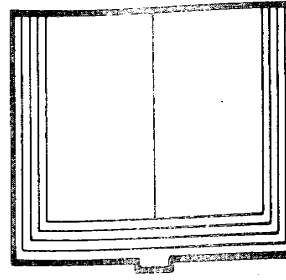




CVE
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PREPARATORIA

SEP

Preparatoria
Abierta

abierto

Inglés VI Libro
Sexto semestre

SEP

SEP

Inglés VI Libro
Sexto semestre



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INGLÉS VI
UNIDADES XLI-XLVIII

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PREFACE

This is the sixth book in the English series for the Open Preparatory at ITESM-CEMPAE and is designed for post-intermediate and pre-advanced students of English as a foreign language taken in the form of self-teaching with occasional help from tutors and supplementary television programs.

The usual language skills of **understanding, speaking, reading and writing** have been incorporated in this series, yet, in a different way due to the absence of a classroom learning situation. Native children first learn to understand, then speak; and only after having acquired sixty percent or more of their basic conceptual framework, begin to read and write in the language.

You as an Open Preparatory student, so far, have learned to read, write and understand but practice speaking has been limited to pronunciation drills given in the text, responses to the television programs as well as help given by tutors. Without speaking, a student can never be considered fluent in any language. Thus, as a student who has ample knowledge of the structure and lexical content of English you are **obliged** now, to seek out as often as possible, native speakers of English in order to acquire the fourth skill making you fluent.

This text and the workbook provided are designed to give you as much of the world of ideas as possible, and vocabulary you will encounter in your adventure in speaking with English, American, Canadian and other speakers of English.

Using this text in the correct manner will make your work easier and more profitable, giving you your fluency sooner.

METHODOLOGY

The methodology for this text is as follows:

1. a) General Objectives.

These are what you will be able to do when you finish the unit. If you analyze these objectives you will see that they are expressed in a very general way, so that you yourself can check if you have indeed understood the material.

b) Particular Objectives.

These are to be found at the beginning of each module. Effectively they consist of an expansion of the general objectives. They answer the question "What should I be able to do once I have studied this module?"

2. Read the passage several times: once quickly to get a general idea, a second time more slowly for comprehension.
3. Do not translate word-for-word. Read the sentences as complete units. Remember, a word has no meaning outside the context of a sentence. If you translate word-for-word in a sentence you run the risk of missing the meaning not only of these words in the sentences but the significance of the sentences themselves.
4. Do not stop in the middle of a reading to look up new words you may encounter. Most if not all of them will appear in the vocabulary section of the text following each reading or elsewhere. Exercises will bring out their meaning clearly.

Do the comprehension questions after the second reading.



6. After doing the vocabulary section, re-read the passage for a complete understanding.
7. Continue with the structure and special difficulties sections. Do not jump ahead leaving a section to do later. This text is designed to give you accumulative knowledge in each unit—if you leave a section you will be dealing with items too difficult to understand without first having practiced what is needed to understand later sections of the unit.
8. After each unit is completed, go to the workbook and do all the work in that unit. **Do not** use the workbook without first having done the work in the text.
9. Time: this text is designed to be used in one semester (16 weeks) and for a minimum of 15 minutes each day, in the following manner:

A.1. (two readings)	15 min. on 1st day
A.1.1. vocabulary exercises	15 min. on 2nd day
A.2.1.ff. vocabulary exercises	15 min. on 3rd day
A.3.1.ff. structure exercises	15 min. on 4th day
A.4.1.ff. special difficulties	15 min. on 5th day
A.5.1.ff. translation exercises	
B.1. (two readings)	15 min. on 6th day
B.1.1. comprehension questions	15 min. on 7th day
B.2.1.ff. vocabulary exercises	15 min. on 8th day
B.3.1.ff. structure exercises	15 min. on 9th day
B.4.1.ff. special difficulties	15 min. on 10th day
B.5.1.ff. translation exercises	
Revision of answers for unit	15 min. on 11th day
Workbook exercises 34.A.	15 min. on 12th day
Workbook exercises 34.B.	15 min. on 13th day
Self-test in workbook 34.C.	15 min. on 14th day

Thus, in two weeks you should complete a whole unit in both text and workbook.

10. TV classes for the corresponding unit should be viewed **before**, if at all

possible, and not after. Viewing of programs with active participation as well as programs for previous units will give you the fluency you are trying to obtain.

11. Evening radio talk shows, drama and news programs on stations such as KTRH (710), KRLA (800) can be heard very clearly in the north of the Republic; Radio VIP in central Mexico and on the west coast KHJ (640) can give you substantial listening practice. Cable TV, if available, can be an invaluable tool. And lastly, English-spoken movies seen (without reading the subtitles) will be a great aid if chosen carefully: the "cowboy" film and the "gangster" film are usually filled with non-standard English and are of little help to the student, whereas the historical or biographical movie is usually written and spoken in standard English—the English spoken by commentators on national radio and television as well as the majority of English speakers who will have your equivalent level of education.



Assumed Knowledge

This text assumes the following knowledge and ability:

- a) Use of all tenses and moods.
- b) Use of all major structures in English.
- c) Writing ability in the above points.
- d) Ability to read passages from 300 to 700 words in length, without translating into Spanish for comprehension.
- e) Ability to reproduce in speech all of the above; however, at a considerably slower pace than native speakers and with noted accent.
- f) A passive vocabulary (ability to recognize) of approximately 7,000 words.
- g) An active vocabulary of approximately 2,000 words.



Any text is only as good as the results it gives. Students, teachers, tutors and those who wish to use this text but are not part of the Open Preparatory are invited to direct any suggestion to the Didactic Material Department of the Open Preparatory in order to improve its structure or content. Finally, we wish you, good luck!

UNIT XLI



General Objectives

After studying this unit, the student will be able to:

- 1.0 Understand the readings included in 41.1.1. and 41.2.1.
- 2.0 Use correctly in oral and written forms, the words included in 41.1.2, 41.2.2. and 41.2.4.
- 3.0 Use the structures included in 41.1.3. and 41.2.3.
- 4.0 Use efficiently in oral and written forms, the words and expressions included in 41.1.4.
- 5.0 Translate the sentences and paragraphs included in 41.1.5. and 41.2.5.

Module 1

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0 Answer with complete statements, the questions based on the reading: "What About Exporting"?
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Mark the necessary periods in the given paragraphs.
- 4.0 Fill in each blank in the given sentences with the appropriate idiomatic expression, according to the meaning shown in parenthesis.

Translate the given sentences.



41.1.1. WHAT ABOUT EXPORTING?

When a businessman knows he has satisfied the demands of the domestic market and is certain his product is of good quality, it is time for him to start considering becoming an exporter. It is time to enlarge his market.

Certainly, as a beginner, the exporter needs the help of a commercial advisor. It will make the first experience easier and more profitable.

Before the exporter goes into the selling of his products, he must have paid attention to some points about the market and the goods. He has to be sure his product is of top quality, easily available and well priced. Also, it is preferable he starts exporting one product to only one country until experience is gained. Of course, he must have collected data about the prospective market and the demand of his product. The Foreign Trade Section of the Commerce Department in each country files market reports from almost every country in the world.



The quality of an exported product must be tested constantly.



After this, the exporter would be advised to make a visit or two to the target country he has chosen. Then, he will avail himself of an agent through the Foreign Trade Section, who could work for the exporter permanently in that country.

This agent will find information about who and how powerful competition is. He can also get information about the selling conditions, tariffs, demand and quotas in different countries.

Now comes the most important part: selling the product successfully. This stage requires great effort. It is necessary to work very hard to beat competition.

The quality of the product must be tested constantly. Together with this, prices must be kept lower than those of competitors. Also, an exporter should never forget the importance of filling orders on time, as well as spare parts, if necessary. These points have to be watched most carefully.

After a general understanding of market conditions, it is necessary to observe some other details.

As one can imagine, the difference in language might become an obstacle if not considered properly. It is important to offer all the instructions or description of the product in the foreign country's language as well as all the information related to labeling, marking, advertising and import requirements.

These aspects might seem like secondary elements but a well directed advertising campaign can be more convincing than just a low price.

On the other hand, it will be convenient to have a person or a group of persons available who will be well related and informed about the required documentation and the import regulations established by the government of every foreign country.

Still some other persons will be in charge of the shipping and packing requirements and conditions, which vary from country to country.

Thus, to become an exporter it is not enough to have capital and the product to start working. The exporter has to work with a group of specialized persons who will help him in checking all the aspects of exporting.

Particular Objective 1.0.

COMPREHENSION QUESTIONS

41.1.1.1. Answer the following questions, based on the reading, with complete statements.

1. What are some of the points an exporter has to pay attention to before he starts selling his product abroad?

2. Having a good product and the necessary capital is not enough to become an exporter. Explain.

3. How can an agent help the exporter in the foreign country?

4. What can be considered essentially necessary to sell the product successfully?

5. Do you consider it necessary to use the language of the country the product is being exported to for all the instructions, labeling and other information about the product? Why?

6. What are some of the "secondary elements" in exporting? Why are they not secondary?



41.1.2. VOCABULARY

NOTICE the following words and their definitions.

<i>export</i>	To send (commodities) to other countries or places for sale, exchange or gift. Act of exporting.
<i>foreign trade</i>	Buying and selling with another country.
<i>packing</i>	The preparing and packaging or wrapping of products.
<i>labeling</i>	The act of placing a piece of paper or something similar to a product to inform about its name and use.
<i>advertise</i> <i>advertising</i>	To give information to the public concerning the use, quality, advantages or necessity of the product.
<i>in demand</i>	Wanted by the customer.
<i>goods</i>	Products.
<i>shipping</i>	Any method of transporting goods.
<i>commercial</i> <i>advisor</i>	A trained person that helps and informs about buying and selling.

Now, study the same words as used in the text.

He will **export** this machine to Sri Lanka.
This product has a wide **market**.
If your product is **in demand**, it will be easier to obtain a profit.
A **commercial advisor** helps you decide on exporting matters.
Mexico's **foreign trade** has been growing very much lately.
Labeling your product will increase its sale.
Insurance on the **goods** will be helpful and necessary.



Most big companies do their *shipping* by air.
Get in touch with the Croswell Company for everything related to
packing.

His *advertising* and promotion methods are very efficient.

Particular Objective 2.0.

41.1.2.1. Choose from the list the word that best completes each sentence.

<i>export</i>	<i>shipping</i>
<i>in demand</i>	<i>advertising</i>
<i>foreign trade</i>	<i>goods</i>
<i>labeling</i>	<i>commercial advisor</i>
<i>packing</i>	<i>market</i>

1. I've heard there is a good _____ for plastic products. understand people use them very much.
2. Now that my product is _____ I'll start exporting it.
3. The sales were low because of a deficient _____ method.
4. They'll do the _____ by air.
5. This department is in charge of all the _____. They will mark the information in English, French, German and Spanish.
6. To have the capital and the product is not enough to _____.
7. We have to consider _____ expenses when we think of the cost of the product.
8. He got a masters in foreign trade. Now he works as a _____ for the government.
9. _____ influences the economy of a country.
10. I need the market reports for these _____.

41.1.3. STRUCTURES

END PUNCTUATION: THE PERIOD, THE QUESTION MARK, AND THE EXCLAMATION POINT.

End punctuation signals the end of a sentence. There might be three types of signals at the end of a statement: The Period, the Question Mark and the Exclamation Point.

NOTICE the use of the period in the following paragraph:

'This agent will find information about who and how powerful competition is. He can also get information about the selling conditions, tariffs, demand and quotas in different countries.'

THE PERIOD

1. The period usually marks the end of a statement or an expression of wish or command. This does not have to be a complete sentence, but any word or group of words that have a certain meaning by themselves. Observe the examples:

WORD OR GROUP OF WORDS: *Good. Certainly. Very good.*
STATEMENT: *Mr. Knight will visit Sri Lanka before he exports.*
WISH: *I would like to work as a commercial advisor.*
COMMAND: *Do not forget to pay all your debts today.*

2. A period is generally used after abbreviations such as: Mr., Dr., Ave., B.C., e.g., and so forth. Example:

Dr. Chimbel performed an excellent operation.

In general, abbreviations of governmental and international agencies do not take periods: FBI, UNESCO, NATO, and others.

3. Use a period when there is a complete sentence inside a parenthesis.



but not when you only have one or a few words added in parenthesis within a sentence.

4. Use a period to designate a decimal, to separate dollars and cents in a sum and to precede cents written alone.

Example:

a) *My books cost \$45.80 altogether.*

b)
$$\begin{array}{r} \$ 1.50 \\ \quad .30 \\ \hline \$ 1.80 \end{array}$$

Particular Objective 3.0.

41.1.3.1. Mark the necessary periods in the following paragraph.

Dr. Joseph E Tyndale, Ph D, glanced at the sign which said "Fourth Ave" and wondered how he had lost his way The siren sounded louder and louder.

"Stop" he vaguely heard someone shout "You are headed wrong on a one-way street What's wrong with you? Are you deaf or drunk? Why didn't you stop when you heard the siren?"

41.1.4. SPECIAL DIFFICULTIES

41.1.4. Idiomatic Expressions.

Observe the following idiomatic expressions and try to get their special meaning. Do not try to understand each word separately. They form a unit of meaning.

<i>all in all</i>	Considering everything
<i>to be about to</i>	To be on the point of, ready
<i>all set</i>	Prepared, ready
<i>at one's finger tips</i>	Immediately available (data)
<i>back out</i>	To withdraw from an agreement, promise, or contact.
<i>at all</i>	In many manner
<i>as yet</i>	Up to the present time
<i>bear up</i>	Endure hardship
<i>all at once</i>	Suddenly, unexpectedly
<i>all over the place</i>	Dispersed, widely separated

Now, read the following sentences very carefully Notice how the expressions defined above are used in context.

All in all the insurance certificate was of great help after the plane crashed.

Father was in perfect health, *all in all*.

The company *was about to* go broke when the product began to sell again.

Helen *is about to* cry. Please go and talk to her.

They'll *be all set* for exporting next month.

He couldn't believe things were *all set* for the wedding.

He has all the necessary facts *at his finger tips*.

Have you got her telephone number *at your finger tips?*

One of the parties *backed out* so the agreement was broken.

I promise I won't *back out*.



He doesn't have any money *at all*.

Mrs. Reed didn't pay any attention to the import regulations *at all*.

Later, her company was in trouble.

They haven't had any communication with the plane, *as yet*.

How is he *bearing up* after his son's death?

You have to *bear* the grief. That's all.

All at once Jennifer left. I couldn't see her.

Everybody was taking notes; *all at once*, the teacher fainted.

There were credit applications *all over the place*.

We just couldn't enter the building. The police *were all over the place*.

Particular Objective 4.0.

41.1.4.1. Complete the following sentences with the correct idiomatic expression. Observe the meaning in parenthesis.

1. I just couldn't sit down. There was dust _____ (*everywhere*)
2. One of my friends _____ and the plans failed. (*didn't keep his promise*)
3. It was impossible to ship the goods _____. (*in any manner*)
4. She was _____ fall from the tree. (*almost fell down*)
5. Mr. Sanders is _____ after his company went bankrupt. (*enduring*)
6. _____ the advertising was successful. (*considering everything*)
7. _____ there was a crash. (*suddenly*)
8. Your agent's information has to be _____. (*immediately available*)
9. Although everything was _____ he didn't sign the contract. (*prepared*)
10. _____ I haven't found a commercial advisor. (*up to now*)

41.1.5. TRANSLATION

The purpose of a language is to serve as means of communication. Therefore, oral and written comprehension of the foreign language are identified as very important steps in the process of mastering that language.

At this stage, you will practice two types of comprehension through translation. First, there will be some sentences to be translated using the dictionary and keeping, to a certain extent, the same structure given. Later, in the second section of the unit, there will be a paragraph to be translated, but giving its general idea and having more freedom of structure.

Particular Objective 5.0.

41.1.5.1. Now, translate the following sentences giving the special meaning of the idiomatic expression used. Use your dictionary.

1. All in all I am not able to understand his reasons for quitting (his job).

2. The telephone rang, all at once the baby woke up.

3. John backed out and refused to go with us.

4. The accident was terrible. There were dead people all over the place.

5. Everything was all set for shipping the goods when they let us know about the strike.

6. His elderly mother couldn't bear this.

7. As yet, Mr. Simpson hasn't been told about the fire.



8. I thought I had it at my finger tips. However, it got lost.

9. The commercial agreement is about to be signed.

10. He doesn't have any idea at all about what exporting is.

Module 2

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0 Answer with complete statements, the questions based on the reading: "Financing Exports".
- 2.0 Choose from a given list the word that best completes each sentence and change what is required.
- 3.0 Put the necessary punctuation marks, according to the different kind of sentences, with:
 - a. period
 - b. question mark.
 - c. exclamation point
- 4.0 Change the verbs of the given list to the noun form, by adding the suffixes -INCE and -ANCE.
- 5.0 Make a free translation after reading a given text several times.

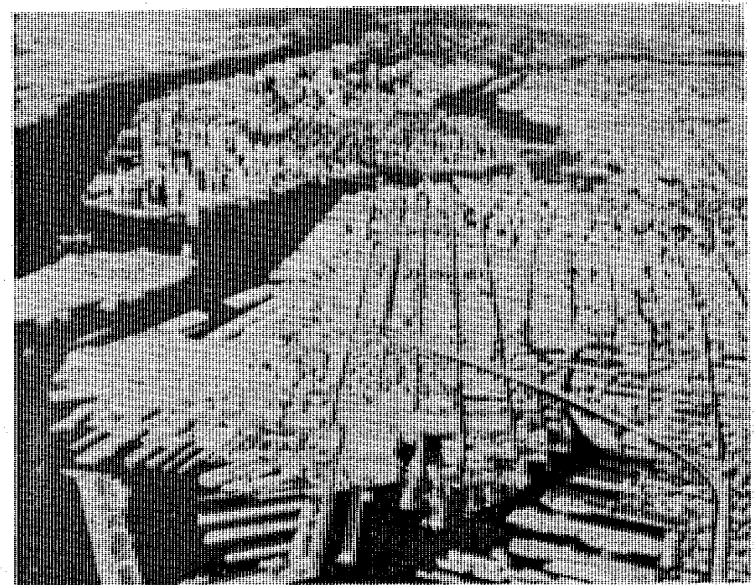


41.2.1. FINANCING EXPORTS

Many times when exporting, it is necessary to sell on open account. This is safer to do in the domestic market, but if the customer's credit is good, there is nothing to worry about.

The customer's bank will send the bank a letter of credit. As soon as the terms of the sales contract have been fulfilled and the customer has received the goods, the exporter can get paid.

Also, the exporter has to show the bank an invoice, an insurance certificate and a set of on-board bills of lading or air waybills, so they can know the goods have been delivered. If an irrevocable letter of credit can be obtained from the customer it will be still better. One can say that it is just like paying in cash.



New York: The financial capital of the world. Wall Street can be seen at the upper left. The docks which receive millions of imports can be seen at the bottom.



On the other hand, as to the different types of payment, maybe the exporter can agree to be paid by a sight draft; that means he can ask for payment as soon as he forwards the goods, although his customer has not received the merchandise.

Some other times, the customer asks to pay with time drafts. In this case, he can get the goods and use them but payment is put off for 30, 60, or 90 days as agreed in advance.

Seen from another point of view, the financing of exports can be done by going to these three organizations in our country: the national banks, international banks with offices in our country and the government's exporting office: IMCE, Instituto Mexicano de Comercio Exterior.

The national banks usually have, in large cities, offices for aiding prospective exporters. These offices are generally found at the main offices and not at local branches.

International banks often have exporting offices located in the capitals of most countries. The financing of exports is generally easier when dealing with a bank from the country to which you are going to export. It is obvious that, a Canadian bank would know Canadian commerce much better than an American bank would.

Our country, like all other countries who export, maintains a special office to help exporters finance their shipments. Information is collected by the embassies of the government in all foreign countries on a regular basis and the government's exporting office has, therefore, current information on market conditions, import regulations and transportation problems.

Which to choose from will depend upon the product, market and needed information.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

41.2.1.1. Answer the following questions, based on the reading, with complete statements.

1. Name some of the requirements to be fulfilled so the exporter can get paid by his bank as soon as his customer receives the goods.

2. Can an exporter sell his products abroad on open account? Explain why there is nothing to worry about in doing so.

3. Explain how a sight draft works.

4. Explain how a time draft works.

5. Explain the necessity and usefulness of credit payments in exporting according to your own criteria.

6. Name the offices where an exporter can go to for financing.

7. Where do you usually find the exporting offices of national banks?

8. If you were exporting to Brazil, why would you rather deal with a Brazilian bank than with a Canadian one?

9. In our country, what is the government's exporting office called?

10. What are some factors an exporter should consider when choosing the financing office for his shipments?



41.2.2. VOCABULARY

NOTICE the following words and their definitions.

<i>invoice</i>	A written list of the goods, with prices, delivered or sent to a buyer, used in international trade.
<i>merchandise</i>	The goods, products.
<i>open account</i>	A method of selling goods in which the customer is given credit.
<i>insurance certificate</i>	A written guarantee that protects shipping.
<i>on-board bills of lading</i>	An announcement issued by the shipper that the merchandise was placed on board ship.
<i>air waybills</i>	A notice that the goods are shipped by air.
<i>letter of credit</i>	A formal, written promise to pay for the goods bought.
<i>irrevocable letter of credit</i>	A written promise of payment which cannot be cancelled without the approval of all the parties involved.
<i>sight draft</i>	A type of payment by means of which the buyer pays for the goods before he receives them.
<i>time draft</i>	A type of payment in which the customer is permitted to pay for the goods 30, 60 or 90 days after he receives them.

Next, study the same words as used in context.

We can't pay him, his *invoice* hasn't arrived yet.



That *insurance certificate* is out of date already. Call the insurance company at once.

Mr. Reed called saying the *merchandise* was late.

The shipping company will give me a set of *on-board bills of lading* when I forward the goods to my customer.

If the goods are sent by air, *air waybills* are issued as a proof of their being sent.

A *letter of credit* is a written promise to pay, but with an *irrevocable letter of credit* the promise can't be cancelled without the agreement of everyone concerned. Therefore it is a better way of assuring payment.

The Signoret Company asked to pay with a *sight draft*.

We agreed to pay in 60 days, so we signed a *time draft*.

His good credit was confirmed, we can sell on *open account*.

articular Objective 2.0.

1.2.2.1. Choose from the list the word that best completes each sentence.

invoice

merchandise

insurance certificate

on-board bills of lading

open account

air waybill

letter of credit

sight draft

irrevocable letter of credit

time draft

The transport company said there could be nothing to do if the sender lost his _____

In case of loss, fire or theft, _____ will protect your sale.

3. The seller has to present a description of the goods to the bank. He'll present an _____
4. He said the _____ was not right. All the products were of a different size.
5. Mr. Spikes wants to pay in 90 days. We have agreed on a _____ contract.
6. It's always useful to sell on _____
7. The credit manager said Mr. Harrison only accepted to give a _____ but our company asked for an _____ so his credit was cancelled.
8. To pay with a _____ is a popular method.
9. An _____ informs the customer the merchandise was sent by air.



41.2.3. STRUCTURES

END PUNCTUATION: THE QUESTION MARK.

1. A question mark is placed at the end of a direct question. Never use a question mark after an indirect question. Use a period. Example:

Where were you at 12:30 on the night of Dec. 10th?

BUT:

They didn't know where you were at 12:30 on the night of Dec. 10th.

NOTE: In English there is no question mark at the beginning.

2. Question marks in parenthesis may follow dates or figures to indicate that such fact is doubtful. Example:

Pythagoras, who died in 497 B.C. (?), was a mathematician and a philosopher.

3. Question marks may follow separate questions within a single interrogative sentence. Example:

Do you recall the time of the accident? the license numbers? the appearance of the driver?

4. Never use more than one question mark at a time, and do not use an exclamation mark after a question mark.



Particular Objective 3.0. a.

41.2.3.1. Put the necessary question marks in the following sentences.

1. I don't know what he wants to sell
2. Do you really mean that
3. Chaucer's birth and death are probably 1340-1400
4. I wonder if Alice is coming
5. Where are Jackie, Bob and the children

THE EXCLAMATION POINT

1. This symbol follows a sentence or a group of words to express excitement, surprise, shock, etc. Never try to add extra or special feeling with an exclamation point when the wording of the sentence does not give this suggestion. An exception to this may be comics strips and advertisements. Example:

Stop the bus! That's terrible!

2. Use an exclamation point after an expression imitative of a violent, loud or sudden sound. Example:

Crash! The baby broke the vase.

Bang! A shot was heard in the middle of the night.

3. Never use two end punctuation marks together.

Particular Objective 3.0. b.

41.2.3.2. Mark the correct end punctuation in the following paragraph.

"How did Grant usually feel He was a romantic by nature But life in New York had prevented him from having adventure He had gone to

many places and known many things, but none of his wanderings had done any good He knew just what he would find at the end of every street How boring everything was What was he to do now He would like to get lost but there was no hope of even that in a city he knew so well"



41.2.4. INCREASING YOUR VOCABULARY

The ending *-ENCE* and *-ANCE* can change verbs to nouns giving them the meaning of "an action or state resulting from the verb."

Examples:	<i>depend</i>	<i>dependence</i>
	<i>exist</i>	<i>existence</i>
	<i>guide</i>	<i>guidance</i>
	<i>assist</i>	<i>assistance</i>

Particular Objective 4.0.

41.2.4.1. Write the noun form of the following actions using *-ence* or *-ance*.

insist:	perform:
refer:	differ:
prefer:	ignore:
appear:	attend:
allow:	disturb:
defer:	abound:
maintain:	coincide:

Particular Objective 2.0.

41.2.4.2. Now, choose the correct word that best completes each sentence:
Make any necessary changes in the tenses of the verbs.

<i>insist</i>	You shouldn't _____ Peter. Let him make a good
<i>guide</i>	_____.
<i>confidence</i>	He kept asking me to sing. His _____ was so
<i>disturbance</i>	strong that I had to _____ my act there.
<i>appear</i>	When she _____ on stage the first time her _____
<i>perform</i>	_____ had gone.



insistence
guidance
disturb
performance

I _____ on having their _____ from the very beginning of the work.

They _____ us toward a special room to give us secret information about the _____ caused by the bomb.

41.2.5. TRANSLATION

Particular Objective 5.0.

Read the following paragraphs several times.

41.2.5.1. Make a free translation from the reading.

Besides having a product in demand, there are some additional requirements a businessman has to watch in the process of becoming a successful exporter:

First, he must understand the international economic relationships which may influence his enterprise.

Second, he must be able to evaluate his industry's resources and adapt them to the necessities of the world's market.

Third, he must know how to use and take advantage of the means mechanisms of the national and international exporting organization so as to make his company's supply fit the demand of the world market.



Answers to exercises

MODULE 1

41.1.1.1.

1. What are some of the points an exporter has to pay attention to before he starts selling his product abroad?
He must have observed some points about the market and the product.
2. Having a good product and the necessary capital is not enough to become an exporter. Explain.
The exporter has to check several different facts and information about the market conditions and import regulations. He must work with a group of trained persons who will help him.
3. How can an agent help the exporter in the foreign country?
He will find information about competition, selling conditions, tariffs, demand and other aspects of exporting to that country.
4. What can be considered essentially necessary to sell the product successfully?
The quality of the product must be tested constantly, the prices must be kept lower than those of competition and the orders must be filled promptly.
5. Do you consider it necessary to use the language of the country the product is being exported to for all the instructions, labeling and other information about the product? Why?
Yes, because the better the customer understands the information about the product, the more frequently he buys it.
6. What are some of the "secondary elements" in exporting? Why are they not secondary?
The difference in language, labeling and advertising methods. They are not secondary because sometimes they can influence directly on the successful selling of the product, like doing a good advertising campaign.



41.1.2.1.

1. I've heard there is a good *market* for plastic products. I understand people use them very much.
2. Now that my product is *in demand* I'll start exporting it.
3. The sales were low because of a deficient *advertising* method.
4. They'll do the *shipping* by air.
5. This department is in charge of all the *labeling*. They will mark the information in English, French, German and Spanish.
6. To have the capital and the product is not enough to *export*.
7. We have to consider *packing* expenses when we think of the cost of the product.
8. He got a masters in foreign trade. Now he works as a *commercial advisor* for the government.
9. *Foreign trade* influences the economy of a country.
10. I need the market reports for these *goods*.

41.1.3.1.

Dr. Joseph E. Tyndale, Ph. D., glanced at the sign which said "Fourth Ave." and wondered how he had lost his way. The siren sounded louder and louder.

"Stop" he vaguely heard someone shout. "You are headed wrong on a oneway street. What's wrong with you? Are you deaf or drunk? Why didn't you stop when you heard the siren?"

41.1.4.1.

1. I just couldn't sit down. There was dust *all over the place*.
2. One of my friends *backed out* and the plans failed.
3. It was impossible to ship the goods *at all*.
4. She *was about to* fall from the tree.
5. Mr. Sanders *is bearing up* after his company's bankruptcy.
6. *All in all*, the advertising was successful.
7. *All at once* there was a crash.
8. Your agent's information has to be *at your finger tips*.
9. Although everything was *all set* he didn't sign the contract.
10. *As yet*, I haven't found a commercial advisor.

41.1.5.1.

1. *De ninguna manera puedo entender sus razones para abandonarlo.*
2. *El teléfono sonó; inmediatamente el niño despertó.*
3. *Juan se negó y no quiso ir con nosotros.*
4. *El accidente fue terrible. Había muertos por todas partes.*
5. *Todo estaba listo para embarcar los productos cuando nos avisaron de la huelga.*
6. *Su anciana madre no pudo soportar esto.*
7. *Todavía no se le ha dicho al Sr. Simpson acerca del fuego.*
8. *Creí que lo tenía en mis manos, sin embargo lo perdí.*
9. *El acuerdo comercial está por firmarse.*
10. *(El) no tiene idea de lo que es exportar.*

MODULE 2

41.2.1.1.

1. Name some of the requirements to be fulfilled so the exporter can get paid by his bank as soon as his customer receives the goods.
To have a letter of credit, to fulfill the terms of the sales contract, to show an invoice, an insurance certificate and a set of air waybills.
2. Can an exporter sell his products abroad on open account? Explain why there is nothing to worry about in doing so.
Yes, he can sell on open account. He must check his customer's credit before.
3. Explain how a sight draft works.
Here, the exporter can ask for payment immediately after he sends the goods.
4. Explain how a time draft works.
This is when the customer asks to pay in a period of 30, 60 or 90 days after he receives the goods.
5. Talk about the necessity and usefulness of credit payments in exporting according to your own criteria.
According to the present economic situation of the world, it seems to be almost the only way to sell on open account, and every time credit payments are more used by exporters.
6. Name the offices where an exporter can go to for financing.
National and international banks and the government's exporting office, IMCE (National Institute of Foreign Trade).



7. Where do you usually find the exporting offices of the national banks?
They are usually located in the main offices of large cities.
8. If you were exporting to Brazil, why would you rather deal with a Brazilian bank than with a Canadian one?
A bank from the country I am exporting to would know the market much better than another one.
9. In our country, what is the government's exporting office called?
The IMCE.
10. What are some factors an exporter should consider when choosing the financing offices for his shipment?
The product, market and needed information.

41.2.2.1.

