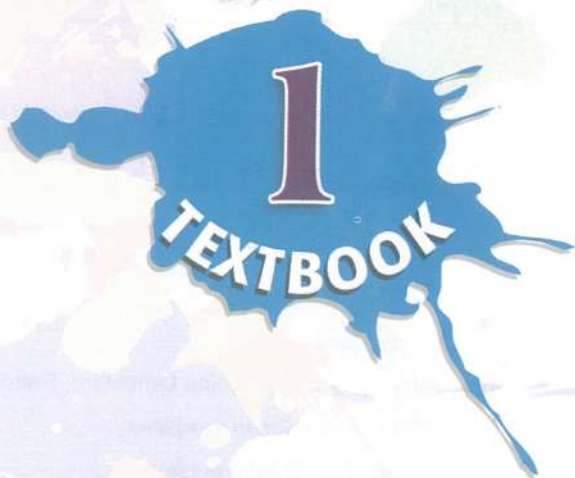


Mastering English for Success



Version 2.0



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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:

- 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.
- 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.
- 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.
- To improve students' writing skills through techniques that will enable them to better organize their ideas and express them more clearly in written form.
- 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:

- 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.
- 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.

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
	92.2	89.1	84.2	86.6

* 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 1

In *Mastering English for Success—Book 1*, 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
- Magazine 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*; *debate* and *text*)
- Case (Part 1)
- Magazine Article
- Vocabulary
- Focus on Language
- Focus on Grammar
- Focus on Culture
- Just For Fun

At the end of this book, students will find the audio script for the dialogue in Lesson 2 and for the debate 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*.

Mastering English for Success—Book 1 contains 1141 new words.

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Extremists

QUESTIONS FOR POST-VIEWING ACTIVITIES

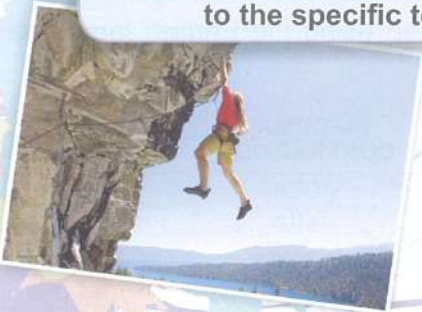
You will be asked to discuss the following questions in class as part of the POST-VIEWING ACTIVITIES related to the video *Extremists*.



What would you say is the specific topic of the video *Extremists*?



In what way does the topic *extreme sports* relate to the specific topic of the video?



How would you explain the difference between a general topic and a specific topic? Give examples.

CONTRACTIONS IN INFORMAL ENGLISH

In the video *Extremists*, you heard some of the surfers say things like:



You are already familiar with most of the informal contractions you heard in the video. As you know, people often use contractions in informal spoken English, and you may also find these forms written in ads, recording scripts, songs, etc., when the author wants his or her writing to reflect natural spoken language.

Now here is a list of some informal contractions you might find useful if you want to sound more natural when using the English language in informal dialogues.

INFORMAL CONTRACTION	STANDARD WRITTEN FORM
'cause	because
didja	did you
dontcha	don't you
dunno	don't know
gimme	give me
gonna	going to
gotcha	got you

INFORMAL CONTRACTION	STANDARD WRITTEN FORM
gotta	got to
hafta	have to
kinda	kind of
lemme	let me
lotsa	lots of
lotta	lot of
wanna	want to / want a

USING *SHE* AND *HER* TO REFER TO THINGS

One of the first things you discovered when you started learning English was that, unlike many other languages, the English language does not use gender-specific pronouns (**she**, **her**, **he**, **his**) to refer to things. (We don't refer to a table as **she**, and we don't refer to a pencil as **he**.) Instead, we use the gender-neutral pronouns **it** and **its** to refer to things. But now let's learn about a curious habit, the origin of which no one really knows.

In this example, **she** is used to refer to a ship (the Titanic).

The *Titanic* had been at sea for only four days when **she** hit an iceberg in the Atlantic Ocean.



Here is an example in which **her** is used to refer to a country (the United States of America).

Justin watched the historical film *America: **Her** People, **Her** Stories* to find information for his research paper.

And in this example, a boy uses **she** to refer to a car (a Ferrari).

Katie: Wow! Is that your dad's new *Ferrari*?
John: Yeah. Isn't **she** a beauty?

Finally, here's an example from the lesson in which the narrator uses **her** to refer to the ocean.

"Watching these watermen charge down the face of 50-foot waves, most of us think they're crazy. The meaning, the significance seems lost on us until we understand it's a matter of passion, and that the same passion some put into tending a vineyard or running a 10K, these watermen put into meeting the *ocean* when **her** power and beauty are on full display."

These examples show that, in an exception to what you learned, the pronouns **she** and **her** can sometimes, in specific circumstances, figuratively refer to things, usually ships, boats, countries, cars, machines, and parts of nature (the ocean, spring, etc.). People usually use **she** and **her** to refer to things in order to talk about them in a poetic, personal, or affectionate way.

PASSIVE VOICE

Forming the Passive Voice

Take a look at how the **passive voice** is formed.

ACTIVE

In tow-in surfing, a partner **tows** a surfer into a breaking wave.

active verb in the simple present

particle *by* preceding the performer of the action when mentioned

PASSIVE

In tow-in surfing, a surfer **is towed** into a breaking wave **by a partner**.

verb *to be* in the simple present + **past participle** of the active verb



- In the **passive voice**, the object of an active verb (*a surfer*, in the example above) becomes the subject of the passive verb.
- The passive verb is formed by using the verb *to be* in the same tense of the active verb + the **past participle** of the active verb.
- When the performer of the action is mentioned, it is preceded by the particle *by*.

The same rule regarding the passive verb applies no matter what the tense of the active verb is, as you can see below.

By 1990, surfers **had done** the boldest maneuvers on the hugest waves 1,001 times.

active verb in the past perfect

By 1990, the boldest maneuvers on the hugest waves **had been done** by surfers 1,001 times.

verb *to be* in the past perfect + **past participle** of the active verb

Using the Passive Voice

Let's take a look at an example from the video *Extremists*.

Tow-in surfing, as it **was** later **called**, required creative new equipment.

In the active voice, the phrase "it was later called" would probably sound like this:

"... everybody later called it ..."

or

"... people later called it ..."

In the video, the speaker chooses to use the **passive voice** because it isn't important to mention who called that kind of surfing tow-in surfing. The important thing is to state that the sport was called tow-in surfing soon after it was invented.

We use the **passive voice** when we *don't know* or when it's *not important to mention who or what performed the action*.

Sometimes we do know who performed the action or we think it is important to mention that person, as in the example below.

The Da Vinci Code **was written** by Dan Brown.

In this case, we know who wrote the book and we want to mention the author, but we still want to *focus our attention on the book that was written, not on its author*. That's why the **passive voice** is used.

And what if we want to *focus our attention on the author, not on the book*? Then we should use the active voice.

Dan Brown **wrote** *The Da Vinci Code*.

Here's a more humorous example of a **passive voice** construction.

Look at my boy swimming. I'm so proud of him.

Well, I'm not really sure that **is considered** swimming, darling. It's more like a way to keep from drowning, don't you think?



Now take a look at these sentences.

An accident **happened** this morning.

intransitive verbs (verbs not followed by an object)

Dave has just **arrived**.

You should know:

It's *not possible* to use intransitive verbs such as *happen, arrive, come, go, stay, sleep, rain, etc.*, in the **passive voice**.

DOUBLE COMPARATIVES

In the video *Extremists*, do you remember what one of the surfers said about how heavy towboards should be?

The bigger the surf, **the heavier** the board.

As you know, what he meant was that the weight of the board you should use to catch a wave varies according to the size of the wave. If the wave is big, you need a heavy board. If the wave is even bigger, then you need a heavier board. In other words, a change in the size of the wave (in this case, when it is bigger) determines a change in the weight of the board you should use (in this case, it should be heavier). In order to express this idea, he used two comparative forms, or a **double comparative** construction.

We use **double comparatives** when we want to talk about *a change in one thing causing a change in another*.

Notice that **double comparatives** often present the following construction.

The bigger the surf *is*, **the heavier** the board *should be*.

the + comparative + subject + verb

However, especially in spoken English, we can *omit the verb* in each clause when we feel the sentence will be easily understood in a certain context, much like the surfer from the video *Extremists* did: "The bigger the surf, the heavier the board."

Here are some more examples of **double comparatives**.

The scarier the wave was, **the more** nervous I felt.

The more comfortable the seats are, **the happier** the passengers will be.

The more I get to know Mike, **the less** I understand him.

The more money I make, **the less** time I have to spend it.

The more I study English, **the more** I like it.

The younger the child, **the more** active his or her imagination.

The more experienced the surfer is, **the bolder** his or her maneuvers tend to be.

The less you talk to me, **the better**.

“When do you think we should leave?”

“**The sooner, the better.**”

(**The sooner** we leave, **the better** it will be.)

“Can I invite all the members of the Spanish Club to your party?”

“Sure! **The more, the merrier.**”*

(**The more** people there are, **the merrier** it will be.)

*merry—happy, festive

A PLACE CALLED *JAWS*

In this lesson, you learned about a mythical place several hundred yards off Peahi Beach on the North Shore of Maui. Under certain conditions, the waves there are so breathtaking and scary that they inspired surfers to create a whole new kind of surfing. Let's learn about how this place got its nickname: Jaws.

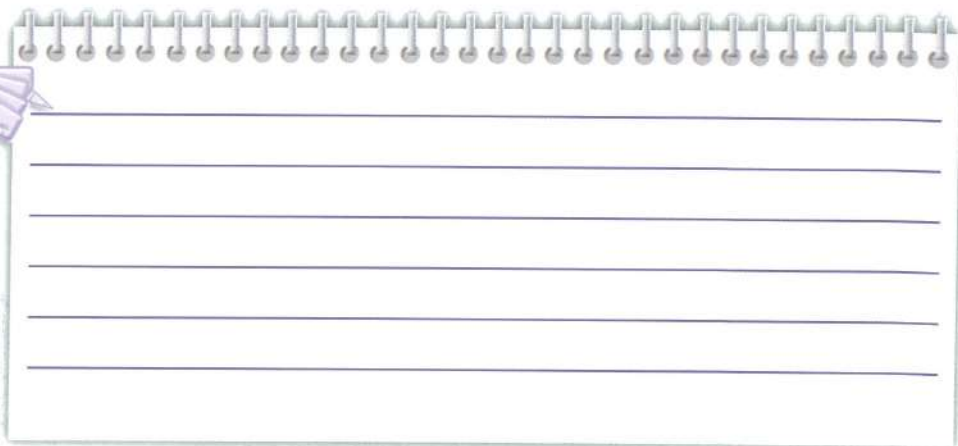
In 1975, when Maui surfers John Roberson, John Lemus, and John Potterick were surfing at this spot, they noticed that the waves suddenly grew in size, becoming extremely dangerous. They decided to call it Jaws.

The horror film *Jaws*, directed by Steven Spielberg, was an enormous success in theaters around the world at the time. The movie, about a giant shark that attacks people at a seaside summer resort town, is often considered by movie critics to be one of the greatest movies ever. For those surfers in the ocean off Peahi Beach, the gigantic, unpredictable waves that seemed capable of eating them alive reminded them of the terrifying shark attacks featured in the movie.

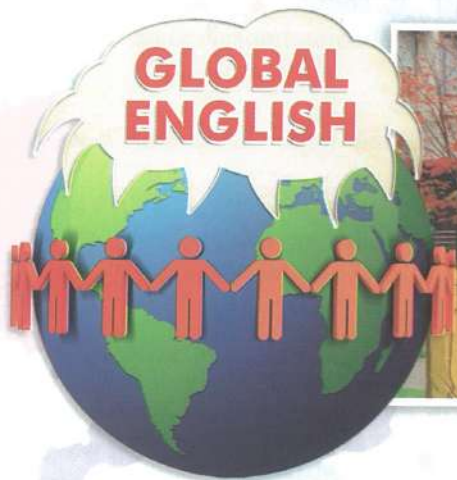
**JAWS**

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: GLOBAL ENGLISH
AND
DIALOGUE: A FAILURE TO COMMUNICATE**



WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text:



Global English, used to refer to the idea that the English language is a common means of communication across cultures, and not only among native speakers of English.

estimate, to *v.* **estimated, estimating**, to make an approximate calculation. *We estimated the cost of the new project at about 2 million dollars.*

out of, used to indicate how large a part of a group or number you are talking about. *Nine out of ten students prefer written tests to oral exams.*

literacy *n.* the ability to read and write. *It's hard to believe that a lot of adults today still have problems with literacy.*

competence *n.* the ability that you have, or the knowledge and skills that you need to have in order to do something well. *In our new course, we expect students to achieve a basic level of communicative competence in English.*

mastery *n.* great knowledge or skill in a particular language, job, or activity. *Although Martin's first language is Spanish, he seems to have achieved a complete mastery of the English language after years living in the States.*

vary, to *v.* **varied, varying**, to be different or to become different. *Although students in our town usually do fairly well on reading comprehension tests, scores may vary from school to school.*

considerably *adv.* much or a lot. *It's considerably hotter today than it was yesterday.*

there is little or no doubt, used to express the idea that something is very likely to be true. *There is little or no doubt that high-fat foods are bad for your health.*

reach, to *v.* **reached, reaching**, to get to a particular point in time or a certain stage in a process. *In some countries, you're only considered an adult when you reach 21. The professor's patience seemed to have reached its limit when students started telling jokes during her lecture.*

WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text (continued):



status *n.* 1. state or condition of someone or something at a particular time. *Ralph's latest book quickly achieved best-seller status.* 2. high position or rank in society. *He married a woman of status.*

widespread *adj.* existing or happening in many places or situations, or among many people. *There is widespread support for human rights causes nowadays.*

discussion *n.* the process of talking about something with other people, exchanging ideas and opinions. *This semester our class was involved in a series of discussions about environmental issues.*

discussion forum (also simply **forum**) *n.* an online discussion site where people can post messages and exchange ideas on a particular subject. *All students were invited to participate in the school's (discussion) forum about wildlife preservation.*

chat, to *v.* **chatted, chatting**, 1. to talk with someone in a friendly informal way. *When I got to class this morning, Tom and Faye were chatting about their plans for spring break.* 2. to talk over the Internet by sending messages back and forth in a chat room. *Yesterday I was up all night chatting with my friends online.*

chat room *n.* a website or computer program that allows people to send messages to each other instantly over the Internet. *If you want to meet new people, check out our 3D chat rooms and join the conversations.* The biggest difference between **chat rooms** and **discussion forums** is that conversations in chat rooms happen in real time whereas in discussion forums people can post their messages to be viewed at a later date or time.

systematically *adv.* regularly, repeatedly. *Information about our services is systematically updated on our website.*

field *n.* an area of work, study, etc. *Professor Mieszko is one of the most respected researchers in the field of Polish literature.*

WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text (continued):



expertise *n.* special skill or knowledge in a particular subject, that you acquire by training, experience, or study. *Our company needs someone with financial expertise. Rush Randle is well known for his expertise in big-wave surfing. This question falls outside my field/area of expertise.*

technology *n.* scientific knowledge used for practical purposes: *medical/military/computer technology.*

diplomacy *n.* the job or activity of preserving or creating relationships between countries. *Studying foreign languages is a good starting point for a career in diplomacy.*

advertising *n.* the business of creating advertisements. *Bob is so creative I'm sure he won't have any trouble finding a job in advertising.*

in addition, used for adding information to a statement. *This city is one of the largest cities in our country. In addition, it is one of the top ten tourist destinations in the world. Ted works as a part-time waiter in addition to working as an actor.*

main *adj.* most important, largest, or most frequently used. *The main reason for living here is the good weather. The main entrance to the building is on Park Street.*

academic *adj.* of, relating to, or associated with a place of learning, especially of higher learning such as a college or university. *Our university offers a wide variety of academic programs.*

conference *n.* a large, formal meeting in which people share ideas and discuss problems related to a particular subject, usually for several days. *We're hoping our conference on higher education will bring together people from all over the world.*

WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text (continued):



summary *n.* a brief, clear statement that gives the most important information about something. *Your assignment is to write a summary of this book.*

in summary, used at the end of a talk or piece of writing to introduce a summary of what has been said or written. *In summary, we all need to take care of the environment.*

lingua franca *n.* a language that is used as a means of communication among people who have different first languages. *English is often used as a lingua franca at business conferences.*

rethink, to *v.* **rethought, rethinking**, to think again about a plan, an idea, etc., especially in order to decide if any changes should be made. *In my opinion, you should rethink your attitude towards food and start eating a healthier diet.*

concept *n.* an idea of what something is or how it works. *Derek doesn't seem to be familiar with the concept of privacy. Why can't he knock before he enters my office?*

(different) Englishes, the many varieties of English spoken in different parts of the world, each reflecting local culture, customs, and dialects. You will find further information about **different "Englishes"** in the Focus on Language section of this lesson. *In his lecture today, Professor Winston talked about the different "Englishes" and gave examples of words we had never heard before.*

India *n.* (the **Republic of India**) a country in South Asia.

Indian *n.* 1. a native or inhabitant of India. *adj.* 2. of or relating to India, their people, or their language. *Let's try that new Indian restaurant around the corner tonight.*

Nigeria *n.* (the **Federal Republic of Nigeria**) a country in West Africa.

Nigerian *n.* 1. a native or inhabitant of Nigeria. *adj.* 2. of or relating to Nigeria, their people, or their language. *In this book, you will find a collection of Nigerian names and their meanings.*

WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text (continued):



consider, to *v.* **considered, considering**, to think of someone or something in a particular way. *William Faulkner is considered (to be) one of the best American writers of all times. You should consider yourself lucky that you didn't get hurt in the accident.*

official *adj.* permitted, accepted, or approved by the government or by a person or organization that has authority. *What is Nigeria's official language?*

undergo, to *v.* **underwent, undergone, undergoing**, to experience (a process of change). *The English language has undergone a number of changes since Shakespeare's time.*

influence *n.* the power to cause changes on someone's decisions, opinions, or behavior, or on the way something happens. *There's no doubt that Ray's wife had a big influence on his decision to quit his job here at the radio station. She always wanted him to work at her father's office.*

secondary *adj.* less important than something else. *When buying a car, color is secondary to its quality and price.*

cultural *adj.* relating to the culture of a particular country, society, or group. *Cultural differences can be quite a challenge at an international workplace.*

aspect *n.* one part of a situation, idea, plan, etc., that has many parts. *In this study, we will be looking at many different aspects of Indian culture.*

phenomenon *n.* (plural: **phenomena**) an interesting fact, event, or situation that can be seen to happen or exist, especially one that is studied because it is difficult to understand. *Rain is a natural phenomenon.*

WORKING WITH THE FIRST SOURCE: TEXT



Dictionary entries related to the text (continued):



dub, to v. **dubbed, dubbing**, to give something or someone a particular name, especially one that describes that person or thing in some way. *In the 1950s, Elvis Presley was dubbed the “King of Rock.”*

Globish n. a version of English used by nonnative speakers, consisting of the most common words and phrases only. You will find further information about **Globish** in the Focus on Culture section of this lesson.

simplification n. the act or process of making something simpler, or easier to do or to understand. *Globish is a simplification of the English language.*

facilitate, to v. **facilitated, facilitating**, to make it possible or easier for something to happen. *The use of computers in schools has greatly facilitated language learning.*

in this respect, used to indicate that what you are saying or referring to applies to a certain aspect of something that was just mentioned. *My boyfriend loves to travel to foreign countries and learn about new cultures. In this respect, I’m not much different from him.*

no longer, used to indicate that something that was true or possible in the past is not true or possible now. *Everybody knows Kelly has broken up with Dave. It’s no longer a secret.*

shape, to v. **shaped, shaping**, to have a great influence on the way that a person, an idea, or a situation develops. *Our families often shape our lives and make us what we are.*

force n. someone or something that has a strong influence on what happens. *Sometimes there’s nothing we can do against the forces of nature.*

bottom-up adj. from the lowest to the highest levels, or from the smallest details to a general idea. The opposite of bottom-up is **top-down**. *A lot of companies nowadays still have a top-down management system. People in the most important positions make the decisions and tell the rest of the staff what to do.*

WORKING WITH THE FIRST 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.



It is estimated that one out of four people in the world speaks English, although literacy, competence, and mastery may vary considerably. Still, there is little or no doubt that English has reached a global status and is probably the most widespread language in the world today. Millions and millions of native and nonnative speakers communicate in English every day on social network sites and blogs, and in discussion forums and chat rooms. English is also systematically used in a number of different fields of expertise such as science, technology, diplomacy, business, and advertising. In addition, it is the main language of academic conferences, international sports competitions, books and newspapers. In summary, English has become an international lingua franca.

Does that mean everyone in the world speaks English the same way? Not at all. In fact, the more widespread English becomes, the more we have to rethink our traditional concept of the language and embrace the idea of different “Englishes.” First, there are huge countries, such as India or Nigeria, where English is considered the official language but is undergoing changes due to the influence of secondary local languages and unique cultural aspects. And then there is the phenomenon that has been dubbed “Globish,” which is a simplification of the English language to facilitate communication between nonnative speakers of English who do not share the same first language. In this respect, English can no longer be considered just that language that is spoken in England and the United States, because it is developing and being shaped by forces working from the bottom-up, not from the top-down.

TWO DIFFERENT SOURCES: TEXT AND DIALOGUE

LESSON 2

WORKING WITH THE FIRST SOURCE: TEXT

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



1.

2.

3.

4.

5.

6.



WORKING WITH THE SECOND SOURCE: DIALOGUE



Dictionary entries related to the dialogue:



failure *n.* the act or an instance of failing. *Greg has been really upset by his failure to find a job. Bev never told us she had to close down her business. She's too proud to admit failure.*

Jamaica *n.* an island in the Caribbean Sea which is an independent state. **The Caribbean Sea** (or simply **the Caribbean**) is the sea of the Atlantic Ocean bounded by Mexico, Central and South America. We can also refer to the states and islands of the Caribbean Sea as **the Caribbean**.

