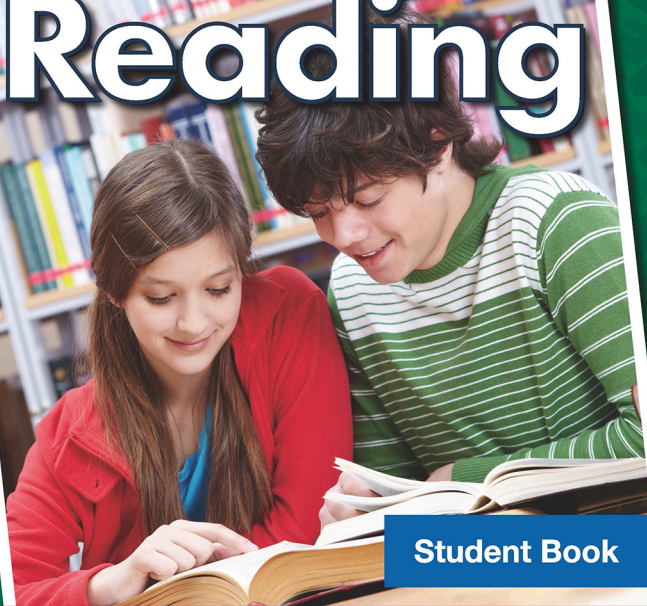


Advanced

2

# Flying Reading



Student Book

A\*List

# Contents

- Unit 1**    **07**    **Textile Mills**
- 
- Lesson 1**    Textile Mills Come to the U.S.A.  
**Lesson 2**    Textile Mills and American Fashion
- 
- Unit 2**    **17**    **Healthy Diet**
- 
- Lesson 1**    The Twins' Diet  
**Lesson 2**    Bobby's Food Points
- 
- Unit 3**    **27**    **A PIONEERING ARCHITECT**
- 
- Lesson 1**    Mies, a Great Architect  
**Lesson 2**    The Farnsworth House

**Unit 4** 37

The logo for 'The World Series' is written in a stylized, cursive font. The word 'The' is in a smaller font, and 'World Series' is larger. The text is red with a white outline and a blue shadow effect, all contained within a red, curved banner-like shape.

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**Lesson 1** A Battle between Two Leagues

**Lesson 2** Baseball Curses

**Unit 5** 47

The word 'CHRISTMAS' is written in a large, red, serif font with a white outline and a blue shadow effect. The letters are slightly slanted and have a classic, elegant feel.

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**Lesson 1** The History of Christmas Trees

**Lesson 2** Santa Claus around the World

**Unit 6** 57

The word 'Zip-lining' is written in a blue, italicized, sans-serif font with a white outline and a blue shadow effect. The text is slanted to the right, giving it a sense of motion.

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**Lesson 1** Facing the Fear

**Lesson 2** Treetop Zip-lines

# Textile Mills



## Topic Explorer

**Guess and check the true sentence(s).**

- 1 People use machines to make cloth.
- 2 Cloth is only made by hand.



Which country first used machines to make cloth?



# Textile Mills Come to the U.S.A.



▲ Samuel Slater



<sup>1</sup> Britain was the leader in the **textile industry** in the 1700s. It was the only country with textile **mills**. These mills had special **machines** that made cloth quickly.

<sup>2</sup> Other countries were making cloth by hand. They all wanted Britain's machines.

However, Britain kept the machines **secret**. **It** wanted to stay the leader in textiles. In 1782, Britain made a new **law**. The law **banned** its workers or machines from leaving the country.

<sup>3</sup> The U.S.A. really wanted Britain's machines. Samuel Slater was a British textile mill worker. When he heard what the U.S.A. wanted, he planned to help them. He knew helping them



▲ A woman making cloth by hand

would make him rich. Slater learned everything about the machines. He **memorized exactly** how to build them. In 1789, Slater secretly **boarded** a ship to the U.S.A.



▲ Moses Brown

- 4 In the U.S.A., Slater met Moses Brown. Brown wanted to build a textile mill. He asked for Slater's help. Slater showed him how to make the machines. They were the perfect team. In 1793, they built the first American textile mill. Then, more textile mills were built in the U.S.A. They changed American life.


