

IV-B

It is hard to think of a career in which computers won't play an important part in the next ten years.

But, as computers continue to become less expensive and more powerful, their use will spread to every other industry and service.

Soon, people will no more think about running a business without computers than they would consider running a business without a phone or electric lights.

By understanding computers today, we can ensure that their effects in the future will continue to be beneficial for ourselves, for Canada, and for the world.

III

- 1-1
- 2-1
- 3-2
- 4-3
- 5-2
- 6-1
- 7-1

UNIDAD IV.- MÚSICA POP

ADJECTIVES WITH ING AND-ED

Adjectives with-ing and-ed often follow to be.

4.1. ADJETIVOS

Son cualquier tipo de palabras usadas para modificar el nombre ó sustantivo al limitar ó especificar en Inglés, a través de cualquiera de varios sufijos tales como: **ous, er, est**, ó al preceder un nombre ó frase nominal.

La diferencia entre un adjetivo y un adverbio es el hecho de que el adverbio describe una acción y el adjetivo describe el nombre ó sustantivo. Además que el adjetivo se coloca, por lo general antes del sustantivo y el adverbio antes y/ó después de un verbo.

Hacer una lista de 5 sustantivos, 5 adjetivos, 5 verbos, y 5 adverbios que aparezcan en la página: 88-89. Lectura An Uneasy Peace: 1945 to the Present.

POSSESSIVE ADJECTIVES

| | | |
|-----------------|------------------------------|------------------------------------|
| SINGULAR | I. am Natalie | My Name is Natalie |
| | You are Nancy. | Your name is Nancy. |
| | He is Hau. | His name is Hau. |
| | She is Mei. | Her name is Mei. |
| | It is Luckas the dog. | Its name is Lukas. |
| PLURAL | We are Ali and Mohammed. | Our name are Ali and Mohamed. |
| | You are Isabelle and Pierre. | Your names are Isabelle and Pierre |
| | They are Danielle and Ben. | Their names are Daniela and Ben. |

UNIDAD IV - MÚSICA POP

4.1. ADJETIVOS

Son cualquier tipo de palabras usadas para modificar el nombre o sustantivo al limitar o especificar en inglés, a través de cualquier de varios sujetos tales como: was, er, est, o al preceder un nombre o frase nominal.

La diferencia entre un adjetivo y un adverbio es el hecho de que el adverbio describe una acción y el adjetivo describe el nombre o sustantivo. Además que el adjetivo se coloca, por lo general antes del sustantivo y el adverbio antes y/o después de un verbo.

Hacer una lista de 2 sustantivos, 2 adjetivos, 2 verbos, y 2 adverbios que aparezcan en la página: 88-89. Lectura An Uneszy Peace: 1942 to the Present.

POSSESSIVE ADJECTIVES

| SINGULAR | | PLURAL | |
|---------------------|--------------------|-----------------------------|------------------------------------|
| I am Natalie | My Name is Natalie | We are Ali and Mohammed | Their names are Daniels and Ben |
| You are Nancy | Your name is Nancy | You are Isabelle and Pierre | Your names are Isabelle and Pierre |
| He is Han | His name is Han | They are Danielle and Ben | Their names are Daniels and Ben |
| She is Mei | Her name is Mei | | |
| It is Lukas the dog | Its name is Lukas | | |

ADJECTIVES WITH ING AND-ED

Adjectives with-ing and-ed often follow to be.

The movie was exciting

Giver Receiver

The movie excited Josh.

Good Better Josh was excited
Bad Dave is boring

Giver Receiver

Dave bores Michelle

Michelle is bored

Use -ing with the giver of a feeling

Use -de with the receiver of a feeling.

COMPARATIVE ADJECTIVES

Comparative show how two things are different. The form of the comparative depends on how many syllables the Adjective has .

| | | |
|---|---|---|
| One syllable Adjectives | France isn't cheap Italy is cheaper than France | Add-er to one syllable Adjectives. Use than to show the other choice. |
| Adjectives that end in y. | French isn't easy, Italian is easier to learn than French. | When adjectives end in y, change they to/and add-er. |
| Longer adjectives use more... than to form the comparative. | | |
| Two-syllable adjectives that don't end in y | This map is more help ful that one. She is more tired than Jack. | Use more...than whit these adjectives don't add-er |
| Adjectives with more than two syllables. | The mountains are more Beautiful than the beach. | Use more...than whit these adjectives don't add-er |

5-The violence is in the audience, not on stage.

