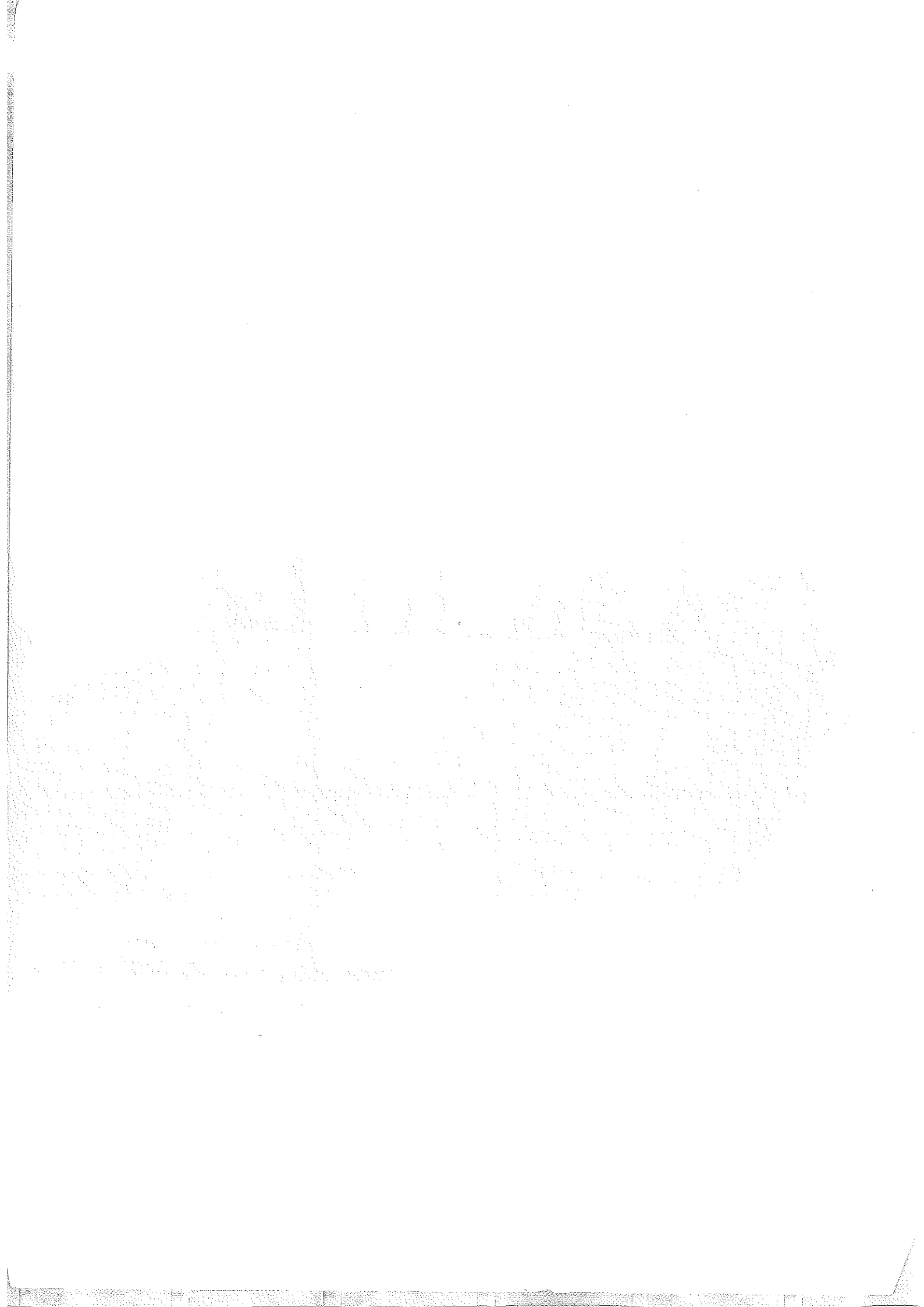


Ministry Of Higher Education
and Scientific Research
University Of Dyala
College Of Basic Education
English Department

FLUENCY

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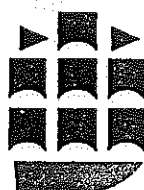
NEW CONCEPT ENGLISH

FLUENCY IN ENGLISH

An Integrated Course for Advanced Students

L. G. ALEXANDER

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I

We can read of things that happened 5,000 years ago in the Near East, where people first learned to write. But there are some parts of the world where even now people cannot write. The only way that they can preserve their history is to recount it as sagas—legends handed down from one generation of story-tellers to another. These legends are useful because they can tell us something about migrations of people who lived long ago, but none could write down what they did. Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from. The sagas of these people explain that some of them came from Indonesia about 2,000 years ago.

10 But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten. So archaeologists have neither history nor legends to help them to find out where the first 'modern men' came from.

15 Fortunately, however, ancient men made tools of stone, especially flint, because this is easier to shape than other kinds. They may also have used wood and skins, but these have rotted away. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.

ROBIN PLACE *Finding Fossil Man*



Polished axeheads found at Seamers Moor in Yorkshire

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

a How can anthropologists learn about the history of ancient peoples who have not left written records?

b Why did ancient men prefer to use flint for making tools?

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: preserve (l. 3); recount (l. 4); migrations (l. 6); anthropologists (l. 7); remote (l. 7); decay (l. 15); without trace (l. 17).

The Sentence

1. Combine the following statements to make complete sentences. Add conjunctions and relative pronouns of your own and omit the words or phrases in italics. Do not refer to the passage until you have finished the exercise:

a These legends are useful. They can tell us something about migrations of people. *These people lived long ago. None could write down what they did.* (ll. 5-7)

b The first people who were like ourselves lived long ago. Even their sagas, if they had any, are forgotten. (ll. 10-11)

c Archaeologists have no history to help them to find out where the first 'modern men' came from. *Archaeologists have no legends to help them to find out where the first modern men came from.* (ll. 11-12)

d Fortunately, however, ancient men made tools of stone, especially flint. This is easier to shape than other kinds. (ll. 13-14)

e They may also have used wood and skins. These have rotted away. (ll. 14-15)

2. Write a sentence to describe the work of an archaeologist.

3. Write three short sentences on the history of early man using the following words in each sentence:

a Written records.

b Sagas.

c Stone tools.

Key Structures

1. Compare these two sentences:

Instead of saying: 'The only way that they can preserve their history is to recount it as sagas—legends which have been handed down from one generation of story-tellers to another.'

We can say: 'The only way that they can preserve their history is to recount it as sagas—legends handed down from one generation of story-tellers to another.' (ll. 3-5)

Write sentences using the following phrases:

tools made of stone; legends recorded; remains found.

2. Note the use of *tell* in this sentence: They can *tell us* something about migrations of people. (ll. 5-6)

Supply the correct form of *say* or *tell* in these sentences:

a What did he . . . to you?

b He . . . everybody that he had been ill.

c Did you . . . that you have written a novel?

d I can't . . . you about it now.

3. Note the use of *where . . . from* in this sentence:

Anthropologists wondered *where* the remote ancestors of the Polynesian peoples . . . came from. (ll. 7-8)

Write two sentences using the same construction with the verbs *get* and *buy*.

4. Compare these two sentences:

Instead of saying: So archaeologists have neither history nor legends to help them to find out where the first 'modern men' came from. (ll. 11-12)

We can say: So archaeologists have neither history nor legends to help them find out where the first 'modern men' came from.

Write two sentences using these expressions: help me to lift; helped me make.

5. Supply the word *the* where necessary in this paragraph. Do not refer to the passage until you have finished the exercise:

Fortunately, however, . . . ancient men made . . . tools of . . . stone, especially . . . flint, because this is easier to shape than . . . other kinds. They may also have used . . . wood and . . . skins, but these have rotted away. . . . stone does not decay, and so . . . tools of long ago have remained when even . . . bones of . . . men who made them have disappeared without trace. (ll. 13-17)

6. Compare these two sentences:

Instead of saying: It is possible that they used wood and skins, but these have rotted away.

We can say: They may have used wood and skins, but these have rotted away. (ll. 14-15)

Write these sentences again using the construction with *may have*.

a It is possible that your mother called when you were out.

b It is possible that you left your umbrella in the waiting-room.

c It is possible that he changed his mind.

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: parts (l. 2), places; history (l. 3), story; wondered (l. 7), wandered; like (l. 10), as; find out (l. 12), find; ancient (l. 13), old; tools (l. 13), instruments; stone (l. 13), rock; skin (l. 15), leather.

2. Study the use of *happen* in these sentences:

We can read of things that *happened* 5,000 years ago. (l. 1)

He *happened* to be an archaeologist.

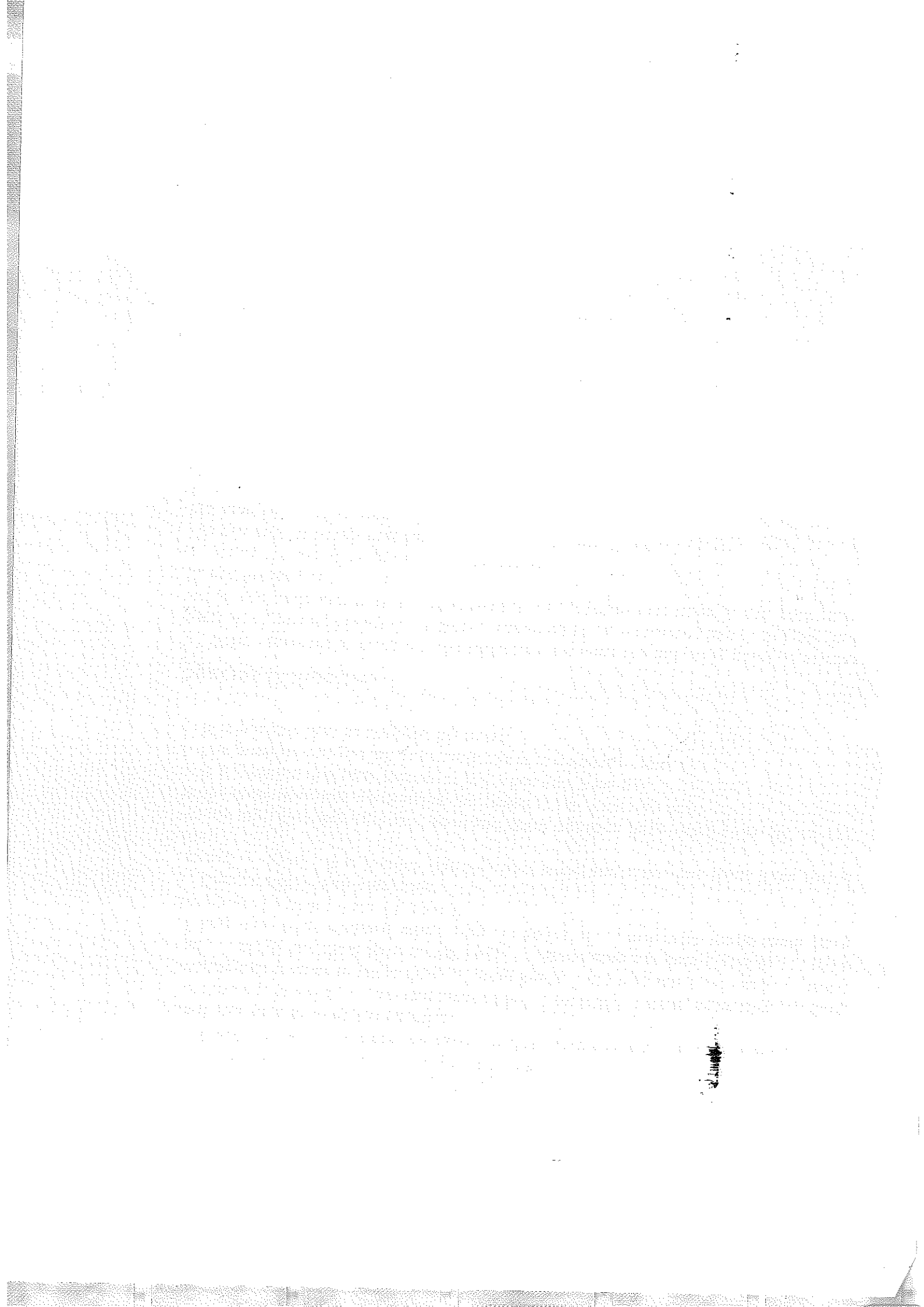
It *happened* that he knew the answer.

Complete the following sentences:

a Do you happen . . .

b It so happens that . . .

c Can you tell me what . . .



Why, you may wonder, should spiders be our friends? Because they destroy so many insects, and insects include some of the greatest enemies of the human race. Insects would make it impossible for us to live in the world; they would devour all our crops and kill our flocks and herds, if it were not for the protection
 5 we get from insect-eating animals. We owe a lot to the birds and beasts who eat insects but all of them put together kill only a fraction of the number destroyed by spiders. Moreover, unlike some of the other insect eaters, spiders never do the least harm to us or our belongings.

Spiders are not insects, as many people think, nor even nearly related to them.
 10 One can tell the difference almost at a glance for a spider always has eight legs and an insect never more than six.

How many spiders are engaged in this work on our behalf? One authority on spiders made a census of the spiders in a grass field in the south of England, and he estimated that there were more than 2,250,000 in one acre; that is something
 15 like 6,000,000 spiders of different kinds on a football pitch. Spiders are busy for at least half the year in killing insects. It is impossible to make more than the wildest guess at how many they kill, but they are hungry creatures, not content with only three meals a day. It has been estimated that the weight of all the insects destroyed by spiders in Britain in one year would be greater than the total
 20 weight of all the human beings in the country.

< x <
 T. H. GILLESPIE *Spare that Spider from The Listener*



A spider destroys a grasshopper

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

a Why have we reason to be grateful to insect-eating animals?
 b How can we tell the difference between a spider and an insect?
 c What do you understand by the statement 'One authority on spiders made a census of the spiders in a grass field.'? (ll. 12-13)

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: destroy (l. 1); devour (l. 4); fraction (l. 6); belongings (l. 8); estimated (l. 14).

The Sentence

1. Combine the following sentences to make one complex statement out of each group. Make any changes you think necessary, but do not alter the sense of the original. Do not refer to the passage until you have finished the exercise:

a Moreover, spiders are unlike some of the other insect eaters. They never do the least harm to us or our belongings. (ll. 7-8)
 b Spiders are not insects. They are not even nearly related to them. Many people think they are. (l. 9)
 c One can tell the difference almost at a glance. A spider has eight legs. An insect never has more than six. (ll. 10-11)
 d How many do they kill? It is impossible to make more than the wildest guess at this. They are hungry creatures. They are not content with only three meals a day. (ll. 16-18)
 2. Complete the following sentences in any way you wish. Then compare what you have written with the sentences in the passage:

a Why, you may wonder, should spiders be our friends? Because . . . (l. 1)
 b We owe a lot to birds and beasts who . . . (l. 5)
 c One authority on spiders . . . (ll. 12-13)
 d It has been estimated that . . . (l. 18)
 3. Write three sentences saying why you like or dislike spiders.

Key Structures

1. Compare these two sentences:
Instead of saying: I wonder why spiders are our friends?
We can say: Why . . . should spiders be our friends? (l. 1)
 Write these sentences again using the construction with *should* in place of the phrases in italics:
 a I wonder why he is so disappointed.
 b I wonder why you are so unwilling to change your mind.
 c I wonder why there are so many traffic accidents.
 2. Note the form of the verb *be* in this sentence: They would devour all our crops if it were not for the protection we get from insect-eating animals. (ll. 3-5)
 Supply the correct form of *be* in these sentences:
 a I certainly wouldn't buy that car if I (be) in your position.
 b Do you think you would buy it if it (be) cheaper?
 c If I (be) made such an offer I would certainly accept it.
 3. Supply *a, an, and the* where necessary in the spaces below. Do not refer to the passage until you have finished the exercise:
 . . . spiders are not . . . insects, as . . . many people think, nor even nearly related to . . .

them. One can tell . . . difference almost at . . . glance for . . . spider always has eight legs and . . . insect never more than six.

