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Noah and the Golden Turtle: A Selection of Stories from the East and West for the ESL Student

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NOAH AND THE GOLDEN TURTLE

A Selection of Stories from the East and West for the ESL
Student

By

Sarah Skinner ~~Dunn~~, B. A.



A Digest Presented to the Faculty of the Graduate School
of the Lindenwood Colleges in the Partial Fulfillment of
the Requirements for the Degrees of
Master of Art

1982

Digest

A reading text has been devised for the instruction of advanced intermediate ESL students. A special need was perceived for suitable reading material for Southeast Asian students. This text is based on the psycholinguistic theory of reading and the acculturation model of second language acquisition.

To use Kenneth Goodman's term, reading is a "psycholinguistic guessing game" in that reading strategies involve the progressive reduction of uncertainty. To read efficiently one must be able to predict to a certain extent what is going to come next, on the levels of letter, word and syntactic recognition. Prediction is much more accurate when the subject matter is not totally foreign. For this reason, the text consists of a selection of Southeast Asian tales and religious stories followed by analogous Western stories. Exercises are provided to enhance the strategic use of the redundant features of the language to aid the student in the prediction processes.

In addition to aiding the reading process, the selection also seeks to improve the overall language function of the student by addressing some of the language acquisition problems pointed out by John Schumann in his acculturation model for second language acquisition. According to this model,

the function of language is divided into three components. It is communicative, integrative and expressive. Initially, second language learners only use language in its communicative function. As a result their language is a simplified version of the target language. For students to move beyond this stage, they must want to acculturate. The process of acculturation is a difficult one for most students as it involves giving up to a certain extent one's own language and the cultural identity associated with that language. By recognizing this identity, these students endeavor to overcome the fear of this cultural loss.

NOAH AND THE GOLDEN TURTLE

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Student

By

Sarah Skinner Dunn, B. A.

A Culminating Project Presented to the Faculty of the Graduate School
of the Lindenwood Colleges in the Partial Fulfillment of
the requirements for the Degrees of
Master of Art

1982

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Preface

This reading text has been designed for ESL students who are at an advanced intermediate level. It grew out of a desire to provide appropriate reading material for my students who were primarily refugees from Southeast Asia. In my practical application testing of this material, the class was composed of students from South America and Europe as well as Southeast Asia. The Western students responded to the stories with as much interest as the Eastern students.

Before explaining the theoretical framework used in the construction of the text, I would like to mention briefly some of the personal experiences involved in the evolution of the project which became important for the development of the text.

In 1978 our family traveled to Malaysia where my husband had been offered a position at the University of Malaya. We spent one year there, and it was my first in-depth experience of the Orient. At that time I began to read some of the Oriental literature, especially folk tales and myths. In addition to enjoying the stories, I was intrigued by the frequent and close correspondences to Western stories.

Upon returning to the United States, I did not want to lose touch with my Oriental experience. Therefore, I

began teaching English on a volunteer basis at the International Institute in St. Louis. Many of my students were refugees from Southeast Asia. When I began my Master's work for a TESL degree, one of my first major papers was on the culture and language of Laos. I found that my experiences in Malaysia and the knowledge that I had gained through my research had a direct influence on my relationship with students. It enabled me to establish an emotional rapport with them because of the shared awareness of who they were. Such a rapport, I think, is essential for second language learning, but cultural awareness is also essential in the mechanical aspect of language acquisition. For example, we were doing mechanical drills in one of my classes on the verb "to be" and predicate adjectives.

The boy is tall.

The girl is busy.

The pencil is long., etc.

The drill would proceed nicely according to the prescribed format until we came to the communicative part. So often when the students were asked to describe their room, their city, the weather, etc., the drill would fall flat. If, however, I asked them to describe Luang Prabang or Vientiane, they became interested in communicating and, therefore, better at doing so. If they thought the teacher really wanted to know about Luang Prabang, they then wanted very much to talk about it.

In essence, the need to communicate about certain thoughts or desires is the reason infants learn to speak. The same is true for the second language learners. There are certain things about which they need to communicate. If the teacher can tap those areas of interest, communication is much more likely.

My experiences in the classroom have led me to believe that second language learners are still very much concerned with the cultural environment they have recently left behind rather than with the new one in which they find themselves. For example, in one of my reading classes, I asked the students what subjects they might be interested in, since I wished to choose some books for independent reading. One of my Laotian students suggested history. When I asked him what kind of history, his reply was Laotian and Thai, and after that maybe Vietnamese and Cambodian. He went on to say that he had gotten his library card and had checked out two books from the library. They were two volumes of an encyclopedia. One was Volume L and the other, Volume T; one for Laos, the other for Thailand!

The casual observer who visits another country can enjoy absorbing the culture and learning about the people. At the same time, he is quite secure in his own identity, since there is no threat that his roots may be cut. However, for second

language learners the situation is quite different. They have often been wrenched from their homeland. Transplanting to new soil can be a withering process especially if the cultural conditions are extremely different. Obviously it is important for acculturation to take place, but it is a gradual process which can actually be helped by pointing out to students conditions in the new environment which are similar to those in the learner's native environment.

There is an abundance of reading material for the ESL classroom, but almost all of it is concerned with life in the United States. Mannequins in store windows and hot jazz in New Orleans can be fascinating topics eventually, but initially they are meaningless to second language learners.

In my experience, success in a reading course is helped greatly by the use of material which is culturally meaningful to students. For this reason, I have attempted to construct a reading text which reflects the former cultural milieu of the students and also provides a bridge to the new environment by stressing values held in common.

The theoretical rationale for the reader is based upon John Schumann's acculturation model for second language acquisition and Frank Smith and Kenneth Goodman's psycholinguistic model for reading.

The choice of culturally relevant material will help

overcome some of those obstacles which limit the total language ability of the learner. John Schumann, in his acculturation model for second language acquisition, addresses these limitations from the point of view of the function of language. He divides the function of language into three components: communicative, integrative, and expressive.

Through the communicative function information is exchanged among persons. The integrative function serves to mark one's identity within society and the expressive function is designed to allow the expression of certain psychological needs. (1974, p. 140)

Initially, the second language learner uses language only in its communicative function. The second language at this stage is characterized by its simplification and reduction. When the student's needs develop beyond simple communication to integration into the society of the second language, his language skills must improve to allow acculturation to take place. For many students it is not an easy point to reach, for it requires to a certain extent a rejection of their own language. Richard Rodriguez in A Memoir of a Bilingual Child expresses this experience of rejection. "For my part, I felt that by learning English I had somehow committed a sin of betrayal." (1981, p. 36) Such a rejection is perceived as similar to a loss of identity.

Schumann also attributes this reluctance on the part of the second language learner to social and psychological factors which increase the distance between the second language learner and speakers of the target language. One of the factors affecting this distance is the attitude of the two groups toward each other. "If both groups positively value each other, these favorable views will be communicated to the learner and will enhance his acquisition of the target language." (1978, p. 79) A way to communicate favorable views is by showing an awareness and an appreciation of the student's cultural background. For this reason, stories which reflect the student's cultural traditions have been chosen.

There is an additional psycholinguistic reason for such a selection. According to the psycholinguistic model of reading, beginning readers must go beyond letter recognition, word recognition and decoding to sound if they are to become fluent readers. Fluency as defined by Kenneth Goodman is the ability to only sample the text and from that sampling predict what is to follow (1971). The ability to predict the whole from only a part is based on the inherent redundancy of language. There are clues on many different levels of language from the phonetic to the discourse level. These clues reduce the alternatives from which to choose, and the

reduction of alternatives leads to the reduction of uncertainty which is Frank Smith's definition of comprehension. For example, on the phonetic level an initial "t" can only be followed by a vowel or the letters "h", "r" or "w". On the morphemic level the plural morpheme "s" on the subject "boys" limits the subsequent verb to a plural. On the syntactic level the words "the big" reduces the possible alternatives to an adjective or more likely a noun. On the discourse level "consequently" signals that the following information will be a result of the preceding information.

These clues enable readers to predict. They then go on to test their prediction against information from previous sampling of the text, subsequent sampling and their own store of information with regard to the topic under consideration. If the testing confirms the prediction, then the process proceeds with further sampling and the cycle repeats itself. If there is a miscue, readers pursue an alternative strategy such as rereading or reading further before predicting.

Second language learners at the intermediate level who are literate in their own language should not have much difficulty with the lower processing strategies of letter recognition and decoding to sound. (Their pronunciation may be poor, but they understand the concept.) They are, however,

like first language readers dependent on a mediated process in order to arrive at comprehension. They must go from the printed word to translation into their own language. Until they are able to go directly to meaning, their fluency will be hampered, for instead of sampling, they are constrained to read word for word in a linear fashion at a slow rate of speed. The strategies employed by proficient first language readers can also help second language learners bypass the need to translate.

The stories presented in this text and the exercises which follow are aimed at developing these higher level strategies (syntactic, lexical and contextual) which in turn lead to accuracy in prediction and therefore fluency. These strategies alone are insufficient if the subject matter is totally foreign in that accurate testing of one's prediction is partially dependent on the previous knowledge one has of the subject matter. (There is many a scientific text written in English which is almost entirely incomprehensible to native speakers of the language except those in the specific field.)

As noted above, the second language learners in my classroom were primarily Southeast Asian refugees. As is typical of many second language classrooms, their backgrounds were all quite diverse. For that reason and for the psycholinguistic

reason that accurate predicting is dependent on a certain amount of previous familiarity with the topic, I selected for the reading material Southeast Asian folk and religious stories. The Southeast Asian Research Tools compiled by Dr. Charles Keyes, the Indochinese Refugee Education Guides of The Center for Applied Linguistics and my own students provided me with authentic material. As it is difficult to assure familiarity with the stories on the part of all the students, I chose stories that are familiar in terms of locale and customs. Furthermore, since my students were adults, I selected material that did not seem too childlike. It is the nature of religious and folk stories to be fairly predictable in that many of the themes are of universal interest and concern. After each Eastern story a similar Western story is presented which again increases the ability to predict on the part of the students in that it is another version of a topic about which they have already read.

It is hoped that the selection will, therefore, both facilitate the reading process in a second language and aid in the acculturation of the learner. An intermediate level student does have the language skills to begin to use language in its integrative function, but he must be motivated to do so. By acknowledging his cultural background and heritage in these stories and by presenting their

counterparts in the West, the text will help build a bridge between the two cultures. If the student feels that he is not giving up his own heritage but actually widening it, he may be more willing to cross the bridge.

TEACHER'S NOTES

Teacher's Notes

Before beginning the reading text, a brief description of what constitutes successful reading is helpful to students since many have preconceived notions about the value of reading slowly, word by word and looking up all unknown vocabulary. An illustration can help demonstrate graphically the teacher's description of the reading process. For example, the teacher selects a picture, partially covers it and then asks the students to identify it. The picture becomes more easily identifiable as more and more of the cover is removed and the whole is seen. The reading process is somewhat the same. The meaning of one word, or one sentence or one paragraph is sometimes not clear until the entire selection has been read through. For that reason the students should be encouraged to read the entire selection without looking up each unknown word. Increasing their speed of reading will also help their comprehension. If they come to the end with only a vague understanding, they should reread the selection two or three times, and each time the meaning should become clearer.

The words that may cause problems have been selected for work following each story. These exercises should help them determine the meaning of new words they encounter

in their independent reading. It is not necessary, however, to understand every word. Because of the inherent redundancy of language, comprehension is still possible.

For those times when a dictionary is necessary, an English-English dictionary for foreign students should be consulted. Using a monolingual dictionary can be initially confusing for students. Therefore, a systematic introduction to dictionary usage is recommended. A textbook such as Reader's Choice (Baudoin et al) provides some excellent exercises on dictionary work.

The text itself is a collection of different types of stories: myths, legends, folk tales, religious stories and parables. Throughout the course, the teacher may want to discuss the differences underlying these types.

The length of each reading lesson can vary between three-to-five hours depending on the number and kinds of exercises, whether dictation is included and whether composition work is assigned. Each story is divided into numbered paragraphs or sections. The words which are underlined are glossed in the margins. These words for the most part are not necessary for the student to learn but are needed for understanding the story.

Initial Presentation of the Story

Before the story is read, its underlying theme is introduced by the teacher. The themes in most of the stories deal with human attitudes toward the basic concerns of life: love, fate, suffering, death, the hereafter. These attitudes are explored orally and if the initial conflict or story line is introduced by the teacher, through the teacher's questions the students are often able to predict the entire story before having read it.

The first reading is done orally by the teacher. Her careful phrasing, intonation and pronunciation will aid the students' comprehension. The students themselves should not read orally as the text is not designed to improve pronunciation but rather reading comprehension. Oral reading on the part of the students can inhibit comprehension. A second reading of each story is assigned for homework.

A number of stories are not completed. The last couple of hundred words are in the form of a cloze exercise. Such an exercise strengthens the students' ability to predict, which is a necessary skill for a successful reader. The exercise may be done individually or in groups. Group activity is recommended as it can demonstrate to a less

advanced student the decoding skills that the more advanced student brings to the process. If the students are not familiar with cloze exercises, it is recommended that the first one be done as a class activity with the teacher leading the students through the exercise and pointing out the clues they should be using. The exercises are corrected together in class with reasons being given by the students to support their selection. An answer key to these exercises is given at the end of the text.

One of the cloze exercises can also be used to test the suitability of the text for a particular class. If it is used in this manner, the list of deleted words following the exercise should not be supplied, nor should the test be timed.

When scoring the text, the exact word method should be used. In other words, the correct answer is only the word which appeared in the text. If the student's percentage scores are above 53 percent, the selection is suitable for independent reading rather than for classroom work. If the scores are between 44 and 53 percent, it is at an instructional level and, therefore, appropriate. Scores below 44 percent indicate that the material is at the frustration level (Paulston and Bruder 1976, pp. 160-162).

There are speed reading exercises for two of the

stories ("Land of Bliss" and "Pome and Peel"). The teacher reads orally up to a certain point. She then instructs the students to read the rest of the selection as quickly as possible. When they are finished, they are to answer the true/false exercise, recording their answers in the first column. They then reread the same selection and again record their answers to the same exercise but this time using the second column. They should not look back at the story while doing the true/false exercise. This exercise demonstrates that by reading quickly it is possible to comprehend the essential outline of the story. The true/false statements are constructed with this in mind. They are not concerned with the details of the story. When the students reread the story, the outline almost always becomes even clearer. The second column usually demonstrates this since usually a higher percentage of answers is correct in the second column as compared to the first.

Intensive Questioning

The initial reading of the story is followed by intensive questioning. These questions have not been included because the type of questions and the teacher's approach are dependent on the individual stories and the

students themselves. The general format should be hierarchical in terms of difficulty: yes/no, either/or, who/what/when/where, how/why. With some of the easier stories or with a more advanced class, the easier questions may be eliminated. Likewise, it may be unnecessary to approach each sentence of the story in an intensive manner. Also, instead of strict adherence to the hierarchical order of the questions, it is, at times, more fruitful to have the order of difficulty determined by the individual ability of the student.

The following is an example of intensive questioning which the teacher might use following the first story in reference to the second paragraph. As already noted, this can be modified depending on the needs of the class.

Did the mother take the child in her arms?

Was the child dead or alive?

Where did the mother go?

What was she asking for?

Whom did she ask to give her some medicine?

What would the medicine do?

Did the mother go to a holy man?

Was he at the first or the last house?

What was he known for ?

What did he not have?

Why didn't he give her some medicine?

Vocabulary Work

After the intensive questioning, vocabulary exercises are presented. These include work with vocabulary in context, synonyms, antonyms, idioms, literary expressions, use of prepositions, two word verbs and word formation tables. All of the words used in the vocabulary exercises except for the idioms and literary expressions are again listed at the end of the text. After each word a number is given which identifies the story in which the word first occurs. Some of these exercises can be assigned for homework to be reviewed the next day in class. The idioms and literary expressions are best done in class as their meaning is often difficult for the students to decipher on their own.

The selection of words for these vocabulary exercises is based largely on intuition. The source of this intuition is the spoken language versus the written. Today most second language learners are initially introduced to the spoken language. The spoken language of English is extremely limited compared to the written. The selection, therefore, has been determined by whether or not students are likely to have encountered a certain vocabulary item in speech. When the material was used in the classroom, there was positive feedback from the students as to the accuracy of the

selection. Because of the nature of the vocabulary, attention should be drawn to those words that are rarely used in speech, for example, "perish" as opposed to "die." There are also a few starred words. These words, while still current, are no longer used in a modern sense. For example, it is unlikely one would talk or write about a young unmarried woman of today as a "maiden."

It is important to explain to the students the theory underlying the vocabulary in context exercise. The context in which words are encountered often provides necessary clues for the students understanding of new vocabulary. Therefore, the need for a dictionary can be substantially reduced. The students must first recognize the syntactic use of the word, try to predict its meaning from their current comprehension of the story and then check that meaning against continued reading. Frequently, there are additional clues. The exercise itself is built upon these types of clues. At times the meaning can be determined because a synonym or antonym has also been given. The use of cause and effect or the association between an object and its use can further clarify meaning. Likewise, the use of description and example can aid comprehension (Clarke 1979, p. 57).

After each sentence in the vocabulary in context

exercises and the synonym exercises, a number is given. This number refers the students back to the paragraph or section of the story where the word occurs. By seeing how the word is used both in the story and in the exercise, the students should then be able to determine its meaning. A by-product of these exercises is the development of the scanning skill. The students must look quickly for a specific word from a larger selection.

The exercise on idioms and literary expressions may be done individually and silently in class or together as group. Again, they should be done in the context of the story. If the meaning is unclear, the students should refer back to where the expression occurs in the story.

The two word verbs and preposition exercises can be viewed as further vocabulary work in that they must be learned in the same way as an unfamiliar word. Once again, the student is referred to the section in the story where the two word verbs or word plus preposition occurs. In the writing section of each lesson, additional practice is given to the students in the usage of these expressions.

The word formation table is another vocabulary-building exercise. A great deal of stress is put on vocabulary because, if the students hope to read successfully and efficiently in English, they must increase their

vocabulary dramatically. In the word formation table, the word as it occurs in the story plus all its derivations is given. There are no specific lessons on affixes. The use of suffixes and prefixes becomes self-evident as the tables are worked through, but depending on the needs of the students, it may be advisable to introduce the most common affixes and their meaning. Because the negative prefix is often a source of error, it has been included, usually in its adjectival form. The teacher may point out if it can also be used in other forms. When the negative prefix changes, for example, "dis" for the verb and "un" for the adjective, both have been included. When there is no adjective form per se, the teacher may again point out that the participles may be used as adjectives, although the meaning of the past and present participle is different when used as adjectives.

The one pronunciation exercise is presented in connection with the word formation tables because the addition of affixes so frequently changes the pronunciation of the word. In introducing the table the teacher pronounces each word and the students are asked to repeat it.

The meaning of the words, if it is unclear, can be explained briefly. The differences of meaning derived from the affixes should be pointed out. It should be emphasized

to the students that many of these words are for receptive use rather than productive use. The exercise will help them understand a great many more words which they may encounter in their independent reading. By seeing the word in different contexts and through understanding it in these contexts, they will then be able to use it productively. It is advisable for the teacher to review the formation tables carefully before presenting them in class to assure familiarity with the usage of the words. There is a reinforcement exercise following each table.

The text is first and foremost a reader. The few structure exercises presented are selected primarily on the basis of clarifying the reading. However, since integrated skills should not be taught in isolation, there is some emphasis on writing. One learns to write as a result of reading because, quite obviously, by reading one is exposed to writing. The structure exercises have, therefore, been selected to both help clarify the reading and to improve the student's writing ability.

Reading Comprehension

Before doing the reading comprehension section, the students should have heard the story once orally, have

worked through all the preceding exercises and have reread the story on their own. Except for the first story, the reading comprehension exercise is in a multiple choice format. The exercise is both a testing and a teaching device. Unlike the true/false questions in the speed reading sections which are answered from memory, these questions can be answered by consulting the text. The exercise tried to extend comprehension beyond the simpler "yes/no", "wh" approach of the initial intensive questioning. The categories of comprehension it seeks to develop are as follows:

- A. Plain sense (i.e., mainly factual, exact surface meanings).
- B. Implications (i.e., inference, deduced information, emotional suggestion, figurative usage, etc.).
- C. Relationships of thought (i.e., between sentences/paragraphs, summarizing).
- D. Projective (i.e., questions where the answers require integration of data from the text with the pupil's own knowledge and/or experience).

E. Grammatical relationships (i.e., questions which demand a response to grammatical signals, e.g., structural words, word order for emphasis, subordination, relationship of time and tense). (Munby 1979, p. 144)

The students are initially tested on their comprehension of the story. They answer the questions individually, recording their answers both in the book and on a separate paper which is turned in to the teacher. The teacher can then determine the extent of each student's comprehension. Individual testing is followed by group learning. The students are divided up into groups. (It is a good idea to have the more advanced students placed with the slower students and to also have a variety of native languages within each group to insure that everybody speaks English.) The members of each group then compare answers with each other and try to reach a consensus. Those who have answered incorrectly learn by following the reasoning process of those who answered correctly.

Such an approach fosters rapport among the students and creates a non-threatening environment which in turn encourages the students to take risks. Risk-taking is an essential requirement for language learning. At first, the teacher may need to circulate and ask a few leading

questions, but the students quickly catch on to the process. After the groups have worked through the exercise, it is corrected orally. If one group does not agree with the other, each must again give reasons to support its choice. As much as possible of this should be done by the students with the teacher only in the role of facilitator. An important element of that role is to direct students back to the text whenever there are questions. An answer key has not been provided so that the teacher will also work through the exercise before presenting it to the class. By identifying in advance the different categories of comprehension, the teacher will be better prepared to direct the students in their reasoning processes.

Dictation

Depending on how much time is allotted to the reading period in the overall class plan, dictation can be introduced at this time. A suitable selection is left to the teacher. There are several different approaches to giving the dictation. The entire passage can be read through once at normal speed. The second reading is slower and broken up into meaningful phrasing. The teacher pauses between phrases to give the students time to write. The

third reading is again at normal speed during which time the students check their writing.