1. The transport company said there could be nothing to do if the sender lost his *on-board bills of lading*.
2. In case of loss, fire or theft, an *insurance certificate* will protect your sale.
3. The seller has to present a description of the goods to the bank. He'll present an *invoice*.
4. He said the *merchandise* was not right. All the products were of a different size.
5. Mr. Spikes wants to pay in 90 days. We have agreed on a *time draft* contract.
6. It's always useful to sell on *open account*.
7. The credit manager said Mr. Harrison only accepted to give a *letter of credit*, but our company asked for an *irrevocable letter of credit*, so his credit was cancelled.
8. To pay with a *sight draft* is a popular method.
9. An *air waybill* informs the customer the merchandise was sent by air.

41.2.3.1.

1. I don't know what he wants to sell.
2. Do you really mean that?
3. Chaucer's birth and death are probably 1340 (?) – 1400 (?)
4. I wonder if Alice is coming.
5. Where are Jackie, Bob and the children?

41.2.3.2.

"How did Grant usually feel? He was a romantic by nature. But life in New York had prevented him from having adventure. He had gone to many places and known many things, but none of his wanderings had done any good. He knew just what he would find at the end of every street. How boring everything was! What was he to do now? He would like to get lost; but there was no hope of even that in a city he knew so well!"

41.2.4.1.

insistence, reference, confidence preference, appearance, allowance, deference, maintainance, avoidance, performance, difference, ignorance, attendance, disturbance, abundance, coincidence.

41.2.4.2.

You shouldn't *disturb* Peter. Let him make a good *performance*. He kept asking me to sing. His *insistence* was so strong that I had to *perform* my act there. When she *appeared* on stage the first time, her *confidence* had gone. I *insist* on having their *guidance* from the very beginning of the work. They *guided* us toward a special room to *give us* the secret information about the *disturbance* caused by the bomb.

41.2.5.1.

Además de tener un producto con demanda, existen algunos requisitos adicionales que el hombre de negocios debe observar en el proceso para llegar a ser un exportador.

Primero, debe entender las relaciones económicas internacionales que pueden influir en su empresa.

Segundo, debe saber evaluar los recursos de su industria y adecuarlos a las necesidades del mercado internacional.

Tercero, debe saber hacer uso y aprovechar los medios y mecanismos de los organismos nacionales e internacionales de exportación para adaptar su oferta a la demanda del mercado mundial.

(Nota: consulte con su asesor.)



UNIT XLII



General Objectives

After studying this unit, the student will be able to:

- 1.0. Understand the readings included in 42.3.1. and 42.4.1.
- 2.0. Use correctly in oral and written forms, the words included in 42.3.2. and 42.4.2.
- 3.0. Use the structures included in 42.3.3. and 42.4.3.
- 4.0. Use efficiently in oral and written forms, the words and expressions included in 42.3.4. and 42.4.4.
- 5.0. Translate the sentences and paragraphs included in 42.3.5. and 42.4.5.

Module 3

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "Films".
- 2.0. Choose from a given list the word that best completes each sentence and change what is required.
- 3.0. Mark with commas the given sentences.
- 4.0. Fill in each blank in the given sentences, with the appropriate idiomatic expression, according to the meaning shown in parenthesis.
- 5.0. Translate the given sentences.



42.3.1. FILMS.

Have you ever wondered, when you see a good film, or one that you don't like at all, the great struggles and efforts that were needed to produce it?

Ever since man began to know himself, he tried to represent figures in movement and he produced drawings of animals in progressive movements, following a sequence of different positions, in an attempt to suggest the sense of movement.

We can see these experiments in primitive paintings found in caves, where man tried to synthesize the concept of movement represented. More elaborate representations, with the same intention, can be seen in paintings and bas-relief in Egypt, Syria and in the capitals of Romanesque columns.



Rudolph Valentino, seen here with Vilma Banky in 1926, was discovered by Hollywood and new films were created with the "great lover."



Some interesting points and historical facts which could be considered as remote predecessors in the realization of the cinema are the repetitive figures, in progressive movements, on the columns of the Amen-Ra Temple in Karnak (Egypt). These figures, seen from a vehicle in action, give the sensation of movement.

In 1267, the English monk Roger Bacon, announced the theory of a "magic lantern"; in 1500, Leonardo Da Vinci invented a dark camera; but it was the German Jesuit Atanasius Kircher, who in 1645 constructed the first magic lantern, something very similar to a projector. This lantern was greatly improved by the Frenchman Jacques Charles. Finally, in the year 1895, the cinema was officially born when the Lumière brothers, Auguste and Louis, registered in Paris the "cinematographe", and organized the first projections of their films.

The device constructed by them was used for printing, projecting and making copies; a dream to which several scientists had devoted their time for half a century.

The first films portrayed family life; scenes from work done in a factory, and everyday images. The projections were a success.

At the beginning there were mostly documentaries, but little by little, stories began to be filmed and not only the French film industry became popular, but also the Italian films which generally dealt with historical themes.

Soon the film industry in the United States became important and the best European directors and actors were hired. In a few years they conquered the world market. Hollywood was born and great actors like Charles Chaplin, Douglas Fairbanks, Mary Pickford and Rudolph Valentino, were discovered.

Different genres were created: westerns, comedies, detective stories, dramas. Next, came the efforts to give sound to movies. After several attempts with sound, on October 6, 1927, *The Jazz Singer*, a musical film synchronizing the sound track with the "vitaphone system" was shown in

New York. It was a great success and led to more experiments which culminated with the realization of the talking picture *The Love Parade*, made in 1929.

Many of the actors were against this innovation, arguing that words and sound would diminish acting, but good directors, like the French René Clair, showed that a good talking picture could be done, without having sound interfere with photography or dialogues impoverishing images and acting. However, some outstanding figures of the silent cinema were not capable of adapting themselves to the new sound system, they were left out of the film industry and failed.

COMPREHENSION QUESTIONS

Particular Objective 1.0

42.3.1.1. Write the answers to the following questions, based on the reading, give complete statements.

1. Where can we see some of the first attempts of man to represent movement?

2. Who constructed the first magic lantern?

3. What was the device constructed by the Lumière brothers used for?

4. When was the cinema officially born?

5. What kind of films were the first produced?

6. What did they use to synchronize the sound track?

7. Were talking pictures received enthusiastically by everyone? Why not?

8. Which were the first talking pictures?



9. Name some of the genres created in films.

10. Who were some of the first great Hollywood actors?

423.2 VOCABULARY.

NOTICE the following words and their definitions.

<i>struggles</i>	Labor urgently or strenuously
<i>device</i>	Apparatus; a gadget
<i>portray</i>	Describe vividly
<i>deal</i>	Be concerned with
<i>hire</i>	Engage the services or use of, for pay; employ
<i>argue</i>	Engage in intellectual disputes
<i>diminish</i>	Make less or smaller by any means
<i>interfere</i>	Be obstructive; thrust oneself into the affairs of others
<i>impoverish</i>	Cause to deteriorate; make indigent
<i>outstanding</i>	Eminent; notable

Now study the same words used in context.

They *struggled* for their liberty.

They have invented many new *devices* to help modern life.

The first film *portrayed* family life.

It is nice to *deal* with students.

They are going to *hire* new director.

Women sometimes like to *argue*.



Good dialogues and appropriate music do not *diminish* a film, they increase its value.

We should never *interfere* in other people's lives.

Not spending money wisely may *impoverish* you.

There are many *outstanding* directors in Italy.

Particular Objective 2.0.

42.3.2.1. Choose the word that best fits in the incomplete sentence below, making any necessary changes.

deal	outstanding
portray	interfere
struggle	diminish
argue	device
hire	impoverish

1. They have _____ a new gardener.
2. You _____ all morning and did not get anything cleared up.
3. It is sometimes difficult to _____ with youngsters.
4. Japan has contributed with many _____ films in the cinematographic art.
5. That millionaire _____ very hard when he was young.
6. They thought good advice would _____ his expenses.
7. Sound did not _____ with images in the film.
8. That prosperous country _____ after the terrible earthquake.
9. Many electric _____ help the modern housewife.
10. Children usually _____ their parents' attitude.

42.3.3. STRUCTURES

PUNCTUATION

SOME USES OF THE COMMA

The purpose of the comma is to help make clear what you write, suggesting a slight separation; just enough to keep words or phrases distinct. The comma represents in writing the slight pause used automatically in speech, to aid in making oneself understood.

It is better to use as few commas as possible, and still make the meaning clear.

In narrative writing fewer commas are used than in expository writing. Formal writing generally uses more commas than informal one.

1) In a compound sentence, a comma is generally used before the coordinating conjunction (*and, but, for, or, nor, yet, so*) that joins the two independent clauses of a compound sentence.

Ex.: *When you see a good film or one that you don't like, you should consider the efforts needed to produce it.*

Not only the French film industry became popular, but also the Italian films.

They tried to produce good films after the war, so they took advantage of the new situation that prevailed.

Commas are used

2) To set off interrupting elements.

a) Expressions that suggest parenthesis in expression (parenthetical)



cal expressions), like: *after all, by the way, as you know, to be sure, of course.*

Ex.: *The film we saw was, of course, a western.*

I don't think he is a good actor, after all, he is only a child.

The new film, by the way, is only for adults.

b) When words like: *well, no, oh, yes;* are used, they are separated by commas.

Ex.: *No, that actress never got married.*

Well, I guess we'd better buy the tickets for the film tomorrow.

Yes, we thought The Godfather was better than Godfather II.

c) Attached questions are also set off by commas:

Ex.: *They didn't go to the theater, did they?*

Elizabeth Taylor is going to get a divorce, isn't she?

The Oscar Award takes place in April, doesn't it?

Spectacular films are sometimes a failure, aren't they?

d) When conjunctive adverbs like: *however, moreover, nevertheless,* come in the middle of a sentence or clause, they are considered parenthetical, and are set off by commas.

Ex.: *The Towering Inferno was good, however, they say Jaws was better.*

Liza Minelli tried to imitate her mother at the beginning, moreover, many people think she is greater than her mother now.

3) Words, phrases and clauses in a series are separated by commas.

Ex.: *When they go to the movies, they buy everything: candy, ice-cream, hot dogs, popcorn and cokes.*

The children, the girls, and the boys, were enjoying themselves with the cartoons.

They were very enthusiastic about the experimental film, what story they had chosen, who was going to work, and where they would shoot their film.

4) Commas are used between two or more adjectives in a series.

Ex.: *It was a warm, bright, sunny day.*

The actress was a young, beautiful, nice and talented girl.

Particular Objective 3.0.

42.3.3.1. Mark the necessary commas in the following sentences.

They saw the movie but it was so good that they saw it again.
They didn't want sound films nor did they try to improve their diction.

Men always tried to represent movement so they drew figures in different positions.

We ordered tomato soup a hamburger apple pie and a coke for lunch.

They played many sports: football baseball tennis polo badminton and others.

The documentary film showed everything: how they lived where they obtained their food what religion they practiced and when they celebrated their holidays.



The music was romantic sweet beautiful and appropriate for the film.
The name of the film was of course *Love Story*.

That new cinema is by the way a very nice place.

No they never showed "*The Last Tango in Paris*" here. You saw it didn't you?

Yes they should make more good films.

The film industry in Mexico could be better couldn't it?

They say however that the "Oscar" is an economical prize and not an artistic one.

42.3.4. SPECIAL DIFFICULTIES

IDIOMATIC EXPRESSIONS. The following idiomatic expressions have a very particular meaning and should be considered as a unit of speech.

To change one's mind To have a different opinion or idea from one experience before.

To catch cold To become sick from exposure to sudden cold or bad weather.

To figure out Understand, to arrive at a conclusion, to solve.

To fill out To write, to answer a questionnaire.

To fool around To waste time, to tease.

To keep an eye on To watch.

To have on To wear, to be dressed with.

In order to So that, for.

To look for To search, seek.

To look out for To be careful.

NOTICE how idiomatic expressions are used in context.

Mary *changed her mind* after she read the history book.
It is better *to change one's mind* sometimes, than to always be obstinate.

It is easy *to catch a cold* when the temperature changes so abruptly.
I always *catch a cold* during the winter.



You have *to figure out* your own answers for the exam.
It is important *to figure out* what the teacher is explaining.

She has *to fill out* an application for the job.
You have *to fill out* checks very carefully.

Boys usually *fool around* and don't study enough.
It feels nice *to fool around* once in a while.

You have *to keep an eye on* your students during the exam.
When the children go swimming, I have *to keep an eye on* them.

Rose *had* a beautiful new dress *on* last night.
They always *have on* their uniforms at school.

You have to study hard *in order to* be successful.
They listened to their teacher's pronunciation *in order to* repeat the phrase.

He went *to look for* a new job.
When the semester begins, girls *look for* boys.

You have *to look out for* careless drivers when you cross the street.
Children have to be taught *to look out for* strangers.

Particular Objective 4.0.

42.3.4.1. Complete the following sentences with the correct idiomatic expression.

Observe the meaning in parenthesis.

1. Lou had to _____ a credit application. (write)
2. When you travel you have to _____ your luggage. (watch)
3. A car is coming, please _____ (be careful)
4. They came to the Americas to _____ freedom. (seek)
5. I have to work _____ to finish. (so that)

6. Some girls like to _____ with boys. (waste time)
7. When it is cold, it is good _____ a coat. (to wear)
8. You didn't bring your raincoat, you will _____ (become sick)
9. You have to _____ the problems. (understand/solve)
10. William _____ when he read the news. (had a different opinion after)



42.3.5. TRANSLATION

Particular Objective 5.0.

42.3.5.1. Translate the following sentences trying to give the special meaning of the idiomatic expressions used. Consult your dictionary.

1. Rose went to look for a new job.

2. They had to fill out an application at the new school.

3. He had to study in order to answer the exam correctly.

4. The teacher gave the explanation and we had to figure out the answers.

5. You have to keep an eye on the baby, he is learning to walk.

6. Please look out, there's a big dog coming.

7. Pat had on a new pants suit yesterday.

8. Peter didn't attend class yesterday, he just fooled around.

9. They say Vitamin C prevents catching cold.

10. Mary didn't get married, she changed her mind in time, she said.



Module 4

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0 Answer with complete statements, the questions based on the reading: "Films: Part Two".
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Mark with commas the given sentences.
- 4.0 Change the verbs of the given list to the noun form, by adding the suffix -ION.
- 5.0 Translate the given sentences.



42.4.1. FILMS. PART TWO

The Second World War made communication difficult between countries, but its dramatic results had a great influence on cinema. The country which took more advantage of this new human and political experience was Italy.

Films directed by Vittorio de Sica and Luchino Visconti appeared, and with them "neorealism" in cinema was born. It was a new kind of cinema done with the scarcity of technical and economic means which predominated in the country at that time.



Film critics in 1958, chose Orson Welles' **Citizen Kane** as one of the twelve best films ever produced.



After the war, the cinema reached its widest diffusion and popularity. Most of the countries developed their own film industry. Russia had very good directors like Eisenstein and Pudovkin and great films were produced. Outstanding movies were done in Japan by directors like Kurosawa and Mizoguchi; in India, Kapoor, Shindo and Ray were remarkable directors. The French directors René Clement, Renoir, Truffaut; English directors like David Lean; in Spain, Bardem and Berlanga, among others; in Brazil, Anselmo Duarte; Torre Nilsson in Argentina and in Mexico, Emilio Fernández, to name only a few, have all contributed in producing very good films.

Different film festivals have been organized and they take place every year. Some of the most important ones are held in Cannes, in Venice, Locarno, Berlin, San Sebastian and other places. Most of the countries participate with their best productions and these festivals testify to the development and advances the cinema has achieved throughout the years.

In 1958, 116 film critics of 26 different countries gathered in Brussels and chose the twelve best pictures produced. They were: *Intolerance* (1916), directed by David W. Griffith from the United States; *Dr. Caligari's Cabinet* (1919) by Robert Wiene, from Germany; *Lust* (1923-24) by Erich von Stroheim, from the United States; *The Last One* (1924) by Friederich W. Murnau, from Germany; *The Battleship Potemkin* (1925) by Sergei M. Eisenstein from Russia; *Gold Rush* (1925) by Charles Chaplin, from the United States; *Mother* (1926) by Vsevolod Pudovkin, from Russia; *Joan of Arc's Passion* (1928) by Carl Theodor Dreyer from France; *The Earth* (1930) by Alexander Dovzenko, from Russia; *The Great Illusion* (1937) by Jean Renoir from France; *Citizen Kane* (1941) by Orson Welles from the United States; *Bicycle Thief* by Vittorio de Sica, from Italy.

But in 1949, the cinema faced a new and fearsome competitor: television. With its appearance, the audiences at cinemas diminished, little by little. Film producers, especially in the United States, tried to conquer again the interest of the public and realized important innovations. Screens became panoramic, cinemascope, cinerama, technirama, panavision were some of the new techniques introduced. Colossal films like *Cleopatra*, *Ben Hur*, *Spartacus*, *The Ten Commandments* and others, were produced at a cost of millions of dollars.

Parallel to this new spectacular tendency, today's cinema has searched for a new way to portray life, in all its reality and simplicity, and the human being in all his ambiguity and complexity, giving birth to excellent films, which have justified once more, the classification of the cinema as the seventh of the fine arts, after painting, sculpture, drama, architecture, music and dance.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

42.4.1.1. Write the answers to the following questions based on the reading.
(Complete Statements)

1. What had a great influence on the cinema after the war?

2. What happened to the film industry after the Second World War?

3. When did cinema reach its widest diffusion?

4. Which countries produced very good films?

5. What do film festivals testify to?

6. What happened to film audiences because of TV?

7. What did cinema people do when television appeared?

8. Name some colossal films.

9. What is today's tendency in cinema?

10. Name the seven fine arts.



42.4.2. VOCABULARY

NOTICE the following words and their definitions.

<i>advantage</i>	Any favorable circumstance; benefit, gain.
<i>means</i>	Resources, especially pecuniary.
<i>reached</i>	Obtained access to; establish communication with; attain, arrive at.
<i>remarkable</i>	Extraordinary; worthy of notice.
<i>development</i>	Advance or expand to a more complex or complete form.
<i>achieved</i>	Obtained.
<i>faced</i>	Meet boldly; front in given direction.
<i>screen</i>	A surface on which motion pictures are projected
<i>search</i>	Investigate; go through and examine carefully.
<i>ambiguity</i>	Open to various interpretations.

Now study the same words used in context.

In comfort TV has the *advantage* over the cinema.

Some directors make their films with scarcity of *means*.

During the war the cinema *reached* its widest diffusion.

Some of the films made in Russia are *remarkable*.

After the war the film industry had a great *development*.



The actor *achieved* glory and success.

The great director *faced* many difficulties, but he solved them all.

We enjoy films shown on panoramic *screens*.

A film director has to *search* for an interesting story to do his film.

The human mind is full of *ambiguity*.

Particular Objective 2.0.

42.4.2.1. Choose the word that best fits in the incomplete sentences below making any necessary changes.

advantage
means
reached
remarkable
development

achieved
faced
screen
search
ambiguity

1. You have to _____ for a good movie nowadays. They are difficult to find.
2. The cinema has _____ many difficulties.
3. Fellini is an Italian director that has _____ great success.
4. Many films are done with scarcity of _____.
5. The film industry has registered a great _____ over the theater.
6. *The Godfather* was a _____ film.
7. New television sets have panoramic _____.
8. The human being is a creature of extreme _____.
9. Russian films _____ a certain perfection before the Second World War.
10. The _____ in a director can be traced by looking at all his pictures.

42.4.3. STRUCTURES

PUNCTUATION

OTHER USES OF THE COMMA.

1) The use of a comma is common before contrasting expressions introduced by *not* or *but*:

Ex.: *The boy was only scared, but not hurt.*
It is not Mary's car, but John's.

2) A comma is often used to prevent reading together two parts of a sentence that do not belong together.

Ex.: *Instead of twenty, -four girls came.*
(to prevent: Instead of twenty four. . .)

To Mary, Jane was like a mother.
(to prevent: To Mary Jane. . .)

Do what you will, will you please?
(to prevent the reader from tripping over the word that is repeated.)

3) Routine uses of the comma.

A comma must always be used:

a) In figures, to separate thousands, millions, etc.

Ex.: \$5,149,510.00 15,000 trees

b) To set off the second and all following items in addresses and dates:

Ex.: *April 20, 1976* *Laredo, Texas*
Tokyo, Japan *She lived at 5235 Caversham, Houston, Texas, for ten years.*



c) After the salutation in personal letters and the complimentary close in all letters:

Ex.: *Dear Mary, Dear Prof. Brown, Very truly yours, Sincerely,*

d) To set off degrees and titles:

Ex.: *Robert Brown, Sr. Joe Richards, Jr.*
Ralph Baker, M.D. Mike Peters, Ph. D.
Bill Smith, B.A., is the chairman of the club.

Particular Objective 3.0.

42.4.3.1. Mark the necessary commas in the following exercise.

1. What he does he does it well.
2. To Pat Sue's sister is acting right.
3. Not hundreds but thousands of people saw the film.
4. They don't like the movie but I do.
5. She was a movie star not a singer.
6. They filmed the game not the audience.
7. Dear Peter.
8. Dear Dr. White.
9. Sincerely yours.
10. Yours very truly.
11. \$3 183 413.00
12. 32 000 inhabitants
13. 1 500 horses
14. 1 549 612 miles
15. \$4 512.00
16. 6 500 books

17. Rome Italy
18. Mexico D.F.
19. Sao Paolo Brazil
20. May 10 1976
21. June 3 1975
22. 612 5th Ave. New York N. Y.
23. Peter Brown Jr.
24. James Rock Sr.
25. Ralph Sands M.D.
26. Paul Singer Jr. is the president of the Committee.



42.4.4. SPECIAL DIFFICULTIES

The suffix *ion* changes verbs to nouns, conveying the meaning of an act, a process or a state resulting from the verb.

Some verbs ending in *T* or *TE*, change to nouns with the suffix *ion*.

Verb	+	<i>ion</i>	Noun
invent	+	<i>ion</i>	<i>invention</i>
substitute	+	<i>ion</i>	<i>substitution</i>
participate	+	<i>ion</i>	<i>participation</i>

Verbs ending in *-MIT* change the final *T* for a *SS*

permit	+	<i>ion</i>	<i>permission</i>
remit	+	<i>ion</i>	<i>remission</i>

Verbs ending in *-CE*, omit the final *E* and add *T* before the *ion* ending.

introduce	+	<i>ion</i>	<i>introduction</i>
produce	+	<i>ion</i>	<i>production</i>

Verbs ending in *S*, *D*, or *DE* often convert to nouns by adding (*S*) *ion*.

discuss	+	<i>ion</i>	<i>discussion</i>
expand	+	<i>ion</i>	<i>expansion</i>
delude	+	<i>ion</i>	<i>delusion</i>

Exception:

intend	+	<i>ion</i>	<i>intention</i>
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Some verbs become nouns by adding *-ition*

add	+	<i>ition</i>	<i>addition</i>
suppose	+	<i>ition</i>	<i>supposition</i>



Several verbs form nouns with *-ation*

expect	+	<i>ation</i>	<i>expectation</i>
declare	+	<i>ation</i>	<i>declaration</i>

Particular Objective 4.0.

42.4.4.1. Make the necessary changes to give a "noun" meaning to the following words. Use your dictionary.

prevent	_____
define	_____
reduce	_____
omit	_____
transmit	_____
induce	_____
limit	_____
pasteurize	_____
exaggerate	_____
perfect	_____

Particular Objective 4.0.

42.4.4.2. Use the italicized verbs to form nouns and complete the sentences.

1. Men *create* fashions and women love their _____.
2. Movie stars like to *attract* people and usually enjoy being an _____.
3. Musicians *compose* music and they sometimes play their own _____.
4. Many surgeons *operate* and save lives with their _____.
5. I like to *select* my clothes and prefer a small, but good _____.
6. Girls *admire* his songs and he is satisfied with their _____.
7. Through history, men have *declared* their rights and made up their own _____.

_____ of independence.

8. It is good to *memorize* because _____ sometimes helps a lot.
9. We have to *invite* some guests, I will mail the _____ today.
10. Children often *imagine* things, their _____ is very rich.



42.4.5. TRANSLATION

Particular Objective 5.0.

42.4.5.1. Translate the following paragraph.

The cinema was a great invention of man. We usually enjoy admiring a good film and many times we change our minds after we see a movie that portrays a historical figure we did not like before. Other times we would like to visit a country we have seen in a movie. Moreover, the idea of visiting a country we had never heard of, or thought about, becomes vivid in our minds, after we see a movie filmed there.

It is also very nice to see the filmed version of a book we have enjoyed, that is, if the adaptation and interpretation by the director has been done appropriately.

In general terms, films enrich our lives and help us visualize scenes, countries, human attitudes, expressions and conditions that many times would be inaccessible to us.



Answers to exercises

42.3.1.1.

1. Where can we see some of the first attempts of man to represent movement?
We can see some of the first attempts of man to represent movement in primitive paintings found in caves.
2. Who constructed the first magic lantern?
The German Jesuit Atanasius Kircher constructed the first magic lantern.
3. What was the device constructed by the Lumière brothers used for?
The device constructed by the Lumière brothers was used for printing, projecting and making copies of films.
4. When was the cinema officially born?
The cinema was officially born in the year 1895.
5. What kind of films were the first produced?
The first films produced portrayed family life.
6. What did they use to synchronize the sound track?
They used the "vitaphone system".
7. Were talking pictures received enthusiastically by everyone? Why not?
Talking pictures were not received enthusiastically by everyone, especially by actors that did not adjust to this new kind of films.
8. Which were the first talking pictures?
The first ones were The Jazz Singer and The Love Parade.
9. Name some of the genres created in films.
Some of the genres created in films were: westerns, comedies, detective stories, dramas.
10. Who were some of the first great Hollywood actors?
Charles Chaplin, Douglas Fairbanks, Mary Pickford and Rudolph Valentino were some of the first great Hollywood actors.

42.3.2.1.

1. They have already *hired* a new gardener.
2. You *argued* all morning and did not get anything cleared up.



3. It is sometimes difficult *to deal* with youngsters.
4. Japan has contributed with many outstanding films in the cinematographic arts.
5. That millionaire *struggled* very hard when he was young.
6. They thought good advice would *diminish* his expenses.
7. Sound did not *interfere* with images in the film.
8. That prosperous country *was impoverished* because of the terrible earthquake.
9. Many electric *devices* help the modern housewife.
10. Children usually *portray* their parents' attitudes.

42.3.3.1.

They saw the movie, but it was so good that they saw it again.

They didn't want sound films, nor did they try to improve their diction.

Men always tried to represent movement, so they drew figures in different positions.

We ordered tomato soup, a hamburger, apple pie and a coke for lunch. They played many sports: football, baseball, tennis, polo, badminton and others.

The documentary film showed everything: how they lived, where they obtained their food, what religion they practiced, and when they celebrated their holidays.

The music was romantic, sweet, beautiful and appropriate for the film.

The name of the film was, of course, *Love Story*.

That new cinema is, by the way, a very nice place.

No, they never showed *The Last Tango in Paris* here.

You saw it, didn't you?

Yes, they should make more good films.

The film industry in Mexico could be better, couldn't it?

They say, however, that the "Oscar" is an economical prize, and not an artistic one.

42.3.4.1.

1. Lou had to *fill out* a credit application.
2. When you travel you have to *keep an eye on* your luggage.
3. A car is coming, please *look out*.

4. They came to the Americas to *look for* freedom.
5. I have to work *in order* to finish.
6. Some girls like to *fool around* with boys.
7. When it is cold, it is good to *have on* a coat.
8. You didn't bring your raincoat, you will *catch cold*.
9. You have to *figure out* the problems.
10. William *changed his mind* when he read the news.

42.3.5.1.

1. Rosa fue a buscar un nuevo trabajo.
2. Tuvieron que llenar una solicitud en la nueva escuela.
3. El tuvo que estudiar a fin de contestar el examen correctamente.
4. El maestro dio la explicación y nosotros tuvimos que averiguar las respuestas.
5. Tiene(s) que vigilar al niño, está aprendiendo a caminar.
6. Por favor ten cuidado, allá viene un perro.
7. Pat traía puesto un traje-pantalón ayer.
8. Pedro no asistió a clase ayer, solo perdió el tiempo.
9. Dicen que la Vitamina C previene el pescar un resfriado.
10. María no se casó, cambió de opinión a tiempo, dijo.

42.4.1.1.

1. What had a great influence on the cinema after the war?
The dramatic consequences of Second World War had a great influence on cinema.
2. What happened to the film industry after the Second World War?
New kinds of films were done, with scarcity of technical and economic means. This new trend in cinema was known as "neorealism".
3. When did the cinema reach its widest diffusion?
The cinema reached its widest diffusion after the war.
4. Which countries produced very good films?
Italy, France, Russia, Japan, India, England, Spain, Argentina, Brazil and Mexico produced very good films.
5. What do film festivals testify to?
Film festivals testify to the development and advances the cinema has achieved throughout the years.



6. What happened to film audiences because of TV?
The audiences at cinemas diminished considerably because of television.
7. What did cinema people do when television appeared?
Cinema people tried to conquer again the interest of the public and introduced important innovations.
8. Name some colossal films.
Some colossal films were: Cleopatra, Ben Hur, Spartacus, The Ten Commandments.
9. What is today's tendency in cinema?
Today's tendency in cinema is to portray life in all its reality and simplicity.
10. Name the seven fine arts.
The seven fine arts are: painting, sculpture, drama, architecture, music, dance and cinema.

42.4.2.1.

1. You have to *search for* a good movie nowadays. They are difficult to find.
2. The cinema has *faced* many difficulties.
3. Fellini is an Italian director that has *achieved* great success.
4. Many films are done with a scarcity of *means*.
5. The film industry has registered a great *advantage* over the theater.
6. The *Godfather* was a *remarkable* film.
7. New television sets have panoramic *screens*.
8. The human being is a creature of extreme *ambiguity*.
9. Russian films reached a *certain* perfection before the Second World War.
10. The *development* in a director can be traced by looking at all his pictures.

42.4.3.1.

1. What he does, he does it well.
2. To Pat, Sue's sister is acting right.
3. Not hundreds, but thousands of people saw the film.
4. They don't like the movie, but I do.
5. She was a movie star, not a singer.

6. They filmed the game, not the audience.
7. Dear Peter,
8. Dear Dr. White,
9. Sincerely yours,
10. Yours very truly,
11. \$3,183,413.00
12. 32,000 inhabitants.
13. 1,500 horses. ♣
14. 1,549,612 miles.
15. \$4,512.00.
16. 6,500 books.
17. Rome, Italy.
18. Mexico, D.F.
19. Sao Paolo, Brazil.
20. May 10, 1976.
21. June 3, 1974.
22. 612 5th Ave., New York, N.Y
23. Peter Brown, Jr.
24. James Rock, Sr.
25. Ralph Sands, M.D.
26. Paul Singer, Jr. is the president of the Committee.

42.4.4.1. *prevention, definition, reduction, omission, transmission, induction, limitation, pasteurization, exaggeration, perfection.*

42.4.4.2.

1. Men *create* fashions and women love their *creations*.
2. Movie stars like to *attract* people and usually enjoy being an *attraction*.
3. Musicians *compose* music and they sometimes play their own *compositions*.
4. Many surgeons *operate* and save lives with their *operations*.
5. I like to *select* my clothes and prefer a small, but good *selection*.
6. Girls *admire* his songs and he is satisfied with their *admiration*.
7. Through history, men have *declared* their rights and made up their own *declarations* of independence.
8. It is good to *memorize* because *memorization* sometimes helps a lot.



