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# ENGLISH FOR TODAY

BOOK TWO  
The World We Live In

THE NATIONAL COUNCIL  
OF TEACHERS OF ENGLISH



# MAP OF THE WESTERN HEMISPHERE

FOR USE WITH LESSON ONE



**ENGLISH FOR TODAY**

**Book Two**

**THE WORLD WE LIVE IN**



# **ENGLISH FOR TODAY**

## **Book Two**

### **THE WORLD WE LIVE IN**

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# UNIT 1: THIS IS OUR WORLD

## Lesson One: WHAT WE CAN DO



MIKE



GEORGE



PAUL



JEAN



RUTH

These boys and girls can speak English.  
They can speak Spanish, too.



STEVE



DON



KAREN



LINDA



SALLY

These boys and girls can speak English.  
But they can't speak Spanish.

**Example 1**    Can Steve speak English? Yes, he can.  
                  Can Steve speak Spanish? No, he can't.

*can + not = can't*

*New words: can, speak (spoke)*

1.1 Practice questions with *can* and short answers with *can* and *can't*.  
Use the chart.

A: Can (Jean) speak (Spanish)?

B: Yes, she can.

A: Can (Linda) speak (Spanish)?

B: No, she can't.

1.2 Ask questions with *English*, *Spanish*, *German*, *Chinese*, *Russian*, and other languages for which you know the English names. Have classmates answer.

A: Can you speak (*the students' own language*)?

B: Yes, I can.

A: Can you speak (*another language*)?

B: No, I can't.

Example II · Mike can speak Spanish, can't he? Yes, he can.

Mike can't speak Spanish, can he? Yes, he can.

1.3 Practice tag questions with *can* or *can't* that ask for agreement. Have classmates give the answers. Use the chart on page 1.

(*Jean*) can speak Spanish, can't she? Yes, she can.

(*Sally*) can't speak Spanish, can she? No, she can't.

(*George*) can speak Spanish, can't he? Yes, he can.

1.4 Practice tag questions with *can* or *can't* that ask for information. Have classmates answer. Use the chart on page 1.

(*Paul*) can speak Spanish, can't he? Yes, he can.

(*Linda*) can't speak Spanish, can she? No, she can't.

(*Don*) can't speak Spanish, can he? No, he can't.

1.5 Supply the tag questions:

1. He can speak English, (*can't he*)?

2. You can't read Spanish, \_\_\_\_\_?

3. They can't write English, \_\_\_\_\_?

4. Karen can speak Spanish, \_\_\_\_\_?

Example III

Mike can speak Spanish.

Can he? He can?

Steve can't speak Spanish.

Can't he? He can't?

1.6 Make affirmative and negative statements with *can*. Have classmates ask short questions to show they are listening or to show they are surprised. Use the chart on page 1.

( <i>Mike</i> ) can speak Spanish.	He can? (Can he?)
( <i>Steve</i> ) can't speak Spanish.	He can't? (Can't he?)
( <i>Jean</i> ) can speak Spanish.	She can? (Can she?)

Example IV *Mike* can speak Spanish, but *Steve* can't.  
*Steve* can't speak Spanish, but *Mike* can.

1.7 Give pairs of names from the chart. Have classmates make pairs of statements and connect them with *but*. Use *Mike/Steve*, *Paul/Don*, *Karen/Jean*, *Ruth/Linda*, *Sally/George*.

<i>Mike/Steve</i>	<i>Mike</i> can speak Spanish, but <i>Steve</i> can't.
<i>Paul/Don</i>	<i>Paul</i> can speak Spanish, but <i>Don</i> can't.
<i>Karen/Jean</i>	<i>Karen</i> can't speak Spanish, but <i>Jean</i> can.

Example V *Mike* can speak Spanish. *George* can, too.  
*Mike* can speak Spanish. So can *George*.  
*Steve* can't speak Spanish. *Sally* can't either.  
*Steve* can't speak Spanish. Neither can *Sally*.

1.8 Make affirmative and negative statements. Have classmates add short statements with *too* and *either*.

<i>Mike</i> can speak Spanish.	<i>George</i> can, too.
<i>Steve</i> can't speak Spanish.	<i>Don</i> can't either.
<i>George</i> can speak Spanish.	<i>Paul</i> can, too.
<i>Don</i> can't speak Spanish.	<i>Karen</i> can't either.

1.9 Make affirmative and negative statements. Have classmates add short statements with *so* and *neither*.

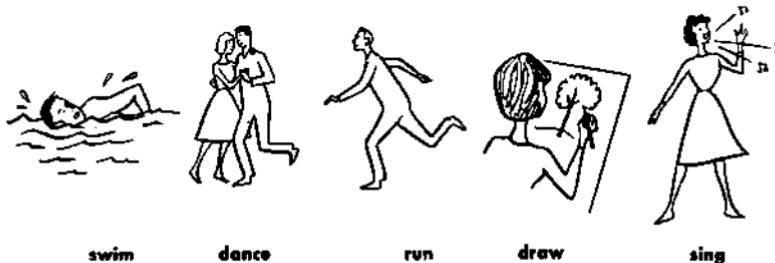
<i>Ruth</i> can speak Spanish.	<i>So</i> can <i>Jean</i> .
<i>Sally</i> can't speak Spanish.	<i>Neither</i> can <i>Linda</i> .
<i>Paul</i> can speak Spanish.	<i>So</i> can <i>George</i> .
<i>Karen</i> can't speak Spanish.	<i>Neither</i> can <i>Don</i> .

1.10 Complete the second statement. Use the chart on page 1.

1. Mike can speak Spanish. (George can), too.
2. Steve can't speak Spanish. \_\_\_\_\_ either.
3. Paul can write Spanish. So \_\_\_\_\_.
4. Linda can't read Spanish. Neither \_\_\_\_\_.
5. Jean can speak Spanish. But \_\_\_\_\_.

1.11 LANGUAGES WE KNOW. Ask and answer questions about languages. Use the names of languages used in exercise 1.2 and the verbs *speak*, *read*, and *write*. Here are sample questions and answers.

A: I can speak (*English*).      A: I can read (*Spanish*).  
B: I can, too!      B: So can I!  
A: I can't write (*Spanish*).      A: I can't read (*English*).  
B: I can't either.      B: Neither can I.  
A: I can speak (*English*). Can you?  
B: Yes, I can.  
A: I can speak (*Spanish*). Can you?  
B: Of course I can!



New words: *swim* (*swam*), *dance* (*danced*).

1.12 CONVERSATIONS. Talk with your classmates. Use *can* and the verbs illustrated on page 4. Here are examples.

A: Can you (*swim*)?

B: Yes, I can. Can you?

A: Yes, I can. I can (*swim*), too.

A: I can (*swim*).

B: Can you? So can I!

A: I can't (*swim*).

B: You can't? Neither can I.

A: Can you (*swim*)?

B: Yes, I can.

A: I can, too.

A: I can't (*swim*).

B: I can't either!

A: I can't (*swim*).

B: I can.



dog



cat



bird



airplane

New words: *fly (flew)*, *dog*, *cat*, *bird*, *airplane*

1.13 CONVERSATIONS. Talk with your classmates. Use *can* and the nouns illustrated above.

A: (*Dogs*) can't fly.

B: Neither can (*cats*).

But (*birds*) can.

A: Can (*airplanes*) fly?

B: Yes, they can.

But (*dogs*) can't.

1.14 Follow the directions given with each set of sentences.

Write the complete negative statements:

1. The doctor **can** speak English.

2. The lawyer **can** read English.

**Write the complete questions:**

3. The teacher can read English.
4. The student can write English.

**Write the affirmative and negative short answers:**

5. Can the pilot speak English?
6. Can the farmers speak English?

**Write the tag questions:**

7. You can speak English, \_\_\_\_\_?
8. They can't read \_\_\_\_\_?
9. She can write English, \_\_\_\_\_?

**1.15 Memorize the following saying:**

“You can fool some of the people all of the time, and all of the people some of the time. But you can't fool all of the people all of the time.”

**1.16 Read the following selection with your teacher:**

#### **WHAT IS A MAP?**

Is there a map in your school? Do you have a map at home? What do maps show?

Maps can show many different things. Some maps show the size and location of continents. Some show the size and location of oceans. Some show the size and location of countries or cities.

Let's look at the political maps on the inside covers of the book. A political map shows countries. Can you find your country on the map? Which countries are next to yours? Is there an ocean next to your country?

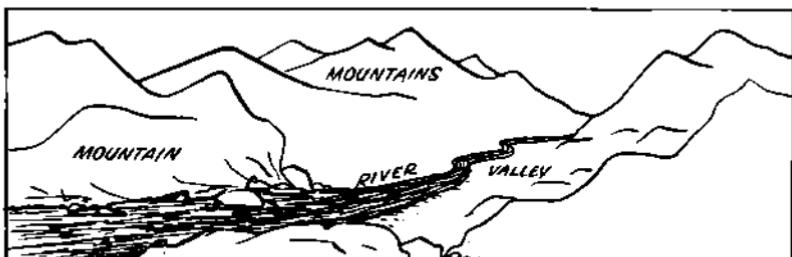
Look at the map again. Can you see lines across it? These lines show latitude, the distance north or south of the Equator. We call these lines parallels of latitude. The Equator is at zero degree ( $0^{\circ}$ ) latitude. It is an equal distance from the North and South Poles. The North Pole is at ninety degrees ( $90^{\circ}$ ) north latitude. The South Pole is at ninety degrees ( $90^{\circ}$ ) south latitude.

Can you see the lines running north and south from pole to pole? We call these lines meridians of longitude. They show distance east and west of zero degrees ( $0^{\circ}$ ) longitude. Zero degrees ( $0^{\circ}$ ) longitude is set at Greenwich, England. We can measure longitude up to  $180^{\circ}$  east and west of Greenwich.

What is the latitude of your country? What is the longitude? What are the latitude and longitude of Canada? What are the latitude and longitude of England? What are the latitude and longitude of Australia?

Let's look at a relief map of the world showing different elevations. The different colors stand for different elevations. A high mountain is dark brown. A valley is green. Do you live in a valley or on a mountain? Find your country on the relief map. Is it brown or green?

Maps are very useful. Pilots use maps. Travelers use maps. Postmen in big cities use maps. All of us can use maps. They answer our questions about the world.



1.17 Answer these questions. Refer to "What Is a Map?"

1. What can maps show?
2. What can you find on a map?
3. What does brown stand for on a relief map?
4. What does green stand for?
5. Who uses maps?

1.18 MAKING MAPS.

1. Make a big relief map. Show continents and oceans.
2. Make a map of your country. What can you show on it?
3. Make a map of your neighborhood. Can you show your home? Can you show your school?
4. Now make a map of your classroom. Show your desk, the teacher's desk, the door, the windows.
5. Explain your maps to the class.

1.19 WORD STUDY.

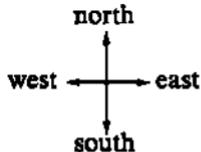
1. *North, south, east, west.*

The sun rises in the east.

The sun sets in the west.

North is toward the top of the page.

South is toward the bottom of the page.



Point to a map on the inside covers and make statements like these:

France is north of Spain.  
Spain is south of France.

Peru is west of Brazil.  
Brazil is east of Peru.

2. *Continent.* North America is a continent. South America is a continent. North and South America are continents. Make statements with the word *continent*. Use *Europe, Asia, Africa, Australia*.

3. *Ocean, lake, river.* Look at the maps on the inside covers. Make requests and ask questions about the oceans, lakes, and rivers. Have classmates respond.

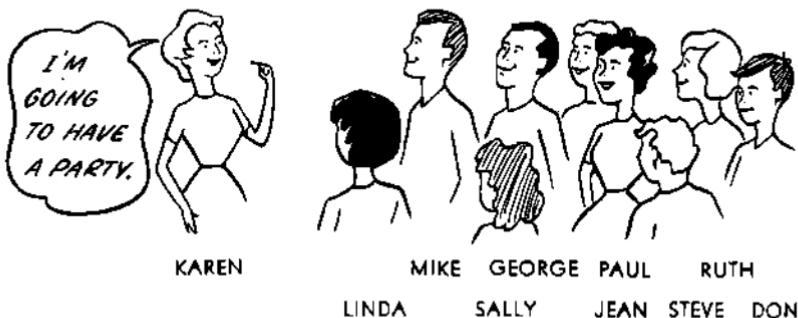
Show me an ocean.	Here's an ocean. This is an ocean.
What ocean is it?	There's an ocean. That's an ocean.
Show me a lake.	It's the ( <i>Atlantic Ocean</i> ).
What lake is it?	Here's a lake. This is a lake.
Show me a river.	There's a lake. That's a lake.
What river is it?	It's ( <i>Lake Superior</i> ).
	Here's a river. This is a river.
	There's a river. That's a river.
	It's the ( <i>Amazon River</i> ).

4. *Next to.* Look at the map and make statements like these:

Spain is next to France.  
France is next to Germany.  
Colombia is next to Venezuela.  
Iraq is next to Iran.

1.20 TALKING TO THE CLASS. Prepare a short talk based on "What Is a Map?" Give your talk to the class, using a map to illustrate it.

## **Lesson Two: WHAT WE WILL DO**



**Example I** Karen hopes everyone will come on **time**.  
She hopes Mike won't be **late**.

**will + not = won't**

### New words: *hope, will (won't), on time*

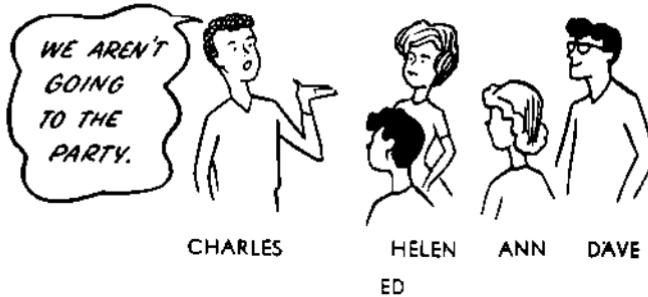
2.1 Make statements with *will* and *on time*. Have classmates make statements with *won't* and *late*.

A: Karen hopes (*Mike*) will come on time.

B: She hopes he won't be late.

A: She hopes (*Jean*) will come on time.

B: She hopes she won't be late.



**Example II** Will **Mike** be at the party? **Yes, he will.**  
Won't **Mike** be at the party? **Yes, he will.**  
Will **Charles** be at the party? **No, he won't.**  
Won't **Charles** be at the party? **No, he won't.**

2.2 Practice questions with *will* and short answers with *will* and *won't*. Use the charts on page 10.

A: Will (*George*) be at the party?  
B: Yes, he will.

A: Will (*Ann*) be at the party?  
B: No, she won't.

2.3 Practice questions with *won't* and short answers with *will* and *won't*. Use the charts on page 10.

A: Won't (*Paul*) be at the party?  
B: Yes, he will.

A: Won't (*Helen*) be at the party?  
B: No, she won't.

### Example III

Mike will be at the party, won't he?  
Yes, he will. I know he will.  
Mike won't be late, will he?  
No, he won't. I know he won't.



2.4 Practice tag questions with *will* or *won't* that ask for agreement. Have classmates give the right answers. Use the charts on page 10.

A: (*Mike*) will be at the party, won't he?  
B: Yes, he will. I know he will.  
A: (*Charles*) won't be at the party, will he?  
B: No, he won't. I know he won't.

2.5 Practice tag questions, with *will* or *won't* that ask for information. Have classmates answer. Use the charts on page 10.

A: (*Mike*) won't be late, will he?  
B: No, he won't. I know he won't.  
A: (*Sally*) will be late, won't she?  
B: No, she won't. I know she won't.

## 2.6 Supply the tag question.

1. George will come early, (won't he)?
2. Linda won't be late, \_\_\_\_\_?
3. Don will be on time, \_\_\_\_\_?
4. Ann won't be there, \_\_\_\_\_?
5. Paul will be there, \_\_\_\_\_?

**Example IV** Mike will be there on time, and **George** will, too.

Mike will be there on time, and so will **George**.

Mike won't be late, and **George** won't either.

Mike won't be late, and neither will **George**.

## 2.7 Make statements with *will* and *too*. Have classmates change the statements to use *so*. Use the chart.

A: (*Mike*) will be there on time, and (*George*) will, too.

B: (*Mike*) will be there on time, and so will (*George*).

## 2.8 Make statements with *won't* and *either*. Have classmates change the statements to use *neither*. Use the chart.

A: (*Mike*) won't be late, and (*George*) won't either.

B: (*Mike*) won't be late, and neither will (*George*).

**Example V** Mike will be there. Mike will be at the party.

Will he? He will? I didn't know he was going.

Charles won't be there. Charles won't be at the party.

Won't he? He won't? I thought he was going.

*New word: think (thought)*

## 2.9 Make wrong statements about who will be and who won't be at the party. Have classmates ask questions to show they are surprised and add a statement with *didn't know* or *thought*.

A: (*Ann*) will be there. (*Ann*) will be at the party.

B: Will she? I didn't know she was going. (or)

She will? I didn't know she was going.

A: (*Jean*) won't be there. (*Jean*) won't be at the party.  
B: Won't she? I thought she was going. (or)  
She won't? I thought she was going.



play



movie



concert



lecture



museum



game

**Example VI** Are you going to the **movie** tonight?

Maybe I **will**. Maybe I'll go.

I probably **will**. I'll probably go.

I probably **won't**. I'll probably stay **home**.

I'm afraid I **can't**. I can't go tonight.

*I + will = I'll*

*New words: afraid, probably, play, movie, concert, lecture, museum*

**2.10** Ask questions using the nouns illustrated above. Have classmates answer with *maybe* and *will*.

A: Are you going to the (**game**) tonight?

B: Maybe. Maybe I **will**. Maybe I'll go.

2.11 Ask questions with the nouns illustrated on page 13. Have classmates answer with *probably will* or *probably won't*.

A: Are you going to the (*concert*) tonight?

B: I probably will. I'll probably go. (or)

I probably won't. I'll probably stay home.

2.12 Ask questions with the nouns illustrated on page 13. Have classmates answer with *afraid* and *can't*.

A: Are you going to the (*play*) tonight?

B: I'm afraid I can't. I can't go tonight.

CHARLES

ED

DAVE

HELEN

ANN

WE USUALLY GO  
SOMEWHERE ON SATURDAY.



play



movie



concert



lecture



museum

Example VII Is **Charles** going anywhere tomorrow?

He probably will. He'll probably go to a **play**.

He usually goes somewhere **every Saturday**.

He usually goes to a **play** on Saturday.

*he + will = he'll*

*New words: anywhere, somewhere*

2.13 Practice the following conversations with your classmates. Use the chart.

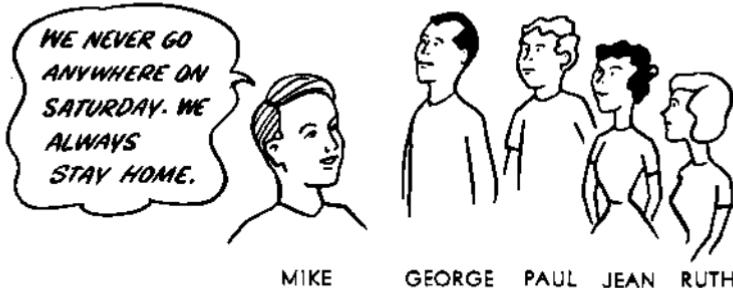
A: Is (**Helen**) going anywhere on (**Saturday**)?

B: She probably will. She'll probably go to a **lecture**.

A: (**Charles**) usually goes somewhere **every Saturday**.

B: Where does he go?

A: He usually goes to a **play**.



**Example VIII** Is Mike going anywhere next Saturday?

He probably won't.

He never goes anywhere on Saturday.

**2.14** Ask questions about the people illustrated above. Have classmates answer with *won't*.

A: Is (George) going anywhere next Saturday?

B: He probably won't. He never goes anywhere on Saturday.

**2.15** Fill in the blanks. Use *probably* and *will* or *won't*. Use the charts.

1. Is Paul going anywhere on Saturday? (He probably won't.)

2. Is Ed going anywhere on Saturday? \_\_\_\_\_

3. Is Jean going anywhere on Saturday? \_\_\_\_\_

**2.16** Practice the following conversation with your classmates.

A: Are you going anywhere next (*Saturday*)?

B: I probably will. I usually go somewhere on Saturday.

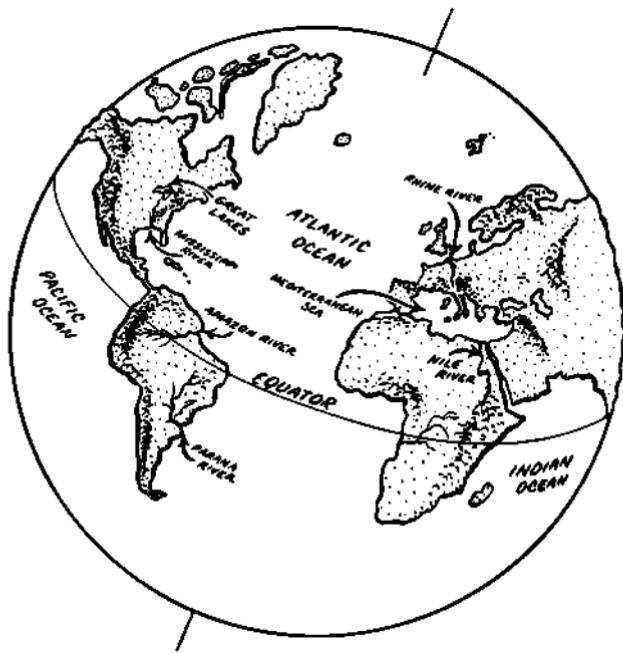
A: Where are you going?

B: I think I'll go to the (*movie*).

**2.17** Read the following selection with your teacher:

## OUR EARTH

Let's look at a map of the earth. How did the earth begin? Does anyone know? What do the scientists say?



Scientists say our sun is a star. They say that many years ago our sun hit another star. Many pieces broke off the sun. Gradually these pieces became hard and round. One of these pieces is our earth.

Scientists also say the earth is almost solid rock. At the center of the earth, this rock is very hot. On the surface of the earth, the rock is cracked and broken. This cracked and broken rock becomes soil. Plants can grow in the soil.

Let's look at the map again. You will see that the surface of the earth is very rough. It has valleys and high mountains. But water covers most of the earth's surface. This water is in oceans, seas, rivers,

and lakes. Can you find an ocean? What is its name? Can you find a sea? What is its name? Can you find a river and a lake? What are their names?

The climate is different in different areas of the earth. Near the equator the climate is usually hot. We call this area the tropics. The areas near the poles are very cold. We call these areas the polar areas. Between the tropics and the polar areas, the climate is temperate. Sometimes it's hot and sometimes it's cold. We call these areas the middle latitudes.

How does the climate affect our living? You will find some answers to this question in the next three lessons.

**2.18 Reread "Our Earth" and follow the directions given with each set of sentences.**

**Fill in with nouns:**

1. Scientists say our sun is a \_\_\_\_\_.
2. Many years ago our \_\_\_\_\_ hit another star.
3. Many \_\_\_\_\_ broke off the sun.

**Fill in with adjectives:**

4. Gradually these pieces became \_\_\_\_\_ and \_\_\_\_\_.
5. The surface of the earth is very \_\_\_\_\_.
6. Between the tropics and the polar areas, the climate is \_\_\_\_\_.

**Fill in with verbs:**

7. Plants can \_\_\_\_\_ in the soil.
8. Climate \_\_\_\_\_ our lives.

**Fill in with structure words:**

9. \_\_\_\_\_ the equator the climate is usually very hot.
10. \_\_\_\_\_ the tropics and the polar areas the climate is temperate.

2.19 WORD STUDY. Look at the maps on the covers of the book. Make statements like the examples.

1. *Next to.* Spain is next to France.  
France is next to Germany.
2. *Between.* The United States is between Canada and Mexico.  
The Atlantic Ocean is between the United States and Europe.
3. *In.* The United States is in the middle latitudes.  
Ceylon is in the tropics.  
Part of Canada is in the north polar area.
4. *Near.* Baltimore is near Washington.  
Philadelphia is near Washington, too.

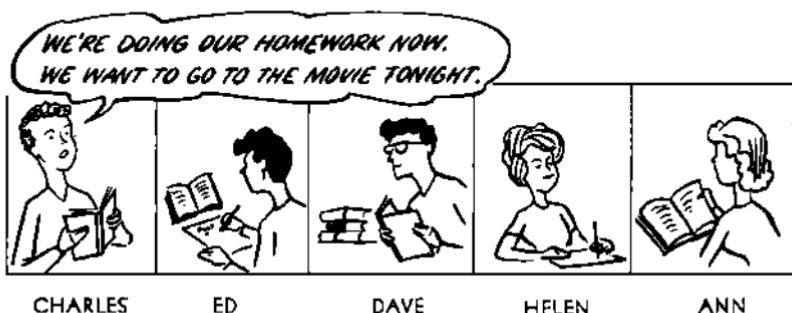
2.20 TALKING TO THE CLASS. Prepare a short talk, using the questions below as a guide. Present your talk to the class and illustrate it with a map or drawing.

1. What country do you live in?
2. Is your country in the polar areas, the tropics, or the middle latitudes?
3. Is your country near an ocean? What ocean?
4. Does your country have valleys and high mountains?
5. Are there rivers and lakes in your country? What are their names?
6. What big cities are in your country?
7. Is it always hot in your country? Is it always cold? Is it sometimes hot and sometimes cold?
8. What is the name of the town or city where you live?
9. Is your town north, south, east, or west of a big city? What big city?

2.21 Memorize the following saying:

Take care of the pennies, and the dollars will take care of themselves.

## Lesson Three: WHERE WE CAN GO (IF)



### Example 1

If they do their **homework**, they **can** go to the **movie**.

They **can** go to the **movie** if they do their **homework**.

If they don't do their **homework**, they **can't** go to the **movie**.

They **can't** go to the **movie** if they don't do their **homework**.

*New words: if, homework*

3.1 Make affirmative statements with *if* and *can*. Have classmates make the same statement but reverse the order of the clauses. Use the chart.

If (*Charles*) does his homework, he **can** go to the **movie**.

(*Charles*) **can** go to the **movie** if he does his **homework**.

3.2 Make negative statements with *if* and *can't*. Have classmates make the same statement but reverse the order of the clauses.

If (*Ed*) doesn't do his homework, he **can't** go to the **movie**.

(*Ed*) **can't** go to the **movie** if he doesn't do his **homework**.

3.3 Make affirmative statements with *if* and *can*. Have classmates make negative statements with *if* and *can't*.

If (*Dave*) does his homework, he **can** go to the **movie**.

If (*Dave*) doesn't do his homework, he **can't** go to the **movie**.

## Example II

If they finish their **homework**, they'll go to the **movie**.

They'll go to the **movie** if they finish their **homework**.

If they don't finish their **homework**, they won't go to the **movie**.

They won't go to the **movie** if they don't finish their **homework**.

### *New word: finish*

3.4 Make affirmative statements with *if* and *will*. Have classmates make negative statements with *if* and *won't* and reverse the order of the clauses. Use the chart on page 19.

If (*Ed*) finishes his homework, he'll go to the movie.

(*Ed*) won't go to the movie if he doesn't finish his homework.

If (*Dave*) finishes his homework, he'll go to the movie.

(*Dave*) won't go to the movie if he doesn't finish his homework.

## Example III

If **Charles** goes, so will **Ed**.

If **Ed** goes, **Dave** will too.

If **Charles** doesn't go, **Ed** won't either.

If **Ed** doesn't go, neither will **Dave**.

3.5 Make complete statements.

1. **Dave/so/Ann** If **Dave** goes, so will **Ann**.
2. **Helen/Ann/too** If **Helen** goes, **Ann** will too.
3. **Dave/Ed/either** If **Dave** doesn't go, **Ed** won't either.
4. **Ann/neither/Helen** If **Ann** doesn't go, neither will **Helen**.

3.6 Fill in the blanks with *will* or *won't*.

1. If **Charles** doesn't go, **Dave** \_\_\_\_\_ either.

2. If **Helen** goes, **Ann** \_\_\_\_\_ too.

3. If Dave doesn't go, neither \_\_\_\_\_ Charles.
4. If Ed goes, so \_\_\_\_\_ Charles.

3.7 Ask questions with *movie*, *play*, *concert*, *lecture*, *museum*, *party*, *game*. Have classmates answer with *if* and *will*.

A: Are you going to the (*movie*)?

B: I'll go if you will. (or)

If you go, I'll go too.

**Example IV**      Will you go to the **movie** with me?  
Yes, I will. I will if I can.  
I'm sorry. I can't.

*New word: sorry*

3.8 Practice the following conversations with your classmates. Use the nouns in 3.7.

A: Will you go to the (*game*) with me?

B: Yes, I will. I will if I can.

A: Will you go to the (*lecture*) with me tonight?

B: I'm sorry. I can't.

**Example V**      When you see **Charles**, will you give him this **book**?  
Yes, I will. When I see him, I'll give it to him.

*New word: give*

3.9 Practice the following conversation with your classmates. Use words like *movie*, *play*, *concert*, *lecture*, and words like *book*, *glove*, *letter*, *pen*, *pencil*, etc.

A: Are you going to the (*movie*) tonight?

