. The young man was dizzy.  
d. The young man's friend would repay him.
4. Why did the innkeeper hand the traveler a saucer and a cup?  
a. So he could drink coffee  
b. So he could restore equilibrium  
c. So he could grind coffee beans  
d. So he could steal his coat



- **aircraft** [ˈɛərkræft] *n.* **havo kemasi**

An **aircraft** is a vehicle that flies in the sky, such as an airplane or helicopter.  
→ *At the museum in the airport, you can see a lot of old aircraft.*



- **celebrity** [səˈlebrəti] *n.* **mashhur inson**

A **celebrity** is someone who is famous.  
→ *It was the highlight of the evening when the celebrities arrived.*



- **concrete** [kənˈkri:t] *n.* **beton**

**Concrete** is a substance made from stones.  
→ *The man covered the ground with concrete.*



- **decisive** [dɪˈsɪsɪv] *adj.* **ikkilanmaydigan, tezkor qarorga ega**

If someone is **decisive**, they make decisions quickly.  
→ *Our boss is very decisive, so it did not take long to organize the project.*



- **esteemed** [ɪˈsti:mɪd] *adj.* **xurmati bor**

If someone is **esteemed**, many people like or respect them.  
→ *An esteemed scientist is coming to the university to talk about her discoveries.*



- **ethical** [ˈeɪkəl] *adj.* **axloqiy, odobdan**

If something is **ethical**, it is the right thing to do.  
→ *Many people believe that it is ethical to help others in need.*



- **extinct** [ɪkˈstɪŋkt] *adj.* **yo'q bo'lib ketgan**

If plants or animals are **extinct**, there are none left.  
→ *There used to be dinosaurs all over the world, but now they are extinct.*



- **hardy** [hɑːrdi] *adj.* **chidamli, chiniqqan**

If a person or plant is **hardy**, it is strong and can live though difficult conditions.  
→ *The farmer is a hardy man and doesn't mind working outside.*



- **institute** [ɪnˈstɪtju:t] *n.* **institut, tashkilot**

An **institute** is an organization that is interested in research or teaching.  
→ *I am going to a lecture about ancient Rome at the Historical Institute.*



- **jealousy** [dʒɛləsi] *n.* **hasad**

**Jealousy** is a feeling of wanting something that somebody else has.  
→ *She felt a lot of jealousy when she saw Luke with two girls.*

- 
- **migrate** [maɪgreɪt] v. **uchib ketmoq**  
To **migrate** means to move from one place to another.  
→ *Many birds **migrate** to warmer countries in the winter.*
- 
- **nurture** [nɜːrtʃər] v. **o'stirmoq**  
To **nurture** something means to care for it as it grows or develops.  
→ *Robert **nurtured** his plants, and that is why they grow so well.*
- 
- **overhead** [óuvərhéd] adv. **bosh uzra, tepadan**  
If something is **overhead**, it is located above you.  
→ *As we sat on top of the hill, a plane flew **overhead**.*
- 
- **principle** [prɪnsəpəl] n. **axloq qoidalari**  
A **principle** is a belief about the correct way to behave.  
→ *To maintain **principles**, it's vital to watch, listen, and speak carefully.*
- 
- **rural** [rúərəl] adj. **xishloqqa xos**  
If a place is **rural**, it is in the countryside instead of the city.  
→ *I want to live in a small house in a **rural** area.*
- 
- **secluded** [sɪklúːdɪd] adj. **xilvatdagi**  
If a place is **secluded**, it is far away from any other place.  
→ *There was a **secluded** bench in the park.*
- 
- **species** [spiːʃi(:)z] n. **tur, xil**  
A **species** is a type of plant or animal.  
→ *There are 21 different **species** of butterfly in this forest.*
- 
- **swamp** [swamp] n. **botqoq, botqoqlik**  
A **swamp** is a very wet area of land.  
→ *There are lots of wild animals living in the **swamp**.*
- 
- **traverse** [trævəːrs] v. **kesib o'tmoq**  
To **traverse** means to move or travel through an area.  
→ *The explorer **traversed** the desert alone on a camel.*
- 
- **zoology** [zouólədʒi] n. **zoologiya**  
**Zoology** is a subject in which people study animals.  
→ *Helen wants to study **zoology** because she has always liked animals.*

## Exercise 1

### PART A Choose the right word for the given definition.

- being the right thing to do  
a. jealousy      b. migrate      c. ethical      d. secluded
- a wet area of land  
a. swamp      b. institute      c. celebrity      d. species
- able to make decisions quickly  
a. hardy      b. rural      c. extinct      d. decisive
- respected by many people  
a. nurture      b. traverse      c. esteemed      d. overhead
- a rule of behavior  
a. zoology      b. aircraft      c. concrete      d. principle

### PART B Choose the right definition for the given word.

- nurture  
a. to travel      b. respected      c. to care for      d. to die
- secluded  
a. respected      b. correct      c. alone      d. to make decisions
- species  
a. stones      b. an animal      c. wet land      d. a place to study
- jealousy  
a. knowing right and wrong      b. the act of wanting another person's things  
c. famous      d. studying animals
- overhead  
a. moving      b. above      c. able to fly      d. able to cope

## Exercise 2

### Choose the answer that best fits the question.

- How come we cannot see dinosaurs today?  
a. They are celebrities.      b. They are extinct.  
c. It isn't ethical.      d. They have all traversed the desert.
- What should I do if I want to learn about animals?  
a. Go to a swamp      b. Study zoology      c. Nurture babies      d. Be decisive
- Which of these does NOT describe the countryside?  
a. It is very rural.      b. There are not a lot of buildings.  
c. Birds often fly overhead.      d. There is a lot of concrete.
- If you want to camp in the mountains, you need to \_\_\_\_\_.  
a. have principles      b. be hardy      c. feel jealousy      d. travel in an aircraft
- Birds \_\_\_\_\_ to warmer parts of the country during the winter.  
a. esteem      b. insitute      c. species      d. migrate

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

1. **hardy / traverse**

You need to be \_\_\_\_\_ if you want to \_\_\_\_\_ the mountains.

2. **institute / celebrity**

A(n) \_\_\_\_\_ is going to give a talk at the \_\_\_\_\_ of Drama.

3. **aircraft / migrate**

Many people \_\_\_\_\_ by ship or \_\_\_\_\_.

4. **esteemed / jealousy**

She felt a lot of \_\_\_\_\_ because her sister was highly \_\_\_\_\_.

5. **swamp / extinct**

They found the remains of \_\_\_\_\_ animals in the \_\_\_\_\_.

6. **secluded / species**

You can see many different bird \_\_\_\_\_ in this \_\_\_\_\_ location.

7. **ethical / decisive**

He made a quick, \_\_\_\_\_ choice, but he was worried if it was the \_\_\_\_\_ thing to fire him over the holidays.

8. **zoology / nurture**

He chose to study \_\_\_\_\_ because he has always liked to \_\_\_\_\_ animals.

9. **overhead / rural**

I like to be in \_\_\_\_\_ areas where there are no planes flying \_\_\_\_\_.

10. **concrete / principle**

I don't like the \_\_\_\_\_ of covering the garden in \_\_\_\_\_.

