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UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN  
Secretaría Académica

**M5**

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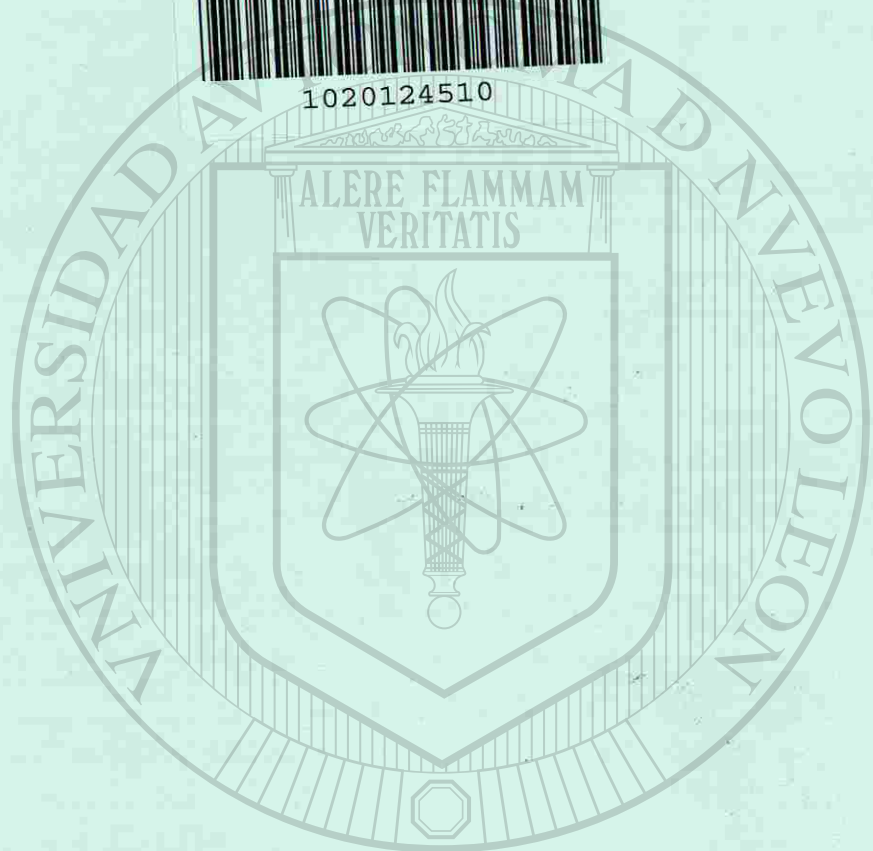
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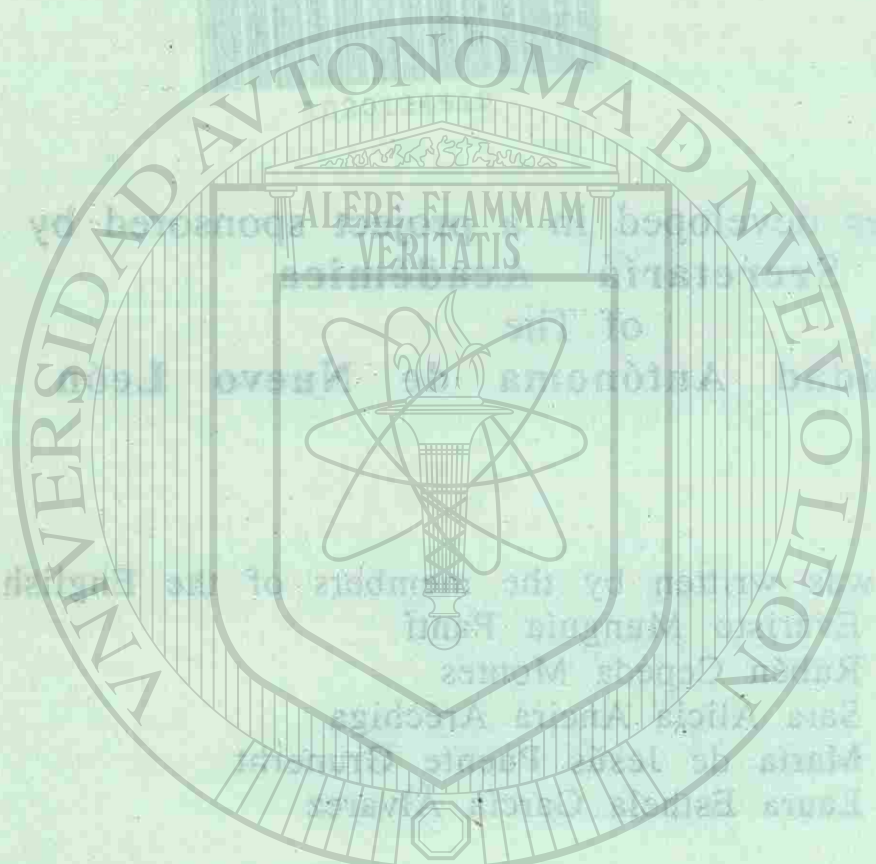
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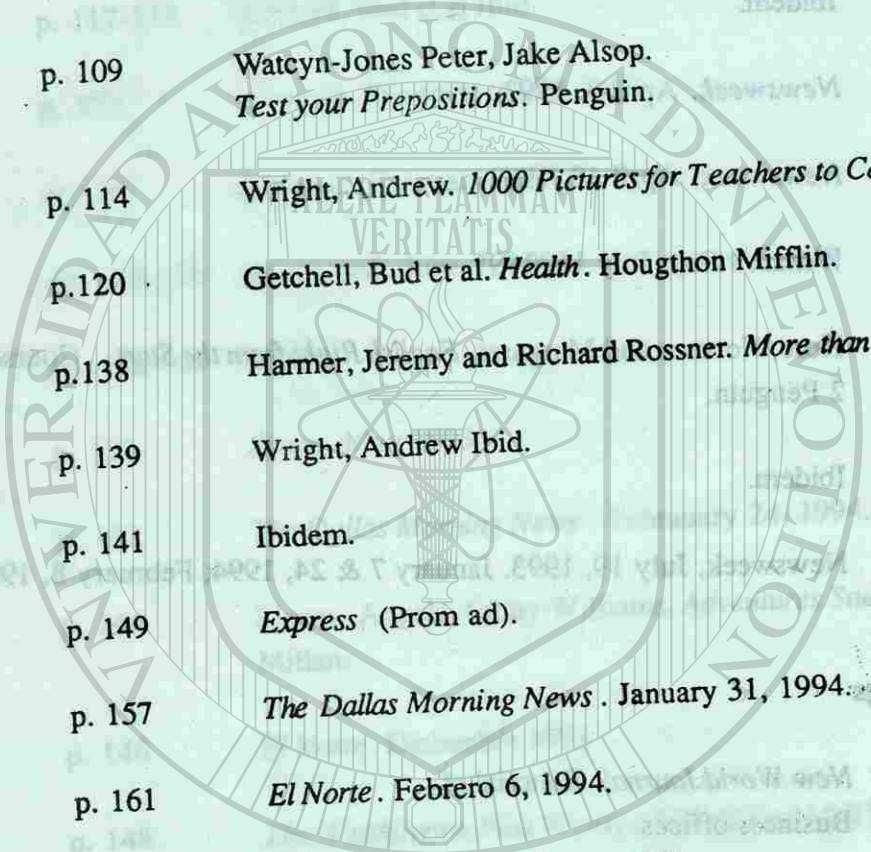
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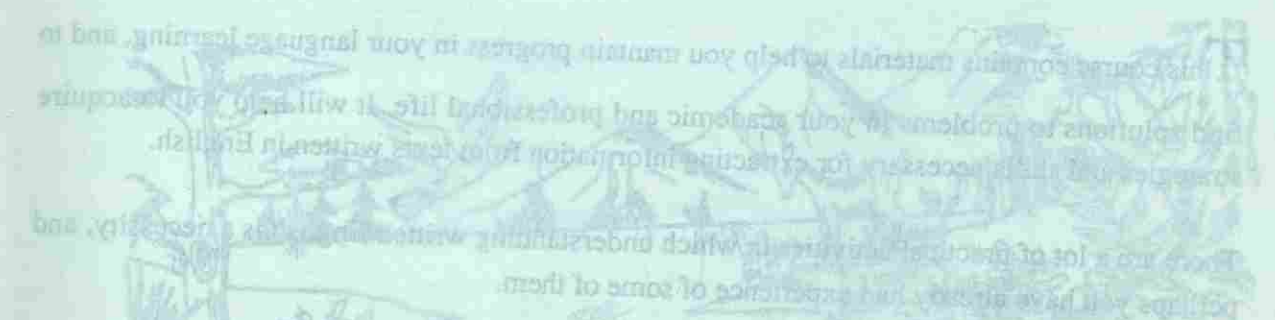


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# Presentation

This course contains materials to help you maintain progress in your language learning, and to find solutions to problems in your academic and professional life. It will help you to acquire strategies and skills necessary for extracting information from texts written in English.

There are a lot of practical activities in which understanding written English is a necessity, and perhaps you have already had experience of some of them.

For example:

- 1 Understanding the instructions of modern video-games, such as: Super-Nintendo, Sega-Genesis, pocket games, etc.
- 2 Understanding manuals of PC Programs.
- 3 Understanding instructions to install and use imported articles.
- 4 Reading the labels on imported products.
- 5 Understanding songs.

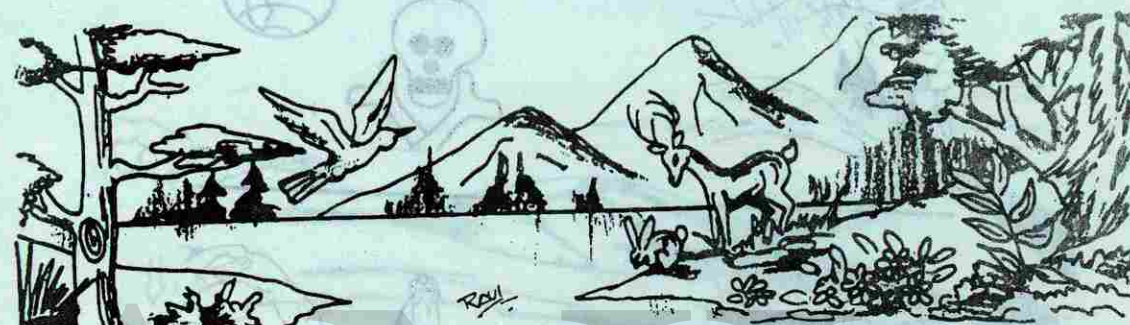
These are only a few examples in which we can see how useful it is to know English, and it is clear that the most important of all is having access to the vast amount of information available only in this language.

We hope that the material fulfills your expectations at the same time offer you new experiences which will increase your knowledge and develop the strategies and skills for learning English.

## 1 Current Issues: Environment and Computers

Time to read! (1)

Which picture do you like best? Why?



Work with 5 other students.

Can you find a link between these pictures?

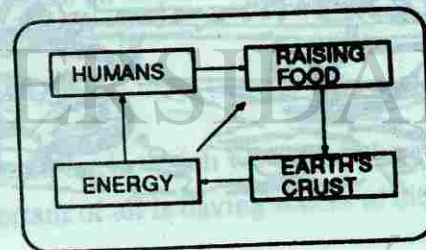
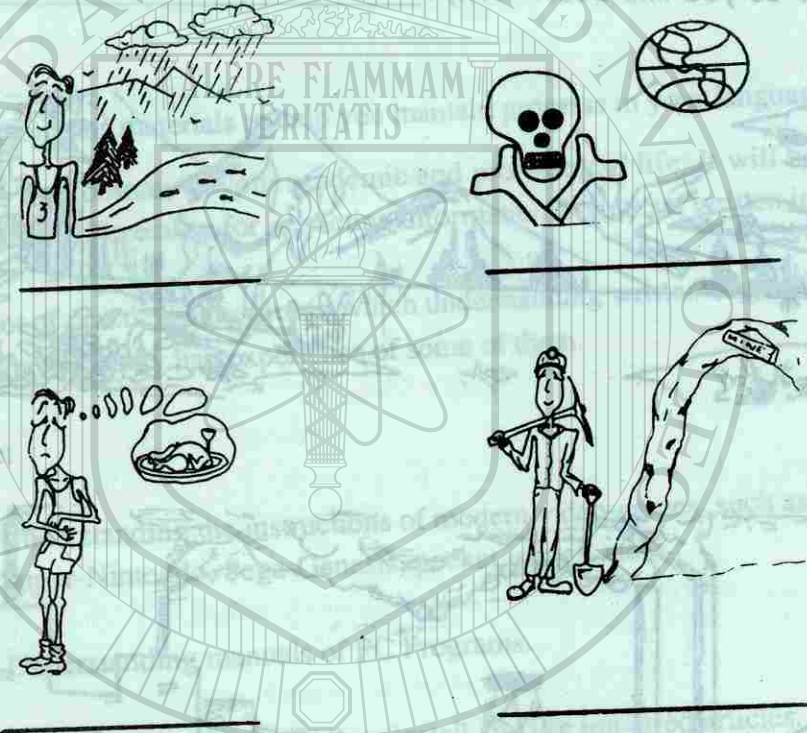
Can you work out a short story?

Save Your Environment!

Choose a title for each drawing.

- A) Man needs food.
- B) Extraction of material from the Earth's crust.
- C) Environment is a complex mixture of factors.

- D) Man is a part of the ecosystem.
- E) Irreversible consequences.



### Environment

The environment is a complex mixture of factors which interact constantly with each other. Man needs food. Raising food requires energy. Energy production utilizes materials from the Earth's crust. The extraction of these materials demands energy, and all of these activities depend upon the labor and ingenuity of people who need food.



Pesticides do not break down easily and are very soluble in fat. Once in the water they are absorbed or eaten by tiny microorganisms and then make their way up the food chain. At each step up the chain the concentration of the toxic chemical increases.

So, when anyone of the factors in the environment is altered, either intentionally or accidentally, the repercussions are felt in the entire system. The human population, an integral component of the ecosystem, influences and ultimately is affected by these alterations. The environmental actions that man decides to take will affect everyone, and ill-considered changes may have irreversible consequences.

Save Your Environment !

**Task 1**

According to the text, write **T** or **F** (*True or False*) in the blank.

- 1 The environment is formed by one factor. \_\_\_\_\_
- 2 Energy production requires materials from the surface of the Earth. \_\_\_\_\_
- 3 The human population is not part of the ecosystem. \_\_\_\_\_
- 4 Ecosystem alterations affect the human population. \_\_\_\_\_
- 5 Changes may have unwanted results. \_\_\_\_\_

**Task 2a**

Fill in the blanks, use words from the box.

- 1 The environment is a \_\_\_\_\_ mixture of factors.
- 2 Raising food requires \_\_\_\_\_.
- 3 Energy production utilizes \_\_\_\_\_ from the Earth's crust.
- 4 \_\_\_\_\_ of materials demands energy.
- 5 Changes may have irreversible \_\_\_\_\_.

results, complicated, resources, mining, power

**Task 2b**

Find words in the text that mean about the same as those in the box. Write them in the spaces:

\_\_\_\_\_

\_\_\_\_\_

Choose a "green" topic. Make a campaign poster for your school.

**Time to read! (2)**

**Normal Rain**



**Acid Rain**



ACID RAIN      BURNING OF FOSSIL FUELS      FORESTS      ATMOSPHERE



### Acid Rain

Acid rain is one of the most controversial environmental problems in modern industrial society.

Burning fossil fuels has released vast quantities of pollutants into the atmosphere. These pollutants often form acidic compounds that frequently travel long distances before returning to the Earth's surface as rain or snow, as well as in dry form.

While the substances that produce acid rain also occur naturally, it is the man-made contributions that have transformed acid rain into an environmental problem of potentially global proportions.

### Task 1

Underline the correct answer:

An example of fossil fuel is:

- Alcohol
- T.N.T.
- Gasoline

Pollutants often return to the Earth's surface as:

- Rain
- Aerolites
- Clean air

Cities that produce more pollutants are:

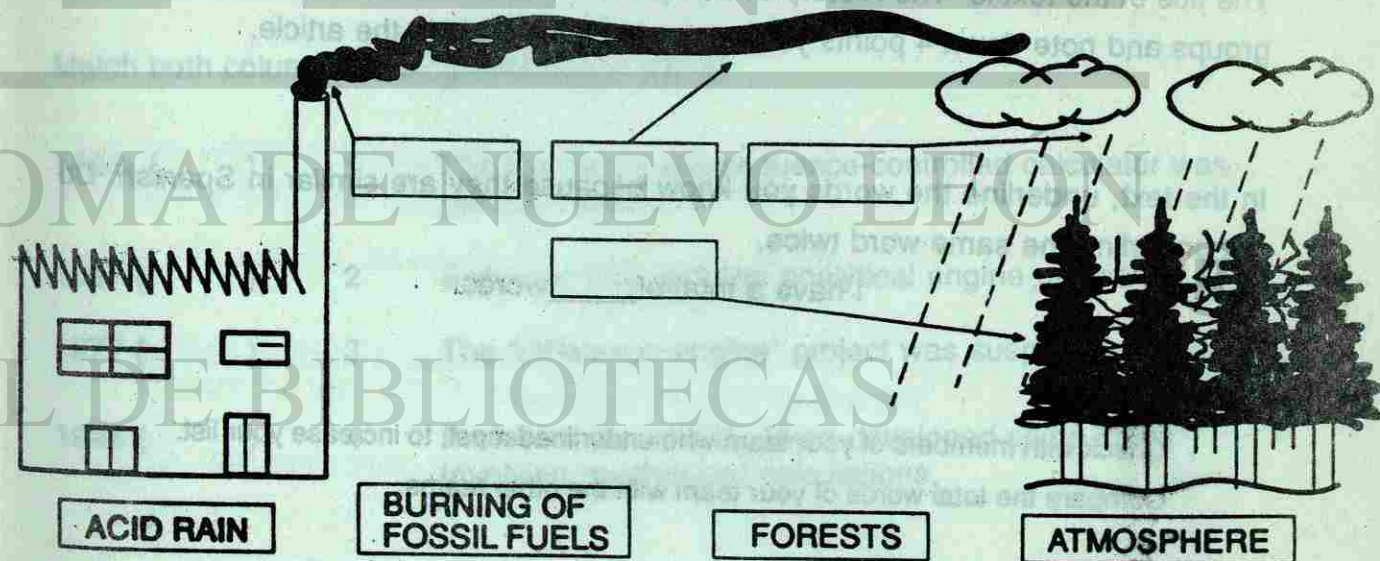
- Cancun and  
Puerto Escondido
- Mexico City  
and Monterrey
- Palenque  
and Oaxaca

Acid rain may occur naturally as an effect of:

- the sun
- the moon
- volcanic activity

### Task 2

Fill in the boxes with the appropriate expressions.



□ Work in groups. Talk about these questions.

A) How are you, your family, and your community affected by acid rain?

B) List at least three things that can be done about acid rain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Time to read!** (3)

Work in teams.

The title of the text is "The History of Computation." Before you read the text, work in groups and note down 4 points you think will be included in the article.

In the text, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_\_\_ words.

Check with members of your team who underlined most, to increase your list.

Compare the total words of your team with the other teams.

### History of Computation

Automatic computation began in 1812 with Charles G. Babbage, an English mathematician who mastered the basic fundamentals of digital computers. His ideas were not appreciated until the last decade of that century. The major contribution of Babbage was the "difference-engine." In 1812, while looking a logarithm table full of mistakes, he began to think in terms of a machine capable of computing mathematical tables. However, Babbage took more time than anticipated to complete his model, as he became interested in a new idea. In 1833, while the "difference-engine" was suspended for a year, Babbage conceived the idea of building an analytical engine which would be capable of performing any calculation. Unfortunately, Babbage died in 1877 with his job unfinished.

More than a hundred years passed before another machine similar to the one visualized by Babbage was developed. In 1937, professor Howard G. Aiken, a physicist at Harvard University, developed some ideas involving mechanical calculations. Aiken worked with Harvard University and IBM, and seven years later (May 1944) an automatic sequence-controlled calculator was put into service.

#### Task 1

Match both columns relating events and years.

- |          |   |   |
|----------|---|---|
| 1833 ( ) | 1 | The first automatic sequence-controlled calculator was put into service.          |
| 1937 ( ) | 2 | Babbage died with the analytical engine unfinished.                               |
| 1877 ( ) | 3 | The "difference-engine" project was suspended.                                    |
| 1944 ( ) | 4 | Professor Howard G. Aiken developed some ideas involving mechanical calculations. |

**Task 2**

Write the information in **Task 1** in chronological order.

| YEAR | EVENT |
|------|-------|
| A)   |       |
| B)   |       |
| C)   |       |
| D)   |       |

**Task 3**

Answer the following questions and compare your answers with the answers of the other members of your team.

| YES                      | NO                       | NOT SURE                 |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you ever played Atari, Nintendo or any other videogame?            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there any relation between videogames and computers?                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is it important to be good at mathematics to study computing?           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Would you like to study computing after you finish High School?         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do computer engineers enjoy their job as much as boys enjoy videogames? |

If your father asks you to study computing at the university, what will your response be? Write it in 3 lines.

---



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**Time to read! (4)**

Work in small groups.

The text is titled "The Success of the PC". Before you read the text, work in groups and write down three reasons why you think the personal computer has been so successful.

In the text, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_\_\_ words.

Check with members of your team who underlined most, to increase your list. Compare the total words of your team with other teams.

### The Success of the PC

- 1) Since the 1980's, personal computers have become common tools on the job, in schools and at home. They permit their users to perform a tremendous variety of tasks more efficiently than they could previously be performed. These personal computers are changing the way we think, work, and learn. To help you appreciate the
- 5) popularity of personal computers, let me cite a single statistic. By 1984, less than a decade after the invention of the first personal computer, more than 60 percent of all office workers had access to one.

In 1981, IBM introduced its first model into the personal computer market. The original IBM PC has enjoyed extraordinary popularity and is in use in millions of homes, schools and businesses. IBM has responded to the success of its PC by introducing a complete line of personal computers, varying in accessories, computing power and, of course, price. In the last few years, more than 100 personal computers have appeared on the market. All, to some degree, are IBM clones. These clones are compatible with the IBM machines in the sense that they can run programs for IBM computers.

#### Task 1

Which line(s) tell(s) us about:

- The efficiency of personal computers.
- Statistical data with a percentage.
- The popularity of the PC.
- The introduction of IBM into the PC market.
- The compatibility of the IBM clones.

#### Task 2

Class survey.

Complete the questionnaire below. Work in small groups and put together your opinions to find out the groups' preferences.

| PERSONAL QUESTIONNAIRE             |     |    |             |
|------------------------------------|-----|----|-------------|
| DO YOU WANT. . . ?                 | YES | NO | DON'T MIND. |
| 1.- A super-nintendo in your room. |     |    |             |
| 2.- To own a PC.                   |     |    |             |
| 3.- To use a PC.                   |     |    |             |

#### Task 3

According to the text, tick (✓) the appropriate box:

- |                          |                          |  |
|--------------------------|--------------------------|--|
| YES                      | NO                       |  |
| <input type="checkbox"/> | <input type="checkbox"/> | PCs help in terms of efficiency.         |
| <input type="checkbox"/> | <input type="checkbox"/> | PCs are not very well accepted by users. |
| <input type="checkbox"/> | <input type="checkbox"/> | PCs help in business.                    |
| <input type="checkbox"/> | <input type="checkbox"/> | IBM has responded in the PC market.      |

Discuss in pairs.

How have personal computers changed the way we think, work and learn?

**Skill : Definitions**

**Task 1**

Read the words in the box and the definitions. Then match.

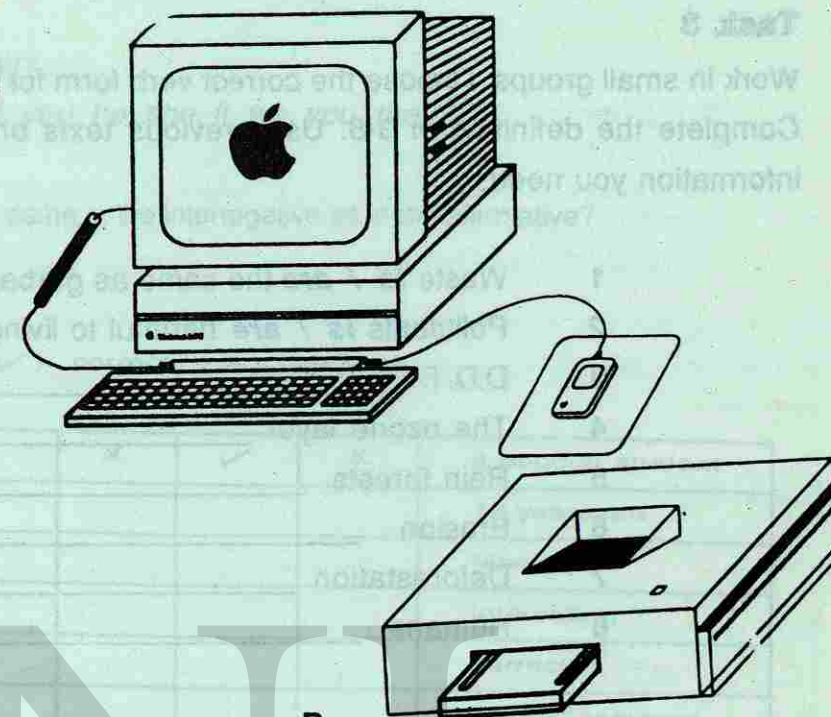
|             |           |           |
|-------------|-----------|-----------|
| Environment | ecosystem | Organisms |
| Earth       | Food      | Water     |

**DEFINITIONS**

- \_\_\_\_\_ is the liquid that constitutes rain, oceans, rivers and lakes.
- An \_\_\_\_\_ is a community of various organisms that inhabit an environment.
- \_\_\_\_\_ are living bodies made up of interdependent parts, such as cells, tissues and organs.
- The \_\_\_\_\_ is the planet on which we live.
- \_\_\_\_\_ is anything that animals or people eat or drink.

**Task 2**

There are a lot of people working in different companies. Nowadays, almost all these companies have a computer. Match each part of the computer with its definition, and write the appropriate number in the parenthesis. Then, write the correct form of the verb to be on the line. Follow the example.



- A**
- A computer ( 4 ) 1 \_\_\_\_\_ registration fields where specific nature data are stored.
- Hardware ( ) 2 \_\_\_\_\_ a device that prints, especially one operated by a computer.
- Software ( ) 3 \_\_\_\_\_ the mechanical parts of a computer.
- B**
- A floppy disk ( ) 4 is a machine which computes, especially an electronic machine, that either solves problems when given certain data, or stores information.
- Files ( ) 5 \_\_\_\_\_ the program for a computer system.
- A keyboard ( ) 6 \_\_\_\_\_ a flexible plastic disk with a magnetic surface used for computer data storage.
- A screen ( ) 7 \_\_\_\_\_ the surface on which stored data is displayed.
- A printer ( ) 8 \_\_\_\_\_ the set of keys used to operate a computer.



**Task 3**

Work in small groups. Choose the correct verb form for 1 and 2. Complete the definition in 3-8. Use previous texts or encyclopaedias to find the information you need.

- 1 Waste **is / are** the same as garbage.
- 2 Pollutants **is / are** harmful to living organisms.
- 3 D.D.T. \_\_\_\_\_
- 4 The ozone layer \_\_\_\_\_
- 5 Rain forests \_\_\_\_\_
- 6 Erosion \_\_\_\_\_
- 7 Deforestation \_\_\_\_\_
- 8 Humans \_\_\_\_\_

**Clearing it up**

The verb **to be** is irregular.

**Task 1a**

Read the following forms of **to be**.

- |                    |                         |                     |
|--------------------|-------------------------|---------------------|
| I am a student.    | I am not a teacher.     | Are you a doctor?   |
| He is a dentist.   | He is not a technician. | Is he an engineer?  |
| She is my sister.  | She is not my aunt.     | Is she pretty?      |
| It is green.       | It is not red.          | Is it a tree?       |
| We are soldiers.   | We are not sailors.     | Are we classmates?  |
| You are Mexican.   | You are not American.   | Are you ecologists? |
| They are learners. | They are not experts.   | Are they correct?   |

**Task 1b**

Answer these questions in pairs.

What are the forms of **be** for *I, you, he, she, it, we, you, they*?

Is the position of **am, is, are**, the same in the interrogative as in the affirmative?

**Task 2**

Complete this table (✓) correct (X) incorrect

|                       | AM | IS | ARE |                   |
|-----------------------|----|----|-----|-------------------|
| 1.- He                | X  | ✓  | X   | a popular student |
| 2.- I                 |    |    |     | 15 years old      |
| 3.- They              |    |    |     | teachers          |
| 4.- English           |    |    |     | interesting       |
| 5.- My homework       |    |    |     | correct           |
| 6.- Peter             |    |    |     | in his classroom  |
| 7.- It                |    |    |     | a good idea       |
| 8.- The computers     |    |    |     | turned off        |
| 9.- The lab           |    |    |     | open              |
| 10.- The instructions |    |    |     | clear             |

**Task 3**

Use the affirmative, negative or interrogative form of the verb **be** to complete the sentences.

- 1 Italy and Spain \_\_\_\_\_ Latin American countries.
- 2 \_\_\_\_\_ she your sister?
- 3 Cake and steak \_\_\_\_\_ vegetables.
- 4 "El Norte" and "El Porvenir" \_\_\_\_\_ newspapers.
- 5 Mathematics and History \_\_\_\_\_ sports.
- 6 Man \_\_\_\_\_ changing his environment everyday.
- 7 Plants \_\_\_\_\_ useful.
- 8 A Chevrolet \_\_\_\_\_ a computer.
- 9 \_\_\_\_\_ they Peter and Jenny?
- 10 The "Macro Plaza" \_\_\_\_\_ a bank.

Read the following sentences.

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| I <b>like</b> heavy metal.        | Susan <b>likes</b> Tom Cruise.      |
| You <b>play</b> guitar very well. | Peter <b>works</b> at Mc Donalds.   |
| They <b>live</b> in Toronto.      | My cat <b>eats</b> a lot.           |
| We <b>collect</b> miniatures.     | Julia Roberts <b>loves</b> cats.    |
| Teachers <b>love</b> books        | The school team <b>plays</b> today. |
| Tim and I <b>play</b> billiards   | The game <b>begins</b> at 4:30.     |

What's the difference between the verbs of the first column and the verbs of the second?

Task 4a

We use **verb + s** with...?

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I                        | You                      | He                       | She                      | It                       | We                       | You                      | They                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Add **es** to the verbs that end with **s, ch, sh, x, o, z**.

John / **watches** / football matches.  
 Paul / **washes** / his clothes the weekend.  
 She / **goes** / to clean the office.  
 It / **waxes** / the car in two minutes.

Task 4b

Complete with the appropriate form of: **go, live, like, collect, love, finish**.

Martin who is seventeen writes to Vicky. Vicky \_\_\_\_\_ in Canada and she is eighteen years old. Martin and Vicky \_\_\_\_\_ in classical music and Martin is very good at the piano. He also \_\_\_\_\_ stamps from all over the world. Vicky is good in languages and she \_\_\_\_\_ traveling very much. She \_\_\_\_\_ to Europe every year during the summer. Vicky and Martin \_\_\_\_\_ Senior High School in June.

**To have** is an irregular verb too.

Look!

My parents **have** a new car. It **has** four speeds. My brother **has** an old car. I **have** my own car too. My sister **does not have** a car. My father **has** the car in the garage. My brother and I **have** the car in the garage too.

We use **has** with...?

|                           |                          |                          |                          |                          |                          |                          |   |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| I                         | You                      | He                       | She                      | It                       | We                       | You                      | They  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                      |
| <i>in the affirmative</i> |                          |                          | <input type="checkbox"/> | <i>negative</i>          |                          | <input type="checkbox"/> | <i>interrogative</i> <input type="checkbox"/> |

Task 5

Fill in the blank with the appropriate form of **have**

- Most cities \_\_\_\_\_ smog problems.
- Our library \_\_\_\_\_ books about the environment.
- She \_\_\_\_\_ a beautiful dog called "Lobo".
- Rural areas \_\_\_\_\_ clean air.
- Rivers \_\_\_\_\_ pollution problems too.
- Because of acid rain, we \_\_\_\_\_ more health problems.
- Large cities \_\_\_\_\_ a lot of smog.
- People must \_\_\_\_\_ more green plants at home.
- We \_\_\_\_\_ a large collection of "Queen" music.
- Vegetables \_\_\_\_\_ many vitamins.

**Words at work**

**Task 1**

Write the missing words.

|                     |             |          |            |             |               |
|---------------------|-------------|----------|------------|-------------|---------------|
| 0                   | 1           | 2        | 3          | 4           | 5             |
| zero                | one         | two      | three      | four        | five          |
| 6                   | 7           | 8        | 9          | 10          | 11            |
| six                 | seven       | eight    | nine       | ten         | eleven        |
| 12                  | 13          | 14       | 15         | 16          | 17            |
| twelve              | thirteen    | fourteen | fifteen    | sixteen     | seventeen     |
| 18                  | 19          | 20       | 21         | 30          | 32            |
|                     |             | twenty   |            | thirty      |               |
| 40                  | 43          | 50       | 54         | 60          | 65            |
| forty               |             |          | fifty-four |             | sixty-five    |
| 70                  | 76          | 80       | 87         | 90          | 100           |
|                     | seventy-six | eighty   |            | one-hundred |               |
| 101                 | 110         | 119      | 200        | 218         | 300           |
| one-hundred and one |             |          |            |             | three-hundred |
| 317                 | 400         | 416      | 500        |             |               |

**Task 2**

Write the missing ordinal numbers.

|              |                |            |            |           |
|--------------|----------------|------------|------------|-----------|
| 1st          | 2nd            | 3rd        | 4th        | 5th       |
| first        | second         | third      | fourth     | fifth     |
| 6th          | 7th            | 8th        | 9th        | 10th      |
| sixth        | seventh        | eighth     | ninth      | tenth     |
| 11th         | 12th           | 13th       | 14th       | 15th      |
| eleventh     | twelfth        | thirteenth | fourteenth | fifteenth |
| 16th         | 17th           | 18th       | 19th       | 20th      |
|              |                |            |            | twentieth |
| 21st         | 29th           | 30th       | 38th       | 40th      |
| twenty-first | twenty-ninth   | thirtieth  |            | fortieth  |
| 47th         | 50th           | 56th       | 60th       | 65th      |
|              | fiftieth       |            | sixtieth   |           |
| 70th         | 74th           | 80th       | 83rd       | 90th      |
|              | seventy-fourth | eightieth  |            | ninetieth |
| 92nd         | 100th          |            |            |           |

Unit 1

Task 3a

Write the word of the next number in the sequence:

- |    |                  |              |
|----|------------------|--------------|
| 1  | 10, 20, 30, 40,  | <u>fifty</u> |
| 2  | 100, 98, 97, 96, | _____        |
| 3  | 11, 22, 33, 44,  | _____        |
| 4  | 6, 12, 18, 24,   | _____        |
| 5  | 48, 51, 54, 57,  | _____        |
| 6  | 39, 49, 59, 69,  | _____        |
| 7  | 60, 65, 70, 75,  | _____        |
| 8  | 88, 85, 82, 79,  | _____        |
| 9  | 29, 24, 19, 14,  | _____        |
| 10 | 53, 43, 33, 23,  | _____        |

Task 3b

Write the words of the next numbers in the sequence.

- |                   |               |              |
|-------------------|---------------|--------------|
| 2nd, 4th, 6th,    | <u>eighth</u> | <u>tenth</u> |
| 15th, 14th, 13th, | _____         | _____        |
| 33rd, 32nd, 31st, | _____         | _____        |
| 5th, 10th, 15th,  | _____         | _____        |
| 10th, 1st, 9th,   | _____         | _____        |
| 43rd, 33rd, 23rd, | _____         | _____        |
| 5th, 4th, 3rd,    | _____         | _____        |
| 11th, 9th, 7th,   | _____         | _____        |
| 1st, 2nd, 3rd,    | _____         | _____        |
| 4th, 2nd, 8th,    | _____         | _____        |

Task 4a

Listen to and circle the numbers that you hear.

- |    |                    |         |
|----|--------------------|---------|
| 1  | 7, 10, 22, 44, 50  | = _____ |
| 2  | 4, 20, 13, 30, 40  | = _____ |
| 3  | 2, 7, 12, 15, 60   | = _____ |
| 4  | 8, 18, 28, 38, 48  | = _____ |
| 5  | 10, 11, 14, 15, 19 | = _____ |
| 6  | 20, 25, 27, 29, 30 | = _____ |
| 7  | 40, 43, 46, 48, 50 | = _____ |
| 8  | 51, 53, 56, 59, 60 | = _____ |
| 9  | 62, 64, 65, 67, 69 | = _____ |
| 10 | 78, 80, 83, 90, 99 | = _____ |

Total \_\_\_\_\_

Add up the numbers you circled. What is the total?

Task 4b

Tick (✓) the number you hear. Then, write the word for the number.

- |          |          |
|----------|----------|
| 13 _____ | 30 _____ |
| 12 _____ | 20 _____ |
| 60 _____ | 16 _____ |
| 50 _____ | 15 _____ |
| 14 _____ | 40 _____ |
| 70 _____ | 17 _____ |
| 19 _____ | 90 _____ |
| 18 _____ | 80 _____ |

**Task 5**

Write these sentences using numbers.

- 1 He paid one hundred and fifty dollars. He paid \$ 150.00
- 2 My phone number is three, two, five, oh, double-six, eight. \_\_\_\_\_
- 3 In nineteen thirty-seven, Professor Howard developed some ideas about mechanical calculations. \_\_\_\_\_
- 4 Automatic computation began in eighteen twelve. \_\_\_\_\_
- 5 Tulum is situated one hundred twenty-nine kilometers to the south of Cancun. \_\_\_\_\_
- 6 One centimeter is zero point three nine three seven inches. \_\_\_\_\_

**Task 6**

Complete the paragraph with appropriate verbs from the list, making sure to put them in their correct form.

- |       |      |
|-------|------|
| dress | pack |
| lock  | do   |
|       | wrap |

I enjoy traveling for a holiday, but the best part is coming home again. I get home. I (1) \_\_\_\_\_ the door of my apartment. I put my suitcase on the floor and start to (2) \_\_\_\_\_ it. I take out the things I bought on holiday, I carefully (3) \_\_\_\_\_ them, look at them, and put them on the table. I feel tired, but very happy. I go into the bedroom. I (4) \_\_\_\_\_ my blazer and shoes. I take them off. I (5) \_\_\_\_\_ and I have a bath. I relax. Home Sweet Home!

**Task 7**

Use the dictionary to check the meaning of these words, they can all have the prefix "mis-". Add this to the words

- |                  |                  |
|------------------|------------------|
| _____ spell      | _____ play       |
| _____ step       | _____ hear       |
| _____ pronounced | _____ interpret  |
| _____ treat      | _____ use        |
| _____ advise     | _____ understand |

- Now check the meaning of the words again.
- What is the meaning of the prefix "mis-"?
- Can you think of other words formed in the same way?

Task 8

Work in pairs: look it up!

(task on page 27)

76 COMPUTERS

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Computerland's address is 4500 San Bernardo. What is the telephone number?  
 The telephone number of Castillo Compu-Tech, Inc. is 726-4224 or 726-4942.  
 What is the address?

Find the addresses and telephone numbers of the other businesses, noted in the address book.

ADDRESS BOOK

| Name                        | Address           | Telephone            |
|-----------------------------|-------------------|----------------------|
| Computerland                | 4500 San Bernardo |                      |
| Castillo Compu-Tech         |                   | 726-4224<br>726-4942 |
| Pro-Comp                    |                   |                      |
| Wordata                     |                   |                      |
| C & R Computers             |                   |                      |
| Computers Plus              |                   |                      |
| Southwest Computer Center   |                   |                      |
| Business Information System |                   |                      |
| RCS Computers               |                   |                      |
| Tech Mart Computers         |                   |                      |

Task 9

See text on page 9

Two words with the prefix "un-" appear in the text.

What are they?

What effect does the prefix have on the meaning of the word?

This prefix is used to make a word:

positive

negative

Task 10

Work in pairs; look it up!

The suffix "-er" changes verbs into nouns that mean "a person who..."

Example: A person who sings is a singer

works \_\_\_\_\_

writes \_\_\_\_\_

speaks \_\_\_\_\_

runs \_\_\_\_\_

reads \_\_\_\_\_

Check your dictionary for spelling changes.

Words like these are often used to form noun compounds.  
 "A taxidriver" is someone who drives a taxi.

A person who plays basketball is a: \_\_\_\_\_

A person who teaches English is an: \_\_\_\_\_

A person who drives a truck is a: \_\_\_\_\_

A person who writes scripts is a: \_\_\_\_\_

A person who produces movies is a: \_\_\_\_\_

## 2 Wonders: Natural and Man-made

### Time to read! (1)

Let's talk about records:

What is the biggest living animal on Earth?

What is the name of the tallest tree on Earth?

What is the longest river in the world?

Now, what do you know about the Nile?

What continent is it in?

What culture is usually associated with it?

What country is the Nile mostly associated with?

Before reading the text, the "River Nile", tick (✓) what you think the article will be about.

- History of the Egyptian culture.
- Geographical description.
- Importance to the Judeo-Christian religion.

In the text, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_\_\_ words

Check with members of your team who underlined more and increase your list.

Compare the total words of your team with other teams.

Task 10

Work in pairs; look it up!

The suffix "-er" changes verbs into nouns that mean "a person who..."

Example: A person who sings is a singer

works \_\_\_\_\_

writes \_\_\_\_\_

speaks \_\_\_\_\_

runs \_\_\_\_\_

reads \_\_\_\_\_

Check your dictionary for spelling changes.

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 "A taxidriver" is someone who drives a taxi.

A person who plays basketball is a: \_\_\_\_\_

A person who teaches English is an: \_\_\_\_\_

A person who drives a truck is a: \_\_\_\_\_

A person who writes scripts is a: \_\_\_\_\_

A person who produces movies is a: \_\_\_\_\_

## 2 Wonders: Natural and Man-made

### Time to read! (1)

Let's talk about records:

What is the biggest living animal on Earth?

What is the name of the tallest tree on Earth?

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In the text, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_\_\_ words

Check with members of your team who underlined more and increase your list.

Compare the total words of your team with other teams.



### The River Nile

The world's longest river, the Nile, traverses 35 degrees of latitude in eastern Africa, from below the equator northward to the Mediterranean Sea. Measured from the source of its remote headstream, its length is about 6600 kms. The Nile system gathers its waters from nine countries: Burundi, Rwanda, Tanzania, Kenya, Uganda, Zaire, the Sudan, Ethiopia, and Egypt all share its basin of some 2,978 sq km.

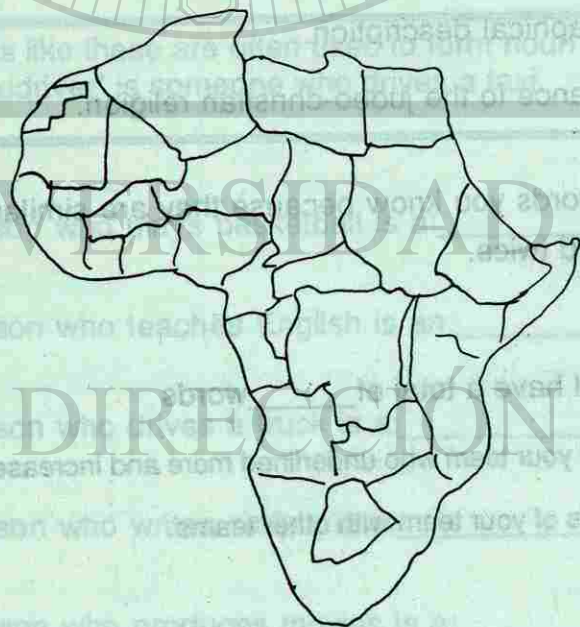
The source of the Nile is in the highlands of southern Burundi. From there, the Ruvironza river flows northward to become the Ruvubu. This river is joined by the Nyabarongo, which has tributaries from the southern side of the Virunga range in Rwanda. Together, they form the largest stream flowing into Lake Victoria, called the Kagera River, which enters Uganda from Tanzania. The distance along the Kagera-Ruvubu system is more than 800 km.

From Aswan northward to Cairo, the Nile irrigates Upper Egypt. For these 960 km, it flows between steep, rockwalled desert cliffs, and human settlement is virtually confined to the floodplain.

Although downstream from Aswan the river is no longer a natural system, but one controlled by human beings, the words of the ancient Greek historian Herodotus are true today: "Egypt is the gift of the Nile."

#### Task 1

On the map, darken the surface of countries where the Nile River passes through.



#### Task 2a

Find words in the text that mean more or less the same as these and write them on the lines.

- oriental \_\_\_\_\_
- origin \_\_\_\_\_
- affluents \_\_\_\_\_
- old \_\_\_\_\_
- Grecian \_\_\_\_\_

#### Task 2b

Fill in the blanks with the words you wrote in task 2a.

The River Nile is in the \_\_\_\_\_ region of Africa.

The \_\_\_\_\_ culture in Egypt developed along the Nile.

Many important \_\_\_\_\_ make the River Nile the longest river in the world.

