ADVANCED ENGLISH VOCABULARY

WORKBOOK 1

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INTRODUCTION

The students for whom this course is intended fall into three main categories:

(a) Students in non-English speaking countries proceeding to non-English medium universities, who need the non-technical vocabulary which will enable them to read English textbooks and other material on their professional subjects (i.e. the physical sciences, mathematics, technology, and the social sciences*).

(b) Students in non-English speaking countries preparing to take professional courses at English-medium universities at home or abroad.

(c) Students of overseas origin in English speaking countries taking courses in English preparatory to entering universities or institutions in their host countries.

The students for whom the course was originally produced, and who over the past four years have served as an experimental group for the development and revision of the course material, belong to the third category. They are Colombo Plan students from various countries taking a three months' intensive English course at the English Language Institute in Wellington, preparatory to entering New Zealand universities and technical colleges. Some of the course material has also been used by groups of students in the Wellington Polytechnic, Canterbury University (Christchurch), the University of the South Pacific (Suva), and by a group of Peace Corps teachers assigned to teach the English needed for science and mathematics in Fijian schools.

The needs of the three groups of learners listed above identify the purpose of the course. Its purpose is to teach the vocabulary which will enable these students to read English books and periodicals on their subjects and understand what they hear in lectures and seminars where English is used. It aims to teach this vocabulary not merely by introducing it into the course material but by explaining it and making the students thoroughly familiar with it.

The course consists of seven workbooks (each divided into sections) which can be covered in three months of intensive study, or spread out over a longer period. The workbooks are mainly self-instructional. A self-instructional course is essential for isolated students, and the workbooks are equally useful for pre-University classes. Individual learning activities for large classes can only be provided by workbooks, in the absence of expensive equipment. Even in a situation where classes are smaller it has been found that a 'do-it-yourself' system produces better results, since it enables a student to define his own objectives, programs a sequence through which he can attain them, and establishes him as the navigator of his own progress.

The Basis of the Course

The course is based on a two thousand word vocabulary called the 'second thousand' and 'third thousand' word lists. A 'first thousand' word list of 1,000 content words, together with about 275 structural words and phrases, is assumed to be known in advance. The complete list will be published in the book *3,500 Word English* (Newbury House). Words taught in each book are indexed at the back.

The first thousand word list takes into account the results of a previous study (especially M. West's 'Minimum Adequate' and 'General Service' lists, Basic English, Riewald's lists, and H. Bongers K list). The usefulness of each item was also checked, over a period of four years, by observation of overseas teachers at the English Language Institute (Wellington) who used the vocabulary for paraphrasing, speech-making, teaching and defining words not in the vocabulary.

The second and third thousand word lists were compiled on the basis of counts of non-technical vocabulary in university science and social science textbooks prescribed in Osmania University, Hyderabad, India, and in Victoria University, Wellington. The glossary of 'The Structure of Technical English' (A. J. Herbert, Longman) was also consulted, and a few high frequency words included from counts of issued of 'The New Scientist' and the Indian 'Statesman'. Technical words were excluded because these words form part of the subject-matter of professional disciplines, and are therefore best taught through these disciplines.

How to use the Course

Each of the thirty sections of the course is divided into five subsections; (a) word-study, (b) dictation exercises and dictations, (c) section vocabulary, (d) reading passages, (e) a short word-completion test on the section vocabulary, which can be corrected by the student himself.

The word-study subsections include explanation and definition of words, explanatory diagrams and drawings, programmed learning passages, and exercises on the structure and syntax when words present such problems. The student can complete the word-study tasks and exercises either on his own or under the supervision of a teacher. The dictation exercises and dictations require the aid of a good speaker of English or a tape-recorder.

INTRODUCTION (cont.)

When he has worked through the Word-Study and dictation subsections, the student will have some familiarity with the section vocabulary which follows them. The reading passages can then be read without recourse to a dictionary or any other aid, and therefore offer the experience of an achievement. If the reading passages are studied in class they can be used as a basis for oral or written exercises and tests. Samples of such exercises and tests are given at the end of the first workbook. Finally a short word-completion test (d) will help the student to assess his familiarity with the vocabulary of the section.

Vocabulary is taught in the workbooks by cumulative techniques, i.e. by explanation followed by planned *repetition* of the words in a variety of typical contexts. The main condition for the attainment of the objectives of the course is therefore the careful completion of *all* the tasks and exercises it contains.

