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textbook





Version 1.0

TT 8 - TB - 1

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course plan

To The Top (TT) is a nine-book series consisting of three stages: Elementary, Intermediate, and Advanced. Books 1 and 2 are also available in a one-volume condensed version. The To The Top series was designed with two main objectives in mind:

- a) To prepare students for the Test of English as a Foreign Language (TOEFL®), the most widely recognized international test that evaluates nonnative speakers' level of competence in English.
- b) To facilitate students' understanding of the spoken English of modern American media, principally TV, and enable them to use its expressions and speech patterns. In this way, students develop the ability to communicate naturally and effectively in current American English.

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

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

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

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.

course plan

In order to accomplish the second main objective, CCLS has prepared a special list of 6253 words and expressions most frequently used in everyday speech and incorporated this vocabulary in the *TT* series. This list was extracted from CCLS's extensive corpus of approximately 6000 minutes of transcriptions of current American sitcoms.

Clearly, mastery of the vocabulary presented in *TT* will guarantee the learner an exceptional level of communicative competence in both general and academic English.

It should be pointed out that, at all levels of *TT*, the vocabulary presented is accompanied by the grammatical structures essential for communication. All of the material is presented in a dynamic, engaging way that respects the cultural aspect of the English language and ensures that the students' experience is a pleasant and enjoyable one.

book 8

To The Top — Advanced Stage — Book 8 is designed for teenagers and adults who have already attained intermediate-level proficiency in English.

In Book 8, some lessons contain a number of dynamically presented real-life situational dialogues. Real-life dialogues are also present in Lesson 4, which contains a cartoon of an American family going on a camping trip. Lesson 3 is based on an article which appeared in the newsmagazine Newsweek; the article talks about how to make money when the economy is failing. In Lesson 9, a text written by one of our staff writers deals with the art of cooking. The objective of both Lessons 3 and 9 is to improve students' reading skills and to encourage them to read for information and for pleasure. During both lessons, students will be encouraged to consult an English monolingual dictionary to look up words and expressions they may not be familiar with. Lesson 8 presents a promotional video which features the attractions of New Hampshire in the winter. The scripts of the video clips shown in class for Lessons 4 and 8 appear in the students' CALL Workbook in a section called The Video Clip. In this section, students will listen to the clips and fill in missing words or sentences in the scripts.

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 communicate effectively 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:

- Words in Action
- Text (Situational Dialogues and Articles)
- Vocabulary
- Reading Text
- Going Further
- The Grammar You Need
- Talking Like an American
- I Know How To . . .
- Using What You've Learned
- For Your Information
- Just for Fun

After the grammar explanations in this Textbook (TB), simple grammar exercises have been included in most lessons. These exercises are intended to help students make sure they have fully grasped the grammar point(s) introduced in the lesson and must be done and corrected in class. There is a Key for these exercises at the end of this TB.

In the *Talking Like an American* section, students review the fixed expressions, collocations and idioms (e.g., to go with, I'm out of here, hopes and dreams) they have learned in the lesson or in previous lessons.

At the end of each lesson, there is a section named *I know how to*, which sums up the communicative objectives that were taught in the lesson. Here students have a chance to check their understanding of the material in the lesson and identify any specific point(s) they should practice further.

At the end of this book, there is a list of all the new words and expressions presented in the situational dialogues, the video clips and the articles as well as a list containing all the verbs learned since the beginning of the Elementary Stage in their infinitive, past, and past participle forms.

To The Top - Advanced Stage - Book 8 contains 736 new words.

PAGE

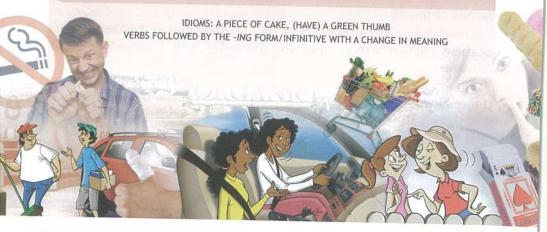
COMMUNICATIVE OBJECTIVES: • EXPRESSING DISBELIEF TO A PERSON / EXPLAINING THE REASON FOR TAKING AN ACTION / SELECTING AN OPTION

LESSON 2

28

COMMUNICATIVE OBJECTIVES:

EXPRESSING OPINIONS ABOUT HABITS / EXPRESSING DISBELIEF / TALKING ABOUT FUTURE PLANS



COMMUNICATIVE OBJECTIVES:

READING AND UNDERSTANDING A MAGAZINE ARTICLE

THE SUFFIX -LY
THE SUFFIX -ER

RELATIVE PRONOUNS: WHICH AND WHOSE
THE FUTURE CONTINUOUS TENSE



PAGE



105

COMMUNICATIVE OBJECTIVES:

TALKING ABOUT POSSIBILITY IN THE PAST / EXPRESSING ADVICE AND CRITICISM IN THE PAST

COULD HAVE + PAST PARTICIPLE SHOULD HAVE + PAST PARTICIPLE





LESSON 6

124

COMMUNICATIVE OBJECTIVES:

ASKING FOR A FAVOR / EXPLAINING WHAT SOMETHING IS ABOUT

DO AND MAKE
THE PRESENT SUBJUNCTIVE TENSE
THE PREFIX IN-



PAGE

LESSON 7

142

COMMUNICATIVE OBJECTIVES:

. EXPRESSING A DESIRE / STATING A WARNING / GIVING ADVICE / EXPRESSING A DESIRE/WISH



COMMUNICATIVE OBJECTIVES:

 TALKING ABOUT WINTER SPORTS AND LEISURE ACTIVITIES / ENCOURAGING A PERSON TO DO SOMETHING

THE SUFFIX -LESS
THE SUFFIX -FUL

SPIKE
COGNARIGENTER

OF THE SUFFIX -LESS
THE SUFFIX -FUL

PAGE LESSON 9 191 COMMUNICATIVE OBJECTIVE: TALKING ABOUT COOKING PARTICIPIAL ADJECTIVES FIXED EXPRESSIONS WITH TO MAKE THE PREFIX DIS-THE SUFFIX -ABLE LESSON 10 222 COMMUNICATIVE OBJECTIVES: TALKING ABOUT TRAVEL / TALKING ABOUT HOTEL ARRANGEMENTS AND CURRENCY / TALKING ABOUT A TRIP TELLING THE TIME IN AMERICAN ENGLISH POSITION OF ADVERBS OF PLACE, MANNER, AND TIME POSITION OF ADVERBS OF MANNER, PLACE, AND TIME FIXED EXPRESSIONS WITH TO DO MIGHT HAVE + PAST PARTICIPLE Key to the Exercises Vocabulary List Verbs Acknowledgments 285

words in action



A **SUBWAY** IS A RAILWAY SYSTEM THAT RUNS BELOW THE GROUND IN A BIG CITY.

IN THIS STATION, PEOPLE MUST WAIT FOR THE SUBWAY BEHIND THE YELLOW LINE.



LESSON 1 words in action



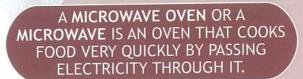


DIFFERENT KINDS OF OVENS



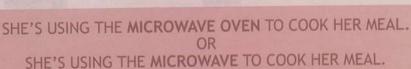


LESSON 1 words in action



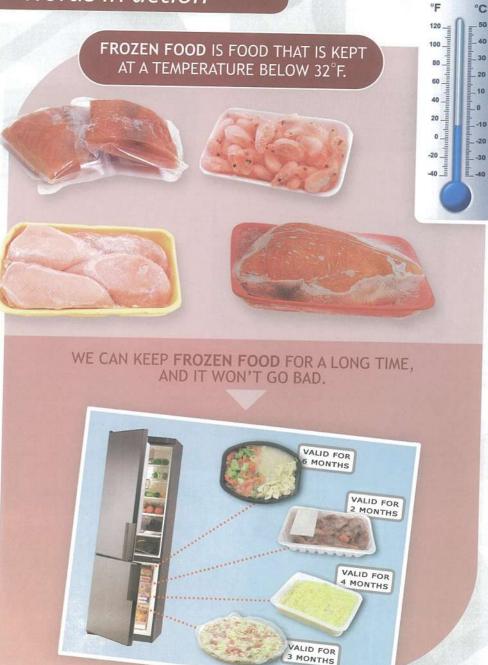


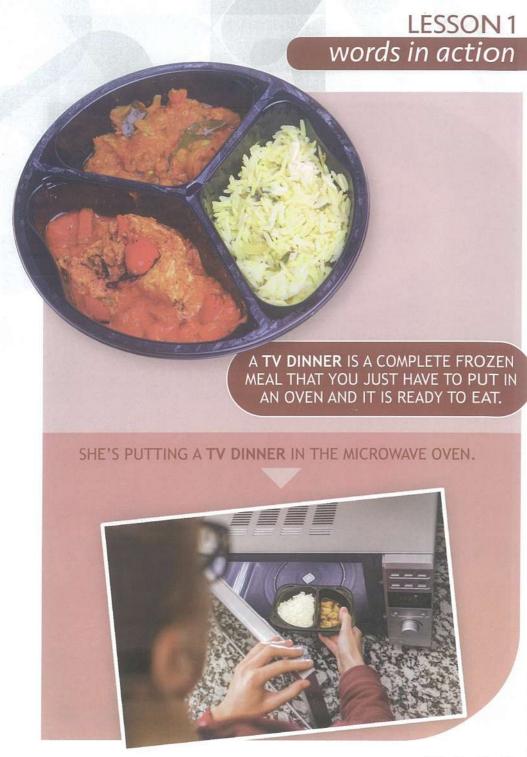






LESSON 1 words in action





LESSON 1 words in action



LESSON 1 words in action



HE'S MAKING A STEAK.

LESSON 1

text

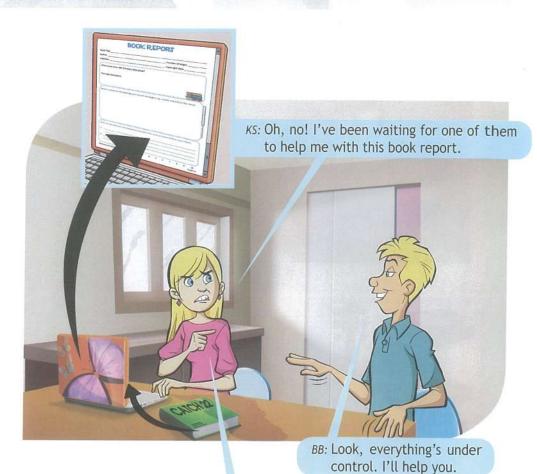
situation 1

HELP WANTED





BB: Oh, Mom called to say she's running late, and Dad called to say the subway just broke down.



KS: You? Get real! You were the only student in your English class last year who needed a tutor.



LESSON 1

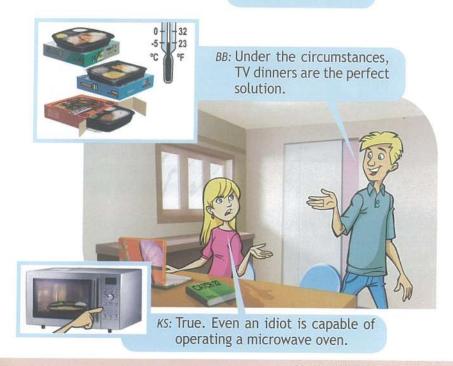
text

situation 2

ON THEIR OWN



BB: Neither can you.



BB: Hmm, you can have either a chicken pot pie or a steak dinner.



KS: I'll go with the steak.

BB: Me too.



ks: That's no lie.

HELP WANTED

Mother: Thanks for coming with me to the supermarket.

Son: No problem, Mom.

Mother: Your father's getting back from his business trip tonight. We're going to make his favorite dish for dinner. He's been asking me to make it all week.

Son: Chicken pot pie! It's my favorite too.

Mother: I know. Well, let me check my shopping list and see if I forgot anything we'll need. Chicken, vegetables, . . .

Son: Mom, wait a minute, did you say we?

Mother: Yes, I did. Neither Todd nor Debbie can help me because they have soccer practice.

Son: I know they can't help, but neither can I.

Mother: But I'll definitely need your help with the vegetables. It's easy. It just takes some time.

Son: Sorry, but I have a really important book report to finish tonight. It's due tomorrow, and it's 25 percent of my grade in English class.





Mother: Oh, no. I won't be able to have everything ready in time for dinner.

Son: Don't worry, Mom. The situation is under control.

Here's the solution to our problem: Marie Callender's®

Chicken Pot Pie.

Mother: Frozen food? Get real, Doug. Your father will hate that.

Son: Mom, Marie Callender's® pot pies are delicious. I had one at Johnny's house last week. It tasted like it was homemade.

Mother: Well, under the circumstances, I guess I'll give it a try. It sure will save me some time.

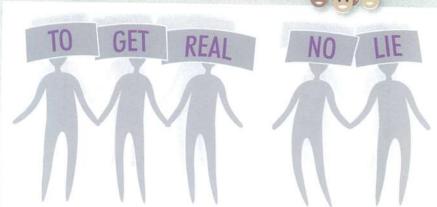
Son: Yes. And I promise that Dad will love dinner, especially if you make your famous chocolate cake for dessert.

Mother: Oh, I almost forgot dessert!

Son: Uh-oh, Mom, you'd better not forget that!

LESSON 1 talking like an American





Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 1.

help wanted ("I really need to find a part-time job." "Well, there's a help-wanted sign at Rosie's Cafe. You should give them a call.")

to be running late ("Can you take the dog outside for a few minutes before you go?" "Sorry. I'm running late for work, and I need to leave now.")

to break down ("My car just broke down here on Maple Street. Can you come pick me up?" "Of course! I'll be there in a few minutes.")

to get real ("Do you think we can spend a month in France this year?" "Get real. We only have two weeks of vacation.")

to go with (something) ("Our specials of the day are fried chicken and baked salmon. They're both delicious." "Hmm. I'll go with the salmon.")

no lie ("Janie's an amazing athlete." "That's no lie. She's the fastest person on the track team.")

to be under control ("We're never going to finish before our deadline!" "Don't worry. The situation's under control. We're getting extra help from the other departments.")

under the circumstances ("I bet it was hard for you to forgive Adam." "It was, but under the circumstances, it seemed like the right thing to do. He needs a lot of support from his friends right now.")

LESSON 1 I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

I know how to . . . 🕏



... express disbelief to a person;



Get real!



. . . explain the reason for taking an action;

Under the circumstances, TV dinners are the perfect solution.





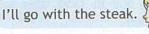
. . . select an option.



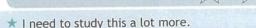
Hmm, you can have either a chicken pot pie or a steak dinner.



Me too.







** I need to study this a little more.

★★★ I know this very well.

HISTORY OF THE TV DINNER

Do you know why people in the U.S. call a complete meal that is cooked, frozen, and sold in its own container a *TV dinner*? Let's learn a little more about this tasty part of American history.

In the early 1950s, though there were neither very many channels nor shows to watch on TV, Americans were in love with the television. By 1955, half of all homes in the U.S. had one.

Many families did not want to miss their favorite shows just to eat dinner. So they began to eat together right in front of the TV.

Frozen meals were invented in the 1940s, but they were not very popular. That all changed in 1953 when the Swanson® company decided to sell their

TV Brand Frozen Dinner[®]. Each dinner came in a metal container and was ready to eat after 25 minutes in the oven. You could eat directly from the metal container and throw it away afterward, so there were no dishes to wash.

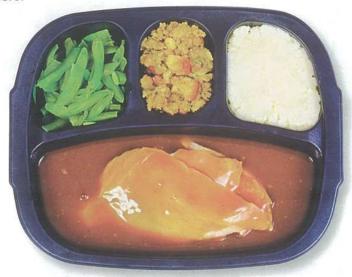
The original TV Brand Frozen Dinner® cost 98 cents, and Swanson® expected to sell 5,000 of them the first year. Instead,

they sold more than 10 million the first year, and in 1955 they sold 25 million of them.

Housewives loved TV dinners because they were so convenient, and families loved the cute meals that were perfect for eating in front of the TV. The original box was even designed to look like the front of a television, much like this one.

THE TV DINNER TODAY

TV dinners have changed a lot since 1953. At that time, most people used regular ovens to prepare their meals. But by 1986, about half of the homes in the U.S. had a microwave oven, so TV dinners began to be sold in microwave-safe plastic containers.



TV dinners originally consisted of a traditional American meal of either beef, chicken, or turkey, with a vegetable and a dessert. But now you can get almost any kind of a meal, from Chinese food to Mexican food. TV dinners can also be a one-dish meal like pasta or a pot pie.

Today, TV dinners continue to be very popular in the U.S. because they are so convenient and easy to prepare. Are frozen meals popular in your country?

LESSON 2 words in action



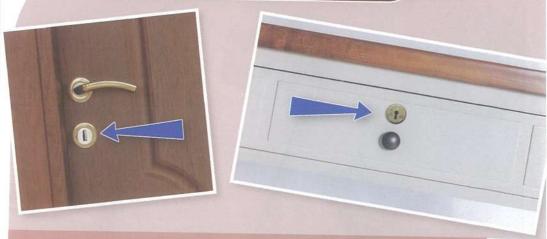


LESSON 2 words in action



LESSON 2 words in action

A LOCK IS A PIECE OF EQUIPMENT WE USE TO FASTEN SOMETHING SO THAT OTHER PEOPLE CANNOT OPEN IT OR MOVE IT.

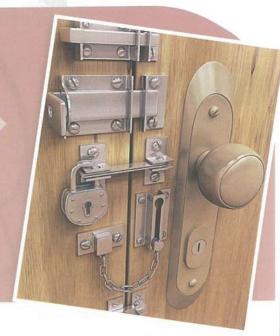


THIS CAR HAS A STEERING LOCK FOR EXTRA PROTECTION.

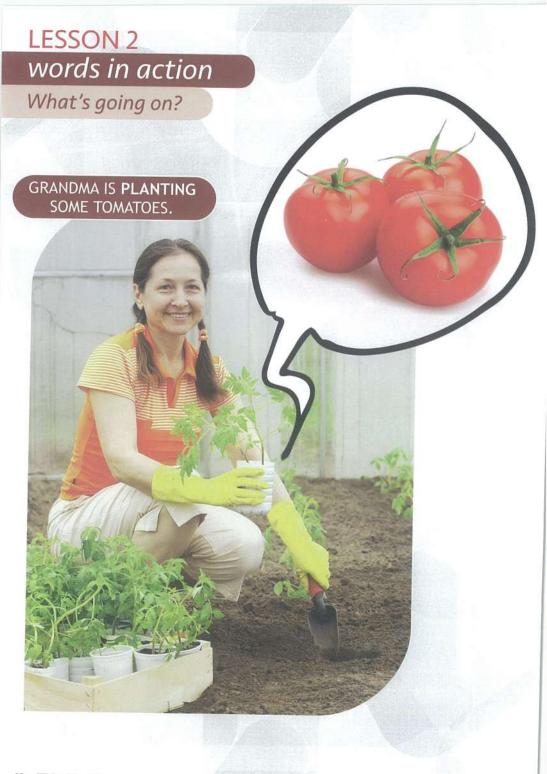


LESSON 2 words in action

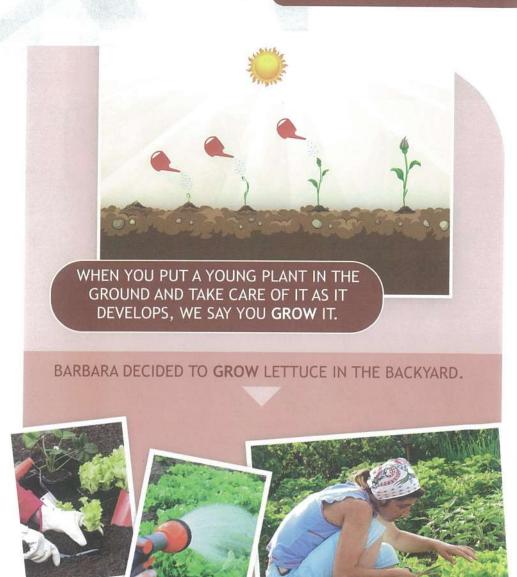
I HAVE NEVER SEEN SO MANY LOCKS ON ONE DOOR.



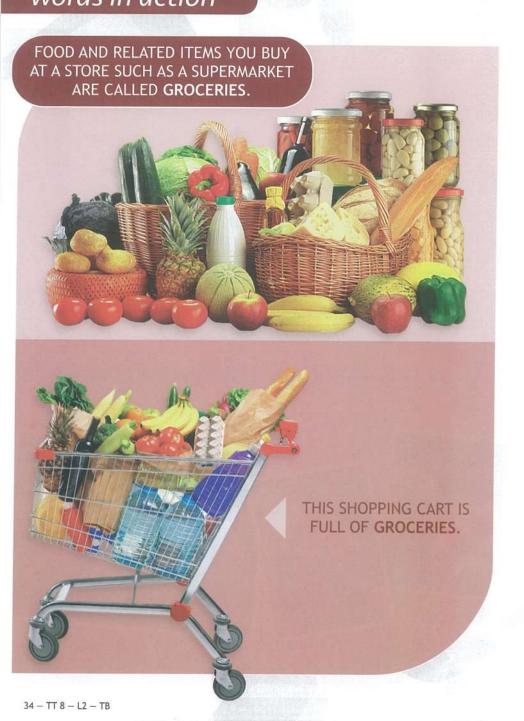




LESSON 2 words in action



LESSON 2 words in action



LESSON 2 words in action



THEY SELL FRESH FRUIT AND VEGETABLES AT THIS **GROCERY STORE**.

LESSON 2 words in action





LESSON 2 text

situation 1

A BAD HABIT





F: You're right. As soon as I finish this pack, I'm going to quit.



?

S: Do you think it'll be easy to give up smoking?



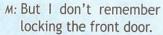
F: Piece of cake. I've done it dozens of times.

text

situation 2

SPACING OUT







D = daughter

M: I hope you're right.

M = mother

did it without thinking about it.

LESSON 2 text

situation 3

TALKING ABOUT GARDENING







D: We should try planting tomatoes. I hear they're easy.



м: I'm too busy.



M: But, growing tomatoes would be a nice summer project for you.



D: Come to think of it, buying them at the grocery store sounds better.



LESSON 2 reading text

Got a Bad Habit? Quit it!

By DEBORAH MACNAMARA

Many people have a bad habit, and they don't even realize it. Some know they have a bad habit and don't want to admit it. Others try to do something about it. How about you? Take a moment and think about your lifestyle. If you have a bad habit that you don't like, here are some ideas about how to give it up forever.



Smoking is one of the hardest bad habits to quit, so it's better to never start! If you smoke, you probably think you can worry about quitting when you're older. But you should try to think about how smoking affects you now: yellow teeth, clothes that smell bad, stinky breath, and less energy for physical activities. And think about how much money you spend on those cigarettes! So when you feel like having just one more cigarette, just imagine yourself with clean white teeth, fresh breath, lots of energy, and extra money in your pocket!

Eating sweets and other fattening snacks all the time is another bad habit many people have. Quitting this habit isn't difficult. The key is to make sure you have lots of healthy snacks around too. Then whenever you feel like having a snack that is not good for you, just have a healthy one instead. That way you will create a new good habit that will give you lots of energy!





Would you like to stop **biting your fingernails***? Many people who have this habit have been doing it since they were very young, and that's why it's

so difficult for them to quit now. But here's a great idea that will help: when you feel like putting your fingers in your mouth, put some sugarless gum** in your mouth

instead. Keep chewing the gum until you don't feel like biting your fingernails anymore. Besides the fact that this is a very dirty habit, remind yourself that it makes you look silly!





Gossiping is a bad habit that can hurt you and can also hurt others. If people know you like to gossip, they might not want to be your friend. So the next time you feel like gossiping

about someone, pretend that person's standing right in front of you. Then think about how many people you may have hurt by gossiping about them. That's the best way to stop!



Almost everyone has a bad habit he or she would like to quit, so if you have one, you are definitely not alone. If you decide you really want to quit a bad habit, be sure to ask your friends and family for help. Ask them to remind you whenever they see you about to pick up a cupcake or put your fingers in your mouth, for example. Remember, the first couple of days are the most difficult, but with each new day, it gets easier and easier to give up your bad habit forever.

*fingernail-the hard part at the end of a finger

**sugarless gum-gum that does not contain sugar

LESSON 2 going further

IDIOMS: A PIECE OF CAKE, (HAVE) A GREEN THUMB

In the section Talking Like an American in a previous book, you learned about idioms. Remember that idioms are word groups that have a special meaning that's different from what each separate word means. Some expressions you've learned in previous books like in the same boat, on cloud nine, and like talking to a brick wall are a few examples. Let's learn some more about the idioms in this lesson.