Jamaican *n.* 1. a native or inhabitant of Jamaica. *adj.* 2. of or relating to Jamaica, their people, or their language. *I love Jamaican music, especially reggae.*

and all, and everything else (related to a previous context). The expression **and all** is normally used as a short way to indicate additional items that will not be mentioned. *I know everyone says Jason is a nice guy and all, but we didn't really hit it off.*

insist, to *v.* **insisted, insisting**, 1. to keep saying very firmly that something is true, especially when other people think it may not be true. *Jake insisted he did nothing wrong, but I'm almost sure he was the one who broke the washing machine.* 2. to say very firmly that something must happen or must be done. *When I went to Jamaica last year, my friends insisted that I stay at their place instead of a hotel. I'm sorry, Dr. Brolin, I already told Mr. Jones that you are busy, but he insists on seeing you right now.*

gift *n.* a special, usually natural ability. *I loved it when Will started telling jokes at the party last night. He definitely has a gift for comedy.*

psychic *n.* (of a person) having a special mental ability, especially one that cannot be explained by science, such as knowing what will happen in the future. *Is it true that the police sometimes use psychics to help them solve crimes?* The word **psychic** can also be used in a humorous way. *"How did you find me?" "Oh, let's say I'm a psychic."*

TWO DIFFERENT SOURCES: TEXT AND DIALOGUE

LESSON 2

WORKING WITH THE SECOND SOURCE: **DIALOGUE**



Dictionary entries related to the dialogue (continued):



sarcastic *adj.* (of people, their comments, or remarks) saying the opposite of what you mean as a way of showing that you are annoyed, or to make an unkind joke. *"Good of you to show up on time, Barb."* *"Look, Robin, I know I'm late, all right? Do you always have to be so sarcastic?"*

I can't help it, When you say someone **can't help it**, you mean he or she is unable to control or change a certain feeling or behavior. *Janice always spends all her money on new clothes. She can't help it.* You can also say that a person **can't help doing something** or **can't help but do something** to express the idea that he or she is not able not to do something. *Ann is such a great cook, I can't help eating everything she makes. Tom expressed his opinion on the subject in such a brilliant way that I couldn't help but agree with him.*

accent *n.* a way of pronouncing the words of a language that shows what country, region, or social class someone comes from. *He speaks English with a British/southern/foreign accent.*

intonation *n.* the way in which your voice rises or falls when you speak, which usually adds meaning to what you're saying, for example, when you use rising intonation at the end of a question. *The teacher told Maria that her pronunciation of English words was very good, but she still needed to work on her intonation if she wanted to sound like a native speaker.*

exaggeration *n.* a statement or way of saying something that makes it seem better, worse, larger, more important, etc., than it really is. *It would be an exaggeration to say Emma and I are close friends. We just work together.*

reflect, to *v.* **reflected, reflecting,** to show or express something; to be a sign of something. *Mr. Weber's latest book clearly reflects his belief in a scientific approach to life.*

misinterpret, to *v.* **misinterpreted, misinterpreting,** to understand, explain, or interpret something wrongly. *Kevin insists his words were misinterpreted and that he never meant to offend the women present at the conference.* When you **interpret** something, you try to explain its meaning. *Do you know how to interpret dreams?* If you **interpret** something in a particular way, you decide that this is its meaning or significance. *I interpreted his silence as a sign of approval.*

WORKING WITH THE SECOND SOURCE: DIALOGUE



Dictionary entries related to the dialogue (continued):



misinterpretation *n.* the act or an instance of misinterpreting something or of something being misinterpreted. *Make sure your text is clear and objective so that there can be no misinterpretation.*

outclass, to *v.* **outclassed, outclassing**, to be or do something much better than someone or something else. *Faye outclassed everyone in the company's tennis tournament.*

cosmopolitan *adj.* **1.** used to describe people, their beliefs, or opinions that show knowledge and experience of different countries and cultures. A cosmopolitan person is usually free from local and national ideas, and would feel at home in any part of the world. *Having lived in Europe, Asia, and South America, Robert is definitely a cosmopolitan individual.* **2.** used to describe places in which people from different countries and cultures live. *Everybody knows New York is a cosmopolitan city.*

narrow-minded *adj.* not willing to accept or understand new or different ideas, beliefs, opinions, or customs. *My parents are so narrow-minded about music. They refuse to listen to any of the modern songs I like.*

be open to, to, to be willing to listen to or accept different ideas or opinions. *Our manager is always open to suggestions from the employees.*

WORKING WITH THE SECOND SOURCE: **DIALOGUE**



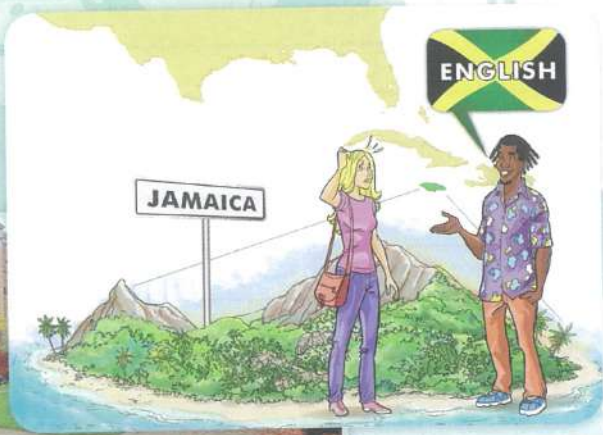
LISTENING COMPREHENSION TIPS

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 FAILURE TO COMMUNICATE



WORKING WITH THE SECOND SOURCE: **DIALOGUE**

NOTES RELATED TO THE DIALOGUE:



Lined writing area for notes.

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 THE TEXT AND THE DIALOGUE:



NOTES TO HELP YOU PREPARE YOUR ANSWER(S):



DIFFERENT "ENGLISHES"

In the dialogue in this lesson, Nelly complains that Jamaicans don't speak English although it is actually the official language of Jamaica. She had trouble understanding the English spoken there because of the accents, intonation, slang, and idiomatic expressions that are unique to the Jamaican people and their culture. It seems that she expected people in Jamaica to speak English exactly the way people do in the U.S.

The fact is, while many people know that English is the language spoken in countries such as the U.S.,* the U.K., and Australia, they may not realize that English is also the official or principal language of many other countries around the world. For example, besides Jamaica, English is one of the official languages of India.

Take a look at the world map below which shows all the countries where English is an official or principal language. Did you know there were so many?



■ Countries where English is an official or principal language.

*In Exercise IV of the LCP of this lesson, you will learn about the status of the English language in the United States.

Let's look at a few examples of different varieties of English from countries around the world.

Jamaican English



likkle more (little more) *adv.* later (e.g., Dan will come home **likkle more**.).

livity *n.* lifestyle.

sinting *n.* something.

What happen? (informal) = What's up? (e.g., Hey, Mary! **What happen?**)

Walk good. = Take care. (e.g., See you tomorrow, Bill. **Walk good.**)

Indian English



alphabet *n.* letter (e.g., There are only three **alphabets** in my name: D-E-V.).

air-dash *v.i.* to go somewhere by plane suddenly and/or quickly (e.g., Mr. Brown **air-dashed** home from his vacation when he heard his mother was sick.).

bus stand *n.* bus station, bus stop (e.g., Wait at that **bus stand** for the next bus.).

gas *n.* stove.

lunch home *n.* a restaurant (e.g., The Mahesh **Lunch Home** in Mumbai is known for its delicious seafood dishes.).

pain *v.i.* hurt (e.g., My head was **paining**, so I took some aspirin.).

petrol bunk *n.* gas station.

standard *n.* grade (e.g., Jamal is 12 years old and in 6th **standard**.).

Singaporean English (Singlish)



mug v.t. to study (e.g., Charlotte is **mugging** for her final exams.).

open v.t. to turn on something (e.g., When it's too dark to read, I **open** a light.).

take v.t. to eat, to have a meal (e.g., Tom can't **take** all this food; he's on a diet.).

Seeing that more than 50 countries around the world claim English as their own, it is really not surprising to find out that each one has adapted and developed the language into different “Englishes” that reflect local culture, customs, and dialects. So it's easy to understand how people from these countries might have difficulty communicating with each other, although they are all considered native English speakers.

If you ever travel to a place where people speak a form of English different from the one you are used to, don't get frustrated! Just remember Tom's advice to Nelly:

Experiencing other cultures is part of the fun of traveling to new places, even if you do misinterpret things sometimes.



likkle more

sinting

Walk good.

livity

What happen?

USING PREFIXES TO MAKE NEW ADJECTIVES

Let's take a look at how we can add a prefix to an adjective to form a new adjective. Here's an example from the lesson.

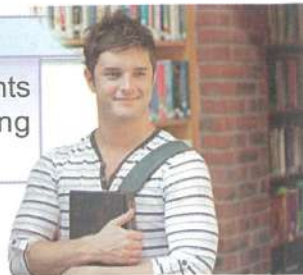
"Millions and millions of native and **nonnative** speakers communicate in English every day on social network sites and blogs, and in discussion forums and chat rooms."



In the example above, the prefix **non-** is added to the adjective *native* to form the new adjective **nonnative**. We use **nonnative** to refer to a person who is *not native* to somewhere or something.

Here's another example.

Richard loves reading **fiction** novels when he wants to escape from reality. But he also loves reading **nonfiction** novels, especially biographies.



In the example above, the prefix **non-** is added to the adjective *fiction* to form the new adjective **nonfiction**. We use **nonfiction** to refer to literary work that is *not fiction*.

We can use the prefix **non-** to form the opposite meaning of an adjective (e.g., **nonviolent**).

Some other prefixes you've already learned that form the opposite meaning of an adjective are:

dis- (e.g., **disinterested**)
il- (e.g., **illegal**)
im- (e.g., **impossible**)

in- (e.g., **incapable**)
ir- (e.g., **irregular**)
un- (e.g., **unhappy**)

USING PREFIXES TO MAKE NEW NOUNS AND VERBS

Now let's take a look at how we can use a prefix to make a new noun or verb. Here is an example from the lesson with the prefix **re-**.

"In fact, the more widespread English becomes, the more we have to **rethink** our traditional concept of the language and embrace the idea of different 'Englishes.'"

In the example above, the prefix **re-** is added to the verb *think* to form the new verb **rethink**. The speaker uses **rethink** to say that we will have to *think again* about something.

Here are some examples with the prefix **re-** used to form a noun and a verb.

Mary finished *writing* her book report weeks ago, but she wasn't satisfied with her work. After she made some changes, she thought the **rewrite** was much better.

Jack didn't bother to read the instructions before he started to *build* his model train, so when he was finished, he had to **rebuild** it.

Now take a look at this example from the lesson with the prefix **mis-**.

Experiencing other cultures is part of the fun of traveling to new places, even if you do **misinterpret** things sometimes.



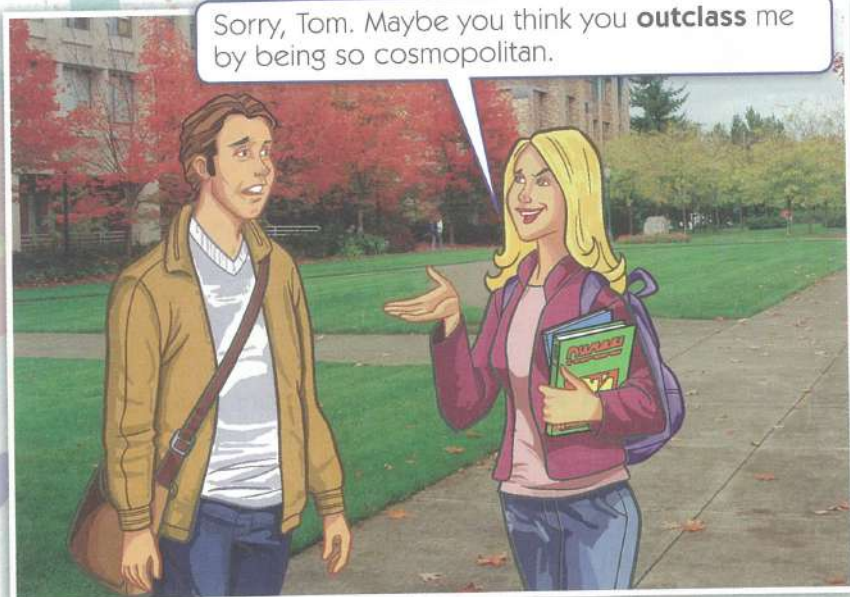
In the example above, the prefix **mis-** is added to the verb *interpret* to form the new verb **misinterpret**. Tom uses **misinterpret** to say that we sometimes wrongly *interpret* things when we travel to new places.

Here are some examples with the prefix **mis-** used to form a noun and a verb.

Claude's English teacher usually loves the way he *interprets* poetry, but she was disappointed with his **misinterpretation** of the poem "We Real Cool" by Gwendolyn Brooks.

Aimee always has to tell people how to *spell* her name, so that they don't **misspell** it "Amy."

And now let's look at this example from the lesson with the prefix **out-**.



In the example above, the prefix **out-** is added to the noun *class* to form the verb **outclass**. The prefix **out-** means *better* or *higher*. The noun *class* can refer to a person's elegance and sophistication. So Nelly uses **outclass** to suggest that Tom thinks he is a *higher class* person than she is.

Here are some more examples with the prefix **out-** used to form a verb.

The *number* of girls in my English class is much higher than the number of boys. In fact, the girls **outnumber** the boys two to one.

We thought Henry and Claire both *performed* well in the musical. But Henry is such an amazing singer that he really **outperformed** Claire.

GLOBISH

The text in this lesson mentions a form of English that is sometimes referred to as Globish. Let's learn a little more about this simplified version of English and what it means to the world.



As the international lingua franca, English is probably the most widespread language in the world.

Many people speak English as a second language, and as we discussed in the Focus on Language section of this lesson, many speak some form of English as their native language. Globish was a result of the necessity for an effective, simple and direct language that everyone from around the globe could understand. To accomplish this,

Globish uses the same basic grammar as standard English, but a very limited vocabulary to increase people's ability to communicate effectively with each other.

Communicating in Globish is more about what people leave out of the English language than what they include. Short sentences are the norm, and things which might be confusing or difficult to understand (such as phrasal verbs, idiomatic expressions and slang, negative questions, and metaphors) are avoided. Here are some examples of everyday English phrases and how they could be expressed in Globish.

EVERYDAY ENGLISH: *When Jim let me know we had won the trip, I was on cloud nine.*

GLOBISH: *I was very happy when Jim told me we won the trip.*

EVERYDAY ENGLISH: *You're from France, aren't you?*

GLOBISH: *Are you from France?*

EVERYDAY ENGLISH: *Globish is a gateway to international conversation.*

GLOBISH: *Globish helps you talk to people from other countries.*

Remember, of course, that Globish is just a tool that is useful for business and for making travel easier. It is English without the culture, and as such, there is no room in it for things like humor, poetry, or literature.

As you continue to improve your fluency in standard English, keep in mind that you are also learning a language that puts the whole world in your hands. You have the ability to communicate fluently with native speakers of English and with people from all over the world who speak English as a second language. That means your command of English effectively gives you the key to global communication.



Now reflect on these questions: What importance does the English language have in your life? What does your ability to speak English mean to you?

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.

- 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?

The Case of the UNWELCOME GUEST (Part 1)

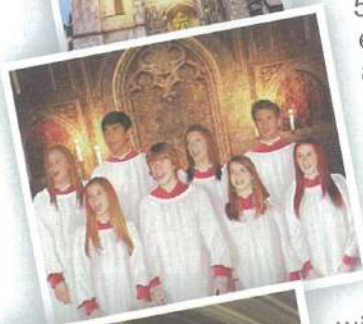


"If James turns up at my Sweet Sixteen, I'm leaving, Mom!" This was the ultimatum Kathy Morgan presented her mother with on the eve of her sixteenth birthday party. The ultimatum came as no surprise to Laura, Kathy's mother. Even though Kathy and James were first cousins and had gotten along well together when they were younger, they hadn't seen eye to eye since they had met in the arrivals lounge of JFK airport just five days earlier.



James, his mother, his younger brother Keith, and his little sister Emily arrived in the United States for a two-week visit. As Kathy waited for the visitors to emerge from customs at the airport, she wondered if she would recognize James. It had been six years since she had last seen her cousin. At the time, she was ten and James was twelve. The two families had spent four days together in London when Kathy and her parents visited the city on one of the stops of a three-week tour of Europe.

Kathy had fond memories of those four days. At first it was difficult to understand the quaint British accents. "They talk funny," she had said at the time. "They call French fries, chips; potato chips, crisps; and when they offer you lemonade, they're offering some kind of soft drink, not *real* lemonade." She also couldn't help but notice that people in Britain drove on the wrong side of the road. During her stay in London, James saved her from being run over at least a dozen times.



There were moments when Kathy felt like she had stepped into a time machine and traveled back in history.

Like on the day they visited Westminster Abbey. It was almost 5 p.m. as they entered the Abbey, and Evensong was about to begin. As they sat listening to the choir, Kathy looked up at the vaulted stone ceiling lined with stained-glass windows and was impressed by the sheer majesty of the building, although she might not have put it in those words herself at the time.

It was magical to think that so many kings

and queens had walked those same aisles and sat in those same pews. It was also a little creepy to remember that, along with hundreds of others, nearly twenty English monarchs were buried there.



Kathy and James got along really well, and Kathy couldn't have enjoyed the four days more. She remembered the fun they had feeding and chasing the pigeons at Trafalgar Square. She recalled the laughs at Madame Tussauds as they posed for photos beside the wax models of historical figures, celebrities, and infamous criminals.



How could she forget the boat trip down the River Thames, the thrill of riding the London Eye, and the fabulous views from high above the city? The evenings were spent playing with James in his family's backyard, or back garden as James called it, while their parents sat chatting and enjoying an evening drink.



Kathy couldn't remember a lot about James's father. He and James's mother were divorced two years ago, and Uncle Edward was now living in France where he had remarried. The last Kathy heard, his new wife was expecting their first child. The baby was due to be born within the coming weeks.

Uncle Edward came across as being pretty cold and distant. He spent a good part of the time they were in his house reading and drinking cup after cup of hot tea with milk and sugar. Yuck! Kathy also recalled thinking that his accent seemed overly formal and that he only referred to her as Katherine, not Kathy like everybody else.



All of these memories came flooding into Kathy's head as she stood with her parents waiting for their guests to appear. The sound of her mother's voice jolted her out of her recollections. "Here they come," her mother said excitedly as she pointed to the disheveled little group wheeling their baggage-laden cart into the arrivals lounge.



Kathy didn't immediately recognize the somber-looking young man wearing the dark T-shirt and jeans pushing the cart. "That can't be James," she thought. "James looks so different," she heard her mother comment beside her. "Well, he was only twelve the last time you saw him, dear," was her father's reply. "He's eighteen now. Children do grow up, you know."

James felt pretty tired after the long flight, and he knew he looked it too. But mixed with his tiredness, there was the excitement and nervousness he felt about meeting his American relatives again after such a long time. What took him totally by surprise though was the reception he and his family received. Kathy and her parents were there waiting for them, accompanied by some of Kathy's mother's family and even two of Kathy's friends. It was really nice of them all to come along, but James wasn't ready for such a "loud and enthusiastic" welcome. He was sure all eyes in the arrivals lounge were on them, and he felt a little awkward and embarrassed.



"You must be tired after your trip," Kathy commented as they walked to the car.

"Yeah, I'm knackered."

"You're what?" asked Kathy with a questioning look on her face.

"I'm knackered. You know. Exhausted."

"Knackered!" Kathy repeated laughing loudly. "What a funny word!" James went red. He wasn't sure if Kathy was laughing at him or not.



For the first couple of days, James felt as if he were in a fishbowl. It seemed everybody wanted to hear him talk. They seemed to find his accent amusing, and James became self-conscious every time he opened his mouth. Sometimes he preferred just to keep quiet. His little brother Keith, on the other hand, lapped up the attention. Keith was a lot more outgoing than James and very soon he had established himself as everybody's darling. This always happened, and it always annoyed James.

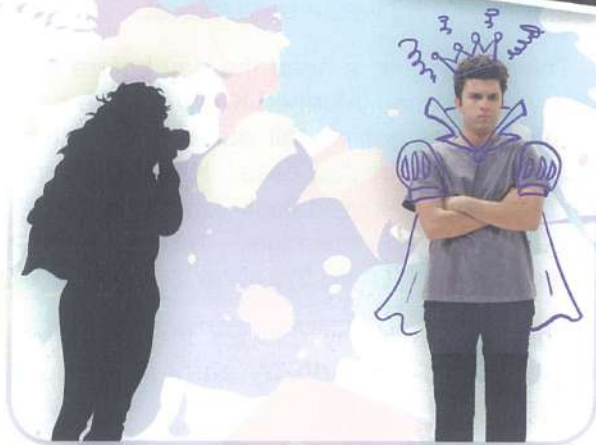
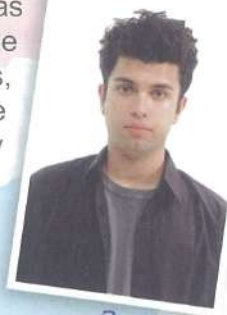
The third day James's family was in the States was a Sunday, and the two families went out for breakfast to a nearby pancake house. This was part of the Morgans' Sunday routine, and the pancake house was one of Kathy's favorite places. She couldn't wait to get her teeth into a stack of delicious pancakes served with whipped butter and hot syrup. Her mouth watered in anticipation. As the waiter approached the table with her order, Kathy overheard James remark, "No wonder so many Americans are overweight!" Hurt by the comment and reminded of the trouble she was having finding a party dress to fit her, Kathy immediately lost her appetite.



“What gets me most,” she wrote to one of her friends later that evening as they chatted on the Internet, “is that Dad seems to enjoy James’s sense of humor.” That shouldn’t have surprised her. After all, her father was British, but it was easy for Kathy to forget that. Alan Morgan had come to the States years before Kathy was born, and at this stage, he was as American as the Americans themselves. “It’s as if James is the son Dad never had,” Kathy continued to complain to her friend. “The two of them sit around talking about soccer, or football as they call it. Yesterday they spent hours watching cricket on TV. What a boring game! I didn’t even know what cricket was until yesterday, and I had no idea Dad understood it, much less enjoyed it.”



Some of Kathy's friends who hadn't met James had asked her to post some photos of her British cousin on her blog, but Kathy was reluctant to do so. First of all, James was shy about being photographed. This meant that, in the few photos Kathy had taken of him since his arrival, he always appeared to be in a bad mood. As well as that, with his unusual hairstyle and habitual dark clothes, James wasn't exactly the Prince Charming Kathy knew most of her friends had imagined him to be.



To add to Kathy's problems, her boyfriend Ray didn't hit it off with James at all. There seemed to be no common ground between them. When Ray commented that cricket was impossible to understand, James's reply was, "Well, I suppose for the mere mortal, it can be somewhat complicated." "Did he just call me dumb?" an enraged Ray asked as soon as James was out of earshot. "What a jerk!" "I think that was his idea of a joke, Ray," said Kathy trying to smooth things over. It didn't work.



For days before Kathy's Sweet Sixteen, James had made no secret of the fact that he thought all the fuss about the upcoming birthday party was a bit "over the top." To James, it seemed that all Kathy, her mother, and her friends talked about was party dresses, make-up, and hairstyles. Their whole lives seemed to revolve around the party.

James remembered having seen a couple of episodes of MTV's reality series *My Super Sweet 16*. The program documented the lives of American teenagers whose wealthy parents threw huge parties for them on their sixteenth birthdays. James thought it was exaggerated and ostentatious and the girls in the programs acted like spoiled brats. Not that he thought Kathy was a spoiled brat.

Things came to a head the day before the party when James informed Kathy that he had no intention of getting "all dolled up" for the occasion. "Well, in that case," Kathy told him in no uncertain terms, "I think you ought to just stay at home tomorrow night." "Never!" James replied. "I wouldn't miss this show for the world."

That's when Kathy decided that if James showed up at her birthday party she would leave.

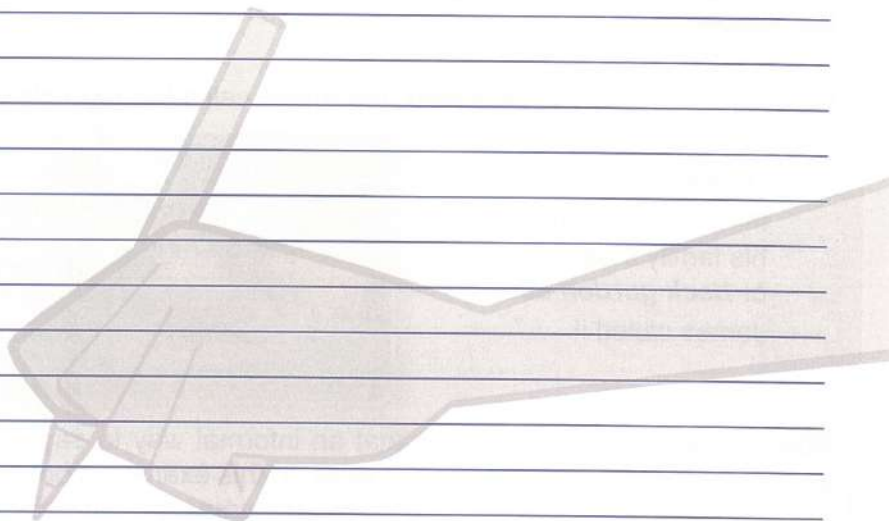
QUESTIONS FOR DISCUSSION:

1. What are the basic facts?
2. Who are the main characters?
3. What is the principal problem?
4. What decision needs to be made?
5. What are the alternatives for action?
6. Which alternative do you recommend? Why?

1 2 3 4 5 6

REMINDER:

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



SOME DIFFERENCES BETWEEN AMERICAN AND BRITISH ENGLISH

In a previous lesson, you learned that there are different and unique forms of English spoken in countries all over the world, such as Jamaica, India, and Nigeria. In this lesson, you learned that even people from the U.S. and the UK speak English differently, and as a result sometimes have problems understanding each other. Here are some examples from the lesson.

What Americans call a **backyard**, the British call a **back garden**.

“The evenings were spent playing with James in his family’s **backyard**, or **back garden** as James called it . . .”



You learned in a previous book that an informal way to say a person is **exhausted** is to say that person is **beat**. In this example from the lesson, you learned that an informal way to say the same thing in British English is to say the person is **knackered**.

“You must be tired after your trip,”
Kathy commented as they walked to the car.