9. We have to *invite* some guests, I will mail the *invitations* today.
10. Children often *imagine* things, their *imagination* is very rich.

42.4.5.

El cine fue un gran invento del hombre. Usualmente disfrutamos al admirar una buena película y muchas veces cambiamos de idea después de ver una película que despliegue una figura histórica que no nos era grata antes. Otras veces, nos gustaría visitar un país que hemos visto en una película. Es más, la idea de visitar un país del que nunca habíamos oído antes, ni en el cuál habíamos pensado, se vuelve viva en nuestras mentes, después de ver una película filmada allí. Es también muy agradable ver la versión filmada de un libro que hemos disfrutado, eso es, si la adaptación e interpretación del director han sido hechas apropiadamente. En términos generales (en general), las películas enriquecen nuestras vidas y nos ayudan a visualizar escenas, países, actitudes humanas, expresiones y condiciones que muchas veces habían sido inaccesibles para nosotros.

UNIT XLIII



General Objectives

After studying this unit, the student will be able to:

- 1.0 Understand the readings included in 43.5.1. and 43.6.1.
- 2.0 Use correctly in oral and written forms, the words included in 43.5.2. and 43.6.2.
- 3.0 Use the structures included in 43.5.3. and 43.6.3.
- 4.0 Use efficiently in oral and written forms, the words and expressions included in 43.5.4. and 43.6.4.
- 5.0 Translate the sentences and paragraphs included in 43.5.5. and 43.6.5.

Module 5

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0 Answer with complete statements, the questions based on the reading: "The Fastest Train in the World".
- 2.0 Choose from a given list, the word that best completes each sentence.
- 3.0 Mark the necessary colons in the given sentences.
- 4.0 Change the italicized words in the given sentences so as to retain the original meaning.
- 5.0 Translate the given sentences.



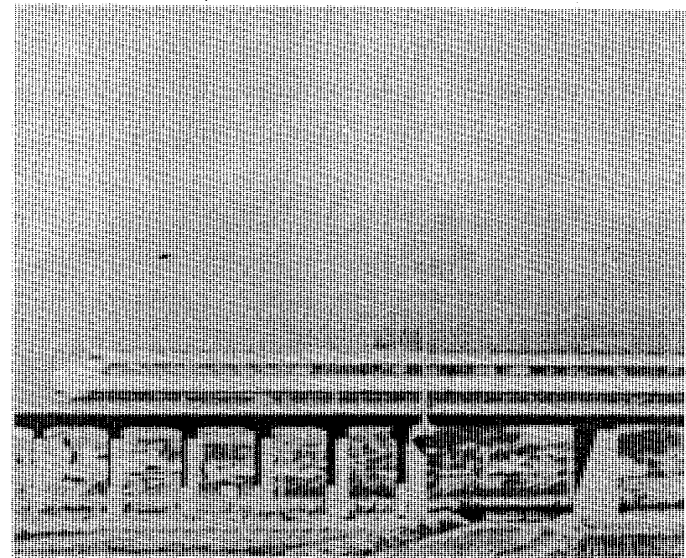
43.5.1. THE FASTEST TRAIN IN THE WORLD

The problem of mass transportation has brought about a deeper study and investigation of new and more rapid means of solving this situation.

Japan can be proud of having the fastest means of land transportation in the world. We are talking about the 'Bullet Express Train' or *Shinkansen*.

On October 1, 1964, the first line of this system was inaugurated. This line links Tokyo with Okayama by way of Osaka, an approximate distance of about 670 kilometers, in about 4 hours.

These trains can reach a maximum speed of 250 kms per hour, but at present they go up to 210 kms/hr. Certainly, it is amazing how a train can reach such a speed nowadays! However, Japanese people are not proud of the Shinkansen just because of its great speed; but for its efficiency, comfort and punctuality.



'The Bullet Express Train' can reach a maximum speed of 250 kms. per hour.



Living in Japan one can have a set schedule and be able to keep up with it easily. All means of transportation respect their departure and arrival timetables and the passengers know they will leave or arrive at the time announced. Information concerning this point is clear and posted at every railroad station.

Maybe this fact makes the railroad workers more responsible for their work. The train crews know that any mistake would disturb a lot of businesses and discontent from the users would be immediately felt.

The operation of the Shinkansen, like many other railroad services in Japan, is controlled by computers. All the procedures for its operation are guided by electronic machines programmed with such accuracy that efficiency is high.

Having such a good service, there is no question why there are so many departures from Tokyo Station. Trains leave every 15 minutes, and reservations are made easily. These too are completely controlled by computers that record reservations from all over Japan.

Sometimes the frequency of departures and arrivals may confuse a foreigner who wants to use this express train for the first time. However, there are signs throughout the corridors and platforms indicating the departure time and the type of train that will leave.

Here, we should say that there are two types of express train: the *Hikari* and the *Kodama*. The *Hikari* express train stops only in big cities, and the *Kodama makes local stops*.

The price of the ticket varies according to the distance, of course. All trains have 16 cars from which two or three are special class. Those are called 'green cars.' A fare is paid for the use of the regular train but there is an additional, special fare for the service of the express train. They all have reserved seats, dining and sleeping cars, with Pullman berths, and the telephone service in the train is most helpful as well.

Another useful and handy feature of this service is that one can buy

tickets not only at the train station, but at the 'green windows' of all the offices of Japan's Travel Bureau, the government's tourist agency.

All in all, there is good reason for the Japanese to be proud of the Shinkansen or the 'Bullet Express Train', as it is called.

Particular Objective 1.0.

COMPREHENSION QUESTIONS.

43.5.1.1. Answer the questions below in complete statements, according to the reading.

1. What is the *Shinkansen*?

2. What cities does the first line of this train link?

3. What is the maximum possible speed reached by this express train, and how fast does it go at present?

4. Why are Japanese people proud of this train service?

5. How is the fastest train in the world controlled and operated?

6. How often does an express train leave Tokyo station? Does this cause much confusion for a tourist?

7. Why can one say that traveling on the fastest train in the world is comfortable?

8. Is there much trouble in getting train tickets? Where are they sold?



43.5.2. VOCABULARY

Observe the following words and their definitions.

<i>departure</i>	Going away; the act of departing.
<i>arrival</i>	Coming; the act of arriving.
<i>timetable</i>	A chart or schedule showing the times at or within which certain things occur, especially one showing the schedule of railroads, trains, airplanes, etc.
<i>procedure</i>	A particular mode of action.
<i>crew</i>	A group of persons engaged in a particular job.
<i>platform</i>	The raised area between or alongside the tracks of a railroad station, from which the cars of the train are entered.
<i>reserved seat</i>	A seat that is kept aside for a particular person.
<i>Pullman berth</i>	A space assigned to a passenger in sleeping car as a sleeping space.
<i>dining car</i>	A car in a train that is dedicated as a place to eat.
<i>fare</i>	The price of conveyance or passage.

Now, read and study the same words as used in the reading.

All means of transportation respect their *departure* schedules.

I was sure of his *arrival* time.

Look at the *timetable* on the wall. You'll find out at what time the next train will leave.



The *procedure* for its operation is controlled by computers.
This train *crew* knows any mistake would disturb a lot of businesses.
She bought a *reserved seat* ticket so she wouldn't have any problems.
The next train will come in on *platform* 10, at 11:30 a.m.
Mother is not feeling quite well. Please get her a *Pullman berth* for the trip.
Gee! , I'm hungry! Let's go to the *dining car*.
There is a special *fare* for the express train.

Particular Objective 2.0.

42.5.2.1. Fill in the blanks with the word that best completes the idea.

- | | |
|----------------------|----------------------|
| <i>crew</i> | <i>timetable</i> |
| <i>departure</i> | <i>Pullman berth</i> |
| <i>fare</i> | <i>arrival</i> |
| <i>reserved seat</i> | <i>platform</i> |
| <i>procedure</i> | <i>dining car</i> |

1. He missed his train. He was running to the _____ when it left.
2. Mrs. Jackson is surprised by the _____'s efficiency and responsibility.
3. Please get me a _____ I want to know the schedules for today's trains to Kyoto.
4. Your train's _____ is announced for 5:25 p.m. Be sure to stay around.
5. Mr. Oki knows the _____ for the operation of this machine very well.
6. It was very nice to see all of my friends at my _____.
7. I'd like a ticket for the next train to Nagoya. Do you have a _____ too? I'd like to sleep during the trip.
8. What is the _____ for a _____ ticket?
9. Shall we go to the _____ and have something to eat?

43.5.3. STRUCTURES

THE COLON

Observe the following paragraph. Notice the use of the colon (:).

The departures for the next trains are as follows: from Tokyo to Osaka, stopping at Nagoya and Kyoto, at 9:50 a.m.; from Tokyo to Yokohama at 10:37 a.m.; from Tokyo to Tsudanuma at 11:05 a.m., and from Tokyo to Nikko at 11:12 a.m.

1. A colon is used whenever dialogue statements and series are being introduced formally. Examples:

Mr. Gibson: "How can you have such accuracy in keeping a set schedule?"

We'll visit the following cities in our tour: Tokyo, Nagoya, Kyoto, Osaka, Nara, Hiroshima and Beppu.

2. Use a colon between two independent phrases when the second explains or amplifies the first one. Examples:

Something must be happening: the train is stopping.

3. Also, a colon is used between hours and minutes to indicate time. Examples:

The next plane will arrive at 5:25 p.m.

Please come back at 12:15 p.m.

4. The colon is used after the salutation in a formal or business letter. Examples:

My Dear Dr. Rivers:

Gentlemen:



Particular Objective 5.0.

43.5.3.1. Add the necessary colons in the sentences below:

1. **Karate instructor** You should never provoke problems.
2. I could understand what had happened Mary was dead. John had killed her.
3. These would be the most necessary clothes for your trip a pair of slacks, two blouses, a nice evening dress and a suit.
4. **Mrs. Gibson** The next train will arrive at 4 18 p.m.
5. I'll give you some reasons for staying First, the highway is not good enough. Secondly, you cannot drive at night by yourself. Thirdly, the weather forecast for rain tonight. Fourthly, your car doesn't have a spare tire.

43.5.4. SPECIAL DIFFICULTIES

Idiomatic expressions.

Read the following idiomatic expressions and their explanations several times until you can have an idea of their meaning.

<i>To call off</i>	To cancel
<i>To come in handy</i>	To be useful; helpful
<i>To keep up</i>	To continue or maintain the same level or speed
<i>By way of</i>	Via, going through; as a means of
<i>To bring about</i>	To cause to happen
<i>To see someone off</i>	To accompany someone to the starting place of a trip to say good-bye
<i>To slow down</i>	To reduce speed
<i>To stand in line</i>	To stand up waiting for one's turn to do or buy something.
<i>To take place</i>	To occur, happen
<i>To have time off</i>	Not to have work or a duty to do; To have free time

Now, read the following sentences. Observe how these same expressions are used in context.

If you want to **call off** the party, you do it! I don't want to!
He was so busy that he had to **call off** all his engagements.
A detailed map of the city will **come in handy**.



Thank you for the train schedule. It really *came in handy!*
They can *keep up* with the set schedule for the departure and arrival of the trains.
The government won't be able to *keep up* with this rhythm of pollution if people are not taught to take care of their environment.
We understood all the problems *by way of* illustrative examples.
Did you go to Japan *by way of* Hawaii?
What did that mistake *bring about*?
That disorder was *brought about* by disloyal workers.
Sorry I couldn't *see you off* last week. I was very sick.
You weren't home when I called, so I figured you'd gone to *see Helen off* at the airport.
Look out! You have to *slow down*. The traffic is heavy here.
The train crew *slowed down* when they were notified of the accident.
If she doesn't have a reserved seat ticket she'll have to *stand in line*.
Please *stand in line* if you want tickets for the next show.
Due to his misleading information a terrible accident *took place*.
I can't believe things like these can *take place* nowadays!
Peter said he'll go if he *has* enough *time off*.
Do you *have any time off* for a coffee break?

Particular Objective 4.0.

43.5.4.1. Give other words for each italicized expression.

1. If you change your mind please *call off* your engagement.
2. Mistakes like these can *take place* any time.
3. I couldn't *keep up* with his rhythm of activity.
4. Sue will be disheartened if nobody goes to *see her off*.
5. You can be sure this description of the train's organization will *come in handy* on our trip.

6. They didn't want to *stand in line*.
7. Charles might go to Canada if he *has some time off*.
8. If that car hadn't *slowed down* he'd have been killed.
9. What *brought about* that strange remark?
10. This time the Longs will make the trip to Hong Kong *by way of* Europe.



43.5.5. TRANSLATION

In translation, remember your dictionary is very important, but be sure you use the meanings according to the whole context they are used in, and not word by word.

Particular Objective 5.0.

43.5.5.1. Translate the following sentences.

1. The soccer game was called off due to bad weather.

2. After the train slowed down, we could see Mount Fuji.

3. I wish I had some time off to travel around the world.

4. Those pliers came in handy yesterday, repairing my car.

5. There were persons who wanted to see him off all over the place.

6. As yet, a change in government hasn't taken place in that country.

7. The Wilsons won't be able to keep up John's college expenses at all.

8. You shouldn't have brought about that discussion.

9. Please stand in line in order to get your tickets.

10. We'll travel to San Francisco by way of Dallas



Module 6

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "The Fastest Train in the World: Part Two".
- 2.0. Choose from a given list the word that best completes each sentence.
- 3.0. Mark the necessary semicolons in the given sentences.
- 4.0. Form new words from a given list, by adding the prefixes:
 - a. mis-
 - b. dis-
- 5.0. Give the meaning of the words in italics from the given sentences.
- 6.0. Make a free translation after reading a given text several times.

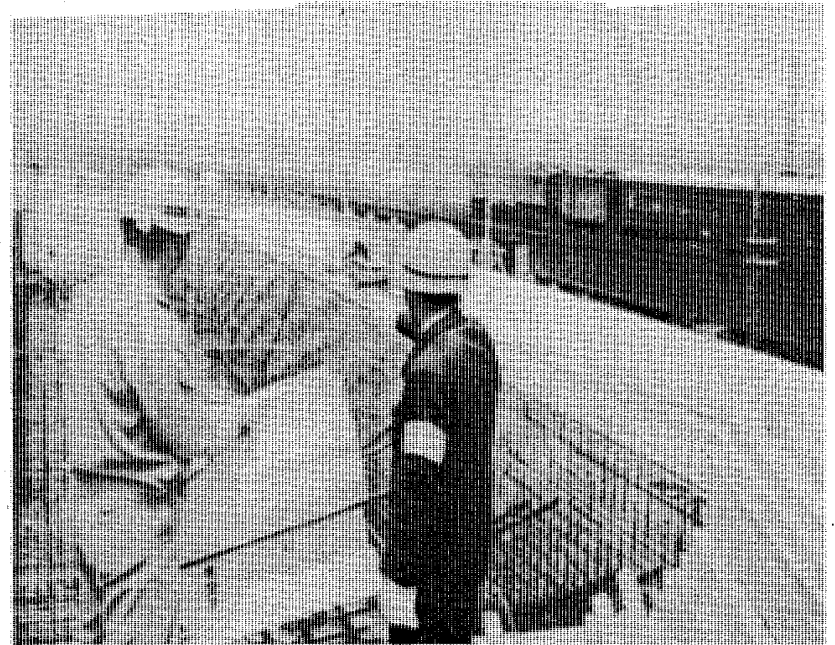


43.6.1. THE FASTEST TRAIN IN THE WORLD. PART TWO

New means of transportation and communication create a decentralization of industry, a redistribution of the nation's income and new opportunities for improvement for everybody.

This idea made the Japanese government think about extending their already existent railroad service. In 1971 the construction of the New Sanyo Line had already been started. This line would continue from Okayama to Hakata in the north of Kyushu, the southern part of Japan.

Work was kept at a high level and tests were made constantly so as to meet the deadline for the starting of the whole line.



Work was kept at a high level and tests were made constantly.



Finally, in April, 1975, the New Sanyo Line was put into complete service, covering an overall distance of 1,069 kms. from Tokyo to Hakata in approximately 6 hrs. and 40 min.

At present, it is easy for businessmen to leave Hakata at night, rest on the train to Tokyo and arrive to make their deals in the capital of the country in the morning.

Similarly, industries from Tokyo are now establishing new branches and offices in different southern cities which will provide them with a better means of being in touch with and controlling their enterprises.

Also, people from the countryside of Japan, such as Kyushu, have a wider range of opportunities for a better education and have been joined with the main cities of the country.

Logically, besides these favorable effects, the new line of this express train will attract tourists and make it easier for them to travel to other interesting resorts by an economical means of transportation, and consequently will increase the profits of tourism.

Little by little, a country of 112 million people living in an approximate extension of 372,488 square kilometers will be completely linked by rail with the help of computers, but mainly thanks to the accurate timetables of the railroad system.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

43.6.1.1. Answer the following questions with complete statements.

1. Why was it necessary to extend the service of the *Shinkansen* in Japan?

2. How far would this new line be extended? When was construction started?

3. When was the whole line put into service?

4. What distance does this new express train cover and how long does it take to make the trip?

5. How does this expansion of the *Shinkansen* affect businesses?

6. What other sector of the economy of the country will be increased because of this new service?

7. How does this new means of transportation benefit the people from the countryside?



43.6.2. VOCABULARY

NOTICE the words below and their definitions.

<i>decentralize</i>	To undo the centralization of administrative or industrial powers.
<i>income</i>	The salary or wages that come in periodically from property, business or labor.
<i>overall</i>	From one extreme of something to the other; covering everything.
<i>make a deal</i>	To do business
<i>enterprise</i>	A project undertaken that is of some importance; a business; an engagement.
<i>range</i>	The extent or scope of the operation or action of something.
<i>resort place</i>	A place frequented, especially by the public as a vacation spot.
<i>profit</i>	Benefits, gains, revenues.
<i>accurate</i>	Exact, free from error.
<i>branch</i>	A local operating division of a business, a library, a bank, etc.

Now, study the same words as used in context.

It is necessary to *decentralize* the heavy industry of our country.
He has to work extra time. His *income* is not very much.



The *overall* distance is 760 kms.

We have to *make a deal* with them if we want *profits*.

What is the *range* of possibilities for her winning?

Kamamura is a *resort* in Japan.

The new *branch* provides *accurate* information to the main office.

Particular Objective 2.0.

43.6.2.1. Fill in the blanks with the word that best completes each sentence.

range
profits
decentralize
branch
income

overall
accurate
make a deal
resorts
enterprise

1. Mr. Warren gave a short but an _____ description of his relations with that Canadian company.
2. They _____ with the new transporting company and everything was settled.
3. His _____ are going up after he ordered an _____ study of his market.
4. The new _____ of the bank had all the necessary equipment.
5. Industrial power has to be _____, to have progress.
6. What _____ did you visit on your trip to Sweden?
7. Have you figured out your annual _____ ?
8. It has a low _____ of transmission. It's not an expensive radio.
9. My new _____ will be established in Asia.

43.6.3. STRUCTURES

THE SEMICOLON.

The semicolon (;) is a stronger separator than the comma which is used between coordinate elements, especially closely related independent clauses which balance or contrast with each other.

1. Generally, a semicolon is used between two independent clauses that are not connected by a coordinating conjunction (and, but, or, nor, for, so, yet). Examples:

The painting had been in the attic for a long time; I had even forgot it.

Industrial decentralization is necessary; the country will become more developed.

2. A semicolon is used when the second independent clause is introduced by a conjunctive adverb (however, therefore, moreover, then, consequently) or by a sentence modifier (in fact, in the first place, for example, on the other hand).

Examples:

A specialist investigated the market for the product; then we decided to make arrangements with the new company.

The new line of the express train was very useful; in fact, it was a great success in transportation.

3. A semicolon is often used between independent clauses to give emphasis or to indicate contrast or balance, especially if they are parallel in structure.

Examples:

The teacher continued lecturing; but the class rose to go.



Scott wanted to have a happy marriage; but Sarah wanted to be rich.

4. A semicolon is used between items in a series which have internal punctuation.
Example:

You have to follow this procedure: first, get your application forms; next, fill them out; last, pay the charges.

Particular Objective 3.0.

43.6.3.1. Supply the necessary semicolons in the following sentences.

1. Read this sentence several times then punctuate it correctly.
2. He tried to stop smoking again again he could not.
3. The names of the winners were announced slowly and clearly: Davis; third place Matthews, second place Norman, first place.
4. The concert ended early but everybody stayed to congratulate Peter.
5. I was eager to leave as a matter of fact, I was almost out of the house when you arrived.

43.6.4. INCREASING YOUR VOCABULARY

USE OF MIS- AND DIS-

The prefix *mis-* can be used before a verb or a noun to give them the meaning of 'wrongly' or 'by mistake', or simply 'negating'. Examples:

<i>Mis</i>	+	understand	-	<i>misunderstand</i>
<i>Mis</i>	+	guide	-	<i>misguide</i>
<i>Mis</i>	+	behave	-	<i>misbehave</i>
<i>Mis</i>	+	fortune	-	<i>misfortune</i>
<i>Mis</i>	+	hap	-	<i>mishap</i>

Particular Objective 4.0.a.

43.6.4.1. Write the new form of the verb or noun using *mis-*.

judge:	fortune:
trust:	conception:
lay:	belief:
behave:	apprehension:
place:	adventure:
arrange:	chance:
take:	construction:

The prefix *dis-* is often used to negate verbs. Also, it can be used to form nouns from nouns with the meaning of having a negative or reversing force. Examples:

<i>Dis</i>	+	agree	-	<i>disagree</i>
<i>Dis</i>	+	like	-	<i>dislike</i>
<i>Dis</i>	+	approve	-	<i>disapprove</i>
<i>Dis</i>	+	ability	-	<i>disability</i>
<i>Dis</i>	+	agreement	-	<i>disagreement</i>



Particular Objective 4.0. b.

43.6.4.2. Write the new words formed with *dis-*.

connect:

regard:

inherit:

please:

infect:

hearten:

belief:

advantage:

appearance:

approval:

affection:

coloration:

Particular Objective 5.0.

43.6.4.3. Explain the meaning in English of the italicized word.

1. I completely *disagree* with your ideas.
2. Miriam has *misplaced* her new ring.
3. His *misadventure* led him to his death.
4. *Disinfect* the whole room thoroughly.
5. I tried to make him change his mind, but he persisted in his *misbelief*.
6. They couldn't get the director's *disapproval* so the play was put on.
7. Don't *misjudge* her behavior. Try to understand her.
8. My *disbelief* was great when I heard the news.
9. That is a *misconstruction* of the actual situation.
10. Would you please *disconnect* that alarm?

43.6.5. TRANSLATION

Read the following passage several times.

Particular Objective 6.0.

43.6.5.1. Make a free translation from the reading. Listen to your teacher's or advisor's suggestions.

The sudden bursting of the Japanese economy has caused an extraordinary demand for transportation. Lately, Japan has been making great progress in this field by installing the most modern, punctual, economical and fastest means of transportation. These efforts have produced such efficient services as the fastest train in the world, the biggest oil ship in the world, and a fast growing expansion of airlines which communicate Japan internally as well as internationally with all parts of the world.



Answers to exercises

43.5.1.1.

1. What is the *Shinkansen*?
It is the fastest express train in the world.
2. What cities does the first line of this train link?
This line links Tokyo with Okayama by way of Osaka.
3. What is the maximum possible speed reached by this express train, and how fast does it go at present?
Its maximum possible speed is of 250 kms/hr, and presently it goes at 210 kms/hr.
4. Why are Japanese people proud of this train service?
They are proud of its efficiency, comfort and punctuality.
5. How is the fastest train of the world controlled and operated?
The Shinkansen is controlled and operated automatically by computers.
6. How often does an express train leave Tokyo Station? Does this cause much confusion for a tourist?
Trains leave every 15 minutes from Tokyo Station. Tourists might get confused, but there is clear information about the departures and arrivals posted at specific places.
7. Why can one say that traveling in the fastest train of the world is comfortable?
Because this train has reserved seats, dining and sleeping cars as well as telephone service.
8. Is there much trouble in getting the train tickets? Where are they sold?
There is not any trouble in getting the tickets. They are sold at Tokyo Station or at any 'green window' of all the offices of Japan Travel Bureau.

43.5.2.1.

1. He missed his train. He was running to the *platform* when it left.
2. Mrs. Jackson is surprised by the *crew's* efficiency and responsibility.
3. Please get me a *timetable*. I want to know the schedules for today's trains to Kyoto.



- Your train's *departure (arrival)* is announced for 5:25 p.m. Be sure to stay around.
- Mr. Oki knows the *procedure* for the operation of this machine very well.
- It was very nice to see all of my friends at my *arrival (departure)*.
- I'd like a ticket for the next train to Nagoya. Do you have a *Pullman berth* too? I'd like to sleep a while during the trip.
- What is the *fare* for a *reserved seat* ticket?
- Shall we go to the *dining car* and have something to eat?

43.5.3.1.

- Karate instructor:* You should never provoke problems.
- I could understand what had happened: Mary was dead. John had killed her.
- These would be the most necessary clothes for your trip: a pair of slacks, two blouses, a nice evening dress and a suit.
- Mrs. Gibson:* The next train will arrive at 4:18 p.m.
- I'll give you some reasons for staying: First, the highway is not good enough. Secondly, you cannot drive at night by yourself. Thirdly, the weather forecast is for rain tonight. Fourthly, your car doesn't have a spare tire.

43.5.4.1.

- cancel.
- happen.
- maintain.
- accompany to say good-bye.
- be helpful.
- wait standing up.
- has free time.
- reduce speed.
- cause.
- via.

43.5.5.1.

- El partido de futbol se canceló por mal tiempo.*

- Después de que el tren disminuyó la velocidad, pudimos ver el Monte Fuji.*
- Ojalá tuviera algún tiempo libre para viajar alrededor del mundo.*
- Esas pinzas fueron útiles ayer al reparar mi coche.*
- Había personas que querían despedirlo por todas partes.*
- Un cambio en el gobierno aún no ha sucedido en ese país.*
- Los Wilson no podrán mantener los gastos de la educación profesional de Juan de ninguna manera.*
- No debiste haber provocado esa discusión.*
- Por favor haga(n) cola para obtener sus boletos.*
- Viajaremos a San Francisco via Dallas.*

43.6.1.1.

- Why was it necessary to extend the service of the *Shinkansen* in Japan?
The necessity to decentralize industry and give equal opportunities of progress to everybody.
- How far would this new line be extended? When was construction started?
It would be extended as far as Hakata, in Kyushu, and the construction was begun in 1971.
- When was the whole line put into service?
It was put into April, 1975.
- What distance does this new express train cover and how long does it take to make the trip?
It covers an overall distance of 1,069 kms in 6 hours and 40 min.
- How does this expansion of the *Shinkansen* affect businesses?
This expansion has helped businesses become bigger and more profitable.
- What other sector of the economy of the country will be increased because of this new service?
Tourism will be increased.
- How does this new means of transportation benefit the people from the countryside?
It gives them more opportunities to get a better education and be joined to the main cities of the country.



43.6.2.1.

1. Mr. Warren gave a short but an *overall* description of his relations with that Canadian company.
2. They *made a deal* with the new transporting company and everything was settled.
3. His *profits* are going up after he ordered an *accurate* study of his market.
4. The new *branch* of the bank had all the necessary equipment.
5. Industrial power has to be *decentralized* to have progress.
6. What *resorts* did you visit on your trip to Sweden?
7. Have you figured out your annual *income*?
8. It has a low *range* of transmission. It's not an expensive radio.
9. My new *enterprise* will be established in Asia.

43.6.3.1.

1. Read this sentence several times; then punctuate it correctly.
2. He tried to stop smoking again; again he could not.
3. The names of the winners were announced slowly and clearly: Davis, third place; Mathews, second place; Norman, first place.
4. The concert ended early; but everybody stayed to congratulate Peter.
5. I was eager to leave; as a matter of fact, I was almost out of the house when you arrived.

43.6.4.1.

misjudge,
mistrust,
mislay,
misbehave,
misplace,
misarrange,
mistake,

misfortune,
misconception,
misbelief,
misapprehension,
misadventure,
mischance
misconstruction.

43.6.4.2.

disconnect,
disregard,
disinherit,
displease,

disbelief,
disadvantage,
disappearance,
disapproval,

disinfect,
dishearten,

disaffection,
discoloration.

43.6.4.3.

1. *disagree*, not to agree.
2. *misplaced*, placed wrongly.
3. *misadventure*, bad fortune.
4. *disinfect*, to cleanse from infection.
5. *misbelief*, a mistaken belief.
6. *disapproval*, censure.
7. *misjudge*, judge wrongly.
8. *disbelief*, not having a belief.
9. *misconstruction*, a wrong construction.
10. *disconnect*, turn off.

43.6.5.1.

La repentina y rápida explosión de la economía japonesa ha provocado una extraordinaria demanda de transportes. Ultimamente Japón ha progresado grandemente en este campo al instalar los medios de transporte más modernos, puntuales, económicos y veloces. Estos esfuerzos han fructificado en servicios tan eficientes como el tren más rápido del mundo, el barco petrolero más grande del mundo y una gran y creciente expansión de las líneas aéreas que comunican a Japón interna e internacionalmente con todas las partes del mundo.



UNIT XLIV



General Objectives

After studying this unit, the student will be able to:

- 1.0. Understand the readings included in 44.7.1. and 44.8.1.
- 2.0. Use correctly in oral and written forms, the words included in 44.7.2. and 44.8.2.
- 3.0. Use the structures included in 44.7.3. and 44.8.3.
- 4.0. Use efficiently in oral and written forms, the words and expressions included in 44.8.4.
- 5.0. Translate the sentences and paragraphs included in 44.7.5. and 44.8.5.

Module 7

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "American's Most Popular Pastime: Moving".
- 2.0. Choose from a given list, the word that best completes each sentence, and change what is required.
- 3.0. Put the necessary punctuation marks according to the different kinds of sentences, with:
 - a. period
 - b. question mark
 - c. exclamation point
 - d. colon
 - e. semicolon
 - f. quotation marks
- 4.0. Fill in each blank in the given sentences with the appropriate idiomatic expression, according to the meaning shown in parenthesis.
- 5.0. Translate the given sentences.



44.7.1. AMERICAN'S MOST POPULAR PASTIME: MOVING

America has been called a continent of immigrants. Thousands of them came, mainly from Europe, to settle in America permanently. In the United States, during colonial days, hundreds of men, women and children crossed the continent, moving to the West into the "back country" or frontier regions, settling in cabins raised in clearings many miles distant from inhabited areas; looking forward to better opportunities; for new land to settle on; dreaming of the chance to own a home.

Stories of adventure, rich soil, and the wild, beautiful country, encouraged them to migrate.



Major John Wesley Powell with Paiute Indian Chief, Taugu, between 1871 and 1875. Major Powell was known as the "conqueror of 'wild' Colorado."



The first inhabitants of Colonial America were a curious combination of people. Thrifty Puritan farmers cultivated their little farms, rich southern planters governed their magnificent plantations, hardy frontiersmen enjoyed the freedom of the woods, far away. There were strong sailors, masters of sailing ships, mechanics, merchants, ministers and school masters. They had to struggle with nature in order to exist. The stony soil forced them to work long hours to raise their crops. In the South, the soil was better, but the climate was less healthful. These conditions produced hardiness and determination of character. Colonial man believed in freedom in politics, or matters of government. The majority of them possessed valuable moral qualities: courage, perseverance, determination and faith in God. These ideals and qualities also left their mark on the character of the early and later settlers.