*For present purposes, 'the social sciences' include economics, political science, anthropology, sociology, psychology and geography.

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New Zealand

INSTRUCTIONS FOR STUDENTS

1. You learn the words in this course by reading them and hearing them and saying them again and again in natural situations and contexts. So you should do *every part* of the course carefully. *Do not leave out* anything. Follow all instructions carefully.

2. When you study the items in Word Study you will see blank spaces, but read each sentence softly to yourself, *including* the missing words. The blank spaces should be filled in by your mind's eye, but not with pen or pencil. The reason for this is that as soon as you *write* the words, you have lost your chance of revising this part of the work.

3. After you have gone through the Word Study items once, turn to the vocabulary list at the beginning of the unit. Read through the list and put a mark (✓) against the words you are sure that you know. If you do not feel sure about any word, turn back to the Word Study pages and study that word again. The reading passages and the little test at the end of the unit will also show you that there are some words you need to review (i.e. study again).

4. Notice that for the Dictation Exercises and Dictations you will need the tapes that are provided with this course *or* the help of someone who can speak English well.

5. You will find that you can read the Reading Passages without much difficulty, because you will be familiar with the vocabulary they contain. Try to understand the ideas and information in each passage. After reading a passage three or four times, write the *title* of the passage on a piece of paper and shut your book. Then try to write one or two paragraphs on the same topic (=subject), using ideas and sentences that you remember from your reading.

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Unit I

1.1 VOCABULARY

These are the words you will practice in this unit:

VERBS

add		(+ noun plural)
add		(+ noun + to + noun)
allow	(al·low')	(+ noun + to + stem)
cool		
cool		(+ noun)
divide	(di·vide')	(+ noun)
divide		(+ noun + between + noun)
divide		(+ noun + by + noun)
divide		(+ noun + into + noun)
expand	(ex·pand')	
form		(+ noun)
heat		(+ noun)
multiply	(mul'ti·ply)	(+ noun + by + noun)

NOUNS

addition	(ad·di'tion)	**a million**	(mil'lion)
accuracy	(ac'cu·ra·cy)	**a multiple**	(mul'ti·ple)
a bar		**multiplication**	(mul·ti·pli·ca'tion)
a basis	(ba'sis)	**a quantity**	(quan'ti·ty)
a century	(cen'tu·ry)	**a set (of)**	
(a) depth		**a standard**	(stand'ard)
a distance	(dis'tance)	**a system**	(sys'tem)
(a) division	(di·vi'sion)	**(a) temperature**	(tem'per·a·ture)
expansion	(ex·pan'sion)	**a unit**	(u'nit)
a fact		**(a) value**	(val'ue)
a figure	(fig'ure)	**(a) width**	
(a) height			
(a) length			

ADJECTIVES

accurate	(ac'cu·rate)	**metric**	(met'ric)
based on		**necessary**	(nec'es·sary)
basic	(ba'sic)	**official**	(of·fi'cial)
complete	(com·plete')	**perfect**	(per'fect)
cool		**special**	(spe'cial)
equal to	(e'qual)	**standard**	(stand'ard)
familiar with	(fa·mil'iar)	**sure**	

ADVERBS

accurately	(ac'cu·rate·ly)
nearly	(near'ly)
nowadays	(now'a·days)
probably	(prob'a·bly)

PHRASES

for example	(ex·am'ple)
instead of	(in·stead')

Unit I

1.2 WORD STUDY

INSTRUCTIONS: Study the following words and the uses of them:

a distance

If we draw a straight line between two points or places, and measure the line, that length is the *distance between* the two points or places.

Examples: In America and England the d_____e b_____n two towns is measured in miles; in France and Germany the d_____e is measured in kilometers. The d_____ b_____ Boston and New York City is 225 miles. The _____ _____ my house and school is not great. My house is on a hill and can be seen from a _____ of three miles.

a century
pl. centuries

Time can be measured in seconds, minutes, hours, days, weeks, months and years. Beginning with the year Christ died (called A. D. 1), historians also measure time in *centuries*. The word *century* comes from the Latin word *centum*, which means 100. A century is a h_____d years.

