

# **CONVERSATION**

Spring Semester  
Seanán

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## Chapter 1 NATURE

### Disaster

#### 1. Vocabulary (The *MP3* is available online)

1. anticipate	an *ti ci pate	6. flood	*flood
2. catastrophic	ca ta *stro phic	7. impact	*im pact
3. collide	co *llide	8. persevere	per se *vere
4. eruption	e *rup tion	9. plunge	*plunge
5. famine	*fa mine	10. unleash	un *leash

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	anticipate	<i>v</i>	To expect; to sense something before it happens	By placing sensors in earthquake-prone areas, scientists can <b>anticipate</b> some tremors in time to warn the public.		anticipation <i>n</i> , anticipatory <i>adj</i>
2	catastrophic	<i>adj</i>	Extremely harmful; causing financial or physical ruin	The architect died in a <b>catastrophic</b> elevator accident.		catastrophe <i>n</i> , catastrophically <i>adv</i>
3	collide	<i>v</i>	To come together with great or violent force	As usual, their holiday was ruined when their in-laws' views on politics <b>collided</b> with their own.		collision <i>n</i>
4	eruption	<i>n</i>	A sudden, often violent, outburst	The <b>eruption</b> of Mount St. Helens in 1980 caused 57 deaths and immeasurable change to the face of the mountain.	<b>Eruption</b> is often followed by an “ <i>of</i> ” phrase.	erupt <i>v</i>
5	famine	<i>n</i>	Severe hunger; a drastic food shortage	The potato <b>famine</b> in Ireland in the mid-nineteenth century caused large numbers of Irish people to emigrate to America.		

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	<b>flood</b>	<i>n</i>	An overflowing of water.  An excessive amount.	The constant rain and poor drainage system caused a <b>flood</b> in town.  The political party sent out a <b>flood</b> of letters criticizing their opponents.		flood <i>v</i>
7	<b>impact</b>	<i>n</i>	A strong influence	The speech about the importance of education made an <b>impact</b> on me.	<b>Impact</b> is usually followed by “ <i>on</i> ” or “ <i>of</i> ”	impact <i>v</i>
8	<b>persevere</b>	<i>v</i>	To keep going, despite obstacles or discouragement; to maintain a purpose	The hikers <b>persevered</b> despite the bad weather and the icy trail.		persist <i>v</i> , persistent <i>adj</i>
9	<b>plunge</b>	<i>v</i>	To go down suddenly.  To decrease by a great amount in a short time	He jumped off the diving board and <b>plunged</b> into the pool.  The value of the company’s stock <b>plunged</b> after its chief executive was arrested.	<b>Plunge</b> is often followed by an “ <i>into</i> ” phrase.	plunge <i>n</i>
10	<b>unleash</b>	<i>v</i>	To release a thing or an emotion	When they saw the strange man on their property, they <b>unleashed</b> their dogs.  He is from such an unemotional family, he will never learn to <b>unleash</b> his feelings.		

**3. Vocabulary Practice** (The *MP3* is available online)

A. Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- \_\_\_\_\_ 1. persevere      (a) to pass by without hitting  
\_\_\_\_\_ 2. anticipate      (b) to give up  
\_\_\_\_\_ 3. famine      (c) to not see something coming  
\_\_\_\_\_ 4. collide      (d) harmless  
\_\_\_\_\_ 5. catastrophic      (e) excess of food

B. Circle the word that best completes each sentence

1. Residents of Hawaii must accept the possibility of a volcanic (eruption / perseverance).
2. Years after the accident, she was finally able to (anticipate / unleash) her feelings of anger.
3. Houses along the river often face (famine / flooding) during the rainy season.
4. Many people think it is cruel to (collide / plunge) live lobsters into boiling water.
5. A well-written essay should make some kind of (catastrophe / impact) on its readers.

**4. Reading** (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Nature challenges humans in many ways, through disease, weather, and *famine*. For those living along the coast, one unusual phenomenon capable of *catastrophic* destruction is the tsunami (pronounced “tsoo-NAH-mee”). A tsunami is a series of waves generated in a body of water by an impulsive disturbance. Earthquakes, landslides, volcanic *eruptions*, explosions, and even the *impact* of meteorites can generate tsunamis.

Starting at sea, a tsunami slowly approaches land, growing in height and losing energy through bottom friction and turbulence. Still, just like any other water waves, tsunamis *unleash* tremendous energy as they *plunge* onto the shore. They have great erosion potential, stripping beaches of sand, undermining trees, and *flooding* hundreds of meters inland. They

can easily crush cars, homes, vegetation, and anything they *collide* with. To minimize the devastation of a tsunami, scientists are constantly trying to *anticipate* them more accurately and more quickly. Because many factors come together to produce a life-threatening tsunami, foreseeing them is not easy. **Despite this**, researchers in meteorology *persevere* in studying and predicting tsunami behavior.

Bonus  
Structure—  
**Despite this**  
means “even so;  
regardless.”

**5. Reading Practice** (The *MP3* is available online)

- A. Which sentence best expresses the essential information of this passage?
- a. Tsunamis could become a new source of usable energy in the next hundred years.
  - b. Tsunamis do more damage to the land than flooding.
  - c. Tsunamis can have an especially catastrophic impact on coastal communities.
  - d. Scientists can predict and track tsunamis with a fair degree of accuracy, reducing their potential impact.
- B. In the first sentence, why does the author mention **weather**?
- a. because tsunamis are caused by bad weather
  - b. because tsunamis are more destructive than weather phenomena
  - c. as an example of a destructive natural force
  - d. as an introduction to the topic of coastal storms

## 6. Extra Phrases (The *MP3* is available online)

These *Phrasal Verbs* are very common in relation to **Disaster**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>blow over</b>	A storm which passes by causing little or no damage.	intransitive inseparable	<b>storm</b>	We are hoping that the <b>storm</b> will <b>blow over</b> .
2	<b>cave in</b>	To collapse, to fall in on.	intransitive inseparable	<b>roof</b>	Two people were injured when the <b>roof</b> of their home <b>caved in</b> under the weight of the snow.
3	<b>clean up</b>	To tidy up a place after a disaster.	transitive separable – clean + up clean up+ clean <u>it</u> up	<b>mess</b>	As soon as the water started receding, we began the <b>clean-up</b> process.
4	<b>ride out</b>	To wait patiently during a storm until it is over.	transitive separable – clean + up clean up+ clean <u>it</u> up	<b>storm</b>	You should carefully choose and prepare a safe place to <b>ride out</b> the <b>storm</b> .
5	<b>rip through</b>	To move through a place quickly causing a lot of damage and destruction.	intransitive inseparable		Twenty-four families are still without a home after fire <b>ripped through</b> their apartment complex on Tuesday.

## 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**blow over**    **cave in**    **rip through**    **clean up**    **ride out**

1. After the disaster volunteers from around the world helped \_\_\_\_\_ the mess.
2. The fire \_\_\_\_\_ the house, killing one person and injuring another.
3. The trapped miners have been underground for 5 days now, following the devastating \_\_\_\_\_ last week.
4. Local radio channels are asking people to \_\_\_\_\_ the heavy winds in underground shelters and not to venture outside until the storm passes.
5. The storm due to hit this evening might \_\_\_\_\_ as strong winds from the east are pushing it further west.

**8. Questions** (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. Have you ever been in a disaster?
2. Are there ways we can prepare ourselves in advance to cope with disasters?
3. How are families affected by disasters?
4. How are the problems solved after a disaster?
5. If you had the power to stop a natural disaster that has happened in the past, which would you choose? Why?
6. What is the difference between natural disasters and manmade disasters?
  - A. Can you name a few of each type?
7. What are some essential things you would need in your house in order to be prepared for a disaster?
8. Do you know where the evacuation area is in your area?
9. How can you get food, water, and ice if the power in your area is off?
10. What are some health problems that might arise after a disaster?

