

PREPARATORIA

*abierta*

**SEP**

**Preparatoria  
Abierta**

**SEP**

Inglés V Libro

SEP

**Inglés V Libro**  
Quinto semestre



## Inglés V



El contenido académico de este texto es exclusiva responsabilidad del Instituto Tecnológico y de Estudios Superiores de Monterrey y su índice pertenece al programa correspondiente al plan de estudios del nivel medio superior, para la materia de:

INGLÉS V  
UNIDADES XXXIII-XL

AUTORES:       Idolisa Salzar De Doria  
                  Guadalupe Vidaña De Reding  
                  Robert Milbre Chandler

COLABORARON: Irma Hinojosa Félix  
                  Rosa Ma. Beltrán Taboada

La educación es una responsabilidad compartida y en consecuencia invitamos atentamente a toda parsona interesada en colaborar para resolver la problemática educativa, a que remita sus comentarios, críticas y sugerencias con respecto a esta obra a la Dirección General de Educación Extraescolar de la SEP, CALLE LAGO BANGUEOLO No. 24, COL. GRANADA DELEGACIÓN MIGUEL HIDALGO, C. P. 11520 MÉXICO, D. F.

Sus aportaciones serán apreciadas en todo lo que valen y permitirán perfeccionar y adecuar permanentemente estos materiales a las cambiantes condiciones de la época actual.



## Index

Acknowledgment .....	11
Preface .....	12
Methodology .....	13
Assumed Knowledge .....	16
 Unit XXXIII .....	17
General Objectives .....	18
Module 1 .....	19
Particular Objectives .....	19
33.1.1. Washington, D.C. ....	21
Comprehension Question .....	22
33.1.2. Vocabulary .....	25
33.1.3. Structures .....	29
33.1.4. Special Difficulties .....	33
Idiomatic Expressions .....	34
33.1.5. Pronunciation Practice .....	39
Module 2 .....	41
Particular Objectives .....	41
33.2.1. Computers Amaying. and Extraordinary Electronic Machines! .....	43
33.2.2. Vocabulary .....	47
33.2.3. Structures .....	51
33.2.4. Special Difficulties .....	59
33.2.5. Pronunciation Practice .....	65
Answers to exercises .....	67
 Unit XXXIV .....	79
General Objectives .....	80
Module 3 .....	81
Particular Objectives .....	81
34.3.1. A visit to Carlshad caverns .....	83
34.3.2. Vocabulary .....	86
34.3.3. Structures .....	89
34.3.4. Special Difficulties .....	93
34.3.5. Pronunciation Practice .....	97
Module 4 .....	99
Particular Objectives .....	99
34.4.1. The white horses of the Spanish Riding academy of	





Viena	101
34.4.2. Vocabulary	105
34.4.3. Structures	107
34.4.4. Special Difficulties	111
34.4.5. Pronunciation Practice	115
Answers to exercises	117
Unit XXXV	125
General Objectives	126
Module 5	127
Particular Objectives	127
35.5.1. Edward Jenner	129
35.5.2. Vocabulary	133
35.5.3. Structures	135
35.5.4. Special Difficulties	141
35.5.5. Pronunciation Practice	145
Module 6	147
Particular Objectives	147
35.6.1. What is the wather like?	149
35.6.2. Vocabulary	153
35.6.3. Structures	155
35.6.4. Special Difficulties	161
35.6.5. Pronunciation Practice	163
Answers to exercises	165
Unit XXXVI	175
General Objectives	176
Module 7	177
Particular Objectives	177
36.7.1. Helicopters: Perhaps the "family" vehiche of the future	179
36.7.2. Vocabulary	183
36.7.3. Structure	187
36.7.4. Special Difculties	191
36.7.5. Pronunciation Practice	195
Module 8	197
Particular Objectives	197
36.8.1. Architecture the Artand Science of Building	199
36.8.2. Vocabulary	203
36.8.3. Structure	207
36.8.4. Special Difficulties	211
36.8.5. Pronunciation Practice	215
Answers to exercises	217

Unit XXXVII	227
General Objectives	228
Module 9	229
Particular Objectives	229
37.9.1. The technological evolution and change	231
37.9.2. Vocabulary	235
37.9.3. Structures	237
37.9.4. Special Difficulties	241
37.9.5. Pronunciation Practice	245
Module 10	247
Particular Objectives	247
37.10.1. Pollution and Maris environment	249
37.10.2. Vocabulary	253
37.10.3. Structures	257
37.10.4. Special Difficulties	259
37.10.5. Pronunciation Practice	261
Answers to exercises	263
Unit XXXVIII	269
General Objectives	270
Module 11	271
Particular Objective	271
38.11.1. Shopping centers	273
38.11.2. Vocabulary	277
38.11.3. Structure	281
38.11.4. Special Difficulties	285
38.11.5. Pronunciation Practice	289
Module 12	291
Particular Objective	291
38.12.1. Scupture	293
38.12.2. Vocabulary	297
38.12.3. Structure	301
38.12.4. Special Difficulties	305
38.12.5. Pronunciation Practice	309
Answers to exercises	311
Unit XXXIX	321
General Objectives	322
Module 13	323
Particular Objectives	323
39.13.1. On other civilizations	325
39.13.2. Vocabulary	329
39.13.3. Structures	331



39.13.4. Special Difficulties .....	335
39.13.5. Pronunciation Practice .....	339
Module 14 .....	341
Particular Objectives .....	341
39.14.1. The meter has won .....	343
39.14.2. Vocabulary .....	347
39.14.3. Structures .....	349
39.14.4. Special Difficulties .....	351
39.14.5. Pronunciation Practice .....	353
Answers to exercises .....	355
Unit XL .....	361
General Objectives .....	362
Module 15 .....	363
Particular Objectives .....	363
40.15.1. Beavers (Part one) .....	365
40.15.2. Vocabulary .....	369
40.15.3. Structures .....	373
40.15.4. Special Difficulties .....	377
40.15.5. Pronunciation Practice .....	381
Module 16 .....	383
Particular Objectives .....	383
40.16.1. Beavers the "engineers" of the animal world. (Part two) .....	385
40.16.2. Vocabulary .....	391
40.16.3. Structures .....	395
40.16.4. Special Difficulties .....	401
40.16.5. Pronunciation Practice .....	405
40.16.6. Desiderata .....	407
Answers to exercises .....	409

## ACKNOWLEDGMENT

The authors are indebted to the United States Information Service, Monterrey, Nuevo Leon, for the use of the photographs used in the following units: 33A, 34A, 35A, 35B, 36B, 37B, 38A, 38B, 39A, 39B and 40A; to the Austrian Embassy in Mexico City for the use of the photograph in unit 34B; to Control Data de México, S. A. de C. V., for the photograph used in unit 33B; to the Vought Helicopter Corporation of Texas for the use of the photograph in unit 36A; to Alberto Martínez for his excellent drawings used in units 40A and 40B.



## PREFACE

This is the fifth book in the English series for the Open Preparatory at ITESM 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.
5. 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
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
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.

## UNIT XXXIII



## General objectives

Finishing this unit, the student should have developed sufficient capacity to:

- 1.0 Read and understand the reading selections 33.1.1. and 33.2.1.
- 2.0 Use in oral and written language the vocabulary in exercises 33.1.2 and 33.2.2.
- 3.0 Use the grammatical structures given in 33.1.3 and 33.2.3 in the oral and written language.
- 4.0 Use at the right moment and efficiently, in the oral and written language, the words and idiomatic expressions in sections 33.1.4 and 33.2.4.
- 5.0 Master the phonetic sounds given in sections 33.1.5 and 33.2.5.

## Module 1

### PARTICULAR OBJECTIVES

On finishing this module the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: 'Washington, D.C.'.
- 2.0 Will be able to complete the sentences with the proper word from the list given.
- 3.0 Will be able to complete the sentences with the proper form of the word given in parenthesis.
- 4.0 Will be able to answer a group of questions, using the list of opposites given.
- 5.0 Will be able to change the sentences given from the passive to the active voice.
- 6.0 Will be able to choose one of the two words in parenthesis to complete the sentences correctly.
- 7.0 Will be able to complete the sentences with the proper form of an indefinite pronoun.
- 8.0 Will be able to complete the sentences with the proper idiomatic expression.
- 9.0 Will be able to master the phonetic sounds [s] , [z] and [ɪz ] at the end of plural nouns.



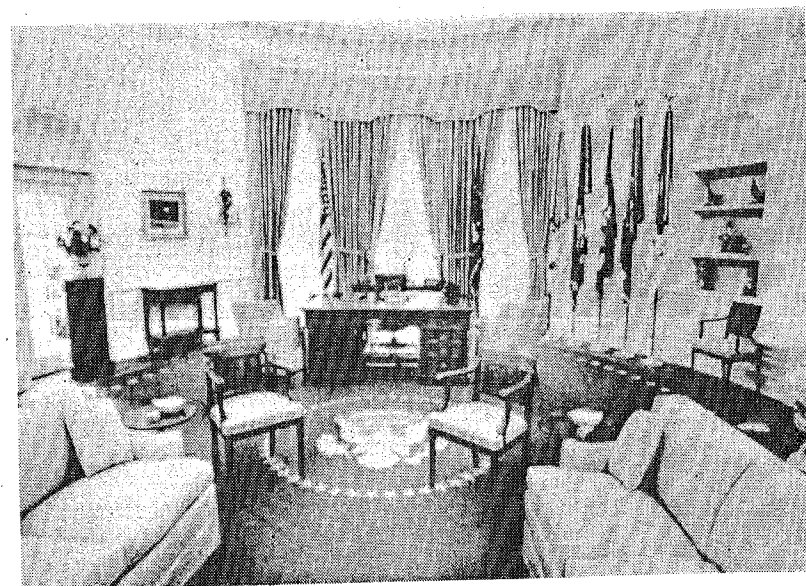
### 33.1.1.

### WASHINGTON, D.C.

Washington, D.C., the capital of the United States, is situated on the Potomac River. The place where it now lies had been mainly farm land which had originally belonged to the states of Maryland and Virginia. The section was called the District of Columbia after Christopher Columbus, and the city Washington, after George Washington.

Pierre Charles L'Enfant, a skilled French architect, planned the city of Washington after having made a study of the principal capital cities of Europe.

Work on the city was begun in 1791. Later, L'Enfant, who was a strong-minded, strong-willed person, had difficulties with almost everyone concerned with the work and he was removed from office. The men who were put in to carry on his work had to do the best they could without the plans, for L'Enfant had taken them with him.



The Oval Office of the White House, where the President of the United States works.



L'Enfant died a poor and broken man; but, in 1809, Congress finally honored him by removing his remains from an unmarked grave in Maryland, and burying him in Arlington National Cemetery. A headstone marks his grave; it also names him as Architect of Washington itself.

Washington is perhaps the most beautiful capital city in the whole world. For one thing, it has more trees than any other city. Its long wide avenues running out from the Capitol Building, its attractive parks and squares are some of the features which help make Washington such a beautiful city. All of these features formed part of L'Enfant's original plan.

Among other things which attract tourists' attention are: The Capitol Building, the White House, the Pentagon and the Washington monument.

Where did the White House get its name?

During the war of 1812, in August 1814, the British soldiers took over the city and set it on fire. Fortunately, it rained hard for hours and the destruction was not complete. When the President's Palace was rebuilt, it was painted white to cover the black marks left by the fire. Soon people began to call it the White House. The name became very popular and ever since it has been The White House.

Particular Objective 1.0

### COMPREHENSION QUESTIONS

33.1.1.1. Write the answers to the following questions, based on the reading, in complete statements.

1. Where is Washington, D.C. located?
2. Who owned the farm land where the District of Columbia is today?
3. Why was the section named District of Columbia?
4. What was L'Enfant's nationality?
5. What was his profession?
6. What did L'Enfant do before he planned the city of Washington?
7. Why was L'Enfant removed from office?

8. Where was L'Enfant originally buried?
9. Where does his body rest now?
10. A headstone marks his grave; but, which is his real monument?
11. Name one of the features which has made Washington so attractive to tourists.
12. What important event was taking place when the city of Washington was burned?
13. What saved the city from complete destruction?
14. Why did people begin to call the President's Palace the White House?

33.1.1.1.

1. Washington, D.C. is located on the Potomac River.
2. The District of Columbia.
3. Maryland and Virginia.
4. French.
5. An architect.
6. He was a landscape architect.
7. Because it has difficulties with everyone.
8. Arlington National Cemetery.
9. In England.
10. He was a landscape architect.
11. The Capitol Building, the White House, the Pentagon, and the Washington Monument.
12. The city was burned down.
13. The rain.
14. It was white like a house.





### 33.1.2. VOCABULARY

Particular Objective 2.0.

33.1.2.1. Rewrite the sentences below filling in the blanks with suitable words from the following group.

*capital, farm land, skilled, principal, carry on, unmarked, headstone, definitely, feature, rebuilt.*

1. It was difficult for those in charge to skilled L'Enfant's plans.
2. The President's Palace was rebuilt and later called the White House.
3. The school's \_\_\_\_\_ is ill, and there's no one to take his place.
4. On the headstone marking his grave, L'Enfant is honored as Architect of the City of Washington, D.C.
5. There is a double \_\_\_\_\_ program at the Downtown Theater.
6. When one visits Washington, D.C., it is almost impossible to believe that it was only once.
7. His remains were removed from an unmarked grave in Maryland.
8. David is a \_\_\_\_\_ artisan and has been offered a very good job.
9. Can you name three \_\_\_\_\_ cities in South America?
10. \_\_\_\_\_ L'Enfant's real monument is the city of Washington itself.

### RELATED WORDS

Most verbs in English can be nominalized as well as nouns changed to verbal forms. Below are some nouns taken from the reading and given nominalizations, verbal, adjectival and adverbial forms. Study the following word chart carefully.

NOUN	VERB	ADJECTIVE	ADVERB
1. originality	originate	original	originally
2. skill	to be skilled (in)	skillful	skillfully
3. principal	-----	principal	principally



4. strength	strengthen	strong	strongly
5. definition	define	definite	definitely
6. width	widen	wide	widely
7. attraction	attract	attractive	attractively
8. attention	to be attentive	attentive	attentively
9. completion	complete	complete	completely
10. destruction	destroy	destructive	destructively

### Particular Objective 3.0.

33.1.2.2. Rewrite the following sentences using the correct form of the word in parenthesis that follows it.

- Where did L'Enfant \_\_\_\_\_ come from? (originality).
- His \_\_\_\_\_ as an artist lives forever in the city of Washington. (skill).
- The \_\_\_\_\_ street in town is being repaired. (principal).
- He \_\_\_\_\_ opposed the manager's decision. (strength).
- \_\_\_\_\_ the phrase \_\_\_\_\_ the city was set on fire.' (definition).
- It's a very attractive hat, but the brim is not very \_\_\_\_\_ (width).
- She has \_\_\_\_\_ the attention of all the eligible young men present. (attraction).
- The audience listened \_\_\_\_\_ to the beautiful music. (attention).
- The city of Washington, D.C., was \_\_\_\_\_ without L'Enfant's plans. (completion).
- Just look at all this! Some people are \_\_\_\_\_ by nature! (destruction).

### OPPOSITES

STUDY the list of opposites given below:

- skilled                      unskilled
- strong-minded          weak-minded
- rich                          poor
- honor                        dishonor
- marked                      unmarked

- real                          unreal
- beautiful                  ugly
- long                          short
- wide                          narrow

### Particular Objective 4.0.

33.1.2.3. Write the answers to the following questions using the pattern as in the first one given. Use the list of opposites given above.

Was L'Enfant given the job because he was an *unskilled* architect?

*No, he wasn't. He was given the job because he was a skilled architect.*

- Was L'Enfant a *weak-minded* person?
- Did he die a *rich* man?
- Is L'Enfant considered a *dishonored* man?
- Did L'Enfant's remains lie in a *marked* grave in Maryland?
- Are dreams considered *real* situations?
- Is Washington, D.C., an *ugly* city?
- Is the reading "Washington, D.C." a *long* one?
- Is the main street of a city *narrow*?

### 33.1.2.3.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### 33.1.3. STRUCTURES

NOTICE the use of the passive voice in these sentences taken from the reading selection.

The section *was called* the District of Columbia.  
Work on the city *was begun* in 1791.

Particular Objective 5.0.

33.1.3.1. Rewrite and change the following sentences from the passive to the active voice.

1. The city was named Washington after George Washington by Congress.
2. L'Enfant was removed from office by the government.
3. His remains were removed from an unmarked tomb in Maryland by Congress.
4. The city of Washington, D.C., was burned by British soldiers.
5. The President's Palace was called the White House by the people.

STUDY the following sentences, taken from the reading using the comparative and the superlative.

The men had to do the *best* they could.  
Washington is perhaps *the most beautiful capital city* in the whole world.  
It has *more trees than* any other capital city.

Particular Objective 6.0.

33.1.3.2. Rewrite these sentences using the words in parenthesis that make the sentences correct.

1. Your dessert is (sweet, sweeter) than mine.
2. He is the (good, best) runner of the group.
3. My brother caught (more, the most) fish than the others.



4. His father is (more strict, stricter) than yours.
5. Eugene is the (least, less) ambitious of the four.
6. Of my two roommates, I like Marlene (better, best).
7. Their house is the (larger, largest) in the neighborhood.
8. He left all his money to the (old, oldest) son.
9. This is the (greenest, greener) grass I've ever seen!
10. Is Myrna (young, younger) than Elsa?

NOTICE the use of the pronouns in these sentences.

The men had to do the best *they* could without the plans, for L'Entant had taken *them* with *him*.

*It* has more trees than any other city.

*Its* wide avenues running out from the Capitol Building are beautiful.

Particular Objective 6.0.

33.1.3.3. Rewrite correctly the following sentences using one of the words in parenthesis.

1. Who are (they, them)?
2. Just between you and (I, me), Arnold is right.
3. To (who, whom) did you sell the car?
4. You must pay (he, him) not later than tonight.
5. Is this sweater (yours, your) or your brother's?
6. Jim drives as well as (she, her).
7. (Who, whom) is going with you, Eloise or Hilda?
8. Dad asked (we, us) to help him.
9. From (who, whom) did you receive a letter today?
10. Do you think (we, us) will beat the boys?
11. (Who's, whose) calling, please...? To (who, whom) am I talking?

NOTICE the use of the italicized words in the following sentences:

L'Entant had difficulties with almost *everyone* concerned with the work.

The phone rang, but when I answered it, *nobody* was on the line. I didn't hear *anything*.

Particular Objectives 7.0.

33.1.3.4. Rewrite the following sentences and fill in the blanks with the appropriate form of an indefinite pronoun.

1. There was not a soul in the room \_\_\_\_\_ was there.
2. The thief had turned the room upside-down looking for the jewels \_\_\_\_\_ was out of place.
3. She couldn't find him. She looked in the living room, dining room, the kitchen and his bedroom. He was \_\_\_\_\_ to be found.
4. Yes, there is \_\_\_\_\_ at the door asking for you.
5. You must have imagined seeing a spider. I looked around and saw. . . I tell you I didn't see \_\_\_\_\_.
6. \_\_\_\_\_ fell out the window. I heard the noise when it hit the ground.
7. The door was open. Any person could have come in and taken your purse \_\_\_\_\_ could have!

33.1.3.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_



### 33.1.4. SPECIAL DIFFICULTIES

STUDY the following list of troublesome pairs of words and the examples.  
capital: Washington, D.C., is the *capital* of the United States.

capitol: Congress meets in the *Capitol* Building.

principal: L'Enfant studied the *principal* capital cities in Europe.

principle: The speaker explained the *principle* of computer programming.

quiet: Please keep *quiet*. The baby is asleep.

quite: Jenny was *quite* exhausted after a hard day's work.

personal: The letter was marked: *Personal*. So the secretary didn't open it.

personnel: All the company's *personnel* was present at the meeting.

respectfully: Some people close their letters with: *Respectfully* yours.

respectively: Louise, Marylyn and Edith were elected president, secretary and treasurer, *respectively*, of their club.

stationary: Can you see that plane move? It seems *stationary* to me.

stationery: Are you going to write a letter? You will find the *stationery* in the top drawer.

Particular Objective 6.0.

33.1.4.1. Choose the correct word in parenthesis and rewrite the following sentences.

1. He answered (respectfully, respectively) when I talked to him.



2. Everyone is so (quiet, quite)! Why?
3. If the Earth were (stationary, stationery), we would certainly be in a fix.
4. I trust you. This is very (personal, personnel). Don't tell a soul!
5. Austin is the (capital, capitol) of the State of Texas.
6. He is a man of (principal, principle). You can rely on him.
7. This morning the (personal, personnel) of the bank were paid their annual bonus.
8. I usually get my (stationary, stationery) at that bookstore.
9. Congress meets in the (Capital, Capitol) Building in Washington, D.C.
10. Janice was (quiet, quite) sad after she heard the news about the accident.
11. Jerry, Tom and Frieda, the Jones' children, ages 18, 16 and 12 (respectfully, respectively), left for Japan today.
12. The (principle, principal) cities in Mexico are, namely: Mexico City, Guadalajara and Monterrey, in the order given.

### IDIOMATIC EXPRESSIONS

NOTICE the use of the italicized idiomatic expressions. Notice also how the italicized words make an expression with a different meaning than the words given separately:

The British *took over* the city and burned it.

STUDY these other idiomatic expressions with the word *take*.

He usually *takes a back seat*. He's so timid!

Kenneth generally *takes things lying down*. He endures everything without protest.

You *take your life into your own hands* when you get into that car. He's such a reckless driver!

Paul *takes after* his father. They are exactly alike in character and manner.

Particular Objective 7.0.

33.1.4.2. Rewrite the sentences and fill in the blank space with the idiomatic expression that best fits the situation:

1. She's such a charming girl! She \_\_\_\_\_ her mother.
2. Tell her just what you think of her. Don't be timid. Don't \_\_\_\_\_.
3. As soon as she arrived, she \_\_\_\_\_ and began to order everyone around to do just what she wanted.
4. Don't stand for it. Fight back! You mustn't \_\_\_\_\_.
5. He \_\_\_\_\_ driving at night and for hours! Thank God, he is safe and sound at home now.

NOTICE the use of the word *put* in the reading:

The men who were *put in* to carry on his work did the best they could.

STUDY very carefully the use of the word *put* in the following examples.

Mr. Melville *put in a good word for George*. I am sure he'll get the job.

You certainly *put one over on me*. I thought you had really fainted.

They are bankrupt but they certainly *put up a front* with that beautiful mansion.

It was definitely a *put-up job*. Everything turned out perfectly for them. They got away with half a million dollars.

He'd better be careful. She's *putting her best foot forward* to make a good impression on him.



## Particular Objective 8.0

33.1.4.3. Rewrite the following sentences. Fill in the blanks with the idiomatic expression that fits the situation.

1. Carl \_\_\_\_\_ when he was interviewed by the manager of the company. He wanted to make a good impression.
2. Will you please \_\_\_\_\_ me when you talk to Mr. McDowall? I do need that money and he can lend it to me.
3. They owe money on their car, their house, and to all their friends. But they certainly \_\_\_\_\_.
4. They knew who would win the game. It must have been a \_\_\_\_\_. Don't you think so?
5. He \_\_\_\_\_ on his father; but later, Mr. Robinson found out what his son had done and took the car away from him.

NOTICE the use of the word *running* in the following sentence from the reading.

Its long and wide avenues *running out from* the Capitol Building is one of the features that make the city of Washington so beautiful.

STUDY carefully these other idiomatic expressions with the word *run*.

He *ran short* of money and didn't have enough for the tip.  
Her car is in a *run-down* condition. Everything needs to be repaired.  
The couple *ran away* to get married. *They didn't have permission*.  
The baby looks sick and I think he is kind of hot. Are you sure he is not *running a temperature*?  
He *ran down* the list but he couldn't find his name.  
Mrs. Calhoun is *running for* office again this year. I hope she's elected mayor.  
The poor boy doesn't earn much money. He *runs errands* for the bank.  
I've got fever, a cough, and a *running* nose.

## Particular Objective 8.0

33.1.4.4. Use the idiomatic expressions that appropriately completes the sentences and rewrite them.

1. Do you know who is \_\_\_\_\_ president?
2. Young people now-a-days don't usually \_\_\_\_\_ to get married.
3. You have a \_\_\_\_\_ and a temperature; why don't you go to bed?
4. He looks all \_\_\_\_\_. His clothes seem to have been worn for ages.
5. Do you have a thermometer? I think I am \_\_\_\_\_.
6. Joey makes some extra money after school hours. He \_\_\_\_\_ for his neighbors.
7. Don't risk it. You might \_\_\_\_\_ money; then you wouldn't have enough for that suit you want.
8. \_\_\_\_\_ the page and was lucky to find the information I was looking for.



### 33.1.5. PRONUNCIATION PRACTICE

The *s* or *es* that forms the plural of nouns has three different pronunciations.

Particular Objective 9.0.

1. When a singular noun ends in a voiceless sound which is not a sibilant, we add the sound [s] to pronounce its plural form. Practice the following words:

districts	parks	rockets
architects	thoughts	drops
ropes	presidents	larks
monuments	states	payments
tanks	marks	scarfs
spots	tips	artists
banks	muffs	

2. When a singular noun ends in a voiced sound which is not a sibilant, we add the sound [z] to pronounce its plural form. Practice the following words:

capitals	squares	trees
rivers	persons	avenues
farms	features	buildings
sections	remains	hours
difficulties	graves	soldiers
names	headstones	cities
wars	programs	

3. When a singular noun ends in a sibilant sound, we add the sound [ɪz] when we pronounce its plural form. Practice the following words:

places	watches	packages
houses	matches	noises





offices  
judges  
masses  
oranges  
changes

phases  
palaces  
lunches  
pieces  
purses

passages  
sizes  
churches  
porches

## Module 2

### PARTICULAR OBJECTIVES

Finishing this module, the student:

- 1.0 Will be able to answer the comprehensive questions based on the reading selection: 'Computers: Amazing and Extraordinary Electronic Machines.'
- 2.0 Will be able to substitute the word written in italics with one taken from the list given.
- 3.0 Will be able to complete the sentences giving the noun form of the verb given in italics.
- 4.0 Given two words, he will be able to choose the one which correctly completes each sentence.
- 5.0 Will be able to invert the order of the sentences in the conditional tense giving more emphasis to the condition.
- 6.0 Will be able to complete the given sentences with the correct form of the verbs in parenthesis.
- 7.0 Will be able to change conditional sentences from:
  - a) The 'future' or 'present-possible' to the 'present-unreal.'
  - b) The 'present' to the past 'contrary-to-fact.'
- 8.0 Will be able to use the proper word from the 'trouble-some pairs' given.
- 9.0 Will be able to supply either *say* or *tell* according to the context of each sentence.



- 10.0 Will be able to substitute the words in italics with an idiomatic expression with the word 'point.'
- 11.0 Will be able to complete the sentences with the proper form of a reflexive pronoun according to the context.
- 12.0 Will be able to pronounce the phonetic sounds [s], [z] and [ɪz] in the -S form of the verb in the third person singular.

### 33.2.1. COMPUTERS: Amazing and Extraordinary Electronic Machines!

Are you familiar with computers? Have you ever asked yourself what they can do?

If you ask for a plane ticket, do you know who authorizes its sale? A computer! If you want to cash a check, do you know who gives the OK for its payment? A computer! Who distributes the energy that generates the plant of a large consortium of electrical companies? A computer!

There is no end to the list of all the things these marvelous electronic machines can do. And they cannot only do thousands of things, but are capable of doing them with astonishing speed far superior to that acquired by man on his own.



Computers have helped enormously toward a rapid growth in science.



They can do the payroll of a company; control large electric furnaces; simulate thousands of situations and foretell what would happen to each of them, and many other calculations and operations.

Due to the remarkable output of computers, humanity has wondered, "What if computers should some day act and think on their own? Would they not conquer the world? "

Some experts doubt that this could be possible, although yesterday's science-fiction has become today's reality. Even though a computer processes business data in a manner close to perfection, it cannot be perfect. Anything made by man is subject to occasional breakdowns.

A computer occasionally develops "bugs" or defects. A story is told of a digital computer that sold the wrong stocks because of a malfunction. Another, concerns a computer operated by the Army that ordered millions of dollar's worth of items shipped to Europe that were never requested.

These stories, anecdotes, do point out that environmental and technical human factors can contribute to the failure of a computer.

If instructions for proper operation are followed exactly by the user, a computer's accuracy, compared to that of a human being, is perfect.

Undoubtedly, without the computer's help, man would never have reached the Moon!

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

33.2.1.1. Write the answers to the following questions based on the reading passage.

1. What are electronic data processing machines called?

2. What can authorize the sale of a plane ticket? The payment of a check?
3. How have computers helped the growth in science?
4. What can computers do about situations created by them?
5. Do some experts think that some day computers will master the world?
6. Why can't a computer be perfect?
7. What does a computer sometimes develop?
8. What can contribute to the failure of a computer?
9. How does a computer's accuracy compare to man's?
10. To what outstanding event did computers contribute?

33.2.1.1.

1. Electronic data processing machines.
2. Computers.
3. They can help in many ways.
4. They can make mistakes.
5. They can be used to control many things.
6. They can develop bugs or defects.
7. They can sometimes develop bugs or defects.
8. They can contribute to the failure of a computer.
9. A computer's accuracy is perfect.
10. They contributed to the landing of man on the Moon.



### 33.2.2. VOCABULARY

Particular Objective 2.0.

33.2.2.1. Rewrite the sentences replacing the italicized words in the sentences below with words from the following group:

*occasionally, amazed, energetic, technique, accuracy, breakdown, environment, output, science-fiction, instructions*

1. The *surroundings* of a slum are difficult to improve.
2. A good cook rarely reads the *directions* on packages.
3. *Once in a while*, I like hot chocolate for breakfast.
4. He died of coronary *collapse*.
5. Renaissance art is full of *vigorous* expression.
6. George Orwell wrote *imaginative stories* that many people fear will come true.
7. The *method* used in making Chartres Cathedral's windows has been lost.
8. A company's survival depends on its selling its *production*.
9. Monsieur Petit has *surprised* the world with his acrobatic feats.
10. Atomic clocks are noted for their *precision*.

### RELATED WORDS

Particular Objective 3.0.

33.2.2.2. Remembering that most verbs can be nominalized, write the second sentence using the noun form of the verb in italics in the first sentence. Use the suffixes: *-er, -or, -ion, or -ment*. Follow the example.

Large cars *consume* tremendous amounts of gasoline.

*They are very expensive consumers of gasoline.*

1. An electronic machine *computes* data.  
It is called a \_\_\_\_\_.



2. Mr. Worley wished to **distribute** his money before he died. He did.  
He made a very just distribution among his family.
3. They were terribly **astonished** at the outcome of things.  
Their astonishment was written on their faces.
4. Albert Johnson **governs** the state.  
He is the State governor.
5. The doctor **operated** on the patient successfully.  
The operation was a success.
6. They were looking for someone to **administrate** their business.  
They decided to employ a business administrator.
7. The order was **shipped** last month.  
It's time that shipment had arrived.
8. We do not understand Japanese. We need someone to **interpret** what they say.  
Do you know where we can find an interpreter?
9. Can you tell me who **owns** this house?  
I don't know who the owner is.
10. Man has **perfected** computers.  
Their perfection is astounding.
11. We had a hard time persuading her to **agree**.  
Finally, she signed the agreement.
12. The criminal was **prosecuted** for his crime.  
The prosecution convinced the jury of his guilt.

## OPPOSITES

STUDY the list of opposites below:

- |             |            |
|-------------|------------|
| 1. success  | failure    |
| 2. accurate | inaccurate |
| 3. perfect  | imperfect  |
| 4. largest  | smallest   |
| 5. possible | impossible |
| 6. nothing  | everything |
| 7. right    | wrong      |
| 8. capable  | incapable  |

- |                |          |
|----------------|----------|
| 9. generous    | stingy   |
| 10. elementary | advanced |

## Particular Objective 4.0.

33.2.2.3. Rewrite the sentences below. Choose the correct word from each pair of words to complete the sentences.

1. It is almost **possible/impossible** that anything like this could happen!  
It's unbelievable!
2. She's so **generous/stingy** that I bet you can't get her to buy you a coke.
3. The play was a complete **success/failure**. Everyone was telling everybody else how good it was.
4. You are perfectly **right/wrong**. I guess I didn't know what I was talking about.
5. You'd better buy yourself another watch. Yours is so **accurate/inaccurate** you're always late.
6. This is an **elementary/advanced** course. It is not for beginners.
7. You have a(n) **perfect/imperfect** right to say so. After all, he deserves it.
8. Sue's got the **largest/smallest** piece of cake. Mine is about half as big as hers.
9. The fire destroyed **nothing/everything**. Not a piece of furniture was left.
10. He is **capable/incapable** of making a mistake. At least, he says so. He thinks so much of himself!



### 33.2.3. STRUCTURES

#### CONDITIONAL SENTENCES

A conditional sentence in the present or future tense is true depending on another event or situation.

1. REAL CONDITIONS: Those that depend on a real, or factual condition that can and will be realized.

#### 1. POSSIBILITIES

MAIN CLAUSE	CONDITIONAL CLAUSE
Future tense +	If + Present tense
Computers <i>will master</i> the world	IF they <i>think</i> and <i>act</i> on their own.
We <i>will benefit</i> tremendously	IF we <i>continue</i> to use computers.

#### 2. OBLIGATIONS

MAIN CLAUSE	CONDITIONAL CLAUSE
Special auxiliary + simple form +	If + Present tense
You <i>must take</i> care of yourself	IF you <i>want</i> to get well.
She <i>should tell</i> the truth	IF she <i>wants</i> to get off easy.



### 3. HABITUAL

MAIN CLAUSE	CONDITIONAL CLAUSE
Present tense +	If + Present tense
A computer <i>authorizes</i> the payment of a check	IF you <i>want</i> one cashed.
He usually <i>takes</i> a taxi	IF he <i>is</i> late to work.

NOTE: The if clause can precede the main clause; it is set off by a comma. The *if* clause at the beginning of a sentence emphasizes the condition.

#### EXAMPLE:

If computers *think* and *act* on their own, they *will* master the world.

#### II. Conditions that are contrary-to-fact.

These sentences depend on a hypothetical or unreal situation.

### 1. FUTURE

MAIN CLAUSE	CONDITIONAL CLAUSE
would, could, might + simple form.	If + past form or subjunctive
Computers <i>might master</i> the world	IF they <i>thought</i> and <i>acted</i> on their own. (They don't)
I <i>wouldn't worry</i>	IF I <i>were</i> * you. (I am not you).

\* The use of *were* is traditional in statements contrary-to-fact, but many speakers use *was*.

### 2. PAST

MAIN CLAUSE	CONDITIONAL CLAUSE
would, could, might + have + past participle	If + had + past participle
They <i>could have</i> been here on time	IF they <i>had taken</i> the early plane. (They didn't)
I <i>would've come</i> immediately	IF I <i>had known</i> about it. (I didn't know)

Particular Objective 5.0.

Emphasizing the condition.

33.2.3.1. To emphasize the condition, invert the order and rewrite the following sentences. Use a comma at the end of the *if* clause:

You will realize that I am right if you examine the situation carefully.

*If you examine the situation carefully, you will realize that I am right.*

- Will you get me today's newspaper if you have time?
- We must score some goals if we are to win the game.
- You'd better hurry up if you want to catch that plane.
- I can watch tonight's movie if somebody repairs my TV.
- They will have to postpone the picnic if the rain doesn't stop.
- Mr. Roberts will cross the border around noon if he leaves early.
- Where will you go if you get your vacation next week?
- What will you do if you are elected President of our country?



### 33.2.3.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Particular Objective 6.0.

33.2.3.2. Rewrite the following sentences with the correct form of the verb in parenthesis:

#### EXAMPLE:

If you (come) in late, the boss (be) very angry.  
*If you come in late, the boss will be very angry.*

1. You (lose) your job if you don't (leave) for New York tonight.
2. If Bill (investigate) the subject thoroughly, he (win) the contest.
3. Judy (be) famous someday if she (continue) her painting lessons.
4. You (be able) to attend the meeting if you (hurry).
5. If you (come) back next summer, (visit) me again, will you?
6. She (have) the time of her life if she (go) to Paris.

### 33.2.3.2.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Particular Objective 7.0.

33.2.3.3. Change and rewrite these sentences from the future, or present-possible to the present-unreal:

#### EXAMPLE:

If I *have* money, I *will buy* a new car.  
*If I had money, I would buy a new car.*

1. If Helen *calls* me, I *will talk* to her.
2. I *will drive* to the country Saturday if the boys *come* with me.
3. They *will go* home early if they *finish* their work.
4. I *will gladly lend* you the money if I *have* it.
5. Even if he *swears* on the Bible, I *won't believe him!*
6. We *will see* the game from the beginning if you *arrive* on time for us.
7. If I *feel* strong enough, I *will climb* to the very peak.
8. Richard *will* certainly *succeed* if he *prepares* himself better.
9. If I *see* her, I'll *give* her a cheery "Hello!"
10. The waiter *might give* us a reserved table if you *tell* him to.
11. If nobody *finds* out, he *will manage* to get away with it.
12. He *is* a foreign stamp collector. He *can* also *collect* rare coins if he *wants* to.

### 33.2.3.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_





12.

Particular Objective 7.0.b.

33.2.3.4. Change and rewrite the following sentences from the present to the past contrary-to-fact.

EXAMPLE:

What *would* you *do* if the building *caught* on fire?

*What would you have done if the building had caught on fire?*

1. If I *saw* your brother, I *would give* him a piece of my mind.
2. If you *kept* your word, you *would have* nothing to fear.
3. Ralph *would learn* a lot about foreign countries if he *took up* stamp collecting.
4. If today *were* a holiday, where *would* you *go*?
5. *Would* you *visit* the White House if you *went* to Washington, D.C., next summer?
6. Whom *would* you *like* to take with you if you *went* to the opera tonight?
7. You *could come* with us if you *asked* for a leave of absence.
8. If it *rained* on the way, he *might not arrive* on time.
9. I *would be* a very well-informed person if only I *retained* everything I read.
10. If the thief *left* by the fire escape, the policeman *couldn't catch* him.
11. You *would speak* English more fluently if you *practiced* it daily in conversation.
12. I *could complete* the job on time if you *helped* me.

33.2.3.4.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



### 33.2.4. SPECIAL DIFFICULTIES

STUDY the list of troublesome pairs of words and the examples given below:

human: Environmental and technical *human* factors can contribute to the failure of a computer.

humane: The *Humane* Society is very well known in the United States. It protects animals from cruel owners.

plane: If you want a *plane* ticket, a computer will authorize it.

plain: It's *plain* to me now. I understand perfectly well.

would: *Would* you mind if I smoke?

wood: It's a beautiful cabinet! It's made of red *wood*.

win: Laura is very happy because she *won* the beauty contest.

beat: The boys *beat* the visiting team, badly! 66 to nothing!

celery: I like *celery* very much. It's one of my favorite vegetables.

salary: Philip got a raise in *salary* last month.

costume: What *costume* are you going to wear to the Halloween dance?

custom: We are used to having a family Christmas dinner. It is our *custom*.

Particular Objective 8.0.

33.2.4.1. Rewrite the following sentences. Use the words given above to fill in the blanks:

1. We have to get plenty of \_\_\_\_\_. The nights get cold in the woods, and we'll need a fire.
2. What wouldn't I do if I got a raise in \_\_\_\_\_!



3. \_\_\_\_\_ beings are susceptible to fault.
4. Who \_\_\_\_\_ the game this time? Our team?
5. It is hard to get used to the \_\_\_\_\_ in a foreign country.
6. Are you taking the evening \_\_\_\_\_ to Dallas?
7. Oh, my God! They surely \_\_\_\_\_ us this time! 76 to 0!
8. I don't like my \_\_\_\_\_ for Mardi Gras. I think I'll look around for a better one.
9. I wish there were more people like Dr. Stevens. He is such a \_\_\_\_\_ person!
10. \_\_\_\_\_ you like to take a trip around the world?
11. Do you want to put some \_\_\_\_\_ in the salad?
12. She explained it in very \_\_\_\_\_ language. All of us understood perfectly well.

NOTICE the use of 'tell' in this phrase taken from the reading.

A story is *told* of a digital computer. . .

STUDY these idiomatic expressions with *tell*:

*Tell the truth*

*Tell a lie*

*Tell the time*

*Tell a story*

*Tell someone where to get off.*

(I definitely *told* him *where to get off*.)

(Usually you *tell* someone something; but *say* something to someone).

Particular Objective 9.0.

33.2.4.2. Supply the correct form of *say* and *tell* and rewrite the following sentences:

1. Carl and Max are always \_\_\_\_\_ they will do it; but they never keep their word.

2. \_\_\_\_\_ me, do you really have the money to pay for that car?
3. You have \_\_\_\_\_ that again and again. So please don't repeat it.
4. Don't \_\_\_\_\_ me any more lies! I'm sick and tired of your tall stories.
5. My friend \_\_\_\_\_ Edward where to get off. He hasn't bothered my friend since.
6. The babysitter was \_\_\_\_\_ the children a story when their mother came in.
7. Rachel is on the phone, long distance. She \_\_\_\_\_ she is coming home tomorrow.
8. The more he insisted on \_\_\_\_\_ the truth, the less they believed him.
9. Arnold \_\_\_\_\_ he would be here at 3, but it's 4 o'clock and he hasn't arrived yet.
10. She's \_\_\_\_\_ her mother she lost the money, but Mrs. Norton doesn't seem to believe her.

NOTICE the use of the word 'point' in the sentence below taken from the reading selection.

These stories do *point out* that environmental and technical human factors can contribute to the failure of a computer.

STUDY these other uses of the word 'point' in the following sentences:

That is *beside the point*. We don't have time to waste on details.

You must not put in the tea until the water has reached *the boiling point*.

He has many *good points* in his favor. His best one is his loyalty.

The bank manager couldn't do a thing. He was at *the point of a gun*. She is very blunt with her expressions. She expresses herself as if she used a pistol *point blank*.

Now, let's see. Our *point of departure* is: Are you willing to sell or not?

He explained his *point of view*, and we all agreed with him.

This discussion is *pointless*. All of us know what the decision will be.



### Particular Objective 10.0

33.2.4.3. Rewrite the sentences below, substituting an expression with the word 'point' for the italicized expression.

1. Our *first idea* is: Do we buy the house or not?
2. Of course everyone has a right to his *opinion*.
3. She told him *directly* that she was marrying him for his money.
4. Who did it is *irrelevant*. What we want to know is: How are we going to solve the problem?
5. All this talk is *devoid of meaning*. We are not going to be able to convince him.
6. Matters have reached *the ceiling*. We have to see a lawyer to get us out of this mess.
7. Are you joking? Who would protest *so close to* a gun!
8. Juliet is such a nice girl! One of her *traits* is her friendliness.

33.2.4.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

NOTICE the use of the reflexive pronoun in the following sentence from the reading:

Have you ever asked *yourself* what they can do?

Another example:

He *himself* checked the computer, but found nothing wrong with it.

### Particular Objective 11.0.

33.2.4.4. Rewrite the sentences filling in the blanks with the proper reflexive pronouns:

1. Mr. and Mrs. Dawson, you \_\_\_\_\_ must talk to him!
2. He disguised \_\_\_\_\_ as King Arthur.
3. Will everybody please serve \_\_\_\_\_?
4. The President \_\_\_\_\_ gave the awards.
5. Ruby dresses \_\_\_\_\_ up to look older than she is.
6. I will treat \_\_\_\_\_ to an exquisite lemon meringue pie.



### 33.2.5. PRONUNCIATION PRACTICE

Review the rules for pronouncing the plural forms of nouns.

The same rules apply to the pronunciation of the *S-form* of the verbs –the third person singular in the present tense.

Particular Objective 12.0.

Practice the following verbs. Add the sound [s] as you pronounce the *S-form*.

ask	think	prosecute
generate	doubt	like
distribute	develop	contribute
help	operate	request
simulate	ship	calculate
act	complete	generate
point	romp	stop
instruct	sink	persecute

Pronounce the *S-form* of the following verbs with the sound [z]:

know	conquer	decide
give	become	buy
acquire	concern	control
pay	order	improve
grow	compare	fill
wonder	read	consume
foretell	govern	follow
happen	come	study
fail	rebuild	fear
sell	save	belong
honor	drive	listen



Pronounce the *S-form* of the following verbs with the [ɪz] sound:

authorize  
process  
close  
reach  
use  
realize  
publish  
place

cash  
approach  
surprise  
lose  
practice  
establish  
emerge  
changes

convince  
catch  
advance  
cross  
astonish  
advise  
finish

## Answers to exercises

### MODULE 1

#### 33.1.1.1.

1. Where is Washington, D. C. located?  
*Washington, D. C., is located on the Potomac River*
2. Who owned the farm land where the District of Columbia is today?  
*Maryland and Virginia owned the land where the District of Columbia is today.*
3. Why was the section named District of Columbia?  
*The section was named District of Columbia after Christopher Columbus.*
4. What was L'Enfant's nationality?  
*L'Enfant was French.*
5. What was his profession?  
*He was a skilled architect.*
6. What did L'Enfant do before he planned the city of Washington?  
*L'Enfant studied the principal capital cities of Europe before he planned the city.*
7. Why was L'Enfant removed from office?  
*He was removed from office because he had difficulties with everyone concerned with the work.*
8. Where was L'Enfant originally buried?  
*L'Enfant was originally buried in Maryland.*
9. Where does his body rest now?  
*His body now rests in Arlington National Cemetery.*
10. A headstone marks his grave; but, which is his real monument?  
*The city of Washington itself is his real monument.*
11. Name one of the features which has made Washington so attractive to tourists.  
*One of Washington's attractive features is the White House. (The Pentagon, The Capitol Building, etc.).*
12. What important event was taking place when the city of Washington was burned?  
*The city of Washington was burned during the War of 1812.*



13. What saved the city from complete destruction?  
*The rain which fell hard for hours saved the city from complete destruction.*
14. Why did people begin to call the President's Palace the White House?  
*The President's Palace was painted white to cover the black spots left by the fire and the people began to call it the White House.*

### 33.1.2.1.

1. It was difficult for those in charge to **carry on** L'Enfant's plan.
2. The President's Palace was **rebuilt** and later called the White House.
3. The school's **principal** is ill, and there's no one to take his place.
4. On the **headstone** marking his grave, L'Enfant is honored as Architect of the City of Washington, D. C.
5. There is a double **feature** program at the Downtown Theater.
6. When one visits Washington, D. C., it is almost impossible to believe that it was only **farm land** once.
7. His remains were removed from an **unmarked** grave in Maryland.
8. David is a **skilled** artisan and has been offered a very good job.
9. Can you name three **capital** cities in South America?
10. **Definitely**, L'Enfant's real monument is the city of Washington itself.