When we say that something is a piece of cake, we don't mean that it's really a piece of cake. We use this idiom, or idiomatic expression, to say that something is very easy to do. We can also say that something is as easy as pie.

Now, if you have ever tried to bake a cake or a pie, you know that it is not always such an easy thing to do. These idiomatic expressions probably derive from the fact that it's usually very easy to eat a piece of cake or pie!



LESSON 2 going further

If we want to say that someone is very good at gardening and making plants grow, we say that person has a green thumb.



This idiom comes from the fact that if you work with plants a lot (without gardening gloves), then your thumb (and other fingers too) start to turn a dirty green color.

the grammar you need

The exercise is to be done and corrected in class.

VERBS FOLLOWED BY THE -ING FORM/INFINITIVE WITH A CHANGE IN MEANING

You already know that when certain verbs are immediately followed by another verb, the second verb is always in the -ing form, as in this example.

Mrs. Jenkins really detests going to the grocery store.

You also know that when certain other verbs are immediately followed by another verb, the second verb can be in either the *-ing* form or the infinitive, as in this example.

Don't bother calling / to call Ashley after 9 p.m.; she'll be asleep.

In the example above, we can use the second verb in either the -ing form (calling) or in the infinitive form (to call), and there is no change in the meaning of the sentence.

Now here's an example based on the lesson. Notice that in this example, the two sentences with the verb **stop** do not have the same meaning.



the grammar you need

Now compare these sentences from the example.

I'm going to **stop** to **smoke** a cigarette. (I'm going to stop what I'm doing so that I can smoke.)

You should **stop** *smoking*. (You shouldn't smoke anymore.)

Notice that the verb **stop** can be followed by a verb in either the infinitive form (*to smoke*) or in the *-ing* form (*smoking*) but the meaning in each case is different. This is true for these verbs:

forget try remember stop

Here are some more examples.

Ellen **forgot** *to turn* off the air conditioner. (Ellen didn't turn off the air conditioner.)

Ellen **forgot** *turning* off the air conditioner. (Although Ellen had turned off the air conditioner, she forgot that she had done it.)

You should **try** to sleep early tonight if you're really tired. (This is advice, telling a person to make more of an effort to do something.)

You should **try** *sleeping* in a cold, dark room if you usually wake up in the middle of the night.

(This is a suggestion, telling a person to experiment with something.)

Dad didn't remember to buy milk at the grocery store yesterday. (Dad forgot to buy milk.)

Dad didn't remember buying milk at the grocery store last night, so he bought more today. (Dad didn't remember that he had bought milk.)

Jill's going to **stop** at the store *to buy* a cupcake on her way to school. (Jill's going to stop what she's doing so she can buy a cupcake.)

Jill's going to **stop** buying cupcakes because she's been eating too many sweets. (Jill isn't going to buy cupcakes anymore.)

the grammar you need



Complete the sentences with the infinitive form and the -ing form of the verbs in parentheses.

his friends. (to play)	et nomen telle al residente	
(Ethan usually visits the p	ark after work to play socc	er with his friends.)
because he wants to get	soccer with his home earlier. (to play) soccer with his friends aft	
2. Wyatt forgot (to invite) (Wyatt invited Ellie to his	Ellie to his house for house for dinner, then forg	
Wyatt forgot(Wyatt didn't invite Ellie	Ellie to his birthday pa to his party.)	orty. (to invite)
3. You and Abigail should try (This is a suggestion, telli good place to find a job.)	a job at the mall wo	ne mall. (to find) ould probably be a
You and Abigail should try more money. (to find) (This is advice, telling the problem of needing more	nem that finding a job v	





talking like an American



Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 2.

to give up ("I keep falling! I'm going to give up learning how to ride a bike." "Never give up! Remember what they say: if at first you don't succeed,* try, try again.")

piece of cake ("That test was so difficult!" "Really? I thought it was a piece of cake. I'm sure I got a perfect grade.")

to space out ("Oh, no! I totally spaced out and forgot to take my dog for a walk before I left this morning." "Uh-oh. You might find a stinky surprise when you get home.")

to have a green thumb ("What a beautiful garden you have here!" "Thanks! I guess I do have a green thumb. Plants grow very quickly in my care.")

to come up ("Did my name come up during your meeting with the boss?" "Well, yes, it did. She's very happy with your work.")

come to think of it ("If we raise your allowance, you'll be responsible for more chores around the house." "Come to think of it, I don't need a raise after all.")

^{*} If you succeed in doing something, you get the result you wanted.

I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

I know how to . . . 🕏



. . . express opinions about habits;



You should stop smoking. Those things are gonna kill you!



. . . express disbelief;

How could you forget to lock the door?





. . . talk about future plans.



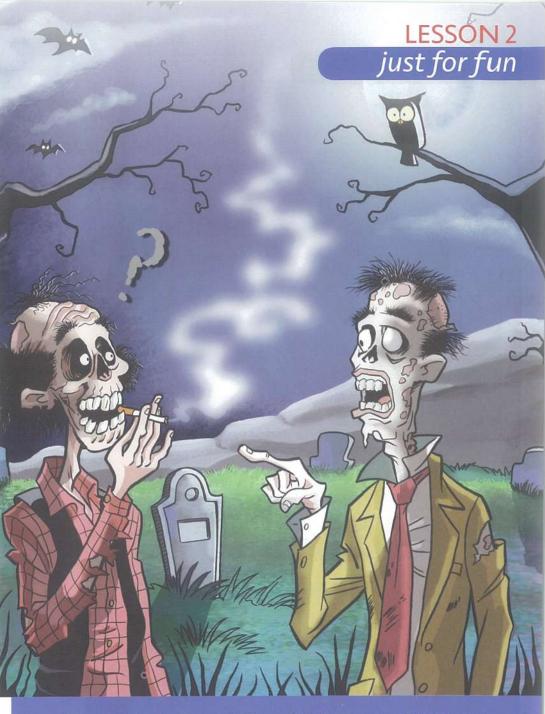
We should try planting tomatoes. I hear they're easy.

But, growing tomatoes would be a nice summer project for you.

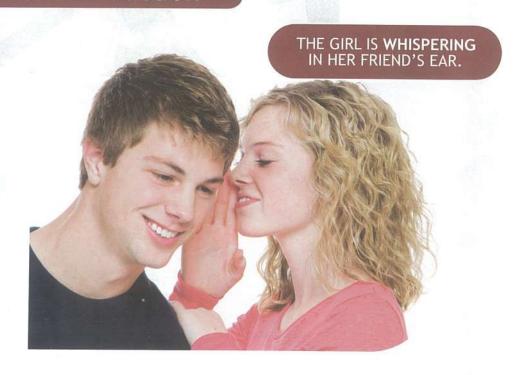




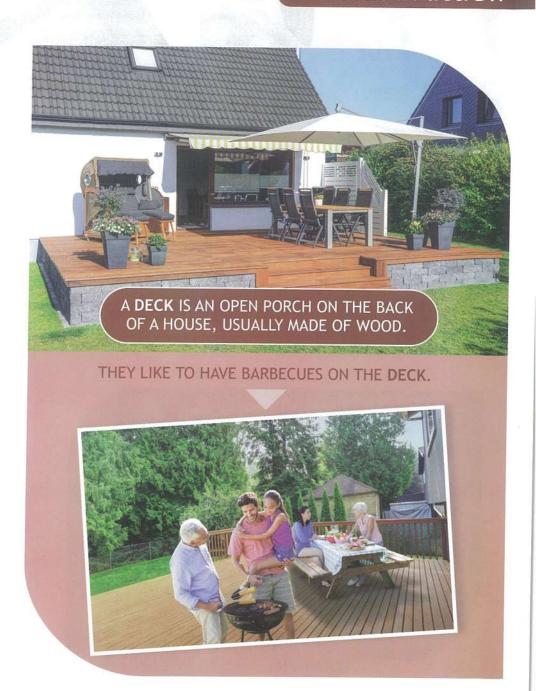
- ★ I need to study this a lot more.
- ** I need to study this a little more.
- ★★★ I know this very well.

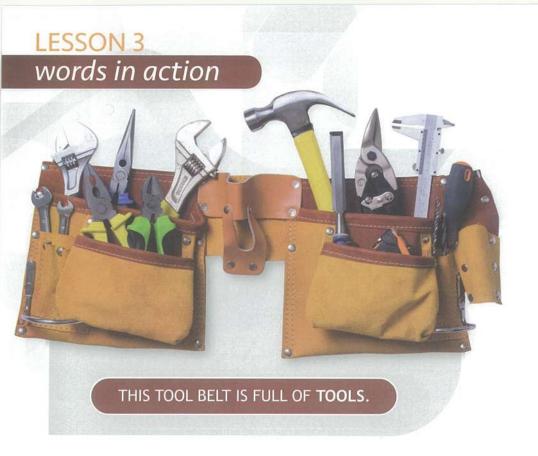


"YOU HAVE TO STOP SMOKING; IT'S SO BAD FOR YOUR HEALTH.
THOSE CIGARETTES ARE GONNA KILL YOU, YOU KNOW!"

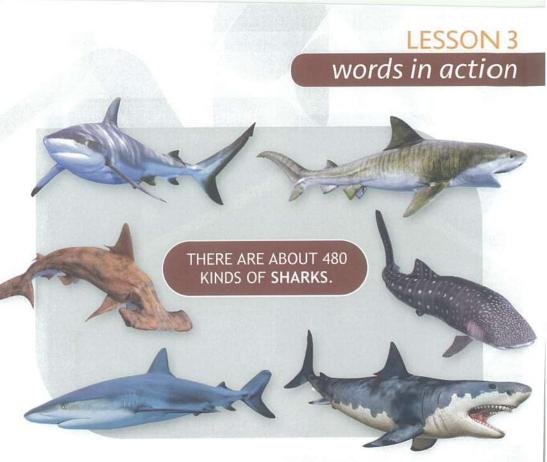


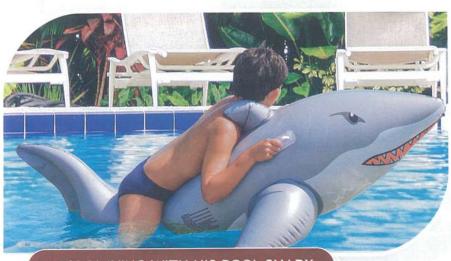




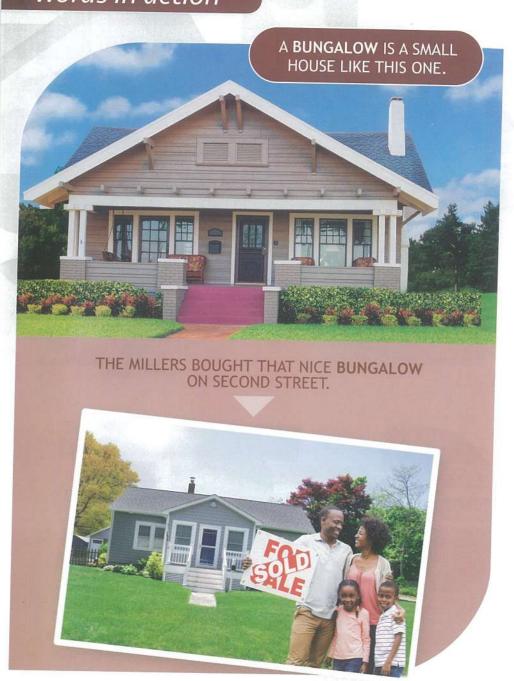








HE'S PLAYING WITH HIS POOL SHARK.









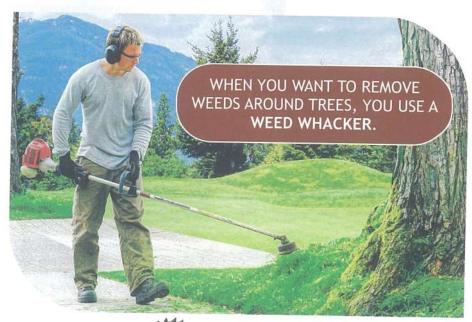
DIFFERENT KINDS OF MATTRESSES





THIS MAN IS USING AN ELECTRIC SANDER.







magazine article

You will notice that some of the words in this magazine article are highlighted. You will find definitions for the highlighted words on the facing pages. Be sure to check your dictionary if you do not understand any of the other words—always a great way to improve your vocabulary!

RENT MY LIFE!

By Rob Baedeker

There's a strange woman in our shower. She and her boyfriend arrived late last night, and she's slipped into our bathroom, which adjoins the office where my wife, Laura, and I are working. (. . .)

"Did you meet them?" Laura whispers. "Are they nice?"

I don't know if they're nice—but does it matter? They're paying \$135 to stay with us!

Meanwhile, I'm waiting for a nurse named Amy to return my electric sander. She paid me \$4 to rent it for a day, and said she'd be back this morning. (. . .)



This is huge. The fact that complete strangers are willing to pay me to rent my belongings—the fact that I can make money from stuff I wasn't using anyway—is a breakthrough discovery on a par with penicillin or the second law of thermodynamics. (...)



Take our backyard deck and barbecue. I'm charging a group of people \$18 to use it while I'm not even home. I'll be away meeting someone who's renting our dog for \$3 an hour.

(...) Call me a rentrepreneur, one of the growing ranks of Americans who are finding creative ways to make a quick buck by hiring out their personal belongings. (...) There are now sites to connect people who want to rent out their cars, couches, personal services, or even dinosaur costumes. For renters, the sites

offer goods and services for a relative bargain. More than that, they're a chance to bypass corporate America at a time when corporate



America is in the doghouse. Why endure the long waits, high prices, and surly staff at your big-box tool rental counter when you can pick up Rob Baedeker's electric sander for a song—and go home with a smile?

vocabulary

dictionary entries

adjoin v.t. to be very near or next to.

bargain n. something sold for a price lower than its value.

big-box (store) adj. relating to or being a very large store (having a boxlike structure) that usually sells goods at discount prices.

breakthrough n. an important event or discovery that helps solve a problem.

bypass v.t. to avoid something by going around it.

endure v.t. to be in a painful or difficult situation because you cannot avoid it.

entrepreneur n. a person who organizes and manages businesses and business deals.

rentrepreneur *n.* (rent+entrepreneur) an entrepreneur whose business deals involve renting. The author describes himself as a rentrepreneur to explain that he is making money by renting things.

for a song expr. very cheaply.

goods n. things that are made to be sold, or the things that a person owns.

hire out v.t. if you hire out something such as a car or a person's services, you allow it to be used in return for payment.

in the doghouse expr. to be in a situation in which someone is annoyed with you because of something you have done. In this text, the author wants to say that people are annoyed with American corporations, so he says that corporate America is in the doghouse.

make a quick buck expr. to earn a lot of money quickly and easily.

on a par with expr. equal to in value or importance.

slip into v.t. to move into a place without being noticed.

staff n. a group of people who work for an organization.

stranger n. a person you have never met before.

surly adj. rude.

take v.t. used when discussing or explaining a particular question, in order to introduce an example or to say how the question is being considered.

willing adj. consenting or disposed to do something.

magazine article

There's a virtue in shifting from a throw-away society to a new economy of reuse. (. . .) And the cash does come in handy. My wife and I, both writers and editors, make a decent income for now, but why not make a little extra scratch on the side for our daughter's college savings, or a remote-control pool shark? (I can always recoup the money by renting the shark out later.)

I kick off my experiment with our most prized possession: an old camping trailer we park on the



side yard of our (rented) three-bedroom bungalow. (. . .) I create an account at Airbnb.com, a San Francisco-based company that matches travelers with hosts. I list our trailer for \$45 a night.

Almost immediately, I get a request from a user named Lee N. (. . .) However, by the time Lee N. and I talk, I've already received another offer from a guy named Etan B., who has three positive reviews and whose profile says he "likes tech startups and food!" I accept Etan's offer, and I chalk up \$184 in the "plus" column. (Airbnb takes a 3 percent cut and mails me a check once he arrives at my house.)

I want to keep Lee N. on the hook, though, so I ask if he'd be interested in sleeping on an air mattress in our



office for a discount rate. He offers \$25 a night for four nights. (...) Then I remember that we don't have an air mattress—my wife gave it away when we bought the trailer. So I borrow one from my friend John. He doesn't ask why I need it, and I don't tell. (Is it ethical to rent out a mattress I borrowed from my friend? For \$100 dollars, I am willing to table the question.) (...)

"Is it ethical to rent out a mattress I borrowed from my friend?"

vocabulary dictionary entries

chalk up phrasal verb to succeed in getting (e.g., an amount of money or points in a game).

check n. a printed form, used instead of money, to pay for things.

come in handy expr. to be useful in a particular situation.

create v.t. to cause something to happen or exist.

give away v.t. to give something to a person, instead of selling it, usually because you don't want it anymore.

however adv. used to introduce a statement that contrasts with or seems to contradict something that has been said previously.

income n. money received for goods or services.

kick off phrasal verb If a meeting, event, or a football game kicks off, it starts.

on the hook expr. to keep someone interested in what you have to offer. In this text, Lee N. is interested in renting the author's trailer; however, the author rents the trailer to someone else. To keep Lee N. on the hook, the author offers him a place to sleep in the office instead.

on the side expr. in addition to some primary thing. If you make money on the side, you receive money for something other than your regular job.

rate n. the amount charged for something with reference to a period of time or some other calculation. For example, a hotel's rate is the price a person pays per night.

recoup v.t. to get back; to recover.

remote-control pool shark n. a toy that resembles a shark for use in swimming pools, and whose movements may be controlled remotely.

scratch n. (informal) money.

shift v.t. to change.

side yard n. a yard located at the side of a house or any construction.

table v.t. to leave something to be discussed or decided at some later date. In the text, the author asks if it is ethical to rent out a mattress he borrowed from a friend. He then says he will table the question, that is, discuss it later.

throw-away society expr. a negative term for a society which is characterized by excessive spending in general, and on products that are disposable. In the text, the author thinks that society is developing a new economy of reuse instead of constantly throwing things away and buying new ones.

virtue n. a good or beneficial quality.



magazine article

Once you've rented out extra space in your home, everything starts to look with the headline, "Need a weed like a dormant cash cow. (...) I post my daughter's red wagon, my wife's tools and other items for rent. I also



Vitamix blender, and my landlord's weed whacker (the moral code I follow



these items-which aren't technically "mine"-is "what they don't know won't hurt I think it comes from Socrates).

I put a flier up in our neighborhood whacker?" and then a list of my announce my available services via email, Twitter, Facebook, and a blog post. (...)

I mention to my wife that I've put her new Vitamix blender up



for rent on a new site that calls itself a "person-to-person rental marketplace," which not only helps people make-or save-money, but also helps the environment. Regardless, my wife is not cool with that. I apologize, but leave the ad online. (. . .)

vocabulary dictionary entries

announce v.t. to make known publicly or officially.

be cool with expr. if you say that someone is cool with something, you mean that he or she accepts it and is not angry or upset about it.

cash cow expr. a very successful person or product that always makes a lot of money for a business, organization, etc. In this text, the author begins to think that everything in his home that he isn't using is a potential cash cow.

dormant adj. not active, growing, or being used at the present time.

headline n. the title of a newspaper or magazine article, printed in large letters at the top of the story, indicating the subject of the article.

landlord n. a person or company that owns property and rents it to another person or company.

moral code expr. a set of beliefs and/or principles about what is right and wrong.

person-to-person rental marketplace expr. a place where people can do business (in this case, rent things from each other) directly without dealing with a store or company.

regardless adv. without consideration or concern about a related fact, without paying attention to a present situation.

Vitamix n. The Vitamix Corporation is a company that makes blenders.

wagon n. any four-wheel vehicle designed to be pulled and used to transport things. A child's wagon is a small rectangular box made of wood or metal that has four wheels and a handle to pull it.

weed whacker n. a machine used for cutting weeds and grass.

magazine article

Then I have an epiphany: I've been overlooking one of our biggest rentable assets, which is idling right under our noses: our border collie, Clementine. Surely there's a dog lover out there who can't afford the full-time commitment (or who's been forbidden to own one by some kind of court order).

I put an ad online:

Rent my dog! \$3 (Berkeley) Sweet 7-year-old Border Collie available for leisure / companionship. Take her for a walk: a great way to strike up conversations with strangers and perhaps meet someone special. Throw the ball with her for an hour and you'll both be reinvigorated.

The next day I get an email from a woman named Jude Bell. (...) She is a kind-sounding 60-year-old financial analyst working at UC Berkeley. She says she "can't get enough of dogs" and that her landlord won't let her have one.

It is at this moment I realize I am a true genius: I've just discovered a way for people to pay me to walk my dog.

Jude and I arrange to meet on campus during her lunch hour, and Jude takes Clementine to a nearby soccer field and plays fetch while I hang around, to make sure Clemmy doesn't get dognapped. (...)

"Then I have an epiphany: I've been overlooking one of our biggest rentable assets, which is idling right under our noses: our border collie, Clementine."





vocabulary dictionary entries

afford v.t. to have enough money or time to buy, keep, or do something.

arrange v.t. to plan or make preparations for something.

asset n. something of value that belongs to a person or business.

available adj. able to be had, used, or reached.

border collie *n*. a middle-sized dog with long hair, kept as a pet or trained to control sheep.

can't get enough of expr. to enjoy something so much that you never get tired of it.

commitment n. a promise to do something.

companionship n. having someone you know and like with you.

court n. a tribunal presided over by a judge, or a magistrate in civil and criminal cases.

court order *n*. a statement issued by a court that orders a person to do something or not to do something.

epiphany n. a moment of sudden understanding.

field n. an area of grass, such as in a park or on a farm.

forbidden adj. used to refer to something a person is not allowed to own or have.

kidnap v.t. to take a person illegally by force.

dognap v.t. the author combined *dog* and *kidnap* to make this word, which means to take a dog illegally by force.

leisure *n*. activities a person enjoys that are not related to work.

on campus expr. on the area of land that contains the main buildings of a university or college.

overlook v.t. to fail to notice or consider.

own v.t. to have as a personal possession.

perhaps adv. maybe, possibly.

play fetch v.t. to fetch something is to go get it and bring it back. People often play fetch with dogs by throwing a stick, ball, or other object.

reinvigorated adj. having received new energy; refreshed.

strike up v.t. to cause something to begin.

UC Berkeley n. a state university in the town of Berkeley, California.

under one's nose *expr.* something that is easy for a person to see because it is directly in front of or extremely near him or her.

magazine article

By the time I arrive home, there's left the post online, but please don't a \$3 credit in my PayPal account, tell her. I think when she sees we can along with a message from Jude: "I don't think I've ever had so much letting it idle, she'll come around.) fun for \$3! I thoroughly enjoyed every moment." (Mental note: I definitely P.S. If you're interested in renting undercharged her.) The woman in our shower-her name is Megan-turns out to be friendly and considerate. So is her boyfriend, Mason. (. . .) and an He's 23 editor at a sustainable-business website; she's From Newsweek 28 and is an out-of-work elementaryschool teacher. They booked our trailer for three days through Airbnb.com, adding another \$131 to my haul. (...)

I'm planning to blow my extra income on an apology vacation with my wife. to make up for trying to rent her fancy blender. (I've actually still

make money from it instead of just

a great blender at an incredible price, shoot me an email. The dog's included, too.

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vocabulary dictionary entries

along with expr. together with, in addition to.

apology vacation *expr.* a vacation you take someone on because you feel sorry about something you have done to him or her. The author wants to show his wife that he is sorry for trying to rent out her blender. As an apology, he is planning to take her on a vacation with the money he has made from renting out things.

blow v.t. (informal) to spend a lot of money in a careless way, especially on one thing.

book v.t. to arrange to have the use of a seat, room, etc., at a certain time in the future.

come around phrasal verb to change a person's opinion of something.

considerate *adj*. used to describe a person who pays attention to the needs, wishes, or feelings of other people.

haul *n*. everything that is taken, collected, or gotten by a single effort. In this article, the author is always happy to rent something because that adds more money to the total haul from his new business of being a rentrepreneur.

idle *v.i.* to pass time doing nothing. This verb is most commonly used with machines or engines, for example, when a car is turned on, but it is not moving, it is idling.

make a mental note expr. to try to remember to do something.

PayPal *n*. a system that allows people to pay for and receive money for things they buy and sell on the Internet.

P.S. *n.* (postscript) a note written at the end of a letter, a message, an article, etc., adding more information.

shoot (someone) an email, a note, a text, etc. v.t. (informal) to send someone an email, a note, a text, etc.

thoroughly adv. in a complete way.

through prep. by using a particular system, service, method, etc.

turn out v.i. to be discovered to be a certain way.

LESSON 3 vocabulary

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the magazine article "Rent my Life!"