# Gilbert and the Lizard

Eliza disliked Australia. Firstly, she'd had to spend twenty uncomfortable hours on an **aircraft** getting here. She wanted to go to the beach, but her husband was a **zoology** professor and wanted to look for some interesting animals. So now she was **traversing** a **swamp** in the midday heat.

"Let me sit down, Gilbert. I'm not **hardy** like you," she said, eventually.

They sat under a tree. There were lots of birds in that **secluded, rural** place, and they watched them flying **overhead**.

Then suddenly Gilbert saw something on a rock. "That's strange," said Gilbert. "That looks like a Red Swamp Lizard, but I thought that **species** was **extinct**." He carefully picked it up. "Yes, it is! I'm going to take it back to the Zoology **Institute**. They will be filled with so much **jealousy** when they see what I have found!"

"Are you sure we should take it from its home?" asked Eliza.

"Nonsense, many animals **migrate**. They're used to changes," said Gilbert.

"Hmm, I don't agree with the **principle** of it," said Eliza. "It isn't **ethical**." But Gilbert was **decisive** and took the lizard back to the hotel in the city. He thought that this find would make him a highly **esteemed celebrity** at the Zoology Institute.

For the next few days, Gilbert fed and **nurtured** the lizard. But the lizard wasn't happy. It lost its beautiful red color and began to look ordinary. In fact, Gilbert started to wonder whether it was special at all. He went outside and found a common lizard on a piece of **concrete**. When he compared them, they looked exactly alike. The lizard was only red in the swamp!

Gilbert said to Eliza, "I'm going to return this lizard to the swamp. I've learned an important lesson. Home is where we are happiest. At home, we are special like the red lizard. We can never be so happy when we are away."

"Good," said Eliza. "So, can we go home now?"



# Reading Comprehension

25

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

1. \_\_\_\_ The journey on the aircraft to Australia took thirty hours.

\_\_\_\_\_

2. \_\_\_\_ Eliza was a professor of zoology.

\_\_\_\_\_

3. \_\_\_\_ Eliza was hardier than Gilbert.

\_\_\_\_\_

4. \_\_\_\_ The swamp was in a rural, secluded area.

\_\_\_\_\_

5. \_\_\_\_ Gilbert thought that the red lizard was an extinct species.

\_\_\_\_\_

6. \_\_\_\_ Gilbert nurtured the red lizard at the hotel.

\_\_\_\_\_

## PART B Answer the questions.

1. What did Gilbert and Eliza see flying overhead?

- a. An aircraft
- b. Birds
- c. An extinct species
- d. Butterflies

2. How was Gilbert described after he found the lizard?

- a. Full of jealousy
- b. Highly esteemed
- c. Decisive
- d. Full of principles

3. What did Gilbert think that the find would make him feel like?

- a. A celebrity
- b. Decisive
- c. Ethical
- d. Hardy

4. Where did Gilbert want to take the red lizard?

- a. To the Zoology Institute
- b. To the university
- c. To a different swamp
- d. To his home



- **assumption** [ə'sʌmpjən] *n.* **taxmin, faraz**

An **assumption** is something that you believe is true but cannot prove.  
→ *I went to the cafeteria on the **assumption** that everyone would be there.*



- **barley** [bɑ:li] *n.* **arpa**

**Barley** is a grain that is used for animal feed, health food and beer.  
→ *The farmer grew **barley** to feed his cows in the winter.*



- **beast** [bi:st] *n.* **yirtqich hayvon**

A **beast** is a large, dangerous animal.  
→ *A lion is one of the fiercest **beasts** on Earth.*



- **colonel** [kə:rnəl] *n.* **polkovnik**

A **colonel** is a military officer.  
→ *James has been given a promotion in the army. He is now a **colonel**.*



- **contagious** [kəntə'idʒəs] *adj.* **yuqumli**

If a disease is **contagious**, it is easily carried from one person to another.  
→ *You must wear protective clothing because the patient's illness is **contagious**.*



- **corpse** [kɔ:ps] *n.* **murda, jasad**

A **corpse** is a dead body of a human.  
→ *After the accident, the **corpse** was taken to the hospital.*



- **crisis** [krá:sis] *n.* **inqiroz**

A **crisis** is a situation that is extremely stressful or dangerous.  
→ *The airport workers' strike led to a **crisis** at the airport.*



- **cure** [kjʊər] *v.* **tuzatmoq, davolamoq**

To **cure** means to cause an illness or injury to end or disappear.  
→ *My dentist **cured** me of my toothache.*



- **deformed** [difɔ:rd] *adj.* **shakli o'zgargan**

If something is **deformed**, it is not shaped normally and may appear ugly.  
→ *Even though the carrot was **deformed**, it was still safe to eat.*



- **discriminate** [diskrimə'nèit] *v.* **kamsitmoq, tahqirlamoq**

To **discriminate** means to judge people according to their looks.  
→ *They **discriminated** against her because she was different.*

- 
- **embassy** [embəsi] *n.* **elchixona**  
An **embassy** is where government officials work in a foreign country.  
→ *If you lose your passport, you should contact the embassy.*
- 
- **extinguish** [ikstingwiʃ] *v.* **olovni o'chirmoq**  
To **extinguish** a fire means to make it stop.  
→ *Michael extinguished the small fire with the hose.*
- 
- **flint** [flint] *n.* **chaqmoqtosh**  
Flint is a hard stone that people used to make weapons for hunting.  
→ *There are a lot of flint tools in the museum.*
- 
- **harass** [hərəʊs] *v.* **bezovta qilmoq**  
To **harass** someone means to annoy or trouble them.  
→ *The children harassed their mother because they wanted her attention.*
- 
- **integrate** [intəgrɛɪt] *v.* **qo'shilmoq, a'zo bo'lmoq**  
To **integrate** means to join, communicate and socialize.  
→ *Governments want immigrants to integrate with the population.*
- 
- **miniature** [mɪniətʃər] *adj.* **kichkina**  
If something is **miniature**, it is very small.  
→ *The boy enjoys playing with his miniature train set in his bedroom.*
- 
- **nutrition** [nju:triʃən] *n.* **ovqatlanish**  
Nutrition is the process by which people use food to stay healthy.  
→ *It is important to pay attention to nutrition if you want to be an athlete.*
- 
- **promptly** [prámptli] *adv.* **o'z vaqtida**  
If something happens **promptly**, it happens quickly or on time.  
→ *Arrive promptly, or we won't have time to discuss everything.*
- 
- **technician** [tekniʃən] *n.* **texnik usta**  
A **technician** is a person who is skilled in electronic or mechanical work.  
→ *I need to call the technician to help me with my computer.*
- 
- **tropics** [trápiks] *n.* **tropik o'lkalar**  
The **tropics** are the areas of land and sea close to the equator.  
→ *People like to go to the tropics for vacation because it's warm.*

# Exercise 1

## PART A Choose the right word for the given definition.

1. a dangerous animal  
a. barley  
b. beast  
c. an assumption  
d. cure
2. to trouble or annoy someone  
a. extinguish  
b. harass  
c. discriminate  
d. integrate
3. a dead body  
a. colonel  
b. flint  
c. corpse  
d. embassy
4. very small  
a. miniature  
b. contagious  
c. deformed  
d. promptly
5. a bad situation  
a. technician  
b. crisis  
c. nutrition  
d. tropics