### 33.1.2.2.

1. Where did L'Enfant **originally** come from?
2. His **skill** as an artist lives forever in the city of Washington.
3. The **principal** street in town is being repaired.
4. He **strongly** opposed the manager's decision.
5. **Define** the phrase '...the city was set on fire.'
6. It's a very attractive hat, but the brim is not very **wide**.
7. She has **attracted** the attention of all the eligible young men present.
8. The audience listened **attentively** to beautiful music.
9. The city of Washington, D. C. was **completed** without L'Enfant's plans.
10. Just look at all this! Some people are **destructive** by nature.

### 33.1.2.3.

1. Was L'Enfant a **weak minded** person?  
*No, he wasn't. He was a strong-minded person.*
2. Did he die a **rich** man?  
*No, he didn't. He died a poor man.*
3. Is L'Enfant considered a **dishonored** man?  
*No, he isn't. He is considered an honored man.*
4. Did L'Enfant's remains lie in a **marked** grave in Maryland?  
*No, they didn't. They lied in an unmarked grave.*
5. Are dreams considered **real** situations?  
*No, they aren't. They are considered unreal situations.*
6. Is Washington, D. C., an **ugly** city?  
*No, it isn't. It's a beautiful city.*
7. Is the reading "Washington, D. C." a **long** one?  
*No, it isn't. It's short one.*
8. Is the main street of a city **narrow**?  
*No, it isn't. It's wide.*

### 33.1.3.1.

1. The city was named Washington after George Washington by Congress.  
*Congress named the city Washington after George Washington.*
2. L'Enfant was removed from office by the government.  
*The government removed L'Enfant from office.*
3. His remains were removed from an unmarked tomb in Maryland by Congress.  
*Congress removed his remains from as unmarked tomb in Maryland.*
4. The city of Washington, D. C., was burned by British soldiers.  
*British soldiers burned the city of Washington, D. C.*
5. The President's Palace was called the White House by the people.  
*The people called the President's Palace the White House.*

### 33.1.3.2.

1. Your dessert is **sweeter** than mine.



2. He is the *best* runner of the group.
3. My brother caught *more* fish than the others.
4. His father is *stricter* than yours.
5. Eugene is the *least* ambitious of the four.
6. Of my two roommates, I like Marlene *better*.
7. Their house is the *largest* in the neighborhood.
8. He left all his money to the *oldest* son.
9. This is the *greenest* grass I've ever seen.
10. Is Myrna *younger* than Elsa?

### 33.1.3.3.

1. Who are *they*?
2. Just between you and *me*, Arnold is right.
3. To *whom* did you sell the car?
4. You must pay *him* not later than tonight.
5. Is this sweater *yours*, or your brother's?
6. Jim drives as well as *she*.
7. *Who* is going with you, Eloise or Hilda?
8. Dad asked *us* to help him.
9. From *whom* did you receive a letter today?
10. Do you think *we* will beat the boys?
11. *Who's* calling, please...? To *whom* am I talking?

### 33.1.3.4.

1. There was not a soul in the room. *No one (nobody)* was there.
2. The thief had turned the room upside-down looking for the jewels. *Everything* was out of place.
3. She couldn't find him. She looked in the living room, the dining room, the kitchen, and his bedroom. He was *nowhere* to be found.
4. Yes, there is *somebody (someone)* at the door asking for you.
5. You must have imagined seeing a spider. I looked around and saw *nothing*. I tell you, I didn't see *anything*.
6. *Something* fell out the window. I heard the noise when it hit the ground.

7. The door was open. Any person could have come in and taken your purse. *Anybody (Anyone)* could have!

### 33.1.4.1.

1. He answered *respectfully* when I talked to him.
2. Everyone is *quiet*! Why?
3. If the Earth were *stationary*, we would certainly be in a fix.
4. I trust you. This is very *personal*. Don't tell a soul!
5. Austin is the *capital* of the State of Texas.
6. He is a man of *principle*. You can rely on him.
7. This morning the *personnel* of the bank were paid their annual bonus.
8. I usually get my *stationery* at that bookstore.
9. Congress meets in the *Capitol* Building in Washington, D. C.
10. Janice was *quite* sad after she heard the news about the accident.
11. Jerry, Tom, and Frieda, the Jones' children, ages 18, 16, and 12, *respectively*, left for Japan today.
12. The *principal* cities in Mexico are, namely: Mexico City, Guadalajara and Monterrey in the order given.

### 33.1.4.2.

1. She's such a charming girl! She *takes after* her mother.
2. Tell her just what you think of her. Don't be timid. Don't *take a back seat*.
3. As soon as she arrived she *took over* and began to order everyone around to do just what she wanted.
4. Don't stand for it. Fight back! You mustn't *take it lying down*.
5. He *took his life into his own hands* driving at night and for hours! Thank God, he is safe and sound at home now.

### 33.1.4.3.

1. Carl *put his best foot forward* when he was interviewed by the manager of the company. He wanted to make a good impression.
2. Will you *please put in a good word for* me when you talk to Mr. McDowall? I do need that money and he can lend it to me.





3. They owe money on their car, their house, and to all their friends.  
But they certainly **put up a front**.
4. They knew who would win the game. It must have been **a put-up-job**.  
Don't you think so?
5. He **put one over on** his father; but later, Mr. Robinson found out  
what his son had done and took the car away from him.

#### 33.1.4.4.

1. Do you know who is **running for** president?
2. Young people nowadays don't usually **run away** to get married.
3. You have a **running nose** and a temperature; why don't you go to  
bed?
4. He looks all **run-down**. His clothes seem to have been worn for ages.
5. Do you have a thermometer? I think I am **running a temperature**.
6. Joey makes some extra money after school hours. He **runs errands**  
for his neighbors.
7. Don't risk it. You might **run short of** money, then you wouldn't have  
enough for that suit you want.
8. I **ran down** the page and was lucky to find the information I was  
looking for.

### MODULE 2

#### 33.2.1.1.

1. What are electronic data processing machines called?  
*Electronic data processing machines are called computers.*
2. What can authorize the sale of a plane ticket? The payment of a  
check?  
*Computers authorize the sale of a plane ticket or payment of a  
check.*
3. How have computers helped the growth in science?  
*They have helped toward a rapid growth in science.*
4. What can computers do about situations created by them?  
*They can foretell what would happen to each of the situations.*
5. Do some experts think that some day computers will master the  
world?  
*Some experts doubt that this would be possible.*

6. Why can't a computer be perfect?  
*A computer cannot be perfect because anything made by man is  
subject to occasional breakdowns.*
7. What does a computer sometimes develop?  
*A computer sometimes develops "bugs", defects.*
8. What can contribute to the failure of a computer?  
*Environmental and technical human factors can contribute to the  
failure of a computer.*
9. How does a computer's accuracy compare to man's?  
*A computer's accuracy, compared to man's, is perfect.*
10. To what outstanding event did computers contribute?  
*Computers helped man to reach the Moon.*

#### 33.2.2.1.

1. The **environment** of a slum is difficult to improve.
2. A good cook rarely reads the **instructions** on packages.
3. **Occasionally**, I like hot chocolate for breakfast.
4. He died of a coronary **breakdown**.
5. Renaissance art is full of **energetic** expression.
6. George Orwell wrote **science-fiction** that many people fear will come  
true.
7. The **technique** used in making Chartres Cathedral's windows has been  
lost.
8. A company's survival depends on its selling its **output**.
9. Monsieur Petit has **amazed** the world with his acrobatic feats.
10. Atomic clocks are noted for their **accuracy**.

#### 33.2.2.2.

1. It is called a **computer**.
2. He made a very just **distribution** among his family.
3. Their **astonishment** was written on their faces.
4. He is the State **Governor**.
5. The **operation** was a success.
6. They decided to employ a business **administrator**.
7. It's time that **shipment** had arrived.
8. Do you know where we can find an **interpreter**?
9. I don't know who the **owner** is.



10. Their *perfection* is astounding.
11. Finally, she signed the *agreement*.
12. The *prosecution* convinced the jury of his guilt.

### 33.2.2.3.

1. It is almost *impossible* that anything like this could happen! It's unbelievable!
2. She is so *stingy* that I bet you can't get her to buy you a coke.
3. The play was a complete *success*. Everyone was telling everybody else how good it was.
4. You are perfectly *right*. I guess I didn't know what I was talking about.
5. You'd better by yourself another watch. Yours is so *inaccurate*, you are always late.
6. This is an *advanced* course. It is not for beginners.
7. You have a *perfect* right to say so. After all, he deserves it.
8. Sue's got the *largest* piece of cake. Mine is about half as big as hers.
9. The fire destroyed *everything*. Not a piece of furniture was left.
10. He is *incapable* of making a mistake. At least, he says so. He thinks so much of himself!

### 33.2.3.1.

1. *If you have time*, will you get me today's newspaper?
2. *If we are to win the game*, we must score some goals.
3. *If you want to catch that plane*, you'd better hurry up.
4. *If somebody repairs my TV*, I can watch tonight's movie.
5. *If the rain doesn't stop*, they will have to postpone the picnic.
6. *If Mr. Roberts leaves early*, he will cross the border around noon.
7. *If you get your vacation next week*, where will you go?
8. *If you are elected President of our country*, what will you do?

### 33.2.3.2.

1. You *will lose* your job if you don't *leave* for New York tonight.
2. If Bill *investigates* the subject thoroughly, he *will win* the contest.
3. Judy *will be* famous someday if she *continues* her painting lessons.
4. You *will be able* to attend the meeting if you *hurry*.
5. If you *come* back next summer, *visit* me again, will you?

6. She *will have* the time of her life if she *goes* to Paris.

### 33.2.3.3.

1. If Helen *called* me, I *would talk* to her.
2. I *would drive* to the country Saturday if the boys *came* with me.
3. They *would go* home early if they *finished* their work.
4. I *would* gladly *lend* you the money if I *had* it.
5. Even if he *swore* on the Bible, I *wouldn't believe* him.
6. We would see the game from the beginning if you *arrived* on time for us.
7. If I *felt* strong enough, I *would climb* to the very peak.
8. Richard *would* certainly *succeed* if he *prepared* himself better.
9. If I *saw* her, I'd *give* her a cheery "Hello!"
10. The waiter *might give* us a reserved table if you *told* him to.
11. If nobody *found* out, he *would manage* to get away with it.
12. He is a foreign stamp collector. He *could* also *collect* rare coins if he *wanted* to.

### 33.2.3.4.

1. If I *had seen* your brother, I *would have given* him a piece of my mind.
2. If you *had kept* your word, you *would have had* nothing to fear.
3. Ralph *would have learned* a lot about foreign countries if he *had taken* up stamp collecting.
4. If today *had been* a holiday, where *would you have gone*?
5. *Would you have visited* the White House if you *had gone* to Washington, D. C. last summer?
6. Whom *would you have liked* to take with you if you *had gone* to the opera tonight (last night)?
7. You *could have come* with us if you *had asked* for a leave of absence.
8. If it *had rained* on the way, he *might not have arrived* on time.
9. I *would have been* a very well-informed person if I *had retained* everything I read.
10. If the thief *had left* by the fire escape, the policeman *couldn't have caught* him.



11. You *would have spoken* English more fluently if you *had practiced* it daily in conversation.
12. I *could have completed* the job on time if you *had helped* me.

### 33.2.4.1.

1. We have to get plenty of *wood*. The nights get cold in the woods, and we'll need a fire.
2. What couldn't I do if I got a raise in *salary*!
3. *Human* beings are susceptible to fault.
4. Who *won* the game this time? Our team?
5. It is hard to get used to the *customs* in a foreign country.
6. Are you taking the evening *plane* to Dallas?
7. Oh, my God! They surely *beat* us this time! 76 to 0!
8. I don't like my *costume* for Mardi Gras. I think I'll look around for a better one.
9. I wish there were more people like Dr. Stevens. He is such a *humane* person!
10. *Would* you like to take a trip around the world?
11. Do you want to put some *celery* in the salad?
12. She explained it in very *plain* language. All of us understood perfectly well.

### 33.2.4.2.

1. Carl and Max are always *saying* they will do it; but they never keep their word.
2. *Tell* me, do you really have the money to pay for that car?
3. You have *said* that again and again. So please don't repeat it.
4. Don't *tell* me anymore lies! I'm sick and tired of your tall stories.
5. My friend *told* Edward where to get off. He hasn't bothered my friend since.
6. The babysitter was *telling* the children a story when their mother came in.
7. Rachel is on the phone, long distance. She *says* she is coming home tomorrow.
8. The more he insisted on *telling* the truth, the less they believed him.
9. Arnold *said* he would be here at 3, but it's 4 o'clock and he hasn't arrived yet.

10. She's *telling* her mother she lost the money, but Mrs. Norton doesn't seem to believe her.

### 33.2.4.3.

1. Our *point of departure* is: Do we buy the house or not?
2. Of course everyone has a right to his *point of view*.
3. She told him *point blank* that she was marrying him for his money.
4. Who did it is *beside the point*. What we want to know is: How are we going to solve the problem?
5. All this talk is *pointless*. We are not going to be able to convince him.
6. Matters have reached *the boiling point*. We have to see a lawyer to get us out of this mess.
7. Are you joking? Who would protest at *the point of a gun*!
8. Juliet is such a nice girl! One of her *good points* is her friendliness.

### 33.2.4.4.

1. Mr. and Mrs. Dawson, you *yourselves* must talk to him!
2. He disguised *himself* as King Arthur.
3. Will everybody please serve *themselves*?
4. The President *himself* gave the awards.
5. Ruby dresses *herself* up to look older than she is.
6. I will treat *myself* to an exquisite lemon meringue pie.



## UNIT XXXIV



## General objectives

Finishing this unit, the student should have developed sufficient capacity to:

- 1.0 Read and understand the reading selections 34.3.1 and 34.4.1
- 2.0 Use correctly in oral and written language the vocabulary in exercises 34.3.2 and 34.4.2
- 3.0 Use the grammatical structures given in section 34.3.3 and 34.4.3
- 4.0 Use at the right moment and efficiently, in oral and written language, the words and idiomatic expressions in sections 34.3.4 and 34.4.4
- 5.0 Master the phonetic sounds given in sections 34.3.5 and 34.4.5.

## Module 3

### PARTICULAR OBJECTIVES

On finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "A visit to Carlsbad Caverns."
- 2.0 Will be able to complete the sentences with the proper word from the list given.
- 3.0 Will be able to complete sentences with the proper form of the verb given in parenthesis.
- 4.0 Will be able to complete sentences with the right expressions, using the list of expressions given.
- 5.0 Will be able to complete sentences with the right adverbs, using the list of adverbs given.
- 6.0 Will be able to pronounce correctly the sounds according to the phonetic symbols in the pronunciation practice section.



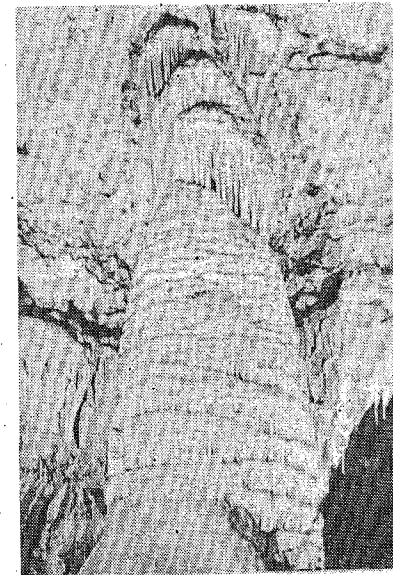
### 34.3.1. A VISIT TO CARLSBAD CAVERNS

The Miles family has planned a visit to the Carlsbad Caverns, New Mexico. Jerry and his wife Rose are taking the children, Roger and Martha, on a picnic after visiting the caverns. They packed a picnic basket, loaded everything into the car and away they went feeling the hot sun shine overhead.

On the way the children asked many questions about what they were going to see.

'What's a cavern?' Martha wanted to know. 'A cavern', her father explained, 'is a natural hole in the ground, the cavern that we are going to see is said to be "King of its kind", it's so big!'

'And what made the hole?' asked Martha, 'Well', her father answered, 'the process really begins with rain water. The Guadalupe Mountains under which the caverns lie, are made of thick beds of salt, gypsum and shale. There are many cracks or fissures in the thick layers of limestone.



A huge stalagmite such as the Rock of Ages is perhaps fifty million years old.



When the rain falls, a part of the water runs into these cracks. The water then begins to dissolve or break up the limestone. Slowly it seeps through the cracks taking away the solid rock little by little. Of course, the rock does not dissolve evenly so the water follows the easiest way, downward when it can; or sideways and nearly horizontal when there is no other way. This is how thousands of openings in the rock are formed. The water is always in movement because there is some more rain water pushing it forward and making the openings and cracks larger and larger. Nearly all of these openings are connected. In time they become long chains of passages and caves.'

'Are the caves very big?' inquired Roger. 'Oh yes', his mother replied, 'The Big Room is noted for its great size as well as for the beauty of its formations. The ceiling is covered with beautiful stalactites and stalagmites of every size and shape.'

'What is a stalag. . . or what ever it is?' asked Martha; 'Stalagmites are deposits of limestone shaped like icicles; they hang like daggers suspended in the air; others are like frost covered needles or a church steeple hanging upside down. They were made by drops of water that seeped through the roof. Before each drop fell to the floor, it left a tiny part of its load of limestone on the ceiling. As the years went by, these deposits of limestone grew downward.'

'The stalagmites grow upward and were formed by limestone in the water drops deposited on the floor of the cave. Stalagmites are solid piles of lime but stalactites have a hollow tube inside through which the water runs.'

'These formations are very old. They grew at the rate of about one cubic centimeter every fifty years. A huge stalagmite such as the Rock of Ages is perhaps fifty million years old. Most of the formations are still growing, but so slowly that no person can live long enough to see the change. You cannot see them growing.'

## Particular Objective 1.0

### 34.3.1.1. COMPREHENSION QUESTIONS

Answer the following questions taken from the reading. Use complete sentences.

1. What has the Miles family planned?
2. What is a cavern?
3. What made the hole?
4. What are the Carlsbad Caverns made of?
5. What is there in the thick layers of limestone?
6. Describe what happens to rain water when it falls on Guadalupe Mountains?
7. What is The Big Room noted for?
8. How do the stalagmites grow?
9. What are they like?
10. How were stalagmites made?
11. How do stalagmites grow?
12. What do stalagmites have inside?
13. How fast did these formations grow?
14. How old might The Rock of Ages be?
15. Can one see the stalagmites and stalagmites growing?
16. Give your reason.

#### 34.3.1.1.

1. the Miles family has planned visit to the Carlsbad
2. it's a natural hole in the ground
3. it's made of thick beds of salt
4. the process begins with rain water
5. there are many cracks or fissures
6. the water begins to dissolve or break up the limestone
7. The big room is noted for its great size as well as for its beauty
8. The stalagmites grow upward
9. Stalagmites are solid piles of lime
- 10.



11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. fifty million years old
15. No, we can't
16. The formations are still growing so slowly.

### 34.3.2. VOCABULARY

Note the following words that appear in the reading:

<i>evenly</i>	<i>load</i>	<i>pile</i>
<i>icicles</i>	<i>gypsum</i>	<i>at the rate of</i>
<i>steeple</i>	<i>shale</i>	<i>huge</i>
<i>tiny</i>	<i>seep</i>	<i>downward</i>

Read and observe the following sentences.

The floor of the house was level, it was *evenly* laid out.

When it rains in very cold weather, beautiful *icicles* form on house roofs and on tree branches.

Most church bells hang from *steeples*.

A microscopic stone is missing from my ring; it was so *tiny* that I couldn't find it.

The big trailer moved along very slowly because of its very heavy *load*.

Raindrops always fall *downward*.

There was a crack in the roof and the water *seeped* through.

A mason put the bricks one on top of the other until he made a big *pile*.

He's smoking *at the rate of* two packages a day.

That *huge* rock is the biggest one I have ever seen.

Some *gypsum* is found in the Western Sierra of Mexico.

The first blackboards were made of *shale*.

### Particular Objective 2.0

34.3.2.1: From the following list, choose and fill in the word that best completes the sentences below.

evenly	tiny	shale	at the rate of
icicles	load	seeped	huge
steeple	gypsum	pile	downward

1. After a tiring walk up the snow-covered hill the skiers could glide downward to the valley.
2. A house is being built next door; there are many piles of sand on the sidewalk.
3. Dinosaurs were huge animals that existed millions of years ago.
4. The man's fortune was evenly distributed among his relatives.
5. The church has no bell; the steeple has not been finished.
6. It rained last night and the temperature dropped to five degrees below zero; we're sure to have icicles on the trees today.
7. Dr. Steven's secretary types the rate of one hundred words a minute.
8. Monaco is a tiny principality between Italy and France.
9. The load the poor horse was pulling was so heavy that it couldn't go up the hill.
10. It was raining last night. As I walked home with a hole in my shoe, the water seeped in and my socks got wet.





### 34.3.3. STRUCTURES

Observe the underlined word in the following sentences found in the reading:

You cannot *see* them *growing*.

... and away they went, *feeling* the hot sun *shine* overhead.

Some grammatical constructions permit an object noun or pronoun between two verbs. When the principal verb is a verb of feeling or perception we use:

subject	+	verb of feeling or perception	+	objective noun or pronoun	+	v.-ing simple form	+	(c.)
I		heard		the children		coming		upstairs.
I		heard		them		coming		upstairs.
I		heard		the children		come		upstairs.
I		heard		them		come		upstairs.

The 'ing' form emphasizes the duration of the activity. The simple form does not. The meaning is the same.

Other verbs used in the same pattern:

feel	see	taste	observe	imagine
hear	smell	notice	watch	

Examples:

The explorer *smelled* the wild fruit *growing* in the jungle.

The general *watched* the soldiers *march* by in perfect formation.

The hippie *felt* the wind *blowing* his long hair.



### Particular Objective 3.0

34.3.3.1. Fill in the blank with the correct form of the verb given in parenthesis

1. We watched the monkey dancing (dance) to the organ grinder's tune.
2. The ranger smelled smoke coming (come) from the burning forest.
3. My sister shrieked because she felt a bug creeping (creep) up her arm.
4. We can hear church bells ringing (ring) in the morning.
5. The man tasted the good wine filling (fill) the glass.
6. He watched the wine spilling (spill) from the glass while it was being poured.
7. I can't imagine Mr. Harper playing (play) basketball. He's so fat!
8. Observe the wheel spin (spin) and then stop.
9. Lillian tasted the butter melting (melt) on the biscuit that she was eating.
10. She saw the man going (go) into the store, pick up something and then run out again.

Observe other verbs which do not use the 'ing' form in the simple form of the second verb. Such as:

make	let
have	help

subject	+	verb	+	objective noun or pronoun	+	verb simple form	+	(c.)
They		made		Peter		stay		longer.
They		made		him		stay		longer.

Examples:

That nice boy *helped* me *fix* a flat tire.

Mr. Gramble *let* his employees *have* a party at the office.

My younger brother *had* his hair *cut* in the new style; now he doesn't like it.

### Particular Objective 3.0

34.3.3.2. Fill in the blank with the correct form of the verb in parenthesis

1. The teacher makes the students write (write) on the blackboard.
2. She doesn't let them copy (copy) from each other.
3. She has them repeat (repeat) the exercises many times.
4. She helps them correct (correct) their mistakes.

Observe how the following verbs are permitted to be constructed:

meet	remember	discover
find	pay	notice
catch	pick	

subject	+	verb	+	objective noun	+	v.-ing	+	(c.)
---------	---	------	---	-------------------	---	--------	---	------

We	paid	the man	standing	at the door.
----	------	---------	----------	--------------

Examples:

The captain *discovered* a ship *sailing* toward them.

He noticed the black flag of the pirates *flying* from its mast.

### Particular Objective 3.0

34.3.3.3. Fill in the blank with the correct form of the verb in parenthesis.

1. They found the lost child sitting (sit) on a bench in the park.
2. We met Miss Hall carrying (carry) a big bag full of groceries.
3. The children would catch the paper boats sailing (sail) downstream.
4. I remember the girl wearing (wear) the blue dress.
5. It's time to pick the ripe fruit growing (grow) on the trees.



### 34.3.4. SPECIAL DIFFICULTIES

Read the following sentences that appear in the reading lesson:

... and **away** they went feeling the hot sunshine overhead.  
Slowly it seeps through the cracks taking **away** the solid rock little by little.

Observe the use of 'away'

My best friend got married and **went away** with her husband. (departure)  
She now lives in a city **far away** from her parents' home. (distance)  
That big boy took the **took away** from this little girl. (dispossess)  
Elsie must have been expecting a call; she answered the phone **right away**. (immediately)

Other examples:

The following sentences with 'away' mean **distance**.

He lives **far away**.  
**Stay away** from that fire.  
**Keep away** from the open water well.

With the meaning **out of sight**:

Kathleen **put away** all of her books.  
We **threw away** some old shoes.  
The wind **blew away** her hat.  
She **looked away** in order not to see me.

With the meaning **escape**:

The little dog **ran away** from me.  
The bird **flew away** from the open cage.



The singer was able to **get away** from his admirers.  
The prisoner **broke away** from the policeman.

#### Particular Objective 4.0

34.3.4.1. From the list of expressions, choose the one that best completes the sentence, and rewrite it according to the expression in parenthesis.

go away	stay away	blow away
far away	keep away	look away
take away	put away	run away
right away	throw away	get away
break away		fly away

- My parents went away on a two-week vacation. (departed)
- The man seemed to be running away from something; he was in a hurry. (escaping)
- I can see the mountains from my kitchen window, they seem so near but they are really far away (distance)
- Our girl finished washing the dishes, then she put them away (out of sight)
- My cousin was divorced and her husband took away the car from her. (dispossessed)
- We had to pay the bill right away (immediately)
- Margaret didn't want that costume anymore so she threw away it (out of sight)
- My brother was transferred to another city far away from our home. (distance)

NOTICE the following sentences that appear in the reading.

\_\_\_\_\_ so the water follows the easiest way, **downward** when it can.  
\_\_\_\_\_ because there is more rain pushing it **forward** \_\_\_\_\_  
\_\_\_\_\_ they hang **downward** like daggers suspended in the air.  
'ward' added to some prepositions means **to be directed**.

Other examples:

Raindrops always fall **downward**.  
An elevator can take you **upward**.  
We drove **eastward** for about fifty miles.  
The big steamship might have sailed **toward** port. I don't know.  
I was asked to move **forward** in the line waiting to go in.  
He looked **backward** as if he were afraid.

#### Particular Objective 5.0

34.3.4.2. From the above, choose one of the adverbs to complete the following sentences.

- The beauty queen sat on her high throne and looked downward at her subjects below.
- When the soldier turned his head toward us, we saw that he had a patch on his left eye.
- The printing press was out of order. It was printing words backward.
- The guards at Buckingham Palace are not supposed to look to either side when on duty. They must look only forward.
- Birdwatchers usually look upward for birds in trees.

Some adverbs may be formed from nouns:

skyward  
homeward  
seaward



### 34.3.5. PRONUNCIATION PRACTICE

34.3.5.1. Read in a loud voice the following words. Please observe the phonetic symbol at the beginning of the word lists.

[l]	[ai]
pín	pine
tím	time
dím	dime
fínn	fine
grím	grime

We might say that in a word that contains one or more consonants plus a vowel plus a consonant and a final silent "E" the **voiced vowel** is pronounced as the name of the letter in the alphabet.

Example:

[Ei]	[o]	[i]	[ai]	[u]
late	home	these	mine	flute
gate	bone	sphere	fine	cute

With some exceptions, the same rule follows in words of more than one syllable.

Read out loud

regulate	stalagtíte	substitute
legislate	stalagmíte	institute
insulate	dynamíte	ridicule

There are many exceptions. Mostly words which have come into English from the Romance or other languages. Notice the phonetic symbols and read out loud.



Stress falls on the final syllable

Stress falls on other than the final syllable

quarantine [i]  
machine [i]  
gasoline [i]

doctrine [l]  
positive [l]  
medicine [l]

Practice the pronunciation of the following words with a silent final

"e"

decorate	stampede	describe	stone	mature
inoculate	concede	arrive	smoke	costume
female	complete	ride	before	temperature
inhale	antecede	ripe	note	distribute
cave	these	emphasize	hole	tube
shape	concrete	glide	throne	huge
game	supreme	pile	more	sure
made	extreme	shine	broke	pure
came		lime	spoke	lure
insulate		exercise	invoke	insure

## Module 4

### PARTICULAR OBJECTIVES

On finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "The White Horses of the Spanish Riding Academy of Vienna".
- 2.0 Will be able to complete the sentences with the proper word from the list given.
- 3.0 Will be able to construct sentences in their proper order, from a series of words.
- 4.0 Will be able to complete the sentences with the proper form of the verb given in parenthesis.
- 5.0 Will be able to complete the sentences choosing the right verb from the list given.
- 6.0 Will be able to complete the sentences choosing the proper expression from the list given.
- 7.0 Will be able to pronounce correctly the sounds according to the phonetic symbols in the pronunciation practice section.



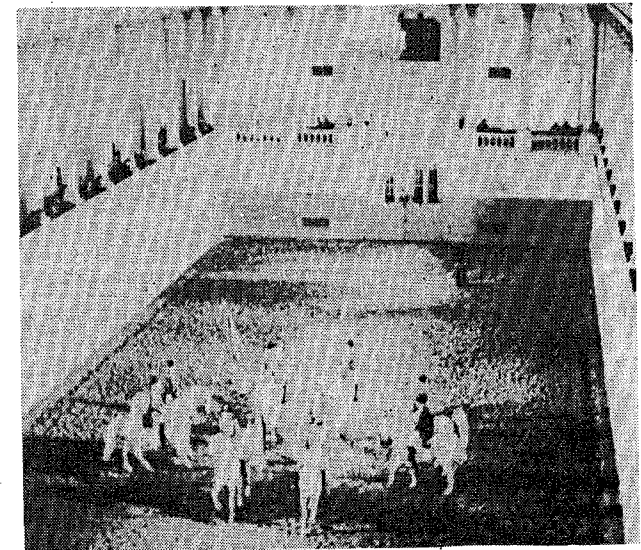
### 34.4.1. THE WHITE HORSES OF THE SPANISH RIDING ACADEMY OF VIENNA

The last riding academy in Europe where classical horsemanship is still cultivated in its purest form, dates back to the sixteenth century. And the building which houses it and where horse shows are held today was also built long ago.

History tells us that the art of riding was known in ancient times. The Athenians, between 430 and 354 B.C. were enthusiastic horsemen but the barbarian invasion wiped out all memory of the developed Greek skill.

Later, in the Middle Ages, the fighting technique and the armored knights required only mounts that could walk or gallop along a straight line.

Horses trained only for attack did not prove adequate until the invention of small firearms called for mounts of great maneuverability. The horses had to be steady in all paces to enable the horseman to have sure and steady aim. Thus, as a result of necessity, the art of riding was rediscovered.



The white horses of the Spanish Riding Academy performing recently for an enthusiastic audience.



The new art was received in all European courts since equestrian skill was most important in courtly education.

Emperor Charles VI of Austria ordered that the Winter Riding School be constructed in 1729-1735. It is an impressive structure, decorated in ivory white with enormous chandeliers. Forty-six columns support the gallery and the ceiling is suspended from the roof. Many festivities were held there at first, masquerade balls, banquets and ladies' equestrian competitions. But from 1894 on, the building has been used exclusively for the training of horses and riders and for horse ballets.

Horses with talent for classical horsemanship were found on the Iberian Peninsula and brought to Austria where a breeding farm was started. The term "Spanish" in the academy's name is derived from these horses. Later, another breeding farm was founded in Lipizza, near Trieste. This had a decisive influence on the history of the riding school for up to this day the white Lipizzaner stallions have been the chief actors in the horse ballets.

The Lipizzaners result from centuries of breeding Spanish, Italian and Arabic-Oriental blood. They mature late but reach advanced age, between 28 and 32 years. A brown Lipizzaner is rare, for they turn white at the age of four or as late as ten years old, but a new-born foal is always dark brown.

Training of both horses and riders is a slow process. For the first year, the horse is taught straight-forward riding. This teaches him discipline and to trust his trainer. The second year, the rider learns to guide the horse and both learn to keep their balance doing turns and figures. The horse is made to change paces and speed by lateral work. The third and final year he is taught a number of exercises or "steps" like the Piaf, the Pirouette, the Passage and the Capriole, where the horse jumps and throws himself forward. One practically sees him floating in air. All these exercises and gymnastic training have helped him to achieve a harmony of the seemingly effortless movements required by the horse ballet.

Hard times came upon the academy through the fall of monarchy and wars. The horses had to be moved where they would be safe from mishaps. During the Second World War, General George S. Patton after attending a

performance that was put on for the North American occupation troops, sent armored freight cars to transport the horses to safety and when peace was restored the horses were brought back to Vienna where they continue to treat people to a wonderful spectacle of the finest horsemanship.

#### Particular Objective 1.0

##### 34.4.1.1. COMPREHENSION QUESTIONS

1. Where is classical horsemanship still cultivated?
2. Who were also enthusiastic horsemen?
3. What kind of mounts did the armored knights require?
4. When did horses trained only for attack prove inadequate?
5. When was the first riding school constructed in Vienna?
6. Describe the riding school structure.
7. What has it been exclusively used for from 1549 onward?
8. Where does the term "Spanish" in the name of the academy come from?
9. Tell who the chief actors in the horse ballets are.
10. What is so special about the color of the Lipizzaners?
11. What is the horse taught during the first year of training?
12. How long must a horse be trained before it is ready to appear in a ballet?
13. What have exercises and gymnastic training helped the horses to achieve?
14. What did General Patton do after attending a performance of the Lipizzaners?

##### 34.4.1.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

### 34.4.2. VOCABULARY

NOTICE the following words that appear in the reading;

<i>paces</i>	<i>dates back</i>	<i>skill</i>	<i>stallions</i>
<i>foal</i>	<i>wiped out</i>	<i>ivory</i>	<i>breeding</i>

It also had to be steady in all *paces* to enable the horseman to have sure and steady aim.

\_\_\_\_\_ and brought to Austria where a *breeding* farm was started.

The last riding academy *dates back* to the sixteenth century.

The barbarian invasion *wiped out* all memory of the developed Greek skill.

Decorated in *ivory* white with enormous chandeliers.

The Spanish *stallions* were brought to Austria and a breeding farm was started.

\_\_\_\_\_ but a new-born *foal* is always dark brown.

Other examples with the same words

The children were breaking a piñata. They tied Tom's eyes and told him to take five *paces* and then stop.

The cattle rancher was successful in his experiment and he is now *breeding* fine cattle.

What is the date of the founding of this city? The founding *dates back* to the Crusades.

A bomb blew up in this block and *wiped out* everything; not one building was left standing.

Some artisans have great ability and have the *skill* to make things of clay.

Beautiful *ivory* figures are carved from the tusks of elephants.

A *foal* is dark brown when it is a young horse.

The Lipizzaner *stallions* turn white when they are grown horses.



## Particular Objective 2.0

34.4.2.1. From the following list, choose and fill in the blanks with the word that best completes the sentences below.

paces      dates back      skill      stallions  
foal      wiped out      ivory      breeding

1. People in Saltillo have great skill in weaving sarapes.
2. Sylvia bought a carved ivory statue that came from Japan.
3. The family misunderstanding dates back to their great-grandfather.
4. There were stallions and foals grazing on the Lippizaner breeding farm.
5. Careful breeding has made Kentucky famous for its fine racing horses.
6. Long ago, property was measured by paces where we now use meters.
7. If certain countries decide to use a hydrogen bomb; entire cities will be wiped out.

## 34.4.3. STRUCTURES

Observe the italicized words in the following sentences found in the reading.

\_\_\_\_\_ and this *teaches* him discipline and *to trust* his trainer.  
\_\_\_\_\_ and gymnastic training *have helped* him to *achieve* a perfect harmony \_\_\_\_\_

Some verbs permit the following construction:

Objective									
subject	+	verb	+	noun or pronoun	+	"to"	+	verb	+(c)

Sammy	wants	Bill	to	buy	a book
Sammy	wants	him	to	buy	a book

Read and observe the next examples with "to":

Sammy *wants* Bill *to buy* a book.  
Alice *taught* her nephew *to add* and *to multiply*.  
We *expect* you *to come* early.  
Charles *asked* me *to go* to the theater.  
He *invited* me *to have* dinner afterwards.  
He *persuaded* me *to accept* his invitation.  
He *advised* me *to wear* a coat.  
*Permit* me *to open* the door for you.  
Helen *told* her sister *to turn* off the light.  
The teacher *ordered* us *to sit* down.  
We *chose* Mary *to be* the leader of the group.  
They *got* her *to sing* the chorus by herself.



### Particular Objective 3.0.

34.4.3.1. Each group of words below complete one sentence. Write it in the correct order.

1. to do—the teacher—over—us—got—the exercise—.
2. the business—his young daughter—chose—the executive—charge of—to take—.
3. slowly—my sister—to drive—advised—father—.
4. Tom—black book—to write—asked—my address—me—in his—.
5. persuaded—his medicine—the boy—to take—the nurse—.

Review of structures seen in Part A:

Examples:

I heard them coming up the stairs.  
I heard them come up the stairs.

They made Peter stay longer.  
They made him stay longer.

Sammy wants Bill to buy a book.  
Sammy wants him to buy a book.

### Particular Objective 4.0.

34.4.3.2. According to what you have studied in sections 34.3.3, 34.4.3. and the examples that are given finish the sentence with the correct form of the verbs in parenthesis.

1. We saw her smiling when she was looking at the pictures. (smile)
2. Jill made me make return the gloves that she didn't like. (return)
3. His uncle taught Jim ride a horse. (ride)
4. Ann urged me buy tickets for the game. (buy)

5. Our neighbors invited my parents invited to come and see the slides of their last trip. (come)
6. The little boy tasted the candy tasted the apple. (cover)
7. We heard the boys singing riding merry song while they were riding to school. (sing)
8. In the summertime, one can see the stars see at night: (twinkle)
9. He saw the girls saw smiling at another boy. (smile)
10. As we went inside we smelled the wood smell in the fireplace. (burn)
11. One can hear the train hear when it reaches the crossing. (whistle)
12. That cowboy trained his horse trained backwards. (walk)
13. Mrs. Allen persuaded her grandmother Persuade the early plane. (take)
14. Their landlady expects the boys expects their apartment when they leave. (clean)
15. A sergeant commands his soldiers commands (march) to march
16. Helen felt the soft waves felt at her feet. (splash)
17. I got up early when I smelled coffee smelled in the pot. (boil)
18. We had a mechanic change the tire. (change)
19. Mother let the children let a midnight TV program. (watch)



### 34.4.4. SPECIAL DIFFICULTIES

Observe the following sentence.

General George S. Patton after *attending* a performance. . .

Notice the special use of the following verbs:

attend	agree
assist	accept

Examples:

My classmate Benny was present today; he *attended* his eight o'clock class.

Father Kelly is very kind; he always *assists* a person in need.

Jane Chain, a movie star, *agreed* to sign her contract.

She *accepted* a salary of fifty thousand dollars a year.

Note that:

"Agree" may be followed by a verb.

"Accept" may be followed by a noun.

"Attend" means to be present.

"Assist" means to help.

Particular Objective 5.0

34.4.4.1. Finish the sentences, choosing from the verbs given above.

1. Did Mr. Hill go to the meeting? Yes, he not only attended the meeting, he also stayed for refreshments.
2. We gladly accepted her as a member into our club.
3. Some football players assisted their friend who was hurt.
4. Did Rose take the job? Yes, and she accepted to work on Saturdays.
5. My friends attended the horse ballet in Vienna.



6. Miss Bryan accepted the night shift at the hospital.
7. My brother agreed to take the children to school in the morning, his wife will bring them home.
8. Truck drivers usually stop and assist motorists that need help on roads.

### WORDS TO RECOGNIZE

The last riding academy where **horsemanship** is still cultivated \_\_\_\_\_

In a word ending in the suffix "ship" we recognize a noun.

The suffix "man" added to some nouns give them the meaning of "to manage".

The word "horsemanship" is the activity of managing and riding horses.  
**Penmanship** is the activity of managing a pen, so "penmanship" is the art of writing well.

**Salesmanship** is the activity and art of selling.

### Particular Objective 2.0.

34.4.4.2. Finish the sentences, using a word from the above examples.

1. She writes so well; I remember that she won a prize for good pen manship in school.
2. Because his sales manship was the best in the company, he was made the sales department head.
3. My son has ridden since he was little: horsemanship is his hobby.

### TWO-WORD VERBS WITH "FALL"

NOTICE the italicized words in the following sentences.

He *fell in love* with the foreign girl the moment he saw her.  
Philip had such a hard day at the office that he *fell asleep* on the bus going home.

Sergeant Pepper told us to *fall in line*, so we formed a straight line in front of the pay window.

It's autumn; the wind is blowing and my hat is *fall off*.  
Did he believe all those lies? Yes, he *fell for* them and bought that car.  
Come on: keep marching; don't *fall behind* or we'll never get there.

### Particular Objective 6.0.

34.4.4.3. Choose an expression from the following group, completing the sentences.

fall in love	fall asleep	fall back
fall in line	fall off	fall for

1. I saw such a beautiful fur coat in the display window that I fell in love with it.
2. Don't fall behind your work or you can't have your vacation next week.
3. It was such a boring picture that many people fell asleep at the Odeon last night.
4. A circus parade went by our house yesterday; we watched a clown try to make his dogs fall in line.
5. Some animals shed their hair and it falls off but it grows back in the spring.
6. That silly girl! She usually falls off the lines that boys give her.



### 34.4.5. PRONUNCIATION PRACTICE

Observe the pronunciation of S + consonant.

Read

English	—	Spanish
Spanish	—	español
station	—	estación
static	—	estática
spirit	—	espíritu
sponge	—	esponja

The English sp—sk—sl—st— etc. pronunciation has a similar spelling many Spanish words, BUT

Be very careful **NOT** to pronounce the "e" before **S + conson** words.

Consciously and carefully pronounce the following words:

stop	spider	stampede	slide	small
steal	speak	stand	sleep	smart
store	spill	stage	slam	smile
steak	spell	stair	slave	smash
star	spin	stable	sling	smith
state	Spaniard	stallion	slippery	smoke
sphere				
sphinx				
spheric				

Read the following sentences. Be very careful to pronounce corre

The Spanish speaking squadron slipped into the station riding their stallions.

The small slippery stable smelled of slime.

The scared drama student stood on the stage and made a speech in Spanish.

The



## Answers to exercises

### MODULE 3

34.3.1.1.

1. What has the Miles family planned?

*The Miles family has planned a visit to Carlsbad Caverns. The Miles family has planned a picnic after visiting Carlsbad Caverns.*

2. What is a cavern?

*A cavern is a natural hole in the ground.*

3. What made the hole?

*Rain water made the hole.*

4. What are the Carlsbad Caverns made of?

*Carlsbad Caverns are made of limestone, gypsum and shale.*

5. What is there in the thick layers of limestone?

*There are many cracks or fissures in the thick layers of limestone.*

6. Describe what happens to rain water when it falls on Guadalupe Mountains?

*When rain falls, a part of the water runs into the cracks, the water begins to dissolve the limestone but the rock does not dissolve evenly so the water runs downward or sideways and this is how thousands of openings in the rock are formed.*

7. What is The Big Room noted for?

*The Big Room is noted for its great size and the beauty of its formations.*

8. How do the stalactites grow?

*Stalactites grow downwards.*

9. What are they like?

*They are like daggers suspended in the air or like ice covered needles or a church steeple hanging upside-down.*

10. How were stalactites made?

*They were made by drops of water that seeped through the roof and left a tiny part of its load of limestone on the ceiling.*

11. How do stalagmites grow?

*Stalagmites grow upward.*

12. What do stalactites have inside?

*Stalactites have a hollow tube inside through which the water runs.*



13. How fast did these formations grow?  
*They grew at the rate of about one cubic centimeter every fifty years.*
14. How old might The Rock of Ages be?  
*The Rock of Ages might be fifty million years old.*
15. Can one see the stalactites and stalagmites growing?  
*No, one cannot see them growing.*
16. Give your reason.  
*Because they grow so slowly that no person can live long enough to see the change.*

#### 34.3.2.1.

1. After a tiring walk up the snow-covered hill, the skiers could glide *downward* to the valley.
2. A house is being built next door; there are many *piles* of sand on the sidewalk.
3. Dinosaurs were *huge* animals that existed millions of years ago.
4. The man's fortune was *evenly* distributed among his relatives.
5. The church has no bell; the *steeple* has not been finished.
6. It rained last night and the temperature dropped to five degrees below zero: we're sure to have icicles today.
7. Dr. Stevens' secretary types at *the rate* of one hundred words a minute.
8. Monaco is a *tiny* principality between Italy and France.
9. The *load* the poor horse was pulling was so heavy that it couldn't go up the hill.
10. It was raining last night. As I walked home with a hole in my shoe, the water *seeped* in and my socks got wet.

#### 34.3.3.1.

1. We watched the monkey *dance/dancing* to the organ grinder's tune.
2. The ranger smelled the smoke *coming* from the burning forest.
3. My sister shrieked because she felt a bug *creeping* up her arm.
4. We can hear the church bells *ringing* in the morning.
5. The man tasted the good wine *filling* the glass.
6. He watched the wine *spilling* while it was being poured.
7. I can't imagine Mr. Harper *playing* basketball. He's so fat!
8. Observe the wheel *spin* and then stop.
9. Lillian tasted the butter *melting* on the biscuit that she was eating.

