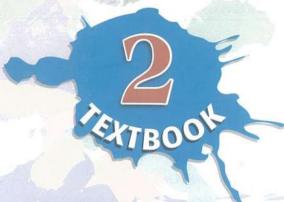
# Mostering English for Success



Version 2.0

CCL5 CCAA

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# Mastering English for Success

Mastering English for Success (MASTER) is a two-book series designed for teenagers and adults. Master 1 and Master 2 continue the development of English language skills begun in the elementary, intermediate and advanced stages of our English course, following the same basic philosophy of language learning.

MASTER was designed with the following objectives in mind:

- a) To prepare students for the Test of English as a Foreign Language (TOEFL®), the most widely recognized international test that evaluates nonnative speakers' level of competence in English.
- b) To improve students' knowledge of the English language and their ability to use its expressions and speech patterns in such a way as to enable them to communicate naturally and effectively in current American English.
- c) To practice inferring the meaning of words through their context as well as looking up unknown words and expressions with the use of a dictionary.
- d) To improve students' writing skills through techniques that will enable them to better organize their ideas and express them more clearly in written form.
- e) To help students better understand and interpret texts in general through reading comprehension exercises.

The main sources used in the selection of the basic vocabulary were:

- a) Paul Nation's adaptation of the classic high-frequency word list known as the *General Service List* (GSL) containing the 2284 most commonly used words in the English language.
- b) The Academic Word List (AWL), consisting of 570 words selected because of the frequency with which they appear in a broad range of academic texts.

The following table\* illustrates the importance of these words for the understanding of various types of speech and writing.

THE RESERVE	the state of the same of the same of	The second second		
WORDS	CONVERSATION %	FICTION %	NEWSPAPERS %	ACADEMIC TEXTS %
First 1000	84.3	82.3	75.6	73.5
1001 to 2000	6.0	5.1	4.7	4.6
AWL	1.9	1.7	3.9	8.5
TO THE REAL PROPERTY.	92.2	89.1	84.2	86.6

<sup>\*</sup> This table is an adaptation of Table 1.7 in I. S. P. Nation, Learning Vocabulary in Another Language, Cambridge University Press, Cambridge, 2001, p. 17.

As a complementary source in the selection of vocabulary for MASTER, CCLS has also used its own list of 6553 words and expressions extracted from CCLS's extensive corpus of approximately 6000 minutes of transcriptions of current American sitcoms.

Students entering the MASTER series already have an extensive vocabulary and dominate the basic structures of the language, eliminating the need for the repetition of structures and vocabulary. They will develop critical thinking and further broaden their language skills by answering questions, discussing diverse topics, and participating in activities that lead to their mastery of the language.

Clearly, mastery of the vocabulary presented in MASTER will guarantee the learner a high level of communicative competence in both general and academic English.

It should be pointed out that the vocabulary presented in both books of the series is accompanied by more advanced grammatical structures. All of the material is presented in a dynamic, engaging way that accurately reflects the cultural aspect of the English language and ensures that the students' experience is a pleasant and enjoyable one.

Each level of *MASTER* consists of a Textbook, a Workbook, and a Listening Comprehension Practice book—material which has been developed specifically to improve students' competence in the four basic language skills: listening, speaking, reading and writing.

During a seminar on case studies and discussion leadership at the renowned Harvard Business School in Boston, Massachusetts, members of the CCAA/CCLS staff recognized the unique potential of the Case Study Method for helping English language learners improve and practice their language skills. As a result, they developed a number of lessons based on case studies for use in the *Mastering English for Success* series.

The objective of the *Mastering English for Success* series, as the title suggests, is to enable students to master the English language. Committed participation in interactive classroom activities that integrate the four basic language skills and completion of out-of-class assignments ensure a high level of language proficiency and make it possible for students to attain the success they aspire to.

# BOOK 2

In Mastering English for Success—Book 2, four different types of lessons are presented. Although all four types use a variety of materials for integrated work, the central focus of each lesson is on one of the following types of material:

- Videos
- Texts from two different sources
- Cases
- Newspaper Articles

All of the above-mentioned material has been selected to familiarize students with the carefully chosen high-frequency vocabulary on the word frequency lists already mentioned. This is the vocabulary students need to know in order to be able to develop their skills of understanding and communicating effectively and naturally in English. Both the formal and everyday American speech introduced in the material serve as the basis for all subsequent classroom work.

This book contains the following sections:

- Post-Viewing Activities
- Two Different Sources (text and dialogue; lecture and text)
- Case (Part 1)
- Newspaper Article
- Vocabulary
- Focus on Language
- Focus on Punctuation
- Focus on Grammar
- Focus on Culture
- Focus On Your Future

At the end of this book, students will find the audio script for the dialogue in Lesson 2 and for the lecture in Lesson 6, a list of all of the words and expressions presented in the lessons, and a list of all of the verbs learned in the previous stages of our English course as well as the verbs presented in *Master 1* and *Master 2*.

Mastering English for Success—Book 2 contains 990 new words.

# ACKNOWLEDGMENTS

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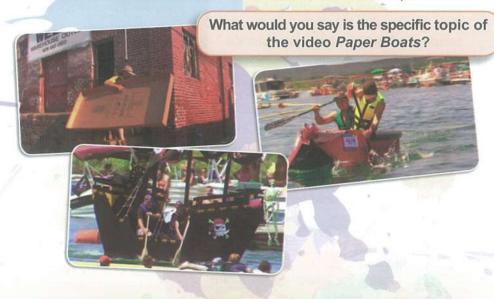
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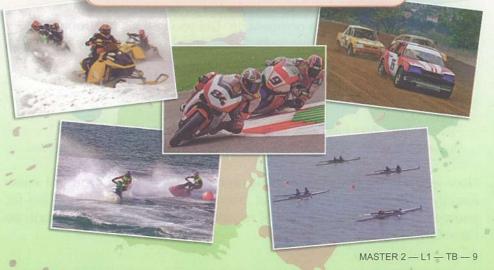
# PAPER BOATS

## **QUESTIONS FOR POST-VIEWING ACTIVITIES**

You will be asked to discuss the following questions in class as part of the POST-VIEWING ACTIVITIES related to the video Paper Boats.



In what way does the topic types of racing relate to the specific topic of the video?



## REDUPLICATION

**Reduplication** refers to a process in which part of a word is repeated exactly or nearly exactly. There are several kinds of reduplication in English. In this lesson, the narrator uses **schm-reduplication**.





Although you probably won't find it in any dictionary, **fancy-schmancy** is a common example of **schm-reduplication**. This kind of reduplication was adapted into American English from Yiddish-speaking immigrants arriving in New York. People usually use it in spoken English to express sarcasm or irony, or to ridicule or negate something.

Here are some more examples with schm-reduplication.

- "I can't believe the teacher gave my baby detention!"
- "Baby-schmaby. He's twelve years old!"
- "The doctor gave strict orders for you to stay in bed."
- "Doctor-schmoctor. Some exercise is what I need to get better."
- "Ted won the swimming competition. Did you see his big trophy?"
- "Trophy-schmophy. I can swim faster than he can any day."
- "I don't want to watch this movie. It's scary!"
- "Scary-schmary. My kid sister loves this movie!"
- "You're late! And I asked you to be on time for once in your life."
- "Late-schmate. The race only started five minutes ago, so chill out."

Now when you hear people using **schm-reduplication**, you will know exactly what they're talking about. You might even want to try it out for yourself. You can use this kind of reduplication with almost any word, so have fun!

## INTRODUCTION

Since the beginning of the previous book of this series, you've been working hard to improve your writing skills, and you've made a lot of progress so far. It seems only natural now that you start paying a little more attention to punctuation marks.

You might be asking yourself what punctuation marks have to do with good writing. And the answer is: everything!

Punctuation marks can help you structure and organize your text in such a way that the reader clearly understands the ideas you want to express. They show the reader the links you establish between words, phrases, clauses, and sentences.

When you're talking to someone, you can stress certain words, use intonation and even body language to help the person understand what you mean. In writing, though, you don't have those tools, and that's one of the reasons why you need to use punctuation marks.

Take a look at the following example taken from this lesson:

Narrator: Ken Spillers is a six-time world champion cardboard racer.
But don't worry. Ken hasn't let the trappings of fame go to his head.

When you heard the narrator say those lines in the video, you probably understood where each sentence began and where it ended because of the pauses he made when he spoke.

However, since you can't hear the pauses of the narrator in a written text, such as the video script of this lesson, some kind of punctuation mark had to be used to indicate where each pause occurred. In this case, a **period** marked the end of each sentence.

Without the periods to mark the end of each sentence, the passage would be a little confusing to the reader, wouldn't it? That's why punctuation marks are important.

## FOCUS ON PUNCTUATION

In fact, punctuation marks are so important that sometimes a simple change in punctuation results in a change in meaning.

## Compare the two examples below:

I wonder why David broke up with Linda. Last week they seemed to be getting along just fine.

I wonder why David broke up with Linda last week. They seemed to be getting along just fine.

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Do you understand now why it is so important to learn how to properly use punctuation marks?

Now let's analyze some cases in which one of the most common punctuation marks is used.

## THE PERIOD

PESSON I

1. The period is used to mark the end of a sentence, that is, a statement (a declarative sentence) or a command.

Female spectator: This cardboard race is crazy (from this lesson)

We must calculate every detail of this project.

2. The period is used after an indirect question.

We asked some of the spectators what they thought about cardboard boat racing.

The salesperson asked me if I was interested in buying that recliner.

3. The period is also used after initials and after some abbreviations.

J. P. Skerrit is the owner of this company.

Mr. Jones is a member of the Huggies Baby Wipe team competing in the world championships of cardboard boat racing.

Dr. Mancini will get here after they finish prepping the patient for surgery.

The race starts at 9 a.m.

Notice that, when the period ending the abbreviation comes at the end of the sentence, as in the last example above, no extra period is needed to mark the end of the sentence.

That's it. Those three basic rules for using the period are quite simple, aren't they?

In the following lessons, you will learn how to use other punctuation marks so you can continue to improve your writing skills.

## THE SUFFIX -SHIP

You already know that a suffix is a letter or group of letters that is added to the end of a word in order to make another word. In previous books, you learned about many different suffixes. Now let's look at this example with the suffix **-ship**.

Becky and Tina have been best **friends** since they were just little kids. They have a really beautiful **friendship**.

The suffix **-ship** is usually added to the end of a noun to make a new noun. It indicates the property or state of being, among other things, of the word it is added to. As you can see in the example above, the suffix **-ship** was added to the noun **friend** to form the new noun **friendship**. The noun **friendship** means the state of being **friends**.

Here's another example with the suffix -ship.

"Many people are searching for a special person to be their **companion** in life. I, however, prefer the **companionship** of dogs."



Notice in the example above, that the suffix **-ship** was added to the noun **companion** to form the new noun **companionship**.

The suffix **-ship** is usually added to a noun to form a new noun indicating a property or state of being.

Here are some more examples with the suffix -ship.

"Grandma says that parents and teachers work together as partners to help kids get the best education possible."

"That's right, son. And it's a **partnership** built on determination and mutual admiration."

"Mom, I swear you act like a dictator sometimes!"

"And as long as this dictatorship is in power, you'll do what I say!"

Now let's look at this example from the lesson with the suffix -ship.

"Once a year these sanguine shores are home to the intense competition, the world **championships** of cardboard boat racing."



As you can see in the example above, the suffix **-ship** was added to the noun **champion** to form the new noun **championship**, which is sometimes used in the plural form **championships**. We can refer to competitions that decide the champion in a certain sport or game as the **championship** or **championships** of that sport or game (e.g., basketball championships, swimming championships, etc.).

## -ING FORMS USED LIKE NOUNS

You learned in a previous book that the **-ing form** can be used like a **noun** when it is used to describe an *activity*, *state*, or *idea*. Here's an example from the lesson with **building** used like a noun.

"The five key ingredients in **building** a boat is [sic] good cardboard and a good knife, glue, paint to seal it with, and tape."



In the example above, Ken Spillers is listing the key ingredients needed to build a cardboard boat. He uses the **-ing form building** to describe an *activity* (building a boat).

Here are some more examples with -ing forms used like nouns.

Slathering bread with butter adds lots of extra calories to your diet.



William was so proud of being the golf champion last year.

Jo has been busy working out a great new idea for her science project.

Remember that when used like a noun, the **-ing form** can be made negative simply by putting **not** before it. Look at some more examples.

**Not prepping** for the final exam was a stupid idea. I got a terrible grade.

**Not being able** to participate in the boat race is going to be a huge disappointment for David.

Now let's learn some more about **-ing forms** used like nouns. Take a look at this example from the lesson with two examples: **packing** and **shipping**.



In the example above the narrator uses the before -ing forms (the packing and {the} shipping). As with any noun, the -ing form can be preceded by an article or adjective. Here are some more examples.



An offering of support for a friend in need is always appreciated.

The constant arguing and intense wrestling for popularity among her classmates made Melissa decide to change schools.

Notice that in some of the examples on this page, the **-ing form** is followed by **of**. The **-ing form** is *often* followed by **of** when preceded by **a/an/the/this/some/any**.

In formal English the -ing form can be preceded by a possessive adjective (my/your/his/her/our/their) or the possessive form of a proper name. Compare these affirmative and negative constructions.

He decided to learn to play the drums. It was quite a surprise.

**His deciding** to learn to play the drums was quite a surprise.



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She didn't accept the assistant secretary job, which surprised me.

Her not accepting the assistant secretary job surprised me.

Sabrina was obsessed with her weight even though she was very thin. It worried everyone.

Sabrina's being obsessed with her weight even though she was very thin worried everyone.

Alec chose Yale over Princeton. It was a difficult decision to make.

Alec's choosing Yale over Princeton was a difficult decision to make.



Tina didn't call Grandma on her birthday. It was pretty rude.

Tina's not calling Grandma on her birthday was pretty rude.

## **POPULAR AMERICAN BRAND NAMES**

In this lesson you saw a furniture store that sells La-Z-Boy (pronounced Lazy Boy) brand recliners. The American furniture manufacturer La-Z-Boy, Inc., was founded in 1928. As the company became famous for their comfortable recliners, it became common to refer to a La-Z-Boy recliner as simply "a La-Z-Boy." And over time, people began to refer to a recliner made by any company as "a La-Z-Boy."



This is a common process in which a brand name (La-Z-Boy) becomes so popular that it starts to be used as a noun which replaces the name of the product ("a La-Z-Boy" instead of "a recliner"), and then eventually is used to refer to any brand of the same product. These names are called proprietary eponyms. Here are some of the most common examples in the U.S.



Hi-Liter®



live? Are there any common proprietary eponyms in your native language?

FESSON I

## WARM-UP ACTIVITY

In this activity, you will have 15 seconds to prepare an answer to a question you will be asked in class. You can use the space below to write down a few brief notes that might help you prepare your answer.

TEXT: PROFESSOR ALEXANDER'S INNER THOUGHTS
AND

DIALOGUE: A COMMON MISCONCEPTION



LESSON 2 TEVE AND DIALOCHE

## TEXT AND DIALOGUE

## **WORKING WITH THE FIRST SOURCE: TEXT**



## Dictionary entries related to the text:



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**inner** adj. on the inside or close to the center of something: an inner room/the inner ear. **Inner thoughts** (or feelings) are the ones that you do not show or tell other people. Tony is a very reserved young man. He never shares his inner thoughts with anyone. People say yoga gives you a sense of inner calm.

**present, to** v. **presented**, **presenting**, to give, provide or make something known. This study presents some of the latest discoveries in the field of climate change.

on prep. used to indicate the subject of something: a book on Global English/a discussion on cultural differences.

**satire** *n.* **1.** a way of showing, usually through the use of humor, how foolish, bad, weak, etc., some people, ideas or systems are: *political/social satire.* **2.** a piece of writing, a play, movie, cartoon, etc., that uses this style. *This play is a brilliant satire on religion.* 

**literature** *n.* written works such as plays, poems, etc., especially those that are considered art. *Professor Bonnet is an expert in French literature.* 

**such** a(an) . . . that / so . . . that, These constructions are generally used to emphasize qualities and characteristics of something or someone, or feelings and manners of doing something, as a way of expressing a cause-consequence relationship. It was such a hot day that I had to turn on the air conditioner. I was so happy to see my old friend Tom again that I cried. You will have the chance to study the use of this kind of construction in detail in the Focus on Grammar section of this lesson.

**be born to** (do something), to, to have a natural ability to do something well. Chelsea has been a great dancer since she was a child. She was really born to dance.

## **WORKING WITH THE FIRST SOURCE: TEXT**





## Dictionary entries related to the text (continued):



tomorrow I give, The Simple Present Tense can be used to refer to a future event that will happen as part of a program, or as part of a series of events that routinely take place. Notice that, in the text, Professor Alexander is referring to a lecture about satire that he will give tomorrow as he does every year. Next year we celebrate our 16th wedding anniversary. You will have the chance to study the use of the Simple Present Tense to express future ideas in the Focus on Grammar section of this lesson.

**tell the difference, to**, to notice what is different between similar people, animals or things. Can you tell the difference between a common cold and the flu?

**provoke, to** v. **provoked**, **provoking**, to cause some kind of feeling or reaction. The manager's negative comments on Bill's work provoked anger among all the employees.

**laughter** *n*. the act or sound of laughing. "Laughter is the best medicine" is a popular saying which means laughter is good for your health. *Do you agree that laughter is the best medicine?* 

whereas conj. used for comparing two things, people, situations, etc., and showing that there is an important difference between them. I only eat healthy food, whereas my brother eats junk food every day.

**spotlight** *n*. a powerful light that can be directed to a small area; for example, in a theater. The dancers were sweating under the spotlights.

**put a spotlight on, to**, When you **put a spotlight on** someone or something, you direct attention to that person or thing. This article puts a spotlight on the poor condition of education in our country.

controversial adj. causing a lot of discussion, disagreement or argument: a controversial issue/speech/book/decision/etc.

## **WORKING WITH THE FIRST SOURCE: TEXT**



## Dictionary entries related to the text (continued):



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**address, to** *v.* **addressed, addressing**, to give attention to or deal with a problem or question. *Dr. Clark addressed the problem of high school stereotypes in his speech this morning.* 

**religious** adj. of or relating to religion. We should always respect the religious beliefs of others.

**theme** *n.* the subject of something such as a book, speech, discussion, etc. *This* forum is meant for the discussion of religious themes.

**shame, to** v. **shamed, shaming**, to make someone feel embarrassed or bad, usually because of something wrong you have done. Ben shamed his parents when he admitted he was the one who broke the neighbor's window. When you **shame people into** or **out of (doing) something**, you cause them to do it or not to do it by making them feel embarrassed or bad. Tom shamed Fay into apologizing to Roger for having called him an arrogant jerk.

**improve, to** v. **improved, improving, 1.** to make something better. The best way to improve your writing skills is to read and write every day. **2.** to become better. My health has improved a lot since I started this new diet.

**draw** (attention), to v. drew, drawn, drawing, When you draw attention to someone or something, you make people notice or focus on that person or thing. I started this blog to try to draw people's attention to the importance of freedom of speech.

flaw n. a fault, mistake, or imperfection. There's a serious flaw in this project, and I don't think you'll be able to get it done on time. / Nobody is perfect. Everybody has flaws.

**in a nutshell,** used to indicate that you are going to express something in a brief, simple, and direct way. In a nutshell, I think we're lost. We'd better ask for directions.

wit n. the ability to say or write things that are clever and usually funny. The young writer showed his quick wit during the conference as he took questions from the audience.

## **WORKING WITH THE FIRST SOURCE: TEXT**





## Dictionary entries related to the text (continued):



**irony** *n*. the use of words that mean the opposite of what you really think, especially as a way of being funny. "How nice of you to show up on time this morning, Mr. Morgan," said the boss with a touch of irony.

**caricature** *n.* (*in this text*) **1.** a description of people, things, or situations that emphasizes only some of their characteristics as a way of making them seem silly or ridiculous. *This book presents a caricature of life in the 1980s.* **2.** a drawing of someone that exaggerates some aspects of his or her appearance in a funny way. *An artist was doing caricatures in the park today.* 

**self-deprecation** *n*. the act of trying to make yourself, your abilities, or the things you do seem less important. Self-deprecation is an essential part of her comedy act. The adjective is **self-deprecating**: self-deprecating humor/jokes/remarks/etc.

**humorous** *adj.* funny; characterized by humor. If something such as a story, book, movie, etc., is **nonhumorous**, it is not funny. *I prefer humorous to nonhumorous TV shows*.

**pessimistic** adj. expecting that bad things will happen in the future or that something will have a bad result. The opposite is **optimistic**. Would you say you have a pessimistic or an optimistic view of life?

**portrait** *n.* **1.** (*in this text*) a detailed description or representation of something or someone. This film presents a portrait of life in the big city. **2.** a painting, drawing, or photograph of someone. Van Gogh painted many self-portraits during his lifetime.

**collective** adj. involving all members of a group of people: a collective decision/ effort/etc.

**behavior** *n*. the way people or animals behave. Parents can usually influence the behavior of their children.

satirist n. someone who uses satire in books, movies, etc. Mark Twain was a great American satirist.

## **WORKING WITH THE FIRST SOURCE: TEXT**



LEJJUN Z

## Dictionary entries related to the text (continued):



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expose, to v. exposed, exposing, to reveal something hidden or to show the truth about something or someone. This documentary exposes the horrors of war.

- weakness n. the quality or state of being weak. His main weakness is that he gets angry very easily.
- evoke, to v. evoked, evoking, to cause a particular response or reaction to happen. The President's speech evoked strong negative reactions abroad.
- as usual, in the habitual way; in the way that happens or exists most of the time or in most cases. As usual, I went to bed at 11 p.m. last night.
- point out, to phrasal verb. pointed, pointing, to talk about or mention (something that you think is important). The doctor pointed out that daily exercise is essential to a healthy lifestyle. You can say to point out something. He was quick to point out my mistakes. You can also say to point something out. "There is a spelling mistake in your report, Jack, right here on page 5." "Thanks for pointing that out."
- **novel** n. a long written story in which the characters and events are usually imaginary. Have you read any of Mark Twain's novels?
- highlight, to v. highlighted, highlighting, 1. (in this text) to make a problem or subject easy to notice so that people pay attention to it. Dr. Carter's speech highlighted the importance of improving our education system. 2. to mark a text (usually with a bright color). I've highlighted all the adjectives in
- this text. Use your mouse to highlight the parts of the text you want to copy.
- hypocrisy n. a kind of behavior or situation in which people pretend to believe something that they do not really believe, or in which they do the opposite of what they say they believe or feel. Why do you go to church if you say you don't believe in God? It's sheer hypocrisy.

## **WORKING WITH THE FIRST SOURCE: TEXT**





## Dictionary entries related to the text (continued):



**condone, to** *v.* **condoned**, **condoning**, to accept or forgive something that is considered wrong; to let something that is considered wrong continue to exist or happen. We cannot condone the use of violence under any circumstances.

**slavery** *n*. a system in which a person is the property of another person, usually having to work for no money. *Slavery was common in ancient civilizations*.

**satirical** adj. of or relating to satire. The Adventures of Huckleberry Finn is one of the best satirical novels I've ever read. This play is a satirical comedy.

make use of, to, to use something. Feel free to make use of the hotel's facilities.

**device** *n.* (*in this text*) a way in which a writer, artist, etc., creates a particular effect or makes people have a particular reaction. The writer used traditional comic devices in this play.

as well, also; in addition. She is a beautiful young woman, and clever as well.

**scorn** *n*. a feeling that something or someone is not good enough to deserve your respect or approval. He felt scorn for those who always made fun of him at school.

**outrage** *n*. a strong feeling of anger or shock, usually at/over something you think is wrong. There is widespread outrage at/over the President's decision to reduce investments in public schools.

## **WORKING WITH THE FIRST SOURCE: TEXT**

LEJJUN 4



## READING COMPREHENSION TIPS

As you read the text, you should try to identify:

- What is being proposed, stated, suggested, etc., as the general idea of the text.
- The topic or topics chosen by the author to develop the general idea.
- The reasons, examples, or specific details given by the author to support each topic.

You might want to underline or highlight the words, phrases, or sentences you feel are essential to the comprehension of the text.



# PROFESSOR ALEXANDER'S INNER THOUGHTS

The following text presents some of Professor Alexander's inner thoughts the day before he gave his annual lecture on satire this year:

I've been teaching literature at the university for a long time. It is such a rewarding activity that I'm sure I could never do anything else for a living. I get so excited when I help students learn something that I know teaching is what I was really born to do.

For example, tomorrow I give my annual lecture about satire. One thing I know for sure is that most students won't be able to tell the difference between humor and satire. So, the first thing I'm going to do is to explain that humor is simply intended to provoke laughter, whereas satire is meant to make people think. Satire puts a spotlight on controversial issues by addressing major social, political, or religious themes. The idea is to shame society into improving by drawing attention to its flaws.

In a nutshell, I'm telling students tomorrow that humor always has to be funny, but satire doesn't. Through the use of wit, irony, sarcasm, caricature, and self-deprecation, which often involve humor, or, sometimes, by presenting a nonhumorous, pessimistic portrait of collective human behavior, satirists mean to expose human weaknesses in an attempt to evoke change.

As usual, I will mention Mark Twain's Adventures of Huckleberry Finn, one of the finest examples of satire in American literature. I will point out that Twain uses irony and sarcasm in his novel to highlight, among other

things, the hypocrisy of a society that condones slavery. Another example of a satirical novel that makes use of humorous devices is Jonathan Swift's *Gulliver's Travels*. Tomorrow I'm certainly talking about this one as well.

I will also refer to Aldous Huxley's *Brave New World*, which is a different kind of satire, as is George Orwell's *1984*. Both works address social evil through scorn and outrage, and they're not funny at all. Usually, at this point, students understand the difference between humor and satire.

## **WORKING WITH THE FIRST SOURCE: TEXT**

Use the space below to write your group's comprehension questions about the text.

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## **WORKING WITH THE SECOND SOURCE: DIALOGUE**



## Dictionary entries related to the dialogue:



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**misconception** *n.* a wrong or mistaken idea. A common misconception is that all Brazilians are experts in soccer.

**central** adj. located in the center of an area or thing. This apartment is very expensive because it is in a central location in the city.

**quad** n. (informal for **quadrangle**) a square open area with buildings all around it, especially in a school or college. Meet me at the quad after class, OK?

that's it, 1. (in this text) used when a situation or series of situations have made you so angry that you decide to leave or to stop what you are doing. That's it! I didn't come to this lecture to hear such nonsense!

2. used to indicate that something has ended. Well, that's it. We've finished our work. We can all go home now.

**racist** *adj.* used to describe people, things, or behavior that are influenced by the belief that some people are inferior because they belong to a particular race. *The speaker's racist remarks provoked outrage in the audience.* 

**offensive** adj. very rude and likely to offend, hurt, or upset people. I will not accept the use of offensive language in my classroom.

throw awaylout, to phrasal verb. threw, thrown, throwing, to put something that you no longer need or want in a trash can, garbage can, etc. You can say to throw awaylout something. I threw awaylout all my broken toys. You can also say to throw something awaylout. "What happened to my old T-shirts, Mom? I can't find them." "I threw them all awaylout."

**miss the point, to**, to fail to understand something or what is important about it. Danny missed the point and thought I was laughing at him when, in fact, I was laughing with him.

**slave** *n*. a victim of slavery; someone who is the property of another person, usually having to work for no money. Who freed the slaves in America? The word can also be used figuratively when someone feels he or she is being treated as if he or she were a slave. "Get me a beer, Mary." "Do it yourself! I'm not your slave!"

WORKING WITH THE SECOND SOURCE: DIALOGUE



## Dictionary entries related to the dialogue (continued):



**first of all**, used to introduce the first of a number of things you intend to mention. First of all, I can tell you haven't read Mark Twain. Also, you don't seem to know anything about him.

**necessarily** adv. always; in every situation. Taking care of children necessarily requires a lot of patience. When you say something **is not necessarily** the case, you mean it is not always the case. Expensive restaurants are not necessarily the best.

**second** adv. (also **secondly**) used to introduce a statement that is the second in a series of statements. First of all, I don't really enjoy going to the beach that much. Second, I think it's a little chilly today. Finally, I've already made other plans.

