

## **ENGLISH LESSON 5**

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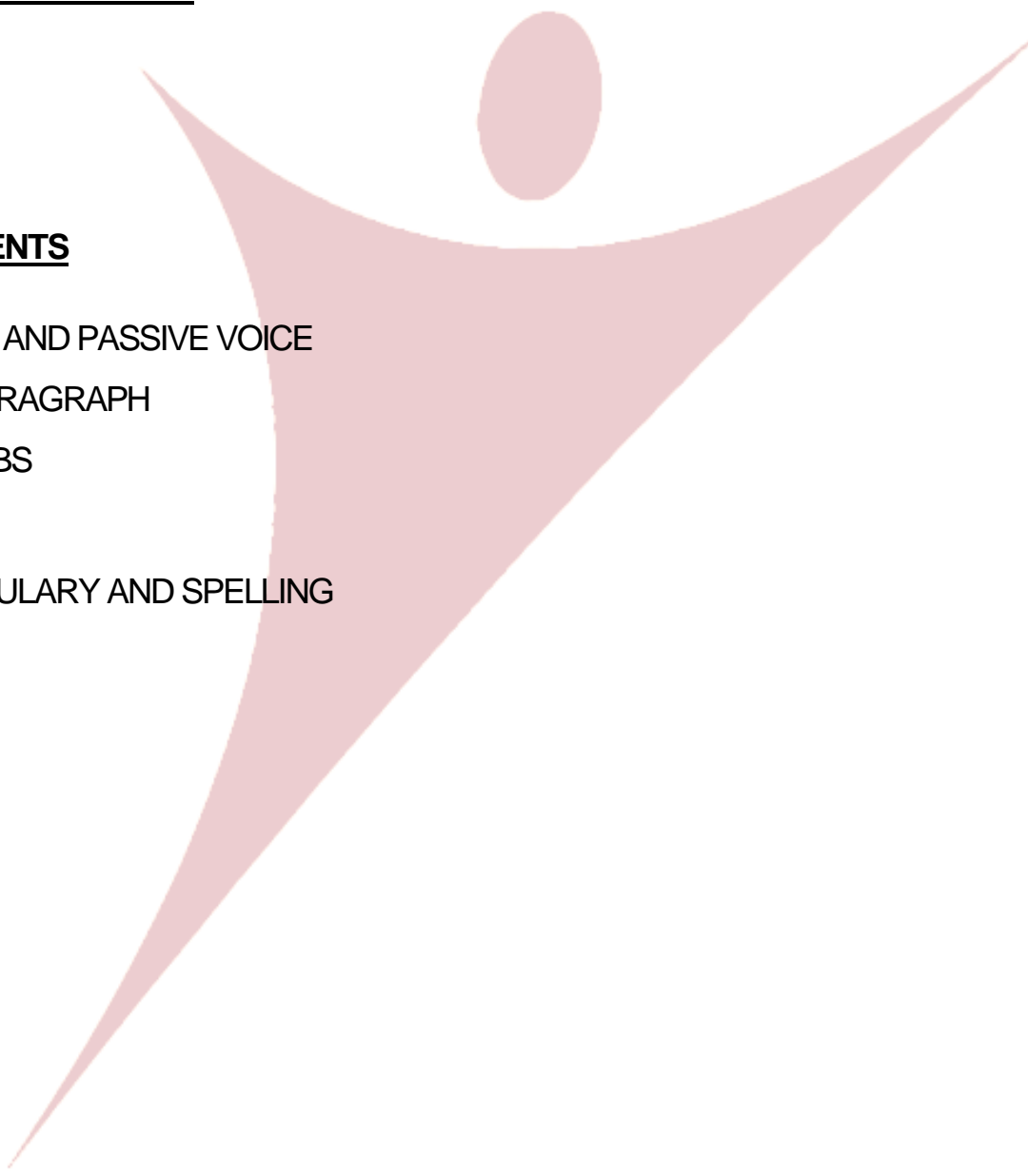
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You have now reached a stage in this course where, it is hoped, you are learning to speak and write in a more fluent, interesting and lucid way. You have learnt how sentences are constructed, how to use the correct tense in verbs and how to place words in their correct order so that your reader is not confused. You have done numerous exercises on all these different aspects of the English Language and maybe you have done all your exercises correctly. But, are you making sure that you are not only taking care with your exercises and tests but are also applying your knowledge to your everyday speaking and writing? If you are continuing to speak to your friends or to write to them without bothering about correct grammar and spelling you will gain no benefit from this course. The only way you will gain any benefit is to apply all you have learnt to your everyday life. In your job your boss is not going to be interested in whether you can find the finite verb in a predicate or the principal clause in a complex sentence. He is going to take all that for granted. What he wants you to do is to speak and write in an intelligible and interesting way. From now on, bear in mind that all the exercises which you do on the various parts of English grammar are merely tests to see whether you have understood each party. Thereafter your new knowledge must become a natural part of everyday speaking and writing.