In a spot dictation, except for eliminating the pauses, the teacher follows the same procedure as outlined above. Here the students have the passage in front of them except that certain words have been deleted and replaced by blanks. These the students fill in as the teacher reads.

Depending on the level of the class, a more difficult type of dictation may be given in which the passage of about 100 words is read several times at normal speed by the teacher. The students then write it down from memory, using their own words when necessary. They should not write while the teacher is reading. Such an approach to dictation aids the students writing ability because they must create as well as copy.

Writing

As mentioned earlier, there is some emphasis on the writing skill. It is mostly controlled writing, with a few free composition assignments. Again the class may have the ability to write independently. If so, the teacher can select any number of topics: comparison of stories or characters, summaries, similar stories from one's own country,

etc. Most of the controlled writing exercises are self-explanatory. Further practice is given in the use of two word verbs and prepositions. Several exercises require the students to write logical questions to the short answers already given. It is helpful before assigning the exercise to review the answers in class to determine if a "wh" question is required and if so, which "wh" is to be used. The exercise in which the students recombine sentences can provide excellent board work and discussion of the range of possibilities. There are several exercises on the use of discourse markers. What is meant by a discourse marker and the meanings of the various markers should be explained before assigning these exercises. An excellent source for the teacher on the use of discourse markers is Ronald Mackay "Teaching the Information-Gathering Skills," p. 88 in Reading in a Second Language, by Mackay, Barkman, and Jordan. In addition, one of the writing exercises in "The Beginning of a Good Conversation" requires the students to put the sentences in the correct order. Pointing out the discourse markers will help them determine that order.

Independent Reading

Finally, what is to be encouraged most of all is

independent reading on the part of the students. This can be done by offering them a wide selection of reading material from which to choose. For independent reading it is better to have a book that is too easy rather than too difficult in order that the students not become discouraged. There are many guided readers for ESL students. Longman's series includes tales from other cultures. The Heinemann readers offer some excellent selections from English literature which are at the appropriate level for the ESL classroom. A visit by the teacher to the paperback section of a bookfair can yield a substantial supply of material at a nominal cost. Hemingway's The Old Man and the Sea, Steinbeck's The Red Pony, Pearl Buck's The Good Earth are a few of the possible choices for a successful and enjoyable reading experience on the part of the students. Given a willing librarian, a classtime spent at the neighborhood library can introduce the students to the services a library provides, and it may give them the incentive to use it.

Sample Lesson Plan: "The Beginning of a Good Conversation" VII

It may be helpful at this point to note an essential difference between first language learners and second language learners. Pre-activities for the former should strive to arouse

the students' interest. The aim is to get them mentally involved, to have them contribute their ideas and to help them discover new ideas. For second language learners the problem is of a different nature. They already have much they want to express but find themselves unable to do so. To attempt freewheeling discussion will only cause frustration. Therefore, the pre-activities should be carefully controlled and should give the students some of the verbal tools they need to express many of the ideas they already possess. The activities described in the introduction of the Sample Lesson Plan aim at providing such a framework.

I. Introduction (15 minutes)

Each story should be introduced according to the following format. The story type is identified. Similarity of theme with other stories is pointed out. The main story line or conflict is given and is followed by questions to the class which can lead to predicting the outcome. Any words or ideas essential to the meaning of the story are also explained.

A. Identify the story as a legend.

1. What do we mean by a legend? (a fictitious story but some of the events or characters might be true)

2. What is a myth? (a story concerned with gods, heroes, imaginary animals, purpose of which is to explain some belief or natural occurrence)

3. Have we read any myths? ("The Story of Oedipus")

B. Discuss the different types of love in the previous stories and in this story: maternal, paternal, fraternal

C. Introduce the conflict: Two brothers who love each other very much and who also love the same girl.

1. What will one brother do?

2. Which brother? Why?

3. How will the younger brother feel?

4. Do you think he will stay? What will he do?

5. When he leaves, how will the other brother feel?

6. Because of his guilty feelings, what will he do?

7. What do you think the wife will do?

D. Discuss the meaning of "transformation."

II. First Reading (30 minutes)

A. Read the story at a normal rate of speed but with special attention to appropriate phrasing. Read as far as paragraph 11 (natural break in the story)

B. Ask intensive questions on the first ten paragraphs.

The following is an example of intensive questioning for paragraph 1:

1. Was the mandarin's name Tan? (yes/no)
2. Did he have one son or two sons? (either/or)
3. What were their names? (Wh - fact)
4. Who confused them? (Wh - fact)
5. Why did their mother confuse them? (Wh - deductive)
6. Was only one boy handsome? (yes/no)
7. Did they love each other or hate each other? (either/or)
8. Who was seldom seen alone? (Wh/fact)
9. Why were they always together? (Wh/deductive)

C. Use same procedure for second half of the story.

D. Assign a second reading for homework.

III. Vocabulary Work (60 minutes)

A. Do Exercise I (Meaning from Context) in class.

1. Assign sentences to the students, giving them enough time to find the word in the story and discover its meaning.
2. Do not allow dictionaries.
3. Have each student give the answer for their assigned sentence. Write the answer on the board.

- B. Assign Exercises II and III (Synonyms and Antonyms) for homework, to be corrected in class the next day.
- C. Do Exercise IV (Literary Style) in class individually and silently.
1. Encourage them to look for where the expression occurs in the story.
 2. Correct together orally.
- D. Present words in Exercise V (Word Formation Table)
1. Have the students repeat the words after you.
 2. When necessary, explain meaning briefly.
 - a. Be able to give the word in a sentence to illustrate its meaning.
 - b. Remind the students that at this point many of the words are for receptive use rather than productive use. Each time they encounter one of the words in subsequent readings, their understanding of how to use it productively will increase.
 3. Show how the affixes change the meaning and the syntax.
 - a. Have the students identify the noun, adjective and adverb suffixes.
 - b. Ask which noun suffix denotes the person doing it.

- c. Ask which adjective suffix denotes ability.
 - d. Draw attention to what happens to the adjective suffix "able" when "ly" is added.
 - e. Ask what the prefix "in" means? Does it always have a negative meaning ("inscribe")? Are there other ways of forming the negative?
4. Do Section B of Exercise V orally in class. First ask the student what part of speech is needed. Write the answers on the board.

IV. Structure (15 minutes)

- A. Go through the explanation in class.
- B. Do the exercise orally.
- C. Assign it again as homework.

V. Reading Comprehension (45 minutes)

- A. Mention again that this exercise is not only to test but to teach by increasing the students' ability to comprehend. While doing the exercise, the students may refer to the story. There might be several possible choices, but the best choice should be circled.
- B. Have students do the exercise silently and individually, circling their answers on the page in the book and also writing them down on a separate piece

of paper to be handed in to you.

- C. Those who finish early may go onto one of the writing exercises while waiting for the others to finish. Correct the answers as they are handed in. After collecting all the answers, divide the students into groups, assigning to each group one person who had a high percentage of correct choices.
- D. Have the students work through the exercise together again on a group basis. Circulate in order to help when there is a problem. If possible, do not give the correct choice yourself, rather ask a few leading questions which focus on the level of comprehension which is being tested. The correct choices for the exercise are listed below. Next to each letter is also marked the category of comprehension (see p. xxvi). The suggested questions seek to develop the particular category.

1. (b) Plain sense and Implication (deduced information)

Were the brothers twins?

Would their mother have confused them if one were much older than the other?

2. (b) Plain sense and Implication (inference)

What was burned in the fire?

Is someone always poor if his parents die?

3. (b) Plain sense and Implication (figurative usage)
- What does "vied with each other in generosity" mean?
- What does "yield the hand of the girl" mean?
4. (c) Projective
- Should a younger brother respect an older brother?
- Why was it "his duty" to give the older brother the chopsticks?
5. (a) Implication (figurative usage)
- What does "ties of blood" mean?
6. (b) Relationships of thought and Grammatical relationships.
- What modal means unable?
- Why was he resting on the bank?
7. (a) Plain sense and Implication (deduced information)
- What do "reproach" and "remorse" mean?
- Why would Tan feel remorse?
8. (b) Plain sense
- What is the meaning of grief?
- Why was she crying?

9. (b) Plain sense and Relationships of thought
- What does marvel mean?
 - What was the marvel?
 - When did the miracle happen?
 - When did the pilgrims come?
10. (b) Relationships of thought
- What did the minister say was a test for a close relationship between people?
 - Was he able to mix the blood of the brothers?
 - What could he mix together?
11. (b) Plain sense
- Is the betel described as a tree or a vine in the story?
12. (a) Plain sense and Grammatical relationships
- If "c" is correct what tense should the verb "begin" be in?
 - Do you think "presently" may have more than one meaning?
13. (c) Plain sense
- What is the meaning of "a little bit"?
14. (b) Relationships of thought
- What is the title of the story?
 - Is it a good title?
 - Why?

VI. Writing (60 minutes)

- A. Before assigning Exercise A which requires the student to put the sentences in the correct order, draw attention to pronominal reference, use of articles and discourse markers.
1. "He" in the first sentence must refer to somebody already mentioned. The same is true for "they" in the third sentence and "he" in the fourth.
 2. The article "a" before mandarin in the third sentence indicates that the mandarin has not been previously mentioned.
 3. "Thus" in the sixth sentence and "moreover" in the eighth are both discourse markers. The former indicates that what follows is the result of something already mentioned, and the latter introduces a reinforcement of what has preceded.
- B. Assign Exercise B for homework. It would be helpful to first do a summary orally with the entire class participating and possibly a good student writing it out on the board.
- C. If there is time, a passage for dictation can be given to the class. Paragraph 2 would be a good

selection in that the students have worked with it fairly intensively. Anyone of the three methods described in the teacher's notes can be used.

After the students have written the passage, have them compare their writing to the story in order that they recognize their mistakes right away.

Circulate while they are self-correcting to help point out errors they may have missed.

- D. If the students are able to write at an independent, creative level, assign for homework for a third day a topic suggested by the story. For example:

The author's solution for the conflict in the story was to have the three main characters die. Write about another possible solution to the "love triangle."

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The kingdom of heaven is like unto a mustard seed which a man sowed upon the ground:

For when it is sown, it is less than a grain of seed, but when it is sown, it grows up and becomes a tree, so that the fowls of the air come and sit upon the boughs, and the beasts of the field lie under the shadow of it, and the men walk under the branches of it.

Thus shall every kingdom that is of this world: for when it is sown, it is small, but when it is sown, it grows up and becomes a tree, so that the fowls of the air come and sit upon the boughs, and the beasts of the field lie under the shadow of it, and the men walk under the branches of it.

I

THE MUSTARD SEED

And Jesus said unto his disciples, Thus shall every kingdom that is of this world: for when it is sown, it is small, but when it is sown, it grows up and becomes a tree, so that the fowls of the air come and sit upon the boughs, and the beasts of the field lie under the shadow of it, and the men walk under the branches of it.

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I

The Mustard Seedplant with
yellow
flowers

The following story is from Cambodia. It is one of the parables of Buddha.

1 There was once a young woman named Kassa-Godami who married the son of a rich man. She gave birth to a son, a very handsome boy whom she loved dearly. When he was old enough to walk and run on his own, he fell sick and shortly after died.

The young mother took the dead child in her arms and went from house to house, asking her friends to give her a medicine which would restore life to her son. At the last house, a holy man, well-known for his benevolence, said to her,

"My good lady, I myself don't have such a medicine to give you, but I think I know someone who does."

"Have pity on me. Tell me to whom I must speak," said the anguished mother.

"Go find Buddha," replied the holy man, "because he can give you the medicine which you need."

2 She went in search of the great Master, always carrying her small dead child in her arms. At last having found him, she greeted him humbly and said to him,

"Master, do you know of a medicine which can restore life to my child?"

"Yes," answered the Buddha, "I know how to make a medicine which can give life back to those who have lost it, but in order to make it, I need a special ingredient. Go, therefore, and look for a mustard seed and bring it to me. But remember one thing, my dear woman, it is essential that this mustard seed is given to you by a family who has lost neither a child, nor a husband, nor a wife, nor a parent, nor a slave."

one of
the parts
of a
mixture

3 The woman left feeling confident and still carrying her little boy with her. The people whom she met would graciously say to her,

"There is mustard seed here. Take as much as you want."

But when she asked,

"Has there been a child, a husband, a wife, a parent, a slave who has died in this house?" They would respond,

"What a strange question you ask us? The living are numerous, but the dead are even more so. Where is the house, who is the family who has not lost one of its own!"

And one said,

"I have lost my son."

Another said,

"I have lost my slave."

And others,

"We have lost our parents."

4 The distressed mother could not find a single house in which there had not been a death. Slowly the light began to dawn, and she understood the thinking of the Master. She, therefore, returned to find the Buddha who lived in the forest.

"Have you found the mustard seed?" he asked her.

"Master." she replied, "I searched high and low, but I did not find it. Everywhere I went I was told that the living are not that numerous and the dead are innumerable."

Then the Master said to her with an air of gravity but in a tone of tenderness,

"All things must past and must change. Your intense sorrow is the sorrow of many mothers. Be then resigned and full of hope because the day will come when you will be saved. And then for you nothing more will change."

The mother slowly went away, still sad, but resigned to her misfortune.

I. Circle the letter in front of the main idea of the story.

- a. Suffering and death are unavoidable.
- b. It is impossible to get a mustard seed from a family who has not experienced death.
- c. All mothers experience sorrow.

II. Synonyms--Replace the underlined word or words with the correct synonym. Choose from the following list:

responded, restore, benevolence, numerous, dearly, essential, anguished, gravity, distressed, special, graciously, greeted

1. The mother wanted Buddha to bring back the life of the child. (1)
2. The one necessary ingredient was a mustard seed. (2)
3. The children loved the old man because of his goodwill. (1)
4. He spoke to her gently because of her sorrowful expression. (1)
5. He replied to her question. (3)
6. She was worried when she couldn't find the child. (4)

7. The soldier was still cheerful in spite of the seriousness of the situation. (4)
8. She welcomed us cordially. (3)
9. She welcomed us with a smile. (2)
10. Because of his particular situation, he does not have to pay tuition. (2)
11. There are many stars in the sky. (3)
12. She loved her husband very much. (1)

III. Antonyms--Choose the appropriate word in the parentheses to complete the sentence.

1. Although he is very successful, he always acts (humbly/proudly).
2. The sands on the beach are (numberable/innumberable).
3. A famous person is (well-known/unknown).
4. Although she had studied English for a long time, she still felt (confident/insecure) when she spoke the language.
5. A child with a (resigned/rebellious) nature is easy to take care of.
6. The crime of murder is punished with (severity/tenderness).
7. When her child died, her suffering was (intense/slight).

8. In St. Louis it is (strange/normal) for the winters to be cold and the summers hot.

IV. Idioms and special expressions--Circle the letter in front of the answer which has the same meaning as the underlined expression in the context of the story.

1. Slowly, the light began to dawn.
 - a. The morning was near.
 - b. The light was just turned on.
 - c. She began to understand.
2. The living are numerous. The dead are even more so.
 - a. The dead are more numerous than the living.
 - b. The living are more numerous than the dead.
 - c. The number of living and dead is about even.
3. He was old enough to walk and run on his own.
 - a. He was old enough to walk and run wherever he wanted.
 - b. He was old enough not to need his mother.
 - c. He was old enough to be able to walk and run by himself.
4. She searched high and low, but she did not find it.
 - a. She looked for it on mountains and in valleys.
 - b. She looked for it everywhere.
 - c. She looked for it for a long time.

5. He spoke to her with an air of gravity but in a tone of tenderness.
- a. His face had both a gentle and a serious look.
 - b. The surrounding air was heavy.
 - c. His face was serious, but his voice was gentle.
6. Take as much as you want.
- a. Take all you want.
 - b. Take as much as there is.
 - c. Take much.

| A. Participle | Noun | Verb | Adjective | Adverb |
|-----------------------------|---|-----------|--------------------------------------|--|
| confided confiding | confidence | confide | confident confidential | confidently confidentially confidingly |
| searched searching | search searcher | search | | searchingly |
| restored restoring | restoration restorer | restore | restorative | |
| responded responding | response responsiveness | respond | responsive unresponsive | responsively |
| questioned questioning | question questioner questionnaire | question | questionable unquestionable | questionably questioningly |
| distressed distressing | distress | distress | distressful | distressfully distressingly |
| | number numeral | | numerous numerable innumerable | |
| intensified intensifying | intensity | intensify | intense intensive | intensely intensively |
| married marrying | marriage | marry | marriagable | |

B. Complete the following sentences with the correct form of the given word.

- distress 1. Were you _____ by
the news report of the accident?
- question 2. Did you fill in the blanks of
the _____?
- response 3. The students in the class are
very _____.
- restored 4. It is easier to _____
an old house than to build a new one.
- numeral 5. The guests at the party are too
_____ to count.
- intensity 6. It was an _____ hot
day.
- confide 7. The secretary didn't read her boss's
letter because it was
_____.
- search 8. After having _____
everywhere, she still couldn't find
her glasses.
- marriage 9. What is considered the
_____ age in your
country?

VI. Prepositions--Insert the correct preposition in the blank.

1. Do you know _____ any Thai restaurants in town? (2)
2. San Francisco is known _____ its Chinese restaurants. (1)
3. Will you help me look _____ my glasses? (2)
4. The refugees left their country in search _____ freedom. (2)
5. He was resigned _____ always living in poverty. (4)
6. Sometimes it is easier to have pity _____ someone else than to accept pity. (1)

VII. Reading Comprehension--Mark "t" (true) or "f" (false) in the blank after each of the following statements.

1. The boy died after he was full grown _____
2. At the last house the mother visited, she found the Buddha. _____
3. Buddha had some special medicine with him. _____
4. The mother after talking to Buddha didn't bury her son because she was sure that Buddha would restore his life. _____

5. People did not want to give the mother any
mustard seed. _____
6. The mother returned to Buddha when she had
found the mustard seed. _____
7. Buddha sent her to look for something
which was impossible to find. _____
8. Buddha told the mother that her sorrow
would not be permanent. _____
9. After she understood, the mother was happy. _____

VIII. Writing

- A. Use each of the following phrases in six different
sentences:

know of, known for, look for, in search of,
resigned to, have pity on.

B. Discourse Markers--In each of the following sentences insert the appropriate discourse marker. Choose from the list following each sentence.

1. My good lady, I myself don't have such a medicine to give you. _____, I think I know someone who does.
rather, instead, likewise, however
2. "Yes," answered the Buddha, "I know how to make a medicine which can give back life to those who have lost it, _____ in order to make it, I need a special ingredient.
yet, on the one hand, for example, therefore
3. "I need a special ingredient. Go, _____, and look for a mustard seed and bring it to me."
again, nonetheless, then, yet
4. "Go, therefore, and look for the mustard seed and bring it to me. _____, remember one thing, my dear woman, it is essential that this mustard seed is given to you by a family who has lost neither a child nor a husband."
consequently, at the same time, altogether, rather

5. And one said, "I have lost my son." Another said, "I have lost my slave." _____ others, "We have lost our parents." incidentally, so, namely, again
6. Slowly the light began to dawn, and she understood the thinking of the Master. _____, she returned to find the Buddha. furthermore, besides, consequently, instead
7. "Your intense sorrow is the sorrow of many mothers. Be, _____, resigned and full of hope because the day will come when you will be saved. therefore, finally, in addition, also

II

THE DAUGHTER OF JAIRUS

II

The Daughter of Jairus

The following story is from the New Testament. The New Testament is part of the Bible, the book upon which Christianity is based.

- 1 A man called Jairus, who was a ruler of the synagogue building used for Jewish teaching and worship came and fell down at Jesus' feet. He begged him to come to his house, for he had only one daughter, about twelve years of age, and she lay dying.
- 2 As Jesus was going, the people pressed about him. And a woman who had been bleeding for twelve years and had spent all her savings on physicians, but could not be healed, came behind him and touched the border of his robe. And immediately her hemorrhage stopped.
- 3 Jesus said, "Who touched me?"
- When everyone denied it, Peter and those who were with him said, "Master, the multitude is crowding around you and crushing against you. How can you say, "Who touched me?"
- Jesus said, "Someone has touched me, for I can feel that healing has gone out of me."
- 4 When the woman saw that she had not escaped notice, she came trembling, and falling down before him, she told him before all the people why she had touched him, and

how she had been healed immediately.

And he said to _____, "Daughter, be of good
_____. Your faith has healed _____.
Go in peace."

5 While _____ was speaking, someone came
_____ Jairus' house and said _____ him,
"Your daughter is _____; do not trouble the
Master."

"But when Jesus heard _____, he answered him,
saying, "_____ not fear; only believe, _____
she shall be well _____."

6 When he came to _____ house, he did not
_____ anyone to go in, _____ Peter and
James and _____, and the father and _____
of the girl.

7 They all _____ and mourned for _____,
but he said, "Do _____ weep. She is not
_____ but asleep."

They laughed _____ him, for they knew that
_____ was dead. But _____ put them all
out _____ took her by the _____, and
spoke to her, _____ "Maiden, stand up."

And _____ spirit returned, and she _____ soul
up at once; and he _____ them to give her
_____ to eat.

8 Her parents were astonished, but he charged them to tell no one what had been done.

I. Fill in the blanks to complete the story. Use the list given below, but do not use a word more than once.

| | | |
|----------|-----------|--------|
| her | saying | stood |
| the | wept | save |
| cheer | her | deed |
| he | from | do |
| to | this | permit |
| and | you | mother |
| John | again | dead |
| her | not | he |
| at | she | and |
| directed | something | hand |

II. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

border, physician, mourn, charge, healing, robes, pressed, multitude, hemorrhage, permitted.