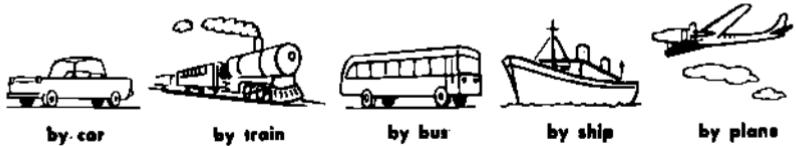
B: Yes, I am.

A: Will (*Charles*) be there?

B: Yes, he will. Everyone is going to the (*movie*).

A: When you see (*Charles*), will you give him this (*book*)?

B: Yes, I will. When I see him, I'll give it to him.



If you go by car, how long will it **take**?  
 If I go by car, it will take **two days**.

*New word: take*

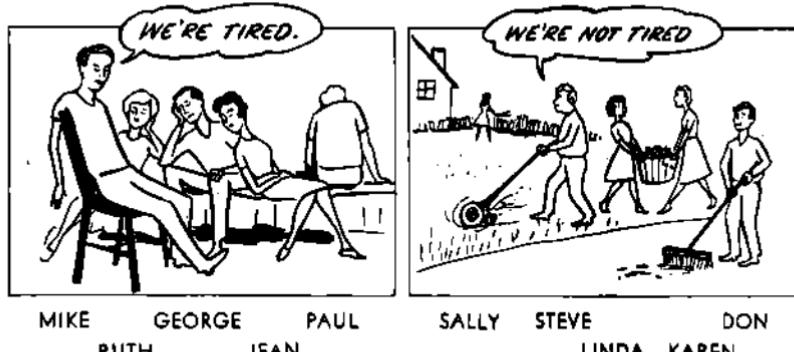
3.10 Ask questions about an imaginary trip to another city or country. Have classmates answer.

A: Can you go to (*another city or country*) by (*car*)?

B: Yes, I can. (or) No, I can't.

A: If you go by (*car*), how long will it **take**?

B: If I go by (*car*), it will take (*two days*).



**Example VI**    They're not working **hard**.  
 They **can't** work hard. They're **tired**.  
 They're working **fast**. They **aren't** tired.

*New words: hard, fast*

3.11 Ask questions with *hard* and *fast*. Have classmates answer. Use the chart at the bottom of page 22.

A: Is (*Mike*) working hard?

B: No, he isn't. He can't work hard. He's tired.

A: Is (*Steve*) working fast?

B: Yes, he is. He can work fast. He isn't tired.



Example VII      Did Charles eat all of the *cake*?  
No, but he ate *most* of it.

*New words: candy, ice cream, cookies, most*

3.12 Make statements with *all* and *most*. Have classmates make the same statement but reverse the order of *all* and *most*.

(*Charles*) didn't eat all of the (*cake*), but he ate *most* of it.  
(*Charles*) ate *most* of the (*cake*), but he didn't eat all of it.

3.13 Ask questions with *can* and *all*. Have classmates answer with *can* and *most*.

Can (*Ann*) eat all of those (*cookies*)?  
No, but she can eat *most* of them.

3.14 Ask questions with *will* and *all*. Have classmates answer with *will* and *most*.

Will (*Ed*) eat all of the (*pie*)?  
No, but he'll eat *most* of it.



**3.15 Read the following selection with your teacher:**

**LIVING IN THE TROPICS**

In the tropics there are only two seasons, the rainy and the dry. In the rainy season, it often rains every day. It seldom rains in the dry season. The sun is very hot.

Plants and trees grow fast in the tropics. Tropical rain forests cover much of the land. These forests are always green. When old leaves fall, new leaves appear. The trees are never bare.

The tropical rain forests are near the equator. In the middle of the day, the sun shines down almost directly. Days and nights are the same length. And the temperature does not change very much.

Many kinds of trees and plants grow in the tropical rain forests. Nowhere else do they grow so fast. Sometimes they grow overnight. Some plants like the bamboo, can grow a foot a day.

In these tropical forests there are many insects. Some of these insects can cause disease. Mosquitoes can cause malaria, and a certain kind of fly can cause sleeping sickness. But now doctors and scientists are fighting these diseases and making great progress.

Outside the cities, the roads are not always good. But engineers are now planning new roads through the thick forests. Modern machines will help build these new roads.

With modern machines, better roads, and better medicine, life in the tropics is changing rapidly.



**3.16 Answer these questions. Refer to "Living in the Tropics."**

1. How many seasons are there in the tropics? What are they?
2. What happens when the old leaves fall from the trees?
3. In a tropical rain forest, is there much change in temperature?
4. Do trees and plants grow fast in the rain forests? Give an example.
5. What diseases can mosquitoes cause? What disease can certain flies cause?
6. What changes are taking place in the tropics? Give examples.

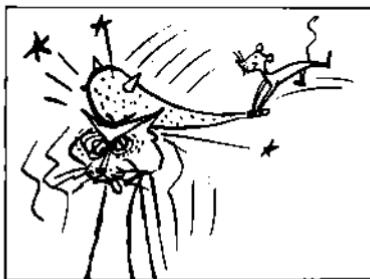
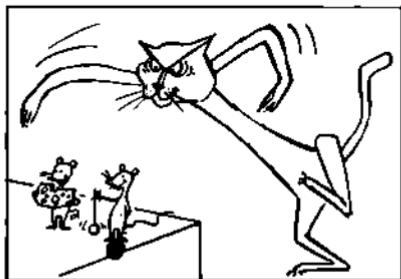
**3.17 Fill in the blanks:**

1. In the \_\_\_\_\_, the rain falls every day for months.
2. It seldom rains in the \_\_\_\_\_.

3. \_\_\_\_\_ and \_\_\_\_\_ grow fast in the tropics.
4. Some \_\_\_\_\_ can cause \_\_\_\_\_.
5. Now \_\_\_\_\_ are planning new \_\_\_\_\_ through the thick \_\_\_\_\_.

### 3.18 WORD STUDY.

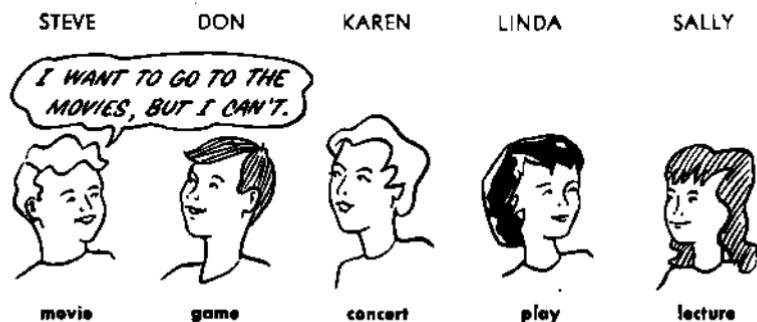
1. *Season*. In the tropics there are two seasons, the rainy and the dry. In the middle latitudes there are four seasons. One of these seasons is fall. What are the other three seasons?
2. *Fall*. *Fall* is sometimes the name of a season, as in *Fall follows summer*. *Fall* can also be a verb, as in *The old leaves fall*. We can put the two together, as in *The leaves fall in the fall*. In the last sentence, which *fall* is a noun and which *fall* is a verb?
3. *Leaves*. *Leaves* can also be both a noun and a verb. The singular of *leaves* (noun) is *leaf*. The past of *leaves* (verb) is *left*. Give a sentence with each of these words: *leave, left; leaf, leaves*.
4. *Insect, mosquito, fly*. A mosquito is an insect. A fly is an insect. Can you think of other insects? Look up the English names of these other insects you know.



### 3.19 Memorize the following sayings:

When the cat's away, the mice will play.  
If at first you don't succeed, try, try again.

## Lesson Four: WHAT WE WANT TO DO



**Example 1** Steve wants to go to the **movie** tonight.  
He **wants** to go to the movie, but he **can't**.  
He **can't** go to the movie, but he **wants** to.  
Where does **Don** want to go?  
He wants to go to the **game**. But he **can't** go.  
He **can't** go to the **game**.  
Does **Don** want to go to the **game**?  
Yes, he **does**. He **wants** to, but he **can't**.

**4.1** Practice statements with *want to*. Use the chart.

(Steve) **wants** to go to the (**movie**) tonight.  
He **wants** to go tonight.

**4.2** Practice statements with *want to* and *can't*. Have classmates repeat the statement and reverse the order of the clauses.

A: (Steve) **wants** to go to the (**movie**), but he **can't**.  
B: (Steve) **can't** go to the **movie**, but he **wants** to.

**4.3** Ask and answer questions about the chart. Use *want to* and *can't*.

A: Where does (Don) **want** to go?  
B: He **wants** to go to the **game**, but he **can't**.  
A: Does (Karen) **want** to go to the **concert**?  
B: Yes, she **does**. She **wants** to go, but she **can't**.

4.4 Practice the following conversations with your classmates. Use the names of cities and countries.

A: Do you want to see (*New York*)?

B: Yes, I do. I want to.

A: Do you want to go to (*London*)?

B: I want to, but I can't.

A: Do you want to visit (*Spain*)?

B: Yes, I want to. Some day maybe I will.



singing together



singing alone

**Example II**

Do you want to sing with me?  
Yes, let's sing together.  
Do you want to walk with me?  
No, thank you. I want to walk alone.

*New words: alone, together*

4.5 Practice the following conversation with your classmates. Use *sing, dance, swim, walk, and work*.

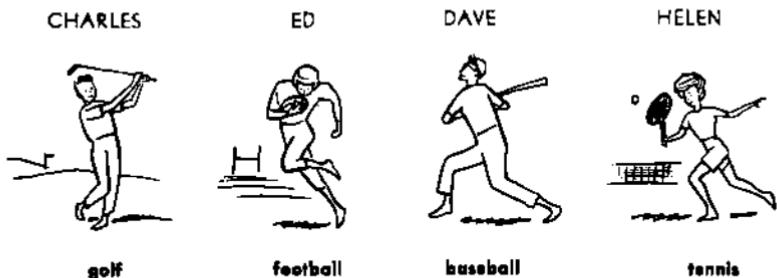
A: Who wants to (*sing*)?

B: I do. I want to.

A: Do you want to sing with me?

B: Yes, let's sing together. (or)

No, thank you. I want to sing alone.



**Example III** Charles can't play **golf** this afternoon.

He has to stay **home**.

He doesn't want to stay home, but he **has to**.

Does he **have to** stay home? Does he **have to**?

Yes, he **does**. He has to do his **homework**.

*New words: golf, football, baseball, tennis, have to*

**4.6** Practice statements with **has to** and **can't**. Use the chart.

(Charles) has to stay home. He has to do his homework.

He can't play golf this afternoon.

**4.7** Practice statements with **has to**. Have classmates repeat the statement but change the order of the clauses.

A: (Charles) doesn't want to stay home, but he **has to**.

B: (Charles) **has to** stay home, but he doesn't want to.

**4.8** Practice the following conversations. Use the chart.

A: Does (Ed) **have to** stay home?

B: Yes, he **does**. He **has to**. He has to do his **homework**.

A: What does (Dave) **want to do**?

B: He **wants to** play baseball, but he **can't**.

A: What does (Helen) **have to do**?

B: She **has to** do her **homework**.

**Example IV** Can't Charles play **golf**? No, he can't.  
Why can't he play **golf**? Why can't he?  
Doesn't he **want** to play **golf**? Doesn't he **want** to?  
**Yes, he does.** He **wants** to, but he **can't**.  
He can't play **golf** because he has to do his **homework**.

*New word: because*

**4.9** Ask questions with *can't* and *doesn't*. Have classmates answer  
Use the chart on page 29.

A: Can't (*Ed*) play (*football*)?  
B: No, he can't.  
A: Doesn't (*Ed*) want to play (*football*)?  
B: Yes, he does. He wants to, but he can't.

**4.10** Ask questions with *why*. Have classmates answer with *because*.  
Use the chart on page 29.

A: Why can't (*Dave*) play (*baseball*)?  
B: Because he has to do his homework. (or)  
He can't play (*baseball*) because he has to do his homework.

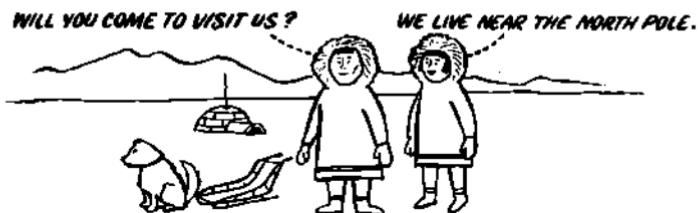
**4.11** Practice the following conversation. Use *movie*, *party*, *game*,  
*play*, and *lecture*.

A: Will you go to the (*movie*) with me tonight?  
B: No, thank you. Not tonight. I can't go tonight.  
A: Why not? Why can't you go?  
B: Because I have to help my (*father*).

**4.12** Practice the following conversation. Use *sing*, *dance*, *say a poem*.

A: (*Ann*) can sing, but she won't.  
B: Why won't she sing?  
A: Because she's shy.

*New words: shy, poem*



**4.13 Read the following selection with your teacher:**

**LIVING NEAR THE NORTH POLE**

Near the North Pole we have two seasons: winter and summer. Our winter nights are long. For more than two months we can't see the sun, even at noon. Our summer days are long. For more than two months, the sun never sets and there is no night.

Life is not easy here. If we want to eat and keep warm, we have to work hard. We can't grow many vegetables because it is so cold. We eat mostly fish and seal meat. Sometimes we eat the eggs of birds, too. We have to hunt and fish every day. If we don't hunt and fish every day, we don't have enough food.

Our clothing is very heavy and warm. We make most of it from the skins of animals. From these skins, we make coats, hats, trousers, and even boots. There are very few stores. If we need new clothes, we have to make them.

In this cold climate, trees can't grow. Without trees, we don't have wood. We have to build our houses with skins, earth, stone, or snow. When we are out hunting, we live in tents of skin. When we move to a new hunting ground, we take these tents with us. If we are out in a storm and can't get back, we build snow houses. We can leave these snow houses when the storm is over.

There are few roads across our land. But the airplane is bringing many things to us. It is bringing clothing, food, tools, and machinery. These things make living easier for us.

**4.14 Answer the questions below.**

1. How many seasons are there near the North Pole? What are they?
2. Can they see the sun in the winter? For how long?
3. Does the sun set in the summer? Explain your answer.
4. What do they eat?
5. Why can't they grow many vegetables?
6. Why can't they build their houses with wood?

**4.15 Fill in blanks with adjectives:**

1. Near the North Pole, the winter nights are \_\_\_\_\_.
2. Near the North Pole, the summer days are \_\_\_\_\_.
3. Their clothing is very \_\_\_\_\_ and \_\_\_\_\_.
4. Life near the North Pole is not \_\_\_\_\_.

**4.16 WORD STUDY.**

1. *With* (*skins, earth, stone, wood, snow*). Near the poles, they can't build their houses with wood. What do they build their houses with? In your country, what do you build houses with? Do you ever use tents? When?
2. *Snow, fish.* *Snow* and *fish* can be both nouns and verbs: *The snow was very white. It snowed every day. We caught a lot of fish. We fished for hours.* In "Living near the North Pole," how is *snow* used, as a noun or verb? How is *fish* used, as a noun or verb? Give sentences using *fish* and *snow* as nouns and as verbs. The plural of *fish* is *fish*: *one fish, two fish*, etc.
3. *Hunt.* Near the North Pole, they hunt seal. Do you hunt animals in your country? What animals? Do you hunt bears? Do you hunt tigers? Do you hunt elephants?

## Lesson Five: WHAT WE WILL DO (IF)

MIKE



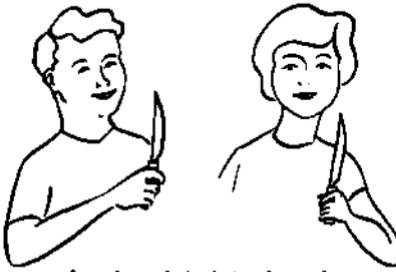
he-him-his-his-himself

JEAN



she-her-her-hers-herself

PAUL AND RUTH



they-them-their-theirs-themselves

**Example I** If Mike isn't careful, he'll cut himself.  
If Jean is careful, she won't cut herself.  
They won't cut themselves if they're careful.

*him, her, them + self = himself, herself, themselves*

**New words:** *cut, careful*

**5.1** Practice statements with *himself, herself, themselves*. Use the chart.

If Mike isn't careful, he'll cut himself.

Mike will cut himself if he isn't careful.

If Jean isn't careful, she'll cut herself.

Jean will cut herself if she isn't careful.

If Paul and Ruth aren't careful, they'll cut themselves.

Paul and Ruth will cut themselves if they're not careful.

5.2 Ask questions about the chart. Use *himself*, *herself*, and *themselves*. Have classmates answer. Remember that the plural of *knife* is *knives*.

A: Can you see (*Mike*)?

B: Yes, I can. I can see him.

A: What does he have in his hand?

B: A knife. He has a knife in his hand.

A: Whose knife is it? Is it his?

B: Yes, it is. It's his knife.

A: If he isn't careful, he'll cut himself.

5.3 Choose *himself*, *herself*, *themselves*.

1. Mike	<u>(<i>He'll cut himself</i>)</u>
2. Paul and Ruth	_____
3. Jean	_____
4. Paul	_____
5. Ruth	_____

I-ME-MY-MINE-MYSELF



my + self = myself

WE-US-OUR-OURS-OURLIVES



our + self = ourselves

YOU-YOU-YOUR-YOURS-YOURSELF



your + self = yourself

YOU-YOU-YOUR-YOURS-YOURSELVES



your + self = yourselves

**Example II** I'll **cut** myself if I'm not **careful**.  
We'll **cut** ourselves if we're not **careful**.  
You'll **cut** yourself if you're not **careful**.  
You'll **cut** yourselves if you're not **careful**.

**5.4** Make statements with *myself*, etc. Refer to the chart on page 34 for the right forms.

I have a knife. It's my knife. It's mine.  
I won't cut myself if I'm careful.  
We have knives. They're our knives. They're ours.  
We won't cut ourselves if we're careful.  
(Mike), you have a knife. It's your knife. It's yours.  
You won't cut yourself if you're careful.  
(Paul) and (Ruth), you have knives. They're your knives. They're yours.  
You won't cut yourselves if you're careful.



Karen has a match.



Don is running.

**New words:** *burn, hurt, match*

**4.5** Practice statements with *will* and *yourself/yourselves*.

I have a match.	Be careful! You'll burn yourself.
We have knives.	Be careful! You'll cut yourselves.
I'm running.	Be careful! You'll hurt yourself.
We're running.	Be careful! You'll hurt yourselves.
We have matches.	Be careful! You'll burn yourselves.

5.6 Continue practice with *will* and *yourself/yourselves*. Give guide words and have classmates make statements.

I/match                    You'll burn yourself if you aren't careful.  
we/knife                You'll cut yourselves if you aren't careful.  
we/match                You'll burn yourselves if you aren't careful.

5.7 Practice statements with *want to* and *yourself/yourselves*.

I have a knife.            You don't want to cut yourself, do you?  
We're running.            You don't want to hurt yourselves, do you?  
I have a match.            You don't want to burn yourself, do you?

5.8 Practice the following conversations with your classmates.

A: You're going to burn yourself.  
B: I won't burn myself if I'm careful.  
A: You're going to hurt yourselves.  
B: We won't hurt ourselves if we're careful.  
A: You're going to cut yourself.  
B: I won't cut myself if I'm careful.



dress



skirt



blouse



coat



suit

ANN

HELEN

JEAN

RUTH

SALLY

CLOTHES

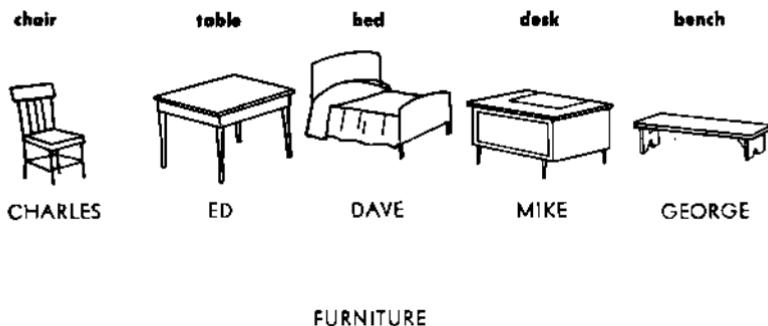
**Example III**    Ann can **sew**. She knows how to **sew**.  
She doesn't need to **buy** her clothes.  
She can **make** them **herself**.

**New words:** *sew (sewed)*, *know (knew) how*, *need (needed)*, *make (made)*, *suit*

4.9 Describe the girls in the chart on page 36. Use *herself* and *Ann/dress, Helen/skirt, Jean/blouse, Ruth/coat, Sally/suit*.

This is Ann. Ann can sew. She knows how to sew.

She doesn't have to buy her clothes. If she needs a dress, she can make it herself.



### New words: *furniture, bed, bench*

5.10 Describe the boys in the chart above. Use *himself* and *Charles/ chair, Ed/table, Dave/bed, Mike/desk, George/bench*.

This is Charles. Charles can make furniture. He knows how to make furniture. He doesn't have to buy his furniture. If he needs a chair, he can make it himself.

#### Example IV Did Ann make that dress herself?

**Yes, she did.** She makes her own clothes.

Did Mike make that desk himself?

Yes, he did. He makes his own furniture.

### New word: own

5.11 Ask questions about the charts above and on page 36. Have classmates answer.

A: Did *(Helen)* make that *(skirt)* herself?

B: Yes, she did. She makes her own clothes.

A: Did (*Mike*) make that (*desk*) himself?  
B: Yes, he did. He makes his own furniture.

5.12 Talk with your classmates about things you have made and things you can make.

A: Can you sew?  
B: Yes, I can. If I want to have a new (*coat*), I can make it myself. I make my own clothes.  
A: Can you make (*furniture*)?  
B: Yes, I can. I made this (*chair*) myself.

5.13 Read the following selection with your teacher:

#### LIVING IN THE MIDDLE LATITUDES

If you live between the tropics and the polar areas, you live in the middle latitudes. Can you find the middle latitudes on the map? About two-thirds of all the people in the world live there. The southern parts of Australia, Africa, and South America are in the south middle latitudes. Almost all of Europe and Asia are in the north middle latitudes. So is most of North America.



In North America, there are four seasons: summer, fall, winter, and spring. In the tropics, there are only two seasons: the rainy and the dry. Near the poles there are also two seasons: winter and summer. But here in the middle latitudes, the climate is varied. Sometimes it's hot and sometimes it's cold. Sometimes it's rainy and sometimes it's dry. When it's hot in the summer, we wear light clothing. When it's cold in the winter, we wear heavy clothing. When it rains in spring and fall, we wear raincoats and hats.



This is a factory.



This is a farm.



This is an office.

The climate is temperate. Farmers can grow many kinds of fruit, vegetables, and grain. They can also raise many kinds of animals for meat and milk. From the milk, they make butter and cheese.

Some of us work on farms, and others work in offices and in factories. This is how we make our living. When we work, we make money. With this money, we buy food, clothes, and even houses. Most of us buy our food; we do not grow it ourselves. We buy our clothing; we do not make it ourselves. We depend on each other.

The roads are usually good. If we drive through the country, we can see big farms with grain, vegetables, fruit trees, cows, and other animals. Sometimes we can see forests and deserts, too. Everywhere people are at work.

**5.14 Answer the questions below. Refer to "Living in the Middle Latitudes."**

1. Which of the following are in the middle latitudes?  
*Africa, North America, South America, Europe, Asia, Australia, Antarctica.*
2. What are the seasons in the middle latitudes? In the tropics? Near the poles?
3. What do people in the middle latitudes wear when it's hot? When it's cold? When it rains in the spring?
4. What do farmers in the middle latitudes grow? What do they raise?
5. How do people make their living?
6. What can they see if they drive in the country?

## UNIT II: EXPLORING OUR WORLD

### Lesson Six: WHAT WOULD YOU DO (IF)?



Example I If I had a **bicycle**, I would ride it to **school**.

If you had a **bicycle**, would you ride it to **school**?

**Yes, I would.** I would ride it to school every day.

New words: *bicycle, horse, donkey, would*

6.1 Practice *if* clauses with *had* and main clauses with *would*. Use the chart.

If (**Jean**) had a **bicycle**, she would ride it to school.

6.2 Practice *if* clauses with *had* and questions and short answers with *would*.

A: If (**Mike**) had a (**horse**), would he ride it to school?

B: Yes, he would. He would ride it to school every day.

6.3 Practice the following conversation. Use *bicycle, horse*, and *donkey*.

A: Do you have a (*bicycle*)?

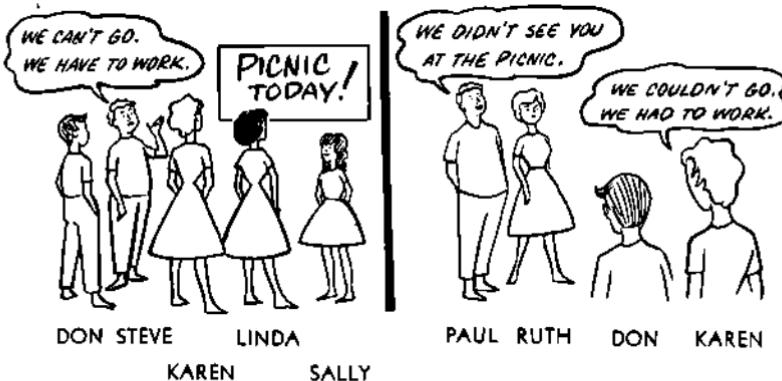
B: No, I don't.

A: If you had a (*bicycle*), would you ride it to school?

B: Yes, I would. I would ride it to school every day.

6.4 Review *when* clauses and statements with *will*. Use the chart on page 40.

(Ruth) is very happy. She's going to get a bicycle next month. When she gets a bicycle, she'll ride it to school every day.



**Example II** Would they go to the picnic if they could?

They would go if they could, but they can't.

They wanted to go, but they couldn't. They were busy.

*could + not = couldn't*

*New words: could, busy*

6.5 Practice statements with *would* and *if* clauses with *could*.

(Don) would go to the picnic if he could.

He would go if he could. He would if he could.

6.6 Practice statements with *wanted to* and *couldn't*.

(Steve) didn't go to the picnic.

He wanted to, but he couldn't. He was busy.

6.7 Practice the following conversation. Use *picnic*, *party*, and *concert*.

Would you go to the (picnic) if you could?

I would go if I could, but I can't. I'm busy.

6.8 CONVERSATION. Practice *could* and *would*. Use *Steve/ Spanish, Don/French, Karen/Russian, Paul/Chinese, George/ German, Sally and Linda/Spanish, Jean and Mike/French*.

A: (*Steve*) can't speak (*Spanish*).  
B: Would (*Steve*) speak (*Spanish*) if he could?  
A: Yes, he would. He would if he could, but he can't.  
A: Why don't (*Sally and Linda*) speak Spanish?  
B: Because they can't. They would if they could.

Example III I'm sure Mike can speak Spanish.

Can he? I'm surprised. I didn't know he could.  
Linda's mother didn't know Mike could speak Spanish.

New words: *sure, surprised*

6.9 Practice *can* and *could* with *sure* and *surprised*. Use *Mike/ Spanish, Steve/Russian, Don/German, Linda/French, Jean and Ruth/Spanish*.

A: (*Mike*) can speak (*Spanish*).  
B: Can he? Are you sure? I didn't know he could.  
A: (*Steve*) can speak (*Russian*).  
B: I'm surprised. Are you sure he can?  
A: He told me he could.

6.10 Practice noun clauses with *could*. Use the names and languages listed in exercise 6.9.

Linda's mother didn't know (*Mike*) could speak (*Spanish*).  
Linda told her mother (*Mike*) could speak (*Spanish*).  
I couldn't eat all that candy myself.  
I wouldn't eat all that candy.  
If I ate all that candy, I'd get sick.

*would + not = wouldn't*      *I + would = I'd*

6.11 Practice the following conversations. Use *candy*, *cake*, *ice cream*, *cookies*.

A: I can eat all that (*candy*) myself.

B: Can you? I couldn't!

A: I'm going to eat all that (*candy*) myself.

B: Are you? I wouldn't!

A: I could eat all that (*cake*) myself.

B: Could you? So could I!

6.12 Fill in the blanks with *can*, *will*, *could*, *would*.

1. Can Linda speak French? I think she \_\_\_\_\_.
2. Can she speak English? I thought she \_\_\_\_\_.
3. Can George swim? He told me he \_\_\_\_\_.
4. Will Paul be at the picnic? He said he \_\_\_\_\_.
5. Will Steve play football? He says he \_\_\_\_\_.



Example IV

His name is Michael.

Everybody calls him Mike.

*New word: call*

6.13 Practice statements with *call* + object + a name. Use the following names:

William - Bill

Michael - Mike

Donald - Don

Robert - Bob

Edward - Ed

James - Jim

Charles - Charley

Richard - Dick

Steven - Steve

Thomas - Tom

David - Dave

His name is William. Everybody calls him Bill.