Examples: Our c_____y began in 1900 and will end in 1999. We live in the tw_____th c_____y. Columbus sailed to America in 1492. He sailed to America in the _____ _____.

a quantity
pl. quantities

A *quantity* is the weight of a thing which can be measured, or the volume of a thing (the space it takes) which can be measured. Measures themselves (a gram, a pint, etc.) can also be called *quantities.* In mathematics, a quantity can also mean a number.

Examples: The smallest qu_____y of flour which you can buy at a grocery store in some countries is three pounds. The smallest _____ of flour which you can buy at a _____ store in the United States is one pound. The _____ of milk which this bottle will hold is one pint. Why did you buy such a large _____ of oil? Twenty-four tons of coal is a large _____.

a standard
standard
a bar

In some countries there is *a bar* (a long piece of metal) which is kept in the offices of the government. Its length is one yard. It is the *standard* yard. It is a standard of measurement. When people in the United States or England measure things, they must use a measure which is a copy of the st_____d yard (the metal bar) which is kept in the offices in Washington, D. C., and London. A measure should not be too long or too short. It should have the right length. To test its length we use a st_____d.

A st_____ is something which is used as a test of other things of the same kind. When we take something as a s_____, this means that we try to copy it, we use it to measure other things, or we use it to test the goodness or completeness of other things of the same kind. A s_____ may also mean an idea (used as a test) of what is best, or what people should do.

Examples: A yard is a _____ of measurement, and all persons who sell things measured by the yard must use a measure which is a careful copy of a _____ yard. The _____ yard is a metal bar kept in the offices of the government.

To pass a geography examination, a student must know something. The teachers or examiners fix a _____ by telling the students what they must know to pass the examination. The _____ of the examination is fixed by the things which students must know if they want to pass. In a mathematics examination, some questions may be easy and some may be more difficult. The difficulty of the questions tests the students and fixes a _____ which they try to reach.

Mrs. Brown cleans her kitchen floor twice a day. She has high st_____s of cleanliness. Madox Ford was not a great painter but he had a _____. He took a long time over his paintings and threw away those which did not come up to his _____.

(a) value

(a) The *value* of a thing may mean the money for which it can be bought or sold, or the things for which it can be exchanged. (A countable or uncountable noun.)
(b) The value of a thing may mean, not the money which is paid for it, but the money which *should*

1.2 WORD STUDY

be given for it. (An uncountable noun.)
(c) The value of a thing may mean its usefulness, or anything which makes people need it or want it. (An uncountable noun.)

Examples (The first meaning): In the next few years the value of land will go up, but the value of clothes and furniture may fall. The present value of your car is only 800 dollars.
(The second meaning): I gave 40 dollars for this washing machine, but its real value is about 80 dollars. He sold his house for more than its real v____e.
(The third meaning): Walking has great v_____ for people who want to keep healthy. I stopped learning French ten years ago, so these books no longer have any _____ for me. I found his lectures of real _____.

a set (of)

We speak of a *set* of cups and saucers, a set of teeth, a set of chessmen (used for playing chess), a set of furniture, a set of rules, a set of problems. A set of things is a number of things of the same kind, which are kept together because they are alike, or which are used together, or which are thought of together.

Examples: She has bought a new s___ __ chairs for the dining room. I have lost two of my chessmen, so I must get another _____. I have never met such a stupid _____ _____ people in my whole life. Please do this _____ _____ problems for homework. Before you use this machine there is a _____ _____ rules which you must study.

complete

A thing is *complete* if it has all its parts.

Examples: This exercise is not complete; you have only written eight sentences; you have not finished it. This set of playing cards is not c_____e; the king and queen of hearts are not here. He has a _____ set of Shakespeare's plays in his library. People say that a family is not _____ without children.

official

We say that something is *official* when it is said, done, made or fixed by a government or by people who have the power to make rules or fix standards or tell us important things.

Examples: Every modern nation has o_____l standards of measurement. Some people say that the queen has given birth to a son, but the news is not yet _____. The President of the United States made an _____ speech on the radio yesterday.

perfect

A thing is *perfect* when it is complete and has no fault, when it is the best of its own kind.

Examples: It is very difficult to draw a p_____t circle. Your work is good, but no one can call it _____. They found a _____ place for their holiday. She is a _____ wife.

necessary

Look at the spelling of this word and remember it! A *necessary* thing is one which is needed for living or for doing what we want to do.

