



In the Name of God,
the Compassionate, the Merciful

The ILI English Series

High Intermediate 3

(Student's Book)



Iran Language Institute

Affiliated with the Institute for the Intellectual Development of Children and Young Adults

PHRASAL VERBS

GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the cartoons. What do you think the article is about?



Read this magazine article.



Eureka!

Who put together the first personal computer? You may think that it was scientists working in a lab. In fact, two college dropouts working in a garage **came up with** this invention that changed the world. Inventors are often elementary schoolchildren, homemakers, or the guy next door working on his car. They **dream up** ideas in classrooms, kitchens, and home workshops.

How do inventors **come up with** new ideas? What is the key to invention if it isn't education, age, or a laboratory? It's creativity, and everyone has it. This ability to **think up** something new seems like magic to many people, but in fact, anyone can develop the qualities that **go along with** creativity.



Curiosity comes first. Inventors are people who want to **find out** why things happen the way they do. For example, when George de Mestral, a Swiss inventor, took his dog for walks in the mountains, burrs would get stuck in the dog's coat. De Mestral wondered why they were so hard to remove. Acting on his curiosity, he examined the burrs through a microscope. When he saw the many

(continued on next page)

Eureka! (continued)

tiny hooks on each burr, he realized that he was looking at the perfect fastener. Years later, de Mestral developed this idea into Velcro®, now used to fasten everything from sneakers to space suits.

Imagination is also crucial for an inventor. This quality helps inventors **put things together** in a new way. One U.S. sixth grader invented a solar-powered bicycle light by combining solar cells and his bicycle. When he rides his bike during the day, the sunlight **charges up** two batteries. Then at night, when he needs the light, he **switches it on**. Imagination can also mean seeing a new use for a common object. The original Frisbee® was a pie pan that two truck drivers were tossing to each other in a parking lot. As he watched the two men **playing around**, Walter Morrison **came up with** his idea for a new toy that became popular all over the world.

Inventors are often problem solvers. When fifteen-year-old Chester Greenwood's ears got frostbitten during Maine's bitter winters, he **didn't give up** and stay indoors. Instead, he attached fur cups to the ends of a piece of wire, and wrapped

the wire around his head. His friends made fun of him at first, but soon the idea **caught on**, and they wanted earmuffs too. The Greenwood family had to work hard to **keep up with** the orders. Chester patented his invention when he was only nineteen.

After an inventor says "Eureka!" (Greek for "I've found it!") there's still a lot of work to do. Another quality found in successful inventors is tenacity—the ability to **stick with** a project until it is completed. This usually involves **looking up** information related to the idea. George Eastman, inventor of the Kodak® camera and film, spent years researching chemicals and photography. Tenacity also involves **trying out** different materials and designs. De Mestral experimented with many kinds of materials before he perfected Velcro®.

Finally, inventors need a lot of self-confidence. They have to believe in their ideas and be willing to learn from failures. Gail Borden developed a process for condensing and canning milk, but the government **turned down** his first application for a patent. He **kept on** trying to perfect his method and after years he finally succeeded. His invention probably saved many lives at a time when there was no way to refrigerate milk. Borden's motto is engraved on his tombstone: "I tried and failed; I tried again and again and succeeded."



GRAMMAR PRESENTATION

PHRASAL VERBS: SEPARABLE AND INSEPARABLE

SEPARABLE TRANSITIVE

SUBJECT	VERB	DIRECT OBJECT	PARTICLE
She	turned	on	the TV.

INSEPARABLE TRANSITIVE

SUBJECT	VERB	DIRECT OBJECT	PARTICLE
He	ran	into	his teacher. her.

SEPARABLE TRANSITIVE

SUBJECT	VERB	DIRECT OBJECT	PARTICLE
She	turned	the TV it	on.

INSEPARABLE INTRANSITIVE

SUBJECT	VERB	DIRECT OBJECT
They	sat	down.

NOTES

- Most transitive phrasal verbs are **separable**. This means that noun objects can go after the particle or between the verb and the particle.

(See Appendix 1 on pages A-1 and A-2 for a list of common separable phrasal verbs.)

BE CAREFUL!