6.14 Read the following selection with your teacher:

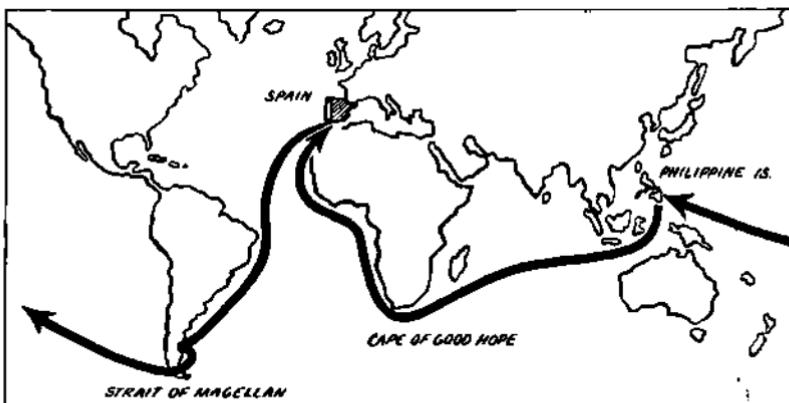
### SAILING AROUND THE WORLD

Magellan's voyage proved that men could sail around the world. It proved that the world is round.

Magellan was from Portugal. But he sailed for the king of Spain. On September 20, 1519, he left Spain with five ships and 240 men. He thought he could reach the Spice Islands of the East by sailing West. But he didn't know that the world was so big. He didn't know that there was a great ocean between the Americas and Asia.

Let's follow Magellan's voyage on a map of the world. We'll start at Spain. Magellan started there. It took him over two months to cross the Atlantic Ocean. In November, Magellan first saw the coast of Brazil in South America. Then he sailed south along the eastern coast of South America to the La Plata River. In March of 1520, he arrived in southern Argentina. There he stayed for the winter.

When spring came, he sailed again, and in October he discovered a strait. We now call the strait the Strait of Magellan. It is 360 miles long. It took Magellan thirty-eight days to sail through this strait and into another ocean. Magellan called it the Pacific Ocean because it looked so calm. The word *pacífico* means *calm* in Spanish.



After Magellan and his men sailed into the Pacific, they didn't see any land for almost 100 days. They ran out of food and had to eat ox hides, sawdust, and rats. At last they saw the island of Guam. They stopped there and found food and water. Again they sailed west, and in April of 1521 they reached the Philippine Islands. Magellan was killed there. He himself did not sail around the world. But some of his men did.

Only one of the five ships with thirty-one men returned to Spain. This ship sailed around the Cape of Good Hope at the southern tip of Africa, stopped for a short time at the Canary Islands, and arrived in Spain on December 21, 1521. It took these men over two years to sail around the world!

#### 6.15 Answer these questions. Refer to "Sailing around the World."

1. What did Magellan's voyage prove?
2. Where was Magellan from?
3. When did Magellan leave Spain?
4. How many ships left Spain? How many returned?
5. How many men left Spain? How many returned?
6. What strait did Magellan discover? Where is it?
7. What ocean did he discover? What did he call the ocean?  
What does the name mean in Spanish?
8. What did the men eat when they ran out of food?
9. Did Magellan himself sail around the world?
10. How long did it take Magellan's men to sail around the world?

6.16 Fill in the blanks with adjectives.

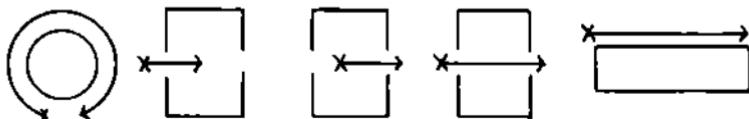
1. Magellan's voyage proved that the earth is \_\_\_\_\_.
2. He did not know that the earth was so \_\_\_\_\_.
3. He did not know that there was a \_\_\_\_\_ ocean between the Americas and Asia.
4. The Pacific Ocean looked \_\_\_\_\_.

6.17 Fill in the blanks with prepositions.

1. Magellan's men sailed \_\_\_\_\_ the world.
2. Magellan was \_\_\_\_\_ Portugal.
3. He sailed \_\_\_\_\_ the eastern coast of South America.
4. It took his men \_\_\_\_\_ two years to complete the trip.

6.18 WORD STUDY.

1. Make statements with each of the following prepositions and nouns:



around  
world

into  
strait

out of  
strait

through  
strait

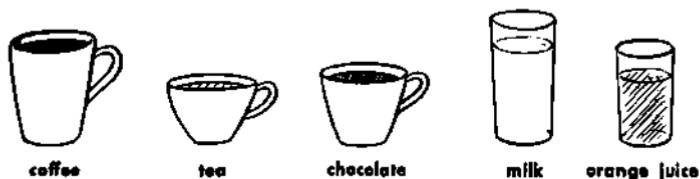
along  
coast

*It took thirty-eight days to sail through the strait.*

Find these prepositions in the selection: *of, at, on, between, to, for, with*. Make a statement with each.

2. *Leave, arrive, return.* The (plane) leaves for (New York) at (two). It arrives in (New York) at (eleven). The (plane) returns here at (four). Tell the class about a trip you or a friend took. Tell how you went, when you left, when you arrived, what you did, what you saw, and when you returned.

## Lesson Seven: WHAT WOULD YOU LIKE?



Example 1      Would you like anything **else**?  
Would you like some more **coffee**?  
**Yes, I would. Yes, I would, please.**  
I'd like another **cup**.  
**No, thank you. One cup is enough.**

New words: *else, enough*

7.1 Practice **would like** and **else**. Use the chart.

A: What would you like?  
B: I'd like some (*soup*).  
A: Would you like anything **else**?  
B: Yes, I would, please. I'd like some (*coffee*).

7.2 Practice **would like** and **enough**. Use the chart.

A: Would you like some more (*coffee*)?  
B: No, thank you. One cup is **enough**.

7.3 Continue practice with **would** and **like**. Use the chart.

A: What would you like for (*breakfast*)?  
B: I'd like (*eggs and toast*).  
A: What would you like to drink?  
B: I'd like (*a cup of coffee*), please.  
A: Would you like anything **else**?  
B: No, thank you. That'll be all.

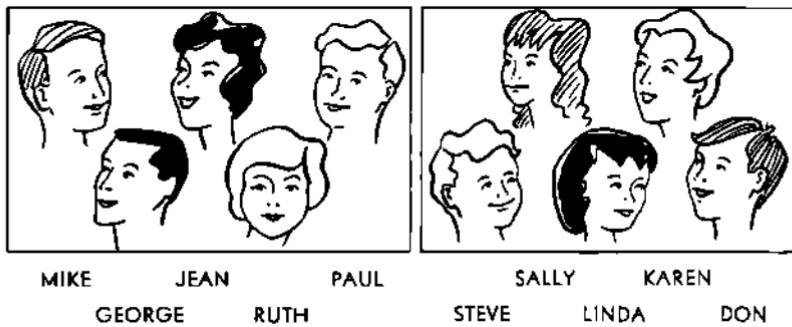
**Example II** Would you like coffee or tea? Coffee, please.  
Would you like coffee or tea? Yes, please.

**7.4** Practice questions with *or* which require the listener to choose an alternative. Use *coffee/tea*, *tea/milk*, *milk/water*, *bread/toast*, etc.

A: Would you like coffee or tea?  
B: (Coffee), please. I'd like some (coffee).

**7.5** Practice questions with *or* which require the listener to answer *yes* or *no*. Use the items in 7.4.

A: Would you like coffee or tea?  
B: Yes, please. (or) No, thank you.



They don't want to go to the movie. They don't want to go to the movie.  
They want to go to the football game. They want to stay home.

**Example III** Mike doesn't want to go to the movie.  
He'd rather go to the football game.  
Would Linda rather stay **home**, or go to the **movie**?  
She'd rather stay **home**.

*New word: rather*

**7.6** Practice statements with '*'d rather*'. Use the chart.

(*Jean*) doesn't want to go to the movie.  
She'd rather go to the football game.

7.7 Practice *would like* and *would rather*. Use *movie, concert, play, game, museum, picnic*.

A: Would you like to go to the (*movie*) this evening?  
B: Yes, I would, thank you. I'd like to very much.  
A: Would you like to go to the (*picnic*) this afternoon?  
B: I'd like to, but I can't. I have to stay home and study.  
A: Would you like to go to the (*museum*),  
or would you rather stay home?  
B: I'd rather stay home. I'm tired.



Mike is always losing things. Yesterday he lost his keys, his pen, his glasses, his notebook, and his watch. He didn't find them.

**Example IV** Mike looked everywhere, but he couldn't find his **keys**.  
He lost his **glasses**, and couldn't find them.

*New words: key, glasses, notebook, watch, lose (lost), find (found)*

7.8 Practice statements with *couldn't, lost, find*. Use the chart.

Mike couldn't find his (**keys**).  
He lost his (**keys**), and couldn't find them.  
He looked everywhere, but he couldn't find his (**keys**).

7.9 Ask and answer questions about things you have lost.

A: Did you lose your (*notebook*)?  
B: Yes, I did.  
A: Couldn't you find it?  
B: No, I couldn't. I looked everywhere, but I couldn't find it.



**Karen had a party last week. Five people didn't come: Bill, Dick, Alice, Jane, and Mary. Karen wonders why.**

**Example V** I expected them, but they didn't **come**.  
They **said** they would. They **told** me they **would**.  
They **said** they'd come.

*New word: expect (expected)*

**7.10 Practice noun clauses after *said* and *told*. Use *Bill/told, Alice/said, Dick/told, Jane/told, Mary/said*.**

Bill/told	Bill told me he'd come.	I expected him.
Alice/said	Alice said she'd come.	I expected her.

**7.11 Ask and answer questions about the chart. Use *say, said, tell, told*.**

A: (*Bill*) didn't come to the party, did he?  
B: No, he didn't.  
A: Didn't he tell you he would come?  
B: Yes, I expected him. He said he'd come.

**Example VI** Mike was the first to **come**, and the last to **leave**.

**7.12 Fill in the blanks.**

1. Mike came first. (Mike was the first to come.)
2. George left first. \_\_\_\_\_
3. Mike left last. \_\_\_\_\_
4. George came last. \_\_\_\_\_
5. Mike came first and left last. \_\_\_\_\_
6. George came last and left first. \_\_\_\_\_

7.13 Read the following selection with your teacher:

### **CROSSING A CONTINENT**

Suppose you lived in America and wanted to go from the Mississippi River to the Pacific Ocean. If you wanted to go by jet plane, you could make the trip in a few hours. If you wanted to go by train, you could make the trip in two days. If you wanted to by car, you could make the trip in a week or less. It would take you much longer if you had to walk or go on horseback or by boat.

But the first men to cross North America did go this slow way. It took them a year and a half. They carried their own supplies. There were no roads to follow, and rivers were often dangerous. Why did they make this long and hard trip?

In 1803, the United States bought the Louisiana Territory from France. This large territory stretched from the Mississippi River on the east to the Rocky Mountains on the west. No one knew much about this territory, and no one knew about the land between the Rocky Mountains and the Pacific Ocean. So President Jefferson sent a group of men to explore the region and to find a way to the west coast. He chose two men to lead the expedition. They were Meriwether Lewis and William Clark.



Forty-five men left St. Louis, Missouri, on May 8, 1804. They traveled up the Missouri River in a large heavy boat and two lighter boats. By late fall the men reached the land of the Mandan Indians. This land is now North Dakota. Here they built a camp and spent the winter. Here also they met a French trapper and his Indian wife. The French trapper and his wife became their guides.

In the spring of 1805, the men started up the Missouri again. Finally they came to a place where the river divided into three forks. At this place there is now a small town called Three Forks, Montana. They followed one of the forks, the Jefferson River, but the river soon became too small and they could no longer use their boats. They walked many miles before they reached the land of the Shoshone Indians. The Indians gave them horses for their trip over the Rocky Mountains.

The trip over the mountains was dangerous and difficult. Many men were sick, and there was little food. But they kept on.

On the west side of the mountains, the explorers reached the Columbia River. Here they built canoes to use on their trip down the river. In November, after a long and hard trip, they reached the Pacific Ocean.

**7.14** Answer the questions below. Refer to "Crossing a Continent."

1. How long would it take to go from the Mississippi River to the Pacific Ocean by jet plane? By train? By car? If you walked? How long did it take Lewis and Clark's expedition?
2. Who sent Lewis and Clark? Why?
3. Where did the trip start? Where did it end?
4. Who were their guides?
5. What rivers did the expedition travel on?

**7.15 WORD STUDY.** Study the groups of words below. Follow the directions with each group of words.

1. *Explorer, trapper.* A teacher teaches. A farmer farms. An editor edits. What does an explorer do? What does a trapper do? What does a hunter do? A gardener?
2. *Up, down.* *Up* and *down* are direction words and prepositions. He's looking up. He's looking up the river. Give examples of *up* and *down* from "Crossing a Continent."

## Lesson Eight: WHAT WE MUST DO



Mike is sixteen years old. He lives in a small town. This summer, when school is out, he's going to work on a farm. Before he leaves, Mike's parents give him some advice.

**Example 1** You must drive slowly. You mustn't drive **fast**.

You must be **on time**. You mustn't be **late**.

You mustn't spend all of your **money**.

You must **save** some of it.

You must **write** often.

*must + not = mustn't*

**New words:** *slowly, save (saved), spend (spent), stay (stayed) up, lie (lied), money, truth, parent, must*

**8.1** Practice **must** and **mustn't**. Tell what advice Mike's parents gave him. Use *drive slowly, drive fast, work hard, be on time, be late, spend your money, save some, go to bed early, stay up late, tell the truth, lie, write often*.

drive slowly                    You must drive slowly.

drive fast                    You mustn't drive fast.

**8.2** Practice **must** and **mustn't**. Fill in the blanks.

1. You must drive slowly.

(*You mustn't drive fast.*)

2. You mustn't be late.

(*You must be on time.*)

3. You must save your money.

\_\_\_\_\_

4. You mustn't lie.

\_\_\_\_\_

5. You must go to bed early.

\_\_\_\_\_

**Example II** Mike's parents told him that he had to drive **slowly**.

**8.3** Make statements with *must*. Have classmates make statements with *had to*. Use *drive slowly*, *work hard*, *be on time*, *save money*, *go to bed early*, *tell the truth*, *write often*.

A: You **must** write often.

B: Mike's parents told him that he **had to** write often.

**Example III**

I **ought to** drive **slowly**.

I **shouldn't** drive **fast**.

*New words: ought to, should*

**8.4** Practice *ought to* in affirmative statements and *shouldn't* in negative statements. Fill in the blanks. Make some statements affirmative and some statements negative.

1. I \_\_\_\_\_ work hard.
2. I \_\_\_\_\_ stay up late.
3. I \_\_\_\_\_ save my money.
4. I \_\_\_\_\_ drive fast.

**8.5** Practice *ought to* and *shouldn't*. Make statements with the phrases in exercise 8.1.

Mike **ought to** drive **slowly**. He **shouldn't** drive **fast**.

**Example IV** Mike **shouldn't** be driving **fast**.

He **ought to** be driving **slowly**.

Should Mike drive **fast**? No, he **shouldn't**.

Should Mike drive **slowly**? Yes, he **should**.

**8.6** Practice *shouldn't be* + verb + *ing* and *ought to be* + verb + *ing*.

1. Mike **is spending** his money.

He \_\_\_\_\_ (shouldn't)

He \_\_\_\_\_ (ought to)

2. Mike is lying.

He \_\_\_\_\_ (shouldn't)

He \_\_\_\_\_ (ought to)

3. Mike is staying up late.

He \_\_\_\_\_ (shouldn't)

He \_\_\_\_\_ (ought to)

8.7 Practice *should* and *shouldn't*. Ask and answer questions about Mike. Use the phrases in exercise 8.1.

A: Should Mike (*spend all of his money*)?

B: No, he shouldn't. He should save some of it.

A: Should Mike (*tell the truth*)?

B: Yes, he should.

8.8 Practice *must*, *have to*, *ought to*, and *should*. With your teacher, make a list of things you must do or have to do, a list of things you ought to do or should do, and a list of things you should not do. Ask and answer questions based on the three lists.

1

*things we must  
(have to) do*  
go to school, etc.

2

*things we ought to  
(should) do*  
go to bed early, etc.

3

*things we shouldn't  
do*  
stay up late, etc.

A: Do we have to go to school?

B: Yes, we do. We have to.

A: What should we do when we are sick?

B: We should go to the doctor.

A: Should we always tell the truth?

B: Yes, we should. We should never lie.

A: Must we always work hard?

B: We don't have to, but we should.

Example V Mike worked **hard**. He must be tired.

8.9 Make statements with *must*. Use the guide words.

1. Mike got a new bicycle. (happy) (He must be happy.)
2. Jean ate all the candy. (sick) \_\_\_\_\_
3. Steve isn't coming. (busy) \_\_\_\_\_
4. Paul is here, but no one else is. (early) \_\_\_\_\_
5. Don can reach the ceiling. (tall) \_\_\_\_\_

HELEN



CHARLES



ED



ANN



wants to go  
to the movie  
must stay home  
and study

wants to play  
ball  
ought to stay  
home and work

wants to go to  
the lecture  
should help his  
father

wants to go for  
a walk  
has to help her  
mother

8.10 Make statements about the chart above.

Helen wants to go to the movie, but she must stay home and study.

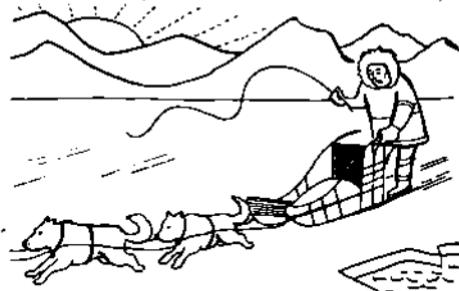
8.11 Read the following selection with your teacher:

#### **EXPLORING THE POLAR REGIONS**

Men began to explore the north polar region hundreds of years ago. Some hoped to find a shorter route to Asia by sailing northwest from the Atlantic Ocean. Some wanted the adventure of exploring a strange and unknown land. Others had only one aim—to reach the North Pole.

In 1903, Roald Amundsen, a Norwegian, set out in a small ship with six other men to explore the north polar region. They spent some time observing the area north of Canada. Then they tried to sail westward, but it was winter, and the ship couldn't sail through the ice. In the summer of 1905, the ice melted and the little ship sailed on into the Bering Strait. This ship was the first to sail from the Atlantic Ocean to the Pacific Ocean by a northern route.

Men of many nations tried to reach the North Pole. In 1909, Robert E. Peary, an American, succeeded. On March 1, he and his party



set out by dog sled over the ice and snow. On April 6, Peary and five other men reached the North Pole. They stayed there only 30 hours, and then returned to their ship.

Men began to explore the south polar regions in the 1700's. After 1840, many men tried to reach the South Pole. But Amundsen and his party, in 1911, were the first to get there. Like Peary and his men, they made the dangerous journey by dog sled over the ice and snow.

In 1925, airplanes were used for the first time in polar exploration. Richard Byrd, an American, believed that he could fly to the North Pole, if he went in the spring. In the spring of 1926, he flew from an island near Norway to the Pole. He made the trip (to the North Pole and back) in fifteen hours. In 1929, he flew over the South Pole. Later, three of Byrd's expeditions spent some time in the south polar regions and mapped large areas of the continent of Antarctica.

The next exciting polar exploration came in 1958. In that year, Commander William R. Anderson of the United States Navy reached the North Pole by submarine. On August 1, the submarine *Nautilus* went under the ice at Point Barrow, Alaska. On August 3, the *Nautilus* reached the North Pole. On August 5, after traveling 3,150 miles under the polar ice, the *Nautilus* reached Greenland.

Polar travel is much faster and easier today than it was in the early days of dog sleds.

8.12 Answer the questions below. Refer to "Exploring the Polar Regions."

1. When did men begin to explore the north polar regions?
2. Why did they want to explore the north polar regions?
3. Who was the first to sail from the Atlantic Ocean to the Pacific Ocean by a northern route?
4. Who was the first to reach the North Pole? How did he get there? Who was in Peary's party besides Peary himself?
5. Who was the first to reach the South Pole? What other important exploration did he make?
6. Who was the first to fly over the South Pole?
7. When were airplanes first used for polar exploration?
8. What is the *Nautilus*? Where did it begin its polar trip? Where did it finish?

8.13 WORD STUDY.

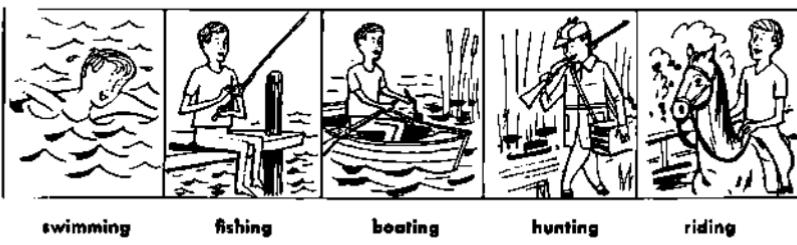
*Above, over, below, under.*

They walked over the bridge.  
The plane flew above the clouds.  
The plane flew over the clouds.  
The plane flew below the clouds.  
They walked under the bridge.

Make statements using *above, over, below, and under*. Use other words from the reading, such as *ice, dog sled*.

8.14 TALKING TO THE CLASS. Tell about a famous explorer in your country. Tell when he lived, and where he went or what he did.

## Lesson Nine: WHAT WE USED TO DO



This summer Mike is going to work on a farm. But he used to visit his grandmother in the summer. He liked to visit his grandmother. She lived near a lake. He used to be busy every minute.

Example I      Mike used to go swimming every day.

New words: *used to*; *visit (visited)*; *grandmother*

go: *swimming, fishing, boating, hunting, riding*

9.1 Practice *used to* in statements. Use the chart.

1. Mike visited his grandmother every summer.  
*(Mike used to visit his grandmother every summer.)*
2. Mike went swimming every day.  
*(Mike used to go swimming every day.)*
3. Mike went fishing every day.

---

4. Mike went boating every day.

---

5. Mike went hunting every day.

---

6. Mike went riding every day.

---

9.2 Practice *used to* in answers. Use the chart on page 59.

A: Did Mike go swimming in the summer?

B: Yes, he did. He used to go swimming every day.

Example II Mike could go swimming whenever he wanted to.

Mike liked to stay with his grandmother

because he could go swimming whenever he wanted to.

He could do whatever he wanted to.

New words: *whenever, whatever*

9.3 Practice statements with *could* and clauses with *whenever* and *whatever*. Mike liked to stay with his grandmother because he could (*go swimming*) whenever he wanted to. He could (*go fishing*) whenever he wanted to. He could do whatever he wanted to.

9.4 Practice *whenever* and *whatever* in clauses.

A: Did Mike (*go swimming*) often?

B: Yes, he did. He could swim whenever he wanted to.

A: Why did Mike like to stay with his grandmother?

B: Because he could do whatever he wanted to.



One day Mike looked pale. His grandmother looked worried. She thought he was sick. She warned him.

Example III You'd better not go swimming today.

You'd better not. You'd better stay home.

*you + had = you'd*

*you had better = you'd better*

New word: *had better*

9.5 Practice statements with *you'd better*. Tell what Mike's grandmother said to him. Use *swimming*, *fishing*, *boating*, *hunting*, and *riding*.

You'd better not go (*swimming*) today.  
You'd better stay home.

9.6 Practice statements with *he'd better* (*he + had = he'd*). Tell what Mike's grandmother thought. Use the phrases in 9.5.

Mike doesn't look good today.  
He'd better not go (*fishing*).  
He'd better stay home.

9.7 Practice statements with *I'd better* (*I + had = I'd*). Tell what Mike said to himself. Use the phrases in 9.5.

I don't feel good today.  
I'd better not go (*boating*).  
I'd better stay home.

9.8 Practice *had better* and *had better not*. Make statements and have classmates give warnings.

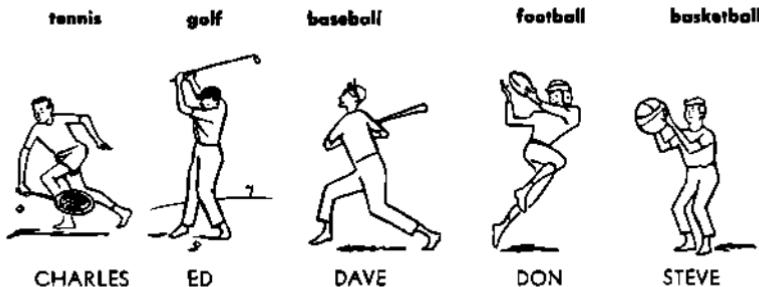
I'm leaving class now. I'm not going to do my homework.  
(*You'd better not*)!

I'm going to hit (*Mike*). I'm not going to answer the letter.

I'm not going home today. I'm going to spend all my money.

I'm going to study hard. I'm going to write in (*Mike's*) book.

I'm not going to study. I'm going to sit on your hat.



**Example IV** They used to play tennis every afternoon.  
 But they don't any **more**.  
 They **don't**?  
**No**, they **don't**. They don't have the time.  
 Do they still play tennis?  
**No**, they **don't**. Not any **more**.

*New words: still, any more*

**9.9 Practice statements with *used to*, *any more*. Use the chart.**

(Charles) used to play tennis, but he doesn't any more.  
 (Charles) doesn't play tennis any more, but he used to.

**9.10 Practice questions with *still* and answers with *used to* and *any more*. Use the chart.**

A: Does (Ed) still play golf?  
 B: He used to, but he doesn't any more.  
 He doesn't have the time.

**9.11 Practice echo questions.**

A: (Charles) used to play tennis every morning.

B: (Charles)?

A: Yes, (Charles).

A: (Ed) used to play golf.

B: He used to play what?

A: Golf.

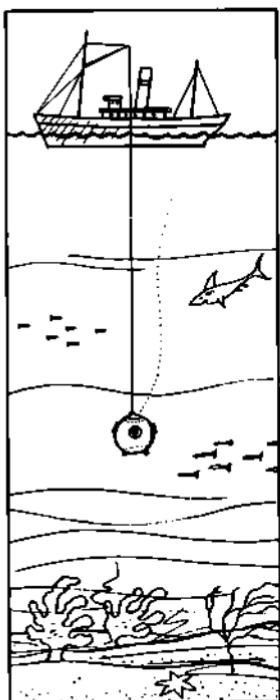
9.12 **TALKING TO THE CLASS.** Tell about hobbies you had, collections you made, etc. First write what you are going to say, and then tell it to the class. Your teacher will give you the words you need.

### MY STAMP COLLECTION

When I was in the fifth grade, I used to have a stamp collection. I used to save stamps from all over the world. I still have some of the stamps, but I don't collect them any more.

9.13 Read the following selection with your teacher:

### EXPLORING THE OCEAN DEPTHS



Men used to explore on land only. Now they explore in the sea, too. In 1934, the scientist William Beebe dived 3,000 feet in a hollow steel ball or sphere to study life in the ocean. This sphere was called a *bathysphere* and was used for many years by ocean divers.

The bathysphere was lowered from a ship by a steel cable. The sphere weighed two and a half tons. It was four and a half feet across and had sides one and a half inches thick. There was just enough room inside for two explorers and their equipment. The equipment included a telephone. The explorers used the telephone to talk with the men on the ship.

Fresh air and electricity came through the cable. But this cable could break. If it broke, there was no way to save the explorers. They would die in the ocean.

Explorers needed safer equipment. Auguste Piccard and his son Jacques de-

signed a kind of boat called a *bathyscaph*. The word *bathyscaph* means "deep boat." The upper part of the bathyscaph is filled with gasoline and acts like a balloon. The lower part is a sphere of steel. This is the observation room for the explorers. The bathyscaph can move up and down and along the ocean floor by itself.

Strong electro-magnets hold steel weights to the outside of the bathyscaph. These weights make it sink. When the explorers want to rise from the ocean, they shut off the electric current. The weights drop off. The gasoline in the upper part makes the bathyscaph light, and it rises.

Switzerland, France, and the United States all developed similar equipment for underwater exploration. The *Trieste* is one of the newest bathyscaphs. It weighs a hundred tons and carries movie cameras and recording machines.

In January of 1960 Jacques Piccard and Donald Walsh made a record dive. They reached the deepest part of the ocean floor. This is in the Pacific Ocean near the Marianas Islands. It took nearly five hours to reach a depth of about seven miles. The return to the surface took three hours and seventeen minutes. It was a fast trip—four feet per second!

Scientists are learning many things about plant and animal life under water. Samples of sea water at different depths show minerals and even oil. Scientists believe that we are only beginning to explore the world under water.

#### 9.14 Answer the questions below. Refer to "Exploring the Ocean Depths."

1. How deep did William Beebe dive?
2. How was the bathysphere lowered from a ship?
3. How many men were there in a bathysphere? What kind of equipment was there?
4. What would happen if the cable broke?
5. Why is the bathyscaph better than the bathysphere?
6. How much does the *Trieste* weigh? What equipment does it carry?
7. Where is the deepest ocean area in the world? Who dived to the bottom of this area?
8. How long did it take the divers to make their seven-mile dive?

9. What did the divers find in the samples of sea water?
10. Do you think these explorations are important to us today?  
Why?

9.15 Fill in the blanks with verbs:

1. Men used to \_\_\_\_\_ on land only.
2. The scientist William Beebe \_\_\_\_\_ 3,000 feet in a bathysphere.
3. The sphere \_\_\_\_\_ two and a half tons.
4. The sphere's equipment \_\_\_\_\_ a telephone.
5. The explorers \_\_\_\_\_ the telephone to \_\_\_\_\_ with the men on the ship.
6. The cable could \_\_\_\_\_. If it \_\_\_\_\_, there was no way to \_\_\_\_\_ the explorers.
7. Explorers \_\_\_\_\_ safer equipment.
8. Auguste Piccard and his son \_\_\_\_\_ a kind of boat.
9. The word *bathyscaphe* \_\_\_\_\_ "deep boat."
10. It \_\_\_\_\_ nearly five hours to \_\_\_\_\_ a depth of about seven miles.