## PART B Choose the right definition for the given word.

1. assumption  
a. a grain  
b. a military officer  
c. a belief without proof  
d. a bad situation
2. integrate  
a. to be on time  
b. to become ill  
c. to put out a fire  
d. to socialize with
3. flint  
a. a dead body  
b. an unusual shape  
c. a hard stone  
d. a building in another country
4. nutrition  
a. trouble  
b. the process of how food is used for health  
c. ending an illness  
d. a dangerous animal
5. tropics  
a. areas close to the Equator  
b. small things  
c. scientists  
d. bad treatment

## PART A Match the phrases to make complete sentences.

1. Barley is often \_\_\_\_\_.
2. The colonel won a medal \_\_\_\_\_.
3. Our new neighbors have integrated well \_\_\_\_\_.
4. The corpse was examined \_\_\_\_\_.
5. An employer should not discriminate \_\_\_\_\_.
6. The embassy will tell you \_\_\_\_\_.
7. The financial crisis \_\_\_\_\_.
8. I was able to extinguish the \_\_\_\_\_.
9. Flint weapons were used \_\_\_\_\_.
10. A lot of miniature electronic machines \_\_\_\_\_.

- |                                    |  |
|------------------------------------|--|
| a. to determine the cause of death | b. are manufactured in Japan               |
| c. how you can get a visa          | d. by people living ten thousand years ago |
| e. fed to animals                  | f. was caused by poor bank management      |
| g. entire fire by myself           | h. for his work in the war                 |
| i. with the people in the village  | j. among people at work                    |

## PART B Match the clauses to make complete sentences.

1. Tom left the house early \_\_\_\_\_.
2. The children wanted some chocolate, \_\_\_\_\_.
3. The book was very fun to read \_\_\_\_\_.
4. I phoned the police, \_\_\_\_\_.
5. Pam isn't at work today \_\_\_\_\_.
6. I want to cut down the tree in the garden \_\_\_\_\_.
7. James studied chemistry at university, \_\_\_\_\_.
8. Mike was released from the hospital \_\_\_\_\_.
9. If you want to be healthy, \_\_\_\_\_.
10. You may need to have some vaccinations \_\_\_\_\_.

- |   |  |
|---|--|
| a. if you go on vacation in the tropics               | b. because the doctors cured his illness |
| c. because the illness is contagious                  | d. because all the beasts could talk     |
| e. and they arrived very promptly                     | f. because it is deformed and looks ugly |
| g. so they harassed their father until he bought some |  |
| h. on the assumption that the traffic would be bad    |  |
| i. and now he works as a technician in a laboratory   |  |
| j. you need to pay attention to your nutrition        |  |

# The Forest People

**Colonel** Wilbur and his wife **Mary** were flying over the **tropics** in their private plane. But suddenly the engine caught fire. It was impossible to **extinguish** the fire, so they were forced to land in the forest.

“What are we going to do?” said **Mary**. “Can you fix the plane?”

Wilbur said, “That’s impossible. I am not a **technician**, and the plane is out of gasoline. We’ll have to find help.”

Wilbur and **Mary** walked through the forest. It was difficult to find a path through the trees. **Mary** even tore her dress on sharp thorns. Suddenly, they saw some huts and lots of **miniature** people, cooking and making weapons with **flint**.

“I’ll ask them for help,” said Wilbur.

“No! Don’t go! They are **deformed!**” said **Mary**. “They’ll **harass** us! They may have a **contagious** virus that will make us sick! We won’t know how to **cure** it. We’ll surely end up as **corpses!**”

Wilbur tried to persuade **Mary** to go to the forest people, but she refused to **integrate** with them. She had the **assumption** that the small people were dangerous. “Let’s keep walking. We’re sure to find someone sooner or later.”

For three days, the couple searched, but they found no one who could help them in their **crisis**. It was uncomfortable, and they were hungry without any source of **nutrition**. Plus, the forest was filled with dangerous **beasts**. Finally, **Mary** agreed to return to the forest people.

When Wilbur and **Mary** arrived at the village, the forest people immediately welcomed them. They gave them bread made from **barely** to eat and a place to sleep. The next day, the forest people led Wilbur and **Mary** through the trees, and they **promptly** arrived at a small town. From there, they took a bus to the city where they found an **embassy**.

**Mary** was sorry that she had not trusted the forest people sooner. She learned the value of not **discriminating** against people who are different.



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

1. \_\_\_\_ Wilbur and Mary had to land in the forest because the engine caught fire.  
\_\_\_\_\_
2. \_\_\_\_ It was possible for the colonel to extinguish the fire on the plane.  
\_\_\_\_\_
3. \_\_\_\_ Even though the plane crashed, it still had plenty of gasoline.  
\_\_\_\_\_
4. \_\_\_\_ Mary refused to go to the people on the assumption they had a contagious virus.  
\_\_\_\_\_
5. \_\_\_\_ The couple searched for help in the forest for five days.  
\_\_\_\_\_
6. \_\_\_\_ The forest people led Wilbur and Mary through the trees, and they promptly arrived at a city.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What was the bread that the forest people gave Wilbur and Mary made of?
  - a. Barley
  - b. Flint
  - c. Corpses
  - d. Beasts
2. After the crisis in the forest, Mary learned not to \_\_\_\_\_.
  - a. discriminate against people
  - b. harass forest people
  - c. fly a plane in the tropics
  - d. wear dresses in the forest
3. Where was the embassy located?
  - a. In the village
  - b. On the coast
  - c. In the city
  - d. In the town
4. Why didn't Mary want to integrate with the forest people?
  - a. They had poor nutrition.
  - b. They looked deformed.
  - c. They were very tall.
  - d. They were from the embassy.



- **beneficial** [bənəfɪʃəl] *adj.* **foydali**

If something is **beneficial**, it is good for you.

→ *Drinking milk everyday is **beneficial** to your bones.*



- **birthplace** [bɜːrpləis] *n.* **tug'ilish joyi**

A **birthplace** is a place where a person is born or where something started.

→ *China is the **birthplace** of chopsticks.*



- **capacity** [kəpəˈsəti] *n.* **hajm**

The **capacity** of something is the amount of things that can be put in it.

→ *The parking lot has reached its full **capacity**.*



- **comparative** [kəmpəˈrətɪv] *adj.* **solishtirma, qiyosiy**

If something is **comparative**, it is being judged based on something else.

→ *The money that John has is **comparative** to most other adults.*



- **comprehensive** [kəmpriˈhensɪv] *adj.* **keng qamrovli**

If something is **comprehensive**, it has all the details about something else.

→ *The teacher gave us a **comprehensive** review for the exam.*



- **conserve** [kənˈsɜːrv] *v.* **saqlamoq, asramoq**

To **conserve** something is to protect it from being ruined or used completely.

→ *The group worked to **conserve** the beauty of Europe's national parks.*



- **crucial** [krʊːʃəl] *adj.* **hal qiluvchi, ahamiyatli**

If something is **crucial**, it is extremely important to another thing.