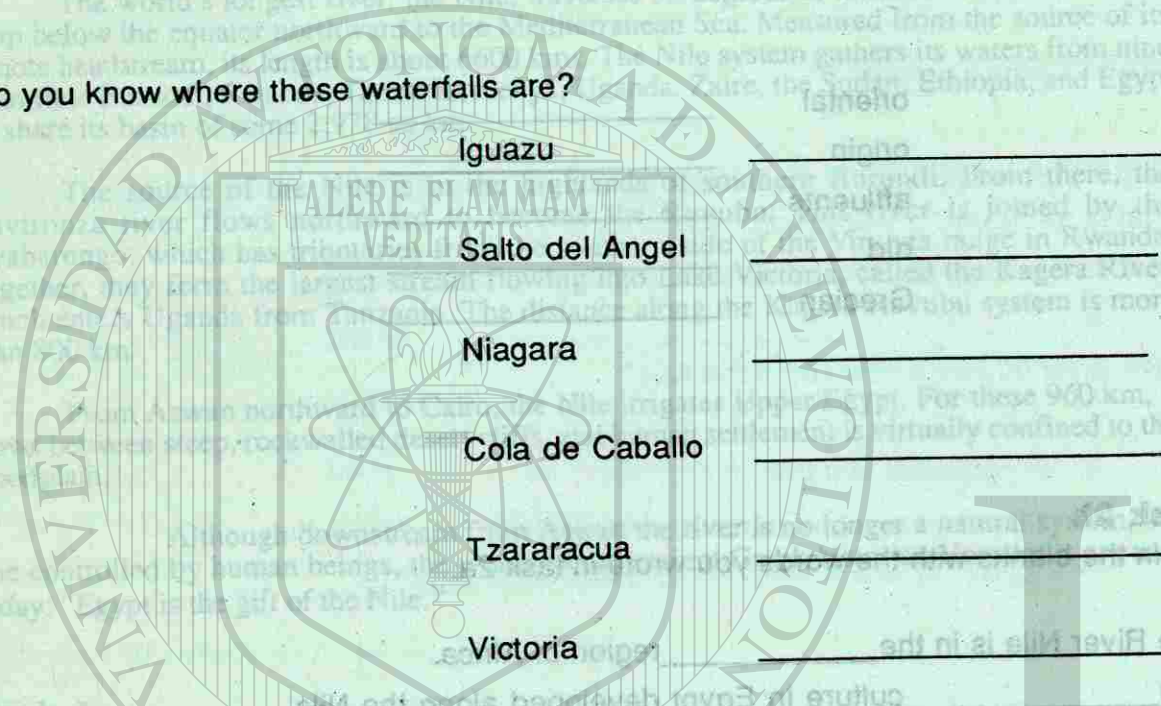
The Nile has its \_\_\_\_\_ in Burundi.

Herodotus was \_\_\_\_\_.

- Working in pairs, find out about the longest river in Mexico, and write a short description of it. Use the description of the Nile as a model.

**Time to read!** (2)

Do you know where these waterfalls are?



What differences are there between the Niagara Falls and the Cola de Caballo?

Work in small groups.

In the text **Niagara Falls**, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_\_\_ words

Check with members of your team who underlined more and increase your list. Compare the total words of your team with other teams.

**Niagara Falls**

This natural wonder consists of two waterfalls on the border between the United States and Canada, and lies between the cities of Niagara Falls, N.Y. and Niagara Falls, Ontario. The spectacular beauty of these waterfalls makes them a major tourist attraction in North America.

The falls, whose name come from the *Neutre* Indians and means "thundering water," are located at about the midpoint of the Niagara River, which separates the United States and Canada.

The total volume of water of the river varies with the seasons (more in summer and less in winter) but averages about 6,000 cubic meters per second. Of this, 2,830 cubic meters per second are allowed to flow over the falls during daylight hours of the tourist season and half that amount at other times. The rest is diverted for the production on hydroelectric power. The flow is regulated by an elaborated control system completed in 1963.

**Task 1**

Underline the best answer, according to the text.

The Niagara River is located in  
 North America      The USA      Canada

The origin of the word "Niagara" is  
 French Canadian      English      Native American

The quantity of water in the Niagara River is higher in  
 January      December      July

The term "Thundering Water" means that the water  
 runs      flows      roars

Part of the water is used for the production of  
 gas      electricity      nuclear weapons

**Task 2**

Complete the table with information from the text.

|   |  |
|---|--|
| Number of waterfalls forming the "Niagara Falls."   |  |
| Average cubic meters per second of water that flows over the Niagara Falls.                     |  |
| Number of cubic meters per second allowed to flow over the falls during daylight hours in July. |  |
| An elaborate control system was completed this year.  |  |

**Task 3**

Answer Yes or No.

YES NO

The flow has no variation in quantity all year round at Niagara Falls.

Niagara Falls is also a borderline between Canada and the United States.

Ontario is in the United States.

Working in pairs, investigate about falls near the region where you live. Write a short description of it.

**Time to read!** (3)

What do we celebrate on February 14th?

Why are love and death related in "Romeo and Juliet"?

Do you know how love and death are linked to the "Taj Mahal"?

In the text, underline the words you know because they are similar in Spanish. Do not underline the same word twice.

I have a total of \_\_\_ words

Check with members of your team who underlined more and increase your list.

Compare the total words of your team with other teams.

**The Taj Mahal at Agra, India**

- 1 When the Mohammedan invaders from Persia (called Mongols) invaded India in the 16th century, they carried many ideas with them that resulted in the construction of the incredible work of art called Taj Mahal. This nearly perfect structure was completed at Agra in the 1600's by Shah Jehan as a tomb for himself and his wife, who had borne the title "Taj Mahal" ("Crown of the Palace"). Shah Jehan loved his wife so much that he built this unusual tomb as a symbol of their love. This main construction rises on a walled platform surrounded by an immense park with a long reflecting pool and orderly rows of shrubs and trees. The main dome is shaped like a rose-bud, a style that became a major element of Mohammedan mosques. Four smaller domes cover four sides of the eight-sided structure, but do not support the main dome.

Although the Taj Mahal was constructed late in Mohammedan history, it is a perfect example of Mohammedan style. The Hindus, whose religion predominates in India, have never erected a religious or historical structure to match the magnificent splendor and classic symetry of this monument.

**Task 1**

Which line(s) tell(s) about...

- \_\_\_\_\_ an invasion of India.
- \_\_\_\_\_ the meaning of the expression "Taj Mahal".
- \_\_\_\_\_ a technical explanation of the Taj Mahal structure.
- \_\_\_\_\_ the most important religion in India.
- \_\_\_\_\_ the purpose of constructing the "Taj Mahal".

**Task 2**

Match the following concepts:

Mohammedan style ( ) 1 Means "Crown of the Palace."

Shah Jehan ( ) 2 A place in India.

Persia ( ) 3 Invaders of India in the 16th century.

Taj Mahal ( ) 4 Home country of Mongols.

Mongols ( ) 5 Creator of Taj Mahal.

Agra ( ) 6 Classification of the Taj Mahal construction.

Which monuments as magnificent as the Taj Mahal are there in Mexico?

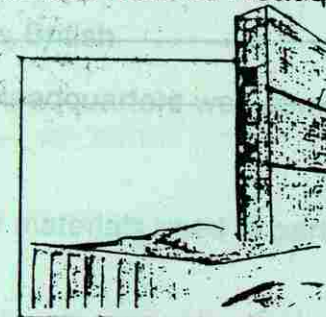
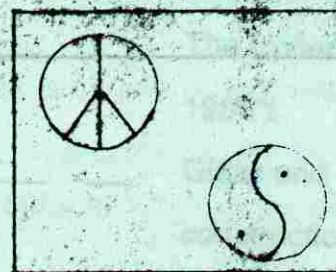
What do you know about their history?

Write a description about one of them for a tourist guide, using the Taj Mahal as a model.

**Time to read! (4)**

Choose a title for each drawing:

- A) World War II
- B) Death
- C) Peace symbols
- D) United Nations Flag
- E) United Nations Headquarters



Who is the present General Secretary of the United Nations?  
There will be a prize for the first right answer!

What was the purpose of creating the United Nations?

Where is the headquarters of the United Nations?

Make a list of any events you know in which the United Nations was involved:

---



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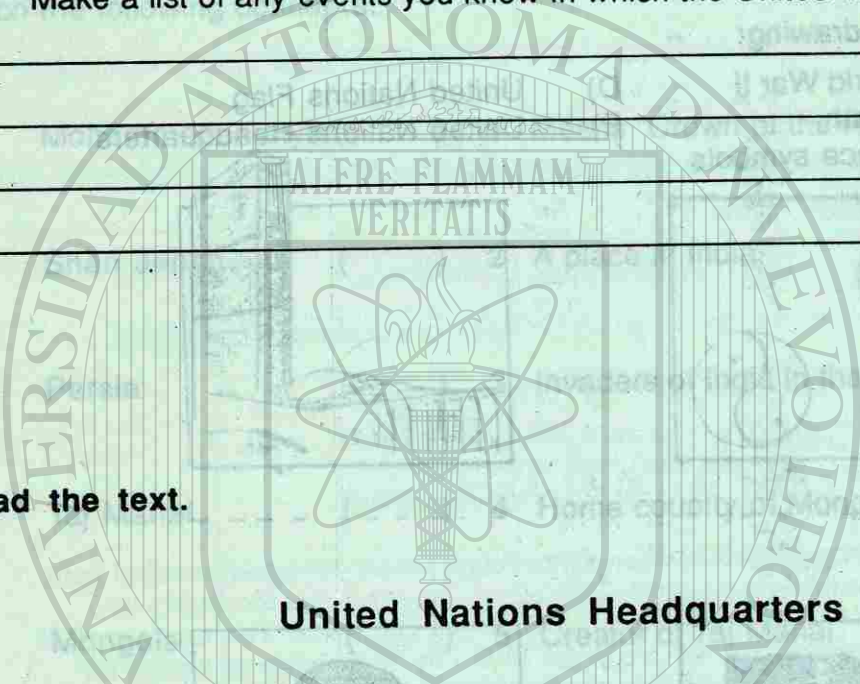


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---

Read the text.



**United Nations Headquarters**

When the United Nations decided to build a permanent home, as principal architect they choose Wallace Harrison, who was born in the United States in 1895. 150 other architects were also chosen from other nations to design the headquarters. The site for the headquarters was the eastern section of the island of Manhattan in New York City. Land for the "World Capital" was donated by an American millionaire, John D. Rockefeller, Jr. When it was completed in 1950, the United Nations Headquarters had cost about \$70,000,000.00 It is made up of four buildings: the Library, General Assembly, Secretariat and Conference buildings. The rest of the 17.5 acre site was converted into a park. The dominant building of the group is the 39-floor glass and marble construction that forms the Secretariat Building. This building houses offices representing all of the nations that participate in the United Nations.

The United Nations objective is peace and welfare throughout the world... But, how well do you think it has been achieved?

**Task 1**

Answer Yes or No

YES NO

- Manhattan is far from the Atlantic Ocean.
- The United Nations Headquarters is in New York State.
- Wallace Harrison was British.
- The United Nations Headquarters was completed in the 1980's.
- Glass and marble are materials used in part of the construction.

**Task 2**

Complete the questionnaire below.

Which idea is the most important to you? Discuss your answer in pairs.

**PERSONAL QUESTIONNAIRE**

| DO YOU AGREE?  | YES | NO | WHY? |
|--|-----|----|------|
| The construction of the U. N. Headquarters was necessary.              |     |    |      |
| The term "World Capital" for the United Nations is appropriate.        |     |    |      |
| New York City is a good place to have the United Nations Headquarters. |     |    |      |

**Task 3**

Find words in the text that mean about the same as these:

To construct \_\_\_\_\_ Place \_\_\_\_\_  
 Selected \_\_\_\_\_ Finished \_\_\_\_\_  
 Countries \_\_\_\_\_ Partake \_\_\_\_\_

**Task 4**

Fill in the blanks using the words you wrote in **Task 3**.

Many countries \_\_\_\_\_ in the United Nations.  
 Architects from several \_\_\_\_\_ participated in designing the  
 United Nations Headquarters.  
 The construction was \_\_\_\_\_ in 1950.  
 Wallace Harrison was \_\_\_\_\_ to build the United Nations  
 Headquarters.  
 The \_\_\_\_\_ selected for the building was New York City.  
 The countries wanted \_\_\_\_\_ a permanent home.

Discuss this in groups.

*The UN has been involved in Somalia, Bosnia, Palestine, Haiti, Kuwait and many other places. Choose one place. Find out as much as you can in your school library, and write the information your group collects. Compare with others.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

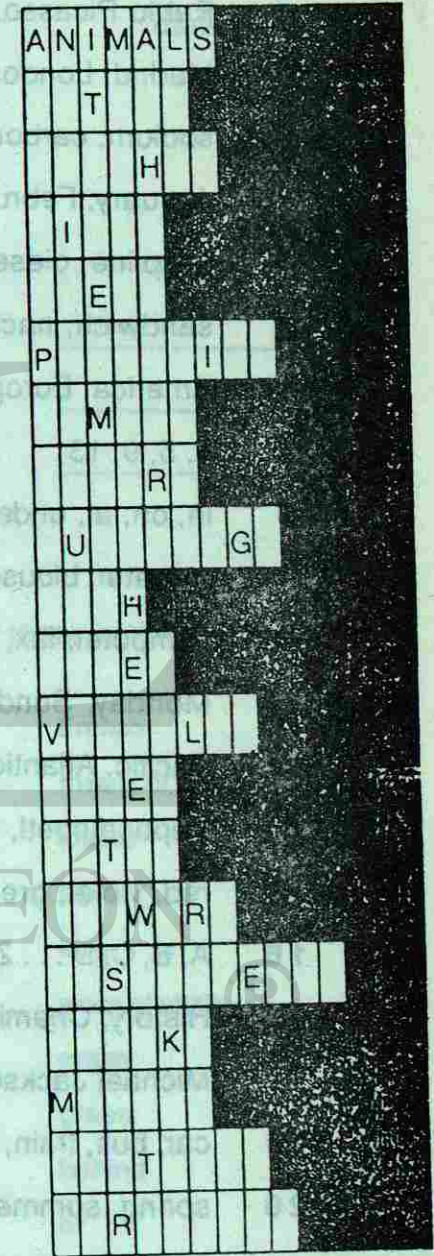
\_\_\_\_\_

**Skill: Identifying Class and Class members**

**Task 1**

Complete the following puzzle with a word which has a more general meaning than the others. Before starting, look at the example:

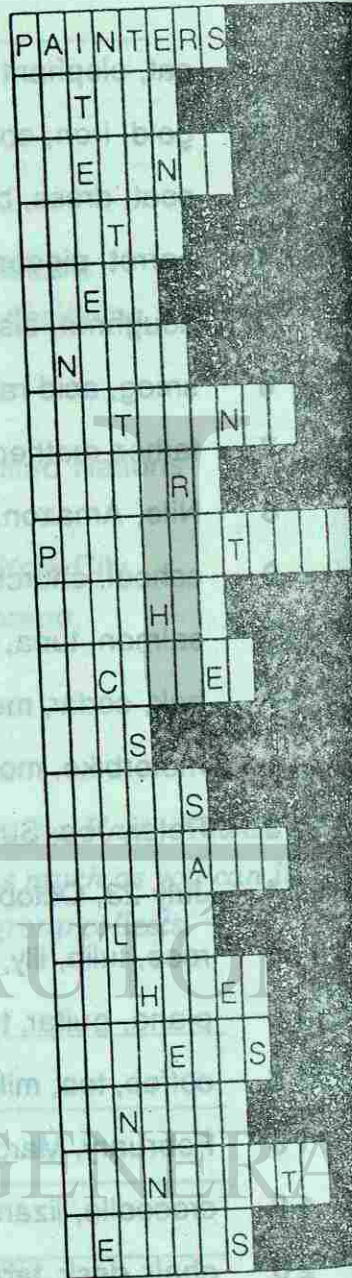
- 1 cat, elephant, lion, dog
- 2 gold, iron, copper, silver
- 3 coat, dress, blouse, raincoat
- 4 parrot, pigeon, eagle, owl
- 5 doughnut, biscuit, pie, cake
- 6 smog, acid rain, waste
- 7 father, mother, son, daughter
- 8 Nile, Amazon, Suchiate, Usumacinta
- 9 school, church, house, palace
- 10 salmon, tuna, sardine, trout
- 11 oak, cedar, mesquit
- 12 motorbike, motorboat, truck, car
- 13 Peter, Joe, Susy, Natalie
- 14 July 23, October 21, November 27, December 8
- 15 rose, tulip, lily, violet
- 16 piano, guitar, trumpet, violin
- 17 coffee, tea, milk, juice
- 18 February, March, June, July
- 19 crocodile, lizard, snake, chameleon
- 20 chair, desk, table, sofa



Task 2

Write one name for each of the following groups. Before starting, look at the example:

- 1 Pablo Picasso, Diego Rivera, Salvador Dali
- 2 Madrid, London, New York, Ontario
- 3 sodium, carbon, calcium, chlorine
- 4 January, February, August, July
- 5 gasoline, diesel, oil, alcohol
- 6 sandwich, nachos, hamburger, hot dogs
- 7 America, Europe, Africa, Asia
- 8 1, 5, 9, 13
- 9 in, on, at, under
- 10 sweater, blouse, coat, shirt
- 11 computer, fax, calculator
- 12 Monday, Sunday, Saturday, Tuesday
- 13 Pacific, Atlantic, Arctic, Indian
- 14 Popocatepetl, Iztaccihuatl, Pico de Orizaba
- 15 red, violet, green, orange
- 16 A, B, C, D... Z
- 17 History, Chemistry, Biology, Physics
- 18 Michael Jackson, Whitney Houston, Gloria Stefan
- 19 car, bus, train, helicopter
- 20 spring, summer, autumn, winter



Task 3

Circle the word in each list that has a more general meaning than the other words.

- |         |        |            |          |
|---------|--------|------------|----------|
| Earth   | apple  | football   | teacher  |
| planets | banana | baseball   | mechanic |
| Jupiter | fruit  | volleyball | jobs     |
| Pluto   | melon  | sports     | dentist  |

Task 4

Make a list of members of these classes:

- |        |       |        |
|--------|-------|--------|
| Oceans | Lakes | Rivers |
|--------|-------|--------|

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Task 5

Underline the word that is more general than the other three words :

- |             |           |              |                        |
|-------------|-----------|--------------|------------------------|
| language    | English   | German       | French                 |
| telephone   | radio     | newspaper    | means of communication |
| microwave   | appliance | refrigerator | toaster                |
| chair       | sofa      | furniture    | table                  |
| feeling     | hate      | envy         | love                   |
| blackboard  | eraser    | classroom    | piece of chalk         |
| heart       | lungs     | liver        | organ                  |
| color       | orange    | black        | green                  |
| in front of | beside    | place        | behind                 |
| and         | connector | but          | or                     |
| device      | brake     | piston       | clutch                 |

### Clearing it up

There is - there are.

#### Task 1

Practice the dialogue.

Sarah is a teacher. She's just moved into a new apartment. She meets her neighbor Peter for the first time.

Peter: Hello there. My name is Peter. I have the apartment opposite.  
 Sarah: Hi, glad to meet you. I'm Sarah. Are there any restaurants around here?  
 Peter: Yes, there are some in the shopping mall, at the end of the street.  
 Sarah: Oh good. I'm starving, I need some copies too, is there a copy service?  
 Peter: Well, I think there's one across from the post office.  
 Sarah: Thanks Peter.  
 Peter: By the way, there's a Disco a couple of blocks away.  
 Sarah: A Disco?...that's great!

#### Task 2

Now, think about the verb **be**. Can you work out the negative form of **there is**, **there are**?

a, an, any, some, is, are, not

|                      | SINGULAR            | PLURAL              |
|----------------------|---------------------|---------------------|
| <b>Affirmative</b>   | There _____         | There _____         |
| <b>Negative</b>      | There _____         | There _____         |
| <b>Interrogative</b> | _____ there _____ ? | _____ there _____ ? |

#### Task 3

Complete these conversations.

Teacher: Excuse me, is \_\_\_\_\_ an eraser here?

Robert: Yes, there \_\_\_\_\_. There \_\_\_\_\_ one on the desk.

Teacher: Thanks a lot.

Teacher: I'm new in the school \_\_\_\_\_ there a library in this building?

Peter: Yes, there \_\_\_\_\_ two, but they are on the second floor.

Teacher: That's good. Oh Peter, by the way \_\_\_\_\_ any theaters near the school?

Peter: No, \_\_\_\_\_ . But \_\_\_\_\_ a movie theater around the corner.

Teacher: Thanks. Oh, what about a bank?

Peter: No, \_\_\_\_\_ one near here, but \_\_\_\_\_ some downtown.

Teacher: Thanks a lot.



**Words at work**

**Task 1a**

See the text on page 35

Two words with the prefix in \_\_\_\_\_, un \_\_\_\_\_ appear in the text.

What are they?

What effect do the prefixes have on the meaning of the word?

**Task 1b**

Underline the prefixes in the following words:

disorder

incapable

impossible

unbelievable

irregular

illegal

Guess the meaning of each prefix.

Think of other words formed with the same prefixes.

These prefixes are used to make a word:

Positive

Negative

**Task 1c**

What prefix would you add to each of these words in order to make them negative?

\_\_\_\_\_ agree

\_\_\_\_\_ predictable

\_\_\_\_\_ ability

\_\_\_\_\_ organized

\_\_\_\_\_ trained

\_\_\_\_\_ mortal

\_\_\_\_\_ responsible

\_\_\_\_\_ familiar

\_\_\_\_\_ human

\_\_\_\_\_ direct

\_\_\_\_\_ credible

\_\_\_\_\_ patient

\_\_\_\_\_ logical

\_\_\_\_\_ approve

\_\_\_\_\_ covered \*

\_\_\_\_\_ flexible

\_\_\_\_\_ relevant

\_\_\_\_\_ comfortable

\*You can use more than one prefix before this word.

How does the meaning change?

Is each root word a noun or an adjective?

Use your dictionary!

**Task 2**

Select the correct word from the following list. Add the correct prefix.

legal

honest

polite

conscious

regular 

1. Those boys didn't say "please" or "thank you." They were very \_\_\_\_\_.
2. After the accident, he was \_\_\_\_\_ for 15 minutes.
3. He always tells lies. He's completely \_\_\_\_\_.
4. The use of drugs is against the law. It's \_\_\_\_\_.
5. The bus schedule is very \_\_\_\_\_. Sometimes we have to wait for up to one hour.

Task 3a

Read these sentences:



Beethoven was born in the 18th century.

John Lennon was killed by a madman in 1980.

On March 10, 1876, Alexander Graham Bell invented the telephone.

Kids usually wake up at nine o'clock on Saturday.

They usually play soccer on weekends.



Task 3b

Complete this table with: in on or at

|                                     |   |
|-------------------------------------|---|
| We use <input type="checkbox"/> for | times of the day<br>specific periods    |
| We use <input type="checkbox"/> for | months<br>seasons<br>years<br>centuries |
| We use <input type="checkbox"/> for | days of the week<br>dates               |

Task 3c

Now, complete the tables with: in on or at

| Times of the day / Specific periods |              |
|-------------------------------------|--------------|
| <input type="checkbox"/>            | five o'clock |
| <input type="checkbox"/>            | seven thirty |
| <input type="checkbox"/>            | midnight     |
| <input type="checkbox"/>            | Christmas    |
| <input type="checkbox"/>            | Easter       |
| <input type="checkbox"/>            | the weekend  |

| Months / Seasons<br>Years / Centuries |                          |
|---------------------------------------|--------------------------|
| <input type="checkbox"/>              | February                 |
| <input type="checkbox"/>              | November                 |
| <input type="checkbox"/>              | summer                   |
| <input type="checkbox"/>              | winter                   |
| <input type="checkbox"/>              | 1994                     |
| <input type="checkbox"/>              | the twenty first century |

| Days of the week / Dates |                |
|--------------------------|----------------|
| <input type="checkbox"/> | Sunday         |
| <input type="checkbox"/> | Friday         |
| <input type="checkbox"/> | September 16th |
| <input type="checkbox"/> | July 4th       |
| <input type="checkbox"/> | November 24th  |

Task 3 d

Complete the sentences with: **in, on or at.**

- 1 \_\_\_\_\_ Sunday, we wake up \_\_\_\_\_ ten o'clock \_\_\_\_\_ the morning.
- 2 The teacher arrived \_\_\_\_\_ quarter past four \_\_\_\_\_ the afternoon \*
- 3 In the USA people play football \_\_\_\_\_ winter and baseball \_\_\_\_\_ summer.
- 4 I often study late \_\_\_\_\_ night.
- 5 Oscar usually plays baseball \_\_\_\_\_ Tuesdays and football \_\_\_\_\_ Saturdays.

\* **Look :** in the morning, \_\_\_\_\_ in the evening,  
 in the afternoon \_\_\_\_\_ but **at** night

Task 4

Make sentences.

Example:

When is the Mexican Independence Day?

Mexican Independence Day is on September. 16th

When is Christmas Day?

\_\_\_\_\_

When is your birthday?

\_\_\_\_\_

When is Columbus Day?

\_\_\_\_\_

When does summer begin?

\_\_\_\_\_

Task 5

Read the text and transfer the information in it to the table.

Of Mexico's eighty-one million people, sixty percent are mestizo. This means they are of

mixed European and native American descendant.

An additional thirty percent are of fifty-six

different native

American groups.

Nine percent are white

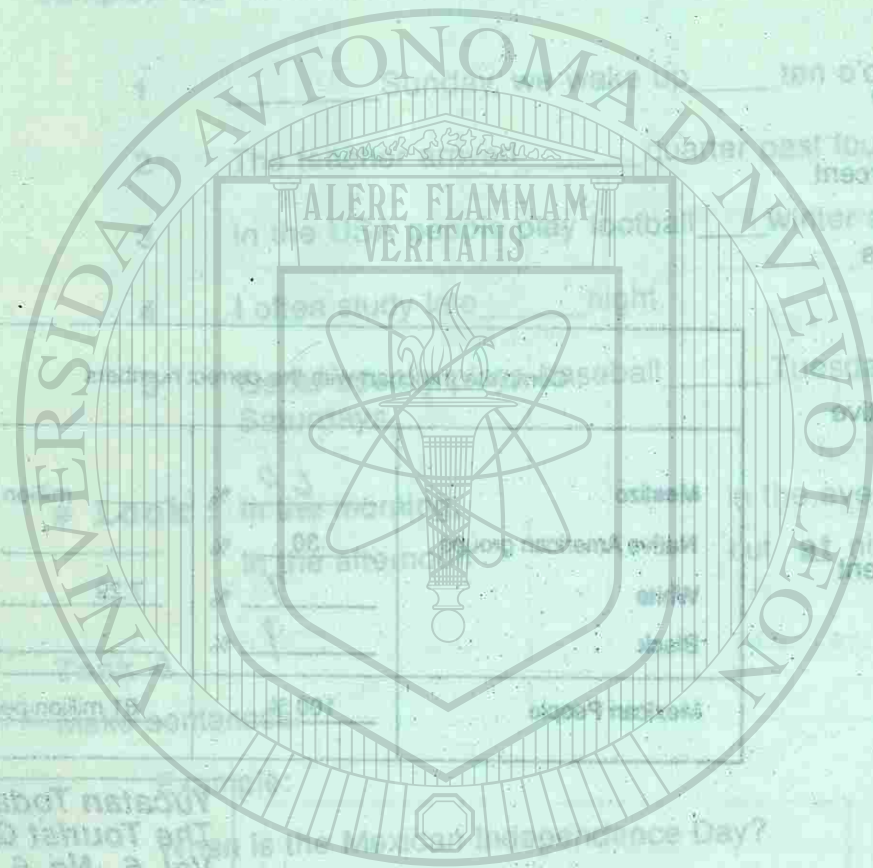
and only one percent

is black.

Complete the chart with the correct numbers

|                        |             |                      |
|------------------------|-------------|----------------------|
| Mestizo                | <u>60</u> % | _____ million people |
| Native American groups | 30 %        | _____                |
| White                  | <u>9</u> %  | 7.29                 |
| Black                  | <u>1</u> %  | _____                |
| Mexican People         | 100 %       | 81 million people    |

Yucatan Today  
 The Tourist Guide  
 Vol. 6, No. 6  
 June 15, 1993



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DIRECCIÓN GENERAL DE BIBLIOTECAS

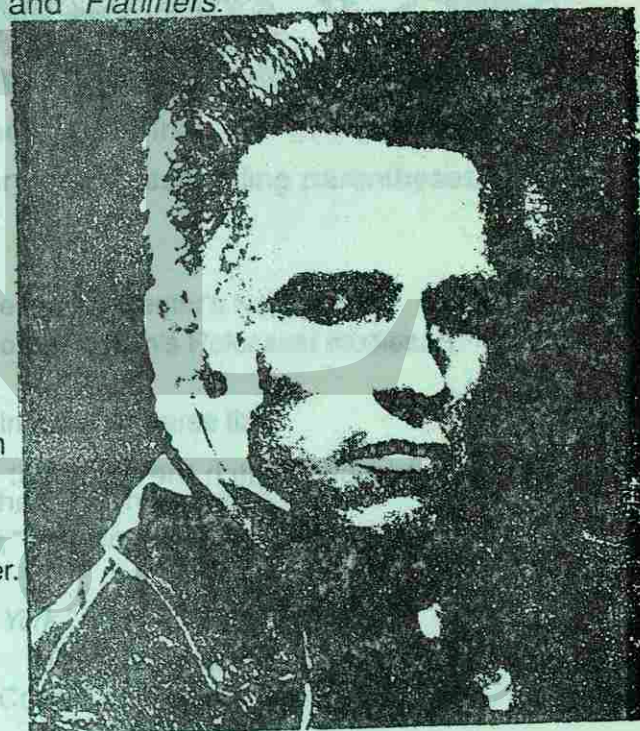
### 3 Famous people

#### Time to read! (1)



#### Who's who?

Julia Roberts is a young, popular actress. She was born in Georgia, USA. People in many countries know her because of movies like "Pretty Woman," "Steel Magnolias," "Sleeping with the Enemy" and "Flatliners."



The world's most popular movie star is an Austrian-born ex-body-builder with the improbable name of Arnold Schwarzenegger. He made ten films during the 80's, including "Conan the Barbarian," "The Terminator," "Commando" and "Predator."



One of the iconoclastic, controversial and most talked-about American filmmakers of the past thirty years, Francis Ford Coppola lists among his credits such note-worthy movies as "The Godfather" (Parts I, II and III), "The Conversation," "Apocalypse Now," "The Cotton Club," "Peggy Sue Got Married" and "Tucker: The Man and his Dream."

Who's who? Match the columns:

- |   |                       |       |  |
|---|-----------------------|-------|--|
| 1 | Julia Roberts         | _____ | A famous movie director.                     |
| 2 | Arnold Schwarzenegger | _____ | An American actress known as "Pretty Woman." |
| 3 | Francis Ford Coppola  | _____ | A popular muscleman.                         |

Vocabulary in context.

Match the words with similar meaning.

- |               |               |
|---------------|---------------|
| controversial | - not old     |
| popular       | - well-known  |
| young         | - outstanding |
| improbable    | - conflictive |
| note-worthy   | - unlikely    |

Task 1

According to the text about Arnold Schwarzenegger, put the following events into the order they happened by numbering them 1-7. First scan in the text the years when the events occurred, then write them in the corresponding parentheses.

- \_\_\_\_\_ Schwarzenegger received the Simon Wiesenthal Center's National Leadership Award for his support of the organization's Holocaust studies. ( )
- \_\_\_\_\_ He became the youngest man ever to win a Mr. Universe title. ( )
- \_\_\_\_\_ Schwarzenegger made ten films during the 80's. These included "Conan the Barbarian," "The Terminator," "Commando" and "Predator." ( )
- \_\_\_\_\_ He appeared in "Hercules goes to New York." ( )
- \_\_\_\_\_ He became chairman of the President's Council on Physical Fitness and Sports in the U.S.A. ( )
- \_\_\_\_\_ He arrived in the United States to compete in a Mr. Universe contest. ( )
- \_\_\_\_\_ Schwarzenegger won a Golden Globe Award as best new actor. ( )

## Schwarzenegger, Arnold

July 30, 1947 Actor, bodybuilder, entrepreneur, writer Address: c/o Oak Productions, 321 Hampton Dr., Ste. 203, Venice, Calif. 90291 Parker Public Relations, 11500 W. Olympic Blvd., Ste. 400, Los Angeles, Calif. 90064

NOTE: This biography supersedes the article that appeared in *Current Biography* in 1979

1 The world's most popular movie star is an Austrian-born ex-bodybuilder with the improbable name of Arnold Schwarzenegger. His unflagging toil, unquenchable self-confidence, and engaging, media-savvy personality have enabled him to emerge from an obscure Alpine village to become the most famous of all musclemen (he appeared on no fewer than five magazine covers in June 1990 alone).

2 The first bodybuilder to parlay his vein-popping biceps into a viable film career, Schwarzenegger made ten films during the 1980s—including *Conan the Barbarian*, *The Terminator*, *Commando*, and *Predator*—that took in a combined total of more than \$1 billion worldwide at the box office. More recently, *Total Recall* and *Terminator 2: Judgment Day* have proved that the Schwarzenegger appeal is as formidable as ever. An astute businessman who has invested his earnings in real estate, he has amassed a fortune estimated at \$50 million and is one of the ten wealthiest entertainers in the United States.

3 Arnold Alois Schwarzenegger, whose surname means "black plowman," was born on July 30, 1947 in Graz, Austria, the younger son of Gustav Schwarzenegger and Aurelia (Jedrny) Schwarzenegger. His father was the police chief in Thal, a nearby village where Arnold and his brother, Meinhard, grew up in postwar austerity. The family did not have indoor plumbing, a telephone, or a refrigerator until Arnold was fourteen. "With that kind of upbringing," he has observed, "you learn not to take anything for granted." "Today in America," he commented in an interview with Richard Corliss for *Time* (December 24, 1990), "I see kids comfortable, getting everything they want. . . . And I realize that stability will never create the hunger it takes to go beyond the limits where others have been. For that, you have to be a little off. Something has to happen in your childhood that you say, 'I am going to make up for this.'"



4 So respectful of authority figures was Schwarzenegger that, as a boy, he "was always dreaming of very powerful people, dictators and things like that." After seeing his first movie when he was eleven, he became "fascinated with America" and felt "an urge that [he] was meant for something big." Suddenly, as he wrote in *Men's Fitness* (August 1991), he "despised being in a little country. . . . I did not want anything about my life to be little. What I wanted was to be part of the big cause, the big dreamers, the big skyscrapers, the big money, the big action. Everything in the United States was so big. That's what I enjoy about this country."

5 Figuring that bodybuilding could gain him entrance into the United States, Schwarzenegger became serious about physical culture in his early teens, when he began to lift weights in order to train for the local soccer team. His parents forbade him to spend more than three nights a week in the local gym in a futile attempt to deflect their son from his strange, newfound obsession, but he circumvented their intentions by working out in an unheated room of the house. "When I was fifteen," he recalled in his interview with Nancy Collins, "I had a clear vision of myself being onstage winning the Mr. Universe contest, and I was driven by that thought. It was a very spiritual thing in a way, because I had such faith in the route, the path, that it was never a question, in my mind, that I would make it."

After graduating from secondary school in 1965, Schwarzenegger joined the Austrian army, which served him meat every day, instead of once a week, as his mother had done at home. "The meat made my body respond tremendously," he told Nancy Collins, "because all of a sudden it got all this protein." After only one month in military service, he won the Junior Mr. Europe title in Stuttgart, Germany. Having gone AWOL to compete, he spent a year in the brig. Although he gradually grew strong enough to bench-press 500 pounds, he eventually abandoned the potentially injurious power lifts in favor of developing all the muscles of his body in perfect, harmonious proportion. "I felt like Leonardo da Vinci," he has said. "I was a sculptor shaping the body."

6 Training for five hours a day might seem to require an enormously disciplined character, but Schwarzenegger has insisted that it had nothing to do with discipline. "I loved it," he has said, "because I knew that every time I went to the gym I was one step closer to winning the competition." During an interview with Joan Goodman for *Playboy* (January 1988), he said, "I was taught that pain and suffering were not obstacles you should even think about. You just go through them." His stoic attitude paid off in 1967, when, at the age of twenty, he became the youngest man ever to win a Mr. Universe title. The year before he had been named Mr. Europe, Best-Built Man of Europe, and winner of the International Powerlifting Championship.

In 1968 Schwarzenegger fulfilled another of his dreams when he arrived in the United States to



compete in a Mr. Universe contest in Miami Beach, Florida. Shocked by placing second—a rare loss—he reacted with determination to win the next time. At the invitation of Joe Weider, the publisher of *Muscle and Fitness*, *Flex*, *Shape*, and other bodybuilding magazines, Schwarzenegger went to Los Angeles to write articles (in German) for Weider's publications and to trade training tips. In 1970 he scored an unprecedented triple by winning the Mr. World, Mr. Universe, and Mr. Olympia titles. By 1975, when he retired from bodybuilding (because he "wasn't giving the others a chance"), the Austrian Oak had won the Mr. Olympia title six consecutive times and the Mr. Universe title five times. In 1980 he emerged from retirement to win the Mr. Olympia contest for an unprecedented seventh time, making him winner of more professional-bodybuilding contests than any competitor in the world.

7 Under the pseudonym Arnold Strong, he appeared in *Hercules Goes to New York* (1970), a low-budget affair made for Italian television. Using the same name, he obtained a bit part in Robert Altman's *The Long Goodbye* (1973). An appearance on the *Merv Griffin Show* in 1975 led to an invitation from Lucille Ball to appear on her television special *Happy Anniversary and Goodbye* that year, and Schwarzenegger landed his first important—albeit small—role in film the following year, in Bob Rafelson's *Stay Hungry*. As the leader of a contingent of bodybuilders in that comedy-melodrama based on Charles Gaines's novel, Schwarzenegger won a Golden Globe Award as best new actor. But his next two ventures (not including the well-received *Pumping Iron* in 1977) did nothing for his career. He played a cowboy in Hal Needham's *The Villain* (1979) and starred opposite Loni Anderson in the made-for-television movie *The Jayne Mansfield Story* (1980).



8 A naturalized American citizen since 1983, Schwarzenegger actively campaigned in 1988 for George Bush, who appointed him chairman of the President's Council on Physical Fitness and Sports in January 1990. "I owe America," Schwarzenegger has said. "Here's my chance to give something back." In 1991 he received the Simon Wiesenthal Center's national leadership award for his support of the organization's Holocaust studies.

9 Standing six feet two inches tall at 215 pounds, the sandy-haired, gray-eyed Schwarzenegger weighs forty pounds less than he did in the days when he played Conan. To keep in his still phenomenal shape, he works out for an hour each day with weights and some form of cardiovascular activity, including cycling, rowing, running, or hiking. He and his wife, Maria Shriver, a broadcast journalist and the daughter of Sargent and Eunice Shriver and a niece of John F. Kennedy, have two daughters: Katherine Eunice, born in December 1989, and Christina Aurelia, born in August 1991. In addition to horseback riding, reading, traveling, attending classical music festivals, and collecting art, Schwarzenegger derives pleasure from driving his purple Harley-Davidson motorcycle and his brand-new humvee, an army vehicle. A man seemingly without worries, he believes that introspection is counterproductive. "I never start evaluating how did I do this," he has said. "For me, it's a total waste of time. Totally. I don't want to analyze yesterday. Tomorrow. Period. Because that's what counts."

References: *Guardian* p18+ Je 17 '90 pors; *Interview* 21:85 Jl '91 pors; *N Y Times* II p15+ Je 10 '90 pors; *Playboy* 35:55+ Ja '88 pors; *Rolling Stone* p12 Ja 17 '85 pors, p38+ Ag 22 '91 por; *Time* 136:52+ D 24 '90 pors; *U S News* 109:62+ N 26 '90 pors; *Vanity Fair* 117:53+ Je '90 pors; Butler, George. *Arnold Schwarzenegger: A Portrait* (1990); *Contemporary Theatre, Film, and Television* (1986); *Who's Who in America*, 1990-91



Task 2

Find words in the text to match the following definitions.

Paragraph 1

A small place where people live \_\_\_\_\_

Paragraph 2

a) A clever man engaged in commerce \_\_\_\_\_

b) A person who trains his body to be strong \_\_\_\_\_

Paragraph 3

Being without necessary commodities \_\_\_\_\_

Paragraph 4

When something attracted you irresistibly, you were \_\_\_\_\_

Paragraph 5

The age of young adolescents \_\_\_\_\_

Paragraph 6

A place where one does physical exercise \_\_\_\_\_

Paragraph 7

A false name used by actors \_\_\_\_\_

Paragraph 8

Adopt a new citizenship \_\_\_\_\_

Paragraph 9

To do physical exercise \_\_\_\_\_

Write down the names of Arnold Schwarzenegger's films that you have already seen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which one did you like most? \_\_\_\_\_

Write the name of the principal characters \_\_\_\_\_

Write the synthesis of the plot \_\_\_\_\_

Write a description of the most exciting scene \_\_\_\_\_





**Time to read ! (2)**

Match the name of the film with each poster.

1) Dick Tracy

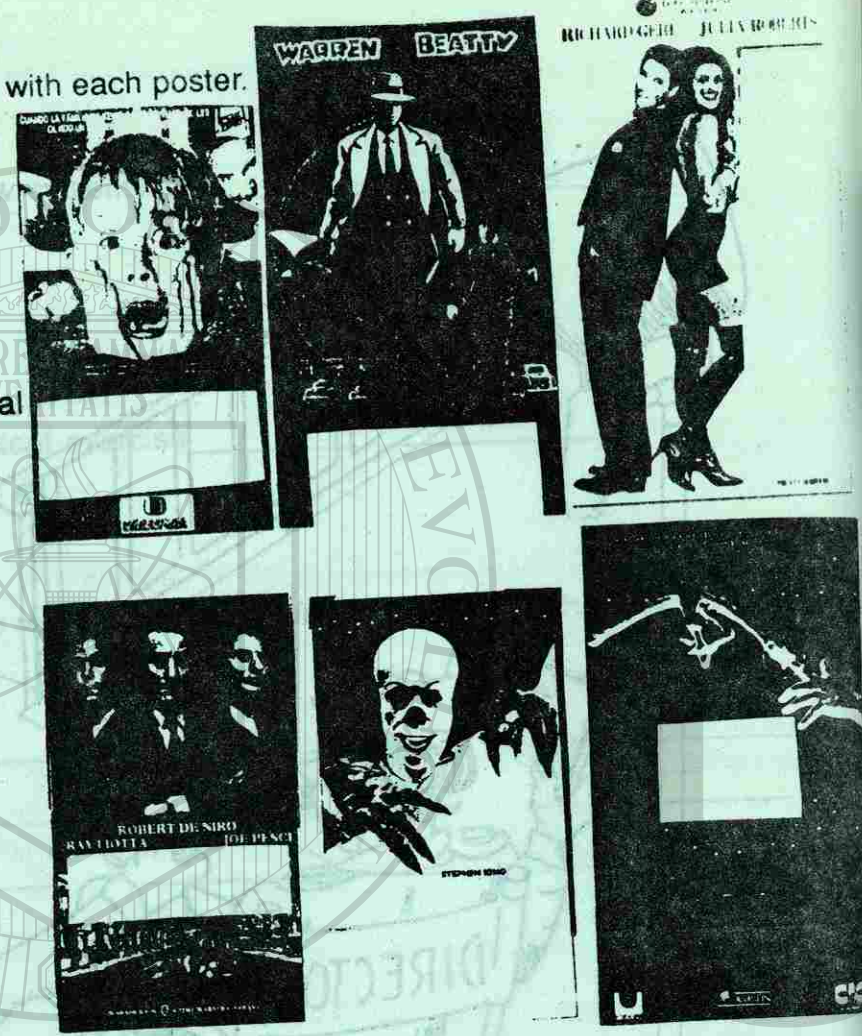
2) Pretty Woman

3) E.T. The Extra-Terrestrial

4) Home Alone

5) Goodfellas

6) It



Read the following text as quickly as you can and tick (✓) the right completion:

The text is about:

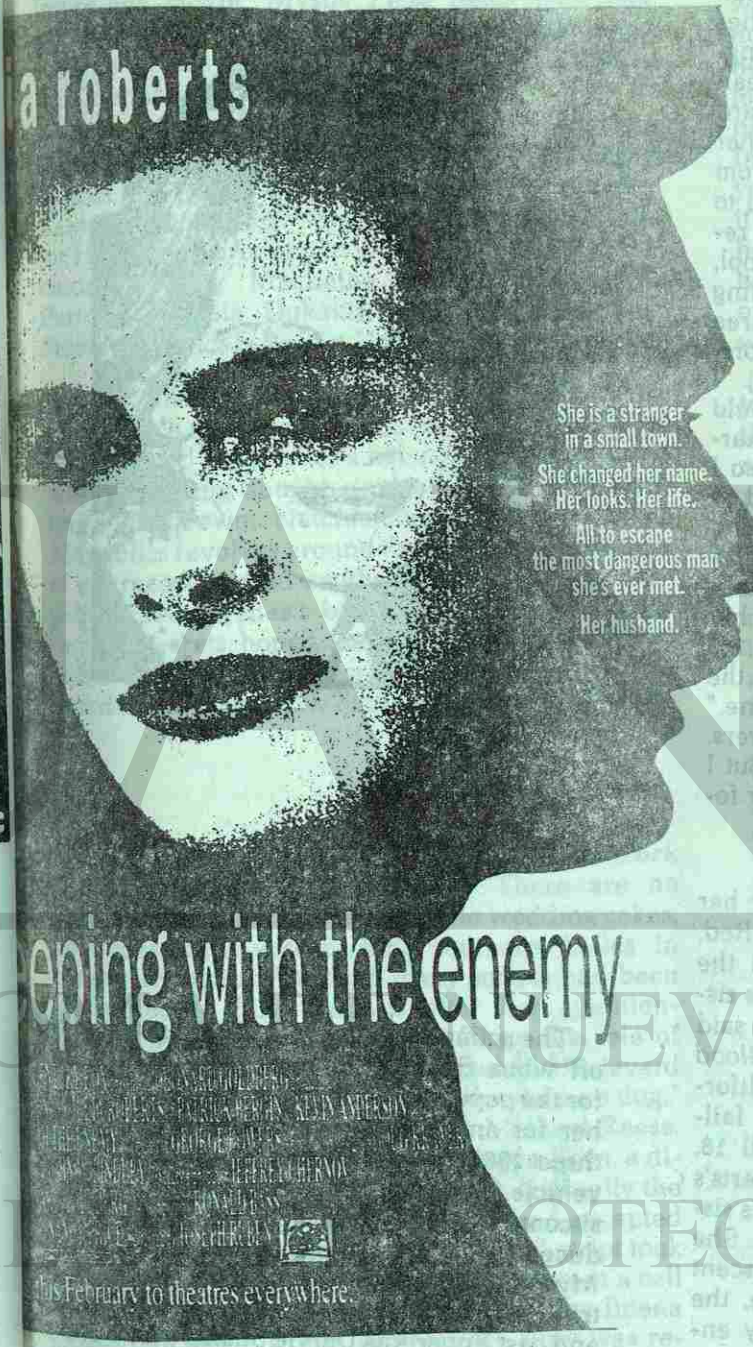
- the movie "Pretty Woman."
- how films are made.
- the personal and professional life of a movie star.