9.16 WORD STUDY.

*Deep-depth, high-height, long-length, wide-width, weigh-weight.*

The ocean is about seven miles *deep* in one place.

The *depth* of the ocean in one place is about seven miles.

The mountain is 10,000 feet *high*.

The *height* of the mountain is 10,000 feet.

The cable was over 3,000 feet *long*.

The *length* of the cable was over 3,000 feet.

The road is thirty feet *wide*.

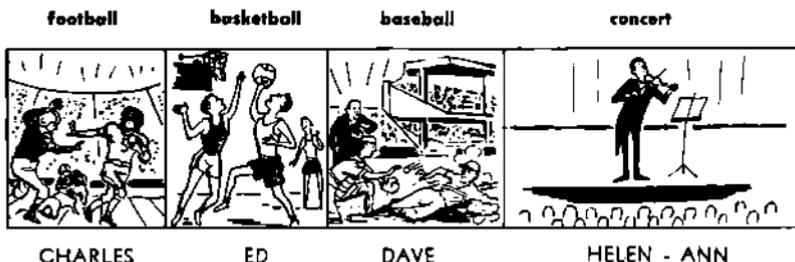
The *width* of the road is thirty feet.

The bathysphere *weighed* two and a half tons.

The *weight* of the bathysphere was two and a half tons.

Is *weigh* a noun or a verb? What is *weight*? How is this pair of words different from *deep-depth* and the other pairs listed above? Write sentences using the pairs of words listed above.

## Lesson Ten: WHAT WE MIGHT DO



**Example 1** They might go to the **movie** tonight.  
They're not **sure**. They can't make up their **minds**.  
They **might**, and they might **not**.  
They might go somewhere else **instead**.

*New words: might, instead*

*New phrase: make up (their) minds*

### 10.1 Practice statements with *might*. Use the chart.

(Charles) might go to the movie tonight, but he's not sure.  
He can't make up his mind. He might go to the (*football game*) instead.

### 10.2 Practice answers with *might*. Use the chart.

A: Is (*Charles*) going to the movie tonight?  
B: He might, and he might not. He isn't sure.  
He might go to the (*football game*) instead.

### 10.3 Continue practice with *might* in answers. Ask and answer questions about what you and your classmates might do.

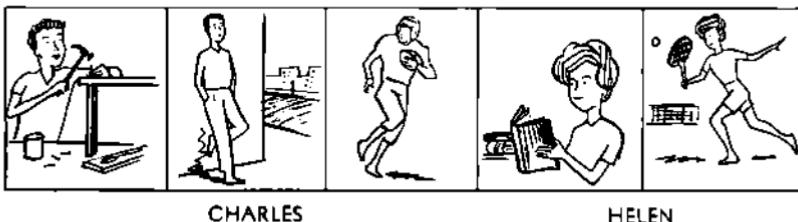
A: Are you going to the (*movie*) tonight?  
B: I might, but I'm not sure. I have to do my homework.  
A: If I go to the (*movie*) tonight, will you go with me?  
B: I might. If I finish my homework, I'll go.

Example II      Are you going to the **movie** tonight?  
I **may** go. I'll **try** to go. I'd **like** to.  
Maybe I will. **Maybe** I'll go.

*New words: may, try*

10.4 Practice **may** and **maybe**. Ask and answer questions about what you and your classmates may do.

A: Are you going to the (*movie*) tonight?  
B: I **may** go. I'll **try** to go. I'd **like** to.  
A: Are you going to the (*baseball game*) tonight?  
B: **Maybe** I will. **Maybe** I'll go.



Charles, Ed, Dave, Helen, and Ann decided to go to the movie together. They decided to meet at Ed's house. But Charles and Helen aren't there yet. Why not?

Example III      Charles **may** be working **late**.  
He **may** be waiting for **Helen**.

*New word: wait (for)*

10.5 Practice statements with **may/might + be + verb-ing**. Make the statements first with **may**, then with **might**.

1. Charles . . . work late	Charles <b>may</b> be working late.
2. Helen . . . study	Helen <b>may</b> be studying.
3. Helen . . . play tennis	Helen <b>may</b> be playing tennis.
4. Charles . . . wait for	Charles <b>may</b> be waiting for Helen.
5. Charles . . . play football	Charles <b>may</b> be playing foot- ball.

**Example IV**      **May I go to Dave's house tonight?**  
**Yes, you may.** You may go, but you mustn't stay **late**.  
**No, you can't.** You have to stay **home**.

**10.6** Practice *may* and *can* for permission. Ask and answer questions about what you want to do. Use *may* first, then *can*.

A: May I go to the (*movie*) tonight?  
B: Yes, you may. You may, but you must do your homework first.  
A: May I go to (*Dave's*) house tonight?  
B: Yes, you may. You may go, but you mustn't stay late.  
A: May I go to (*George's*) house tonight?  
B: No, you can't. You have to stay home.

**10.7** Read the following selection with your teacher:

### **CLIMBING MOUNT EVEREST**

Did you ever climb a mountain? If you did, you know the thrill of climbing higher and higher. All mountain climbers feel this thrill. This is why many of them try to climb Mt. Everest. Mt. Everest is the highest mountain in the world. It is in the Himalaya Mountains in Asia. Can you find it on a map? Look between Tibet and Nepal, north of India. Mt. Everest is five and a half miles above sea level and high above the nearby mountains.

Sir George Everest, an Englishman, completed a survey of the Himalayas in 1841. Because Everest first fixed the position and altitude of this high mountain, Mt. Everest has his name.

Many mountain climbers tried to reach the top of Mt. Everest and many of them lost their lives. Can you imagine some of the dangers? There might be snow slides. There might be cracks under the ice and snow. There would be steep, icy rock walls to scale. There would be bitter winds, extreme cold, and the thin air of high altitudes. The climbers would have to carry food and other supplies. And climbing



itself is not easy. It takes a lot of strength and courage to climb Mt. Everest.

Sir Edmund Hillary, a mountain climber from New Zealand, decided that he would be the first man to reach the top of Mt. Everest. He chose Tenzing Norkay, from Nepal, for his companion. Tenzing was familiar with the lower slopes of the mountain.

Before the climb began, the men made a model of the mountain, and planned their climb carefully. When other climbers tried to climb the north side of the mountain, they failed. This expedition decided to climb the south side.

The expedition set out on March 10, 1953. As the climbers went up the mountain, they set up several camps. In each camp they left men and supplies. Hillary and Tenzing set up the highest camp at 27,000 feet. They were the only two men to reach that altitude. On May 19 Hillary and Tenzing reached the top. Men conquered Mt. Everest at last!

**10.8 Answer the questions below. Refer to "Climbing Mt. Everest."**

1. Where is Mt. Everest? On what continent? In what mountains?

2. How high is Mt. Everest? How many miles? How many feet? (1 mile = 5,280 feet)
3. Where did Mt. Everest get its name?
4. What difficulties and dangers would climbers of Mt. Everest have to face?
5. Where was Hillary from? Where was Tenzing from?
6. Why did Hillary choose Tenzing for his companion?
7. What did the climbers do as they went up the mountain?
8. Do you know other high mountains besides Mt. Everest?

## 10.9 WORD STUDY.

1. *Ice-icy, rain-rainy, snow-snowy.*

There might be cracks under the *ice* and snow.

There would be steep, *icy* rock walls to scale.

The *rain* fell all night. It was a *rainy* night.

Are *ice* and *rain* nouns or adjectives? What are *icy* and *rainy*?

Give sentences with *snow-snowy*.

What nouns serve as bases for these words: *sugary, milky, juicy, tasty, healthy, flowery*?

What adjectives may be formed from these nouns: *fish, glass, water, meat, sun, wind*?

2. *Sun-shine, wind-blow.*

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
The <i>rain</i> is falling.	It's <i>raining</i> .	It's a <i>rainy</i> day.
The <i>snow</i> is falling.	It's <i>snowing</i> .	It's a <i>snowy</i> day.
The <i>sun</i> is shining.	-----	It's a <i>sunny</i> day.
The <i>wind</i> is blowing.	-----	It's a <i>windy</i> day.

We can make adjectives from *sun* and *wind* just as we can from *rain(rainy)* and *snow(snowy)*. Notice that *sun* and *wind* (unlike *rain* and *snow*) are not used as verbs.

Make a calendar for the current month. Keep a record of the weather. Use *rainy, snowy, sunny, windy, cloudy, hot, warm, cool, cold*. At the end of each week, make a summary report of the weather.

# UNIT III: NATURAL WONDERS OF OUR WORLD

## Lesson Eleven: COMPARING THINGS

Mike lives with his parents in a small town. Last summer Mike went with his parents to the big city. While they were there, they saw three plays—a serious play, a comedy, and a musical.



	Interesting	More Interesting	Most Interesting
Mike	serious play	musical	comedy
Mike's father	musical	comedy	serious play
Mike's mother	comedy	serious play	musical

Example I The serious play was interesting.  
The musical was **more** interesting.  
The musical was more interesting than the play.  
The comedy was the **most** interesting.  
It was the most interesting of all.

New words: *serious, interesting, musical, comedy, more, most, all*

11.1 Practice statements with *more interesting*. Use the chart.

1. Mike *(The play was interesting, but the musical was more interesting.)*
2. Mike's father \_\_\_\_\_
3. Mike's mother \_\_\_\_\_

11.2 Practice statements with *more interesting than*.

1. Mike *(The musical was more interesting than the play.)*
2. Mike's father \_\_\_\_\_
3. Mike's mother \_\_\_\_\_

11.3 Practice statements with *the most interesting*.

1. Mike	<i>(The comedy was the most interesting.)</i> <i>(It was the most interesting of all.)</i>
2. Mike's father	_____
3. Mike's mother	_____
	_____

Example II Mike thought the musical was **good**.

Mike thought the musical was **better than the play**.

He thought the **comedy** was the **best**.

He liked the **musical very much**.

He liked the **musical better than the play**.

He liked the **comedy the best**.

*New words: good - better than - the best*

*very much - better than - the best*

11.4 Practice statements with *good/very much*, and *better than*.

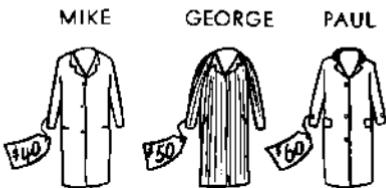
Use *Mike/was*, *Mike/liked*, *Mike's father/was*, *Mike's father/liked*, *Mike's mother/was*, *Mike's mother/liked*.

1. Mike/was	Mike thought the musical was <b>good</b> . He thought the musical was <b>better than the play</b> .
2. Mike/liked	Mike liked the <b>musical very much</b> . He liked the <b>musical better than the play</b> .

11.5 Practice statements with *the best*. Use *Mike*, *Mike's father*, *Mike's mother*, as in exercise 11.4.

1. Mike/was	Mike thought the <b>comedy was the best</b> .
2. Mike/liked	Mike liked the <b>comedy the best</b> .
3. Mike's father/was	Mike's father thought the <b>serious play was the best</b> .
4. Mike's father/liked	Mike's father liked the <b>serious play the best</b> .

Mike bought a forty dollar coat. George bought a fifty dollar coat. Paul bought a sixty dollar coat. Yesterday each one bought a coat. George paid more than Mike. Paul paid more than George. George's coat is more expensive than Mike's. Paul's coat is the most expensive.



New words: *pay (paid)*, *buy (bought)*, *expensive*

11.6 Practice comparisons with *more . . . than*. Use the chart.

1. George's coat/Mike's coat

(George and Mike each bought a coat.)

(George's coat is more expensive than Mike's.)

2. Paul's coat/George's coat

---

---

11.7 Practice comparisons with *more than*.

1. George/Mike

(George paid more than Mike.)

---

2. Paul/George

---



wool shirt  
\$7 Mike



cotton shirt  
\$4 George



nylon shirt  
\$5 Paul

11.8 Practice comparisons with *more than* and *the most*. Make one statement with *cost*, another with *expensive*. Use *wool shirt/cotton shirt*, *nylon shirt/cotton shirt*, *wool shirt/nylon shirt*.

The wool shirt costs more than the cotton shirt.

The wool shirt is more expensive than the cotton shirt.

11.9 Practice *very much* and *the best*.

A: Did (*Mike*) like the wool shirt?

B: Yes, he did. He liked it very much.

A: Which shirt did he like the best?

B: The wool shirt. He liked the wool shirt the best.

11.10 Fill in the blanks. Choose *more . . . than* and *. . . -er than*.

1. short Jim is (*shorter than*) Bill.

2. interesting This book is \_\_\_\_\_ that book.

3. beautiful Jean is \_\_\_\_\_ Ruth.

4. expensive The wool shirt is \_\_\_\_\_ the nylon one.

5. thin Jim is \_\_\_\_\_ Dick.

Example III Why did Mike go to the city?

To see some plays.

Mike went to the city to see some plays.

He went to see some plays.

He went there to see some plays.

Mike went shopping to buy a shirt.

*New phrase: go shopping*

11.11 Answer *why* questions with *to + verb*. Use *Mike, Mike's father, Mike's mother, George, Paul*.

A: Why did (*Mike*) go to the city?

B: To see some plays. He went to see some plays.

A: Why did (*Mike*) go shopping?

B: To buy a shirt. He went to buy a shirt.

11.12 Write other conversations like the ones in 11.11. Here are some words to start with.

stay/see the movie

study/become an engineer

eat/live

stop/see the bear in the zoo

11.13 Read the following selection with your teacher:

### THE FIORDS OF NORWAY

Over a million people go to see the fiords of Norway every year. Why are these fiords so interesting? Why do people go back to see them again and again? Let's take a trip to the fiords and see for ourselves.

How shall we go? Shall we go by car or by bus? There are a few roads along the coast, but they are only in the south. So we must go part of the way by water or air. We must go all the way by ship or plane if we want to see the rocky coast itself.

Let's take a steamer at Bergen, in southern Norway, and travel north. The west coast will be on our right. Here we will see steep mountains. The mountains with their green forests seem to rise right out of the sea.



Narrow arms of the sea reach back into the mountains. We call these small arms fiords. If you could see these fiords from the sky, they would look like arms with long fingers. Some are many miles long. Water tumbles into the fiords from waterfalls.

Along some of the fiords there is a narrow strip of level land. Here we can see small fishing villages, and sometimes a farming village.

Now our steamer is gliding smoothly into a fiord. It is stopping to let us visit a village. All around us are boats. Most of them are fishing boats. Their owners fish in the outer fiords and in the open ocean.

Let's look around the village. People are working in small gardens near their large wooden houses. A few of the houses are on level ground, but many seem to cling to the sides of the mountains. Above the village there is a small patch of level ground. People here are cutting hay for their cattle. Still higher on the mountain, we see the cattle grazing. Everyone seems to make a living by fishing or farming.

Now we return to our ship to continue our journey northward. For days our ship takes us along the rocky coast. The sun sparkles on the water. Again and again we pass beautiful fiords. We travel nearer and nearer the Arctic Circle. Now the days become longer, and we have more hours to enjoy the green forests, the steep mountains, and the tiny villages of Norway.

**11.14 Answer these questions. Refer to "The Fiords of Norway."**

1. How many people visit the fiords of Norway every year?
2. How must you travel if you want to see the fiords?
3. What would the fiords look like if you could see them from the air?
4. How do the people make a living?

**11.15 Fill in the blanks with nouns:**

1. There are few roads along the \_\_\_\_\_.
2. Let's take a \_\_\_\_\_ at Bergen.
3. Narrow \_\_\_\_\_ of the sea reach back into the mountains.
4. Water tumbles into the fiords from \_\_\_\_\_.
5. On the level land we can see small fishing \_\_\_\_\_ and sometimes a farming \_\_\_\_\_.
6. People are cutting hay for their \_\_\_\_\_.

**11.16 Fill in the blanks with verbs:**

1. The mountains seem to \_\_\_\_\_ right out of the sea.
2. From the air, the fiords would \_\_\_\_\_ like arms with long fingers.

3. Water \_\_\_\_\_ into the fiords from waterfalls.
4. Now our steamer is \_\_\_\_\_ smoothly into a fiord.
5. It is stopping to let us \_\_\_\_\_ a village.

### 11.17 WORD STUDY.

1. Give the plural for each of the following nouns:

/s/ strip	/z/ fiord	/ɪz/ patch
--------------	--------------	---------------

*village, year, arm, boat, finger, house, river, part, coast, mountain, forest, horse, ship, mile.*

2. Give the -s form for each of the following verbs:

/s/ look (like)	/z/ fish	/ɪz/ tumble
--------------------	-------------	----------------

*see, take, want, travel, seem, cut, graze, enjoy, wash, cling, sparkle, pass, eat, close, drink.*

3. Give the past form for each of the following verbs:

/t/ fish	/d/ seem	/ɪd/ glide
-------------	-------------	---------------

*want, pass, enjoy, close, travel, visit, sparkle, count, help, open, plant, talk, weigh, work, expect.*

4. So. Structure word *so* has many meanings. In *so interesting*, *so* means *to such a degree*. In *so we must go by water*, *it* means *therefore*. Explain the use of *so* in each of the following sentences:

It was hot, so we took off our coats.

It was so hot we took off our coats.

## Lesson Twelve: COMPARING WHAT PEOPLE DO



Mike sings.  
He's a good  
singer.



Jean dances.  
She's a good  
dancer.



Ruth plays  
tennis.  
She's a  
good tennis  
player.



George swims.  
He's a good  
swimmer.



Paul drives.  
He's a good  
driver.

Example I

Mike's a good singer.

He can sing very well.

New words: *well*; *singer*, *dancer*, (*tennis*) *player*, *swimmer*, *driver*

12.1 Practice *good* and *very well* in statements. Use the chart.  
(*Mike's*) a good (*singer*). He can sing very well.

12.2 Practice *used to* and *still* with *good* and *very well*.

A: (*Mike*) was a good (*singer*). He used to sing very well.  
B: He still does. He still sings very well.



well



better



better



better



the best

They all speak Spanish.

Example II Mike can speak Spanish well.

But George can speak it better.

George can speak Spanish better than Mike.

Ruth speaks it the best of all.

*good - better - the best, good - well, well - better - best best*

12.3 Practice *very well* and *better*. Use the chart.

A: Can (*Mike*) speak Spanish?  
B: Yes, he can. He can speak it *very well*.  
But (*George*) can speak it *better*.

12.4 Practice *better than* and *the best* in statements of comparison.  
Use *Paul/George, Ruth, Jean/Paul, Ruth/Jean, George/Mike*.

**Paul/George** Paul can speak Spanish *better than* George.  
**Ruth** Ruth speaks it *the best of all*.

12.5 Practice *very well* and *better*. Use *swim, sing, dance, drive, play tennis, speak (English)*, etc.

A: Can you (*swim*)?  
B: Yes, I can. I can (*swim*) *very well*.  
A: Can you swim *better than* (*Mike*)?  
B: I'm not sure, but I think I can.

12.6 Practice *the best*. Use *swimmer, dancer, tennis player, driver, actor, singer*.

A: Who's the best (*singer*) in the class?  
B: (*Mike*) is. (*Mike*) (*sings*) the best.

12.7 SONG AND GAME. Sing the song below with the verb *do*.  
Then repeat the song with *sing, write, build, make, sew, play*.  
As each verb is substituted, act out the verb.

“Anything you can (*do*) I can do *better*.  
I can (*do*) anything *better than you*.”

Example III

It's fun to **sing**.  
Singing is **fun**.

*New word: fun*

12.8 Practice statements with *to* + verb and with verb *-ing*.

1. Mike likes to sing. (It's fun to sing. Singing is fun.)
2. Jean likes to dance. \_\_\_\_\_.
3. Ruth likes to play tennis. \_\_\_\_\_.
4. George likes to swim. \_\_\_\_\_.
5. Paul likes to drive. \_\_\_\_\_.

12.9 Practice statements with *it's fun to*. Use the words below:

*play: tennis, golf, football, basketball, baseball*

*go: swimming, hunting, fishing, boating, riding*

It's fun to play tennis.

It's fun to go swimming.

Example IV George is a careful worker.

He works very **carefully**.

George works more carefully than Paul.

New words: *accurate, patient, quick, efficient*

12.10 Practice statements with adverbs ending in *-ly*.

1. George is careful. (He works **carefully**). \_\_\_\_\_.
2. George is patient. \_\_\_\_\_.
3. George is efficient. \_\_\_\_\_.
4. George is accurate. \_\_\_\_\_.
5. George is quick. \_\_\_\_\_.

12.11 Practice statements with *more* + *-ly* adverb + *than*. Compare George and Paul.

careful	George works more carefully than Paul.
patient	George works more patiently than Paul.

12.12 Practice *-ly* adverbs and the adjectives from which they are formed. Ask and answer questions using *careful(ly)*, *accurate(ly)*, *patient(ly)*, *quick(ly)*, *efficient(ly)*, with *reader*, *writer*, *worker*, *student (study)*, *driver*.

A: Do you drive carefully?

B: Yes, I do. (or) No, I don't.

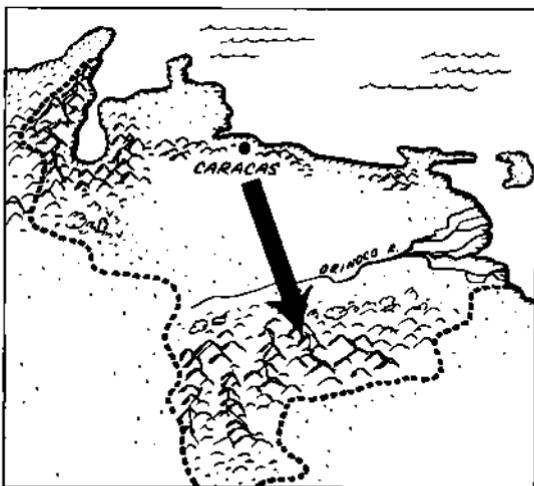
A: Are you a careful driver?

B: Yes, I am. (or) No, I'm not.

12.13 Read the following selection with your teacher:

### ANGEL FALLS

Our next trip will take us into the jungles of Venezuela. Here we are going to see the highest waterfall in the world. Few people ever see Angel Falls. We could get to these falls by land, but we would



have to travel for weeks through thick jungles. It's better to go by air. Let's take a plane from Caracas, a city on the northern coast. About four hours of flying will bring us to the lonely area of the falls.

For hundreds of miles we fly southeast over green plains. Then the land becomes higher, and we see mountains with forests. Soon the land levels out to high plateaus. We fly through clouds that are near the ground. Our plane is now flying toward a deep canyon with steep rocky sides. Here the plateau is about 9,000 feet high. Below us in the canyon are green forests.



Suddenly we see a silver thread in the distance. It seems to hang from the clouds. We are approaching Angel Falls. Now our plane flies closer, and we can see the waterfall. For over half a mile, water drops straight down the cliff. Below the straight drop are still other falls. The water tumbles and foams over the lower canyon wall. The fine spray catches the light and sparkles in the sun.

We look up to see the top of the falls. We can see it very clearly. We are lucky to fly on a sunny day, for clouds often hide the view. Even today there are clouds on the cliff top. As our plane flies away from the falls, we look back to see them once more.

No one knew about this high waterfall until 1930. In that year James Angel, an American flier, flew over the region. He was hunting for gold. As he was flying over the mountains and canyons, he suddenly saw a waterfall. He couldn't believe his eyes. The water seemed to drop right out of the clouds.

In 1949, an American expedition explored and measured the falls. From the top to the bottom, the water falls over 3,200 feet. These falls are over 1,000 feet higher than any other falls in the world.

#### 12.14 Answer these questions. Refer to "Angel Falls."

1. Where is Angel Falls? How high is it?
2. How can you get to Angel Falls?
3. How long does it take to fly from Caracas to the area of Angel Falls?
4. Do you have any waterfalls in your country? How high are they? Do many people go there?

12.15 Fill in the blanks with adjectives:

1. We would have to travel for weeks through \_\_\_\_\_ jungles, if we did not fly.
2. About four hours of flying will bring us to the \_\_\_\_\_ area of the falls.
3. For hundreds of miles we fly southeast over \_\_\_\_\_ plains.
4. Suddenly we see a \_\_\_\_\_ thread on the high mountain.
5. Water drops \_\_\_\_\_ down the cliff.

12.16 TALKING TO THE CLASS. Tell about a famous place of natural beauty in your country. First write what you are going to say, and then prepare to tell it to the class.

12.17 WORD STUDY.

1. *Lonely; daily, weekly, monthly, yearly.*

Not all words ending in *-ly* are adverbs, for example the adjective *lonely: lonely area of the falls.* *Day + ly* can also be an adjective: *a daily lesson (a lesson every day).* Give sentences using *weekly, monthly, and yearly.*

2. *Low-high, near, close.*

*Low, high, near, close* can be adjectives. We compare them with *-er* and *-est.* *Low* and *high* can also be adverbs.

*The plane flew low. Then it flew still lower.*

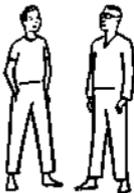
*The plane flew high. Then it flew still higher.*

*The plane flew nearer and nearer.*

*The tiger came closer and closer.*

Give sentences with *low, high, near, close.*

## Lesson Thirteen: SAME OR DIFFERENT



Mike—his father  
tall—same height



George—his uncle  
short—same height



Paul—his brother  
fat—same weight

**Example I** Mike is the same height as his father.  
Paul and his brother are the same weight.

*New words and phrases: height, weight, same, same . . . as*

13.1 Practice statements with *same* and *height* and *weight*.  
Use *Mike/father/height*, *George/uncle/height*, *Paul/brother/weight*.

Mike is the same height as his father.  
Mike and his father are the same height.

13.2 Practice *same* with other vocabulary. Use *Mike/father/tie*,  
*George/uncle/shoes*, *Paul/brother/coat*, *Jean/mother/dress*,  
*Ruth/aunt/hat*.

Mike's tie is the same color as his father's.

**Example II** Who does Mike look like?  
Mike looks like his father.  
Mike and his father look alike.  
Mike is exactly like his father.  
They're just alike.

*New words: (look) like, alike, exactly*

13.3 Practice statements with *look like* and *look alike*. Use *Mike/his father, Jean/her mother, Ruth/her aunt, Paul/his brother, George/his uncle*.

Mike/his father      Mike looks like his father.

Mike and his father look alike.

Jean/ her mother      Jean looks like her mother.

Jean and her mother look alike.

13.4 Practice *exactly alike* and *just alike*. Use the guide words in exercise 13.3.

Ruth/her aunt      Ruth and her aunt look exactly alike.

They look just alike.

13.5 Practice the following conversations. Use the guide words in 13.3.

A: Is (*Mike*) like his (*father*)?

B: Yes, he is. They're just alike.

A: Who does (*Jean*) look like?

B: She looks just like her (*mother*).

She and her mother look just alike.

13.6 Practice *the same* and *the same as*. Use the guide words in 13.3.

A: Is (*Paul*) like his (*brother*)?

B: Exactly. He's the same as his brother.

He and his brother are just the same.

PAUL

GEORGE

DON

JEAN

RUTH



work



study



play  
tennis



sew



go to  
movies

**Example III** Paul likes to work, but his brother doesn't.  
Paul is different from his brother.  
They're different.

*New phrase: different (from)*

**13.7** Practice statements with *different* and *different from*. Use *Paul/work/brother*, *George/study/sister*, *Don/play tennis/sister*, *Jean/sew/sister*, *Ruth/go to movies/brother*.

(*Ruth*) likes to (*go to movies*), but (*her brother*) doesn't.  
(*Ruth*) is different from (*her brother*).  
They're different.

**13.8** Make statements and ask and answer questions comparing objects belonging to you and your classmates.

A: Your (*pen*) is different from mine.  
B: No, it isn't. They're the same.  
A: Is your (*sweater*) the same as mine?  
B: They look alike, but they're not.

**Example IV** Mike's as tall as his father.  
Ruth's as pretty as a picture.  
Paul's as good as gold.

*New words: pretty, gold*

**13.9** Practice comparisons with *as . . . as*. Use the guide words.

1. Mike/tall/father	Mike's as tall as his father.
2. Ruth/pretty/aunt	Ruth's as pretty as her aunt.
3. Jean/thin/mother	Jean's as thin as her mother.
4. Paul/fat/brother	Paul's as fat as his brother.

**13.10** Practice comparisons with *as . . . as*. Use the guide words. Talk about Ruth.

1. pretty/a picture	She's as pretty as a picture.
2. quiet/a mouse	She's as quiet as a mouse.

3. light/a feather      She's as light as a feather.
4. busy/a bee      She's as busy as a bee.
5. happy/a lark      She's as happy as a lark.

*New words: mouse (mice), feather, bee, lark, quiet*

13.11 Practice comparisons with *as . . . as*. Use the guide words. Talk about Paul.

1. quiet/a mouse      He's as quiet as a mouse.
2. busy/a bee      He's as busy as a bee.
3. happy/a lark      He's as happy as a lark.
4. good/gold      He's as good as gold.
5. quick/a wink      He's as quick as a wink.