We are now going to learn another method of making our speaking and writing more interesting and varied.

### **ACTIVE AND PASSIVE VOICE**

You know that the verb in a sentence tells us something about the subject of the sentence. It often tells us what the subject does. The following sentences are examples of this:

- a. The lion killed the antelope.
- b. The maid brushed the carpet.
- c. The snow covered the ground.

In each case, the verb, "killed", "brushed" and "covered" tells us what the subject did, and in each case there is also an object, which forms part of the predicate. Now, when a sentence tells us what the subject did, it is said to be in the **ACTIVE VOICE**.

Sometimes, however, the verb in a sentence tells us what is done to the subject, for example:

The antelope was killed by the lion.

The antelope is now the subject of the sentence because it is the thing the sentence is telling us about, and the verb "was killed" tells us what happened to the subject. The noun, "lion" is now in the phrase, "by the lion" which explains how, or by what means, the antelope was killed.

When a sentence says what is done to the subject, it is said to be in the **PASSIVE VOICE**.

The other two sentences which we have used above, can be turned into the passive voice in the same way by taking the present object and making it the subject of the passive voice sentence, eg.

The maid brushed the carpet. (Active voice)

The carpet was brushed by the maid. (Passive voice)

The snow covered the ground. (Active voice)

The ground was covered by the snow. (Passive voice)

We often also use the passive voice when we report a rumour, or want to use rather vague language. For example, if we have heard that there might not be an Agricultural Show this year, we would probably put it vaguely in this way:

"They say there will be no Show this year".

The "they" used in this sentence does not apply to any particular people. It is used in a vague way because the person reporting the rumour is not sure of his facts.

However, if we were writing a business letter and wanted to report this same rumour, it is more correct to use the pronoun impersonally, together with the passive voice, and say:

"It is said that there will be no Show this year".

## **SELF-HELP EXERCISE 1**

1. Write the following sentences in the passive voice.

- a. The mother told her child a story.
- b. The children weeded the garden.
- c. The clerk wrote the letter.
- d. My employer praised my work.
- e. Some birds build their nests in trees.

2. Change the following sentences to the active voice.

- a. The baby was nursed by her mother.
- b. Songs were sung by the concert party.
- c. The road was badly damaged by heavy traffic.
- d. The people on the beach were trapped by the tide.
- e. The long walk was completed by only half of the competitors.

## THE PARAGRAPH

Have you noticed how the writing of a book, the newspaper or even, of these lessons is laid out? The writing does not start at the top of the page and carry on without a break to the end of the book, the newspaper or the lesson, does it? No, what you should have noticed

is that a number of sentences are grouped together in one "block" and then a line is left free before another "block" of sentences is started. These "blocks" or the grouping together of a number of sentences are called **paragraphs**.

Before we study the best way to group sentences together, let us first understand why we do it.

You could say that we use paragraphs for the same reason that we use punctuation marks. If you remember our first lesson, we said that we use punctuation marks to help our readers to understand what we are saying. Paragraphs also help the reader because he can read about one idea or piece of information at a time, understand it and pause before going on to the next paragraph and the next idea. If he was not given time to pause and understand the different ideas one at a time, he could become very confused.

Look at the following passage taken from H E Pegg's "History of Southern Africa", first written without paragraphs and then re-written using paragraphs.