The text probably comes from:

- a TV guide.
- biographies of famous people.
- a local daily newspaper.

**Roberts, Julia**

Oct. 28, 1967 - Actress. Address: c/o Paramount Pictures Corp., 15 Columbus Circle, New York, N.Y. 10023



She is a stranger in a small town. She changed her name. Her looks. Her life. All to escape the most dangerous man she's ever met. Her husband.

In the scant three years that have passed since she made her film debut in *Blood Red* and appeared in *Pretty Woman*—a modern version of the Pygmalion myth that became one of the top-grossing films of 1990—Julia Roberts made a meteoric transition from a promising ingénue to a \$1-million-a-picture superstar who may develop into one of the biggest box-office draws in Hollywood history. The twenty-three-year-old actress has been breathlessly described as having "Sophia Loren's exotic good looks, Geena Davis's gangly sexiness, Monroe's vulnerability, Hayworth's sophistication," and, in the opinion of the director Garry Marshall, "possibly the longest legs since Will Chamberlain." Even though she received little formal training in acting, Julia Roberts is known for the emotional intensity with which she invests her performances, an investment that brought her dividends in the form of two Golden Globe awards, one Oscar nomination as best actress for her portrayal of a highly educable hooker in *Pretty Woman*, and another Oscar nomination for her contribution as support-actress in *Steel Magnolias*.

Julia Roberts was born in Smyrna, Georgia, a town not very far from Atlanta, on October 28, 1967, the youngest of the three children of Betty Roberts and Walter Roberts. Both her brother, Eric, and her sister, Lisa, are also actors, and it seemed inevitable that Julia would also inherit what her mother has called "the family disease." During the 1960s Betty and Walter Roberts operated a workshop for actors and playwrights in Atlanta. Although Julia recalled in an interview with Ryan Murohy for the *Chicago Tribune* (August 17, 1990) that she "had small parts in their plays at a very early age," her mother told interviewers for *People* magazine (September 17, 1990) that, while Lisa and Eric wanted to become actors from the very beginning, "all Julie ever talked about was being a veterinarian." In paying tribute to her parents during an interview with Michael Reese of *Newsweek* (March 26, 1990), Julia Roberts said: "My dad ended up selling vacuum cleaners, and my mom got a job as a secretary. They never got rich and they never got famous, but they showed me that you do things for a purpose, and if it treats you well, then all the better. But if it goes away, you won't die. You just move on." Her childhood was not without its hardships: her parents were divorced in 1971, and her father died when she was eight.

3 Her only public performance when Julia Roberts was in high school was a mock presidential election, in which she took the part of Elizabeth Hanford Dole, the Republican government official. She first developed an interest in the possibilities of film as an art form when one of her favorite English teachers screened the film version of Jean Anouilh's *Becket*, with Peter O'Toole and Richard Burton, in class. "Julie could be real creative," her friend Joan Raley told the interviewers from *People*. "She could muster up tears in a second to get out of homeroom." Just three days after she received her diploma from Campbell High School, she moved to New York City, intent on becoming an actress. "I had convinced myself that I had three choices," she said in an interview with Myra Forsberg for the *New York Times* (March 18, 1990). "I could get married, I could go to college, or I could move to New York. Nobody was asking to get married, and I didn't want to go away to school, so I moved." Her brother, Eric, who had appeared in *The Pope of Greenwich Village* and *Star 80* and who had received an Oscar nomination in 1985 for his part in *Runaway Train*, was already an established screen performer. She moved in with her sister, Lisa, and, at five feet nine inches and 116 pounds, she had no trouble signing up with the Click modeling agency. "Her weight was fine," Frances Grill of Click told the *People* interviewers, "and she has an incredibly photogenic face. But I don't think she really gave it her best shot. Her focus was to become an actress."

4 In 1986 Eric Roberts got his younger sister her first film role, in the low-budget drama *Blood Red*, directed by Eric Masterson. Masterson told the writers for *People*, "Eric just said, 'I've got this sister. It is O.K. to do my sister?' He just said that she was good." Released until 1989, *Blood Red*, a saga about Italian immigrants in California's Napa Valley in the 1930s, was a dismal failure. Although a reviewer for *Variety* (April 18, 1990) panned the film, he noted that Eric Roberts's scenes with his real-life sister Julia, cast as his sister, are intriguing because of the visual match. She doesn't get much chance to emoté, but that nascent star quality already is evident." Meanwhile, the acting studios in which Julia Roberts briefly enrolled while living in New York City struck her as being pointless and unhelpful.



JOHN PASCUAL CELEBRITY PHOTO

The acting career of Julia Roberts started off when Bonnie Zimmerman, a casting director for the popular television series *Crime Story*, hired her for an episode. She was also given roles in three 1988 films: *Satisfaction*, an NBC-produced vehicle for Justine Bateman, one of the stars of the sitcom *Family Ties*; *Baja Oklahoma*, a comedy produced for cable television's Home Box Office; and *Mystic Pizza*. *Satisfaction*, which focuses on the trials and tribulations of an all-female rock band and cast Roberts as Daryle Shane, a boy-crazy guitarist, left critics and audiences dissatisfied.

5 In playing the voluptuous Daisy Araujo in *Mystic Pizza*, Julia Roberts used her first substantial film role to good advantage. A whimsical coming-of-age movie, *Mystic Pizza* deals with one summer in the lives of three young women who work in a pizza parlor in the seaport town of Mystic, Connecticut.

On the strength of her performance in *Mystic Pizza*, Julia Roberts won a plum role for a young actress, the part of the saintly but doomed Shelby Eatenton-Lacherie in *Steel Magnolias* (1989), a major Hollywood production with a starry cast that included Shirley MacLaine, Sally Field, Dolly Parton, Olympia Dukakis, and Daryl Hannah. *Steel Magnolias* is Robert Harling's screen adapta-

tion of his semiautobiographical Off-Broadway play, which dealt with the death of his sister from diabetes and his mother's having to come to terms with her young daughter's death. Filmed in Harling's hometown, Natchitoches, Louisiana, *Steel Magnolias* revolves around the comings and goings of six razor-tongued southern ladies who congregate in Truvy Jones's beauty parlor to "exchange recipes, secrets, hopes, fears, and a merciless string of not always great wisecracks," as Vincent Canby noted in the *New York Times* (November 15, 1989).

6 As Myra Forsberg pointed out in her *New York Times* interview with Roberts, "There are no down-home beauticians, armadillo wedding cakes, or incessantly wisecracking southern belles in *Pretty Woman*." Although many scripts had been submitted to Julia Roberts after her attention-getting performance in *Mystic Pizza*, the role of *Pretty Woman*'s Vivian, a Hollywood Boulevard hooker, was one that she "chased down like a dog," as she said in her interview with Michael Reese. Although eventually released by Buena Vista, a division of Disney, *Pretty Woman* was originally the property of another studio. Roberts had accepted the role of Vivian, but the bleak original script took a downbeat view of the relationship between a call girl and a powerful corporate raider. When Buena Vista purchased *Pretty Woman*, the story was rewritten, and Garry Marshall was brought in to direct the film as a light romantic comedy, a

Pygmalion-like love story with Richard Gere cast as the sophisticated but aloof corporate shark. Julia Roberts was forced to persuade Marshall that she was still the right actress to play Vivian, who was now depicted as a funny, sassy hooker-with-a-heart-of-gold. The people at Disney, she explained to Myra Forsberg, "took it on this journey and turned it into this delightful, funny, extremely different story. But it's hard to come around when you've fallen in love with this girl the way she was; it's hard to come around when suddenly you see her crack jokes and stuff. So it was a real mind twist, to see what they were seeing when I was sold on what I had seen before. But I met with Garry, who was witty and clever, and we had a nice time."

Released in March 1990, *Pretty Woman* went on to become the most successful romantic comedy at the box office in recent film history. Although the screen romance between Richard Gere's corporate raider and Julia Roberts's streetwalker was structured on the improbable premise of his having hired her to serve as his escort for one week at a flat fee of \$1,300, the film caught the fancy of the moviegoing public at a time when "romantic yearning [had] replaced frenetic earning as the nation's reigning preoccupation," as Tim Appelo put it in *Entertainment Weekly* (December 26, 1990). *Pretty Woman*, as defined by Caryn James in the *New York Times* (April 22, 1990), "is a funny, appealing fairy tale, in which the prince is a millionaire businessman . . . and the princess happens to be a streetwalker. Much of the film's immense charm comes from Julia Roberts, who makes the prostitute a likable, misled innocent, someone who would just as soon watch *I Love Lucy* as seduce a rich man." Her portrayal of Vivian won

Julia Roberts an Oscar nomination in 1991 for best actress.



7 Later in 1990 Roberts essayed the part of a thoughtful but morbid young woman in James Schumacher's film *Flatliners*, which concerns a group of five medical students who "explore the afterlife by dying for minutes at a time," as Rita Kempley expressed it in the *Washington Post* (August 10, 1990). "Flatline" is a slang term for the horizontal line on an EKG that indicates death, and in the film the five flatliners take turns traveling to the beyond, where each comes face to face with individuals he or she has wronged in the past. The film takes a Gothic turn when, haunted by more than their guilt, the medical students find themselves pursued in reality by the victims of their abuse whom they encountered in the afterlife. "My character is also obsessed with the idea of death," Julia Roberts said when she spoke to Iain Blair of the *Chicago Tribune* (August 8, 1990), "except that she's convinced that the afterlife is a good place. I've always been really curious about what happens when you die. You could come up with a million and one images, and mine are really beautiful images. I don't see all the fire-and-brimstone stuff."



"Somewhere in *Flatliners*," Gary Giddins wrote in the *Village Voice* (August 14, 1990), "is an inherently amusing idea that is never allowed to gesture because the filmmakers are too dim to recognize. They've done a sendup of *Frankenstein* (Universal's, not Shelley's) so humorless you'd think they believe there really are things that man, let alone woman, wasn't meant to meddle in. . . . Julia Roberts had no way of knowing she'd be a star when she told her agent, 'I'll do it—even if death is a living hell.'" Unimpressed, Joe Brown wrote in the *Washington Post* (August 10, 1990): "*Flatliners* is new-age *Nightmare on Elm Street*, with antic propagandist and heavy-handed messages about atonement and reconciliation. . . . Julia Roberts signed to do *Flatliners* before she became a name brand, and, though she's underused, she brings a serene restraint to her role." But his *Washington Post* colleague Rita Kempley found on the same date that *Flatliners* was a "heart-stopping, breathtakingly sumptuous haunted house of a movie that takes where *Dracula* and *Dante* left off and *CPR* began. . . . Ranging from vivid to right over the edge, the performances are in keeping with the psychedelic rococo of the scenery."

8 In *Sleeping with the Enemy* (1991), Julia Roberts undertook the role of Laura Burnley, whose husband loves her passionately but is maniacally possessive and psychotically violent. "Sleeping with the Enemy," Susan Linfield wrote in the *New York Times* (February 3, 1991), "charts Laura's emotional transformation as she escapes from [her husband], moves to Cedar Falls, Iowa, and meets Mr. Right. . . . Eventually, though, she is stalked by [her husband], and their final meeting results in a bloody denouement." In an interview with Iain Blair of the *Chicago Tribune* (January 27, 1991), Roberts categorized *Sleeping with the Enemy* as her "toughest film." "It was very intense," she said, "because of the nature of the material, and there were very few scenes I wasn't in, so essentially I worked nearly every day for over three months, and we had six-day weeks, so it was very tiring. It was emotionally harrowing as well. . . . There were whole weeks where I'd have to arrive on the set, start crying, and be the victim in these terrible fights." "The film," its director, Joseph Ruben, explained to Susan Linfield, "depicts the perverted side of 'I can't live without you.' That's a scary sentiment and probably a dangerous one. . . . [Julia] was already there emotionally when she came on the set, almost to the point of breaking apart. She comes prepared; she comes ready to play."

"When I read a script," Julia Roberts explained to Iain Blair, "I think what I look for is a cross between thrill and fear. It's more an instinct and sense of emotion than anything specific. The movies I've done have all been scripts I read and felt something at that moment, a sense of being scared and challenged just enough to feel I don't quite want to do it, but I realize I have to deep down inside."

9 Journalists who have interviewed Julia Roberts have agreed that she keeps a vigilant watch over her privacy. One of them, Robert Palmer, who spoke with her for the *Guardian* (September 1, 1990), wrote that "everything about her suggests a woman who's sequestered herself behind an invisible privacy shield—one that broadcasts, unobtrusively but firmly, the message 'Don't mess with me.'" According to Palmer, she was once engaged to Dylan McDermott, who portrayed her husband in *Steel Magnolias*, but the engagement was later broken. When not working, she divides her time between a house that she owns in Los Angeles and a ranch in Montana. She would



someday like to appear in a biographical film about Louise Brooks, the sultry and rebellious star of silent films who escaped from Hollywood to Europe. One of her own escapes from Hollywood is the writing of poetry, to which she was introduced in high school by Walt Whitman's *Leaves of Grass* and Chaucer's *Canterbury Tales*.

References: *Chicago Tribune* VII p12+ Ag 17 '90 por; *Christian Sci Mon* p10 Ap 27 '90; *N Y Times* II p13+ Je 24 '90 pors; *Rolling Stone* p29+ Ja 12 '89 pors, p4+ Ag 9 '90 pors

**Task 1**

Look back at the text and underline:

- The name of a movie which is a modern version of "The Pygmalion myth."
- The year of Julia Roberts' first film role.
- The definition of "flatline."
- Three of the actresses who worked with Julia Roberts in "Steel Magnolias."
- Awards won by Julia Roberts.

**Task 2**

Read the text and match the columns:

(You should not spend more than thirty seconds on each question).

- |   |   |                          |                          |
|---|---|--------------------------|--------------------------|
| 1 | Filmed in 1989 in Natchitoches, Louisiana.    | <input type="checkbox"/> | Sleeping with the Enemy. |
| 2 | A light romantic comedy.                      | <input type="checkbox"/> | Flatliners.              |
| 3 | A summer in the lives of young working women. | <input type="checkbox"/> | Steel Magnolias.         |
| 4 | A film of life and death.                     | <input type="checkbox"/> | Mystic Pizza.            |
| 5 | A psychotic husband.                          | <input type="checkbox"/> | Pretty Woman.            |

Find the odd man out in each of the sets of words. Give reasons for your choices.

- |   |            |          |            |               |
|---|------------|----------|------------|---------------|
| 1 | producer   | comedian | actress    | star          |
| 2 | film-maker | producer | director   | script-writer |
| 3 | movie      | play     | television | concert       |
| 4 | mystery    | comedy   | romance    | cartoon       |

**Skill: Exemplification**

**Arnold Schwarzenegger**

The world's most popular movie star is an Austrian-born ex-body-builder with the improbable name of Arnold Schwarzenegger. His unflagging toil, unquenchable self-confidence, and engaging media-savvy personality have enabled him to emerge from an obscure Alpine village to become the most famous of all muscle men. In June 1990, for example, he appeared on five magazine covers.

Schwarzenegger made ten films during the 1980's, including "Conan the Barbarian" and "Commando," together with science-fiction films, such as "Predator" and "Terminator." Many of his films have been huge commercial successes. For instance, "Total Recall," "Terminator II" and "Judgement Day" took a combined total of more than one billion dollars world wide at the box office. More recently, some films such as "Twins" and "Kindergarten Cop," have proved that the Schwarzenegger appeal is as formidable as ever. An astute businessman who has invested his earnings in profitable businesses like real estate, he has amassed a fortune estimated at 50 million dollars, and is one of the ten wealthiest entertainers in the United States.

Task 1

Find the correct expression in the text to fill in the spaces.

Exemplification:

for instance    for example    such as    like    including

1 In June 1990 \_\_\_\_\_ he appeared on five magazine covers.

2 Arnold Schwarzenegger made ten films during the 80's \_\_\_\_\_  
"Conan the Barbarian" and "Commando."

3 An astute businessman who has invested his earnings in profitable  
businesses \_\_\_\_\_ real estate...

4 Many of his films have been commercial successes \_\_\_\_\_  
"Total Recall" "Terminator II"...

5 ...together with his science-fiction films, \_\_\_\_\_ "Predator"  
and "Terminator."

\* In each case, what information comes before and after the expression in the text?  
What is the connection between these pieces of information?

Task 2

Complete the following text with suitable examples.

Something to eat !

This restaurant has some seasonal fruits, *including* \_\_\_\_\_

\_\_\_\_\_ We have many kinds of pies, *like* \_\_\_\_\_

\_\_\_\_\_ We have a wide variety of seafood, for example

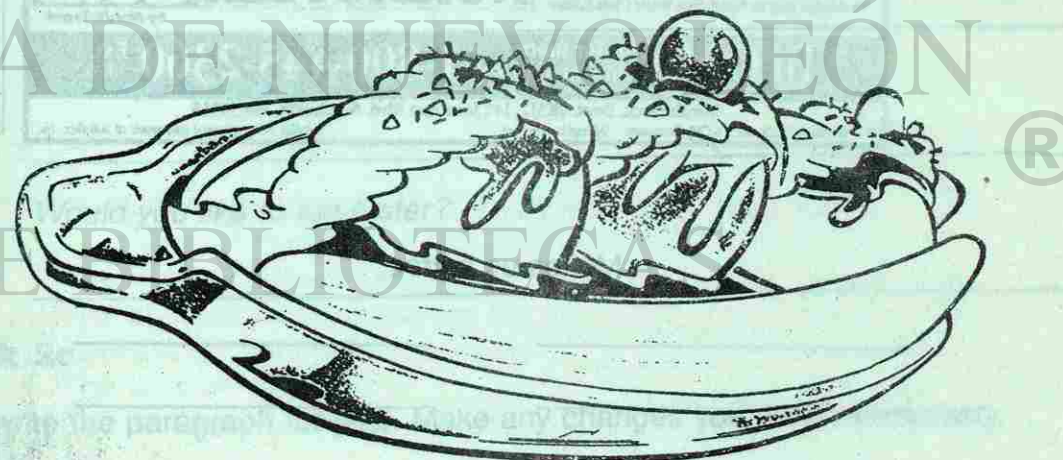
\_\_\_\_\_ We serve juices,

*such as* \_\_\_\_\_

You can order different salads, *for instance* \_\_\_\_\_

\_\_\_\_\_ We have some beverages, *like* \_\_\_\_\_

\* For each item on the menu, circle the class and underline the examples.



**Clearing it up**

**Task 1**

Circle the comparative or superlative expressions. Copy them on the lines below:

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Makes us better.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 2a**  
**Read**

**Body-building**

Having a perfect body is a dream of both men and women, especially in adolescence, for boys being stronger and taller than other guys takes discipline, hard work and a strong will. Important things don't come by themselves; some effort is always involved. If you think that body-building could be one of your favorite activities, take these little facts into account: you have to get up earlier than usual; you must be more selective when choosing what you eat, and you also have to be even more disciplined in your physical exercise routine, because this is the essential part of body-building. So, if you really want to have a better appearance, try it. Important goals in life always start out as dreams.

**Task 2b**

By yourself, answer the following questions according to your personal opinion.

Would you like to be stronger?

\_\_\_\_\_

Would you like to be taller?

\_\_\_\_\_

Would you like to run faster?

\_\_\_\_\_

**Task 2c**

Re-write the paragraph for girls. Make any changes you think necessary.

**Task 2d**

Compare your completed table with a partner. Talk about the similarities and differences, and your reasons.

**Look at this:**

**Adjectives**

strong

tall

fast

**Comparatives**

stronger (than)

taller (than)

faster (than)

What change was made to the adjectives to make them comparatives?

Now you try it. Make these adjectives comparative:

**Adjective**

**Comparative**

small

short

slow

cool

few

large

rich

Be careful with some adjectives. They double the final consonant.

**Look:**

big bigger (than)

hot hotter (than)

fat fatter (than)

good better (than)

bad worse (than)

**Now, look at these irregulars:**

**Task 3**

|            | Population | Area square kilometers | Average daytime temperature | Capital (population) |
|------------|------------|------------------------|-----------------------------|----------------------|
| Nuevo León | 3.086,476  | 64,555                 | 22-23°C                     | 1.100,000            |
| Coahuila   | 1.972,340  | 92,324                 | 18°C                        | 440,920              |

Fill in the blanks according to the information in the table above.

- The area of Nuevo Leon is \_\_\_\_\_ Coahuila's.
- The population of Monterrey is \_\_\_\_\_ the population of Saltillo.
- Coahuila's average temperature is \_\_\_\_\_ Nuevo Leon's.
- The area of Coahuila is \_\_\_\_\_ the area of Nuevo Leon.
- Nuevo Leon's average temperature is \_\_\_\_\_ Coahuila's.

**Task 4**

Look at this:

- Arnold is **more** disciplined than Danny de Vito.
- Danny de Vito is **less** disciplined than Arnold.
- Arnold is **more** selective when choosing a menu.
- Danny is **less** selective.
- Some ladies think Arnold is **more** attractive than Danny.
- Some ladies think Danny is **less** attractive than Arnold.

What do you think **LESS** means?

**Task 5**

Using **more (than)** and **less (than)** fill in the blanks according to your personal opinion.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| Action movies are _____         | musical ones. (exciting)            |
| Older actors are usually _____  | young ones. (experienced)           |
| Educational videos are _____    | nintendo games. (amusing)           |
| Movie heroes are _____          | the rest of the cast. (intelligent) |
| Movie stories are usually _____ | real life ones. (interesting)       |

Compare your answers with a partner.

**Words at work**

**Task 1**

Look at this.

Examples of the prefix "non"-:

- non - conventional
- non - aggressive
- non - breakable
- non - payment
- non - residence

**Task 2**

Match the negative adjective or noun that corresponds to the definitions on the right.

- |                             |       |                  |
|-----------------------------|-------|------------------|
| a state of peace.           | _____ | a) non-violence  |
| a person who doesn't smoke. | _____ | b) non-breakable |
| not necessary.              | _____ | c) non-smoker    |
| something that can't burn.  | _____ | d) non-attender  |
| a person who is absent.     | _____ | e) non-essential |
| a direct trip.              | _____ | f) non-scheduled |
| a plastic bottle.           | _____ | g) non-stop      |
| not programmed.             | _____ | h) non-flammable |



**Task 3**

Underline words or expressions that describe appearance.



Julia Roberts is a lively, young actress who became very famous after her starring role in "Pretty Woman." This tall, long-legged girl started her career as an agency model in 1985. Her big, expressive eyes and wide mouth with its enigmatic smile create a photogenic face framed by beautiful, long, curly brown hair.



This 46-year-old superstar is a highly disciplined man who worked very hard to build his impressive muscular body. The look of this gray-eyed ex-body-builder reflects a rigid determination, and his square face denotes solid will power.



The handsome young vocalist is the only Mexican singer born in Puerto Rico. He started his successful career when he was ten years old, and ever since has been strongly promoted by Televisa. His romantic voice, childish green-eyed look, and sexy choreographical movements made him the idol of thousands of young and not so young women, who loved the contrast of a tender voice in a stongly-built body.

1) Describe your favorite pop star using the words from the box. If you need more adjectives, ask your teacher.

|              |          |                |          |
|--------------|----------|----------------|----------|
| handsome     | blond(e) | tall           | athletic |
| (green)-eyed | young    | (short)-haired |          |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Write a description of your partner.

\_\_\_\_\_

\_\_\_\_\_

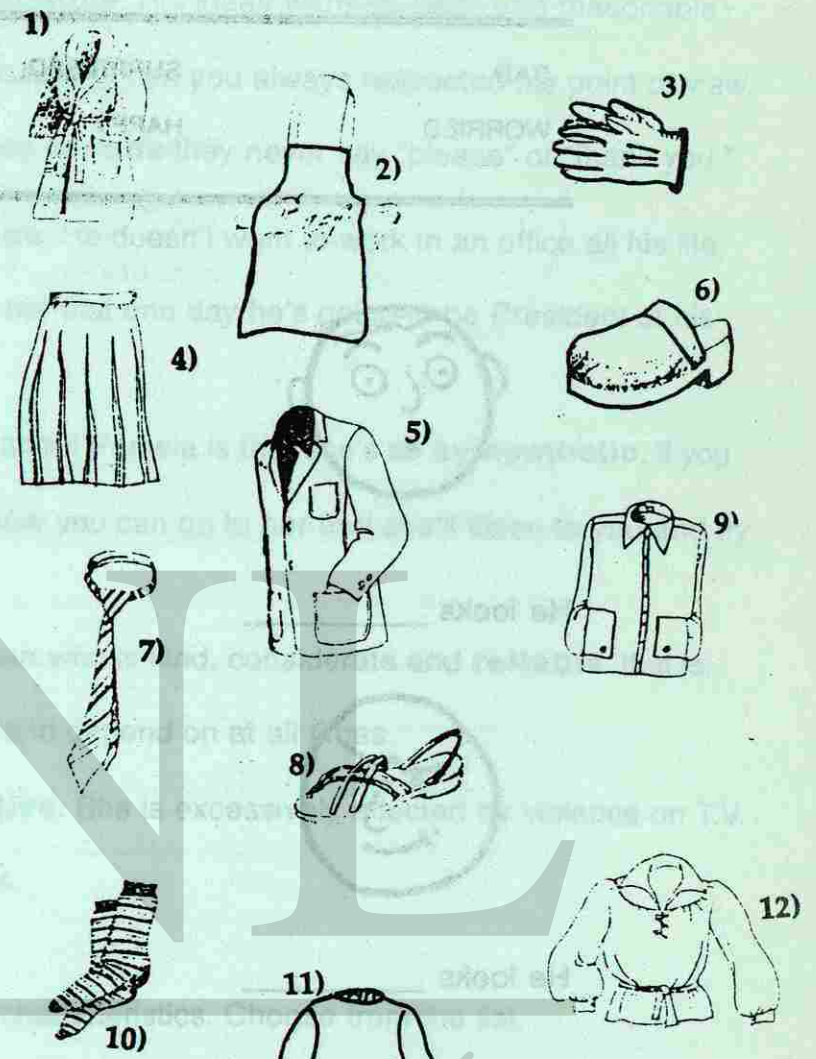
\_\_\_\_\_

\_\_\_\_\_

**Task 4a**

Match the words and pictures.

- blouse \_\_\_\_\_
- clogs \_\_\_\_\_
- tie \_\_\_\_\_
- sandals \_\_\_\_\_
- apron \_\_\_\_\_
- bath robe \_\_\_\_\_
- gloves \_\_\_\_\_
- jacket \_\_\_\_\_
- shirt \_\_\_\_\_
- socks \_\_\_\_\_
- skirt \_\_\_\_\_
- sweater \_\_\_\_\_



**Task 4b**

Now write 10 more items of clothing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 5**

Look at the drawings below, then fill in the missing words. Choose from the box.

- |         |           |        |
|---------|-----------|--------|
| SAD     | SURPRISED | ANGRY  |
| WORRIED | HAPPY     | SLEEPY |



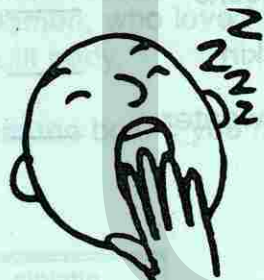
He looks \_\_\_\_\_



He looks \_\_\_\_\_



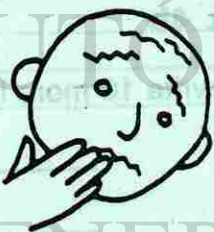
He looks \_\_\_\_\_



He looks \_\_\_\_\_



He looks \_\_\_\_\_



He looks \_\_\_\_\_

**Task 6**

Characters and personal traits. Read these descriptions.

- Your father was very **sensible**. His ideas were so clear and reasonable that even if you disagreed with him you always respected his point of view.
- Mrs. Green's children are so **rude** they never say "please" or "thank you."
- My son's very **ambitious**. He doesn't want to work in an office all his life, in fact, he keeps telling me that one day he's going to be President of his own company.
- One of the things I like about Pamela is that she's so **sympathetic**. If you have a problem, you know you can go to her and she'll listen to you and try to help all she can.
- A good friend is someone who is kind, considerate and **reliable** that is, someone you can trust and depend on at all times.
- My sister is very **sensitive**. She is excessively affected by violence on T.V. programs and in movies.

**Task 7**

Write five positive and negative characteristics. Choose from the list.

- |            |           |             |           |               |
|------------|-----------|-------------|-----------|---------------|
| ambitious  | insincere | cooperative | ruthless  | creative      |
| honest     | sincere   | sympathetic | insecure  | irresponsible |
| lazy       | polite    | impatient   | friendly  | unimaginative |
| unfriendly | reliable  | independent | rude      | hardworking   |
| unreliable | modest    | shy         | conceited | responsible   |

**Positive**

**Negative**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Task 8

How do you see yourself?

Think about your own character and personality. Write three things which you think are good about your character and three things which you think are not so good.

I'm \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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DIRECCIÓN GENERAL DE

# 4 Science world

## Time to read !<sup>(1)</sup>

Do you know what chemical elements are?

Decide by yourself which of the following are true?

Chemical elements are:

- 88 basic substances
- found in all kinds of materials
- substances made of the same kind of atoms
- the essential components of all matter
- found in plastic, water, wood, metal, and other materials

Read the text quickly and check your answers.

## Chemical Elements

- 1 If you look around you, you will see hundreds of different things, such as soil, leaves, plastic, rubber, glass, water, oil, wood and metal. Altogether in our world there are millions of different things made up of different materials. But all these millions of things are composed of only 88 simple substances. We call these the chemical elements. They are the basic building blocks of matter. The chemical elements are substances made up of the same kind of atoms. The way one atom differs from another is in the number of protons it has in the nucleus, and the number of electrons that circle around the nucleus.
- 5 Only a few elements exist in the pure state in nature. Gold is one: it is found in the ground. But most elements are found in substances in which they are combined with other elements. We call these substances chemical compounds. They are made up of two or more different elements joined together. The way the atoms in elements and compounds link together varies – it all depends on the arrangement of their electrons.
- 10 Of the 88 elements found naturally on earth, most are solids, a few are gases and just two are liquids – bromine and mercury. Most of the solid elements are metals. In addition to these 88, we now know of 21 more. Scientists have made these artificial elements by bombarding natural elements with atomic particles. All of them are radioactive, and some of them have a lifetime measured in fractions of a second.
- 15
- 20

Task 8

How do you see yourself?

Think about your own character and personality. Write three things which you think are good about your character and three things which you think are not so good.

I'm \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# 4 Science world

## Time to read !<sup>(1)</sup>

Do you know what chemical elements are?

Decide by yourself which of the following are true?

Chemical elements are:

- 88 basic substances
- found in all kinds of materials
- substances made of the same kind of atoms
- the essential components of all matter
- found in plastic, water, wood, metal, and other materials

Read the text quickly and check your answers.

## Chemical Elements

- 1 If you look around you, you will see hundreds of different things, such as soil, leaves, plastic, rubber, glass, water, oil, wood and metal. Altogether in our world there are millions of different things made up of different materials. But all these millions of things are composed of only 88 simple substances. We call these the chemical elements. They are the basic building blocks of matter. The chemical elements are substances made up of the same kind of atoms. The way one atom differs from another is in the number of protons it has in the nucleus, and the number of electrons that circle around the nucleus.
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- 10 Of the 88 elements found naturally on earth, most are solids, a few are gases and just two are liquids – bromine and mercury. Most of the solid elements are metals. In addition to these 88, we now know of 21 more. Scientists have made these artificial elements by bombarding natural elements with atomic particles. All of them are radioactive, and some of them have a lifetime measured in fractions of a second.
- 15
- 20

**Task 1**

Mark these statements **T** (true) or **F** (false) according to the information in the text. Underline the sentence(s) on which you based your answer.

- |   |   | T                        | F                        |
|---|---|--------------------------|--------------------------|
| 1 | Gold is one of the chemical elements which exists in nature in its pure state.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Most chemical elements are liquid.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The difference between one atom and another is determined by its protons and electrons. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Many elements are found in nature in their pure state.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | 88 things are composed of millions of chemical elements.                                | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 2**

Tick (✓) the right box.

- |   |                                   |                       |                          |
|---|-----------------------------------|-----------------------|--------------------------|
| 1 | <b>These</b> in line 5 refers to: | the chemical elements | <input type="checkbox"/> |
|   |                                   | 88 simple substances  | <input type="checkbox"/> |
| 2 | <b>It</b> in line 8 refers to:    | atom                  | <input type="checkbox"/> |
|   |                                   | the nucleus           | <input type="checkbox"/> |
| 3 | <b>It</b> in line 10 refers to:   | gold                  | <input type="checkbox"/> |
|   |                                   | ground                | <input type="checkbox"/> |
| 4 | <b>They</b> in line 12 refers to: | substances            | <input type="checkbox"/> |
|   |                                   | elements              | <input type="checkbox"/> |

- |   |                                    |                                 |                          |
|---|------------------------------------|---------------------------------|--------------------------|
| 5 | <b>They</b> in line 13 refers to:  | different elements              | <input type="checkbox"/> |
|   |                                    | chemical compounds              | <input type="checkbox"/> |
| 6 | <b>It</b> in line 15 refers to:    | elements and compounds          | <input type="checkbox"/> |
|   |                                    | the way the atoms link together | <input type="checkbox"/> |
| 7 | <b>Their</b> in line 16 refers to: | elements and compounds          | <input type="checkbox"/> |
|   |                                    | atoms                           | <input type="checkbox"/> |
| 8 | <b>Them</b> in line 21 refers to:  | artificial elements             | <input type="checkbox"/> |
|   |                                    | atomic particles                | <input type="checkbox"/> |
| 9 | <b>Them</b> in line 22 refers to:  | scientists                      | <input type="checkbox"/> |
|   |                                    | artificial elements             | <input type="checkbox"/> |

**Make a list of 20 out of the 88 elements.**

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Decide how they are pronounced in English and write their names in English (use your dictionary!).

## Time to read! (2)

## Genetics

When a male and female organism (plant or animal) reproduce sexually, they pass on to their offspring certain of their own characteristics. For example, our parents pass on to us characteristics such as hair color, height and shape of nose. We say we "inherit" these characteristics.

The study of inheritance – the way characteristics are handed down the generations – is called genetics. Parents pass on characteristics by means of threadlike

bodies called chromosomes, which are present in the nucleus of each cell. These bodies carry thousands of units called genes, each of which is responsible for a particular characteristic.

Each living species has a certain number of chromosomes in its cells. Human beings, for example, have 46 chromosomes in each ordinary cell, arranged in pairs. But in the sex cells – the sperm and egg – there are only 23 single chromosomes. When a

sperm fertilizes an egg, the two sets of chromosomes join together, and the resulting "germ cell" has a full set of 46. These chromosomes carry genes from both the parents.

One pair of chromosomes inside the nucleus, called the sex chromosomes, determines whether an organism is male or female. In many living things, including humans, the males have two different sex chromosomes, called X and Y. The sex chromosomes of females on the other hand are both X.

The sex of any offspring depends on whether the sex chromosome in the fertilizing

sperm is an X or a Y. If it is an X, it will produce an XX in the offspring – a female. If it is a Y, it will produce an XY in the offspring – a male.

In recent years, genetic scientists ("geneticists") have been able to map individual genes on the chromosomes. And they have also developed techniques for removing and replacing genes. These techniques, called genetic engineering, have enabled them, for example, to produce improved species of crops, and medical products such as insulin (used in the treatment of diabetes). The manufacturing of such products is known as biotechnology. In the future, geneticists expect to eliminate many inherited genetic defects by removing or modifying the genes that cause them.

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Read the text as quickly as you can

and tick (✓) the right completion.

The text is about :

- Chemistry  
 Biology  
 Physics

The text probably comes from :

- a weekly magazine  
 a local daily newspaper  
 a book

## Task 1

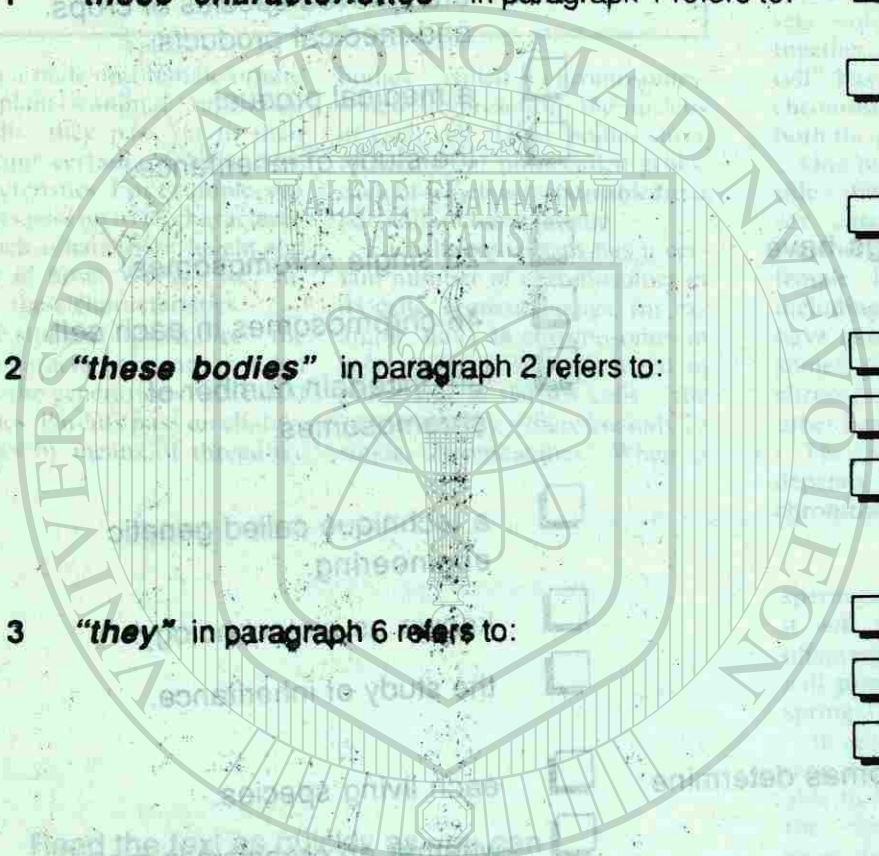
Tick (✓) the right completion, according to the text.

- 1 Biotechnology is  the manufacturing of improved species of crops and medical products.  
 a medical product.  
 the study of inheritance.
- 2 Human beings have  23 single chromosomes.  
 46 chromosomes in each cell.  
 an uncertain number of chromosomes.
- 3 Genetics is  a technique called genetic engineering.  
 known as biotechnology.  
 the study of inheritance.
- 4 Two chromosomes determine  each living species.  
 whether an organism is male or female.  
 the two sets of chromosomes.
- 5 Hair color, height and shape of nose are  characteristics that our parents pass on to us.  
 units called genes.  
 genetic sciences.
- 6 Geneticists are  genetic scientists.  
 chromosomes that carry genes.  
 genetic defects.

**Task 2**

Tick (✓) the right box.

- 1 **"these characteristics"** in paragraph 1 refers to:
- plants, animals, organisms
  - hair color, height and shape of the nose
  - parents
- 2 **"these bodies"** in paragraph 2 refers to:
- genes
  - generations
  - chromosomes
- 3 **"they"** in paragraph 6 refers to:
- techniques
  - genes
  - geneticists
- 4 **...have enable them. "them"** in paragraph 6 refers to:
- individual genes
  - genetic scientists
  - genetic engineering
- 5 **...that cause them. "them"** in the last part of paragraph 6 refers to :
- inherited genetic defects
  - individual genes
  - improved species of crops



**Task 3**

The following paragraphs are not in order. Arrange them in the correct order.

( ) **THE DOUBLE HELIX** ( )

DNA is made up of two chains of alternating sugar and phosphate groups coiled around each other. They form what is termed a double helix.

The two coils are linked by bonds between chemicals called bases, which are joined to the sugar groups. Each gene occupies a part of the DNA coil and consists of a unique sequence of bases.

( )

The genetic information inside a chromosome is carried by a long molecule called DNA (deoxyribonucleic acid).

◀ The two scientists who first worked out the structure of DNA in the early 1950s, James Watson and Francis Crick. For their work, one of the most important discoveries ever made in biology, they were awarded a Nobel prize.

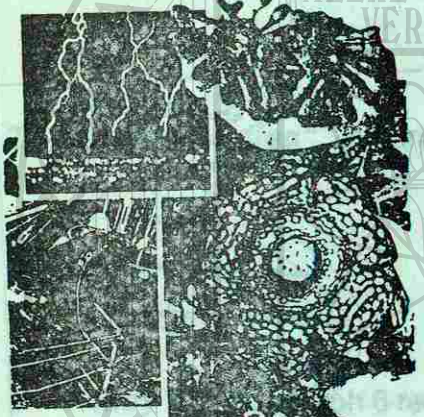
Find out the names of at least three companies that apply Biotechnology in their products. Then, explain how they use it.

| Company | Products | How   |
|---------|----------|-------|
| _____   | _____    | _____ |
| _____   | _____    | _____ |
| _____   | _____    | _____ |

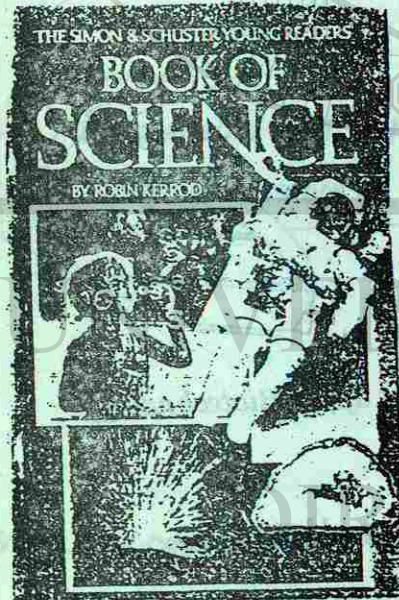
**Time to read!** (3)

Match the titles of the books and their corresponding table of contents.

**BOOK OF  
PLANET  
EARTH**

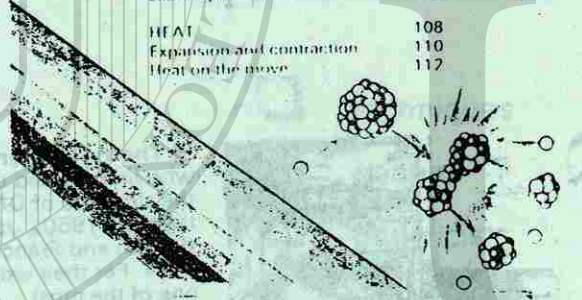
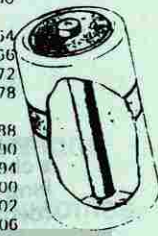


BY MARTYN BRAMWELL



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**Light and Radiation**

Sight is perhaps the most important of our five senses. We see because our eyes are sensitive to light. During the day that light comes from the sun. Light rays are one way in which the sun gives out its energy. But it gives off energy in radiation (rays) of many other kinds as well - gamma rays, X rays, ultraviolet rays, infrared rays, microwaves and radio waves. Light and all these other rays are basically very similar. They belong to a family of rays called electromagnetic radiation. This radiation is so called because it consists of vibrating electric and magnetic waves. Unlike sound waves and water waves, electromagnetic waves need no medium (a solid, liquid or gas) to travel in. That is why they can reach the earth across space.

The various kinds of rays differ from one another in their wavelength, the distance between the crest of one wave and the next. Light itself is not a single wavelength, but a mixture of wavelengths. When we split it up into its separate wavelengths, we find that each is a separate color - one of the colors of the rainbow.

Light travels through some substances, such as glass and water, and is reflected by others, such as shiny metal. When it passes into glass or water, it is bent, or refracted. We make many useful instruments by using the properties of reflection and refraction. They include telescopes, microscopes and cameras. Telescopes enable us to see objects in the heavens whose light has taken billions of years to reach us. Microscopes enable us to see objects thousands of times smaller than a pinhead. Cameras can freeze the motion of a bullet in midair.

**Task 1**

Put a tick (✓) or a cross (✗) to show whether these statements are right or wrong.

- |  | R                        | W                        |
|--|--------------------------|--------------------------|
| 1 Sound waves need a medium to travel in.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The sun gives out its energy in light rays.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Light travels through any substance.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Light is a mixture of wavelengths.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Electromagnetic radiation consists of vibrating electric and magnetic waves. | <input type="checkbox"/> | <input type="checkbox"/> |



**Task 2**

According to the text, answer these questions.

- 1 Which word replaces *the sun* (line 3) in line 4? \_\_\_\_\_
- 2 Which word replaces *gamma rays, X rays, ultraviolet rays, infrared rays, microwaves and radio waves* (line 5-6) in line 7? \_\_\_\_\_
- 3 Which word replaces *electromagnetic radiation* (line 7) in line 8? \_\_\_\_\_
- 4 Which word replaces *electromagnetic waves* (line 9-10) in line 11? \_\_\_\_\_
- 5 Which word replaces *Light* (line 17) in line 18? \_\_\_\_\_
- 6 Which word replaces *Instruments* (line 20) in line 20? \_\_\_\_\_

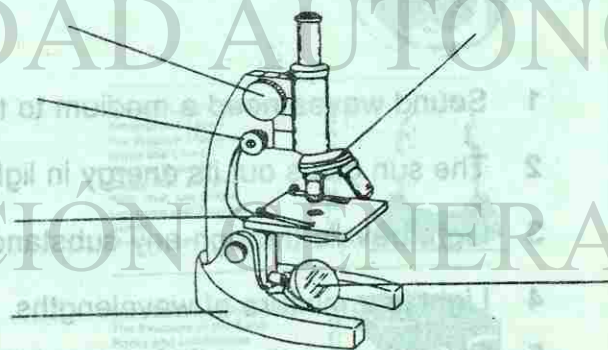
**Task 3**

Complete the table

| Objects     | Functions |
|-------------|-----------|
| Telescope   |           |
| Cameras     |           |
| Microscopes |           |

Label the parts of the microscope shown in the drawing below. Use words from the box.

