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Reading & Vocabulary Development

3

Cause & Effect

FOURTH EDITION



Patricia Ackert | Linda Lee

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To the Instructor

Reading & Vocabulary Development 3: Cause & Effect is a best-selling beginning reading skills text designed for students of English as a second or foreign language who have a basic vocabulary in English of about 1,300 words. This text teaches about 700 more words.

Cause & Effect is one in a series of reading skills texts. The complete series has been designed to meet the needs of students from the beginning to the high intermediate levels and includes the following:

Reading & Vocabulary Development 1: Facts & Figures

Reading & Vocabulary Development 2: Thoughts & Notions

Reading & Vocabulary Development 3: Cause & Effect

Reading & Vocabulary Development 4: Concepts & Comments

In addition to the student text, an answer key, VHS, DVD, audio cassette, and audio CD are also available. *Cause & Effect* uses the following methodology:

- **Theme-based approach to reading.** Each of the five units has a theme such as world issues, science, or health.

- **Systematic presentation and recycling of vocabulary.** One of the primary tasks of students is developing a useful and personally relevant vocabulary base. In *Cause & Effect*, up to 24 words are introduced in each lesson. These words appear in boldface type. Those underlined are illustrated or glossed in the margin. All of the new vocabulary items are used several times in the lesson, and then are systematically recycled throughout the text.

- **Pedagogical design.** The central goal of *Cause & Effect* is to help students develop the critical reading skills they will need for academic, personal, and/or career purposes. By any standard, the range of exercise types in *Cause & Effect* is rich and varied. This text provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing, understanding

the sequence of events, and learning to work more effectively with two-word verbs, compound words, connecting words, and noun substitutes.

Organization of *Cause & Effect*

Cause & Effect is organized into five units. Each unit contains five lessons packed with exercises and activities.

- **“Before You Read” Questions.** These pre-reading questions provide a motivation for reading the text.

- **Context Clues.** A context clue exercise at the beginning of each lesson introduces some of the vocabulary for the following lesson. This section is designed to pre-teach particularly important vocabulary items.

- **Vocabulary.** The first two exercises give practice with new words in a different context but with the same meaning.

- **Vocabulary Review.** Vocabulary items are used in subsequent texts and exercises to give additional review. They are fill-ins or matching synonyms and antonyms.

- **Comprehension.** First is a set of true/false, true/false/not enough information, or multiple choice questions. Then come comprehension questions, which include inference and discussion questions. The comprehension questions may also be given as written assignments.

- **Main Idea.** Students must choose the main idea of a paragraph from three possibilities.

- **Word Study.** A selection of word study exercises is provided at the end of each lesson. It reinforces structural points, such as verb forms, two-word verbs, and articles, that the students are learning in other classes. It also gives spelling rules for noun plurals and verb endings. Later units have charts of word forms. The exercises are not intended to be complete explanations and practice of the grammar points.

- **Writing.** Each lesson closes with a writing exercise.

• **Extension Activities.** Each unit ends with a set of high-interest, interactive tasks to help students practice the new vocabulary and the skills they have learned in more open-ended contexts.

CNN Video Highlights—The highlight of each set of extension activities is a short video-based lesson centered on a stimulating, authentic clip from the CNN video archives. Each video lesson follows the same sequence of activities:

Before You Watch encourages students to recall background knowledge based on their own experiences or from information presented in the readings.

As You Watch asks students to watch for general information such as the topic of the clip.

After You Watch gets the students to expand on the main points of the video by establishing further connections to the reading passages, their own experiences, and their ideas and opinions.

Activity Page—Games found on this page encourage students to practice the vocabulary and structures found in that unit's lessons in a relaxed, open-ended way.

Dictionary Page—Exercises on this page offer students practice with dictionary skills based on entries from *The Newbury House Dictionary of American English*.

• **Skills Index.** This index provides teachers and students with a handy reference for all of the reading and writing skills introduced in *Cause & Effect*, as well as all of the grammatical structures found in the text.

New to This Edition

The best-selling reading series just got better! The fourth edition of *Cause & Effect* contains new readings, new pedagogy, and new ancillaries.

• Four fresh new readings engage students in fascinating r topics. The new readings for this edition are as follows:

Unit 1, Lesson 5: Into the Deep: Ocean Exploration

Unit 2, Lesson 5: The Garbage Project

Unit 3, Lesson 3: Languages and Language Diversity

Unit 5, Lesson 4: Medicine: From Leeches to Lasers

• Thoroughly updated and checked for factual accuracy, each reading has been revised to include level-appropriate structures and vocabulary.