“Yeah, I’m **knackered**.”




And you probably already know that the sport Americans call **soccer** is referred to as **football** in the UK, as in this example from the lesson.

“The two of them sit around talking about **soccer**, or **football** as they call it.”



There are many more interesting differences between American and British English vocabulary. Here are just a few examples.

American English: British English: 

Cindy loves to eat chocolate **cookies/biscuits** for dessert.



People should avoid eating unhealthy snacks like **chips/ crisps**.



Fried fish served with **French fries/chips** is a common dish in the UK.



When we finished our coffee, the waiter brought us the **check/bill**.



The **subway/underground** in London is called the Tube.



In case of fire, you should always use the stairs, not the **elevator/lift**.



There's a self-serve **gas/petrol** station near Mrs. Garcia's house.



Just like what happened when Kathy visited the UK, you might not understand everything people say if you ever travel there. But don't worry if you get confused because, after all, learning new things and having new experiences are some of the best things about traveling abroad!

And did you know that there are also differences between American and British spelling? Take a look at some of the most common differences.

American English: ■

British English: ■

-or/-our

Diane's **favorite/favourite** ice cream **flavor/flavour** is vanilla.

Here are some more examples.

color
humor
labor
neighbor
to savor

colour
humour
labour
neighbour
to savour



-l/-ll

By the time he was 21, Adam had already **traveled/travelled** to many **marvelous/marvellous** places all over the world.

Here are some more examples.

canceled
fueled

cancelled
fuelled

		6:51 pm
	Time	Status
GO	7:00PM	CANCELLED
N	7:22PM	CANCELLED
ORK	7:30PM	CANCELLED
ULLES	7:45PM	CANCELLED
	8:01PM	DELAYED

-er/-re

Where I live, there are many **theaters/theatres** in the **center/centre** of town.



Here are some more examples.

meter
somber

metre
sombre

-ize/-ise

Jane **apologized/apologised** when she **realized/realised** she had behaved so rudely in class.

Here are some more examples.

to organize
to recognize

to organise
to recognise

Even though many words are spelled somewhat differently in the UK, don't worry! You shouldn't have any trouble understanding them during a visit there.

EXPRESSING ADVISABILITY AND STRONG PROBABILITY USING OUGHT TO

Expressing advisability using *ought to*

Ought to is part of a special group of verbs that have unique characteristics. You are already familiar with most of these verbs which we have called special verbs. There are sixteen special verbs.

be

have

do

can

could

may

might

shall

should

must

will

would

ought to

need

dare

used to

Here's an example from the lesson with **ought to**. In *The Case of the Unwelcome Guest*, do you remember what Kathy said to James when he told her he wouldn't get "all dolled up" for her Sweet-Sixteen party?


"Well, in that case, I think you **ought to** just stay at home tomorrow night."

In the example above, Kathy advises James that, if he doesn't plan to get dressed up for her party, the right thing for him to do would be to stay home instead. Kathy expresses *advisability* using **ought to**.

Here's another example from *The Case of the Unwelcome Guest* with **ought to**.

"I think you **ought to** give our ways of doing things a chance. That way, instead of feeling like an outsider and longing for what's familiar to you, you can enjoy the new things you're discovering."

In the example above, Alan advises James to try to adapt to American culture so that he can enjoy his visit. Alan expresses *advisability* using **ought to**.

- 
- We use **ought to** when we want to give advice, make recommendations, or express what we think is the best or the right thing to do. In other words, **ought to** is used to express *advisability*.
 - We don't add an -s to **ought to** with *he*, *she*, and *it*.
 - The verb that comes after **ought to** does not take *to*.

Here are some more examples with **ought to**.

Stacy **ought to** smile more often; she comes across as being rude.

I guess I **ought to** change my hairstyle before my job interview next week. I like it, but some people think it's a little too daring.

Even though it's usually raining, Ben and Dan **ought to** go sightseeing more often while they're exchange students in London.

Expressing advisability using *should* and *had better*

In previous books, you learned two other ways we can express advisability besides **ought to**: with the special verb **should** and with **had better**.

You learned that there is a difference between **should** and **had better**. Let's compare the ideas expressed by **should** and **had better** in these examples.




Jane: You don't look so good, Eric. You **should** see a doctor.

Jane thinks Eric probably only has a cold, but she is expressing her opinion that he **should** see a doctor just to make sure. Jane uses **should** to advise Eric that it would be a good idea for him to see a doctor. (**Ought to** could also have been used with the same meaning.)

Jane: You don't look so good, Eric. You **had better** see a doctor.

Jane thinks Eric might be seriously sick, so she is expressing her opinion that he **had better** see a doctor. Jane uses **had better** to advise Eric that if he doesn't follow her advice there will be negative consequences—he might get even sicker.



When expressing *advisability*, **had better** is usually stronger in meaning than **should** and **ought to**. **Had better** implies a warning or a threat of possible negative consequences.

To make a negative statement, the *negative* form **ought not to** is *not* often used. Instead, we usually use **should not/shouldn't**. Look at these examples.

I **shouldn't** get embarrassed when people give me compliments on my artwork. But I do.

Albert and Ray **shouldn't** talk while they're chewing their food. It's very rude.

Your sister **shouldn't** watch TV while she's trying to study.



To ask a question, the *interrogative* form **ought I . . . ?** is *not* often used. Instead, we usually use the forms in the following examples.

I really offended Kay. **Do you think I ought to** apologize?
(more formal)

I really offended Kay. — **Should** I apologize?
(less formal)

Do you think I should apologize?



Expressing strong probability using *ought to*

Now let's take a look at how we can also use **ought to** when we want to express *strong probability*. In this example from *The Case of the Unwelcome Guest*, James uses **ought to** because he's talking about something he thought would happen.

"I knew that Americans would probably either be confused by some of those words or offended by others, but I thought if I just avoided those words, it **ought to** be OK. But it's not as easy as that."

James speaks English, and people in the U.S. speak English. That's why he was almost certain he would be able to communicate just fine in the U.S., and "that it **ought to** be OK." James expresses *strong probability* using **ought to**.

Look at the following dialogues with **ought to**.

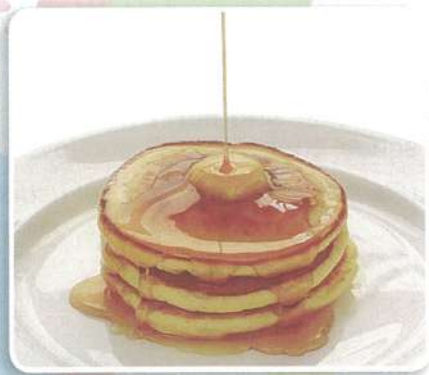
Tom: Have you heard Jake is finally moving to England?

Gina: Really? Well, that's what he's always wanted. He **ought to** be very happy living there.

Gina knows Jake has always wanted to live in England. That's why she's almost certain he'll be very happy there. In this case, **ought to** is used to express *strong probability*.

Edith: Tomorrow for Rita's birthday I'm going to make pancakes with hot syrup for breakfast.

Hank: That **ought to** make her happy. She loves pancakes and always says you make the best pancakes in town.



Hank knows Rita loves pancakes—especially the ones Edith makes. That's why Hank's almost certain Rita will be happy if Edith makes pancakes for her. Once again, **ought to** is used to express *strong probability*.

Expressing strong probability using *should*

As you already know, another way of expressing *strong probability* is by using **should**.

Meg and Alan **should** be starving by now. They haven't eaten anything since lunch, and that was five hours ago.

(Meg and Alan **ought to** be starving by now. They haven't eaten anything since lunch, and that was five hours ago.)

My parents' plane landed* half an hour ago. They **should** be here any minute.

(My parents' plane landed half an hour ago. They **ought to** be here any minute.)



It's only 6 p.m. The kids **shouldn't** be back from the party for a few more hours.

(Remember that we do not usually use the negative form of **ought to**.)

Elizabeth **shouldn't** have any problems getting accepted into the school choir. After all, she loves to sing and has an amazing voice.

(Remember that we do not usually use the negative form of **ought to**.)



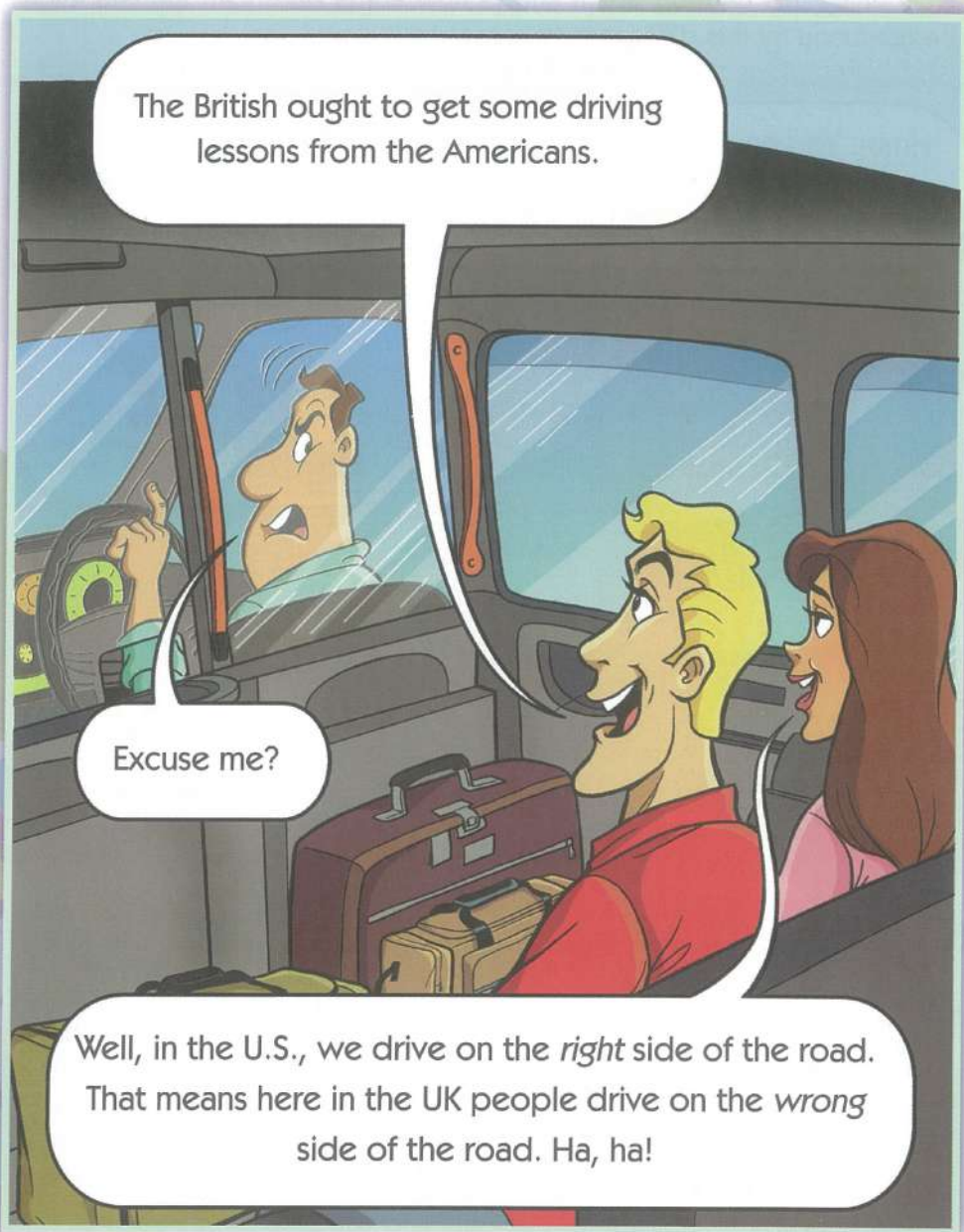
* land, to (verb)—when an airplane lands, it comes down to the ground.

Let's talk about another difference between American and British English. For Americans, the large storage compartment usually located at the back of a car is called a **trunk**, but for the British, it's called a **boot**. Now enjoy this cartoon which shows how some American tourists might be confused by this difference in vocabulary.

Hmm. You have quite a bit of luggage.
Not to worry! I can put some
in the **boot**.



In the UK, people drive on the left side of the road, while in the U.S., people drive on the right. Take a look at this cartoon with a joke Americans often make about driving in the UK.





Street Theater

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 *Street Theater*.



What would you say is the specific topic of the video *Street Theater*?

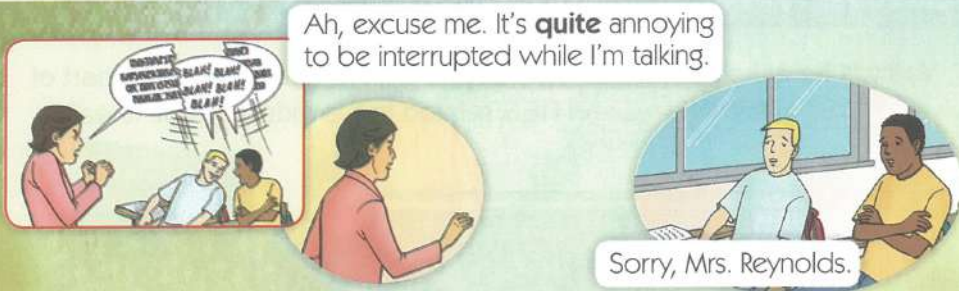


In what way does the topic *outdoor entertainment* relate to the specific topic of the video?



USING QUITE

In previous books, you learned that we use **quite** to emphasize a quality but that it is not as emphatic as *extremely* or *very*. Look at these examples.



In the example above Mrs. Reynolds uses **quite** to say that it is *considerably* annoying to be interrupted while talking.



This time, in the example above, the mother uses **quite** to say that the cereal the kids are eating is *pretty* nutritious.

We can also use **quite** with a negative word to say that something is not exactly correct or clear. Look at this example with **not quite** from this lesson.

"That's **not quite** what I had in mind."



In the example above, Pete Sweet uses **not quite** to say that what happened was not exactly what he had in mind.

Here's another example from this lesson with **none quite** used to talk about some of the benefits of making a living from street theater.

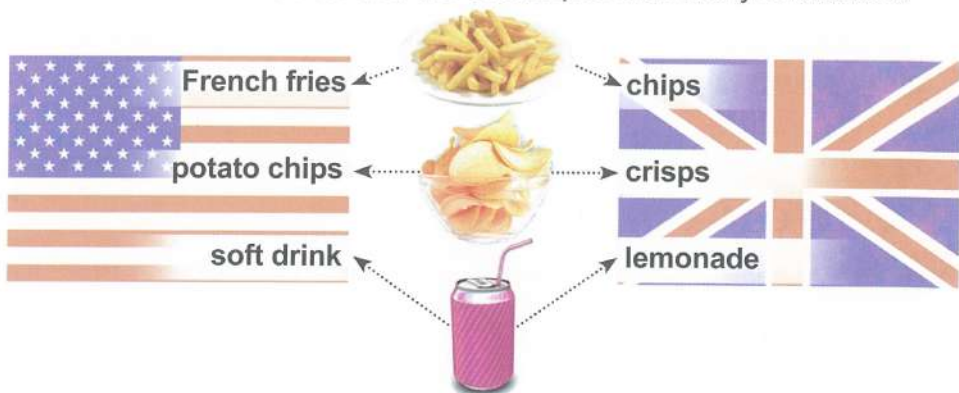
"But **none quite** as wacky, worldly, or rewarding."



In the example above, the narrator uses **none quite** to say that there are other ways to make a living but none exactly as wacky, worldly, or rewarding as busking.

And as we saw in a previous lesson, we can also use **quite a few** to mean *several*. Here is an example.

"I quickly discovered that there were **quite a few** differences between the U.S. and the UK despite their many similarities."



In the example above, Alan used **quite a few** to say that he discovered that there were several differences between the U.S. and the UK.

As you can see, you now know **quite a few** ways to use **quite**. You should feel proud of your ability to communicate in English in a way that is **quite** natural. After all, there are many factors in becoming fluent in a foreign language, but **none quite** as important as feeling confident in your ability to communicate well.

USING SUFFIXES TO MAKE ADJECTIVES

Let's learn how we can use suffixes to make adjectives. Here's an example from the lesson with the suffix **-ic** used to make an adjective.

"There is a **nomadic** lifestyle, moving from town to town, delighting crowds of all ages."

In the example above, the suffix **-ic** is added to *nomad* to form the adjective **nomadic** (*nomad* + **-ic**). The suffix **-ic** means "having characteristics of, related to, or resembling." So we understand from this example that the lifestyle of buskers resembles the lifestyle of nomads.

Here are some more examples with the suffix **-ic** used to make an adjective. (Note spelling changes.)

Buskers love it when a crowd gets really **enthusiastic**. (*enthusiast* + **-ic**)

July 4, 1776 was a **historic** day for the United States. (*histor{y}* + **-ic**)

My grandfather's albums represent a **photographic** history of our family over several generations. (*photograph* + **-ic**)

Because of Rachel's **heroic** actions, everyone was able to escape the burning building. (*hero* + **-ic**)

Charlie has always been very **artistic**, so it was no surprise when he decided to study music and art at college. (*artist* + **-ic**)

Mythic tales filled with the adventures of heroes and gods are fascinating to read. (*myth* + **-ic**)

Julie does so well in sports that she was accepted to the college of her choice, especially because of her **athletic** abilities. (*athlet{e}* + **-ic**)

Now take a look at this example with the suffix **-ant** used to make an adjective.

The **expectant** mothers excitedly talked about how they were feeling and when the big day would arrive.



In the example above, **expectant** (*expect* + **-ant**) is used to describe the women who expect to become mothers soon. (We often use the expression “expectant mother” to refer to a pregnant woman.)

Here are some more examples with the suffix **-ant** used to make an adjective. (Note spelling change.)

I always encourage my grandma to try out new technology, but she’s so **resistant** to change. (*resist* + **-ant**)

My family loves TGI Friday’s® because the waiters are so **pleasant**; they really make you feel like the center of attention. (*pleas{e}* + **-ant**)

During the week, Gary is an **assistant** manager at a store, but on the weekends he loves to perform in public, juggling and singing. (*assist* + **-ant**)

USING SUFFIXES TO MAKE NOUNS

Now let's take a look at how we can use suffixes to make nouns. Here's an example from the lesson with the suffix **-ant**.

"This geek's got it going on with an act that includes juggling, slapstick . . . unicycling, and a bit of booty shaking, not to mention playful pokes at the **participants**."



In the example above, the suffix **-ant** is added to *participate* to form the noun **participant** (note spelling change). The suffix **-ant** means "causing or doing an action." When the narrator talks about participants, he is referring to the people that are invited to participate in Pete Sweet's act.

Here are some more examples with the suffix **-ant** used to make a noun.

After school, Kyle has a part-time job as a gas station **attendant**. (*attend* + **-ant**)

In the small town where I live, all of the **inhabitants** know each other. (*inhabit* + **-ant**)

With the help of their **informants**, the police found out which city officials were involved in the terrible corruption scandal. (*inform* + **-ant**)

My mom always reminds my brother and me that she is not our **servant** and that she expects us to help keep our home nice and tidy. (*serve* + **-ant**) (Note spelling change.)

When Melissa can't sleep she counts on natural **relaxants** such as herbal tea and warm milk for help. (*relax* + **-ant**)

And now let's look at this example from the lesson with the suffix **-ness** used to make a noun.

"And living off the **kindness** of strangers."



In the example above, the suffix **-ness** is added to *kind* to form the noun **kindness**. The suffix **-ness** indicates a state, condition or quality. So we understand from this example that buskers depend on strangers being kind (by giving the buskers money).

Here are some more examples with the suffix **-ness** used to make a noun.

Despite her **nervousness**, Clarissa managed to delight the audience with her songs. (*nervous* + **-ness**)

Sam couldn't enjoy the amazing cruise around the islands of Greece because he had to deal with **seasickness** every day. (*seasick* + **-ness**)

Betty is smart, a great athlete and really pretty, but her **aloofness** makes it difficult for her to make new friends. (*aloof* + **-ness**)

The best solution for extreme **tiredness** is a quick nap, not a cup of coffee. (*tired* + **-ness**)

Children embody the natural **goodness** of human beings. (*good* + **-ness**)

Several doctors gathered around Lisa as they tried to determine the cause of her **illness**. (*ill* + **-ness**)

Michael's parents were never surprised whenever he achieved success in life; they always knew he was destined for **greatness**. (*great* + **-ness**)

Ian usually eats very healthy food, but his one **weakness** is ice cream. (*weak* + **-ness**)

Nobody can believe it, but George has never let his **blindness** get in the way of his love of extreme sports. (*blind* + **-ness**)

Months after her car accident, Kelly was finally able to walk again. She couldn't believe she felt such **happiness** from being able to do such a simple thing. (*happy* + **-ness**) (Note spelling change.)

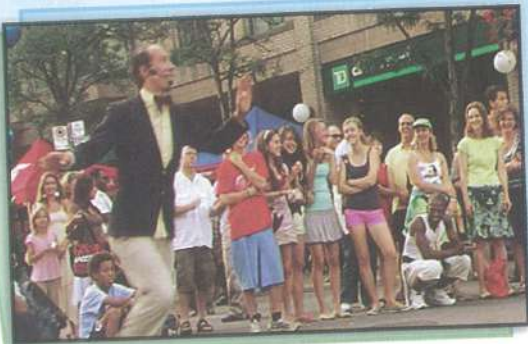
Because of Ellen's **carelessness**, she fell off of her unicycle and had to go to the hospital. (*careless* + **-ness**)

Though we were obviously lost, Dad refused to stop and ask for directions. Because of his **stubbornness**, we missed our flight. (*stubborn* + **-ness**)

SHAKE YOUR BOOTY!

The narrator in the video *Street Theater* describes performer Pete Sweet's act like this:

"This geek's got it going on with an act that includes juggling, slapstick . . . unicycling, and a bit of booty shaking, not to mention playful pokes at the participants."



The word **booty** used as a slang term to refer to a person's buttocks has been around since the 1920s. Now let's learn about how the expressions **booty shaking** and **shake your booty** as slang for dancing became popular in the 1970s.

KC and the Sunshine Band, an American band from Miami, Florida, started up in the early 1970s. The group's sound included elements of disco, funk, and R&B (Rhythm and Blues).

The band had many hit* songs such as "Get Down Tonight," "That's the Way (I Like It)," and "Please Don't Go." In 1976 they released their song "(Shake, Shake, Shake) Shake Your Booty." Although some complained that the song's lyrics were too suggestive and provocative, it was a huge success. Today, the expression **shake your booty** (and variations such as **booty shaking**) are still well known in the U.S. by young and old alike. KC and the Sunshine Band eventually sold more than 100 million records and won many awards for their music.

* hit—if something is a hit, it has become very popular or successful.

The Case of the

**WEIRD
BOYFRIEND****(Part 1)**

The heated argument between Mr. Edgar Morales and his daughter

Mirian suddenly ended when he told her: "I'm ordering you to stop seeing that weirdo. As long as you live under my roof, I suggest that you do as I say, or else . . . Hey! Where are you going? Come back here!" Nonchalantly, Mirian got up from the sofa, went to the landing of the stairs, turned around with her arms crossed and looked at her father with a poker face: "I'm not a child anymore. I decide who I want to date."



And on that note, Mirian sprinted up the stairs to her bedroom, slammed the door, and locked herself in.

"Way to go, Edgar. Spoken like a true dictator!" said his wife Lilly.

The whole affair had started earlier that day when Edgar Morales, the sports coach and PE teacher at Faulkner High, was window-shopping at the mall after school.



As he was heading to the parking lot, he glanced over at a nearby café in the mall and thought he spotted his daughter with a young man, holding hands and swapping kisses. He stopped dead in his tracks and stared for a while.

“Holy mackerel!” gasped Mr. Morales as he hid behind a column, like a secret agent in a spy movie, to avoid being seen. “That looks like Mirian, but it can’t be . . . she doesn’t hang around with weirdos like that.”



The problem wasn't Mirian having a boyfriend. After all, she was a senior in the high school where Mr. Morales taught, and she had already dated some guys at school. The problem was the dude she was with: tattooed arms, punk hair, a sleeveless leather jacket, chains around his neck, torn jeans, and something that glittered on his ears and nose. “Probably earrings or piercings,” thought Mr. Morales as his heart started beating faster.

