

Exercises in Reading Comprehension

Edited by
E.L. Tibbitts



Longman

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Reading Comprehension*

New Edition

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Longman

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Introduction

Who is this book intended for?

For students of varying standards from an intermediate to a lower advanced stage, in preparation for courses of higher education.

The same structures are treated in passages and exercises at three levels of difficulty. This is, therefore, a class text, not only for revision and development of reading skills with classes of students of roughly similar attainment, but is also well suited to classes in which individual standards of students may vary quite considerably.

What is its purpose?

To give students help in learning to read English books easily and with full understanding.

What does it contain?

a) Reading passages on a range of topics including biography, education, history, science and aspects of social life, using the common vocabulary of these topics and the common structures of written English.

b) Exercises to reinforce the material studied in the reading passages and to give training both in comprehension and in correct writing (the related skill to reading).

What help is given with vocabulary?

Words which may be new to students or of special importance to them are printed in italics to call attention to them. If a word is used in more than one meaning, it is printed in italics the first time it occurs in each new meaning.

It is suggested that teachers might give specific help to students in learning to use dictionaries, a skill which is essential in advanced reading. Students might be asked to look up the meanings of words new to them, the teacher making certain afterwards that the correct meanings for the context have been ascertained.

Section 1

Structural Items: Present of *be* and *have* | *there is*, *there are* | *can* (1C only)

1A The Pacific Ocean

The Pacific is the largest and deepest *ocean* in the world. *Around* it there are the east coasts of *Asia* and *Australasia* and the west coast of the *American continent*. There are oceans to the north and south of the Pacific. To the north there is the *Arctic Ocean*. To the south there is the *Antarctic Ocean*, also known as the *Southern Ocean*.

The greatest *breadth* of the Pacific Ocean is about 10,000 miles, and its greatest *length* is 7,000 miles. It has an *area* of about 63,600,000 *square miles*, and its greatest known *depth* is $6\frac{3}{4}$ miles.

1. Find words in the passage that can complete these sentences:

- The Mediterranean is a sea, but the Pacific is an ____.
- Our swimming bath is a hundred feet long, fifty feet wide and six feet deep at its deepest point; its ____ is a hundred feet, its ____ is fifty feet and its greatest ____ is six feet.
- The *forest* is ten miles long and five miles wide, so it has an ____ of fifty square ____.
- There are six ____: Africa, America, Australasia, Antarctica, Asia and Europe.
- 'John was in the middle, and the other boys were standing ____ him.'

2. Answer these questions:

- What is the Pacific?
- Is it the largest and deepest ocean in the world?
- What is its greatest breadth?
- What is its area?
- What coasts are there to the west of the Pacific?
- What coast is there to the east of it?
- Is the Arctic Ocean to the north or to the south of the Pacific?
- What is the Antarctic Ocean sometimes known as?
- What is the greatest depth of the Pacific Ocean?
- How many continents are there around it?

3. Answer *yes* or *no* to each question:

- Is the Mediterranean an ocean?
- Is the Pacific Ocean larger than the Arctic Ocean?
- Is the greatest breadth of the Pacific about 20,000 miles?
- Is it about 10,000 miles?
- Is the length of the Pacific greater than its breadth?
- Are there the coasts of three continents around the Pacific?
- Is Asia an ocean?
- Is America a continent?
- Are there oceans to the north and south of the Pacific?
- Is the Arctic also known as the Southern Ocean?

4. Complete these sentences with *there*, *is*, *are*, or *the*:

- _____ Pacific _____ largest ocean in _____ world.
- _____ Antarctic Ocean is also known as _____ Southern Ocean.
- _____ greatest known depth of _____ Pacific is $6\frac{3}{4}$ miles.
- To _____ south of the Pacific _____ is _____ Southern Ocean.
- Around the Pacific _____ the coasts of Asia, Australasia and America.

1B The Lion

The lion is called the king of beasts. Lions are found living *wild* in the grasslands of Africa. They *hunt* smaller animals and *feed* on them. There are no wild lions in Europe, but there are *captive* lions in European *zoos*.

The *male* lion is a beautiful animal. Round his head he has a ring of long hair called a mane. When the lion is young, the hair of his mane is yellow. When he is old, the hair is sometimes black. The *female* lion, or *lioness*, does not have a mane.

Lions are *dangerous* animals. A lion can kill a man.

1. Find words in the passage to complete these sentences:

- A _____ is a dangerous animal.
- The animals in a zoo are not free; they are _____.
- A man is _____ and a woman is _____.
- A female lion is called a _____.
- Fire can be very _____ if it is not used carefully.
- The hair round the male lion's head is called a _____.
- Old lions sometimes have _____ manes.

2. Answer these questions:
- What is the lion called?
 - What do lions feed on?
 - Are there wild lions in Africa?
 - Are the lions in Europe free or captive?
 - Do female lions have manes?
3. Are these statements right or wrong?
- Lions in zoos hunt other animals.
 - There are wild lions in the grasslands of Africa.
 - The male lion is called a lioness.
 - All lions have manes.
 - A young lion has black hair in its mane.
4. Complete each sentence with the right word from this list: *there; is, are; has; a, an; the*:
- Are _____ wild lions in Europe?
 - _____ male lion is _____ beautiful animal.
 - _____ hair round his head _____ called _____ mane.
 - When _____ lion is young, his mane _____ yellow.
 - _____ old lion sometimes _____ a black mane.

1C Secondary Schools

Secondary schools are schools for boys and girls from eleven to nineteen years old. There are secondary schools of one kind or another in all countries, with classes of all *grades* up to university entrance.

European countries often have *separate* secondary schools for boys and for girls, but there are also *co-educational schools* or *mixed schools* for both boys and girls together. Some are *day schools* but others are *boarding schools*. The *pupils* of day schools live at home, but the pupils of boarding schools live in *hostels* at their schools. They go home only for the *holidays*.

Clever students from *primary schools* can get *scholarships* to many of the best secondary schools. There is usually a special scholarship examination for pupils in the highest classes of the primary schools.

In Asia and Africa, as well as in Europe and America, there are *facilities* for the study of Science as well as of Arts subjects. The schools have *well-equipped science laboratories*. In these, students

can study Physics, Chemistry and Biology. There are also classes in *practical* subjects like Woodwork and Metalwork and, for the girls, Domestic Science.

An important part of a school is the *library* for the use of students, especially those in university entrance classes. It has books of many kinds, such as encyclopedias, dictionaries and other *works of reference*, as well as *fiction*, newspapers and magazines for general reading.

In some schools there are not enough laboratories for all the classes during the usual school hours. *Senior* students in these schools sometimes have their practical laboratory work in late afternoon *sessions*, when the other students have gone home.

All schools try to *provide* large school playgrounds or playing fields where students can play games such as football, basketball, hockey or cricket. The very best players in some countries learn to play these games at their secondary schools.

1. Find words in the passage to complete these sentences:

- a) Children go to secondary schools from _____ schools.
- b) A _____ school has both boys and girls as pupils.
- c) A _____ school is a school where the students live except when they go home for the _____.
- d) Clever students can get _____ to some secondary schools to help to pay for their education.
- e) An _____ is a _____ book, and we can find in it information about many things.
- f) A story is not true; it is a work of _____.
- g) We do our practical science work in a _____.
- h) The _____ students are the students in the top classes.

2. Write these sentences again to show the meaning of the words in italics, making any changes that you think necessary:

Example: There are *facilities* for the study of Science subjects.

Answer: The schools provide all the things that the students need to study Science subjects.

- a) Some pupils attend *co-educational schools*.
- b) My sister is at a *boarding school*.
- c) The schools have *well-equipped* science laboratories.
- d) There are classes in *practical* subjects.
- e) A dictionary is a *work of reference*.

3. Put the missing words in this conversation. (You will find them all in the passage.)

TOM: What kind of school was your first school?

- MARY: It was a _____ school. I got a scholarship from it to a _____ school when I was eleven.
- TOM: I go to a secondary school as well. It's a _____ school, so I go home every day after classes.
- MARY: Is it a _____ school?
- TOM: No. We only have boys at our school.
- MARY: Well, I don't go to a day school, I go to a _____ school. I only go home for the _____.
- TOM: Are there both boys and girls at your school?
- MARY: Yes, it's a _____ school. We live in _____ when we are at school. There are _____ hostels for the girls and the boys, but we go into the same classes.
- TOM: I like _____ subjects like Woodwork. Do girls have any _____ classes?
- MARY: Oh yes, we have practical work in the science _____ just like the boys, and we have a special subject for girls called _____.

4. Are these statements right or wrong?

- All secondary schools are co-educational.
- Some schools have not enough laboratories for all their science classes.
- Domestic Science is a special subject for boys.
- Students at boarding schools go home every day after classes.
- Secondary schools usually have playing fields for their students.
- Most of the best day schools have hostels.
- There are facilities for the study of Science in very many secondary schools.
- The best players of games like football or basketball always learn to play them at secondary schools.
- Only students in university entrance classes find their school libraries useful.
- Woodwork and Metalwork are practical subjects.

5. Answer these questions:

- Is your school co-educational?
- Are there primary classes in your school?
- Does your school have any classes in the afternoons?
- Can you study practical subjects in your school?
- Which school subject do you like best? Why?
- Are you a boarder or a day student?
- Can you play football or hockey?
- How many times a week do you have science lessons?
- What Arts subjects do you study?
- What kind of fiction do you like reading?

6. i) Fill the blanks with *for* or *to*:

- a) We go _____ the laboratory _____ our science practicals.
- b) I went _____ the library _____ a magazine.
- c) Our school is a school _____ boys.
- d) We have special classrooms _____ practical subjects.
- e) We go _____ the sports field _____ games.

ii) Fill the blanks with *so* or *but*:

- a) I have an umbrella, _____ I can go out in the rain.
- b) I have a car _____ no driving licence, _____ I cannot take it on the road.
- c) You are late, _____ you must hurry.
- d) That school is a girls' school, _____ there are no boys in it.
- e) Classes have finished _____ the students have gone home, _____ they will come back tomorrow.

7. Some of the words in the paragraph below are out of place. Write the paragraph again with the words in their proper places:

Our school has a well-equipped playing field where students can do practical work in cricket and Chemistry. It has a laboratory full of Physics and works of reference. There is also a large library where students play games like fiction and football.

8. Write five sentences, using a different one of these phrases in each sentence:

as well as, of one kind or another, of many kinds, for the use of, such as

9. Fill the blanks with *a, an* or *the* where necessary:

- a) There are _____ islands in _____ Pacific Ocean.
- b) Australia is _____ island.
- c) Australia is _____ biggest island in _____ Pacific.
- d) _____ world is round. It is one of _____ planets.
- e) There are _____ hundred centimetres in _____ metre.

Section 2

Structural Items: As for Section 1, plus *cannot* / *has to*, *have to* (2C only)
relative clauses with *who* and *that* (2C only)

2A The Glow-Worm

The *glow-worm* is an *insect*. In spite of its name it is not really a *worm* but a member of the *beetle* family. It is coloured dark brown on the back and pink *underneath*. There are two spots of bright red on each *division* of its body. At night there is a green light in its tail.

The glow-worm hunts a very small kind of *snail* for food. The glow-worm's method of attack is interesting. It can make the snail unconscious and then feed on it. But the glow-worm cannot really eat. It can only drink. It has to change its food into a drink. It can drink by changing the *solid* food into a thin *liquid*.

1. Find words in the passage that will complete these sentences:

- A glow-worm is really a kind of _____.
- It is an insect with a light in its _____.
- An _____ has six legs.
- 'The laboratory was too small, so the class did its practical work in two _____.'
- The glow-worm and the lion _____ other creatures for food.
- 'Your _____ of working is not very practical.'
- 'He hit his head on the wall as he fell, and was _____ for about a minute.'
- 'The enemy made an _____ on the fort but could not capture it.'
- Water is a _____ and so is oil.
- When water freezes it turns into a _____ substance called ice.

2. Choose the right words to complete each sentence from the three choices given in brackets:

- The glow-worm is a (snail, beetle, wild animal).
- In the tail of the glow-worm there is a (red, pink, green) light.
- All insects have (six legs, red spots on their bodies, yellow manes).

- d) The glow-worm feeds on (flies, earth-worms, a kind of small snail).
 - e) Glow-worms live on (solid food, water, solid substances that they turn into liquids).
 - f) The back of the glow-worm is coloured (dark brown, light green, pink).
 - g) The glow-worm has divisions in its (head, body, tail).
 - h) When water freezes it becomes (oily, liquid, solid).
3. Put *a* or *an* before these words:
 insect, library, animal, island, zoo, area, mile, continent, hour, encyclopedia

2B The Sun's Family

Planets are not stars. They have no light of their own. They can only reflect the sun's light.

There are nine planets in the sun's family of planets. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The sun's family is called the *solar system*.

Mercury is the smallest planet of the solar system. Venus is a beautiful planet. It has a soft light. It is often called the 'evening star' and sometimes it is also called the 'morning star', although of course it is not really a star.

Mars has a bright red light. Are there people on Mars? Perhaps we can find out now, with our modern *space rockets*. Jupiter is the next planet. It is a *giant* planet, and its light is very bright. Saturn has a lot of rings around it, and Jupiter has four moons. Uranus, too, has four moons around it. Earth and Neptune have only one moon each. A moon is a *satellite*.

1. Find words in the passage that can complete these sentences:
- a) The sun has light of its own and so do the _____, but a _____ has no light of its own.
 - b) A mirror can _____ light.
 - c) The group of planets around the sun is called the _____.
 - d) 'The _____ tree rose high above the other trees in the forest.'
 - e) The moons are _____ of the planets.

2. Are these statements right or wrong?

- a) Planets are stars.
- b) Planets have light of their own.
- c) Planets reflect the moon's light.
- d) The sun's family is called the solar system.
- e) Jupiter's light is very bright.
- f) Mercury is a giant planet.
- g) We have found life on Mars.
- h) The earth has one moon.
- i) Neptune and Uranus have four moons each.
- j) A planet is also known as a satellite.

3. Make the sentences in Question 2 into questions.

4. Complete this paragraph with words from the passage:

Planets _____ sun's light. There are _____ planets in the solar system. _____ is _____ smallest planet. _____ is a beautiful planet with a _____ light. It is often called the _____ or the _____. _____ is _____ very big planet. Mars has a bright _____ light, and Saturn has a lot of _____ around it.

2C Universities

Students working for their first *degree* at a university are called *undergraduates*. When they take their degree we say that they *graduate*, and then they are called *graduates*. If they continue studying at university after they have graduated, they are called *post-graduates*.

Full-time university students spend all their time studying. They have no other *employment*. Their course usually lasts for three or four years. Medical students have to follow a course lasting for six or seven years. Then they graduate as doctors. In Britain, full-time university students have three *terms* of about ten weeks in each year. During these terms they go to *lectures* or they study by themselves. Many students become members of *academic societies* and sports clubs and take part in their *activities*. Between the university terms they have *vacations* (or holiday periods). Their vacations are long, but of course they can use them to study at home.

Some universities, like Oxford and Cambridge in England, are *residential*. This means that during the university terms the students live in a university college or hostel or in *lodgings* chosen from an

official list. The university and college buildings are often very old, and amongst them are fine examples of ancient *architecture*.

Other universities are *non-residential*. Some of the students at these universities can live in a university hostel, but many live at home or in lodgings and have to travel daily to their lectures. Large cities often have universities of this kind. Sometimes the students have to spend quite a lot of time on their journeys, so they cannot join in student activities as easily as students in residential universities can.

Full-time students are also called *internal* students, because they spend all their time at university. There are also *external* students who cannot attend the university full-time but who are studying for its examinations. They are *part-time* students. They have to do other work during the day, usually to *earn their living*, and they study in the evening.

External students are often older than full-time internal students. Sometimes they can attend lectures in the evening, but many of them have to study by *correspondence*. They write at home the work that is *set* by their *tutors*. Then they have to *post* this work to their tutors, and the tutors post corrections and advice back to them.

In some countries, 'Universities of the Air' can now help students to *gain* degrees. After special lectures on radio or television, these students too have to send set work for correction by correspondence. However, for a few weeks each year they can attend special vacation courses at universities.

For admission to any degree course, a student has to pass *qualifying* examinations. In Britain there are not enough places for every secondary school student, so these examinations are *competitive*. This means that only the students with the highest marks can gain admission. However a few older people are able to gain admission without the full *qualifications*, if the university thinks that they are suitable *candidates*.

1. Find words in the passage to complete these sentences:

- a) A university student is called an _____ when he first enters the university.
- b) If he passes all his examinations, the student gets a _____.
- c) A _____ student spends all his time studying at the university.
- d) The teachers at university are called lecturers, because they give _____ to the students.
- e) University holidays are also known as _____.
- f) An _____ society holds meetings for members interested in a particular university subject.

- g) When a student pays money to live in another person's house we say he is living in ____.
- h) An ____ student lives in the university during the university terms.
- i) In a ____ examination, only the very best students can pass.
- j) A ____ for ____ to a university normally has to have full ____ from his examinations.

2. Write these sentences again to show the meaning of the words in italics, making any necessary changes:

Example: Some universities are *residential*.

Answer: The students live in some universities during the university terms.

- a) Some universities have fine examples of ancient *architecture*.
- b) Most undergraduates are *full-time students*.
- c) Students can take part in the *activities* of clubs and societies.

3. Are these statements right or wrong? If they are wrong, say why:

- a) All students stay at university for three or four years.
- b) Residential students are external students.
- c) Some students live in university colleges or hostels.
- d) They spend most of their vacations attending lectures.
- e) The buildings at Oxford and Cambridge are all fine examples of ancient architecture.
- f) There are academic societies and sports clubs at the Universities of the Air.
- g) All students in large cities are residential students.
- h) Students can study for degrees by correspondence.
- i) The universities have places for all secondary school pupils.
- j) Some students can be admitted to universities even if they do not have the full entrance qualifications.

4. Fill the blanks with *a* or *the*:

- a) A residential student lives in ____ room in ____ college or hostel.
- b) ____ members of ____ residential university can easily join sports clubs.
- c) Part-time students earn their living during ____ day and study in ____ evening.
- d) Students can get ____ university degree in ____ number of ways.
- e) Is it ____ good thing or ____ bad thing to join ____ student society or club?

5. Fill the blanks with *is, are, has, have* or *can*:

In a university, people ____ study many different subjects, but there ____ other activities too. Universities ____ academic societies and

students _____ easily join sports clubs. There _____ a *debating society* for all students, where members discuss *motions* and *vote* for or against them, and each student with a special interest _____ join a club. Most students _____ members of one or more societies or clubs. There _____ every opportunity at university for each student to _____ a happy as well as a useful life.

6. Give the words that these phrases explain:

- go on a journey
- a student working for his or her first degree
- the science of *designing* buildings
- a student who lives in a university
- not the same
- a qualification gained at a university
- a society where speakers make speeches for and against a particular motion
- a course whose students send their work by post to their tutors
- a place where residential students live
- a person trying to get a university place

7. Make correct statements by finding the phrases in Column (2) that match those in Column (1):

<i>Column (1)</i>	<i>Column (2)</i>
a) Older students	are sometimes accepted without qualifications.
b) The Universities of the Air	have fine old buildings.
c) Part-time students	all become doctors when they graduate.
d) Part-time students attend lectures	for six or seven years.
e) Medical students	earn their living during the day.
f) Medical students follow courses	in the evening.
g) Many secondary school pupils	live in their universities.
h) Residential students	cannot get university places.
i) Some residential universities	give courses by radio and television.

8. The words *internal* and *non-residential* are the opposites of *external* and *residential*. Give opposites for these words:

- | | |
|--------------|-----------------|
| a) common | e) suitable |
| b) usual | f) popular |
| c) part-time | g) unfriendly |
| d) older | h) ill-equipped |

Section 3

Structural Items: The present perfect tense / The future tense with *going to* / The simple future tense (3C only)

3A Will's Bicycle

Will's bicycle has a *flat tyre*. He cannot ride it. He has to repair a *puncture*. He does not need to pay the man at the bicycle shop to mend it. He can repair it himself. He has taken out the inner tube. He has *tested* it and has found the puncture. The *test* is easy. You get a bucket of water. You *blow up* the *inner tube* with a bicycle *pump* and put the tube into the water, *bit by bit*. You move the tube round till you see a stream of *air bubbles* coming up through the water. You mark the place where the air is coming out with a special pencil. Will has one of these pencils. His father has given him a *repair outfit*. The pencil is in the outfit. He has marked the place where the puncture is. When the inner tube is dry he is going to stick a *rubber patch* on the puncture. He is going to stick it on with rubber *solution*. There are some patches and a tube of rubber solution in the repair outfit. When Will has repaired his bicycle he is going to ride it again.

1. Find words in the passage that can complete these sentences:
 - a) Bicycle wheels have rubber _____ round them.
 - b) When a tyre has a _____ it goes flat.
 - c) The _____ holds the air.
 - d) To mend a puncture you have to stick a _____ on it with _____.
 - e) Will is going to blow up his tyre with a _____.
 - f) All the things he needs to mend the tyre are in a _____.
 - g) When you put the inner tube in water a stream of _____ comes up from the puncture.
 - h) Will has _____ the puncture himself.
2. Answer these questions:
 - a) Why can Will not ride his bicycle?
 - b) How do you know when a tyre has a puncture?
 - c) Who is going to mend the puncture?
 - d) How do you find a puncture?

- c) Who has given Will the things to mend the puncturè with?
- f) When you want to buy a *set* of these things, what do you ask for at the cycle shop?
- g) Why is Will waiting till the inner tube is dry?
- h) What has he marked the puncture with?
- i) What has he to do after he has mended the puncture, so that he can ride his bicycle again?
- j) Is the rubber solution in a packet or in a tube?
3. Complete these sentences:
- a) Will _____ ride his bicycle.
- b) He does not _____ to take it to the bicycle shop.
- c) He _____ mend the puncture himself.
- d) He has _____ the inner tube.
- e) He has _____ it in a bucket of water.
- f) He has _____ the puncture.
- g) He _____ to stick a patch on the puncture.
- h) When he _____ up the tyre with a bicycle pump, he is _____ ride his bicycle again.

3B *In the Science Laboratory*

All the boys in the laboratory are very busy today. They are doing their practical work. Look at Tom Martin. He is going to do an *experiment*. He has *set up* his *apparatus*. He is ready to begin. Will Stone is busy, too. He has drawn a *diagram* of the apparatus that he is going to set up for his experiment. Now he is going to set it up and begin his experiment too.

They are studying *Biology*. Biology is the science of living things. The boys are all hoping to be doctors, and Biology is an important science for medical students.

Philip Walker has made a drawing of the *skeleton* of a *toad*, and he is going to put a *label* on the skeleton. John Baker has *dissected* a *rat*. He has put a *specimen* of rat *tissue* on a glass *slide* and is going to look at it through a *microscope*.

Two of the boys are helping the science teacher. They are cleaning out the *cupboard*. They have taken out all the bottles. When they have *wiped* them they are going to put clean labels on them. When they have done this, they are going to put the bottles back on the shelves.

Find words in the passage that can complete these sentences:

- a) A laboratory is a place where science students do ____ work.
- b) They do ____ in the laboratory to *prove* that what they have learned from their books is correct.
- c) They have to set up ____ to do their experiments.
- d) Medical students have to study ____.
- e) They have to ____ the bodies of animals or fishes to study the tissue.
- f) They put small ____ of tissue on glass ____.
- g) Then they study the tissue through a ____.
- h) Bottles of *chemicals* are kept on ____ in the cupboard.
- i) The boys who are cleaning the cupboard have to ____ the bottles before they put them back.
- j) They also stick clean ____ on the bottles.

2. Answer these questions:

- a) Where are the boys?
- b) Why are they there?
- c) What is Biology?
- d) What have they set up their apparatus for?
- e) What kind of students must study Biology?
- f) Does a microscope make things look bigger or smaller?
- g) Why do we put labels on things?
- h) If you take all the *skin* and *flesh* from the body of an animal or a fish, what is left?
- i) What do you see if you open the laboratory cupboard?
- j) Why do the boys wipe the bottles before they put them back?

3. Put in the words needed to complete this conversation between Will Stone and his mother:

MRS STONE: You're late home from ____ this afternoon. Why?

WILL: Oh, it's Thursday, mother. Don't you remember? ____ science students like myself who are in the ____ class have an *extra* practical lesson in the ____ on Thursday afternoons.

MRS STONE: Yes, I ____ now. What have you done today?

WILL: I have made a ____ of the ____ of a rat with all the flesh and skin taken from it.