- Coarse adjustment
- Mirror
- Revolving nose piece
- Base
- Stage clips
- Fine adjustment



You can consult your Biology teacher!

**Skill : Guessing Meaning from context**

**Task 1**

Read the text and say what is the moral of the story.

A country girl was walking along the **snerd** with a **roggle** of milk on her head. She began saying to herself. 'The money for which I will sell this milk will make me enough to increase my **trund** of eggs to three hundred. These eggs will produce the same number of chickens, and I will be able to sell the chickens for a large **wonk** of money. Before long, I will have enough money to live a rich and **fallentious** life. All the young men will want to marry me. But I will refuse them all with a **ribble** of the head, like this ...'

And as she **ribbled** her head, the **roggle** fell to the ground and all the milk ran in a white stream along the **snerd**, carrying her plans with it.

Write the moral of the story.

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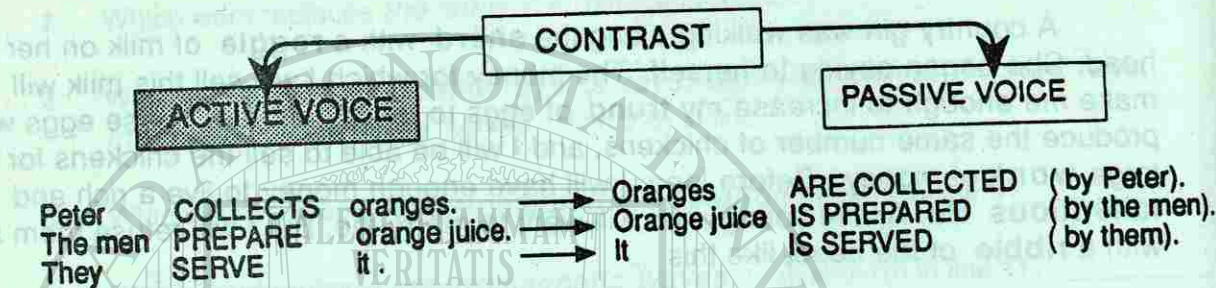
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Write an equivalent in Spanish

- 1 Snerd \_\_\_\_\_
- 2 Roggle \_\_\_\_\_
- 3 Trund \_\_\_\_\_
- 4 Wonk \_\_\_\_\_
- 5 Fallentious \_\_\_\_\_
- 6 Ribble \_\_\_\_\_

### Clearing it up

With the purpose of understanding the verbs in passive voice, it is convenient to contrast in both active and passive.



When is the Passive Voice mostly used?

a) When the object is more important than the subject.



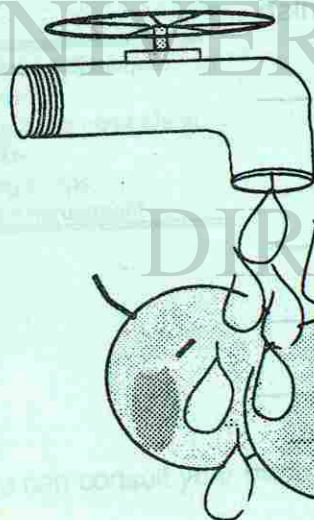
Example:

These chemical substances burn my skin. (ACTIVE)  
OBJECT

My skin is burned by these chemical substances. (PASSIVE)  
OBJECT

b) When the subject is not known.

Example:



Someone washes the oranges at the "Montemorelos" company. (ACTIVE)  
SUBJECT OBJECTS

The oranges are washed at the "Montemorelos" company. (PASSIVE)

### PASSIVE VOICE CHART (Present Tense)

|   |     |                        |
|---|-----|------------------------|
| I   | am  |                        |
| You<br>We<br>They                             | are | assistED<br>visitED    |
| He<br>She<br>It                               | is  | helpED<br>HURT<br>SEEN |
| SUBJECT + VERB TO BE + PAST PARTICIPLE FORMS. |     |                        |

This structure can be used in any other tenses by changing the verb **TO BE (am-are-is)** into the tenses you want.

After analyzing the chart with your teacher, form small sentences orally for yourself (or in choral repetition).

Example:

I am visited by my friends on Sundays.  
 We are helped by the teacher in class.

#### Task 2

Read the following sentences and classify them as **ACTIVE** or **PASSIVE**

1. We visit the laboratories.
2. The laboratories are visited everyday.
3. I assist my team.
4. My team is assisted efficiently.
5. My classmates see the particles.
6. The particles are seen clearly.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

#### Task 3

Looking up the "Passive Voice Chart," complete the following sentences to form Passive Voice sentences.

1. The boys visit the laboratory everyday.  
 The laboratory \_\_\_\_\_ by \_\_\_\_\_ everyday.
2. The teachers assist the students at the laboratory.  
 The students \_\_\_\_\_ by \_\_\_\_\_ at the laboratory.
3. The students see the experiment.  
 The \_\_\_\_\_ is \_\_\_\_\_ by \_\_\_\_\_.
4. This acid hurts my skin.  
 My \_\_\_\_\_ by this \_\_\_\_\_.
5. Dr. Jones helps me in the event.  
 I \_\_\_\_\_ by \_\_\_\_\_ in this event.

**Task 4**

Read the following texts and copy the underlined sentences into the appropriate boxes.

**CHEMICAL ELEMENTS**

If you look around you, you will see hundreds of different things . such as soil, leaves, plastic, rubber glass, water, oil, wood and metal. Altogether in our world, there are millions of different things made up of different materials, but all of these millions of things are composed of only 88 substances. We call these chemical elements. They are the building basic blocks of matter. Chemical elements are substances made up of the same kind of atoms. The way one atom differs from another is in the number of protons it has the nucleus, and the number of electrons that circle around the nucleus.

Only a few elements exist in the pure state in nature. Gold is one, and it is found in the ground, but most elements are found in substances in which they are combined with other elements. We call these substances chemical compounds. They are made up of two or more different elements joined together. The way the two atoms in elements and compounds link together varies, this depends on the arrangement of their electrons.

|                                |            |                |                          |
|--------------------------------|------------|----------------|--------------------------|
| <i>Thousands of substances</i> | <i>are</i> | <i>studied</i> | <i>in the laboratory</i> |
|                                |            |                |                          |
|                                |            |                |                          |
|                                |            |                |                          |
|                                |            |                |                          |

**LASER LIGHT**

The word "laser" is coined from the name of the process by which laser light is produced. This is called "light amplification by the stimulated emission of radiation."

In a ruby laser, laser action is brought about by the atoms of the metallic element chromium that are present. When energy is injected into the ruby by a powerful flash lamp, the chromium atoms become "excited", or gain energy. Some almost immediately emit this energy as a little flash of radiation of a specific wavelength.

|                    |           |             |                    |
|--------------------|-----------|-------------|--------------------|
| <i>Laser light</i> | <i>is</i> | <i>used</i> | <i>in medicine</i> |
|                    |           |             |                    |
|                    |           |             |                    |
|                    |           |             |                    |
|                    |           |             |                    |

**Task 5**

Write the following statements in the correct order.

1. are-water-oranges-washed-with. \_\_\_\_\_
2. is-at home-made-this juice. \_\_\_\_\_
3. in boxes-are-apples-packed. \_\_\_\_\_
4. they-transported-are-in trucks. \_\_\_\_\_
5. sold-at OXXO-good fruit-is. \_\_\_\_\_
6. is-tasty juice-at home-drunk. \_\_\_\_\_

**Task 6**

Fill in the blanks with the correct expression

1. Many fish \_\_\_\_\_ for us at the restaurant.  
a) are cooked      b) is cooked      c) are cooking
2. Shrimp \_\_\_\_\_ with ketchup in most restaurants.  
a) are serving      b) are served      c) is served
3. Most of these oysters \_\_\_\_\_ in the Gulf of Mexico.  
a) are caught      b) are catching      c) is caught
4. The stone crab \_\_\_\_\_ from Tampico by truck.  
a) are brought      b) is brought      c) is bringing
5. Shrimp \_\_\_\_\_ frozen at this sea food store.  
a) are sold      b) is selling      c) is sold

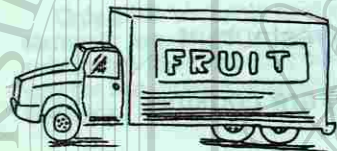
**Task 5**

Complete the table.

|      | Verb be | Past participle | Complement |
|------|---------|-----------------|------------|
| I    |         |                 |            |
| You  |         |                 |            |
| He   |         |                 |            |
| She  |         |                 |            |
| It   |         |                 |            |
| We   |         |                 |            |
| You  |         |                 |            |
| They |         |                 |            |

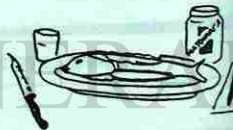
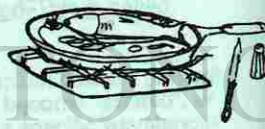
**Task 6**

Label the following pictures.



Fruit is washed with water.  
It is packed in boxes.  
It is transported in trucks.

Juice is made at home.  
It is sold in supermarkets too.  
It is drunk at home.



They are eaten with mayonnaise.  
They are taken home.  
They are cooked for dinner.  
They are caught in the rivers.

**Words at work**

The prefix "ex-" is placed before many nouns to mean "no longer," and the prefix "re-" is used before verbs to express "again".



Ex-president



Ex-prime minister

**Task 1**

Rephrase this paragraph about the Panama Canal negotiations, substituting synonyms from the box for the words in italics.

re-install re-open ex-president ex-members reinitiate

George Bush arrived in Panama last Monday in order to *initiate again* negotiations about the Canal's autonomy. The *former president* of the USA stated that his government wanted to *establish again* American military surveillance along the Canal after 1999.

General Noriega, *no longer leader* of Panama, strongly opposed the presence of the U. S. army in his country after the ending of the treaty. Loyal *former personnel* of Noriega's special army have attacked the American installations in the past.

**Task 2**

Write down 6 words with the prefix "re-" Use your dictionary!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions**

**Task 3a**

Look at the picture of the village of Oak Hill on page 101

In groups of three or four find the following things in the picture.

- |        |            |            |            |
|--------|------------|------------|------------|
| a pond | a mail box | a wood     | a cemetery |
| a hill | a kite     | a monument | a farm     |

**Task 3b**

Some of the buildings have no name.

Read the descriptions of where each building is and write the name on the picture.

- The drugstore is between the post office and the market
- The church is on the corner of Hill Road and Main Street. It is next to the cemetery.
- The library is opposite the church.
- The gas station is in front of the library to the right of the fire station.
- Behind the gas station is an abandoned house called "the haunted place."
- The school is on the corner of Old Road and River Road.
- There is a market to the left of the pub.
- The priest's house is behind the church.

**Task 3c**

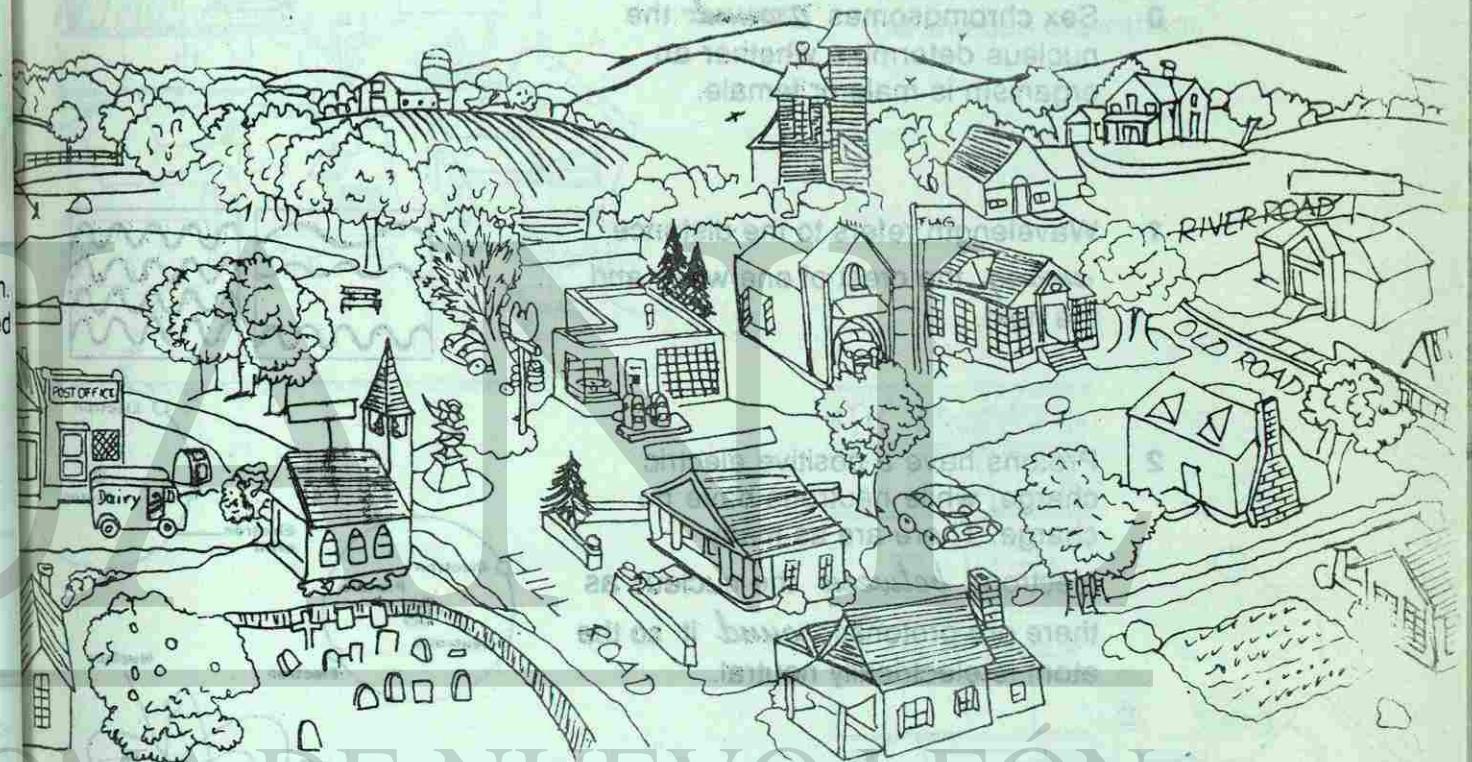
Work in pairs. Ask and answer questions about the picture:

Example

*Where's the school?*

*It's on the corner of River Road and Old Road.*

OAK HILL VILLAGE



DIRECCION GENERAL DE BIBLIOTECAS

They are eaten with mayonnaise.  
They are taken home.  
They are cooked for dinner.  
They are caught in the rivers.

**Task 4**

Correct the following sentences. Choose the appropriate preposition from the box.

|         |        |         |
|---------|--------|---------|
| between | among  | around  |
| in      | inside | outside |

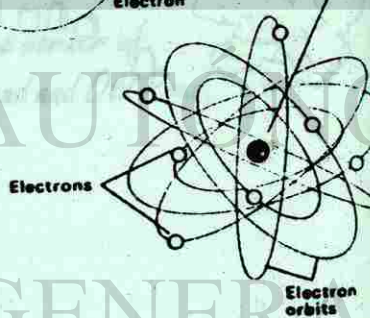
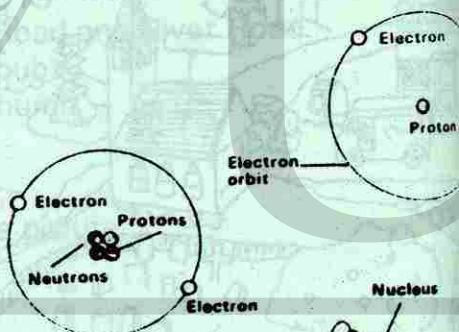
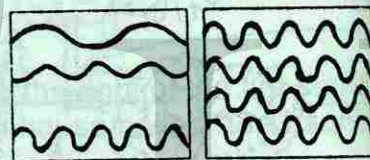
Example:

0 Sex chromosomes ~~around~~ <sup>inside</sup> the nucleus determine whether an organism is male or female.

1 Wavelength refers to the distance <sup>among</sup> the crest of one wave and the next.

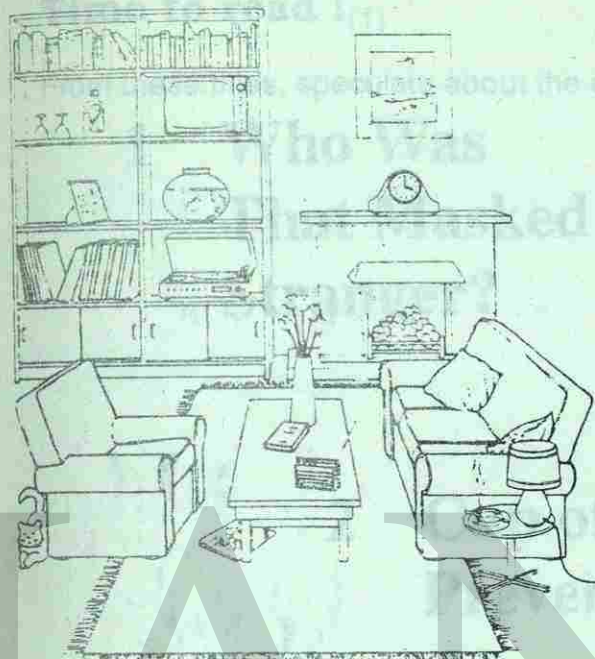
2 Protons have a positive electric charge, while neutrons have no charge. There are as many electrons <sup>between</sup> the nucleus as there are protons <sup>around</sup> it so the atom is electrically neutral.

3 Atomic number is the number of protons <sup>outside</sup> the atoms of the element, and the number of electrons that circle <sup>inside</sup> its nucleus.

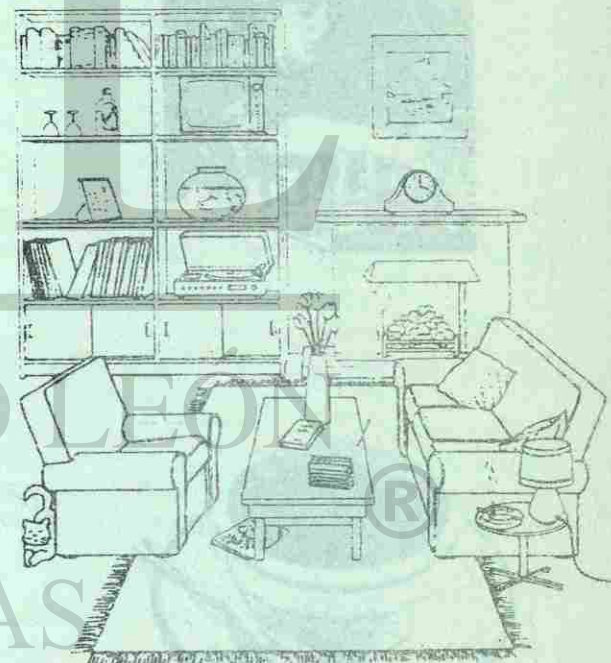


**Task 5**

Work in pairs.



A



B

Work with a partner. One of you is student A and one is student B.

Draw 5 mice anywhere you like in your picture. Do not show it to your partner.

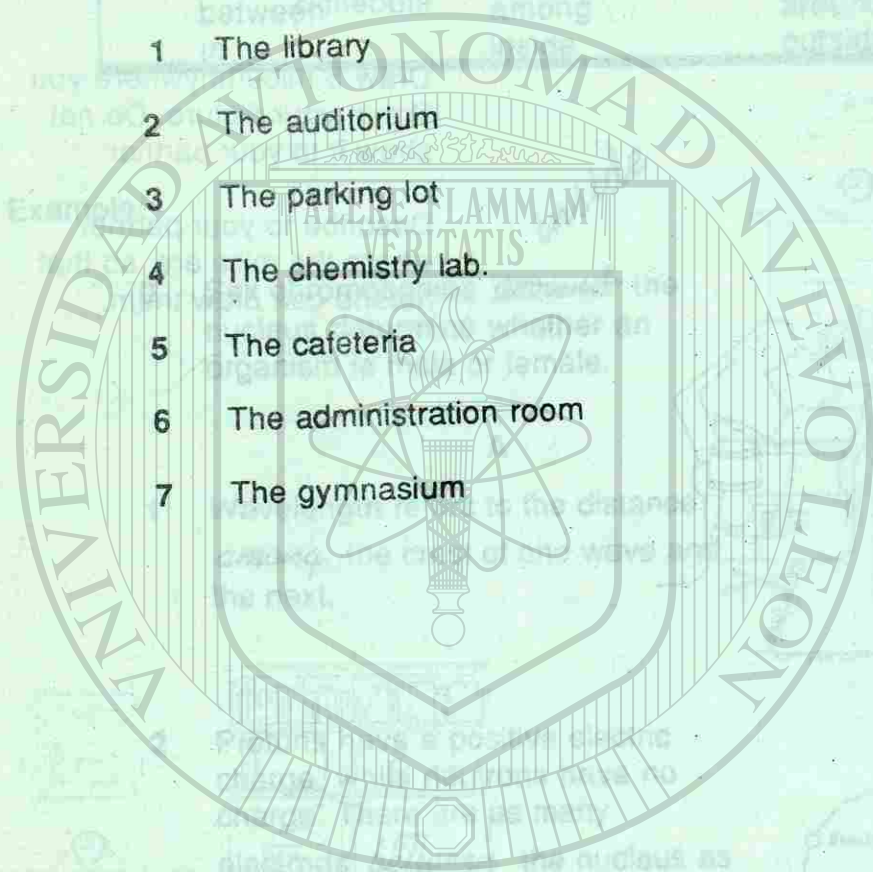
Describe to your partner where the mice are, so that he/she can draw them.

5 Check, Mate!

Task 6

Work in pairs. First, stick a picture or a drawing of your school. Then describe to your partner where the following places are, using: **between, on the corner of, next to, opposite, to the left of, to the right of, in front of, behind.**

- 1 The library
- 2 The auditorium
- 3 The parking lot
- 4 The chemistry lab.
- 5 The cafeteria
- 6 The administration room
- 7 The gymnasium



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# 5 Health Care

## Time to read!<sup>(1)</sup>

From these titles, speculate about the content of the articles.

**1 Who Was That Masked Stranger?**



**2 Cup of Prevention**



**3 The Vision Thing**

**4 A Jump on Pain**

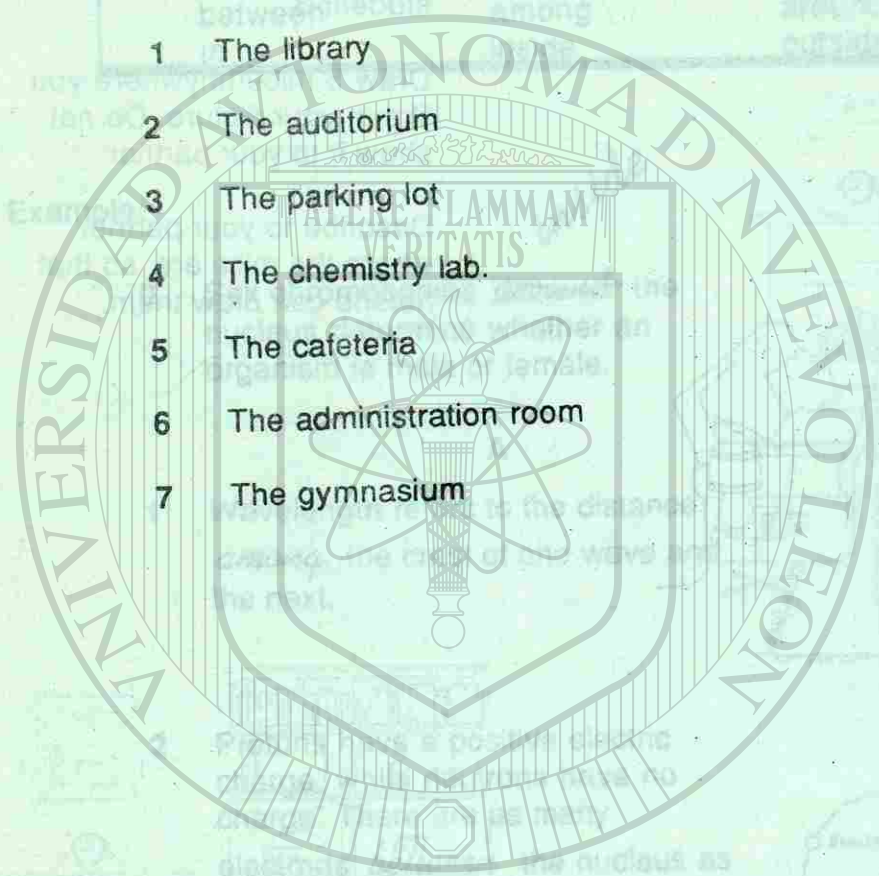


**5 Check, Mate!**

Task 6

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# 5 Health Care

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**2 Cup of Prevention**



**3 The Vision Thing**

**4 A Jump on Pain**



**5 Check, Mate!**



Now, read the articles as quickly as you can and decide which title is best suited to each one.

For people who regularly drink caffeinated coffee, tea or cola, surgery can be a headache—literally. In a study at the Mayo Clinic in Rochester, Minn., one out of four surgical patients who routinely drank such beverages experienced headaches following an operation, compared with only one in 14 caffeine abstainers. For the former, a postoperative caffeine fix significantly lowered headache risk.

The venom from a frog known to Ecuadorian Indians as the poison arrow frog contains a painkiller 200 times as powerful as morphine. On tests in mice, the chemical appears to work by a different mechanism from opiates, making it a candidate for the long-sought nonaddictive painkiller. The painkilling venom component, called epibatidine, is itself poisonous, but according to a report in the journal *Science*, researchers believe they'll be able to produce nontoxic forms. And frog lovers everywhere should be happy to know that the researchers are using a synthetic version of the chemical, sparing the little amphibians back in the rain forest some potential pain of their own.

"When men lose against me they always have a headache . . . or things of that kind. I have never beaten a completely healthy man."—Zsuzsa Polgar, international chess grand master

**CHECKUPS**

A majority of the nurses and almost half of the doctors in a recent survey said they would refuse to perform mouth-to-mouth resuscitation on a stranger. Fear of transmittable diseases, primarily AIDS, was the reason given in the poll of 433 doctors and 152 nurses conducted by Dr. Jane Kauffman of the Loma Linda (Calif.) Medical Center. Ninety-nine percent of the reluctant resuscitators said they'd be willing to perform the procedure if an effective barrier mask were available. Kauffman recommends disposable resuscitation masks that cost about 15¢ each, be made in restaurants and other public

The eyesight of more than a fifth of the world's population could be improved with eyeglasses, according to the World Health Organization. If you'd like to help, bring your old glasses to a LensCrafters store between November 9th and New Year's Day. They'll be cleaned, repaired, classified by prescription and distributed in developing countries around the world. On the home front, LensCrafters, which cosponsors the "Give the Gift of Sight" program with Lions Clubs International, will close more than 100 of its stores for half a day on November 30th, to provide free exams and glasses for an estimated 20,000 needy Americans. To find a store where you can drop off your glasses, call 800-775-LENS.

**Read**

**Test Your Fitness Level**

Ken wants to build his muscles so that he can make the football team next year. Tara wants to be able to run the 100-yard dash fast enough to beat a rival at another school. Yukio is looking for an exercise to trim her body and help her lose some extra weight. David gets winded after five minutes in a neighborhood basketball game and would like to increase his playing time.

Do you recognize yourself in one of these four people? Physical fitness is a personal matter. Your interests and abilities differ from those of other people, yet improved physical fitness will increase your enjoyment of any activity you choose. Understanding the health benefits of physical fitness will also give you good reasons to get in top condition.

**Benefits of Fitness**

The ability of your heart, blood vessels, lungs, and muscles to work their best is called physical fitness. To be physically fit, you need a regular program of exercise. Exercise makes your muscles and bones strong. It works your circulatory and respiratory systems so that they deliver needed amounts of fuel and oxygen to your cells with less effort. Exercise also improves your coordination. In addition, it burns calories and aids the digestive system. Fitness helps you look better, manage your weight, and have more energy. Overall, people who are physically fit tend to be more healthy. They usually have lower blood pressure, fewer cases of heart disease, and increased resistance to disease.

**Fitness Tests and Ratings**

Testing for physical fitness is a good way to identify your physical strengths and weaknesses. The tests that follow measure different components of fitness. Each one shows how well certain parts of your body are working. You can be fit in one component and be unfit in others. Overall fitness requires a well-rounded approach to developing all the components. These tests will give you an idea of how fit you are overall. The tests are easy to take and need little equipment. If you test yourself, work with a partner. It is safer, and more fun. It also may be easier for someone else to measure your time and other factors.

Each test has a rating chart. The ratings range from poor to excellent. The ratings are based on performance. Keep in mind that these ratings give only a rough idea of your fitness. A good rating is within the reach of most young people who are free from physical disability.

Do not worry about how you rate against others, since comparisons may not be very helpful. For example, if a 125-pound person can do eight pull-ups and a 175-pound person can do only six, who is stronger? The heavier person does fewer pull-ups but is lifting an extra 50 pounds. Such a comparison is not very useful. Rather, use the tests to help you set the goals that work best for you. After a time of working to meet your goals, you may want to retest yourself to see how well you have progressed.

**Cardiorespiratory Endurance**

The ability of the heart, lungs, and blood vessels to send fuel and oxygen to the body's tissues during long periods of vigorous activity is called cardiorespiratory endurance [kahr dee oh RES pur uh tawr ee.] It is the single most important component of fitness because it greatly affects your overall health. High endurance shows that your heart, lungs, and muscles can work efficiently for a long time without tiring. A person with high cardiorespiratory endurance has more energy and "wind." Such a person tends to have a slower, stronger heartbeat than a less fit person. This is true when the person is at rest as well as when the person is active.

You can get a good idea of your cardiorespiratory fitness from taking certain tests. One test is the time it takes to run a distance of one mile. The higher your endurance, the more quickly you will be able to run the distance. Figure 14-3 provides standards for a one-mile run test. If you have not been active recently, do not take the test immediately. Instead, wait and take the test after you follow an exercise program for a while.

To take the one-mile run test, use an area where distance has been measured and marked out, such as a track or athletic field. Find out the number of laps it will take to complete a mile. For example, it will take you four laps to complete one mile on a 440-yard track. You may want to practice for a few days so that you can give it your best. Before taking the test, be sure to warm up your muscles by stretching and walking quickly for about five minutes. For the test, use a watch to time yourself, and go as quickly as you can. You may only be able to run a short distance at a time. If so, take turns running and walking, but keep going as quickly as you can for the whole distance. Your score is the time it takes to cover one mile.

|             | One-Mile Run |            | Pulse rate<br>(30 seconds) |
|-------------|--------------|------------|----------------------------|
|             | Girls        | Boys       |                            |
| Outstanding | under 7:30   | under 6:30 | 50 or less                 |
| Excellent   | 7:31-8:00    | 6:31-7:00  | 51-55                      |
| Good        | 8:01-8:30    | 7:01-7:30  | 56-60                      |
| Average     | 8:31-9:00    | 7:31-8:00  | 61-65                      |
| Fair        | 9:01-9:30    | 8:01-8:30  | 66-70                      |
| Low         | 9:31-10:00   | 8:31-9:00  | 71-75                      |
| Poor        | 10:01 plus   | 9:01 plus  | 76 plus                    |

Figure 14-3 This table gives ratings for cardiorespiratory endurance tests. Times are given in minutes and seconds.

Task 1

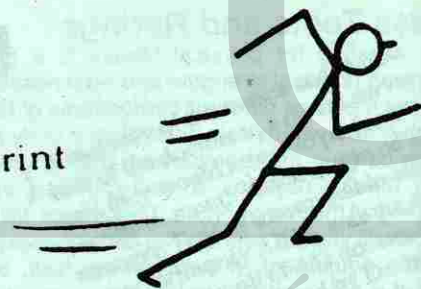
Decide whether the following statements are **True or False** Underline the answer in the text  
Test your Fitness Level.

- \_\_\_\_\_ Physical fitness keeps off excess fat.
- \_\_\_\_\_ Exercise affects your coordination.
- \_\_\_\_\_ People who are physically fit tend to be healthier.
- \_\_\_\_\_ Cardiorespiratory endurance is one of the most important components of fitness.
- \_\_\_\_\_ Fitness increases the risks of heart disease.
- \_\_\_\_\_ A regular program of exercise is necessary for physical fitness.

run



sprint



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Task 2

Complete some of the missing benefits of physical fitness according to the subheadings of figure 14-1.

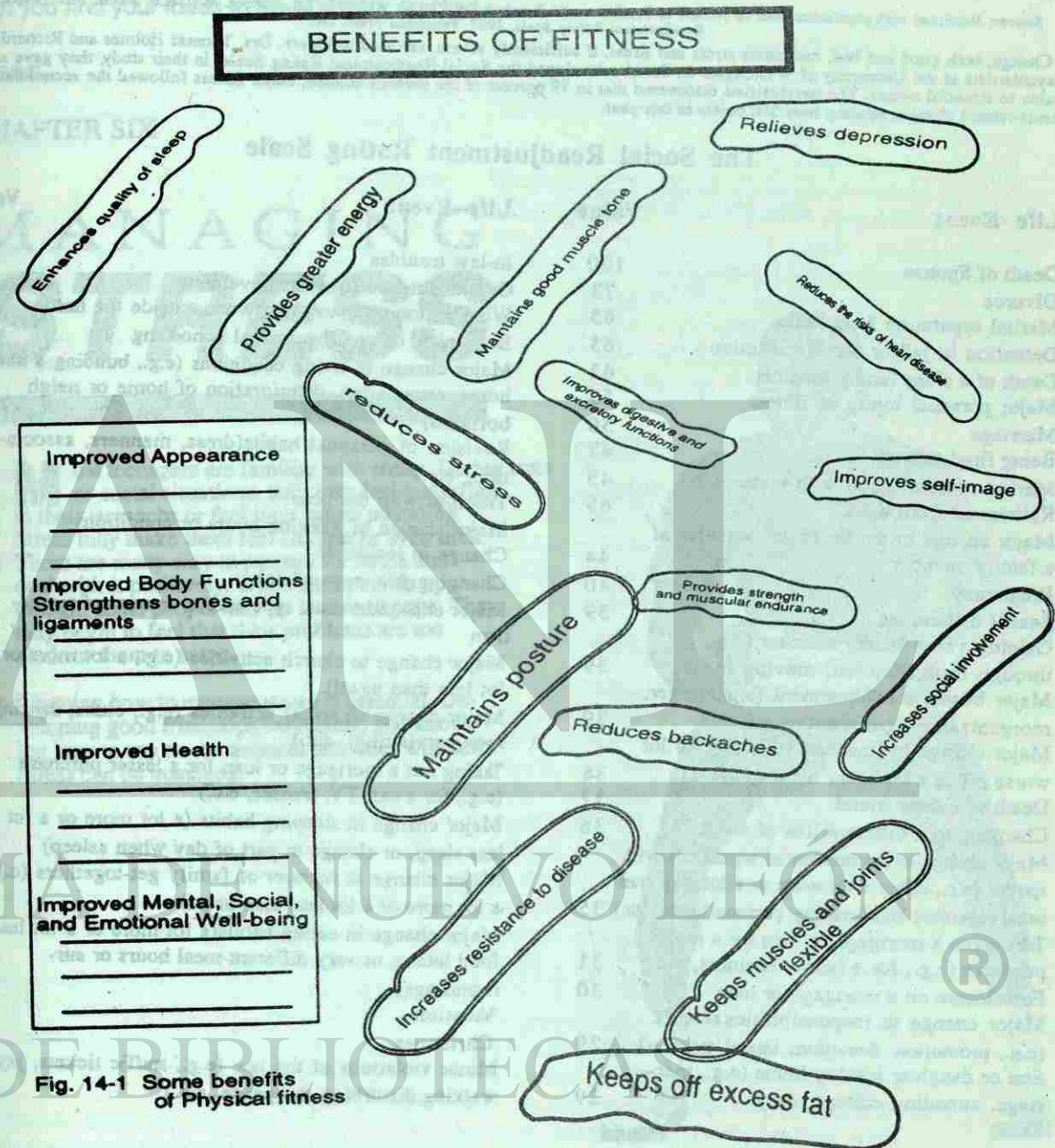


Fig. 14-1 Some benefits of Physical fitness

- Check your cardiorespiratory endurance!  
You can check in the text... or consult your physical education teacher.

**Stress: How Much Can Affect Your Health?**

Source: Reprinted with permission from the Journal of Psychosomatic Research, Vol. 11 pp. 213-218. TH. Holmes, M.D. R.H. Rahe, M.D. *The Social Readjustment Rating Scale*, 1967, Pergamon Press, Ltd.

Change, both good and bad, can create stress and stress, if sufficiently severe, can lead to illness. Drs. Thomas Holmes and Richard Rahe, psychiatrists at the University of Washington in Seattle, developed the Social Readjustment Rating Scale. In their study, they gave a point value to stressful events. The psychiatrists discovered that in 79 percent of the persons studied, major illness followed the accumulation of stress-related changes totaling over 300 points in one year.

**The Social Readjustment Rating Scale**

| Life Event  | Value | Life Event   | Value |
|---|-------|--|-------|
| Death of Spouse   | 100   | In-law troubles  | 29    |
| Divorce   | 73    | Outstanding personal achievement   | 28    |
| Marital separation from mate  | 65    | Wife beginning or ceasing work outside the home  | 26    |
| Detention in jail or other institution  | 63    | Beginning or ceasing formal schooling  | 26    |
| Death of a close family member  | 63    | Major change in living conditions (e.g., building a new home, remodeling, deterioration of home or neighborhood)   | 25    |
| Major personal injury or illness  | 53    | Revision of personal habits (dress, manners, association, etc.)  | 24    |
| Marriage  | 50    | Troubles with the boss   | 23    |
| Being fired at work   | 47    | Major change in working hours or conditions  | 20    |
| Marital reconciliation with mate  | 45    | Change in residence  | 20    |
| Retirement from work  | 45    | Changing to a new school   | 20    |
| Major change in the health or behavior of a family member   | 44    | Major change in usual type and/or amount of recreation   | 19    |
| Pregnancy   | 40    | Major change in church activities (e.g., a lot more or a lot less than usual)                                      | 19    |
| Sexual difficulties   | 39    | Major change in social activities (e.g., clubs, dancing, movies, visiting, etc.)                                   | 18    |
| Gaining a new family member (e.g., through birth, adoption, moving in, etc.)  | 39    | Taking out a mortgage or loan for a lesser purchase (e.g., for a car, TV, freezer, etc.)                           | 17    |
| Major business readjustment (e.g., merger, reorganization, bankruptcy, etc.)  | 39    | Major change in sleeping habits (a lot more or a lot less sleep, or change in part of day when asleep)             | 16    |
| Major change in financial state (e.g., a lot worse off or a lot better off than usual)  | 38    | Major change in number of family get-togethers (e.g., a lot more or a lot less than usual)                         | 15    |
| Death of a close friend   | 37    | Major change in eating habits (a lot more or a lot less food intake, or very different meal hours or surroundings) | 15    |
| Changing to a different line of work  | 36    | Vacation   | 13    |
| Major change in the number of arguments with spouse (e.g., either a lot more or a lot less than usual regarding child-rearing, personal habits, etc.) | 35    | Christmas  | 12    |
| Taking out a mortgage or loan for a major purchase (e.g., for a home, business, etc.)   | 31    | Minor violations of the law (e.g., traffic tickets, jay-walking, disturbing the peace, etc.)                       | 11    |
| Foreclosure on a mortgage or loan   | 30    |  |       |
| Major change in responsibilities at work (e.g., promotion, demotion, lateral transfer)  | 29    |  |       |
| Son or daughter leaving home (e.g., marriage, attending college, etc.)  | 29    |  |       |

**Time to read!** (2)

work with another student to discuss the following questions.

- a) What is "stress"?
- b) What situation can cause "stress"?
- c) What harmful effects can stress have on the body?

Can you find your ideas in the text fairly quickly?

**Read**

**CHAPTER SIX**

**MANAGING STRESS**

- 1 **M**ost teenagers are familiar with stress. During tests or social situations, they may feel butterflies in their stomachs or feel their hearts pounding. Stress may make them feel anxious or even tired.
- 5 There are many way to prepare for stress and deal with it positively. When stress builds up, though, some people may be unable to cope. They may begin to feel that their problems are too hard for them to solve.
- 10 Learning how to manage stress is essential. Developing good friendships exercising, and knowing how to say no to stressful activities will help. Stress can be managed.



### Stress and Its Effects

Stress is as much a part of life as eating or sleeping. Stress is the body's response to a physical or mental demand or pressure. The physical and mental demands are called stressors. Physical stressors might be hunger, thirst, or cold. Feeling tired, maybe from overwork, can be a physical stressor. Certain drugs, such as tobacco or caffeine, cause physical stress, too. Mental or emotional stressors can trigger the same responses in the body that physical stressors do. Such stressors include worry about work or school and problems in relationships. Worry about money or poor health are other causes. Even happy events may be stressful.

### Stage of Stress

When scientists first studied stress, they found a pattern to the body's physical reactions. They found that the body's response to stress is the same whether the stressor is physical or mental. Stress usually occurs in three stages: the alarm stage, the resistance stage, and the exhaustion stage.

**Alarm stage** As soon as you recognize a stressor, your body reacts. This quick physical warning is the alarm stage. When you feel fear, your body releases adrenaline. Adrenaline is a hormone that causes a rush of energy in times of danger. Your heart rate and breathing speed up. Blood rushes from your stomach and other internal organs to your arms, legs, and brain. The adrenaline has prepared you to fight with your greatest energy or to flee at your top speed. The body's immediate response to stress is called the fight or flight response.

**Resistance** The second stage of stress starts when your body fights or flees. When your body works against the stress, it is at the resistance stage. Although you may not be able to fight or run, your body still works to resist a threatening stressor. In many cases, your body continues to respond as if it were in danger even after the stressor is gone.

In this stage, people overcome stress with defense mechanism. These are sometimes called coping mechanism. Coping means acting to correct a problem. Some mental coping behaviors are humor and denial.

Using a coping mechanism may help you control certain symptoms of stress. For example, you may be able to face a bad situation by joking instead of losing your temper. But you might not be able to stop your nervous perspiration. Few people can consciously stop the physical symptoms of stress.

**Exhaustion** If stress lasts too long, you may move into the third stage of stress. In the exhaustion stage, the body's defenses against stress are used up. You are unable to fight, flee, or resist a threat in any way. Your body and mind are so tired you can no longer resist the stressor. During the exhaustion stage people often become ill.

### Stress and Illness

As you know, stress causes many changes in the body. Stress can weaken the body and increase the risk of disease. Stress for long periods weakens the body's disease-fighting system. Some physical disorders result from stress are psychosomatic. Psychosomatic illness [SY kuh soh MAT ik] is a physical disorder caused by stress rather than disease damage to the body. Psychosomatic illnesses are physical problems that may be triggered or complicated by stress. A psychosomatic illness is not, as many people believe, imaginary. It is simply a physical response to stress.

There are many kinds of psychosomatic illnesses with which you may be familiar. People may react in different ways. Sleep disorders are a common example. Worrying about something may make it hard to sleep. In some people, stress may result in sleeping longer than usual.

The skin can be bothered by stress. Studies have shown that cold sores, acne, hives, and other skin disorders can be triggered by stressful situations.

Digestive problems also may be psychosomatic. The immediate response to stress includes slowing down the digestive process. This change may cause "butterflies" in the stomach. Nausea, vomiting, diarrhea, and constipation are also common results of stress.

### Task 1

Tick (✓) the right circle according to the text on page 111.

- 1 **They** in line 2 refers to:  tests  
 teenagers  
 situations
- 2 **Them** in line 4 refers to:  stomachs  
 hearts  
 teenagers
- 3 **It** in line 6 refers to:  stress  
 ways  
 people
- 4 **They** in line 7 refers to:  problems  
 people  
 tests
- 5 **Their** in line 8 refers to:  people  
 problems  
 situations
- 6 **Them** in line 9 refers to:  friendship  
 problems  
 people

Task 2

Some of these statements are false. Find the correct information in the text and re-write the statements.

- 1 Tobacco or caffeine do not cause physical stress.  
\_\_\_\_\_
- 2 Everybody can stop the physical stress.  
\_\_\_\_\_
- 3 A psychosomatic illness is a mental disorder caused by a headache.  
\_\_\_\_\_
- 4 Skin disorders can be caused by sleeping much longer than usual.  
\_\_\_\_\_
- 5 Good friendships and exercising can cause stress.  
\_\_\_\_\_

Task 3

These are some physical responses to stress. Write them in the boxes.

breathing speeds

heart beats faster

pupils dilate

hearing increases

digestion slows down

muscles tense

blood pressure increases

blood sugar rises

adrenaline secreted

Discuss these questions

How do you rate your stress level?

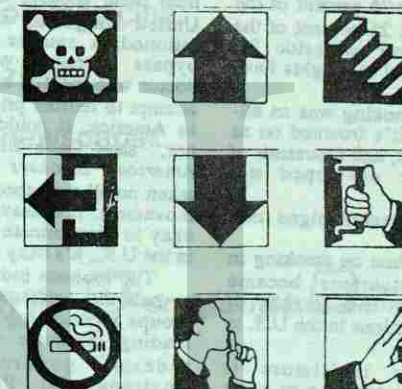
- high
- medium
- low

What situations cause you stress?  
Make some suggestions which can help to reduce stress.  
Check with other groups. Make a slogan about stress reduction.

Time to read! (3)

What are these signs? Write the correct word above each symbol.