The colonists also had to put up with the menace of the Indians, who tried to defend their land and constantly attacked the new occupants, although there were exceptions in some settlements. The struggle between them was a bitter one, but the white man won, increasing the colonist's feeling of self-reliance.

Soon after migration started to the West, news of gold found in California was made known. The "gold fever" encouraged new migrations to the West. Thousands of colonists went there, and if many did not find gold, they did find a rich and fertile soil, and a wonderful climate. One settler wrote: "Knowledge of farming, a will, and a yoke of oxen are all that are required to insure any young or middle aged man who goes to California, a golden and peaceful existence for his old age and a handsome legacy for his children."

And they found not only gold, but silver and other metals and minerals. Oil was found in Pennsylvania, Texas, California and Oklahoma. Gold, silver, zinc, copper and other metals were found in Colorado. Mining settlements were scattered all through the Rocky Mountains. It was the discovery of precious metals and mineral wealth that really led to the development of the West and the organization of several new territories.

Up to then, immigrants had arrived, first, from England, Holland and Spain; next came the Irish, Germans and Italians. Before slavery was abol-

ished many immigrants came from Africa. Between 1850 and 1924, a massive migration current brought people from China and Southern Europe.

In 1890, it was made known that the frontier had disappeared. This did not mean that there were no public lands left for occupancy. It meant, that the best land were now occupied and that the many miles of uninhabited lands were no longer to be had for the taking.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

44.7.1.1. Write the answers to the following questions, based on the reading, give complete statements.

1. Why is America called a continent of immigrants?

2. Why did many people move to the West?

3. What inhabitants did Colonial America have?

4. Who was a constant menace to the first settlers of America?

5. Who won the struggle between Indians and settlers?

6. What was found in California?

7. Where was oil found?

8. What other metals did they find?

9. What was the character of the colonists like?

10. What did colonial men believe in?



44.7.2. VOCABULARY

<i>immigrant</i>	A person who enters a country, not his own, to settle there permanently
<i>encourage</i>	Induce to have no fear; to be brave
<i>thrifty</i>	The saving of money; economical management
<i>hardy</i>	Capable of resisting hardship; strong; enduring
<i>crops</i>	Plants grown and harvested
<i>settlers</i>	Colonizers
<i>menace</i>	A threat, threaten by danger
<i>self-reliance</i>	To be self-sufficient
<i>healthful</i>	In good condition; conducive to health
<i>bitter</i>	Not sweet; hard to bear; disagreeable; cruel

Now study the same words used in the following context.

An *immigrant* usually has to suffer until he adapts himself to the new country.

A big desire to improve their lives *encouraged* them to migrate.

Most of the immigrants were *thrifty* persons.

Frontiersmen were *hardy* and strong people.

Good *crops* were raised in the South.

The first *settlers* went across the continent.

The Indians were a constant *menace* to the new inhabitants.

They acquired *self-reliance* by their achievements.

California was a *healthful* place.

They usually had *bitter* experiences.



Particular Objective 2.0.

44.7.2.1. Choose the word that best fits in the incomplete sentence below, making any necessary changes.

bitter	self-reliance
crops	healthful
menace	encouraged
immigrant	settlers
hardy	thrifty

1. The sailor was a _____ man.
2. The decision to find security _____ them to migrate.
3. The climate in California was _____.
4. The battle had _____ consequences.
5. _____ is important to get ahead in life.
6. The settlers had to be _____ with their earnings.
7. _____ were good every year.
8. The wild country was a _____ to the settlers.
9. The _____ came from Europe.
10. Many _____ had trouble with the weather.

44.7.3. STRUCTURES

PUNCTUATION

QUOTATION MARKS: (" ")

1). When we repeat the exact words of a speaker, quotation marks are used to enclose them.

Ex.: *"You are on a diet," he said, "and should not eat ice-cream."*

- a) The expressions explaining or introducing the quoted words, are set off by a comma, and if they interrupt the quoted sentence, by two commas.

Ex.: *"They went on a trip to Europe," she said.*

"We white men won the battle," he declared, "and we kept the land."

- b) When periods and commas are used, they are always put inside the closing quotation marks.

Ex.: *"It is spring," they said, "the flowers are blooming now."*

- c) When a semicolon is used, it is often put outside the closing quotation marks.

Ex.: *The teacher was very angry and she remarked, "The exam is going to be difficult, you'd better study"; then she left the room.*

- d) If a question mark, or an exclamation point is necessary, and its use applies only to the quoted matter, it is placed inside the quotation marks.

Ex.: *The little girl asked, "How much candy did you bring?" They heard him shout, "We won the game!"*



- e) If the use of the question mark or the exclamation point applies to the sentence, it is put outside the quotation marks.

Ex.: *Did you hear them shout, "Is our plane coming"?*
They won the war and cried, "Liberty"!

2). Titles of magazine articles, chapters of books, essays, short stories, poems and songs are generally enclosed in quotation marks.

Ex.: *I read the information in the article, "You and the Universe."*

Study Chapter IV, on "Writing your Paragraphs."

She wrote an essay on "How to look younger."

The name of the story was "Learn your way to cooking."

I like "Leaves of grass", by Whitman.

"Her favorite song was, "Feelings."

Particular Objective 3.0.

44.7.3.1. Mark all the necessary punctuation in the following exercise.

1. They came late she said but the movie hadn't started
2. Margaret is not here anymore she informed us
3. Mary must not go out he told them she has to study
4. It is late she repeated and I have a class tomorrow
5. John was very upset and he replied I won't do any extra work next month and he slammed the door
6. The colonists asked Where can we build a church
7. The man shouted There's fire in the woods
8. Do you remember asking How far do we have to go
9. Spring is here Smell the flowers she cried
10. The magazine had an article on Youngsters and their Fears
11. She wrote the chapter about Suggestions for Writing Papers
12. The essay was on Modern Architecture
13. The last story I read was The Frontier Days

14. The poem was called The New Land
15. The song they played was A Hard Day's Night



44.7.4. SPECIAL DIFFICULTIES

IDIOMATIC EXPRESSIONS.

<i>To put up with</i>	To stand; to endure; to support
<i>To look forward to</i>	To expect; to anticipate
<i>To be made known</i>	To inform; to give notice of
<i>To work out</i>	Solve; find a solution
<i>Settle on</i>	To make a home or residence
<i>To run away</i>	Escape
<i>To let alone</i>	To leave; not to bother
<i>To let go of</i>	To loosen; to set free
<i>To keep in touch with</i>	To communicate with
<i>To go in for</i>	To like; to be interested in something

NOTICE how these idiomatic expressions are used in the following context.

They had *to put up with* a lot of difficulties.
Colonists in North America had *to put up with* the danger of the wild country.

They *looked forward* to finding a new life.
She *looked forward to* living in a new house.

The news of gold found in California *was made known*.
It *was made known* that the frontier had disappeared.



They had to *work out* many new problems in the colonies.
The crops they raised helped them *work out* many difficulties.

They *settled on* the new land only with much difficulty.
The Hopi Indians *settled on* the land which is now New Mexico.

His son *ran away* from home.
She had to *run away* from the danger of the wolves.

It is important to *let* people *alone*, sometimes.
They had to *let* the angry man *alone*.

Youngsters like to *let go of* their emotions.
He should not *let go of* his old car. It's too valuable.

We like to *keep in touch* with our friends.
Susan always *keeps in touch with* her parents.

Young boys usually *go in* for football.
She *went* in for "soul music".

Particular Objective 4.0.

44.7.4.1. Complete the following sentences with idiomatic expressions which mean the same as the words in parenthesis.

1. The members of the family should always _____ each other.
(communicate with)
2. She told the boy _____ the puppies _____ (not to bother)
3. It was _____ that gold was found in California. (to give notice of)
4. Many Americans _____ traveling as a hobby. (be interested in something)
5. My new neighbor had to _____ the noise of my children and dogs.
(endure)
6. It is common to see people _____ from their problems. (escape)

7. They have _____ the problems on the chalkboard. (find a solution)
8. Some immigrants _____ fertile soil. (to make a home)
9. She _____ receiving his letter soon. (expect)
10. They had _____ the cattle after the rain. (to set free)



44.7.5. TRANSLATION

Particular Objective 5.0.

44.7.5.1. Translate the following sentences.

1. Immigrants have to put up with many difficulties in a new country.

2. They looked forward to receiving news from home.

3. She had to make known that she was opening a store.

4. It is difficult to work out solutions for everything.

5. They had settled on the land with a title.

6. The Indians had to run away into the deep forest.

7. They had to let alone the men working in the new fields.

8. He had to let go of the horses so they could drink water.

9. Immigrants like to keep in touch with their families.

10. Men usually go in for hunting and fishing.



Module 8

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "American's Most Popular Pastime: Moving: Part Two".
- 2.0. Choose from a given list the word that best completes each sentence.
- 3.0. Put the necessary punctuation marks according to the different kinds of sentences, with:
 - a. period
 - b. question mark
 - c. exclamation point
 - d. colon
 - e. semicolon
 - f. quotation marks
- 4.0. Change the words of the given list to the adjective –meaning, by adding the suffixes– IVE, –OUS.
- 5.0. Translate the given text.



44.8.1. AMERICAN'S MOST POPULAR PASTIME: MOVING (Part Two)

Migration has not ended, in fact, it seems to be stronger than ever; more than 400,000 legal immigrants arrive in the United States every year. They go with the desire of finding a new life for them. The immigrants of today, although, have a different goal; they wish to acquire better instruction and a higher economical level than immigrants of other times.

The opportunities for education have increased enormously in the past fifty years. This has improved contact between immigrants and American society, and Americans have realized that immigrants constitute a source of vitality and talent for their country. Most of the new comers' children receive an education; many find their way into universities of the United States and become professionals, reaching a higher standard of living than that of their parents'



The new American migrants are moving across the United States, pursuing "the good life" in smaller, sunnier, safer, healthier places.



The constant immigration has contributed to a considerable increase in the population and in the growth of cities, creating many problems.

Architects have tried to work out solutions by constructing skyscrapers which house many families in a limited space, but this has not met the need of providing a place where children can play and where grown-ups can find recreation. Public parks and playgrounds in crowded places are an absolute necessity, but they are not enough. The congested areas of cities have become the places where crime breeds most easily.

Consequently, a new frontier has appeared in the unconquered life of modern cities and Americans have found themselves on the road again, running away from the danger that has originated in big cities: crime, pollution, impersonality and isolation. It is a new kind of internal migration; an expansionist march based on the old American idea that all past mistakes are white-washed by the horizon, by finding a broader field of action, by moving out.

The new American migrants, most of them in an age group between 25 and 30 years old, are moving to different places across the United States, pursuing "the good life" in smaller, sunnier, safer, healthier places, than the ones they have left behind.

These migrations have altered the way of life of many Americans. It used to be very important and significant to move to big cities looking for jobs, education and excitement, running away from the country and small towns, where life was difficult and dull. But now, people are leaving the northern and eastern regions, the old industrial areas, from St. Louis and Chicago to Philadelphia and Boston, and they are heading toward the South and West, into the states of Arizona, Florida, Nevada, Idaho and Colorado.

They have realized that smaller and quieter home pleasures are more important than ambition and acquisition. One of their principal goals is to find the way of living from the earth, growing their own food; independently from the economic institutions spread throughout the country. Money is not considered the most satisfying thing in life anymore; success is beginning to be considered more a matter of enjoying a simple, stable life, than of moving

ahead, striving for promotions that may probably take one to a nervous breakdown, or to live under constant stress. For them, competition in buying new things is over, and competition and useless struggles in life are over too.

The most common reasons for this migration to the country are: crime, burglaries, overcrowded schools, children exposed to drugs; pollution and noise; heavy taxes and high costs of living.

These new "colonists" have given a true value to time, they want more spare time and the freedom to use it however they want to. They enjoy communicating with nature and living in harmony within the family. They like to see the stars and lightning bugs when they take a walk at night; they want to be independent and they face the future with enthusiasm.

It might be difficult to understand the attitude of these immigrants, with our materialized minds, but they *don't* want to be understood; they are satisfied, because they say they have found the real essence of life and a new confidence in themselves and in humanity.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

44.8.1.1. Write the answers to the following questions based on the reading.

1. How many immigrants go to the United States every year?

2. What is the goal of the new immigrants?

3. What has constant immigration contributed to?

4. What are American migrants running away from?

5. What are these new migrants looking for?



6. What have they realized?

7. Name the most common reasons for this migration to the country.

8. Why do they want more spare time?

9. Where do they usually get their food?

10. What have they found?

44.8.2. VOCABULARY

<i>goal</i>	Any object of ambition or desire
<i>source</i>	A place from where something comes; origin
<i>skyscraper</i>	A very tall building
<i>providing</i>	Furnishing supplies; taking precautions; supplying what is needed
<i>breed</i>	Produce; cause to produce offspring
<i>white-wash</i>	To cover up one's guilt
<i>pursuing</i>	Follow with intent to catch; the act of following
<i>acquisition</i>	The act of acquiring; something acquired
<i>burglary</i>	The act of breaking into a house or store with intent to rob
<i>spare</i>	An extra or reserve thing; in reserve

Now study the same words used in context.

Their *goal* is to improve their lives.
Food is a *source* of energy for living creatures.
They build many *skyscrapers* in big cities.
Providing shelter for their children was the first thing they did.
Poverty *breeds* crime as stagnant water breeds mosquitos.
They *white-washed* their guilt by trying to help the sick.
People go to America *pursuing* new opportunities.
They don't want any more material *acquisitions*.
Burglaries are one of the dangers of living in a big city.
They used their *spare* time fishing.



44.8.2.1. Choose the word that best fits in the incomplete sentence below.

- | | |
|------------|--------------|
| spare | breed |
| pursuing | burglaries |
| skyscraper | white-washed |
| providing | source |
| goal | acquisition |

1. Immigrants are a _____ of vitality and talent for a country.
2. Architects have tried to find a solution building. _____
3. Migrants have food enough to _____ for the winter.
4. Persons who commit _____ usually end up in prison.
5. Crime and disorder _____ more crime and disorder in big cities.
6. They worked hard _____ food, shelter and education for their children.
7. His _____ is to become a lawyer.
8. She came _____ a better education for her daughter.
9. Material _____ should not be so important.
10. They _____ their sins by an alleged life of penitence.

44.8.3. STRUCTURES

PUNCTUATION

OTHER USES OF QUOTATION MARKS

1) Quotation marks may be used for the purpose of calling the attention of the reader to words defined by the author, or to special or technical terms that may be new to the reader.

Ex.: *"Pick-pocket" is the name they have given to a large handbag.*
The "burglar's nest" was found in the core of the city.

2) Any direct quotation from another writer is enclosed in quotation marks. It is better to use a colon before it, rather than a comma, especially if the quotation is more than one sentence.

Ex.: *The best slogan they had was: "Together, we can do it."*
When the immigrants arrived, they wrote home: "We have found a new hope and a new life."

3) Quotations used within other quotations are enclosed in single quotation marks. Use a comma before using the single quotation and before closing it.

Ex.: *"Tell me who said, 'Freedom and Justice for all,'" demanded Peter.*
"The men inside the mine shouted 'Help'" the worker said.

Particular Objective 3.0.

44.8.3.1. Mark all the necessary punctuation in the following exercise.

1. These newly-weds started a new life in the country
2. It seems that Chanel skirts are here to stay
3. Many young people live in communities now



4. When Neil Armstrong stepped on the Moon he said One small step for man one giant leap for mankind
5. Ghandi used to say to his followers in India Never use violence Be patient and things will gradually change
6. You remember he said There will be an exam next week Paul explained.
7. Rose added The children at the parade cried Hurrah enthusiastically
8. The girl told the teacher We were late and mother cried Hurry up

44.8.4. SPECIAL DIFFICULTIES

INCREASING YOUR VOCABULARY

The suffix *-IVE* changes some verbs into adjectives.

<i>Verb</i>	+	<i>IVE</i>	<i>Adjective</i>
restrict		IVE	restrictive
progress		IVE	progressive

Some words have spelling changes before the *IVE* suffix:

produce	IVE	productive
destroy	IVE	destructive
describe	IVE	descriptive
deduce	IVE	deductive

Words ending in *DE* change *DE* to *S* before the *IVE* suffix:

conclude	IVE	conclusive
illude	IVE	illusive
divide	IVE	divisive
corrode	IVE	corrosive

Particular Objective 4.0.

44.8.4.1. Make the necessary changes to give an "adjective" meaning to the following words. You may use your dictionary.

prevent	suggest
imitate	express
invent	induce
protect	conclude
erode	evade
indicate	investigate



collect
possess
oppress

depress
delude

Particular Objective 4.0.

44.8.4.2. Use the underlined verbs to form adjectives and complete sentences.

1. It is good to **prevent** fires. Not smoking in a crowded room is a _____ measure.
2. Wind and rain **erode** the ground; this _____ process changes the surface of the Earth gradually.
3. Man usually likes to **possess** goods and his _____ attitude sometimes makes him act wrongly.
4. It is important to **express** your feelings; _____ people seem happier.
5. They **collect** many things and their _____ habits have related them to a lot of interesting persons.
6. It is better to **conclude** something when you know all the facts, then your _____ opinion will be fair.
7. Good writers can **describe** situations easily and their _____ writings are enjoyable.
8. It is necessary to **protect** children from illness; one _____ way is to vaccinate them.
9. A country has to **produce** as much as possible; a _____ nation will get ahead easily.
10. Apes seem to imitate humans and their _____ ways are very convincing.

The suffix -OUS changes nouns to adjectives:

<i>Noun</i>	+	OUS	<i>Adjective</i>
splendor		OUS	splendorous
danger		OUS	dangerous
marvel		OUS	marvelous

hazard	OUS	hazardous
joy	OUS	joyous

Some words add I, or E before the OUS suffix:

grace	OUS	gracious
space	OUS	spacious
right	OUS	righteous

Some words have spelling changes before the OUS suffix:

mischief	OUS	mischievous
number	OUS	numerous
ambition	OUS	ambitious
fable	OUS	fabulous

Some words omit the final E before adding the OUS suffix:

fame	OUS	famous
virtue	OUS	virtuous
scruple	OUS	scrupulous

Some words ending in ITY omit this ending before the OUS suffix:

spontaneity	OUS	spontaneous
credulity	OUS	credulous
homogeneity	OUS	homogeneous
ingenuity	OUS	ingenious
ambiguity	OUS	ambiguous

Particular Objective 4.0.

44.8.4.3. Make the necessary changes to give an "adjective" meaning to following words. You may use your dictionary.

victory	danger
humor	splendor
adventure	mischief



desire
virtue
fame
ambition
grace
right

homogeneity
credulity
ingenuity
hazard
number
spontaneity

Particular Objective 4.0.

44.8.4.4. Use the italicized nouns to form adjectives.

1. Her *desire* was very human, because women are _____ by nature.
2. Their *scruples* were logical, since they are very _____ people.
3. His *fame* was widely known, but he didn't care about being _____.
4. *Courage* is needed, but it is difficult to be _____.
5. *Spontaneity* in an actor is necessary, but not all of them are _____ actors.
6. *Cancer* has been a fatal disease, but there seems to be hope for _____ people now.
7. *Industry* has contaminated big cities, but _____ people contribute to the growth of a nation.
8. The tremendous *fury* of the shark, suggested _____ attacks on swimmers.
9. More recreation *space* is needed in big cities because houses and apartments are not very _____.
10. There was *joy* in their lives and they sang in a _____ manner.

44.8.5. TRANSLATION

Particular Objective 5.0.

44.8.5.1. Translate the following paragraphs.

Traveling

One of today's most interesting pastimes is traveling. It is an activity that gives many new feelings: the excitement of visiting foreign countries; meeting different people; learning new words; buying souvenirs and admiring personally, places, buildings, works of art we had seen many times in books, or in movies.

The first important thing to do when you plan a trip to a foreign country, or countries, is to learn about their geographical situation, principal cities, the weather you will find during the time of the year you make your trip. It is also helpful to find out about their inhabitants, their language, even though, you can make yourself understood in English almost anywhere in the world. Also try to read a little about their customs, their money and the most important places to visit in each city. A travel agency can be of great help at this point.

Plan everything ahead and make schedules, this way you will be able to make the best of your time and your money.

But, above all, never compare a new country to your country or to one you have visited previously; comparisons are never good, they might not be fair, and they are not welcome anywhere.

Take from each country the good things it has to offer, ignore the bad ones and display the best attitude possible towards the persons you meet on your trip, they will almost surely do their best to make your stay in their country unforgettable.



Answers to exercises

44.7.1.1.

1. Why is America called a continent of immigrants?
Because thousands of immigrants come every year to settle here permanently.
2. Why did many people move to the West?
Looking forward to better opportunities, for new land to settle on; dreaming of the chance to own a home.
3. What inhabitants did Colonial America have?
Colonial America had a curious combination of people; thrifty puritan farmers; rich southern planters; hardy frontiersmen; strong sailors, masters of sailing ships, mechanics, merchants, ministers and school masters.
4. Who was a constant menace to the first settlers of America?
The Indians were a constant menace to the first settlers of America.
5. Who won the struggle between Indians and settlers?
The white men won the struggle.
6. What was found in California?
Gold was found in California.
7. Where was oil found?
Oil was found in Pennsylvania, Texas, California and Oklahoma.
8. What other metals did they find?
They also found silver, zinc and copper.
9. What was the character of the colonists like?
The colonists were courageous and had hardiness and determination of character.
10. What did colonial men believe in?
They believed in freedom in politics or matters of government.

44.7.2.1.

1. The sailor was a *hardy* man.
2. The decision to find security *encouraged* them to migrate.
3. The climate in California was *healthful*.



4. The battle had *bitter* consequences.
5. *Self-reliance* is important to get ahead in life.
6. The settlers had to be *thrifty* with their earnings.
7. The *crops* were good every year.
8. The wild country was a *menace* to the settlers.
9. The *immigrants* came from Europe.
10. Many *settlers* had trouble with the weather.

44.7.3.1.

1. "They came late," she said, "but the movie hadn't started."
2. "Margaret is not here anymore," she informed us.
3. "Mary must not go out," he told them, "she has to study."
4. "It is late," she repeated, "and I have a class tomorrow."
5. John was very upset and he replied, "I won't do any extra work next month"; and he slammed the door.
6. The colonists asked, "Where can we build a church?"
7. The man shouted, "There's fire in the woods!"
8. Do you remember asking, "How far do we have to go?"
9. "Spring is here. Smell the flowers," she cried!
10. The magazine had an article on "Youngsters and their Fears."
11. She wrote the chapter about, "Suggestions for Writing Papers."
12. The essay was on "Modern Architecture."
13. The last story I read was "The Frontier Days."
14. The poem was called "The New Land."
15. The song they played was "A Hard Day's Night."

44.7.4.1.

1. The members of the family should always *keep in touch with* each other.
2. She told the boy to *let* the puppies *alone*.
3. It was *made known* that gold was found in California.
4. *Many Americans* go in for *traveling as a hobby*.
5. My new neighbor had to *put up with* the noise of my children and dogs.
6. It is common to see people *run away* from their problems.
7. They have to *work out* the problems on the chalkboard.
8. Some immigrants *settled on* fertile soil.
9. She *looks forward to* receiving his letter soon.

10. They had to *let go of* the cattle after the rain.

44.7.5.1.

1. Los inmigrantes tienen que soportar muchas dificultades en un nuevo país.
2. Esperaban recibir noticias de casa.
3. Ella tuvo que dar a conocer que iba a abrir una tienda.
4. Es difícil encontrar solución para todo.
5. Ellos se habían establecido en la tierra con una escritura (título de propiedad).
6. Los indios tuvieron que huir hacia el profundo bosque.
7. Tenían que dejar de molestar a los hombres trabajando en los nuevos campos.
8. Tuvo que soltar a los caballos para que pudieran tomar agua.
9. A los inmigrantes les gusta estar en contacto con sus familias.
10. A los hombres generalmente les gusta ir de cacería y de pesca.

44.8.1.1.

1. How many immigrants go to the United States every year?
More than 400,000 legal immigrants arrive every year.
2. What is the goal of the new immigrants?
Their goal is the desire of finding a new life; they wish to acquire a better instruction and a higher economic level.
3. What has constant immigration contributed to?
Constant immigration has contributed to vitality and talent.
4. What are American migrants running away from?
American migrants are running away from the big problems in cities: crime, pollution, impersonality and isolation.
5. What are these new migrants looking for?
These new migrants are looking for a better life in smaller, sunnier, safer, healthier places.
6. What have they realized?
They have realized that smaller and quieter home pleasures are more important than ambition and acquisition.
7. Name the most common reasons for this migration to the country.
The most common reasons for this migration to the country are: crime, burglaries, overcrowded schools, children exposed to drugs; pollution



and noise; heavy taxes and high costs of living:

8. Why do they want more spare time?
They want more spare time and the freedom to use it however they want to.
9. Where do they usually get their food?
They grow their own food.
10. What have they found?
They have found the real essence of life and a new confidence in themselves and in humanity.

44.8.2.1.

1. Immigrants are a *source* of vitality and talent for a country.
2. Architects have tried to find a solution building *skyscrapers*.
3. Migrants have food enough to *spare* for the winter.
4. Persons who commit *burglaries* usually end up in prison.
5. Crime and disorder *breed* more crime and disorder in cities.
6. They worked hard *providing* food, shelter and education for their children.
7. His *goal* is to become a lawyer.
8. She came *pursuing* a better education for her daughter.
9. Material *acquisition* should not be so important.
10. They *white-washed* their sins by an alleged life of penitence.

44.8.3.1.

1. These "newly-weds" started a new life in the country.
2. It seems that "Chanel skirts" are here to stay.
3. Many young people live in "communities" now.
4. When Neil Armstrong stepped on the Moon, he said, "One small step for man, one giant leap for mankind."
5. Ghandi used to say to his followers in India, "Never use violence. Be patient and things will gradually change."
6. "You remember he said "There will be an exam next week,"" Paul explained.
7. Rose added, "The children at the parade cried, 'Hurrah! enthusiastically.'"
8. The girl told the teacher, "We were late and mother cried 'Hurry up!'"

48.8.4.1.

- | | |
|-------------------------------|-------------------------------------|
| prevent- <i>preventive</i> ; | suggest- <i>suggestive</i> ; |
| imitate- <i>imitative</i> ; | express- <i>expressive</i> ; |
| invent- <i>inventive</i> ; | induce- <i>inductive</i> ; |
| protect- <i>protective</i> ; | conclude- <i>conclusive</i> ; |
| erode- <i>erosive</i> ; | evade- <i>evasive</i> ; |
| indicate- <i>indicative</i> ; | investigate- <i>investigative</i> ; |
| collect- <i>collective</i> ; | depress- <i>depressive</i> ; |
| possess- <i>possessive</i> ; | delude- <i>delusive</i> . |
| oppress- <i>oppressive</i> . | |

44.8.4.2.

1. It is good to prevent fires. Not smoking in a crowded room is a *preventive* measure.
2. Wind and rain erode the ground; this *erosive* process changes the surface of the Earth gradually.
3. Man usually likes to possess goods and his *possessive* attitude sometimes makes him act wrongly.
4. It is important to express your feelings; *expressive* people seem happier.
5. They collect many things and their *collective* habits have related them to a lot of interesting persons.
6. It is better to conclude something when you know all the facts, then your *conclusive* opinion will be fair.
7. Good writers can describe situations easily and their *descriptive* writings are enjoyable.
8. It is necessary to protect children from illness; one *protective* way is to vaccinate them.
9. A country has to produce as much as possible; a *productive* nation will get ahead easily.
10. Apes seem to imitate humans and their *imitative* ways are very convincing.

44.8.4.3.

- | | |
|---------------------------------|-----------------------------------|
| victory- <i>victorious</i> ; | danger- <i>dangerous</i> ; |
| humor- <i>humorous</i> ; | splendor- <i>splendorous</i> ; |
| adventure- <i>adventurous</i> ; | mischief- <i>mischievous</i> ; |
| desire- <i>desirous</i> ; | homogeneity- <i>homogeneous</i> ; |
| virtue- <i>virtuous</i> ; | credulity- <i>credulous</i> ; |



fame-*famous*;
ambition-*ambitious*;
grace-*gracious*;
right-*righteous*;

ingenuity-*ingenuous*;
hazard-*hazardous*;
number-*numerous*;
spontaneity-*spontaneous*.

44.8.4.4.

1. Her desire was very human, because women are *desirous* by nature.
2. Their scruples were logical, since they are very *scrupulous* people.
3. His fame was widely known, but he didn't care about being *famous*.
4. Courage is needed, but is difficult to be *courageous*.
5. Spontaneity in an actor is necessary, but not all of them are *spontaneous* actors.
6. Cancer has been a fatal disease, but there seems to be hope for *cancerous* people now.
7. Industry has contaminated big cities, but *industrious* people contribute to the growth of a nation.
8. The tremendous fury of the shark, suggested in the film *ferocious* attacks on swimmers.
9. More recreation space is needed in big cities because houses and apartments are not very *spacious*.
10. There was joy in their lives and they sang in a *joyous* manner.

44.8.5.

Uno de los pasatiempos más interesantes de hoy es viajar. Es una actividad que da muchas nuevas sensaciones, la emoción de visitar países extranjeros; de encontrar gentes diferentes, de aprender nuevas palabras; de comprar recuerdos y admirar personalmente, lugares, edificios, obras de arte que habíamos visto muchas veces en libros o en películas.

La primera cosa importante que hay que hacer cuando se planea un viaje a un país o países extranjeros, es aprender acerca de su situación geográfica, ciudades principales, la temperatura que se encontrará durante el tiempo del año en que se hará el viaje. Es también útil averiguar acerca de sus habitantes, su idioma, aún cuando es posible hacerse entender en inglés en casi cualquier parte del mundo. También tratar de leer un poco acerca de sus costumbres, su moneda y los lugares más importantes que visitar en cada ciudad. Una agencia de viajes puede ser de gran ayuda en este punto.

Planea(e) todo por adelantado y haz (haga) horarios, de este modo serás (será) capaz de lograr lo mejor de tu (su) tiempo y tu (su) dinero.

Pero, sobre todo, nunca compares (compare) un nuevo país con tu (su) país o con alguno que ha(s) visitado anteriormente; las comparaciones nunca son buenas, pueden no ser justas y no son bien recibidas en ningún lado.

Toma(e) de cada país las cosas buenas que tiene que ofrecer, ignora(e) las malas y despliega(ue) la mejor actitud posible hacia las personas que conozca(s) en tu(su) viaje, ellas, casi seguramente, harán lo mejor porque tu (su) estancia en su país sea inolvidable.



UNIT XLV



General Objectives

After studying this unit, the student will be able to:

- 1.0 Understand the readings included in 45.9.1. and 45.10.1.
- 2.0 Use correctly in oral and written forms, the words included in 45.9.2. and 45.10.2.
- 3.0 Use the structures included in 45.9.3. and 45.10.3.
- 4.0 Use efficiently in oral and written forms, the words and expressions included in 45.9.4. and 45.10.4.
- 5.0 Translate the sentences and paragraphs included in 45.9.5. and 45.10.5.