10. She saw the man *going* into the store, pick up something and then run out again.

#### 34.3.3.2.

1. The teacher makes the students *write* on the blackboard.
2. She doesn't let them *copy* from each other.
3. She has them *repeat* the exercises.
4. She helps them *correct* their mistakes.

#### 34.3.3.3.

1. They found the lost child *sitting* on a bench in the park.
2. We met Miss Hall *carrying* a big bag full of groceries.
3. The children would catch the paper boats *sailing* downstream.
4. I remember the girl *wearing* the blue dress.
5. It's time to pick the ripe fruit *growing* on the trees.

#### 34.3.4.1.

1. My parents *went away* on a two-week vacation.
2. The man seemed to be *getting away-running away* from something; he was in a hurry.
3. I can see the mountains from my kitchen window; they seem so near but they are really *far away*.
4. Our girl finished washing the dishes, then she *put them away*.
5. My cousin was divorced and her husband *took away* the car from her.
6. We had to pay the bill *right away*.
7. Margaret didn't want that hat anymore so she *threw it away*.
8. My brother was transferred to another city *far away* from our home.

#### 34.3.4.2.

1. The beauty queen sat on her high throne and looked *downward* at her subjects below.
2. When the soldier turned his head *toward* us, we saw that he had a patch on his left eye.
3. The printing press was out of order. It was writing the words *backward*.
4. The guards at Buckingham Palace are not supposed to look to either side when on duty. They must look only *forward*.
5. Birdwatchers usually look *upward* for birds in the trees.





## MODULE 4

### 34.4.1.1.

1. Where is classical horsemanship still cultivated?  
*Classical horsemanship is still cultivated in the Spanish Riding Academy of Vienna.*
2. Who were also enthusiastic horsemen?  
*The Greeks were also enthusiastic horsemen.*
3. What kind of mounts did the armored knights require?  
*The armored knights required horses that could walk or gallop along a straight line.*
4. When did horses trained only for attack prove inadequate?  
*Horse trained only for attack proved inadequate with the invention of small firearms.*
5. When was the first riding school constructed in Vienna?  
*The first riding school in Vienna was constructed in the years between 1729 and 1735.*
6. Describe the riding school structure.  
*It is an impressive structure, decorated in ivory white with enormous chandeliers. Forty six columns support the gallery, and the ceiling is suspended from the roof.*
7. What has been exclusively used for from 1894 onward?  
*From 1894 onward, it has been used exclusively for the training of horses and riders.*
8. Where does the term 'Spanish' in the name of the academy come from?  
*The term 'Spanish' in the academy's name comes from the horses that were first brought to Vienna from the Iberian Peninsula.*
9. Tell who the chief actors in the horse ballets are.  
*The white Lipizzaner stallions are the chief actors in the horse ballets.*
10. What is so special about the color of the Lipizzaners?  
*The color of the new-born foal is brown, but they turn white at the age of from four to ten years old.*
11. What is the horse taught during the first year of training?  
*During the first training years, he is taught discipline and to trust his trainer.*
12. How long must a horse be trained before it is ready to appear in a ballet?

*A horse must be trained for three years before it is ready to appear in a horse ballet.*

13. What have exercises and gymnastic training helped the horses to achieve?  
*Exercises and gymnastic training have helped the horses achieve the harmony of seemingly effortless movements required by the horse ballet.*
14. What did General Patton do after attending a performance of the Lipizzaners?  
*After attending a performance of the Lipizzaners, General Patton sent armored freight cars to transport the horses to safety.*

### 34.4.2.1.

1. People from Saltillo have great *skill* in weaving sarapes.
2. Sylvia bought a carved *ivory* statue that came from Japan.
3. The family misunderstanding *dates back* to their great-grandfather.
4. There were *stallions* and *foals* grazing on the Lipizzaner breeding farm.
5. Careful *breeding* has made Kentucky famous for its fine racing horses.
6. Long ago, people measured *paces* where we now use meters.
7. If certain countries decide to use a hydrogen bomb, entire cities will be *wiped out*.

### 34.4.3.1.

1. to do — the teacher — over — us — got — the exercise —  
*The teacher got us to do the exercise over.*
2. the business — his young daughter — chose — the executive — charge of — to take —  
*The executive chose his young daughter to take charge of the business.*
3. slowly — my sister — to drive — advised — father —  
*Father advised my sister to drive slowly.*
4. Tom — black book — to write — asked — my address — me — in his —  
*Tom asked me to write my address in his black book.*
5. persuaded — his medicine — the boy — to take — the nurse —  
*The nurse persuaded the boy to take his medicine.*



#### 34.4.3.2.

1. We *saw* her *smile/smiling* when she was looking at the picture.
2. Jill *made* me *return* the gloves that she didn't like.
3. His uncle *taught* Jim *to ride* a horse.
4. Ann *urged* me *to buy* tickets for the game.
5. Our neighbors *invited* my parents *to come* and see the slides of their last trip.
6. The little boy *tasted* the candy *covering* the apple.
7. We heard the boys *sing/singing* a merry song while they were *riding* to school.
8. In the summertime, one can *see* the stars *twinkle/twinkling* at night.
9. He *saw* the girl *smile/smiling* at the other boy.
10. As we went inside we *smelled* the wood *burning* in the fireplace.
11. One can *hear* the train *whistle/whistling* when it reaches the crossing.
12. That cowboy *trained* his horse *to walk* backwards.
13. Mrs. Allen *persuaded* her grandmother *to take* the early plane.
14. Their landlady *expects* the boys to clean their apartment when they leave.
15. A sergeant *commands* his soldiers *to march*.
16. Helen *felt* the soft waves *splashing* at her feet.
17. I got up early today when I *smelled* coffee *boiling* in the pot.
18. We had a mechanic *change* the tire.
19. Mother *let* the children *watch* a midnight TV program..

#### 34.4.4.1.

1. Did Mr. Hill go to the meeting? Yes, he not only *attended* the meeting, he also stayed for refreshments.
2. We gladly *accepted* her as a member into our club.
3. Some football players *assisted* their friend who was hurt.
4. Did Rose take the job? Yes, and she *accepted* to work on Saturdays.
5. My friends *attended* the horse ballet in Vienna.
6. Miss Bryan *accepted* the night shift at the hospital.
7. My brother *agreed* to take the children to school in the morning, his wife will bring them home.
8. Truck drivers usually stop and *assist* motorists that need help on the road.

#### 34.4.4.2.

1. She writes so well; I remember that she won a prize for good *penmanship* in school.
2. Because his *salesmanship* was the best in the company, he was made the *sales department head*.
3. My son has ridden since he was little; *horsemanship* is his hobby.

#### 34.4.4.3

1. I saw such a beautiful fur coat in the display window that I *fell in love* with it.
2. Don't *fall behind* in your work or you can't have your vacation next week.
3. It was such a boring picture, that many people *fell asleep* at the Odeon last night.
4. A circus parade went by our house yesterday; we watched a clown try to make his dogs *fall in line*.
5. Some animals shed their hair and it *falls off*, but it grows back in the spring.
6. That silly girl! She usually *falls for* the lines that the boys give her.



## UNIT XXXV



## General objectives

On finishing this unit, the student should have developed sufficient capacity to:

- 1.0 Read and understand the reading selections 35.5.1 and 35.6.1.
- 2.0 Use in oral and written language the vocabulary in exercises 35.5.2 and 35.6.2.
- 3.0 Use the grammatical structures given in sections 35.5.3 and 35.6.3, in the oral and written language.
- 4.0 Use at the right moment and efficiently, in the oral and written language, the words and idiomatic expressions in sections 35.5.4 and 35.6.4.
- 5.0 Master the phonetic sounds given in sections 35.5.5 and 35.6.5.

## Module 5

### PARTICULAR OBJECTIVES

On finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "Edward Jenner".
- 2.0 Will be able to complete the sentences with the proper word from the list given.
- 3.0 Will be able to complete the sentences with verbs in the past, using the Modal Auxiliary Verbs.
  - a) Would
  - b) Should
  - c) Could
  - d) May or might
  - e) Must
- 4.0 Will be able to complete the sentences with the right auxiliary to create the right "shade of meaning" in the past, using the past participle of the action verb.
- 5.0 Will be able to construct sentences in the past perfect tense.
- 6.0 Will be able to complete the sentences using the proper word from the two or three given in parenthesis in each sentence.
- 7.0 Will be able to construct sentences using the proper form of the verb "to get".
- 8.0 Will be able to pronounce correctly the vocabulary given in the pronunciation section.



### 35.5.1. EDWARD JENNER

We rarely hear that a person has smallpox nowadays, and everybody can be safe from it, for we now have vaccination.

But only a century ago there was always danger of this dreaded disease which nearly killed all its victims and doctors hardly knew what to do about it.

A long time ago people in the East had found a way to fight the disease. They found that when a person had a mild case of it, they would inoculate another person from the first and the second one would then be safe or immune from any bad attack. This secret had come to England from Turkey but nothing much had been done about it.

The conquest of this disease is due to Edward Jenner, a country doctor who was born in Gloucester, England in 1749. He had first studied medicine in Sodbury and later in London. Then he went back to the country.



This animal and its young owner are immune from a once dreaded disease, thanks to the investigations of Edward Jenner.



One day a milkmaid told him that she was not afraid of smallpox because she had already had cowpox and everybody knew that if you had either of these, you would never have the other. Many milkmaids and country people were sure about that. Jenner thought that there might be something in it, so he started to investigate. He studied case histories for about eighteen years and discovered that the popular theory was true.

Cowpox is a disease that cows used to have; and milkmaids would get it from them. He thought that if he could give a person a mild form of cowpox, he could save them from the terrible attacks of a smallpox.

Of course he met violent opposition but when in 1798, risking his career, he inoculated a boy with cowpox by making a slight cut in his arm and placing in the cut material taken from a sore on the hands of a milkmaid, ill with cowpox, the boy developed cowpox. When later he tried to give the boy smallpox infection failed to have any effect. After they found that deaths from smallpox had dropped by two-thirds within two years there was little room for doubt or argument. Jenner had conquered one of man's worst foes.

What he discovered is called vaccination because it comes from the Latin word *vacca*.

Although he was not the first to inoculate with cowpox, he was the first to publish his results and to establish the practice of vaccination on a scientific basis. His work inspired Louis Pasteur and ultimately led to the science of vaccination and immunization and preventive vaccines of the present day.

## Particular Objective 1.0.

### 35.5.1.1. COMPREHENSION QUESTIONS

Answer the following questions taken from the reading passage. Use complete sentences

1. Do we often hear that a person has smallpox?
2. How can everybody be safe now?
3. Who had first found a way to fight the disease?
4. Give the name of the English doctor to whom the conquest of this disease is due.
5. What important information did he get from a milkmaid one day?
6. What did Dr. Jenner start to do?
7. How long did he study case histories?
8. Where would milkmaids get the disease?
9. What did he risk in 1798 when he inoculated a boy with cowpox?
10. How did he inoculate the boy?
11. What had Jenner conquered?
12. What is the thing he discovered called?
13. Why? Give the reason.
14. What science did his work lead to?

### 35.5.1.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



13. \_\_\_\_\_  
14. \_\_\_\_\_

### 35.5.2. VOCABULARY

NOTICE the use of the following italicized words.

1. There was always *danger* of catching the disease.
2. It was surely a victory; without a *doubt* Dr. Jenner had conquered the dreaded disease.
3. The girl had a *mild* case of cowpox, she was not very sick.
4. You won't be sick; you are now *safe* because you have been vaccinated.
5. The lifeguard *risked* his life when he swam out to sea to save you.
6. They had been friends for a long time but they are now bitter *foes*.
7. The sales in our department descended so rapidly that they *dropped* to 10 percent of last years.
8. She was a very sick little girl; she was so *ill* that the doctor thought she would die.
9. Is he badly hurt? No it's only a *slight* bruise.
10. Everybody was afraid; they *dreaded* catching smallpox.

Particular Objective 2.0.

35.5.2.1. From the following list, choose and fill in the word that best completes the sentences below.

danger	mild	risked	drop	slight
doubt	safe	foes	ill	dreaded

1. Her jewels are safe in the bank's vault.
2. There is great danger for a child crossing the street alone.
3. Dr. Jenner risked his career to save humanity from a terrible disease.
4. He had no doubt as to the results of his experiment.
5. The dreaded disease is now easily controlled.
6. Northerners enjoy the mild climate of the South.
7. He caught a slight cold last summer.
8. The man was gravely ill with pneumonia.
9. The temperature dropped to two degrees below zero last night.



10. Cats and dogs are not usually good friends; they're sometimes great

foes

### 35.5.3. STRUCTURES

#### A REVIEW OF MODAL AUXILIARY VERBS

The meaning that modal auxiliary verbs add to the main verb are:

can	<i>ability</i>
may	<i>future action, conjecture</i>
might	<i>possibility and probability</i>
must	<i>duty, obligation, inference or deduction</i>
shall	<i>future and sometimes determination</i> (in questions ⇨ ask for accord or agreement)
will	<i>future and sometimes determination</i>

You have seen these auxiliary modal verbs used in the present form also in the passive voice.

Observe the shades of meaning in the following auxiliary verbs in the past.

could *expresses capability, hypothetical capacity or possibility*  
Example: He could have called you yesterday.

should *implies that the obligation or action was not fulfilled*  
Example: She should have written the letter. She did not.

may/might *expresses deduction, inference, conjecture, or possibility*  
Examples: They may have gone to town.  
They might have gone to town.

must *expresses deduction, inference, conjecture, or possibility*  
Example: She has a nice suntan; she must have gone to the beach.





Observe how 'would' is used:

1. *In questions with like, as an invitation.*  
Would you like to dance?
2. *With more or less the same meaning as 'was' or 'were going to', (usually after a verb in the past).*  
She said she would lend me the book as soon as she finished reading it.
3. *In conditional sentences with a simple form in the main clause and a past tense in the if clause.*  
I would drive you to the airport if I had the car.
4. *When no condition is expressed, 'would' becomes a weaker or more modest expression of present will or desire (volition or willingness).*

I would ask her for a date but I'm not sure she'll accept.

Modal auxiliary verbs in the past are followed by the simple form of the verb *have* and the *past participle* of the *main verb*.

subject	+	modal auxiliary	+	have	+	past participle	+	complement
We		could		have		gone		today.
Robert		should		have		paid		the bill.
They		must		have		studied		very much.
Ellen		might		have		written		that letter.

NOTICE the use of 'would' with the meaning *used to*.

They found that when a person had a mild case of it they *would inoculate* another person from him.

And the second person *would* then *be safe* or immune from any bad attack.

Everybody knew that if you had any of these you *would* never *have* the other.

Milkmaids *would get* the disease while milking the cows.

Particular Objective 3.0

35.5.3.1. Fill in the blanks using the verb in italics with 'would' in the past.

1. He would *have signed* the contract without your advice. *sign*
2. I would *have helped* them gladly. *help*
3. Anne would *have had* a good time at the party last night, but she wasn't able to go. *have*
4. Mr. Ellison would *have taken* Timmy along with his children when they went to the zoo. *take*
5. You took the knife away from him just in time, or he himself. *hurt*

Particular Objective 3.0.

35.5.3.2. Fill in the blanks using the verb in italics with 'should' in the past.

1. Alice should *have bought* the fruit before dinner. *buy*
2. Your brother should *have studied* medicine and not mechanical engineering. *study*
3. They should *have put* their raincoats. It's raining. *put on*
4. Mrs. Slaven should *have feed* her dog before going shopping! It has been barking all afternoon. *feed*
5. Your secretary should *have mailed* that urgent letter on her way home. *mail*

Particular Objective 3.0.

35.5.3.3. Use 'could' in the past with the verb in italics.

1. You could *have done* the job well; only there wasn't enough material. *do*
2. The guests could *have eaten* earlier but dinner wasn't ready on time. *eat*



3. Bill could have paid the bill but he didn't have any money with him. *pay*
4. Dr. Jones could have performed the operation, only he was out of town. *perform*
5. The girls could have brought sandwiches but nobody asked them to. *bring*

#### Particular Objective 3.0.

35.5.3.4. Use 'may' or 'might' expressing possibility in the past. Use the verb in italics.

1. Philip might have read the book that I told him about, I'm not sure. *read*
2. Mr. and Mrs. Hill might have gone away, I'm not certain. *go*
3. They may have to fly, I don't know. *prefer*
4. My friends may have stayed at a hotel. Who knows? *stay*
5. They might have bought their tickets at the airport, I'm not sure. *buy*

#### Particular Objective 3.0.

35.5.3.5. Use 'must' to express deduction or possibility in the past.

1. Most of my students got good grades; they must have studied hard. *study*
2. Dr. Stevens looks tired. He must have visited many patients today. *visit*
3. The answer to this problem does not check; I must have made a mistake. *make*
4. Her coat must have cost a lot of money; it looks expensive. *cost*
5. Our neighbors must have moved while we were away. The house is empty. *move*

#### Particular Objective 4.0.

35.5.3.6 Fill in the blanks with the correct auxiliary for the shade of meaning given in the past and the past participle of the action verb. (italicized).

1. The girls must have had a good time on their vacation. They're very happy. (as deduction *have*)
2. He would have you have the car but he needs it. (as willingness *let*)

3. They may have gone to the theater. I don't know. (as possibility *go*)
4. Philip must have gotten a better job, he is well-dressed. (as deduction *get*)
5. Lillian could have done the work for you. I asked her but she was busy. (as capability *do*)
6. You should have bought the newspaper at the corner. (as action not fulfilled *buy*)
7. I could have given you the address. I have it. (as capability *give*)
8. The traffic policeman would have helped you but you didn't ask him. (as willingness *help*)
9. The lady next door might have called the police. She doesn't like loud music. (as possibility *call*)
10. You should have taken your medicine two hours ago. (as action not fulfilled *take*)

NOTICE the use of the past perfect in the following examples:

People in the East *had found* a way to fight the disease.  
The secret *had come* to England from Turkey.

#### Particular Objective 5.0.

35.5.3.7 Write the following sentences in the past perfect tense.

1. He first studied medicine in Sodbury.
2. The milkmaid had cowpox.
3. Dr. Jenner conquered a dreaded disease.
4. Deaths from smallpox dropped by two-thirds within two years.
5. What he discovered is called vaccination.

#### 35.5.3.7.

1. He first studied medicine in Sodbury
2. He had first studied medicine in Sodbury
3. The milkmaid had cowpox
4. Dr. Jenner conquered a dreaded disease
5. \_\_\_\_\_



#### 35.5.4. SPECIAL DIFFICULTIES

Observe the following pairs of words.

##### *near—nearly*

It *nearly* killed all of its victims and doctors hardly knew what to do about it.

They live *near* the bank.

The disease killed *most* of its victims. It *nearly* killed all of its victims.

##### *hard—hardly*

The writing is too bad, I can't read it.

The writing is too *hard* to read. One can *hardly* read the writing.

##### *late—lately*

Our office secretary is never *late*.

My parents have had many dinner invitations *lately*.

##### *wide — widely*

The streets in old colonial cities are not very *wide*.

Everybody in town knows Mr. Thompson, he's a *widely* known reporter.

##### *the country—a country*

My friend went back to live in *the country* where he can grow vegetables.

He lives in a free *country*.

##### *the east — The East*

The sun rises in *the east*.



The many archeological findings in the *East* have given us a good idea of early civilizations.

### due to—due

The conquest of the disease is *due to* Dr. Edward Jenner.  
Professor *Simkins* is *due* to speak at the club meeting at 6.  
You should have taken your book back to the library, it was *due* yesterday.  
Monterrey lies *due* south from Laredo.

### drop—drop by—fall

Deaths from smallpox had *dropped to* two thirds within a year.  
They *dropped by* our house last night and visited until 10 o'clock.  
The charts says that sales have *dropped* this month.  
The woman slipped on a banana peel and *fell*.  
The waiter *dropped* a tray full of glasses.  
The tray full of glasses *fell* from his hands.

### Particular Objective 6.0.

35.5.4.1. From the two words given, choose and write in the blank the one that best completes the sentence.

### hard — hardly

1. The bridge was very narrow. Two cars could hardly pass.
2. They found the problems hard to solve.

### near — nearly

3. Margaret invited nearly all of her friends.
4. There is a cafeteria near the store.
5. The architect has nearly finished decorating that new house.

### late — lately

6. They usually go to the late show.
7. We must leave now; it's getting late.
8. My brother has been traveling very much lately.

### wide — widely

9. The settlers had to cross a wide stream.
10. The good news was widely broadcast.

### the country — a country

11. She comes from a country with very different customs.
12. Some people prefer to live in the country where there's more fresh air than in the city.

### east — the East

13. My new friends live east of here.
14. The customs of the people from the east are romantic and interesting.

### due — due to

15. The train is due in five minutes.
16. Many of our electrical appliances are due to the active mind of Edison.

### drop — drop by — fall

17. We dropped by aunt Rose's house to greet her on her birthday.
18. The child dropped his toy.
19. The little bird's nest fell from the tree.
20. I stumbled and fell over a chair in the dark room.

NOTICE the following sentence taken from the reading.

There was always danger of *getting* the dreaded disease.



Observe further uses of 'get', meaning *become*

He **got better** with home remedies.

The child's shoes **got dirty** in the mud.

Charlie's uncle **got rich** selling used cars.

The clothes hanging on the line were dry; it's raining now and they're **getting wet**.

Our refrigerator is out of order and the food **got spoiled**.

She's got to **get busy** and finish cleaning her house.

It's a pity that that race driver **got killed**.

Did you **get in touch** with them?

Particular Objective 7.0.

35.5.4.2. Write the correct form of 'get' in each space. Observe the tense in the sentence.

- Everybody wants to to get rich quickly.
- Kate left some tomatoes in the car last week; they're still there and they're getting spoiled.
- When it suddenly began to rain last night, we got wet.
- Indians get better with herbs when they have an illness.
- Don't let my composition paper get dirty, I have to turn it in.
- All the members of the family got busy and helped pack for the trip.
- I think I can get in touch with them by noon. They should be there.
- Many people would have gotten killed in last week's accident but all were saved by the pilot's skill.

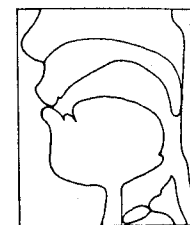
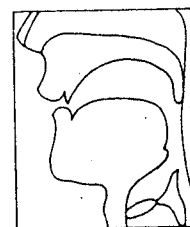
### 35.5.5. PRONUNCIATION PRACTICE.

Particular Objective 8.0.

35.5.5.1. Pronounce the following words:

bath	bend	bold	bond
ban	belt	boat	box
bang	bet	boast	bob

In the pronunciation of the b the lips are completely closed.



35.5.5.2. Pronounce the following words:

visit	velvet	valley	volley
victory	vest	vane	vote
victim	verb	value	vocal
give	live	drive	strive
receive	arrive	save	gave

In the pronunciation of the v the lower lip is in contact with the upper teeth.

35.5.5.3. Pronounce the following contractions:

could have	- could've
would have	- would've
should have	- should've
must have	- must've



might have - might've  
may have - may've

35.5.5.4. After closely studying the position of the lips which are described above read the next phrases and sentences out loud and repeat as many times as necessary until you are sure of pronouncing [b] and [v] correctly.

I like volley ball.

I play volley ball.

He gives good advice.

You have a good advantage.

He bought the best.

He bought the vest.

It's a ban.

It's a van.

I see a bat.

I see a vat.

Very big.

Vote for Billy.

I like berries very much.

Victor and Bess crossed Beverly Bridge.

Ben Van Boom is the best vest-maker in Vermont.

The very tall basket ball players beat the visiting team.

## Module 6

### PARTICULAR OBJECTIVES

On finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "What is the Weather like? ".
- 2.0 Will be able to complete the sentences with the proper word from the list given.
- 3.0 Will be able to construct sentences using the following pattern: Modal auxiliary + have + past participle.
- 4.0 Will be able to construct sentences with the word given, starting from a model sentence.
- 5.0 Will be able to rewrite the sentences in the negative form.
- 6.0 Will be able to rewrite the sentences in the past tense, as questions.
- 6.1 Will give a short answer to the sentences in the previous section.
- 7.0 Will be able to answer the questions giving progressive action in the past, using the verbs in italics.
- 8.0 Will be able to complete the sentences choosing an expression from the list given.
- 9.0 Will be able to pronounce correctly the vocabulary given in the pronunciation practice section.



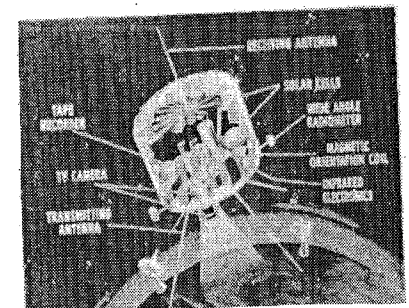
### 35.6.1. WHAT IS THE WEATHER LIKE?

How often while driving to work or sitting in front of our TV sets, have we heard a weather report? Have we ever stopped to think what was necessary to do before it got to the broadcasting system?

The study and evaluation of weather is done through the combined efforts of many meteorologists working in many weather stations throughout the world, and it has been made easier by means of special scientific instruments.

Since weather takes place in the lower depths of the atmosphere, it covers such large surface areas and fluctuates so rapidly, a complicated network of weather observation stations must be set up. In the United States there are about 400 stations that report weather conditions in their regions every hour to the central office of the United States Weather Bureau in Washington, D.C. The regional reports are sent by code on teletype machines or telex. Then a composite map is made up of the United States and North America, and current weather conditions are observed on this map.

Besides measuring ground temperature, air pressure, relative humidity, wind velocity and wind direction, many local stations make daily checks on conditions in the upper atmosphere. These checks are accomplished with the help of pilot balloons filled with helium gas. A theodolite tracks these balloons until they disappear. This instrument is now supplemented by a tiny



What's the weather going to be like later today in this valley? An artificial satellite will be able to tell us.



device called radiosonde which is carried up by a small balloon. The radiosonde sends signals back to the station in a code that gives information about temperature, pressure, cloud formations and other weather facts to heights of 30,000 meters.

The meteorologist now has valuable information in the forecasting of weather: the report sent by weather stations, the coded report from radiosonde, and the regional weather conditions on his map have helped him get a three dimensional structure of the weather and he is now in a position to issue a report.

At present there are other modern instruments which help forecasters: the radar device for tracking the paths of the balloons long after they have barometers, thermometers, cameras and other devices to study upper atmosphere at hundreds of meters above the Earth. An artificial satellite which can circle the earth in about two hours and also equipped with a camera among other instruments, can take and transmit hundreds of photographs of our Earth. These photos permit the identification of cloudy formations, cold fronts, rainy areas and especially hurricane and cyclone formations.

Had these instruments been available to meteorologists to send out warning years ago, they would have helped prevent many disasters which have claimed millions of lives.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

35.6.1.1. Answer the following questions taken from the reading. Use complete sentences.

1. How is the study and evaluation of weather made?
2. How is it made easier?
3. Where does weather take place?
4. How are regional reports sent to the U.S. Weather Bureau in Washington?

5. Name a device that sends information from great heights?
6. What information does a forecaster need to issue a forecast?
7. Give the names of four modern scientific instruments that help in weather forecasting.
8. What would warnings have helped to prevent years ago?

35.6.1.1:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_





### 35.6.2. VOCABULARY

NOTICE the italicized words in the following sentences:

A complicated network of weather observation stations must be *set up*.  
The wind blew from sundown to sunup, it blew all *through* the night.  
The N.B.C. has a wide *network* of radio broadcasting stations.  
Mr. and Mrs. Gamble found out that the *ground* around their house was good fertile soil.  
All these apparatuses are modern *devices* used in weather forecasting.  
The cowherd walks along the *path* that the cows have made from the pasture to the river.  
Our company advertises its product everywhere, it has branches *throughout the country*.  
In the *depths* of the ocean, oil is being searched for.  
When the animal came into *sight*, the game warden could see from its shape that it was a deer.  
The hound dogs *tracked* and followed their prey until the hunter found it hidden in the bushes.

Particular Objective 2.0.

35.6.2.1. Choose a word from the following list and fill in the blanks to complete the sentences correctly.

<i>set up</i>	<i>ground</i>	<i>throughout</i>	<i>tracked</i>	<i>through</i>
<i>devices</i>	<i>depths</i>	<i>network</i>	<i>path</i>	<i>sight</i>

- The bear was easily tracked; it left footmarks in the soft ground.
- He has such a good voice that he is popular throughout the country.
- Scientists have invented many new devices for technical use.
- From the depths of the lion's cave there came a loud roar.
- The sight of the blooming garden made her smile; it looked so beautiful!
- We followed the narrow path that went from the school house to the baseball field.



7. A complete network carries electricity to every town in the area.
8. He was so tired that he slept through all of the picture, from the beginning to the end.
9. My hot dog fell on the ground
10. The Boy Scouts helped the Girl Scouts set up their stand for their cookie sale at the fair.

### 35.6.3. STRUCTURES

Observe the use of modals seen in previous units:

She *must* call him today.

They *may (might)* come over tomorrow.

He *should* study tonight.

They *could* win the game if they tried.

In this unit, the use of the modal with have and the past participle will be seen:

She *must have called* him yesterday.

They *may have (might have) come* over the last week.

He *should have studied* last night.

They *could have won* the game if they had tried harder.

The new pattern is:

modal auxiliary + have + past participle

Particular Objective 2.0.

35.6.3.1. Rewrite the following sentences in the past, according to the new pattern. Change time complement to a past time expression.

1. Peter might study biology next year.
2. We can send the telegram tomorrow.
3. Jane may see that movie next week.
4. Prof. Hopkins will write a book on shells.
5. They might go to California for the holidays.
6. You should cash your check after work.
7. Mr. Ziegler can fix your watch.
8. Your sister should help with the housework.



Particular Objective 4.0.

35.6.3.2. Continue the following exercise substituting the expression given at the left. Change the verb according to the time expression. Use the last sentence as the model to make changes.

You should study the exercise tomorrow.

yesterday — You should have studied the exercise yesterday.  
now. — You should study the exercise now.  
we — We should study the exercise now.  
could — We could study the exercise now.  
last night — We could have studied the exercise last night.

1. they —
2. tomorrow —
3. the words —
4. last week —
5. learn —
6. must —
7. Mary —
8. might —
9. the poem —
10. would —
11. I —
12. recite —
13. Peter —
14. the verse —
15. memorize —
16. should —
17. the song —
18. sing —
19. We —
20. could —

Observe the following negative sentences with modal auxiliary verbs:

He must not have heard you (I conclude that he didn't hear you)  
My son couldn't have done it. (In my opinion it is not possible that he did it)  
Your friend shouldn't have spent it all. (It was advisable for him not to spend it all)  
She may, (might) not have seen us. (It is possible that she didn't see us)

To form the Negative we use:

subject	modal aux.	not	have	past participle	c
He	must	not	have	heard	you

Negative forms can be seen in the following with their contractions:

would not have — wouldn't have  
could not have — couldn't have  
must not have — mustn't have  
might not have — (no contraction in formal speech)

Particular Objective 5.0.

35.6.3.3. Write the next sentences in negative form. Observe the conclusion in some of the sentences.

1. He would have let you in without your student card.  
~~He wouldn't have let you in without your student card.~~
2. Henry could have gone, his car is still there.  
~~Henry couldn't have yet;~~ his car is still there.
3. They should have gone out last night.  
They \_\_\_\_\_; it was too cold.



4. Kitty must have read the news in the newspaper.  
Kitty must not have read the news in the newspaper
5. He might have had his car fixed.  
He \_\_\_\_\_ He's driving his wife's car.

To form the interrogative past modal sentences we use the following pattern:

modal auxiliary + subject + have + past participle + complement?

Should	I	have	copied	the answer?
Could	she	have	baked	that big cake?
Might	she	have	forgotten	her appointment?

To form short answers, the following pattern is used:

Yes/No	+	subject pronoun	+	modal	+	have	
Yes,		you		should		have.	(should've)
No,		she		couldn't		have.	
Yes,		she		might		have.	(might've)

Particular Objective 6.0.-6.1.

35.6.3.4 Write the following sentences again. Make them interrogative in the past. Give the short answer. Observe the example given above.

1. They could lend him the money.

Yes, \_\_\_\_\_

2. The swimmer could break the record.

Yes, \_\_\_\_\_

3. He should listen to all of the explanation.

Yes, \_\_\_\_\_

4. You should ask for another piece of pie.

No, \_\_\_\_\_

5. All of the children must be vaccinated by the end of the month.

Yes, \_\_\_\_\_

subject	+	modal	+	have	+	been	+	present participle	+	complement
Helen		might		have		been		calling		her mother.

Examples:

What was she doing when you visited her yesterday? I don't know. She could have been sewing her dress.

Why didn't he answer the phone? I don't know. He might have been washing the car outside.

Did you hear the dog barking last night? I didn't hear it. It might have been barking during the night.

Particular Objective 7.0.

35.6.3.5. Answer the questions giving progressive action in the past, using the verbs in italics:

1. Why didn't I see your sister at the party?

I don't know; she \_\_\_\_\_ letters at home. (deduction *-write*)

2. Did she travel last year?

I don't know; she \_\_\_\_\_ during her vacation. (possibility *-travel*)



3. Did you see Alice at the post office?  
Yes, she \_\_\_\_\_ a letter. (possibility-*mail*)
4. The house smelled good when I came in.  
Mother \_\_\_\_\_ cookies. (deduction-*bake*)
5. Why didn't Tommy pass the last exam?  
I don't know. He \_\_\_\_\_ enough. (possibility-negative-*study*)

### 35.6.4 SPECIAL DIFFICULTIES

Observe the following sentences; using two-word verbs with 'up'.

A complicated network of weather observation stations must be *set up*.  
They *set up* a beautiful window display at Sears this summer.  
The Indians would *set up* their tents near a fresh water spring.  
Mrs. Sexton is having a big card party, she should have *set up* more card tables.  
My friend works in a bowling alley *setting up* the pins.  
Then a composite map of the U.S. is *made up*.  
You didn't *make up* a good excuse for being late, now she's angry.  
We must *make up* for lost time.  
Alice and Peter had broken off their engagement but they must have *made up* because I see them together again.

Observe other uses of 'up':

You have been allowed the fifty minutes to work on your exam. Now the *time is up*.  
Miss Kelly, a nurse, had to *stay up* all night last night. Her patient was very ill; but *cheer up*, her patient is better this morning.

*Set up* - construct, compose, organize

*make up* - put together, invent, continue relation

*Stay up* - to not go to bed to sleep.

*cheer up* - cheer completely

*time is up* - the time allowed for an activity is finished

*make up for last time* - to try to regain time lost or wasted



Particular Objective 8.0.

35.6.4.1. Complete the sentences choosing an expression from the following list:

set up	stay up
make up	cheer up
made up	time is up

1. My sister had not been on good terms with her boy friend, but now they must have made up. They're holding hands.
2. I was feeling sad, but all those happy songs have made me cheer up.
3. They have to time is up the circus tent by noon, before the animals arrive.
4. Aunt Jo likes to \_\_\_\_\_ stories to tell the children.
5. Mother let me come and visit with you for half an hour, now the \_\_\_\_\_ I've got to go.
6. Mommy, can I Set up to watch The Six Million Dollar Man?

### 35.6.5. PRONUNCIATION PRACTICE

Observe the difference in pronunciation in the following words with "augh" or "ough" in their spelling.

though [ O ]	taught [ G T ]	bough [ a u ]
thorough [ O ]	caught [ G T ]	buccough [ a p ]
although [ O ]	bought [ G T ]	
fought [ G T ]		
cough [ G F ]		
enough [ G F ]		

There is no rule. These words must be learned as special pronunciation or looked up in the dictionary.

When "gh" appears in the middle of a word it is usually silent.

Read out loud and remember that the "gh" in these words is silent.

neighbor	thought	thoughtfull	lighten
eight	bought	sightings	lighter
eighteen	fought	sightseeing	lightning
eighty	caught	throughout	



## Answers to exercises

### MODULE 5

35.5.1.1.

1. Do we often hear that a person has smallpox?  
*We rarely hear of a person that has smallpox.*
2. How can everybody be safe now?  
a) *Everybody can be vaccinated.*  
b) *Everybody can be safe from it for we now have vaccination.*
3. Who had first found a way to fight the disease?  
*People in the East had first found a way to fight the disease.*
4. Give the name of the English doctor to whom the conquest of this disease is due.  
*The English doctor's name was Edward Jenner.*
5. What important information did he get from a milkmaid one day?  
*A milkmaid told him that if a person got sick with cowpox he would never get smallpox.*
6. What did Dr. Jenner start to do?  
*He started to investigate.*
7. How long did he study case histories?  
*He studied case histories for eighteen years.*
8. Where would milkmaids get the disease?  
*Milkmaids would get the disease from the cows.*
9. What did he risk in 1798 when he inoculated a boy with cowpox?  
*Dr. Jenner risked his career.*
10. How did he inoculate the boy?  
*He made a cut on the boy's arm; then he placed in the cut material from a sore on the hand of a milkmaid who was ill with smallpox.*
11. What had Jenner conquered?  
*Dr. Jenner had conquered one of man's worst foes.*
12. What is the thing he discovered called?  
*It is called vaccination.*
13. Why? Give the reason.  
*Because it comes from the Latin word vacca.*
14. What science did his work lead to?  
*This has led to the science of vaccination, immunization and preventive vaccine of today.*



### 35.5.2.1.

1. Her jewels are *safe* in the bank's vault.
2. There is great *danger* for a child crossing the street alone.
3. Dr. Jenner *risked* his career to save humanity from a terrible disease.
4. He had no *doubt* as to the results of his experiment.
5. The *dreaded* disease is now easily controlled.
6. Northerners enjoy the *mild* climate of the South.
7. He caught a *slight* cold last summer.
8. The man was gravely *ill* with pneumonia.
9. The temperature *dropped* to two degrees below zero last night.
10. Cats and dogs are not usually good friends; they're sometimes great *foes*.

### 35.5.3.1.

1. He *would have signed* the contract without your advice.
2. I *would have helped* them gladly.
3. Anne *would have had* a good time at the party last night but she wasn't able to go.
4. Mr. Ellison *would have taken* Timmy along with his children when they went to the zoo.
5. You took the knife away from him just in time, or he *would have hurt* himself.

### 35.5.3.2.

1. Alice *should have bought* the fruit before dinner.
2. Your brother *should have studied* medicine and not mechanical engineering.
3. They *should have put* on their raincoats. It's raining.
4. Mrs. Slaven *should have feed* her dog before going shopping. It has been barking all afternoon.
5. Your secretary *should have mailed* that urgent letter on her way home.

### 35.5.3.3.

1. You *could have done* the job well; only there wasn't enough material.

2. The guests *could have eaten* earlier but dinner wasn't ready on time.
3. Bill *could have paid* the bill but he didn't have any money with him.
4. Dr. Jones *could have performed* the operation, only he was out of town.
5. The girls *could have brought* sandwiches but nobody asked them to.

### 35.5.3.4.

1. Philip *might have read* the book that I told him about, I'm not sure.
2. Mr. and Mrs. Hill *might have gone away*, I'm not certain.
3. They *may have preferred* to fly, I don't know.
4. My friends *may have stayed* at a hotel. Who knows?
5. They *might have bought* their tickets at the airport, I'm not sure.

### 35.5.3.5.

1. Most of my students got good grades; they *must have studied* hard.
2. Dr. Stevens looks tired. He *must have visited* many patients today.
3. The answer to this problem does not check, *I must have made* a mistake.
4. Her coat *must have cost* a lot of money; it looks expensive.
5. Our neighbors *must have moved* while we were away. The house is empty.

### 35.5.3.6.

1. The girls *must have had* a good time on their vacation. They're very happy.
2. He *would have let* you have the car but he needs it.
3. They *may have gone* to the theater, I don't know.
4. Philip *must have gotten* a better job, he is well-dressed.
5. Lillian *could have done* the work for you; I asked her but she was busy.
6. You *should have bought* the newspaper at the corner.
7. *I could have given* you the address, I have it.
8. The traffic policeman *would have helped* you but you didn't ask him.
9. The lady next door *might have called* the police; she doesn't like loud music.
10. You *should have taken* your medicine two hours ago.





### 35.5.3.7.

1. He first studied medicine in *Sodbury*.  
*He had first studied medicine in sodbury.*
2. The milkmaid had cowpox.  
*The milkmaid had had cowpox.*
3. Dr. Jenner conquered a dreaded disease.  
*Dr. Jenner had conquered a dreaded disease.*
4. Deaths from smallpox dropped by two-thirds within two years.  
*Deaths from smallpox had dropped by two thirds within two years.*
5. What he discovered is called vaccination.  
*What he had discovered is called vaccination.*

### 35.5.4.1.

1. The bridge was very narrow. Two cars could *hardly* pass.
2. They found the problems *hard* to solve.
3. Margaret invited *nearly* all of her friends.
4. There is a cafeteria *near* the store.
5. The architect has *nearly* finished decorating that new house.
6. They usually go to the *late* show.
7. We must leave now; it's getting *late*.
8. My brother has been traveling very much *lately*.
9. The settlers had to cross a *wide* stream.
10. The good news was *widely* broadcast.
11. She comes from a *country* with very different customs.
12. Some people prefer to live in *the country* where there's more fresh air than in the city.
13. My new friends live *east* of here.
14. The customs of the people from *the East* are romantic and interesting.
15. The train is *due* in five minutes.

16. Many of our electrical appliances are *due to* the active mind of Edison.
17. We *dropped by* aunt Rose's house to greet her on her birthday.
18. The child *dropped* his toy.
19. The little bird's nest *fell* from the tree.
20. I stumbled and *fell* over a chair in the dark room.

### 35.5.4.2.

1. Everybody wants *to get* rich quickly.
2. Kate left some tomatoes in her car last week; they're still there and they're *getting* spoiled.
3. When it suddenly began to rain we *got* wet.
4. Indians *get* better with herbs when they have an illness.
5. Don't let my composition paper *get* dirty, I have to turn it in.
6. All the members of the family *got* busy and helped pack for the trip.
7. I think I can *get in touch* with them by noon. They should be there.
8. Many people *would have gotten* killed in last week's accident but all were saved by the pilot's skill.

## MODULE 6

### 35.6.1.1.

1. How is the study and evaluation of weather made?  
*The study and evaluation of weather is made through the combined efforts of many meteorologists working in as many weather stations throughout the world.*
2. How is it made easier?  
*It is made easier by means of the use of special instruments.*
3. Where does weather take place?  
*Weather takes place in the lower depths of the atmosphere.*
4. How are regional reports sent to the U.S. Weather Bureau in Washington?  
*Regional reports are sent by code on teletype machines.*
5. Name a device that sends information from great heights.  
*Radiosonde sends back information from heights of 30,000 meters.*
6. What information does a forecaster need to issue a forecast?



*The information that a forecaster needs in the report sent by weather stations, the coded report from radiosonde, and the regional weather conditions.*

7. Give the names of four modern scientific instruments that help in weather forecasting.

*The four scientific instruments are the radiosonde, radar, meteorological rockets, and artificial satellites.*

8. What would warnings have helped to prevent years ago?

*Warnings on weather would have prevented many disasters which claimed millions of lives.*

#### 35.6.2.1.

1. The bear was easily *tracked*; it left footmarks in the soft ground.
2. He has such a good voice that he is popular *throughout* the country.
3. Scientists have invented many new *devices* for technical use.
4. From the *depths* of the lion's cave there came a loud roar.
5. The *sight* of the blooming garden made her smile, it looked so beautiful!
6. We followed the narrow *path* that went from the school house to the baseball field.
7. A complete *network* carries electricity to every town in the area.
8. He was so tired that he slept *through* all of the picture, from the beginning to the end.
9. My hot dog fell on the *ground*.
10. The Boy Scouts helped the Girl Scouts *set up* their stand for their cookie sale at the fair.

#### 35.6.3.1.

1. Peter might study biology next year.  
*Peter might have studied biology last year.*
2. We can send the telegram tomorrow.  
*We could have sent the telegram yesterday.*
3. Jane may see that movie next week.  
*Jane may have seen that movie last week.*
4. Prof. Hopkins will write a book on shells.  
*Prof. Hopkins would have written a book on shells.*
5. They might go to California for the holidays.

*They might have gone to California for the holidays.*

6. You should cash your check after work.

*You should have cashed your check after work.*

7. Mr. Ziegler can fix your watch.

*Mr. Ziegler could have fixed your watch.*

8. Your sister should help with the housework.

*Your sister should have helped with the housework.*

#### 35.6.3.2.

1. they – *They could have studied the exercise last night.*
2. tomorrow – *They could study the exercise tomorrow.*
3. the words – *They could study the words tomorrow.*
4. last week – *They could have studied the words last week.*
5. learn – *They could have learned the words last week.*
6. must – *They must have learned the words last week.*
7. Mary – *Mary must have learned the words last week.*
8. might – *Mary might have learned the words last week.*
9. the poem – *Mary might have learned the poem last week.*
10. would – *Mary would have learned the poem last week.*
11. I – *I would have learned the poem last week.*
12. recite – *I would have recited the poem last week.*
13. Peter – *Peter would have recited the poem last week.*
14. the verse – *Peter would have recited the verse last week.*
15. memorize – *Peter would have memorized the verse last week.*
16. should – *Peter should have memorized the verse last week.*
17. the song – *Peter should have memorized the song last week.*
18. sing – *Peter should have sung the song last week.*
19. we – *We should have sung the song last week.*
20. could – *We could have sung the song last week.*

#### 35.6.3.3.

1. He would have let you in without your student card.  
*He wouldn't have let you in without your student card.*
2. Henry could have gone, his car is still there.  
*Henry couldn't have gone yet, his car is still there.*
3. They should have gone out last night.  
*They shouldn't have gone out last night, it was too cold.*



4. Kitty must have read the news in the newspaper.  
*Kitty must not have read the news in the newspaper.*
5. He might have had his car fixed.  
*He might not have his car fixed. He's driving his wife's car.*

#### 35.6.3.4.

1. They could lend him the money.  
*Could they have lent him the money?*  
*Yes, they could have.*
2. The swimmer could break the record.  
*Could the swimmer have broken the record?*  
*Yes, he could have.*
3. He should listen to all of the explanation.  
*Should he have listened to all of the explanation?*  
*Yes, he should have.*
4. You should ask for another piece of pie.  
*Should I have asked for another piece?*  
*No, you shouldn't have.*
5. All of the children must be vaccinated by the end of the month.  
*Must all of the children have been vaccinated by the end of the month?*  
*Yes, they must have.*

#### 35.6.3.5.

1. Why didn't I see your sister at the party?  
I don't know; she *must have been writing* letters at home.
2. Did she travel last year?  
I don't know; she *might have been traveling* during her vacation.
3. Did you see Alice at the post office?  
Yes, she *could have been mailing* a letter.
4. The house smelled good when I came in.  
Mother *must have been baking* cookies.
5. Why didn't Tommy pass the last exam?  
I don't know. He *might not have studied* enough.