> idling/idle apology bargain Berkeley bungalow considerate corporate creative dognapped endure epiphany ethical

the grammar you need

The exercises are to be done and corrected in class.

THE SUFFIX -LY

A suffix is a letter or group of letters that is added to the end of a word in order to make another word. For example, if we add the suffix **-ly** to the adjective *apparent*, we'll have another word—the adverb *apparently*, which you already know from a previous book.

Learning how to recognize certain suffixes, their usual meanings, and how they change the meanings of words might be of great help when you read an English word you're not familiar with. If you understand the way the word is formed, it will be easier for you to find it in the dictionary.

Let's look at this example with the word **definitely**, which you already know from a previous book and which appears in this sentence from the magazine article:

"Mental note: I definitely undercharged her."

Let's say you don't remember the meaning of **definitely**, so you look for it in the dictionary. If you discover that it is only found in the same entry for the word *definite* (*definitely* without the suffix -ly) but without a definition, then you should do the following:

- -Read the meaning of the word definite (clear, certain);
- -put this meaning in the following structure:

definitely: in a <u>clear or certain</u> manner definite

So we understand that the suffix -ly added to the adjective definite forms the adverb definitely which means in a clear or certain manner.

the grammar you need

Let's try another one. Let's say you want to understand the meaning of the word thoroughly which appears in this example from the magazine article:

"I don't think I've ever had so much fun for \$3! I thoroughly enjoyed every moment."

If you check in the dictionary, and you discover that it is only found in the same entry for the word *thorough* (*thoroughly* without the suffix -ly) but without a definition, you should do the following:

- -Read the meaning of the word thorough (complete, absolute);
- -put this meaning in the following structure:

thoroughly: in a <u>complete or absolute</u> manner thorough

So we understand that the suffix -ly added to the adjective thorough forms the adverb thoroughly which means in a complete or absolute manner.

There are other adverbs which are formed using the suffix -ly that are main-entry words in the dictionary, that is, they can be found in the dictionary with their own definition. This is the case with the word surely which appears in the magazine article in this sentence:

"Surely there's a dog lover out there who can't afford the full-time commitment."

Since **surely** is a main-entry word, it should be easy for you to find it in the dictionary.

the grammar you need

There are cases where -ly adverbs are also main-entry words because they have different meanings from the meanings of their related adjectives. This is the case with the word hardly, which you already know from a previous book. Compare these sentences.

I didn't sleep very well last night. My new mattress is too hard! I hardly slept last night because I had a terrible headache.

Notice that the adjective *hard* is used to describe something that is very solid, and the adverb **hardly** is used to say that something happens to almost no degree, or almost doesn't happen.



REMEMBER THIS:

In general, the suffix -ly is an adverb-forming suffix meaning in the manner of.



The suffix -ly can also be added to the end of nouns to form adjectives.

e.g., friend + ly = friendly

Alex has a very friendly smile.

Check to see if there is a suffix in your own language which corresponds to the suffix -ly in English.

the grammar you need

THE SUFFIX -AL

Now that you know the suffix -ly, let's learn another one. The suffix -al can also be added to the end of a word in order to make another word. For example, if we add the suffix -al to the noun digit, we'll have another word—the adjective digital.

If you can understand how the suffix -al changes the meaning of words, this will help you figure out the meaning of new words you find that end with this suffix.

For example, let's say you want to understand the meaning of the word personal which appears in this sentence from the magazine article:

"Call me a rentrepreneur, one of the growing ranks of Americans who are finding creative ways to make a quick buck by hiring out their **personal** belongings."

You already know the meaning of *person* (*personal* without the suffix -al), so you could probably figure this one out by yourself, and then check the word in the dictionary (to see if you were right).

- -Note the meaning of the word person;
- -put this meaning in the following structure:

personal: related to, connected with a person

So we understand that the suffix -al added to the noun *person* forms the adjective **personal** which means *related to or connected with a particular person*.

the grammar you need

Here's another example with the suffix -al from the magazine article.

"Is it ethical to rent out a mattress I borrowed from my friend?"

Look at this explanation for **ethical**. If you know the meaning of *ethic(s)* (*ethical* without the suffix -al), then you can figure this out easily.

ethical: related to, connected with ethics

So we understand that the suffix -al added to the noun *ethic(s)* forms the adjective **ethical** which means *related to or connected with ethics*.

Now take a look at this example with the suffix -al from the magazine article.

"The next day I get an email from a woman named Jude Bell. She is a kind-sounding 60-year-old financial analyst working at UC Berkeley."

Look at this explanation for financial. If you know the meaning of *finance* (*financial* without the suffix -al), then you can figure this out easily. (Note that the spelling changes.)

financial: related to, connected with finance

So we understand that the suffix -al added to the noun *finance* forms the adjective *financial* which means *related to or connected with finance*.

the grammar you need

Here's one more example with the suffix -al from the magazine article.

"Why endure the long waits, high prices, and surly staff at your big-box tool rental counter when you can pick up Rob Baedeker's electric sander for a song—and go home with a smile?"

Look at this explanation for **rental**. If you know the meaning of **rent** (**rental** without the suffix -al), then you can figure this out easily.

rental: related to, connected with rent

So we understand that the suffix -al added to the noun rent forms the adjective rental which means related to or connected with rent.



REMEMBER THIS:

In general, the suffix -al is an adjective-forming suffix meaning related to, connected with.

Check to see if there is a suffix in your own language which corresponds to the suffix -al in English.

the grammar you need

THE SUFFIX -ER

Let's learn about one more suffix. By adding the suffix -er to some verbs, we can form the noun that describes the performer of the action of the verb.

Let's take a look at some examples.

I want Jenny to play on my team. She's an amazing soccer player.

Mr. Jones **teaches** Spanish and French at Jefferson High School. He's an excellent foreign language **teacher**.

Here are some verbs you have already learned and the nouns we can form by using the suffix -er.

VERB (action)	NOUN (performer of the action)
to drive	driver
to own	owner
to play	player
to rent	rent er
to report	reporter
to ride	rider
to teach	teacher
to travel	travel er
to use	user
to wait	waiter
to work	worker
to write	writer

When adding the suffix -er to a verb, don't forget the usual spelling rules for adding word endings. For example, for words ending in e (drive, ride, use, write), drop the final e before adding -er (driver, rider, user, writer).

the grammar you need

Many nouns that describe the tools or utensils used to perform certain actions are also formed by adding the suffix -er to the verbs which describe the actions. Here are some examples.

VERB (action)	NOUN (tool/utensil used to perform the action)
to blend	blender
to charge	charger
to erase	eras er
to wash	washer (washing machine)



REMEMBER THIS:

When added to certain verbs, the suffix -er forms the noun that describes the person or thing that performs the action of the verb.

Look at this example with stranger, one of the new words in this lesson.

"There's a strange woman at the door!"

"She's not a stranger. She's our new neighbor, Mrs. Kensington."



When added to certain adjectives, the suffix -er forms the noun that the adjective describes.

the grammar you need

RELATIVE PRONOUNS: WHICH AND WHOSE

WHICH

You already know that we can use **which** to ask a question with a limited number of alternatives. Look at these examples.

"Which dinosaur did you learn about in class today?"
"The Tyrannosaurus rex."

"Which flavor do you like the best, chocolate or vanilla?" "Chocolate, of course!"

"You can pay in cash or with a check. Which do you prefer?" "I prefer to pay with a check. Here you go."

Now let's learn how we can use **which** as a relative pronoun. Look at this example from the magazine article.

"There's a strange woman in our shower. She and her boyfriend arrived late last night, and she's slipped into our bathroom, which adjoins the office where my wife, Laura, and I are working."

Notice that the which-part of the sentence (which adjoins the office where my wife, Laura, and I are working) gives some extra information about the author's bathroom.

We can use which to give more information about what we are talking about.

the grammar you need

Here are some more examples with which from the magazine article.

"I post my daughter's red wagon, my wife's Vitamix blender, and my landlord's weed whacker (the moral code I follow on these items—which aren't technically 'mine'—is 'what they don't know won't hurt them')."

Notice that the which-part of this sentence (which aren't technically 'mine') gives some extra information about the red wagon, the Vitamix blender, and the weed whacker.

"I mention to my wife that I've put her new Vitamix blender up for rent on a new site that calls itself a 'person-to-person rental marketplace,' which not only helps people make—or save—money, but also helps the environment."

Notice that the which-part of this sentence (which not only helps people make—or save—money, but also helps the environment) gives some extra information about the new site.

You may have noticed that in all of the examples we have seen up to now, which is used with things. However, which can also be used with animals. Here's an example.

John lives in a very small house with no yard, so he decided to adopt a cat, which is the perfect pet if you don't have a lot of space.

Notice that the which-part of the sentence (which is the perfect pet if you don't have a lot of space) gives some extra information about cats.



REMEMBER THIS:

- We use the relative pronoun which to give more information about what we are talking about.
- The relative pronoun which is used to refer to animals and things.

the grammar you need

WHOSE

You already know that we can use **whose** to ask about who owns things. Look at these examples.

Whose book is that?
Whose keys are these?
Whose bike are you going to borrow?

Now let's take a look at how we can use **whose** as a relative pronoun. Here are some examples.

Yesterday I met a man. *His* wife rents out their personal belongings. Yesterday I met a man **whose** wife rents out their personal belongings.

I have some friends in California. *Their* kids study at UC Berkeley. I have some friends in California whose kids study at UC Berkeley.

In these examples, whose replaces the possessive adjectives *his* and *their* and is followed by a noun.

Now look at some more examples.

The writer Marina Barnes, whose husband is also a writer, has written some very interesting books.

My friend Ronald, whose most prized possession is an old camping trailer, is planning to travel all over America this summer.

And here's an example from the magazine article.

"I've already received another offer from a guy named Etan B., who has three positive reviews and **whose** profile says he 'likes tech startups and food!'"

Notice that in the previous examples, the whose-part of the sentence gives some extra information about the person the speaker is talking about.

the grammar you need

You may have noticed that in all of the sentences we have seen up to now, whose is used with people. However, whose can also be used with animals and things. Look at a couple of examples.

In school, I learned about the Asian elephant. *Its* natural habitat diminishes every year.

In school, I learned about the Asian elephant, whose natural habitat diminishes every year.

Ian lives in a gorgeous bungalow. *Its* rooms are beautifully decorated. Ian lives in a gorgeous bungalow, **whose** rooms are beautifully decorated.



REMEMBER THIS:

We use the relative pronoun whose mostly with people, but we can also use it with animals and things.

Finally, compare these sentences.

Who's in the shower?

Who's been using the blender?

Whose dog is that?

I have a neighbor named Sarah Fields, whose children are really cute.



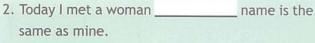
Don't confuse who's (who + is, who + has) and whose. They sound the same, but they are spelled differently and have different meanings.

the grammar you need



I. Select the correct option to complete the sentences.

- "What is a weed? A plant ______ virtues have never been discovered." Ralph Waldo Emerson*
 a. which
 b. whose
 - (1990) And the second s



- a. which
- b. whose



- Mark lives in a beautiful house ______ is near a large soccer field.
 - a. which
 - b. whose



- 4. My little brother broke my bicycle, ______ was my most prized possession.
 - a. which
 - b. whose



^{*}Ralph Waldo Emerson (1803—1882) was an American writer, speaker, and philosopher who was one of the principle figures in the transcendentalist movement of the 19th century.

the grammar you need

THE FUTURE CONTINUOUS TENSE

Look at this example from the magazine article with the **future continuous** tense.

I'll be away meeting someone who's renting our dog for \$3 an hour.

Notice that the narrator uses the **future continuous** tense to express an action that *will be* in progress in the future. (He is not meeting a person at that moment, he will be meeting a person in the future.)



REMEMBER THIS:

- The future continuous tense expresses an action that will be in progress at a particular moment in the future.
- The **future continuous** tense is often used to talk about planned events.

Take a look at how we form the future continuous tense.

Our guests will be arriving in a few minutes, and dinner isn't ready yet!

FUTURE TENSE VERB -ING



REMEMBER THIS:

THE FUTURE CONTINUOUS TENSE -> WILL BE + VERB, -ING

the grammar you need

Here are some more examples with the future continuous tense.

Mike'll be traveling around Europe next month. He's so excited.

I'll be rehearsing with Claire at the theater tomorrow from 7 to 8 p.m.

Samuel won't be giving a speech at the marketing seminar next week.

Martha won't be hanging out with us tomorrow because she'll be visiting her grandparents.

"Will your brother be starting his new job soon?"

"Yes! We're so proud of him. He's going to have a brilliant future."

"Will you be needing any part-time employees next summer?"

"Perhaps. Call me the first week of June."



The **future continuous** tense can also be used as a polite way of asking about somebody's plans.

However, it is more common to use the future tense with *going to* for this purpose.

e.g., Will you be visiting your grandma next month?

Are you going to visit your grandma next month?

the grammar you need



II. Complete the sentences with the *future continuous* tense of the verbs in parentheses. Use contractions when possible.

1.	"How are your parents doing these days?"
	"Great! In fact, they
	around the country in their trailer next month."
	(to drive)



 "Will Athena be at the barbecue on Saturday?"
 "No, she ________ in the Boston marathon next weekend." (to compete)





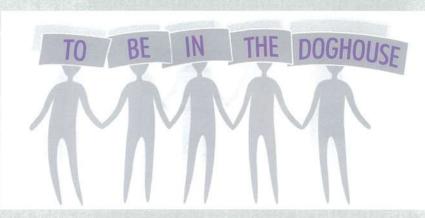
4. For our science project next semester, we a robot. (to create)







talking like an American



Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned. Here are some you learned in Lesson 3.

to be on a par with ("Is Stanford a good university?" "Definitely. I'd say it's on a par with Princeton and Harvard.")

to be in the doghouse ("Why is Kent washing the dishes again tonight?" "He's in the doghouse with Mom and Dad because he got home really late on Friday night.")

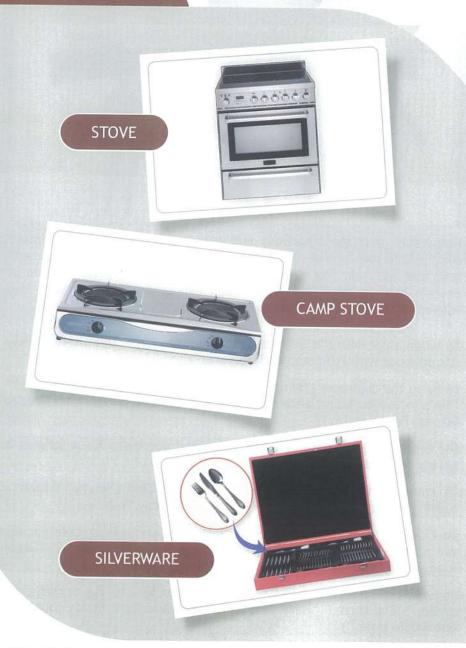
for a song ("I love your shoes!" "Thanks! I got them for a song at a garage sale last weekend.")

to come in handy ("The power went out!" "Don't worry; I have a flashlight. I knew it would come in handy someday.")

to kick off ("To kick off the restaurant's 20th anniversary celebration, we plan to offer free dessert to all of our customers this week." "Great idea. I can't wait to hear what else you have planned.")

to be under a person's nose ("I spent all day looking for my car keys and couldn't find them." "Here they are. They were right under your nose the whole time.")

FIRST GROUP



SECOND GROUP

SINGLE BED

ROLLAWAY BED OR ROLLAWAY

SLEEPING BAG



TENT

words in action

THIRD GROUP





SOFT DRINKS



COOLER



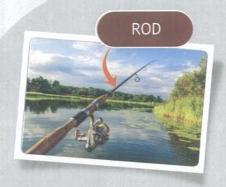
A SIX-PACK OF BEER



A CASE OF COKE®



FOURTH GROUP







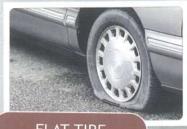


FISHERMAN



FIFTH GROUP





FLAT TIRE



JACK





SPARE TIRE OR SPARE



TOOLBOX

SIXTH GROUP



BUGS





SEVENTH GROUP









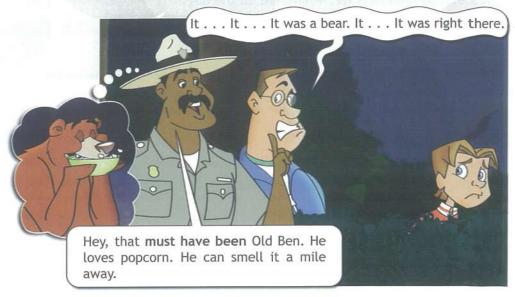


the grammar you need

The exercise is to be done and corrected in class.

MUST HAVE + PAST PARTICIPLE

In a previous book, you learned that we use **must** to talk about a deduction we make when we are certain about something. Now take a look at this example from the lesson with **must have + past participle**.



As you can see, **must have + past participle** can be used to talk about a deduction we make when we are certain about something that happened in the past.

Since the ranger knows that Old Ben loves popcorn, he uses **must have** + **past participle** because he is certain that the bear that scared the boy and his father was Old Ben.



REMEMBER THIS:

We often use **must have + past participle** to refer to deductions about the past.

the grammar you need

Here are some more examples.

"Ed fell asleep as soon as he got back from his camping trip yesterday." "Yeah. He must have been really tired."

"It's almost time to leave. Where are all the bags?"
"I don't know. Mom must've already loaded them in the car."

"Tim just got back from looking around that old house down the street. I wonder why he's so upset."

"They say that place is haunted. He must have seen a ghost!"

"What is this sleeping bag doing out here in the woods?" "Some campers must've left it behind."

"Mom! I think a bear ate all of our food!"

"Oh, no! Your father must not have remembered to put it in the car last night."

"Aiden didn't want any dinner after he got back from the movies."

"He must not have been hungry. He probably ate a bunch of popcorn and candy at the movie theater."

"Where's Dan? Didn't anyone tell him about our extra rehearsal today?"

"He never misses a rehearsal. He must not have known about it."

the grammar you need



Complete the sentences with *must have* and the past participle of the verbs in parentheses. The first two are done for you.

1.	"The trash is all over the gar	den! What a mess!"	
	"Rover must have/must've do	one it. Bad dog!" (to do)	
		Street V.	
-			
2.	"Why didn't Carla finish her	dinner?"	
	"She <u>must not have liked</u> the	e food." (not; to like)	
-	9		
3.	"I'm sorry. I don't have a rese	ervation for you."	
	"Oh, no. My secretary		to make a
	reservation for me." (to forg	get)	
1	"Have you seen the book I w	as reading? I want to read it	on the trip "
4.		we you seen the book I was reading? I want to read it on the trip." it already. I'll check in the bags."	
	(to pack)	it directly. I'll directly	in the bags.
5.	"Christy found a bug in her sleeping bag last night."		
	"She	very happy about that	t. She hates
	bugs." (not; to be)		
5.	"Max was really surprised to	see us."	
	"He	our car parked	out front."
	(not; to notice)		

the grammar you need

THE PREFIX UN-

In the previous lesson, you learned that a *suffix* (e.g., -ly, -al, and -er) can be added to the *end* of a word to make a new word.

Now let's learn what a *prefix* does. A *prefix* can be added to the *beginning* of a word to make a new word.

We can add un- to the beginning of an adjective to make a new word with a negative meaning. Here are some examples.

In the woods, it's usual for animals to try to avoid people, so it's very unusual to see a bear near a campsite.

"Alexa is so *lucky*! She's smart, beautiful, talented, and popular at school."
"Well, I think she's *unlucky*. Everyone expects so much of her, so she's really stressed all the time."

We can add un- to the beginning of a *verb* to make a new word with an *opposite* meaning. Here is an example from the lesson. Remember when the family was *loading* all of their stuff in the car so they could leave on their camping trip? Now they've arrived at the park. Let's see what the father asks the kids to help him do.





REMEMBER THIS:

The prefix un- has a negative or opposite meaning.

the grammar you need

Here are some adjectives you have already learned and the new adjectives we can form by using the prefix un-.

ADJECTIVE	ADJECTIVE (with negative meaning)
able	un able
convinced	unconvinced
fair	unfair
happy	unhappy
healthy	un healthy
kind	unkind
lucky	un lucky
necessary	unnecessary
safe	unsafe
usual	unusual
welcome	unwelcome
willing	unwilling

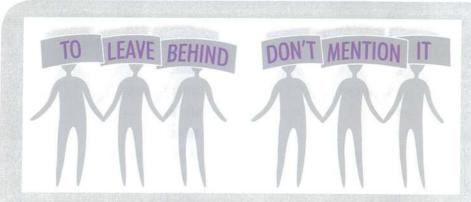
Here are some verbs you have already learned and the new verbs we can form by using the prefix un-.

VERB	VERB (with opposite meaning)
to buckle	to unbuckle
to do	to undo
to dress	to undress
to fasten	to unfasten
to load	to unload
to lock	to unlock

There are other prefixes, such as ir-, dis-, and in- which also have a negative or opposite meaning. We will learn about these prefixes later.

talking like an American





Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned. Here are some you learned in Lesson 4.

to leave behind ("It must've been difficult leaving your friends behind and moving to a new town." "It was, but I visit them every chance I get.")

to be on one's way ("Dinner is almost ready. Will you be home soon?" "Yes. I'm on my way right now.")

to be as snug as a bug in a rug ("It's too cold to go for a walk today." "Just wear your new coat—you'll be as snug as a bug in a rug.")

a good night's sleep ("I don't feel well." "You've been working too hard lately. After a good night's sleep, I bet you'll feel much better.")

Don't mention it. ("Thank you so much for helping out with this project." "Don't mention it. You can always count on me to help.")

to lose a person's cool ("What happened to your eye?" "Well, this guy was being really rude to me. I tried to stay calm, but I lost my cool. We got in a fight and I ended up with this black eye.")

I know how to . . .

Here are some examples from the lesson of all the things you know how to say now. Read the examples, then fill in the stars to show how well you know these things.

I know how to . . . **



... express agreement;



That's the best idea I've heard all day.



. . . state that something is ready;



That should just about do it.



. . . make a deduction.



It must be time to go to bed.



Hey, that must have been Old Ben.



- ★ I need to study this a lot more.
- ** I need to study this a little more.
- *** I know this very well.

just for fun

Let's have fun with this cartoon. Notice that the bug refers to an expression you learned in this lesson, as snug as a bug in a rug.



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THE HISTORY OF MOTELS

The family in this lesson stays at a motel for a night on their way to the park where they're going to camp. Now let's learn a little about what motels in the U.S. are like and their interesting part in the history of automobile travel in the country.

At the beginning of the 20th century, long-distance travel was usually done by train. This changed in the early 1920s with the invention of a passenger car that many Americans could afford and the construction of several U.S. highways¹. (The most famous of these highways, historic Route 66, connected Chicago, Illinois, to Los Angeles, California, running diagonally across the country.)

Although these highways were often just two-lane² roads, they were of great importance. With the new

highways, it was easier for people

to take long-distance road trips on business or on vacation with their families. These people wanted simple, economical places to sleep for the night before continuing on their way the next morning by car, and hotels were usually too expensive.



² A lane is one of the parts that a road or highway is divided into, usually marked by painted lines.

A different kind of hotel, generally small and family-owned, began to open along these highways. This kind of hotel, which was especially designed for motorists (people who drive a car), was originally called a motor hotel, and eventually a motel.

Motels were conveniently located next to highways and roads. The doors of the rooms faced the parking lot so that guests could drive up and park their cars right in front of their rooms. Without the extra services of a regular hotel (e.g., room service,



restaurants, valet parking), motels were a good deal for people traveling by car.

From the beginning, motels were a huge success. For tired drivers on a long trip, the sight of a motel at the side of the road must have been quite a relief. By 1950, there were about 22 million travelers on the nation's roads and over 50,000 motels to serve them.

To compete for business, many motels started to put up colorful signs with neon lights. They also began to offer extra comforts like color TVs, telephones, air conditioning in the rooms, and swimming pools.

³ Something that happens eventually happens after a long period of time.

In the 1980s, the U.S. completed construction of the Interstate Highway System, which was a newer and faster way to travel around the country. Many of the original motels on the old highways were unfortunately closed or abandoned as drivers began to use the new highway system and stay at new motels that opened to serve them.

Today, motels continue to be very economical and a convenient option for travelers. An example of a very popular motel in the U.S. is Motel 6[®], which can be found in many cities across the country. However, what would have been called a *motel* in the past might also now be called an *inn*, a *lodge*, or even a *hotel*.



Motels are part of the history of automobile travel in the U.S., and they are still a great option for travelers. If you ever

go on a long road trip in the U.S. and want an alternative place to stay, not a fancy, expensive hotel, then a motel is the ideal solution.