→ *Clean air is **crucial** to the survival of humans, plants, and animals.*



- **cumulative** [kjūːmjələtɪv] *adj.* **birgalikdagi, to'plangan**

**Cumulative** describes an increase by adding one after another.

→ *The **cumulative** snowfall in the area is 50 centimeters per year.*



- **deposit** [dɪpəzɪt] *v.* **bankka pul qo'ymoq**

To **deposit** something is to put it into a place or another thing.

→ *I **deposited** the money into my bank account.*



- **distribute** [dɪstrɪbjuːt] *v.* **tarqatmoq, ulashmoq**

To **distribute** something is to give it to a number of people.

→ *The teacher **distributed** crayons and markers to his students.*



**equator** [ikwéitər] *n.* **ekvator**  
The **equator** is an imaginary line that splits the Earth into north and south.  
→ *The equator crosses the northern part of South America.*



**exotic** [igzótik] *adj.* **ekzotik, g'alati**  
**Exotic** describes something unusual because it is from far away.  
→ *Rebecca tried many exotic foods on her trip to Africa.*



**federal** [fédərəl] *adj.* **federativ; federal**  
If something is **federal**, it comes from the government of a country.  
→ *Sometimes federal laws are different from state laws.*



**formation** [fó:rméifən] *n.* **tuzilish**  
A **formation** is the way that something is made.  
→ *The formation of ice happens when water freezes.*



**frequency** [frí:kwənsi] *n.* **sodir bo'lish darajasi**  
The **frequency** of something is the number of times that it happens.  
→ *The frequency of rainstorms is very high, especially during the spring.*



**objective** [əbdzékktiv] *n.* **maqsad, niyat**  
An **objective** is a goal or plan that someone has.  
→ *My objective this week is to finish my homework by 7:30 every night.*



**oxygen** [óksidzən] *n.* **kislorod**  
**Oxygen** is a gas that all living things need to breathe.  
→ *My aunt believes that the oxygen in the country is cleaner than in the city.*



**rainforest** [réinfó(:)rist] *n.* **seryog'in o'rmon**  
A **rainforest** is a forest that is in a place where it rains very often.  
→ *The rainforest is home to many animals.*



**strategy** [strætədzi] *n.* **strategiya**  
A **strategy** is a plan for how to do something.  
→ *The team came up with a strategy to win the game.*



**wooded** [wúdid] *adj.* **serdaraxt**  
If an area is **wooded**, it is covered with trees.  
→ *Jim and Ben decided to go hiking in the wooded area by the river.*

# Exercise 1

## PART A Choose the right word for the given definition.

- to give something away
  - deposit
  - distribute
  - comprehensive
  - conserve
- extremely important
  - cumulative
  - federal
  - crucial
  - wooded
- where something begins
  - birthplace
  - formation
  - rainforest
  - equator
- a person's goal
  - strategy
  - capacity
  - objective
  - frequency
- unusual and unfamiliar
  - oxygen
  - exotic
  - comparative
  - beneficial

## PART B Choose the right definition for the given word.

- strategy
  - a plan
  - a goal
  - a line
  - a forest
- beneficial
  - filled with trees
  - good for you
  - unusual or exciting
  - containing many details
- formation
  - how something is made
  - the number of things inside something
  - where someone is born
  - how often something happens
- federal
  - made from added parts
  - coming from the government
  - very important
  - based on something else
- conserve
  - to protect
  - to give
  - to put into
  - to breathe

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

1. I like going to the park because it's covered with trees, and I feel like I'm in the mountains.  
\_\_\_\_\_
2. Sam gave away party invitations to his friends.  
\_\_\_\_\_
3. The letter came from a national government office.  
\_\_\_\_\_
4. The business's goal is to earn more money this year than it did last year.  
\_\_\_\_\_
5. My mother grows unusual and unfamiliar flowers in her garden.  
\_\_\_\_\_
6. He needed gas required for breathing to help him survive.  
\_\_\_\_\_
7. This book about the history of India is full of details.  
\_\_\_\_\_
8. I'm going to visit a small town in Ecuador that is near the imaginary line.  
\_\_\_\_\_
9. The number of shoes that Jane and Beth have is judged based on something else.  
\_\_\_\_\_
10. Eddie didn't want to eat it, but he knew the broccoli would be good for his health.  
\_\_\_\_\_

**Exercise 3**

**Choose the answer that best fits the question.**

1. Which word has about the same meaning as capacity?  
a. open                      b. expand                      c. reduce                      d. maximum amount
2. Which of these can be cumulative?  
a. Snow                      b. A plate                      c. A radio                      d. Air
3. What is something you would deposit into a closet?  
a. A television              b. Jackets                      c. Money                      d. Water
4. What is something you probably wouldn't encounter in a rainforest?  
a. Many trees              b. Monkeys                      c. Humid weather              d. Kangaroos
5. In which place is there a high frequency of snowfall?  
a. Antarctica              b. Spain                      c. England                      d. Australia

# A Dying Forest

**Rainforests** provide much of the world's **oxygen** supply. But the forests' **exotic** trees and animals are being killed to make room for farmers and roads. People have been trying to **conserve** rainforests for years. But another type of forest—the cloud forest—is just as **beneficial** to humans. Cloud forests are also in danger of disappearing, but little is being done to save them.

These forests are located at the tops of mountains, generally near the **equator**. These humid, **wooded** mountaintops are mainly in African and Central and South American countries. They are called “cloud forests” because their height allows for the **formation** of clouds among the trees.

Rainforests produce large amounts of oxygen. Cloud forests produce **comparative** amounts of water. The trees in these forests pull water out of the clouds. The moisture gathers on the leaves. When it drips, it is **deposited** into streams. The streams flow into towns at the bottom of the mountain. Then, it's **distributed** to people. The yearly **cumulative** rainfall in these areas is 173–198 centimeters. Cloud forests can pull in up to 60 percent of that. This water is **crucial** to the plants and the people in the area. It helps them survive.

Cloud forests are also the **birthplace** of countless species of plants that can't be found anywhere else. One small cloud forest has the **capacity** for as many types of plants as there are in all of Europe. There are so many, in fact, that scientists haven't made a **comprehensive** list of them yet.

These forests are being destroyed with increasing **frequency**. Trees are being cut down, and roads are being built in their place. Some people have an **objective** to get **federal** money to protect the forests. But they have had little success. Another **strategy** is to replace the destroyed plants. That, too, has been difficult because the plants are so unique. There's plenty of work to be done, but saving the cloud forests is still a possibility.



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

1. \_\_\_\_ The equator provides much of the world's oxygen supply.  
\_\_\_\_\_
2. \_\_\_\_ People have been trying to conserve rainforests for years.  
\_\_\_\_\_
3. \_\_\_\_ Another type of forest—the cloud forest—is just as beneficial to humans as a rainforest.  
\_\_\_\_\_
4. \_\_\_\_ These humid, wooded mountaintops are mainly in African and European countries.  
\_\_\_\_\_
5. \_\_\_\_ Cloud forests are being destroyed with increasing frequency.  
\_\_\_\_\_
6. \_\_\_\_ Some people have an objective to get federal money to protect the forests.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Where are cloud forests located?
 

a. Near the equator	b. In rainforests
c. On farms	d. In Europe
2. How do the trees in cloud forests make water?
 

a. They pull it in from clouds.	b. They allow the formation of clouds.
c. They let it gather in leaves.	d. They pull it in from streams.
3. How much water do cloud forests add to the yearly cumulative rainfall?
 

a. About 188 centimeters	b. More than 178 centimeters
c. Up to 60 percent	d. Less than rainforests
4. Why do some people want federal money?
 

a. To plant more trees	b. To build more roads
c. To make room for farmers	d. To protect the forests



- **avail** [ə'veɪl] *n.* **samara**

Avail is help. It is often used in the achievement of a goal.