## Chapter 2 SCIENCE

### Ancient Life

#### 1. Vocabulary (The **MP3** is available online)

1. accuracy	*ac cu ra cy	6. integrally	in *teg ra lly
2. adjacent	ad *ja cent	7. overlap	o ver *lap
3. compress	com *press	8. retain	re *tain
4. feasibly	*fea si bly	9. seep	*seep
5. gut	*gut	10. structure	*struc ture

#### 2. Definitions and Samples (The **MP3** is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	accuracy	<i>n</i>	Precision; exactness	The research department checks all our articles for <b>accuracy</b> of facts before we print them.	<b>Accuracy</b> is often followed by “ <i>of</i> ”.	accurate adj, accurately adv
2	adjacent	<i>adj</i>	Next to	Even though the villages are <b>adjacent</b> to each other, their residents speak different languages.	<b>Adjacency</b> is often followed by “ <i>to</i> ”.	adjacency n
3	compress	<i>v.</i>	To press together	To make the foundation stronger, they <b>compressed</b> the soil before pouring the concrete.		compression n, compressed adj
4	feasibly	<i>adv</i>	Practically; in a way that can work	Scientists can’t <b>feasibly</b> bring energy from deep ocean currents to where it is needed - on land.		feasibility n, feasible adj
5	gut	<i>v</i>	To empty or hollow out	In order to remodel the house, we must first <b>gut</b> it and throw away all the old fixtures.	<b>Gut</b> also means ‘ <i>the stomach of an animal</i> ’ ;this verb makes an image, that the inside of a building is like the inside of an animal.	gut n, gutted adj

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	integrally	adv	In a whole or complete manner	Writing and spelling are taught <b>integrally</b> as part of the reading program.		integrate v, integrity n, integral n, integral adj
7	overlap	v	To lie over part of something; to have elements in common	One of the two assistants will likely get fired, since most of their duties in the office <b>overlap</b> .		overlap n
8	retain	v	To keep or hold	The rain fell so heavily that the banks of the river could not <b>retain</b> all the water.		retainer n, retention n
9	seep	v	To pass slowly for a long time, as a liquid or gas might	As the containers rusted, the toxic waste <b>seeped</b> into the ground.	<b>Seep</b> is often followed by “into” or “through”.	
10	structure	n	Something constructed, such as a building	Most companies have a social <b>structure</b> that can't be understood by outsiders.		structure v, structural adj, structurally adv

### 3. Vocabulary Practice (The **MP3** is available online)

A. Complete each sentence by filling in the blank with the best word from the list. Change the form of the word if necessary. Use each word only once.

accuracy      adjacent      feasibly      integrally      structure

1. She had no idea how they could \_\_\_\_\_ take a big vacation and remodel their house in the same year.
2. Daily meditation is used \_\_\_\_\_ with medication and massage as part of the recovery plan.
3. The rival politicians were raised in \_\_\_\_\_ counties.
4. If you build a \_\_\_\_\_ next to this river, you must be sure it is safe against floods.
5. Once he ran for public office, he understood the importance of checking public statements for \_\_\_\_\_.

B. Find the word or phrase that is closest in meaning to the opposite of each word in the left-hand column. Write the letter in the blank.

- |                   |                    |
|-------------------|--------------------|
| _____ 1. seep     | (a) fill           |
| _____ 2. gut      | (b) separate       |
| _____ 3. retain   | (c) stay contained |
| _____ 4. compress | (d) loosen         |
| _____ 5. overlap  | (e) throw away     |

#### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Organic products from ancient life are an **integral** part of the Earth's resources, offering scientists a more **accurate** picture of ancient life-forms. One key to ancient life comes in the form of petrified matter. Petrification is a process that slowly turns the remains of a living object into stone. In this process, minerals **seep** into a mass of organic matter. After the organic matter has been replaced, a mineral version of the living object is left. Petrification often occurs in trees that are found **adjacent** to rivers, floodable areas, and volcanoes, which provide the mud or ash that initially covers the organic matter. Some pieces of petrified wood **retain** the original cellular **structure** of the wood and the grain can be easily seen.

**Today**, it is **feasible** to petrify wood in a simple laboratory process.

Fossils are another way that ancient life is preserved. Most fossils include an animal's hard parts, such as teeth and bones. One type of fossil, called a trace fossil, may also include eggs, tooth marks, contents of the **guts**, and fossil excrement. Some products from ancient life offer us more than scientific knowledge. One such product is coal, a solid fuel of plant origin. It develops over millions of years, during which swamp vegetation is submerged in water, depleted of oxygen, and covered by layers and layers of sand and mud. These **overlapping** layers settle with the Earth's movements and are **compressed** over time.

*Bonus  
Structure -  
In this context,  
**Today**  
means 'at  
present; at this  
time  
in history.'*

**5. Reading Practice** (The *MP3* is available online)

- A. Which sentence best expresses the essential information of this passage?
- Preserved life-forms, including petrified matter and fossils, teach us about ancient life.
  - The primary function for preserved life-forms is scientific discovery.
  - Scientists try to replicate natural processes that preserve ancient life-forms.
  - Ancient organic matter provides the most concentrated forms of energy known to humans.
- B. In the passage, the words **submerged in** are closest in meaning to
- made wet
  - completely covered
  - adjacent to
  - depleted of

**6. Extra Phrases** (The *MP3* is available online)

These *Phrasal Verbs* are very common in relation to **Ancient Life**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>date back</b>	When something was first made, produced.	intransitive inseparable	<b>century</b>	This coin <b>dates back</b> to the 5 <sup>th</sup> Century
2	<b>dig up</b>	To find something through digging and searching	transitive separable dig + up dig up+ dig <u>it</u> up	<b>remains</b> <b>fossil</b> <b>artifact</b>	This <b>fossil</b> was <b>dug up</b> in the west of Ireland.
3	<b>come across</b>	To find something by accident	transitive inseparable	<b>remains</b> <b>fossil</b> <b>artifact</b>	The hikers <b>came across</b> the <b>remains</b> while they were out hiking.
4	<b>pull out</b>	To open and look at something	transitive separable pull + out	<b>records</b>	If we <b>pull out</b> the <b>records</b> we can clearly see that this man was born on the 5 <sup>th</sup> of July 1954.

			pull out+ pull <u>it</u> out		
5	<b>bring back</b>	To return something to its original condition, through restoration	transitive separable bring + back bring back + bring <u>it</u> back	<b>original state</b>	We have <b>brought</b> these coins <b>back</b> to their <b>original state</b> . Now we can clearly see the depiction of King Edward on the face of the coins.

### 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**dig up**      **date back**      **come across**      **bring back**      **pull out**

- The painting by Van Dyke will be on show to the public today after it was \_\_\_\_\_ to its original state following fire damage.
- When I was a teenager I \_\_\_\_\_ an old axe in my back garden. I thought it was worth something, but it turned out to be of little value.
- The dentist \_\_\_\_\_ my dental records to see what procedures I had taken in the past.
- The oldest book I have \_\_\_\_\_ to the 1860's.
- I \_\_\_\_\_ an old photo of my father and mother when I was back in Ireland and I showed it to my fiancé.

### 8. Questions (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

- When did people stop believing the world was flat?
- When did Rome have the gladiators?
- When did cavemen exist?
- Who was Constantinople?
- What animals did cavemen hunt for?

6. What are the six characteristics of civilization?
7. Where was the first language created?
8. How did drama begin?
9. Where and when did the names of the days originate?
10. What are the old seven wonders of the world?