• New pedagogical design, photos, and illustrations aid student comprehension and ease navigation through the text.

• *ExamView® Pro* test-generating software allows instructors to create custom tests and quizzes.

• A new website (found at <http://elt.thomson.com/readingandvocabulary>) features vocabulary flashcards, cross-word puzzles, quizzes, and more to help students review for tests.

Explorers

1

*One doesn't discover new lands without consenting
to lose sight of the shore for a very long time.*

—André Gide



Lesson

1

Burke and Wills: Across Australia



© Howard Davies / CORBIS



Before You Read

1. What information about Australia do the map and the photograph give you?
2. Is Australia larger or smaller than your country?
3. What else do you know about Australia?



1 Burke and Wills: Across Australia

Australia is a huge country, and the outback (the Australian word for the **interior** of the country) is desert. In some years, it rains only eight centimeters in the outback, but in other years, rainstorms **turn** the

5 desert **into** sandy swamps.

Until the eighteenth century, only **aborigines** lived in Australia. These are the first people who lived in Australia. When Europeans went there to live, they **built** towns on the coast. However, in the 1850s, people

10 began thinking more about the interior.

In 1860, Robert O'Hara Burke, a police officer from Ireland, was **chosen** to lead an **expedition** across the continent from south to north. He took with him William John Wills and eleven other men, camels,

15 horses, and enough **supplies** for a year and a half. They left Melbourne for the Gulf of Carpentaria on August 20, winter in the southern **hemisphere**.

The expedition had problems from the beginning. Burke had no experience in the outback. The men fought

20 and would not follow **orders**. Twice they left some of their supplies so that they could move faster and later sent one of the men, William Wright, back for them.

Finally, a small group led by Burke moved on ahead of the others to a river named Cooper's Creek and set up

25 their **base** camp. They were **halfway** across the continent, but it was summer now, with very hot weather and sandstorms.

They waited a month for Wright, and then Burke decided that four from his small group, with three

30 months' supplies, should travel the 1,250 kilometers to the north coast as quickly as possible. They told the others to wait for them at Cooper's Creek.

The journey across the desert was very difficult, but at the end of January, they reached the Flinders River

inside; away from
the coast

turn into = change
(something);
become

past participle
of choose

food and other
necessary things

half of the Earth or
any other sphere

commands;
directions

at last



35 near the Gulf of Carpentaria. They started their return
journey, but now it was the rainy season and traveling
was slow and even more difficult than on their trip
north. They did not have enough food, and the men
became hungry and sick. Then one of them died. Some
40 of the camels died or were killed for food.

Finally, on April 21, they arrived back at Cooper's
Creek, only to find that no one was there. The rest of the
expedition had left the day before because they thought
Burke must be dead.

45 The men continued south, but without enough food,
both Burke and Wills died. Aborigines helped the last
man who was still alive, and a **search party** found him
in September 1861. He was half crazy from hunger and
loneliness.

a group of people
who look for
someone who is lost

50 There were many reasons that the expedition did not
go as planned. It had an inexperienced leader, the men
made bad decisions, some did not follow orders, and
they did not **get along**. But it was the first expedition to
cross Australia, and Burke and Wills are still known as
55 **heroes of exploration**.

be friendly;
not fight



a Vocabulary

In this book, difficult words are repeated several times in the exercises. These words are also repeated and reviewed in other lessons. It is not necessary to list new English words with their meanings in your own language. You will learn them just by practicing. In each lesson, when you read the text the first time, underline the words you don't know. Then you can give yourself a test when you finish the lesson. Look at the words you underlined and see if you understand them. If you don't know them yet, this is the time to memorize them.

In the Vocabulary exercises in this book, write the correct word in each blank. Use a word only once. Use capital letters where they are necessary.

exploration	built	hemisphere	halfway
finally	orders	expedition	loneliness
aborigines	gets along	base	heroes

1. The captain of a ship gives _____, and the sailors must follow them.
2. In baseball, a player hits the ball and runs to first _____.
3. The first Australians are called _____.
4. Most of the Earth has been explored. Now we are in the age of space _____, searching for more information about the stars, the moon, and other planets besides Earth.
5. Kumiko _____ well with everyone. She is always nice and never fights with people.
6. We _____ our new home from the wood and stone on our land.
7. _____ is a common feeling when you are far from your friends and family.
8. Asia is in the northern _____.
9. The writer Jane Austen said, " _____ doings never prosper." I think she meant that it's important to complete things.
10. People who win in the Olympic Games are _____ in their countries.