How many spiders are engaged in this work on our behalf? One authority on . . . spiders made . . . census of . . . spiders in . . . grass field in . . . south of . . . England, and he estimated that there were more than 2,250,000 in . . . acre; that is something like 6,000,000 spiders of different kinds on . . . football pitch. (ll. 9-15)

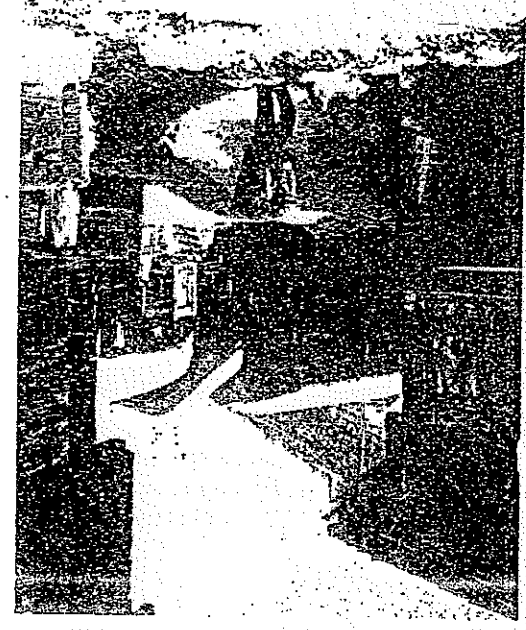
Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: all . . . together (l. 6), altogether; other (l. 7), else; least (l. 8), last; harm (l. 8), hurt; glance (l. 10), glimpse; work (l. 12), job; estimated (l. 14), calculated.
2. Which verbs could be used in place of *get* in these sentences:
 - a They would devour all our crops and kill our flocks and herds, if it were not for the protection we *get* from insect-eating animals. (ll. 3-5)
 - b I *got* this hat at the shop on the corner.
 - c Will you *get* that book for me please? It's on the shelf.
 - d I *got* a letter from my brother yesterday.
 - e I'm sorry, I didn't *get* that remark.
 - f I didn't laugh because I didn't *get* the joke.
3. Note the use of *tell* in this sentence:
One can *tell the difference* almost at a glance. (l. 10)
Supply the correct form of *say* or *tell* in these sentences:
 - a Will you please . . . me the time?
 - b I'm not very good at . . . stories.
 - c You must . . . your prayers and go to bed.
 - d Please . . . nothing more about it.
 - e I can . . . you something about it.
 - f We . . . goodbye and left.
 - g I want you to . . . the truth.
4. Note the use of *make* in this sentence:
One authority on spiders *made a census*. (ll. 12-13)
Supply the correct form of *make* or *do* in the following sentences:
 - a I . . . a number of proposals, none of which was accepted.
 - b I'll . . . the washing up.
 - c Will you help me to . . . this crossword puzzle?
 - d You've . . . quite a few mistakes.
 - e I've . . . an appointment for you for next week.
 - f They . . . an announcement about it on the radio.
 - g I'll . . . my best to help you.
5. Write sentences using the following phrases with *at*: at a glance (l. 10); at least (l. 16); at any rate; at a loss; at sight; at a time.

Modern alpinists try to climb mountains by a route which will give them good sport, and the more difficult it is, the more highly it is regarded. In the pioneering days, however, this was not the case at all. The early climbers were looking for the easiest way to the top because the summit was the prize they sought, especially if it had never been attained before. It is true that during their explorations they often faced difficulties and dangers of the most perilous nature, equipped in a manner which would make a modern climber shudder at the thought, but they did not go out of their way to court such excitement. They had a single aim, a solitary goal—the top!

It is hard for us to realize nowadays how difficult it was for the pioneers. Except for one or two places such as Zermatt and Chamonix, which had rapidly become popular, Alpine villages tended to be impoverished settlements cut off from civilization by the high mountains. Such inns as there were were generally dirty and flea-ridden; the food simply local cheese accompanied by bread often twelve months old, all washed down with coarse wine. Often a valley boasted no inn at all, and climbers found shelter wherever they could—sometimes with the local priest (who was usually as poor as his parishioners), sometimes with shepherds or cheese-makers. Invariably the background was the same: dirt and poverty, and very uncomfortable. For men accustomed to eating seven-course dinners and sleeping between fine linen sheets at home, the change to the Alps must have been very hard indeed.

WALTER UNSWORTH Mutterhorn Man



Bergdorf, a mountain village in Switzerland

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20 dinners and sleeping between fine linen sheets at home, the change to the Alps must have been very hard indeed.

WALTER UNSWORTH *Matterhorn Man*



Bergdorf, a mountain village
in Switzerland

The food (was) simply local cheese accompanied by bread (which was) *often* twelve months old. (ll. 14-15)

They *often* faced difficulties and dangers. (l. 6)

3. Note the position of the word *often* in these sentences:

a single aim, a solitary goal – the top! (ll. 1-9)

at the thought, but they (not go) out of their way to court such excitement. They (have) most perilous nature, equipped in a manner which (make) a modern climber shudder. It is true that during their explorations they often (face) difficulties and dangers of the top because the summit (be) the prize they (seek), especially if it (never attain) before. ever, this (be) not the case at all. The early climbers (look) for the easiest way to the and the more difficult it is, the more highly it is regarded. In the pioneering days, how- Modern alpinists try to climb mountains by a route which will give them good sport, to the passage until you have finished the exercise:

2. Give the correct form of the verbs in brackets in the paragraph below. Do not refer

c The sooner . . . the better . . .

b The more . . . the worse . . .

a The more . . . the less . . .

Write sentences using the following words:

The quicker you work, the sooner you will finish.

The more difficult it is, the more highly it is regarded. (l. 2)

1. Study the form of these sentences:

Key Structures

2. Write three sentences saying why you like or dislike mountaineering.

shioners.) *They sometimes found shelter with shepherds or cheese-makers.* (ll. 15-18)

They sometimes found shelter with the local priest. (He was usually as poor as his parti-

c Often a valley boasted no inn at all. Climbers found shelter wherever they could.

tion by high mountains. (ll. 10-13)

Alpine villages tended to be impoverished settlements. *They were cut off from civiliza-*

b One or two places such as Zermatt and Chamonix had rapidly become popular.

court such excitement. (ll. 5-8)

make a modern climber shudder at the thought. They did not go out of their way to

dangers of the most perilous nature. *They were equipped in a manner which would*

a It is true that during their explorations they often faced difficulties. *They often faced*

you have finished the exercise:

of your own and omit the words or phrases in italics. Do not refer to the passage until

1. Combine the following statements to make complete sentences. Add conjunctions

The Sentence

(l. 18).

shudder (l. 7); court (l. 8); solitary (l. 9); coarse (l. 15); boasted (l. 15); invariably

route (l. 1); regarded (l. 2); summit (l. 4); sought (l. 4); faced (l. 6); perilous (l. 6);

Give another word or phrase to replace these words as they are used in the passage:

Vocabulary

b Name three factors which made most Alpine villages inhospitable places.

that of the pioneer?

a In what way does the attitude of the modern climber towards mountains differ from

complete sentence for each answer.

Give short answers to these questions in your own words as far as possible. Use one

Comprehension

Often a valley boasted no inn at all. (ll. 15-16)

In the following sentences, the word *often* can be placed in two or more different positions. Indicate the correct positions in each sentence:

a I am in such a hurry, I don't have time for breakfast.

b We buy things we don't really need.

c He is sent abroad by his firm.

4. Compare these two sentences:

It is hard for us to realize . . . how difficult it was. (l. 10)

It is hard to realize how difficult it was.

Complete the following sentences:

a It was impossible for them . . .

b It is difficult . . .

c It is easy for you . . .

5. Note the use of *such* in these two sentences:

They did not go out of their way to court *such* excitement. (l. 8)

Such inns as there were were generally dirty. (ll. 13-14)

Write sentences using the following phrases:

such requests; such freedom; such difficulty; such films.

6. Note the form of the verb in italics:

For men accustomed to *eating* seven-course dinners . . . (ll. 19-20)

Complete the following using a verb after each phrase:

a I am used to . . .

b Do you object to my . . .

c I am looking forward to . . .

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: case (l. 3), situation; especially (ll. 4-5), specially; realize (l. 10), understand; except for (ll. 10-11), except; coarse (l. 15), course; home (l. 20), house.

2. Explain the meaning of the phrases in italics:

a They did not go *out of their way* to court such excitement. (l. 8)

b Please ask him to get *out of the way*; I can't get past.

c We bought a beautiful *out-of-the-way* cottage, miles from anywhere.

d Please move that table. Can't you see it's *in the way*?

e I'll call in and see you *on my way* home from work.

f We must do this exercise *in the way* we have been taught.

Another Russian girl, Rosa Kuleshova, reads blindfold



ERIC DE MAZNY *Seeing Hands from The Listener*

In the Soviet Union several cases have been reported recently of people who can read and detect colours with their fingers, and even see through solid doors and walls. One case concerns an eleven-year-old schoolgirl, Vera Petrova, who has normal vision but who can also perceive things with different parts of her skin, and through solid walls. This ability was first noticed by her father. One day she came into his office and happened to put her hands on the door of a locked safe. Suddenly she asked her father why he kept so many old newspapers locked away there, and even described the way they were done up in bundles. Vera's curious talent was brought to the notice of a scientific research institute in the town of Ulyanovsk, near where she lives, and in April she was given a series of tests by a special commission of the Ministry of Health of the Russian Federal Republic. During these tests she was able to read a newspaper through an opaque screen and, stranger still, by moving her elbow over a child's game of Lotto she was able to describe the figures and colours printed on it; and, in another instance, wearing stockings and slippers, to make out with her foot the outlines and colours of a picture hidden under a carpet. Other experiments showed that her knees and shoulders had a similar sensitivity. During all these tests Vera was blindfold; and, indeed, except when blindfold she lacked the ability to perceive things with her skin. It was also found that although she could perceive things with her fingers this ability ceased the moment her hands were wet.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

a How did Vera's father accidentally discover that his daughter possessed unusual powers of perception?

b Under what conditions was Vera incapable of perceiving objects with her skin?

c Under what conditions did Vera lose the ability to perceive objects with her fingers?

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: several (l. 1); detect (l. 2); vision (l. 4); perceive (l. 4); curious (l. 9); series (l. 11); outlines (l. 16); a similar (l. 17); ceased (l. 20).

The Sentence

1. Supply the missing words in the following sentences. Do not refer to the passage until you have finished the exercise:

a In the Soviet Union several cases have been reported recently of people . . . can read . . . detect colours with their fingers, . . . even see through solid doors and walls. One case concerns an eleven-year-old schoolgirl, Vera Petrova, . . . has normal vision can also perceive things with different parts of her skin, . . . through solid walls. (ll. 1-5)

b It was also found that . . . she could perceive things with her fingers this ability ceased her hands were wet. (ll. 19-21)

2. Complete these sentences in any way you wish. Then compare what you have written with the sentences in the passage:

a One day she came into his office and . . . (ll. 5-6)

b Suddenly she asked her father why . . . (l. 7)

c Vera's curious talent was . . . (l. 9)

d During these tests she . . . (l. 12)

e It was also found that . . . (l. 19)

3. Write three sentences describing Vera's unusual abilities.

Key Structures

1. Supply the correct form of the verbs in brackets. Do not refer to the passage until you have finished the exercise:

a In the Soviet Union several cases (report) recently of people who can read and detect colours with their fingers. (ll. 1-2)

b This ability first (notice) by her father. (l. 5)

c Vera's curious talent (bring) to the notice of a scientific research institute in the town of Ulyanovsk, near where she lives, and in April she (give) a series of tests by a special commission of the Ministry of Health of the Russian Federal Republic. (ll. 9-12)

d It also (find) that although she (can) perceive things with her fingers, this ability (cease) the moment her hands (be) wet. (ll. 19-21)

2. Compare the word order in these two sentences:

Why did he keep so many old newspapers locked away there?

She asked her father *why he kept* so many old newspapers locked away there. (ll. 7-8)

Write these sentences again, beginning each one with the words *I asked him* . . .

a When did he buy that car?

b Where did he find that book?

c Why did he send a telegram?

- d How did he know I was here?
- e Which one did he like best?
- 3. Note the form of the verb in *italics* in this sentence:
By *moving* her elbow over a child's game of Lotto she was able to describe the figures and colours printed on it. (ll. 13-14)
- Supply the correct form of the verbs in brackets:
a He can walk for miles without (get) tired.
b On (arrive) at the station, I went and bought a ticket.
c While (try) to climb over that wall, he fell down and broke his leg.
d You will never succeed in (persuade) me to come with you.
- 4. Compare these two sentences:
Instead of saying: She was able to describe the colours and figures printed on it. (l. 14)
We can say: She succeeded in describing the colours and figures printed on it.
Supply *could* or *was able to* in the following sentences:
1. I ... easily swim across this river if I wanted to.
2. He ... run a mile in five minutes when he was younger.
3. Amundsen ... reach the South Pole before Scott.
4. I rang up several times before I ... contact him.
5. I ... get these tickets because I was willing to stand in the queue for several hours.

Special Difficulties

- 1. Write sentences to bring out the difference between the following pairs of words:
normal (l. 4), ordinary; skin (l. 5), complexion; noticed (l. 5), remarked; office (l. 6), study; game (l. 13), toy; lacked (l. 18), needed; wet (l. 21), damp.
2. Explain the expressions in *italics*:
a Newspapers ... were *done up* in bundles. (ll. 7-8)
b It's too late to save him now. He's *done for*.
c She'll never go back to her husband. She's *done with* him for good.
d This room looks lovely now that we've *done it up*.
e I wouldn't trust him if I were you. He once *did me out* of a lot of money.
3. Explain the word *figure* in these sentences:
a By moving her elbow over a child's game of Lotto she was able to describe the figures and colours printed on it. (ll. 13-14)
b I could make out the *figure* of a man on the bridge.
c She has such a beautiful *figure*, I'm not surprised she won the beauty contest.
4. Explain the expressions with *make* in these sentences:
a She was able ... to *make out* with her foot the outlines and colours of a picture. (ll. 14-16)
b The thief *made off* with quite a lot of money.
c He's a strange fellow. I just can't *make him out*.
d Before he died he *made over* all his money to his wife.
e Are you any good at *making up* stories for children?

The gorilla is something of a paradox in the African scene. One thinks one knows him very well. For a hundred years or more he has been killed, captured, and imprisoned in zoos. His bones have been mounted in natural history museums everywhere, and he has always exerted a strong fascination upon scientists and romantics alike. He is the stereotyped monster of the horror films and the adventure books, and an obvious (though not perhaps strictly scientific) link with our ancestral past.

Yet the fact is we know very little about gorillas. No really satisfactory photograph has ever been taken of one in a wild state, no zoologist, however intrepid, has been able to keep the animal under close and constant observation in the dark jungles in which he lives. Carl Akeley, the American naturalist, led two expeditions in the nineteen-twenties, and now lies buried among the animals he loved so well. But even he was unable to discover how long the gorilla lives, or how or why it dies, nor was he able to define the exact social pattern of the family groups, or indicate the final extent of their intelligence. All this and many other things remain almost as much a mystery as they were when the French explorer Du Chaillu first described the animal to the civilized world a century ago. The Abominable Snowman who haunts the imagination of climbers in the Himalayas is hardly more elusive.

ALAN MOOREHEAD *No Room in the Ark*



A family of gorillas

dark jungles in which he (live). Carl Akeley, the American naturalist, (lead) two expeditions in the nineteen-twenties, and now (lie) buried among the animals he (love) so well. (ll. 8-13)

3. Compare these two sentences:

Instead of saying: . . . in the dark jungles in which he lives. (ll. 10-11)

We can say: . . . in the dark jungles he lives in.

Write these sentences again omitting the words *whom* and *which* and changing the position of the words in italics:

a The person *from* whom I got this information is an expert on the subject.

b The incident *to* which you referred occurred several years ago.

c Biochemistry is a subject *about* which I know very little.

4. Note the phrase in italics in this sentence:

All this and many other things remain almost *as much a mystery as* they were when the French explorer Du Chaillu first described the animal to the civilized world a century ago. (ll. 15-18)

Complete the following sentences:

a There were as many people present . . .

b It was as much a surprise to me . . .

c We have received as many Christmas cards . . .

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: captured (l. 2), arrested; natural (l. 3), physical; alike (l. 5), the same; past (l. 7), passed; among (l. 12), between; discover (l. 13), invent.

2. Explain the word *all* in these sentences:

a *All* this remains a mystery. (Cp. ll. 15-16)

b Many students were late and we weren't able to begin the lesson until they had *all* come.

c *All* was quiet.

d *All* were quiet.