## Chapter 3 MIND AND BODY

### Ghosts

#### 1. Vocabulary (The *MP3* is available online)

1. astrological	as tro *lo gi cal	6. invoke	in *voke
2. divination	div in *a tion	7. meditate	*med i tate
3. haunt	*haunt	8. phantom	*phan tom
4. horror	*hor ror	9. psychic	*psy chic
5. intermediary	in ter *me di a ry	10. self-perpetuating	*self – per *pe tu a ting

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	astrological	adj	Related to the study of the position of stars, the sun, and the planets in the belief that they influence earthly events	Every day, Mona read her <b>astrological</b> forecast in the newspaper, and she was careful if the horoscope predicted trouble.		astrology n, astrologer n, astrologically adv
2	divination	n	Foretelling the future by finding patterns in physical objects	In Turkey, women offer <b>divinations</b> by reading the dregs from a coffee cup.		divine v
3	haunt	v	To continually appear (in the form of a ghost) in the same place or to the same person	Some say the ghost of Princess Hilda <b>haunts</b> this castle, appearing as a headless form while she plays the piano.		
4	horror	n	Strong fear mixed with disgust	On Halloween night, all the <b>horror</b> movies were rented out.		horrify v, horrific adj
5	intermediary	n	Acting as an agent between people or things	The plaintiff's lawyer suggested that they hire an <b>intermediary</b> to help them discuss their case.	<b>Intermediary</b> comes from the Latin words meaning 'between the ways.'	

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	invoke	v	To call on for support	In many religions, believers <b>invoke</b> their god by holding out their hands.		invocation n
7	meditate	v	To reflect; to think quietly and deeply for a long time	Every morning, the monks <b>meditated</b> for three hours in complete silence.		meditation n
8	phantom	n	A dimly visible form, usually thought to be the spirit of a dead person, a sunken ship, etc.	Many visitors reported seeing a <b>phantom</b> who appeared around the lake.	<b>Phantom</b> originates in a word meaning ‘ <i>dream</i> ’; like a phantom leaves an observer wondering whether it’s real or not.	
9	psychic	adj	Relating to the supposed ability of the human mind to sense things that cannot be observed	The governor’s assistant claimed to have unique <b>psychic</b> abilities enabling him to read people’s minds.		psychic n, psychically adv
10	self-perpetuating	adj	Having the power to renew oneself for an indefinite period of time	It is difficult to escape from a lie, as they are often <b>self-perpetuating</b> .		self-perpetuation n

### 3 Vocabulary Practice (The **MP3** is available online)

A. For each word, choose the word or phrase that has the most similar meaning. Write the letter of your choice on the line.

1. divination \_\_\_\_\_

- (a) demand                      (b) prediction                      (c) problem                      (d) route

2. haunt \_\_\_\_\_

- (a) dry out                      (b) fail to show up                      (c) continue to disturb                      (d) search desperately

3. meditate \_\_\_\_\_  
 (a) clarify (b) expose (c) purge (d) think
4. invoke \_\_\_\_\_  
 (a) call (b) cry (c) inspire (d) reject
5. psychic \_\_\_\_\_  
 (a) empty (b) mental (c) powerful (d) vague

B. Circle the word that best completes each sentence.

- The leaders of the religious group are said to have (astrological / psychic) powers that allow them to move objects just by the power of their thoughts.
- For years after the earthquake, she was disturbed by the (haunting / self-perpetuating) memories of destruction.
- The boys told their new friend that they had seen (intermediaries / phantoms) in the cemetery at night.
- During the scuffle, the citizens were prepared to (invoke / meditate) the right of citizen's arrest because no police officers were present.
- Her (divination / horror) of the results of their meeting impressed even the nonbelievers.

**4. Reading** (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Some say that sailors are a superstitious group. Long nights of watching stars predispose them to a belief in **astrology**. Long periods of isolation lead them to believe in **psychic** phenomena that others would laugh at. This may explain sailors' frequent reports of seeing **phantom** ships. From the Gulf of Mexico, across the Atlantic, and to the South China Sea, sailors often claim that such vessels **haunt** the seas. One of the most famous stories of ghost ships is the Flying Dutchman, which sailed in 1680 from Amsterdam to Dutch East India under Hendrick Vanderdecken. When the captain ignored the danger warnings of a storm, his ship was smashed and the crew was lost. According to legend, his arrogance **invoked** the wrath of God,

who condemned the lost crewmembers to battle the waters off the Cape of Good Hope for eternity. Since then, there have been repeated sightings of the Flying Dutchman, one as recent as 1939. Many sightings of phantom ships occur in areas where vessels are known to have sunk. Sailors can never **divine** when or where they will next encounter a phantom ship. Rather, most of their sightings occur randomly, only later to bring forth information of a former sea **horror**. Some say that ghosts aboard a phantom ship are trying to use living sailors as their **intermediaries**. Still others think that the existence of phantom ships is merely a **self-perpetuating** myth for bored sailors who are prone to too much idle **meditation** about the meaning of life and death on the high seas.

**5. Reading Practice** (The **MP3** is available online)

- A. How would the author explain phantom ships?
- Their appearance is tied to the stars.
  - Sailors at sea have little to do.
  - Fog and high waves can distort one's vision.
  - Shipwreck remains haunt oceans around the world.
- B. Why does the author mention the **Flying Dutchman**?
- as the basis of primitive navigation systems
  - as an example of a commonly sighted phantom ship
  - as the reason why many sailors have mental problems
  - as an explanation for sightings of phantom ships

**6. Extra Phrases** (The *MP3* is available online)

These **Phrasal Verbs** are very common in relation to **Ghosts**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>conjure up</b>	To communicate or bring into being something or someone	transitive separable conjure up + conjure + up conjure it up	<b>dead, spirits</b>	It is clear she had the ability to <b>conjure up spirits</b> , and deal in the black arts.
2	<b>believe in</b>	To believe that something exists	transitive inseparable	<b>ghosts</b>	Do you <b>believe in ghosts</b> ?
3	<b>call out</b>	To ask someone's name out loud	transitive separable call out + call + out call it out	<b>name</b>	The first thing ghost hunters do when they enter a haunted building is <b>call out</b> the ghost's <b>name</b> .
4	<b>send down</b>	Something causes a reaction in your body	transitive separable Send + down	<b>spine</b>	That house I went to yesterday <b>sent</b> shivers <b>down</b> my <b>spine</b> . There was something eerie about that place.
5	<b>stand up</b>	Something causes a reaction in your body	intransitive inseparable	<b>hair, neck</b>	I heard a noise and the <b>hair</b> on the back of <b>my</b> neck <b>stood up</b> .

**7. Phrasal Verb Practice** (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**believe in    send up    call out    conjure up    stand up**

- Whenever I hear scary stories, the hair on the back of my neck \_\_\_\_\_.
- I heard a noise in my house last night, there was something moving upstairs, so I went up and \_\_\_\_\_, but nothing or no one answered. It might have been the wind, but I'm not sure.
- The thought of Paris, \_\_\_\_\_ images of bread, wine and cheese.
- The cold wind \_\_\_\_\_ shivers \_\_\_\_\_ my spine.
- I don't \_\_\_\_\_ that stuff. I mean, come on, does anyone?

**8. Questions** (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. Do you believe in ghosts?
2. Do you believe that dead people come back to life as ghosts?
3. Do you know any good stories about ghosts?
4. Have you ever come in contact with a ghost? (Have you ever seen a ghost?)
5. What is the scariest ghost story you know?
6. Is there an area where you live (park, house, etc.) that is known to be haunted?
7. If so, what is the story or legend that makes people believe this area is haunted?  
Have you ever visited this place?
8. If you don't believe in ghost, why don't you believe?
9. If you were a ghost, who or what would you haunt?
10. Do you put any faith in the modern day ghost hunters?
11. Can you recall any strange or unexplained events in your life?
12. Do you believe your ancestors are watching you?
13. What do you think about the images movies give us about ghosts?
14. Would you spend the night in a very old uninhabited house, church school that was known to have ghosts?