 ▲ Slater Mill in Rhode Island in the U.S.A.
Key Vocabulary 

**Complete the words. Then, read their definitions.**

- 1 te  tile  
material used for making clothes
- 2 ind  str   
a type of business
- 3 m  ll  
a factory
- 4 ma   ine  
something that uses an engine or power to help people do things
- 5 s  cr  t  
not known by others
- 6 l    
a rule made by a city, state, or country that people must follow
- 7  an  
to say that something cannot be done
- 8 memor   z   
to learn and remember
- 9   actly  
in the correct way
- 10 b    rd  
to get on something used for transportation

**Word Wise**

**Find and circle the synonym of "get on" in paragraph 3.**

# READING Comprehension

## Circle the correct answers.

### Main Topic

- 1 What is the passage mainly about?
- how Britain built textile machines
  - how a new law was made in Britain
  - how other countries made cloth
  - how the first American textile mill was built

### Details

- 2 Why was Britain the leader in the textile industry in the 1700s? Reason
- It made the best textiles.
  - It had great businessmen to sell cloth.
  - It had special machines to make cloth.
  - It had the perfect weather for making cloth.

- 3 What does the word **It** in paragraph 2 refer to? Reference

- |                   |               |
|-------------------|---------------|
| a. a textile mill | b. Britain    |
| c. cloth          | d. the leader |

- 4 When did Samuel Slater leave his country? Details: When

- |            |            |
|------------|------------|
| a. in 1778 | b. in 1782 |
| c. in 1789 | d. in 1793 |

- 5 Which of the following is NOT true? Negative Fact

- Britain had a law about its textile machines.
- Slater memorized how to build the textile machines.
- Slater helped Moses Brown build a textile mill.
- By 1793, there were many textile mills in the U.S.A.



▲ Slater became wealthy. He had about \$1.2 million by the time he died.

### Reading Strategy Reference

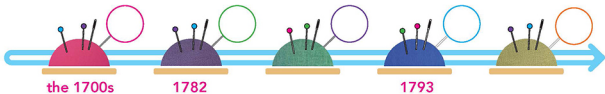
Reference words, like pronouns, refer to other words in the passage.

The word a pronoun refers to appears before the pronoun.

# READING Summary

## Important Events

Write the letters of the events in the correct order.



- Britain made a law to ban its workers or machines from leaving the country.
- Then, more textile mills were built in the U.S.A.
- Britain was the leader in the textile industry.
- Slater and Brown built the first American textile mill.
- When Slater heard that the U.S.A. wanted Britain's machines, he planned to help them.

## Sequence

Complete the organizer with the correct words.

### The First Textile Mill in the U.S.A.

1. Britain Leading \_\_\_\_\_ in the 1700s

2. Britain Making a \_\_\_\_\_ in 1782

- banned its workers or machines from leaving the country

3. Slater Planning to \_\_\_\_\_

- memorized how to build Britain's machines
- secretly boarded a ship to the U.S.A.

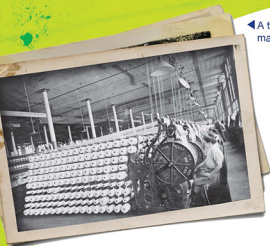
4. Slater and Brown Building \_\_\_\_\_ in 1793

5. \_\_\_\_\_ Being Built in the U.S.A.



What kinds of clothes did Americans wear in the 1800s?

# Textile Mills and American Fashion



◀ A textile mill's many machines



- 1 After the first American textile mill was made, the textile industry grew **rapidly**. Soon, there were textile mills all over the U.S.A. This **caused** many changes in American **clothing**.
- 2 Before textile mills, most cloth was made by hand. Making cloth was very hard work. It also took a long time. At a textile mill, things were different. One machine could do the work of many people. The mill's machines made lots of cloth very quickly. They **greatly increased production**.
- 3 Clothes used to be very expensive before the increased production. There was not enough cloth to make a lot of clothes. Then, textile mills started making cloth faster. Many more clothes could be made. Therefore, they became less expensive.

Lots of cloth made at a textile mill ▶



## Lesson 2

### Key Vocabulary 1.C.3



▲ American children wearing nicer and less expensive clothes

- 4 With lower **prices**, everyone started wearing nicer clothes. Before, only **wealthy** people could buy nice clothes. However, textile mills changed this. Good clothes became cheap enough for **common** people to buy. They could start **dressing** like rich people. American fashion looked better than ever.
- 5 Textile mills really helped the American textile industry. **They** also changed the way Americans dressed.