→ *His studying was to no **avail** because he failed the test.*



- **expand** [ɪkspænd] *v.* **kengaymoq, kattaymoq**

To **expand** is to become bigger in size.

→ *A balloon will **expand** as you blow air into it.*



- **define** [dɪfaɪn] *v.* **ta'riflamoq**

To **define** means to clearly state, show, or explain what something is.

→ *People **define** success in many different ways.*



- **dread** [driəd] *v.* **vahima bosmoq**

To **dread** is to be afraid of something that could, or is going to, happen.

→ *I **dread** the idea that I will not get into college.*



- **fundamental** [fʌndə'mɛntl] *adj.* **fundamental, asosiy**

If something is **fundamental**, it is a basic part of something.

→ *The **fundamental** rules of basketball are easy.*



- **horrifying** [hɒ'rɪfaɪn] *adj.* **dahshatli, qo'rqinchli**

If something is **horrifying**, it is frightening and very unpleasant.

→ *There was a **horrifying** car accident today.*



- **incredulous** [ɪnkredʒələs] *adj.* **ishonmaydigan, gumoni bor**

If someone is **incredulous** about something, they do not believe that it is true.

→ *She was **incredulous** that monkeys could ever drive a car.*



- **linger** [lɪŋgə] *v.* **uzoq qolib ketmoq**

To **linger** is to last for a long time.

→ *The smell of fresh cookies **lingered** in the bakery.*



- **organism** [ɔ:'rgənɪzəm] *n.* **tirik hujayra**

An **organism** is a living thing, especially a very small one.

→ *We studied the **organism** on the microscope.*



- **paraphrase** [pærə'frɛɪz] *v.* **qaytadan aytib bermoq**

To **paraphrase** is to make someone else's writing or speech shorter.

→ *The students were asked to **paraphrase** the story they just heard.*



plague [pleɪɡ] *n.* o'lat

A **plague** is a serious disease that quickly spreads to many people.  
→ A **plague** in Europe killed millions of people.



presently [prézentli] *adv.* xozirda, xozirgi kunlarda

If something happens **presently**, it is happening right now.  
→ **Presently**, our profits are good, but by next year we can do even better.



random [rændəm] *adj.* tasodofiy

If something is **random**, it happens without any pattern or reason.  
→ Young children often ask **random** questions.



riot [ráiət] *n.* isyon

A **riot** is a crowd that reacts to bad news by violently breaking laws.  
→ A **riot** broke out after the candidate lost the election.



scribble [skribəl] *v.* shoshib-pishib yozmoq

To **scribble** is to write something quickly without caring about how it looks.  
→ I **scribbled** a rough diagram of our plan and gave it to him.



shrine [ʃraɪn] *n.* ziyoratgoh

A **shrine** is a religious building built to honor a person, event, or god.  
→ He prayed at the **shrine** for an hour.



solitude [səlɪtjú:d] *n.* yolg'izlik

**Solitude** is the state of being totally alone.  
→ John lives a life of **solitude** because he doesn't get along well with people.



stark [stɑ:rk] *adj.* sezilarli

If a contrast is **stark**, then the things being compared are utterly different.  
→ There is a **stark** contrast between their test scores.



summon [sʌmən] *v.* chaqirmoq

To **summon** a person is to ask them to come to you.  
→ We **summoned** the doctor as soon as we noticed she was sick.



worsen [wɜ:rsən] *v.* yomonlashmoq

To **worsen** is to get worse.  
→ The weather suddenly **worsened**, and we had to stay inside.

# Exercise 1

## PART A Choose the right word for the given definition.

- to ask someone to come  
a. worsen  
b. scribble  
c. linger  
d. summon
- basic  
a. verse  
b. riot  
c. avail  
d. fundamental
- to get bigger  
a. expand  
b. define  
c. stark  
d. organism
- to be afraid  
a. dread  
b. shrine  
c. random  
d. horrifying
- not believing  
a. solitude  
b. presently  
c. incredulous  
d. plague

## PART B Choose the right definition for the given word.

- plague  
a. a violent reaction  
b. different  
c. a disease  
d. without reason
- solitude  
a. being alone  
b. success  
c. afraid  
d. right now
- define  
a. to last a long time  
b. to get bigger  
c. to explain clearly  
d. to make easier
- organism  
a. a religious building  
b. a living thing  
c. not believing  
d. to send for
- horrifying  
a. to get worse  
b. basic  
c. to write quickly  
d. very unpleasant

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

**1. shrine / riot**

There was a \_\_\_\_\_ in the city yesterday, but the \_\_\_\_\_ was not damaged.

**2. paraphrased / defined**

For the book report, I \_\_\_\_\_ the book and clearly \_\_\_\_\_ the author's purpose for writing it.

**3. expand / presently**

There are 15 members in the group \_\_\_\_\_, but I expect that number to \_\_\_\_\_.

**4. avail / solitude**

His attempt to catch the train was to no \_\_\_\_\_. He spent hours in \_\_\_\_\_ waiting for the next one.

**5. fundamental / worsen**

The \_\_\_\_\_ point of my speech was to show that people need to act. If we don't do something, things will \_\_\_\_\_.

**6. linger / scribble**

I tried to \_\_\_\_\_ the information as fast as I could because I didn't have time to \_\_\_\_\_.

**7. dreaded / horrifying**

After seeing that \_\_\_\_\_ plane crash, I \_\_\_\_\_ flying.

**8. incredulous / stark**

She was \_\_\_\_\_ that there could be such a \_\_\_\_\_ contrast between boys' and girls' grades.

**9. organism / summon**

We should \_\_\_\_\_ scientists from around the world to study this new \_\_\_\_\_.

**10. plague / random**

At first we thought \_\_\_\_\_ people were getting sick. Then we realized that a \_\_\_\_\_ was spreading.

# Thucydides and the Plague of Athens

Thucydides was the world's first historian. **Presently**, we get most of our knowledge about ancient Greece from his writing. But Thucydides didn't just write about history, he lived through it. However, he almost didn't survive one historical event: the **Plague** of Athens.

In 430 BCE, an army attacked the city of Athens, where Thucydides lived. Thousands of people hid from the army behind Athens' large walls. The city became very crowded as the population **expanded**. Then a **horrifying** disease broke out. People **summoned** doctors. But it was to no **avail** because no one understood how the disease spread. It seemed **random**. They didn't know that it was an **organism**. Instead, they **defined** disease as a punishment from their gods. Thucydides was **incredulous** that gods caused the plague, but he explained why others believed it. There was an old, long verse which predicted the disease. To **paraphrase** it, the verse said the gods would send a disease during a war. As a result, large crowds gathered at **shrines** to ask the gods to stop the plague. But the situation only **worsened** because these people were so close to each other they became sick. That's how they learned a **fundamental** lesson about the plague: it spread from person to person.

