

Lesson 12

SOME MORE BIOLOGY

A. READING

Skills Practice

Text 1

Read the text below and then answer the questions.

The first seven species, different enough to be put in three orders, are yet alike in many ways. All are covered with hair, they nurse their young with milk, and their red blood cells are without nuclei. Because of these and other resemblances, they are combined in a still more inclusive group, *which* is called Class Mamalia. A class, therefore, is composed of related orders.

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Biologists have classified all of the known animals in the way just described. Their system of classification not only shows how organisms are related to one another, but it also conveys much information about the organisms themselves. *This* can be brought out by analogy. Suppose you are told that object X belongs to a group "vehicles". Even if you have never seen this particular X, you would be able to make some very general predictions about its structure and function. It would probably have wheels or *runners*, be used for carrying objects or people, and so on. If you were then told that X belongs to a more specific group, "vehicles with internal combustion engines", you could make more specific predictions. And if you were told that X is an "automobile", you would know a great deal more about it.

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(Adapted from: F. Grellet, *Developing Reading Skills*, Cambridge University Press, London, 1981)

- All the seven species mentioned in the text have all the following characteristics, except: ---.
 - being similar in all aspects
 - having blood cells with no nuclei
 - being covered with hair
 - nursing their young with milk
- According to the text, biologists have classified animals into ---.
 - seven groups
 - four groups
 - three groups
 - two groups
- According to the text, the system of animal classification ---.
 - shows an analogy
 - is not related to one another
 - conveys much information
 - cannot be classified by biologists
- The writer uses --- as an analogy.
 - blood cells
 - cars
 - organisms
 - objects
- The conjunction *which* (l. 4) refers to ---.
 - the first seven species
 - resemblances
 - inclusive group
 - a class
- The object *runner* (l. 14) would most probably be able to ---.
 - have a back
 - rotate
 - have hands
 - breathe
- The word *nurse* (l. 2) as used in the text would most probably mean ---.
 - take care of
 - help the doctor in the hospital
 - treat sickness
 - cover the body of the young
- A good title for the text would be ---.
 - Vehicles
 - Information about Organisms
 - Automobile
 - Classification System of Animals

9. The article *this* (l. 8) refers to ---.
- A. how organisms are related
 - B. their system of classification
 - C. much information
 - D. the seven classification

10. Should there be a continuation at the end of the second paragraph, the sentence would most probably begin with ---.
- A. If you were told that X was a “car”
 - B. If you were told that X was a “wheel”
 - C. If you were told that X was a “vehicle”
 - D. If you were told that X was a “Honda”

Text 2

Read the text below and then answer the questions.

NESTLINDO																																					
<table border="0"> <tr><td>Energy</td><td>274</td></tr> <tr><td>Protein</td><td>2,3</td></tr> <tr><td>Carbohydrate</td><td>7,3</td></tr> <tr><td>Vitamin A</td><td>60</td></tr> <tr><td>Vitamin B6</td><td>50</td></tr> <tr><td>Vitamin B12</td><td>0,15</td></tr> <tr><td>Vitamin C</td><td>5,4</td></tr> <tr><td>Vitamin D</td><td>1,0</td></tr> <tr><td>Vitamin E</td><td>800</td></tr> <tr><td>Vitamin K</td><td>5,5</td></tr> <tr><td>Biotin</td><td>1,5</td></tr> <tr><td>Niacin</td><td>500</td></tr> <tr><td>Folate</td><td>6,0</td></tr> <tr><td>Calcium</td><td>67</td></tr> <tr><td>Copper</td><td>40</td></tr> <tr><td>Iodine</td><td>3,3</td></tr> <tr><td>Zinc</td><td>500</td></tr> <tr><td>Sodium</td><td>26</td></tr> </table>	Energy	274	Protein	2,3	Carbohydrate	7,3	Vitamin A	60	Vitamin B6	50	Vitamin B12	0,15	Vitamin C	5,4	Vitamin D	1,0	Vitamin E	800	Vitamin K	5,5	Biotin	1,5	Niacin	500	Folate	6,0	Calcium	67	Copper	40	Iodine	3,3	Zinc	500	Sodium	26	<p>INFANT FORMULA SUITABLE ONLY FOR INFANTS AGED UNDER 6. ATTENTION: BREAST MILK IS BEST FOR BABIES. BEFORE YOU USE AN INFANT FORMULA, CONSULT YOUR DOCTOR OR CLINIC FOR ADVICE</p> <p style="text-align: right;">Reminder: Always hold babies while feeding. Leaving babies unattended may cause choking.</p>
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1. This text may mostly be found ---.
- A. in the classroom
 - B. on a bottle or can
 - C. inside your pocket
 - D. at a dinner table

3. This food formula is most suitable for ---.
- A. 3-year old children
 - B. doctors
 - C. 8-year old children
 - D. pregnant mothers

2. The largest portion of the food is ---.
- A. energy
 - B. vitamin
 - C. niacin
 - D. zinc

4. The following statement is the most correct: ---.
- A. This formula is the best of all baby's food.
 - B. Always leave babies unattended.
 - C. This formula is not better than breast milk.
 - D. Holding babies may cause choking.

