

1 Give the adjectives from which these nouns are formed.

- 1) width 3) nobility 5) generosity
2) privacy 4) injustice 6) imagination

2 Give the adjectives formed from these nouns.

- 1) system 3) compassion 5) science 7) race
2) democracy 4) psychology 6) value 8) colony

3 Complete the sentences by filling in adjective forms for the words in parentheses.

- 1) Let's have that (break) window fixed.
2) A horse is a (four legs) animal.
3) That (red head) movie star must have dyed her hair.
4) They say that (bark) dogs seldom bite.
5) They also say, "Let (sleep) dogs lie."
6) The teacher asked Monica to open the window, but Monica had fallen (sleep).

4 Change the sentences using the words given.

- 1) A child cannot read a book like this easily. (It's not easy ...)
2) I couldn't walk down the stairs. It was too dark. (it was ...)
3) He was not aware of having made a mistake in writing the name of our company.
(He was not aware that ...)
4) I can't read that sign. It's not big enough. (That sign ...)

5 Underline all the relative pronouns and adverbs in the following short story and drop the ones that can be dropped.

- 1) The farmer with whom we were speaking showed us the barns [cf. Textbook p.38] where the cows were kept.
2) We could hear the sound of the machines that were busy milking the cows.
3) There's another farmer that lives near the one whom we were talking to.
4) That farmer is the busiest and hardest-working man that I have ever met.
5) I'll always remember the day when I first met him.
6) We looked at what he had brought out of one of the barns and asked him what he was doing.
7) He said, "The amazing machine at which you are looking is an invention of mine. This machine, which I designed myself, makes digging up potatoes very easy, and what's more, very efficient."
8) "Thanks to this machine," he said, "digging up potatoes is no longer the back-breaking work that it was before."

Listen to 107. Then fill in the blanks.

① Debbie and J.J. are talking about future careers.

Debbie : Ms. Kin Tan Nwe's story about how she got that job in Myanmar was (1). She worked so hard to get it. I'd like to be in (2) of a big hotel somewhere someday, too.

J.J. : I know what you mean. It's nice to make money. But I was (3) by Aung San Suu Kyi. She gave up her (4) lifestyle and decided to work for democracy in her own mother country.

Debbie : Yeah, democracy is important, all right, but I think helping the (5) is just as important.

J.J. : If you knew the situation in my country, you wouldn't (6) to say that democracy is *super*-important.

Debbie : Yeah. And when a country has more freedom — *and* if your hotel is in a resort (7), you'll make more money.

J.J. : No no, you're (8) my point. But anyway, I feel like South Africa is calling me.

Debbie : In what way?

J.J. : Someday I want to run for election to be (9) of South Africa. There's a big gap between the rich and the poor (10) is a big problem, too, because there are so many languages.

Debbie : There you go again! Last year you (11) to run for student president, but you didn't. Remember?

J.J. : Believe me, I've changed! My experiences this past year have given me more (12).

- 1) _____ 7) _____
2) _____ 8) _____
3) _____ 9) _____
4) _____ 10) _____
5) _____ 11) _____
6) _____ 12) _____

SUMMARIES

1 *IVAN THE TERRIBLE*

Put the words in the correct order.

Ivan was (1. man, that, a, timid, such, little) the villagers mocked him with the title "Ivan the Terrible." Every night he stopped in (2. village, next, a, the, cemetery, to, tavern, at) but never crossed the cemetery to get to his lonely shack on the other side.

One snowy night the villagers were challenging Ivan (3. through, shortcut, the, take, cemetery, to, the), when a young cavalry lieutenant promised him five gold rubles if he would cross the cemetery and stick the lieutenant's saber into the ground in front of the central tomb.

Perhaps (4. he, vodka, drinking, the, was) and his need for money urged Ivan to accept the challenge. (5. felt, dread, in, he, of, the, spite, massive) he crossed into the cemetery and drove the saber into the ground in front of the central tomb, but as he tried to rise he found himself gripped in a firm unyielding hold. He tugged and strained and pulled, but in vain. Then he cried out in terror.

(6. there, next, found, he, they morning, him). His face showed that he had not frozen to death, but that he had seen it in a nameless horror. The lieutenant's saber was there, (7. Ivan, it, right, pounded, where, had) in the ground — through the dragging folds of his long coat.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

2 *THE MANDARIN DUCK*

Give the proper form of the verbs.