**passage** *n.* a short piece of writing, speech or music that is part of a larger piece. Let's discuss the meaning of this passage in Chapter 3.

**criticize, to** v. **criticized**, **criticizing**, to express disapproval of something or someone; to say what you think is wrong or bad about something or someone. It's always easier to criticize the people who cause a problem than to offer suggestions to solve it.

**politically** adv. in a political way: politically active groups/a politically embarrassing event.

**politically incorrect**, not avoiding language or behavior that could be offensive to a particular group of people. He later realized that his comments were politically incorrect and apologized to all of us. When you use the expression **politically correct**, you are referring to the idea that people should be careful not to use language or behave in a way that could offend a particular group of people. The abbreviation is **PC**. Some politically correct parents don't let their children play with toy guns.

unacceptable adj. too bad or wrong to be accepted or approved of. "How could you be so rude to your teacher?" said the principal. "This kind of behavior is unacceptable here."

**extra** *n*. something that is added to something else to make it more pleasing or attractive. This car comes with a lot of extras.

## **WORKING WITH THE SECOND SOURCE: DIALOGUE**



## Dictionary entries related to the dialogue (continued):



**ridicule, to** v. **ridiculed**, **ridiculing**, to make fun of someone or something; to laugh at and make jokes about someone or something. Some kids at school ridiculed Ben because of the way he dressed.

**certain** adj. used to refer to someone or something that is not named specifically. There are certain things I don't like to discuss with my parents.

**in order to**, to make it possible for something to happen. Sometimes people move to the countryside in order to have a healthier life.

**contempt** *n.* a strong feeling of disliking and having no respect for someone or something. The audience treated the speaker with the contempt he deserved after he made a couple of politically incorrect remarks about slavery.

**nothing but**, only; just. Always used with the verb in the affirmative form. We had nothing but bad luck on this trip. First, we had a flat tire. Then, we got lost. Finally, it started to snow.

**support, to** v. **supported**, **supporting**, to agree with or approve of someone or something. We strongly support all mitigation measures that may reduce the effects of global warming.

have had enough, to, used to say that you don't want to experience any more of something because it's annoying or boring. That's it! I'm leaving. I've had enough of your offensive remarks.

**know-it-all**, (informal) said of someone who behaves as if he or she knows everything. Jane is a real know-it-all. She's always trying to tell me what to do. In the dialogue, **Mr. Know-It-All** is used to refer to a young man who behaves this way.

**no point in** (doing something), When you say that there is **no point in** doing something, you mean that there is no reason for doing it. There's no point in waiting for Sue any longer. It's obvious that she's not coming.

**further** adv. more, to a greater degree. I won't discuss this with you any further, Dad. I've made my decision. I'm moving out of the house.

take my word for it, used when you want someone to believe or accept that what you're saying is true. Jean, take my word for it. Your husband still loves you even though you are divorced.

## WORKING WITH THE SECOND SOURCE: DIALOGUE



## LISTENING COMPREHENSION TIPS

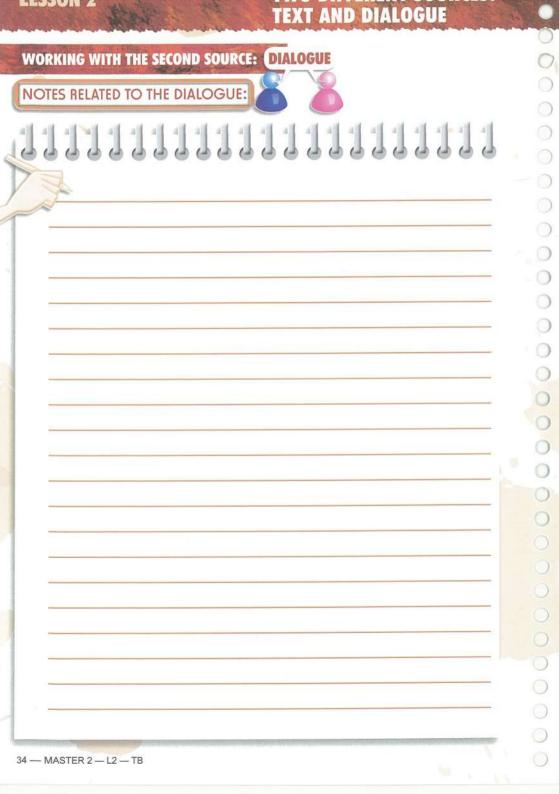
As you listen to the dialogue, you should try to understand:

- · What specific topic or topics the speakers are talking about.
- What each speaker has to say about the subject or subjects being discussed, and the reasons, examples, or specific details given by each speaker to support his or her views.
- Whether or not both speakers share the same opinion on the subject or subjects being discussed.

Take notes while you listen to the dialogue. You can write them down in the space provided in your Textbook. Do not try to write down every detail about everything you hear. You will find it a lot more efficient to concentrate on the major points of the dialogue.

## A COMMON MISCONCEPTION





## INTEGRATING INFORMATION FROM BOTH SOURCES: TEXT AND DIALOGUE

## TIPS FOR INTEGRATED WORK PRACTICE

- Try to determine whether one or both speakers in the dialogue agree or disagree with the ideas expressed in the text.
- Be prepared to state the opinion of one or both speakers about the ideas expressed in the text and to summarize the speaker's reasons for having that opinion.

You may take notes while reading, listening, or preparing your answers. You can write your notes down in the space provided in your Textbook.

NOTES RELATED TO	O THE TEXT AND	THE DIALOGUE:
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NOTES TO HELP YOU PREPARE YOUR ANSWER(S):

## **USING ADDRESS**

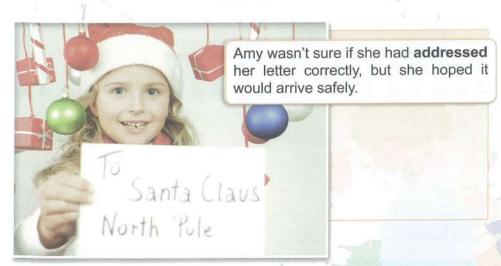
You already learned in a previous book that **address** used as a *noun* describes the location of a certain place so that people can find it or mail can be sent there.

But used as a verb, address has several other meanings. Let's take a look.

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To address an envelope means to write the name and address of a person or business on it. Check out these examples.





As you learned in a previous book, to **address** a person or a group means to speak to that person or group, as in the example below.

Professor Fitchens: Could you get me some more water here, please? (addressing the moderator)





And to **address** an important issue is to deal with it or treat it, as in these examples from the lesson.

"Satire puts a spotlight on controversial issues by **addressing** major social, political, or religious themes."

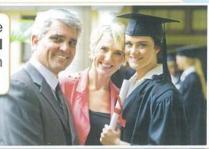
"Both works (Aldous Huxley's *Brave New World* and George Orwell's 1984) **address** social evil through scorn and outrage, and they're not funny at all."

The *verb* **address** is usually pronounced a-DDRESS, but it can also be pronounced A-ddress. The *noun* **address** is usually pronounced A-ddress, but it can also be pronounced a-DDRESS.

### **USING SUPPORT AND STAND**

As you learned in this lesson, when you **support** someone or something then you agree with, approve of, or defend that person or thing. Take a look at this example with **support**.

Although Meg's parents had hoped she would major in business, they **supported** her decision to get a degree in English literature.



In the example above, we learn that Meg's parents supported her decision to get a degree in English literature (even though they had hoped she would make a different decision). So we can say that they agreed with, approved of, and defended her decision.

Here's an example from the lesson with support.

"You're missing the point again. He (Mark Twain) does not **support** the ideas he's attacking. He's just exposing them to make people realize they're wrong."



In this example, Bob says Mark Twain does not **support** the ideas he's attacking. In other words, Twain does not agree with, approve of, or defend the ideas he's attacking.

Here are some more examples with support.

Some people **support** the theory that life on other planets exists.

I support Teresa McQueen for class president.

You can **support** efforts to conserve energy by reducing your use of water and electricity.

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And what if you dislike someone or something to the point that you are unable to tolerate or put up with that person or thing? Look at this example from a previous book with **stand**.

Alan: Hi. Can you guys come over here, please? I'd like to talk to you for a minute. Mom tells me you two guys have been having a little difference of opinion.

Kathy: That's a bit of an understatement, Dad. Basically, James and I can't **stand** each other.



Here are some more examples with stand.

I can't stand George's lies anymore.

How can Jordan stand working in such a noisy place?

"I won't **stand** people interrupting me every time I try to speak." "OK, I promise I won't interrupt you. Go ahead."

Now, when you approve of someone or something, you can talk about how much you **support** that person or thing. And when you can't tolerate someone or something at all, you can talk about how much you can't **stand** that person or thing. Either way, you are well prepared to express your opinions.

### FOCUS ON PUNCTUATION

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## INTRODUCTION

Do you remember this part of the dialogue between Joan and Bob about Mark Twain's *Adventures of Huckleberry Finn*?

Joan: That's it! I'm never going to read anything by Mark Twain

again.

Bob: What? Why not?

Joan: This book is so racist and offensive that I feel like throwing

it away. Have you read it?

Bob: Which one?

Joan: This one.

When you heard Joan and Bob talking, you probably understood where each sentence began and where it ended because of some of the pauses they made when they spoke.

As you saw in the previous lesson, some kinds of pauses in speech are marked by a period in writing, like this one in Joan's line above: "This book is so racist and offensive that I feel like throwing it away." You also know that, in most cases, the speaker's intonation indicates what kind of punctuation mark should be used in writing.

For example, in the same part of the dialogue, you must have noticed that some of the sentences were questions because of the speakers' intonation. Once again, it was Joan's intonation that expressed her anger when she said "That's it!"

In writing, the end of questions, like the ones in Joan and Bob's dialogue above, is usually marked by a **question mark**. In the same way, sentences that express some kind of strong emotion or feeling, such as Joan's first line above, generally end with an **exclamation point**.

These are the two types of punctuation marks that we're going to analyze in this lesson. Let's take a look at the most common cases in which each one is used.

1. The question mark is used to end a sentence, clause, or phrase (or after a single word) that asks a question.

Bob: What? Why not?

(from this lesson)

Joan: Have you read it?

(from this lesson)

Bob: Which one?

(from this lesson)

Joan: And what do you mean satire is not funny?

Bob: Why don't you come with me and check it out?

(from this lesson)

(from this lesson)

The question mark is also used to informally indicate doubt or uncertainty.

Bob: Huckleberry Finn? Racist and offensive?

(from this lesson)

Remember what Professor Alexander said about satire?

You really think self-deprecation is funny?

That guy over there is John's brother?

# FOCUS ON PUNCTUATION

3. Finally, the question mark can be used at the end of a sentence which asks for a favor or makes a request. Using a question mark makes the request more polite and offers the person a chance to say no.

Could you highlight all the adverbs in this text for me?

Would you do me a favor and read this passage out loud, please?

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Will you be able to help me with my literature assignment?

## THE EXCLAMATION POINT

The exclamation point is used to end a sentence, clause, or phrase (or after a single word) that indicates strong emotion or feeling, especially anger, admiration, surprise, etc.

Joan: That's it! I'm never going to read anything by Mark Twain again.

(from this lesson)

This kind of offensive behavior is unacceptable!

Wow! What a wonderful novel!

Let's take a look at the **different ways of expressing future ideas** you have already learned in previous books.

# GOING TO

We can use **going to** to express future ideas. Here are some examples from the lesson.

"So, the first thing I'm going to do is to explain that humor is simply intended to provoke laughter, whereas satire is meant to make people think."

"That's it! I'm never going to read anything by Mark Twain again."

### WILL

We can also use will to express future ideas. Look at these examples from the lesson.

"As usual, I will mention Mark Twain's Adventures of Huckleberry Finn, one of the finest examples of satire in American literature. I will point out that Twain uses irony and sarcasm in his novel to highlight, among other things, the hypocrisy of a society that condones slavery."

"One thing I know for sure is that most students **won't** be able to tell the difference between humor and satire."

"You'll see how wrong you are."

# PRESENT CONTINUOUS

You know that we can use the **present continuous tense** to express future ideas too. Take a look at these examples from the lesson.

"In a nutshell, I'm telling students tomorrow that humor always has to be funny, but satire doesn't."

"Tomorrow I'm certainly talking about this one as well."

"Professor Alexander is giving a lecture about satire in half an hour."

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Now let's learn about another **way of expressing future ideas**. We can use the **simple present tense** to express future ideas. It can be used to refer to a future event that will happen as part of a program, or as part of a series of events that routinely take place. Here are some examples from the lesson.

"I have a class in fifteen minutes."

"For example, tomorrow I give my annual lecture about satire."

Notice in the examples above that although the **simple present tense** is used, the actions are not happening in the present. The use of an *adverbial phrase* (*in fifteen minutes*) or an *adverb* (*tomorrow*) in the sentence gives us the idea of future time.

Here are some more examples with the **simple present tense** used to express future ideas.

The bus arrives at school at 7:30.

Soccer practice doesn't begin until next week.

A fun activity for new students begins at the central quad in ten minutes.

The mall closes in half an hour, but Mark's determined to find the perfect gift for his girlfriend.

Our train comes in five minutes, so be ready to get on quickly.

School doesn't end until next month, but I can't stop thinking about vacation!

Ms. Tate and her kids are tired of waiting, but their flight to Honolulu doesn't leave for a couple of hours.



The amusement park opens at nine.

Ben presents his speech on satire to the literature class on Friday.

Aiden returns from his semester abroad next weekend.

My little sister's birthday party starts in an hour.



#### FOCUS ON GRAMMAR

## USING SO ... THAT AND SUCH A(AN) ... THAT

Let's learn how we can use so . . . that and such a(an) . . . that.

### SO ... THAT

We can use **so . . . that** with an *adjective*. Look at these examples from the lesson.

"This book is so racist and offensive that I feel like throwing it away."





"I get **so** excited when I help students learn something **that** I know teaching is what I was really born to do."

In the examples above notice how **so...that** can be used with an *adjective* (**so** + *racist* and *offensive* + **that**, **so** + *excited* + **that**).

We can also use so . . . that with an adverb. Here are some examples.

Brenda speaks so softly that it's difficult to hear what she's saying.

Tim left the lecture hall **so** suddenly **that** we wondered if he had found the lecture to be offensive.

My mom always says I grew up so quickly that she still can't believe I'm not a child anymore.



In the examples above notice how so . . . that can be used with an adverb (so + softly + that, so + suddenly + that, so + quickly + that).

### SUCH A(AN) . . . THAT

We can use such a(an) . . . that with a noun. Look at these examples.

"OK, Bob, I've had enough. You're being **such a** *Mr. Know-It-All* today **that** there's no point in trying to talk to you any further."





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Melissa's rude behavior at the play was **such an** *outrage* **that** I've decided never to go anywhere in public with her again.

In the examples above notice how such a(an) . . . that can be used with a noun (such a + Mr. Know-lt-All + that, such an + outrage + that).

We can also use **such a(an)...that** with an *adjective preceding a noun*. Look at these examples. (The first one is from the lesson.)

"It is **such** a rewarding activity **that** I'm sure I could never do anything else for a living."

My older brother painted **such an** awful portrait of how difficult college would be **that** I almost decided not to go.

In the examples above notice how such a(an) . . . that can be used with an adjective preceding a noun (such a + rewarding activity + that, such an + awful portrait + that).

#### FUCUS ON GRAMMAR

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Now look at this example from the lesson with so . . . that again.

This book is so racist and offensive that I feel like throwing it away.

See how we can modify the sentence above to use such a . . . that.

This is such a racist and offensive book that I feel like throwing it away.

Compare these examples with so ... that and such a(an) ... that.

This book is **so** humorous **that** I'm going to recommend it to everyone.

This is **such** a *humorous book* that I'm going to recommend it to everyone.

That cookie was **so** delicious **that** I'm going to have another one.

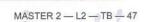
That was **such** a *delicious cookie* that I'm going to have another one.

You should know that when we use informal English, **that** can be omitted from **so...that** and **such a(an)...that** clauses. When this happens, **that** is replaced by a pause in speech or a comma in writing. Here are some examples.



Uncle Charlie's idea of humor is **so** *unacceptable*, his friends find it embarrassing.

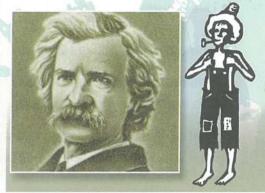
Professor Larson is **such a** demanding teacher, students try to avoid taking his classes.



### THE CONTROVERSY OVER THE ADVENTURES OF HUCKLEBERRY FINN

In the dialogue of this lesson, the two college students Bob and Joan have a heated discussion about *The Adventures of Huckleberry Finn* by Mark Twain (the pseudonym used by Samuel Langhorne Clemens).

Mark Twain is a venerated and beloved author in American literature, and many schools in the U.S. are even named after him. Along with other works by Mark Twain, Huckleberry Finn is usually required reading in English classes. But just as Joan did, every so often a teacher, parent, or student expresses disgust and anger at Huckleberry Finn and requests that it be removed from schools and libraries. Why is this?



Many people feel extremely uncomfortable with the way slaves are represented in *Huckleberry Finn*. Also, racist language used in *Huckleberry Finn*, which was common during the time the story takes place, has long been considered a grave offense if spoken in public. Teachers and students alike may find it difficult to discuss ideas and words which are considered so offensive. Because of this, some people feel that *Huckleberry Finn* is not appropriate for the classroom.

However, when viewed as an excellent example of satire in American literature, many educators find *Huckleberry Finn* to be a valuable tool. It can be used to encourage students to confront and question values in American society and culture, both in the past and present. As a country with a dark history of slavery, the novel offers today's students a good look at the hypocrisy of the country's not-so-distant past. In fact, *Huckleberry Finn* is often referred to as one of the "great American novels." In other words, it provides an authentic portrayal of a certain time in the United States (including the language, culture, identity, and perspective of people who lived during that time).

After weighing the book's positive aspects against its strong language and content, do you feel that it is important for American students to read? Are there any books that students in your country must read in school that are considered controversial?

# **BASIC INFORMATION:**

Lessons based on a case are a fun and exciting way to learn new vocabulary and grammar structures. In addition, they will give you the opportunity to practice and improve all four language skills—listening, speaking, reading, and writing—in an integrated way. Thus, you will achieve communicative competence, that is, the ability to effectively communicate your ideas on any topic in any setting.

### WHY ARE LESSONS BASED ON A CASE FUN AND EXCITING?

In lessons based on a case, you will actively participate in discussions about topics that you can relate to and which will always present problems to be solved. You will be asked to identify the key issues, express your opinions, discuss them with your teacher and classmates, take sides, vote, negotiate, and take part in role-playing activities. In other words, you will be involved in analyzing the problems presented and work with your classmates to come up with solutions. Your opinion will matter!

### **HOW TO PREPARE A CASE:**

After finishing Section 1 in your Workbook:

- Read the first part of the case in your Textbook once, making sure to look up any words/structures that you might have difficulty understanding.
- If you are still unsure about some words/structures after checking the
  dictionary, write them in the space for notes beside the text so that you
  can present them to your teacher and classmates during class.

**FESSON RASED ON A CASE** 

- Read the first part of the case once more. This time, try to answer the Questions for Discussion presented after the text. These questions will be discussed in class.
- As you read the case, you can use the space beside the text to take notes.
- You should also write down in the space for notes any information you think is relevant to the discussion of the situations/problems presented in the case. The same applies to sentences/paragraphs you think justify or support your answers to the questions about the case.
- Try to put yourself in the position of the main characters in the case.
   Ask yourself what you would do if you were in their place.
- In the appropriate space in your Textbook, write down your notes and answers to the questions about the case along with any additional information you feel might be relevant.
- Read the first part of the case again. A third reading could possibly influence you to modify your initial ideas and views. If so, jot down your new ideas.

### REMEMBER:

The key to enjoying your lessons based on a case is to **prepare** and **participate**.

Are you ready?

#### PROPERTY

# The Case of the INTERNET PLACIARIST (Part 1)

"Surely some of you must have heard the saying attributed to the wise champion of



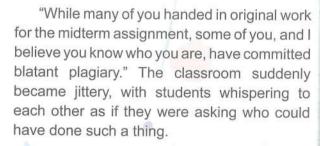
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English, Dr. Samuel Johnson: 'The good part of your manuscript isn't original, and the original part isn't good," began Dr. Arthur Crane, as he addressed his freshman Multicultural Studies class and sparked laughter.

Dr. Crane, professor of English and Multicultural Studies at William James

College Prep, had just finished reading the class's midterm writing assignments. Having taught for over thirty years, he was one of the school's most demanding teachers and had dealt with plagiary relentlessly on many occasions.



Dr. Crane paused and glanced at the students: "Ladies and gentlemen, let us please regain our composure and refrain from childish commotion. I have something urgent to say." The class quickly hushed up, but the air remained thick with anticipation.





"I'll bet you dollars to doughnuts, Dr. Know-it-all is going to preach another sermon to us," whispered a student seated behind Michael J. Becker Jr. "Could Crane have found out?" thought Michael, as he tried to keep a poker face.

Dr. Crane continued: "Plagiary is swiping the work of another and signing your name to it. What robbers do to banks, plagiarists do to the ideas of others. Changing the wording here and there makes no difference. It's still stealing."

"At the start of the semester," continued Dr. Crane, "I clearly outlined our honesty policy, which you should have already read in the school manual. Since I appear to be dealing with first-time offenders, I offer those academic juvenile delinquents the chance to make amends for their misdemeanor. I expect an email by 5 p.m. telling me what you did, how you did it, and why you did it. A simple mea culpa will suffice. I will be lenient this time and arrange a new assignment. As William James, the illustrious namesake of

our school and America's first world-class philosopher said, 'Acceptance of what has happened is the first step to overcoming the consequences of any misfortune,'" continued Dr. Crane.

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"At any rate, I'm obliged to report this to the headmaster and the Disciplinary Board, and your parents will also be notified. This has been our school tradition, and we will



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always honor our motto:
Character, Dedication, and
Success. Since you are just
starting out on life's tricky
pathways, now is the time
to nip this in the bud and
realize that there can
be no real achievement

or success without character and hard work. In a nutshell, plagiarists are fools who only fool themselves," continued Dr. Crane.

"Holy smoke! The old windbag's on a roll today!" wisecracked the annoying student behind Michael.

Dr. Crane wrapped up his admonition this way: "Those who fail to confess their wrongdoing can expect an email from me, in which case I will request a private meeting in my office at a later date when more severe measures will be taken. I advise the youthful felons to come clean during this grace period. The deadline is 5 p.m. Ladies and gentlemen, class dismissed."

"They're going to kick those birdbrains out of school, ha, ha!" said the smart aleck next to Michael as they both exited. Dr. Crane, who was within earshot, remarked: "This is hardly a laughing matter, gentlemen." Michael turned around and saw Dr. Crane throw him a rather stern look.





# **LESSON BASED ON A CASE**



Outside, Michael broke into a cold sweat. "There's no way Crane could have found out about my paper. Or could he have?" he pondered.

Thus began the dilemma of Michael J. Becker Jr.

William James College Prep is one of the nation's most prestigious and elite private high schools, and its academic standards are as high as its tuition fees. It is the alma mater of the ruling class, where those born with a silver spoon in their mouth prepare themselves to claim the thrones of their empires in Washington, on Wall Street, and in the world.





For over a century, its list of alumni has included many powerful politicians, industrial and financial tycoons, bankers, doctors, and lawyers. While its overachievers end up at Harvard, its underachievers are admitted to only slightly less prestigious schools.

For several generations, the Becker family has been one of the city's wealthiest families. Michael's father, Michael J. Becker Sr., was the head of the nation's most powerful corporate law firm and was on the Board of Trustees at William James as had been his father and grandfather before him. Michael Sr. was a widower but had never remarried. He had placed his son's upbringing in the hands of a governess who retired last year. After all, since Michael Jr. was now coming of age, he no longer needed anyone to watch over him.

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While having been brought up without a mother might have been difficult for some children, for Michael Jr. it had meant being pampered all the time. The house staff-which included the governess, a cook, a maid, two bodyguards, and a driver—had always been there to cater to his every need. This had made him lazy and spoiled. Whatever Michael Jr. wanted, he got. Perhaps this was the father's way of offsetting the maternal loss in his son's life





Being handsome and charming, Michael Jr. quickly discovered he could use people to find an easy way out of any difficult situation. From his father, he had certainly gotten a glimpse of the art of being cunning wherever and whenever necessary.

# **LESSON BASED ON A CASE**



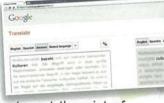
Michael Sr. had the highest expectations for his son and thought Michael Jr. could do no wrong. And so Michael Jr. would always use any means, whether competing in academic, athletic, or extracurricular activities, to live up to his father's standards. Now, in his freshman year, he had met his first academic challenge in Dr. Crane's class: a five-page writing assignment about a current multicultural issue.

Michael disliked reading as much as writing, unless it was swapping messages in an online chat where grammar, spelling, and original thinking were about as necessary as air conditioning during an Alaskan winter.



In middle school, he had cheated on tests and assignments, and it had always been a piece of cake. Even though Michael Jr. didn't have the slightest idea what to write about for Dr. Crane's assignment, he did have a clever idea about using the Internet to get the job done.

With Google Translate™, he researched some sites in German and came upon an ideal essay about multiculturalism in Germany. The crude cuber translator allowed him.



cyber translator allowed him to get the gist of the subject matter. And using the cut, copy, and paste commands, he created a new file and reworked it a bit. It was still hideous though. 0

"I think Seymour can finish off the rest," he thought. Seymour was a senior in the Honors Program at William James, and Michael Jr. met him and asked him to look over the paper and add a suitable conclusion.

"Mike, I'm overwhelmed with work this semester. I've got a lot of deadlines, papers, and exams," complained Seymour.

"This isn't a favor. I'll give you two hundred bucks to do it," offered Michael.

"Well, you know, I'm always willing to help out a friend," replied Seymour. But after looking over the paper, Seymour cried out: "God! Who wrote this? This isn't even English!"

"I did. And in a hurry. Just put it into really good English, OK? That's what I'm paying you for. Oh, and I need some sort of a bibliography to go with it."

"OK. But that'll cost extra. Make it three hundred and you've got a deal," replied Seymour. Seymour sensed that something fishy was going on, but when Michael handed him three crisp one-hundred-dollar bills, he decided not to pursue the matter.





# **LESSON BASED ON A CASE**

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A few days later, Seymour had finished the paper and emailed it back to Michael Jr. The paper was looking very good now, but Seymour had complained in the email that it had taken him much more time than he'd expected and that another hundred would be only fair. "God!" Michael Jr. thought rather disgustedly, "For some people, life is just about money."

"Dad's going to be proud of me," he thought later when his father arrived home and Michael Jr. asked him to read it.

"Very outstanding work, son! These ideas are quite sophisticated, but then, genius runs in our family! I consider it quite a praiseworthy effort as your first original writing assignment. I'm very proud of you. You're going to make a splendid attorney!" said his father as he gave his son a pat on the back.



When Michael Jr. handed in the paper, he felt the mission had been successfully accomplished. After all, he had safely covered up his tracks. "Even that old fox Crane won't find out," he thought.

Underestimating Dr. Crane might have been Michael Jr.'s one fatal mistake.

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# **LESSON BASED ON A CASE**

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Now, after leaving Dr. Crane's class, Michael sat in the school cafeteria and dwelled on his dilemma. For the first time after hearing Dr. Crane's words, his conscience was heavy with guilt, and he knew he would be in hot water if he confessed.



"Still, I can't be sure Crane really knows. He said blatant plagiary, like those guys who just copy something off the Net and hand it in. He couldn't possibly have found my source. And what would Dad say if he knew what I had done? Maybe I should have just bought a term paper from one of those ghost writers who offer their services on the Internet."

As he looked at his watch, he saw it was four o'clock.

"What am I going to do?" he thought.



# **Questions for Discussion:**

- 1. Describe the characters involved in this case study.
- 2. What does Dr. Crane think of plagiarism?
- 3. What's Michael's dilemma?
- 4. How and why did Michael commit plagiary?
- 5. How did Seymour improve Michael's paper?
- 6. What do you think Michael will do?