Mr. Morales whipped out his cell phone and, stealing glances now and then from behind the column, dialed Mirian's number. When the young woman at the café pulled out a cell phone from her bag to answer, Mr. Morales broke into a cold sweat.

“Oh, my God,” he muttered to himself.

"Hi, Daddy. What's up?" answered Mirian.

"Hey . . . Mirian . . . uh . . . well . . . uh . . . where are you?" he asked in a state of shock.

"Dad, are you all right? You sound awful."

"Just a . . . uh . . . just a bad case of heartburn. Had Mexican food for lunch. Where . . . are you?" he stuttered.



"At the mall with a friend. Are you sure you're OK?" were the last words Mr. Morales heard because he dropped his cell phone and, as he clumsily lurched to pick it up, he almost crashed into a lady coming by in a wheelchair.

When Mr. Morales got home later, after getting a ticket for speeding and another for running a red light, he rushed by his wife without a word.



"Eddy! How was your day, honey? Hmm, you don't look so hot. No kiss today? I'll take a rain check," said Lilly jokingly.

Mr. Morales entered the bathroom like a sleepwalker and took a cold shower. A little later, in the living room, he called his wife, "Lilly, I've got some bad news."

"No big deal! She's a big girl now. She should meet different people and it's important, as a learning experience, that she interact socially with them," his wife commented after he explained what he'd seen at the mall. That sparked the day's first argument.

According to Mr. Morales, people could be described as different if they had a different religion, ate different food, had a different political party, or hated sports. That was fine. But people with tattoos and all the rest were not different; they were weird, and what's more, a bunch of misfits.

"That's nonsense and pure prejudice," his wife retorted. "Did you see those clean-cut, well-dressed executives on the news today who got convicted for swindling?"



"OK, Lilly. When Mirian gets home, I insist that we have a little talk, but I'm going to do the talking and you two the listening."

When Mirian came through the door, there was her father sitting on the couch, his arms crossed, looking like someone had just baptized him in vinegar. Alongside, sat his wife humming a tune and filing her nails.

“Hi everyone! What’s for dinner? Smells like roast chicken. I’m starving.”



“Forget the chicken and sit down! Who was that creep you were with at the mall today?” asked her father bluntly.

Mirian was momentarily stunned by the point-blank question and her father’s gruff approach, but being on the high school debating team had gotten her used to such situations, so she answered matter-of-factly, “My boyfriend Dominic Giuliani. He’s a sophomore at the university.” Mr. Morales was thunderstruck for a second until he sprung to his feet like a jack-in-the-box and yelled, “Your what? Boyfriend? You’re putting me on, right?”



“You heard me right. Dominic and I have been dating for the last month, and . . .”

"You mean this thing has been going on under my nose? Oh, Lord," gasped Mr. Morales as he sat down and put his hand over his chest as if he were having a heart attack.

"You've been going out with that fruitcake on the sly?"

"Dad, I was waiting for the right time to tell you and Mom. I know how you tend to sum people up just by looking at them."

"Now that the cat's out of the bag, let's all lighten up and have dinner," added Lilly.

"Lilly, how can you think about food at a time like this? Our daughter is dating some tattooed freak . . ."

"Our daughter has a new boyfriend. Isn't that wonderful? Why don't we invite him over for dinner and meet him?"

"Everybody just shut up! No more talking. I demand that you two hear me out. My daughter is going out with some fruitcake . . ."

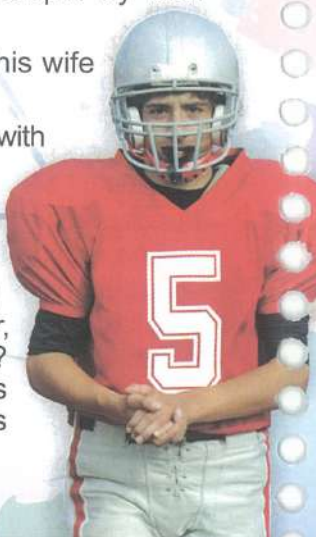
"Dad, you don't know him. Dominic's a wonderful person."

"Wonderful? I'd say colorful is more like it. He's not a boyfriend for you."

"Dad, you can't judge people by their appearance."

"Eddy, I agree with her," his wife butted in.

"Can't you stop agreeing with Mirian and give me some support here, Lilly? Listen, Mirian, there are lots of nice guys for you to date at school. Those fellows I introduced you to at the barbecues. Remember, Chip Porter, the football player? Now that's a nice guy: his father's a lawyer; he comes from a respectable family."



Upon hearing those words, Mirian lost her cool: “Chip, a nice guy? Let me tell you something—appearances are deceiving.” As Mirian said this, Mrs. Morales started chuckling, much to her husband’s dismay.

“I went out with Chip twice. The first date was wonderful listening to him talk about himself. I this . . . me that You don’t even want to know how he behaved on the second date. Talk about ego trips. The guy’s a stuck-up jerk.”

“All right. Forget about Chip. How about Kip Irving, the captain of the basketball team?”



“Listening to him was like watching a cricket match. B-o-r-i-n-g,” said Mirian, sarcastically spelling out the adjective.

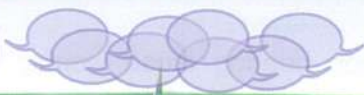
“What about the wrestler and gymnast Johnny O’Connor?”

“Biggest muscles and smallest brain I’ve ever seen.”

“Oh, I remember Johnny. Looks and talks like a caveman. Me Johnny . . . you Mirian,” laughed Mrs. Morales.



“Lilly, this isn’t a comedy show, so just cut the wisecracks,” replied an annoyed Mr. Morales.



The rest of the conversation was a verbal ping-pong game along the same lines. But the straw that broke the camel's back was when Mr. Morales raised his voice and said: "Listen, Mirian, you don't know the world like I do. In my days, only drunken sailors, Hell's Angels, and prison inmates got tattoos.

I'm telling you, first tattoos, then drugs, and then it's a life of crime with prison just around the corner." The heated argument soon ended when Mirian stormed up the stairs to her room.

Later, lying on her bed, her father's forceful words kept ringing in her head: "I'm ordering you to stop seeing that weirdo."

"What am I going to do?" she thought. "I know I can talk to Mom. She always has a way of smoothing things over with Dad and knocking some sense into his thick skull."

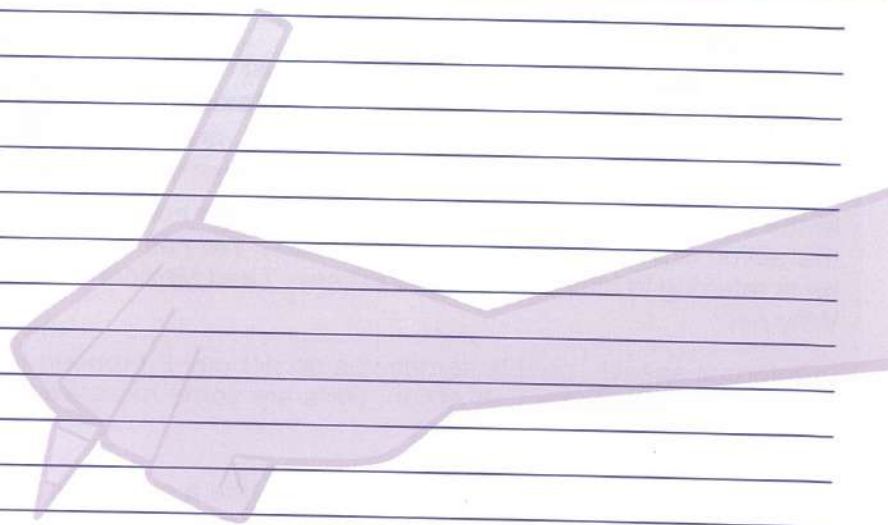
QUESTIONS FOR DISCUSSION:

1. Describe the characters in this story and discuss the ways they see life and other people.
2. How did the problem between Mr. Morales and his daughter start?
3. Describe the conflict between Mr. Morales and his daughter.
4. How does Mrs. Morales's point of view differ from her husband's?
5. What decision will Mirian have to take regarding her new boyfriend?
6. What would you do if you were in Mirian's place?
7. How do you think the conflict can be resolved?

1 2 3 4 5 6 7

REMINDER:

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



INFORMAL ENGLISH

In this lesson, you may have noticed some sentence structures that were a little different. Take a look at this example.



Dad, are you all right?
You sound awful.



Just a . . . uh . . . just a bad case
of heartburn. **Had Mexican food
for lunch.** Where . . . are you?

In the example above, notice that Mr. Morales did not say *who* performed the action of having Mexican food for lunch. We can be pretty sure that he is referring to himself. But he didn't say, "*I* had Mexican food for lunch." Why not?

In informal speech, people sometimes do not use a pronoun to say who performed (or performs) an action. Here are some more examples from the lesson.

"Oh, I remember Johnny. **Looks and talks like a caveman.**
Me Johnny . . . you Mirian," laughed Mrs. Morales.
(*He looks and talks like a caveman.*)

"Old Vince was a real great guy. **Gave me my first job.**"
(*He gave me my first job.*)

"You should see him now . . . **wears a ponytail**, has a couple
of tattoos, wears an earring, and jogs every day on the beach."
(. . . *he wears a ponytail,*)



"Actually, Mr. Morales, three of my best professors have tattoos
and wear earrings too, and one of them just dyed his hair purple.
Comes to class looking pretty much like I do."
(*He comes to class looking pretty much like I do.*)



Notice in the examples above that, although a pronoun was not always used to say who performed an action, there is no doubt as to which person the speaker is referring to. Remember that this way of saying that an action was performed is used in informal speech.

USING CONNECTIVES

Connectives are words that are used to connect one sentence with another sentence and to show the relation between ideas in a text. The words **so**, **and**, **because**, and **that** are just a few of the many connectives in the English language. Here are some examples of these connectives from the lesson.

We use **so** to talk about the cause, consequence, or reason for something.



"Lilly, this isn't a comedy show, **so** just cut the wisecracks," replied an annoyed Mr. Morales.

We use **because** to give the reason for something happening.



"My family is open-minded about these things **because** they think looks aren't the most important thing."

We use **and** to connect things or ideas that do not contrast.



He stopped dead in his tracks **and** stared for a while.



"The way someone wants to look is a personal thing **and** says nothing about the person's intelligence, character, ethics, morals . . ."

We use **that** to report something or give more information about something.



"Mr. Morales, look, what I want to say is **that** I know you're concerned about me dating your daughter and . . ."

Connectives are used quite frequently, **so** it's important to take a closer look at their exact functions **and** really understand what each one means. You can be sure **that** it will make a difference when you are choosing exactly what you want to say, and the best way to say it. You will learn more about other connectives and the importance of connectives in the Focus on Writing section of your Workbook.

The Subjunctive Tense

The **subjunctive** is used to state conditional or imaginary situations that are contrary to fact. We usually use the subjunctive form in the following circumstances:

- with THAT-clauses to express a suggestion, request, order, demand, etc.
Dad *insists that* I **introduce** him to every boy I date.
- with THAT-clauses to state that something is essential, necessary, important, etc.
Mr. Evans always says it's *important that* we **be** on time for class.
- to express wishes, hopes, desires, etc.
I *wish* my mother **were** the president of the United States.
- to express conditions that are hypothetical or imaginary.
If I **were** a bird, I'd always fly as high as possible.

In a previous book, you learned that

- to form the **present subjunctive** of the verb *to be*, we use *be* for all persons (**not** *am*, *is* or *are*);
- to form the **present subjunctive** of all other verbs, we use the present tense of the verb (without *s* in the third person singular).

In this lesson we're going to take a closer look at how we use the **subjunctive**.

PRESENT SUBJUNCTIVE: IN THAT-CLAUSES WITH VERBS LIKE SUGGEST, INSIST, REQUEST, REQUIRE, ASK, ORDER, DEMAND, ETC.

Let's look at some examples from this lesson with *suggest*, *insist*, and *demand* followed by the **present subjunctive**.

"As long as you live under my roof, I *suggest that you do* as I say, or else . . ."

"OK, Lilly. When Mirian gets home, I *insist that we have* a little talk, but I'm going to do the talking and you two the listening."

"Everybody just shut up! No more talking. I *demand that you two hear* me out."

Here are some more examples.

Students, I must *request that you not make* any wisecracks during my lecture.

The school *requires that* students **respect** everyone's religion and personal beliefs.

Mary, I've tried to be open-minded, but I *demand that you not date* that boy Tim anymore. He has no morals or ethics.

Dad always *asks that I not roll* my eyes and **make** sarcastic comments when he's talking to me.

Judge: I *order that* the prisoner **serve** his sentence in a maximum-security prison.



PRESENT SUBJUNCTIVE: IN CONSTRUCTIONS LIKE *IT IS IMPORTANT/VITAL/ESSENTIAL/NECESSARY . . . THAT*

Now let's look at some examples that state that something is important, vital, essential, or necessary followed by the **present subjunctive**.

My mom always says, "It's *important that* young people **define** exactly what their goals are in life."

It's *vital that* you **lead** a healthy lifestyle if you want to have a long life.



If you want to get involved in politics, it is *essential that* you **be** honest.

I know it's *necessary that* you **be** on time for work, Dad, but please avoid speeding or running any red lights on your way there.

And here is an example from the lesson.

"No big deal! She's a big girl now. She should meet different people and it's *important, as a learning experience, that* she **interact** socially with them."

PAST SUBJUNCTIVE AND PAST PERFECT SUBJUNCTIVE

In previous books, you learned that we use the **past subjunctive** to express a wish about the present and the **past perfect subjunctive** to express a wish about the past. Look at these examples.

Brian *wishes* he **were** the captain of the wrestling team this year.

Brian *wishes* he **had been** the captain of the wrestling team last year.

You also learned in a previous book how to form IF-CLAUSES to express conditions that are hypothetical or imaginary. We also use the **past subjunctive** and **past perfect subjunctive** with IF-CLAUSES. We can use *if* + **past subjunctive** to express an improbable event in the present, and *if* + **past perfect subjunctive** to express an imaginary event in the past.

Past Subjunctive

Look at this example from the lesson.

“Lilly, those guys were lawyers. *If* they **had** tattoos, they wouldn’t have any clients.”

As in the example above, we generally use the **past subjunctive** to express an improbable event in the present.

Now look at this example from the lesson.

“You mean this thing has been going on under my nose? Oh, Lord,” gasped Mr. Morales as he sat down and put his hand over his chest as *if* he **were** having a heart attack.

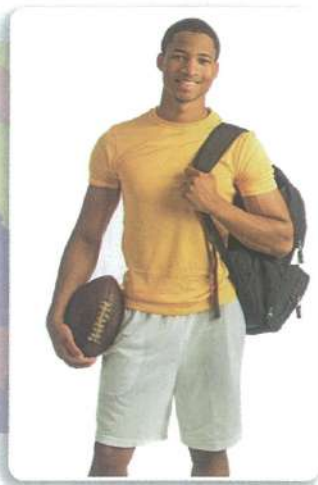
As in the example above, the **past subjunctive** form of the verb *to be* is usually **were** for all persons.

Here are some more examples.

*If Donna **left** it to Daniel to make dinner, we would never eat.*

*If Robert **had** the time, he would finish his Ph.D.*

*If I **were** Frank, I wouldn't be concerned about getting into a good college. He gets excellent grades and is the star of the football team.*



Past Perfect Subjunctive

Look at this example.

*If Lucy **had managed** to convince her parents to buy her a car, she would have given us a ride to school every day.*

As in the example above, we usually use the **past perfect subjunctive** to express an imaginary event in the past.

Here are some more examples.

*If Julie **had discouraged** Bob from skipping school last week, he wouldn't have missed the quiz in history class.*

*If Mr. Trent **had gotten** arrested for swindling, the whole town would have been shocked.*

*If Alexa **had dyed** her hair green for the costume party, everyone would have been really surprised.*

HIGH SCHOOL DEBATE

In a previous book, you learned that a debate is an organized public discussion of something during which people give different opinions. And in this lesson, we find out that Mirian Morales is on her high school's debating team. We also discover that being on the high school debating team has prepared her to defend her opinion in any situation. Let's learn some more about high school debate in the United States.

Did you know that in the U.S., most high schools have a debating team? At debate tournaments, schools compete against each other to see which is the best team in the city, the state, and even in the country. Top teams may even compete in international debate competitions.

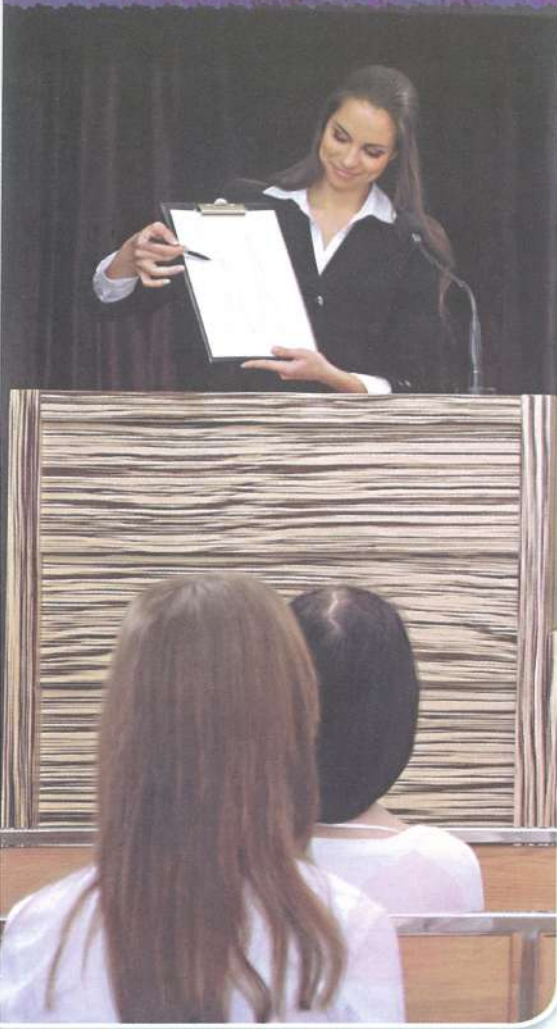
Before a competition, students spend long hours preparing for a debate—reading, researching, planning strategies, and practicing their speeches, so that when the time comes they will be ready to help their team argue for or against a proposed resolution.



Here are some resolutions that have been debated in past tournaments:

- The United Nations should be significantly strengthened.
- The legal voting age should be reduced to eighteen years.
- The power of the federal government should be increased.
- Juveniles who commit violent crimes should be punished as adults.
- The death penalty should not be used as a form of punishment.

Judges at a debate tournament (who are generally debate coaches) decide which team made the most effective and convincing argument for or against a resolution. Although the resolutions debated at a tournament are serious topics for discussion, the tournaments are merely academic competitions. Do you have an opinion about any of these resolutions? Would you be able to argue effectively for or against these resolutions?



At competitions, students are usually well dressed and take special care with their appearance.

But being on a debating team is more than just learning how to create and present a strong argument. For thousands of high school students in the U.S., participating in debates is an amazing learning experience that lasts a lifetime.

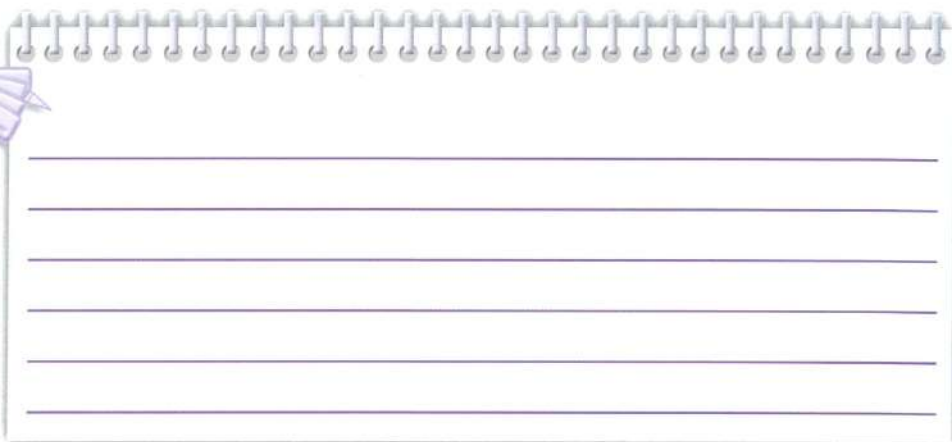
Debaters become skilled at defending ideas and principles. They manage to think quickly in order to come up with good arguments. Competing against other teams helps them learn to interact with people from different walks of life. They also gain social skills, such as confidence and courage, and are comfortable speaking in public.

It's easy to see how having these abilities and talents would be beneficial, both in a person's professional and personal life. Do you think you would be a good debater? Is there a debating team at your school?

In the following lesson, you will be presented with material involving a scientific debate. Scientists and other academic scholars sometimes debate not to compete but to bring important and relevant issues to people's attention.

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.



**DEBATE: IS GLOBAL WARMING A HOAX?
AND
TEXT: WHO WON THE DEBATE?**



WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate:



global warming *n.* a general increase in the temperature of the earth that is believed to be caused by certain types of pollution. *The more gasoline you use, the more you contribute to global warming.* See **increase** and **pollution**.

increase *n.* the act of becoming larger or greater, or of making something larger or greater. *Thanks to the new communications technologies, there has been an increase in the number of people who work from home.* The verb is **to increase** (**increased**, **increasing**). *We're happy to announce that visits to our site have increased significantly since last month.*

pollution *n.* the process of making air, water, etc., dangerously dirty: *air/water/ noise pollution.*

hoax *n.* a false warning about something dangerous, or a trick in which someone tells people that something is true when it's not. *He played a hoax on us and made us believe the house was on fire.*

at this point (also **at this point in time**), now, at present. *John was badly hurt in the accident last year, but, at this point (in time), he's doing great.*

moderator *n.* a person who is in charge of a meeting, discussion, debate, etc., between people with different opinions. *The moderator told people in the audience they would be allowed to ask questions at the end of the debate.*

shall *v.* used in questions, especially with *I* and *we*, to make suggestions. *Shall we go now? Shall I open the window?*

be up, to, (*in this text*) used to express the idea that it is someone's turn to do something. *In the first part of our debate, each of you will have 15 minutes to speak. Mr. King, you're up now.*

adjust, to *v.* **adjusted**, **adjusting**, to change or move something in a minor way so as to make it work better or more effectively. *If you adjust your monitor, you'll be able to read the text more easily.*

WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate (continued):



microphone *n.* a piece of equipment used to record sound, or to make someone's voice sound louder when he or she is speaking, singing, etc. *Speak into the microphone, please, or no one in the audience will be able to hear you.*

surface *n.* the top part of an area of water or land. *About 70 percent of the earth's surface is covered with water.*

emission *n.* the act of producing or sending out something (such as energy or gas) from a source. *In order to protect the environment, we should cut emissions of certain gases.*

greenhouse gas (also **GHG**) *n.* a gas, such as carbon dioxide or methane, that stops heat on the earth from escaping into space. *We need a global system to limit greenhouse gas emissions.*

so-called *adj.* **1.** used to indicate the name that is commonly or usually used for something. *The use of the personal computer, the so-called PC, has brought a lot of advantages in numerous aspects of our lives.* **2.** used to indicate a name or description that you think is not really right. *I caught Lucy, my so-called friend, gossiping about me behind my back.*

responsible *adj.* **1.** used to describe the person or thing that causes something to happen. We usually say someone **is responsible for** something. *"Who was responsible for the accident?" "I think the young woman was. She was texting and driving."* **2.** (of people) who can be trusted to do what is right, or to do the things that are expected or required. *Do you think Lane is responsible enough to have a car?* **3.** (of people's words, actions, etc.) said or done as by a responsible person. *Telling the truth about what happened was the responsible thing to do.*

humankind *n.* the human race; people in general. *World War II changed the history of humankind.* **Humankind** is a **gender-neutral term**, that is, one which does not make any reference to gender (male or female). You will find further information about gender-neutral language, as well as other examples of gender-neutral terms, in the Focus on Language section of this lesson.

WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate (continued):



villain *n.* **1.** a character in a story, movie, etc., who does bad things. *The Joker was one of the villains in the Batman stories.* **2.** (old-fashioned) a person who does bad things. *Linda used to call her husband a villain because he treated her really badly.*

villain of the piece, someone or something that is responsible for something bad or wrong. *At first, we didn't know who had stolen the steaks we had set aside for the barbecue, but then we found out the neighbor's dog was the villain of the piece.*

engage, to (in something) *v.* **engaged, engaging**, to do something, or to become involved in an activity. *A lot of people nowadays engage in regular exercise.*

constant *adj.* happening regularly or all the time. *I can't stand these constant headaches anymore.*

burning *n.* the act of burning something. *The burning of gasoline is bad for the environment.* If you **burn** a fuel, or if it burns, it is used to produce power, heat, light, etc. *Some kinds of coal burn better than others.* See **fuel**.

fuel *n.* a material such as coal, gas, or wood, which is burned to produce power, heat, light, etc. *We used wood as fuel to keep us warm at the campsite.*

fossil fuel *n.* a fuel such as gas, coal, and oil that has been produced in the earth from dead plants or animals. *The constant burning of fossil fuels is one of the main causes of global warming.*

promote, to *v.* **promoted, promoting**, to help something happen, develop, or increase. *The school board is planning on having a big event next month to promote young people's awareness of the importance of healthy eating habits.*

deforestation *n.* the cutting or burning down of all the trees in an area. *If we want to save the earth, we have to stop deforestation right now.*

cough, to *v.* **coughed, coughing**, to make air come out of your throat with a sudden noise, especially when you have a cold or when you want to get someone's attention. *Poor Steve. He's been coughing and sneezing all day. I hope he gets over this cold soon.*

clear one's throat, to, to cough once or to make a noise in your throat before you speak in order to be able to speak more clearly. *The professor cleared his throat and began to speak.*

WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate (continued):



address, to *v.* **addressed, addressing**, to speak to a person or a group. *"Quiet, please," said the moderator, addressing the audience.*

opponent *n.* a person, team, group, etc., that you try to beat in a competition, game, fight, debate, etc. *Roger is one of the toughest opponents I've had in tennis.*

convince, to *v.* **convinced, convincing**, 1. to make someone believe that something is true. *My boyfriend convinced me that I need to buy a new laptop.* 2. to persuade someone to do something. *Sam's been feeling sick for a couple of days, but he hates going to the doctor. I'll try to convince him to see Dr. Murray anyway.*

otherwise *adv.* in another way or manner. *Painting allows me to express feelings that I wouldn't be able to express otherwise.*

national *adj.* of or having to do with a whole nation rather than with its parts. *New Year's Day is a national holiday in many countries.* See **nation**.

nation *n.* a country, considered especially in relation to its people and its social or economic structure. *France is an independent nation.*

academy *n.* (*in this text*) an official organization which encourages the development of literature, art, science, etc. *The Academy of Motion Picture Arts and Sciences is responsible for organizing The Oscar ceremony every year.*

civilized *adj.* 1. a civilized society, country, or nation is one that has developed an advanced culture, is well organized, and has fair laws and strong institutions. *All civilized nations should support the cause of human rights.* 2. polite, calm, and sensible. *Let's try to discuss this in a civilized way, OK?*

reduce, to *v.* **reduced, reducing**, to make something smaller in size, amount, number, etc. *The government has announced a new plan to reduce crime.*

WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate (continued):



mitigation *n.* (formal) the act of making something less unpleasant, bad, serious, or painful: *the mitigation of suffering/punishment/etc.*

measure *n.* an action planned or taken to achieve a desired result, especially when dealing with a particular problem. *We need to take measures to protect our environment.* In this text, **mitigation measures** are actions, projects, or programs intended to reduce the bad effects of something such as global warming. *What are some of the mitigation measures we can take to reduce the impact of global warming?*

reforestation *n.* the act of planting new trees in an area where the original trees have been cut or burned down. *Reforestation is an essential part of active forest management.*

renewable *adj.* (in this text) able to be replaced by natural processes or by nature. The term **renewable energy** is commonly used to refer to energy produced by natural sources such as sunlight, rain, etc., as opposed to energy produced by the burning of fuels. *The sun is an important source of renewable energy.*

follow, to *v.* **followed, following**, (in this text) to do something after someone else. *Our first speaker tonight is Mr. Dawkins. Mr. Felton will follow him.*

scientist *n.* someone who works or is trained in science. *Scientists all over the world are worried about global warming.*

climate *n.* the weather conditions that an area usually has: *a hot/dry climate.*

climate change *n.* used to refer to the changes that are believed to be affecting the earth's overall climate. *We shouldn't ignore climate change. It is a real problem.*

if you will, (formal) if you want to. **1.** used when describing something in an unusual way. *Football is my love, my whole life, if you will (= if you want to call it that).* **2.** used when asking someone to think about something. *Imagine, if you will, life without the Internet.*

primarily *adv.* mainly, principally. *This course is designed primarily for young adults.*

WORKING WITH THE FIRST SOURCE: DEBATE



Dictionary entries related to the debate (continued):



anyhow *adv.* anyway. *I don't care if we don't go to the movies tonight. It's not supposed to be a good film anyhow.*

accurate *adj.* correct or true; free from mistakes or errors. *Tony's report on the incident proved to be pretty accurate.*

naturally *adv.* (in this text) in a way that is the result of nature, not of someone's actions. *Silvia's hair is naturally curly.*

wind *n.* a natural, fast movement of air. *According to the weather forecast, there will be strong winds and heavy rain tonight.*

current *n.* (in this text) a continuous movement of water in a river, lake, or sea. *Strong ocean currents are very dangerous for swimmers.*

cool, to v. cooled, cooling, to make cool or colder. *Why don't you open the windows to cool the room? We use the adjective cool to mean a little cold, not hot or warm, often in a pleasant way. I love the cool weather in the spring.*

warm, to v. warmed, warming, to make warm or warmer. *Jack sat by the fire to warm his hands.*

differently *adv.* in a different way. *If I were twenty years younger, I would do things differently.*

assumption *n.* something that is believed to be true or probably true but that is not known to be true. *I made the assumption that my grandparents were arriving today, but, in fact, they won't be here until next week.*

consequence *n.* the result of an action, condition, situation, etc. *What were the economic consequences of World War II?*

to say the least, used to show that something is worse or more serious than you are actually saying. *The boss was not very happy with Greg's work, to say the least.*

irresponsible *adj.* not responsible. *Jake is such an irresponsible driver. He's always texting while driving. It was irresponsible of you to leave your little sister alone, Angus.*

yet *conj.* but. *Her clothes were simple, yet elegant.*

WORKING WITH THE FIRST SOURCE: **DEBATE****LISTENING COMPREHENSION TIPS**

As you listen to the debate, 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 views;
- whether or not both speakers share the same opinion on the subject or subjects being discussed;
- which speaker the audience seems to approve of.

Take notes while you listen to the debate. 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 debate.

IS GLOBAL WARMING A HOAX?

TWO DIFFERENT SOURCES: DEBATE AND TEXT

LESSON 6

WORKING WITH THE FIRST SOURCE: **DEBATE**



NOTES RELATED TO THE DEBATE:

A spiral-bound notebook with a hand holding a pen at the top left corner. The notebook has a series of horizontal lines for writing. The spiral binding is on the left side, and the hand is holding a pen as if ready to write.

LESSON 6

TWO DIFFERENT SOURCES: DEBATE AND TEXT

WORKING WITH THE SECOND SOURCE: TEXT



Dictionary entries related to the text:



green *adj.* concerned about protecting the environment. *I only buy products from green companies.*

activist *n.* someone who takes part in activities that are intended to achieve political or social change. *Brenda has always been an enthusiastic animal rights activist.*

environmental *adj.* having an interest in or protecting the environment. *Local environmental groups are protesting the policies of the firm they consider to be responsible for the pollution of the bay.*

movement *n.* (in this text) a series of organized activities by people working to achieve the same goal: *peace/environmental movements; the movement for independence.*

particularly *adv.* especially; used to emphasize that something refers especially to one specific person, thing, or situation. *Bob has been particularly interested in climate change issues.*

celebrated *adj.* much spoken of; famous for a special ability or quality. *David is one of our most celebrated young writers.*

well-published *adj.* said of an author or academic who publishes new work frequently. *The well-published American author William Faulkner won the Nobel Prize in Literature in 1949. See publish.*

publish, to *v.* **published, publishing,** to prepare and print a book, newspaper, magazine, article, etc., so that people can buy it. *The first edition of this book was published in 1920.*

researcher *n.* someone who does research, especially scientific or academic research. *Medical researchers have announced that this drug does not work.*

WORKING WITH THE SECOND SOURCE: TEXT



Dictionary entries related to the text (continued):



kindly *adv.* **1.** used to make a polite request, especially when you are trying to hide the fact that you are annoyed. *Would you kindly stop making so much noise? I'm trying to study.* **2.** in a kind, gentle way. *Mr. Duvall has kindly agreed to let us use his office for the meeting today.*

put (someone) off, to *phrasal verb.* **put, putting,** to make you dislike someone or something. *I used to like Mary, but her unkind behavior at the office today really put me off.*

fascinating *adj.* extremely interesting; making you very interested or attracted. *Edgar's told me some fascinating stories about the time he spent in China.*

uncivilized *adj.* **1.** not civilized. Societies that are uncivilized have a very simple way of life and have not developed social, legal, economic, etc., systems. **2.** rude or socially unacceptable. *There are no excuses for your uncivilized behavior at the wedding today.*

downright *adv. (informal)* completely or extremely. *Ted is downright lazy. He sleeps all day and never helps me with the housework.*

takeaway *n.* a conclusion or impression resulting from a meeting, discussion, debate, etc. *My takeaway from today's meeting is that we have to work a lot harder on this project.*

destroy, to *v.* **destroyed, destroying,** to cause (something) to end or no longer exist. *All my paintings were destroyed in the fire.*

LOL, abbreviation for "laughing out loud," used mainly on the Internet, in emails and text messages, to indicate that you think something is funny.

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.



WHO WON THE DEBATE?

Larissa is a 17-year-old green activist who has been involved in all kinds of environmental movements. For the past six months, she has been particularly concerned about global warming issues.

This morning she attended a debate between Professor Fitchens and Professor Dalton, both celebrated and well-published scientists and researchers in the field of climate change. Right after the debate, she posted the following on her blog:

(1) Will someone kindly explain to me what that Professor Dalton was talking about? Was he really denying the fact that we are responsible for global warming? How can a scientist say something like that? (2) He said people who are trying to do something about global warming are irresponsible. If you ask me, he is the irresponsible one. (3) The bottom line is that his speech put me off. (4) I loved Professor Fitchens though. What a fascinating man. And he is so sarcastic; I really liked that. (5) When he said that stuff about global warming being recognized by all civilized nations, everybody laughed. Of course any civilized person knows global warming is real. He knew Professor Dalton was going to say it is a hoax, so he kinda called Professor Dalton uncivilized without being downright rude or anything. That was very clever, and I totally agree with him. (6) In my opinion, Professor Fitchens won the debate. (7) My takeaway from the whole discussion is that we are definitely destroying our own planet. (8) So, here's my suggestion: How about carpooling, recycling, and using less water and energy? Maybe then we'll be able to stop global warming, or at least reduce its effects. Isn't that obvious? I mean, to any civilized person? LOL.

WORKING WITH THE SECOND SOURCE: TEXT



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



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

INTEGRATING INFORMATION FROM BOTH SOURCES: DEBATE AND TEXT

TIPS FOR INTEGRATED WORK PRACTICE

- Be prepared to compare and contrast the information given in the debate with the ideas expressed in the text.
- Try to determine what kind of information given in the debate was mentioned in the text, and what kind of information was NOT mentioned.

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 DEBATE AND THE TEXT:

NOTES TO HELP YOU PREPARE YOUR ANSWER(S):

GENDER-NEUTRAL LANGUAGE

Gender-neutral language is language that does not make any reference to gender (male or female) in words that describe people. Look at this example from the lesson with a common gender-neutral term used to refer to the human race: **humankind**.

“Yes, ladies and gentlemen, **humankind** is the villain of the piece here because, by engaging in activities which involve the constant burning of fossil fuels and by systematically promoting deforestation, it is causing this increase in temperatures.”

In the past, terms like **man** and **mankind** were commonly used to refer to the entire human race (both men and women), as in the following examples.

Know then thyself*, presume not God to scan,
The proper study of **mankind** is **Man**.
- Alexander Pope, *Pope: An Essay on Man*

And I say to you, I have also decided to stick with love, for I know that love is ultimately the only answer to **mankind's** problems.
- Martin Luther King Jr.

This is one small step for a man, one giant leap for **mankind**.
- Neil Armstrong

However, it is now generally considered that **man** and **mankind** are gender-specific terms which apply to males only. Instead of **man**, terms such as **human being**, **person**, **individual**, etc., are preferred (unless you are referring to a specific man). And instead of **mankind**, terms such as **humankind**, **humanity**, **people**, etc., are preferred.



* thyself (archaic)—yourself

Aside from using gender-neutral terms to refer to the entire human race, people have also come up with new **job titles** in the quest for gender-neutral language. Take a look at the examples below.

GENDER-SPECIFIC JOB TITLE

barman or barmaid
 businessman or businesswoman
 fireman or firewoman
 mailman or mailwoman
 policeman or policewoman
 salesman or saleswoman
 steward or stewardess
 waiter or waitress

GENDER-NEUTRAL JOB TITLE

bartender
 businessperson
 firefighter
 postal worker/letter carrier
 police officer
 salesperson
 flight attendant
 server*



In the case of some **job titles** with a masculine and feminine form, the masculine form is now accepted as a gender-neutral job title for both men and women, and the feminine form is used less frequently. Here are some examples.

GENDER-SPECIFIC JOB TITLE

actor or actress
 comedian or comedienne
 poet or poetess
 waiter or waitress

GENDER-NEUTRAL JOB TITLE

actor
 comedian
 poet
 waiter*

Try to keep this information in mind when you are referring to people in general. It is thought that the use of gender-neutral terms whenever possible helps encourage a more fair and equal society for both men and women. Would it be possible to use gender-neutral terms in your native language?

* Both **server** and **waiter** are in common use.

USING **SHALL** TO MAKE SUGGESTIONS

You have already seen **shall** in a list of sixteen verbs with unique characteristics which we have called special verbs. Now let's see how we can use **shall** with *I* and *we* in a question to make a suggestion. Take a look at this dialogue from the debate in this lesson.

Moderator: So, **shall** we start now? Professor Fitchens, you're up first.

Professor Fitchens: Good morning, ladies and gentlemen, thank you for coming. Let's begin by defining the concept of global warming, **shall** we?

Notice the uses of **shall** in the example above. The moderator asks a question with **shall** to suggest that they start the debate. The professor asks a question with **shall** to suggest how they should begin.

We usually use **shall** in somewhat formal situations and when we want to be very polite. Take a look at these examples with **shall**.

"**Shall** I turn on the air conditioning?"
"No, thanks. Actually, I feel a little cold."

"**Shall** we dance?"
"I thought you'd never ask."

"Well, let's start the meeting now, **shall** we?"
"Yes, I believe everyone has arrived."



- We use **shall** with *I* and *we* in a question to make a suggestion.
- Using **shall** adds a somewhat formal and very polite tone to a suggestion.




Here are two literary examples with **shall** used to make a suggestion.

Shall I compare thee* to a summer's day?

- William Shakespeare, *Sonnet 18*

Shall we make a new rule of life from tonight: always to try to be a little kinder than is necessary?

- James M. Barrie, *The Little White Bird*



Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.

Sometimes but not the eye of heaven shows,
And every fair from fair sometime
By chance, or nature's changing course,
Shall to the ground.

Now look at these examples of quotes with a different use of **shall**.

I **shall** allow no man to belittle my soul by making me hate him.

- Booker T. Washington

If we open a quarrel between past and present, we **shall** find that we have lost the future. - Winston Churchill

We **shall** require a substantially new manner of thinking if mankind is to survive. - Albert Einstein

NOTE:

- Formerly, **shall** was often used in sentences where **will** is used in today's English. This use of **shall** now seems formal and old-fashioned.
- **Shall** is still commonly used in British English in informal and formal situations.

* thee (archaic)—you

OTHER WAYS OF MAKING SUGGESTIONS

In previous books you learned several other ways of making suggestions that have a more informal tone than **shall**. Here are some examples from the lesson.

Moderator: Thank you, Professor Fitchens. **Let's** hear from Professor Dalton now.

Larissa: So, here's my suggestion: **How about** carpooling, recycling, and using less water and energy?

Now let's look at how we can make a suggestion with **what about . . . ?**

Brenda: We really need to reduce our use of earth's natural resources, Mom.

Mrs. Johnson: You're right. I can think of lots of ideas. **What about** biking to school instead of me driving you there? **What about** taking cold showers instead of hot showers? **What about** giving you homemade gifts for your birthday instead of buying you gifts from the mall?

Brenda: I, um, I'll definitely take those ideas into consideration.



POLITE REQUESTS

When we want to politely ask someone to do something, we learned in a previous book that we can use **can**, **will**, **could**, and **would**. Let's look at some examples of **polite requests** from the lesson.

Voice from the audience: **Can** you speak louder? I can't hear you.

Larissa: **Will** someone kindly explain to me what that Professor Dalton was talking about?

Professor Fitchens: **Could** you get me some more water here, please?

Professor Dalton: Professor Fitchens, **would** you please let me get to my point?

Remember that **can** and **will** are more informal and sound less polite than **could** and **would**, and that **could** and **would** are equally polite, though **could** is used in both formal and informal situations.

Here are some more examples with **polite requests**.

"Dylan, **can** you please keep an eye on your little sister until I get back? Ted said he would, but you know how irresponsible he is."
"Yeah, I know. Don't worry. I'll take good care of her."

"**Will** you please help me with my essay on climate change, Mom?"
"I'll be happy to help you. That's my field of expertise, you know."

"**Could** you please turn on the fan, Suzy? It's so hot in here."
"I think we should try opening the windows first. That should be enough to cool the room."



"Allison, **would** you let me know when the mail arrives? I'm expecting an important letter."
"Sure. No problem."

Now, if you want to be extremely polite, you learned in a previous book that it is possible to make a request using an *indirect question*, such as this one in this example from the lesson.

Professor Fitchens: Uh . . . Perhaps it's the microphone. **I wonder if it would be possible for** someone to help me here.

Here are some more examples with *indirect questions* used to make **polite requests**.

I wonder if you could help me plan a surprise party for Julie.

I think Theresa is really cool. **Do you think I could** sit next to her at your dinner party?

Excuse me. **Would you be so kind** as to help me put these bags into the overhead compartment?

I wonder if there's any way I could have an extra week to finish my research paper, Professor Dickens.

"Pardon me. **Would you mind** telling me where you got your hat?"
"Not at all. I bought it at Norton's Hats on Pacific Avenue."



Knowing how to make requests is an important ability, especially when traveling in a foreign country. And when you make requests in a **polite** way, people will be more likely to respond positively. After all, politeness is a quality that is appreciated and admired in every corner of the world!



ART CARS

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 *Art Cars*.

What would you say is the specific topic of the video *Art Cars*?



In what way does the topic *decorated vehicles* relate to the specific topic of the video?



USING ARCHAIC ENGLISH

In the age of William Shakespeare (1564-1616), an earlier form of English was spoken. Take a look at this example, just to have an idea of how it was different.



This above all: to **thine** own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
-William Shakespeare, *Hamlet*

In the example above, the possessive pronoun **thy/thine*** (second person singular) was used instead of **your** to refer to someone informally. The personal pronoun **thou** (second person singular) was used instead of **you** to refer to someone informally. **Canst** was the verb form used instead of **can** (second person singular). As you can see, the English language has changed quite a bit since then. In fact, these words (**thy/thine**, **thou**, **canst**) along with many others are now considered archaic and obsolete.

In this lesson we saw the use of the word **thy**.

This side says, "Vanity,
thy name is Woman."

Emily Duffy



Why did Emily Duffy choose to paint an obsolete word on her car? Well, to modern ears, words from older forms of English sound formal and archaic, so people sometimes use them to lend their writing an intellectual or antiquated touch. And others like to use old English words simply because they love the art and literature from that time. Although you should be aware that words from older forms of English are sometimes used by native speakers, you should focus your attention on your goal of mastering modern English for now.

***thy** before a consonant and **thine** before a vowel

USING AN EXPRESSION WITH BASIS

Take a look at this example from the lesson with the very common expression **on a daily basis**.

Harrod Blank: I wanted to show people what it is that I saw **on a daily basis** in an art car. The aahs and the stares . . .



We can use the expression **on a + adjective + basis** to describe a routine or system for doing something. So if we say that something happens **on a daily basis**, we mean that it happens *daily* or *every day*. Here are some more examples.

Jo was hired to work in the marketing department **on a temporary basis**.

I love England, so I decided to ask my boss to be transferred to the company's London office **on a permanent basis**.

On a day-to-day basis, our office administrator makes sure we don't run out of supplies.

It seems that, **on a monthly basis**, Jean completely transforms the way she looks.

Prince's Restaurant does not accept reservations; people are seated on a **first-come, first-served basis**.

We can also use this expression with **basis** to describe people's relationships with each other, as in the following examples.

Ginger and Steve are professional poker players, but they only compete with each other **on a friendly basis**.

Alex is **on a first-name basis** with his college professors. *(If people address each other by their first names, they are on very friendly terms.)*

Expressions with **basis** are very useful because they can be adapted to so many different situations. You will probably be able to use them in conversations and writing **on a regular basis**.

RELATIVE CLAUSES AND RELATIVE PRONOUNS (WHO, WHOM, THAT, WHICH, AND WHOSE)

Relative Clauses

A **clause** is a group of words containing a subject and a verb. A **relative clause** modifies a *noun* in the previous clause by either *defining* it or *giving additional information* about it. A **relative clause** always follows the noun it modifies. Here is an example.



Toni: This is the car **that I drove on my road trip.**

MAIN CLAUSE

RELATIVE CLAUSE

The main clause is unspecific about the car Toni is talking about. But the **relative clause** informs us that Toni is talking about the car she drove on her road trip. Because the **relative clause** *defines* the car she is referring to, we can further classify the clause as a *defining relative clause*.

Here is another example.



Amy: I admire Martin Luther King, Jr., **who was a pioneer for civil rights.**

MAIN CLAUSE

RELATIVE CLAUSE

The first clause is specific; it leaves no doubt as to the person Amy admires. (She admires Martin Luther King, Jr.) In this case, the **relative clause** further informs us that Martin Luther King, Jr. was a pioneer for civil rights. Because the **relative clause** is not needed to define which person Amy admires, but instead *gives additional information* about that person, we can further classify it as a *nondefining relative clause*.

Relative Pronouns

A **relative clause** begins with either **who**, **whom**, **that**, **which**, or **whose** (which you are already familiar with except for **whom**). In this context, these words are called **relative pronouns**. Look at these examples again.

Toni: This is the car **that** I drove on my road trip.

RELATIVE PRONOUN (for car)

Amy: I admire Martin Luther King, Jr., **who** was a pioneer for civil rights.

RELATIVE PRONOUN (for Martin Luther King, Jr.)

As you can see in the examples above, the job of a **relative pronoun** is to substitute the noun in the previous clause. It is called a **relative pronoun** because it *relates* to the word it substitutes.

This table will help you understand which **relative pronoun** to use.

FUNCTION	PEOPLE	THINGS
subject	who, that	which, that
object	that, who, whom	which, that
possession	whose	whose, which

You should know that in American English, **whom** is considered very formal and is in disuse. Americans usually prefer to use **who** instead of **whom**. Also, **which** is considered more formal than **that** and is usually reserved for written English.

Using Reduced Relative Clauses

You just learned that a **relative clause** begins with a **relative pronoun**. However, we may sometimes omit the **relative pronoun** which results in a shortened clause called a **reduced relative clause**.

We may omit a **relative pronoun** when it is an *object relative pronoun*, that is, when the **relative pronoun** is the *object* of the **relative clause**. Here is an example from the lesson.

“Philo Northrop and his partner, Harrod Blank, started the Art Car Festival ten years ago to celebrate a movement *they helped pioneer*.”

Notice that, in the example above, the clause *they helped pioneer* could have included the **relative pronoun that**. The sentence could have read “. . . to celebrate a movement **that they helped pioneer**.” The narrator was able to omit the **relative pronoun that** because it refers to the object of the clause—a *movement*.