#### 35.6.4.1.

1. My sister had not been on good terms with her boy friend, but now

they must have *made up*. They're holding hands.

2. I was feeling sad but all those happy songs have made me *cheer up*.
3. They have to *set up* the circus tent by noon, before the animals arrive.
4. Aunt Jo likes to *make up* stories to tell the children.
5. Mother let me come and visit with you for half an hour, now *the time is up*, I've got to go.
6. Mommy, can I *stay up* to watch The Six Million Dollar Man?



## UNIT X XXVI



## General objectives

Finishing this unit, the student should have acquired sufficient capacity to:

- 1.0 Read and understand the reading selections included in 36.7.1. and 36.8.1.
- 2.0 Use in oral and written language the vocabulary in exercises 36.7.2. and 36.8.2.
- 3.0 Use the grammatical structures, in oral and written form, included in exercises 36.7.3. and 36.8.3.
- 4.0 Use in oral and written language, at the appropriate time and fluently, the idiomatic expressions in 36.7.4. and 36.8.4.
- 5.0 Master the phonetic sounds [ t ], [ d ] and [ Id ] in the past tense of regular verbs.

## Module 7

### PARTICULAR OBJECTIVES

Finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions on the reading selection: "Helicopters: Perhaps the 'family' vehicle of the future? "
- 2.0 Will be able to complete the sentences with the given list of words according to the context.
- 3.0 Will be able to complete the sentences with the adjectives derived from the nouns given in parenthesis.
- 4.0 Will be able to answer the questions using the 'opposite' of the word in italics.
- 5.0 Using the 'wish' form, will be able to complete the sentences in the:
  - a) future
  - b) present
  - c) past
- 6.0 Will be able to complete the sentences with the appropriate word taken from the list of troublesome pairs given.
- 7.0 Will be able to complete the sentences with the idiomatic expressions with:
  - a) over
  - b) off
- 8.0 Will be able to pronounce correctly the phonetic sounds [ t ], [ d ] and [ Id ] of the *-ed* form of regular verbs.



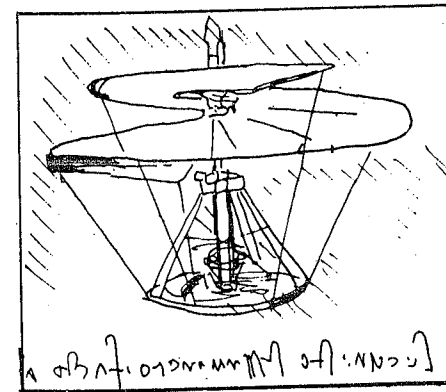
### 36.7.1. HELICOPTERS: Perhaps the 'family' vehicle of the future?

When you see a helicopter flying over the city, don't you wish you were up there in it?

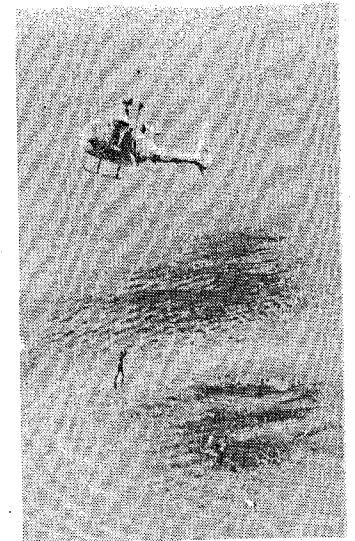
A helicopter is probably the most amazing and versatile machine ever built. It is the newest vehicle, except for spacecraft, to serve mankind. No other vehicle of land, sea, or sky can approach the helicopter in the variety of jobs it can do. Of course, there are definite limitations in this, but they are being overcome as the "whirlybirds" increase in size, power, and overall efficiency.

Did you ever wish you could fly like a bird? Apparently, the desire to fly has been a part of man's nature and so, down through the ages, he has attempted to develop a means of flying.

An excellent example of this is Leonardo da Vinci. Leonardo da Vinci, the Florentine painter, sculptor, architect and engineer, was a man with unquestionable vision towards the future.



Leonardo da Vinci's *helixpteron*.  
Taken from the original sketch in  
*Sul volo degli uccelli*.



Its versatility makes the helicopter excellent for use in police work and emergency rescue missions.



He designed a model of a strange device. It had a wing shaped like spiral threads of an enormous screw. He thought the spiral wing could be made to bore itself up into the air. He called his envisioned machine a *helixpteron*, and from this word, eventually, emerged the modern word 'helicopter'.

Not until this century did man start thinking seriously again of the helicopter. Ideally, this craft had to be one that would lift itself vertically from the ground, hover in midair like a hummingbird, move in any direction, then return straight down and gently settle on the earth. Experimenters generally agreed that a helicopter needed horizontally mounted fans or propellers for direct upward lift.

The 'whirlybird' has become a strong rival of the normal fixed-wing airplane. There are marked differences between flying an airplane and a helicopter. For one thing, the helicopter is able to maneuver in three dimensions—forward and backward, side to side, and up and down. It does not need the benefit of forward speed to take off, nor does it need a long strip to land.

Many firms and corporations find that owning their own helicopter, sometimes several of them, is advantageous. Private citizens use them both for business and pleasure. Its versatility makes the helicopter excellent for use in police work and emergency rescue missions. An increasing number of hospitals are installing heliports in order to save time. They are installed as near as possible to the hospital's emergency entrance.

Nearly all airline terminals offer heliservices to shuttle airline passengers back and forth to nearby cities. Sometimes a heli-fare is a little more than a taxi fare, but the time saved is worth much more than the cost involved. It is rapid, comfortable, and most of all, breathtaking.

In the future—it is the talk of the day—every backyard will be a heliport or helipad, and every garage will hold a helicopter.

With all its advantages, it also has its drawbacks. Friendly neighbors would be disturbed by a helicopter landing or taking off next door, rattling windows, filling the air with dust, and assaulting the eardrums.

We can look forward to the day when giant heli-buses will take off from convenient downtown heliports, change themselves into high-speed jet airplanes, streak across the country at supersonic speeds and land gently again on some distant metropolitan helipad.

Indeed, in more ways than can be easily counted, helicopters have become the flying carpets of the twentieth century!

## COMPREHENSION QUESTIONS

### Particular Objective 1.0.

36.7.1.1. Write the answers to the following questions, based on the reading, in complete sentences.

1. Which is probably the most amazing and versatile machine ever built?
2. Which is the newest vehicle built?
3. What has man attempted to develop down through the ages?
4. What did Leonardo da Vinci call his model of a strange device?
5. Where does the word 'helicopter' come from?
6. In how many dimensions is a helicopter able to maneuver?
7. How does a helicopter land?
8. What do private citizens use the helicopter for?
9. Why are hospitals installing heliports?
10. Which is more expensive, a heli-fare or a taxi fare?
11. How can a ride in a helicopter be described?
12. In the future, what will every backyard be and every garage hold?
13. What have helicopters become?

36.7.1.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

### 36.7.2. VOCABULARY

The following words were taken from the reading. Study them carefully.

*versatile, spacecraft, mankind, approach, vision, emergency, eventually, shuttle, breathtaking, drawbacks, rattle, eardrums.*

Particular Objective 2.0.

36.7.2.1. Rewrite the sentences below, filling in the blank spaces with a word taken from the list given above.

1. A helicopter is excellent for use in \_\_\_\_\_ rescue missions.
2. If a plane flies too close to the ground, windows \_\_\_\_\_
3. A helicopter is one of the most \_\_\_\_\_ vehicles ever built.
4. In some big cities, there are \_\_\_\_\_ buses in the downtown district.
5. Whenever a motorcycle goes by at full speed, I feel my \_\_\_\_\_ bursting.
6. The sight of Doris in that dress is \_\_\_\_\_. She looks so lovely!
7. No other land, sea, or sky vehicle can \_\_\_\_\_ the helicopter.
8. I know he's got his \_\_\_\_\_. But then, who doesn't?
9. It is incredible how Leonardo da Vinci could have had a \_\_\_\_\_ of a device similar to a helicopter.
10. \_\_\_\_\_ inherited a lot from Leonardo da Vinci.
11. Let's hope that \_\_\_\_\_ he will come to his senses.
12. The first \_\_\_\_\_ Moon was the Apollo XI.

### RELATED WORDS

STUDY very carefully the following nouns and the derived adjectives.

efficiency	efficient	belief	believable
patience	patient	memory	memorable
defiance	defiant	contempt	contemptible
vacancy	vacant	sense	sensible





Particular Objective 3.0.

36.7.2.2. Write the following sentences using the adjective derived from the noun in parenthesis.

1. The neighborhood boys usually play ball in that (*vacancy*) lot around the corner.
2. He's such a (*contempt*) fellow that I don't know how you can stand him.
3. I guess his story is (*belief*), but I still have my doubts.
4. She is the most (*efficiency*) secretary he has ever had.
5. It was very (*sense*) of her to refuse their offer.
6. Instead of being humble before his parents, he was (*defiance*).
7. Oh, God! This has been a (*memory*) day!
8. You have to be very (*patience*) with him for some time.

OPPOSITES

STUDY the words given below.

- |              |             |                 |                |
|--------------|-------------|-----------------|----------------|
| 1. increase  | decrease    | 6. questionable | unquestionable |
| 2. limited   | unlimited   | 7. advantages   | disadvantages  |
| 3. probable  | improbable  | 8. convenient   | inconvenient   |
| 4. definite  | indefinite  | 9. forward      | backward       |
| 5. efficient | inefficient | 10. comfortable | uncomfortable  |

Particular Objective 4.0.

36.7.2.3. Write the answers to the questions given below, using the opposite of the word in italics. Follow the example.

Were there a lot of *advantages* in the offer?

*No, there weren't. There were a lot of disadvantages.*

1. Is the date for the wedding *definite*?
2. Have "whirlybirds" *decreased* in size, power, and efficiency?

3. Would you say his new apartment is *comfortable*?
4. Did you find it *convenient* to start working so early?
5. Do you think it is *improbable* that your sister will someday be a famous singer?
6. Are you sure it moved *forward*?
7. Would you say he's an *efficient* radio repairman?
8. Will a helicopter's activities be *limited*, let's say, five years from now?
9. Is his integrity *unquestionable*?

36.7.2.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_



### 36.7.3. STRUCTURE

The word '*wish*' suggests a situation which is unreal or contrary - to - fact.  
STUDY the following uses of '*wish*'.

present:	wish	+	simple past.
----------	------	---	--------------

#### EXAMPLES

Philip *wishes* he *were*\* an engineer in electronics. (He isn't )

Mr. McGregor *wishes* his daughter *continued* her college education.  
(She dropped out).

past:	wish	+	had	+	past participle
-------	------	---	-----	---	-----------------

#### EXAMPLES

*wish* they *had come* to the wedding reception. (They didn't).

Don't you *wish* you had started *studying English years ago*? (You didn't).

ALSO:	wish	+	could	+	have	+	past participle
-------	------	---	-------	---	------	---	-----------------

*How I wish I could have bought that dress!*

future:	wish	+	could or would	+	simple form.
---------	------	---	----------------	---	--------------



## EXAMPLES:

I wish I *could go* to Montreal next-summer. (But I can't.)

Her parents *wish* she *could* come home for Thanksgiving. (But she can't.)

\* As in the case of conditional sentences in the present, *wish* takes *were* for all persons although some people use *was*:

'*wish*' is also used like this:

Thelma, I know you're getting married next week.

I *wish* you the best of luck.

or, I *wish* you happiness.

or, I *wish* the best for you.

NOTICE the use of '*wish*' in the following sentence taken from the reading:

When you see a helicopter flying over the city, don't you *wish* you *were* up there in it?

36.7.3.1. Rewrite the following sentences in the future with 'wish'. Use the appropriate form of the verb, in parenthesis, in the blank space. Follow the example.

## EXAMPLE:

Freddie wishes he ... (*become*) a pilot.

*Freddie wishes he could become a pilot.*

1. We wish they \_\_\_\_\_ (*visit*) us during the holidays.
2. I wish I \_\_\_\_\_ (*do*) all the things I've planned.
3. Isn't this rain ever going to stop? I wish it \_\_\_\_\_ (*stop*) raining

4. The children wish their father \_\_\_\_\_ (*drive*) them to their country house.
5. Do you wish you \_\_\_\_\_ (*fly*) to the Moon one of these days?
6. Arnold wishes he \_\_\_\_\_ (*get*) a good-paying job next summer.
7. I wish the store \_\_\_\_\_ (*open*) early tomorrow.
8. I wish I \_\_\_\_\_ (*finish*) the work on time.
9. Her friends wish she \_\_\_\_\_ (*win*) the contest.
10. I wish this blender \_\_\_\_\_ (*do*) a more thorough job the next time I use it.

## Particular Objective 5.0.b.

36.7.3.2. Rewrite the following sentences in the present with 'wish'. Use the correct form of the verb in parenthesis. Follow the example.

## EXAMPLE

I love dogs! I wish I ... (*have*) a collie.

I love dogs! I wish I *had* a collie.

1. Do you wish it were (*be*) possible to go to the Moon?
2. She wishes she had (*have*) the day off. She would go window-shopping.
3. I do wish you were (*be*) older.
4. Phyllis wishes she got (*get*) more money from her father.
5. I wish some people would monopolize (*will monopolize*, negative) the telephone for hours at a time.
6. Don't you wish the boat sailed (*sail*) smoothly?
7. Debbie wishes she read (*read*) faster.
8. How I wish the maid did (*do*) things right!
9. Steven wishes he knew (*know*) his brother's whereabouts.
10. I wish I could figure it out (*can figure out*) what the house of the future will be like.



Particular Objective 5.0.c.

36.7.3.3 Rewrite the following sentences in the past with 'wish' filling in the blanks with the adequate form of the verb in parenthesis. Follow the example.

EXAMPLE:

I wish I ... (*read*) more about nuclear weapons.

*I wish I had read more about nuclear weapons.*

1. There are times when his parents wish Frank \_\_\_\_\_ (*choose*) a different profession.
2. I wish I \_\_\_\_\_ (*be able*) to save enough money to buy a new car.
3. She probably wished she \_\_\_\_\_ (*not take*) her baby out that cold rainy night.
4. He wished he \_\_\_\_\_ (*know*) her at least ten years ago.
5. Pat now wishes he \_\_\_\_\_ (*go*) with the crowd last night.
6. I wish the dentist \_\_\_\_\_ (*fill*) the cavity instead of extracting my molar.
7. I wish you \_\_\_\_\_ (*not go*) so far away.
8. Paul wishes he \_\_\_\_\_ (*not study*) to be lawyer.
9. Lewis wishes he \_\_\_\_\_ (*learn*) Japanese. He's being sent to Japan next month.
10. Mr. Mcintosh won the elections. Don't you wish you \_\_\_\_\_ (*vote*) for him?

36.7.4. SPECIAL DIFFICULTIES.

STUDY very carefully the following list of troublesome pairs:

device — devise	cereal — serial
bore — boar	famous — notorious
stranger — alien	adopted — adapted

Particular Objective 6.0.

36.7.4.1. Rewrite the following sentences filling in the blanks with a word from the list given above.

1. What kind of cereal did you have this morning?
2. I'm sure he's a stranger in town. I've never seen him before.
3. They don't have any children of their own. Fred is an adopted child.
4. Leonardo da Vinci was a <sup>famous</sup> painter, sculptor, architect and engineer.
5. First he \_\_\_\_\_ a hole; then he filled it with dynamite.
6. What do you think Leonardo da Vinci had in mind when he began to adapted his strange machine?
7. Are you sure it has been \_\_\_\_\_. Will it work?
8. Of course I'm positive she's an alien. She was born in Sweden.
9. Leonardo da Vinci called his strange \_\_\_\_\_ helicopter.
10. They were attacked by a wounded \_\_\_\_\_.
11. The TV serial on Wednesdays at 7:00 p.m. is a good one.
12. The Godfather was a notorious gangster.

NOTICE the use of the word **over** in this sentence taken from the reading.

When you see a helicopter flying **over** the city, don't you wish you were up there in it?

STUDY carefully other uses of the word **over** in the following sentences:

Definitely, she was extra nice to her mother-in-law. Don't you think she **overdid** it?



Mac didn't come home early last night. He had to work **overtime**.  
Laura won't be home tonight. She's staying **overnight** with Aunt Jenny.  
Have you **overheard** anything about the latest scandal?  
Dan's back! He's been **overseas** the last five years.  
It was terrible **oversight** to give a hundred dollar bill instead of a ten.  
If we hurry, do you think we can **overtake** them before they catch the plane?  
Dick **overslept** this morning and when he reached the station, the train had already left.

Particular Objective 7.0.a.

36.7.4.2. Using the given expressions with **over-**, rewrite the following sentences.

1. Most soldiers are being sent \_\_\_\_\_
2. Can you imagine? I \_\_\_\_\_ this morning and never heard the alarm clock.
3. Don't \_\_\_\_\_. She's smart and will probably see through you.
4. How could you? It was an unforgivable \_\_\_\_\_
5. Why don't you call up your mother and tell her you're staying \_\_\_\_\_ with us?
6. I dislike to work \_\_\_\_\_. I'm always late for dinner when I do.
7. Have you \_\_\_\_\_ anything? I understand the wedding is being called off.
8. Try to \_\_\_\_\_ them at the next stop. I'm worried about Sylvia.

NOTICE the use of the word **off** in the following sentence taken from the reading.

We can look forward to the day when giant heli-buses will take **off** from convenient downtown heliports. . .

STUDY carefully other uses of the word **off** in the following sentences:

The thieves **made off** with all the money in the cash register.  
Once more he got involved in a riot. This time he won't **get off so lightly**.  
Be very careful with that gun; it might **go off**.

She said 'goodbye' in a hurried manner and **drove off** before I could say anything.

The bride and groom left on their honeymoon and all of us **saw them off at the airport**.

Will you please **drop me off** at the next corner?

She was **swept off her feet** by his grand manners.

As I call out the names, please **cross the off** the list.

Particular Objective 7.0.b.

36.7.4.3. Write the sentences below, using an expression with 'off'. Notice the tense used.

1. They came by in Jim's car, but didn't stay long. They soon after \_\_\_\_\_
2. He was \_\_\_\_\_ when they told him he'd been appointed the new manager.
3. The Jennings were robbed last night. The thieves \_\_\_\_\_ with Mr. Jennings' valuable coin collection.
4. As I call out the presents we've bought, please \_\_\_\_\_ them \_\_\_\_\_ the list.
5. Young man, this is going too far! Don't think you will \_\_\_\_\_ this time.
6. First I'll \_\_\_\_\_ the children at school; then I'll do some shopping.
7. Everybody was tense; the bomb could have \_\_\_\_\_ any second.
8. She's leaving for Hawaii tonight. Many of her friends will \_\_\_\_\_ at the airport.



### 36.7.5. PRONUNCIATION PRACTICE

The — *ed* added to regular verbs to form the past is pronounced in three different ways.

Particular Objective 8.0.

#### 36.7.5.1.

1. It is pronounced [t] after all voiceless sounds except [t]. Pronounce the following verbs with the [t] sound:

wished	sacrificed	nourished
approached	stretched	laughed
increased	noticed	embarrassed
developed	escaped	dispatched

Particular Objective 8.0.

#### 36.7.5.2.

2. It is pronounced [d] after all voiced sounds except [d]. Pronounce the following verbs with the [d] sound:

served	called	returned
desired	devised	moved
bored	envisioned	settled
designed	emerged	disturbed



Particular Objective 8.0.

36.7.5.3.

3. It is pronounced [ɪd] after the sounds [t] and [d].

Pronounce the following verbs with the [ɪd] sound:

attempted	mounted	calculated
lifted	experimented	amended
needed	fascinated	operated
decided	landed	accepted

## Module 8

### PARTICULAR OBJECTIVES

Finishing this module, the student:

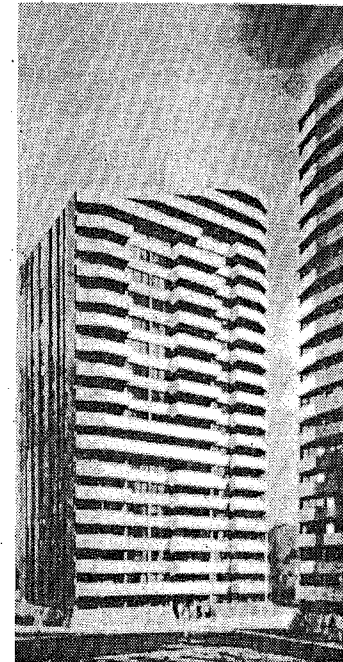
- 1.0 Will be able to answer the comprehension questions on the reading selection: "Architecture: The Art and Science of Building."
- 2.0 Will be able to do the exercise using the words from the list given.
- 3.0 Will be able to complete the sentences with derivations of the words in parenthesis with:
  - a) the suffixes -ity, -ship, or -ness
  - b) the prefixes im-, dis-, or mis-
- 4.0 Will be able to complete the sentences by choosing one of the two words given.
- 5.0 Will be able to complete the sentences with the correct preposition.
- 6.0 Will be able to combine the two sentences into one, using a connective adverb taken from the list given.
- 7.0 Will be able to complete the sentences with the correct form of **do** or **make**.
- 8.0 Will develop fluency in the pronunciation of the phonetic sounds [t], [d] and [ɪd].



### 36.8.1. ARCHITECTURE: The Art and Science of Building.

The fundamental purpose and goal of architecture to provide shelter has remained throughout the history of its development. The results of this goal have varied in accordance with the raw materials and technical knowledge, unique problems, and imaginations of each era and its civilization.

Architecture is the only one of the major arts that is directly functional. It is the art in which the proper performance of function is most important. Therefore, it is in architecture that we see most clearly the influence of functional demands that arise from climate and those that come from social conditions: elements determined by man, in contrast to those that are governed by nature.



With the technological advances of reinforced concrete, steel girder construction and the cantilever method, the way was clear for the strict functionalism of the contemporary skyscraper.





Traditionally, the material of which a building is made is determined by the materials native to the place where the building is erected.

In Greece, marble was easily available, and many of the buildings were made of marble, in Rome, concrete was used because there were great quantities of an earth called *pozzuolana* which, when mixed with lime, made a hard and enduring cement. Through Europe, limestone was easily available, and the cathedrals were built of limestone.

In most sections of the United States, there were heavily wooded forests, and the first homes were log cabins. In some parts of the country, clay was to be had for the digging, and bricks were fired where the house was to be built. In the Southwest, Indians used bricks dried in the sun; or *adobes*. The Eskimos build their homes with blocks of hard snow.

But this condition is changing since new materials are being made. The most important are structural steel and reinforced concrete, but many other new materials have gained wide acceptance. Plate glass makes possible huge expanses of uninterrupted windows. Glass bricks have the advantage of letting in light—that of being translucent, while not being transparent. The choice of medium determines the type of construction used in the building.

Louis Sullivan (1856-1924) participated in the evolution of the first distinctly American style. His innovations were made possible only by the many technological advances, among them, reinforced concrete, steel girder construction and the cantilever method. With these engineering achievements at hand, the way was clear for the strict functionalism of the contemporary skyscraper.

Frank Lloyd Wright (1869-1959), the greatest American architect of the twentieth century and a follower of his master Louis Sullivan, perfected Sullivan's theory of functionalism, but emphasized the aspect of Romantic Naturalism by his belief in the organic relationship of architecture to the natural environment. Wright's work is characterized by the substitution of space and plasticity for the traditional focus on static matter.

Lloyd Wright was unique in four ways: each design exhibits a complete

grasp of the purpose of that specific building; his perception of the peculiar properties of each material so shaped its form as to express that and only that substance; he conceived space as flowing from area to area of the interior to the exterior through a maximum of windows; and he was so extraordinarily sensitive in fitting his designs into their sites that they seem to belong to them.

Frank Lloyd Wright used the cantilever widely. In a number of houses, he used the cantilever in a veranda so that the roof projects over the porch with no columns or pillars to hold it up.

For the research building for the Johnson Wax Company, in Racine, Wisconsin, Mr. Wright erected a tall building in which all the floors are alternately square and round, and the whole is enclosed in glass.

The boast of modern architecture is that it is organic. Organic architecture is identified primarily with Mr. Wright's work. Stone, wood and plaster make his home in southern Wisconsin as much a part of the ground as the rocks, and the trees, and the hills there are on the land.

Architecture has three fundamental attributes: adaptation to purpose, beauty, and structure. Through architecture, as distinct from building, mankind tries to express his fundamental craving for beauty, his ideals and aspirations.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

36.8.1.1. Write the answers to the following questions, based on the reading selection.

1. What is the fundamental purpose and goal of architecture?
2. What is most important in architecture?
3. Where do functional demands come from?
4. Traditionally, what material is a building made of?



5. What were cathedrals built of throughout Europe?
6. Why is building with native materials changing?
7. Name four new materials being used today.
8. What made possible Louis Sullivan's innovations?
9. What did Frank Lloyd Wright perfect?
10. What did Wright use widely?
11. Where is the research building for the Johnson Wax Company located?
12. What is the boast of modern architecture?
13. What is organic architecture identified with?
14. What are the fundamental attributes of architecture?
15. What does man try to express through architecture?

### 36.8.2 VOCABULARY

The following words were taken from the reading. STUDY them carefully.

*development, functional, performance, endure, achievement, available, craving, theory, goal, boast.*

Particular Objective 2.0.

36.8.2.1. Rewrite the sentences below filling in the space with one of the words in its correct form given above.

1. Do you agree with his theory?
2. There is a friendship that has endured throughout the years.
3. I can't stand her. She's always boasting about her furs.
4. The development of modern American architecture is mostly due to Louis Sullivan's ideas.
5. Some people waste their lives craving for by-gone years.
6. I want my new house to be functional more than anything else.
7. He has set a high goal for himself.
8. The achievements in science have been of great advantage to mankind.
9. The Russian Ballet's performance was simply marvelous!
10. Do you think the book I want is available?

### RELATED WORDS

By the use of suffixes and prefixes, we can continue to broaden our vocabulary.

Particular Objective 3.0.a.

36.8.2.2. Rewrite the following sentences using the suffixes *-ity, -ship, or -ness* to transform the word in parenthesis into a noun or another noun.

1. Her (*friendly*) makes her an even more lovable person.



2. To acquire (*member*) in that club, you have to know French.
3. Mr. Wright substituted space and (*plastic*) for the traditional focus on static matter.
4. The (*simple*) of her dress made her more attractive.
5. (*Fresh*) is a very important quality in vegetables.
6. What is the (*relation*) between you and Mr. Carlyle?

36.8.2.2.

Person

1. Her friendliness makes her an even more lovable
2. to acquire membership in that club. You have to know French
3. \_\_\_\_\_
4. the simplicity of her dress made her more attractive
5. freshness is a very important quality in vegetables
6. what is the relationship between you and Mr Carlyle

Particular Objective 3.0.b.

36.8.2.3. Rewrite the following sentences. Use the prefixes *im-*, *dis-*, or *mis-* to give a negative or opposite meaning to the word in parenthesis.

1. My lawyer said the question was (*material*) and irrelevant.
2. We couldn't find the money. It had (*appeared*) into thin air.
3. I don't see how you always manage to get into so much (*chief*).
4. That wouldn't be the solution. I definitely (*agree*) with you.
5. I still have my (*givings*). I just can't make up my mind.
6. All the kids were shouting and fighting, but there he sat as (*passive*) as ever.

36.8.2.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## OPPOSITES

STUDY the list of opposites given below very carefully:

- |                              |                              |
|------------------------------|------------------------------|
| 1. interior - exterior       | 5. huge - tiny               |
| 2. maximum - minimum         | 6. important - unimportant   |
| 3. native - non-native       | 7. identified - unidentified |
| 4. determined - undetermined | 8. fit - unfit.              |

Particular Objective 4.0.

36.8.2.4. Rewrite the sentences below choosing the correct word in italics to complete the sentence.

1. The *interior/exterior* was beautifully decorated with modernistic furniture.
2. Mr. Wright's works show the *maximum/minimum* of his capability.
3. A *native/non-native* doesn't easily acquire the usage of American idioms.
4. He was *determined/undetermined* to do the job to the best of his ability.
5. It is a *huge/tiny* apartment with only one bedroom.
6. Whether he has money or not is *important/unimportant*; he is an excellent boy.
7. The *identified/unidentified* body lay in the hospital morgue for days.
8. He is *fit/unfit* for the position. We need a more mature man.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



36.8.2.4.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 36.8.3. STRUCTURE

NOTICE the use of the prepositions in the following sentence taken from the reading.

The choice *of* medium determines the type *of* construction used *in* the building.

Particular Objective 5.0

36.8.3.1. Rewrite the following sentences and fill in the blanks with the proper preposition.

1. *Pozzuolana* when mixed with lime made a hard cement.
2. His innovations were made possible only with the many technological advances, using them, reinforced concrete and steel girder construction.
3. The way was clear for the strict functionalism of the contemporary skyscraper.
4. Frank Lloyd Wright emphasized Romantic Naturalism of his belief of the organic relationship of architecture of the natural environment.
5. Wright's work is characterized by the substitution of space and plasticity of the traditional focus on static matter.

NOTICE the use of the adjective *major* and the adverb *directly* in this sentence taken from the reading.

Architecture is the only one of the *major* arts that is *directly* functional.



#### Particular Objective 4.0.

36.8.3.2. Rewrite the following sentences. Choose the word in parenthesis that makes them correct.

1. In Greece, marble was (*easy, easily*) available.
2. That fruit cake looks (*delicious, deliciously*).
3. How (*smooth, smoothly*) this satin feels!
4. Do your algebra problems (*accurate, accurately*).
5. His innovations were made (*possible, possibly*) only by the many (*technological, technologically*) advances.
6. Because of the rain, we (*near, nearly*) had an accident.
7. In most sections of the United States, there were (*heavy, heavily*) wooded forests.
8. The beautiful roses smelled very (*sweet, sweetly*).
9. We have more accidents every day because people drive (*careless, carelessly*).
10. Many new materials have gained (*wide, widely*) acceptance.
11. She (*sure, surely*) was glad to see us.
12. Lemonade tastes very (*sour, sourly*).

Connective adverbs are used to show the logical relationship between ideas.

NOTICE the use of the connective adverb **therefore** in this example taken from the reading.

It is the art in which the proper performance of function is most important.

**Therefore**, it is in architecture that we see. . . .

STUDY the following connective adverbs and the suggested relationship.

I SIMILARITY	II CONTRAST	III CONCLUSION
besides	however	therefore
furthermore	still	consequently
moreover	nevertheless	accordingly
also	but	so

#### Particular Objective 6.0

36.8.3.3. Rewrite the pairs of sentences given below using a connective adverb\* from one of the three groups given at the beginning of the second sentence.

1. Architecture is a major art. It is the art in which the proper performance of function is most important.
2. Languages are not easy for me. I took up French.
3. Margaret was quite exhausted. She went to bed early.
4. Susan is a beautiful girl. She is very intelligent.
5. It had rained all morning. The streets were slippery.
6. She doesn't like to visit her relatives. She went to see her aunt and uncle in Baltimore.
7. I don't like to drive. I take the bus.
8. The apartment is comfortable. The rent is not high.
9. My cousin hates to go to the dentist. She had her cavities filled.

36.8.3.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

\* A connective adverb is usually followed by a comma. It may also be preceded by a period or a semicolon.



#### 36.8.4. SPECIAL DIFFICULTIES

TROUBLESOME PAIRS: Remember that some of these pairs are troublesome because they are pronounced the same, some have a slight difference in pronunciation and others are used one for the other. Study the following pairs in sentences.

Translucent	Glass bricks have the advantage of being <i>translucent</i> .
transparent	The blouse is <i>transparent</i> . It's made of beautifully flowered chiffon.
marble	Many of the buildings in Greece were made of <i>marble</i> .
marvel	What a beautiful garden! It really is a <i>marvel</i> .
major	Architecture is the only one of the <i>major</i> arts that is directly functional.
mayor	She is the first woman elected <i>mayor</i> of our city.
steel	The most important of the new materials are structural <i>steel</i> and reinforced concrete.
steal	Lock your car or someone might <i>steal</i> it.
sensitive	Be careful not to hurt her feelings; she is a very <i>sensitive</i> person.
sensible	You may rely on him to solve the problem intelligently. He's a very <i>sensible</i> man.
complement	They seem to <i>complement</i> each other perfectly.
compliment	Her boss <i>complimented</i> her on the clear-headed way she had handled the matter.



## Particular Objective 2.0

36.8.4.1. Rewrite the following sentences using the words given on page \_\_\_\_\_ to fill in the blanks.

1. Who do you think will be the next \_\_\_\_\_?
2. He finds music a \_\_\_\_\_ to his activities.
3. Do you want heavy material or \_\_\_\_\_?
4. Do be \_\_\_\_\_ please. He's not the man for you.
5. They are extremely rich people. The floors in their house are made of \_\_\_\_\_.
6. Louis Sullivan used mainly: reinforced concrete, \_\_\_\_\_ girder construction and the cantilever method.
7. This maid of yours is a \_\_\_\_\_! I wish I could find one like her.
8. I would like one of the walls of my living room to be \_\_\_\_\_.
9. That's an unexpected \_\_\_\_\_ coming from you.
10. Radio and TV sets are very \_\_\_\_\_ apparatuses.
11. My brother is a lieutenant in the Air Force, but my boyfriend is a \_\_\_\_\_.
12. You don't plan to borrow that book. You're going to \_\_\_\_\_ it!

NOTICE the use of prepositions in the following sentence taken from the reading.

The results **of** this goal have varied **in** accordance **with** the raw materials and technical knowledge. . .

Idiomatic expressions are learned as units not word for word. Study the following list of idiomatic expressions of adjective + preposition.

typical <b>of</b>	ill with
worthy <b>of</b>	annoyed <b>with</b>
characteristic <b>of</b>	familiar <b>with</b>
anxious <b>about</b>	eligible <b>for</b>
enthusiastic <b>about</b>	famous <b>for</b>
particular <b>about</b>	necessary <b>for</b>
grateful <b>to</b>	
courteous <b>to</b>	
married <b>to</b>	

## Particular Objective 5.0.

36.8.4.2. Using the list at the bottom of page \_\_\_\_\_ rewrite the sentences below filling in the blank space with the correct preposition.

1. She was very annoyed \_\_\_\_\_ her children for getting her floor dirty.
2. Didn't you feel enthusiastic \_\_\_\_\_ the performance?
3. Organic architecture is characteristic \_\_\_\_\_ Mr. Wright's work.
4. The President was courteous \_\_\_\_\_ us when we interviewed him.
5. I am sure I'm eligible \_\_\_\_\_ a raise.
6. Mrs. Leonard was anxious \_\_\_\_\_ Louis. She hadn't heard from him.
7. Leonardo da Vinci is worthy \_\_\_\_\_ our greatest honor.
8. Frank Lloyd Wright is famous \_\_\_\_\_ his modernistic ideas in architecture.
9. Humphry couldn't come. He is ill \_\_\_\_\_ pneumonia.
10. He is very particular \_\_\_\_\_ his friends.
11. I'm very grateful \_\_\_\_\_ you for getting me that job.
12. Are you familiar \_\_\_\_\_ Mark Twain's works?
13. She is married \_\_\_\_\_ a very prominent man.
14. What architectural features are typical \_\_\_\_\_ a gothic church?
15. It is necessary \_\_\_\_\_ you to see the doctor right away.

NOTICE the use of the words 'made' and 'makes' in the sentences taken from the reading.

In Greece, marble was easily available, and many of the buildings were **made** of marble.

Plate glass **makes** possible huge expanses of uninterrupted windows.

NOTICE the use of **do** in the following sentence.

It will **do** you good to go to the seaside for a few days.



Particular Objective 7.0.

36.8.4.3. Rewrite the following sentences using the correct form of the verbs *do*, *make* in the blank spaces.

1. How does he \_\_\_\_\_ a living?
2. He \_\_\_\_\_ well without the car; he hardly missed it.
3. You could have \_\_\_\_\_ better if you'd tried.
4. They \_\_\_\_\_ the announcement early this afternoon. I heard over the radio.
5. Oh, it really \_\_\_\_\_ no difference.
6. He was \_\_\_\_\_ 95 miles an hour when the highway policeman caught up with him.
7. He's such a friendly person that he \_\_\_\_\_ friends wherever he goes.
8. It will \_\_\_\_\_ you no harm to work a little harder.
9. Johnny's friends were \_\_\_\_\_ fun of him.
10. He \_\_\_\_\_ the biggest mistake of his life when he married her.
11. How are you \_\_\_\_\_ in your new job?
2. How do you like your steak medium, rare, or well \_\_\_\_\_?

### 36.8.5. PRONUNCIATION PRACTICE

Review the rules for the pronunciation of the *-ed* ending in the past form of regular verbs.

Particular Objective 8.0.

Practice the following:

- [t] marked, looked, talked, enveloped, distinguished, amassed, worshipped, coughed, processed, stocked, equipped, astonished, convinced, finished, harassed.
- [d] agreed, hovered, maneuvered, rescued, owned, saved, offered, changed, waxed, abused, deceived, pleased, wrestled, specified, stunned, destroyed, softened.
- [Id] started, instructed, benefited, regarded, counted, directed, exceeded, befriended, resisted, simulated, congratulated, divided, succeeded, minded, proceeded, preceded, acquitted, requested, forecasted, participated, interpreted.





## Answers to exercises

### MODULE 7

#### 36.7.1.1.

1. Which is probably the most amazing and versatile machine ever built?  
*A helicopter is probably the most amazing and versatile machine ever built.*
2. Which is the newest vehicle built?  
*The newest vehicle built is the spacecraft.*
3. What has man attempted to develop down through the ages?  
*Man has attempted to develop a means of flying.*
4. What did Leonardo da Vinci call his model of a strange device?  
*He called it 'helixpteron'.*
5. Where does the word 'helicopter' come from?  
*It comes from the word 'helixpteron'.*
6. In how many dimensions is a helicopter able to maneuver?  
*A helicopter is able to maneuver in three dimensions.*
7. How does a Helicopter land?  
*It lands gently.*
8. What do private citizens use the helicopter for?  
*Private citizens use the helicopter for business and pleasure.*
9. Why are hospitals installing heliports?  
*Hospitals are installing heliports to save time.*
10. Which is more expensive, a heli- fare or a taxi fare?  
*A heli-fare is more expensive.*
11. How can a ride in a helicopter be described?  
*It is rapid, comfortable, and breathtaking.*
12. In the future, what will every backyard be and every garage hold?  
*Every backyard will be a heliport and every garage will hold a helicopter.*
13. What have helicopters become?  
*Helicopters have become the flying carpets of the twentieth century.*

#### 36.7.2.1.

1. A helicopter is excellent for use in **emergency** rescue missions.
2. If a plane flies too close to the ground, windows **rattle**.



3. A helicopter is one of the most *versatile* vehicles ever built.
4. In some big cities, there are *shuttle* buses in the downtown district.
5. Whenever a motorcycle goes by at full speed, I feel my *eardrums* bursting.
6. The sight of Doris in that dress is *breathtaking*. She looks so lovely!
7. No other land, sea, or sky vehicle can *approach* the helicopter.
8. I know he's got his *drawbacks*. But then, who doesn't?
9. It is incredible how Leonardo da Vinci could have had a *vision* of a device similar to a helicopter.
10. *Mankind* inherited a lot from Leonardo da Vinci.
11. Let's hope that *eventually* he will come to his senses.
12. The first *spacecraft* to land on the Moon was the Apollo XI.

#### 36.7.2.2.

1. The neighborhood boys usually play ball in that *vacant* lot around the corner.
2. He's such a contemptible fellow that I don't see how you can stand him.
3. I guess his story is *believable*, but I still have my doubts.
4. She is the most *efficient* secretary he has ever had.
5. It was very *sensible* of her to refuse their offer.
6. Instead of being humble before his parents, he was *defiant*.
7. Oh, God. This has been a *memorable* day!
8. You have to be very *patient* with him for some time.

#### 36.7.2.3.

1. Is the date for the wedding *definite*?  
*No, it isn't. It is indefinite.*
2. Have "whirlybirds" *decreased* in size, power, and efficiency?  
*No, they haven't. They have increased in size, power, and efficiency.*
3. Would you say his new apartment is *comfortable*?  
*No, I wouldn't. I'd say it is uncomfortable.*
4. Did you find it *convenient* to start working so early?  
*No, I didn't. I found it inconvenient.*
5. Do you think it is *improbable* that your sister will someday be a famous singer?  
*No, I don't. I think it is probable.*

6. Are you sure it moved *forward*?  
*No, it didn't. It moved backward.*
7. Would you say he's an *efficient* radio repairman?  
*No, I wouldn't. I'd say he's an inefficient radio repairman.*
8. Will a helicopter's activities be *limited*, five years from now?  
*No, they won't. They will be unlimited.*
9. Is his integrity *unquestionable*?  
*No, it isn't. It is questionable.*

#### 36.7.3.1.

1. We are wishing they *could visit* us during the coming holidays.
2. I wish *I could do* all the things I've planned.
3. Isn't this rain ever going to *stop*? I wish it *would stop* raining.
4. The children wish their father *would drive* them to their country house.
5. Do you wish you *could fly* to the moon one of these days?
6. Arnold wishes he *could get* a good-paying job next summer.
7. I wish the store *would open* early tomorrow.
8. I wish I *could finish* the work on time.
9. Her friends wish she *would win* the contest.
10. I wish this blender *would do* a more thorough job the next time I use it.

#### 36.7.3.2.

1. Do you wish it *were* possible to go to the moon?
2. She wishes she *had* the day off. She would go window-shopping.
3. I do wish you *were* older.
4. Phyllis wishes she *got* more money from her father.
5. I wish some people *wouldn't monopolize* the telephone for hours at a time.
6. Don't you wish the boat *sailed* smoothly?
7. Debbie wishes she read faster.
8. How I wish the maid *did* things right!
9. Steven wishes he *knew* his brother's whereabouts.
10. I wish I *could figure out* what the house of the future *would* be like.

#### 36.7.3.3.

1. There are times when his parents wish Frank *had chosen* a different profession.



2. I wish I *had been able* to save enough money to buy a new car.
3. She probably wished she *hadn't taken* her baby out that cold rainy night.
4. He wished he *had known* her at least ten years ago.
5. Pat now wishes he *had gone* with the crowd last night.
6. I wish the dentist *had filled* the cavity instead of extracting my molar.
7. I wish you *hadn't gone* so far away.
8. Paul wishes he *hadn't studied* to be a lawyer.
9. Lewis wishes he *had learned* Japanese. He's being sent to Japan next month.
10. Mr. McIntosh won the elections. Don't you wish you *had voted* for him?

#### 36.7.4.1.

1. What kind of *cereal* did you have this morning?
2. I'm sure he's a stranger in town. I've never seen him before.
2. I'm sure he's a *stranger* in town. I've never seen him before.
3. They don't have any children of their own. Fred is an *adopted* child.
4. Leonardo da Vinci was a *famous* painter, sculptor, architect and engineer.
5. First he *bored* a hole; then he filled it with dynamite.
6. What do you think Leonardo da Vinci had in mind when he *devised* his strange machine?
7. Are you sure it has been *adopted* Will it work?
8. Of course I'm positive she's an *allen*. She was born in Sweden.
9. Leonardo da Vinci called his strange *device* helixpteron.
10. They were attacked by a wounded *boar*.
11. The TV *serial* on Wednesdays at 7.00 p.m., is a good one.
12. The Godfather was a *notorious* gangster.

#### 36.7.4.2.

1. Most soldiers are being sent *overseas*.
2. Can you imagine? I *overslept* this morning and never heard the alarm clock.
3. Don't *overdo it*. She's smart and will probably see through you.
4. How could you? It was an unforgivable *oversight*.
5. Why don't you call up your mother and tell her you're staying *overnight* with us?

6. I dislike to work *overtime*. I'm always late for dinner when I do.
7. Have you *overheard* anything? I understand the wedding is being called off.
8. Try to *overtake* them at the next stop. I'm worried about Sylvia.

#### 36.7.4.3.

1. They came by in Jim's car, but didn't stay long. They soon after *drove off*.
2. He was *swept of his feet* when they told him he'd been appointed the new manager.
3. The Jennings were robbed last night. The thieves *made off* with Mr. Jennings's valuable coin collection.
4. As I call out the presents we've bought, please *check* them *off* the list.
5. Young man, this is going too far! Don't think you will *get off so lightly* this time.
6. First I'll *drop off* the children at school; then I'll do some shopping.
7. Everybody was tense; the bomb could have *gone off* any second.
8. She's leaving for Hawaii tonight. Many of her friends will *see her off* at the airport.

## MODULE 8

#### 36.8.1.1.

1. What is the fundamental purpose and goal of architecture?  
*The fundamental purpose and goal of architecture is to provide shelter.*
2. What is most important in architecture?  
*The proper performance of function is most important.*
3. Where do functional demands come from?  
*They come from climate and from special conditions.*
4. Traditionally, what material is a building made of?  
*Traditionally, it is made of materials native to the place.*
5. What were cathedrals built of throughout Europe?  
*They were built of limestone.*
6. Why is building with native materials changing?  
*Because new materials are being made.*



7. Name four new materials being used today.  
*Structural steel, reinforced concrete, plate glass and glass bricks are new materials used today.*
8. What made possible Louis Sullivan's innovations?  
*The many technological advances made Louis Sullivan's innovations possible.*
9. What did Frank Lloyd Wright perfect?  
*He perfected Sullivan's theory of functionalism.*
10. What did Wright use widely?  
*He used the cantilever widely.*
11. Where is the research building for the Johnson Wax Company located?  
*It is located in Racine, Wisconsin.*
12. What is the boast of modern architecture?  
*The boast of modern architecture is that it is organic.*
13. What is organic architecture identified with?  
*Organic architecture is identified with Mr. Lloyd's work.*
14. What are the three fundamental attributes of architecture?  
*The three fundamental attributes of architecture are adaptation to purpose, beauty, and structure.*
15. What does man try to express through architecture?  
*Man tries to express his fundamental craving for beauty, his ideals, and aspirations through architecture.*

#### 36.8.2.1.

1. Do you agree with his *theory*?
2. There is a friendship that has *endured* through out the years.
3. I can't stand her. She's always *boasting* about her furs.
4. The *development* of modern American architecture is mostly due to Louis Sullivan's ideas.
5. Some people waste their lives *craving* for by-gone years.
6. I want my new house to be *functional* more than anything else.
7. He has set a high *goal* for himself.
8. The *achievements* in science have been of great advantage to mankind.
9. The Russian Ballet's *performance* was simply marvelous!
10. Do you think the book I want is *available*?