3. Study the pattern in italics:

Du Chaillu first *described the animal to* the civilized world. (l. 17)

Complete the following sentences:

a As I could not understand the problem, he explained . . .

b As I did not know anyone present, he introduced . . .

c He proposed a toast . . .

d He presented a book . . .

4. Explain the meaning of *haunt* in these sentences:

a The Abominable Snowman *haunts* the imagination of climbers (l. 18)

b That old castle is said to be *haunted*.

c The penguins spend the summer months at their breeding *haunts*.

d He often comes here. It is one of his *haunts*.



FIELDEN HUGHES from *Out of the Air, The Listener*

People are always talking about 'the problem of youth'. If there is one—which I take leave to doubt—then it is older people who create it, not the young themselves. Let us get down to fundamentals and agree that the young are after all human beings—people just like their elders. There is only one difference between an old man and a young one: the young man has a glorious future before him and the old one has a splendid future behind him: and maybe that is where the rub is.

When I was a teenager, I felt that I was just young and uncertain—that I was a new boy in a huge school, and I would have been very pleased to be regarded as something so interesting as a problem. For one thing, being a problem gives you a certain identity, and that is one of the things the young are busily engaged in seeking.

I find young people exciting. They have an air of freedom, and they have not a dreary commitment to mean ambitions or love of comfort. They are not anxious social climbers, and they have no devotion to material things. All this seems to me to link them with life, and the origins of things. It's as if they were in some sense cosmic beings in violent and lovely contrast with us suburban creatures. All that is in my mind when I meet a young person. He may be conceited, ill-mannered, presumptuous or fatuous, but I do not turn for protection to dreary clichés about respect for elders—as if mere age were a reason for respect. I accept that we are equals, and I will argue with him, as an equal, if I think he is wrong.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a What, according to the writer, is the one difference between an old man and a young one?
- b Why would the writer have been pleased to have been regarded as a problem when he was young?
- c Name three qualities in young people which the author particularly admires.

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: create (l. 2); teenager (l. 8); devotion (l. 15); link (l. 16); origins (l. 16); dreary (l. 19).

The Sentence

1. Complete the following sentences in any way you wish. Then compare what you have written with the sentences in the passage:

- a There is only one difference between an old man and a young one: . . . (ll. 4-5)
- b When I was a teenager, I . . . (l. 8)
- c I find young people exciting. They . . . (l. 13)

2. Combine the following statements to make complete sentences. Add conjunctions of your own and omit the words in italics. Do not refer to the passage until you have finished the exercise.

- a If there is one, I take leave to doubt *it*. It is older people who create it. *It is* not the young themselves. (ll. 1-3)
 - b They are not anxious social climbers. They have no devotion to material things. (ll. 14-15)
3. Write three statements which an adult might make to criticize adolescents.
4. Write three statements which an adolescent might make to criticize adults.

Key Structures

1. Compare these two sentences:

People *are always* talking about 'the problem of youth'. (l. 1)

Whenever I meet him, he *always* talks about his personal problems.

The first sentence describes something that happens *all the time*; the second sentence describes something that happens *frequently*.

Write similar pairs of sentences using the following verbs:
change; make; tell; ask.

2. Compare these two sentences:

It is older people who create it, not *the young* themselves. (ll. 2-3)

There is only one difference between an old man and a young one: . . . (ll. 4-5)

Write similar pairs of sentences using the following words:

the rich, a rich man; the sick, a sick man; the blind, a blind man; the dead, a dead man.

3. Compare these two sentences:

Instead of saying: I would have been very pleased *if anyone regarded me* as a problem.

We can say: I would have been very pleased *to be regarded* as a problem. (ll. 9-10)

Write these sentences again using this construction with *to be* in place of the phrases in italics:

a You would not like *it if you were accused* of theft.

b I was astonished *when they told me* that all the tickets had been sold out.

c I expect *they will inform me* about it tomorrow.

4. Compare these two sentences:
Instead of saying: To be a problem gives you a certain identity.
We can say: Being a problem gives you a certain identity. (ll. 10-11)
 Rewrite these sentences changing the form of the verbs in italics:
 a It is not very pleasant to have to write so many letters.
 b To expect others to help you and then not to help them in return is hardly commendable.
 c It is very enjoyable to teach young children.
5. Note the construction in italics:
 That is one of the things the young are busily engaged in seeking. (ll. 11-12)
 Write sentences using the same construction with the following verbs: delight; interest; persist; believe.
6. Compare these two sentences:
Instead of saying: They have no devotion to material things. (l. 15)
We can say: They haven't any devotion to material things.
 Write these sentences again using *not . . . any* in place of *no*.
 a He doesn't know. There's no point in asking him.
 b You'll pass your driving test if you make no mistakes.
 c I have no faith in him.
- Special Difficulties**
1. Write sentences to bring out the difference between the following pairs of words:
 older (l. 2), elder; agree (l. 3), accept (l. 21); between (ll. 4-5), among; pleased (l. 9), begged; regarded (l. 9), looked at; interesting (l. 10), interested; exciting (l. 13), excited; reason (l. 20), cause.
2. Note this phrase with *get*:
 Let us *get down to* fundamentals. (l. 3)
 Explain these expressions with *get*:
- a The children are very quiet. I wonder what they're *getting up to*.
 b I can't see how we can *get round* this difficulty.
 c I've been abroad three times this year. I *get about* quite a bit.
 d Hasn't she *got over* her illness yet?
 e Don't think you'll *get off* so lightly if you're caught.
 f It's your turn to do the washing up and it's no use your trying to *get out of* it.
3. Note the phrase in italics:
 He may be . . . *ill-mannered*. (ll. 18-19)
 Write sentences using the following expressions: ill-advised; ill-protected; ill-tempered; ill-fated; ill-used; ill-bred; ill-natured.

I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe—at any rate for short periods—that running, jumping and kicking a ball are tests of national virtue.

GEORGE ORWELL *The Sporting Spirit*



Policemen chase a fan at the 1966 Football Association Cup final at Wembley

1. Study the form of the verbs after *if* in these sentences:
- If only* the common peoples of the world *could meet* one another at football or cricket, they *would have* no inclination to meet on the battlefield. (ll. 2-4)
- If one didn't know* from concrete examples . . . that international sporting contests lead to orgies of hatred, one *could deduce* it from general principles. (ll. 4-6)
- Some larger unit *will be disgraced if you lose*. (ll. 11-12)
- Complete the following in any way you wish:
- a* If you play a game to win . . .
- b* If only we could afford to . . .
- c* You could learn to play golf if you . . .
- d* You won't find it difficult if you . . .

Key Structures

1. State in a single sentence what you think the author believes about competitive sports.
- a* I am always amazed when . . . (l. 1)
- b* Nearly all the sports practised . . . (l. 7)
2. Complete the following sentences in any way you wish. Then compare what you have written with the sentences in the passage:
- The significant thing is not the behaviour of the players. It is the attitude of the spectators. Behind the spectators, it is the attitude of the nations. They work themselves up into furies over these absurd contests. Running, jumping and kicking a ball are tests of national virtue. They seriously believe this—at any rate for short periods. (ll. 14-17)
3. Combine the following sentences to make one complete statement. Make any changes you think necessary, but do not change the sense of the original. Refer to the passage when you have finished the exercise:
- school football match knows this. (ll. 7-13)
- the most savage combative instincts are aroused. Anyone . . . has played even in a prestige arises. . . you feel that you and some larger unit will be disgraced . . . you lose, it is possible to play simply for the fun and exercise; but . . . the question of local the village green, . . . you pick up sides . . . no feeling of local patriotism is involved, You play to win, . . . the game has little meaning . . . you do your utmost to win. On until you have finished the exercise:
1. Supply the missing words in the following paragraph. Do not refer to the passage

The Sentence

1. Give another word or phrase to replace these words as they are used in the passage: amazed (l. 1); goodwill (l. 1); inclination (l. 3); deduce (l. 6); utmost (l. 8); prestige (l. 11); disgraced (ll. 11-12); significant (l. 14).
2. Explain the following phrases as they have been used in the passage: pick up sides (l. 9); local patriotism (l. 9); the most savage combative instincts are aroused (l. 12); frankly mimic warfare (l. 14); absurd contests (l. 16).

Vocabulary

- Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.
- a* Why, according to the author, do international sporting contests lead to orgies of hatred?
- b* What, according to the author, do spectators believe when they watch international sporting contests?

Comprehension

2. Note carefully the form of the verbs after the phrase *as soon as* in this sentence:
As soon as the question of prestige *arises*, *as soon as* you *feel* that you and some larger unit will be disgraced . . . the most savage combative instincts *are aroused*. (ll. 10-12)
 Supply the correct form of the verbs in brackets in these sentences:
 a If he (make) any trouble, he will be asked to leave the meeting.
 b You will feel much better when you (stop) smoking.
 c As soon as he (arrive) in New York, he will send me a telegram.
 d You can wait here until the rain (stop).
 e When you (move) to your new house you will be far more comfortable than you are now.

3. Supply the missing words in the following paragraph. Do not refer to the passage until you have finished the exercise:

Anyone who has played even . . . a school football match knows this. . . . the international level sport is frankly mimic warfare. But the significant thing is not the behaviour . . . the players but the attitude . . . the spectators: and, . . . the spectators, . . . the nations who work themselves . . . furies . . . these absurd contests. (ll. 12-16)

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: hear (l. 1), listen; even (l. 4), still; lead (l. 5), guide; principle (l. 6), principal; practise (l. 7), practice; win (l. 8), beat; lose (l. 12), loose; arise (l. 11), arouse (l. 12); level (l. 13), flat.

2. Explain the meaning of the word *peoples* in this sentence:

If only the common *peoples* of the world could meet . . . (l. 2)

Write two sentences using the words *people* and *peoples*.

3. Compare these two expressions:

Instead of saying: The Olympic Games that were held in 1936 . . .

We can say: The 1936 Olympic Games . . . (ll. 4-5)

What can we say in place of the phrases in italics:

a I shall catch the *train that leaves at four o'clock*.

b I have a copy of the *edition that was published in 1937*.

c *The Education Act of 1944* aimed at providing equal opportunities for every child in the country.

d *The revolution of 1917* had important consequences.

4. Compare these two sentences:

One could deduce it from general principles. (l. 6)

You play to win, and the game has little meaning unless *you* do your utmost to win. (ll. 7-8)

Write two sentences using the words *one* and *you* in the ways shown above.

5. Explain the words and phrases in italics:

a It is possible to play simply *for the fun* and exercise. (ll. 9-10)

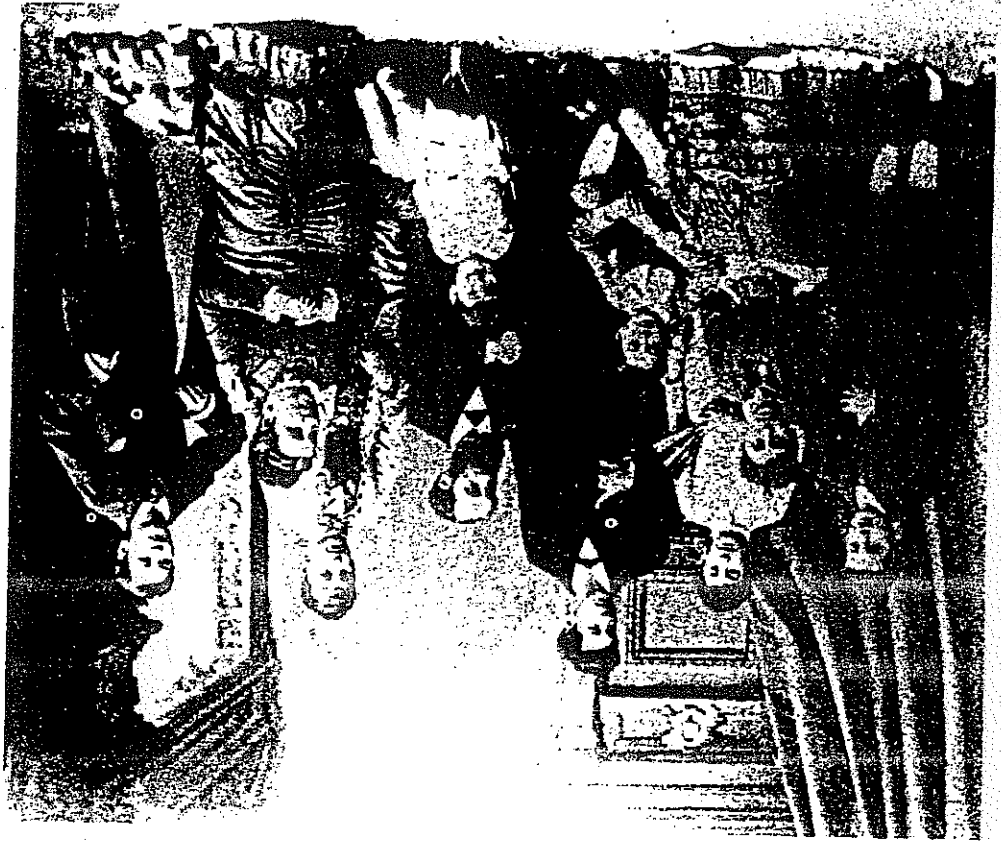
b There was a lot of *fun* and laughter at the party.

c He didn't mean any harm; it was all *in good fun*.

d He's upset because everyone *made fun of* him.

Parents have to do much less for their children today than they used to do, and washing can go to the laundry, food can be bought cooked, canned or preserved, bread is baked and delivered by the baker, milk arrives on the doorstep, meals can be had at the restaurant, the works' canteen, and the school dining-room. It is unusual now for father to pursue his trade or other employment at home, and his children rarely, if ever, see him at his place of work. Boys are therefore seldom trained to follow their father's occupation, and in many towns they have a fairly wide choice of employment and so do girls. The young wage-earner often earns good money, and soon acquires a feeling of economic independence. In textile areas it has long been customary for mothers to go out to work, but this practice has become so widespread that the working mother is now a not unusual factor in a child's home life, the number of married women in employment having more than doubled in the last twenty-five years. With mother earning and his older children drawing substantial wages father is seldom the dominant figure that he still was at the beginning of the century. When mother works economic advantages accrue, but children lose something of great value if mother's employment prevents her from being home to greet them when they return from school.

W. O. LESTER SMITH *Education*



A family photograph taken in 1877

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a Give three reasons why parents have to do much less for their children today.
- b Why are boys seldom trained to follow their father's occupation?
- c Why is father rarely the dominant figure in the modern home?

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: pursue (l. 6); employment (l. 6); acquires (l. 10); textile areas (l. 11); customary (l. 11); widespread (l. 12); substantial (l. 15); dominant (l. 15); accrue (l. 17).

The Sentence

1. Combine these pairs of sentences in four different ways using the following conjunctions: *as*, *because*, *so*, and *and*. Then compare your answers with the sentences in the passage:

- a Parents have to do much less for their children today than they used to do. Home has become much less of a workshop. (ll. 1-2)
- b It is unusual now for father to pursue his trade or other employment at home. His children rarely, if ever, see him at his place of work. (ll. 6-7)
- c The young wage-earner often earns good money. He soon acquires a feeling of economic independence. (ll. 9-10)

2. Combine the following sentences to make one complex statement out of each group. Make any changes you think necessary but do not alter the sense of the original. Refer to the passage when you have finished the exercise:

- a Boys are therefore seldom trained to follow their father's occupation. In many towns they have a fairly wide choice of employment. Girls have a wide choice, too. (ll. 7-9)
- b In textile areas it has long been customary for mothers to go out to work. This practice has become widespread. The working mother is now a not unusual factor in a child's home life. The number of married women in employment has more than doubled in the last twenty-five years. (ll. 10-14)

3. Write three sentences in your own words explaining why a family may suffer when mother goes out to work.

Key Structures

1. Compare these two sentences:

Parents have to do *much less* for their children today. (l. 1)

Far fewer people are prepared to work long hours today..

Complete these sentences by adding *much less* or *far fewer* :

- a There is . . . demand for this model than there used to be.
- b Now that we have installed calculating machines in the office, . . . time is wasted.
- c Now that the new regulations have come into force, there are . . . accidents on the roads.
- d This year the universities received . . . applications from students intending to study science than they did last year.

