

LESSON 1**1A Understanding Meanings**

p. 3

(Possible answers; students' sentences may vary.)

1. C
2. An **obligatory** assignment is one that is required.
3. C
4. C
5. A **vagabond** is a person who wanders from place to place.
6. C
7. C
8. C
9. A person's **visage** is that person's face.
10. **Destitution** is the state of lacking possessions.
11. C
12. A **detractor** is a person who speaks against the value of something.
13. If something is **insuperable**, it is incapable of being overcome.
14. A **maxim** is a general truth or short saying.
15. C

1B Using Words

p. 5

1. a. vagabond
b. vagabond
2. a. bewails
b. intermittent
3. a. intermittent
b. intermittent
c. intermittent
4. a. extol
5. a. plumb
b. plumb
6. a. destitute
b. destitute
7. a. obligatory
b. obligatory
c. obligatory
8. Emancipate fits in no sentence.

1C Word Study: Synonyms and Antonyms

p. 6

1. bewail – celebrate A
2. wealthy – destitute A
3. detract – enhance A
4. enslave – emancipate A
5. extol – praise S
6. shy – flamboyant A
7. coax – wheedle S
8. visage – face S
9. plumb – vertical S
10. voluntary – obligatory A

1D Images of Words

p. 7

1. C
2. a
3. b, c
4. a
5. a, b
6. b, c
7. D
8. a, b
9. a, c
10. a

1E Vocabulary in Context

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(Possible answers; students' sentences may vary.)

1. If they were around today, they would see that Mount Rushmore is extolled as one of America's most awe-inspiring monuments.
2. They show only the visages of the four presidents.
3. Because Borglum led a vagabond life before 1901, there probably was no record of where he was or what he was doing.
4. "Small is beautiful" and "A penny saved is a penny earned" express views that he did not believe in.
5. She worked for the emancipation of women by leading the struggle to gain them the right to vote.
6. He was destitute when he died, leaving them nothing.
7. He wanted Congress to provide money to complete the monument.
8. The granite was so hard that it was difficult to shape the faces, and the work went on intermittently because there was not enough money.
9. Borglum could tell whether a line was plumb just by looking at it.
10. The passage says that Borglum accepted the invitation immediately; he did not need to be coaxed.
11. Sample response: He had visited his father throughout the project and probably would have wanted to complete the project for himself as well as for his father.

Lesson 2**2A Determining Precise Meaning**

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1. b	9. a
2. a	10. b
3. b	11. b
4. b	12. b
5. a	13. a
6. a	14. b
7. b	15. a
8. a	

2B Understanding Word Relationships

p. 15

1. b, d	6. a, c, d
2. a, c, d	7. a, b, d
3. a, b, c	8. b, c
4. b, d	9. a
5. b, c, d	10. d

2C Word Study: Similar Meanings

p. 17

1. —	9. extol
2. torrid	10. zenith
3. hot	11. peak
4. clever	12. —
5. ingenious	13. visage
6. —	14. face
7. —	15. —
8. praise	

Spanish Lesson 14 Answer Key

Sebastian Brünink

Spanish Lesson 14 Answer Key:

BR Swindon Type 1 0-6-0 Diesel-Hydraulic Locomotives—Class 14 Anthony P. Sayer, 2022-08-09 A pictorial survey of the Class 14 locomotive's twenty year history in British industry. In 1957 the Western Region of British Railways identified a need for 400 Type 1 diesel locomotives for short haul freight duties but it was 1964 before the first was introduced. General purpose Type 1s were being delivered elsewhere but WR management regarded these as too expensive for their requirements. After completion of design work on the Western locomotives Swindon turned to creating a cheap no frills Type 1. At 65% of the cost of the Bo Bo alternative the Swindon 0 6 0 represented a better fit for the trip freight niche. Since 1957 the privatised road haulage industry had decimated BR's wagon load sector whilst the 1962 Transport Act released BR from its financially debilitating public service obligations the damage had been done and the 1963 Beeching Plan focused on closing unprofitable routes and associated services. By 1963 the original requirement for 400 Type 1s had been massively reduced. Fifty six locomotives were constructed in 1964-65. Continuing traffic losses resulted in the whole class becoming redundant by 1969. Fortunately a demand for high powered diesels on the larger industrial railway systems saw the bulk of the locomotives finding useful employment for a further twenty years. This companion book to 'Their Life on British Railways' provides an extensive appraisal of 'Their Life in Industry' for the forty eight locomotives which made the successful transition after withdrawal from BR in 1968-69. Inside is the most extensive published work on Class 14s in industry with illustrations, tabulated data, complete dates and records plus information and maps about the coal and steel sites at which they worked. Comprehensive Trackside magazine. The amount of detail and level of research is impressive and this series of books is invaluable for anyone interested in modern traction history. Railways Illustrated

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Energy Research Abstracts, 1990

ERDA Energy Research Abstracts, 1989

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