1. He could only walk slowly because the crowd

_____ about him. (2)

2. She had been bleeding, but after touching Jesus, her _____ was cured. (2)
3. In order to become a _____, one must go to medical school. (2)
4. She thanked Jesus for _____ her. (3)
5. He could not find his son because of the _____ of people. (3)
6. Do people wear black in your country when they _____ for a relative who has died? (7)
7. The _____ of his coat almost touched the ground. (2)
8. You are not allowed to smoke in public places, but are you _____ to smoke in restaurants? (6)
9. In ancient times men as well as women wore _____. (2)
10. The mother did not leave many instructions, but she did _____ them not to open the door for anyone. (8)

III. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list: heal, trouble, wept, crowd, begged, tremble, directed, save, astonished, maiden, faith

1. She pleaded with him to cure her. (1)
2. The doctor was unable to cure the patient's disease. (4)
3. I'm sorry to bother you, but can you tell me the time? (5)
4. I shiver when I'm cold or afraid. (4)
5. She cried in anguish. (7)
6. The officer ordered his soldiers to attack. (7)
7. We were surprised by her quick recovery. (8)
8. The girl was lovely. (7)
9. The old woman was cured because of her belief. (4)
10. It is impossible to crush any more people into the room. (3)
11. The men in your party may eat in this restaurant except those without ties. (6)

IV. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. In the beginning, the criminal said he was innocent, and he still continues to (admit/deny) his guilt.
2. People (rejoice/mourn) when they hear good news.
3. We expected (a multitude/none), so we were surprised when no one came.
4. The purchase of alcohol is (permitted/forbidden) for anyone under eighteen.
5. She likes to relax by (standing/reclining) on her couch.

| A. | Participle | Noun | Verb | Adjective | Adverb |
|----|---------------------------|-------------------------------------|----------|---------------------------------|-------------------------|
| | permitted permitting | permission permit | permit | permissive permissible | permissibly |
| | directed directing | direction director directory | direct | direct indirect | directly |
| | mourned mourning | mourner | mourn | mournful | mournfully |
| | denied denying | denial self-denial | deny | deniable undeniable | |
| | believed believing | believer belief disbelief | believe | believable unbelievable | believably |
| | feared fearing | fear fearfulness fearlessness | fear | fearful fearless fearsome | fearfully fearlessly |
| | laughing laughed | laughter laugh | laugh | laughable | laughably laughingly |
| | astonished astonishing | astonishment | astonish | | |
| | trembled trembling | tremble tremor | tremble | tremulous | tremulously |
| | cheered cheering | cheer cheerfulness | cheer | cheerful cheerless | cheerfully |

B. Complete the following sentences with the correct form of the given word.

- tremor 1. During the earthquake, the earth
_____.
- astonish 2. He looked at me in _____.
- cheer 3. He has no friends because of his
_____ personality.
- mourn 4. There were many _____
at the funeral.
- deny 5. The accused man _____
the charge
- laughter 6. His jokes are the source of many a
_____.
- permit 7. Many people consider Western society
to be too _____
- direction 8. His _____ manner
makes it easy to work with him.
- belief 9. Seeing is _____.
- fear 10. The mother _____
for her son's life.

VI. Prepositions--Put the correct preposition in each blank.

1. She wept _____ the suffering child. (7)
2. They laughed _____ him because of his foolishness. (7)
3. They laughed _____ him because he was so amusing.
4. She spends her money _____ silly things. (2)
5. She mourned a long time _____ her dead husband. (7)

VII. Punctuation--Special cases for the use of the apostrophe in the formation of the possessive.

A. "He fell down at Jesus' feet."

"Someone came from Jairus' house."

In words of more than one syllable which end in an "s" sound, it is permissible to form the singular possessive by adding the apostrophe without the "s".

B. "the boys' hats"

"the girls' faces"

To form the possessive case of a plural noun ending in "s", add the apostrophe only.

C. "mother-in-law's letter"

"Mitchell and Symington's law firm"

"Mary and Jane's room"

In compound (hyphenated) words, names of business firms and words showing joint possession, only the last word is possessive in form.

In the following list the possessive relationship is expressed by means of a phrase. Change each phrase by making your noun possessive.

Example: a vacation of three weeks

a three weeks' vacation

1. house of Peter and John
2. the bedroom of the girls
3. house of my sister-in-law
4. address of a person
5. sailboat of John and Bob
6. viewpoint of the editor-in-chief
7. worth of five dollars
8. business of Smith and Wheeler
9. poems of William Carlos Williams
10. testimony of the witnesses
11. a delay of a month
12. worth of fifteen cents
13. events of the week

14. coats of the ladies
15. orders of the commander-in-chief
16. responsibility of Tom and Charles
17. a wait of twenty minutes
18. rays of the sun
19. products of Johnson and Johnson

VIII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. Jairus wanted Jesus to cure
 - a. his mother who was hemorrhaging.
 - b. his daughter who was dying.
 - c. his wife.
2. The daughter was
 - a. exactly twelve years old.
 - b. about to be twelve years old.
 - c. approximately twelve years old.
3. The woman could not be cured of her disease because
 - a. she had no more money to pay her doctors.
 - b. the physicians were unable to heal her.
 - c. she couldn't afford any medicine.
4. The woman had been sick for
 - a. almost the entire lifetime of Jairus' daughter.
 - b. most of her life.
 - c. a couple of years.

5. The woman fell down in front of Jesus
 - a. because the crowd pushed her.
 - b. because of respect for him.
 - c. because she was sick.
6. Jesus knew someone had touched him because
 - a. he had seen the woman.
 - b. he had felt the woman's hand.
 - c. he had felt a certain power leaving him.
7. The woman was healed because
 - a. she believed in Jesus.
 - b. Jesus had touched her.
 - c. Jairus had pleaded with Jesus.
8. Those who laughed at Jesus were
 - a. the crowd.
 - b. the parents and Peter, James and John.
 - c. the woman who had been hemorrhaging.
9. When Jesus raised the girl from the dead,
 - a. her parents were also in the room.
 - b. the crowd was watching.
 - c. only he and she were in the room.
10. According to the story, the girl was
 - a. only asleep.
 - b. had died, but came back to life.
 - c. was only sick.

IX. Writing

- A. Write six sentences which include the following phrases:

weep for, laugh at, laugh with, spend money on,
mourn for

- B. Combine each group of sentences into a single coherent sentence. Do not refer to the story. After writing the sentences, compare your version with the story's version.

1. There was a man called Jairus. He was a ruler of the synagogue. He came and fell down at Jesus' feet.
2. He begged him to come to his house. He begged him because he had only one daughter. She was about twelve years of age. She lay dying.
3. A woman had been bleeding for twelve years. She had spent all her savings on physicians. She could not be healed. She touched the border of his robe.
4. The woman saw that she had not escaped notice. She came trembling and fell down before him. She told him before all the people why she had touched him and how she had been healed immediately.

5. Jesus heard this. Then he answered him. He said, "Do not fear."

III

THE GOLDEN TURTLE

III

The Golden Turtle

Most of the stories in this text are concerned with human reactions to certain situations. These human emotions are common to all cultures. This story and the one that follows are different in that they are not about a universal human emotion but rather an ancient human experience which is also common to many cultures. The experience is one of a terrible flood covering much of the earth.

1 There was once an old couple who lived on their own, without any children. The man tended his fields and his garden, in which there grew rice, melons, corn and vegetables. He also would go hunting while the old woman spun, prepared the rice and also fished with her khoeng.

2 One day while she was fishing, she found a little turtle. She set it free, went further afield and caught the same turtle again. She at once threw it back into the stream. The turtle let it self be caught for the third time. It must be told that this turtle was not just any turtle but rather the Golden Turtle.

a half
circle
made of
bamboo
and used
for
fishing

"Keep me," it said to the old woman. "I shall be useful to you."

"Very well," said the old woman, "I'll take you."

You will bring a bit of life into our sad, childless home. You will belong to us and we shall be very fond of you."

3 The old man was very pleased with his wife's find and both of them spoiled their Golden Turtle. The Turtle, in return, was all kindness, gratitude and good advice for, apart from its gift of speech, it also had the gift of prophecy.

 One day it said to the old man:

 "Father, in a week's time, a terrible flood will devastate the country; it will be so terrible that all the houses and all the trees will be covered with water. So you must prepare a raft and provisions.

 The old man made haste and, in less than a week, the raft was ready. Then it began to rain heavily. On the seventh day the river overflowed and everything was submerged. There were only a few crafts afloat, and these were attached to trees. The water carried away tree trunks, debris of all kinds, animals and human beings, both dead and alive.

4 The Golden Turtle said to its adopted parents:

 "Father and Mother, I shall dive down to look after the rope that fastens our raft to the tree; if you need me, strike the rope and I'll come to the surface."

 The two old people never took a decision without first

asking the advice of their adopted child and never slept at all on the raft but kept watch in turns.

One day they saw a tiger swimming towards them.

5 "Have pity on me," said the tiger, "and take me on board until the end of the flood. I shall be grateful to you."

The old people struck the rope and the turtle appeared:

"A tiger is asking for protection." said the man, "shall we take him on board?"

The turtle agreed to this idea and dived again.

Shortly afterwards, a huge snake came alongside and said"

"For pity's sake, take me on board until the end of the flood, and I shall be grateful to you, old woman."

The old woman called the turtle which once again accepted the idea, so they kept the snake. Then the turtle went back to its observation post. The next time it was a man who grasped the raft saying:

place
of duty

"I am exhausted, old man and woman, keep me till the end and I shall be grateful to you."

The man got onto the raft, and they called the turtle.

"Since he is a human being, you cannot let him perish, Father and Mother," said the turtle, adding: "In seven days time the waters will go down, and we shall see the

earth once again."

And so they did. The three survivors bade the old people and the Golden Turtle farewell, promising to come back and see them.

* * *

6 Several months elapsed, and life returned again to the country. The tiger had been able to get back again to the forest. Now, on one occasion when the king's daughter was going to visit the queen of a distant country, she and her suite halted for the night in the forest. While they were asleep, the tiger came and stole the princess' jewelry case and went and hid it carefully while they looked for the thief throughout the kingdom. Shortly afterwards, the tiger brought the case to the old people, saying:

a group
of
personal
attendants

"Here is something to repay you for your kindness to me."

7 The old folk, who did not know where the case had come from, put it right in the middle of their main room. Shortly afterwards, the man they had saved came to see them and, when he saw the case, ran off to report them to the king. The old couple were arrested and thrown into prison.

8 Then the snake went to see the turtle, which told him the whole story. The snake went off to the palace, crawled into the princess' chamber and, while she was asleep, injected poison into her eyes to blind her.

For many long days, the princess howled and writhed in agony. In vain did the king send for all the healers of that country and the neighboring lands; not one of them could do anything for the princess.

9 "Let all people come and try to cure my daughter," said the king, "and he who succeeds shall have half of my kingdom."

Then there came nobles, farmers, merchants and fishermen, but nobody was successful in curing the princess. As the whole kingdom had tried and there was nobody left save the two poor old prisoners, the king ordered them to be brought in as well. Now, in the meantime, the snake, which had come back to see them in their prison, had told them what he had done and gave them a root which had the power to cure what he had done.

part of
plant
which is
under-
ground

"In this way, you will be repaid for your generosity towards me," he told them.

So the princess was cured and the old people, by receiving half the kingdom, became king and queen in their turn.

I. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

devastate, provisions, repaid, injected, tended, raft, perish, chamber, prophecy, submerged, survivors, palace, surface

1. He was a successful farmer because he _____ his fields every day. (1)
2. Someone who has the gift of _____ can tell what will happen in the future. (3)
3. Floods and earthquakes can _____ entire cities. (3)
4. The old man didn't drown because he had built a _____. (3)
5. On the raft were many _____ so they wouldn't be hungry, thirsty or cold. (3)
6. The waters rose so high that everything except the raft was _____. (3)
7. The turtle was swimming under water but would come to the _____ for air. (4)
8. The only people who did not _____ in the flood were those on the raft. (5)
9. The only _____ of the flood were those who were good swimmers. (5)

10. The old couple saved the snake's life and the snake _____ them by saving their lives. (6)
11. The medicine cannot be swallowed. It must be _____ in the veins with a needle. (8)
12. Kings and queens do not live in a small house. They live in a _____. (8)
13. The princess went to her _____ because she wanted to go to sleep. (8)

II. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:
craft, fond of, spoiled, elapsed, strike, a bit of, debris, exhausted, reported, fasten, grasped, writhed, folk, howled, case.

1. Everyone needs some happiness in their lives. (2)
2. Not having had children, she was devoted to her nieces and nephews. (2)
3. The old woman pampered her grandchildren. (3)
4. It took a long time to clean up all the trash. (3)
5. He used a rope to attach the boat to the tree. (3)
6. The frightened boy gripped his father's hand. (5)
7. He was worn out after the race. (5)
8. The child screamed when he broke his leg. (8)
9. Ten years passed before he returned to his native village. (6)

10. He tossed in pain while the doctor tried to fix the broken leg. (8)
11. When the teacher saw the boy stealing, she made a complaint against him to the authorities. (7)
12. The old people were tired. (7)
13. If you hit the window with a rock, it will break. (7)
14. In a flood it is useful to have any kind of boat that will float. (3)
15. Do you keep your jewels in a box or in the bank? (8)

III. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. The parade (halted/proceeded) in front of the government officials.
2. He was loved by everyone because of his (stinginess/generosity).
3. We were unable to see the mountain clearly because we only had a (distant/close) view.
4. We had only been given (useful/useless) information, so we didn't know what to do.
5. The doctor ordered (a poison/ an antidote) for the child who had taken too many aspirins.

6. You do not need your umbrella because it is only raining (heavily/lightly).
7. The meal was so (huge/tiny) that we couldn't finish it.

| A. Participle | Noun | Verb | Adjective | Adverb |
|---------------------------|------------------------------|-----------|----------------------------|-------------------------|
| submerged submerging | submersion | submerge | submersible | |
| protected protecting | protection | protect | protective | protectively |
| occasioned occasioning | occasion | occasion | occasional | occasionally |
| prepared preparing | preparation preparedness | prepare | preparatory | |
| prophesied prophesying | prophecy prophet | prophecy | prophetic | prophetically |
| deastated devastating | devastation | devastate | | |
| decided deciding | decision decider | decide | decisive decidable | decisively decidedly |
| watched watching | watch | watch | watchful | watchfully |
| agreed agreeing | disagreement agreeability | agree | agreeable disagreeable | agreeably |
| accepted accepting | acceptance acceptability | accept | acceptable unacceptable | |

B. Complete the following sentences with the correct form of the given word.

- submerge 1. The rocks were _____ by the flood.
- protect 2. The boy feels very _____ towards his younger sister.
- occasion 3. It only snows _____ .
- prepare 4. The city was _____ for any kind of weather.
- prophecy 5. He _____ that there would be no more wars.
- devastate 6. The _____ after the earthquake was terrible.
- decide 7. Have they reached a _____ ?
- watchful 8. Keep a _____ eye on the patient.
- agree 9. She has an _____ manner.
- accept 10. She _____ the invitation.

V. Two Word Verbs--A two word verb consists of a verb plus an adverbial particle.

A. In the following sentences, fill in the blanks with the appropriate particle.

1. The fish he caught was too small so he threw it _____ . (2)
2. The boat went _____ because there was a hole in its side. (5)
3. When will the children get _____ from school? (6)
4. The thief ran _____ with the money. (7)
5. His wife went _____ with another man. (8)
6. The judge ordered the policeman to bring _____ the thief. (9)
7. All their possessions were carried _____ in the flood. (4)

B. When the direct object of a two word verb is a noun, it may occur before or after the particle:

"They brought in the thief."

"They brought the thief in."

When the direct object is an object pronoun, it comes before the particle.

"They brought him in."

- C. Answer the following questions with complete sentences. Use the object pronoun whenever possible.
1. Have the children put on their coats yet?
 2. Did you turn the lights off before you left?
 3. Has she called up her friend on the telephone?
 4. Why did you take off your sweater?
 5. What time do you wake the children up?
 6. When will she get her book back?
 7. Why did she go off with my sweater?
 8. When will he go back to his country?
 9. Did he throw back the ball?
 10. Has the waiter brought the dessert in?

VI. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. The old woman threw the turtle back into the stream because
 - a. she didn't like turtles.
 - b. she wanted it to be free.
 - c. she didn't like the taste of turtle meat.

2. The turtle was able to predict
 - a. the exact day of the flood.
 - b. that the flood would come sometime during the week.
 - c. that the flood would come sometime in the near future.
3. The raft
 - a. stayed in one place.
 - b. traveled over the surface of the water.
 - c. was submerged by the flood.
4. The old couple
 - a. watched together for problems.
 - b. watched one after the other for problems.
 - c. let the turtle do all the watching.
5. Of those that were saved by the old man and woman
 - a. all kept their promise to them.
 - b. two kept their promise to them.
 - c. none kept their promise to them.
6. The author of the story tells us
 - a. that the flood lasted one week.
 - b. that the flood lasted two weeks.
 - c. how long it took for the waters to go up and then go down.

7. The princess was going to visit
 - a. her mother, the Queen.
 - b. her father, the King.
 - c. another queen.
8. The old people became king and queen because
 - a. they had healed the princess.
 - b. while they were in prison, they listened to the turtle's advice.
 - c. they had survived the flood.
9. Of the three survivors,
 - a. all showed their gratitude to the old couple.
 - b. all except one showed their gratitude to the old couple
 - c. only the snake was grateful to the old couple.

VII. Writing

- A. Write seven sentences using in each sentence one of the two word verbs from Exercise V.

- B. A narrative is normally organized chronologically. Pick out the expressions in the story which show the progress of time.

- C. Write a paragraph in which you describe what you did and where you went from the time you left your country until you arrived in the United States. Try to use some of the time expressions from the story.

The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair
The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

As the people searched for the ark
The waters were deep and dark
The people were in a state of despair
The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

IV

THE GREAT FLOOD
The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

The world was in a state of confusion
The great flood had begun to rise
The waters were deep and dark
The people were in a state of despair

IV

The Great Flood

This story is the Western version of the flood story. It, like The Daughter of Jairus, is from the Bible. It is, however, from the Old Testament. Judaism, as well as Christianity, is based on the books of the Old Testament.

- 1 As the people multiplied on the earth, their wickedness and wrongdoing multiplied even more. People were corrupt, cheating and stealing. Everyone could see drunkenness, murder, and rioting--evil piled on evil until it was hardly safe to be alive.

So God said, "I will destroy man whom I have created. I will blot out man from the face of the earth, for I am sorry that I made him."

- 2 Yet there was one good and righteous man who tried to know the will of Good. His name was Noah.

God said to Noah, "Build yourself an ark with many rooms. Then cover it inside and out with pitch and asphalt to make it watertight."

God told Noah how to build this boat with three huge decks and a roof over the top, so it would be exactly the right size.

- 3 "Soon I will flood the earth to destroy every living thing." God said. "But you will ride safely in your

desire

a covered
ship

black
sticky
sub-
stance

ark along with your three sons, your wife, and your sons' wives. Now you shall bring two of every living creature into the ark: a bull and a cow, a ram and a ewe, an eagle and his mate. There shall be a male and a female of every kind of bird and animal. Also, store up all kinds of food."

male
sheep

4 The people around Noah went on with their wild and heedless ways. Many laughed and made fun of the family of Noah. "They must be crazy," the neighbors jeered. "Look at them, building a giant boat right in the middle of a dry field!"

At last the ark was finished. God said to Noah, "Start loading the ark. In seven days rain will begin. It will rain for forty days and forty nights."

5 In seven days the waters came. The fountains of the great deep burst forth and windows of heaven were opened. It rained and rained and rained. The waters rose, bearing up the ark.

And still it continued to rain. The waters rose so high that even the tallest mountains were covered. The thundering downpour continued for forty days and forty nights. Everything that had lived and breathed on dry land was now blotted out. Only Noah and his family were left alive, and all the creatures floating with

them in the sturdy boat.

6 God did not forget Noah and his family and the animals in the ark. After a long time the waters began to recede.

At last the ark came to rest on a mountain. Noah opened a tiny window. Around him spread the endless lapping water.

At the end of _____ days Noah sent forth _____ raven, but it could _____ fly back and forth, _____ and fro. Then Noah _____ forth a dove to _____ if the waters had _____ down anywhere. But the _____ found no place to light _____ returned.

large
black
bird

a white
bird

land

Noah waited another _____ days. In the rosy _____ he sent forth the _____. In the evening the _____ came back with a _____ plucked olive leaf in _____ mouth. So Noah knew _____ waters had receded at _____.

small,
oval
green or
black
fruit

7 God said to Noah, " _____ forth from the ark, _____ and your family and _____ creatures with you. And _____ may you and your _____ and all living things _____

fruitful and multiply _____ the earth."

Then God _____, "I will never again
curse _____ ground because of _____.
 Neither will I ever _____ destroy every living
 creature _____ I have done. While _____
 earth remains--seedtime _____ harvest, cold and
 heat, _____ and winter, day and _____,
 shall not cease."

word or
 phrase
 calling
 for
 punish-
 ment

8 So _____ set a rainbow in _____
 clouds as a sign _____ the agreement he made
 _____ again to destroy all _____ on
 earth.

arch of
 differ-
 ent
 colors
 in the
 sky

"When I bring clouds over the earth," God promised,
 "and the rainbow is seen in the clouds, that will be
 forever the sign of my covenant."

agree-
 ment,
 contract

I. Fill in the blanks to complete the story. Use the
 list given below, but do not use the same word more
 than once.

the _____ upon _____ last
 summer _____ again _____ the
 the _____ and _____ a
 only _____ of _____ seven
 and _____ life _____ you

| | | |
|------|-------|---------|
| dove | God | sent |
| the | as | freshly |
| see | never | sons |
| dawn | the | dove |
| go | man | be |
| now | forty | night |
| dove | to | said |
| her | gone | |

II. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

mate, jeered, loaded, fruitful, harvest, watertight, deck, lapping, downpour, rosy, pitch, rioting.