### Complete the words. Then, read their definitions.

- 1 r   idly  
in a very fast way
- 2 c   se  
to make something happen
- 3 clo   ing  
clothes
- 4 gr   otly  
very much
- 5 inc   se  
to make something become larger or greater in size, number, amount, etc.
- 6 pr  d  ction  
the act of making things
- 7 pr  c    
how much people have to pay to buy something
- 8 w   lthy  
rich
- 9 c   mm  n  
not special
- 10        
to wear clothes



◀ Americans wearing better clothes after textile mills

### Word Wise

Find and circle the words that have the suffix “-ly” in paragraph 2.



# READING Comprehension

## Circle the correct answers.

### Main Idea

- 1 What is the main idea of the passage?
  - a. Wealthy people liked American clothing.
  - b. A lot of American people worked at textile mills.
  - c. American people started to wear nicer clothes.
  - d. A new way of making cloth changed American clothing.



Which fashion looks older?

### Details

- 2 Which of the following is NOT true about American clothing before textile mills? *Negative Fact*
  - a. People made cloth by hand.
  - b. Making cloth was fast.
  - c. The prices of clothes were high.
  - d. Common people couldn't buy nice clothes.
- 3 What caused people to wear nicer clothes? *Reason*

a. new American fashion	b. lower clothing production
c. lower clothing prices	d. making cloth by hand
- 4 What does the word **They** in paragraph 5 refer to? *Reference*

a. Americans	b. wealthy people
c. the textile industry	d. textile mills



## Logical Thinking: Writer's Purpose

- 5 Why does the writer mention common people in paragraph 4?
  - a. to describe how Americans became rich
  - b. to prove that most Americans could buy good clothes
  - c. to compare Americans' different fashions
  - d. to show different kinds of people in the U.S.A.

# READING Summary

## Topic Sentences

Match the topic sentences with the correct paragraph numbers.

a. Many more clothes could be made, so they became less expensive.

b. Textile mills caused many changes in American clothing.

c. The mill's machines greatly increased cloth production.

d. With lower prices, everyone started wearing nicer clothes.

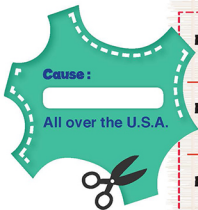


## Cause and Effect

Complete the organizer with the correct words.

### *Effects of Textile Mills in the U.S.A.*

- Less Expensive
- Cloth Production
- Nicer Clothes
- Textile Mills



**Effect 1:** Increased [ ]

- The mill's machines made cloth very quickly.

**Effect 2:** Clothes Becoming [ ]

- Many more clothes could be made.

**Effect 3:** [ ] for Everyone

- Good clothes became cheap enough for common people.

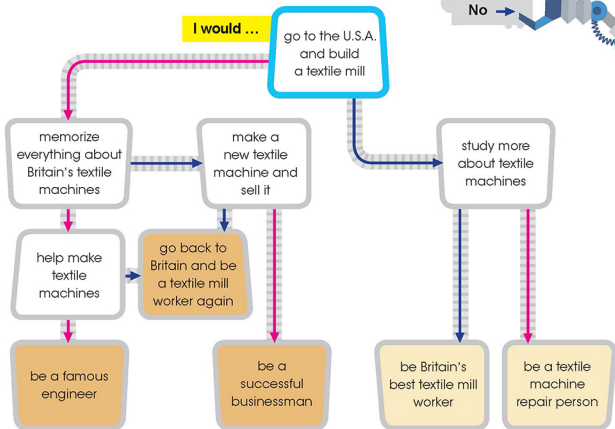
## If I Were Samuel Slater...

I'm Samuel Slater. I am a textile mill worker in Britain. I have heard the U.S.A. wants to build textile mills. If you were me, what would you do?



Follow the steps and find out what you would be.

Yes →  
No →



# Flying English

is optimized for after-school English class in Elementary Schools. It helps students speak, listen, read, write and express English with confidence in and out of class with meticulously-structured systematic learning roadmap from phonics to English conversation.

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