5. The word *choking* would logically mean ---.
- A. an interesting effect
 - B. a funny thing
 - C. an impossible event
 - D. a bad thing

7. NESTLINDO is most probably a ---.
- A. name of a brand
 - B. shop
 - C. name of a person
 - D. newspaper

6. The writer of the text is being ---.
- A. unhelpful
 - B. argumentative
 - C. angry
 - D. informative

8. Before you use the formula, it would be a good thing if you ---.
- A. try it yourself
 - B. hold your baby
 - C. see a doctor
 - D. leave your baby

B. VOCABULARY

Synonym and Antonym

It is often necessary to know the synonym and antonym of a word. In addition to expanding our vocabulary mastery, knowing synonyms and antonyms can also help us to understand texts.

Synonyms are words that have the same with or similar meaning to another word. On the other hand, antonyms are words that have opposite meanings from another word. The word *different*, in the text above, has some synonyms and antonyms. The synonyms are, for example, *distinct*, *dissimilar*, *unlike*, *discordant*, *disparate*, etc. The antonyms are, for example, *the same*, *identical*, *similar*, *equal*, *alike*, *equivalent*, etc.

Exercise 1

Fill in the space with a synonym of the underlined word. Use a word from the box to help you.

much	possibly	similarities	juniors	children
greatest	distinct	special	universal	unwatched

1. The seven species are quite different from one another; their characteristics are quite
2. Most of the animals nurse their young with milk. They treat their ... with the greatest care.
3. We must be able to make some very general predictions about its structure and function, that is, such predictions must be
4. We could also make some specific predictions which tell us about the ... characteristics of the things.
5. There is a great deal of understanding about the problem. We know ... about it.
6. Before you use an infant formula, consult you doctor first. A ... dosage is different from an adult one.
7. Leaving babies unattended may cause choking. So we must never leave babies
8. These animals have close resemblances among each other. They have a lot of
9. It would probably have wheels or runners—it can ... run like cars.
10. Breast milk is best for babies. It is the ... food for babies.

Exercise 2

Do the same as you did above. This time, you are working in antonyms. Find a word that will be an antonym to the underlined word.

general	worst	identical	dissimilarities	specific
adult	old	watched	certainly	little

1. The seven species are quite different from one another; however, their behaviours are quite
2. Most of the animals nurse their young with milk. When they become ..., they look for their own food.
3. We must be able to make some very general predictions about its structure and function, that is, such predictions must not be too
4. We could also make some specific predictions which tell us about the characteristics of the things. These characteristics, however, cannot be regarded as
5. There is a great deal of understanding about the problem. Formerly, we knew very ... about it.
6. Before you use an infant formula, consult you doctor first. An ... dosage will be very different
7. Leaving babies unattended may cause choking. So we must always leave babies
8. These animals have close resemblances among each other. They do not have a lot of
9. It would probably have wheels or runners—it ... can run like cars.
10. Breast milk is best for babies. The ... food is badly-produced milk.

C. GRAMMAR

Passives: Complex Constructions

Last week:, we studied about the passive voice with simple present and past tenses. We called these passives simple sentences. Today, we are going to study more passive sentences but with complex tenses. Below is a summary of the passive verb forms.

Form	To Be	Example
BE	will be, would be, can be, etc. want to be, need to be, etc.	A bridge <u>will be built</u> around here. This <u>should be given</u> to the owner. They <u>want to be told</u> about the story. Your printer <u>needs to be</u> replaced.
BEEN	has been, have been had been will have been, could have been, etc.	The problem <u>has been taken</u> care of. It <u>will have been solved</u> by then. They <u>could have been given</u> some help. It <u>must have been found</u> by now.
BEING	is being, am being are being, was being, were being	The TV set <u>is being delivered</u> now. He <u>was being questioned</u> at that time.

As we have studied previously, there are two characteristics of the passive voice. The first is concerned with the form of the verb which is *to be* followed by a *stem+en* verb form: *He was punished by the headmaster*. All the sentences in the table above have *to be* plus *verb+en* in their verbal construction. The second is the use of the preposition *by* after the passive construction: *He was punished by the headmaster*. Not all passive sentences have *by* in them. At least, however, *by* can be a signal for the passive voice.

Exercise 1

Find the passive constructions in Text 1 (about 10 constructions). Study their passive forms.

Exercise 2

Express the following active sentences in the passive modes.

1. They will allow you to take more than five books.
2. The management has made many changes.
3. Everybody can read the books in the reference room.
4. Somebody has turned off the light for ten minutes.
5. We are doing the assignment at home.
6. They will give me the announcement next week.
7. Everybody may use the washing machine only after nine o'clock.
8. The university is offering more options for graduating students.
9. Everybody must finish the test in less than thirty minutes.
10. You should boil the water up to 100 degrees centigrade.