In this traditional Japanese folktale (1. tell) by Lafcadio Hearn a falconer (2. name) Sonjo was on his way home, tired and hungry. He (3. find) no game that day, but just as he was about to cross a river at Akanuma, he perceived a pair of mandarin ducks (4. swim) together among the reeds. Sonjo (5. shoot) an arrow through the heart of the male of the pair and made a delicious meal out of it that evening.

After his meal Sonjo (6. lie) down to sleep and had a strange dream. A beautiful young woman seemed (7. enter) his room. She (8. stand) by his pillow and (9. weep) bitterly, as if her heart (10. be) broken. "Why did you kill him? What harm had he done you?" she cried. "What a cruel deed you (11. do)! Me too you have killed. Ah, you do not know what you have done, but tomorrow, when you (12. go) to Akanuma, you (13. see)."

Sonjo intended (14. stay) home the next morning, but in spite of himself he set out for Akanuma. The woman's last words (15. ring) in his mind. (16. arrive) at the river bank, Sonjo perceived the mandarin duck. She came (17. swim) straight towards him as much as to say, "Ah, I (18. know) you (19. come)." Then with her beak she (20. tear) open her bosom and died before his eyes!

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|----------|-----------|-----------|-----------|
| 1) _____ | 6) _____ | 11) _____ | 16) _____ |
| 2) _____ | 7) _____ | 12) _____ | 17) _____ |
| 3) _____ | 8) _____ | 13) _____ | 18) _____ |
| 4) _____ | 9) _____ | 14) _____ | 19) _____ |
| 5) _____ | 10) _____ | 15) _____ | 20) _____ |

3 *TIME AND THE MACHINE*

Choose from the words given to fill in the blank in the following summary.

*tyrant minutes Greek divisions fractions expense by-product
minutest Englishman industrialized cosmic business factory
psychological paradox*

Time, as we know it, is a (1) of the Industrial Revolution. Our consciousness of the (2) units of time has indeed become acute. The (3) worker (and the same is true of the office worker) is compelled to know time in its smallest (4). Our notion of time as a collection of (5), each of which must be filled with some (6) or amusement, is wholly alien to the Oriental today just as it was wholly alien to the ancient (7). Acutely aware as he is of the smallest constituent particles of time, (8) man has to a great extent lost the old awareness of time in its larger (9). We have a new consciousness of time, but it has been purchased at the (10) of the old consciousness.

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|----------|-----------|
| 1) _____ | 6) _____ |
| 2) _____ | 7) _____ |
| 3) _____ | 8) _____ |
| 4) _____ | 9) _____ |
| 5) _____ | 10) _____ |

LISTEN AND ANSWER

These are the conversations in the textbook with different words left out. Listen to 329, 331 and 333 again and fill in the missing parts. You can check your answers by using both texts.

- ① Oliver and Petunia, two college students, occasionally run into each other at the bus stop outside the university. There is a coffee shop close by where they sometimes _____.

O : I see you're on your way home, too.

P : Exactly. But it'll be another 25 minutes before the next bus.

O : Then we've got a little time to kill. _____ to a chocolate parfait or something.

P : Oh, that would be much too sweet and we don't have _____ anyway!

O : _____ a cup of coffee or tea, then?

P : Fine! But don't forget, it's my turn to treat.

O : OK, _____. This time it's on you.

- ② Bill Quinn is planning a card party and calls Tom Rogers _____.

Q : Hello. Is this the Rogers' residence?

? : No, it isn't. You must have the wrong number.

Q : How careless of me. _____ [He hangs up and redials.] Hello. _____?

R : This sounds like Bill Quinn, right? How've you been, Bill?

Q : Great. I just called to invite you over for a card party _____.

R : How kind of you to call! _____, Bill, but I promised the wife and kids an evening out for dinner and a movie.

Q : _____, but have a good time with the family.

R : Thanks for the call and please be sure to call again _____.

- ③ Satoru stops his American English teacher in the hall _____.

S : I'd like to talk to you about the TOEFL exam. Can I make an appointment to see you _____?

T : I don't have anything special to do this afternoon. How about coming to see me _____?

S : That'll be fine. What time would be most convenient for you?

T : _____. But let's say 3:20, shall we?

S : Great! _____ without fail.