- If the direct object is a pronoun, it must go between the verb and the particle.
- When the noun object is part of a long phrase, it goes after the particle.

EXAMPLES

- I just ^{verb + particle + object} **dreamed up a new idea.**
OR

- I just ^{verb + object + particle} **dreamed a new idea up.**

- I **dreamed it up.**
NOT ~~I dreamed up it.~~

- She **tried out an unusually complicated new device.**
NOT ~~She tried an unusually complicated new device out.~~

2. Some transitive phrasal verbs are **inseparable**. This means that both noun and pronoun objects always go after the particle. You cannot separate the verb from its particle.

(See Appendix 1 on pages A-1 and A-2 for a list of common inseparable transitive phrasal verbs.)

- She **ran into** *her science teacher* in the library.
NOT ~~She ran her science teacher into the library.~~
- She **ran into** *her*.
NOT ~~She ran her into.~~

3. A small group of phrasal verbs **must be separated**.

PHRASAL VERBS

keep something **on**

MEANING

not remove

talk someone **into**

persuade

(See Appendix 1 on pages A-1 and A-2 for a list of common phrasal verbs that must be separated.)

- **Keep your earmuffs on**.
NOT ~~Keep on your earmuffs.~~
- She **talked them into** a raise.
NOT ~~She talked into them a raise.~~

4. Some transitive phrasal verbs are used in combination with certain prepositions. A **phrasal verb + preposition** combination (also called a three-part or three-word verb) is usually **inseparable**.

PHRASAL VERBS

come up with something

MEANING

imagine

drop out of something

quit

keep up with something/
someone

go as fast as

(See Appendix 2 on page A-2 for a list of common phrasal verbs + preposition combinations.)

- She **came up with** a brilliant idea.
- I **dropped out of** school and got a job.
- I couldn't **keep up with** the class.
It went too quickly for me.

5. Phrasal verbs can also be **intransitive**. This means that they do not take an object.

(See Appendix 3 on page A-2 for a list of common intransitive phrasal verbs.)

- His earmuffs **caught on**. Everyone wanted a pair.
- Don't **give up**. Keep trying.

FOCUSED PRACTICE

1 EDISON, THOMAS ALVA (1847- 1931)

Grammar Notes 1-5

Read about one of the greatest inventors in history. Complete the information with the correct form of the appropriate phrasal verbs in the boxes.

drop out of grow up think back on ~~try out~~

Thomas Alva Edison was born on February 11, 1847.

Being curious, he ¹ almost anything he had read about or seen. His parents liked to ² the time they found young Thomas sitting on a number of eggs. He had recently seen a goose hatch eggs and wanted to see if it would work for him, too.



Edison ³ in the midwestern part of the United States. When he was seven, his family moved from Ohio to Michigan. He was a poor student and ⁴ school after just a few months. From then on, he received his education from his mother. An avid reader, he read—and remembered—everything he could get his hands on.

break out carry out fill up keep away set up

When he was twelve, he started to work, selling newspapers, candy, and sandwiches on trains. With the money he saved, he ⁵ a laboratory in the basement of his home. He had collected hundreds of bottles from junk heaps and ⁶ them ⁷ with chemicals he needed to ⁸ his experiments. He labeled all his bottles “poison” to ⁹ his family ⁹ from them. Soon, Edison moved his lab to the baggage car of the train. As the result of an overturned bottle of chemicals, a fire ⁹ in the car, putting an end to his career on the rails.

break down bring about carry on find out pay back set up

At the age of fifteen, he saved the life of a child who had been playing on the railroad tracks. The grateful father, a telegraph operator, _____ Edison _____ by teaching him the skill of telegraphy. For the next five years, Edison earned money as a telegraph operator working in various cities in the United States and Canada. He worked nights so that he could _____ his experiments. In 1868, he built his first patented invention, a vote recorder. No one wanted it. From that point on, he never worked on a project before _____ first if there was a need for it.