- The strikers were at first peaceful, but when the government refused to listen to their demands, they started _____ in the streets. (1)
- A black, sticky material used to fill cracks in ships and to make roofs waterproof is called _____ . (2)
- The ship did not sink because no water could get into it. In other words, it was _____ . (2)

4. When you are on a ship, do you like to stand outside on the _____, or do you prefer to be inside? (2)
5. The lioness is the _____ of the lion. (3)
6. The neighbors _____ at Noah, but he ignored the jokes they made about him. (4)
7. All the animals were _____ onto the ark. (4)
8. The rainstorm was a quick but heavy _____ . (5)
9. When you look at the sky early in the morning, it often has a _____ color. (6)
10. When water is completely still, it makes no noise, but when it is moving slightly, it makes a gentle _____ noise. (6)
11. After the fall _____, farmers are no longer so busy. (7)
12. This was a _____ year for the farmers. They had a big harvest. (7)

III. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:

heedless, ceased, sign, corrupt, receded, hardly, creature, multiplied, righteous, wickedness, plucked

1. His problems increased when he lost his job. (1)
2. The newspaper reported that the government official was dishonest. (1)
3. There was barely enough to eat. (1)
4. Noah and his family were the only good people on the earth. (2)
5. Because of his careless manner, he did not get the job. (4)
6. All the apples had been picked off the tree. (6)
7. When the rain stopped, the flood water went down. (6)
8. The car company has stopped making big cars. (7)
9. The people were punished because of their wrongdoing. (1)
10. Two of every kind of animal were in the ark. (3)
11. The dove is a symbol of peace. (8)

IV. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. The (evil/good) man was punished for his sins.
2. I would be afraid to get into such a (sturdy/decrepit) old boat.
3. As the flood waters (receded/advanced), the mountain was slowly submerged.
4. Have you ever been up at (dawn/sunset) to see the sun rise?
5. He did such a foolish thing because he was (crazy/sane).
6. The baker sold the bread for a cheap price because it was (fresh/stale).
7. After all the guests had (remained/departed), we cleaned up from the party.

| A. Participle | Noun | Verb | Adjective | Adverb |
|---------------------------|-----------------------------|-------------------------|-----------------------------|-----------------------------|
| corrupted corrupting | corruption corruptness | corrupt | corrupt corruptible | corruptly |
| destroyed destroying | destruction destroyer | destroy | destructible destructive | destructively |
| created creating | creation creator | create | creative | creatively |
| saved saving | safe safety | save | safe unsafe | safely |
| continued continuing | continuation continuity | continue discontinue | continuous continual | continuously continually |
| multiplied multiplying | multiplication multitude | multiply | multiple multitudinous | |
| forgotten forgetting | forgetfulness | forget | forgetful forgettable | forgetfully |
| freshened freshening | freshness | freshen | fresh | freshly |
| promised promising | promise | promise | | |
| | craziness | | crazy | crazily |

B. Complete the following sentences with the correct form of the given word.

1. The _____ of the t.v. program will be next week.
2. We did not expect such a _____ to come to the concert.
3. His _____ gets him into trouble.
4. _____ caught fish are delicious when cooked.
5. She kept her _____.
6. His _____ scares other people.
7. He lost his job because of _____ practices.
8. The storm was very _____.
9. He is intelligent but not very _____.
10. The drowning child was _____ by the lifeguard.

VI. Two Word Verbs--In the following sentences fill in the blanks with the appropriate particle.

1. The soldier wanted to blot _____ the memory of the war. (2)
2. The squirrel was storing _____ nuts for the winter. (3)
3. The child went _____ playing past his bedtime. (4)
4. Her courage helped to bear her _____. (5)
5. The sun went _____ at 6 pm this evening. (6)
6. She came _____ well rested after her vacation. (6)

VII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. God decided to punish
 - a. one man.
 - b. all men.
 - c. all men except Noah and his family.
2. In the Ark there were
 - a. not more than eight people.
 - b. only Noah and his wife.
 - c. five people.

3. It rained
 - a. for seven days.
 - b. for over a month.
 - c. for a year.
4. God ordered Noah to load a male and female of every animal onto the Ark so that
 - a. they wouldn't be lonely on the long trip.
 - b. all life could continue after the flood.
 - c. no animals would die in the flood.
5. Noah ignored the people's laughter because
 - a. he knew what was going to happen.
 - b. he didn't care about them.
 - c. they were evil.
6. The flood water came from
 - a. windows and fountains.
 - b. the ocean and the sky.
 - c. the clouds.
7. Noah sent the birds out to see
 - a. if they could fly.
 - b. if they could find food.
 - c. if they could find land.

8. According to the story after the flood
 - a. God made new life.
 - b. all new life came from Noah's family and the animals on the Ark.
 - c. all life was destroyed.
9. God said the rainbow would be a symbol of his promise
 - a. not to send anymore floods.
 - b. not to destroy the earth.
 - c. not to punish man.
10. The flood lasted for
 - a. more than eight-seven days.
 - b. forty days.
 - c. eighty days.

VIII. Structure--Verb with "ing" form objects or infinitive objects.

"It continued to rain." "It continued raining."

"The waters began to recede." "The waters began receding."

"Noah tried to know the will of God." "Noah tried knowing the will of God."

- A. Certain verbs can take both "ing" form objects or infinitive objects. The meaning in most cases is the same. The following is a partial list of verbs that may be followed by "ing" form objects or infinitive objects:

| | |
|----------|---------|
| attempt | begin |
| continue | try |
| like | neglect |
| plan | prefer |
| start | |

- B. Write two different sentences for each verb in the list. The object in the first sentence should be in the "ing" form, and in the second sentence it should be in the infinitive form.

IX. Writing

- A. Write six sentences, using in each sentence a two word verb from Exercise V.
- B. Write logical questions for the short answers given below.
- _____ ? God
 - _____ ? An Ark.
 - _____ ? Two of every living creature.

4. _____ ? In seven days.
5. _____ ? Only Noah and his family.
6. _____ ? After a long time.
7. _____ ? To look for land
8. _____ ? On a mountain.
9. _____ ? An olive leaf.
10. _____ ? The rainbow.

The Mountain of Hope

Long ago before a strong wind blowing, the
 mountain the name of the hills toward the high land of
 will come. at the night of the first time, a small
 mountain mountain. at the dawn of a new day, a small
 mountain, a tall rock peak reaching the height of a square
 mountain with a field of new grass. From morning, when
 the sun approaches the horizon, and the wind blows
 and in afternoon, this mountain became especially
 striking. This spot is called the Mountain of Hope, the

V

"Mountain of the hope reaching the horizon." and this
 is the story

THE MOUNTAIN OF HOPE

In former times, long ago, in a small village in
 Korea, a young man named Han, who had a wife and a
 young son of seven and his small sister, only seven years
 old. Han was in all the world those two had been born
 there, they were very close.

One day the young man happened to chance a Chinese
 traveler about the future. The traveler said to him
 "because of the appearance of the stars and signs of your
 father, it seems inevitable that you and your wife should
 have a son. Nothing can alter the direction of your
 destiny."

This wonderful prediction reached the young man,

V

The Mountain of Hope

1 Shortly before arriving at Lang Son, in Vietnam, the traveler who goes up the Delta toward the High Country will note, at the right of the old Tonkin road, a small, isolated mountain. At its summit a rock thrusts sharply upward, a tall rock that resembles the figure of a woman standing with a child in her arms. Toward evening, when the sun approaches the horizon, and the statue stands out in silhouette, this resemblance become especially striking. This spot is called Nui Vong Phu, the "Mountain of the Woman Awaiting Her Husband." And this is her story:

separated

pushes

outlined
against
the sky

2 In former times, long ago, in a small village in these mountainous regions, there lived two orphans: a young man of twenty and his small sister, only seven years old. Because in all the world these two had only each other, they were very close.

3 One day the young man happened to consult a Chinese astrologer about the future. The astrologer said to him: "Because of the conjunction of the days and hours of your births, it seems inevitable that one day you will marry your sister. Nothing can alter the direction of your destiny."

4 This dreadful prediction appalled the young man.

shocked
deeply

Day and night he was haunted by it. Finally, distracted by worry, he made a fearful decision.

returned
to mind
repeat-
edly

5 One day he took his little sister along with him when he went deep into the forest to cut wood. Taking advantage of a moment when she had her back turned to him, he struck her a heavy blow with his hatchet. Believing she was dead, he left her lying on the ground and fled from the spot.

6 This act, dreadful as it was, delivered him from the fear that had obsessed him. For a long time the horror of the crime he had committed pursued him, but gradually he was able to find peace of mind. He changed his name and settled down at Lang Son.

7 A number of years passed. The brother, now grown to full manhood, married the daughter of a merchant, and she bore him a son. They were a very happy family.

8 Then, one day, entering the interior courtyard of their home, the husband observed his wife in the act of drying her long black hair. She was seated in the bright sunlight under a jacaranda tree with her back turned to him and did not hear him as he approached. As she slipped the comb through her sleek, damp locks, holding the hair raised high in her other hand, he saw, above the nape of her neck, a long, ugly scar.

9 At once he asked her its origin. She hesitated slightly; then, beginning to weep, she told him this story:

"I am not really the daughter of the man I call my father. I am his adopted daughter. As a small child I was an orphan, living with my older brother, the only relative I had. Fifteen years ago, for some reason I have never understood, he wounded me with an axe blow, and abandoned me in the forest. I would have died there, except for the fact that some robbers saved me. A little while after that, when they were on the verge of being captured, they fled suddenly from their den, leaving me behind. I was discovered there by the authorities, and a little later a merchant, who had just lost his own daughter by death, took pity on me and brought me into his home to replace her..."

secret
hiding
place

"I don't know what became of my brother, and I have never been able to explain his strange act, which left me with this scar. We loved each other very much."

10 The young wife's face was bathed in tears when she had completed her story. The man mastered his own emotion with difficulty. He made her tell him the precise name of her father, and the name of her native village.

11 When it was no longer possible to doubt her true identity, he managed to keep the shocking secret to himself.

But he was ashamed and revolted, and felt incapable of continuing their married life. He invented a pretext for going away.

12 During the six months that his trip was supposed to last, his wife waited for him, patient and resigned. But long after that period of time had passed, she was still alone with her child.

13 Every evening she took the little boy in her arms and climbed the mountain to watch from afar for the return of the absent one. When she reached the summit, she would stand for a long time, silent, erect, her eyes fixed on the horizon.

14 Eventually she was changed into stone; and it is thus that she can still be seen, upright against the sky, motionless, eternally waiting...

15 This fabled mountain with its touching story has inspired many poems. Here is one of them in approximate translation:

Day after day, month after month, year
after year,

Thinking and thinking, believing, waiting
and yet waiting...

So far away, in a thousand places, my
beloved, do you feel it-

In the sunlight, in the nighttime, through
 the wind, under the rain-
 This heart, eternal as gold, steadfast as
 stone?

- I. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary, refer to the story to help determine meaning.

conjunction, appalled, dreadful, summit, abandoned, consult, nape, touching, resembled, locks, inevitable, astrologer, steadfast

1. When a climber reaches the top of a mountain, he has reached the _____. (1)
2. The sisters _____ each other, but their personalities were very different.
3. Hair usually grows as far as the _____ of the neck. (8)
4. Although the brother tried to avoid it, his marriage to his sister was _____. (3)
5. The story was _____ because of its sadness. (15)
6. _____ is a literary word for hair. (8)

7. People in the United States sometimes _____ fortunetellers when they want to know about the future. (3)
8. To kill one's sister is a _____ act. (6)
9. The brother, thinking the sister would die, _____ her. (9)
10. The discovery that his wife was his sister _____ him. (4)
11. By looking at the stars in the sky, an _____ can predict the future. (3)
12. St. Louis was built at the _____ of two rivers. (3)
13. Although her husband never returned, her love for him was _____. (15)

II. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list.

precise, alter, destiny, afar, dreadful, revolted, sleek, observed, erect, fled, hatchet, obsessed

1. He could not change his plans. (3)
2. The horse had a shiny coat of hair. (8)
3. She ran when she saw the robber. (5)
4. One cannot change one's fate. (3)
5. The explosion could be heard from a great distance. (13)
6. The news report of the murder was shocking. (6)
7. The smell of the dead fish disgusted him. (11)
8. He noticed the children playing in the street. (8)
9. She stands as straight as a statue. (13)
10. The nightmare haunted him the entire day. (6)
11. He cut down the tree with his axe. (5)
12. My watch does not keep exact time. (10)

III. Antonyms--Choose the appropriate word in the parentheses to complete the sentence.

1. To reach the summit of the mountain, one has to climb (upward/downward).
2. Death is (inevitable/avoidable).
3. It is important to be (imprecise/precise) when giving directions.
4. To catch an airplane, one must know the (approximate/precise) time of departure.
5. The young man in the story was (capable/incapable) of abandoning his sister.
6. The (exterior/interior) of the house is heated in the winter.

IV. Idioms and special expressions--Circle the letter in front of the answer which has the same meaning as the underlined expression.

1. The man mastered his own emotion with difficulty.
 - a. He found it difficult to show his feelings.
 - b. He found it difficult to hide his feelings.
 - c. He could not master his difficulty.

2. He invented a pretext for going away.
 - a. He told his sister the true reason.
 - b. He pretended to have a reason to leave.
 - c. A pretext prevented him from going away.
3. He managed to keep the shocking secret to himself.
 - a. He told himself the secret.
 - b. He didn't tell anyone else the secret.
 - c. He himself was shocked by the secret.
4. She would stand for a long time, silent, erect, her eyes fixed on the horizon.
 - a. She stared only in the direction of the horizon.
 - b. Her eyes were the color of the horizon.
 - c. Her eyes kept moving back and forth in search of her husband.

A. Participle

| Participle | Noun | Verb | Adjective | Adverb |
|---------------------------|----------------------------|-----------|----------------------------|---------------------------|
| | precision | | precise imprecise | precisely |
| managed managing | management manager | manage | manageable unmanageable | manageably |
| consulted consulting | consultation consultant | consult | | |
| originated originating | origin originality | originate | original unoriginal | originally |
| explained explaining | explanation | explain | explanatory explainable | |
| destined | destiny destination | destine | | |
| isolated isolating | isolation | isolate | | |
| distracted distracting | distraction | distract | distractable | distractedly |
| adopted adopting | adoption | adopt | adoptable adoptive | |
| observing observed | observation observer | observe | observant unobservant | observantly observably |

V. Word Formation

B. Complete the following sentences with the correct form of the given word.

- manage 1. Who is the _____ of this hotel?
- origin 2. The student _____ lived in Europe.
- explain 3. I didn't understand the teacher's _____ of the grammar rule.
- destined 4. The _____ of the airplane is London.
- isolate 5. The child never learned to speak _____ because he had been kept in _____.
- distract 6. There were too many _____.
- adoption 7. Older children are not as _____ as babies.
- consult 8. The doctors held a _____ to decide whether the operation was necessary.
- precise 9. I would like you to come _____ at 2 pm.
- observe 10. He is a good scientist because he is so _____.

VI. Prepositions

Insert the correct proposition in each blank.

1. _____ morning, when the sky starts to lighten, you can hear the birds begin to sing. (1)
2. They dived deep _____ the water looking for pearls. (5)
3. He stole her purse by taking advantage _____ a moment when she was looking the other way. (5)
4. The two countries were on the verge _____ war. (9)
5. The man took pity _____ the orphan and brought her to his home. (9)
6. He felt incapable _____ staying any longer. (11)
7. We were distracted _____ all the noise. (4)
8. We waited _____ the bus. (12)

VII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. At the top of Nui Phong Vu is
 - a. a statue of a woman with her child.
 - b. a rock which has been carved to look like a woman and her child.
 - c. a rock which has the natural outline of a woman and her child.
2. The brother and sister had been orphans for at most
 - a. seven years.
 - b. their entire life.
 - c. only a short while.
3. When the sun approaches the horizon,
 - a. it is about to rise.
 - b. it is about to set.
 - c. it is high overhead.
4. The young man asked the astrologer about the future because
 - a. he was worried that he might marry his sister.
 - b. he was curious about his future.
 - c. he wanted to change the direction of his destiny.

5. The young man attempted to kill his sister because
 - a. he wanted to escape his fate.
 - b. he had come to hate her because of the astrologer's prediction.
 - c. his axe slipped accidentally and cut her instead of the wood.
6. After his attempted murder,
 - a. he was no longer upset.
 - b. he exchanged one obsession for another.
 - c. he found peace of mind immediately.
7. The authorities discovered the sister
 - a. because they were looking for robbers.
 - b. because they were looking for the merchant's daughter.
 - c. because people in the village had noticed the sister was missing.
8. The brother made up an excuse for going away because
 - a. he was horrified that he had married his sister.
 - b. he was afraid that she would discover who he was.
 - c. he was ashamed that he had tried to kill her.
9. The main idea in this story is
 - a. man's fate is inevitable.
 - b. one should not be incestuous.
 - c. love is eternal.

VIII. Writing

- A. Write eight sentences which include the following phrases:

toward morning, dive into, take advantage of, on the verge of, take pity on, incapable of, distracted by, wait for.

- B. In this story there are many examples of non-restrictive phrases which modify the subject. They occur, however, at the beginning of the sentence instead of after the subject.

Combine the following sentences by changing the first sentence into a non-restrictive phrase at the beginning of the new sentence.

1. He was distracted by worry. He made a fearful decision.
2. He took advantage of the moment. He struck her a heavy blow.
3. He believed she was dead. He left her lying on the ground.
4. He entered the courtyard of their home. The husband observed his wife.
5. She began to weep. She told him her story.

C. Combine the following sentences into one sentence.

After completing the exercise, refer back to the story to compare your sentence with the story's sentence.

1.
 - a. The traveler goes up the Delta toward the High County.
 - b. He will note a small isolated mountain.
 - c. It is at the right of the Tonkin Road.
2.
 - a. In all the world these two had only each other.
 - b. As a result they were very close.
3.
 - a. The brother was now grown to full manhood.
 - b. He married the daughter of a merchant.
 - c. She bore him a son.
4.
 - a. She was seated in the bright sunlight under a jacaranda tree.
 - b. Her back was turned to him.
 - c. She did not hear him as he approached.
5.
 - a. She slipped the comb through her sleek, damp locks.
 - b. She held the hair raised high in her other hand.
 - c. At the same time he saw, above the nape of her neck, a long, ugly scar.

6.
 - a. As a small child I was an orphan.
 - b. I lived with my older brother.
 - c. He was the only relative I had.
7.
 - a. I was discovered there by the authorities.
 - b. A little later a merchant took pity on me and brought me into his home to replace her.
 - c. He had just lost his own daughter by death.
8.
 - a. I don't know what became of my brother.
 - b. I have never been able to explain his strange act.
 - c. It left me with this scar.

The story of Oedipus

The Oedipus story is an ancient Greek myth. It tells the story of a man who was destined to kill his father and marry his mother.

Long ago, the king of Thebes, was warned by an oracle that his wife was going to give birth to a son who would kill him and marry his mother. The king, fearing this, ordered his servants to kill the child as soon as he was born. But the king's wife, Queen Jocasta, hid the child in a basket and threw it into the sea.

VI

THE STORY OF OEDIPUS

The child was found by a shepherd and taken to a village where he was raised. He grew up to be a strong and brave man. One day, he was walking through a forest when he met an old man. The old man told him that he was the son of a king and that he should go to Thebes to find out who his parents were.

Many years later, he returned to Thebes and was welcomed by the king. He soon found out that the king was his father and that the queen was his mother. He was shocked and angry. He killed his father and married his mother. This was a terrible crime. The people of Thebes were angry with him and wanted to punish him. But he was too strong for them and he stayed in Thebes for many years.

VI

The Story of Oedipus

The Oedipus story is an ancient Greek myth. Like The Mountain of Hope, it also is about destiny and man's effort to change it.

- 1 Laius, the king of Thebes, was warned by an oracle that there was danger to his throne and to his life if his newborn son should be allowed to grow up. Frightened by this prediction, he took the sleeping child from its crib and gave it to a herdsman, with orders to murder the baby. The herdsman, moved with pity, yet not daring to disobey entirely, tied up the child by the feet and left him hanging to the branch of a tree. He was found by a peasant who carried him to his master and mistress. The kind couple adopted him and called him Oedipus, or Swollen-foot.
- 2 Many years later Laius traveled to Delphi accompanied only by one attendant. He turned into a narrow road near the city and met a young man who was driving a chariot. Laius ordered the young man out of his way and, because the lad was slow to obey, the attendant killed one of his horses. The stranger filled with rage at this injustice, slew both Laius and his attendant. The young man was Oedipus, who unknowingly became
- place where questions about the future were asked of the gods
- a man who takes care of a group of animals
- *poor farmer, land often does not belong to him
- car with two wheels used in ancient times in fighting and racing

the slayer of his own father and fulfilled the prophecy made by the oracle.

- 3 Shortly _____ this event, the city of Thebes _____ molested by a monster which harassed anyone _____ the city. This monster was called _____ Sphinx. It had the body of _____ and the upper part of _____ woman. It lay crouched on the _____ of a rock, and stopped all _____ who came that way, asking them _____ riddle with the condition that those who _____ solve it should pass safely, but _____ who failed should be killed. No _____ had yet succeeded in solving the _____ and all had been slain. Oedipus _____ not daunted by these alarming accounts _____ boldly advanced to the trial. The _____ asked him, "What animal is that _____ in the morning goes on four _____, at noon on two feet, and _____ the evening on three feet?"
- 4 Oedipus _____, "Man, who in childhood creeps on _____ and knees, in manhood walks erect, _____ in old age walks with the _____ of a staff."
- 5 The Sphinx was _____ mortified at the solving

a puzzling question

test

of her _____ that she cast herself down from
 _____ rocks and perished. And the gratitude
 _____ the people of Thebes for their deliver-
 ance _____ so great that they made Oedipus
 _____ king, giving him in marriage their
 _____ Jocasta. Oedipus, ignorant of his
 parentage, _____ had already become the slayer
 of his _____; in marrying the queen he became
 _____ husband of his mother. These horrors
 _____ remained undiscovered, till in length
 Thebes was afflicted _____ famine and plague.
 The oracle was _____, and the double crime
 of Oedipus came to light. Jocasta put an _____
 to her own life, and Oedipus went mad. He tore out his
 eyes and wandered away from Thebes. He was dreaded and
 abandoned by all except his daughters, who faithfully
 adhered to him, till after a long period of miserable
 wandering he found the termination of his wretched life.

a time
 during
 which
 there is
 no food

I. Fill in the blanks to complete the story. Use the list given below, but do not use a word more than once.

was _____ end _____ with
 the _____ after _____ Oedipus
 travelers _____ a _____ their
 one _____ could _____ of _____
 and _____ was _____ riddle _____
 feet _____ which _____ in
 consulted _____ top _____ aid _____
 Queen _____ a _____ had
 replied _____ riddle _____ and
 hands _____ nearing _____ so
 the _____ a _____ was _____
 father _____ those _____ the
 remained _____ Sphinx _____

II. Meaning from Context--Fill in the blanks with an appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

crouched, deliverance, adhered, adopted, slew, staff, molested, boldly, warned, parentage.