MRS STONE: How are you going to know what animal it is when you look at it again?

WILL: I have put a ____ on it.

MRS STONE: What are you going to do next Thursday? Has the teacher told you?

WILL: Yes, he has. Some of us are going to do an ____ to test what we have learned from the book. We need special ____ for this, and we are going to ____ it up ourselves. The

others are going to help the teacher to ___ the bottles in the cupboard with a clean cloth. Then they are going to put new ___ on the bottles and put them back on the ___ in the cupboard.

MRS STONE: Are you going to do the ___ or help the teacher?

WILL: I don't know. I ___ tell you that till I come home ___ Thursday.

4. Fill the blanks with *is, are, has* or *have*:

- a) I ___ just eaten my breakfast.
- b) ___ you been at school today?
- c) ___ Tom finished his work yet? No, he ___ not.
- d) These students ___ studying Biology.
- e) They ___ going to be doctors.

3C *An Annual General Meeting*

The Chairman Says:

Ladies and gentlemen, we have met today for the Annual General Meeting of our Students' Union. I am going to make use of this opportunity to tell you about some of the things we have done during the past year. We have increased our membership. Our committee has enrolled thirty new members, so our numbers have now gone up to one hundred and fifty.

The Union has organised many *social activities* during the year. We have arranged two trips for our members. One was a visit to an oil refinery, and the other was a boating party on the lake, with a picnic on the island.

We have not been idle in the field of sport. We have already had two swimming matches, one against the students of the Technical College and the other against the University medical students. We have also played our first football match of the season against the First Eleven of the Secondary School.

We have drawn up a very practical programme for the coming year. We have plans for an agricultural project. We have rented a hundred acres of land and we are going to grow vegetables. We hope to sell these vegetables to the local retailers at a fair price. This will help to bring down the cost of living and it will build up our reserve fund.

We also have plans for a public performance of *Julius Caesar* by

our *Drama Group* next April. We are going to do this in order to *raise money* for our agricultural project. We have written to a well-known *theatrical producer*. He has promised to help in the *production* of the play, so we shall have the best possible advice and assistance for the performance.

Our *Secretary* has sent a *circular* to all our members asking for their *co-operation* to *make a success* of all these *proposals*. So far we have not had many *inquiries*. We shall need the support of all of you in our various activities. If you have not received the Secretary's circular, will you please see him after the meeting?

Many members have not sent their *subscriptions* to the *Treasurer* yet. They are now *due*. Will members who have not yet paid their subscriptions please do so as soon as possible?

1. Find words in the passage that can complete these sentences:

- a) A Students' _____ organises many social _____ for students.
- b) The person who *conducts* a meeting is called the _____.
- c) The past year's activities are described at the _____.
- d) The place where *petrol* and other *products* are manufactured from oil is called a _____.
- e) 'Our football _____ has a _____ every Saturday during the football _____'.
- f) If you want to use land or a house that belongs to some other person, you have to _____ it.
- g) The money that a society keeps in the bank in case of need is called its _____.
- h) The person who trains *actors* to perform a play is the _____.
- i) When the same letter is sent to many people it is called a _____.
- j) Members of a society pay their _____ to the _____.

2. Write these sentences again to show the meaning of the words in italics, making any changes that you think necessary:

Example: Our committee has *enrolled* thirty new members.

Answer: Our committee has found thirty new people to join the Society.

- a) We have *increased our membership*.
- b) We have not been *idle* in the *field of sport*.
- c) We have *drawn up a programme* of activities.
- d) We want to *raise funds* for our *agricultural project*.
- e) Our Drama Group is going to *produce* a play.

3. i) Find a word for each of these people:

- a) He is responsible for preparing performances of plays.
- b) He sends out letters and circulars for a society and keeps its correspondence.

- c) He looks after the money of a society.
- d) He takes control of the meetings of a society.
- e) He belongs to a society, team, etc.
- f) Its members plan and organise the activities of a society.

ii) Find a word that these words or phrases explain:

- a) once a year
- b) a chance
- c) a plan for a future activity
- d) a list of activities
- e) a letter sent to all the members of a society
- f) questions about a particular matter

4. A newspaper *reporter* is asking the Chairman of the Students' Union about the Union's activities so that he can write a report on them for his paper. A list is given here of the subjects that he asks about. Write his questions and the Chairman's answers:

Example

Subject: Membership

Question: How many members has the Union?

Answer: We have enrolled thirty new members during the year and our membership is now one hundred and fifty.

- a) Social activities during the past year.
 - b) Sporting activities in the same period.
 - c) The new agricultural project and its purpose.
 - d) Plans to raise funds for future activities.
 - e) A *rumour* that the committee had not been active enough during the year. Members not satisfied. True?
 - f) Purpose of the Secretary's circular.
5. Are these statements true or false? If they are false, can you say why?
- a) The committee has enrolled 150 new members during the year.
 - b) There have been two trips to an oil refinery.
 - c) The football team has begun its season.
 - d) The Union is going to rent 100 acres of land.
 - e) They are going to grow vegetables on this land.
 - f) They will sell these vegetables for the highest possible price to get money for the reserve fund.
 - g) The Drama Group is going to perform a play by Shakespeare.
 - h) The secretary has not told the members about these plans.
 - i) A lot of members have asked about them.
 - j) Only a few members have not paid their subscriptions.

6. Use the right word or phrase from the three in brackets to complete each sentence:

- a) An agricultural project is concerned with (sport, farming, medical studies).
- b) The treasurer of a society (sends out circulars, takes charge of meetings, collects money from members).
- c) (Sugar, butter, petrol) is made at an oil refinery.
- d) You can (walk, swim, cycle) to an island.
- e) A theatrical producer is (the principal actor, the manager of a theatre, the person who trains the actors to perform a play).

7. Fill each blank with the word from this list that is needed to complete the sentence:

against, for, at, up, of

- a) We hope to bring down the cost ____ living.
- b) We want to sell our vegetables ____ a fair price.
- c) We will try to raise money ____ our agricultural project.
- d) Our football team has played a match ____ the students of the Technical College.
- e) We must build ____ our reserve fund.

Section 4

Structural Item: The simple present tense

4A Exports

Exports are either *raw materials* or *manufactured goods*. Raw materials are products of the land, such as cotton, *timber* or rubber. Some raw materials such as *iron ore* come from mines. These raw materials are often *exported* by the countries that produce them to other countries where they are made into manufactured goods.

Some countries produce food for export, for example meat, sugar, or *cereals* such as wheat and maize. These countries are agricultural countries. An agricultural country needs *fertile land* and a good climate. A cold, wet climate is not *suitable for agriculture*.

A country which produces manufactured goods is known as an *industrialised country*. An industrialised country cannot always produce enough food for its own needs. In this case it does not export *foodstuffs*, of course. It has to *import* them. It *relies on* exports of manufactured products and pays for *imports* with the money it earns from the exported goods.

- Find words in the passage that can complete these sentences:
 - A country's _____ are the goods it sells to other countries.
 - An _____ country produces food.
 - _____ land is needed for growing food.
 - Countries with a warm _____ can grow food more easily than cold countries.
 - Some _____ countries cannot grow all the food they need.
- Answer these questions:
 - What kind of land does an agricultural country need?
 - What kinds of things are exported by an agricultural country?
 - What are raw materials?
 - What kind of country imports raw materials?
 - Do industrialised countries always produce enough food for their own needs?
 - How do industrialised countries pay for their imports?

- g) Is a warm climate or a cold climate better for agriculture?
- h) What kind of things do industrialised countries export?
- i) Is the country you live in an agricultural country or an industrialised country?
- j) Can you give the names of some foodstuffs grown by agricultural countries for export?

3. Are these statements right or wrong?

- a) No country can export manufactured goods.
- b) An industrialised country exports only food.
- c) Cereals and meat are foodstuffs.
- d) Cereals do not grow well on fertile land.
- e) Industrialised countries always produce enough food for their needs.
- f) A country without enough food has to import it.
- g) Some industrialised countries rely on their exports for food.
- h) Most of us earn money by doing work.
- i) We pay for goods with money.
- j) Countries earn money by their imports.

4. Fill the blanks with *a*, *an* or *the*, where necessary:

- a) I have ___ older brother and ___ younger sister.
- b) ___ cotton is ___ raw material.
- c) I always drink ___ cup of ___ tea and eat ___ egg for ___ breakfast.
- d) ___ cold climate is not good for ___ agriculture.
- e) I want ___ ounce of ___ coffee and ___ pound of ___ sugar.

5. Complete the sentences below with suitable words from this list:

can, cannot; do, does, do not, does not; have to, has to

- a) Rubber and sugar ___ be grown in cold climates.
- b) A farmer ___ sell his meat and cereals to earn money.
- c) With the money he earns, the farmer ___ buy the seed to plant for next year's crop.
- d) A country with a good climate ___ produce food for export.
- e) *Factories* ___ rely on raw materials to produce manufactured goods.

4B Four Undergraduates

Harry Wilson, Ernest Nash, John Sharp and Elsie Draper are four undergraduates. They live in halls of residence at the University. Harry and Ernest live in *College Hall* and John lives in *Newton Hall*. Elsie lives in *Nightingale Hall*, a women's *hall of residence*. Harry and Elsie want to become doctors, so they are undergraduates in the *Faculty of Medicine*. Ernest wants to be an *engineer*. He is in the *Faculty of Engineering*. John Sharp has no plans for the future. He is an undergraduate in the *Faculty of Arts* and follows courses in History, Economics and English.

- Find words in the passage that can complete these sentences:
 - An ____ is a university student.
 - Some students live in ____ of ____
 - The university is divided into ____ for the study of different subjects.
 - Students who want to become doctors study in the _____.
 - John Sharp does not yet know what he will do in the ____.
- Answer these questions:
 - Which hall does Elsie Draper live in?
 - Who lives in *College Hall*?
 - Why are Harry Wilson and Elsie Draper studying in the *Faculty of Medicine*?
 - Does Ernest Nash want to be a doctor or an engineer?
- Five questions and five answers are given here. Which answer fits each question?

a) Where does Elsie live?	(i) In <i>College Hall</i> .
b) Where do Harry and Ernest live?	(ii) A doctor.
c) What does Harry want to be?	(iii) In a hot climate.
d) Where do cereals grow well?	(iv) In <i>Nightingale Hall</i> .
e) Where do sugar and rubber grow best?	(v) On fertile land.

4C Bees

Have you ever seen bees at work in your garden? Watch them flying from flower to flower. Watch them *sucking* up the *nectar* with their long, *flexible* tongues. Have you ever *paused* to think

about the life of these *industrious* insects?

Honey bees do not live alone. They live in *colonies*. Each family of bees makes up one colony or group, and each group *inhabits* a *hive*. Inside the hive are many six-sided *cells* or compartments made by the bees from *wax*. In some of these cells the bees *store* the honey that they *gather*. The Queen bee lays her eggs in other cells.

Thousands of bees live in a hive. There are three types of bee in a hive. They are the Queen bee, the *drones* and the workers. The Queen is the head of the colony of bees. She does not *command* them, but she is *essential* to the life of the colony. She keeps its members together. She also lays the eggs that produce the future members of the colony.

The drones are the males of the colony. The name 'drone' has come to mean a lazy person, because the drones of a colony of bees do not take part in the work of the hive; but the life of the colony could not continue without them. They are not *numerous* in comparison with the total *population* of a family of bees, and they live for only three months, but in that time they *perform* the essential *function of fertilising* the eggs of the Queen bee by *mating* with her. *Fertilised* eggs produce worker bees. *Unfertilised* eggs produce drones, a very small number in the *entire* family.

The worker bees carry out all the work of the colony. Wild bees build their homes in the *hollows* of trees. Colonies of bees also live in hives that men provide for them. They fly out into forests, fields and gardens to gather nectar from flowers. They take the nectar back to the hive. There it is made into honey and stored in cells as food for the winter. As they fly from flower to flower they carry with them *pollen* that *clings* to their bodies and legs. This pollen fertilises the blossoms that will later become fruit.

The worker bees bring water to the hive. They *ventilate* the hive and protect it from their enemies. They feed their Queen and look after her young ones. These are the *responsibilities* of the worker bees. There are about thirty to forty thousand worker bees in each colony.

All these bees, the Queen, the drones and the workers, live together, all of them *contributing* in their own way to the life of the colony.

1. Read Passage 4C again, then choose from each of these groups of statements the one that agrees with what the passage says:

a)

- (i) The Queen bee rules over all the other bees.
- (ii) The Queen bee lays eggs that become other bees.
- (iii) The Queen bee is a lazy member of the colony.

- b)
- There are more drones than any other kind of bee in a hive.
 - The drones help to ventilate the hive.
 - Drones are essential to the life of the colony.
- c)
- Worker bees gather honey from the hollows of trees.
 - The bees store pollen in their hives.
 - The bees help to fertilise the blossoms of fruit trees.
- d)
- The bees use nectar to fertilise their eggs.
 - The drones bring nectar to the hive to feed the Queen bee.
 - Honey is made from nectar.
- e)
- Bees usually live alone or in small groups.
 - Several families of bees often live in the same hive.
 - There are many thousands of worker bees in a colony.

2. Fill the blanks with words from the passage to complete these sentences:

- Worker bees _____ up the nectar in the flowers.
- The bees live in groups or _____.
- Men provide _____ for the bees to live in.
- The _____ of a tree makes a suitable home for wild bees.
- The cells inside the hive are _____ in shape.
- The worker bees gather _____ from the flowers.
- The drones _____ the Queen's eggs.
- The hive has to be _____ so that the air inside it is kept fresh.

3. Say each of these sentences in another way to give the same meaning:

Example: The Queen is necessary to the life of the colony.

Answer: The life of the colony cannot go on without the Queen.

- Bees are industrious insects.
- The honey is stored in six-sided compartments.
- The drones are not numerous in comparison with the total population of a hive.
- The drones perform the essential function of fertilising the eggs of the Queen bee.
- All the bees contribute to the life of the colony.

4. Choose the words in the second column to make correct sentences with those in the first column:

- | | |
|-------------|-------------|
| a) A street | (i) letters |
| b) A town | (ii) words |
| c) A house | (iii) pages |

- | | | |
|---------------|---------------|---------------|
| d) A book | | (iv) books |
| e) A forest | is made up of | (v) rooms |
| f) A library | | (vi) streets |
| g) A sentence | | (vii) trees |
| h) A word | | (viii) houses |

5. Each word in List B below is connected in some way with one of the words in List A. Re-arrange the words so that each one comes opposite the word with which it has some connection:

- | A | B |
|-----------------------|-----------------------|
| a) practical work | i) fertile land |
| b) undergraduates | ii) a beehive |
| c) sugar | iii) the Solar System |
| d) the Pacific Ocean | iv) a university |
| e) cells | v) a laboratory |
| f) cereals | vi) a hot climate |
| g) works of reference | vii) Australia |
| h) a planet | viii) a library |

6. Fill the blanks with *by*, *for* or *to*:

- Bees carry pollen and help ___ fertilise the blossoms.
- Honey is stored in cells ___ the winter.
- The bees fly from flower ___ flower.
- All the work of the hive is done ___ the workers.
- The honey has to be stored ___ the end of the summer.

7. Find words in the passage with meanings similar to these:

- hardworking
- give orders to
- very necessary
- special duties
- to bring fresh air into
- easy to bend
- to put away for use later
- to change from one condition to another
- to live in
- a large number living together

8. Fill the blanks with *that*, *where* or *who*:

- Bees fly into gardens ___ they can gather nectar from the blossoms.
- The man ___ collects subscriptions from the members of a club is the Treasurer.
- It is the Secretary and not the Treasurer ___ sends out circulars.

- d) Students of correspondence colleges post the work ____ they have written to their tutors.
- e) In countries ____ the land is fertile it is easy to grow cereals.

Section 5

Structural Items: The simple present tense / The adverbs *always, never, often, sometimes, usually* / Passive voice, simple present (5C only)

5A Advertising

Advertising has become a very *specialised* activity in modern times. In the business world of today, *supply* is usually greater than *demand*. There is great *competition* between different manufacturers of the same kind of product to persuade customers to buy their own particular *brand*. They always have to *remind* the *consumer* of the name and the *qualities* of their product. They do this by advertising. The manufacturer advertises in the newspapers and on *posters*. He sometimes pays for songs about his product in *commercial* radio programmes. He employs attractive *sales-girls* to *distribute* samples of it. He organises competitions, with prizes for the winners. He often advertises on the *screens* of local cinemas. Most important of all, in countries that have *television* he has advertisements put into programmes that will accept them. Manufacturers often spend large sums of money on *advertisements*. We buy a particular product because we think that it is the best. We usually think so because of the advertisements that say so. Some people never pause to ask themselves if the advertisements are telling the truth.

1. Answer these questions:

- How many kinds of advertisements are mentioned in the passage? What are they?
- Why do manufacturers spend so much money on advertising?
- What do sales-girls do?
- Which do you think more *effective*, giving out samples or paying for television advertisements? Say why.
- Do you think that we buy goods because they are advertised? Why do you think so (or not)?

2. Find words in the passage that give the meaning of these phrases:
- the activity of telling people about products for sale
 - the activity of providing things for sale
 - the need to buy things.
 - the efforts of one person to do better than another person
 - radio programmes that accept money from advertisers
 - small portions of a product given out to the public
 - something given to the person who does best in a competition
 - the name that a manufacturer gives to his own product
3. Put the words in brackets into their proper places in these sentences:
- Customers find it hard to choose between one brand and another (sometimes).
 - There are advertisements in the programmes of local cinemas (usually).
 - I try to find the cheapest brands in the shops (always).
 - People who believe the advertisements may find that they are not true (sometimes).
 - Songs are used to advertise products on television (often).
4. Supply *a*, *an* or *the* where necessary:

A manufacturer who has _____ new product to sell usually advertises in _____ newspapers. _____ advertisement in a newspaper is cheaper than one on _____ television, but many _____ business men think that the television is more *effective* than either _____ newspapers or _____ commercial radio. Many people will buy _____ article of _____ food or clothing just because they have seen it advertised, but I always want to know if _____ advertisements are telling _____ truth.

5B The Silkworm

Silk is a textile that is useful as well as beautiful. It comes from the *cocoon* of the *silkworm*. There are four *stages* in the life of the silkworm. First there is an egg. The egg *hatches* and a kind of *caterpillar* known as a silkworm comes out. It eats, grows and *bursts* out of its skin several times. It then *spins* a long, *slender* thread and *winds* the thread round and round its body. It goes to sleep in this *silken* nest or *cocoon*. The silkworm is now a *chrysalis*. Inside the *cocoon* the *chrysalis* changes into a *butterfly*. It then breaks out of its *cocoon* for the last stage of its life, as an insect.

But many millions of silkworms do not live to become butterflies. To get the silk, the breeders of silkworms kill the chrysalises inside the cocoons by the use of hot steam. Every yard of silk means the death of thousands of silkworms in the chrysalis stage.

1. Find words in the passage that can complete these sentences:

- a) Silk and cotton are _____.
- b) At each _____ in its life the silkworm does something different.
- c) When the skin is too small the silkworm _____ out of it.
- d) The silkworms _____ threads round their bodies to make their cocoons.
- e) After the silkworm has made its cocoon it becomes a _____.
- f) The silkworm spends the last stage of its life as a _____.
- g) The _____ kill many millions of chrysalises inside the cocoons.
- h) They kill the chrysalises with _____.
- i) For every _____ of silk thousands of chrysalises have to die.
- j) The cocoon is a kind of silken _____ for the chrysalis.

2. Answer these questions:

- a) Does silk come from a plant or an insect?
- b) How many stages are there in the life of a silkworm?
- c) When does the silkworm change from a chrysalis to a butterfly?
- d) Why do breeders of silkworms kill the chrysalises?
- e) What do they use to kill the chrysalises?
- f) Why do you think they let some of the chrysalises become butterflies?
- g) What is a cocoon made of?
- h) Which comes first, the caterpillar or the butterfly?
- i) What is the silk thread from the cocoons made into?
- j) Where does the silkworm go to sleep?

3. Fill the blanks with *from, in, inside, into, of* or *out of*:

- a) Silk is one _____ the most beautiful textiles.
- b) What happens to the chrysalis _____ the cocoon?
- c) The silkworm bursts _____ its skin several times.
- d) Silk comes _____ a cocoon.
- e) Textiles are manufactured _____ threads.

4. Use the right word from the three in brackets to complete each sentence:

- a) A butterfly is (an egg, an animal, an insect).
- b) Silk is obtained from (trees, cocoons, plants).
- c) The life of a silkworm has (four, three, many) stages.

- d) The chrysalises inside the cocoons are killed by (poison, dissecting, steam).
- e) Each yard of silk means the death of (a few, many thousands of, many millions of) silkworms.
5. Put the words in brackets into their proper places in these sentences:
- a) Silkworms lay their eggs on the leaves of *mulberry* trees. (usually)
- b) I have finished my work. (just)
- c) My mother gets up at 7 o'clock. (every morning)
- d) We are getting a new car. (next month)
- e) Mary drinks tea for breakfast. (never)

5C Carnivorous Plants

Animals like the lion are known as *carnivorous* animals. The word 'carnivorous' is *derived* from *Latin* words meaning 'eater of *flesh*'. You have already read about wild lions and you know that they feed on smaller animals. But many other animals are *vegetarian*, and they are called *herbivorous* animals. In this group of animals are found all the common farm animals like the horse, the cow and the sheep. Examples of wild animals that are herbivorous are the *giraffe* and the *elephant*. Instead of saying 'carnivorous animal' and 'herbivorous animal' you can say 'carnivore' and 'herbivore'.

You may be surprised to learn that there are carnivorous plants as well as carnivorous animals. Plants usually obtain food from the water in the soil and from the salts that are *dissolved* in it. But some plants that grow in poor soil need other food to make up for the *lack* of food in the soil itself. To make up for this *deficiency* they *trap* small insects and *digest* their bodies.

Carnivorous plants use *ingenious devices* to trap insects for their food. The *pitcher* plant is a common carnivorous plant in *tropical* forests. This plant has a clever trap shaped like a pitcher or jug. It even has a lid to keep out the rain. The mouth of the pitcher is covered with a sweet, *sticky* substance, like honey or nectar. Insects come to the plant to feed on this substance. When they have eaten all that is round the mouth they *crawl* into the pitcher to look for more. There is more honey at the bottom and they go down to feed on it. The inner wall of the pitcher is covered with fine hairs. These hairs point *downwards*, so that the insects cannot

climb out of the pitcher. They are *trapped* in it. They die there, and their bodies are *digested* by the plant and *absorbed* as food.

1. Answer these questions:

- a) What are other names for vegetarian animals and for flesh-eating animals?
- b) Which kind of animal is a giraffe?
- c) What do plants usually feed on?
- d) Where does the pitcher plant grow?
- e) Why does the pitcher plant trap insects?
- f) When do the insects go inside the pitcher plant?
- g) What is the mouth of the pitcher covered with?
- h) Why do the hairs inside the plant point downwards?
- i) Where do the insects find more honey?
- j) What happens to the bodies of the insects that are trapped in the plant?

2. Are these statements right or wrong?

- a) The giraffe is a carnivore.
- b) Many common farm animals are vegetarian.
- c) The pitcher plant grows amongst trees.
- d) The hairs inside the pitcher plant help the insects to climb out.
- e) The pitcher is a trap for insects.
- f) There is a lid on the pitcher plant to keep insects from getting into it.
- g) The pitcher plant needs good soil to grow in.
- h) The pitcher plant feeds on the insects that it catches.
- i) Lions hunt insects in tropical forests.
- j) Plants usually feed on salts that are dissolved in the soil where they grow.

3. Give the proper form of the verbs in brackets:

Example: Plants feed on salts that (dissolve) in the soil.

Answer: Plants feed on salts that are dissolved in the soil.

- a) Wild lions (find) in Africa.
- b) Insects (trap) by the pitcher plant.
- c) Nectar (gather) from the blossoms by bees.
- d) An agricultural project (plan) for next year.
- e) The Queen bee's eggs (fertilise) by the drones.
- f) Animals that eat flesh (know) as carnivores.
- g) Rain (keep) out of the pitcher plant by a lid.
- h) The homes of wild bees (build) in the hollows of trees.
- i) The insects (catch) by the hairs inside the pitcher.
- j) Biology (study) by medical students.