In 1869, he went to New York City. Trying to find work, he walked into a company which supplied quotations on gold prices by wire. The electrical device for sending the prices to brokers had just _____. Edison repaired it and was hired on the spot. This incident _____ his first useful invention—the stock ticker—for which he received \$40,000. With the money, he _____ a workshop in Newark, New Jersey, and began his career as a professional inventor. He was just twenty-two.

carry out come up with give up keep on

During the next sixty years, Edison patented over a thousand inventions, among them the electric lightbulb, the record player, the storage battery, the movie camera and projector, and the telephone transmitter. He worked tirelessly—often more than eighteen hours a day. He frequently had to be reminded to eat and sleep. Whenever he _____ a new idea he read everything he could about it. Then he _____ test after test. He never _____ or became discouraged. If an experiment failed, he _____ trying new approaches until he found the one that worked. Ten thousand tests were required before he succeeded in developing the storage battery. Edison once said, "Genius is one percent inspiration and ninety-nine percent perspiration."

2 IN THE LAB

Grammar Note 1



Complete these conversations that take place in a school lab. Use phrasal verbs and pronouns.

1. **A:** Please put on your lab coats.
B: Do we really have to _____ put them on _____? It's hot in here.
A: Sorry. You know the rules. I'll open a window if you'd like.
2. **A:** I can't figure out this problem.
B: I know what you mean. I can't _____ either.
3. **A:** Remember to fill out these forms.
B: Can we _____ at home, or do we have to do it right now?
4. **A:** Are you going to hand out the next assignment today?
B: I _____ a few minutes ago. Weren't you here?
5. **A:** I can't get this to work. I think we'd better do the whole procedure over again.
B: We don't have time to _____. Class is over in ten minutes.
6. **A:** Please remember to turn off your Bunsen burner before you leave the lab.
B: I've already _____.
7. **A:** Are we supposed to turn in our lab reports today?
B: No. Please _____ next week.
8. **A:** You left your safety goggles on.
B: Thanks. I _____ last week too. I couldn't figure out why everyone on the bus was staring at me.

3 CREATIVITY

Grammar Notes 1-4

Complete this article about creativity with the phrasal verbs and objects in parentheses. Place the object between the verb and the particle whenever possible.

There are three parts to creativity: _____ dreaming an idea up _____,

1. (dream up / an idea)

_____, and marketing it. Remember, anyone can
 2. (follow through / it)
 invent new things. Here are some ways to get started.

GETTING AN IDEA

Practice creativity. Make a list of common everyday objects.

_____ and have a brainstorming session with another person. _____
 3. (Pick out / one) _____
 4. (Think up / uses for the object) _____
 5. (throw away / any ideas) _____ and
 6. (Write down / them) _____
 7. (talk over / them) _____ with the other person.

Ask around. Another way to get ideas is to talk to people about things that they use every day. _____ someone has with a common, everyday object, and then _____
 8. (Find out about / a problem) _____
 9. (work out / a solution) _____
 10. (come up with / one) _____, then you'll have something that people really need.

DEVELOPING THE IDEA

After you get your idea, _____ . Learn all you can about everything related to your invention. Write to manufacturers or _____
 11. (stick with / it) _____
 12. (look up / information) _____ in a library. _____
 13. (Try out / different materials) _____
 until you find the best ones. You will _____ every failure.
 14. (get out of / something) _____
 Remember Edison's words: "Results! Why, man, I have plenty of results. I know a thousand things that won't work."

MARKETING YOUR INVENTION

Your new gizmo is now perfect, and it's time to _____ .
 15. (go after / customers) _____
 A Web page is always a good idea. As you _____ ,
 16. (put together / it) _____
 find ways to show people why your product stands out. Good photos will help you _____ to your audience. Never
 17. (get across / this) _____
 _____ to _____ . Take
 18. (pass up / an opportunity) _____
 19. (show off / your product) _____
 it to trade shows and fairs. If it's inexpensive, it might be a good idea
 _____ and
 20. (give away / samples) _____
 21. (Stick to / your plan) _____
 don't give up!

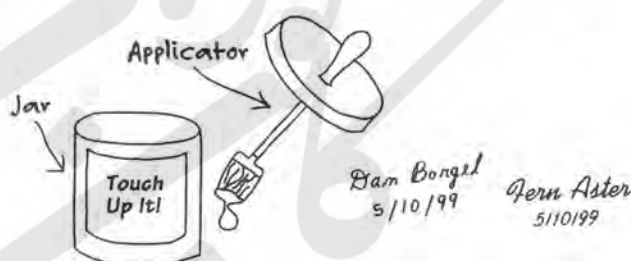
4 EDITING

Read an inventor's notes. Find and correct seven mistakes in the use of phrasal verbs. The first mistake is already corrected.