	NOTES AND ANSWERS
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	REMINDER:
	by your teacher. They are
	simply a way for you to develop
	Your answers won't be graded by your teacher. They are simply a way for you to develop your ideas for class discussion.
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## **USING LATIN WORDS**

You probably have already noticed that a large amount of English words are derived from Latin. In fact, almost 60 percent of the total English vocabulary is derived from or influenced by Latin, and many words are borrowed directly from Latin. These words are often used in more formal situations. Here are some examples from the lesson.

"William James College Prep is . . . the alma mater of the ruling class . . . "

In Latin, alma mater translates to "generous or kind mother." In English, a person's alma mater is the school that person attended. The narrator uses alma mater to state that the ruling class traditionally attends William James College Prep.

"For over a century, its list of alumni has included many powerful politicians, industrial and financial tycoons, bankers, doctors, and lawyers."

The word alumni is the plural form of alumnus (masculine form) and alumna (feminine form) which are Latin for "a student." In English, we use alumnus/alumna and alumni, respectively, to refer to a person or group of people who graduated from a particular school. The narrator uses alumni to state that the group of people that graduated from William James College Prep includes many powerful people in respected professions.

"I expect an email by 5 p.m. telling me what you did, how you did it, and why you did it. A simple **mea culpa** will suffice."

The phrase **mea culpa** means literally "I am to blame" in Latin. In English, we use **mea culpa** when we want to admit a personal fault or error. In the example above, Dr. Crane uses **mea culpa** when he orders that the students who committed plagiarism admit what they did.

#### FOCUS ON LANGUAGE

In previous books, you learned several other words that come from Latin. Let's take a look.



You learned that the terms a.m. and p.m., used to talk about the time, are abbreviations of the Latin phrases ante meridiem, which means "before noon," and post meridiem, which means "after noon."

3:35 pm On Time 179 12:25 pm On Time 1405 12:35 pm On Time 2867 1:20 pm On Time 1442 1:50 pm On Time 3188 3:20 pm Est 3:45 pm 859 10:45 am Et 11:40 am 251 12:50 pm On Time 1:20 pm On Time 2510 1:45 pm On Time 1793 2·10 pm On Time

You know that the word percent is often used to talk about how much the price of a product on sale has been reduced (e.g., I can't believe these awesome shoes are 25 percent off), or to talk about research or statistical information (e.g., There's a 75 percent chance of rain tomorrow). The word percent comes from the Latin phrase per centum which means "for every hundred."





And you also learned that a **PS.** is a note that provides further information at the end of a letter, message, or article. The phrase **PS.**, from **postscript**, is an abbreviation of the Latin **postscript**um which means "written after."

As your knowledge of English increases, you can feel more confident in your language skills and more comfortable speaking the language in any situation. When you finish studying at CCAA and people ask you where you learned to speak English so well, be sure to tell them that you are an alumnus or alumna of CCAA!

#### FUCUS ON PUNCTUATION

### INTRODUCTION

While you were working on *The Case of the Internet Plagiarist*, you must have noticed that the **comma**, a very important punctuation mark, was used in a number of situations in the text and video scripts of the different parts of the case.

Learning how to use this punctuation mark properly is an important step on your way to improve your writing style, since **commas** can help you express yourself more clearly by indicating a separation of ideas or of elements in a sentence.

That's why, in this lesson, we are going to take a closer look at the most common cases in which the **comma** is used.

### THE COMMA

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1. The comma is used to separate independent clauses joined by conjunctions (and, but, etc.).

The good part of your manuscript isn't original, and the original part isn't good.

(from this lesson — saying attributed to Dr. Samuel Johnson)

The class quickly hushed up, but the air remained thick with anticipation.

(from this lesson)

The comma may be omitted in sentences consisting of two short independent clauses:

The question is easy (,) but the answer is not.

2. The comma is used to separate words, phrases, and clauses that are part of a series of three or more items.

I've got a lot of deadlines, papers, and exams.

(from this lesson)

#### FOCUS ON PUNCTUATION

If you want, you can **omit the final comma** before the word *and* in a series of words as long as it **doesn't affect the meaning** of the sentence.

I've got a lot of deadlines, papers and exams.

Sometimes, however, the absence of that final comma might result in an ambiguous sentence, as in the second example below.

He created a new file using the cut, copy, and paste commands.

He created a new file using the cut, copy and paste commands.

In the first sentence, the use of the final comma makes it clear for the reader that "copy" and "paste" are two different commands.

In the second sentence, the omission of the final comma might lead the reader to the erroneous conclusion that "copy and paste" is only one command.

The final comma is, therefore, not usually omitted in cases such as the one we saw above. Neither is it omitted before the word and in a series of phrases or clauses, as in the following example.

I expect an email by 5 p.m. telling me what you did, how you did it, and why you did it.

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(from this lesson)

3. The comma is used after words of direct address and connectives (however, nevertheless, still, after all, etc.) used to introduce a sentence.

Mike, I'm overwhelmed with work this semester.

(from this lesson)

When Michael Jr. handed in the paper, he felt the mission had been successfully accomplished. *After all*, he had safely covered up his tracks.

(from this lesson)

Also, words of direct address and connectives are usually placed between commas when they appear in the middle of a sentence.

Michael Sr.: I'll have your hide for this, Mr. Crane, I swear. (from this lesson)

Michael's father eventually pulled enough strings to have the case dismissed. He did not, however, manage to have Crane fired.

(from this lesson)

 Nonessential words, phrases, or clauses are normally placed between commas.

While many of you handed in original work for the midterm assignment, some of you, and I believe you know who you are, have committed blatant plagiary.

(from this lesson)

The board decided that for first-time offenders, which included Michael Jr. and some of his classmates, the best course of action would be a make-up paper for all.

(from this lesson)

As you can see, the italicized parts above are **not essential** to the basic meaning of each sentence and, therefore, are placed between commas. If you omit these italicized parts, the sentences will still make sense.

5. The comma is used to separate items in dates and geographical locations.

He was born on March 3, 2012.

They live in Juneau, Alaska.

6. The comma is used after salutations or closings in letters.

Dear Dad,

With all my love,

Although comma usage may vary according to each writer's personal style, if you follow the basic rules presented in this lesson, you should have no trouble expressing your ideas in a clear way so that your reader can easily figure out which words go together in a sentence and which parts of your sentences are most important.

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### WHEN OR WHILE?

We use both **when** and **while** as conjunctions to introduce adverbial clauses of time. The conjunctions **when** and **while** mean *during the time that* and can both be used to indicate that something is happening when something else happened. (e.g., My new puppy ate my homework **while/when** I was asleep.) However, there are certain situations in which we use only **when** or only **while**.

We use **while** to describe two long situations that happen at the same time.

While Katie was working on her writing assignment, Sally was doing some research for her term paper.

The cook is preparing dinner **while** the maid is cleaning the dining room and living room.

We use **while** to describe a long situation that is happening at the time a short situation happens.

While Jean was rewriting her speech, Mrs. Simmons called to say that the debate had been canceled.

Hank's science project caught on fire while he was presenting it to the class.

We use **when** to describe a short situation that happens during the time a longer situation is happening. (Compare these examples with the examples immediately above.)

Jean was rewriting her speech **when** Mrs. Simmons called to say that the debate had been canceled.

When Hank's science project caught on fire, he was presenting it to the class.

We use when to describe two short situations that happen at the same time.

When the bus arrived at the bus stop, I realized I had forgotten my lunch at home.

Cynthia knew she had been robbed when she reached into her purse and couldn't find her wallet.



We use **when** to describe a situation that happened during a period of time in the past.

I was very pampered when I was little because I was an only child.

When the U.S. was a new country, most people were farmers.

Jordan's parents died **when** he was very young. He was brought up by his grandparents.

Here are some examples from the lesson with **when** used to describe two short situations that happen at the same time.

"When Michael Jr. handed in the paper, he felt the mission had been successfully accomplished."

"Seymour sensed that something fishy was going on, but **when** Michael handed him three crisp one-hundred-dollar bills, he decided not to pursue the matter."

Now let's look at a different use of **while**. We can use **while** to link or compare *contrasting* ideas. Here are some examples from the lesson.

"While many of you handed in original work for the midterm assignment, some of you, and I believe you know who you are, have committed blatant plagiary."

"While its overachievers end up at Harvard, its underachievers are admitted to only slightly less prestigious schools."

### THE SUFFIXES -IST AND -ISM

You already know that a suffix is a letter or group of letters that is added to the end of a word in order to make another word. You have already learned many different suffixes. In this lesson, we'll look at the suffixes **-ist** and **-ism**.

#### THE SUFFIX -IST

The suffix **-ist** is usually added to the end of a word to make a noun. It can indicate what a person does, makes, practices, or is an expert in. Here's an example from the lesson with the suffix **-ist**.

"What robbers do to banks, plagiarists do to the ideas of others."

In the example above, Dr. Crane uses **plagiarists** to refer to people who commit **plagiary**.

The suffix **-ist** can indicate what a person does, makes, practices, or is an expert in.

Here are some more examples with the suffix -ist.

Jonathan Swift, a famous Anglo-Irish **satirist**, is well-known for his work titled *A Modest Proposal*. (A **satirist** is a person who writes **satire**.)



The **linguist** David Crystal believes that English has become a global language. (A **linguist** is a person who studies *languages*.)

Everyone knows Gary is an awesome **guitarist**, but few people know he's also a classical **violinist**. (A **guitarist** is a person who plays the **guitar**. A **violinist** is a person who plays the **violin**.)



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### THE SUFFIX -ISM

The suffix **-ism** is also usually added to the end of a word to make a noun. It can indicate that something has a particular characteristic or condition of being. Here's an example from the lesson with the suffix **-ism**.

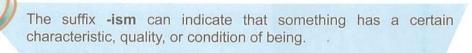
"With Google Translate™, Michael researched some sites in German and came upon an ideal essay about **multiculturalism** in Germany."

In the example above, the narrator uses **multiculturalism** to indicate that German society is characterized by being **multicultural**.

Here's another example from the lesson with the suffix -ism.

"Let's address the issue of plagiarism . . ."

In the example above, Dr. Crane uses **plagiarism** to indicate that the issue he wants to address is characterized by **plagiary**.



Here are some more examples with the suffix -ism.

Burt is a pretty shy person, so we were quite surprised by his **heroism** during the fight. (**Heroism** is the condition of being a **hero**.)



The students caught cheating did not escape the headmaster's stern **criticism**. (**Criticism** is an evaluation that is **critical** of a person or thing.)

### **PREP SCHOOLS**

In The Case of the Internet Plagiarist, we meet Michael J. Becker Jr., a freshman at the fictitious William James College Prep. What exactly is a college prep school? A college prep school, or just prep school, is a high school which aims to prepare students for college.

In the case, we learn that William James
College Prep is "one of the nation's most
prestigious and elite private high schools, and
its academic standards are as high as its tuition
fees." In the U.S. there are many excellent public,
state-run prep schools which admit students
based on merit and academic ability. However,
most prep schools, such as



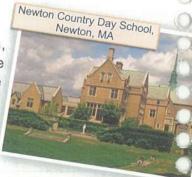
Marymount School of New York, New York, NY

New York, NY

the ones pictured on this page, are private and are considered quite expensive and exclusive. This means that only the very wealthiest students in the country may attend a private prep school, and in fact, only 1 percent of U.S. students attend college prep schools.

At prep schools, academic standards are

rigorous, and students are expected to participate actively in athletics, clubs, and leadership activities. Prep school students generally aspire to be accepted into the most prestigious colleges and universities in the country.



We can also use the words **prep** or **preppy** to describe a person or a fashion that is thought to be typical of the traditional **college prep** student. A person who wears classic, conservative, and often expensive clothes could be described as a **prep** or as having a **preppy** look.

# SCHOOL MOTTOES

In The Case of the Internet Plagiarist, Dr. Arthur Crane states that he and the students will always honor William James College Prep's motto: Character, Dedication, and Success. Many schools in the U.S., like the fictitious William James College Prep, also have mottoes. Often written in Latin, a school's motto summarizes its philosophy or mission. Here is a selection of mottoes from colleges and universities across the country.

American University: For God and Country

Amherst College: Let Them Give Light to the World

Benedict College: A Power for Good in Society

California Institute of Technology: The Truth Shall Make You Free

Carnegie-Mellon University: My Heart Is in the Work
Clark Atlanta University: I'll Find a Way or Make One

Fordham University: Wisdom and Learning

Hampden-Sydney College: Come Here As Boys So You May Leave As Men

Hampshire College: To Know Is Not Enough

Harvard University: Truth

Johns Hopkins University: The Truth Will Set You Free

Massachusetts Institute of Technology: Mind and Hand

New York University: To Persevere and To Excel

Northeastern University: Light, Truth, Courage

Ohio State University: Education for Citizenship

Purdue University: Education, Research, Service

Seton Hall University: Despite Hazards, Move Forward

Stanford University: The Wind of Freedom Blows

Tufts University: Peace and Light

University of Michigan: Art, Knowledge, and Truth

University of Pennsylvania: Laws Without Morals Are in Vain

Yale University: Light and Truth





You will be asked to discuss the following questions in class as part of the POST-VIEWING ACTIVITIES related to the video Zoo Vets.

What would you say is the specific topic of the video Zoo Vets?





In what way does the topic doctors relate to the specific topic of the video?



#### **USING UNDER**

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You already know we can use the preposition **under** to say that something is below something else (e.g., My dog was hiding **under** the bed.) or to say that something is less than something else (e.g., All the children at the park were **under** 10 years of age.).

We can also use **under** in expressions to say that something is subject to a certain condition, force, or influence. Here's an example from this lesson.

"With the tiger under anesthesia, the clock is ticking."



When the narrator says the tiger is **under anesthesia**, she means that the tiger is subject to the anesthesia.

Here are some more examples with under used this way.

Everyone knows it's dangerous to drive under the influence of alcohol.

Amy's so shy that I was under the impression she was arrogant.

Max was under pressure from work, school, and his family, so he decided to go away for the weekend to relax.

My parents called while they were in Europe, and I assured them that everything was **under control** here at home.

"I know Grandma is very independent, but I think she should stay with us until her fractured leg has healed."

"I agree. Under the circumstances, she can't take care of herself."

### **USING VET**

In this lesson you learned that the noun **vet** is short for veterinarian, a person trained to give medical care and treatment to sick animals. Let's learn about some more ways to use **vet**.

Besides veterinarian, **vet** is also short for veteran. A veteran is a person who has a lot of experience doing a certain activity, and the word veteran (**vet**) is often used to refer to someone who was in military service during a war. Here are some examples.

American jazz vet Dave Brubeck was one of jazz's first pop stars.

I saw many proud **vets** marching during the Veterans Day commemorations on November 11.



We can also use **vet** as a verb. Originally, **to vet** was used in horse-racing to refer to the practice of a **vet** (veterinarian) checking a horse to verify it is healthy enough to race.

Today, **to vet** has a general meaning of to examine or evaluate a person or thing to check if he, she, or it is appropriate or acceptable. It is often used in reference to the process of **vetting** political candidates. (You can hear this usage in many popular TV series about politics, such as *House of Cards*, 24, and *West Wing*.) Here are some examples with **vet**.

In the U.S., political parties carefully **vet** each candidate in terms of experience, character, and reputation.

Schools must thoroughly **vet** job applicants before they can be hired to work with children.

# **FOCUS ON PUNCTUATION**

#### INTRODUCTION

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In day-to-day conversation, a film, or a video clip, sometimes we feel that the speaker didn't finish his or her sentence, either because he or she didn't want to, or because he or she was interrupted by someone else. Isn't that true?

It's easy to understand when that happens in spoken language, but how do you indicate that kind of pause in writing?

That's exactly what we are going to study in this lesson: ellipsis marks.

An ellipsis is a set of three periods ( ... ) which indicates an omission. Notice that there should be a space before and after each of the three periods. The periods that make up the ellipsis are usually called **ellipsis marks**.

Now let's take a look at some of the most common cases in which **ellipsis** marks are used.

## **ELLIPSIS MARKS**

- 1. Ellipsis marks can be used to indicate a speaker's voluntarily unfinished sentence, usually in cases such as the following.
  - a. To suggest that a list goes on beyond those items actually spelled out in the text.

Dr. Carlos Sanchez:

I trust the keepers on how much they know each animal, and they can actually detect subtle changes on [sic] behavior, appetite, activity levels, smells ... many things.

(from this lesson)

In vet school, students usually deal with cats, dogs, horses ...

# FOCUS ON PUNCTUATION ...

b. To indicate hesitation.

Dr. Crane: Somehow, I suspect this is a translation of some sort: very nicely doctored up, but a translation nonetheless. And I've gone over this bibliography which is much too general for the paper's specific ideas. Tell me the truth, Mr. Becker.

Michael Jr.: Look, my father helped me ... he read the paper and thought it was fine.

(from Lesson 3)

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You probably remember that, in the second part of *The Case of the Internet Plagiarist*, when confronted by Dr. Crane about his plagiarism, Michael Jr. hesitated after saying his father had helped him because he realized he had said the wrong thing.

Here is another example of ellipsis marks indicating hesitation:

What I wanted to tell you, Lisa, is ... well, I mean ... I love you.

2. Ellipsis marks can also be used to indicate that a speaker was interrupted by someone else, as in the following example.

Michael Jr.: I don't see any proof here, just a bunch of stupid accusations. And I don't like it. Why don't you call my dad? He's a lawyer, you know, and he'll sue you ...

Dr. Crane: You are completely out of line, mister! (from Lesson 3)



Ellipsis marks are also used to indicate omission in material that repeats the exact words said or written by someone else.

# THE SUFFIXES -MENT, -ATION, AND -ION

You know that a suffix is a letter or group of letters that is added to the end of a word in order to make another word. You've already learned many different suffixes. In this lesson, we'll look at **-ment**, **-ation**, and **-ion**.

#### THE SUFFIX -MENT

The suffix **-ment** is usually added to the end of a verb to form a noun that refers to the action, condition, or result of doing something. Here's an example from the lesson with the suffix **-ment**.

"We do depend a lot on the tests and the machines and the **equipment** that we have, but we still have to rely on our common sense, our eyes and ears, and our practicality."



In the example above, Dr. Luis Padilla uses **equipment** to refer to items that he and his team are **equipped** with.

Here's another example from the lesson with the suffix -ment.

"Curators oversee the management of animal areas . . ."

And in this example, the narrator uses **management** to refer to the action of **managing** the animal areas.

The suffix **-ment** can be added to a verb to form a noun that indicates an action, a condition, or a result of what is indicated by the verb.

Here are some more examples with the suffix -ment.

In a **statement** to the press, zoo officials announced that two baby sea lions had been born that morning.

Ever since Matt began **treatment** for his chronic hip pain, he's been back to his old self again.

Cynthia loves animals and has been looking for **employment** at zoos and veterinary clinics.

#### THE SUFFIX -ATION

Like the suffix **-ment**, the suffix **-ation** is usually added to the end of a verb to form a noun that also refers to the action, condition, or result of doing something. Here's an example from the lesson with the suffix **-ation**.

"Improvisation is one of the keys to ministering to the National Zoo's diverse residents."

In the example above, the narrator uses the word **improvisation** to refer to the actions that must be **improvised** in order to minister to all of the zoo's animals.

Here's another example from the lesson with the suffix -ation.

"After a thorough examination. Doctor Padilla is puzzled."





In the example above, the narrator uses the word **examination** to refer to the action of **examining** the sea lion.



The suffix **-ation** can be added to a verb to form a noun that indicates an action, a condition, or a result of what is indicated by the verb.

Here are some more examples with the suffix -ation.

After my **conversation** with Leon about the surprise party, I realized he hadn't started any of the **preparations** yet.

My baby sister has a vivid **imagination**. We went to the zoo last week, and now she insists that our cat is a tiger.

During the **presentation** for new employees, George provided detailed **information** about the company's **expectations** for them.



#### THE SUFFIX -ION

Like the suffixes **-ment** and **-ation**, the suffix **-ion** is usually added to the end of a verb to form a noun that refers to the action, condition, or result of doing something. Here's an example from the lesson with the suffix **-ion**.



"Her appetite's been decreasing steadily, and she's been very difficult to get her **medications** in [sic] for the past several days . . . "



In the example above, Linda Moore uses the word **medication** to explain that it has been difficult to **medicate** the sea lion.



The suffix **-ion** can be added to a verb to form a noun that indicates an action, a condition, or a result of what is indicated by the verb.

Here are some more examples with the suffix -ion.

After many **interruptions** from ringing cell phones, the conductor stopped the orchestra out of sheer **frustration**.

I got over my initial **hesitation** about hiring an interior decorator and ended up loving all of her **suggestions** for my new apartment.

Anthony thinks it's an exaggeration when people describe his dedication to his pets as an obsession.



#### **USING SO THAT**

You already know many conjunctions (e.g., although, and, as, because, but, even though, if, or, since, so, unless, whereas, whether, and while). Now let's learn about the conjunction so that. We can use so that to introduce a clause of purpose. Look at this example from the lesson.

"We just try to get going as early as possible so that we can minimize the amount of people on grounds so we minimize the traffic."



In the example above, Dr. Padilla explains that they get going as early as possible, and the purpose of this is to minimize the number of people around while they work.

Here are some more examples with so that used to express purpose.

I'm going to learn to speak Spanish so that I can communicate with everyone during my summer vacation in Chile next year.

George has started riding his bike to work so that he can get more exercise.



My doctor always tells me to get a thorough medical examination every year **so that** I can be sure that I'm in good health.

I asked my dentist to give me an anesthetic before he started working on my infected tooth **so that** I wouldn't feel any pain.

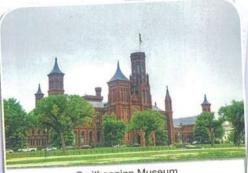




You should know that in informal speech native English speakers often omit **that** from **so that** and say only **so**. As a student of the English language, it would be advisable for you to use the complete form **so that**.

### SIGHTSEEING AROUND WASHINGTON, D.C.

In this lesson, you saw a video featuring the National Zoo, a favorite place for tourists to visit while in Washington, D.C. Visitors to the nation's capital are also sure to be delighted by the amazing monuments, memorials, and museums for which this elegant city is so famous. (One such example is the Smithsonian Museum, which you will learn more about in the Workbook.)



Smithsonian Museum





- 1 Washington Monument
- 2 Jefferson Memorial
- 3 United States Capitol
- 4 Lincoln Memorial

Most of these places are all located fairly close together. This means that tourists can get around quite well on foot, although the city also boasts an excellent public transportation system.



LESSUM 4

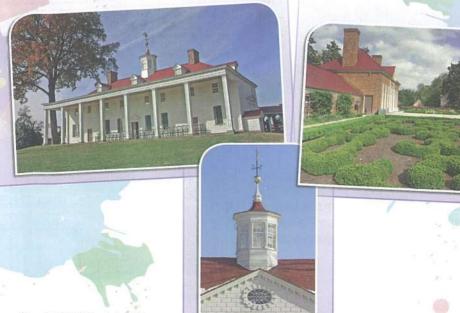
#### **FOCUS ON CULTURE**

Seeing all of the wonderful and historical places in D.C. would be quite an achievement. However, visitors should not overlook another important site just 16 miles outside the city in Alexandria, Virginia: Mount Vernon, the country home of George Washington and his family. George Washington was the first president of the United States and is often referred to by Americans as "the father of our country."





Washington built this gracious estate in a bucolic location on the banks of the Potomac River. During an unforgettable visit to Mount Vernon, people can tour the 14-room colonial mansion and farm to see how George Washington and his contemporaries lived in the 1700s.



# The Case of the GEEN IN LOVE



If you want to meet a geek, you have to meet Jimmy Shaw, a freshman at Roosevelt High School. Some students there think Jimmy's a geek cause he's shy and

because he's shy and self-conscious about his looks and frail build. If you told him he had an inferiority complex, he'd answer, "No, it's not a complex. I really am inferior."

As a geek, Jimmy has his own ideas about having fun: he loves watching classic old films from Hollywood's Golden Age, playing chess, reading, and listening to big bands and jazz. On the other hand, he hates most sports and thinks P.E. class is a nightmare. As for the current pop music and TV programs his generation likes, Jimmy says all of it is made for "zombified" youth.

Now meet another geek at Jimmy's high school: Ernie Beauchamp. Ernie is Jimmy's best friend. Actually, Ernie is Jimmy's only friend. They grew up together, share the same common interests, and are real buddies. Ernie really does look like the typical geeks you see in the movies: lanky and awkward, with thick-lensed glasses.

When it comes to girls, Jimmy and Ernie consider themselves losers.

But wait, we don't want to tell Jimmy's story because he's going to tell it to us himself.



(Part 1)

LL33UN 3

LESSON BASED ON A CASE





Early in our freshman year at Roosevelt, Ernie and I were in the cafeteria playing chess.

"If you don't move, we'll never finish this game before lunch is over," I told Ernie.

"If I hadn't blundered a couple of moves back, I wouldn't be in this predicament," Ernie answered, as some jocks, led by Brett Hughes, came up to our table.

"Hey, geeks! Playing chess? How exciting! Mind if we stand here and cheer?" The jocks behind him started laughing.

"Just leave us alone," I told Brett.

"If I left you guys alone, you'd have no friends here at all," answered Brett as he looked over the board, pointed to the knight, and then said to Ernie, "I'd move the horse if I were you, geek."

"FYI, it's called a knight," Ernie retorted.

"A knight . . . like in good night?" said Brett. The jocks found this lame attempt at humor amusing. "Come on, guys. I'm so hungry I could eat a horse. I mean a knight," Brett added as he picked up the knight from our chess table and bit its head.

# **LESSON BASED ON A CASE**

"See you geeks in PE class," Brett said as he put the knight back on the board and headed to a table nearby.

"Let's play, Ernie. Just forget that creep," I said. A few minutes later, while we were both concentrating on the interrupted chess game, something suddenly came crashing down on our chess set and scattered the pieces all over the place.

It was a half-eaten egg salad sandwich.

"Hey geeks, checkmate! How about that move?" It was Brett. The whole cafeteria was in an uproar. Our table was a mess:

pawns, knights,

kings, queens,

bishops, and egg salad all over the place. Everyone was laughing at us.

"That's terrorism, plain and simple," I said.

"High school is hell," Ernie sighed as he wiped the mayo off his glasses with a napkin.

But a few days later, lunchtime at Roosevelt took a turn for the better. We had stopped playing chess in the cafeteria because it had gotten too dangerous. Ernie was showing me a video that he'd put together with Humphrey Bogart's best tough-quy scenes.

"Man, if I could only act like Bogie when the jocks bully us. He's my hero," Ernie sighed.

"If you wanted to stand up to the jocks, a better role model would be Chuck Norris," I replied.



## **LESSON BASED ON A CASE**



We suddenly heard a girl's voice say, "Hi! Do you guys mind if I sit here? The cafeteria is really crowded today."

We looked up. Standing before us was the most beautiful girl I'd ever seen anywhere. My heart must have skipped a beat. Ernie and I were speechless. I didn't realize it, but I was staring at her with my mouth open, full of food. Ernie elbowed me in the ribs and whispered in my ear, "Close your mouth. It's gross."

"I'm Cindy Kovac. I'm a freshman transfer student.

My family just moved here from Wichita, Kansas. Can I sit with you guys?"



"Uhh . . . uhh . . . sure. Have a seat. I'm . . . I'm Jimmy Shaw . . . this . . . uh . . . this is my friend Ernie Beauchamp. We're fresh too . . . I mean freshmen." I was stuttering and making an idiot of myself . . . as usual.

"God! Who's that ancient deaf lady serving the food? I had to yell at her to get some service.

People like that shouldn't be working," said Cindy.

"Oh, that's Mrs. O'Reilly . . . she's worked here for over thirty years," I replied.

"She isn't deaf. She's just a little hard of hearing," added Ernie.

"Old people like her have no business working here," Cindy retorted. Ernie lifted

his fork and was about to say something when I kicked him lightly in the shin. Man, here was the most gorgeous girl in the universe, and Ernie was going to ruin things by getting into an argument.

FEDDOM 3

The following week, she had lunch with us every day, oblivious to the fact that a girl like her doesn't hang out with geeks like us. From the start, Ernie disliked her. I, on the other hand, was in love.