## Chapter 4 SOCIETY

### History

#### 1. Vocabulary (The *MP3* is available online)

1. chronologically	chron o *log i cal ly	6. diminish	di *min ish
2. coincide	co in *cide	7. longitude	*long i tude
3. consequence	*con se quence	8. milieu	*mil ieu
4. core	*core	9. Orwellian	Or *well i an
5. deny	de *ny	10. reconciliation	*re con cil i *a tion

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	<b>chronologically</b>	<i>adv</i>	In order according to time	Allen’s book is arranged <b>chronologically</b> , from the First Crusade in 1095 to the fall of Granada in 1492.	<b>Chronologically</b> is often used with “ <i>arranged</i> ”, “ <i>organized</i> ”, “ <i>listed</i> ”, or some other word for order.	chronology n, chronological adj
2	<b>coincide</b>	<i>v</i>	Happen or exist at the same time	The Viking attacks on western Europe <b>coincided</b> with an abnormally warm period in the Earth’s climate.	Coincide is often followed by a “ <i>with</i> ” phrase.	coincidence n, coincidental adj, coincidentally adv
3	<b>consequence</b>	<i>n</i>	A result, often one much later in time than the cause	One <b>consequence</b> of global warming may be the flooding of low-lying islands.	<b>Consequence</b> usually implies something negative or serious about the result.	consequent adj, consequently adv
4	<b>core</b>	<i>n</i>	an area or object at the center	The <b>core</b> of India’s film industry is in Bombay, where all but a few film studios are located.	<b>Core</b> is often followed by another noun (e.g., core principle) or by an “ <i>of</i> ” phrase.	
5	<b>deny</b>	<i>v</i>	Say that something is not true	Movie star Allen Butcher <b>denied</b> that he and the Princess of Den-mark were getting married.	<b>Deny</b> is often followed by the -ing form of a verb or by a “ <i>that</i> ” clause.	denial n, deniably adv

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	<a href="#">diminish</a>	<i>v</i>	Make something smaller or weaker; become smaller or weaker	The Protestant Reformation diminished the power of the Roman Catholic Pope. Mr. Partridge's influence in the company <a href="#">diminished</a> after he relocated to a branch office.		
7	<a href="#">longitude</a>	<i>n</i>	A system of imaginary lines running from north to south along the Earth's surface, where each line is numbered from 0 degrees to 180 degrees west or east	The prime meridian, a line running through Greenwich, England, is marked as 0 degrees <a href="#">longitude</a> .		longitudinal adj, longitudinally adv
8	<a href="#">milieu</a>	<i>n</i>	General environment or surroundings	Many Vietnam veterans did not feel comfortable in the antiwar social <a href="#">milieu</a> of the 1970s.		
9	<a href="#">Orwellian</a>	<i>adj</i>	Frightening and over-controlled by a government that interferes in nearly every aspect of personal life	Biometric devices like eye-scanners allow an <a href="#">Orwellian</a> level of government knowledge about everyone's location.		
10	<a href="#">reconciliation</a>	<i>n</i>	Coming back together peacefully after having been enemies	South Africa avoided a bloodbath after apartheid by setting up a Truth and <a href="#">Reconciliation</a> Commission.		reconcile v, reconciliatory adj

### 3. Vocabulary Practice (The *MP3* is available online)

A. Find the word or phrase that is closest in meaning to each word in the left-hand column. Write the letter in the blank.

- |                          |  |
|--------------------------|--|
| _____ 1. deny            | (a) say something isn't true                 |
| _____ 2. chronologically | (b) an end to being enemies                  |
| _____ 3. consequence     | (c) middle                                   |
| _____ 4. reconciliation  | (d) in the order in which events<br>happened |
| _____ 5. core            | (e) result                                   |

B. Circle the word that best completes each sentence.

1. When a nation becomes unwilling to listen to its allies, its international influence will (deny / diminish).
2. The release of many new movies (coincides / consequences) with the start of the holiday period.
3. The (core / milieu) of Roman power shifted to Constantinople after Rome was attacked repeatedly by armies from the north.
4. As our government becomes better at monitoring us, an (Orwellian / coincidental) future awaits us.
5. As you move directly east from one point on the Earth to another, your (longitude / chronology) changes.

### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Revisionist history promotes a new view of **chronological** events, usually for political purposes. Radical revisionists **diminish** the credibility of a previous view and may even deny that certain events happened at all. Some revisionist Asian historians have ignored long-standing **conflicts** among native peoples and have explained Asia's conflicts as a **consequence** of colonialism and its class-oriented cultural **milieu**.

-  
**Good motives**  
 Don't excuse bad history. Even though revisionists are trying to achieve a good social goal, they shouldn't distort history to do so.

**Good motives** among the revisionists - to promote **reconciliation** among traditional rivals – don't excuse bad history. History is valuable only if its stories **coincide** with verifiable facts. From far away, an observer may see clearly that a given conflict had nothing to do with colonialism and a lot to do with 1,000-year-old rivalries. But this is not likely to matter much to a confirmed revisionist historian. At its **core** revisionism - by the government in particular - is an **Orwellian** exercise in thought control, not honest science.

**5. Reading Practice** (The **MP3** is available online)

1. Which sentence best expresses the essential information of this passage?
  - a. Historians constantly revise history in the light of new facts.
  - b. Revisionist history is less concerned with accuracy than with promoting a point of view.
  - c. A new way of studying history, revisionism, has been very successful in Asia.
  - d. Revisionist history is the only way to accurately relate events.
  
2. Why does the author of this reading mention **Asia**?
  - a. because it offers an example of attempts at revisionist history
  - b. because a civil war occurred between revisionists and others
  - c. because it is the birthplace of revisionist history
  - d. because it was colonized by Europeans and needs a revisionist history

**6. Extra Phrases** (The **MP3** is available online)

These **Phrasal Verbs** are very common in relation to **History**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>date back</b>	When something was first made, produced.	intransitive inseparable	<b>century</b>	Dorchester has a rich history <b>dating back to</b> Roman times.
2	<b>look (back) into</b>	To investigate something	transitive inseparable	<b>history</b>	When politicians <b>look back into history</b> they should learn from past mistakes.

3	<b>delve into</b>	To examine something carefully	transitive inseparable	<b>past</b>	The police <b>delved into</b> my <b>past</b> to see what crimes I had committed.
4	<b>cover up</b>	To hide the truth	transitive separable cover up + cover + up cover it up	<b>story</b>	The government <b>covered up</b> the accident by saying that it was a training exercise.
5	<b>make up</b>	To invent create	transitive separable make up + make + up make it up	<b>story</b>	The government <b>made up</b> the <b>story</b> to appease the masses.

### 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**date back    delve into    make up    cover up    look (back) into**

1. They tried to \_\_\_\_\_ the crime \_\_\_\_\_, but the single footprint gave them away.
2. This part of the palace \_\_\_\_\_ to Catherine the Great.
3. I am just now \_\_\_\_\_ a study of the Trojan War.
4. He \_\_\_\_\_ the story, because he didn't want to get in trouble with his parents.
5. The police \_\_\_\_\_ her story and found some discrepancies.

### 8. Questions (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. What period of history interests you most?
2. What do you think of the recent history of your country – the past fifty years?
3. What do you know about the early history of your country?
4. What do you think of the overall history of your country?
5. Do you think history repeats itself?
6. What period of history would you like to go back and live in?