May 3, 1999. Today, I came up ^{with} a good idea with—a jar of paint with an applicator like the kind used for shoe polish. It can be used to paint dirty spots or nicks on a wall after a paint job, when people don't want to do a whole room.

Market: Homeowners, renters, anyone who paints a home or apartment.

Idea for product design:



May 10. I went to five paint stores today and asked the owners about my idea. I found out that nothing like this is on the market right now. They seemed to be excited by this idea. I asked two of them to sign my notebook. That way I can prove that the idea was actually mine.

May 12. I found a manufacturer of applicators. I called up him and ordered several types.

June 10. The applicators finally arrived. I tried in several and found one that worked well. I'm going to have about two dozen samples made.

August 4. I filled down an application for a patent and mailed it yesterday. I'll be able to set a strong and convincing demonstration of the product up soon.

August 30. I demonstrated the product at a decorator's exhibition yesterday. I wanted to point out that it's very neat and easy to use, so I put white gloves and evening clothes for the demonstration. It went over very well.

COMMUNICATION PRACTICE

5 LISTENING



Listen to a teacher explain how to make a simple camera. Then listen again and in the boxes number the pictures to show the correct order. Listen a third time and complete each caption with the correct phrasal verb.



☐ Use tape to
_____ the tissue paper
_____.



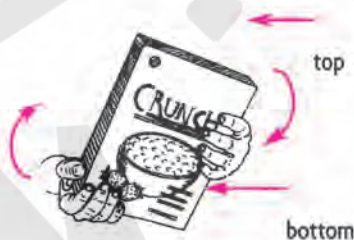
☐ _____ them
_____.



☐ _____ the
hole _____
with foil.



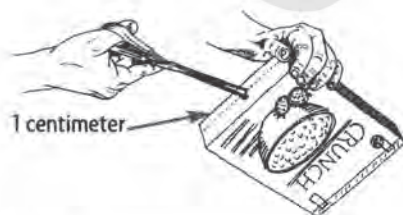
☐ 1 Empty _____ it
_____ out _____.



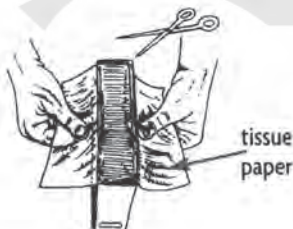
☐ _____ the box
_____.



☐ _____ something
_____ and
look at it.



☐ _____
_____ a small hole.



☐ _____ the
_____ opening with tissue paper.



☐ _____ a hole
_____ the
center of the foil.

6

FIGURING OUT THE MEANINGS

Grammar Notes 1: 4

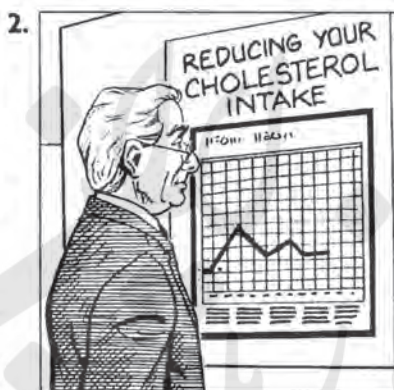
Part A

Study the sentences in which twelve phrasal verbs are used. Make a guess about the meaning of each phrasal verb and write it down.

- The doctor told me to quit smoking, but so far all I've been able to do is **cut down on** cigarettes.
- Near the end of the month, I had **spent** most of my money, so I had to **do without** entertainment until I got my next paycheck.
- The criminal who robbed \$500,000 from the bank has not been caught. So far he's **gotten away with** the crime.
- The boss of the company **put up with** a lot of lateness on the part of his employees until he finally got angry and fired three of them.
- After I cleaned out the garage, I was faced with the task of **getting rid of** all the stuff I wanted to throw away.
- My young brother drives me crazy because he always **puts off** doing his homework until the last minute, and then he asks me to help him do it.
- In a conversation yesterday evening I **found out** that our boss is leaving and that we are going to get a new boss.
- Robert tried for two years before he was finally able to **give up** cigarettes.
- Alice borrowed \$500 from her daughter but forgot to **pay her back** until her daughter reminded her.
- Every time we're at a party, Jerry always tries to be the center of attention by **showing off**. Last night he told ten jokes in a row.
- Last night for my Russian homework I had to **look up** fifty words I didn't know in my Russian-English dictionary.
- Mrs. Giuliani **tried on** twelve pairs of shoes before she finally found a pair that fit.