"One of the excitements of life in Cape Town was the wreck of ships in Table Bay. When the north-west gales blew, the bay was feeling the full fury of them and disaster overtook ships at anchor. In 1737, out of eight homeward bound ships in the bay-seven were driven ashore. 207 men were drowned on this occasion and of those who reached the shore, several had remarkable escapes. One floated ashore on a six-pounder cannon which had not come adrift from its wooden carriage, while another held fast to the tail of a Chinese pig and was dragged ashore that way. There were no other towns and not many villages. The villages were laid out on the same sort of plan as Cape Town, often with tree-lined streets and water furrows to take the water into the gardens. The houses were more spread out than in Cape Town and, at least in the wine-growing districts, were just as good. If education was difficult in Cape Town, it was doubly so on the farms. Sometimes soldiers in the Company's service were lent to farmers as school-masters or overseers; they would drift from farm to farm teaching the children all they knew of reading, writing, arithmetic and catechism".

Did you enjoy reading that interesting account about life in Cape Town in the early days? This was not a very difficult passage to follow, but you are sure to agree that it would be even easier to follow if it was broken up into three paragraphs. Why three paragraphs? Because he is talking about three different ideas, ie. ship wrecks, towns and houses and education.

Here is the passage again written with paragraphs.

"One of the excitements of life in Cape Town was the wreck of ships in Table Bay. When the north-west gales blew, the bay was open to the full fury of them and disaster overtook ships at anchor. In 1737, out of eight homeward bound ships in the bay, seven were driven ashore. 207 men were drowned on this occasion and of those who reached the shore, several had remarkable escapes. One floated ashore on a six-pounder cannon which had not come adrift from its wooden carriage, while another held fast to the tail of a Chinese pig and was dragged ashore that way.

There were no other towns and not many villages. The villages were laid out on the same sort of plan as Cape Town, often with tree-lined streets and water furrows to take the water

into the gardens. The houses were more spread out than in Cape Town and, at least in the wine-growing districts, were just as good.

If education was difficult in Cape Town, it was doubly so on the farms. Sometimes soldiers in the Company's service were lent to farmers as school-masters or overseers; they would drift from farm to farm teaching the children all they knew of reading, writing, arithmetic and the catechism".

(Do you remember why we need to use inverted commas at the beginning and end of this passage? Look back to Lesson 1 and you will see that they must be used when you quote from a book.)

Now let us study more closely how a paragraph should be made up. As you have already seen, a paragraph is composed (made up) of sentences, which relate (belong) to one subject or "topic". In the passage we have just studied there were three topics that were being talked about and so the passage had to be divided up into three paragraphs.

Now look at the following sentences:

By the time he is twenty, he hopes to pass the National Certificate in Commerce. David goes to the technical college each Friday. At the end of the session he will be examined in those subjects. He studies English, Mathematics, Commerce, Geography and Bookkeeping. Next year he hopes to start a National Certificate Course.

All these sentences, except the first one are simple sentences. They are all short and they will relate to one TOPIC although they are not placed in any sort of logical order. Because they relate to one topic they can all be placed in one paragraph. To rewrite these sentences to make an interesting paragraph we must find the topic sentence. This is the sentence which makes it clear what topic the paragraph will talk about. If we read the sentences carefully, we see that the first sentence, "By the time he is twenty, he hopes to pass the National Certificate in Commerce", is the one which states the main idea or topic of the paragraph. All the other sentences deal with the preparations he is making to help him achieve that aim.

The topic sentence is the most important sentence in any paragraph and we can use it in a

number of ways. It might be used to introduce the paragraph as is shown below:

David's great ambition is to obtain the National Certificate in Commerce by the time he is twenty. At present, he attends the Technical College every Friday to study English, Mathematics, Commerce, Geography and Bookkeeping. At the end of the session, he will be examined in these subjects. If he is successful in the examination, he will be able to start a National Certificate course next year.

Or it might be used in this way:

At present, David attends the Technical College each Friday to study English, Mathematics, Commerce, Geography and Bookkeeping. At the end of the session he will be examined in those subjects and, if he is successful, he will be able to start a National Certificate Course next year. He might then be able to achieve his ambition to pass the National Certificate in Commerce by the time he is twenty.

The way the paragraph was first written gives the most important and interesting sentence first. The remaining sentences are less interesting because they deal with less important details of the ways and means by which the main aim is to be achieved. Thus, the most exciting thing is told first and as the paragraph goes on it becomes less interesting and holds the reader's attention less well.