TALKING ABOUT BEVERAGES

In a previous book, we learned names for several different kinds of beverages. Now let's learn some more. In this lesson, the Holland family takes four six-packs of soft drinks with them on their camping trip. The term "soft drink" is commonly used on product labels and on menus to refer to a nonalcoholic drink that is usually carbonated. However, Americans also use other terms depending on where they live in the U.S.A.

In the Northeast, most of Florida, and in California, the most common term is *soda*.

In the Midwest and West, people generally call a carbonated drink a pop.

And in the South, people usually refer to any carbonated drink as a *Coke*® (even if it's not a Coca-Cola®).

If you plan to travel in the U.S.A., you should know which word to use if you feel like having one of these ice cold drinks.



words in action



A **SIDEWALK** IS AN AREA ALONG THE SIDE OF A STREET WHERE PEOPLE WALK.

THIS SIDEWALK IS FULL OF AUTUMN LEAVES.



words in action



A CAFÉ IS A SMALL RESTAURANT WHERE YOU CAN GET SIMPLE MEALS AND BEVERAGES.

A SIDEWALK CAFÉ IS A CAFÉ THAT HAS TABLES AND CHAIRS OUTSIDE ON THE SIDEWALK.





SHE LOOKS GORGEOUS IN HER NEW BLACK **BLAZER**.

HE LIKES TO WEAR A BLAZER WITH JEANS.

text

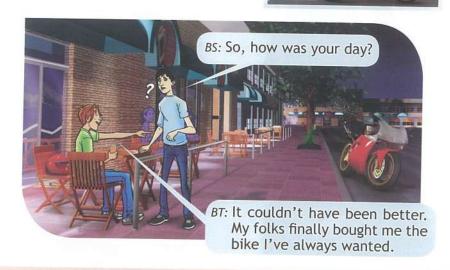
situation 1

AT A SIDEWALK CAFÉ

BT: Hey, are you OK? You look badly shaken up.



BS: Some nut on a motorcycle almost ran me over just now. He could have killed me.





BT: I'm out of here.

text

situation 2

NOTHING'S PRIVATE ANYMORE









reading text

AMERICAN CULTURE

Learning a new language doesn't just mean learning new words; it also means learning a new culture. There are certainly many differences between American culture and your own that are interesting to explore.

Many of the texts you have read in this course were about common aspects of American culture. In this lesson, one of the situations talks about a girl who thinks that her friend shouldn't have given her mother access to her personal social networking page. In general, in the United States, children and teens usually maintain a certain

independence from their parents as soon as they can. In everyday American life, you can see several examples of this.

At children's birthday parties, usually only the children are invited. Parents drop them off and pick them up when the party is over.





Parents love to see their older kids get all dressed up, ready to go to a school dance, but they would never think of accompanying them there. In fact, a student would definitely be mortified to see his or her parents at the dance.

Teens usually apply to colleges that are in a different city than the one where they live. So, after graduating from high school, they usually move out of their parents' home and live on or near campus until they graduate. At first they might feel *homesick*, which means that they feel sad because they miss their family and



old friends very much, but soon they make new friends and are excited about having a private life, independent from their parents. Living away from home, they can finally make many decisions by themselves, like what to wear, what to eat, who their friends are, where they can go, and how late they can stay out.

After graduating from college, parents expect their "kids" to move out. A college graduate who lives with his or her parents does not usually feel like a real adult yet. College graduates are usually excited about getting a job so that they can move out into an apartment, or perhaps share a house with several roommates. Most parents are happy when this



finally happens, because it means that their children have grown into independent and successful young adults.

Of course young people in the U.S. love their families, but they are also anxious to find out what life is like on their own. How is this aspect of American culture different from the culture in your country?

The exercise is to be done and corrected in class.

COULD HAVE + PAST PARTICIPLE

Look at this example from the lesson with could have + past participle.



Notice that in the example above, the boy who is standing uses **could** have + past participle (killed) to indicate that it was possible for the boy on the motorcycle to have killed him, but fortunately he **didn't**.

Now let's look at another example.

Rick is so smart. If he had spent a little more time studying, he could've been the best student at Wilson High.

Here we use **could have + past participle** (been) to indicate that it was possible for Rick to have been the best student at Wilson High, but he **wasn't**.

Notice that in spoken English, it's common to use the contracted form could've instead of the full form could have in the construction could have + past participle.



REMEMBER THIS:

We use **could have + past participle** when we are talking about a possibility in the past that didn't happen.

Here are some more examples with could have + past participle.

Grandma could've asked me for help with her computer. (But she didn't.)

If we had left home a little earlier, we could've been on time for the play. (But we weren't.)



Compare could and could have + past participle.

I'm so hungry right now. I could eat ten pizzas!

I was so hungry last night. I **could've eaten** everything at the restaurant!

SHOULD HAVE + PAST PARTICIPLE

Look at this example from the lesson with should have + past participle.



Notice that in the example above, the girl who is holding a cellphone uses should have + past participle (been) to indicate that, although it was advisable for the girl on the laptop to be at the party, she wasn't. In this case, the action—being at the party—was advisable because she would have had a lot of fun there.

Here's another example.

Pat should've told his parents the truth about who broke the vase.

In the example above, we use **should have + past participle** (told) to indicate that, although it was advisable for Pat to tell his parents the truth about who broke the vase, he didn't do it. In this case, being honest about who broke the vase was advisable because it was the right thing to do.

Notice that in spoken English, it's common to use the contracted form **should've** instead of the full form *should have* in the construction **should have** + **past participle**.



REMEMBER THIS:

We use **should have + past participle** to indicate that a past action which was advisable was *not* performed.

Now let's look at the negative form of the construction. Look at these examples.

Mrs. Miller warned the class to study hard because the test would be difficult. Max didn't study, and he flunked the test. He **shouldn't** have ignored her warning. (But he did.)

Although Mom loves her new blazer, she **shouldn't have bought** it because it was too expensive. (But she **did**.)

I couldn't get out of bed this morning; I was so tired. I shouldn't have stayed up so late chatting with my friends. (But I did.)



REMEMBER THIS:

We use

should not have + past participle

or

shouldn't have + past participle

to indicate that a past action which was not advisable was performed.



Compare should and should have + past participle.

You look so tired. You should go to bed immediately.

You went to bed at midnight last night. You **should've gone** to bed earlier.

the grammar you need

Finally, look at these examples with **should have + past participle** used to ask questions.

Should I have invited your ex-boyfriend to the party?



Should the kids have eaten so much candy?





REMEMBER THIS:

We ask questions with **should have + past participle** by inverting **should** and the *subject*.

the grammar you need



Complete the sentences with could have or should have and the past participle of the verbs in parentheses. Use contractions.

1. Heather	to the
doctor last week when she had a very high	fever.
(to go)	



2. Jack ______ a professional basketball player if he had practiced more. He had a lot of natural talent. (to be)



3. You _____ the look on Polly's face when she arrived at her surprise party. She was so surprised! (to see)



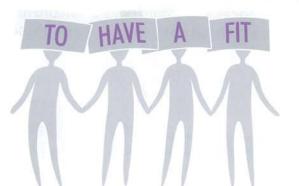
4. Martina spent too much money on that old bike.

She ______ a brand-new bike for the same amount. (to buy)



talking like an American







Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 5.

to be shaken up ("I heard you were in a car accident. Are you OK?" "Yes. I'm just a little shaken up, that's all.")

just now ("I'm hungry." "How is that possible? You had breakfast just now.")

I'm out of here. ("Here comes Mr. Cummings, and he doesn't look happy." "I don't know about you guys, but I'm out of here.")

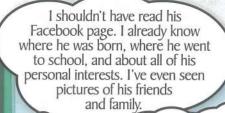
to lose out on ("Don't lose out on this house. It's a fantastic opportunity." "You're right. It's the perfect home for my family.")

to have a fit ("Joanna is going to have a fit when she finds out you used her office." "She's on vacation. She'll never know.")

brand-new ("Did you get David a used car for his birthday?" "No. We found a great price on a brand-new car for him.")

just for fun

ON A FIRST DATE IN THE ERA OF SOCIAL NETWORKING



I shouldn't have read her Facebook page. I already know where she was born, where she went to school, and about all of her personal interests. I've even seen pictures of her friends and family.

So what's left to talk about?



AUNT LUCY HAS CONTEMPORARY FURNITURE IN HER HOUSE.

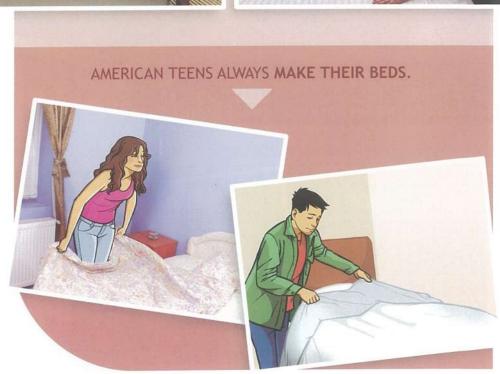


words in action

WHEN YOU **MAKE THE BED**, YOU ARRANGE IT AFTER SLEEPING ON IT.

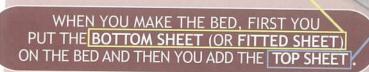






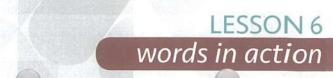


SHEETS ARE LARGE PIECES
OF THIN CLOTH WE PUT ON A BED
TO LIE ON OR LIE UNDER.



THE KIDS ARE HAVING FUN HIDING UNDER THE SHEET.







HOUSEWORK IS WORK WE DO TO KEEP A HOUSE CLEAN—SUCH AS VACUUMING, MAKING BEDS, OR DOING THE LAUNDRY.



text

situation 1

IN NEED OF A FAVOR

BS: Hey, Ronnie. Could you do me a favor?



BS: Mom asked me to do some housework this weekend. I could really use your help.





BS: OK. Mom requested that I do the dishes, do the laundry, and make the beds with fresh sheets.



LB: The housework you speak of is incompatible with my lifestyle.

BS = big sister

LB = little brother



Many American families also prepare and cook meals together. There are quite a few traditional American dishes that are not difficult to make. Also, supermarkets and grocery stores offer many products that help make cooking meals very quick and easy.

It is also very common for kids in the U.S. to work as baby-sitters or deliver newspapers, or get part-time or summer jobs when they are at least 14 years old. (Also, some parents pay their children an allowance for doing housework and chores.) With the money kids make, they usually buy something special they really want, like their first car, or they might just want some extra spending money for hanging out at the mall.

American parents do not expect their kids to do all of this work because they are unkind or unfair to their children; there are cultural reasons for these attitudes. The *do-it-yourself* culture is quite strong in the United States. This means that people usually prefer to do things for themselves instead of paying other people to do them. For example, in the U.S., it is common for people to paint their own houses and fix their own things. (It shouldn't surprise you to learn that it's very rare for American middle-class families to employ a person to do housework or cook meals.)

American parents expect their children to be a part of this independent culture and learn how to take care of the family home. They also think it's good for teenagers to have a job, because it teaches them responsibility and helps them appreciate how hard their parents work. Are any of these aspects of American culture different from the culture in your country?

the grammar you need

The exercises are to be done and corrected in class.

DO AND MAKE

Look at this example.

"What are these people doing?"
"They're washing the dishes."





In the example above, we want to know what activity the people in the photos are performing, so we ask what they are **doing**.



REMEMBER THIS:

We usually use the verb to do with the meaning of to be engaged in, to perform, or to execute some activity.

Here's an example from the lesson.



Here are some more examples with to do.

At my house, we **do** the laundry once a week, on the weekend. Tom always **does** his homework as soon as he gets home from school. Wayne **did** me a big favor last week when he **did** my chores for me.

Now let's compare the use of **to do** with the use of **to make**. Look at this example.

"What are these people making?"

"They're making a cake."





REMEMBER THIS:

We generally use the verb to make with the meaning of to create, to prepare, to construct, or to present something.

Here's an example from the lesson.

She's making a big presentation on Monday.

Mom never has to bring work home. Why this weekend?

Here are some more examples with to make.

Julie and her little brother love to make sandcastles at the beach.

Tonight Dad is making my favorite for dinner: barbecued chicken.

All of the candidates for student council president made excellent speeches.

Jimmy forgot to make his bed before he left for school.

the grammar you need

1	~	1
-	\sim	

I. Complete each sentence with the correct option.

1. "You your chores, and I'll dinner: spaghetti with meatballs!" "Sounds great, Mom!" a. make—do b. do—make	your favorite
 2. "What are you going to for New Year's? throw a party?" "I don't think so. We had a party last yea a big mess that we had to clean up a. do-made b. make-did 	r, and everyone
3. "Great wedding photo! Who your hair a "My friend Amy. And my mother designed and a. made—did b. did—made	nd makeup?" my dress."
4. "Jonah's really nervous about starting school in a new "I'm sure he'll just fine. He easily." a. do—makes b. make—does	v town this year." new friends

THE PRESENT SUBJUNCTIVE TENSE

Let's see how we form the present subjunctive tense of the verb to be.

Dad ordered that I be grounded for coming home too late.

USE BE FOR ALL PERSONS

Amy, your parents requested that you be allowed to leave early today.

USE BE FOR ALL PERSONS

Coach Tyler asked that Gary be at the gym by 6:30 a.m.

USE BE FOR ALL PERSONS

Now let's see how we form the present subjunctive tense of other verbs.

I insist that you have a second helping of this chocolate cake.

VERB IN PRESENT TENSE

Lucy's friends suggested that she go to the movies with them.

VERB IN PRESENT TENSE WITHOUT S

Mr. Hill recommended that we read Chapter 5 to prepare for the quiz.

VERB IN PRESENT TENSE

The principal requested that Emily's parents meet with him.

VERB IN PRESENT TENSE



REMEMBER THIS:

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

the grammar you need

Now that you know how to form the subjunctive tense, let's learn when we should use it. Look at these examples.

These days, it's essential that everyone have excellent computer skills. My boss requested that I make an important presentation tomorrow.



REMEMBER THIS:

The subjunctive may be used in the following circumstances:

- With that after verbs such as ask, demand, insist, order, propose, recommend, request, require, and suggest.
 - e.g., I suggest that we leave at once.
- After expressions such as It's important/necessary/essential that.
 - e.g., It's important that he quit smoking immediately.

Here are some more examples.

In an emergency, it's necessary that everyone stay calm.

It's important that we study for our history test this weekend.

Mrs. Simms asked that we try harder to be on time for work.

Dr. Goodman ordered that I go on a diet immediately.

In most states, the law requires that a person be at least 21 years old to drink alcoholic beverages.

The waiter recommended that Mary order the broiled salmon for lunch.



The subjunctive tense is often used in formal situations.

the grammar you need



II. Complete the sentences with the present subjunctive tense of the verbs in parentheses.

1. "What was the meeting about?" "Mr. Lee requested that we our projects this week." (to finish)
2. "Did the doctor have any suggestions about how to reduce your stress?" "Yes. She recommended that I a nice, long vacation." (to take)
3. "What did the veterinarian say about Toby's weight?" "He ordered that Toby on a diet and that I him for walks every day." (to go; to take)
4. "It's essential that Max his speech at the meeting tomorrow." (to give) "Don't worry. He's already confirmed that he'll be there."
5. "Is it necessary that I so many people to my birthday party?" (to invite) "No, but the more people you invite, the more presents you'll receive."
6. "My science project isn't finished yet and it's due today. Is that a problem?""Of course it is. It's very important that you your project by the due date." (to submit)

the grammar you need

THE PREFIX IN-

In a previous lesson, you learned that a *prefix* can be added to the *beginning* of a word to make a new word. You learned that the prefix un- can be added to the beginning of a word to make a new word with a *negative* or *opposite* meaning. Now let's look at the prefix in-. The *negative* prefix in- can also be added to the beginning of a word to make a new word.

Here is an example based on the lesson. What kind of activities are *compatible* with the lifestyle of the little boy in the lesson? Perhaps things like playing games and hanging out with friends, right? So let's see what he says about all the housework his sister wants him to help her with.

Mom requested that I do the dishes, do the laundry, and make the beds with fresh sheets.





REMEMBER THIS:

The negative prefix in- is used at the beginning of a word to make a new word.

Now take a look at these examples with the prefix in-.

"Polly is such a *considerate* person. She's always very careful not to hurt anyone's feelings."

"But her brother lan is extremely *inconsiderate*. He teases me so much that sometimes he makes me cry."

Sebastian did really well on his English test. He got 18 items *correct* and only two *incorrect*.

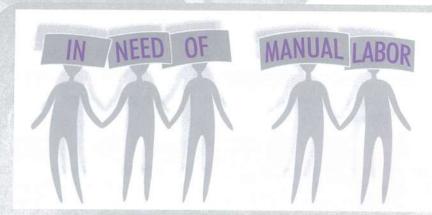
Here are some words you have already learned and the new words we can form by using the *negative* prefix in-.

ADJECTIVE	IN- + ADJECTIVE
capable	incapable
compatible	in compatible
complete	incomplete
considerate	inconsiderate
correct	incorrect
credible	incredible
decent	indecent
delicate	indelicate
exact	inexact
expensive	inexpensive
formal	informal
sensitive	insensitive

There are other negative prefixes which we will learn about later.

talking like an American





Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 6.

in need of ("The local animal shelter is in need of financial support. Can you help?" "Sure. I love animals. I'll make a monthly donation.")

to speak of ("Who are those strange people at the front door?" "Those people you speak of are my friends, and they are not strange. They just called me and invited me to go to the park with them.")

manual labor ("Look, I'm in medical school now. My hands are delicate tools. You can't expect me to do manual labor." "I know, I know. But while you're home on vacation, you can help us get ready for our garage sale.")

I know how to . . .

Here are some examples from the lesson of all the things you know how to say now. Read the examples, then fill in the stars to show how well you know these things.

I know how to . .



. . . ask for a favor;



Hey, Ronnie. Could you do me a favor? I could really use your help.



. . . explain what something is about.



She's designing a new line of furniture for a big company.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.





A **PASSPORT** IS AN OFFICIAL DOCUMENT YOU NEED WHEN YOU WANT TO ENTER ANOTHER COUNTRY AND WHEN YOU RETURN TO YOUR HOME COUNTRY.



BAGGAGE CLAIM IS THE PLACE IN AN AIRPORT WHERE PEOPLE GET THEIR BAGGAGE AFTER A FLIGHT.



THE BAGGAGE CLAIM IS CROWDED TODAY.



A **CARRY-ON** IS A BAG THAT YOU ARE ALLOWED TO CARRY ONTO A PLANE WITH YOU.



ON A PLANE, YOU MAY PUT YOUR CARRY-ON UNDER THE SEAT IN FRONT OF YOU.







A **BOARDING PASS** IS A SPECIAL DOCUMENT PEOPLE MUST SHOW WHEN THEY GET ON A PLANE.



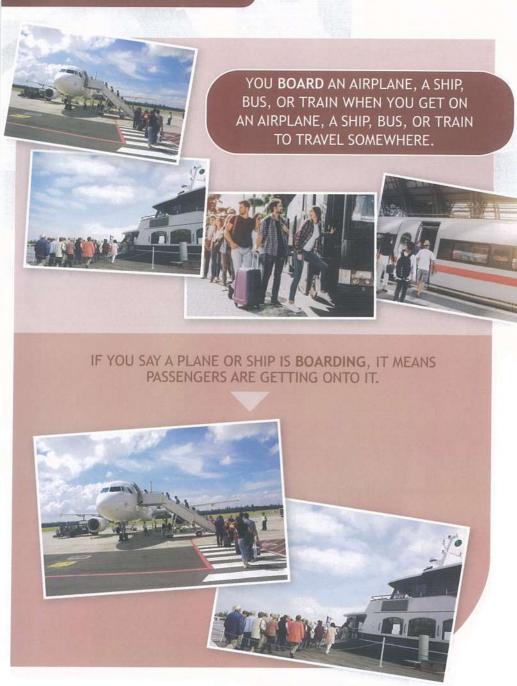




A **GATE** AT AN AIRPORT IS THE PLACE WHERE PASSENGERS LEAVE THE AIRPORT TERMINAL TO GET ON THEIR PLANE OR ENTER THE TERMINAL FROM A PLANE THAT HAS JUST ARRIVED.

LUCY'S FLIGHT LEAVES AT 8, BUT SHE'S ALREADY AT THE GATE.







A SECURITY CHECKPOINT
IS THE PLACE WHERE
PEOPLE ARE STOPPED FOR
INSPECTION AT AN AIRPORT.



AN AIRPORT EMPLOYEE MIGHT LOOK INSIDE YOUR CARRY-ON AT A SECURITY CHECKPOINT.



LESSON 7

text

situation 1

AT INTERNATIONAL ARRIVALS



BF: You seem a little out of it.







BF: Just follow the signs for baggage claim.



LESSON 7

text

situation 2

AT THE CHECK-IN COUNTER







ATA: The plane will board in about an hour. You should proceed to the security checkpoint now.



B: Time flies when you're having fun. I was afraid to come, but I had such an unforgettable experience studying here.



ATA: May this be the first of many visits to the U.S.

LESSON 7 reading text

AN AMAZING EXPERIENCE













Hi! I'm Daniel! Welcome!

I just got back from studying abroad for a semester in the United States. It was an amazing experience! There's so much stuff I want to talk about, stuff that I'm sure will be helpful for people who are thinking about being an exchange student in the U.S. too.

That's why the first subject I'm going to talk about is what happens at the very beginning, before you even leave the airport to meet your host family. This is not the most exciting subject, I know, but definitely important. And if you know what to expect, then there's no need to be nervous.

So let's say that you decide to spend a semester abroad (like I did). Imagine that after months of dreaming and planning, you're finally on your way. Then all of a sudden you realize that you are on a plane together with hundreds of complete strangers on your way to a country thousands of miles away from home. At this point you might be in a panic thinking, "What have I gotten myself into? I wish I were back home right now! I have no idea what to expect!"

But now you can chill out, because your good pal Daniel is going to give you a general idea of what you can expect! Here we go. During the flight, one of the flight attendants* might bring you a form. Be sure to complete it very carefully. Keep it in a safe place, but in a place where you can find it quickly once you arrive.

*flight attendant—an airline employee who looks after passengers during a flight.

As you leave the plane with your carry-on, be sure to have your passport, and any other important forms or documents ready. The first thing that will happen is that airport staff will direct you to wait in line to go through immigration with all the other passengers. Even though you may be tired and wishing you were taking a nice, hot shower right at that moment, you will need to be calm and patient, because this is serious business!

When it's finally your turn, an immigration officer will need to check your documents. You may also need to show the officer your return airline ticket and information about your student exchange program.

The officer may seem a little serious, but he or she is just doing his or her job. Just try to be polite and friendly (I'm sure you always are!) and answer his or her questions with simple, direct answers. Here's an example of what the conversation might be like:

Immigration Officer: Welcome to the United States. Passport, please.

You: Sure. Here it is.

Immigration Officer: What's the purpose of your visit?

You: I'm here on a student exchange program.

Immigration Officer: How long are you planning to stay?

You: For six months.

Immigration Officer: Where will you be staying?

You: With a host family.

Immigration Officer: (Returns your passport and any other forms or documents.)

Enjoy your stay.

You: Thank you.

After that, you can proceed to baggage claim to pick up your checked bags. Once you have them, you will need to show one of your documents to another officer. After that, you can leave and your adventure really begins!

*purpose-n., reason, objective

LESSON 7 going further

SIGNS

Look at this example from a previous book.

So you didn't notice the sign.





In the example above, the sign Caution: Wet Floor is used to warn people to be careful so that they don't slip and fall.

Now let's take a look at an example from this lesson.



In this example, the boy in flip-flops said, "Watch your step," to warn the boy in sneakers to be careful while he was walking. Watch your step is often used on signs to warn people to be careful while they are stepping onto an escalator, or to pay attention where they are walking.





LESSON 7 going further

Here are some other signs that are commonly used in the United States to warn people to be careful.





These are some signs that are often used in the U.S. to give people information.







You might already be familiar with the expression self service.

Self-service, or **self-serve** signs are commonly seen at gas stations.



It's important to be familiar with signs like these when you are in the U.S. Can you think of any other signs in English you already know?

LESSON 7

the grammar you need

The exercise is to be done and corrected in class.

WISH

Take a look at this example from the lesson with wish.



In the example above, the boy in sneakers is saying that he is not back home *now*, but that he would like to be. He is talking about a present situation which he would like to be different. He is expressing a **wish about the present**, so he uses the verb **wish** followed by another *verb* in the *past subjunctive* (I **wish I were** . . .).