People wanted to leave the crowded city, but they **dreaded** what the army outside would do to them. At this time, Thucydides got sick, too. He quickly **scribbled** down notes because he thought he would soon die. His writing shows a **stark** contrast between people's behavior before and during the plague. There were **riots**, and people ignored laws. They didn't think they'd live long enough to be punished. Many sick people were left to die in **solitude** because no one wanted to be near them. The plague **lingered** for two years. But luckily, Thucydides survived. Without his writing, we would know much less about ancient Greece and the Plague of Athens.



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

1. \_\_\_ Presently, a horrifying plague has broken out in Athens.  
\_\_\_\_\_
2. \_\_\_ At first, people thought the spread of the disease was random.  
\_\_\_\_\_
3. \_\_\_ The people summoned doctors to no avail.  
\_\_\_\_\_
4. \_\_\_ Thucydides was incredulous that the plague was caused by an organism.  
\_\_\_\_\_
5. \_\_\_ By gathering in shrines, people made the plague worse.  
\_\_\_\_\_
6. \_\_\_ Thucydides luckily survived the plague.  
\_\_\_\_\_

**PART B** Answer the questions.

1. Why did Athens' population expand?
  - a. Because the army moved into the city
  - b. Because people were hiding from the army
  - c. Because the army told people to enter
  - d. Because people dreaded the plague
2. Thucydides scribbled quickly because \_\_\_\_\_.
  - a. there were so many riots
  - b. he had to define the disease
  - c. he thought he'd die soon
  - d. there were too many sick people
3. What fundamental lesson did the people learn?
  - a. The plague was a punishment.
  - b. The plague was ended in the shrines.
  - c. The plague was from the army.
  - d. The plague was spread between people.
4. What is NOT true of Thucydides?
  - a. He was the world's first historian.
  - b. He thought gods caused the plague.
  - c. He survived the Plague of Athens.
  - d. He lived in the city of Athens.



- **automobile** [ɔːtəməbi:l] *n.* **avtomobil**

An **automobile** is a car.

→ The first **automobiles** were very different from the ones that exist today.



- **candidate** [kændidəit] *n.* **kandidat, nomzod**

A **candidate** is a person who is competing to win something such as a job.

→ Alice is the best **candidate** for the job.



- **confidential** [kɒnfɪdénʃəl] *adj.* **maxfiy**

If something is **confidential**, it must be kept secret.

→ The information from the meeting is **confidential**.



- **corporate** [kɔːrpərɪt] *adj.* **korporativ**

If something is **corporate**, it is related to a large business.

→ Tom enjoys working in the **corporate** world.



- **enhance** [enhæns] *v.* **oshirmoq, yaxshilamoq**

To **enhance** something is to make it better.

→ Amy's blue shirt really **enhances** the color of her eyes.



- **era** [éərə] *n.* **era, davr**

An **era** is a period of time that has something special about it.

→ During the **medieval era**, knights wore protective armor.



- **guideline** [gáidláin] *n.* **yo'riqnoma, ko'rsatma**

A **guideline** is a rule about how to do something.

→ Before they began the project, the teacher gave them some **guidelines**.



- **incorporate** [inkɔːrpərɪt] *v.* **qo'shmoq**

To **incorporate** is to add something to another thing.

→ I decided to **incorporate** a new ingredient into my cake recipe.



- **interact** [intərækt] *v.* **suhbatlashmoq**

To **interact** is to talk to or do something with another person.

→ The kids began to **interact** when the adults left the room.



- **interval** [intərvəl] *n.* **tanaffus**

An **interval** is the time between two things happening.

→ Tony rested for brief **intervals** while he worked in the yard.



- **mobile** [móubail] *adj.* **oson harakatlanadigan**  
If something is **mobile**, it can be moved easily.  
→ *Mobile phones are popular because you can take them anywhere.*



- **modify** [módefái] *v.* **xiyol o'zgartirmoq**  
To **modify** something is to change it a little bit.  
→ *I modified my outfit by adding a belt to it.*



- **parallel** [pærelél] *adj.* **parallel**  
If two things are **parallel**, they are the same distance away from each other.  
→ *There are two yellow parallel lines dividing both sides of traffic.*



- **phenomenon** [finámənàn] *n.* **voqea, hodisa**  
A **phenomenon** is something that can be seen as it is happening.  
→ *I was amazed when I saw the phenomenon of shooting stars.*



- **pollute** [pəlú:t] *v.* **ifloslamoq, zaharlamoq**  
To **pollute** means to make air, water, or land dirty, unclean, or foul.  
→ *The careless factory polluted the river with chemicals.*



- **ridicule** [ridikjú:l] *v.* **masxara qilmoq**  
To **ridicule** is to make fun of something in a mean way.  
→ *The other students ridicule Peter's foreign accent.*



- **solar** [sóulə:r] *adj.* **quyoshga oid, quyosh...**  
If something is **solar**, it is related to the sun.  
→ *Using solar energy is good for the environment.*



- **territory** [tèretò:ri] *n.* **hudud**  
A **territory** is a piece of land that belongs to a country but isn't a state.  
→ *Gibraltar is a territory of Great Britain.*



- **tournament** [túə:rnəmənt] *n.* **turnir, musobaqa**  
A **tournament** is a competition, usually with many people participating.  
→ *My dad is playing in a golf tournament tomorrow.*



- **transportation** [trænspe:rtéijən] *v.* **transport vositasi**  
Transportation is any type of vehicle that can carry people or things.  
→ *I don't have a car, so my normal transportation is the train.*

# Exercise 1

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

1. enhance / candidate

A survey found that not very many people like the \_\_\_\_\_. So he is trying to think of ways to \_\_\_\_\_ his image and make people like him.

2. era / solar

We live in a(n) \_\_\_\_\_ where people are very concerned about conserving our natural resources. Many people think using \_\_\_\_\_ energy is a good way to do this.

3. incorporate / pollute

The company doesn't want to \_\_\_\_\_ the air anymore, so they are going to \_\_\_\_\_ new rules for disposing waste.

4. corporate / confidential

The \_\_\_\_\_ files were locked in the basement. The information in them was about important customers and had to be kept \_\_\_\_\_.

5. mobile / phenomenon

In the early 1900s, music records were an amazing \_\_\_\_\_. People back then would have been even more amazed by today's \_\_\_\_\_ music players.

6. automobile / parallel

The old \_\_\_\_\_ was very large and difficult to drive. Jane had trouble parking it between the \_\_\_\_\_ lines in the parking lot.

7. ridiculed / transportation

Ben didn't listen to my advice about \_\_\_\_\_. Instead, he \_\_\_\_\_ me and continued to drive fast, eventually causing an accident.

8. guidelines / intervals

The \_\_\_\_\_ for the race are very simple: just run as fast as you can. There will be short \_\_\_\_\_ when you can stop for a drink of water.

9. modify / territories

The government decided to \_\_\_\_\_ its borders. It made several of its \_\_\_\_\_ smaller so that it could create a new one.

10. tournament / interact

The baseball \_\_\_\_\_ is always a lot of fun. It allows students from all over the city to \_\_\_\_\_ with each other.