Part B

Work with a partner. Look at the pictures. On a separate piece of paper, write a phrasal verb from the list in Part A for each picture. Then discuss the meaning of each phrasal verb with your partner and write a short definition for each one.



DEFINITE AND INDEFINITE ARTICLES

GRAMMAR IN CONTEXT

BEFORE YOU READ

1. What is an example of an environmental problem that you consider serious?
2. Do you think people exaggerate the seriousness of hazards to the environment?
3. How can serious environmental problems be remedied?



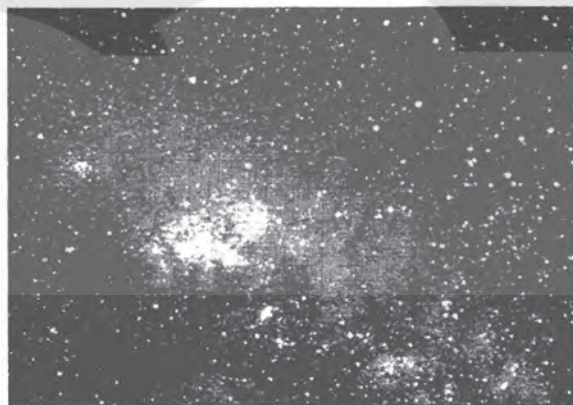
Read the story and think about the environmental issues raised.

Once Upon a Time . . .



ONCE UPON A TIME there was a green and beautiful planet. It was the third planet out from a yellowish sun in a stellar system in a relatively remote part of the galaxy. Members of the Galactic Council knew that the planet was between 4 and 5 billion years old, but no one was sure exactly how long life had existed there.

The Galactic Council had been watching Green, as they called it, for millennia. It was a responsibility of the Council to observe and monitor all planets that harbored life in an effort to predict which ones might destroy themselves. Thus the Council could intervene if it had to. Each planet had its own watcher, and Planet Green's was Ambassador Gorkon. His job was to visit Green and investigate thoroughly. On this occasion Gorkon was making his report to Mr. Xau, the president of the Galactic Council.



President Xau said, "Well, Gorkon, you're late getting back. There must have been something serious happening to keep you on Green for so long."

Gorkon responded, "Yes, sir. I had to stay longer to be absolutely sure of my calculations. Affairs are not going well there. I'm afraid that if Green doesn't change its ways immediately, the planet won't be able to support life, and life won't endure there. Green is now on a destructive path. There used to be clean air and water, but now there's pollution everywhere. The acid rain that's caused by the pollution in the atmosphere has killed plants and some animals. In some large cities you can hardly see the sky, and the land is full of garbage and toxic waste dumps. They're cutting down beautiful rain forests in the southern hemisphere. They've been releasing some very dangerous chemicals—fluorocarbons, we would call them—into the atmosphere, and a hole in the ozone layer has developed over the southern polar cap. You're aware how dangerous ultraviolet radiation can be. If something isn't done, the amount of radiation in the atmosphere will be very dangerous and even lethal within twenty or thirty years. It could happen even sooner."

The president looked sad and asked, "Is that the only serious problem?"

Gorkon responded, "Unfortunately not. Several individual nations on Green have developed the bomb and other deadly weapons. So far they've avoided using the weapons against each other, and right now there's a sort of uneasy peace, but there's no guarantee it's going to last. The saddest thing that's happening on Green, though, is the extinction of species. Some have already died off entirely, and many more species are endangered—like wolves and tigers. Environmentalists are making efforts to save the whale and the panda, but it's mostly a case of too little too late. You know what happens to a planet when its species start to die off."