ADJECTIVES WITH ING AND-ED

| | |
|---|---|
| <p>Use -ing with the giver of a feeling</p> <p>The movie was exciting</p> <p>Receiver: Josh</p> <p>Giver: The movie</p> <p>Use -ed with the receiver of a feeling</p> <p>Dave is bored</p> <p>Receiver: Michelle</p> <p>Giver: Dave</p> | <p>Adjectives with -ing and -ed often follow to be.</p> |
|---|---|

COMPARATIVE ADJECTIVES

Comparative show how two things are different. The form of the comparative depends on how many syllables the adjective has.

| | | | |
|---|---|---|---|
| Adjectives that end in y. easier to learn than French. | One syllable | France isn't cheap | Adjectives that end in y. When adjectives end in y, change the y toward add-er. |
| Adjectives with more than two syllables. Beautiful than the beach. | Two-syllable adjectives that don't end in y | This map is more help ful | Adjectives that end in y. When adjectives end in y, change the y toward add-er. |
| Adjectives with more than one syllable. Use more...than whit these | Longer adjectives use more...than to form the comparative. | Use more...than whit these adjectives don't add-er | Adjectives that end in y. When adjectives end in y, change the y toward add-er. |
| Adjectives that end in y. When adjectives end in y, change the y toward add-er. | Adjectives that end in y. When adjectives end in y, change the y toward add-er. | Adjectives that end in y. When adjectives end in y, change the y toward add-er. | Adjectives that end in y. When adjectives end in y, change the y toward add-er. |

IRREGULAR COMPARATIVE ADJECTIVES

Some comparatives do not follow the rules above mentioned. They are irregular. Here are three examples.

| COMPARATIVE ADJECTIVES | | |
|------------------------|---------|---|
| Good | Better | Mary is better than Dave in sport. |
| Bad | Worse | Dave is worse than Mary in sport. |
| Far | Farther | Mary can run farther than Dave |

RESPUESTAS A LOS EJERCICIOS DE LA CUARTA UNIDAD -PARTE A.

| II-A. | II-B. | II-C. | II-D. | II-E. |
|-------|----------|-------|-------|-------|
| 1-A | 1-T 6-T | 1-B | 1-A | 1-S |
| 2-B | 2-F 7-F | 2-C | 2-C | 2-S |
| 3-A | 3-T 8-F | 3-A | 3-C | 3-S |
| 4-B | 4-F 9-F | 4-C | 4-A | 4-O |
| 5-B | 5-F 10-F | 5-A | 5-A | 5-O |

| II-F. | II-G. | III-A. |
|------------|-------|------------------------|
| 1-Stage | 1-F | 1-Concert 6-Good |
| 2-Theater | 2-F | 2-Several 7-In |
| 3-Singing | | 3-Dangerous 8-Attacker |
| 4-Audience | | 4-Too 9-Many |
| 5-Music | | 5-That 10-More |

III-B.

1-Steve Beastly, singer of the popular British group Skunk, was attacked on stage last night.

2-After a few minutes the security guards arrived and took the attacked away.

3-That guy almost killed Steve, and those guards were no good.

4-I must have more protection when I am singing.

5-The violence is in the audience, not on stage.

III-C.

| |
|-----|
| 1-E |
| 2-C |
| 3-G |
| 4-A |
| 5-F |

IRREGULAR COMPARATIVE ADJECTIVES

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RESPUESTAS A LOS EJERCICIOS DE LA CUARTA UNIDAD -PARTE A.

| II-A | II-B | II-C | II-D | II-E |
|------|------|------|------|------|
| 1-A | 1-T | 1-B | 1-A | 1-2 |
| 2-B | 2-F | 2-C | 2-C | 2-2 |
| 3-A | 3-T | 3-A | 3-C | 3-2 |
| 4-B | 4-F | 4-C | 4-A | 4-0 |
| 5-B | 5-F | 5-A | 5-A | 5-0 |

| II-F | II-G | II-H |
|------------|------|-------------|
| 1-Stage | 1-F | 1-Concert |
| 2-Theater | 2-F | 2-Several |
| 3-Singing | | 3-Dangerous |
| 4-Audience | | 4-Too |
| 5-Music | | 5-Many |
| | | 6-Good |
| | | 7-In |
| | | 8-Attacker |
| | | 9-More |
| | | 10-That |