LESSON 7

the grammar you need



Use the verbs in parentheses to complete each sentence with a wish about the present.

and the second s	so much responsibility.'	
	to go thro the line! We'll be here a	ugh immigration." (not; to have) the airport for hours."
	eady speak English. So	y language that exists." (can) me people say English is your
4. "We wish you a (to get along) "Well, he really	and your brothery does irritate me, but h	better." e knows I love him."
to the exchange	heys e student from Spain." (em a little. I speak Span	

the grammar you need

USE OF MAY (EXPRESSING A WISH)

You already know that we can use **may** to *express permission* and *possibility*. Now let's learn about how we can use **may** to express a wish. Look at this example from the lesson.





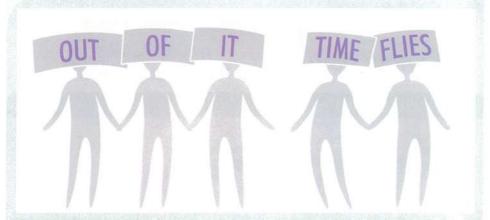
REMEMBER THIS:

When we use may to express a wish, we use may + a verb in the present subjunctive

Here are some more examples with may to express a wish.

- "I missed class yesterday to go to my grandmother's funeral."
 "Oh, I'm sorry to hear that. May she rest in peace."
- "Jennifer Jones and Billy Kent got married last week."
- "They make a lovely couple. May they be very happy together."





Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 7.

out of it ("I found another error in your calculations. What's going on?" "Sorry I'm so out of it. I haven't been sleeping well lately.")

to have the time of a person's life ("I heard you and Dan took a trip to Spain. How was it?" "Amazing. We had the time of our lives.")

Take care. ("It was so nice to see you again, Rosa. Take care." "You too, Charlie. See you next year.")

time flies ("I can't believe it's the last day of our cruise." "Neither can I. Well, time flies when you're having fun.")

LESSON 7 I know how to . . .

Here are some examples from the lesson of all the things you know how to say now. Read the examples, then fill in the stars to show how well you know these things.

I know how to . . .



. . . state a warning;



Hey, dude, watch your step.



. . . express a desire or wish;



But I really wish I were back home right now.





. . . give advice.



You should proceed to the security checkpoint now.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

BIRTH DATE / DATE OF BIRTH

1 2 1 9 2 0 0 1 OR 1 9 1 2 2 0 0 1

Your birth date or date of birth is the day you were born, including the year. Pay special attention when you write the date on a form because, as you have already learned, in the U.S. it's very common to write the date in this order: month-day-year. However, some official documents (such as forms that are often used by international visitors) require that the date be written in this order: day-month-year.

COUNTRY OF CITIZENSHIP

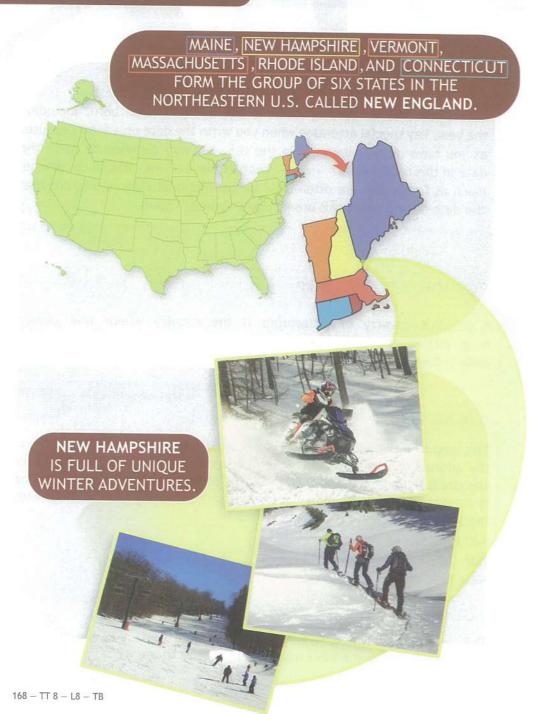
A person's *country of citizenship* is the country where that person is a *citizen*—the country in which he or she is legally accepted. Anne is French, so she would write *France* for this item.

ADDRESS WHILE IN THE U.S.

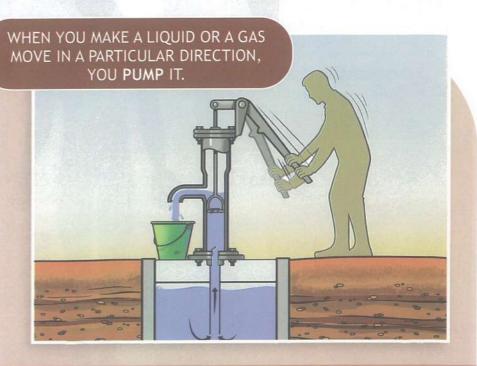
This might be the address of your hotel or, if you are an exchange student, the address of your host family. Remember that in the U.S., people write the street number first and then the name of the street. Let's say that Anne is staying with some friends. She remembered to bring their address with her so she could write it down like this:

140 22nd Street Apt. 7C New York, NY

This information will definitely come in handy when you travel to the United States. May you have many opportunities to use it!

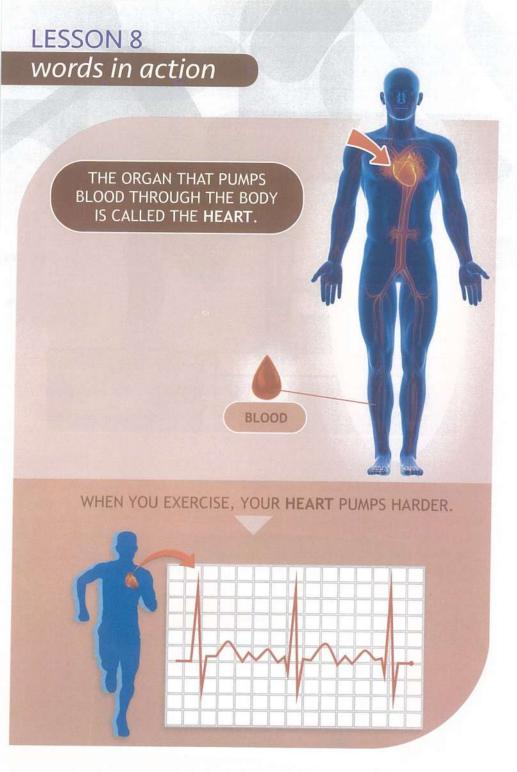


words in action



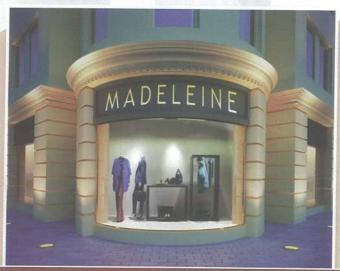
PUMPING AIR INTO THIS MATTRESS IS A LOT OF WORK.









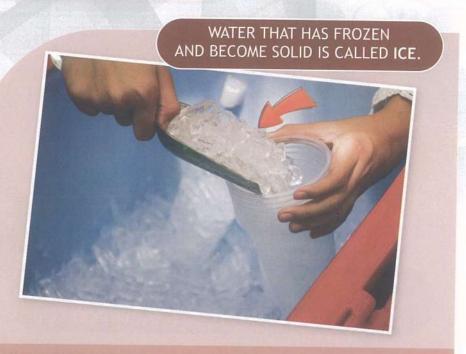


A SMALL STORE THAT SELLS STYLISH CLOTHING OR OTHER EXPENSIVE THINGS IS CALLED A **BOUTIQUE**.

FAMOUS PEOPLE OFTEN SHOP AT THIS BOUTIQUE.







IT WAS SO COLD THAT THE TREES WERE ALL COVERED WITH ICE.



words in action



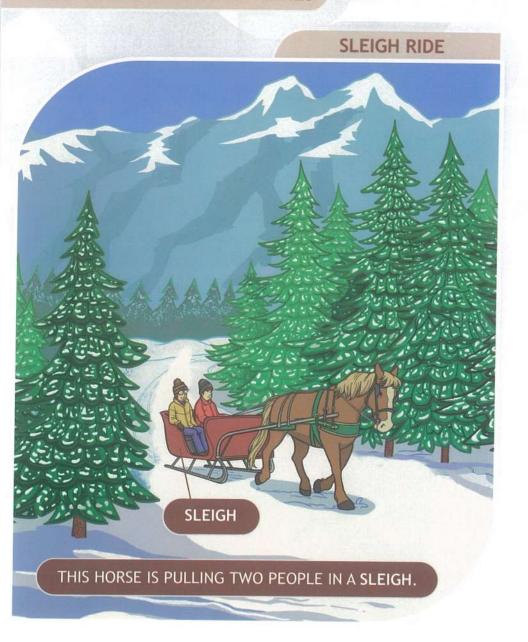


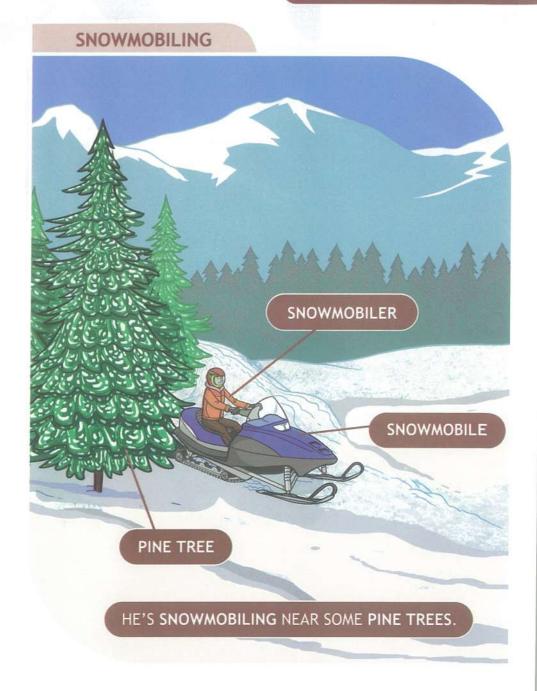
A SINGLE PIECE OF SNOW THAT FALLS FROM THE SKY IS CALLED A **SNOWFLAKE**.

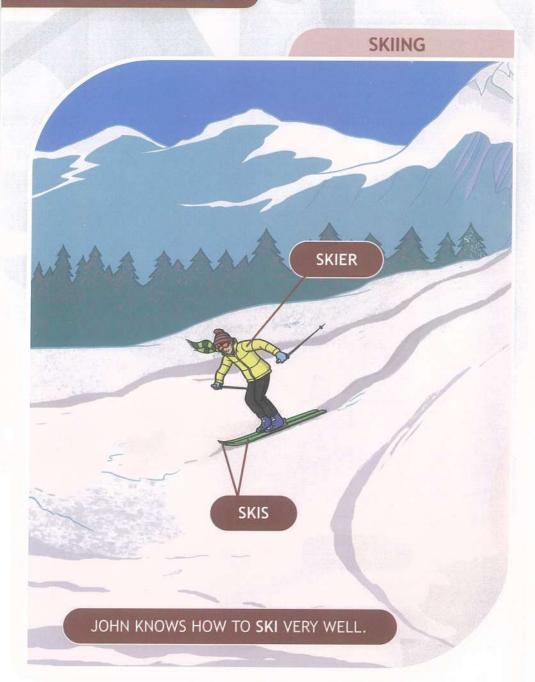
SHE'S TRYING TO CATCH SNOWFLAKES IN HER MOUTH.



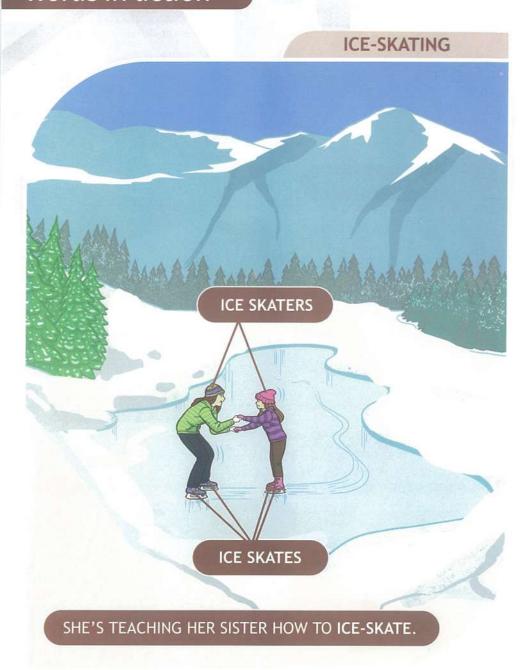
WINTER SPORTS AND ACTIVITIES

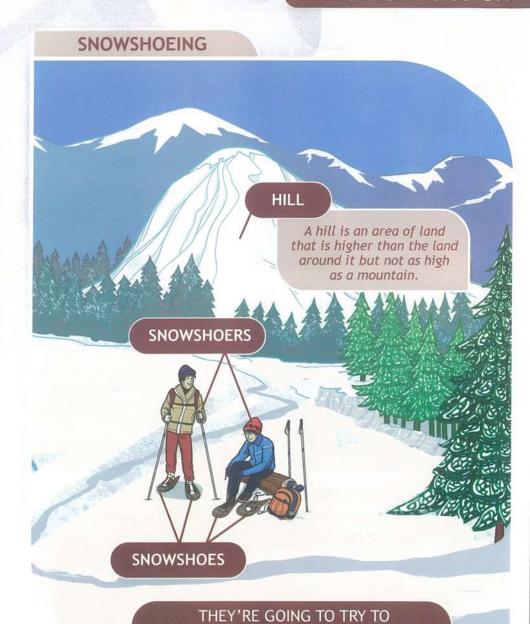






SNOWBOARDING SNOWBOARDER SNOWBOARD PIPE IT LOOKS REALLY HARD TO SNOWBOARD IN A PIPE LIKE THAT.





SNOWSHOE TO THE TOP OF THE HILL.

LESSON 8

the grammar you need

THE SUFFIX -LESS

In a previous lesson, you learned that the suffixes -al, -er, and -ly can be added to the end of a word in order to make another word. In this lesson, let's learn about the suffix -less. Here's an example from the lesson.

"The opportunities for wintertime fun are nearly endless."







Notice that the suffix -less is added to the noun *end* to make the adjective **endless**. The suffix -less means *without*, so we can understand from this sentence that there is nearly *no end* to the opportunities to have fun in New Hampshire in the winter.



REMEMBER THIS:

The suffix -less is an adjective-forming suffix meaning without.

Here are some more examples with the suffix -less.

Carla takes very good *care* of her bike, but her little brother is very careless with his. In fact, his bike is broken.

"So, did you enjoy my speech?"

"I liked it so much that I don't know what to say. I guess I'm speechless!"

the grammar you need

Here are some nouns you have already learned and the new adjectives that can be formed by using the suffix -less.

NOUN	ADJECTIVE
air	an air less room The study group met in an <i>airless</i> room in the basement.
back	a backless dress Sue wore a <i>backless</i> dress to the prom.
breath	a breathless runner A breathless runner crossed the finish line.
child	a Childless couple The Smiths are a <i>childless</i> couple.
heart	a heartless¹ assassin The police finally found the heartless assassin of Mr. Cole.
help	a helpless ² child At two years old, Mary is just a <i>helpless</i> child.
law	a lawless ³ town It's almost impossible to live in a <i>lawless</i> town.
life	a lifeless planet Scientists have determined that certain planets are lifeless.
pain	a pain less birth After a <i>painless</i> birth, Ann held her new baby in her arms.
power	a power less victim Bullying can make kids feel like <i>powerless</i> victims.
sleep	a sleepless night Because of my neighbor's party, I had a sleepless night.
sugar	sugarless candy Sugarless candy is safe for your teeth.
time	a time less : style All of Sue's clothing has such a <i>timeless</i> style.
tooth	a toothless baby Billy can't chew food yet; he's still a <i>toothless</i> baby.

¹ heartless—a heartless person is one who is cold, unkind, and uncaring.

² helpless-weak, incapable, powerless

³ lawless—a lawless place is one where there is no respect for the law.

⁴ timeless-eternal, permanent, enduring

LESSON 8

the grammar you need

THE SUFFIX -FUL

Let's learn about another suffix in this lesson: -ful. Here's an example.

"The mountains have a *peaceful* way of bringing us all together, but they also have a way of bringing out the competitive spirit."



Notice that the suffix -ful is added to the noun peace to make the adjective peaceful. The suffix -ful means full of, characterized by, so we can understand from this sentence that the mountains in New Hampshire bring people together in a way that is full of peace.



REMEMBER THIS:

The suffix -ful is an adjective-forming suffix meaning full of, characterized by.

Here are some more examples with the suffix -ful.

"There is so much natural *beauty* in New England."
"You're right. I think it's one of the most **beautiful** parts of the country."



"Do you need help with anything, Mom?"

"Yes, put these sheets and blankets in the washer, please. And thanks for being so **helpful**, dear!"

Lisa takes good *care* of her baby brother. Her parents appreciate that she's so **careful** with him because he's very small and delicate.



"What's wrong, Mr. Bell? You seem to be in a lot of pain."

"Last week I fell and hurt my back while skiing. It's still really painful."

the grammar you need

Here are some nouns you have already learned and the new adjectives we can form by using the suffix -ful.

NOUN	ADJECTIVE
color	a colorful painting There's a colorful painting of flowers in my bedroom.
doubt	a doubt ful decision Ted made a <i>doubtful</i> decision to quit the football team.
flavor	a flavor ful soup Ben learned to make some simple but <i>flavorful</i> soups.
fruit	a fruit ful ¹ life Eric had many health problems, but he lived a very <i>fruitful</i> life.
play	a play ful puppy Jennifer loves to take her <i>playful</i> puppy to the park.
shame	a shame ful ² scandal Dan was involved in a <i>shameful</i> scandal at school.
success	a successful business Leah has a <i>successful</i> business selling her tasty pies.
wonder	a wonder ful teacher Max loves school because he has <i>wonderful</i> teachers.

Remember that learning how to recognize certain suffixes, their usual meanings, and how they change the meanings of words is of great help when you read an English word you're not familiar with. If you understand the way the word is formed, it will be easier for you to find it in the dictionary.

Take a look at all of the suffixes you already know.

	SUFFIXES
-AL	(financial, personal)
-ER	(player, teacher)
-FUL	(helpful, peaceful)
-LESS	(endless, speechless)
-LY	(definitely, surely)

¹fruitful-productive, profitable

²shameful-causing shame

LESSON 8 talking like an American





Remember that the situations and exercises in To The Top feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned. Here are some you learned in Lesson 8.

to bring out ("What makes a person a great coach?" "Well, I think it's the ability to bring out the best in each player.")

to warm up ("Whose idea was it to go camping in the winter? It's freezing out here." "Stop complaining, and come sit here by the fire to warm up.")

action-packed ("How was the movie you saw last night?" "It was great—a real action-packed adventure. You'd love it.")

one-of-a-kind ("I love your dress. Where did you buy it?" "Well, this dress is one-of-a-kind: I made it myself.")

I know how to . . .

Here are some examples from the lesson of all the things you know how to say now. Read the examples, then fill in the stars to show how well you know these things.

I know how to . . . * * *

. . . talk about winter sports and leisure activities;



Some of the greatest Olympic skiers got their start on these hills.

At the bottom of every run, there's a cozy lodge to warm up beside the fire and grab a hot chocolate.





With nearly forty Alpine and Nordic ski areas across the state, you're never more than a quick drive from an action-packed day.

You can try snowshoeing or snowmobiling . . . or attend a great winter event, or even spend a romantic afternoon ice-skating.





You can also shop at a huge variety of stores, from one-of-a-kind boutiques, to bargain-filled outlet centers.



. . . encourage a person to do something.



And if you've never been on a sleigh ride, you just have to go.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- *** I know this very well.

FYI



In this lesson, we learned about the state of New Hampshire, which is in New England. New England is one of the many regions in which the United States is informally divided. Let's learn a little about this gorgeous corner of the country.

This region is called **New England** because it is where, in the year 1620, some of the first immigrants from England arrived to make a new life in the "New World."

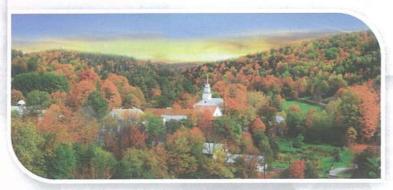




These immigrants were called *pilgrims*, and their story was the inspiration for the annual Thanksgiving holiday in the U.S., which you learned about in a previous book.

The states in the **New England** region (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut) played a very important part in the history of the United States because they were among the country's original thirteen colonies. (These colonies were later divided into the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.) The colonies declared their independence from England on July 4, 1776.

Today New England is especially famous for the colorful display of autumn leaves in its beautiful forests every year and its charming small towns.



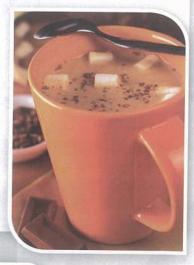
HOT CHOCOLATE

In this lesson about New Hampshire, we saw people drinking some delicious hot chocolate. People in many different countries in the world, including the United States, love to drink hot chocolate, or hot cocoa* (which you saw in a previous book), to warm up on a cold winter's day.

In the United States, this tasty drink is also very popular in instant form. In fact, in any supermarket in the U.S., you can choose from a large selection of instant hot chocolate products. These products are generally made of cocoa, sugar, and dry milk. Some of the most well-known are Carnation®, Hershey's®, Nestle®, and Swiss Miss® instant hot chocolate.

In the U.S., people can also choose from a large variety of products such as instant hot chocolate made with dark chocolate or milk chocolate, or low in sugar, sugarless, low fat, diet, etc. But one of the most popular kinds comes with miniature marshmallows.

For a delicious cup of hot chocolate at home, just put some instant hot chocolate in a cup, add hot water or hot milk, and enjoy. Mm!!

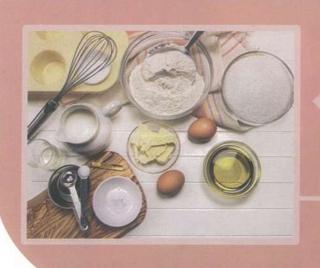


"Hot chocolate is generally considered another way to say hot cocoa.





INGREDIENTS ARE ALL THE FOODS USED IN MAKING A DISH.



THESE ARE THE INGREDIENTS USED TO MAKE MUFFINS.



A **RECIPE** IS A SET OF INSTRUCTIONS SHOWING HOW TO PREPARE AND COOK A PARTICULAR FOOD ITEM.



HE'S LOOKING FOR SOME HEALTHY RECIPES.

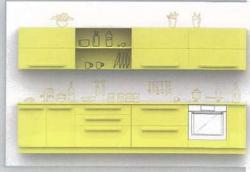


DIFFERENT KINDS OF CUPBOARDS OR DIFFERENT KINDS OF CABINETS









LESSON 9 words in action







OMELET



HASH BROWNS ARE POTATOES CUT INTO VERY SMALL PIECES AND FRIED UNTIL BROWN.

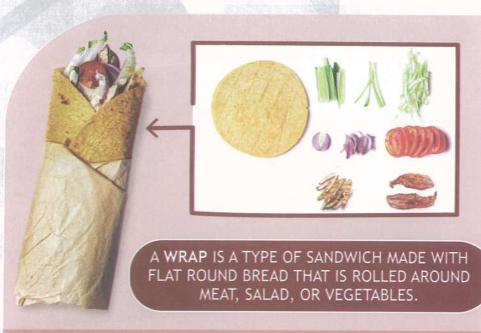


HASH BROWNS ARE PART OF A TYPICAL AMERICAN BREAKFAST.





LESSON 9 words in action





A HOST RECEIVES GUESTS ON A RADIO OR TV PROGRAM.

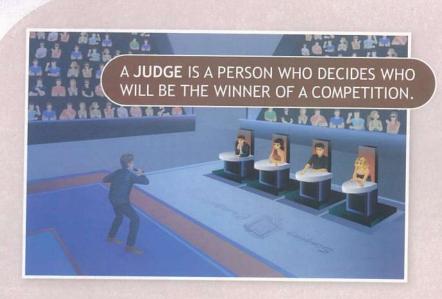


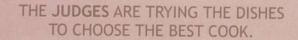


THE HOST IS PRESENTING HIS GUESTS.

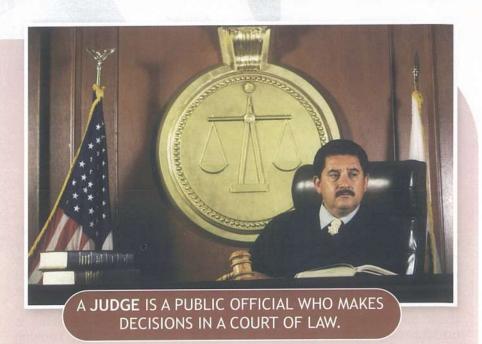


LESSON 9 words in action

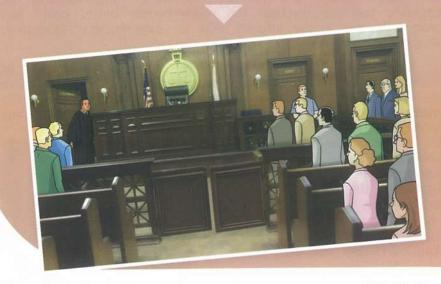








JUDGE PALMER IS ENTERING THE COURTROOM NOW.



article

You will notice that some of the words in this article are highlighted. You will find definitions for the highlighted words on the facing pages. Be sure to check your dictionary if you do not understand any of the other words—always a great way to improve your vocabulary!