*New word: wink*

13.12 Practice comparisons with *as . . . as*. Use the guide words.

1. tree/big/a house      The tree was as big as a house.
2. hair/white/snow      His hair was as white as snow.
3. room/neat/a pin      The room was as neat as a pin.
4. cookie/hard/a rock      The cookie was as hard as a rock.
5. face/red/a beet      Her face was as red as a beet.

*New words: hair, face, beet, pin, neat*

13.13 GAME. Write each adjective on a small card. Then put all the cards in a box. Each student, in turn, goes to the front of the class and draws a card from the box. Then he makes a statement. For example, he draws *red* and says:

*(Paul's) face is as red as a beet.*

13.14 Practice the following conversation. Use the items in 13.10, 13.11, and 13.12.

A: Is (*Ruth*) (*pretty*)?

B: Is she pretty? She's as pretty as a picture. (or)  
Pretty? She's as pretty as a picture.

13.15 Read the following selection with your teacher:

### OLD FAITHFUL

Old Faithful is probably the most famous geyser in the world. It is famous because it is dependable. It erupts about every hour, winter or summer, day or night. Once every hour, Old Faithful sends a fountainlike column of boiling water high into the air.

What is a geyser? A geyser is a spring. But it's different from most springs. It builds up steam and erupts.

Scientists tell us that far below the surface of the earth the rocks are very hot. Water trickles slowly through the ground to the hot rocks. The water gets hotter and hotter. Finally some of it turns to steam. The force of the steam sends the water upward through cracks in the earth, and it gushes out.

There are about 200 geysers in Yellowstone National Park. The Giant Geyser throws water about 175 feet into the air, but it does not erupt regularly. No one knows when it will erupt. Some geysers erupt several times an hour. Some may not erupt for months. But Old Faithful is different. It will never disappoint you.



It's time for Old Faithful to erupt again. Let's join the crowd near the geyser. The ground here is gray and flat. A forest ranger is telling us the history of Old Faithful. Suddenly we hear a strange noise. Everyone is quiet.

At first we see only a tiny spout of water. Gradually it rises higher and higher. A cloud of mist rises into the air. Higher and still higher the water rises. It usually rises over 100 feet. For about four minutes this natural fountain sends a giant column of water

into the air. Then it gradually dies down. The people hurry away to see the other geysers nearby.

In another hour another crowd will come to see Old Faithful. Again, a tiny spout of water will rise into the air. It will rise higher and higher, then gradually die down. Old Faithful is a good name for this faithful geyser.

13.16 Answer these questions. Refer to "Old Faithful."

1. Why is Old Faithful so famous?
2. What is a geyser?
3. How does a geyser build up steam?
4. Where is Old Faithful?
5. How often do geysers erupt?
6. How high does the water rise when Old Faithful erupts?

13.17 Fill in the blanks with adjectives:

1. Old Faithful is probably the most \_\_\_\_\_ geyser in the world.
2. It is famous because it is \_\_\_\_\_.
3. Suddenly we hear a \_\_\_\_\_ noise.
4. Everyone is \_\_\_\_\_.
5. At first we see only a \_\_\_\_\_ spout of water.

13.18 WORD STUDY. Study the groups of words below. Follow the directions.

1. *Final(ly)*, *slow(ly)*, *regular(ly)*, *probable(ly)*, *gradual(ly)*. The adjectives above may be changed to adverbs by adding *-ly*. But not all *-ly* adverbs fit in the same position:

*After the verb:*

Water trickles *slowly* through the ground.

The Giant Geyser does not erupt *regularly*.

*Before the sentence:*

*Gradually* it gets higher and higher.

*Finally* some of it turns to steam.

*Before the verb:*

Then it *gradually* dies down.

It will rise higher and higher, then *gradually* die down.

*After be:*

Old Faithful is *probably* the most famous geyser in the world.

Look for *suddenly* and *clearly* in "Angel Falls." What position do they occupy? Look for *smoothly* in "The Fiords of Norway." What position does it occupy? What position does *carefully* occupy in "Climbing Mount Everest"?

**2. *Erupt, trickle, gush, join, die down.***

Put the past tense of the regular verbs above under the right heading:

/t/

/d/

/ɪd/

**3. *More (interesting) than, (short)er than.***

In comparisons, some adjectives occur with the expression *more . . . than* and others occur with the expression *-er than*. Make statements of comparison using *more . . . than* and *-er than* with these adjectives: *famous, dependable, disappointed, faithful, flat, quiet*.

**4. *Differ - difference - different - differently.***

Notice the change in word form. Make similar sentences.

*Differ* is a verb.

Our ideas *differ*.

*Difference* is a noun.

What's the *difference* in cost?

*Different* is an adjective.

Our ideas are *different*.

*Differently* is an adverb.

We think *differently*.

## Lesson Fourteen: ENOUGH AND TOO MUCH



Here is Mr. Moore. He's Mike's grandfather. Mr. Moore is very old. He's 75 years old.

He can't run fast. He can't jump high. He can't swim far. He can't walk far. He can't work hard.

Here is Mike's baby brother. Mike's baby brother is very young. He's only 6 months old.

He can't walk. He can't talk. He can't read. He can't write. He can't swim.

**Example I** Mike's grandfather is **too old** to work hard.  
Mike's baby brother is **too young** to walk.

*New words: grandfather, baby; jump; high, far; too*

**14.1** Practice statements with *too old to* and *too young to*. Use *run fast, jump high, walk, talk*, etc., from the chart.

Mike's grandfather is very old.

He's **too old** to run fast.

Mike's baby brother is very young.

He's **too young** to walk.

**14.2** Practice conversations with *too . . . to*. Use the following phrases:

*play: tennis, golf, football, basketball, baseball*

*go: swimming, hunting, fishing, boating, riding*

*go to: the museum, the movie, the lecture, the concert*

A: Let's (*play tennis*).

B: I'm too tired to play tennis.

A: Are you too busy (*to go fishing*)?

B: I'm afraid I am.

**Example II** Mike's grandfather used to run **fast**.

But he can't run as fast as he **used to**.

**14.3** Practice statements with *as . . . as*. Talk about Mike's grandfather. Use the chart on page 91.

Mike's grandfather used to (*jump high*).

But he can't jump as high as he used to.

Mike's grandfather (*works*) as (*hard*) as he can.

But he doesn't work as hard as he used to.



read

write



swim



fish

**Mike has two brothers. His baby brother is six months old. His other brother, Joe, is ten years old.**

**Example III** Joe **should** be able to write.

He's **old** enough to write.

*New words: able (be able to)*

**14.4** Practice statements with *be able to*. Use the chart.

A: Joe can read.

B: He should be able to read. He's ten years old.

14.5 Practice statements with *enough*. Use the chart.

A: Joe can read.

B: He should. He's old enough to read.

14.6 Practice *be able to* and *enough* in conversations.

A: Can Joe read?

B: He should be able to. He's old enough.

A: Can't Joe swim?

B: I think he can. He's old enough to.

14.7 Practice *be able to* with the vocabulary used in 14.2.

A: Did you (*go swimming*) yesterday?

B: I wasn't able to go yesterday. I was too busy.

A: Can you go swimming tonight?

B: I should be able to. I won't be busy tonight.



Mike—hat  
too big



George—coat  
too small



Paul—shoes  
too big



Jean—dress  
too small



Ruth—coat  
too big

Example IV

The coat's too **small** for George.  
It's too small for him to **wear**.

14.8 Practice *for* + object after the adjective. Use the chart.

A: Why doesn't Mike wear that hat?

B: He can't wear it.

A: Why can't he? Why can't he wear it?

B: Because it's too big for him.

It's too big for him to **wear**.

14.9 Practice *too* and *enough* in conversations. Use *sweater, hat, dress, gloves, shirt, shoes, skirt, trousers, blouse*.

A: Isn't your (*shirt*) too small?

B: No, it's big enough for me.

Use *coat, hat, sweater, and gloves*.

A: Why don't you put on your (*coat*)?

B: Do I need to?

A: I think so. It's too cold for you to go out without a (*coat*).

*New word: without*

14.10 Practice *too* and *enough* with *tea, coffee, chocolate, soup, eggs, fish, meat*.

A: Why don't you drink your coffee?

B: Because it's too hot for me. It's too hot for me to drink.

A: Why can't you eat your soup?

B: Because it's getting cold. It's too cold for me to eat.

**Example V** English is **hard**. English is **hard** to understand.

It's **hard** to understand English.

Spanish is **easy**. Spanish is **easy** to understand.

It's **easy** to understand Spanish.

*New words: understand, easy*

14.11 Practice (*hard, easy*) *to understand* with *English, Spanish, German, Chinese, Russian* and other languages.

A: Can you understand (*English*) when someone speaks it fast?

B: Yes, I can. But it's hard to understand.

(*English*) is harder to understand than (*the student's own language*).

A: Why is (*English*) harder than (*the student's own language*)?

B: Because I already know (*the student's own language*).

14.12 Read the following selection with your teacher:

### CARLSBAD CAVERNS

Today we're going to eat lunch about 700 feet under the ground. This lunch will be part of our tour of the Carlsbad Caverns in New Mexico.

We could take the elevator straight down to the lunch room. But then we would miss some of the caves. So let's take the complete tour. We'll have to wear a sweater or a warm coat. It will be cool underground, and we're going to stay there about five hours.

Here we go, right into the ground. Our first stop is at Bat Cave, not far from the entrance. About three million bats hang from the ceiling here during the day. At night, they swarm out in a huge black cloud to look for food. Men first explored these caverns when they saw the bats flying out of them.

Below Bat Cave, the trail starts downward. Now we see rocks that look like animals and birds.

At about 800 feet underground, we come to several beautiful caves. They look like rooms. Here are the Queen's Chamber, the King's



Palace, and the Green Lake Room. Huge needles of rock hang from the ceilings. We call these rock formations *stalactites*. Huge spires of rock rise from the cavern floor. We call these rock formations *stalagmites*. Some of the rock formations look like curtains. Others look like plants or clusters of fruit. Still others look like foaming sea waves and frozen waterfalls. Hidden lights show the formations and the many colors of the rock.

We turn left into a tunnel to reach the lunch room. Here we eat our lunch, 700 feet underground.

After lunch we visit the Big Room. This is a large cave over 2,000 feet long and 625 feet wide. Needles of rock cover the high ceiling. On every side are strange and interesting rock formations. Our guide asks everyone to be quiet. Suddenly all the lights go out. No one moves. We hardly breathe. Then the lights go on again. We take a deep breath and walk back to the elevators.

What made these caverns? Our guide tells us that at one time a lake covered the cavern area. Then, after an earthquake, dirt and rock filled the lake. Under the dirt and rock, rivers began to form. These rivers dissolved some of the minerals and washed them away. Gradually the water dug out the huge rooms and caves.

Some of the minerals did not dissolve. They began to collect on the ceilings, walls, and floors. These minerals formed the needles of rock, the spires, and all the other strange rock formations.

One room in the caverns has the name Fairyland. But Fairyland might be a good name for all of Carlsbad Caverns.

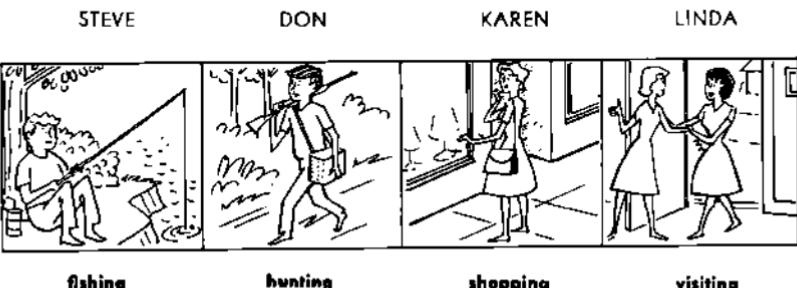
**14.13 Answer these questions. Refer to "Carlsbad Caverns."**

1. Where are the Carlsbad Caverns?
2. What do the rock formations look like?
3. What made these caverns?

**14.14 Describe Carlsbad Caverns by filling in the blanks.**

1. Our first stop is at \_\_\_\_\_ . About three million \_\_\_\_\_ hang from the ceiling here during the day.
2. Huge \_\_\_\_\_ of \_\_\_\_\_ hang from the ceilings. Huge \_\_\_\_\_ of \_\_\_\_\_ rise from the cavern floor.
3. Some rock formations look like foaming \_\_\_\_\_ and frozen \_\_\_\_\_.
4. The Big Room is a \_\_\_\_\_ over 2,000 feet long.
5. Gradually, the \_\_\_\_\_ dug out the huge rooms and caves.

## Lesson Fifteen: CAUSE AND RESULT



Steve, Don, Karen, and Linda were going to play tennis yesterday, but they didn't. They did other things first. Then they were too tired to play tennis.

Example I Steve was **supposed** to play tennis, but he didn't.  
He was **so tired** that he **couldn't** play tennis.

*New words and phrases: be + supposed to, so . . . that*

15.1 Practice statements with *supposed to* and statements with *so tired that*. Use the chart.

A: Did Steve play tennis yesterday?  
B: No, he didn't. He was supposed to, but he didn't.  
A: Why didn't he?  
B: Because he went fishing first. He was so tired that he couldn't play tennis.

15.2 Practice *so* (adjective) *that* with the guide words below.

hungry/wait for dinner	busy/go to the movie
tired/study	cold/close the door
hot/open the window	sleepy/had to go to bed

A: Are you hungry?  
B: Yes, I am. I'm so hungry that I can't wait for dinner.  
A: Are you busy?  
B: Yes. I'm so busy that I can't go to the movie.

Example II Steve caught so many fish that he couldn't count them.

New words: *catch (caught), shoot (shot), duck, fish (plural - fish)*

15.3 Practice statements with *so many (noun) that*. Use the guide words.

1. Steve caught fish . . . couldn't count them.  
*(Steve caught so many fish that he couldn't count them.)*
2. Don shot ducks . . . couldn't carry them.

---

3. Karen bought dresses . . . spent all her money.

---

4. Linda had friends . . . couldn't visit them all.

---

15.4 Practice *so many (noun) that* in conversation. Use the items in 15.3.

A: Did *(Steve catch any fish)?*  
B: He caught so many fish that he couldn't count them.  
A: Did he? Are you sure?  
B: He said he did.



Steve and Don met each other on the way home. They found an apple tree. It had green apples on it. They ate so many green apples that they got sick.



Karen and Linda met each other on the way home. They went to a soda fountain to have a milk shake. They drank so many milk shakes that they got sick.

New words and phrases: *milk shake, the matter with, so many . . . that*

15.5 Practice statements with *so many . . . that* and *too many*.  
Use the chart on page 98.

Steve ate too many apples.

He ate so many apples that he got sick.

Karen drank too many milk shakes.

She drank so many milk shakes that she got sick.

15.6 Practice *what's the matter with*, *too many*, and *so many . . . that*

A: What's the matter with Don? He looks sick.

B: He is. He ate too many apples.

He ate so many apples that he got sick.

**Example III** There was too much noise.

There was so much noise that they couldn't sleep.

*New words: noise, sleep*

15.7 Practice *too much* and *so much . . . that*.

A: Steve was tired, but he couldn't sleep.

B: Why couldn't he sleep if he was tired?

A: There was too much noise. There was so much noise that he couldn't sleep.

A: Karen wanted a new hat, but she couldn't buy one.

B: Why couldn't she buy one if she wanted it?

A: She spent too much money. She spent so much money that she couldn't buy the hat.

15.8 Fill in the blanks with *too much* and *too many*.

1. Mike ate \_\_\_\_\_ candy.

2. Paul ate \_\_\_\_\_ sandwiches.

3. Karen drank \_\_\_\_\_ milk shakes.

4. Don ate \_\_\_\_\_ apples.

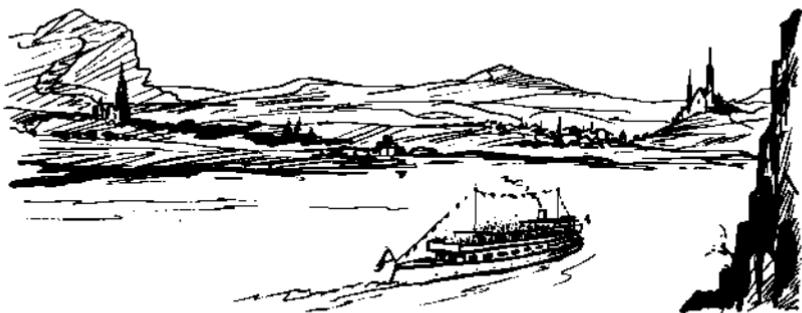
5. Ruth ate \_\_\_\_\_ ice cream.

15.9 Practice statements with *so much . . . that* and *so many . . . that*. Use *apples, pears, ice cream, cake, cookies*.

They ate so many apples that they got sick.

15.10 Read the following selection with your teacher:

#### THE LORELEI



Today we are on the Rhine River above Coblenz, Germany. We are on a pleasure boat. The Rhine is one of the main waterways of Germany, and river traffic is heavy. On the river we can see many barges and freighters. We can also see pleasure boats like our own.

But the traffic on the river is not as interesting as the beautiful scenery along the banks and hillsides. We pass many huge castles with high towers. Vines and moss cover some of them. All of them have an interesting story to tell. But we are moving too fast for stories.

We see people working in the vineyards up on the hillsides. There are vineyards as far as we can see. These German vineyards are famous all over the world.

Suddenly our boat slows down and begins to turn a little. Everyone is excited. We are approaching a sharp bend in the river. On the right bank we see a rocky cliff over 400 feet high. It looks like an ordinary rocky cliff. But it is not ordinary at all. There are many legends, stories, and poems about this cliff. We are looking at the Lorelei.

Someone on the boat begins to sing. Other people join the first singer. Soon our boat rings with the music of a beautiful song. The song is about an old legend.

The legend is about a beautiful but wicked siren with long golden hair. She is supposed to sit on the rock combing her hair and singing. Sailors approaching the rock hear her voice. Her song is sweet and exciting. They watch and listen. Then they see the siren herself, and forget to steer their boats. They think only of the beautiful siren and her beautiful song. The river current is so swift that it catches their boats, hurls them on the rock, and dashes them to pieces.

The legend of the Lorelei is very old. A long time ago sailors did not know the river well and did not know about the swift current. So they made up legends and stories to explain the shipwrecks on the Lorelei rock. To them the rock was a wicked siren, and her sweet music lured sailors to their death.

There are other legends to explain the dangers here. But of all the legends the story of the siren is the most famous.

**15.11 Answer these questions. Refer to "The Lorelei."**

1. Where is the Rhine River?
2. What can you see on the river?
3. What can you see along the banks and hillsides?
4. What does the Lorelei look like?
5. What is the story of the siren Lorelei?
6. Why did sailors make up the legend of the Lorelei?
7. What was the real cause of the shipwrecks?

**15.12 Fill in the blanks with adjectives:**

1. The Rhine is one of the \_\_\_\_\_ waterways of Germany.
2. The river is \_\_\_\_\_.
3. The traffic on the river is not as \_\_\_\_\_ as the \_\_\_\_\_ scenery along the banks and hillsides.
4. Suddenly the boat slows down. Everyone is \_\_\_\_\_.
5. The Lorelei's song is \_\_\_\_\_ and \_\_\_\_\_.

15.13 Fill in the blanks with *so much* and *so many*.

1. There are \_\_\_\_\_ barges and freighters on the river that the traffic is very heavy.
2. There is \_\_\_\_\_ beautiful scenery along the banks and hillsides that we do not pay much attention to the other boats.
3. There were \_\_\_\_\_ shipwrecks on the Lorelei rock that sailors made up a legend.
4. There are \_\_\_\_\_ stories to tell about the Rhine that we do not have time to tell them all.

15.14 WORD STUDY. Study the groups of words below. Follow the directions.

1. *Excite - exciting - excited, surprise - surprising - surprised, interest - interesting - interested.*

Some adjectives are formed from verbs. Here are examples of adjectives that come from the *-ing* and *-ed* forms:

The movie was more *exciting* than the play.

The end of the story was *surprising*.

The movie was more *interesting* than the play.

We were *excited* when we saw the Lorelei.

We were *surprised* when we heard the story.

Our guide was *interested* when he found out that we wanted to visit the Lorelei.

Adjectives ending in *-ing* have a different meaning from adjectives ending in *-ed*.

An *interesting person* causes interest.

An *interested person* has interest himself.

An *exciting person* causes excitement.

An *excited person* feels excitement himself.

Use the *-ing* and *-ed* forms of *excite*, *surprise*, and *interest* as adjectives in sentences describing people you know.

## UNIT IV: FAMOUS WORKS OF MAN'S HANDS

### Lesson Sixteen: THINGS WE'VE DONE



The teacher is  
going to open the  
door.

He's opening the  
door now.

He just opened it.

Example I I've just opened the door. I've just opened it.

I + have = I've

you + have = you've

New word: just

open - opened - have opened

close - closed - have closed

16.1 Practice statements with *going to* + the base form, with the -ing form, and with the past participle form. Use *open* and *close* with *door*, *window*, *box*. Perform the action and describe what you are doing. Then have classmates describe what you are doing.

A: I'm going to open the door.

B: You're going to open the door.

A: I'm opening the door now.

B: You're opening the door now.

A: I've just opened the door.

B: You've just opened the door.

Example II

Don is going to eat the apple.

He's eating the apple now.

He's just eaten it.

he + has = he's

eat - ate - have eaten go - went - have gone

drink - drank - have drunk

16.2 Practice statements with *going to* + the base form, with the *-ing* form, and with the past participle form. Use *Don/eat/apple*, *Sally/study/lesson*, *Steve/go/table*, *Jean/drink/milk*. As you practice, perform the action being described.

Don's going to eat the apple.

He's eating the apple now.

He's just eaten it.

Example III Have I opened the door yet?

No, you haven't. You haven't opened it yet.

Have I opened the door?

Yes, you have. You've just opened it.

New word: *yet*

16.3 Practice questions and answers with *have* (*opened*, *closed*). Use *door*, *window*, *box*, *bag*. Perform the actions as you practice.

A: (before he opens the door) Have I opened the door yet?

B: No, you haven't. You haven't opened it yet.

A: (after he opens the door) Have I opened the door?

B: Yes, you have. You've just opened it.

16.4 Practice short answers to questions with *have* + past participle. Use *open*, *close* and *door*, *window*, *box*, *bag*.

A: Please open the door.

B: (goes to the door but does not open it)

A: Has he opened the door yet?

C: No, he hasn't.

B: (opens the door)

A: Has he opened the door?

C: Yes, he has. He's just opened it.

Example IV What's Mike going to do? He's going to eat the apple.

What's Mike doing? He's eating the apple.

What has Mike done? He's eaten the apple.

*do* - *did* - *have done*

16.5 Practice questions and answers with *going to* + base form, *be* + *-ing*, and *have* + present participle. Use *Don/eat/apple*, *Sally/study/lesson*, *Steve/go/table*, *Jean/drink/milk*, *Mike/open/door*, *Karen/close/window*. Use pictures or perform the actions.

A: What's Steve going to do?

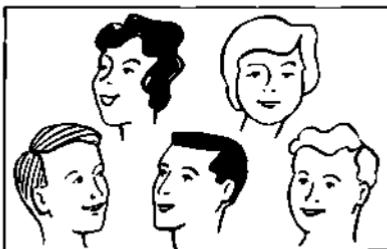
B: He's going to go to the table.

A: What's he doing?

B: He's going to the table.

A: What has he done?

B: He's gone to the table.



JEAN

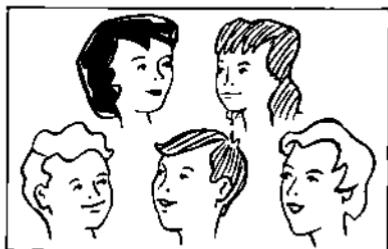
RUTH

MIKE

GEORGE

PAUL

We've already had  
our lunch.



LINDA

SALLY

STEVE

DON

KAREN

We haven't had our  
lunch yet.

Example V

Mike has already had his lunch.

Steve hasn't had his lunch yet.

*have - had - have had*

New word: *already*

16.6 Practice statements with *has already had*, *has had*, *hasn't had*, and *hasn't had . . . yet*. Use the chart.

Mike's had his lunch. He's already had it.

Steve hasn't had his lunch. He hasn't had it yet.

16.7 Practice questions with *have* and short answers with *have*.

A: Has Mike had his lunch yet?

B: Yes, he has. He's already had it.

A: Has Steve had his lunch yet?  
B: No, he hasn't. He hasn't had it yet.

**Example VI** They've already had their **lunch**, haven't they?  
They haven't had their **lunch** yet, have they?

**16.8 Practice affirmative and negative tag questions.**

A: Steve hasn't had his lunch yet, has he?  
B: No, he hasn't.  
A: Mike's already had his lunch, hasn't he?  
B: Yes, he has.

**16.9 Fill in the blanks with the correct tag questions.**

1. Mike's already had his lunch, \_\_\_\_\_?
2. You haven't had your lunch yet, \_\_\_\_\_?
3. Ruth's already had her lunch, \_\_\_\_\_?
4. Linda and Sally haven't had their lunch, \_\_\_\_\_?
5. Jean and Ruth have had their lunch, \_\_\_\_\_?

**Example VII** Mike has already had his **lunch**.  
**Has he? He has?**  
Steve hasn't had his **lunch** yet.  
**Hasn't he? He hasn't?**  
Ruth has already had **lunch**. Has Jean?

**16.10 Practice short questions with *has*.**

A: Steve hasn't had his lunch yet. Has Ruth?  
B: Yes, she has.

**16.11 Practice questions that show you are listening. Use *hasn't* and *has*.**

A: Steve hasn't had his lunch yet.  
B: Hasn't he? (or) He hasn't?  
A: He said he hadn't.  
A: Mike's already had his lunch.  
B: Has he? (or) He has?  
A: He said he had.

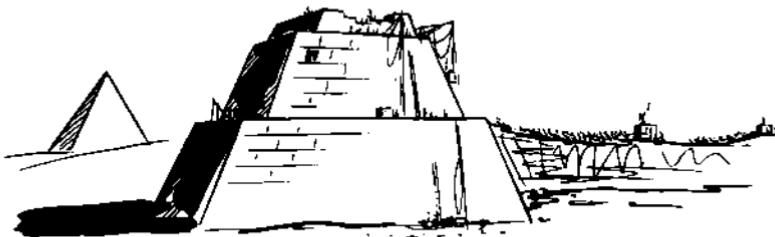
16.12 Read the following selection with your teacher:

### THE GREAT PYRAMID

The kings of ancient Egypt were very rich. They planned strong tombs to keep the bodies of the dead. These tombs kept the bodies safe. They also held the treasures of the dead.

Over the tombs, the kings built huge stone pyramids. There are about eighty known pyramids in Egypt. The Great Pyramid is the largest of all. It was built by a king called Khufu. The Great Pyramid stands on the west bank of the Nile River not far from Cairo. In fact, all the pyramids are on the west bank of the Nile. There is a reason for this. The sun rises in the east, and sets in the west. The ancient Egyptians compared the rising of the sun with the beginning of life and the setting of the sun with the end of life. They compared day to life and night to death. This is why they buried their dead on the west bank of the Nile.

It's very hard to realize just how big the Great Pyramid is. It has over 2,300,000 blocks of solid stone. These huge stone blocks weigh an average of two and a half tons each, as much as a small car. Some even weigh fifteen tons. Without machinery, the ancient Egyptians cut and moved and lifted each of these stones. The blocks came from the east bank of the Nile. Slaves took them across the Nile in boats at flood time. It took more than 100,000 slaves twenty years to build the Great Pyramid.



The Great Pyramid is over 450 feet high today, and it was once higher. Its base covers thirteen acres. Each of the sides of the pyramid is 755 feet long, or about as long as two city blocks. It takes about twenty minutes to walk all the way around the pyramid.

Every king wanted his tomb to be the finest. But Khufu outdid them all. The surface of his pyramid used to shine with smooth white limestone, and its top came to a sharp point. Inside, the body of Khufu rested in a great stone coffin. His body was preserved to last forever, and about him lay many treasures.

Now after many years, weather has worn away the shining surface, and men have taken some of the huge stones to build other things. Thieves have stolen the treasures, and they have even stolen the body of Khufu himself.

Today, the sides of the Great Pyramid are no longer smooth and white. The limestone is gone. The huge stones are exposed and you can climb them, like steps, to the top. When you have reached the top, you can see for miles about you. You can see the smaller pyramids and the Sphinx, the great stone statue of the lion with a human head. To the west, you can see the Libyan Desert; to the east, you can see the green Nile Valley and the modern city of Cairo.

#### 16.13 Answer these questions. Refer to "The Great Pyramid."

1. Why did the kings of ancient Egypt want strong tombs?
2. How many known pyramids are there in Egypt?
3. Why are the pyramids on the west bank of the Nile?
4. How many stone blocks does the Great Pyramid have?  
How much do they weigh? Where did they come from?
5. How high is the pyramid today? How big is the base of the pyramid? How long is the pyramid?
6. Why doesn't the surface shine today?
7. What happened to the body of Khufu? To the treasures?
8. If you climbed to the top of the Great Pyramid, what could you see?
9. Would you like to see the pyramids of Egypt?