4. Fill the blanks with *about, as, at, by, for, in, into, on, out of* or *with*:
- The insects feed _____ the sweet substance round the mouth of the pitcher.
 - The insects cannot climb _____ the plant.
 - The bodies of the trapped insects are digested _____ the pitcher plant.
 - Plants that grow _____ fertile soil do not need other food.
 - Have you read any books _____ carnivores?

5. Put *who* or *that* in each sentence:

- Are you a vegetarian or a person _____ eats meat?
- Animals _____ feed on other animals are called carnivores.
- My mother has a plant _____ she waters every day.
- One plant _____ catches animals is the pitcher plant.
- Men _____ trap animals for a living are called *trappers*.
- Trappers sell the skins of the animals _____ they catch.
- Do you know anybody _____ has seen a wild lion?
- Insects _____ crawl into a pitcher plant cannot escape.
- The pollen _____ the bees take from flower to flower fertilises the fruit blossoms.
- There are men _____ make a living by breeding silkworms.

6. Rewrite this passage with the correct words from those in brackets:

Miss Green is a *strict* (vegetarian, herbivore). She (do, does) not eat any meat. She never even (eat, eats) fish or eggs. Her *diet* (am, is, are) vegetable food only.

I (am, is, are) not a vegetarian. I enjoy (eat, to eat, eating) meat. I (have, has) three good meals a day, and fish and eggs (be, is, are) a normal part of my diet.

7. Use words from Passage 5C to complete these sentences:

- A meat-eating animal is a _____.
- The pitcher plant has a _____ to keep the rain out.
- We have to _____ the food that we eat.
- There is a sweet substance like _____ round the mouth of the pitcher plant.
- Honey is very _____ and clings to the feet of insects that walk on it.
- We look upwards into the sky and _____ at the earth.
- Plants feed on the salts that are _____ in the soil by the rain.
- Plants growing in poor soil have to make up the _____ by finding other foods.
- An _____ device is a device that is cleverly designed.
- Animals walk, but many small insects _____ slowly over the ground.

8. A trapper is a person who *traps* animals. Write out five verbs and nouns of the same kind that go with them. 180112
Make two columns, the first headed *verb* and the second headed *noun*, like this:

Verb
trap

Noun
trapper

Section 6

Structural Items: The simple present tense *could, would* (6C, only)

6.1 Gravity

The earth continuously spins in *space*. But we do not fall off the *surface* of the earth. We can move on it like flies walking on a *tennis ball*. Why don't we fall off? The earth contains an enormous amount of *matter*. Its *mass* is great. Every *particle* of matter on the earth pulls on every other particle of matter. We call this pulling *force gravity*. This force of gravity keeps us from falling off the earth.

- Find words in the passage that can complete these sentences:
 - The earth is a planet that _____ in space.
 - We can move on the earth's _____ without falling _____.
 - A _____ can walk on a tennis _____.
 - There is a great mass of _____ in the earth.
 - Every _____ of matter has a _____ force.
 - We are kept from falling off the earth by the force of _____.
- Fill each blank with the necessary word: *from, in, of, on* or *to*:
 - The earth spins _____ space.
 - There are 365 days _____ a year.
 - A fly can walk _____ a tennis ball.
 - Different kinds _____ plants grow _____ the surface _____ the earth.
 - The distance _____ the moon _____ the earth is about 233,500 miles.
- Are these statements right or wrong?
 - The earth never stops spinning.
 - A fly can only walk on a tennis ball.
 - Particles of matter are always falling off the earth.
 - The force of gravity stops people from falling off the earth.
 - Each particle of matter pulls on all the other particles.
- Read Passage 2B (The Sun's Family) again, then answer these questions:
 - What are the names of the other planets besides the earth?
 - Where are the earth and all the other planets moving?

- c) What does the earth do all the time as it goes round the sun?
 - d) Why don't we fall off the earth?
 - e) How many satellites does the earth have?
5. Column B below gives meanings for the words in Column A, but not in their correct order. Put each phrase in Column B opposite the word that it explains:

A	B
a) continuously	the pulling force of matter
b) enormous	a very small piece
c) to spin	without stopping
d) gravity	very large
e) a particle	to turn round and round very quickly

6B The Earth's Rotations

The earth spins in space rather like a top. It *rotates* on its *axis*. At the same time it *revolves* round the sun. There is always a part of the earth *facing* the sun. It is then day for that part of the earth and night for the other part. We measure our days and nights by these rotations of the earth. One rotation of the earth takes twenty-four hours which is one day. One *revolution* of the earth round the sun takes 365 days. These revolutions are our years.

1. Answer these questions:
 - a) What kind of movement does a top make?
 - b) How long does one rotation of the earth take?
 - c) When is it night on any part of the earth?
 - d) How many days does one revolution of the earth round the sun take?
 - e) What do we call each of these periods of days?
2. Give verbs corresponding to these nouns:
 - a) revolution
 - b) measurement
 - c) rotation
 - d) movement

3. Fill each blank with the necessary word: *in, off, on*:
- The earth is spinning _____ space.
 - It rotates once _____ twenty-four hours.
 - Gravity keeps us from falling _____ the earth.
 - Flies can walk _____ a tennis-ball.
 - If you go too fast you may fall _____ your bicycle.

6C The Sun

Life on earth *depends on* the sun. Day after day we see its light and feel its *warmth*, but we do not often consider their *origin*. Yet there are many remarkable things about the sun. One is its distance from the earth. This is about ninety-three million miles. A journey of this distance, even if it could be made, would take several hundred years even in the fastest *rocket*.

The sun is a large star. The planet earth is very small *in comparison*. One hundred and nine *globes* the size of the earth would be needed to *stretch* from one side of the sun to the other. The sun makes us feel hot, even at a distance of ninety-three million miles. This is not surprising. The temperature on the sun is about ten thousand *degrees Fahrenheit*. But we receive only a small part of this heat. The total heat of the sun could *melt* a *column* of ice two and a quarter miles thick and ninety-three million miles high in one second.

The brightness of the sun is equally *astonishing*. The sun gives such a bright light that 1,575,000,000,000,000,000 wax candles would be needed to give an *equal* light. This very long *row* of figures gives us some idea of the *brilliance* of the sun. As we said earlier, we receive only a very small part of the sun's heat. We also receive only a very small part of its light. This is sufficient for the *growth* of trees and plants, and for the existence of living *creatures* on earth. Too much heat and light would destroy the *balance* of life. The heat and light from the sun come in just the right quantities for life on earth.

1. Answer these questions:

- What makes life on the earth possible?
- Why would a journey from the earth to the sun not be possible?
- How many globes the size of the earth would be needed to stretch across the sun?

- d) What *shape* is a globe? Can you find something mentioned in Passage 6A that is this shape?
- e) Is the sun a star or a planet?
- f) What is the difference between a star and a planet?
- g) What would happen if the earth received the full heat and light of the sun?

2. Are these statements right or wrong?

- a) The sun is the largest of the planets.
- b) The distance from the earth to the sun is too great for us to travel there.
- c) The sun's light comes from many millions of wax candles.
- d) The moon is a satellite of the sun.
- e) Most of the sun's heat and light are received on the earth.
- f) Without the correct balance of heat and light, life on the earth would not be possible.

3. (a) Find nouns in Passage 6C which correspond to these adjectives:

bright, brilliant, comparative, distant, hot, original

(b) Find verbs in the passage corresponding to these nouns:

consideration, destruction, feeling, receipt

4. Fill the blanks with *a*, *an* or *the* where necessary:

- a) ___ distance of ___ sun from ___ earth is about 93 million miles.
- b) It is ___ light and ___ heat of the sun that make our life possible.
- c) The sun is ___ enormous distance from ___ earth.
- d) Mars and Venus are ___ planets.
- e) Every part of the earth receives sunlight during ___ day.
- f) The earth is made up of ___ particles of ___ matter.

5. Choose the right word or phrase from those in brackets to complete each sentence:

- a) The moon is a (star, satellite, planet).
- b) The earth receives (all, most, some) of the sun's heat and light.
- c) The earth revolves round the sun once in (sixty minutes, twenty-four hours, three hundred and sixty-five days).
- d) Gravity is (the movement of the earth round the sun, the rotation of the earth on its axis, the pulling force of particles of matter).
- e) The temperature of the sun is (higher than, the same as, lower than) that of the earth.

6. Join each phrase in A to a phrase in B to make a correct sentence :

- | A | B |
|----------------------------------|----------------------------|
| a) There is no life | i) of particles of matter. |
| b) The moon revolves | ii) through telescopes. |
| c) Astronomers look at the stars | iii) on the sun. |
| d) The earth rotates once | iv) round the earth. |
| e) Gravity is the pull | v) in twenty-four hours. |

7. Find words in Passages 6A, B and C similar in meaning to these phrases :

- a) very great
- b) to turn round very quickly
- c) opposite to
- d) a very small piece
- e) movement on an axis
- f) to think about
- g) to go completely round something
- h) the pull of the earth
- i) to find the length of something
- j) a machine that can travel through space

8. Fill the blanks in the passage below with suitable verbs from this list, in their correct form :

arrive, become, come, contain, cross, go, move, pass, put, send, travel

HEAT

Heat and light are different forms of energy. Energy is a force that makes things like trains or motor cars, for example, _____. Heat moves in different ways. The sun _____ a great amount of heat into space. A great part of the heat on the earth _____ from the sun. This heat _____ through space. It _____ ninety-three million miles from the sun to the earth. The sun's heat _____ this great space in the form of waves, which _____ on the earth in the quantities necessary for life.

Heat _____ in another way, too. Heat _____ from hotter to colder materials. _____ a silver spoon in a pan _____ a little boiling water. The bowl of the spoon immediately _____ very hot, because the heat of the water _____ into the metal.

9. Make each pair of sentences into a single sentence, using *who* or *that* in place of the words in italics :

Examples: The heat makes the spoon hot. *It* passes from the boiling water to the spoon.

Answer: The heat that passes from the boiling water to the spoon

makes the spoon hot.

I have a friend. *He* has a powerful telescope.

Answer: I have a friend who has a powerful telescope.

- a) The sunlight has travelled ninety-three million miles. We can see *it* when the sun shines.
- b) The revolutions measure our years. The earth makes *them* round the sun.
- c) Astronomers are scientists. *They* study the stars.
- d) A telescope is an instrument. *It* makes it possible for us to study the stars.
- e) Without the heat and light from the sun, the people and animals would die. *They* are living on the earth.
- f) The man invented the telescope. *He* was an Italian called Galileo.
- g) The distance is enormous. *It* separates the sun from the earth.
- h) It is day on the part of the earth. *It* is facing the sun.
- i) Growing plants need the heat and light. They get *them* from the sun.
- j) The force is called gravity. *It* prevents us from falling off the earth.

Section 7

Structural Items: *still* in affirmative sentences / *yet* in negative and interrogative sentences / *too...to* + infinitive / *enough...to* + infinitive

7A Martin Baker and his Family

Martin Baker is a *bus driver*. He lives in a small town with his wife and four children. His wife's father, Mr Butcher, lives with them too. He is too old to do any work. He sits in his chair by the *fireside* all day; but in summer, when it is warm enough to sit outside, he sometimes takes his chair into the garden.

Mr Baker has been very ill for over a month. He has been too ill to go to work. He cannot go to work yet. He is not well enough to go to work. He is still too *weak* to drive his bus.

Martin's *eldest* son is twenty-five. He teaches in a village school. He lives in the village because it takes too long to travel there every day from his father's house. The other children are not yet old enough to go out to work. They still go to school—*except for* the *youngest* daughter. She is only four and a half. She is still too young to go to school.

1. Find words in the passage to complete these sentences:

- Martin Baker has been ill and is too _____ to go back to work.
- Old Mr Butcher sits by the _____ all day to keep warm.
- Martin's _____ son teaches in a village school.
- The other children are too young to _____.
- The _____ daughter is only four and a half.

2. Answer these questions:

- How many people are living in Mr Baker's house?
- How many of Mr Baker's children go to school?
- How long has Mr Baker been away from work?
- Why does his *eldest* son live away from home?
- When does old Mr Butcher go out and sit in the garden?
- What was Mrs Baker called before she was married?

3. Fill the blanks with *enough* or *too*:

- The children go to school by bus because it would take _____ long to walk there.
- We haven't _____ money to go to the cinema.
- Mr Baker is not strong _____ to drive his bus.
- Nine o'clock is _____ early to go to bed.
- This tea is _____ hot to drink!

4. Fill the blanks with *still* or *yet*:

- Mr Baker is _____ too weak to go to work.
- The tea is too hot. I can't drink it _____.
- My sister _____ goes to school, but I am old enough to go out to work.
- You can't go to bed _____, because you haven't finished your homework.
- You _____ have quite a lot to do.

5. Look at these sentences:

This girl is *too young* to go to school.

This girl is *not old enough* to go to school.

Now rewrite the following sentences in the same manner:

- Mr Baker is *too weak* to drive a bus.
- He is *too ill* to go to work.
- Mr Baker is *too poor* to own a car.
- You are *too small* to wear these clothes.
- Those bananas are *too bad* to eat.

7B The Eskimos

Modern ideas are beginning to *influence* the Eskimos, but not enough to make much difference to their way of life. They still spend the winter in *igloos*, the round *huts* that are built of snow *frozen* hard. They still travel on *sleds* that are pulled by dogs. The winter is too cold for hunting, so during that *season* they live on the stores of *seal* meat that they have killed in the summer. But seal meat is not the only kind of food that they eat. In summer they *hunt* reindeer and bears. They also fish *all the year round*. The Eskimos who are *hunters* in summer are *fishermen* in winter. In winter they make holes in the ice and catch their fish through the holes that they have made.

Eskimos live in very difficult conditions. There is not enough wood to make furniture and there is no *metal* for tools. They use bone, *therefore*, for their fish *hooks* and for the *tips* of their *arrows*. Only *adaptable* workmen can live in these conditions. The Eskimos are adaptable. That is why they are able to live in the *Arctic* lands.

1. Answer these questions:

- Do the Eskimos live in the north or in the south of the world?
- What do we call the regions where they live?
- How do they spend the summer?
- How can they catch fish when the water is frozen?
- Why do they keep dogs?
- What is an igloo?

2. Choose the right words or phrases from those in brackets to complete each sentence:

- Eskimos fish (only in summer, only in winter, the whole year round).
- A sled is used (for hunting, for travelling over the ice, for fishing).
- The Eskimos make their fish hooks of (wood, iron, bone).
- They kill reindeer with (bows and arrows, guns, swords).
- They are adaptable workmen because (they have to be adaptable to keep alive, they are well paid for their work, they have plenty of wood and metal to use for making furniture and tools).

3. Fill the blanks with *by*, *for*, *in*, *of* or *on*:

- The Eskimos get their food ____ hunting and fishing.
- In winter they live ____ seal meat.
- They use bone ____ fish hooks and the tips of arrows.
- The life ____ the Eskimos is primitive.
- The Eskimos live all the winter ____ igloos.

4. Look at these sentences:

It is too cold for the Eskimos to hunt in winter.

Why do the Eskimos not hunt in winter?

Because it is too cold.

Now look at the following statements and answer the questions on them in the same way:

- The Eskimos do not have enough wood to make furniture.
Why do the Eskimos not make furniture?
- Mrs Baker's father is too old to do any work.
Why can Mrs Baker's father not do any work?

- c) The sun is too far from the earth for men to travel there.
Why can men not travel to the sun?
- d) Mr Baker does not earn enough to buy a car.
Why does Mr Baker not buy a car?

7C Changes in the Village

Let us *climb* the hill that rises behind the village and look back. The village seems almost unchanged in the valley.

A large area of green *vegetation* surrounds the homes of the *villagers*. Look carefully. Has the general appearance of the village changed in this changing world? Through the trees you can still see in the main street the same shops that were there when you and I were boys, before we went away. Look at the shapes of the fields. There is no change there. But you will notice some difference in the village school. It is being *enlarged*. *Several* more classrooms are being added to it, though you can still *make out* the lines of the old buildings that we knew when we were pupils there.

It is not late enough yet for the shopkeepers to light their lamps, but we must walk down the hill again before it is too dark to see the path.

Most of the older villagers have been happy enough to spend their whole lives here. Now, of course, they are too *used to* the place to want to move away or to travel far. But for many young people, life here is not *varied* enough to satisfy them. The place seems much too quiet. There is nothing here to interest them. Their parents tell them that city life is very hard and too competitive to *suit* them; but the young men and women answer that conditions in the country are too *limited* to offer them *opportunities* for making a good living.

Naturally the mothers and fathers of these young people want to keep their children with them. Although life is sometimes hard, they say, working on the land is peaceful. They are very friendly with their *neighbours*. They share their joys and sorrows. They help each other in *misfortune*. They are never *lonely*.

Very often the young men and women do not listen to them. The city has too many *attractions* to offer, with its busy streets, fine shops, bright lights, cinemas and other *entertainments*. Many young villagers earn quite enough money in the city to have a *comfortable* life there—but not all of them are so fortunate. They

do not yet know how difficult it is to get work, and they do not yet know what *temptations* await them. Some *succeed*, but many more *fail*.

Who are right, the parents or the young people? What do you think?

1. a) You are an older villager advising a younger villager not to go and live in a city. Give three reasons for your advice.
- b) You are a younger villager. Give three reasons why you do not want to accept this advice.
2. a) Why do you think the village school is being enlarged?
- b) What attractions does a city have that a village does not have?
- c) Where is one likely to be more lonely — in a village or in a city?
- d) What kind of work do most of the people in a small village do?
- e) What sort of work would you like to do?

3. Join each phrase in A to a phrase in B to make a correct sentence:

A

B

- | | |
|---------------------------|-------------------------------|
| a) I am not tall enough | i) to go to school. |
| b) Mike is not old enough | ii) to touch the ceiling. |
| c) The table is too heavy | iii) for them to swim in. |
| d) The house is too small | iv) for her to lift. |
| e) The sea is too rough | v) for the family to live in. |

4. Fill the blanks with the plurals of the words in italics:

- a) When Mary was a *child* she played with the other ____.
- b) The *bee* does not live alone. There are thousands of ____ in every hive.
- c) Kill that *fly*! ____ spread disease.
- d) The village was in a *valley*, because the weather is calmer in the ____ than on the mountains.
- e) One of the *sheep* wandered away from the flock, but the farmer's dog drove it back to the other ____.

5. Fill the blanks in this passage with *in* or *on*:

People who live ____ villages usually work ____ the land. Their children sometimes find life ____ the country too quiet. There is not enough for them to be interested ____, and when they are ____ holiday they find too little to do. ____ the cities there are many more entertainments, and they can take part ____ a great variety of activities. But city life has its bad side. When young people are living ____ lodgings ____ a strange town they can be very lonely. It is hard for them to make friends, they are entirely ____ their own and they have

nobody to help them ____ misfortune.

6. Make one sentence out of each pair:

Example: The ceiling is very high. I cannot reach it.

Answer: The ceiling is too high for me to reach.

- a) The table is very heavy. I cannot carry it.
- b) The box is very big. I cannot lift it.
- c) The tea is very hot. He cannot drink it.
- d) It is very late. We cannot get there on time.

7. Fill the blanks with *still* or *yet*:

- a) He hasn't come home _____. He is _____ at school.
- b) The shop is _____ closed. It hasn't opened _____.
- c) Aren't you ready _____? No, I'm _____ getting dressed.
- d) I haven't finished the sums _____. I am _____ trying to do them.

8. Give a noun corresponding to each of these adjectives, and use *a* or *an* with each noun in a sentence:

advantageous, attractive, competitive, difficult, interesting, opportu-
tune, pleasant, sorrowful, tempting, welcome

Section 8

Structural Items: Comparative and superlative forms...-er than
more...than / (the)...-est (the) most...

8A Plants and their Life

Plants cannot live without water and light. The problem of water is most *severe* in the *deserts*. Some desert plants send their roots deep into the ground, to *tap* the water stored below, but the *cactus usually* has *shallow* roots. When it rains the cactus *absorbs* as *much* water as *possible*. It stores this water in its *fleshy stems*. Plants usually lose a lot of water by *evaporation* through their leaves. Therefore, desert plants have *tougher* leaves than other plants. Sometimes *prickly spines* cover these desert plants. Spines make the *rate* of evaporation slower.

All green plants must have light. Most trees and grasses grow best in full sunlight. But there are some plants that do not need much light. Full sunlight would kill them. For example, some water plants grow 450 feet below the surface of the water. At that depth the light is weaker than that of the full moon.

1. Answer these questions:

- What use are the *spines* on the leaves of a desert plant?
- If a plant sends its roots deep into the ground, why does it do so?
- What kind of land do cacti grow in?
- Do most plants grow better in the shade or in the light?
- Is moonlight stronger or weaker than sunlight?

2. Change the following sentences as in the example:

Example: A city is busier than a village.

Answer: A village is not so busy as a city.

- The earth is bigger than the moon.
- Cake is sweeter than bread.
- Electric lights are safer than candles.
- China is larger than Japan.
- Deserts are drier than fertile areas.

3. Fill the blanks in the sentences below with suitable phrases from this list:
higher than, harder than, the biggest, the best, the longest
- Milk is ___ food for babies.
 - Iron is ___ wood.
 - The Nile and the Amazon are ___ rivers in the world.
 - I am hungry, so I want ___ cake that you can give me.
 - A plane can fly ___ a bird.
4. Choose the correct word or phrase from those in brackets to complete each sentence:
- Cacti grow (on mountain tops, in deserts, by river banks).
 - Plants need (only light, only water, both light and water) to keep them alive.
 - Moonlight is (better than, not so good as, just as good as) sunlight for most plants.
 - The cactus stores water in (fleshy stems, tough leaves, deep roots).
 - Evaporation is caused by too much (cold, heat, light).
5. Fill the blanks with *a*, *an* or *the*:
- Most secondary schools have ___ reference library.
 - A vegetarian animal is called ___ herbivore. ___ largest herbivore is ___ elephant.
 - ___ cactus is ___ desert plant.
 - A family of bees is called ___ colony. ___ drones are ___ males of ___ colony.
 - Venus is ___ beautiful planet, perhaps ___ most beautiful of all ___ planets. It has ___ very soft light.

8B *The Size of the Universe*

The earth seems big to us, but it is only one particle *floating* along with countless other particles in space. Our sun is another *such* particle. It is only a large star at the edge of our *galaxy*, the Milky Way. Nine small planets and about two thousand smaller bodies all revolve round it in a fixed order. There are many stars larger and brighter than the sun in the Milky Way. There are also many millions of galaxies in the universe as big as, or bigger than, the Milky Way. The distance from earth to other bodies in space is *measured* by astronomers in *light years*, that is, the distance

(5.88 million million miles) that light travels in one year. The farthest galaxies are more than two *billion* (= two million million) light years away from the earth. Each galaxy is made up of millions of stars and satellites. There are *vast* distances between one galaxy and another.

1. Are these statements right or wrong?

- The earth is the largest object in the universe.
- There are billions of particles in space.
- The sun is near the centre of the Milky Way.
- The sun is not so bright as many other stars in the Milky Way.
- Nine thousand bodies rotate in fixed order round the sun.
- The Milky Way is not the only galaxy in the universe.
- Scientists use time to measure distances in space.
- Light travels two billion miles a year.
- Galaxies are made up of stars and satellites.
- The galaxies are close to each other in space.

2. Change the following sentences as in the examples:

i) *Example*: The earth is not so big as the sun.

Answer: The earth is smaller than the sun.

- A train is not so fast as a plane.
- The Black Sea is not so deep as the Pacific Ocean.
- Village life is not so noisy as city life.
- English is not so difficult as Greek to learn.
- Moonlight is not so strong as sunlight.

ii) *Example*: Bombay is hotter than Leningrad.

Answer: Leningrad is not so hot as Bombay.

- Leather is tougher than paper.
- Dogs are cleverer than sheep.
- The moon is closer than the sun to the earth.
- Truth is stranger than fiction.
- My father is taller than I am.

3. Find words in Passage 8B with opposite meanings to these words:
nearest, huge, dimmer, few, disorder, smaller, less, little

4. Fill in the blanks:

- | | | |
|-----------|------------------|------------------|
| a) good | better | the _____ |
| b) bad | worse | the _____ |
| c) clever | _____ | the _____ |
| d) _____ | busier | the _____ |
| e) _____ | more industrious | the _____ |
| f) _____ | _____ | the most fertile |

g) vaster

the _____

h) far

the _____

i) the tiniest

the _____

j) dry

the _____

5. Find adjectives in Passage 8A corresponding to these nouns:
severity, flesh, prickle, weakness, depth

8C Climate and Vegetation

The *Equator* is an *imaginary* line round the middle of the earth. It divides the earth into two *roughly* equal parts. The areas close to the Equator are hotter than those that are farther away.