Why Cindy decided to be my friend will always remain a mystery. Since we had some classes together, she started to ask me for help with her homework, and soon I was meeting

her after school every day to help her with English, history, biology and math. Just being around her made my day.



"Can't you see she's taking advantage of you?" Ernie asked me one day.

"You're just jealous because she likes me more than you," I answered.



When Cindy started dating Brett Hughes, I can't say I was surprised—just heartbroken. Since Brett hated me, I thought Cindy would stop seeing

me, but she didn't. Sure, she was busier because she was dating Brett, but she would always say hello to me and we'd still meet so I could help her with her schoolwork. Brett and the other jocks conveniently stopped taunting Ernie and me.

#### LESSON BASED ON A CASE



But that didn't change Ernie's opinion of her. "She glows on the outside and stinks on the

inside. She's just using you,"
Ernie told me one day when
I asked him why he disliked
her. What ensued was
our biggest fight ever; a
crowd gathered around us,
howling with laughter to
watch two geeks battle it
out.

That was three weeks ago, and Ernie and I haven't spoken since.

Then it happened. I was at Cindy's house helping her write a term paper when she broke into tears, and put her arms around me and her head on my shoulder.



"He was such a scumbag," she whimpered.

"Ernie? Yeah. I never want to see him again," I replied.

"What are you talking about?" she said as she looked up. "Brett and I broke up. He's such a self-centered jerk. He only thinks about himself."

Things happened fast from that moment on. In tears, Cindy told me the whole story about what had happened between her and Brett. She was crying on my shoulder the whole time.

"Jimmy, you're the sweetest person I know. You're so smart and caring. How come I don't date nice guys like you?" I gave her some



Kleenex® to dry her tears. And it was then and there that, feeling I had the upper hand, I mustered up courage and answered, "Yeah, how come you don't? I think you're the greatest, Cindy."

Suddenly, she sat up, looked me straight in the eye, and fired away point-blank, "Do you mean that?"

"About you being the greatest? Of course," I replied.

"No, silly, about dating me."

My dream had come true.

\*\*

When Cindy and I began going out, people at school started treating me differently. At first, Brett and the jocks were pretty much just

ignoring me. Then after school one day, Brett cornered me like a raging bull, and I thought he was going to beat the hell out of me. But suddenly Cindy's brother Ken



appeared. He's one of the senior jocks and twice Brett's size. Ken grabbed Brett by the neck and shoved him hard against the wall. Ken told him that if he ever harassed me or anyone else again, he would have to answer for it.

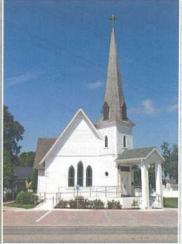
I couldn't believe it: a jock saving the life of a geek.



#### **LESSON BASED ON A CASE**



I've been dating Cindy for a couple of months now. Even though I'm not religious, I've been attending her church where she sings in the



choir. I guess I go to the services just to worship her. She's also been taking me to the youth fellowship meetings. If Cindy weren't there, they'd be pretty boring.



When we go to the movies, it's usually to see something Cindy wants to see. Last Saturday, we saw *Sorority Circus 3*. I hated the film, but it was worth sitting through it just to be with Cindy.

\*\*

I love Cindy, but church picnics, parties, and hanging out at shopping malls are a drag. I wish I could do something that we both like. Can we have a good relationship if we don't enjoy the things we do together? I can't imagine my life now without Cindy, but I'd like to see us doing something more interesting.

There's an Orson Welles Festival on Saturday, and I'd like to take her to see Citizen Kane and then take

> her out to dinner at a Vietnamese restaurant,







just to do something different. Cindy's world is a cultural wasteland, and I'm not sure if she'd enjoy Orson Welles and exotic food. But this is my only chance to see Citizen Kane on the big screen.

Unfortunately, Cindy told me she wants to see *Spirits: Love Forever* and then go to the church barbecue afterwards.

It bothers me to think we may not be on the same wavelength. Do I give up my own self just because I'm head over heels for her? I'll never find another girl as beautiful as her. Maybe we don't have the exact same interests, but I can try, can't I?

Should I insist we do something different for a change?

## **Questions for Discussion:**

- 1. Describe the characters in the story.
- 2 Describe Jimmy and Ernie's encounter with the jocks.
- 3. Why do you think Ernie doesn't like Cindy?
- 4. Why did Jimmy and Ernie have a fight?
- 5. Why do you think Cindy's brother Ken defended Jimmy?
- 6. What is Jimmy's dilemma?
- 7. What do you think Jimmy should do?

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	REMINDER: Your answers won't be graded by your teacher. They are simply a way for you to develop your ideas for class discussion.
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FESSON S

## **INFORMAL FORMS OF POLITE REQUESTS**

You already know that we can use **would you mind** and **would you mind** if in polite requests, as in these examples from previous books.

"Would you mind putting your seat in the upright position, please?"
"No, not at all."

"Would you mind if I called you Mrs. B. instead of Mrs. Beauregard?" "That would be fine, Tommy."

The polite requests shown in the examples above are usually considered formal forms of polite requests. Now take a look at these examples from the lesson.

"Hi! Do you guys mind if I sit here?"

In the example above, Cindy says **Do you** guys **mind if** I sit here? instead of **Would you** guys **mind if** I sat here?

"Mind if we stand here and cheer?"

And in this example, Brett says *Mind if we stand here and cheer?* instead of *Would you mind if we stood here and cheered?* (Note that Brett could also have said *Do you mind if we stand here and cheer?*)

"Hey buddy, mind if I join you?"



Finally, in this example, Ernie says *Mind if I join you?* instead of *Would you mind if I joined you?* (Note that Ernie could also have said *Do you mind if I join you?*)

These forms of polite requests are more informal and are usually used in spoken English. Depending on the situation you are in, you can decide whether a formal or informal form of a polite request would be more appropriate.

#### FOCUS ON PUNCTUATION ...

#### INTRODUCTION

As you already know, when writing, you can indicate a break within a sentence by using a comma. You also learned in a previous lesson that a period is usually used to mark the end of a sentence. In other words, both the comma and the period are used to represent, in writing, different kinds of pauses that may occur in spoken language.

In this lesson, we will study the use of another kind of punctuation mark that also indicates a pause in speech, but which is stronger or longer than a comma and not as final as a period: the **semicolon** ().

We will also analyze the use of one more type of punctuation mark that indicates a pause in spoken language. In this case, the pause normally introduces related information and is represented, in writing, by the **colon** (:).

Let's begin? Remember that we will cover some of the most common cases in which the **semicolon** and the **colon** are used, but not all of them.

## THE SEMICOLON

1. The semicolon is used to separate two independent clauses that are **not** joined by coordinating conjunctions (and, but, or, or nor).

Susan loves pop music; her boyfriend hates it.

Vito is an American citizen; Gina is not.

You say this film is funny; I say it's moronic.

2. The semicolon is also used to join independent clauses that are linked by connectives such as besides, consequently, however, nevertheless, otherwise, so, therefore, and thus.

We thought this movie was worth sitting through; however, it was actually a drag.

You'd better stop harassing the younger kids from now on, Blake; otherwise, I'll see that you answer for it.

Notice that a comma generally follows the word or expression used as a connective.

As you already learned in Lesson 3 of this book, the last two sentences we just saw could also be written in the following way.

We thought this movie was worth sitting through. However, it was actually a drag.

You'd better stop harassing the younger kids from now on, Blake. Otherwise, I'll see that you answer for it.

We could substitute a period for the semicolon, and begin another sentence with the connective.

The semicolon is used to separate a list of items if any of the items already include commas.

Last year Marcy decided to visit some of her relatives in Springfield, Missouri; Wichita, Kansas; and Hollywood, California.

Notice that, without the semicolons, the names of the cities and the states would not be distinguishable.

#### FOCUS ON PUNCTUATION

**4.** The semicolon is also used to join an initial clause to an explanatory clause that is introduced by the following expressions or words: for example (e.g.), that is (i.e.), in fact, for instance, and namely.

In this book you will find some exotic food recipes; for example, there are recipes for Vietnamese dishes, Jamaican dishes, and Indian dishes.

Some people believe that the best way to stop bullies is to stand up to them; that is, you should refuse to accept what they do to you and defend yourself.

As you can see, a comma generally follows the word or expression used after the semicolon.

#### THE COLON

 The colon is used to indicate that an initial clause in a sentence will be further explained or illustrated by the material which follows the colon.

Ernie really does look like the typical geeks you see in the movies: lanky and awkward, with thick-lensed glasses.

(from this lesson)

Derek's world is a cultural wasteland: nothing but moronic films and silly TV shows.

2. The colon is used to introduce a list of items, examples, or the like.

As a geek, Jimmy has his own ideas about having fun: he loves watching classic old films from Hollywood's Golden Age, playing chess, reading, and listening to big bands and jazz.

(from this lesson)

For next class, I'd like you to do some research on the life and career of the following movie stars of Hollywood's Golden Age: Bette Davis, Cary Grant, Clark Gable, Humphrey Bogart, Lauren Bacall, and Ingrid Bergman.

3. The colon is used to stress and direct attention to a word or phrase.

There's something we forgot to bring: napkins.

Now meet another geek at Jimmy's high school: Ernie Beauchamp.

(from this lesson)

This sandwich is not so bad, but it would have been better if you had used two things: mayo and mustard.

4. The colon is also used after salutations in business letters.

Dear Mr. Casey:

Gentlemen:

As you learned in Lesson 3 of this book, in informal letters, a comma usually follows the salutation.

5. The colon is used to separate hours from minutes in indicating time.

10:30 a.m.

11:00 p.m.

In the following lessons, you will learn how to use other punctuation marks so you can continue to improve your writing skills.

#### THE SUFFIX -IED

You have already learned many suffixes, those letters or groups of letters that are added to the end of a word in order to make another word. In this lesson, we'll look at the suffix **-ied**.

The suffix **-ied** can be added to the end of a word to form a new word meaning *having qualities of* or *similar to*. Here's an example from the lesson with the suffix **-ied**.

"As for the current pop music and TV programs his generation likes, Jimmy says all of it is made for 'zombified' youth."

In the example above, we learn that in Jimmy's opinion, current pop music and TV programs are made for young people who have the qualities of a zombie, in other words, **zombified** youth.

The suffix **-ied** can be added to the end of a word to form a new word meaning *having qualities of* or *similar to*.

Here are some more examples with the suffix -ied.

Many spies attempt to gain access to classified government documents.

With a few secret ingredients, the flavors in my favorite Tex-Mex dishes can be **intensified**.

Police arrested an illegal alien who had entered the country with a **falsified** passport and driver's license.

The **mummified** remains of several of ancient Egypt's kings and queens were in the museum's exhibit.





#### **ZERO CONDITIONAL**

You learned in a previous book how to use **if + present tense**... **will** to talk about a condition (*present tense*) and what the result will be (*future tense with will*). Look at this example.



If you take this medicine,

1 1

IF + PRESENT TENSE

The first part begins with **if**, and **the verb is in the** present tense.

you'll feel better.

WILL

In the second part, the verb is in the future with will.

Now let's learn about the **zero conditional**. We use the **zero conditional** to talk about a condition (*present tense*) and what the result will be (*present tense*). Look at these examples.

If you heat water to 100° Celsius, it boils.

IF + CONDITION

RESULT

or

Water boils if you heat it to 100° Celsius.

RESULT

IF + CONDITION

As in the examples above, we use the **zero conditional** when we are completely certain of what the result of a condition will be (If you heat water to 100° Celsius, it boils) and that the result of that condition is always true (If you heat water to 100° Celsius, it always boils). Notice that we use the *present tense* to talk about both the condition and the result.



Here are some more examples with the zero conditional.

If my sister doesn't get enough sleep, she's in a bad mood all day.

My teachers are angry if I'm late for class.

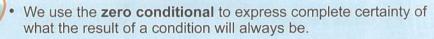
If you mix red and yellow together, you get orange.

I miss the bus if I don't wake up on time.

I don't do well on my tests if I don't study for them.







 We use the present simple tense to describe the condition and the result.

Here are some examples from the lesson with the **zero conditional**.

"If you want to meet a geek, you have to meet Jimmy."



"And guys always look at girls, especially if they're gorgeous like you."



Compare these examples.

I miss the bus if I don't wake up on time.
I will miss the bus if I don't wake up on time.

I don't do well on my tests if I don't study for them. I won't do well on my tests if I don't study for them.

As you can see in the examples above, a sentence in the **zero conditional** can be modified to the future tense (**if + present tense...will**). However, only the use of the **zero conditional** creates the impression of complete certainty that the result will always happen.

#### **IMPERSONAL PRONOUNS**

Impersonal pronouns, such as **one**, **you**, and **we**, do not refer to a specific person, but to *any person* or to *people in general*.

#### The use of one

Let's see how the impersonal pronoun **one** can be used. Here are some examples.

One should always be polite and friendly to others.

One can think of a lot of things to do outside on a sunny day.

One could say that traveling abroad is not a luxury but a necessity.

As you can see in the examples above, the impersonal pronoun **one** refers to a person/any person/people in general.

We can refer back to **one** by using *one*, *one's* or *oneself* or *he* or *she/his* or *ner/him* or *her/himself* or *herself*. Here are some examples.

"Having mastered a language, **one** is able to understand an indefinite number of expressions that are new to *one's* experience . . ."

-Noam Chomsky



"What is the point of worrying oneself too much about what **one** could or could not have done to control the course one's life took?"

-Kazuo Ishiguro, The Remains of the Day

One doesn't need to be concerned about what others think of him or her.

**One** should ask *himself* or *herself* where *he* or *she* wants to be in life ten years from now.

#### The use of you

Let's see how the impersonal pronoun you can be used. Take a look at this dialogue.

Tourist: How do **you** get to the Modern Art Museum from here?

Officer: Let me show you on this map.

In the tourist's question above, the impersonal pronoun **you** refers to a person/any person/people in general. In the officer's response, the pronoun *you* refers specifically to the tourist.

In the example above, the tourist could also have asked, "How does **one** get to the Modern Art Museum from here?" This, however, would sound very formal. The impersonal pronoun **you** (rather than **one**) is used more frequently. Here are some examples from former American presidents.

"You can fool all the people some of the time, you can fool some of the people all the time, but you can't fool all the people all the time."

-Abraham Lincoln, political convention speech, May 1856



"It is amazing what **you** can accomplish if **you** do not care who gets the credit."

-Harry S. Truman



Here's an example from the lesson with the impersonal pronoun you.

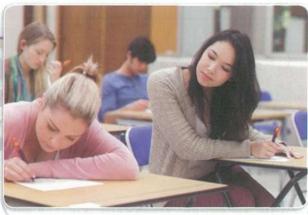
"Ernie really does look like the typical geeks **you** see in the movies: lanky and awkward, with thick-lensed glasses."



We can use *youlyourlyourslyourself* to refer back to the impersonal pronoun **you**. Here are some examples.

"You can't depend on your eyes when your imagination is out of focus." -Mark Twain, A Connecticut Yankee in King Arthur's Court

If **you** try to do well in school by cheating, *you* are only cheating *yourself*.



Try to avoid using the impersonal pronoun **one** if you have to refer back to it several times in the same sentence. Although it is grammatically correct, it often results in a sentence that doesn't sound natural. In such cases, use the impersonal pronoun **you** instead. Compare the following examples.

**One** shouldn't ever tell *oneself* that *one* is inferior to others, or let *oneself* be bullied, but instead stand up and defend *one*'s rights.

(This example sounds awkward and unnatural.)

**You** shouldn't ever tell *yourself* that *you* are inferior to others, or let *yourself* be bullied, but instead stand up and defend *your* rights.

(This example sounds natural.)

#### The use of we

Let's see how the impersonal pronoun we can be used. Here are some examples.

**We** need to work together to conserve the world's natural resources.



With small acts of respect and consideration, we can build a better society one day at a time.

As in the examples above, the impersonal pronoun **we** (just like the impersonal pronoun **you**) can be used *informally* to refer to *people in general*, especially when the writer/speaker wants to give the reader/listener a sense of involvement in what he or she has to say.

We can use the pronouns *we/us/our/ours/ourselves* to refer back to **we**. Here are some examples.

"Every word **we** speak is million-faced or convertible to an indefinite number of applications. If it were not so we could read no book."

—Ralph Waldo Emerson

"We can never give up longing and wishing while we are thoroughly alive." -George Eliot, The Mill on the Floss

"We are such stuff as dreams are made on, and our little life is rounded with a sleep." —William Shakespeare, The Tempest

"When **we** love, we always strive to become better than we are. When **we** strive to become better than we are, everything around us becomes better too." —Paulo Coelho, *The Alchemist* 

### THE WAR OF THE WORLDS

Jimmy Shaw, one of the main characters in the case, mentions wanting to attend an Orson Welles film festival. You may already know that Orson Welles has been called the greatest film director of all time; however, you may not know that his work in radio had already earned him fame at the tender age of 23.



Directed and narrated by Orson Welles, The War of the Worlds was based on H.G. Wells' science fiction novel of the same name. The radio broadcast of Welles' adaptation of the novel on October 30, 1938 was designed to sound like a series of real news bulletins and live accounts of an alien attack. It caused fear and alarm among many listeners who thought it was a factual report of Earth's invasion by aliens.

The next day, the front page of *The New York Times* ran the following headline: "Radio Listeners in Panic, Taking War Drama as Fact, Many Flee Homes to Escape 'Gas Raid From Mars." Many other newspapers reported widespread panic in the northeastern part of the

United States. Radio stations, newspapers, and police stations were overwhelmed with calls from frightened citizens.

It may seem preposterous that people could actually have been scared by such a story, but the broadcast took place in the year prior to the start of World War II

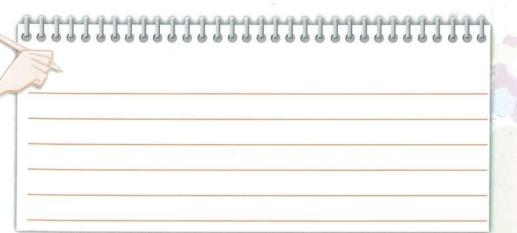
(1939-1945). Americans already felt uneasy and nervous about possible enemy attacks, and were fearful of an imminent war. Also, listeners were only advised that it was a work of fiction at the beginning, and there were no commercial breaks after that. Many people complained that Welles' *The War of the Worlds* was too real, and that he had been careless. However, nobody could deny his exceptional talent as a dramatist, which his subsequent work in film continued to prove.

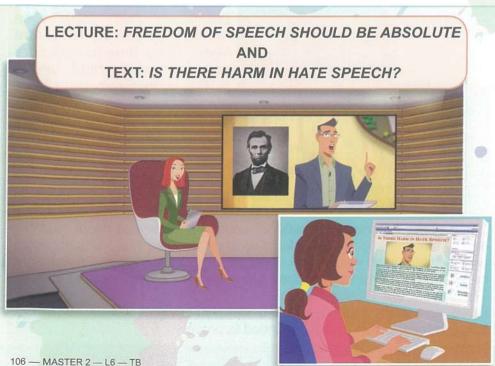
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LECTURE AND TEXT

#### **WARM-UP ACTIVITY**

In this activity, you will have 15 seconds to prepare an answer to a question you will be asked in class. You can use the space below to write down a few brief notes that might help you prepare your answer.





# LECTURE AND TEXT

#### **WORKING WITH THE FIRST SOURCE: LECTURE**





#### Dictionary entries related to the lecture:

absolute adj. complete and total; not limited in any way. No one can predict the

future with absolute certainty.

presenter n. someone who introduces a television or radio show: a news/sports presenter.

award n. a prize or other reward given to someone for doing something that is admired. Jeff went to New York to receive the award for athlete of the year. An award-winning person or thing is one that has won one or more awards: an award-winning writer/actor/film/restaurant/etc.

journalist n. someone whose job is to report the news for newspapers, magazines, television, or radio. Joey always wanted to be a TV journalist, but he ended up working for a newspaper. The career is called journalism. Do you think journalism is a good career choice for me?

author n. a person who has written something, especially books, articles, etc., or whose main job is to write books. Mark Twain is the author of The Adventures of Huckleberry Finn.

civil liberties, the basic rights of all citizens to do, think, or say what they want, as long as they don't break the law or affect other people's rights. In the U.S., some examples of civil liberties include freedom from slavery, freedom of religion, and freedom of speech. See liberty.

**liberty** n. the freedom to think or behave the way you want, or to speak what you want, without any interference from a government or other people. Our organization is fighting for liberty and peace.

quote, to v. quoted, quoting, to repeat exactly what someone else has said or written. Professor Lowe quoted a short passage from Aldous Huxley's Brave New World to illustrate his point about satire. The noun is quote or quotation. Each chapter of this book begins with a quote/quotation.

Abraham Lincoln, (1809-1865) the 16th president of the United States. Abraham Lincoln, often referred to as Abe Lincoln, is well-known, among other things, for his fight against slavery.

#### **WORKING WITH THE FIRST SOURCE: LECTURE**





## Dictionary entries related to the lecture (continued):



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**master** *n*. **1.** (*in this text*) someone who has a servant or slave. *Slaves were forced to do whatever their masters wanted*. **2.** someone who has control over something or someone else. *I believe we are the masters of our own destiny*. **3.** someone who has become very skilled at doing something. *Robert is a chess master*.

**principle** *n*. a basic truth or theory: *the principle of liberty/justice/privacy/etc*.

**reciprocity** *n*. a situation in which two people, groups, or countries give each other similar kinds of help or special rights. *I did Jack a favor once, and when I needed one in return he was glad to help me out. That's what reciprocity is all about.* 

**democracy** *n.* **1.** (*in this text*) a system of government in which people choose their leaders by voting. In this kind of system, everyone should be treated equally and have equal rights. *Democracy is always worth fighting for.* **2.** a country in which democracy is the system of government. *The United States is one of the most powerful Western democracies of our time.* 

base (something on something), to phrasal verb. based, basing, to use something as the thing from which something else is developed. Our relationship is based on respect. / This film is based on the life of Abraham Lincoln.

**on no account**, under no circumstances. On no account should you accept Gary's money. He's just trying to control your life. Notice that, since the expression **on no account** is normally used at the beginning of a sentence, the order of subject and verb in the sentence is reversed, the same way it is in questions. You will have the chance to study this topic in detail in the Focus on Grammar section of this lesson.

**impose, to** *v.* **imposed, imposing**, to force someone to accept something such as an opinion, idea, or a belief. I don't think quitting your job is a good idea right now, but you should do what you think is right. I wouldn't want to impose my opinion on you. The noun is **imposition**. The employees were not happy with the imposition of management's new control procedures.

# TWO DIFFERENT SOURCES: LECTURE AND TEXT

#### **WORKING WITH THE FIRST SOURCE: LECTURE**





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Dictionary entries related to the lecture (continued):

purely adv. completely and only. He married Rose purely for her money.

logical adj. connecting ideas or reasons in a sensible way: a logical decision/argument/conclusion.

it's fair to say, used to introduce a statement that you think is likely to be true. I think it's fair to say that computers have become essential in our lives.

**condition** *n*. something that must be true or be done in order for something else to happen. If you want to go out, you have to accept this condition: finish all your homework first.

**speak your mind, to**, to honestly say what you think, even if it upsets or offends others. If you don't agree with your boyfriend on this matter, you should speak your mind.

fully adv. completely. Before you drop out of school, you should be fully aware of the consequences of this decision.

hate n. a very strong feeling of hating or disliking someone or something. When I broke up with John, I could see the hate in his eyes. He never spoke to me again after that day.

**hate speech** *n.* speech that offends or threatens people because of their race, religion, age, etc. *We do not condone hate speech in our school.* 

**ban, to** v. **banned**, **banning**, to officially say that something cannot be done or used. The city has banned smoking from all public buildings.

**regulate, to** *v.* **regulated**, **regulating**, to control an activity or a process, especially by rules and laws. *Our country needs better laws to regulate working conditions*.

**nature** *n.* a basic quality that something has. What is the true nature of democracy?

**tempt, to** *v.* **tempted**, **tempting**, If you say you're **tempted** to do something, you mean you would like to do it even though it may be wrong or not good for you. I'm tempted to buy those shoes although I know I shouldn't. They're too expensive.

#### TWO DIFFERENT SOURCES: LECTURE AND TEXT

#### **WORKING WITH THE FIRST SOURCE: LECTURE**





#### Dictionary entries related to the lecture (continued):



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**insult, to** v. **insulted, insulting**, to say or do something that someone considers offensive. How dare you say we are all stupid! I won't have you insult my family in my own house!

**compelling** adj. capable of causing someone to believe in or agree with something: a compelling argument/reason/case/etc.

**slippery** adj. said of something that is difficult to hold or to walk on because it is wet or greasy. Be careful. They just washed the floor. It's slippery.

**slippery slope**, a problem, situation, or course of action which is difficult to stop or control once it has begun, and which is likely to get very much worse. *Having no family or education, he is on a slippery slope to a life in crime*.

**freely** adv. in a free way; without being stopped, controlled, or limited. In a democracy, journalists can write freely, without fear of going to prison for their opinions.

who's/what's to say, (spoken) used to express the idea that something is not certain because no one knows exactly what has happened or is going to happen. You shouldn't let anyone tell you what to do. If you want to move to Italy, go ahead and do it. Who's/What's to say you won't be happy there?

**democratic** adj. based on the principle of democracy: a democratic society/organization/person/etc.

**importantly** adv. in an important way; often preceded by **more** or **most** to emphasize the importance of something you say. So, how did your surgery go? And, more/most importantly, how are you feeling?

**strongly** adv. in a very important or serious way. We strongly believe that democracy is the best form of government.

**object, to** *v.* **objected**, **objecting**, When you **object to** something, you disagree with, disapprove of, or dislike it. *Many people object to the amount of violent shows we have on TV today.* 

#### **WORKING WITH THE FIRST SOURCE: LECTURE**





#### Dictionary entries related to the lecture (continued):



no matter (how/what/where/etc.), used for saying that something is not important or will not have an effect on something else. No matter how much you protect your children, they will still make mistakes. / No matter what you say, you won't convince Mark to go back to his wife. / No matter where I go, I always have my cell phone on me.

**limitation** *n*. the act of limiting something; something that controls how much of something is possible or allowed. We intend to impose limitations on the use of cars downtown.

**grant, to** v. **granted**, **granting**, to agree to do, give, or allow something that was asked for. The president refused to grant my request for an interview.

unfair adj. not right or fair. We all know that life is unfair. / Don't you think you're being a little unfair to Mark? You didn't give him a chance to explain what happened.

### LECTURE AND TEXT

#### **WORKING WITH THE FIRST SOURCE: LECTURE**

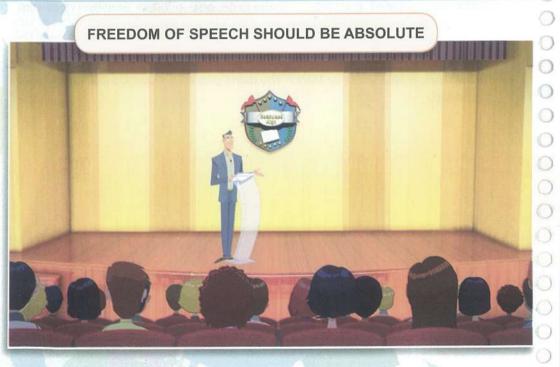


#### LISTENING COMPREHENSION TIPS

As you listen to the lecture, you should try to understand:

- What specific topic or topics the speaker is talking about.
- What the speaker has to say about the subject or subjects being discussed, and the reasons, examples, or specific details he gives to support his views.

Take notes while you listen to the lecture. You can write them down in the space provided in your Textbook. Do not try to write down every detail about everything you hear. You will find it a lot more efficient to concentrate on the major points of the lecture.



LECTURE AND TEXT

**WORKING WITH THE FIRST SOURCE: LECTURE** 



NOTES RELATED TO THE LECTURE:

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#### Dictionary entries related to the text:



harm n. physical, mental, or moral injury. I don't particularly like Andrew, but I certainly don't wish him any harm. / We might not be able to win the tournament, but there's no harm in trying, right? See harmful.

**harmful** adj. causing harm. Nowadays everybody is aware of the harmful effects of smoking. See **harm**, to.

harm, to v. harmed, to cause harm to someone or something. Mary's poor exam results will probably harm her chances of getting into college.

on the basis of, because of a particular fact or situation. You shouldn't buy a car on the basis of cost alone. Quality is also very important.