Module 9

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

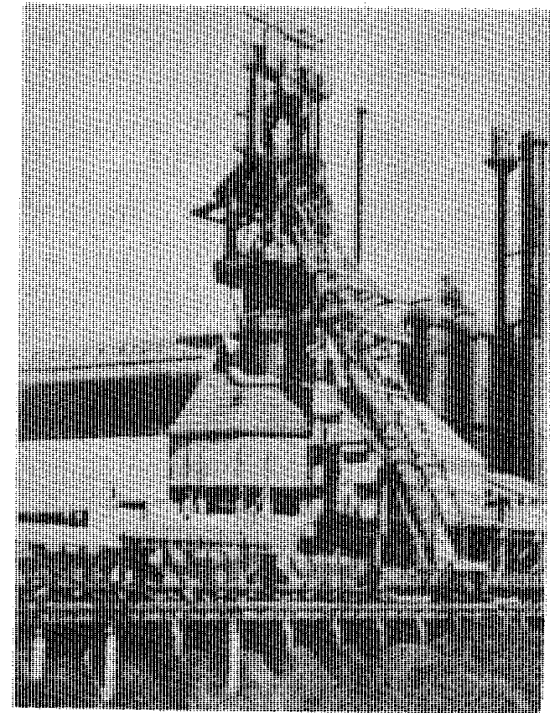
- 1.0 Answer with complete statements, the questions based on the reading. "Steel: Past, Present and Future: Part One".
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Use the necessary marks in given sentences:
 - a. parenthesis
 - b. brackets
- 4.0 Fill in each blank in the given sentences with the appropriate idiomatic expression, according to the meaning of the word shown in parenthesis.
- 5.0 Translate the given sentences.



45.9.1. STEEL: PAST, PRESENT AND FUTURE (Part One)

Iron is the fourth largest existent element on Earth, and steel is iron's main alloy. There are several big mineral deposits in our country, and our steel industry is growing rapidly to reach self-sufficiency.

A very important factor in the industrialization of iron is having adequate means for transporting the mineral to the plants. This is one of the points that should be taken into account when thinking about the establishment of a steel plant.



The blast furnace is fed from the top with a charge of purified ore, coke and limestone.



But, let's talk a little about the process of making steel itself. As you might know, the starting point is the ore mineral. Ores can be very complex and contain more than one important metal, as well as considerable amount of worthless material. Therefore, to obtain a pure metal it may be necessary to take apart the worthless portion of the ore.

There are several very important methods for concentrating the mineral. This process is called beneficiation. Beneficiation reduces the ore bulk and leaves a high-grade, concentrated product.

Pig iron, the basic raw material from which all cast iron, wrought iron, and steel is made, is produced from iron ore in the blast furnace. Pig iron is weak and brittle which makes it inadequate to be used for structural purposes. It is usually poured into large vessels and taken while still molten to make cast iron, or to the refining furnaces for making steel. If it cannot be used immediately, it is cast into blocks or pigs, which may be remelted later.

As we have stated, beneficiation is performed in blast furnaces. But, what is a blast furnace like? It is a vertical cylindrical tube which uses a forced blast (explosion) to produce molten iron which may be converted into steel.

This furnace is fed from the top with a charge of purified ore, coke and limestone. The limestone is a flux that helps reduce the iron oxide. Then, hot air is blown in at the bottom in order to conduct heating, reduction and melting within the furnace body. This hot air also helps carry the gases upward. The molten iron and impurities are drawn off separately at the bottom as they accumulate.

Although this is the main and basic process for steel making, new studies are continuously being done in this field.

In 1856, Karl Wilhelm Siemens patented the open-hearth furnace, which eventually became the largest producer of steel. The most outstanding characteristic of this furnace is the intense heat obtainable by its regenerative process. Here, the flame burns above a shallow vessel which contains the charge of pig iron, steel scrap, iron ore and flux. While the charge is being

melted, some impurities act as the flux which form a slag that is gathered at the sides of the furnace. Then, the steel is taken apart from the slag to be molded into ingots. This process takes more time, but it makes much better steel and is the method most commonly used

But how can we, from a mass of molten steel, make rods and beams for bridges and heavy structures? After the steel has been put under great pressure to take apart any remaining impurities and pressed thoroughly, it is ready for shaping.

Later, the steel is put through a rolling mill. Since it is very hot, it can be squeezed into various shapes. Steel can be shaped into rods, big and small ones, or it can be cast into any desired shape or rolled out into sheets of varying thickness. Some very modern ways have been found to make steel articles from ore by one continuous process.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

45.9.1.1. Answer the following questions in complete statements, based on the reading.

1. What is the starting point in the steel making process?

2. Why may it be necessary to remove the worthless part of the ore?

3. Explain what beneficiation is.

4. Where is pig iron produced?

5. Why is pig iron inadequate for structural purposes?

6. Name the components of the charge put into the blast furnace.



7. How does the limestone work in the process?

8. Why is hot air blown into the furnace?

9. Name the most outstanding feature of the open-hearth furnace.

10. Describe the steel making process in an open-hearth furnace.

45.9.2. VOCABULARY

Observe the following words and their definitions.

<i>alloy</i>	A substance composed of two or more metals (sometimes a metal and a non-metal) which have been mixed by fusion, electrolytic deposition, or the like.
<i>ore</i>	A metal-bearing mineral or rock.
<i>cast</i>	The act of founding; something shaped in a mold while in a fluid or plastic state.
<i>blast furnace</i>	A vertical, steel, cylindrical furnace using a forced blast to produce molten iron.
<i>coke</i>	The solid product resulting from the distillation of coal in an oven.
<i>limestone</i>	A rock consisting chiefly of calcium carbonate.
<i>open-hearth furnace</i>	A furnace with two openings at each end and to admit fuel and air. Combustion takes place over the molten metal charge.
<i>flux</i>	A substance used to promote the fusion of metals or minerals.
<i>pig iron</i>	Iron produced in a blast furnace, which is poured into special molds to make wrought iron, cast iron or steel.
<i>ingot</i>	The casting obtained when melted metal is poured into a mold.



Now, read and analyze the same terms as used in the reading.

Mexico's steel production is growing each year. New steel *alloys* are being discovered.

There was plenty of *ore* mineral in the northern part of the country.

Mr. Kenney has to be called up immediately. There is a lot of trouble in *casting* the production today.

He decided to give up his present job to start working in the *Blast Furnace* Department.

We need double the amount of *coke* for this production of steel.

Limestone is brought from mines in Coahuila.

The open-hearth furnace was patented in 1856. At present is one of the main ways of making steel.

Limestone is a *flux* that helps reduce iron oxide.

Pig iron works as the basic raw material from which cast iron, wrought iron and steel are made.

We could look at the *ingots* while they were still hot and red.

Particular Objective 2.0.

45.9.2.1. Choose from the list the correct word that best completes each sentence.

alloy

ores

cast

blast furnace

pig iron

coke

open-hearth furnace

flux

limestone

ingot

1. Low grade _____ usually require further treatment to improve their chemical composition.
2. A _____ is a vertical cylindrical tube, from the top of which, iron ore, _____ and _____ are charged while hot air is fed into the bottom.
3. _____ is very brittle because it is very rich in carbon and any plastic deformation cannot be made.

4. Refined steel is poured into an _____ mold made from iron to make the desired shape of ingot.
5. In 1856, Karl Wilhelm Siemens patented the _____
6. Steel is iron's main _____.
7. Limestone becomes very important as _____ in the steel making process.



45.9.3. STRUCTURES

THE PARENTHESIS

Observe the following examples. Notice the use of the parenthesis.

... which uses a forced blast (explosion) to produce molten iron.

I am enclosing two hundred dollars (\$200.00) for your personal expenses.

Mr. Bowers (who developed the new method) lectured to us about his experiment.

1. Parenthesis are used to enclose comment or explanation connected with the sentence or paragraph. They also enclose figures in a list and numerals used to avoid misreading when numbers are spelled out. Examples:

The blast furnace (the company had expanded it only two years ago) was not big enough for the desired production.

The oil company refused to buy the land (1) because the owner had no legal title of the property and (2) because it was too far from the company's other wells.

I hereby agree to pay a sum of three thousand dollars (\$3,000.00) on receipt of title.

2. Use parenthesis around a definition of a word or phrase when it is given as an additional explanation. Example:

Spanish speakers are frequently misled by English words which have cognates in their language, for instance, actual ("real") and assist ("help").

BRACKETS

1. Brackets are used to enclose material inserted within a quotation to explain or correct it, or to enclose a parenthesis within a parenthesis. Examples:



"He [Andrew Jones] was a newspaper reporter in New York City in 1973."

The school he attended (Ferrytown High School [the newest one in the county]) now has an enrollment too large for the staff.

2. The word *sic*, Latin for "thus" or "so", put in brackets within a quotation indicates that the material has been copied exactly from the original. Example:

"Neil Armstrong [sic] was the first man to step on the Moon."

Particular Objective 3.0

45.9.3.1. Insert parenthesis and brackets where necessary in the following sentences.

1. You should this is important notify him immediately about the meeting today.
2. An athlete a true athlete must be more than an expert.
3. The company paid him two hundred and fifty dollars \$250.00 for the work.
4. Doctor Higgins began his lecture: "He as usual the doctor didn't say whom he was talking about has an example of the strange disease."
5. The Bessemer process named after Sir Henry Bessemer who developed this refining process requires no fuel.

45.9.4. SPECIAL DIFFICULTIES

IDIOMATIC EXPRESSIONS AND TWO-WORD VERBS

As we have stated, an idiomatic expression has to be dealt with as a whole unit of meaning. Now we are adding the study of two-word verbs, which have already been talked about in previous units. Again, remember that the verb and the prepositions or the adverbs used as a particle of the verb are considered a whole and new unit of meaning as well.

One of the characteristics of two-word verbs is that almost all of the words which make them up are short and very common. For instance: *back, be, break, bring, call, carry, catch, come, cut, do, draw, fall, figure, get, give, go, have, hold, keep, let, look, make, pick, put, run, see, set, stand, take, talk, throw, try, turn* and *work*. The most used particles are: *about, across, along, around, at, away, back, by, down, for, in, into, of, off, on, out, over, through, to, up, with*.

Observe that in some combinations the particle may change its position in the sentence, while with others it can not. We may say, for instance, "Sarah will call up her friends" or "Sarah will call her friends up" and still have the same meaning. This kind of two-word verb is called *separable* because a noun may separate the particle from the verb.

However, we can only say: "She loves to run into (meet) her friends." Here we cannot shift the position of *into* and have the same meaning. This kind of verb is called *inseparable* because a noun may not separate the particle from the verb.

Still, there is another difference between the two kinds of two-words verbs. That is when a short, one syllable pronoun like *me, you, him, us* and *them* is used as an object. The pronoun is placed before a separable particle while it is placed after an inseparable particle. Unfortunately, there is no sure way of determining whether a two-word verb is separable or inseparable. Observation may be the only clue in this matter. Listen to speakers and read



newspapers, magazines and books to get helpful hints and clues for their usage.

Now, read and study the following expressions and verbs and their explanations.

- put together:** To assemble
- take into account:** To consider
- take apart:** To separate
- pull down:** To demolish, destroy; earn; lower
- draw off:** To move, as under a pulling force
- point out:** To indicate
- break in:** To adjust through usage; to train
- be named after:** To be given the same name as another
- think up:** To invent, discover, make up
- hold on:** To grasp; wait, pause

Observe the sentences below. Analyze how the same verbs and expressions are used in context.

Please **put** those remaining parts **together**. I want to know what the whole piece looks like.

He just couldn't **put** the pieces **together**. That puzzle was too hard for him.

You must **take** that factor **into account** when thinking about establishing a steel plant.

Don't **take** your traveling expenses **into account**. I'll pay them.

It is necessary to **take apart** the impurities.

After **taking** the pieces **apart**, he arrived at the conclusion: it was all broken.

They **pulled down** the old houses and built modern apartment buildings.

The molten iron and impurities are **drawn off** separately at the bottom of the furnace.

It is important to **point out** the big necessities for steel that our country has.

Mr. Harris **pointed out** all the major improvements the company had made.

I can't walk with these new shoes. I'll have to **break** them **in**.

Chief Sanders is **breaking** the new technician **in** this week.

That furnace **was named after** Sir Henry Bessemer.

Are you going to **name** the baby **after** his father?

I wish I could **think up** a good excuse for my tardiness.

Who **thought** that **up**? It was really interesting!

Hold on, I will call her to the telephone.

The old woman **held on** nervously as we crossed the street.

Particular Objective 4.0.

45.9.4.1. Complete the following sentences with the correct expression or verb. Observe the meaning in parenthesis.



5. The combustion failed because they didn't _____ the increase of heat. (consider)
6. Would you mind _____ them _____ for me? (adjust)
7. The baby _____ his toy _____. (separate)
8. This stairway is dangerous. _____ to me. (grasp)
9. The molten iron was _____ at the bottom. (move)
10. Mr. Rivers _____ his old house to build a new one. (demolish)

45.9.5. TRANSLATION

Review the vocabulary and special difficulties sections of this lesson. Remember not to translate word by word, but by context of the complete idea.

Particular Objective 5.0.

45.9.5.1. Translate the following sentences.

1. I knew she couldn't have thought that up.

2. Please take my present situation into account before you make any judgment.

3. He was holding on in line while I was looking for the doctor.

4. We'll have to take the furnace apart to make the repairs.

5. Would you help me break the new engineer in?

6. Who is this process named after?

7. Impurities have to be drawn off.

8. She didn't point out the disadvantages of traveling by train.

9. It won't be necessary to pull the building down. We can repair it thoroughly.

10. Can you put those parts together right now?



Module 10

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

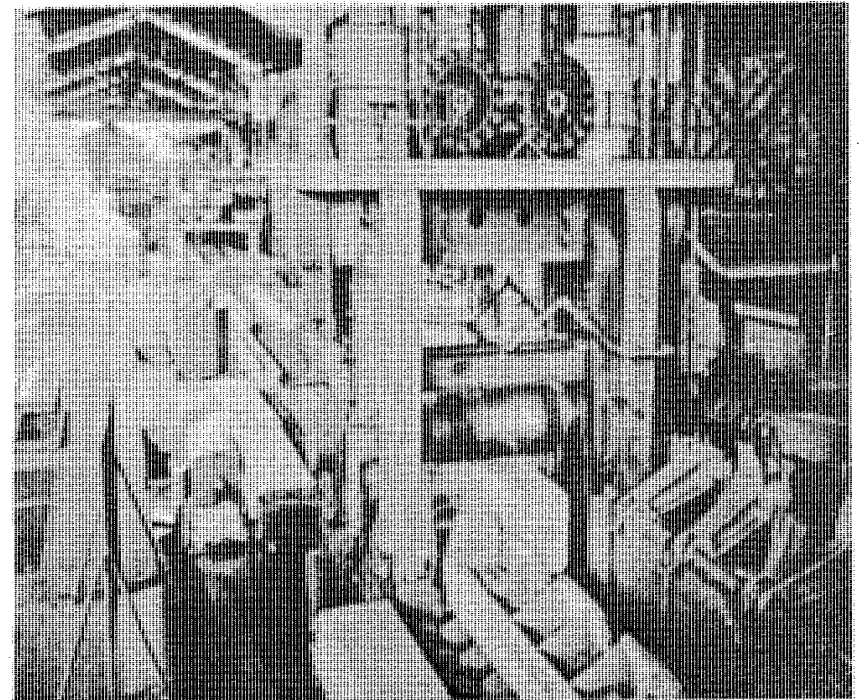
- 1.0 Answer with complete statements, the questions based on the reading:
"Steel: Present, Past and Future: Part Two."
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Use the necessary marks in given sentences:
 - a. dash
 - b. hyphen
- 4.0 Form verbs from a given list of words, by adding the suffixes - IZE - ISE.
- 5.0 Translate the given text.



45.10.1. STEEL: PAST, PRESENT AND FUTURE (Part Two)

The modern technical advances in transportation, space travel, nuclear energy and in our daily lives, ask for a bigger and wider uses of new steel alloys, which must be stronger, lighter, heat and corrosion resistant and more flexible.

At present, the steel industry is meeting those necessities but continuous studies and analysis for new methods in steel making are being performed. These new processes will have to be more rapid, economical, and above all, they will have to avoid air pollution.



New processes in steel making will have to be more rapid, economical, and, above all, they will have to avoid air pollution.



Among some of the new methods for the production of steel, we can name the Bessemer Converter Process, the Electric Furnace Process and the LD Converter (Linz-Donawitz) or Basic Oxygen Furnace Process.

The Bessemer process (named after Sir Henry Bessemer who developed this refining process) requires no direct heating. The heat is supplied by the oxidation of the impurities of the pig iron. This factor makes the process rapid and simple, and sometimes the pig iron is refined in a Bessemer before being charged into the basic open-hearth or the electric furnace. All the process is very quick, and steel can be produced in about fifteen minutes. To be sure everything will be just right, the process can be stopped at any point and a small sample of the mass can be tested.

Likewise, the development of electric furnaces has been of great importance to the steel industry for melting and refining can be closely controlled.

On the other hand, the high cost of electric power may become a limitation for using this process. At present, it is mainly used for high-quality steel production. Instead of coke, the electric furnace is heated by carbon electrodes.

Still another modern process for producing steel is the Basic Oxygen Furnace or LD Converter (Linz-Donawitz). This is a modification of the Bessemer Converter and now one of the principal ways in big tonnage steel making. Pure oxygen is introduced on to the surface of the molten iron and heat is generated by oxidation of silicon, carbon and other impurities. The output ranges from 50 to 300 tons and since the operation time is very short, productivity is much higher than with other steel making processes.

Besides the advantages in productivity, another characteristic of this process is that the LD Converter provides a gas recovery system which helps a lot in avoiding and preventing air pollution.

There is hardly a way to list all the things that we can make out of iron and steel. However, at present, metallurgists are not only worried about

discovering new ways of steel making, but, above all, they are worried about making steel without destroying the Earth's atmosphere.

COMPREHENSION QUESTIONS

Particular Objective 10.0.

45.10.1.1. Answer the following questions in complete statements, based on the reading.

1. Name two of the most modern processes for steel making.

2. Who developed the Bessemer process?

3. Why is this process rapid and simple?

4. Why are electric furnaces of great importance for the steel industry?

5. What can be considered as a limitation for using the electric furnace?

6. Describe the Basic Oxygen Furnace.

7. Describe the steel making process in an LD Converter.

8. Why is productivity much higher with an LD Converter?

9. Name another important characteristic of the Basic Oxygen Furnace.

10. What are metallurgists worried about presently?



45.10.2. VOCABULARY

STUDY the following words and their definitions.

<i>fuel</i>	Combustible matter used to maintain fire, as coal, wood, oil, etc.
<i>sample</i>	A small part of anything intended to show the quality, size, style, etc.
<i>tonnage</i>	The capacity expressed in tons
<i>molten</i>	Liquified by heat; in a state of fusion
<i>output</i>	Production
<i>range</i>	Variations from a minimum to a maximum

NEXT, study these words as used in context.

It is not necessary to have *fuel* for making steel in the Bessemer process.

Do you know the *tonnage* of the new blast furnace?

Molten iron is used to produce steel.

We have to increase the *output* of that mill.

The output *ranges* from 50 to 300 tons.

We need a *sample* of the previous casting.

Particular Objective 2.0.

45.10.2.1: Fill in the blank with the word that best completes each sentence.

fuel
output

molten
sample



tonnage

range

1. There wasn't any _____ left. Therefore, we couldn't make the experiment on combustion.
2. Mr. Taylor is quite interested in doing research to improve the quality of _____ iron.
3. Include the exact _____ of the ship, please.
4. What is the steel _____ of Blast Furnace No. 3?
5. The output _____ does not go along with the capacity of the furnace.
6. If you need a _____ we can stop the process.

45.10.3. STRUCTURES

THE DASH

The dash (—) is used to indicate interruptions, to introduce summaries, and to set off parenthetical material.

1. The dash indicates quick changes in thought and breaks in construction. Be sure to use a pair of dashes if the interruption occurs within the sentence. Examples:

He said: "I will consider the—No, I won't either."

During his vacation—he must have been sick—he didn't go out at all.

2. The dash is used for special and dramatic emphasis. Sometimes it is an equivalent of the colon. Example:

Our fault, Duncan said, will have only one result—dismissal!

3. The dash is sometimes used before a summary of a preceding series. Example:

Attic fans, window fans, air conditioners—nothing could make him feel comfortable.

THE HYPHEN

A hyphen (-) is a mark of union. It indicates that words or their parts belong together. Do not confuse it with the longer dash.

1. Generally, a hyphen is used if part of the word is written at the end of a line and the rest at the beginning of the next line. Use only one hyphen. Example:

Last week some persons were inquiring about the number of children one had.



- Use a hyphen in compound numeral from *twenty-one* to *ninety-nine*, and with ordinals from *twenty-first* to *ninety-ninth*. Example:

I talked to twenty-three members of the class.

- A hyphen is generally used in expressions of clock time. Example:

He gets up at six-thirty every day.

- A hyphen is generally used in a construction that indicates degree. Example.

At present, it is mainly used for high-quality steel production.

Particular Objective 3.0.

45.10.3.1. Add the necessary dashes and hyphens.

- Let's go No, it's impossible now.
- This country is self sufficient in steel production.
- The LD Converter (Linz Donawitz) is also called the Basic Oxygen Furnace.
- Have you ever seen an open hearth furnace?
- She bought a blender, a mixer, an iron, a washing machine in summary, all kinds of electric appliances.

45.10.4. INCREASING YOUR VOCABULARY

USE OF *-IZE* AND *-ISE*

The ending *-IZE* is sometimes added to some words to form verbs. This suffix can be put apart from the verb and the word left has meaning in itself. In this case, the suffix is generally spelled with *z*. But, when the suffix cannot be separated from the word, it is usually spelled with *s*. This suffix gives the idea of "making" or "having the quality of". Examples:

modern	+	<i>ize</i>	<i>modernize</i>
ideal	+	<i>ize</i>	<i>idealize</i>
critic	+	<i>ize</i>	<i>criticize</i>
legal	+	<i>ize</i>	<i>legalize</i>

Particular Objective 4.0.

45.10.4.1. Add the correctly spelled suffix (*-ize* or *-ise*) to transform the following into verbs.

econom...	improv...
patron...	adv...
surpr...	comprom...
theor...	monopol...
apolog...	dev...



45.10.5. TRANSLATION

Read the following paragraphs several times.

Particular Objective 5.0.

45.10.5.1. Make a free translation from the reading.

Although metallurgy does not include the fabrication and putting together of finished products, the metallurgist must be able to supply many different metals with variations in their properties to meet the demand of the various items made of metal. In many situations, an alloy must be adapted to accomplish the requirements and satisfy the purposes of the article produced.

As a branch of engineering, metallurgy has a great deal to offer as a vocation. The field covers so wide a scope, that one cannot fall into a routine. Also, the growth of the industry and the constant demand for new and improved materials lead to stable employment and interesting challenges in research.



Answers to exercises

45.9.1.1.

1. What is the starting point in the steel making process?
It is the ore mineral.
2. Why may it be necessary to remove the worthless part of the ore?
It is necessary to obtain a pure metal.
3. Explain what beneficiation is.
It is a process for concentrating the mineral.
4. Where is pig iron produced?
It is produced from iron ore in the blast furnace.
5. Why is pig iron inadequate for structural purposes?
Because it is very weak and brittle.
6. Name the components of the charge put into the blast furnace.
It is fed with a charge of purified ore, coke and limestone.
7. How does the limestone work in the process?
It acts as a flux.
8. Why is hot air blown into the furnace?
It is blown into the furnace to conduct heating, reduction and melting.
9. Name the most outstanding feature of the open-hearth furnace.
Is the intense heat obtainable.
10. Describe the steel making process in an open-hearth furnace.
The flame burns above a shallow vessel which contains the charge of pig iron, steel scrap, iron ore and flux. Some impurities act as flux. Then, the steel is taken apart from the slag to be molded.

45.9.2.1.

1. Low grade *ores* usually require further treatment to improve their chemical composition.
2. A *blast furnace* is a vertical cylindrical tube, from the top of which, iron ore, *coke* and *limestone* are charged while hot air is fed into the bottom.
3. *Pig iron* is very brittle because it is very rich in carbon and any plastic deformation cannot be made.



4. Refined steel is poured into an *ingot* mold made from *cast* iron to make the desired shape of ingot.
5. In 1856, Karl Wilhelm Siemens patented the *open-hearth furnace*.
6. Steel is iron's main *alloy*.
7. Limestone becomes very important as *flux* in the steel making process.

45.9.3.1.

1. You should (this is important) notify him immediately about the meeting today.
2. An athlete (a true athlete) must be more than an expert.
3. The company paid him two hundred and fifty dollars (\$250.00) for the work.
4. Doctor Higgins began his lecture: "He (as usual the doctor didn't say whom he was talking about) has an example of the strange disease."
5. The Bessemer process (named after Sir Henry Bessemer [who developed this refining process]) requires no fuel.

45.9.4.1.

1. *named after.*
2. *put together.*
3. *think up.*
4. *pointed out.*
5. *take into account.*
6. *breaking them in.*
7. *took his toy apart.*
8. *hold on.*
9. *drawn off.*
10. *pulled down.*

45.9.5.1.

1. *Sabía que ella no podía haberlo inventado.*
2. *Por favor considera mi situación presente antes de hacer cualquier juicio.*
3. *El estaba esperando en la línea mientras que yo estaba buscando al doctor.*

4. *Tendremos que separar (desarmar) el horno para hacer las reparaciones.*
5. *¿Podrías ayudarme a entrenar al ingeniero nuevo?*
6. *¿En honor a quién se llama este proceso?*
7. *Las impurezas tienen que quitarse.*
8. *Ella no señaló las desventajas de viajar en tren.*
9. *No será necesario derrumbar el edificio. Podemos repararlo completamente.*
10. *¿Podrías ensamblar esas partes ahora mismo?*

45.10.1.1.

1. Name two of the most modern processes for steel making.
The Bessemer Converter Process and the Electric Furnace Process.
2. Who developed the Bessemer Process?
Sir Henry Bessemer.
3. Why is this process rapid and simple?
Because it requires no direct heating.
4. Why are electric furnaces of great importance for the steel industry?
Because melting and refining can be closely controlled.
5. What can be considered as a limitation for using the electric furnace?
The high cost of electric power.
6. Describe the Basic Oxygen Furnace.
It is a modification of the Bessemer converter.
7. Describe the steel making process in an LD Converter.
Pure oxygen is introduced into the surface of the molten iron and heat is generated by oxidation of silicon, carbon and other impurities.
8. Why is productivity much higher with an LD Converter?
Because the operation time is very short.
9. Name another important characteristic of the Basic Oxygen Furnace.
It provides a gas recovery system which helps avoid pollution.
10. What are metallurgists worried about presently?
They are worried about making steel without destroying the Earth's atmosphere.

45.10.2.1.

1. There wasn't any *fuel* left. Therefore, we couldn't make the experiment about combustion.



2. Mr. Taylor is quite interested in doing research to improve the quality of *molten* iron.
3. Include the exact *tonnage*, of the ship.
4. What is the steel *output* of Blast Furnace No. 3?
5. The output *range* does not go along with the capacity of the furnace.
6. If you need a *sample* we can stop the process.

45.10.3.1.

1. Let's go – No, it's impossible now.
2. This country is self-sufficient in steel production.
3. The LD Converter (Linz-Donawitz) is also called the Basic Oxygen Furnace.
4. Have you ever seen an open-hearth furnace?
5. She bought a blender, a mixer, an iron, a washing machine – in summary, all kinds of electric appliances.

45.10.4.1.

1. economize,
2. patronize,
3. surprise,
4. theorize,
5. apologize,
6. improvise,
7. advise,
8. compromise,
9. monopolize,
10. devise.

45.10.5.1:

A pesar de que la metalurgia no incluye la fabricación y ensamble de productos terminados, el ingeniero metalúrgico debe poder proveer muchos diferentes metales con variaciones en sus propiedades para satisfacer la demanda de los diferentes artículos hechos de metal. En muchas situaciones, una aleación debe adaptarse para llenar los requisitos y satisfacer los propósitos del artículo producido.

Como una rama de la ingeniería, la metalurgia tiene mucho que ofrecer como

vocación. El campo cubre una extensión tan grande que no se puede caer en la rutina. También, el crecimiento de la industria y la constante demanda de nuevos y mejores materiales lo llevan a un empleo estable y retos interesantes en la investigación.



UNIT XLVI



General Objectives

After studying this unit, the student will be able to:

- 1.0. Understand the readings included in 46.11.1. and 46.12.1.
- 2.0. Use correctly in oral and written forms, the words included in 46.11.2 and 46.12.2.
- 3.0. Use the structures included in 46.11.3. and 46.12.3.
- 4.0. Use efficiently in oral and written forms, the words and expressions included in 46.11.4. and 46.12.4.
- 5.0. Translate the words and paragraphs included in 46.11.5 and 46.12.5.

Module 11

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "Comets: Part One".
- 2.0. Choose from a given list the word that best completes each sentence.
- 3.0. Use the necessary marks in given sentences:
 - a. parenthesis
 - b. brackets.
- 4.0. Fill in each blank in the given sentences with the two-word verb, according to the meaning shown in parenthesis.
- 5.0. Translate the given sentences.

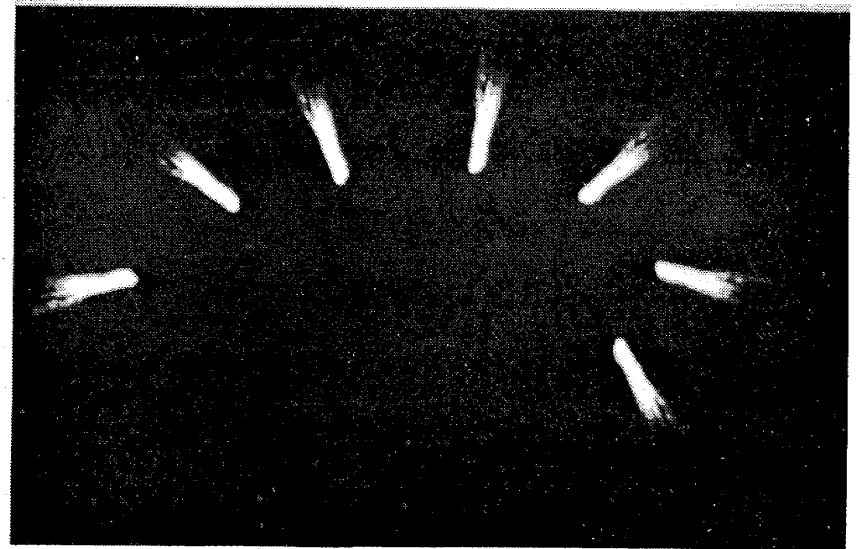


46.1.1.1. COMETS (PART ONE)

No one is sure what comets are made of, or where they come from. It is believed that they come from the outer zone of the Solar System and that they are samples of the primitive substance from which planets are formed.

The most common theory is that they are immense bodies formed by dust and frozen gases that move around the Sun, in elongated cigar-like orbits.

The word comet comes from the Greek word "kome" which means "longhaired." It is said that the head of a comet consists of a bright solid body called the "nucleus", surrounded by a veil or shining mist. The nucleus being formed of molecules of carbon, hydrogen, methane, ammonia and other gases. According to some astronomers, the nucleus is a ball of dirty snow formed by frozen substances and dust. As the comet approaches the Sun, the first layers of the nucleus are heated and the melted gases and dust form the tail of the comet, which becomes longer (as much as thousands of kilometers), as it nears the Sun.