Now listen to 452 and 454 and fill in the missing parts of these conversations. Check your understanding of each conversation by answering the T/F statements in 453 and 455.

- ④ Mr. Thompson asks about Mt. Fuji.

T : _____ how high Mt. Fuji is?

U : It's 3,776 meters. I think I read somewhere that _____ . That makes it the highest mountain in Japan.

T : _____ its wonderful shape.

U : Well, it's really a volcano. _____, it would not have such a _____. Were you able to see it on your way to or from Kyoto?

T : No. _____.

U : That's too bad. With clear weather, _____ a magnificent view of it.

T : It was clear and bright when I left Yokohama, _____, the country is _____.

- ⑤ Mrs. Thompson asks Mrs. Ueda about Japanese writing.

T : _____ about Japanese writing?

U : Surely. First of all, there are three sets of characters.

T : _____!

U : Besides the Chinese characters, called *kanji*, there are two ways of _____ . They're called *hiragana* and *katakana*.

T : How many characters are there in all?

U : There are _____, but in order to read a newspaper, all you have to learn are _____. Can you write any?

T : I can't read any, _____. It must take years to learn 1,800!

YOU CAN'T BE SERIOUS !

“EURO-ENGLISH”

You will need a dictionary to check the meaning of words you have not yet learned.

The European Union commissioners have announced that agreement has been reached to adopt English as the preferred language for European communication, rather than German, which was the other possibility.

As part of the negotiations, Her Majesty’s Government conceded that English spelling had some room for improvement and has accepted a five-year plan for what will be known as EURO-ENGLISH.

In the FIRST YEAR “s” will be used instead of the soft “c.” Certainly, sivil servants will reseive this news with joy. Also the hard “c” will be replased with “k.” Not only will this klear up konfusion, but keyboards kan have one less letter.

There will be growng publik enthusiasm in the SEKOND YEAR, when the troublesome “ph” will be replased by “f.” This will make words like “fotograf” 20 persent shorter.

In the THIRD YEAR, publik akseptanse of the new spelling kan be ekspekted to reach the stage where more komplikate changes are possible. Governments will enkourage the removal of double letters, which have always been a detenteer to kurete spelling. Also, al wil agre that the horrible mes of silent “e”s in the langug is disgrasful and they would go.

By the FOURTH YEAR people wil be reseptiv to steps such as replasing “th” by “z” and “w” by “v.”

During ze FIFZ YER ze unesesary “o” kan be dropd from vords kontaning “ou” and similar changes vud of kors be aplid to ozer kombinations of leters.

After zis fifz yer ve vil hav a reli vis riten styl. Zer vil b no mor trubls or difikultis and evrivun vil find it ezi tu understand ech ozer. Ze drem vil finali kum tru.

Rewrite the last paragraph using ordinary English spelling.

ADDITIONAL READINGS

☀ BEFORE YOU READ

How do you think Easter Island got its name?

THE EASTER ISLANDERS

Where do the passages below (A~C) belong in the text (1~5)?

If there are individuals who are a mystery, there are mysterious peoples as well. Take the Easter Islanders for example. (1)

Far out in the South Pacific Ocean, some 2,350 miles west of Chile and over 1,000 miles from the next nearest island, lies Easter Island, perhaps the loneliest island in the world. Called “Rapa Nui” by its inhabitants, it was named “Easter Island” by the Dutch sea captain who is said to have discovered it on Easter Day, 1722. (2) No doubt they are descendants of Polynesians, the inhabitants of islands far to the west, though at present the blood of many races flows in their veins.

Their ancient way of life is probably as imperfectly known as that of any Pacific culture. Little, if anything, remains of the ancient customs. (3)

The most interesting mystery of all, however, is that of the gigantic statues of stone that dot the hillsides. (4) Carved out of solid volcanic rock with crude tools of stone, they were transported and placed erect on huge platforms facing the sea. How they were transported, whom they were meant to represent, what purpose, religious or ceremonial, they were intended to serve - these are all mysteries whose solution has been only guessed at. (5)

[A] Another mystery is the ancient writing engraved on wooden boards that have been found on the island. In vain have scientists tried to find the key to this linguistic riddle.

[B] Upwards of 900 are to be found scattered around the island, some of them 30 to 40 feet tall.

[C] Its present inhabitants come to fewer than 2,000. Who their ancestors were, whence they came, how they arrived at this speck in the ocean, these are mysteries.