7. Napoleon Bonaparte said “History is a set of lies agreed upon”. Do you agree with this?
8. “Half of writing history is hiding the truth.” What do you think of this quote in relation to what was in your school history books?
9. What do you know about your family history?
10. In his book 1984, George Orwell says: “He who controls the past, controls the future; and he who controls the present, controls the past.” Do you agree? Does this apply to countries today?
11. Which people in the world have a troubled history?
12. How would the world change if schools stopped teaching history to children and all history books were destroyed?
13. Sir Winston Churchill said: “Those that fail to learn from history, are doomed to repeat it.” Do you agree with him?

## Chapter 5 MONEY

### Wealth and Social Class

#### 1. Vocabulary (The *MP3* is available online)

1. accumulate	ac *cu mu late	6. nobility	no *bil ity
2. affluence	*af flu ence	7. prestige	pres *tige
3. elite	e *lite	8. privileged	*priv i leged
4. impoverish	im *pov er ish	9. prosper	*pros per
5. luxury	*lux ur y	10. working class	*work ing class

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	accumulate	<i>v</i>	To build up a large amount of something	Over several generations ,the Hardington family <b>accumulated</b> vast wealth by buying and selling land.		accumulation <i>n</i>
2	affluence	<i>n</i>	Wealth and the style of life that goes with it	Mohadzir grew up amid <b>affluence</b> , which poorly prepared him for his grad student days in crowded apartments with no servants.		affluent <i>adj</i>
3	elite	<i>adj</i>	Belonging to a special, honored group	Messner is an <b>elite</b> climber who recently ascended an 8,000-meter mountain without extra oxygen.		elite <i>n</i> , elitist <i>adj</i>
4	impoverish	<i>v</i>	To make a person or group poor	The collapse of the steel industry <b>impoverished</b> several counties in eastern Ohio.		impoverishment <i>n</i>
5	luxury	<i>n</i>	Extreme comfort, beyond what anyone needs	Automakers try to give their cars an image of <b>luxury</b> by including extras like heated seats and satellite tracking systems.		luxuriate <i>v</i> , luxurious <i>adj</i>

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	nobility	n	A group of socially prominent people with special titles given by a king or queen, such as ‘duke’ ‘countess’	In the Middle Ages, the nobility supposedly followed a code that required them to take care of poorer people who lived near their estates.	Nobility is used as a name for a group of distinguished people; it can also mean ‘a highly dignified form of behavior.’	noble n, noble adj
7	prestige	n	Honor and respect for being better than the average	The Grassleys enjoyed the prestige of living in the historic town, but they did not feel at home there.		prestigious adj
8	privileged	adj	Able to enjoy special advantages because of one’s position (usually because of being born into a wealthy or powerful family)	Despite his privileged position in one of America’s most powerful families, the politician tried to portray himself as an ordinary person.		privilege n
9	prosper	v	To do very well in one’s business or personal life Vargas Prospered after finally patenting his new inventions.	A person can prosper; so can a group, a company, or an area.		prosperity n, prosperous adj
10	working class	n	People with low-paying (often unskilled) jobs who are not poor but who are not securely in the middle class	The Farrelly family, like other members of the working class, were proud of their jobs and did not want any handouts from charity or the government.		

**3. Vocabulary Practice** (The *MP3* is available online)

A. Find the word or phrase that is closest in meaning to each word in the left-hand column. Write the letter in the blank. Note: Many words in this chapter are similar in meaning. Pay careful attention to small differences in meaning.

- |                     |  |
|---------------------|--|
| _____ 1. impoverish | (a)enjoying special advantages                               |
| _____ 2. elite      | (b)to succeed  |
| _____ 3. prosper    | (c)to make extremely poor                                    |
| _____ 4. accumulate | (d)belonging to a small group<br>with excellent achievements |
| _____ 5. privileged | (e)build up wealth   |

B. Complete each sentence by filling in the blank with the best word or phrase from the list. Change the form of the word if necessary. Use each word only once.

affluence      luxury      nobility      prestige      working class

1. The \_\_\_\_\_ in the hotel was obvious from such features as solid-gold faucets and stairs made of Italian marble.
2. In a show of his extreme \_\_\_\_\_, Jim Lavich flew 1,500 people to the Bahamas for his wife's birthday party and ordered 300 casks of wine for them to drink.
3. The oldest and most respected furniture maker in western Michigan, VanEden Inc., earned its \_\_\_\_\_ by using good materials and listening to its customers.
4. France's \_\_\_\_\_ was dismantled after the royal family was killed and lesser aristocrats were jailed during the revolution.
5. In the United States, many \_\_\_\_\_ families do not have health insurance because their employers don't offer it.

#### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

The United States is not the land of equal opportunity. There are no titles of **nobility** as in Europe, but astounding **affluence** is passed on in **privileged** families, and this makes all the difference. **Studies in the 1970s** found that a child of the **elite** and a child of the **working class** may start out with similar intelligence and drive, but the rich child is about 30 times more likely to **prosper**. The rich child goes to high-**prestige** schools, where his or her education may be only slightly above average, but where the child **accumulates** friendships with future leaders. The privileged child becomes comfortable with **luxury** and is at ease in situations where powerful people meet. The working-class child from a less-prestigious college is not likely to wind up **impoverished**, but neither is he or she likely to attend many parties of Yale or Vassar alumni.

The reference to **studies in the 1970s** indicates some objective evidence for the author's point.

#### 5. Reading Practice (The *MP3* is available online)

1. Which sentence best expresses the essential information of this passage?
  - a. The American economy is unfair and must be changed.
  - b. Rich people have natural advantages in education and social contacts that help them succeed.
  - c. Children accept one another as friends; only later in life do differences of wealth drive them apart.
  - d. The only way to make money in America is to work and accumulate it yourself.
2. Why does the author of this reading mention **Yale** and **Vassar**?
  - a. They are elite schools attended by many future leaders.
  - b. They are where government officials have secret meetings.
  - c. They try to give working-class children a chance they can't get at other schools.
  - d. Their high fees impoverish working-class children.

## 6. Extra Phrases (The *MP3* is available online)

These **Phrasal Verbs** are very common in relation to **Wealth and Social Class**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>pass on</b>	give to or transfer possession of	transitive separable pass on + pass + on pass it on	<b>possessions, property, jewelry</b>	She <b>passed</b> the family <b>jewels on</b> to her daughter-in-law
2	<b>face up to</b>	To accept (an unpleasant fact, reality, etc.)	transitive inseparable	<b>problem, fact, reality</b>	Sooner or later we have to <b>face up to</b> the <b>fact</b> that society cannot continue down the line of endless consumerism.
3	<b>move up</b>	move to a better position in life or to a better job	intransitive inseparable		He is from new money. He is <b>moving up</b> in the world.
4	<b>wind up</b>	To finish, end	intransitive inseparable		He lost all his money and <b>wound up</b> on the street.
5	<b>trickle down</b>	When money from an institution goes to normal people on the street.	intransitive inseparable		With the surplus in finances, the workers are expecting money to <b>trickle down</b> to them in next months pay check.

## 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**face up to      trickle down      wind up      pass on      move up**

1. You can't run away from your problems, you have to \_\_\_\_\_ them!
2. If you don't wear protective headgear, you'll \_\_\_\_\_ without any teeth.
3. My home will be \_\_\_\_\_ to my younger brother after my father passes away.
4. She \_\_\_\_\_ from a life of poverty to one of great wealth, after her book became successful.