2. Compare these two sentences:

Parents have to do much less for their children today than they *used to do*. (l. 1)

When we first came to Australia we did not like the hot weather, but we *are used to* it now.

Supply *used to* or the correct form of *to be used to* in these sentences:

- I don't mind the cold weather. I . . . it.
- He . . . collect stamps when he was a boy.
- At one time, I . . . drive nearly a hundred miles a day.
- I . . . driving long distances.

3. Supply the correct form of the verbs in brackets. Do not refer to the passage until you have finished the exercise:

(Clothes (can buy) ready made, washing can go to the laundry, food (can buy) cooked, canned or preserved, bread (bake) and (deliver) by the baker, milk (arrive) on the door-step, meals (can have) at the restaurant. (ll. 2-5)

4. Put the words in brackets in their correct positions in these sentences. In some cases more than one position is possible. Do not refer to the passage until you have finished the exercise:

a It is unusual for father to pursue his trade or other employment at home. (now) (l. 6)

b Children see him at his place of work. (rarely) (l. 7)

c Boys are therefore trained to follow their father's occupation. (seldom) (ll. 7-8)

d The young wage-earner earns good money, and acquires a feeling of economic independence. (often, soon) (ll. 9-10)

e In textile areas it has been customary for mothers to go out to work. (long) (ll. 10-11)

f Father is the dominant figure that he was at the beginning of the century. (seldom, still) (ll. 15-16)

5. Note the phrase in italics in this sentence:

It is unusual now for father to pursue his trade . . . *at home*. (l. 6)

Write sentences using the following phrases:

at school; at the school; in hospital; in the hospital; to market; to the market; in prison; in the prison.

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: home (l. 2), house; clothes (l. 2), cloths; bake (l. 4), roast; follow (l. 8), watch; earn (l. 10), win; last (l. 14), latest; still (l. 16), yet; prevent (l. 18), avoid; greet (l. 18), salute.

2. Compare these two phrases:

Instead of saying: The dining-room of the school.

He can say: The school dining-room. (l. 5)

How can the following phrases be expressed differently:

the key of the front door; the clock tower of the church; the cinema in the village; hotels in London; the gate of the garden; a spokesman of the Ministry of Education.

3. Note the use of *fairly* in this sentence:

They have a *fairly* wide choice of employment. (ll. 8-9)

Write three sentences using each of the following words:

fairly, rather, enough.

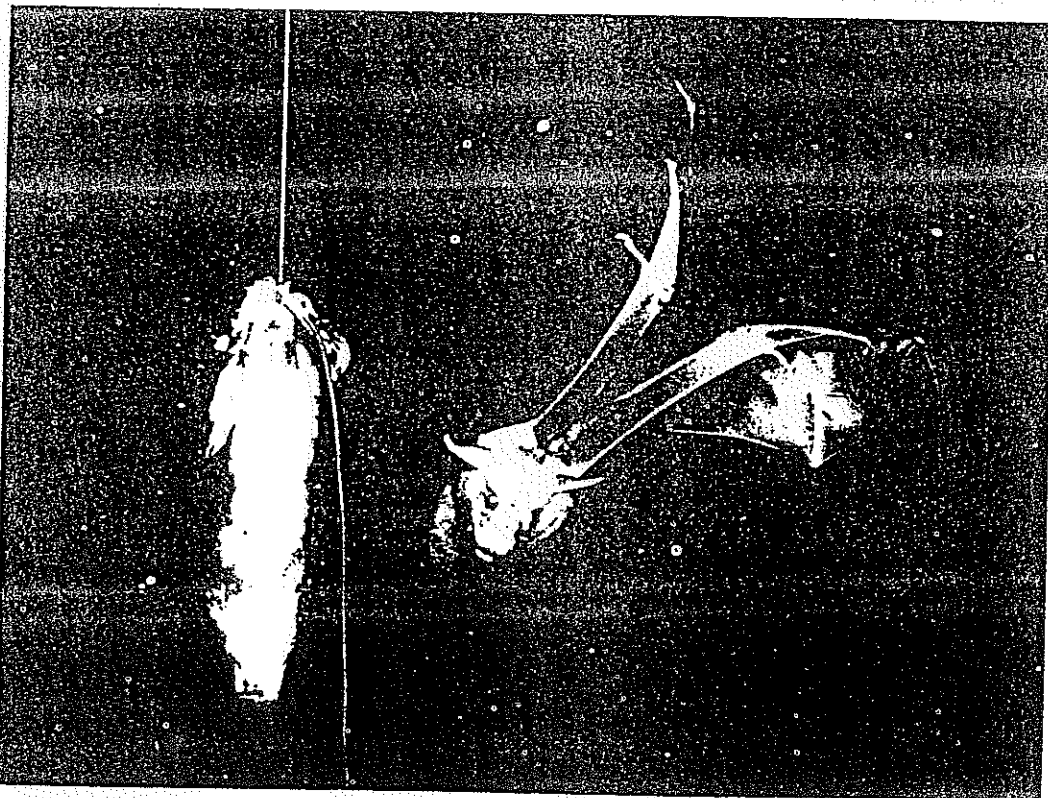
9

Not all sounds made by animals serve as language, and we have only to turn to that extraordinary discovery of echo-location in bats to see a case in which the voice plays a strictly utilitarian rôle.

To get a full appreciation of what this means we must turn first to some recent
5 human inventions. Everyone knows that if he shouts in the vicinity of a wall or a mountainside, an echo will come back. The further off this solid obstruction, the longer time will elapse for the return of the echo. A sound made by tapping on the hull of a ship will be reflected from the sea bottom, and by measuring the time interval between the taps and the receipt of the echoes the depth of the
10 sea at that point can be calculated. So was born the echo-sounding apparatus, now in general use in ships. Every solid object will reflect a sound, varying according to the size and nature of the object. A shoal of fish will do this. So it is a comparatively simple step from locating the sea bottom to locating a shoal of fish. With experience, and with improved apparatus, it is now possible not only
15 to locate a shoal but to tell if it is herring, cod, or other well-known fish, by the pattern of its echo.

A few years ago it was found that certain bats emit squeaks and by receiving the echoes they could locate and steer clear of obstacles—or locate flying insects on which they feed. This echo-location in bats is often compared with radar, the
20 principle of which is similar.

MAURICE BURTON *Curiosities of Animal Life*



A bat, who loves eating bananas, here flies round one

and ... receipt of ... echoes ... depth of ... sea at that point can be calculated. So reflected from ... sea bottom, and by measuring ... time interval between ... taps for ... return of ... echo ... sound made by tapping on ... hull of ... ship will be echo will come back ... further off this solid obstruction, ... longer time will elapse. Everyone knows that if he shouts in ... vicinity of ... wall or ... mountain-side, ... passage until you have finished the exercise:

- 2. Supply *a, an, or the* where necessary in the following paragraph. Do not refer to the
 - c To succeed ...
 - b To enjoy ...
 - a To understand ...

Complete the following sentences:
 recent human inventions. (ll. 4-5)
We can say: To get a full appreciation of what this means we must turn first to some first to some recent human inventions.
Instead of saying: If we wish to get a full appreciation of what this means we must turn first to some recent human inventions.

Key Structures

1. Compare these two sentences:
 a With experience, and with improved apparatus, it is now possible to locate a shoal. It is possible to tell if it is herring, cod, or other well-known fish, by the pattern of its echo. (ll. 14-16)
 c A few years ago it was found that certain bats emit squeaks. They received the echoes. They could locate obstacles. They could steer clear of obstacles. They could locate flying insects on which they feed. (ll. 17-19)
 2. Without referring to the passage write three sentences indicating three different uses of the principle of echo-location.

The Sentence

1. Combine the following sentences to make one complex statement out of each group. Make any changes you think necessary but do not alter the sense of the original. Refer to the passage when you have finished the exercise:
 a Not all sounds made by animals serve as language. We have only to turn to that plays a strictly utilitarian rôle. (ll. 1-3)
 b A sound can be made by tapping on the hull of a ship. It will be reflected from the sea bottom. We can measure the time interval between the taps and the receipt of the echoes. The depth of the sea at that point can be calculated. (ll. 7-10)
 c Every solid object will reflect a sound. This varies according to the size and nature of the object. (ll. 11-12)

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: strictly utilitarian (l. 3); vicinity (l. 5); elapse (l. 7); tapping (l. 7); apparatus (l. 10); shoal (l. 12); comparatively (l. 13); emit (l. 17); steer clear (l. 18).

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a How is the echo-location principle applied to measure the depth of the sea?
- b Why do the sounds reflected by solid objects vary?
- c What use do bats make of the principle of echo-location?

was born . . . echo-sounding apparatus, now in . . . general use in . . . ships. Every solid object will reflect . . . sound, varying according to . . . size and . . . nature of . . . object. . . shoal of . . . fish will do this. So it is . . . comparatively simple step from locating . . . sea bottom to locating . . . shoal of . . . fish. (ll. 5-14)

3. Study the form of the verbs in italics in these sentences:

A sound made by *tapping* on the hull of a ship will be reflected from the sea bottom, and by *measuring* the time interval between the taps and the receipt of the echoes the depth of the sea at that point can be calculated. (ll. 7-10)

It was found that certain bats emit squeaks and by *receiving* the echoes they could locate . . . obstacles. (ll. 17-18)

Write three sentences in the same way using *by* followed by the *-ing* form of a verb.

4. Note that the verb *compared* is followed by *with* in this sentence: Echo-location in bats is . . . *compared with* radar. (l. 19)

Supply *with*, *for*, or *to* in the following sentences:

a I have been corresponding . . . him for many years.

b He was arrested and charged . . . murder.

c How much do you charge . . . this service?

d I can't provide you . . . all the things you need.

e We have provided . . . every emergency.

f Did you apply . . . that job?

g If you want a loan you should apply . . . the bank.

h He's much too quick for me. I just can't compete . . . him.

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: sound (l. 1), echo (l. 6); discovery (l. 2), invention (l. 5); appreciation (l. 4), estimation; obstruction (l. 6), obstacle (l. 18); steer (l. 18), drive.

2. Supply the missing words in these sentences:

a Not all the sounds made . . . animals serve as language. (l. 1)

b This camera was made . . . Japan.

c Glass is made . . . sand and lime.

d This watch is made . . . gold.

3. Explain the word *experience* in these sentences:

a With *experience* . . . it is now not only possible to locate a shoal but to tell if it is herring, cod, or other well-known fish. (ll. 14-15)

b He is a very *experienced* surgeon.

c It was one of the strangest *experiences* I have ever had.

4. What does the phrase *to tell if* mean in this sentence:

It is now possible . . . *to tell if* it is herring, cod, or other well-known fish. (ll. 14-15)

Write two sentences using *to tell if*.

5. Note the spelling of *echoes* (l. 18). Write the plural of the following words: potato, piano, tomato, negro, solo.

A scene from the film of George Orwell's horrifying novel, 1984



J. B. PRIESTLEY *Thoughts in the Wilderness*

In our new society there is a growing dislike of original, creative men. The manipulators do not understand them; the manipulators fear them. The tidy committee men regard them with horror, knowing that no pigeonholes can be found for them. We could do with a few original, creative men in our political life—if only to create some enthusiasm, release some energy—but where are they? We are asked to choose between various shades of the negative. The engine is falling to pieces while the joint owners of the car argue whether the footbrake or the handbrake should be applied. Notice how the cold, colourless men, without ideas and with no other passion but a craving for success, get on in this society, capturing one plum after another and taking the juice and taste out of them. Sometimes you might think the machines we worship make all the chief appointments, promoting the human beings who seem closest to them. Between midnight and dawn, when sleep will not come and all the old wounds begin to ache, I often have a nightmare vision of a future world in which there are billions of people, all numbered and registered, with not a gleam of genius anywhere, not an original mind, a rich personality, on the whole packed globe. The twin ideals of our time, organization and quantity, will have won for ever.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a What do you think the author means by the sentence 'We are asked to choose between various shades of the negative.'? (ll. 5-6)
- b What do you understand by the metaphor 'the engine is falling to pieces'? (ll. 6-7)
- c What do you understand by this metaphor: 'capturing one plum after another and taking the juice and taste out of them'? (l. 10)

Vocabulary

Give another word or phrase to replace these words as they are used in the passage: the manipulators (ll. 1-2); pigeonholes (l. 3); do with (l. 4); enthusiasm (l. 5); release (l. 5); craving (l. 9); get on (l. 9); worship (l. 11); ache (l. 13); gleam (l. 15); packed (l. 16).

The Sentence

1. Combine the following sentences to make one complex statement out of each group. Make any changes you think necessary but do not alter the sense of the original. Refer to the passage when you have finished the exercise:

- a The tidy committee men regard them with horror. They know that no pigeonholes can be found for them. (ll. 2-4)
 - b The engine is falling to pieces. The joint owners of the car argue. Should the footbrake or the handbrake be applied? (ll. 6-8)
 - c Notice how the cold, colourless men get on in this society. They have no ideas. They have no other passion but a craving for success. They capture one plum after another. They take the juice and taste out of them. (ll. 8-10)
 - d Sometimes you might think the machines we worship make all the chief appointments. They promote the human beings who seem closest to them. (ll. 11-12)
 - e Between midnight and dawn sleep will not come. All the old wounds begin to ache. I often have a nightmare vision of a future world. There are billions of people in it. They are all numbered and registered. There is not a gleam of genius anywhere. There is not an original mind, a rich personality, on the whole packed globe. (ll. 12-16)
2. Without referring to the passage, explain in a sentence what it is the author is angry about.

Key Structures

1. Write these sentences again changing the position of the words or phrases in italics. In some cases more than one position is possible. Do not refer to the passage until you have finished the exercise:

- a There is *in our new society* a growing dislike of original, creative men. (l. 1)
- b *While* the engine is falling to pieces the joint owners of the car argue whether the footbrake or the handbrake should be applied. (ll. 6-8)
- c You might *sometimes* think the machines we worship make all the chief appointments. (ll. 11-12)
- d *When* between midnight and dawn, sleep will not come and all the old wounds begin to ache, *often* I have a nightmare vision of a future world. (ll. 12-14)

2. Compare these two sentences:

We could do with *a few* original, creative men. (l. 4)

There are *few* original, creative men in our society.

Write two sentences to bring out the difference in meaning between *a few* and *few*.

3. Supply the missing words in the following sentences. Do not refer to the passage until you have finished the exercise:

Special Difficulties

- a The tidy committee men regard them . . . horror, knowing that no pigeonholes can be found . . . them. (ll. 2-4)
- b We could do . . . a few original creative men . . . our political life. (l. 4)
- c Notice how the cold, colourless men, . . . ideas and . . . no other passion but a craving . . . success, get . . . this society, capturing one plum . . . another and taking the juice and taste . . . them. (ll. 8-10)
- d I often have a nightmare vision . . . a future world . . . which there are billions . . . people, all numbered and registered, . . . not a gleam . . . genius anywhere, not an original mind, a rich personality, . . . the whole packed globe. (ll. 14-16)

1. Write sentences to bring out the difference between the following pairs of words: tidy (l. 2), neat; regard (l. 3), look at; shade (l. 6), shadow; engine (l. 6), machine (l. 11); worship (l. 11), warship.

2. Compare the use of *but* in these two sentences:
We could do with a few original, creative men . . . *but* where are they? (ll. 4-5)
Notice how the cold, colourless men, without ideas and with no other passion *but* a craving for success, get on in this society. (ll. 8-9)

- Complete the following sentences:
- a I did not enjoy the film, but . . .
 - b You can blame no one but . . .
 - c There was nothing but . . .
 - d I would like to stay longer but . . .
 - e Who but . . .

3. Explain the meaning of *apply* in these sentences:
a The handbrake should be *applied*. (ll. 7-8)
b I don't think these new regulations *apply* to us.
c I am going to *apply* for a new job.
d You should wait twenty-four hours after *applying* the first coat of paint.
e You'll finish the job quickly if you *apply* yourself to the task.

4. Write sentences using the following phrases:
one after another (l. 10); one another; each other; from one to another; another one.
5. Note the use of *whole* (in preference to a phrase with *all*) here: *the whole* packed globe. (l. 16)
- Write sentences using the following phrases: the whole country; the whole book; the whole time.