**gender** *n*. the state of being either male or female. The job is open to all applicants regardless of age, race or gender.

**sexual orientation** *n.* the state of being sexually attracted to people of the same sex, people of the opposite sex, or both. *It is believed that people don't choose their sexual orientation any more than they choose their height.* 

**disability** *n.* a physical or mental condition that makes it difficult for someone to use a part of his or her body or brain properly. Charlie has learned to keep a positive attitude about his disability.

**trait** *n.* a particular characteristic, quality, or tendency that someone or something has. *Honesty is one of Jennifer's most notable traits.* 

**criminalize, to** v. **criminalized**, **criminalizing**, to make something illegal. Some people think we should simply treat drug addicts as sick people instead of criminalizing the use of drugs.

#### LECTURE AND TEXT

#### **WORKING WITH THE SECOND SOURCE: TEXT**





#### Dictionary entries related to the text (continued):



**go unpunished, to**, If people, their crimes, or something bad they have done **go unpunished**, they are not punished. We must not let any kind of criminal behavior go unpunished. See **punish**, **to**.

**punish, to** v. **punished**, **punishing**, to cause someone to suffer because he or she has done something wrong or broken the law. *In our school*, *bullies are severely punished*.

**violation** *n.* an action that breaks a law, principle, an agreement, etc. *This kind of treatment is a violation of human rights.* 

**guarantee, to** v. **guaranteed**, **guaranteeing**, If something is **guaranteed**, you will certainly get it or have it. In a democratic society, freedom of religion must be guaranteed to all citizens.

**First Amendment** *n*. a part of the Constitution of the United States which gives Americans the right to freedom of speech, freedom of the press (newspapers, radio, and television), freedom of religion, and freedom of assembly (the right of any group to meet together). You will have the chance to learn more about the First Amendment in the Focus on Culture section of this lesson. See **constitution**.

**constitution** *n*. a system of laws and principles according to which a country is governed. You will have the chance to learn more about the U.S. Constitution in the Focus on Culture section of this lesson.

draw the line, to, to put a limit on what you will do or allow to happen, especially because you feel something is wrong. I'll do whatever is necessary to get this job done, but I draw the line when they ask me to lie for them.

#### **WORKING WITH THE SECOND SOURCE: TEXT**





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#### Dictionary entries related to the text (continued):



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**hold accountable, to**, When you **hold** someone **accountable** for something, you consider that person responsible for it. I told you to keep an eye on the dog, didn't I? How could you let him run away? If anything happens to him, I'll hold you personally accountable.

**exercise, to** *v.* **exercised, exercising**, (*formal*) If you **exercise** something such as your authority, your rights, or a good quality, you use it. We should always exercise our right to vote for our leaders.

**express, to** *v.* **expressed**, **expressing**, to tell or show what you are feeling or thinking by using words, looks, gestures, or actions: *to express your emotions/views/doubts/fears/etc.* 

**very well**, used to say that something is likely to be the case. The robber might very well have still been in the house when the police arrived, but he managed to escape anyway.

**hypocritical** *adj.* pretending to be what you are not, or to believe something that you do not. *Janet never liked her neighbors, and it would be hypocritical of her to pretend otherwise.* 

hatred n. a very strong feeling of dislike for someone or something. The words hatred and hate have a similar meaning. Hatred is more often used to describe a very strong feeling of dislike for a particular person or thing. His deep hatred of his boss was pretty obvious. Hate is more often used when you are talking about this feeling in general. The students were filled with hate.

**intolerance** *n*. the state of not being willing to accept behavior, beliefs, or opinions that are different from your own: *political/racial/religious intolerance*.

### LECTURE AND TEXT

#### **WORKING WITH THE SECOND SOURCE: TEXT**





#### Dictionary entries related to the text (continued):



**moreover** adv. used for introducing an additional and important piece of information that supports or emphasizes what you have just said. This is an excellent car. Moreover, the price is great. I'd buy it if I were you.

**category** *n*. a group of people or things that have similar characteristics. I wouldn't say this book is in the same category of the author's first novel. This one is much better.

fall into the category, to, to belong to a specific category. In my opinion, math problems fall into three categories: easy, medium, and hard.

**vague** adj. not clearly or fully stated, described, or explained. The instructions he left were vague and difficult to follow.

admissible adj. (in this text) accepted or valid. Violence is not admissible in a civilized society.

atheist n. a person who believes that God does not exist. My husband is a religious man, whereas I'm an atheist.

deeply adv. very much. Becky is deeply concerned about her family's financial situation. It looks like they're going to have to sell the business.

arrest, to v. arrested, arresting, If the police arrest someone, they take that person to a police station because they believe he or she has committed a crime. I was shocked to hear our neighbor's son was arrested for assault this morning. Apparently, he attacked his girlfriend with a knife.

**label, to** v. **labeled, labeling**, to use a word or phrase to describe someone or something, especially one that is not completely fair or true. You shouldn't label Adam as a freak just because he has tattooed arms and punk hair.

#### **WORKING WITH THE SECOND SOURCE: TEXT**



#### Dictionary entries related to the text (continued):



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**take offense, to**, to feel angry and upset because of something that someone has said or done. I'm not surprised Cynthia took offense at your remarks. She's very sensitive about her weight.

**context** *n*. the situation in which something happens, which helps explain it: political/social/historical context.

**take out of context, to**, to consider or repeat only part of something that someone has said or written without describing the situation in which it was said or written, so that it means something different. When taken out of context, Ethan's comments sound cruel; but he was really only joking.

**automatically** adv. without thinking about what you're doing. When Jake asked me if I wanted something to eat, I automatically said yes. But the fact is, I wasn't even hungry.

**inspire, to** *v.* **inspired, inspiring**, to fill someone with confidence and desire to do something. *Professor Hawke inspired us to write our own poems.* 

**hope** *n*. a feeling that something good will happen or be true. Young people are usually full of hope for the future.

**joy** *n*. a feeling of great happiness and pleasure. Seeing my old friend Julie again filled me with joy.

**discredit, to** v. **discredited**, **discrediting**, to give people reason to stop believing someone or to doubt the truth of something. Some people think that many of Freud's theories have been discredited over the years.

**hateful** adj. extremely bad, unpleasant, or unkind; deserving hate. I'll never forgive Chris for saying those hateful things about me.

**WORKING WITH THE SECOND SOURCE: TEXT** 





#### Dictionary entries related to the text (continued):



**before** prep. to be considered by someone or something. The proposal put before us is very interesting.

**risk** *n*. the possibility that something bad, unpleasant, or dangerous may happen. What are the health risks of smoking?

**allegedly** adv. used when reporting something that people say is true, although it has not been proved. Robin allegedly stole money from the company, but we don't really know what happened.

to the death, with all your energy and effort. We will fight to the death to make sure the school is not closed.

## LECTURE AND TEXT

#### **WORKING WITH THE SECOND SOURCE: TEXT**



#### READING COMPREHENSION TIPS

As you read the text, you should try to identify:

- What is being proposed, stated, suggested, etc., as the general idea of the text.
- The topic or topics chosen by the author to develop the general idea.
- The reasons, examples, or specific details given by the author to support each topic.

You might want to underline or highlight the words, phrases, or sentences you feel are essential to the comprehension of the text.



Ashley is a senior at Rockwood High. She attended Mr. William Scott's lecture about freedom of speech because she had to write a paper about this topic. After the lecture, she decided to do some research on what the journalist had already written about the subject, and she came upon the following article.

# IS THERE HARM IN HATE SPEECH?

by William Scott

Hate speech can be defined as speech that offends, threatens, or insults groups, on the basis of race, religion, gender, sexual orientation, age, disability, or other traits.

There has been much debate in America over whether we should criminalize hate speech or let it go unpunished. Some believe that any attempt to limit hate speech is a clear violation of the right to free speech guaranteed to all American citizens by the First Amendment. Others argue that we should draw the line somewhere and hold people accountable when they exercise their freedom of speech to express hate.

Both sides may very well have a point. However, I wonder what we would really accomplish by criminalizing hate speech. First of all, speech usually expresses thoughts, feelings, and ideas. Limiting what people can say to you will not necessarily limit what they think about you. Wouldn't that be a hypocritical way of dealing with hatred and intolerance?

Moreover, who is going to determine exactly what is offensive enough to fall into the category of crime? The concept of offense is vague, and it varies from individual to individual (the keyword being individual). What offends one person may be perfectly admissible to another. The speech of an atheist who defends his or her point of view, for example, may be deeply offensive to a religious person, and vice versa. Which one should we arrest and label as a criminal? In fact, given the opportunity, people will always find a reason to take offense, even in satire and humor. Should an ironic remark that is misunderstood or taken out of context automatically become a matter for the police?

The fact is speech is powerful and dangerous. Not only can speech inspire hope and joy, it can also cause harm and pain. But if we criminalize and limit any kind of speech, how will we debate and discuss ideas, and even discredit the ones that seem moronic and hateful? The question before us is: Are the risks involved in criminalizing hate speech greater than those defending absolute freedom of speech? I believe they are. As Voltaire (1694-1778) allegedly said: "I do not agree with what you have to say, but I'll defend to the death your right to say it."

#### **WORKING WITH THE SECOND SOURCE: TEXT**

Use the space below to write your group's comprehension questions about the text.

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### LECTURE AND TEXT

#### INTEGRATING INFORMATION FROM BOTH SOURCES: LECTURE AND TEXT

#### TIPS FOR INTEGRATED WORK PRACTICE

- Try to determine whether Mr. Scott defends the same point of view in both his lecture and his text.
- Be prepared to put yourself into Ashley's position in order to analyze specific points made in the lecture and in the text.

You may take notes while listening, reading, or preparing your answers. You can write your notes down in the space provided in your Textbook.

#### NOTES RELATED TO THE LECTURE AND THE TEXT:

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NOTES TO HELP YOU PREPARE YOUR ANSWER(S):

#### INTRODUCTION

In this lesson, you learned what a quotation or a quote is. In Mr. Scott's lecture, you also had the chance to hear him quote Abraham Lincoln. Finally, in the text that follows the lecture, you read about another quote, this one usually attributed to Voltaire.

Did you notice what kind of punctuation mark is used to indicate quoted material? If you think we're referring to **quotation marks** (""), you're absolutely right.

It is important to remember that quotation marks are only used when we repeat someone's exact words directly, as in the example below.

The boss said, "I don't object to your proposal."

When we rearrange a person's words in indirect statements, quotation marks should not be used.

The boss said she didn't object to our proposal.

Neither are quotation marks used with well-known proverbs and sayings simply because they are not direct quotes.

I really believe that an apple a day keeps the doctor away.

Now that you know precisely what kind of material should be indicated by quotation marks, let's take a look at this basic guide on punctuation when using quotation marks.

#### **QUOTATION MARKS**

 When a quoted statement occurs at the beginning of a sentence and is followed by he said, she said, etc., omit the period before the closing quotation mark and use a comma instead.

#### Fay's words:

This is a clear violation of my right to free speech.

When quoting Fay's words:

"This is a clear violation of my right to free speech," Fay said.

2. When a quoted question or exclamation occurs at the beginning of a sentence and is followed by he asked, she asked, he yelled, she yelled, etc., keep the question mark or exclamation point before the closing quotation mark and do not insert a comma.

#### Jeff's words:

Who's to say what is going to happen to us?

#### When auoting Jeff's words:

"Who's to say what is going to happen to us?" Jeff asked.

#### Meg's words:

This is so unfair!

#### When quoting Meg's words:

"This is so unfair!" Meg yelled.

3. When a quoted statement, question, or exclamation comes at the end of a sentence and is introduced by he said, she said, he asked, she asked, he yelled, she yelled, etc., a comma or a colon usually precedes the opening quotation mark.

Fay said, "This is a clear violation of my right to free speech."

Fay said: "This is a clear violation of my right to free speech."

Jeff asked, "Who's to say what is going to happen to us?"

Jeff asked: "Who's to say what is going to happen to us?"

Meg yelled, "This is so unfair!"

Meg yelled: "This is so unfair!"

#### FOCUS ON PUNCTUATION

Now let's take a look at some practical rules that will help you learn how to position other punctuation marks in relation to quotation marks.

1. Periods and commas go inside the closing quotation mark.

Mr. William Scott:

Allow me to begin by quoting President
Lincoln: "As I would not be a slave, so
I would not be a master."

(from this lesson)

As Voltaire (1694-1778) allegedly said: "I do not agree with what you have to say, but I'll defend to the death your right to say it."

(from this lesson)

"We should not let this crime go unpunished," said the president.

2. Semicolons and colons go outside the closing quotation mark.

Last week you said, "You inspired me to write a beautiful poem"; however, I haven't seen anything yet.

Please send me the following from the file labeled "awards": the names of all the journalists who received awards this year.

Question marks and exclamation points go inside the closing quotation mark when they are part of the quote. They go outside the closing quotation mark when they are not part of the quote.

Dave's words:

Isn't this a democracy?

Quotation - the question mark is part of the quote:

Dave's question was: "Isn't this a democracy?"

When is the headmaster going to say, "Banning books from this school is not admissible"? (The question mark is not part of the quote; it applies to the entire sentence.)

#### FOCUS ON PUNCTUATION ....

Laura's words:

You need some hope!

Quotation - the exclamation point is part of the quote:

Laura said, "You need some hope!"

John's words:

Don't be tempted.

Quotation - the exclamation point is not part of the quote:

Please, John, stop telling me, "Don't be tempted"! It's so annoying.

**Note:** If the quoted material and the entire sentence require the same punctuation mark, use only the one that comes first.

Have you seen the ad that starts, "Are you worried about your civil liberties?"

Don't yell: "Fire!"

So, what do you think? The rules are pretty straightforward, aren't they?

Let's wrap up this section with a quote related to the topic of our lesson, shall we?

"Give me liberty, or give me death."

Thomas Paine (1737-1809) — English-American political activist, philosopher, and author.

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Source: https://www.goodreads.com/author/quotes/57639.Thomas\_Paine?page=4

#### **REVERSAL OF WORD ORDER**

In everyday speech, we can use intonation when we want to add emphasis.

Look at these examples.

"Mr. Hartman has **never** been so demanding." (Emphasizing *never*.) "You're right! Class was very challenging today."



"Going to the dentist is **rarely** enjoyable." (Emphasizing *rarely*.) "I'm sorry you feel that way."



Let's look at another way we can add emphasis that is used in written English and formal rhetoric, such as lectures and speeches. Compare these sentences.

Mr. Hartman has never been so demanding.

Never has Mr. Hartman been so demanding.

Going to the dentist is rarely enjoyable.

Rarely is going to the dentist enjoyable.

The examples above show how we can add emphasis with reversal of word order. We can do this by placing certain adverbs, adverbial expressions, and negative conjunctions at the beginning of a sentence instead of where they would usually be placed. Consequently, the order of the subject and verb is reversed. Let's take a look at some possibilities.

### REVERSAL OF WORD ORDER AFTER ADVERBS AND ADVERBIAL EXPRESSIONS OF NEGATION

Look at these examples of **reversal of word order** after adverbs and adverbial expressions of negation.

Never has such a famous journalist given a speech at Wilson High.

On no condition should you drink before driving.



In no case should artistic creativity be controlled.

Not until Anne and Max have traveled around the world will they finally settle down and start a family.



Some students will fail the final exam, and some will fail the final essay. In neither case will they get a passing grade.

Here is an example from the lesson.

"On no account should you impose on others what you don't want others to impose on you."



# REVERSAL OF WORD ORDER AFTER ADVERBS THAT HAVE A NEGATIVE EFFECT: LITTLE, SELDOM, RARELY

Look at these examples of **reversal of word order** after adverbs that have a negative effect.

Little did Alan realize what a fantastic artist he was.\*

Seldom do we remember how fortunate we are to live in a democracy.\*

Rarely can wild animals be seen in their natural habitats. Luckily, we can see them at the zoo.



\* In sentences in the simple past tense or simple present tense, we reverse the order of the subject and verb and use do, does, or did accordingly. (As in questions.)

Here is an example from the lesson.

"Rarely have I been so fully convinced of something, and that's why I believe freedom of speech should be absolute."

#### REVERSAL OF WORD ORDER AFTER ADVERBIAL EXPRESSIONS WITH ONLY

Look at these examples of reversal of word order with only.

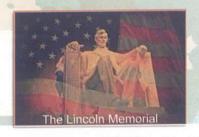
**Only after** reading the explanation several times *did Veronica* fully *understand* the difference between irony and sarcasm.

Only by weighing all the risks involved can one make a difficult decision.

Alex likes to do all his homework and chores as soon as he gets home from school. **Only then** *is he* able to relax and watch a little TV.

Here is an example from the lesson.

"Only later did I realize that he (Abraham Lincoln) was, in fact, referring to the principle of reciprocity, on which democracy must be based . . ."



REVERSAL OF WORD ORDER AFTER NEGATIVE CONJUNCTIONS SUCH AS NOT ONLY, NO SOONER . . . THAN

Look at these examples of **reversal of word order** after negative conjunctions.

**Not only** have some cities banned smoking in indoor public places, they have even banned smoking in outdoor public places.

No sooner had Gabriel stepped onstage than he forgot all of his lines.



Here is an example from the lesson.

"Not only can speech inspire hope and joy, it can also cause harm and pain."



Word order can also be reversed in several other situations. Here are some examples.

- in questions (Can I borrow your copy of the Constitution?)
- after the conjunction so (I defend the right to free speech and so does everyone I know.)
- in exclamations (Isn't this an awesome party!)

#### **AMERICA AND AMERICANS**

The passage below from Mr. Scott's lecture refers to the United States of America as **America** and to its citizens as **Americans**. This is how most citizens of the U.S.A. refer to their country and to themselves.

"There has been much debate in **America** over whether we should criminalize hate speech or let it go unpunished. Some believe that any attempt to limit hate speech is a clear violation of the right to free speech guaranteed to all **American** citizens by the First Amendment."

There are many countries in the continents of North, Central, and South America, so one might wonder why the citizens of just one of these countries are the only people that commonly call themselves **Americans**. The term **American** was already being used as far back as 1648 to refer to the colonists who lived in what was called "British America." During the Revolutionary War (1765-1783), when the colonies fought for their independence from Britain, the *United States Declaration of Independence* (1776) was presented; the Declaration of Independence contained the first officially documented use of the new country's name: The United States of **America**. From then on, its citizens began to refer to themselves simply as **Americans**.



Signing of American Declaration of Independence



The Spirit of '76, by A.M. Willard

#### **CONSTITUTIONAL AMENDMENTS**

After the country gained its independence from Britain, lawmakers wrote the *United States Constitution* (ratified in 1789).



Scene at the Signing of the Constitution of the United States, by Howard Chandler Christy

From Mr. Scott's lecture, we learn that the right to free speech is protected by the First Amendment to the U.S. Constitution. Today there are 27 amendments to the U.S. Constitution, and the first ten amendments are referred to as the *Bill of Rights* (ratified in 1791). The purpose of constitutional amendments is to limit government power by guaranteeing certain freedoms and rights which are not mentioned in the Constitution. Let's take a look at some of them.

First Amendment (1791) People have the right to freedom of speech, press, religion, and peaceful assembly.

Second Amendment (1791) People have the right to bear arms.<sup>2</sup>

**Sixth Amendment (1791)** People have the right to a speedy and public trial<sup>3</sup> by jury.

Thirteenth Amendment (1865) Slavery is abolished.

Nineteenth Amendment (1920) Women have the right to vote.

<sup>&</sup>lt;sup>1</sup>assembly (noun)—a group of people gathered together for a certain purpose.

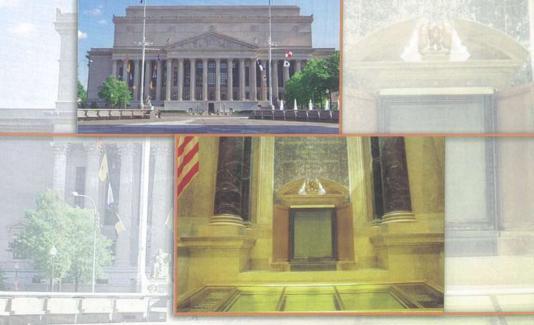
<sup>&</sup>lt;sup>2</sup>bear arms, to (verb)—to carry or own guns and other things used for fighting or attacking.

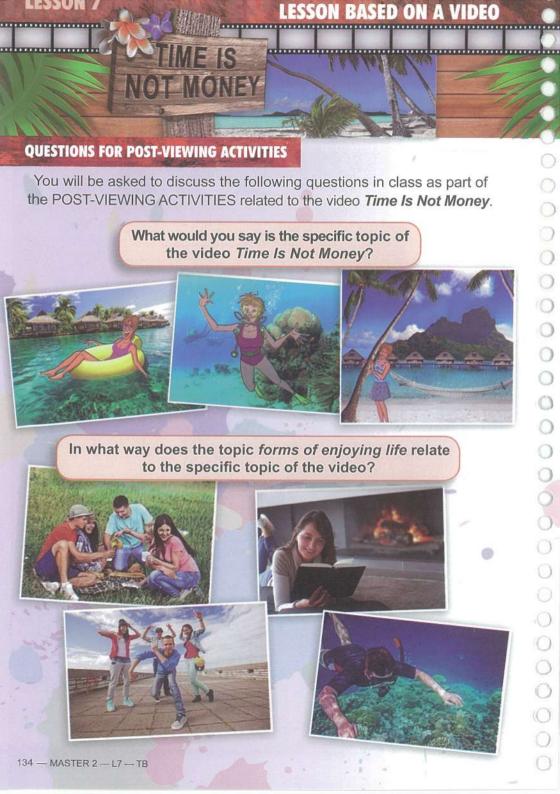
<sup>&</sup>lt;sup>3</sup>trial (noun)—the process of examining a case in a court of law and deciding whether someone is guilty or innocent of a crime.

The Declaration of Independence, the Constitution, and the Bill of Rights are the formative, defining documents of the United States of America. These documents provided the foundation for the new country, and continue to embody the spirit of the nation.



People can view these historic documents on display at the National Archives building in Washington, D.C.





#### CRIME VOCABULARY

Take a look at this text from the lesson.

"Dude, traffic is **murder** this time of day. No wonder Aunt Debbie gave it all away and moved to Bora Bora."



When Vinnie says that traffic is **murder**, he means that it's very difficult or unpleasant. But **murder** also refers to the crime of killing a person deliberately. **Murderers** are the people who commit this crime.

Now look at this text from the lesson.



"Money hasn't changed Aunt Debbie, but it has sure changed her life. She's always been a nice person. The problem was that the stress of her job had **hijacked** her life. You know how some people say time is money? They couldn't be more wrong. Time is not money. Time is life. L-I-F-E—LIFE! And Aunt Debbie had no life. She was always working."

When Vinnie says that the stress of Aunt Debbie's job had **hijacked** her life, he means that the stress of her job had taken control of her life. But we can also say that a plane, car, or ship has been **hijacked** if a person uses violence or threats to take control of it by force. As you know, **hijacking** is considered a serious crime.

In previous lessons and books, you learned crime vocabulary such as stealing, corruption, smuggling, assault, terrorism, and killing. Let's look at some other words that are useful when talking about crime.

You know that a **robber** is a person who takes something that belongs to someone else, that is, **robs** someone. Remember this example from a previous lesson?

Cynthia knew she had been **robbed** when she reached into her purse and couldn't find her wallet.



We use **rob** to talk about the person or place from which a criminal took money or goods. We cannot say that Cynthia's wallet was robbed; instead we use **steal** to talk about what the criminal took. Compare these sentences.

Cynthia was **robbed**. Someone **stole** Cynthia's wallet./Cynthia's wallet was **stolen**. TE220M

#### **FOCUS ON LANGUAGE**

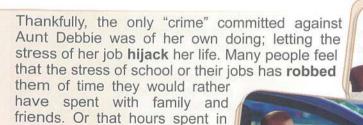
You learned in a listening comprehension exercise in Lesson 3 of this book that if a person has been **kidnapped**, then he or she has been illegally taken somewhere by force and made a prisoner. **Kidnappers** often try to get money from that person's family.

It is useful to know that a robber can be called a **thief**, and a thief who steals from a person's home is called a **burglar**.



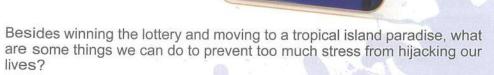
You also learned that **to swipe** is another way to say to steal. A thief who **swipes** something from a store or shop is called a **shoplifter**.

When criminals and other delinquents are caught by the police, they are taken to a police station, that is, they are **arrested**, and may go to prison for the crimes they have committed.



from their lives.

traffic have stolen precious time



136 - MASTER 2 - L7 - TB

#### INTRODUCTION

In this lesson, we will study some of the most common uses of two different kinds of punctuation marks: the **hyphen** (-) and the **dash** (—).

Sometimes one is mistaken for the other, so let's start by learning the basic difference between them.

The hyphen (-) is a short line which connects word parts.

The **dash** (—) is a longer line which can be used to incorporate important interruptions in thought within a sentence.

Now that you know exactly what we are talking about, let's analyze some of the most common cases in which each of these punctuation marks are used.

#### THE HYPHEN

1. The hyphen is used to spell out a word.

L-I-F-E

(In this lesson, Vinnie spells the word life.)

"Can you spell your name, please?" "C-o-u-r-t-e-n-e-y."

2. The hyphen is also used to express written-out numbers from twenty-one to ninety-nine.

Bill has been working as a stockbroker for twenty-five years.

I've bought thirty-four lottery tickets. I hope I win this time.

### LESSON 7 FOCUS ON PUNCTUATION

3. The hyphen is used in certain compound adjectives. For example, a course that lasts two weeks can be referred to as a two-week course; a website that a lot of people know about can be called a well-known website, as in the examples below.

Laura will take a two-week snorkeling course before she goes to Bora Bora.

YouTube is a well-known website which allows people to post and share video files.

Notice that, in some cases, the adjective may or may not be hyphenated.

Do you remember Vinnie's aunt Debbie from the video of this lesson? Would you agree that, before she moved to Bora Bora, she was a woman who worked really hard?

A person who works really hard, like Vinnie's aunt Debbie, can be described as a hard working person. However, some adjectives, which used to be written with a hyphen, can now be written without it. The form hardworking, for example, is also found in dictionaries nowadays.

To determine current usage of compound adjectives, the best thing to do is to consult a good English dictionary.

The same holds true for other kinds of compound words. The words e-mail (or email) and editor-in-chief (or editor in chief) can be written with or without hyphens, whereas the word self-portrait is still written with a hyphen.

That's why you should always consult an English dictionary when in doubt whether to hyphenate a compound word.

Also, if it is absolutely necessary to divide a word into syllables, use the **hyphen** to separate each syllable, but check out the correct syllabication in the dictionary first. As you know, the rules for word division are often tricky, so we recommend that you avoid it whenever possible.

#### THE DASH

 A pair of dashes is used to indicate an interruption in the continuity of a sentence in order to insert an important idea or some additional information.

I got stuck in traffic—the worst four hours in my life—on Lake Shore
Drive during the snowstorm yesterday.

Mom—please, will you listen to me?—can I take a dip in the pool before dinner? It's so hot today.

Notice that there is no space either before or after each of the dashes.

2. The dash, or a pair of dashes, can also be used to insert a series of examples within a sentence.

Vinnie:

You've never heard of the place, right? Neither had Aunt Debbie until I showed her the material I had researched for some schoolwork I had to do on exotic places—texts, pictures, video clips, the works.

(from this lesson)

Vinnie could also have mentioned the examples of the kinds of material he had on exotic places in the middle of the sentence by using a pair of dashes, as in the example below.

I showed Aunt Debbie the material texts, pictures, video clips, the works I had researched for some schoolwork I had to do on exotic places.

#### TE220M

#### **FOCUS ON PUNCTUATION**

The dash is sometimes used to call attention to the repetition of previously used words.

Vinnie: Time is life. L-I-F-E—LIFE!

(from this lesson)

Guess what? Elaine won the lottery—that's right, the lottery! I'm so happy for her.

As a general rule, we recommend that you **avoid overusing dashes**. The dash, as you must have noticed, interrupts the flow of a sentence, which may be quite annoying to your reader.