b Vocabulary

Do this exercise the same way you did Exercise a.

chosen	expedition	party	explored
build	interior	got along	finally
searching	supplies	swamps	turned into

1. Burke and Wills led an _____ into the interior of Australia.
2. The explorer Christopher Columbus was _____ for a new way to go to India.
3. Burke and Wills _____ the interior of Australia.
4. Birds like to live in _____ because there is a lot of water and food.
5. We use one kind of paint for the _____ of a house and another kind for the exterior.
6. After three days of driving, I _____ arrived at the coast.
7. A search _____ was sent to find the Burke and Wills expedition.
8. The president of the United States is _____ by the people who vote.
9. The secretary ordered paper, pens, and other _____ for the office.
10. Carlos started to study hard, and he eventually _____ a good student.



C True/False

Write **T** if the sentence is true. Write **F** if it is false. If a sentence is false, change it to make it true or explain why it is false. An asterisk (*) before an item means that the answer is either an **inference** or an **opinion**. You cannot find the answer in a sentence in the text. You have to think about the information in the text and things you already know and then decide on the answer.

- _____ 1. The first Europeans in Australia built villages in the outback because there were too many aborigines on the coast.
- _____ 2. The Burke and Wills expedition crossed Australia from south to north.
- _____ *3. December is a summer month in Australia.
- _____ 4. Much of the interior of Australia is swampy all year long.
- _____ 5. Eleven men crossed Australia with Burke and Wills.
- _____ *6. Burke and Wills did not have enough food for their journey back to Cooper's Creek because the rain slowed them down.
- _____ *7. The aborigines could help the last man still alive because they understood how to live in the desert.
- _____ 8. Burke was a good leader for this expedition.

d Comprehension Questions

Answer these questions in complete sentences. An asterisk (*) means that the answer is either an **inference** or an **opinion**. You cannot find the exact answer in the text.

- 1. Where did the first Europeans live when they went to Australia?
- *2. Why were camels good animals for this expedition?
- 3. Why did the men leave some of their supplies behind?
- 4. Why was it difficult to travel in the interior of Australia?
- 5. What happened to some of the camels?
- 6. Give two reasons why this expedition had so many problems.
- *7. Do you think Burke and Wills should be called heroes of exploration? Why?



e Main Idea

What is the main idea of paragraph 4 (lines 18–22)?

- Robert Burke led this expedition.
- The expedition had many problems.
- Burke had no experience in the outback.

f Two-Word Verbs

English has many two-word verbs. Each of the two words is easy, but when they are put together, they mean something different. There is often no way to guess what they mean. You have to learn each one.

Learn these two-word verbs and then fill in the blanks with the right words. Use the correct verb form.

turn into	=	change (something) into; become
get along (with)	=	not fight; be friendly
break down	=	stop going or working (often said about a car)
call on	=	ask (someone) to speak (as when a teacher asks a student to speak)
put away	=	put (something) in the place where it belongs

- Our washing machine _____ yesterday, and I couldn't finish washing my clothes.
- Tommy and his little brother don't _____ very well. They fight about something almost every day.
- Ali knew the answer when the teacher _____ him.
- It was rainy this morning, but now it has _____ a beautiful day.
- Mary doesn't usually _____ her clothes. She just leaves them on a chair or the bed.



g Articles: A, An, The

There are so many rules about articles that it is easier just to get used to them by practicing than to learn all the rules. However, you will learn a few of the rules later in this book.

Here are some sentences or parts of sentences from the text. Put an article in the blank if it is necessary.

1. In other years, rainstorms turn _____ desert into sandy swamps.
2. Until _____ eighteenth century, only aborigines lived in Australia.
3. In 1860, _____ Robert O'Hara Burke, _____ police officer from Ireland, was chosen to lead _____ expedition across _____ continent from south to north.
4. He took with him William John Wills and eleven other men, _____ camels, _____ horses, and enough supplies for _____ year and _____ half.
5. _____ expedition had problems from _____ beginning.
6. _____ men fought and would not follow _____ orders.

h Guided Writing

Write one of these two short compositions.

1. You are the last person still alive from the Burke and Wills expedition. It is September 1861, and the search party has just found you. Tell them what happened to you.
2. You are the leader of another expedition across Australia. Explain what you will do differently.



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3

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&
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Patricia Ackert | Linda Lee

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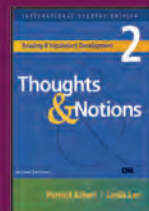
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