Examples: Food, air, and clothes are necessary for life. To cook food, heat is nec_____y. To make accurate measurements, standard measures are n____ssary. If you want to study at a university in England, America, or New Zealand, it is nec_____y to know English. If you want to visit some countries, it is n____ssary to have a passport. When you make a cake, you must use the n_____y quantities of flour, sugar, eggs, and butter or oil. Before you go to school, it may not be n_____ to pass an examination, but in most countries it is _____ to pass an examination before you go to a university. In New Zealand, if you are over 21, it is not _____ for you to pass an examination to go to a university.

cool

In the summer, when we feel a *cool* wind on our faces, we enjoy it. We also enjoy a cool drink when we feel hot. In the hot weather we sit under a tree or go indoors. we try to keep c____. It is c____er in the evening than it is in the middle of the day. C____ winds and c____ places are often pleasant; cold winds and cold places are not pleasant. It is often pleasant to feel c____, but it is not pleasant to feel cold.

1.2 WORD STUDY

A wind feels c__l when it has less heat than the hot air around us. A man's body gets c__l or cooler when it loses some heat. So we can say that things or people are cool when they have less heat than the air or other things around them; the day is cool when it is not so hot as other days at that time of year; things or people get cool when they lose heat.

cool
cool

When a thing *cools*, it becomes cooler or colder. When you cool something, you make it cooler or colder.

Examples: I must wait till the milk cools before I drink it. When you take a cake out of the oven you should leave it to c__l. Water takes longer to _____ than land.

You can c____ the milk by putting it in the refrigerator. The winds from the sea _____ the air in the afternoon.

allow
familiar with
special

When a new student comes to the University he must get to know the buildings and classrooms well. He must become ***familiar with*** them. Very soon he will want to use the University library, so he must learn the library rules. The library makes *special* rules and asks every student to keep them. All the old students are f_____r w____ these rules. New students must also become f_____ w _____ them. It is nec_____y to know these rules.

Every student *is allowed to* (= has permission to) take books out of the library. He is a____ed to take three books at a time. He is not a_____d __ keep a book for more than two weeks. He can also take magazines away to read. He is not _____ ____ keep a magazine for _____ _____ two weeks. In the library magazines are called **periodicals**. Every student will find books and periodicals about his special subjects. He will also find books about his sp____l interests.

What do we mean by a student's special interests? We mean those interests which he has but which other people may not have. People's interests are different.

Each department in the University has rules of its own which are different from those of other departments; in other words, each department has special rules. The sp____l rules of the library are made by the head librarian only for the library; other departments of the University do not have the same rules.

Most schools have s_____ classrooms for geography. In these classrooms you will find maps and other things useful for learning geography, though they are not useful for other subjects.

In some universities there is a _____ room for the teachers. This is a room used only by the teachers, not by everyone who comes to study or work at a university.

basic
based on
a basis
allowed to
not allowed to

We all learned arithmetic when we were at school. In some ways arithmetic is like a building. When a man starts to make a building, he puts some very strong bricks or stones at the bottom and on top of these he puts other bricks until the building is com____e. In the same way, in arithmetic there are some rules which come first, and all the other rules must be built on them. These first rules are called the ***basic*** rules; basic really means **at the bottom**, or **underneath**. In arithmetic the rules of addition and equality are b___c; all the other rules are built on them, or ***based on*** them. The rules of addition and equality are the ***basis*** of work in arithmetic.

The rules and laws of a good government are based on the needs of the people. People are not all__ed __ break these laws, because if they do, they will give trouble to others. The rules of a good library are _____ ____ the needs of the students and teachers who use it. Students are not _____ ____ break these rules, because if they do, they will give trouble to all the other people who use the library.

1.2 WORD STUDY

add
add
equal to
instead of
a figure
a million

Tom likes to do arithmetic. Today he wants to *add* two numbers. He wants to add four to six. He _____s four to six and gets the correct result, which is ten. He writes: 6 + 4 = 10
This means "six added to four is equal to ten." When we do arithmetic we write + *instead of* **added to.** We write = instead of (in place of) *is equal to*. When we write numbers, we use *figures* instead of words. We write 6 (which is a f___re) in_____d of six. We write 4 in_____ of four.