As the comet moves along its orbit around the Sun, its tail moves radially outward



The tail always points in a direction away from the Sun, no matter which way the comet may be going. This is probably because the little particles of "star dust" (specks of solid matter that form the comet's tail), are driven away from the Sun by the solar wind. This force is known as the "mechanical pressure of light", and the tiniest bodies are unable to resist it.

Many comets go very near the Sun—so close, indeed, that they would certainly fall into it, if they were not traveling at such terrific speed, and before the Sun has time to grab them, they have shot around it. But first, they whirl around it and then dash off again, upon their long and endless journey into space. As they retreat, their speed lessens, until they are barely moving. Sometimes, however, a comet may be firmly grasped by a large planet, such as Jupiter, which may hold the wanderer back and send it whizzing throughout the limits of the Solar System; within the relentless hold of the Sun.

Thousands of comets move within the universe. The orbits of some are known; this way it can be foretold when they will return. Many others are seen for the first time, unexpectedly; some of these, after a first appearance, are broken into small fragments, for they are very fragile bodies.

A comet's orbit is never circular, it is either an ellipse, shaped like a very long, thin football; or like a parabola — a hairpin curve whose lines, no matter how far they may be extended, can never curve back upon themselves and meet again.

A comet traveling in an ellipse is sure to come back some day, if nothing happens to it, although its return may be a very long time off. But a comet whose path around the Sun is a parabola, is lost forever. Where the starry "tramps" may go, no one can say. Some astronomers believe they leave our Solar System and go traveling on to other suns across the universe, through the cold, dark depths of space.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

46.11.1.1. Write the answers to the following questions, based on the reading. Give complete statements.

1. What are comets?

2. What forms the "nucleus" of a comet?

3. What does the tail of a comet consist of?

4. How long can the tail of a comet be?

5. What kind of orbits can comets have?

6. According to astronomers, where do comets disappear to?

7. What happens when comets retreat from the Sun?

8. If the orbit of a comet is known, what can be done?

9. Why are some comets broken into small fragments?

10. Where does the word "comet" come from?



46.11.2. VOCABULARY

NOTICE the following words and their definitions.

<i>mist</i>	A precipitation much finer than rain; something that veils or obscures
<i>layer</i>	One thickness, one stratum of some substance
<i>speck</i>	A tiny particle, a spot
<i>grab</i>	Seize suddenly, obtain or get
<i>whirl</i>	Cause to revolve rapidly, rotate, a spinning movement or sensation
<i>grasp</i>	Seize and hold, clasp, possess
<i>whizzing</i>	Moving rapidly around, making a humming or hissing sound
<i>relentless</i>	Not giving up or not rendering
<i>tramps</i>	Travel about as vagabonds
<i>barely</i>	Only, just, hardly

Now study the same words used in context.

The flowers were covered by the morning *mist*.

The cake she made had three *layers*.

Her new earrings had dozens of diamond *specks*.

The boy went into the store and *grabbed* some oranges for his mother.

The dancers *whirled* as the music played faster and faster.

The baby *grasped* his bottle and drank the milk.



The old car went *whizzing* along the highway.
The *relentless* pressure of the roof on the walls was too great and the house fell.
Juvenile delinquents sometimes end up as *tramps*.
The girl was *barely* learning to walk when she broke her leg.

Particular Objective 2.0.

46.11.2.1. Choose the word that best fits in the incomplete sentences below, making any necessary changes.

<i>barely</i>	<i>speck</i>
<i>whirl</i>	<i>layer</i>
<i>tramps</i>	<i>mist</i>
<i>grasp</i>	<i>relentless</i>
<i>whizzing</i>	<i>grab</i>

1. The shark _____ its victim and swam away.
2. Comets _____ around the Sun and continue their journey.
3. The _____ had in mind a long trip this time.
4. The new 'Concorde' went _____ through the sky.
5. Some _____ of the Earth are very rich in minerals.
6. The _____ of her perfume filled the room.
7. Dust _____ are sometimes visible in the sunshine.
8. He _____ onto the moving bus.
9. The _____ traveling of the train broke the old bridge.
10. They had _____ arrived when the accident happened.

46.11.3. STRUCTURES

PUNCTUATION

USES OF PARENTHESIS () (Continuation)

Parenthesis are used to enclose explanations or comments that the writer does not want to stand out attracting attention in a sentence. They set off additional material which is separated in speech by a marked pause or break in thought.

1) Parenthesis are used to enclose numbers or letters in a series.

Ex.: *In order to make a good spaghetti, the following steps are necessary: (1) prepare a tasty tomato sauce; (2) drop spaghetti in a large pan with boiling salted water; (3) let it cook for twelve to fifteen minutes, stirring once in a while; (4) drain cooked spaghetti; 5) pour sauce over it (6) sprinkle with grated cheese and serve hot.*

2) When the material in parenthesis comes within a sentence, it is not begun with a capital letter or followed by a period. Commas and semicolons are used, as they are used in any sentence.

Ex.: *Some of the girls (she doesn't remember who) had to take a special course in mathematics.*

The astronomers (they say it was Whipple; others add it was Halley) discovered the Halley comet in 1682.

3) If the material enclosed in parenthesis is a question or an exclamation, question marks or exclamation marks are used within the parenthesis:

Ex.: *We expected to see a comet (was it the Kohoutek?), but it was not visible.*

*She liked to eat beans with maple syrup (ugh!).
They didn't want to go to school (who did?)*



4) Punctuation marks (commas, periods, semicolons, colons, etc.) that belong to the sentence come after the parenthesis, not before.

Ex.: *He earned one thousand dollars (a month), spent half of it and save the rest.*

*Rose was born in Roma (Texas, not Italy)!
Did she study her astronomy lesson (I don't think so)?*

Remember that parenthesis are effective when they are used occasionally. If you use them too often, they will become tiresome and may distract attention.

Particular Objective 3.0. a.

46.11.3.1. Mark the necessary parenthesis in the following sentences.

1) The best way to keep a diet is following these steps: a Don't make any substitutions in the diet, if they are not suggested b Don't eat anything between meals c Weigh yourself everyday to see the results you are obtaining.

2) The text books Mathematics, Biology, English, History, I and II; Spanish I, II and III were written by the school's professors.

3) He loved the girl Rose or Mary? but he was not loved.

4) They finally saw the comet after watching the sky for several nights. Hurrah!

5) Did they send the telegram congratulating or sympathizing with the astronomer?

6) When Neil Armstrong landed on the Moon, he said: "Tranquility Base here. *The Eagle* the name of the Moon landing craft has landed!"

USES OF BRACKETS.

1) Brackets are generally used to enclose an explanation, correction, or comment that has been inserted into quoted material.

Ex.: *"The most famous men in 1969, were the two astronauts who stepped on the Moon [Neil Armstrong and Edwin Aldrin]", the astronomer said.*

2) Brackets are also used as parenthesis within parenthesis.

Ex.: *There was a terrible earthquake in Central Europe (Italy, [Gemona, Osoppo, Buia] Austria, Yugoslavia and Switzerland).*

Particular Objective 3.0. b.

46.11.3.2. Mark the necessary brackets in the following sentences.

1. "The last comet seen three or four months ago was the West Comet," the astronomer said.

2. Three astronauts went on the Apollo 11 mission, (Aldrin and Armstrong Mike Collins stayed in the mother-craft *Columbia* landed on the Moon), which was a success.



46.11.4. SPECIAL DIFFICULTIES.

TWO-WORD VERBS. The following verbs have a very special meaning and should be considered as a unit speech.

<i>call off</i>	Cancel; to postpone
<i>pick up</i>	Gather; to collect
<i>go over</i>	Examine generally
<i>talk over</i>	Discuss
<i>take over</i>	Take charge of; to capture
<i>put away</i>	Store; to put apart; to deposit
<i>turn on</i>	Start; to connect
<i>turn off</i>	Stop; to disconnect
<i>give up</i>	Surrender; to abandon
<i>catch up</i>	Reach; to complete something pending

NOTICE how two-word verbs are used in the following context.

They had to *call off* the meeting until next week.

The astronomer *called off* his appointments and left the country.

The automatic shovel will *pick up* samples from the nucleus of the comet.

They *picked up* some rocks from the Moon on their expedition.

The scientists had *to go over* their notes.

I like *to go over* my work after I have finished it.



They stayed after the lecture and **talked over** the subject.
It is necessary **to talk over** any significant changes in our lives.

The substitute teacher **took over** and taught the lesson very well.
The lecturer became sick but the professor took **over** and spoke to the audience.

I believe it is time **to put away** our winter clothes.
He will **put away** his books for the summer.

People **turned on** their T.V. sets to see and hear the news of the comet.
Please **turn on** the light, it is getting dark.

They **turned off** their radios and went to sleep.
She **turned off** the heater because it was too warm.

The boys **gave up** and went home; they lost the game.
It is wise not to **give up** when things go wrong.

Some of the students had **to catch up** with the rest of the group.
We **caught up** with them before they got to the top of the mountain.

Particular Objective 4.0.

46.11.4.1. Complete the following sentences with two-word verbs which mean the same as the words in parenthesis. Make any necessary changes.

1. Please _____ your books, this is a review exercise. (store)
2. The exam will be _____ until next week. (postpone)
3. Their plan is to _____ samples from the nucleus of the comet. (gather)
4. Their mission is to _____ with the comet and take photos of it (reach)
5. It is advisable to _____ your notes before an exam. (examine generally)

6. Let's _____ this problem. (discuss)
7. I like to _____ the radio when I am alone. (start)
8. Don't _____ there's always hope for everything. (surrender)
9. Bill didn't have time to _____ the lights and he got a shock. (stop)
10. Their mother was sick and Patsy had to _____ the housework. (take charge of)



46.11.5. TRANSLATION

Particular Objective 5.0.

46.11.5.1. Translate the following sentences trying to give the special meaning of the two-word verbs used. Consult your dictionary.

1. It is difficult to catch up with so many things happening in the world now.

2. The elections were called off until September.

3. She had to pick up the clothes at the cleaner's.

4. Tim always goes over his lines before reciting the poem.

5. There was no present for her, but she didn't give up; and bought herself a new dress.

6. It is important to talk over family problems at home.

7. Rose didn't put away the food because there were more guests coming.

8. They turned on the air-condition unit because it was very hot.

9. "Who turned off the light?" a frightened little voice asked.

10. Men should take over keeping house, once in a while.



Module 12

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

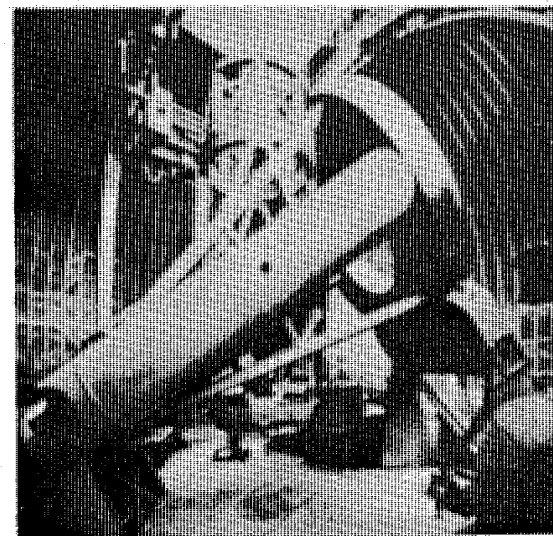
- 1.0. Answer with complete statements, the question based on the reading: "Comets: Part Two".
- 2.0. Choose from a given list the word that best completes each sentence, changing what is required.
- 3.0. Write according to the instructions given in 46.12.3.1.:
 - a. a business letter
 - b. a personal letter/informal note.
- 4.0. Change into verb form the given list of adjectives in italics, by adding the suffix- EN.
- 5.0. Fill in with verbs the blanks in the sentences, according to the adjective in italics, changing what is required.
- 6.0. Change into a verb form the given list of nouns or adjectives by adding the suffix –FY changing what is required.
- 7.0. Fill in the blanks in the sentences, changing what is required with:
 - a. hope
 - b. wait
 - c. expect
- 8.0. Translate the given paragraphs.



46.12.1. COMETS (Part Two)

In ancient times there was no explanation for such mysterious visitors of the sky, and because there was no accounting for comets, ignorance and superstition soon wove horrid fears about them. They were credited for bringing every known disaster to the human race: wars, famines, floods and plagues were said to come in their train. Yet, comets are almost harmless, in spite of their enormous size and their terrific speed. It is said that in 1861, the Earth passed through a comet's tail and the only thing that happened was a harmless shower of meteors. The chances of a collision between a comet and the Earth are very remote. It has been calculated that there is a possibility of collision with a comet every 50,000 years.

Of the periodic comets seen from the Earth, the most famous is the one that Edmund Halley (1656-1742), an English astronomer and mathematician, discovered. It appeared, brilliant and beautiful, in 1682. Halley realized, with the help of Sir Isaac Newton, that the orbit of this comet was the same as those of comets which had appeared in 1531 and 1607. Halley concluded that all three comets must have been the same, coming at regular intervals, to pay a visit to the Sun.



Using this telescope, Lubos Kohoutek discovered on March 7, 1973 a comet that would have given an unforgettable view.



Immediately, with great certainty, he foretold the return of the comet for the year 1758. By that time, Halley had died, but many eager eyes searched the skies, expecting the visitor. And there it was, on Christmas Eve, 1758. A punctual guest keeping its seventy-six year-old appointment with the Sun; traveling in a long, oval path from our Sun out to the other side of Neptune, and back. Halley's prediction had not been just a foolish guess.

A careful search into old records and ancient Chinese chronicles has shown that every return, but one, of Halley's comet has been recorded as far back as the year 240 B.C. Its last appearance was in 1910 and the next will be in 1986. No one can tell how many centuries it will keep up its flaming journey before it finally vanishes into the eternal night of space.

Some other known comets are: the "Encke", which is seen every three and a third years. The "West", visible in March 1976; the "Grigg-Skellerup", which will probably be seen in 1977.

In 1973, we were supposed to have seen a comet of exceptional splendor, the "Kohoutek", it was discovered on March 7, 1973, by the Czech astronomer Lubos Kohoutek. According to his predictions, it would be seen around the first days of December. The "Kohoutek" would appear as a star of first magnitude and its tail would float across the sky, giving an unforgettable view. This comet was much talked about, especially because it was going to be the first big comet that would be observed from the Earth and from space, with special instruments installed on satellites in orbit. Besides, the Skylab III Mission (on duty from November 9, 1973 to January 4, 1974) would be taken over to investigate the comet, focusing its solar telescopes on it.

But, despite all these preparations, the "Kohoutek" called off its appearance and could be observed only with the aid of very powerful telescopes.

The deceiving disappearance of this comet was probably due to the lack of brilliancy because of the excess of dust and gases that surrounded it, and didn't form a tail.

Astronomers, physicists and mathematicians have gathered trying to solve the many mysteries of comets. They have planned to send a space capsule with the purpose of catching up with the Encke comet on its wild race; take photos of it, dive into its tail and take samples of the gases that form it, to be analyzed; land on the nucleus and with a mechanical shovel, pick up samples from it; then, return to Earth.

Some daring astronauts have suggested that a manned-spaceship be sent rather than a space capsule, and they have requested to be included on that mission, claiming for themselves the right to be the first human beings to step on one of these fantastic wonders of the universe.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

46.12.1.1. Write the answers to the following questions based on the reading. Give complete statements.

1. What did ignorance attribute to comets?

2. How often is the Halley comet visible from the Earth?

3. Which comet do the astronomers expect to study with the help of a satellite in the near future?

4. How could the Kohoutek comet be observed?

5. What was the probable cause of the disappearance of the "Kohoutek"?

6. How far back was the Halley comet recorded?

7. What are astronomers, physicists and mathematicians trying to do?

8. What have they planned to send?



9. What have some astronauts suggested?

10. What have they requested?

46.12.2. VOCABULARY

NOTICE the following words and their definitions.

<i>famine</i>	Extreme scarcity of food, starvation
<i>flood</i>	A great volume of water overflowing land, a great out-pouring
<i>harmless</i>	Unable to harm
<i>collision</i>	Come into violent contact
<i>path</i>	Any tread, track, a footway
<i>vanish</i>	Fade from sight, disappear
<i>focusing</i>	Adjusting eyes, camera, etc., for clear vision, adjusting the focus of optical instruments
<i>despite</i>	In spite of, notwithstanding
<i>purpose</i>	Intend, mean, intended effect
<i>shovel</i>	A long-handled implement with a broad scoop

Now study the same words used in context.

Comets were blamed for *famines* because of ignorance.

The *floods* ruined all the crops last year.

Some animals are *harmless*.

The *collision* produced a terrible fire.

The *path* led to a beautiful cottage.

The "Kohoutek" *vanished* before we could see it.

The cameras were *focusing* on the horses in the race.



Despite all the trouble, we arrived on time.
Their *purpose* was to see the comet.
They picked up stones with the mechanical *shovel*.

Particular Objective 2.0.

46.12.2.1. Choose the word that best fits in the incomplete sentences below, making any necessary changes.

<i>shovel</i>	<i>flood</i>
<i>famine</i>	<i>path</i>
<i>harmless</i>	<i>collision</i>
<i>purpose</i>	<i>focusing</i>
<i>vanish</i>	<i>despite</i>

1. _____ and _____ have been enemies of men.
2. The little boy played with his _____ in the sand.
3. The snake was _____ but we were very scared.
4. The explosion was produced by the _____.
5. They followed the _____ and got to the top of the mountain.
6. Sometimes a dream _____ before it comes true.
7. The astronauts were _____ their telescopes on the comet.
8. _____ all promises, we didn't see the comet.
9. Our _____ is to review the vocabulary now.

46.12.3. STRUCTURES

WRITING LETTERS

Business letters.

It is very important to know how to write letters and to be familiar with certain kinds of writing.

In order to hold a responsible position in business, or to succeed in almost any profession, you have to know how to communicate by letter. If you apply for a job or plan to enter a university, you will need to fill out questionnaires. Perhaps you will need to write asking for a subscription to a magazine; to order some product you can't buy in your city; asking information on a country you plan to visit; to find out specific or additional information on merchandise or devices you have bought. Maybe some merchandise you ordered arrived broken and you need to write a letter of complaint asking for a refund. No matter what, sooner or later you will have to correspond with someone.

Suggestions for writing letters.

- (1) Organize your ideas.
- (2) Think of the best and clearest possible way to express them.
- (3) Be brief and clear.
- (4) Make, clear explanations, give definite indications, ask specific questions; include all necessary information.
- (5) Use direct language.

What should a letter look like?

- (1) White paper is recommended.
- (2) It is preferable to type it, or else, write it legibly in ink.
- (3) It must be centered on the page, leaving a margin of one or two inches on both sides.

Here is an example of a letter subscribing to a magazine:



Monterrey, N.L., May 19, 1978

Time Magazine, Inc.
348 5th. Ave.
New York. N.Y. 78470

Gentlemen:

*Please find enclose \$8.00 (eight dollars) in payment for a year's sul
scription to "Time Magazine."*

My mailing address is:

*William Smithson
P.O. Box 4541
Monterrey, N.L.*

Waiting to hear from you soon, I am,

*Very truly yours,
(signature)
William Smithson*

Personal Letters

A personal letter is more than a presentation card, it should be regarded as part of one's self. Personal letters should be sincere, warm, chatty and informal— like good conversation. They are important because through them we communicate with those we love, and special care should be given in writing them, as they reflect our personality more than any other pieces of writing we will ever do.

Our choice of ink and paper in personal letters will reflect our particular tastes.

Informal Notes

Informal notes are simple, short, friendly letters. They are short because they are usually about one thing only and they are easier to write. Informal notes are the ones we write to extend or reply to invitations, to thank people; to console someone who is ill or lonely; to congratulate your friends or express your sympathy to them.

This is an example of an informal note (usually handwritten):

May 19, 1978

Dear Betty:

Thanks so much for the beautiful roses you sent me. They were my favorite color and cheered me up when I felt so gloomy at the hospital. I'll never forget you thinking of me. See you soon and thanks again.

Love,

signature

Particular Objective 3.0.

46.12.3.1. Write a business letter, a personal letter or an informal note paying particular attention to your instructor's or tutor's suggestions.



46.12.4. INCREASING YOUR VOCABULARY

USE OF *-EN*

The use of the suffix *-en* gives to some adjectives the meaning of verbs.

<i>Adjective</i>		<i>EN</i>	<i>Verb</i>
dark	+	EN	darken
white	+	EN	whiten
light	+	EN	lighten
sharp	+	EN	sharpen

If the adjective consists of one syllable and the final consonant is preceded by a vowel, the consonant is doubled:

fat	+	TEN	fatten
flat	+	TEN	flatten

Particular Objective 4.0.

46.12.4.1. Make the necessary changes to give a verb meaning to the following adjectives.

black
loose
ripe
frightened
sad
fast
enlight

46.12.4.2. Use the adjectives in italics to form verbs and complete the sentences, making any necessary changes.

1 Bess is very *fat*, she likes food that _____ her.



2. The room is *dark* because the curtains help _____ it.
3. She likes white and she _____ the walls of the house with paint.
4. There was *black* smoke from the wood-stove, and his face was _____.
5. The knife is not *sharp* enough, get it _____!
6. The car has a *flat* tire; nails usually _____ tires.
7. The seat belt was not *fastened* and she had to _____ it.
8. Her silverware is very *bright*, she _____ it every month.
9. The baby was *frightened*, loud noises _____ her.
10. They picked up the *ripe* fruit and let the rest _____ on the tree.

USE OF -FY

The use of the suffix *-FY* changes some adjectives to verbs:

<i>Adjective</i>		<i>FY</i>	<i>Verb</i>
mystic	+	FY	mistify
solid	+	FY	solidify
liquid	+	FY	liquify
deific*	+	FY	deify
null	+	FY	nullify

There is a change of spelling in some adjectives when they add *-FY*:

terrible	+	FY	terrify
clear	+	FY	clarify
significant	+	FY	signify
satisfactory	+	FY	satisfy

* (rare)

When adjectives end in a soundless "e" it is changed into "i" before adding the *-FY* suffix:

pure	+	FY	purify
rare	+	FY	rarify
intense	+	FY	intensify

The same suffix *-FY* changes some nouns into verbs:

<i>NOUN</i>		<i>FY</i>	<i>Verb</i>
strata	+	FY	stratify
beauty	+	FY	beautify
type	+	FY	typify

Some nouns ending in "lity" or "tity" emit the ending and add *-FY*

quality	+	FY	qualify
quantity	+	FY	quantify
identity	+	FY	identify

Other nouns have a change of spelling before adding the *-FY* suffix:

notification	+	FY	notify
gratitude	+	FY	gratify
justice	+	FY	justify
defiance	+	FY	defy

Particular Objective 6.0.

46.12.4.3. Make the necessary changes to give a verb meaning to the following adjectives or nouns.

- | | | |
|-------------------|-------------------|--------------|
| 1. classification | 6. mystic | 11. terrible |
| 2. null | 7. multiplication | 12. beauty |
| 3. satisfactory | 8. deific | 13. justice |
| 4. pure | 9. significant | 14. quantity |
| 5. intense | 10. clear | 15. quality |



Particular Objective 5.0.

46.12.4.4. Use the nouns or adjectives in italics to form verbs and complete the sentences. Make any necessary changes.

1. *Quality* in products is important in order to _____ in the market.
2. *Justice* is a necessary element in life; sometimes we have to _____ our attitudes to others.
3. Ancient men gave *deific* powers to nature and they _____ the Sun, the rain and the thunderbolt.
4. He felt *null* in everything and this _____ most of his actions.
5. A *mystic* personality is interesting because it _____ everything.
6. *Identity* was important and they had to _____ themselves with their passports.
7. The book described their *intense* love and the film _____ it even more.
8. He never showed *gratitude* because he only wanted to _____ himself.
9. The air is not very *pure* now, but the anti-smog campaign is trying to _____ it.
10. Not all women are *beauties*, but they can _____ themselves with cosmetics, diets and clothes.

46.12.5. SPECIAL DIFFICULTIES

Differences between: *hope, wait, expect*.

These words are translated into Spanish, as "*esperar*" but their uses are different in English.

Hope means expect or look forward to, with desire, and confidence.

Wait means to remain, expecting for something.

Expect means to anticipate, to feel sure or believe that an event will occur.

Study how these words are used in context.

We *hope* to see Daisy during our visit, but she hasn't written.

He *only hoped* to pass the exam because he didn't study.

Bill *hopes* to get well and take the trip with us.

Jim *waits for* the bus at 8 everyday.

They were *waiting* for their teacher, but he didn't come.

She *waited for* her mother at the drugstore.

Patsy *expected* to win the scholarship because of her high grades.

Rose is *expecting* a baby in September.

Children *expect* you to know everything.

Particular Objective 7.0.

46.12.4.5. Use *hope, wait, and expect* in the following sentences, make any necessary changes.

1. Susan _____ to visit Italy during her trip to Europe.
2. Felipe _____ to see the game on T.V., because he couldn't buy a ticket.
3. We _____ to finish the book on time, but we're not sure we can.



4. Carla_____to go to Canada next semester, she has friends there.
5. It is better not to lose_____, things may change.
6. The girl_____for her next class.
7. We_____for the taxi at the door last night.
8. Gian_____to arrive early today because he took the earlier bus.
9. She_____to sleep well tonight, because she is very tired.
10. Fabrizio_____for the bus at the corner of the street.

46.12.6. TRANSLATION.

Particular Objective 8.0.

46.12.5.1. Translate the following paragraphs.

The night sky.

Do you like to watch the sky at night? It is a fantastic sight!
Many people like to look at the stars as a pastime and many others are guided with their help.

Youngsters sometimes look for the Evening Star and make a wish. Lovers watch the sky with romantic eyes. Fishermen and sailors guide themselves by the stars; explorers often find their lost paths by looking at the North Star. Even birds that migrate at night, navigate by the stars, just as pilots of ships do.

It is amazing to think how many people may be gazing at the sky, looking at the same stars and how many different thoughts and wishes they may have.

To watch the sky is soothing and relaxing, it gives a peaceful sensation and perhaps it helps us to remember we are but small human specks, compared to the infinity of the universe.



Answers to exercises

46.11.1.

1. They are immense bodies formed by dust and frozen gases, that move around the Sun, in elongated cigar-like orbits.
2. Molecules of carbon, hydrogen, methane, ammonia and other gases.
3. It is formed by the heated and melted gases and dust from the nucleus, as it approaches the Sun.
4. Thousands of kilometers.
5. Ellipse or parabola orbits.
6. They probably travel to other suns across the universe, through the cold, dark depths of space.
7. Their speed lessens, until they are barely moving.
8. It can be foretold when it will return.
9. Because they are very fragile bodies.
10. It comes from the Greek word "Kome".

46.11.2.1.

1. The shark *grabbed* its victim and swam away.
2. Comets *whirl* around the Sun and continue their journey.
3. The *tramps* had in mind a long trip this time.
4. The new "Concorde" went *whizzing* through the sky.
5. Some *layers* of the Earth are very rich in minerals.
6. The *mist* of her perfume filled the room.
7. Dust *specks* are sometimes visible in the sunshine.
8. He *grasped* onto the moving bus.
9. The *relentless* traveling of the train broke the old bridge.
10. They had *barely* arrived when the accident happened.

46.11.3.1.

1. The best way to keep a diet is following these steps: (a) Don't make any substitutions in the diet, if they are not suggested. (b) Weigh yourself everyday to see the results you are obtaining.
2. The text books (Mathematics, Biology, English, History I and II; Spanish I, II and III) were written by the school's professors.



3. He loved the girl, (Rose or Mary?) but he was not loved.
4. They finally saw the comet, after watching the sky for several nights. (Hurrah!)
5. Did they send the telegram congratulating (or sympathizing) with the astronomer?
6. When Neil Armstrong landed on the Moon, he said: "Tranquility Base here. *The Eagle* (the name of the Moon landing craft) has landed! "

46.11.3.3.

1. "The last comet seen [three or four months ago] was the West Comet," the astronomer said.
2. Three astronauts went on the Apollo 11 mission, (Aldrin and Armstrong[Mike Collins stayed in the mother-craft *Columbia*] landed on the Moon), which was a success.

46.11.4.1.

1. Please *put away* your books, this is a review exercise.
2. The exam will be *called off* until next week.
3. Their plan is to *pick up* samples from the nucleus of the comet.
4. Their mission is to *catch up with* the comet and take photos of it.
5. It is advisable to *go over* your notes before an exam.
6. Let's *talk over* this problem.
7. I like to *turn on* the radio when I am alone.
8. Don't *give up*, there's always hope for everything.
9. Bill didn't have time to *turn off* the lights and he got a shock.
10. Their mother was sick and Patsy had to *take over* the housework.

46.11.5.

1. Es difícil estar al corriente con tantas cosas sucediendo en el mundo ahora.
2. Las elecciones fueron pospuestas hasta septiembre.
3. Ella tenía que recoger la ropa en la tintorería.
4. Tim siempre repasa sus líneas antes de recitar el poema.
5. No hubo regalo para ella, pero no desistió y se compró un vestido nuevo.
6. Es importante discutir los problemas familiares en casa.
7. Rose no guardó la comida porque venían más invitados.

8. Encendieron el aparato de aire acondicionado porque hacía mucho calor.
9. "¿Quién apagó la luz?" preguntó una vocecita asustada.
10. Los hombres deberían hacerse cargo de la casa, de vez en cuando.

46.12.1.1.

1. They were credited for bringing disasters like: wars, famines, floods and plagues.
2. Every 76 years.
3. The "Encke"
4. The "Kohoutek" could only be observed with the aid of powerful telescopes.
5. It was probably due to the lack of brilliancy because of the excess of dust and gases that surrounded it and didn't form a tail.
6. It was recorded as far back as the year 240 B.C.
7. They are trying to solve the many mysteries of comets.
8. They have planned to send a space capsule to get samples of the comet and take photos of it.
9. They have suggested that a manned-spaceship be sent.
10. They have requested to be included on that mission.

46.12.2.1.

1. *Famine* and *floods* have been enemies of man.
2. The little boy played with his *shovel* in the sand.
3. The snake was *harmless* but we were very scared.
4. The explosion was produced by the *collision*.
5. They followed the *path* and got to the top of the mountain.
6. Sometimes a dream *vanishes* before it comes true.
7. The astronauts were *focusing* their telescopes on the comet.
8. *Despite* all promises we didn't see the comet.
9. Our *purpose* is to review the vocabulary now.

46.12.4.1. blacken, loosen, ripen, frighten, sadden, fasten, enlighten.



fasten,
enlighten.

46.12.4.2.

1. Bess is very *fat*, she likes food that *fattens* her.
2. The room is *dark* because the curtains help *darken* it.
3. She likes *white* and she *whitens* the walls of the house with paint.
4. There was *black* smoke from the wood-stove and his fase was *black-ened*.
5. The knife is not *sharp* enough, get it *sharpened*.
6. The car has a *flat* tire; nails usually *flatten* tires.
7. The seat belt was not fastened and she had to *fasten* it.
8. Her silverware is very *bright*, she *brightens* it every month.
9. The baby was *frightened*, loud noises *frighten* her.
10. They picked up the *ripe* fruit, and let the rest *ripen* on the tree.

46.12.4.3.

1. classify,
2. nullify,
3. satisfy,
4. purify,
5. intensify,
6. mystify,
7. multiply,
8. deify,
9. signify,
10. clarify,
11. terrify,
12. beautify,
13. justify,
14. quantify,
15. qualify.