When writing an objective, clear text, here's a question you should ask yourself in order to avoid overusing dashes: "Can I replace the dash with anything else?"

By the way, now would be the perfect time for you to read again the Focus on Punctuation section of some of the previous lessons in this book. You will certainly realize that, in many cases, the comma or the colon can be used instead of the dash.

In your Workbook, the Focus on Punctuation section of this lesson will help you practice replacing dashes with commas or colons, according to each case. It will also give you the chance to review some of the material seen in Lessons 5 and 6.

#### **INDEFINITE AND DEFINITE ARTICLES**

You already know the articles we use in English: a/an and the. You know that we use the **indefinite article** a/an before indefinite, nonspecific nouns, and that we use the **definite article** the before definite, specific nouns. Here's an example from the lesson with the articles a and the.

"At first, Aunt Debbie decided to go there as a tourist. A couple of weeks later, I read in her blog she was never coming back to the States."

Notice in the example above that Vinnie uses the **indefinite article a** before tourist because he is referring to Aunt Debbie

as being any tourist (not a specific tourist, but one of many tourists). And Vinnie uses the definite article the before States because he is referring to a specific group of states, in this case, the United States of America (although there are many states in countries all over the world). In this lesson, we'll take a closer look at when we use the indefinite article a/an, and the definite article the.



#### Indefinite Article: a/an

The indefinite article a/an is used before a noun with these characteristics:

indefinite and nonspecific

singular

000000000000

countable

refers to any member of a group

Here are some examples with the indefinite article a/an.

Sean won a contest. (This refers to any contest. We don't know which contest he won, just that he won one.)

Give me an apple, please. (The speaker wants any apple.)

Please call a doctor! (Call any person who is a member of the group of people known as doctors.)

lan's an actor. (lan's a member of the group of people known as actors.)

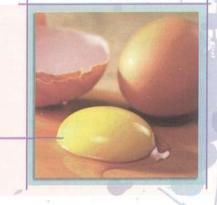
I bought a curtain. (It could be any curtain.)

You are well on your way to mastering the English language, but it's always a good idea to review. You learned that we use either **a** or **an** depending on the initial sound of the noun that follows.

We use a before a singular noun that begins with a consonant sound (including vowels like "eu" or "u" pronounced like a "y" sound). Here are some examples.

ie examples.

- a canyon
- a euro a horse
- a lagoon
- a stockbroker
- a university
- a utopia
- a yolk



And we use **an** before a singular noun that begins with a vowel sound (including the silent "h").

- an automobile
- an envelope
- an island
- an onlooker
- an umbrella
- an hour



What if we need to use the **indefinite article** a/an before an adjective that modifies a noun? Then we use either a or an depending on the initial sound of the adjective.

- a bizarre idiom
- an outrageous lie
- a magical world
- an exotic vacation
- a European tour
- a young man



Definite Article: the

Compare these examples.

Although it looks like a plant, coral actually consists of millions of tiny aquatic animals. (plants in general)

My fish love hiding in the plant I put in my aquarium. (a specific plant)

In the examples above notice that in the first sentence the noun plant takes the **indefinite article** *a*, and in the second sentence the noun plant takes the **definite article** *the*.

The definite article the is used before a noun that has these characteristics:

definite and specific

singular or plural

countable

0

refers to a definite or specific member of a group

Here are some examples with the definite article the.

Sean won the art contest at school. (This refers to a specific contest.)

Give me **the** red apple, please. I don't like green apples. (The speaker wants a *specific* apple.)

Please call the doctor who gave you this medicine. (Call a specific doctor.)

lan's the actor I met in France. (He's a specific actor.)

This is **the** most beautiful curtain I've ever seen! (There are many curtains, but this *specific* one is **the** most beautiful.) Remember that we usually use **the** when forming a superlative (e.g., **the** most important person, **the** least interesting book, etc.).

We also use the definite article the before geographical nouns like these.

- names of rivers and oceans: the Colorado River, the Atlantic Ocean
- points on the globe: the equator, the South Pole
- geographical areas: the Midwest, the East
- deserts, forests, gulfs, and peninsulas: the Sahara, the Amazon,
   the Gulf of Mexico, the Arabian Peninsula

#### ZERO ARTICLE

Look at this example from the lesson.

"Take a dip into this crystalline world and you'll wander through the sea with schools of fish . . ."



Notice the **indefinite article** *a* before the noun **dip**, and the **definite article** *the* before the noun **sea**. But there is no article before the plural countable noun **schools of fish**. The term **zero article** refers to situations like this, in which there should be **no** article before a noun or noun phrase. Let's learn some more about these situations.



Do not use a/an or the before:

Plural countable nouns (as in the example above). Compare these sentences.

That is a canyon. (indefinite article a before a singular countable noun)

That is *the* canyon we explored. / Those are *the* canyons we explored. (definite article *the* before a specific singular or plural countable noun)

Those are canyons. (zero article before a plural countable noun)

General noncountable nouns

Do you like gardening?

Martin loves scuba diving.



Tessa thinks math and science are her most interesting classes.

She had found peace and happiness. (from the lesson)

Proper nouns (names)

I saw Mr. Maxwell washing his car this morning.

My music teacher says **Beethoven** is her favorite composer.



But tell me more about your aunt Debbie. (from the lesson)

#### **Places**

Jackie attends college in New York.

Ellen went to school right after breakfast.

Trevor isn't at work right now; he's at home.

(But we say "at the store/gym/library/beach.")

Institutions with a proper noun before another noun

Melissa graduated from Cambridge University.



Bill missed his train at Union Station this morning.

Devin's flight out of La Guardia Airport was delayed.

She graduated from Harvard Business School. (from the lesson)

#### Times and dates

At noon, lunch is served for freshmen and sophomores.

On Mondays and Wednesdays, Todd has baseball practice.

It's traditional for weddings to take place in June.

Summer is here! I'm going to go surfing every day.

My little sister is really excited because tomorrow is her birthday.

#### Geographic nouns and locations

- names of most countries/territories: Russia, Australia, Canada (except the Netherlands, the United States [the States])
- names of cities, towns, or states: Paris, Carmel, Florida
- names of streets: Pennsylvania Ave., Sherwood Ln., Maple St., Lake Shore Dr.
- names of lakes and bays: Miramar Lake, Lake Victoria (except with a group of lakes like the Great Lakes)
- names of mountains: Mount Shasta, Mount Everest
   (except with ranges of mountains like the Alps or the Rockies)
- names of continents: South America, Africa
- names of islands: Coney Island, Hawaii, Manhattan
   (except with island chains like the Philippines)

WALL STREET AND THE BULL—SYMBOLS OF THE STOCK MARKET WALLS

In this lesson, we read about the story of Vinnie's aunt Debbie.

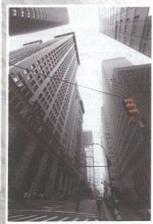
"I'm gonna tell you the amazing story of my aunt Debbie. She graduated from Harvard Business School, and she worked as a stockbroker for years right here in Chicago until she made a killing a couple of months ago. No, not in the stock market . . . She won the lottery! Just like that. By a stroke of luck, she got filthy rich."

Aunt Debbie was a stockbroker in Chicago, but the place that most people think of when they think of stockbrokers, stocks, and the stock market is Wall Street—an eight-block-long street in New York City's financial district

of concrete canyons.







Wall Street has become a symbol of all financial markets in the U.S. It is the home of The New York Stock Exchange, one of the largest exchanges in the world, and many other financial exchange companies. Because of Wall Street, New York City is often referred to as the world's most important financial center.



The Charging Bull, sometimes called the Wall Street Bull, is a world-famous symbol of Wall Street and American financial markets in general. The bull embodies a perfect visual metaphor for the stock market: it is aggressive, energetic, and unpredictable. In fact, the term bull market is used to describe a period of optimism in the stock market—when prices are rising, and investor confidence and activity are high. (In contrast, the term bear market is used to describe a period of pessimism in the stock market—when prices are falling, and investor confidence and activity are low.)



The bronze bull, sculpted by artist Arturo Di Modica in 1987, is located in Bowling Green Park near Wall Street. The massive, muscular beast, over 11 feet tall and 16 feet long, appears to be in motion and about to charge.

The Charging Bull has become one of the most popular tourist attractions in New York. Every day, thousands of tourists delight in walking around and posing for photos with the impressive and imposing sculpture.



A charging bull is one that is running very quickly towards someone or something in an attack.

### IT TAKES A B.A. TO FIND A JOB AS A FILE CLERK

BY CATHERINE RAMPELL





ATLANTA — The college degree is becoming the new high school diploma: the new minimum requirement, albeit an expensive one, for getting even the lowest-level job.

Consider the 45-person law firm of Busch, Slipakoff & Schuh here in Atlanta, a place that has seen tremendous growth in the college-educated population. Like other employers across the country, the firm hires only people with a bachelor's degree, even for jobs that do not require college-level skills.



This prerequisite applies to everyone, including the receptionist, paralegals, administrative assistants and file clerks. Even the office "runner"—the in-house courier

"runner"—the in-house who, for \$10 an hour, ferries documents back and forth between the courthouse and the office—went to a four-year school.



"College graduates are just more career-oriented," said Adam Slipakoff, the firm's managing partner. "Going to college means they are making a real commitment to their futures. They're not just looking for a paycheck."

Economists have referred to this phenomenon as "degree inflation," and it has been steadily infiltrating America's job market. Across industries and geographic areas, many other jobs that didn't use to require a diploma—positions like dental hygienists, cargo agents,





clerks, and claims adjusters—are increasingly requiring one, according

to Burning Glass, a company that analyzes job ads from more than 20,000 online sources, including major job boards and small- to midsize-employer sites.



"When you get 800 résumés for every job ad, you need to weed them out somehow," said Suzanne Manzagol, executive recruiter at Cardinal Recruiting Group, which does headhunting for administrative positions at Busch, Slipakoff & Schuh, and other firms in the Atlanta area.

The risk with hiring college graduates for jobs they are supremely overqualified for is, of course, that they will leave as soon as they find something better, particularly as the economy improves.

Mr. Slipakoff said his firm had little turnover, though, largely because of its rapid expansion. The company has grown to more than 30 lawyers from five in 2008, plus a support staff of about 15, and promotions have abounded.

### SPACE FOR NOTES

"They expect you to grow, and they want you to grow," said Ashley Atkinson, who graduated from Georgia Southern University in 2009



with a general studies degree. "You're not stuck here under some glass ceiling."

Within a year of being hired as a file clerk, around Halloween 2011, Ms. Atkinson was promoted twice to



positions in marketing and office management. Mr. Crider, the runner, was given additional work last month, helping with copying and billing claims. He said he was taking the opportunity to learn more about the legal industry, since he plans to apply to law school next year.

The firm's greatest success story is Laura Burnett, who in less than a year went from being a file clerk to being the firm's paralegal for the litigation group. The partners were so impressed with her filing wizardry that they figured she could handle it.

"They gave me a raise, too," said Ms. Burnett, a 2011 graduate of the University of West Georgia.



## SPACE FOR NOTES

The typical paralegal position, which has traditionally offered a path to a well-paying job for less-educated workers, requires no more than an associate degree, according to the Labor Department's occupational handbook, but the job is still a step up from filing. Of the three daughters in her family, Ms. Burnett reckons that she has the best job. One sister, a fellow West Georgia graduate, is processing insurance claims; another, who dropped out of college, is one of the many degreeless young people who still cannot find work.

Besides the promotional pipelines it creates, setting a floor of college attainment also creates more office camaraderie, said Mr. Slipakoff, who handles most of the firm's hiring and is especially partial to his fellow University of Florida graduates. There is a lot of trash-talking of each other's college football teams, for example.



"You know, if we had someone here with just a G.E.D. or something, I can see how they might feel slighted by the social atmosphere here," he says. "There really is something sort of cohesive or binding about the fact that all of us went to college."

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SPACE FOR NOTES

SPACE FOR NOTES

SPACE FOR NOTES

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the newspaper article "It Takes a B.A. to Find a Job as a File Clerk."

adjustor	average lifted
adjuster	overqualified
albeit	paralagal
albeit	paralegal
atmosphere	pipeline
camaraderie	prerequisite
cohesive	process
courier	process, processing
courthouse	recruiter, recruiting
file, filing	requirement
Georgia	résumé
hire, hiring	southern
hygienist	wizardry
infiltrate, infiltrating	

To help you, here is a list of words from this newspaper article which might not be found in dictionaries, or which may be difficult to find.



**B.A.** *n.* Bachelor of Arts: an undergraduate degree in subjects such as languages or history (not the sciences). *Jane graduated from college with a B.A. in history.* 

Bachelor of General Studies (B.G.S.), general studies degree *n.* an undergraduate degree in a variety of subjects which the student selects, or in a broad area of study such as arts and the humanities, or math and science. Students who do not wish to major in one specific area of study may prefer to get a general studies degree.

**board** *n*. a board on a wall where people can put information or pictures; a place in a computer information system where people can read or leave messages. Annie found a notice about a great baby-sitting job on the neighborhood job board.

degreeless adj. A person that does not have a degree is degreeless. Though they may have years of excellent work experience, degreeless people often have difficulty getting hired when looking for a new job.

**G.E.D.** *n.* General Educational Development. For people who did not complete high school, passing the G.E.D. tests allows them to qualify for a high school equivalency credential. *Justin dropped out of high school, but later he was able to get his G.E.D. and eventually go on to college.* 

**infiltrate, to** *v.* **infiltrated**, **infiltrating**, to become a part of something (used especially to show disapproval). Spies infiltrated my campaign staff and were able to advise the rival candidate on every detail of my election strategy.



path n. a plan or series of actions that will help you achieve something, especially over a long period of time. Escape to the North was the only path to freedom for many American slaves. Jane was sure that an M.B.A. in finance would be her path to success on Wall Street.

**pipeline** n. a system through which something is conducted. A promotion is already in the pipeline for our amazing new administrative assistant.

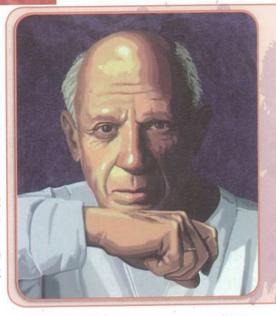
**runner** *n.* a person employed by a company to take or deliver messages, collect money, or do other small tasks. The runner at a law firm is often asked to deliver and pick up important documents from the courthouse.

**trash-talking** *n*. the act of saying rude or unpleasant things about something or someone, often a sports team or a sports player. Albert does a lot of trash-talking, but nobody gets mad at him because it's all in good fun. Trash-talking between fans of rival teams can sometimes lead to fights.

weed out, to phrasal verb. weeded, weeding, to find and remove a person or thing that is unsuitable or unwanted, usually from a group. College essays help schools weed out the large numbers of applications they receive from students every year.

### WHAT IT MEANS TO MASTER A LANGUAGE

When artists start learning their craft, they first invest time and effort to learn the basics, such as how to use different brushes to create different effects, how to apply the paint on the canvas, and how to mix colors to create the exact tones they want. Later, they begin to learn more advanced methods and sophisticated techniques. And finally, they should feel confident enough to begin exploring the limitless possibilities of this art. As Pablo Picasso said: "Learn the rules like a pro, so you can break them like an artist."



In your quest to achieve mastery of the English language, you have followed a similar path. First you invested the time and effort to learn the basic rules of such things as grammar, pronunciation, and spelling. From that stage, your command of English has gradually become more advanced and sophisticated. You can now begin to explore the limitless possibilities of the English language. After all, as you have mastered the rules, you can now feel confident enough to break them. This idea may seem shocking to you at first, but English is one of the most dynamic, vibrant, and flexible modern languages in the world. In film, music, literature, and every medium of communication, English words, phrases, and expressions are constantly being adapted, modified and played with by people everywhere, and so can you.

You know which situations call for formal English, and which situations allow for informal English and for "breaking the rules." You know when it's necessary to ask, *Do you understand?* or when it's OK to simply ask, *Got it?* 

You are a part of the global community that has mastered English and claims it as its own. So what ideas are you going to share with the world?

#### INTRODUCTION

In the previous lesson, you learned how to use dashes to insert important information or essential elements in a sentence. In this lesson, you'll see how parentheses () can be used to enclose nonessential elements.

Also, in Lesson 6, you learned that, in writing, you can indicate quoted material by using quotation marks. But what kind of punctuation mark is used to enclose quoted material within other quoted material? That's the second type of punctuation mark we're going to study in this lesson: single quotation marks

Let's begin by taking a look at some common cases in which we use parentheses. Then we will see some examples of the use of single quotation marks.

### **PARENTHESES**

 Parentheses are used to enclose nonessential elements which appear within or at the end of a sentence, or as a separate sentence, as in the examples that follow.

It took Charlie forever (more than three years, actually) to get a raise at that company.

Our new filing manager is a really nice guy (and a great sport).

Ms. Wilkins is such a career-oriented woman. (Didn't she use to work for you?)

2. Parentheses are used to enclose numbers or letters that accompany enumerated items within a sentence.

You should include the following sections on your résumé:

(1) contact information, (2) objective, (3) work experience,

(4) education, and (5) skills.

3. Parentheses are also used to restate numbers in order to ensure accuracy.

This travel handbook costs thirty dollars (\$30).

 Parentheses can be used to enclose abbreviations after they are spelled out fully.

A Bachelor of General Studies (B.G.S.) is an undergraduate degree offered by many colleges and universities in the U.S.

There are some rules, especially punctuation rules, you should be aware of when using parentheses. Let's take a look at some of them.

When the item in parentheses appears within or at the end of a sentence, you should pay special attention to the following rules.

 Punctuation marks that come after the item in parentheses fall outside the closing parenthesis.

There's only one goal for me right now (and everybody knows what it is): getting a promotion.

In less than a year (nine or ten months, I think), Mark went from being an office runner to being a file clerk.

George has tremendous respect for you (and you know it).

 A period is used before the closing parenthesis only when an abbreviation requires it.

Mr. Bloom was not here (he had to leave at 3 p.m.) when one of our employees asked to see him.

### **FOCUS ON PUNCTUATION**

 A question mark or an exclamation point is used before the closing parenthesis only when it applies solely to the parenthetical item and the sentence ends with a different punctuation mark.

At our next meeting will you be able to make it?, we'll talk about the firm's turnover. (In this case, the sentence ends with a period, and the item in parentheses requires a question mark.)

Can I still apply for this position (and can I do it online), or is it too late? (In this case, the question mark is omitted in the parenthetical item because the sentence ends with a question mark.)

With this monthly paycheck (it is really ridiculous!), I can't afford a new car. (In this case, the sentence ends with a period, and the item in parentheses requires an exclamation point.)

I've had it with this headhunting job (and I mean it)! (In this case, the exclamation point is omitted in the parenthetical item because the sentence ends with an exclamation point.)

 You must have noticed by now that the first word of the item in parentheses is not capitalized, even if the item is a complete sentence.

Our support staff (they are a very cohesive group) is working on this case.

However, if the first word of the item in parentheses is the pronoun *I*, a proper noun, a proper adjective, or is part of some quoted material, it should be capitalized.

I tried to talk to you this morning (I called just before noon), but the receptionist said you were in a meeting.

Tony finally got into college (Georgia Southern University) and is moving out of the house in two months.

Some of the foreigners working at our firm (Brazilian men mostly) graduated from the University of Florida.

I quoted you ("Time is life") on my paper. I hope you don't mind.

When the item in parentheses appears as a separate sentence, it should be treated as such.

I'm very impressed with the new paralegal we hired. She has a general studies degree, doesn't she?

In cases like the one above, just follow these rules.

- The sentence that precedes the item in parentheses closes with its own punctuation mark.
- The first word of the item in parentheses is capitalized.
- The final punctuation mark of the item in parentheses is placed before the closing parenthesis.
- No punctuation mark follows the closing parenthesis.

#### **SINGLE QUOTATION MARKS**

Do you remember the following sentences from the article of this lesson?

"College graduates are just more career-oriented," said Adam Slipakoff, the firm's managing partner.

Economists have referred to this phenomenon as "degree inflation," and it has been steadily infiltrating America's job market.

In writing, if you want to quote sentences like these, use single quotation marks to indicate quoted material within other quoted material.

There is a part of the article that goes like this: "College graduates are just more career-oriented," said Adam Slipakoff, the firm's managing partner."

According to the article, "Economists have referred to this phenomenon as degree inflation," and it has been steadily infiltrating America's job market."

The same punctuation rules used to position other punctuation marks in relation to quotation marks apply when single quotation marks are needed. Take another look at these rules, given in Lesson 6 of this book, if you feel you should review them.

#### **PARALLEL CONSTRUCTIONS**

Parallel constructions are matching grammatical structures. Parts of a sentence that express similar ideas should be grammatically parallel, that is, balanced. The use of parallel constructions adds symmetry, clarity, and persuasiveness to writing. Let's look at some famous examples of parallel construction.

I came; I saw; I conquered. —Julius Caesar

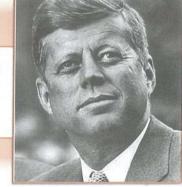


Notice how in each line of the example above Julius Caesar used the same structure (use of verbs) to list each thing he did. His use of parallel construction creates impact and emphasizes the idea that each action

was of equal importance.

Ask not what your country can do for you; ask what you can do for your country.

—John F. Kennedy



In the example above, the first clause in the sentence is negative and the second clause in the sentence is affirmative, but the clauses are balanced. John F. Kennedy's use of parallel construction adds both grace and strength to his words.

Now we'll take a closer look at how we can use parallel constructions.

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#### Parallel constructions in a series

A parallel construction of words in a series keeps the same form (e.g., -ing form, infinitive form).

Gordon loves **cooking**, **reading** and **traveling**. (not Gordon loves **cooking**, **reading** and to travel.)

Gordon loves to cook, to read and to travel. (not Gordon loves to cook, to read and traveling.)

The secret to great soup is cooking it **slowly**, **carefully**, and **lovingly**. (not The secret to great soup is cooking it **slowly**, **carefully**, and with love.)

#### Parallel constructions in a clause

A parallel construction that begins with a clause continues with the same clause form in the text. Also, the voice of the verb (active or passive) cannot change.

The administrative assistant was told that he should **schedule** a board meeting, **file** some contracts, and **deliver** a document.

(not The administrative assistant was told that he should **schedule** a board meeting, **file** some contracts, and *have* a document *delivered*.)

Lee **graduated** with a general studies degree and **got a job** at a law firm. (not Lee **graduated** with a general studies degree and was hired at a law firm.)

Here are some examples from the lesson with parallel constructions.

"The firm's greatest success story is Laura Burnett, who in less than a year went from **being a file clerk** to **being the firm's paralegal** for the litigation group."

"They expect you to grow, and they want you to grow,' said Ashley Atkinson, who graduated from Georgia Southern University in 2009 with a general studies degree."

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#### THE USE OF THEY/THEIR/THEM WITH A SINGULAR ANTECEDENT

In the English language, there is no special gender neutral singular pronoun that can be used to refer to a singular antecedent such as anyone, anybody, everyone, everybody, someone, or somebody, or to any gender neutral singular noun. In previous books, you have instead seen singular pronouns such as he or she or his or her used with a singular antecedent, as in these examples.

Anyone with a college degree might think he or she is overqualified for a job as an office runner.

Everyone brought his or her favorite dish to the picnic.

The student may need more time to finish his or her assignment.

In this book, you are now going to learn about the very common use of the plural pronouns **they**, **their**, and **them** with a singular antecedent in everyday spoken and written English. Here's an example from the lesson.

"You know, if we had someone here with just a G.E.D. or something, I can see how **they** might feel slighted by the social atmosphere here," he says.

Here are some more examples of they, their, and them with a singular antecedent.

The person at the door says they have a delivery for Mr. Cole.

Everyone enjoys a bit of camaraderie at their workplace.

Somebody forgot their laptop in the meeting room.

If a neighbor has a problem, my dad is always ready to help them.

Whenever a *friend* ever feels slighted by Tim's trash-talking, then he apologizes to **them** immediately.

Although the use of **they**, **their**, and **them** with a singular antecedent is well established and recognized by many dictionaries (e.g., the Oxford English Dictionary, the American Heritage Dictionary of the English Language, and the Cambridge Dictionary of American English), the practice is still considered controversial and informal by many. In formal English, people often prefer to use *he* or *she*, or *his* or *her* with a singular antecedent, or to simply rewrite the sentence to avoid the situation entirely.

### **FOCUS ON YOUR FUTURE**

Throughout the *Mastering English for Success* series, we've been asking you to focus on vocabulary, language, grammar, and writing. In some lessons, we even asked you to focus on punctuation as a way of improving your writing skills.

Now that you have already mastered English "for success," it's time to focus on your future.

And while you focus on your future, try to think about the many possibilities that exist for you in your career and in life because you are fully proficient in English.

Write down some of the things that come to mind before you read what is on the next page.

1			
7			

## **FOCUS ON YOUR FUTURE**

Let's see if you thought about some of these possibilities.

You can take the TOEFL® test and get into a top American university. You can become an English language teacher if you're interested in teaching as a profession. Also, you can use your English proficiency as an advantage to excel in whatever career you choose. Finally, you can simply use your excellent command of English as a way to broaden your horizons.

Whatever you decide to do in the future, the thing you have to focus on (yes, and here we are, asking you to focus on something once again) is that, by mastering English, you are free to make better choices not only in your career but also in life.

Why?

Well, English, as you know, is a global language. You can find basically any type of information you need in English, which gives you instant access to a whole world of information on every conceivable subject.

As Sir Francis Bacon (1561-1626), an English lawyer, statesman, essayist, historian, intellectual reformer, and philosopher, once put it, "Knowledge is power."



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Think about it: What can be more powerful than having a variety of choices and possibilities as well as the means and opportunity for self-development?

That's the kind of power you have when you can speak, write, read, and understand a global language such as English.

It's up to you now to choose what to do with this power.

#### A COMMON MISCONCEPTION

The second of	
Narrator:	Joan and Bob are undergraduate students at the university where Professor Alexander teaches. Right now, they are at the campus central quad reading and waiting for their next classes.
Joan:	That's it! I'm never going to read anything by Mark Twain again.
Bob:	What? Why not?
Joan:	This book is so racist and offensive that I feel like throwing it away. Have you read it?
Bob:	Which one?
Joan:	This one.
Bob:	Huckleberry Finn? Racist and offensive? Look, Joan, I think you missed the point here
Joan:	I was told it was a satire, but the story is not funny at all. There's nothing funny about being a slave.
Bob:	First of all, Joan, satire is not necessarily funny. Second, <i>Huck Finn</i> does have a lot of ironic and sarcastic passages which are funny. Apparently, you just didn't get them. And, finally, slavery is just one of many issues Mark Twain criticizes in this book.
Joan:	Well, all I saw was a bunch of politically incorrect words and some pretty unacceptable behavior. And what do you mean satire is not funny? Of course it has to be funny.
Bob:	Not really. Humor is just an extra for satire. The idea is to ridicule certain mistakes in society in order to make people think and, hopefully, try to correct those mistakes. You're supposed to feel contempt, not be amused.
Joan:	Well, he did it then. I feel nothing but contempt for Mark Twain.
Bob:	You're missing the point again. He does not support the ideas he's attacking. He's just exposing them to make people realize they're wrong.

Joan: OK, Bob, I've had enough. You're being such a Mr. Know-lt-All today that there's no point in trying to talk to you any further.

**Bob:** Fine. Don't take my word for it. Professor Alexander is giving a lecture about satire in half an hour. Why don't you come with me and check it out? You'll see how wrong you are.

Joan: I can't. I have a class in fifteen minutes.

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#### FREEDOM OF SPEECH SHOULD BE ABSOLUTE

Presenter: Mr. William Scott is an award-winning journalist and the author of a number of books on the subject of civil liberties. He has recently been invited to give a lecture about freedom of speech at Rockwood High. You are going to hear part of that lecture.

William Scott: Good evening, ladies and gentlemen, thank you for coming. Allow me to begin by quoting President Lincoln: "As I would not be a slave, so I would not be a master."

> When I first heard this quote, I was still very young, and I thought Mr. Lincoln was just talking about slavery. Only later did I realize that he was, in fact, referring to the principle of reciprocity, on which democracy must be based: On no account should you impose on others what you don't want others to impose on you.