Here are some more examples with **reduced relative clauses**.

Toni: This is the car **that** I drove on my road trip.

Toni: This is the car I drove on my road trip.

The students **who/that** you saw in the library are all in my history class.
The students you saw in the library are all in my history class.

Dad never met the friends **who/that/whom** I studied abroad with.
Dad never met the friends I studied abroad with.

I loved the science exhibit **that** we saw last month.
I loved the science exhibit we saw last month.

The story **which/that** I'm writing is about the counterculture of the 1960s.
The story I'm writing is about the counterculture of the 1960s.

We may **not** omit a **relative pronoun** when it is a *subject relative pronoun*, that is, when the *subject* of the **relative clause** is the same as the subject or the object of the main clause. Here is an example from the lesson.

“Our road trip kicks off on the West Coast as we head to a festival **that** celebrates two classic American icons—cars and hippies.”

Notice in the example above that the **relative pronoun that** cannot be omitted from the clause **that** celebrates two classic American icons. This is because **that** refers to the subject of the clause—a festival.

Here are more examples with **relative clauses** that may not be reduced.

Amy: I admire Martin Luther King, Jr., **who** was a pioneer for civil rights.

My neighbor, **who** is very vain, goes to the salon on a weekly basis.

The person **who/that** modified this car is very creative.

I can't find the shoebox **that** contains my favorite sandals.

The artists **whose** paintings were in the art show arrived early.

And here are some examples from the lesson with **relative clauses** that may not be reduced.

“These are art cars—artistically modified vehicles **that** come together each year for a few days of caravanning and carousing.”

“We try to choose cars **that** reflect our personalities . . .”

Knowing when it is possible to omit a **relative pronoun** is often difficult even for native English speakers. If you are ever unsure if the **relative pronoun** may be omitted, it is always safer to leave it in.

THE HIPPIE MOVEMENT IN THE U.S.A.

In this lesson, the video *Art Cars* mentioned the hippie movement as an important part of the history of the U.S. Let's learn some more about the hippie, an American icon.

The term *hippie* is thought to have derived from *hip* or *hipster*, words used to describe someone who is aware and up to date.

The hippie movement, which began in the early 1960s, was especially noted for its rejection of established society, culture, politics, and all forms of violence.



Commonly used to signify **peace**, these signs were embraced by the hippie movement.

Instead, through their own unique art, fashion, literature, and music, hippies celebrated a new lifestyle which idealized peace and love, and in which people had extensive personal freedom. Indeed, as we saw in the video *Art Cars*, hippies encouraged "freedom of expression in any form." By the mid-1960s, the hippie movement had become a well-known social group in the U.S. that had begun to spread to other countries all over the world.



The hippies started a revolution with their new way of life. You might be surprised to find out that many foundations of hippie culture, such as religious tolerance, respect for cultural diversity, eating a healthy diet, sexual freedom for both men and women, and earth-friendly living were often considered shocking in the 1960s. So do you think that the hippie movement helped make the world a better place?

THE COLLEGE ESSAY

Your Life in 500 Words or Less



High-school seniors hate them. Colleges ignore them. So why have those pithy personal essays become the bane of every university-hopeful?

BY ANDREW FERGUSON

Meg is a lawyer-mom in suburban Washington, D.C., where lawyer-moms are thick on the ground. She's asked us not to use her last name to prevent mortification to her son Doug. He is quite mortified enough already.



Doug is one of several hundred thousand high-school seniors who had a painful fall. The deadline for applying to his favorite college was Nov. 1, and by early October he had yet to fill out the application. More to the point, he had yet to settle on a subject for the personal essay accompanying the application. According to college folklore, a well-turned essay has the power to seduce an admissions committee.

STUDENT INFORMATION FORM

Name: _____ Address: _____

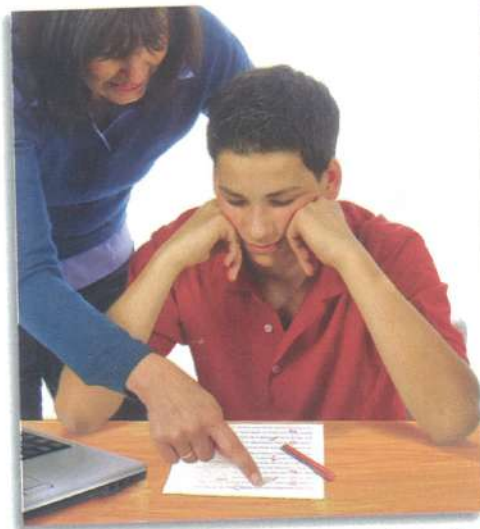
Sex: Male Female Citizen:

City: _____

SPACE FOR NOTES

"He wanted to do one thing at a time," Meg says, explaining her son's delay. "But really, my son is a huge procrastinator. The essay is the hardest thing to do, so he's put it off the longest."

Friends and other veterans of the process have warned Meg that the back and forth between editing parent and writing student can be gruesomely traumatic. "But I tell them, you can't scare me," she says. "I'm already there. I mean, I was an English major, I'm a lawyer, I write for a living! And I'm panicking already."



A college application is a relatively straightforward questionnaire asking for the basics: name, address, family history, employment history. It would all be innocent enough—20 minutes of busy work—except it comes attached to an incendiary device: the personal essay.

"There are good reasons it causes such anxiety," says Lisa Sohmer,

director of college counseling at the Garden School in Jackson Heights, N.Y. "It's not just the actual writing. By now everything else is already set. Your course load is set, your grades are set, your test scores are set. All that's done. But the essay is something you can still control, and it's open-ended. So the temptation is to write and rewrite and rewrite." Or stall and stall and stall.

SPACE FOR NOTES

The application essay, along with its mythical importance, is a recent invention. In the 1930s, when only one in 10 Americans had a degree from a four-year college, an admissions committee was content to ask for a sample of applicants' school papers to assess their writing ability. By the 1950s, most schools required a brief personal statement of why the student had chosen to apply to one school over another.

Today, nearly 70 percent of graduating seniors go off to college, including two-year and four-year institutions. Even apart from the increased competition, the kids enter a process that has been utterly transformed from the one baby boomers knew. Nearly all application materials are submitted online, and the Common Application provides a one-size-fits form accepted by more than 400 schools, including the nation's most selective. Those schools usually require essays of their own, but the longest essay, 500 words maximum, is generally attached to the Common App. Students choose one of six questions. Applicants are asked to describe an ethical dilemma

they've faced and its impact on them, or discuss a public issue of special concern to them, or tell of a fictional character or creative work that has profoundly influenced them. Another question invites them to write about the importance (to them, again) of diversity—a word that has assumed incantatory power in American higher education. The most popular option: write on a topic of your choice.



SPACE FOR NOTES

“The greatest strength you bring to this essay,” says the College Board’s how-to book, “is 17 years or so of familiarity with the topic: YOU. The form and style are very familiar, and best of all, you are the world-class expert on the subject of YOU . . . It has been the subject of your close scrutiny every morning since you were tall enough to see into the bathroom mirror.” The keyword in the Common App prompts is “you.”



It is revealing that essay questions are called prompts, a word suggesting that all a healthy, red-blooded American high-schooler needs is a little nudge to start yapping about himself without pause till he hits the 500th word. Even essay questions ostensibly about something outside the self (describe a fictional character or solve a problem of geopolitics) invariably return to the favorite topic: what is its impact on YOU?

Amid all the *Sturm und Drang*, one important fact is seldom mentioned to applicants or their parents.

“For all the angst the essay causes,” says Bill McClintick of Mercersburg Academy in Pennsylvania, “it’s a very small piece of the puzzle. I was in college admissions for 10 years. I saw kids and parents beat themselves up over this. And at the vast majority of places, it is simply not a big variable in the [college’s] decision-making process.”

SPACE FOR NOTES

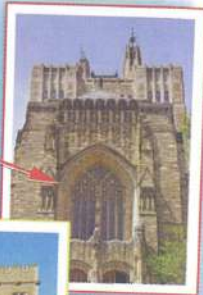
Many admissions officers say they spend less than a couple of minutes on each application, including the essay. According to a recent survey of admissions officers, only one in four private colleges say the essay is of "considerable importance" in judging an application. Among public colleges and universities, the number drops to roughly one in 10. By contrast, 86 percent place "considerable importance" on an applicant's grades, 70 percent on "strength of curriculum."



Harvard University, Cambridge, MA



Yale University, New Haven, CT



Princeton University, Princeton, NJ

Still, at the most selective schools, where thousands of candidates may submit identically stratospheric grades and test scores, a marginal item like the essay may serve as a tiebreaker between two equally qualified candidates.

The thought is certainly enough to keep the pot boiling under parents like Meg, the lawyer-mom, as she tries to help her son choose an essay topic.

SPACE FOR NOTES

Handwritten notes area with horizontal lines for writing.



For a moment the other day, she thought she might have hit on a good one. “His father’s from France,” she says. “I said maybe you could write about that, as something that makes you different. You know: half French, half American. I said, ‘You could write

about your identity issues.’ He said, ‘I don’t have any identity issues!’

“And he’s right. He’s a well-adjusted, normal kid. But that doesn’t make for a good essay, does it?”

From *Newsweek*, November 28, 2011.

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SPACE FOR NOTES

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the magazine article "The College Essay."

actual

influenced

amid

innocent

anxiety

load

applicants

majority

assess

marginal

assumed

maximum

attached

nudge

bane

ostensible, ostensibly

counseling

pithy

delay

procrastinator

device

puzzle

diversity

qualified

familiarity

roughly

folklore

seduce

graduate, graduating

straightforward

gruesome, gruesomely

suburban

identity

variable

To help you, here is a list of words from this magazine article which might not be found in dictionaries, or which may be difficult to find.

**DICTIONARY ENTRIES**

baby boomer, boomer *n.* a person born in the U.S. between 1946 and 1964, the period after World War II during which there was a great increase in the birth rate. *Many say that the baby boomers grew up during one of the most prosperous and peaceful periods in the country's history.*

back and forth *n.* a conversation or discussion about a particular subject. *After days of back and forth with my career counselor, I was finally able to decide which colleges to apply to.*

beat (someone) up, to *phrasal verb.* **beat, beating,** to blame or criticize yourself or someone else for something that happened. *Alex couldn't stop beating himself up over his poor grades.*

by/in contrast, used to compare two things or people in order to emphasize that the second one is quite different. *The instructions for my model airplane were quite complex. The instructions for my model car were, by/in contrast, relatively straightforward.*

Common Application, Common App *n.* a single online college admission application students may use to apply to over 400 schools in the U.S. *Jeff was able to use the Common App to apply to all of the colleges of his choice instead of having to apply separately to each one.*

drop, to *v.* **dropped, dropping,** to fall to a considerably lower level or amount. *Although it was extremely hot in the desert during the day, temperatures dropped sharply at night.*

face, to *v.* **faced, facing,** to deal with or confront a difficult or challenging situation. *Teens face formidable competition for acceptance into the nation's most selective schools.*

 **DICTIONARY ENTRIES (CONTINUED)**

folklore *n.* the traditional beliefs, customs, and stories of a particular culture or place. *According to American folklore, Betsy Ross made the first American flag.*

go off, to *phrasal verb.* **went, gone, going**, to leave a place, especially for a particular reason. *After graduation, Allison went off to New York to search for fame and fortune.*

high-schooler *n.* a high school student. *During exam week, the library was full of high-schoolers.*

how-to *adj.* giving a set of clear and simple instructions and advice on how to do something. *Samantha watched some how-to videos on the caring and feeding of hamsters after she got one as a gift.*

incendiary *adj.* likely to cause anger or violence. *After Jack's incendiary accusations of cheating, none of the other students would speak to him.*

keep the pot boiling, used to express the idea that something is being actively maintained. *There was never a dull moment in the game, as both teams' strong desire to win the championship kept the pot boiling.*

keyword *n.* a descriptive word or phrase that represents the main idea of something. *Many authors will tell you that the keyword for getting your book published is persistence.*

make for, to *phrasal verb.* **made, making**, to help make something possible. *Fresh ingredients and a lot of creativity make for delicious meals.*

one-size-fits, one-size-fits-all *adj.* designed to please everyone or be appropriate for any situation. *Educators know they cannot expect a one-size-fits/one-size-fits-all teaching style to work for all students.*

 **DICTIONARY ENTRIES (CONTINUED)**

open-ended *adj.* having no definite answer, rules, or structure. *Good journalists quickly learn that asking open-ended questions (instead of yes/no questions) makes for more interesting interviews.*

over *prep.* used to say that you prefer or choose one thing instead of another. *Arlene had many reasons for preferring Los Angeles over the small town where she grew up.*

place, to v. placed, placing, used to say that one gives substantial value or importance to something. *My parents place a lot of value on hard work, honesty, and responsibility.*

put (something) off/put off *phrasal verb.* **put, putting**, to delay doing something or leave it to do at a later time. *Arnold always puts his homework off/puts off his homework until the last minute.*

puzzle *n.* something such as a question or a mystery that is difficult to understand or explain. *The origin of the ancient artifacts was a puzzle for archeologists.*

red-blooded *adj.* characterized by being strong-willed, vigorous, virile, and confident. *Carol felt that any red-blooded young man would probably love to go out with her, and she couldn't understand why Leon wasn't interested.*

roughly *adv.* about, approximately. *Mrs. Scott figures that roughly one-third of her students were unable to complete their research papers before the deadline.*

seduce, to v. seduced, seducing, to convince someone to do something that he or she would otherwise not do. *Tina couldn't really afford to buy the house, but she was seduced by its spectacular mountain views.*

stratospheric *adj.* at an extremely high position, level, or amount. *Jennifer was shocked by the stratospheric cost of a new car and decided to buy a used one instead.*

 **DICTIONARY ENTRIES (CONTINUED)**

strength *n.* a useful quality or ability. *Studies show that the most prestigious universities in the U.S. prefer candidates with strengths such as leadership, creativity, and athletic ability.*

Sturm und Drang *n.* a late 18th-century movement in German literature characterized by the theme of revolt against society; a state of anxiety, confusion, disorder, commotion, or uncertainty. *For all the Sturm und Drang surrounding Theo's decision to quit his job, he was extremely happy in his new position.*

thick on the ground *adj.* existing in large numbers. *Police were thick on the ground as the president arrived.*

tiebreaker *n.* an extra game, period of play, question, factor, etc., used to determine a winner when two people have the same number of points in a game, contest, etc. *Both contestants had 100 points at the end of the competition, but Mary correctly answered the tiebreaker and won.*

Washington, D.C. *n.* the capital city of the U.S. (D.C. = District of Columbia), located on the country's east coast. (Not to be confused with the state of Washington located in the northwestern part of the U.S. bordering Canada.) *Many people live in suburban Maryland or Virginia and commute to work in Washington, D.C., by subway, train, or car.*

well-adjusted *adj.* being able to deal with other people and life in general in a normal, healthy way. *Even though Darryl had to move and change schools every couple of years due to his father's military career, he was a happy and well-adjusted little boy.*

well-turned *adj.* a phrase, sentence, etc., that is carefully and skillfully composed. *With his well-turned arguments, Andrew easily won the debate.*

USING **IN**

You learned how to use the word **in** to describe the location of something or someone when you first began to study the English language. Since then, you have learned several other uses of the word **in**. Take a look at these examples from previous books.

Father: Matt, Tyler, are these your bags?

Son **in** red T-shirt: No, they aren't. They're Uncle Mike's bags.

"It's as if a bunch of people **in** the **in**-group got together and made things difficult just to confuse outsiders . . ."

Now let's look at an example from this lesson with another way we can use **in**.

Bill McClintick: I was **in** *college admissions* for 10 years.

As with the example above, we can use **in** to explain the specific type of work a person does.

Here are some more examples.

Ben has known he wanted to be *in politics* ever since he was class president in elementary school.



After graduating with an MBA, I faced a dilemma: apply for a job either *in human resources* or *in finance*.

Both of Lucy's parents are lawyers, and she wants to have a career *in law* too.

Lena's whole family has careers *in the medical field*: her dad's a cardiologist, her mom and brother are pediatricians, and she's a nurse.



You have already learned many other ways to use the word **in** with phrasal verbs and expressions, and there are many more you can learn. No matter what field you decide to have a career **in**, your command of English will be of great use to you.

APPLYING TO COLLEGE IN THE U.S.: THE ESSAY

In this lesson, you learned about the college admission application process in the U.S., which students often complete using an online application called the Common Application, or Common App. To complete the application, students must write an essay in response to one of several questions.

The essay provides a golden opportunity for each student to convince admissions officers that he or she is exactly the kind of student their campus needs. As we learned in the text, “at the most selective schools, where thousands of candidates may submit identically stratospheric grades and test scores, a marginal item like the essay may serve as a tiebreaker between two equally qualified candidates.”

Here are several examples of essay questions, also called prompts, that students may choose from.

Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?

Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

The prompts are specifically formulated to encourage students' self-analysis and thoughtful reflection. An honest, soul-searching essay which reveals a student's unique personality, personal values, goals, and beliefs might just be the deciding factor in a student being accepted or not.

Is this process similar to the college application process where you live? Do you agree that a student's personal qualities should be a factor in being admitted to a college?



SUBURBAN AMERICA

In the magazine article *The College Essay*, you read about Meg and her son's concerns about his college application. The article also mentions that, "Meg is a lawyer-mom in **suburban** Washington, D.C.," so we know that she and her son Doug live in the **suburbs** near that city. A **suburb**, as you probably know, is a residential area near a city or town. But you might not know about the prominent role that the suburbs play in American culture and its urban landscape.

Several factors contributed to the growth of suburban living in the U.S. In the late 19th century, many cities were already starting to become overcrowded and unpleasant places to live. The suburbs offered the possibility of living in a spacious home with a backyard and perhaps even a swimming pool. Suburban neighborhoods featured wide avenues, parks, and schools. This all seemed like a dream come true for American families. By the early 20th century, improved public transportation and roads, along with increased car ownership, all made it possible for people to travel every day from their homes in the suburbs to their jobs in the city. By 1950, more people lived in the suburbs than in the cities.



Today, the suburbs continue to attract American families, and most major American cities including Chicago, New York, San Francisco, Washington, D.C., and Miami are surrounded by suburban neighborhoods.



A FAILURE TO COMMUNICATE

Tom: So, Nelly, I heard you went to Jamaica for spring break. How was it?

Nelly: Actually, it was kind of disappointing. I mean, it's a beautiful island and all, but I went with the understanding that they spoke English there. And people insisted that they were speaking English, but most of the time I couldn't understand a word they said.

Tom: Really? I've been there myself a couple of times, and I didn't have that much trouble understanding Jamaican English.

Nelly: Well, you either have a gift for languages, or you're a psychic.

Tom: Do you have to be so sarcastic?

Nelly: I can't help it.

Tom: Seriously, English is the official language of Jamaica. I'm sure they just sounded a little strange to you because you're not used to their accent and intonation.

Nelly: Intonation? I'm telling you, I didn't even know what they were talking about! English is English, Tom, and what I heard over there was not English.

Tom: Come on, that's an exaggeration, don't you think? I mean, they have their own slang, and some of their idiomatic expressions are unique because they reflect the local culture. But experiencing other cultures is part of the fun of traveling to new places, even if you do misinterpret things sometimes.

Nelly: Sorry, Tom. Maybe you think you outclass me by being so cosmopolitan, but when I travel, I want to be comfortable. I don't want any misinterpretations when I'm trying to order food or buy things.

Tom: Don't be so narrow-minded, Nelly. Why travel if you're not open to new experiences?

Nelly: Oh, I'm open to new experiences all right. Just not to new "Englishes."

IS GLOBAL WARMING A HOAX?

Voice-over: You are going to hear part of a debate about global warming. At this point, the moderator has already introduced the two guests and welcomed them to the stage.

Moderator: So, shall we start now? Professor Fitchens, you're up first.
(sound of applause)

Professor Fitchens: Good morning, ladies and gentlemen, thank you for coming. Let's begin by defining the concept of global warming, shall we?

Voice from the audience: Can you speak louder? I can't hear you.

Professor Fitchens: Uh ... Perhaps it's the microphone. I wonder if it would be possible for someone to help me here.
(trying to adjust the microphone himself)

Moderator: I'll help you, Professor.
(The moderator adjusts Professor Fitchens's microphone.)

Professor Fitchens: Thank you. Can you hear me now?

Voices from the audience: Yes!

Professor Fitchens: Good. So, global warming is the increase of the average temperatures on the earth's surface, and it is caused by emissions of greenhouse gases, the so-called GHGs. Who is responsible for that? We are. Yes, ladies and gentlemen, humankind is the villain of the piece here because, by engaging in activities which involve the constant burning of fossil fuels and by systematically promoting deforestation, it is causing this increase in temperatures.
(Professor Fitchens coughs a little, clears his throat, and drinks some water.)

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

Moderator: Certainly, Professor.

Professor Fitchens: As I was saying, human activity is what causes global warming. And before my opponent has the chance to try to convince you otherwise, let me tell you, this is recognized by the national science academies of all civilized nations. So, if you consider yourself civilized, . . .

(sound of laughing from the audience)

. . . you cannot ignore the fact that we must reduce emissions of GHGs through mitigation measures such as reforestation and the use of renewable energy. Thank you.

(sound of enthusiastic applause)

Moderator: Thank you, Professor Fitchens. Let's hear from Professor Dalton now.

Professor Dalton: Thank you, ladies and gentlemen. It will be hard to follow my brilliant opponent here, but I will try. Some scientists do not believe global warming is caused by human activity. In fact, we don't even use the term "global warming." We prefer to call it "climate change."

Professor Fitchens: All right, climate change, if you will, but it doesn't change the fact that it is caused primarily by human activity.

(sound of laughing from the audience)

Professor Dalton: Professor Fitchens, would you please let me get to my point? Anyhow, climate change is a more accurate term because, as our planet's average temperature naturally changes, winds and ocean currents cool some areas and warm others, so the climate changes differently in different areas. This has been happening for 4.5 billion years, and to work on such a false assumption as the one that climate change is the consequence of any kind of human activity is, to say the least, irresponsible.

Professor Fitchens: And yet civilized . . .

(sound of laughing from the audience)

VOCABULARY LIST

This list contains the new words in Mastering English for Success—Book 1 and the number of the lesson where they are introduced.