46.12.4.4.

1. qualify,
2. justify,

3. deified,
4. nullified,
5. mystifies,
6. identify,
7. intensified,
8. gratify,
9. purify,
10. beautify.

46.12.4.5.

1. Susan *expects* to visit Italy during her trip to Europe.
2. Felipe *hopes* to see the game on T.V., he couldn't buy a ticket.
3. We *hope* to finish the book on time.
4. Carla *expects* to go to Canada next semester, she has friends there.
5. It is better not to lose *hope*.
6. The girl is *waiting for* her next class.
7. We *waited for* the taxi at the door last night.
8. Gian *expects* to arrive early today, because he took the earlier bus.
9. She *hopes* to sleep well tonight, she is very tired.
10. Fabrizio *waits for* the bus at the corner of the street.

46.12.5.

El cielo nocturno.

¿Te(le) gusta ver el cielo de noche? ¡Es un espectáculo fantástico! A muchas gentes les gusta ver las estrellas como pasatiempo y muchos otros se guían por ellas. Los jóvenes algunas veces buscan la Estrella de la Noche y hacen un deseo. Los enamorados contemplan el cielo con ojos románticos. Los pescadores y marineros se guían por las estrellas; los exploradores con frecuencia encuentran sus caminos extraviados viendo la Estrella del Norte. Aún los pájaros que emigran de noche navegan por medio de las estrellas, al igual que lo hacen los pilotos de los barcos. Es sorprendente pensar cuanta gente puede estar viendo el cielo, observando las mismas estrellas y cuántos pensamientos y deseos diferentes pueden tener. El observar el cielo es calmante y tranquilizador, da una sensación de paz y tal vez nos ayuda a recordar que no somos mas que partículas humanas, comparados con lo infinito del universo.



UNIT XLVII



General Objectives

After studying this unit, the student will be able to:

- 1.0 Understand the readings included in 47.13.1. and 47.14.1.
- 2.0 Use correctly in oral and written forms, the words included in 47.13.2. and 47.14.2.
- 3.0 Use the structures included in 47.13.3. and 47.14.3.
- 4.0 Use efficiently in oral and written forms, the words and expressions included in 47.13.4. and 47.14.4.
- 5.0 Translate the sentences and paragraphs included in 47.13.5. and 47.14.5.

Module 13

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

- 1.0 Answer with complete statements, the questions based on the reading: "New Tendencies in Education".
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Underline the word in parenthesis that best completes each sentence.
- 4.0 Fill in the blanks in the given sentences with remind/remember, as required.
- 5.0 Fill in the blanks in the given sentences with the appropriate verb, according to the meaning shown in parenthesis.
- 6.0 Translate the given sentences.

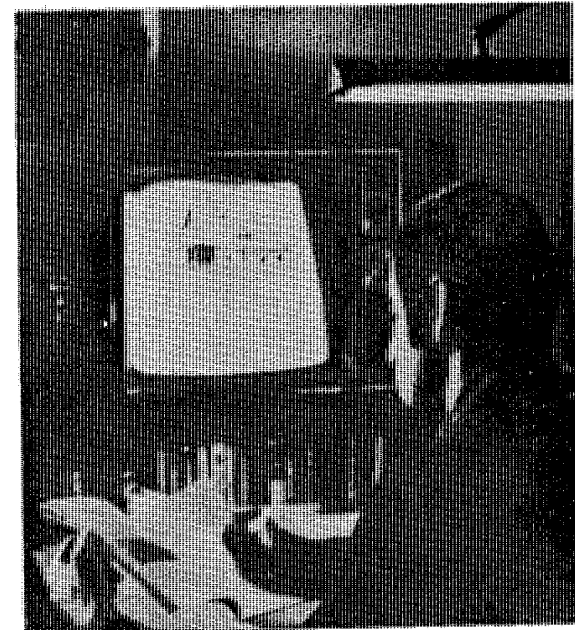


47.13.1. NEW TENDENCIES IN EDUCATION

Forty to fifty percent of the world's population does not know to read and write. This statement makes us think about the importance and necessity of education in our own country.

Illiteracy is one of the main and most difficult problems a country faces when still in its development, and Mexico is struggling very hard to defeat this enemy.

Indeed, life in the twentieth century asks for preparation. Nowadays, all persons in a country must have adequate schooling to prepare themselves for their work as well as for their responsibilities as citizens. Keeping this in mind, national leaders are placing more emphasis and backing educators up in all worthwhile projects for the education of youngsters and adults.



The most important audio-visual aid of the future will be computer based instruction in the students home.



The education of the modern era has undergone a change in its methods and objectives. Similarly, our country's educational system has been influenced by this change in policy.

The changes in objectives are mainly being felt in the elementary and secondary levels. Today, one finds much less reliance on lectures than formerly, and much more use of group discussion, motion pictures, experiments, field trips, and other audio-visual aids. The use of these means is practiced constantly to carry out successfully the new objectives of learning, which tend to be more directed to problems, experiences and needs of everyday living rather than to abstract subject matter.

As is known, in our country only primary education is compulsory. However, studies are being done to extend this as far as the secondary level.

Modern elementary education is concerned with helping each child: (1) to acquire complete physical, emotional and mental health; (2) to become efficient in the tools of learning, such as reading, communicating and thinking intelligently; (3) to grow in understanding of the meaning of democracy; (4) to comprehend the physical and social environment of which he is a part; (5) to meet and be able to solve problems adequately; (6) to develop worthwhile recreational and creative interests; and to develop his powers and potentialities.

Also, the new movements in education have been influenced by an improvement in the social status of the masses, by rising standards of living, by the spread of humanitarian ideals, and by the recognition in the industrialized countries of the value of education for national and economic well-being.

There is a general realization that there has been an overemphasis on the accumulation of facts and information without meaning for the child. Likewise, new studies are being performed to find the best method for teaching youngsters how to develop their own ideas and abilities and arm them with practical weapons to fight against everyday problems and give them the know-how to solve their difficulties in the fastest and most practical way. Therefore, the goal of education now is not the piling up of

great numbers of facts, dates and history, but preparing youngsters to be themselves and to be able to face life properly.

Besides this aspect, another very important view of modern education is the emphasis on adult education. Educators and businessmen are now quite interested in providing adults with the facilities and opportunities to improve their social, educational and economic status.

A combined effort of government and industries has been developed; for instance, to make it possible for workers, housewives, persons who have interrupted their schooling, or domestic helpers to start or continue their studies while they perform their duties.

In summary: at present, education is a means to prepare oneself to live in, and enjoy today's environment.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

47.13.1.1. Answer the following questions with complete statements. Review the above reading.

1. Why is education so important presently?

2. Does modern education have the same objectives and methods it used to have? Explain.

3. How long does the law require a person to go to school in Mexico?

4. Name the principal concerns of modern elementary education.

5. What has influenced the new movements in education?

6. What other aspect of modern education is being emphasized at present?



7. Are there any facilities for adults to receive further schooling while they work? Talk about specific projects.

8. How important are audio-visual aids in adult education? Comment.

9. Does education nowadays mean having a lot of knowledge about dates, history, good manners and abstract subject matter? Explain.

10. Give your personal comments on the projects for adult education in our country. _____

47.13.2. VOCABULARY

Read and study the words below as well as their definitions

<i>literacy</i>	Lack of ability to read and write
<i>face</i>	To meet face to face; confront; to look toward
<i>undergo</i>	To be subjected to; experience; pass through
<i>reliance</i>	Confident or trustful dependence
<i>formerly</i>	In times past; before
<i>audio-visual aids</i>	Films, recordings, photographs and other descriptive materials used in classroom instruction
<i>subject matter</i>	The substance of a discourse, book, writing or the like, as distinguished from its style or form
<i>compulsory</i>	Compelling; obligatory
<i>status</i>	State or condition of affairs; condition, position or one's standing socially, professionally or the like
<i>weapon</i>	Any instrument for use in attack or defense in combat, literally or figuratively

Now, observe and analyze the same words as used in context

Illiteracy is one of the principal problems of the world. Methods of teaching have *undergone* many changes lately. The children *faced* the situation as grown-ups. At present, there is much more *reliance* on practical learning than on studying abstract information.



What the teacher says is no longer considered irrevocable as it was **formerly**.

Audio-visual aids are very helpful in teaching a foreign language.

The **subject matter** of the discussion was unknown to me.

Primary education, at least, should be **compulsory** all over the world.

People should fight to better their social and economic **status**.

Knowledge was his only **weapon** against life's obstacles.

Particular Objective 2.0.

47.13.2.1. Fill in the blank with the word that best completes each sentence.

audio-visual aids

subject matter

undergo

status

formerly

face

illiteracy

weapons

reliance

compulsory

1. It's necessary to have a lot of self-_____ to improve one's ability to speak a foreign language.
2. Sports should be a _____ subject in all programs of education.
3. Some countries have very powerful _____ to be used for their own defense.
4. Our school ought a great variety of _____ hoping the teachers would take advantage of them.
5. You must _____ reality, even if sometimes it's not what you want.
6. Students have to _____ a change in their attitude towards learning a foreign language.
7. He was interested in the _____ not in the style of the book.
8. What was _____ thought as a basic necessity is not anymore.
9. The president of his company comes from a family with high social _____.
10. Our country is fighting very hard against _____.

47.13.3. STRUCTURES

Observe the difference between **remind** and **remember**. Read and analyze the following examples:

That ring reminds *me* of my engagement!

Don't *you* forget to remind *him* about his doctor's appointment.

Looking at that picture reminded *them* of their country.

I remember *the song* now!

Mrs. Jenner didn't remember *her* appointment.

They will remember *your birthday* for sure. *

REMIND: to cause someone to remember something.

REMEMBER: to recall to the mind by an effort of memory; to retain in the memory.

Particular Objective 3.0.

47.13.3.1. Underline the word that completes the sentences correctly.

1. John (remembers, reminds) dates very easily.
2. That black and white picture (remembered, reminded) Sally to buy a new checkerboard.
3. Please (remind, remember) to bring that report I need.
4. Don't forget to (remember, remind) Joe of his lecture.
5. My friend will (remind, remember) to write the letter.
6. She (remembered, reminded) us to work the problem.
7. My wife has to (remember, remind) me to go to the bank.
8. Will you (remind, remember) to call on us?
9. That tick-tock sound (remembers, reminds) me I've got to get my wristwatch.
10. Susan (reminded, remembered) the story after we left.



Particular Objective 4.0.

47.13.3.2. Supply the correct form of *remind* and *remember*. Observe the expressions of time.

1. The secretary _____ to call a taxi for me last night.
2. I _____ my students to bring their dictionary to class every day.
3. That building _____ Helen of the Leaning Tower of Pisa.
4. Surely she will _____ you for a long time!
5. He couldn't _____ his uncle's telephone number.
6. When I saw the flowers they _____ me of Joan's birthday.
7. She wrote the date down so she wouldn't forget it. Nevertheless, she didn't _____ it.
8. Would you _____ him of his duty?
9. That _____ us. It's time to leave.
10. Will Little Cindy be able to _____ all those numbers?

47.13.4. SPECIAL DIFFICULTIES

IDIOMATIC EXPRESSIONS

Observe the following two-word expressions and their meanings.

<i>ask for</i>	To inquire, require
<i>back up</i>	To support: put (a car) in reverse
<i>carry out</i>	To fulfill, execute, bring to successful end
<i>be over</i>	Finished, ended
<i>figure out</i>	To calculate, to study carefully in order to understand
<i>get by</i>	To pass; manage; succeed
<i>pile up</i>	To add, accumulate
<i>look over</i>	To examine; revise
<i>pick out</i>	To select, choose
<i>set out</i>	To begin, leave from a place or start out for a place

Now, observe the sentences below. Analyze and study how the verbs defined above are used in context.

What does the recipe *ask for*? I must include exactly what it requires. Would you please *ask for* information about the admission requirements for foreign students?

It was impossible for John to *back* his car *up*. He still lacks some ability to park it in reverse.

The company president said he wouldn't *back* me *up* in my proposed changes in the production system.



The boys *carried* their experiment *out* quite successfully; therefore, now, they will surely pass their final examination.

Improvements in teaching methods are gradually being *carried out*.

After the movie *was over*, we all went to a restaurant.

The chairman said the meeting would *be over* in half an hour.

This essay is so badly written that I can't *figure out* what the author is trying to say.

How long did it take him to *figure out* the cost of that machine?

I need a raise! I can't *get by* with my salary.

Don't worry! I'll *get by* without your help while you're away.

All the books were *piled up* in that room.

Modern education isn't intended to *pile up* abstract information in the student's mind.

Will he have a chance to *look this over*? I'd like to hear his comments.

She *looked* the report *over* very carefully and then she made some corrections.

Why did you *pick out* those green bananas?

The teacher will *pick* the three best works *out* of the whole class.

Jim *set out* to compete for the important scholarship grant.

The group *set out* at dawn, in accordance with the schedule given.

Particular Objective 5.0.

47.13.4.1. Complete the following sentences with the correct form of the verb that corresponds to the meaning in parenthesis.

1. The investigations will _____ next week. Then, we'll know the truth. (finish)
2. He's writing to _____ information about the requirements of admission. (inquire)
3. _____ your exam _____ before answer it. (examine)
4. Mrs. Humphrey _____ a most beautiful wristwatch to send to her daughter. (select)
5. I give up! Work just keeps _____ (adding)
6. Dad _____ only by selling rings in the evenings. (managed)

7. I don't think he can _____ the program _____. He's too immature yet. (complete successfully)
8. The tour will _____ next month. I can still offer you two places. (leave)
9. Her parents have always _____ her _____. They know her ideals. (supported)
10. He didn't have much information; however, he _____ the solution. (calculate)

FALSE COGNATES

There are many words in English which are similar in origin to those in other languages. Specifically, the English spelling and pronunciation of those words are sometimes quite close to those of their cognates in Spanish; sometimes, however, they have very different meanings. These, we call *false cognates*.

Observe and study the following words and their definitions. They are examples of words which may deceive you.

<i>actual</i>	Existing in act, real, present, true
<i>advertise</i>	To give information to the public
<i>antiquity</i>	The quality of being ancient; great age
<i>cigar</i>	A shaped roll of tobacco leaves prepared for smoking
<i>collar</i>	The part of a shirt, blouse, coat, etc., around the neck, usually <i>folded over</i>
<i>college</i>	An institution of higher learning, especially one not divided (like a university) into distinct schools
<i>confidence</i>	Full trust; belief in the trustworthiness of something or somebody



<i>disgrace</i>	State of being in dishonor; shame
<i>disgust</i>	To cause nausea; or loathing
<i>distress</i>	Great pain, or sorrow
<i>embarrass</i>	To disconcert, make uncomfortable, confuse
<i>lecture</i>	A discourse read or delivered before an audience
<i>library</i>	A place set apart to contain books and other literary material for reading, study or reference
<i>parents</i>	A father and a mother; progenitors
<i>realize</i>	To grasp or understand clearly; to bring vividly before the mind

Particular Objective 2.0.

47.13.4.2. Fill in the blanks with the correct word from the list above.

1. The _____ meaning of _____ in Spanish is 'biblioteca'.
2. My father smokes _____ not cigarettes.
3. Mr. and Mrs. McGraw are my _____. Mr. and Mrs. Fowler are only my relatives.
4. She wore a necklace around the _____ of her blouse.
5. It _____ me to have confused _____ with an elementary school.
6. Having such a skill to do the job and not using it correctly was a _____.
7. After I read his books and heard his _____ I understood his way of thinking.
8. That fact made me _____ her _____ at being alone in the world.
9. To tell a personal secret to someone requires great _____ in that person.
10. That antique is of great value because its _____ has been established.

47.13.5. TRANSLATION

Particular Objective 6.0.

47.13.5.1. Read the sentences below several times. Then translate them.

1. A good father doesn't carry out everything his child asks for.
2. He was very embarrassed when I talked to him.
3. Miss Jochims didn't figure out the costs of the invoices; therefore the goods couldn't be shipped on time.
4. They were advertising a new product.
5. The game was over earlier than expected; so we went to a restaurant.
6. Actually, I haven't seen her for a long time.
7. Are you ready to set out for tomorrow?
8. The principal backed the teachers' requests up; so the members of the board approved them.
9. My parents went to a lecture at the college.
10. John, would you please look my homework over while I finish writing this letter?



Module 14

PARTICULAR OBJECTIVES

After studying this module, the student will be able to:

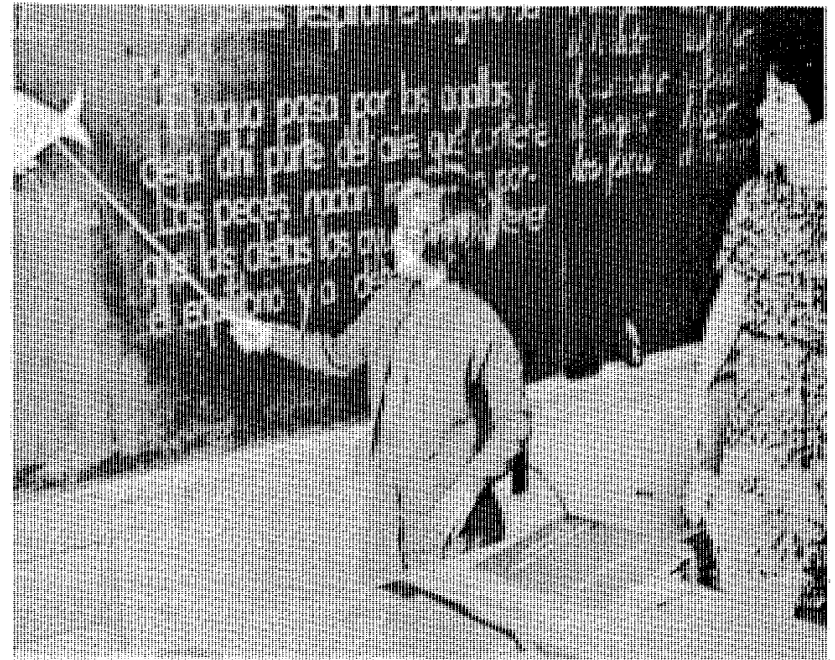
- 1.0 Answer with complete statements the questions based on the reading: "Choosing a Career".
- 2.0 Choose from a given list the word that best completes each sentence.
- 3.0 Write a letter ordering a book, according to the instructions given in 47.14.3.1.
- 4.0 Form nouns or adjectives from a given list of words, by adding the suffix- AL.
- 5.0 Translate the given paragraphs.



47.14.1. CHOOSING A CAREER

There is an old saying that states that someone we know is a "square peg in a round hole." This reminds us of some persons who are not properly suited for the job they are doing. It might be a bookkeeper who really wants to be an actor, or a secretary who likes teaching.

Unfortunately, there are many persons in the world who are "square pegs"; that is, they are not doing the kind of work they would like to, for one reason or another. As a consequence, they might not be making a satisfactory performance, and certainly they are not happy.



Giving up a life of ease and comfort to teach Spanish to those who speak other languages in our country is urgent.



Choosing the right career is of great consequence for one's life. Most of us spend the longest part of our day at our jobs. Therefore, we should discover our talents; how we can take advantage of them and if we are able to develop them in accordance with the necessities and facilities of our environment. This can be done by means of aptitude tests, interviews with specialists and the study of books about our fields of interest.

The help of a vocational counselor will be extremely valuable when making a decision to pick out a future occupation. He will be a guide in the selection of the most adequate major and minor fields of study.

We can mention some basic steps to be considered before choosing a career: First, you must know yourself very well. You must identify your interests, likes and dislikes; aptitudes and general behavior. It would be advisable to go over your previous school records. Also, you should take aptitude and personality tests and know your intellectual capacity as well. Likewise, it is quite recommendable to talk the matter over with your parents, teachers and friends.

Second, you should get information, study and analyze the characteristics of the various professions available for you. Here it is important to be conscious of the existence of many semi-professional or technical careers which are of great value for the accomplishment of today's necessities, and may be economically more attractive. Read specialized magazines, catalogues and booklets issued by universities or colleges. Interview persons who have experience in the profession being investigated; and, if possible, acquaint yourself with different occupations so as to acquire a real idea of which of them is the most suitable for you.

Third, you should make a comparison between all the information collected and what you have found out about yourself. Be very sincere and realistic with yourself. A vocational counselor can help you obtain wider information and plan your future activities at your own convenience. Let those near you know and consult with them about your decision. Certainly, the selection is only yours, which becomes both a privilege and a responsibility at the same time.

Besides knowing these aspects, the knowledge of work opportunities plays an important role in making up your mind. Think: What is more urgent for Mexico at present: astronauts or computer technicians? Would you be willing to go and live out in the country as an agronomist with veterinarians and farmers, or would you rather stay in a laboratory working on the methods for food preservation or the conservation of natural resources? You like teaching. But do you want to work in a big, modern, well-equipped and comfortable university, or do you want to give up all this case and dedicate yourself to the teaching of Spanish to the thousands of Mexican Indians whose languages number as many as seventy-three? Certainly, there is a difference in both professions even though they have the same root of interest.

Indeed, choosing the correct occupation takes more than just going into what one *likes* to do.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

47.14.1.1. Answer the following questions in accordance with the reading.

1. What does it mean to be "a square peg in a round hole"?

2. Why is it of great consequence for one's life to choose the right career?

3. How can one find out what one's talents are?

4. How can a vocational counselor help in the selection of a career?

5. Mention briefly the three basic steps to be considered when selecting a career. _____
6. What is recommendable to do to obtain information about the various professions?



7. Who must make the final decision in choosing a career?

8. Why is it important to be aware of the various opportunities in choosing a career?

47.14.2. VOCABULARY

Observe the following words. Read them several times as well as their definitions.

<i>peg</i>	A pin of wood or other material fitted into something, as to fasten parts together, to fill a hole or to hang things on
<i>counselor</i>	An advisor, a guide
<i>major</i>	The principal subject or course of study
<i>minor</i>	A subject or course of study subordinated or supplementary to a major subject
<i>booklet</i>	A little book, especially one with paper covers; a pamphlet, a brochure
<i>collect</i>	To accumulate; make a collection; to gather together
<i>research</i>	To investigate
<i>willing</i>	Disposed, agree or ready to do something
<i>natural resources</i>	The wealth of a country consisting of land, forests, mines, water and energy resources
<i>root</i>	The fundamental or essential part; the origin

Now, analyze the sentences below and study how the words defined above are used in context.

There was a big *peg* holding the two parts together.

I have to talk this situation over with my *counselor*.

My *major* is computer engineering and my *minor* is administration.



Please hand me those *booklets* on the table.
He's *collecting* information about geology.
My son is doing some *research* on the different methods of food preservation.
She was *willing* to travel and she got the job.
It's necessary to exploit our rich *natural resources*.
What's the *root* of this discussion?

Particular Objective 2.0.

47.14.2.1. Complete the sentences with the correct form of the word from the list.

<i>peg</i>	<i>minor</i>
<i>collect</i>	<i>natural resources</i>
<i>root</i>	<i>booklet</i>
<i>counselor</i>	<i>research</i>
<i>willing</i>	<i>major</i>

- Mexico's _____ are still mostly unexploited.
- Claudia is _____ data about the French Revolution.
- His vocational _____ advised him to read these two _____.
- I'd like to _____ in physics and supplement it with a _____ in teaching.
- Would you be _____ to do _____ on a new way of fertilizing this type of land?
- Father couldn't take that big _____ out.
- We got to the _____ of the problem; then it was easier to solve.

47.14.3. STRUCTURES

Read and analyze the following letter. The first one is an example of a letter ordering some booklets. The second one is a return letter acknowledging the order. Observe the salutation and closing remarks.

July 15, 1978

Farmer's Publishing Company
125 Oak Street
Kansas City, Missouri 52310
U.S.A.

Gentlemen:

Please send me one copy of each of the following publications, as offered in your catalogue. I have enclosed a check for \$3.35 to cover the costs as indicated.

<i>Farming</i>	<i>\$2.00</i>
<i>The Government and the Farmer</i>	<i>free</i>
<i>Fertilizing your Land</i>	<i>.35</i>
<i>Growing Crops</i>	<i>1.00</i>

Total \$3.35

Please include my name and address on your regular mailing list for the monthly catalogue of new publications and special booklets. A prompt delivery will be appreciated.

Yours truly,

(Signature)



Observe the following useful sentences and phrases:

Would you be so kind as to send me the following information as soon as possible?

I should greatly appreciate your telling me . . .

Please let me know if . . .

Sincerely yours,

Very truly,

Now, read and analyze this second letter.

July 30, 1978

*Mr. Enrique Sandoval
Monterrey, Mexico*

Dear Mr. Sandoval:

Thank you for your letter of July 15. We have already mailed the publications you ordered, and will be very glad to count you among our regular subscribers.

As all booklet shipments are sent air mail, your order will be received promptly.

Yours sincerely,

*A.B. Colin, Manager
Farmer's Publishing Company*

47.14.3.1. Write a letter ordering a book from an American publisher, paying particular attention to your tutor's or instructor's suggestions.

Lined area for writing a letter.



47.14.4. INCREASING YOUR VOCABULARY

USE OF *-AL* IN NOUNS.

The suffix *-al* is often added to verbs to form nouns of action.

Examples:

refuse	+	al	refusal
deny	+	al	denial
recite	+	al	recital

USE OF *-AL* IN ADJECTIVES.

The suffix *-al* is generally added to a noun to form adjectives with the meaning of "pertaining to", "connected with", "of the nature of" etc.

Examples:

port	+	al	portal
intuition	+	al	intuitional
logic	+	al	logical

Particular Objective 4.0.

47.14.4.1. Form nouns or adjectives adding *-al* to the following words.

- | | |
|--------------|----------------|
| 1. survive: | 6. experiment: |
| 2. culture: | 7. person: |
| 3. addition: | 8. industry: |
| 4. arrive: | 9. try: |
| 5. form: | 10. operation: |



47.14.5. TRANSLATION

Particular Objective 5.0.

47.14.5.1. Read the following paragraphs several times. Make a free translation of them.

The arrangement of the different parts of a business letter can make a lot of difference in the impression it leaves. Unless a business letter follows the accepted correct form, the person who receives it may discredit the company that has sent it out.

There are certain formalities in letters which one has to follow just as a matter of neatness.

Specifically, a business letter involves six parts:

1. heading
2. inside address
3. salutation
4. body of the letter
5. complimentary closing remark
6. signature

Sometimes there is a seventh part, the postscript.



Answers to exercises

47.13.1.1.

1. Why is education so important presently?
Nowadays, all persons must have adequate schooling to prepare themselves for their work as well as for their responsibilities as citizens.
2. Does modern education have the same objectives and methods it used to have? Explain.
No, it doesn't. Today, one finds much less reliance on lectures than formerly, and much more use of group discussion, field trips and audio-visual aids.
3. How long does the law require a person to go to school in Mexico?
Up to primary school.
4. Name the principal concerns of modern elementary education.
1) To acquire complete physical, emotional, and mental health; 2) to become efficient in the tools of learning; 3) to grow in understanding of democracy; 4) to comprehend the physical and social environment of the child; 5) to meet and solve problems adequately; 6) to develop worthwhile recreational and creative interests as well as the child's potentialities.
5. What has influenced the new movements in education?
An improvement in the social status of the masses, rising standards of living, the spread of humanitarian ideals, and the recognition of the value of education for national and economic well-being.
6. What other aspect of modern education is being emphasized at present?
Adult education.
7. Are there any facilities for adults to receive further schooling while they work? Talk about specific projects.
Yes, there are. For example, the Open Secondary, and the Open Preparatory Schools.
8. How important are audio-visual aids in adult education? Comment.
Audio-visual aids make lecture much less important so the adult can understand the subject matter by means of films, tape recordings and the like.



9. Does education nowadays mean having a lot of knowledge about dates, history, good manners and abstract subject matter? Explain.

No, it doesn't. It means to prepare oneself to live in, and enjoy today's environment.

10. Give your own and personal comment as to the projects for adult education in our country.

To be answered by students.

47.13.2.1.

1. It's necessary to have a lot of *self-reliance* to improve one's ability to speak a foreign language.
2. Sports should be a *compulsory* subject in all programs of education.
3. Some countries have very powerful *weapons* to be used for their own defense.
4. Our school bought a great variety of *audio-visual aids* hoping the teachers would take advantage of them.
5. You must *face* reality, even if sometimes it's not what you want.
6. Students have to *undergo* a change in their attitude towards learning a foreign language.
7. He was interested in the *subject matter* not in the style of the book.
8. What was *formerly* thought as a basic necessity is not anymore.
9. The president of his company comes from a family with high social *status*.
10. Our country is fighting very hard against *illiteracy*.

47.13.3.1.

1. *remembers*
2. *reminded*
3. *remember*
4. *remind*
5. *remember*
6. *reminded*
7. *remember*
8. *remember*
9. *reminds*
10. *remember*

47.13.3.2.

1. *remember*
2. *remind*
3. *reminded*
4. *remember*
5. *remember*
6. *reminded*
7. *remember*
8. *remind*
9. *reminds*
10. *remember*

47.13.4.1.

1. *be over*
2. *ask for*
3. *look-over*
4. *picked up*
5. *pulling up*
6. *got by*
7. *carry-out*
8. *set out*
9. *backed-up*
10. *figure out.*

47.13.4.2.

1. The *actual* meaning of *library* in Spanish is biblioteca.
2. My father smokes *cigars* not cigarettes.
3. Mr. and Mrs. McGraw are my *parents*. Mr. and Mrs. Fowler are only my *relatives*.
4. She wore a necklace around the *collar* of her blouse.
5. It *embarrassed* me to have confused *college* with an elementary school.
6. Having such a skill to do the job and not using it correctly was a *disgrace*.
7. After I read his books and heard his *lecture* I understood his way of thinking.
8. That fact made me *realize* her *distress* at being alone in the world.



- To tell a personal secret to someone requires great *confidence* in that person.
- That antique is of great value because its *antiquity* has been established.

47.13.5

- A good father doesn't carry out everything his child asks for.
Un padre no cumple todo lo que su hijo le pide.
- He was very embarrassed when I talked to him.
Estaba muy apenado cuando hablé con él.
- Miss Jochims didn't figure out the costs of the invoices; therefore the goods couldn't be shipped on time.
La Srita. Jochims no calculó los costos de las facturas, por lo tanto los productos no pudieron enviarse a tiempo.
- They were advertising a new product.
Estaban anunciando un producto nuevo.
- The game was over earlier than expected; so we went to a restaurant.
El juego se terminó antes de lo esperado, así que fuimos a un restaurante.
- Actually, I haven't seen her for a long time.
Realmente no la he visto desde hace mucho tiempo.
- Are you ready to set out for tomorrow?
¿Estás (están) listo (s) para salir mañana?
- The principal backed the teachers' requests up; so the members of the board approved them.
El director apoyó las peticiones de los maestros, por lo tanto, los miembros del consejo las aprobaron.
- My parents went to a lecture at the college.
Mis padres fueron a una conferencia a la universidad.
- John, would you please look my homework over while I finish writing this letter?
Juan, podrías revisar mi tarea mientras que yo termino esta carta?

47.14.1.1.

- What does it mean to be "a square peg in a round hole"?
It is a saying used to talk about a person who is not suited for the job he is doing.