> I would like to ask you to keep Mr. Lincoln's wise words in mind while I talk to you about freedom of speech tonight.

> From a purely logical point of view, I think it's fair to say that something is not free when it comes with conditions. If you're not absolutely free to speak your mind, you're not free at all. Rarely have I been so fully convinced of something, and that's why I believe freedom of speech should be absolute.

> Some people will argue that there should be limits to free speech. Hate speech, for example, should be banned or regulated in some way because of its offensive nature. And we might be tempted to agree with this. Why should we defend someone's right to offend and insult others?

> I'll give you one compelling reason: limiting someone's freedom of expression is a slippery slope. If even one of us is denied the right to speak freely, who's to say the same right will not be denied to all of us one day? In a democratic society, freedom does not mean freedom just for the ideas that we agree with, but especially and most importantly, for the ones we strongly object to, no matter how offensive we might think they are. The fact that we believe some people shouldn't say certain things does not mean they shouldn't be allowed to say them.

> At this point, ladies and gentlemen, I would like you to think about Mr. Lincoln's words once more, and ask yourselves this question: Would you accept the imposition of limitations on your speech? If your answer is no, you shouldn't expect others to grant you the right to limit their speech, no matter how wrong or unfair their ideas might sound.

This list contains the new words in Mastering English for Success—Book 2 and the number of the lesson where they are introduced.

(be) coming up, to (e.g., Mom's birthday is coming up. We have just a few days to organize her surprise party.) (battery)-powered (on the) front lines (to have) the upper hand 'bout (informal contraction of about) 'n (also 'n', informal contraction of and)	L.3 L.1 L.4 L.5 L.1	administrative assistant admire, to admired admissible admit, to admonition advance advise, to air conditioning	L.8 L.4 L.6 L.3 L.3 L.4 L.3
A		Alaska Alaskan albeit	L.3 L.3 L.8
a hell of a (e.g., Julie is a hell of a		alien = immigrant	L. 5
dancer.)	L. 5		L. U
a pat on the/sby.'s back a stroke of luck (e.g., By a stroke of luck, we found a place to park in the crowded parking lot.) abound, to Abraham Lincoln absolute acceptance accomplish, to accusation accuse, to achievement acquire, to acquired taste (e.g., For many people, waking up early will never be an acquired taste.)	L.3 L.7 L.8 L.6 L.3 L.3 L.3 L.3	All work and no play makes Jack a dull boy. (proverb) allegedly alma mater alumnus (pl. alumni) amount an/the easy way out analyze, to ancient = very old anesthesia anesthetic answer for sth., to (e.g., Sophie is old enough to answer for her actions.) apply, to (e.g., The security	L.7 L.6 L.3 L.4 L.3 L.8 L.5 L.4 L.4
acre (1 acre = 4047 m²)	L. 3	measures apply to all employees who operate the machines.)	L. 8
across (e.g., After the rehearsal the	L. 7	Arkansas	L. 1
actors left the costumes spread across the stage.)  act, to = to perform  address, to (e.g., Most schools have been addressing the problem	L.8 L.5	arrest, to as for sby./sth. (e.g., As for me, I think we can put our meeting off until tomorrow. I As for your essay, I think it needs a little more research.)	L.6 L.5 L.2
of drug use among students lately.) administer, to	L. 2 L. 4	as usual as well	L. 2
administer, to	L. 4	as well	L. Z

accoult	1.0	L	
assault	L. 3	be on the same wavelength, to	L. 5
at any rate	L, 3	be out of line, to	L. 3
atheist	L. 6	be partial to, to	L. 8
athletic	L. 3	be worth doing sth., to	L. 5
Atlanta	L. 8	bean	L. 5
atmosphere (e.g., Because of the problems the company is facing, the		beat the hell out of sby., to	L. 5
atmosphere at the meeting was a bit		beat the hell out of sth., to	L. 7
tense.)	L. 8	before (e.g., The question before us	
attainment	L. 8	is whether we should choose a day flight for such a long trip.)	L. 6
attorney	L. 3	behavior	L. 2
attribute, to	L. 3	belong, to	L. 5
author	L. 6	<u> </u>	L. J
automatically	L. 6	bet (you) dollars to	
award	L. 6	doughnuts (e.g., I'll bet you dollars to doughnuts that Kevin	
aware	L. 3	plagiarized his essay.)	L. 3
awfully (e.g., awfully sorry, awfully		bibliography	L. 3
happy, etc.)	L. 5	big band (a large group of	
		musicians who play jazz or dance music)	L. 5
R Share	10	bill (e.g., pay bills)	L. 8
- Walter	m	bill, to	L. 8
B.A. = Bachelor of Arts	L. 8	binding	L. 8
B.G.S. = Bachelor of		biologist	L. 4
General Studies	L. 8	birdbrain	L. 3
baby wipe (Huggies* Baby Wipes)	L. 1	W 91 75	L. J
Bachelor of Arts = B.A.	L. 8	bishop (a piece in the game of chess)	L.5
Bachelor of General Studies =	3550	blatant	L. 3
B.G.S.	L. 8	blood	L. 4
ban, to	L. 6	bloodstream	L. 4
banker	L. 3	blow over, to (e.g., It was	
base sth. on sth., to (e.g., This		embarrassing when the teacher said	
documentary is based on the life		there was plagiary in some of our	
of Mark Twain.)	L. 6	assignments, but it's all blown over now.)	L.3
battle it out, to	L. 5	blow, to (e.g., Let's blow this filthy	
battleship	L. 1	restaurant. I can't eat here.)	L. 5
be born to (do sth.), to (e.g., Gwen has just published her ninth		blunder, to	L. 5
book. She was really born to write.)	L.2	board (e.g., a chessboard)	L. 5
be in hot water, to	L. 3	board (e.g., a job board)	L. 8
be murder, to	L. 7	Board of Trustees	L. 3
be on a roll, to	L. 3	bodyguard	L. 3

Bogie (Humphrey Bogart's		canine	L.
nickname)	L. 5	canyon	L.
Bora Bora	L. 7	captivity	L.
border	L. 1	cardboard	L.
border, to	L. 1	care	L.
born and raised (used to		care for, to	L
emphasize the fact that someone was born and grew up in a specific		caress	L.
place)	L. 5	caricature	L.
born with a silver spoon in		caring	L.
one's mouth (wealthy from birth)	L. 3	catch up to, to (e.g., Her staying up late every night is catching up to	
bother, to = to annoy	L. 5	her. She's falling asleep in class.)	L.
break into a (cold) sweat, to	L. 3	category	L.
break into sth., to (e.g., Joe was so scared that he broke into a run	L. 5	cater to sth./sby., to (e.g., Natalie's boyfriend always caters to her desires.)	L. S
when he heard that freaky noise.)	L. O	central	L. 2
bring sby. up, to (e.g., Michael was brought up by his aunt after his		certain	L. 2
parents' death.)	L.3	championship	L.
bring (sth.) up, to (e.g., Grandma always brings up her health problems when we visit her.)	L.3	charge (e.g., The baby-sitter gets nervous whenever her charges refuse to eat.)	L. 4
broken English	L. 5	charming	L. 3
brown trout	L. 1	cheat, to	L. 3
bucolic	L. 1	check out, to	L. 5
Budapest	L. 5	checkmate	L. 5
build (e.g., Lucy's boyfriend's a tall guy with a strong build.)	L. 5	cheer, to	L. 5
bull	L. 5	cheerleader	L. 5
bully	L. 5	chess	L. 5
bully, to	L. 5	Chicago	L. 7
bullying	L. 5	childish	L. 3
but (e.g., After she found out about		Chuck Norris	L. 5
her dog's death, she did nothing but		citizen	L. 5
cry all afternoon.)	L. 4	Citizen Kane	L. 5
buzzard (an offensive way to refer to an unpleasant person)	L. 3	civil liberties	L. 6
to an unpleasant person)	L. O	claim	L. 8
		claim, to	L. 3
		claims adjuster	L. 8
		clout	L. 3
calculate, to	L.1	cockroach = roach	L. 5
camaraderie	L. 8	cohesive	L. 8

collective college prep come clean, to	L.2 L.3 L.3	COTAl (e.g., Mark bought me a nice coral necklace when he was in Bora Bora.)	L. 7
come upon sby./sth., to (e.g., I was walking downtown the other day when I came upon an old friend from	L. J	coral (a hard red, white, or pink substance formed from the bones of very small sea creatures, which is	L.7
school. / Jill was tidying up the		often used to make jewelry)	L. 7
garage when she came upon the toolbox her husband had been		corner, to correct, to	L. 2
looking for.)	L. 3	corrugated paper	L. 2
coming of age	L. 3	COSt, to (e.g., Meg's immature	L. 1
command	L. 3	behavior cost her her job.)	L.3
commit, to	L. 3	cost, to (e.g., How much does a	
common sense	L. 4	house in this area cost?)	L.3
commotion	L. 3	courier	L. 8
communism	L. 5	course of action	L. 3
communist	L. 5	courthouse	L. 8
compelling	L. 6	cover (up) one's tracks, to	L. 3
competitor	L.1	cover ground, to	L, 4
complex	L. 5	crank	L.1
composure	L. 3	crank, to	L. 1
condition (e.g., The doctor said the		crash, to	L. 5
baby's condition is improving each day.)	L. 4	criminalize, to	L.6
condition (e.g., You can hang out	ш. т	crisp	L. 3
with your friends after school on one		criticize, to	L. 2
condition: be home by dinner time.)	L. 6	crude	L. 3
condone, to	L. 2	cry out, to	L. 3
conscience	L. 3	crystalline	L. 7
constitution	L. 6	cunning	L. 3
consultant	L. 4	curator	L. 4
contain, to	L. 7	current	L. 3
contemporary	L. 4	curtain	L. 7
contempt	L. 2	Cut (a computer command)	L. 3
contest	L. 7	cut, to (e.g., Let's cut the nonsense	L. 3
context	L. 6	and get back to studying.)	
continent	L. 4	cyber	L. 3
controversial	L. 2		
convenient	L. 5		
conveniently	L. 5		
coordinated	L. 4	damn	L. 5
copy	L. 3	dare, to	L. 3

lay after day	L. 4	draw back, to	
dazzle, to	L. 5	draw the line, to	
deaf	L. 5	drive (e.g., The secret of my success	
deal = agreement	L. 3	is willpower and drive.)	
decrease, to	L. 4	drive (e.g., a four-wheel drive	
dedicated	L.7	vehicle)	
deeply	L. 6	dump	
defend, to	L. 4	dwell on sth., to	
degreeless	L. 8		
delinquent	L. 3		
demanding	L. 3		
democracy	L. 6	ease, to	
democratic	L. 6	economist	
dental hygienist	L. 8	educate, to	
deport, to	L. 5	educated (e.g., college-educated	
design	L. 1	population)	
despicable	L. 3	efficiently	
detect, to	L. 4	elbow, to	
device (e.g., The director used	'	elite	
comic devices such as slapstick in		email, to	
the show we went to last night.)	L. 2	employer	
dig up, to	L. 1	end up, to	
dip (to take/have a dip)	L. 7	ensue, to	
diploma	L. 8	entangled	
direct (e.g., He'll only answer direct		euthanize, to	
questions about the crime in the presence of his lawyer.)	L.3	eventually	
disability	L. 6	evoke, to	
disciplinary	L. 3	examination	
discredit, to	L. 6	exercise, to (e.g., Brett likes to	
disgustedly	L. 3	show the freshmen how important it is to exercise their right to vote for	
dismiss, to	L. 3	student council president.)	
dismissed	L. 3	exit, to	
liverse	L. 4	exotic	
lo (no) wrong, to	L. 3	expansion	
loctor up, to	L. 3	expose, to	
locument (e.g., I asked Jude to file	0	express, to	
the documents before lunchtime.)	L. 8	extend, to	
Irag (e.g., Waiting in long lines is	A STATE OF S	extra (e.g., Take a look at my new	
such a drag!)	L. 5	car! It has a lot of extras.)	
Iraw (attention), to	L. 2	extracurricular	

			and the state of
		flippancy	L. 3
Office III and I		flipper	L. 4
fall in love (with sth./sby.), to	L. 7	floor (e.g., The art gallery director	
fall into (the category), to	L. 6	established a floor below which no painting could be sold.)	L. 8
fame	L. 1	fly, to (e.g., When Ellen saw a	
fancy-schmancy	L. 1	cockroach on the floor, she flew out	
fantasia	L. 7	of the room.)	L.1
fatal	L. 3	fool	L. 3
felon	L. 3	for now	L. 4
felony	L. 3	fracture, to	L. 4
ferry	L.1	frail	L. 5
ferry, to	L. 1 L. 8	freely	L. 6
fierce	L. 6	French Polynesia	L. 7
figure, to	L. 4 L. 1	fully	L. 6
file (computer)	L. 1 L. 3	fun-seeker	L. 1
	L. S	further	L. 2
file (e.g., The principal said he would check the students' files before		FYI = for your information	L. 5
calling their parents.)	L. 8		
file clerk	L. 8	CO	
file, to (e.g., to file a claim)	L.8	5	
file, to (e.g., to file documents)	L. 8		
filing	L. 8	gasp, to	L. 5
filter, to	L. 7	G.E.D. (abbreviation for General Educational Development)	L. 8
filthy (very dirty and disgusting)	L. 5	gender	L. 6
filthy rich = very rich	L. 7	general studies	L. 8
finely	L. 1	generate, to	L. 0
finish off, to	L. 3	1. T. J.	L. 7
fire away, to	L. 5	genuine	
fire, to (e.g., The company is	1311 D.C. (44)	geographic	L. 8
undergoing some serious financial		Georgia	L. 8
problems and had to fire 200 employees.)	L. 3	Georgia Southern University	L. 8
fired	L. 3	get (right) down to brass	
firm	L. 3	tacks, to	L. 3
First Amendment	L. 6	get going, to	L. 4
first of all	L. 2	ghost writer	L. 3
	20.000	gist	L. 3
first-time (e.g., first-time offenders) fishy	L. 3	give it all away, to	L. 7
fizzle out, to	L. 3	give sby. a piece of your	
flaw	L.3	mind, to	L. 3
IIavv	L. 2	glimpse	L. 3
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glory	L. 1	hardware	L. 1
glow, to	L. 5	harm	L. 6
glowing (e.g., glowing colors)	L. 7	harm, to	L. 6
glue	L. 1	harmful	L. 6
go unpunished	L. 6	hate	L. 6
go viral, to	L. 7	hate speech (speech that offends	
go with one's gut(s), to	L.1	or threatens people because of their	
go with sth., to (e.g., Do you think		race, religion, age, etc.)	L. 6
these shoes go with this dress I bought today?)	L. 3	hateful	L. 6
golden age	L. 5	hatred	L. 6
Google Translate™	L. 3	have a ball, to	L. 7
governess	L. 3	have had enough, to	L. 2
grab, to (e.g., I was so angry with what Andy said that I grabbed my		have one's hide, to (e.g., Dad is going to have my hide for breaking my curfew.)	L. 3
bag and left.)	L. 5	have sby./sth. (square) in	
grace period (an extended period	L. 3	one's sights, to	L. 3
of time granted to sby. as a favor) graduate	L. 3 L. 8	hawk	L. 4
grammar	L. 3	head (person in charge of a group or	
grant, to	L. 6	organization)	L. 3
gravely	L. 4	head over heels	L. 5
grease	L. 4 L. 5	headhunt, to	L. 8
greasy	L. 5	headhunting	L. 8
Great Lakes	L. 7	headmaster	L. 3
Greers Ferry Lake (a lake in	L. /	heartbroken	L. 5
northern Arkansas)	L. 1	Heber Springs (a small town in	
grogginess	L. 4	Arkansas)	L. 1
groggy	L. 4	hell	L. 5
grounds (an area of land and the		here and there	L. 3
buildings on it that are used for a	L. 4	hideous	L. 3
particular purpose) growth	L. 4 L. 8	high (e.g., high quality)	L. 1
guarantee, to	L. 6	highbrow	L. 5
guilt	L. 3	highlight, to	L. 2
guit	L. J	hijack, to	L. 7
		hire, to (e.g., With the expansion of our company's activities, we'll have to hire 20 new workers.)	L. 8
		hiring	L. 8
handbook happiness	L. 8 L. 7	hit (an occasion when someone visits a website or something posted	
harass, to	L. 5	on a website)	L. 7

hold sby. accountable for		in a nutshell	L. 2
sth., to	L. 6	in order to	L. 2
Hollywood	L. 5 L. 3	in that	L. 4
Holy smoke!	L. 3	in the end	L. 4
honor, to	L.3	in the meantime	L. 3
Honors Program	L.3	in sby.'s hands	L. 3
hoot	L. 1	incorrect	L.2
hope	L. 6	increasingly	L. 8
horsepower	L. 1	indirect	L. 3
house, to	L. 4	indirectly	L. 3
How dare you!	L. 3	industrial	L. 3
howl, to	L. 5		
humiliate, to	L. 5	infect, to	L. 4
humorous	L. 2	infected	L.4
Humphrey Bogart	L. 5	infection	L. 4
Hungarian	L. 5	inferior	L. 5
Hungary	L. 5	inferiority	L. 5
hush up, to	L. 3	inferiority complex	L. 5
hypocrisy	L. 2 L. 6	infiltrate, to	L. 8
hypocritical	L. 0	inflation	L. 8
		ingredient	L. 1
A SANTA	щ-	in-house (e.g., in-house courier)	L. 8
I do "! this is a second	-	inner (e.g., an inner room)	L. 2
I don't think you have much of a case.	L. 3	inner (thoughts/feelings that you do not show or tell other people)	L. 2
idiom	L. 7	insert, to	L. 7
illegal	L. 5	110050040059-559-01015-5	L. 6
illegal alien = illegal		inspire, to	
immigrant	L. 5	instinct	L. 4
illustrious	L. 3	insult, to	L. 6
immigrant	L. 5	insurance	L. 8
importantly (more/most importantly)	L. 6	intense	L. 1
importantly)	L. 6	interference	L. 3
imposition	L. 6	internal	L. 3
improve, to	L. 2	intolerance	L. 6
improvisation	L. 4	irony	L. 2
improvise, to	L. 4	it's fair to say	L. 6

J		language barrier lanky largely	L. 7 L. 5 L. 8
jaw	L.4	laughing	L. 3
jazz	L. 5	laughter	L. 2
jittery jock	L. 3 L. 5	Lay-Z-Boy (furniture manufacturer	L. 1
joint (cheap and informal restaurant,	L. S	in Michigan) Ienient	L. 1
bar, etc.)	L. 5	lens	L. 5
journalism	L. 6	liberty	L. 6
journalist	L. 6	life expectancy	L. 4
joy	L. 6	life-threatening	L. 4
judge	L. 3	lift, to (to raise)	L. 5
juvenile	L.3	lightly	L. 4
VIII BOOKS AND		limitation	L. 6
		literature	L.2
		litigation	L. 8
Kansas	L. 5	Little Rock (the capital and the	
kayak	L. 1	largest city of the state of Arkansas)	L.1
keep up with, to	L. 4	live up, to	L. 3 L. 6
keeper = animal keeper	L. 4	logical long term	L. 4
key	L.1	look over sth., to	L. 3
kick sby. out (of), to	L. 3	loss	L. 3
kick, to	L. 5	lottery	L. 7
Kleenex®	L. 5	lunchtime	L. 5
knight (a piece in the game of chess)			07110077
know-it-all	L.2	M	
The second secon		maid	L. 3
label, to	L. 6	maintain, to	L.4
lagoon	L. 7	make a killing, to	L. 7
Lake Erie	L. 7	make a scene, to	L. 5
Lake Huron	L.7	make amends, to	L. 3
Lake Michigan	L.7	make an idiot of oneself, to	L. 5
Lake Ontario	L. 7	make good, to	L. 3
Lake Shore Drive	L. 7	make sby.'s day, to	L. 5
Lake Superior	L. 7	make use of, to	L. 2
lame	L. 5	make-up (e.g., make-up exam/test/quiz/paper)	L. 3

management	L. 4	multiculturalism	L. 3
managing	L. 8	musical	L.5
manta ray	L. 7	muster up, to	L. 5
manuscript	L. 3	My heart must have skipped	
mask, to	L. 4	a beat.	L. 5
master	L. 6		1.0
maternal	L. 3		
matter	L. 3	The order of the second	
mayo (mayonnaise)	L. 5		
mea culpa	L. 3	name-calling	L. 3
means	L. 3	namesake	L. 3
mechanical	L. 1	napkin	L. 5
medical	L. 4	National Zoo = Smithsonian	
medication	L. 4	National Zoological Park	L. 4
meeting	L. 3	nature (e.g., The twins look pretty	
mess with, to	L. 3	much alike, but you can easily notice the difference in their natures.)	L. 6
midsize	L. 8	necessarily	L.2
midterm	L. 3	need	L. 3
milled (e.g., milled paper)	L. 1	nerve (e.g., You have some/a lot of	
minimize, to	L. 4	nerve accusing me of lying to you. /	
minimum	L. 8	I can't believe Joe had the nerve to leave that mess for me to clean up!)	L. 3
minister, to	L. 4	net (e.g., Dad prefers a net rather	
misconception	L. 2	than a rod and reel when he goes	
misdemeanor	L. 3	fishing.)	L. 4
misfortune	L. 3	nicely	L. 3
miss out on, to	L. 5	nightmare	L. 5
miss the point, to	L. 2	nip sth. in the bud, to	L. 3
mission accomplished	L. 3	no life (e.g., Sophie has no life.  Besides working every day, she is	
mistake	L.2	studying for her Ph.D. and has no	
mister	L. 3	time for her friends and family.)	L. 7
monkey	L.4	no matter (how, what, where, etc.)	L. 6
moreover	L. 6	no point in	L. 2
moronic	L.5	nonetheless	L. 3
move (a change of the position of		nonhumorous	L. 2
one of the pieces used to play board games)	L. 5	not have the slightest idea	L. 3
TO COMPANY AND A STATE OF THE S	L. J	notable	L. 3
move, to (to change the position of one of the pieces used in playing		nothing but = only, just	L. 2
board games)	L. 5	notify, to	L. 3
multicultural	L. 3	novel	L.2

0		P	
object, to	L. 6	pamper, to	L. 3
oblige, to	L. 3	Pancho Villa	L. 5
obsessed	L. 1	paper mill	L. 1
occupational	L. 8	paralegal	L. 8
of some sort	L. 3	partner (e.g., They're partners in a	
offender	L. 3	law firm.)	L. 8
offensive	L. 2	passage (e.g., Professor Miller	
office runner	L. 8	mentioned a passage from his favorite book in his lecture.)	L. 2
offset, to	L. 3	paste	L. 3
old self	L. 4	path (e.g., Hard work and	
On (e.g., a book on American		determination are the two main	
literature)	L. 2	paths to success.)	L. 8 L. 3
on no account on the basis of	L.6	pathway	L. 3
one's (just) due (e.g., After	L. 6	patient (e.g., Dr. Banks is with a patient at the moment. Please have	
complaining about his job for years,		a seat.)	L. 4
Fred finally got his (just) due. The		pause, to	L. 3
boss fired him.)	L. 3	pawn (a piece in the game of chess)	L. 5
optimist	L.2	paycheck	L. 8
optimistic	L. 2	peace	L. 7
ordeal	L.4	peak	L. 1
oriented (e.g., career-oriented)	L.8	pessimist	L. 2
Orson Welles	L.5	pessimistic	L. 2
out of context outline, to	L.6	philosopher	L. 3
outlive, to	L.3	pipeline	L. 8
social dimensional Assession	L. 4	plagiarism	L. 3
outrage outrageous	L. 2 L. 3	plagiarist	L. 3
outstanding	L. 3	plagiarize, to	L. 3
9	L. 3	plagiary	L. 3
OVEr (e.g., The wedding will be over when we get there if you don't		plain and simple	L. 5
hurry.)	L. 5	pleased	L. 3
overachiever	L. 3	point out, to	L. 2
overcome, to	L. 3	point-blank	L. 5
overdone	L. 5	police (official organization)	L. 5
overqualified	L. 8	policy	L. 3
oversee, to	L. 4	politically	L. 2
overwhelm, to	L. 3	politically correct = PC	L. 2

politically incorrect	L. 2	purely	L. 6
politician	L. 3	pursue, to	L. 3
Polynesia	L. 7	put a spotlight on, to	L. 2
ponder, to	L. 3	puzzled	L. 4
pop music	L. 5		
population	L. 8		
portrait	L. 2		
position = job	L. 8		
possibly	L. 3	quad = quadrangle (a square	
power supply	L.1	open area with buildings all around	
powerful	L. 3	it, especially in a school or college)	L. 2
practicality	L. 4	quotation	L. 6
praiseworthy	L. 3	quote	L. 6
preach, to	L. 3	quote, to	L. 6
precisely	L. 3		
predator	L. 4		
predicament	L. 5		
prejudiced	L. 5		
prep, to	L. 1	race	L.1
preposterous	L. 3	race, to	L.1
prerequisite	L. 8	racer	L.1
prescribe, to	L. 4	racist	L. 2
present, to (e.g., Today's		rag (e.g., The maid used a rag to	L. 5
documentary presents a strong case	L. 2	wipe the dust off the furniture.) raging	L. 5
for the importance of recycling.) presenter	L. 2 L. 6	rags (e.g., After the accident, Zack's	L. J
prestigious	L. 3	clothes were in rags.)	L. 5
principle	1,227,230	raise	L. 8
pristine	L. 6	raise, to = to build	L. 1
procedure	L.1	raise, to (to take care of children	
	L.4	while they are growing up)	L. 5
process, to	L. 8	rapid	L. 8
product	L.1	rapidly	L. 4
promotion (e.g., Roy changed jobs because there was little chance of		rarely	L. 4
promotion at his former company.)	L. 8	rather	L. 3
promotional	L. 8	reciprocity	L. 6
proof	L. 3	reckon, to	L. 8
provoke, to	L. 2	recliner	L. 1
pull strings, to	L. 3	receptionist	L. 8
punish, to	L. 6	recruiter	L. 8

recruiting	L. 8		
redneck	L. 5		
refrain, to	L. 3	safely	L. 3
regain, to	L. 3	sandy	L. 7
regarding	L. 3	sanguine	L. 1
regulate, to	L. 6	Sanitation Department	L. 5
relentlessly	L. 3	satire	L. 2
relieved	L. 3	satirical	L. 2
religious	L. 2	satirist	L. 2
rely on, to	L. 4	scatter, to	L. 5
remain, to	L. 3	scenario	L. 4
report, to	L. 3	schmuck school (a large group of fish	L. 7
requirement	L. 8	swimming together)	L. 7
research, to	L. 3	schoolwork	L. 5
resident		scorn	L. 2
	L. 4	scuba dive, to	L.7
respect	L. 3	scuba diving	L. 7
résumé	L. 8	scumbag	L. 5
retire, to	L. 3	sea lion	L. 4
rework, to	L. 3	seal, to	L. 1
rewrite, to	L. 3	seated	L. 3
ridicule, to	L. 2	second = secondly	L. 2
risk	L. 6	see/hear the last of	
robber	L. 3	sby./sth., to	L. 3
rocket	L. 1	self-centered	L. 5
role model	L. 5	self-deprecating	L. 2
root canal	L. 4	self-deprecation	L. 2
ruin, to	L. 5	sense, to	L. 3
run in one's family, to	L. 3	sermon	L. 3
run, to (e.g., Amy has been running		Set (a number of objects or pieces of	
her father's company since his retirement.)	L. 5	equipment needed for a particular activity, especially playing a game)	L. 5

sexual orientation	L. 6	snorkel	L. 7
shake off, to	L. 4	snorkel, to	L.7
shallows (the shallows)	L. 7	snorkeling	L.7
shame sby. into/out of		soften, to	L. 4
(doing) sth., to	L. 2	softener	L. 4
shame, to	L. 2	software	L.1
shelf (a flat area of rock, sand, etc.,		somehow	L. 3
especially underwater, which is usually shaped like a shelf)	L.7	sophisticated	L. 3
shin	L. 5	sort = kind, type	L.3
shove, to	L. 5	source	L. 3
sigh, to	L. 5	speak your mind, to	L. 6
sign, to	L. 3	spelling	L. 3
sink, to	L.1	splendid	L. 3
sit through, to	L. 5	spoiled	L. 3
slander	L. 3	spotlight	L. 2
slang	L. 7	spread	L.4
slather, to	L.1	spring (a place where water comes	
slathered	L. 1	up naturally from the ground)	L. 1
slave	L. 2	sprocket	L. 1
slavery	L. 2	stand up to sth./sby., to	L. 5
slighted	L. 8	standard	L. 3
slightly	L. 3	start out, to	L. 3
slippery	L. 6	state, to	L. 3
slippery slope	L. 6	stay on top of, to	L. 4
smart aleck	L. 3	steadily	L. 4
Smithsonian National		stern	L. 3
Zoological Park=		steroid	L. 4
National Zoo	L. 4	sting, to	L.1