The coldest *regions* in the world are the *polar* regions near the North and South Poles. They have an arctic *climate*. The hottest regions are in South Asia, North Africa and Central America. They are in the *Tropics*. Their climate is tropical.

The countries between the polar and tropical regions have a *temperate* climate. This is the climate of Europe. The *average* temperature there is warmer than at the Poles and cooler than that of the tropics.

The plant growth in a particular region is called its vegetation. The vegetation of an area depends on its climate. In wet, tropical regions, for instance, *jungles* are the commonest vegetation. In these jungles the tops of the trees are large, and meet *overhead*. Underneath there are smaller trees. The forests in the temperate regions are different. They do not have the thick *undergrowth* that is found in the tropical jungles. These forests, therefore, are more open than the jungles.

The deserts are the driest areas. They have very little vegetation at all. The regions farthest north and south of the Equator are regions with ice, snow and frost all the year round. Here, too, there is little or no vegetation.

Man's most important interest in vegetation arises from his need for food. Different kinds of crops are grown in different climates. Crops such as *rice* and *maize* need more water than crops like *wheat* and *rye*. Rice must have a warm, *moist* climate during the growing season.

Wheat, *oats*, *rye* and *barley* are called 'small grain'. They do not need so much water as rice and maize do. Wheat is the most widely

grown small grain. It is perhaps the most important *edible crop* of all. The most important *inedible* crop grown by man is cotton.

Man grows many kinds of crops. With the *scientific* knowledge of farming that he possesses *nowadays* he can grow some kinds of crops even in climates where *formerly* they could not be grown. Man cannot change climate but he can *make the most of it*.

1. Answer these questions:

- a) Is the Equator at the coldest or the hottest part of the earth?
- b) Where are the hottest regions of the earth?
- c) What are the coldest regions called?
- d) What is another name for tropical forest?
- e) When we speak of vegetation, what do we mean?
- f) Why do men take a great interest in vegetation?
- g) What kind of conditions does rice need to grow in?
- h) Where are the temperate regions to be found?
- i) Is Europe a temperate or a tropical region?
- j) What is the difference between tropical and temperate forests?

2. Are these statements right or wrong?

- a) If you stand at the Equator you can see a line running round the earth.
- b) South Asia has a tropical climate because it is close to the Equator.
- c) The undergrowth in a temperate forest is thicker than in a jungle.
- d) Cotton is the principal edible crop grown by man.
- e) Wheat and rye need less water than rice when they are growing.
- f) There are no forests in the polar regions.
- g) Maize is one of the small grain crops.
- h) There is a connection between vegetation and climate.
- i) Crops can sometimes be grown in climates which are not really suitable for them.
- j) The climate of Europe is similar to that of Central America.

3. Fill the blanks with suitable phrases from this list:

higher than, farther from, the most important, less water than, the most famous, the coldest

- a) The sun is _____ the earth than the moon.
- b) Mount Everest is _____ Mount Vesuvius.
- c) Gandhi was _____ Indian of modern times.
- d) The polar regions are _____ regions of the earth.
- e) Wheat and rye need _____ maize and rice.
- f) Wheat is _____ of our edible crops.

4. Fill the blanks with *a*, *an* or *the* where necessary:
- Equator is _____ imaginary line.
 - _____ vegetation of _____ area depends on its climate.
 - Rice must have _____ warm climate and plenty of _____ water.
 - _____ climate of Europe is _____ temperate climate.
 - _____ deserts are _____ dry areas with very little vegetation.
5. Put suitable words from this list in the sentences below:
dry, edible, good, necessary, valuable, brighter, heavier, larger, lower, thicker
- Russia is _____ than France.
 - Sunlight is _____ than moonlight.
 - Iron is _____ than tin.
 - Heat is as _____ as light to human beings.
 - The temperature on the earth is _____ than that of the sun.
 - Jungles are _____ than temperate forests.
 - Desert land is too _____ for rice or maize.
 - Coffee is not so _____ as milk for very small children.
 - Gold is more _____ than lead.
 - Grass is more _____ for animals than for men.
6. Find adjectives in Passage 8C corresponding to these nouns:
equality, heat, imagination, science, warmth, moisture

7. Fill in the blanks:

_____	more edible	the _____
hot	_____	the _____
_____	_____	the commonest
little	_____	the least
temperate	_____	the _____
_____	_____	the widest
moist	_____	the moistest
important	_____	the _____
open	_____	the _____
_____	warmer	the _____

8. The words in Column B are opposite in meaning to those in Column A, but they are not in correct order. Rearrange Column B so that each word in Column A and its opposite come together:

A	B
edible	tropical
imaginary	unsuitable
particular	idle
wet	inedible

temperate	ignorance
farther	dry
suitable	uncommon
knowledge	nearer
common	general
busy	real

9. The words in Column A and those in Column B are connected in meaning, but they are not in correct order. Rearrange them as you did for the words in Exercise 8:

A	B
broad	near
far	immense
close	overhead
moist	strong
quick	wide
vast	fast
rotate	area
tough	distant
above	revolve
region	wet

Section 9

Structural Items: *may, ought to*

Note: *may* is used in two ways:

1. To give or refuse permission.

e.g. May I have another piece of cake, please?

Yes, you may.

(No, you may not.) (9A)

2. To express a possibility.

e.g. The doctor may be able to see you at 11 o'clock.

She may not get your invitation in time to come to the party tonight. (9B)

This second use is not very common in questions. If one were to ask the question to which the first of these examples would be an answer, it would be better to say something like 'Do you think the doctor will be able to see me at 11 o'clock?'

Passage 9C has examples of both uses of *may*.

9A Our School Library

We have a big, well-equipped library in our school. There is a *librarian in charge* of it. Pupils of the school may *borrow* books from this library, but they may not lend them to others without the *permission* of the librarian. Pupils may borrow two books *at a time*. They may keep these books for any length of time up to a *fortnight*. If they do not return them by the end of this period, they may be refused permission to borrow any more.

The library has a reference section. The books in this section may not be taken away. There are also magazines and newspapers in the library. These, like the reference books, may not be borrowed.

There are a number of *rules* for *behaviour* in the library. The librarian thinks that students ought to put back the books in their correct places on the *shelves*. They ought to leave the magazines and newspapers in good order. They ought to treat the books carefully and keep them *in good condition*. Students may not talk in the library or *disturb* others there. They ought also to keep *reasonably* quiet when they are passing along outside the library.

1. According to the passage, are these statements true or untrue?
 - a) Pupils may lend their library books to others.
 - b) Borrowers may keep books as long as they like.
 - c) Books in the reference section may not be taken away.
 - d) Books may not be taken down from the shelves.
 - e) Readers ought to put books and magazines back in the places where they found them.
 - f) Nobody may talk in the library.
 - g) Students ought not to be noisy near the library.
 - h) Students who break the rules about returning books to the library may lose the right to borrow any more.
2. Fill the blanks with *ought to* or *ought not to*, to give a sensible meaning:
 - a) We ___ keep our classrooms clean.
 - b) Children ___ help their parents.
 - c) We ___ keep flies away from food.
 - d) Students ___ put library books back in the wrong places.
 - e) Borrowers ___ treat the books badly or lose them.
3. Find words in the passage that can complete these sentences:
 - a) A librarian is a person who is _____ a library.
 - b) The books in the library are kept on _____.
 - c) Always try to keep the books that you borrow in _____.
 - d) You need not stop talking entirely, but I want you to keep _____ quiet while I am speaking on the telephone.
 - e) Students may not keep their library books for longer than a _____.
4. Answer these questions:
 - a) Why do you think that borrowers may not keep their books for longer than a fortnight?
 - b) Why must students put books back in their proper places?
 - c) Why does the librarian not allow students to talk in the library?
 - d) Why may students not take reference books away?
 - e) Why ought borrowers to treat their library books carefully?

98 *Wealth and Happiness*

Most men *long for wealth*. Wealth, they think, brings happiness. But, often, wealth brings a great deal of *worry* without much happiness. A *millionaire* is a very wealthy man, of course, but his

great wealth is also a great responsibility. He may have many large *estates* and *factories*. Estates and factories usually need a lot of attention. There may be *disputes* between the millionaire and his workers over one trouble or another. These disputes may lead to *strikes*. In this case the millionaire may lose a lot of money. Or some *gangster* may *kidnap* the millionaire's child and demand thousands of pounds to return the child *safe and sound*. A very rich man, therefore, *in spite of* his great wealth, may not have an easy life. He has many *worries*. These worries may be greater than the worries of a poor man.

1. Answer these questions:

- What do *you* long for more than anything else?
- Why does wealth not bring complete happiness?
- What kinds of worries may the owner of a factory have?
- For what reason may a gangster kidnap a millionaire's child?
- What may happen when there are disputes between the owner of a factory and his workers?

2. Fill the blanks with *may* or *may not* to give a sensible meaning:

- A wealthy man _____ always be happy.
- He _____ have more worries than a poor man.
- A factory owner _____ lose a lot of money by strikes.
- Workers who are not satisfied _____ want to go on working.
- A poor man _____ have as many worries as a rich man with large estates.

3. Find a word in the passage which means the same as each phrase:

Example: A person who has more than a million dollars, rupees, pounds, etc.

Answer: A millionaire

- A man who earns his living by wrong-doing.
- To take (somebody) away without permission.
- A disagreement between two people or groups of people.
- Action taken by employees to stop work.
- Large areas of land owned by one person.

4. Find nouns in Passage 9B corresponding to these adjectives:
attentive, happy, responsible, wealthy, worried

5. Put in *a* where necessary:

- The horse is _____ quadruped.
- The production of _____ yard of silk means the death of thousands of silkworms.

- c) Water is made up of ___ oxygen and ___ hydrogen.
d) Most people use ___ ink for writing.
e) ___ bottle of ___ ink does not usually cost ___ much money.

Additional Structural Item: *it is....., it may be.....*

9C *Man in Society*

Men usually want to have their own way. They want to think and act as they like. No one, however, can have his own way all the time. A man cannot live in society without considering the interests of others as well as his own interests. 'Society' means a group of people with the same laws and the same way of life. People in society may make their own decisions, but these decisions ought not to be *unjust* or *harmful* to others. One man's decisions may so easily *harm* another person. For example, a *motorist* may be in a hurry to get to a friend's house. He sets out, driving *at full speed* like a *competitor* in a motor race. There are other *vehicles* and also *pedestrians* on the road. Suddenly there is a *crash*. There are *screams* and *confusion*. One careless motorist has struck another car. The *collision* has injured two of the passengers and killed the third. Too many road accidents happen through the *thoughtlessness* of *selfish* drivers.

We have governments, the police and the law courts to *prevent* or to *punish* such *criminal* acts. But in addition, all men ought to observe certain rules of *conduct*. Every man ought to *behave* with *consideration* for other men. He ought not to *steal*, *cheat*, or destroy the property of others. There is no place for this sort of *behaviour* in a *civilised* society.

Men in a free society have certain *privileges*. The government and the police do not watch all their movements. *Officials* do not *dictate* to them everything they may or may not do. Men in a free society may think as they please. They may even choose their own government. In return for these privileges they ought not to act selfishly. They ought always to respect the rights of others. It is very important for men to remember this. *Wherever* they may live, *whether* in a town or in a village, in a large or a small *community*, they ought not to behave thoughtlessly. The happiness of a community depends on the behaviour of its *individual* members.

It is every good *citizen's* responsibility to give as well as to receive.

1. Find words in the passage to complete these sentences:

- a) There was a terrible ____ as the two cars ran into each other.
- b) As a result of the ____ between the two cars, two people were injured and one was killed.
- c) Road accidents are caused by the ____ of selfish drivers.
- d) We should obey the rules of ____ laid down by society.
- e) In a free society we are not told what to think by government ____.
- f) It is a great ____ to be allowed to borrow books from a library, so borrowers should treat the books carefully.
- g) Man in society has ____ as well as rights.
- h) A good ____ respects the rights of others.
- i) A town is a large ____ and a village is a small ____.
- j) In a motor race the ____ drive at full speed.

2. Complete each sentence by selecting the correct phrase from those in brackets:

- a) One man's decisions and acts may (sometimes harm another, never harm another, always harm another).
- b) Motorists (ought to drive carefully, ought to drive selfishly, are responsible for all road accidents).
- c) There are (too many road accidents, not enough road accidents, a satisfactory number of road accidents).
- d) It is (right and thoughtful, not really necessary, very selfish) to respect the rights of others.
- e) Members of a civilised society usually (steal and cheat, harm the interests of others, behave in a responsible way).

3. Answer these questions:

- a) What do we mean by 'society'?
- b) Why can men not always have their own way?
- c) What kind of decisions might bring danger or suffering to others?
- d) Why do accidents often happen?
- e) How are people in society protected from the criminal acts of others?
- f) How should men behave towards other men?
- g) What sort of actions should not be committed in a civilised society?
- h) What privileges do men in a free society have?
- i) What does the happiness of a community depend on?
- j) What should a good citizen do as well as receive?

4. Fill the blanks with *ought to* or *ought not to*:

- Students who want to do well _____ work hard.
- You _____ keep drinking water covered.
- Borrowers _____ keep books out for longer than the library rules allow.
- Motorists _____ drive carefully and with consideration.
- Men _____ steal or cheat.

5. Fill the blanks with *may* or *may not*:

- Even the wisest of men _____ sometimes be mistaken.
- If there is a strike of bus drivers we _____ have to walk to school tomorrow.
- The weather looks fine, so I _____ need my raincoat.
- A careless motorist _____ cause great damage and even loss of life.
- _____ I borrow your ruler for a moment?

6. Rearrange Column B so that each word or phrase is opposite the one in Column A which it explains:

A	B
to endanger	a person who drives a car
decision	not fair
unjust	a collision
a privilege	a single person
a competitor	ruling
an individual	not caring for others
a crash	the act of deciding
a motorist	a special favour or right
governing	someone taking part in a race
selfish	to expose to harm

7. Give the opposite of each of the following adjectives by putting the prefix *im-* or *un-* before it or by using the suffix *-less* after it, whichever is required:

careful, just, interesting, likely, patient, possible, selfish, thoughtful, truthful

8. Fill the blanks with *for* or *to*:

- People too often want _____ have their own way.
- The driver was in a hurry _____ get to his friend's house.
- Some people are too selfish _____ consider the needs of others.
- It is important _____ men _____ respect the rights of others.
- The motorist was _____ by the court _____ driving too fast.

9. Fill the blanks with *a*, *an* or *the* where necessary:

- a) He was in ___ great hurry to get to his friend's house.
- b) Accidents happen through ___ carelessness of motorists.
- c) All good citizens ought to help ___ prevent crimes.
- d) Men in a free society have both ___ privileges and ___ responsibilities.
- e) Whether we live in ___ large or in ___ small community we ought not to act without ___ respect for others.

Section 10

Structural Items: The simple past / The past progressive / *while*

10A A Narrow Escape

It was fine and warm one afternoon, and Will decided to go for a bicycle ride in the country. He was enjoying the sunshine and the peaceful roads, and when he came to a *steep* hill he let his bicycle run down it much too fast. But there was a sharp *bend* at the bottom of the hill. When he was nearly there, a dog rushed out of a *farmyard*, barking and jumping up at him.

Will put his *brakes* on. He managed not to hit the dog, but he was going too fast to get round the bend safely. The bicycle ran across the road and hit the *bank* at the other side. Fortunately, no *vehicle* was passing, so there was no danger of a collision. As Will was picking himself up, the farmer came out. When he saw that there was no damage, he brought Will back to the *farmhouse* and gave him a glass of fresh milk.

Will was soon ready to go on with his ride. 'All's well that ends well,' he said to the farmer when they wished each other goodbye.

1. Answer these questions:

- Why did Will decide to go for a bicycle ride?
- What did he do when he came to the steep hill?
- How did Will try to stop his bicycle?
- Why did Will hit the bank at the side of the road?
- When did the farmer come out?
- Why did Will and his bicycle escape damage?
- Where did the farmer take Will?
- What did the farmer do to show that he was sorry for the accident?
- What did Will say to show that no harm had been done?
- Do you think the accident was the farmer's fault? Give reasons.

2. Write out these sentences, putting the verbs in brackets into their correct past form:

Examples: While Will (mend) his puncture it (start) to rain.

Answer: While Will was mending his puncture it started to rain.

Will (mend) his puncture when it (start) to rain.

Answer: Will was mending his puncture when it started to rain.

- a) Will (have) a narrow escape while he (ride) his bicycle.
- b) While he (go) down the hill a dog (rush) at him.
- c) He (put) his brakes on when he (see) the bend just in front of him.
- d) He (go) too fast when he (reach) the bend.
- e) While he (get) up the farmer (come) along the road.
- f) He (sit) and (rest) when the farmer (bring) him a glass of fresh milk.

3. Fill the blanks with *off* or *on*:

- a) Will set ___ for a ride ___ his bicycle.
- b) He went ___ a road that went down a steep hill.
- c) There was a dog ___ the road.
- d) Will hit the bank covered with grass ___ the other side of the road.
- e) He fell ___ his bicycle when it ran up the bank.

4. Choose words from the passage to complete these sentences:

- a) My bicycle went very ___ down the hill because the hill was ___.
- b) I like going for rides in the ___, where there are no houses or shops.
- c) The farmer's dog ran out of the ___.
- d) You must have good ___ if you want to be able to stop your car quickly.
- e) We cannot drive fast along this road, because there are a lot of ___ in it.
- f) A ___ has been built over the stream so that people can cross it.
- g) Grass was growing on the ___ on both sides of the road.
- h) There was no fear of a ___ when Will's bicycle went across the road, because no ___ was passing.
- i) My car suffered serious ___ when I had a puncture and ran into a wall.
- j) People who live in towns can never get ___ fresh from the cow.

10B Marie Curie

Marie Sklodowska was born in 1867 in Warsaw, the capital of Poland, where her father was a teacher. Polish teachers were not well paid, and Marie's father could not afford a university education for her, so she had to work as a *governess*. When she had enough

money from her *savings*, she went to study at the most famous French university, the Sorbonne in Paris. She had a very difficult life in Paris, but she graduated *with honours* in *Physics* and *Mathematics*. Then she got a job as a *research* scientist. While she was doing her research she met Pierre Curie. Her friendship with this French scientist resulted in their marriage in 1895. They worked together and discovered *radium*. In 1903, Marie and Pierre won the Nobel Prize for Physics. A few years later, in 1906, Pierre was run over in the street by a heavy *waggon*, and died of his *injuries*. But Marie continued to work, and won the Nobel Prize again in 1911. She died in 1934.

1. Answer these questions:

- a) What is the capital of Poland?
- b) What is the capital of France?
- c) What nationality was Marie Curie by birth?
- d) How many years ago was she born?
- e) How old was she when she died?
- f) How did Pierre Curie die?
- g) How many times did Marie Curie win the Nobel Prize?
- h) Why did she go to work as a governess before she went to the University?
- i) What discovery made Marie Curie famous?
- j) How long were Pierre and Marie Curie married?

2. Make each pair of sentences into one sentence by using *while*:

- a) Marie Curie was working as a governess.
She saved money for her higher education.
- b) The school's prize-giving day was going on.
Two girls fainted because of the hot weather.
- c) Her mother died.
Rose was at school.
- d) They were playing football.
They kicked the ball through the window of the headmaster's office.
- e) The weather grew stormy.
They were swimming in the lake.
- f) A dog rushed at Will.
He was going down the hill on his bicycle.

3. Give the proper past form of the verb in brackets in each sentence:

- a) It (get) quite dark when they (get) home from their afternoon practical classes.
- b) I (wait) at the bus stop when I (see) the bus coming.

- c) The bus arrived at the bus stop while I (wait) for it.
- d) Pierre and Marie Curie (discover) radium while they (do) research work.
- e) Pierre Curie (be) killed while he (cross) the street in front of a heavy waggon.
4. Fill the blanks with *by* or *with*:
- a) Radium was discovered _____ Pierre and Marie Curie.
- b) Marie did scientific research _____ her husband.
- c) Marie Sklodowska earned money _____ working as a governess.
- d) Mrs Brown was cutting bread _____ a long knife.
- e) Factory owners sometimes have disputes _____ their workers.
5. Find verbs in the passage corresponding to these nouns:
death, discovery, graduate, result

10C The Sinking of the Titanic

In 1912 an American *shipping* company *launched* a new ship called the 'Titanic'. It was the largest and most *luxurious* ocean *liner* of that time. It weighed 46,000 tons and could carry about 2,200 passengers. *Experts* said that nothing could sink it. It was definitely *unsinkable*. On April 14 1912, the ship sailed on its first voyage across the Atlantic from Southampton in England to New York in the United States, with 2,224 passengers, men, women and children. On April 15, just before midnight, the ship struck an iceberg. The iceberg tore a great hole in the ship's side, and the unsinkable 'Titanic' began to sink.

There was great *alarm* on board. *Warning* bells rang out. Everyone rushed to the *lifeboats*, but there was not enough room for them all. There was room for only 1,178 passengers. The lifeboats took *mostly* the women and children. It was a *terrible scene*. Wives were *weeping* because they had to leave their *husbands* to *drown*. Children were crying because they had to say goodbye to their fathers. The men had to remain on the ship. The 'Titanic' sent out signals for help, but no help came. Another ship, the 'Californian', was only twenty miles away, but her radio *operator* was asleep and did not hear the *distress* signals.

In the early hours of the morning the 'Titanic' sank, while her band was playing *bravely* on deck. Twenty minutes later another

liner, the 'Carpathia', arrived on the scene and helped to rescue survivors from the icy water. But of the 2,224 passengers, only about 700 survived.

It was a terrible disaster. But something good came out of the sinking of the 'Titanic'. In 1913 there was a committee of inquiry into the disaster. This committee drew up many new rules for shipping companies. Since then, every ship has had to provide lifeboat places for each passenger and has had to organise lifeboat drill during each voyage. Every ship has had to carry enough radio operators so that there is always one of them on duty. Another important result of the sinking of the 'Titanic' was the formation of an international ice patrol. This patrol warns ships about ice and icebergs in the North Atlantic.

1. Are these statements true or untrue?

- The 'Titanic' was unsinkable.
- The 'Titanic' was sailing from east to west.
- The 'Californian' rescued survivors from the 'Titanic'.
- Many passengers were lost because some of the lifeboats struck an iceberg.
- There were not enough places in the lifeboats for all the passengers.
- The 'Californian' had a radio operator on duty all the time.
- About 1,500 of the passengers on the 'Titanic' lost their lives.
- The international ice patrol warns ships about icebergs in the North Pacific.

2. Answer these questions:

- Did anything good come from the sinking of the 'Titanic'?
- What does an ice patrol do?
- Why were so many lives lost in the 'Titanic' disaster?
- Which passengers were given the first places in the lifeboats?
- How far away was the 'Californian' when the disaster happened?
- Why did the 'Californian' not go to the rescue?
- What is an iceberg?
- Where did the band play while the 'Titanic' was sinking?
- Was the 'Titanic' a British or an American ship?
- What port had the 'Titanic' sailed from?

3. Column B contains explanations of the words in Column A, but not in their correct order. Rearrange Column B so that each explanation is opposite the appropriate word in Column A:

A	B
to warn	to put (a new ship) into the water
a lifeboat	very costly and comfortable
luxurious	a group of musicians playing together
a disaster	to tell about possible danger
a voyage	a large passenger ship
to launch	a terrible accident
a liner	a man who sends and receives wireless messages
a radio operator	a journey by sea
a band	part of a ship that people walk on
a deck	a boat for rescuing people from the sea

4. Find suitable words in the passage to complete these sentences:
- Radio operators must not sleep when they are on ____.
 - Bells rang out to give ____ of the disaster.
 - The passengers were standing on the ____, waiting to get into the lifeboats.
 - The shipbuilders thought the 'Titanic' was ____ even in a collision.
 - An ____ is a person with special knowledge of a subject.
 - When the ship struck the iceberg the radio operator sent out ____ signals.
 - The 'Titanic' sailed with more than 2,000 passengers on ____.
 - Soldiers spend a lot of time doing ____, to learn to obey orders and move together.

5. Put the verbs in brackets into their correct form:
- Many passengers (sleep) when the alarm bells (ring) out.
 - The band (play) bravely on deck while the ship (sink).
 - When the 'Carpathia' (come) on the scene hundreds of passengers (struggle) in the icy water.
 - When the lights (go) out we (sit) in the kitchen.
 - While some passengers were (get) into the lifeboats, others (jump) into the water.
 - When the patrol (see) the iceberg, all ships in the area (keep) a careful watch and their radio operators (listen) for warnings.