For some people, cooking is just an exhausting chore that must be done because, after all, one has to eat. These folks may dream of being able to eat out all of the time or hire a cook to work in their homes, but only a few privileged folks can afford such luxuries. For other people, however, cooking is a pleasurable activity in which they can use their creativity to tailor meals to their own personal tastes. Whether you enjoy it or not, cooking is undoubtedly both a science and an art. And these days, cooking has also become entertainment, but I'll get to that a little later.

Cooking is a science because complex chemical reactions occur when we combine different ingredients and heat them. For science geeks, this can be fascinating. Understanding the scientific concepts involved can make people better cooks and even turn the family kitchen into an experimental laboratory where interesting new dishes are invented.

Fortunately, most of us don't have to study the science of cooking in order to make a meal. Everyone knows that there are an unlimited number of recipes available in books or on the Internet that describe exactly how to prepare just about any

type of food you can think of. Of course, following a recipe is sometimes easier said than done, but most of us are able to successfully reproduce the recipes we find for basic dishes, especially if we choose one of the great number of them that are advertised as "simple" or "quick and easy."



advertised adj. called to public attention.

dish n. food prepared in a certain way, especially as part of a meal.

eat out v.t., v.i. to eat at a restaurant, instead of at home.

get to v.t. to begin to do something.

heat v.t. to make something hot or warm.

hire v.t. if you hire a person, you pay him or her to work for you or to do a job.

in order to conj. used with an infinitive form of a verb to express the purpose of something. More common in writing than in speaking.

just about expr. almost.

tailor v.t. to make or change something according to the needs of a person or thing.

turn (something) into *phrasal verb* to change or develop from one thing into something different.

whether or not expr. here, used to say that in either case mentioned, the final situation will be the same.

article > > > > > > > > > > > > > >

In addition to being a science, cooking can certainly be called an art. Art is often considered to be a process or product of deliberately arranging elements in a way that appeals to the senses or emotions. Food undoubtedly involves and appeals to all of our senses, and most of us know what it is like to feel an emotional response to certain foods or meals. Like other forms of art, the judgment of whether food is good or not is subjective. Before you even take a bite, the appearance of food is an important part of the experience, as well as the aromas that appeal to one's sense of smell. As we put food in our mouths and chew, textures

become an important factor in the experience. And, finally, our taste buds provide the final criteria that we use to evaluate the food we

are eating.

As a kid, I didn't think about cooking that much. My mother did most of the cooking at our home, and I remember her food as being delicious, but I really took it for granted. Since I got married, I've shared the cooking duties with my wife, and now that our two kids are old enough, they pitch in as well. As cooks, I wouldn't say that any of us is truly



an artist except my wife, perhaps, because she can make anything. Her special talent is whipping up a great meal from whatever ingredients we have on hand, even when it seems that the cupboard is bare. We call her the jazz cook because of her ability to improvise.

aroma n. a distinctive, usually nice or good smell.

as well adv. in addition, also, too.

as well as prep. in addition to.

duty *n*. a job, conduct, service, or function that is a person's legal or moral obligation or responsibility to do.

get married v.i., v.t. to join together with another person, as his or her husband or wife, through a legal contract and/or a religious ceremony.

in addition to prep. as well as, besides.

on hand expr. if a person or thing is on hand, that person or thing is present and available if needed.

pitch in *phrasal verb* to start to do something to help with an activity, often as part of a group.

response n. a reaction, an answer, or a reply.

take a person or thing for granted phrasal verb to not appreciate how important or useful a person or thing is.

taste buds *n*. a group of cells on the surface of the tongue that detects and recognizes taste.

the cupboard is bare expr. used to say that there is no food in a house, or that there are no resources or money available for a certain purpose.

whatever adj. anything or everything.

whip (something) up phrasal verb to make something, usually a meal, very quickly.

LESSON 9

article

The rest of us can certainly follow a recipe though, and we all have certain dishes we consider to be our specialties. My area of expertise is breakfast dishes, like pancakes, omelets, and hash browns. Our daughter loves to make desserts, and since everyone in the family has a sweet tooth, we all get excited when she gets started in the kitchen. And our son is an incredible sandwich maker who can turn a simple sandwich or a wrap into a satisfying meal.















As I've grown older, I've come to appreciate the art of cooking. I have especially come to recognize that, as in any artistic endeavor, some people have more talent for cooking than others because, no matter how hard I try, my food never tastes as good as the food my wife prepares. This increased appreciation for cooking has gotten me interested in what I like to call cooking as entertainment, and the whole family has developed a taste, so to speak, for watching cooking shows on the various streaming services we subscribe to.

When my wife and I were young, cooking shows were helpful but a bit boring. They generally featured a chef in a studio kitchen showing you how to cook a relatively common dish—something not too exotic—that would be easy for viewers to make at home. But I'm never bored by today's modern cooking shows that take a variety of very entertaining approaches.

approach n. a way of thinking about a situation.

endeavor n. a serious, determined effort to do something.

feature v.t. to have as an important participant.

grow (older, tired, worse, etc.) v.t. to become a certain way over time.

no matter how/where/what expr. used to emphasize that something is always true.

so to speak expr. used to call attention to the fact that you are referring to something in a funny or unusual way.

subscribe to phrasal verb to pay money to receive something, such as a service or publication, regularly.

sweet tooth *n*. we say a person has a sweet tooth if he or she loves to eat sweet foods.

viewer n. a person watching something such as a movie or TV series.

article





One type of show involves foodies who scour the world in search of exotic delicacies that are quite different from our own cuisine, and they explain the different ingredients used and how the food is prepared. They are somewhat of a cross between a cooking show and a travel show, because they also like to show gorgeous scenery from destinations that are off the beaten path as well as other elements of foreign cultures.

There are also exciting reality shows in which professional chefs compete in the preparation of specific meals within defined time limits.





These shows are also very informative, because the pros share some of their secrets on what makes their beautifully made dishes taste so good. They are often given creative challenges, and the solutions they come up with are amazing, edible works of art that really make your mouth water, although it is a bit frustrating to know we will never be able to achieve such perfection ourselves. My wife and I look at each other with disbelief as they work their magic, but we can only imagine how their food must taste.

a cross between expr. a mixture of two different things, types, or qualities.

achieve v.t., v.i. to succeed in doing what you planned to do, usually by working hard.

come up with something phrasal verb to think of something such as an idea or plan.

cuisine *n*. a style of cooking, especially the style of cooking which is typical of a particular country or region.

delicacy *n*. food that people like to eat and that is usually rare and expensive.

each other pron. used to say that each of two or more people does something to the other or others.

edible adj. safe to eat, able to be eaten.

foodie *n*. a person who loves food and is very interested in cooking and eating different types of food.

make someone's mouth water expr. to make someone want to taste or eat something he or she sees, smells, or thinks about by producing a lot of saliva in the mouth.

path n. a route or track between one place and another that has been made deliberately or has been made by many people walking over the same ground.

beaten path/track n. a path or track used by many people.

off the beaten path/track expr. far away from the places that people usually visit and that may be hard to get to.

scour something for/in search of something phrasal verb to carefully search a place, a document, etc., for something.

somewhat adv. to some degree but not to a large degree; a little.

within prep. inside an area or period of time.

article







Our favorite shows, however, are the ones where amateur cooks race against the clock to create original entrees or desserts according to challenges presented by a famous chef acting as a host or judge. Some of them make it even more interesting by having celebrities from other walks of life participate as judges or even as contestants. These shows are full of drama and humor as the contestants compete and try to avoid being eliminated while facing one challenge after another. Watching them. you not only learn a few things about cooking but about human nature as well. The contestants talk a bit about their hopes and dreams or some of the disadvantages they have faced in life. Then we get to see how they react under pressure when they disagree with some of the other participants or when the judges criticize or make fun of their creations. We usually start to identify with some of the contestants as we get to know them, cheering them on and feeling their pain when they become frustrated and exhausted. Getting swept up in their stories makes the shows about much more than just food. They are about real life, and that makes for some pretty good TV.

They say that art imitates life, and they also say that life imitates art. I'm no philosopher, and I'm not sure that I understand all of the implications of those two statements, but I do believe that food is life and cooking is art, and that nowadays I get great pleasure out of cooking and eating. And, finally, that all of this reflection on the subject is making me hungry, so I think it's time to end this article and head to the kitchen. Bon appétit!

act as (someone/something) phrasal verb to do the job of a particular person or thing for a short time.

bon appétit *expr.* a French phrase also commonly used in English to tell someone to enjoy his or her meal.

cheer on *phrasal verb* to support or encourage someone or something, usually vocally.

contestant n. a person who participates in a contest or competition.

entree n. the principal dish of a meal.

face v.t. to deal directly with a problem or a difficult situation.

get (pleasure) out of phrasal verb receive benefit, knowledge, a good feeling, etc., from doing something.

get to know (someone) phrasal verb to learn about and better understand another person.

make for phrasal verb to help to make something possible.

make fun of phrasal verb to tease someone or to make jokes about a person.

not only . . . **but (also)** *expr*. a grammatical construction used to say that there is not just one characteristic of a particular person or thing, but also another.

nowadays adv. these days; at the present time.

race v.i. to do something very quickly, especially in a competition, to be the fastest.

race against the clock/against time expr. to do something very quickly because of a limit of the time available.

swept up *phrasal verb* to get involved or very interested in something by chance.

under pressure expr. in a state of stress because of having too much to do.

walk of life expr. an occupation, role, social class, or lifestyle.

LESSON 9 vocabulary

Pay careful attention to the pronunciation and stress of the following vocabulary taken from the article "Thoughts on the Art of Cooking."

basic	luxuries
developed	philosopher
disagree	pros
duties	recipes
exhausting	reproduce
fortunately	response
frustrated	scientific
frustrating	scour
hash browns	subject
heat	subjective
hire	

the grammar you need

The exercise is to be done and corrected in class.

PARTICIPIAL ADJECTIVES

Let's compare adjectives formed with the **-ing** form of a verb to adjectives formed with the **past participle** of a verb.

The adjective **boring** is formed by the **-ing** form of the verb **to bore**. A **boring** person or thing *makes people feel tired and impatient by being tedious and uninteresting*. Take a look at this example from the article "Thoughts on the Art of Cooking."

"When my wife and I were young, cooking shows were helpful but a bit **boring**."

According to the author in the example above, the cooking shows he and his wife used to watch were **boring** because they were *uninteresting activities* that made them feel tired and impatient.

Notice that when the **-ing** form of a verb is used as an adjective, it has an *active* meaning. The activities, in this case, perform the *action* of boring the author.

The adjective **bored** is simply the **past participle** of the verb **to bore**. A person who is **bored** feels tired and impatient because he or she has lost interest in something or because he or she has nothing to do. Here's an example.

"Whenever I feel **bored**, I just walk into the kitchen, take a look in the cupboard, and invent a new recipe."

If the person in the example above is **bored**, then he or she feels tired and impatient because he or she has nothing to do.

Notice that when the **past participle** of a verb is used as an adjective, it has a *passive* meaning. The speaker, in this case, is the receiver of the action, not the performer of the action.

the grammar you need

Take a look at some more examples.

an amazing song an amazed girl	a song that amazes people a girl that is amazed by someone or something
a confusing idea a confused person	an idea that confuses people a person who is confused by someone or something
a disgusting smell a disgusted person	a smell that disgusts people a person that is disgusted by someone or something
a distracting sound a distracted driver	a sound that distracts people a driver that is distracted by someone or something
an embarrassing photo an embarrassed man	a photo that embarrasses people a man that is embarrassed by someone or something
an exciting vacation an excited person	a vacation that excites people a person that is excited by something
an exhausting job an exhausted person	a job that exhausts people a person that is exhausted by someone or something
a freezing temperature a frozen dessert	a temperature that freezes someone or something a dessert that is frozen

^{*} frozen is the past participle of the verb to freeze.

LESSON 9

the grammar you need

a frightening movie a frightened child	a movie that frightens people a child that is frightened by someone or something
a frustrating problem a frustrated child	a problem that frustrates people a child that is frustrated by someone or something
an interesting person an interested person	a person that interests other people a person that is interested in someone or something
an irritating man an irritated man	a man that irritates people a man that is irritated by someone or something
a surprising story a surprised child	a story that surprises people a child that is surprised by someone or something
a tiring trip a tired person	a trip that tires people a person that is tired of someone or something or is tired from doing something



REMEMBER THIS:

- When the -ing form of a verb is used as an adjective, it has an active meaning.
- When the past participle of a verb is used as an adjective, it has a passive meaning.

LESSON 9

the grammar you need



Choose the correct option to complete the sentences.

I love to cook, and I'm always new, exotic recipes from foreign	
a. interesting b. interested	
and games help pass the tir	, but movies, books, ne. It's also a good idea to get ive at your destination completely
a. bored – exhaustingb. boring – exhausted	
instrument. However, with a littlike a pro!	to learn to play a musical tle patience, you'll soon be playing
a. frustratingb. frustrated	
4. Helena is to hold him, admiring his tiny fi	by her new baby brother. She loves ngers and toes.
a. fascinating b. fascinated	
5. Richard's habit of constantly	y making fun of me is very
a. irritating b. irritated	

the grammar you need

FIXED EXPRESSIONS WITH TO MAKE

In a previous lesson, we compared the verbs to do and to make. In this lesson you'll practice some fixed expressions with to make. Let's look at some examples. Some of them are from the lesson.

 to make a person a better cook/person, etc.—to cause a person to be or become better at being something.

"Understanding the scientific concepts involved can make people better cooks and even turn the family kitchen into an experimental laboratory where interesting new dishes are invented."

Being a volunteer in my community has **made me a better person**.

to make someone hungry/mad/happy, etc.—to cause to be or become."And, finally, that all of this reflection on the subject is making me hungry . . ."

The girls made their coach happy when they played with dedication and persistence to win the tournament.



to make someone's mouth water—to cause a person to want to eat something because it looks or smells delicious.

"They are often given creative challenges, and the solutions they come up with are amazing, edible works of art that really **make your mouth water**..."

Eric really loves pizza. Just thinking about his favorite—pepperoni pizza—makes his mouth water.



LESSON 9

the grammar you need

4. to make a meal-to create a meal.

"Fortunately, most of us don't have to study the science of cooking in order to make a meal."

Tessa was so hungry that she made a meal out of a couple of snacks she found in the kitchen.

5. to make something interesting/dangerous/fun, etc.—to cause to become a certain way.

"Some of them make it even more interesting by having celebrities from other walks of life participate as judges or even as contestants."

My kids love their teacher because she makes learning fun.

to make fun of—to ridicule, laugh at, tease, or joke about something or someone.

"Then we get to see how they react under pressure when they disagree with some of the other participants or when the judges criticize or make fun of their creations."

Jackson didn't like it when his friends made fun of his new haircut.

7. to make for something—to cause something to happen or be more probable.

"They are about real life, and that makes for some pretty good TV."

Exciting adventures in foreign destinations usually **make for** great vacations.

In order to master the use of these and other fixed expressions with to make, you should use them as much as you can.

the grammar you need

THE PREFIX DIS-

You already know that a *prefix* can be added to the *beginning* of a word to make a new word. You learned that the negative prefixes in- and un- can be added to the beginning of a word to make a new word.

Here is an example from the lesson with the prefix dis-.

"My wife and I look at each other with *disbelief* as they work their magic, but we can only imagine how their food must taste."

Notice that the negative prefix dis- is added to the noun belief to form the new word disbelief. The prefix dis- has a negative effect, so we can understand from this example that the author is trying to say that he and his wife can't believe what they see on some cooking shows.



REMEMBER THIS:

The negative prefix dis- is used at the beginning of a word to make a new word.

Here's another example with the prefix dis-.

"This rope bridge is pretty scary, Jim. It takes a lot of *courage* to cross it. Are you sure you're ready?"

"Don't try to discourage me, Martha. I'll see you on the other side!"

LESSON 9

the grammar you need

Here are some words you have already learned and the new words we can form by using the *negative* prefix **dis-**.

NOUN	DIS- + NOUN
advantage	disadvantage
agreement	disagreement
belief	dis belief
comfort	discomfort
interest	disinterest
service	disservice

Take a look at all of the prefixes you already know.

(disagree, disbelief)
ncompatible, informal)
unhappy, unload)

the grammar you need

THE SUFFIX -ABLE

In a previous lesson, you learned that the suffixes -al, -er, and -ly can be added to the end of a word in order to make another word. In this lesson, let's learn about the suffix -able. Here's an example from the lesson.

"For other people, however, cooking is a *pleasurable* activity in which they can use their creativity to tailor meals to their own personal tastes."

Notice that the suffix -able is added to the noun pleasure to make the adjective pleasurable. The suffix -able means possible, capable of, or causing, so we can understand from this sentence that cooking is an activity that is capable of giving people pleasure.



REMEMBER THIS:

The suffix **-able** is an adjective-forming suffix meaning *possible*, *capable of*, or *causing*.

Here are some more examples with the suffix -able.

I think Margaret is in a bad mood. She *disagrees* with everything I say. In fact she's been very **disagreeable** all day.

If you think *comfort* is important when buying new shoes, then try Derek's brand shoes. They are so **comfortable**!

LESSON 9

the grammar you need

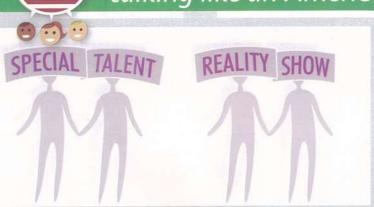
Here are some words you have already learned and the new adjectives that can be formed by using the suffix **-able**.

NOUN	ADJECTIVE
comfort	a comfort able bed Hilton Hotels are famous for their <i>comfortable</i> beds.
pleasure	a pleasur able experience My instructor made learning to drive a <i>pleasurable</i> experience.
fashion	fashionable clothes Samantha always wears such expensive, fashionable clothes.

VERB	ADJECTIVE
afford	an affordable apartment
	Finding an <i>affordable</i> apartment in New York can be a challenge.
agree	an agreeable solution
	We were able to find an agreeable solution to the problem.
breathe	breath able air
	Scientists would like to discover a new planet with breathable air.
enjoy	an enjoyable conversation
	I had a very <i>enjoyable</i> conversation with an old friend yesterday.
question	a question able result
	Our laboratory experiment produced questionable results.
recycle	recycl able plastic
	Recyclable plastic can be used to make almost anything.
understand	an understandable decision
	When Ryan moved out of town, he made the understandable decision to buy a car.

LESSON 9

talking like an American



Remember that the situations and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned. Here are some you learned in Lesson 9.

to take a bite ("I hate broccoli!" "You've never tried it. Just take a bite. If you don't like it, you don't have to eat any more.")

successfully reproduce ("Using photography, the students were able to successfully reproduce several famous paintings." "That's amazing!")

an emotional response ("Why did Dana cry while she was eating pie?" "She said it tasted just like the pie her grandma used to make. It's not uncommon for people to feel an emotional response to food, you know.")

special talent ("You know just what to say to make people feel good about themselves." "Well, let's just say it's one of my special talents. I love to make people smile.")

artistic endeavor ("What happened to your couch?" "Unfortunately, my little boy's latest artistic endeavor is to paint all the furniture.")

in search of ("I'm in search of the perfect omelet." "Then you've come to the right place. In fact, all of our breakfast dishes are delicious.")

reality show ("What are you watching?" "It's my favorite reality show. A team of specialists organize and then decorate people's homes.")

hopes and dreams ("Tell me about your hopes and dreams for the future." "Oh, I have so many. But one day I really do want to be a doctor and help sick people.")

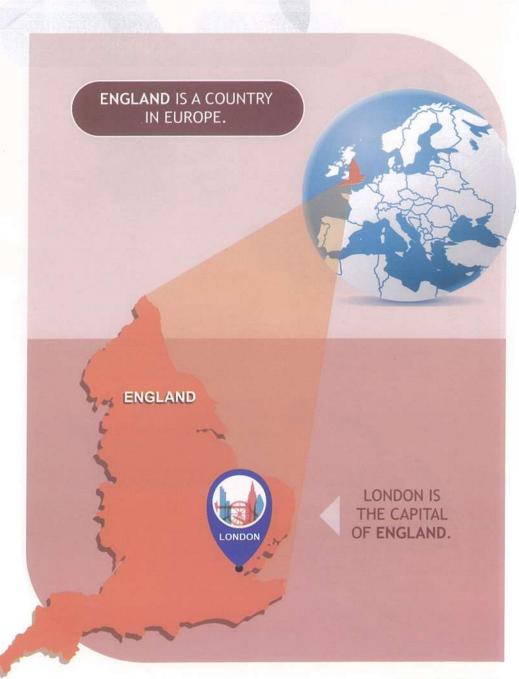
to feel a person's pain ("Working with Simon is so frustrating!" "I feel your pain. I worked with him a few months ago. He disagreed with everything I said.")

LESSON 10 words in action

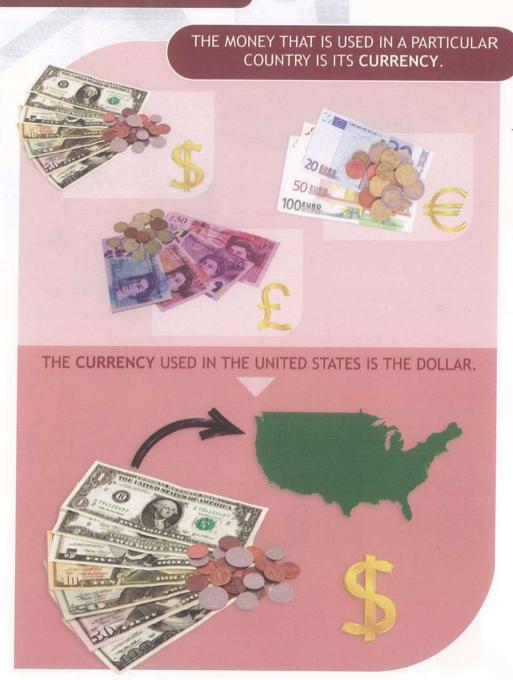
ENGLAND, SCOTLAND, WALES, AND NORTHERN IRELAND TOGETHER FORM THE SOVEREIGN STATE OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND.



LESSON 10 words in action



LESSON 10 words in action



LESSON 10 words in action

THE CURRENCY USED IN MOST OF THE COUNTRIES IN EUROPE IS THE EURO.



THIS IS THE SYMBOL FOR THE EURO.

LESSON 10 words in action

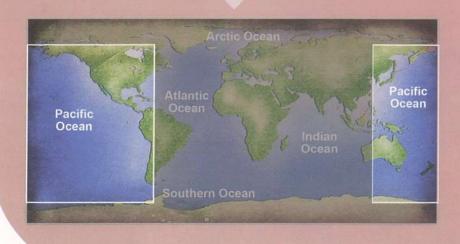


words in action

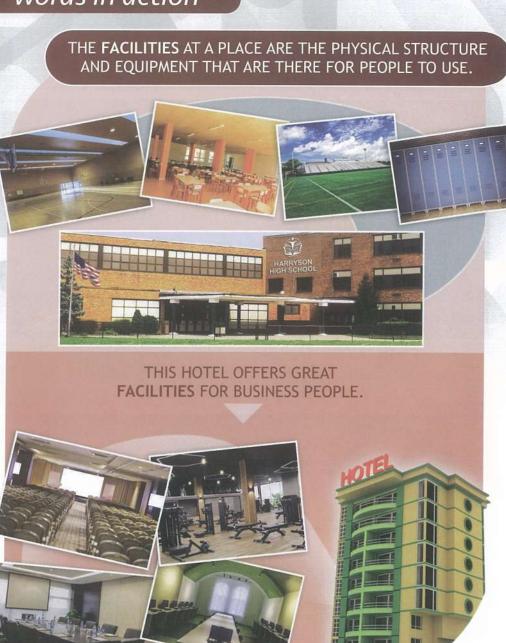
THE WORLD'S FIVE VERY LARGE AREAS OF SALT WATER ARE CALLED **OCEANS**.



THE PACIFIC IS THE WORLD'S LARGEST OCEAN.