#### 36.8.2.2.

1. Her *friendliness* makes her an even more lovable person.
2. To acquire *membership* in that club, you have to know French.
3. Mr. Wright substituted space and *plasticity* for the traditional focus on static matter.
4. The *simplicity* of her dress made her more attractive.
5. *Freshness* is a very important quality in vegetables.
6. What is the *relationship* between you and Mr. Carlyle?

#### 36.8.2.3.

1. My lawyer said the question was *immaterial* and irrelevant.
2. We couldn't find the money. It had *disappeared* into thin air.
3. I don't see how you always manage to get into so much *mischievousness*.
4. That wouldn't be the solution. I definitely *disagree* with you.
5. I still have my *misgivings*. I just can't make up my mind.
6. All the kids were shouting and fighting, but there he sat as *impassive* as ever.

#### 36.8.2.4.

1. The *interior* was beautifully decorated with modernistic furniture.
2. Mr. Wright's work show the *maximum* of his capability.
3. A *non-native* doesn't easily acquire the usage of American idioms.
4. He was *determined* to do the job to the best of his ability.
5. It is a *tiny* apartment with only one bedroom.
6. Whether he has money or not is *unimportant*; he is an excellent boy.
7. The *unidentified* body lay in the hospital morgue for days.
8. He is *unfit* for the position. We need a more mature man.

#### 38.3.1.

1. *Pozzuoland* when mixed *with* lime made a hard cement.
2. His innovations were made possible only *by* the many technological advances, *among* them, reinforced concrete and steel girder construction.
3. The way was clear *for* the strict functionalism *of* the contemporary skyscraper.
4. Frank Lloyd Wright emphasized Romantic Naturalism *by* his belief *in* the organic relationship *of* architecture *of* the natural environment.



5. Wright's work is characterized *by* the substitution *of* space and plasticity *on* the traditional focus *on* static matter.

### 36.8.3.2.

1. In Greece, marble was *easily* available.
2. That fruit cake looks *delicious*.
3. How *smooth* this satin feels!
4. Do your algebra problems *accurately*.
5. His innovations were made *possible* only by the many *technological* advances.
6. Because of the rain, we *nearly* had an accident.
7. In most sections of the United States, there were *heavily* wooded forests.
8. The beautiful roses smelled very *sweet*.
9. We have more accidents every day because people drive *carelessly*.
10. Many new materials have gained *wide* acceptance.
11. She *surely* was glad to see us.
12. Lemonade tastes very *sour*.

36.8.3.3 We have chosen a word from one of the groups; but you may use any other one from the same group.

1. Architecture is a major art. *Besides*, it is the art in which proper performance of function is most important.
2. Languages are not easy for me. *However*, I took up French.
3. Margaret was quite exhausted. *Consequently*, she went to bed early.
4. Susan is a beautiful girl. *Furthermore*, she is very intelligent.
5. *It had rained all morning. Therefore, the streets were slippery.*
5. It had rained all morning. *Therefore*, the streets were slippery.
6. She doesn't like to visit her relatives. *Nevertheless*, she went to see her aunt and uncle in Baltimore.
7. I don't like to drive. *So*, I take the bus.
8. The apartment is comfortable. *Besides*, the rent is not high.
9. My cousin hates to go to the dentist. *Still*, she had her cavities filled.

### 36.8.4.1.

1. Who do you think will be the next *mayor*.
2. He finds music a *complement* to his activity.

3. Do you want heavy material or *transparent*?
4. Do be *sensible*, please. He's not the man for you.
5. They are extremely rich people. The floors in their house are made of *marble*.
6. Louis Sullivan used mainly: reinforced concrete, *steel* girder construction and the cantilever method.
7. This maid of yours is a *marvel*! I wish could find one like her.
8. I would like one of the walls on my living-room to be *translucent*.
9. That's an unexpected *compliment*, coming from you.
10. Radio and TV sets are very *sensitive* apparatuses.
11. My brother is a lieutenant in the Air Force, but my boyfriend is a *major*.
12. You don't plan to borrow that book. You're going to *steal* it!

### 36.8.4.2.

1. She was very annoyed *with* her children for getting her floor dirty.
2. Didn't you feel enthusiastic *about* the performance?
3. Organic architecture is characteristic *of* Mr. Wright's work.
4. The President was courteous *to* us when we interviewed him.
5. I am sure I'm eligible *for* a raise.
6. Mrs. Leonard was anxious *about* Louis. She hadn't heard from him.
7. Leonardo da Vinci is worthy *of* our greatest honor.
8. Frank Lloyd Wright is famous *for* his modernistic ideas in architecture.
9. Humphry couldn't come. He is ill *with* pneumonia.
10. He is very particular *about* his friends.
11. I'm very grateful *to* you for getting me that job.
12. Are you familiar *with* Mark Twain's works?
13. She is married *to* a very prominent man.
14. What architectural features are typical *of* a gothic church?
15. It is necessary *for* you to see the doctor right away.

### 46.8.4.3

1. How does he *make* a living?
2. He *edoes* well without the car; he hardly missed it.
3. You could have *done* better if you'd fried.
4. They *made* the announcement early this afternoon. I heard it over the radio.



5. Oh, it really *make* you no harm to work a little harder
6. He was *doing* 95 miles an hour when the highway policeman caught up with him.
7. He's such a friendly person that he *makes* friends wherever me goes.
8. It will *make* you no harm to work a little harder
9. Johnny's friends were *doing* fun of him
10. He *did* the biggest mistake of his life when he married her.
11. How are you *doing* in your new job?
12. How do you like uour steak, medium, rare, or well *done*?

## UNIT X X X VII



## General objectives

Finishing this unit, the student will have developed sufficient capacity to:

- 1.0 Read and understand the passages at 37.9.1 and 37.10.1
- 2.0 Use in speech and written language the vocabulary at 37.9.2 and 37.10.2
- 3.0 Use in speech and written language the grammatical structures at 37.9.3 and 37.10.3
- 4.0 Use in speech and written language the idioms and expressions at 37.9.4 and 37.10.4

## Module 9

### PARTICULAR OBJECTIVES

Finishing this module, the student:

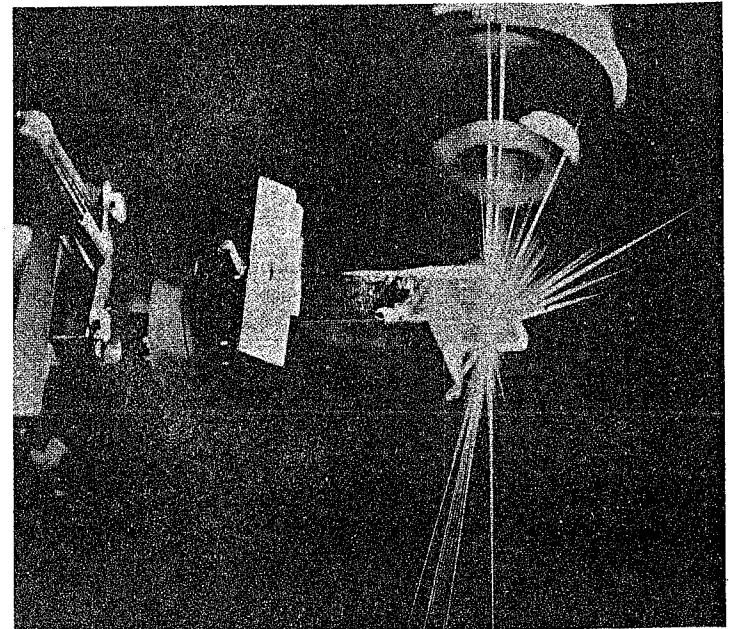
- 1.0 Will be able to answer comprehension questions on the passage: "The Technological Revolution and Change."
- 2.0 Will be able to make sentences using the vocabulary words at 37.9.2.
- 3.0 Will be able to use sentences with or without the use of 'that' as a conjunction more fluently.
- 4.0 Will be able to handle prepositions more fluently.
- 5.0 Will be able to pronounce words beginning with 'g' more easily.



### 37.9.1. THE TECHNOLOGICAL REVOLUTION AND CHANGE.

Man is a tool maker anthropologists tell us—the only animal that makes tools to make other tools. It has not always been this way; for nearly 800,000 years man's technological inventory consisted of stone used to break, open and kill his food sources.

Four thousand years ago he discovered how to work soft metal, then after another thousand years he learned how to work iron. He now had the ability to make tools, but his energy was given to cattle raising and agricultural production. With abundant food, the population of the world began, for the first time, to rise. Cities were founded and new technology and tools were needed to build dwellings.



Beam of light from a laser was science fiction only a generation ago. In the very near future it will carry millions of telephone conversations.





The next two thousand years he was absorbed in giving himself social and religious laws to live by, and technology was limited to incidental inventions and necessities for making war. Technology remained in the hands of artisans who worked at home spinning cloth, fabricating handmade furniture, working clay into vessels and producing arms in domestic foundries.

All of a sudden, around two hundred years ago, England experienced the beginning of a technological or industrial revolution—revolution because the change was rapid and not gradual. To protect the domestic wool industry, imports were prohibited from England's colonies and other foreign countries. An increase in population gave great demand for clothing; much more than the local industry could supply. Agricultural production was not efficient enough to produce a surplus to feed the increasing population—it needed better tools made of better grades of steel than were available.

Because England had the needed natural resources, a period of intense inventing took place. Outside England the cotton gin was invented to process quickly the fiber that would replace wool, better grades of steel were now available to help build mills to weave cloth and to build rails so the railroads could extend the frontiers of transportation and settlements as well as bring new sources of raw materials and open new markets. Steam was harnessed to drive the machinery newly invented for factories.

Communication was necessary due to man's extending his frontiers and he soon had the telegraph and telephone to aid him, not to speak of the automobile a short time later.

World War II added new technological problems to overcome: if no natural rubber was available, a synthetic substitute would have to be found. The new chemical products that grew out of the war period and postwar period have come to account for over fifty percent of most chemical companies' sales today—products that did not even exist before 1942.

With technology demanding new and faster methods of planning and calculating, it was necessary that the computer be introduced into this technological revolution. With one electronic calculator in existence in the

1920s (it was not possible until the vacuum tube was invented), today there are over 100,000 in use.

One hundred years ago scientific and technological publications numbered only a few. Today, technology is exchanged in tens of thousands of books, journals, and magazines and much more that is kept secret, no doubt. No wonder more than ninety percent of all history's scientists are living today!

Will this technological revolution slow or quicken its pace? If it quickens, is man prepared to keep pace with it?

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

37.9.1.1. Answer the questions with complete sentences.

1. What is the definition of 'man' according to anthropologists?
2. What did man learn to do around four thousand years ago?
3. Where was technology restricted to until the technological revolution?
4. Where did the technological revolution begin?
5. Name some important events in the revolution.
6. What inventions were the result of man's extending his frontiers?
7. How has the chemical industry been affected by technological change?
8. How was the computer introduced into the technological revolution?
9. How is technology exchanged?
10. How many of history's scientists are living today?

37.9.1.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 37.9.2. VOCABULARY.

Give other words or phrases for the following words, consulting a dictionary if necessary.

*inventory, sources, dwellings, handmade, clay, vessels, foundry, wool, feed, resources, settlements, aid, vacuum, exchange, pace, harness, gin*

#### Particular Objective 2.0

37.9.2.1. Fill in the sentences given below with the italicized words you have studied:

1. Synthetic fibers have, for the most part, replaced \_\_\_\_\_.
2. What are your \_\_\_\_\_ of information?
3. You must quicken your \_\_\_\_\_ or you will not finish.
4. Your place of residence is your \_\_\_\_\_.
5. How many children do you have to \_\_\_\_\_?
6. A \_\_\_\_\_ sweater takes days to finish.
7. The \_\_\_\_\_ of the sea are not limited to only fish.
8. The ceramic industry uses chiefly \_\_\_\_\_ in its products.
9. Most cities were at one time only \_\_\_\_\_.
10. Cups, bowls, pots, and jugs are different kinds of \_\_\_\_\_.
11. The telegraph was able to \_\_\_\_\_ in extending a man's frontiers.
12. A \_\_\_\_\_ is when there is an absence of air.
13. We'll have to close our store for \_\_\_\_\_ on December 31st.
14. A \_\_\_\_\_ is where the metals are molded.
15. At Christmas time our family always \_\_\_\_\_ gifts.
16. Eli Whitney invented the cotton \_\_\_\_\_.
17. Windmills \_\_\_\_\_ the wind's force.

NOTICE the following pairs of italicized words:

\_\_\_\_\_ and kill his *food* sources.  
 \_\_\_\_\_ production wasn't efficient enough \_\_\_\_\_ to *feed* the  
 increasing population \_\_\_\_\_



\_\_\_\_\_ his energy was given to cattle *raising* and agricultural production.  
\_\_\_\_\_ the population of the world began \_\_\_\_\_ to *rise*.

\_\_\_\_\_ to help build mills to *weave* cloth \_\_\_\_\_  
*We've* got enough money to buy a house.

No *wonder* more than ninety percent of all history's scientists are today living!  
We had a *wonderful* time at your party.

### Particular Objective 2.0

37.9.2.2. From the above examples, fill in the missing words with their correct forms:

1. We have \_\_\_\_\_ all sorts of animals on our farm.
2. I \_\_\_\_\_ whatever happened to our friend Ken?
3. \_\_\_\_\_ can be preserved, canned or frozen.
4. My goodness! They \_\_\_\_\_ such beautiful fabrics today.
5. It was a \_\_\_\_\_ performance. I wouldn't have missed it for anything.
6. \_\_\_\_\_ really got to go now. It's quite late.
7. The temperature \_\_\_\_\_ considerably during the day yesterday.
8. The cafeteria normally \_\_\_\_\_ 650 students per meal.

### 37.9.3. STRUCTURES

Compare the following sentences taken from the reading:

*It was necessary that* the computer be introduced into this technological revolution.

NOTICE how we can rewrite it without the use of *that*.

*It was necessary* to introduce the computer into this technological revolution.

Here are some more examples:

The thing *that* bothers me is I'll have to work too hard.  
What bothers me is I'll have to work too hard.

It was necessary *that* it be removed.  
It was necessary to remove it.

I insist *that* he go immediately.  
I insist on his going immediately.

I wish *that* you would be more considerate.  
I want you to be more considerate.

He wishes *that* I were taller.  
He wishes I were taller.

We have insurance in order *that* we might avoid legal problems.  
We have insurance in order to avoid legal problems.



### Particular Objective 3.0.

#### 37.9.3.1. Rewrite the following sentences without the word 'that'.

1. I believe that he would make an excellent engineer.
2. She thinks that she'll be able to arrive on time.
3. In case that they are not sold, throw them away.
4. What a pity that I was unable to attend his concert.
5. It is possible that they'll find her at home.
6. It is important that you understand my instructions.
7. It is sufficient that you try.
8. It was found that a piece was missing.
9. She insists that you wear a tie.
10. It is quite likely that you are mistaken.

#### 37.9.3.1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Particular Objective 3.0.

#### 37.9.3.2. Rewrite the following sentences using 'that'.

1. Food is undeniably expensive nowadays.
2. Our parents would insist on our wearing boots when it rained.
3. My feeling about it is, it's a waste of time!
4. His view is it'll cause employment.
5. It quite likely is there.

6. It should not be forgotten you owe me a lot of money.
7. It was necessary to remind him of his duty.
8. Her impression is the war will not last very long.
9. She wants me to take her dancing.
10. Romantics? No! We use candles at dinner in order to save on light!

#### 37.9.3.2.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Particular Objective 4.0.

#### 37.9.3.3. Without looking at the reading piece, fill in the missing prepositions:

The next two thousand years he was absorbed \_\_\_\_\_ giving himself social and religious laws \_\_\_\_\_ live \_\_\_\_\_ and technology was limited to incidental inventions and necessities \_\_\_\_\_ making was. Technology remained \_\_\_\_\_ the hands \_\_\_\_\_ artisans who worked \_\_\_\_\_ home spinning cloth, fabricating handmade furniture, working clay \_\_\_\_\_ vessels and producing arms \_\_\_\_\_ foundries.



### 37.9.4. SPECIAL DIFFICULTIES

NOTICE in the following sentence the use of two words combined to express a third meaning:

World War II added new technological problems to *overcome*.

'Overcome' here means 'to be resolved' or 'to conquer'. Here are other uses of 'over':

The ball game is *all over*. (The game has finished or ended)

The disease has spread *all over*. (The disease has spread to other areas.)

I don't want that work *done over*. (It must be done again, it's not acceptable)

*Over all* you've done quite well. (Everything considered you've done well.)

*Over and above* this amount, you pay. (Additional costs; you pay.)

I've heard that song *over and over* today. (I've heard it repeatedly.)

His effort was *over and above* the call of duty. (He acted with courage.)

*Come over* when you can. (You may visit me anytime you wish.)

Particular Objective 5.0.a

37.9.4.1. Replace the italicized words in the sentences below with one of the uses of 'over' indicated in the above examples. It may be necessary to rewrite the sentence:

1. Play the record *another time*, will you?
2. Hamburgers are eaten *everywhere* today.



3. The concert *ended* half an hour ago.
4. *Any additional* charges will be absorbed by the company.
5. He won the Purple Heart medal because he fought *bravely*.
6. *Repeatedly*, he was told what to do.
7. *Stop by* the house when you have a moment.
8. *If you think about it*, she performed quite well.
9. Wearing denim is the fashion *everywhere* today.
10. Can you *visit us* this evening?

NOTICE in the following sentence taken from the reading piece the use of 'how'.

Four thousand years ago he discovered *how* to work soft metal...

When we want to express ability to do things 'how' must be placed between the first verbal expression and the 'to' of the second verb which is always in the infinitive. Here are some examples:

She knows *how* to swim.

We know *how* to dance the mambo.

He discovered *how* to get rich quickly.

They saw *how* to do it easily.

I'm thinking about *how* to speak to her without angering her.

We're planning *how* to attack the problem.

Particular Objective 5.0.b.

37.9.4.2. Rewrite the following sentences, substituting the words in italics for a use of 'how':

1. They *have the technical skill* to produce steel.

2. I *have the method* to study easily.
3. They *found the ability* to make atomic bombs.
4. A *method was discovered* to separate ore from tailings.
5. I *saw the way* to do it faster.

NOTICE how 'out of' is used in the following sentence:

The new chemical products that *grew out of* the war period... account for fifty percent of most chemical companies' sales today.

*We could say:* The new chemical products that *developed from* the war period...

NOTICE other examples:

He *grew out of* his clothes. (The clothes no longer fit him.)

*Out of* spite he destroyed the neighbor's plants. (Because of anger.)

I'm sorry, I *am out of* money. I can't help you. (I have no more money.)

That building was *made out of* marble. (Constructed from marble.)

Those styles are *out-of-date*. (No one wears those clothes now.)

Don't *go out of your way*. I'll get off at the corner. (Don't trouble yourself.)

While very uncomfortable, it's healthier to live *out-of-doors*. (In the open air.)

Particular Objective 5.0.c.

37.9.4.3. Rewrite the following sentences using 'out of' as given above in the examples:

1. I can't lend you any sugar. I haven't got any at the moment.
2. No one carries umbrellas anymore.
3. Let's have our party in the patio. The weather's nice.
4. How are plastics manufactured?
5. Either my clothes have shrunk or I'm taller now.



### 37.9.5. PRONUNCIATION PRACTICE

The letter **g** [dʒi] poses for the Spanish-speaking person some difficulty. However, in the following you may observe some consistency in the vowels that follow the letter:

gauge	Words beginning with <b>ga</b> are dorso-palatal; <i>i.e.</i> , they are
gage	<b>hard</b> .
gag	

gerund	Most <b>ge</b> are frontal-palatal; <i>i.e.</i> , they are <b>soft</b> with an
Gertrude	exception like the name Gertrude which is properly speaking not an English word but a name that comes from German. (Notice that Gerald, the same name for men, is soft.)

gin	As in the above, <b>gi</b> is unpredictable: <b>gin</b> is soft while <b>give</b> is
give	<b>hard</b> .

ghastly	The <b>gh</b> , <b>gu</b> and <b>go</b> words in English are always <b>hard</b> .
guerilla	
go	

gynecological	The <b>gy</b> words are always soft
---------------	-------------------------------------

For exercise use your English dictionary to practice these words.



## Module 10

### PARTICULAR OBJECTIVES

Finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions on the passage: "Pollution and Man's Environment".
- 2.0 Will be able to use in speech and written language the vocabulary at 37.10.2.
- 2.1 Will be able to use words ending with the suffix *-ship* more fluently.
- 3.0 Will be able, using a dictionary, to nominalize verbs.
- 3.1 Will be able to use sentences with the structure *may/may have*.
- 3.2 Will be able to use the structure *as...as*.
- 3.3 Will be able to use more fluently prepositions.
- 4.0 Will be able to recognize and use the idiomatic expressions employed in the module.
- 5.0 Will be able to pronounce with more fluency words with the phonemes [i] and [o].

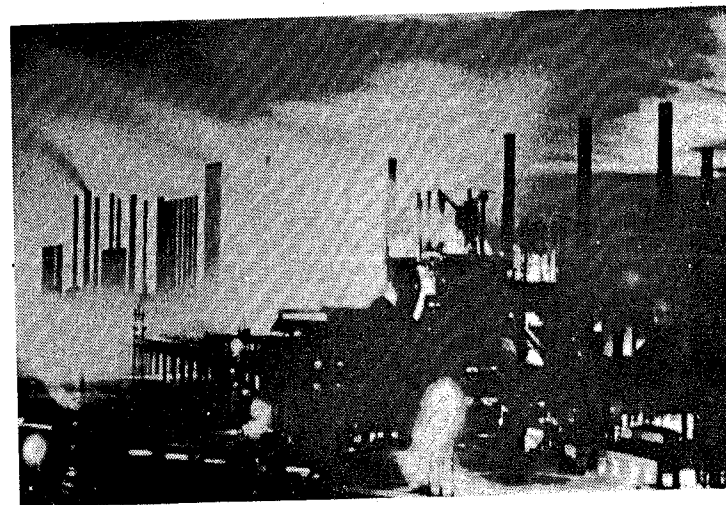




### 37.10.1. POLLUTION AND MAN'S ENVIRONMENT

Twenty-eight years ago when the smog of autumn had lifted from Donora, Pennsylvania twenty-one persons had died from toxic pollutants and hundreds more were required to be treated. Five years later (1952) four thousand people died in a London smog due to a heavy concentration of sulfur dioxide present in the air. The Cuyahoga River in Ohio in 1969 became so polluted that the river caught on fire when a cigarette was thrown into the river. In a Japanese port city fifty-one persons died a decade ago when people had eaten fish with lethal dosages of mercury. Over six million metric tons of oil are said to be floating in the oceans due to ships cleaning out their tanks while out at sea. How this oil will affect marine life is difficult to determine. These examples are only a few of the many that could be noted.

For a million years man has endeavored to subjugate nature to his will. But now he is realizing that the whole Earth is an ecological unit where all organisms have mutual dependence be they hostile or not. Nature can, and has, as in the examples given, threaten man with extinction in his own environment.



It is hoped that governments, businesses and individual citizens will act prudently as a group, insuring that man's environment will be productive yet free from pollution.



The threat of pollution is not only from a contaminated nature but from man's own interaction with himself. Noise, for example, from aircraft, automobiles, trucks and buses in urban areas may have effects that are as harmful to man's mental health as his physical health through pollutants.

Until we have sufficiently large bodies of data to determine how much man can withstand, it should be the job of government and industry as well as individuals to try to eliminate wastes from streams, rivers and oceans; to reduce noise as much as possible in the environment. On the other hand, if government insists on industry and citizens complying with restrictions that cause undue hardship in the social and economic spheres we run the risk of creating another sort of stagnation—loss of employment and taxes. It is hoped that governments, businesses and individual citizens will act prudently as a group, insuring that man's environment will be productive yet free from pollution.

The campaigns of Woodsie the Owl—"Give a hoot, don't pollute", "Pitch in, every litter bit hurts", the Boy Scouts re-cycling of metals, glass and paper as well as other organizations attempts to help clean the environment are positive signs that the environment is no longer something to be subjugated but taken care of by man.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

37.10.1.1. Answer the questions with complete sentences.

1. What has man realized recently?

---

2. What are the two basic forms of pollution?

---

3. What shouldn't the government do?

---

4. Why? Give a complete answer.

---

5. What should industry do?

---

6. Why? Give a complete answer.

---

7. What is hoped for in the future?

---



### 37.10.2. VOCABULARY

Give other words for the following words or phrases, consulting your dictionary, if necessary.

*pollutant, lethal, dosage, endeavored, subjugate, ecological, data, wastes, streams, citizens, comply, stagnation, run the risk, environment, hardship, hoot, litter.*

Particular Objective 2.0.

37.10.2.1. Fill in the missing words with the above italicized words. Use the correct form of the word according to the context.

1. Peter Thompson, a former British subject is now an American \_\_\_\_\_.
2. He did everything we asked of him. He \_\_\_\_\_ with our requests.
3. We've only received one bit of \_\_\_\_\_.
4. She hasn't taken her daily \_\_\_\_\_ of medicine.
5. \_\_\_\_\_ is a branch of both biology and sociology.
6. I'll \_\_\_\_\_ to answer her letter.
7. Man mustn't pollute his \_\_\_\_\_.
8. What a \_\_\_\_\_ she has suffered, losing all her children.
9. Relatively few snakes have \_\_\_\_\_ poison.
10. Soap in the house is not a \_\_\_\_\_ but in a \_\_\_\_\_ it is.
11. To cheat on an exam is to \_\_\_\_\_ of being expelled.
12. There are no fish in the stream because the water is \_\_\_\_\_.
13. Dictators enjoy power through \_\_\_\_\_ people.
14. Atomic reactors produce radioactive \_\_\_\_\_.
15. \_\_\_\_\_ left at a picnic site is due to either indifference or ignorance.
16. Dogs don't \_\_\_\_\_ but owls do.

NOTICE the use of the noun 'hardship' in the following sentence:

\_\_\_\_\_ with restrictions that cause undue *hardship* in the social and economic spheres. \_\_\_\_\_



The suffix 'ship' as seen in Unit 34, also indicates quality, condition, states of or rank:

Going to the university or college-free is possible with a *scholarship*.

A graduate student who is paid to study receives a *fellowship*.

When people become good friends they share their *friendship*.

A man who marries the sister of your mother has the *relationship* of uncle.

Adoring or honoring a deity or person is done by *worship*.

A person who exhibits the quality of a leader has *leadership*.

Particular Objective 3.0.

37.10.2.2. Rewrite the following sentences using a word with the suffix 'ship':

1. James Forester studied at Yale University because he had financial help.
2. What is your connection with the government?
3. Amistad Dam is located on the Rio Grande River.
4. Democracy depends on politicians who can guide.
5. I am devoted to my wife.

More nominalizations can be seen in the following sentences:

\_\_\_\_\_ When the smog of autumn *had lifted* from Donora, \_\_\_\_\_  
(verb meaning 'risen'.)

The *lift* is broken, please take the stairs. (noun meaning 'elevator'.)

\_\_\_\_\_ And hundreds more were required to be *treated*. ('to give medical attention'.)

*Treatment* is difficult in terminal cases. (medical attention or care.)

Over six million metric tons of oil are said to be *floating* \_\_\_\_\_ ('to stay on the surface')

You've never had a *float*? (ice-cream in cola.)

For a million years man has endeavored to *subjugate* nature to his will.  
(to dominate.)

The *subjugation* of nature has gone on for a million years. (the domination.)

The *threat* of pollution is not only from a contaminated nature \_\_\_\_\_  
(the menace)

Nature can *threaten* man with extinction \_\_\_\_\_ ('to menace')

Particular Objective 4.0.

37.10.2.3. What are the noun forms for the following verbs taken from the reading piece? Consult your dictionary.

died, due, caught, determine, noted, realizing, eliminate, reduce, hoped, act, insuring, free.



### 37.10.3. STRUCTURES

NOTICE in the following sentence how 'that' is used:

*It is hoped that* governments \_\_\_\_\_ will act prudently \_\_\_\_\_  
insuring *that* man's environment will be productive yet free from pollution.

*We could write: It is hoped* governments *may* act prudently. . .

Particular Objective 5.0.

37.10.3.1. Rewrite the following sentences with *may* or *may have*:

1. It is possible that your brother called when you were out.
2. There's a chance that you'll go.
3. It is possible that you left your wallet at home.
4. He considers that you possibly have the talent to get the role.
5. It is possible that he changed jobs.
6. The reason for stopping is that it's believed to be dangerous to continue.
7. It is expected that he'll arrive on time.
8. It is hoped that pollution will disappear.

NOTICE the phrase in italics: To reduce *as much as possible* the noise. . .

Here are some others:

Bring me *as many pancakes as possible*. I'm hungry.  
I'd like to *go as far as possible* on my next vacation.  
He'll finish *as soon as possible*! He's no superman, you know!  
How many mistakes has she made? *As few as possible*, I hope.  
One hopes to have *as little trouble as possible* when traveling.



Particular Objective 6.0.

37.10.3.2. With the following words, correctly construct sentences using the correlative expressions:

1. We shouldn't waste time.
2. I want the light to reach farther.
3. You must get here quickly.
4. Give me a big discount.
5. Send her lots of flowers.
6. I don't want many problems.

Particular Objective 7.0.

37.10.3.3. Without looking at the reading piece, fill in the missing words with the correct prepositions:

Twenty-eight years ago when the smog \_\_\_\_\_ autumn had lifted \_\_\_\_\_ Donora, Pennsylvania, twenty-one persons had died \_\_\_\_\_ toxic pollutants and hundreds more were required \_\_\_\_\_ be treated. Five years later (1952) four thousand people died \_\_\_\_\_ a London smog due \_\_\_\_\_ a heavy concentration \_\_\_\_\_ sulfur dioxide present \_\_\_\_\_ the air. The Cuyahoga River \_\_\_\_\_ Ohio \_\_\_\_\_ 1969 became so polluted that the river caught \_\_\_\_\_ fire when a cigarette was thrown \_\_\_\_\_ the river \_\_\_\_\_ a Japanese port city fifty-one persons died a decade ago when people had eaten fish \_\_\_\_\_ lethal dosages \_\_\_\_\_ mercury \_\_\_\_\_ six million metric tons \_\_\_\_\_ oil are said \_\_\_\_\_ be floating \_\_\_\_\_ the oceans due \_\_\_\_\_ ships cleaning \_\_\_\_\_ their tanks while \_\_\_\_\_ sea. How this oil will affect marine life is difficult \_\_\_\_\_ determine. These examples are only a few \_\_\_\_\_ the many that could be noted.

### 37.10.4. SPECIAL DIFFICULTIES

NOTICE the use of the following two-word verbs:

The Cuyahoga River... became so polluted that the river *caught on* fire. Six million metric tons of oil are said to be floating on the oceans due to ships *cleaning out* their tanks...

NOTICE other uses for the same two-word expressions:

Women wearing short hair this year has really *caught on*. (become fashionable.)

Jenkins was such a good poker player, he *cleaned us out*. (won all our money.)

Particular Objective 8.0.

37.10.4.1. From the context of the sentences, give the meaning of the two-word verbs:

1. When mother discovers what you've done, you're going to *catch it*!
2. I'll never *catch up* now, I'm so far behind in my work.
3. Prices are really *going up*, aren't they?
5. Order what you want. I've got lots of money. The drinks *are on me*.
6. *Move on! Move on!* You're blocking traffic.
7. *Put on* the TV, will you? I want to watch it.
8. She didn't want to stop. She *kept on* singing.
9. Time's *up*! Time *is up*, I said. Everyone stop!
10. Don't leave one thing on your plate! *Eat up*!

NOTICE the use of 'whole' in the following sentence:

But now he is realizing that the *whole* Earth is an ecological unit \_\_\_\_\_ Frank dug a hole to bury the leaves.



## Particular Objective 9.0.

37.10.4.2. Choose the correct use of 'hole' or 'whole' in the following sentences:

1. He ate the (*whole/hole*) cake by himself!
2. I lost my ball on the 5th (*whole/hole*).
3. Use the (*whole/hole*) package of paper, then I'll give you more.
4. The (*whole/hole*) is the sum of its parts.
5. They live in a terrible house. It's just a (*whole/hole*)-in-a-wall!

## 37.10.5. PRONUNCIATION

NOTICE the word *litter* (trash) as used in the passage. The *i* corresponds to the value of words you are already familiar with and have been seen in previous units:

hit  
sit  
fit  
bit  
litter

Compare the words above with the ones below:

heat  
seat  
feet  
beat  
liter



## Answers to exercises

### MODULE 9

#### 37.9.1.1.

1. What is the definition of 'man' according to anthropologists?  
*The only animal that makes tools to make other tools.*
2. What did man learn to do around four thousand years ago?  
*He learned how to work soft metal.*
3. Where was technology restricted to until the technological revolution?  
*It remained in the hands of artisans.*
4. Where did the technological revolution begin?  
*It began in England.*
5. Name some important events in the revolution.  
*The invention of the steam engine, railroads, electric light bulb, the cotton gin were all developed in this period.*
6. What inventions were the result of man's extending his frontiers?  
*The telegraph and the telephone were the results of man's extending his frontiers.*
7. How has the chemical industry been affected by technological change?  
*Fifty percent of the products today, did not exist before 1942.*
8. How was the computer introduced into the technological revolution?  
*By the invention of the vacuum tube.*
9. How is technology exchanged?  
*In tens of thousands of journals, magazines and books.*
10. How many of history's scientists are living today?  
*It is said 90% or more of all scientists who have lived in history are now living.*

#### 37.9.2.1.

1. Synthetic fibers have, for the most part, replaced *wool*.
2. What are your *sources* of information?
3. You must quicken your *pace* or you will not finish.
4. Your place of residence is your *dwelling*.
5. How many children do you have to *feed*?
6. A *handmade* sweater takes days to finish.
7. The *resources* of the sea are not limited to only fish.





8. The ceramic industry uses chiefly *clay* in its products.
9. Most cities were at one time only *settlements*.
10. Cups, bowls, pots, and jugs are different kinds of *vessels*.
11. The telegraph was able to *aid* in extending man's frontiers.
12. A *vacuum* is when there is an absence of air.
13. We'll have to close our store for *inventory* on December 31st.
14. A *foundry* is where metals are molded.
15. At Christmas time our family always *exchanges* gifts.
16. Eli Whitney invented the cotton *gin*.
17. Windmills *harness* the wind's force.

### 37.9.2.2.

1. We have *raised* all sorts of animals on our farm.
2. I *wonder* whatever happened to our friend Ken?
3. *Food* can be preserved, canned or frozen.
4. My goodness! They *weave* such beautiful fabrics today.
5. It was a *wonderful* performance. I wouldn't have missed it for anything.
6. *We've* really got to go now. It's quite late.
7. The temperature *rose* considerably during the day yesterday.
8. The cafeteria normally *feeds* 650 students per meal.

### 37.9.3.1.

1. *I believe he would make an excellent engineer.*
2. *She thinks she'll be able to arrive on time.*
3. *In case they are not sold, throw them away.*
4. *What a pity I was unable to attend his concert.*
5. *It is possible they'll find her at home.*
6. *It is important you understand my instructions.*
7. *It is sufficient you try.*
8. *A piece was found missing.*
9. *She insists on your wearing a tie.*
10. *It is quite likely you are mistaken.*

### 37.9.3.2.

1. *It is undeniable that food is expensive nowadays.*
2. *Our parents would insist that we wear boots when it rained.*

3. *My feeling about it is that it's a waste of time.*
4. *His view is that it'll cause unemployment.*
5. *It is quite likely that it is there.*
6. *It should not be forgotten that you owe me a lot of money.*
7. *It was necessary that he be reminded of his duty.*
8. *Her impression is that the war will not last very long.*
9. *She wishes that I take her dancing.*
10. *Romantic? No! We use candles at dinner in order that light be saved.*

37.9.3.3. See the third paragraph of 37.9.1.

### 37.9.4.1.

1. Play the record *over again*, will you?
2. Hamburgers are eaten *all over* today.
3. The concert was *all over* half an hour ago.
4. Charges *over and above these* will be absorbed by the company.
5. He won the Purple Heart medal because he fought *over and above the call of duty*.
6. *Over and over*, he was told what to do.
7. *Come over* when you have a moment.
8. *Over all* she performed quite well.
9. Wearing denim is the fashion *all over* today.
10. Can you *come over* this evening?

### 37.9.4.2.

1. They *know how* to produce steel.
2. I *know how* to study easily.
3. They *discovered how* to make atomic bombs.
4. *It was found how* to separate ore from tailings.
5. I saw *how to do it* faster.

### 37.9.4.3.

1. I *am out of* sugar.
2. Umbrellas are *out-of-date*.
3. Let's have our party *out-of-doors*.
4. What are plastics *made out of*?
5. They've shrank or I've *grown out of* my clothes.



## MODULE 10

### 37.10.1.1.

1. What has man realized recently?  
*He has realized that the Earth is an ecological whole.*
2. What are the two basic forms of pollution?  
*Contamination of nature and noise are the two basic forms of pollution.*
3. What shouldn't the government do?  
*It shouldn't insist on people complying with restrictions that create social and economic hardships.*
4. Why? Give a complete answer.  
*We could run the risk of economic stagnation.*
5. What should industry do?  
*Industry should try to eliminate as much wastes as possible.*
6. Why? Give a complete answer.  
*So pollutants do not enter our environment.*
7. What is hoped for in the future?  
*It is hoped that government, industry and citizens will act prudently.*

### 37.10.2.1.

1. Peter Thompson, a former British subject is now an American *citizen*.
2. He did everything we asked of him. He *complied* with our requests.
3. We've only received one bit of *data*.
4. She hasn't taken her daily *dosage* of medicine.
5. *Ecology* is a branch of both biology and sociology.
6. I'll *endeavor* to answer her letter.
7. Man mustn't pollute his *environment*.
8. What a *hardship* she must suffer, losing all her children.
9. Relatively few snakes have *lethal* poison.
10. Soap in the house is not a *pollutant*, but in a *stream* it is.
11. To cheat on an exam is to run the risk of being expelled.
12. There are no fish in the stream because the water is *stagnate*.
13. Dictators enjoy power through *subjugated* people.
14. Atomic reactors produce radioactive *wastes*.
15. *Litter* left at a picnic site is due to either indifference or ignorance.
16. Dogs don't *hoot* but owls do.

### 37.10.2.2.

1. James Forester studied at Yale University because he had a *scholarship*.
2. What is your *relationship* with the government?
3. *Friendship* Dam is located on the Rio Grande River.
4. Democracy depends on politicians with *leadership*.
5. I *worship* my wife.

### 37.10.2.3.

*death, debt, catch, determination, note, realization, elimination, reduction, hope, action, insurance, freedom.*

### 37.10.3.1.

1. *Your brother may have called when you were out.*
2. *There's a chance you may go.*
3. *You may have left your wallet at home.*
4. *He considers you may have the talent to get the role.*
5. *He may have changed jobs.*
6. *The reason for stopping is it may be dangerous.*
7. *He may arrive on time.*
8. *It is hoped pollution may disappear.*

### 37.10.3.2.

1. *We should waste as little time as possible.*
2. *The light should reach as far as possible.*
3. *You must get here as soon as possible.*
4. *Give me as big a discount as possible.*
5. *Send her as many flowers as possible.*
6. *I hope to have as few problems as possible.*

### 37.10.3.3. See first paragraph of 37.10.1.

### 37.10.4.1.

1. punished
2. finish
3. rising
4. smoke
5. free



6. continue moving
7. turn on
8. continued
9. event has finished.
10. eat everything.

37.10.4.2.

1. He ate the **whole** cake by himself!
2. I lost my ball on the 5th **hole**.
3. Use the **whole** package of paper, then I'll give you more.
4. The **whole** is the sum of its parts.
5. They live in a terrible house. It's just a **hole**-in-a-wall!

## UNIT XXXVIII



## General objectives

Finishing this unit, the student should have developed sufficient capacity to:

- 1.0 Read and understand the reading selections in 38.11.1. and 38.12.1.
- 2.0 Use in oral and written language the vocabulary in 38.11.2. and 38.12.2.
- 3.0 Use in oral and written language the grammatical structures in 38.11.3. and 38.12.3.
- 4.0 Use, properly and efficiently, in oral and written language the words and idiomatic expressions in 38.11.4. and 38.12.4.
- 5.0 Pronounce, like a native speaker, the phrases *used to*, *have to*, and *has to*.

## Module 11

### PARTICULAR OBJECTIVES

Finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "Shopping Centers".
- 2.0 Will be able to complete the sentences choosing the correct word from the list given.
- 3.0 Will be able to complete the sentences with the correct form derived from the word in parenthesis.
- 4.0 Will be able to complete the sentences by choosing the correct word from the two given.
- 5.0 Will be able to reconstruct the sentences in *indirect speech* form.
- 6.0 Will be able to answer the questions in a group of sentences using the *indirect speech* form.
- 7.0 Will be able to complete the sentences with idiomatic expressions with *of* and *out*.
- 8.0 Will be able to pronounce correctly the phrase *used to*.



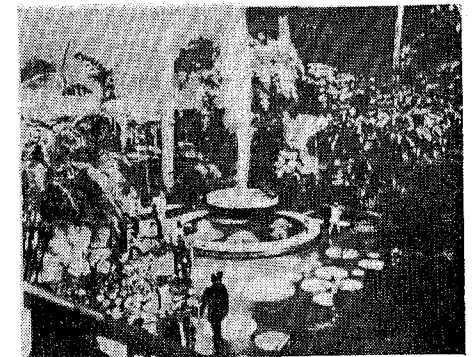
### 38.11.1. SHOPPING CENTERS

The predecessor of the shopping center, the supermarket, took the place of the nearby grocery store where people used to buy their groceries, had a friendly chat with the grocer who was familiar with their life stories, bought on credit sometimes, and had their goods delivered if they wished. All this was lost with the appearance of the supermarket.

What did a supermarket have to offer? The greatest advantage in this day of high-cost living: lower prices.

Why can a supermarket sell at lower prices than the corner grocer? This is quite easy to figure out: they buy enormous quantities at a time and, in turn, get a lower price. They also save labor costs since their goods are sold on a self-service basis. Although they sell at a very low profit, they sell such large quantities that they have a big gross profit.

Their goods are clearly displayed and one may choose exactly what one needs. This also gives you a chance to familiarize yourself with the new products which appear at the market every day.



A modern shopping center has a covered plaza or mall where any environment can be duplicated.



The shopping cart was a brilliant and lucrative idea. With them at hand, a person easily buys much more than his arms can carry, and if the customer is carrying a baby, the baby can sit comfortably in the cart and the customer can continue his shopping with ease.

Now perhaps your curiosity has been aroused and you ask yourself, 'When and where did supermarkets originate?' Most likely, no one knows.

Around supermarkets, with large parking areas, other stores—clothing, hardware, jewelry—immediately arise, thus creating a shopping center.

These shopping centers are taking in most of the downtown trade, leaving a desolate and not very attractive downtown section in some cities.

Now, instead of just a supermarket and the stores surrounding it, there are fabulous shopping centers coming to life. Some of these have theaters, movie houses, churches, and recreational areas.

Let's take, for instance, the Farsta shopping center near Stockholm, Sweden. It is a wonderful place with eight buildings and a church. It has four large parking areas besides a garage that holds three hundred cars.

It has a beautiful plaza which was thought out very carefully. The central attraction of the plaza is a thirty year-old oak tree. There are also statues, a fountain, beautifully colored flower-beds, with benches surrounding them. Likewise, there are flag poles, show cases and room enough for temporary ornamental elements. You will also find in the plaza a small supervised area where children can play while their parents leisurely do their shopping.

The Farsta has very large stores, all kinds of shops, offices, a postoffice and a church. It also has several specialized doctors, dentists, a maternity clinic, a public library, a social service office, a youth center, drugstores, a movie house, a theater, a police department, an auto-repair shop and a restaurant. Would you like to spend a day at Farsta in Stockholm?

A completely different aspect of the previous shopping center, is "The

Cannery" in San Francisco, California. As the name suggests, it used to be a canning factory.

The entire place was remodeled by an architect named Joseph Esherick, and, in the matter of architecture, he omitted nothing to create "life" or intensify the original aspects of the building. He restored the three stories and these were turned into stores, shops, and restaurants. Narrow winding streets, gas lanterns, stairs, balconies, archades and early century motifs were added.

"The Cannery" is supposed to be a tourist attraction, but, as difficult as it is to explain, the fact remains that there are many San Franciscans who prefer "The Cannery" for their shopping.

Several questions have arisen as to the reason: Is it a reaction to the skyscrapers in many American cities? Is it to elude modern structures, the shopping centers, the self-service cafeterias? Is it "snob appeal"—when qualities in a product, as a high price, rarity or foreign origin appeal to the snobbery of the purchaser?

But then, perhaps, it could merely be a romantic taste for gas-lit lanterns, and narrow-winding streets!

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

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

1. What was the predecessor of the supermarket?
2. What does a supermarket have to offer?
3. Why do supermarkets buy at a lower price than the corner grocer?
4. Why is it possible to familiarize yourself with new products?
5. Why do you buy more when you use a cart?
6. When and where did supermarkets originate?
7. What are shopping centers taking in?