16.14 WORD STUDY. Study the groups of words below. Follow the directions.

1. *Rise - rising, set - setting, begin - beginning.*

We can use some *-ing* words as nouns. Notice these phrases in the reading: *the rising of the sun, the setting of the sun, the beginning of life.* Compare these *-ing* forms with the *-ing* forms in Lesson Twelve (12.8).

2. *Exposed, surprised, stolen.*

We can use some past participles in adjective position before nouns. Fill in the blanks with past participles.

The stones are exposed to the weather.

You can climb the \_\_\_\_\_ stones like steps.

Khufu's body was stolen by thieves.

The \_\_\_\_\_ body has not been found.

The visitors were surprised by the size of the pyramid.

The \_\_\_\_\_ visitors walked around the pyramid.

3. *His body was preserved.* That is, someone preserved his body.

This construction with *was/were + verb -ed* will be drilled later.

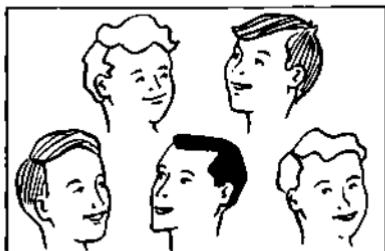
4. *It's hard to realize just how big the Great Pyramid is.*

Notice the pattern: *it* (impersonal) + *be* + adjective + *to* + verb. This pattern will be drilled later.

5. *This is why* is a summary statement. We use it after statements of reason.

16.15 TALKING TO THE CLASS. Make a list of the things you usually have to do during a week. Tell the class which of these things you have already done this week and which of them you have not done yet.

## Lesson Seventeen: WHO HAS AND WHO HASN'T



STEVE

DON

MIKE

GEORGE

PAUL



LINDA

SALLY

JEAN

RUTH

KAREN

Lost night the boys  
went to a movie.

The girls didn't go. They had to stay  
home and work.

**Example I** The boys have seen the movie, but the girls haven't.  
Mike has already seen the movie, but Jean hasn't.  
Jean hasn't seen the movie, but Mike has.

*see - saw - have seen*

**17.1** Practice *has seen* in affirmative statements with *already* and  
*hasn't seen* in negative statements with *yet*.

Mike has already seen the movie.  
Jean hasn't seen the movie yet.

**17.2** Practice short comments with *but*. Use *Mike/Ruth, Karen/*  
*Steve, Don/Sally, Linda/Paul, George/Jean*.

Mike/Ruth                   Mike has seen the movie, but Ruth hasn't.  
Karen/Steve                Karen hasn't seen the movie, but Steve has.

**17.3** Practice *have seen* and *saw*. Use the chart.

A: Has Paul seen the movie yet?  
B: Yes, he has. He saw it last night.  
A: Has Ruth seen the movie yet?  
B: No, she hasn't. The boys saw the movie last night, but the  
girls didn't.

17.4 Practice *have* and *has*. Make statements using *Mike, George, I, you, we, Don, they, he, Steve and I, she*.

(*Mike*) (*has*) seen the movie.

17.5 Supply the short statement with *but*.

1. *Mike/Ruth* *Mike* has seen the movie, (*but Ruth hasn't*).
2. *Sally/Don* *Sally* hasn't seen the movie, \_\_\_\_\_.
3. *you/I* *You* haven't seen the movie, \_\_\_\_\_.
4. *Paul/Jean* *Paul* has seen the movie, \_\_\_\_\_.

17.6 Supply the tag questions.

1. *Mike* has seen the movie, \_\_\_\_\_?
2. *Karen* hasn't seen the movie, \_\_\_\_\_?

Example II *Mike* has seen the movie, and *George* has too.

*Mike* has seen the movie, and so has *George*.

*Jean* hasn't seen the movie yet, and *Ruth* hasn't either.

*Jean* hasn't seen the movie yet, and neither has *Ruth*.

17.7 Practice *too, either, so, neither, and but*. Use *Paul/Steve/too, Linda/Sally/either, Sally/Don/but, Paul/Karen/but, Ruth/Sally/neither, Mike/Don/so*.

*Paul* has seen the movie, and *Steve* has too.

Example III Hasn't *Jean* seen the movie yet?

Why didn't she go last night?

Because she couldn't. She had to stay home and work.

17.8 Practice questions with *hasn't* and *why* and answers with *because*.

A: Hasn't (*Karen*) seen the movie yet?

B: No, she hasn't. Not yet.

A: Why didn't she go last night?

B: Because she couldn't. She had to stay home and work.

17.9 Practice questions with *have* and *why* and answers with *because*. Use *breakfast*, *lunch*, *dinner*, *do homework*, *read lesson*, *play baseball*, *go swimming*, *go shopping*.

*read - read - have read*

(past and past participle pronounced like *red*)

A: Have you (*had your breakfast*) yet?

B: Yes, I have. I've already had it.

A: Have you (*gone shopping*) this week?

B: No, I haven't.

A: Why haven't you?

B: Because I couldn't. I haven't had the time.

A: Haven't you (*had lunch*) yet?

B: No. I haven't had lunch because it's not time yet.

Example IV "Are you going to the movie?" Jean asked.

"I've already seen it," Mike said.

"When did you go?" asked Jean.

"I went last night," answered Mike.

17.10 Practice saying quotations and indicating the speaker.

1. Jean: Are you going to the movie? I hear it's good.  
("Are you going to the movie?" Jean asked. "I hear it's good.")
2. Mike: I've already seen it. It is good.  
\_\_\_\_\_
3. Jean: When did you go?  
\_\_\_\_\_
4. Mike: Last night. I went with George.  
\_\_\_\_\_
5. Jean: I couldn't go. I had to stay home.  
\_\_\_\_\_

17.11 Read the following selection with your teacher:



**THE AKROPOLIS OF ATHENS**

The early Greeks used to build parts of their cities on hills. Hills were easy to defend against the enemy. The Greeks called this kind of hill-city an *akropolis*. The name means "high city." The most famous *akropolis* is in Athens.

If you stand on the Akropolis of Athens, you can see the modern city below you and the blue Mediterranean not far away. On the Akropolis itself you can see the ruins of some of the most beautiful buildings in the world.

The Greeks originally built the Akropolis for protection from the enemy. But gradually they began to use it for religious purposes. On the Akropolis they began to build temples of white marble to their gods and goddesses. On the temples and in the temples there is some of the finest sculpture and carving of all time. There were temples on the Akropolis before 500 B.C., but many of them were destroyed in wars with the Persians. Most of the remaining temples were built during the Golden Age of Athens, about 450 B.C. During that time Pericles was the best known ruler of Athens.

The most impressive building on the Akropolis is the Parthenon. The Parthenon is a temple of white marble. Its beautiful pillars support a heavy marble roof. Inside, there once was a great gold and ivory statue of the goddess Athena. Athena was the goddess of wisdom. To the Greeks of ancient Athens wisdom was very important, and they honored it highly. During the Golden Age the ceiling of the Parthenon was painted red, gold, and blue. The tops of the pillars

were painted red, and the building was decorated with beautiful marble statues of Greek gods and goddesses.

The Parthenon has suffered from war, storms, and the wear of time. The Turks ruled Greece in the seventeenth century and used the Parthenon to store gunpowder. When the Venetian army attacked the city of Athens, a shell hit the temple and the powder exploded. This explosion destroyed the center of the Parthenon and ruined the building. Today most of the marble statues are gone. Many of the marble pillars lie about on the ground, and the great marble roof has fallen.

The Greek government has rebuilt part of the great temple. At night white and colored lights shine on the marble ruins, and the words of Pericles come from microphones on the Akropolis. Sometimes the words are in Greek, and sometimes they are French and English. If you watch the lights on the marble ruins and listen to the words of Pericles, you can almost believe that you are living in Athens during the Golden Age.



17.12 Answer these questions. Refer to "The Akropolis of Athens."

1. Have you ever been to Greece? Have you ever seen the Akropolis? Would you like to see the Akropolis?
2. Why did the early Greeks build the Akropolis? What did they use it for later?
3. When was the Golden Age of Athens? Who ruled Athens during the Golden Age? In the Christian calendar, *B.C.* stands for *before Christ*. *A.D.* stands for the Latin phrase *anno Domini*. *Anno Domini* means *in the year of our Lord*. From 50 *B.C.* to *A.D.* 50 is 100 years.
4. What was the Parthenon like during the Golden Age?
5. Who was Athena?
6. What destroyed the center of the Parthenon?
7. What is the Parthenon like today?

17.13 Describe the Parthenon. Fill in the blanks:

1. The Parthenon is a \_\_\_\_\_ of white \_\_\_\_\_.
2. Its beautiful \_\_\_\_\_ support a heavy marble \_\_\_\_\_.
3. Inside, there was once a gold and ivory \_\_\_\_\_ of the goddess Athena.
4. During the Golden Age, the \_\_\_\_\_ of the Parthenon was painted red, gold, and blue.
5. The \_\_\_\_\_ of the \_\_\_\_\_ were painted red.
6. The building was decorated with beautiful \_\_\_\_\_ of Greek \_\_\_\_\_ and \_\_\_\_\_.

17.14 WORD STUDY. Study the groups of words below. Follow the directions.

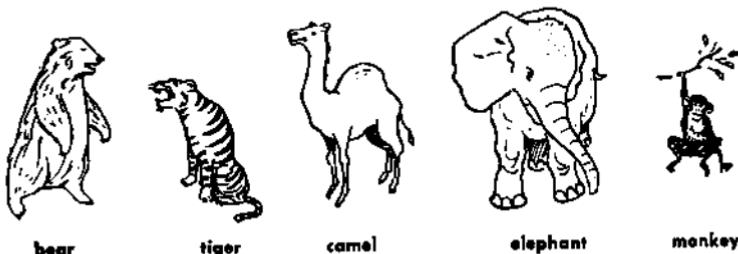
1. *Was/were + verb -ed.*

In this reading, as in the reading on the Great Pyramid, we use *was/were + verb -ed*, as in *Many of the temples were destroyed*. Find other examples in "The Akropolis of Athens."

2. *God - goddess, actor - actress, tiger - tigress.*

Notice that *-ess/əs/* on the end of these nouns makes them feminine. Use these words in sentences.

## Lesson Eighteen: HAVE YOU EVER?



bear

tiger

camel

elephant

monkey

Mike is visiting the big city. He's at the zoo with his cousins, Ken and Kathy. They've been there before but he hasn't. He's having a good time. He's looking at the animals.

**Example I** Have you ever seen a camel?

No, I haven't. I never have.

I've never seen a camel before.

I've seen pictures of camels, but I've never seen a real one.

*New word: real*

**18.1** Practice statements with *have* and *never*. Use the chart.

I've never seen a (*bear*) before. I never have.

I've seen pictures of (*bears*), but I've never seen a real one.

**18.2** Practice questions with *have ever* and answers with *have never* and *have*. Use the chart.

A: Hasn't Mike ever seen a bear?

B: No, he hasn't. He never has.

He's seen pictures of bears, but he's never seen a real one.

A: Has Kathy ever seen a bear before?

B: Yes, she has. She's seen bears many times.

18.3 Practice the following conversations. Use *bear, tiger, camel, elephant, monkey, horse, donkey, fish, duck*.

A: Have you ever seen an (*elephant*)?

B: I've seen pictures of elephants, but I've never seen a real one.

A: Have you ever seen a (*donkey*)?

B: Yes, I have. I've seen lots of them.

A: Where did you see them?

B: I saw them (*on a farm*).

18.4 Supply the tag question. Fill in the blanks:

1. Ken has seen a bear, (*hasn't he*)?

2. Mike has never seen a tiger, \_\_\_\_\_?

3. Mike has seen a donkey, \_\_\_\_\_?

4. Mike has never seen a camel, \_\_\_\_\_?

5. Kathy has seen a monkey, \_\_\_\_\_?

18.5 Fill in the blanks with *has, hasn't, have, haven't*.

1. Ken \_\_\_\_\_ seen a bear before, and so \_\_\_\_\_ Kathy.

2. Ken \_\_\_\_\_ seen a camel before, but Mike \_\_\_\_\_.

3. Mike \_\_\_\_\_ seen a monkey before, but Ken and Kathy \_\_\_\_\_.

4. Ken and Kathy \_\_\_\_\_ seen an elephant before, \_\_\_\_\_ they?

Example II    Have you ever been to **New York**, Paul?  
                  Don, has Jean ever been to **London**?

*be: am, is, are/was, were/have been*

18.6 Practice using the name of the person addressed.

A: Have you ever been to (*Paris*), (*Don*)?  
 B: Yes, I have. I went there two years ago.  
 A: Has (*Don*) ever been to (*Paris*), (*Jean*)?  
 C: Yes, he has. He went there two years ago.  
 A: Have you ever been to (*New York*), (*Don*)?  
 B: I haven't, but (*my sister*) has. I would like to go there sometime.  
 A: (*Don*), you've been to (*London*) before, haven't you?  
 B: Yes, I have. And I liked it a lot.

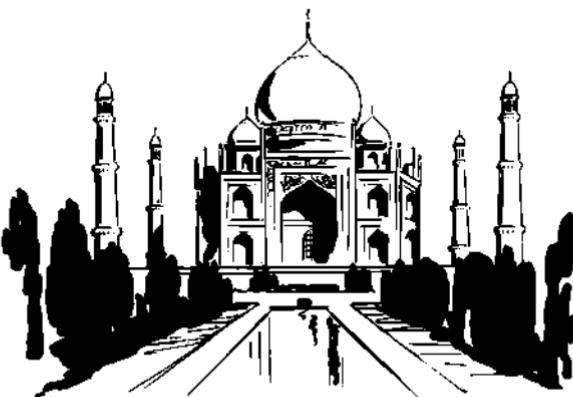


**Example III** Have you ever heard of a **mouse** chasing a **cat**?  
 I've never heard of a **mouse** chasing a **cat**,  
 but I've heard of a **cat** chasing a **mouse**.

*New words: chase, bite - bit - have bitten, hear - heard - have heard (of), feed - fed - have fed*

18.7 Practice *have ever* and *have never*. Use the chart and *mouse/chase/cat*, *man/bite/dog*, *donkey/ride/man*, *monkey/feed/boy*, *bear/hunt/man*.

A: Have you ever heard of a man biting a dog?  
 B: No. I've never heard of a man biting a dog,  
 but I've heard of a dog biting a man.



18.8 Read the following selection with your teacher:

### THE TAJ MAHAL

The Taj Mahal, in India, is one of the most beautiful buildings in the world. Over three hundred years ago the Shah Jehan built the Taj Mahal as a tomb for his wife.

Shah Jehan loved his wife very much. He wanted her tomb to be perfect. He did not care about time or money. He found the finest workmen in all Asia. Altogether, over 20,000 different men worked on the building. It took over seventeen years to finish it.

The building rests on a platform of red sandstone. Four slender white towers, or *minarets*, rise from the corners of the terrace. A large dome rises from the center of the building. Around this large dome there are four smaller domes.

The building is made of fine white marble with inlays of colored marble. It has eight sides and many open arches. There is an open corridor just inside the outer walls. From this corridor, the visitor looks through carved marble screens to a central room. The bodies of Shah Jehan and his wife lie in a tomb below this room.

A beautiful garden surrounds the Taj Mahal. The green trees make the marble look even whiter. In front of the main entrance to the building there is a long, narrow pool. If you look in this pool, you can see all the beauty of the Taj Mahal in the reflection from the water.

Some people think the Taj Mahal is most beautiful at sunset. Then the marble picks up the rosy color of the sunset. The building and its reflection in the pool gleam like pink jewels.

Others like it best at noon when the mid-day sun makes it a pure cold white.

Others think it is most beautiful by moonlight. On nights when the moon is full, hundreds of people visit the Taj Mahal to admire its soft silver radiance. Many wrap themselves in blankets and spend the night beside the pool. When morning comes and the Taj Mahal turns from silver to gold in the early sunrise, they go away, to return, perhaps, when the moon is full again.

**18.9 Answer these questions. Refer to "The Taj Mahal."**

1. Why did Shah Jehan build the Taj Mahal?
2. How many men worked on the building? How long did it take them to finish it?
3. Would you like to see the Taj Mahal at sunset or would you like to see it by moonlight?

**18.10 Describe the Taj Mahal. Fill in the blanks:**

1. The building rests on a \_\_\_\_\_ of red sandstone.
2. Four slender \_\_\_\_\_, or \_\_\_\_\_, rise from the \_\_\_\_\_ of the terrace.
3. A large \_\_\_\_\_ rises from the \_\_\_\_\_ of the building.
4. The entire structure is made of fine white \_\_\_\_\_.
5. It has eight \_\_\_\_\_ and many open \_\_\_\_\_.

6. A \_\_\_\_\_ surrounds the Taj Mahal.
7. The green trees make the \_\_\_\_\_ look even whiter.
8. In front of the main \_\_\_\_\_ to the building, there is a long, narrow \_\_\_\_\_.
9. If you look in this pool, you can see the \_\_\_\_\_ of the Taj Mahal in the \_\_\_\_\_ from the water.

### 18.11 WORD STUDY.

Give the past tense of these regular verbs: *love, wrap, contain, surround, care, carve*.

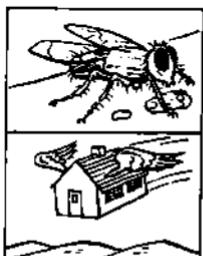
/t/  
worked

/d/  
closed

/ɪd/  
hunted

18.12 Read the following sentences with your teacher:

1. Have you ever seen a housefly?



2. Have you ever seen a house fly?



3. Have you ever seen a firefly?



4. Have you ever seen a fire fly?



5. Have you ever seen a horsefly?



6. Have you ever seen a horse fly?

## Lesson Nineteen: HOW LONG HAS IT BEEN?



Do you remember Linda Lee? You've met her before. Linda's father is a businessman. He used to go to San Francisco on business, but he doesn't any more. When he went, he used to take Mrs. Lee and Linda with him.

**Example I** Mr. Lee hasn't been to San Francisco for a long time.  
He hasn't been there since 1950. (nineteen fifty)

*New words: for, since*

**19.1** Practice *for a long time*. Use names of cities, *Mike's house*, etc.  
Use *swimming, hunting, boating*, etc.

1. (Mr. Lee) hasn't been to (San Francisco) for a long time.
2. (I) haven't been to (Mike's house) for a long time.
3. (Don) hasn't been (swimming) for a long time.

**19.2** Practice *since*. Make statements about places you have been to and things you have done.

1. I haven't been to (Cairo) since (1960).
2. (Mike) hasn't been (fishing) since (last Friday).

**19.3** Fill in the blanks with *for* or *since*.

1. I haven't seen him \_\_\_\_\_ two days; \_\_\_\_\_ Monday.
2. He hasn't been to San Francisco \_\_\_\_\_ a long time; \_\_\_\_\_ last year.
3. We haven't seen her \_\_\_\_\_ breakfast; \_\_\_\_\_ hours.
4. They haven't been here \_\_\_\_\_ spring; \_\_\_\_\_ two months.
5. We haven't been to Rome \_\_\_\_\_ years; \_\_\_\_\_ 1958.

19.4 Practice *for* and *since*. Make statements based on the chart on page 122.

1. (he) (*He hasn't been to San Francisco for a long time.*)
2. (1950) \_\_\_\_\_
3. (Linda's mother) \_\_\_\_\_
4. (Linda's mother and father) \_\_\_\_\_
5. (they) \_\_\_\_\_
6. (years) \_\_\_\_\_
7. (Linda's parents) \_\_\_\_\_

19.5 CONVERSATIONS. Practice *recently* and *lately* in questions and *for* and *since* in answers.

A: Have you seen (*Mike*) recently)?  
B: No, I haven't. I haven't seen him for (*three days*).  
A: Have you seen (*Sally*) lately?  
B: No, I haven't. I haven't seen her since (*last Tuesday*).  
A: Have you been (*swimming*) lately?  
B: No, I haven't. I haven't been swimming for a long time.  
Let's go swimming this afternoon.

*New words: recently, lately*

Example II How long has it been since Mr. Lee was in San Francisco?

It's been a long time.

He hasn't been to San Francisco for a long time.

It's been a long time since he was in San Francisco.

He was in San Francisco in 1950, but he hasn't been there since.

19.6 Practice statements with *since* and *it's been*.

1. Linda's father

(*It's been a long time since he was in San Francisco.*)

2. Linda's father and mother

3. Linda's mother

4. went to

5. visited

19.7 CONVERSATIONS. Practice questions with *how long* and *have*. Ask your classmates about places they have been and people they have seen.

A: How long has it been since you were in (*Chicago*)?

B: It's been a long time. I haven't been to (*Chicago*) since (1959).

A: How long has it been since you were in (*New York*)?

B: It's been (*years*). I haven't been to (*New York*) for *years*.

A: Haven't you ever been to (*San Francisco*)?

B: I was in (*San Francisco*) (*two years*) ago, but I haven't been there since.

A: How long has it been since you've seen (*Jean*)?

B: (*Several days*). It's been (*several days*) since I've seen her.

A: Have you been to a (*movie*) recently?

B: Not for (*months*). I haven't been to a movie for (*months*).

**Example III** Mr. Lee has worked in San Francisco, New York, and Chicago.

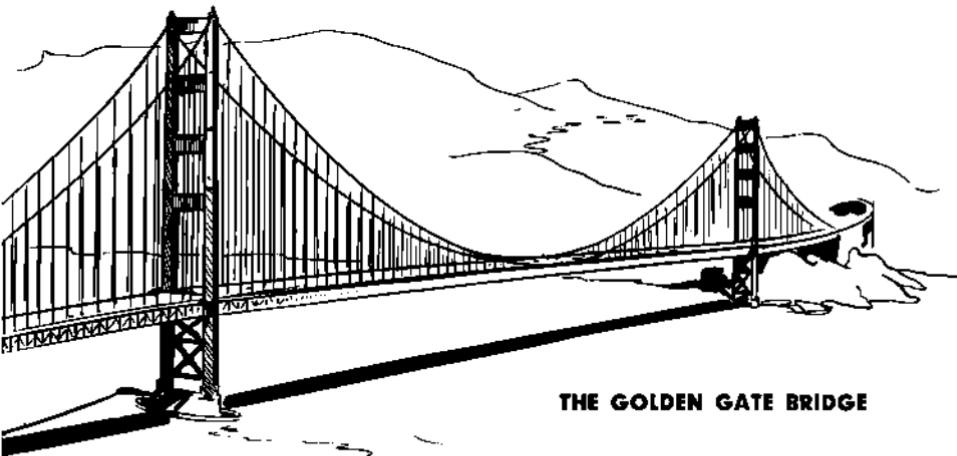
19.8 Practice statements with items in a series. Use the verb with *has* or *have*.

1. Mr. Lee/work/San Francisco, New York, Chicago
2. Linda Lee/live/New York, Chicago, Fairfield
3. Mike/study/ Spanish, French, German
4. Paul and George/study/ Russian, Spanish, French
5. Mr. Lee/visit/ Canada, Mexico, Brazil

19.9 Practice statements with items in a series. Use the verb with *has* or *have*. Tell about things you and others have done or places you and others have gone.

1. I've visited (*Rome*), (*Paris*), and (*Berlin*).
2. (*Bill*) has gone (*swimming*), (*fishing*), and (*boating*).

19.10 Read the following selection with your teacher:



THE GOLDEN GATE BRIDGE

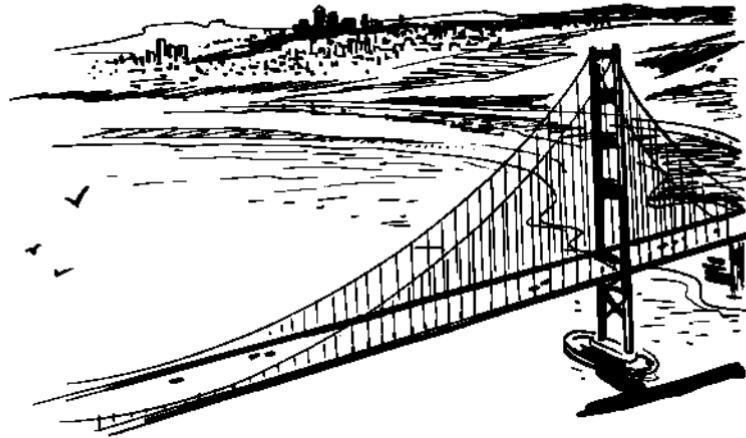
There are many kinds of bridges. A bridge may be a log across a stream or a rope across a river. But a bridge may also be much more complex. Some bridges are among the most amazing structures in the world. They're large enough and strong enough for long trains to cross over. Hundreds of cars can travel over them at the same time.

Have you ever heard of the Golden Gate Bridge in California? Have you ever seen a picture of it? Perhaps someone in your family has seen this bridge. It is one of the first sights people see if they are coming to the west coast of the United States by ship.

Suppose you are sailing into San Francisco. You are near the coast of California. The bridge is straight ahead of you. At first, it looks like a piece of steel lace across the bay from north to south. Then your ship sails closer, and the bridge appears larger and larger. At last your ship passes under the bridge. If you look behind you, you can see this huge structure from the bay. On your right you can see the city of San Francisco. On your left you can see the cities of Berkeley and Oakland.

The main section of the Golden Gate Bridge is a suspension span. In a suspension bridge the span does not rest on posts. It hangs from cables. Huge towers support two long steel cables. The cables are over three feet thick. Smaller cables hang vertically every few feet from the large cables and support the main span of the bridge.

The suspension span of this bridge is 4,200 feet long between the towers. It is the longest suspension span in the world. The floor of the bridge is over ninety feet wide, and six lanes of cars—three in each direction—can pass over it at the same time. There are also sidewalks. It is a very long walk across the bridge, but if you would like to walk, you can watch the ships below. You can see ships from all over the world sailing into and out of the bay. The bridge is 220 feet above the water, and even the biggest ships can easily sail under it.



19.11 Answer these questions. Refer to "The Golden Gate Bridge."

1. How many different kinds of bridges does the selection mention?
2. Where is the Golden Gate Bridge?
3. How long is it? How wide is the floor of the bridge?
4. How far is it above the water?
5. How many lanes of cars can pass over the bridge at the same time?

19.12 Describe the Golden Gate Bridge. Fill in the blanks:

1. The main span of the Golden Gate Bridge is a \_\_\_\_\_.
2. In a suspension bridge, the span does not rest on \_\_\_\_\_. It hangs from \_\_\_\_\_.
3. Huge \_\_\_\_\_ support two long steel \_\_\_\_\_.
4. Smaller \_\_\_\_\_ hang vertically every few feet from the larger \_\_\_\_\_ and support the main \_\_\_\_\_ of the bridge.
5. The \_\_\_\_\_ of the bridge is over ninety feet wide.

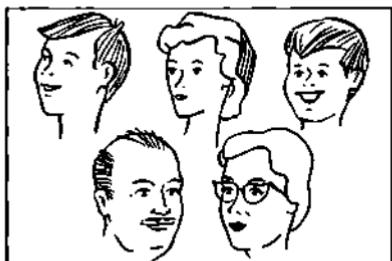
19.13 WORD STUDY.

1. *More . . . than, -er than.*

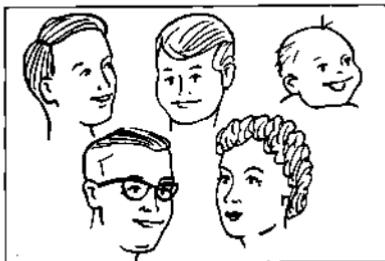
Compare the following nouns using the adjectives given:  
*two bridges - high. This bridge is higher than that one.*

- a. two bridges - complex
- b. two buildings - amazing
- c. travel now and travel in 1900 - easy
- d. two cities - near
- e. two ships - big
- f. two cars - fast
- g. two sights - beautiful
- h. two cables - strong

## Lesson Twenty: THINGS WE'VE BEEN DOING



DON            ANN            SAM  
MR. WALKER    MRS. WALKER



MIKE            JOE            BABY BROTHER  
MR. MOORE    MRS. MOORE

Here is the Walker family. They haven't always lived in Fairfield. They moved to Fairfield two years ago.

Here is the Moore family. They've always lived in Fairfield.

Example I   The Walkers have been living in **Fairfield** for **two years**.  
The Moores have been living there all their lives.

New word: *life* (*lives*)

20.1 Practice *have/has been living*.

1. Don Walker  
(*Don Walker has been living in Fairfield for two years.*)
2. Mike Moore
3. Mr. and Mrs. Walker
4. Mr. and Mrs. Moore
5. The Moore family
6. Ann Walker
7. Mr. Moore
8. The Walker family

## 20.2 Conversation. Practice questions with *how long*. Use the chart.

A: How long has (Mike Moore) been living in Fairfield?  
B: He's been living there (all his life).

### Example II

**Sam hasn't been working hard.**

He **has** been working hard.

**Mr. Moore** lives in New York.

**He doesn't live in New York.**

**Sam didn't move to **Fairfield**.**

**He did** move to Fairfield.

20.3 Assume the following statements are wrong. Contradict them.

1. Don worked hard.	( <u>Don didn't work hard.</u> )
2. Ann has always lived in Fairfield.	_____
3. Ken and Kathy live in Fairfield.	_____
4. Don can speak Spanish.	_____
5. Mike didn't go to the zoo.	_____
6. Ann has been working hard.	_____
7. Joe didn't learn to read in school.	_____

20.4 Conversations. Practice *have been living*. Use *town, village, or city*. Use time expressions like *for (four) years, all my life*.