1. Having been _____ about the danger, Laius tried to destroy his son. (1)
2. Having been abandoned by his real father, Oedipus was _____ by a kind couple. (1)
3. When Oedipus _____ Laius, he did not realize he was killing his father. (2)
4. The Sphinx _____ all travelers by asking them a riddle and then killing them if they could not answer it. (3)
5. The Sphinx _____ like a lion on top of the rock. (3)
6. Since Oedipus was not afraid, he walked _____ up to the Sphinx. (3)
7. The old man could still walk, but he needed to use a _____. (4)
8. By causing the death of the Sphinx, Oedipus was responsible for the _____ of Thebes. (5)
9. Because his real father had abandoned him when he was a baby, Oedipus was unaware of his true _____. (5)
10. The only people who _____ to Oedipus were his daughters. All others left him. (5)

III. Synonyms--Replace the underlined word or words with the correct synonym. Choose from the following list: prophecy, alarming, wretched, rage, mortified, accounts, perish, daunted, harassed, termination, aid

1. In great anger he slew the stranger. (2)
2. The prediction made by the oracle was fulfilled. (2)
3. He was not scared by the Sphinx. (3)
4. The Sphinx constantly troubled travelers who passed her way. (3)
5. The stories did not keep Oedipus from approaching the Sphinx. (3)
6. In spite of the frightening accounts, Oedipus was unafraid. (3)
7. The Sphinx was ashamed when Oedipus guessed the riddle. (5)
8. She died by throwing herself down from the rock. (5)
9. The rest of his life was miserable. (5)
10. After such an unhappy life, its end brought peace. (5)
11. Some old people walk with the help of a cane. (4)

IV. Antonyms--Select the word in the parentheses which best completes the sentence.

1. If one is not full grown, one is still a (lad/man).
2. Not learning English will (inhibit/allow) his success in school.
3. The army, frightened by the large number of tanks and weapons, (advanced/retreated) quickly.
4. By retreating, they acted (boldly/cowardly).
5. Laius (adhered to/abandoned) his parental duties because of the oracle's warning.
6. If he (fails/succeeds) in his job, his salary will go up.
7. The daughters of Oedipus, although (ignorant/conscious) of his crime, still remained faithful to him.
8. The man's broken leg was (an aid/ a hindrance) when it came to driving a car.

V. Literary Style--In the following sentences the underlined words are used more often in writing than in speaking. Change the underlined words to what would be more typical if the sentence were spoken.

1. The Sphinx cast herself down from the rocks and perished.
2. The double crime of Oedipus came to light.
3. Jocasta put an end to her own life.
4. He found the termination of his life.

| A. Participle | Noun | Verb | Adjective | Adverb |
|-----------------------------|--------------------------|-----------|------------------------------|--------------------------|
| endangered endangering | danger dangerousness | endanger | dangerous | dangerously |
| attended attending | attendant attendance | attend | | |
| succeeded succeeding | success | succeed | successful unsuccessful | successfully |
| gratified gratifying | gratitude | gratify | grateful ungrateful | gratefully |
| afflicted afflicting | affliction | afflict | afflictive | afflictively |
| terminated terminating | termination terminal | terminate | terminal terminable | terminally terminably |
| horrified horrifying | horror | horrify | horrible | horribly |
| conditioned conditioning | condition | condition | conditional unconditional | conditionally |
| adhered adhering | adherence adherent | adhere | adherent | adherently |
| delivered delivering | deliverance deliverer | deliver | | |

B. Complete the following sentences with the correct form of the given word.

- condition 1. My promise to arrive on time is _____ upon the traffic.
- danger 2. Wolves are an _____ species.
- attend 3. Did you leave the washroom _____ a tip?
- gratify 4. She should be more _____ after all the favors you have done for her.
- succeed 5. He underwent a _____ operation.
- termination 6. The bus _____ is located downtown.
- horrible 7. The pedestrian watched in _____ as the two cars crashed.
- adherent 8. His pronunciation is not good, but he _____ to the grammar rules.
- deliverance 9. The people of Thebes looked upon Oedipus as their _____.
- afflict 10. Cancer is a terrible _____.

VII. Structure Exercise--Adverbial clauses of reason and result.

A. The first sentence in each pair contains an adverbial clause of reason. The second sentence in each pair contains an adverbial clause of result.

1. "The Sphinx cast herself down from the rocks because she was so mortified."
 2. "The Sphinx was so mortified that she cast herself down from the rocks."
-
1. "The people of Thebes made Oedipus their king because their gratitude for their deliverance was so great."
 2. "The gratitude of the people of Thebes for their deliverance was so great that they made Oedipus their king."
-
1. "The attendant killed one of the lad's horses because he was so slow to obey."
 2. "The lad was so slow to obey that the attendant killed one of his horses."

B. Complete the following sentences with an adverbial clause of result. Then change the completed sentence so that the adverbial clause is one of reason.

1. The pizza is so big...

2. The movie was so horrifying...

3. His life was so miserable...

4. The soldier was so bold...

5. The prediction was so dreadful...

6. The story was so touching...

7. Her love was so steadfast...

8. His directions were so imprecise...

9. The two friends resembled each other so...

10. The prophecy was so alarming...

VIII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. The herdsman
 - a. tried to kill Oedipus.
 - b. wanted to kill Oedipus.
 - c. did not want to kill Oedipus.
2. Oedipus was adopted by
 - a. the peasant and his wife.
 - b. the herdsman.
 - c. a couple for whom the peasant worked.
3. The feet of Oedipus were swollen because
 - a. he had been abandoned and neglected.
 - b. they had been tied tightly with a rope.
 - c. they had been injured in the murder attempt.
4. The attendant killed one of
 - a. the king's horses.
 - b. the young man's horses.
 - c. his own horses.
5. Oedipus killed his father because
 - a. he wanted to fulfill the prophecy.
 - b. he wanted to become king.
 - c. he was furious that his horse had been killed.

6. The Sphinx could talk because
 - a. it was human.
 - b. it had a woman's head and face.
 - c. it was a lion with magical powers.
7. Oedipus not only answered the riddle but also
 - a. threw the Sphinx off its rock.
 - b. killed the Sphinx.
 - c. caused the Sphinx's death.
8. Jocasta killed herself because
 - a. she was starving and sick.
 - b. she was horrified that she had married her son.
 - c. the oracle told her to.
9. Oedipus' daughters were also his half sisters because
 - a. they had the same adoptive parents.
 - b. they had the same mother.
 - c. they had the same father.
10. Oedipus killed his father and married his mother because
 - a. he hated his father and loved his mother.
 - b. the oracle had told him to do it.
 - c. his destiny was inevitable.

IX. Writing--Write logical questions for the short answers given below.

1. _____ ? Laius
2. _____ ? Because of the prediction
3. _____ ? To the branch of a tree
4. _____ ? Oedipus
5. _____ ? Many years later
6. _____ ? Because he was slow to obey
7. _____ ? On top of a rock
8. _____ ? A riddle
9. _____ ? Jocasta
10. _____ ? His daughters

the beginning of the conversation...

Among all the legends of various folk are probably the most beautiful and the most interesting in the world, the legends of the heroes of the Middle Ages.

In the origin of the French king of the Holy Land, Charlemagne, there lived a number of the sons of King Charlemagne and his wife, Theodora Long. Although the two sons were not judges, they were of noble and high birth of water. Even their own mother considered them. High born were noble and noble, they lived with noble and noble, and they were noble and noble.

VII

THE BEGINNING OF GOOD CONVERSATION

While the brothers were still young, a fire destroyed their house, burning all the family possessions and carrying the mother of them away. Finding themselves thus alone without protection and friends, the brothers decided to go back together to their work. As matters would have it, they happened to the door of a scholar's school. It was a man who had known their father. He took the brothers into his house and provided a good education for them. He was especially so to the eldest and so to the youngest daughter.

After some time the man succeeded in getting the

VII

The Beginning of Good Conversation

Among all the legends of Annam, this is perhaps the best known and loved, and certainly it is one of the oldest; it exists in several quite similar versions:

- 1 In the reign of the fourth king of the Hong Bang dynasty, there lived a mandarin by the name of Cao who had two sons, Tan and Lang. Although the two boys were not twins, they were as alike as two drops of water. Even their own mother confused them. Both boys were extremely handsome, they loved each other dearly, and one was seldom seen without the other.
- 2 While the brothers were still young, a fire destroyed their home, burning all the family possessions and causing the deaths of both parents. Finding themselves thus alone, without resources and friends, the brothers decided to set forth together to seek work. As chance would have it, they knocked at the door of a mandarin named Lun, a very pious man who had known their father. He took the brothers into his home and developed a great affection for them, the more especially as he himself had no son, only one daughter.
- 3 Very soon Mandarin Lun conceived the notion of giving

his daughter in marriage to one of the boys. Both the brothers were strongly attracted to the lovely girl. As for her, she could not choose between them, so alike were they in face and in spirit. Moreover, they vied with each other in generosity, each one wanting to yield to his brother the hand of the girl he was beginning to love.

4 To solve the problem, the mandarin had his daughter prepare a feast for the young men, hoping to discover a solution to the impasse in the course of the banquet. First of all, at his command, the young girl brought in two bowls of steaming rice soup, with a single pair of chopsticks and offered them to the brothers. Without a second thought, the younger brother picked up the chopsticks and presented them, as was his duty, to the elder. The mandarin then designated Tan, the elder brother, as his son-in-law.

situation
from which
there is
no way out

5 Because of his deep affection for his brother, and his desire to fulfill his duty as a brother, Lang quickly overcame his growing love for the girl who now became his sister-in-law.

6 But Tan, completely absorbed in his new happiness, neglected the ties of blood for the first time in his life. The forsaken Lang suffered deeply in this new isolation. His suffering was the greater, in fact,

take all
one's
interest
and time

because of the strength and purity of his feeling for both his brother and his sister-in-law. But, bound up in their connubial bliss, the newly weds did not notice. And so finally, unable to endure longer, Lang departed one morning from the house the three shared.

7 He walked far, until finally he came to a river that he could not cross. There on the bank he rested, pondering his unhappy fate; and there death overtook him. Lang was transformed in death into a rock of a white, chalky substance. changed

8 When Tan noticed his brother's disappearance, he understood what had happened, and he reproached himself deeply for his selfishness. In remorse, he set out to search for Lang. After several days of walking, he too came to the bank of the same river. Exhausted, he sank down on the grass beside the rock and leaned against it. Soon he too was transformed, taking the shape of a tree with a very straight trunk ending in a cluster of leaves at the top, with nuts growing beneath them. found fault with deep regret for wrongdoing

9 His new wife, inconsolable at her husband's absence, set forth in her turn. She succeeded in making her way to the foot of the tree, where, completely worn out, she embraced its trunk in order not to fall. Thinking of her husband, she wept until at last she died of grief.

She was transformed into a creeping vine that twined itself around the trunk of the tree.

10 Alerted by a dream, the inhabitants of the district erected a pagoda to the memory of the three unfortunate lovers. On its wall they inscribed these characters: "Brothers united, husband and wife devoted."

religious building

11 Later there occurred a year of exceptional drought when all other vegetation withered and died, and the tall tree and its tropical creeper alone retained their greenness in a sea of surrounding desolation. At the news of this marvel pilgrims flocked to the pagoda from all the land.

period without rain

people who travel to a holy place

12 Finally the king himself came to visit the pagoda, and the villagers recounted to him the story of the three transformations. The king was deeply impressed and asked his counselors how he could be sure that the story was indeed true. But no one had any answers.

13 At last the Minister of Justice, a great and wise man said to the king: "Sire, when one wishes to ascertain whether two or more persons have a close relationship, one takes some of the blood of each and mixes all the blood together in a bowl. If the mixture is closely united after coagulation, the answer is positive. Perhaps we could use this same test now by crushing together leaves

act of changing to a solid state

of the creeping vine, a nut from the tree, and a fragment of the stone."

14 This suggestion was followed. The stone was heated and it crumbled, becoming white and soft; the vine leaves and the nut were pulverized and mixed with the powdered stone. Thereupon the mixture took on a beautiful deep red color, as though it were but a single substance. This was proof positive of the truth of the villagers' story.

grind
into
powder

15 The old minister counseled the king to have the two plants distributed widely for cultivation throughout the kingdom. This was promptly done; and, given the names "areca nuts" and "betel leaves," these products of the plants became the symbols of fraternal and conjugal love. Presently people began wrapping slices of the nuts together and a bit of lime paste in the leaves of the betel vine and chewing the mixture, having found that this left a clean, invigorating taste.

16 The effect of this chewing can be a bit intoxicating and may seem bitter at first. But those who develop a liking for it admire the freshness, the perfume, the marriage of sweetness with a faint bitterness. It came to be accepted that enjoying the making of the mixture and chewing it together was the best way to spark

conversation; and so the serving of betel to visitors became part of Vietnamese tradition.

I. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

erected, marvel, conjugal, banquet, cluster, fraternal, cultivation, faintly, twine, presented, withered

1. Steaming rice soup was served at the _____ . (4)
2. The girl _____ the rice soup to each brother. (4)
3. Leaves grow in a _____ . (8)
4. Vines often _____ themselves around a tree. (9)
5. A building is frequently _____ on the site of a special religious event. (10)
6. The trees were no longer green because the leaves had all _____. (11)
7. A tree that stays green when everything else has withered is a _____. (11)
8. The _____ of the plants all over Vietnam resulted in a large crop of both betel leaves and areca nuts. (15)

9. Love between brothers is called _____
love. (15)
10. Love between husband and wife is called _____
love. (14)
11. If something is _____ bitter, it is not
very bitter. (16)

II. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:

forsaken, pondered, embraced, flocked, fragment, exceptional, deep, fulfill, grief, recounted, invigorating, bliss, characters, retained, ascertain, marriage

1. The mandarin felt a great affection for the two boys. (5)
2. The desire to perform his duty made him overcome his love. (5)
3. Lang felt abandoned because his brother was no longer close to him. (6)
4. The happiness of Tan and his new wife was very great. (6)
5. While sitting on the river bank, Lang thought deeply about his unhappy fate. (7)

6. The wife held on tightly to the tree. (9)
7. Her great sorrow caused her death. (9)
8. The people in the area wrote certain letters on the pagoda wall. (10)
9. Because there is so much rain in Vietnam, a drought is out of the ordinary. (11)
10. Only the tree and the vine kept their greenness. (11)
11. The pilgrims came in large groups to the pagoda. (11)
12. The villagers told the king the story of the three lovers. (12)
13. The king wanted to find out whether the story was true. (13)
14. A piece of the stone was crushed together with the leaf and the nut. (13)
15. The taste of the mixture was both clean and exhilarating. (15)
16. The union of both sweetness and bitterness made the mixture especially interesting. (16)

III. Antonyms--For each word in the list on the right, find the antonym in the list on the left. Write the antonym in the blank.

- | | | | |
|-------------|-----|-------|----------------|
| transformed | 1. | _____ | unchanged |
| absence | 2. | _____ | often |
| depart | 3. | _____ | negative |
| seldom | 4. | _____ | shallow |
| deep | 5. | _____ | arrive, remain |
| positive | 6. | _____ | fail |
| pious | 7. | _____ | presence |
| attract | 8. | _____ | cherish |
| neglect | 9. | _____ | repel |
| succeed | 10. | _____ | unholy |

IV. Literary Style--In writing the language is often more complicated than in speaking. Match the expressions on the left with their simpler forms on the right.

Write the letter in the blank.

- | | | |
|-----------------------|-------|-----------------|
| a. set forth (2) | _____ | he died |
| b. as chance would | _____ | in the midst of |
| have it (2) | | the drought |
| c. conceived the | _____ | immediately |
| notion (3) | | |
| d. vied with each | _____ | competed |
| other (3) | | |
| e. seek (2) | _____ | go forth |
| f. yield (3) | _____ | thought |
| g. without a second | _____ | look for |
| thought (4) | | |
| h. making her way (9) | _____ | give |
| i. sea of surrounding | _____ | by coincidence |
| desolation (11) | | |
| j. to spark (16) | _____ | going |
| k. death overtook | _____ | to start |
| him (7) | | |

| A. Particle | Noun | Verb | Adjective | Adverb |
|-----------------------------|---------------------------|-----------|---|--------------------------------|
| consoled consoling | consolation | console | consolable inconsolable | consolingly |
| excepted excepting | exception | except | exceptional unexceptional exceptionable | exceptionally exceptionably |
| counseled counseling | counsel counsellor | counsel | | |
| transformed transforming | transformation | transform | transformable | |
| inscribed inscribing | inscription inscriber | inscribe | | |
| creeped creeping | creep creeper | creep | creepy | |
| neglected neglecting | neglect neglectfulness | neglect | neglectful | neglectfully |
| endured enduring | endurance | endure | endurable unendurable | enduringly |
| devoted devoting | devotion devotee | devote | devotional | devotedly |
| produced producing | product production | produce | productive unproductive | productively |

B. Complete the following sentences with the correct form of the given word.

- neglect 1. Tan was _____ of his appearance.
- devote 2. The father was _____ to his daughter.
- produce 3. Rice is an important _____ of Southeast Asia.
- endurance 4. She was unable to _____ her husband's absence.
- creep 5. To visit a graveyard at night _____ gives me a _____ feeling.
- counsel 6. The king followed the advice of the wise _____.
- transform 7. His years of illness led to a _____ in his personality.
- inscribe 8. He could not read the _____ on the stone.
- exception 9. She is an _____ good writer.

VI. Structure--Past subjunctive after as if/as though

"The mixture took on a beautiful deep red color as though it were but a single substance."

After "as if"/"as though" we can use the past subjunctive to indicate unreality or improbability.

The past subjunctive has the same form as the simple past except "were" is used instead of "was" for the third person singular of the verb "to be." The main verb can either be in the present or the past.

1. The two brothers look as if they (be) _____ twins.
2. He acts as though he (not love) _____ her.
3. She acted as though it (not be) _____ difficult to leave her home.
4. He behaved as if his failure (does not) _____ bother him.
5. The student speaks English as though he (live) _____ here all his life.
6. His adoptive parents behaved as if they (be) _____ his natural parents.
7. He accepted the prediction as though it (be) _____ inevitable.

8. She recounts the story as though she (witness)
 _____ it herself.
9. She treats the child as though it (be)
 _____ her own.
10. He eats every meal as if it (be) _____
 his last.

VII. Reading Comprehension--Circle the letter in front of
 the phrase which best completes the sentence.

1. The two brothers were _____
 a. the same age.
 b. different ages.
 c. many years apart.
2. The boys were without possessions because
 a. their parents had died.
 b. the fire had destroyed everything.
 c. they were orphans.
3. Each brother _____
 a. tried to win the girl's love for himself.
 b. tried to let the other one have the girl.
 c. decided to let the girl make up her own mind.

4. The giving of the chopsticks to Tan symbolized
 - a. Lang's greater generosity.
 - b. the poverty of the mandarin since he could only afford one pair of chopsticks.
 - c. Lang's respect for his older brother.
5. Lang felt extremely lonely because his brother
 - a. had never before neglected their close relationship.
 - b. no longer loved him.
 - c. would not let him stay at the house any longer.
6. Lang remained on the river bank because
 - a. he was inconsolable.
 - b. the river was too difficult to cross.
 - c. he wanted to think about his life.
7. Tan went to look for his brother because
 - a. he felt guilty for neglecting him.
 - b. he wanted to find out why Lang had left.
 - c. he no longer wanted to live.
8. Tan's wife died of
 - a. exhaustion.
 - b. sorrow.
 - c. remorse.

9. Pilgrims came to the pagoda because
- they had heard of the story.
 - they wanted to see the miracle.
 - there was nothing to eat anywhere else because of the drought.
10. The villagers' story was proven by the fact that
- the blood of the brothers when mixed became one substance.
 - only the tree and the vine remained green.
 - the stone, leaf and nut when mixed became one substance.
11. The betel leaves are a product of
- the tree.
 - the vine.
 - the mixing of both the leaves of the tree and the vine together.
12. People began wrapping slices of the nuts together with a bit of lime paste in the leaves of the betel,
- soon after the cultivation of the tree and the vine.
 - at the same time as the king gave his order for cultivation.
 - at the present time in Vietnam.

13. The effect of chewing the betel can be
- very intoxicating.
 - very bitter.
 - slightly intoxicating.
14. One serves the betel when people come to visit
- to remind them of the story.
 - because it is a good way to start a conversation.
 - because the guests are hungry.

VIII. Writing

- A. Put the following sentences in the correct order without looking at the story.
- a. He took the brothers into his home and developed a great affection for them, the more especially as he himself had no son, only one daughter.
 - b. While the brothers were still young, a fire destroyed their home, burning all the family possessions and causing the deaths of both parents.
 - c. As chance would have it, they knocked at the door of a mandarin named Lun, a very pious man who had known their father.
 - d. Very soon Mandarin Lun conceived the notion of giving his daughter in marriage to one of the boys.
 - e. As for her, she could not choose between them, so alike were they in face and in spirit.
 - f. Finding themselves thus alone, without resources and friends. the brothers decided to set forth together to seek work.
 - g. Both the brothers were strongly attracted to the lovely girl.

h. Moreover, they vied with each other in generosity, each one wanting to yield to his brother the hand of the girl he was beginning to love.