When we do arithmetic, what do we write instead of thirty-six? _____

What do we write instead of a hundred and fifty-nine? _____

Add seven to ten. What is this equal to? Write the sum in figures and give the result. _____

Write these numbers in figures
(a) Forty-nine _____
(b) Seven thousand _____
(c) Eighteen million _____

We can add six to itself. We can write 6 + 6. What is 6 + 6 equal to? It is _____ _____12.
6 + 6 = 12

How many sixes are there here? There are two sixes. When we add six to itself, or when we add two sixes together, we *multiply* six by two. When we do arithmetic, we write x instead of multiplied by. Six multiplied by two is equal to twelve. Write this in figures: _____

When we mu___ply six by a hundred, this means that we add six to itself until we have a hundred sixes. When we do this we write 6 x 100 = 600.

Now write the following in figures and give the result in figures.
(a) Eight multiplied by four is equal to _____ _____.
(b) Thirteen multiplied by three is equal to _____ _____.
(c) Three hundred and six multiplied by ten is equal to _____ _____.
(d) Five million multiplied by a thousand is equal to _____ _____.
(Remember that there are six 0's in a million and three 0's in a thousand.)

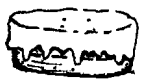
divide
divide
divide
divide
division

Look at the spelling of this word, DIVIDE.

The first part of this word is DI-
DI- is the short form of DIS- (Latin).

One meaning of DI- and DIS- is "into two parts" or "into parts."

When we *divide* a cake or a loaf of bread or an apple, we cut it or break it into parts.



Here is a cake. We will cut it into three parts.

Now the cake is divided into three.

Many things can be divided. A cake can be divided into three parts, or divided between three people. A house can be di___ed into two apartments, or di___ed between two families. A big field can be di___ed into a number of smaller fields. When half the people in a country fight against the other half, the country is di___ed. A family may also be di___ed, when a husband leaves his wife or when there is a quarrel. These are unhappy *divisions*.

Now we will think about division in arithmetic. Can a number be di___ed? Yes. Here are 10 apples.

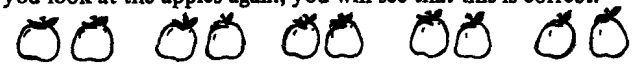
We will divide these apples equally between five children. This means that we must give an equal number of apples to each child.

To do this, we will do arithmetic. Instead of writing "ten divided into five parts," or "ten divided by five," we will write: $10 \div 5$

1.2 WORD STUDY

What is this equal to? $10 \div 5 = 2$

If you look at the apples again, you will see that this is correct.



There are five children, and each child gets two apples. The apples are now d____ed equally between _____ children. We d_____d the number of apples by five to get this result. So numbers can be _____ed.

Write these problems in figures and give the result.

(a) Divide eight by two _____

(b) Divide a hundred by five _____

(c) Divide two million by four _____

(d) Divide a hundred and eighty by nine _____

(e) Divide ninety-one by thirteen _____

addition
multiplication
division

The work of adding is called *addition*.

The work of multiplying is called *multiplication*.

The work of dividing is called *division*. The result of dividing is also sometimes called division or a division.

How many divisions are there in this line?

Here are some problems. How will you do them: by addition, by division, or by multiplication? Cross out the two answers which are wrong.

1. $6 \div 2$
   (a) by addition (b) by division (c) by multiplication.
2. 24×8
   (a) by addition (b) by division (c) by multiplication.
3. $6 + 3 + 24$
   (a) by addition (b) by division (c) by multiplication.

How will you do the following problems: by addition, by division, or by multiplication? Cross out the two answers which are wrong.

1. Tom is 6 years old and Tom's brother is twice as old as Tom. How old is his brother?
   (a) by addition (b) by division (c) by multiplication.
2. I have 44 books for 11 students. If I give an equal number of books to each student, how many will one student get?
   (a) by addition (b) by division (c) by multiplication.
3. I went to the store to buy my groceries. I spent 10 cents on salt, 20 cents on rice, 30 cents on butter, and 55 cents on eggs. How much did I spend?
   (a) by addition (b) by division (c) by multiplication.

a multiple

What is the *multiple* of a number? It is that number multiplied by another.

4 is a m____ple of 2, because $4 = 2 \times 2$.
6 is a m_____le of 3, because $6 = 2 \times 3$.
4 is not a m_____e of 3, because 4 cannot be divided by 3; three cannot be multiplied by another number to make 4.

