
Modern American English NEW EDITION

Robert J. Dixon

Workbook



P.T. INDIRA

MODERN
AMERICAN
ENGLISH

Robert J. Dixon

New Edition

Workbook

6

MODERN AMERICAN ENGLISH

Regents Publishing Company, Inc.



Illustrations by Anna Veltfort

Copyright © 1981 by
Regents Publishing Company, Inc.

*All rights reserved. No part of this book may be
reproduced in any form without permission in writ-
ing from the publisher.*

10 9 8 7 6 5 4 3 2 1

Published by
Regents Publishing Company, Inc.
2 Park Avenue
New York, N.Y. 10016

Printed in the United States of America

ISBN 0-88345-320-7

Foreword

This workbook provides additional practice in comprehension, speaking, reading, and writing for students using *Modern American English*, Textbook Six. The lessons in the workbook are closely coordinated with those in the textbook, and every fifth lesson is a review of material that has been previously introduced. Each workbook lesson should be assigned after the corresponding lesson in the text has been covered in class.

Each lesson is divided into two sections: (1) Reading and Conversation Practice and (2) Structure and Pattern Practice. In the review lessons, the reading is replaced by a dialogue, and the first section is called simply Conversation Practice. Each section strengthens the development of all the different language skills.

The first section, Reading and Conversation Practice, includes a reading followed by comprehension questions. In presenting the reading, the teacher should first have the students listen as he or she reads the reading. Any questions about new vocabulary items should be answered at this point. There is considerable emphasis in this workbook, as in the corresponding text, on the acquisition of new vocabulary. The listening practice should be followed by choral repetition, individual repetition, and reading out loud by individual students. For the comprehension questions, the teacher should ask the questions and have individual students give the answers. At this advanced level, the students should be able to answer the questions quite freely and not just repeat the words from the book. It should be noted that several of the questions really call for a discussion based on the students' own experiences and feelings.

Student-student practice, with one student asking the questions and another giving the answers, should follow next. There are spaces in which the students can write the answers to the comprehension questions in the workbook itself.

The dialogues should be presented in the same manner. In addition, the students can memorize the dialogues as a homework assignment. The students can then act out the dialogues in class as short plays.

The second section, Structure and Pattern Practice, corresponds to the same section in the textbook lessons. Additional exercises are given on the grammatical material covered in the textbook lesson. The same procedures are suggested—choral and individual repetition of both cues and responses, followed by individual responses as the teacher gives the cues. Again, student-student practice should follow. There are several different types of exercises: changing, combining, and so on. There are spaces in the workbook in which the students can

write their responses to the cues in these exercises. One of the principal uses of this section should be for written homework.

The study of the structure and the grammatical forms of a language does not always provide students with sufficient experience to understand or participate in a conversation in the language which they are trying to learn, or even to get as much out of reading as they would like. These workbooks give additional practice beyond that in the textbooks so that students can develop the skills necessary for effective understanding and use of the language, whether that may involve reading, writing, or conversation. In short, when used with the textbooks, they give the students the broadest experience with the language that they can obtain in the classroom.

Table of Contents

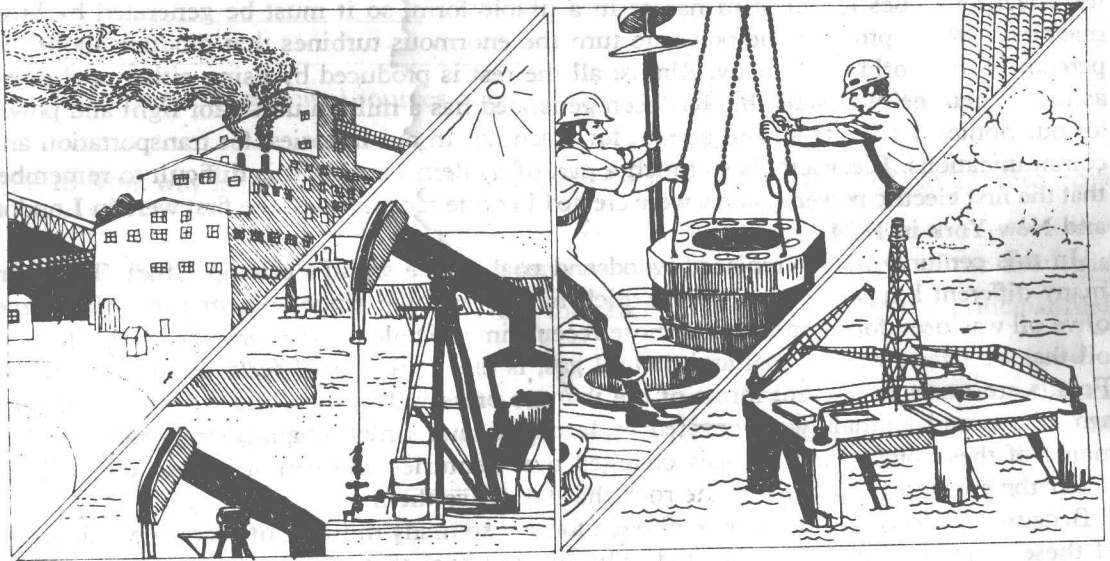
Foreword	i
Lesson 1	1
Lesson 2	7
Lesson 3	13
Lesson 4	19
Lesson 5: Review	26
Lesson 6	32
Lesson 7	39
Lesson 8	45
Lesson 9	52
Lesson 10: Review	58
Lesson 11	64
Lesson 12	71
Lesson 13	78
Lesson 14	85
Lesson 15: Review	92