5. The company made a huge profit this quarter and promised that money will \_\_\_\_\_ to its' employees.

**8. Questions** (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. What is a society?
2. What are the differences between society today and 50 years ago?
3. Why is society so against those who are different?
4. Do you think your society is better than other societies around the world?
5. Adam Smith said in his book "Wealth of Nations" (1776): "No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable." Do you agree?
6. Do you think people should be forced to distribute their wealth to create a fairer society?
7. Do you think the world's wealthiest nations do enough to help the poorer nations?
8. Margaret Bonnano said: "Being rich is having money; being wealthy is having time." What do you think of this quote?
9. Do you think your personality would change if you had great wealth?
10. Benjamin Franklin said: "Early to bed, early to rise, makes a man healthy, wealthy and wise" What do you think of this quote?

## Chapter 6 GOVERNMENT AND JUSTICE

### Investigating Crimes

#### 1. Vocabulary (The *MP3* is available online)

1. analyze	*an a lyze	6. inference	*in fer ence
2. assail	*as sail	7. objectively	ob *jec tive ly
3. contrary	*con trar y	8. suspicious	su *spi cious
4. hypothesize	hy *po the size	9. tolerate	*tol er ate
5. impair	im *pair	10. versus	*ver sus

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	analyze	v	To examine something by looking at its parts	Chemists <b>analyzed</b> the white powder and found it to be only a mixture of sugar and salt.		analysis n, analyst n
2	assail	v	To attack or criticize forcefully	With DNA evidence from the crime scene, the defense lawyer assailed the police for falsely arresting his client.		assault n, assailant n
3	contrary	adj	Opposite	<b>Contrary</b> to most studies, Dr.Ito's work shows the world's climate is not getting warmer.	Common phrases are "contrary to" and "on the contrary".	
4	hypothesize	v	To make a guess, the correctness of which will eventually be investigated systematically.	Scientists <b>hypothesize</b> that planets capable of supporting life exist beyond our solar system, but they have not yet seen any.	Hypothesize is often followed by a "that" clause.	hypothesis n, hypothetical adj
5	impair		To make something less effective than usual	The heavy rain <b>impaired</b> John's ability to hear anyone's footsteps.	The object of impair is often [someone's] ability to.	impairment n

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	<b>inference</b>	<i>n</i>	A conclusion drawn from evidence	Inspector Dowd's <b>inference</b> that Ms. Miller was South African was based on her accent.		infer v
7	<b>objectively</b>	<i>adv</i>	Based on unbiased standards, not on personal opinion	I don't like Mr. Rowan, but looking <b>objectively</b> at his sales numbers, I saw that he was a very valuable employee.		objective adj
8	<b>suspicious</b>	<i>adj</i>	Believing that something is wrong; acting in a way that makes people believe you have done something wrong	The neighbors became <b>suspicious</b> of Jim when he bought a big new car and some fancy clothes. Jim's <b>suspicious</b> purchases made his neighbors think he might be getting money illegally.		suspicion n, suspiciously adv
9	<b>tolerate</b>	<i>v</i>	To avoid getting upset about something	My math teacher <b>tolerates</b> a lot of talking in her class, but my history teacher tells us to be quiet.		toleration n, tolerance n, tolerant adj
10	<b>versus</b>	<i>prep</i>	Against	In the debate, it was pro-war senators <b>versus</b> anti-war senators.	Versus is often abbreviated as <i>vs.</i> in sports contexts, or simply <i>v.</i> in legal contexts.	

### 3. Vocabulary Practice (The *MP3* is available online)

A. Find the word or phrase that is closest in meaning to each word in the left-hand column.

Write the letter in the blank.

- \_\_\_\_\_ 1. assail (a) against  
\_\_\_\_\_ 2. contrary (b) guess  
\_\_\_\_\_ 3. hypothesize (c) showing differences or  
opposition  
\_\_\_\_\_ 4. impair (d) vigorously attack  
\_\_\_\_\_ 5. versus (e) cause problems for

B. Circle the word that best completes each sentence.

1. Most police departments have laboratories, where scientists (assail / analyze) evidence according to scientific procedures.
2. The new police chief would not (tolerate / impair) any joking around in the police station.
3. Everyone assumed Travis was innocent, despite evidence to the (contrary / suspicious).
4. A judge who feels unable to think (versus / objectively) about a case should withdraw from it.
5. The bomb squad was called after a (suspicious / contrary) package was delivered to the governor's office.

### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

In 1979, two British farmers reported that, while sitting on a hill, they suddenly saw the crops below flattened in a perfect circle. They **inferred** that some great force must have come down directly from above to squash the corn and barley. **This** started a public hysteria about so-called crop circles. The patterns pressed into the crops (not all of them were circles) seemed to have no entry or exit points. Many people **hypothesized** that only alien spaceships could make such bizarre imprints. Others, including Britain's police, **assailed** such wild conclusions. They had a **contrary** theory: Someone was playing a big hoax. Teams of investigators took

Bonus Structure  
- **This**  
refers to the  
whole situation  
described in the  
previous  
sentence,  
not to any one  
noun phrase.

samples of the plants and the soil, trying to **objectively analyze** the crop circles as if they were a crime scene. Public curiosity often **impaired** the investigators, who had to **tolerate** busloads of tourists flocking to the circles. The farmers in the area, long **suspicious** of the police, approached the case as an instance of police **versus** people. If the local farmers knew the circles were a hoax, they wouldn't say so.

### 5. Reading Practice (The *MP3* is available online)

1. According to the article, why did many people think that crop circles were created by alien spaceships?
  - a. The circles looked like they had been made from above and had no way in or out.
  - b. The observers in 1979 reported seeing a UFO land and make a crop circle.
  - c. The plants and soil inside a crop circle contained chemicals not found on Earth.
  - d. They were in unusual shapes and contained alien symbols.
  
2. Why does the author mention “**a hoax**”?
  - a. because one of the locals admitted playing a trick on his neighbors
  - b. because most people think that crop circles are evil
  - c. because police investigators thought crop circles were made by humans as a joke
  - d. because crop circles are probably made by secret government aircraft

## 6. Extra Phrases (The *MP3* is available online)

These **Phrasal Verbs** are very common in relation to **Crime**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>own up</b>	Confess or admit to a wrongdoing	intransitive inseparable		After 3 days in the police station he finally <b>owned up</b> and admitted that he had committed the crime.
2	<b>put away</b>	Put into jail, imprisoned	transitive separable put away + put + away put her away	<b>life, 1,2,3 years</b>	Hansen was not jailed for a true crime, she was <b>put away</b> by vested interests who had influence and wanted her out of the way. But she was no criminal.
3	<b>carry out</b>	Undertake, perform, do	transitive separable carry out + carry + out carry it out	<b>investigation, crime, murder</b>	The IPCC will <b>carry out</b> an independent <b>investigation</b> into the allegations.
4	<b>clear up</b>	Discover the truth, to get the full facts	transitive separable clear up + clear + up clear it up	<b>mess, misunderstanding</b>	A few hours of investigation <b>cleared up</b> the <b>misunderstanding</b> .
5	<b>come forward</b>	To present oneself to authorities and admit something	intransitive inseparable		At least three of them recently <b>came forward</b> making serious allegations of abuse against their caretaker, prompting police to open an investigation.

## 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**own up      come forward      clear up      put away      carry out**

1. The writer of the anonymous letter \_\_\_\_\_ after they identified his handwriting.
2. Could you \_\_\_\_\_ this \_\_\_\_\_ for me? You are saying you weren't at the crime scene?
3. The murderer was \_\_\_\_\_ for life without any chance of parole.