- STAIRS  
PULL  
PUSH  
NO SMOKING  
UP  
DOWN  
SILENCE  
EXIT  
DANGER



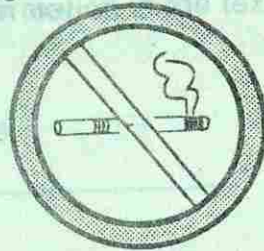
The title of the article "Should people have a right to smoke?" suggests that:

- smokers do not have the right to smoke.
- smokers are discriminated against by society.
- smokers have bad health.
- smokers have the right to smoke.

**Task 1**

In the following text, several facts are presented for and against smokers' rights. Decide whether the arguments are for or against smokers' rights. Work in teams.

**[tell us what you think]**  
**Should people have a right to smoke?**



**SUSAN ALLSOP** A MARKETING manager for a Connecticut publishing company, avoids flying, now that airlines no longer permit her to ease her jittery nerves with a cigarette. There's a nearby shopping mall that she swears she'll never enter because smoking is banned. She's also annoyed that her post office and some other local government buildings have forbidden smoking.

"Smokers account for 25 percent of the adult public, so why isn't 25 percent of the space in public buildings set aside for smokers?" she says. "I feel my rights have been violated."

A generation ago, smoking was an all-American habit. Today, it's frowned on as malodorous health hazard, and thousands of U.S. companies have developed no-smoking policies.

Some of the most recent signs that smokers are under siege:

In early August, a ban on smoking in all Los Angeles restaurants became effective-making L.A. the largest of approximately 80 jurisdictions in the U.S. to take similar action.

The Pennsylvania legislature is considering a bill to ban smoking in autos carrying passengers age 15 and under.

Burger King, Mc Donald's and Wendy's were sued in March under the

Americans With Disabilities Act. The claim: The fast-food chains' failure to ban smoking in all of their restaurants discriminates against people with asthma or other respiratory problems.

Antismoking sentiment is cropping up in other quarters as well. Parental smoking is now being raised in child-custody disputes. Smokers say they have been turned away by doctors who refused to treat them because of their habit. In the United Kingdom, where health care is rationed, a smoker died after a heart-bypass operation was postponed by a doctor who insisted he quit first. "With the attempt to reorder priorities for health care in America, it could very easily happen here," says Dave Brenton, editor of the *American Smokers Journal*. "This has taken on all the aspects of a bona fide hate movement. It's okay to hate smokers, it's okay to discriminate against smokers, and in the U.K., it's okay to kill smokers."

The tobacco industry has armed itself to halt the antismoking trend. In June, groups representing the industry and two leading cigarette companies sued the federal government over the Environmental Protection Agency's classification of secondhand smoke as a carcinogen, claiming that it was based on flawed and biased research. Smokers too

are raising their voices to protest the fact that a number of companies are trying to ban not only smoking, but smokers as well. Though smoking-related antidiscrimination legislation has passed in at least 28 states, smokers claim that employers are firing or not hiring people who smoke even those who do so only off the job.

John Banzhaf, a professor of law at George Washington University in Washington, D.C., and executive director of Action on Smoking and Health, an anti-smoking organization, believes that employers should have that right. "An employer is free to make hiring or firing decisions based on any conduct that affects the costs of employers. Smokers are absent from work more often than nonsmokers. They are more likely to retire on disability."

Shouldn't smokers have a right to act on certain lifestyle choices in public, if not in the workplace? Says Banzhaf: "To say that smokers have a right that is somehow comparable to a nonsmoker's right—that we have to balance one against the other—is a little like saying that women have the right not to be pinched, but that we have to balance that against the rights of pinchers."

Should society be allowed to prohibit smoking? Tell us what you think.

1. Does your employer or school have any restriction on smoking?

- Yes, smoking is banned both on and off the premises
- Yes, smoking is banned on the premises
- Yes, smoking is restricted to certain areas on the premises
- No

2. Do you smoke?

- Yes  No  Occasionally

3. If you smoke, do you believe you have been treated unfairly because of it?

- Yes  No

4. If you don't smoke, do you believe that smokers are treated unfairly?

- Yes  No

5. Should employers have the right to discriminate against employees who smoke, even if they do so only off the job?

- Yes  No

6. Is society taking antismoking measures too far?

- Yes  No  I don't know

Please feel free to give further comments on any of these questions in the space provided below. Mail us your answer within the next two weeks to: "Tell Us What You Think," *Glamour* magazine, 350 Madison Ave., New York NY 10017. Or you can fax your response to us at: (212) 880-6922.

Arguments for \_\_\_\_\_

Arguments against \_\_\_\_\_

Discuss your answers with other teams

**Task 2**

Read the text on page 116 as quickly as you can and tick (✓) the right completion. The text is about:

- how bad smoking is for health.
- the decrease in the number of smokers.
- the way smokers' rights are being attacked.

The text probably comes from:

- a book on medicine.
- a magazine.
- a daily newspaper.

Do you think this article is generally for  or against  smokers' rights. Why?

\_\_\_\_\_

\_\_\_\_\_

Compare and discuss your answer with a partner.

Answer the questionnaire included in the article.

(If you like, you can find out what other people think about the topic. ®)

Answers to the questionnaire are on page 118 )

# [This is what you thought]

## Are we taking antismoking measures too far? 57% say no

**MORE THAN HALF OF** the respondents to our December survey do not feel that society's efforts to curb smokers have gone too far. However, 80 percent draw the line at employers' discriminating against employees who smoke off their job. Of the roughly one third of the respondents who say they smoke, 78 percent feel they're treated unfairly because of it. Their nonsmoking counterparts disagree: Eighty-six percent of them insist that smokers are not treated unfairly. For more results of the survey, read on.

**\* 1. Does your employer or school have any restrictions on smoking?**

38% say yes, smoking is restricted to certain areas on the premises.

"In my building, smokers must use the stairwells. To my mind, that's not good enough. When I use the stairs I often end up with the smell in my hair and its taste in my throat."

34% says yes, smoking is banned on the premises.

"My office has slowly taken measures to ban smoking. First people could smoke in private offices, then only in designated areas. Now it's prohibited altogether, and I've yet to hear a single complaint!"

6% says yes, smoking is banned both on and off the premises.

"I don't mind not being allowed to smoke in my building, but I resent being told that I can't even step outside where I wouldn't bother anyone."

22% say no.

**\* 2. Do you smoke?**

63% say no.

"Smoking makes your teeth and skin yellow, your voice raspy, your breath and clothes stink—and it can kill you! I can't understand how something that has no redeeming qualities ever became vogue in the first place."

36% say yes.

"Five years ago I could smoke without guilt. Now I'm harassed by nonsmoking bullies who are more concerned about whether my kids are being exposed to secondhand smoke than whether they have a loving home."

1% say occasionally.

**\* 3. If you smoke, do you believe you have been treated unfairly because of it?**

78% say yes.

"I'm a considerate smoker—I won't even smoke in my own house because my boyfriend is a nonsmoker. But I'm tired of people who are rude or impolite and make negative assumptions about me simply because I smoke."

22% say no.

"I understand the risk secondhand smoke poses to other people's health. So I don't mind going outside to light up—even if it's cold!"

**\* 4. If you don't smoke, do you believe that smokers are treated unfairly?**

86% say no.

"Smokers like to act as though their habit doesn't have an adverse effect on the people around them, but there are dangers they don't even consider. Twice my hand has been burned by an oblivious smoker walking down a crowded street."

"The smokers in the office where I work go off four and five times a day for cigarette breaks and no one says anything. If I left my desk that often to chat with a coworker or make a personal phone call, you can be sure I'd hear complaints!"

14% say yes.

"Smokers should at least be able to light up publicly in designated areas. I don't mind if they enjoy their vice, as long as I can't smell it."

**\* 5. Should employers have the right to discriminate against employees who smoke, even if they do so only off the job?**

80% say no.

"A coworker saw me smoking in my car on the way to work one day. No one ever asked me when I was hired if I smoked, but after this incident they fired me on the grounds of 'dishonesty.' And this is a company that pays for employee alcohol and drug rehab and gives those people a job to come back to!"

20% say yes.

"After five years, I quit smoking, and now I can smell, taste and breathe again! Smoking is a disgusting, smelly habit that brings health problems to everyone who comes in contact with it."

**\* 6. Is society taking antismoking measures too far?**

57% say no.

"I have asthma and have been forced to leave concerts, restaurants and parties—obviously missing out on having a good time with my friends and dates. As far as I'm concerned, a smoker's rights end where mine begin."

41% say yes.

"There are economic repercussions to ganging up on an industry that directly employs 700,000 tax-paying Americans and provides \$13.5 billion in federal, state and local taxes. The situation is reminiscent of alcohol prohibition, which contributed to the Great Depression."

2% say they don't know.

Please turn to the next page and give us your responses to this month's Glamour survey, "Atrocity Photos: Do They Manipulate the Public?"



## Time to read!<sup>(4)</sup>

Look at the subheadings of an article about vitamins and try to guess what each paragraph might be about. Then discuss your ideas with a peer.

1) DOSAGE

3) WELL-BEING

2) FOLKLORE

4) PURITY

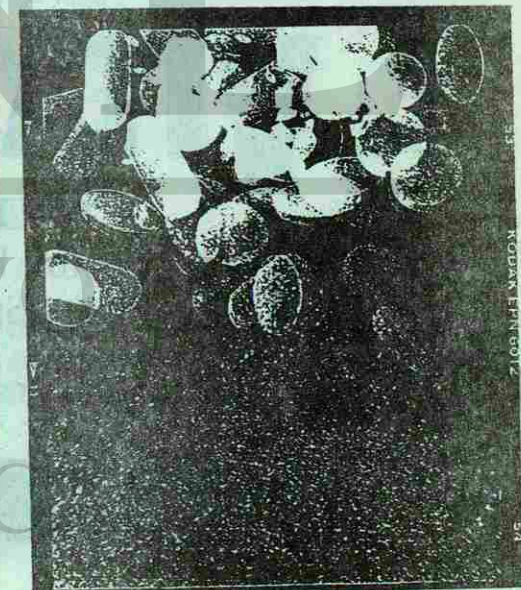
Read each paragraph as quickly as you can. Then try to match them with the sub-headings.

Vitamins aren't food, but they're found in food, and we can't live without them. Our bodies use them in tiny amounts to build, maintain and repair tissues.

Though Americans spend hundreds of millions of dollars on vitamins and food supplements every year, no agency ensures that products are what they claim.

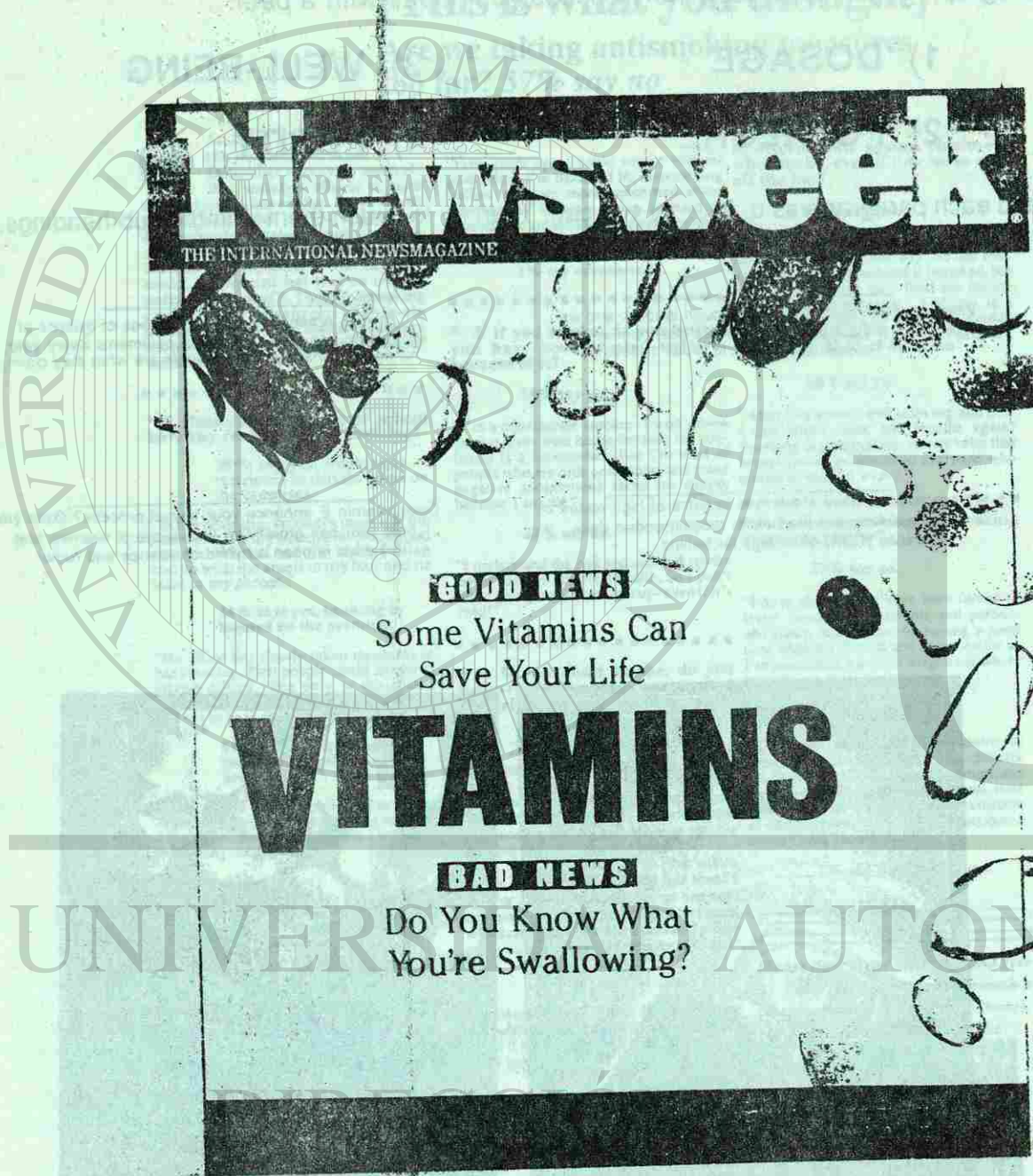
Recent studies have shown the benefits of high doses of some vitamins, but the official recommended daily allowance (RDA) often lags far behind.

Does vitamin E enhance your sexual process? Does zinc help your hair grow? Our knowledge of vitamins and minerals is often a hybrid of science and rumor.



Task 1a

Read the cover of the magazine. What do you think the article will be about? Tick the possible ideas.(✓).



- 1 Calcium is essential for strong bones.
- 2 We require 45 different nutrients to stay healthy.
- 3 Vitamin C might reduce tissue damage.
- 4 An extra-calcium dose per day can cause urinary stones.
- 5 Massive daily doses of vitamin C can cause nausea.
- 6 Yogurt, milk and cheese are classic calcium sources.
- 7 Vitamin K may prevent some forms of cancer.
- 8 Nutrients from food or food supplements may help us prevent heart disease, cancer, and other chronic ailments.
- 9 Some vitamins are useless because they don't dissolve.
- 10 The content of pills may differ from the descriptions printed on the package.

Task 1b

Now, discuss your answers with a partner. Explain why you think some of these ideas are possible and some impossible. (Whenever you think an idea is possible, try to imagine some of the points the article might mention).

Task 1c

Can you think of any more ideas about the content of the article?

Task 1d

Now, read the text and check your answers.



**O**ur bodies don't live on calories alone. We require 45 different nutrients to stay healthy. They're all found in foods, but getting them in the right

amounts require some efforts. This chart offers only a sampling. To work out your own nutritional needs, it's best to consult a doctor.

**VITAMINS**

**FOOD SOURCES**

**Vitamin A**  
RDA  
Women: 4,000 iu  
Men: 5,000 iu

Liver, kidney, egg yolk and spinach will never win popularity contests, but all are loaded with easy-to-process vitamin A. One raw carrot provides 11,000 iu.

**Beta Carotene**  
No RDA separate from that for vitamin A

Beta carotene is common in fruits such as cantaloupe and peaches and vegetables such as broccoli.

**Vitamin B<sub>6</sub>**  
RDA  
Women: 1.6 mg  
Men: 2 mg

Bananas, avocados, chicken and potatoes are all on the list of B<sub>6</sub> vehicles. Smaller amounts are present in spinach, green peas, walnuts and wheat germ.

**Vitamin B<sub>12</sub>**  
RDA  
Women and men: 2 µg

Animal foods or fermented foods are the only natural sources of B<sub>12</sub>. Beef, liver and canned clams in particular are loaded with B<sub>12</sub>.

**Vitamin C**  
RDA  
Women and men: 60 mg

Citrus fruit and Brussels sprouts are the best, though strawberries and cantaloupe are also good sources.

**Vitamin D**  
RDA  
Women and men: 200 iu

One cup of vitamin-D-fortified milk provides 100 iu, and some breakfast cereals contain added vitamin D. The best source: canned sardines, which pack 1,100 iu in 3.5 oz.

**Vitamin E**  
RDA  
Women: 12 iu  
Men: 15 iu

Hard to get from standard diets, the richest natural sources of vitamin E are wheat-germ, safflower and sunflower oils; smaller amounts are in foods like peaches and prunes.

**Folic Acid**  
RDA  
Women: 180 µg  
Men: 200 µg

Liver and leafy green vegetables are among the best sources. Brewer's yeast provides a large dose.

**Niacin**  
RDA  
Women: 15 mg  
Men: 19 mg

Chicken, salmon and beef are all good sources of niacin, as are peas and peanut butter. The body can manufacture niacin from protein in eggs and milk.

**Vitamin K**  
RDA  
Women and men: 65 µg

Found in vegetables such as broccoli, turnip greens and cabbage. Cheese and egg yolk contain smaller amounts, as do peaches and potatoes.

**MINERALS**

**Calcium**  
RDA  
Women and men over 25: 800 mg

Yogurt, milk and cheese are classic calcium sources. Tofu and sardines also contain plenty; oysters, dried apricots and whole-wheat bread have smaller amounts.

**Iron**  
RDA  
Women: 15 mg  
Men 10 mg

Liver, oysters and beef are good sources, as are dried apricots and blackstrap molasses.

**Selenium**  
RDA  
Women: 55 mg  
Men: 70 mg

Found in organ meats and seafood. Deficiency is rare.

**Zinc**  
RDA  
Women: 12 mg  
Men: 15 mg

Meat, grains, breads and eggs have enough for most people. Six medium oysters give 10 times the RDA. A big bowl of lima beans also works.

**BENEFITS/RISKS**

**Benefits:** Vitamin A keeps eyes sharp and supplements the body's natural barriers to infection.  
**Risks:** Massive doses—50,000 to 100,000 iu—over long periods can be toxic, causing nausea and joint discomfort.

**Benefits:** When converted into vitamin A, it helps the eyes and the immune system. Also associated with lower risks for some cancers.  
**Risks:** Nontoxic, because the body's own systems convert it into vitamin A only as needed.

**Benefits:** B<sub>6</sub> helps the immune system and may limit pain in conditions like PMS and carpal tunnel syndrome.  
**Risks:** Doses of 200 mg per day can be toxic if taken for several months.

**Benefits:** B<sub>12</sub> helps maintain and replace cells throughout the body, including those responsible for immunity and clotting.  
**Risks:** No top limit has been set, but avoid amounts well above RDA levels.

**Benefits:** Vitamin C might reduce the tissue damage that cause cancer and accelerates aging. There are signs of increased resistance to colds.  
**Risks:** Massive daily doses—10,000 mg—can cause diarrhea and nausea.

**Benefits:** Vitamin D shows promise as an anticancer agent. It also seems to help weak immune systems and weak bones.  
**Risks:** Daily doses of 1,000 iu or more can cause heart problems.

**Carrot Vision**

During world War II, Winston Churchill allegedly helped popularize carrots by claiming they were the secret vision fuel of sharp-eyed RAF night-fighter pilots. While vitamin A dose combined the pigments in the retina to help preserve eyesight, there's no evidence carrot sticks could help Mr. Magoo or even RAF pilots. The real Top Gun secret: an early version of radar.

**Just for Kids**

Growth spurts through the teenage years leave children at greater risk for vitamin deficiencies than adults. That doesn't mean they need bigger doses of the vitamins. A healthy and diverse diet usually provides enough of all essential vitamins and minerals. Avoid too much of anything, whether burgers or broccoli.

**Star Dose**

Vitamins are a perennial favorite of trend-hopping celebs. Clint Eastwood cast his vitamin adviser in two movies. B<sub>12</sub> shots slip into vogue as often as long hair while other vita-fads last barely as long as a movie trailer. Hollywood gyms now feature nearly as many nutritionists as trainers.

ILLUSTRATIONS BY STAN OAK

SOURCES: "THE DOCTORS' VITAMIN AND MINERAL ENCYCLOPEDIA," "THE ESSENTIAL GUIDE TO VITAMINS AND MINERALS."

**Task 2**

Let's suppose you have come to the conclusion that the text is about the "Benefits and Risks of Vitamins." Choose a partner and discuss this subject with her/him. Then complete the following task.

According to the text complete the following table.

| Vitamin  | Food Sources | Benefits | Risks |
|----------|--------------|----------|-------|
| A        | _____        | _____    | _____ |
| D        | _____        | _____    | _____ |
| B 6      | _____        | _____    | _____ |
| B 12     | _____        | _____    | _____ |
| C        | _____        | _____    | _____ |
| E        | _____        | _____    | _____ |
| Calcium  | _____        | _____    | _____ |
| Iron     | _____        | _____    | _____ |
| Selenium | _____        | _____    | _____ |
| Zinc     | _____        | _____    | _____ |

Do you think it is better to take vitamins or eat the food which contains them? Why?

Which food do you think you need to include in your daily meals?

**Skill: Skimming-Scanning**

**Skimming:** Get the general idea.

**Task 1**

Read the text "Inside the Pyramid" quickly and answer the following questions.

- 1 What are circles and triangles? \_\_\_\_\_
- 2 What are the three levels of activity mentioned? \_\_\_\_\_

**Scanning for details.**

**Task 2**

Now, read the text again and find the answers to these questions.

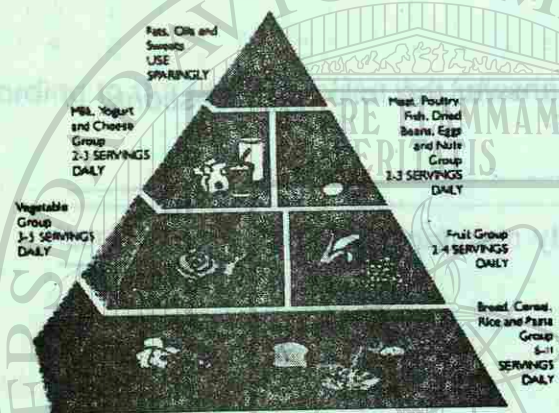
- 1 How much salt and sodium should you use? \_\_\_\_\_
- 2 How many calories does a very active person need? \_\_\_\_\_
- 3 What are 4 examples of rigorous activity? \_\_\_\_\_
- 4 Diets should be low in fat, saturated fat and...? \_\_\_\_\_
- 5 Nine servings of bread and grains are suggested for what kind of people? \_\_\_\_\_
- 6 If you want to gain weight, which range should you follow? \_\_\_\_\_

**Task 3**

Write the answers.

- 1 What is a couch potato? \_\_\_\_\_
- 2 What is your serving range? \_\_\_\_\_

# Inside the Pyramid



## Seven Dietary Guidelines

The Food Guide Pyramid is a diagram of the USDA's seven new dietary guidelines. They are:

1. Eat a variety of foods.
2. Maintain a healthy weight.
3. Choose a diet low in fat, saturated fat and cholesterol.
4. Choose a diet with plenty of vegetables, fruits and grain products.
5. Use sugars only in moderation.
6. Use salt and sodium only in moderation, especially if you have high blood pressure.
7. If you drink alcoholic beverages, do so in moderation.



## Circles and Triangles

The small circles on the Food Guide Pyramid represent naturally occurring and/or added fat; triangles represent sugars. These symbols indicate that fat and added sugars come mostly from the fats, oils and sweets category at the tip of the pyramid but may also be part of or added to foods included in other categories.

## Find Your Serving Range

The pyramid model provides a range of caloric intake and servings based on activity level. If you're a couch potato or exercise fewer than three times weekly (for get moving) follow the lowest range. If you exercise at least three times weekly for 30 minutes, use the moderate range. If you engage regularly in rigorous sports (e.g., backpacking, cross-country skiing, mountain biking, long-distance cycling, in-line skating, running, triathlons), or are training for a marathon or trying to gain weight, follow the high range.

Alternate between ranges depending on your activity level.

|                         | Sedentary    | Active       | Very active  |
|-------------------------|--------------|--------------|--------------|
| Calories                | 1,600        | 2,200        | 2,800        |
| Servings of             |              |              |              |
| Breads and Grains       | 6            | 9            | 5            |
| Vegetables              | 3            | 4            | 5            |
| Fruits                  | 2            | 3            | 4            |
| Milk and Dairy Products | 2 to 3*      | 2 to 3*      | 2 to 3*      |
| Meats and Protein       | 2            | 2            | 3            |
|                         | (total 5 oz) | (total 6 oz) | (total 7 oz) |
| Total fat (g)           | 63           | 73           | 93           |
| Total added sugar (tsp) | 6            | 12           | 18           |

\* Pregnant women and nursing mothers should use the higher figure.

SHAPE/MAY 93

## Clearing it up (part I)

Do you remember the auxiliaries "CAN" and "COULD"?

- 1 I **can** swim very well.
- 2 Most birds **can** fly.
- 3 **Can** I go to the movies, Mom?
- 4 **Can** I use your pen?
- 5 When I was 10, I **could** roller skate.
- 6 We **could** go to Laredo on the weekend.
- 7 What's for dinner?  
Well, we **could** have fish or chicken.

### Task 1

Which sentences have these meanings?

| FUNCTION | SUGGESTION | NATURAL ABILITY | POSSIBILITY | LEARNED ABILITY | REQUESTING PERMISSION |
|----------|------------|-----------------|-------------|-----------------|-----------------------|
| SENTENCE |            |                 |             |                 |                       |

### Task 2

Answer: YES NO

Does "can" always mean ability?  YES  NO

Does "could" always mean the past of "can"?  YES  NO

**Task 3**

Complete this table with ticks (✓) and crosses (X).

|  | Possibility | Learned ability | Natural ability | Requesting permission | Suggestion |
|--|-------------|-----------------|-----------------|-----------------------|------------|
| What do you want for lunch? we could prepare a sandwich.                         |             |                 |                 |                       |            |
| Martha can skate beautifully.  |             |                 |                 |                       |            |
| Shamú can swim very fast.  |             |                 |                 |                       |            |
| He tries to understand the song, but he can't.                                   |             |                 |                 |                       |            |
| What shall we do now? We could start studying.                                   |             |                 |                 |                       |            |
| They could take this course next year.   |             |                 |                 |                       |            |
| She can play the piano very well.  |             |                 |                 |                       |            |
| We could go to San Antonio next week.  |             |                 |                 |                       |            |
| Can I go in, sir?  |             |                 |                 |                       |            |
| Tell me about our activities for today. Well you could start typing this letter. |             |                 |                 |                       |            |
| Can I use your car, Dad?   |             |                 |                 |                       |            |
| When is Madonna coming to Monterrey? She could come next year                    |             |                 |                 |                       |            |

**Task 4**

Write in the square the number that matches.

1 ABILITY    2 SUGGESTION    3 POSSIBILITY    4 REQUEST

▲ – What can I do to get some money?

○ – Well, you could sell your car, or

you could help me with this work.

▲ – Yes, but I don't know how to use this computer, so, I can't help you.

○ – Oh ! Well, you could come over this evening to type some messages.

▲ – All right, but can I borrow some money now?

○ – Yes, sure Uhm... can you start at 6:00 o'clock this evening?

▲ – Yes, I'll be there.

**Clearing it up (part II)**

**Task 5**

Write the appropriate question word on the line.

| WHY                       | WHAT                               | WHERE | WHEN                                       | WHO |
|---------------------------|------------------------------------|-------|--|-----|
| Interviewing Gloria Trevi |                                    |       |  |     |
| _____                     | were you born?                     |       | April 17th, 1970.                          |     |
| _____                     | do you eat at restaurants?         |       | Vegetables.                                |     |
| _____                     | are you living now?                |       | In Mexico City.                            |     |
| _____                     | is your best friend?               |       | My cat!                                    |     |
| _____                     | type of car do you prefer?         |       | Ford.                                      |     |
| _____                     | do you always sing "Satisfaction"? |       | Because it's a good song to end the shows. |     |
| _____                     | did you start singing?             |       | In the shower, of course!                  |     |

**Task 6**  
Match:

- WHY      1.- QUIÉN
- WHAT    2.- QUÉ
- WHERE    3.- POR QUÉ
- WHEN    4.- CUÁNDO
- WHO      5.- DÓNDE

**Task 7**

Use the question words. Write questions to ask your classmates. Interview 5 of them

| Q U E S T I O N S |   |
|-------------------|---|
| 1)                | ? |
| 2)                | ? |
| 3)                | ? |
| 4)                | ? |
| 5)                | ? |

| N A M E S | A N S W E R S |   |   |   |   |
|-----------|---------------|---|---|---|---|
|           | 1             | 2 | 3 | 4 | 5 |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |
|           |               |   |   |   |   |

**Task 8**

Choose the answers of 2 classmates. Write a paragraph about each in your notebook.

**Task 9**

Entertainment quizz.

What was the name of the group Michael Jackson sang in as a child? ®

Where were "The Beatles" born? \_\_\_\_\_

Who was the Japanese lady who lived with John Lennon? \_\_\_\_\_

When did Paul Mc Cartney come to Mexico City for his first concert? \_\_\_\_\_

Where was Gloria Trevi born? \_\_\_\_\_

When was Gloria Trevi born? \_\_\_\_\_

**Words at work**

The prefixes **over\_** and **under\_** may be placed before many words to mean "more / less than normal desired."

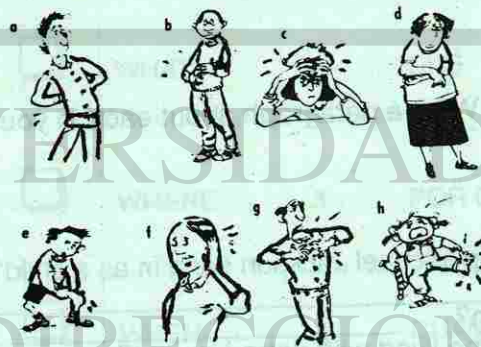
**Task 1**

Complete the sentences below. Fill in each blank with **over\_** or **under\_** plus the word in parenthesis.

- 1 I'm really \_\_\_\_\_ on my job (paid). If I don't get a better salary soon, I'm going to look for a new one.
- 2 My mother really \_\_\_\_\_ my younger brother (protects). She doesn't let him be responsible for his decisions.
- 3 One of the reasons for people being \_\_\_\_\_ (weight) is that they eat constantly. It isn't healthy to \_\_\_\_\_ (eat).
- 4 Sometimes teenagers are not self-confident because they \_\_\_\_\_ their own personal qualities (estimate).
- 5 The girl that just finished the interview is \_\_\_\_\_ for the post of secretary (qualified). She doesn't know how to use a word processor, and she doesn't even type very fast.

**Task 2**

What's wrong with the people in the pictures?



Combine the following words with "**\_ache**" and match with the drawings.

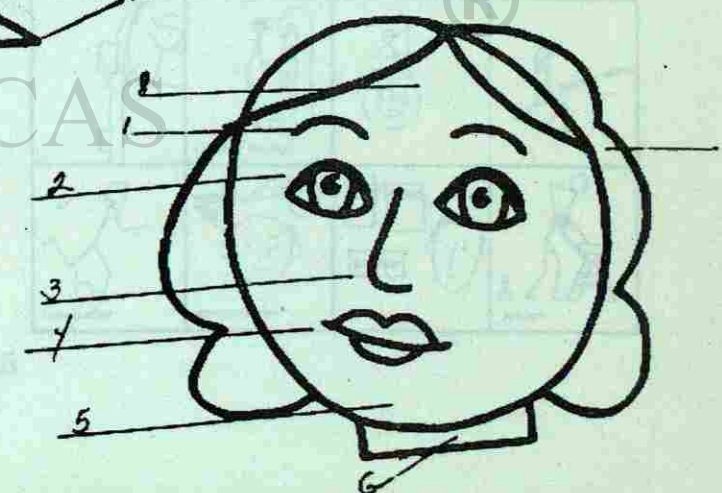
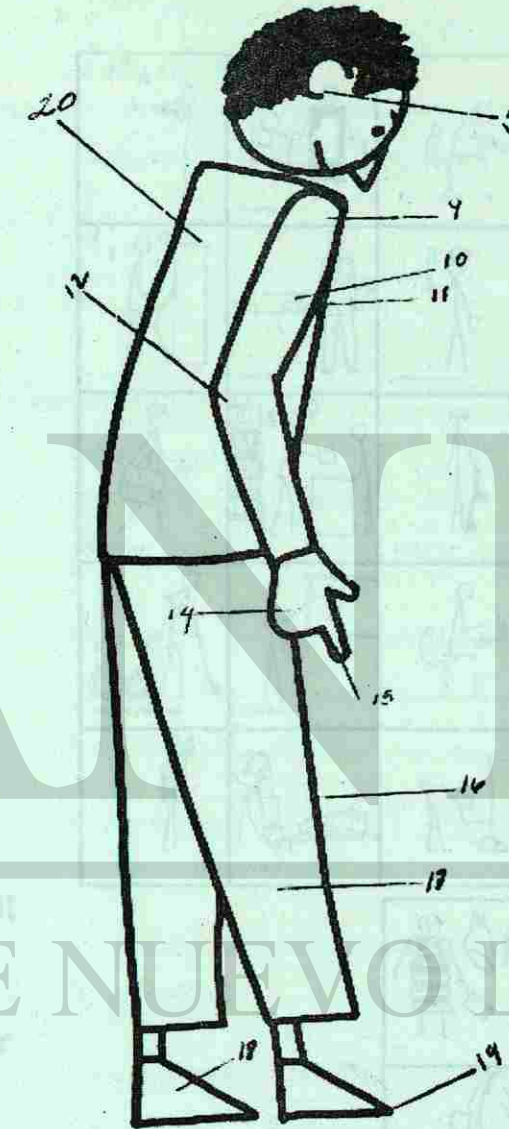
stomach      tooth      head      back

**Parts of the body**

**Task 3**

Write the numbers 1-20 next to the correct word. Ask other students or use your dictionary.

- hand \_\_\_\_\_
- chest \_\_\_\_\_
- chin \_\_\_\_\_
- leg \_\_\_\_\_
- hair \_\_\_\_\_
- toe \_\_\_\_\_
- eye \_\_\_\_\_
- finger \_\_\_\_\_
- knee \_\_\_\_\_
- forehead \_\_\_\_\_
- elbow \_\_\_\_\_
- ear \_\_\_\_\_
- mouth \_\_\_\_\_
- nose \_\_\_\_\_
- foot \_\_\_\_\_
- shoulder \_\_\_\_\_
- neck \_\_\_\_\_
- eyebrow \_\_\_\_\_
- arm \_\_\_\_\_
- back \_\_\_\_\_



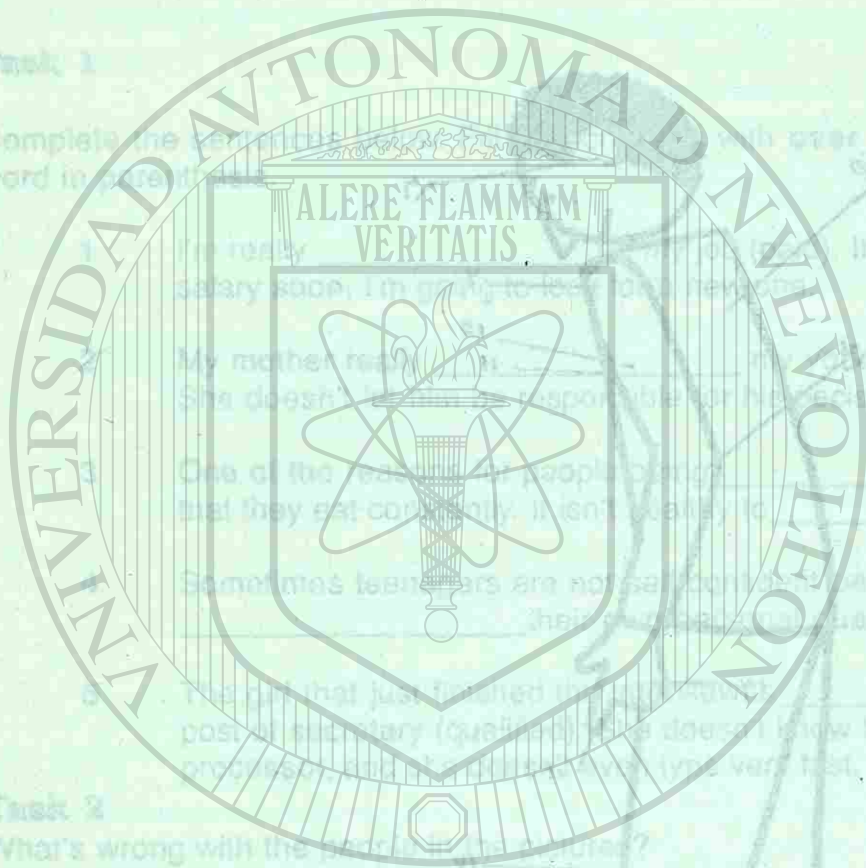
Words at work

Parts of the body

Task 3  
Write the number 1-5 next to the correct word. Ask other students to check your answers.

Task 1

Complete the sentences using the words in the box.



Task 2

What's wrong with the pictures?

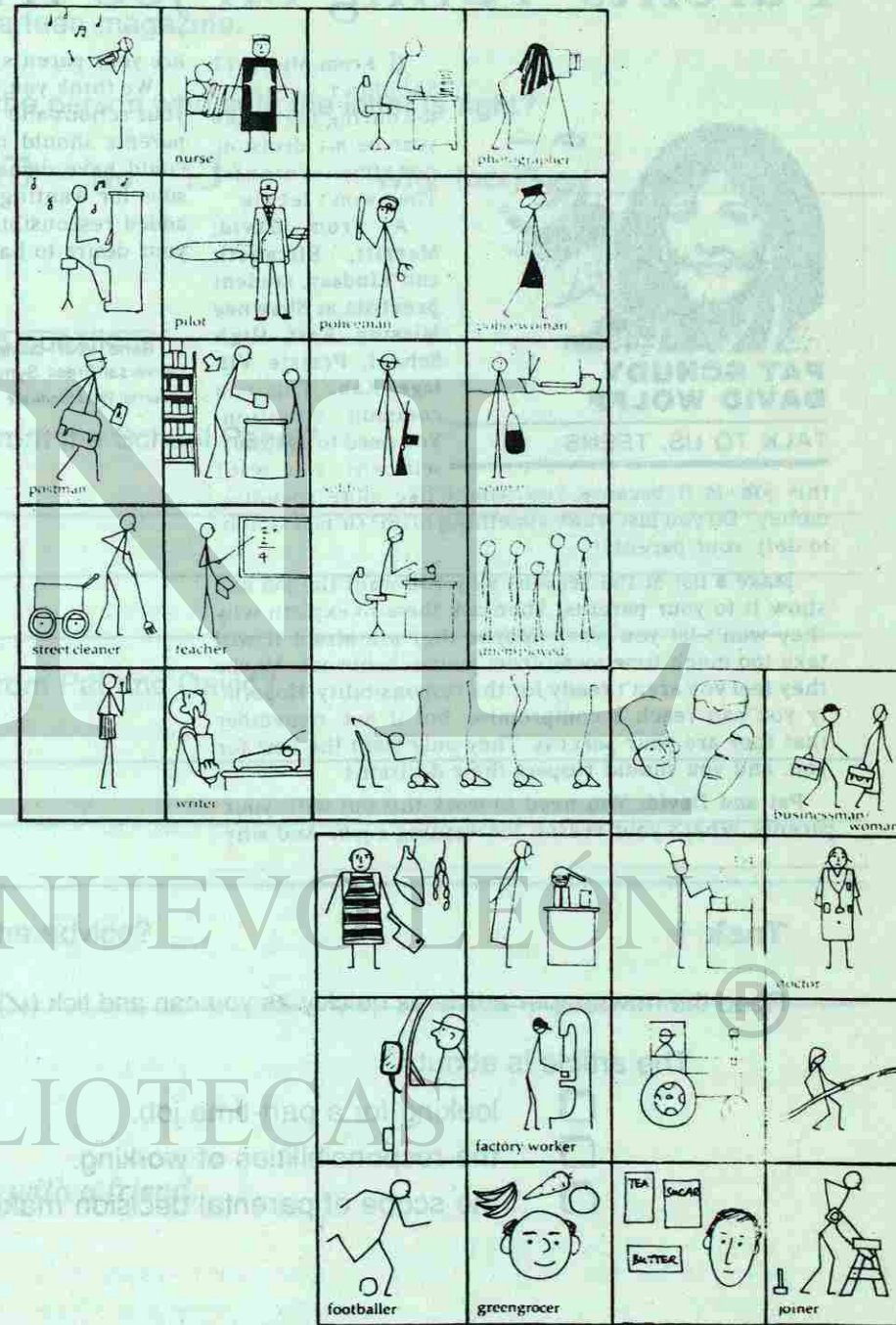


# 6 Jobs

## Time to read! (1)

Match each profession or occupation with the corresponding drawing.

- a) typist
- b) pianist
- c) chemist
- d) office worker
- e) cook
- f) farmer
- g) waiter
- h) baker
- i) butcher
- j) fireman
- k) shop assistant
- l) musician
- m) Yoga teacher
- n) bus driver
- o) grocer



# Parents' ruling on job irks teen-ager



**PAT SCHUDY  
DAVID WOLFF**

TALK TO US, TEENS

**Q:** From Missy, 17: Shouldn't getting a job during the school year be my decision, not my parents? They won't let me.

**A:** From David, Merritt, Elizabeth and Lindsay, student panelists at Shawnee Mission East High School, Prairie Village, Kan.: This is a common situation. You need to ask yourself why you want

are your parents vetoing it?

We think you should experience the consequences of your actions and your decisions. On the other hand, your parents should help you avoid making decisions that could have damaging consequences. Explain your reasons for wanting a job and how you would handle the added responsibilities, and find out when they believe your desire to have a job would make sense.

Send your comments and questions to Pat and David at Universal Press Syndicate, 4900 Main St., Kansas City, Mo. 64112. Universal Press Syndicate

this job. Is it because you would like more spending money? Do you just want something to do? Or is it simply to defy your parents?

Make a list of the reasons why you want the job and show it to your parents. Then ask them to explain why they won't let you work. Maybe they are afraid it will take too much time away from your schoolwork. Maybe they feel you aren't ready for the responsibility. Hopefully you can reach a compromise, but if not, remember that they are your parents. They only want the best for you, and you should respect their decisions.

**Pat and David:** You need to work this out with your parents. What's your reason for wanting a job? And why

## Task 1

Read the newspaper article as quickly as you can and tick (✓) the right completion.

The article is about:

- looking for a part-time job.
- the responsibilities of working.
- the scope of parental decision making.

The article comes from:

- an employment guide.
- a daily newspaper.
- a teen magazine.

Do you think the person who sent the letter is right?

Yes  No  Why (not)? \_\_\_\_\_

## Task 2

Answer the following questions.

What is the advice from the School Panel?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the advice from Pat and David?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you agree with the advice?

\_\_\_\_\_

Talk about this with a friend.



**Time to read!** (2)

76 Money matters Unit 6

This article is about students who work while still at school. Before reading the article, think what sort of things it might discuss.

Example: How many hours a week they work

# Children WHO WORK



**a** Nicky Freeman, a student at Easton Area High School in Pennsylvania, works as many as 20 hours each week in a fast food restaurant. She said her grades had gotten lower since she began working. "It's tough to get the school work done. Lots of times I'm just too tired to do my homework or pay attention to class," she said. She keeps her job because she likes having extra money to buy things like records and clothes.

**b** Several national studies have found that almost three-quarters of high school students in the States have part-time jobs. In 1985, the last year statistics were available, more than one million 14- to 15-year-olds were working. They worked an average of 12 hours per week.

**c** A US Department of Education survey found that about 42 per cent of high school students spent their earnings on personal items such as clothing, records and recreation. A few were saving money for college or contributions to family income.

**d** Some teens such as Lisa Griffith, a high school junior, have to work. Her family needs her income. Lisa said she found it tough to work and study. "I have to work and, right now, I have to go to school, so I do both," she said.

**e** With so many teens working, many parents and other adults are worried that poor grades and less time for after-school activities will be the result. Some adults say teens should not have part-time jobs while they are still in school. But others believe that work teaches teens a sense of responsibility and a sense of self-worth.

**f** One recent survey at a high school found that 70 per

cent of the students worked. One third of them worked more than 15 hours. Of those that worked more than 15 hours, half had a failing grade in at least one subject. Surveys at other high schools have shown no connection between part-time jobs and failing grades.

**g** Keeping good grades and working part-time isn't a problem for 16-year-old Kimberly Baim. She does her homework either on her break or after work. Kim spends about 12 hours a week selling frozen yoghurt at a Chicago shopping mall. She's been working there almost a year. "I took this job for extra spending money," she says. Kim got her first job in a restaurant when she was 13. "Taking a job is a responsibility," Kim told us. "Before you make a commitment, make sure you have enough time in your schedule to work. If you do, working can be fun!"

**h** Carlo Acervida, 14, of Stamford, Connecticut, disagrees. He quit his job as a cashier in a local supermarket because his job took up too much of his time. "I was working after school three days a week and on weekends," he said. "I had to rush in the mornings to get my homework done. Since I quit my job, I have time to study. I have more time to spend with friends."