B. A summary of a story is a brief account of the story in which only the most important points are given. All details are left out.

For example, a summary of paragraph 2 could be:

"The two brothers were orphaned while still young, but a mandarin adopted them."

Write a summary of paragraphs 6, 7, 8, 9. Try to make it not longer than five sentences.

12.11

How are you?

The following story is from *Travels in the North* by Robert Cook - roughly, it is like *The Disappearance of a Good Companion*. It is about 1840 and is very old.

A There was once a man whose wife longed for a son, but unfortunately, they had none. One day the wife met a witch. "Oh witch," he said, "please tell me what I can do to have a son."

VIII

The witch gave her advice and said, "Have your wife eat it, and at the end of nine months she will give birth to a fine little boy."

POME AND PEEL

The husband took the advice home to his wife and told her to eat the apple. If you do, they would have a fine baby boy.

One night, the wife called her husband and told her to eat the apple. The husband did so, but he ate the peel, and ate the apple.

A son was born to the lady, and on the same day the wife ate the apple. The husband's wife had an apple as an apple when the lady's son was as white as snow. The lady looked at them both, and she was very happy and rejoiced and rejoiced them together.

Amongst us, this and that loved each other like

brothers. Out walking one day, they heard about a wizard's daughter as dazzling as the sun; but no one had ever seen her, as she never went out or even looked out her window. Pome and Peel had a large bronze horse built with a hollow belly, and they hid in it with a trumpet and a violin. The horse moved on wheels the boys turned from inside, and in that manner they rolled up to the wizard's palace and began to play. The wizard looked out and, seeing that wonderful bronze horse making music all by itself, invited it inside to entertain his daughter.

stomach
with an
empty
space
inside

4 The maiden was delighted. But the minute she was left alone with the horse, out stepped Pome and Peel, and she was quite alarmed. "Don't be afraid they said to her. "We heard how beautiful you are, and we just had to see you. If you want us to leave, we will. But if you like our music and want us to keep playing, we'll do so, then depart without letting anyone know we were here."

So they stayed on, playing and having a good time, and after a while the wizard's daughter didn't want them to leave. "Come with us," Pome told her, "and I'll marry you."

5 She accepted. They all hid in the horse's belly and off they rolled. No sooner had they gone than the wizard returned home, called his daughter, looked for her,

questioned the guard at the gate: there was no sign of her anywhere. Then he realized he had been tricked, and he was enraged. He went to the balcony and screamed three curses on the girl: "Let her come upon three horses--one white, one red, one black--and loving horses the way she does, let her leap on the white one, and let this horse be her undoing."

platform
built on
outside
wall of
a house

word or
phrase
calling
for some-
one's
punish-
ment

"Or else: Let her come upon three prettly little dogs---one white, one red, one black--and loving little black dogs the way she does, let her pick up the black one, and let this dog be her undoing."

"Or else: On the night she goes to bed with her spouse, let a giant snake come through the window, and let this snake be her undoing."

husband
or wife

cause
of ruin

6 While the wizard was screaming those three curses from the balcony, three old fairies passed by on the street below and heard everything.

imaginary
beings
with
magical
powers

In the evening worn out from their long trip, the fairies stopped at an inn. As soon as they were inside, one of them remarked, "Just look at the wizard's daughter! She wouldn't be sleeping so soundly if she know about her father's three curses!"

For there asleep on a bench in the inn were Pome and Peel and the wizard's daughter. Peel wasn't actually

asleep, so he overheard one fairy say. "It's the wizard's will for her to come upon three horses--one white, one red, one black--and leap on the white one which will be her undoing."

"But," put in the second fairy, "if someone were to cut off the horse's head at once, nothing would happen."

The third fairy added, "Whoever breathes a word of this will turn to stone."

"Then it's the wizard's will for her to come upon three pretty little dogs," said the first fairy, "and pick up the very one that will be her undoing."

"But," commented the second fairy, "if someone were to cut off the puppy's head at once, nothing would happen."

"Whoever breathes a word of this," said the third fairy, "will turn to stone,"

"It's finally his will, the first night she sleeps with her husband, for a giant snake to come through the window and destroy her."

"But if someone were to cut off the snake's head, nothing would happen," chimed in the second fairy.

"Whoever breathes a word of this will turn to stone."

So Peel found himself in possession of three dreadful secrets which he could not reveal without turning to stone.

7 The next morning they set out for a post house, where Pome's father had three horses waiting for them--one white, one red, one black. The wizard's daughter immediately jumped into the saddle on the white one, but Peel promptly unsheathed his sword and cut off the horse's head.

"What are you doing? Have you lost your mind?"

"Forgive me, I am not at liberty to explain."

"Pome, this Peel has a wicked heart!" said the wizard's daughter. "I will travel no further in his company."

But Peel admitted having cut off the horse's head in a moment of madness. He begged her to forgive him, which she ended up doing.

8 They reached the home of Pome's parents, and three pretty little dogs ran out to meet them--one white, one red, and one black. She bent down to pick up the black one, but Peel drew his sword and cut off the dog's head.

"Away with him at once, this crazy, cruel man!" screamed the bride.

9 At that moment Pome's parents came out. They heartily welcomed their son and his bride and, learning of the dispute with Peel, they persuaded her to pardon him once more. But at dinner, amidst the general merriment, Peel was pensive and aloof, nor could anyone make him say what was troubling him. "Nothing's the matter, absolutely nothing,"

he insisted, although he left the banquet early, under the pretext of being sleepy. But instead of going to his room, he entered the bridal chamber and hid under the bed.

10 The newlyweds went to bed and fell asleep. Keeping watch, Peel soon heard the windowpane break, and in crawled a giant snake. Peel leaped out, bared his sword, and slew the snake. At the commotion the bride awoke, saw Peel by the bed with his sword unsheathed, saw no snake (it had vanished), and screamed. "Help! Murder!" Peel wants to kill us! I've pardoned him two times already, let him be put to death this time!"

11 Peel was seized, imprisoned and sentenced to death. Imagining himself now doomed in any event, he asked permission to tell Pome's wife three things before dying. She came to him in prison.

"Do you remember," Peel asked, "when we stopped at an inn?"

"Of course I do."

"Well, while you and your husband were sleeping, three fairies came in and said the wizard had placed three curses on his daughter: to come upon three horses and leap on the white horse, which would be her undoing. But they added, should somebody quickly cut off the horse's head, nothing would happen. And whoever breathed a word of this would turn to stone."

As he said these words, poor Peel's feet and legs turned to marble.

The young woman understood. "That's enough, please!" she screamed. "Don't tell me any more!"

But he went on: "Doomed whether I speak or keep silent, I choose to speak. The three fairies also said the wizard's daughter would come upon three pretty little dogs.."

He recounted the curse regarding the little dogs and turned to stone up to his neck.

"I understand! Poor Peel, forgive me! Don't go one!" pleaded the bride.

But in a strained voice, since his throat was already marble, and stuttering, since his jaws were becoming marble, he told her about the curse with the snake. "But... whoever breathes a word of this...will turn to stone..." At that, he was silent, marble from head to foot.

12 "What have I done!" moaned the young wife. "Peel is forever turned to stone...unless...why, of course, the only person that can save him is my father." And she took paper, pen and ink, and wrote her father, asking his forgiveness and begging him to come to her.

The wizard, whose child was the apple of his eye, came to her at breakneck speed. "Papa dear," she said as she kissed him, "I am asking you a favor. Look at this poor

youth. After saving my life and protecting me from your three curses, he has turned to stone from head to foot."

Sighing, the wizard replied, "Because I love you, I will do this also." He drew a bottle of magical liquid from his pocket, brushed Peel with it, and Peel sprang back to life as sound as ever.

Thus instead of leading him to his death, they bore carried him home in triumph, amid music and singing, while the throngs around him shouted, "Long live Peel! Long live Peel!"

I. Speed Reading--Read sections 8-12 as quickly as you can.

Then do the exercise, putting "true (t) or "false" (f) in the blank next to each statement. Do not refer to the story. After completing the exercise, go back and quickly reread the same sections. Again mark "t" or "f" in the second column. Do not change your first answer and do not refer to the story.

1. Peel cut off his own horse's head. _____
2. The wizard's daughter refused to forgive Peel for cutting off the horse's head. _____
3. Pome's parents persuaded the girl to forgive Peel the second time. _____
4. Peel was happy during the banquet. _____
5. Peel hid under his own bed. _____
6. Pome's wife wanted Peel put to death because he had killed the snake. _____
7. Peel explained his strange behavior to Pome's wife because he know he was going to die. _____
8. Peel turned into stone because the wizard's daughter was angry with him. _____

9. Peel stopped speaking because the _____ wizard's daughter told him to be silent.
10. The wizard brought Pome back to _____ life.

II. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

unsheathed, pulp, chamber, *post house, ruddy, throngs, vanished, stutter, breakneck, strained, doomed

1. The outside of an appel is usually a _____ color. (2)
2. The _____ of an apple is more often used in cooking than is the skin. (2)
3. Before there were cars, people went to the _____ to get horses for traveling. (7)
4. Peel kept his sword in its sheath except when he needed to cut off the horse's head. Then he _____ it. (7)
5. He went into the _____ where the newly-weds were sleeping. (9)

6. No one noticed the snake because it had _____ from the room. (10)
7. Knowing that there was no escape from death, Peel realized that he was _____. (11)
8. His voice sounded _____ because his throat had turned to stone. (11)
9. Instead of speaking clearly, he _____ because his jaws no longer moved easily. (11)
10. If some one drives at a _____ speed, he might have an accident and break his neck. (12)
11. The _____ filled the streets and shouted and cheered. (12)
12. The parents were told to _____ the _____ between Peel and the girl. (12)
13. Peel was in a _____ mood at dinner. (12)
14. Then he saw the snake, and _____ his sword. (12)
15. All the _____ were at the sleeping _____ (12)
16. The bride refused to _____ Peel a _____ ring. (12)
17. Peel, _____ again by the wizard, _____ back _____ (12)
18. He was as _____ as ever. (12)

III. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:

soundly, reach, crazy, sprang, dispute, pensive, bared, actually, commotion, sound (adj.), reared, pardon

1. He raised the boy as if he were his own. (2)
2. The daughter, ignorant of her father's curses, was sleeping deeply. (6)
3. Peel was not really asleep. He only appeared to be. (6)
4. Three dogs met them when they arrived at Pome's house. (8)
5. The girl thought Peel had gone insane. (8)
6. The parents were able to settle the argument between Peel and the girl. (9)
7. Peel was in a thoughtful mood at dinner. (9)
8. When he saw the snake, he unsheathed his sword. (10)
9. All the noise woke up the sleeping couple. (10)
10. The bride refused to forgive Peel a third time. (10)
11. Peel, transformed again by the wizard, jumped back to life. (12)
12. He was as healthy as ever. (12)

IV. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. The man was (overjoyed/depressed) when he heard the good news.
2. In the end the child could no longer (reveal/conceal) the secret.
3. Although he is actually a friendly person, his manner seems (aloof/outgoing).
4. The soldiers' (triumph/defeat) in the battle led to a quick victory for their side.
5. Because of his (insanity/sanity), the jury said he was not guilty of the crime.
6. Because he hadn't been trained for the job, his application was (accepted/rejected).
7. The girl was (delighted/appalled) when Peel cut off the dog's head.

V. Match the expressions on the left with their meaning on the right. Put the appropriate letter in the blank.

- | | | |
|--|-------|---------------------------------------|
| a. to lose one's mind | _____ | take him away |
| b. not to be at liberty | _____ | to own |
| c. in any event | _____ | his favorite person |
| d. of course | _____ | certainly |
| e. to draw a bottle from his pocket | _____ | no matter what happens |
| f. apple of his eye | _____ | not to be free |
| g. to be in possession of | _____ | to go crazy |
| h. head to foot | _____ | to take a bottle out of his pocket |
| i. away with him | _____ | entire length of the body |

| A. | Participle | Noun | Verb | Adjective | Adverb |
|----|-----------------------------|------------------------------|-----------|------------------------------|----------------|
| | possessed possessing | possession possessor | possess | possessive | possessively |
| | entertained entertaining | entertainment entertainer | entertain | | entertainingly |
| | remarked marking | remark | remark | remarkable unremarkable | remarkably |
| | commented commenting | comment | comment | | |
| | breathing breathed | breath breathlessness | breathe | breathless | breathlessly |
| | persuaded persuading | persuasion persuader | persuade | persuadable persuasive | persuasively |
| | insisted insisting | insistence insistency | insist | insistent | insistently |
| | imagined imagining | imagination imager | imagine | imaginative imaginary | imaginatively |
| | invited inviting | invitation inviter | invite | | invitingly |
| | forgiven forgiving | forgiveness forgiver | forgive | forgiveable unforgiveable | forgivingly |

B. Complete the following sentences with the correct form of the given word.

possess 1. She does not have the keys in her

_____.

remarked 2. The student is _____

intelligent.

breathe 3. After the race the runner was out

of _____.

persuade 4. The parents were so _____

that the girl was no longer angry

at Peel.

commented 5. The doctor refused to _____

_____ on the condition of the patient.

entertain 6. A television _____ is

often paid a high salary.

insistence 7. She is always so _____

_____ that she gets what she wants.

imagination 8. It was an _____ written

book.

invite 9. She was _____ to a

banquet.

forgive 10. Sometimes it is easier to forgive

than to ask for _____.

VII. Two word verbs--Put the correct particle in the blank.

1. Don't cut _____ your finger with that knife! (7)
2. She went _____ to pick up the newspaper. (3)
3. Pick _____ your clothes off the floor! (5)
4. Although the party was over, a few guests stayed _____ . (4)
5. When she passes _____ , be sure to give her my message. (6)
6. If one is setting _____ for a long trip, it is a good idea to buy travelers checks. (8)
7. The child, when he saw his mother outside ran _____ to greet her. (9)
8. You may come _____ to play once you have finished your homework. (9)
9. Whenever there is a conversation, he always has to put _____ his few words. (7)

VIII. Structure--Future conditions with "were" plus an infinitive.

"If someone were to cut off the horse's head at once, nothing would happen."

"If someone were to cut off the puppy's head at once, nothing would happen."

"If someone were to cut off the snake's head, nothing would happen."

A. Form: In future conditions, the "if"-clause may contain the form "were" followed by an infinitive. The main clause has the form of the present-future contrary-to-fact condition.

B. Usage: Sentences with "were to" can be used for real possibilities as well as for improbabilities. Since it is a future event, it is often difficult to decide whether or not it is possible.

C. Write sentences with "if...were to", using the information given.

Example: The student might take a vacation.

(take/neglect his studies)

If he were to take a vacation, he would neglect his studies.

1. The entertainer might come.
(come/we/be delighted)
2. The dancer might have exceptional talent.
(have/be able to go to New York)
3. The patient might be able to endure the pain.
(able/be cured quickly)
4. He might ask her to marry him.
(ask/she/be delighted)
5. They might erect a building in this area.
(erect/it/be dangerous because of frequent earthquakes)
6. The manager might invite us to the company's annual banquet.
(invite/we/be sure to accept)
7. She might try to show more gratitude.
(try/we/be glad to help her)
8. My friend might be afflicted with a terminal disease.
(afflicted/I/be very upset)
9. The architect might adhere to the original plan.
(adhere/the building/be too small)
10. The company might terminate the contract.
(terminate/I/seek advice from a lawyer)

IX. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. Pome and Peel
 - a. were brothers.
 - b. acted as if they were brothers.
 - c. had the same father.
2. The horse made music because
 - a. it was magical.
 - b. it had a trumpet and violin inside of it.
 - c. Pome and Peel were concealed inside of it and were making the music.
3. The girl wanted to depart with Pome and Peel
 - a. as soon as she saw the horse.
 - b. when they first appeared.
 - c. after they had spent some time entertaining her.
4. The wizard knew his daughter would pick up the little black dog because
 - a. of his curse.
 - b. the black dog would be the first to run out to greet her.
 - c. she especially loved little black dogs.

5. The fairies in their conversation showed how someone could
 - a. save the girl from the curse.
 - b. keep the girl from leaping on the horse and picking up the dog.
 - c. save the girl from turning into stone.
6. Peel did not explain his actions at first because he
 - a. was jealous of Pome.
 - b. did not want to turn to stone.
 - c. hated dogs, horses and snakes.
7. Pome's parents persuaded his bride to forgive Peel the second time because
 - a. they loved him as if he were their own son.
 - b. they understood his strange behavior.
 - c. they didn't want him to turn to stone.
8. Peel left the feast because
 - a. he was sleepy.
 - b. he had to hide in the newlyweds' bedroom.
 - c. he was unhappy.
9. Peel turned to stone because
 - a. of the wizard's curse
 - b. the girl was angry with him.
 - c. he didn't keep the fairies' secret.

10. Peel stopped speaking because
- the girl told him to be silent.
 - he had been transformed into marble from head to foot.
 - he didn't want to turn to stone.
11. The theme of this story is
- a true friendship means being willing to give up one's life for one's friend.
 - one should never curse when one is angry.
 - when two friends love the same girl, there is always a problem.

X. Writing

- A. Write nine sentences. In each of the sentences use one of the two word verbs from Exercise VII.
- B. Without referring to the story, combine the following groups of sentences into one sentence. Then compare your sentence to the sentence in the story.
- The wife was overjoyed.
 - The wife called her servant.
 - She told her to peel the apple.
 - They went out walking one day.
 - They heard about a wizard's daughter.
 - She was as dazzling as the sun.

3.
 - a. The wizard looked out.
 - b. He saw that wonderful bronze horse.
 - c. It was making music all by itself.
 - d. He invited it inside to entertain his daughter.
4.
 - a. So they stayed on.
 - b. They played and had a good time.
 - c. After a while, the wizard's daughter didn't want them to leave.
5.
 - a. The wizard was screaming those three curses from the balcony.
 - b. At the same time three old fairies passed by on the street below.
 - c. They heard everything.
6.
 - a. In the evening the fairies were worn out from their long trip.
 - b. They stopped at an inn.
7.
 - a. The next morning they set out for the post house.
 - b. There Pome's father had three horses waiting for them.
8.
 - a. They heartily welcomed their son and bride.
 - b. They learned of the dispute with Peel.
 - c. They persuaded her to pardon him once more.

9.
 - a. He recounted the curse.
 - b. The curse was about the little dogs.
 - c. He turned to stone.
10.
 - a. The wizard's child was the apple of his eye.
 - b. He came to her at breakneck speed.

It is... the search for the land of bliss...

In... the search for the land of bliss...

When... the search for the land of bliss...

IX

THE SEARCH FOR THE LAND OF BLISS

The... the search for the land of bliss...

IX

The Search for the Land of Bliss

- 1 In Vietnam, if a man sees a really beautiful woman, he may say: "There is someone so perfect, she must have come from the Land of Bliss!" If so, he will be referring to the ancient tale of Tu Thuc, who once found this Eysium, but returned from it. This is his story; happiness
- 2 More than five centuries ago, during the reign of King Tran Thuan Ton, there lived a mandarin named Tu Thuc who was less interested in government and administration than in music, wine, poetry, and nature. Tu Thuc was a dreamer. His book knowledge was vast, but one thing the ancient sages had never told him: the precise location of the Land of Bliss, where dwelt the Tien, the immortal beings. And this he longed to know. wise men
- In fact he wanted to visit this spot, for, as a child, he had been taught that the Land of Bliss was the place discovered by the Chinese Emperor Duong Minh Hoang one autumn evening when viewing the lantern moon. Upon later returning to earth this emperor had reported that the Land of Bliss was a marvelous place, where everyone possessed eternal youth and passed the time in singing, dancing, laughing, reciting poetry, and feasting. All the women there were radiantly beautiful, he declared,

with skin like peach bloom, and they dressed in flowing rainbow-colored robes with sleeves like butterfly wings. They performed the graceful Nghe Thuong Dance, which the emperor himself taught to the court ladies at his palace so that he could enjoy watching them while he sipped his perfumed wine in his garden under the full moon.

3 To live this sort of life in a place like the Land of Bliss seemed extremely attractive to Tu Thuc. But he was now administrator of the district of Tien Du, where he had been posted from his native province of Thanh Hoa. One day he visited an old pagoda near his residence to view a famous peony bush in full bloom. Every year when the bush flowered, its magnificent blossoms attracted a throng of pilgrims. It was now the second month of the year Binh Ti, and the flower festival was at its height. A lovely young girl of perhaps fifteen or sixteen, possessed of a quiet, serene beauty, seemed to be particularly interested in the large red flowers. Leaning close to them, she lifted a branch to get a closer look. But, suddenly, the branch snapped and broke off in her hand.

sent to
place
of duty

4 The pagoda authorities were shocked at what they considered desecration and held the girl to insure compensation. Evening was now coming on, but no one had

using a
sacred
thing in
an unwor-
thy way

appeared to pay for the damage and to take the girl home. It was at this time that Tu Thuc happened in. Hearing the story, he removed his brocaded outer robe and gave it in exchange for the girl's freedom. She was released and went her way.