Lesson

1

1. Reading and Conversation Practice

A. Reading: The Energy Crisis (Part One)



Since the Industrial Revolution in the eighteenth and nineteenth centuries, humanity's need for energy has multiplied over and over again. We still have our basic needs for energy—to cook our food and heat our homes. To these have been added the need for providing energy to run our factories and our cars and our communications systems, and nowadays not only to heat our homes but also to cool them. When you look around and see all the millions of automobiles on our highways and our city streets, remember they are using energy. Or when you turn on an electric light or an air conditioner or a television set, remember that they too are using energy.

Until the eighteenth century, humanity's chief fuel was wood, which was burned as a source of energy for cooking and heating. Water was also used to turn wheels that ground different grains into flour. Otherwise, human beings depended on muscle power—their own and that of a number of animals such as horses, camels, and oxen. In fact, we still use the term *horsepower* for several kinds of machines, especially automobiles. Muscle power did a lot. All you have to do is look at the pyramids in Egypt and the Great Wall of China to understand what muscles can accomplish.

Our use of wood is a good example of our thoughtless destruction of the world's resources. Many forest areas were cleared to make way for farmland as the population increased. However, over many centuries, a good deal more was destroyed because of human needs for wood to burn. Through large areas of China and the Mediterranean, where civilization is ancient, most of the forests have disappeared. This destruction of the forests has probably helped the desert to advance and perhaps even changed the climates of some regions of the earth.

When the Industrial Revolution began in the middle of the eighteenth century, coal gradually became the most important fuel. Water or steam provided power for many of the early machines. The steam had to be made by burning wood or coal, and coal was cheaper, more plentiful, and more efficient. The nineteenth century might well be called the age of steam after the source of power for the railroads, the ships, and the factories that began to spread across the face of the world. A great deal of coal does not burn cleanly but instead lets off a cloud of black smoke. The English industrial cities of the nineteenth century were covered with dirt from the smoke of their factories.

In the twentieth century, the world's chief sources of energy have become oil and electricity. Electricity does not exist in nature in a usable form, so it must be generated by huge machines. Water provides the power to turn the enormous turbines that produce about five percent of the world's electricity. Almost all the rest is produced by using either coal or oil as fuel. Then the electricity that has been generated has a million uses—for light and power for our homes, for lights for our streets, for machines in our factories, for transportation and communications. Electricity is so much a part of modern life that it is difficult to remember that the first electric power systems were created in quite recent times; the first were in London and New York in 1884.

In this century, oil has replaced wood and coal as the world's principal fuel. There are many different kinds of oil, some of which have been used since ancient times. In Rome, olive oil was used for lamps, and in more recent times whale oil also provided light. But the oil that we use now, like coal and natural gas, is one of the *fossil fuels*, as they are called. Fossils are traces of ancient forms of life that are preserved in rock. Many millions of years ago, plants and animals were covered by layers of mud which changed into rock. The remains of these plants and animals changed over centuries and centuries into coal and oil under the enormous pressure of the rock that lay above them.

Because the deposits of coal and oil were formed so many millions of years ago, the supply of these sources of energy is limited. The oil and coal that we burn cannot be replaced. Exploration for oil goes on wherever the rock formations indicate the possibility that petroleum might be found. The search for oil has turned to the deserts, the seas, and the frozen wastes of the Arctic. There are important new oil fields on the northern slope of Alaska and in the North Sea off the coasts of Great Britain and Norway. The richest fields that have ever been found lie under the deserts of Arabia and North Africa.