In the way the paragraph is written the second time you are told what David is doing at the present time without being given any reason why he should be doing it. You are taken step by step along the path which he intends to follow until you come to a more exciting sentence which mentions possible success. The second version increases the reader's interest as it goes along.

As you can see, the topic sentence can be used in different ways: it may be used to arouse interest at the beginning of the paragraph, or it may be kept until the end of the paragraph to provide an interesting conclusion.

## SELF-HELP EXERCISE 2

The following paragraph has been taken from H E Pegg's "History of Southern Africa", but we have changed the order of the sentences and also made them simple sentences. Rewrite the paragraph using flowing Complex sentences and put, what you consider to be the "topic" sentence at the beginning of the paragraph.

The Hottentots kept cattle and sheep. The Bushmen never did. The Hottentots also smelted iron and copper and made good wooden pots, mats and baskets. The Bushmen manufactures(1) were very crude(2). The Hottentots were definitely a more advanced people than the Bushmen The Hottentots were rather like the Bushmen in their general build. The Hottentots were taller than the Bushmen. They had the same yellow-skin, prominent cheek bones, flat noses and narrow slanting eyes.

## ADVERBS

We have already learnt that no sentence can exist unless it contains, in its predicate, a finite verb. Every sentence must express a complete thought and it is the verb which tells us something about the subject, either what it does or what is done to it. By itself, however, the verb can only state a simple fact. It generally requires a helper to give it more meaning or to tell us more completely what the sentence is intended to say. Look at the following examples:

In the sentence "The man dressed", we have very little information, although we know what the subject "man" did: he dressed. But if the word "hurriedly" is added, we then have: "The man dressed hurriedly", and we know a good deal more than we were told in the first sentence. We do not know anything more about the "man" but we do know more about what he did. That is, we know more about the verb, "dressed". Therefore the new word, "hurriedly", has helped to fill out the meaning of the verb. We now know how he dressed.

(1) Manufactures: what they made

(2) Crude: rough

A word which gives more information about the action expressed the verb is called an **ADVERB**. In the case we are considering, adverb "hurriedly" tells us how he dressed, that is, the manner which he dressed. We could think of other adverbs which might be used with the verb, "dressed". We might say:



The man dressed carelessly.

The man dressed slowly.

The man dressed absent-mindedly.

All the adverbs, underlined, tell us how the man dressed so they are all adverbs of manner, but each one gives a quite different meaning to each sentence.

Now read the following sentence:

The man dressed early.

Early must be an adverb because it also tells us more about the verb, "dressed", but in this case, it does not tell us how he dressed, it tells us when he dressed. "Early" is therefore an adverb of time.

Adverbs can tell us more than how or when an action takes place. They can also tell us "where" and "to what degree". Look at these examples.

a. We shall meet here tomorrow.

Both "here" and "tomorrow" are adverbs because they tell us more about the verb, "shall meet". While the adverb "tomorrow" is an adverb of time, similar to the adverb "early" used in the previous example, the adverb "here" tells us where we shall meet. It is then, an adverb of "place".

b. I scarcely felt the pain.

"Scarcely" helps the verb "felt", so it is an adverb. It tells us the "degree" of pain, or, in other words "how much" pain.

From these examples, you can see that adverbs are used to extend the meaning of verbs in various ways.

Besides helping verbs, adverbs can also help other kinds of words, that is, other parts of speech. They can, for example, help adjectives.

We can say: A cold day: Here the noun, "day" is described by the adjective "cold". Then we can say: A very cold day. Here the verb "very" describes the degree of coldness. "Very" is an

adverb relating an adjective to be more exact in its meaning.

Here are other examples showing how an adverb can be used:

He is a highly sensitive person.

Adverb "highly" helps adjective "sensitive".

The picture is hardly beautiful.

Adverb "hardly" helps adjective "beautiful".

Adverbs are also often used to assist other adverbs as is shown in this example:

We can say: He does his work conscientiously.

"Conscientiously" says how he does his work. It is therefore an helping the verb, "does".

Then we could say: He does his work extremely conscientiously. "Extremely" is an adverb telling us how conscientiously the work is done. It therefore makes clearer the meaning of conscient. Thus the adverb, "extremely" helps another adverb, "conscientiously".