5 As the story spread, everyone came to praise the mandarin for his goodness and generosity. But Tu Thuc's heart was less than ever in his official duties: thus, despite his good reputation among the people, he neglected his office and often incurred the reproaches of the senior mandarins. brought upon himself

6 Finally Tu Thuc sadly told himself: "Truly, for just a few scraps of paddy land in lieu of salary why should I stay forever chained to this circle of honors and worldly interests? I'd rather spend the rest of my days wandering the world in a slender skiff, seeking the ends of the limpid waters and the blue mountains. Thus I'd no longer be following a way of life that goes against all the secret desires of my heart." rice still growing instead

7 So it came about that one day Tu Thuc untied the cords of his mandarin seal and returned it to his superiors. Then he retired to the countryside at Tong Son, whose streams and grottoes he loved to explore. His long leisure now permitted him to make many excursions, on symbol of office caves

each of which he was accompanied by a young boy--half disciple, half servant--who carried his gourd of wine, his moon lute, and a book of poems. Reaching a spot that particularly struck his fancy, Tu Thuc would sit down to drink and strum his lute. Always he sought out picturesque and unusual sites. The Pink Mountain, the Grotto of the Green Clouds, the Lai River, Nga Harbor--Tu Thuc visited them all, and celebrated their beauty in verse.

stringed
musical
instru-
ment

8 One morning, after having arisen and set out before daybreak, Tu Thuc saw, several leagues away beside the sea, five clouds of different colors and shifting shapes, which expanded before his eyes, then came together in the shape of a lotus flower. Quickly he went to the spot by boat. There he saw a magnificent mountain, rising from the sea in a place where there never had been a mountain before. He longed to climb it. Bluish mists covered the peaks, which rose to a dizzying height. Inspired by the beauty of the scene, Tu Thuc stopped and wrote a poem. His verse finished, he sat and admired the landscape for a long time. Much as he longed to climb it, the mountain seemed impossibly steep. So he turned back to his boat, filled with regret, and slowly tore himself away to the waiting emptiness.

*measure
of
distance

9 But suddenly then he saw the sides of the mountain

open wide, as if inviting him to come in. Tu Thuc entered a passageway, where the darkness soon became complete. Keeping his hand on the mossy wall of the grotto, he groped his way along a narrow, twisting route. Finally he saw a light. Raising his eyes, he saw high above his head an opening. Clinging to the rough edges of rocks, Tu Thuc climbed until he reached a wide path. When he reached the top, the atmosphere was clear and a lovely, radiant sun was shining. On all sides stood richly decorated palaces, surrounded by green and pleasant trees and pools filled with lotus blossoms. It looked like a place of pilgrimage.

10 Tu Thuc stood as if enchanted, under blossoms that drifted down like snow. Near his feet a peacock preened its shimmering tail. Then young attendants dressed in blue appeared. Said one to the other: "Here is the young man betrothed to this house; he has already arrived." The attendants disappeared into the principal palace to announce Tu Thuc; then they returned, bowed low before him, and said: "We invite your lordship to enter."

large male
bird with
beautiful
tail
feathers

engaged to
be married

11 Tu Thuc followed, past walls covered with brocade, doors lacquered vermilion, and past the forbidden apartments of women, through whose doors he could see

bright red

resplendent embellishments of silver and gold and above whose entrances he read such names as "Jade Heaven" and "Brightness of Jewels."

12 After ascending a broad staircase, Tu Thuc was led before a woman dressed in white silk, who invited him to sit in an armchair of white sandalwood.

13 The woman said: "Learned scholar and lover of picturesque sites, do you know what place you are now in? Do you by chance remember a meeting near a blossoming peony bush?"

14 Tu Thuc replied: "It's true that as a faithful lover of lakes and rivers I've wandered in many places; yet I never knew that there existed a landscape worthy of immortals. I am but a simple man, fond of beauty. I go where my steps lead me, unconcerned about my fate. As for the peony blossoms...Dare I ask you to enlighten me?"

15 The woman smiled: "How could you know this place indeed? You are in the sixth of the thirty-six grottoes of Mount Phi Lai, which runs through all the seas without its base ever being touched by the sun. Born of the winds and rains, it is formed and then vanishes according to the whim of the winds. I am the Tien of this grotto and my name is Nguy. I know of the nobility of your nature, Tu Thuc, and know too the quality of your soul.

sudden
desire

So that is why I have welcomed you here. As for the peonies..."

16 She turned toward the attendants, who understood her silent command and withdrew. A little later a young girl entered. Looking at her, Tu Thuc recognized the same young lady who had broken the peony branch at the pagoda.

17 The Tien spoke again: "This is my daughter, called Giang Huong, Vermilion Incense." When she went down to earth to the festival of flowers, a misfortune befell her. It was you who came to her rescue. Never have I forgotten this priceless benefaction. Now, as payment of our debt of gratitude, I permit your two lives to be joined."

substance
producing
a sweet
smell
when
burning

The guardians of all the grottoes were invited to the wedding ceremony, which was celebrated with music and song.

* * *

18 The days and weeks fled away as fast as a weaver's shuttle. The Land of Bliss was eternal springtime, and Tu Thuc felt there was nothing more he could wish for. Then suddenly, inexplicably, he was seized with longing for the world of dust and sorrow, for the wife and children whom he had left at his native village. Often

instrument
used for
weaving

he sat awake all night near the water until the morning dew fell, the breeze died away, and the lapping waves were hushed. The tenderness of the night served only to accentuate his sadness. He felt indifferent to the beauty of the moonlight which bathed the great mountain. Sometimes the faint melody of a lute in the distance dissolved his heart and kept him saddened until the dawn. And sometimes, seated in his beautiful apartments, he tried to console himself by playing on the lute the happy tunes he remembered from the world of men, but the music was somehow sad past all enduring. In his mind he tried in vain to recall the sound of the cockcrow at dawn in his native village.

19 On day looking toward the south, he saw a boat on the sea. Pointing to it, he said to his wife: "That boat is sailing in the direction of my country. It's very far away--I don't know exactly where it is, but it's in that direction..."

20 Finally he confided to Giang Huong: "My beloved knows that when I came here I had set out only for a morning excursion, and that I have already been gone for a long time. It is difficult to lull forever the human feelings in our hearts, and you must see that I still dream too much about my native village...What do you think of my desire to

return sometime to my home?"

21 Giang Huong appeared to hesitate at the idea of a separation. But Tu Thuc pursued the thought: "It would be only a matter of days, of a month at the very most. Let me bring news about myself to my family, to my friends. Everything can be quickly done and I shall return without delay."

22 Weeping, Giang Huong answered: "I dare not invoke our love to oppose my husband's desires. But the boundaries of the mortal world are narrow and limited, its days and months very brief. I fear that my husband will not find again the familiar appearance of a time that is ended. Where are the willows of the courtyard and the flowers of the garden?"

23 Later, Giang Huong confided her sorrow to the Grand Tien her mother, who expressed regret: "I didn't expect to see him still tied to the world of dust and sorrow. But, since he is, let him go then...Why all this grief? He cannot be changed."

24 So, at the moment of farewell Giang Huong dried her tears and gave Tu Thuc a letter written on silk. She asked him not to open it until he had arrived at his destination. Her husband climbed into a waiting chariot provided by the Tien, and in the twinkling of an eye he

was back in his village.

* * *

25 Everything now appeared totally different from what he had remembered. The landscape, the houses, the people--all were unfamiliar. Only the stream descending from the mountain seemed as it had been. There was a new bridge spanning it, with strange people hurrying across it, and, at a place where Tu Thuc recalled only a marshy swamp, there was now a prosperous market place. After identifying himself, Tu Thuc made inquiry of some old men passing.

soft, wet
land

26 Finally one of them seemed to remember. "When I was very little," he recalled, "I heard it said that one of my ancestors bore the name you give yourself. He was chief of the Tien Du district. But he resigned his office about a hundred years ago, set off for an unknown destination, and never returned. That was toward the end of the Tran dynasty and we are now under the fourth king of the Le dynasty.

succession
of rulers
belonging
to one
family

27 Tu Thuc then gave an account of his miraculous experience, reckoned the time, and realized that he had stayed in the Land of Bliss for one hundred days.

28 "I have heard that a day in the Land of Bliss is the same as a year on earth, so probably you are my

forebear," said the old man. "Let me show you the old family home."

29 And he led Tu Thuc to a desolate spot where stood a dilapidated house, totally beyond repair. Feeling very alone and very sad, Tu Thuc now wanted to go back to where he had come from. But the chariot had been transformed into a phoenix, which had wheeled away and disappeared in the sky. Tu Thuc then opened the letter Giang Huong had given him and read these lines:

In the midst of the clouds there is centered
the affection of the phoenix;
Of yesterday's union this is already the end.
Above the seas, who seeks traces of the
immortals?
For a future meeting there is no hope.

30 Now Tu Thuc understood that the parting from his beautiful wife would be forever. So later, dressed in a light cloak and with a conical hat on his head, Tu Thuc climbed the Yellow Mountain in the land of Nong Cong, in the province of Thanh Hoa. From there he never returned. It is not known whether he ever succeeded in returning to the kingdom of the Tien, or if he was lost forever on the mountain.

mythical
bird often
depicted
in
Chinese
painting

I. Speed Reading--Read sections 18-30 as quickly as you can. Then do the exercise, putting "true" (t) or "false" (f) in the blank next to each statement. Do not refer to the story. After completing the exercise, go back and quickly reread the same sections. Again mark "t" or "f" in the second column. Do not change your first answer and do not refer to the story.

1. The time in the Land of Bliss _____
seemed to pass slowly. _____
2. The beauty of the Land of Bliss _____
kept Tu Thuc from feeling sad _____
or homesick. _____
3. Tu Thuc had left a family behind. _____
4. Tu Thuc wanted to return home _____
forever. _____
5. Giang Huong warned Tu Thuc that _____
the world would look different. _____
6. The mother advised Giang Huong _____
to let him go back. _____
7. No one could remember anything _____
about Tu Thuc. _____
8. Tu Thuc's house was still _____
standing. _____

9. Tu Thuc could not go back to _____
the Land of Bliss because his
chariot was broken.
10. Tu Thuc has never returned from _____
the Land of Bliss.

II. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

steep, groped, spanning, recite, peony, expands,
conical, sipped, compensation, reckoned, strum,
accentuated, skiff, verse, mossy, picturesque,
dilapidated

1. He does not sing that well, but he can _____
poetry beautifully. (2)
2. Expensive wine should be _____ rather
than gulped. (2)
3. A _____ is a flower with magnificent
blossoms which are sometimes red. (3)
4. Tu Thuc gave his expensive robe as _____
for the damage done to the bush. (4)
5. He sailed away in a _____ looking for
the Land of Bliss. (5)

6. A balloon _____ when filled with air. (8)
7. To play a guitar one must _____ the strings. (7)
8. Do you find it easier to memorize something written in _____ or in prose? (7)
9. Most mountains are difficult to climb because they are so _____. (8)
10. The walls of a grotto are often _____ because moss grows where it is damp and dark. (9)
11. While walking in the dark, he _____ his way in order not to fall. (9)
12. Lakes and rivers are usually _____ sites. (13)
13. He looked at his watch and _____ that he had been gone for three hours. (27)
14. Nighttime did not lessen his sadness but rather _____ it. (18)
15. Because a bridge is now _____ the river, we can cross over to the other side. (25)
16. The house looked _____ because it had been abandoned for such a long time. (29)
17. If an ice-cream cone is turned upside down, it looks like a small _____ hat. (30)

III. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:
declared, vast, reproaches, embellishments, disciples,
radiant, sites, resplendent, dwelt, reported, priceless,
invoked, excursion, shifting, recall

1. Because of his immense wealth, he could buy whatever he wanted. (2)
2. The Indians have lived in this country longer than any other race. (2)
3. The senator announced his decision to resign from office. (2)
4. He related all that he had seen on his travels. (2)
5. In spite of the rebukes he received from his wife, the man still refused to look for a job. (5)
6. Buddha had many followers. (7)
7. The changing shadows were caused by the sun going in and out of the clouds. (8)
8. She always looks happy because of her bright smile. (9)
9. We usually go on an outing every Sunday. (7)
10. The table having been set for the feast looked splendid. (11)
11. This modern building has no ornamentation. (11)

12. There are many beautiful places to visit in Europe. (13)
13. His art collection is invaluable. (17)
14. Do you remember the title of the book? (18)
15. In asking his brother's forgiveness, he appealed to their ties of blood. (22)

IV. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. To be (immortal/mortal) is to live forever.
2. He was (released/detained) by the authorities because he did not have proper identification.
3. She was (ascending/descending) the stairs on her way to the basement when the phone rang.
4. She was unable to relax because she was (worried/unconcerned) about her children.
5. The miraculous appearance of the mountain was (explainable/inexplicable).
6. The gentle singing (lulled/agitated) the child.
7. The (forebears/descendants) of the people in the U. S. came from all over the world.
8. Too much (leisure/toil) can make a person lazy.

9. If the student had been less (concerned/indifferent) about the quality of his work, he would have gotten a better grade.
10. Everyone agreed to meet at the (base/summit) of the mountain before they climbed it.

V. Literary Style--Match the more formal or literary expressions on the left with the sentences on the right.

- | | | |
|---------------------------------|-------|---|
| a. His heart was not in it. | _____ | He didn't want to do it. |
| b. It went against his desires. | _____ | He especially liked it. |
| c. It struck his fancy. | _____ | He looked for it. |
| d. He tore himself away. | _____ | He had bad luck. |
| e. Misfortune befell him. | _____ | He wasn't excited about it. |
| f. His steps led him. | _____ | It was very difficult for him to leave. |
| g. He sought it out. | _____ | He was extremely unahppy. |
| h. He came to its rescue. | _____ | He went without a special goal. |

- i. He went in the twinkling _____ He saved it.
of an eye.
- j. He pursued the thought. _____ He asked them.
- k. He made inquiry of them. _____ He went quickly.
- l. His efforts were in vain. _____ He continued with
his thought.
- m. His sadness was past all _____ He tried unsuccess-
enduring. fully.

| A. Participle | Noun | Verb | Adjective | Adverb |
|---------------------------------|---------------------------------|-----------------------|---|----------------------------|
| inspired inspiring | inspiration | inspire | inspirational uninspirational | inspirationally |
| enlightened enlightening | enlightenment | enlighten | | |
| benefited benefiting | benefit benefactor | benefit | beneficial | beneficially |
| enchanted enchancing | enchantment enchanter | enchant disenchant | | enchantingly |
| attracted attracting | attraction attractiveness | attract | attractive unattractive attractable | attractively |
| opposed opposing | opposition opposer | oppose | opposite | |
| administrated administrating | administration administrator | administrate | administrative | administratively |
| explored exploring | explorer exploration | explore | exploratory | |
| celebrated celebrating | celebration celebrity | celebrate | | |
| hesitated hesitating | hesitation hesitance | hesitate | hesitant | hesitantly hesitatingly |

B. Complete the following sentences with the correct form of the given word.

inspire 1. He had a sudden _____.

enlightened 2. Would you _____ me on this subject?

benefaction 3. Plenty of fresh air is _____ to your health.

enchant 4. She was _____ with the gift.

attract 5. She was _____ dressed.

oppose 6. He went in the _____ direction.

administer 7. He is a good ruler, but he lacks _____ ability.

explorer 8. Columbus discovered America, but he did not _____ it.

celebrate 9. There were many _____ in the theater.

hesitation 10. Did she _____ when she answered the question?

VII. Prepositions--Put the correct preposition in the blank.

1. I am interested _____ poetry and music. (2)
2. He is possessed _____ great atheletic ability. (3)
3. We were shocked _____ the news of the accident. (4)
4. She promised to give him whatever he wished _____ . (18)
5. He succeeded _____ passing the examination. (30)
6. We traveled to St. Louis _____ plane. (8)
7. He was inspired _____ the soldier's courage. (8)
8. The girl was dressed entirely _____ white. (10)
9. Did you come here _____ chance or on purpose? (13)
10. Tu Thuc was unconcerned _____ his future. (14)
11. Tu Thuc's generous act was worthy _____ praise. (14)
12. The farmer awoke every day _____ dawn. (18)
13. She confided her troubles _____ her sister. (20)
14. After the accident, the car was _____ repair. (29)

VIII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. The Emperor Duong Minh Hoang lived
 - a. five centuries ago.
 - b. during the reign of King Tran Thuan Ton.
 - c. before Tu Thuc.
2. The authors of Tu Thuc's books never mentioned
 - a. the Land of Bliss.
 - b. where the Land of Bliss was exactly located.
 - c. where the Tien could be found.
3. The young girl broke the peony branch because
 - a. she wanted to desecrate the pagoda.
 - b. she wanted Tu Thuc to notice her.
 - c. she wanted to look at it closely because of its beauty.
4. To break the peony branch was considered desecration because
 - a. the pagoda was a religious place.
 - b. the flower festival was at its height.
 - c. the flower was beautiful.
5. The senior mandarins were upset with Tu Thuc because
 - a. of his good reputation among the people.
 - b. he neglected his official duties.
 - c. he had come to the girl's aid.

6. Tu Thuc was able to do whatever he wanted because
 - a. he had resigned his office.
 - b. the authorities had fired him.
 - c. of his big salary.
7. The beautiful mountain Tu Thuc discovered
 - a. was a place of pilgrimage.
 - b. was the Land of the Immortals.
 - c. consisted of six grottoes.
8. Tu Thuc was allowed to marry Giang Huong because
 - a. it was she whom he had rescued at the flower festival.
 - b. he had desired to find the Land of Bliss.
 - c. he was now an immortal.
9. Tu Thuc wanted to return home because
 - a. there was nothing more he could wish for.
 - b. he no longer loved Giang Huong.
 - c. he was homesick for his former family.
10. Giang Huong asked him to stay because
 - a. of their love for each other.
 - b. she knew he would be disappointed if he went.
 - c. the Grand Tien expressed regret.

11. "Where are the willows of the courtyard and the flowers of the garden?" This question asked by Giang Huong refers to
- her wish that Tu Thuc bring her some flowers and some willows.
 - the fact that nothing will look the same on earth.
 - the end of the spring.
12. King Tran Tuan Ton lived
- during the Le dynasty.
 - near the end of the Tran dynasty.
 - a hundred years before Tu Thuc.
13. Time in the Land of Bliss went
- more slowly than in the world of mortals.
 - more quickly than in the land of mortals.
 - a hundred times faster than the land of mortals.
14. Tu Thuc could not return to the Land of Bliss because
- his chariot had disappeared in the sky.
 - his chariot had turned into a bird.
 - he had forgotten to open the letter.

IX. Writing

- A. Write fourteen sentences using the following phrases:

interested in, possessed of, shocked at, wish for, succeed in, travel by, inspired by, dressed in, by chance, unconcerned about, worthy of, at dawn, confide to, beyond repair.

- B. Complete the following pairs of sentences in your own words:

1. Tu Thuc was a dreamer. Furthermore, _____
_____.
2. Tu Thuc neglected his duties. Consequently, _____
_____.
3. Tu Thuc loved the outdoors. For example, _____
_____.
4. The mountain was too steep to climb. Thus, _____
_____.
5. In the beginning Tu Thuc was very happy in the Land of Bliss. Subsequently, _____
_____.
6. Tu Thuc loved Giang Huong. Nevertheless, _____
_____.

7. Giang Huong thought he would be disappointed if he returned to earth. Yet, _____
_____.
8. Tu Thuc expected to see his family and friends. Instead, _____.
9. Tu Thuc knew that he would never see his wife again. Furthermore, _____.
10. Tu Thuc wanted to return to the Land of Bliss. However, _____.

X

One Night in Paradise

The following folk tale is an Italian version of a "short" visit to the Land of Bliss.

1 Once upon a time there were two close friends who, out of affection for each other, made this pledge: the first to get married would call on the other to be his best man, even if he should be at the ends of the earth.

2 Shortly thereafter one of the friends died. The survivor, who was planning to get married, had no idea what he should now do, so he sought the advice of his confessor.

"This is a ticklish situation," said the priest, "but you must keep your promise. Call on him even if he is dead. Go to his grave and say what you're suppose to say. It will then be up to him whether to come to your wedding or not."

The youth went to the grave and said, "Friend, the time has come for you to be my best man."

The earth yawned, and out jumped the friend. "By all means. I have to keep my word, or else I'd end up in Purgatory for no telling how long."

3 They went home, and from there to church for the wedding. Then came the wedding banquet, where the dead

bridegroom's friend who attends him at the wedding

a priest to whom people confess and go for advice

place after death where one suffers temporarily

youth told all kinds of stories, but not a word did he say about what he'd witnessed in the next world. The bridegroom longed to ask him some questions, but he didn't have the nerve. At the end of the banquet the dead man rose and said, "Friend, since I've done you this favor, would you walk me back a part of the way?"

"Why, certainly! But I can't go far, naturally, since this is my wedding night."

"I understand. You can turn back any time you like."

4 The bridegroom kissed his bride. "I'm going to step outside for a moment, and I'll be right back." He walked out with the dead man. They chatted about first one thing and then another, and before you knew it, they were at the grave. There they embraced, and the living man thought, if I don't ask him now, I'll never ask him. He therefore took heart and said, "Let me ask you something since you are dead. What's it like in the hereafter?"

"I really can't say, answered the dead man. If you want to find out, come along with me to Paradise."

5 The grave opened, and the living man followed the dead one inside. Thus they found themselves in Paradise. The dead man took his friend to a handsome crystal palace with gold doors, where angels played their harps for blessed souls to dance, with St. Peter strumming the double

bass. The living man gaped at all the splendor, and goodness knows how long he would have remained in the palace if there hadn't been all the rest of Paradise to see.

"Come on to another spot now," said the dead man, who led him into a garden whose trees, instead of foliage, displayed song birds of every color. "Wake up, let's move on!" said the dead man, guiding his visitor onto a lawn where angels danced as joyously and gracefully as lovers.

"Next we'll go to see a star!" He could have gazed at the stars forever. Instead of water, their rivers ran with wine, and their land was of cheese.

immortal
beings
often
depicted
with wings

6 All of a sudden, he started. "Oh my goodness, friend, it's later than I thought. I have to get back to my bride, who's surely worried about me."

"Have you had enough of Paradise so soon?"

"Enough? If I had my choice..."

"And there's still so much to see!"

"I believe you, but I'd better be getting back."

"Very well, suit yourself." The dead man walked him back to the grave and vanished.

7 The living man stepped from the grave, but no longer recognized the cemetery. It was packed with monuments, statues, and tall trees. He left the cemetery and saw huge buildings in place of the simple stone cottages that used

to line the streets. The streets were full of automobiles and streetcars, while airplanes flew through the skies.

"Where on earth am I? Did I take the wrong street? And look how these people are dressed!" He stopped a little old man on the street. "Sir, what is this town?"

8 "This city, you mean."