Unit 2

INSTRUCTIONS TO THE STUDENT

Content

This Unit consists of ten passages followed by exercises on Comprehension, Vocabulary, the Paragraph, Key Structures and Special Difficulties.

Aim

To provide practice in paragraph construction.

How to Work

1. Read each passage carefully two or three times.
2. Answer the questions in the order in which they are given.

The Paragraph

All the exercises given under this heading are based directly on the passage. You may correct your own answers to some of the questions by referring to the passage immediately after you have completed the exercises. The following types of exercise have been given:

1. Selecting a suitable title for the passage.
2. Selecting a statement which best expresses the main idea of a paragraph.
3. Expressing the main idea of a paragraph in a sentence.
4. Rearranging sentences taken from the passage so as to make up a complete paragraph.

II

Alfred the Great acted as his own spy, visiting Danish camps disguised as a minstrel. In those days wandering minstrels were welcome everywhere. They were not fighting men, and their harp was their passport. Alfred had learned many of their ballads in his youth, and could vary his programme with acrobatic tricks and simple conjuring.

5 While Alfred's little army slowly began to gather at Athelney, the king himself set out to penetrate the camp of Guthrum, the commander of the Danish invaders. These had settled down for the winter at Chippenham: thither Alfred went. He noticed at once that discipline was slack: the Danes had the self-
10 confidence of conquerors, and their security precautions were casual. They lived well, on the proceeds of raids on neighbouring regions. There they collected women as well as food and drink, and a life of ease had made them soft.

Alfred stayed in the camp a week before he returned to Athelney. The force there assembled was trivial compared with the Danish horde. But Alfred had
15 deduced that the Danes were no longer fit for prolonged battle: and that their commissariat had no organization, but depended on irregular raids.

So, faced with the Danish advance, Alfred did not risk open battle but harried the enemy. He was constantly on the move, drawing the Danes after him. His patrols halted the raiding parties: hunger assailed the Danish army. Now Alfred
20 began a long series of skirmishes—and within a month the Danes had surrendered. The episode could reasonably serve as a unique epic of royal espionage!

BERNARD NEWMAN *Spies in Britain*



Alfred, disguised as a harpist, in the camp of the Danes

Comprehension

- Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.
- a* Give two reasons why it was easy for Alfred the Great to penetrate the Danish camp.
- b* Explain briefly how Alfred defeated the Danes.

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: disguised (l. 1); thither (l. 8); slack (l. 9); security precautions (l. 10); proceeds (l. 11); trivial (l. 14); harried (l. 17); assailed (l. 19); skirmishes (l. 20); unique (l. 21).

The Paragraph

- Suggest a suitable title for this passage.
- Which of the following statements are correct:
 - In Alfred's time it was easy for a minstrel to gain access to an enemy camp.
 - Guthrum was the place where the Danish invaders had their camp.
 - Alfred defeated the Danes because he had a large army.
 - During the English attack, the Danes found it difficult to obtain food.
- The following sentences have been taken from the second paragraph (ll. 6-12). Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:
 - He noticed at once that discipline was slack: the Danes had the self-confidence of conquerors, and their security precautions were casual.
 - These had settled down for the winter at Chippenham: thither Alfred went.
 - There they collected women as well as food and drink, and a life of ease had made them soft.
 - While Alfred's little army slowly began to gather at Athelney, the king himself set out to penetrate the camp of Guthrum, the commander of the Danish invaders.
 - They lived well, on the proceeds of raids on neighbouring regions.

Key Structures

- Note how we can use *a lot of* in place of *many (of)* and *much (of)*:
Instead of saying: Alfred had learned *many of* their ballads in his youth. (ll. 3-4)
We can say: Alfred had learned *a lot of* their ballads in his youth.
 Write these sentences again using *much (of)* or *many (of)* in place of *a lot of*:
 - There were *a lot of* people present at the reception.
 - I haven't got *a lot of* books.
 - I haven't brought *a lot of* luggage with me.
 - A lot of* the machinery in this factory is out of date.
 - A lot of* the shops in this area close on Wednesday afternoon.

- Put the words in brackets in their correct position in these sentences. Do not refer to the passage until you have finished the exercise:
 - He noticed that discipline was slack. (at once) (l. 9)
 - They lived on the proceeds of raids on neighbouring regions. (well) (ll. 10-11)
 - But Alfred had deduced that the Danes were fit for prolonged battle. (no longer) (ll. 14-15)

- Note how *as well as* can be used to mean *in addition to*:
 There they collected women *as well as* food and drink. (ll. 11-12)
 Write two sentences using *as well as* in the same way.

4. Compare these two sentences:

Instead of saying: Their commissariat had *no* organization. (ll. 15-16)

We can say: Their commissariat hadn't *any* organization.

Supply suitable compounds with *no* or *any* in the following:

a . . . called while you were out.

b Did you go . . . last night?

c Haven't you got . . . to do?

d He said he knew . . . about it.

e I don't know . . . by that name.

5. Give the correct form of the verbs in brackets. Do not refer to the passage until you have finished the exercise:

So, faced with the Danish advance, Alfred not (risk) open battle but (harry) the enemy. He (be) constantly on the move, (draw) the Danes after him. His patrols (halt) the raiding parties: hunger (assail) the Danish army. Now Alfred (begin) a long series of skirmishes—and within a month the Danes (surrender). (ll. 17-21)

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: wandering (l. 2), wondering; learned (l. 3), taught; noticed (l. 9), remarked; conquerors (l. 10), winners; force (l. 13), strength.

2. Explain the meaning of the verbs and expressions in italics:

a These had *settled down* for the winter at Chippenham. (l. 8)

b Have you *settled* your account yet?

c They *settled* in Australia before the war.

d It's time we *settled* this question.

e He *settled* all his property on his wife.

3. Note this compound with *self*:

The Danes had the *self-confidence* of conquerors. (ll. 9-10)

Write sentences using the following:

self-assurance; self-denial; self-governing; self-centred.

4. Explain the words and expressions in italics:

a The Danes were no longer *fit for* prolonged battle. (l. 15)

b Does that coat *fit* you?

c I can't *fit* all these clothes *into* this suitcase.

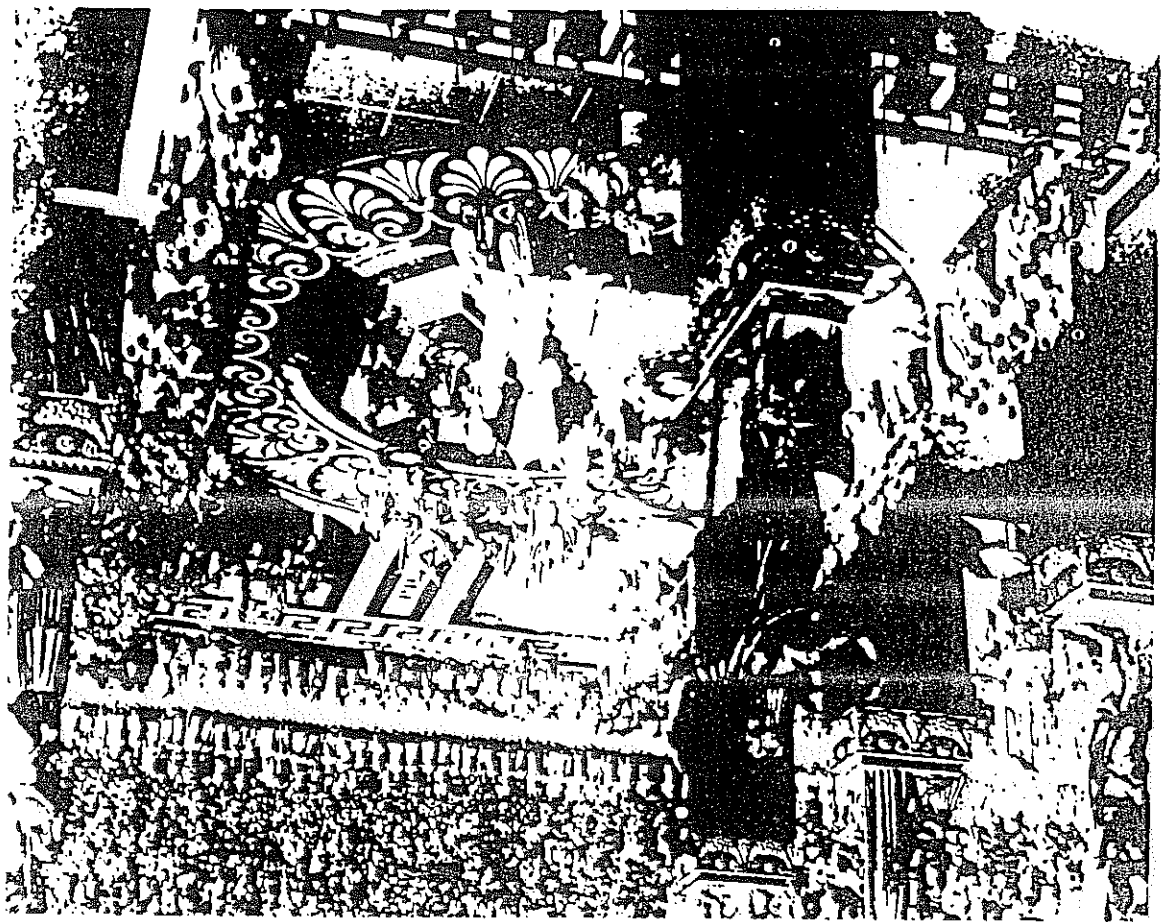
d He may win the race today. He's extremely *fit* and in good form.

e He wrote that book in a sudden *fit* of energy.

f It's a good idea, but it doesn't *fit in with* our plans.

What characterizes almost all Hollywood pictures is their inner emptiness. This is compensated for by an outer impressiveness. Such impressiveness usually takes the form of a truly grandiose realism. Nothing is spared to make the setting, the costumes, all of the surface details correct. These efforts help to mask the essential emptiness of the characterization, and the absurdities and trivialities of the plots. The houses look like houses; the streets look like streets; the people look and talk like people; but they are empty of humanity, credibility, and motivation. Needless to say, the disgraceful censorship code is an important factor in predetermining the content of these pictures. But the code does not disturb the profits, nor the entertainment value of the films; it merely helps to prevent them from being credible. It isn't too heavy a burden for the industry to bear. In addition to the impressiveness of the settings, there is a use of the camera which at times seems magical. But of what human import is all this skill, all this effort, all this energy in the production of effects, when the story, the representation of life is hollow, stupid, banal, childish?

JAMES T. FARRELL, *The Language of Hollywood*



A lavish set from *Quo Vadis*

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a Why, according to the author, do Hollywood films seem extremely realistic?
- b What does the author find wrong with the way people are portrayed in Hollywood films?
- c What effect does the censorship code have on Hollywood films?

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: characterizes (l. 1); compensated for (l. 2); grandiose (l. 3); nothing is spared (l. 3); essential (l. 5); trivialities (l. 5); motivation (ll. 7-8); predetermining (l. 9); credible (l. 11); burden (l. 11).

The Paragraph

1. Suggest a suitable title for the passage.
2. Which of the following statements best expresses the main idea of the passage:
 - a Hollywood films are impressive.
 - b Though Hollywood films seem to be very impressive, in actual fact they have very little to say.
 - c The representation of life in Hollywood films is hollow, stupid, banal, childish.
3. The following sentences have been taken from lines 1-8. Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:
 - a What characterizes almost all Hollywood pictures is their inner emptiness.
 - b The houses look like houses; the streets look like streets; the people look and talk like people; but they are empty of humanity, credibility, and motivation.
 - c Nothing is spared to make the setting, the costumes, all of the surface details correct.
 - d Such impressiveness usually takes the form of a truly grandiose realism.
 - e This is compensated for by an outer impressiveness.
 - f These efforts help to mask the essential emptiness of the characterization, and the absurdities and trivialities of the plots.

Key Structures

1. Compare these two sentences:
Instead of saying: The thing that characterizes almost all Hollywood pictures is their inner emptiness.
We can say: What characterizes almost all Hollywood pictures is their inner emptiness. (l. 1)
Complete the following sentences in any way you wish:
 - a What I think happened . . .
 - b What he believes . . .
 - c What you must try to do . . .
2. Supply the missing words in these sentences. Do not refer to the passage until you have finished the exercise:
 - a This is compensated . . . by an outer impressiveness. (ll. 1-2)
 - b Such impressiveness usually takes the form . . . a truly grandiose realism. (ll. 2-3)
 - c They are empty . . . humanity, credibility, and motivation (ll. 7-8)
 - d It merely helps to prevent them . . . being credible. (ll. 10-11)
 - e . . . addition . . . the impressiveness . . . the settings, there is a use . . . the camera which . . . times seems magical. (ll. 12-13)

1. Write sentences to bring out the difference between the following pairs of words: emptiness (l. 1), vacancy; costume (l. 4), suit; effort (l. 4), trial; entertainment (l. 10), amusement; credible (l. 11), credulous; effects (l. 14), affects.
2. Note the use of *inner* and *outer* in these phrases:
inner emptiness (l. 1); outer impressiveness (l. 2).
Write sentences using the following expressions:
inner room; inner tube; outer world; outer shell.
3. The words in italics have been used figuratively in the following sentences. Write sentences using these words in such a way as to bring out their literal meaning:
a Nothing is spared to make the setting, the costumes, all of the *surface* details correct. (ll. 3-4)
b These efforts help to *mask* the essential emptiness of the characterization. (ll. 4-5)
c It isn't too heavy a *burden* for the industry to bear. (l. 11)
d The representation of life is *hollow*. (ll. 14-15)
4. Supply the correct suffix (-ism, -ment, -ness, -ship, -ation, -ity) to the following words: empty; impressive; real; absurd; trivial; human; credible; motive; censor; entertain.
5. Explain the meaning of *plot* in these sentences:
a These efforts help to mask the . . . trivialities of the *plots*. (ll. 4-6)
b We *plotted* our course on the map.
c They are *plotting* to bring about the downfall of the government.
d Now that I've got this *plot*, I'll be able to build a house when I can afford it.

Special Difficulties

3. Note the use of *look* in this sentence:
The houses look like houses; the streets look like streets; the people look and talk like people. (ll. 6-7)
Write sentences using the following expressions:
taste like; feel like; smell like; seem like.
4. Supply *a(n)* or *the* where necessary in the following:
Needless to say, . . . disgraceful censorship code is . . . important factor in predetermined entertainment value of . . . films; it merely helps to prevent them from being credible. It isn't too heavy . . . burden for . . . industry to bear. In addition to . . . impressive-ness of . . . settings, there is . . . use of . . . camera which at times seems magical. (ll. 8-13)
5. Study this sentence pattern:
It isn't too heavy a burden *for* the industry to bear. (l. 11)
Write sentences using the same pattern with the following words: difficult; hot; easy.

Oxford has been ruined by the motor industry. The peace which Oxford once knew, and which a great university city should always have, has been swept ruthlessly away; and no benefactions and research endowments can make up for the change in character which the city has suffered. At six in the morning the old courts shake to the roar of buses taking the next shift to Cowley and Pressed Steel; great lorries with a double deck cargo of cars for export lumber past Magdalen and the University Church. Loads of motor-engines are hurried hither and thither and the streets are thronged with a population which has no interest in learning and knows no studies beyond servo-systems and distributors, compression ratios and camshafts.

Theoretically the marriage of an old seat of learning and tradition with a new and wealthy industry might be expected to produce some interesting children. It might have been thought that the culture of the university would radiate out and transform the lives of the workers. That this has not happened may be the fault of the university, for at both Oxford and Cambridge the colleges tend to live in an era which is certainly not of the twentieth century, and upon a planet which bears little resemblance to the war-torn Earth. Wherever the fault may lie the fact remains that it is the theatre at Oxford and not at Cambridge which is on the verge of extinction, and the only fruit of the combination of industry and the rarefied atmosphere of learning is the dust in the streets, and a pathetic sense of being lost which hangs over some of the colleges.