6. Fill the blanks with *in* or *on*:
- The 'Titanic' was ____ her first voyage.
 - Every ship must have a radio operator ____ duty all the time, ____ case other ships need help.
 - Another ship came ____ the scene and picked up survivors.
 - Some passengers were ____ deck and others were ____ their cabins.
 - The disaster happened ____ April 15 1912.

7. Fill the blanks with *can, cannot, may or may not*, whichever is needed:
- 'This ship ____ sink,' said the experts who built the 'Titanic'.
 - Liners ____ sail without enough lifeboats for all their passengers.
 - A radio operator ____ do his duty if he is asleep.
 - Lifeboats ____ be needed quickly if there is a collision.
 - You ____ not understand why it sank so quickly, perhaps, but you ____ be quite sure that it did.

8. Rewrite these sentences, giving the past participles of the verbs in brackets:

- The 'Titanic' was (strike) by an iceberg.
- A great hole was (tear) in the ship's side.
- Distress signals were (send) out by the radio operator.
- The distress signals were not (hear) by the radio operator of the 'Californian'.
- Some of the passengers were (take) off in lifeboats.
- Many people were (see) struggling in the water by the crew of the 'Carpathia'.
- A committee of inquiry was (hold) after the disaster.
- New rules for shipping were (draw) up by the committee.
- International patrols are now (send) out regularly to look for ice.
- Ships are (warn) by the patrol about icebergs in the North Atlantic.

home work

Section I I

breathe → श्वासेत्
bathe → स्नानम्

Structural Item: The simple past / The past perfect (11B only)

11A A Scholarship

department

My neighbour's daughter, Beryl, was born in India in 1940. Her family went back to live in Britain a few years later. When she was eighteen she gained admission to the School of Oriental and African Studies of London University. She was very interested in Oriental languages and read for an honours degree in Sanskrit. She graduated in 1961 and joined the staff of a newspaper, the 'Morning Telegraph'. As a correspondent, she travelled widely in the East. She went to India in 1967. She married in India and is still living there.

1. Answer these questions:

- How old is Beryl now?
- Why did she decide to study Sanskrit at university?
- What does a newspaper correspondent do?
- Do you read a newspaper every day? If so, which one?
- What nationality were Beryl's parents?

2. Complete these sentences by using the correct form of the verbs in brackets:

- Until today she _____ staying with her grandmother. (be)
- I am happier now than I ever _____ before in my whole life. (feel)
- Whenever I go to the seaside, I _____ in the sea. (bathe)
- Margaret _____ on a school visit to France last year. (go)
- I usually _____ the lectures interesting when I was at university. (find)

3. Find words in the passage to complete these sentences:

- When students graduate they gain a _____.
- Sanskrit is an _____ language.
- A newspaper _____ sometimes has to travel.
- We say that a person who has visited many countries has travelled _____.
- People who work for any organisation are members of its _____.

11B Albert Schweitzer

Albert Schweitzer was born in 1875. At the age of five he had already learned to play the *piano*. While he was at university, he made up his mind to spend the next ten years of his life studying music, because he was very *fond* of all kinds of musical activities. After that, for the rest of his life, he wanted to work for others less fortunate than he was. When he was twenty-nine he read a newspaper article about the sufferings of people in *equatorial* West Africa. Schweitzer decided to become a doctor and work in those regions. When he had *qualified* as a doctor five years later he collected money and *supplies* for a hospital, and in 1913 he set off for Africa with his wife, a *trained nurse*. Together they built a hospital at Lambaréné in Gabon, where they nursed the sick. He spent the rest of his life in this hospital. When he died, in 1965, the world lost a great *philanthropist*, a great lover of his fellow men.

1. Choose the correct words from those in brackets to complete each sentence:

- Albert Schweitzer learned to play the piano (at the university, in Gabon, when he was a little boy).
- At university, Schweitzer decided to (become a professional musician, help unfortunate people, become a trained nurse).
- The climate of Gabon is (very hot, very cold, temperate).
- Schweitzer got married (when he was studying music, after he had finished his medical studies, when he got to Africa).
- A philanthropist is (a medical man, a professional pianist, a person who loves other people).

2. Find expressions in the passage similar in meaning to these:

- one who does good to others → philanthropist
- end of life → rest of life
- lucky → fortunate
- taught to do special work → trained
- on or near the Equator → Equatorial
- to pass professional examinations → Doctor-qualified
- one who takes care of hospital patients → Nurse
- to gather together → collect
- to depart → set off
- not in good health → sick

3. Complete these sentences with the correct form of the verbs in brackets:

- had + learned
- Albert Schweitzer (learn) to play the piano before he was five years old. *was studying*
 - While he (study) at university he decided to help other people.
 - He read an article about people in Africa when he (be) twenty-nine. *was*
 - When he (qualify) as a doctor, he collected money for a hospital. *had qualified*
 - Before he (set) off for Africa he married a nurse.
 - After Schweitzer and his wife (arrive) in Gabon they built a hospital. *had set*
 - Many years later he (still, work) at Lambaréné. *still worked*
 - After his death, people realised that they (lose) a great philanthropist. *lost*
 - Before he died he (do) an enormous amount of good. *had done*
 - While she (live) in Gabon, his wife nursed the sick people in his hospital. *lived*

4. Imagine that today is February 25 1973. Using ago, rewrite these sentences:

Example: We went skiing last December.

Answer: We went skiing two months ago.

Example: Beryl joined the staff last week.

Answer: Beryl joined the staff a week ago.

a) My brother got married on June 30. *7 months ago*

b) Our daughter left school last October. *3 months ago*

c) Albert Schweitzer died in 1965. *7 years ago*

d) It is about an hour since the rain started.

e) The Tower of London has been built for many hundreds of years. *ago*

It started raining an hour ago

11C Man's Best Friend

The dog has been man's best friend for thousands of years. Dogs are friendly, obedient and faithful animals. King Edward VII of England had a pet terrier named Caesar. When the king died in 1910, Caesar led the funeral procession, walking before kings and princes. After the famous composer Mozart had died, only one living creature followed his coffin to the grave. It was his faithful dog.

Many stories are told of the bravery and faithfulness of dogs. There is even a village named after such a dog. It is the village of Bethgelert (which means 'grave of Gelert') in North Wales. According to the story that has been told in the village for many centuries, Gelert was a hunting dog belonging to Llewellyn, the

great lord of the region. One morning, when Llewellyn wanted to go hunting, he could not find Gelert and set off without him. On his return from the hunt, Llewellyn found Gelert covered with blood. Llewellyn's baby was not in its bed and the bed itself was in *disorder*. Thinking that the dog had eaten the child, Llewellyn killed Gelert with his *sword*. The noise awoke the baby, who had been asleep under a *heap* of bed coverings. The father heard his child's cry, and found him there, safe and sound. Under the bed was found a great *wolf*, killed by Gelert. The faithful dog had saved the life of his master's child, and lost his own because of a *tragic misunderstanding*.

Have you seen a dog *pricking up* its ears? Dogs can hear sounds better than men. For this reason they make good *watch-dogs*. Trained dogs *lead blind* people and act as their eyes. In Arctic regions people are transported across the ice on sleds pulled by dogs. In 1925 Balto, an Eskimo dog, carried *diphtheria serum* 600 miles through a *snowstorm* in Alaska.

Dogs are intelligent animals, so it is easy to train them. A dog named Barry rescued 40 persons when they were lost in the snow on the Saint Bernard *Pass* in Switzerland about 150 years ago.

Dogs have also helped in scientific research. The world's first space-traveller was a dog named Laika. Russian scientists sent it up in an *artificial Earth satellite* in 1957. Dogs have been *film stars*, too. A dog called Lassie was the *star* in a number of American films.

Dogs can hear and smell better than men, but they cannot see so well. You may be surprised to learn that dogs are *colour-blind*. A dog sees objects first by their movement, second by their brightness, and third by their *shape*. A dog lives on average for about 12 or 13 years. A puppy aged six months *compares* in age with a child six years old. A thirteen-year-old child is not yet grown up, but a thirteen-year-old dog is a very old dog indeed.

1. Answer these questions:

- a) Why do you think the dog is called man's best friend?
- b) Why do you think Caesar led King Edward VII's funeral procession?
- c) What was Mozart's profession?
- d) Have you a pet? If so, what kind of creature is it and what is its name?
- e) Why did Llewellyn kill his dog Gelert?
- f) How do people travel in Arctic regions when the rivers and lakes are frozen?
- g) Can dogs see better than men, or not so well?
- h) What are the ways in which dogs notice objects?

- i) How many years do dogs usually live?
 j) Would you consider a human being of that age old or young?
2. Say why each of these dogs is famous:
 Balto, Barry, Gelert, Laika, Lassie
3. a) Give nouns corresponding to these adjectives:
 active, admit, brave, faithful, musical
- b) Give adjectives corresponding to these nouns:
 blindness, friendliness, intelligence, obedience, tragedy
- c) Give verbs corresponding to these nouns:
 decision, qualification, rescue, sight, training

(Note. All the words asked for can be found in Reading Passages 11 A, B and C.)

4. Complete the sentences begun in Column A with the correct phrases from Column B:

A	B
I have seen a dog	collecting nectar from the flowers.
I have seen a bee	catching a mouse.
I have seen a silkworm	ploughing the fields.
I have seen a cat	pricking up its ears.
I have seen a farmer	making a cocoon.

5. Form questions for these answers by putting question words in place of the words in italics and making any other necessary changes:

Example: The Eskimos live in the Arctic regions.

Answer: Where do the Eskimos live?

- a) Albert Schweitzer was born *in 1875*.
 b) Schweitzer and his wife built a hospital *at Lambaréné*.
 c) The sun has *nine* satellites.
 d) The sun's satellites are called *planets*.
 e) The lion hunts *other animals*.
 f) The pitcher plant gets food *by catching insects*.
 g) Bees make honey from *nectar*.
 h) Pierre and Marie Curie discovered *radium*.

6. Fill the blanks with *at* or *to*:

- a) Albert Schweitzer and his wife went _____ equatorial West Africa.
 b) Beryl studied Sanskrit _____ London University.
 c) I will meet you outside the cinema _____ 6 o'clock.

- d) The 'Titanic' was lost _____ sea.
- e) If you want a degree you must go _____ a university.

7. Rewrite these sentences, putting the words in brackets in their proper places:

- a) The boys had finished the experiment when the bell rang. (just)
- b) You can see beautiful sunsets from the top of that hill. (sometimes)
- c) Have you been to Bombay? (ever)
- d) Can you stop talking? (never)
- e) We don't go to the theatre. (often)

Section 12

Structural Item: The simple future (*will* and *shall*)

12A Housing Problems in 2000 A.D.

The population of the world is increasing at an alarming rate. There are now about 3,250 million people on the earth. By the year 2000 there will be at least 3,000 million more. Where will all these millions live? More houses, blocks of *flats* and *skyscrapers* will have to be built. Soon no new house will *be able* to have a garden. Man will have to build houses under the sea. Scientists are already working on this possibility. By the twenty-first century many men will probably go to live on other planets if life is found to be possible there. There will probably be regular flights in spaceships from the earth to these other planets.

1. Answer these questions:

- a) How many members are there in your family?
- b) Would you rather live in a house or in a flat? Give reasons for your answer.
- c) Is a skyscraper wider than it is high, or higher than it is wide?
- d) Why will men probably go to live on other planets?
- e) What is a spaceship for?
- f) What other possibility of providing more *dwelling*s has been suggested besides that of going to other planets?

2. Give the correct form of the verbs in brackets:

- a) At present there (be) about 3,250 million people on the earth.
- b) By the end of the century there (be) at least 3,000 million more.
- c) Then people (have) to build more houses.
- d) Soon we not (be able) to have gardens with our houses.
- e) Last year I (build) a house for my son.
- f) I just (finish) building a house for my daughter.
- g) Now I (build) a new house for myself.
- h) Next year perhaps I (build) a house for my brother and his wife.
- i) In the next century people (go) to other planets in spaceships.
- j) I never (go) to live on another planet.

3. Find words in the passage opposite in meaning to these words:
decreasing, impossible, unlikely, irregular
4. Find words in the passage to complete these sentences:
- When the weather is fine old Mr Butcher takes his chair out into the ____.
 - New York is famous for its tall ____.
 - If no more land is left, we shall have to build houses under the ____.
 - It may be possible to live on other ____ besides the earth.
 - The plane was on a ____ from London to Tokyo.

12B *An Architect*

An *architect designs* and plans houses. There will always be a need for architects, because people will always need houses to live in. My brother wants to be an architect. He is 17 years old and has passed all his school examinations. Now he will have to take the entrance examination of an *Institute of Technology* where there is a course in Architecture. After three years' work he will sit for the *Intermediate Examination* in Architecture. When he has passed this, he will have to spend two or three years preparing for the *Final Examination* in Architecture.

When my brother becomes an architect, he will work in a well-lit and well-ventilated office. He will also have outdoor work. He will have to visit building *sites to supervise* the work there. If he enters government service as a *junior architect* he will have good hopes of *promotion*, because he is not afraid of hard work, and later, as a senior architect, he will receive a good salary.

1. Answer these questions:
- Why will architects always be needed?
 - Where do students take courses in Architecture?
 - How long does the whole course last?
 - How many examinations must students pass before they qualify as architects?
 - Do architects only design and plan houses?
 - Why do architects have to visit building sites?
2. Fill the blanks with *a* or *an* if necessary:
- ____ architect designs houses.

- b) The course in _____ Architecture is _____ full-time one.
c) Students must pass _____ entrance examination before they can study at _____ Institute of Technology.
d) The course is _____ long one, lasting for five or six years.
e) _____ architect works in _____ well-ventilated office.
3. Begin this paragraph with *tomorrow* instead of *yesterday*, and rewrite it, making the necessary changes:

Yesterday there was a meeting of the Students' Union. The President did not come to the meeting, so the Vice-President had to act as Chairman. The Secretary read out the minutes of the previous meeting. Afterwards there was a discussion of suggestions made by members and a programme of activities for the rest of the year was drawn up. After the meeting the members present were entertained to tea by the Committee.

12C Plastic Surgery

Are you unhappy about the shape of your nose? Or do you feel that your ears are too big or your eyes too small? You don't need to *despair* about any of these things any longer. They can all be put right by a *surgeon*. Surgeons are doctors who make sick people well by *operating* on them. But some surgeons today are really beauty specialists. Their job is to make *ugly* or plain people beautiful. This work is called *plastic surgery*.

Plastic surgeons are very popular in some countries. They make a lot of money by selling beauty to men and women—especially women. Plastic surgery is very *expensive*. A new nose may cost almost as much as a new car. Suppose I can *afford* to pay so much money and want to change my ugly nose for a more *handsome* one. I must consult a plastic surgeon. What will he do?

First of all, he will ask me to enter a *nursing home*. I shall have to spend about three weeks there. The surgeon will give me an *anaesthetic*. Then he will operate on my nose to give it the shape I want. He will put a *plaster* case over it to keep it in its new shape. I shall have to spend the next week or two *anxiously* wondering whether the operation has been successful or not. 'Will my nose really look better? Or shall I look uglier than before? Won't there be *scars* after the operation? What shall I do if my nose is not the shape I wanted?' And so on. And then the great day will come.

The surgeon will take off the *bandages* and the plaster, and I shall see my expensive new nose! Will it be worth all the trouble and *expense*? Sometimes these operations go wrong, and then the patient comes away looking worse than before.

1. Are these statements true or false?

- a) A surgeon is a kind of doctor.
- b) A plastic surgeon's job is to make sick people well.
- c) Plastic surgeons operate on women more often than on men.
- d) Plastic surgery doesn't cost much.
- e) Operations in plastic surgery are always a great success.

2. This is an interview between a plastic surgeon and a lady who wants a prettier nose. Fill in what the lady says by first reading the surgeon's replies:

SURGEON: Good morning. What do you wish to see me about?

LADY:

SURGEON: A better shape can certainly be given to your nose.

LADY:

SURGEON: I am glad that you are pleased to hear me say so.

LADY:

SURGEON: It will take about three weeks.

LADY:

SURGEON: I can't say how much until you have had the operation.

LADY:

SURGEON: I hope so too. I will do my best to make it a success.

3. Fill the blanks with *will* or *shall*:

- a) You ____ be glad to hear that I ____ be entering the University next year.
- b) Perhaps I ____ be able to write to you sometimes.
- c) What ____ we do in the holidays?
- d) How ____ he write without his pen?
- e) I hope they ____ visit us at the weekend.
- f) ____ you have tea or coffee?
- g) I think I ____ get a letter from my cousin tomorrow.
- h) ____ we cross the river by boat or ____ we walk over the bridge?
- i) Where ____ you go for your holidays?
- j) I ____ be eighteen next Friday.

4. Change *last* to *next* in the first sentence and rewrite this passage, making the necessary changes:

My brother and I spent our last summer holidays in Sydney, Australia. We went there by plane. Our uncle met us at the airport.

He took us to his farm in the country, where we stayed with him. I had to read books nearly all day and did a lot of work for my examination. My brother went bathing in the sea with our cousins. We both had a very enjoyable time.

5. Column B contains explanations of the words in Column A, but not in their correct order. Rearrange Column B so that each explanation is opposite the word that it explains:

A	B
beautiful	of great help and assistance
careful	nice to look at
doubtful	doing everything very well
hopeful	full of sadness
peaceful	taking great pains or trouble
sorrowful	not certain
successful	using things up needlessly
useful	expecting good things in the future
wakeful	very quiet
wasteful	not able to sleep

6. Fill the blanks with *a*, *an* or *the* where necessary:

- A surgeon is ___ kind of ___ doctor.
- Beauty specialists can make ___ lot of ___ money.
- I do not like ___ shape of my nose.
- ___ shape of ___ man's nose or ___ handsomeness of his face is less important than ___ honest and truthful nature.
- I think there is ___ lot of ___ truth in this.

7. Fill the blanks with *at*, *in*, *on* or *to*:

I went ___ consult a plastic surgeon because I wanted ___ have a pretty nose. He sent me ___ a nursing home. I spent three weeks ___ the nursing home. ___ the day after my arrival the surgeon operated ___ my nose ___ the operating theatre. Afterwards he put it ___ a plaster cast. I was taken back ___ my bed and waited ___ great excitement until it was time ___ take off the case. I looked ___ my nose in a mirror. Was I pleased or disappointed? I want you ___ guess!

8. Find words in the passage opposite in meaning to:

beautiful, better, cheap, happy, large, old, right, successful, unpopular, well

9. From each group of three words, pick out the one that is different:

Example: lion, bee, dog

Answer: bee

- a) doctor, surgeon, farmer
- b) nose, boot, ear
- c) Equator, Tropics, Antarctic
- d) silk, paper, cotton
- e) bicycle, car, sled
- f) Sun, Mercury, Jupiter
- g) game, study, sport
- h) factory, school, college
- i) teacher, musician, pianist
- j) hospital, nursing home, library

Section 13

Structural Items: Direct and indirect objects

13A Anne's Birthday Presents

Anne Wilson was a *keen* student of science. On her *birthday*, she wanted her family to give her useful presents. So almost all their presents had something to do with science. Mr Wilson bought her a *set of dissecting instruments*. It cost him a lot of money, but he did not *mind* the expense. He wanted Anne to do well in her studies. Mrs Wilson gave her a box of *weights*. It was quite expensive, but it did not cost as much as the dissecting set. Anne's uncle gave her a microscope and a *magnifying glass*. Her sister gave her a set of *slides*. But Anne's little brother Tom bought her a big box of chocolates. He said he liked that better than anything else. Anne agreed with him. She was getting a little tired of her useful presents, after all.

1. Complete each sentence with the correct phrase from the three in brackets:
 - a) Anne Wilson was a student of (Science, History, Mathematics).
 - b) She wanted (beautiful, useful, amusing) presents for her birthday.
 - c) She had a rich (uncle, father, brother).
 - d) Anne's mother gave her a present that cost (as much as, more than, less than) the one from her father.
 - e) Anne's brother gave her a box of (chocolates, slides, weights) for a birthday present.
2. Rewrite these sentences, adding *not* and the words in brackets:
 - a) *Example:* Jane gave Mary the book (Pamela).
Answer: Jane gave the book to Mary, not to Pamela.
 - b) Tom gave Anne a box of chocolates (Jane).
 - c) She sent her cousin the letter (aunt).
 - d) I will lend Jack my bicycle (Jim).
 - e) Anne has shown me her presents (my sister).
 - f) The teacher taught the girls a new song (boys).

ii)

Example: Jane gave Mary the book (magazine).

Answer: Jane gave Mary the book, not the magazine.

- a) Will lent me his bicycle (car).
- b) Mother read us a story(poem).
- c) Anne's brother bought her a box of chocolates (set of slides)
- d) The child drank a cup of milk (glass of water).
- e) The bridge crosses the river (railway line).

3. Rewrite each sentence, using a phrase with *for*:

Example: I have brought you some flowers.

Answer: I have brought some flowers for you.

- a) Mrs Wilson made her daughter a dress.
- b) Tom's father bought him a bicycle.
- c) I shall build my brother a house.
- d) Mother is cooking you a meal.
- e) Buy Anne a box of chocolates.

4. Choose the correct word from the three in brackets to complete each sentence:

- a) My father gave (me, my, mine) a new dissecting set.
- b) It is (me, my, mine) birthday, not (you, your, yours).
- c) Anne's brother bought (her, hers, she) a box of chocolates.
- d) Those are Tom's football boots, not (mine, me, my).
- e) Anne showed (we, our, us) all her birthday presents.

13B Christmas

Christmas is only a few days away and the two children in the Robinson family are very excited. Their mother has *baked* them a very large and rich Christmas cake. She has shown them how to make colourful decorations for their Christmas tree. Tomorrow she will take them out *shopping* in the High Street. She is going to buy them new clothes for Christmas. Mr Robinson gave them some money last week. Tommy and Irene have already bought themselves lots of *balloons* and *streamers* with it.

People usually give each other *gifts* at Christmas. Mr and Mrs Robinson have already bought gifts for their children. They will give them their *parcels* on Christmas morning. Tommy and Irene have presents for their *parents*, too. Their eldest brother, Jimmy,

is working overseas. They have already *posted* him a Christmas card. Jimmy will not be at home this year. The others have all bought presents for him, but Jimmy's parcels have had to be sent by post. They were sent some weeks ago, so that he would have them by Christmas Day.

1. Answer these questions:

- a) What date is Christmas Day?
- b) Do you ever have snow at Christmas where you live?
- c) What do the Eskimos use to travel over the snow?
- d) What will the Robinsons have to eat at tea time on Christmas Day?
- e) Where are the Robinson children going to put the decorations that they have made?
- f) Why is Mrs Robinson going to take the children to the High Street tomorrow?
- g) What have the children bought with the money their father gave them?

2. Put each of these groups of words in their proper order to make statements:

- a) pen / she / a / me / gave.
- b) poem / a / you / shall / read / I?
- c) song / she / a / sang / me.
- d) story / me / you / tell / will / a?
- e) already / has / present / a / bought / she / him.
- f) their / they / yesterday / letters / posted.
- g) you / the / tomorrow / show / shall / we / pictures.
- h) parcel / sent / you / yet / haven't / the / him?
- i) just / have / car / him / a / sold / I.
- j) cake / will / some / save / she / you.

3. Give nouns connected with these verbs:
decorate, give, study, operate, weigh

13C *Eye and Ear*

My grandmother was the daughter of a farmer who lived near a country town. When she was young, she used to complain that life gave her few opportunities of meeting interesting people and offered her little chance of going on with her education. But

that was fifty years ago.

We still live in the same farmhouse. We still enjoy the peace of the countryside and the quiet of the woods, but our life is very different from that of our grandparents. Why is this? What has made our life so different? The reason is, of course, that discoveries and inventions made since their time have *immensely* extended the *range* of our eyes and ears. One might almost *claim* that these inventions can bring the whole world to us in our homes.

Record players offer us the pleasure of the best *classical* music or the most up-to-date dance music, and our telephone brings us the voices of city friends. Who knows what may come next? In time, perhaps, a 'viewphone' may make it possible for us to see our friends as we talk to them in their own homes while we are sitting in ours.

In the cold, dark evenings of winter, a home cinema can show us once more the happy sunny days of our summer holidays by the sea, or perhaps in countries *abroad*. *By means of* television, live pictures can be sent to us of all sorts of *events*: football matches on the other side of the world, moonwalks taking place a quarter of a million miles away, and *countless* other *wonders* that our grandparents could not have believed possible.