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

1. Factories built in the early 1900s continue to unleash chemicals into the air.  
\_\_\_\_\_
2. My soccer team is playing in a competition next weekend.  
\_\_\_\_\_
3. When the new buildings are finished, they will be the same distance away from each other.  
\_\_\_\_\_
4. In order for my science project to work, I need to alter it.  
\_\_\_\_\_
5. Amy hurt Jane's feelings when she made fun of her.  
\_\_\_\_\_
6. In this period of time, it's more common for kids to play video games than read books.  
\_\_\_\_\_
7. Kate is very shy and doesn't like to talk to and do things with the other girls.  
\_\_\_\_\_
8. Tom wants to add more colors into his painting.  
\_\_\_\_\_
9. My grandfather used to race cars across the long distances in endurance races.  
\_\_\_\_\_
10. The person competing for the job interviewed very well.  
\_\_\_\_\_

# Exercise 3

**Choose the answer that best fits the question.**

1. Which of the following means confidential?
 

a. soft	b. compete	c. moveable	d. secret
---------	------------	-------------	-----------
2. What is the word solar related to?
 

a. Lines	b. Land	c. The sun	d. A car
----------	---------	------------	----------
3. Which of these is mobile?
 

a. A tree	b. A bus	c. A building	d. A sidewalk
-----------	----------	---------------	---------------
4. Which of the following is a form of transportation?
 

a. a friend	b. an airplane	c. a new job	d. a meal
-------------	----------------	--------------	-----------
5. Which of these words are related to corporate?
 

a. Business	b. Time	c. Competition	d. Winning
-------------	---------	----------------	------------

# The Solar Car Race

We live in a **mobile** society. But the cars we drive require too much gas, plus they **pollute** the air. Eventually, the natural resources used to make gas will run out. So what happens then? Many people think **solar**-powered **automobiles** are the answer. To learn more about this type of **transportation**, teams from universities and **corporate** organizations gather in Australia every two years for a solar car race.

The race is called the *World Solar Challenge*. **Candidates** for this **tournament** must design their own cars. The teams keep all their plans **confidential**. They don't **interact** with other teams because the race is very competitive. And these cars aren't just **enhanced** and **modified** versions of normal cars. They are completely different.

The cars only have room for one person and are very simple inside—they don't even have a cushion for the driver to sit on. These cars are shorter and much more flat than normal cars. Most importantly, the cars **incorporate** solar panels onto the outside that lie **parallel** to each other. These panels are made from materials that take in light from the sun and turn it into electric energy. That's how they move.

These cars race over 3,000 kilometers across the Australian **territories**. The drivers have to heed strict **guidelines**. They must stop at certain **intervals** to charge their batteries. And unlike normal race cars, they can't go very fast. They have to drive at the normal speed limits. Although the drivers want to finish the race quickly, that is not the main goal. The objective is to see how well the cars work under normal driving conditions.

Because of the World Solar Challenge, a new **era** in car making and in driving is beginning. People may **ridicule** the solar cars because they look strange, but this is a **phenomenon** that isn't going away. Using the technology from the vehicles, car makers will eventually create solar cars for the rest of us.



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

1. \_\_\_ Candidates for this tournament must design their own cars.  
\_\_\_\_\_
2. \_\_\_ Before the race, teams keep their plans confidential.  
\_\_\_\_\_
3. \_\_\_ The cars incorporate metal panels on the outside that lie parallel to each other.  
\_\_\_\_\_
4. \_\_\_ These cars drive less than 3,000 kilometers across the Australian territories.  
\_\_\_\_\_
5. \_\_\_ The drivers have to heed strict transportation guidelines.  
\_\_\_\_\_
6. \_\_\_ They must stop at certain intervals to put air in their tires.  
\_\_\_\_\_

**PART B** Answer the questions.

1. What is the most important feature of the racecars?
  - a. The way they pollute
  - b. The simple design
  - c. The solar panels
  - d. The shorter height
2. The objective of the race is to find out how the solar cars \_\_\_\_\_.
  - a. drive in normal conditions
  - b. take in energy from the sun
  - c. will help the environment
  - d. can go faster
3. Where are the race teams from?
  - a. Computer companies
  - b. High schools
  - c. Australian territories
  - d. Corporate organizations
4. Why don't the teams interact with other teams?
  - a. The race is competitive.
  - b. The teams ridicule each other.
  - c. The rules are strict.
  - d. They don't know each other.



- **bill** [bil] *n.* **to'lov varag'i**  
A bill is a statement of money owed for goods or a service.  
→ *I have so many bills that I do not know how to pay for them all.*



- **boundary** [bəundəri] *n.* **chegara**  
A boundary is the line where one area of land stops, and another begins.  
→ *This fence shows the boundary between our yard and yours.*



- **chaos** [kéias] *n.* **tartibsizlik**  
Chaos is a situation that is confusing and not ordered.  
→ *His presentation was in chaos. I couldn't understand what he meant.*



- **consistent** [kənsistənt] *adj.* **barqaror**  
If a person is consistent, they keep the same behavior or attitude.  
→ *Sara comes in every day and is our most consistent worker.*



- **cyclone** [sáikloun] *n.* **siklon**  
A cyclone is a large storm with heavy rain and winds that spin in a circle.  
→ *Hundreds of homes were damaged by the cyclone.*



- **doomed** [du:md] *adj.* **chatoq, dabdala**  
If someone or something is doomed, they are going to fail or be destroyed.  
→ *Since I spent all my money, my date with Jane is doomed.*



- **heir** [eər] *n.* **merosxo'r**  
An heir is a person who receives money or property of someone who dies.  
→ *The princess was the heir to the king and queen's throne.*



- **martial** [má:rʃəl] *adj.* **jangovar, harbiy**  
If something is martial, it is related to fighting or war.  
→ *Karate is a martial art that began many years ago in Japan.*



- **organic** [ɔ:rgənik] *adj.* **tabiiy**  
If food is organic, it is grown without adding chemicals to it.  
→ *The organic carrots are more expensive, but they're better for you.*



- **poultry** [pəultri] *n.* **go'shti uchun boqiladigan parranda**  
Poultry is a bird, such as a chicken, that is used for meat and eggs.  
→ *He raises poultry and sells their meat for extra money.*



○ **scramble** [skræmbəl] v. **qo'li bilan sapchib o'tmoq**  
To **scramble** is to move somewhere quickly and desperately.  
→ *The hikers **scrambled** down the side of the hill.*



○ **sergeant** [sɑ:rdʒənt] n. **serjant**  
A **sergeant** is a soldier or police officer of middle rank.  
→ *He was promoted to **sergeant** after a year in the army.*



○ **sheer** [ʃiə:r] adj. **mutlaqo**  
If you describe something as **sheer**, it is complete and very strong.  
→ *I was impressed by her **sheer** dedication to jogging.*



○ **stance** [stæns] n. **munosabat**  
A **stance** is an attitude about an issue that someone states clearly.  
→ *My **stance** is that using oil and gas is bad for the environment.*



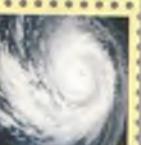
○ **telegraph** [téləgræf] n. **telegraf**  
A **telegraph** is a method of sending electric messages on wires.  
→ *In the 1900s, the **telegraph** was the fastest way to send a message.*



○ **textile** [tɛkstail] n. **gazlama, mato**  
**Textile** is cloth that has been woven or knitted.  
→ *The blue **textile** was going to be used to make blouses.*



○ **tornado** [to:rnéidou] n. **quyun**  
A **tornado** is a tube-shaped formation of air that spins very quickly.  
→ *During a **tornado**, the safest place to be is underground.*



○ **typhoon** [taifú:n] n. **to'fon**  
A **typhoon** is a large tropical storm that moves in circles.  
→ *Thousands of people lost electricity after a **typhoon** hit Australia.*



○ **wail** [weil] v. **dod solmoq**  
To **wail** is to show sadness by crying loudly.  
→ *The baby **wailed** because it was hungry.*



○ **wardrobe** [wɑ:rdrəub] n. **garderob**  
A **wardrobe** is the collection of all of a person's clothing.  
→ *She bought some new clothes to expand her **wardrobe**.*

## Exercise 1

Choose the answer that best fits the question.