(adj.)-looking (having the appearance indicated by the word with which it is used: a scary-looking wave) L. 1

(have/keep one's) fingers crossed, to L. 5

(I) can't/couldn't wait to L. 3

(It is/was) a pleasure. L. 5

(not) quite (e.g., I'm not quite sure Leo Garcia is the best player on the school soccer team.) L. 4

(There is/was, I have) little/no doubt. L. 2

10K = 10 kilometers (a long-distance track event) L. 1

7'0" (used to refer to the length of a surfboard) L. 1

A

a good part of (one's) time L. 3

a good/great deal (of) L. 3

a matter of = a question of L. 1

aah L. 7

abbey L. 3

academic L. 2

academy L. 6

accent (e.g., The new math teacher speaks English with a foreign accent.) L. 2

accompany, to L. 3

accurate L. 6

act L. 4

active (active imagination) L. 1

activist L. 6

actual L. 8

add to, to = to increase L. 3

add up to sth., to (e.g., All her hard work and dedication added up to a successful career as an actress.) L. 1

addict L. 1

addicted L. 1

addiction L. 1

addictive L. 1

address, to (to speak to a person or a group) L. 6

adjective L. 5

adjust, to L. 6

admissions L. 8

adrenaline L. 1

advertising L. 2

affair L. 5

affect, to L. 5

alike L. 7

alive L. 1

alive and kicking L. 5

all eyes are/were on sb./sth. L. 3

all over L. 4

all walks of life L. 7

along the (same) lines/along the lines of sth. L. 5

alongside L. 5

aloofness L. 3

alter ego L. 4

alter, to L. 7

amateur L. 7

amid L. 8

among L. 8

amusing L. 3

and all = and everything else	L.2
angst	L.8
annoy, to	L.3
annoyed	L.5
antique	L.7
anxiety	L.8
anyhow	L.6
appearance	L.5
appetite	L.3
applicant	L.8
application	L.8
apply, to	L.7
apprehension	L.1
Argonaut	L.1
arrogant	L.3
art car	L.7
artistically	L.7
as long as	L.5
as though	L.1
aside from	L.4
aspect	L.2
assess, to	L.8
assume, to	L.8
assumption	L.6
astrology	L.5
astronomy	L.5
at first	L.3
at hand	L.1
at this point (also at this point in time) = now, at the present	L.6
ATM = automatic teller machine	L.4
atom	L.5
attach, to (e.g., I attached our photos to the email I sent you.)	L.8
Australia	L.4
Australian	L.4
automaker	L.7

B

baby boomer	L.8
back and forth	L.8
back end	L.7
back garden (Br Eng) = backyard (Am Eng)	L.3
balance, to (e.g., The kids were trying to balance books on their heads while they walked.)	L.1
balanced (maintaining your bodily equilibrium: e.g., stay balanced)	L.1
balsa wood = balsa	L.1
bane of sth. or sby.	L.8
baptize, to	L.5
basically	L.3
basics	L.8
bay	L.1
be bursting with (pride, joy, excitement, energy, etc.), to	L.1
be concerned about, to	L.5
be familiar to, to	L.3
be familiar with, to	L.3
be in business, to (e.g., As soon as I have an Internet connection, I'll be in business.)	L.4
be in for sth., to	L.3
be open to, to (e.g., The principal is always open to suggestions from parents and students.)	L.2
be responsible for, to	L.6
be shy about doing sth., to	L.3
be slingshot, to (to be thrown in a sudden way as if shot from a slingshot)	L.1
be up, to	L.6
beach head	L.1
beat oneself up, to	L.8
beat, to (e.g., After riding the rollercoaster, her heart was beating faster than ever.)	L.5
behave, to	L.3

VOCABULARY LIST

C

believe it or not	L. 7	camel	L. 5
big bucks	L. 7	Canada	L. 4
big-wave surfing	L. 1	Canadian	L. 4
billion	L. 6	canvas	L. 7
bluntly	L. 5	captain	L. 5
BMW (a German company which makes high quality cars and powerful motorcycles)	L. 7	capture, to (e.g., <i>Thanks to a successful campaign for student council president, Suzy captured 80% of the votes.</i>)	L. 1
board (short for surfboard or tow-in surfboard)	L. 1	caravan	L. 7
body (the metal shell of a vehicle, such as a car or an aircraft)	L. 7	caravanning	L. 7
body image	L. 7	carouse, to	L. 7
bold (e.g., <i>I couldn't believe Ann would be bold enough to quit her job and go to Africa to work as a volunteer.</i>)	L. 1	carousing	L. 7
Bolivia	L. 4	casserole	L. 5
booty	L. 4	catch, to (to reach a wave just in time; to ride a wave)	L. 1
bottom-up	L. 2	'cause (informal contraction) =	
bouquet	L. 3	because	L. 1
boxing	L. 5	caveman	L. 5
bra	L. 7	ceiling	L. 3
break dancer	L. 4	celebrate, to	L. 7
break into, to	L. 5	celebrated	L. 6
break, to (e.g., <i>We watched the waves breaking on the shore all morning.</i>)	L. 1	celebrity	L. 3
brief	L. 8	center of attention	L. 4
Brit	L. 3	chain (a series of metal rings connected to each other)	L. 5
Britain	L. 3	chain (e.g., <i>supermarket chain</i>)	L. 5
building	L. 3	character	L. 5
burn sth. down, to	L. 5	charge, to (to move quickly down the waves)	L. 1
burn, to (fuel)	L. 6	chase, to	L. 3
burning	L. 6	chat	L. 2
bury one's differences, to	L. 3	chat room	L. 2
business people	L. 5	chat, to	L. 3
busk, to	L. 4	chest	L. 5
busker	L. 4	Chile	L. 4
busking	L. 4	chips (Br Eng) = French fries (Am Eng)	L. 3
butt in, to	L. 5	chir	L. 3
butter	L. 3		
by/in contrast	L. 8		

VOCABULARY LIST

chuckle, to	L. 5	comment	L. 3
circuit	L. 4	comment, to	L. 3
circus	L. 4	commission, to	L. 7
civilized	L. 6	committee	L. 8
classic	L. 7	Common Application	L. 8
clean-cut	L. 5	common ground	L. 3
clear one's throat, to	L. 6	communication	L. 3
clearly	L. 1	competence	L. 2
client	L. 5	complicated	L. 3
climate	L. 6	concept	L. 2
climate change	L. 6	concern	L. 8
climb, to	L. 1	conclusion	L. 3
close = careful (e.g., <i>Pay close attention to what I'm saying.</i>)	L. 8	conference	L. 2
closely	L. 3	conquer, to	L. 1
clumsily	L. 5	consequence	L. 6
coast	L. 7	consider, to	L. 2
cocapie (a fictional animal created by street performer Ruben Palma)	L. 4	considerable	L. 8
cold (e.g., <i>Although Uncle Tom seemed pretty cold at first, he was actually a very nice person.</i>)	L. 3	considerably	L. 2
College Board	L. 8	constant	L. 6
colorful	L. 5	convince, to	L. 6
column (e.g., <i>Mr. Morales hid behind a column so that Mirian couldn't see him.</i>)	L. 5	cool (a little cold, not hot or warm)	L. 6
come across (as), to	L. 3	cool, to	L. 6
come along, to (e.g., <i>Jack has been practicing a lot, and he's really coming along as a guitarist.</i>)	L. 5	cope (with), to	L. 3
come along, to (e.g., <i>It was really nice of my friends to come along when I went shopping for my prom dress.</i>)	L. 3	Corsica	L. 4
come as a/no (surprise), to	L. 3	cosmopolitan	L. 2
come from, to	L. 3	Costa Rica	L. 4
come one's way, to	L. 1	cough, to	L. 6
come to a head, to	L. 3	counseling	L. 8
come together, to	L. 7	counterculture	L. 7
comfortable	L. 5	countless	L. 7
coming (e.g., <i>Dad will be back home this coming Friday.</i>)	L. 3	cover, to	L. 7
		covered	L. 7
		crag	L. 1
		craggy	L. 1
		crash into, to	L. 5
		creation	L. 4
		creative	L. 7
		creep	L. 5
		creepy (causing fear)	L. 3
		cricket (sport)	L. 3

VOCABULARY LIST

crime	L. 5	despite	L. 3
criminal	L. 3	destroy, to	L. 6
crisps (Br Eng) = potato chips (Am Eng)	L. 3	device	L. 8
cross off, to	L. 7	dial, to	L. 5
cross one's fingers, to	L. 5	dictator	L. 5
cross over, to	L. 4	differ, to	L. 3
cultural	L. 2	differently	L. 6
curler	L. 7	difficulty	L. 3
current (e.g., <i>Strong ocean currents are very dangerous for swimmers.</i>)	L. 6	dilemma	L. 8
curvilinear	L. 7	diplomacy	L. 2
custom	L. 1	directly	L. 4
custom-built	L. 1	discourage, to	L. 5
custom-made	L. 1	discussion	L. 2
customs	L. 3	discussion forums	L. 2
		disheveled	L. 3
		dismay	L. 5
		distant (e.g., <i>I tried to make friends with our new classmate, but she seems a bit distant.</i>)	L. 3
		diversity	L. 8
		divorce, to	L. 3
		document, to	L. 3
		Dodge (a brand of vehicle manufactured by Chrysler Corp.)	L. 7
		dolled up	L. 3
		double comparatives	L. 1
		double-decker	L. 4
		downright	L. 6
		draw (conclusions), to	L. 3
		drop, to = to lower	L. 8
		drown, to	L. 1
		drownd/drowning (nonstandard variants of drown/drowning)	L. 1
		drug	L. 5
		drunken	L. 5
		dub, to (e.g., <i>In the 1950s, Elvis Presley was dubbed the "King of Rock."</i>)	L. 2
		dust	L. 5
		dye, to	L. 5

D

D.C. = District of Columbia	L. 8
dancer	L. 4
darling	L. 3
dazzling = amazing	L. 1
dead in one's tracks	L. 5
deadline	L. 8
deal (with sth. or sb.), to	L. 1
death	L. 1
debating (e.g., <i>debating team</i>)	L. 5
deceiving	L. 5
deforestation	L. 6
degree (e.g., <i>a college degree</i>)	L. 8
delay	L. 8
delight, to	L. 4
delighted	L. 3
demand, to	L. 5
describe, to	L. 5
desire	L. 1

E

early days	L. 3	Evensong	L. 3
earshot (out of/within earshot)	L. 3	evolution	L. 7
eat sb. alive, to (e.g., <i>Having no time for extra training, Bernie was eaten alive by the other athletes at the swimming competition.</i>)	L. 1	exaggerated	L. 3
Ecuador	L. 4	exaggeratedly	L. 3
ego trip	L. 5	exaggeration	L. 2
El Salvador	L. 4	exchange	L. 5
elder	L. 1	excited	L. 3
embarrassed	L. 3	excitedly	L. 3
embody, to	L. 4	executive	L. 5
emerald (green) (e.g., <i>My girlfriend has long blond hair and emerald green eyes.</i>)	L. 1	expect, to = to be pregnant	L. 3
emerald (a bright green precious stone)	L. 1	expertise	L. 2
emerge, to	L. 3	expression (e.g., <i>Dance is a form of artistic expression.</i>)	L. 7
emission	L. 6	exterior	L. 7
employment	L. 8	extravaganza	L. 4
enchancing	L. 1	extreme (e.g., <i>It gave her extreme pleasure to see her daughter become such a successful actress.</i>)	L. 4
encounter	L. 1	extremist (one who practices extreme sports)	L. 1
encouragement	L. 7	extremist (someone who has extreme or radical opinions and beliefs, especially political ones)	L. 1
encrust, to	L. 7		
engage, to	L. 6		
Englishes	L. 2		
enraged	L. 3		
enter, to (a competition)	L. 8		
enthusiasm	L. 3		
environmental	L. 6		
epic	L. 1		
epicenter	L. 7		
equally	L. 8		
equipment	L. 1		
establish oneself (as), to	L. 3		
established	L. 7		
estimate, to	L. 2		
ethics	L. 5		
eve	L. 3		

F

face (of a mountain, building)	L. 1
face, to = to deal with	L. 8
facilitate, to	L. 2
factor (e.g., <i>Fuel economy is a very important factor to consider when buying a car.</i>)	L. 1
failure	L. 2
familiarity	L. 8
fascinating	L. 6
fashion	L. 4
fatty	L. 7
fear	L. 1
fear, to	L. 1
feed, to (e.g., <i>Bob is feeding the police information about the accident he saw today.</i>)	L. 4

VOCABULARY LIST

fellow	L. 5	gather, to	L. 4
fictional	L. 8	gear (e.g., <i>He put the car into first gear while climbing the hill.</i>)	L. 4
field (e.g., <i>Professor Harris is one of the most respected researchers in the field of global warming.</i>)	L. 2	gear (equipment)	L. 1
figure	L. 3	geek	L. 4
file, to (nails)	L. 5	geopolitics	L. 8
filmmaker	L. 7	German	L. 7
fire department	L. 5	gesture	L. 3
first cousin	L. 3	get sby., to = to annoy	L. 3
fishbowl	L. 3	get a running start, to	L. 1
flaunt, to	L. 7	get by, to (e.g., <i>When I was in high school, I always had difficulty with physics, but I was able to get by.</i>)	L. 3
flood, to	L. 3	get one's teeth into sth., to	L. 3
focus (on sth.), to	L. 1	get/grow restless, to	L. 1
folklore	L. 8	GHG = greenhouse gas	L. 6
follow, to (e.g., <i>Our first candidate tonight is Fred Baker. Claire Davis will follow him.</i>)	L. 6	gift (e.g., <i>I loved it when Jean sang at the party last night. She definitely has a gift for music.</i>)	L. 2
fond (e.g., <i>fond memories</i>)	L. 3	gill	L. 1
football (Br Eng) = soccer (Am Eng)	L. 3	glance, to	L. 5
footstraps	L. 1	glitter, to	L. 5
for the world	L. 3	Global English = Globish	L. 2
force	L. 2	global warming	L. 6
forceful	L. 5	Globish = Global English	L. 2
formal = serious	L. 3	go into, to (e.g., <i>After she graduates, she wants to go into research.</i>)	L. 5
fossil fuel	L. 6	go off, to	L. 8
four-legged	L. 4	go on, to = to happen	L. 5
freak	L. 5	go/turn red, to	L. 3
freedom	L. 4	Golden Fleece	L. 1
from day one	L. 7	gotta (informal contraction) = got to	L. 1
from far and wide	L. 7	graduate, to	L. 5
from scratch	L. 7	graduating	L. 8
front end	L. 7	graduation	L. 3
fruitcake	L. 5	Greece	L. 4
fuel	L. 6	green (e.g., <i>I prefer to buy products from green companies.</i>)	L. 6
furry	L. 4	greenhouse gas = GHG	L. 6
fuss	L. 3		

G

gain, to	L. 3
gasp, to	L. 5

grow deeper, to	L. 5
gruesomely	L. 8
gruff	L. 5
guard, to	L. 3
gun	L. 1
guru	L. 1
gut (the alimentary canal or a portion of it, especially the intestine or stomach)	L. 1
gut feeling (e.g., <i>I have a gut feeling that Joan needs my help.</i>)	L. 1
gymnast	L. 5
gypsy	L. 4

H

habitual	L. 3
hail from, to	L. 4
hair clip	L. 7
hairstyle	L. 3
Haleakala	L. 1
have (a lot/nothing/etc.) to do with sth., to	L. 1
have sth. going on (with), to	L. 4
have/get butterflies (in one's stomach), to	L. 1
Hawaii	L. 1
Hawaiian (e.g., <i>Typical Hawaiian clothes are usually very colorful.</i>)	L. 1
Hawaiian (native of Hawaii)	L. 1
Hawaiian Islands	L. 1
hear sby. out, to	L. 5
heart attack	L. 5
heartburn	L. 5
heart-to-heart	L. 5
heated	L. 5
Hell's Angels	L. 5
her (sometimes used figuratively to refer to something thought of as female such as a ship, car, machine, country, or parts of nature)	L. 1

hippie	L. 7
historical	L. 3
hoax	L. 6
hold hands, to	L. 5
Holy mackerel!	L. 5
Honda Element (an SUV made by the Honda Motor Company)	L. 7
Honduras	L. 4
Honolulu	L. 1
hopeful	L. 8
hopefully	L. 1
horizon	L. 1
horn	L. 7
hot = well (e.g., <i>I've got a cold. I don't feel so hot.</i>)	L. 5
how-to	L. 8
hum, to	L. 5
humankind	L. 6
hurt (as in feelings)	L. 3
hurt, to (e.g., <i>After playing volleyball all day, my hands hurt.</i>)	L. 4

I

I can't help it.	L. 2
icon	L. 7
identically	L. 8
identity	L. 8
if you will	L. 6
ignorant	L. 3
imagination	L. 1
impact	L. 8
impact zone	L. 1
importance	L. 8
in a way	L. 4
in addition	L. 2
in my days	L. 5
in over one's head	L. 1
in summary	L. 2
in the shape of	L. 7

VOCABULARY LIST

in this respect	L.2
in/into a cold sweat	L.5
inappropriate	L.3
incantatory	L.8
incendiary	L.8
incidentally	L.5
including	L.8
increase	L.6
increase, to	L.6
indeed	L.3
India	L.2
Indian (a native or inhabitant of India)	L.2
Indian (e.g., <i>Have you ever tried Indian food?</i>)	L.2
individual	L.7
infamous	L.3
infer, to (e.g., <i>I inferred from the look on his face that he was very nervous.</i>)	L.1
influence	L.2
influence, to	L.8
inform, to	L.3
inmate	L.5
innocent	L.8
insist, to	L.2
institution	L.8
interact, to	L.5
interpret, to	L.2
intonation	L.2
invariably = always	L.8
Iran	L.4
irresponsible	L.6
island	L.1
item	L.8
it's time for sth.	L.1
it's time to do sth.	L.1

J

jack-in-the-box	L.5
Jamaica	L.2

Jamaican	L.2
Jaws (a big-wave surfing spot on the island of Maui)	L.1
jerk	L.3
Jet Ski®	L.1
JFK (John Fitzgerald Kennedy Airport)	L.3
jog	L.4
jog, to	L.5
joint	L.4
jokingly	L.5
jolt sby. into/out of sth., to	L.3
judge, to	L.1
juggle, to	L.4
juggling	L.4

K

keep going, to	L.7
keep one's cool, to	L.5
keep the pot boiling, to	L.8
keyword	L.8
kick off, to	L.7
kinda (informal contraction) = kind of	L.1
kindly	L.6
kindness	L.4
king	L.1
knackered (Br Eng) = exhausted (Am Eng)	L.3
knock some sense into, to	L.5

L

laden = full of	L.3
landing	L.5
lap up, to	L.3

VOCABULARY LIST

member (e.g., <i>Julie has been a member of the basketball team for over four years.</i>)	L. 1	mutter, to	L. 5
mere	L. 3	myth	L. 1
metaphor	L. 3	mythical	L. 1
meticulous	L. 1	N	
Mexican	L. 5	nail	L. 5
Mexico	L. 4	narrow-minded	L. 2
microphone	L. 6	nation	L. 6
might	L. 1	national	L. 6
migrate, to	L. 1	natural (e.g., <i>It's only natural for a baby like Jimmy not to sleep the whole night.</i>)	L. 3
miracle	L. 5	natural (of, existing in, or produced by nature)	L. 1
misfit	L. 5	naturally	L. 6
misinterpret, to	L. 2	nature-boy	L. 7
misinterpretation	L. 2	Nepal	L. 4
missed	L. 7	nerd	L. 4
mistake sby./sth. for sby./sth., to	L. 3	nerdy	L. 4
misunderstanding	L. 3	nervousness	L. 1
mitigation	L. 6	New Zealand	L. 4
mix, to (to combine)	L. 3	Nicaragua	L. 4
moderator	L. 6	Nigeria	L. 2
modified	L. 7	Nigerian (native of Nigeria)	L. 2
modify, to	L. 7	Nigerian (e.g., <i>Nigerian culture is very diverse due to the many different ethnic groups that make up the population.</i>)	L. 2
momentarily	L. 5	nirvana (the state of perfect happiness and peace in Buddhism)	L. 1
monarch	L. 3	nirvana (e.g., <i>Spending the day at the beach is my idea of nirvana.</i>)	L. 1
monumental	L. 4	no longer (e.g., <i>Everybody knows Luke has flunked physics. It's no longer a secret.</i>)	L. 2
morals	L. 5	No sweat.	L. 5
mortal	L. 3	nomadic	L. 4
mortification	L. 8	nonchalantly	L. 5
most of all	L. 4	nonsense	L. 5
mostly	L. 4	normally	L. 1
motto	L. 1	North Shore	L. 5
Mount Everest (also simply Everest)	L. 1		
movement (e.g., <i>environmental movements</i>)	L. 6		
moviegoer	L. 3		
much less (e.g., <i>Kathy had no idea her dad understood cricket, much less enjoyed it.</i>)	L. 3		
muscle	L. 5		

Not that (used before a sentence or phrase to mean the opposite. e.g., <i>Not that I mind, but have you finished studying for the test?</i>)	L. 3
note (e.g., <i>The candidate ended his speech on an enthusiastic note.</i>)	L. 5
nothing more than	L. 7
not-so-(adj.) (e.g., <i>not-so-cool</i>)	L. 4
now and then	L. 5
nowadays	L. 1
nudge	L. 8

O

Oahu	L. 1
obvious	L. 6
occasionally	L. 3
occupation	L. 4
off the scale	L. 1
officer	L. 8
official	L. 2
offshore	L. 1
old-fashioned	L. 5
on display	L. 1
on the other hand	L. 3
on the sly	L. 5
one's (fair) share of sth.	L. 3
one-size-fits(-all)	L. 8
onlooker	L. 7
open up, to	L. 5
open-ended	L. 8
open-minded	L. 5
operation (a business, company, or organization)	L. 5
opponent	L. 6
or else	L. 5
ordinary	L. 7
ostensibly	L. 8
ostentatious	L. 3
otherwise	L. 6

ought to	L. 3
out of (e.g., <i>Nine out of ten people love chocolate.</i>)	L. 2
out of (e.g., <i>He made a stool out of plastic bottles.</i>)	L. 7
out of somewhere/sth. (no longer in)	L. 4
out of this world	L. 4
out on a limb (or on a limb)	L. 1
outclass, to	L. 2
outgoing	L. 3
over = about	L. 8
over (e.g., <i>Megan chose Harvard over the other universities she had applied to.</i>)	L. 8
over the top (e.g., <i>The arrangements for the party were over the top.</i>)	L. 3
overly	L. 3

P

Pacific (the Pacific Ocean, the Pacific)	L. 1
paddle, to	L. 1
pairing	L. 7
Panama	L. 4
pancake	L. 3
part and parcel	L. 4
participant	L. 4
particle (piece of matter smaller than an atom)	L. 5
particularly	L. 6
party (e.g., <i>political party</i>)	L. 5
passive voice	L. 1
pause	L. 8
pay one's way, to	L. 4
Peahi	L. 1
Pennsylvania	L. 8
permanently	L. 7
personal watercraft (PWC)	L. 1

VOCABULARY LIST

Peru	L. 4	Prince Charming	L. 3
pew	L. 3	prison (e.g., <i>He's in prison.</i>)	L. 5
Ph.D. (Doctor of Philosophy)	L. 5	prison (e.g., <i>prison inmate</i>)	L. 5
phantom	L. 7	private (e.g., <i>private schools/colleges</i>)	L. 8
phenomenon	L. 2	process	L. 8
phew	L. 1	procrastinator	L. 8
photograph, to	L. 3	profoundly	L. 8
physicist	L. 5	promote, to	L. 6
piece of the puzzle	L. 8	prompt	L. 8
piercing	L. 5	prospect (e.g., <i>Sandy has just begun her new job, but her prospects with the company look good.</i>)	L. 1
pigeon	L. 3	provide, to	L. 8
ping-pong	L. 5	prowl, to	L. 4
pioneer	L. 7	psychic	L. 2
pioneer, to	L. 7	public (place)	L. 4
pithy	L. 8	public (e.g., <i>public schools/colleges</i>)	L. 8
place, to (e.g., <i>Mr. Miller places great importance on the character of his employees.</i>)	L. 8	publish, to	L. 6
plan, to	L. 1	pulse of life	L. 1
planning	L. 1	punk	L. 5
play by the rules, to	L. 1	pure	L. 5
player (sport)	L. 5	put sby. off, to (e.g., <i>I used to like Helen, but her sarcastic comments at the party today really put me off.</i>)	L. 6
playful	L. 4	put sby. on, to (e.g., <i>Relax, Sophie. Johnny was putting you on when he told you he would quit college to become a musician.</i>)	L. 5
plunge, to	L. 1	put sth. in/into (these/those) words, to	L. 3
point, to	L. 3	put sth. off, to	L. 8
point-blank	L. 5	put/hold a gun to one's head, to	L. 1
poke	L. 4	puzzle	L. 8
poker face	L. 5		
political	L. 5		
pollution	L. 6		
pop, to (e.g., <i>He popped some peanuts into his mouth.</i>)	L. 1		
populist	L. 4		
position (e.g., <i>What's your position on birth control?</i>)	L. 3		
possibility	L. 4		
pot (keep the pot boiling)	L. 8		
prejudice	L. 5		
present sby. with sth., to	L. 3		
prevent, to	L. 8		
primarily	L. 6		

Q

qualified	L. 8
quantum physics	L. 5
queen	L. 3

questioning (e.g., <i>questioning look/expression</i>)	L. 3
questionnaire	L. 8
quickly	L. 3