Nevertheless, we are using oil faster than we can find it. Just think of those millions of automobiles all over the world that burn gasoline, which is made from oil. And then add to them all the factories and electric power plants and homes that also burn oil. When we have discovered all the oil that already exists, there will be no more. It is no wonder that people are talking about an energy crisis.

Nobody knows exactly how long our present supply of oil will last. Fifty years? A hundred years? Two hundred years? Nobody really knows for sure. The only positive fact is that sooner or later we will run out of oil. The world's supply of coal is larger. In the United States, for example, the experts estimate that we have enough coal to last for four or five hundred years.

Many such estimates, however, are based on the use of energy continuing at the same levels in the future, whereas in fact the use of energy throughout the world increases every year.

If we don't cut our use of energy, or if we don't find new sources of energy, the future will face an energy crisis that may change human existence completely.

B. Answer these questions.

1. What are humanity's basic needs for energy? Why has humanity's need for energy multiplied since the Industrial Revolution?

2. What were the principal sources of energy before the Industrial Revolution?

3. In what way is our use of wood a good example of our destruction of natural resources?

4. What was the source of power for many machines in the early days of the Industrial Revolution? Why did coal begin to take the place of wood as the world's principal fuel?

5. What is a problem that often comes from burning coal?

6. What are the world's chief sources of energy in the twentieth century?

7. Why must electricity be generated? How is it generated?

8. What are some of the uses of electricity?

9. When were the first electric power systems created?

10. What is the world's principal fuel in this century? What kinds of oil were used in earlier times?

11. What are coal, oil, and natural gas called?

12. What are fossils? How were the fossil fuels formed?

13. Why are these sources of energy limited?

14. Where are some recently discovered oil fields? Where are the richest oil fields that have ever been discovered?

15. Why are people talking about an energy crisis?

16. What are some estimates about how long our present supply of oil and coal will last?

17. What will happen if we don't find new sources of energy?

18. What are some of the ways in which you yourself use energy that does not come from your own muscles? What are the sources of the energy you use?

2. Structure and Pattern Practice

A. Change these sentences to the negative.

E X A M P L E

We faced the energy problem.

We didn't face the energy problem.

1. They cool their home in the summer.
2. They ground the grain into flour.
3. The experts gave us an estimate.
4. We burn coal to heat our house.
5. He works for a forestry project.
6. She wants more electric appliances.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Change these sentences to affirmative questions; then give affirmative short answers.

EXAMPLE

A car burns gasoline.

Does a car burn gasoline? Yes, it does.

- | | |
|---|----------|
| 1. They destroyed too many of their forests. | 1. _____ |
| 2. They use water to turn the wheels. | 2. _____ |
| 3. They found oil under the sea. | 3. _____ |
| 4. She accomplishes a lot every day. | 4. _____ |
| 5. A guide accompanied them everywhere. | 5. _____ |
| 6. She makes travel arrangements for
tourists. | 6. _____ |

C. Change these sentences to negative questions; then give negative short answers.

EXAMPLE

She canceled the meeting.

Didn't she cancel the meeting? No, she didn't.

- | | |
|--|----------|
| 1. They closed down the factory. | 1. _____ |
| 2. He cooperates with everyone. | 2. _____ |
| 3. I looked up the word in the dictionary. | 3. _____ |
| 4. She always gets expert advice. | 4. _____ |
| 5. I know how a turbine works. | 5. _____ |
| 6. They stopped by to help me. | 6. _____ |

D. Add an attached question to these sentences; then give the expected short answer.

EXAMPLE

They signed up for a tour.

They signed up for a tour, didn't they? Yes, they did.

- | | |
|--|----------|
| 1. They didn't find any oil. | 1. _____ |
| 2. We have a good supply of coal. | 2. _____ |
| 3. She advised you to get some vocational
training. | 3. _____ |
| 4. She doesn't entertain very often. | 4. _____ |

5. They don't use much gasoline.

6. She got in touch with you.

5. _____

6. _____

Additional Vocabulary

(to) accomplish

(to) advance

(to) base

cleanly

(to) cool

crisis

destruction

farmland

flour

formation

(to) grind (ground, ground)

(to) heat

horsepower

mud

(to) multiply

ox (pl., oxen)

plentiful

positive

pyramid

search (n)

slope

steam

thoughtless

trace (n)

turbine

usable

waste (n)