And how the learning of languages has changed! Grandmother only spoke English and a few words of French that she had learned at school. Things are very different for my daughter, who is attending a secondary school. At school she not only hears the teacher speaking French. Her class also listens regularly to *broadcast* lessons on the radio by *native* French speakers. I wonder whether her great-grandmother even heard one single French person speak the language! We have just bought our daughter a *tape recorder* for her birthday. With this machine she can *record* the broadcast lessons so that she can repeat them again after the speaker at home. We have all become keen *listeners* at our farm. We welcome these speakers of a foreign language who, we may say, come to visit us in our own home.

1. Say whether these statements are right or wrong:
 - a) My grandmother learnt French by radio when she was at school.
 - b) A tape recorder can record radio programmes and play them back later.
 - c) We bought our daughter a record player for her birthday.
 - d) Nowadays people can watch football matches without going to them.
 - e) School pupils can learn foreign languages by radio.

- f) We can see other people when we are talking to them on the telephone.
- g) People fifty years ago knew all about our modern inventions.
- h) Some people like to take moving pictures on their summer holidays and look at them back at home.
- i) Grandmother had a lot of French visitors at the farm.
- j) Television has been able to show us things happening outside our own world.

2. Fill the blanks with *already*, *still* or *yet*:

- a) It is twelve o'clock, and Peter has _____ had his lunch, but Mary has not _____ had hers, because she does not feel hungry.
- b) Are you _____ writing your letter? I have _____ posted mine.
- c) Isn't dinner ready _____? We've _____ been waiting half an hour.
- d) George has _____ run half a mile and he is _____ running strongly.
- e) One of the children has _____ set off for school while the others are _____ having their breakfast.

Find nouns in the passage that correspond to these verbs:
discover, invent, listen, record, televise

Fill the blanks with *from* or *of*:

- a) Our life is very different _____ that _____ our grandparents.
- b) We hear the voices _____ our friends in other places over the telephone.
- c) We have brought some films back _____ the photographer's.
- d) Nowadays people have plenty _____ ways _____ amusing themselves.
- e) Listening to native speakers on the radio is a good way _____ learning to speak French.

5. Rewrite the following sentences, putting *he*, *she*, *him*, *her*, *it*, *they* or *them* in place of the words in italics:

Examples: i) Mrs Brown sent the Christmas present to her son Jimmy.

Answer: She sent the Christmas present to her son Jimmy.

ii) Mrs Brown sent *the Christmas present* to her son Jimmy.

Answer: Mrs Brown sent it to her son Jimmy.

iii) Mrs Brown sent the Christmas present *to her son Jimmy*.

Answer: Mrs Brown sent him the Christmas present.

a) Susan and *her sister* took some flowers to their grandmother.

b) Susan and *her sister* took some flowers *to their grandmother*.

c) Please put *the book and the pen* on the table.

d) Will has mended *his flat tyre*.

e) I have written a letter *to my friend James*.

6. Put the words in brackets into their proper places in these sentences:
- Have you watched a football match on television? (*ever*)
 - We go to school by bus. (*always*)
 - Our English teacher reads us a poem. (*sometimes*)
 - The children have gone to bed. (*already*)
 - Will is mending his flat tyre. (*still*)

7. Make questions to which these statements are the answers by putting question words instead of the words in italics:

Example: Grandmother learnt a little French *when she was a girl*.

Answer: When did grandmother learn a little French?

- Live pictures of football matches are brought to us *by television*.
- She bought the fruit *in the market*.
- Anne has written *three* letters this evening.
- Mrs Brown put *two pounds of* sugar into her Christmas cake.
- Will mended his tyre *by sticking a patch on the inner tube*.

Section 14

Structural Item: Passive forms, simple present and simple past /
by with 'agent' (14B and C)

14A The Coconut

The *coconut palm* is a very useful tree. The nut can be put to many uses. The *kernel* of the young nut can be eaten, and the *liquid* which is found in it makes a *refreshing* drink. The milk which is obtained from the kernel of the *mature* nut is used in cooking. The kernel is also dried. The dried kernel is called *copra*. Coconut oil is *extracted* from copra. The *husk* or outer covering of the dry nut is *soaked* and beaten to *loosen* the *fibres*. It is then made into *coir*. Rope is made from coir, and this rope is used in *weaving* floor coverings and *rugs*. Coir dust is used in gardens as *manure*. The hard *shell* of the nut is *polished* and made into spoons and dishes.

- Find words in the passage to complete these sentences:
 - Coconuts grow on the coconut _____.
 - The inside of the nut is called the _____.
 - When a nut is fully grown it is _____.
 - _____ is the name of the dried coconut kernels.
 - The _____ of the coconut has to be soaked.
 - It is soaked to loosen the _____.
 - Coir rope is used by people who _____ floor coverings.
 - Gardeners and farmers use _____ to make things grow.
 - The coconut has a very hard _____.
 - When something is _____, it shines.
- Write down five things that can be obtained from the coconut.
- Read the passage again and fill in the blanks:
 - The coconut can be _____ to many uses.
 - The kernel of the young nut can be _____.
 - Milk is _____ from the kernel.
 - The milk _____ used in cooking.
 - The dried kernel _____ called copra.
 - Coconut oil is _____ from copra.

- g) Rope is _____ from coir.
 h) The husk is soaked and _____ to loosen the fibres.
 i) The coir rope is _____ into floor coverings.
 j) Spoons _____ made from the coconut shell.
4. Using each time the sentence 'We get _____ from _____', combine each phrase in Column B with the one in Column A to which it refers:

A	B
copra	the young nut
coir rope	the mature nut
coconut milk	the dried nut
a refreshing drink	the polished shell
spoons and dishes	the husk

14B Mechanised Farming

Mechanised farming means the use of modern *machinery* on farms. On many modern farms the work of *labourers* is done by *up-to-date* machines. The use of these machines helps to save a lot of time and labour and brings in big *profits*. For instance, in modern *orchards* even the picking of fruit is done by machinery. A *tractor* with a long metal arm drives up to a tree, fastens its 'fingers' firmly round one of the branches and begins to shake it *vigorously*. As the ripe fruit drops it is caught by a special device, then it is sent along a *conveyor belt* and *packed* into large wooden boxes. Only three men are needed to work this tractor, but they can pick about thirty tons of fruit in one day. When the picked fruit is *unloaded* it is cleaned, *sorted* and packed by machinery. So, when the ripe fruit is bought by a housewife, it is really '*untouched* by human hands'.

1. Say whether these statements are right or wrong:
- The use of up-to-date farm machinery provides more jobs for farm labourers.
 - Farmers make more money by using machines than by employing men.
 - A man can pick about ten tons of fruit in a day if he is working with a machine.
 - Housewives are employed by fruit-growers to pick the ripe fruit.
 - The fruit goes right from the orchard to the shops without being handled by anybody.

2. Write these sentences out in one paragraph in the correct order to describe how fruit is gathered:

It is cleaned and sorted by machinery.

The fruit is caught by a special device.

It is packed into large wooden boxes.

It is sent along a conveyor belt.

A tractor shakes the ripe fruit from the trees.

3. Change the following sentences into the passive voice, as in the examples:

Examples: i) Machinery does the work of labourers.

Answer: The work of labourers is done by machinery.

ii) Farmers employ labourers.

Answer: Labourers are employed by farmers.

a) Many farmers use machinery.

b) Machines do many of the tasks that labourers used to do.

c) A special tractor with a long arm shakes the fruit from the trees.

d) A conveyor belt sends the fruit from the tree to large wooden boxes.

e) Housewives buy apples and oranges untouched by human hands.

4. Give words opposite in meaning to:

ancient, loosely, old-fashioned, touched, feebly

5. Column B below contains explanations of the words in Column A, but not in the correct order. Rearrange the phrases in Column B so that each one is opposite the word that it explains:

A

to clean
to convey
labourer
mechanised
orchard
to pack
to pick
profit
ripe
tractor
up-to-date
vigorously

B

carried out by machinery
to take (fruit etc.) from a tree
place where fruit trees grow
man who works with his hands
money earned by producing and selling things
to transfer from one place to another
to remove dirt from
to put into containers
being used at the present time
by the use of great force
ready to eat
motor vehicle that can travel over fields

14C Mass Production

Long ago goods were manufactured by *craftsmen*, who were *skilled* workmen. A craftsman was proud of each article he made. He spent a long time in making it and took great care over its manufacture, and people paid a high price for it when it was finished. All the luxurious Persian carpets, the beautiful Chinese *pottery* and the hand-made *lace* of certain European countries were made in this way. But these articles were bought only by the rich. Poorer people had to be satisfied with goods that were roughly and cheaply made.

When the population of Europe increased, there was a demand for goods of better quality. These goods had to be produced in factories and workshops where hundreds of workers were employed. The *invention* of the *steam engine* helped manufacturers by giving them cheaper power to work their machines. Machines took the place of men. Production was increased. People were able to buy articles of good quality at low prices. The age of *mass production* had arrived. A 'mass' is a large number or quantity. Mass production means the manufacture of a large number of *identical* articles by the use of *machinery*. Cars, radios and cameras are examples of the many *types* of article that are mass produced today.

A conveyor belt plays a large part in mass production. By means of the conveyor belt, which moves continuously, articles are conveyed from point to point during the various *stages* in their manufacture. A lot of time is saved in this way.

A visit to a factory is an interesting experience. Take, for example, a *biscuit* factory. The whole *process* of biscuit making is done by machinery. First of all the *ingredients* such as *flour*, sugar, *fat* and water, are put into a *mixing* machine. The mixture comes out of the mixing machine in the form of *dough* and is passed on to a machine that *presses* the dough into *moulds*. In these moulds the dough is given the shape of biscuits. Then the biscuits are taken on a conveyor belt to the *oven*. As they move through the oven they are slowly cooked. When they are cool, they are taken off the moving belt by workers and packed into boxes. The boxes are weighed, made air-tight and *wrapped*. Then they are ready to leave the factory.

1. Answer these questions:

- a) What difference did the invention of steam engines make to the manufacture of goods?
- b) Which do you think is better, an article made by hand or one made by machinery? Give reasons for your answer.

- c) Can you name five articles that are mass produced? (Do not mention cars, radios or cameras.)
- d) What do we use a camera for?
- e) What does a conveyor belt do?
- f) What are some of the ingredients of biscuits?
- g) What happens to the biscuits as they move through the oven?
- h) What happens to the biscuits when they come out of the oven?
- i) Why do you think the boxes of biscuits are made air-tight?
- j) What do you think are the principal benefits of mass production?

Complete each sentence with the phrase from the three in brackets which makes it a true statement:

- a) The products of craftsmen were expensive because (only rich people bought them, they took a long time to make, the craftsmen wanted to earn a lot of money).
- b) Mass produced articles are cheap because (they are made by hand, they are made in workshops, they are produced quickly in great quantities).
- c) The steam engine helped manufacturers because (hundreds of men could work at one machine, many machines could be driven by one engine, the machines were in large factories).
- d) A conveyor belt is useful in a factory because (it saves time, there are too few workers, it is cheap to operate).
- e) The dough is put into a biscuit-shaping machine (before it is cooked, after it is cooked, while it is being mixed).

3. Read the passage below, then answer the questions on it, ending your answers with *does* or *do*:

Example: The biscuits are taken off the conveyor belt by workers.

Question: Who takes the biscuits off the conveyor belt?

Answer: The workers do.

The office work is done by the secretary. Dinner money is collected by the class teacher. The bell is rung by the head teacher. The school buildings are swept by the cleaners. The school is locked at night by the caretaker.

- a) Who does the office work?
- b) Who collects dinner money?
- c) Who rings the bell?
- d) Who sweeps the school buildings?
- e) Who locks the school at night?

4. Put these sentences into the correct order to describe the process of biscuit making from start to finish:

- a) The biscuits are slowly cooked in the oven.

- b) First the ingredients are made into dough in a mixing machine.
 c) The boxes are weighed, shut and wrapped.
 d) Then the biscuits are sent on a conveyor belt to the oven.
 e) The dough is then passed on to a biscuit-shaping machine.
 f) They are now ready to leave the factory.
 g) Then they are cooled.
 h) They are then packed into boxes.
5. Give words from Passage 14C which could be used instead of the following:
- a skilled workman
 - all the people living in a country
 - to make in a factory
 - produced in great quantities by machinery
 - to transfer from one place to another
 - a mixture of flour, water etc.
 - one of the various things which are put into a mixture
 - to give work to
 - exactly the same
 - a method or series of steps by which something is made
6. Find nouns in Passage 14C corresponding to these verbs:
 invent, mix, produce, shape, work
7. Fill the blanks in these sentences with *for* or *of*:
- The craftsmen were proud _____ their products.
 - People paid a high price _____ hand-made articles.
 - The growth in population caused an increased demand _____ cheaper goods.
 - More machines meant less jobs _____ workers.
 - Machines took the place _____ men.
8. Fill in the missing remarks in this conversation between a visitor to a biscuit factory and the worker who is showing him round:
 (V. = visitor. W. = worker.)
- V. What are they putting in this machine?
 W. They are putting the ingredients for making biscuits.
 V. What _____?
 W. They are flour, sugar, fat and water.
 V. Why _____?
 W. Because they have to be mixed and made into dough.
 V. What is that long moving belt called?
 W. _____
 V. Where _____?

- W. It is taking them to the biscuit-shaping machine.
V. Where will they go after that?
W. _____ to be cooked.
V. Aren't there any workers in this factory?
W. Yes, _____. You will see them at the other end of the belt, waiting for the cooked biscuits to cool.
V. What _____?
W. They will pack them into air-tight boxes.

9. Rewrite in the passive:

- a) Machines replaced workers.
- b) Mass production satisfied this demand.
- c) A machine shapes the biscuits.
- d) A conveyor belt saves a lot of time.
- e) Workers pack the biscuits into boxes.

Section 15

Structural Items: Relative clauses; *who, that, which / what, where / whom* (15C only)

15A The Chemistry of the Earth

The world is full of *variety*. Trees, grasses and leafy plants cover the earth. Above, the sun shines on the earth as it turns in the ever-changing sky. This is the *familiar world* that we see around us every day. It is the world that story-tellers and poets write about.

This world is also the world of *chemistry*. In this world, one *form* of matter changes endlessly into another. We cannot always see it happening *with the naked eye*. Yet it is something which is taking place all the time. The millions of forms, alive or not, which exist on the earth are all made up of about one hundred *basic chemical elements*. The same elements are found everywhere. Only the *combinations* and the quantities *differ*. This may seem astonishing but it is true. It is true not only of the earth but also of the whole universe.

1. Find words in the passage to complete these sentences:

- Trees, grasses and plants cover the world in great _____.
- Things that we see around us all the time are _____ to us.
- A _____ is a writer who writes verses.
- The earth is made up of about one hundred chemical _____.
- The earth, the sun and all the other heavenly bodies are part of the _____.
- We need a microscope to examine objects which are too small to see with the _____ eye.

2. Find nouns in the passage which are connected with these adjectives: chemical, combined, elementary, poetical, universal, varied

3. Are these statements right or wrong?

- The universe is made up of millions of chemical elements.
- We can never see the changes taking place in the matter of which the earth is composed.

- c) Poets write about the familiar world around us.
 d) The whole universe is composed of the same kinds of elements.
 e) Chemical changes take place on the earth only when the sun is shining.
4. Make each of the following pairs of sentences into one sentence, using a relative pronoun (*who, which, that* or *where*) instead of the words in italics:
- Example:* I found my book on the table. I had left it *there*.
Answer: I found my book on the table where I had left it.
- a) I like the dress. You are wearing *it*.
 b) The children are learning a song. They are going to sing *it* at the school concert.
 c) The farm is a lovely place for a holiday. We stayed *there* last summer.
 d) The matter is composed of about one hundred basic elements. *It* makes up the universe.
 e) The boys are having special lessons. *They* are taking a scholarship examination.

15B Edison the Inventor

Thomas Alva Edison was born in 1847 in Ohio, America. As a little boy he was very *inquisitive*. He always wanted to know how things were done. Very early in life he showed that he was full of *curiosity*, a quality which is so important to *inventors*. In 1869 he went to New York, where he worked for some time as a *telephone operator*. But soon he became interested in *inventions*. In a very short time they were his chief business. In order to carry on this business, which was to become his life's work, he built a laboratory at Menlo Park, where he had gone to live. His first great invention was a *system of telegraphy*. Soon afterwards he invented the *phonograph*, the first form of the instrument that we now know as the *gramophone* or record player. The word 'phonograph' means something that can 'write' or record sound. Other scientists before Edison had thought of instruments which would do this, but Edison was the first to make an instrument which actually worked. He also invented the *incandescent lamp*, a lamp in which the light is caused by a heated wire called a *filament*. The wire is heated by an *electric current*. People could now use *electricity* to *illuminate* their homes. By the time Edison died in 1931 he had about :

thousand inventions *to his credit*.

1. Choose the phrase from the three in brackets which is needed to complete each sentence:
 - a) An incandescent lamp is one that gives light by (reflecting another light, burning oil, a heated wire).
 - b) A phonograph (sends telegrams, records sound, illuminates houses).
 - c) Edison spent most of his life as (an inventor, a telephone operator, an electrician).
 - d) Edison was the first scientist to (think of a phonograph, wish he had a phonograph, make a phonograph that worked).
 - e) Menlo Park was a place where Edison (worked as a telephone operator, did most of his work of inventing things, lived as a little boy).

2. Fill the blanks with *who*, *which* or *that*, as needed:
 - a) A thermometer is an instrument _____ measures heat.
 - b) Charles Darwin, _____ wrote 'The Origin of Species', lived in the nineteenth century.
 - c) Alfred Wallace, a naturalist _____ Darwin knew, had the same ideas as he had.
 - d) William Thompson solved many of the problems in physics _____ faced nineteenth century scientists.
 - e) Marie Curie, _____ discovered radium, was awarded the Nobel Prize.
 - f) The cocoon _____ the silkworm spins gives us silk.
 - g) The inventor _____ we have just read about was called Edison.
 - h) The person _____ gets your number for you when you ring up is called a telephone operator.
 - i) The nine satellites _____ revolve round the sun are called planets.
 - j) Do you know the new people _____ have come to live opposite us?

3. Are these statements right or wrong?
 - a) Thomas Edison was born in the United States.
 - b) An inquisitive person is one who does not want to know how things work.
 - c) Curiosity is an important quality for inventors.
 - d) Edison brought out his first invention while he was still a little boy.
 - e) A telephone operator uses an instrument which writes sounds.
 - f) What used to be called a phonograph is now called a gramophone.
 - g) It was an invention of Edison's which made possible the use of electric lights in houses.

- h) Everybody now uses electricity for home lighting.
- i) The filament produces the light in an electric lamp.
- j) Thomas Edison built a laboratory in New York, where he produced about a thousand inventions.

4. Fill the blanks in these sentences with *a*, *an* or *the* as needed:

- a) Edison, as ___ little boy, showed great inventiveness.
- b) He got ___ job as ___ telephone operator.
- c) ___ invention is ___ new thing, often ___ machine or ___ instrument.
- d) When you use ___ telephone, ___ operator gets ___ number that you want.
- e) It is ___ filament in ___ electric lamp that gives ___ light to illuminate ___ house.

15C The French Revolution

On January 21 1793, a Square in Paris known as the Place de la Révolution was packed with men, women and children. In the middle of the Square stood the *guillotine*, which was used by the French to put to death criminals and *traitors*. Suddenly a cry rose from the people waiting there. The man whom they had come to see *executed* came into sight in an open cart. The cart stopped at the foot of the ladder which led up to the *platform* where the guillotine stood. The man got down from the cart. He climbed the ladder and fell on his knees under the sharp blade, which dropped and cut off his head. The head of the lifeless man fell into a basket.

The head that fell was the head of Louis XVI, who had been *crowned* King of France in 1774. Then the *crowd* had cried 'Long live the King!' Now they cried 'Long live the nation!' What had caused this change in the French people? There were many reasons, but one of the most important of them was the *injustice* of the French system of *taxation*. Almost all the *taxes* were paid by the *peasants*. The wealthy, the powerful and the *nobles* escaped taxation almost entirely. The peasants alone paid a *property* tax and a salt tax. They were *taxed* on the wine that they made when they *pressed* their *grapes*, and on the corn that they *ground*. There were many parts of France where the peasants lived like animals. Arthur Young, an Englishman who travelled through France at

that time, tells how he met a peasant woman whom he *mistook* for an old woman of seventy. Her age was twenty-eight! Even the peasants who were more *prosperous* were afraid to live in a comfortable manner. They knew what happened to people who did so. Their taxes were increased.

The merchants and professional men, who lived in the towns, were also *dissatisfied*. They suffered from the great variety of *restrictions* which were placed on trade and on the *conduct* of business. Both they and the peasants wanted freedom in the management of their own affairs, which the government prevented them from *achieving*.

These demands, which were made with more and more force as the *dissatisfaction* grew, finally *compelled* the government to call a meeting of the States-General. This was the only institution which represented the nation. It *consisted* of *representatives* of the three 'estates' or sections of the *community*, the nobles, the *clergy* and the common people. It had not been consulted by the kings of France for 175 years, which meant that the kings and their *advisers* had grown more and more *out of touch* with the feelings and the wishes of the people that they governed.

The States-General met on May 5 1789. Immediately a *quarrel* broke out between the representatives of the people, who were known as the 'Third Estate', and those of the other two estates. The representatives of the Third Estate declared that they were the only group which could speak for the French people. They called themselves the 'National Assembly', and *took an oath* that they would not *disperse* until their *demands* were met. The people of Paris supported them with *violent demonstrations*, which forced the King and his ministers to give in to them. The series of events which led to the *execution* of Louis XVI and the *declaration* of a republic followed from this point. The French Revolution had broken out.

The Abbé Siéyès, who took part in these events and wrote about them, asked, 'What is the Third Estate?' He gave the answer himself. 'Everything.' 'What has it been until now?' 'Nothing.' 'What does it desire to be?' 'Something.' It was the Third Estate which had suffered most under the *monarchy*. The Third Estate was, therefore, determined to destroy that monarchy and the *nobility* and clergy that had supported it.

1. Answer these questions:

- a) On what date did the States-General meet for the first time in 1789 years?
- b) Why did the government of France decide to call a meeting of the

States-General?

- c) How many sections of the people were represented in the States-General?
 - d) Which section of the community was known as the Third Estate?
 - e) What was the result of the failure of the kings and their ministers to consult the States-General for a period of nearly two centuries?
 - f) Which of the three Estates declared itself the National Assembly?
 - g) Why did the government give in to the demands of the National Assembly?
 - h) What were the main complaints of the people in the years leading up to the French Revolution?
 - i) Do you think the Abbé Siéyès was a supporter of the clergy or of the Third Estate?
 - j) Why was Louis XVI executed?
2. Fill the blanks in these sentences with *who*, *whom*, or *which*, as needed:
- a) The States General, _____ had not met for 175 years, assembled in 1789.
 - b) The Abbé Siéyès, _____ wrote about the French Revolution, sympathised with the Third Estate.
 - c) Louis XVI, _____ the common people *blamed* for their sufferings, was executed in 1792.
 - d) The National Assembly, _____ the people of Paris supported, forced the government to give in to its demands.
 - e) May 5 1789, _____ was the date when the States-General met, is considered to be the date when the French Revolution began.
3. Choose the phrase from the three in brackets which is needed to complete each sentence:
- a) The man whom the people had come to see in the Place de la Révolution was (a noble, a peasant, the King of France).
 - b) Peasants who were prosperous did not live in comfort because they (preferred to live like animals, did not want to spend any money, were afraid of being taxed more heavily).
 - c) The merchants and professional men were (dissatisfied, very happy in their town life, supporters of the government).
 - d) The National Assembly represented (all sections of the people, the King and his ministers, the Third Estate).
 - e) It was (the King, the merchants and the peasants, the clergy and the nobility) who suffered most under the monarchy.
4. Make each pair of sentences into one sentence, using *who*, *which* or *where* instead of the words in italics:

Example: The Abbé Siéyès supported the Third Estate. *He* wrote about the French Revolution.

Answer: The Abbé Siéyès, who wrote about the French Revolution, supported the Third Estate.