Before the dawn broke, the campers, still tired from their exercise and lack of sleep, prepared to move on.

"Before the dawn broke" is an adverbial clause, assisting the verb, "prepared", and as you can see they are widely separated in the sentence. However, no misunderstanding is likely to arise because "prepared" is the only verb to which the adverbial clause could apply.

### SELF-HELP EXERCISE 3

In each of the following sentences, an adverb has been underlined. Rewrite the sentence replacing each adverb by an adverbial phrase having the same meaning. (Remember a phrase does not have a verb). You will find that most of the adverbial phrases will sound better if you move them to the end of the sentences.

1. The boy had recently joined the school.
2. The principal had been newly appointed.
3. All his work was neatly done.
4. The men were ordered to stand still.
5. The deputation arrived punctually.
6. The crops were greatly damaged by the drought.
7. The work was quickly carried out.
8. The stranger walked hesitatingly up the garden path.
9. Previously, there had been some strong earth tremors.

### **Derivation of Adverbs**

A very large number of adverbs have been formed (derived) from adjectives by the addition of the suffix, "-ly". (A suffix is a letter or letters added onto a word).

For example, the adjective "beautiful" is changed into an adverb by adding "-ly": "beautifully". We can therefore say: "He did beautiful work", or, "He worked beautifully". In the first case, "beautiful" is an adjective describing the noun, "work", and in the second case, the adverb, "beautifully" is an adverb helping the verb, "worked".

However there are exceptions to the "-ly" rule for forming adverbs.

For example, "He did good work", would be changed to, "He worked well". In cases like this the adverb corresponding to the adjective is an entirely different word. When "-ly" is added to the adjective, "good", it does not form an adverb but a new adjective, "goodly". This adjective might be used as in the following sentence. He received a good income: In this way it describes the noun, "income", and means "fair", or "of good size", or "of good appearance".

Other adjectives do not take the suffix "-ly" when they become adverbs, but remain unchanged, We say: A fast race. Here "fast" is an adjective describing the noun, "race". But we can also say: He ran fast. In this sentence, "fast" is an adverb helping the verb, "ran".

## SELF-HELP EXERCISE 4

1. Using the example below as a pattern, change the sentences containing the adjectives to other sentences containing adverbs which have come from the adjectives.

*Example:*

He spoke in a gracious manner. He spoke graciously.

- a. He gave a wrong decision.
- b. She wrote a correct letter.
- c. He ran a fast race.
- d. The men had a fierce argument.
- e. He was an early riser.
- f. He kept his room tidy.
- g. He had a good rest.
- h. We received a cheerful welcome.
- i. The speaker used forcible language.
- j. The enemies fought a relentless battle.
- k. The lady was dressed in fashionable clothes.
- l. The captive gave us a stony stare.
- m. The party spent a gay evening.

2. In the sentences which follow, words which are not adverbs have been placed where adverbs are required. Rewrite the sentences correctly using suitable adverbs.

- a. He did his work very quick.
- b. He looked angry at us.
- c. The mother spoke very sharp with her daughter.
- d. He does his arithmetic extremely accurate.
- e. The apprentice satisfied his employer very good.
- f. We shall stay indefinite on the farm.
- g. Those who do not arrive punctual for their work will lose their jobs

- h. All day, the sun shone bright.
- i. Fortunate, I arrived in time to see him fall into the well.
- j. He was injured very serious in the accident.

## IDIOMS

A vast number of words, phrases and turns of expression are recognised as correct English by all who speak the language: other words, phrases and turns of expression which are equally correct from the grammatical point of view are not recognised. If you were to ask an English-speaker why a certain grammatically correct phrase or sentence cannot be used, he would say, "We just don't talk like that". In other words, "the phrase or sentence which we do not use is not a recognised word ie. it is not "idiomatic", or the accepted way of speaking.

Here are some examples of idiomatic expressions.