A: Do you live in this (town)?

B: Yes, I do.

A: How long have you been living here?

B: I've been living here (*all my life*).

A: Where do you live?

B: I live in (*Fairfield*).

A: Have you always lived in (*Fairfield*)?

B: Yes, I have. I've been living there (*all my life*).

20.5 Practice *has/have been* + verb-ing. Fill in the blanks.

1. (*wait, stand*) Jean is waiting for Ruth. Ruth was supposed to meet Jean at 10:00. It's now 10:20. Jean (has been waiting) for twenty minutes. Jean (\_\_\_\_\_) there for twenty minutes.
2. (*work*) Mr. Walker is an editor. He went to work for the Fairfield newspaper two years ago. Mr. Walker (\_\_\_\_\_) for the newspaper for two years.
3. (*study*) Mike began to study Spanish two years ago. He is still studying it. Mike (\_\_\_\_\_) Spanish for two years now.
4. (*play*) Mike and Don are playing tennis. They began to play at 2:00. It's 3:00, and they're still playing. Mike and Don (\_\_\_\_\_) tennis for an hour.
5. (*write*) Ann began to write letters at 8:00. It's noon, and she's still writing letters. Ann (\_\_\_\_\_) letters all morning.
6. (*read*) Don began to read this book at noon. It's now dinner time, and he's still reading it. Don (\_\_\_\_\_) this book all afternoon.
7. (*sing*) Sam likes to sing. He began to sing early this morning, and he hasn't stopped all day. Sam (\_\_\_\_\_) all day.

20.6 Conversations. Practice *have been* + verb-ing.

A: How long have you studied (*English*)?  
B: I've been studying (*English*) for (*two*) years.  
A: Have you been playing much (*tennis*) lately?  
B: Not much. I've been playing a little.

20.7 Memorize this conversation. Make the necessary changes.

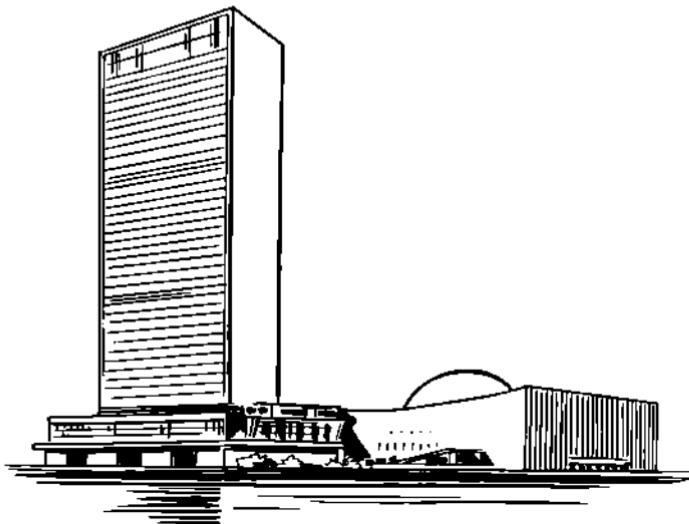
A: Good (*morning*). How are you?  
B: I'm fine, thanks. And how are you?  
A: I'm fine, too. What have you been doing lately?  
I haven't seen you for a long time.  
B: I've been (*working on a farm*).

20.8 Learn to sing the following song:

**I've Been Working on the Railroad**

The musical notation consists of four staves of music in common time with a key signature of one sharp. The lyrics are as follows:

I've been working on the rail-road all the live long day, ...  
I've been working on the railroad to pass the time a-way. ...  
Can't you hear the whistle blowing? Rise up so early in the morn. ...  
Can't you hear the Captain call-ing, "Dinah, blow your horn."



## 20.9 Read this selection with your teacher:

### THE UNITED NATIONS BUILDINGS

Modern builders have many machines to help them. Trains and trucks can bring materials from near or far. Power machinery helps in another way. This machinery can move heavy materials into place. It can lift them even to the top of a tall skyscraper. Modern builders also have modern building materials like lightweight metals, glass, and plastics.

What are modern buildings like? Let's take a look at the three United Nations buildings in New York City. These are well-known examples of modern architecture. They were designed by a group of architects from all over the world.

The *Secretariat* is a skyscraper of aluminum and blue-green glass thirty-nine stories high. It stands out against the New York skyline. Its great blue-green face seems to be nothing but glass. The *Secretariat* is an office building, and more than 4,000 people from many different parts of the world work there.

The long, low *General Assembly Building* is close by. It is made of marble and limestone and has a round dome on top. If you walk into the General Assembly Building, the first thing you will see is the large lobby. The walls of the lobby are about seventy-five feet high, and they are decorated with colorful paintings. If you walk up the long ramp, you will come to a large auditorium. Here the General Assembly meets. There is room for eight hundred delegates at the desks, and there are galleries for the visitors. Many visitors come to listen to the General Assembly debates.

The *Conference Building* connects the other two buildings. It is made of limestone and glass. The Conference Building has three large meeting rooms, one for the Security Council, one for the Economic and Social Council, and one for the Trusteeship Council. In all three rooms, there are seats for the visitors.

Over 800,000 visitors come each year from all over the world to see these buildings and hear the debates. Over one hundred countries belong to the United Nations, and the United Nations buildings belong to all the people of these countries.

20.10 Answer these questions. Refer to "The United Nations Buildings."

1. What are the names of the three United Nations Buildings?
2. What is each building used for?
3. What does each building look like?

20.11 Describe the United Nations Buildings. Fill in the blanks.

1. The United Nations Buildings are well-known examples of modern \_\_\_\_\_.
2. They were designed by a group of \_\_\_\_\_ from all over the world.
3. The Secretariat is a \_\_\_\_\_ of aluminum and blue-green glass.
4. The Secretariat is an \_\_\_\_\_ building.
5. If you walk into the General Assembly Building, the first thing you see is a large \_\_\_\_\_.
6. If you walk up the long \_\_\_\_\_, you will come to a large \_\_\_\_\_.
7. The Conference Building has three large \_\_\_\_\_.

## 20.12 WORD STUDY.

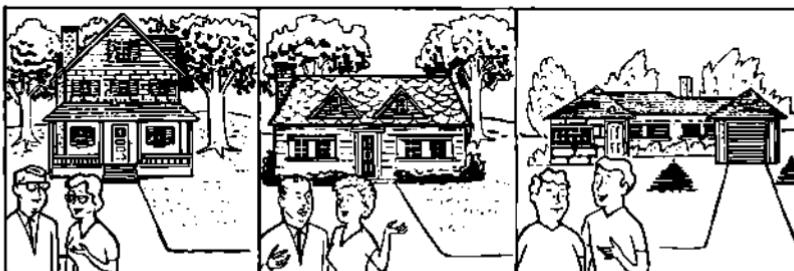
1. *Brick, metal, plastic, and aluminum (aluminium in British English)* are building materials. Describe buildings or objects made of these materials.  
My father has a store made of *brick*.  
I have a raincoat made of *plastic*.
2. *Sit/sit/, seat/siyt/*. *Sit* is a verb; *seat* is a noun. *Describe* the seating arrangement in your classroom.  
The teacher *sits* in the front of the room.  
I *sit* in the second *seat* in the first row.
3. *Story (storey in British English) = floor of a building*. In American English, *the first story = the ground floor*. In British English, *the first storey = the first floor above the ground*. Describe buildings in your community.  
Mr. (Moore) lives in a three-story building.  
On the first floor there is a store.  
On the second and third floors there are apartments.
4. *Skyscraper (sky + scrape + er)*. A *skyscraper* is a tall building. New York has more skyscrapers than any other city in the world. Try to find out about other skyscrapers—for example, the Empire State Building. Describe the skyscrapers to the class:  
What are they made of?  
How many stories do they have?

20.13 TALKING TO THE CLASS. Tell the class about a well-known building you have seen or have read about. Use the following as a guide:

What is the name of the building?  
What is the building used for?  
What does the building look like?

## UNIT V: MAKING OUR WORLD BETTER

### Lesson Twenty-one: WHAT'S IT MADE OF?



**Mrs. Walker is standing by Mike's house. She's talking to his father.**

**Mike's house; green shutters, brick, painted white, was green, built 30 years ago**

**Mrs. Moore is standing by Don's house. She's talking to his father.**

**Don's house; wood, painted green, black door, was yellow, built 20 years ago**

**Paul's brother is standing by Paul's house. He's talking to Paul.**

**Paul's house; building blocks, painted yellow, was white, wide windows, built 5 years ago**

**Example I**

**Mike's house is made of bricks.  
It's painted white.**

**make - made - made**

**paint - painted - painted**

**New words: brick, concrete block, wood**

**21.1 Practice *is painted* and *is made of* in statements. *Mike's house/paint*, *Don's house/paint*, *Paul's house/paint*, *Mike's house/made of*, *Don's house/made of*, *Paul's house/made of*.**

**Mike's house/painted  
Don's house/made of**

**Mike's house is painted white.  
Don's house is made of wood.**

**21.2 Practice *is painted* and *is made of* in questions and answers.**

- A: What's (*Paul's house*) made of?**
- B: It's made of (*concrete blocks*).**
- A: What color is it painted?**
- B: It's painted (*yellow*).**

Example II **Mike's house was built thirty years ago.**  
**It was painted green, but now it's painted white.**

*build - built - built*

21.3 Practice *was built*. Use the chart.

*(Mike's house) is (thirty years) old.*  
*It was built (thirty years) ago.*

21.4 Practice *was painted*. Use the chart.

A: What color is *(Mike's house)*?  
B: It was painted *(green)*, but now it's painted *(white)*.

21.5 Practice *was built* and *was painted*. Use the chart.

A: Is that *(Paul's house)* over there?  
B: Yes, it is.  
A: How old is it?  
B: It was built *(five years)* ago.  
A: It used to be *(white)*, didn't it?  
B: Yes, it did.  
It was painted white, but it's painted *(yellow)* now.

21.6 CONVERSATION. Practice *made of*, *built*, and *painted*.

A: What is your house **made of**?  
B: It's made of *(wood)*.  
A: When was it **built**?  
B: It was built *(ten)* years ago.  
A: What color is it **painted**?  
B: It's painted *(white)*. (or) It isn't painted.

Example III The house with the green shutters is **Mike's house**.

New word: *shutters*

21.7 Practice prepositional phrases after nouns. Use *Mike's house /green shutters*, *Don's house/black door*, *Paul's house/wide windows*.

A: Which house is **Mike's**?  
B: The house with the green shutters is **Mike's house**.

**Example IV** The house made of **bricks** is **Mike's house**.

The woman standing by **Mike's house** is **Mrs. Walker**.

**21.8** Practice participial phrases after nouns. Use *standing* and *Mike's house/Mrs. Walker, Don's house/Mrs. Moore, Paul's house/Hal*.

A: Who's that boy standing by Paul's house?

B: The boy standing by Paul's house is Paul's brother, Hal.

**21.9** Practice participial phrases after nouns. Use *talking* and *Mr. Moore, Mr. Walker, and Paul*.

A: Who's that woman talking to Mr. Moore?

B: The woman talking to Mr. Moore is Mrs. Walker.

**21.10** Fill in the blanks. Use participial phrases with *standing* or prepositional phrases with *with*.

1. The woman \_\_\_\_\_ is Mrs. Walker.
2. The house \_\_\_\_\_ is Mike's house.
3. The woman \_\_\_\_\_ is Mrs. Moore.
4. The house \_\_\_\_\_ is Don's house.
5. The boy \_\_\_\_\_ is Paul's brother.
6. The house \_\_\_\_\_ is Paul's house.

**21.11** Memorize this saying:



A penny saved is a penny earned.

**Example V** The man who's standing by **Mike's house** is **Mr. Moore**.

The house that has the green shutters is **Mike's house**.

**21.12** Practice clauses with *who* and *that*. Use the chart on page 135.

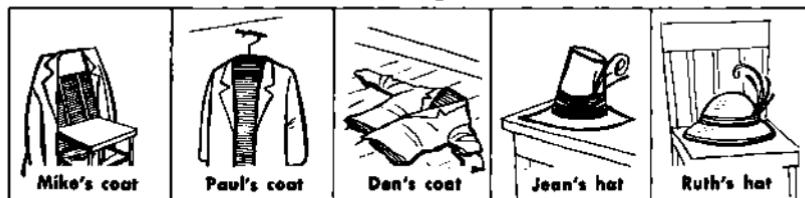
A: That (woman) is (Mrs. Walker). (She's) (standing by Mike's house).

B: The woman who's standing by Mike's house is Mrs. Walker.

A: That's (*Mike's house*). It's made of (*brick*).  
 B: The house that's made of brick is Mike's house.  
 A: That's (*Don's house*). It has (*a black door*).  
 B: The house that has the black door is Don's house.

**21.13 CONVERSATION.** Practice participial phrases and clauses with *who*.

A: Who's the student sitting next to you?  
 B: The student who's sitting next to me is (*Paul Grant*).  
 A: Who's the student writing on the blackboard?  
 B: The student who's writing on the blackboard is (*Jane*).



*New words: hang - hung - hung, lie - lay - lain*

**21.14** Practice prepositional phrases, participial phrases, and clauses with *that*. Use the chart.

The coat on the chair is Mike's.  
 The coat lying on the chair is Mike's.  
 The coat that's lying on the chair is Mike's.

**21.15** Definitions: "A singer is someone who sings." Repeat the definition with these verbs: *build, dance, swim, drive, dive*.

**21.16** Read the following selection with your teacher:

**BETTER ROADS**

Long ago roads were only trails for people or animals to walk on. But modern roads must be made for trucks, cars, and buses. These roads should be as smooth and straight as possible. And they should be wide enough for several lanes of traffic.

The most modern road is often called a superhighway. This is the best road engineers know how to build. It is so expensive that it is built only where there is heavy traffic. Usually the superhighway connects large cities.

If you live where engineers are building a superhighway, you will see the giant machines that help them. These machines are very powerful. They can pull up large trees. They can cut off the tops of hills. They can move huge piles of dirt and stone into low places. Other machines can smooth out the dirt and stone. Some machines make tunnels through hills and mountains. Sometimes dynamite is used to loosen huge rocks that machines can't move.



When the superhighway is finished, it may look like this picture of an *Autobahn* in Germany. Germany has a system of superhighways called Autobahns. You see that the Autobahn in the picture has two traffic strips, and each strip has three or four lanes for cars and trucks. A strip of grass separates the vehicles that are going in opposite directions. Vehicles that cross an Autobahn have to go over bridges so that they do not interfere with the traffic.

Drivers on an Autobahn must obey certain traffic rules. They must keep to the right lane except when passing another car. They can't turn around or cross the center strip to go in the opposite direction. They can't park their car or truck for repairs except on a strip of ground at the side of the highway. People can travel rapidly and safely on the Autobahn.

Not all countries have superhighways. But every country has some system of main highways. It also has other highways called *local roads*. Local roads are for people in small towns and on farms who need to take their crops to market and to go from town to town.

If you use a local road, you know it is not as expensive to build as a superhighway. It is made from materials nearby—dirt, gravel, or crushed rock. It may have only two lanes. It often follows old trails and winds around hills and through forests. It runs close to farms, and through villages and small towns. A local road is useful, but it can't handle much traffic.

As traffic increases, every country will need to build more superhighways and better local roads.

21.17 Answer these questions. Refer to "Better Roads."

1. What are trails? What's the difference between a trail and a road?
2. What must modern roads be made for?
3. What do superhighways usually connect?
4. How do machines help in road building? What can they do?
5. What is dynamite used for?

21.18 Describe the Autobahn:

What is it? How many traffic strips does it have? How many lanes does each strip have? How are the strips of road divided? How do vehicles cross an Autobahn? What are the traffic rules that drivers on an Autobahn must obey?

21.19 Describe local roads:

Who uses them? What materials are they made from? How many lanes do they have? Are they straight? Can they handle much traffic?

21.20 TALKING TO THE CLASS.

1. Describe the road (or a road) that goes through your city, town or village.
2. Is your country planning to build new roads? Can you find out anything about the new roads that are planned? Can you describe one?

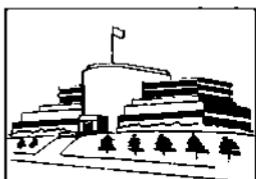
21.21 WORD STUDY.

Make a list of the past participles in "Better Roads." Then give all the parts of the verbs from which the past participles come.

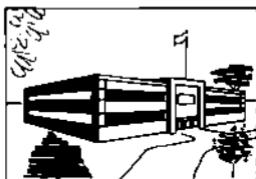
Example: Past participle *made*. "Modern roads must be made for trucks."

<i>Base</i>	<i>S-form</i>	<i>Past</i>	<i>Past participle</i>	<i>Present participle</i>
make	makes	made	made	making

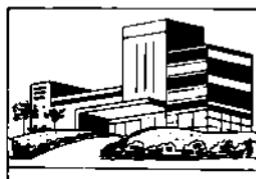
## Lesson Twenty-two: WHAT WAS BEING DONE



hospital



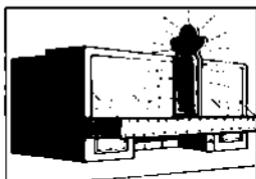
school



hotel



bank



theater



community center

When the Walker family moved to Fairfield two years ago, there was a lot of building going on in the town.

**Example I**      They were building a new hospital.  
                          A new hospital was being built.

*New words: hospital, hotel, bank, theater, library*

**22.1** Practice statements with *was being built*. Use the chart.

They were building a new (*hospital*).  
A new (*hospital*) was being built.

**22.2** Practice *when* clauses in the past and statements with *was being built*. Use the chart and *Don, Mr. Walker, etc.*

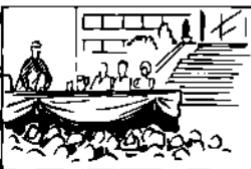
When (*Don*) first moved to Fairfield, a new (*hospital*) was being built.

**22.3** Practice *was built* in contrast with *was being built*.

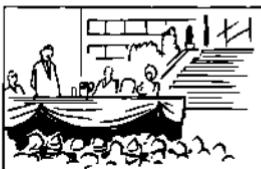
A: When was that (*hospital*) built? Do you remember?  
B: Yes, I do. It was built two years ago.  
It was being built when the Walkers moved here.



the mayor



Mike's father



Paul's father

When the new hospital was finished, all the people in town got together to celebrate. Many people spoke.

**Example II**   The first man to speak was the **mayor**.  
The first man who spoke was the **mayor**.

*New word: mayor*

**22.4** Practice statements with *to speak* and clauses with *who spoke*. Use *to speak/mayor*, *who spoke/Mike's father*, *who spoke/Paul's father*, *who spoke/mayor*, *to speak/Paul's father*.

*to speak/mayor*      The first man to speak was the mayor.  
*who spoke/Mike's father*      The next man who spoke was Mike's father.

**22.5** Practice *to speak* and *who spoke* in answers. Use *first*, *next*, and *last*.

A: Who spoke (*first*)?  
B: The first man to speak was the mayor. (or)  
The first man who spoke was the mayor.

**22.6** **CONVERSATION.** Practice *to finish* and *who finished*. Use *first*, *next*, *last*.

A: Did you have a test (*yesterday*)?  
B: Yes, we did.  
A: Who finished (*first*)?  
B: (*Don*) was the (*first*) one to finish. (or)  
The (*first*) one who finished was (*Don*).

*New word: test*

**Example III**   The man who's speaking is the **mayor**.  
The man you're looking at is the **mayor**.

The man you're pointing to is the **mayor**.  
The man you **see** is the **mayor**.

*New words: listen (to), point (to)*

22.7 Practice relative clauses. Use *look at/mayor, see/Mike's father, point to/Don's father, listen to/Paul's father*.

look at/mayor	The man you're looking at is the mayor.
point to/Don's father	The man you're pointing to is Don's father.
listen to/Paul's father	The man you're listening to is Paul's father.

22.8 CONVERSATIONS. Practice relative clauses.

A: What's that book you're reading?  
B: That's my (*English*) book.  
A: Who was that man you were talking to last night?  
B: That was (*my father*).  
A: Where was that (*book*) you were looking for?  
B: It was over there on the (*chair*).

Example IV If we need a new **hospital**, we must **build** one.  
If a new hospital is **needed**, one must be **built**.

22.9 Practice statements with *must build* and *must be built*. Use *hospital, school, hotel, bank, theater, library*.

A: If we need a new (*school*), we must build one.  
B: If a new school is needed, one must be built.

22.10 Practice statements with *be* + past participle.

1. I have to do my homework by tonight.  
do - done . (*It must be done by tonight.*)
2. I have to find the key.  
find - found \_\_\_\_\_
3. I have to send this letter tomorrow.  
send - sent \_\_\_\_\_
4. I have to pay the doctor tomorrow.  
pay - paid \_\_\_\_\_
5. I have to sell this watch.  
sell - sold \_\_\_\_\_

**Example V**    **The North Pole** was discovered by **Peary**.  
**Hamlet** was written by **Shakespeare**.

*Inventions:*

the telephone (Bell); television (Baird); the bathyscaph (the Pic-cards).

*Discoveries:*

North Pole (Peary); South Pole (Amundsen); America (Columbus).

*Books and Plays:*

*Hamlet* (Shakespeare); *The Old Man and the Sea* (Hemingway); *Man and Superman* (Shaw).

*New words: television, invent, discover*

22.11 Practice passive sentences with *by* + active subject. Use *was invented, was discovered, was written*.

22.12 Read the following selection with your teacher:



#### BETTER HEALTH

The children were working hard at their desks when a big truck stopped outside the village school. Two smiling young women and one man got out of the truck. The children knew one of the women. She lived in the village, and sometimes came to school to examine them for signs of illness. The man carried something in his hand called a spray gun. The children knew what it was and knew what to do. Quickly they ran outside, lined up and knelt on the ground

before the man. Some thought it was great fun and laughed and shouted. Some were afraid and cried. But everyone got well dusted with spray powder before the truck moved on. In other villages there were other trucks stopping at one house after another. The walls in every house were sprayed.

All this is a very small part of a world health program that is being carried on by about 100 countries. These countries call themselves "WHO." These letters stand for World Health Organization. WHO works for better health not only in WHO countries but also in more than twenty small countries that can't afford to join the organization.

When WHO began its work in 1948, about 3,000,000 people died every year from malaria. Now the disease is completely controlled in nine countries, and partly controlled in fifty-one others. Less than half as many people get malaria, and less than half as many die from it. But WHO continues its spraying program with new and improved sprays. In ten more years, the world may be free from the danger of malaria.

WHO is fighting a battle against other diseases, too. The list is so long it would be hard to name them all. As soon as one of these diseases breaks out anywhere in the world, the rest of the world hears the news from WHO radio broadcasts. This information helps to protect everyone.

WHO not only helps cure diseases. It helps prevent them. It is helping countries set up good health programs that will give people clean water to drink and plenty of milk for their children. It is teaching them the things needed for good health—the right food, fresh air, the right clothing, clean houses, plenty of sleep, the right balance of work and play, and the right living habits.

WHO and other organizations are working hard to win the battle for good health. But they need the help of everyone to make our world a healthier place to live in.

### 22.13 Answer these questions. Refer to "Better Health."

1. What was in the spray gun?
2. What did the children do when they were sprayed with the powder?

3. What do the letters WHO stand for?
4. How many countries belong to WHO?
5. How has WHO helped to control malaria?
6. How does WHO help prevent diseases?
7. What are some of the things needed for good health?

22.14 Fill in the verb constructions.

1. The walls in every house \_\_\_\_\_.
2. A world health program \_\_\_\_\_ on by 100 countries.
3. The children \_\_\_\_\_ hard when a big truck stopped outside.
4. Everyone \_\_\_\_\_ well \_\_\_\_\_ with spray powder.
5. Now malaria \_\_\_\_\_ completely \_\_\_\_\_ in nine countries.

22.15 WORD STUDY

Words used as different parts of speech:

1. *Health, wealth, and length* are nouns. What are the adjectives that come from these nouns?
2. *Danger, courage, adventure* are nouns. What are the adjectives that come from these nouns?
3. *Spray, smell, stop, cry, name* are both nouns and verbs. Give sentences using these words as nouns. Give sentences using these words as verbs.
4. *Protect, inform, organize, examine* are verbs. What are the nouns that come from these verbs?

Words with problems of singular and plural:

1. *News* is always plural in form, but it takes a singular verb: *The news is good.*
2. *Information* is an uncountable noun. It has no plural. We say *Give me some information*, never *Give me some informations.*

*Get:* Get can be followed by a past participle.

*get dusted - got dusted - have got dusted*

## Lesson Twenty-three: PEOPLE WE KNOW



mayor and daughter



doctor and son



lawyer and daughter



editor and son



librarian and daughter



nurse and son

**Example 1** There's the girl I was telling you about.

Her father's the mayor. She's the mayor's daughter.

There's the girl whose father is the mayor.

*New words: librarian, nurse; whose*

23.1 Practice relative clauses in statements. Use the chart. Make three statements about each picture.

The girl's father is the mayor.

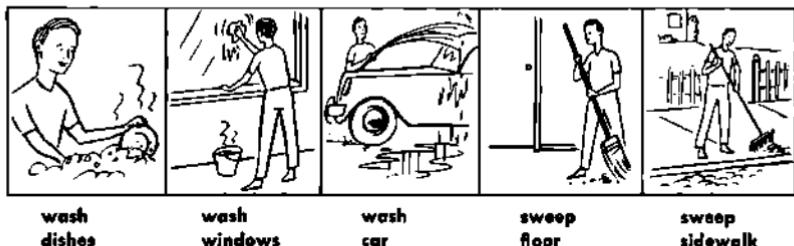
There's the girl I was telling you about.

There's the girl whose father is the mayor.

23.2 Practice relative clauses in questions and answers. Use the chart.

A. Is that the girl whose mother is the librarian?

B: Yes, it is. That's the girl I was telling you about.



**Mike is a Boy Scout. Boy Scouts try to do a good deed every day. Mike wants to do a good deed. So he decides to help his mother and father around the house.**

**Example II**      All the **work** has already been **done**.  
 The **dishes** have already been **washed**.

*do - did - done, wash - washed - washed, sweep - swept - swept*

**New words:** *sidewalk, sweep*

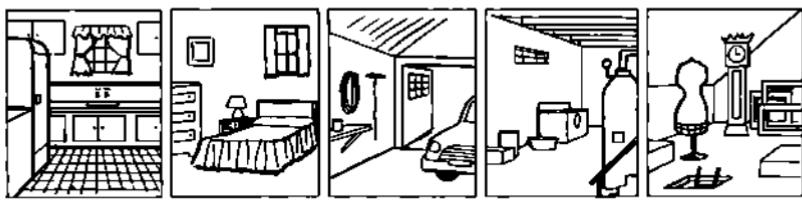
**23.3 Practice** *have been + past participle* in statements. Use the chart.

work/do      All the work has already been done.  
 dishes/wash      The dishes have already been washed.

**23.4 Practice** *have been + past participle* in answers.

**A:** Can I wash the dishes?

**B:** Thank you. But the dishes have already been washed.



kitchen

bedroom

garage

basement

attic

*New words: kitchen, bedroom, garage, basement, attic; clean*

23.5 Contrast active constructions with *have + past participle* and passive constructions with *have been + past participle*.

clean/kitchen      Someone has already cleaned the kitchen.

The kitchen has already been cleaned.

clean/bedrooms      Someone has already cleaned the bedroom.

The bedrooms have already been cleaned.

23.6 Contrast active constructions with *have + past participle* and passive constructions with *have been + past participle*. Use *bedrooms/cleaned, dishes/washed, windows/washed, floor/swept, sidewalk/swept, kitchen/cleaned*.

“The kitchen has already been cleaned. I’ve just cleaned it,” Mike’s mother said.

“The bedrooms have already been cleaned. I’ve just cleaned them,” Mike’s mother said.

Use *garage/cleaned, basement/cleaned, attic/cleaned, car/washed*.

“The car has already been washed. I’ve just washed it,” Mike’s father said.

“The garage has already been cleaned. I’ve just cleaned it,” Mike’s father said.

23.7 Practice *have been + past participle* in *because* clauses. Use the items in 23.6.

Mike can’t wash the dishes because they’ve already been washed.

Mike can’t clean the basement because it’s already been cleaned.

Poor Mike! He can’t find any work to do. He tried to do a good deed, but he couldn’t find any work to do. So now he says, “I tried to do a good deed, but I can’t. All the work has already been done. Oh well, all work and no play makes Mike a dull boy. I guess I’ll have to go fishing.”

23.8 Practice *have been invited*. Use the names of students in your class and *party, picnic, movie, play*.

A: Let's invite (*Ed*) to the (*party*).

B: He's already been invited.

*invite - invited - invited*

23.9 Practice *have been sold*. Use *watch, coat, suit, table*.

A: I'd like to buy this (*watch*).

B: I'm sorry. It's already been sold.

23.10 Read the following selection with your teacher:

#### THE RED CROSS

The Red Cross gives help whenever and wherever it is needed.

One May morning in 1960 the country of Chile in South America had four big earthquakes and 100 small ones. These were followed by volcanic eruptions and a huge tidal wave. The damage was terrible. Over 2,000 people were killed, 5,000 were injured, and more than 50,000 homes were destroyed. Many people were wet and cold and hungry and without homes. Then help came.