III-B

| |
|-----|
| 1-E |
| 2-C |
| 3-G |
| 4-V |
| 5-F |

1-Steve Bessly, singer of the popular British group Skunk, was attacked on stage last night.
 2-After a few minutes the security guards arrived and took the attacked away.
 3-That guy almost killed Steve, and those guards were no good.
 4-I must have more protection when I am singing.
 5-The violence is in the audience, not on stage.

PART A. PART B. PART C. PART D. PART E. PART F. PART G. PART H. PART I. PART J. PART K. PART L. PART M. PART N. PART O. PART P. PART Q. PART R. PART S. PART T. PART U. PART V. PART W. PART X. PART Y. PART Z.

| V. | II-A. | III-A. | IV. |
|----------|-------|--------|----------------------------|
| 1-h. 6-e | 1-F | 1-C | June 1972 |
| 2-d 7-f | 2-F | 2-B | *Mick Jagger |
| 3-d 8-j | 3-F | 3-C | Chicago Amphitheater |
| 4-c 9-y | 4-T | 4-C | December 1973 |
| 5-a 10-g | 5-T | 5-A | *Alice Cooper |
| | | | *Capital Center Washington |
| | | | January 1974 |
| | | | *Bob Dylan |
| | | | *Nassau Coliseum Uniondale |

| V-A | V-B. | VI-A. |
|---------|---------|--------|
| 1-This | 4-Those | 1-Some |
| 2-These | 5-These | 2-Some |
| 3-This | 6-These | 3-Any |
| | | 1-4 |
| | | 2-5 |
| | | 3-3 |

| VI-B. | III. |
|-------|--------------|
| 1-C | 1-B 6-A 11-B |
| 2-D | 2-A 7-B |
| 3-B | 3-B 8-A |
| 4-F | 4-A 9-B |
| 5-A | 5-A 10-B |

| III-A. |
|----------------|
| 1-Period |
| 2-Tensions |
| 3-Explosion |
| 4-Bomb |
| 5-Particular |
| 6-Social |
| 7-Expansion |
| 8-Atom |
| 9-Protest |
| 10-Nuclear |
| 11-Literature |
| 12-Action |
| 13-Canvas |
| 14-Personal |
| 15-Pop Art |
| 16-Popular |
| 17-Feminist |
| 18-Experiments |
| 19-Sense |
| 20-Visible. |

| | | | | | |
|---|---|--|--|---------------------------------|---------------------------------|
| PART A | | | PART B | | |
| V | II-A | III-A | IV | II-A | III-A |
| 1-h 2-d 3-d 4-c 5-a | 1-F 2-F 3-F 4-T 5-T | 1-C 2-B 3-C 4-C 5-A | 1-h 2-d 3-d 4-c 5-a | 1-C 2-B 3-C 4-C 5-A | 1-h 2-d 3-d 4-c 5-a |
| 1-Period 2-Tensions 3-Explosion 4-Bomb 5-Particular | 6-Social 7-Expansion 8-Atom 9-Proton 10-Nuclear | 11-Literature 12-Action 13-Canvas 14-Personal 15-Pop Art | 1-This 2-These 3-This 4-Those 5-These 6-These | 1-Some 2-Some 3-Any | 1-4 2-2 3-3 |
| PART C | | | PART D | | |
| VI-B | III | VI-A | IV | III | IV |
| 1-C 2-D 3-B 4-F 5-A | 1-B 2-A 3-B 4-A 5-A | 1-B 2-A 3-B 4-A 5-A | 1-h 2-d 3-d 4-c 5-a | 1-C 2-B 3-C 4-C 5-A | 1-h 2-d 3-d 4-c 5-a |
| 1-Period 2-Tensions 3-Explosion 4-Bomb 5-Particular | 6-Social 7-Expansion 8-Atom 9-Proton 10-Nuclear | 11-Literature 12-Action 13-Canvas 14-Personal 15-Pop Art | 1-h 2-d 3-d 4-c 5-a | 1-C 2-B 3-C 4-C 5-A | 1-h 2-d 3-d 4-c 5-a |

RESPUESTAS A LOS EJERCICIOS DE LA SECCIÓN "C" DE LA CUARTA UNIDAD.