- a. We say, "The leaves of the tree", or "The legs of the -able". We do not say, "The tree's leaves", or, "The table's legs". The apostrophe s or s apostrophe ('s, s') is used when we speak of persons or animals, but usually is not used when we speak. The apostrophe s ('s) IS, however, used in certain incident expressions like "a stone's throw" and "the heart's desire". What you must remember is, that you cannot INVENT idioms. You have to use idioms that English-speaking people themselves USE in normal speech.
- b. Most idiomatic phrases have a set form,, which cannot be changed. You can use the phrase "to beat about the bush", but you **cannot** say, "To beat about a bush" or "To beat about a shrub". Again, you can say, "He arrived in time", but to express the same idea, you cannot say, "He arrived in the time" or "He arrived at the time". The last two sentences happen to be good English, but they -ear. something different.
- c. Adverbs of time like "always", "seldom", "never", "often", "sometimes" always occur in a sentence IN ONE PARTICULAR POSITION that is, between the subject and the verb. Thus you have to say,  
"I always read the newspaper in the morning", or

"I sometimes read the newspaper in the morning". or  
"I seldom read the newspaper in the morning".

It is wrong to put the adverb of time (when it consists of one word) in other position.

If you use an adverb of manner you can put it in three places in the sentence:

- i. At the beginning :                    "Cautiously he opened the door".
- ii. After the subject:                    "He cautiously opened the door".
- iii. After the object :                    "He opened the door cautiously".

- d. You must be particularly careful to use correctly phrases which include prepositions.

You may say, "What are you looking at?" It is unidiomatic to say "At what are you looking?" Similarly, you may say, "What is he looking for?" It is unidiomatic to say, "For what is he looking?"

- e. Sometimes idiomatic phrases arise because "they sound right". Thus we say, "For goodness' sake because it sounds better (and is easier to say than "For goodness's sake".

For the same reason, we avoid adverbs that end in "-lily". We say, for example, "He sang in a lively manner": We avoid saying, "He sang livelily" (or 'lovelily', or 'jollily', or 'sillily').

- f. Sometimes idiom and grammar do not agree and when this happens we follow idiom. We say, for instance, "They spoke to each other": we do not say, "They spoke each to the other".

## **VOCABULARY AND SPELLING**

Throughout these lessons we have stressed the importance of using your dictionary to look up any words which you do not know. Only in this way can you possibly learn to speak, write and understand the language. In the vocabulary and spelling section of this lesson, therefore, you are going to be tested to see whether you have understood all the words which have been used in the lessons so far.

If you have been studying the lessons properly, you should have no difficulty in finding the

meanings of the words. If you have been lazy and have not used your dictionary, make a fresh start now; learn the meanings of all the words which have already been used in the lessons, and in future lessons take the trouble to look up any new words which you come across. If you have not already made your own Vocabulary Book, make one **now** and write down in it all the words which you have difficulty in remembering what they mean or how to spell them. (A vocabulary book can be made from any old exercise book or even loose sheets of paper, but whatever you use, keep it for vocabulary only. Once a week read through all the words in your book and you will soon find that they become easier and easier to remember).

### SELF-HELP EXERCISE 5

1. The following words have been used in these lessons. What do they mean?

classified	to convey	to distinguish
to govern	rarely	precisely
to establish	annually	to analyse
constantly	similarly	to visualise
origin	to enlarge	sparse
convenience	complicated	fluently
individual	to denote	to consist of
quality	familiar	to construct
respectively	to indicate	to combine
to relate	ridiculous	absurd
oysters	procession	to recount
incident	prospects	aspects wreck
lucid	passive	logical
gales	anchor	conscientiously
to achieve	ambition	

2. For each word in List A which appears below you will find a word or phrase in List B of similar meaning. Place next to each word in List A the word or phrase of similar meaning which you have found in List B.

List A

List B

Equipment	someone suffering injury or pain
vessel	keep away from
feature	a great misfortune
proud	made less strict
victim	any part of the face
similar	supplies for a special purpose
avoid	hollow thing for holding something
surface	to show unwillingness
disaster	an undertaking of something dangerous
relaxed	the outside of anything
venture	alike
hesitate	showing pride

## ANSWERS TO SELF-HELP EXERCISES

### Exercise 1

1. These sentences have been changed into the passive voice.
  - a. The child was told a story by her mother.
  - b. The garden was weeded by the children.
  - c. The letter was written by the clerk.
  - d. My work was praised by my employer.
  - e. Nests are built in trees by some birds.
2. These sentences have been changed into the active voice.
  - a. The mother nursed the baby.
  - b. The concert party sang songs.
  - c. Heavy traffic badly damaged the road.
  - c. The tide trapped the people on the beach.
  - e. Only half of the competitors completed the long walk.