- a) The 'Titanic' sank on its first voyage. *It* was supposed to be unsinkable.
 - b) Albert Schweitzer worked for many years in tropical Africa. *He* was a great philanthropist.
 - c) Rice needs a warm climate and plenty of rain during the growing season. *It* is the most widely grown cereal.
 - d) Many schools have large playgrounds. Students can play games *there*.
 - e) The United Nations Organisation has members from many nations. *It* works for world peace.
5. Find words in the passage to complete these sentences:
- a) A person who helps the enemies of his own country is a ____.
 - b) The guillotine was used in France to ____ criminals.
 - c) The peasants suffered most from the French system of ____.
 - d) Grapes are ____ to make wine, and corn is ____ to make flour.
 - e) When people are suffering from unfair laws they are likely to complain of the ____ of their treatment.
 - f) Both peasants and merchants were ____ with the government.
 - g) The merchants disliked the ____ that were placed on the conduct of business.
 - h) The King and his ministers were out of ____ with public feeling and did not know how angry the people were.
 - i) The people of Paris supported the National Assembly with ____ of support.
 - j) The National Assembly took an ____ not to disperse until the government agreed to their demands.

6. Column B below contains explanations of the words in Column A, but not in the correct order. Rearrange the phrases in Column B so that each one is opposite the word that it explains:

A	B
a platform	a large gathering of people
to execute	to choose as King or Queen
a revolution	a system of government headed by a king
to crown	to put to death
prosperous	a raised floor
taxation	having plenty of money or possessions
a crowd	to do away with
a monarchy	a change of government by force
to abolish	to take a pace with the foot
to step	the system of getting money from the people of a country to pay official expenses

7. Put these sentences into the passive:
- The people of France supported the National Assembly.
 - Most people consider the meeting of the States-General on May 5, 1879 as the beginning of the French Revolution.
 - The peasants paid almost all the taxes.
 - The people of Paris forced the government to accept the demands of their representatives.
 - The injustice of the system of taxation caused the French Revolution.
8. Find nouns in the passage which are connected with these verbs: to advise, to declare, to execute, to feel, to govern, to meet, to quarrel, to represent, to restrict, to tax
9. Rewrite these sentences in the plural:
- The peasant was taxed on his wine.
 - A business man was dissatisfied with the restriction on trade.
 - The king of France had grown out of touch with the wishes of his people.
 - The representative of the Third Estate was a member of the States-General.
 - This event led to a violent demonstration by the people of Paris.
10. Fill the blanks with *from* or *to*, as needed:
- Representatives of the nation were called _____ Paris _____ all parts of France.
 - Complaints against the government came _____ many sections of the community.
 - The National Assembly took an oath not _____ disperse until its demands were met.
 - The peasants had suffered _____ unjust taxation for many centuries.
 - The government was forced _____ give in _____ the people.

Section 16

Structural Item: Passive forms, present perfect and future / past perfect (16C only)

16A Nuclear War

Various kinds of *nuclear* weapons have been produced in the past few years by many countries. This is a new and a terrible development in the history of man. Very few events can be more frightful than a nuclear war. In a nuclear war, most of the world's population will be *exterminated*. The few living creatures that survive will be *exposed to radiation* or to electrical rays harmful to life. It has been said by scientists that many new diseases will be caused by radiation. There will also be an *acute* shortage of food, for all the crops and stores will be poisoned by radiation. Most of the areas on which nuclear bombs have been dropped will be ruined. Therefore the survivors of a nuclear war will be sick, hungry and homeless. It might be better, perhaps, to be killed in a nuclear war than to survive it. It would be better still for men to learn to live in peace with one another. If this can be achieved there will be no nuclear wars.

1. Are these statements right or wrong?
 - a) Men have produced nuclear weapons throughout history.
 - b) Weapons are used in times of war.
 - c) There is little reason to be frightened of a nuclear war.
 - d) Radiation is good for crops.
 - e) A nuclear war might cause entirely new diseases in men and animals.
 - f) If nuclear bombs are dropped on an area the survivors will be without homes or food.
 - g) The use of nuclear weapons is the best way of getting men to live in peace with one another.
 - h) Sickness and starvation will be results of a nuclear war.
 - i) It might be better to die than to remain alive after a nuclear attack.
 - j) Radiation can poison food.

2. Find in the reading passage words similar in meaning to:
 numerous, people, terrible, killed, scarcity, injurious, sicknesses,
 made useless for food, without a house, go on living
3. Arrange each of these groups of phrases and punctuate it so as to
 make a sentence:
- by many countries / various kinds of nuclear weapons / have been
 produced
 - will be killed / in a nuclear war / most of the world's population
 - in a nuclear war / to be killed / perhaps it would be better / than
 to survive it
 - to radiation / will be exposed / harmful to life / those that survive /
 or electrical rays
 - by radiation / it has been said / will be caused / by scientists / that
 many new diseases
4. Rewrite these sentences with the verbs in the passive form, and make
 other necessary changes:
- Many countries have produced nuclear weapons in the past few
 years.
 - A nuclear war will exterminate most of the world's population.
 - Nuclear bombs will destroy people's homes.
 - Scientists have said that radiation will cause many new diseases.
 - Radiation will poison food stores.
5. Find words in the reading passage to complete these sentences:
- Nuclear ____ are the most terrible means of destruction.
 - A nuclear war could ____ almost all the people in the world.
 - If food stores are poisoned there will be an ____ shortage of food.
 - The ____ of a nuclear war will be no better off than if they had
 been killed.
 - The best way for men to avoid destruction is to live in ____ with
 each other.

16B Co-operation

Co-operation means working together for the *benefit* of all. Without co-operation modern society could not exist. Co-operation has been seen at its best among farmers in the dry *regions* of certain parts of Australia and America. The fields have been *irrigated* in

these regions. Crops cannot be grown without water. Water cannot be brought to the fields without streams being *tapped* higher up. For this purpose canals and *dams* have been built. The canals have been cut through the fields of more than one farmer. Those who live higher up the valley than the others have allowed canals to be built through their land in order to carry water to the fields of farmers lower down. In times of *drought* all are able to share the water. Instead of taking all the water for themselves, the farmers on the higher land leave enough for their neighbours down the valley. Farming in dry areas has been made possible by such co-operation. By co-operation farmers have learned to make even the desert produce crops.

1. Choose the phrase from the three in brackets which is needed to complete each sentence:
 - a) Co-operation means (digging canals, working for oneself, working with other people for the benefit of all).
 - b) A dam is used (to keep the fields dry, to store water, to prevent farmers from getting the water they need).
 - c) In times of drought the farmers who live higher up the valley (share the water with their neighbours, keep all the water for themselves, build canals across the fields of other farmers).
 - d) Irrigation means that (some farmers do better than others, all farmers can grow crops in spite of periods of dry weather, only those who live near water can succeed in growing their crops).
 - e) Crops can be produced in the desert (without irrigation, without co-operation, by the construction of canals and the sharing of water).
2. Find in the reading passage the passive forms of:
has seen, have irrigated, have built, have cut, has made possible
3. Rearrange these groups of words and punctuate them to make sentences:
 - a) be / crops / water / cannot / without / grown
 - b) built / expensive / been / dams / have
 - c) irrigated / fields / the / in / been / regions / these / have
 - d) farmers / been / co-operation / best / its / at / has / among / seen
 - e) fields / the / to / streams / without / up / higher / be / brought / cannot / water / being tapped
4. Find words in the reading passage which are similar in meaning to these words or phrases:
a very dry region, to permit, to take water from, a channel built to

take water from one place to another, a long period without rain, to provide water for the fields in dry seasons, people living near others, farming

5. Find words in the reading passage to complete these sentences:
- People co-operate for the ____ of all.
 - In the dry ____ of Australia co-operation amongst farmers is necessary.
 - In these regions the fields must be ____ when there is no rain.
 - The construction of dams and ____ has made possible the best use of the available water.
 - The streams are ____ higher up so that the water can be carried to the fields lower down.

16C *The Co-operative Movement*

To many people, especially working people, co-operation means the *Co-operative Movement*. This movement was started by working people for the benefit of working people. It began in Rochdale, an *industrial* town in the North of England, in 1844. In that year a group of people who were employed in the factories of Rochdale decided that they would open a shop. This may not perhaps be considered a very *original* decision, or one that could be important for anybody except the people who took it. It was, however, of *worldwide* importance, though nobody could have guessed this at the time.

The decision was, in fact, original in one very important detail, *namely* that it was taken by people who were to be the *customers* as well as the owners of the shop. A small sum of money was *contributed* by each member of the *scheme*. None of them was able to contribute much, but the *total* of their *contributions* was sufficient to pay for the *premises* of the shop and for the goods which were needed to *stock* it. The profit which was *made* by the sale of the goods to members was used to buy more goods, and any money left over after these goods had been bought was divided out amongst the members. In this way they were able to buy necessary goods at *reasonable* prices and also to share in the profit from their own enterprise.

The *main principles* which were *adopted* by the Rochdale *co-operators* when they opened their shop were:

1. Open membership. Anyone living in the Rochdale area was allowed to join.
2. *Democratic control* (one member, one vote).
3. *Distribution of surplus income* amongst members, once all other expenses had been paid.
4. Political and religious *neutrality*.
5. *Trading for cash* only. Members had to pay for their *purchases* before they could take them away from the shop.
6. *Encouragement* of education.

These principles have been recognised throughout the world as the *basis* of a *genuine* co-operative movement. From its *humble* beginnings in Rochdale the movement has spread to many countries. *Local* Co-operative Societies have been *founded* for trading throughout Britain, and a *central organisation*, the Co-operative Wholesale Society, manufactures a wide variety of goods which member Societies can buy from it to sell in their shops. It also acts as a *link* between them and helps them to co-operate nationally as well as locally. The International Co-operative Alliance has also been founded to make this co-operation possible amongst members of the movement with similar principles all over the world, in any country where such societies have been or will be founded.

It would take a long time to describe all the activities which have been started as a result of the decision taken by the *Rochdale* Co-operators. Almost 13 million people are members of the Co-operative Movement in Britain, and societies have been founded abroad for all sorts of purposes from simple trading and running shops to *hiring* farm machinery to members who cannot afford to buy their own; and *Marketing* Societies have been recognised as the best way for *producers* of food and other crops to sell their *produce*.

This result of their decision to co-operate was certainly not *foreseen* by the *founders* of the Rochdale Co-operative Society, but it is the best *memorial* to them and to their enterprise.

1. Answer these questions:

- a) Why did the working people of Rochdale decide to open their own shop?
- b) Where did they get the money from to set up the shop?
- c) Who gets a share of any profits made by a Co-operative Store?
- d) What other purposes did the Rochdale Co-operative have besides trading?
- e) For what special purposes do farmers set up Co-operative Societies?

2. Rewrite the following sentences with the verbs in the passive, making any other necessary changes:
- People all over Britain followed the example that the co-operators of Rochdale had given.
 - The International Co-operative Alliance will encourage international co-operation.
 - Producers of food and other crops have founded Marketing Co-operatives.
 - When the Rochdale Co-operative Store had paid all expenses the managers distributed the profits amongst the members.
 - Co-operators will always find new opportunities for their activities.
3. Fill the blanks with *who*, *which*, *where* or *that*:
- Co-operators are people _____ work together for the benefit of all of them.
 - The profits _____ were made by the Rochdale Co-operative Store were shared out amongst the members.
 - The principles _____ the Rochdale co-operators adopted became accepted all over the world.
 - Water has to be brought to dry places by canals _____ are built for this purpose.
 - Crops can now be grown in deserts _____ farming would be impossible without irrigation.
4. Give nouns used for the people who do the things described by these verbs:
- Example: run*
Answer: runner
- construct, co-operate, create, found, invent, organise, produce, suffer, survive, trade
5. Rewrite in the plural:
- The farmer who lives higher up the valley allows a canal to be cut through his field.
 - A dam is built to hold the water.
 - During a drought the crop will die if it is not watered.
 - A co-operator shares in the profit from his shop.
 - The purpose of a co-operative movement is similar wherever it is founded.
6. Find words in Reading Passage 16C to complete these sentences:
- The decision to open a Co-operative Store in Rochdale proved to be of _____ importance.
 - The owners of the shop were also its _____.

- c) The members ____ in the profits from trading.
- d) The ____ of the Co-operative Movement have been accepted in many countries.
- e) The Co-operative Movement believes in ____ control, with one vote for each member.
- f) Although the beginnings of the Co-operative Movement were ____, it is now of great international importance.
- g) Co-operation between one country and another is encouraged by the International Co-operative ____.
- h) Co-operative Societies have been ____ in countries all over the world.
- i) Some Farmers' Co-operatives help their members by ____ farm machinery to them.
- j) The importance of the Co-operative Movement is the best ____ to its founders.

7. Give adjectives which fit these definitions:

- a) not false
- b) never thought of before
- c) all over the world
- d) fair, not too dear
- e) remaining after expenses have been paid
- f) not proud or ambitious

8. Put *a, an or the* in the spaces in these sentences where they are needed:

- a) ____ Co-operative Alliance is ____ international organisation.
- b) Every member of ____ Co-operative Society has ____ share in ____ profits.
- c) ____ Co-operation makes ____ farming possible even in ____ desert.
- d) ____ Rochdale co-operators started ____ enterprise which has had ____ worldwide effects.
- e) ____ Co-operative Wholesale Society manufactures ____ wide variety of ____ goods.

9. Fill the blanks with *for* or *to*:

- a) The Co-operative Movement exists ____ the benefit of its members.
- b) Local Societies have been founded ____ trading throughout Britain.
- c) Local Societies buy goods from the Co-operative Wholesale Society ____ sell in their shops.
- d) Co-operative Marketing Societies are the best way ____ producers of food ____ sell their crops.

10. Form questions to which these statements are the answers, using question words instead of the words in italics:
- The Co-operative Movement began *in Rochdale*.
 - The first Co-operative store began trading *in 1844*.
 - The store was opened by *working people*.
 - They opened the store *to sell goods at reasonable prices*.
 - The national Society is called *the Co-operative Wholesale Society*.
 - Farmers hire farm machinery *because it is too expensive to buy*.

Section 17

Structural Item: The causative use of *have* and *get*

17A June's Wedding

June is happy and excited. She is going to be married tomorrow. She has had her beautiful *wedding* dress designed and made by a *leading fashion* shop. Her father has had his whole house painted. He has had the *lawn* cut in his garden and he has got his *gardener* to *tidy* the whole garden and *trim* the *hedges*.

June's mother is having the expensive wedding breakfast prepared by the Grand Hotel, but she has had the wedding cake baked at home. After the wedding she will have it cut into small pieces and packed in little boxes. Then she will have these boxes sent to friends of the family who cannot come to the *ceremony*.

1. Choose the phrase from the three in brackets which is needed to complete each sentence:

- June is happy because (her father has had his house painted, she is going to be married tomorrow, some pieces of wedding cake are being sent by post).
- June's wedding dress has been made (at the Grand Hotel, at home, at a fashion shop).
- June's mother has had the wedding cake (baked at home, cut up and put into boxes, posted to the guests who are coming to the wedding).

2. Fill the blanks with *a*, *an* or *the*:

- June's father has had _____ whole house painted.
- He has got _____ gardener to trim _____ hedges.
- June's mother has had _____ cake baked at home for _____ wedding.
- After the wedding _____ cake will be cut up and posted to friends who cannot come to _____ ceremony.
- June has had _____ beautiful wedding dress made.
- She has had it made by _____ leading fashion shop.

3. Form questions to which these statements are the answers, using question words instead of the words in italics:

- a) *June* is getting married tomorrow.
 - b) *June* is getting married *tomorrow*.
 - c) Her father has had *the house* painted.
 - d) He has got the gardener to trim *the hedges*.
4. Choose words from the reading passage to complete these sentences:
- a) Every girl who is going to be married wants to have a nice ____.
 - b) If you want a beautiful wedding dress you must go to a good ____ shop.
 - c) If you can't keep your own garden tidy you ought to employ a ____ to do it for you.
 - d) The most ____ presents are not always the best, even though they have cost a lot of money.

17B The Ten Acre Farm

My neighbour owns a ten acre farm. On it he has *poultry* and pigs. He also has a *dairy*. He employs a number of young men to work on his farm under his *direction*. Early in the morning he gets the *pit-sties*, the poultry sheds and the dairy cleaned by his farm workers. He then gets the cows milked. He has them milked a second time in the evening. He has the *milk-pails* *sterilised* with boiling *steam* before the cows are milked into them. This makes sure that the milk will be free from *germs*. He has his animals and poultry fed twice a day. He gets the eggs collected just before milking time. His farm produces over 50 bottles of milk and about 100 eggs a day. He gets his farm produce *transported* by *van* to town to be sold to his regular customers.

1. Answer these questions:
- a) What is my neighbour's profession?
 - b) Does he do all the work himself, or does he have helpers?
 - c) What is a dairy used for?
 - d) How does my neighbour sterilise his milk pails?
 - e) Can you say why it is necessary to sterilise the pails?
 - f) What does the farm produce besides milk?
 - g) Where do pigs live?
 - h) How often are the cows milked?
 - i) Why do farmers keep poultry?
 - j) How does my neighbour get his produce taken to market?

2. Are these statements right or wrong?
- My neighbour's farm is only a dairy farm. *w*
 - It is not necessary to sterilise milk pails. *w*
 - The farm workers collect eggs from the sties. *w*
 - The cows are milked in the morning and in the evening. *r*
 - Boiling steam must never be used to keep milk pails clean. *w*
 - My neighbour takes his own produce to market. *r*
 - Poultry are kept on a farm to provide eggs. *r*
 - My neighbour's farm produces more eggs than bottles of milk. *r*

3. Choose one of the following verbs to fill the blank in each sentence, using each verb in the necessary form:

equip, collect, feed, make, milk, sterilise, prepare, transport, water

- The farmer has his animals and poultry _____ twice a day.
- He gets the milk pails _____ with boiling steam.
- He has the eggs _____ just before milking time.
- June had her wedding dress _____ by a fashion shop.
- The farmer gets his cows _____ in the early morning.
- The farmer has his produce _____ to town in a van.
- Edison had his laboratory _____ with everything necessary for his work.
- The wedding breakfast is being _____ by the Grand Hotel.
- If crops are not _____ in dry weather they will die.

4. Make each pair of sentences into one sentence, using a relative pronoun instead of the word in italics:

Example: The farmer sells the eggs. He collects *them*.

Answer: The farmer sells the eggs that he collects.

- The pails have to be sterilised. *They* are used for milking.
- The young men are always very busy. *They* work on the farm.
- The sheds are called sties. The pigs live *there*.
- I sometimes help the farmer. *He* lives near me.
- June's mother is going to post the pieces of cake. *They* have been packed into boxes.

17C Shooting a Film

There is excitement in the film *studio*. They are *shooting* a scene from the film 'The Path of Power'. The Director of the film is

there with a team of *technicians*. His *task* is a difficult one. He has to be *creative*, but at the same time he has to satisfy popular *taste*. He has to consider many different *elements* such as the story and the *scenario*, the *dialogue* and the action, the camera-work and lighting, and he has to get them all combined into an intelligible motion picture. His assistants—the cameraman, the *make-up* artist and several others—are all helping him in his task. The Director has told his chief cameraman in what part of the *stage set* the action is going to take place. The chief cameraman has the camera *set up*, *adjusted* and *focused* by his assistants. An assistant brings in new film and the chief cameraman has the camera *loaded* with it. The actors are on the set. The set is a large *apartment*, expensively *furnished*. The Director tells the actors, for the last time, what the action is going to be and how he wants to have it *performed*. He is quite satisfied with the *rehearsals* he has had already. The actors take up their positions. The cameramen get the camera focused on the scene. The man in charge of the lighting has the set lit up with the necessary lights. The chief technician has two *microphones* hidden out of sight of the camera. These are to catch the words of the actors. In the recording room the Director of Sound gets the recording apparatus adjusted to record the *dialogue* between the actors. The chief cameraman has the electric *current* turned on. The current is needed to drive the motors of the cameras. Everything is ready for the shooting of the scene.

Now the Assistant Director gets the studio door shut. A *bugger* signals that the scene is going to be shot. The Director's voice calls out, 'Silence! Get ready!' A green light comes on. A board, giving the details of the scene and *shot* number, is held before the camera. The camera is switched on. The board is then removed, leaving the camera focused on the actors. This is the moment when the action begins. The *whirr* of the camera indicates that the shooting of the scene is taking place. The leading actor speaks his line. 'Cut!' shouts the Director. The camera stops immediately. All look round in surprise. The Director angrily tells the make-up artist to fix the actor's *beard*.

Instinctively the actor's hand goes up to his *chin*. The beard is not there! He hurriedly gets it fixed by the make-up artist. The shooting of Scene 10 — Shot 12 begins again. The action and dialogue continue without *interruption*. 'Cut!' shouts the Director. 'What's wrong this time?' asks an angry actor who has been on the set for two whole hours. 'There's nothing wrong. It's perfect,' smiles back the Director. Everyone *sighs* with *relief*.

1. Are these statements right or wrong?

- a) A Film Director has to consider many different things when he is making a film.
- b) Directors do not usually take any notice of popular taste.
- c) All the scenes are carefully rehearsed before they are shot.
- d) The make-up artist is responsible for focusing the cameras.
- e) Special lights are needed when filming is taking place.
- f) Hidden microphones help to light up the set.
- g) The voices of the actors are recorded at the same time as their actions are photographed.
- h) The same length of film can be used over and over again for shooting scenes.
- i) The Director shouts 'Cut!' when he wants the shooting to begin.
- j) If an actor's false beard falls off, he has to go on acting without it until the scene is finished.

2. Answer these questions:

- a) Who are the cameras set up by?
- b) Who tells them to do this?
- c) Who has the set lit up?
- d) Who gets the recording apparatus adjusted?
- e) Who has the current switched on?
- f) Who are the actors made up by?

3. Answer these questions as in the example:

Example: Who do you have your car washed by?

Answer: I don't have it washed. I wash it myself.

- a) Who do you have your room cleaned by?
- b) Who do you have your shoes polished by?
- c) Who do you have your windows washed by?
- d) Who do you have your hair styled by?
- e) Who do you have your breakfast cooked by?

4. Fill the blanks with *a*, *an* or *the*, if needed:

- a) _____ film was called 'The Path of _____ Power'.
- b) _____ film set was _____ large apartment.
- c) _____ shooting of _____ next scene was about to take _____ place.
- d) Everyone sighed with _____ relief when _____ shooting was over.
- e) 'It was _____ perfect take,' said _____ Director, with _____ smile on his face.

5. Form sentences on the model of the example, using the words in brackets and making other necessary changes:

Example: The blackboard was cleaned. (The teacher)

Answer: The teacher had the blackboard cleaned.

- a) The eggs were collected. (The farmer)
- b) The wedding cake was baked at home. (June's mother)
- c) The house was painted. (June's father)
- d) The camera was set up and focused. (The chief cameraman)
- e) The clock was mended. (The headmaster)
- f) The farmer's produce is transported by van. (The farmer)

6. The words in Column B below are similar in meaning to those in Column A, but they are not in their correct order. Rearrange them so that each is opposite the word of similar meaning to it:

A	B
assistant	conversation
concealed	helper
principal	essential parts
position	filming
lighting	shows
indicates	interference
dialogue	place
shooting	hidden
interruption	main
elements	illumination

7. Fit the phrases in Column B with those in Column A to make sentences:

A	B
a) The Director	(i) makes the actors up.
b) The electrician	(ii) looks after the cameras.
c) The actor	(iii) directs the film.
d) The make-up artist	(iv) switches on the lighting.
e) The cameraman	(v) acts in the film.

8. Find words in Reading Passage 17C to complete these sentences:

- a) Special lights are needed when a scene is being ____.
- b) The cameras have to be ____ with film before shooting can begin.
- c) The actor's beard was ____ by the make-up artist.
- d) The electric current has to be ____ on to ____ the motors.
- e) The shooting was ____ by a shout from the Director.
- f) The dialogue is ____ by special apparatus while the scene is being filmed.
- g) The camera has to be set up and ____ on the set.
- h) The scene has to be ____ exactly as the Director wants it.
- i) Popular taste has to be ____ by a film.
- j) The set was ____ with expensive chairs and tables.

Section 18

- Structural Items: Conditional clauses with *if*
- probable fulfilment
 - improbable fulfilment
 - impossible fulfilment

The past perfect tense (18C only)

18A Tom and Danny

Tom and Danny will both sit for the General Certificate of Education, (G.C.E.), Advanced Level, next June. Tom has already taken the examination once. He sat for it last year, but he had not worked hard enough and he failed. If he had worked harder he would have passed it. If he had passed, he would have been admitted to the University last October. His failure has made him work harder this year. He must get a place at the University this year. If he fails to do so, he will have to leave school and find a job. He knows that his parents will be disappointed if he has to give up hope of a University course.