IV. Sartre Existentialist philosophy and literature.

- 1-Tensions, disillusionment, and fears 3- painters, from, color 4- painters, photographers, filmmakers, musicians. 5-African, jazz 6- feminist group, war protesters 7- music, pure sound. 8-nazi concentration camps, the bombing of Hiroshima 9- the elements of a medium 10-inexhaustable.

| | | |
|--------------------------|--|--|
| IV-D. | IV-E. | IV-F. |
| 1-B 2-B 3-B 4-C | The answers for this one can be almost anything. | <p>NOUNS</p> <p>1-Period 2-World War II. 3-Nazi Germany 4-Bomb 5-Communist nations</p> <p>ADJECTIVES</p> <p>1-Tensions 2-Holocaust 3-Disillusionment 4-Fears 5-First</p> <p>VERBS</p> <p>1-Following 2-Marked 3-Onfluenced 4-Translated 5-Influence</p> <p>ADVERBS</p> <p>1-During 2-Particularly 3-Itself 4-Leading 5-As well</p> |

IV-G.3

- a) Personal and agonized statements.
- b) The idea that the unconscious reveals our innermost nature, produced an interest in dreams as well as an interest in drugs.
- c) Particularly in América, coincided with a burgeoning young population which expressed itself in pop art and popular music.
- d) Leading to experiments with the sense of music pure sound.
- e) The trend toward emphasizing the elements of a medium, such as the photographic values of a photograph and the painterly values of a painting is visible in the experiments of the surrealists of the late 1970's.

RESPOSTAS A LOS EJERCICIOS DE LA SECCIÓN "C" DE LA CUARTA UNIDAD.

IV.

10-inexhaustible.
9-the elements of a medium
8-nazi concentration camps, the bombing of Hiroshima
7-music, pure
6-feminist group, war protesters
5-African, jazz
4-painters, photographers
3-Tensions, disillusionment, and fear
2-World War II
1-Period

| IV-F | IV-E | IV-D |
|-------------------|---------------------|------|
| ADJECTIVES | NOUNS | 1-B |
| 1-Tensions | 1-Period | 2-B |
| 2-Holocaust | 2-World War II | 3-B |
| 3-Disillusionment | 3-Nazi Germany | 4-C |
| 4-Fears | 4-Bomb | |
| 5-First | 5-Communist nations | |
| ADVERBS | VERBS | |
| 1-During | 1-Following | |
| 2-Particularly | 2-Marked | |
| 3-Itself | 3-Infuenced | |
| 4-Leading | 4-Translated | |
| 5-As well | 5-Influence | |

The answers for this one can be almost anything.

a) Personal and agonized statements.
 b) The idea that the unconscious reveals our innermost nature, produced an interest in dreams as well as an interest in drugs.
 c) Particularly in America, coincided with a burgeoning young population which expressed itself in pop art and popular music.
 d) Leading to experiments with the sense of music pure sound.
 e) The trend toward emphasizing the elements of a medium, such as the photographic values of a photograph and the painterly values of a painting is visible in the experiments of the abstractists of the late 1970's.

IV G,4

Jean Paul Sartre Existentialist philosophy and literature.
 Albert Camus Existentialist philosophy and literature.
 Sigmund Freud. Psychoanalytical theories of the unconscious.
 John Coltrane -Music.
 Krzyazt of penderecki -Music.

IV-H,3

| SUBJECT | NOTES |
|--------------------------|---|
| General Characteristics. | After world War II period was marked by the tensions of the cold war, an era of tensions, disillusionment, and fear, the expansion of the communist nations and a lot of turmoil due to social protest. The trend toward emphasizing the elements of a medium. The era has produced almost unparalleled ferment in the arts, reflecting a similar social ferment. |
| Literature | The abstract expressionists influenced by the existentialist theory |
| Painting | The abstract expressionist were champions of sensa. |
| Music | The years of protest, coincided with a burgeoning young population which expressed itself in pop art and popular music. Electronics. Transformed serius music. |
| Social Movements | Feminist group. War protesters, racist and sexist movements and others. |