LESSON 10 words in action



LESSON 10 text situation 1

AN OCEAN VOYAGE



B: My parents are going to England by ship next month.



G: Why aren't they flying?

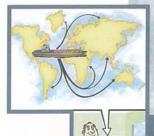


B: Their passage free because my dad's job.



G: What does he do for a living?





B: He's in shipping.



G: So, are they going on a cargo ship?



B: Yeah, but the accommodations are surprisingly good.



G = girl

LESSON 10

text

situation 2

MAKING ARRANGEMENTS

F: The hotel my company recommended is so expensive.

M: Wow, is that in euros or dollars?







F: The currency in the UK is the pound, hon.

s: Let me do a search for hotels in London, guys.





F: Great. I'm sure you can do better.

LESSON 10 text

situation 3

BACK HOME

s: So, everything worked out OK?

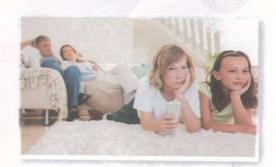




S: And you might not have had any money left to buy me stuff. What did you bring me?

CRUISING IN THE SUMMER

What are your plans for the summer? Hanging around at home all day watching TV?



Come on, you can do better than that!

How about doing something new, different, and exciting?

How about taking a cruise?

Carter Cruises offers exciting cruises with excellent accommodations that you and your family will love—and at prices your family can afford!



You know, a cruise to the UK by ship is an amazing experience, and our newest cruise with stops in England, Ireland, and Scotland is a dream. In fact, a cruise is the best way to go sightseeing in the UK.

Because the country is small, the distance between each port is surprisingly small too, so you'll have plenty of time to experience all the culture, history, monuments, and museums that Great Britain has to offer.



It's sure to be an experience you and your family will never forget.

So don't just sit around all summer go on a fabulous ocean voyage with Carter Cruises!



Check out our Website or call one of our friendly customer service agents to help you make all of the arrangements. You'll be glad you did!

LESSON 10 going further

TELLING THE TIME IN AMERICAN ENGLISH

Take a look at this dialogue from the lesson.

So, everything worked out OK?

Pretty much. The boat trip was a dream.



Notice that the airport timetable in London shows two times: 21:00 (pronounced: *twenty-one hundred hours*) and 23:30 (pronounced: *twenty-three thirty*). These times are stated using the 24-hour clock, which is common in European countries.

In the U.S., however, people do not use the 24-hour clock. In fact, most Americans do not know how to tell time this way. An exception to this is the U.S. military, which is why Americans usually refer to the 24-hour clock as "military time." (Besides the military, it is also used in the U.S. in the areas of aviation, navigation, astronomy, and in hospitals, among others.)

Most Americans use the 12-hour clock, in which the 24 hours in a day are divided into two parts: a.m. (Latin for ante meridiem, that is before noon) and p.m. (Latin for post meridiem, that is after noon), as in this example from a previous book.

We're late for school.

No we aren't. It's 8 p.m., not 8 a.m.



When you talk about what time it is using a.m. and p.m., and other expressions such as in the morning, in the afternoon, in the evening, and at night, you are speaking English in a very natural way.

the grammar you need

The exercises are to be done and corrected in class.

POSITION OF ADVERBS OF PLACE, MANNER, AND TIME

Take a look at this example from the lesson.

My parents are going to England by ship next month.



Notice that the boy first refers to where his parents are going (England), then how they're going to get there (by ship), then when they're going there (next month).

When we're referring to the place (where), the manner (how), and the time (when) in which a situation takes place, we usually use these references in the following order:

PLACE + MANNER + TIME

Here are some more examples.

George traveled from Ireland to Wales by boat yesterday. Raymond went to work by bike last week.

Erin got upset and walked out of the party suddenly last night.



REMEMBER THIS:

The **regular** order of adverbs or adverbial expressions in a sentence is **PLACE** + **MANNER** + **TIME**.

LESSON 10

the grammar you need

POSITION OF ADVERBS OF MANNER, PLACE, AND TIME

Now take a look at this example.

The Bradley family is traveling by plane to Spain today.



Notice that in the example above the first reference is to how the Bradley family is traveling (by plane), then where they're going (Spain), then when they're going (today).

If it's necessary to relate the adverb or expression of manner directly to the verb used in the sentence, (in the example above: *traveling* by plane) we can refer to the manner (how), the place (where), and the time (when) in which a situation takes place in the following order:

MANNER + PLACE + TIME

Here is an example from the lesson.

Father: But our return flight departed late from Heathrow last night, and we almost missed our connection.

Here are some more examples.

Joanna traveled by boat to France yesterday.

Belinda played well in the soccer game today.

Michael performed perfectly in the play last night.



REMEMBER THIS:

The **regular** order of adverbs or adverbial expressions in a sentence may be **MANNER** + **PLACE** + **TIME** when it's necessary to relate the adverb or expression of manner directly to the verb.

the grammar you need



I. Choose the correct option to complete the sentences.

1. Amelia flew
a. to L.A. by helicopter yesterday b. by helicopter yesterday to L.A.
2. Rick worked
a. from home on his computer last week b. last week on his computer from home
3. My aunt travels
a. every winter by car from New York to Florida b. from New York to Florida by car every winter
4. Jackson travels
a. by train to Washington, D.C., every week b. every week to Washington, D.C., by train
5. My daughter sings
a. loudly in the shower every morningb. every morning in the shower loudly
6. Catherine played,
but her team still won.
a. badly in the basketball game this morning b. this morning in the basketball game badly

LESSON 10

the grammar you need

FIXED EXPRESSIONS WITH TO DO

In previous lessons, you compared the verbs to do and to make, and practiced fixed expressions with to make. In this lesson you'll practice some fixed expressions with to do. Let's look at some examples. Some of them are from the lesson.

 to do for a living—the work you do for a living is the work you do to make the money you need.



2. to do a search—when you try to find something, often something on the Internet, we say we are going to do a search for that thing.

Take a look at this example.

John did a search on the Internet about the history of Scotland and found a lot of information for his research paper.

3. to do better/worse—to perform better or worse, get a better or worse result.

Here's an example from the lesson with do better.



And here's an example with do worse.

"I'm going to spend my vacation here at home. How boring!"

"Cheer up. You could do worse. I don't even have time for a vacation."

the grammar you need

 to do a good/bad/great/terrible job—we use these fixed expressions to talk about how someone performs some activity.

Look at these examples.

"You did a great job booking the hotel."

"I'm really nervous about giving my presentation on Great Britain to the whole company."

"Don't worry. I'm sure you'll do a good job!"

"The person that made all of the arrangements for this business trip did a terrible job."

"Shh! The new manager, Todd Cleaver, made the arrangements. I wouldn't complain too loudly if I were you. He's right over there."

to do well—when you are a success at something, we say you are doing well at it.

Here's an example with do well from a previous book.

How long will it take us to learn how to surf?

You guys are doing really well. It won't take you long.



Here's another example.

My brother Owen did really well in his first semester at college.



LESSON 10

the grammar you need

 to do one's own thing—(informal) to do something the way you like instead of copying other people or following rules.

Remember this example from a previous book?

"With Ben confined to our hotel room while we were in Florence, I was able to do my own thing. I had a blast."



Here's another example.

Most of Amy's friends would like to spend a semester abroad in the U.S. or Europe, but Amy likes to do her own thing. She wants to be an exchange student in China.



In order to master the use of these and other fixed expressions with to do, you should use them as much as you can.

the grammar you need

MIGHT HAVE + PAST PARTICIPLE

In a previous book, you learned that we use **might** to talk about *the* possibility of something happening in the present or the future. Now take a look at this example from the lesson with **might have + past participle**.

You did a great job booking the hotel. The facilities were great.

Yeah, if you hadn't helped, we might've paid twice as much.



Notice that the boy's father in the example above uses the contraction of might + have which is might've. In the example, the boy's father uses might have + past participle (paid) to indicate that there was a possibility they would have to pay twice as much for a hotel room when they were in England, but with their son's help, they didn't have to. The father uses might have + past participle to talk about the possibility of something happening in the past.

Here's another example.

"If you had woken up earlier, you **might've gotten** to work on time." "You're right. But I was out late last night at my girlfriend's birthday party."

Notice that in spoken English, it's common to use the contracted form might've instead of the full form might have in the construction might have + past participle.



REMEMBER THIS:

We use might have + past participle when we are talking about a possibility in the past that didn't happen.

the grammar you need

You also know that we can use **could have + past participle** to refer to something that was possible but did not happen. Remember this example from a previous lesson?

"Hey, are you OK? You look badly shaken up."
"Some nut on a motorcycle almost ran me over just now.
He could have killed me."

Compare these affirmative statements.

Some nut on a motorcycle almost ran me over just now. He **could** have killed me.

Some nut on a motorcycle almost ran me over just now. He **might** have killed me.

In both of the examples above, **could** and **might** have the same meaning. In both statements we understand that it was possible for the boy to have been killed, but fortunately, he wasn't. In affirmative statements, we can generally use either **could** or **might**.

Now compare these negative statements.

"I think I saw your friend Jim driving a new car on Elm Street yesterday."
"It could not have been Jim; he's on vacation in London this week."

"I think I saw your friend Jim driving a new car on Elm Street yesterday." "It might not have been Jim; I think he's still trying to get his driver's license."

In the examples above, **could** and **might** *do not* have the same meaning. In negative statements with **could not have + past participle**, we *are certain* that something was not possible. In negative statements with **might not have + past participle**, we *are not completely certain* that something was not possible.

LESSON 10

the grammar you need



- II. We use *might have* + *past participle* to talk about the possibility of something happening in the ______. Complete the sentences with *might have* and the past participle of the verbs in parentheses. Use contractions when possible. The first two are done for you.
- "Have you seen Alex lately?"
 "I might've seen him last week, but I can't remember." (to see)
 "Your friend James totally ignored me this morning. He's so rude."
 "It might not have been James. He has an identical twin brother who has never met you." (not; to be)
- 3. "I should've entered the photo competition, but there's no way I could ever win." "You take amazing photos. You if you'd entered." (to win) 4. "Where is Samantha? I need her sales report right now." to lunch." (to go) "It's 12:30. She 5. "Why is Charlotte so mad at me?" "Well, she you talking trash about her yesterday." (to hear) 6. "Why are there a bunch of people at our front door?" "Oops. They the message I sent about the party being canceled." (not; to see) 7. "Did you check to see if Eric's flight arrived on time?" "Yes, and I saw that his first flight was late. That means he time to catch his connection." (not; to have)

talking like an American





Remember that the situations, texts, and exercises in *To The Top* feature expressions that are designed to help you speak English in a natural way and will help you meet your goal of true fluency. At the end of certain lessons, we will list the fixed expressions, collocations, and idioms you learned in the situations. Here are some you learned in Lesson 10.

to work out ("So, what happened with that project for our UK offices?" "Well, I was freaking out about it, but it all worked out. They extended our deadline and let us hire more people to work on the project.")

pretty much ("Have you made all the arrangements for your trip?" "Pretty much. I bought airplane tickets and booked a hotel. I just really need to find someone who will take good care of all of my pets while I'm away.")

return flight ("Oops! I thought our return flight was tomorrow at 1:30 p.m., but it's at 1:30 a.m." "What? That means we have to get to the airport by 10 p.m. tonight!")

LESSON 10 I know how to . . .

Here are some examples from the lesson of all the things you know how to say now. Read the examples, then fill in the stars to show how well you know these things.

I know how to . . .



. . . talk about travel;



My parents are going to England by ship next month.

But our return flight departed late from Heathrow last night, and we almost missed our connection.

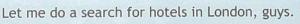




. . . talk about hotel arrangements;



The hotel my company recommended is so expensive.







You did a great job booking the hotel. The facilities were great.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 10 I know how to . . .

... talk about currency;



Wow, is that in euros or dollars?

The currency in the UK is the pound, hon.





. . . talk about a trip.



So, everything worked out OK?

Pretty much. The boat trip was a dream.





- I need to study this a lot more.
- * * I need to study this a little more.
- *** I know this very well.

AN AMERICAN RESTAURANT WITH AN IRISH HISTORY

In this lesson, you learned about the United Kingdom: **England**, **Scotland**, **Wales**, and **Northern Ireland**. Did you know that one of the most popular fast-food restaurants in the United States—and in the world—was founded by an Irish-American family?

Richard James McDonald (a.k.a.* Dick) and Maurice James McDonald (a.k.a. Mac) established the first McDonald's® restaurant in 1940 in California. Their parents, Patrick and Margarete, both moved to the United States from Ireland with their families in the late 1800s when they were very young.

McDonald is a common Irish and Scottish last name. The first part of the name, Mc (which can also be written Mac) means the son of. So the original meaning of the last name McDonald was the son of Donald.

Irish and Scottish names that begin with Mc or Mac are very common in the U.S., for example, MacArthur, MacBride, McCain, McCarthy, MacDaniel, McDonald, McDonnell, MacDouglas, MacKenna, MacMahon, McMartin, McMurphy, and MacNamara.

Think about this the next time you enjoy a meal at McDonald's®—an Irish-American family restaurant serving American fast food that became famous all over the world!





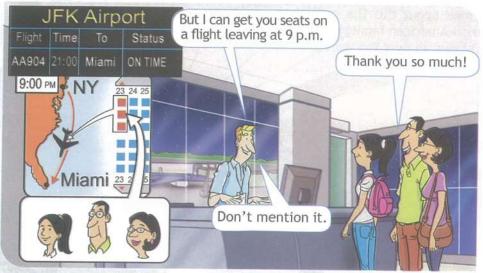
LESSON 10

using what you've learned

Here is an example of a situation you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in a situation like this.







LESSON 2

the grammar you need

- 1. to play-playing
- 2. inviting—to invite
- 3. finding-to find

LESSON 3

the grammar you need

PAGE 81

1.

1. b

2. b

3. a

4. a

PAGE 84

11.

1. 'll be driving

2. 'll be competing

3. 'll be meeting

4. 'll be creating

LESSON 4

the grammar you need

- 3. must have/must've forgotten
- 4. must have/must've packed
- 5. must not/mustn't have been
- 6. must not/mustn't have noticed

LESSON 5

the grammar you need

- 1. should've gone
- 2. could've been
- 3. should've seen
- 4. could've bought

LESSON 6

the grammar you need

PAGE 134

- 1.
- 1. b
- 2. a
- 3. b
- 4. a

- II.
- 1. finish
- 2. take
- 3. go-take
- 4. give
- 5. invite
- 6. submit

LESSON 7

the grammar you need

PAGE 161

- 1. were
- 2. didn't have
- 3. could
- 4. got along
- 5. knew

LESSON 9

the grammar you need

- 1. b
- 2. b
- 3. a
- 4. b
- 5. a

LESSON 10

the grammar you need

PAGE 237

- 1.
- 1. a
- 2. a
- 3. b
- 4. a
- 5. a
- 6. a

PAGE 243

11.

past

- 3. might've won
- 4. might've gone
- 5. might've heard
- 6. might not have seen
- 7. might not have had

256 - TT 8 - vocabulary list - TB

This list contains the new words in *To The Top—Advanced Stage—Book 8* and the number of the lesson where they are introduced. The abbreviation WIA beside a word means that the word was presented in Words in Action.

(a) piece of cake	L. 2	ahead of (e.g., I have to go to bed early tonight. I have a lot of work ahead of me tomorrow.) L.	
A		air	L. 2
a cross between	L. 9	air conditioner (WIA)	L. 2
a good night's sleep	L. 4	airbnb.com	L. 3
ability	L. 9	airline	L. 7
access	L. 5	along (with) = together with	L. 3
access, to	L. 5	Alpine	L. 8
accommodation	L. 10	amateur	L. 9
achieve, to	L. 9		
across (e.g., They're going		analyst	L. 3
to travel across the country		announce, to	L. 3
their trailer.)	L. 8	apologize, to	L. 3
act as, to	L. 9	apology	L. 3
act, to (e.g., This cat acts like a dog. She loves to play fetch with me.) L. 9		appeal, to	L. 9
action-packed	L. 8	appearance	L. 9
ad = advertisement	L. 3	appreciation	L. 9
adjoin, to	L. 3	approach	L. 9
advantage	L. 9	area	L. 8
advertise, to	L. 9	aroma	L. 9
advertised	L. 9	arrange, to	L. 3
advertisement = ad	L. 3	arrangement	L. 10
afford, to	L. 3	D-10000-000-000-0000-0000-0000-0000-000	(1000 LOTE)
afraid (e.g., Gloria is afraid		arrival	L. 7
to go into the sea because s	he	article	L. 9
can't swim.)	L. 7	artist	L. 9

artistic	L. 9	beverage	L. 4
as well = too	L. 9	big-box (store)	L. 3
as well as	L. 9	blanket (WIA)	L. 8
asset	L. 3	blazer (WIA)	L. 5
attached	L. 4	blender (WIA)	L. 3
attend, to	L. 8	blog	L. 3
available	L. 3	blow, to (to spend a lot of money	
		quickly on things that you do not	
В		need)	L. 3
D		board, to (WIA)	L. 7
badly	L. 5	boarding pass (WIA)	L. 7
baggage	L. 7	Bon appétit!	L. 9
baggage claim (WIA)	L. 7	book report	L. 1
bait (WIA)	L. 4	book, to	L. 3
bare = empty	L. 9	Border Collie	L. 3
bargain	L. 3	boring	L. 9
bargain-filled	L. 8	boutique (WIA)	L. 8
bark, to	L. 4	brand-new (e.g., a brand-new	
based	L. 3	blazer; This car is brand-new.)	L. 5
basic	L. 9	break down, to	L. 1
be cool with, to	L. 3	breakthrough	L. 3
be interested in, to	L. 3	bring out, to (e.g., School	
be on one's way, to	L. 4	competitions certainly bring out students' competitive spirit.)	L. 8
bear (WIA)	L. 4	bring together, to	L. 8
beaten path = beaten track	L. 9	bug (WIA)	L. 4
beaten track = beaten path	L. 9	bungalow (WIA)	L. 3
beer (WIA)	L. 4	by (e.g., I'll go by the grocery store	L. J
belongings	L. 3	and buy some tomatoes on my way	
Berkeley	L. 3	home from work.)	L. 8
beside	L. 8	by the time	L. 3
		201	

London La		I described	
bypass, to	L. 3	circumstance	L. 1
		clomping	L. 8
C		code	L. 3
a.v.		column	L. 3
café (WIA)	L. 5	combine, to	L. 9
call, to = to name	L. 3	come around, to	L. 3
calm	L. 4	come in handy, to	L. 3
camp stove (WIA)	L. 4	Come to think of it.	L. 2
campsite	L. 4	come up with, to	L. 9
campus	L. 3	come up, to	L. 2
can't get enough of sth.	L. 3	comfort	L. 4
capable	L. 1	commitment	L. 3
cargo	L. 10	common	L. 9
carry-on (WIA)	L. 7	companionship	L. 3
case (e.g., a case of beer) (WIA)	L. 4	company	L. 3
cash	L. 3	competitive	L. 8
cash cow	L. 3	complete	L. 3
celebrity	L. 9	concept	L. 9
chalk up, to	L. 3	connect, to	L. 3
check	L. 3	connection	L. 10
check, to (e.g., As soon as we get		considerate	L. 3
to the airport, let's go check our		considered	L. 9
baggage. I still want to have a snack	¢	contestant	L. 9
before the flight.)	L. 7	control, to	L. 1
check-in (e.g., check-in counter)	L. 7	cooler (WIA)	L. 4
cheer sby. on, to	L. 9	corporate	L. 3
cheer, to	L. 9	couch (WIA)	L. 3
chef	L. 9	could use	L. 6
chemical	L. 9	couple	L. 8
cigarette (WIA)	L. 2	court	L. 3
258 - TT 8 - vocabulary list - TB			

court order	L. 3	design, to	L. 6
cozy	L. 4	designated	L. 4
create, to	L. 3	destination	L. 9
creation	L. 9	develop, to	L. 9
creative	L. 3	dinosaur (WIA)	L. 3
creativity	L. 9	disadvantage	L. 9
credit	L. 3	disagree, to	L. 9
crispy	L. 4	disbelief	L. 9
criteria (sing.: criterion)	L. 9	discount	L. 3
criterion (pl.: criteria)	L. 9	discovery	L. 3
criticize, to	L. 9	dish (food that is prepared in a	
cuisine	L. 9	certain way, especially as part of a	
culture	L. 9	meal)	L. 9
cupboard (WIA)	L. 9	do a (great/bad/terrible) job, to	L. 10
currency (WIA)	L. 10	do a search, to	L. 10
cut	L. 3	do better, to	L. 10
		do for a living, to	L. 10
D		do the homework, to	L. 6
		doggone	L. 4
Dang! (used when we are		dognap, to	L. 3
disappointed or upset)	L. 7	done	L. 4
dangerous	L. 4	Don't mention it.	L. 4
decent	L. 3	Don't tell me.	L. 5
deck (WIA)	L. 3	dormant	L. 3
define, to	L. 6	dozens of	L. 2
deliberately	L. 9	dream (e.g., My dream is to go on a	
delicacy	L. 9	cruise around the world.)	L. 9
depart, to	L. 10	dream (e.g., This new Toyota SUV is	
departure	L. 7	a dream!)	L. 10
departure gate	L. 7	drive (e.g., How about taking a drive	
depend, to	L. 6	to Grandma's house this weekend?	
describe, to	L. 9	I miss her.)	L. 8