Questions: (Answer Yes or No)
Is 12 a multiple of 3?
Is 12 a multiple of 5?
Is 25 a multiple of 5?
Is 40 a multiple of 13?
Is 40 a multiple of 8?

1.2 WORD STUDY

Finish these sentences:

32 is a m_____e of _____
9 is a m_____ of _____
21 is a m_____ of _____
100 is a m _____ of _____

accurate
accurately
accuracy
inaccurate

The word *accurate* is derived from the Latin word **cura**, which means **care**. Accurate work is work which is careful and correct. The word accurate gives us the idea of keeping **close to a standard**, for example, a standard of measurement, of pronunciation, of grammar, or of truth.

Look at this sentence: **Ten is a multiple of three.**

Is this sentence acc___te? It is grammatically acc___te, because it is a _____e by the standards of grammar. It is also spelled *accurately*. But it is not mathematically a_____e, because it is not a _____e by the standards of mathematics.

Look at this sentence: **Eights is a multiple of the four.**

Is it accurate or *inaccurate*? Is it a_____ by mathematical standards? Is it a_____ by grammatical standards?

When we write essays or exercises for our teachers or for ourselves, we must try to be sure that our work is _____ in every way; in its grammar, in its facts, and in its spelling. High standards of *accuracy* are necessary for a student, if he wishes to do his work well.

probably
sure

Mr. Brown says that he is *sure* that the morning train for New York leaves at 9 o'clock. He says this because he has just looked at the railway timetable and found the time of the train, or because he uses that train every week. He **knows** the time of the train, so if anyone asks him he can say he is sure about it. If he is **not sure**, this means that he does **not really know** the time of the train. A man is s_____ about something when he knows it, or when he has the best reasons for thinking it.

If Mr. Brown says that he will *probably* catch the train, he means that he thinks he will catch it, because he has a very good chance of catching it. If the train leaves after ten minutes, and if it takes him eight minutes to reach the station, and if he goes now, he will pr____ly catch the train. He cannot be s_____, because something may stop him catching the train. His hat may blow off, or the train may leave two minutes early, or his watch may be wrong. If he wants to be s_____, he must give himself more time—15 minutes or 20 minutes. But he will pr_____ly catch it.

If I say it will pr_____ rain this afternoon, I mean that I have good reasons for saying this. There are dark clouds in the sky and someone on the radio said that rain might come in the afternoon. There is a good chance that it will rain, though no one can be quite sure that it will rain.

We say that something will probably happen when there is a good chance (an 80% or 90% chance) that it will happen, and when there are good reasons for thinking this, though we cannot be sure.

Notice the three positions (places) of probably in a sentence.

(a) Probably it will rain this afternoon. (Probably is used at the beginning of the sentence.)
(b) It will probably rain this afternoon. (Probably is used just before the "meaningful" verb.)
(c) He is probably ill. (Probably is used after **is, are, was, were.**)

Examples:

Probably he will catch the train.
He will probably catch the train.
He has probably caught the train.
He is probably ill.
Probably he is ill.
Your tickets are probably at the office.
He probably forgot to tell her.
Your grocer probably sells potatoes.
Probably your grocer sells potatoes.

1.2 WORD STUDY

Exercise on PROBABLY

In the following sentences use probably in its second or third position (i.e., **not** at the beginning of the sentence). Rewrite each sentence.

1. *Example:* He knows the address.
   Write: He probably knows the address.
2. The present value of your car is 1500 dollars.

   _____
3. The President of the United States will make an official speech tomorrow.

   _____
4. It will be necessary to take your passport.

   _____
5. The distance is greater than ten miles.

   _____
6. He spends all his money on cigarettes.

   _____
7. He has learned multiplication at school.

   _____
8. These figures are not accurate.

   _____
9. You can buy a cool drink in the cafeteria.

   _____
10. They will allow you to use the special library.

    _____

length
width
height
depth
distance
temperature

In the following exercise, use one of the words given in each blank space, to make a meaningful sentence.