8. Where is the Farsta shopping center located?
9. What is the central attraction of the plaza?
10. What is found in the plaza that is an aid to parents?
11. What was "The Cannery" before it became a shopping center?
12. What could be the reason for many San Franciscans preferring to shop at "The Cannery"?

### 38.11.2. VOCABULARY

STUDY the following words taken from the reading.

*predecessor, chat, figure out, display, ease, aroused, desolate, fabulous, flowerbed, leisure.*

Particular Objective 2.0.

38.11.2.1. Rewrite the following sentences. Complete them with the proper words from the above list.

1. At \_\_\_\_\_! shouted the lieutenant.
2. It is a \_\_\_\_\_ story!
3. He's a rich man who lives with \_\_\_\_\_
4. The \_\_\_\_\_ of television was the radio.
5. Can you \_\_\_\_\_ the problem?
6. The \_\_\_\_\_ close to the wall is full of climbing geraniums.
7. I'm sorry I'm late, but I stopped for a friendly \_\_\_\_\_ with Audry.
8. He contradicted himself several times and \_\_\_\_\_ the suspicion of the police.
9. There was a beautiful art \_\_\_\_\_ at the Institute.
10. After the fire, the place looked \_\_\_\_\_

### RELATED WORDS

STUDY the chart given below of related words.

NOUN	VERB	ADJECTIVE	ADVERB
1. product	produce	productive	productively
2. comfort	comfort	comfortable	comfortably
3. origin	originate	original	originally
4. recreation	recreate	recreational	-----
5. thought	think	thoughtful	thoughtfully



6. service	serve	serviceable	-----
7. suggestion	suggest	suggestive	suggestively
8. intensity	intensify	intense	intensely
9. specialization	specialize	special	specially
10. preference	prefer	preferable	preferably

### Particular Objective 3.0.

38.11.2.2. Rewrite the following sentences. Use the correct form of the word in parenthesis in the sentence following it.

1. He owns a very \_\_\_\_\_ business. (produce)
2. We tried to \_\_\_\_\_ her, but to no avail. (comfort)
3. That vase \_\_\_\_\_ came from China. (originate)
4. You should always put aside some time for \_\_\_\_\_ (recreate)
5. It was very \_\_\_\_\_ of you to bring those flowers. They're lovely. (think)
6. Will you please \_\_\_\_\_ dinner now? (serve)
7. I've a \_\_\_\_\_ to make. Will you please listen? (suggest)
8. The cold is so \_\_\_\_\_, that I can feel it to my bones. (intensify)
9. He went to Houston and \_\_\_\_\_ in child cardiology. (specialize)
10. I would \_\_\_\_\_ to walk than drive. (preference)

### OPPOSITES

STUDY the list of opposites given below.

- |                               |                              |
|-------------------------------|------------------------------|
| 1. buy - sell                 | 6. save - squander           |
| 2. credit - cash              | 7. profit - loss             |
| 3. deliver - bring            | 8. carefully - carelessly    |
| 4. appearance - disappearance | 9. attractive - unattractive |
| 5. advantage - disadvantage   | 10. foreign - native         |

### Particular Objective 4.0.

38.11.2.3. Rewrite the following sentences. Choose the word in parenthesis that completes the sentence correctly.

1. He is going to (*buy/sell*) his old house.
2. Supermarkets sell strictly on a (*credit/cash*) basis.
3. Will you see that it is (*delivered/brought*) to this address?
4. Her (*appearance/disappearance*) was reported to the police.
5. You are at a(n) (*advantage/disadvantage*); he's better prepared than you.
6. He (*saved/squandered*) all the money he inherited. Now he has to work to make a living.
7. I made a good (*profit/loss*) when I sold my car.
8. He was driving (*carefully/carelessly*) and couldn't control the car.
9. It isn't a very (*attractive/unattractive*) offer, is it?
10. Would you like to visit some (*foreign/native*) countries this summer?





### 38.11.3. STRUCTURE

NOTICE the following example of *direct speech* taken from the reading.

You ask yourself, 'When and where did supermarkets originate?'

**DIRECT SPEECH** is when the exact words of the speaker or writer are reproduced.

The same sentence given in *indirect speech*:

You ask yourself when and where supermarkets originated.

**INDIRECT SPEECH** is when we say what the speaker or writer has said, but not in his exact words.

38.11.3. Notice the tenses of the verbs in the following statements.

present + present

Johnny is usually *saying*, 'I *am* older than you.'

present + that\* + present

Johnny is usually saying *that* he *is* older than I am.

past + present or future

She *said*, 'I *have* a very good job'.

They *told* me, 'We'll *be* in town this afternoon.'

past + that + past

She *said* that she *had* a very good job.

They *told* me that *they'd be* in town this afternoon.

(\*) The use of *that* is optional.



past + past or present perfect

He *said*. 'I *came* by plane'.

Billy *answered*. 'I've *eaten* already'.

past + past perfect

He *said* that he *had come* by plane.

Billy *answered* that he'd *eaten* already.

Particular Objective 5.0.

38.11.3.1. Rewrite the following sentences in *indirect* speech form. Follow the example:

The boy said, 'I'll do it right away.'

*The boy said he'd do it right away.*

1. 'Ruby doesn't like cold weather,' replied Edith.
2. 'I've got to go home now,' Richard told Mildred.
3. The doctor said, 'You are a very sick man.'
4. 'He's been wandering about for days,' the man said.
5. My son said, 'I didn't understand a thing.'
6. Gilbert remarked, 'She refuses to answer.'
7. Vicky said, 'I want another piece of cake.'
8. 'He hasn't been here in ages,' said the boy.
9. My father advised him, 'You shouldn't do it.'

INFORMATION QUESTIONS return to statement form in indirect speech. Notice the example:

He asked me, "Where *are you* going?"

He asked me where *I was* going.

YES/NO QUESTIONS also return to statement word order in indirect speech and are introduced by *whether* or *if*. Notice the example.

I asked, 'Do you go by bus or train?'

I asked *if/whether* he/she went by bus or train.

Particular Objective 5.0.

38.11.3.2. Rewrite the following sentences in indirect form. Follow the example.

She asked, 'Have you seen Ronald?'

*She asked whether I had seen Ronald*

1. 'Where have you been?' asked his mother.
2. He asked, 'How can I get to the bus station?'
3. I asked him, 'Do you think it will snow?'
4. 'Whom did you meet downtown?' asked my mother.
5. 'Do you visit them often?' her mother asked her.
6. He asked, 'Could you do me a favor?'
7. I asked her, 'Why do you want to see him?'
8. 'Will you be working late tonight?' she asked me.
9. We asked them, 'How much money do you need?'

COMMANDS and REQUESTS require the infinitive in indirect speech. Notice the examples:

'Stay here,' she told her son.

*She told her son to stay.*

'Don't make noise, please,' she asked them.

*She asked them not to make noise.*

(The word 'please' is usually omitted in this case).



Particular Objective 5.0.

38.11.3.3. Rewrite the following sentences in indirect form. Follow the example.

'Wait outside,' the doctor told them.  
*The doctor told them to wait outside.*

1. 'Don't take the car,' his father told Albert.
2. 'Come back tomorrow,' the housewife told the insurance agent.
3. Mrs. Cromwell told her children, 'Don't get your clothes dirty.'
4. Their father yelled, 'Turn that radio off!'
5. 'Go to the rear,' said the bus driver.
6. 'Don't come back late,' her mother called.
7. The dentist told Steve, 'Relax!'

Particular Objective 6.0.

38.11.3.4. Write the answers to the questions given below in *indirect* form.  
Begin each answer with the expression given; follow the example.

Does Phil sing in the choir? I don't know \_\_\_\_\_  
*I don't know if Phil sings in the choir.*

1. Where did he go? I don't have any idea \_\_\_\_\_
2. What does she do in the evening? Ask her \_\_\_\_\_
3. Has she typed the letter? Mr. Webb asked \_\_\_\_\_
4. Will you come back early? He wants to know \_\_\_\_\_
5. What is Jimmy up to? I'd like to know \_\_\_\_\_
6. Can you go with me? I really must know \_\_\_\_\_
7. How many children are there? I can't imagine \_\_\_\_\_
8. Have they been to Hawaii? Ask them \_\_\_\_\_
9. Did they bring the new couch? Tell me \_\_\_\_\_

### 38.11.4. SPECIAL DIFFICULTIES

NOTICE the use of the word 'besides' in this sentence taken from the reading

It has four large parking areas *besides* a garage that holds three hundred cars.

STUDY the following words that are sometimes confused or misused:

besides	I don't feel up to it, <i>besides</i> , I am exhausted.
beside	Bobby, stay <i>beside</i> your mother, or you might get lost.
elude	Some people try to <i>elude</i> paying taxes.
allude	I know he was <i>alluding</i> to me when he said 'someone.'
hanged	In old Westerns, when people took justice into their hands, cattle thieves were <i>hanged</i> .
hung	She had <i>hung</i> all the clothes on the clothesline before it began to rain.
advice	My <i>advice</i> to you is: Be more careful whom you go out with.
advise	We were <i>advised</i> not to go near the fire.
precede	The old man <i>preceded</i> me in line.
proceed	Let's <i>proceed</i> with the meeting.
deny	He <i>denied</i> all the charges against him.
refuse	Dan was scared and he <i>refused</i> to answer all the questions.



# Particular Objective 4.0.

38.11.4.1. Rewrite the sentences. Select the correct word from the choice given in parenthesis.

1. Yes, mother, my clothes are neatly (*hanged, hung*) in the closet.
2. Will the defense (*precede, proceed*) with the next witness?
3. Why don't you come right out and say it! You're (*eluding, alluding*) to Ann.
4. The bridesmaids (*precede, proceed*) the bride on the way to the altar.
5. He works for an important company, (*besides, beside*), he teaches at the university.
6. He was (*denied, refused*) a leave of absence.
7. Please listen to his (*advice, advise*); he's a very intelligent man.
8. She absolutely (*denied, refused*) to have anything to do with him.
9. She was sitting (*besides, beside*) me when she fainted.
10. The depressed man committed suicide by (*handing, hung*) himself.
11. Don't rush. I (*advice, advise*) you to think it over.
12. Father went into his study to (*elude, allude*) the noisy party.

NOTICE the use of the word 'of' in this phrase from the reading.

The predecessor *of* the shopping center, the supermarket, took the place *of* the...

Now, notice the use of the word 'of' in the idiomatic expressions in the following sentences.

1. She *was aware of* his devotion to her. (knew)
2. We *are all in favor of* going home early today. (like the idea)
3. You'll have to take the stairs. The elevator *is out of order*. (not working)
4. Clara will *take care of* the children while you go to the beauty shop. (look after)
5. Phil *is very fond of* his Siamese cat. (likes very much)
6. Who *was in charge of* the office while you were on vacation? (directing)

# Particular Objective 7.0.

38.11.4.2. Rewrite the sentences below and complete them with one of the idiomatic expressions given on the front page.

1. Who will \_\_\_\_\_ your dog while you're on vacation?
2. Since my telephone \_\_\_\_\_, I had to use my neighbor's.
3. All those \_\_\_\_\_ Emily for president raise your right hand.
4. Theresa \_\_\_\_\_ very \_\_\_\_\_ her baby brother.
5. From now on, I \_\_\_\_\_ the sales office and no one else!
6. I \_\_\_\_\_ well \_\_\_\_\_ the fact that she is better suited for the position than I am.

NOTICE the use of this idiomatic expression with the word 'out' in the phrase taken from the reading.

This is easy to *figure out*: they buy \_\_\_\_\_

STUDY the use of these idiomatic expressions with the word *out*.

1. You can't go. It *is out of the question*. (impossible)
2. They are going to *try her out* for the leading role. (test)
3. Don't you think he is our man? I think he *is cut out* for the job. (just right)
4. Will you please *put out* that cigarette? (just right)
5. We must settle this business. I'll *have it out with* him today. (discuss)
6. I hope the gasoline *holds out* till we get to a gasoline station. (last)

# Particular Objective 7.0.

38.11.4.3. Rewrite the following sentences using the idiomatic expressions given above.

1. The forest rangers \_\_\_\_\_ the fire which was spreading rapidly.
2. Can you \_\_\_\_\_ a little longer? Help is on the way.
3. \_\_\_\_\_ him \_\_\_\_\_. Maybe he's just the man you need.
4. It \_\_\_\_\_! I have no money to buy a new car.
5. She \_\_\_\_\_ to be a great lady!
6. \_\_\_\_\_ him tonight. You might come to an understanding.



### 38.11.5 PRONUNCIATION PRACTICE

The pronunciation of the English language is a little difficult for foreigners. You must always be on the alert and listen to native speakers whenever you have an opportunity to do so.

Notice the pronunciation of the phrase *used to* by native speakers:

**USED TO.** When *d* and *t* come together, only one stop sound is heard. Pronounce *used to* as if it were one word with voiceless *s* and *t* and no *d*.

Particular Objective 8.0

38.11.5.1. Practice the following sentences:

People *used to* buy their groceries at the corner grocery store.  
We *used to* have our groceries delivered.  
People were not *used to* buying groceries on a self service basis.  
Parents were not *used to* having their children looked after while they did their shopping.  
'The Cannery' *used to* be a canning factory.  
I *used to* walk home everyday.  
He *used to* think it was easy to drive in the rain.  
They are *used to* wearing fine clothes.  
They *used to* play canasta twice a week.  
She can't get *used to* her new surroundings.

Form other sentences with the phrase *used to* and continue the practice of it until you master it.



## Module 12

### PARTICULAR OBJECTIVES

Finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "Sculpture".
- 2.0 Will be able to complete the sentences with the correct word taken from the list given.
- 3.0 Will be able to complete the sentences using the correct form of the word given in parenthesis.
- 4.0 Will be able to rewrite the sentences using the correct tense of the verb in parenthesis.
- 5.0 Will be able to complete sentences using one of the phrases given according to the context.
- 6.0 Will be able to complete the sentences using the correct preposition after the verb or the noun.
- 7.0 Will be able to pronounce, like a native speaker, the phrases *have to* and *has to*.



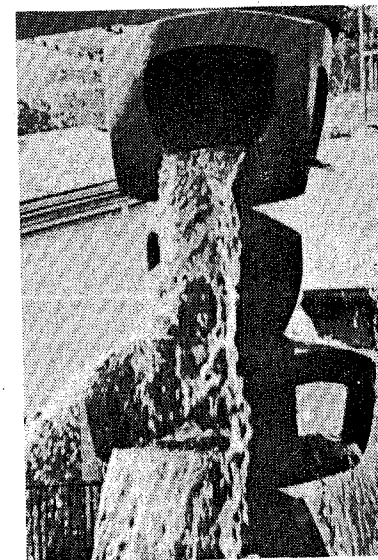
### 38.12.1. SCULPTURE

We are all familiar with sculptures we have seen in museums, pictures, in books and in the cities in which we live. But how often do we ask ourselves 'What went through the mind of the sculptor who made it?'

From a historical point of view, we can easily answer our question up to the modern period. The Greeks wished to copy reality in the most perfect way they knew how, using the most available material—marble.

The Romans, following in the Greeks' footsteps, placed in their temples, gardens and market places sculptures of athletes, gods, leaders and warriors.

During the medieval period, most sculptures were executed for religious purposes: the saints seen today at Chartres, Notre Dame, St. Peter's and Cologne were placed there to teach the faithful as formal education was unavailable. The sculptures and stained glass windows were the teachers to the congregation.



Henry Moore tells us it is necessary to go beyond this wish of ours to name sculptures. We must see modern sculpture as form itself.



The Renaissance was a conscious attempt to return to the 'Glory of Greece' and for the duration of the fifteenth and sixteenth centuries the palaces and cathedrals were filled with sculptures of a quality not surpassed by the Greeks themselves. We have only to remember the work of Michelangelo.

In the seventeenth and eighteenth centuries, a more ornate sculpture was evident in Europe and Latin America. The Baroque Epic saw the likes of cherubs, demons, knights, kings and mermaids sculptured in palaces and government buildings. But the Neoclassic period or nineteenth century was less elaborate, the sculptor preferring the cleaner lines of the classic and gothic periods for his figures.

Then all of a sudden in our century, reality or copying reality was rejected in sculpturing. This rejection followed several paths; the "primitive" sculptures of Africa were used as models as well as the attempt to sculpture in a new perspective.

When confronted with these modern pieces, our first reaction is 'What is it?' 'Is there a way to understand it?' It does us no good to answer: 'Only the sculptor knows.' We must work especially hard, perhaps, but we can understand it if we go to the writings of modern sculptors.

Henry Moore, for example, tells us it is necessary to suspend our desire to equate a sculpture with a thing: a walnut, a shrimp, a tree limb, a slaw, a mockingbird, a peanut, a pidgeon, an okra pod, a peanut.

If we can go beyond this wish of ours to give names to sculptures, we can understand that a modern sculpture *is* form itself.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

38.12.1.1. Write the answers to the following questions.

1. What is the question we often ask ourselves?
2. What did the Greeks wish to do?
3. What were most sculptures made for in the Medieval period?
4. Why were the sculptures of saints placed in the cathedrals to teach the faithful?
5. What gives us an idea of the quality of sculpturing in the Renaissance era?
6. Which period reigned in the seventeenth and eighteenth centuries?
7. What was suddenly rejected in our century?
8. What is our first reaction when confronted with these modern pieces?
9. How can we understand modern sculpturing?
10. What is modern sculpture?





### 38.12.2. VOCABULARY

NOTICE the following words taken from the reading.

*familiar, reality, footsteps, execute, faithful, duration,  
ornate, mermaid, perspective, reject*

Particular Objective 2.0.

38.12.2.1. Rewrite the following sentences. Fill in the blank with a word from the list above, in its correct form.

1. The engineer had a clear \_\_\_\_\_ of the bridge he was to build.
2. That piece of work was \_\_\_\_\_ with skill.
3. Vicky and Lucille will \_\_\_\_\_ the Christmas tree this year.
4. Are you \_\_\_\_\_ with his background?
5. The manager of the company \_\_\_\_\_ my idea.
6. To the Greeks \_\_\_\_\_ was the basis of sculpture.
7. Sailors were supposed to be lured by \_\_\_\_\_.
8. Steven is following his father's \_\_\_\_\_. He's going to become a nuclear physicist too.
9. He will be away from home for the \_\_\_\_\_.
10. A dog is man's best and most \_\_\_\_\_ friend.

### RELATED WORDS

STUDY the following chart of related words.

NOUN	VERB	ADJECTIVE	ADVERB
1. family	familiarize	familiar	familiarly
2. reality	realize	real	really
3. formality	formalize	formal	formally
4. education	educate	educational	educationally



5. evidence	evidence	evident	evidently
6. government	govern	governamental	---
7. preference	prefer	preferable	preferably
8. elaboration	elaborate	elaborate	elaborately
9. reaction	react	reactionary	---
10. specialty	specialize	special	specially

### Particular Objective 3.0.

38.12.2.2. Rewrite the following exercise using the correct form of the word in parenthesis in the sentence that follows it.

1. He must know her very well; he talked to her in a very \_\_\_\_\_ way. (family)
2. Do you \_\_\_\_\_ this is the best thing that could've happened to us? (reality)
3. The \_\_\_\_\_ of the situation made itself felt. (formality)
4. Most of the programs on Channel 8 are \_\_\_\_\_ (education)
5. \_\_\_\_\_ he is a very conscientious man. (evidence)
6. He \_\_\_\_\_ his people well. (government)
7. \_\_\_\_\_ I would like a small house. (preference)
8. The \_\_\_\_\_ of that device must've been quite complicated. (elaboration)
9. She certainly \_\_\_\_\_ in a very peculiar manner. (reaction)
10. This party is really going to be something \_\_\_\_\_ (specialty)

### OPPOSITES

STUDY the list of opposites given below.

- |                            |                            |
|----------------------------|----------------------------|
| 1. familiar - unfamiliar   | 6. following - preceding   |
| 2. modern - old-fashioned  | 7. necessary - unnecessary |
| 3. real - false            | 8. accepted - rejected     |
| 4. available - unavailable | 9. religious - unreligious |
| 5. teach - learn           | 10. hard - easy            |

### Particular Objective 4.0.

38.12.2.3. Rewrite the following sentences. Choose the word in parenthesis that correctly completes the sentences.

1. His plan was (*accepted/rejected*), and, to top it all, he got a raise.
2. I'm sorry, but that medicine you're looking for is (*available/unavailable*).
3. Life has been (*hard/easy*) for him; he started working at the age of fourteen.
4. He is (*familiar/unfamiliar*) with the problem. He knows all about it.
5. Her husband is a (*religious/unreligious*) man. He never goes to church with her.
6. Her string of pearls must be (*real/false*). It cost a small fortune.
7. Miss Carroll is going to (*teach/learn*) psychology next year. She will be my teacher.
8. My grandmother, for her age, is a woman with a (*modern/old-fashioned*) *outlook on life*.
9. There's no movie (*following/preceding*) the ten o'clock one. The box office is closed.
10. It was quite (*necessary/unnecessary*) for you to call the doctor; the baby is well now.



### 38.12.3. STRUCTURE

NOTICE the use of these negative phrases taken from the reading.

... to teach the faithful, as formal education was *not* then available.

... were filled with sculptures of a quality *not* surpassed by the Greek themselves.

RULE: Use only one negative word to express a negative idea. Remember these words are negative: *rarely, seldom, hardly, barely, scarcely, only* and *but* (when it means 'only').

Particular Objective 3.0.

38.12.3.1. Write the following sentences choosing the correct word in parenthesis

1. I (*could, couldn't*) hardly believe my eyes!
2. He says he hasn't seen (*either, neither*) Ben or Marge.
3. My friend scarcely has (*an, no*) idea of what it's all about.
4. If you haven't (*anything, nothing*) better to do, why don't you mow the lawn?
5. I looked at all those present at the party, but I recognized (*no one, anyone*).
6. Mary Jo rarely (*doesn't go, goes*) to the park with her children.
7. The police questioned him, but he (*had, didn't have*) nothing to do with the robbery.
8. There (*is, isn't*) barely time left.
9. He can't pay his fare. He (*has, doesn't have*) but two dollars in his pocket.
10. You have (*any, no*) reason to act the way you do

STUDY the following examples of the comparative and the superlative taken from the reading.

The Greeks wished to copy reality in *the most perfect way* they knew how, using *the most* available material—marble.



But the Neoclassic period or the nineteenth century was *less elaborate*, the sculptor preferring *the cleaner lines* of the classic and gothic periods for his figures.

#### Particular Objective 3.0.

38.12.3.2. Using the comparative or the superlative, rewrite the following sentences. Complete the sentences with the correct form in parenthesis.

1. Catherine or Christine? Catherine is definitely (*smarter, the smartest*).
2. This is the (*worse, worst*) play I've ever seen!
3. Who is (*more skillful, the most skillful*) of your four sisters?
4. Jimmy uses the car (*more often, most often*) than Patrick.
5. Leonardo da Vinci is one of the (*more famous, most famous*) men in world history.
6. Is it difficult for you to decide which is (*more superior, the most superior*) of the two?
7. Perhaps the (*more charming, most charming*) of her features are her beautiful smiling eyes.
8. Who has (*less friends, the least friends*), Margie, Susan or Mary Lou?
9. Louis' father is (*more strict, stricter*) than yours.
10. Of the three, I like the one-story house (*better, best*).
11. Who is the (*less, least*) ambitious, Alfred or James?
12. Perhaps there's no (*better, more better*) description about books than Francis Bacon's: 'Some books are to be tasted, others to be swallowed and a few to be chewed and digested.'

NOTICE the forms of the verbs in this sentence taken from the reading.

The Renaissance *was* a conscious attempt *to return* to the 'Glory of Greece' and for the duration of the fifteenth and sixteenth centuries, the palaces and cathedrals *were filled* with sculptures of a quality not *surpassed* by the Greeks themselves.

#### Particular Objective 4.0.

38.12.3.3. Rewrite the following sentences using the proper form of the verb in parenthesis.

1. When I first (*see*) the car, its steering wheel (*be break*)
2. Yesterday, I (*can not read*) the newspaper because some of the pages (*have be tear*) off.
3. In all the confusion, no one (*take*) the trouble (*find*) out who (*have ring*) the bell.
4. (*Feel*) he (*have be*) rude, he (*apologize*) to his friend.
5. He wished he (*have buy*) that car. Now it (*have be sell*) and it really (*be*) a bargain.
6. Stewart (*be able go*) to the wedding reception next Tuesday.
7. She (*enjoy read*) a good book when the evenings are cold.
8. I (*will have come*) sooner if I (*have know*) you (*be*) here.



### 38.12.4. SPECIAL DIFFICULTIES

NOTICE the use of the word 'perfect' in the following sentence taken from the reading.

The Greeks wished to copy reality in the most *perfect* way they knew how...

STUDY the use of troublesome pairs given below.

real	This is a <i>real</i> diamond.
reel	The news <i>reel</i> had mostly world news.
perfect	This mirror is just <i>perfect</i> for my living room.
prefect	He has been named <i>prefect</i> of Dorm A.
formal	She is very <i>formal</i> in her speech.
former	Priscilla and Jackie are from out of town. The <i>former</i> is from Madison, Wis.
rejected	They <i>rejected</i> the blueprints. It wasn't what they wanted.
refused	She <i>refused</i> to come along.
hard	The news about the accident hit him <i>hard</i> .
hardly	He earns so little that he <i>hardly</i> makes a living.
continually	The electricity is <i>continually</i> being cut off. We have to have candles on hand.
continuously	It has been raining <i>continuously</i> for three days now. It hasn't stopped for a minute.



## Particular Objective 2.0.

38.12.4.1. Rewrite the sentences below. Fill in the blanks with a word from the list on page \_\_\_\_\_

- I \_\_\_\_\_ to go; I just wasn't in the mood.
- He's \_\_\_\_\_ asking for money.
- Do you have the necessary reel for the beginning of the film?
- She's the \_\_\_\_\_ Sylvia Dunningham. Now, she's Mrs. Mc Allister.
- Edmond's been working \_\_\_\_\_ lately.
- He's the \_\_\_\_\_ in Building II.
- She \_\_\_\_\_ his marriage proposal.
- Is it \_\_\_\_\_ or just fantasy?
- It's so dark, I can \_\_\_\_\_ find my way.
- He's been working with that model \_\_\_\_\_ since this morning.
- It is a \_\_\_\_\_ dance. What shall I wear?
- The \_\_\_\_\_ sculptures created by Michelangelo are a sight to behold.

NOTICE the following expressions, taken from the reading, and previous units.

all of a sudden  
point of view  
as well as

It is necessary  
as good as  
It is possible

## Particular Objective 5.0.

38.12.4.2. Rewrite the following exercise. Complete the sentences with the phrases above.

- She came out of the hospital \_\_\_\_\_ new.
- \_\_\_\_\_ for them to leave early tomorrow.
- It all depends on whose \_\_\_\_\_ you're talking about.
- Michelangelo was a skilled painter \_\_\_\_\_ as a sculptor.
- \_\_\_\_\_ the great Dane was after us.
- \_\_\_\_\_ take Rosie to the dentist before she feels worse.

NOTICE the use of certain prepositions after certain adjectives.

We are all *familiar with* sculptures we have seen in museums. . .  
...the palaces were *filled with* sculptures of a quality. . .

STUDY the following verbs and nouns that require a certain preposition depending on the following word.

strive for  
wish for

argue about  
forget about

believe in  
progress in  
satisfaction in

agree on  
wait on  
influence on

## Particular Objective 6.0.

38.12.4.3. Rewrite the following sentences. Fill in the spaces with the proper preposition.

- They were arguing \_\_\_\_\_ matters of no importance.
- I definitely believe \_\_\_\_\_ first things first.
- When you go into a store, you usually hear: 'May I wait \_\_\_\_\_ you, please?'
- We should all strive \_\_\_\_\_ a better world to live in.
- She is always worrying \_\_\_\_\_ the monthly budget.
- She has a strong influence \_\_\_\_\_ her husband.
- I really do feel a great satisfaction \_\_\_\_\_ my work.
- What do you wish \_\_\_\_\_ your birthday?
- After much arguing, they finally agreed \_\_\_\_\_ the price.
- How are you progressing \_\_\_\_\_ the real estate business?



### 38.12.5. PRONUNCIATION PRACTICE

Two other verb phrases like *used to*:

**HAVE TO.** When *have to* means necessity, the *v* sounds like an *f* and the *o* is somewhat reduced and it is pronounced as one word.

Particular Objective 7.0.

38.12.5.1. Practice the following sentences with *have to*:

We *have to* work especially hard if we want to understand modern sculpture.

We *have to* suspend our desire to equate a sculpture with a thing.

Now-a-days, you don't *have to* drive around to do all your shopping.

I just *have to* go to San Francisco. I'd like to visit 'The Cannery'.

Ray and Phil *have to* go to Houston for a check-up.

They *have to* work on that project day and night.

**HAS TO.** When *has to* means necessity, the *s* is voiceless and the *o* is somewhat reduced and is pronounced as one word.

Particular Objective 7.0.

38.12.5.2. Practice the following sentences with *has to*:

He *has to* study modern sculpture to understand it.

She *has to* go to a shopping center. She needs groceries, shoes for the children and a dress or two for herself.

Greg *has to* take the morning plane for Ann Arbor.

Marylyn *has to* be here at noon.

The baby *has to* have his medicine four times a day.

Newton *has to* go to the theater for rehearsal.

Construct sentences of your own and continue practicing as much as possible until you pronounce this pattern as a native speaker.



## Answers to exercises

### MODULE 11

#### 38.11.1.1.

1. What was the predecessor of the supermarket?  
*The nearby grocery store was the predecessor of the supermarket.*
2. What does a supermarket have to offer?  
*A supermarket offers lower prices.*
3. Why do supermarkets buy at a lower price than the corner grocer?  
*Because they buy in very large quantities.*
4. Why is it possible to familiarize yourself with new products?  
*Because the goods are clearly displayed.*
5. Why do you buy more when you use a cart?  
*Because you can buy more than your arms can carry.*
6. When and where did supermarkets originate?  
*Most likely, no one knows.*
7. What are shopping centers taking in?  
*They are taking in the downtown trade.*
8. Where is the Farsta shopping center located?  
*It is located near Stockholm, Sweden.*
9. What is the central attraction of the plaza?  
*It's central attraction is a thirty year-old oak tree.*
10. What is found in the plaza that is an aid to parents?  
*A small supervised area where children can play.*
11. What was "The Cannery" before it became a shopping center?  
*It was a canning factory.*
12. What could be the reason for many San Franciscans preferring to shop at "The Cannery"?  
*A romantic taste for gas-lighted lanterns, and narrow winding streets could be the reason.*

#### 38.11.2.1.

1. At *ease!* shouted the lieutenant.
2. It is a *fabulous* story!
3. He's a rich man who lives with *leisure*.





4. The *predecessor* of television was the radio.
5. Can you *figure out* the problem?
6. The *flower-bed* close to the wall is full of climbing geraniums.
7. I'm sorry I'm late, but I stopped for a friendly *chat* with Audry.
8. He contradicted himself several times and *aroused* the suspicion of the police.
9. There was a beautiful art *display* at the Institute.
10. After the fire, the place looked *desolate*.

#### 38.11.2.2.

1. He owns a very *productive* business.
2. We tried to *comfort* her, but to no avail.
3. That vase *originally* came from China.
4. You should always put aside some time for *recreation*.
5. It was very *thoughtful* of you to bring those flowers. They're lovely!
6. Will you please *serve* dinner now?
7. I've a *suggestion* to make. Will you please listen?
8. The cold is so *intense*, that I can feel it to my bones.
9. He went to Houston and *specialized* in child cardiology.
10. I would *prefer* to walk than drive.

#### 38.11.2.3.

1. He is going to *sell* his old house.
2. Supermarkets sell strictly on a *cash* basis.
3. Will you see that it is *delivered* to this address?
4. Her *disappearance* was reported to the police.
5. You are at a *disadvantage*; he's better prepared than you.
6. He *squandered* all the money he inherited. Now he has to work to make a living.
7. I made a good *profit* when I sold my car.
8. He was driving *carelessly* and couldn't control the car.
9. It isn't a very *attractive* offer, is it?
10. Would you like to visit some *foreign* countries this summer?

#### 38.11.3.1.

1. 'Ruby doesn't like cold weather', replied Edith.  
*Edith replied that Ruby didn't like cold weather.*

2. 'I've got to go home now', Richard told Mildred.  
*Richard told Mildred he had to go home.*
3. The doctor said, 'You are a very sick man'.  
*The doctor said I was a very sick man.*
4. 'He's been wandering about for days', the man said.  
*The man said that he had been wandering about for days.*
5. My son said, 'I didn't understand a thing'.  
*My son said he hadn't understood a thing.*
6. Gilbert remarked, 'She refuses to answer'.  
*Gilbert remarked that she refused to answer.*
7. Vicky said, 'I want another piece of cake'.  
*Vicky said she wanted another piece of cake.*
8. He hasn't been here in ages.' said the boy.  
*The boy said he hadn't been here in ages.*
9. My father advised him, 'You shouldn't do it'.  
*My father advised him he shouldn't do it.*

#### 38.11.3.2.

1. 'Where have you been?' asked his mother.  
*His mother asked where he had been.*
2. He asked, 'How can I get to the bus station?'  
*He asked how he could get to the bus station.*
3. I asked him, 'Do you think it will snow?'  
*I asked him if/whether he thought it would snow.*
4. 'Whom did you meet downtown?' asked my mother.  
*My mother asked whom I had met downtown.*
5. 'Do you visit them often?' her mother asked her.  
*Her mother asked her whether she visited them often.*
6. He asked, 'Could you do me a favor?'  
*He asked if/whether I could do him a favor.*
7. I asked her, 'Why do you want to see him?'  
*I asked her why she wanted to see him.*
8. 'Will you be working late tonight?' she asked me.  
*She asked me whether/if I would be working late tonight.*
9. We asked them, 'How much money do you need?'  
*We asked them how much money they needed.*



### 38.11.3.3.

1. 'Don't take the car,' his father told Albert.  
*His father told Albert not to take the car.*
2. 'Come back tomorrow,' the housewife told the insurance agent.  
*The housewife told the insurance agent to come back the next day.*
3. Mrs. Cromwell told her children, 'Don't get your clothes dirty.'  
*Mrs. Cromwell told her children not to get their clothes dirty.*
4. Their father yelled, 'Turn that radio off!'  
*Their father yelled at them to turn off the radio.*
5. 'Go to the rear,' said the bus driver.  
*The bus driver said to go to the rear.*
6. 'Don't come back late,' her mother called.  
*Her mother called not to come back late.*
7. The dentist told Steve, 'Relax!'  
*The dentist told Steve to relax.*

### 38.11.3.4.

1. Where did he go? I don't have any idea...  
*I don't have any idea where he went.*
2. What does she do in the evening? Ask her...  
*Ask her what she does in the evening.*
3. Has she typed the letter? Mr. Webb asked...  
*Mr. Webb asked if/whether she had typed the letter.*
4. Will you come back early? He wants to know...  
*He wants to know if/whether you will come back early.*
5. What is Jimmy up to? I'd like to know...  
*I'd like to know what Jimmy is up to.*
6. Can you go with me? I really must know...  
*I really must know if/whether you can go with me.*
7. How many children are there? I can't imagine...  
*I can't imagine how many children there are.*
8. Have they been to Hawaii? Ask them...  
*Ask them if/whether they have been to Hawaii.*
9. Did they bring the new couch? Tell me...  
*Tell me if/whether they have brought the new couch.*

### 38.11.4.1.

1. Yes, mother, my clothes are neatly *hung* in the closet.
2. Will the defense *proceed* with the next witness?
3. Why don't you come right out and say it! You're *alluding* to Ann.
4. The bridesmaids *precede* the bride on the way to the altar.
5. He works for an important company, *besides*, he teaches at the university.
6. He was *denied* a leave of absence.
7. Please listen to his *advice*; he's a very intelligent man.
8. She absolutely *refused* to have anything to do with him.
9. She was sitting *beside* me when she fainted.
10. The depressed man committed suicide by *hanging* himself.
11. Don't rush. I *advise* you to think it over.
12. Father went into his den to *elude* the noisy party.

### 38.11.4.2.

1. Who will *take care of* your dog while you're on vacation?
2. Since my telephone *was (is) out of order*, I had to use my neighbor's.
3. All those *in favor of* Emily for president raise your right hand.
4. Theresa *is* very *fond of* her baby brother.
5. From now on, I *am in charge of* the sales office and no one else!
6. I *am* well *aware of* the fact that she is better suited for the position than I am.

### 38.11.4.3.

1. The forest rangers *put out* the fire which was spreading rapidly.
2. Can you *hold out* a little longer? Help is on the way.
3. *Try him out*. Maybe he's just the man you need.
4. It *is out of the question*! I have no money to buy a new car.
5. She *is cut out* to be a great lady!
6. *Have it out with* him tonight. You might come to an understanding.



## MODULE 12

### 38.12.1.1.

1. What is the question we often ask ourselves?

*We often ask ourselves: 'What went through the mind of the sculptor who made it?'*

2. What did the Greeks wish to do?

*They wished to copy reality in the most perfect way they knew how.*

3. What were most sculptures made for in the Medieval period?

*Most sculptures were made for religious purposes in the Medieval period.*

4. Why were the sculptures of saints placed in the cathedrals to teach the faithful?

*Because formal education was not available.*

5. What gives us an idea of the quality of sculpturing in the Renaissance era?

*Michelangelo's work gives us an idea of sculpture in the Renaissance era.*

6. Which period reigned in the seventeenth and eighteenth centuries?

*The Baroque epic reigned in the seventeenth and eighteenth centuries.*

7. What was suddenly rejected in our century?

*Reality or copying reality was suddenly rejected in our century.*

8. What is our first reaction when confronted with these modern pieces?

*Our first reaction is: 'What is it?' 'Is there a way to understand it?'*

9. How can we understand modern sculpturing?

*We can understand it if we go to the writings of modern sculptors.*

10. What is modern sculpture?

*Modern sculpture is form itself.*

### 38.12.2.1.

1. The engineer had a clear **perspective** of the bridge he was to build.
2. That piece of work was **executed** with skill.
3. Vicky and Lucille will **ornate** the Christmas tree this year.
4. Are you **familiar** with his background?
5. The manager of the company **rejected** my idea.
6. To the Greeks **reality** was the basis of sculpture;
7. Sailors were supposed to be lured by **mermaids**.

8. Steven is following his father's **footsteps**. He's going to become a nuclear physicist, too.
9. He will be away from home for the **duration**.
10. A dog is man's best and most **faithful** friend.

### 38.12.2.2.

1. He must know her very well; he talked to her in a very **familiar** way.
2. Do you **realize** this is the best thing that could've happened to us?
3. The **formality** of the situation made itself felt.
4. Most of the programs on Channel 8 are **educational**.
5. **Evidently**, he is a very conscientious man.
6. He **governs** his people well.
7. **Preferably**, I would like a small house.
8. The **elaboration** of that device must've been quite complicated.
9. She certainly **reacted** in a very peculiar manner.
10. This party is really going to be something **special**.

### 38.12.2.3.

1. His plan was **accepted**, and, to top it all, he got a raise.
2. I'm sorry, but that medicine you're looking for is **unavailable**.
3. Life has been **hard** for him; he started working at the age of fourteen.
4. He is **familiar** with the problem. He knows all about it.
5. Her husband is a **unreligious** man. He never goes to church with her.
6. Her string of pearls must be **real**. It cost a small fortune.
7. Miss Carroll is going to **teach** psychology next year. She will be my teacher.
8. My grandmother, for her age, is a woman with a **modern** outlook on life.
9. There's no movie **following** the ten o'clock one. The box office is closed.
10. It was quite **unnecessary** for you to call the doctor; the baby is well now.

### 38.12.3.1.

1. I **could** hardly believe my eyes!
2. He says he hasn't seen **either** Ben or Marge.
3. My friend scarcely has **an** idea of what it's all about.



4. If you haven't *anything* better to do, why don't you mow the lawn?
5. I looked at all those present at the party, but I recognized *no one*.
6. Mary Jo rarely *goes* to the park with her children.
7. The police questioned him, but he *had* nothing to do with the robbery.
8. There *is* barely time left.
9. He can't pay his fare. He *has* but two dollars in his pocket.
10. You have *no* reason to act the way you do.

### 38.12.3.2.

1. Catherine or Christine? Catherine is definitely *smarter*.
2. This is the *worst* play I've ever seen!
3. Who is the *most skillful* of your sisters?
4. Jimmy uses the car *more often* than Patrick.
5. Leonardo da Vinci is one of the *most famous* men in world history.
6. Is it difficult for you to decide which is *more superior* of the two?
7. Perhaps the *most charming* of her features are her beautiful smiling eyes.
8. Who has the *least friends*, Margie, Susan or Mary Lou?
9. Louis' father is *stricter* than yours.
10. Of the three, I like the one-story house *best*.
11. Who is *less* ambitious, Alfred or James?
12. Perhaps there's no *better* description about books than Francis Bacon's: 'Some books are to be tasted, others to be swallowed and a few to be chewed and digested.'

### 38.12.3.3.

1. When I first *saw* the car, its steering wheel *was broken*.
2. Yesterday, I *could not read* the newspaper because some of the pages *had been torn*.
3. In all the confusion, no one *took* the trouble *to find* out who *had rung* the bell.
4. *Feeling he had been* rude, he *apologized* to his friend.
5. He wished he *had bought* that car. Now it *has been sold* and it really *was* a bargain.
6. Stewart *will be able to go* to the wedding reception next Tuesday.
7. She *enjoys reading* a good book when the evenings are cold.
8. I *would have come* sooner if I *had known* you *were* here.

### 38.12.4.1.

1. I *refused* to go; I just wasn't in the mood.
2. He's *continually* asking for money.
3. Do you have the necessary *reels* for the beginning of the film?
4. She's the *former* Sylvia Dunningham. Now, she's Mrs. Mc Allister.
5. Edmond's been working *hard* lately.
6. He's the *prefect* in Building II.
7. She *rejected* his marriage proposal.
8. Is it *real* or just fantasy?
9. It's so dark, I can *hardly* find my way.
10. He's been working with that model *continuously* since this morning.
11. It is a *formal* dance. What shall I wear?
12. The *perfect* sculptures created by Michelangelo are a sight to behold.

### 38.12.4.2.

1. She came out of the hospital *as good as* new.
2. *It is possible* for them to leave early tomorrow.
3. It all depends on whose *point of view* you're talking about.
4. Michelangelo was a skilled painter *as well as* a sculptor.
5. *All of a sudden* the great Dane was after us.
6. *It is necessary* to take Rosie to the dentist before she feels worse.

### 38.12.4.3.

1. They were arguing *about* matters of no importance.
2. I definitely believe *in* first things first.
3. When you go into a store, you usually hear: 'May I wait *on* you, please?'
4. We should all strive *for* a better world to live in.
5. She is always worrying *about* the monthly budget.
6. She has a strong influence *on* her husband.
7. I really do feel a great satisfaction *in* my work.
8. What do you wish *for* your birthday?
9. After much arguing, they finally agreed *on* the price.
10. How *are* you progressing *in* the real estate business?



## UNIT XXXIX



## General objectives

Finishing this unit, the student will have developed sufficient capacity to:

- 1.0 Read and understand the passages at 39.13.1 and 39.14.1.
- 2.0 Use in speech and written language the vocabulary at 39.13.2 and 39.14.2.
- 3.0 Use in speech and written language the grammatical structures seen at 39.13.3 and 39.14.3.
- 4.0 Use in speech and written language the idioms and expressions studied at 39.13.4 and 39.14.4.
- 5.0 Pronounce and use the words employed at 39.13.5 and 39.14.5 more fluently.

## Module 13

### PARTICULAR OBJECTIVES

Finishing this module, the student:

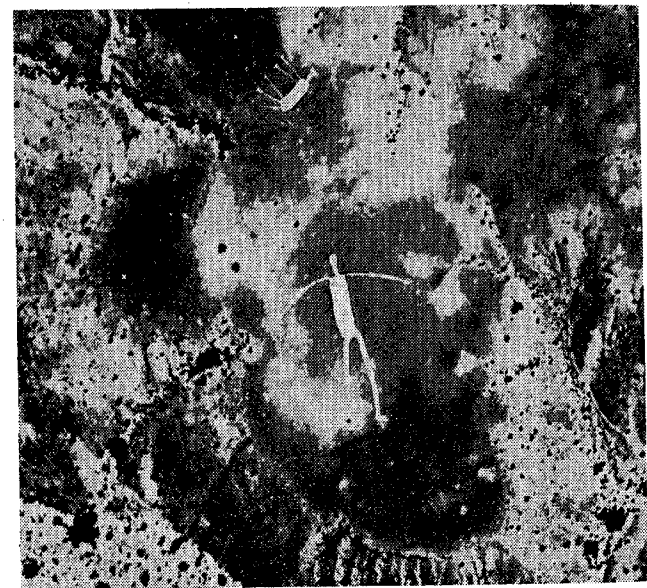
- 1.0 Will be able to answer the comprehension questions on the passage "On Other Civilizations."
- 2.0 Will be able to make sentences using the vocabulary words studied at 39.13.2.
- 2.1 Will be able to recognize more easily words meaning 'without' or 'negation' beginning with the letter *a*.
- 3.0 Will be able to use sentences with the noun+noun structure.
- 3.1. Will be able to use sentences with the noun+adjective structure.
- 3.2 Will be able to use prepositions more fluently.
- 4.0 Will be able to better understand and use more fluently the uses of 'get.'
- 5.0 Will be able to improve his pronunciation of hispanic originated words in English.



### 39.13.1. ON OTHER CIVILIZATIONS

The subject of unidentified flying objects (U.F.O.s) has almost replaced the weather as the most common topic of conversation in some areas. Magazines dedicated to the exploration of UFO themes are expanding into a multimillion dollar business operation. One university in the United States has a special center to investigate sightings by those living in the North American hemisphere. Nearly every day the newspaper has an article about a UFO sightings or an alleged encounter by some extra-terrestrial being with an earthling. All of which brings one to wonder if there really are other civilizations beyond our own Solar System.

Let's consider what astronomers know about the cosmos. We will purposely leave philosophical and religious questions aside as the 'Why?' or final causes questions cannot be answered by science although they may be more interesting. We want to know under what conditions a civilization could exist and what we could expect in way of communication from such a civilization contacted.