"Yes, of course," said the president. "We've got to stop that. Well, shall I call the Council into executive session?"

"Yes, Mr. President," said Gorkon. "Right away. I'm afraid we're going to have to interfere. If we don't, Green may not last much longer. We wouldn't want to see them suffer the same fate as Earth did."

GRAMMAR PRESENTATION

ARTICLES

THE: DEFINITE ARTICLE

FOR COUNT NOUNS

Members of **the Galactic Council** knew that **the planet** was between 4 and 5 billion years old. Several individual nations on Green have developed **the bomb**.

FOR NON-COUNT NOUNS

The acid **rain** that's caused by **the pollution** in the atmosphere has killed plants and some animals.

A / AN: INDEFINITE ARTICLE

FOR SINGULAR COUNT NOUNS

Green is now on **a** destructive **path**.

It was **a responsibility** of the Council to observe and monitor all planets that harbored life in **an effort** to predict which ones might destroy themselves.

ZERO ARTICLE

FOR PLURAL COUNT NOUNS

The land is full of garbage and toxic waste **dumps**.

They're cutting down beautiful rain **forests** in the southern hemisphere.

FOR NON-COUNT NOUNS

... but now there's **pollution** everywhere.

You're aware how dangerous ultraviolet **radiation** can be.

FOR PROPER NOUNS

The Galactic Council had been watching **Green**, as they called it, for millennia.

President Xau said, "Well, **Gorkon**, you're late getting back."

Planet Green's [watcher] was **Ambassador Gorkon**.

NOTES

EXAMPLES

1. A **noun** or **noun phrase** is **definite** when the speaker and listener both know which specific person, place, or thing is being talked about. Use the **definite article, *the***, with singular and plural count and non-count nouns that are definite for you and your listener.

- They're cutting down beautiful rain forests in **the southern hemisphere**.
- So far they've avoided using **the weapons** against each other.

2. A noun is also definite when it represents something that is **unique**.

- There is a hole in **the ozone layer**. (*There is only one ozone layer.*)
- **The president** needs to do something. (*There is only one president.*)

3. An adjective can often make a noun represent something unique. Some examples of such adjectives are *right*, *wrong*, *first*, *only*, and the comparative and superlative forms of adjectives.

- Is that **the only** serious problem?
- **The saddest thing** that's happening on Green is the extinction of species.

4. A noun or noun phrase can be made definite by context.

- In some large cities you can hardly see the sky, and **the land** is full of garbage and toxic waste dumps.

5. When a speaker or listener does not have a particular person, place, or thing in mind, the noun representing it is indefinite. Use the **indefinite article, *a / an***, with indefinite singular count nouns.

- You know what happens to **a planet** when its species start to die off. (*any planet—no particular planet in mind*)

6. A noun is often indefinite the first time a speaker mentions it. It is usually definite after the first mention.

- Several individual nations on Green have developed the bomb and other lethal **weapons**.
- So far they've avoided using **the weapons** against each other. (second mention of *weapons*)

7. Use **zero article** (= no article) with plural count nouns and non-specific non-count nouns.

- **Affairs** are not going well there. (*affairs in general*)
- ... now there's **pollution** everywhere.

8. Use zero article before the names of people or their titles.

- **Gorkon** was making his report to **Mr. Xau**.
- **President Xau** said, "Well, **Gorkon**, you're late getting back."
- Planet Green's [watcher] was **Ambassador Gorkon**.

9. A noun is **generic** when it represents all members of a class or category of persons, places, or things. Generic nouns can be singular or plural count nouns. Note these three ways of using count nouns generically. These patterns are approximately the same in meaning *when used to classify or define* something.

- Many more species are endangered—like **wolves** and **tigers**. (zero article + count noun)

OR

- Many more species are endangered—like **the wolf** and **the tiger**. (definite article + singular count noun)

OR

- Many more species are endangered—like **the wolves** and **the tigers**. (definite article + plural count noun)

Non-count nouns can also be used generically.

- You're aware how dangerous ultraviolet **radiation** can be. (zero article + non-count noun)

10. BE CAREFUL! In statements where you are not classifying or defining with a generic noun, you may not use *a / an* in front of the noun.