ROGER PILKINGTON *Thames Waters*



The High at Oxford

upon a planet . . . bears little resemblance to the war-torn Earth. (ll. 15-17)
 c. The colleges tend to live in an era . . . is certainly not of the twentieth century and
 b. The streets are thronged with a population . . . has no interest in learning. (ll. 8-9)
 can make up for the change in character . . . the city has suffered. (ll. 1-4)
 have, has been swept ruthlessly away; and no benefactions and research endowments
 a. The peace . . . Oxford once knew, and . . . a great university city should always
 to the passage until you have finished the exercise:
 2. Supply the missing words where necessary in the following sentences. Do not refer
 . . . Magdalen and . . . University Church. (ll. 1-7)
 Steel; . . . great lorries with . . . double deck cargo of . . . cars for export lumber past
 courts shake to . . . roar of . . . buses taking . . . next shift to . . . Cowley and Pressed
 change in . . . character which . . . city has suffered. At six in . . . morning . . . old
 swept away; and no benefactions and . . . research endowments can make up for . . .
 knew, and which . . . great university city should always have, has been ruthlessly
 . . . Oxford has been ruined by . . . motor industry. . . peace which . . . Oxford once
 passage until you have finished the exercise:
 1. Supply a or the where necessary in the following paragraph. Do not refer to the

Key Structures

wealthy industry might be expected to produce some interesting children.
 c. Theoretically the marriage of an old seat of learning and tradition with a new and
 transform the lives of the workers.
 b. It might have been thought that the culture of the university would radiate out and
 century, and upon a planet which bears little resemblance to the war-torn Earth.
 and Cambridge the colleges tend to live in an era which is certainly not of the twentieth
 a. That this has not happened may be the fault of the university, for at both Oxford
 order. Do not refer to the passage until you have finished the exercise:
 3. The following statements are taken from lines 11-17. Arrange them in their correct
 c. Oxford and Cambridge belong more to the past than to the present.
 industry has produced some interesting children.
 b. The marriage of the old seat of learning and tradition with the new and wealthy
 a. Oxford has changed for the worse.
 reasons for your choice:
 2. Which of the following statements do you think the author would agree with? Give
 1. Suggest a suitable title for the passage.

The Paragraph

(l. 20).
 tend (l. 15); bears little resemblance (l. 17); on the verge of extinction (l. 19); ratched
 passage: ruined (l. 1); research endowments (l. 3); thronged (l. 8); transform (l. 14);
 Explain the meaning of the following words and phrases as they are used in the

Vocabulary

of the motor industry?
 b. Why, according to the author, has Oxford university had no effect on the workers
 a. Why has Oxford changed in character?
 complete sentence for each answer.

Comprehension

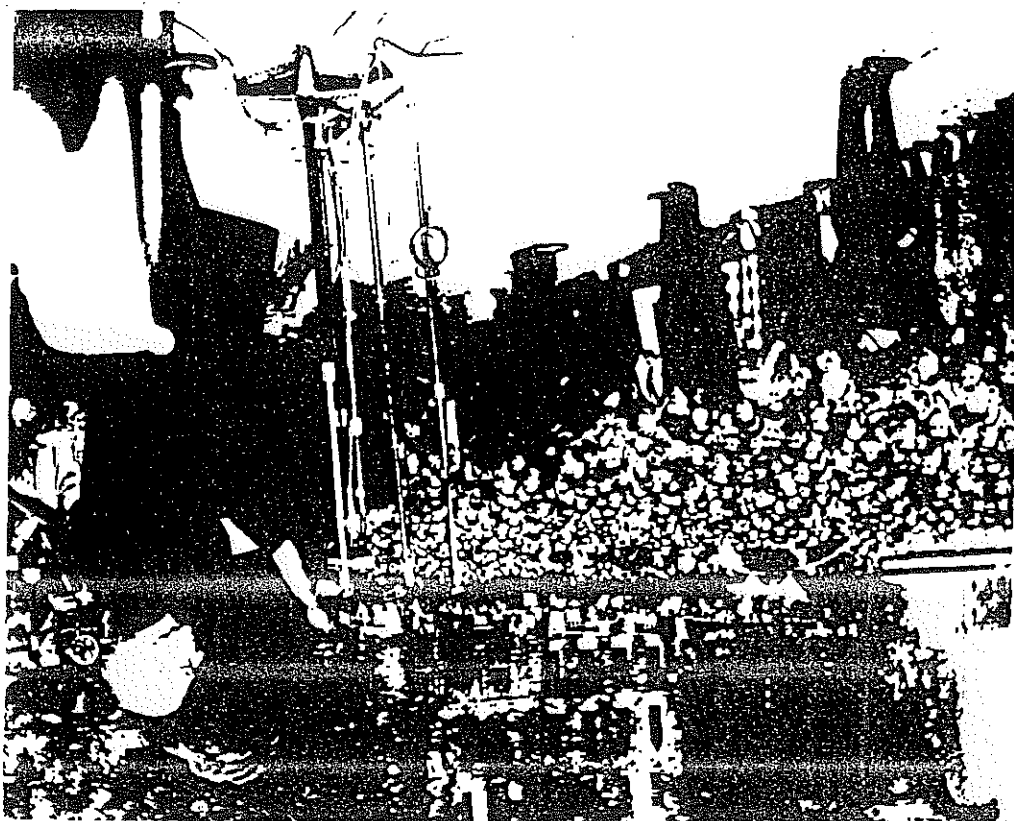
Give short answers to these questions in your own words as far as possible. Use one

Cambridge . . . is on the verge of extinction, and the only fruit of the combination of industry and the rarefied atmosphere of learning is the dust in the streets, and a pathetic sense of being lost . . . hangs over some of the colleges. (ll. 17-21)

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: ruined (l. 1), destroyed; past (l. 6), passed; interesting (l. 12), interested; fault (l. 15), blame; lie (l. 18), lay.
2. Explain the following words as they are used in the passage: suffered (l. 4); roar (l. 5); marriage (l. 11); seat (l. 11); children (l. 12); radiate (l. 13); fruit (l. 19).
3. Explain the expressions in italics:
 - a No benefactions and research endowments can *make up for* the change in character which the city has suffered. (ll. 3-4)
 - b My wife and I quarrelled last night and we haven't *made it up* yet.
 - c He's a peculiar person. I simply can't *make him out*.
4. Explain the meaning of *court* in these sentences:
 - a At six in the morning the old *courts* shake to the roar of buses. (ll. 4-5)
 - b The magistrate cleared the *court*.
 - c It was a struggle between the *court* and the peasants.
 - d I think he's *courting* the girl next door.
 - e To do that would be to *court* disaster.
5. In which of these sentences would it be possible to use *for* in place of *because*:
 - a That this has not happened may be the fault of the university, *because* at both Oxford and Cambridge the colleges tend to live in an era which is certainly not of the twentieth century. (ll. 14-16)
 - b *Because* he was tired he went to bed.

Bertrand Russell speaking at a protest meeting in Trafalgar Square



BERTRAND RUSSELL *How to Grow Old from Portraits from Memory*

Some old people are oppressed by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat abject and ignoble. The best way to overcome it—so at least it seems to me—is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly merged in the universal life. An individual human existence should be like a river—small at first, narrowly contained within its banks, and rushing passionately past boulders and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being. The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue. And if, with the decay of vitality, weariness increases, the thought of rest will be not unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a Why, according to the author, is it justifiable for a young man to fear death?
- b How does the author regard the fear of death in old people?
- c What, in the opinion of the author, is the best way for an old person to overcome the fear of death?

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: oppressed (l. 1); justification (ll. 1-2); cheated (l. 4); recede (l. 8); merged (l. 9); decay of vitality (l. 16); weariness (l. 16).

The Paragraph

1. Which of these statements best expresses the main idea of the passage? Give reasons for your answer:
 - a Old people fear death.
 - b While it is justifiable for a young man to fear death, it is not so in an old man who has known human joys and sorrows and has accomplished whatever work it was in him to do.
 - c It is justifiable for young people to fear death.
 - d An old man will not fear death if he knows that there are others who will carry on what he can no longer do.
2. The following sentences have been taken from lines 9-19. Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:
 - a I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.
 - b The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue.
 - c An individual human existence should be like a river—small at first, narrowly contained within its banks, and rushing passionately past boulders and over waterfalls.
 - d Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being.
 - e And if, with the decay of vitality, weariness increases, the thought of rest will be not unwelcome.

Key Structures

1. Supply the correct form of the verbs in brackets in the following paragraph. Do not refer to the passage until you have finished the exercise:

Some old people (oppress) by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they (kill) in battle may justifiably feel bitter in the thought that they (cheat) of the best things that life has to offer. But in an old man who (know) human joys and sorrows, and (achieve) whatever work it was in him to do, the fear of death (be) somewhat abject and ignoble. (ll. 1-6)
2. Note the form of the verbs used after *until* in this sentence:

Make your interests gradually wider and more impersonal, until bit by bit the walls of the ego *recede*, and your life *becomes* increasingly merged in the universal life. (ll. 7-9)

Supply the correct form of the verbs in brackets in the following sentences:
 - a I don't think he will be very pleased when he (find) out the truth.

- b He will send a telegram as soon as he (arrive) in Zurich.
- c We should wait until the weather (change) before we go on holiday.
- 3. Study these sentences:
Instead of saying: An individual human existence *should* be like a river. . . (ll. 9-10)
We can say: An individual human existence *ought to* be like a river. . .
 Now compare the following sentence with the two given above:
 I can't leave now: I *must* finish my work first.
 Supply *should* (*ought to*) or *must* in these sentences:
 a I really . . . finish this letter, but I think it can wait until tomorrow.
 b I have no alternative: I . . . do what I am told to do.
 c By rights, you . . . pay a fine on this book as it is long overdue, but it doesn't matter.
 d I . . . be at work on time every morning or I'll lose my job.
 4. Supply the missing words in the following sentences. Do not refer to the passage until you have finished the exercise:
 Gradually the river grows wider, the banks recede, the waters flow more quietly and . . . the end, without any visible break, they become merged . . . the sea and painlessly lose their individual being. The man who, . . . old age, can see his life . . . this way, will not suffer . . . the fear . . . death, since the things he cares . . . will continue. (ll. 11-15)
 5. Give the correct form of the verb in brackets. Do not refer to the passage until you have completed the exercise:
 And if, with the decay of vitality, weariness (increase), the thought of rest will be not unwelcome. (ll. 15-16)

Special Difficulties

- 1. Write two sentences to bring out the difference between the verbs *flow* (l. 12) and *fly*.
 2. Note that the word *water* is rarely used in the plural: 'the waters flow more quietly'
 (l. 12). Write a sentence using *water* in the plural.
 3. Explain the meaning of *since* in these sentences:
 a He will not suffer from the fear of death, *since* the things he cares for will continue. (ll. 14-15)
 b I have not seen him *since* last year.
 4. Note the use of *no longer* and *any longer* in these sentences:
 Others will carry on what I can *no longer* do. (ll. 17-18)
 Others will carry on what I cannot do *any longer*.
 Write two sentences using *no longer* and *any longer*.

When anyone opens a current account at a bank, he is lending the bank money, repayment of which he may demand at any time, either in cash or by drawing a cheque in favour of another person. Primarily, the banker-customer relationship is that of debtor and creditor—who is which depending on whether the customer's account is in credit or is overdrawn. But, in addition to that basically simple concept, the bank and its customer owe a large number of obligations to one another. Many of these obligations can give rise to problems and complications but a bank customer, unlike, say, a buyer of goods, cannot complain that the law is loaded against him.

10 The bank must obey its customer's instructions, and not those of anyone else. When, for example, a customer first opens an account, he instructs the bank to debit his account only in respect of cheques drawn by himself. He gives the bank specimens of his signature, and there is a very firm rule that the bank has no right or authority to pay out a customer's money on a cheque on which its customer's signature has been forged. It makes no difference that the forgery may have been a very skilful one: the bank must recognize its customer's signature. For this reason there is no risk to the customer in the modern practice, adopted by some banks, of printing the customer's name on his cheques. If this facilitates forgery it is the bank which will lose, not the customer.

GORDON BARRIE and AUBREY L. DIAMOND *The Consumer Society and the Law*



A country bank at Alfriston in Sussex

1. Note the way these two sentences have been combined:
- When anyone opens a current account at a bank, he is lending the bank money. He may demand repayment of it at any time.
- When anyone opens a current account at a bank, he is lending the bank money, repayment of which he may demand at any time. (ll. 1-2)
- Combine the following sentences using *which*:
- "The bank has no right or authority to pay out a customer's money on a cheque. Its customer's signature on it has been forged. (ll. 13-15)
- b The source is very reliable. I obtained this information from it.
- c We have certain principles. We should act on them.

Key Structures

1. Write a sentence in your own words expressing what you consider to be the main idea in the first paragraph of the passage.
2. Which of these sentences best expresses the main idea in the second paragraph? Give reasons for your choice:
- a The bank must obey its customer's instructions, and not those of anyone else.
- b The bank must honour a cheque even when the signature on it has been forged.
- c The bank must always recognize its customer's signature.
3. The following sentences have been taken from the second paragraph (lines 10-19). Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:
- a The bank must obey its customer's instructions, and not those of anyone else.
- b For this reason there is no risk to the customer in the modern practice, adopted by some banks, of printing the customer's name on his cheques.
- c It makes no difference that the forgery may have been a very skilful one: the bank must recognize its customer's signature.
- d If this facilitates forgery it is the bank which will lose, not the customer.
- e He gives the bank specimens of his signature, and there is a very firm rule that the bank has no right or authority to pay out a customer's money on a cheque on which its customer's signature has been forged.
- f When, for example, a customer first opens an account, he instructs the bank to debit his account only in respect of cheques drawn by himself.

The Paragraph

- Explain the meaning of the following words and phrases as they are used in the passage: cash (l. 2); primarily (l. 3); debtor (l. 4); creditor (l. 4); in credit (l. 5); concept (l. 6); give rise to (l. 7); specimens (l. 13); forged (l. 13); facilitate (l. 18).

Vocabulary

- Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.
- a What is meant by the statement that 'the banker-customer relationship is that of debtor and creditor'? (ll. 3-4)
- b Quote a sentence from the second paragraph which illustrates this statement: 'a bank customer . . . cannot complain that the law is loaded against him.' (ll. 8-9)
- c Why does a customer give the bank specimens of his signature when he first opens an account?

Comprehension

2. Compare these two sentences:

Instead of saying: The banker-customer relationship is *a relationship of debtor and creditor.*

We can say: The banker-customer relationship is *that of debtor and creditor.* (ll. 3-4)

Rewrite these sentences using *that of*:

a I am not referring to our policy but to the policy of our opponents.

b The only system I know which will help you to remember what you have heard at a lecture is the system of keeping notes.

3. Compare these two sentences:

Instead of saying: He instructs the bank to debit his account only in respect of cheques *which have been drawn* by himself.

We can say: He instructs the bank to debit his account only in respect of cheques *drawn* by himself. (ll. 11-12)

Rewrite these sentences in the same way:

a The exhibition consists entirely of pictures which have been painted by young children.

b The report on education which has been prepared by a government committee will soon be published.

c According to the regulations, income which has been earned overseas will not be taxed.

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: current (l. 1), currant; lend (l. 1), borrow; in favour of (l. 3), for the sake of; whether (l. 4), weather; loaded (l. 9), laden; else (l. 10), other; specimen (l. 13), example; customer (l. 14), client; cheque (l. 14), check; practice (l. 17), practise; adopted (l. 17), adapted; print (l. 18), type.

2. Explain the meaning of the word *account* in these sentences:

a When anyone opens a current *account* at a bank, he is lending the bank money. (l. 1)

b I can't settle my *account* until next month.

c How do you *account* for his change of attitude?

d He gave an interesting *account* of his travels in China.

e Please don't go to all this trouble on my *account*.

f Trains were delayed on *account* of the bad weather.

3. Note how *say* has been used in the sense of *for example* in this sentence:

A bank customer, unlike, *say*, a buyer of goods, cannot complain that the law is loaded against him. (ll. 8-9)

Write two sentences using *say* in this way.