## **VOCABULARY LIST**

stinger	L. 1		
stink (e.g., James made a stink when		Party Laboratory (1981)	
the teacher accused him of		T 177	
plagiary.)	L. 3	Tahiti	L.7
stinking	L. 5	Tahitian	L.7
Stock (one of the equal parts into which the value of a company is		take advantage of sby./sth., to	L.5
divided)	L. 7	take it, to (e.g., Let's stop playing chess. I can't take it anymore.)	L.7
stock market	L. 7	Take my word for it.	L.2
stockbroker	L. 7	take offense, to (e.g., If you keep	
stool	L. 4	talking about Lucy's mistakes on the	
strongly	L. 6	exam, she'll definitely take offense.)	L.6
subdue, to	L. 4	take out of context, to	L.6
subject (e.g., Professor Price has		tape (e.g., David used some tape to	
written several articles on the subject		repair the torn folder.)	L.1
of global warming.)	L.3	taunt, to	L.5
subject matter	L.3	tear	L.5
subtle	L.4	tear up, to	L.5
successfully	L.3	tell the difference, to	L.2
sue, to	L3	temperate	L.7
suffice, to	L.3	tempt, to	L.6
suitable	L.3	term paper	L.3
summon, to (e.g., The principal		terminal	L.4
summoned all the teachers to a		territory	L.4
meeting after classes.)	L.3	terrorism	L.5
support staff	L.8	Tex-Mex	L.5
1505	L2	That's it! (e.g., That's it! I'm not	
support, to		going to help you anymore. I'm tired	
supremely	L.8	of your complaints. I That's it. We're finally done with this project. Let's	
surely	L3	go out for a snack now.)	L.2
surround, to	L.7	the big screen = the cinema	L.5
surrounding	L.7	the ruling class	L.3
survival	L.4	the works (e.g., The ship we	
sustain, to	L1	traveled on had a tennis court,	
swipe, to = to steal	L.3	a spa, pools, several restaurants,	
symptom	L4	the works.)	L7

## **VOCABULARY LIST**

thomas	- C	Annual Control of the	1.0
theme	L. 2	tremendous	L. 8
thick (having a large amount of) (e.g.,	L.3	tricky	L. 3
thick with anticipation)	L. 1	trophy	L.1
thin (not thick) (e.g., thin walls)		trout	L.1
thinking	L.3	tuition	L. 3
thorough	L. 4	turnover	L. 8
threat	L. 4	twist, to	L. 3
threaten, to	L. 4	tycoon	L. 3
throne	L. 3	typical	L. 5
throughout	L. 1		
throw sth. away/out, to /			1000
throw away/out sth., to	L. 2		
thus	L. 3	unacceptable	L. 2
tick, to	L. 4	underachiever	L. 3
tiger	L.4	underestimate, to	L. 3
to the death	L. 6	underlying	L. 4
tone (sth.) down, to	L. 3	unfair	L. 6
torn-up (e.g., tom-up rags)	L. 5	unfounded	1 3
tough = violent	L. 5	universe	L. 5
tourist	L.7	University of Florida	L. 8
track record	L. 3	University of West Georgia	L.8
traditionally	L. 8	unless	L.3
train, to	L.4	untreated	L.4
trait	L. 6	unwilling	L. 3
transfer student	L. 5	upbringing	L. 3
translate, to	L. 3	uproar	L.5
translation	L.3	urgent	L.3
translator	L. 3		
transparency	L.7		
transparent	L.7		
trappings	L. 1	vague	L. 6
trash-talking	L. 8	veneer	L. 3
treasure	L. 1	very well (e.g., Vince could very	
treat, to	L. 4	well have done his homework, but	(
treatment	L. 4	he spent the afternoon playing video	1.6
TOGETHORIE	L. **	games instead.)	L.6

## **VOCABULARY LIST**

the same of the sa	Mary Company	and a second and a second and a second and a second	The state of
vet = veterinarian	L. 4	wisecrack, to	L. 3
veterinarian = vet	L. 4	wit	L. 2
video clip	L. 7	with all due respect	L. 3
Vietnamese	L. 5	wizardry	L. 8
view = opinion	L. 1	wording	L. 3
violation	L. 6	work out, to (e.g., The kids worked	
		out a plan to smuggle the dog into	
		the basement.)	L. 1
		worker	L. 8
Mall Otra at		worry	L. 3
Wall Street	L. 3	worship, to	L. 5
wander, to	L. 7	writing	L. 3
wasteland	L. 5	wrongdoing	L. 3
watch over sby., to	L. 3		
waterway	L. 7	V	
weaken, to	L. 4		
weakness	L. 2	You wish (e.g., "I'm going to buy	
weed out, to	L. 8	my own plane one day." "You wish.")	L. 7
well-paying (e.g., well-paying job)	L. 8	youth fellowship	L. 5
wheel and deal, to	L. 3	youthful	L. 3
whereas	L. 2	YouTube	L. 7
whimper, to	L. 5		
who's/what's to say (e.g., If you really want to go hang gliding, go ahead and do it. Who's/What's to		Z	
say you won't have a blast?)	L. 6	zombified	L. 5
Wichita	L. 5		
widower	L. 3		
willpower	L. 1		
win	L. 1		
windbag	L. 3		
Windy City (Chicago's nickname)	L. 7		
wipe sth. off sth., to (e.g., She			
wiped the tears off her cheeks.)	L. 5		

L. 3

wise

Infinitive Past Tense Past Participle to abandon abandoned abandoned to abound abounded abounded to accept accepted accepted to access accessed accessed to accompany accompanied accompanied to accomplish accomplished accomplished to accuse accused accused to achieve achieved achieved to act acted acted to add added added to address addressed addressed to adjoin adjoined adjoined to administer administered administered to admire admired admired to admit admitted admitted to advise advised advised to affect affected affected to afford afforded afforded to age aged aged to agree agreed agreed to allow allowed allowed to alter altered altered to analyze analyzed analyzed to announce announced announced to annoy annoyed annoyed to answer answered answered to apologize apologized apologized to appear appeared appeared to apply applied applied to appreciate appreciated appreciated to approach approached approached

argued

arranged

argued

arranged

to argue

to arrange

### Infinitive

to arrest
to arrive
to ask
to assess
to assume
to attach
to attain
to attempt
to attend

### Past Tense

arrested arrived asked assessed assumed attacked attacked attained attempted attended attributed avoided

### Past Participle

arrested arrived asked assessed assumed attacked attacked attained attempted attended attributed avoided

backed off

# B

to attribute

to avoid

to back off
to balance
to ban
to baptize
to bark
to base (sth. on sth.)
to be
to beat
to become
to beg
to begin
to behave

to believe

to belong

to bend

to bet

to bill

to bite

to blame

to blow

backed off balanced banned baptized barked based was; were beat became begged began behaved believed belonged bent bet billed bit blamed

blew

balanced banned baptized barked based been beaten become begged begun behaved believed belonged bent bet billed bitten blamed blown

Infinitive	Past Tense	Past Participle
to blunder to board to boil to book to border to borrow to bother to break to breathe to bring to browse to brush to buckle to bug to build to bully to burn to bury to busk to buy to bypass	blundered boarded boiled booked bordered borrowed bothered broke breathed brought browsed buckled bugged built bullied burned; burnt buried busked butted in bought	blundered boarded boiled booked bordered borrowed bothered broken breathed brought browsed brushed buckled bugged built bullied burned; burnt buried busked butted in bought bypassed
to calculate to call to camp to cancel to capture to care	calculated called camped canceled captured cared	calculated called camped canceled captured cared
to carouse to carpool to carry	caroused carpooled carried	caroused carpooled carried

	and the second of the second section of	and all all all all all all all all all al	haltethaltaltaltaltaltaltaltal
0	Infinitive	Past Tense	Past Participle
0	to catch	caught	caught
0	to cater (to sth. or sby.)	catered	catered
	to cause	caused	caused
	to celebrate	celebrated	celebrated
	to chalk up	chalked up	chalked up
0	to challenge	challenged	challenged
0	to change	changed	changed
	to charge	charged	charged
0	to chase	chased	chased
	to chat	chatted	chatted
0	to cheat	cheated	cheated
	to check	checked	checked
	to cheer	cheered	cheered
	to chew	chewed	chewed
	to chill	chilled	chilled
0	to choose	chose	chosen
0	to chop	chopped	chopped
0	to chuckle	chuckled	chuckled
0	to claim	claimed	claimed
0	to clap	clapped	clapped
~	to clean	cleaned	cleaned
0	to clear	cleared	cleared
0	to click	clicked	clicked
	to climb	climbed	climbed
0	to cling	clung	clung
	to close	closed	closed
	to comb	combed	combed
	to come	came	come
	to comment	commented	commented
	to commission	commissioned	commissioned
	to commit	committed	committed
0	to communicate	communicated	communicated
0	to compete	competed	competed
	to complain	complained	complained
	to complete	completed	completed
	to compose	composed	composed

Infinitive	Past Tense	Past Participle
to concentrate	concentrated	concentrated
to condone	condoned	condoned
to conduct	conducted	conducted
to confess	confessed	confessed
to confuse	confused	confused
to congratulate	congratulated	congratulated
to connect	connected	connected
to conquer	conquered	conquered
to conserve	conserved	conserved
to consider	considered	considered
to contact	contacted	contacted
to contain	contained	contained
to continue	continued	continued
to control	controlled	controlled
to convict	convicted	convicted
to convince	convinced	convinced
to cook	cooked	cooked
to cool	cooled	cooled
to cope with	coped with	coped with
to copy	copied	copied
to corner	cornered	cornered
to correct	corrected	corrected
to cost	cost	cost
to cough	coughed	coughed
to count	counted	counted
to cover	covered	covered
to crank	cranked	cranked
to crash into	crashed into	crashed into
to create	created	created
to criminalize	criminalized	criminalized
to criticize	criticized	criticized
to cross	crossed	crossed
to cry	cried	cried
to curl up	curled up	curled up
to cut	cut	cut

dug

disagreed

disappeared

discouraged

to dig

to disagree

to disappear

to discourage

dua

disagreed

disappeared

discouraged

Infinitive	Past Tense	Past Participle
to discover to discredit to discuss to dislike to dismiss to ditch to dive to divorce to do to doctor up to document to doubt to download to draw to dream to dress to drink to drive to drop to drown to dry to dub to dwell (on sth.) to dye	discovered discredited discussed disliked dismissed ditched dived; dove divorced did doctored up documented doubted downloaded drew dreamed; dreamt dressed drank drove dropped drowned dubbed dubbed dwelt; dwelled dyed	discovered discredited discussed disliked dismissed ditched dived divorced done doctored up documented doubted downloaded drawn dreamed; dreamt dressed drunk driven dropped drowned dubbed dwelt; dwelled dyed
to ease to eat to edit to educate to elbow to elect	eased ate edited educated elbowed elected	eased eaten edited educated elbowed elected

emailed

embarrassed

emailed embarrassed

to email

to embarrass

Past Participle

### Infinitive to embody to embrace to emerge to encourage to encrust to end to endure to engage to engulf to enjoy to enroll to ensue to enter to establish to estimate to euthanize to evoke to exaggerate to exchange to exercise to exert to exist to exit to expect to experience to explain to explore to expose to express to extend to extract

### Past Tense embodied embraced emerged encouraged encrusted ended endured engaged engulfed enjoyed enrolled ensued entered established estimated euthanized evoked exaggerated exchanged exercised exerted existed exited expected experienced explained explored exposed expressed extended extracted

### embodied embraced emerged encouraged encrusted ended endured engaged engulfed enjoyed enrolled ensued entered established estimated euthanized evoked exaggerated exchanged exercised exerted existed exited expected experienced explained explored exposed expressed extended extracted



to face to facilitate

faced facilitated

faced facilitated

Infinitive	Past Tense	Past Participle
to fail	failed	failed
to faint	fainted	fainted
to fall	fell	fallen
to fasten	fastened	fastened
to fear	feared	feared
to feed	fed	fed
to feel	felt	felt
to ferry	ferried	ferried
to fetch	fetched	fetched
to figure	figured	figured
to file	filed	filed
to fill	filled	filled
to fill out	filled out	filled out
to film	filmed	filmed
to filter	filtered	filtered
to find	found	found
to finish	finished	finished
to fire	fired	fired
to fish	fished	fished
to fit	fitted	fitted
to fix	fixed	fixed
to fizzle out	fizzled out	fizzled out
to flaunt	flaunted	flaunted
to flood	flooded	flooded
to flunk	flunked	flunked
to fly	flew	flown
to focus	focused; focussed	focused; focussed
to follow	followed	followed
to fool	fooled	fooled
to forbid	forbade	forbidden
to foreclose	foreclosed	foreclosed
to forget	THE ACTION OF THE PARTY	forgotten
to forgive	forgot forgave	forgiven
to fracture	fractured	fractured
to freak out	freaked out	freaked out
to fry	fried	fried
to fuel	fueled	fueled
to fulfill		fulfilled
to fullill	fulfilled	Tullilled

gained

gasped

got

gave

gathered

generated



to gain to gasp to gather to generate to get

to give to glance to glitter to glow to go

to gossip to grab to graduate to grant

to guarantee to guard

alanced glittered alowed went gossiped grabbed graduated granted to grow grew guaranteed quarded to guess guessed

to hail from to hand to handle to hang (to fix at the top so that the rest doesn't touch the ground) to happen

to harass to harm to hate

hailed from handed handled

hung happened harassed harmed hated

gained gasped gathered generated got; gotten aiven glanced alittered glowed gone gossiped grabbed graduated granted grown quaranteed guarded

hailed from handed handled

auessed

hung happened harassed harmed hated

Infinitive	Past Tense	Past Participle
to have to head to headhunt to hear to help to hide to highlight to hijack to hike to hire out to hire to hit to hold to honor to hope to house to howl to hum to humiliate to hurry to hurt to hush up	had headed headhunted heard helped hid highlighted hijacked hiked hired out hired hit held honored hoped housed howled hummed humiliated hurried hurt hushed up	had headed headhunted heard helped hidden highlighted hijacked hiked hired out hired hit held honored hoped housed howled hummed humiliated hurried hurt hushed up
to ice-skate to idle to ignore to illustrate to imagine to impose to impress	ice-skated idled ignored illustrated imagined imposed impressed	ice-skated idled ignored illustrated imagined imposed impressed

improved

included

increased

improvised

improved

included

increased

improvised

to improve

to include

to increase

to improvise

Infinitive	Past Tense	Past Participle
to indicate to infect to infer to infiltrate to influence to inform to insert to insist to inspire to insult to intend to interact to interrupt to interrupt to introduce to invade to invent to involve to isolate	indicated infected inferred infiltrated influenced informed inserted insisted inspired insulted intended interacted interpreted interrupted introduced invaded invented involved isolated	indicated infected inferred infiltrated infiltrated influenced informed inserted inserted inspired insulted intended interacted interpreted interrupted introduced invaded invented invited involved isolated
to jog to join to joke to jolt to judge to juggle to jump	jogged joined joked jolted judged juggled jumped	jogged joined joked jolted judged juggled jumped
K		
to keep to kick off	kept kicked off	kept kicked off

Infinitive	Past Tense	Past Participle
to kick to kid to kill to kiss to kneel to knock to know	kicked kidded killed kissed kneeled knocked knew	kicked kidded killed kissed kneeled knocked known
to label to lap up to lash to laugh to lay to lead to lean to learn to leave to lecture to lend to let to lie (to be in a	labeled lapped up lashed laughed laid led leaned learned left lectured lent	labeled lapped up lashed laughed laid led leaned learned left lectured lent
horizontal position) to lie (to say sth. that	lay	lain lied
is not true) to lift	lifted	lifted
to lighten up	lightened up	lightened up
to like	liked	liked
to limit	limited	limited
to line	lined	lined
to list	listed	listed
to listen	listened	listened
to live	lived	lived
to load	loaded	loaded

## Infinitive

to lock to long for to look to lose to love

#### Past Tense

locked longed for looked lost loved lurched

### Past Participle

locked longed for looked lost loved lurched



to lurch

to mail to maintain to make to manage to marry to mask to match to matter to mean to meet to mention to mess with to migrate to mind to minimize to minister to misinterpret to miss to mistake to misunderstand

to mix

to modify

to move

to mow

to mutter

to muster up

mailed maintained made managed married masked matched mattered meant met mentioned messed with migrated minded minimized ministered misinterpreted missed mistook misunderstood mixed modified moved mowed mustered up

muttered

mailed maintained made managed married masked matched mattered meant met mentioned messed with migrated minded minimized ministered misinterpreted missed mistaken misunderstood mixed modified moved mowed mustered up muttered

Infinitive	Past Tense	Past Participle
N		
to need	needed	needed
to nest	nested	nested
to network	networked	networked
to notice	noticed	noticed
to notify	notified	notified
0		
to obey	obeyed	obeyed
to object	objected	objected
to oblige	obliged	obliged
to offend	offended	offended
to offer	offered	offered
to offset	offset	offset
to open	opened	opened
to operate	operated	operated
to order	ordered	ordered
to organize	organized	organized
to outclass	outclassed	outclassed
to outline	outlined	outlined
to outlive	outlived	outlived
to overcome	overcame	overcome
to overhear	overheard	overheard
to overlook	overlooked	overlooked
to oversee	oversaw	overseen
to oversleep	overslept	overslept
to overwhelm	overwhelmed	overwhelmed
to owe	owed	owed
to own	owned	owned
P		
to pack	packed	packed
to paddle	paddled	paddled
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	hadratestratististististist	the sale of the sa	The state of the s
0	Infinitive	Past Tense	Past Participle
0	to paint	painted	painted
0	to pamper	pampered	pampered
0	to panic	panicked	panicked
~	to park	parked	parked
	to participate	participated	participated
	to pass	passed	passed
0	to pause	paused	paused
	to pay	paid	paid
	to pee	peed	peed
	to perfect	perfected	perfected
0	to perform	performed	performed
0	to persuade	persuaded	persuaded
0	to pet	petted	petted
_	to photograph	photographed	photographed
	to pick	picked	picked
0	to pioneer	pioneered	pioneered
0	to place	placed	placed
	to plagiarize	plagiarized	plagiarized
	to plan	planned	planned
	to plant	planted	planted
Di .	to play	played	played
	to plunge	plunged	plunged
~	to point	pointed	pointed
)	to poke fun at	poked fun at	poked fun at
	to ponder	pondered	pondered
	to pop	popped	popped
	to pose	posed	posed
	to position	positioned	positioned
)	to post	posted	posted
	to practice	practiced	practiced
	to preach	preached	preached
	to predict to prefer	predicted	predicted
		preferred	preferred
	to prepare	prepped	prepped
	to prepare to prescribe	prepared	prepared
	to bresoune	prescribed	prescribed

## VERBS

Infinitive	Past Tense	Past Participle
to present	presented	presented
to pretend	pretended	pretended
to prevent	prevented	prevented
to proceed	proceeded	proceeded
to process	processed	processed
to procrastinate	procrastinated	procrastinated
to produce	produced	produced
to promise	promised	promised
to promote	promoted	promoted
to propose	proposed	proposed
to protest	protested	protested
to prove	proved	proved; proven
to provide	provided	provided
to provoke	provoked	provoked
to prowl	prowled	prowled
to publish	published	published
to pull	pulled	pulled
to pump	pumped	pumped
to punish	punished	punished
to pursue	pursued	pursued
to push	pushed	pushed
to put	put	put
Q		
to quit	quit	quit
to quote	quoted	quoted
to quoto	440.04	32 4923
R	er'	1
to race	raced	raced
to rain	rained	rained
to raise	raised	raised
to reach	reached	reached

	The state of the s		VERB
0	Infinitive	Past Tense	Past Participle
0	to react	reacted	reacted
0	to read	read	read
~	to realize	realized	realized
	to rear up	reared up	reared up
0	to recall	recalled	recalled
	to receive	received	received
	to reckon	reckoned	reckoned
	to recognize	recognized	recognized
0	to recommend	recommended	recommended
	to reconsider	reconsidered	reconsidered
0	to record	recorded	recorded
6	to recoup	recouped	recouped
	to recover	recovered	recovered
	to recycle	recycled	recycled
	to reduce	reduced	reduced
	to refer	referred	referred
	to reflect	reflected	reflected
0	to refrain	refrained	refrained
0	to refuse	refused	refused
0	to regain	regained	regained
	to regulate	regulated	regulated
	to relax	relaxed	relaxed
0	to release	released	released
	to rely on	relied on	relied on
	to remain	remained	remained
	to remark	remarked	remarked
	to remarry	remarried	remarried
	to remember	remembered	remembered
	to remind	reminded	reminded
	to remove	removed	removed
2	to rent = to rent out	rented	rented
9	to repeat	repeated	repeated
	to reply	replied	replied
	to report	reported	reported
	to represent	represented	represented
4	to request	requested	requested

Infinitive	Past Tense	Past Participle
to require	required	required
to rescue	rescued	rescued
to research	researched	researched
to resist	resisted	resisted
to respect	respected	respected
to respond	responded	responded
to rest	rested	rested
to rethink	rethought	rethought
to retire	retired	retired
to retort	retorted	retorted
to return	returned	returned
to reveal	revealed	revealed
to review	reviewed	reviewed
to revitalize	revitalized	revitalized
to revolve	revolved	revolved
to rework	reworked	reworked
to rewrite	rewrote	rewritten
to rhyme	rhymed	rhymed
to ride	rode	ridden
to ridicule	ridiculed	ridiculed
to ring	rang	rung
to rinse	rinsed	rinsed
to risk	risked	risked
to roast	roasted	roasted
to roll	rolled	rolled
to rollerblade	rollerbladed	rollerbladed
to root	rooted	rooted
to round up	rounded up	rounded up
to row	rowed	rowed
to ruin	ruined	ruined
to run	ran	run
to rush	rushed	rushed
S		VI NO.

saluted

saved

saluted

saved

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to salute

to save

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0	Infinitive	Past Tense	Past Participle
0	to savor	savored	savored
	to say	said	said
~	to scare	scared	scared
0	to scatter	scattered	scattered
	to scratch	scratched	scratched
0	to scream	screamed	screamed
0	to scuba dive	scuba dived; scuba dove	scuba dived
0	to seal	sealed	sealed
0	to seduce	seduced	seduced
	to see	saw	seen
0	to seek	sought	sought
	to seem	seemed	seemed
	to sell	sold	sold
	to send	sent	sent
	to sense	sensed	sensed
	to separate	separated	separated
0	to serve	served	served
0	to set	set	set
0	to settle	settled	settled
	to sew	sewed	sewn
0	to shake up	shook up	shaken up
0	to shame	shamed	shamed
0	to shape	shaped	shaped
	to share	shared	shared
0	to ship	shipped	shipped
0	to shoot	shot	shot
	to shop	shopped	shopped
	to shove	shoved	shoved
0	to show	showed	showed; shown
	to shut	shut	shut
	to sigh	sighed	sighed
	to sightsee	sightsaw	sightseen
	to sign	signed	signed
	to signal	signaled	signaled
0)	to sing	sang	sung
	to sink	sank; sunk	sunk
0	to sit	sat	sat
			Walles and the last the last

Infinitive	Past Tense	Past Participle
to ski	skied	skied
to slam	slammed	slammed
to slather	slathered	slathered
to sleep	slept	slept
to slip	slipped	slipped
to slouch	slouched	slouched
to smell	smelled	smelled
to smile	smiled	smiled
to smoke	smoked	smoked
to smooth	smoothed	CONTRACTOR OFFICE
to smuggle		smoothed
to sneak	smuggled	smuggled
AVIOLOGICAL PROPERTY OF THE PR	sneaked; snuck	sneaked; snuck
to sneeze	sneezed	sneezed
to snoop around	snooped around	snooped around
30 3110 320	snoozed	snoozed
to snorkel	snorkeled	snorkeled
to snowmobile	snowmobiled	snowmobiled
to snowshoe	snowshoed	snowshoed
to soften	softened	softened
to solidify	solidified	solidified
to solve	solved	solved
to sound	sounded	sounded
to space out	spaced out	spaced out
to spark	sparked	sparked
to speak	spoke	spoken
to speed	sped	sped
to spell	spelled	spelled
to spend	spent	spent
to spill	spilled	spilled
to spit	spit; spat	spit; spat
to spot	spotted	spotted
to spread	spread	spread
to spring	sprang	sprung
to sprint	sprinted	sprinted
to stall	stalled	stalled
to stand	stood	stood
to stare	stared	stared

#### Past Tense

### Past Participle

to swim

started
stated
stayed
stole
steamed
stepped
stuck to
stung
stank
stopped
stormed
straightened
stretched
struck up
struggled
studied
stuttered
subdued
submitted
sued
sufficed
suggested
suited
summed up
summoned
supported
supposed
surfed
surprised
surrounded
survived
suspected
sustained
swapped
swore
swept
swam

started stated stayed stolen steamed stepped stuck to stung stunk stopped stormed straightened stretched struck up struggled studied stuttered subdued submitted sued sufficed suggested suited summed up summoned supported supposed surfed surprised surrounded survived suspected sustained swapped sworn swept swum

Infinitive	Past Tense	Past Participle
to swindle to swipe to switch to symbolize	swindled swiped switched symbolized	swindled swiped switched symbolized
to table	tabled	tabled
to tag	tagged	tagged
to take	took	taken
to talk	talked	talked
to tap	tapped	tapped
to tape	taped	taped
to taste	tasted	tasted
to tattoo	tattooed	tattooed
to taunt	taunted	taunted
to teach	taught	taught
to tear up	tore up	torn up
to tease	teased	teased
to tell	told	told
to tempt	tempted	tempted
to tend	tended	tended
to terrorize	terrorized	terrorized
to test	tested	tested
to text	texted	texted
to think	thought	thought
to threaten	threatened	threatened
to thrive	thrived	thrived
to throw	threw	thrown
to tick	ticked	ticked
to tidy	tidied	tidied
to tone (sth.) down	toned (sth.) down	toned (sth.) down
to touch	touched	touched
to tow	towed	towed
to train	trained	trained

### Infinitive

### Past Tense

### Past Participle

transformed

to transform to translate to travel to treat

to travel
to treat
to trust
to try
to tune
to turn
to twist
to type

transformed translated traveled treated trusted tried tuned turned twisted

typed

translated traveled treated trusted tried tuned turned twisted typed



to uncover to undercharge to underestimate to undergo to unload to use

uncovered undercharged underestimated underwent unloaded used uncovered undercharged underestimated undergone unloaded used



to vacuum to vary to visit to vomit to vote varied visited vomited voted varied visited vomited voted



to wait to wake to walk to wander waited woke walked wandered waited woken walked wandered

Infinitive	Past Tense	Past Participle
to want to warm up to warn to wash to waste to watch to water to weaken to wear to weed out to weigh to welcome to wheel to whimper to whip out	wanted warmed up warned washed wasted watched watered weakened wore weeded out weighed welcomed wheeled whimpered whipped out	wanted warmed up warned washed wasted watched watered weakened worn weeded out weighed welcomed wheeled whimpered whipped out
to whisper to win to window-shop to wipe sth. off sth. to wisecrack to wish to work to worry to worship to wow to wrap sth. up to write	whispered won window-shopped wiped sth. off sth. wisecracked wished worked worried worshiped; worshipped wowed wrapped sth. up wrote	whispered won window-shopped wiped sth. off sth. wisecracked wished worked worried worshiped; worshipped wowed wrapped sth. up written
to yap to yawn to yell	yapped yawned yelled	yapped yawned yelled