- Environmentalists are making efforts to save **the whale** and **the panda**.

OR

- Environmentalists are making efforts to save **the whales** and **the pandas**.

OR

- Environmentalists are making efforts to save **whales** and **pandas**.

~~NOT Environmentalists are making efforts to save a whale and a panda.~~

11. The definite article, *the*, is used with the names of some countries and many geographical features or regions.

(See Appendices 4 and 5 on pages A-3 and A-4 for lists of these countries and regions.)

- There are environmental problems in **the United States**.
- Camels are native to **the Middle East**.

FOCUSED PRACTICE

1 JULY BREAKS RECORD

Read the article. Insert **a**, **an**, or **the** where necessary. If no article is needed, leave a blank.

July Breaks Worldwide Temperature Record

Global Warming

BY TRACI WATSON

WASHINGTON—July was the world's warmest month on record, and 1998 is on track to become planet's hottest known year, data reported Monday shows.

 temperatures in each of the past 15 months have broken global highs for that month. But July was distinctive in another way: Its average of 61.7 degrees Fahrenheit was more than half a degree higher than that of July 1997, the planet's previous warmest month, according to the National Climatic Data Center in Asheville, North Carolina. Scientists say the increase, 0.6 degrees, is unusually large.

"It would be hard to ignore that something's going on—and that something is global warming," Vice President Gore said Monday in announcing the data.

Last year was the hottest year measured since reliable data collection began in the late 1800s.

Gore has held series of news conferences to focus attention on global warming, one of his pet causes. And the weather is working in his favor.

 heat wave slammed North Texas with 29 consecutive days of triple-digit temperatures in July and August. heat is blamed for 126 deaths in the state.

Heat in Middle East has killed 52 people and sickened hundreds, according to The Associated Press. Even Egyptians, used to toiling in the desert, have taken to working at night to avoid 100-degree daytime heat that has persisted for three weeks. Temperatures have hit 122 degrees in Kuwait, where pools have equipment to chill the water.

Temperatures soared to 100 in Paris on Monday, and even higher elsewhere in

Section 9

USA TODAY, Sunday, August 2, 1998

France. Locals and _____ tourists splashed
10. in fountains near the Eiffel Tower and the Louvre.

Some scientists suspect that the new records are due partly to the El Niño weather phenomenon and partly to global warming. But a few say the higher temperatures are part of the normal climate cycle.

Most scientists agree that global warming, the gradual rise in worldwide temperature over the past century, is caused by so-called greenhouse gases. These gases are emitted by _____ cars, factories, and
11. power plants. They rise into _____
12. atmosphere and trap heat.

Some climate experts predict that

continued global warming could bring more floods, more droughts, and higher sea levels that would inundate coastal areas.

But scientists caution that it is impossible to link global warming to any given abnormal weather event.

Gore has long been one of the most prominent voices calling for action against global warming. He was the primary supporter in the White House of an international treaty to slow global warming that was written in December 1997 in Kyoto, Japan.

That treaty has been greeted with skepticism in the Senate, which must ratify it for
13. United States to take part.

2 DISASTERS

Here are some notable environmental disasters that have occurred in this century. Insert **a**, **an**, or **the** where necessary. Leave a blank where no article is required.

Disaster at Sea: Many Lives Lost

APRIL 16, 1912. The Titanic, _____
 1. 2.
 British steamer, sank in _____ North
 3.
 Atlantic last night after hitting _____
 4.
 iceberg, disproving its builders' claims that
 it couldn't be sunk.

Partial Meltdown at Three Mile Island

On March 28, 1979, _____ worst
 5.
 nuclear accident ever to occur in
 _____ United States took place at
 6.
 the Three Mile Island nuclear reactor
 in Pennsylvania. _____ causes
 7.
 were _____ equipment failure and
 8.
 _____ human error, leading
 9.
 to a loss of coolant in _____
 10.
 reactor and _____ partial
 11.
 meltdown of _____ reactor's
 12.
 nuclear core. _____
 13.
 meltdown of _____ nuclear
 14.
 core could have been total. If
 _____ coolant hadn't been
 15.
 lost, _____ accident might
 16.
 not have happened.