4. He admitted to \_\_\_\_\_ the robbery, but not to the shooting.
5. The witness \_\_\_\_\_ and identified the perp.

**8. Questions** (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. Are some parts of this city considered more dangerous than others? Which parts?
2. Are you apprehensive about walking outside after dark?
3. Do you believe that public executions would deter crime? If so, how?
4. Do you think that capital punishment is a good idea? Why or why not?
5. Do you think that the legalization of narcotics would decrease the crime rate?
6. Does prison help rehabilitate criminals? Should it?
7. If a person steals a loaf of bread because he needs to feed his starving family, should he be punished?
8. Is there a problem with organized crime and/or gangs where you live?
9. Why do you think crime is more prevalent in some societies than in others?
  - A. Why is there more crime in some countries?
10. Should adultery be considered a crime?

## Chapter 7 RELATIONSHIPS

### Negative Emotions

#### 1. Vocabulary (The *MP3* is available online)

1. antipathy	an *ti pa thy	6. humiliation	hu mil i *a tion
2. arrogantly	*ar ro gant ly	7. obnoxious	ob *nox ious
3. berate	be *rate	8. shame	*shame
4. contemptuous	con *temp tu ous	9. stigmatize	*stig ma tize
5. despise	de *spise	10. vitriolic	vi tri *ol ic

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	antipathy	<i>n</i>	A strong, long-lasting negative feeling	My <i>antipathy</i> toward telemarketers is so strong that I am often rude to them.	<i>Antipathy</i> is often followed by a “ <i>toward</i> ” phrase.	
2	arrogantly	<i>adv</i>	In a way that shows a high opinion of oneself and a low opinion of others	Jenny told us about her party only one day in advance, <i>arrogantly</i> thinking we had nothing else to do.		arrogance <i>n</i> , arrogant <i>adj</i>
3	berate	<i>v</i>	To say insulting and disrespectful things	The teacher lost his job because he cruelly <i>berated</i> students who made mistakes.	You can only <i>berate</i> someone directly - only when he or she can hear you.	
4	contemptuous	<i>n</i>	Having no respect	Most scientists are <i>contemptuous</i> of reports that aliens from outer space have landed on the Earth.	A very common structure is “ <i>be contemptuous of</i> ”.	contempt <i>n</i> , contemptible <i>adj</i> , contemptuously <i>adv</i>
5	despise	<i>v</i>	Hate very much	Tom grew to <i>despise</i> his greedy and unfriendly boss.		

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	humiliation	<i>n</i>	An event that causes someone to feel that she or he has lost the respect of others	Losing the chess tournament was a great humiliation for Marie, and she never played chess again.		humiliate v
7	obnoxious	<i>adj</i>	Bothersome; doing small things that others don't like	My obnoxious neighbor keeps talking to me while I'm trying to read in my backyard.		obnoxiously adv
8	shame	<i>n</i>	Dishonor because one has done something wrong	Feeling deep shame because of their son's crimes, the Ford family moved to a different town.	Shame is often followed by an "of" or "about" phrase.	shame v, shameful adj, ashamed adj, shamefully adv
9	stigmatize	<i>v</i>	To mark with a visible feature that makes other people think, perhaps incorrectly, that someone or something is wrong	Cadbury's beard and tattoos stigmatized him as a bad match for Wall Street, so he couldn't find work as a financial analyst.		stigma n
10	vitriolic	<i>adj</i>	Showing an extreme, hateful anger	The mayor's vitriolic attacks against the city council only made him sound unreasonable.	The origin of vitriolic is "vitriol," a strong chemical that could cause painful burns.	

### 3. Vocabulary Practice (The **MP3** is available online)

A. Find the word or phrase that is closest in meaning to each word in the left-hand column. Write the letter in the blank.

- \_\_\_\_\_ 1. arrogantly      (a) very bitter and hurtful  
 \_\_\_\_\_ 2. berate              (b) to criticize and insult  
 \_\_\_\_\_ 3. humiliation        (c) annoying  
 \_\_\_\_\_ 4. obnoxious         (d) too proudly  
 \_\_\_\_\_ 5. vitriolic            (e) embarrassment

B. Circle the word that best completes each sentence. Be careful: Many words in this chapter are very close in meaning to each other. Pay attention to small details in order to choose the best.

1. As a teenager, Dean did a lot of stupid things that he now feels (humiliation / shame) about.
2. Many foreigners feel that their appearance (stigmatizes / despises) them in this country.
3. Because the president was (obnoxious / contemptuous) of France's opinion long ago, the French are not eager to help him now.
4. Mark (despises / berates) Henry and refuses to see him at all.
5. Turkey's historic (antipathy / shame) toward Greece may be softening with the new generation.

#### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Some radio talk show hosts are masters of **obnoxious** insults. Callers to such shows should be prepared for **humiliation** if they dare to disagree with the host's views. The host controls whether the caller can speak, so he can **arrogantly berate** the caller without allowing the caller to respond. Some shows, especially on AM radio, have hosts who are **contemptuous** of nearly everyone. They regularly use **vitriolic** language to **stigmatize** whole groups of people, such as foreigners, liberals, gays, or women. Some hosts don't actually **despise** the groups they insult. They simply use **antipathy** as a form of entertainment, and they seem to feel no **shame** about the damage they do.

#### 5. Reading Practice (The *MP3* is available online)

1. Which phrase best describes the author's point of view?
  - a. The author enjoys listening to radio talk shows.
  - b. The author believes talk shows can cause damage.

- c. The author thinks talk show hosts are disturbing but honest.
- d. The author argues that hosts are ordinary people just doing their jobs.

2. Which people are often **berated** on radio talk shows, according to the author?

- a. hosts
- b. callers
- c. listeners
- d. advertisers

**6. Extra Phrases** (The *MP3* is available online)

These **Phrasal Verbs** are very common in relation to **Relationships**.

	Phrasal Verb	Meaning	Rule	Collocation	Example
1	<b>bottle up</b>	To restrain or keep back powerful emotions	transitive separable bottle up + bottle + up bottle it up	<b>rage</b>	She managed to <b>bottle up</b> her <b>rage</b> and remained steel-eyed and silent.
2	<b>dress down</b>	To scold, reprimand	transitive separable dress down + dress + down dress him down		He was called into the office late on Friday and got a severe <b>dressing down</b> from his boss.
3	<b>look down on</b>	regard with contempt	transitive inseparable	<b>people</b>	A snob is someone who <b>looks down on people</b> of a lower social class.
4	<b>rein in</b>	To control your emotion, to hold it back from others	transitive separable rein in + rein + in rein it in	<b>anger, instincts</b>	Maybe I've learned, through experience, to <b>rein in</b> some of the <b>anger</b> and temper they say redheads normally have.
5	<b>slag off</b>	To make fun of someone	transitive separable slag off + slag + off slag her off	<b>people</b>	Everyone is allowed an opinion but I don't know why they have to <b>slag her off</b> .

### 7. Phrasal Verb Practice (The *MP3* is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

dress down    slag off    rein in    look down on    bottle up

1. He needs to \_\_\_\_\_ his anger. I mean, if he doesn't he will get a red card.
2. Stop \_\_\_\_\_ her \_\_\_\_\_. It's not her fault she is always sleeping.
3. Why are you \_\_\_\_\_ your emotions? That's unhealthy. Why don't you let it out?
4. I gave a student a right \_\_\_\_\_ today. She arrived late and on top of that, she had no homework done.
5. I hate people who \_\_\_\_\_ those less fortunate. We are all people just trying our best to live.

### 8. Questions (The *MP3* is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

1. What influences you to make good choices?
2. Do you care what other people think of you?
3. Do you believe we have a moral obligation to act happy, even if we do not feel happy?
4. Is it possible to change one's behavior?
5. What behaviors are expected from university and college students?
6. Are bad people bad because of circumstances or choices? What about good people?
7. Why are manners important?
8. Do people have more manners now or in earlier times?
9. What culture do you think is the most polite? Explain.
10. How closely do you think good manners are related to income and social status?