The next day Red Cross workers arrived by planes and trains, bringing clothing, food, pure water, medicine, doctors, nurses, and money. Through the Red Cross, thirty-three countries sent help. By the first of June, hospitals were set up, with 800 doctors and nurses. Millions of dollars were being spent. And all kinds of people were working together to help a suffering country.

In June, 1956, a hurricane struck the coast of Louisiana in the United States. It brought great waves of water twenty feet high that

crushed everything in their path—houses, animals, people. About 40,000 people were saved, but they had nothing left—no clothing, no food, no homes, and sometimes no families. As always, Red Cross workers came with help. They brought food and clothing, and set up shelters on high ground away from the coast.

Soon everyone was coming to the shelters to ask: "Have you seen my mother? Have you seen my baby? Have you seen my wife?" They knew that the Red Cross would help to bring their families together again. Later they came to ask for help to build their homes or to start businesses again. They knew that the Red Cross would give them money to get on their feet.

In 1956, Austria, in Europe, needed help. Thousands of refugees from Hungary came into Austria. They had to have food, clothing, a place to live, and the care of doctors and nurses. Austria could not do so much for so many people. The Red Cross from eleven countries sent help. In a few months more than half the refugees were in camps and were being cared for by the Red Cross from Austria, the United Kingdom, Canada, Denmark, Finland, France, Germany, the Netherlands, Norway, Sweden, and the United States.

These are just a few examples of the help the Red Cross gives in time of disaster. After an earthquake, a flood, a forest fire, or any other disaster, the Red Cross is there with help. But it gives other help, too, in everyday living. It collects blood for hospitals to use when sick people need it. It teaches people how to live better and have better health. And in time of war it sets up hospitals and gives the care of doctors and nurses.

More than eighty countries have Red Cross organizations, but some are called by different names. In most of them the Red Cross flag is a white cross on a red field. These eighty countries have over 100,000,000 Red Cross members. All of them work together to give help whenever and wherever help is needed.

### 23.11 Answer these questions. Refer to "The Red Cross."

1. What caused such terrible damage in Chile in May, 1960?
2. Describe the damage: How many people were killed? How many people were injured? How many homes were destroyed?
3. Describe the help the Red Cross gave. What did the planes bring?
4. What caused terrible damage in Louisiana in June, 1956?

5. Describe the damage: What did the great waves crush? What did the people lose?
6. Describe the help the Red Cross gave in Louisiana.
7. How did the Red Cross help in Austria in 1956? Why was this help needed?
8. What kind of help does the Red Cross give in everyday living?
9. What does the Red Cross do in time of war?
10. How many countries have Red Cross organizations? Are these organizations all called *the Red Cross*?

23.12 **TALKING TO THE CLASS.** Do you have a Red Cross organization in your country? If you do, try to describe some of its activities in a paragraph. Begin your paragraph with this sentence: "The Red Cross gives many kinds of help." Use the sentence structures you find in the reading. Read your paragraph out loud to the class.

23.13 **WORD STUDY.**

The words below can be used as several other parts of speech if the right endings are added. Supply the missing parts of speech. Not all of them have to add endings.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
1. _____	erupt	-----	-----
2. _____	-----	safe	-----
3. _____	collect	-----	-----
4. _____	teach	-----	-----
5. volcano	-----	-----	-----
6. flood	_____	-----	-----
7. hospital	_____	-----	-----
8. _____	inquire	-----	-----
9. need	_____	-----	-----
10. _____	help	-----	-----
11. wave	_____	-----	-----
12. _____	damage	-----	-----
13. -----	-----	terrible	-----
14. hunger	-----	-----	-----

Write sentences using any five of the items above. Give one sentence for each different use listed.

23.14 Observe the three groups of verbs below. Notice that in the first group the only change for past and past participle is the addition of *-ed*. Notice that in the second group the past and past participle are the same, but they sometimes have a different vowel from that of the base form and sometimes have a different consonant. What differences and similarities do you notice in the third group?

erupt-erupted-erupted

chase-chased-chased

need-needed-needed

damage-damaged-damaged

hear-heard -heard

lead-led-led

have-had-had

make-made-made

bite-bit-bitten

ride-rode-ridden

eat-ate-eaten

speak-spoke-spoken

## Lesson Twenty-four: HELPING AT HOME

Mike still wants to do a good deed.  
He still wants to help around the house.  
But today is different from yesterday.  
The work hasn't been done yet. There are  
lots of things to do. Mike asks his mother,  
"May I help you today?" She answers,  
"You certainly can!"



### Example I

Please tell me what to do.

There are lots of things to do.

24.1 Practice statements with *what + to + verb*. Use *do*, *wash*, *sweep*, *clean* with *I don't know* and *Please tell me*.

I don't know what to do.

Please tell me what to do.

I don't know what to wash.

Please tell me what to wash.

24.2 CONVERSATION. Practice *what + to + do*. Pretend you and a classmate are Mike and Mrs. Moore. Use *do, wash, sweep, clean with dishes, windows, floor, sidewalk, kitchen, basement, attic, garage*.

Mike: What can I do?

Mrs. Moore: You can (*clean the garage*).

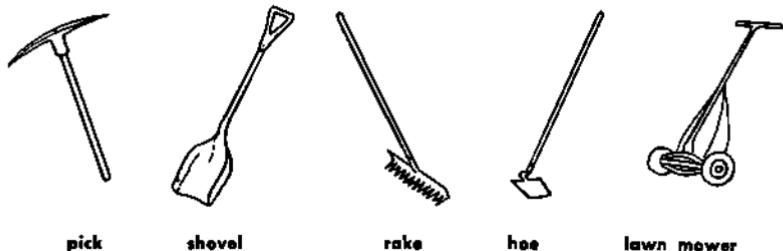
Mike: What should I do after that?

Mrs. Moore: Didn't your father tell you what to do?

24.3 CONVERSATION. Practice *what + to + do*. Use *swimming, hunting, fishing, boating, riding*.

A: I've finished my work, and I don't know what to do next.

B: Why don't you stop for today? Why don't you go (*swimming*)?



When Mike has helped his mother, he asks his father, "May I help you today?" His father answers, "Yes, you can. You can clean the yard."

Example II Don't forget to put the tools in the garage.  
Do you remember where to put the rake?  
Yes, I do. I remember where to put it.

*forget - forgot - forgotten*

New words: *tools, pick, shovel, rake, hoe, lawn mower*

24.4 Practice questions with *Do you remember*, *Have you forgotten*, and *where to put*. Use the chart.

A: Do you remember where to put the (*rake*)?

B: Yes, I do. Yes, I remember where to put it.

A: Have you forgotten where to put the (*shovel*)?

B: No, I haven't. I haven't forgotten where to put it.

24.5 CONVERSATION. Practice *where to put*. Pretend you and a classmate are Mike and Mr. Moore.

Mr. Moore: Don't forget to put the lawn mower in the garage.

Mike: I won't. I know where to put it.

Mr. Moore: Don't forget to put the hoe in the garage.  
Put all the tools in the garage.

Mike: I know where to put them.

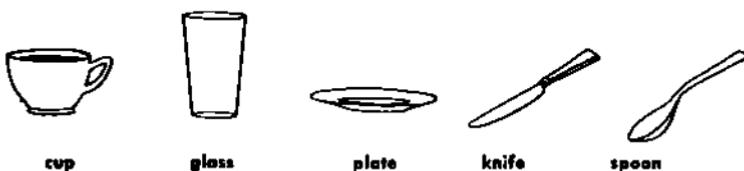
24.6 CONVERSATION. Practice *where to put* and *put away*. Use *bicycle*, *coat*, *notebook*, *book*, *sweater*.

A: Do you know where to put your (*bicycle*)?

B: Yes, I do. I'm going to put it away now.

A: Don't forget to put your (*books*) away.

B: I won't. I'm going to put them away now.



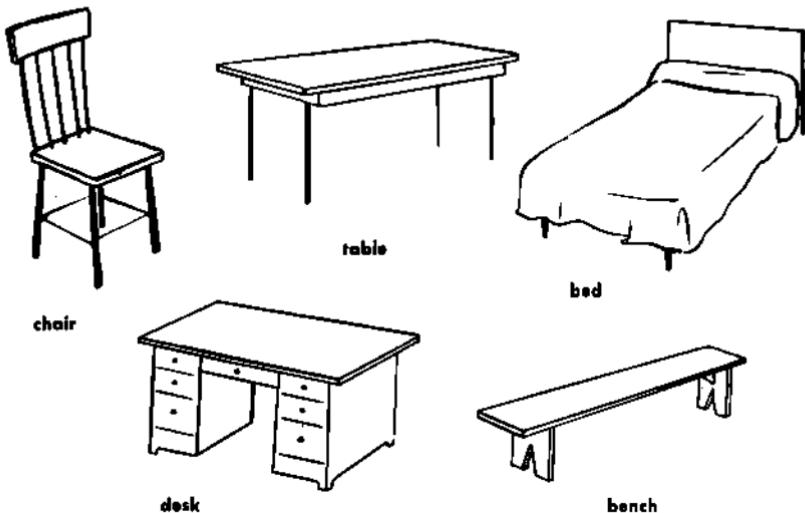
When Mike has cleaned up the yard, he asks his mother, "Is there anything else?" Mrs. Moore answers, "Yes, there is. Would you take some things back to Mrs. Walker? I'll show you which things to take."

New words: *put away*

24.7 Practice statements with *which* + noun + infinitive. Use the chart.

Mrs. Moore will show Mike which (*cup*) to take back.

New words: *take back*



When Mike comes back from the Walkers, he brings Don Walker with him. Mike takes Don down to the basement to show him the furniture he's making. Don says, "I didn't know you could make furniture. Can you show me how to make a chair?"

**24.8 Practice statements with *how to make*. Use the chart.**

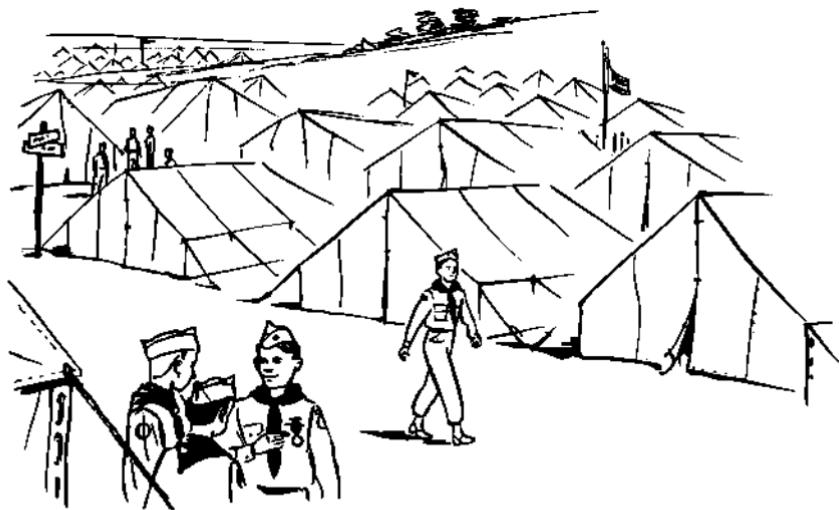
I didn't know you could make furniture.  
Can you show me how to make a (*chair*)?

Mike's mother calls down to Mike, "Can you go to the store? Will you buy me some apples? Will you buy me some sugar, too?" When Mike gets to the store, he calls up his mother: "How many apples do you want? You didn't tell me how many to get."

**24.9 Practice *how many to get* and *how much to get*. Use *apples*, *sugar*, *peaches*, *flour*, *cheese*, *pears*, *coffee*, *tea*.**

You didn't tell me how many to get.

24.11 Read this selection with your teacher:



### THE BOY SCOUTS

Many young men in America and in other countries will always remember the summer of 1953. That was the summer of the big Boy Scout Jamboree in California.

On a hot morning in July the Scouts began to arrive by special trains and in long lines of cars and buses. All day long they unloaded, and marched with flags flying through the entrance to the camp. Above their heads across the entrance hung twelve big banners to welcome them. On these banners were the words that every Scout knows well:

A SCOUT IS TRUSTWORTHY—A SCOUT IS LOYAL  
A SCOUT IS HELPFUL—A SCOUT IS FRIENDLY

By late afternoon there were about 50,000 boys in the camp. They came from the United States and from twenty-two other countries. All of them were at least twelve years old. They all knew how to set up camp, cook meals, and clean up afterwards. And they all knew how to plan and put on campfire programs. Now they were ready for a week's big Jamboree at Irvine Ranch.

Irvine Ranch was a ranch of 3,000 acres with no buildings, only grass as far as the eye could see. By afternoon it was changed into Scout City, with streets running from one end of the 3,000 acres to the other. Each street was named and marked by a signpost, so that no Scout could get lost in this big new tent city.

There were thousands of tents of different colors—white, yellow, green, and pink. There was a trading post, or store, where Scouts could buy things and where they could trade souvenirs with other Scouts.

Thousands of visitors came to see the opening ceremony the next day. Then 50,000 Scouts stood at attention at their flagpoles, and an Honor Guard marched down the Avenue of Flags. The Guard stopped at a giant flagpole in front of the Camp Chief's tent. A band began to play, and slowly the big camp flag was raised high. Then flags of the different states and countries were raised on flagpoles all over Scout City. The Jamboree was now open.

Every four years Boy Scouts come from all over the world for a huge World Jamboree. World Jamborees have been held in England, Denmark, Hungary, Holland, France, Canada, Austria, and the Philippines. There are now 5,000,000 Boy Scouts in fifty-five countries.

Not every Boy Scout can go to a jamboree. But he can have a good time at home. He can earn merit badges for learning scouting skills and for carrying out his duties well. He may finally earn enough merit badges to become an Eagle Scout. This is the highest rank a Boy Scout can hold.

A Boy Scout who can go to a jamboree is sure to find it a big event in his life. Here, he learns to know other Scouts from other parts of his own country or from other countries. He makes friends with them, and proves that a Scout is truly a friend to all and a brother to every other Scout in the world.



24.12 Answer these questions. Refer to "The Boy Scouts."

1. Tell about the arrival of the Boy Scouts at the camp site.
2. How many Boy Scouts attended the Jamboree? How many countries were represented?
3. Describe Scout City.

24.13 TALKING TO THE CLASS. Would you like to go to a World Jamboree? Write a paragraph telling what you would do if you went. Then read your paragraph out loud to the class.

## Lesson Twenty-five: MAKING THINGS



Mike likes to make furniture. Making furniture is his hobby. Last month he made a chair, a table, a bench, a bookcase, and a tool box.

Example I

What did Mike make?

Do you know what he made?

Tell me what he made.

25.1 Practice *what + noun + made*. Use the chart.

A: What did Mike make? Tell me what Mike made.

B: He made a (chair).

25.2 Practice clauses with *what Mike is (do)ing*. Use the chart.

A: What's Mike doing? Tell me what Mike's doing.

B: He's making a (chair).

A: What's Mike making?

B: I know what he's making. He's making a (chair).

25.3 CONVERSATION. Practice *what (Mike) did*. Ask and answer questions about what friends have done recently.

A: Do you know what (Mike) did?

B: No, I don't know what he did. What did he do?

A: He went fishing this afternoon.

Mike goes to school from Monday to Friday. Tomorrow is Saturday. What should he do tomorrow?

*Go: fishing, hunting, boating, riding, swimming*

*Play: tennis, golf, football, baseball, basketball*

*Clean: the garage, the yard, the basement, the attic*

*Make: some furniture, a chair, a desk, a bench, a bookcase*

25.4 CONVERSATION. Practice *what* (*Mike's*) *going to do*. Use the lists of words above.

A: What's Mike going to do tomorrow? Who knows what he's going to do?

B: I know what he's going to do. He's going to (*play tennis*).

25.5 Practice noun clauses with *what*. Fill in the blanks.

*do - did, make - made, see - saw*

1. What did he do?

Do you know (what he did)? I don't know (what he did).

2. What did he make?

Do you know \_\_\_\_\_? I don't know \_\_\_\_\_.

3. What did he see?

Do you know \_\_\_\_\_? I don't know \_\_\_\_\_.

25.6 Practice noun clauses with *where*. Use *tools, rake, hoe, pick, shovel*.

A: Where are the (*tools*)? Do you know where they are?

B: Don't you know where they are? They're in the garage.

25.7 CONVERSATION. Practice noun clauses with *where*. Use *history, English, geography, arithmetic, chemistry*.

A: Where's my history book? Do you know where my history book is?

B: I don't know where it is. Don't you remember where you left it?

A: No, I don't remember where it is.

*New word: arithmetic*

25.8 CONVERSATION. Practice noun clauses with *when*. Use *doctor, teacher, dentist, lawyer, nurse, librarian, mayor*.

A: When can I see the (*doctor*)? Can you tell me when I can see him?

B: You can see him at (*10:00*).

*New word: dentist*

25.9 CONVERSATION. Practice noun clauses with *how*. Use *tall, old, long, wide*.

A: How (*old*) is (*Jean*)? Do you know how (*old*) she is?  
B: I don't know how old she is. I think she's fourteen years old.

25.10 CONVERSATION. Practice noun clauses with *why*. Use *left early, came late, didn't come, didn't study, went to (New York)*.

A: I wonder why (*Mike*) left early.  
B: Did he leave? I don't know why he left early.  
Maybe he had to do something for his mother.

*New word: wonder*

25.11 Practice noun clauses with *how much* and *how many*.

1. He bought some apples. How many apples (did he buy)?  
I don't know how many (he bought).  
\_\_\_\_\_?
2. He got some sugar. How much sugar \_\_\_\_\_?  
I don't know how much \_\_\_\_\_.  
\_\_\_\_\_?
3. They bought some flour. How much flour \_\_\_\_\_?  
I don't know how much \_\_\_\_\_.  
\_\_\_\_\_?



MIKE LINDA GEORGE PAUL KAREN CHARLES ED HELEN ANN  
SALLY DON RUTH STEVE DAVE

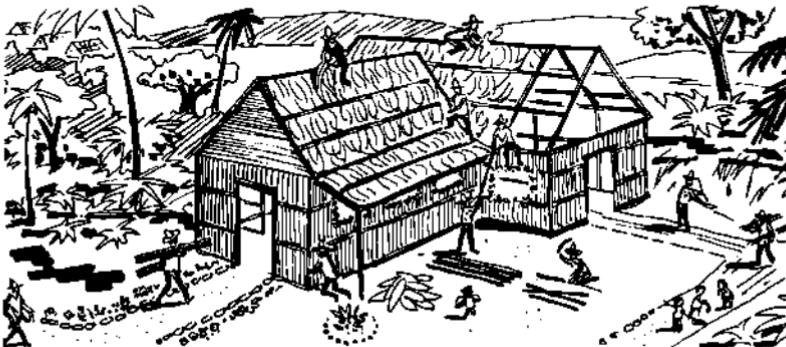


Do you remember the party that Karen had? Who went to the party? Who didn't go?

**Example II** Who went to the party?  
Can you remember who **went**?  
Can you remember who Karen **asked**?

**25.12 Practice noun clauses with *who*.** Use the chart.

A: Who went to the party? Did (*Mike*) go?  
B: I can't remember who went. I think he went.  
A: Who did Karen ask? Did she ask (*Mike*)?  
B: I can't remember who she asked. I think she asked (*Mike*).



**25.13 Read the following selection with your teacher:**

#### **BETTER SCHOOLS**

Everyone is interested in education. All over the world, in big countries and in small countries, in cities and in villages, people are building better schools.

In one little village in Peru, there was an old school with a dirt floor and no windows. It was cold, dark, and uncomfortable. So the villagers themselves decided to build a new school. Everything had to be done by hand, and everyone had to work. They even had to make the bricks themselves. Every man in the village and every boy old enough to work had to work sixty days.

The new school was a fine building with clean white walls and bright blue doors. There were windows and brick floors. There were bookshelves. And there were tables and chairs for every child.

When the new school was finished, there was a big celebration. All the women brought food. First there were speeches. Then all the men and boys received certificates showing they had worked sixty days for the new school. The band played. The people sang. And then it was time to eat all the good food. It was a day the villagers would never forget.



In another part of the world in a Philippine village there was no school at all. A typhoon blew down the old school and many of the homes in the village. When the storm was over, everyone set to work to build new homes and a new school. They cut bamboo poles to

make the walls of the school and used palm leaves for the roof. They made the windows of seashells instead of glass. To separate the rooms, they built screens of grass and palm leaves fastened to bamboo frames. On hot days all of the screens could be pushed back to let in as much air as possible. Even the children helped. They made paths of stone and sand, and planted flowers along the edges.

Soon a fine new village school was finished. It didn't take any money to build this fine school, but it took a lot of hard work. No wonder everyone was proud of it!

Today all over the world fathers and mothers are not only building new schools but also going to school. Many of them are learning to read and write for the first time. Everyone helps everyone else. So it is sometimes hard to know who is the teacher and who is the student. All are learning. And all are proving that everyone is interested in education.

**25.14** Answer these questions. Refer to "Better Schools."

1. What did the Peruvian villagers decide to do?
2. What did the certificates show?
3. Why was there no school in the Philippine village?
4. Who built the new school?
5. How much did the new school cost?

**25.15** **TALKING TO THE CLASS.** Describe in one paragraph a new school you have or are planning. Then read your paragraph out loud.

## WORDS DRILLED IN THE EXERCISES AND IN THE WORD STUDY SECTIONS

*(Numbers Refer to the Page on Which the Word Is First Introduced)*

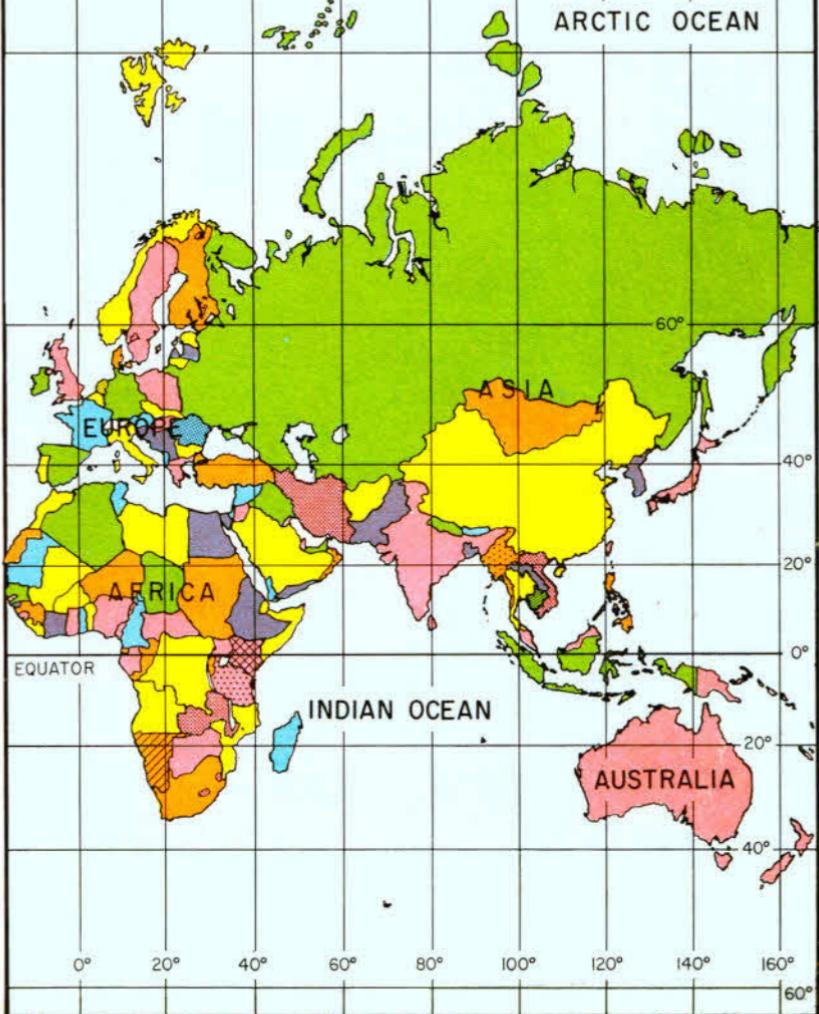
able	92	bicycle	40	dentist	161
above	58	bird	5	dependable	90
accurate	80	bite	118	depth	65
actress	115	boating	59	differ	90
afraid	13	brick	135	difference	90
airplane	5	bridge	127	different (from)	86
alike	84	building	127	differently	90
all	71	burn	35	disappointed	90
alone	28	busy	41	discover	144
along	46	buy	73	dog	5
already	105	cable	127	donkey	40
aluminum	134	call	43	down (preposition)	90
amazing	127	can	1	down (adverb)	90
any more	62	candy	23	driver	78
anywhere	14	careful	33	duck	98
apartment	134	cat	5	earth	32
arithmetic	161	catch	98	east	8
around	46	chase	118	easy	94
arrive	46	clean (verb)	149	efficient	80
as . . . as	86	close (adjective)	83	else	47
attic	149	coast	46	enough (is)	47
baby	91	collect	152	erupt	152
bank	141	collection	152	eruption	152
baseball	29	comedy	71	everywhere	49
basement	149	complex	127	exactly	84
beautiful	127	concert	13	excited (adjective)	102
because	30	concrete block	135	exciting (adjec-	
bed	37	continent	9	tive)	102
bedroom	149	cookie	23	expect	50
bee	87	could	41	expensive	73
beet	87	cry (verb)	146	explore	52
below	58	cut	33	explorer	52
bench	37	damage (verb)	152	exposed (adjec-	
best	72	damage (noun)	152	tive)	109
better (had)	60	dance	4	face	87
better than	72	dancer	78	faithful	90
between	18	deep	65	famous	90

far	91	hungry	155	mayor	142
fast	22	hunt (verb)	32	metal	134
feather	87	hunter	52	middle	18
feed	118	hunting	59	might	66
find	49	hurt	35	milk shake	98
finish	20	ice	58	mind	66
fish (verb)	32	ice cream	23	money	53
fishing	59	if	19	monthly (adjective)	83
flat	90	inquire	152	more	71
flood (verb)	152	inquiry	152	mosquito	26
flood (noun)	152	insect	26	most (nearly all)	23
floor (story)	134	instead	66	most (interesting)	71
fly (noun)	26	interested	102	mouse	86
fly (verb)	5	interesting	71	movie	13
football	29	into	46	museum	13
for (a long time)	122	invent	144	musical	71
fun	79	jump	91	must	53
furniture	37	just (time)	103	name (verb)	146
garage	149	key	49	near (adjective)	83
garden (verb)	52	kitchen	149	near (to)	18
gardener	52	know	36	neat	87
give	21	lake	9	need (verb)	36
glasses	49	lark	86	need (noun)	152
god	115	lately	123	next (to)	9
goddess	115	latitudes	18	noise	99
gold	86	lawn mower	154	north	8
golf	29	leaf	26	notebook	49
grandfather	91	lecture	13	nurse	147
grandmother	59	length	65	ocean	9
hair	87	librarian	147	on time	10
hang	138	library	141	ought (to)	54
hard	22	lie (not tell the		out (of)	46
have to	29	truth)	53	over	58
hear	118	lie (on the floor)	138	own	37
height	84	life	128	parent	53
high (adverb)	91	like (look)	84	patient	80
hoe	154	listen (to)	143	pay	73
homework	19	lose	49	pick	154
hope	10	low (adverb)	83	pin	87
horse	40	make	36	plastic	134
hospital	141	make up	66	play	13
hospitalize	152	match	35	player	78
hotel	141	matter (the . . .		poem	30
hunger	152	with)	98	point (to)	143
hungrily	152	may (possibility)	67		

pretty	86	snow (noun)	32	together	28
probably	13	snowy	70	too (old)	91
put away	155	so many that	97	tool	154
quick	80	south	8	trap	52
quiet	86	somewhere	14	trapper	52
rake	154	sorry	21	travel	127
rather	48	speak	1	tropics	18
real	116	spend	53	truth	53
recently	123	spray	146	try	67
return	46	stay up	53	under	58
riding	59	still	62	understand	94
river	9	stolen (adjective)	109	up (preposition)	52
row (noun)	134	stone	32	up (direction)	
safe	152	stop	146	word)	52
safety	152	story (floor)	134	used (to)	59
same	84	strait	46	visit	59
same as	84	strong	127	volcanic	152
save	53	suit	36	volcano	152
seal	32	suppose (to)	97	wait	67
seat	134	sure	42	watch	49
-self	33	surprised	42	wave (noun)	152
serious	71	surprising (adjective)		wave (verb)	152
sew	36	tive)	102	weekly (adjective)	83
shoot	98	sweep	148	weight	84
shopping	74	swim	4	well	78
should	54	swimmer	78	west	8
shovel	154	swimming	59	whatever	60
show	9	take	22	whenever	60
shutters	136	take back	155	who (relative)	137
shy	30	teach	152	whose	147
sidewalk	148	television	144	width	65
sight	127	tennis	29	will	10
since	122	terrible	152	wink	87
singer	78	terribly	152	without	94
skins	32	test	142	wonder	162
skyscraper	134	that (relative)	137	wood	135
sled	58	theater	141	world	46
sleep	99	think	12	would	40
slowly	53	through	46	yearly (adjective)	83
smell	146	tigress	115	yet	104

# MAP OF THE EASTERN HEMISPHERE

FOR USE WITH LESSON ONE



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