Danny is certain to pass the examination, although he will be taking it for the first time. He is a clever student. He passed the Ordinary Level Examination two years ago with *distinctions* in six subjects. With this *record*, if Danny failed the Advanced Level Examination, everyone would be very surprised.

- Find words in the Reading Passage to complete these sentences:
 - The G.C.E. examination has two _____, Ordinary and Advanced.
 - If a student _____ the examination, he can take it again.
 - Do not give up _____ of passing your examination until you have tried.
 - I need a _____ at a University so that I can study for a degree.
 - My brother is a brilliant student and passed every subject in his Ordinary Level Examination with _____.
- Fit the phrases in Column B with those in Column A to make sentences:

- | A | B |
|---|---|
| a) If he goes home, | (i) you will arrive on time. |
| b) If you leave promptly, | (ii) you would be nearly a quarter of a million miles from the earth. |
| c) If you were on the moon, | (iii) he would have been admitted to the University. |
| d) If Tom had passed the G.C.E. Advanced Level, | (iv) the world would be destroyed. |
| e) If a war with nuclear weapons broke out, | (v) the rest of the family will be glad to see him. |

3. Complete these sentences by putting in the appropriate forms of the verbs in brackets:

- a) If you pass the G.C.E. Advanced Level, you _____ to the University. (be admitted)
- b) If Danny had left home earlier, he _____ at school sooner. (arrive)
- c) If you get your puncture mended, you _____ to go for a ride this afternoon. (be able)
- d) If you had not gone to bed so late last night, you _____ so tired this morning. (not, be)

4. Fill the blanks with *for* or *to*:

- a) Tom is sitting _____ the Advanced Level next June.
- b) He is taking it _____ the second time.
- c) He must not fail if he wants _____ get a University place.
- d) His parents want him _____ follow a University course.
- e) He has been working hard _____ a whole year, and he hopes _____ pass this time.

18B Atomic Bombs

On August 6 1945, the first *atomic* bomb was dropped on Hiroshima, in Japan. It produced an *explosion* equal to 20,000 tons of T.N.T. (until then the most powerful *explosive* that the world had known). It killed about 200,000 people. If this bomb had not been used then, the world would not have realised to the full its *destructive* power. Since then, a *hydrogen* bomb has been *perfected* by certain world powers. It is believed that this terrible bomb,

if it is exploded, will *release energy* equal to 100 *megatons* that is to say one hundred million tons, of T.N.T. The Hiroshima bomb killed 200,000 people. That is a terrible number of deaths; but if a single hydrogen bomb is used in warfare, it will kill about a thousand million people. If five such bombs are dropped on the five *inhabited* continents, the *entire* population of the world, which is *estimated* at about three thousand million people, will be *destroyed*. This is the reason why the great *mass* of the people in the world do not want another war. If there were another war, and if hydrogen bombs were to be used in it, the whole world would be destroyed.

1. Are these statements right or wrong?
 - a) An atomic bomb is filled with T.N.T.
 - b) The first atomic bomb was dropped on a Japanese city.
 - c) A hydrogen bomb could kill far more people than an atomic bomb.
 - d) The population of the world is about a thousand million people.
 - e) Most of the people in the world are afraid of another war, because it would destroy the whole world.
 - f) One megaton equals one hundred tons.

2. Complete these sentences by putting in the appropriate forms of the verbs in brackets:
 - a) The world would not have known how powerful the atomic bomb was if it _____. (not, be dropped)
 - b) If hydrogen bombs _____ in warfare, each one will kill millions of people. (be used)
 - c) The entire population of the world would be destroyed if one hydrogen bomb _____ on each continent. (be dropped)
 - d) The world would have been a safer place to live in if the hydrogen bomb _____ (not, be invented)
 - e) If there _____ another war, the whole world would be destroyed. (be)

3. Fit the phrases in Column B with those in Column A to make sentences:

- | A | B |
|-------------------------------------|--|
| a) If the sun did not rise, | (i) there will be no war. |
| b) If a hydrogen bomb were dropped, | (ii) you will see yourself. |
| c) If you look in a mirror, | (iii) we would run away. |
| d) If a lion came into the room, | (iv) he would have known the story. |
| e) If we live in peace, | (v) the world would be dark. |
| f) If he had read the book, | (vi) millions of people would be killed. |

4. Find words in the passage to complete these sentences:
- An ___ bomb is far more powerful than any bomb used before.
 - Such a bomb releases ___ equal to thousands of tons of T.N.T.
 - The ___ power of modern bombs is great enough to destroy the whole world.
 - If these bombs are used in ___, the world will come to an end.
 - Such bombs have been ___ by certain world powers.
 - The great ___ of the people of the world do not want another war.
 - The population of the world is ___ at about three thousand million people.
 - The five ___ continents are Africa, America, Asia, Australasia and Europe.
 - T.N.T. was the most powerful ___ known until the atomic bomb was invented.
 - The ___ bomb is the most terrible weapon yet invented.
5. Find words in the passage with meanings similar to the following:
a million tons, come to understand, lived in, set free, whole

18C *The Birth of UNO*

The history of man is the history of war. Throughout the ages, man has been concerned with the problem of *preventing* war. If all the people in the world loved peace, no organisation to *ensure* peace would be necessary. If, in the past, nations had not wanted to go to war with one another, no association of nations would have been necessary to *outlaw* war. But history has proved to *mankind* that the nations of the world have not been willing to *observe* these conditions.

The League of Nations, the first *association* of nations established to work for peace, was founded in 1919. For four years from 1914, war had *raged* throughout Europe. The fighting in this war had been more destructive than anything that mankind had ever experienced. The League of Nations *aimed at* outlawing war and settling international disputes by peaceful means—by discussion instead of by force. For twenty-five years the League of Nations struggled to survive. With the outbreak of the Second World War, in 1939, it ceased to *function*. If it had been able to keep its promise of *enforcing disarmament*, there would not have been another

war. Britain and France had disarmed, but other nations had not followed their example. Some nations had *defied* the League of Nations and gone to war with their neighbours.

These events led to the Second World War in 1939. This war raged over the continents and seas of the world from 1939 to 1945. Millions of soldiers, sailors and *airmen* were killed. Thousands of *innocent civilians* were the *victims* of *deadly* weapons. If there had been no war, all this *suffering* could have been *avoided*. When the war ended, the people of all the nations began praying for a *secure*, peaceful world without any fear of war. This desire for world peace led to the founding of the United Nations Organisation (UNO).

On October 24 1945, representatives of fifty-one nations met to form an association called the United Nations Organisation. The two main aims of UNO are the *maintenance* of international peace and security and the *promotion* of human *welfare* throughout the world. Since then the organisation has survived with difficulty. It has *faced* a series of international disputes that could have *involved* the world in a nuclear war. The successful *handling* of these disputes has proved that UNO can help in the maintenance of world peace. If UNO had failed to settle them, the world might by now have been involved in a *global* war and completely destroyed. If it can continue to settle disputes peacefully, the fear of a world-wide disaster will disappear. If it fails, there may be no further hope for mankind.

1. Answer these questions:

- a) How many World Wars have there been?
- b) What was the aim of the League of Nations?
- c) Why did it fail to achieve its aim?
- d) How many countries disarmed after the First World War, and which countries were they?
- e) How many nations sent representatives to the first meeting of UNO?
- f) What has been avoided by the successful handling of disputes by UNO?

2. Change the following sentences on the model of the example:

Example: If people *love* peace, no organisation to ensure peace *will be* necessary.

Answer: i) If people *loved* peace, no organisation to ensure peace *would be* necessary.

ii) If people *had loved* peace, no organisation to ensure peace *would have been* necessary.

- a) If nations want to go to war with one another, it will be necessary to outlaw war.
- b) If nations are willing to live on friendly terms with their neighbours, there will be no more fear of war.
- c) If the League of Nations achieves its aim of enforcing disarmament, there will not be another war.
- d) If there is no war, there will not be so much suffering.
- e) If UNO fails to settle international disputes, there will be a global war.

3. Complete these sentences:

- a) If all the nations loved peace, _____.
- b) If some countries had not defied the League of Nations, _____.
- c) If war had not broken out in 1939, _____.
- d) If UNO succeeds in its aim, _____.
- e) If UNO had failed to settle a series of international disputes, _____.

4. Study these conditional sentences:

- a) If he *goes* to market, he will sell his produce there.
- b) If he *did not go* to market himself, he *would send* his produce there by van.
- c) If he *had not gone* to market himself, he *would have sent* one of his workers there.

In *a)*, the condition is likely to be fulfilled. The verb in italics is in the present tense.

In *b)*, the condition may or may not be fulfilled. The verb in italics is in the past tense.

In *c)*, the condition concerns time already past and cannot be fulfilled. The verb in italics is in the past perfect tense.

Find the conditional sentences in Reading Passages A, B and C, and say what kind of condition each one expresses.

5. Fill the blanks with *a*, *an* or *the*, if needed:

- a) _____ history of man is _____ history of _____ war.
- b) If we all lived as _____ family, no organisation for _____ peace would be necessary.
- c) 1914 to 1918 was _____ period of _____ warfare.
- d) _____ League of _____ Nations was _____ organisation set up to outlaw _____ war.
- e) _____ war of 1914 to 1918 proved that the world needed _____ international organisation for _____ peace.

6. Fill the blank in each sentence with the correct form of the verb in brackets:

- a) If Tom _____ harder, he would pass his Advanced Level examination. (work)
 b) If I had gone to school yesterday, I _____ a science lesson. (have)
 c) The picnic _____ if it rains. (not, take place)
 d) If we _____ them, they would have come to the wedding. (invite)
 e) If I had a bicycle, I _____ it to school. (ride)

7. Find words in the passage with meanings similar to:

- a) to keep from happening
 b) to make sure of
 c) to show to be true
 d) to found
 e) to break out with great violence
 f) to find a solution for
 g) to refuse to obey
 h) to make unlawful
 i) to keep away from
 j) to ask very sincerely

8. Choose the phrase from the three in brackets which is needed to complete each sentence:

- a) Mankind has been faced with the problem of war (since the world began, since 1914, since the invention of the atomic bomb).
 b) The League of Nations was founded (by Britain and France, by a number of nations, by soldiers, sailors and airmen).
 c) UNO was founded (before the League of Nations, to help the League of Nations, because the League of Nations had not succeeded in outlawing war).
 d) UNO has (found its work easy, failed to maintain peace, managed to settle international disputes).
 e) If UNO fails in its efforts, (the world will be sure of peace, there may be no hope for mankind, there will be little fear of a world-wide disaster).

9. Find nouns in the passage which are connected with these verbs: associate, discuss, maintain, promote, suffer

10. Form sentences from these tables:

a)

If	Tom Danny	passes his Advanced Level, comes first in the race,	he his parents the school	will be very pleased.
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b)

If	I you	had plenty of money, got a University place, won a school prize,	everything would be all right. everyone would be satisfied. there would not be any trouble.
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c)

If	the boys the girls the men	had worked hard, had listened to advice, had not lost interest,	they would have been happier. they would have behaved better. they would have been more popu- lar.
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19 *The Death of a Tigress*

Major James Corbett was a very famous hunter of man-eating tigers in the Kumaon Hills of India. Time and time again he was asked to hunt down tigers that had carried off cattle and people from villages in the hills. This is an account of how he killed one such man-eater.

Corbett was in Champawat to hunt down a *tigress* that had killed 435 people. He was talking to the *headman*. Suddenly a man yelled, 'Come quickly, a tigress has just killed a girl.' Corbett hurried to the spot. The *track* of the tigress, marked by *splashes* of blood, was clearly *visible*. Half a mile up the hill he found the girl's *sari*, and on the top of the hill, her *skirt*. Then the *trail* of blood turned sharply to the left, down a steep hill. From there it led to a small pool at the bottom. Corbett found pieces of bone and part of a human leg near this pool. His *approach* had disturbed the tigress at her meal. Suddenly a *lump* of earth rolled down the hill. The tigress was not far off. Corbett had now been on the tigress's trail for nearly four hours. It was too dark to follow any farther. He returned to the village.

While following the tigress, Corbett had noticed a *narrow* valley not far from the pool. His plan was to have men placed right across this valley. The men would cut off the tigress's escape that way. He could then shoot her. By mid-day he had placed 298 men across the valley. At a signal from him, they were to make as much noise as they could. Corbett hid in some tall grass. He *waved* his handkerchief. Instantly the men fired their *rifles* and beat on their drums. The tigress soon appeared. Corbett aimed, fired and missed. Two more shots rang out. But the tigress still came forward. He had wounded her but not killed her. Closer and closer she came. Corbett watched her in horror. What should he do? He had only had three *cartridges* in his rifle. He had fired all three. Then the wounded animal suddenly changed her direction. Very slowly she turned and climbed a flat rock by the side of the hill. Corbett took a quick decision. He had to have another gun. He dashed to where the headman stood, *grabbed* his gun and was back again. The tigress prepared for a last *spring*. Corbett fired. This time he

killed her.

That night Corbett skinned the tigress amidst a great crowd of rejoicing people. He left Champawat at sunrise, and returned to the town of Naini Tal, from which he had come. But he was always ready to respond to appeals for help from desperate villagers against their terrible enemy, the man-eating tiger.

1. Are these statements right or wrong?
 - a) Corbett's plan was to trap the tigress in a narrow valley and then kill her.
 - b) Corbett had to fire four shots to kill the tigress.
 - c) The tigress turned aside to give Corbett time to grab another gun.
 - d) The villagers skinned the dead tigress.
 - e) Corbett spent one night at Champawat.

2. Give the simple past form of these verbs from the passage:
is, disturb, hurry, find, ask, lead, grab, skin, beat, notice, take, ring, come, leave, wave

3. Fill the blanks in the following passage with the correct forms of these verbs:

place, go back, sail, close, reach, suffer, open, start, find, arrive

The Voyage of Vasco da Gama

The first sailor from Europe to reach India by way of the Cape of Good Hope was the Portuguese commander, Vasco da Gama. In 1497 King Manuel I of Portugal sent out four ships in order ____ a way to India by sea. Da Gama ____ by the king in command of the ships. The men ____ great hardships. They wanted to turn back. Da Gama refused, saying, 'I ____ to Portugal until I have ____ India.' Ten months after ____ their journey Da Gama and his men ____ in Calicut. They were the first Europeans ____ the East by ____ round Africa. Vasco da Gama returned to Portugal in 1499 with only one ship. But he ____ a trade route to India that has never since ____.

4. Arrange the following sentences in the correct order to tell the story of Corbett's tiger hunt:
 - a) He followed it for about four hours.
 - b) The tigress soon appeared.
 - c) James Corbett was a famous hunter of man-eating tigers.
 - d) Corbett followed the trail of the tigress.
 - e) The villagers of Champawat appealed to him to kill a man-eating tigress that had killed 435 people.
 - f) Corbett fired and wounded the tigress.
 - g) While he was in Champawat, the tigress killed a girl.

- h) Then he returned to the village because it was getting dark.
- i) He had no more bullets left in his rifle, so he grabbed the headman's rifle and killed the tigress.
- j) When the men were placed across a narrow valley, they fired their rifles and made a lot of noise to drive the tigress towards Corbett.
- k) Corbett had the dead tigress carried back to the village, where he skinned it.
- l) At the last moment the wounded tigress turned aside instead of springing on Corbett.
- m) The tigress kept on coming towards Corbett.
- n) The next day Corbett placed 298 men where they could cut off the tigress's escape.
5. Find words in the passage similar in meaning to these phrases:
- call for help
 - patch of liquid
 - line of marks showing where something or someone has gone
 - run very quickly
 - take hold of forcibly
 - showing great joy
 - answer favourably
 - large piece (of earth, etc.)
 - prevent from escaping
 - sudden leap or jump

6. Fill the blanks with *a* or *the* where needed:

- ___ gold is ___ valuable metal.
- The drone is ___ male of the bee colony.
- ___ Vice-Chancellor of ___ University is responsible for ___ progress of ___ University and for all details of ___ University life.
- ___ sun's family is called ___ solar system.
- ___ trees, ___ grasses and ___ leafy plants cover ___ surface of the earth.

7. Fill the blanks with *in* or *on*:

Corbett was ___ Champawat, talking to the headman. He was ___ the track of a tigress. He went ___ a path that a girl had taken, and saw splashes of blood ___ the ground. ___ the top of a nearby hill he found her skirt.

Next day he hid ___ the long grass by the side of the track. He had placed men ___ a line ___ the hillside across a narrow valley behind the tigress. The tigress soon appeared ___ the path. Corbett.

fired three times, but he only wounded the tigress. He had only had three cartridges _____ his rifle. The wounded tigress changed direction and climbed _____ to a flat rock, _____ order to spring down _____ Corbett. He grabbed the rifle of the headman _____ great haste and killed the tigress.

Corbett would always respond to appeals to help the village people _____ their attempts to destroy man-eating tigers.

8. Change these sentences as in the example:

Example: Corbett talked to the headman, then he went after the tigress.

Answer: When Corbett had talked to the headman, he went after the tigress.

- a) Corbett went some distance along the path, then he saw splashes of blood.
 - b) A man yelled that a girl had been killed by a tigress, Corbett set out to shoot the tigress.
 - c) Tigers grow old and unable to hunt other animals for food, then they become man-eaters.
 - d) Corbett fired three shots, then he had to get another rifle.
 - e) The tigress was carried back to the village, then Corbett skinned her.
9. The word *hunt* can be a noun or a verb. How many other words which can be nouns or verbs can you find in the passage? Make a list of them.

Section 20

20 William Shakespeare

Most people have heard of Shakespeare and probably know something of the plays that he wrote. However, not everybody knows much about the life of this *remarkable* man, except perhaps that he was born in the market town of Stratford-upon-Avon and that he married a woman called Anne Hathaway. We know nothing of his school life. We do not know, for example, how long it lasted, but we *presume* that he attended the local grammar school, where the principal subject taught was Latin.

Nothing certain is known of what he did between the time he left school and his departure for London. According to a local *legend*, he was beaten and even put in prison for stealing rabbits and *deer* from the *estate* of a neighbouring *landowner*, Sir Thomas Lucy. It is said that because of this he was forced to run away from his native place. A different legend says that he was *apprenticed* to a Stratford *butcher*, but did not like the life and for this reason decided to leave Stratford.

Whatever caused him to leave the town of his *birth*, the world can be *grateful* that he did so. What is certain is that he set his foot on the road to *fame* when he arrived in London. It is said that at first he was without money or friends there, but that he earned a little by taking care of the horses of the gentlemen who attended the *plays* at the theatre. In time, as he became a *familiar* figure to the actors in the theatre, they stopped and spoke to him. They found his conversation so *brilliant* that finally he was invited to join their company.

Earlier than 1592 there is no *mention* of Shakespeare either as actor or as *playwright*, and the name of the theatre he worked in is not known. However, by this date he had become one of the three leading members of a company of actors called the Lord Chamberlain's men. This company was under the *protection* of the Lord Chamberlain, a powerful nobleman and an official at the Queen's Court. The company travelled about the country, giving *performances* in different towns, and also performed plays at Court.

From what we know of his later life, it is clear than Shakespeare's connection with the theatre made him a wealthy man, since his

plays *attracted large audiences* and he shared in the profits. Towards the end of the sixteenth *century* he bought a large property in Stratford. It is not certain when he went back there to live, but it was probably around 1603. He is not recorded as having acted in any play after that date, though he continued writing. No less than eleven of his plays were *produced* during the next ten years. These include the great *tragedies* 'Othello', 'Macbeth' and 'King Lear'. His last work was 'The Tempest', but he may have shared in the writing of the *historical play* 'King Henry VIII'.

Even after his *retirement* he *frequently* visited London. Since the road between Stratford and London passed through Oxford, he would rest there at the home of his friend John Davenant, who had a deep respect and *affection* for the playwright.

Shakespeare died in 1616. Some years earlier he chose a *gravestone*, under which he was to be buried. He had a *curse engraved* on this stone which *threatened* to bring *misfortune* on anyone who might remove his body from his grave.

It seems strange that he should have had this fear. He must have known how greatly he was respected, even in his lifetime, for the *genius* that he showed in his plays and poems. It seems impossible that his *remains* could have been *disturbed* after his death.

1. Choose the word or phrase from the three in brackets which is needed to complete each sentence:
 - a) Shakespeare was forced to run away from (London, Stratford-upon-Avon, Oxford).
 - b) According to legend (he was apprenticed to a butcher, he taught Latin in a grammar school, he had a large estate near Stratford).
 - c) In London (he became Lord Chamberlain, looked after horses, sold the rabbits that he had stolen).
 - d) He (made a lot of money, made very little money, was left without money or friends) by writing plays.
 - e) The play 'Henry VIII' (was written entirely by Shakespeare, has no connection with Shakespeare, may have been written in part by Shakespeare).
2. Make one sentence from each pair of sentences, using relative words in place of the words in italics and putting in commas where necessary:
 - a) Shakespeare used to go into the fields belonging to Sir Thomas Lucy. He killed rabbits and deer *there*.
 - b) He was apprenticed to a butcher. He did not like *it*.
 - c) He became a familiar figure to the actors. *They* would stop and speak to him.
 - d) John Davenant lived in Oxford. *He* was a friend of Shakespeare.
 - e) Shakespeare wrote brilliant plays. *They* made him famous.

3. Rearrange the words in Column B so that each word is opposite a word in Column A which has a similar meaning:

A	B
remarkable	thankful
presume	well-known
estate	dramatic author
grateful	landed property
familiar	extraordinary
playwright	often
frequently	affection
love	ill-luck
misfortune	suppose

4. Find words in the passage to complete these sentences:

- When he left school, Shakespeare was ____ to a butcher.
- The school he attended is thought to have been the ____ at Stratford.
- Shakespeare is said to have stolen rabbits and ____ from the ____ of Sir Thomas Lucy.
- Shakespeare achieved both ____ and fortune in London.
- The actors admired him for his brilliant ____.
- Crowds of people attended the ____ of his plays.
- His greatest plays were ____ on the stage towards the end of his life.
- Shakespeare was buried under a ____ that he himself had chosen.
- On it was ____ a terrible ____.
- One cannot believe that anyone would wish to disturb Shakespeare's ____ after his death.

5. The words in Column B are opposite in meaning to those in Column A, but they are not in their proper order. Re-arrange them to make pairs of opposites:

A	B
public	strange
ancient	similar
different	shallow
comic	infrequent
familiar	dull
deep	modern
successful	tragic
frequent	insignificant
brilliant	private
remarkable	unsuccessful

6. Give one word instead of each of these phrases:

- act of going away from a place
- number of people assembled to watch a performance
- very great talent
- receive part of
- state of no longer working

7. Fill the blanks in the following passage with suitable verbs from this list:

are still standing, was built, have been preserved, stretching, used, had fallen, built, know, were also built, was

Bridges

The first bridge that _____ by man _____ probably a natural bridge. Men no doubt _____ a tree trunk that _____ across a stream. Later, man _____ his own bridges. We _____ that bridge building began very early in history. The Chinese and the Greeks _____ bridges thousands of years ago. But the greatest bridge builders of ancient times were the Romans. No wooden bridges built by them _____ . But a number of their stone bridges _____ . Some very fine bridges _____ in twelfth century Europe.

The first cast iron bridge _____ in 1799 in England. The most modern type of bridge is the steel bridge.

The Bayonne Bridge, _____ from Bayonne, New Jersey, to Staten Island, New York, is one of the largest steel arch bridges. It _____ in 1931.

8. Find verbs in the passage corresponding to these nouns:

attraction, presumption, production, performance, threat

9. Answer these questions:

- Why did the actors at the theatre invite Shakespeare to join their company?
- Who was threatened with misfortune, according to the curse on Shakespeare's gravestone?
- What else did Shakespeare write besides plays?
- What were grammar school pupils taught in Shakespeare's time?
- Why did Shakespeare look after gentlemen's horses when he first arrived in London?

10. Fill each blank with the necessary preposition from this list:

about, at, between, by, for, from, in, of, on, through, to, with

- They gave performances _____ different towns.
- Shakespeare stayed _____ his friend's home _____ Oxford _____ his way _____ Stratford _____ London.

- c) The road _____ Stratford and London passed _____ Oxford.
- d) Shakespeare's connection _____ the theatre brought him fame.
- e) He made his fortune _____ writing _____ the theatre.