**Task 1**

Read the text and answer these questions

- 1 Title of the text: \_\_\_\_\_
- 2 The text probably comes from:
  - a magazine
  - a book
  - a newspaper
- 3 What is the aim of the message?
  - teaching
  - informing
  - entertaining
- 4 Who was it written for?
  - parents
  - teachers
  - teenagers
- 5 Do you think it fulfills its aim?
  - yes
  - no

— Discuss your answers with a partner.

**Task 2**

Mark the following sentences F (for) or A (against) teenagers working, according to the arguments in the text. (Underline these sentences in the text)

- \_\_\_\_\_ She said her grades had gotten lower since she began working.
- \_\_\_\_\_ Lisa said she found it tough to work and study...
- \_\_\_\_\_ ...many parents and other adults are worried that poor grades and less time for after school activities will be the result.
- \_\_\_\_\_ Some adults say teens should not have part-time jobs while they are still in school...
- \_\_\_\_\_ ...others believe that work teaches teen a sense of responsibility and a sense of self-worth.
- \_\_\_\_\_ Of those that worked more than 15 hours, half had a failing grade in at least one subject...
- \_\_\_\_\_ ...other high schools have shown no connection between part-time jobs and failing grades.
- \_\_\_\_\_ Keeping good grades and working part-time isn't a problem for 16 year-old Kimberly Baim.
- \_\_\_\_\_ "I had to rush in the mornings to get my homework done..."
- \_\_\_\_\_ Since I quit my job, I have time to study.

Arguments for \_\_\_\_\_ Arguments against \_\_\_\_\_

- Discuss the risks and/or benefits of working while still at school.

**Time to read!** (3)

Fill out this form.

Name \_\_\_\_\_  
 Date of birth \_\_\_\_\_ Age \_\_\_\_\_ Place of birth \_\_\_\_\_  
 Country \_\_\_\_\_ Nationality \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone \_\_\_\_\_  
 Occupation \_\_\_\_\_  
 English teacher's name \_\_\_\_\_

**Task 1**

Read the advertisement as quickly as you can and answer:  
 Is this advertisement for an apartment, a car, or a job?  
 In what country? \_\_\_\_\_

**VICE PRESIDENT SALES  
 INTERNATIONAL MANAGEMENT  
 CONSULTANCY**

Our client is a world leader in the provision of Productivity Improvement Consultancy. They are currently working with some of the best known organizations throughout US, Mexico, Europe, Australia and the Far East and are enjoying tremendous demands for their services.

A major factor in the company's success is the quality of their staff and the strength of their Sales & Marketing. In order to further this success, they are currently looking to appoint Senior Level Sales Executives who are able to negotiate at the highest level and can take responsibility for a major territory.

You will be a mature professional with a background in sales or a Managing Director/CEO. You will have the creativity and self discipline necessary to impress at board-room level. Previous experience in Consultancy will be of interest but is not essential. Potential earnings are extremely high indeed. Candidates MUST be fluent in ENGLISH.

All applications will be dealt with in the strictest confidence. Please forward a curriculum vitae or resume to: Director de Personal, Zaragoza #1300 sur, Edificio Kalos, Despacho 247 Piso A2, Monterrey, N.L., México

**Task 2**

Using information from the ad, fill in the boxes.  
 To get the job you need:

|                                | Yes                                 | No                       | Not mentioned            |
|--------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1 To be a skilled PC operator. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Previous experience.         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 To be at least 25.           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 To speak English very well.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 To be willing to travel.     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 3**

Use the employment ads (page 142) to decide which characteristics each job requires. Write the number of the corresponding job ad.

Oral and written communication skills \_\_\_\_\_

Sales abilities \_\_\_\_\_

PC skills, especially Wordperfect software \_\_\_\_\_

A Master's Degree \_\_\_\_\_

A doctorate in linguistics \_\_\_\_\_

Expertise in fiscal administration \_\_\_\_\_

Experience in teaching Spanish as a second language \_\_\_\_\_

Management experience \_\_\_\_\_

# MARKETPLACE

## EMPLOYMENT PROFESSIONAL OPPORTUNITIES

### 1 GERMAN/SPANISH FACULTY

*Christopher Newport University*  
 Assistant Professor of German/Spanish (Specialization other than Twentieth Century in German). Ph.D. required. Near-native fluency. Only those with demonstrated ability to teach Spanish as a second language need apply. Undergraduate level; tenure track M.A.T. program to be developed in the near future.

Salary competitive and accompanied by an excellent package of employer-paid fringe benefits, the total value of which is approximately 27 percent of salary. Position is subject to final budgetary approval.

Screening will begin in late January 1994. Position will remain open until filled. Interested parties are requested to send a letter of application, three letters of recommendation, a current vitae and official transcripts to: Dr. J. Richard Guthrie, Jr., Chairman, Dept. of Modern & Class. Langs. & Lits., Christopher Newport University, 50 Shoe Lane, Newport News Va 23606-2998. CNU is a comprehensive, state-supported university located in the Hampton Roads region of Virginia. CNU employs only U.S. citizens and aliens lawfully authorized to work in the U.S. The University has a vigorous and effective commitment to Affirmative Action; applications from women and minorities are, therefore, especially encouraged.  
 An AA/EEO Employer.

### 2 SALES AGENT /DISTRIBUTOR WANTED

Int'l trading co. that specializes in apparel, textiles & health & beauty aids seeks sales agent and/or distributors. Unlimited earning potential for right individual. 50% commission plan. If you have overseas contacts, we want to talk to you!  
 Call Ms. Dooley at 301-459-1689 or 301-459-3011 or fax to 301-459-6912.

### 3 SALES In-Kind Tools Solicitor

Washington based PVO seeks highly motivated person knowledgeable in machine & handtools & with successful sales/solicitation background. Must speak Spanish & operate Wordperfect.

Duties include obtaining donations from US companies for use in vocational schools throughout Latin America & the Caribbean. Send cover letter & CV to:

**Pan American Dev Foundation**  
 1889 F St. NW  
 8th Floor, Wash, DC 20006-4499

**Volunteer.**  
 **American Heart Association**

## EMPLOYMENT PROFESSIONAL OPPORTUNITIES

### 4 ASST. DEAN FOR FISCAL SERVICES

Anne Arundel Community College is a comprehensive two-year college located near the Chesapeake Bay, equal distance from Washington and Baltimore. We are currently accepting applications for Assistant Dean of Fiscal Services, who will be responsible for the management of all fiscal operations of the college, including budget and grants development, oversight of the accounting, accounts receivable, accounts payable, inventory control, and payroll departments of the Business Office, and for the purchasing, mail services, shipping and receiving and central stores functions of the Central Services Office. The Assistant Dean will serve as an advisor and resource to the college administration of fiscal matters. The successful candidate must possess a Master's Degree in business administration, management experience, three years of experience in higher education strongly preferred; demonstrated supervisory skills and experience required; technical competence in the design and use of mainframe and micro automated financial information systems; excellent oral and written communication skills; must be able to deal effectively and tactfully with a wide variety of constituents, including all levels of management, faculty, public officials and the general public. Salary commensurate with credentials.

Send letter and resume to the Human Resources Office, Anne Arundel Community College, 101 College Parkway, Arnold, Maryland 21012 by November 19, 1993.

## Time to read!(4)

- 1) What kind of career do you think this ad is promoting?
- 2) What skills and qualities would be necessary for the career you decided on?



LOOKING FOR AN EXCITING CAREER?

Write down what kind of skills and abilities you have. In groups discuss what kind of job can teenagers apply to.

**Task 1**

These people are looking for a job: Find where they can get the job. Circle the ads they might reply to.

| Name            | Andrea Curtis  | Cindy Hutton   | Linda Crawford   |
|-----------------|--|--|--|
| Typing          | 90 wpm   | 60 wpm   | 60 wpm   |
| Shorthand       | 100 wpm  |  | 80 wpm   |
| Other skills    | - Use of PC<br>- Word processor<br>- Electric typewriter<br>- Telephone manner<br>- Good administrative skills | - Use of PC<br>- Word processor<br>- Calculator<br>- Good communication skills | - Computer experience<br>- Administrative skills<br>- Mature and business-like telephone manners |
| Language        | English  | English and Spanish  | English and French   |
| Qualities       | Friendly   | Discretion   | Energetic  |
| Age             | 30   | 21   | 25   |
| Marital status: | Married, two children  | Single   | Single   |

Write down what kind of skills and abilities you have. In groups discuss what kind of job can teenagers apply to.

12 E  
The Dallas Morning News  
Thursday, February 24, 1994  
745-9123 FOR RESULTS  
DALLAS NEWS CLASSIFIEDS 745-9123

|   |   |   |  |  |
|---|---|---|--|--|
| <p><b>Seasonal, Part-time</b> E-2</p> <p>Telephone sales/See sales section American Airlines</p> <p>Seeking all positions! VIA Temps • 214-341-7820</p> <p><b>SUPERIOR COFFEE AND FOODS</b></p> <p>P/T SEC'Y, Las Colinas, see Ross ad, 2/20, E03</p> <p><b>MATURE RECEPTIONIST</b> 10-1, top pay, 750-1126</p> <p>P/T kennel help in N Carrollton, Tue-Sat, 323-1136</p> | <p><b>Secretaries, Bookkeepers</b> E-3</p> <p><b>Acct. Clerk</b></p> <p>N Dallas gen. contractor seeks accounts payable clerk for expanding fast paced office. Position requires data entry exp. Lotus 1,2,3. Good phone skills &amp; organizational ability. Construction job costs experience desirable, but will train right individual. Call 991-7071 for appt or fax resume to 991-4742</p> <p><b>OFFICE CLERK</b></p> <p>Immediate opening for individual to join our small team. Lotus 1-2-3, Am Pro, WordPerfect &amp; phone skills needed. Only mature person need apply. Call for an appointment, 470-0883. Bring Your Resume</p> <p><b>ACCOUNTS PAYABLE CLERK</b></p> <p>Nation's largest manufacturer of quality headwear has immediate opening for an accounts payable clerk. 3-5 years experience required. Responsibilities for this position include:</p> <ul style="list-style-type: none"> <li>Accounts payable posting</li> <li>Accounts payable reconciliation</li> <li>Check processing</li> </ul> <p>Our company offers a competitive salary &amp; benefits package &amp; the opportunity to work for an exciting, fast paced growing company. Interested candidates should send their resume &amp; salary history to: Vicki Minden-AP Hat Brands, Inc. 601 Marison Dr. Garland, TX 75042</p> <p><b>SECRETARY</b> (29 Hrs. Per Wk.)</p> <p>We have 2 positions available at our Division Office. Sherwin-Williams is a Fortune 500 Company and our Division covers 11 states. Both positions require 2 years secretarial experience, professional phone manner, computer experience (Lotus/Microsoft Word for Windows) along with good administrative and organizational skills. Send resume to: Everett Johnson The Sherwin-Williams Co. P.O. Box 38469 Dallas, Tx 75238</p> <p><b>Office Assistant/Relief Receptionist</b></p> <p>Medium size law firm. Law firm and receptionist experience required with professional appearance. Non smoking office. Good benefits. Salary commensurate with experience and ability. Send resume with salary history and requirements to: Dallas Morning News, c/o Confidential Response Dept., Box 07 J-P.O. Box 650427, Dallas, TX 75265-0427.</p> <p><b>SECRETARY</b></p> <p>Galleria area casino company seeks an articulate, team work oriented Sec'y for development depart.</p> | <p><b>Secretaries, Bookkeepers</b> E-3</p> <p><b>PROPERTY MGMT</b></p> <p>Sharp, personable Leasing Agent with computer PC capabilities, 10 key, typing and general office abilities. <b>ONLY EXPERIENCED NEED APPLY</b></p> <p>P.O. BOX 59302 Dallas, TX 75229</p> <p><b>SECRETARY</b></p> <p>N Dallas Ratite Sales co has an opening for a sec'y w/expr. No fee. Candidates must be bi-lingual, a non-smoker, computer literate, &amp; type 50-60 WPM. Respond w resume &amp; salary req's by fax 691-1550 or speak with Bob 691-6355.</p> <p><b>OFFICE MGR</b> needed to start immed. Responsibilities include payroll, bookkeeping, answering phones, inventory control, employee relations. WP 5.1 a must. Type 45 wpm. Must be quick learner &amp; self starter. \$320-\$370/wk. Call Regina 226-1110</p> <p><b>RECEPTIONIST</b></p> <p>needed in small law office near Baylor Hosp in E. Dallas. If you have 2 yrs recent law ofc work exp. please fax your resume to: Barber &amp; Hart, 821-3834. Non-smoker Equal Oppty. Employer</p> <p><b>BOOKKEEPER</b></p> <p>N Dallas CPA Firm. Expr w/mo W/P &amp; payroll reports. Proficient w/Quick-en/Lotus/WP Shortterm. Fax resume to: Goldin, Peiser &amp; Peiser, 934-9994</p> <p>Secretaries, WP's, Legals</p> | <p><b>Secretaries, Bookkeepers</b> E-3</p> <p>Temporaries, Inc 541-0054 368-8055, 630-0365</p> <p>WordPerfect needed Vinson &amp; Assoc 980-8800</p> <p>Recpt Word Processors Temp 2000 385-0060</p> <p><b>KELLY TEMPORARY SERVICES</b></p> <p>FIRST CHOICE 404-TEMP</p> <p>PRENTISS PROPERTIES</p> <p>See ad for Executive Asst. Confid. Box 310 in Sun, 2/13</p> <p>IMPRIMIS Staffing Solutions Jobline 214-419-1733</p> <p>Sharon Beyer &amp; Assoc. LAS COLINAS 401-3367</p> <p>Secretary Receptionist Call McSearch 385-1171</p> <p><b>BABICH &amp; ASSOC FIBERGRATE</b></p> <p>Secretaries, Acct'g Admin KCB Personnel 739-1911</p> <p>Telmtkg 56/hr Immed hire, Snelling 242-8575</p> <p><b>TRC</b></p> <p>Wyndham Hotels &amp; Resorts</p> <p>High Profile Personnel Services 991-7900</p> <p>Title Crk Recpt! 519K Wings temp 373-8367</p> <p><b>TRANSPORT INTERNATIONAL POOL</b></p> <p>Great Opportunities at Personnel Connection</p> <p>TDY Temporaries 231-9191</p> <p>CARROLLTON Temporaries • 416-8708</p> <p><b>ACCUENTEMPS</b></p> <p>Bkpr/Data Entry, 363-3300</p> <p>For unadvertised job oppty's call OM5, 424-3339</p> <p><b>HighwayMaster</b></p> <p>See Appt Secretary for OB-GYN ad in E-13, 2/20-23</p> <p><b>SunService</b></p> <p>Haynes &amp; Boone</p> <p>Need Expr'd Bookkeeper Fax Affn Linda 871-0011</p> <p>Exec Assts. Arthur Anderson, downtown, 741-8203</p> <p>Secretaries, 713-3507</p> <p>American Medical Int'l Jobline: 360-6373</p> <p>Secretary/Receptionist See box ad Sun 2/20/94</p> <p><b>WEBER ENERGY CORPORATION</b></p> <p>LIDDELL SAPP</p> <p>ERNST &amp; YOUNG 969-8555</p> <p>NEST ENTERTAINMENT JOB LINE 432-2435</p> | <p><b>General Office</b> E-5</p> <p><b>DocuTech Copy Pros</b></p> <p>Major downtown firm needs exp. copy clerks for very busy copy center. Must have been trained on Xerox DocuTech or have basic on hand exp. 2 shifts 8:5 &amp; 4:11 w possibility of 3rd shift being added. Must be self-starter. Long term assignment starts now. Call &amp; bring resume. Pro Staff, downtown 987-8200, DeSoto 709-0076. EOE m/f</p> <p><b>Part-Time Recpt/Sec'y</b></p> <p>Permanent position in busy mail office. Seeking professional, dependable self-starter with background in word processing, typing, some bookkeeping, answering busy phones and general office shorthand helpful. Hours: 12:30pm-5pm Mon-F. Fax resumes 320-2713 or mail Big Town Mail Management Office 800 Big Town Mall, Mequite, Tx 75159</p> <p><b>ADMINISTRATIVE ASSISTANT</b></p> <p>Asst. to pension admin for profit-sharing, 401(k) &amp; pension plans. MUST have 3-5 yrs expr administering pension plans. Life ins exp helpful. Lotus, Micro soft. Send comprehensive resume &amp; SALARY HISTORY. John Wood, PPA, Inc. 4330 W. Vickery Blvd. Ft. Worth, TX 76107-6399</p> <p><b>Bi-Lingual Recpt/Data Entry Person</b></p> <p>Entry level position. This small fast growing co. is looking for an English-Spanish speaking person to grow with us. This detail oriented person will be responsible for answering the phone, data entry &amp; other acctg. office duties. Will train. LBJ/35E location. Call Barbara 444-0495</p> <p><b>HR-WINDOWS</b></p> <p>Typist needed to type manual invoices mainly numbers. And to perform office duties must type 65 wpm or more. Inside sales desk work with customer write orders window knowledge a must.</p> <p>Only Serious Need Apply Contact personnel 438-9210</p> <p><b>PART TIME RECEPTIONIST</b></p> <p>Looking for enthusiastic individual to work every other weekend 9 am-8 pm. Duties include answering the phone, light typing and light filing. Walnut Hill &amp; Greenville Ave. 361-8923.</p> <p><b>MALE OR FEMALE</b></p> |
|---|---|---|--|--|

PERSONNEL SERVICES 728-9900 • 450-1500

**Task 2**

Write where they can call, fax or send their résumé.

Andrea Curtis  
Cindy Hutton  
Linda Crawford

Write a *Résumé* of your own. You can ask your teacher.

**Skill: Identifying the Main Idea**

**YESTERDAY**

1 Yesterday,  
all my troubles seemed so far away.  
now it looks as though they're here to stay,  
oh, I believe in yesterday.

2 Suddenly,  
I'm not half the man I used to be,  
there's a shadow hanging over me,  
oh, yesterday came suddenly

3 Why she had to go I don't know,  
she wouldn't say,  
I said something wrong,  
Now I long for yesterday.  
Yesterday,

4 Love was such an easy game to play,  
now I need a place to hide away,  
oh, I believe in yesterday.  
Why she had to go I don't know,  
she wouldn't say,  
I said something wrong,  
now I long for yesterday.  
yesterday,  
love was such an easy game to play,  
now I need a place to hide away,  
oh, I believe in yesterday.  
Mm mm mm mm mm mm mm.

**Task 1**

Read the song "Yesterday" and tick (✓) the right answer.  
The song is about:

- a) places to hide
- b) a lost love
- c) love is a game

**Task 2**

Can you write a sentence which contains the main idea of the first three verses?

**Clearing it up (part 1)**

*Do you want to be a chemist?*

*What about studying Anthropology?*

**Do you like music?**

*Do you want to be a designer?*

■ Read.

**Careers**

One of the most important moments in your life as a student is the one in which you receive a degree as a professional that will enable you to put into practice what you have studied.

At the moment, you are in high school. If you want to continue studying when you finish, take these points into account:

- A) You must decide what you want to study.
- B) You must check where the Faculty you choose is located.
- C) You must be well informed about registration and admission exam days.
- D) You must pass the admission exam.
- E) You must pay the tuition on time.

When all this is done, you must study hard, so that you can really be sure you will complete all the credits in order to get your degree as a doctor, a lawyer, an architect, a composer, or whatever career you choose.

**Look!** M U S T = OBLIGATION  
M U S T N ' T (M U S T N O T) = PROHIBITION

**Task 1**

Complete the following document with "MUST" "MUSTN'T"

School Regulations

Students in high school...

- \_\_\_\_\_ always be on time.
- \_\_\_\_\_ always bring their books.
- \_\_\_\_\_ be impolite.
- \_\_\_\_\_ eat in class.
- \_\_\_\_\_ finish the homework on time.
- \_\_\_\_\_ skip classes.
- \_\_\_\_\_ bring weapons to school.
- \_\_\_\_\_ obey all these rules.

Separate the MUST from the MUSTN'Ts in the "School Regulations"

I must \_\_\_\_\_

I mustn't \_\_\_\_\_

Now sign the rules!

signature \_\_\_\_\_

AND WHAT ABOUT OBLIGATIONS AT HOME? MARK "X" IN THE BOX.

|  | YES | NO |
|--|-----|----|
| 1 I must help Mom in the kitchen.              |     |    |
| 2 I must help Dad in his job.                  |     |    |
| 3 I must wash my own clothes.                  |     |    |
| 4 I must come back early from parties.         |     |    |
| 5 I must get up at a certain time.             |     |    |
| 6 I must finish my homework at a certain time. |     |    |
| 7 I mustn't watch TV late at night.            |     |    |
| 8 I mustn't be impolite to my parents.         |     |    |

Select 4 obligations you think should be discussed with your parents. Write them on the lines and try to reach a consensus with a partner about these obligations.

**Clearing it up (part II)**

THE LOCKHORNS

By Hoest and Reiner



**LOOK AT THIS**

Auxiliary

YOU

SHOULD  
SHOULD

GO

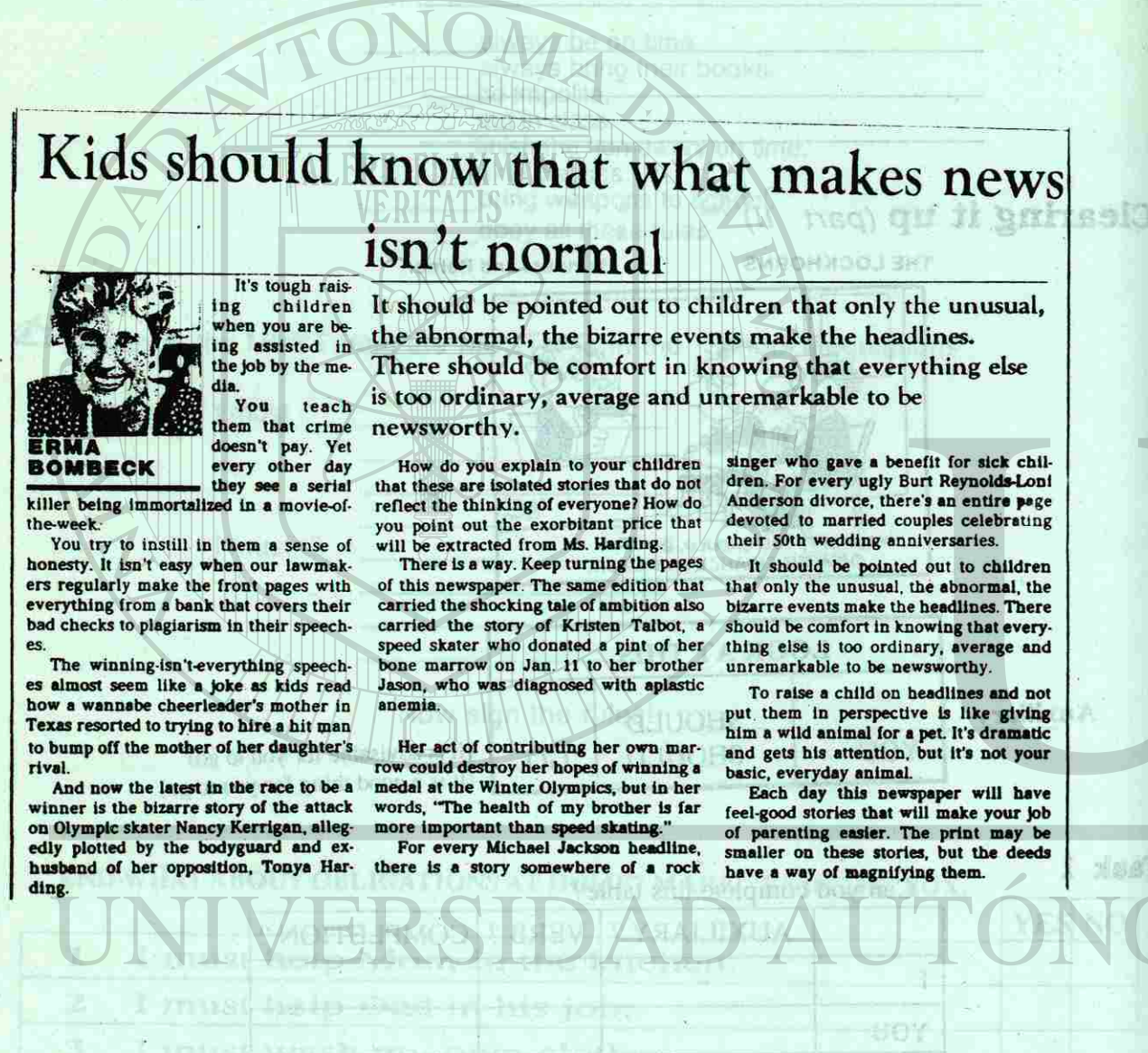
(It is advisable for you to go)  
(It is a good thing for you to go)

**Task 1**

Can you complete this table?

|          | AUXILIARY ? | VERB ? | COMPLETION ? |
|----------|-------------|--------|--------------|
| I        |             |        |              |
| YOU      |             |        |              |
| HE / SHE |             |        |              |
| IT       |             |        |              |
| WE       |             |        |              |
| THEY     |             |        |              |

Select 4 obligations you think should be discussed with your parents. Write them on the lines and try to reach a consensus with a partner about these obligations.



## Kids should know that what makes news isn't normal



**ERMA BOMBECK**

It's tough raising children when you are being assisted in the job by the media.

You teach them that crime doesn't pay. Yet every other day they see a serial

killer being immortalized in a movie-of-the-week.

You try to instill in them a sense of honesty. It isn't easy when our lawmakers regularly make the front pages with everything from a bank that covers their bad checks to plagiarism in their speeches.

The winning-isn't-everything speeches almost seem like a joke as kids read how a wannabe cheerleader's mother in Texas resorted to trying to hire a hit man to bump off the mother of her daughter's rival.

And now the latest in the race to be a winner is the bizarre story of the attack on Olympic skater Nancy Kerrigan, allegedly plotted by the bodyguard and ex-husband of her opposition, Tonya Harding.

It should be pointed out to children that only the unusual, the abnormal, the bizarre events make the headlines. There should be comfort in knowing that everything else is too ordinary, average and unremarkable to be newsworthy.

How do you explain to your children that these are isolated stories that do not reflect the thinking of everyone? How do you point out the exorbitant price that will be extracted from Ms. Harding.

There is a way. Keep turning the pages of this newspaper. The same edition that carried the shocking tale of ambition also carried the story of Kristen Talbot, a speed skater who donated a pint of her bone marrow on Jan. 11 to her brother Jason, who was diagnosed with aplastic anemia.

Her act of contributing her own marrow could destroy her hopes of winning a medal at the Winter Olympics, but in her words, "The health of my brother is far more important than speed skating."

For every Michael Jackson headline, there is a story somewhere of a rock

singer who gave a benefit for sick children. For every ugly Burt Reynolds-Loni Anderson divorce, there's an entire page devoted to married couples celebrating their 50th wedding anniversaries.

It should be pointed out to children that only the unusual, the abnormal, the bizarre events make the headlines. There should be comfort in knowing that everything else is too ordinary, average and unremarkable to be newsworthy.

To raise a child on headlines and not put them in perspective is like giving him a wild animal for a pet. It's dramatic and gets his attention, but it's not your basic, everyday animal.

Each day this newspaper will have feel-good stories that will make your job of parenting easier. The print may be smaller on these stories, but the deeds have a way of magnifying them.

### Newspapers and Magazines

1 Mention any newspaper(s) you know in which crime, theft and violence are usually reported.

Can we do something about it? YES  NO   
If you answered "YES", tell us what we should do.

2 Mention a newspaper in which the movie section has visual material of sex and violence  
What should be done about it?

3 Do you think that some magazines shouldn't be sold to young people?  
YES  NO  Which ones? \_\_\_\_\_  
Why (not)? \_\_\_\_\_

4 Is there any type of calendar you think you shouldn't hang in your room?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

5 Should parents talk with all members of the family about the difference between artistic and pornographic visual material?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Why (not)? \_\_\_\_\_

### Movies

6 Check in a local newspaper and list 2 pictures you think shouldn't be seen by young people. Give reasons.

7 From the same newspaper list 2 pictures you guess should be seen by the whole family because of a positive message.

### Television Programs

8 List 3 programs you think shouldn't be shown on television.

### Task 2

Erma Bombeck's article is important and we would like you to help us with the following survey:

**Task 3**

Of the following list of scenes, cross out (X) those you think shouldn't appear on TV programs at peak viewing time. Tick (✓) those that you think are positive for the whole family in any schedule.

|   |  |
|---|--|
| Scenes showing murder.                              |  |
| Scenes showing parents with the family on vacation. |  |
| Scenes showing people hitting or killing animals.   |  |
| Scenes showing a family celebrating Christmas Eve.  |  |
| Scenes showing adults hitting children.             |  |
| Scenes showing torture.                             |  |
| Scenes showing students busy in a classroom.        |  |

**Task 4**

If you were responsible for censoring scenes in which love and sex are involved you would have to use these two labels:

*should be omitted*  
*it's fine*

Try it on the following list:

- 1 Scenes showing a young man serenading his girl friend. \_\_\_\_\_
- 2 Scenes showing a man and a woman nude. \_\_\_\_\_
- 3 Scenes showing a man and a woman holding hands. \_\_\_\_\_
- 4 Scenes showing a man and a woman in bed. \_\_\_\_\_
- 5 Scenes showing a man and a woman kissing. \_\_\_\_\_
- 6 Scenes where obscene language is used. \_\_\_\_\_
- 7 Scenes showing a formal Valentine's Day party. \_\_\_\_\_

**Task 5**

Complete the following statements (using *should* or *shouldn't*) regarding the role of the media.

|                                   | AUXILIARY | COMPLEMENT |
|-----------------------------------|-----------|------------|
| TELEVISION                        |           |            |
| LOCAL NEWSPAPERS                  |           |            |
| MAGAZINES                         |           |            |
| MOVIE DIRECTORS                   |           |            |
| RADIO PROGRAMS                    |           |            |
| COMEDIAN WHO USE "BLUE" LANGUAGE. |           |            |

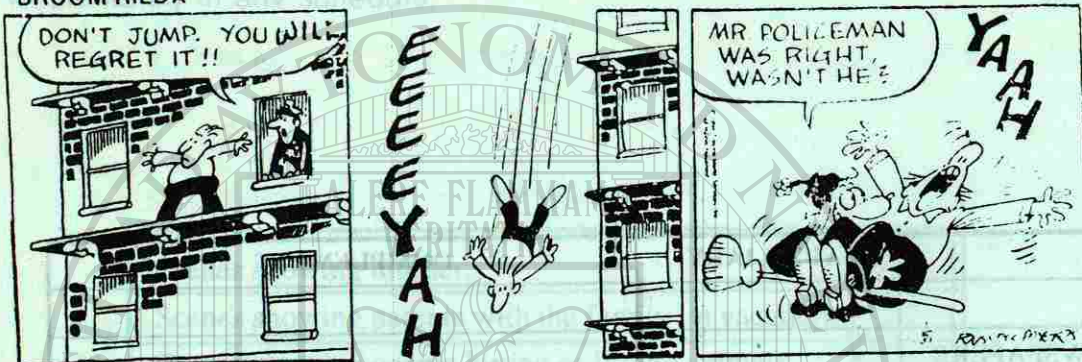




Clearing it up (part III)

BROOM HILDA

By Russell Myers



Look:

You will regret: Prediction

Complete this table:

|        | AUXILIARY | VERB | COMPLETION | PERIOD |
|--------|-----------|------|------------|--------|
| I      |           |      |            |        |
| You    |           |      |            |        |
| He/She |           |      |            |        |
| It     |           |      |            |        |
| We     |           |      |            |        |
| They   |           |      |            |        |

HOROSCOPE

AQUARIUS

(Jan. 20-Feb. 18): Make a list of your attainable goals and your dreams. You will help a young person's value learning. Tip well, generosity brings good luck.

PISCES

(Feb. 19-March 20): You will impress the principal or a friend with a presentation sprinkled with literary references and colorful illustrations. A Sagittarius asks you for affection.

ARIES

(March 21-April 19): The time you spend with best friends turns you on to a new hobby or a fabulous romantic prospect. You will increase your savings for future travel plans.

TAURUS

(April 20-May 20): Delays in completing your project will give you more time to check out the content. Parents and mentors have advice for you to hear. Relax tonight.

GEMINI

(May 21-June 21): A situation at school gets more interesting when new classmates begin to pull their weight. The disorganization of others will present a perfect opportunity for you to get ahead.

CANCER

(June 22-July 22): Friends of the family will surprise you with a visit. All of your good intentions will be better realized tomorrow, hang on until then.

LEO

(July 23-Aug. 22): A phone call and a letter will put a new twist in your weekend plans. You can get closer to a loved one by being more sincere.

VIRGO

(Aug. 23-Sep. 22): Favorable results from a romantic risk will encourage you to further pursue love. Get in touch with a friend from your childhood.

LIBRA

(Sept. 23-Oct. 23): A Virgo asks for favors. A neighbor wishes to become closer to you, but he or she is afraid of infringing on your privacy. Your family will occupy you this evening.

SCORPIO

(Oct. 24-Nov. 21): Your showmanship will be quite impressive to a classmate. A romantic aquarius will call you. A voice from the past has friendly motives.

SAGITTARIUS

(Nov. 22-Dec. 21): A lover no longer tries to resist you. Put your financial worries on paper. Have confidence that your loyalty to a great friend will pay off in the long run.

CAPRICORN

(Dec. 22-Jan 19): Don't give advice on topics in which you have limited experience. An acquaintance you meet today will play an important role in your future success.

For your personal horoscope, call Missada Mohamed at D-99

**Task 1**

Find the zodiac signs of these members of the Astrology Club.

- Priscilla will look for a Sagittarius in order to give him affection.  
Priscilla's sign is \_\_\_\_\_
- Carl will stay home tonight watching TV and eating pizza.  
His sign is \_\_\_\_\_
- Patricia won't give us the pizza recipe. She has little experience in cooking.  
Patricia's sign is \_\_\_\_\_
- Virginia will phone Martha, her classmate when they were in elementary school.  
Virginia's sign is \_\_\_\_\_
- Sean would like to receive a phone call or a letter from Bety. This time he plans to be more sincere.  
Sean's sign is \_\_\_\_\_
- Ariel wants to go to South Padre Island. That is why he is saving money.  
Ariel's sign is \_\_\_\_\_
- Caesar will stay home all day long, waiting for good friends to visit him.  
His sign is \_\_\_\_\_
- Arnold always tips the waiter. He will do it this evening, too.  
He is an \_\_\_\_\_

**Task 2**

Tick (✓) the Zodiac sign of these friends of mine:

|  | Sagittarius | Gemini | Cancer | Libra | Leo | Aries |
|--|-------------|--------|--------|-------|-----|-------|
| Nick will postpone his plans until tomorrow, because he'll be luckier then.                      |             |        |        |       |     |       |
| Robert is worried now but he will make a list of his debts this evening.                         |             |        |        |       |     |       |
| Betty will be more friendly to all her neighbors letting them a closer friendship.               |             |        |        |       |     |       |
| Mary is getting better organized, she expects the teacher will take this into account.           |             |        |        |       |     |       |
| Charles will wait for changes in his weekend plans.  |             |        |        |       |     |       |
| Frank will spend more time with his best friends. His Valentine might be in this selected group. |             |        |        |       |     |       |

**Task 3**

Which are the future events important in your life that you consider will happen relatively soon. Look at the example and write 5 more predictions.

*I will pass the exams.*

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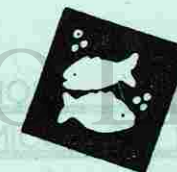


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Now, compare your predictions with your partners'.



**Clearing it up (part IV)**

**Me, A Future Doctor?**

**C'mon. Impossible!**

We went to my high school anniversary fair and we enjoyed the many amusements that were available on campus: dance contests, the rifle range, snack bars, bowling, Valentine telegrams and weddings, but what we enjoyed most was the interviews with a fortune-teller. When she talked to Pete, she said:

"Don't worry, young man, I can see that you are going to be rich. You are going to study something related to administration and you are going to be very successful. Your future wife is also going to be a successful accountant, and both of you are going to be prestigious professionals."

As for me, I learned that:

- I'm going to be very successful too;
- I'm going to be a doctor;
- My whole family is going to be proud of me; and we are going to have a clinic downtown.

So, I explained to my friends that according to the fortune-teller:

- I'm going to keep on studying;
- They're going to study more too;
- We're going to try to do our best;
- My sister is going to finish her studies this year;
- My father is going to be very happy because of this;
- and, hopefully, everything is going to be fine.

Look at this expression:

+ GOING TO +  
| MY FATHER | IS | GOING TO | BE | VERY HAPPY |

MISS PEACH

By Moll Lazarus



**Task 1a**

Fill in the chart with the expression from the box.

|          |       |      |          |
|----------|-------|------|----------|
| BE       | AM    | IS   | ARE      |
| GOING TO | START | WORK | LOOK FOR |

|            |     |          |       |                 |
|------------|-----|----------|-------|-----------------|
| You        |     | going to | study | hard.           |
| My brother | is  | going to |       | as an engineer. |
| I          |     | going to | work  | in a factory.   |
| They       | are | going to |       | a good job.     |
| My brother | is  |          | enter | the University. |
| My father  | is  | going to |       | a new business. |
| We         | are | going to |       | good employees. |
| Everything |     | going to | be    | fine.           |

**Task 1b**

Write your own sentences.

|            |    |          |       |  |
|------------|----|----------|-------|--|
|            |    |          | work  |  |
|            |    |          | study |  |
|            |    | going to |       |  |
|            | is |          |       |  |
| I          |    |          |       |  |
| My friends |    |          |       |  |

**Task 2**

Match.

- |   |           |                          |   |                   |
|---|-----------|--------------------------|---|-------------------|
| 1 | YOU       | <input type="checkbox"/> | 1 | IS GOING TO WORK  |
| 2 | SHE       | <input type="checkbox"/> | 2 | ARE GOING TO QUIT |
| 3 | THE BOYS  | <input type="checkbox"/> | 3 | AM GOING TO STUDY |
| 4 | I         | <input type="checkbox"/> |   |                   |
| 5 | THEY      | <input type="checkbox"/> |   |                   |
| 6 | MY DAD    | <input type="checkbox"/> |   |                   |
| 7 | YOU AND I | <input type="checkbox"/> |   |                   |

**Words at work**

By adding **\_er\_**, **\_or\_**, to verbs, we can form nouns, e.g.,

- |                |            |            |        |
|----------------|------------|------------|--------|
| inspect----->  | inspector  | drive----> | driver |
| translate----> | translator | work---->  | worker |

**Task 1**

Look at the drawings. Choose one word from the list, add the correct suffix, and write it under the appropriate drawing.

- |             |               |             |
|-------------|---------------|-------------|
| paint _____ | drive _____   | read _____  |
| sing _____  | sail _____    | teach _____ |
| act _____   | collect _____ | ride _____  |



**Proof** means 'safe against,' 'able to resist,' e.g., a fireproof door.

**Task 2**

Put each of the following words in its correct place in the sentences below.

- |            |             |            |
|------------|-------------|------------|
| waterproof | heatproof   | foolproof  |
| soundproof | bulletproof | childproof |

- The windows of the president's car were made of \_\_\_\_\_ glass in case of an assassination attempt.
- Our tent wasn't completely \_\_\_\_\_ and the rain came through.
- These dishes are \_\_\_\_\_. You can put them in the oven.
- The bank's security system is completely \_\_\_\_\_. It can't possibly go wrong.
- The car locks should be \_\_\_\_\_, otherwise my young sons will open them during a journey and fall out.
- The recording studio was completely \_\_\_\_\_.

The suffixes **\_ful** and **\_less**, which are opposites, are used to form many adjectives, as in **painful** (with pain), and **painless** (without pain).

**Task 3**

Complete the paragraph below using words from the box.

- |          |         |           |          |
|----------|---------|-----------|----------|
| painful  | useful  | powerful  | careful  |
| painless | useless | powerless | careless |

Doing any kind of exercise has become a widespread habit. But even this apparently healthy activity can become a \_\_\_\_\_ one when people do it without professional supervision. A lot of backaches and aching knees have been produced by \_\_\_\_\_ weekend athletes who overwork one day and the rest of the week lie in bed because of their over-enthusiasm. One \_\_\_\_\_ reason to visit the doctor before starting any exercise program is to check if your back, heart and blood pressure are going to stand your sudden devotion to health. Even if your results are positive, it's very \_\_\_\_\_ to check your condition at least once every month at the beginning of your program to prevent any unpleasant consequences.

The suffix **\_y** may be added to many words to form nouns. When forming nouns from adjectives, a final **t** or **te** often changes to **c** when the suffix **\_y** is added, e. g., efficient----> efficiency frequent----> frequency.

**Task 4**

Form nouns from the adjectives below.

- |   |        |   |          |
|---|--------|---|----------|
| 1 | urgent | 4 | accurate |
| 2 | vacant | 5 | private  |
| 3 | fluent | 6 | literate |

**Task 5**

Look at the following words. They are not in order. Find the names of six jobs.

- |   |        |   |   |         |   |
|---|--------|---|---|---------|---|
| 1 | ortdco | d | 4 | orcat   | a |
| 2 | yitspt | t | 5 | daivosr | a |
| 3 | riderv | d | 6 | reaehtc | t |

**Task 6**

With the nouns below, add **\_ist** to other nouns that describe people. (Make any other necessary spelling changes).

- |   |         |   |         |
|---|---------|---|---------|
| 1 | violin  | 4 | terror  |
| 2 | piano   | 5 | journal |
| 3 | economy | 6 | science |

Look in your dictionary and find more examples.

- |   |       |   |       |
|---|-------|---|-------|
| 1 | _____ | 4 | _____ |
| 2 | _____ | 5 | _____ |
| 3 | _____ | 6 | _____ |

The suffix **\_ed** may be added to nouns to form adjectives, e.g.,

- |            |               |
|------------|---------------|
| ice        | iced - tea    |
| blond hair | blond- haired |
| brown eyes | brown - eyed  |

**Task 7**

Add **\_ed** to these nouns to make adjectives. Then write another noun that the adjective describes. Follow the example below.

- |          |            |                 |              |
|----------|------------|-----------------|--------------|
| Example: | poison     | <u>poisoned</u> | <u>water</u> |
|          | skill      | _____           | _____        |
|          | experience | _____           | _____        |
|          | mother     | _____           | _____        |
|          | frame      | _____           | _____        |
|          | curtain    | _____           | _____        |

The suffix **\_ish** sometimes means 'with the qualities of', e.g.,

- |        |           |       |         |        |          |
|--------|-----------|-------|---------|--------|----------|
| woman- | womanish, | fool- | foolish | devil- | devilish |
|--------|-----------|-------|---------|--------|----------|

**Task 8**

Look in your dictionary and write down 5 more examples using **\_ish**.

- |   |                |   |       |
|---|----------------|---|-------|
| 1 | <u>girlish</u> | 4 | _____ |
| 2 | _____          | 5 | _____ |
| 3 | _____          | 6 | _____ |

**\_ish** can also mean 'about, approximately'. In this case it is written with a (-) hyphen. e.g.,

- |                        |        |
|------------------------|--------|
| at 10:15 h (about 10). | 10-ish |
|------------------------|--------|

**Task 9**

Complete the following paragraph using words in the box.

- |          |         |         |
|----------|---------|---------|
| brownish | 9-ish   | longish |
| tallish  | darkish | 20-ish  |

It was a \_\_\_\_\_ night. I was fairly late, maybe \_\_\_\_\_. I was walking home when a man suddenly stopped in front of me and grabbed my handbag. I couldn't see him very well. He was \_\_\_\_\_ and he had \_\_\_\_\_ hair. I couldn't be exact about his height, but he was \_\_\_\_\_. He was wearing a \_\_\_\_\_ jacket.

We can make adjectives from 'day', 'month', 'year', etc., by adding **\_ly** to the end.

**Task 1**

Choose one word from the box and complete the following sentences.

|         |        |         |
|---------|--------|---------|
| daily * | hourly | monthly |
| yearly  | weekly | nightly |

\* note the spelling change.