Are the huge figures laid out in Perú and California an attempt to communicate with civilizations that have already visited Earth?



First, the formation of planets, from Earth's to Jupiter's size is a frequent occurrence near stars with our Sun's characteristics. Half of the dozen or so simple stars near our own Sun have similar companions to our Solar System.

The most common molecules on Earth are proteins and nucleic acids which are liberated by a common source of energy such as ultraviolet radiation and form molecular hydrogen, ammonia and water which were plentiful in the Earth's early history as now throughout the universe at the moment.

The total amount of amino acids (the building blocks of life) can then be calculated by using the age of the Earth. One percent of the Earth's total surface material is calculated to be amino acids. More importantly, the geological record of Earth tells us that life developed and specialized within a few hundred million years or about half way through the Sun's stable life time. Using statistical probability, we can say that in our own galaxy alone there are over one hundred thousand million suitable planets for the same history to be repeated.

With regard to communication we have at present the technological capacity for both sending and receiving communications to intelligent beings. The closest civilization is probably more than three hundred light-years away. Too far for physical travel, perhaps, but not too far for radio communication. Radio is limited in a very special way and makes it easy to choose which signal must be used to send interstellar messages; the narrower the band (AM and FM radio have wide bands) the farther it travels but the less information it can carry. Thus, with descriptive information it is necessary to use a wide band. For making contact we will need to use the narrower 21-centimeter or 1420 megacycle band.

Present radio telescopes can receive and transmit to any part of our Milky Way. And, in fact, since the use of AM and FM as well as TV transmissions began some forty years ago we have been sending signals unintentionally. The radio transmitter produces (on a scale of brightness) signals more brilliant than the radiation frequency of the Sun; and without a

doubt, our broadcasts are being captured. In 1974, it was decided that the time had come to begin listening. But from where?

The scientific team selected the radio telescope at Arecibo, Puerto Rico transmitter-receiver. So, a message was sent telling the nature of our numerical system, atomic numbers, amino acid formulae, height and weight of human being, the Earth's population and position in our Solar System. It was sent to one-tenth of one percent of the likely candidates but no answer was received. Each year the transmission's position is changed to cover a new area of the cosmos.

A civilization trying to get to us will have the same technological problems—making themselves known and then making themselves intelligible. The information being sent would only be intelligible to a being that had the same capacity (or superior) to send radio transmissions. So the question is not Why? or How? but When? according to leading astronomers.

Did the Indians of both South and North America know something it has taken us only recently to understand? Are the huge figures laid out in Perú and California an attempt to communicate with civilizations that have already visited Earth?

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

39.13.1.1. Answer the questions with complete sentences.

1. What does U.F.O. stand for?

\_\_\_\_\_

2. What kind of questions can't science answer?

\_\_\_\_\_

3. As a formation, is our Earth rare or common?

\_\_\_\_\_

4. How is molecular hydrogen liberated?

\_\_\_\_\_





5. What are the 'building blocks of life?'  
\_\_\_\_\_
6. How many suitable planets are there in our own galaxy?  
\_\_\_\_\_
7. How far is the closest civilization?  
\_\_\_\_\_
8. Which radio frequency is ideal for interstellar contact?  
\_\_\_\_\_
9. From where was the first intentional message sent?  
\_\_\_\_\_
10. What did the message carry?  
\_\_\_\_\_

### 39.13.2. VOCABULARY

Look up the following words or phrases in your dictionary:

*sightings, alleged, encounter, extra-terrestrial, occurrence, companions, attempt, throughout, plentiful, stable, suitable, likely, get to, huge, laid out*

Particular Objective 2.0.

39.13.2.1. Fill in the missing words with the italicized words studied above:

1. The Arecibo transmitter will make another \_\_\_\_\_ soon.
2. The man arrested was the \_\_\_\_\_ thief. Maybe he did it, maybe he didn't.
3. He was my traveling \_\_\_\_\_ when we went to Europe.
4. Where did the Moors \_\_\_\_\_ the Christians in 732? Tours, wasn't it?
5. The first astronauts returning from the Moon were isolated because of possible \_\_\_\_\_ contamination.
6. A size 47 coat for a man indicates a \_\_\_\_\_ individual.
7. The nurse \_\_\_\_\_ all the surgeon's instruments.
8. Although I'm not sure, it's \_\_\_\_\_ that we went downtown.
9. A visitor from another world would really be a strange \_\_\_\_\_.
10. There was a lot of rain this year. The crops should be \_\_\_\_\_.
11. Man, am I tired! When are we going to \_\_\_\_\_ our destination?
12. Have you ever made any \_\_\_\_\_ of UFOs?
13. What's a \_\_\_\_\_ gift for an aunt or an uncle?
14. He's no longer traveling. His life is rather \_\_\_\_\_ now.
15. I had been coughing \_\_\_\_\_ the night. I didn't sleep very well.

NOTICE the italicized word in the following sentence:

We will purposely leave philosophical and religious questions *aside*...

The prefix 'a-' has several functions in the English language. It is used to mean, 'out of' or 'up' as in *arise, awake*, 'of' as in *akin*, 'without' as in



*agnostic* or *aversion*, 'off to' as in *aside*, or it may mean 'in' or 'on' as in *abroad*, *ashore*, *abed*, etc.

The reason for this variety of meaning as a prefix is due to the variety of influence English has received from Greek, Latin, French, German and many others.

Particular Objective 3.0.

39.13.2.2. In the following exercise mark the words that carry the meaning of *without* or *negation*. Use your dictionary if necessary.

- |               |               |
|---------------|---------------|
| 1. aseptic    | 11. adapt     |
| 2. abundance  | 12. adore     |
| 3. accelerate | 13. advice    |
| 4. accept     | 14. afoot     |
| 5. accomodate | 15. amorphous |
| 6. accident   | 16. alike     |
| 7. acquaint   | 17. apathy    |
| 8. anesthetic | 18. around    |
| 9. acid       | 19. argument  |
| 10. according | 20. absorb    |

### 39.13.3. STRUCTURES

NOTICE the following sentence taken from the reading piece:

*They selected* the radio telescope at Arecibo, *Puerto Rico Transmitter-receiver*.

*We could say:* They selected the radio telescope at Arecibo, Puerto Rico *as the* transmitter-receiver.

Here are some other examples of the expression 'as the' or 'to be' missing yet understood:

- They elected John president. (of their class)
- She preferred Mr. Smith chief. (of her department)
- The manager picked Pemex supplier. (of his oil product needs)
- They want Father O'Brien bishop. (of their archdiocese)
- The German people chose Willy Brandt chancellor. (of the Reichstag)

Particular Objective 4.0.

39.13.3.1. Rewrite the following sentences without 'as the' or the prepositional phrase:

1. Franco selected Juan Carlos as the king of Spain.
2. I would prefer Prof. Jones as the instructor of my class.
3. We don't want Winslow as the supervisor of our department.
4. Americans didn't choose Rockefeller as the vice-president of their country.
5. At first only architects desired Brazilia as the capital of Brazil.
6. She doesn't want her son David to be captain of his team.
7. They elected Jerry as the president of their group.
8. Most Texans would prefer Dallas as the capital of Texas.
9. The royalists chose Maximilian to be the emperor of Mexico.
10. The Chinese didn't pick Mao Tse Tung to be the premier of China.



NOTICE the order of the italicized words in the following sentence:

We want to know under what conditions a civilization could exist and what we could expect in way of communication from such a *civilization contacted*.

**We could write:** We want to know... what we could expect in way of communication from such a *contacted civilization*.

Particular Objective 5.0.

39.13.3.2. In the following sentences, change the order of the adjective to come before the noun. Other changes may be necessary.

1. They preferred their *beer light*.
2. He likes his *toast buttered*.
3. She wants her *tea lukewarm*.
4. I have a *taxi waiting*.
5. Martha always has *food hot*.
6. An Englishman likes his *meat rare*.
7. A baby prefers its bath *water warm*.
8. Ah! I ate a *peanut green*!
9. What do you expect of a *man drunk*?
10. Why do you like your *coffee black*?

From the reading, observe the following construction:

... *the narrower* the band ... *the farther* it travels.

Here are other examples:

*The more* you exercise, *the better* you'll feel.  
*The more* you cry, *the more* it will hurt.

Particular Objective 6.0.

39.13.3.3. In the following sentences fill in the missing words with the adjectives in parenthesis:

1. The \_\_\_\_\_ it is, the \_\_\_\_\_ it is regarded. (expensive, highly)
2. The \_\_\_\_\_ you finish, the \_\_\_\_\_ we can go. (quick, soon)
3. The \_\_\_\_\_ you practice, the \_\_\_\_\_ it'll be. (frequently, difficult)
4. The \_\_\_\_\_ the course, the \_\_\_\_\_ it is. (short, expensive)
5. The \_\_\_\_\_ I go on vacation, the \_\_\_\_\_ I'll feel. (soon, good)
6. The \_\_\_\_\_ the wine, the \_\_\_\_\_ your headache will be. (cheap, bad)

NOTICE the italicized word in the following sentence taken from the reading:

Let's consider what astronomers know *about* the cosmos.

Particular Objective 7.0.

39.13.3.4. Without looking at the reading piece, complete the paragraph by filling in the missing preposition:

The subject \_\_\_\_\_ unidentified flying objects (U.F.O.s) has almost replaced the weather as the most common topic \_\_\_\_\_ conversation \_\_\_\_\_ some areas. Magazines dedicated \_\_\_\_\_ the exploration \_\_\_\_\_ UFO themes are expanding \_\_\_\_\_ a multimillion dollar business operation. One university \_\_\_\_\_ the United States has a special center \_\_\_\_\_ investigate sightings \_\_\_\_\_ those living \_\_\_\_\_ the North American hemisphere. Nearly every day the newspaper has an article \_\_\_\_\_ a UFO sighting or an alleged encounter \_\_\_\_\_ some extra-terrestrial being \_\_\_\_\_ an earthling. All \_\_\_\_\_ which brings one \_\_\_\_\_ wonder if there really are other civilizations \_\_\_\_\_ our own Solar System.



### 39.13.4. SPECIAL DIFFICULTIES

NOTICÉ the use of the two-word verb in the following phrase:

A civilization trying to *get to* us will have the same technological problems. . .

*We could say:* A civilization trying to *communicate with* us will have the same technological problems. . .

'Get' is, clearly, the more frequently used word in the English language, but is used in four basic senses or meanings:

- 1) '*Get*' as communication or understanding:

I can't *get to* that boy! (I can't communicate with him.)

I don't *get* the joke. (I don't understand the joke.)

Do you *get* what I mean? (Do you understand what I mean? )

It's a difficult subject to *get across*. (It's difficult to explain.)

- 2) '*Get*' as movement:

*Get down from* that tree! (Descend that tree! )

I *got in* the car. (I entered the car.)

I want you to *get over* here! (I want you to come here!)

*Get up!* (Stand up! )

- 3) '*Get*' as obtain (have) or purchase (buy):

Can you *get* me some cigarettes? (Can you buy me some cigarettes? )

Where did you *get* that beautiful dog? (Where did you buy it, from whom did you obtain it? )

*Get* your books, will you? (Bring your books, will you? )

He *got* the mumps last year. (He had a case of mumps last year.)



4) **Get'** as a substitute for reflexive or object affecting action:

We're **getting** fat! (We're making ourselves fat by our eating. What we eat makes us fat.)

They'll **get** the garage door to open. (They'll make the door to open by itself.)

They'll make it open.)

Please **get** him to leave. (Make him leave by himself. Force him to leave.)

She **got** her hands dirty (She made her hands dirty by herself. What she did made her hands dirty.)

I'm **getting** tired. (I'm making myself tired by my activity. What I'm doing is making me tired.)

In the following exercises, give another expression for the use of 'get.' Use the word in parenthesis:

Particular Objective 8.0.

39.13.4.1.

1. We got home earlier than we expected. (arrive)
2. How did you get to Paris? (travel)
3. Get up John. It's ten in the morning. (rise)
4. I couldn't get across the street. (cross)
5. We have to get going now. It's late. (leave)

Particular Objective 8.0.

39.13.4.2.

1. You'll have to repeat what you said. I didn't get it. (understand)
2. Were you able to get to her? I couldn't. She refused to speak. (talk)
3. Did you get the significance of his remark? (understand)
4. I never get the political cartoons. (comprehend)
5. I'm getting to know you better now. (be familiar with)

Particular Objective 8.0

39.13.4.3.

1. I got a cold when I went fishing. (catch)
2. Where did you get that vase? (buy)
3. Can you tell me where to get the bus? (catch)
4. Just a minute, I have to get my pencil. (go for)
5. Get me a glass of milk, will you, please? (bring)

Particular Objective 8.0.

39.13.4.4.

1. She hasn't got over his death yet. (resign oneself)
2. I'm getting tired doing these exercises. (tire oneself)
3. Gosh, I'm getting dizzy going in circles. (make oneself)
4. Her illness is getting better now. Next week she won't need medicines. (improve by itself)
5. I got bored doing nothing. (making oneself)



### 39.1.3.5. PRONUNCIATION PRACTICE.

NOTICE the pronunciation of the following places in English and in Spanish:

	<i>English</i>	<i>Spanish</i>
California	[kal-a-for'-nya]	[kali:for ni:a]
San Francisco	[san'fran-sas'ko]	[san'fran-sis'ko]
Tucson	[tusôn]	[tukson]
Puerto Rico	[pwer'ta re'ko]	[phwarto ri'ko]
Los Angeles	[las'an'gel-as]	[los'an-hel-es]
Florida	[flôr'-a-da]	[flo'ri-da]

Other troublesome places

Chicago	[sha-kā-go-]	[chi'kā-gò]
Miami	[mai-am' i]	[mi-am'i]



## Module 14

### PARTICULAR OBJECTIVES

Finishing this module, the student:

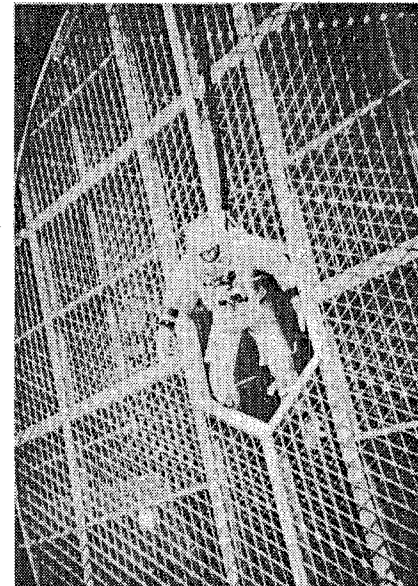
- 1.0 Will be able to answer the comprehension questions on the passage:  
"The Meter Has Won."
- 2.0 Will be able to make sentences using the vocabulary at 39.14.2.
- 2.1 Will be able to use words more fluently that end in the suffixes  
*-able, -ness, and -hood.*
- 3.0 Will be able to nominalize verbs with the gerund (ing) form.
- 3.1 Will be able to use prepositions more fluently.
- 4.0 Will be able to use more fluently the words 'for.'
- 5.0 Will be able to better his pronunciation of the words of weights and  
measures.



### 39.14.1. THE METER HAS WON

When the National Aeronautics and Space Administration (NASA) began asking for bids for contracts to build its space vehicles, monitoring equipment and rocket engines, it added to every contract a short phrase that has revolutionized the system of measurements in the U.S.: 'All measurements will be given in the metric system.'

Because so many factories, scientists and technicians have worked on NASA projects and launches, U.S. industry has quickly become familiar with the metric system. By 1980 all road signs, speedometers in autos, labels for goods will be in the metric system and companies supplying materials to the federal government will be required to give all measurements in the metric system. The federal government is the biggest business in the U.S. and all others will, no doubt, be affected directly or indirectly making the U.S. a metric system user with in a few short years after 1980.



The National Aeronautics and Space Administration (NASA) added a short phrase that has revolutionized the system of measurements in the U.S.: 'All measurements will be given in the metric system.'





Why the U.S. didn't adopt the metric system is not very difficult to explain: the English-speaking world long ago adopted the mother country's system through its cultural ties. Why the English adopted their own systems is not so easy to explain but neither is explaining the adoption of systems of measurement before the metric system was institutionalized. It will suffice to say the English craftsmen and European craftsmen before the eighteenth century were obliged to comply with guild regulations and not national standards. National standards, could not be established until there were true nations, which did not exist until that century. Roman standards in pre-nationalist Europe were never reliable and after the disappearance of the Roman Empire only local standards were observed. Another reason for an international standard not being adopted was transportation was considerably restricted for many centuries.

Amid the political turmoil of France in the late 1790s, revolution, Louis XVI's death and Napoleon's rise to power, the National Assembly established that the meter, a ten-millionth part of the quadrant of the meridian that, of course, passed through Paris, would be the standard for all measurement. And for one hundred years the English, rejecting adoption of anything French, never considered in its parliamentary debates the facility with which the meter gives in measurement. Scientists during this period had little influence on Parliament or on other English-speaking congresses, while French diplomacy, commerce and culture spread the metric system throughout the world.

However, in 1889, one hundred years later, the world scientific community adopted at the I International Conference on Weights and Measures in Paris that the meter would be represented by a more exact standard: a bar of platinum (90%) and iridium (10%) alloy. Later at the XI Conference in 1960 the meter was accepted to be represented by a still more certain measurement—the bar being subject to wear and loss of material during handling and use. Secondly, it was difficult to transport or travel to Paris to insure the standard was being used. The new standard would be 1,650,763.73 times the length of the emission wave of crypton 86 in a vacuum. This standard could be duplicated in any part of the world in a laboratory.

Also, at the I Conference the kilogram was defined as 1000 cubic

centimeters of water at 4° Celsius, which had to be redefined at the XI Conference as the standard was found to have 27 milligrams too much when these conditions were tested later.

The ease of using the metric system became all too apparent at the XI Conference and pressure was to be applied to all English-speaking governments in the years ahead. That pressure has worked.

So, the system based on the edict of a guild master or a king was no longer reasonable in a technologically dominated world. The meter has won.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

39.14.1.1.

1. What did NASA add to its contracts?  
\_\_\_\_\_
2. When will the metric system be required to be used in the U.S.? \_\_\_\_\_
3. Give two reasons why standards of measurement were not used in Europe for centuries.  
\_\_\_\_\_  
\_\_\_\_\_
4. When was the meter adopted as a standard of measurement? \_\_\_\_\_
5. What was the standard for the meter between 1799 and 1889? \_\_\_\_\_
6. What alloy was used between 1889 and 1960 for the meter bar? \_\_\_\_\_
7. What is the actual standard for the meter? \_\_\_\_\_
8. What happened at the XI Conference on Weights and Measures? \_\_\_\_\_



### 39.14.2. VOCABULARY

Using your dictionary, study the following words taken from the reading:

*amid, monitoring, measurements, speedometer, quadrant, meridian, turmoil, rejecting, spreading, alloy, wear, edict, suffice, guild, wave.*

Particular Objective 2.0.

39.14.2.1. With the above italicized words, fill in the missing words in the sentences:

1. Gold is rarely sold pure. Usually it's an \_\_\_\_\_.
2. The Greenwich \_\_\_\_\_ runs through England.
3. A \_\_\_\_\_ measures velocity in kilometers per hour.
4. Her \_\_\_\_\_ were 90 70 90!
5. A ninety degree segment of a circle is a \_\_\_\_\_.
6. He saw me \_\_\_\_\_ the crowd.
7. A government's law is like a royal \_\_\_\_\_.
8. There's been much political \_\_\_\_\_ recently.
9. How many liters of milk should I buy? One will \_\_\_\_\_.
10. The Secretary of Industry has begun \_\_\_\_\_ the quality of urban air.
11. Water and sound move by \_\_\_\_\_ action.
12. Continuous friction results in \_\_\_\_\_.
13. Some say the ice of the North Pole is \_\_\_\_\_ southward.
14. All contemporary youth should think of \_\_\_\_\_ drugs.
15. A union of men or women in the same activity is a \_\_\_\_\_.

NOTICE the italicized word in the following sentence:

So, the system... was no longer *reasonable* in a technologically dominated world.

Reason + able is a compound word using the suffix '-able' to mean *capable of being*. Here are some others:



capable, lovable, portable, disposable, returnable, disagreeable, payable

Suffixes with '-ness' meaning *the quality of*.

sadness, togetherness, goodness, darkness, kindness, laziness, hardness

Suffixes with '-hood' meaning *the condition of*.

falsehood, brotherhood, fatherhood, priesthood, parenthood, motherhood

Suffixes with '-dom' meaning *the state of*.

boredom

freedom

Particular Objective 3.0.

39.14.2.2. Using your dictionary, determine which of the following words use the suffixes studied above; notice how some have spelling changes:

- |             |                |                |                |
|-------------|----------------|----------------|----------------|
| 1. king...  | 5. dry...      | 9. friendly... | 13. unbreak... |
| 2. happy... | 6. agree...    | 10. drunken... | 14. selfish... |
| 3. drink... | 7. neighbor... | 11. foolish... | 15. comfort... |
| 4. great... | 8. avail...    | 12. child...   | 16. mad...     |

### 39.14.3. STRUCTURES

NOTICE the italicized word in the following sentence:

And for one hundred years the English, *rejecting* adoption of anything French, never considered in its parliamentary debates the facility with which the meter gives in measurement.

*We could say:* The English *rejected* for one hundred years to adopt anything. ...

Particular Objective 4.0.

39.14.3.1. In the following sentences, change the verb in italics to the gerund form (ing).

1. I can't imagine Alfred *help* his father.
2. I don't mind the company *build* my house on the corner.
3. I mind the noise *be* made next door.
4. Late at night, the police don't like people *wander* around the streets.
5. Most girls like boys *whistle* at them even if they ignore it.
6. I remember John *break* that expensive vase.
7. You can't prevent gravity *pull* things down.
8. I would like to have seen the Wright Brothers *fly* their plane.
9. I can't stand Jonathan *waste* so much time.
10. I saw men *cry* when the war ended.

NOTICE the italicized word in the following sentence:

"All measurements will be given *in* the metric system.

Particular Objective 5.0.

39.14.3.2. Without looking at the reading piece, fill in the missing prepositions:

Amid the political turmoil ... France ... the late 1790s, revolution, Louis



Amid the political turmoil \_\_\_\_\_ France \_\_\_\_\_ the late 1790s, revolution, Louis XVI's death and Napoleon's rise \_\_\_\_\_ power, the National Assembly established that the meter, a ten-millionth part \_\_\_\_\_ the quadrant \_\_\_\_\_ meridian that, \_\_\_\_\_ course, passed \_\_\_\_\_ Paris, would be the standard for \_\_\_\_\_ all measurement. And \_\_\_\_\_ one hundred years the English, rejecting adoption of anything French, never considered \_\_\_\_\_ its parliamentary debates the facility \_\_\_\_\_ which the meter gives \_\_\_\_\_ measurement. Scientists \_\_\_\_\_ this period had little influence \_\_\_\_\_ Parliament or \_\_\_\_\_ other English-speaking congresses, while French diplomacy, commerce and culture spread the metric system \_\_\_\_\_ the world.

#### 39.14.4. SPECIAL DIFFICULTIES

NOTICE in the following sentence the italicized word:

When NASA began *asking for* bids for contracts. . .

Here, 'ask for' means 'soliciting.' Note other uses of the preposition 'for' with the following words: which change the verb's meaning:

What are you *looking for*? (What are you seeking, investigating, searching.)

I could *go for* a hamburger right now. (I really want one right now.)

I'm *for* Mike, who *are* you *for*? (For whom will you vote?)

You'll *pay for* your mistakes! (You will be sorry.)

I'll not *stand for* it! (I will not support anymore of it.)

Particular Objective 6.0.

39.14.4.1. In the following sentences, from the context, fill in the missing verbs in their correct form:

*pay, stand, look, go, ask*

1. Are you still \_\_\_\_\_ for your car?
2. How can you \_\_\_\_\_ for all that stupidity?
3. Couldn't you \_\_\_\_\_ for a banana split?
4. \_\_\_\_\_ for a raise in pay is not easy!
5. Someone's been here \_\_\_\_\_ for you.
6. He's \_\_\_\_\_ for more than I would have from that woman!
7. She \_\_\_\_\_ for him from the first moment they met.
8. Had you \_\_\_\_\_ for the correct size when you ordered it?
9. \_\_\_\_\_ for someone in New York without an address is crazy.
10. \_\_\_\_\_ for food on credit can be a bad habit.



### 39.1.4.5. PRONUNCIATION PRACTICE.

The following weights and measures should be pronounced carefully several times to perfect your accent:

centigrade	[sen'ta-greid]
centimeter	[sen'ta-me'ter]
cubic	[kiu'bik*/ku'kik]
decimeter	[des'ə-meter]
gram	[gra'əm]
hectare	[hek'tar]
kilogram	[kil'a-gram']
kilometer	[ki-lom'a-ter]
liter	[li:ter]
meter	[mi:ter]
milligram	[mal'a-gram']
milliliter	[mal'a-li:ter]
square	[skwAr]



## Answers to exercises

### MODULE 13

#### 39.13.1.1.

1. What does U.F.O. stand for?  
*It stands for Unidentified Flying Object.*
2. What kind of questions can't science answer?  
*Science can't 'Why?' or final causes questions.*
3. As a formation, is our Earth rare or common?  
*As a formation it is common.*
4. How is molecular hydrogen liberated?  
*Molecular hydrogen is liberated by a common source of energy such as ultraviolet radiation.*
5. What are the 'building blocks of life?  
*Amino acids are the building blocks of life.*
6. How many suitable planets are there in our own galaxy?  
*There are over one hundred thousand million suitable planets.*
7. How far is the closest civilization?  
*The closest civilization is 300 light-years away.*
8. Which radio frequency is ideal for interstellar contact?  
*The 21-centimeter or 1420 megacycle band is ideal for contact.*
9. From where was the first intentional message sent?  
*The first message was sent from Arecibo, Puerto Rico.*
10. What did the message carry?  
*The message sent told the nature of our numerical system, atomic numbers, amino acid formulae, height and weight of human beings, the Earth's population and position in our Solar System.*

#### 39.13.2.1.

1. The Arecibo transmitter will make another *attempt* soon.
2. The man arrested was the *alleged* thief. Maybe he did it, maybe he didn't.
3. He was my traveling *companion* when we went to Europe.
4. Where did the Moors *encounter* the Christians in 732? Tours, wasn't it?



5. The first astronauts returning from the Moon were isolated because of possible *extra-terrestrial* contamination.
6. A size 47 coat for a man indicates a *huge* individual.
7. The nurse *laid out* all the surgeon's instruments.
8. Although I'm not sure, it's *likely* they went downtown.
9. A visitor from another world would really be a strange *occurrence*.
10. There was a lot of rain this year. The crops should be *plentiful*.
11. Man, am I tired! When are we going to *get to* our destination?
12. Have you ever made any *sightings* of UFOs?
13. What's a *suitable* gift for an aunt or uncle?
14. He's no longer traveling. His life is rather *stable* now.
15. I had been coughing *throughout* the night. I didn't sleep very well.

#### 39.13.2.2.

1. aseptic
8. anesthetic
15. amorphous
17. apathy

#### 39.13.3.1.

1. Franco selected Juan Carlos King.
2. I would prefer Prof. Jones instructor.
3. We don't want Mr. Winslow supervisor.
4. Americans didn't choose Rockefeller vice-president.
5. At first only architects desired Brazilia capital.
6. She doesn't want her son David captain.
7. They elected Jerry president.
8. Most Texans would prefer Dallas capital.
9. The royalists chose Maximilian emperor.
10. The Chinese didn't pick Mao Tse Tung premier.

#### 39.13.3.2.

1. They prefer light beer.
2. He likes buttered toast.
3. She wants lukewarm tea.
4. I have a waiting taxi.
5. Martha always has hot food.

6. An Englishman likes rare meat.
7. A baby prefers warm bath water
8. Ah! I ate a green peanut!
9. What do you expect of a drunken man?
10. Why do you like black coffee?

#### 39.13.3.3.

1. The *more expensive* it is, the *more highly* it is regarded.
2. The *quicker* you finish, the *sooner* we can go.
3. The *more frequently* you practice, the *less difficult* it'll be.
4. The *shorter* the course, the *less expensive* it is.
5. The *sooner* I go on vacation, the *better* I'll feel.
6. The *cheaper* the wine, the *worse* your headache will be.

#### 39.13.3.4. See first paragraph of 39.13.2.

#### 39.13.4.1.

1. We *arrived* home earlier than we expected.
2. How did you *travel* to Paris?
3. *Rise*, John. It's ten in the morning.
4. I couldn't *cross* the street.
5. We have to *leave* now. It's late.

#### 39.13.4.2.

1. You'll have to repeat what he said. I didn't *understand*.
2. Were you able to *talk* to her? I couldn't. She refused to speak.
3. Did you *understand* the significance of his remark?
4. I never *comprehend* the political cartoons.
5. I am understanding you better now. I am more *familiar* with you now.

#### 39.13.4.3.

1. I *caught* a cold when I went fishing.
2. Where did you *buy* that vase?
3. Can you tell me where to *catch* the bus?
4. Just a minute, I have to *go for my* pencil.
5. *Bring* me a glass of milk, will you, please?



#### 39.13.4.4.

1. She hasn't *resigned herself* to his death yet.
2. I'm *tiring myself* with these exercises.
3. Gosh, I'm *making myself* dizzy by going in circles.
4. Her illness in *improving by itself*. Next week she won't need medicines.
5. I *made myself* bored by doing nothing.

### MODULE 14

#### 39.14.1.1.

1. What did NASA add to its contracts?  
*NASA added to its contracts the phrase: 'All measurements will be given in the metric system.'*
2. When will the metric system be required to be used in the U.S.?  
*The metric system will be required to be used in 1980.*
3. Give two reasons why standards of measurement were not used in Europe for many centuries.  
*The Roman system of measurements was not reliable. They were not possible without true nations. Guild masters established their own standards. Transportation was considerably restricted for many centuries.*
4. When was the meter adopted as a standard of measurement?  
*The meter was adopted as a standard of measurement by the French National Assembly in the late 1790s.*
5. What was the standard for the meter between 1799 and 1889?  
*Between 1799 and 1889 the meter was defined as a ten-millionth part of the quadrant of a meridian. (Pole to pole circumference=40,000 kilometers; 1/4 of 40,000=10,000 or 10,000,000 meters.)*
6. What alloy was used between 1889 and 1960 for the meter bar?  
*The alloy was 90% platinum and 10% iridium.*
7. What is the actual standard for the meter?  
*The actual standard for the meter is 1,650,763.73 times the length of the emission wave of crypton 86 in a vacuum.*
8. What happened at the XI Conference on Weights and Measures?  
*A new standard for the meter was adopted, a revision of the kilogram standard was made and pressure was to be applied on English-speaking congresses.*

#### 39.14.2.1.

1. Gold is rarely sold pure. Usually it's an *alloy*.
2. The Greenwich *meridian* runs through England.
3. A *speedometer* measures velocity in kilometers per hour.
4. Her *measurements* were 90 70 90!
5. A ninety degree segment of a circle is a *quadrant*.
6. He saw me *amid* the crowd.
7. A government's law is like a royal *edict*.
8. There's been much political *turmoil* recently.
9. How many liters of milk should I buy? One will *suffice*.
10. The Secretary of Industry has begun *measuring* the quality of urban air.
11. Water and sound move by *wave* action.
12. Continuous friction results in *wear*.
13. Some say the ice of the North Pole is *spreading* southward.
14. All contemporary youth should think of *rejecting* drugs.
15. A union of men or women in the same activity is a *guild*.

#### 39.14.2.2.

- |                        |                        |
|------------------------|------------------------|
| 1. <i>kingdom</i>      | 11. <i>foolishness</i> |
| 2. <i>happiness</i>    | 12. <i>childhood</i>   |
| 3. <i>drinkable</i>    | 13. <i>unbreakable</i> |
| 4. <i>greatness</i>    | 14. <i>selfishness</i> |
| 5. <i>dryness</i>      | 15. <i>comfortable</i> |
| 6. <i>agreeable</i>    | 16. <i>madness</i>     |
| 7. <i>neighborhood</i> | 17. <i>weakness</i>    |
| 8. <i>available</i>    | 18. <i>wickedness</i>  |
| 9. <i>friendliness</i> | 19. <i>godliness</i>   |
| 10. <i>drunkenness</i> | 20. <i>forceable</i>   |

#### 39.14.3.1.

1. I can't imagine Alfred *helping* his father.
2. I don't mind the company *building* my house on the corner.
3. I mind the noise *being* made next door.
4. Late at night, the police don't like people *wandering* around the streets.
5. Most girls like boys *whistling* at them even if they ignore it.
6. I remember John *breaking* that expensive vase.
7. You can't prevent gravity *pulling* things down.





8. I would like to have seen the Wright Brothers *flying* their plane.
9. I can't stand Jonathan *wasting* so much time.
10. I saw men *crying* when the war ended.

39.14.3.2. See fourth paragraph 39.14.1..

39.14.4.1.

1. Are you still *paying* for your car?
2. How can you *stand* for all that stupidity?
3. Couldn't you *go* for a banana split?
4. *Asking* for a raise in pay is not easy!
5. Someone's been here *asking/looking* for you.
6. He's *standing/stood* for more than I would have from that woman!
7. She *went* for him from the first moment they met.
8. Had you *asked* for the correct size when you ordered it?
9. *Asking/Looking* for someone in New York without an address is crazy.
10. *Paying* for food on credit can be a bad habit.

## UNIT XL



### General Objectives

Upon finishing this unit the student should have acquired the adequate capacity to:

- 1.0 Read and understand the selections included in 40.15.1. and 40.16.1.
- 2.0 Use in oral and written language the vocabulary in exercises 40.15.2 and 40.16.2.
- 3.0 Use the grammatical structures, in oral and written form included in 40.15.3 and 40.16.3.
- 4.0 Use, in oral and written form, at the right time and fluently, the vocabulary and idiomatic expressions in exercises 40.15.4 and 40.16.4.
- 5.0 Be able to pronounce correctly the unphonetic words given in 40.15.5 and 40.16.5.
- 6.0 Read, understand and enjoy the last reading selection: 40.16.6.

## Module 15

### PARTICULAR OBJECTIVES

At the end of this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: "Beavers (Part One)".
- 2.0 Will be able to substitute the word in italics in each sentence with one taken from the list given.
- 3.0 Will be able to complete the sentences with the correct phrase.
- 4.0 Will be able to complete the sentences with the proper form of the word given in parenthesis which corresponds to the context of the sentence.
- 5.0 Will be able to complete a number of sentences with the words *too*, *very*, *enough*, and *other*.
- 6.0 Will be able to use the possessive form of proper and common nouns in the sentences given.
- 7.0 Will be able to complete the given sentences choosing correctly one of the two words given in parenthesis.
- 8.0 Will be able to substitute, according to the meaning, the expression written in italics for:
  - a) an idiomatic expression with the verb *feel*.
  - b) an idiomatic expression with the word *low*.
- 9.0 Will be able to pronounce correctly words with
  - a) silent *b*



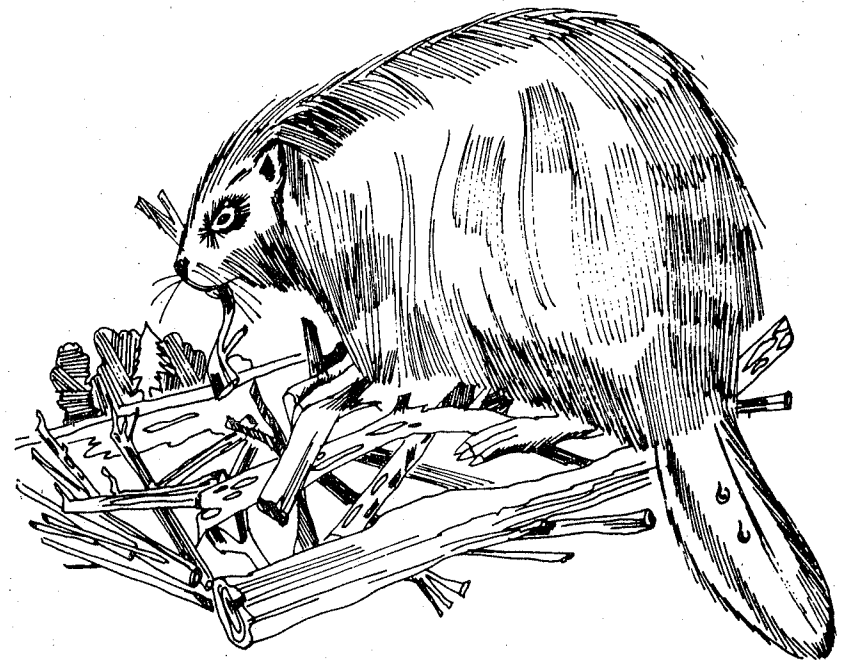
- b) silent /
- c) silent t

#### 40.15.1. BEAVERS (PART ONE)

Was man the first home-builder? The first engineer?

Long before man had an idea of building an abode, various creatures of the air, field and stream anticipated man in home building, engineering, and storing provisions for a rainy day. Man was slow to follow the example of these animals. Was he conscious in his imitation? It is hard to say.

Did man inherit from the beaver its ability to build a lodge and from other burrowing animals their underground cities? Most certainly he was incomparably endowed by nature with his clever and useful hands, his erect carriage, and, most important of all, his reasoning powers and his ability to learn by his own experience and that of others.



The beaver is the largest North American rodent and second in the world.



In the rodent family, we find the marmot, the muskrat, the squirrel, the woodchuck, the prairie dog, the Asiatic suslik, the chinchilla, and the beaver.

Have you ever seen a live beaver?

The beaver ranks high among the lower animals because of the methodical way in which it has organized its activities. In this respect, it surpasses the apes and the monkeys which are second only to the brain of man.

Different from the marmot, its relative, the beaver is amphibian. It is equipped with webbed feet and a broad, black, flat tail covered with horny segments. Therefore, it is as much at home on land as it is in water. It can remain submerged up to fifteen minutes at a time.

Beavers attain a length of between two and four feet, including the tail, and have an average weight of about thirty-five pounds.

These rodents are gregarious and live in colonies in shallow streams and rivulets. Unfortunately, they are a favorite prey of hunters and trappers because of their soft thick fur, and, as a result, their number have diminished drastically throughout the world.

First, a young beaver looks for its mate, and, together, they select their stream. The immediate necessity is to excavate a burrow in the bank, or throw together a roughly-built lodge to serve as a temporary shelter while a larger and more durable abode is prepared.

Now, our little friends are ready to construct their dam and build a home that is safe from the wolverine and other enemies. Their home provides access to a pool with a sufficient depth of water in order that the food stored underneath the river may be reached during the winter months.

The environment not only affects an animal, but the animal, in turn, skillfully utilizes the environment. The beaver does this to the greatest advantage.

The nucleus of the beaver family is the pair of permanently-mated

adults. The individuals of the beaver colony are the parent beavers and their young of two seasons. In the spring when the young reach maturity, the two-year olds are driven away from the parent colony. The adult male does not tolerate the presence of other mature males, nor does the beaver colony, as a unit, allow other beavers to invade its territory.

The individuals of the colony live the year round in their home area, feeding on the bark of trees --alders, maples, beeches, birches and others-- in the winter. They supplement this diet with aquatic plants and berries in the spring and summer.

The colony members cooperate in building new dams, in constant repairs of them, felling trees and excavating canals. Beavers seem to have a strong urge, by some inner instinct, to constantly reconstruct their dams.

The beavers' dam holds the pool that forms behind it and maintains it at more or less constant depth. The pool is deep enough so that their winter's supply of branches and twigs, stored at the bottom, is free from ice. Besides, it offers a safe place of refuge when beavers are threatened by their foes. It also makes an ideal place in which fish can spawn and breed their young, and it creates a haven for waterfowl.

Humans benefit greatly by beavers' dams. They serve a most important function in holding water in times of drought, controlling flood waters, and keeping soil erosion to a minimum.

Did man get from the beaver its ability to build a lodge or a dam? Who knows?



## COMPREHENSION QUESTIONS

Particular Objective 1.0.

40.15.1.1. Write the answers to the following questions based on the reading selection.

1. Who were the first home-builders?
2. Was man conscious when he imitated animals in home-building, engineering, and storing provisions for a rainy day?
3. What did nature endow man with?
4. Why does the beaver rank high among the lower animals?
5. What family do beavers come from?
6. Why is the beaver at home in the water as well as on land?
7. Do beavers change mates?
8. When do the young leave the colony?
9. Where do the individuals of a colony live the year around?
10. What do beavers eat in the winter? The summer?
11. Name two of the beaver's activities.
12. What do beavers keep at the bottom of the pool?
13. What does the pool make an ideal place for?
14. Name two important functions of beaver's dams.

## 40.15.2. VOCABULARY

Particular Objectives 2.0.

40.15.2.1. Rewrite the sentences, replacing the words in *italics* with words from the list below.

*store, endowed, lodger, inherit, method, threats, home-building, sub-merged, surpasses, field, drought, soil.*

1. The beaver *excels* the ape and the monkey in the way it organizes its activities.
2. Did Desmond *receive* all that money from his father or his mother?
3. She has a *system* that never fails. She's got a way of getting everything she wants.
4. Was man conscious of his imitation of animals in *constructing a home*?
5. Beaver dams hold water during the *dry* season.
6. This is such good *earth* that everything we plant grows!
7. What else do beavers *keep* at the bottom of the pool behind the dams?
8. His father is a well-known expert in the *area* of economics.
9. The Merryweather family is very much in need of money; so they have decided to take in a *paying guest*.
10. Beavers can remain *underwater* up to fifteen minutes at a time.
11. What was man *provided* with by mother nature?
12. The boys don't pay very much attention to Ron's *alarming words*. But one of these days they might regret it.

STUDY the following phrases taken from the reading selection:

in times of drought	flood waters
a home on land	felling trees
at more or less	your reasoning power
reaches maturity	ability to build
for a rainy day	rank high



### Particular Objective 3.0.

40.15.2.2. Using the phrases on page \_\_\_\_\_ to fill in the blanks, rewrite the following sentences:

1. Beavers are unsurpassable in \_\_\_\_\_
2. That car is going \_\_\_\_\_ the same speed as this one is.
3. Beavers \_\_\_\_\_ among the lower animals.
4. Could you compare \_\_\_\_\_ with Randolph's? He's a genius.
5. Is a sailor \_\_\_\_\_ as he is at sea?
6. His \_\_\_\_\_ languages is extraordinary. He can speak English, German, Japanese, and Russian.
7. When a youth \_\_\_\_\_, he is then ready to begin life on his own.
8. Have you been saving enough money \_\_\_\_\_?
9. People would not suffer so much for lack of water \_\_\_\_\_ if they didn't waste it so pitifully.
10. The hurricane destroyed the city completely. \_\_\_\_\_ covered it for days and days.

### RELATED WORDS

STUDY the following chart carefully:

NOUN	VERB	ADJECTIVE	ADVERB
1. creature	create	creative	creatively
2. imitation	imitate	imitative	---
3. comparison	compare	comparable	comparably
4. reason	reason	reasonable	reasonably
5. colony	colonize	colonial	---
6. activity	activate	active	actively
7. depth	deepen	deep	deeply
8. formation	form	formative	---
9. usefulness	use	useful	usefully
10. cooperation	cooperate	cooperative	cooperatively

### Particular Objective 4.0.

40.15.2.3. Rewrite the following sentences using the proper form of the word in parenthesis in the sentence that precedes it.

1. Thomas A. Edison had one of the most \_\_\_\_\_ minds the world has known. (creature)
2. There are some people who have a natural ability to \_\_\_\_\_ others. (imitation)
3. It is not very advisable to make \_\_\_\_\_ among your children. (comparison)
4. You must be \_\_\_\_\_. They are young, in love, and they want to get married.
5. She is one of the most \_\_\_\_\_ members of our garden club.
6. Settlers suffered immensely when they \_\_\_\_\_ the Wild West. (colony)
7. Isn't it wonderful? They seem to have been made for each other and are \_\_\_\_\_ in love.
8. The marchers' \_\_\_\_\_ was perfect in today's parade. (formation)
9. Everyone \_\_\_\_\_ gladly and we soon had the money to help those poor people. (cooperation)
10. Knowing foreign languages can be very \_\_\_\_\_ in an executive job.

### OPPOSITES

STUDY the following list carefully:

- |                              |                             |
|------------------------------|-----------------------------|
| 1. comparable - incomparable | 6. creative - destructive   |
| 2. conscious - unconscious   | 7. rainy - sunny            |
| 3. permanent - changeable    | 8. active - passive         |
| 4. deep - shallow            | 9. clever - dull            |
| 5. reasonable - unreasonable | 10. important - unimportant |



Particular Objective 2.0.

40.15.2.4. Replace each group of italicized words with a word taken from the lists on page. \_\_\_\_\_ Rewrite the sentences below:

1. A beautiful painting is *not comparable* to a sunset.
2. The man was *not conscious* when we arrived at the scene of accident.
3. A beaver's instincts are *not changeable*.
4. A beaver's pool is *not shallow* enough to store its provisions for winter.
5. You are *not* being *reasonable*. Think it over, will you?
6. Some parents fail to teach their children *not* to be *destructive*.
7. The day was *not rainy*. Everybody enjoyed the garden party.
8. Mrs. Murphy is *not* a very *passive* person. She is always on the move.
9. He is *not* a *dull* man. One never feels bored in his company.
10. He was *not* given a very *important* role in their last movie.

40.15.3. STRUCTURES

NOTICE the use of 'enough' in the following sentence taken from the reading selection:

The pool is deep *enough* to store their winter's supply of branches and twigs.

STUDY these other uses of 'too', 'very' and 'enough':

He is a *very* intelligent man. (to high degree)

The recording is *too* fast for me to follow. (excessive degree)

She has *enough* troubles as it is. (to a sufficient degree)

There's *enough* food to go around. (there is plenty)

Particular Objective 5.0.