"All right, this city. But I don't recognize it, for the life of me. Can you please direct me to the house of the man who got married yesterday?"

"Yesterday? I happen to be the sacristan, and I can assure you no one got married yesterday!"

a person who takes care of a church

"What do you mean? I got married myself!" Then he gave an account of accompanying his dead friend to Paradise.

"You're dreaming," said the old man. "That's an old story people tell about the bridegroom who followed his friend into the grave and never came back, while his bride died of sorrow."

"That's not so, I'm the bridegroom myself!"

"Listen, the only thing for you to do is to go and speak with our bishop."

Christian priest of high rank

"Bishop? But here in town there's only the parish priest."

a division of a county with its own church and priest

"What parish priest? For years and years we've had

a bishop." And the sacristan took him to the bishop.

9 "The youth told his story to the bishop, who recalled an event he'd heard about as a boy. He took down the parish books and began flipping back the pages. Thirty years ago, no. Fifty years ago, no. One hundred, no. Two hundred, no. He went on thumbing the pages. Finally on a yellowed, crumbling page he put his finger on those very names. "It was three hundred years ago. The young man disappeared from the cemetery, and the bride died of a broken heart. Read right here if you don't believe it!"

"But I'm the bridegroom myself!"

"And you went to the next world? Tell me about it!"

But the young man turned deathly pale, sank to the ground, and died before he could tell one single thing he had seen.

I. Meaning from Context--Fill in the blanks with the appropriate word. Choose from the list given below. When necessary refer to the story to help determine meaning.

harp, gazing, survivors, cottage, grave, cemetery, foilage, yawned, bass, crumbling

1. Almost everyone in the plane crash died. There were only two _____ . (2)
2. The widow visited her husband's _____ on the anniversary of his death. (2)
3. It looked as if the earth _____ because there was such a wide opening in the ground. (2)
4. A _____ is a musical instrument with strings that can stand by itself. (5)
5. The _____ is another musical instrument with strings, but it is not freestanding. (5)
6. We went out to the country to see the autumn _____, but last night's storm had left the trees without a leaf. (5)
7. The teacher told the student that instead of _____ out the window, he should be looking at his book. (5)
8. It is interesting to read the inscriptions on graves in an old _____. (7)

9. She only lived in a small _____, but she would daydream about living in a palace. (7)
10. We visited an ancient temple which once had been magnificent but now was a _____ ruin. (9)

II. Synonyms--Replace the underlined word or words with the appropriate synonym. Choose from the following list:

witnessed, hereafter, assure, pledged, nerve, gaped, displayed, embraced, splendor, packed, very, account, leafed, started, deadly

1. The bride and bridegroom made a promise to always love each other. (1)
2. He had observed much of the fighting during the civil war. (3)
3. It requires a great deal of courage to be a race car driver. (3)
4. The soldier hugged his girl friend before leaving on the train. (4)
5. Not everyone believes in the afterlife. (4)
6. On his first visit to New York, he stared at all the sights. (5)

7. The magnificence of Paradise was breathtaking. (5)
8. All their works of art are exhibited in one room. (5)
9. She jumped when she heard the loud, unexpected noise. (6)
10. They crammed as many people as they could into the room. (7)
11. I can convince you that the statement is true. (8)
12. We found it difficult to believe his report of the incident. (8)
13. He thumbed rapidly through the book. (9)
14. The police want to know the exact day he disappeared. (9)
15. It was a deathly dull evening. (9)

III. Antonyms--Choose the correct word in the parentheses to complete the sentence.

1. It was a (joyously/drearily) beautiful day.
2. Although she had never taken dancing lessons, she danced (gracefully/clumsily.)
3. The sun (vanished/appeared) from behind the clouds.
4. After being in the dark so long, he was blinded by the (pale/brilliant) light of the sun.
5. He is a man of (multiple/single) interests.
6. Although they are friends, they don't seem very (aloof/close.)
7. Since her taste is (simple/elaborate), she wouldn't buy such a fancy dress.

IV. Idioms and Special Expression--Circle the letter in front of the answer which has the same meaning as the expression quoted from the story.

1. "Very well, suit yourself." (6)
 - a. Buy yourself a suit.
 - b. Put your suit on.
 - c. Do what you want.
2. "Where on earth am I?" (7)
 - a. What part of the world is this?
 - b. Where could I possibly be?
 - c. Am I on earth?
3. "I don't recognize it for the life of me." (8)
 - a. I'd give up my life to recognize it.
 - b. Because of my life I don't recognize it.
 - c. No matter how hard I try, I'm unable to recognize it.
4. "He took heart." (4)
 - a. He let his emotions guide him.
 - b. He got his courage up.
 - c. He felt his heart.
5. "Goodness knows!" (4)
 - a. Only someone good knows.
 - b. It is impossible to know.
 - c. It is good to know.

6. "Before you knew it." (4)
 - a. in the twinkling of an eye.
 - b. before anyone else knew it.
 - c. after a long time.
7. "This is a ticklish situation." (2)
 - a. The situation causes tickling.
 - b. The situation is laughable.
 - c. The situation needs to be handled carefully.
8. "It will then be up to him." (2)
 - a. He will be able to come up.
 - b. He will have to decide.
 - c. He will have to come.
9. "The bride died of a broken heart." (9)
 - a. She died of a heart attack.
 - b. She died of sorrow.
 - c. She died from an accident which injured her heart.

| A. Participle | Noun | Verb | Adjective | Adverb |
|---------------------------|-----------------------------------|-----------|--------------------------------------|-----------------------------|
| supposed supposing | supposition | suppose | supposable | supposedly supposably |
| survived surviving | survival survivor | survive | | |
| advised advising | advice adviser advisability | advise | advisable unadvisable advisory | advisably |
| guided guiding | guide guidance | guide | | |
| worried worrying | worry worrier | worry | worrisome | worryingly worrysomenely |
| recognized recognizing | recognition | recognize | recognizable unrecognizable | recognizably |
| paled paling | paleness | pale | pale | palely |
| assured assuring | assurance assurer | assure | | assuredly |
| dreamt dreaming | dream dreamer | dream | dreamy dreamlike | dreamily |
| chatted chatting | chat chatter | chat | chatty | |

B. Complete the following sentences with the correct form of the given word.

supposed 1. The news story was based only on

_____.

survive 2. _____ an airplane

crash is unlikely.

advice 3. It is not _____ to

drive during a snowstorm.

worry 4. It is a _____ problem.

recognize 5. The town had changed beyond

_____.

dream 6. He couldn't remember what he had

_____.

chatter 7. We had a _____ together.

guide 8. He needs a great deal of

_____ in his new job.

paleness 9. The room was painted a

_____ blue.

assure 10. He had an air of _____

about him.

VI. Two Word Verbs--Put the correct adverbial particle in each blank.

1. Is it all right to call _____ someone without first calling them up on the telephone? (2)
2. Did you find _____ how much it costs? (3)
3. You can turn _____ anytime you get tired. (3)
4. Come _____; we will be late if we don't leave right now. (5)
5. Won't you come _____ with me? (4)
6. Move _____; you are holding up the traffic. (5)
7. I can show her how to do it, but it is _____ to her to get it done. (2)
8. If you don't watch out, you may end _____ getting hurt. (2)
9. What time do you normally wake _____? (5)

VII. Structure--Verbs with infinitive objects.

A. "He was planning to get married."

"The bridegroom longed to ask him some questions."

1. Certain verbs may take an infinitive object.

The verbs in the sentences above may take an infinitive object but not an "-ing" form object.

The infinitive object of this type of verb never has a subject. The following is a partial list of verbs of this category:

agree fail neglect

attempt forget offer

begin hesitate plan

care hope prefer

continue intend pretend

decide learn promise

desire long refuse

try mean remember

start

2. Write ten sentences using different verbs from the above list. Use an infinitive object in each sentence.

B. "If you want to find out, come along with me to Paradise."

"If you want them to find out, come along with me to Paradise."

1. The verbs in the sentences above may take an infinitive object with or without a subject. They also do not take an "-ing" form object. The following is a partial list of verbs of this type:

like ask need

prepare expect want

2. Write ten sentences using five different verbs from the above list. In one sentence use the verb with an infinitive object without a subject. In the next sentence, use the same verb with an infinitive object which has a subject. If the subject is a pronoun, it is in the objective form.

VIII. Reading Comprehension--Circle the letter in front of the phrase which best completes the sentence.

1. The bridegroom went to the priest because
 - a. he wanted to get married.
 - b. he didn't know how to keep his promise.
 - c. his friend had died.
2. The friend came back from the dead because
 - a. he wanted to be at the wedding.
 - b. he didn't want to be punished for breaking his promise.
 - c. he was tired of being in Purgatory.
3. The bridegroom did not want to go all the way to the cemetery because
 - a. he was getting married that night.
 - b. he was afraid of cemeteries.
 - c. he wanted to be with his wife on the first night of their marriage.
4. While in Paradise the bridegroom
 - a. fell asleep.
 - b. found it difficult to tear himself away from each spot he visited.
 - c. urged the dead man to show him more.

5. "Enough? If I had my choice..."

In the above quote, it is understood that the bridegroom's choice would be

- a. to return to earth.
 - b. to stay longer.
 - c. not to see anymore since he has had enough.
6. The bridegroom didn't recognize the cemetery because
- a. it had become crowded because many more people had been buried there.
 - b. it was no longer a cemetery.
 - c. it was a different cemetery.
7. The bridegroom left
- a. in the sixteenth century and returned in the nineteenth.
 - b. in the nineteenth and returned in the twentieth.
 - c. in the seventeenth and returned in the twentieth.
8. The bride died
- a. when she was an old woman.
 - b. not too long after the bridegroom disappeared.
 - c. the same time as the bridegroom.

9. The sacristan

- a. believed the bridegroom's story.
- b. thought the bridegroom was imagining things.
- c. had never heard of such a story.

10. The bishop

- a. had never heard of the story.
- b. did not believe the story.
- c. had been told the story as a child.

IX. Writing

- A. Write nine sentences using the two word verbs from Section IV.
- B. "I didn't expect to see him tied to the world of dust and sorrow." Giang Huong's mother said this with regard to Tu Thuc. Does this also apply to the bridegroom? If so, explain briefly how it applies.
- C. Write a summary of the story. Use the following sentence as your beginning sentence:
"Not wanting to break a promise that had been made between them, the young man went to his dead friend's grave to ask him to be his best man."

Master List of Words in the Vocabulary Exercises

| | | |
|-----------------|------------------|--------------------|
| abandon (5) | charged (2) | displayed (10) |
| absence (7) | close (3) | dispute (8) |
| accentuate (9) | clumsily (10) | distant (3) |
| accepted (8) | cluster (7) | distressed (1) |
| accounts (6) | commotion (8) | doomed (8) |
| actually (8) | compensation (9) | downpour (4) |
| adhered (6) | conceal (8) | downward (9) |
| adopted (6) | concerned (9) | drearily (10) |
| advanced (4) | confident (1) | dwelt (9) |
| afar (5) | conical (9) | elaborate (10) |
| agitated (9) | conjugal (7) | elapsed (3) |
| aid (6) | conjunction (5) | embellishments (9) |
| alarming (6) | conscious (6) | embraced (7) |
| aloof (8) | consult (5) | erect (5) |
| alter (5) | corrupt (4) | erected (7) |
| anguished (1) | cottage (10) | essential (1) |
| antidote (3) | cowardly (6) | exceptional (7) |
| appalled (5) | craft (3) | excursion (9) |
| appeared (10) | crazy (4) | exhausted (3) |
| approximate (5) | creature (4) | explainable (9) |
| ascending (9) | crowd (2) | exterior (5) |
| ascertain (7) | crumbling (10) | evil (4) |
| assure (10) | cultivation (7) | fails (6) |
| astonished (2) | daunted (6) | faintly (7) |
| astrologer (5) | dawn (4) | faith (2) |
| attract (7) | deadly (10) | fasten (3) |
| avoidable (5) | dearly (1) | fled (5) |
| banquet (7) | debris (3) | flocked (7) |
| bared (8) | deck (4) | foilage (10) |
| base (9) | declared (9) | folk (3) |
| bass (10) | decrepit (4) | fond of (3) |
| begged (2) | deep (7) | forebears (9) |
| benevolence (1) | defect (8) | foresaken (7) |
| bit of (3) | delighted (8) | fragment (7) |
| bliss (7) | deliverance (6) | fraternal (7) |
| boldly (6) | departed (4) | fruitful (4) |
| border (2) | depressed (8) | fulfill (7) |
| breakneck (8) | descendants (9) | gaped (10) |
| brilliant (10) | descending (9) | gazing (10) |
| capable (5) | destiny (5) | generosity (3) |
| case (3) | detained (9) | good (4) |
| ceased (4) | devastate (3) | gracefully (10) |
| cemetery (10) | dilapidated (9) | graciously (1) |
| chamber (30) | directed (2) | grasped (3) |
| characters (7) | disciples (9) | grave (1) |

| | | |
|------------------|-----------------|-----------------|
| gravity (1) | mate (4) | pulp (8) |
| greeted (1) | molest (6) | radiant (9) |
| grief (7) | mortal (9) | raft (3) |
| groped (9) | mortified (6) | rage (6) |
| harassed (6) | mossy (9) | reach (8) |
| hardly (4) | mourn (2) | reared (8) |
| harp (10) | multiple (10) | rebellious (1) |
| hatchet (5) | multiplied (4) | recall (9) |
| harvest (4) | multitude (2) | receded (4) |
| heal (2) | nape (5) | recite (9) |
| healing (2) | negative (7) | reckoned (9) |
| heavily (3) | nerve (10) | recounted (7) |
| heedless (4) | normal (1) | rejected (8) |
| hemorrhage (2) | numerable (1) | released (9) |
| hereafter (10) | numerous (1) | remained (4) |
| hindrance (6) | observed (5) | repaid (3) |
| howled (3) | obsessed (5) | repel (7) |
| huge (3) | often (7) | reproaches (9) |
| humbly (1) | outgoing (8) | resembled (5) |
| ignorant (6) | overjoyed (8) | resigned (1) |
| immortal (9) | packed (10) | resplendent (9) |
| imprecise (5) | palace (3) | responded (1) |
| incapable (5) | pale (10) | restore (1) |
| indifferent (9) | pardon (8) | reveal (8) |
| inevitable (5) | parentage (6) | revolted (5) |
| inexplicable (9) | pensive (8) | righteous (4) |
| injected (3) | peony (9) | rioting (4) |
| innumerable (1) | perish (3) | robes (1) |
| insanity (8) | permitted (2) | rosy (4) |
| insecure (1) | physician (2) | ruddy (8) |
| intense (1) | picturesque (9) | sane (4) |
| interior (5) | pious (7) | sanity (8) |
| invigorating (7) | pitch (4) | save (2) |
| invoked (9) | pledged (10) | seldom (7) |
| jeered (4) | plucked (4) | severity (1) |
| joyously (10) | poison (3) | shallow (7) |
| lad (6) | pondered (7) | shifting (9) |
| lapping (4) | positive (7) | sign (4) |
| leafed (10) | post house (8) | simple (5) |
| leisure (9) | precise (5) | single (10) |
| lightly (3) | presence (7) | sipped (9) |
| loaded (4) | presented (7) | skiff (9) |
| locks (5) | pressed (2) | sleek (5) |
| lulled (9) | priceless (9) | slew (6) |
| maiden (2) | proceeded (3) | slight (1) |
| man (6) | prophecy (3) | sound (8) |
| marriage (7) | proudly (1) | soundly (8) |
| marvel (7) | provisions (3) | spanning (9) |

| | | |
|----------------|-----------------|----------------|
| special (1) | summit (5) | unsheathed (8) |
| splendor (10) | sunset (4) | upward (5) |
| spoiled (3) | surface (3) | useful (3) |
| sprang (8) | survivors (3) | useless (3) |
| staff (6) | tended (3) | vanished (8) |
| stale (4) | tenderness (1) | vast (9) |
| started (10) | termination (6) | very (10) |
| steadfast (5) | throngs (8) | verse (9) |
| steep (9) | tiny (3) | warned (6) |
| stinginess (3) | toil (9) | watertight (4) |
| strained (8) | transformed (7) | well-known (1) |
| stranger (1) | tremble (2) | wept (2) |
| strike (3) | triumph (8) | wickedness (4) |
| strum (9) | trouble (2) | withered (7) |
| sturdy (4) | twine (7) | witnessed (7) |
| stutter (8) | unchanged (7) | worried (6) |
| submerged (3) | unconcerned (9) | wretched (6) |
| succeeds (6) | unholy (7) | writhed (3) |
| | unknown (1) | yawned (10) |

Master List of Words in the Word Formation Tables

| | | |
|------------------|---------------|---------------|
| accept (3) | create (4) | gratify (6) |
| adhere (6) | creep (7) | hesitate (6) |
| administrate (9) | decide (3) | horrify (6) |
| adopt (5) | deliver (6) | imagine (8) |
| afflict (6) | deny (2) | inscribe (7) |
| agree (3) | destine (5) | insist (8) |
| astonish (2) | destroy (4) | inspire (9) |
| attend (6) | devastate (3) | intensify (1) |
| attract (9) | devote (7) | invite (8) |
| believe (2) | distract (5) | isolate (5) |
| benefit (9) | distress (1) | laugh (2) |
| breathe (8) | enchant (9) | manage (5) |
| celebrate (9) | endanger (6) | marry (1) |
| comment (8) | endure (7) | mourn (2) |
| condition (6) | enlighten (9) | multiply (4) |
| confide (1) | entertain (8) | neglect (7) |
| console (7) | except (7) | observe (5) |
| consult (5) | explore (9) | occasion (3) |
| continue (4) | fear (2) | oppose (9) |
| corrupt (4) | forget (4) | originate (5) |
| counsel (7) | forgive (8) | permit (2) |
| crazy (4) | freshen (4) | persuade (8) |

| | | |
|---------------|--------------|---------------|
| possess (8) | protect (3) | search (1) |
| precision (5) | question (1) | submerge (3) |
| prepare (3) | remark (8) | succeed (6) |
| produce (7) | respond (1) | transform (7) |
| prophecy (3) | restore (1) | tremble (2) |
| | save (4) | watch (3) |

Master List of Two Word Verbs

| | | |
|-----------------|--------------|----------------|
| be up (10) | come out (8) | run out (8) |
| bear up (4) | cut off (8) | set out (8) |
| blot out (4) | get back (3) | stay on (8) |
| bring in (3) | go down (3) | store up (4) |
| call on (10) | go off (3) | throw back (3) |
| carry away (3) | move on (10) | turn back (10) |
| come along (10) | pass by (8) | wake up (10) |
| come back (4) | pick up (8) | went down (4) |
| come on (10) | put in (8) | went on (4) |
| | run off (3) | went out (8) |

Master List of Word plus Preposition or Preposition plus Word Combinations

| | |
|-------------------|-----------------------|
| at dawn (9) | mourn for (2) |
| beyond repair (9) | on the verge of (5) |
| by chance (9) | pity on (1) |
| by plane (9) | possessed of (9) |
| distracted by (5) | resigned to (1) |
| dive into (5) | shocked at (9) |
| dressed in (9) | spend money on (2) |
| incapable of (5) | succeed in (9) |
| in search of (1) | take advantage of (5) |
| inspired by (9) | take pity on (5) |
| interested in (9) | toward morning (5) |
| know of (1) | unconcerned about (9) |
| known for (1) | wait for (5) |
| laugh at (2) | weep for (2) |
| laugh with (2) | wish for (9) |
| look for (1) | worthy of (9) |

Answer Key to Cloze Exercises

The Daughter of Jairus

And he said to her, Daughter, be of good cheer. Your faith has healed you. Go in peace."

While he was speaking, someone came from Jairus' house and said to him, "Your daughter is dead; do not trouble the Master."

"But when Jesus heard this, he answered him, saying, "Do not fear; only believe, and she shall be well again."

When he came to the house, he did not permit anyone to go in, save Peter and James and John, and the father and mother of the girl.

They all wept and mourned for her, but he said, "Do not weep. She is not dead but asleep."

They laughed at him, for they knew that she was dead. But he put them all out and took her by the hand, and spoke to her, saying "Maiden, stand up."

And her spirit returned, and she stood up at once; and he directed them to give her something to eat.

The Great Flood

At the end of forty days Noah sent forth a raven, but it could only fly back and forth, to and fro. Then Noah sent forth a dove to see if the waters had gone down anywhere. But the dove found no place to light and returned.

Noah waited another seven days. In the rosy dawn he sent forth the dove. In the evening the dove came back with a freshly plucked olive leaf in her mouth. So Noah knew the waters had receded at last.

God said to Noah, "Go forth from the ark, you and your family and the creatures with you. And now may you and your sons and all living things be fruitful and multiply upon the earth."

Then God said, "I will never again curse the ground because of man. Neither will I ever again destroy every living creature as I have done. While the earth remains--seedtime and harvest, cold and heat, summer and winter, day and night shall not cease."

So God set a rainbow in the clouds as a sign of the agreement he made never again to destroy all life on earth.

The Story of Oedipus

Shortly after this event, the city of Thebes was molested by a monster which harrassed anyone nearing the city. This monster was called the Sphinx. It had the body of a lion and the upper part of a woman. It lay crouched on the top of a rock, and stopped all travelers who came that way, asking them a riddle with the condition that those who could solve it should pass safely, but those who failed should be killed. No one had yet succeeded in solving the riddle and all had been slain. Oedipus was not daunted by these alarming accounts and boldly advanced to the trial. The Sphinx asked him, "What animal is that which in the morning goes on four feet, at noon on two feet, and in the evening on three feet?"

Oedipus replied, "Man, who in childhood creeps on hands and knees, in manhood walks erect, and in old age walks with the aid of a staff."

The Sphinx was so mortified at the solving of her riddle that she cast herself down from the rocks and perished. And the gratitude of the people of Thebes for their deliverance was so great that they made Oedipus their king, giving him in marriage their Queen Jocosta. Oedipus ignorant of his parentage, had already become the slayer of his father, in marrying the queen he became the husband

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