- 'La Jornada' is one of the \_\_\_\_\_ newspapers in Mexico.
- You must take your medicine \_\_\_\_\_ during the whole day.
- There is a \_\_\_\_\_ flight to Arequipa that leaves every Monday.
- Most laborers receive a \_\_\_\_\_ increase in salary.
- Bank statements and most household bills are received \_\_\_\_\_

# 7 Natural phenomena

## Time to read! (1)

equipment / error

244

**e-quip-ment** (i-kwip'mant) *n.* 1. The act of equipping or the state of being equipped. 2. That with which a person, organization, or thing is equipped; furnishings.  
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**equi-ty** (i'kwip'pou) *n., pl. -ties.* 1. The state, ideal, or quality of being just, impartial, and fair. 2. The residual value of a business or property beyond any liability therein. 3. A system of jurisprudence supplementing common law. [*< L. aequitas < aequus, EQUAL*] **equiv.** equivalent.  
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**equivalent weight.** The number of parts by weight of any element combining with or replacing the equivalent of half the atomic weight of oxygen or with one atomic weight of hydrogen.  
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**-er', -r.** *comb. form.* Used to form the comparative degree of adjectives and adverbs: **slower**. [*< OE. -re, -ra*].  
**Er** erbium.  
**era** (i'ra, e'ra) *n.* 1. A period of time that utilizes a specific point in history as the basis of its chronology. 2. A distinctive or notable period of time. 3. The longest division of geologic time comprising one or more periods. [*< L. aera, "counters for calculating"*].  
**ERA** Equal Rights Amendment.  
**e-rad-i-cate** (i-rad'i-kat) *v. -cated, -cating.* 1. To uproot; destroy. 2. To remove all traces of; erase. 3. To pull up or tear up by the roots. [*L. eradicare, to pluck up by the roots*] —**e-rad-i-ca-tion** *n.* —**e-rad-i-ca-tor** *n.*  
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**Eras-mus** (i-ras'mas) **Desiderius**. 1466?-1536. Dutch humanist.  
**er-bi-um** (ur'bi-am) *n.* Symbol Er A soft, mal-

16726. [*< Ytterby, Sweden*].  
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**er-e-mite** (er's-mit) *n.* A hermit, esp. a religious recluse. [*ME (hermite, hermit)*].  
**erg** (arg) *n.* A unit of energy or work equal to the work done by a force of one dyne acting over a distance of one centimeter. [*Gk. ergon, work*].  
**er-go** (ur'go, ar') *conj. & adv.* Consequently. [*L. ergo, therefore*].  
**er-gos-ter-ol** (ur'gos'ta-rol', -rol', -rol') *n.* A crystalline compound. C<sub>28</sub>H<sub>48</sub>O. Synthesized by yeast from sugars or derived from ergot.  
**er-got** (ur'got, -got) *n.* 1. A fungus that infects cereal plants. 2. The dried black filaments of such a fungus, used medicinally. [*F. "cock's spur"*].  
**E-rie, Lake** (ir'e). The fourth largest of the Great Lakes.  
**er-mine** (ur'min) *n.* 1. A weasel with fur that turns white in winter. 2. The white fur of this animal. [*< ML (mus) Armenius, "Armenian (mouse)"*].  
**e-rode** (i-rod) *v. eroded, eroding.* To wear away by or as if by erosion. [*L. erodere, to gnaw off, eat away*] —**e-ro-dent** *adj.*  
**Eros** (ir'os, er') *n.* Greek god of love; son of Aphrodite.  
**e-ro-sion** (i-ro'zhen) *n.* The group of natural processes including weathering, dissolution, abrasion, corrosion, and transportation by which earthy or rock material is removed from any part of the earth's surface.  
**e-rot-ic** (i-rot'ik) *adj.* Of or concerning sexual love and desire; amatory. [*Gk. erotikos, of or caused by love*] —**e-rot-i-cally** *adv.*  
**err** (ur, er) *v.* 1. To deviate from proper course or aim. 2. To make an error. 3. To sin. [*< L. errare, to wander*].  
**er-rand** (er'and) *n.* 1. A short trip taken for a specific purpose. 2. The purpose of such a trip. [*< OE. errande, message < Gmc. \*arand-jum*].  
**er-rant** (er'ant) *adj.* 1. Roving; esp. in search of adventure. 2. Straying from a proper course or standard; erring. [*< OE. errer, to travel, and errer, to err*] —**e-r-rant-ly** *adv.*  
**er-ra-ta** (i-ra'ta, i-ra') *pl.n.* Sing. -um (-tama) A list of corrections appended to a book. [*< L. errare, to wander, err*].  
**er-rat-ic** (i-ra'tik) *adj.* 1. Without a fixed or regular course; inconsistent. 2. Unconventional; eccentric. [*< L. erraticus, wandering, straying*] —**er-rat-i-cally** *adv.*  
**er-ro-ne-ous** (i-ro'ne-as) *adj.* Mistaken; false. —**er-ro-ne-ous-ly** *adv.* —**er-ro-ne-ous-ness** *n.*

Consult the dictionary page to answer the following questions.

- What are the guide words for the page?
- What nouns can you find in the page?
- Which symbol tells you it is a noun?
- What verbs can you find on the page? What is the symbol for verb?
- What synonym can you find for *erratic*?

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**Task 1**

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- |         |        |         |
|---------|--------|---------|
| daily * | hourly | monthly |
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# 7 Natural phenomena

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equipment / error

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**equi-ta-tion** (i'kwip'pou) *n.* The learning and practice of riding a horse; horsemanship.

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**equivalent weight.** The number of parts by weight of any element combining with or replacing the equivalent of half the atomic weight of oxygen or with one atomic weight of hydrogen.

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**-er', -r.** *comb. form.* Used to form the comparative degree of adjectives and adverbs: **slower**. [*OE -re, -ra*]

**Er** erbium

**era** (i'ra, e'ra) *n.* 1. A period of time that utilizes a specific point in history as the basis of its chronology. 2. A distinctive or notable period of time. 3. The longest division of geologic time comprising one or more periods. [*L. aera, "counters for calculating"*]

**ERA** Equal Rights Amendment.

**e-rad-i-cate** (i-rad'i-kat) *v. -cated, -cating.* 1. To uproot; destroy. 2. To remove all traces of; erase. 3. To pull up or tear up by the roots. [*L. eradicare, to pluck up by the roots*] —**e-rad-i-ca-tion** *n.* —**e-rad-i-ca-tor** *n.*

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**Eras-mus** (i-ras'mas) **Desiderius**. 1466?-1536. Dutch humanist.

**er-bl-um** (ur'be-am) *n.* Symbol Er A soft, mal-

**ere** (ar) *Archaic prep.* Previous to; before. —*conj.* 1. Before. 2. Rather than. [*OE er, before*. See **ayer-**]

**e-rect** (i-tek) *adj.* Directed or pointing upward; standing upright; vertical. —*v.* 1. To raise, as a building; construct. 2. To raise upright; set on end. 3. To put together; assemble. 4. To set up; establish. 5. **Physiol.** To become rigid and upright. [*L. erectus, pp of erigere, to raise up, set up*] —**e-rect-ion** *n.*

**er-e-mite** (er's-mit) *n.* A hermit, esp. a religious recluse. [*ME (hermite, hermit)*]

**erg** (arg) *n.* A unit of energy or work equal to the work done by a force of one dyne acting over a distance of one centimeter. [*Gk ergon, work*]

**er-go** (ur'go, ar') *conj. & adv.* Consequently [*L. ergo, therefore*]

**er-gos-ter-ol** (ur'gos'ta-rol', -rol', -rol') *n.* A crystalline compound. C<sub>28</sub>H<sub>48</sub>O. Synthesized by yeast from sugars or derived from ergot.

**er-got** (ur'got, -got) *n.* 1. A fungus that infects cereal plants. 2. The dried black filaments of such a fungus, used medicinally. [*F. "cock's spur"*]

**E-rie, Lake** (ir'e). The fourth largest of the Great Lakes.

**er-mine** (ur'min) *n.* 1. A weasel with fur that turns white in winter. 2. The white fur of this animal. [*L. (mus) Armenius, "Armenian (mouse)"*]

**e-rode** (i-rod) *v. eroded, eroding.* To wear away by or as if by erosion. [*L. erodere, to gnaw off, eat away*] —**e-ro-dent** *adj.*

**Eros** (ir'os, er') *n.* Greek god of love; son of Aphrodite.

**e-ro-sion** (i-ro'zhen) *n.* The group of natural processes including weathering, dissolution, abrasion, corrosion, and transportation by which earthy or rock material is removed from any part of the earth's surface.

**e-rot-ic** (i-rot'ik) *adj.* Of or concerning sexual love and desire; amatory. [*Gk erotikos, of or caused by love*] —**e-rot-i-cal-ly** *adv.*

**err** (ur, er) *v.* 1. To deviate from proper course or aim. 2. To make an error. 3. To sin. [*L. errare, to wander*]

**er-rand** (er'and) *n.* 1. A short trip taken for a specific purpose. 2. The purpose of such a trip. [*OE errande, message < Gmc \*arand-jum*]

**er-rant** (er'ant) *adj.* 1. Roving; esp. in search of adventure. 2. Straying from a proper course or standard; erring. [*OE errer, to travel, and errer, to err*] —**er-rant-ly** *adv.*

**er-ra-ta** (i-ra'ta, i-ra') *pl.n.* Sing. -um (-tami) A list of corrections appended to a book. [*L. errare, to wander, err*]

**er-rat-ic** (i-ra'tik) *adj.* 1. Without a fixed or regular course; inconsistent. 2. Unconventional; eccentric. [*L. erraticus, wandering, straying*] —**er-rat-i-cal-ly** *adv.*

**er-ro-ne-ous** (i-ro'ne-as) *adj.* Mistaken; false. —**er-ro-ne-ous-ly** *adv.* —**er-ro-ne-ous-ness** *n.*

Consult the dictionary page to answer the following questions.

- What are the guide words for the page?
- What nouns can you find in the page?
- Which symbol tells you it is a noun?
- What verbs can you find on the page? What is the symbol for verb?
- What synonym can you find for *erratic*?

**Task 1**

Read the following text on pages 167, 168 as quickly as you can and answer.

- 1 What is the text about? \_\_\_\_\_
- 2 Who was it written by? \_\_\_\_\_
- 3 Who was it written for? \_\_\_\_\_
- 4 What is the writer's intention? \_\_\_\_\_
- 5 Do you like it? \_\_\_\_\_

**Task 2**

The following "topic sentences" (in this case, the first sentences of each paragraph) have been removed from the text on page 167, 168 (**The changing face of the Earth**), write the corresponding paragraph number for each topic sentence.

- a) Soil erosion by wind is a greater problem in some parts of the country than in the erosion by water.
- b) Roots of growing plants will also split rocks.
- c) Heating and cooling can cause erosion by cracking pieces off rocks.
- d) Sometimes a great storm along the coast greatly changes the seashore in a few hours.
- e) The constant beating of waves also wears away high cliffs of solid rock.
- f) Water changes the surface of the Earth in still another way.

**Task 3**

Tick (✓) which of the following statements are true or false and re-write the false ones according to the text.

- | t                        | f                        |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 Erosion by water is more serious than erosion by wind. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 The surface of the Earth changes very quickly.         |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 Plants help in the work of erosion.                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 The washing away of soil is called erosion.            |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 Only heating can cause erosion.                        |

**The Changing Face of the Earth**

1) Have you ever stopped to think how the face of the earth is constantly changing today? One small change may take your entire life-time. Imagine then, the many changes that have been made during the millions of years that the world has been in existence!

2) When rain falls upon the earth, some of it sinks in the ground, some of it evaporates into the air, but much of it flows along the surface of the land. As the water moves rapidly down hills and mountains, it washes up bits of soil and loose rocks and carries them along. When it reaches level ground, the water moves more slowly and much of its load of soil and rocks drops down. In the last two or three hundred years, the rain has washed away much topsoil from the lands of America. This washing away of the soil is called *erosion*.

3) \_\_\_\_\_ You probably know that an iron pipe will burst when the water in it freezes. Freezing water can also split rocks of mountainsides and break them into tiny pieces. In winter, water will seep down into small openings or cracks in rocks. When it freezes, it splits the rocks apart. The smaller rocks are cracked in this way, and are finally broken up into rock powder.

4) \_\_\_\_\_ If you put a cold rock into a fire or plunge a hot rock into cold water, the rock will crack and pieces will chip off. When a rock is heated by the sun and then cooled by a sudden shower or by a frost at night, it chips off in much the same way.



5) \_\_\_\_\_ . Even a tree will sprout in the cracks of rocks if there is the smallest amount of soil and water there. At first its roots are very small. But, as they increase in size and number, they split the rocks apart.

6) In every part of the land, the wind carries with it some dust and sand. As it blows over or around rocks, it scours them with this scratchy material. The harder the wind blows, the deeper the particles cut and chisel. The Grand Canyon of the Colorado River, the Columbia River Gorge, and many other wide, rocky canyons and pictured rocks have been scoured by wind-blown sand.

7) Glaciers are lakes, rivers, or seas of ice. They are formed in the far North or in high mountains where the sun does not melt all the snow that falls. As glaciers move forward, they scrape down the mountain slopes, gouge out valleys, and scratch and scour the land. They often break off large pieces of rock and pick up any loose materials that come in their way. Glaciers, then, are another force of erosion, like wind and water, that carves and changes the surface of the earth.

8) \_\_\_\_\_ . Where once there was a wide sandy beach, a little bay now lies. Cottages along the ocean front must often be moved back because the waves have worn away the sand on which they were built.

9) \_\_\_\_\_ . As waves pound away at a cliff, pieces of rock break away and fall into the ocean below. There they are tossed back and hammered to pieces by the waves. With the same constant pounding, waves slowly carve out caves along rocky shores.

10) In the day when Indians and buffaloes roamed the plains and prairies of the USA, the land was covered with deep-rooted grass. This grass held the soil in place during winter and summer, during wet seasons and dry seasons. But when the white settlers came, they plowed up the grass in order to plant crops.

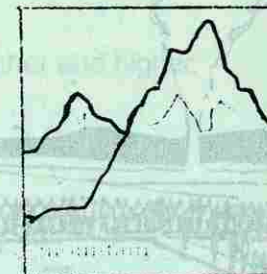
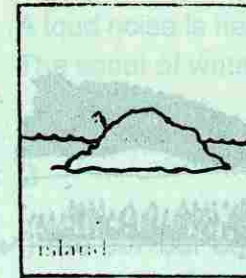
11) Year after year more and more land is plowed in order to raise more food for the increasing population. The summers are still hot and dry. The sun beats down on the upturned soil, which dries and crumbles and becomes fine, powdery dust.

12) Great windstorms sweep across the plains; they pick up this light, dry soil and carry it hundreds of miles away. Sometimes the light of the sun is blotted out by dust clouds for days at a time. The erosion caused by the wind is great. As years pass, these dust storms have become a real threat to once fertile areas.

13) \_\_\_\_\_ . The best way to stop or control it is to replant grass, whose roots will hold the soil the year round and keep it from blowing away. People also provide windbreaks by planting rows of trees. They help to break the force of the wind as it drives across open field.

14) Soil that has been blown or washed away can never be put back, but every good farmer is doing all he can to save the soil he has. Soil erosion, however, is as important to people who live in the city as it is to the farmers, for city people depend upon the soil for their food.

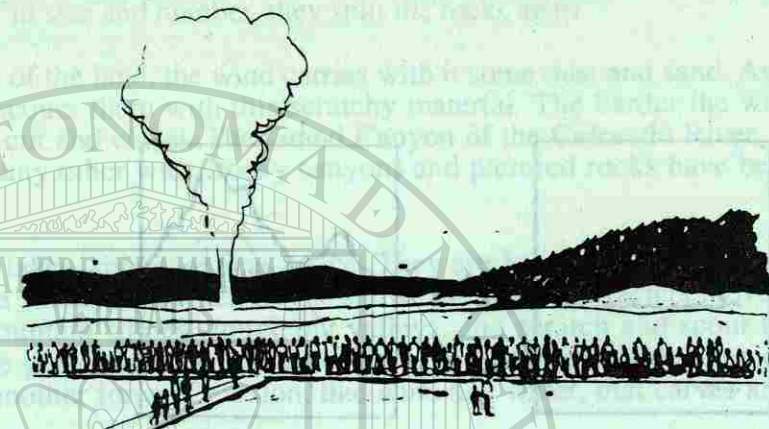
Time to read! (2)



Read the following text as quickly as you can and answer.

- Tick (✓) the picture which illustrates the text.
- How many times does the word "erupt" (s) (ed) (tion) occur in this text? \_\_\_\_\_
- This text deals with:
  - volcanic activity.
  - a famous theme park.
  - the description of a natural phenomenon.

Old Faithful



Almost everyone has heard of Old Faithful. It is the most famous geyser in the world. It is also one of the most dependable. Usually it erupts about every 65 minutes. But the schedule is not always regular. Sometimes there have been only 30 minutes between eruptions, and sometimes the eruptions have been as long as an hour and a half apart.

A geyser is a spring of water. But unlike most springs, it builds up steam, and the pressure of the steam makes it erupt. There are about 200 geysers in Yellowstone. The Giant Geyser throws water about 175 feet into the air, but it doesn't erupt regularly. No one knows when it will erupt. Some geysers erupt several times an hour. Some do not erupt for months. And some haven't erupted for years.

Let's pretend we're watching Old Faithful. It's time for the geyser to erupt again. The ground here is gray and flat. Suddenly we hear a strange noise. At first we see only a little spout of water. Gradually it rises higher and higher. For about four minutes Old Faithful sends a 100-foot column of water into the air. Then it gradually dies down.

Old Faithful is not as faithful as it used to be. But it is still an impressive sight. Every year thousands of people come from all over the world to see this famous geyser.

Task 1

Arrange the following sentences in the correct sequence according to the text.

- \_\_\_ For about four minutes Old Faithful sends a 100-foot column of water into the air.
- \_\_\_ A tiny spout of water appears.
- \_\_\_ The column of water dies down.
- \_\_\_ A loud noise is heard.
- \_\_\_ The spout of water rises higher and higher.

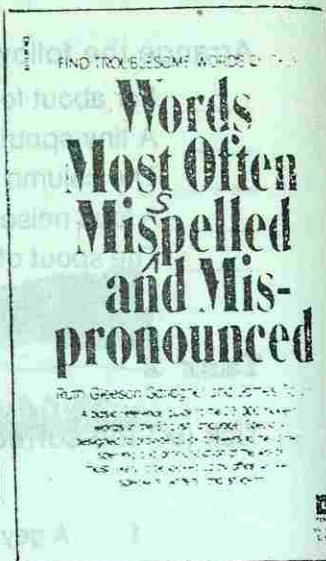
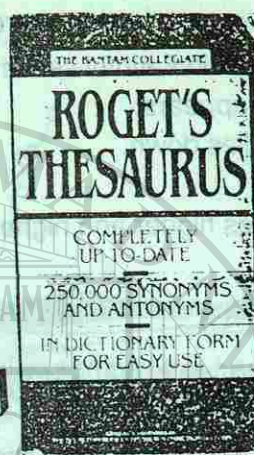
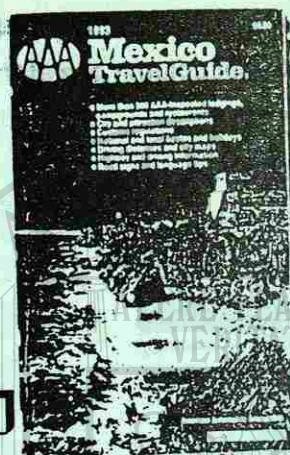
Task 2

Tick (✓) the correct completion

- 1 A geyser is
  - a stream
  - a volcano
  - a spring of water
- 2 Old Faithful erupts
  - about every 30 minutes
  - about every 65 minutes
  - about every hour and a half
- 3 In Yellowstone Park there are
  - 200 geysers
  - 175 geysers
  - 100 geysers
- 4 A geyser erupts because of
  - volcanic pressure
  - an underground stream
  - the pressure of the steam
- 5 A spout is
  - a list of events
  - a stream of liquid
  - a spring that sends up steam
- 6 Yellowstone Park is in
  - Canada
  - the USA
  - England

Find out if there are any geysers in Mexico. If so, where are they?

Time to read! (3)



- Read the text as quickly as you can and answer.
- Tick (✓) which book the text probably comes from.
- Do you think the function of the text is to:
  - persuade
  - request
  - give information

- In which state of Mexico is the Copper Canyon? \_\_\_\_\_

Task 1

Circle the two sentences of this task don't give true information. Underline the sentences which give the true information.

- 1 The Copper Canyon is four times larger than the Grand Canyon in the USA.
- 2 There is spectacular scenery between El Divisadero and Témoris.
- 3 The Copper Canyon Natural Park was established for tourism.
- 4 It was easy to construct the railroad which crosses the canyon.
- 5 Erosion, volcanic eruption and earthquakes created this canyon complex.

Task 2

What do these numbers refer to? Write out the sentences from the text in your notebook.

|   |       |   |      |
|---|-------|---|------|
| 1 | 60    | 5 | 1961 |
| 2 | 7400  | 6 | 15   |
| 3 | 7350  | 7 | 19   |
| 4 | 12000 | 8 | 388  |

CHIHUAHUA, Chih. (D-5) pop. 516,200, alt. 4,690'

Founded in 1709, Chihuahua (chee-WAH-wah) is capital of the state of Chihuahua and one of its major cities of northern Mexico. Mexicana Airlines offers direct U.S. flights to Chihuahua from Dallas/Fort Worth.

The center of a rich silver-mining, lumbering and cattle-raising district, the city is famed for its *perritos chihuahuenses*, very small dogs that are native to this area. At the turn of the 20th century they were so common that they were considered pests.

Tarahumara Indians who dwell in the region can be distinguished by the loincloths and turbans they wear. These nomadic Indians are Mexico's largest surviving tribe. They refer to themselves as *raramuri*, or "foot runners," and it is said that they can run wild turkeys or deer to exhaustion. A museum-craft shop devoted to the Tarahumara culture is at Av. Leyes de Reforma 5.

Chihuahua, despite its geographical isolation has figured prominently in Mexico's history Miguel Hidalgo y Costilla, champion of Mexico's independence, was executed in the city in 1811. It served as headquarters for Benito Juárez when French troops invaded Mexico between 1862 and 1867. Outlaw Pancho Villa frequented Chihuahua's countryside and once captured the city by disguising his men as peasants going to market.

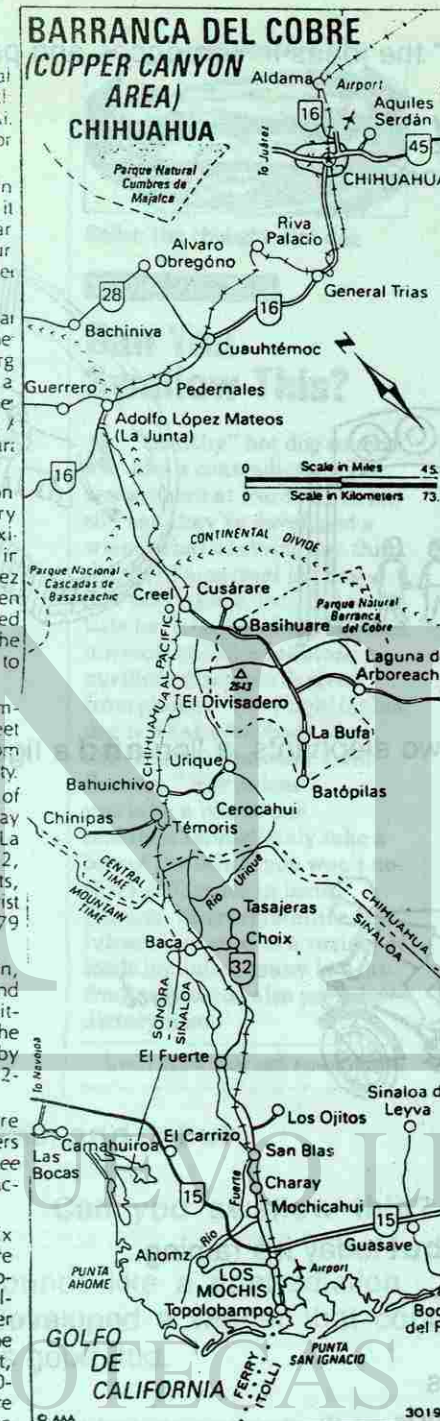
Chihuahua's colonial aqueduct was completed in 1864. Many of the arches, some 50 feet high, are in ruins, but others still carry water from Chuviscar Dam, 2.5 miles (4 km) west of the city.

Lerdo Park on Paseo Bolívar is the scene of Sunday concerts. There are seasonal Sunday afternoon bullfights in the 8,000-seat Plaza La Esperanza. The Fiesta de Santa Rita, May 19-22, is a major local fair with commercial exhibits, cultural events, food and Indian dances. For tourist information contact SECTUR; phone (14) 15-9879 or 16-2436.

Interesting side trips can be made to Serdán, the oldest mining town in northern Mexico, and to Aldama, in the center of an important fruit-producing area. Near Aldama are the ruins of the Santa Ana de Chinarras Mission, founded by Jesuits (Jesuits) in 1717. Turistar, phone (14) 12-5907, provides "deluxe" bus service.

Traveling across the rugged Sierra Madre Mountains, the Chihuahua-Pacific Railway offers rail excursions from Chihuahua to Los Mochis (see place listing) and Topolobampo via the spectacular Barranca del Cobre (Copper Canyon).

The Copper Canyon region is made up of six main, interconnected canyons created by more than 60 million-years of erosion, volcanic eruptions and earthquakes. The entire complex is almost four times larger and some 280 feet deeper than the Grand Canyon in the United States. The area's elevation varies from 7,500 to 9,500 feet, with a few peaks reaching 12,000 feet. The 7,350-square-mile Parque Natural Barranca del Cobre (Copper Canyon Natural Park) was established to preserve this outstanding natural wonder.



Begun in the late 19th century to link Kansas City with Mexico's Pacific coast, the railroad made engineering history. It was finally finished in 1961 after intermittent work delayed by lack of funds, the 1910 Revolution and what seemed like insurmountable terrain and engineering problems associated with crossing the Sierra Madre. Years of construction, 39 bridges and 86 tunnels were required to move a train from sea level to a maximum altitude of 8,056 feet.

The train is a leisurely way to travel through the region and features air-conditioned cars, reclining seats, picture windows and dining car service. The best time of year to take the trip is in spring or fall, on either side of the June-September rainy season.

A first-class train usually departs Chihuahua daily in the morning and covers the 388-mile (626-km) distance to Los Mochis in about 14 hours. Leaving from Los Mochis, however, guarantees seeing the most spectacular scenery in full daylight; coming from the opposite direction, towering canyon walls can block the last rays of the sun and magnify the gathering gloom of evening.

Creel (see place listing), the approximate midway point, is the center of the Tarahumara Indian region. The most spectacular scenery, ranging from dense forest and lush plantations below to craggy peaks and twisted rock formations above, lies between El Divisadero and Témoris.

At El Divisadero, the train stops for about 15 minutes so passengers can view the steep sides and pine-clad ridges of the canyon complex and, using gestures, bargain for woven baskets and other handcrafted souvenirs sold by the Tarahumara. Here, at about 7,400 feet, the canyon cliffs are a vast overlapping series of rust-colored walls. Prominent overhangs offer magnificent canyon vistas.

Hotels in Creel can arrange for day or overnight trips to towns on the canyon floor. Rough dirt-gravel roads descend to the bottom from Creel to the towns of Cusárare, Basihuare and Batopilas; from Bahuichivo to Cerocahui; and from Témoris to Chinipas. Overnight excursions are available from Bahuichivo to the canyon-bottom village of Urique. Cusárare has a Jesuit Mission church. The road to Batopilas passes Cerro El Pastel ("Cake Mountain"), aptly named for its alternating layers of pink and white volcanic rock. At the bottom of the canyon, the Urique River meanders along an incredibly tight and steep-sided path before its headwaters roar through the river valley.

Fiestas focusing on Indian rituals are held during Holy Week (Palm Sunday to Easter Sunday) in Cusárare, San Ignacio Arareco and other Tarahumara Indian towns. A Christmas celebration in Chinipas runs Dec. 16-25.

For additional information on the Copper Canyon train trip write the Jefe del Departamento de Tránsito, Ferrocarriles Nacionales de México Región Norte, Apdo. Postal 46, 31000 Chihuahua, Chih., Mexico, or phone (14) 12-2284.

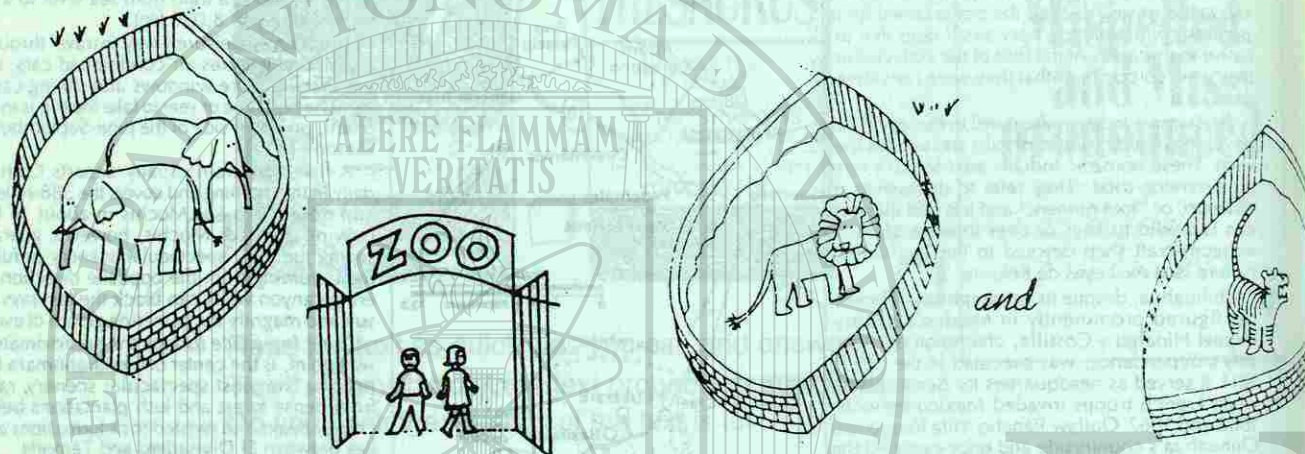
On the map, trace the route of the railroad from the city of Chihuahua to the Copper Canyon

**Skill: connectors**

A connector "connects" the ideas in sentences and paragraphs.

*and*  
addition

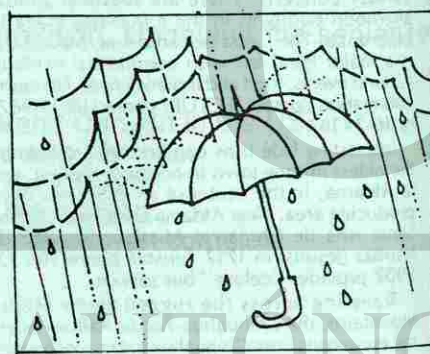
*but*  
contrast



In the zoo, there are two elephants, a lion **and** a tiger.



*but*



John likes to go riding, **but** today it's raining.

**Task 1**

Complete the sentences

- 1 I'd like a shirt and \_\_\_\_\_
- 2 The dress is beautiful, but \_\_\_\_\_
- 3 I'll take the yellow blouse and \_\_\_\_\_
- 4 These shoes fit me, but \_\_\_\_\_
- 5 For her birthday party, I'm going to wear a blue tie and \_\_\_\_\_

Clearing it up



Relish the thought: Hot dog

**FOOD**

**Can You Swallow This?**

**A** "healthy" hot dog sounds like a contradiction. But researchers at Purdue University say they've developed a wiener that contains one third the fat of a normal hot dog—and tastes good, too. The scientists have replaced the fat with microcrystalline cellulose, a purified substance derived from plants. "The [high] fat hot dog is what everybody likes," says Purdue professor John Forrest. "But unless you take a bite of one and then immediately take a bite of the other, you won't notice a difference in taste." Hmm. Microcrystalline cellulose, now used in a variety of foods including many low-fat frozen desserts, also provides dietary fiber.

LUCY HOWARD with bureau reports

**Task 2**

Complete the sentences with **and** or **but**

**Can you swallow this?**

- a) A healthy hot dog sounds like a contradiction \_\_\_\_\_ researchers at Purdue University say they've developed a wiener that contains one third the fat of a normal hot dog \_\_\_\_\_ tastes good, too.
- b) "The (high) fat hot dog is what everybody likes," says Purdue professor John Forrest. "\_\_\_\_\_ unless you take a bite of one \_\_\_\_\_ then immediately take a bite of the other, you won't notice a difference in taste."



I don't like fish, **so** I am going to eat a sandwich.



**because**



Peter is washing the dog **because** it was dirty

**so**  
result

**because**  
reason

**Task 3**

Complete the sentences

- 1 He asked Mary for a pen, **because** \_\_\_\_\_
- 2 The car doesn't start, **so** \_\_\_\_\_
- 3 We are tired of playing soccer, **so** \_\_\_\_\_
- 4 I don't go fishing, **because** \_\_\_\_\_
- 5 This restaurant is closed, **so** \_\_\_\_\_

**Clearing it up**

**NO REPLY**

- 1 This happened once before, when I came to your door, no reply. They said it wasn't you, but I saw you peep through your window.
- 5 I saw the light, I saw the light. I know that you saw me, 'cos I looked up to see your face. I tried to telephone, they said you were not home, that's a lie.
- 10 'cos I know where you've been, I saw you walk in your door, I nearly died, I nearly died, 'cos you walked hand and hand with another man in my place.
- 15 If I were you I'd realise that I love you more than any other guy, and I'll forgive the lies that I heard before when you gave me no reply. I've tried to telephone.
- 20 they said you were not home, that's a lie, 'cos I know where you've been. I saw you walk in your door. I nearly died, I nearly died, 'cos you walked hand in hand with another man in my place.
- 25 with another man in my place. No reply, no reply.

**NO RESPONDISTE**

Una vez llamé a tu puerta sin obtener respuesta. Me dijeron que no estabas, pero te vi fisgando por la ventana. Y vi la luz, vi la luz. Sé que me viste, porque miré hacia arriba y vi tu cara. Probé por teléfono, pero me dijeron que no estabas. Mentira: sé dónde estabas, porque te vi entrar por la puerta. Creí morir, creí morir, porque ibas de la mano de otro. Si yo estuviera en tu lugar comprendería que te amo más que cualquier otro y estoy dispuesto a perdonarte las mentiras que he oído antes, cuando no contestaste. Probé por teléfono, pero me dijeron que no estabas. Mentira: sé dónde estabas, porque te vi entrar por la puerta. Creí morir, creí morir, porque ibas de la mano de otro. No respondiste, no respondiste.

**Task 1**

Complete the column with the numbers of the lines in which the verbs are written.

**Verb Line number**

- Happened \_\_\_\_\_
- Came \_\_\_\_\_
- Said \_\_\_\_\_
- Saw \_\_\_\_\_
- Looked \_\_\_\_\_
- Tried \_\_\_\_\_
- Died \_\_\_\_\_
- Walked \_\_\_\_\_
- Heard \_\_\_\_\_
- Gave \_\_\_\_\_

Separate the verbs from the list in these two boxes.

| WITH ENDING "ED" |
|------------------|
|                  |
|                  |
|                  |
|                  |
|                  |

| WITH OTHER ENDINGS |
|--------------------|
|                    |
|                    |
|                    |
|                    |
|                    |

Look:

| REGULAR VERBS                   | IRREGULAR VERBS              |
|---------------------------------|------------------------------|
| PEEP-PEEPED<br>REALIZE-REALIZED | KNOW-KNEW<br>FORGIVE-FORGAVE |

Task 2

Regular Verbs

- A) Peep Peeped  
Look Looked  
Happen Happened
- B) Realize Realized  
Die Died  
Prepare Prepared

Can you explain the change from infinitive to past tense?

What is the change here?

- C) Tried  
Cried  
Fried

What is the infinitive of these verbs?

Can you explain the spelling change rule?

Task 3

Irregular verbs

Write the infinitive of the following verbs:

- \_\_\_\_\_ Came  
\_\_\_\_\_ Said  
\_\_\_\_\_ Saw  
\_\_\_\_\_ Heard  
\_\_\_\_\_ Gave

Task 4

Using your dictionary, write a list of other irregular verbs.

Infinitive

Past tense

| Infinitive | Past tense |
|------------|------------|
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |

Task 5

Classify the underlined verbs into regular and irregular.  
Using your dictionary, complete the two forms: Infinitive and Past tense.

I SAW HER STANDING THERE

Well, she was just seventeen.  
You know what I mean.  
And the way she looked was way beyond compare.  
So how could I dance with another,  
oh when I saw her standing there.  
Well she looked at me,  
and I, I could see,  
that before too long I'd fall in love with her.  
she wouldn't dance with another,  
oh when I saw her dancing there.  
Well my heart went zoom when I crossed  
that room,  
and I held her hand in mine.  
Oh we danced through the night,  
and we held each other tight,  
and before too long I fell in love with her,  
now I'll never dance with another,  
oh when I saw her standing there.  
Well my heart went zoom when I cross'd  
that room.  
and I held her hand in mine.  
Oh we danced through the night,  
and we held each other tight,  
and before too long I fell in love with her,  
now I'll never dance with another,  
oh since I saw her standing there.  
Oh since I saw her standing there.

LA VI ALLI

Bueno, no tenía más que 17 años,  
sabes lo que quiero decir.  
y su aspecto era incomparable.  
¿Cómo podría bailar con otra,  
cuando la vi allí?  
Me miró,  
y adiviné  
que no pasaría mucho tiempo antes  
de enamorarme de ella,  
no bailó con otro  
desde que la vi allí.  
Mi corazón empezó a palpar cuando  
crucé aquella habitación,  
y cogí su mano con la mía.  
Bailamos toda la noche,  
apretados el uno contra el otro,  
y antes de que pasase mucho tiempo,  
ya me había enamorado de ella.  
Ahora nunca bailaré con otra,  
desde que la vi allí.  
Mi corazón empezó a palpar cuando  
crucé aquella habitación,  
y cogí su mano con la mía.  
Bailamos toda la noche,  
apretados el uno contra el otro,  
y antes de que pasase mucho tiempo,  
ya me había enamorado de ella.  
Ahora nunca bailaré con otra  
desde que la vi allí.

REGULAR VERBS

IRREGULAR VERBS

INFINITIVE

PAST TENSE

INFINITIVE

PAST TENSE

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

"Did" (negative did not / didn't) is used for:

- Negative statements } { You **didn't** know what I mean.
- } { I **didn't** see her standing there.
- } { She **didn't** look at me.
- Yes / No questions } { **Did** you hold her hand? Yes, I did.
- } { **Did** she fall in love? Yes, She did.
- } { **Did** they look at me? No, they didn't.
- Wh- question } { Where **did** they dance through the night?
- } { When **did** your heart go zoom?
- } { Why **did** she dance with another?

Task 6

Underline in the following text, all forms of the past you can recognize:

A DAY IN THE LIFE

I read the news today oh boy  
about a lucky man who made the grade  
and though the news was rather sad  
well I just had to laugh  
I saw the photograph  
He blew his mind out in a car  
he didn't notice that the lights had changed  
a crowd of people stood and stared  
they'd seen his face before  
nobody was really sure  
if he was from the House of Lords  
I saw a film today oh boy  
the English Army had just won the war  
a crowd of people turned away  
but I just had to look  
having read the book.  
I'd love to turn you on  
Woke up, got out of bed,  
dragged a comb across my head  
found my way downstairs and drank a cup,  
and looking up I noticed I was late.  
Found my coat and grabbed my hat  
made the bus in seconds hat  
found my way upstairs and had a smoke,  
and somebody spoke and I went into a dream  
I heard the news today oh boy  
four thousand holes in Blackburn, Lancashire  
and though the holes were rather small  
they had to count them all  
now they know how many holes it takes  
to fill the Albert Hall.  
I'd love to turn you on.

UN DIA EN LA VIDA

Hoy he leído en el periódico unas noticias  
sobre un tipo con suerte que ha triunfado  
y aunque era algo más bien triste,  
no he podido contener la risa  
al ver su fotografía.  
Se saltó la tapa de los sesos en el coche:  
no se dio cuenta que el semáforo había cambiado.  
Mucha gente se quedó mirando:  
habían visto aquella cara en algún otro lado;  
pero nadie estaba seguro  
de si pertenecía a la Cámara de los Lores.  
Hoy he visto una película  
en la que el ejército inglés acababa de ganar la guerra.  
Mucha gente se marchaba,  
pero yo tenía que seguir mirando,  
porque me había leído el libro en que estaba basada.  
Me gustaría hacerte participar.  
Me desperté, me caí de la cama,  
pasé un peine por mi cabeza,  
acerté a bajar la escalera, bebí una taza,  
y cuando levanté la cabeza me di cuenta que iba  
(con retraso).  
Encontré el abrigo, cogí mi sombrero  
y alcancé el autobús en un abrir y cerrar de ojos.  
Acerté a subir las escaleras y me eché una fumada;  
alguién habló y me puse a soñar.  
Hoy he leído el periódico:  
cuatro mil agujeros en Blackburn (Lancashire),  
y aunque los agujeros eran algo pequeños,  
han tenido que contarlos todos.  
Ahora ya saben cuantos agujeros se necesitan  
para llenar el Albert Hall.  
Me gustaría hacerte participar.

**Task 7**

Tick (✓) the correct answer in the following questions:

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | YES                      | NO                       |
| Is the past tense of the verb used for negative sentences?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the auxiliary DID used at the same time while using the past tense form? | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the past tense of the verb used for interrogative sentences?             | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the past tense of the verb used in affirmative sentences?                | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 8**

Write a short dialogue about events that happened in class or at home, using past tense affirmative, negative or interrogative, with short answers.

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**Words at work**

**Task 1**

Make nouns ending in '-ence', or '-ance' from the following adjectives. Write them in their correct places in the sentences below. (Make any other necessary spelling changes).

convenient  
elegant

silent  
innocent

independent  
important

- We work in the library in complete \_\_\_\_\_.
- September 15 is \_\_\_\_\_ Day in Mexico.
- She dressed with great \_\_\_\_\_ and style for the graduation dinner.
- Will you please buy the sodas at the \_\_\_\_\_ store?
- I told him the \_\_\_\_\_ of this meeting, but he still refused to come.
- \_\_\_\_\_ and shyness are often special characteristics of young children.

**Task 2**

Make nouns from the following adjectives by adding -ity, or -ness as suffixes. Write them in the correct places in the sentences below. (Make any other necessary spelling changes).

dark            popular            kind            deaf  
punctual      happy                similar        valid

- Our teacher insisted on our \_\_\_\_\_ because he is always on time.
- Cindy Crawford is one of the most beautiful actresses in the USA. Her \_\_\_\_\_ is increasing all the time.
- I am very embarrassed about the \_\_\_\_\_ in my right ear.
- He doesn't like the \_\_\_\_\_ of this room. He wants to install two big windows.
- There is a \_\_\_\_\_ between the cities of Pittsburgh and Monterrey.
- Thank you for the attention and \_\_\_\_\_ I received on my visit to your company.
- The \_\_\_\_\_ of the coupon has expired.
- When she told me she had won the first prize I could see the \_\_\_\_\_ on her face.

**Task 3**

The addition of -ment to an adjective makes a noun e.g., better -betterment, content -contentment, -ment can also be added to a verb to make a noun, e.g., entertain entertainment, advertise - advertisement, judge -judgement, etc. Complete the paragraph below using the following words


Improvement            development  
government            treatment

**Who says AIDS is hard to get?**

Now, there are 12 million people infected with AIDS around the world. The drug AZT was hyped as a break through. But every \_\_\_\_\_ in \_\_\_\_\_ is turning out to be a dud. After 11 years of \_\_\_\_\_ apathy, precious little is known about AIDS. An \_\_\_\_\_ program was made by many scientist and doctors to find a cure.



Task 4

 We use the simple past tense to speak about events in the past in the order they happened. Read the stories below. Underline all the irregular verbs you find. Check them with your partner and make a list.

**True Stories**



**TV Shrink**

When Dr. Carole Lieberman went to medical school, she expected to treat sick people; she didn't expect to doctor sick scripts as well. An Assistant Clinical Professor of Psychiatry at the UCLA Neuropsychiatric Institute, Carole ministers to television scriptwriters and their characters. "I'm hired when there are concerns about the believability of a character or situation," she says.

Carole ensures that shows on issues such as child molesting, teenage suicide or drug addiction are true to life. The writers of *Murder, She Wrote*, *The Golden Girls*, *General Hospital* and scores of films have sought her counsel. Recently, she gave advice for a show on a teenager who'd battered his girlfriend, but she also addresses such everyday topics as a child's first day at school. "Accuracy is important because many people think that what they see on TV is the way it's supposed to be," she says.

Despite her involvement, Carole is strict about the viewing habits of her daughter, Tiffany, 10. "So much TV is terrifying that I try to keep her busy with other activities," she says.

ROBERT MCGARVEY

BY LOIS DUNCAN

**W**hen I was a freshman in high school, I flunked Home Economics. I forgot to knot my thread. Lost in daydreams, I tried to hem my skirt by drawing the thread along in an endless circle.

My Home Ec report got an "F," but was returned with this notation: "The project is unacceptable, but your account is amusing." That comment inspired me to submit the report to a magazine that bought it for \$50. I used the money to buy a skirt, far nicer than any of those my classmates had made. When people asked where it came from, I said, "Home Ec class."

That was the start of my career as a professional writer. The experience also taught me an invaluable lesson—that unpleasant events can be springboards to positive experiences. The following stories involve women who live by that philosophy. They've taken the lemons life hands them and made lemonade.

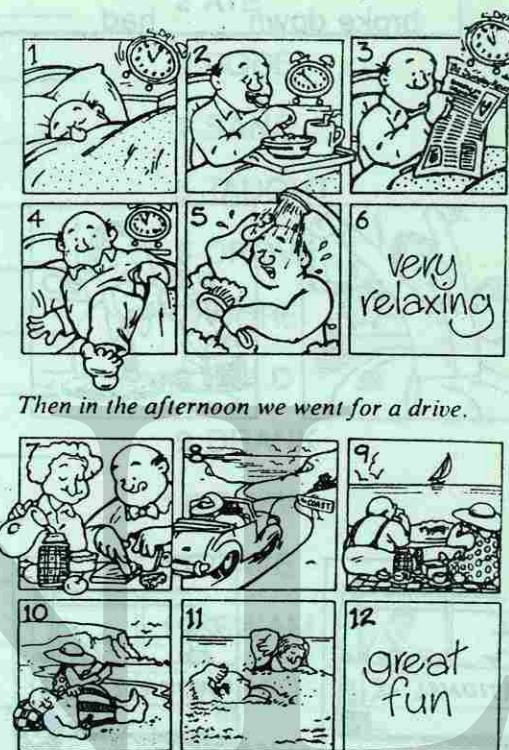
|            |            |            |            |
|------------|------------|------------|------------|
| Infinitive | Past tense | Infinitive | Past tense |
|------------|------------|------------|------------|

|           |             |       |       |
|-----------|-------------|-------|-------|
| <u>go</u> | <u>went</u> | _____ | _____ |
| _____     | _____       | _____ | _____ |
| _____     | _____       | _____ | _____ |
| _____     | _____       | _____ | _____ |


Task 5

Look at these pictures. Write a short story describing the events in the order they happened last weekend. Look at the example below. Choose a verb from the column.

- read (2)
- ate (2)
- woke up
- prepared
- took
- went
- drove
- slept
- swam
- got up
- was



Then in the afternoon we went for a drive.

 10:00 A.M. The alarm clock rang at 10:00 A.M. in the morning.

10:25 \_\_\_\_\_

10:55 \_\_\_\_\_

11:00 \_\_\_\_\_

In the afternoon.