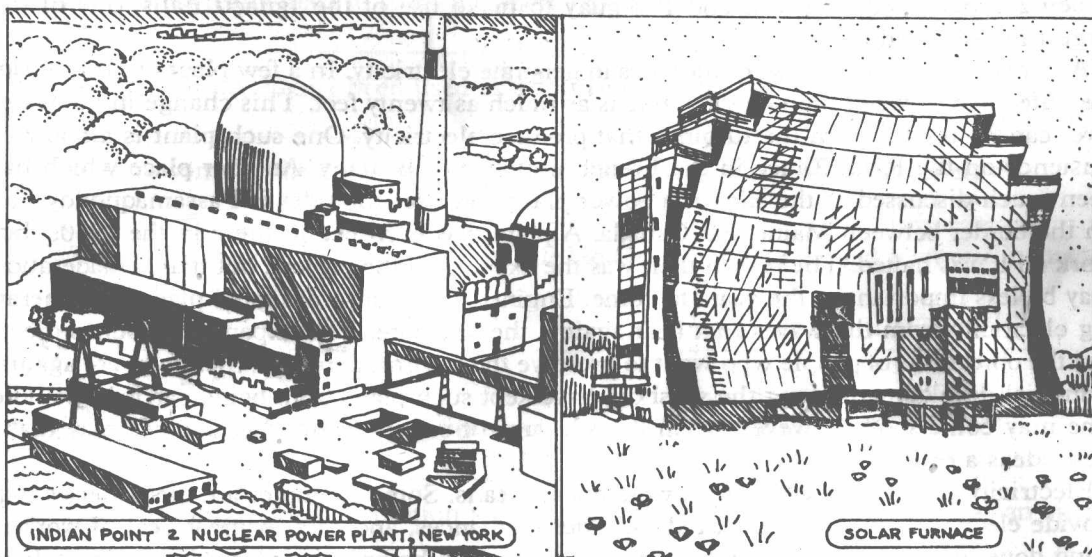
wherever

wonder (n)

Lesson 2

1. Reading and Conversation Practice

A. Reading: The Energy Crisis (Part Two)



The energy crisis has begun to make people try to save fuel, particularly oil and gasoline. Speed limits have been lowered in many countries so that automobiles will work more efficiently, and Sunday driving has been discouraged. In addition, many power plants that used to burn oil have changed to coal, which is in more plentiful supply. These attempts to save our energy resources only scratch the surface of the problem, however. The real need is to find new sources of energy.

One new source to which people have turned is atomic energy. Several electricity-generating plants which use nuclear reactors have already been constructed or are under construction. Ships and submarines powered by atomic energy are also sailing the seas of the world. Many people have serious doubts, however, about the increased use of atomic energy. Not all the problems and dangers involved have been fully worked out. Nuclear reactors, for example, use enormous quantities of water for cooling, and water is in short supply in many parts of the world. The hot water that these power plants give out has also been found to be harmful to plant and animal life in their area. Added to this is the problem of the disposal of

radioactive waste. The fact is that no one is sure exactly how harmful to the environment—and to ourselves—are the present methods of getting rid of atomic waste. Finally, there is a human danger—atomic energy in the wrong hands may be used for destructive purposes.

Without doubt the greatest energy source of all is the sun. In spite of our dependence on the sun, we have not really been very inventive in putting it to use in providing energy in an industrial society. Only a few experiments have been made to develop solar energy for heating homes and other buildings. At the present time, solar heating is more expensive than burning oil or coal for the same purpose. Nevertheless, solar energy will slowly replace fossil fuels for heating and cooling as the price of oil rises and solar heating systems are improved. Further experiments will undoubtedly show other ways in which the sun can provide energy for humanity.

The increased use of water for generating electricity is another possible solution for the energy crisis, at least in part. We have already said that about five percent of our electricity is generated by water. Undoubtedly this percentage will grow in the future, especially in those countries in which there are swift-flowing rivers and falls. A huge new project, for example, is being constructed by Brazil and Paraguay to make use of the Iguacu Falls, one of the largest in the world.

Another prospect is the use of the tides to generate electricity. In a few places in the world, the difference between high and low tide is as much as twenty feet. This change in the water level can be used to turn the turbines that produce electricity. One such plant is already in existence on the River Rance in the French province of Brittany. Another place which has been much discussed as the site for a power plant that uses the tides is Passamaquoddy Bay on the border between Maine and Canada. A plant was even begun there in the 1930s, but work on it was halted. The reason then was the expense of the project, but that consideration may be less important in the years to come. Engineers have also designed plans for generating electricity from the waves that beat against the seashore. The expense of such projects and the objections of people who want to preserve the environment and, therefore, are against industrial development along the seashore have kept such plans from being carried out. The time may come soon, however, when the shortage of energy from other sources may make these ideas a reality.