R

radical	L. 5
rain check	L. 5
raise, to	L. 5
reach, to (e.g., <i>In the U.S. you can drive when you reach 16.</i>)	L. 2
readily	L. 3
real	L. 1
reality series	L. 3
realm	L. 4
rear up, to	L. 1
recall, to = to remember	L. 3
reception	L. 3
recollection	L. 3
reconsider, to	L. 3
red-blooded	L. 8
reduce, to	L. 6
refer to, to	L. 3
reflect, to (e.g., <i>Mrs. Wilson's lecture reflects her worries about drug addiction among teens.</i>)	L. 2
reforestation	L. 6
relatively	L. 8
release, to (e.g., <i>release energy</i>)	L. 1
religion	L. 5
reluctant	L. 3
remark, to	L. 3
remarry, to	L. 3
renewable	L. 6
repeat, to	L. 3
represent, to	L. 4
rescue sled	L. 1
rescue, to	L. 1
researcher	L. 6

reserved	L. 3
respectable	L. 5
responsible	L. 6
restless (e.g., <i>After two years working for the same company, Ronnie got restless and applied for a new job.</i>)	L. 1
restless (e.g., <i>Vicky spent a restless night just thinking about her wedding the next day.</i>)	L. 1
rethink, to	L. 2
retired	L. 5
retort, to	L. 5
return, to = to go back	L. 8
revolve around sth./sby., to	L. 3
reward	L. 4
rewarding	L. 4
ride (on) waves, to	L. 1
right up	L. 4
ring a bell, to / ring any bells, to	L. 5
ring in one's head, to (e.g., <i>With the words of the song ringing in my head, I went for a walk.</i>)	L. 5
risk one's life, to	L. 1
River Thames	L. 3
road trip	L. 7
roll one's eyes, to	L. 5
roof	L. 5
rooster	L. 7
roughly	L. 8
round up, to	L. 4
routine	L. 3
run a red light, to	L. 5
running start	L. 1
Russia	L. 4

S

safety	L. 1
safety sled	L. 1

VOCABULARY LIST

sailor	L. 5	shoot the breeze, to	L. 5
saint	L. 7	shore	L. 1
sample	L. 8	shortly = soon	L. 1
sarcasm	L. 3	shortly before/after (not long before or after)	L. 1
sarcastic	L. 2	showcase	L. 7
sarcastically	L. 5	significance	L. 1
Sardinia	L. 4	significantly	L. 2
save, to (e.g., <i>The puppy fell into the pool but Luke saved him from drowning.</i>)	L. 3	similarity	L. 3
scare, to	L. 8	simplification	L. 2
scene (a particular area of activity and the people who are involved in it: <i>the music/dance scene</i>)	L. 1	ski (short for Jet Ski®) = PWC	L. 1
scene (e.g., <i>the scene of the accident/crime/etc.</i>)	L. 1	skull	L. 5
school-leaver	L. 3	slam, to	L. 5
scientist	L. 6	slapstick	L. 4
scrutiny	L. 8	sled device (tow-in surfing equipment)	L. 1
secondary	L. 2	sleepwalker	L. 5
secret agent	L. 5	sleeveless	L. 5
seduce, to	L. 8	slingshot	L. 1
see eye to eye, to	L. 3	slope	L. 1
seldom	L. 8	smooth sth. over, to	L. 3
selective	L. 8	so-called	L. 6
self	L. 8	socially	L. 5
self-conscious	L. 3	solid (consisting of only one kind of material)	L. 1
self-expression	L. 7	somber	L. 3
sense (e.g., <i>Sarah has a terrible sense of direction. She's always getting lost.</i>)	L. 4	somewhat	L. 3
sense of humor	L. 3	sophomore	L. 5
settle, to (e.g., <i>I need to call the country club and settle the details for Lucy's Sweet Sixteen.</i>)	L. 8	spark, to	L. 5
shaggy	L. 4	specific	L. 1
shake, to	L. 4	spectacle	L. 4
shall	L. 6	spectator	L. 4
shape, to	L. 2	speed, to	L. 5
sheer (e.g., <i>She was filled with sheer pride at her daughter's graduation.</i>)	L. 3	spell out, to	L. 5
ship, to	L. 4	spirit world	L. 4
shoebox	L. 7	spiritual	L. 1
		split second	L. 1
		spoiled brat	L. 3
		spot, to	L. 5
		spring, to	L. 5
		spring, to	L. 5

V

vain	L. 7
van	L. 7
vanity	L. 7
variable (e.g., <i>Temperatures have been variable over the last month.</i>)	L. 8
vary, to	L. 2
vast	L. 8
vaulted	L. 3
vehicle	L. 7
verbal	L. 5
veteran	L. 8
vice versa	L. 3
view	L. 3
villain	L. 6
villain of the piece	L. 6
vine	L. 1
vinegar	L. 5
vineyard	L. 1
vivid (e.g., <i>vivid imagination</i>)	L. 1
Volkswagen Bug	L. 7

W

wacky	L. 4
Waimea Bay	L. 1
wanna (informal contraction) = want to	L. 1
warm, to	L. 6
Washington	L. 8
water, to (e.g., <i>The smell of those brownies is making my mouth water.</i>)	L. 3
watercraft	L. 1
waterman	L. 1
waveboard	L. 1
wax	L. 3
wealthy	L. 3

weirdo	L. 5
welcome, to	L. 6
well-adjusted	L. 8
well-dressed	L. 5
well-published	L. 6
well-turned	L. 8
Westminster Abbey	L. 3
what makes the world go round	L. 1
wheel, to (to push)	L. 3
when it comes to	L. 7
whether	L. 7
whip out, to	L. 5
whipped butter	L. 3
widespread	L. 2
wind	L. 6
window-shop, to	L. 5
wisecrack	L. 5
within	L. 3
wooh	L. 4
work, to (e.g., <i>The idea of having some students change places in class worked pretty well.</i>)	L. 3
worldly	L. 4
wow, to	L. 4
wrestler	L. 5

Y

yap, to	L. 8
yard	L. 1
yet (e.g., <i>Her hair was short, yet very beautiful.</i>)	L. 6

VERBS

Infinitive

Past Tense

Past Participle

A

to abandon	abandoned	abandoned
to accept	accepted	accepted
to access	accessed	accessed
to accompany	accompanied	accompanied
to achieve	achieved	achieved
to act	acted	acted
to add	added	added
to address	addressed	addressed
to adjoin	adjoined	adjoined
to admit	admitted	admitted
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 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
to argue	argued	argued
to arrange	arranged	arranged
to arrive	arrived	arrived
to ask	asked	asked
to assess	assessed	assessed
to assume	assumed	assumed
to attach	attached	attached
to attack	attacked	attacked
to attain	attained	attained

Infinitive

to attempt
to attend
to avoid

Past Tense

attempted
attended
avoided

Past Participle

attempted
attended
avoided

B

to back off
to balance
to baptize
to bark
to be
to beat
to become
to beg
to begin
to behave
to believe
to bend
to bet
to bite
to blame
to blow
to board
to boil
to book
to borrow
to bother
to break
to breathe
to bring
to browse
to brush
to buckle
to bug
to build

backed off
balanced
baptized
barked
was; were
beat
became
begged
began
behaved
believed
bent
bet
bit
blamed
blew
boarded
boiled
booked
borrowed
bothered
broke
breathed
brought
browsed
brushed
buckled
bugged
built

backed off
balanced
baptized
barked
been
beaten
become
begged
began
behaved
believed
bent
bet
bitten
blamed
blown
boarded
boiled
booked
borrowed
bothered
broken
breathed
brought
browsed
brushed
buckled
bugged
built

VERBS

Infinitive

to burn
to bury
to busk
to butt in
to buy
to bypass

Past Tense

burned; burnt
buried
busked
butted in
bought
bypassed

Past Participle

burned; burnt
buried
busked
butted in
bought
bypassed

C

to call
to camp
to cancel
to capture
to care
to carouse
to carpool
to carry
to catch
to cause
to celebrate
to chalk up
to challenge
to change
to charge
to chase
to chat
to check
to cheer
to chew
to chill
to choose
to chop
to chuckle
to clap

called
camped
canceled
captured
cared
caroused
carpooled
carried
caught
caused
celebrated
chalked up
challenged
changed
charged
chased
chatted
checked
cheered
chewed
chilled
chose
chopped
chuckled
clapped

called
camped
canceled
captured
cared
caroused
carpooled
carried
caught
caused
celebrated
chalked up
challenged
changed
charged
chased
chatted
checked
cheered
chewed
chilled
chosen
chopped
chuckled
clapped

Infinitive

to clean
to clear
to click
to climb
to cling
to close
to comb
to come
to comment
to commission
to communicate
to compete
to complain
to complete
to compose
to concentrate
to conduct
to confess
to confuse
to congratulate
to connect
to conquer
to conserve
to consider
to contact
to continue
to control
to convict
to convince
to cook
to cool
to cope with
to copy
to cough
to count
to cover

Past Tense

cleaned
cleared
clicked
climbed
clung
closed
combed
came
commented
commissioned
communicated
competed
complained
completed
composed
concentrated
conducted
confessed
confused
congratulated
connected
conquered
conserved
considered
contacted
continued
controlled
convicted
convinced
cooked
cooled
coped with
copied
coughed
counted
covered

Past Participle

cleaned
cleared
clicked
climbed
clung
closed
combed
come
commented
commissioned
communicated
competed
complained
completed
composed
concentrated
conducted
confessed
confused
congratulated
connected
conquered
conserved
considered
contacted
continued
controlled
convicted
convinced
cooked
cooled
coped with
copied
coughed
counted
covered

VERBS

Infinitive

to crash into
to create
to cross
to cry
to curl up
to cut

Past Tense

crashed into
created
crossed
cried
curled up
cut

Past Participle

crashed into
created
crossed
cried
curled up
cut

D

to dance
to date
to daydream
to deal
to decide
to declare
to define
to delight
to deliver
to demand
to deny
to depart
to depend
to describe
to deserve
to design
to destroy
to determine
to detest
to develop
to dial
to die
to differ
to dig
to disagree

danced
dated
daydreamed
dealt
decided
declared
defined
delighted
delivered
demanded
denied
departed
depended
described
deserved
designed
destroyed
determined
detested
developed
dialed
died
differed
dug
disagreed

danced
dated
daydreamed
dealt
decided
declared
defined
delighted
delivered
demanded
denied
departed
depended
described
deserved
designed
destroyed
determined
detested
developed
dialed
died
differed
dug
disagreed

Infinitive

to disappear
to discourage
to discover
to discuss
to dislike
to ditch
to dive
to divorce
to do
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 dye

Past Tense

disappeared
discouraged
discovered
discussed
disliked
ditched
dived; dove
divorced
did
documented
doubted
downloaded
drew
dreamed; dreamt
dressed
drank
drove
dropped
drowned
dried
dubbed
dyed

Past Participle

disappeared
discouraged
discovered
discussed
disliked
ditched
dived
divorced
done
documented
doubted
downloaded
drawn
dreamed; dreamt
dressed
drunk
driven
dropped
drowned
dried
dubbed
dyed

E

to eat
to edit
to elect
to embarrass
to embody
to embrace
to emerge
to encourage
to encrust
to end

ate
edited
elected
embarrassed
embodied
embraced
emerged
encouraged
encrusted
ended

eaten
edited
elected
embarrassed
embodied
embraced
emerged
encouraged
encrusted
ended

VERBS

Infinitive

to endure
to engage
to engulf
to enjoy
to enroll
to enter
to establish
to estimate
to exaggerate
to exchange
to exert
to exist
to expect
to experience
to explain
to explore
to extract

Past Tense

endured
engaged
engulfed
enjoyed
enrolled
entered
established
estimated
exaggerated
exchanged
exerted
existed
expected
experienced
explained
explored
extracted

Past Participle

endured
engaged
engulfed
enjoyed
enrolled
entered
established
estimated
exaggerated
exchanged
exerted
existed
expected
experienced
explained
explored
extracted

F

to face
to facilitate
to fail
to faint
to fall
to fasten
to fear
to feed
to feel
to fetch
to figure
to file
to fill
to fill out

faced
facilitated
failed
fainted
fell
fastened
feared
fed
felt
fetched
figured
filed
filled
filled out

faced
facilitated
failed
fainted
fallen
fastened
feared
fed
felt
fetched
figured
filed
filled
filled out

Infinitive

to film
to find
to finish
to fish
to fit
to fix
to flaunt
to flood
to flunk
to fly
to focus
to follow
to fool
to forbid
to foreclose
to forget
to forgive
to freak out
to fry
to fuel
to fulfill

Past Tense

filmed
found
finished
fished
fitted
fixed
flaunted
flooded
flunked
flew
focused; focussed
followed
fooled
forbade
foreclosed
forgot
forgave
freaked out
fried
fueled
fulfilled

Past Participle

filmed
found
finished
fished
fitted
fixed
flaunted
flooded
flunked
flown
focused; focussed
followed
fooled
forbidden
foreclosed
forgotten
forgiven
freaked out
fried
fueled
fulfilled

G

to gain
to gasp
to gather
to get
to give
to glance
to glitter
to go
to gossip
to grab
to graduate

gained
gasped
gathered
got
gave
glanced
glittered
went
gossiped
grabbed
graduated

gained
gasped
gathered
got; gotten
given
glanced
glittered
gone
gossiped
grabbed
graduated

Infinitive

Past Tense

Past Participle

to grow
to guard
to guess

grew
guarded
guessed

grown
guarded
guessed

H

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 hate
to have
to head
to hear
to help
to hide
to hike
to hire out
to hit
to hold
to hope
to hum
to hurry
to hurt

hailed from
handed
handled

hung
happened
hated
had
headed
heard
helped
hid
hiked
hired out
hit
held
hoped
hummed
hurried
hurt

hailed from
handed
handled

hung
happened
hated
had
headed
heard
helped
hidden
hiked
hired out
hit
held
hoped
hummed
hurried
hurt

I

to ice-skate
to idle
to ignore

ice-skated
idled
ignored

ice-skated
idled
ignored

Infinitive

to illustrate
to imagine
to impress
to include
to increase
to indicate
to infect
to infer
to influence
to inform
to insist
to intend
to interact
to interpret
to interrupt
to introduce
to invade
to invent
to invite
to involve
to isolate

Past Tense

illustrated
imagined
impressed
included
increased
indicated
infected
inferred
influenced
informed
insisted
intended
interacted
interpreted
interrupted
introduced
invaded
invented
invited
involved
isolated

Past Participle

illustrated
imagined
impressed
included
increased
indicated
infected
inferred
influenced
informed
insisted
intended
interacted
interpreted
interrupted
introduced
invaded
invented
invited
involved
isolated

J

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

VERBS

Infinitive

to kid
to kill
to kiss
to kneel
to knock
to know

Past Tense

kidded
killed
kissed
kneeled
knocked
knew

Past Participle

kidded
killed
kissed
kneeled
knocked
known

L

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
horizontal
position)

to lie (to say sth. that
is not true)

to lighten up
to like
to limit
to line
to list
to listen
to live
to load

lapped up
lashed
laughed
laid
led
leaned
learned
left
lectured
lent
let

lay

lied
lightened up
liked
limited
lined
listed
listened
lived
loaded

lapped up
lashed
laughed
laid
led
leaned
learned
left
lectured
lent
let

lain

lied
lightened up
liked
limited
lined
listed
listened
lived
loaded

Infinitive

to lock
to long for
to look
to lose
to love
to lurch

Past Tense

locked
longed for
looked
lost
loved
lurched

Past Participle

locked
longed for
looked
lost
loved
lurched

M

to mail
to make
to manage
to marry
to match
to matter
to mean
to meet
to mention
to migrate
to mind
to misinterpret
to miss
to mistake
to misunderstand
to mix
to modify
to move
to mow
to mutter

mailed
made
managed
married
matched
mattered
meant
met
mentioned
migrated
minded
misinterpreted
missed
mistook
misunderstood
mixed
modified
moved
mowed
muttered

mailed
made
managed
married
matched
mattered
meant
met
mentioned
migrated
minded
misinterpreted
missed
mistaken
misunderstood
mixed
modified
moved
mowed
muttered

N

to need
to nest

needed
nested

needed
nested

VERBS

Infinitive

to network
to notice

O

to obey
to offend
to offer
to open
to operate
to order
to organize
to outclass
to overhear
to overlook
to oversleep
to owe
to own

Past Tense

networked
noticed

obeyed
offended
offered
opened
operated
ordered
organized
outclassed
overheard
overlooked
overslept
owed
owned

Past Participle

networked
noticed

obeyed
offended
offered
opened
operated
ordered
organized
outclassed
overheard
overlooked
overslept
owed
owned

P

to pack
to paddle
to paint
to panic
to park
to participate
to pass
to pay
to pee
to perfect
to perform
to persuade

packed
paddled
painted
panicked
parked
participated
passed
paid
peed
perfected
performed
persuaded

packed
paddled
painted
panicked
parked
participated
passed
paid
peed
perfected
performed
persuaded

Infinitive

to pet
to photograph
to pick
to pioneer
to place
to plan
to plant
to play
to plunge
to point
to poke fun at
to pop
to pose
to position
to post
to practice
to predict
to prefer
to prepare
to present
to pretend
to prevent
to proceed
to procrastinate
to produce
to promise
to promote
to propose
to protest
to prove
to provide
to prowl
to publish
to pull
to pump
to push
to put

Past Tense

petted
photographed
picked
pioneered
placed
planned
planted
played
plunged
pointed
poked fun at
popped
posed
positioned
posted
practiced
predicted
preferred
prepared
presented
pretended
prevented
proceeded
procrastinated
produced
promised
promoted
proposed
protested
proved
provided
prowled
published
pulled
pumped
pushed
put

Past Participle

petted
photographed
picked
pioneered
placed
planned
planted
played
plunged
pointed
poked fun at
popped
posed
positioned
posted
practiced
predicted
preferred
prepared
presented
pretended
prevented
proceeded
procrastinated
produced
promised
promoted
proposed
protested
proved; proven
provided
prowled
published
pulled
pumped
pushed
put

VERBS

Infinitive

Past Tense

Past Participle

Q

to quit

quit

quit

R

to rain

rained

rained

to raise

raised

raised

to reach

reached

reached

to react

reacted

reacted

to read

read

read

to realize

realized

realized

to rear up

reared up

reared up

to recall

recalled

recalled

to receive

received

received

to recognize

recognized

recognized

to recommend

recommended

recommended

to reconsider

reconsidered

reconsidered

to record

recorded

recorded

to recoup

recouped

recouped

to recover

recovered

recovered

to recycle

recycled

recycled

to reduce

reduced

reduced

to refer

referred

referred

to reflect

reflected

reflected

to refuse

refused

refused

to relax

relaxed

relaxed

to release

released

released

to remark

remarked

remarked

to remarry

remarried

remarried

to remember

remembered

remembered

to remind

reminded

reminded

to remove

removed

removed

to rent = to rent out

rented

rented

Infinitive

to repeat
to reply
to represent
to request
to require
to rescue
to resist
to respect
to respond
to rest
to rethink
to retort
to return
to reveal
to review
to revitalize
to revolve
to rhyme
to ride
to ring
to rinse
to risk
to roast
to roll
to rollerblade
to root
to round up
to row
to run
to rush

Past Tense

repeated
replied
represented
requested
required
rescued
resisted
respected
responded
rested
rethought
retorted
returned
revealed
reviewed
revitalized
revolved
rhymed
rode
rang
rinsed
risked
roasted
rolled
rollerbladed
rooted
rounded up
rowed
ran
rushed

Past Participle

repeated
replied
represented
requested
required
rescued
resisted
respected
responded
rested
rethought
retorted
returned
revealed
reviewed
revitalized
revolved
rhymed
ridden
rung
rinsed
risked
roasted
rolled
rollerbladed
rooted
rounded up
rowed
run
rushed

S

to salute
to say

saluted
said

saluted
said

VERBS

Infinitive

to save
to savor
to scare
to scratch
to scream
to seduce
to see
to seek
to seem
to sell
to send
to separate
to serve
to set
to settle
to sew
to shake up
to shape
to share
to ship
to shoot
to shop
to show
to shut
to sightsee
to signal
to sing
to sit
to ski
to slam
to sleep
to slip
to slouch
to smell
to smile
to smoke

Past Tense

saved
savored
scared
scratched
screamed
seduced
saw
sought
seemed
sold
sent
separated
served
set
settled
sewed
shook up
shaped
shared
shipped
shot
shopped
showed
shut
sightsaw
signaled
sang
sat
skied
slammed
slept
slipped
slouched
smelled
smiled
smoked

Past Participle

saved
savored
scared
scratched
screamed
seduced
seen
sought
seemed
sold
sent
separated
served
set
settled
sewn
shaken up
shaped
shared
shipped
shot
shopped
showed; shown
shut
sightseen
signaled
sung
sat
skied
slammed
slept
slipped
slouched
smelled
smiled
smoked

Infinitive

to smooth
 to smuggle
 to sneak
 to sneeze
 to snoop around
 to snooze
 to snowmobile
 to snowshoe
 to solidify
 to solve
 to sound
 to space out
 to spark
 to speak
 to speed
 to spell
 to spend
 to spill
 to spit
 to spot
 to spread
 to spring
 to sprint
 to stall
 to stand
 to stare
 to start
 to stay
 to steal
 to steam
 to step
 to stick to
 to stink
 to stop
 to storm
 to straighten

Past Tense

smoothed
 smuggled
 sneaked; snuck
 sneezed
 snooped around
 snoozed
 snowmobiled
 snowshoed
 solidified
 solved
 sounded
 spaced out
 sparked
 spoke
 sped
 spelled
 spent
 spilled
 spit; spat
 spotted
 spread
 sprang
 sprinted
 stalled
 stood
 stared
 started
 stayed
 stole
 steamed
 stepped
 stuck to
 stank
 stopped
 stormed
 straightened

Past Participle

smoothed
 smuggled
 sneaked; snuck
 sneezed
 snooped around
 snoozed
 snowmobiled
 snowshoed
 solidified
 solved
 sounded
 spaced out
 sparked
 spoken
 sped
 spelled
 spent
 spilled
 spit; spat
 spotted
 spread
 sprung
 sprinted
 stalled
 stood
 stared
 started
 stayed
 stolen
 steamed
 stepped
 stuck to
 stunk
 stopped
 stormed
 straightened

VERBS

Infinitive

to stretch
to strike up
to struggle
to study
to stutter
to submit
to suggest
to suit
to sum up
to suppose
to surf
to surprise
to survive
to suspect
to swap
to swear
to sweep
to swim
to swindle
to switch
to symbolize

Past Tense

stretched
struck up
struggled
studied
stuttered
submitted
suggested
suited
summed up
supposed
surfed
surprised
survived
suspected
swapped
swore
swept
swam
swindled
switched
symbolized

Past Participle

stretched
struck up
struggled
studied
stuttered
submitted
suggested
suited
summed up
supposed
surfed
surprised
survived
suspected
swapped
sworn
swept
swum
swindled
switched
symbolized

T

to table
to tag
to take
to talk
to tap
to tape
to taste
to tattoo
to teach
to tease

tabled
tagged
took
talked
tapped
taped
tasted
tattooed
taught
teased

tabled
tagged
taken
talked
tapped
taped
tasted
tattooed
taught
teased

Infinitive

to tell
to tend
to terrorize
to test
to text
to think
to thrive
to throw
to tidy
to touch
to tow
to transform
to travel
to trust
to try
to tune
to turn
to type

Past Tense

told
tended
terrorized
tested
texted
thought
thrived
threw
tidied
touched
towed
transformed
traveled
trusted
tried
tuned
turned
typed

Past Participle

told
tended
terrorized
tested
texted
thought
thrived
thrown
tidied
touched
towed
transformed
traveled
trusted
tried
tuned
turned
typed

U

to uncover
to undercharge
to undergo
to unload
to use

uncovered
undercharged
underwent
unloaded
used

uncovered
undercharged
undergone
unloaded
used

V

to vacuum
to vary
to visit
to vomit
to vote

vacuumed
varied
visited
vomited
voted

vacuumed
varied
visited
vomited
voted

VERBS

Infinitive

Past Tense

Past Participle

W

to wait	waited	waited
to wake	woke	woken
to walk	walked	walked
to want	wanted	wanted
to warm up	warmed up	warmed up
to warn	warned	warned
to wash	washed	washed
to waste	wasted	wasted
to watch	watched	watched
to water	watered	watered
to wear	wore	worn
to weigh	weighed	weighed
to welcome	welcomed	welcomed
to wheel	wheeled	wheeled
to whip out	whipped out	whipped out
to whisper	whispered	whispered
to win	won	won
to window-shop	window-shopped	window-shopped
to wish	wished	wished
to work	worked	worked
to worry	worried	worried
to wow	wowed	wowed
to wrap sth. up	wrapped sth. up	wrapped sth. up
to write	wrote	written

Y

to yap	yapped	yapped
to yawn	yawned	yawned
to yell	yelled	yelled