40.15.3.1. Rewrite the following sentences using 'too', 'very' or 'enough'.

1. Follow the instructions \_\_\_\_\_ carefully. Don't read them \_\_\_\_\_ fast.
2. This coffee is \_\_\_\_\_ good! It's strong \_\_\_\_\_ for me, and not \_\_\_\_\_ strong for you.
3. There's \_\_\_\_\_ dynamite in that bomb to blow up the entire building.
4. That job is \_\_\_\_\_ difficult. Isn't \_\_\_\_\_ difficult for her?
5. They've hired \_\_\_\_\_ people to start working right away.
6. Gardening is \_\_\_\_\_ relaxing. So is painting.
7. Do you have \_\_\_\_\_ sandwiches to go around?
8. Those peaches are \_\_\_\_\_ ripe to eat, but these are ripe \_\_\_\_\_ for us to enjoy.

NOTICE the use of 'other' in these sentences from the reading:

The adult male does not tolerate the presence of *other* mature males.  
\_\_\_\_\_ also his ability to learn by his own experience and \_\_\_\_\_  
that of *others*.



## ADDITIONAL EXAMPLES:

Some persons were playing Canasta at the party; **others** were playing Bingo and **the others** were telling jokes. (others, a number of them – the others, the ones remaining)

This coat does not fit me. Please show me **another** one. (a different one)

### Particular Objective 5.0.

40.15.3.2. Rewrite the following sentences filling in the blanks with the proper form of the word 'other'. Use the article 'the' if necessary.

1. There were three boys. One of them came in running; \_\_\_\_\_ stopped short when he saw me, and \_\_\_\_\_ one didn't even come in.
2. Before the concert was over, some people left; \_\_\_\_\_ remained seated.
3. I brought these records. \_\_\_\_\_ records were brought by Thelma.
4. Can you lend me \_\_\_\_\_ pen? I seem to have misplaced \_\_\_\_\_ one you lent me yesterday.
5. Half of the patients have already seen the doctor; \_\_\_\_\_ are still waiting.
6. My TV completely broke down. I'm going to have to buy myself \_\_\_\_\_ one.
7. \_\_\_\_\_ day, I saw Rhonda going into Sylvia's house. Are they on good terms now?
8. Would you care for \_\_\_\_\_ cup of coffee? Two cups won't keep you awake tonight.

NOTICE the use of the *possessive form* in the following examples.

They keep their **winter's** supply of branches and twigs stored at the bottom of the pool.

Fish can spawn and breed **their** young in the pool.

The beaver colony does not allow other beavers to invade **its** territory.

**Hubert's** and **Herbert's** cars are parked at the curb. (Each one has his own car).

### Particular Objective 6.0.

40.15.3.3. Rewrite the sentences below. In sentences 1 to 6 write the possessive form of the proper or common noun in parenthesis. In sentences 7 - 10 fill in the blanks with the proper possessive form ('my,' 'his,' 'its,' 'mine,' 'yours,' etc.)

1. I'm going to show you (**Theresa**) and (**Cordelia**) wedding gowns. Did you know they are both getting married next Saturday?
2. She spent her last (**year**) vacation with some relatives up North.
3. Those binoculars are either (**Edwin**) or (**Charles**).
4. I could hear the (**boys**) voices up to my room.
5. Nelson and (**Randy**) duet is on the radio every Thursday evening at 8.
6. Do you remember having seen the (**dog**) collar?
7. That's an out-of-this-world house! It's \_\_\_\_\_ John, isn't it?
8. These earrings belong to Ann. I'm sure they are \_\_\_\_\_ earrings. But those, are they \_\_\_\_\_, too?
9. This camera belongs to me. It's \_\_\_\_\_. But that one, I don't know \_\_\_\_\_ it is.
10. The minute I saw you with that ring, I knew it was \_\_\_\_\_. I had seen it on \_\_\_\_\_ finger several times before.





#### 40.15.4. SPECIAL DIFFICULTIES

NOTICE these pairs of troublesome words. Some are pronounced alike but their meaning is very different. Others are altogether different but they are often misused.

pair	The nucleus of the beaver colony is the <i>pair</i> of permanently mated adults.
pear	<i>Pears</i> are oval shaped and very juicy.
ingenious	To be an inventor takes an <i>ingenious</i> man. One who is clever and resourceful.
ingenuous	People are always taking advantage of her. She is such an <i>ingenuous</i> woman!
rob	The MacMillan's house was <i>robbed</i> last Sunday while they were out in the country.
steal	I heard that all her jewelry was <i>stolen</i> .
luxurious	It's a very <i>luxurious</i> apartment! Every little item speaks of wealth.
luxuriant	Her <i>luxuriant</i> black hair is lovely. I wish mine grew as abundantly as hers.
childlike	Her <i>childlike</i> charm has always captivated him.
childish	Kathy is so <i>childish</i> ! She acts like a child of five and certainly doesn't act her age.
uninterested	Mike looks <i>uninterested</i> . He must be very bored.
disinterested	Arthur is a <i>disinterested</i> party to the dispute. After all he's got nothing to gain or lose; therefore he's completely neutral.

Particular Objective 7.0.

40.15.4.1. Rewrite the following sentences choosing the proper word in parenthesis which completes the sentence correctly.

1. She burst into a (*childlike, childish*) fit when he rebuked her.
2. Two thieves (*stole, robbed*) all the money in the safe.
3. Bring me a (*pair, pear*) of pliers so I can fix this lamp.



4. We spent a (*luxurious, luxuriant*) month at the Waldorf Astoria.
5. As you are a(n) (*uninterested, disinterested*) party, we will let you settle our dispute.
6. He must be a very (*ingenious, ingenuous*) architect. What magnificent building he has designed!
7. Yes, those apples look good, but I'd rather have a (*pair, pear*).
8. Her (*childlike, childish*) innocence is really charming.
9. They (*robbed, stole*) the bank in plain day-light. It was a hold-up job.
10. He is too (*ingenious, ingenuous*) to try to deceive you.
11. I don't see how you can look so (*uninterested, disinterested*). The play is very interesting.
12. The tropics contain (*luxurious, luxuriant*) vegetation.

NOTICE the use of the word 'fell' in the following sentence taken from the selection.

The members cooperate in building dams, in constant repairs of them, *felling* trees, and excavating canals. (They are experts in cutting down trees.)

NOTICE also the use of 'fell' as the past tense of 'fall' in the following sentences.

The poor man *fell to his knees* asking for forgiveness. (He knelt down.)  
He *fell into the trap* and suddenly found himself surrounded.

The opponents won and the governing power *fell from office*. (They lost power.)

Michael *fell over himself* trying to please the new manager. (He was excessively eager.)

The invention *fell short* to the demands of the factory. (It failed to reach the goal.)

*Her eyes fell* when I faced her with the truth. (She lowered her eyes.)

Particular Objective 8.0.a.

40.15.4.2. Rewrite the following sentences substituting the italicized phrase with an idiomatic expression with the word 'fell' the past tense of 'fall'.

1. The government *lost power* and the enemy took over the city.
2. His explanation *was deficient* and he couldn't convince them of his innocence.
3. *He lost control of the wallet* when he was caught going through Mr. Dawson's belongings.
4. Before Willie knew it, he *was trapped* and he asked Carolyn to marry him.
5. Mrs. Connally *knelt down* and thanked the Lord for her daughter's recovery.
6. Trishia *was exceedingly eager* trying to be extra nice to her boyfriend's parents.

READ the following sentence taken from the reading and notice the use of the word 'lower'.

The beaver ranks high among the *lower* animals.

Other uses of the word 'low:'

Tony didn't notice that the man in front of him was driving in *low gear*.  
Maryanne doesn't like to buy in that store. She says their goods are *lowgrade*.

Did you look in the top drawer of the *low-boy*? I have an idea I saw it there yesterday.

You should've realized he was a *low-bred* person by his manners.

Irene looked *high and low* for her pearl necklace but couldn't find it.

He is a self-made man and he is very proud of his *low-birth*.



Particular Objective 8.0.b.

40.15.4.3. Rewrite the sentences below. Use an expression with the word 'low' to substitute for the italicized word or phrase.

1. I bought the most beautiful *side table* and it matches my bedroom set.
2. Ronald looked *everywhere* for his car keys but they were gone.
3. Whenever you go by a school zone, you must drive *slowly*.
4. There have been many men of *humble origin* who have achieved success.
5. Those refrigerators are of *an inferior quality*, I wouldn't buy one if I were you.
6. The girls at the office don't want to have anything to do with that new secretary. They say she is *vulgar*.

#### 40.15.5. PRONUNCIATION PRACTICE

The study of unphonetic words is very interesting. An unphonetic word is one that is spelled differently from the way it sounds.

Some words have a silent letter.

Particular Objective 9.0.a.

40.15.5.1. Practice the pronunciation of the following words with a silent *b*:

aplomb	comb	dumb
benumb	crumb	limb
bomb	debt	numb
climb	doubt	plumber
subpoena	subtle	thumb
undoubtedly		

Particular Objective 9.0.b.

40.15.5.2. Practice this other list of words with a silent *t*:

a/mond	emba/m	shou/d
ba/m	fo/ks	ta/k
ca/m	ha/f	wa/k
cou/d	sa/mon	wou/d

Particular Objective 9.0.c

40.15.5.3. Practice this last list with a silent *t*:

apostle	croquet	listen
bankruptcy	dispatch	match



bouquet	ditch	mortgage
bustle	epistle	mustn't
cabaret	etching	patch
castle	fetch	stretch
chalet	hatch	whistle
Christmas	hustle	wrestle

## Module 16

### PARTICULAR OBJECTIVES

Upon finishing this module, the student:

- 1.0 Will be able to answer the comprehension questions based on the reading selection: 'Beavers: the 'engineers' of the animal world. (Part two)'.
- 2.0 Will be able to complete the sentences with the correct word taken from the vocabulary list given.
- 3.0 Will be able to add the prefixes '*un-*, *in-*, or *il-*' to the words in parenthesis in the sentences given.
- 4.0 Will be able to answer the questions given using:
  - a) one of the *opposites* in the list.
  - b) the *-ing* form of the word in italics.
- 5.0 Will be able to use an *-ing* phrase as a subject in substitution for the *to* phrase.
- 6.0 Will be able to use the *-ing* form of the verb in parenthesis after the proper preposition.
- 7.0 Will be able to change the dependent clause for an *-ing* phrase.
- 8.0 Will be able to substitute an idiomatic expression with the word '*deep*' for the words written in italics in the sentences given.
- 9.0 Will be able to pronounce correctly the list of unphonetic words given.
- 10.0 Will be able to enjoy our last reading selection.

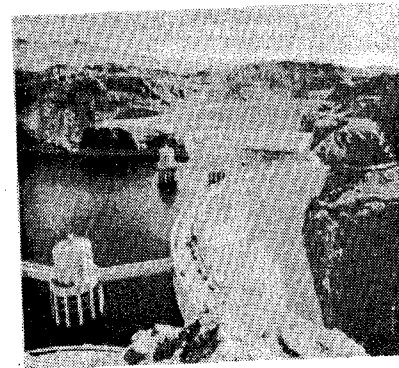


## BEAVERS: The "engineers" of the animal world. (PART TWO)

Did man inherit the beavers natural skill in engineering?

The beaver is a natural engineer; it can throw a bridge across a stream or build a home above or underground. Man alone is its rival in these accomplishments.

Observation of his animal neighbors may well have played a part in the development of man's activities. His engineering feats may have been based upon the example set for him by the beaver. Did man unconsciously imitate the beavers' remarkable engineering activities?



The Hoover Dam completed in 1936, as seen from Black Canyon. But the beaver's engineering never ends.

When a young beaver and its newly-found mate select their stream, they must operate according to the problems presented by the chosen site.



First, the beaver pair build their temporary lodge. Next, they must fell trees — poplar, aspen, cottonwood, since it is usually the bark of these that provide the beavers with their principal fare.

The beaver pair work together at the task of cutting down trees, gnawing through each trunk close above its roots. It takes one of these animals about fifteen minutes to cut through a trunk four inches in diameter. Generally, trees of this size or somewhat larger are the ones selected for their dams, although beavers are known to cut down trees five feet in thickness and more than a hundred feet tall.

Once the tree is down, they strip off the bark for food. Then, they remove the limbs and cut up the trunk into convenient lengths for the beaver to handle. The branches and logs are then hauled to the building site.

If the stream is a small one, a dam is made entirely of limbs and logs and it is called a woodwork dam. But when the stream is large and the water flows swiftly, a more solid construction of heavier wood, mud and stones is used and this is called a wall dam.

To build a wall dam, the beavers place the pieces of wood one alongside the next, with the thick ends pointing into the current. Each branch or log is anchored down with rocks and mud. A second layer of wood, mud and rocks is set on the first and so on until the desired height is reached. Using their front feet, the beavers then plaster the dam with mud so that an impenetrable wall obstructs the river. A beaver dam is usually four or five feet high and a few yards wide. However, in certain cases, a beaver colony will construct a dam that will be as much as twelve feet high and a hundred yards wide.

In the woodwork dam, the spaces between the logs and the twigs provide an outlet for water which can seep through. The situation is different with a wall dam. The beavers deliberately leave an opening for the lock gate at the top. It is a well defined channel through which the dammed up water can rush when it reaches a dangerous height. The beavers regulate the size of the gate opening according to the conditions existing in the pool behind the dam. The opening is widened when a great rise menaces the dam, and narrowed when the water is low. The upkeep of these dams is constant.

Damages are quickly repaired and new materials are added as old ones rot or are swept away.

Having constructed their dam, they are ready to build their permanent home on a nearby island, if there is one, on the dam itself, or on the bank of the stream. Other lodges are sometimes built away from the water.

The beavers homes vary considerably in size and design, and are adapted to the natural conditions and to the changing levels of the water.

The lodge consists of a spacious oval chamber, with a strong arched roof. Building an arched roof is a mystery mastered by the beaver a long time ago. Some lodges are occupied for many years. The chamber is made of wood and twigs; the logs varying in length from a foot to a yard. It is heavily plastered with mud, twigs and vegetable fibers. The diameter of the lodge may exceed eight feet and the height varies considerably. After the lodge is finished for all practical purposes, the beavers continue to add new materials to it from time to time.

The tunnels, which communicate with the water, are true masterpieces of animal ingenuity. These are built by the same method used for the lodge. Generally, there is one straight tunnel called the 'wood entrance' running right down into the water. Through this passageway, the beavers carry in their supplies; therefore, it is important that it be wide as well as straight.

The other tunnels twist and turn before entering the water and are always used except when bringing in food supplies. All tunnels are rounded beautifully and strengthened with twigs and fiber.

Another wonder of the beavers' ingenuity is their canals. These canals are built when the trees beavers cut down are far from their stream. Using its front feet, the beaver digs a channel, clears it of roots and weeds and makes it smooth. Then the rodent cuts a connection with the stream and flows the new waterway. The beavers use this canal for the transportation of logs. They roll the logs into the canal and transport them to the stream.

The canals are usually two or three feet wide and the water running in



them is about eighteen inches deep. They may go off from the main stream some five hundred to one thousand feet, and some have numerous side branches. Of course, these canals are also kept in constant repair.

Sometimes, beavers are credited with amazing engineering skill. The dam activity seems to come from an inner drive to obstruct running water wherever it may be — often to no apparent advantage to the colony.

Putting aside every thought of fancy, the feats of the beaver are still some of the most challenging in animal psychology, and, without exaggerating, we can say a beaver is the most ingenious 'engineer' in the animal world and its work remains a marvel.

## COMPREHENSION QUESTIONS

Particular Objective 1.0.

40.16.1.1. Write the answers to the following questions in complete statements.

1. What two things are easy for our "engineer" to do?
2. What is the first thing a beaver and its mate do?
3. Name three kind of trees beavers cut down.
4. What are the dimensions of some of the biggest trees beavers are known to have cut down?
5. After the tree is down and they strip it off, what do they do?
6. What do beavers use to build their dam with if the stream is large?
7. What do beavers do after each layer of logs is placed one alongside the other?
8. Unbelievable as it is, what are the dimensions of their dams in certain cases?
9. What do they provide their dam with in case of excess water flow?
10. What do they do for the maintenance of their dam?
11. What do beavers do after they finish the construction of their dam?
12. What is their home built of?

13. What mystery has the beaver mastered?
14. When do beavers build canals?

40.16.1.1.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.



## 40.16.2. VOCABULARY

The words below were taken from the reading. Study them carefully.

*thickness, bridge, bank, nearby, haul, upkeep, underground, achieved, provided, gate.*

Particular Objective 2.0.

40.16.2.1. Rewrite the following sentences filling in the blanks with a word taken from the list above.

1. I heard someone coming in through the\_\_\_\_\_.
2. We need the medicine immediately. Why don't you try the drug-store\_\_\_\_\_?
3. Beavers usually build their lodges\_\_\_\_\_.
4. All the members of our family cooperate in the\_\_\_\_\_ of our house.
5. We\_\_\_\_\_ ourselves with all that was needed for a week's stay in the country.
6. The\_\_\_\_\_ of the forest underbrush was so dense, that we could hardly find our way.
7. He had\_\_\_\_\_ everything he had set his heart on.
8. Do you know what pecan tree\_\_\_\_\_ is good for?
9. I just can't imagine how such a small animal can \_\_\_\_\_ such big logs.
10. The old\_\_\_\_\_ near our country house was swept away by the flood.

## RELATED WORDS

You remember that some prefixes give a negative meaning to an adjective.

EXAMPLES: *un* + usual

It is *unusual* for him to come in late.





Particul.

40.16.2.2. Use the prefixes 'un', 'in', or 'il' to give the word in parenthesis a negative meaning. Rewrite the sentences.

1. It is (*logical*) to reason that way. He must be insane.
2. Unfortunately for humanity, cancer is still an (*curable*) disease.
3. It is (*natural*) for a mother to abandon her child.
4. I never expected her to use such (appropriate) language.
5. Mr. Meyers is such an (*literate*) person, that I doubt he knows how to sign his name.
6. She is not a very sensitive woman; perhaps (*emotional*) would describe her better.
7. Duke is a very (*reliable*) man; so you'd better not count on him.
8. To enter a foreign country without the required documents is (*legal*).
9. If you find it is (*convenient*), we will try to change the date.
10. Helen's (*ability*) to do what I tell her makes me sick.
11. Our football team has been (*defeated*) the last four years.
12. His writing is so (*legible*) that I can't make out what he asks for in his letter.

## OPPOSITES

STUDY the opposites given below. Some were taken from the reading selection.

- |                              |                          |
|------------------------------|--------------------------|
| 1. straight - twisted        | 6. excess - moderation   |
| 2. haul - push               | 7. building - destroying |
| 3. rival - friend            | 8. a few - a lot         |
| 4. swiftly - slowly          | 9. known - unknown       |
| 5. aboveground - underground | 10. nearby - far away    |

Particular Objective 4.0.a.

40.16.2.3. Write the answers to the questions below. Follow the pattern of the first one given. Use the list of opposites on page \_\_\_\_\_

Are all the beaver's tunnels *twisted*?

*No, they aren't. One of them is straight.*

1. Did they *push* Margaret's car to the garage?
2. Does George have a *friend* in Paul?
3. Was Philip running *slowly* when you saw him?
4. Is that overpass built *underground*?
5. Do they spend money with *excess*?
6. Are they *destroying* the bridge?
7. Did he have a *few* friends?
8. Is he a *known* musician?
9. Does she live *nearby*?

40.16.2.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_



### 40.16.3. STRUCTURE

NOTICE the words *running* and *building* used as modifiers in the following sentences taken from the reading.

The *running* water in the canals is eighteen inches deep.

The logs are hauled to the *building* site.

Particular Objective 40.b.

40.16.3.1. Write the answers to the following questions using the '-ing' form of the italicized word as a modifier.

1. If a story *interests* you, what kind of a story is it?
2. If Judith's personality *charms* him, how would you describe her personality?
3. How do you describe a problem that *challenges*?
4. If a lecture *bores* you, what kind of a lecture is it?
5. If the movie *disappointed* you, how do you describe it?
6. How would you describe a boy that is in the process of *growth*?
7. He *surprised* me with his answers. What kind of answers were they?
8. I got *tired* of that long journey. How would you describe my journey?

NOTICE the different uses of the '-ing' phrase:

1. *Working in the garden* is my hobby. (subject)
2. I enjoy *working in the garden*. (object)
3. I give *working in the garden* my full attention. (indirect object)
4. My hobby is *working in the garden*. (subjective complement)
5. I have only one interest: *working in the garden*. (appositive)
6. I have no hobby except *working in the garden*. (object of a preposition)
7. On a day like this, it is no fun *working in the garden*. (delayed subject)
8. I believe *working in the garden* to be healthful exercise. (subject of an infinitive)



9. It is time for me to start *working in the garden*. (complement of verbal phrase)

NOTICE the following sentence taken from the reading.

*Building an arched roof* is a mystery mastered by the beaver a long time ago.

Study the following example carefully:

It is a mystery *to build an arched roof*.

*Building an arched roof* is a mystery.

Particular Objective 5.0.

40.16.3.2. Following the example given above, rewrite the sentences below, substituting the 'to' phrase with an '-ing' phrase using it as the subject of the sentence.

1. It makes me very happy *to see a plant bloom*.
2. It gives you relaxation *to watch the fish in an aquarium*.
3. It is dangerous *to ride in the car when Joseph drives*.
4. It is enjoyable *to go to concerts*.
5. It is a pleasure *to sleep late on Sundays*.
6. It is against the law *to gamble*.
7. It is almost impossible *to attain success in a short time*.
8. It is satisfying *to eat a well-planned meal*.

40.16.3.2.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

You know there are verbs that take either the infinitive or the '-ing' form.

40.16.3.3. Rewrite the following sentences. Substitute the infinitive in italics with an -ing form. Follow the example.

1. He always disliked *to fill in* for an absent player.
2. It had started *to rain* hard, so the picnic was called off.
3. I hate *to admit* the blame, but I have no other alternative.
4. At last, he has begun *to work* in the hospital.
5. She loves *to get* tanned stretched out on the sand.
6. Little Betty adores *to go* to the zoo.
7. The snow continued *to fall* all day long.
8. My grandmother hates *to sit* by herself in the park.
9. I love *to watch* the waves come and go.
10. My parents dislike *to be* bothered when they have visitors.

40.16.3.3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

The gerund after a preposition.



# Particular Objective 6.0.

40.16.3.4. Rewrite the following sentences. Fill in the blank space with a preposition ('for', 'in', 'on', 'about', or 'to') and use the '-ing' form of the verb in parenthesis.

1. I positively believe \_\_\_\_\_ (save) time and effort.
2. He prefers doing his work in the evening \_\_\_\_\_ (work) in the morning.
3. I must apologize \_\_\_\_\_ (be) late.
4. He talked \_\_\_\_\_ (design) a new motor for the washer.
5. I insist \_\_\_\_\_ (pay) the bill.
6. They suspected their maid \_\_\_\_\_ (steal) the money.
7. I don't blame you \_\_\_\_\_ (make) your own.
8. I've been thinking \_\_\_\_\_ (build) a new house.
9. Philip is very much interested \_\_\_\_\_ (model).
10. We decided \_\_\_\_\_ (drive) instead... (fly).
11. Mrs. Carlson complained \_\_\_\_\_ (have) no electricity.
12. I'm looking forward \_\_\_\_\_ (spend) my Christmas vacation in Cozumel.

The use of 'having' + past participle in the gerund phrase.

NOTICE the following example taken from the reading:

*Having constructed* their dam, they are ready to build their lodge.

1st. action: the construction of their dam

2nd. action: the building of their lodge

# Particular Objective 7.0.

40.16.3.5. Rewrite the following sentences changing the dependent clause to a *gerund phrase*. Use 'having' + past participle; follow the examples:

I had the money I needed because I'd just received my paycheck.

*Having received my paycheck, I had the money I needed.*

I didn't know anything about the accident because I hadn't heard about it.

*Not having heard about the accident, I didn't know anything about it.*

1. Sue felt a lot better *after she'd rested for several hours.*
2. My cousin went back home *after she'd stayed with us for a few days.*
3. I didn't know the date for Thanksgiving this year *because I hadn't consulted a calendar.*
4. He wanted to go to the dance *because he'd planned to see Hugh there.*
5. She handed in her work *after she'd carefully checked it.*
6. He lost the race *because he hadn't had enough training.*
7. I finally finished with my Christmas gift-list *after I'd shopped for days and days.*
8. We didn't meet them at the airport *because we hadn't received their telegram.*
9. She went to the supermarket *after she'd taken the children to school.*
10. I didn't buy Philip a present *because I'd forgotten his birthday.*



#### 40.16.4. SPECIAL DIFFICULTIES

Study the following troublesome pairs that have the same pronunciation:

site	The building <i>site</i> is chosen by the beaver and its mate.
sight	It must be an interesting <i>sight</i> to see beavers at work.
fare	How much is the <i>fare</i> on the bus?
fair	We all agreed the decision was <i>fair</i> . He is a just man.
haul	They are going to have to <i>haul</i> the car to the garage.
hall	I thought I saw Lawrence going down the <i>hall</i> .
piece	How about a <i>piece</i> of that delicious chocolate cake?
peace	During the Christmas season, we hear and read " <i>Peace</i> on Earth and good will to men."
gate	Have you seen the Golden <i>Gate</i> in San Francisco, California?
gait	He trained the horse to use a slow <i>gait</i> .
alter	She had to have the dress <i>altered</i> . It was too long for her.
altar	The bride and groom knelt before the <i>altar</i> .

Particular Objective 2.0.

40.16.4.1. Using the troublesome pairs of words given above, rewrite the following sentences filling in the blanks with the proper word.

1. Judy learned the English \_\_\_\_\_ while staying in London last year.
2. Do you want me to get you a mechanic or \_\_\_\_\_ your car?
3. Frankie is an \_\_\_\_\_ boy at our church.
4. Seeing all those houses on fire and people running and shouting was a terrible \_\_\_\_\_.
5. Thank goodness he's gone! Maybe we'll have some \_\_\_\_\_ around this house.



6. That dress fits you perfectly. You don't have to \_\_\_\_\_ it.
7. Do you know where the building \_\_\_\_\_ for their new home is?
8. We're going to Carnegie \_\_\_\_\_ tonight.
9. The baby rides free on the plane; I only need money for my \_\_\_\_\_.
10. 'All is \_\_\_\_\_ in love and war,' the old saying goes.
11. How a beaver can "think" of putting a \_\_\_\_\_ on its dam is beyond me.
12. May I have another \_\_\_\_\_ of pie?

NOTICE the use of the word 'deep' in the following sentence taken from the reading.

They are usually two or three feet wide and the running water eighteen feet *deep*.

Read carefully these other uses of the word 'deep.'

Something must be worrying father. He's been *deep in thought* all afternoon.

Little Jimmy is acting very mysteriously. He says he's got a *deep dark secret*.

Dudley is a very intelligent man. Some people consider him a *deep thinker*.

Mr. Dawson is getting after Tim. I can't imagine how he got himself into *deep water*.

Something is bothering Francis. I heard him walking to and fro in his room *deep into the night*.

They are expecting their Christmas bonus soon. It's going to be of great help because they are certainly *deep in debt*.

I was *deep in sleep* when the explosion woke me up.

Particular Objective 8.0.

40.16.4.2. Copy the following sentences substituting the word or phrase in italics with a phrase with the word 'deep.'

1. Being considered a *very intelligent person* is something young people should look forward to.

2. I don't see how he does it, but he is usually *owing money to all his friends*.
3. I didn't hear what you said; I must've been *thinking*.
4. The pain was so terrible, that it kept me awake *into the wee hours*.
5. The baby must be feeling better. He's *fast asleep*.
6. Every time their son gets into *difficulty*, his parents get him out.
7. Have you found out anything? Julie says it's a *mystery*.

NOTICE the use of the word 'fare' in this sentence taken from the reading.

Usually they cut down poplar, aspen, cottonwood, or willow trees whose bark is the beaver's principal *fare*.

In the sentences below, NOTICE another use of the word 'fare' and similar words.

We pay a twenty-five cent *fare* on city buses.

The International Bridge is a *toll* bridge. You have to pay for the use of it.

He's an excellent lawyer but his *fees* are high. I can't afford to get his help.

*Tuition* in private universities is very expensive.

My father works by the hour. He makes good *wages*.

*Salaries* get raised very often these days, but the cost of living rises even higher.

Particular Objective 2.0.

40.16.4.3. Copy the sentences below and fill in the blanks with one of the words given above.

1. My son's \_\_\_\_\_ at the university is due tomorrow.
2. Do you think you'll get a substantial raise in your \_\_\_\_\_ this year?
3. Sometimes he's out of work for days, and his \_\_\_\_\_ are not enough to make a living.
4. Will you lend me \$10? I don't have enough to pay my plane \_\_\_\_\_.



5. I'm short of money, I had to pay the doctor's \_\_\_\_\_.
6. On the highway to Mexico City there is a \_\_\_\_\_ road.

#### 40.16.5. PRONUNCIATION PRACTICE

Particular Objective 9.0.

40.16.5.1. The following words are also spelled differently from the way they are pronounced. Look up these words in the dictionary. Practice their pronunciation and, at the same time, learn the meaning of those you are not familiar with.

aisle	facade	mountain
Arkansas	forehead	muscle
beau	furlough	mutual
Beaumont	fushsia	Nazi
build	gauge	parliament
bureau	gnaw	pigeon
captain	gnome	pizza
cello	guardian	porcelain
chamois	guess	prophecy
cognac	guest	raspberry
colonel	heir	receipt
comptroller	herb	rheumatism
cordial	indict	shepherd
corps	island	Stephen
cupboard	knowledge	surgeon
czar	leopard	Thomas
debris	lieutenant	virtue
Des Moines	lucre	Wednesday
diaphragm	massacre	women
dossier	mediocre	yacht



#### 40.16.6. DESIDERATA

Particular Objective 10.0.

This reading selection has become very popular now-a-days; you hear it all the time over the radio, both in English and Spanish. You will certainly enjoy it in print. Although a religious document, it has nothing to do with a specific belief. Each individual can make of it what he wishes. This is very plain in the phrase: '... with God, whatever you conceive him to be. ...'

#### DESIDERATA

*Go placidly amid the noise and haste, and remember what peace there may be in silence. As far as possible, without surrender, be on good terms with all persons. Speak your truth quickly and clearly; and listen to others, even the dull and the ignorant; they too have their story. Avoid loud and aggressive persons; they are vexations to the spirit. If you compare yourself with others, you may become vain and bitter; for always there will be greater and lesser persons than yourself.*

*Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.*

*Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals and everywhere life is full of heroism. Be yourself. Especially, do not feign affection. Neither be cynical about love; for in the face all aridity and disenchantment it is perennial as the grass. Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings.*

*Many fears are born of fatigue and loneliness. Beyond a whole-*





*some discipline, be gentle with yourself. You are a child of the universe, no less than the trees and the stars, you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should.*

*Therefore, be in peace with God, whatever you conceive him to be, and whatever your labors and aspirations; in the noisy confusion of life, keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.*

Desiderata was found in the old church of Saint Paul in Baltimore, Ohio. Dated 1692, author unknown, we find that human nature remains unchanged through the ages.

If you find any words which are not familiar, consult your dictionary.

## Answers to exercises

### MODULE 15

40.15.1.1.

1. Who were the first home-builders?  
*Various creatures of the air, field and stream were the first home-builders.*
2. Was man conscious when he imitated animals in home-building, engineering, and storing provisions for a rainy day?  
*It is hard to say.*
3. What did nature endow man with?  
*Nature endowed man with his clever hands, his erect carriage and his reasoning powers.*
4. Why does the beaver rank high among the lower animals?  
*Because of the methodical way in which it has organized its activities.*
5. What family do beavers come from?  
*They come from the rodent family.*
6. Why is the beaver at home in the water as well as on land?  
*The beaver is at home in the water as well as on land because it is amphibious.*
7. Do beavers change mates?  
*No, they mate permanently.*
8. When do the young leave the colony?  
*The young leave the colony when they reach maturity.*
9. Where do the individuals of a colony live the year around?  
*They live in their home area the year around.*
10. What do beavers eat in the winter? The summer?  
*They eat tree bark in the winter. In the summer, they eat aquatic plants and berries.*
11. Name two of the beaver's activities.  
*Beavers build dams, and excavate canals.*
12. What do beavers keep at the bottom of the pool?  
*They keep their winter's supply of branches and twigs.*
13. What does the pool make an ideal place for?  
*The pool makes an ideal place for fish to spawn and breed their young.*



14. Name two important functions of beavers' dams.  
*Beavers' dams hold water during times of drought and control flood waters.*

#### 40.15.2.1.

1. The beaver *surpasses* the ape and the monkey in the way it organizes its activities.
2. Did Desmond *inherit* all that money from his father or his mother?
3. She has a *method* that never fails! She's got a way of getting everything she wants.
4. Was man conscious of his imitation of animals in *home-building*?
5. Beaver dams hold water during the *drought* season.
6. This is such good *soil* that everything we plant grows!
7. What else do beavers *store* at the bottom of the pool behind the dams?
8. His father is a well-known expert in the *field* of economics.
9. The Merryweather family is very much in need of money; so they have decided to take in a *lodger*.
10. Beavers can remain *submerged* up to fifteen minutes at a time.
11. What was man *endowed* with by mother nature?
12. The boys don't pay very much attention to Ron's *threats*. But one of these days they might regret it.

#### 40.15.2.2.

1. Beavers are unsurpassable in *felling trees*.
2. That car is going *at more or less* the same speed as this one is.
3. Beavers *rank high* among the lower animals.
4. Could you compare *your reasoning power* with Randolph's? He's a genius.
5. Is a sailor *at home on land* as he is at sea?
6. His *ability to learn* languages is extraordinary. He can speak English, German, Japanese, and Russian.
7. When a youth *reaches maturity*, he is then ready to begin life on his own.
8. Have you been saving enough money *for a rainy day*?
9. People would not suffer so much for lack of water *in times of drought* if they didn't waste it so pitifully.

10. The hurricane destroyed the city completely. *Flood waters* covered it for days and days.

#### 40.15.2.3.

1. Thomas A. Edison had one of the most *creative* minds the world has known.
2. There are some people who have a natural ability to *imitate* others.
3. It is not very advisable to make *comparisons* among your children.
4. You must be *reasonable*. They are young, in love, and they want to get married.
5. She is one of the most *active* members of our garden club.
6. Settlers suffered immensely when they *colonized* the Wild West.
7. Isn't it wonderful? They seem to have been made for each other and are *deeply* in love.
8. The marcher's *formation* was perfect in today's parade.
9. Everyone *cooperated* gladly and we soon had the money to help those poor people.
10. Knowing foreign languages can be very *useful* in an executive job.

#### 40.15.2.4.

1. A beautiful painting is *incomparable* to a sunset.
2. The man was *unconscious* when we arrived at the scene of the accident.
3. A beaver's instincts are *permanent*.
4. A beaver's pool is *deep* enough to store its provisions for winter.
5. You are being *unreasonable*. Think it over, will you?
6. Some parents fail to teach their children to be *creative*.
7. The day was *sunny*. Everybody enjoyed the garden party.
8. Mrs. Murphy is a very *active* person. She is always on the move.
9. He is a *clever* man. One never feels bored in his company.
10. He was given a very *unimportant* role in the last movie.

#### 40.15.3.1.

1. Follow the instructions *very* carefully. Don't read them *too* fast.
2. This coffee is *very* good! It's strong *enough* for me, and not *too* strong for you.
3. There's *enough* dynamite in that bomb to blow up the entire building.
4. That job is *very* difficult. Isn't it *too* difficult for her?



5. They've hired *enough* people to start working right away.
6. Gardening is *very* relaxing. So is painting.
7. Do you have *enough* sandwiches to go around?
8. Those peaches are *too* ripe to eat, but these are ripe *enough* for us to enjoy.

#### 40.15.3.2.

1. There were three boys. One of them came in running; *another* stopped short when he saw me, and *the other* one didn't even come in.
2. Before the concert was over, some people left; *the others* remained seated.
3. I brought these records. *The other* records were brought by Thelma.
4. Can you lend me *another* pen? I seem to have misplaced *the other* one you lent me yesterday.
5. Half of the patients have already seen the doctor; *the others* are still waiting.
6. My TV completely broke down. I'm going to have to buy myself *another* one.
7. *The other* day, I saw Rhoda going into Sylvia's house. Are they on good terms now?
8. Would you care for *another* cup of coffee? Two cups won't keep you awake tonight.

#### 40.15.3.3.

1. I'm going to show you *Theresa's* and *Cordelia's* wedding gowns. Did you know they are getting married next Saturday?
2. She spent her last *year's* vacation with some relatives up North.
3. Those binoculars are either *Edwin's* or *Charles'*.
4. I could hear the *boys'* voices up to my room.
5. Nelson and *Randy's* duet is on the radio every Thursday evening at 8.
6. Do you remember having seen the *dog's* collar?
7. That's an out-of-this-world house! It's *yours* John, isn't it?
8. These earrings belong to Ann. I'm sure they are *her* earrings. But those, are they *hers*, too?
9. This camera belongs to me. It's *mine*. But that one, I don't know *whose* it is.

10. The minute I saw you with that ring, I knew it was *yours*. I had seen it on *your* finger several times before.

#### 40.15.4.1.

1. She burst into a *childish* fit when he rebuked her.
2. The thieves *stole* all the money in the safe.
3. Bring me a *pair* of pliers so I can fix this lamp.
4. We spent a *luxurious* month at the Waldorf Astoria.
5. As you are a *disinterested* party, we will let you settle our dispute.
6. He must be a very *ingenious* architect. What magnificent building he has designed!
7. Yes, those apples look good, but I'd rather have a *pear*.
8. Her *childlike* innocence is really charming.
9. They *robbed* the bank in plain day-light. It was a hold-up job.
10. He is too *ingenuous* to try to deceive you.
11. I don't see how you can look so *uninterested*. The play is very interesting.
12. The tropics contain *luxuriant* vegetation.

#### 40.15.4.2.

1. The government *fell from office* and the enemy took over the city.
2. His explanation *fell short* and he couldn't convince them of his innocence.
3. *His eyes fell* when he was caught going through Mr. Dawson's belongings.
4. Before Willie knew it, he *fell into the trap* and he asked Carolyn to marry him.
5. Mrs. Connally *fell to her knees* and thanked the Lord for her daughter's recovery.
6. Trishia *fell over herself* trying to be extra nice to her boyfriend's parents.

#### 40.15.4.3.

1. I bought the most beautiful *low-boy*, and it matches my bedroom set.
2. Ronald looked *high and low* for his car keys but they were gone.
3. Whenever you go by a school zone, you must drive *in low gear*.
4. There have been many men of *low birth* who have achieved success.



5. Those refrigerators are of *low-grade*. I wouldn't buy one if I were you.
6. The girls at the office don't want to have anything to do with that new secretary. They say she is *low-bred*.

## MODULE 16

40.16.1.1.

1. What two things are easy for our "engineer" to do?  
*He can throw a bridge across a stream and build a home above or underground.*
2. What is the first thing a beaver and its mate do?  
*The first thing they do is to choose a site for their home.*
3. Name three kind of trees beavers cut down.  
*They cut down poplar, aspen and cottonwood (or willow) trees.*
4. What are the dimensions of some of the biggest trees beavers are known to have cut down?  
*Beavers are known to have cut down trees five feet in diameter and more than a hundred feet tall.*
5. After the tree is down and they strip it off, what do they do?  
*They remove the limbs (or branches) and cut the trunk in convenient lengths.*
6. What do beavers use to build their dam with if the stream is large?  
*They use heavy wood, mud and stones or rocks.*
7. What do beavers do after each layer of logs is placed one alongside the other?  
*They anchor down each log with rocks and mud.*
8. Unbelievable as it is, what are the dimensions of their dams in certain cases?  
*They are as much as twelve feet high and a hundred yards wide.*
9. What do they provide their dam with in case of excess water flow?  
*They provide their dam with a gate in case of excess water flow.*
10. What do they do for the maintenance of their dam?  
*They add new materials as the old ones rot or are swept away.*
11. What do beavers do after they finish the construction of their dam?  
*They build their permanent home.*
12. What is their home built of?  
*It is built of wood, twigs and mud (or is plastered with mud).*

13. What mystery has the beaver mastered?  
*It has mastered the mystery of the arched roof.*
14. When do beavers build canals?

*They build canals when the trees they cut down are not close to the site (or are far from the site).*

40.16.2.1.

1. I heard someone coming in through the *gate*.
2. We need the medicine immediately. Why don't you try the drugstore *nearby*?
3. Beavers usually build their lodges *underground*.
4. All the members of our family cooperate in the *upkeep* of our house.
5. *We provided* ourselves with all that was needed for a week's stay in the country.
6. The *thickness* of the forest underbrush was so dense, that we could hardly find our way.
7. He had *achieved* everything he had set his heart on.
8. Do you know what pecan tree *bark* is good for?
9. I just can't imagine how such a small animal can *haul* such big logs.
10. The old *bridge* near our country house was swept away by the flood.

40.16.2.2.

1. It is *illogical* to reason that way; he must be insane.
2. Unfortunately for humanity, cancer is still an *incurable disease*.
3. It is *unnatural* for a mother to abandon her child.
4. I never expected her to use such *inappropriate* language.
5. Mr. Meyers is such an *illiterate* person, that I doubt he knows how to sign his name.
6. She is not a very sensitive woman; perhaps *unemotional* would describe her better.
7. Duke is a very *unreliable* man; so you'd better not count on him.
8. To enter a foreign country without the required documents is *illegal*.
9. If you find it is *inconvenient*, we will try to change the date.
10. Helen's *inability* to do what I tell her makes me sick.
11. Our football team has been *undefeated* the last four years.
12. His writing is so *illegible* that I can't make out what he asks for in his letter.



#### 40.16.2.3.

1. No, they didn't. They *hauled* it.
2. No, he doesn't. He has *a rival* in Paul.
3. No, he wasn't. He was running *swiftly*.
4. No, it isn't. It's built *aboveground*.
5. No, they don't. They spend it with *moderation*.
6. No, they aren't. They are *building* it.
7. No, he didn't. He had *a lot* of friends.
8. No, he isn't. He's an *unknown* musician.
9. No, she doesn't. She lives *far away*.

#### 40.16.3.1.

1. It is an *interesting* story.
2. Judith's personality is *charming*.
3. It is a *challenging* problem.
4. It is a *boring* lecture.
5. The movie was *disappointing*.
6. He is a *growing* boy.
7. They were *surprising* answers.
8. The journey was *tiring*.

#### 40.16.3.2.

1. *Seeing a plant bloom* makes me happy.
2. *Watching the fish in an aquarium* gives you relaxation.
3. *Riding in the car when Joseph drives* is dangerous.
4. *Going to concerts* is enjoyable.
5. *Sleeping late on Sundays* is a pleasure.
6. *Gambling* is against the law.
7. *Attaining success in a short time* is almost impossible.
8. *Eating a well-planned meal* is satisfying.

#### 40.16.3.3.

1. He always disliked *filling* in for an absent player.
2. It had started *raining* hard, so the picnic was called off.
3. I hate *admitting* the blame, but I have no other alternative.
4. At last, he has begun *working* in the hospital.
5. She loves *getting* tanned stretched out on the sand.

6. Little Betty adores *going* to the zoo.
7. The snow continued *falling* all day long.
8. My grandmother hates *sitting* by herself in the park.
9. I love *watching* the waves come and go.
10. My parents dislike *being* bothered when they have visitors.

#### 40.16.3.4.

1. I positively believe *in saving* time and effort.
2. He prefers doing his work in the morning *to working* in the evening.
3. I must apologize *for being* late.
4. He talked *about designing* a new motor for the washer.
5. I insist *on paying* the bill.
6. They suspected their maid *of stealing* the money.
7. I don't blame you *for making* your own.
8. I've been thinking *about building* a new house.
9. Philip is very much interested *in modeling*.
10. We decided *to drive* instead *of flying*.
11. Mrs. Carlson complained *about having* no electricity.
12. I'm looking forward *to spending* my Christmas vacation in Cozumel.

#### 40.16.3.5.

1. *Having rested for several hours*, Sue felt a lot better.
2. *Having stayed with us for a few days*, my cousin went back home.
3. *Not having consulted a calendar*, I didn't know the date for Thanksgiving this year.
4. *Having planned to see Ruth at the dance*, he wanted to go.
5. *Having carefully checked her work*, she handed it in.
6. *Not having had enough training*, he lost the race.
7. *Having shopped for days and days*, I finally finished with my Christmas gift-list.
8. *Not having received their telegram* we didn't meet them at the airport.
9. *Having taken the children to school*, she went to the supermarket.
10. *Having forgotten his birthday*, I didn't buy Philip a present.

#### 40.16.4.1.

1. Judy learned the English *gait* while staying in London last year.
2. Do you want me to get a mechanic or *haul* your car?
3. Frankie is an *altar* boy at our church.



4. terrible *sign*. ple running and shouting was a
5. Thank goodness he's gone! Maybe we'll have some *peace* around this house.
6. That dress fits you perfectly. You don't have to *alter* it.
7. Do you know where the building *site* for their new home is?
8. We're going to Carnegie *Hall* tonight.
9. The baby rides free on the plane; I only need money for my *fare*.
10. 'All is *fair* in love and war,' the old saying goes.
11. How a beaver can "think" of putting a *gate* on its dam is beyond me.
12. May I have another *piece* of pie?

#### 40.16.4.2.

1. Being considered a *deep thinker* is something young people should look forward to.
2. I don't see how he does it, but he is usually *deep in debt*.
3. I didn't hear what you said; I must've been *deep in thought*.
4. The pain was so terrible, that it kept me awake *deep into the night*.
5. The baby must be feeling better. He's *deep in sleep*.
6. Every time their son gets into *deep water*, his parents get him out.
7. Have you found out anything? Julie says it's a *deep dark secret*.

#### 40.16.4.3.

1. My son's *tuition* at the university is due tomorrow.
2. Do you think you'll get a substantial raise in your *salary* this year?
3. Sometimes he's out of work for days, and his *wages* are not enough to make a living.
4. Will you lend me \$10? I don't have enough to pay for my plane *fare*.
5. I'm short of money, I had to pay the doctor's *fee*.
6. On the highway to Mexico City there is a *toll* road.

#### INGLES V LIBRO

Esta publicación se ter  
minó de imprimir en el  
mes de Agosto de 1993,  
en los talleres de  
IMPRESOS AZTECA, con un  
tiraje de 5,000 ejempls.