Electricity can also be generated by chemical means. Some examples are the batteries that provide electricity for flashlights, radios, other appliances, and cars. A great deal of work is being done to develop a car that is completely powered by batteries since the automobile is one of the principal consumers of the world's oil supply. The electric cars that have been built up to now, however, have serious drawbacks. Their speeds are much lower than those of a normal car, for one thing. For another, they can travel only a relatively short distance before their batteries have to be recharged. Nevertheless, as the energy crisis becomes more severe, it is possible that electric cars will go on the market so that people in the suburbs can use them for doing errands in their neighborhoods. Even such a limited use of these cars would save a lot of the world's precious supply of petroleum.

Another possible development would be the discovery of substitutes for oil and gasoline. The best substitutes would come from natural products, that is, products that could be grown and therefore replaced. The two best possibilities at the present time seem to be alcohol and rubber, both of which have many of the same chemical properties as oil.

During World War II, alcohol was used as a fuel for cars and trucks in some countries which had a severe shortage of oil. The alcohol helped to keep automobiles running during those difficult years. Alcohol can be made from any natural product, wood above all. With

careful management of our forests, we would never run out of it. Also during World War II, rubber was made from oil. Now, of course, it is the reverse which would be necessary. The difficulty with both alcohol and rubber is the expense of turning them into fuels. With the rising price of oil, however, the cost of developing substitutes may be worth the expense.

The energy crisis is real; the world's supply of fossil fuels is dangerously limited. The search is on for new sources of energy to replace coal, oil, and natural gas. We must hope that the search will be successful for the sake of our children and our children's children.

B. Answer these questions.

1. What are some of the ways in which people have begun to try to save fuel?

2. What do we really need to solve the energy crisis?

3. How has atomic energy been used as a source of energy?

4. What are some of the serious doubts about the increased use of atomic energy?

5. What is the greatest energy source of all? How much have we used it in our industrial society?

6. What kind of experiments have been made to develop solar energy?

7. What is another possible solution for the energy crisis? How is water used as an energy source?

8. What countries especially will be able to take advantage of water power?

9. How can the tides be used as a source of energy? Where is one such plant?

10. What other site was much discussed for this kind of power plant? What has happened to the idea?

11. In what other way have engineers shown that the power of water can be used as a source of energy? What has kept such plans from being carried out?

12. How else can electricity be generated? What is an everyday example?

13. Why are people trying to develop a car powered by batteries?

14. What are the drawbacks to the electric cars that have been developed?

15. For what purpose may electric cars be marketed? How would this help the energy crisis?

16. What are the best possibilities for substitutes for oil and gasoline?

17. How was alcohol used during World War II? From what can alcohol be made?

18. How was rubber made during World War II? What would be necessary now?

19. What is the difficulty in making rubber and alcohol into fuels?

20. Why is the energy crisis real?

21. What are your own ideas about the best ways to solve the energy crisis?

2. Structure and Pattern Practice

A. Change these sentences to the negative.

EXAMPLE

They're burning oil in this plant.

They aren't burning oil in this plant.

10 1. He's very inventive.

1. _____

- | | |
|---|----------|
| 2. They were discouraging Sunday driving. | 2. _____ |
| 3. There are some drawbacks to electric cars. | 3. _____ |
| 4. The waste was radioactive. | 4. _____ |
| 5. We're halting here for the night. | 5. _____ |
| 6. She's working to develop solar energy. | 6. _____ |

B. Change these sentences to affirmative questions; then give affirmative short answers.

EXAMPLE

This waste is usable.

Is this waste usable? Yes, it is.

- | | |
|---|----------|
| 1. She's a very efficient person. | 1. _____ |
| 2. There's a deposit of petroleum here. | 2. _____ |
| 3. They're installing a solar heating system. | 3. _____ |
| 4. I was doing some errands. | 4. _____ |
| 5. It's a swift-flowing river. | 5. _____ |
| 6. There's a flashlight on the desk. | 6. _____ |

C. Change these sentences to negative questions; then give negative short answers.

EXAMPLE

This waste is usable.

Isn't this waste usable? No, it isn't.

- | | |
|---|----------|
| 1. The tides are very high there. | 1. _____ |
| 2. They're changing over to coal in this power plant. | 2. _____ |
| 3. There was a dark cloud in the sky. | 3. _____ |
| 4. The supply of petroleum is plentiful. | 4. _____ |
| 5. They're cutting their dependence on oil. | 5. _____ |
| 6. The search was successful. | 6. _____ |