260-TT8 — vocabulary list — TB

Duh!	L. 5	except	L. 9
duty	L. 9	excited	L. 9
		exhausting	L. 9
E		exotic	L. 9
letyti		experience	L. 7
each other	L. 9	experiment	L. 3
eat out, to	L. 9	experimental	L. 9
economy	L. 3	expertise	L. 9
edible	L. 9		
editor	L. 3	F	
electric sander (WIA)	L. 3		
element	L. 9	face, to (e.g., It's a challenge for	
elementary-school (teacher)	L. 3	women to face the possible conflict	
eliminated	L. 9	between work and family life.)	L. 9
emotion	L. 9	facility (WIA)	L. 10
emotional	L. 9	fact	L. 3
endeavor	L. 9	factor	L. 9
endless	L. 8	fair	L. 4
endure, to	L. 3	fairy tale	L. 8
England (WIA)	L. 10	fascinating	L. 9
entertaining	L. 9	feature, to	L. 9
entertainment	L. 9	feed, to	L. 4
entree	L. 9	field (WIA)	L. 3
entrepreneur	L. 3	final	L. 9
epiphany	L. 3	financial	L. 3
ethical	L. 3	fire	L. 8
euro (WIA)	L. 10	fisherman (WIA)	L. 4
evaluate, to	L. 9	flat tire (WIA)	L. 4
event	L. 8	flip-flop (WIA)	L. 7
exactly	L. 9	fly, to	L. 7

folks = people	L. 4	get, to (e.g., Roller coasters get	
foodie	L. 9		
	L. 3	my heart pumping quickly.)	L. 8
for a song		give sth. away, to	L. 3
forbid, to	L. 3	aive up. to	L. 2
form (a document with spaces for	. 7	give up, to	L. Z
completing information)	L. 7	go with, to	L. 1
form = type	L. 9	go, to (e.g., These magazines go on	
fortunately	L. 9		2 2
free	L. 10	the bookshelf in my bedroom.)	L. 4
fresh = clean (e.g., fresh clothes)	L. 6	gonna	L. 2
friend request	L. 5	goods - things	L. 3
frozen (e.g., frozen food) (WIA)	L. 1	goods = things	L. 3
frustrated	L. 9	goody	L. 4
full-time (job)	L. 3	grab, to (e.g., Let's stop at that	
furniture (WIA)	L. 6		
		coffee shop and grab some coffee	
C		before we go to work.)	L. 8
G		Great Britain (WIA)	L. 10
gardening	L. 2		
gate (e.g., We'd better look for our		green thumb	L. 2
gate. The plane will start boarding		groceries (WIA)	L. 2
in ten minutes.) (WIA)	L. 7	grocery store (WIA)	L. 2
geek	L. 9	grocery store (WIA)	L. Z
gentle	L. 4	grow, to (e.g., As Jean grows older,	
get married, to	L. 9	she looks more like her mother.)	L. 9
Get real!	L. 1	grow to / Cdu	
get sth. out of, to	L. 9	grow, to (e.g., Grandma grows	
get to know, to	L. 9	roses in her front yard.) (WIA)	L. 2
get to, to	L. 9	growing	L. 3
5		~ ~	

habit	L. 2	I don't know about you, but	L. 1
handy	L. 3	ice (WIA)	L. 8
hash browns (WIA)	L. 9	ice skate (WIA)	L. 8
haul	L. 3	ice-skate, to (WIA)	L. 8
have a fit, to	L. 5	identify with, to	L. 9
have a green thumb, to	L. 2	identify, to	L. 9
have the time of one's life, to	L. 7	idiot	L. 1
headline	L. 3	idle, to	L. 3
heart (WIA)	L. 8	ignore, to	L. 5
heat, to	L. 9	I'm out of here.	L. 5
help wanted	L. 1	imitate, to	L. 9
hill (WIA)	L. 8	immigration	L. 7
hire out, to	L. 3	implication	L. 9
hire, to	L. 9	improvise, to	L. 9
hit, to (e.g., According to the		in addition to	L. 9
forecast, heavy rains are going to		in general	L. 4
hit town this afternoon.)	L. 8	in need (of)	L. 6
hoof (pl. hooves)	L. 8	in order to	L. 9
hooves (sing. hoof)	L. 8	in search of	L. 9
hope	L. 9	in the doghouse	L. 3
host (a person who offers places to		included	L. 3
stay on a site such as Airbnb)	L. 3	income	L. 3
host (on a TV or radio program) (WIA)	L. 9	incompatible	L. 6
hot chocolate	L. 8	increased	L. 9
housework (WIA)	L. 6	incredibly	L. 8
however	L. 3	informative	L. 9
human	L. 9	ingredient (WIA)	L. 9
humor	L. 9	interested	L. 3
262 — TT 8 — vocabulary list — TB			

international	L. 7	lamb (WIA)	L. 4
involve, to	L. 9	landlord	L. 3
item	L. 3	leave behind, to	L. 4
		leisure	L. 3
		lie, to (to say sth. that is not true)	L. 1
		line (e.g., This new line of sofas at	
jack (WIA)	L. 4	Clover Furniture is adorable.)	L. 6
jazz	L. 9	list, to	L. 3
judge (a public official who makes		living (e.g., "What does your mother	
decisions in a court of law) (WIA)	L. 9	do for a living?" "She's a judge.")	L. 10
judge (someone who decides who the		load, to	L. 4
winner of a competition will be) (WIA)	L. 9	lock (WIA)	L. 2
judgment	L. 9	lock, to (WIA)	L. 2
jump, to	L. 4	lodge	L. 8
just about = almost	L. 9	lose one's cool, to	L. 4
just now	L. 5	lose out on, to = to miss	L. 5
		lousy	L. 1
TV.		luxury	L. 9
K			
kick off, to	L. 3	M	
kid (kid sister/brother = an informal		M	
way to refer to a younger sister or		magic	L. 9
brother)	L. 1	mail, to	L. 3
kill, to	L. 2	make a quick buck, to	L. 3
kind-sounding	L. 3	make for, to	L. 9
		make fun of, to	L. 9
		make money, to	L. 3
		make one's mouth water, to	L. 9
labor	L. 6	make the bed, to (WIA)	L. 6
laboratory	L. 9	maker	L. 9

manual (e.g., manual labor)	L. 6	night-night (another way of saying	
map (WIA)	L. 4	good night, usually by or to	·
marketplace	L. 3	children)	L. 4
marshmallow (WIA)	L. 4	no lie (e.g., Yuck! It's no lie to say	
match, to	L. 3	this food is lousy.)	L. 1
matter, to	L. 3	no matter how	L. 9
mattress (WIA)	L. 3	noise	L. 4
may (e.g., May your presentation be	2	Nordic	L. 8
a success.)	L. 7	Northern Ireland (WIA)	L. 10
meanwhile	L. 3	not only but	L. 9
mental	L. 3	not only but also	L. 3
mental note	L. 3	note	L. 3
Miami (WIA)	L. 7	nowadays	L. 9
microwave or microwave		nut (a thick metal ring) (WIA)	L. 4
oven (WIA)	L. 1	nut (e.g., People will think you're a	
microwave oven or		nut if you go to the mall wearing	
microwave (WIA)	L. 1	that costume!)	L. 5
modern	L. 9		
moral	L. 3	0	
motel	L. 4		
		occur, to	L. 9
N		ocean (WIA)	L. 10
		off the beaten path	L. 9
named (e.g., Good morning, Paul.		offer	L. 3
A woman named Claire Davis just		offer, to	L. 3
called you and left a message.)	L. 3	Oh, my God!	L. 5
nature	L. 4	omelet (WIA)	L. 9
nearly	L. 8	On (attached to)	L. 4
New England (WIA)	L. 8	on a par (with)	L. 3
New Hampshire (WIA)	L. 8	on hand	L. 9
264 – TT 8 – vocabulary list – TB			

on the hook	L. 3	P	
on the road	L. 4		
on the side	L. 3	P.S. = post script	L. 3
on/off campus	L. 3	pack (e.g., a pack of gum) (WIA)	L. 2
ONCE (e.g., Once we get through the security checkpoint, we'd better go to the gate because our flight leaves		pack (e.g., a six-pack of water) (WIA) page (e.g., If you have a page on a social networking site, you can post your pictures there.)	L. 4 L. 5
in an hour.)	L. 3	pancake (WIA)	L. 9
One (e.g., James is one smart guy.)	L. 5	park, to	L. 3
one-of-a-kind (boutique)	L. 8	participant	L. 9
online	L. 3	participate, to	L. 9
operate, to (e.g., My kid brother		passage	L. 10
doesn't know how to operate the		passport (WIA)	L. 7
lawn mower.)	L. 1	path	L. 9
opportunity	L. 8	patient	L. 8
order (instruction)	L. 3	PayPal	L. 3
original	L. 9	peace	L. 8
out of it	L. 7	peaceful	L. 8
outdoors (e.g., The great		penicillin	L. 3
outdoors.)	L. 4	perfection	L. 9
outdoorsman	L. 4	perhaps	L. 3
outlet center (WIA)	L. 8	personal (e.g., personal belongings)	L. 3
out-of-work (coach)	L. 3	person-to-person (contact) philosopher	L. 9
oven (WIA)	L. 1	pick up, to	L. 3
overlook, to (e.g., How can you		pine tree (WIA)	L. 8
overlook the fact that the kids need		pipe (WIA)	L. 8
a tutor?)	L. 3	pitch in, to	L. 9
own, to	L. 3	plant, to (WIA)	L. 2

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play fetch, to	L. 3	project	L. 2
pleasurable	L. 9	provide, to	L. 9
pleasure	L. 9	publicity	L. 4
plenty	L. 8	pump, to (WIA)	L. 8
pool shark (WIA)	L. 3	put sth. up, to	L. 3
pop, to	L. 4	put stil. up, to	L. 3
portable	L. 4		
positive (e.g., Lenny Grant's new		0	
movie got three positive reviews.)	L. 3		
possession	L. 3	quit, to	L. 2
post	L. 3		
post, to	L. 3		
pot pie (WIA)	L. 1	R	
pound (currency) (WIA)	L. 10	race against the clock, to	L. 9
preferably	L. 4	race, to	L. 9
preparation	L. 9	N	
prepare, to	L. 9	raft (WIA)	L. 4
present, to	L. 9	ranger	L. 4
pressure	L. 9	rank = group	L. 3
pretty much	L. 10	rate	L. 3
private	L. 5	react, to	L. 9
privileged	L. 9	real	L. 1
prized	L. 3	reality	L. 9
Pro (short for professional)	L. 9	reality show	L. 9
proceed, to	L. 7	recipe (WIA)	L. 9
process	L. 9	7. (1.)	L. 3
product	L. 9	recoup, to	
professional	L. 9	reel (WIA)	L. 4
profile	L. 3	reflection	L. 9
program (e.g., international		regardless	L. 3
exchange program)	L. 7	regulation	L. 4

reinvigorated	L. 3	reply	L. 1
relative (e.g., I bought the TV on		resolution (WIA)	L. 2
the Internet instead of at the store,		right = exactly	L. 2
and it was a relative bargain.)	L. 3	rule	L. 2
relatively	L. 9	rotten	L. 4
remote control	L. 3	rug	L. 4
rent out, to = to rent	L. 3	run (part of the side of a mountain or	
rent, to = to rent out	L. 3	hill that is prepared and used for	
rentable	L. 3	skiing)	L. 8
rental	L. 3	run late, to (e.g., Since I woke up	
renter	L. 3	later than usual this morning, I was	
rentrepreneur	L. 3	running late and didn't have time	L. 1
report	L. 1	for breakfast.) run over sby. or sth., to	L. 5
reproduce, to	L. 9	rush, to	L. 8
request	L. 3	14311, 10	L. 0
request, to	L. 6		
reservation	L. 4	S	
response	L. 9	safe	L. 4
return flight	L. 10	satisfying	L. 9
reuse	L. 3	savings	L. 3
review (evaluation) (e.g., Lenny		scenery	L. 9
Grant's new movie got three		scientific	L. 9
positive reviews.)	L. 3	Scotland (WIA)	L. 10
river (WIA)	L. 4	scour sth. for/in search of,	
road (WIA)	L. 4	to (to carefully search a place, a	
roast, to	L. 4	document, etc., for sth.)	L. 9
rod (WIA)	L. 4	scratch (slang for money)	L. 3
rollaway = rollaway bed (WIA)	L. 4	search	L. 10
rollaway bed = rollaway (WIA)	L. 4	security	L. 7
romantic	L. 8	security checkpoint (WIA)	L. 7
		ACCURATE VIOLET VIOLENCE OF STATE OF ST	

sense	L. 9	smoke, to (WIA)	L. 2
serious	L. 4	sneaker (WIA)	L. 7
Service (e.g., personal service)	L. 3	snoop around, to	L. 5
shake up, to	L. 5	snowboard (WIA)	L. 8
shaken up (e.g., My parents were		snowflake (WIA)	L. 8
shaken up when they heard about		snowmobile (WIA)	L. 8
our neighbor's accident.)	L. 5	snowmobile, to (WIA)	L. 8
shark (WIA)	L. 3	snowshoe (WIA)	L. 8
sheet (e.g., bed sheet) (WIA)	L. 6	snowshoe, to (WIA)	L. 8
shift, to	L. 3		
shipping	L. 10	snug	L. 4
shoot sby. an email (a note,		snug as a bug in a rug	L. 4
text, etc.), to	L. 3	so to speak	L. 9
shower	L. 3	society	L. 3
sidewalk (WIA)	L. 5	Socrates	L. 3
sidewalk café (WIA)	L. 5	soft drink (WIA)	L. 4
silverware (WIA)	L. 4	some (e.g., Some guy almost ran me	
simple	L. 9	over last night.)	L. 5
single bed (WIA)	L. 4	somewhat	L. 9
ski (WIA)	L. 8	space (room that is empty and can	
ski, to (WIA)	L. 8	be used)	L. 3
skier (WIA)	L. 8	space (an area used for a particular	
skill	L. 6	objective)	L. 4
sleep tight (an expression used for		space out, to	L. 2
telling sby., especially a child, that		spare = spare tire (WIA)	L. 4
you hope they sleep well)	L. 4	spare tire = spare (WIA)	L. 4
sleeping bag (WIA)	L. 4	speak of, to	L. 6
sleigh (WIA)	L. 8	specific	
slip into, to (e.g., Johnny arrived			L. 9
late last night and slipped into the		spirit	L. 8
house so his parents wouldn't	9 0	staff	L. 3
notice.)	L. 3	start	L. 8
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startup	L. 3	TV dinner (WIA)	L. 1
statement	L. 9	twice as much	L. 10
steak (WIA)	L. 1	type	L. 9
step	L. 7		
stove (WIA)	L. 4	U	
stranger	L. 3		
stream (WIA)	L. 4	UC Berkeley	L. 3
streaming	L. 9	under (affected or controlled by a	
strike up, to	L. 3	particular action, situation, or state)	L. 9
studio	L. 9	under control	L. 1
subject	L. 9	under one's nose	L. 3
subjective	L. 9	under pressure	L. 9
subscribe, to	L. 9	under the circumstances	L. 1
subway (WIA)	L. 1	undercharge, to	L. 3
successfully	L. 9	underneath	L. 4
surely	L. 3	understand, to	L. 9
surly	L. 3	undoubtedly	L. 9
surprisingly	L. 10	unforgettable	L. 7
sweet tooth	L. 9	unlimited	L. 9
swept up	L. 9	unload, to	L. 4
swim	L. 4	user	L. 3
T		V	
turn sth. into, to (e.g., They		variety	L. 8
turned this big house into a lodge		various	L. 9
now.)	L. 9	very much (e.g., Kyle enjoyed the	
turn, to (e.g., You have to turn the		trip very much.)	L. 7
nuts to the left to take them off.)	L. 4	via	L, 3
tutor	L. 1	viewer	L. 9
		21 # 1	

		+
virtue	L. 3	wish, to
visa	L. 7	within
Vitamix	L. 3	work out
voyage	L. 10	about my
		he was so
W		worked ou
W		wrap (WIA)
wagon	L. 3	
wait	L. 3	Y
Wales (WIA)	L. 10	
walk	L. 3	yard .
walk of life	L. 9	yawn, to
walk, to (a dog)	L. 3	you got to
warm	L. 8	you've go
warm up, to	L. 8	
Watch your step!	L. 7	
weed	L. 2	
weed whacker (WIA)	L. 3	
whatever (e.g., I think Joan, or		
whatever her name is, ice-skates		
very well.)	L. 9	
whenever	L. 2	
whether	L. 9	
whether or (not)	L. 9	
which (relative pronoun)	L. 3	
whip up, to	L. 9	
whisper, to (WIA)	L. 3	
whose (relative pronoun)	L. 3	
willing	L. 3	
wintertime	L. 8	

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wish, to	L. 7
within	L. 9
work out, to (e.g., I was anxious	
about my son's driver's test because	
he was so nervous, but everything	
worked out fine.)	L. 10
wrap (WIA)	L. 9

yard	L. 3
yawn, to	L. 4
you got to = you've got to	L. 4
you've got to = you got to	L. 4

This list contains the verbs that appear in Books 1 through 8.

verbs

Infinitive	Past Tense	Past Participle
A		
		acconted
to accept	accepted	accepted
to access	accessed	accessed achieved
to achieve	achieved	
to act as	acted as	acted as
to act	acted	acted
to add to	added to	added to
to add	added	added
to adjoin	adjoined	adjoined
to admit	admitted	admitted
to adopt	adopted	adopted
to advertise	advertised	advertised
to afford	afforded	afforded
to agree	agreed	agreed
to announce	announced	announced
to answer	answered	answered
to apologize	apologized	apologized
to appeal	appealed	appealed
to apply	applied	applied
to appreciate	appreciated	appreciated
to arrange	arranged	arranged
to arrive	arrived	arrived
to ask	asked	asked
to attend	attended	attended
to avoid	avoided	avoided



to	back off
to	bark
to	be

backed off	
barked	
was; were	

backed off barked been

Infinitive	Past Tense	Past Participle
to beat	beat	beaten
to become	became	become
to beg	begged	begged
o begin	began	begun
o believe	believed	believed
o bend	bent	bent
o bet	bet	bet
to bite	bit	bitten
to blow	blew	blown
o board	boarded	boarded
o book	booked	booked
o borrow	borrowed	borrowed
o bother	bothered	bothered
o break	broke	broken
o breathe	breathed	breathed
o bring	brought	brought
o browse	browsed	browsed
o brush	brushed	brushed
o buckle up	buckled up	buckled up
o buckle	buckled	buckled
o build	built	built
buy buy	bought	bought
o bypass	bypassed	bypassed

C

to call	called	called
to camp	camped	camped
to cancel	canceled	canceled
to care	cared	cared
to carpool	carpooled	carpooled
to catch	caught	caught
to chalk up	chalked up	chalked up

Infinitive	Past Tense	Past Participle
to change	changed	changed
to charge	charged	charged
to check	checked	checked
to cheer	cheered	cheered
to chew	chewed	chewed
to chill	chilled	chilled
to choose	chose	chosen
to clap	clapped	clapped
to clean	cleaned	cleaned
to click	clicked	clicked
to close	closed	closed
to comb	combed	combed
to combine	combined	combined
to come	came	come
to compete	competed	competed
to complain	complained	complained
to compose	composed	composed
to concentrate	concentrated	concentrated
to connect	connected	connected
to control	controlled	controlled
to convert	converted	converted
to cook	cooked	cooked
to copy	copied	copied
to cost	cost	cost
to count	counted	counted
to create	created	created
to criticize	criticized	criticized
to cross	crossed	crossed
to cry	cried	cried
to cut	cut	cut
		TT 8 - verbs - TB - 27

Infinitive	Past Tense	Past Participle
D		
to dance	danced	danced
to date	dated	dated
to daydream	daydreamed; daydreamt	daydreamed; daydreamt
to decide	decided	decided
to define	defined	defined
to deliver	delivered	delivered
to deny	denied	denied
to depart	departed	departed
to depend	depended	depended
to describe	described	described
to deserve	deserved	deserved
to design	designed	designed
to detest	detested	detested
to develop	developed	developed
to disagree	disagreed	disagreed
to discover	discovered	discovered
to dive	dived; dove	dived
to do	did	done
to dognap	dognapped	dognapped
to doubt	doubted	doubted
to dream	dreamed; dreamt	dreamed;
		dreamt
to dress	dressed	dressed
to drink	drank	drunk
to drive	drove	driven
to drop	dropped	dropped

TT 8 - verbs - TB - 275

Infinitive	Past Tense	Past Participle
E		
0.00		
to eat	ate	eaten
to edit	edited	edited
to elect	elected	elected
to end	ended	ended
to endure	endured	endured
to enjoy	enjoyed	enjoyed
to enroll	enrolled	enrolled
to evaluate	evaluated	evaluated
to even out	evened out	evened out
to exaggerate	exaggerated	exaggerated
to exist	existed	existed
to expect	expected	expected
to explain	explained	explained
F		
to face	faced	faced
to fail	failed	failed
to faint	fainted	fainted
to fall	fell	fallen
to fasten	fastened	fastened
to feature	featured	featured
to feed	fed	fed
to feel	felt	felt
to figure	figured	figured
to film	filmed	filmed
to find	found	found
to finish	finished	finished
to fish	fished	fished
to fit	fit; fitted	fit; fitted

Infinitive	Past Tense	Past Participle
to fix	fl d	
to flunk	fixed	fixed
to fly	flunked	flunked
to follow	flew	flown
to fool	followed	followed
	fooled	fooled
to forbid	forbade	forbidden
to forget	forgot	forgotten
to forgive	forgave	forgiven
to freak out	freaked out	freaked out
G		
to get	got	got; gotten
to give	gave	given
to go	went	gone
to gossip	gossiped	gossiped
to grab	grabbed	grabbed
to grow	grew	grown
to guess	guessed	guessed
Н		
to hand	handed	handed
to handle	handled	handled
to hang		
(hang out,		
hang around)	hung	hung
to happen	happened	happened
to hate	hated	hated
and Interest to	Transfer	

had

headed

had

headed

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to have

to head

Infinitive	Past Tense	Past Participle
to hear	heard	heard
to heat	heated	heated
to help	helped	helped
to hide	hid	hidden
to hire	hired	hired
to hit	hit	hit
to hold	held	held
to honk	honked	honked
to hope	hoped	hoped
to hurry	hurried	hurried
to hurt	hurt	hurt



to ice-skate	ice-skated	ice-skated
to identify	identified	identified
to idle	idled	idled
to ignore	ignored	ignored
to imagine	imagined	imagined
to imitate	imitated	imitated
to improvise	improvised	improvised
to introduce	introduced	introduced
to invent	invented	invented
to invite	invited	invited
to involve	involved	involved



to	join
to	jump

joined	
jumped	

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Infinitive	Past Tense	Past Participle
K		
Transfer of the		
to keep	kept	kept
to kick off	kicked off	kicked off
to kid	kidded	kidded
to kill	killed	killed
to kneel to knock	kneeled; knelt	kneeled; knelt
	knocked	knocked
to know	knew	known
L		
to laugh	laughed	laughed
to lean	leaned	leaned
to learn	learned	learned
to leave	left	left
to lecture	lectured	lectured
to lend	lent	lent
to let	let	let
to lie (to be in a horizo	ontal	
position)	lay	lain
to lie (to say sth. that		
is not true)	lied	lied
to like	liked	liked
to limit	limited	limited
to list	listed	listed
o listen	listened	listened
to live	lived	lived
o load	loaded	loaded
to lock	locked	locked
o look	looked	looked
o lose	lost	lost
to love	loved	loved

TT 8 - verbs - TB - 279

Infinitive	Past Tense	Past Participle
M		
to mail to make to match to matter to mean to meet to mention to mind to miss to move to mow	mailed made matched mattered meant met mentioned minded missed moved mowed	mailed made matched mattered meant met mentioned minded missed moved mowed
to name	named needed	named needed
to network to notice	networked noticed	networked noticed
0		
to occur to offer to open to operate to order to organize to overhear to overlook	occurred offered opened operated ordered organized overheard overlooked	occurred offered opened operated ordered organized overheard overlooked

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Infinitive	Past Tense	Past Participle
to owe to own	owed owned	owed owned
P		
to put	put	put
Q		
to quit	quit	quit
R		
to race to rain	raced	raced
to raise	rained	rained
to reach	raised reached	raised
to react	reacted	reached
to read	read	reacted
to realize	realized	read realized
to receive	received	received
to recognize	recognized	recognized
to recommend	recommended	recommended
to record	recorded	recorded
to recoup	recouped	recouped
to recover	recovered	recovered
to recycle	recycled	recycled
to relax	relaxed	relaxed
to remember	remembered	remembered
to remind	reminded	reminded

Infinitive	Past Tense	Past Participle
to rent = to rent out	rented	rented
to reproduce	reproduced	reproduced
to request	requested	requested
to require	required	required
to return	returned	returned
to review	reviewed	reviewed
to ride	rode	ridden
to ring	rang	rung
to rinse	rinsed	rinsed
to roast	roasted	roasted
to rollerblade	rollerbladed	rollerbladed
to root	rooted	rooted
to row	rowed	rowed
to run	ran	run
to rush	rushed	rushed

to rusii	rusileu	rusned
C		
3		
to save	saved	saved
to say	said	said
to scour	scoured	scoured
to see	saw	seen
to seem	seemed	seemed
to sell	sold	sold
to send	sent	sent
to serve	served	served
to set	set	set
to shake up	shook up	shaken up
to share	shared	shared
to shift	shifted	shifted
to shoot	shot	shot
to shop	shopped	shopped
to show	showed	showed; shown
		TT 8 - verbs - TB - 281

Infinitive	Past Tense	Past Participle
to shut	shut	shut
to sightsee	sightsaw	sightseen
to sit	sat	sat
to ski	skied	skied
to sleep	slept	slept
to slip	slipped	slipped
to slouch	slouched	slouched
to smell	smelled	smelled
to smile	smiled	smiled
to smoke	smoked	smoked
to sneak	snuck .	snuck
to sneeze	sneezed	sneezed
to snoop around	snooped around	snooped around
to snooze	snoozed	snoozed
to snowmobile	snowmobiled	snowmobiled
to snowshoe	snowshoed	snowshoed
to sound	sounded	sounded
to space out	spaced out	spaced out
to speak	spoke	spoken
to spell	spelled	spelled
to spend	spent	spent
to spit	spit; spat	spit; spat
to stand	stood	stood
to start	started	started
to stay	stayed	stayed
to stick	stuck	stuck
to stink	stank	stunk
to stop	stopped	stopped
to straighten	straightened	straightened
to strike up	struck up	struck up
to study	studied	studied
to subscribe	subscribed	subscribed
to suggest	suggested	suggested
to surf	surfed	surfed
to swear	swore	sworn

Infinitive	Past Tense	Past Participle
to sweep	swept	swept
to swim	swam	swum
to switch	switched	switched



to table	tabled	tabled
to tag	tagged	tagged
to tailor	tailored	tailored
to take	took	taken
to talk	talked	talked
to tape	taped	taped
to taste	tasted	tasted
to tease	teased	teased
to tell	told	told
to think	thought	thought
to throw	threw	thrown
to tidy	tidied	tidied
to touch	touched	touched
to travel	traveled	traveled
to try	tried	tried
to turn	turned	turned



to uncover	uncovered	uncovered
to undercharge	undercharged	undercharged
to understand	understood	understood
to unload	unloaded	unloaded
to upset	upset	upset
to use	used	used

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	Past Participle
vacuumed	vacuumed
visited	visited
voted	voted
waited	waited
woke	woken
walked	walked
wanted	wanted
warmed up	warmed up
warned	warned
washed	washed
wasted	wasted
watched	watched
wore	worn
weighed	weighed
whipped up	whipped up
whispered	whispered
won	won
wished	wished
wondered	wondered
worked	worked
worried	worried
wrote	written
	waited woke walked wanted warmed up warned washed wasted watched wore weighed whipped up whispered won wished wondered worked worried



to yawn

yawned

yawned

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