\_\_\_\_\_

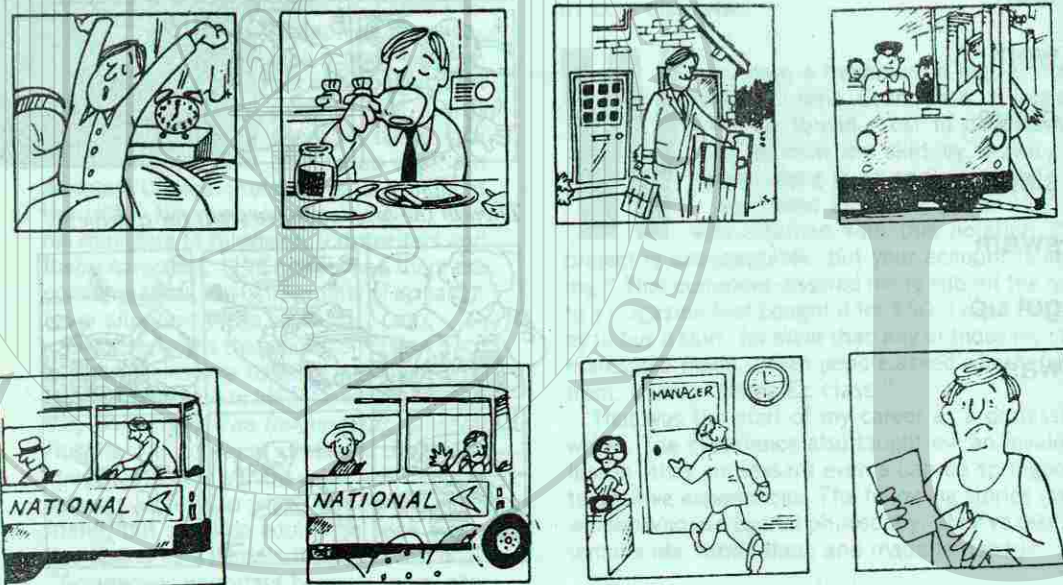
Then, \_\_\_\_\_

finally \_\_\_\_\_

Task 6

Look at these pictures, which show what happened to Dave when he went for a job interview. Choose a verb in the box and describe the sequence of the events.

|            |      |         |        |
|------------|------|---------|--------|
| sat        | lost | got on  | left   |
| broke down | had  | arrived | got up |



- |   |           |   |       |
|---|-----------|---|-------|
| 1 | 7:00 A.M. | 2 | _____ |
| 3 | _____     | 4 | _____ |
| 5 | _____     | 6 | _____ |
| 7 | _____     | 8 | _____ |

Task 7

Match the columns. Irregular verbs

- |       |       |          |
|-------|-------|----------|
| SING  | _____ | 1 BUILT  |
| TEACH | _____ | 2 ATE    |
| DRIVE | _____ | 3 RODE   |
| RUN   | _____ | 4 SANG   |
| READ  | _____ | 5 TAUGHT |
| BUILD | _____ | 6 DROVE  |
| SWIM  | _____ | 7 WORE   |
| GIVE  | _____ | 8 HELD   |
| EAT   | _____ | 9 DRANK  |
| DRINK | _____ | 10 DREW  |
| HOLD  | _____ | 11 GAVE  |
| DRAW  | _____ | 12 SWAM  |
| RIDE  | _____ | 13 READ  |
| WEAR  | _____ | 14 RAN   |

Task 8

First complete the table with the infinitive verb. Then continue the list with as many irregular verbs as you know. Get help from your classmates.

|    |                 |    |               |    |                |
|----|-----------------|----|---------------|----|----------------|
| 1  | had <u>have</u> | 2  | did <u>do</u> | 3  | went <u>go</u> |
| 2  | said _____      | 4  | wrote _____   | 5  | drove _____    |
| 3  | told _____      | 6  | bought _____  | 7  | found _____    |
| 4  | ate _____       | 8  | _____         | 9  | _____          |
| 5  | _____           | 10 | _____         | 11 | _____          |
| 6  | _____           | 12 | _____         | 13 | _____          |
| 7  | _____           | 14 | _____         | 15 | _____          |
| 8  | _____           | 16 | _____         | 17 | _____          |
| 9  | _____           | 18 | _____         | 19 | _____          |
| 10 | _____           | 20 | _____         |    | _____          |

## 8 Marketing

### Time to read! (1)

Match the following passages and their functions.

TO AVOID DANGER OF SUFFOCATION,  
KEEP THIS PLASTIC BAG AWAY  
FROM BABIES AND CHILDREN.  
DO NOT USE THIS BAG IN CRIBS,  
BEDS, CARRIAGES, OR PLAYPENS.  
THIS BAG IS NOT A TOY.

Request

Warning

Giving direction

Invitation

Persuasion



bleach



hand wash only



do not press



dry low heat



cold wash



no bleach



iron low setting



dry clean



wash warm

ALL DELICATE THINGS COME WITH  
WASHING INSTRUCTIONS

Task 8

First complete the table with the infinitive verb. Then continue the list with as many irregular verbs as you know. Get help from your classmates.

|    |                 |    |               |    |                |
|----|-----------------|----|---------------|----|----------------|
| 1  | had <u>have</u> | 2  | did <u>do</u> | 3  | went <u>go</u> |
| 2  | said _____      | 4  | wrote _____   | 5  | drove _____    |
| 3  | told _____      | 6  | bought _____  | 7  | found _____    |
| 4  | ate _____       | 8  | _____         | 9  | _____          |
| 5  | _____           | 10 | _____         | 11 | _____          |
| 6  | _____           | 12 | _____         | 13 | _____          |
| 7  | _____           | 14 | _____         | 15 | _____          |
| 8  | _____           | 16 | _____         | 17 | _____          |
| 9  | _____           | 18 | _____         | 19 | _____          |
| 10 | _____           | 20 | _____         |    | _____          |

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bleach



hand wash only



do not press



dry low heat



cold wash



no bleach



iron low setting



dry clean



wash warm

ALL DELICATE THINGS COME WITH  
WASHING INSTRUCTIONS

Task 1

Before reading the text decide whether the following statements are true or false

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| a) Marketing is the process companies use to satisfy their customers' needs and to make a profit. | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Advertising is considered nonpersonal selling.   | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Product, price, place and promotion are elements of advertising.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Advertising is concerned with getting products into the customers' hands.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Marketing begins and ends with the seller.   | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Marketing means to promote a product among consumers.  | <input type="checkbox"/> | <input type="checkbox"/> |

Compare your answers with a partner.

The following text will probably tell you some of the things you wish to know about marketing. Check your answers.



Summary

The term *marketing* refers to all business activities aimed at: (1) finding out who customers are and what they want, (2) developing products to satisfy those customers' needs and desires, and (3) getting those products into the customers' hands. In its simplest terms, marketing is the process companies use to satisfy their customer's needs and make a profit.

*Advertising* is concerned with the third step mentioned above. It is one tool marketers can use to inform, persuade, and remind customers about their products or services. To be successful, though, advertising depends on the adequate performance of the other marketing activities.

A *market* is a group of people who share a common need for a product or service and who can afford it. There are several classifications of markets: consumer, producer, reseller, government, and international.

To locate and measure potential markets, companies use market research and market segmentation. Based on common characteristics of customers, large markets are divided into smaller, more meaningful groups. Companies can then select from these groups a target market at which they will aim all their marketing activities.

Every company can add, subtract, or modify four elements in its marketing program to achieve a desired marketing mix. The elements of the marketing mix are referred to as the four Ps: product, price, place and promotion.

*Product*, as a marketing term, refers to the bundle of values offered to the customer. These values may encompass functional, social, psychological, economic, or other consumer satisfactions.

Marketing-oriented companies first try to determine what needs will be satisfied by their product. They then carry that concept into the product's design.

Thus, to satisfy their customer's needs and desires, marketers build differences into their products. Even the product's package is part of the product concept. The product concept may also be developed through unique positioning against competitive products in the consumer's mind.

Just as humans go through a life cycle, so do products. The location of a product in its life cycle determines to a great extent how it is advertised.

*Price* refers to what and how a customer pays for a product. There are many common pricing strategies. Some products compete on the basis of price, but many do not.

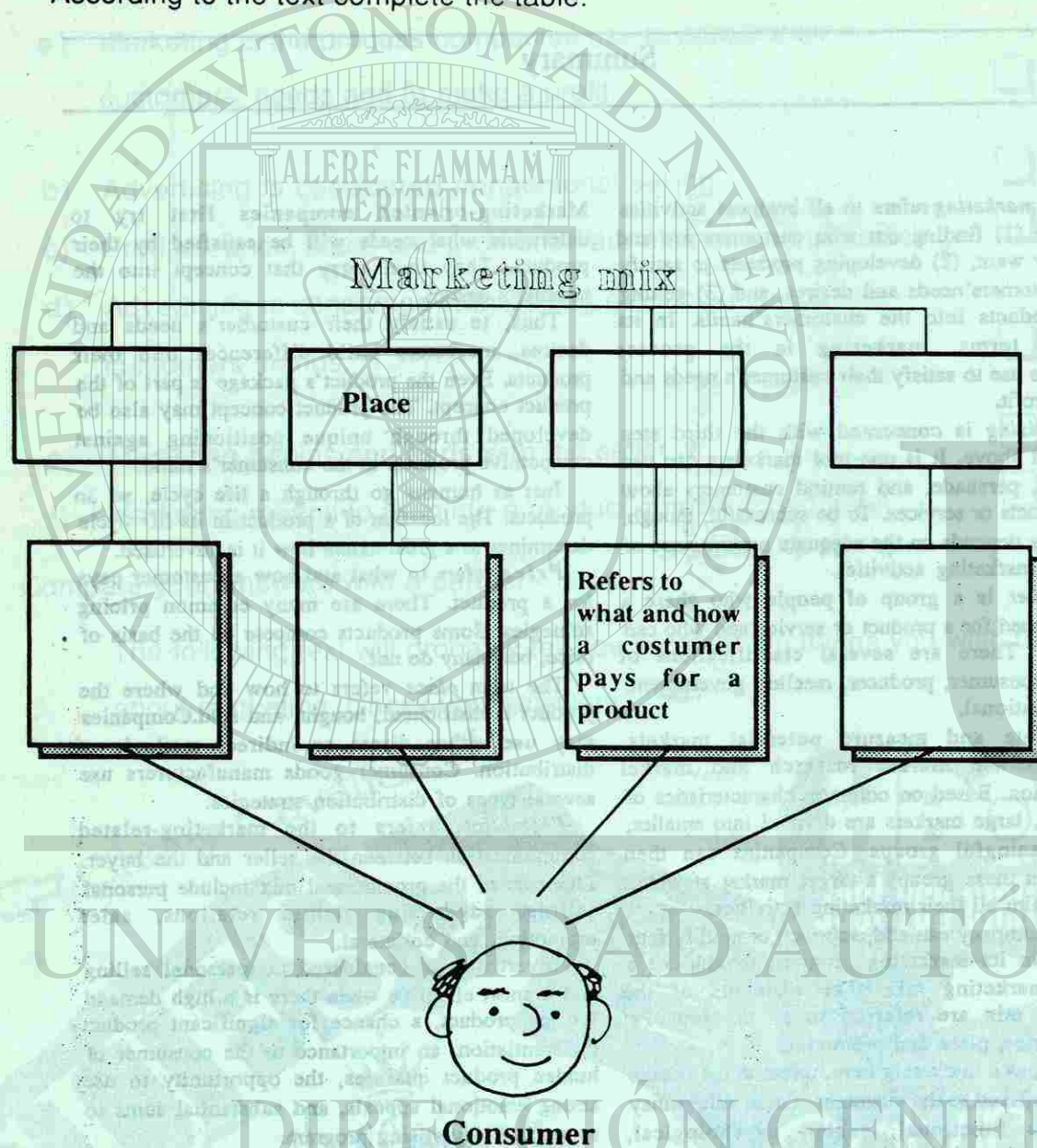
The term *place* refers to how and where the product is distributed, bought, and sold. Companies may use either direct or indirect methods of distribution. Consumer goods manufacturers use several types of distribution strategies.

*Promotion* refers to the marketing-related communication between the seller and the buyer. Elements of the promotional mix include personal selling, advertising public relations, sales promotion, and collateral.

Advertising is considered nonpersonal selling and is most effective when there is a high demand for the product, a chance for significant product differentiation, an importance to the consumer of hidden product qualities, the opportunity to use strong emotional appeals, and substantial sums to support an advertising program.

Task 2

☞ According to the text complete the table.



☐ Select 5 ads of any products or services (from TV, magazines, newspapers, etc.) and reach consensus about the most remarkable. List 3 features that make it so convincing.

Time to read! (2)

These are titles of short articles. What do you think each text would be about.

1

Flat and Happy

2

Wetware

3

Video Workout

5

Little Lantern

4

Virtual Painkiller

6

Smoke Alarm

Task 1

Match the titles to the texts.

**GETTING A FLAT TIRE** can be inconvenient at best, dangerous at worst. To help, Bridgestone Corp. of Tokyo has introduced a tire called Runflat, that the company says is capable of traveling a distance of at least 50 miles at 55 mph after it has lost all or part of its air pressure. The tire is made with special support inserts that give enough strength to support the weight of an automobile after a blowout. A warning light located on the dashboard of the car immediately alerts the driver to any change in the tire air pressure. Four tires, wheels and warning device cost \$5,000.



**YOUR DENTIST'S CHAIR** can now be a movie theater. In recent weeks Virtual Vision Inc. of Redmond, Washington, has been marketing its product to tooth drillers with squeamish patients: goggles that make a large-screen TV appear to float before the viewer's eyes.

While other virtual-reality devices are far too bulky for use on dental patients, Virtual Vision goggles, the maker says, give the dentist plenty of room to work. San Francisco dentist Frank Grimaldi says his patients love the device: "The two hours that it takes to do a root canal really go fast." Patients can choose TV or high-tech animation—or bring their own tapes. Cost: \$845.

Dental goggles

The two hours that it takes to do a root canal really go fast.

Patients can choose TV or high-tech animation—or bring their own tapes. Cost: \$845.

**WHEN THE LIGHTS GO OUT** in their homes, many people grope for candles or flashlights. A Mount Vernon, New York, company named Zelco Industries has what it considers a better idea: a combination mini-lantern and super-bright flashlight. As a compact flashlight, the Micro Fluorescent Lantern is 15 centimeters high by 5 long and has a high-intensity tungsten bulb. When the user wants to light an area, he unrolls the product's miniature fluorescent tube. It gives off 360 degrees of light, and never needs replacing. Price: \$30.

**RECORD NUMBERS OF CHILDREN** are sedentary, overweight and out of shape. To help remedy this, NordicTrack of Chaska, Minnesota, is introducing Joyride, a device that acts as a total-body joystick for videogame users. Instead of using hand controls, exercisers direct the on-screen action with movements from the gluteal, quadriceps, hamstring, oblique and abdominal muscle groups. The makers say that using the device on a regular basis will raise the user's metabolism rate as well as improve muscle development and coordination. Joyride is adjustable and can be used by adults as well as children. Cost: \$400.

**CITY RESIDENTS FED UP** with blaring car alarms that go off at all hours of the night will love this: an auto-security system that uses smoke, not noise. Called the Dragon Vehicle Defense Machine, it foils break-ins by filling the car with a cloud of white smoke so dense that a thief can't see, thus making it impossible to tear the radio out of the dashboard or drive away. The maker claims that after the alarm is triggered it takes just five seconds for the car to fill with smoke; once the intruder leaves, the smoke slowly dissipates. If he doesn't, the device will continue to emit smoke. California-based maker Technology Source says smoke from the Dragon is harmless, odorless, nonstaining and has been approved by the U.S. Food and Drug Administration. The device's replaceable cartridge carries enough smoke for about 200 activations. Cost: \$350.

ED SILVER and JOHN WOJNO

**BRUCE MACDONALD**, a marine biologist at the Australian Institute of Marine Science in Queensland, has invented a waterproof personal computer called WetPC that he says will enable scuba divers to record underwater data and, if connected to a modem, communicate with other underwater computers. "Divers still largely collect data using a paper and pencils like they did a hundred years ago," says Macdonald. "This method wastes valuable research time and money." WetPC's electronics are housed in a sealed module that is connected to the diver's air tank. As the diver descends, air from the tank counteracts the increase in pressure. A special hookup to the diver's mask displays data in the diver's field of vision. A seven-button keyboard is strapped to the diver's chest. WetPC, which is expected to be on the market later this year, should sell for about \$15,000.

Task 2

Do these texts appeal mainly to the reader's...

- emotions?
- feeling of insecurity?
- intelligence?
- admiration for technology?
- comfort?

Why? \_\_\_\_\_

- Would you buy any of those products?

Why? \_\_\_\_\_

Unit 8

Time to read! (3)

■ New York hotels excel in variety, diversity and numbers.

New York, the World Capital of Excitement. Naturally, it's where you'll find some of the world's most exciting and renowned hotels.

Share elegant suites where Presidents and movie stars have stayed. Visit classic landmark hotels that are part of New York's history. Thrill to modern multi-story hotels that soar high into the skyline. In variety, diversity and numbers, New York hotels offer guests the widest choice anywhere. This Hotel Guide provides a selection of 119 hotels.

We host more vacationers, business travelers and convention delegates than any other city in the world. So whatever your needs or budget, the Big Apple can accommodate you.

■ There's room to do so much in the Big Apple.

No matter what your interests, New York has the world-class attractions to keep you involved. Sample the special tastes of our thousands of restaurants. Satisfy your cultural appetite with hundreds of museums and galleries, as well as the spectacular entertainment found on Broadway, at Lincoln Center, Carnegie Hall and countless other nightspots all over the city.

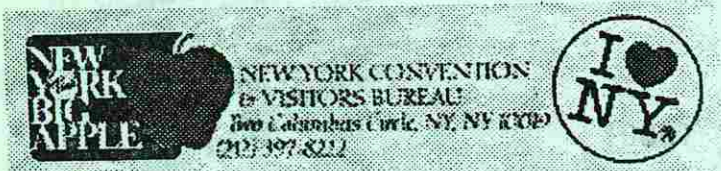
And you'll find the world's most fabulous display of stores starts right outside your door. Make time for all the different parts of the Big Apple.

■ Endless meeting possibilities.

Look into all the resources and facilities that make New York the world's Meeting and Convention headquarters. Our superb meeting hotels. The Jacob K. Javits Convention Center. And the most experienced meeting planners anywhere.

■ The first place to visit.

To get the most out of your stay, begin by stopping by the New York Convention & Visitors Bureau at Two Columbus Circle for our free brochures. You'll meet our helpful personnel who'll guide you to New York's finest attractions. You'll also find plenty of additional brochures, covering everything from restaurants to sport to shopping. It's all here. And it's free. And it gives us a chance to personally welcome you to New York, the Big Apple. Or call us at (212) 397-8222.



Task 2

Read the text and decide which of the statements is the best title for the article.

Check title with your teacher.

Task 3

Read the text again and underline the paragraph that contains the main idea.

HUMAN TOUCH

BEFORE MAKING SONY one of the most consistently inventive companies in the world, founder Masaru Ibuka suffered a number of setbacks. Remember the electronic seat warmer? Or the first electronic rice cooker? Probably not. These were from the same mind that dreamed up the pocket-size transistor radio, the VCR and the Walkman. But even Ibuka recognizes the limits of high technology:

We will learn that computers, amazing as they are, still cannot come close to being as effective as human beings. A computer isn't creative on its own because it is programmed to behave in a predictable way. Creativity comes from looking for the unexpected and stepping outside your own experience. Computers simply cannot do that.

—Brenton R. Schlender in *Fortune*



**Task 4**

Read the statements.

- 1 Masaru Ibuka has not always been a successful inventor.
- 2 Creativity is a function of humans, not of computers.
- 3 High technology equipment has certain limits.

Now read the text "Human Touch" again and decide which of the statements contains the main idea.

**Task 5**

Can you make a sentence which contains the main idea of each paragraph?

Paragraph I \_\_\_\_\_

Paragraph II \_\_\_\_\_

**Clearing it up**

-I want to go to South Padre Island next summer, How can I get there?

-Follow these instructions:

- Tune up** your car,
- check** all the tires,
- fill up** the tank at the gas station,
- drive** on highway 54 to Matamoros,
- cross** the border to Brownsville, Texas,
- turn** right for the beach and finally,
- smile**, you are already in South Padre Island.

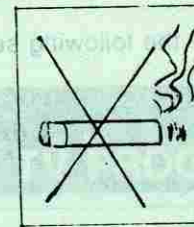
**LOOK!**

**IMPERATIVE**

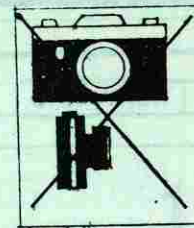
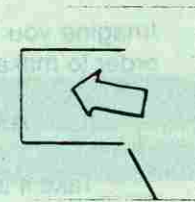
- Tune up
  - Check
  - Fill
  - Drive
  - Cross
  - Turn
  - Smile
- Instructions / Advice**

Look at these pictures.

(Don't smoke)

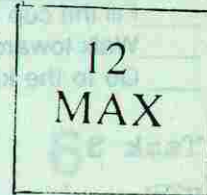


(Go to the left)



(Do not use cameras)

(Drive slowly)



**Look!**

**IMPERATIVE**

- I Don't smoke = negative
- I Go to the left = positive
- I Do not use cameras = negative
- I Drive slowly = positive

Instructions / advice

**Task 1**

Match the pictures with the instructions/advice

- 1 Salute the flag at school.
- 2 Sing the National Anthem.
- 3 Do not sleep in class.
- 4 Sit down correctly.
- 5 Run in the "Prepa Marathon."
- 6 Don't speak Spanish in class.

**Task 2**

Imagine you have a robot at home to serve you. Write the following set of instructions in the correct order to make him bring you a cup of water:

**A cup of water**

- Take it to the command center. 1
- Choose a plastic cup. 2
- Fill the cup with water. 3
- Walk toward the water bottle. 4
- Go to the kitchen. 5

**Correct order**

**Task 3**

In the following 5 pages, there is a series of instructions. Copy them in this space:

**Recording TV programs**

*Turn on the TV and select the channel for the recorder.*

**Playback**

**Watching TV programs**

*Press POWER on the TV*

**Speaker system**

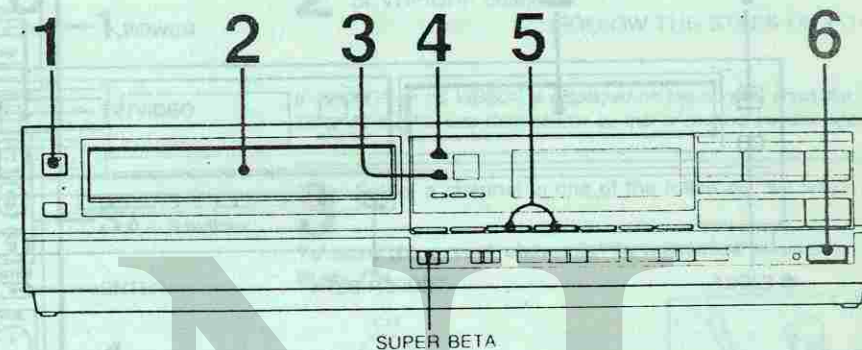
**Receiving broadcasts**

Watching TV Programs

**OPERATIONS**  
**RECORDING TV PROGRAMS**

Before operating, complete the preparations on pages 15 to 22.

**OPERATION** Numbers in the illustration show the sequence of operation



**Preparation**

- Turn on the TV and select the channel for the recorder
- Check the SUPER BETA is set to ON
- Make sure that nothing is connected to the LINE IN VIDEO and AUDIO jacks at the rear

- 1 Press POWER. The power indicator will light up.
- 2 Insert a cassette
- 3 Select the recording tape speed, **II** or **III**, with REC MODE. The length of recording time differs for each mode. Refer to the chart on page 6.
- 4 Press TV/VTR so that the VTR indicator appears.
- 5 Select the channel to be recorded with CHANNEL +/-.
- 6 Press RECORD. The RECORD indicator will light and recording will begin.

To stop recording, press **■** STOP.

When the tape reaches its end, it will be rewound to the beginning.

To eject the cassette, press **▲** EJECT.

To turn off the power, press POWER.

To stop the tape momentarily during recording Press **||** PAUSE. The indicator above the button lights. The TV program can still be seen on the TV, but the picture will not be recorded. To resume recording, press **||** PAUSE again. To protect the video heads and the tape, the pause mode will be automatically released after about 8 minutes and recording will stop.

**Note**

The power can be automatically turned on by inserting a cassette without pressing POWER.

## PLAYBACK

**OPERATION** Numbers in the illustration show the sequence of operation

**1** Press POWER. The power indicator will light up.

**2** Insert a cassette.

**3** Press ► PLAY.

During playback, the recorded speed mode is automatically selected and the selected speed indicator appears in the window.

**OPERATION** Numbers in the illustration show the sequence of operation

**1** Press POWER. The power indicator will light up.

**2** Insert a cassette.

**3** Press ► PLAY.

During playback, the recorded speed mode is automatically selected and the selected speed indicator appears in the window.

**Preparation**

- Turn on the TV and select the channel for the recorder.
- Set the SUPER BETA switch as follows:  
ON: for a tape recorded with this switch ON.  
OFF: for a tape recorded with this switch OFF or a tape recorded with another VCR which is not equipped with SuperBeta system.

EJECT SUPER BETA

To stop playing, press ■ STOP.  
(Or press ▲ EJECT to take the cassette out.)

To rewind the tape, press ◀ REW.

To advance the tape rapidly, press ▶▶ FF

When playing back a cassette with its safety tab removed, simply insert the cassette without pressing POWER. The power will be automatically turned on and playback will begin.

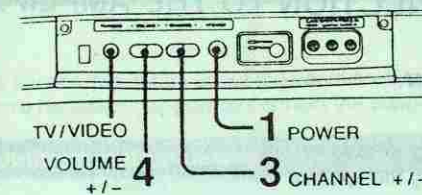
## PICTURE ADJUSTMENTS

**COLOR selector**  
Normally set to 1. For more color intensity, set to 2 or 3.

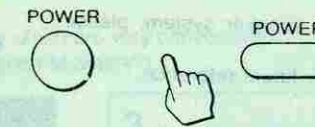
**SHARPNESS control**  
Normally set to the center detent position. Slide it toward SHARP for a sharp picture, or toward SOFT for a soft picture.

**TRACKING control**  
If streaks or snow appear during playback of a tape recorded on another recorder, adjust it for the best possible picture. Return to the center detent position after playing back that particular tape.

## Watching TV Programs



**1** Press POWER on the TV or the Remote Commander to turn the TV on.



**2** Turn the cable mode on or off, depending on if you want to watch cable or VHF/UHF channels.  
(FOLLOW THE STEPS ON P. 14)

If "VIDEO" or "S VIDEO" is displayed on the screen, press the TV/VIDEO button on the TV or on the Remote Commander so that a channel number appears.

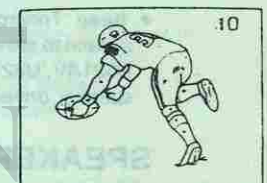
**3** Select a channel in one of the following two ways:

To scan the preset channels\* in numerical sequence  
Press CH +/-.



\* For more on presetting channels, see pp. 15 - 18.

To select a channel directly  
Press the channel number button(s) and then ENTER.  
For example, to select channel 10, press 1, 0 and ENTER.

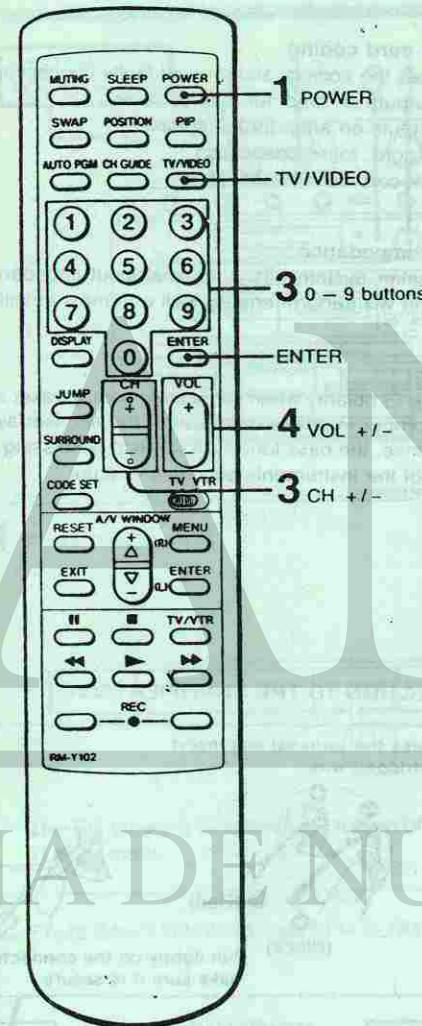


**4** Press VOL +/- to adjust the volume.



The display will disappear automatically after 3 seconds.

To turn off the TV  
Press POWER on the TV or the Remote Commander again.



**SPEAKER SYSTEM**

**SS-U421AV, SS-U521AV, SS-U621AV, SS-U721AV**

**OPERATING INSTRUCTIONS**

Before installing or operating the speaker system, please read this manual thoroughly. This manual should be retained for future reference.

**PRECAUTIONS**

- Lower the volume each time you turn your amplifier on or off to avoid sound "bursts".
- Turn off your amplifier when connecting or disconnecting equipment.
- Never use this speaker system for P.A. (public address), because excessive power input might damage the speaker units.
- Avoid supplying the following signals for a long period of time.
  - Continuous sine wave power of more than 5 watts
  - FM interstation noise
  - Severe hum noise
  - High-frequency signals in the fast-forward and rewind modes of a tape recorder
- Do not touch the surface of the speaker unit to avoid damaging it.
- Do not attempt to open the enclosure or remove speaker units. There are no user-serviceable parts inside.
- Do not install the speaker system in a location near heat sources such as radiators or air ducts, or in a place subject to moisture, direct sunlight or excessive dust.
- To maintain the new condition of your speaker system, periodically wipe the cabinet with a soft cloth. Do not use any type of scouring powder, abrasive pad or solvent.
- Do not place recorded tapes on or near the speaker since the strong magnetic field of the speakers may affect the recorded material.
- Keep Trinitron component TV away from the speaker system to prevent TV picture disturbance. The SS-U421AV, U521AV, U621AV, U721AV employs magnetically shielded speaker drivers to avoid TV picture disturbance.

**SPEAKER PLACEMENT**

- Here are a few suggestions on basic speaker placement.
- Place each speaker with its back 3-5 cm (1 1/4-2") from a hard wall.
  - Set your speaker system up on a hard, flat floor. Carpets, draperies and upholstered furniture will minimize the multiple reflections of high-frequency sound which reduce the stereo effect.
  - Place the right and left speakers in a similar acoustic environment. This will provide a natural stereo image.
  - Generally we recommend that the speaker/listener relationship be an equilateral triangle. If the speaker separation is too wide, face the speakers a little towards each other.
  - Place the speakers no higher than your ears when you are seated, if the speakers are to be positioned above the floor.

**CONNECTION TO THE AMPLIFIER**

**CAUTION**

Before connecting the speakers, turn off the amplifier to avoid damaging the speaker system and the amplifier.

**Speaker cord coding**

Remember the coding, and prevent faulty connections.  
 R outputs on amp: for right speaker  
 L outputs on amp: for left speaker  
 Red cord: for ⊕ connection  
 Black cord: for ⊖ connection

**Speaker impedance**

This speaker system has a nominal input impedance of 8 ohms, and will perform equally well with most amplifiers.

**Phasing**

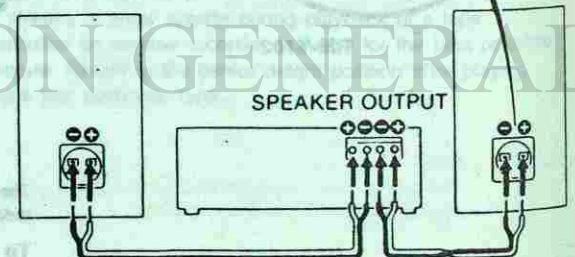
Correct ⊕ ⊖ polarity when connecting both speaker systems insures proper in-phase operation. If the speaker system is out-of-phase, the bass tones will seem to be missing and the position of the instruments becomes obscure.

**CONNECTION TO THE AMPLIFIER**

Depress the terminal and insert the stripped wire.



(Black) Pull lightly on the connection to make sure it is secure.



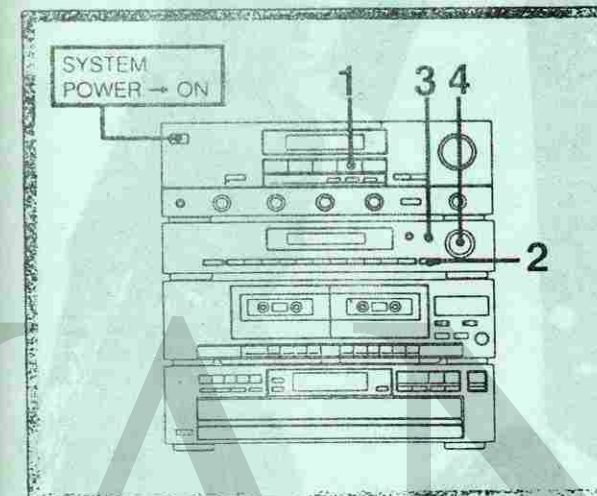
Input terminals of the speaker system

Supplied speaker cord

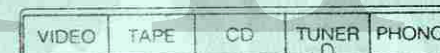
**Receiving Broadcasts**

This section describes about the various ways of tuning which are very convenient. Before reception, be sure to connect the supplied AM and FM antenna.

**Tuning in Automatically**



1 Press TUNER.



The CD player is automatically turned off in the TUNER mode.

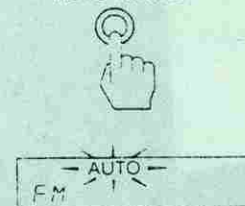
2 Press BAND FM/AM to select FM or AM.

BAND FM/AM

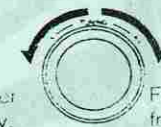


3 Press AUTO TUNING to set to the AUTO TUNING mode.

AUTO TUNING



4 Select the station



For a lower frequency.

For a higher frequency.

When a station is received, automatic tuning stops.

**Indicators in the display window**

- "TUNED" appears when a station is tuned in
- "STEREO" appears when an FM stereo program of sufficient signal strength is received

**To change the AM tuning interval**

The AM tuning interval is preset at the factory to 10 kHz to match the frequency allocation system of your country. To change the interval to 9 kHz, proceed as follows.

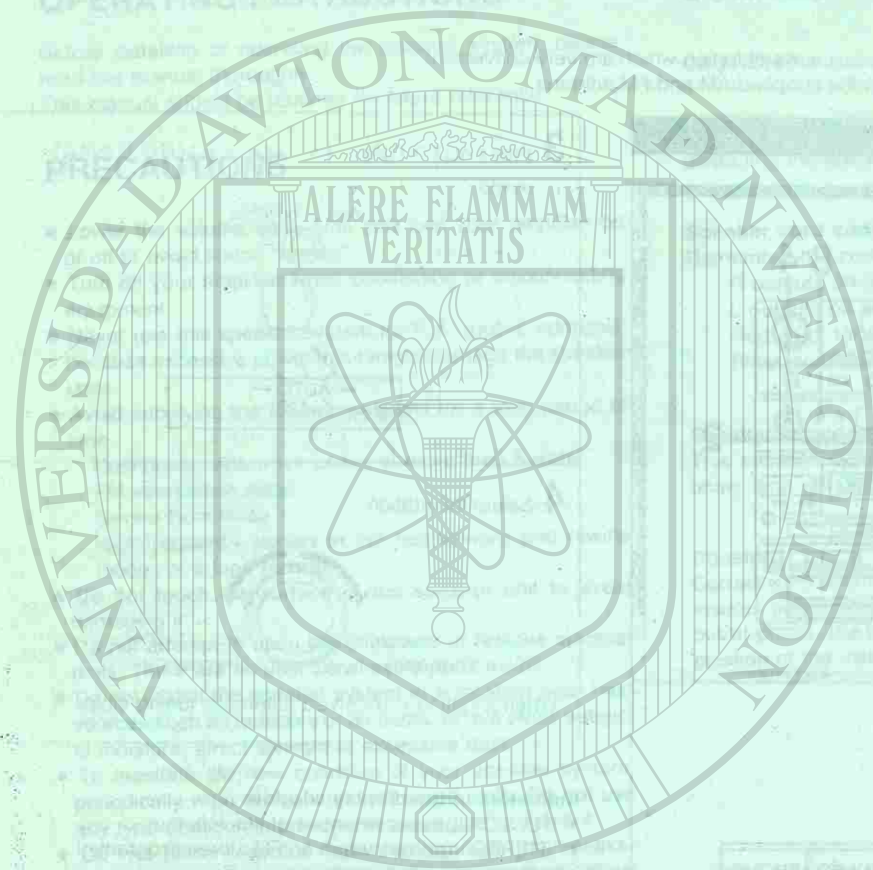
- 1 Press SYSTEM POWER to turn on the unit.
- 2 Set the BAND selector to AM.
- 3 Press SYSTEM POWER to turn off the unit.
- 4 While pressing TUNING, press SYSTEM POWER again to turn on the unit. To reset the interval to 10 kHz, follow the same procedure.

**Note**

When the interval is changed, all stored stations will be erased from the memory. After changing the interval, be sure to store the stations again.

Task 4

Now, write a set of instructions on how to use a videogame:



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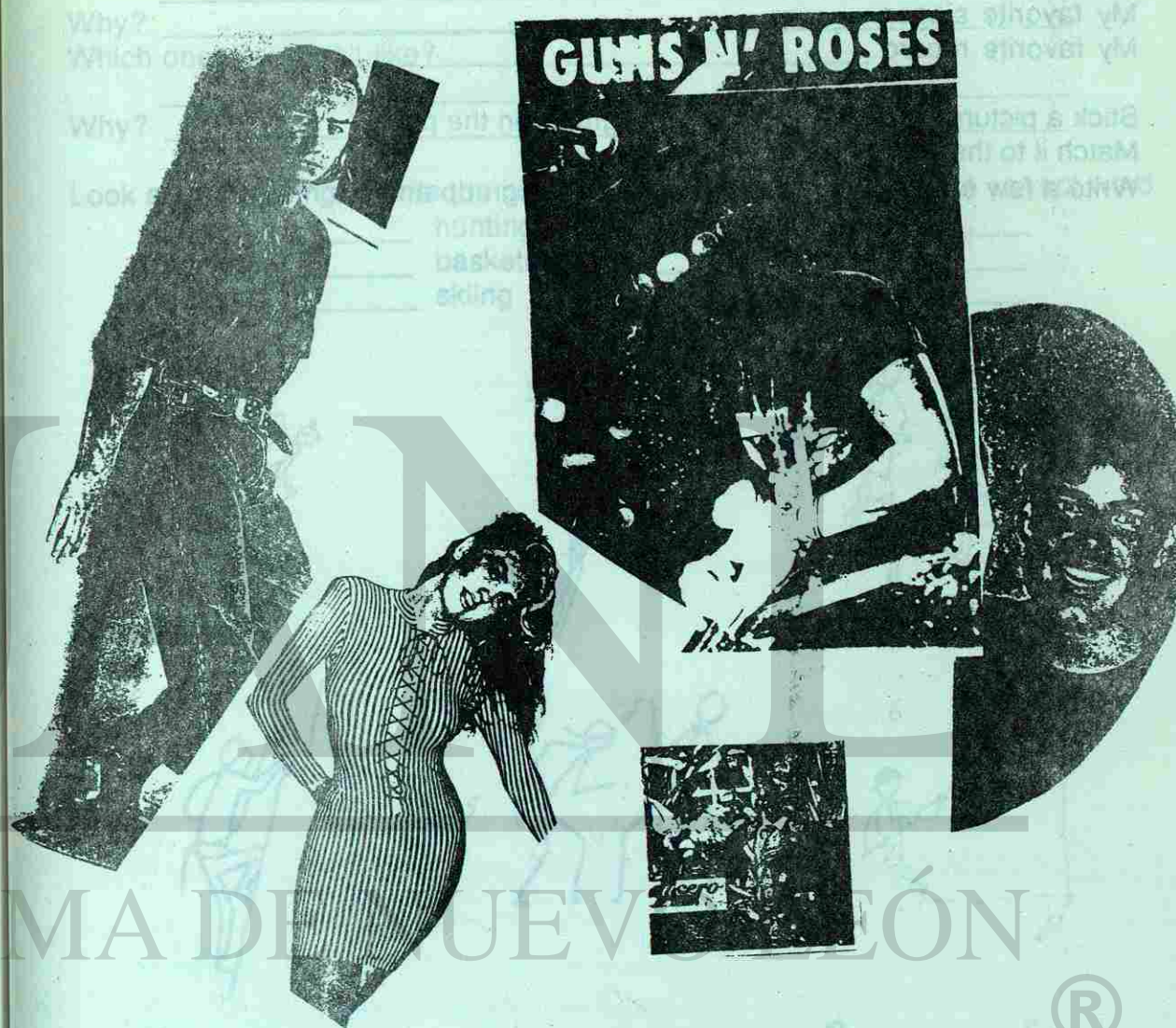
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Words at work

LIKES AND DISLIKES

Task 1

What are your favorite kinds of music?



Match pictures to music types.

- |           |             |
|-----------|-------------|
| Pop       | New Wave    |
| Classical | Heavy Metal |
| Ballads   | Jazz        |
| Blues     | Folk        |
| Opera     | Country     |
| Rock      |             |

Task 2

👉 Complete this information. Then compare with a partner.

My favorite kind of music \_\_\_\_\_

My favorite musical group \_\_\_\_\_

My favorite singer \_\_\_\_\_

My favorite record \_\_\_\_\_

Stick a picture of your favorite singer / group on the page.

Match it to the type of music.

Write a few sentences about why you like the group and the music.

I like \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3

👉 Sports and leisure activities.

What kind of sports and leisure activities do you like?

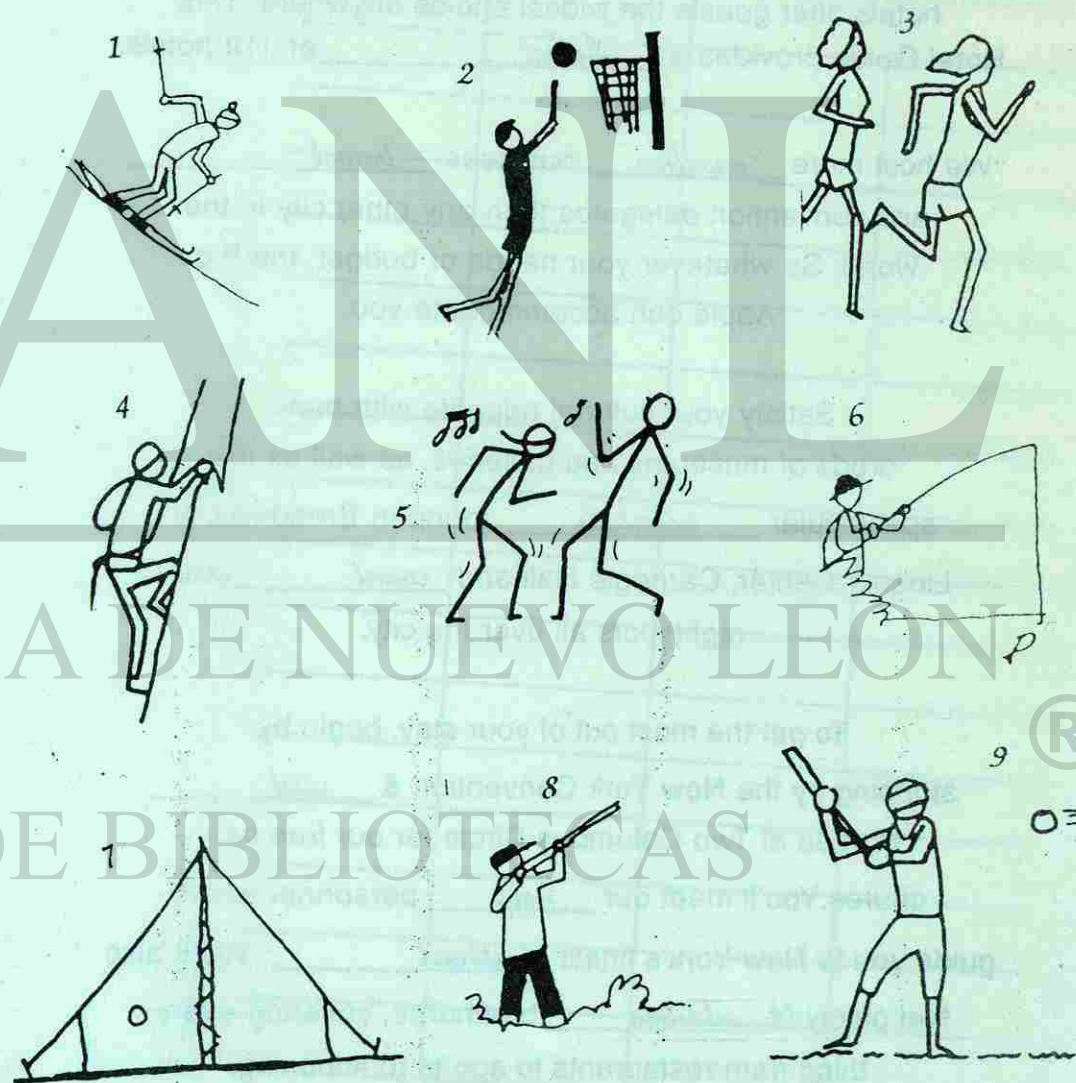
Why? \_\_\_\_\_

Which ones you don't like? \_\_\_\_\_

Why? \_\_\_\_\_

Look at the drawings. Write the number of each drawing next to the correct word.

- camping \_\_\_\_\_
- baseball \_\_\_\_\_
- running \_\_\_\_\_
- hunting \_\_\_\_\_
- basketball \_\_\_\_\_
- skiing \_\_\_\_\_
- rock climbing \_\_\_\_\_
- fishing \_\_\_\_\_
- dancing \_\_\_\_\_







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