### Exercise 2



This is how H Pegg wrote the paragraph in his book "History of Southern Africa".

"The Hottentots were definitely a more advanced people than the Bushmen (Topic Sentence). In the first place they kept cattle and sheer, which the Bushmen never did; they also smelted iron and copper and made good wooden pots, mats and baskets, while the Bushmen manufactures were crude. The Hottentots were rather like the Bushmen in their general build, but they were taller; they had the same yellow skin prominent cheekbones, flat noses and narrow slanting eyes".

### **Exercise 3**

The adverbs have been replaced by adverbial phrases.

1. The boy had joined the school only a short time before.
2. The principal had been appointed only recently.
3. All his work was done in a neat manner.
4. The men were ordered to stand without moving at all.
5. The deputation arrived at the correct time.
6. The crops were damaged to a great extent by the drought.
7. The work was carried out without loss of time.
8. The stranger advanced up the garden path in a hesitant manner.
9. On previous occasions, there had been some strong earth tremors.

### **Exercise 4**

1. a. He decided wrongly.  
b. She wrote a letter correctly.  
c. He ran the race fast.  
d. The men argued fiercely.  
e. He rose early.  
f. His room was tidily kept.  
g. He rested well.  
h. We were cheerfully welcomed.  
i. The speaker spoke forcibly.

- j. The enemies relentlessly fought a battle.
  - k. The lady was fashionably dressed.
  - l. The captive stared stonily at us.
  - m. The party spent the evening gaily.
- 2.
- a. He did his work very quickly.
  - b. He looked angrily at us.
  - c. The mother spoke very sharply to her daughter,
  - d. He does his arithmetic extremely accurately.
  - e. The apprentice satisfied his employer very well.
  - f. We shall stay indefinitely on the farm.
  - g. Those who do not arrive punctually for their work will lose their jobs.
  - h. All day, the sun shone brightly.
  - i. Fortunately, I arrived in time to see him fall into the well.
  - j. He was injured very seriously in the accident.

### **Exercise 5**

1. Here are the meanings of some of the words used in these lessons which you may have had difficulty in understanding. Compare meanings given here with the meanings you have found in your dictionary.

Classified :	arranged in classes
To govern:	in control or influence
To establish:	to fix firmly
Constantly:	frequently
Origin:	the beginning or source
Convenience:	suitableness or ease
Individual:	single, or only one
Quality:	nature or character of something
Respectively:	as each belongs to each
To convey:	to carry or import (tell)
Rarely:	seldom
Annual:	once a year
Similarly:	in the same way
To enlarge:	so make larger or give more detail

Complicated:	difficult instead of easy
To denote:	to show
Familiar:	to know well
To indicate:	to point out or show
To distinguish:	to show the difference between different things
Precisely:	in a definite or exact manner
To analyse:	to examine each part
To visualize:	to see in your mind or imagination
Sparse:	thinly scattered (or used)
Fluently:	in a flowing, easy manner
to consist of:	to be made up of
to construct:	to build or form to unite
to combine:	to unite
to relate:	to repeat a story or show how something refers something else
oysters:	a kind of shell-fish which can be eaten
incident:	an event or happening
lucid:	clear or easily understood
gales:	strong winds
to achieve:	to perform or finish
ridiculous:	silly
procession:	a number of people in a formal march
prospects:	something which can be expected
passive:	not acting or active
anchor:	a heavy piece of iron which holds a ship in place
ambition:	the desire to do something, or an aim
absurd:	not sensible or reasonable to report or
to recount:	tell again views
aspect:	something,
wreck:	usually a ship which is destroyed or broken up
logical:	reasonable
conscientiously:	according to your conscience, or in a strict way

2. **List A**

**List B**

Equipment	supplies for a special purpose
Vessel	hollow thing for holding something
Feature	any part of the face

Proud	showing pride
Victim	someone suffering injury or pain
Similar	alike
avoid	keep away from
Surface	the outside of anything
Disaster	a great misfortune
Relaxed	made less strict
Venture	an undertaking of something dangerous
Hesitate	to show unwillingness