4. Note that the verb *obey* is not followed by a preposition:

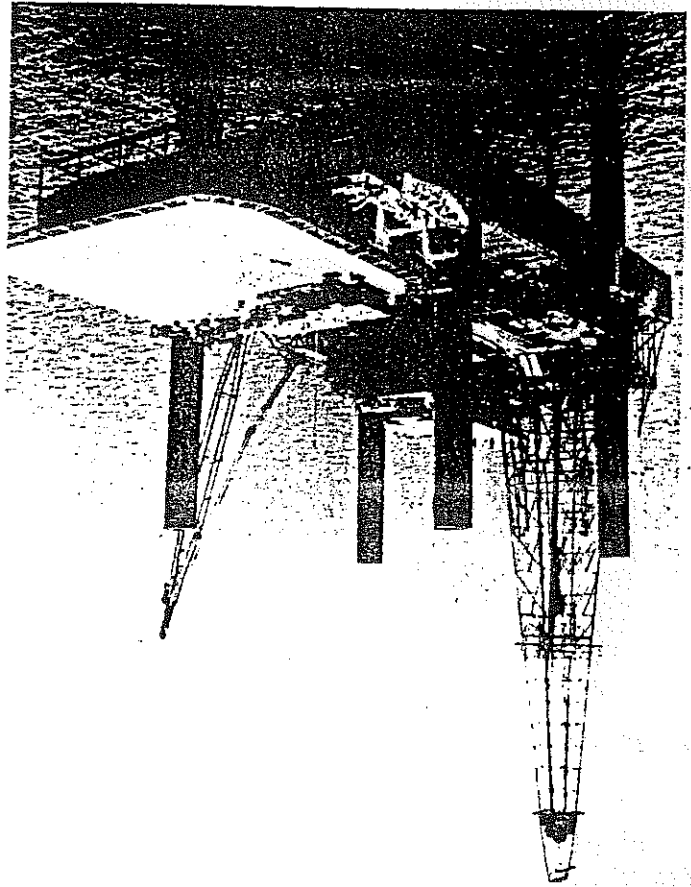
The bank must *obey* its customer's instructions. (l. 10)

Write sentences using the following verbs: enter, discuss, reach, and leave.

5. Write sentences using the following words and phrases:

in addition to (l. 5); a large number of (l. 6); unlike (l. 8); in respect of (l. 12); for this reason (l. 17).

An oilrig drilling in the Abu Dhabi offshore oilfields in the Persian Gulf



T. F. GASKELL *The Search for the Earth's Minerals from Discovery*

The deepest holes of all are made for oil, and they go down to as much as 25,000 feet. But we do not need to send men down to get the oil out, as we must with other mineral deposits. The holes are only borings, less than a foot in diameter. My particular experience is largely in oil, and the search for oil has done more to improve deep drilling than any other mining activity. When it has been decided where we are going to drill, we put up at the surface an oil derrick. It has to be tall because it is like a giant block and tackle, and we have to lower into the ground and haul out of the ground great lengths of drill pipe which are rotated by an engine at the top and are fitted with a cutting bit at the bottom.

10 The geologist needs to know what rocks the drill has reached, so every so often a sample is obtained with a coring bit. It cuts a clean cylinder of rock, from which can be seen the strata the drill has been cutting through. Once we get down to the oil, it usually flows to the surface because great pressure, either from gas or water, is pushing it. This pressure must be under control, and we control it by 15 means of the mud which we circulate down the drill pipe. We endeavour to avoid the old, romantic idea of a gusher, which wastes oil and gas. We want it to stay down the hole until we can lead it off in a controlled manner.

Comprehension

- a In a single sentence explain the purpose of an oil derrick.
- b Explain in a sentence how oilmen prevent oil from gushing to the surface.

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: in diameter (l. 3); drilling (l. 5); haul (l. 8); rotated (l. 8); every so often (l. 10); strata (l. 12); endeavour (l. 15).

The Paragraph

1. Which of these phrases would best serve as a title for the passage? Give reasons for your choice: Geology Today; Drilling for Oil; Mining Methods; Mineral Deposits.
2. Which of these statements do you think the author would agree with? Give reasons for your choice:
 - a The search for oil has led to an improvement in drilling techniques.
 - b When drilling for oil, it is difficult to obtain samples of the rocks the drill has been cutting through.
 - c Once oil has been found, it is impossible to prevent it from gushing to the surface.
3. The following sentences have been taken from the first paragraph (lines 1-9). Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:
 - a My particular experience is largely in oil, and the search for oil has done more to improve deep drilling than any other mining activity.
 - b When it has been decided where we are going to drill, we put up at the surface an oil derrick.
 - c The deepest holes of all are made for oil, and they go down to as much as 25,000 feet.
 - d The holes are only borings, less than a foot in diameter.
 - e But we do not need to send men down to get the oil out, as we must with other mineral deposits.
 - f It has to be tall because it is like a giant block and tackle, and we have to lower into the ground and haul out of the ground great lengths of drill pipe which are rotated by an engine at the top and are fitted with a cutting bit at the bottom.

Key Structures

1. Supply the correct form of the missing verbs (*must*, *need* or *have to*) in these sentences. Do not refer to the passage until you have finished the exercise:
 - a We do not . . . to send men down to get the oil out as we . . . with other mineral deposits. (ll. 2-3)
 - b It . . . be tall because it is like a giant block and tackle and we . . . lower into the ground and haul out of the ground great lengths of drill pipe. (ll. 6-8)
 - c The geologist . . . to know what rocks the drill has reached. (l. 10)
 - d This pressure . . . be under control and we control it by means of the mud which we circulate down the drill pipe. (ll. 14-15)
2. Supply *a* or *the* where necessary in the following. Do not refer to the passage until you have finished the exercise:

. . . deepest holes of all are made for . . . oil, and they go down to as much as 25,000 feet. But we do not need to send . . . men down to get . . . oil out, as we must with . . . other mineral deposits. . . . holes are only borings, less than . . . foot in . . . diameter. . . . my particular experience is largely in . . . oil, and . . . search for . . . oil has done more to improve . . . deep drilling than any other mining activity. (ll. 1-5)

3. Supply (*be*) *going to* or *will* in these sentences:
 a When it has been decided where we . . . drill, we put up at the surface an oil derrick.
 (II. 5-6)
 b Ask Mary. I'm sure she . . . be able to help you.
 c He : . . . be far more co-operative if you speak to him nicely.
 d If ever you want any information, we . . . always be glad to help you.
 e He's changed his mind again. He . . . make out another will.
 4. Note the order of the words in italics:
 The geologist needs to know *what rocks the drill has reached*. (I. 10)
 Complete the following sentences:
 a Tell me where . . .
 b I don't know why . . .
 c Ask him how . . .
 d Did he tell you when . . .
 5. Note the word order in this sentence:
 We want *it* to stay down the hole. (II. 16-17)
 Write sentences using the same pattern with the following verbs: allow, ask, teach, cause, warn and advise.
- ### Special Difficulties
1. Write sentences to bring out the difference between the following pairs of words:
 hole (I. 1), whole; oil (I. 1), petrol; engine (I. 9), machine; fit (I. 9), suit; clean (I. 11), clear; control (I. 14), check; waste (I. 16), waist.
 2. Supply verbs which could be used in place of the expressions in italics:
 a When it has been decided where we are going to drill, we *put up* at the surface an oil derrick. (II. 5-6)
 b It took them several hours to *put out* the fire.
 c I won't *put up with* this sort of thing any longer.
 d Because of the bad weather, the match has been *put off* until next week.
 3. Explain the meaning of the words or phrases in italics:
 a *Once* we get down to the oil, it usually flows to the surface. (II. 12-13)
 b I'm ashamed to say I've only been to the Louvre *once*.
 c *Once upon a time* there was a poor woodcutter who lived in a forest.
 d I see him *once in a while*.
 e I'll come *at once*.
 f *All at once* there was a loud explosion.
 4. Write sentences using the following expressions:
 under control (I. 14); out of control; beyond control.
 5. Note the use of *off* in this sentence: We want it to stay down the hole until we can *lead it off* in a controlled manner. (II. 16-17)
 Write sentences using the following verbs: drive off; cool off; hurry off; switch off; wear off.

The fact that we are not sure what 'intelligence' is, nor what is passed on, does not prevent us from finding it a very useful working concept, and placing a certain amount of reliance on tests which 'measure' it.

5 In an intelligence test we take a sample of an individual's ability to solve puzzles and problems of various kinds, and if we have taken a representative sample it will allow us to predict successfully the level of performance he will reach in a wide variety of occupations.

10 This became of particular importance when, as a result of the 1944 Education Act, secondary schooling for all became law, and grammar schools, with the exception of a small number of independent foundation schools, became available to the whole population. Since the number of grammar schools in the country could accommodate at most approximately 25 per cent of the total child population of eleven-plus, some kind of selection had to be made. Narrowly academic examinations and tests were felt, quite rightly, to be heavily weighted in favour
15 of children who had had the advantage of highly-academic primary schools and academically biased homes. Intelligence tests were devised to counteract this narrow specialization, by introducing problems which were not based on specifically scholastically-acquired knowledge. The intelligence test is an attempt to assess the general ability of any child to think, reason, judge, analyse and synthesize by presenting him with situations, both verbal and practical, which are
20 within his range of competence and understanding.

BEATRIX TUDOR-HART *Learning to Live*



A child playing with an educational toy

- a Buildings* . . . should be pulled down.
b He is the best swimmer . . .
- where possible:
 Add a suitable clause after the words in italics in these sentences. Omit *who* or *which* if possible:
He can say : the level of performance he will reach. (ll. 6-7)
Instead of saying : the level of performance which he will reach.
3. Compare these two sentences:
 before.
 Write sentences using the same pattern with these words: when, after, as soon as, level of performance he will reach in a wide variety of occupations. (ll. 5-7)
- If we have taken a representative sample it will allow us to predict successfully the level of performance he will reach in a wide variety of occupations. (ll. 5-7)
2. Note the form of the verbs in italics in this sentence:
 accuse, protect, complain, get rid.
 vent (l. 2) : emerge, escape, boast, convince, despair, hinder, differ, consist, assure.
1. Which of the following verbs are normally followed by *of* and which by *from*: pre-

Key Structures

1. Which of the following verbs are normally followed by *of* and which by *from*: pre-
 accuse, protect, complain, get rid.
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Instead of saying : the level of performance which he will reach.

5. Write a sentence using the same pattern with these words: when, after, as soon as, level of performance he will reach in a wide variety of occupations. (ll. 5-7)

6. Note the form of the verbs in italics in this sentence:
 If we have taken a representative sample it will allow us to predict successfully the level of performance he will reach in a wide variety of occupations. (ll. 5-7)

7. Compare these two sentences:
 before.
 Write sentences using the same pattern with these words: when, after, as soon as, level of performance he will reach in a wide variety of occupations. (ll. 5-7)

8. Add a suitable clause after the words in italics in these sentences. Omit *who* or *which* if possible:
He can say : the level of performance he will reach. (ll. 6-7)
Instead of saying : the level of performance which he will reach.

9. Write a sentence using the same pattern with these words: when, after, as soon as, level of performance he will reach in a wide variety of occupations. (ll. 5-7)

10. Note the form of the verbs in italics in this sentence:
 If we have taken a representative sample it will allow us to predict successfully the level of performance he will reach in a wide variety of occupations. (ll. 5-7)

11. Compare these two sentences:
 before.
 Write sentences using the same pattern with these words: when, after, as soon as, level of performance he will reach in a wide variety of occupations. (ll. 5-7)

The Paragraph

1. Which of these phrases best indicates what the passage is about? Give reasons for your choice: secondary schooling; intelligence tests; selection for grammar schools.

2. Which of these statements best expresses the main idea of the passage? Give reasons for your choice:

a We can place a certain amount of reliance on intelligence tests.
b An intelligence test is an attempt to assess the general ability of any child to think, reason, judge, analyse and synthesize by presenting him with situations, both verbal and practical, which are within his range of competence and understanding.
c Intelligence tests were devised to counteract narrow academic specialization.

3. The following sentences have been taken from the third paragraph (lines 8-16). Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:

Since the number of grammar schools in the country could accommodate at most approximately 25 per cent of the total child population of eleven-plus, some kind of selection had to be made. Narrowly academic examinations and tests were felt, quite rightly, to be heavily weighted in favour of children who had the advantage of highly academic primary schools and academically biased homes. This became of particular importance when, as a result of the 1944 Education Act, secondary schooling for all became law, and grammar schools, with the exception of a small number of independent foundation schools, became available to the whole population.

Comprehension

- Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.
- a* Name one way in which intelligence tests can prove useful.
b Why are narrowly academic examinations unfair?
c How can intelligence tests be used to counteract narrow academic specialization?

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage:
 concept (l. 2); reliance (l. 3); occupations (l. 7); particular (l. 8); approximately (l. 12); heavily weighted (l. 14); scholastically-acquired knowledge (l. 18); assess (l. 19); competence (l. 21).

The Paragraph

1. Which of these phrases best indicates what the passage is about? Give reasons for your choice: secondary schooling; intelligence tests; selection for grammar schools.

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a We can place a certain amount of reliance on intelligence tests.
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- c The *review* . . . praises the book highly.
- d The *people* . . . were asked to report to the police.
- e *Accidents* . . . should be prevented.

4. Study this sentence pattern:

Examinations and tests were *felt* . . . to be heavily *weighted* . . . (l. 14)

Write sentences using the same pattern with the following verbs: *think* and *believe*.

5. Note the form of the verbs in italics in this sentence:

Narrowly academic examinations and tests *were felt*, quite rightly, to be heavily weighted in favour of children who *had had* the advantage of highly academic primary schools. (ll. 13-15)

Supply the correct form of the verbs in brackets in these sentences:

- a He (*apply*) for the job even though he (have) no previous experience.
- b After the man (*hang*), the police (*realize*) they (*convict*) the wrong person.
- c The boy (*insist*) that he (*spend*) the day at school even though it (*be*) obvious to his parents that he (*play*) truant.

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: fact (l. 1), event; passed (l. 1), past; prevent (l. 2), avoid; very (l. 2), too; measure (l. 3), count; result (l. 8), effect; attempt (l. 18), trial; judge (l. 19), criticize.

2. Explain the meaning of the verbs in italics:

a The fact that we are not sure what 'intelligence' is, nor what is *passed on*, does not prevent us from finding it a very useful working concept. (ll. 1-2)

b He *passed away* quietly at four o'clock this morning.

c When he told me what had happened, I got such a shock I nearly *passed out*.

d Would you *pass round* the cakes please Susan?

e This is the counterfeit painting which he tried to *pass off* as an original Vermeer.

3. Write sentences using the following phrases:

a certain amount of (ll. 2-3); of various kinds (l. 5); the level of performance (l. 6); as a result of (l. 8); with the exception of (ll. 9-10); some kind of (l. 13).

4. Explain the words in italics:

a *Narrowly* academic examinations . . . were felt . . . to be heavily weighted in favour of children who had had the advantage of highly-academic primary schools. (ll. 13-15)

b He *narrowly* escaped being captured.

c You should not take such a *narrow* view of the situation.

d He is a very *narrow-minded* person.

A scientist working at the 'Arcion' Laboratories in Cheshire



J. D. BERNAL *The Social Function of Science*

Two factors weigh heavily against the effectiveness of scientific research in industry. One is the general atmosphere of secrecy in which it is carried out, the other the lack of freedom of the individual research worker. In so far as any inquiry is a secret one, it naturally limits all those engaged in carrying it out from effective contact with their fellow scientists either in other countries or in universities, or even, often enough, in other departments of the same firm. The degree of secrecy naturally varies considerably. Some of the bigger firms are engaged in researches which are of such general and fundamental nature that it is a positive advantage to them not to keep them secret. Yet a great many processes depending on such research are sought for with complete secrecy until the stage at which patents can be taken out. Even more processes are never patented at all but kept as secret processes. This applies particularly to chemical industries, where chance discoveries play a much larger part than they do in physical and mechanical industries. Sometimes the secrecy goes to such an extent that the whole nature of the research cannot be mentioned. Many firms, for instance, have great difficulty in obtaining technical or scientific books from libraries because they are unwilling to have their names entered as having taken out such and such a book for fear the agents of other firms should be able to trace the kind of research they are likely to be undertaking.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a Which two factors weigh heavily against the effectiveness of scientific research in industry?
- b Why are some processes in chemical industries never patented at all?
- c Why are some firms reluctant to borrow books from libraries?

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: weigh heavily against (l. 1); lack (l. 3); effective contact (l. 5); fundamental (l. 8); processes (l. 9); applies (l. 12); trace (l. 18); likely (l. 19).

The Paragraph

1. Which of these statements best expresses the main idea of the passage? Give reasons for your choice:

a The effectiveness of scientific research in industry is hampered by the general atmosphere of secrecy which surrounds it and by the lack of freedom of the individual research worker.

b Scientific research in industry is not very effective because big firms wish to keep so many processes secret.

c Many scientific processes in industry are kept secret until they can be patented.