- Why is it of great consequence for one's life to choose the right career?
Most of us spend the longest part of our day at our jobs.
- How can one find out what one's talents are?
By means of aptitude tests and interviews with specialists.
- How can a vocational counselor help in the selection of a career?
He will be a guide.
- Mention briefly the three basic steps to be considered when selecting a career.
First, you must know yourself. Second, you should get information, study and analyze the various professions. Third, make a comparison between the information collected and the information about yourself.
- What is recommendable to do to obtain information about the various professions?
Read specialized magazines, catalogues and booklets issued by universities. Interview persons with experience in the profession investigated.
- Who must make the final decision in choosing a career?
Certainly, the decision is mine.
- Why is it important to be aware of the various opportunities in choosing a career?
Because in some careers one can contribute to the immediate welfare of man.

47.14.2.1.

- Mexico's natural resources are still mostly unexploited.
- Claudia is *collecting* data about the French Revolution.
- His vocational *counselor* advised him to read these two *booklets*.
- I'd like to *major* in physics and supplement it with a *minor* in teaching.
- Would you be *willing* to do *research* on a new way of fertilizing this type of land?
- Father couldn't take that big *peg* out.
- We got to the *root* of the problem; then it was easier to solve.

47.14.3.1.

To be written by student.

47.14.4.1.

- survival*



2. *cultural*
3. *additional*
4. *arrival*
5. *formal*
6. *experimental*
7. *personal*
8. *industrial*
9. *trial*
10. *operational*

47.14.5.1.

El orden de las diferentes partes de una carta comercial puede hacer una gran diferencia en la impresión que deje. A menos que la carta siga la forma correcta aceptada, la persona que la recibe puede desacreditar a la compañía que la ha enviado. Existen algunas formalidades en las cartas que uno tiene que cumplir como simple principio de orden.

Específicamente una carta comercial incluye seis partes:

1. *encabezado*
2. *dirección interior*
3. *saludo*
4. *cuerpo de la carta*
5. *frase de cortesía final*
6. *firma*

Algunas veces existe una séptima parte, la postdata.

UNIT XLVIII



General objectives

After studying this unit, the student will be able to:

- 1.0. Understand the readings included in 48.15.1. and 48.16.1.
- 2.0. Use correctly in oral and written forms, the words included in 48.15.2 and 48.16.2.
- 3.0. Use the structures included in 48.15.3 and 48.16.3.
- 4.0. Use efficiently in oral and written forms, the words and expressions included in 48.15.4 and 48.16.4.
- 5.0. Translate the words and paragraphs included in 48.15.5. and 48.16.5.

Module 15

PARTICULAR OBJECTIVES

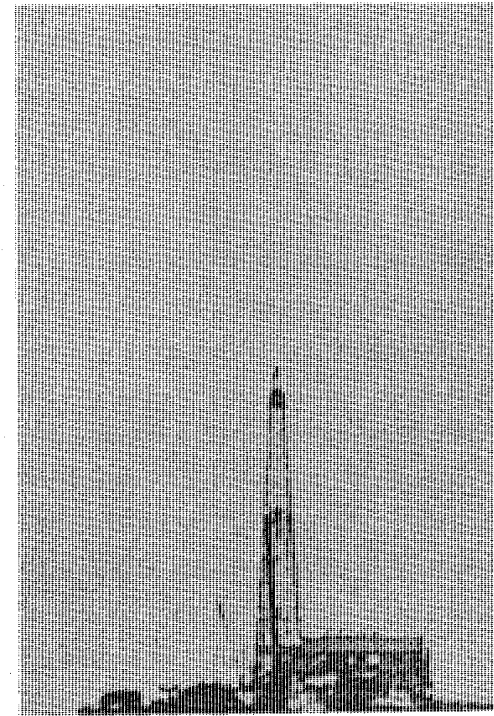
After studying this module, the student will be able to:

- 1.0. Answer with complete statements the questions based on the reading: "Petroleum: Part One".
- 2.0. Choose from a given list the word that best completes each sentence.
- 3.0. Fill in as required the blanks in the sentences with:
 - a. plan on
 - b. intend
 - c. try
- 4.0. Fill in each blank in the given sentences with the two-word verbs, according to the meaning shown in parenthesis changing what is required.
- 5.0. Translate the given sentences.



48.15.1. PETROLEUM (PART ONE)

Long ago, when primitive man would find a great flame bursting out of a rock, he would probably fall on his knees in awe and wonder, for he didn't have any notion of what started the flame, and he could not see why fire should burst out of a rock; perhaps he regarded it as a sign from heaven. But now, we know that in many places, there is oil near the surface of the earth or even seeping out of it. Sometimes the natural gas that comes with oil finds a way to pour out into the air through some cave or crevice in the rock. If it happens to catch fire, it may keep on burning for a long time before it dies down.



This modern oil derrick similar to the one Drake used in 1859, is drilling at a depth of 5,000 meters.



As man started building his civilization, he discovered metals and minerals and began to use them. Thus, we learn that many centuries ago, the Chinese drilled for oil; that the ancient Persians used oil as a means of attack in war, and that some streets in Babylon had asphalt on them. Marco Polo, in one of his accounts, refers to oil being transported from Baku to Bagdad on camels.

In the Western World, in the year 1847, James Young, a Scottish chemist began experiments to find out if a sticky, smelly black or yellowish oil, which would ruin the brine being taken out of wells for making salt, had any value. Young found out that by boiling or "refining" this oil, three things could be obtained: a light oil to burn in lamps, a heavy oil for machinery, and paraffin wax, to make candles with.

But it was Colonel Edwin Laurentine Drake who was the first to prove that oil could be obtained from underground oil deposits by drilling. On August 27, 1859, he drilled 21 meters down in a field in Titusville, Pennsylvania; and a dark and sticky liquid emerged from the earth, flooding the wooden tower Drake had set up. Drake probably didn't imagine how important this product would become in our days.

Oil or "black gold", as it is sometimes called, has been stored underground for millions of years. The most accepted theory of how oil was formed is that during a period, billions of animal and vegetal organisms mingled together, were deposited layer upon layer and covered with sand and mud. Under the great pressure of earth and water above them, these layers turned into rock. (Petroleum in latin means "rock oil.") After millions of years and with the added pressure of heat, these organic deposits transformed into a compound of hydrogen and carbon which constitute petroleum.

That is why oil is found in so many different places: under the ice of the poles, in desertic regions, or in populated areas. It has been found in the United States, in Iraq, Iran, Venezuela, Russia, Canada, the East Indies and México, to name the principal areas.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

48.15.1.1. Write the answers to the following questions, bases on the reading. Give complete statements.

1. How did primitive man probably regard a flame bursting out of a rock?

2. What did man discover as he started building his civilization?

3. What does Marco Polo refer to in one of his accounts?

4. Who began experiments with oil in 1847?

5. What could be obtained from refining oil?

6. Who was the first to prove that oil could be drilled from underground?

7. What is oil sometimes called?

8. Where did Edwin L. Drake drill looking for oil?

9. What does "petroleum" mean?

10. Name at least three places where oil is found.



48.15.2. VOCABULARY

NOTICE the following words and their definitions.

<i>bursting</i>	Breaking from internal pressure, breaking or giving way
<i>awe</i>	Fear mingled with admiration or reverence
<i>seeping</i>	Leaking gently through pores
<i>crevice</i>	A crack, fissure
<i>drill</i>	Pierce or perforate with a tool
<i>sticky</i>	Adhesive, humid
<i>brine</i>	A strong solution of salt in water
<i>mingled</i>	Mixed, blended
<i>compound</i>	A combination of two or more ingredients
<i>refining</i>	Bringing or reducing to a pure state

Now study the same words used in context.

Water *burst*ed from the pipe.

Their eyes filled with *awe* at the sight of the big fire coming from the rock.

The big hole was made from water *seep*ing through the rock.

Gas escaped through the *crevice* of the rock and caught fire.

Col. Edwin L. Drake *drilled* 21 meters down, looking for oil.

His shoes were *stick*y with mud.

Salt is obtained from *brine*.

Several flavors are *mingled* together in that drink.

Petroleum is a *compound* of several substances.



Oil *refining* gives us many different products: from gasoline to plastics.

Particular Objective 2.0.

48.15.2.1. Choose the word that best fits in the incomplete sentences below, making any necessary changes.

brine
bursting
awe
drill
crevice

refining
seeping
sticky
mingled
compound

1. The street was _____ with asphalt.
2. Salt water and oil were _____ in the deposit.
3. _____ is obtained in salt mines.
4. Her eyes were _____ with tears.
5. There was _____ in their eyes when the comet appeared.
6. Water _____ through the rocks formed the cavern.
7. The cave was lighted through a _____ in the rock.
8. _____ for petroleum is done very carefully now.
9. Most of the metals and minerals found are _____ elements.
10. _____ is a very important step in the oil industry.

48.15.3. STRUCTURES.

Differences between: *plan*, *intend* and *try*.

Plan on means to decide on a future action.

Intend means to have in mind: as a purpose, to plan to do something.

Try means to make an effort, to attempt to do or to accomplish.

Study these words used in context:

We *plan on visiting the museum in Mexico City*.

They *planned on* drilling for oil in Alaska in 1975.

She is *planning on* taking English II and English III next semester.

I *intend* to rest in the summer.

He *intended* to study all about petroleum.

She *intends* to work out the answers before the exam.

The teacher *tries* to make her classes interesting.

Mario *tried* to arrive on time, but the traffic delayed him.

He is *trying* to improve his spelling.

You will have noticed that after *on* the verb is always in its gerund form or *ing* form.

Particular Objective 3.0.

48.15.3.1. Use *plan on*, *intend* or *try* in the following sentences, making any necessary changes.

1. They _____ to work during the summer.
2. She is _____ going to Europe next month.
3. Do you _____ to speak English at home?
4. He _____ very hard, but he can't quit smoking.
5. We _____ making a trip to Guanajuato in July.
6. They _____ to win the game, but it was useless.
7. Pat _____ to study more next semester.
8. He _____ building his house very carefully.
9. Rose _____ not to eat too much, but she never succeeds.



10. We _____ to hike to the top of the mountain but it was very hot and we had to return.

48.15.4. SPECIAL DIFFICULTIES.

TWO-WORD VERBS. The following verbs have a very special meaning and should be considered as a unit of speech.

<i>To set up</i>	To install, to place.
<i>To leave out</i>	Not to include, to forget
<i>To come up with</i>	To appear as the result of something
<i>To die down</i>	To finish, to fade away
<i>To drop by</i>	To visit
<i>To get away with</i>	To succeed in something, especially by one's own efforts
<i>To try on</i>	To measure, to fit
<i>To stay up</i>	Stay awake
<i>To blow out</i>	To extinguish, malfunction
<i>To make over</i>	To make again

NOTICE how two-word verbs are used in the following sentences.

The engineers *set up* the equipment and began to drill.
They *set up* the tent and went to sleep.

It is important not to *leave out* anything when you answer an exam.
She *left out* the conclusion in her literature report.



Children sometimes *come up with* very clever ideas.
When we *came up with* a plan it was raining.

Their interest died down when they saw the work to be done.
When the wood was consumed, the fire *died down*.

Close friends usually *drop by* without notice; they are always welcome.
Mary told them, "Drop by any times you want, I am always home."

Peter cheated on an exam but he *got away with* it.
That boy stole some candy at the store and he *got away with* it.

Girls like to *try on* new clothes.
My boy *tried on* his new suit for the reception.

I had too much work and *stayed up* all night.
The baby was sick and his parents *stayed up* until dawn.

The wind *blew out* the fire.
The fuses *blew out* at the factory, and work stopped.

It is difficult to *make over* an exercise that has many mistakes.
Scientists split the molecules of petroleum and *make* them *over*.

Particular Objective 4.0.

48.15.4.1. Complete the following sentences with two-word verbs which mean the same as the words in parenthesis. Make any necessary changes.

1. The fire began to _____ and we put some more coal on it. (fade away)
2. Colonel Drake _____ his equipment and drilled for oil. (install)
3. The Berkley _____ our house last night. (visit)
4. You shouldn't let the baby _____ every one of his demands. (succeed in something.)

5. Elizabeth _____ her wedding dress last week. (fit)
6. Students usually _____ all night when they have exams. (stay awake)
7. Marie _____ all the candles on her birthday cake. (extinguish)
8. We made a mistake and had to have the table _____. (make again)
9. He _____ a wonderful idea. (appear as the result of something)
10. The lesson was finished but we _____ a list of verbs we were going to review next week. (not to include)



48.15.5. TRANSLATION.

Particular Objective 5.0.

48.15.5.1. Translate the following sentences trying to give the special meaning of the two-word verbs used. Consult your dictionary.

1. The masons set up the foundation for that new building.

2. We left out Unit 15 in our English IV course.

3. They came up with the idea of building a terrace.

4. The fire was dying down and the sight was magnificent.

5. The students dropped by at the hospital and cheered up their sick classmate.

6. They kidnapped the child but they didn't get away with it. They went to prison.

7. She tried on her new dress and she looked wonderful.

8. It is terrible to stay up all night and have to work the next day.

9. The strong wind blew out the fire we were trying to start.

10. Many people often make the same mistakes over.



Module 16

PARTICULAR OBJECTIVES

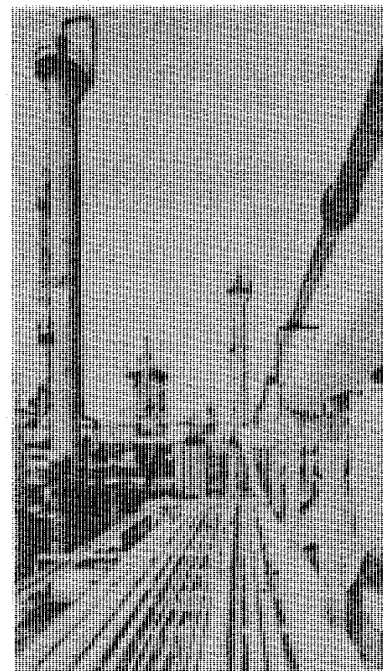
After studying this module, the student will be able to:

- 1.0. Answer with complete statements, the questions based on the reading: "Petroleum: Part Two".
- 2.0. Choose from a given list the word that best completes each sentence.
- 3.0. Write an essay according to the instructions given in 48.16.3.1.
- 4.0. Add the suffix— MENT to a given list of verbs.
- 5.0. Fill in each blank in the given sentences with a noun, according to the verb in italics.
- 6.0. Translate the given paragraphs.



48.16.1. PETROLEUM (PART TWO).

In the old days refining oil meant boiling it. But oil does not boil the way water does. Water always boils at a single temperature, while oil can be boiled at several different temperatures and with different results. When oil reaches a certain temperature, it gives off gasoline—in the form of vapor, which is carried off in pipes that run through cold water; this way the vapor is turned back into liquid and emptied into tanks. After gasoline is boiled away, the oil is heated to a higher point where it gives off kerosene. Thus this process continues to produce fuels for all forms of transportation, nafta, benzine, as well as vaseline. Then the oil is heated more intensely and fuel oil (used in furnaces) is produced. This process continues until there is nothing left but a heavy kind of oil or asphalt.



This Mexican petrochemical plant produces raw material from petroleum for thousands of objects we use daily.



And now, oil engineers have succeeded in tearing the molecules of oil apart or splitting them and putting them back together in new patterns to make completely new products. This process is called polymerization and with it they make petroleum over, obtaining hundreds of products out of it. Some of them are: synthetic rubber for making rubber sponges, tires, rubber hoses, rubber boots and many other articles. Wax and paraffin which are used not only to make all kinds of candles but also the finest and most expensive cosmetics, medicines and packing carton materials.

In agriculture, petroleum is useful, not only as combustion for tractors, but also as a basic ingredient for pesticides, insecticides and herbicides.

But where we are in constant contact with petroleum in almost every aspect of our daily lives, is in the field of plastics and synthetic fibers, ("nylon", "orton", polyesters") for making clothes and many kinds of materials which have substituted wool and cotton, or which are mixed with them. From thermoplastics (polyethylene, "bakelite", etc.) many objects are made: telephone sets, skis, tennis rackets, boats, steering wheels, dishes, furniture and hundreds of other products, which have placed oil among one of the most indispensable raw materials in today's world.

Oil has been wasted enormously by drilling carelessly and by uncontrolled fires, but mainly by the speed with which our modern way of life has been using it up. Fortunately, drilling for oil has become a science and the work is done by geologists who have knowledge of the kind of rock formations that are likely to trap oil, and with the help of instruments that measure gravity and magnetism, they find out the kinds of rocks that lie beneath the surface. Thus, when they find "oil rocks", and only then, the drilling process takes place.

Man has become conscious of the great importance of oil and the countries that have it, have realized their enormous responsibility for protecting their oil reserves. Oil is a resource that cannot be renewed and if a substitute for it is not found, there will be terrible consequences.

For it has become the motor of the development of our technical-industrial civilization.

COMPREHENSION QUESTIONS

Particular Objective 1.0.

48.16.1.1. Write the answers to the following questions based on the reading. Give complete statements.

1. What did refining oil mean in the old days?

2. What does oil produce when it is boiled at certain temperatures?

3. What is left when oil is refined several times?

4. What do oil engineers do to oil now?

5. What is this process called?

6. What are wax and paraffin used for?

7. What is petroleum used for in agriculture?

8. What are some synthetic fibers used for?

9. Name some of the products derived from petroleum.

10. Why has oil been wasted enormously?



48.16.2. VOCABULARY.

NOTICE the following words and their definitions.

<i>pipes</i>	Long tubes for conveying a fluid
<i>heated</i>	Make hot, become warmer
<i>furnaces</i>	Structures in which fuel is burned to make heat.
<i>tear apart</i>	Pull apart or into pieces
<i>wax</i>	A thick, sticky, oily substance
<i>field</i>	An area considered in relation to a specific use.
<i>raw material</i>	In a natural state or condition, not processed by manufacturing.
<i>trap</i>	Catch in any way, to hold
<i>beneath</i>	In a lower place, underneath
<i>furniture</i>	Movable articles such as chairs, tables, desks, etc. (Note: It is always used in the singular).

Now study the same words used in context.

Gas is sent to cities through long *pipes*.

The *heated* oil turns into different products.

Furnaces function with oil.

They *tear* the molecules of oil *apart* and make new products.

Wax is a basic ingredient of cosmetics.

Many important discoveries have been made in the *field* of petroleum.



A rich country is one that has many *raw materials* and can process them.

Animal *traps* are commonly used in the country by hunters.

There are many different resources *beneath* the surface of the earth.

Many modern pieces of *furniture* are made from plastic.

Particular Objective 2.0.

48.16.2.1. Choose the word that best fits in the incomplete sentences below, making any necessary changes.

furniture

trap

pipes

wax

beneath

raw materials

furnaces

field

tear apart

heated

1. The bird _____ worked and a bird was caught.
2. The _____ took water to different parts of the city.
3. The room was _____ and comfortable during the winter.
4. They had to dig _____ the tree to find the treasure.
5. She bought new _____ for her house.
6. Some countries export a lot of _____.
7. The _____ had to be cleaned before the coming of winter.
8. _____ is good for protecting car paint.
9. Did you _____ that machine before repairing it?
10. Electronics is an interesting _____ of study.

48.16.3. STRUCTURES.

WRITING OUTLINES, PARAGRAPHS, ESSAYS.

If you are going to write a composition or an essay, the most important thing is to have enough information about the subject before you begin writing.

The next step is to order your ideas. This can be done with the help of an outline.

An Outline is a general plan of the material with which you will deal. It is a brief summary of the important ideas and the order in which they will be presented. An outline shows the order of the different ideas, the importance of each of them, and the relationship between each of the topics.

In an outline you should follow these steps:

- (1) List the ideas you remember and wish to discuss or include in your writing.
- (2) Make them follow the order in which you wish to present them.

Following these steps, your writing will be easy to follow.

Paragraphs. Your writing or composition will probably consist of several paragraphs. Each paragraph should be on one idea. Perhaps you can begin your paragraph by stating, in one or two sentences, the idea in general terms and then develop that idea.

In a paragraph you should also order your ideas, enumerate steps, and give reasons for what you are describing. Paragraphs do not have to be very long. Some topics or ideas can be made clear with only three or four sentences. It is useless to keep on writing just to fill up more lines.

There has to be continuity in what you write and this is achieved



only with clearness and logical arrangement of the material.

Once you finish your paragraph, try to make the next one follow the same thought. Imagine that your composition has several steps and you have to climb them one by one until you reach the top.

Ending paragraphs: the last paragraph of a composition is very important, in it you have to give a conclusion of what you have dealt with. You can be sure that the reader will remember more of what he has read at the end, if the conclusion has been stated clearly.

Essays. An essay is a longer piece of writing used for several purposes: school compositions, personal opinions on different topics, book reviews, editorials, etc.

An essay usually consists of three steps:

- (1) An introduction, where the purpose of the essay is explained. This can be done in one or two paragraphs.
- (2) The body of the essay, where the development of the idea is presented. It consists of several paragraphs.
- (3) The conclusion, where the argument is summarized. This part usually consists of one or two paragraphs.

Remember, when you write letters, paragraphs or essays, do not make your sentences too long, or they may become boring and difficult to follow. Try to make your ideas clear to the reader.

Writing can be easy and even fun, if you have something interesting to say!

Particular Objective 3.0.

48.16.3.1. Make an outline on any of the suggested topics. Develop the idea in more than three paragraphs.

My summer vacation
How I spend my weekends
My family
My plans for the future



48.16.4. INCREASING YOUR VOCABULARY.

USE OF *-MENT*

The use of the suffix *-Ment* gives some verbs the meaning of nouns.

Verb	+ ment	Noun
enlarge	+ <i>ment</i>	enlargement
ship	+ <i>ment</i>	shipment
manage	+ <i>ment</i>	management
establish	+ <i>ment</i>	establishment

Particular Objective 4.0.

48.16.4.1. Add the suffix *-ment* to the following verbs.

1. enjoy
2. settle
3. agree
4. engage
5. refine
6. measure
7. nourish
8. improve
9. achieve
10. install
11. confine
12. pay

Particular Objective 5.0.

48.16.4.2. Use the italicized verbs to form nouns and complete the sentences. Make any necessary changes.

1. Children *enjoy* playing in the park, it is a good place for_____.
2. They *settled* on the rich land and it became a prosperous_____.
3. They *agreed* on working for the same salary and their_____was respected.
4. Sylvia is *engaged* to Bill, her_____ring is beautiful.



5. They *confined* the prisoners to an island but their _____ was not paradise.
6. Pete _____ a small store and his _____ is a big supermarket now.
7. Girls prefer to be thin and measure themselves everyday to see if their _____ are not too large.
8. Richard *improved* this semester and his _____ gave him self-confidence.
9. Somehow she *manages* to accomplish many things and it is mostly due to her _____ of time.
10. They *shipped* the merchandise last month and the _____ arrived on time.

48.16.5. TRANSLATION.

Particular Objective 6.0.

Translate the following paragraphs.

The importance of oil.

Have you ever considered the importance of oil in our modern world? We have come to depend so much on it that perhaps factories, vehicles, industry and life in general, would have not followed the patterns they have, were it not for oil.

Vehicles would perhaps not move as rapidly as they do without the proper fuels; factories would not reach the high levels of production they have at present; houses and buildings would not be as comfortable as they are in the wintertime. Streets would have to be paved with something different than asphalt; agriculture would not have the rate of production it has on account of uncontrolled pests. The natural rubber supply was insufficient to meet the considerable demand that synthetic rubber came to replace. The clothing industry would probably not fulfill its needs without the help of synthetic fibers.

The plastics industry, which is so important and which gives work to millions of people in the world, and makes thousands of useful products, would probably not even exist, were it not for oil.

Recent studies have proved that in the near future food will also be produced from oil. So this useless product of the XIX century that used to be considered as a nuisance because it ruined brine, will perhaps be the salvation of future generations in our constantly changing world.



Answers to exercises

48.15.1.1.

1. How did primitive man probably regard a flame bursting out of a rock?
He regarded it with awe and wonder and perhaps as a sign from heaven.
2. What did man discover as he started building his civilization?
He discovered minerals and metals and began to use them.
3. What does Marco Polo refer to in one of his accounts?
He refers to oil being transported from Baku to Bagdad on camels.
4. Who began experiments with oil in 1847?
James Young began experiments with oil in 1847.
5. What could be obtained from refining oil?
A light oil to burn in lamps; a heavy oil machinery and paraffin wax to make candles with.
6. Who was the first to prove that oil could be drilled from underground?
Colonel Edwin Laurentine Drake in 1859.
7. What is oil sometimes called?
"Black gold."
8. Where did Edwin L. Drake drill looking for oil?
He drilled for oil in Titusville, Pennsylvania.
9. What does "petroleum" mean?
Petroleum means in Latin "rock oil."
10. Name at least three places where oil is found.
The United States, the Middle East and Mexico, among others.

48.15.2.1.

1. The street was *sticky* with asphalt.
2. Salt water and oil were *mingled* in the deposit.
3. *Brine* is obtained in salt mines.
4. Her eyes were *bursting* with tears.
5. There was *awe* in their eyes when the comet appeared.



6. Water *seeping* through the rocks formed the cavern.
7. The cave was lighted through a *crevice* in the rock.
8. *Drilling* for petroleum is done very carefully now.
9. Most of the metals and minerals found are *compound* elements.
10. *Refining* is a very important step in the oil industry.

48.15.3.1.

1. They *intend* to work during the summer.
2. She is *planning on* going to Europe next month.
3. Do you *try* to speak English at home?
4. He *tries* very hard, but he can't quit smoking.
5. We *plan on* making a trip to Guanajuato in July.
6. They *tried* to win the game, but it was useless.
7. Pat *intends* to study more next semester.
8. He *plans on* building his house very carefully.
9. Rose *tries* not to eat too much, but she never succeeds.
10. We *tried* to hike to the top of the mountain but it was very hot and we had to return.

48.15.4.1.

1. The fire began to *die down* and we put some more coal on it. (fade away)
2. Colonel Drake *set up* his equipment and drilled for oil. (install)
3. The Berkleys *dropped by* our house last night. (visit)
4. You shouldn't let the baby *get away with* every one of his demands (succeed in something.)
5. Elizabeth *tried on* her wedding dress last week. (fit)
6. Students usually *stay up* all night when they have exams. (stay awake)
7. Marie *blew out* all the candles on her birthday cake. (extinguish)
8. We made a mistake and had to have the table *made over* (make again)
9. He *came up with* a wonderful idea. (appear as the result of something)
10. The lesson was finished but we *left out* a list of verbs we were going to review next week. (not to include)

48.15.5.1.

1. The masons set up the foundation for that new building.
Los albañiles colocaron los cimientos de ese edificio nuevo.
2. We left out Unit 15 in our English IV course.
No incluimos la Unidad 15 en el curso de inglés IV.
3. They came up with the idea of building a terrace.
Salieron con la idea de construir una terraza.
4. The fire was dying down and the sight was magnificent.
El fuego se estaba extinguiendo y la vista era magnífica.
5. The students dropped by at the hospital and cheered up their sick classmate.
Los alumnos visitaron el hospital y alegraron a su compañero enfermo.
6. They kidnapped the child but they didn't get away with it. They went to prison.
Secuestraron al niño pero no se salieron con la suya. Fueron a prisión.
7. She tried on her new dress and she looked wonderful.
Se probó su vestido nuevo y se veía maravillosa.
8. It is terrible to stay up all night and have to work the next day.
Es terrible estar despierto toda la noche y tener que trabajar al día siguiente.
9. The strong wind blew out the fire we were trying to start.
El fuerte viento apagó el fuego que estábamos tratando de encender.
10. Many people often make the same mistakes over.
Mucha gente vuelve a cometer los mismos errores con frecuencia.

48.16.1.1.

1. What did refining oil mean in the old days?
It meant boiling it.
2. What does oil produce when it is boiled at certain temperatures?
It produces gasoline, kerosene, nafta, benzine, and vaseline.
3. What is left when oil is refined several times?
Asphalt is left.
4. What do oil engineers do to oil now?



They are splitting the molecules apart, and putting them back, making new products.

5. What is this process called?

It is called "polymerization."

6. What are wax and paraffin used for?

They are used to make candles, cosmetics and medicines.

7. What is petroleum used for in agriculture?

It is used for insecticides, pesticides and herbicides.

8. What are some synthetic fibers used for?

Some synthetic fibers are used for making clothes.

9. Name some of the products derived from petroleum?

"Nylon", "Orlon", plastics.

10. Why has oil been wasted enormously?

By drilling carelessly, by uncontrolled fires and our modern way of life has been using it up.

48.16.2.1.

1. The bird *trap* worked and a bird was caught.
2. The *pipes* took water to different parts of the city.
3. The room was *heated* and comfortable during the winter.
4. They had to dig *beneath* the tree to find the treasure.
5. She bought new *furniture* for her house.
6. Some countries export a lot of *raw material*.
7. The *furnace* had to be cleaned before the coming of winter.
8. *Wax* is good for protecting car paint.
9. Did you *tear apart* that machine before repairing it?
10. Electronics is an interesting *field* of study.

48.16.3.1. *To be corrected by student's tutor or instructor.*

48.16.4.1.

1. *enjoyment.*
2. *settlement.*
3. *agreement.*
4. *engagement.*
5. *refinement.*
6. *measurement.*

7. *nourishment.*
8. *improvement.*
9. *achievement.*
10. *installment.*
11. *confinement.*
12. *payment.*

48.16.4.2.

1. Children *enjoy* playing in the park, it is a good place for *enjoyment*.
2. They *settled* on the rich land and it became a prosperous *settlement*.
3. They *agreed* on working for the same salary and their *agreement* was respected.
4. Sylvia is *engaged* to Bill, her *engagement* ring is beautiful.
5. They *confined* the prisoners to an island but their *confinement* was not paradise.
6. Pete *established* a small store and his *establishment* is a big super-market now.
7. Girls prefer to be thin and measure themselves everyday to see if their *measurements* are not too large.
8. Richard *improved* this semester and his *improvement* gave him self-confidence.
9. Somehow she *manages* to accomplish many things and it is mostly due to her *management* of time.
10. They *shipped* the merchandise last month and the *shipment* arrived on time.

48.16.5.1.

La importancia del petróleo.

¿Has (ha) considerado alguna vez la importancia del petróleo en nuestro mundo moderno? Hemos llegado a depender tanto de él, que quizá las fábricas, los vehículos, la industria y nuestra vida en general, no habría seguido los mismos modelos de hoy en día, si no fuera por el petróleo.

Los vehículos tal vez no se moverían tan rápidamente como lo hacen



sin los combustibles apropiados; las fábricas no alcanzarían los altos niveles de producción que actualmente tienen; las casas y edificios no serían tan cómodos como son en el invierno. Las calles tendrían que ser pavimentadas con algo diferente que asfalto; la agricultura no tendría la tasa de producción que tiene, a causa de plagas incontrolables. La fuente de hule natural sería insuficiente para llenar la considerable demanda que el hule sintético vino a reemplazar. La industria del vestido probablemente no llenaría sus necesidades sin la ayuda de las fibras sintéticas.

La industria de los plásticos, la cual es tan importante y da trabajo a millones de gentes en el mundo, y la cual hace miles de productos útiles, ni siquiera existiría, si no fuera por el petróleo.

Estudios recientes han mostrado que en un futuro cercano también se producirá comida del petróleo. Así que este producto inútil del siglo XIX, al cual se le consideraba como una molestia porque echaba a perder la salmuera, será tal vez la salvación de las futuras generaciones en nuestro mundo que cambia constantemente.

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