1. The _____ of this dress is 60 inches.
2. The _____ of this ruler is one inch.
3. The _____ of this room is 30^{o} Centigrade.
4. The _____ between New York City and San Francisco is 3200 miles.
5. The _____ of the well is 50 feet.
6. The _____ of Mount Everest is 27,000 feet.
7. His _____ is just over 6 feet.
8. Her _____ is 99^{o} Fahrenheit.
9. The _____ between the points is 5 centimeters.
10. The l____h of the table is 1.5 meters, its w___h is 1 meter, and its _____ is .75 meters.
11. The patient's _____ was 102^{o} F.
12. The _____ of the lake at this point is 10 meters.
13. The _____ of cloth sold by the yard is usually 36, 48, or 54 inches.
14. The _____ of the sea is greatest in the Pacific Ocean.
15. At a _____ of 20,000 feet a mountain-climber needs oxygen, because the air is so thin.

nearly (= almost)

There are *nearly* 600 students in the college. = There are just under 600 students in the college.
My work is nearly finished. = There is very little to do before my work is finished.

1.2 WORD STUDY

He nearly fell into the river = He was in great danger of falling into the river (but did not fall in).
He comes here nearly every day = There are only a few days when he does not come here.

(Notice that nearly makes a difference to the meaning of a **verb**, or an **adverb**, or an **adjective**, or a **number**, and always comes **just before** that verb, or adverb, or adjective, or number.)

Exercise
Rewrite the following sentences, using nearly before a verb, adverb, adjective, or number, to give a meaningful sentence.

1. He died of hunger.

   _____

2. He is always at home.

   _____

3. The distance between the two stations is four miles.

   _____

4. The baby is asleep.

   _____

5. I forgot to bring my umbrella.

   _____

6. Breakfast is ready.

   _____

7. The house is complete; only the windows have to be put in.

   _____

8. The planet Mercury travels at 30 miles a second.

   _____

9. In 1960 there were twice as many people in the world as there were in 1900.

   _____

   _____

10. He goes to New York every week.

    _____

probably
nearly
sure

1. Mr. Adams: Tom's very late.
   Mrs. Adams: Yes, he's nearly 40 minutes late.
   Mr. Adams: Probably he won't come now.
   Mrs. Adams: No, I don't think he'll come now.
   Mr. Adams: Are you sure?
   Mrs. Adams: Of course I'm sure.

2. Mr. Smith: Is Bob in?
   Mrs. Jones: No, he's not.
   Mr. Smith: Where do you think he is?
   Mrs. Jones: He's probably at the movie.
   Mr. Smith: Why do you think so?
   Mrs. Jones: Because he goes there nearly every night.

Unit I

1.3 DICTATION EXERCISES AND DICTATION PASSAGES

A 1. The passage *Heat and Expansion* will now be read to you. When you hear the first adjective in the list below, write the noun which follows it and the article (if there is one) which comes before it. Do the same with the next adjective you hear, and so on. Be *very careful* to give the ending of the noun (singular or plural) correctly. When you have finished, the teacher will check the answers with you.

(a) metal
(b) other
(c) hot
(d) little
(e) special
(f) cold
(g) each

2. When the teacher tells you to begin, underline the following words or phrases in the passage *Heat and Expansion*. Underline each word or phrase only once. You must underline the *same word*, with the *same ending* (e.g. singular or plural). This is a race.

this fact	the ends	remember	expand	special
noise	the rails	meet	expands	closer
a railway	spaces	probably	for example	heated

3. The teacher will read the words given below in a *different* order from the order in which they are given here. You must number the words in the order in which you *hear* them. For example, if you hear *special* first, you must quickly write 1 beside that word, and if you hear *easily* next, you must write 2 beside it. You must give all your attention to this, because the teacher will not read slowly.

	metal	expands	the wheels
the rails	special	together	
	easily	buy	probably

4. Practice the sounds at the ends of these words:

ends	sounds	winds	expands
lends			hands
sends			
friends			
spends			

5. Close your books. Now take the passage *Heat and Expansion* as dictation. Write on paper everything you hear spoken.

B 1. The passage *Winds* will now be read to you. Below you will see a list of verbs, given in the *stem* form. (The *stem* form is the basic form of the verb.) As soon as you hear each verb, write the form of the verb *which you hear.* This may be the stem form or another form. When you have finished, the teacher will check the answers with you.

(a) take
(b) get
(c) explain
(d) enjoy
(e) keep
(f) blow
(g) take
(h) blow
(i) have
(j) cool

2. When the teacher tells you to begin, underline the following words or phrases in the passage *Winds*. (Look at the instructions in the first set of exercises.) This is a race.

water	slowly	cooler	explains
the land	quickly	across	lose
by the sea	longer	because	the other way