- Which of the following is a kind of storm?
  - A typhoon
  - A bill
  - A sergeant
  - A boundary
- Which of the following would come from a farm?
  - Organic vegetables
  - Wool textiles
  - A person's wardrobe
  - Short telegraphs
- Which of the following would help students taking a test?
  - Reading in chaos
  - Sheer luck
  - Taking martial arts classes
  - Consistent studying
- Who should expect to receive something?
  - A brave sergeant
  - A dead man's heir
  - A man with a strong stance
  - A man who needs a bill
- Which of the following would be loudest?
  - Cooked poultry
  - A scrambling woman
  - A doomed project
  - Wailing children
- Which word is not related to martial arts?
  - Taekwondo
  - Karate
  - Judo
  - Tango
- What can a person get from poultry?
  - Meat
  - Fruit
  - Pants
  - Soldiers
- What is part of a person's wardrobe?
  - A dog
  - A vegetable
  - A dress
  - A teacher
- Where would you most likely find a sergeant?
  - In a store
  - In an army
  - In a factory
  - In a class
- Which situation is full of chaos?
  - A man driving a car
  - Students reading
  - A girl walking
  - Armies fighting

## PART A Match the phrases to make complete sentences.

1. The heir of Mr. Smith's fortune \_\_\_\_\_.
2. This is a martial matter, \_\_\_\_\_.
3. The kids started **wailing** \_\_\_\_\_.
4. I used the telegraph to \_\_\_\_\_.
5. Everyone **scrambled** to \_\_\_\_\_.
6. The **sergeant** ordered the \_\_\_\_\_.
7. He's very **consistent** and \_\_\_\_\_.
8. When the **cyclone** arrives, \_\_\_\_\_.
9. The **boundary** of my land \_\_\_\_\_.
10. First we color the **textiles**, \_\_\_\_\_.

- |   |  |
|---|--|
| a. there will be a lot of wind and rain | b. when their toys were taken away         |
| c. is the fence not the road            | d. and the soldiers should take care of it |
| e. other soldiers to march              | f. never really changes his attitude       |
| g. avoid the rushing water              | h. and then we make them into clothes.     |
| i. will become very rich                | j. tell my family about the new baby       |

## PART B Match the clauses to make complete sentences.

1. During the summer, we always keep a supply of food and water in the basement \_\_\_\_\_.
2. He didn't like a strong central government, \_\_\_\_\_.
3. He failed the test, \_\_\_\_\_.
4. I won't go to fast food restaurants \_\_\_\_\_.
5. I was disappointed \_\_\_\_\_.
6. The police were called \_\_\_\_\_.
7. We all took shelter, \_\_\_\_\_.
8. He quickly took out his credit card, \_\_\_\_\_.
9. I want to buy a new suit, \_\_\_\_\_.
10. She lost a few kilos \_\_\_\_\_.

- |  |  |
|--|--|
| a. because I only eat <b>organic</b> food                  | b. because the event turned into <b>chaos</b>    |
| c. so he could pay the <b>bill</b>                         | d. because she ate only <b>poultry</b> and fruit |
| e. but that doesn't mean the school years is <b>doomed</b> |  |
| f. because of their sheer lack of sportsmanship            |  |
| g. but my <b>wardrobe</b> is pretty full                   | h. so we knew his <b>stance</b> on politics      |
| i. since the <b>typhoon</b> was raging                     | j. because that's when tornados are common       |

# The Heirs

Martin, Paul and Tom were brothers. They were very different, but they were **consistent** about two things. They couldn't succeed in business, and they never agreed about anything. Martin was a hardworking farmer, growing **organic** vegetables and raising **poultry**. But he was disorganized and forgot to pay his **bills**. Paul owned a **textile** factory that produced clothes. He was organized, but he was greedy and took too much clothing. His **wardrobe** was filled with his own products. Tom was once a **sergeant** in the army. He ran a **martial** arts school, but his **stance** on discipline was too strong. He had almost no students.

One day, they received a **telegraph** saying that their father had died. They were **heirs** to his old farm. They planned to sell it as soon as possible, so they went to see it even though there was a terrible storm. The house didn't look great, but there was a lot of land. There was so much, in fact, that they could barely see its **boundary**.

Suddenly, the storm got worse. The **sheer** force of the wind almost knocked them over. Martin said, "Look, it's a **typhoon!**" Paul said, "No, it's a **cyclone.**" Tom said, "No, it's a **tornado!**" They argued until Paul began to **wail** and said, "Whatever it is, it's coming right at us! We're **doomed!**" The three brothers **scrambled** inside the old house. Martin said, "If we survive, we must stop fighting. This farm could be great if we fixed it up. With my hard work, Paul's organization and Tom's discipline, we could run a great business together!" The storm finally ended. And luckily, it didn't wreck the farm.

"Just think," Martin said, "it took the **chaos** of a typhoon to bring us together." Paul replied, "You mean a cyclone brought us together." Tom said, "Didn't I tell you both that it was a tornado?" The brothers never agreed on what kind of storm it was, but by combining their skills, they started a successful farm.



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

1. \_\_\_\_ Tom was a farmer who grew organic vegetables and poultry.  
\_\_\_\_\_
2. \_\_\_\_ Paul's wardrobe was filled with clothes from his factory.  
\_\_\_\_\_
3. \_\_\_\_ Tom was a sergeant in the army before running a martial arts school.  
\_\_\_\_\_
4. \_\_\_\_ Martin's stance on discipline was too strong.  
\_\_\_\_\_
5. \_\_\_\_ The brothers learned of their father's death through a telegraph.  
\_\_\_\_\_
6. \_\_\_\_ The brothers could see the land's boundary.  
\_\_\_\_\_

**PART B** Answer the questions.

1. The brothers were consistent about what two things?
 

a. Good farming and arguing	b. Bad farming and business
c. Bad business and arguing	d. Good business and arguing
2. The brothers were almost knocked down by \_\_\_\_\_.
 

a. Tom's bills	b. the chaos of the storm
c. Paul's wardrobe	d. the sheer force of the wind
3. Why wasn't Paul's textile factory successful?
 

a. He was greedy and took home clothes.	b. He gave away too much money.
c. He was too disorganized.	d. He was too mean.
4. Who was the father's heir?
 

a. Martin	b. Tom
c. Paul	d. All three men

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