2. The following sentences have been taken from lines 6-14. Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:

a The degree of secrecy naturally varies considerably.

b This applies particularly to chemical industries, where chance discoveries play a much larger part than they do in physical and mechanical industries.

c Some of the bigger firms are engaged in researches which are of such general and fundamental nature that it is a positive advantage to them not to keep them secret.

d Even more processes are never patented at all but kept as secret processes.

e Yet a great many processes depending on such research are sought for with complete secrecy until the stage at which patents can be taken out.

Key Structures

1. Change the form of the verbs in each of these sentences. Omit the words in italics. Do not refer to the passage until you have completed the exercise:

a One is the general atmosphere of secrecy in which *they* carry it out. (l. 2)

b *They* seek for a great many processes with complete secrecy until the stage at which *they* can take out patents. (ll. 9-11)

c Even more processes *they* never patent at all but keep as secret processes. (ll. 11-12)

d Sometimes the secrecy goes to such an extent that *they* cannot mention the whole nature of the research. (ll. 14-15)

2. Give the correct form of the verbs in brackets in the following sentences. Do not refer to the passage until you have completed the exercise:

a In so far as any inquiry is a secret one, it naturally limits all those engaged in (carry) it out. (ll. 3-4)

b Many firms, for instance, have great difficulty in (obtain) technical or scientific books from libraries. (ll. 15-16)

3. Complete the following sentences using a verb after the words in italics:
- a He was engaged in
 b He was prevented from
 c He insisted on
 d If you persist in
4. Note the position of *not* in this sentence:
 It is a positive advantage to them *not* to keep them secret. (ll. 8-9)
 Supply *not* in each of the following sentences:
 a He told me to mention it to you.
 b Please tell him to call in the morning.
 c Didn't I beg you to write to him?
 5. What is the difference between these two sentences:
 They are unwilling to enter *their names* as having taken out such a book.
 They are unwilling to have *their names entered* as having taken out such a book.
 book. (ll. 17-18)
- Write these sentences again using the correct form of *have* with the verbs in italics:
- a We are going to *decorate* this room soon.
 b I *repaired* this watch last year.
 c Will you *install* the television in this room?
 6. Note that in the following sentence we may use the word *lest* in place of *for fear*:
 Many firms . . . are unwilling to have their names entered as having taken out such a book *lest* (or *for fear*) the agents of other firms should be able to trace the kind of research they are likely to be undertaking. (ll. 15-19)
 Write two sentences using *lest* and *for fear*.
- Special Difficulties
1. Note the use of *fellow* in this phrase: 'with their *fellow scientists*' (l. 5). Write three sentences using *fellow* with the following words: men; students; workers.
 2. Write sentences using the following phrases:
 in so far as (l. 3); often enough (l. 6); to such an extent (l. 14); the whole nature of (ll. 14-15).
 3. Explain the expressions in italics in the following sentences:
 a In so far as any inquiry is a secret one, it naturally limits all those engaged in *carry-
 ing it out*. (ll. 3-4)
 b I think we can *carry on* without your help.
 c The audience was completely *carried away* by the wonderful performance of the soloist.
 d The government failed to *carry through* the new bill on housing in the House of Commons last night.
 4. What do you understand by the phrase in italics:
 They are unwilling to have their names entered as having taken out *such and such a* book. (ll. 17-18)
 Write a sentence using the phrase *such and such*.

A gentleman is, rather than does. He is interested in nothing in a professional way. He is allowed to cultivate hobbies, even eccentricities, but must not practise a vocation. He must know how to ride and shoot and cast a fly. He should have relatives in the army and navy and at least one connection in the diplomatic service. But there are weaknesses in the English gentleman's ability to rule us today. He usually knows nothing of political economy and less about how foreign countries are governed. He does not respect learning and prefers 'sport'. The problem set for society is not the virtues of the type so much as its adequacy for its function, and here grave difficulties arise. He refuses to consider sufficiently the wants of the customer, who must buy, not the thing he desires but the thing the English gentleman wants to sell. He attends inadequately to technological development. Disbelieving in the necessity of large-scale production in the modern world, he is passionately devoted to excessive secrecy, both in finance and method of production. He has an incurable and widespread nepotism in appointment, discounting ability and relying upon a mystic entity called 'character,' which means, in a gentleman's mouth, the qualities he traditionally possesses himself. His lack of imagination and the narrowness of his social loyalties have ranged against him one of the fundamental estates of the realm. He is incapable of that imaginative realism which admits that this is a new world to which he must adjust himself and his institutions, that every privilege he formerly took as of right he can now attain only by offering proof that it is directly relevant to social welfare.

T. H. PEAR *English Social Differences*



Lord Curzon, Viceroy of India, invests the Maharajah of Cochin with the Star of India in 1903

Write two sentences using the pattern *not . . . so much as*.

function. (ll. 8-9)

The problem set for society is *not* the virtues of the type *so much as* its adequacy for its

4. Study this sentence:

Write three sentences using *should* in this way.

It can say: He should have relatives in the army and navy. (ll. 3-4)

Instead of saying: It is desirable for him to have relatives in the army and navy.

3. Compare these two sentences:

Write sentences using the same pattern with the following verbs: teach and learn.

2. Note this use of *how* after the verb *know*: 'He must know *how* to ride . . . ' (l. 3)

and his institutions. (ll. 17-20)

ive realism which admits that this is a new world . . . which he must adjust himself

him one . . . the fundamental estates . . . the realm. He is incapable . . . that imagina-

g. His lack . . . imagination and the narrowness . . . his social loyalties have ranged . . .

ability and relying . . . a mystic entity called 'character'. (ll. 12-16)

tion. He has an incurable and widespread nepotism . . . appointment, discounting

is passionately devoted . . . excessive secrecy, both . . . finance and method . . . produc-

/ Disbelieving . . . the necessity . . . large-scale production . . . the modern world, he

e He attends inadequately . . . technological development. (ll. 11-12)

. . . its function. (ll. 8-9)

d The problem set . . . society is not the virtues . . . the type so much as its adequacy

are governed. (ll. 6-7)

c He usually knows nothing . . . political economy and less . . . how foreign countries

b He should have relatives . . . the army and navy. (ll. 3-4)

a He is interested . . . nothing . . . a professional way. (ll. 1-2)

until you have finished the exercise:

1. Supply the missing words in the following sentences. Do not refer to the passage

Key Structures

2. In this passage, the author implies that people in power should possess certain

qualities. Name five such qualities. You may refer to the passage if you wish to do so.

c The only person fit to wield power and authority is the gentleman.

amateur in the extreme.

b An English gentleman's attitude to such things as government and industry is

them.

a A man should only be allowed to enjoy privileges when he proves he is worthy of

reasons for your choice:

1. Which of the following statements do you think the author would agree with? Give

The Paragraph

(ll. 14-15); entity (l. 15); directly relevant to social welfare (ll. 21-22).

practise a vocation (ll. 2-3); connection (l. 4); function (l. 9); nepotism in appointment

Explain the meaning of the following words and phrases as they are used in the passage:

Vocabulary

method of production?

b Why is a 'gentleman' passionately devoted to excessive secrecy in finance and

the word) is interested in nothing in a professional way.

a Quote three statements which show that a gentleman (in the author's definition of

Comprehension

5. Note the form of the verb in italics in this sentence:

Disbelieving in the necessity of large-scale production in the modern world, he is passionately devoted to excessive secrecy . . . (ll. 12-13)

Complete the following sentences:

- a Realizing . . . I . . .
- b Leaving . . . he . . .
- c Finding . . . they . . .

Special Difficulties

1. Write sentences to bring out the difference between the following pairs of words: allowed (l. 2), aloud; even (l. 2), still; vocation (l. 3), vacation; refuse (l. 9), deny; attend (l. 11), follow; admit (l. 19), agree; formerly (l. 20), formally.

2. Explain the meaning of the word *service* in these sentences:

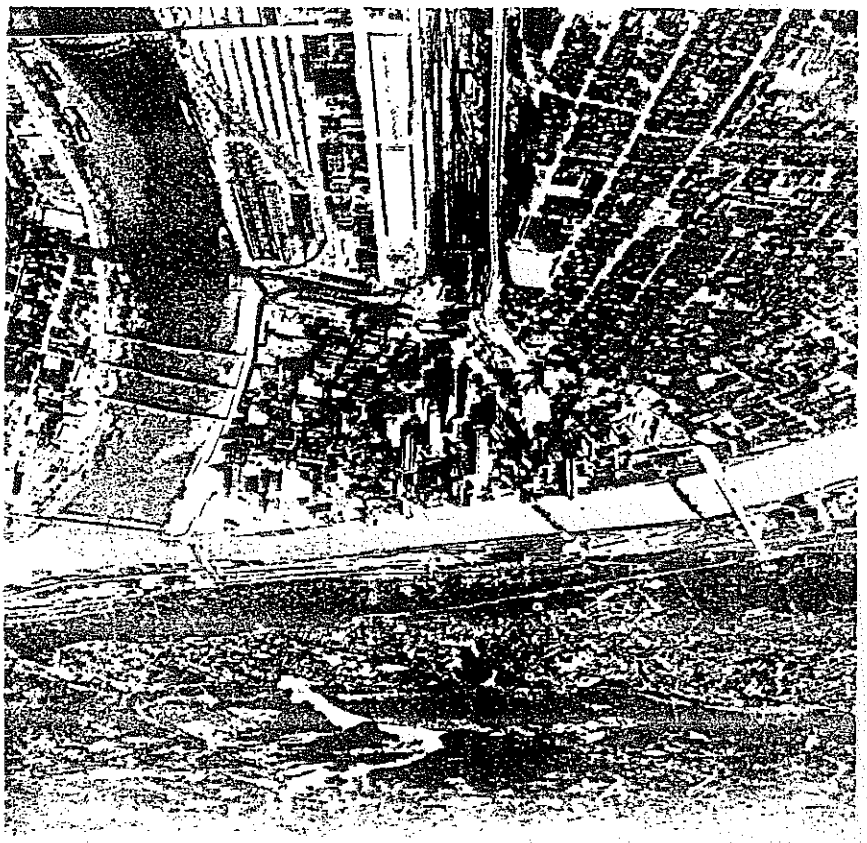
- a He should have relatives in the diplomatic *service*. (ll. 3-5)
- b Their after-sales *service* is excellent.
- c I have just completed my National *Service*.
- d He asked to see the manager and complained of the poor *service*.
- e We have a very good railway *service* in our part of the world.

3. Supply full stops and commas where necessary in the following paragraph. Do not refer to the passage until you have finished the exercise:

He refuses to consider sufficiently the wants of the customer who must buy not the thing he desires but the thing the English gentleman wants to sell he attends inadequately to technological development disbelieving in the necessity of large-scale production in the modern world he is passionately devoted to excessive secrecy both in finance and method of production he has an incurable and widespread nepotism in appointment discounting ability and relying upon a mystic entity called 'character' which means in a gentleman's mouth the qualities he traditionally possesses himself. (ll. 9-17)

4. The opposites of the following words are to be found in the passage. What are they? amateur; forbidden; inability; adequately; believing; curable; capable; irrelevant.

An aerial view of Pittsburgh, Pennsylvania



ALEXIS CARREL, *Man, the Unknown*

In the organization of industrial life the influence of the factory upon the physio-logical and mental state of the workers has been completely neglected. Modern industry is based on the conception of the maximum production at lowest cost, in order that an individual or a group of individuals may earn as much money as possible. It has expanded without any idea of the true nature of the human beings who run the machines, and without giving any consideration to the effects produced on the individuals and on their descendants by the artificial mode of existence imposed by the factory. The great cities have been built with no regard for us. The shape and dimensions of the skyscrapers depend entirely on the necessity of obtaining the maximum income per square foot of ground, and of offering to the tenants offices and apartments that please them. This caused the construction of gigantic buildings where too large masses of human beings are crowded together. Civilized men like such a way of living. While they enjoy the comfort and banal luxury of their dwelling, they do not realize that they are deprived of the necessities of life. The modern city consists of monstrous edifices and of dark, narrow streets full of petrol fumes, coal dust, and toxic gases, torn by the noise of the taxi-cabs, lorries and buses, and thronged ceaselessly by great crowds. Obviously, it has not been planned for the good of its inhabitants.

Comprehension

Give short answers to these questions in your own words as far as possible. Use one complete sentence for each answer.

- a In what way is a modern factory similar to a large city?
- b What, according to the author, led to the building of huge skyscrapers?
- c What do those who enjoy living in cities fail to realize?

Vocabulary

Explain the meaning of the following words and phrases as they are used in the passage: physiological (ll. 1-2); neglected (l. 2); expanded (l. 5); artificial mode of existence (ll. 7-8); regard (l. 8); the maximum income (l. 10); construction (ll. 11-12); banal (l. 14); monstrous edifices (l. 15); toxic (l. 16); thronged ceaselessly by great crowds (ll. 17-18).

The Paragraph

1. Which of these statements best expresses the author's main argument? Give reasons for your choice:

- a Modern cities have not been planned for the good of their inhabitants.
- b Man is obsessed by the desire for profit.
- c Great cities, like modern factories, impose on us an artificial way of life.

2. The following sentences are taken from lines 1-8. Arrange them in their correct order. Do not refer to the passage until you have finished the exercise:

Modern industry is based on the conception of the maximum production at lowest cost, in order that an individual or a group of individuals may earn as much money as possible. In the organization of industrial life the influence of the factory upon the physiological and mental state of the workers has been completely neglected. It has expanded without any idea of the true nature of the human beings who run the machines, and without giving any consideration to the effects produced on the individuals and on their descendants by the artificial mode of existence imposed by the factory.

Key Structures

1. Give the correct form of the verbs in brackets. Do not refer to the passage until you have finished the exercise:

In the organization of industrial life the influence of the factory upon the physiological and mental state of the workers completely (neglect). Modern industry (base) on the conception of the maximum production at lowest cost, in order that an individual or a group of individuals may earn as much money as possible. It (expand) without any idea of the true nature of the human beings who (run) the machines, and without (give) any consideration to the effect produced on the individuals and on their descendants by the artificial mode of existence imposed by the factory. The great cities (build) with no regard for us. (ll. 1-9)

2. Study the pattern in italics in this sentence:

Modern industry is based on the conception of the maximum production at lowest cost, *in order that an individual or a group of individuals may (or might) earn as much money as possible.* (ll. 2-5)

Complete the following sentences:

- a He is attending English classes in order that . . .
- b She works very hard in order that . . .
- c The Prime Minister has gone abroad in order that . . .

3. Note the phrase in italics: "... in order that an individual or a group of individuals may earn as much money as possible." (ll. 4-5)
Write sentences using the following phrases:
as many as possible; as far as possible; as few as possible; as little as possible.
4. Write sentences using the following expressions:
influence upon (l. 1); based on (l. 3); the true nature of (l. 5); mode of (l. 7); regard for (l. 8); depend on (l. 9); the necessity of (ll. 9-10); deprived of (l. 14); consist of (l. 15); full of (l. 16).
5. Compare these two sentences:
Although they enjoy the comfort and banal luxury of their dwelling, they do not realize that they are deprived of the necessities of life.
We can say: While they enjoy the comfort and banal luxury of their dwelling, they do not realize that they are deprived of the necessities of life. (ll. 13-15)
Complete the following sentences:
a While we are less concerned . . .
b While modern cities have grown in size . . .
c While factory conditions have improved . . .
- ### Special Difficulties
1. Write sentences to bring out the difference between the following pairs of words:
physiological (ll. 1-2), psychological; neglect (l. 2), ignore; modern (l. 2), contemporary; earn (l. 4), win; please (l. 11), beg; petrol (l. 16), benzine; inhabitants (l. 18), residents.
2. Note this use of *per* in the sense of *for each*:
... the necessity of obtaining the maximum income *per* square foot of ground . . . (ll. 9-10)
Write sentences using the following expressions:
per mile; per hour; per person; per yard; per cent.
3. Explain the meaning of the verb *crowd* in these sentences:
a Large masses of human beings are *crowded* together. (ll. 12-13)
b When it began to rain, everyone *crowded* into the building.
c He *crowded* a lot of information into the last chapter.
4. What is the plural of the following words:
necessity; mass; bus; gas; lorry; taxi-cab; city.