## Chapter 8 CULTURE

### Painting and Sculpture

#### 1. Vocabulary (The *MP3* is available online)

1. abstract	*ab stract	6. intrinsic	in *trins ic
2. context	*con text	7. perspective	pers *pec tive
3. depict	de *pict	8. portrayal	por *tray al
4. dimension	di *men sion	9. realism	*real ism
5. esthetically	e *sthe ti cal ly	10. spectrum	*spec trum

#### 2. Definitions and Samples (The *MP3* is available online)

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	abstract	<i>adj</i>	Not concrete and realistic; not obviously related to everyday experience	<b>Abstract</b> painting became popular partly because early photography was very realistic.		abstraction n
2	context	<i>n</i>	A larger environment that something fits into	In the <b>context</b> of Soviet Russia, public art had to be about the triumph of communism and its leaders.	The preposition “ <i>in</i> ” often comes before <b>context</b> , and an “ <i>of</i> ” phrase often comes after it.	contextualize v, contextual adj
3	depict	<i>v</i>	To show in pictures	Michelangelo’s painting on the ceiling of the Sistine Chapel <b>depicts</b> nine scenes from the Bible.		depiction n
4	dimension		A direction or surface along which something can be measured; an aspect	The three <b>dimensions</b> of physical objects are length, width, and depth. One <b>dimension</b> of the problem is their long history of competition.		
5	esthetically	<i>adv</i>	In a way that relates to beauty or appearance	The outside of the office building is esthetically pleasing, but the inside is unpleasant.	<b>Esthetically</b> is often spelled with an “ <i>a</i> ” at the beginning.	esthetic n, esthete n, esthetic adj

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	<b>intrinsic</b>	<i>adj</i>	Being part of the basic nature of something	Frequent elections are <b>intrinsic</b> to a democratic system.		intrinsically adv
7	<b>perspective</b>	<i>n</i>	A way of seeing from a particular location; a way of thinking about something	From my <b>perspective</b> , the entire town can be seen through a set of large windows.  They held different <b>perspectives</b> on how to care for their aging parents.		
8	<b>portrayal</b>	<i>n</i>	A description or drawing that reflects a certain point of view	Most <b>portrayals</b> of Abraham Lincoln emphasize his sense of humor and his honesty.	<b>Portrayal</b> is often followed by an “ <i>of</i> ” phrase to indicate what is being described.	portray v
9	<b>realism</b>	<i>n</i>	A technique that tries to picture something as it really looks	<b>Realism</b> was popular among seventeenth-century Flemish painters like Rembrandt van Rijn.		realist n, realistic adj
10	<b>spectrum</b>	<i>n</i>	A range of different things, usually colors	Bart’s colorful designs include every color of the <b>spectrum</b> , from deep blue to vibrant red.	The phrase “ <b>the spectrum</b> ” frequently means “ <i>the colors that the human eye can see.</i> ”	

### 3. Vocabulary Practice (The *MP3* is available online)

A. Find the word or phrase that is closest in meaning to each word in the left-hand column. Write the letter in the blank.

- |                       |   |
|-----------------------|---|
| _____ 1. abstract     | (a) to show                                     |
| _____ 2. depict       | (b) depiction                                   |
| _____ 3. esthetically | (c) presenting an idea, not a realistic picture |
| _____ 4. perspective  | (d) in a way that relates to beauty             |
| _____ 5. portrayal    | (e) way of seeing things from a certain place   |

B. Circle the word that best completes each sentence.

1. The materials that go into a work of art usually have little (abstract / intrinsic) value.
2. In the 1970s, artists known as “the Boston School” revived (realism / context) by rejecting abstract techniques and trying to capture the actual appearance of their subjects.
3. The colors of light that we can see are known as the visible (spectrum/ perspective).
4. Medieval artists did not try to use (context / perspective) to give a sense of depth to their paintings.
5. The small, separate strokes of impressionist paintings give the works a dreamlike (portrayal / dimension).

### 4. Reading (The *MP3* is available online)

Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Whether something is “art” is largely a matter of opinion. Art that most people consider to have no **intrinsic** value can contain a great treasure of ideas and invention to someone who sees something special in it. Styles in all the arts range over a wide **spectrum**. Some good art is **esthetically** unchallenging and easy to understand. Other works are strange forms, totally out of **context** to everyone but the

artist. One artist's **portrayal** of an everyday object, such as a bouquet of flowers, may be grounded in **realism** and easily recognizable. Another painter's **depiction** of the same bouquet may be very **abstract**, resembling flowers only in the artist's mind. Regardless of the artist's approach, the best art reveals new **dimensions** of experience and looks at the world from a fresh **perspective**.

**5. Reading Practice** (The **MP3** is available online)

1. Which sentence best expresses the essential information of this passage?
  - a. Styles of art have changed throughout history.
  - b. Realistic art has more meaning than abstract art.
  - c. Esthetically pleasing art is too simple to contain much meaning.
  - d. Works of art can mean different things, depending on one's perspective.
  
2. According to this reading, what is one big difference between **abstract** art and **realistic** art?
  - a. Abstract art is harder to sell.
  - b. Abstract art is harder to understand.
  - c. Abstract art is harder to produce.
  - d. Abstract art is harder to look at.

**6. Extra Phrases** (The **MP3** is available online)

These **Phrasal Verbs** are very common in relation to **Painting and Sculpture**.

	Phrasal Verb	Meaning	Collocation	Example
1	<b>come together</b>	When something is successful, all of its parts work together to make it successful.	<b>Piece, work, elements</b>	A: Do you think this <b>piece comes together</b> ? B: Yes. The color, composition and subject matter all work well.
2	<b>come to</b> <b>come into</b>	A thought which enters your mind/brain	<b>mind</b>	What <b>comes to mind</b> when you look at this painting? What <b>comes into</b> your <b>mind</b> when you look at this painting?
3	<b>crop up</b>	A thought which enters your mind/brain		What <b>croops up</b> when you think about this sculpture?

4	<b>get across</b>	To communicate an idea or opinion	<b>message</b>	What <b>message</b> do you think the artist is trying to <b>get across</b> here?
5	<b>get at</b>	To show and reveal ideas/opinions to someone	<b>artist</b>	What do you think the <b>artist</b> is trying to <b>get at</b> here?

### 7. Phrasal Verb Practice (The **MP3** is available online)

Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**crop up**      **get at**      **come to**      **get across**      **come together**

- One of the many theories that keep \_\_\_\_\_ when I look at this painting is that the artist must be trying to show us his inner perspective on the working class.
- I haven't the faintest idea what this artist is trying to \_\_\_\_\_. Is he talking about social issues or just slapping paint on a canvas and calling it art?
- What do you think this piece is trying to \_\_\_\_\_?
- This piece \_\_\_\_\_ well. The lines and tonal depiction just jump off the page.
- When you see a picture online of a child standing in the middle of a war zone, what \_\_\_\_\_ mind?

### 8. Questions (The **MP3** is available online)

You can choose some questions below for your **Speaking Page**, or make your own. All questions should relate to the Topic of the Unit.

- Do you like modern art?
- What art museums have you visited?
  - Which did you like the best? Why?
  - Which did you like the least? Why?
- What famous painters do you know? What are they famous for?
- What is art?

5. Who is your favorite painter?
6. Do you have a favorite painting?
  - A. If so, what is it?
  - B. Why do you like it?
7. Do you think graffiti is art?
8. In your opinion, is design an important part of culture?
9. What do you think artists from centuries ago would think of today's artists?
10. Would you consider investing money in a painting? Do you think art is a good investment?