Chernobyl Damage Wider Than Previously Reported

DETAILS ARE FINALLY EMERGING. On April 26, 1986,
 _____ fires and explosions following _____
 17. 18.
 unauthorized experiment caused _____ worst accident
 19.
 in _____ history of nuclear power at the nuclear power
 20.
 plant in Chernobyl, Ukraine.
 At least thirty-one people were killed in _____ disaster
 21.
 itself, and _____ radioactive material was released into
 22.
 the atmosphere. Approximately 135,000 people were
 evacuated from _____ vicinity. Scientists warned
 23.
 of _____
 24.

MASSIVE OIL SPILL IN ALASKA

MARCH 24, 1989. _____ oil tanker *Exxon Valdez* struck Bligh Reef in
 25.
 Prince William Sound, Alaska, tonight, causing _____ worst oil spill in
 26.
 _____ U.S. history. More than 10 million barrels of _____ oil were
 27. 28.
 spilled, causing the death of _____ many animals and resulting in
 29.
 _____ great environmental damage. _____ captain of _____
 30. 31. 32.
Valdez was said to have been drinking in his cabin at _____ time of
 33.
 _____ accident, with _____ ship being piloted by _____ first
 34. 35. 36.
 mate, who was inexperienced. Exxon agreed to pay for _____ cost of
 37.
 cleaning up _____ spill. It was determined that _____ captain, rather
 38. 39.
 than _____ first mate, should have been piloting _____ vessel.
 40. 41.

3 EDITING

Read the following composition about genetic engineering and the environment. It contains twelve errors in the use of articles. Find and correct the errors. Some of the errors are made more than once.

Genetic Engineering and the Environment

People say we are now able to perform genetic engineering. I am against this for several reasons. First, it is dangerous to tamper with ~~the~~ nature because we don't know what will happen. We could upset the balance of the nature. For example, people are against the mosquito because it carries a malaria. Suppose we change the DNA of the mosquito so that it will die off. That will stop a malaria, but it will upset the balance of the nature because certain other species depend on the mosquito. If we destroy it, these other species won't be able to survive. This will have serious effect on environment.

Second, genetic engineering will take away people's control over their own lives. Suppose scientists develop the capability to isolate gene for violent behavior and they eliminate this gene from future generations. This may eliminate violence, but I believe that behavior is matter of choice, and this type of genetic engineering will eliminate choice. It will make people behave as someone else has determined, not as they have determined, and it will take away an individual responsibility.

Third, genetic engineering will remove chance from our lives. Part of what makes the life interesting is unpredictability. We never know exactly how someone, or something, is going to turn out. It's fun to see what happens. As far as I am concerned, we should leave genetic engineering to Creator.

COMMUNICATION PRACTICE

4 LISTENING



Read these statements. Then listen to the conversation between a husband and a wife.

1. a. The Indian tribe wants to kill all whales.
b. The Indian tribe wants to kill some whales.
2. a. The standoff is between all environmentalists and all Indians.
b. The standoff is between some environmentalists and some Indians.
3. a. The newspaper article supports the environmental point of view in general.
b. The newspaper article supports a particular environmental point of view.
4. a. The husband supports all Indians.
b. The husband supports a particular group of Indians.
5. a. The husband thinks the Indians should be able to kill all whales.
b. The husband thinks the Indians should be able to kill some whales.
6. a. The wife believes in saving some whales.
b. The wife believes in saving all whales.
7. a. The wife thinks it's cruel to hunt all whales.
b. The wife thinks it's cruel to hunt some whales.
8. a. Some cattle are domestic animals.
b. All cattle are domestic animals.
9. a. The wife thinks all whales are intelligent.
b. The wife thinks some whales are intelligent.
10. a. The husband thinks we should consider the viewpoint of all Indians.
b. The husband thinks we should consider the viewpoint of a particular group of Indians.



Now listen again. Then circle the letter of the sentence that correctly conveys the information in the conversation.

5 DISCUSSION

First make a list of ways to solve the following environmental problems. Then discuss your solutions with a partner. Present your suggestions to the class.

- saving endangered animals
 - improving air quality
 - improving water quality
 - disposing of garbage
 - ensuring the supply of clean water
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